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DESIGN, ELABORATION AND IMPLEMENTATION OF A VOCABULARY BOOKLET TO IMPROVE B2+ LEVEL STUDENTS' SPEAKING PERFORMANCE AT A LANGUAGE SCHOOL

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APPROVAL

The thesis titled DESIGN, ELABORATION AND IMPLEMENTATION OF A VOCABULARY BOOKLET TO IMPROVE B2+ LEVEL STUDENTS' SPEAKING PERFORMANCE AT A LANGUAGE SCHOOL presented by David Eduardo Castillo Zúñiga 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: Maria Luisa Mu and defended on ……. before a Jury with the following members:

_____

President

_____ _____

Secretary Informant

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INTRODUCTION

In the English Language Teaching world, teachers are exposed to different contexts. There are some who need to prepare their own material for their lessons, there are others who are provided with the material they have to use by their coordinators and there are others who use course books written by experts and published by prestigious publishing houses. All of these scenarios have their pros and cons. In the first case, for example, teachers prepare specific material for their students' needs and they are very likely to work very well, but it is very time consuming and teachers who have to do this spend hours just preparing their lessons. On the other hand, teachers who use material designed by experts must consider that these experts cannot design material for all students' needs in the world. So, even though they have most of the activities designed and ready, they should be ready to adapt the material to meet their students' expectations and needs.

Consequently, we sometimes feel our students are not interested in how the language is presented in certain course books and we take the challenge to design worksheets, games or activities that might help our students overcome their problems with the language. As pointed out by David Jolly and Rod Bolitho, "Materials writing is as its most effective when it is turned to the needs of a particular group of learners. Sooner or

later, every teacher of any subject comes up against a need to write materials[1]".

My job as a coordinator in the language school I work for involves evaluating the material in order to elaborate guidelines that suggest its best use and to supplement the material if necessary. However, as we said above, having a course book written by an expert does not guarantee we have the ideal recipe to improve all our students' performance and this is why, many times, teachers feel the need to adapt the material or to design their own activities. Julian Edge and Sue Wharton emphasise this point when reporting the findings of Hutchinson and Torres when investigating the usefulness of course books: "They argue that use is both selective and flexible, that experienced teachers do not tend to follow the script of a course book inflexibly. They add, delete and change tasks at the planning stage, and they reshape their plans during the lesson in response to the interactions that take place[2]". There are always problems that, as the academic area, are detected in the classroom and it is our job to try to provide teachers with support material and extra guidelines to help them make their lessons more effective.

This investigation is about a problem detected in our classrooms and based on results that our students had in their speaking performance. The level of the students is B2+ according to the Common European Framework. In the language institute this level is called "Advanced". This is why several documents include terms such as "Advanced Phase" or "Advanced students".

In the first chapter we will explain the problem we encountered, the hypothesis, in which we will try to answer the question given in the problem and the objectives of the investigation, in which we will describe why we think it is so important to supplement the material

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1 Jolly, David and Bolitho, Rod (1998): "A framework for materials writing" in Brian Tomlinson (Comp.) *Materials Development in Language Teaching*, 1st ed., United Kingdom: Cambridge University Press.

2 Edge, Julian and Wharton, Sue (1998): "Autonomy and development: living in the materials world" in Brian Tomlinson (Comp.) *Materials Development in Language Teaching*, 1st ed., United Kingdom: Cambridge University Press.

already chosen in order to improve our students' performance and motivation. As in any investigation, there are limitations that have been carefully explored and an action plan per each one is provided. We will also explore similar studies and investigations that were carried out by ELT professionals and the outcomes they had and how they influenced on the design of our investigation.

In the second chapter, we will explain basic concepts and definitions on which we based the investigation and we will also look at the results of the revision of literature regarding design of material. In addition, in this section we will also focus on the English language teaching approaches that were taken into consideration for the development of the investigation and the methodology used for teaching vocabulary.

In the third chapter, we will provide with details about the methodology of the investigation, the type of investigation and the steps we followed in the design of the action plan with the specific dates. In addition, we make reference to the tools used to collect the information needed and how we analysed such information in order to produce an effective action plan that demonstrated that the hypothesis proposed was true and that the steps followed were logical and contributed to the solution to our problem.

In the fourth chapter, we will present the results of the tools used to develop the research. Following the procedure presented in chapter three, we will show a table which summarises the findings and graphs to make the results more visual. After each table and graph, we will analyse how this data is interpreted to answer the queries we had throughout the investigation and we will show if we were successful or not with numbers and statistics.

In the next section, we will present the conclusions of the investigation which are closely related to the objectives we proposed in chapter 1 and also to the hypothesis that were formulated in the same chapter. We will be also providing the reader with recommendations which will be useful for other ELT professionals who are interested in

topics such as designing materials, teaching vocabulary and improving students' speaking repertoire.

We really hope this investigation enlightens other ELT professionals as it gives a complete overview of how we can take action in our classrooms to improve our students' performance. Peru is a country that is determined to improve its education system and we firmly believe that investigations and projects are an important contribution nowadays.

CHAPTER 1: INVESTIGATION OUTLINE

1.1 FORMULATION OF THE PROBLEM

In the language school where the investigation took place, English courses are offered for general public who want to achieve an advanced level of English. Each phase has a member of the academic area in charge of selecting and designing the material that will be used by teachers. As a policy, all general courses use a course book that is chosen after a selection process is carried out. This selection process includes evaluation of the material by the academic area, teachers and students, who give an opinion based on the exploration and the book.

The institution was using a course book for Basic (A1/A2 level) and Intermediate phases (B1/B2 level) and another course book for the the Advanced phase (B2+ level). The book for the Basic and Intermediate level was changed and, as a result, a gap was noticed between the last cycles of the Intermediate phase and the Advanced phase. Teachers and students pointed out that the vocabulary included in the new Intermediate book was actually of a higher level and teachers also claimed that advanced phase students were not showing enough sophisticated vocabulary such as idiomatic expressions, phrasal verbs and functional language, as this was the language they mostly needed and preferred to study.

Having this situation into account, the need for supplementary material in the advanced phase became evident. Consequently, the problem we were facing was:

Will supplementary material that meets B2+ level students' preferences and needs improve their language and speaking performance in the context of a language school?

To solve the problem, the academic area was going to take several aspects into account such as: the type of material that we were going to need: we will need to evaluate if the aspect students need to reinforce is grammar, vocabulary, skills, etc.; how the academic department was going to design and distribute the material. Probably, we will need support from publishing houses or the academic areawill take the challenge to design the material. Another possibility was to include experienced and native teachers in the elaboration of the material that was going to be produced. Another aspect to think about is the distribution of the material. As this is a big institution with several branches, we will need an action plan to make everyone have the material available and to stardadise how it was going to be used by teachers and students.

1.2 HYPOTHESIS

1.2.1 General Hypothesis

By implementing supplementary material which includes items students consider useful and enjoyable, B2+ level students will improve their language and speaking performance in the classroom and exams.

1.2.2 Specific Hypothesis

- Finding out students' preferences and needs is crucial when designing material for students as they are more likely to learn and incorporate this language, which will result in the improvement of B2+ level students' speaking skills.

- Students are more likely to incorporate lexis they find interesting to their speaking repertoire and, in this way, they will improve their speaking performance.

- When being encouraged, students use new words or expressions in examinations and get better scores when dealing with them.

1.3 DELIMITATION OF THE OBJECTIVES

1.3.1 General Objective

To improve advanced phase students' motivation and speaking performance by designing supplementary material which provides them with more lexical items they find useful and enjoyable.

1.3.2 Specific Objectives

- To demonstrate that students' preferences and needs must be taken into account when deciding what type of material is going to be used in the classroom.

- To confirm that learners can improve their speaking skills when they feel motivated to learn vocabulary items they find interesting.

- To obtain better scores in speaking examinations by motivating learners to use new language items when taking such exams.

1.4 JUSTIFICATION OF THE INVESTIGATION

The aim of the investigation is to solve the problem exposed above by introducing supplementary material based on the Lexical Approach. By doing this, we intend to improve our students' speaking performance based on the results obtained in Speaking Tests. The details of the reasons for these actions are the ones that follow.

In the language school in which the investigation will be carried out, there are three phases for the Adults Programme: Basic (A1/A2

level), Intermediate (B1/B2 level) and Advanced (B2+ level). Each phase uses a course book, which is selected for a period of time. When the period of time finishes, a selection process starts again in order to provide our students with the most updated material in the market.

The course books used for the Basic and Intermediate phases are from the same series. The language school looks for a series that covers the following levels: Elementary, Pre-Intermediate, Intermediate and Upper Intermediate (A1, A2, B1, B2 level according to the CEFR). The book the language school uses for the Advanced Phase (B2+ level) is different from the series used for the Basic and Intermediate Phases.

The series for the Basic and Intermediate phases had been used for over six years, so it was necessary to change it. However, the Advanced book had only been used for three years and a change was not planned. In addition, the students from the Advanced Phase were preparing for an International Exam, which was going to have changes in its format. This is why a change of course book was not possible.

The selection process for the Basic and Intermediate phases course book started and finished. The introduction of the new series started with very positive feedback from teachers and students. This new series is based on the lexical approach since it considered vocabulary as the main aspect to be studied in an English course: "A central element of language teaching is raising students' awareness of, and developing their ability to 'chunk' language successfully[3]". It was observed that students were participating more and that the communicative activities presented in the course book helped students develop their speaking skills. The teachers who were in charge of the different Basic and Intermediate levels pointed out that students were eager to include the vocabulary (sometimes challenging) in their conversations. They really believed that the approach used by the book was working.

As the Advanced Phase was using a different book, it did not have the same emphasis on lexis the books for the Basic and Intermediate

[3] Lewis, Michael (1993): *The Lexical Approach. The State of ELT and a Way Forward*. 1st ed., London: Language Teaching Publications.

Phase had. This situation was noticed by students who finished studying with the Intermediate book. Advanced phase teachers also noticed the different approach the new Basic and Intermediate phases book was using and claimed that the same emphasis on lexis should be present in the advanced phase to obtain better results in students' production. Some of the teachers started to supplement some activities in the Advanced Phase book with vocabulary seen in the Intermediate book, as they considered it "useful and a good tool to improve our students' speaking skills".

We firmly believed that students were incorporating this kind of vocabulary in their speaking repertoire because they really enjoyed learning idioms, phrasal verbs and functional language. Consequently, they found this part of the language useful and, at the same time, enjoyable. It is relevant to develop this study because, as the academic area of a leading institution, we seek for improving our students' results and performance and we were going to turn what seemed to be a problem into an opportunity to improve. If we confirmed that by providing our students with the right material their performance was going to improve, we could say that the investigation was justified because there was a factor that was decisive in the students' learning process: they learn and include new items in their conversation if they are motivated to learn them:

> "With a long-term learning process such as the mastery of a second language, the learner's ultimate success will largely depend on the level of motivation; without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement[4]".

Implementing supplementary material in this context turns out to be convenient and relevant for our teachers and students due to the fact that teachers are always looking for extra material to supplement the books they use for their different courses. If we provide them with

[4] Dornyei, Zoltan and Kubanyioba, Magdalena (2014): *Motivating learners, motivating teachers*,1st ed., United Kingdom: Cambridge University Press.

material that has been designed thinking about our students' preferences, we will make them save a lot of time and effort. Besides, we will be enriching our students' speaking repertoire and they will improve their results in tests, which is very important to us as the academic area of an institute. Our area is always monitoring results in our exams and also in international exams. Consequently, improving students' results is of our direct interest as we want to continue to be one of the leading institutions in our country where people want to learn English. Also, we firmly believe that this investigation will not only be useful to solve this particular problem. If we confirm that, by designing the correct material we improve our students' performance, we will be able to cater for students' different needs and this is a crucial element to continue offering courses for people who want to learn English for specific purposes.

We also think that this investigation is valuable because it will provide with useful theoretical framework for professionals involved in education who want to do similar research based on how implementing material that is designed considering specific needs influence students' performance positively. In this investigation, we look at vocabulary material, but there might be other contexts in which the aspects students need to reinforce are different. However, this investigation and the steps that were taken can be seen as a start point to improve their students' results.

In conclusion, our research looks for providing our students with the highest quality of material in terms of content. This investigation is important because if our problem is solved, we will be demonstrating that taking into account students' preferences and needs is crucial when trying to motivate them to learn a language. In addition, this investigation also aims at encouraging other institutions to develop their own material for their students as this is a unique opportunity to develop as academic institutions which actually cares about their students and the way they are learning.

As we are taking action when encountering a problem, this investigation started as Action Research. However, after finishing the investigation and obtaining the results, we did further research on the

way the investigation developed and we can also conclude that the investigation ended up being a Descriptive Research.

On the following pages we will describe all the steps we had to take in order to produce material that fulfilled our students' needs as well as our teachers' expectations. This process included collecting information from the people involved in the investigation and the stages before the implementation of material. Finally, we will evaluate the material based on teachers' and students' opinions and reactions. The investigation ended up being directed to describe what the problem was, what material we needed to implement, what the students and teachers' reactions were, what steps we followed to make the implementation successful and what results we had as an outcome of the implementation of the supplementary material and what steps, conclusions and recommendation we have for future investigations like this one.

1.5 LIMITATIONS OF THE INVESTIGATION

Developing an investigation regarding English Language Teaching was certainly a challenge because of many factors we will explain in the following paragraphs. There were limitations that might have impeded the research. However, there was a way to solve these problems and they will also be explained.

1.5.1 Permission by the institution where the study takes place

One of the limitations I encountered for this investigation was the fact that the institution may not grant permission to publish the research and the outcomes because of its policy to maintain certain aspects as confidential issues. In order to overcome this, I explained that this research was actually beneficial for the institution because we are stating that the academic area is aware of our students' and teachers' needs and responds by planning and executing a whole plan that seeks to improve our students' performance. In the end, the academic managers were fully understanding and supportive, and permission was finally granted. However, recording students' performance remained forbidden and this is why we only collected samples of students' answers in the speaking test reports. The reproduction of the complete booklet was also forbidden

and this is why we include sample sheets of the material. It is important to emphasise that the purpose of this investigation is about the process of materials writing and its impact on students' performance rather than the product itself.

1.5.2 Literature about similar investigations

Another limitation was that it was difficult to find similar investigations to the one that we are proposing here. I consider this happened because not many institutes have the structure of courses and phases we have in our language school. To face this problem, I read many magazines and found pieces of information and articles in which investigations based on the role of motivation, students' preferences and needs was the central part. I also looked for information regarding the lexical approach and tried to figure out how experts and teachers used this approach in their lessons.

1.5.3 Differences among students

Another limitation was that, as our students belong to a big institution with different branches in different parts of Lima, they have different backgrounds, different motivations to learn a foreign language, different levels of English, different ages, etc. To sum up, we have very different types of students and it was going to be very hard to conclude which area of language they wanted to see supplemented. Consequently, questionnaires and surveys had to be carefully designed, with very specific items. In this way, we were going to obtain specific answers and data was going to be more easily processed for our investigation.

1.5.4 System of the language school

The language school where the investigation is taking place is unique. Each cycle consists of one month of 27 hours and the registration process takes place every month. This is why it is very difficult to evaluate a group at the beginning of a research and then, evaluate exactly the same group at the end of such investigation. We have cases in which a group changes completely from one cycle to another as our students

study English because of different purposes and have very hectic lives that do not allow them to follow a routine in this respect.

Fortunately, our language school is very strict with content and syllabus. This means that all teachers work with the same material and cover the same content in a number of hours, depending on the frequency they study. This allows us to overcome the problem as we might not be evaluating exactly the same group, but we will evaluate students who have studied the same content at the same time and we will be able to compare their performance with the class that did not use the supplementary material proposed.

1.5.5 Assessing speaking skills

In her book *A Course in English Language Teaching,* Penny Ur points out that testing students' speaking skills is a difficult task. One of the reasons that are given is that "unlike the other three skills, speaking can only normally be tested in individual (or, occasionally, pair –or small group) interaction. This means that it takes a long time to test an entire class, and it is expensive to pay the testers[5]".

The institution where the investigation takes place has a system in which students take a speaking test when they finish a book. In this sense, in the general English programme, students go through this examination when they finish the Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced phases. We will take advantage of this system in order to schedule an entry test and an exit test with students of the advanced phase and we will be able to include this information in our research.

[5] Ur, Penny (2012): *A course in English Language Teaching,* 2nd ed., United Kingdom: Cambridge University Press.

