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# MOTIVATIONAL STRATEGIES TO IMPROVE THE ACADEMIC PERFORMANCE OF THE SEVENTH CYCLE SECONDARY STUDENTS IN A STATE SCHOOL

Lina Alvarado-Gubler

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**UNIVERSIDAD DE PIURA**  
**FACULTAD DE EDUCACIÓN**  
**MAESTRIA DE EDUCACIÓN**



**Motivational strategies to improve the academic  
performance of the seventh cycle secondary  
students in a state school**

**Tesis para optar el Grado de Magister en Educación con  
Mención en Enseñanza de Inglés como Lengua Extranjera**

**Lina Hilda Felipa Alvarado Gubler**

**Piura, marzo 2018**



## **APPROVAL**

The thesis titled “Motivational strategies to improve the academic performance of the seventh cycle secondary students in a state school” presented by Lina Hilda Felipa Alvarado Gubler in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director M.Ed. Maria Luisa Mu and defended on ..... before a Jury with the following members:

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President

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Secretary

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Informant



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## **SUMMARY**

Two groups of students were chosen to work in this research, 4<sup>th</sup> A class and 5<sup>th</sup> A class whose lessons were implemented with motivational strategies based on some psychological foundation to improve the students' motivation and their academic performance. Different kinds of instruments were used to assess the students' academic performance such as: pre tests, short evaluations at the end of each lesson and post tests to compare how much the students improved their academic performance after the intervention.

According to the evaluation results, the students of the 4<sup>th</sup> A class improved their academic performance after the intervention, there was not any student that did not achieve the capacity. It means that the motivational strategies based on psycho pedagogical foundations used in each lesson with this class helped the students improve meaningfully. Their total average in the first period before the intervention was 14 and in the fourth period after the intervention was 16.

Comparing the results after the intervention with the 5<sup>th</sup> A class students, they diminished their academic performance a little bit because they had some distractions in the fourth period, extracurricular activities such as activities they did to raise money to travel and have their graduation party. However, they maintained their final average; they got 18 in the first and fourth period of the scholar year. All in all, it can be said that both groups of students improved their academic performance and motivation which can be demonstrated with the scores they got in each lesson, around 8 or 9 marks over 10.



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## **INTRODUCTION**

In my own experience, motivation is an important tool that a teacher of English must take into account to start a lesson of English and even during the whole class. The energy, the humour we have as teachers give students the necessary confidence to achieve the competence and capacity selected and to learn the knowledge we offer them through different and motivating strategies.

William T. Lile (2002) says, “motivation is the key to all learning”. Lack of motivation is perhaps the biggest obstacle faced by teachers, counsellors, school administrators, and parents. Behavioural problems in the classroom often, or always, seem to be linked to the lack of motivation. Ruth Peter (2002) states that “academic achievement is more a product of appropriate placement of priorities and responsible behaviour than it is of intelligence” Peter (2002) says, “Intelligent students are often out-performed by less bright students with high motivation. If a student is motivated enough he/she can accomplish learning of any scale”.

Moreover, Zoltan Dorneyi & Kata Csizér (1998, 215) and Brown H. Douglas (2015) refer to the importance of motivation in learners’ fruitful language learning and offer a set of commandments for motivating learners that were taken into account to prepare and perform the learning sessions for this work.

Nowadays, it is difficult to encourage and make all secondary students of a state school participate in classes of English. They are demotivated due to their social condition, family's problems and low self-esteem. Moreover, two hours of English classes in a week are not enough to learn the target language with all the contents that the Ministry of Education requires as compulsory for the secondary state schools in the English subject.

For all the reasons given above, students are reluctant to participate in front of the classroom; they feel frustrated because they cannot speak very well. When they sit for exams every two months, few of them get scores over 16 and others get low scores from 12 to 05.

Furthermore, it was necessary to know whether the teachers of English of the Institution where this research was done based their learning sessions on motivational strategies related to some psycho pedagogical foundations. Those were the reasons whereby five teachers of English from this state school were questioned with a survey and according to their answers, most of them do not use the multimedia equipment, lap tops XO, internet as motivational strategies and they do not base their learning sessions on any psycho-pedagogical foundations.

Teachers of English may need to be aware that motivational strategies related to any psycho-pedagogical foundation are vital ingredients to succeed in different learning sessions that should be planned considering the capacities that students must achieve which are according to the three competences of the target language given as compulsory by the Ministry of Education in the National Curriculum Design approved on December 15<sup>th</sup>, 2008 and in the National Curriculum approved on June 3<sup>rd</sup>, 2016: Oral expression and Comprehension, Comprehension of written texts and Production of written texts.

The current research tries to determine how the use of motivational strategies and applicable psycho-pedagogical foundation as constructivism, collaborative or meaningful learning help students improve their academic performance in two groups of students of English in the seventh cycle of a state school; 4<sup>th</sup> and 5<sup>th</sup> A class.

The details of this research and the theoretical background that led to it are presented in Chapters 1 and 2 respectively.

For all the reasons explained before we hypothesise if the use of motivational strategies in teaching English can improve motivation and academic performance of seventh cycle secondary learners in the state school.

In order to achieve this, some motivational strategies based on psycho pedagogical foundations are performed during the intervention in the learning sessions such as: using authentic English to awake the students' interest and previous knowledge, creating a good relationship between the teacher and students to get low affective filter and being evaluated with the tasks and exercises developed in class to make the students feel confident with a fair evaluation.

On the other hand, the main objective for this research is to choose appropriate motivational strategies in teaching English to improve motivation and academic performance of seventh cycle secondary learners based on their formative and final evaluations results in the fourth period of the year.

All this will lead to perform specific actions during the investigation to achieve the main purpose of this work; to demonstrate how important it is to use motivational strategies based on psycho pedagogical foundations in a learning session where each strategy is related to each one building up the students' learning coherently.

As it was mentioned above, the learning sessions were prepared choosing coherent motivational strategies such as visual aids; slides, gestures, mimes, flash cards, dialogues from internet using the laptops XO, memory games and parallel writing to draw the learners' interest making them participate in all the activities enthusiastically and consequently improving their academic performance. According to Brown H. Douglas (2015), learners perform the tasks because they are fun, interesting, useful or challenging. In addition, both groups were evaluated at the end of each lesson with different kind of instruments like worksheets and checklists. This information is presented in Chapter 3

The evaluation results were collected to show how well they achieved the capacities related to each competence and at the end of the fourth period a final exam was administered to measure students' academic performance in each competence and these final outcomes, from the fourth period were compared with the first period. This information is presented in Chapter 4

The conclusions show that the students responded to the planned indicators for each lesson successfully as long as the motivational strategies were chosen according to the selected capacities and indicators which led students' learning. Besides, as well, the lessons were based on psycho-pedagogical foundations such as **constructivism (Jean Piaget)**, **collaborative Learning (Lev Vygotsky)** and **Meaningful Learning (David Ausebel)**. It means that the intervention made with this research achieved the expected results successfully.

It is not intended to make generalisations with the results of this research but to raise awareness of how important these variables are in the success of our students and how further more focused research will be needed to ensure that the teaching goals of the research will be met.

## **CHAPTER 1**

### **INVESTIGATION OUTLINE**

As a teacher of English for more than 27 years in a state school, it can be said that learning English for secondary students is difficult because they have two hours of classes a week and there are around 35 students in a classroom, so it is hard to assist all learners with their necessities in their learning process.

In addition, the books given by the Ministry of Education do not match the learners' interests, level and needs. Also the activities in the books are not linked to each other in a logical sequence and the worst, the topics and pretended knowledge are not related to the capacities and competences given by the Ministry of Education as compulsory so they do not help teachers in their labour.

Moreover, students are only exposed to the English Language in the classroom, it means that their input is meagre, they do not understand what the teacher is saying or explaining. When they are asked to perform an oral presentation, they feel afraid or when they need to give a written production they are not able to do it. Besides, when the students are evaluated, they fail because some of the questions do not correspond to the topics or capacities developed in the lessons so students feel frustrated and demotivated worsening the motivation they bring from home.

For all the reasons mentioned above it was decided to change my way of teaching and to include other topics to increase my learners' motivation and academic performance making my lessons more attractive and interesting for them using motivational strategies such as slides, games, dialogues from internet, group work and technology. All of them made my students be more active in the classroom and improve their academic performance as it is shown in the appendix session with the instruments of evaluation applied during the investigation.

### **1.1. Formulation of the problem**

There are some reasons why students do not participate in class and are demotivated, and as a consequence their academic performance is unsatisfactory:

According to Smyrniou G. (2003), students do not talk because they are afraid that their classmates or the teacher may judge their English. Losing face publicly seems to be one of the most difficult situations they can find themselves during the class. Students prefer silence even if the teacher makes it clear that oral or other kind of participation is scored.

Additionally, students are not motivated to participate because they are not interested in some of the topics The Ministry of Education in the National Curriculum Design approved on December 15<sup>th</sup>, 2008 and in the National Curriculum approved on June 3<sup>rd</sup>, 2016 or teachers have selected for them.

The English lessons, though obligatory, are not part of the students' main concentration. This happens to some of the students' population, due to the amount of hours they have at state secondary schools here in Peru, two hours a week. Thus, there is not much motivation for performing well in English, let alone for discussion participation where critical thinking in English is involved.

Furthermore, when students were asked about the importance of English in their lives, they thought that English was not useful for them because they were going to finish their studies at school and they did not know what to do then. They do not have a life project since they do not



have their parents' support and the help they have at school is not enough.

According to my experience as a coordinator and trainer from the Ministry of Education, most of the time the teaching strategies teachers select for each lesson are not coherent to the competences, capacities and indicators of evaluation, therefore the students feel frustrated and their academic performance does not meet the lesson objectives. Moreover, most teachers are not aware of the importance of motivation from the very beginning in the lesson, through it and until the end. It means that teachers must start the class with an activity that calls the students' attention and maintains it during the class.

Classrooms are too large in a state school, there are around thirty – five students learning a subject so the individual needs are not taken care of.

This entire situation made me think of how to help my students improve their academic performance and if improving motivation may help. So the problem that this research tried to solve is:

**Will the use of motivational strategies based on some psycho pedagogical foundations in teaching English improve motivation and academic performance of seventh cycle secondary learners in this state school?**

**R. Harries** (1991) (2001) referred to an important aspect of improving the intrinsic motivation of our students is to be a caring teacher. Besides, Krashen (1985) claims that *learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition.*

It is then the purpose of this research to demonstrate that by introducing motivational teaching strategies (independent variable) based on some psycho pedagogical foundations that match the acquisition of the competences the Ministry of Education requires we will approximate, at least, to a more successful academic performance (dependent variable).

## **1.2. Hypothesis**

### **1.2.1. General hypothesis**

The use of motivational strategies based on some psychological foundations in teaching English can improve motivation and academic performance of seventh cycle secondary learners in the state school Felipe Santiago Estenos.

### **1.2.2. Specific hypothesis**

Using motivational strategies such as introducing tales and vocabulary using authentic English and being evaluated with tasks and exercises students have developed in class improve learners' motivation and academic performance achieving capacities related to the comprehension of written texts competence

Using "Memory games", meaningful interaction between the teacher and the learners, and parallel writing improve learners' motivation and academic performance achieving the capacities related to the production of written texts competence.

Awakening student's interests to introduce a new topic, to make sentences, use dialogues from internet improve learners' motivation and academic performance achieving capacities related to oral expression and comprehension competence.

## **1.3. Delimitation of the objectives**

### **1.3.1. General objective**

To assess how motivational strategies based on some psychological foundations in teaching English can improve motivation and academic performance of seventh cycle secondary learners in a state school based on their formative and final evaluations results in the fourth period of the year.

### **1.3.2. Specific objectives**

To explore how much motivational strategies such as introducing tales and vocabulary, using authentic English and being evaluated with tasks and exercises students have developed in class, improve learners' motivation and academic performance achieving capacities related to the comprehension of written texts competence based on their formative and final evaluations results in the fourth period of the year.

To evaluate to what extent "Memory games", meaningful interaction between the teacher and the learners, and parallel writing, improve learners' motivation and academic performance achieving the capacities related to the production of written texts competence.

To explore how awakening student's interests to introduce a new topic, to make sentences and using dialogues from the Internet improve learners' motivation and academic performance achieving capacities related to the oral expression and comprehension competence.

### **1.4. Justification of the investigation**

Most teachers are not aware of the importance of motivation from the very beginning in the lesson, through it and until the end. According to Spratt M., Pulverness A., and Williams M., (2006) teachers must start the class with an activity that calls the students' attention, maintains it during the class and present tasks in an interesting way which makes the tasks seem achievable to the learners so they can get good outcomes in their academic performance.

The current research is done to demonstrate the importance of using motivational strategies as memory games, dialogues from internet, slides, tales, mimes and flashcards in the improvement of the seventh cycle secondary state school students' academic performance based on their formative and final evaluations results in the fourth period of the year.

For those reasons, it is necessary to make up a series of strategies organized from the easiest to the most difficult one for each lesson and all these motivational strategies must be selected according to the capacity related to one of the three competences established by the Ministry of Education in the National Curriculum Design approved on December 15<sup>th</sup>, 2008 and in the National Curriculum approved on June 3<sup>rd</sup>, 2016; Oral expression and Comprehension, Comprehension of written texts and Production of written texts, so in this way we get to improve in our students the motivation subconsciously and help them achieve their academic performance.

On the other hand, this study contributes to the improvement of teaching English in secondary state schools attending learners' necessities and interests, in spite of the amount of hours given, large classes, difficulties to access to internet and lack of help from the school's authorities, parents and even the government.

All in all, as the students reach the highest motivation they will learn English enthusiastically and successfully developing and improving their cognitive skills meaningfully. Also, their academic performance will improve since the teaching strategies were selected according to the established capacities and indicators of evaluation for each lesson which correspond to a specific competence given by the Ministry of Education in The National Curriculum Design (2008) (2016).

### **1.5. Limitations of the investigation**

First, time is the biggest problem we face, as researchers, with this kind of research since we work the whole day and are always looking for the right time and place to be concentrated and read the theory to set the foundations for the thesis

It is important to mention that the bibliography and the information you have on internet is plentiful but it is not enough. You need to look up information at a specialized library as the North American Peruvian and Britanico Institute here in Lima. Those Institutions are prestigious and let us use the library and borrow the books you ask for with some

restrictions as: read the books in the library and if you want to photocopy, you can get 10 copies of each book per visit only.

Two hours given by the Ministry of the Education in the secondary curriculum are not enough for the seventh cycle students to get the three language competences, as it is mandatory. Besides, the students do not have the necessary input to practice and consolidate their learning due to the lack of time.

Students' different language level in a class and even the low level of language management of the students were limitations for this study.

In spite of having some technological resources, there are not enough computers for each student, there is one for every two students, sometimes computers are broken down, and nobody can fix them soon. Then, if we want to use the multimedia equipment, which it is not available when it is required since, there are three to use in ten classes at the same time. Additionally, the internet has a weak bandwidth so students work slowly and they get bored easily. Finally, the classroom for performing the lessons has to be shared, with other subjects and teachers.

Last but not least, there are not alike researches about motivational strategies related to the capacities and competences which improve students' academic performance which are according to the National Curriculum designed based on competences launched in 2009. Therefore, most of the work done in this research has exploratory relevance and with need to be furtherly studied.

## **1.6. Antecedents of the investigation**

### **1.6.1 Document N°1: Written by Smyrniou,G. (2003)**

*Increasing Authentic Speech in Classroom Discussions*, University of Puerto Rico at Mayaguez, Puerto Rico, USA. This work refers to increasing authentic speech in classroom discussions. The author wanted to explain why Puerto Rican college students may not be willing to participate in authentic classroom discussions in English, it was unwillingness, the students

did not have the necessity to speak English because Spanish was used more in their community.

Here some techniques were developed to improve students' extrinsic motivation:

1. Checking the culture; in order to know what students would like to learn in their classes of English.
2. Using Search Engine; to teach students how to work on the computer using web pages since it is known that students love surfing on internet.
3. Reviewing the information, learners had to write a simple summary about the information found on the internet and sent to their teacher with the URL to show that the information given is true.
4. Finding arguments based on the reviews; in order to discuss what learners had read and they must have found arguments in favour or against a particular topic.

The author states that at the beginning it was difficult for the learners to do the tasks as writing a simple summary and discussing what they have read on internet. However, the discussions started getting better and it was felt worth doing it, even if the English they used was not always grammatically accurate. Still the students could communicate their messages and be understood so their academic performance improved.

In a similar way, the two groups of students of this research used material from the internet in their oral presentations and conversations. They worked enthusiastically doing all the tasks required and they could communicate their messages in spite of accuracy and fluency problems. Table 21, Graph 6, and Table 22, Graph 7 show the results of their evaluation in the Competence of Oral Expression and Comprehension that were quite satisfactory.

### **1.6.2 Document 2: Another important work written by “Graziane de Oliveira Xavier (2005)**

*“Motivational teaching strategies in a Brazilian EFL school: “How important are they and how frequently are they used?”*, Ohio University. His thesis was done in a Brazilian private school recognized by the American Embassy as an American-Brazilian Bi-National Centre. The learners’ ages ranged from 11 to 41, most of them Brazilian. The purpose of the study was to investigate the use of instructional techniques to motivate L2 students in an EFL school and how frequently these motivational strategies are used by the teachers.

This paper examines the importance and frequency of 43 motivational strategies divided into 16 Conceptual Domains. Twenty- three teachers and 213 students of an EFL school in Brazil participated in the investigation. Quantitative and qualitative data were drawn from questionnaires, interviews and classroom observations. The results according to two types of methods Dornyei and Csizér ranking system, and Graziane de Oliveira Xavier’s ranking system suggested that from the 16 conceptual domains of motivational strategies, three were potentially motivating: Teacher, rapport and interest.

Results also reveal that some strategies regarded as important have been underutilized in the classroom. Statistical analyses were carried out to determine the rank important lists of motivational strategies of Hungarian and Brazilian teachers and Brazilian students as well as to determine which of those strategies have been underutilized in the classrooms of the Brazilian participants.

Table 1. The most important conceptual domains with their motivational strategies

<b>Conceptual Domains</b>	<b>Motivational Strategies</b>
<b>Teacher</b>	<p>2. Show students that you respect, accept and care about each of them.</p> <p>17. Show your enthusiasm for teaching English by being committed and motivating yourself.</p> <p>40. Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.</p> <p>47. Try to be yourself in front of students without putting on an artificial “mask”, and share with them your hobbies, likes and dislikes.</p>
<b>Rapport</b>	23. Establish a good relationship with your students.
<b>Interest</b>	<p>12. Introduce in your lessons various interesting content and topics which students are likely to find interesting.</p> <p>13. Make tasks challenging by including some activities that require students to solve problems or discover something.</p> <p>18. Break the routine of the lessons by varying presentation format.</p> <p>43. Make task attractive to raise the learners’ curiosity.</p> <p>45. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tape, and films.</p>

Source: Motivational Strategies in a Brazilian School: Graziane de Oliveira Xavier (2005)

**Table 1** is important for the present research since all the strategies mentioned above were considered to prepare the learning sessions. Besides, the learners of the present research had additional problems: Peruvian state secondary schools have large classes, students’ opinions about what they want to learn are not considered, the amount of hours students’ contact with the target language are not enough. For all these reasons the following list was taken into account in this work.

The main motivational problems Graziane de Oliveira Xavier’s students faced which were similar to those of my learners’ were:



1. The students did not have the opportunity to choose the topics they liked to study in their curriculum.
2. The classrooms were too large so the students were not attended with their individual needs.
3. The learners' contact with the target language was restricted and the acquisition of the media was expensive.
4. The students did not have much contact with the culture of the language they were learning.
5. The students had few hours of English per week which did not provide them with the satisfactory time of language use.
6. There was also the fact that classrooms were most likely to have mixed groups of students with different ages, levels of proficiency and interests. Therefore, it was difficult for teachers to apply motivational strategies to all students.

Due to the problems mentioned above Graziane de Oliveira wanted to provide some useful information about motivational teaching strategies in an EFL setting. His study proposed, firstly, to verify Dörnyei and Csizers's research's results in a Hungarian setting applying the same questionnaires for both teachers and students (1998).

From the interpretation of the results the author of the thesis drew five major considerations:

1. The use of motivational strategies is valid for L2 teaching for it helps teachers become more aware of their students' motivation and how their teaching is perceived by the students.
2. Students' age and level of proficiency should be taken into consideration in the selection of strategies.
3. Strategies concerning the relationship between teacher and students, teacher's behaviour and students' interests are very likely to motivate L2 learners.

4. If there is a conflict between teachers' and students' opinions about the use of motivational strategies, students' perspectives on the issue must be considered by the teacher.
5. For those teachers who are interested in learning more about motivational strategies and/or in improving their use of them, she recommended action research.

All this information allowed me to prepare a list of motivational strategies that guided the context choice of tasks to use in the classroom and that are listed in Table 2.

Definitely, the importance and frequency of motivational strategies searched in this study varies in each group; because **not all strategies work the same with each teacher and students in the classroom.**

It is clear that it is necessary to use motivational strategies to enhance learners' learning and the selection done must be according to the class topic, competences, capacities and indicators of evaluation. Most of the motivational strategies investigated by Graziane de Oliveira Xavier have been considered in the lessons for this work but here they are related to the improvement of the learners' academic performance.

Table 2. List of motivational strategies considered in the research

<b>Strategies</b>	
1.	Bring in and encourage humor and laughter in your class.
2.	Show students that you respect, accept and care about each of them.
3.	Create opportunities so that students can mix.
4.	Familiarized the learners with the cultural background of the English language.
5.	Explain the importance of the “class rules”.
6.	Give clear instructions about how to carry out a task.
7.	Monitor students’ accomplishments.
8.	Remind students that the successful mastery of English is beneficial to their future
9.	Introduce in your lessons various interesting content and topics.
10.	Make tasks challenging.
11.	Make sure scores reflect students’ achievement and effort.
12.	Ask learners to recommend classroom rules.
13.	Show your enthusiasm for teaching English.
14.	Break the routine of the lessons by varying presentation format.
15.	Use short and interesting opening activities to start classes.
16.	Involve students as much as possible in designing and running the language course.
17.	Establish a good relationship with your students.
18.	Encourage students’ participation
19.	Give good reasons to students as to why a particular activity is meaningful or important.
20.	Try and find out about your students’ needs, goals and interests.
21.	Allow students to create products that they can display.
22.	Encourage learners to try harder.
23.	Create a supportive and pleasant classroom climate.
24.	Display the “class goals” on the wall.
25.	Make clear that the important thing in learning a foreign language is to communicate meaning.
26.	Notice students’ contributions and progress.
27.	Include activities that require students to work in groups.
28.	Teach various learning techniques.
29.	Adopt the role of a “facilitator”.
30.	Motivate your students by increasing the amount of English you use in class.
31.	Share with students that you value English learning.

Source: Adapted from the list of Motivational Strategies in a Brazilian EFL school used in the research of Graziane de Oliveira, Xavier (2005)

### 1.6.3 Document 3: The following research written by Yan-Nan, He (2009)

*“Motivational Strategies: Students’ and Teachers’ Perspectives”* Kent State University, *was* another source of useful information for this research. Yan-Nan He cited (Crokes and Schmidt, 1991; Gardner and Smythe, 1975; Oxford & Shearin, 1994) stated that motivation is demonstrated to be one of the main determinants of second language learning in numerous studies. Robert Gardner (1985) recognized that motivation has pervasive influence on learning a foreign language.

The students ‘age range was from 17 to 45 years old, they were learning *English* in the English as a Second Language Centre at Kent State University. They came from several different countries labeled in six categories according to their first language such as: Chinese (17), Arabic (10), Japanese (6), Korean (5), French (1) and Turkish (1).

Yan-Nan’s research studied two aspects of the comparison between teachers and learners ‘perspective towards motivational strategies. One aspect was how important motivational strategies are for developing learners’ motivation. The other aspect was how frequently teachers use motivational strategies in class. Concerning the important aspect, students and teachers have similar perceptions of the motivational strategies:

- Present tasks properly.
- Familiarise learners with L2 related to values.

Concerning the frequency aspects, there were similarities on the strategies:

- Proper teacher’s behaviour.
- Present task properly.
- Creating a pleasant classroom climate

The result showed that goal-oriented motivation is an effective teaching strategy. Teachers should gain a better

understanding of learners' needs and learnings goals in order to increase learners' motivation for learning a foreign language.

**1.6.4 Document N°4: Also, there is another finding worthy of mention written by Reeve (2006)**

*Establishing a positive relationship with students is the most effective strategy in motivating learners*, University of Chicago, USA. This matches what Reeve suggested that building positive relationships with students produces academic and developmental benefits for learners.

Although Yan-Nan's did not measure the learners' academic performance it is mentioned that students achieved their learning goals. This research is important because the motivational strategies that were analysed by Yan-Nan have been considered in this present study to prepare the lessons for the two groups, 4<sup>th</sup> and 5<sup>th</sup> A classes since creating a good environment into the classroom where the teacher and students have a positive relationship was the main foundation to perform the learning sessions to achieve better academic results with the learners and increase their motivation in language learning, as well.



## CHAPTER 2

### THEORETICAL FRAMEWORK

#### 2.1. Background and rationale

##### 2.1.1. Learning and acquisition theories

##### 2.1.1.1 Lev Vygotsky and social learning theories

Social learning theories help us to understand how people learn in social contexts (learn from each other) and informs us on how we, as teachers, construct active learning communities. Lev Vygotsky (1962), a Russian teacher and psychologist, first stated that we learn through our interactions and communications with others. Vygotsky (1962) examined how our social environments influence the learning process. He suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, **teachers can create a learning environment that maximises the learner's ability to interact with each other through discussion, collaboration, and feedback.**

Instruction that supports social learning:

1. Students work together on a task.
2. Students develop across the curriculum.

3. Instructors choose meaningful and challenging tasks for the students to work.
4. Instructors manage Socratic dialogue that promotes deeper learning.

Socratic dialogue is a formal method by which a small group guided by a facilitator finds the right answer to a universal question, everybody in the group collaborates giving an answer.

Vygotsky argued, "That language is the main tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing" (Vygotsky 1978). As a result, instructional strategies that promote literacy across the curriculum play a significant role in knowledge construction as well as the combination of whole class leadership, individual and group coaching, and independent learning. Moreover, teachers need to provide the opportunity to students for a managed discussion about their learning. Discussion that has a purpose with substantive comments that build off each other and there is a meaningful exchange between students that results in questions that promote deeper understanding. Discussion-based classroom using **Socratic dialogue** where the instructor manages the discourse can lead each student to feel like their contributions are valued resulting in increased student motivation.