1.6 ANTECEDENTS OF THE INVESTIGATION

1.6.1 The role of students' preferences

In the article "Designing for teamwork" written by Aysegul Karaman for IATEFL Voices (July-August 2016), the author talks about her experience in designing materials. The first thing she did was to ask her students what they wanted to learn. She considered that motivation was a crucial element when going through a learning process: "In my institution, where English is merely a compulsory school subject to be passed, it is generally impossible to talk about intrinsic motivation. 'If the speaker's only reason for learning the second language is external pressure, internal motivation may be minimal and general attitude towards learning may be negative[6]".

Our context is not exactly the same. This is a language school where students generally come to learn English because they want or need to learn the language. However, we do have students who are in school age, so the group observed in this investigation can be considered as similar to the groups we took into account to develop our investigation. Besides, it is important to point out that if students are asked what they want to learn, they are more likely to learn more effectively.

On the other hand, it is also important to match these likes with their real needs and necessities. Aysegul designed a questionnaire to find out her students' preferences and, at the same time, meet their needs and necessities. After doing this, she designed the material taking her students' opinions into account. The results were astonishing. Her students were successful in performing the activities she involved them in and developed their autonomy: "It can be said that the students had been successfully encouraged both to take more control of what and how they learn[7]". This study is connected to our research as we will proceed in a similar way to find out what our students' preferences and needs are.

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6 Karaman, Aysegul (2016): "Designing for teamwork", *IATEFL Voices* 251:8.

7 Ibid.

1.6.2 Implementing the Lexical Approach

As we said in previous sections, we are supplementing our official material for advanced students with vocabulary because of the new approach used in the book for the basic and intermediate level: the Lexical Approach. We will explain more about this in chapter two, but here, I would like to discuss some aspects of classroom reports from teachers who adopted the Lexical Approach (weak or strong implementation). Michael Lewis dedicates an entire chapter of his book *Implementing the Lexical Approach*, book published in 1997 for this.

The groups analysed in these reports were advanced learners in Poland, students at a private language school in California and adult learners in a multicultural class in Edinburgh. As we can see, the groups had some similarities with our groups in terms of level (advanced learners), type of institution (private language school) and age (adult learners).

We will try to summarise the principal ideas of the six reports presented. Firstly, let us see how students felt learning English through an approach that sees lexis as an important factor of lexis we have:

- It is more meaningful when students learn words taking into consideration the ones that are around them. This means, it is better to look at a group of words than to look at them individually.

- It is better to learn words when they are in context and the meaning and use are inferred from this context. It is only there where they have "real meaning".

- Students have more fun as learning lexis is useful and challenging. They leave the room with a sense of achievement and that they have learned something which can be used immediately after in the following lessons.

- It raises language awareness due to the fact that students realise that "clear speech and easy listening both rely on effective lexical

chunking". This means that students improve their fluency and listening skills by learning chunks and when to pause when pronouncing them[8].

We have seen that, overall, the implementation of the lexical approach in the different classrooms was successful. Besides, these comments are also connected with one of the main points of our investigation: learning items that students enjoy learning, which is closely linked to motivation. The four comments expressed above talk about the positive feeling students had when learning vocabulary. Learning vocabulary has always been regarded as an aspect of the language that students enjoy. And this is the whole point of this investigation: improving students' language, but also motivating them with material that is engaging.

It is also important to consider how the activities were planned in these different classrooms. This is why now I will try to summarise the principal ideas regarding planning activities with the lexical approach:

- The activities designed must be learner-centred and reflective. In other words, students are the ones who discover the meaning of the words by looking at contexts (we have the idea of 'looking a word which is around others' here). Teachers feel they are really developing students' language awareness.

- All activities must be carefully planned to be successful. Teachers will really need to look at the objectives they want to reach in each lesson in order to prepare or adapt the material given appropriately.

- Observation of how students react to the material used is essential if we want to prove its usefulness in the classroom.

- Teachers must be aware of the fact that it is not necessary to make big changes in the curricula to implement the lexical approach. By introducing small changes to the way language (especially

[8] Lewis, Michael (1997): *Implementing the Lexical Approach. Putting theory into practice*, 1st ed., Hove UK: Cengage Learning.

grammar) is usually taught, we can end up having more motivated students. It is just a matter of adapting activities and procedures.

- Personalising activities with the vocabulary learned is a must. By giving personal contributions using the lexis acquired, students are more likely to internalise the language learned more effectively.

As we can see, there are several factors to take into account when designing material based on lexis. The project of designing supplementary material that adopts the lexical approach will follow these pieces of practical advice. All the reports from teachers who supplemented material, adapted activities or designed lessons based on the lexical approach proved to be successful. This is an excellent reference for the project as we are looking for ways to increase the level of commitment and motivation in Advanced Phase students.

In our view, implementing the lexical approach in a course that already has certain structure is possible. The activities and procedures explained in Chapter 8 of *Implementing the Lexical Approach* were all product of implementation or adaptation of exercises in courses already designed in different parts of the world with adult learners, who are of the same age as our students. We will be designing the "Vocabulary Booklet" following this model without annulling other aspects of the course book.

> Implementing the Lexical Approach does not mean ignoring everything we have done before; it emphatically does not mean a doctrinaire way of doing things; it will not, at least in my belief, be helpful if introduced in a purist, dogmatic way. It does, however, provide powerful linguistic insights, which in turn provide explicit principles, and thus a practical tool which should be one important element in an overall strategy based on principled eclecticism[9].

With these insights on the lexical approach we have a starting point to design material that is relevant, useful and motivating in an informed way.

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[9] Ibid.

1.6.3 Other experiences when implementing the lexical approach

In the introduction of the thirteenth issue of the magazine "Lang matters" (September 2006), Anna Fresco and Heather Bedell write about the lexical approach in their article "The lexical approach". Here, they point out that "the lexical approach raised a lot of debate when Michael Lewis first started writing about it. It seemed a revolutionary new approach to language teaching at the time. Over the years, however, people have come to see that it does not really mean a major change in the way things are done in the classroom, but rather a change in the way we think about them and a change of focus[10]".

This is to say that it is not true that the lexical approach changes the way we see things completely. It is just a way of looking at things differently in order to improve our lessons and make our students learn more effectively. This idea is a key point for our investigation due to the fact that guidelines on how to use the booklet have to be provided and we must be ready for possible criticism as some teachers may feel we are neglecting grammar work. By letting teachers know that this is not by any means an attempt to neglect grammar, we will be supporting our decision to implement our courses with more vocabulary based on the lexical approach.

In the same issue of this magazine, Cristina Bareggi published an article called "Proper words in proper places" (September 2006). In this investigation, Bareggi reports how she implemented the lexical approach in her classroom based on the ideas expressed by Michael Lewis' in *Implementing the Lexical Approach*. In the article, the author emphasises the fact that it is not needed to change the way in which we have been teaching drastically. Besides, she maintains Lewis' ideas of not neglecting the communicative part of the language.

Bareggi proposes then several activities to develop the lexical approach in the classroom for students who have B1 or B2 level. The activities are not sophisticated ones in which teachers would need to

[10] Fresco, Anna and Bedell, Heather (2006): "The lexical approach", *Lang matters* 13: 1.

spend lots of time preparing things. They are, on the contrary, simple games that can be applied to raise students' awareness and make the vocabulary learnt more memorable and meaningful. For instance, Bareggi designs activities based on:

- Matching exercises: An exercise in which students have to make the correct word combination from two groups of words.

- Gap completion: Sentences expressing idiomatic expressions for students to complete them with the correct word.

- Classification exercises: Four main words in different boxes and a set of words to be classified in each one.

Consequently, from the writer's experience, implementing the lexical approach with activities that students find entertaining and enjoyable is the key. On the other hand, teachers do not have to prepare lessons entirely based on vocabulary. The lexis can be introduced in several lessons which have a focus on other skills and/or topics. We will take these ideas into account when designing the exercises for our supplementary material to make them simple, interesting and enjoyable for our students.

In the same issue of the magazine, Hugh Cory writes the article "Lexis, Lies and Videotape" (September 2006) in which he talks about the principal terms when analysing the best way to apply the lexical approach in the classroom as well as discussing some points when doing so. In Cory's opinion, when implementing the lexical approach –and consequently, designing material applying this approach- it is very important to take into account the mother tongue of our students. Languages are different and what it might seem simple for some students is not for others, due to the fact that they have different L1: "One interesting thing about compound nouns is the problems they cause for Italian learners. Whereas German learners, for instance, have no problems at all here –they're already more than at home with the idea you can just force two or three nouns together –for the Italian speaker

there's a subconscious rule that the first noun needs to either take an adjectival form or a genitive structure[11]".

Cory also emphasizes the importance of designing exercises that include a context to put the words in action, especially when getting students to recognise by themselves the chunks English has. This is very relevant for our investigation owing to the fact that we will select expressions that might have an equivalent in Spanish and this makes the vocabulary more meaningful, easy to remember and hence, more likely to be used in everyday conversations.

In her article "The lexical approach: An emphasis on collocations", Sirina Boonyasaquan (2009), states that teaching collocations is very important due to the fact that they are arbitrary and unpredictable. Consequently, lessons focused on 'chunks' should be organised in order to concentrate on these expressions, which are not easy to deduce or infer. She also points out that it is vital to deal with collocations in the EFL classroom provided that students usually have problems with them.

> (…) EFL learners have poor mastery of collocations for two reasons. First, collocations in general do not cause comprehension problems. A collocation consists of word partners. Each "lexical constituent is also a semantic constituent" (Cruse, 1987, p. 40). Therefore, it is possible for learners to guess the meaning such as a quick glance, it rains heavily, etc. The second reason is that some collocations are very difficult for the learners, particularly, unique collocations or idiomatic expressions. They are very confusing for the learners, such as a withering glance, it rains cats and dogs, etc. The mother-tongue interference also influences their understanding and production of collocations[12].

This is to say that, in order to fight some problems that learners have to learn a second language, it is absolutely necessary to have a different vision of how we are organising the contents of our lessons. It is

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11 Cory, Hugh (2006): "Lexis, lies and videotape", *Lang matters* 13: 5-6.

12 Boonyasaqan, Sirina (2009): "An emphasis on collocations". Retrieved May 25, 2016 from ejournals.swu.ac.th

obvious that language is not learnt automatically by students. They need to be exposed to the grammar to internalise the structures English uses. Similarly, they would need to be exposed to the vocabulary they are learning in the form of chunks.

Boonyasaquan moves analyses how to introduce English collocations in reading and writing lessons from elementary to advanced learners of English. For reading lessons, the author suggests that students should reflect on the language that is given in the text and try to recognise the collocations that can be found. As for writing, it is recommended that teachers should provide students with collocations they can use to develop the tasks.

At the end of the article, Boonyasaquan points out that "It is recommended that collocations whenever possible in classroom should be taught from the earliest to the advanced stages of language learning. Teachers should try to raise collocational awareness to the learners, making them observe appropriate collocations, motivate them to register new vocabulary and its word partner/s instead of recording only a single new word[13]. We can say, then, that it is not only about teaching collocations and make it enjoyable for our learners. It is also necessary to make them aware of the importance of learning these language systems in order to succeed in mastering the language.

These articles show how teachers can use the lexical approach to design activities and material that is relevant to our students. We consider this literature important due to the fact that we will use this information in order to design the exercises and activities that the supplementary material will contain. It is also important because it mentions that students must be aware of the fact that they should know why they are learning certain aspects of the language.

1.6.4 Motivation

Kathryn Koromilas carried out some research on how motivation plays an important role in students' performance in her article

[13] Ibid

"Obligation and Motivation", published in issue 44 of the magazine "Cambridge ESOL Research Notes" (May 2011). Her context was similar to our context, due to the fact that our course is also designed for people who would like to sit an international exam, but not all of them want to actually take it: "This action research project took place at the Australian Institute of Professional Education (AIPE) in North Sydney, which currently offers two IELTS preparation courses. At the time, I was teaching students who had enrolled in one of the IELTS preparation courses. (…) While the course is designed to prepare students for the IELTS examination, not all of my students wished to sit the exam[14]".

As in Koromilas' situation, we are not sure about our students' motivation. If all of them wanted to sit the exam, the goal would be perfectly clear: passing the exam. However, it is not the case and it is necessary to find out what would motivate them to learn. Kathryn based her research on a questionnaire students had to answer and, in addition, she held some discussions with her students. She came to the conclusion that motivation was closely linked to the goals of learning a language: "This project has helped me understand that I need to integrate teaching of motivation and goal-setting behaviour into my lesson plans and the curriculum[15]".

This study is relevant to our investigation because we will take the idea of the questionnaire into account because in this way, we will find out our students' preferences and needs. A questionnaire will be designed in order to obtain the answers we need to design supplementary material our students will feel motivated to use.

1.6.5 Teaching Idioms

In the article "Idioms in context" written by Raciel Martinez Cisneros in issue 256 of the magazine "IATEFL Voices" (May-June 2017), he emphasises the importance of learning phrases and word combinations:

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14 Koromilas, Kathryn (2011): "Obligation and motivation", *Cambridge ESOL-Research notes* 44:12-20.

15 Ibid.

> (…) most students put themselves under stress trying to learn countless new words to build up their vocabulary. They are, however, unaware of a key aspect of upgrading spoken English: the need to study both words and phrases together. Why? Because knowing many words does not guarantee the utterance of even one correct sentence. If, however, they know one phrase, they can make lots of correct sentences. Related to this, Kukurs (2011) recommends learning phrases and word combinations rather than grammar rules[16].

Martinez Cisneros also highlights why learning idioms is important when learning English as a foreign language: "The use of idioms is natural to native speakers. As they are present in everyday English, it is essential that EFL students learn them well to be able to understand them in context[17]".

This is relevant to our research because we confirm that learning a language is more effective when we learn fixed expressions and chunks. What is more, this study includes idioms in this category (phrases and fixed expressions). This study also gives us the answer to why it is important to include idioms in our list of content to teach our students. It is an essential part of the language and students should be able to recognise them in different contexts.

Martinez Cisneros had this experience with a group of adult Cuban health professionals and chose the idioms to be taught taken into account the widespread use in the English-speaking world and their professional relevance. Our context is not exactly the same, but we will certainly have to use some kind of criteria to select the idioms and phrases we are going to include in the supplementary material. However, we can say that one aspect mentioned above is very important: the author of the article selected the items based on his students' needs. We will do the same in our research.

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16 Martinez Cisneros, Raciel (2017): "Idioms in context", *IATEFL Voices* 256: 8-9.

17 Ibid.

Regarding the methodology used, Martinez Cisneros provides his students with examples so the meaning of the idioms is clear and moves on to a series of activities to check comprehension of the new items. For instance, he explains that he provides his students with a quiz in which they have to replace some words with one idiom:

After playing soccer in the rain I (became sick) with a cold.

(a) ran some tests (b) came down (c) was back on my feet (d) ran in the family

To answer the question what do students really improve by incorporating idioms to their vocabulary repertoire?, Martinez Cisneros adds: "Teaching idioms to third year Cuban medical students has proved effective, contributing as it does to the development of their communicative competence, particularly regarding their oral skills. Not only they have the opportunity to build up their vocabulary, they also gain the fluency and confidence to enable them to interact easily with native speakers in their professional field[18]".

This article is enlightening because the author actually says that by teaching idioms and certain lexical items, students improved their oral skills and this is what we are looking for in this investigation: teaching idioms and fixed expressions to improve our students' performance, especially speaking skills.

1.6.6 A model of vocabulary sheet

Michael McCarthy, Felicity O'Dell and Stuart Redman are the responsible for writing the book series *English Vocabulary in Use* (1999). There are three books in the series: *English Vocabulary in Use Elementary, English Vocabulary in Use Pre-Intermediate & Intermediate* and *English Vocabulary Use Upper-Intermediate & Advanced.* These books provide students of English with a complete vocabulary reference.

[18] Ibid.

The book is organised around everyday topics and the vocabulary is usually presented with a sentence, a conversation or a picture that illustrates the meaning and the explanation is given after this brief introduction. The authors also provides students with a page of exercises to consolidate the information: "The right-hand pages offer a variety of different types of activities, some traditional ones such as gap-filling, but also more open-ended ones and personalized activities which enable learners to talk about their own lives[19]".

This is a good model to follow as "choosing to separate language in themes helps not only contextualisation of these word combinations but gives students an organisational tool that they can use to produce language[20]".

We will take this model into account to design the Vocabulary Booklet which will revolve around a certain topic and provide students with simple controlled activities and with activities that will help them personalise the vocabulary items to incorporate them in their repertoire.