In essence, Vygotsky recognises that learning always occurs and cannot be separated from a social context. Consequently, instructional strategies that promote the distribution of expert knowledge where students collaboratively work together to conduct research, share their results, and perform or produce a final project, help to create a collaborative community of learners. Knowledge construction occurs within Vygotsky's (1962) social context that involves student-student and expert-student collaboration on real world problems or tasks that build on



each person's language, skills, and experience shaped by each individual's culture" (Vygotsky, 1978, p. 102).

Zone of Proximal development: It is often abbreviated as ZPD, is the difference between what a learner can do without help and what he or she can do with help. This term was used by Vygotsky in the cooperative learning when students worked in groups and they helped each other.

It is important to take into account that scaffolding, cooperative and guided learning have similar meaning. All these processes of learning were used in the lessons for this research to achieve the students' successful learning. As you can see, all the learning sessions for this thesis were based on group work in which students help each other to do a task to follow coherent and motivational strategies chosen by the teacher. Furthermore, the learners were led in each task in the first part of each lesson and at the end they developed their tasks alone to show how much they learnt and they were evaluated with an instrument of evaluation.

#### **2.1.1.2 Piaget's constructivism**

Jean Piaget (1896-1980), known by his extensive research on developmental psychology, explains the learning process by schemes (the organization of information on how things work), assimilation (the placing of new information into schemes), and accommodation (transforming existing schemes or creating new ones). The motivation for learning is the predisposition of the learner to adapt to his environment, hence to institute equilibrium between schemes and the environment. Continuous interactions among existing schemes, assimilation, accommodation, and equilibrium create new learning.

Piaget's developmental theory of learning and constructivism are based on discovery. According to his constructivist theory, in order to provide an ideal learning

environment, children should be allowed to construct knowledge that is meaningful for them.

## **1. The Piagetian classroom**

Piaget believes that a constructivist classroom must provide a variety of activities to challenge students to accept individual differences, increase their readiness to learn, discover new ideas, and construct their own knowledge.

Videodisks, CD-ROMs and simulation software enhance learning, while telecommunication tools, like e-mail and the Internet, provide contexts for dialogue and interaction within the classroom, the schools, and the community leading to the social construction of knowledge. Students have the opportunity to be exposed to other ideas, cultures, and forums on global issues. Students can work on collaborative projects, which may come in the form of a networked writing project, or the building of separate phases of an engineering project that enables them to receive and give instant responses.

In an elementary Piagetian classroom, concrete learning experiences, such as drawing, drama, model building and field trips that involve hands-on opportunities to see, hear, touch, taste, and smell are essential. These early activities and the use of tangible manipulative and visual aids serve as building blocks for more sophisticated tasks, such as reading comprehension.

Learners in this research used this pedagogical foundation since they built up their own learning from the instructions and tasks received by their teacher, they participated in making brochures, power point presentations and dialogues from internet working in groups collaboratively.

### **2.1.1.3 David Ausubel and the theory of meaningful learning**

Ausubel based his theory on Jean Piaget's studies, one of his most important contributions was the development of the meaningful learning and the advanced organizers. These theories help students build up their own knowledge scheme to learn better the concepts.

The new knowledge is incorporated in the learner's cognitive structure. It is achieved when the learner relates the new knowledge to his or her previous knowledge. To get meaningful learning is necessary:

- Logical significance of the material, it means that the concepts must be organized logically.
- Psychological significance of the material, it means that the learner can connect the new knowledge with the previous so he or she can accommodate them in their cognitive structures.
- Favourable learner's attitude as the learning can't be achieved if interest does not exist.

#### **1. Subsumption theory**

To subsume is to incorporate new material into one's cognitive structures. From Ausubel's perspective, this is the meaning of learning. When information is subsumed into the learner's cognitive structure it is organized hierarchically. New material can be subsumed in two different ways, and for both of these, no meaningful learning takes place unless a stable cognitive structure exists. This existing structure provides a framework into which the new learning is related, hierarchically, to the previous information or concepts in the individual's cognitive structure.

When one encounters completely new unfamiliar material, then rote learning, as opposed to meaningful

learning, takes place. This rote learning may eventually contribute to the construction of a new cognitive structure which can later be used in meaningful learning.

## **2. Advanced organizers**

Ausubel contributed much to the theoretical body of cognitive learning theory, but not as much to the practical classroom aspects as Bruner and others. Ausubel's most notable contribution for classroom application was the advance organizer.

The advance organizer is a tool or a mental learning aid to help students `integrate new information with their existing knowledge, leading to "meaningful learning" as opposed to rote memorization. It is a means of preparing the learner's cognitive structure for the learning experience about to take place. It is a device to activate the relevant schema or conceptual patterns so that new information can be more readily `subsumed' into the learner's existing cognitive structures.

Ausubel believed that it was important for teachers to provide a preview of information to be learned. Teachers could do this by providing a brief introduction about the way that information that is going to be presented is structured. This would enable students to start with a "Big Picture" of the upcoming content, and link new ideas, concepts, vocabulary, to existing mental maps of the content area.

Ausubel's Meaningful Learning Theory was a great approach for this work since all the learning sessions of this research in the beginning stage, learners were asked some questions and were shown pictures, games, tales, dialogues, etc. as motivational strategies in order to activate their previous knowledge about the new topic and when the new knowledge was taught in the process stage, learners incorporated it in their minds gathering both in a new

cognitive structure automatically turning them into meaningful learning.

Moreover, advanced organizers like spider maps as motivational strategies were used to facilitate the connection between the previous knowledge with the new one to generate new learnings calling this process Meaningful Learning. Learners felt motivated because they realized that they knew something about the new topic and could participate in the classroom actively.

#### **2.1.1.4 The acquisition – learning hypothesis**

This hypothesis is the most widely known among linguists and language practioners. Krashen (1985), in his theory of second language acquisition (SLA) suggested that adults have two different ways of developing competence in second languages: Acquisition and learning. “There are two independent ways of developing ability in second languages. ‘Acquisition’ is a subconscious process identical in all important ways to the process children utilize in acquiring their first language. It requires meaningful interaction in the target language, natural communication, in which speakers are concentrated not in the form of utterances, but in the communicative act.

‘Learning’ which a conscious is processed that results in 'knowing about' the rules of language”, for example knowledge of grammar rules (Krashen 1985:1).

Krashen (1983) believes that the result of learning, learned competence (LC) functions as a monitor or editor. That is, while AC is responsible for our fluent production of sentences, LC makes correction on these sentences either before or after their production. This kind of conscious grammar correction, ‘monitoring’, occurs most typically in a grammar exam where the learner has enough time to focus on form and to make use of his conscious knowledge of grammar rules (LC) as an aid to ‘acquired competence’. The

way to develop learned competence is fairly easy: analyzing the grammar rules consciously and practising them through exercises. But what Acquisition / Learning Distinction Hypothesis predicts is that learning the grammar rules of a foreign/second language does not result in subconscious acquisition.

Therefore, this hypothesis fails when the teacher's explanation is based on grammar, the students practise a lot of sentences just to reinforce their learning, but not their acquisition. In old times the English courses were based on grammar and when a student wanted to speak something, it was nearly impossible because he/she thought about his/her possible grammar mistakes he/she could make. To avoid this entire problem nowadays, you should balance class time between acquisition activities and learning exercises.

What happened with Krashen's Acquisition and Learning Theory? All the learning sessions were developed using English according to the learners' level, any or little grammar explanation was used and at the end of each lesson learners achieved the capacities selected with a product such as a written text, a speech or presentation. This product was not perfect because of the time they had to learn but it was enough to demonstrate that they learnt.

## **1. The input hypothesis**

Krashen explains how language acquisition takes place. It is only concerned with acquisition, it means a subconscious process, not learning; a conscious process. According to this hypothesis, the learner improves and progresses along the natural order when he/she receives second language input that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. **Since not all of the learners can be at the same level of linguistic competence at the same time,**

Krashen suggests that natural communicative input is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

The 'input' should be relevant and 'not grammatically sequenced'. The foreign/second language teacher should always send meaningful messages, which are roughly tuned, and 'must' create opportunities for students to access i+1 structure to understand and express meaning. For instance, the teacher can lay more emphasis on listening and reading comprehension activities.

This hypothesis fails when the learners are at the first level of English lessons and they are exposed to an input of advanced students, it is necessary to use L1 in this kind of classes and then little by little the teacher should increase the use of English in instructions and tasks. In some cases teachers speak English all the time in basic levels of English, this **makes** our students feel frustrated. However, it is very important to use English most of the time in intermediate levels of English and to use English every time in advanced levels of English. I mean that gradually, as our students have learned more English they can avoid using L1.

It is worth mentioning that the learning sessions for this research were performed using English most of the time, as it was said before English according to the learners' level. The learners were exposed to a gradual input with understandable words and grammar in different contexts and contents helped with a lot of didactic material or motivational strategies to ensure their language acquisition. Something magic happened in their minds, they clicked with English, answered questions, did tasks subconsciously showing that they understood.

## 2. The affective – filter hypothesis

The learner's emotional state, according to Krashen (1985:7), is just like an adjustable filter which freely passes or hinders input necessary to acquisition. In other words, input must be achieved in low-anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence. The filter is 'affective' because there are some factors which regulate its strength. These factors are self-confidence, motivation and anxiety state. The pedagogical goal in a foreign/second language class should thus not only include comprehensible input but also create an atmosphere that fosters a low affective filter.

As mention before this hypothesis, embodies a number of 'affective variables' that play a facilitative, but non-causal, role in second language acquisition. These variables include: **motivation, self-confidence and anxiety**. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Optimal input occurs when the "affective filter" is low (Krashen, 1982). The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges so it is impossible to achieve competence in a second language.

According to the Affective – Filter Hypothesis, the learning sessions for this research were enjoyable for the learners in order to generate a nice environment in the classroom, starting the lessons with a **warm up activity** and



**keeping the motivation through all the activities** that have been prepared before using motivational strategies, in this way the learners felt comfortable, self-confident so they could get a low affective filter and the learners were engaged to participate actively being easier to acquire L2. See **Appendix 2**.

#### **2.1.1.5 Identical elements Thorndike theory**

**Transfer of learning** is the study of the dependency of human conduct, learning, or performance on prior experience. The notion was originally introduced as *transfer of practice* by Edward Thorndike and Robert S. Woodworth (1901). They explored how individuals would transfer learning in one context to another context that shared similar characteristics— or more formally how "improvement in one mental function" could influence another related one. Their theory implied that transfer of learning depends on the proportion to which the learning task and the transfer task are similar, or where "identical elements are concerned in the influencing and influenced function", now known as **identical element theory**. Transfer research has since attracted much attention in numerous domains, producing a wealth of empirical findings and theoretical interpretations. However, there remains considerable controversy about how transfer of learning should be conceptualized and explained, what its probability occurrence is, what its relation is to learning in general, or whether it may be said to exist at all.

Positive **transfer** occurs when prior experiences provide understanding that allows the learner to respond correctly in a new setting.

For instance, two tasks or learning moments, A and B, the learning will tend to reflect in B if the principals, competences or capacities required in the two tasks be identical or similar. Task B will reflect the previous

learning more easily in that its contents and requirements had been learned in task A

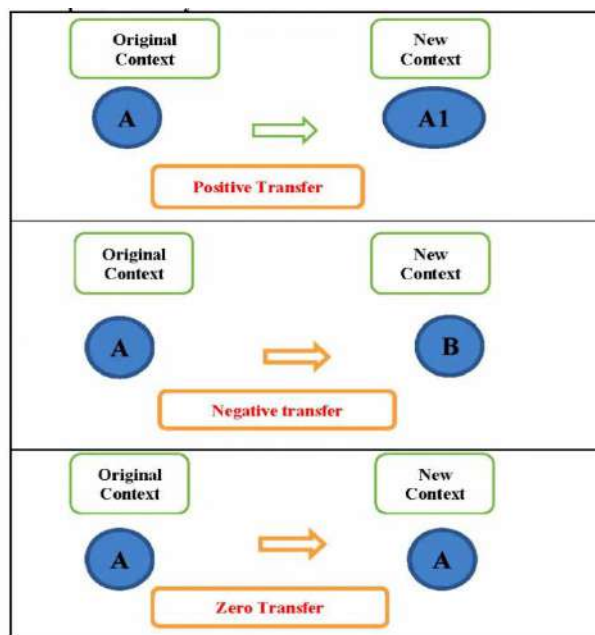
**Negative transfer** occurs when prior experiences limit the choices the learner perceives in a new environment.

For instance, the negative transfer reflects a situation in which the student can't transfer the previous learning to a new situation due to the lack of similarity between the initial and new experience. The principals, skills, competences or capacities of experience A do not relate to the requirements of experience B. The negative transfer does not permit to reflect previous learning and prevents or limits the new learnings.

**Zero transfer** occurs when tasks A and B are the same. B does not represent a problem or cognitive challenge for the student since it was solved during experience A.

Thorndike's Identical Elements Theory was taken into account in this research to prepare the learning sessions. The motivational strategies, tasks, activities and instruments of evaluation were designed to achieve a Positive Transfer. It means that the learners were introduced a lesson with a fable to get a capacity related to a Comprehension of Written text competence, then in the process stage, they were asked to read another similar fable with the same capacity and at the end, in the ending stage, they were evaluated with another fable with the same capacity that was related to the same competence.

Therefore, the learners felt confident because they were exposed to a similar material all the session and in this way they could achieve the capacity successfully.



Graph 1. Theory of identical elements

Source: Miguel Oré de los Santos's Workshop (2012)

### 2.1.2. Motivation

Most theories suggest that students who have a high degree of motivation are more successful learners. However not all students have this level of motivation. Is it the teacher's job to help motivate students in this case?

**Spratt** (2006), motivation is the thoughts and feelings you have which make you want to do something, continue to want to do it and turn your wishes into actions. Motivation influences:

1. Why people decide to do something.
2. How long they want to do it for.
3. How far they are prepared to work to achieve it.

Motivation is very important to language learning. It helps make learning successful.

Many factors influence your motivation to learn a language. These factors include:

- The usefulness to you of knowing the language well: for finding jobs, getting on to courses of study, getting good grades from the teacher.
- Your interest in the target language culture.
- Feeling good about learning the language: success, self-confidence, learner autonomy/independence.
- Encouragement and support from others: teachers, parents, classmates, school and society.
- Your interest in the learning process: the interest and the relevance to you of the course content, classroom activities, the teaching strategies that must be according to the selected capacities in each lesson, the teacher's personality and teaching methods.

Learners may have strong motivation in one of these areas and little in another, or their motivation may be quite balanced. Different learners will also be motivated in different ways from one another, and motivation can change. Learners may, for example, be quite uninterested in learning a particular language, then meet a teacher who they like so much that they begin to love learning the language.

Motivation can change with age, too, with some factors becoming more or less important, as learners get older. We can see that motivation needs to be both created and continued.

#### **2.1.2.1. Types of motivation**

There are two types of motivation: **extrinsic motivation** and **intrinsic motivation**.

**Extrinsic motivation** is the motivation that is inspired by outside forces, while **intrinsic motivation** is the motivation that is inspired from within a person. Both types of motivation are essential to succeed. Below you will find

different types of extrinsic and intrinsic motivational factors.

**Extrinsic motivation:**

- Our family,
- Our teachers,
- People around you,
- Good grades,
- Rewards,
- The environment, etc.

**Intrinsic motivation**

- Happiness inside us.
- Personal goals, values, and morals.
- Willingness and eagerness to learn.
- Physiological, social, and self-esteem needs.

Both extrinsic and intrinsic motivations push a person to achieve a goal. However, they do so in different ways. Let us take a look at both of these types of motivations.

**Extrinsic motivation**

As shown above, extrinsic motivation comes from rewards and incentives that are positive reinforcements. An extrinsically motivated student studies and learns for other reasons. Such a student performs in order to receive a reward, like graduating or passing a test or getting a new shirt from mom, or to avoid a penalty like a failing grade.

An example of extrinsic motivation is a student studying and getting a good score on an exam because the reward of having a good qualification motivates him. Completing a project or any task during the class makes students feel motivated because their teacher has told them that they are going to be graded. As pupils give a written or an oral production and they receive their classmate's recognition and congratulations; all of these actions are examples of extrinsic motivation.

An example of a possible problem with extrinsic motivation is that when the rewards stop, the motivation will come to an end. How do you keep a student motivated? One solution is spacing out rewards so the person does not receive them all at once. This gives the person something to look forward to. Another thing to do is to make sure the reward cannot cause any negative impact after it. Another thing to do is to try to help the person find a reason to be motivated besides receiving a reward.

### **Intrinsic motivation**

Intrinsic Motivation comes from within a person. While this motivation is often strong, it is hard to maintain at times – especially when something bad is happening in a person's life. Everyone wants to be happy, to achieve life goals, have high morals and values, have plenty of friends, and simply be able to survive in the world. Intrinsic motivation makes a person strive for these things in daily life.

Intrinsic motivation will make a person take a look in the mirror and say, "I can do it." This type of motivation will also make someone take a few minutes and reflect on what is important in his or her life. It will make them question why they are seeking out their goals and what they are willing to risk in order to attain them.

The main idea of motivation is to capture students' attention and curiosity and channel their energy towards learning. Lumsden (1994) says that intrinsic motivation is motivation from within the student. An intrinsically motivated student studies because he/she wants to study and improve himself/herself. The material is interesting, challenging and rewarding, and students receive some kind of satisfaction from learning.

With regard to William T. Lile (2002), motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counsellors, school

administrators, and parents. Behavioural problems in the classroom often, or always, seem to be linked to the lack of motivation. Ruth Peter (2002) states that, “academic achievement is more a product of appropriate placement of priorities and responsible behaviour than it is of intelligence.” Peter (2002) says: Intelligent students are often out-performed by less bright students with high motivation. If a student is motivated enough he/she can accomplish learning of any scale.

### **2.1.3. Motivational strategies**

**Motivational strategies** are tactics, techniques or approaches to encourage learners to participate in the teaching and learning process. According to Dornyei (2001, p.28), Motivational strategies are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it - in fact, almost any influence a person is exposed to might potentially affect his/her behavior.

In this research the approaches and psycho pedagogical foundations which were used in the preparation of the learning sessions were:

1. Lev Vygotsky and social learning - Collaborative learning
2. Piaget's constructivism – Discovery of learning
3. David Ausubel – Meaningful learning
4. Stephen Krashen hypothesis: Acquisition-Input-Affective filter
5. Thorndike Theory – Identical Elements

All of these approaches have been explained lines above.

Besides, other motivational strategies were used in the learning sessions such as: The use of:

Showing images, to teach-learn new vocabulary and telling stories.

Memory games, to introduce a new topic and vocabulary too.

Technology. To teach-learn conversations from authentic resources.

## **2.2. Important definitions**

**Competence**, according to The National curriculum (2016) defines as the faculty a person has to mix capacities to achieve a specific purpose in a concrete situation acting correctly and with ethic sense.

Being competent is to understand a situation that must be faced and evaluated to solve it with different possibilities. It means, to identify the knowledge and skills someone has or are available in the surroundings, analyse the most accurate combinations related to the situation and purpose, and then take decisions, and perform the selected situation.

In the same way, being competent is to mix certain personal characteristics with socio-emotional skills to do their interaction more effective with others.

**Capacities**, according to The National curriculum (2016) are sources to perform in a competent way. These sources are the knowledge, skills and attitudes learners use to face a concrete situation. These capacities are lesser operations that are within the competences that are more complex operations.

**Indicator of evaluation**, according to The National curriculum (2016) is defined as a marker of accomplishment / progress. It is a specific, observable, and measurable accomplishment or change that shows the progress made towards achieving a specific output or outcome work plan.



## **CHAPTER 3**

### **METHODOLOGY OF THE INVESTIGATION**

#### **3.1. Investigation type**

This investigation is quantitative and pre-experimental since it has pre and post treatment tests but lacks a control group. Nunan, D. (2004).

According to Phakiti, A (2014), participants are tested before and after the treatment. Their pretest and post-test score will be compared to evaluate whether there is a significant gain and improvement in the students' academic performance.

In addition, classroom observation was used with the changes that the teacher made in order to improve the students' academic performance and data collection with the permanent evaluation and qualification was considered as well to get qualitative outcomes to analyse the improvement.

#### **3.2. Design of the investigation**

Two different classes, 4<sup>th</sup> A and 5<sup>th</sup> A of secondary level were taken into account in this research because these two groups were always willing to collaborate and would allow a proper follow up of the research. (See Appendix 7 for the list of students of the two classes). It was wanted

to assess how motivational teaching strategies are related to the improvement of students' academic performance meaningfully.

A pre-test (first period bimonthly exam) (Appendixes **3-4 and 5-6**) before the intervention and a post- test (fourth period bimonthly exam) (Appendixes **32-33 and 34-35**) after the intervention were made as instruments for the students 'evaluation according to the institution guidelines for all the classes from 4<sup>th</sup>A to 4<sup>th</sup>F and from 5<sup>th</sup>A to 5<sup>th</sup> F. These tests were administered to all the students because they were part of the formal evaluation in the institution and all the students needed to have the same opportunities. The 4<sup>th</sup> A and 5<sup>th</sup> A pre-test and post test results were taken into account for this research to know how the students improved. Besides, the learners ' average from the first period before the intervention and fourth period after the intervention were compared to know if the students have improved their academic performance.

Afterwards, a survey to the teachers of English of the school was administered to know if they based their teaching practice on psycho pedagogical foundations and motivational strategies. This survey was one of the starting points of this research.

This pre-experimental research was done in the classrooms along different learning sessions in each class which were according to the planned didactic unit during the fourth period in 2015. Each lesson corresponds to each competence: Oral Expression and Comprehension, Comprehension of Written texts and Production of Written Texts so I chose one lesson per competence.

In each session the English lesson started with a motivating activity followed by a series of motivational strategies in order to draw the learners' attention and interest from the very beginning to the end and to develop the selected capacity as well. Besides, the students' reaction in front of the activities and strategies prepared by the teacher was observed.

Then the students were evaluated at the end of each lesson with different instruments such as work sheets, wall sheets, check lists as a formative evaluation with a weight from 0 to 10 each one. See the rubrics for the learning sessions of 4<sup>th</sup> and 5<sup>th</sup> A classes in Appendixes **36 and 37**.

Finally, a post test at the end of the two-month period was administered as summative evaluation to measure the students' academic performance in each competence and a total average was measured to be analysed. This bimonthly exam or post test had three parts according to each competence with a weight from 0 to 20 for each one and it was also based on the rubrics that you can see in the Appendixes **36** and **37**. Lastly a survey was run to measure the learners' motivation.

It is worth mentioning that the lessons were prepared carefully in order to link the strategies one with another from the easiest to the most difficult one following the scaffolding and the zone of proximal development approaches. Furthermore each strategy was related to the established capacity to be developed in each ninety minute (two pedagogical hours) a week as it is set up in the organization and distribution of time given by the Ministry of Education.

The research was developed according to the following action plan:

Table 3. Action plan for the development of the research

<b>Dates</b>	<b>Tools</b>	<b>Aims</b>
1. July, 2015.	Pre test: the bimonthly exam- First period	The bimonthly exam for the first period was used as a pre-test to measure the learners' academic performance about the competences students need to achieve according to the curriculum issued by the Ministry of Education.
2. September 2015.	Teachers' survey	To know if they base their teaching practice on psycho-pedagogical foundations and motivational strategies.
3. October, 2015.	Preparation of learning sessions, worksheets, bimonthly exams, PPTs.	To organize lessons, material and evaluation for the learners
4. October – November 2015.	Implementation of the activities and assessment.  Journal	To observe how learners react to motivational strategies and if they improve their academic performance.  To write down all the relevant observations, changes and improvements related to the motivational strategies and learners' academic performance.
5. Early December, 2015.	Post test  Survey for the learners	To measure the learners' academic performance about the competences students need to achieve according to the curriculum issued by the Ministry of Education and compare it with the pre test.  To know how they felt with the motivational strategies and their evaluation results.

### 3.2.1. Research questions

The following questions were made before starting the research which would be answered during the process of the investigation.

- What would be the most appropriate motivational strategies we could use?

According to the student's reaction and learning the best motivational strategies would be to create a good relationship between the teacher and students generating low affective filter in the classroom, using visual aids to introduce a new topic or vocabulary, to use technology for preparing their own learning material and working in groups. In this way the students' learning would occur easily and the academic results would be better.

- How would students react to these strategies?

Students would show interest in front of these motivational strategies, they would involve in the class activities participating actively, they would become willing to make their dialogues, love preparing their posters or other material and improve their academic performance in the English language learning.

- With so little time it could be devoted to introduce these motivational strategies, will it be possible to see any progress?

Just using the two pedagogical hours in a week a lot of changes could be done in order to get students more motivated and with better academic performance. It is always needed to have a well organised learning session with the appropriate motivational strategies, capacities and indicators of evaluation. This accurate organization helped to fulfil with all the activities planned for a lesson and the students achieved the capacities successfully.

All could be accomplished if the motivational strategies were based on pedagogical foundations and the pedagogical practice were well organised and planned in advance before starting the scholar year and each term.

### **3.3. Population and study sample**

All the secondary students from Felipe Santiago Estenos school (1<sup>st</sup> to 5<sup>th</sup> class) are the target population, the students from the seventh cycle, fourth and fifth class are the study population and the 4<sup>th</sup> and 5<sup>th</sup> A class are the study sample of this research.

The learners are from 15 to 17 years. The total study population in the 4<sup>th</sup> and the 5<sup>th</sup> class was 337 students between boys and girls, (Appendix 1). Their native language is Spanish. 4<sup>th</sup> A class with 36 students and 5<sup>th</sup> A class with 30 students between boys and girls respectively.

These study sample groups are selected because they have low intrinsic motivation and their learning level was also very basic and that is why they were chosen for this research. However, when they were encouraged to work in class, they were always willing to do whatever they were asked collaboratively and enthusiastically.

Therefore the selecting study sample is the cluster technique because two complete classrooms with similar characteristics are chosen and the purpose of data gathering will be used to make inferences that can be generalized to the target population.

It is worth mentioning that the learners were expected to improve their academic performance because a lot of motivational strategies were used in each lesson and the learners were evaluated at the end of the session getting a score from 0 to 10.

### **3.4. Variables**

The current work has three variables; two dependent and one independent.

#### **Dependent variables**

Motivation (qualitative) and the students' academic performance (quantitative, continuous) are dependent variables because they were observed and measured to determine the effect of the independent variables on them.

The students' academic performance is also a quantitative variable because it was analysed and compared after the researcher's intervention, and it is continuous as it runs from low to high scores in many cases.

#### **Independent variable**

Motivational strategies based on the psycho pedagogical foundations are independent variables because they were manipulated and selected by the researcher to determine their relationship to an observed phenomenon as the students' academic performance. "In a research study, independent variables are antecedent conditions that are presumed to affect a dependent variable. They are either manipulated by the researcher or are observed by the researcher so that their values can be related to that of the dependent variable." (Jaeger, 1990, p.373).

Table 4. Defining indicators

VARIABLE	DIMENSION	INDICATORS	ITEMS
Motivational Strategies	Oral expression and Comprehension	-Working in groups. -Willing to describe a tourist place. Unscrambling sentences using cards. -Practicing conversations from the internet.	
	<b>USING TECHNOLOGY</b>		
	Comprehension of Written Texts <b>USING VISUAL AIDS</b>	-Working with known tales/stories. -Filling the gaps. -Answering questions correctly and enthusiastically.	
	Production of Written Texts <b>WORKING IN GROUPS</b>	-Playing with a memory game to make their own sentences- -Organising information. -Write a brochure (parallel writing) -Making sentences. -Working in groups.	
Students' motivation	Positive classroom atmosphere	<ul style="list-style-type: none"> <li>• Joyfulness to engage in the course activities.</li> <li>• Willingness to strive in the course activities.</li> <li>• Positive feelings when performing different tasks.</li> </ul>	The students perceptions were assessed on three scales: Very motivated, motivated and demotivated
Students' Academic Performance Obtained along this research in each learning session and the post test.	Oral expression and Comprehension	-To organize information in a spider map in a worksheet. (4)  -To explain the main places a city has using geographical features, the present simple tense, comparative sentences and adjectives related to tourism. (4)  - To select coherent phrases to make offers and requests using Modal verbs.(5)  To create a short dialogue using sitcoms, verbs to make offers and request. (5)	-To select coherent phrases to offer and request.  -Pronunciation  -Fluency  -Understandable

VARIABLE	DIMENSION	INDICATORS	ITEMS				
	Comprehension of Written Texts	-To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions in a worksheet. (4)	Rubric used to assess this criteria: <table><tr><td>Outstanding 20 - 18</td></tr><tr><td>Achieved 17 - 14</td></tr><tr><td>In process 13 - 11</td></tr><tr><td>Low Academic 10 - 0</td></tr></table>	Outstanding 20 - 18	Achieved 17 - 14	In process 13 - 11	Low Academic 10 - 0
		Outstanding 20 - 18					
		Achieved 17 - 14					
		In process 13 - 11					
Low Academic 10 - 0							
-To select information to complete tales, fables or riddles and answer questions about them using the simple present tense, instructions and tag questions in a worksheet. (4)							
-To select the main ideas from a text about food and restaurants using modal verbs in a worksheet. (5)							
- To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers in a worksheet. (5)							
	Production of Written Texts	- To organize information related to tourist places to create a brochure in a wall sheet. (4) To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense in a wall sheet. (4)					
		To choose the right modal verb to express some advice to prevent environmental matters in a poster. (5) -To create sentences about environmental matters using modal verbs, verbs related to the topic, cue words in a poster. (5)					



### **3.5. Techniques and instruments for gathering of data**

The instruments used for gathering of data are as follows:

#### **3.5.1. Pre test**

The first bimonthly exam was administered as pre-test for 4<sup>th</sup> A and 5<sup>th</sup> A classes to measure the learners' academic performance in each competence. Also the final period average was considered as a starting point before the intervention for this research. These averages were compared with the averages got in the fourth period after the intervention. See Appendixes **3, 4, 5, 6** and **7**. Besides Tables **16, 17, 18** and **19**; Graphs **2, 3, 4** and **5**.

The results of these exams and the final average of the term were considered in this research since they reflected the students' academic performance with lessons without solid and well organised motivational strategies. Although, the exams layout remained the same during the year which permitted compared the increasing or decreasing scores within the terms before and after the intervention.

#### **3.5.2. Survey for teachers of English from “Felipe Santiago Estenos”**

This instrument was used to know if these teachers based their pedagogical practice on psycho pedagogical foundations and motivational strategies such as technology, games and material from the internet in their learning sessions. See Appendix **9** and Table **20**.

#### **3.5.3. Learning Units**

At the beginning of each period of the school year, a learning unit for each group was prepared to organise the lessons during the period considering psycho pedagogical foundations, and motivational strategies see Appendixes **10** and **19**. At this time

capacities are created according to the knowledge/contents given by the Ministry of Education and Bloom taxonomy adapted by Bellido C. (2001). See Appendix **31**.

These capacities and indicators of evaluation were elaborated by the institution as parameters to know if the students got the learning achievements. See Matrix of Evaluation in each unit for 4<sup>th</sup> A and 5<sup>th</sup> A classes, Appendixes **10** and **19**. The rubrics considered for all the evaluations in this research are presented in these Appendixes, as well.

#### **3.5.4. Learning Sessions**

Each learning session with duration of eighty minutes was created and organized using the psycho pedagogical foundations and the motivational strategies led by the selected capacity and indicator of evaluation. See Appendixes **36** and **37**.

#### **3.5.5. Session Evaluations**

These tests, considered as formative evaluations, were used to evaluate students at the end of each learning session considering the institutional selected capacity according to one of the three Competences and the indicators established in the Matrix of evaluation of the learning unit. These formative evaluations administered at the end of the lessons were scored from 1 to 10 marks. Each indicator in these kinds of evaluations were scored according to the level of complexity to achieve by the learners, one could score 4 and the other 6 marks as you can see in the Matrix of Evaluations and in the tests, as well. See appendixes **14, 15, 29, 30, 36** and **37**. The check lists in appendix **8**. Besides Graphs **6** and **7**.

#### **3.5.6. Post test**

At the end of the period, a Post test (Bimonthly exam) was administrated to both groups, see appendixes **32-33** and **34-35** using the same rubrics that are in Appendixes **36** and **37**. All of

these results were set up in an assessment list to compare and analyse students' learning performance. See appendixes 7, Tables 23 and 24, Graphs 8 and 9.

### **3.5.7. Final average scores**

At the end of the period, the post test results were set up in an assessment list to compare and analyse students' learning performance. See appendix 7, Tables 25-26 and 27-28, Graphs 10-11 and 12-13.

### **3.5.8. Survey for students**

At the end of the year, a survey for both groups of learners was applied to know how well they felt learning English in groups with games, material from internet, and technology and also how well they felt when they were evaluated with the same exercises as they did in their lessons and all their production as posters or brochures were displayed in school. See Appendix 38 and graphs 14 and 15.

### **3.5.9. Techniques for Processing Data**

Two groups of students 4th and 5th A classes were chosen. The quantitative data was analysed through the computational programme of statistics analysis SPSS V22 in Spanish. It was used the descriptive statistics to describe the variable behaviour: The academic performance in the English Language Learning.

### **Processing and analysis of quantitative data**

Reliability of the applied instruments.

Hernández, R. et al. (2010, p.200) points that "The reliability of a measuring instrument refers to the level of the repeated applications on the same individual or subject produces the same result."

The scale to interpret the reliability coefficient is found in the following table:

Table 5. Values scale of the reliability coefficient

<b>0,01 a 0,49</b>	<b>Low Reliability</b>
<b>0,5 a 0,75</b>	<b>Moderate Reliability</b>
<b>0,76 a 0,89</b>	<b>Strong Reliability</b>
<b>0,9 a 1</b>	<b>High reliability</b>

Source: SPSS v22

The instruments that measure the students' academic performance in the English language learning got in the Cronbach alpha coefficient the values of ,805 (Table 6), ,786 (Table 8), ,827 (Table 10) and ,784 (Table 12) respectively, that indicate the four instruments have high reliability, which show that the measuring instruments are reliable.

Table 6. Reliability statistics of the Pre test 4th A class

Reliability statistics of the pre-test instrument that measures academic performance in English language learning of 4 A class.

Cronbach Alpha	N° of elements
,805	19

Source: SPSS v22

The resultant value of alpha Cronbach coefficient is 0,805 that indicates a high reliability. Therefore, the pre-test has high internal consistency.

Table 7. Reliability of the pre-test 4 A class by items.

Code	Cronbach Alpha if the ítem is eliminated.
APS1	0,803
APS2	0,791
APS3	0,797
APS4	0,808
APS5	0,788
APS6	0,803
APS7	0,810
APS8	0,808
APS9	0,808
APS10	0,811
APS11	0,799
APS12	0,806
APS13	0,779
APS14	0,763
APS15	0,782
APS16	0,802
APS17	0,795
APS18	0,775
APS19	0,785

Source: SPSS v22

Table 8. Reliability statistics of the post-test 4<sup>th</sup> A class  
Reliability statistics of the post-test instrument that measures academic performance in English language learning.

Cronbach Alpha	N of elements
,786	20

Source: SPSS v22

The resultant value of alpha Cronback coefficient is 0,786 that indicates a high reliability. Therefore, the post test has high internal consistency.

Table 9. Reliability of the post test by ítems of 4 A class.

Code	Cronbach Alpha if the ítem is eliminated.
APF1	,787
APF2	,784
APF3	,778
APF4	,781
APF5	,778
APF6	,787
APF7	,769
APF8	,785
APF9	,787
APF10	,787
APF11	,787
APF12	,790
APF13	,786
APF14	,790
APF15	,787
APF16	,813
APF17	,788
APF18	,737
APF19	,739
APF20	,740
APF21	,743
APF22	,747

Source: SPSS.

Table 10. Reliability statistics of the pre-test 5th class  
Reliability statistics of the pre-test instrument that measures academic performance in English language learning of 5 A class.

Cronbach Alpha	N° of elements
,827	16

Source: SPSS v22

The resultant value of alpha Cronback coefficient is 0,827 that indicates a high reliability. Therefore, the pre-test has high internal consistency.

Table 11. Reliability of the pre-test 5 A class by items.

Code	Cronbach Alpha if the ítem is eliminated.
APS1	,809
APS2	,805
APS3	,811
APS4	,808
APS5	,811
APS6	,831
APS7	,822
APS8	,814
APS9	,844
APS10	,807
APS11	,820
APS12	,829
APS13	,821
APS14	,798
APS15	,811
APS16	,826

Source: SPSS v22

Table 12. Reliability statistics of the post test 5 A class  
Reliability statistics of the post test instrument that measures academic performance in English language learning of 5 A class.

Cronbach Alpha	N° of elements
,784	19

Source: SPSS v22

The resultant value of alpha Cronbach coefficient is 0,784 that indicates a high reliability. Therefore, the post test has high internal consistency.

Table 13. Reliability of the post test 5 A class by items.

Code	Cronbach Alpha if the ítem is eliminated.
APF1	,786
APF2	,789
APF3	,774
APF4	,785
APF5	,771
APF6	,755
APF7	,755
APF8	,780
APF9	,772
APF10	,781
APF11	,778
APF12	,793
APF13	,752
APF14	,770
APF15	,784
APF16	,784
APF17	,783
APF18	,759
APF19	,751

Source: SPSS v22

### 3.6. Procedures

#### 3.6.1. Sessions developed with 4<sup>th</sup> A class

The first study sample was with 4<sup>th</sup> A class, 36 students from 15 to 16 years old. Their average score in English in the first period (March-April-May) was sixteen.



The material used was the multimedia equipment, Cd player, Xo lap tops, board, markers, flash cards, pictures, small strips of paper which contain the new vocabulary to work in each lesson.

Appendix 10 shows the learning unit for this group of students reporting the lessons with the established capacities and indicators for each week along the fourth period.

### Development of the 4<sup>th</sup> A class sessions

Table 14. shows the chronological development of the sessions.

Table 14. Sessions developed with 4th A class

Competence	Instruments	Strategies	Material
<b>Comprehension of written texts</b> <b>Capacity:</b> To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions.	Learning Session 1 <sup>st</sup> Nov week Appendix 8	-Telling and recognizing riddles	Flash Cards
	Game about riddles. Appendix 9	-Guessing the meaning.	Flash Cards
	-Reading comprehension exercises. Appendix 10	-Skimming and scanning with the teacher.	Worksheets
	Fables such as “The hares and the frogs” Appendix 11.	-Completing the gaps in pairs. -Answering reading comprehension questions in pairs.	Worksheets
	Reading comprehension practice. Appendix 12. Evaluation See Table 8	Completing the gaps. -Answering reading comprehension questions in pairs	Worksheets with the practice
<b>Production of written texts</b> <b>Capacity:</b> To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense.	Learning Session 2 <sup>nd</sup> Nov week Appendix 13	“Memory Game” related to tourist places.	Flash Cards
	Tourist places cards to form groups, see Appendix 14.	Working in groups	Small cards with tourist places.
	A package tour brochures See a sample in Appendix 15. Evaluation See Table 21	Parallel writing	Brochures of tourist places
<b>Oral expression and comprehension</b> <b>Capacity:</b> To organize information to describe a Peruvian Tourist place using geographical features. The Simple Present, comparative sentences and adjectives related to tourism orally.	Learning Session 3 <sup>rd</sup> Nov week Appendix 16	Showing slides	Multimedia equipment.Slides
	Game with slides of tourist places see Appendix 17. Evaluation Appendix 4 See Table 21	Describing tourist place using pictures.	Tourist places pictures. Poster paper

## Session 1

First of all, the students were motivated from the very beginning because the material presented and the tales were familiar to them, this means that their background knowledge was activated by the teacher. Besides, the new vocabulary was introduced using pictures so it was easy for the students to understand meanings.

As the students worked with the first text to fill in the gaps and answer the reading comprehension questions, they were helped and monitored by the teacher using the scaffolding strategy or the zone of proximal development, Vigotsky believed when students were in the ZPD for a particular task, providing by the appropriate assistance, they would achieve the task correctly as the students did in this lesson.

In the next task, the students worked in pairs completing the blanks and answering the questions of another tale.

The strategies, activities and exercises used were linked one to another and they were similar in order to apply the *identical element theory* given by Thorndike. In the evaluation part, the worksheet used was identical to the exercises done in class, therefore the students were confident and relaxed when they were evaluated individually and the results as it was mentioned before were quite satisfactory. Moreover, all the strategies used encouraged students to achieve the required capacity.

## Session 2

The strategy used in the motivation stage made students have low affective filter as Krashen said, this low affective filter helped the students to receive more input and interact with confidence through the whole class.

However, they had some problems as they formed groups because it was at random; they tried to change their cards to be with their friends and avoid others between the groups, but they did not do it. They were persuaded to be with any classmate because anyone has virtues and defects and they should accept each other.

Therefore, when they worked in their groups they wrote the brochures helping each other since the package tours given by the teacher were understandable, level 'i + 1', so the students could achieve the task satisfactorily. Besides, they had a brochure as a model to write, the strategy used was parallel writing.

As it is a usual procedure, in the process stage, the teacher monitored the activity and helped the groups using the scaffolding strategy or the Zone of Proximal Development. This time the evaluated product was each brochure written by the students in groups.

In the end, the environment was nice and the students were relaxed from the beginning to the end of the lesson facilitating the language acquisition and learning.

### **Session 3**

The learners got high motivation when they participated in the game and competed with their classmates to get marks.

The task they did making sentences with tourist places from the slides activated their background knowledge and made them feel confident, comfortable and relaxed.

As they were in the process stage, they worked in their groups organizing their speech freely in a nice classroom atmosphere without any pressure, it means with low affective filter as Krashen said.

Finally, when they were evaluated, they had fun and made their classmates who listened to them and saw their brochures with the tourist places pictures laugh and enjoy the presentation and speech.

### **3.6.2. Sessions developed with 5<sup>th</sup> A class**

The **second** group that was taught using motivational strategies was 5<sup>th</sup> A ages from 15 to 17 and they were 30 students. Their average in English in the first period (March-April-May) was also sixteen.

The material used was multimedia equipment, laptops X0, board, markers, flash cards, pictures, worksheet and small strips which contained the new vocabulary to work in or to form groups.

They had better intrinsic motivation; most of them loved English and were more sociable. They paid more attention during the class and they loved participating all the time.

They were chosen to demonstrate if they remained with the same enthusiasm and academic performance instead of having a lot of distractors during the year since in their final school year, they participated in extracurricular activities such as parties and trips.

The learning unit for this group of students is in Appendix 19, the lessons with the established capacities and indicators for each week along the fourth period are organized here.

## Development of the 5<sup>th</sup> A class sessions

Table 15 shows the chronological development of the sessions

Table 15. Sessions developed with 5<sup>th</sup> A class

Competence	Instruments	Strategies	Materials
<b>Production of written texts</b> <b>Capacity:</b> To create sentences about environmental matters using modal verbs, verbs related to the topic and cue words.	Learning Session 3 <sup>rd</sup> Oct week. Appendix 19	Brainstorming about environmental matters.	Multimedia equipment. Slides
	Slides about environmental matters. Appendix 20	-Making sentences about environmental matters using Modal verbs working in groups helped by the teacher	Multimedia equipment. Slides
	Posters about environmental matters. Appendix 21 Evaluation See Table 22	- Making sentences about environmental matters using Modal verbs working in groups.	Posters Pictures about environmental matters
<b>Oral expression and comprehension</b> <b>Capacity:</b> To create a short dialogue using sitcoms, verbs to make offers and request, Modal Verbs: May, Would, Can and Could, connectors, and adjectives.	Learning Session 1 <sup>st</sup> Nov week. Appendix 22	Working in pairs	Slides
	Cards to make sentences. Appendix 23	Working in pairs Ordering sentences	Splits of cards
	Slides with sitcoms. Appendix 24.	Introducing new vocabulary	Slides about sitcoms
	Worksheets with conversations about food and drink. Appendix 25.	Working in pairs Creating conversations using food and drink.	Worksheets with conversations about food and drink.
	Assessment List Appendix 5 Evaluation See Table 22	Working in pairs Making conversations using the lap tops XO	Lap top XO Appendix 26
<b>Comprehension of written texts</b> <b>Capacity:</b> To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers.	Learning Session 4 <sup>th</sup> Nov week Appendix 27	Brainstorming about food and drink	Multimedia equipment. Slides
	Countable and uncountable nouns of some food and drinks. Appendix 28.	Labelling food and drinks in Countable and uncountable nouns.	Flash cards
	Worksheet with a conversation about food and drink. Appendix 29.	Answering, Reading comprehension questions.	Worksheets
	Worksheet with a conversation to evaluate learners. Appendix 30. Evaluation See Table 22	Answering, Reading comprehension questions.	Worksheets with the practice.

## **Session 1**

At the beginning, in the warm up stage the learners and the teacher had meaningful interaction and the sentences presented were related to the environment around them. The learners responded immediately and then to consolidate their knowledge they received a brief grammar explanation.

In the last stage, it can be seen the posters in Appendix 21, these posters were evaluated with the scores you have in the matrix of evaluation in the learning Unit, Appendix 19. The students felt rewarded and satisfied because of their well-done production and their teacher's recognition. All the excellent results and satisfaction students felt were due to the presence of meaningful interaction, low affective filter, clear input, easy instruction and group work where each member could help each other.

## **Session 2**

In the warm up stage, as the learners played in groups trying to find the order of the words to form sentences to make offers and requests, they helped each other in a social context, as Vygotsky said in his Social Learning Theory.

At the process stage, the learners worked enthusiastically, practising the conversations using the Lap Tops Xo, see Appendix 25, and the written material given by the teacher, they listened to the conversations from the web site, they had real, authentic English, and moreover, there was meaningful material for them. The students were supported by the teacher with the pronunciation to make them be at the Zone of Proximal Development, the students with the benefit of scaffolding mastered the tasks successfully as can be seen in the evaluation results.

At the final stage, the students showed what they learned in a practice conversation activity. However, as it was said before, their pronunciation, fluency and accuracy were not perfect, but they were understood.

### **Session 3**

As the learners participated of the matching at the beginning stage, interest and enthusiasm were shown because they manipulated the material and labelled it in two groups; countable and uncountable nouns. This material was known for them.

At the process stage, the students worked in pairs to support each other, authentic English was listened to in the conversation to introduce the topic, and then some comprehension questions about the dialogue were answered without any problem since they knew the vocabulary which was explained at the beginning stage.

At the final stage, the learners were evaluated with a similar task as the one they worked in the worksheet at the process stage, therefore the results were good, the strategies used in the lesson followed the Identical element Theory proposed by Thorndike where the students must be evaluated with exercises or questions that they used before so they felt comfortable, confident and relaxed, not frustrated as if they would have been evaluated with different exercises or more complicated ones than they did in the process stage.





## **CHAPTER 4**

### **DISCUSSION OF THE RESULTS**

In this chapter, the results and analysis of the pre-test made according to the Institution guidelines and the survey for teachers before doing the intervention will be shown, likewise all the capacities achieved in each class measured with short tests administered at the end of each learning session during the intervention were considered for the analysis too.

The post test which was the final period exam, the final average of the first and fourth period and the survey for students' outcomes with the two groups of learners at the end of this research were taken into account as well to demonstrate how well their academic performance and motivation were improved.

#### **4.1. Data analysis**

The results will be presented according to the instruments applied for this research.

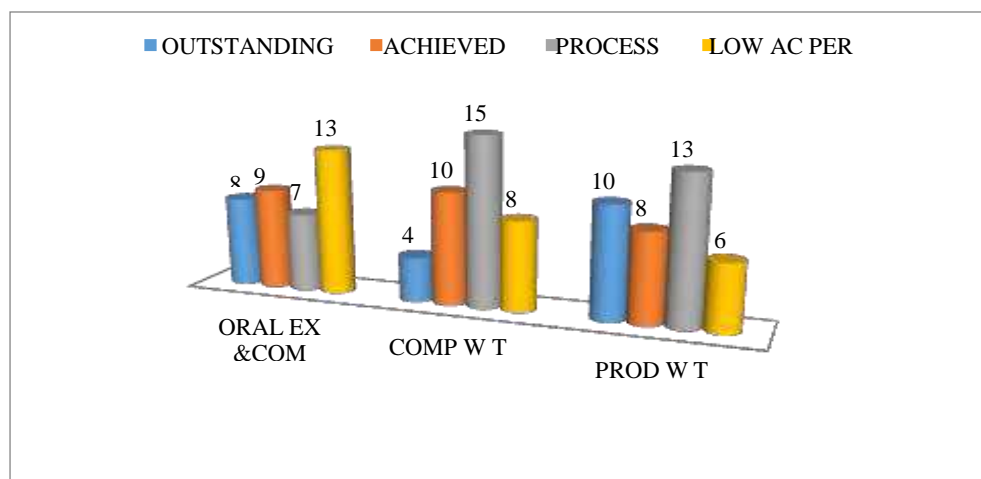
#### 4.1.1. Pre-test results

The pre-test results are shown in tables 16, 17 and graphs 2 and 3 below. Each pre-test was divided into three parts and each part corresponded to one of the competences. The competences were evaluated according to the capacities with their corresponding indicators. Each part of the exam scored from 0 to 20.

Table 16. Pre-test results 4<sup>th</sup> A class

Score	Oral expression and comprehension		Comprehension of written text		Production of written texts	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
20 - 18	8	22	4	11	10	27
17 - 14	9	24	10	27	8	22
13 - 11	7	19	15	40	13	35
11 - 0	13	35	8	22	6	16
Score average	13		13		14	

Score	Criteria
20-18	Outstanding students
17 -15	Achieved students
14 -11	In process of learning
10 - 0	Low academic performance



Graph 2. Pre-test results 4<sup>th</sup> A class

According to the results of the Pre-test of the 4<sup>th</sup> A class before my intervention in the:

**Oral expression and comprehension competence: 17 students, 46%** of the learners had achieved the capacity

**7 students, 19%** were in process of learning the capacity, **13 students, 35%** of the learners had low academic performance regarding this competence.

Therefore, **20** students, **54%** more than the half of the class had not achieved the expected learning. It was a high number of students that needed some support to learn and achieve the expected learning.

For this reason, it was necessary to create strategies to make the students improve their Oral expression and Comprehension Capacities to achieve the corresponding Competence.

**Comprehension of written texts:**

**13 students, 38%** of the learners had achieved the capacity.

**14 students, 40%** were in process of learning

**8 students, 22 %** of the learners had low academic performance.

Therefore, **23** students, **62%** more than the half of the class had not achieved the expected learning. They did not understand what they read in the texts.

Consequently, the reading comprehension strategies needed to be changed and improved. For example: instead of using long and unknown readings, it was necessary to use shorter, known and interesting texts to make the students feel confident.

**Production of written texts:**

**18 students, 49%** of the learners had achieved the capacity

**13 students, 35%** were in process of learning

**16 %** of the learners had low academic performance.

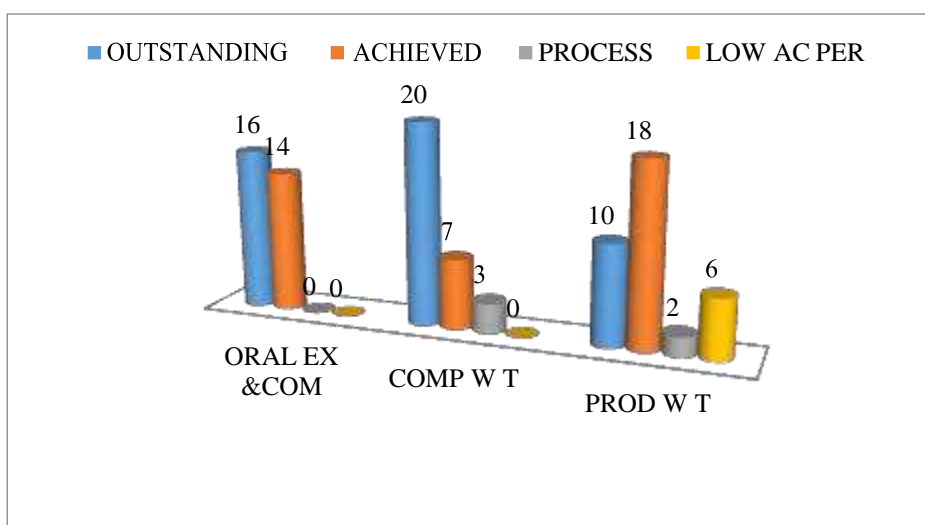
Therefore, **19** students, **51%**, more than half of the class, did not achieve the expected learning. They did not know how to write

a sentence or answer a question. In this case, strategies for production of written texts needed to be improved to make the students write from the simple sentences to short compositions or descriptions to eventually achieve the corresponding competence.