19 McCarthy, Michael and O'Dell, Felicity (1999): *English Vocabulary in Use*, 1st ed., UK: Cambridge University Press.

20 Shaun, Dowling (2008): "Lexical notebook". Retrieved April 27 2016 from https://www.teachingenglish.org.uk/article/lexical-notebooks

CHAPTER 2: THEORETICAL BACKGROUND

In the previous chapter, we have looked at previous studies and investigations that helped us in designing the tools and the route of our investigation.

The aim of this chapter is to give an overview of the principal theoretical concepts that have been taken into account to organise the research.

This is why we have organised the chapter in a way that the background and the rationale behind of the investigation is given after having revised the existent literature regarding the topics that are going to be explored. Additionally, we will also provide with important aspects or definitions to consider, which will help to clarify the terms that will be used through the content of the research.

2.1 BACKGROUND AND RATIONALE

2.1.1 Importance of vocabulary

Teachers devote a lot of time to teach grammar structures. They prepare a lot of material for students to discover how language works and how to produce accurate sentences. There have been a lot of discussions about how to make grammar more appealing to students and how to make it more communicative. Having said this, students get a lot of

grammar input and they might think that it is the most important part of learning English as a foreign language. They cannot be more wrong. As Penny Ur puts it: "But grammar is, though perhaps the most-written about aspect of language teaching and learning, by no means the most important. That place is reserved for its **vocabulary,** which is the main carrier of meanings[21]".

Vocabulary is important because the main objective of learning a language is to communicate to each other and people can communicate to each other by producing words even if they are not in an accurate sentence. This is why teachers of English are usually able to understand what our students are trying to say in an inaccurate sentence: they say some words (and they might mispronounce them) and we get what they are trying to say. Penny Ur emphasises the importance of vocabulary: "Learning the vocabulary of a language is important simply because it is mainly the vocabulary which carries meaning. You can usually convey what you want to say through vocabulary alone, with minimal grammar – but not the other way around. Newspaper headings often omit most of the grammar and still convery their message: for example, London Rail Accident[22]".

Taking this into account, vocabulary is an aspect that is sometimes neglected by teachers and sometimes, it is given as homework. There is a real need to give vocabulary the importance it has in learning English or any other language.

2.1.2 Importance of idiomatic expressions

Idioms are known and introduced in most course books when students reach an advanced level of English. However, we always find idiomatic expressions in reading texts and native speakers use them in a regular basis. This is why it is important that learners of English know what idioms are and why it is important to start including them in their production tasks.

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21 Ur, Penny (2012) *Vocabulary Activities.*1st ed., United Kingdom: Cambridge University Press.

22 Ibid.

In his book *Idioms organizer,* Jon Wright emphasises three reasons why learning idiomatic expressions is vital when studying English as a foreign language:

> Firstly, they are important because they are very common. It is impossible to speak, read or listen to English without meeting idiomatic language. This is not something you can leave until you reach an advanced level. All native speakers of English is idiomatic. Every newspaper is full of metaphorical language. You cannot avoid it or leave it till later.
>
> The second reason is that very often the metaphorical use of a word is more common today than its literal use (…) But it is important for you to know the literal meaning. Often the literal meaning creates a picture in your mind and this picture makes the other meanings easier to understand.
>
> The third reason that this kind of language is important is because it is fun to learn and to use. Because there is so much to learn, anything which helps you to remember things is important and if the language you are learning is more colourful and interesting, there is more chance that you will remember it. You will also sound more natural if your English contains more idioms[23].

Wright emphasises that learning idioms is a fundamental part of learning English that is sometimes neglected or postponed as we think students are not going to be able to assimilate the meaning of expressions that cannot be translated literally. However, we consider that, even if it is true that idioms exist in English, we must make sure that students have certain level of English before introducing complex and sophisticated language An elementary student might learn an idiom that has an equivalent in their own language, but we must admit that several students translate the language in the initial steps of the learning process. And this is not something that is going to help them.

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[23] Wright, Jon (2002): *Idioms organiser,* 1st ed., Croatia: Thomson-Heinle.

> Can you translate idioms? The simplest answer to this question is NO. This is an area where language can be very different. Sometimes you can translate an idiom from one language to another, but most often this is not possible. For example, there is an English idiom to let sleeping dogs lie. The German and Italian equivalents also speak of sleeping dogs, but not the French or Spanish. It is important that you are very careful if you have to translate idioms. Never translate an idiom word for word you must translate the whole expression. Sometimes you will be able to translate the English idiom into an idiom in your own language. However, there may be no idiom and you may just have to explain the meaning[24].

If they encounter an idiomatic expression that cannot be translated they might get frustrated. This is why, to use metalanguage and to introduce students to a more advanced level of English, we need them to have the necessary language awareness.

About the other reasons given, it is important for students to know how language works and that this language is something that they will enjoy using. But we will come back to these aspects later on.

2.1.3 The role of motivation

As already expressed in the previous chapter, it is important to keep our students motivated. Some teachers think that it is not their job to motivate their students as mastering the language should be enough motivation for them to learn, especially when teaching adults who have a clear purpose to learn English or any other language. This is, however, a limited vision to what teaching is about. English students who have a clear objective to learn the language always report that a teacher who is interested in their learning is much more effective than a teacher who just tries to explain how language works. There are teachers who are especially gifted as they make content that might be considered boring very interesting to students, enhancing their learning process.

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[24] Ibid

If we go further and we are in the position of choosing the material, the contents and the structures that students are going to learn while they are studying with us, we can achieve excellent results. In his book *Learning vocabulary in another language*, I.S.P Nation explains how important this factor is when teaching vocabulary:

> Motivation and interest are important enabling conditions for noticing. The choice of content can be a major factor stimulating interest. In his study of learning from listening, Elley (1989:185) found quite different results from the same learners listening to two different stories. This seemed to have been due to the lack of involvement of learners in one of the stories because of its strangeness, lack of humour, low levels of action and conflict and so on. Without the engagement and aroused attention of learners, there can be little opportunity for other conditions favouring learning to take effect[25].

This might explain why some students failed when trying to learn a language. It is not only the teacher who has to be motivating. The content of what students are going to learn during the study programme is also important and, as Nation emphasises, if what we are going to teach is not engaging, it might affect other factors that make learning possible for students.

Nation also emphasises the difference between what students want to learn and what teachers think that students want to learn: "Although there is no generally accepted theory of why interest is important and the factors that arouse interest, teachers need to watch their learners carefully and seek their opinions about what stories and topics they find interesting. There is some evidence (Bawcom, 1995) that teachers' views of what will be interesting do not match with what learners find interesting[26]".

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[25] Nation, I.S.P. (2007): *Learning vocabulary in another language*, 2nd ed., Cambridge: Cambridge University Press.

[26] Ibid.

In the 7th Home Annual IATEFL Conference, L.G. Alexander said that "motivation is likely to be high if the materials are relevant to the students' needs (…) Consequently (students) would be directly involved in the lesson and, by definition, motivated by the language-learning process itself[27]." For this reason, it is important to find out not only teachers', but also students' opinions on the type of language they are interested in if we want them to improve their performances.

2.1.4 Solving problems and designing language teaching tasks

First of all, it is necessary to explore the relationship between the pillars of our investigation: solving a problem and designing language teaching tasks. This will help us establish why we are going to design material in order to solve a problem in the English Language Teaching classroom.

In his book, *Designing Language Teaching Tasks,* Keith Johnson makes some interesting points regarding designing tasks to solve problems in the classroom.

> (…) one book, Schoenfeld (1985), is in his own words 'about doing, understanding, and teaching mathematical problem solving' (p. 1). Though the domain (mathematics) is quite different from our own (language teaching), there are two aspects of Schoenfeld's study that make it particularly relevant for us. One is that he is indeed dealing with a 'high order thinking skill', and he himself expresses the view (p. xii) that what he has to say will be relevant to the study of other such skills, which may be said to include task design. Secondly, Schoenfeld is concerned above all with process – what individuals actually do when they solve mathematical problems. This preoccupation with process is one that we share[28].

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27 Alexander, L.G. (2016) "Learner Motivation", *IATEFL Voices* 253: 14.

28 Johnson, Keith (2002): *Designing Language teaching tasks,* 2nd ed, New York: 2003.

In other words, we have to consider the order of the different steps a process to solve a problem has. Schoenfeld acknowledges George Pólya, who provides us with a series of stages to solve the problem:

a) Understanding the problem
b) Devising a plan
c) Carrying out the plan
d) Looking back

This is the general structure of our investigation. As said in previous chapters, we have identified a problem, but what is more, we have understood it since we know exactly how it started, how it developed and how it can be solved. After that, we have designed a complete plan which will be followed. Finally, we will look at the results afterwards to see how the plan worked.

To design the appropriate material to solve the problem we have understood, it is necessary to study the learning situation we are in. "Taylor (1970) finds that teachers start their planning by thinking about contextual factors (who the learners are, what time and resources are available and so on), then look at learning situations (types of situations likely to interest the learners), then purposes (the aims of the course) [29]".

Likewise, to carry out the investigation, we will look at these aspects in detail. The learners are the institution Advanced Phase students, the time will be calculated in order to provide teachers and students with the material needed to supplement the course. The learning situations that might interest our learners, as discussed in the previous chapter will be related to vocabulary, applying the Lexical Approach. Last but not least, the aim of the course is to provide students with more advanced language to keep up with the previous phase level.

2.1.5 The need to supplement

A good teacher must always design lessons based on what their students need. However, it is quite complicated to design materials that

[29] Ibid.

cater for everyone's needs when a whole institution depends on them. The policy of our language school is to select a course book from a wide variety of options and the selection process takes quite a long time because the books selected are of high quality and have been designed and written by experts in the field. So, why would we want to supplement a course book that is supposed to be specialised in the courses we offer as an institution?

In her book *A Course in Language Teaching*, Penny Ur talks about why it is necessary to supplement a course book: "Most language-teaching course books probably need supplementing to some extent, if only in order to tailor them to the needs of a particular class or to offer richer options[30]".

Besides, Jeremy Harmer emphasises the importance of bringing supplementary material in the classroom in his book *Essential Teacher Knowledge:* "We often think that our students need extra practice with a particular language item or language skill or sub-skill[31]". This means that, it is acceptable and appropriate to supplement the material we are currently working with if there is a need that our students have and has to be fulfilled.

In addition, Harmer says: "We often take particularly engaging activities (or supplementary material) into a lesson because we think the students need a bit of extra stimulation or a reward, or to add some variety to the course[32]". As a result, teachers must take into account that it is not enough to fulfil students' needs. It is also needed to bear in mind that the material to be used in our classroom with our students must be attractive and students should feel motivated to solve the exercises or do the activities included there.

In our case, we had identified a special aspect our students, in general, needed. And the solution was not adapting another book or another course book. We decided that a course book was necessary, but

30 Op. Cit

31 Harmer, Jeremy (2012): *Essential Teacher Knowledge,* 1st ed, China: Pearson.

32 Ibid.

the institution had to select the material and the items that were going to be studied in the booklet that was going to be produced. We want to emphasise that the book was not bad. On the contrary, the selection process was exhaustive and it was the one in the market that met our students' needs. However, as Penny Ur says.

> Even with an excellent course book and a wide variety of other materials available, there comes a point at which many teachers find they have their own occasional supplementary workcards or worksheets: because they can find what they need nowhere else, because they want to provide for the needs if a specific class, or simply for the sake of variety. Good teacher-made materials are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can[33].

And this is what we intend to do: design material to improve our students' performance, taking into consideration that this aspect will motivate them to learn successfully. It is a tailor made booklet that will take into consideration our students' opinions with relevant items connected to the topics they will be dealing with in each unit of the course book they are currently using.

2.1.6 The Lexical Approach

A lot has been discussed on the importance of vocabulary in learning English. It is widely known that teachers generally focus on grammar, neglecting vocabulary, assuming it will be acquired as students read texts or listen to scripts in skills lessons. Others think that students will learn vocabulary by studying and memorising long lists of words with their corresponding translations However, it is not until we become aware of the fact that lexis communicates more than we think that we realise that teaching vocabulary or lexis can really empower our students.

> Lexis is a powerful carrier of meaning. Beginners often manage to communicate in English by using the accumulative effect of individual words. A student who says 'Yesterday. Go disco. And

[33] Op. Cit

> friends. Dancing' will almost certainly get much of his message over despite completely avoiding grammar; the meaning is conveyed by the lexis alone. A good knowledge of grammar, on the other hand, is not such a powerful tool. 'I wonder if you could lend me your…' means little without a word to fill the gap, whereas the gapped word –calculator –on its own could possible communicate the desired message: 'Calculator?'[34].

Thus, the first aspect we must recognise is that lexis is as important as grammar and that a focus on it is vital in any course book designed to learn English. As said above, the course book which was adopted for the Basic and Intermediate Phase followed this principle whereas the course book used for the Advanced Phase did not, creating an urgent need to supplement the material with appropriate vocabulary.

One of the best- known studies on teaching English focusing on vocabulary and lexis is the Lexical Approach, discussed by Dave Willis and popularised by Michael Lewis, who published *The Lexical Approach The State of ELT and a Way Forward* and *Implementing the Lexical Approach: Putting Theory into Practice* in 1993. In this book, Lewis states that "language consists of traditional grammar and vocabulary but often of muti/word prefabricated chunks[35]".

In other words, the lexical approach proposes what we have been discussing before: grammar has been so seriously taken into account that teaching lexis and vocabulary was undervalued when, in most cases, it is vocabulary what students mostly need to communicate to each other. There are plenty of examples that evidence that a person can communicate to a native speaker by pronouncing some isolated words even when the grammar is not accurate. And the main purpose of learning a language is to learn how to communicate to each other.

We are pointing out this theory since the material produced to supplement the Advanced Phase book was focused on lexis: idiomatic expressions, phrasal verbs and functional language in the first

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34 Scrivener, Jim (2011): *Learning teaching*, 3rd ed., London: MacMillan Education.

35 Op. Cit.

intervention; idioms and functional language in the second intervention. According to Lewis, the study of fixed expressions is one of the pillars of the Lexical Approach. "These have a special status in the language. The category is sometimes usefully divided into those expressions which are fully fixed, and others which are semi-fixed 'frames' with 'slots which may be filled in a limited number of ways[36]".

In addition to this, we must say that we are taking the Lexical Approach into consideration due to the fact that this theory was the first to give lexis and vocabulary an important part in English Language Teaching. Furthermore, Lewis dedicates an entire chapter to explain how to design exercises and activities to implement the lexical approach in the EFL classroom. This was a great source of information to start designing the exercises we will include in our supplementary material.

Another aspect to be taken into account in order to succeed in our project to design effective supplementary material that actually improves our students' performance are the problems implied if we adopt an entire lexical approach.

In his best-seller book, *The Practice of English Language Teaching*, Jeremy Harmer talks briefly about them. "In the first place, no one has yet explained how the learning of fixed and semi-fixed phrases can be incorporated into the understanding of a language system. Indeed, it can be argued that learning the system is a vital pre-requisite of the ability to string phrases together into a coherent whole (…)[37]".

Consequently, we must be careful when talking about the Lexical Approach and its adoption. We do not intend, by any means, to ignore the importance of other aspects of the English language. In fact, Lewis reacts to some of the criticism and explains that the Lexical Approach is not as strict as some theorists were claiming it to be: "I totally dissociate myself from any suggestion that the Lexical Approach denies the value of grammar and, as Michael Swan correctly assumes, any suggestion that

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36 Op. Cit.

37 Harmer, Jeremy (2015) *The Practice of English Language Teaching:* 5th ed., Slovakia: Pearson Education Limited.

'Lexis is the answer', or even that there is an answer. Both explicitly contradict my belief in our dynamic, ever-evolving of both language and learning[38]".

Lewis also talks about 'weak' and 'strong' implementation of the Lexical Approach. This means that he accepts that the adoption of the Lexical Approach to improve students' learning and production of the language does not have to be abrupt or drastic. This is what we are looking for: flexibility to adopt some ideas from an approach that motivates teachers and students. "(…) the Lexical Approach is not a new-all embracing method, but a set of principles based on a new understanding of language[39]".

As said in the previous section, we consider that the type of learning situation that will interest our students will be connected with vocabulary and this is why, we are going to adopt concepts of the lexical approach.

The question is, then, how can we put the Lexical Approach in practice and what principles need to be considered as fundamental in the investigation?

Firstly, it is important to bear in mind that designing meaningful tasks that encourage students' production in all senses is a must.

> The Lexical Approach values both the quantity and quality of input. A corollary of it is that it is less concerned than some communicative methods with output. This is an important methodological shift, with which teachers need to feel comfortable. It certainly does not mean a return to chalk-and-talk teacher-dominated classrooms, but some sacred cows are slaughtered on the way. Increase student talking time is dismissed as a principle; learners are encouraged to participate fully in lessons, but we recognize that although they may participate through speaking,

[38] Op. Cit.
[39] Op. Cit.

they can also do so, perhaps sometimes more effectively, by listening, noticing, and reflecting[40].