With the results shown in the table and chart above, it can be said that the learners did not achieve the expected learning in the three competences that had more difficulty with the Oral Expression and Comprehension Competence. There was clear evidence that they needed to be motivated and supported during the learning session.

Table 17. Pre-test results 5th A class

Score	Oral expression and comprehension		Comprehension of written text		Production of written texts	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
20 - 18	16	53	20	67	10	33
17 - 14	14	47	7	23	18	60
13 - 11	0	0	3	10	2	7
11 - 0	0	0	0	0	0	0
Score average	15		18		15	



Graph 3. Pre-test results 5<sup>th</sup> A class

According to the results of the Pre-test of the 5<sup>th</sup> A class before my intervention in the:

**Oral expression and comprehension competence: 100%** of the learners achieved the capacity

**0%** there was not any learner in process of learning

**0%** there was not any learner who did not achieve the capacity.

**Comprehension of written texts:**

**90%** of the learners achieved the capacity

**10%** were in process of learning

**0%** there was not learner who did not achieve the capacity.

**Production of written texts:**

**93%** of the learners achieved the capacity.

**7%** were in process of learning

**0 %** there was not learner who did not achieve the capacity.

Therefore, this group of learners did not have many problems with their learning achievements as they were always willing to learn and do what you asked them to do. It can be observed in the table and chart above that just few students did not achieve the expected learning. However it was important to take into account their evaluation results in the pre-test and compare them with the results of the post test.

However, motivational strategies were developed in their lessons to make the students be more motivated and improve their academic performance.

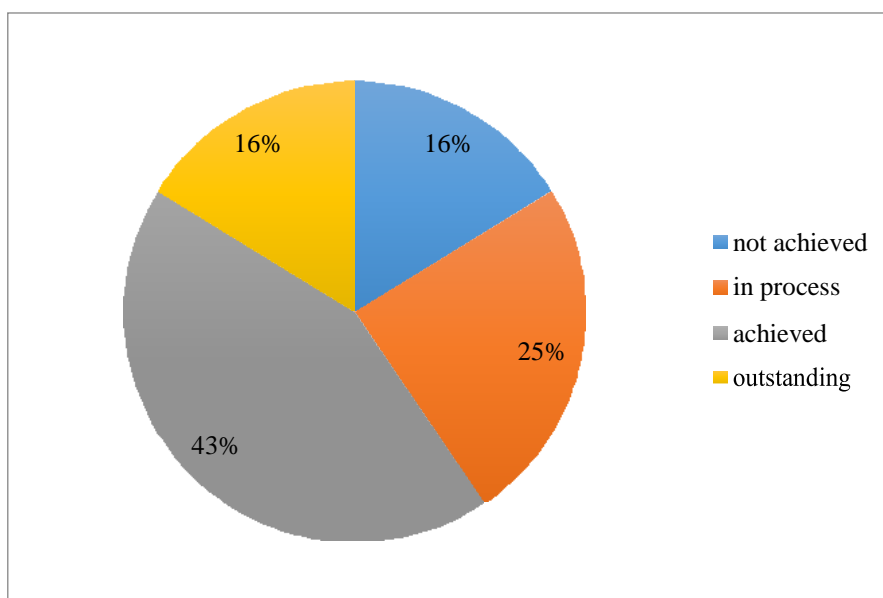
#### **4.1.2. First period final average of 4<sup>th</sup> A and 5<sup>th</sup> A classes**

This part shows the first period final average that was considered in this research to know how was the students 'academic performance before the intervention. This final average involved the scores of the permanent evaluation in each lesson and the bimonthly exam or the pre-test used for this research as well.

Table 18. First period final average 4<sup>th</sup> A class

Score	First period final average	
	N° of Learners	%
20 - 18	6	16
17 - 14	16	43
13 - 11	9	25
10- 0	6	16
<b>Class total average</b>	<b>14</b>	

As it can be seen in Table **18**, first period final average, the learners of 4<sup>th</sup> A class got 14 as general average of the whole group. Besides, it can be seen in graph 4 above, 41% of the students, 15 of them had not achieved the expected learning. Their academic performance was low, they achieved the capacities with some difficulties.



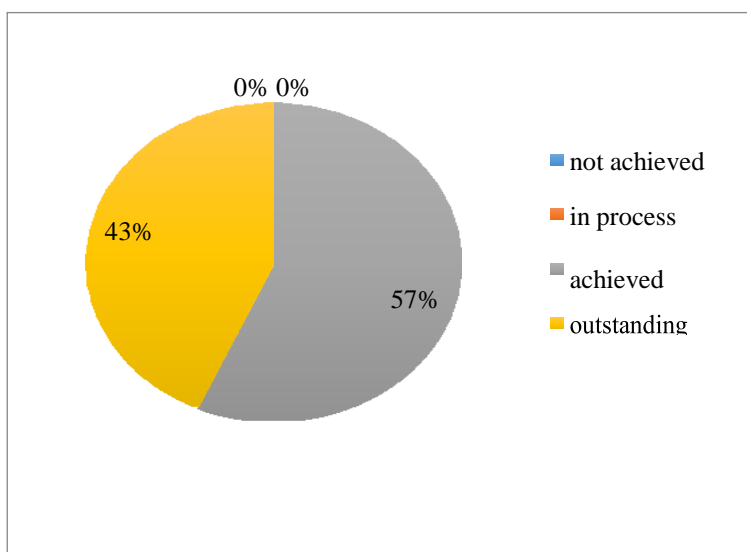
Graph 4. First period final average % 4<sup>th</sup> A class

Table 19. First period final average 5<sup>th</sup> A class

Score	First period final average	
	N° of Learners	%
20 - 18	13	43
17 - 14	17	57
13 - 11	0	0
11 - 0	0	0
Class total Average	18	

On the other hand, in **Table 19**, first period final average, the learners of 5<sup>th</sup> A class got 18, as general average of the whole group. Their academic performance was high; they achieved the capacities without difficulties. Most of the students of that group participated in the class, they were very competitive.

For all the reasons mentioned above it was decided to create other motivational strategies and more about psycho pedagogical foundations were also started reading.



Graph 5. First period final average % 5<sup>th</sup> A class

#### 4.1.3. Teachers' survey

The questions in the survey were made by the researcher of this thesis and were administered for the teachers of English of the same Institution. As it is shown in the table below all teachers considered that strategies to motivate the students should be used during the class, some of them used games and material from the Internet. However, most of the teachers did not use technology or the Internet in their learning sessions, neither of them based their lessons on pedagogical foundations.

Table 20. Teachers' survey results

Questions	Teachers' answers	
	Yes	No
1. Should the strategies that are used to motivate learners be at the beginning of the learning session?	0	5
2. Should the strategies that are used to motivate learners be from the beginning to the end of the learning	5	0
3. Do you use the multimedia equipment to show slides to develop a session as strategy to motivate your learners in their learning?	1	4
4. Do you use the lap tops XO to develop a session as strategy to motivate your learners in their learning?	0	5
5. Do you use the Internet to develop a session as strategy to motivate your learners in their learning?	1	4
6. Does the use of strategies that motivate learners in the English learning improve their academic	5	0
7. Do you introduce any reading as tales, conversations or stories using images as strategy to motivate your learners in their English learning?	2	3
8. Do you use games related to the session to motivate your learners in their English learning?	2	3
9. Do you use dialogues from the internet to motivate your	1	4
10. What strategies do you use to motivate your learners in their English learning? and Does your teaching is based on any psycho pedagogical foundation?	Videos and music (1) Matching activities, brain gym, mind maps, posters. Short readings, radio and visual aids. Multiple intelligences (1)	

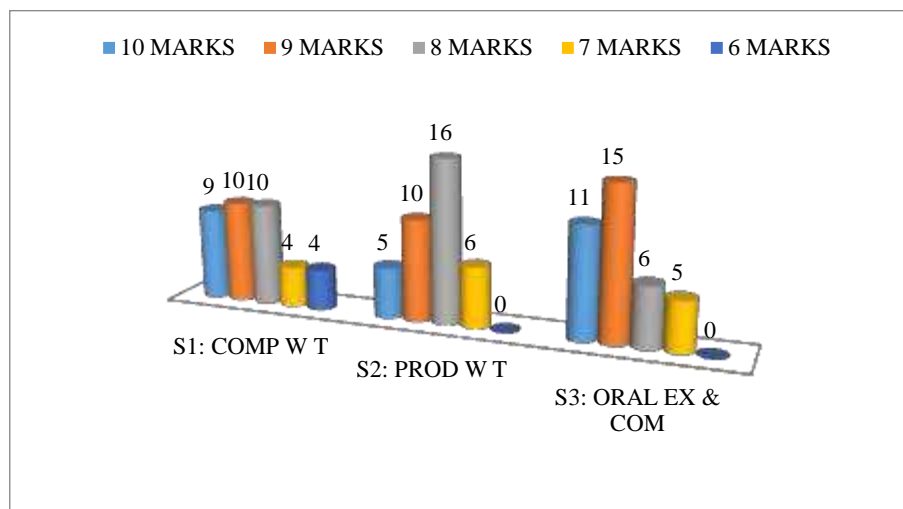


#### 4.1.4. Sessions evaluation for 4<sup>th</sup> A class

According to the Ministry of Education to achieve a competence is necessary to develop capacities during the learning sessions and these capacities must be measured with indicators of evaluation in each lesson through the formative evaluation as part of permanent assessment. The capacities and their indicators considered in the tests were based on the National Curriculum Design, Bloom's Taxonomy and an Institutional agreement. **Appendix 36** shows the capacities and indicators of evaluation used for all my 4<sup>th</sup> class students of the school.

Table 21. Session Evaluation results of each learning session 4<sup>th</sup> A class

Score	Lesson 1 Comprehension of written text		Lesson 2 Production of written texts		Lesson 3 Oral expression and comprehension	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
10	09	24	05	14	11	30
9	10	27	10	27	15	40
8	10	27	16	43	06	16
7	04	11	06	16	05	14
6	04	11	0	0	0	
<b>Total Average</b>	<b>8.4</b>		<b>8.3</b>		<b>8.8</b>	



Graph 6. Evaluation results of each learning session 4<sup>th</sup> A class

## Session 1

According to the results of the formative evaluation at the end of this class, 29 students, 78% of them achieved the capacity of **recognizing the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions** which was related to the Comprehension of Written Text Competence.

The students got marks from 6 to 10 which corresponded to scores from 12 to 20. Therefore, introducing tales and vocabulary through slides, images and mimes, using authentic English, group work and being evaluated with tasks and exercises students have been acquainted in class allowed this group of students to achieve capacities related to comprehension of written texts competence in this particular session.

## Session 2

**Table 21** and graph 6 above show that all the students got from 7 to 10 marks which corresponded to scores from 14 to 20. This means that all of them achieved the capacity of the lesson: **creating a brochure using comparative sentences, adjectives related to tourist places and the simple present tense.**

Consequently using motivational strategies such as slides with colourful images, “Memory games”, meaningful interaction between the teacher and the learners, clear input, group work, maintenance of the low affective filter and parallel writing. This particular session allowed learners achieve the capacities related to the production of written texts.

## Session 3

26 learners (70%) achieved the capacity for oral expression and comprehension competence with 8,8 as average which corresponded to the score of 17,6.

As it is shown in **table 21** and graph 6 above, all the students achieved the capacity of organizing **information to describe a**

**Peruvian Tourist place using geographical features, the Simple Present tense, comparative sentences and adjectives related to tourism orally** with marks from 7 to 10 which corresponded to scores from 14 to 20.

The students showed enthusiasm when they spoke in front of the class in spite of their pronunciation and fluency difficulties. However, their speech was understandable, they enjoyed the activity. In the end, they were congratulated and rewarded with the scores.

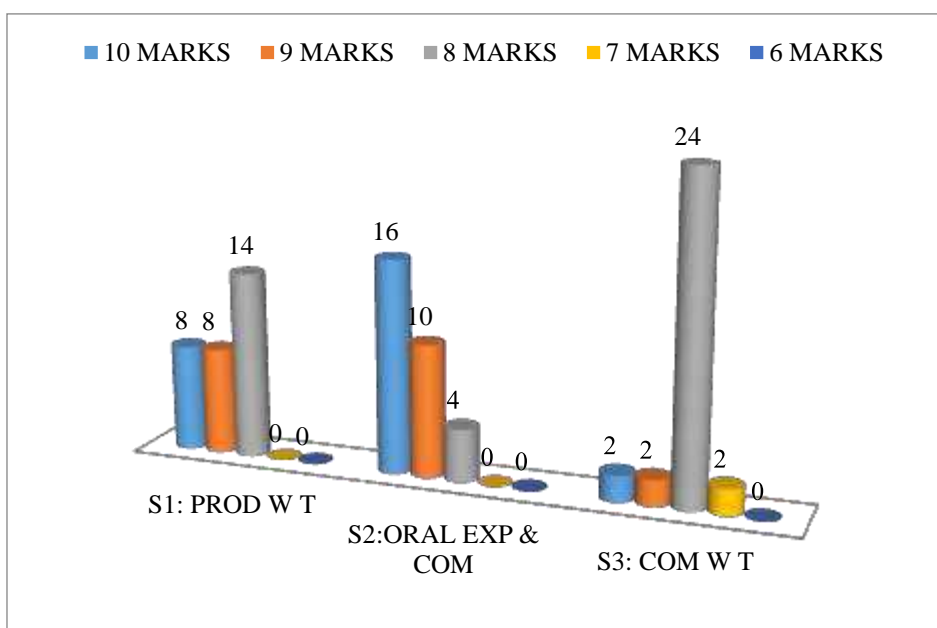
Therefore using slides with colourful images to awake student's interests to introduce a new topic, to make sentences, use dialogues from internet and group work, in teaching English proved to improve learners' motivation and academic performance achieving capacities related to oral expression and comprehension competence in this particular section.

#### 4.1.5. Sessions Evaluation for 5<sup>th</sup> A class

**Appendix 37** shows the capacities and indicators of evaluation used for all my 5<sup>th</sup> class students of the school.

Table 22. Session Evaluation results of each learning session 5<sup>th</sup> A class

Score	Lesson 1 Production of written text		Lesson 2 Oral expression and comprehension		Lesson 3 Comprehension of written texts	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
<b>10</b>	08	<b>27</b>	16	<b>53</b>	02	<b>7</b>
<b>9</b>	08	<b>27</b>	10	<b>33</b>	02	<b>7</b>
<b>8</b>	14	<b>46</b>	04	<b>14</b>	24	<b>79</b>
<b>7</b>	0	<b>0</b>	0	<b>0</b>	02	<b>7</b>
<b>6</b>	0	<b>0</b>	0	<b>0</b>	0	<b>0</b>
<b>Total Average</b>	<b>8.8</b>		<b>9.4</b>		<b>8.1</b>	



Graph 7. Evaluation results of each learning session 5<sup>th</sup>A class

### Session 1

The average of this session assessment was 8,8, and the students were motivated to participate all the time.

As can be seen, 30 students, 100% achieved the capacity of **creating sentences about environmental matters using modal verbs, verbs related to the topic and cue words** with marks from 8 to 10 which corresponded to scores from 16 to 20 for this particular session.

Consequently, using motivational strategies such as slides with colourful images, “Memory games”, meaningful interaction between the teacher and the learners, clear input, group work, maintenance of the low affective filter and parallel writing, allowed this group of learners achieve the capacities related to the production of written texts for this session.

## Session 2

The outcome of this evaluation is extraordinary, the average was **9,4** that corresponded to 18,8 one more time the students felt confident from the very beginning to the end of the learning session.

The students achieved the capacity of **identifying relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers that was related to the Comprehension of Written Texts**. The learners got from 8 to 10 marks that corresponded to scores from 16 to 20 in this session.

Therefore using slides with colourful images to awake student's interests to introduce a new topic, to make sentences, use dialogues from internet and group work, in teaching English proved to improve this group of learners' motivation and academic performance achieving capacities related to oral expression and comprehension competence for this session.

## Session 3

This result, **8,1** is the lowest of the three lessons with this students' sample which reflects that students have some grade of difficulty when they performed their reading comprehension capacities.

The learners got from 7 to 10 marks which corresponded to scores from 14 to 20 for the capacity **identifying relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers which is related to the Comprehension of Written texts Competence**.

Therefore, introducing tales and vocabulary through slides, images and mimes, using authentic English, group work and being evaluated with tasks and exercises students have developed in class allowed this group of students to achieve capacities related to

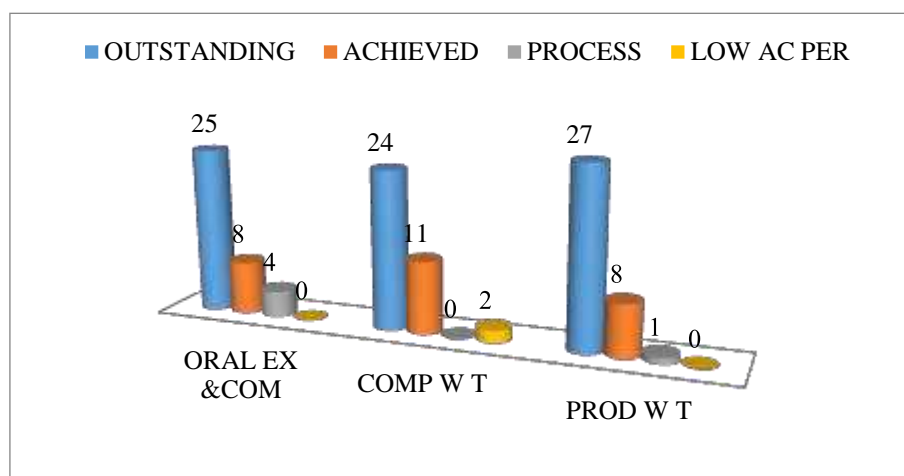
comprehension of written texts competence in this particular session for this group of students.

#### 4.1.6. Post results

As it is required in all researches of this kind, it is necessary to administer a post test to know how much the learners improved their academic performance after doing some important changes of the strategies used in the learning process. In this section you can observe the outcomes with each sample presented.

Table 23. Post test results 4<sup>th</sup> A class

Score	Oral expression and comprehension		Comprehension of written text		Production of written texts	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
20 - 18	25	67	24	65	27	73
17 - 14	8	22	11	30	8	21
13 - 11	4	11	0	0	1	3
11 - 0	0	0	2	5	1	3
Score average	17		17		18	



Graph 8. Post test results 4<sup>th</sup> A class

In **Table 23**, 33 learners, 89%, achieved the capacity of Oral Expression and Comprehension Competence in the final exam, post test, 11 %, 4, learners did not get the capacity.

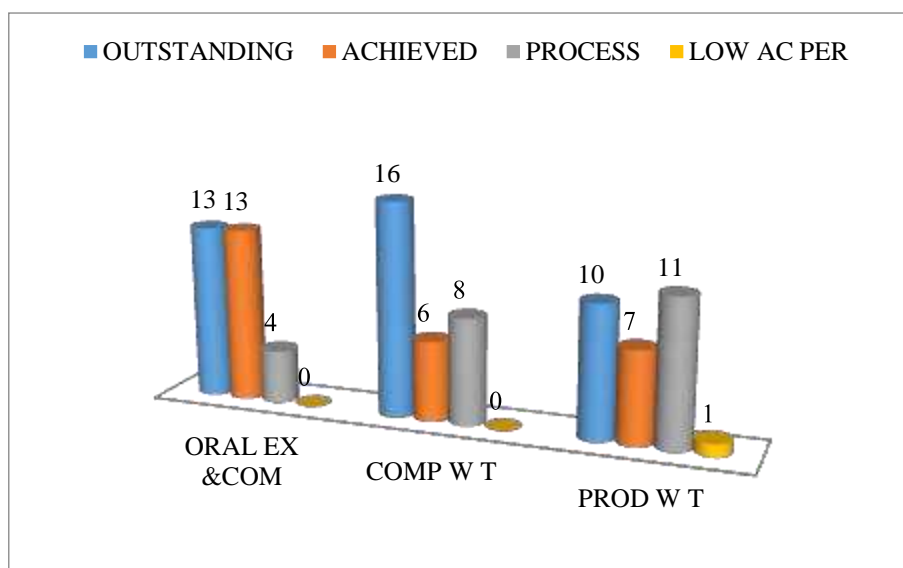
In the same table 95%, 35, learners achieved the capacity of the Comprehension of Written text Competence in the final exam, 5 %, 2, students did not.

Finally, 94%, 35 learners achieved the capacity of the Production of Written texts Competence in the final exam, 6 %, 2 learners did not achieve the capacity.

Definitely, the results in the post test improved in all the competences demonstrating that the strategies and psycho pedagogical foundations used were suitable.

Table 24. Post test results 5<sup>th</sup> A class

Score	Oral expression and comprehension		Comprehension of written text		Production of written texts	
	N° of Learners	%	N° of Learners	%	N° of Learners	%
<b>20 - 18</b>	13	<b>43</b>	16	<b>53</b>	10	<b>33</b>
<b>17 - 14</b>	13	<b>43</b>	6	<b>20</b>	7	<b>23</b>
<b>13 - 11</b>	4	<b>14</b>	8	<b>27</b>	11	<b>37</b>
<b>11 - 0</b>	0	<b>0</b>	0	<b>0</b>	2	<b>7</b>
<b>Score average</b>	<b>17</b>		<b>17</b>		<b>17</b>	



Graph 9. Post test results 5<sup>th</sup> A class

In **Table 24**, 86 %, 26, learners achieved the capacity of the Oral Expression and Comprehension Competence in the final exam, 14 %, 4, students did not.

In the same table 73%, 22, learners achieved the capacity of the Comprehension of Written text Competence in the final exam, 27 %, 8 students did not.

Finally, 56%, 17, learners achieved the capacity related to the Production of Written texts Competence in the final exam, 44 %, 12 learners could not do it.

Definitely, the results in the post test showed improvement in all the competences demonstrating that the motivational strategies based on psycho pedagogical foundations used were suitable. However in some cases the scores were lower because at the end of the year the students had some extra curricula activities like their prom party and trips that distracted their attention from their studies.

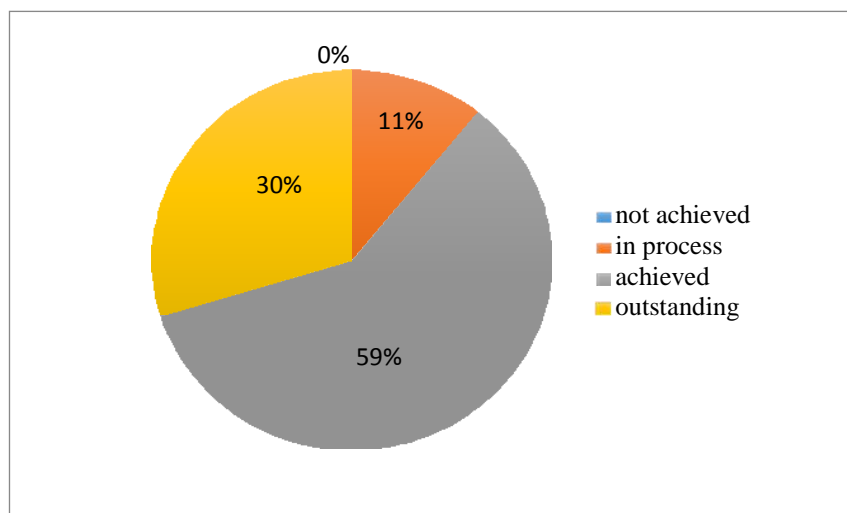


#### 4.1.7. Fourth period final average 4<sup>th</sup> and 5<sup>th</sup> A classes

This final average involves all the assessment the learners had during the fourth period such as: the continuous evaluation or progress tests and the final exam at the end of the period. This assessment considered the three competences in the English language learning at public schools.

Table 25. Fourth period final average 4<sup>th</sup> A class

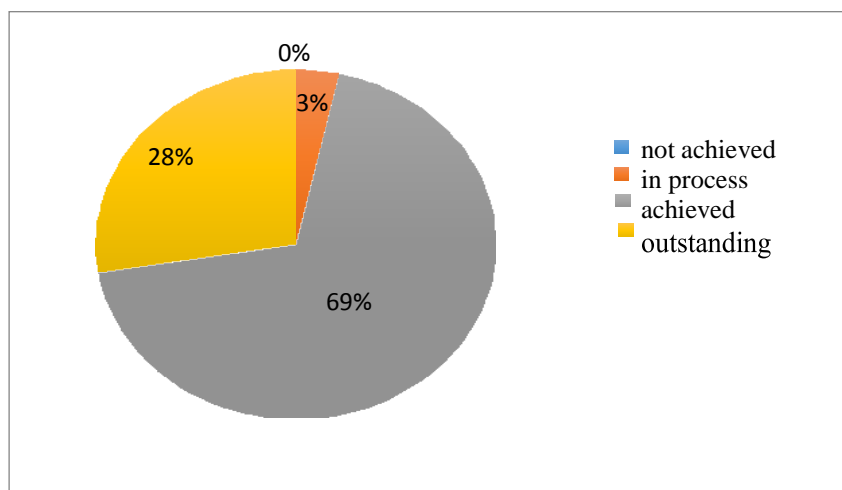
Score	Fourth period final average	
	N° of Learners	%
20 - 18	11	30
17 - 14	22	59
13 - 11	4	11
11 - 0	0	0
Total class Average	16	



Graph 10. Fourth period final average % 4<sup>th</sup> A class

Table 26. Fourth period final average 5<sup>th</sup> A class

Score	Fifth period final average	
	N° of Learners	%
20 - 18	8	28
17 - 14	20	69
13 - 11	1	3
11 - 0	0	0
Total class Average	18	

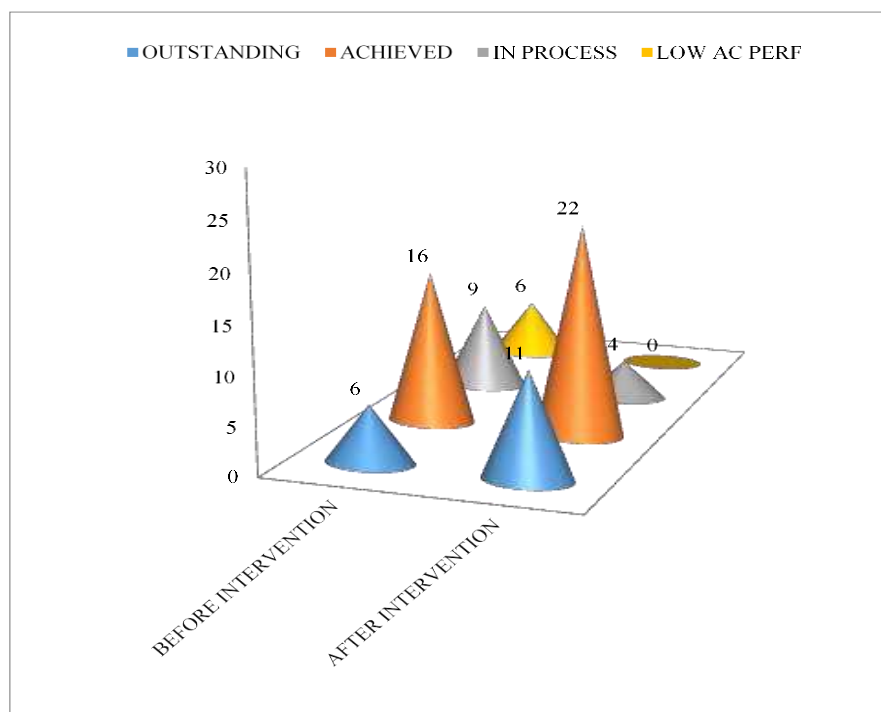


Graph 11. Fourth period final average % 5<sup>th</sup> A class

Table 27. Comparing results of both final period average before and after the intervention 4<sup>th</sup> A class

Score	Before the intervention		After the intervention	
	N° of Learners	%	N° of Learners	%
20 – 18	6	16	11	30
17 – 14	16	43	22	59
13 – 11	9	25	4	11
11 – 0	6	16	0	0
Class total Average	14		16	

Actually, the students of the 4<sup>th</sup> A class improved their academic performance after the intervention, there was not any student that did not achieve the capacity. It means that the motivational strategies based on psycho pedagogical foundations used in each lesson with this class helped the students improve meaningfully.

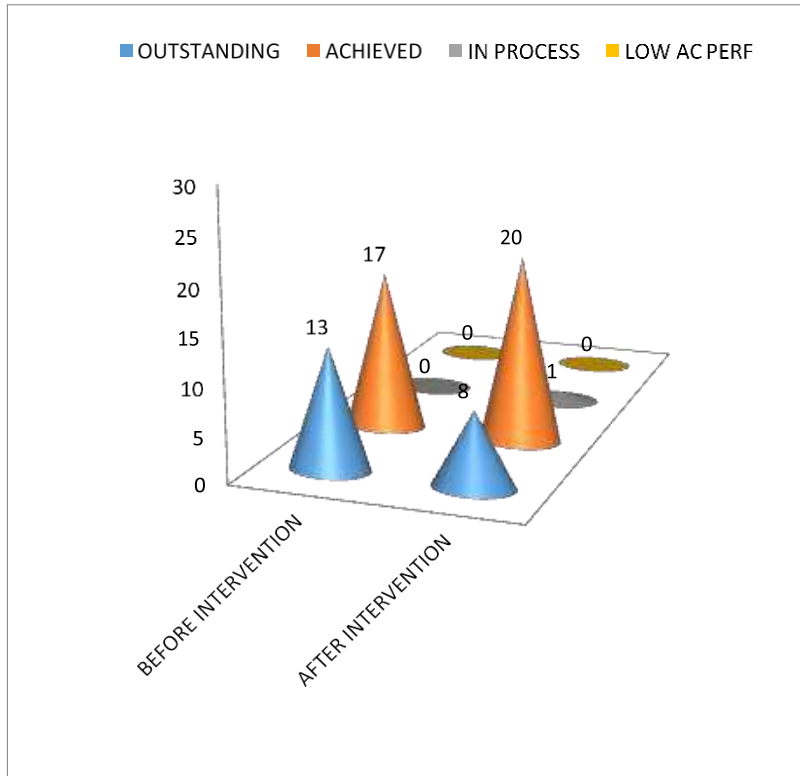


Graph 12. Results of both final period average before and after the intervention 4<sup>th</sup> A class

Table 28. Comparing results of both final period average before and after the intervention 5<sup>th</sup> A class

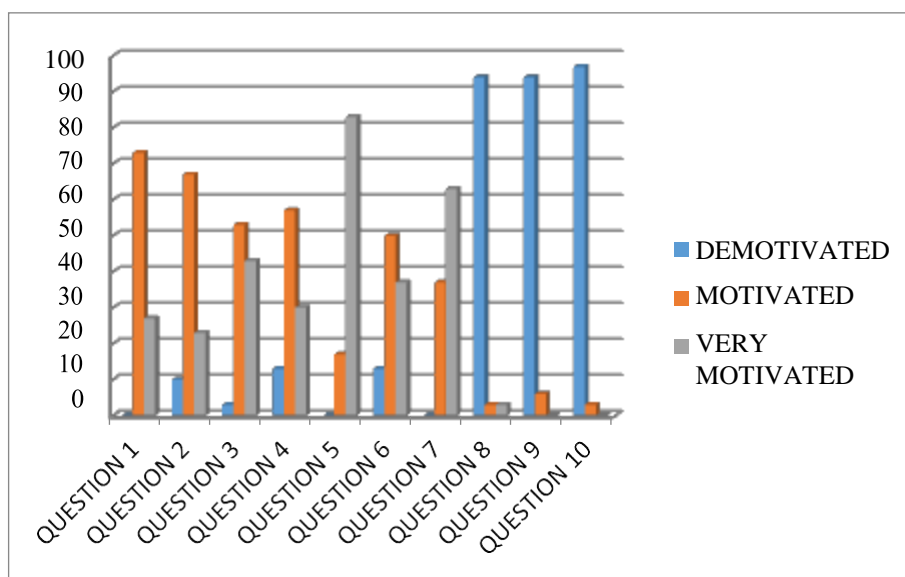
Score	Before the intervention		After the intervention	
	N° of Learners	%	N° of Learners	%
20 - 18	13	43	8	28
17 - 14	17	57	20	69
13 - 11	0	0	1	3
11 - 0	0	0	0	0
Class total Average	18		18	

Comparing the results after the intervention with the 5<sup>th</sup> A class students, they diminished their academic performance a little bit because they had some distractions in the fourth period, extracurricular activities such as activities they did to raise money to travel and have their graduation party.



Graph 13. Results of both final period average before and after the intervention 5<sup>th</sup> A class.

#### 4.1.8. Results of learners' survey



Graph 14. Survey results 4<sup>th</sup> A class

This survey was taken after the intervention, see Appendix 38, for questions. As can be seen in graph 14, but roughly question 1, 73 % of students were motivated when they played a game in the English class.

For question 2, 67% were motivated and 23% very motivated when they prepared a power point presentation for explaining a topic for their English class.

For question 3, 54% motivated and 43% were very motivated when they worked in group.

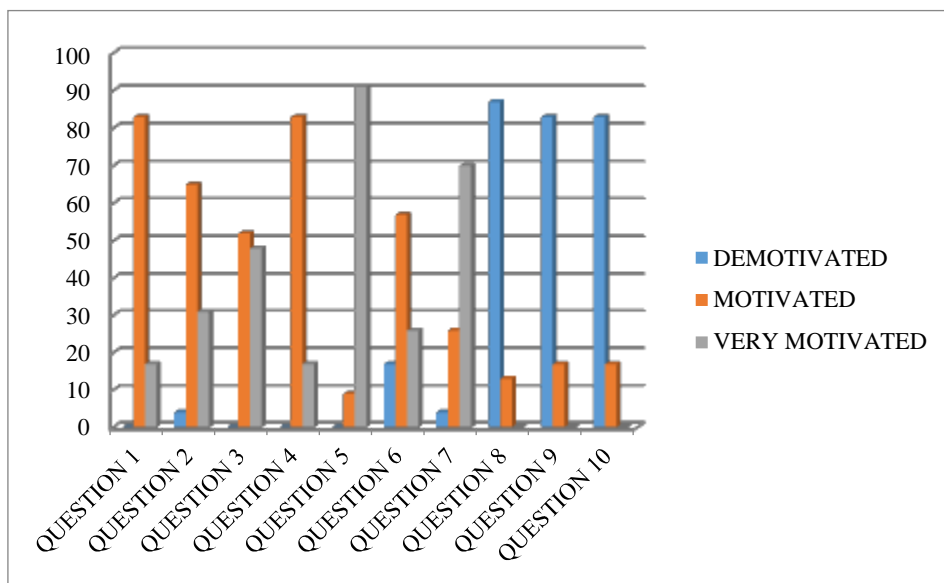
For question 5, 83% were very motivated when they got a good score for a task they developed in the English lesson.

For question 6, 50% were motivated and 37% very motivated when the teacher displayed students' work in the classroom walls.

For question 7, 37% were motivated and 63% were very motivated when the teacher gave them feedback on their work and congratulated them.

For question 8, 94% of students felt demotivated, when they had a task to do and the teacher didn't explain how to do it and even he or she didn't give them any examples.

For question 9, 94% of students were demotivated, when they were evaluated/qualified with a topic or exercise the teacher had not presented before.



Graph 15. Survey results 5<sup>th</sup> A class

Similarly **graph 12**, shows that in 5<sup>th</sup> A class for question1, 83 % of students were motivated and 17 were very motivated when they played a game in the English class.

For question 2, 65% felt motivated and 31% felt very motivated when they prepared a power point presentation for explaining a topic for their English class.

For question 3, 52% were motivated and 48% very motivated when they worked in group.

For question **5**, 91% felt very motivated when they got a good grade for a task they developed in the English lesson.

For question **6**, 57% were motivated and 26% were very motivated when the teacher displayed their work.

For question **7**, 26% felt motivated and 70% very motivated when the teacher gave them feedback on their work and congratulated them.

For question **8**, 87% of students were demotivated when they had a task to do and the teacher didn't explain how to do it and even he or she didn't give them any examples.

For question **9**, 83% of students were demotivated, when they were evaluated with a topic or exercise the teacher had not developed before.

To sum up, all the motivational strategies used in the lessons encouraged students of 4<sup>th</sup> and 5<sup>th</sup> A class somehow, especially when they got good scores because they were evaluated with topics or exercises they used during their learning process.

In this way they showed a positive and enthusiastic attitude in front of all the activities developed during the English lessons, as they can be seen in the results of questions 5, 8 and 10.

## **4.2. Discussion of results**

### **4.2.1. Analysis of the research questions**

The following research questions came up before starting the intervention which were answered along the process of the investigation as we collected information.

- What would be the most appropriate motivational strategies we could use?

According to the student's reaction and learning the best motivational strategies are to create a good relationship between

the teacher and students generating low affective filter in the classroom, to use visual aids to introduce a new topic or vocabulary, to use technology for preparing their own learning material, to work in groups and to assess the students' learning with the exercises or tasks they have used in the learning sessions. In this way the students' learning became easily and the academic results were better in the both groups, 4<sup>th</sup> and 5<sup>th</sup> A classes.

All said before is shown in the permanent evaluation results, table **21**, graph **6** and table **22**, graph **7**; in the post test results, table **23**, graph **8** and table **24**, graph **9** and the fourth period final average table **25**, graph **10** and table **26**, graph **11**.

- How would students react to these strategies?

Students' interest in front of these motivational strategies increased meaningfully, they involved in the class activities participating actively, they became willing to make their dialogues, loved preparing their posters or other material using technology shown in the survey results graphs **14** and **15**.

In these graphs for question 1, if they play a game in the English lesson, more than the 70% of the 4<sup>th</sup> A and more than 80 % in the 5<sup>th</sup> A classes students feel motivated.

In question 2, how they feel if they prepare a power point presentation, they use technology, more than 65% or 65% fell motivated in both groups.

The best in question 5, how they feel if they get a good score for a task they develop in the English lesson, 83 and 91 % of the students in both groups respectively feel very motivated.

- With so little time we could devote to introducing these motivational strategies, will it be possible to see any progress?

Just using the two pedagogical hours in a week a lot of changes were done in order to get students more motivated and with better academic performance. It was always needed to have a well organised learning session with the appropriate motivational strategies based on psycho pedagogical



foundations, capacities and indicators of evaluation. This accurate organization helped to fulfil with all the activities planned for a lesson and the students achieved the capacities successfully.

All could be accomplished if the motivational strategies were based on pedagogical foundations and the pedagogical practice were well organised and planned in advance before starting the scholar year and each term.

#### **4.2.2. Pedagogical implications**

First of all, the learners of both groups felt more comfortable, enthusiastic and got better scores in their formative evaluation of each class in all the learning sessions developed in the fourth period of the school year during the intervention, as it can be seen in **Tables 21** and **22**.

The motivational strategies used for each class were suitable and adjusted to the learners' language level. So it can be said that: "The use of motivational strategies in teaching English can improve motivation and academic performance of the seventh cycle secondary learners in a state school" as has been shown but it is not advisable to make generalisations with the results if only 6 sessions.

The purpose of this research was to look for strategies to increase motivation and learning in this group of students and choose the most effective and feasible.

According to **Table 23**, learners of 4<sup>th</sup>A class improved their academic performance; they could achieve the capacities established in the three competences.

But their average score in each one at the end of the intervention was 17 demonstrating in this way that the motivational strategies used in the sessions helped them improve their motivation and as a consequence their academic performance in the final evaluation of the period. This group started the research with an average of 14 and low competence achievement.

On the other side, in **Table 24**, learners of 5<sup>th</sup> A class maintained their academic performance, even some individual students lowered their scores. This could be explained since as they were finishing their school studies, they were worried about their class trip and were more focused on activities to raised money for the prom neglecting their studies.

However, since this group was already highly motivated and had already achieved the required competences, it is considered as a control group regarding academic performance. What is valuable is the use of other pedagogical strategies and how they respond to them.

Using motivational strategies and psycho pedagogical foundations increased learners' motivation and academic performance.

## CONCLUSIONS

This thesis tried to demonstrate how motivational strategies related to psycho pedagogical foundations in teaching English can improve motivation and academic performance of seventh cycle secondary learners in a state school based on their formative and final evaluations results in the fourth period of the year.

It is clear that generalizations cannot be made after having done such a limited research but some conclusions regarding the working hypotheses worked with along this research can be reached for this particular group of students.

The present study has three hypotheses which were tried out with the students of 4<sup>th</sup> A and 5<sup>th</sup> A class along the lessons during the fourth period in 2015. Different motivational strategies were applied to get better results of the students' academic performance. Each lesson was assessed and qualified with different kind of instruments such as: check lists, worksheets, wallsheets, brochures and finally, the students were assessed with an assessment test.

1. According to the first hypotheses; **“Using motivational strategies such as introducing tales and vocabulary, using authentic English and being evaluated with tasks and exercises students have developed in class improve learners' motivation and academic performance achieving capacities related to the comprehension of written texts competence”**, it can be said that

motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve students' motivation, and the effort involved is an essential part of your teaching profession. It is worth taking time before the lessons to choose the appropriate motivational strategies and link one to each other according to the capacities and competences we need to acquire.

2. Regarding the second hypotheses; **“Using “Memory games”, meaningful interaction between the teacher and the learners, and parallel writing improve learners’ motivation and academic performance achieving the capacities related to the production of written texts competence”**

It is worth having students using different materials in each lesson in this way they are entertained and interested all the time, this implies that they are motivated and encouraged to do whatever they are asked to do, therefore they acquire the capacities chosen for each class with good scores and the most important, the students feel satisfied.

3. Finally, the third hypothesis **“Awakening student’s interests to introduce a new topic, to make sentences, use dialogues from internet improve learners’ motivation and academic performance achieving capacities related to oral expression and comprehension competence.”** All the strategies were carefully selected, they were linked to each other from the easy to the difficult ones using scaffolding strategies so the students felt comfortable and confident and got excellent results.
4. Additionally, all the learning sessions for this research were based on the psycho pedagogical foundations such as: Constructivism (Vygotsky and Piaget) , Identical Elements Theory (Thorndike), Meaningful Learning (David Ausubel), The Acquisition-Learning Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis (Krashen) and Cooperative Learning (Kagan).

These foundations were put into practice since the motivational strategies were based on them to increase possibilities of success due to all the limitations of this research. A well organised pedagogical

practice will bring satisfactory students' learning results as it is shown along this research when the students involved in the class activities and were evaluated.

Students react to their teacher's positive attitude, optimism, interesting way of teaching and entertaining activities; their response is amazing although it is not perfect because of the limitations of the research.

It is inclined to say most of the time the good outcomes you get with your students depend on the type of teaching motivational strategies you perform, the motivation you give, the confidence you inspire, the good mood you transmit; all these extrinsic issues increase the intrinsic motivation of the students and they are more willing to learn.

5. The selection of motivational strategies based on psycho pedagogical foundation was the key for preparing the learning unit in advance before starting the scholar term. These strategies were chosen according to the knowledge and capacities to be developed in each learning session and produce positive effects in the students as being motivated and having well academic performance.

6. The learning sessions for this research were developed in the two pedagogical hours each week during the fourth period. It means that it was not necessary to use extra time to perform what it was planned. The learning sessions were well-organized establishing the student's learning achievements, capacities and indicators clearly, that were set in the matrix of the learning unit. In this way the capacities and indicators were achieved by the students successfully.

7. The students were assessed with the capacities and indicators that were planned in the evaluation matrix that was in the learning unit. The students' assessment was always fair since the tasks and exercises done in class were used to assess them as motivational strategy. In this way the students got good scores and felt pleased.



## **RECOMMENDATIONS**

1. The learning sessions were based on the psychopedagogical foundations such as Constructivism (Vygotsky and Piaget), Identical Elements Theory (Thorndike), Meaningful Learning (David Ausubel), The Acquisition-Learning Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis (Krashen) and Cooperative Learning (Kagan).

It may be good to incorporate these ideas in the induction workshops or in-house training activities so teachers may feel more inclined to use them if they are familiar with them.

2. Similarly, it may be useful to do deep research on how to train teachers of English about how students learn and introduce a variety of motivational strategies.

In this research many of motivational strategies were used in each session but the idea was to try them and see which were more feasible and useful for our learners. More extended research will be needed along a longer period of time to continue with this study focusing on more specific strategies.

3. It could be good to research how important it is to select motivational strategies based on psychological foundations and according to them prepare the learning unit with its evaluation matrix in advance so

when students are evaluated to measure how they become more motivated and how well they achieve their learning outcomes successfully.

4. In this research, permanent evaluation was developed at the end of each class, it could be a good idea to research if this kind of evaluation keeps students motivated and eager to learn English?. According to this research, they did and they got familiar with the constant evaluation as part of their learning process, as well. But, to get more feasible evidence it is needed to deep with the investigation and do it longer.
5. Other point to research could be what motivational strategies could be used to get a good relationship between the teacher and students and if this positive relationship would improve the students' motivation and their academic performance.



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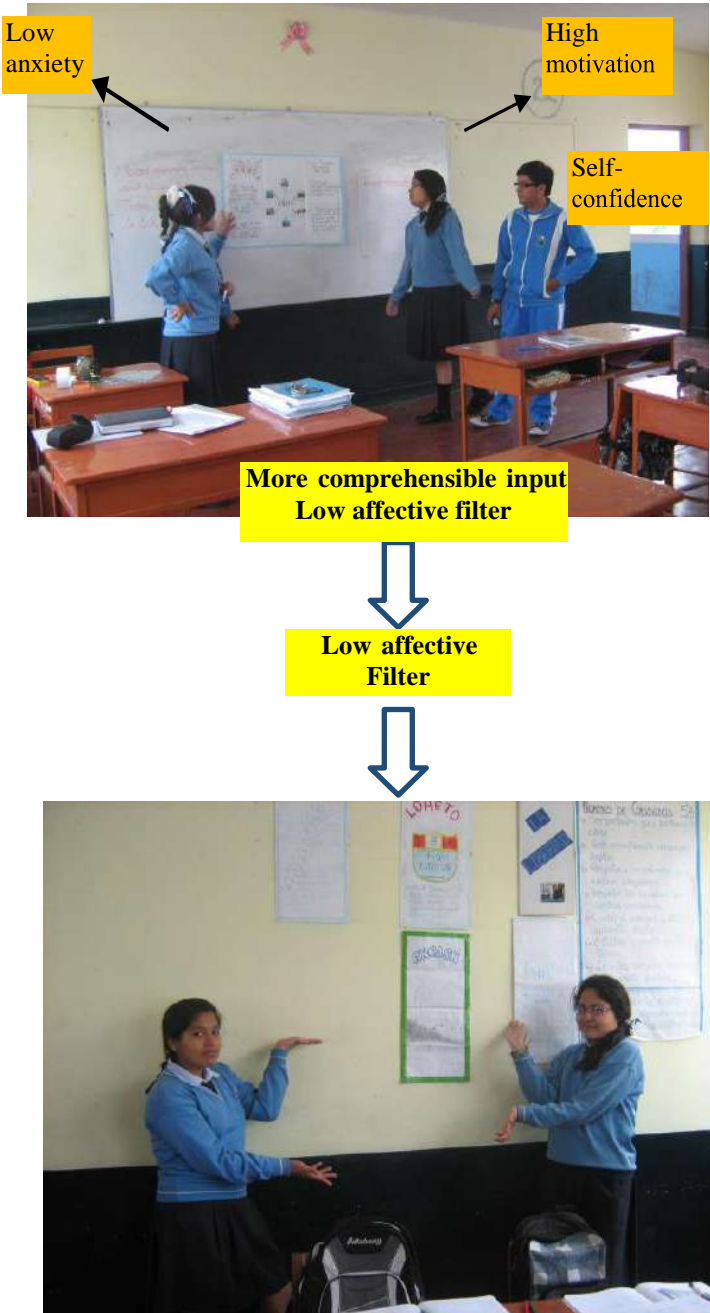
## **APPENDIXES**



**Appendix 1: Number of learners per year of study**

<b>Section</b>	<b>4<sup>th</sup> Class Number of Students</b>	<b>5<sup>th</sup> Class Number of Students</b>
A	36	30
B	35	33
C	34	35
D	33	32
E	34	35
Sub total	172	165
<b>TOTAL</b>	<b>337</b>	

**Appendix 2: Low affective filter in the classroom**







### Appendix 3: Pre-test First period 4<sup>th</sup> A class

“INSTITUCIÓN EDUCATIVA FELIPE SANTIAGO ESTENÓS”

FULLNAME: .....

CLASS 4° ..... DATE: .....

#### I. ORAL COMPREHENSION:

**A. LISTEN TO GET GENERAL IDEAS:** Watch the video and answer the questions: **(8pts)**

1. What is the video about ?  
.....
2. Do the twins feel panic when they are swimming?  
.....

**B. LISTEN TO GET SPECIFIC INFORMATION:** Watch the video again and answer the questions: **(12 pts)**

1. What are the twins' names?.....
2. How old are they?.....
3. How many meters do they swim?.....
4. Who dives completely?.....

#### II. COMPREHENSION OF WRITTEN TEXTS

**A. READ THE E-MAIL AND COMPLETE THE BLANKS WITH THE CORRECT CONNECTORS. (8 pts)**

<b>Because - And - Actually - But</b>
---------------------------------------

Dear Dr. Olaya

I heard that you are the best nutritionist that our country has. This month I feel bad.

1..... all of my friends say that I am like a pig 2. .... ,they don't play with me. My mother told me that don't care about that because if I feel good, that's not important 3. .... If they continue annoying me she would talk with the teacher to stop that. What can I do? Maybe you recommend me a diet to feel better? 4. .... I think that I look a little fat.

Please help!

Regards,

Marina (15 years old)

**B. READ THE LETTER AGAIN AND ANSWER THE QUESTIONS. (12 pts)**

1. What is Mariana's problem? .....
2. What should Mariana's mother do? .....
3. What must Mariana do? .....

### III. PRODUCTION OF WRITTEN TEXTS

**A.** Answer with the correct use of modal verbs. **(8 pts)**

1. There is a possibility that Jose travels to the U.S.A.  
Jose.....
2. Express one ability that you have.  
I.....

**B.** Read the problems and answer the questions giving some advice:  
**(12 pts)**

1. Lorenz has a headache. What should he do ?  
He.....
2. I have a fever and my throat hurts. What should I do ?  
You .....
3. Nataniel Sánchez twisted her knee when she fell on the floor. What should she do?  
She.....
4. Orlando Fundicheli fell from the ladder and hit his head. What should he do?  
He.....

## Appendix 4: Sample of Pre-Test First Period – 4<sup>th</sup> A Class

### BIMONTHLY EXAM – FIRST PERIOD – PRETEST

#### 4<sup>th</sup> CLASS

“INSTITUCIÓN EDUCATIVA FELIPE SANTIAGO ESTENÓS”

FULLNAME: Ayala, J.

CLASS : 4° A...

DATE: 4.5.15

#### I. ORAL COMPREHENSION:

##### A. LISTEN TO GET GENERAL IDEAS: Watch the video and answer the questions: (8pts)

1. What is the video about ?  
Twins in the pool ✓
2. Do the twins feel panic when they are swimming?  
No. They don't. They feel happy ✓

##### B. LISTEN TO GET SPECIFIC INFORMATION: Watch the video again and answer the questions: (12 pts)

1. What are the twins' names? —
2. How old are they? They are 8 months ✓ 3
3. How many meters do they swim? —
4. Who dives completely? —

#### II. COMPREHENSION OF WRITTEN TEXTS:

##### A. READ THE E-MAIL AND COMPLETE THE BLANKS WITH THE CORRECT CONNECTORS. (8 pts)

Because - And - Actually - But

Dear Dr. Olaya

I heard that you are the best nutritionist that our country has. This month I feel bad.

1. Actually all of my friends say that I am like a pig 2. and they don't play with me. My mother told me that don't care about that because if I feel good, that's not important 3. but If they continue annoying me she would talk with the teacher to stop that. What can I do? Maybe you recommend me a diet to feel better? 4. because I think that I look a little fat.

Please help!

Regards,

Marina (15 years old)

##### B. READ THE LETTER AGAIN AND ANSWER THE QUESTIONS. (12 pts)

1. What is Mariana's problem? she
2. What should Mariana's mother do? she should talk to
3. What must Mariana do? she must be on a diet the teacher

III. PRODUCTION OF WRITTEN TEXTS:

(13)

A. Answer with the correct use of modal verbs.

(8 pts)

1. There is a possibility that Jose travels to the U.S.A.

Jose.....

2. Express one ability that you have.

I...can...dance.....

4

- A. Read the problems and answer the questions giving some advice:

(12 pts)

1. Lorenz has a headache. What should he do ?

He...should...go to the doctor.....