We are not saying, however, that we are going to neglect speaking practice and students' production will be put aside. On the contrary, by designing material that provides students with new vocabulary such as idioms, phrasal verbs and functional language, we intend to actually improve their speaking and writing skills. We have already seen studies that proved this is possible and feasible. This is one of the ultimate objectives of the project and the investigation. Students should start to incorporate the lexis acquired in the different vocabulary lessons and hopefully, they will start using the lexis as part of their speaking repertoire and the sophisticated language will come out naturally in their conversations.

Having said that, we totally take into account the point made in the quote above regarding students' production by reflecting about the language learnt. The tasks designed for the Vocabulary Booklet project will be exercises which reflect this approach. This might become more likely as we are dealing with Advanced Phase students who are already capable of analysing the language and are also able to infer meaning from contexts given. By doing this, they will learn the meaning of the expressions, phrases and idioms in a more meaningful way and will be likely to use the language in their speaking production.

2.1.7 The process of materials writing

David Jolly and Rod Bolitho[41] propose six steps that all teachers should follow when attempting to design their own materials:

a) Identification of needs for materials: Students must have a need that cannot be fulfilled by the material they are currently using and this is the starting point to create and design material that can deal with this need.

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40 Op. Cit.
41 Op. Cit

b) Exploration of need: The teacher needs to investigate about the need students present. This is why consulting the appropriate literature is vital at this stage.
c) Contextual realization of materials: The teacher decides what kind of material he will use in order to fulfil his students' needs.
d) Pedagogical realization of materials: The teacher needs to know what approach/ technique or methodology he will use to make sure the use of the supplementary material will be successful.
e) Production of materials: The teacher prints or make copies of the material designed for his class.
f) Students use of materials
g) Evaluation of materials against agreed objectives: By doing this, the teacher confirms that the material designed meet students' expectations and needs.

Jolly and Bolitho gives special attention to the last step of the effective design of materials: "Trialling and evaluation are vital to the success of any materials. Learners are the users of materials, and we have to need their opinions and listen to their feedback[42]". When materials designers ask for feedback they usually ask for the teachers' opinions and ignore how students felt during the activity. This is an aspect that will be considered in our investigation as we will ask teachers to ask students how they feel or what they think about the material used in the classroom.

2.1.8 The piloting stage

In spite of the fact that we consider Jolly and Bolitho's analysis of how the process of designing materials should be, because of the nature of our work –let's remember we are talking about several classrooms- we think it is necessary to include a piloting stage. This means that some classrooms will use a first draft of the whole material before writing and distributing the final version:

> A successful pilot is one in which the process has gone according to plan, and a body of useful feedback has been assembled (…)

[42] Op. Cit

> Piloting provides publishers and authors with immensely valuable information on many levels, with all types of materials. In general, piloting provides a feel for whether the material actually 'works' or not; whether the aims of the materials are fulfilled; whether it is suitable for particular ages and groups of learners; whether it relates well to teachers' expectations and stages of development, and whether it successfully promotes learning[43].

Consequently, material of this nature cannot be implemented without doing a trial first as we are not talking about a specific group of learners. We are referring to various types of groups and learners.

2.1.9 Presenting vocabulary

One of the questions that came up was: how many items should each section of the vocabulary booklet contain? (taking into account that teachers were going to deal with Idioms / Phrasal Verbs or Functional Language in separate lessons).

According to Penny Ur, "this depends, on the level and age of your students. But about ten or twelve items a lesson is a reasonable estimate to start with, in order to provide sufficient time for dealing with both meaning and form, and for initial practice. (This number needs to be lowered, of course, with less advanced or younger students, and raised with older and more academic ones[44]". This is why we consider that between 10 and 15 items in each section is an appropriate number to include in the Vocabulary Booklet.

About the meaning of the expressions, we are aware of the fact that there are several ways of conveying meaning such as realia, presenting pictures, etc. However, mainly in the idioms and phrasal verbs sections, it is very difficult to explain meanings through pictures or realia. Asking students to refer to their dictionaries would be an option, but.

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43 Donovan, Peter (1998) "Piloting –a publisher's view" in Brian Tomlinson (Comp.) *Materials Development in Language Teaching.* 1st ed., Cambridge: Cambridge University Press.

44 Op. Cit.

> Sending the learners to a dictionary is less efficient First, it's very time consuming: more time is spent turning pages or finding the dictionary website and typing the item to be found, than is spent reading the definition Second, the dictionary often provides a number of meanings, so the learner has to look through them all to find the one they want –and risks choosing the wrong one. Learners will have plenty of opportunities to use the dictionary when a teacher is not available; it doesn't make sense to send them to the dictionary when you are there to help[45].

So, this is why we have chosen to present the vocabulary items by forming a sentence, so that students find the new words in a context. Language should not be presented in an isolated way. A context is necessary to make vocabulary meaningful and memorable to students. "One very effective way of introducing new vocabulary is through listening or reading texts, as it is from specific contexts that words and expressions derive their particular meaning. Often in integrated skills lessons one of the teacher's aims is to introduce and practise a number of lexical items on a particular topic or theme[46]".

To make sure the items are going to be used appropriately, it is necessary that teachers ensure students have understood what the new lexis mean. As part of the guidelines, it will be recommended that there will be some questions not only to put the new lexis into practice, but also to confirm that students have learnt the new vocabulary items. In other words, "concept questions" will be used to confirm students have acquired the new language. "Concept questions are particularly useful to check the understanding of vocabulary (…).If your aim is to check understanding of a vocabulary item such as the noun building, the questions would have to determine what the word doesn't signify as much as what it does signify. In other words, you are checking and clarifying the limits of the meaning of the item[47]".

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45 Op. Cit.

46 Gower, Roger, Diane Phillips and Steve Walters (1995): *Teaching Practice Handbook*, 3rd ed., UK: MacMillan

47 Ibid

It is also important to mention that as part of presenting the new vocabulary, teachers must demonstrate the pronunciation of the words together with the meaning. As Penny Ur points out "the form of the new item is just as important as the meaning: it's no use knowing a meaning if you don't know what the corresponding item sounds or looks like! As you teach the meanings, say the new item several times, and get students to repeat it; make sure it is written up on the board, possibly together with its phonemic transcript, and that students also write it down themselves[48]".

In addition, as we are looking for improving students' speaking performance, this point needs to be emphasised. This is why we will highlight the importance of practising pronunciation in the corresponding guidelines when presenting the items of the different sections in the Vocabulary Booklet. Pronunciation involves intonation, stress, individual sounds as well as connected speech.

2.1.10 Methodology used for teaching vocabulary

Once the project has been designed and introduced to be applied in the classroom, it will be necessary to provide teachers with guidelines on how to use the material to make students succeed in learning the new lexis presented. In order to do this in the best possible way, it was necessary to revise bibliography related to teaching vocabulary in the EFL classroom.

First of all, we would like to point out what type of items students might learn more effectively. Alexandra Haas says that "the gatekeeper of the brain is the limbic system. It checks in a split second whether something is new, important or pleasant and/ or interesting. If something is known, unimportant or boring, the limbic system does not let it through[49]". This means that, for students to learn new lexis, they need to find it relevant, useful and meaningful.

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48 Op. Cit.

49 Haas, Alexandra (2016): "Into the mind", *IATEFL Voices* 251: 11

Peter Hubbard, Hywel Jones, Barbara Thornton and Rod Wheeler, in their book *A Training Course for TEFL*, present a series of aspects that are vital when presenting vocabulary items:

Some points to bear in mind, however you present the new vocabulary are:

1. Teach and practise the words in spoken form first, otherwise your students will try to pronounce the words as they are written.
2. Unless you only want the students to have a passive knowledge of the lexical items, you must put them into context and get the students to practise them.
3. As with teaching anything else, revision is essential, otherwise the new words you have taught will be forgotten.
4. Always check your students have understood the new words, no matter how they have been presented.
5. Students will remember new vocabulary better if it is presented in a memorable way to start with[50].

As with any other aspect of teaching English, the teacher must be sure that the language has been understood by students. We strongly believe that the best way to do this is that students infer the meaning of the words from a context that enables them to put the lexis in practice. Likewise, some controlled practice is needed: "This is the stage at which learners are given intensive practice in the new structure, but their production of the language is very carefully guided and controlled by the teacher[51]". This means that students must be exposed to certain types of exercises that guarantee that they can use the lexis in exercises that only allow one answer. These activities can include gap filling exercises, multiple choice activities, rewriting sentences using the new vocabulary, etc.

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50 Hubbard, Peter; Jones, Hywel: Thornton, Barbara and others (1983): *A Training Course for TEFL*, 1st ed., Hong Kong: Oxford University Press.

51 Idem.

After the vocabulary has been introduced and guided practice has been developed, students need freer practice in order to internalise the vocabulary and make sure it is used in contexts that are more familiar for students. This is because; the language that is produced inside the classroom is generally 'artificial': "It is not exaggeration to say that most language produced by students in the classroom occurs under highly artificial conditions. Perhaps the biggest problem for the teacher is to bridge the gap between this artificial use of language and genuine use outside the classroom[52]".

Consequently, it is our job to provide students with practice that activate the vocabulary and at the same time, encourage them to use the words when they are in a situation when using the language would be necessary. The new items should be, in some way, promote discussions, so that students internalise the new language.

Personalisation is one of the techniques that will be used to achieve this internalisation: "The type of practice activity is made freer by allowing the student choice of answer/ direction. As we have seen, repetition and drill work offer the student only one choice: the 'correct' response. Freer work offers the student more than one choice or a variety of responses. The way the student responds is not arbitrary, but based on his opinion or experience or knowledge. Hence the student focuses more on meaning than on form or expression[53]".

As part of the guidelines to use the Vocabulary Booklet, we will indicate teachers to recycle the vocabulary learned from time to time as we consider that doing this activity is vital in the teaching of lexis.

> Often students need a little time for the new item to 'sink in' –they may recognise it but often delay putting it into active use. For this reason, it is useful to plan activities that recycle and reactivate the new vocabulary in subsequent lessons. You, or your fellow trainees, can introduce texts that contain some of the new language and organise speaking and writing tasks that require the students to

[52] Idem.
[53] Idem.

use it. It is often appropriate to start off the lesson by doing a short activity which revises a lexical set presented the day before. Quick vocabulary revision games are a good way to warm up students of a lesson[54].

The policy of the institution is to apply the "active learning" methodology in all the courses that are offered. This is certainly something that is going to be helpful as we do not want to contradict the institution policy and the literature reviewed agrees with such policy.

2.1.11 Assessing students' speaking

One of the main problems of assessing students when they speak is that we can provide them with examples of good language and we can give them feedback on the aspects we think they need to improve or we can correct their mistakes, but it is difficult to give them a fair numerical mark. Penny Ur explains the problems that this topic presents:

> The assessment of a student's ability to speak fluently, accurately and appropriately is particularly problematic for two reasons. One is practical: unlike the other three skills, speaking can only normally be tested in individual (or, occasionally, pair –or small group) interaction. This means that it takes a long time to test an entire class, and it is expensive to pay the testers. The other problem is reliable assessment: there cannot possibly be 'one right answer', so there is no possibility of objective or computer-based grading. Moreover speech is fleeting, it cannot usually be 'reread' and reconsidered for assessment. It is also difficult to retain speech in the memory long enough to assess its level[55].

We have already discussed the first problem in the section "Limitations of the investigation" in chapter 1. As for the second problem, Penny Ur also proposes a solution to this problem: "the use of scales of standards or rubrics can help to solve the problem of reliability

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54 Idem.

55 Op. Cit.

by making sure that there are clear criteria for the different possible grades".

It is also important to point out the qualities of a good test, included speaking tests. Jeremy Harmer provides with three characteristics:

- Transparency, which means that anyone concerned with the test should have access to clear statements about what the test is supposed to measure.
- Validity, which means that an exam should test what it is supposed to test.
- Reliability, which means that the results of the test should be consistent because given the same conditions, at test should always give the same results[56].

In his book *Testing spoken language*, Nic Underhill gives more details about validity and reliability in speaking tests:

Firstly, when talking about face validity, we must make sure the test is reasonable and that the people who use the test (testers and learners) agree with the fact that it is a good test. If they are not happy with the type of test or if they think that the test does not have a clear objective, the results are unlikely to be valid. Secondly, when talking about content validity, the teacher must make sure that the content is relevant as the test should match the aims and needs of a speaking test: prove that students can communicate using the target language. Finally, construct validity refers to the relation it should exist between the test and the views the teacher or institution has on language learning[57].

On the other hand, reliability refers to the fact that markers should be consistent with the scores they give and their standards cannot vary from one day to another. However, we must be particularly careful when talking about reliability in a speaking test, as it is not as rigid as any other test with a list of questions. It is necessary to decide on marking systems

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56 Op. Cit.

57 Underhill, Nic (1987): *Testing spoken language: a handbook of oral testing techniques.*1st ed., Great Britain: Cambridge University Press.

and to carry out standardization programmes with the markers of a school[58].

Similarly, to obtain the most reliable results possible, it is necessary to elaborate a rating scale: "A rating scale is a series of short descriptions of different levels of language ability. Its purpose is to describe briefly what the typical learner at each level can do, so that it is easier for the assessor to decide what level or score to give each learner in a test. The rating scale therefore offers the assessor a series of prepared descriptions, and she then picks the one which best fits each learner[59]". Consequently, a rating (or assessment) scale should be designed in order to be able to give students a fair mark in a speaking test. The criteria will include the typical aspects when evaluating students' speaking performance: "These criteria, pronunciation, vocabulary, accuracy, communication, interaction and fluency are all markers of a students' overall speaking abilities[60]".

2.2 IMPORTANT ASPECTS OR DEFINITIONS TO CONSIDER

In order to start explaining the different approaches and ideas that have been put into practice to develop this project, we consider it vital to explore some principal terms that are going to be mentioned throughout this work.

2.2.1 A task:

According to the Longman Dictionary of Applied Linguistics, a task is.

> an activity or action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may

58 Ibid
59 Ibid
60 Verner, Susan (2017): "How to evaluate speaking". Retrieved September 1 2017 from http://busyteacher.org/4836-how-to-evaluate-speaking.html

> or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative… since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake[61].

Consequently, we will have this concept in mind when developing the investigation. Designing a task would mean, therefore, creating a way to make students learn the language.

2.2.2 Vocabulary

Penny Ur says that defining "vocabulary" as "the words of the language" is unfair and an oversimplification. She emphasises that "vocabulary" does not only refer to isolated words, but also to chunks:

> (…) vocabulary does not just mean single words, but includes also lexical chunks, or chunks for short. These are groups if two or more words that convey a meaning in the same way a word does, and are learnt and retained in the memory as a single lexical unit. Chunks may be short combinations like phrasal verbs (look up) or collocations, (words that tend to occur together: to wage + war), whole phrases (in any case, once and for all) or full sentences (What's the matter? Let's call it a day). Hence writers on vocabulary teaching tend to use the more comprehensive term lexical items rather than words[62].

In this sense, we can see that vocabulary is a complex system of words that together carry meaning and are the base of any language because they can convey meaning which leads to communication.

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61 Richards, J., J. Platt and H. Weber (1987): *Longman Dictionary of Applied Linguistic*, 1st ed., London: Longman.

62 Op. Cit.

2.2.3 Collocations

According to Michael Lewis, a collocation is "the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency[63]".

We have already mentioned the principle of arbitrariness of the language in the previous section (Antecedents of the investigation), but it is still important to determine what the concept of collocation is.

2.2.4 Fixed Expressions

According to David Crystal, "fixed" refers to "a term used in Linguistics or Phonetics to refer to an unchanging aspect of the structure of a linguistic unit; opposed to free[64]".

This means that a "fixed expression" is a construction that cannot be changed and must be taught as a "chunk".

2.2.5 Idioms

An idiom is "an expression which is relatively fixed and allows little or no change. It is often metaphorical: *He put the cat among the pigeons: Don't count your chickens.* Not all idioms are as pictorial as these two examples[65]".

As previously said, it is very difficult to translate idioms to another language. There are sometimes equivalents, but this is not necessarily the case.

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63 Op. Cit.

64 Crystal, David. *A Dictionary of Linguistics and Phonetics*, 2nd ed., Cornwall: T.J. Press Ltd.

65 Lewis, Michael (2000) *Teaching Collocation. Further Developments in the Lexical Approach.* 1st ed. England, Language Teaching Publications.