2. I have a fever and my throat hurts. What should I do ?

You...should...drink hot water.....

3. Nataniel Sánchez twisted her knee when she fell on the floor. What should she do?

She...should...rest.....

4. Orlando Fundicheli fell from the ladder and hit his head. What should he do?

He...should...think.....

X

## Appendix 5: Pre-Test First Period – 5<sup>th</sup> A Class



“INSTITUCIÓN EDUCATIVA“FELIPE SANTIAGO ESTENÓS”

FULL NAME: \_\_\_\_\_

CLASS: 5° \_\_\_\_\_ DATE: \_\_\_\_\_

### I. ORAL COMPREHENSION:

**A. LISTEN TO GET GENERAL IDEAS:** Watch the video and answer the questions: **(8pts)**

1. What is the video about ? .....
2. Do the twins feel panic when they are swimming?.....

**B. LISTEN TO GET SPECIFIC INFORMATION:** Watch the video again and answer the questions: **(12 pts)**

1. What are the twins' names?
2. How old are they?
3. How many meters do they swim?
4. Who dives completely?

### II. COMPREHENSION OF WRITTEN TEXTS

Carlos Alcántara was born in Lima in 1964, son of Elizabeth Vilar. He lived in Lima. He is an actor and comedian and participated in the series "Pataclaun". He has two children with Jossie Lindley: Gianfranco and Lorenzo. He presents his film "Asu Mare" in an event where you can also support a good cause. The benefits will go to the Ann Sullivan Centre, which supports children with Down syndrome, autism, among others.

**A. Read the paragraph and answer the questions: (8 pts)**

1. Does Carlos Alcantara support any charity? \_\_\_\_\_
2. Does Carlos Alcantara love his career? \_\_\_\_\_

**B. Read the paragraph again and answer the questions: (12 pts)**

1. When was Carlos Alcantara born? \_\_\_\_\_
2. What does Carlos Alcántara do? \_\_\_\_\_
3. What kind of charity does Carlos Alcántara support with his film "Asu Mare"? \_\_\_\_\_

### III. PRODUCTION OF WRITTEN TEXTS:

A. Fill in the blanks using the words from the box. (20 pts)

STARTS	GIANMARCO'S CONCERT	SENT	TOLD	NICK
--------	---------------------	------	------	------

To: [Sarah1982@gmail.com](mailto:Sarah1982@gmail.com)

From: [Mitternacht12@gmail.com](mailto:Mitternacht12@gmail.com)

Subject:

Hi Sarah

Thanks for your mail that you  me last week. Now I feel good. But I have something interesting to tell you. Do you remember that I  you that I was saving money for a big concert? Well that concert is today. I will **go** with  in the Maria Angola hotel. It **is** amazing. The concert  at 10 pm. I am looking forward to this moment.

Take care and hope to speak to you soon.

## Appendix 6: Sample of Pre-Test First Period – 5<sup>th</sup> A Class

### BIMONTHLY EXAM - FIRST PERIOD – PRETEST 5<sup>th</sup> CLASS

“INSTITUCIÓN EDUCATIVA “FELIPE SANTIAGO ESTENÓS”

FULL NAME: Maya B.

CLASS: 5° A

DATE: 5.5.15

#### ORAL COMPREHENSION:

**A. LISTEN TO GET GENERAL IDEAS:** Watch the video and answer the questions: (8pts)

1. What is the video about? Two twins in the pool
2. Do the twins feel panic when they are swimming? No, they aren't

**B. LISTEN TO GET SPECIFIC INFORMATION:** Watch the video again and answer the questions: (12 pts)

1. What are the twins' names?
2. How old are they? They are 8 months
3. How many meters do they swim? They swim 2 mts
4. Who dives completely?

#### II. COMPREHENSION OF WRITTEN TEXTS:

Carlos Alcántara was born in Lima in 1964, son of Elizabeth Vilar. He lived in Lima. He is an actor and comedian and participated in the series "Pataclau". He has two children with Jossie Lindley: Gianfranco and Lorenzo. He presents his film "Asu Mare" in an event where you can also support a good cause. The benefits will go to the Ann Sullivan Centre, which supports children with Down syndrome, autism, among others.

**A. Read the paragraph and answer the questions:** (8 pts)

1. Does Carlos Alcantara support any charity? Yes
2. Does Carlos Alcantara love his career? Yes

**B. Read the paragraph again and answer the questions:** (12 pts)

1. When was Carlos Alcántara born? He was born in 1964
2. What does Carlos Alcántara do? He is an actor.



3. What kind of charity does Carlos Alcántara support with his film "Asu Mare"?

He supports a centre with children  
of down, autism and others

### III. PRODUCTION OF WRITTEN TEXTS:

STARTS	GIANMARCO'S CONCERT	SENT	TOLD
	NICK		

A. Fill in the blanks using the words from the box. (20 pts)

To: [Sarah1982@gmail.com](mailto:Sarah1982@gmail.com)

From: [Mitternacht12@gmail.com](mailto:Mitternacht12@gmail.com)

Subject: Gianmarco's concert

Hi Sarah

Thanks for your mail that you sent me last week. Now I feel good. But I have something interesting to tell you. Do you remember that I told you that I was saving money for a big concert? Well that concert is today. I will go with Nick in the Maria Angola hotel. It is amazing. The concert starts at 10 pm. I am looking forward to this moment.

Take care and hope to speak to you soon.

## Appendix 7: First and fourth period assessment list 4<sup>th</sup> A class

N° of order	Surnames and names	First Period				Average 1	Fourth Period				Average 4
		C1	C2	C3	Ac		C1	C2	C3	Ac	
1	Atencio, M	17	13	19	18	17	13	14	19	18	16
2	Ayala, J	19	19	18	20	19	19	19	19	18	19
3	Baldera, G	13	13	12	14	13	12	12	12	12	12
4	Cangalaya, F	12	15	13	13	13	14	19	11	14	15
5	Cordova, J	08	14	14	15	13	11	13	16	11	13
6	Cortegana, F	15	15	10	17	14	17	14	14	17	16
7	Fidel, A	13	12	17	13	14	13	19	18	14	16
8	Gabancho, C	19	14	19	17	17	17	19	18	14	17
9	Gabriel, L	13	11	16	14	14	19	14	19	16	17
10	Guere, T	20	20	20	20	20	19	18	19	18	19
11	Gutierrez, J	16	15	13	16	15	18	20	19	16	18
12	Huaman, A	07	09	16	12	11	18	13	19	17	17
13	Jeri, M	05	05	05	12	07	14	13	13	12	13
14	Lerzundi, A	08	10	12	16	12	17	17	18	16	17
15	Lima, A	12	08	12	13	11	12	10	12	12	12
16	Martinez, J	18	19	20	18	19	13	18	17	15	16
17	Nuñez, A	18	15	20	18	18	18	15	20	19	18
18	Osorio, H	16	11	13	16	14	18	15	18	16	17
19	Palacios, A	18	14	20	20	18	19	19	19	19	19
20	Paulsen, J	07	14	14	14	12	14	18	17	12	15
21	Perez, C	09	13	19	15	14	20	19	19	17	19
22	Perez, C	05	05	05	13	07	14	17	18	18	17
23	Quijandria, A	12	16	13	14	14	18	14	18	16	17
24	Quispe, A	14	11	14	14	13	16	19	17	13	16
25	Quispe, J	05	13	11	12	10	17	19	19	14	17
26	Riquelme, N	17	13	16	18	16	18	17	19	19	18
27	Rivera, E	18	13	14	20	16	20	20	19	18	19
28	Rocio, G	13	16	11	15	14	17	20	19	16	18
29	Rojas, M	17	05	05	12	10	12	17	14	12	14
30	Salvatierra, C	15	13	19	17	16	17	15	17	16	16
31	Siesquen. K	16	14	16	15	15	18	18	18	17	18

32	Solier, N	19	15	19	19	18	20	18	20	15	18
33	Sulca, A	07	08	07	12	09	15	15	17	12	15
34	Tanta, Y	11	11	17	15	14	17	14	18	13	16
35	Torre, N	09	17	13	14	13	14	14	17	13	15
36	Vallejo, M	05	07	07	12	08	16	16	18	15	16
37	Vidal, F	08	19	16	15	15	12	18	14	12	14

C1: Oral Expression and Comprehension  
 C2: Comprehension of Written Texts  
 C3: Production of Written Texts  
 AC: Attitude

## Appendix 7: First and Fourth Period Assessment List 5<sup>th</sup> A class

Nº of order	Surnames and names	First period				Average 1	Fourth period				Average 4
		C1	C2	C3	Ac		C1	C2	C3	Ac	
1	Anco, M	16	15	16	18	16	16	18	14	17	16
2	Arancibia, L	20	19	18	20	19	20	16	15	17	17
3	Arteaga, T	16	14	16	19	16	18	18	15	17	17
4	Berrospi, J	19	19	15	15	17	17	18	14	17	17
5	Cabezas, L	19	19	17	19	19	16	16	19	17	17
6	Camacho, S	20	20	19	20	20	18	18	18	18	18
7	Carreño, B	18	20	15	19	18	18	18	19	17	18
8	Castro, L	17	18	16	17	17	16	16	14	17	16
9	Choccelahua, R	17	20	14	18	17	17	14	13	16	15
10	Crisostomo, C	19	19	15	19	18	17	18	17	18	18
11	Dionicio, V	18	19	18	19	19	18	16	15	18	17
12	Giraldo, J	16	15	13	15	15	14	14	14	16	15
13	Hinostroza, F	15	12	14	16	14	12	14	12	15	13
14	Ledesma, R	16	12	15	16	15	18	18	15	16	17
15	Limaco, L	15	20	18	18	18	15	15	16	16	16
16	Loardo, E	18	20	14	17	17	17	18	15	17	17
17	Marcelo, Á	19	20	18	19	19	18	16	18	18	18
18	Mayo, B	20	20	18	20	20	19	18	18	19	19
19	Mendoza, J	20	19	19	18	19	20	20	18	17	19
20	Panes, M	18	15	16	20	17	18	18	18	18	18
21	Pizarro, A	18	20	14	15	17	15	18	14	17	16
22	Quevedo, M	16	12	16	17	15	17	14	14	16	15
23	Quispe, R	16	19	16	18	17	17	14	16	17	16
24	Rodríguez, J	18	16	15	16	16	17	17	14	16	16
25	Rojas, A	16	18	15	18	17	14	15	15	15	15
26	Salvador, W	17	20	18	17	18					
27	Travezaño, W	16	16	15	16	16	17	18	14	17	17
28	Trujillo,	20	20	18	20	20	20	18	20	18	19
29	Vargas, A	17	16	13	16	16	13	14	14	16	14
30	Zuñiga, R	18	19	18	18	18	16	16	15	16	16

C1: Oral Expression and Comprehension

C2: Comprehension of Written Texts

C3: Production of Written Texts

AC: Attitude

## Appendix 8: Check Lists 4<sup>th</sup> A – 5<sup>th</sup> A Class-Fourth Period

N° of order	Surnames and names 4 <sup>th</sup> A class	Oral expression and comprehension					Production of written texts				
		1	2	3	4		1	2	3	4	
1	Atencio, M	4	2	2	2	10	4	1	2	2	9
2	Ayala, J	4	2	2	2	10	4	2	1	1	8
3	Baldera, G	4	1	2	1	8	3	2	1	1	7
4	Cangalaya, F	4	1	2	1	8	4	2	1	1	8
5	Cordova, J	4	1	2	2	9	3	1	2	1	7
6	Cortegana, F	4	1	2	2	9	4	2	1	2	9
7	Fidel, A	4	1	1	2	8	4	1	2	1	8
8	Gabanchó, C	4	2	2	2	10	4	2	1	1	8
9	Gabriel, L	4	1	2	1	8	4	2	2	1	9
10	Guere, T	4	2	2	2	10	4	2	2	2	10
11	Gutierrez, J	4	1	2	2	9	4	2	1	1	8
12	Huaman, A	4	1	2	1	7	4	2	2	1	9
13	Jeri, M	4	2	2	2	10	3	1	1	2	7
14	Lerzundi, A	4	1	2	2	9	4	2	2	1	9
15	Lima, A	3	2	2	2	8	3	2	1	1	7
16	Martinez, J	4	1	2	2	9	4	2	1	1	8
17	Nuñez, A	4	2	2	2	10	4	2	2	2	10
18	Osorio, H	4	1	2	2	9	4	2	2	2	10
19	Palacios, A	4	2	2	1	9	4	1	1	2	8
20	Paulsen, J	3	2	1	2	8	4	2	1	2	9
21	Perez, C	4	2	2	2	10	4	1	2	1	8
22	Perez, C	4	1	2	2	9	4	1	2	1	9
23	Quijandria, A	4	1	2	2	9	4	2	1	2	9
24	Quispe, A	4	2	2	2	10	4	1	2	1	8
25	Quispe, J	4	1	1	1	7	4	2	1	1	8
26	Riquelme, N	4	2	1	2	9	4	2	1	1	8
27	Rivera, E	4	2	2	2	10	4	2	1	1	8
28	Rocio, G	4	1	1	1	7	4	2	1	1	8
29	Rojas, M	3	1	1	2	7	3	2	1	1	7
30	Salvatierra, C	4	2	1	2	9	4	2	2	2	10
31	Siesquen. K	4	2	2	2	10	4	1	1	1	8
32	Solier, N	4	2	1	2	9	4	2	2	2	10
33	Sulca, A	3	2	2	2	9	4	1	1	2	8
34	Tanta, Y	4	2	1	2	9	4	2	1	2	9
35	Torre, N	4	2	1	2	9	4	1	2	2	9
36	Vallejo, M	4	1	1	1	7	4	1	1	2	8
37	Vidal, F	4	2	2	1	9	3	1	2	1	7

	<b>Oral Expression and Comprehension</b> <b>Each indicator 0 - 5</b>	<b>Production of Written Texts</b> <b>Each indicator 0 - 5</b>
1	To explain the main places a city has using geographical features, the Present Simple tense comparative sentences and .and adjectives related to tourism.	To organize information related to tourist places to create a brochure in a wall sheet.
2	Pronunciation	To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense in a wall sheet.
3	Fluency	Content
4	Understandable	Vocabulary

N° of order	Surnames and names 5 <sup>th</sup> A class	Oral expression and comprehension					Production of written texts				
		1	2	3	4		1	2	3	4	
1	Anco, M	4	1	2	2	9	4	1	2	2	9
2	Arancibia, L	4	2	2	2	10	4	2	2	2	10
3	Arteaga, T	4	1	1	2	8	4	2	2	2	10
4	Berrospi, J	4	1	2	2	9	3	1	2	2	8
5	Cabezas, L	4	1	1	2	8	4	2	2	2	10
6	Camacho, S	4	2	2	2	10	4	2	1	1	8
7	Carreño, B	4	1	1	2	8	4	2	1	1	8
8	Castro, L	4	1	2	2	9	3	2	2	1	8
9	Choccelahua, R	4	1	1	2	8	3	2	1	2	8
10	Crisostomo, C	4	1	1	2	8	4	1	1	2	8
11	Dionicio, V	4	2	2	2	10	3	1	2	2	8
12	Giraldo, J	4	1	2	2	9	4	1	1	2	8
13	Hinostroza, F	4	1	1	2	8	3	2	2	1	8
14	Ledesma, R	4	1	1	2	8	4	1	2	2	9
15	Limaco, L	4	1	1	1	7	4	2	1	1	8
16	Loardo, E	4	1	2	2	9	4	1	2	2	9
17	Marcelo, Á	4	1	2	2	9	4	2	2	2	10
18	Mayo, B	4	2	2	2	10	4	2	2	2	10
19	Mendoza, J	4	2	2	2	10	4	2	2	2	10
20	Panes, M	4	2	2	2	10	4	2	2	2	10
21	Pizarro, A	3	2	1	2	8	4	2	2	1	9
22	Quevedo, M	3	2	1	1	7	4	1	2	2	9
23	Quispe, R	4	1	2	2	9	3	2	1	2	8
24	Rodriguez, J	4	1	1	2	8	3	1	2	2	8
25	Rojas, A	3	2	1	2	8	4	2	1	2	9
26	Travezaño, W	4	1	2	2	9	4	1	1	2	8
27	Trujillo,	4	2	2	2	10	4	2	2	1	9
28	Vargas, A	4	1	1	2	8	4	2	2	2	10
29	Zuñiga, R	4	1	1	2	8	3	1	2	2	8

	Oral Expression and Comprehension Each indicator 0 - 5	Production of Written Texts Each indicator 0 - 5
1	To select coherent phrases to offer and request.	To choose the right modal verb to express some advice about <del>environmental matters</del>
2	Pronunciation	Accuracy
3	Fluency	Content
4	Understandable	Vocabulary

## Appendix 9: Teachers' Survey

Estimado colega: Lee cada pregunta y marca SI o NO según tu experiencia y práctica. En lo posible responde brevemente por qué SI o por qué NO a cada una de ellas.

1. ¿Las estrategias que se usan para motivar a los estudiantes deben ser solo al inicio de la sesión de aprendizaje?

SI NO

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2. ¿Las estrategias que se usan para motivar a los estudiantes deben darse a lo largo de la sesión de aprendizaje?

SI NO

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3. ¿Utilizas el equipo multimedia para mostrar diapositivas en el desarrollo de una sesión como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

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4. ¿Utilizas las laptop XO para el desarrollo de una sesión como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

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5. ¿Utilizas el Internet para el desarrollo de una sesión como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

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6. ¿El uso de estrategias que motivan al estudiante al aprendizaje del Inglés mejoran su rendimiento académico?

SI NO

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7. ¿Presentas alguna lectura como cuentos, historietas, conversaciones utilizando imágenes como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

---

---

8. Utilizas juegos relacionados con la sesión como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

---

---

9. Utilizas diálogos del Internet como estrategia para motivar a tus estudiantes en el aprendizaje?

SI NO

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10. ¿Qué estrategias utilizas para motivar a tus alumnos en el aprendizaje de Inglés? Y ¿Tu enseñanza está basada en algún enfoque psicopedagógico? ¿Cuál?

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Muchas gracias por tu apoyo,

LINA H.F. ALVARADO GUBLER

## **Appendix 10: Learning unit N° 4 – 4<sup>th</sup> A class**

### **I. TITLE**

Ordering Some Stories, Tourist Places And Jobs Relating To Tourism

### **II. GENERAL INFORMATION**

2.1 **Área** : Foreign Language

2.2 **Grade and Class** : 4° A – B – C – D – E - F.

2.3 **Teachers** : Lic. Lina Alvarado Gubler.

2.4 **Time** : 19 / 10 - 18 / 12 09 weeks 18 hours

### **III. JUSTIFICATION**

The current unit is organized to lead the students to develop their abilities in the oral and written production as well as in the comprehension of the texts which have been chosen to this period. They are going to create a brochure and explain it. Besides, they are going to identify regular and irregular verbs in games using the simple present and past tense. Finally, they are going to select some information to infer the meaning of morals and riddle.

### **IV. COMPETENCES**

4.1 Oral expression and comprehension

4.2 Comprehension of written texts

4.3 Production of written texts

### **V. CROSS CULTURAL CONTENT**

5.1 Education on values.

5.2 Education on risks management.

5.3 Education to prevent drugs consumption

### **VI. VALUES AND ATTITUDES**

Respect – Responsibility – Honesty

## VII. LEARNING ORGANIZATION

Competence	Capacity	Knowledge	Articulation With Other Subjects	Activities/Strategies	Time/Week
4.2	4.2.1 To Identify Regular And Irregular Verbs In Different Games Using The Simple Present And Past Tense.	<b>PLAYING WITH VERBS</b> -Regular And Irregular Verbs. -The Simple Present Tense -The Simple Past Tense. -Time Expressions.	5.1	-Showing Flash Cards. -Guessing The Meaning of Regular And Irregular Verbs. -Classifying The Verbs In A Chart. -Completing Sentences. -Doing A Puzzle-Crossword -Charade.	3 <sup>rd</sup> Oct Week
4.1	4.1.1 To Express Ability And Possibility Into The Text About The Space And Technology.	<b>DESCRIBING ABILITIES AND POSSIBILITIES</b> - Ability And Possibility Can / Can 'T /Could /Couldn't. -The Solar System	5.1 CTA	-Showing Pictures -Filling The Gaps. -Spider Map -Grammar Explanation	4 <sup>th</sup> Oct Week
4.2	4.2.2 To Recognize The Meaning of Riddles Or Moral of Fables/Tales Respectively Using The Simple Present Tense, Instructions And Tag Questions.	<b>GUESSING MEANINGS</b> -Simple Present Tense -Instructions -Tag Questions	5.1 / 5.2 Geography	-Filling The Gaps. -Identifying The Main Ideas. -Answering Yes/No Questions.	1 <sup>st</sup> Nov Week
4.3	4.3.1 To Create A Brochure Using Comparative Sentences, Adjectives Related To Tourist Places And The Simple Present Tense.	<b>CREATING A BROCHURE</b> -The Simple Present Tense. -Adjectives Related To Tourism. -Comparative Form.	5.1 / 5.2 Geography	- Showing Cards/Slides. -Making Comparative Sentences. -Group Work -Organizing A Brochure.	2 <sup>nd</sup> Nov Week
4.1	4.1.2 To Organize Information To Describe A Peruvian Tourist Place Using Geographical Features. The Simple Present Tense, Comparative Sentences And Adjectives Related To Tourism Orally.	<b>DESCRIBING PERUVIAN TOURIST PLACES</b> -The Present Simple Tense. -Comparative Sentences. -Adjectives Related To Tourism.	5.1 / 5.2 Geography	-Puzzle-Crossword -Playing A Game. -Group Work.	3 <sup>rd</sup> Nov Week

4.3	4.3.2 To Create Christmas Cards Using Modal Verbs.	<b>CREATING CHRISTMAS CARDS</b> -Modal Verbs -Vocabulary About Christmas.	5.1 Persona, Familia Y Relaciones Humanas.	-Creating Cards -Identifying The Main Ideas. -Showing Slides.	4 <sup>th</sup> Nov Week
4.1 / 4.2 / 4.3		<b>EVALUATION</b>			1 <sup>st</sup> Dec Week
4.1 / 4.2 / 4.3	To Reinforce The Skills of The Grade.	<b>Recovering</b>		The Final Test Topic	2 <sup>nd</sup> Dec Week

Learning sessions developed in this research.

## VIII. EVALUATION MATRIIX

### CRITERIA: Oral Expression and Comprehension

Capacity	Indicator	Weight %	Points	Items	Instruments
4.1.1. To express ability and possibility using can / can't /could /couldn't in a text about the space and technology.	-To order ideas using can / can't /could /couldn't the space and technology in a paragraph.	20	4	1	A worksheet
	-To select specific information to complete a text about <b>The solar system using</b> can / can't /could /couldn't and adjectives in a worksheet and orally.	30	6	1	
4.1.2. To organize information to describe a Peruvian Tourist place using geographical features. the Simple Present,	-To organize information in a spider map to describe a Peruvian Tourist in a worksheet.	20	4	1	Check list
	-To explain the main places a city has using geographical features, the present simple tense,	30	6	1	

Capacity	Indicator	Weight %	Points	Items	Instruments
comparative sentences and adjectives related to tourism orally.	comparative sentences and adjectives related to tourism orally.				
	- To select specific information to complete a text about main places a city has using the present simple tense, comparative sentences and adjectives related to tourism.	100	20	1	Text Assessment Test

### CRITERIA: Comprehension of Written Texts

Capacity	Indicator	Weight %	Points	Items	Instruments
4.2.1. To identify regular and irregular verbs in different games using the simple present, past tense and time expressions.	- To identify regular and irregular verbs in different games using the simple present, simple past tense and time expressions in a worksheet.	20	4	1	worksheet
	- To complete the sentences using the present and past simple Tense with regular and irregular verbs in a worksheet.	30	6	1	
4.2.2. To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions.	-To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions.in a worksheet/practice.	10	2	1	worksheet/practice
	-To select information to complete tales, fables or riddles and answer questions about them using the simple present tense, instructions and tag questions in a worksheet.	40	8	2	
		100	20	5	Test
Instrument: Assessment Test					

**CRITERIA: Production of Written Text**

Capacity	Indicator	Weight %	Points	Items	Instruments
4.3.1 To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense.	- To organize information related to tourist places to create a brochure in a wall sheet.	10	2	1	brochure
	- To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense in a wall sheet.	40	8	1	
4.3.2 To create Christmas cards using modal verbs.	- To identify the main idea of the vocabulary about Christmas using modals in Christmas cards.	25	5	1	Christmas card
	-To create a Christmas card using modal verbs.	25	5	1	
		100	20	1	Test
INSTRUMENT: Assessment Test					

**IX. BEHAVIOUR EVALUATION MATRIX**

Values	Attitudes	Behaviour	Weight %	Points	Instruments
RESPECT	-To respect each other.	1.1 To respect each other with their ideas and work.	25	5	*Assessment List
	-To keep clean the classroom.	1.2 To keep clean the classroom at any moment.	25	5	
RESPONSIBILITY	-To be responsible	2.1 To be responsible with the tasks presentation.	25	5	
	-To keep personal presentation	2.2 To keep personal presentation correctly.	25	5	

**X. REFERENCE**

Greenal, Simon. 2010. Move up – elementary.  
 Murphy, Raymond. 2010. Basic Grammar in Use. Cambridge University Press. U.K.  
 Murphy, Raymond. 2010. Intermediate Grammar in Use. Cambridge University Press. U.K  
 Lohmann, Paloma. 2008. English 4. MED – Santillana. Lima-Perú.

## Appendix 11: Learning Session 1: Comprehension of Written Texts

### LEARNING SESSION

#### TITLE: GUESSING MEANINGS

#### I. DATA:

- ✿ **Área:** Foreign Language
- ✿ **Class/Section:** 4<sup>a</sup> A - B - C - D - E
- ✿ **Teacher Trainer:** Lina Alvarado Gubler
- ✿ **Cross-Cultural Content:** Education on moral and democratic values.
- ✿ **Time:** 80'
- ✿ **Date:** 1st November week

#### II. LEARNING STAGES:

Learning Situations	Activities/Strategies	Material	Time
<b>Beginning</b>	<ul style="list-style-type: none"> <li>✿ T and Sts. greet each other.</li> <li>✿ T shows cards about “riddles”</li> <li>✿ T asks Sts what the answer is.</li> <li>✿ Sts recognize the meaning of the riddles.</li> </ul>	Pictures Markers Board	5'
<b>Process</b>	<ul style="list-style-type: none"> <li>✿ T draws the new vocabulary and tells the tale of the three little pigs drawing some new words.</li> <li>✿ Sts guess the meanings.</li> <li>✿ T presents the topic.</li> <li>✿ T hands out the tale to complete.</li> <li>✿ T – sts check the answers.</li> <li>✿ T asks some questions about the tale orally (1).</li> <li>✿ Sts answer the teacher’s questions.</li> <li>✿ Sts answer the questions of the worksheet.</li> <li>✿ T-sts check the answers.</li> <li>✿ Sts recognize the morals.</li> <li>✿ T gives another reading (fable) and then Sts Stick it in their notebook (2).</li> <li>✿ Sts work in pair and fill in the gaps, answer the questions and identify the moral.</li> <li>✿ T monitors the activity.</li> <li>✿ T presents the correct story on the board and checks the answers.</li> </ul>	Markers  Photocopy  Board  Notebook  Worksheet	55'
<b>Final</b>	<ul style="list-style-type: none"> <li>✿ T evaluates Sts.</li> <li>✿ Sts receive a practice about the topic (3).</li> <li>✿ Metacognition:</li> <li>✿ What did you learn today?</li> <li>✿ Did you like the class?</li> </ul>	Practice	20'

### III. EVALUATION:

Competence / Main Value	Capacity	Indicator	Instruments
Oral Expression and Comprehension  Comprehension of Written Texts  Production of Written Texts	To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions.	--To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions in a worksheet/practice. -To select information to complete tales, fables or riddles and answer questions about them using the simple present tense, instructions and tag questions in a worksheet/practice.	Practice.  Assessment List.
Attitude	-To respect each other. -To keep clean the classroom.	1.1 To respect each other with their ideas. 1.2 To keep clean the classroom at any moment.	
	-To be responsible. -To keep personal presentation.	2.1 To be responsible with the tasks presentation.  2.2 To keep personal presentation correctly.	Assessment List

### IV. REFERENCE:

LOHAMANN, Paloma. 2008. English 4. Ministerio de Educación.



## Appendix 12: Reading comprehension exercises

### The Hares and the Frogs

#### I. Read the text and fill in the blanks with the words from the box.

The 1..... were persecuted by the other beasts; they did not know where to go. Suddenly, they saw an ugly 2..... who wanted to capture them. One day, they saw a troop of wild horses and were terrified, and in a great panic all the hares jumped into the 3....., they decided to drown rather than live in a constant state of fear. As they approached the lake shore, a group of 4..... also were afraid of seeing so many hares jumped up, and jumped into the 5..... "Truly," said one of the hares, "things are not as bad as they seem: "There is always someone 6..... than yourself."

- lake
- water
- worse
- frogs
- animal
- hares

#### II. Circle the correct answer

##### a) What is the main idea of the fable?

STORM

WILD ANIMALS

FEAR

##### b) Could the hares eat the frogs?

Yes, they could.

No, they couldn't

##### c) Could the frogs hide in the lake?

Yes, they could.

No, they couldn't

##### d) Could the hares drown in the lake?

Yes, they could

No, they couldn't

## Appendix 13: Sample of The Reading Comprehension Exercises From A Student

### READING COMPREHENSION EXERCISES

### The Hares and the Frogs

NAME: Ayala, J CLASS: 4 "A"

I. Read the text and fill in the blanks with the words from the box.

The 1. hares were persecuted by the other beasts; they did not know where to go.

Suddenly, they saw an ugly 2. animal who wanted to capture them.

One day, they saw a troop of wild horses and were terrified, and in a great panic all the hares jumped into the 3. lake, they decided to drown rather than live in a constant state of fear.

As they approached the lake shore, a group of 4. frogs also were afraid of seeing so many hares jumped up, and jumped into the 5. water. "Truly," said one of the hares, "things are not as bad as they seem:

"There is always someone 6. worse than yourself."

- lake
- water
- worse
- frogs
- animal
- hares

### II. CIRCLE THE CORRECT ANSWER

a) What is the main idea of the fable?

STORM

WILD ANIMALS

FEAR

b) Could the hares eat the frogs?

Yes, they could.

No, they couldn't

c) Could the frogs hide in the lake?

Yes, they could.

No, they couldn't

d) Could the hares drown in the lake?


Yes, they could

No, they couldn't

## Appendix 14: Reading Comprehension Practice


FULL NAME: \_\_\_\_\_

### I. GUESS THE MEANING ACCORDING TO THE TEXT. (2ptos)



I have a hard shell,  
White pulp  
And sweet liquid  
inside me

NUCTOCO



It is little  
either plump and is  
always climbing like  
a liz ard what is it?

BUGDYLA

### II. READ THE TEXT AND FILL IN THE BLANKS WITH THE WORDS FROM THE BOX. (4 ptos)

- flowers
- tomb
- asks
- eats
- comes
- Chinese

## *A Sad Man*

A man was placing 1..... on the grave of a relative, when he saw a2..... man putting a bowl of rice on the neighboring 3..... He closed to the Chinese man, and 4..... him:

- 'Excuse me sir, " Do you think the dead man really 5.....rice?'

- 'Yes, replied the Chinese man...When yours 6..... to smell his flowers.'

People are different, act and live different  
**RESPECT OTHER CULTURES AND THOUGHTS**  
Judge not only understands

### III. CIRCLE THE CORRECT ANSWER (4 ptos)

- a) What is the main idea of the moral?  
Everyone is different                      reasonable man sad life
- b) Is the Sir an honest person?  
Yes, he is                      No, he isn't.
- c) Could the deceased man eat?  
Yes, he could                      No, he couldn't

Appendix 15: Sample of the reading comprehension practice from a student


# READING COMPREHENSION PRACTICE

FULL NAME: Afela, S

10pts


## I. GUESS THE MEANING ACCORDING TO THE TEXT.

(2ptos)



I have a hard shell,  
White pulp  
And sweet liquid  
inside me

COCONUT



It is  
little either plump  
and is  
always climbing

LADYBUG

NUCTOCO

BUGDYLA

## II. READ THE TEXT AND FILL IN THE BLANKS WITH THE WORDS FROM THE BOX. (4 ptos)

Flowers  
tomb  
asked  
eats  
comes  
Chinese

### *A Sad Man*

A man was placing 1. flowers on the grave of a relative, when he saw a 2. Chinese man putting a bowl of rice on the neighboring 3. tomb. He closed to the Chinese man, and 4. asked him:  
- 'Excuse me sir, " Do you think the dead man really 5. eats rice?'  
- 'Yes, replied the Chinese man... When yours 6. comes to smell his flowers.'

People are different, act and live different  
RESPECT OTHER CULTURES AND THOUGHTS  
Judge not ... only understands.

## III. CIRCLE THE CORRECT ANSWER (4 ptos)

- What is the main idea of the moral?  
Everyone is different      reasonable man sad life
- Is the Sir an honest person?  
Yes, he is      No, he isn't.
- Could the deceased man eat?  
Yes, he could      No, he couldn't

## Appendix 16: Learning Session 2: Production of written texts

### LEARNING SESSION

**Title:** Creating a brochure

#### I. Data:

- ✎ **Area:** Foreign Language
- ✎ **Class/ section:** 4° A - B - C - D - E.
- ✎ **Teacher:** Lic. Lina Alvarado Gubler.
- ✎ **Cross-cultural content:** Education on moral and democratic values.
- ✎ **Time :**80´
- ✎ **Date:** Second November Week.

#### II. LEARNING STAGES:

Learning Situations	Activities/Strategies	Material	Time
<b>Beginning</b>	T. and Ss. greet each other. T. shows a “memory game” about tourist places of our country on the board. T. explains the game Sts. Start to play T. asks the Sts. What the topic is? Sts. answer.	Pictures Markers  board	15
<b>Process</b>	T. shows the Sts. a big brochure about tourist places of our country and explains it. T. gives a picture to every St. about different tourist places of our country to form six groups. Sts. form groups with their classmates who have similar pictures. T. gives every group a package tour with the description of three places of our country. T. gives a booklet to every group Sts. create a brochure	Markers Pictures Photocopy Board wallsheet Flipchart	50
<b>Final</b>	T. evaluates Sts. Sts. give their brochure finished. <b>Metacognition:</b> What did you learn today? Did you like the class?	Practice	15

### III. EVALUATION:

Competence/Main Value	Capacity	Indicator	Instruments
<p>Oral Expression And Comprehension</p> <p>Comprehension of Written</p> <p><b>Production of Written Text</b></p>	<p>-To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense.</p>	<p>-To organize information related to tourist places to create a brochure in a wall sheet.</p> <p>-To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense in a wall sheet.</p>	<p>-Assessment list.</p> <p>-Wall sheet (brochure)</p>
<b>Attitude</b>	<p>-To respect each other.</p> <p>-To keep clean the classroom.</p> <p>-To be responsible.</p> <p>-To keep personal presentation.</p>	<p>1.1 To respect each other with their ideas.</p> <p>1.2 To keep clean the classroom at any moment.</p> <p>2.1 To be responsible with the tasks presentation.</p> <p>2.2 To keep personal presentation correctly.</p>	<p>-Assessment list</p>

### IV. REFERENCE:

LOHMANN, Paloma. English 4. Santillana 2008. Ministerio de Educación





## Huaraz:

You can visit the Campo Santo where the town of Yungay was once located until it was completely buried by an enormous avalanche caused by the earthquake in 1970, and which was originated on Huascarán.

Then, you visit **Llanganuco** lake where you can take nice photographs. Also, you visit towns such as **Machac** and **Keros**. Finally you can go to **Chavin de Huantar** town, there is a temple with the same name; the ruins are impressive. Around the way, you can see a giant plant called " **la Puya Raymondi**"

After that, you climb the **Pasoturi** snow capped mountain because it is funny. Finally, you eat delicious pachamanca.

Visit in February and March, the weather is fantastic and in these months Huaraz celebrates "**The Huaracino carnival**"; lots of people and tourists arrive in Huaraz

It is interesting to enjoy:

- ☞ The carnivals
- ☞ The yunsa



## Appendix 18: Learning Session 3: Oral Expression and Comprehension

### Title: Describing Peruvian Tourist Places

#### I. Data:

**Area** : Foreign Language

**Class/ Section** : 4 A - B - C - D - E - F.

**Cross Cultural Content** : Education on values and risks management

**Time** : 80´

**Teacher** : Lic. Lina Alvarado Gubler

**Date** : Third November week

#### II. Learning Stages:

Learning Situations	Activities/Strategies	Material	Time
<b>Beginning</b>	<ul style="list-style-type: none"><li>• T and Ss greet each other.</li><li>• T shows some slides about “tourist places”</li><li>• Ss say what the name of the tourist place is.</li></ul>	Showing slides.	10´
<b>Process</b>	<ul style="list-style-type: none"><li>• T shows a short reading about Arequipa/Cusco.</li><li>• Ss repeat the short reading ( choral repetition)</li><li>• Ss discover the topic.</li><li>• T forms group of 6 students</li><li>• Ss make a short description with the tourist place they chose.</li><li>• T supervises the work of the Ss</li></ul>	Wallpaper Markers Dictionary	50´
<b>Final</b>	<ul style="list-style-type: none"><li>• T evaluates Sts.</li><li>• Ss make a presentation in groups about tourist places</li><li>• Metacognition: What did you learn today?</li></ul>	Wallpaper Markers	20´

### III. Evaluation:

Competence/Main Value	Capacity	Indicator	Instruments
Oral Expression and Comprehension	- To organize information to describe a Peruvian Tourist place using geographical features, the Simple Present tense, comparative sentences and adjectives related to tourism orally.	-To organize information in a spider map to describe a Peruvian Tourist in a worksheet. -To explain the main places a city has using geographical features, the present simple tense, comparative sentences and adjectives related to tourism orally.	-Presentation. -Check list.
	-To respect each other. -To keep clean the classroom.	-To respect each other with their ideas and work. -To keep clean the classroom at any moment.	-Assessment list
Attitude	-To be responsible. -To keep personal presentation	-To be responsible with the tasks presentation. -To keep personal presentation correctly.	

### IV. Reference:

LOHAMANN, Paloma. 2008. English 4. Ministerio de Educación.

## **Appendix 19: Learning Unit N° 4 – 5<sup>th</sup> A Class**

### **I. TITLE: TALKING ABOUT ENVIRONMENTAL CARE AND DESCRIBING PLACES OF PERU.**

### **II. GENERAL INFORMATION:**

- 2.1 **Area** : Foreign Language
- 2.2 **Grade and Class** : 5° A – B – C – D – E.
- 2.3 **Teachers** : Lic. Lina Alvarado Gubler.
- 2.4 **Time** : 19 / 10 - 18 / 12 09 weeks 18 hours

### **III. JUSTIFICATION:** The current unit is organized to lead the students to develop their abilities in the oral and written production as well as in the comprehension of the texts which have been chosen to this period. They are going to write and talk about environmental care. Besides, they are going to create a description about Peruvian tourist places and develop some strategies to face reading comprehension texts.

### **IV. COMPETENCES:**

- 4.1 Oral expression and comprehension
- 4.2 Comprehension of written texts
- 4.3 Production of written texts

### **V. CROSS CULTURAL CONTENT:**

- 5.1 Education on values.
- 5.2 Education on risks management.
- 5.3 Education to prevent drugs consumption

### **VI. VALUES AND ATTITUDES:** Respect – Responsibility – Honest

## VII. LEARNING ORGANIZATION:

Competence	Capacity	Knowledge	Articulation With Other Subjects	Activities/ Strategies	Date
4.3	4.3.1 To create sentences about environmental matters using modal verbs, verbs related to the topic and cue words.	<b>Creating Posters About Environmental Matters</b> -Vocabulary related to environmental matters. -Modal verbs: have to, don't have to; must and mustn't, verbs related to environmental matters.	5.1 CTA	-Showing pictures. - Brainstorming. -Parallel writing.	3 <sup>rd</sup> October week
4.2	4.2.1. To identify environmental matters using question words and modal verbs.	<b>Identifying Environmental Matters</b> -Environmental matters. -Modal verbs: have to, don't have to; must and mustn't. -Question words.	5.1 CTA	-Showing pictures -scanning -skimming -answering questions	4 <sup>th</sup> October week
4.1	4.1.1 To create a short dialogue using sitcoms, verbs to make offers and request, and Modal verbs: May, Would, Can and Could, Connectors, and adjectives.	<b>Using Sitcoms In Conversations</b> -Verbs to make offers and request. -Modal verbs: May, Would, Can and Could. -Connectors, and adjectives.	5.1	--Matching pictures. -Filling the gaps. -Working in pairs.	1 <sup>st</sup> November week
4.3	4.3.2 To organize the structure of a text to make a description using Peruvian tourist places: Chanchamayo, La Merced, Oxapampa, etc, using adjectives and adverbs: too/enough.	<b>Organizing A Text About Peruvian Tourist Places</b> -The simple past tense. -Regular and irregular verbs. -Geographical features. -Adverbs: Too/enough. -Adjectives	5.1 Geography	-Matching pictures. -Filling the gaps. -Identifying the main ideas. -Parallel writing. -Working in groups.	2 <sup>nd</sup> November week

4.1	4.1.2 To describe Peruvian tourist places: Chanchamayo, La Merced, Oxapampa, etc, using geographical features, verbs, adjectives and adverbs: too/enough.	<b>Describing Peruvian Tourist Places</b> -The simple past tense. -Regular and irregular verbs. -Adjectives and adverbs: too/enough. -Geographical features.	5.1 Geography	-Matching pictures. -Working in groups. -Practising pronunciation. -Speech – exposition.	3 <sup>rd</sup> November week
4.2	4.2.2 To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers.	<b>Reading About Food And Restaurants</b> -Food. -Countable and uncountable nouns. -Quantifiers: some, much, many, little, few and a lot.	5.1 CTA	-Showing pictures. -Working in pairs. -Ordering texts. -Answering questions.	4 <sup>th</sup> November week
4.1 / 4.2 / 4.3		Evaluation			1 <sup>st</sup> Dec Week
4.1 / 4.2 / 4.3	To reinforce the skills of the grade.	Recovering			2 <sup>nd</sup> Dec week



Learning sessions developed in this research.

### VIII. EVALUATION MATRIX: CRITERIA: ORAL EXPRESSION AND COMPREHENSION

Capacity	Indicator	Weight %	.	Items	Instruments
4.1.1 To create a short dialogue using sitcoms, verbs to make offers and request Modal verbs: May, Would, Can and Could, Connectors, and adjectives.	-To select coherent phrases to make offers and requests using Modal verbs: May, Would, Can and Could orally.	20	4	1	Check list
	-To create a short dialogue using sitcoms, verbs to make offers and request Modal verbs: May, Would, Can and Could, Connectors, and adjectives.	30	6	1	
4.1.2 To describe Peruvian tourist places: Chanchamayo, La Merced, Oxapampa, etc, using geographical features, verbs,adjectives and adverbs: too/enough.	-To make sentences using Peruvian Tourist Places Chanchamayo, La Merced, Oxapampa, etc, adjectives and adverbs: too/enough orally.	20	4	1	
	To describe Peruvian tourist places: Chanchamayo, La Merced, Oxapampa, etc, using geographical features, verbs,adjectives and adverbs: too/enough orally.	30	6	1	
	-To complete a paragraph about Peruvian tourist places using geographical features, verbs, adjectives and adverbs: too/enough in a text.	100	20	1	
INSTRUMENT: Assessment Test					

**CRITERIA: Comprehension of Written Texts**

Capacity	Indicator	Weight %	Points	Items	Instruments
4.2.1 To identify environmental matters using question words and modal verbs.	-To select the main ideas from a text about environmental matters using modal verbs in a worksheet.	20	4	2	a worksheet
	-To identify specific information from a text about environmental matters using question words and modal verbs in a worksheet.	30	6	3	
4.2.2. To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers.	- To select the main ideas from a text about food and restaurants using modal verbs in a worksheet.	20/40	4/8	2	
	- To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers in a worksheet.	30/60	6/12	3/4	

**INSTRUMENT:**  
**Assessment Test**

**CRITERIA: Production of Written Text**

Capacity	Indicator	Weight %	Points	Items	Instruments
4.3.1 To create sentences about environmental matters using modal verbs, verbs related to the topic and cue words.	- To choose the right modal verb to express some advice to prevent environmental matters in a poster.	20	4	1	Poster Wallsheet
	-To create sentences about environmental matters using modal verbs, verbs related to the topic, cue words in a poster.	30	6	1	
4.3.2 To organize the structure of a text to make a description using Peruvian tourist places: Chanchamayo, La Merced, Oxapampa, etc, using adjectives and adverbs: too/enough.	- To make a spider map using pictures about Peruvian Tourist Places in a wallsheet.	20/40	4/8	1	
	- To organize the structure of a text to make a description using Peruvian tourist places:	30/60	6/12	1	

	Chanchamayo, La Merced, Oxapampa, etc, using adjectives and adverbs: too/enough in a wallsheet.				
<b>INSTRUMENT: Assessment Test</b>					

#### IX. BEHAVIOUR EVALUATION MATRIX:

Values	Attitudes	Behaviour	Weight %	Points	Instruments
<b>1. Respect</b>	-To respect each other.	1.1 To respect each other with their ideas and work.	25	5	*Check List/Assessment list
	-To keep clean the classroom.	1.2 To keep clean the classroom at any moment.	25	5	
<b>2.Responsibility</b>	-To be responsible.	2.1 To be responsible with the tasks presentation.	25	5	
	-To keep personal presentation	2.2 To keep personal presentation correctly.	25	5	

#### X. REFERENCE:

GREENAL, Simon. 2010. Move up – elementary.  
MURPHY, Raymond. 2010. Basic Grammar in Use. Cambridge University Press. U.K.  
MURPHY, Raymond. 2010. Intermediate Grammar in Use. Cambridge University Press. U.K  
LOHMANN, Paloma. 2008. English 4. MED – Santillana.Lima-Perú.



## Appendix 20: Learning Session 1: Production of Written Texts

### Title: Creating A Poster About Environmental Matters.

#### I. DATA:

- Area: Foreign Language
- Class/section: 5 A, B, C, D, E.
- Teacher: Lina Alvarado Gubler
- Cross-Cultural content: Education on moral values
- Time: 80'
- Date: 3rd October week

#### II. LEARNING STAGES:

Learning Situations	Activities/strategies	Material	Time
<b>Beginnig</b>	<ul style="list-style-type: none"><li>- T and Ss greet each other.</li><li>- T greets and prays together.</li><li>- T shows the first slide with some drawings and elicits the topic of the class.</li><li>-T-sts do brainstorming about environmental matters.</li></ul>	Multimedia equipment	10'
<b>Process</b>	<ul style="list-style-type: none"><li>-T shows sts the same pictures that were shown in the first slide one by one.</li><li>-T encourages students to make sentences about environmental matters using <b>Modal Verbs</b> with each one.</li><li>-T-sts do choral repetition with each sentence.</li><li>-T explains the use of must, mustn't, don't have to, have to.</li><li>-T gives the sts copies of the same pictures that were shown in the slides.</li><li>-Sts copy the sentences that are below the pictures from the slides.</li><li>- Ss form groups of 4 o 5 according to their kinship.</li><li>- T asks Sts to create posters using pictures about environmental matters and make</li></ul>	Multimedia equipment. Markers Pictures	55'

	sentences using modal verbs according to each picture. - T monitors the activity and checks the sts' work.		
<b>Ending</b>	-T evaluates the posters. -T and Sts show the posters in a school exhibition Metacognition: What, did, you learn? Did you like the class? How do you say..... in English?	Posters	15'

### III. EVALUATION:

Competence/Main Value	Capacity	Indicator	Instruments
Oral expression and comprehension  Comprehension of written texts  <b>Production of written texts</b>	To create sentences about environmental matters using modal verbs, verbs related to the topic and cue words.	-To choose the right modal verb to express some advice to prevent environmental matters in a poster. -To create sentences about environmental matters using modal verbs, verbs related to the topic, cue words in a poster.	-Assessment list -Poster.
<b>Attitude</b>	-To respect each other. -To keep clean the classroom.	1.1 To respect each other with their ideas and work. 1.2 To keep clean the classroom at any moment.	Assessment list
	-To be responsible. -To keep personal presentation	2.1 To be responsible with the tasks presentation. 2.2 To keep personal presentation correctly.	

### REFERENCE:

LOHMANN, Paloma. English 5. Santillana 2008. MINEDU

**Appendix 21: Posters About Environmental Matters Made by Learners**



## Appendix 22: Learning Session 2: Oral expression and comprehension

### TITLE: USING SITCOMS IN CONVERSATIONS

#### DATA:

Area: Foreign Language

Class/section: 5 A, B, C, D, E.

Teacher: Lina Alvarado Gubler

Cross-cultural content: Education on values.

Time: 80'

Date: 1<sup>st</sup> November week

#### LEARNING STAGES:

Learning Situations	Activities/Strategies	Material	Time
<b>Beginnig</b>	<ul style="list-style-type: none"><li>-T and Ss greet each other.</li><li>-T says that sts are going to play.</li><li>-Sts form groups of four or five.</li><li>-T gives sts splits of cards to order sentences.</li><li>-Sts order the sentences.</li><li>-The group that finishes first wins extra points in making the conversations.</li><li>-Sts stick the sentences on the board.</li></ul>	Board Markers Splits of cards	10'
<b>Process</b>	<ul style="list-style-type: none"><li>-T explains each sentence and the use of <b>Can</b>, <b>May</b> and <b>Would</b>.</li><li>- T shows two sitcoms on the slides and asks some questions about them.</li><li>-T introduces the new vocabulary about food and drinks with the conversations.</li><li>-T hands out the sheets with the conversations.</li><li>-T-sts listen to the conversations and practise them with the teacher.</li><li>-T hands out the lap tops to the sts to practise the conversations that are in: <a href="http://www.eslfast.com/robot/topics/restaurant/restaurant04.htm">http://www.eslfast.com/robot/topics/restaurant/restaurant04.htm</a></li><li>-Sts work in pairs.</li><li>-T monitors the activity.</li><li>-Sts practise the conversations.</li><li>-Sts create their own conversations using sitcoms, modal verbs making offers and requests.</li><li>--T monitors the activity and helps the students with the task.</li></ul>	Markers Board Multimedia Equipment Lap top XO	50'

<b>FINAL</b>	-Sts say their conversations to be evaluated. -T evaluates the conversations. - Metacognition: What did you learn? Did you like the class? How do you say ..... in English?	Lap top XO	20'
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### EVALUATION:

Competence/Main Value	Capacity	Indicator	Instrument
<b>Oral expression and comprehension</b>  Comprehension of written texts  Production of written texts	-To create a short dialogue using sitcoms, verbs to make offers and requests, Modal verbs: May, Would, Can and Could, Connectors, and adjectives.	-To select coherent phrases to make offers and requests using Modal Verbs: May, Would, Can and Could orally. -- To create a short dialogue using sitcoms, verbs to make offers and requests, Modal Verbs: May, Would, Can and Could, Connectors, and adjectives.	Check List
<b>Attitude</b>	-To respect each other. -To keep clean the classroom.	1.1 To respect each other with their ideas and work. 1.2 To keep clean the classroom at any moment.	Assessment list
	-To be responsible. -To keep personal presentation	2.1 To be responsible with the tasks presentation. 2.2 To keep personal presentation correctly	

### REFERENCE:

LOHMANN, Paloma. English 5. Santillana 2008. MINEDU

## Appendix 23: Slides About Using Sitcoms

THE TANNER FAMILY



ALF

ROSS  
GELLER



FRIENDS

## Appendix 24: Conversations from the Internet

### CONVERSATION ONE

A: Can I start you off with anything to drink?  
B: Yes, may I have some water, please?  
A: Sure, would you like any appetizers today?  
B: May I get an order of barbeque wings?  
A: No problem, can I get you anything else?  
B: No, thank you, that'll be all for now.  
A: Let me know when you're ready to order your food.  
B: I'm ready.  
A: What can I get you?  
B: May I have the fettuccini Alfredo?  
A: Will that be all?  
B: Yes, that's it.



### CONVERSATION TWO

A: May I get you anything to drink?  
B: Yes, please. May I get a glass of lemonade?  
A: Would you like an appetizer?  
B: May I get an order of barbeque wings?  
A: Sure, would you like anything else?  
B: That'll be fine for now, thank you.  
A: Tell me when you want to order the rest of your food.  
B: Excuse me. I'm ready to order.  
A: What would you like?  
B: Let me have the baby-back ribs.  
A: Sure, will there be anything else that I can get you?  
B: That will be it for now.