2.2.6 Phrasal Verbs

Michael Lewis explains the concept of phrasal verbs as follows: "Phrasal verbs contain a verb plus one or more particles: *make up* a story, *put* the light *out*. The meaning may or may not be obvious from the individual words[66]".

[66] Ibid.

CHAPTER 3: METHODOLOGY OF THE INVESTIGATION

3.1 INVESTIGATION TYPE

First of all, we will try to determine if our investigation is quantitative or qualitative, giving reasons for our choice.

Due to the characteristics of our investigation, we can conclude that this is a qualitative research:

> "Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem or helps to develop ideas hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques[67]".

We can also conclude that our research is qualitative because of the following reasons:

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[67] Wyse, Susan E. (2001): "What's the difference between qualitative and quantitative research?". Retrieved August 26, 2017 from https://www.snapsurveys.com/blog/qualitative-vs-quantitative-research/

- It is inductive as the whole investigation was originated because of the observation of a particular issue that was happening in the classroom with certain material: "Inductive approach, also known in inductive reasoning, starts with the observations and theories are proposed towards the end of the research process a result of observations[68]".

- It is flexible, as the production of material receives feedback and it is modified in order to be improved and to meet our students' needs. What is more, the action plan was a collection of different experiences which allowed us design a consistent action plan that was more likely to find a solution to the problem we had encountered.

- The investigation is based on experiences from the beginning to the end. These experiences allowed us to identify the aspects of our material that was in need of improvement. Besides, we also managed to design a plan, to execute it and to take actions to continue the investigation always based on the experiences we had in each stage of the investigation.

- The objective of the investigation was to learn from the experience of others. In this case, we collected relevant information and opinions from the teachers and students who are involved in working with the material we were seeking to improve.

There are several ways in which we can observe what happens in the classroom as part of the procedure in our investigation. For this particular case, we conclude that this investigation is an Action Research. David Nunan talks about Action Research in his book *Research Methods in Language Learning:*

> "A form of research which is becoming increasingly significant in language education is *action research.* This research has been

[68] Dudovskiy, John (2016): "Inductive Approach: Inductive Reasoning". Retrieved August 26, 2017 from https://research-methodology.net/research-methodology/research-approach/inductive-approach-2/

defined in a number of different ways. Kemmis and McTaggart (1988), for example, argue that the three defining characteristics of action research are that is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers; secondly, that it is collaborative; and thirdly, that it is aimed at changing things[69]".

Besides, we consider the investigation to be Action Research for the following reasons:

- As said above, a problem was identified and the reflection started. We needed to solve the problem in some way. There was a need and we needed to react to what was happening in our context.

- It was crucial to collect information before designing an action plan. Several instruments were used and a solution to the problem was suggested.

- The data collected was organised, analysed and interpreted. Thanks to this, an action plan was designed to overcome the problem.

- A series of steps were designed in order to implement the action plan and in each step, observation and reflection were necessary in order to move on to the next stage.

- The results were evaluated to see how successful the action plan was and how relevant it was to the institution and students' needs.

- The research generated relevant data and information, which were of interest of other researchers. It contains analysis of the information collected and interpretations to see if the action plan was successful or not. In this sense, the plan could be implemented again if the institution detects a problem similar to the one we are facing in this investigation process.

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69 Nunan, David (1992). *Research Methods in Language Learning.* 1st ed. United States of America: Cambridge University Press.

- The research is done in order to collect data on everyday practice and to make some decisions about what to do in the future[70].

3.2 DESIGN OF THE INVESTIGATION

In this section, we will present the steps that were taken into account to develop the implementation of the supplementary material proposed. In Table 1, we are specifying the general design of the investigation, the tools and the purpose of each one. We are also including when this will take place. When we decided to develop this project, the main objective was to improve our students' preferences in less than a year. This is why the first intervention started in September 2015 and the final evaluation of this first part took place in June 2016. For the second intervention, our objective was to have the results before 2017. This is why we programmed the evaluation of the second intervention for December 2016.

Table 1: General design of the investigation

Tools	Purpose	When
Survey to teachers	To find out which aspect of the book needs to be supplemented / improved	September 2015
Survey to students	To find out which aspect they would most like to see in the AD phase	September 2015
Entry test	To confirm lack of vocabulary when communicating	September 2015
Worksheet to include in the booklet	To supplement the course book	October 2015

[70] Wallace, Michael J. (1998). *Action Research for Language Teachers.* 1st ed., United Kingdom: Cambridge University Press.

Pilot worksheets/ booklet	To confirm the material works and if teachers/ students find it useful	November 2015
Final version of booklet	To supplement the course book	March 2016
Survey to teachers who used the booklet	To collect feedback on the supplementary material	June 2016
Survey to teachers to evaluate second intervention	To confirm that second booklet benefits students	December 2016
Exit test	To confirm students have improved their communication skills	December 2016

Table 2 presents the research questions we formulated for our investigation. Each question also shows the answer that was given to solve the corresponding query.

Table 2: Research questions for the implementation of supplementary material

RESEARCH QUESTION	ANSWER
1. How are students going to receive the supplementary material?	The Academic Area will upload the material in the institute's platform. They will have access to it and to print the sheets out according to their teachers' instructions.
2. What will happen if students forget to print the sheets and they don't bring them to class?	Power Point presentations will be designed and prepared for teachers to use even when they have a number of students who forget to print out the sheets, or simply are not willing to do it.

3. What if teachers do not use the material because they do not feel obliged to do it, even when specific instructions are given to them?	After the trial period, the academic area will include some items in the exams, so teachers will have to develop the activities in class.
4. What will happen if the material deteriorates easily?	The academic area will provide instructions about how to replace the material if needed. Besides, it will also be uploaded in the institution intranet for teachers.
5. The Advanced Phase consists of six cycles. If proved successful in the trial period, the implementation of the material will be automatic for all the cycles. This means that, for example, Advanced 6 students will see new material, but they will also see that there is new material in the cycles that they have already finished and this might be frustrating and they might complain. What solution can we give to this situation?	The implementation of the new material will be informed to students and all the Advanced Phase students will have access to the entire Vocabulary Booklet and to the answer key of the cycles they haven't studied. For instance, Advanced six students will have access to the answer key for the units which they dealt with from Advanced one to Advanced five. This will be seen as self-study material. If they want to explore the material, they can do it.
6. The production of this material will mean that a copy of the Vocabulary Booklet has to be given to each teacher teaching the Advanced Phase. We currently have nearly 200 teachers in charge of Advanced levels. How will the distribution be organised?	A schedule will be developed with the cooperation of the administrative assistants of the academic area to have the material ready.

3.3 POPULATION AND STUDY SAMPLES

3.3.1 Institution

British Peruvian Cultural Association

This is a cultural association which aims at disseminating British culture. As part of this objective, the association owns a language school which offers courses of general English to children, teenagers and adults. The adults' course is by far the most popular and it consists of three phases: Basic, Intermediate and Advanced. The language school has eleven branches in the city of Lima, Peru.

3.3.2 Methodology used in the institution

Communicative Approach. Teachers at the institute teach the language through communicative activities. The institute believes in the fact that it is not necessary to be totally accurate to communicate to each other. On the other hand, to teach grammar, vocabulary and functions, teachers use the PPP (Presentation Practice Production) approach. Finally, the course books involved in the investigation are inclined to use the Lexical Approach. As mentioned in the Theoretical Framework chapter, this approach aims at teaching chunks of language instead of individual words for students to master the language in a more effective way.

The institution uses a particular system that, I believe, it is important to explain. The advanced phase consists of six cycles and each cycle consists of eighteen sessions of one hour and a half. Students go to lessons on a daily basis from Monday to Friday. In the sessions, they deal with Grammar, Vocabulary and skills lessons using the methodology mentioned above. They are evaluated taking into account continuous work in the classroom and tests. They have Listening, Writing and Reading & Use of English tests. At the end of the advanced phase they take a Speaking Exam. However, they are constantly evaluated in their speaking skills thanks to students' interventions in class. When students finish the advanced phase, they have received information and training to take the Cambridge English: First (FCE) successfully.

3.3.3 Universe

The institution currently counts with approximately 50,000 students. It is important to mention that this number also refers to students doing the Basic and Intermediate phase. In addition, the institution also offers courses for children from 4 ½ years old to 8 years old and for teenagers.

3.3.4 Population

The institution currently counts with approximately 2000 Advanced students. It is important to clarify that the institute has eleven branches, but one of them does not usually offer advanced courses. Similarly, there are approximately 100 teachers who have been familiarized with the advanced course material and, consequently, can teach advanced courses, but not all of them are actually assigned to such courses. On average, there are more or less 50 teachers who teach the advanced phase every month.

3.3.5 Samples

The investigation carried out consisted of several stages and, depending on the stage, we had to work with a sample of teachers and students.

Taking into account that our population is pretty big in terms of students, it was decided to work with 10% of the population to obtain the samples we needed and because we were aiming at developing an Action Research for our investigation. Besides, as the institution has different branches which are located in different parts of Lima, we were also careful to collect information from the different branches. This means that we worked with approximately 100 students in the steps we had to work with them.

As we also had to work with teachers and the universe is smaller, we decided to work with 20% of them. This means that we worked with approximately 10 teachers in the corresponding steps.

3.4 RESEARCH VARIABLES

The study considers several variables that will be explained in the paragraphs below.

3.4.1 Independent variables

- **Teaching method:** The teaching method used at the institution is the communicative approach, in which speaking skills are promoted without paying too much attention to accuracy as long as students can communicate to each other in English.

- **Official material:** The material used by teachers and students in the Advanced Phase is a major factor in this investigation as it was the reason why it was decided to provide students with more material. This variable will be modified as more material will be introduced in the syllabus.

- **Supplementary material:** By providing students with supplementary material, we were aiming for an improvement in their performance.

3.4.2 Dependent variables

- **Motivation:** Students' motivation is another important factor that depends on the material used by teachers and students and the items they were going to deal with.

- **Speaking skills:** The advanced students' speaking skills were supposed to improve using the material designed for them and applying the teaching method used by the advanced teachers.

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Reliability and Validity

In order to be sure that the material we were going to use was going to be effective, we needed to prove it was well-designed before distributing it to all the students and teachers involved. This is why we took some action so as to make sure our material was reliable and valid:

- **Survey to teachers in the piloting stage:** by collecting comments, suggestions and feedback of teachers who are directly working with the supplementary material produced, we will be able to confirm that the material works properly and effectively. In this aspect, it was crucial to know teachers' opinions to ensure we were on the right track to continue producing the complete booklet.

- **Survey to teachers after the first intervention:** this will prove that the material produced was effective and useful. Only teachers who worked and developed the activities in the booklet are the ones who can really say if students enjoyed learning this vocabulary and, more importantly, if they actually found the items useful to incorporate them in their vocabulary repertoire.

- **Proofreading by native speakers:** It was necessary to have native speakers reading and correcting the booklet in order to make sure the expressions were being appropriately used and to check any slips the material might present.

- **Expert judgement (Appendix 14):** we will ask teachers who are native speakers and/or teachers who have a lot of experience teaching for Cambridge examinations questions regarding the design of the booklet and the outcomes they could observe after using the material and introducing the lexis contained in it.

- **Rubrics for evaluation of Speaking Test (Appendix 5):** the examiner in charge of the speaking test will receive some rubrics to be followed in order to give students a fair mark.

3.5.2 Collecting information

In order to collect the information needed before, during and after the use of the supplementary material, several instruments were used in the investigation. We have organised the information in three parts: before, during and after the use of supplementary material (vocabulary booklet), so it is easier to know when each technique was used and why.

Before the use of supplementary material

Instruments:

- **Surveys (Appendix 2 / Appendix 3):** in the form of surveys. Teachers and students will give their views on what is needed to supplement the course book being used. It was important to identify which particular aspects were necessary to supplement. In the meeting, it became clear that it was the vocabulary part the one that needed reinforcement, but it was necessary to ask more teachers and students from different branches if they agreed with that idea.

- **Tests (Appendix 4):** in order to confirm lack of vocabulary in the course book and when students produce language, a speaking test was taken to students. The examiner had to complete a report in which they specify what kind of functional expressions students were using and if they were able to use any idioms at any point. This speaking test was designed by the academic coordinator in charge due to the fact that Cambridge material is confidential and cannot be used for evaluation purposes at any language school. However, we were very careful to design a test that required students to produce language which was according to their level.

Strategies:

- **Interviews (Appendix 1):** As part of the academic area functions, a meeting was held in order to discuss several aspects of the advanced level course. The idea was to share ideas and identify aspects of improvement. One of the aspects of improvement was, precisely, the lack of vocabulary items that was needed in the form of supplementary material.

During the use of supplementary material

Instruments:

- **Systematic observation:** When using the supplementary material, teachers were asked to observe and monitor how the material works and to give feedback on it taking into account the material itself and if it was challenging/ motivating enough. This will show in the surveys teachers had to complete about their students' reactions and performance in the classroom.

- **Surveys (Appendix 8):** Teachers will have to complete some surveys in order to give feedback on the piloting stage. This is done in order to improve the material or to confirm the quality of the exercises produced. Once the material is ready, another questionnaire was sent to teachers so as to confirm the material was good enough and if met the expectations.

Strategies:

- **Participant observation:** Besides observing the material itself, teachers were asked to monitor their students' performance and how well they participated when working with the supplementary material. In this way, teachers were able to see if their students were really motivated to do the exercises provided in the booklet. This is also shown in the comments on students' performance in the questionnaire previously mentioned.

After the use of supplementary material

Instruments:

- **Survey (Appendix 11):** After using the booklet, teachers are asked to answer a questionnaire in order to confirm that the material is effective and meets students' needs.

- **Experts judgement (Appendix 14):** Native speakers and teachers who have experience in teaching at FCE level will complete a questionnaire regarding the design and use of the supplementary material.

- **Test (Appendix 4):** in order to confirm that the booklet had a positive effect on the students', speaking tests will be carried out. Students should show use of vocabulary included in the booklet and expressions included in the Functional language section. In other words, they should get higher marks in the following criteria: Grammar and Vocabulary, Discourse Management and Interactive Communication. It is important to clarify that this test was used before the use of supplementary material and after the use of supplementary material to be able to compare results and see if the material had a positive effect on students' marks.

- **Test Report (Appendix 15):** Examiner will complete a report with specific questions about students' performance in the speaking exams.

3.6 PROCEDURES

As part of the academic area in charge of the use of material in the language institute, it is our responsibility to collect feedback on the material used by our teachers. The course books used for the Basic and Intermediate Phases had a good impact on teachers and students. However, this made Advanced Phase teachers and students feel frustrated as they had really high expectations on the book that was supposed to have the highest level of English. This is why the need for material that

provides advanced phase students with more tools to improve their performance. This was raised as an issue in a meeting with teachers of the advanced phase to collect feedback on the material used.

Being the coordinator in charge of the advanced phase, the project to design supplementary material to be used in class was proposed and accepted by the manager of the area.

We looked at this weakness and turned it into an opportunity to improve our material. We ran a survey for teachers and students to find out what kind of supplementary material they would like to see as supplementary material and the outcome was that most teachers and students felt that vocabulary (especially idioms and functional language) was the aspect that should be supplemented because students would find it useful and enjoyable.

As what we needed was vocabulary and lexis, we analysed the possibility of doing research into the lexical approach and how it could be implemented in the EFL classroom. Thus, we will not only be solving a problem, but also we will be taking it as the perfect excuse to improve our students' performance through attractive engaging and high quality material.

The proposal was to design a "Vocabulary Booklet" for our Advanced Phase students. The course book for the Advanced Phase contained 15 units. The Vocabulary Booklet was going to be composed by 15 sheets which contained the two principal aspects that teachers considered the strengths of the course book used for the Basic and Intermediate Phases: idiomatic expressions and functional language. All these aspects were going to be connected with the topics that appeared in the course book.

The investigation is going to focus on how this new material could improve our students' motivation (as it was directly connected to their preferences) and how this would reflect on their performance in the classroom (as it was directly connected to their needs). This last point can be measured through speaking exams results and also by observing

students in their speaking performance to see to what extent they are incorporating the new language in their repertoire.

The material was introduced following these steps:

1. Elaboration of a "Vocabulary Sheet" for the first unit of the Advanced Phase book.
2. Piloting the material: some teachers were going to be selected to apply the material in their classrooms and to see how useful they found it. Feedback was going to be collected in order to make some adjustments, if necessary.
3. Collection of feedback: which was processed and then, if positive, the rest of the sheets were going to be produced.
4. Distribution of the booklet to all Advanced Phase teachers with instructions about how to use it.
5. Collection of feedback to confirm that the booklet was being successful and met students' preferences and needs.

If successful, our students would benefit from material that really provides them with more lexis. They will also improve their speaking skills and they would feel they are really making progress.

In addition, there is also an aspect of improving the working environment by promoting activities in which teachers and students feel they are being considerate and their opinions are taken into account.

By introducing this new material, teachers would feel their opinions are being considered as this project was born due to their feedback on the material used. What is more, the stages of the introduction of the new material include a piloting step in which teachers will have to evaluate the material and give suggestions on how to improve it and ensure it is going to be successful. Consequently, if the material is well-designed, our teachers will feel more eager to collaborate and express their opinions to the academic area as they will feel they are also part of the project.

Finally, students' motivation to study and internalize the language learned would increase, and this would be tangible as we would have real exam results to test this hypothesis and prove it.

Table 3 specifies all the stages that were followed and developed in this action research. There is a "second intervention" in the procedure because the first vocabulary booklet was introduced with a course book that was being used at the time when the basic and intermediate book was changed. When the time to change the advanced phase book came, we evaluated the possibility of continuing with the booklet and it was seen that the previous course book benefitted a lot from this material and teachers and students were satisfied with it. This is why, when we introduced the new course book (which met all the requirements we were looking for) we found it convenient to continue with the supplementary material, but a lighter version.

The new course book had an emphasis on the lexical approach with expressions and phrasal verbs to be used by students, but it did not have many idioms or functional language. For this reason, it was decided to include, once again, the booklet with idioms in order to enrich our students' vocabulary and improve their speaking performance and because of the good feedback obtained in the first intervention.

Table 3: Investigation procedure

Stage	**Activity**	**Objectives**	**Instruments**	**When**
Initiation	Meeting with teachers to collect feedback on the Advanced Course (Appendix 1)	To collect feedback on the course book being used and to identify strengths and weaknesses the book presents	Interview/ Notes	August 2015
Preliminary investigation	Survey to teachers regarding supplementary material to be used in the advanced phase (Appendix 2)	To see ways in which the academic area could support teachers and improve the material that was being used	Survey / Questionnaire	September 2015

	Survey to students regarding supplementary material to be used in the advanced phase (Appendix 3)	To collect opinions/ feelings from students using the course book.	Survey / Questionnaire	September 2015
	Entry test: speaking test in order to confirm lack of vocabulary (Appendix 4)	To collect evidence that supports the intervention of the academic area to supplement the course book with extra material	Test	September 2015
	Report on results of the entry test (Appendix 6)	To confirm what kind of vocabulary students are not producing	Questionnaire	September 2015
Hypothesis	Coordinator in charge of the course reads and analyses answers to questionnaires completed by teachers and students	To formulate a hypothesis that will allow the academic area to improve the material used in class. In this case, students can get better in their speaking performance by studying more lexical items, which is something the course book lacks	Questionnaire	September 2015
Intervention	Production of a worksheet (pilot) containing new vocabulary such as idioms, phrasal verbs and functional language (Appendix 7)	To provide students and teachers with new material to be used in the Advanced phase	Worksheet	October 2015

	Survey to teachers regarding the first worksheet used in class (Appendix 8)	To confirm –based on class observation- that the material used increased students' motivation and that it improved students' skills	Survey / Questionnaire	November 2015
	Production of booklet to supplement course book. The booklet contains vocabulary related to each unit's topic and has three sections: Idioms, Phrasal Verbs and Functional Language. These items were chosen based on teachers' and students' feedback (Appendix 9)	To officially supplement the course book used with extra tools to provide students with language that will improve their performance and motivation towards learning English	Booklet	December 2015
	Proofreading by native speakers	To have the material read by native speakers in order to correct the style/ appropriateness of the expressions included in the booklet	Booklet	January 2016
	Elaboration of instructions and guidelines for teachers to start using the material in class (Appendix 10)	To standardize the procedure to use the material and provide teachers with the support they need.	Guidelines	February 2016
	Teachers and students start using the booklet in class	To make use of the material in the real context of a class to see if students start making progress.	Booklet	March 2016

Evaluation	Survey to teachers who use the vocabulary booklet (Appendix 11)	To confirm that booklet is of the expected quality and to see if students are incorporating the lexical items in their speaking activities.	Survey/ Questionnaire	June 2016
Second intervention	Production of second booklet with idioms and functional language after changing the main course book (Appendix 12)	To continue offering extra vocabulary material in spite of using a new and better book	Booklet	July 2016
	Proofreading of second booklet	To have the material read by native speakers in order to correct the style/ appropriateness of the expressions included in the booklet	Booklet	August 2016
	Elaboration of guidelines and instructions for teachers (Appendix 13)	To ensure standardization and correct use of the booklet in lessons	Guidelines	August 2016
	Teachers start using the second booklet in their lessons	To apply the material under teachers and coordinator's observation	Booklet	September 2016

Second Evaluation	Survey to experts regarding the effectiveness of the booklet in students' speaking performance (Experts judgement) (Appendix 14)	To confirm students have benefitted from the use of the booklet by incorporating the items in the booklet in their speaking activities.	Survey / Questionnaire	December 2016
	Exit Test: speaking test in order to confirm that students have incorporated new lexis in their speaking performance	To compare the performance of students who haven't used the booklet to the performance of students who have finished using the booklet. The results should be better in terms of Vocabulary, Interactive Communication and Discourse Management.	Test	December 2016
	Report on results of the exit test (Appendix 15)	To confirm that students are using language from the booklet and that it affected their marks according to the criteria used for such tests.	Survey / Questionnaire	December 2016
Dissemination	Academic coordinator elaborates a thesis based on the design of supplementary material	To show the procedure to other professionals in order to encourage them to develop similar investigations in benefit of the ELT world.		June 2017

Follow-up	The Academic Area continues with supplementary material projects in courses with students that need further support.	To replicate the experience in the advanced phase to benefit the institution students.		From July 2017

3.7 FURTHER RESEARCH

As the last step in this research, I contacted other institutions which had similar characteristics to the one where the investigation took place in order to ask them if they had similar experiences to ours. The questions that were asked were:

- Has the academic department ever designed material for students?
- What kind of material was designed?
- How did you decide the items/ content of the supplementary material?
- Did the supplementary material have any impact on students' test results?

Majid Safaradan, from the North American-Peruvian Cultural Institute answered the questions, telling us that they had an experienced designing supplementary material for the advanced program of the language school. Unlike our case, they focused on the four skills and subskills based on the B2 and C1 CEFR levels. He also reports that students showed an improvement in the Michigan exam results, which proved that the supplementary material was successful (see Appendix 16). Based on this experience, we can conclude that language schools and institutions are aware of the fact that the material that is used by students and teachers are decisive when trying to improve students' performance and, as it is sometimes very difficult to find something in the market that meets our specific needs, the institutions must take responsibility for this and produce material that fulfil our students' specific needs.

We also got a response from Mr. Leonardo Mercado, from Euroidiomas, who said that the academic department of this institution also implemented supplementary material in their courses based on each course syllabus and curricula. This is very relevant because we did the same in our language school. We implemented material, but not arbitrarily. We had to look at the contents and the space we had in the syllabus in order to make sure the implementation was going to be successful. About results, Mr. Mercado mentions that an investigation has to be carried out in order to confirm this, but that, from his experience, he can say that it is completely relevant and that it can have an impact on students' performance depending on how it is implemented and taught in the classroom.

Unfortunately, we did send emails to another big language school in Lima, but the person in charge could not provide us with the information requested because of confidentiality issues, which is totally understandable (see Appendix 16).

CHAPTER 4: DISCUSSION OF RESULTS

4.1 DATA ANALYSIS

4.1.1 Meeting with Advanced Teachers

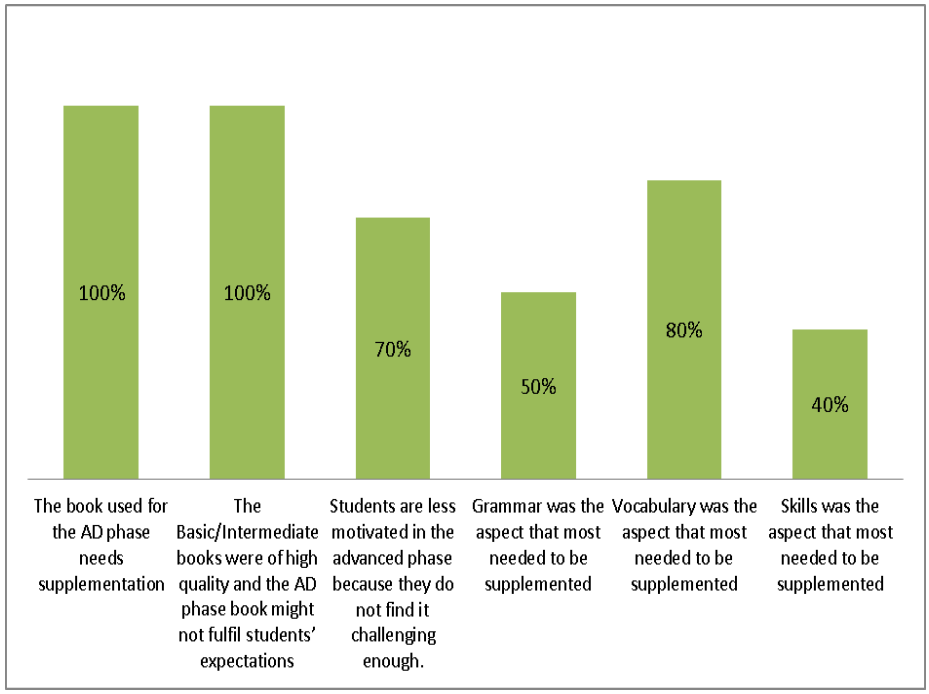
As said before, as a start point, we had a meeting with teachers of the advanced phase to collect feedback on the material used. The summary of the meeting can be found in Appendix 1. Find below the general outcomes of the meeting and a brief analysis about it:

Table 4: Results of meeting with advanced level teachers

Item discussed	Number of teachers	%
Teachers who thought the book used for the AD phase needs supplementation	10	100%
Teachers who claimed the Basic/Intermediate books were of high quality and this is why the AD phase book might not fulfil students' expectations	10	100%
Teachers who said that they have observed that students are less motivated in the	7	70%

advanced phase because they do not find it challenging enough.		
Teachers who considered that grammar was the aspect that most needed to be supplemented	5	50%
Teachers who considered that vocabulary was the aspect that most needed to be supplemented	8	80%
Teachers who considered that skills was the aspect that most needed to be supplemented	4	40%

Graph 1: Results of meeting with advanced level teachers



The meeting was fruitful because it provided the academic area with some useful insights. As it is shown in the table and the graph, all teachers thought that the AD phase book needed supplementation and the main reason was that the Basic and Intermediate book, which had been recently changed, had features that the advanced phase book did not have. This is why we also discussed the motivation issue. Most of teachers in the meeting said that they had observed that their students did not find the material challenging enough and for this reason, they were less motivated. However, there were some who said that they did not observe this as most of their students were happy with the book, but they, as teachers, did feel that supplementation was needed.

When discussing the aspects that would need to be supplemented, teachers mentioned three different aspects: grammar, vocabulary and skills. There was a tendency to prefer vocabulary items, but there were some teachers who also mentioned the other two aspects.

In conclusion, the meeting outcome was that an implementation was urgently needed in our advanced phase. The next step was to carry out surveys with more specific questions to see what teachers and students thought about the areas that needed to be reinforced and their relationship with students' motivation and needs. In addition, ways to implement the material will also be discussed.

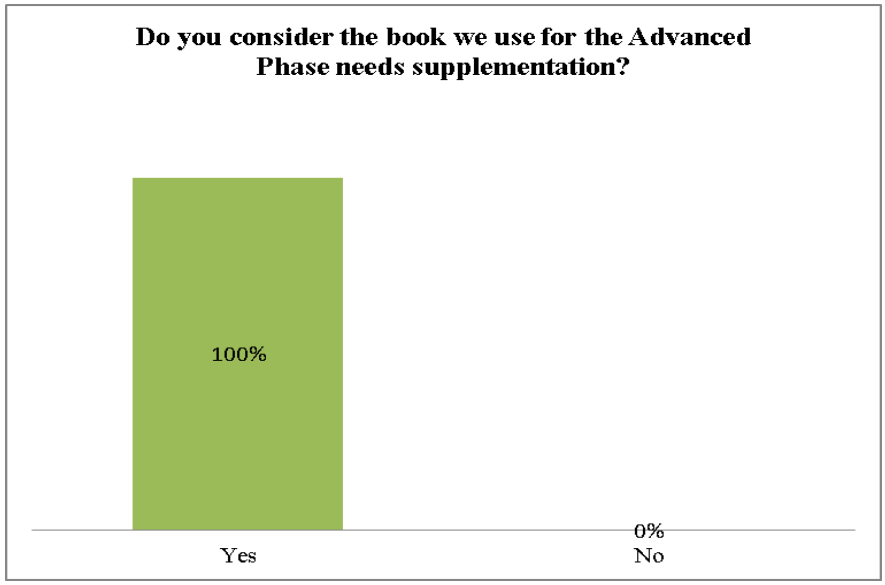
4.1.2 Survey to teachers regarding the need of supplementary material for the Advanced Phase

A survey was designed to find out what specific aspects of the areas Grammar, Vocabulary and Skills teachers thought needed to be supplemented more urgently. The survey was sent to 25 teachers, which represent 25% of the total of advanced teachers we have at the institute. Teachers could choose more than one possibility, so the results show the real aspects that they think that needed to be reinforced.

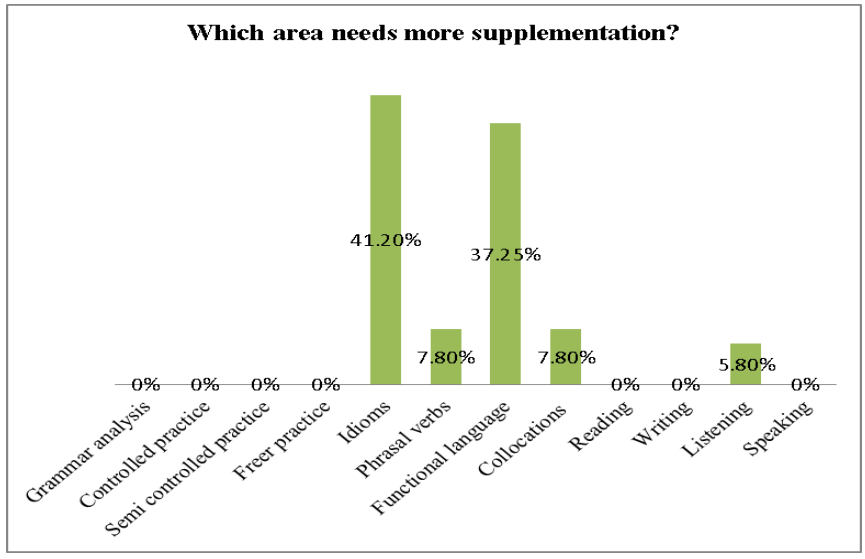
Table 5: Results of survey to teachers regarding the need of supplementary material in the advanced phase

1. Do you consider the book we use for the Advanced Phase needs supplementation?	
Yes	100%
No	0%
2. Which area needs to be supplemented more urgently?	
Grammar	0%
Vocabulary	91.3%
Skills	8.7%
3. According to the area you chose (Grammar, Vocabulary or skills), which area needs more supplementation?	
Grammar	
Grammar Analysis	0%
Controlled practice	0%
Semi-controlled practice	0%
Freer Practice	0%
Vocabulary	
Idioms	41.2%
Phrasal Verbs	7.8%
Functional Language	37.25%
Collocations	7.8%
Skills	
Reading	0%
Writing	0%
Listening	5.8%
Speaking	0%
4. Why do you think the book needs to be supplemented in the area you chose in question 3?	
In spite of not being very useful, students will find this aspect interesting/ enjoyable.	0%
In spite of not being very interesting/ enjoyable for students, it will be very useful	13.04%
It is an interesting/ enjoyable aspect and students will find it very useful.	86.96%
5. How would your students benefit from having supplementary material that supports the book?	
It will help them improve their communication skills.	72%
It will prepare them to pass the Final Exam successfully.	12%
It will help them understand how language works.	16%
6. How do you think the book should be supplemented?	
Teachers should design their own material to be used in class.	12%
Students should be given bibliography for them to study on their own.	20%
The Academic Area should design the material and provide teachers with it.	68%