## CONVERSATION

### THREE

A: Good evening, can I get you a drink?

B: Sure, I would like a Coke.

A: Would you like to order anything off the appetizer menu?

B: Let's see, can I get some fried zucchini, please?

A: Would you like to order anything else?

B: No, that's it, thank you.

A: No problem, call me when you're ready to place the rest of your order.

B: I would like to order my food now.

A: What did you want to order?

B: Can I get a cheeseburger and some fries?

A: Can I get you anything else?

B: That's all, thank you.



<http://www.eslfast.com/robot/tutorials/restaurant/restaurant04.htm>



**Appendix 25: 5<sup>th</sup> A Class Students Working with Lap Tops XO**



## Appendix 26: Learning Session 3: Comprehension of Written Texts

### I. TITLE: READING ABOUT FOOD AND RESTAURANTS

### II. DATA:

- Area: Foreign Language
- Class/section: 5 A, B, C, D, E.
- Teacher: Lina Alvarado Gubler.
- Cross-cultural content: Education on values
- Time: 80'
- Date: 4<sup>th</sup> November week

### III. LEARNING STAGES:

Learning Situations	Activities/strategies	Material	Time
<b>Beginnig</b>	<ul style="list-style-type: none"><li>- T and Ss greet each other.</li><li>- T brainstorms with the sts about food.</li><li>- T shows and gives some pictures of food to the students.</li><li>- T sticks on the board cards written <b>countable/ uncountable</b>.</li><li>- Ss match each picture in the corresponding place; countable and uncountable nouns.</li></ul>	Flash cards	10'
<b>Process</b>	<ul style="list-style-type: none"><li>- T corrects the task and explains what countable and uncountable nouns are.</li><li>- T gives a worksheet to the students to work.</li><li>-Sts listen to the conversation from the internet. <a href="http://www.aulafacil.com/">http://www.aulafacil.com/</a>. then go to English-Readings, English I</li><li>- Ss have to read and practise the dialogue twice.</li><li>-Some groups show their performance in the conversation.</li><li>- Ss answer the questions about the conversation in pairs.</li><li>-T-sts write the right answers on the board.</li><li>- T explains countable and uncountable nouns and the use of some/any.</li><li>-Sts do the rest of exercises in the worksheet</li><li>-T-sts check the answers.</li></ul>	Flash cards Markers Worksheet Multimedia equipment	55'
<b>Ending</b>	<p>Ss are evaluated with a practice. Metacognition: What did you learn? Did you like the class? How do you say..... in English</p>	Practice/ Worksheet	15'

#### IV. EVALUATION:

Competence/ Main value	Capacity	Indicator	Instruments
<b>Comprehension of written texts</b>	4.2.2 To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers.	- To select the main ideas from a text about food and restaurants using modal verbs in a worksheet. - To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers in a worksheet.	-Assessment list -Practice.
<b>Attitude</b>	-To respect each other. -To keep clean the classroom.	1.1 To respect each other with their ideas and work. 1.2 To keep clean the classroom at any moment.	Assessment list
	-To be responsible. -To keep personal presentation	2.1 To be responsible with the tasks presentation. 2.2 To keep personal presentation correctly.	

#### V. REFERENCE:

LOHMANN, Paloma. English 5.Santillana 2008. MINEDU

## Appendix 27: Session 3 Worksheet

NAME: \_\_\_\_\_ CLASS: 5 \_\_\_\_

### Dialogue in a Restaurant

Read the dialogue in pairs and then answer the questions.

**Rosey** : Isabel?

**Isabel**: Yes, Rosey?

**Rosey**: What are you going to order?

**Isabel**: I don't know...

**Rosey**: You like soup, don't you?

**Isabel**: Usually I do but it's **tomato** soup and I hate tomatoes.

**Rosey**: Ok then. What about the salmon and **trout** pâté?

**Isabel**: You aren't serious, are you? I hate fish I thought you knew that!

**Rosey**: Sorry.

**Isabel**: No, no starter. I'm just going to have a main course. I'm not very hungry.

**Rosey**: Well, I'm going to have **clams** in a white **wine** sauce. I love seafood. For my main course I'm going to have **duck in orange** sauce. You like duck, don't you Isabel?

**Isabel**: Yes of course I do, it's one of my favourite meats. But I'm going to have steak with **chips**. I fancy something traditional.

**Rosey**: Ok and what do you want to drink? You like rosé **wine**, don't you?

**Isabel**: Yes, but today I don't want to drink any alcohol because I'm driving. I'm going to have a soft drink, perhaps a **coke**.

**Rosey**: I'm going to have a **beer**, oh and you want some **water**, don't you?

**Isabel**: Yes, please.

- Who hates tomatoes and fish?  
\_\_\_\_\_
- What does Rosey order?  
\_\_\_\_\_
- Why does Isabel order the main course only?  
\_\_\_\_\_
- Why cannot Isabel order alcohol to drink?  
\_\_\_\_\_

## Countable/ uncountable nouns

- a. Look at the nouns in the list and write C for countable or U for uncountable. Then ask and answer questions in pairs, as in the example.
- Banana.....\* cheese.....\* coffee.....\*egg.....\* soup.....  
\* Coke.....\* sandwich.....\* pasta\*.....Water.....\* grapes.....  
\* Rice.....\* chocolate.....\* bread.....\* oranges.....

A: Is there anything to eat? I'm hungry.

B: How about **a banana**?

A: No, thanks. Can I have **some cheese**, please?

B: Sure. Would you like **some coffee**, too?

A: Yes, please.

## Any/some

### COUNTABLE NOUNS

**Affirmative:** There are **some** bananas

**Negative:** There aren't **any** bananas

**Interrogative:** Are there **any** bananas?

### UNCOUNTABLE NOUNS

**Affirmative:** there is **some** coffee.

**Negative:** there isn't **any** coffee.

### OFFERS/REQUESTS

Would you like **some** coffee? (offer)

Can I have **some** olives, please? (request)

## Appendix 28: Learning Session 3 Sample

### WORKSHEET

NAME: Maryo B

CLASS: 5 A

#### Dialogue in a Restaurant

Read the dialogue in pairs and then answer the questions.

**Rosey:** Isabel?

**Isabel:** Yes, Rosey?

**Rosey:** What are you going to order?

**Isabel:** I don't know...

**Rosey:** You like soup, don't you?

**Isabel:** Usually I do but it's **tomato** soup and I hate tomatoes.

**Rosey:** Ok then. What about the salmon and trout pâté?

**Isabel:** You aren't serious, are you? I hate fish I thought you knew that!

**Rosey:** Sorry.

**Isabel:** No, no starter. I'm just going to have a main course. I'm not very hungry.

**Rosey:** Well, I'm going to have **clams** in a white **wine** sauce. I love seafood. For my main course I'm going to have **duck in orange** sauce. You like duck, don't you Isabel?

**Isabel:** Yes of course I do, it's one of my favourite meats. But I'm going to have steak with **chips**. I fancy something traditional.

**Rosey:** Ok and what do you want to drink? You like rosé **wine**, don't you?

**Isabel:** Yes, but today I don't want to drink any alcohol because I'm driving. I'm going to have a soft drink, perhaps a **coke**.

**Rosey:** I'm going to have a **beer**, oh and you want some **water**, don't you?

**Isabel:** Yes, please.

- Who hates tomatoes and fish?  
Isabel hates tomatoes
- What does Rosey order?  
She orders clams in a white wine sauce
- Why does Isabel order the main course only?  
Because she isn't very hungry.
- Why cannot Isabel order alcohol to drink?  
Because she is driving.

## I. Countable/ uncountable nouns

- a. Look at the nouns in the list and write C for countable or U for uncountable. Then ask and answer questions in pairs, as in the example.

- Banana...C... \* cheese...U... \* coffee...C... \* egg...C... \* soup...U...  
 \* Coke...U... \* sandwich...C... \* pasta...U... \* Water...U... \* grapes...C...  
 \* Rice...U... \* chocolate...C... \* bread...U... \* oranges...C...

A: Is there anything to eat? I'm hungry.

B: How about **a banana**?

A: No, thanks. Can I have **some cheese**, please?

B: Sure. Would you like **some coffee**, too?

A: Yes, please.

## II. Any/some

### COUNTABLE NOUNS

**Affirmative:** There are **some** bananas

**Negative:** There aren't **any** bananas

**Interrogative:** Are there **any** bananas?

### UNCOUNTABLE NOUNS

**Affirmative:** there is **some** coffee.

**Negative:** there isn't **any** coffee.

### OFFERS/REQUESTS

Would you like **some** coffee? (offer)

Can I have **some** olives, please? (request)

## Appendix 29: Practice of the learning session N° 3

NAME:.....

.....

DATE:.....

CLASS:5.....



SCORE:

A: Good evening, can I get you **some** drink?

B: Sure, I would like a Coke.

A: Would you like to order anything off the appetizer menu?

B: Let's see, can I get **some** hot wings, please?

A: Would you like to order anything else?

B: No, that's it, thank you.

A: No problem, call me when you're ready to place the rest of your order.

B: I would like to order my food now.

A: What did you want to order?

B: Can I get a cheeseburger and **some** fries?

A: Can I get you anything else?

B: That's all, thank you.

A.READ THE CONVERSATION  
AND ANSWER THE QUESTIONS  
WITH **Yes** or **No**: (4 pts)

1. Does the customer order any appetizer menu ?

.....  
.....

2.Did the waiter offer any water to drink?

.....  
.....

B.ANSWER THE QUESTIONS  
ACCORDING TO THE  
CONVERSATION: (6 pts)

1. What does the customer order for appetizer menu?

.....  
.....  
.....  
.....

2. What can the customer have after the appetizer menu?

.....

.....

.....

3. What time does the conversation take place?

.....

.....

.....

.....-



### Appendix 30: Student Sample 5<sup>th</sup> A class

**PRACTICE**

NAME: Mayer, B

DATE: 24.11.15

CLASS: 5A 10

SCORE:

A: Good evening, can I get you **some** drink?

B: Sure, I would like a Coke.

A: Would you like to order anything off the appetizer menu?

B: Let's see, can I get **some** hot wings, please?

A: Would you like to order anything else?

B: No, that's it, thank you.

A: No problem, call me when you're ready to place the rest of your order.

B: I would like to order my food now.

A: What did you want to order?

B: Can I get a cheeseburger and **some** fries?

A: Can I get you anything else?

B: That's all, thank you.

**A. READ THE CONVERSATION AND ANSWER THE QUESTIONS WITH Yes or No: (4 pts)**

1. Does the customer order any appetizer menu?

Yes, the customer orders some hot wings. ✓

2. Did the waiter offer any water to drink?

No, he didn't. ✓

**B. ANSWER THE QUESTIONS ACCORDING TO THE CONVERSATION: (6 pts)**

1. What does the customer order for appetizer menu?

The customer order some hot wings. ✓

2. What can the customer have after the appetizer menu?

The customer orders a cheeseburger and some fries. ✓

3. What time does the conversation take place?

In the evening. ✓

### Appendix 31: Adaptation of Bloom's Taxonomy Verbs Related to Each Categories

<b>KNOW</b> Take information	<b>UNDERSTAND</b> Confirm Explain	<b>APPLY</b> Use the knowledge	<b>ANALYSE</b> (superior order) Divide, part	<b>EVALUATE</b> (superior order) Judge the result	<b>CREATE</b> (superior order) collect, Incorporate
Define List name Identify Repeat Who What When Where Count Describe Pick Examine Tabulate Cite	Predict Relate Rate Differ Extend Resume Describe Interpret Discuss Contrast Distinguish Explain Paraphrase Illustrate Compare	Apply Complete Illustrate Show Examine Modify Relate Change Classify Experiment Discover Use Compute Resolve Construct Calculate	Separate Order Explain Connect Divide Compare Choose Infer Arrange Classify Analyse Categorise Contrast	Decide Prove Measure Judge Explain Value Critic Justify Support Convince Conclude Select Predict Argue	Combine Integrate Reorder Plan Invent Prepare Generalise Compose Modify Design Suggest a hypothesis Invent Develop Rewrite

Bloom taxonomy adapted by Bellido C. (2001)

**Appendix 32: Post-Test Fourth Period 4<sup>th</sup> A class Felipe Santiago Estenos School**

**FINAL EXAM**

**Name:** .....  
**Class :** 4<sup>a</sup> ..... **Date:**.....

**I. ORAL COMPREHENSION:** Listen to the teacher and complete the gaps with the correct words. **(20 pts)**

This is Lima. There are a lot of (1) \_\_\_\_\_ places there. You can (2) \_\_\_\_\_ the cathedral; you can (3) \_\_\_\_\_ and (4) \_\_\_\_\_ in Punta Hermosa Beach in the morning. Then you (5) \_\_\_\_\_ in the Bridge of Los Suspiros , and (6) \_\_\_\_\_ photographs. Besides, you (7) \_\_\_\_\_ ceviche and anticuchos, also you (8) \_\_\_\_\_ chicha morada in a typical restaurant in the afternoon.

**II. COMPREHENSION OF WRITTEN TEXTS:**

**A.** Read the following riddle and write the answer on the square. **(4 pts)**  
There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of black babies. I am a fruit. What am I ?

**LEMONTERWA**



**B.** Read the following fable and complete it with a word from the box: **(8 pts)**

carry - house - wood - man

One day, there was an old 1)..... who was walking and carrying 2)..... on his back, the way to his 3)..... was too far and he felt so tired, so he call the death

and the death came and asked him, "What do you need?", he answered, "Help me to 4)..... this wood, please.

C. Read the fable again and circle the correct answer. (8 pts)

**What is the main idea of the moral?** The death of an old man.

- Life is much important than the fatigue.
- The death is his best friend.

**Is the old man a dangerous person, isn't he?**




- Yes, he is.
- No, he isn't.
- Yes, he does.

### III. PRODUCTION OF WRITTEN TEXTS:

Create a Christmas card using the phrases from the chart. (20 pts)

**POSSIBLE PHRASES:**

- May the warmth and glow of the candles .....
- Wishing you and your family the gift of faith and love .....
- fill your days with peace and love this Christmas time.
- Merry Christmas
- gift of love, joy and happiness.
- Happy New Year
- I've sent Santa to say.....
- Fill this day with....
- May it bring for you.....



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GOD BLESS YOU!

**TEACHER:** Lic. Lina Alvarado Gubler.

Appendix 33: Sample of Post-Test Fourth Period 4<sup>th</sup> A class

**FELIPE SANTIAGO ESTENOS SCHOOL**

**FINAL EXAM**

Name: Syala, J

Class : 4<sup>a</sup> A Date: 4-12-15

**I. ORAL COMPREHENSION:** Listen to the teacher and complete the gaps with the correct words. (20 pts) (20)

This is Lima. There are a lot of (1) Tourist places there. You can (2) see the cathedral; you can (3) go and (4) swim in Punta Hermosa Beach in the morning.

Then you (5) walk in the Bridge of Los Suspiros , and (6) take photographs. Besides, you (7) eat ceviche and anticuchos, also you (8) drink chicha morada in a typical restaurant in the afternoon.


**II. COMPREHENSION OF WRITTEN TEXTS:** (16)

**A.** Read the following riddle and write the answer on the square. (4 pts)

There was a green house. Inside the green house there was a white house. Inside the white house there was a red house. Inside the red house there were lots of black babies. I am a fruit. What am I ? / 4

**LEMONTERWA**

Watermelon



**B. Read the following fable and complete it with a word from the box: (8 pts)**

carry - house - wood - man

One day, there was an old 1) house who was walking and carrying 2) man on his back, the way to his 3) house was too far and he felt so tired, so he call the death and the death came and asked him, "What do you need?", he answered, "Help me to 4) carry this wood, please."

**C. Read the fable again and circle the correct answer. (8 pts)**

**What is the main idea of the moral?** The death of an old man.

- ☒ Life is much important than the fatigue.
- ☐ The death is his best friend.

**Is the old man a dangerous person, isn't he?**

- ☐ Yes, he is.
- ☒ No, he isn't.
- ☐ Yes, he does.

### III. PRODUCTION OF WRITTEN TEXTS:

20

Create a Christmas card using the phrases from the chart.

(20 pts)

#### POSSIBLE PHRASES:

- May the warmth and glow of the candles .....
- Wishing you and your family the gift of faith and love .....
- fill your days with peace and love this Christmas time.
- Merry Christmas
- gift of love, joy and happiness.
- Happy New Year
- I've sent Santa to say.....
- Fill this day with....
- May it bring for you.....



I wish you and your family  
much love in this Christmas time.  
and Happy new year.

GOD BLESS YOU!

TEACHER: Lic. Lina Alvarado Gubler.

**Appendix 34: Post-Test Fourth Period 5<sup>th</sup> A class**

**FELIPE SANTIAGO ESTENOS SCHOOL**

**FINAL EXAM**

**Name:** .....

**Class : 5°** .....

**Date** .....

**I. ORAL COMPREHENSION:** Listen to the teacher and complete the gaps with the correct words. **(20 pts)**

Tarma(1)\_\_\_\_\_ an excellent destiny for people who love nature and who(2) \_\_\_\_\_ to know a little bit more about Peruvian culture. The best time to (3)\_\_\_\_\_ Tarma is between March and May. Tarma (4)\_\_\_\_\_ a wonderful weather and some many(5)\_\_\_\_\_ landscapes, also people from this city (6)\_\_\_\_\_ different kind of flowers and they are used for religions festivities.

On the other hand, in Tarma there are some tourist places like Santa Ana cathedral, Lord of Muruguay sanctuary, and some others.

Finally, you can (7) \_\_\_\_\_ typical dishes such as Patasca potion or mondongo stew, the Yaku Chupe o green soup and red pork crackling, they are (8)\_\_\_\_\_ enough. However, at night it is too cold, but instead of that tourists go to discos to dance. So, you can (9)\_\_\_\_\_ this nice experience that you will never (10) \_\_\_\_\_

**II. COMPREHENSION OF WRITTEN TEXTS:**

A: Good afternoon. Would you like an appetizer?

B: May I get an order of barbeque wings?

A: Sure, would you like anything else?

B: That'll be fine for now, thank you.

A: Tell me when you want to order the rest of your food.

B: Excuse me. I'm ready to order.

A: What would you like?

B: Let me have the baby-back ribs.

A: Sure, will there be anything else that I can get you?

B: Oh, yes. I would like some red wine to drink.



A:Ok, I'll bring it immediately.

**A.READ THE CONVERSATION AND ANSWER THE QUESTIONS WITH Yes or No. (8 pts)**

1. Does the customer order any main course?  
.....

2. Does the waiter offer any wine to drink?  
.....

**B.ANSWER THE QUESTIONS ACCORDING TO THE CONVERSATION (12 pts)**

1. What does the customer order for appetizer menu?  
.....

2. What can the customer have after the appetizer menu?  
.....

3. What time does the conversation take place?  
.....

**III. PRODUCTION OF WRITTEN TEXTS:**



Use the information you prepared for your presentation and write 4 sentences using tourists places, some, any, too and enough. (20 pts)

1.....  
.....

2.....  
.....

3.....  
.....

4.....  
.....

**TEACHER:** Lic. Lina Alvarado Gubler.

## Appendix 35: Sample of Post-Test Fourth Period 5<sup>th</sup> A class

**FELIPE SANTIAGO ESTENOS SCHOOL**

**FINAL EXAM**

Name: Mazo, B

Class : 5° A Date: 5-12-17

**I. ORAL COMPREHENSION:** Listen to the teacher and complete the gaps with the correct words. (20 pts) (18)

Tarma (1) is an excellent destiny for people who love nature and who (2) like to know a little bit more about Peruvian culture. The best time to (3) visit Tarma is between March and May. Tarma (4) has a wonderful weather and some many (5) beautiful landscapes, also people from this city (6) grow different kind of flowers and they are used for religious festivities.

On the other hand, in Tarma there are some tourist places like Santa Ana cathedral, Lord of Muruguay sanctuary, and some others.

Finally, you can (7) eat typical dishes such as Patasca potion or mondongo stew, the Yaku Chupe o green soup and red pork crackling, they are (8) enough. However, at night it is too cold, but instead of that tourists go to discos to dance. So, you can (9) enjoy this nice experience that you will never (10) forget.

**II. COMPREHENSION OF WRITTEN TEXTS:** (20)

A: Good afternoon. Would you like an appetizer?  
B: May I get an order of barbeque wings?  
A: Sure, would you like anything else?  
B: That'll be fine for now, thank you.  
A: Tell me when you want to order the rest of your food.

B: Excuse me. I'm ready to order.

A: What would you like?

B: Let me have the baby-back ribs.

A: Sure, will there be anything else that I can get you?

B: Oh, yes. I would like some red wine to drink.

A: Ok, I'll bring it immediately.

**A.READ THE CONVERSATION AND ANSWER THE QUESTIONS WITH Yes or No.** (8 pts)

1. Does the customer order any main course?

*Yes, he does.*

2. Does the waiter offer any wine to drink?

*No, he doesn't.*

**B.ANSWER THE QUESTIONS ACCORDING TO THE CONVERSATION** (12 pts)

1. What does the customer order for appetizer menu?

*Yes, He orders barbeque wings.*

2. What can the customer have after the appetizer menu?

*He has the baby back ribs.*

3. What time does the conversation take place?

*In the afternoon.*

**III.PRODUCTION OF WRITTEN TEXTS:**

(20)

Use the information you prepared for your presentation and write 4 sentences using tourists places, some, any, too and enough. (20 pts)

1. *Cuzco is a wonderful place to visit. There are a lot of tourists. They take some photos.*

2. *Ica has a warm weather enough to go to the beach.*

3. *Ancash has many lakes. The*

Weather is too cold.

4. Lima is the capital of our country.  
You can find some souvenir in  
the main square.

**TEACHER:** Lic. Lina Alvarado Gubler.

### Appendix 36: Rubrics for Learning Sessions 4<sup>th</sup> A Class

LEARNING SESSION 1 COMPETENCE 2: COMPREHENSION OF WRITTEN TEXTS	
<b>CAPACITY:</b> To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions.	
INDICATORS TO EVALUATE THE CAPACITY WHICH CORRESPONDS TO THE COMPREHENSION OF WRITTEN TEXTS COMPETENCE	MARKS
-To recognize the meaning of riddles or moral of fables/tales respectively using the simple present tense, instructions and tag questions in a worksheet/practice.	2
- To select information to complete tales, fables or riddles and answer questions about them using the simple present tense, instructions and tag questions in a worksheet/practice.	8
LEARNING SESSION 2 COMPETENCE 3: PRODUCTION OF WRITTEN TEXTS	
<b>CAPACITY:</b> To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense.	
INDICATORS TO EVALUATE THE CAPACITY/THE BROCHURES WHICH CORRESPONDS TO THE PRODUCTION OF WRITTEN TEXTS COMPETENCE	MARKS
- To organize information related to tourist places to create a brochure in a wall sheet.	2
- To create a brochure using comparative sentences, adjectives related to tourist places and the simple present tense in a wall sheet.	8
LEARNING SESSION 3 COMPETENCE 1: ORAL EXPRESSION AND COMPREHENSION.	
<b>CAPACITY:</b> To organize information to describe a Peruvian Tourist place using geographical features. the Simple Present, comparative sentences and adjectives related to tourism orally.	
INDICATORS TO EVALUATE THE CAPACITY WHICH CORRESPONDS TO THE ORAL EXPRESSION AND COMPREHENSION COMPETENCE	MARKS
- To organize information in a spider map to describe a Peruvian Tourist place in a worksheet.	4
- To explain the main places a city has using geographical features, the present simple tense, comparative sentences and adjectives related to tourism orally.	6

## Appendix 37: Rubrics for Learning Sessions 5<sup>th</sup> A Class

<b>LEARNING SESSION 1</b>	
<b>COMPETENCE 3 : PRODUCTION OF WRITTEN TEXTS.</b>	
<b>CAPACITY:</b> To create sentences about environmental matters using modal verbs, verbs related to the topic and cue words.	
<b>INDICATORS TO EVALUATE THE CAPACITY WHICH CORRESPONDS TO THE PRODUCTION OF WRITTEN TEXTS COMPETENCE</b>	<b>MARKS</b>
- To choose the right modal verb to express some advice to prevent environmental matters in a poster.	4
-To create sentences about environmental matters using modal verbs, verbs related to the topic, cue words in a poster.	6
<b>LEARNING SESSION 2</b>	
<b>COMPETENCE 1: ORAL EXPRESSION AND COMPREHENSION.</b>	
<b>CAPACITY:</b> To create a short dialogue using sitcoms, verbs to make offers and request, Modal Verbs: May, Would, Can and Could, connectors, and adjectives.	
<b>INDICATORS TO EVALUATE THE CAPACITY WHICH CORRESPONDS TO THE ORAL EXPRESSION COMPETENCE</b>	<b>MARKS</b>
-To select coherent phrases to make offers and requests using Modal verbs: May, Would, Can and Could orally.	4
- To create a short dialogue using sitcoms, verbs to make offers and request Modal verbs: May, Would, Can and Could, Connectors, and adjectives.	6
<b>LEARNING SESSION 3</b>	
<b>COMPETENCE 2: Comprehension of Written Texts.</b>	
<b>CAPACITY:</b> To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers.	
<b>INDICATORS TO EVALUATE THE CAPACITY WHICH CORRESPONDS TO THE COMPREHENSION OF WRITTEN TEXTS COMPETENCE</b>	<b>MARKS</b>
- To select the main ideas from a text about food and restaurants using modal verbs in a worksheet.	4
- To identify relevant information from a text about food and restaurants using countable and uncountable nouns and quantifiers in a worksheet.	6

### Appendix 38: Survey for 4<sup>th</sup> A and 5<sup>th</sup> A class students

Questions	Demotivated	Motivated	Very motivated
1.How do you feel when you play a game in the English class ?			
2.How do you feel when you prepare a power point presentation for explaining a topic in your English class?			
3.How do you feel when you work in group?			
4.How do you feel when you listen to a conversation from the internet?			
5.How do you feel when you get a good grade for a task you develop in the English lesson?			
6.How do you feel when the teacher sticks your work in the classroom?			
7.How do you feel when the teacher gives you a feedback of your work and congratulates you?			
8.How do you feel when you have a task to do and the teacher doesn't explain how to do it and even he or she doesn't give you any examples.			
9.How do you feel when you are evaluated/qualified with a topic or exercise the teacher has not taught you ?			
10.How do you feel when you are evaluated/qualified with a topic or exercise you have never read or practised ?			