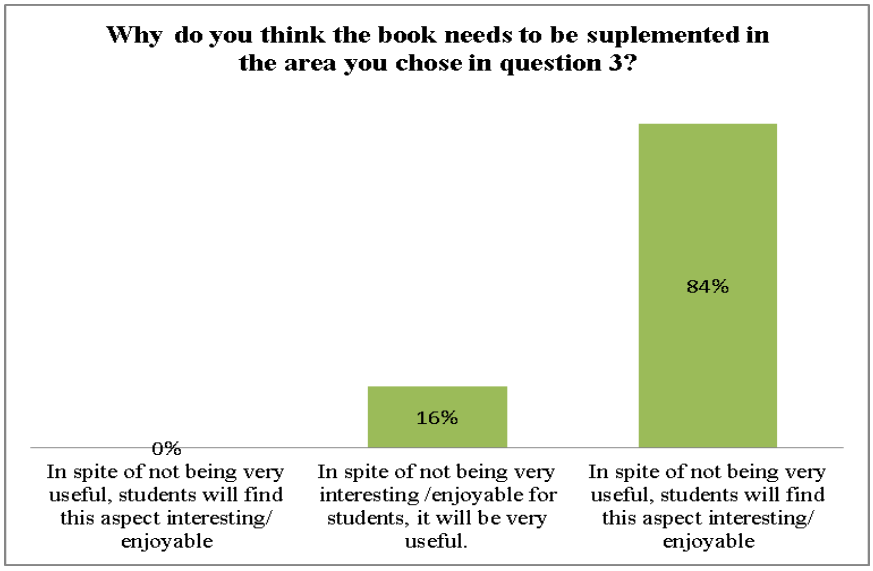
Graph 2: Results of survey to teachers regarding the need of supplementary material in the advanced phase question 1



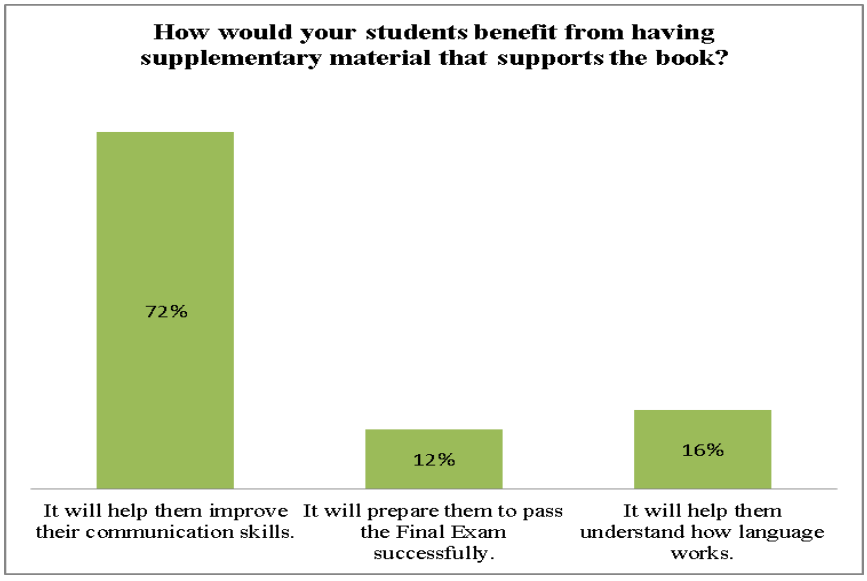
Graph 3: Results of survey to teachers regarding the need of supplementary material in the advanced phase question 2



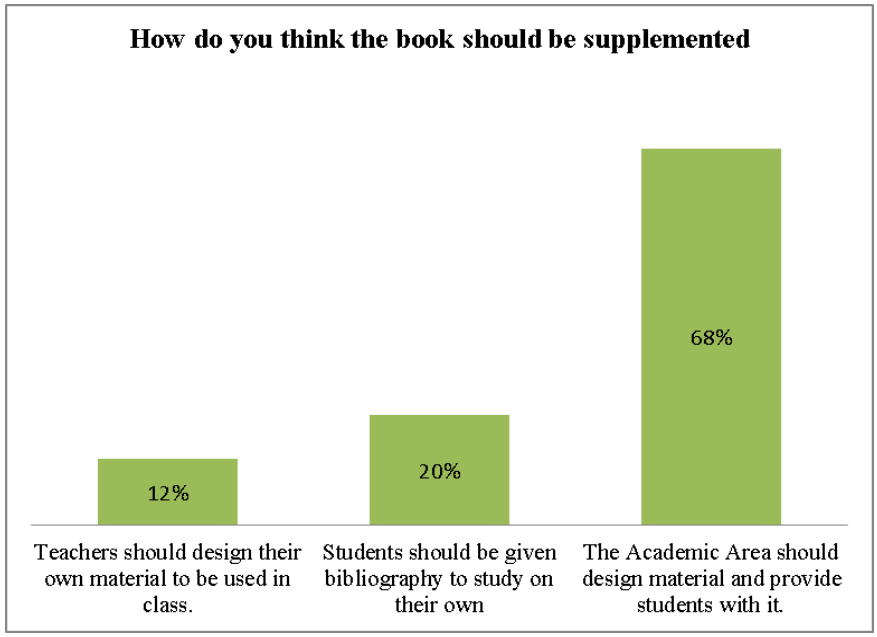
Graph 4: Results of survey to teachers regarding the need of supplementary material in the advanced phase question 3



Graph 5: Results of survey to teachers regarding the need of supplementary material in the advanced phase question 4



Graph 6: Results of survey to teachers regarding the need of supplementary material in the advanced phase question 5



This survey shows that teachers were convinced that the book needed to be supplemented with extra material for students to improve their performance. Among the areas to be supplemented, it was definitely the vocabulary part the one that most teachers thought needed to be implemented. The grammar area had already had extra material in the student's insert book that came with the course book and the skills area was also covered because teachers have booking material that can be dealt with in the lessons. This was probably the reason why teachers were more concerned about the vocabulary section.

We also see that most teachers considered that the aspect they chose enjoyable and useful. This means that it is important to take into account that students need to feel motivated to learn something. Besides, the majority of teachers were aware of the fact that improving communication skills was the main aim of the supplementary material and this factor is more important than passing an exam or understanding

how language works. This is directly connected to the methodology used in the institute: the main objective of learning a language is to be able to communicate to each other.

Finally, most teachers claimed that the supplementary material should be provided by the academic area. This is due to the fact that the institute always looks for standardization and having teachers preparing their own material would end up in having students working with different exercises, with chaotic results. Additionally, teachers are aware of the fact that just giving bibliography to students for them to study on their own is not the same as working with them in the classroom. Not all students have the skills to study on their own and the objective would not be met. For this reason, it is necessary to work with the supplementary material in class.

To sum up, this survey clarified the aspects that needed to be supplemented and the rationale behind this implementation as well as the way in which students should receive the study material.

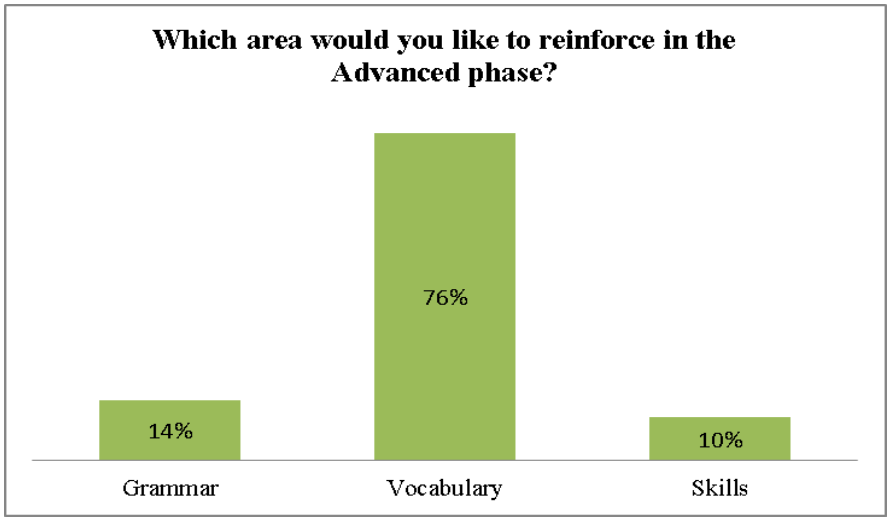
4.1.3 Survey to students regarding the need of supplementary material for the Advanced Phase

Teachers' opinions were necessary, but we also needed to know what students thought about the material. However, we could not be specific about this as students might get lost with the terms used in the surveys for teachers. As it is seen in Table 6, the questions are more directed to students' preferences and what they feel they would like to study more. 100 students participated in the survey, which represents 10% of the population.

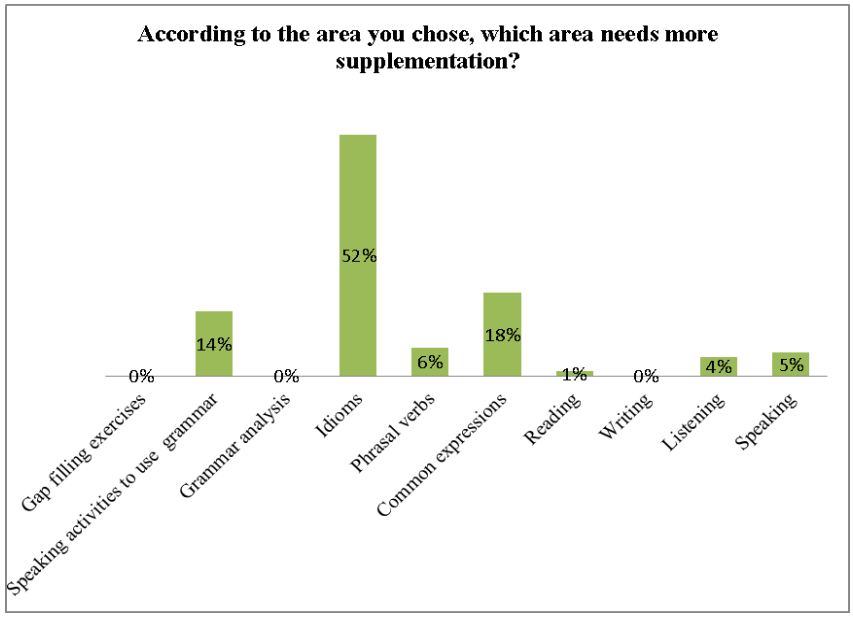
Table 6: Results of survey to students regarding the need of supplementary material for the advanced phase

1. Which area would you like to reinforce in the Advanced Phase?	
Grammar	14%
Vocabulary	76%
Skills	10%
2. According to the area you chose (Grammar, Vocabulary or skills), which area needs more supplementation?	
Grammar	
Gap filling exercises	0%
Speaking activities to use the new grammar	14%
Grammar analysis	0%
Vocabulary	
Idioms	52%
Phrasal Verbs	6%
Common expressions	18%
Skills	
Reading	1%
Writing	0%
Listening	4%
Speaking	5%
3. Why would you like to reinforce the aspect in question number 2?	
It is useful and I enjoy studying this particular aspect.	72%
I might not enjoy studying it very much, but I know it will be useful.	23%
I know it is not useful, but I like studying this particular aspect.	5%
4. How would you benefit from studying the aspect you chose in question number 2?	
It will help me improve my communication skills.	78%
It will prepare me to pass the Final Exam successfully.	11%
It will help me understand how language works.	11%
5. How would you like to be exposed to the aspect you chose in question number 2?	
The teacher should provide us with bibliography to study on our own.	6%
The teacher should provide us with printed material and we should do it as homework.	8%
The teacher should provide us with printed material and it should be part of the lessons.	86%

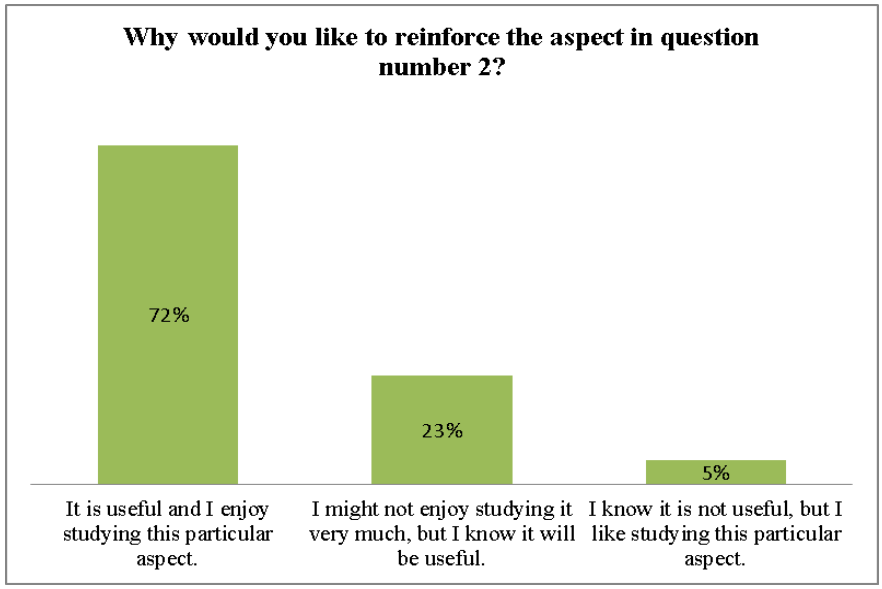
Graph 7: Results of survey to students regarding the need of supplementary material for the advanced phase question 1



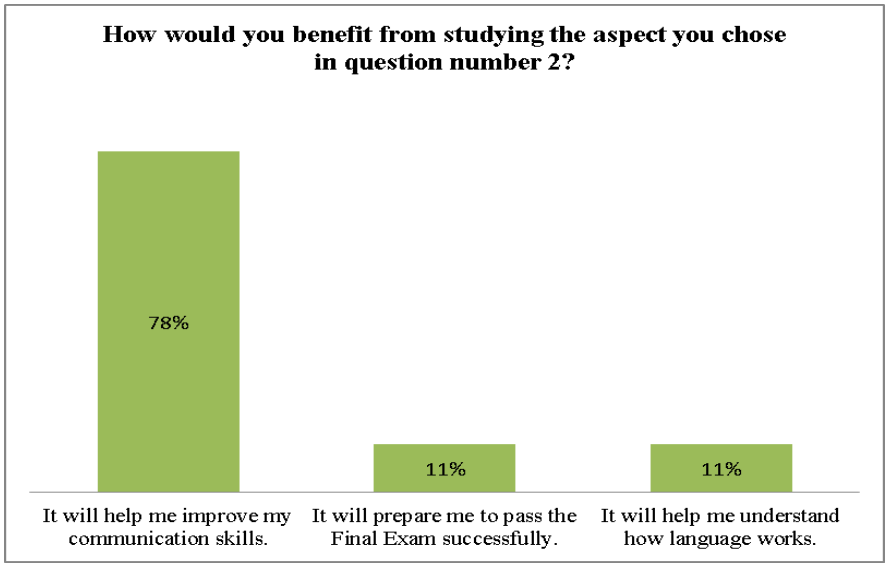
Graph 8: Results of survey to students regarding the need of supplementary material for the advanced phase question 2



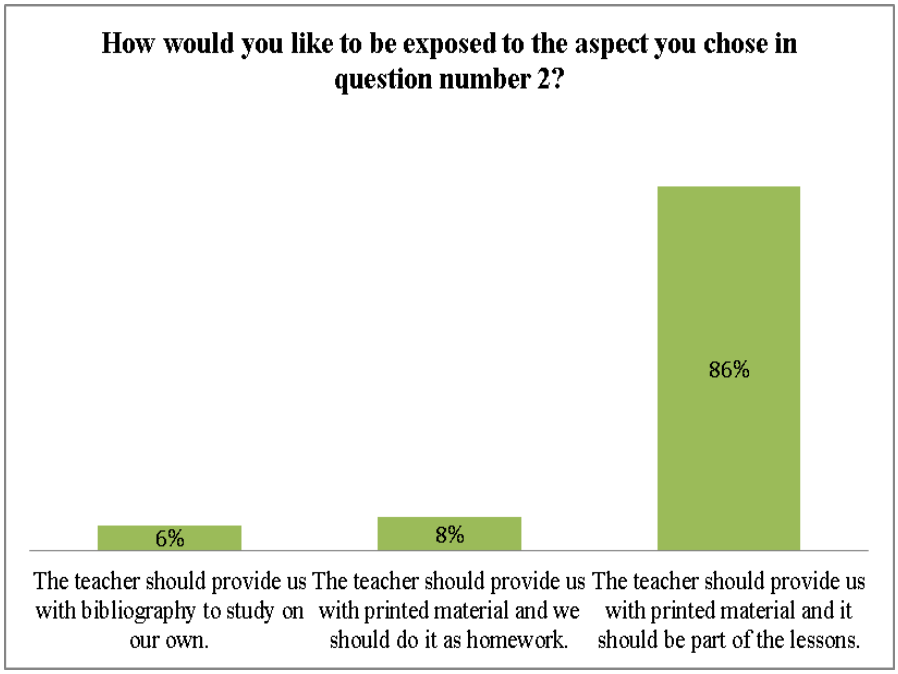
Graph 9: Results of survey to students regarding the need of supplementary material for the advanced phase question 3



Graph 10: Results of survey to students regarding the need of supplementary material for the advanced phase question 4



Graph 11: Results of survey to students regarding the need of supplementary material for the advanced phase question 5



This survey shows that students are very interested in reinforcing their vocabulary for the advanced phase and more than half of the students interviewed were eager to learn more about idioms. Students, in general, always consider that idioms are good fun and this is probably the reason why they chose this particular aspect. They were also quite interested in common expressions (vocabulary) and speaking activities to consolidate grammar, but idioms was definitely the aspect they were really enthusiastic about.

The survey also shows that students want to see something useful and enjoyable in their courses. This again proves that it is important to feel motivated about what it is studied in order to learn something meaningfully. This is true especially among the ones who chose "idioms" in the previous section. All the students who claimed they wanted to learn idioms said that it is useful and enjoyable. On the other hand, all the

ones who chose the speaking activities to consolidate grammar expressed that it might not be very enjoyable but they knew it was useful. Additionally, these results also tell us that students are more interested in improving their communication skills. Finally, they felt that the exercises must be done in class, perhaps because it is clear that in our context, it is very difficult to find time outside the classroom to study language. We must remember that this is a language school with students who usually work or study at university.

To sum up, our theory was proved by carrying out this survey as we find students who want to study a particular aspect and feel that the motivational aspect is crucial in their learning process. Some comments even mentioned that, if learners were provided with this material, they would obtain better results in their exams (written or spoken).

4.1.4 Entry test

In order to check the language students used before implementing the supplementary material, students were evaluated in their speaking performance through a speaking exam which resembled Paper 4 Speaking of the Cambridge English: First (FCE). This exam was designed by the academic area (Appendix 1) and a report had to be completed by the examiner in charge (Appendix 6). The rubrics to evaluate students consisted of: Language, Discourse and Fluency; Pronunciation and Interactive Communication (Appendix 7). For our research purposes, we will concentrate on the marks (out of 5) obtained in Language (as we want to focus on the type of vocabulary students use) and Interactive Communication (as we want to see if students are using correct and varied functional language to initiate and respond to their partners' comments and contributions).

In order to obtain a solid comparison, we will calculate the arithmetic means of each criterion so that we can check how much learners improve (or not) when they take the exit test. In this way, we will be able to see the overall performance of each group and demonstrate if they improve or not.

Four classes of 25 students each one took part in the exam and the results will be summarized in Table 7 (which will summarise the "Language" mark) and Table 8 (which presents results in the area of "Interactive Communication". We will look at language samples produced by the students who took the exam in order to analyse the way they were expressing themselves during the different tasks. The rubrics and criteria used to evaluate students were an adaptation of the criteria that Cambridge uses to evaluate Speaking Tests and that is available on the Internet. To see the criteria and the descriptors, see Appendix 7.

Table 7: Results of entry test (language)

Group	Average "Language" mark (out of 5)	Samples of students' language
Group 1	3	"I think…" "I like going dancing." "The people in the second picture seem to be very happy and excited." "The man in the first picture wants to be healthy."
Group 2	3	"I think…" "I'm a person who likes going to parties." "I like sports." "He is very relaxed." "When you study you work very hard to pass the course."
Group 3	3.2	"I think…" "This person likes reading." "This person likes doing exercise." "If you study and work at the same time you end up very tired."
Group 4	3.2	"I think…" "I usually have a good time with my friends." "It's very difficult to be friends with your brother or sister." "We should do exercise every day to be healthy."
Average (Arithmetic means)	3.1	

Table 8: Results of entry test (interactive communication)

Group	Average "Interactive Communication" mark (out of 5)	Samples of students' language
Group 1	3.	Yes, but… I don't think so… Maybe, but… I agree.
Group 2	3.1	I agree with you. I agree. But I'm not sure about that… I'm sorry but I don't agree.
Group 3	3.1	Well… I think the same. I don't agree. Sure.
Group 4	3.2	Yes, you're right. I agree. I disagree. Maybe, but…
Average (Arithmetic means)	3.1	

The report and the language samples summarised above show that students used a limited range of vocabulary when expressing themselves. In Part 1, they used simple expressions to talk about likes and dislikes. To compare the pictures in Parts 2, 3 and 4, they used simple adjectives such as "happy", "relaxed", etc. Similarly, they used simple functional language to express their opinions, being "I think…" a constant expression used by students.

In terms of interactive communication, even though students were able to communicate to each other, they used simple expressions to express certain functions among themselves. Expressions such as "I

agree" or "I disagree" were reproduced by almost all students who took part in the test.

In conclusion, this entry test shows that students might be expressing themselves appropriately and that they are actually passing the exams, but they could be producing more complex language and expressions to complete the speaking tasks. If they produced more sophisticated language, they would get better marks and they would actually feel they are producing language at advanced level. After the interventions, we are going to prove that the material designed contributes to improve students' performance and that they will be able to say more than they said in the Entry test.

4.1.5 Survey to teachers regarding the first pilot worksheet

After having defined that what teachers and students thought the main aspect that needed to be supplemented was vocabulary, a pilot was designed to see teachers' and students' reaction towards a material of this kind. This is why the first unit of the book was chosen and supplementary material regarding Idioms, Phrasal Verbs and Functional language was designed (see Appendix 7).

Ten teachers were chosen and given a model of what the "Vocabulary Booklet" would be. They also received a "Feedback Form" (questionnaire about the material) to be completed by them after using the material in their corresponding lessons. Basically, we wanted to collect information about the following aspects:

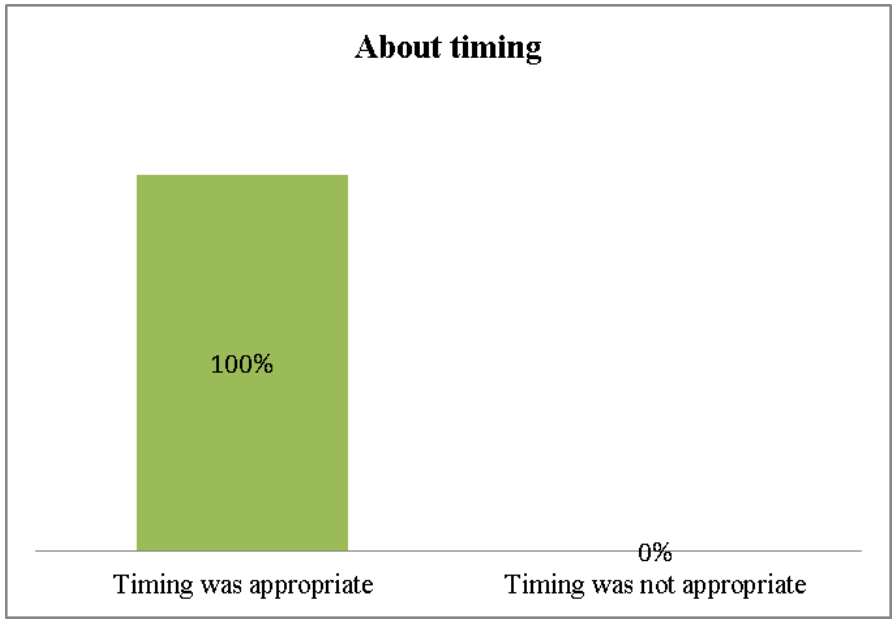
- Overall timing (it was indicated that each of the three sections of the pilot worksheet should take between 20 and 30 minutes).
- Appropriateness and level of difficulty of the vocabulary provided in the worksheet
- Usefulness and level of interest of the vocabulary provided in the worksheet
- Reaction of students towards the worksheet

Table 9: Results of survey regarding pilot worksheet

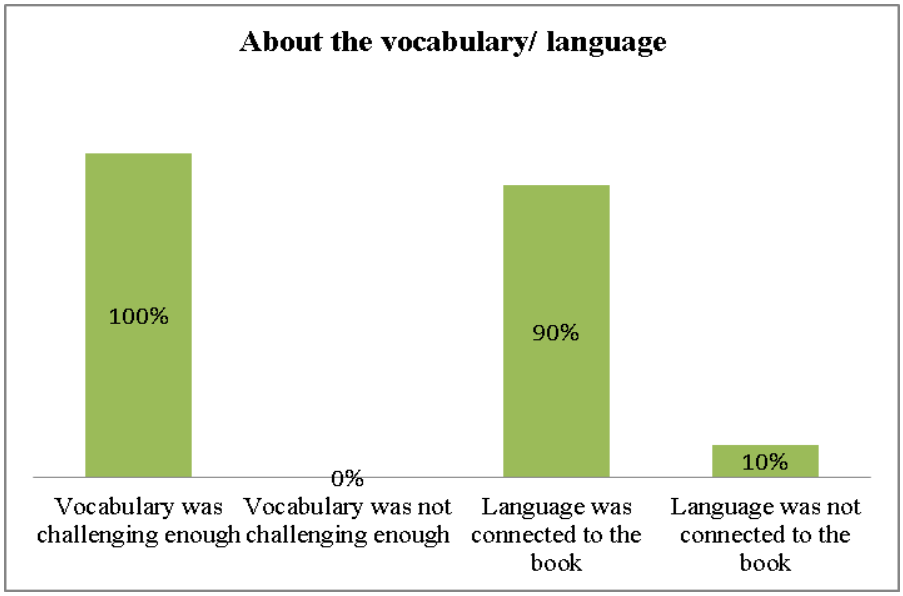
I. About timing	
Is the timing appropriate?	
Yes	100%
No	0%
II. About the vocabulary/ language	
Is the vocabulary included challenging enough?	
Yes	100%
No	0%
Is the language in the worksheet connected to the language learnt in Unit 1?	
Yes	100%
No	0%
III. About the activities	
Did the activities help you extend or consolidate the vocabulary learnt in Unit 1?	
Yes	100%
No	0%
There are three sections in the worksheet: IDIOMS, PHRASAL VERBS, FUNCTIONAL LANGUAGE. Please, tick the appropriate box in the following chart about how interesting/ helpful these sections were.	
Idioms	
Very interesting	80%
Quite interesting	20%
Not interesting	0%
Phrasal Verbs	
Very interesting	70%
Quite interesting	30%
Not interesting	0%
Functional language	
Very interesting	40%
Quite interesting	60%
Not interesting	0%
Idioms	
Very useful	80%
Quite useful	20%
Not useful	0%
Phrasal Verbs	
Very useful	90%
Quite useful	10%
Not useful	0%

Functional language	
Very useful	50%
Quite useful	50%
Not useful	0%
IV. About the worksheet in general	
Did the activities help you extend or consolidate the vocabulary learnt in Unit 1?	
Yes	100%
No	0%
What was your students' reaction towards the activities in the worksheet?	
Mainly positive	100%
Mainly negative	0%

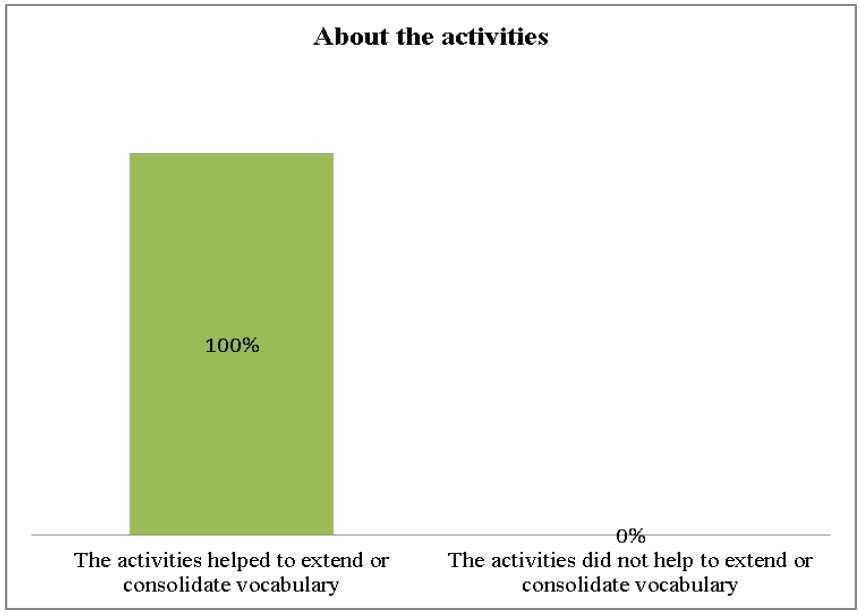
Graph 12: Results of survey regarding pilot worksheet question 1



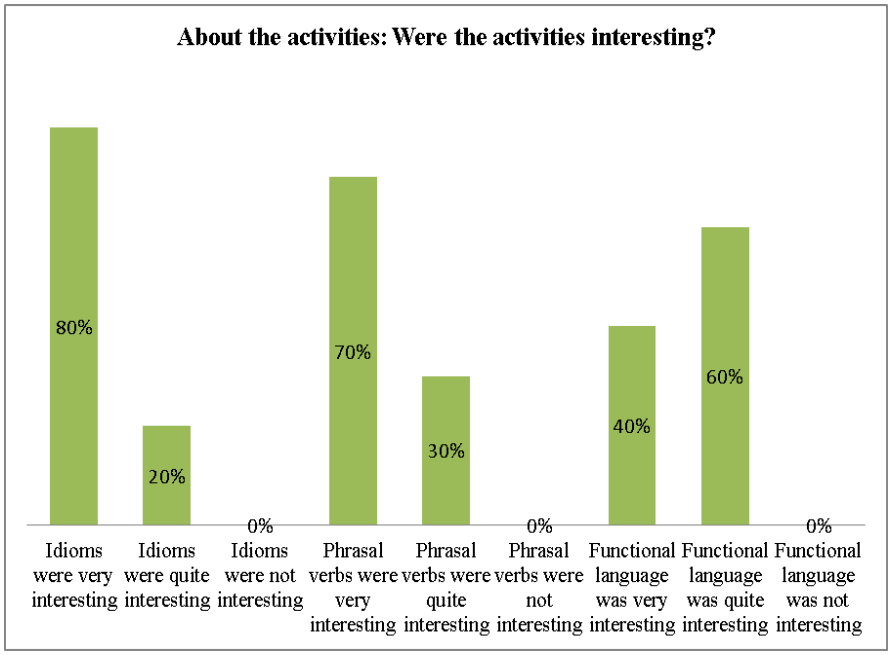
Graph 13: Results of survey regarding pilot worksheet question 2



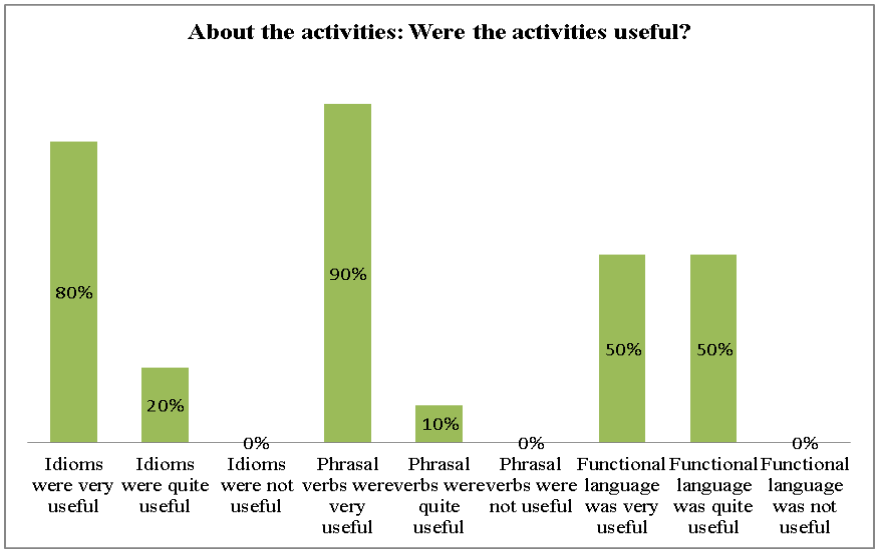
Graph 14: Results of survey regarding pilot worksheet question 3



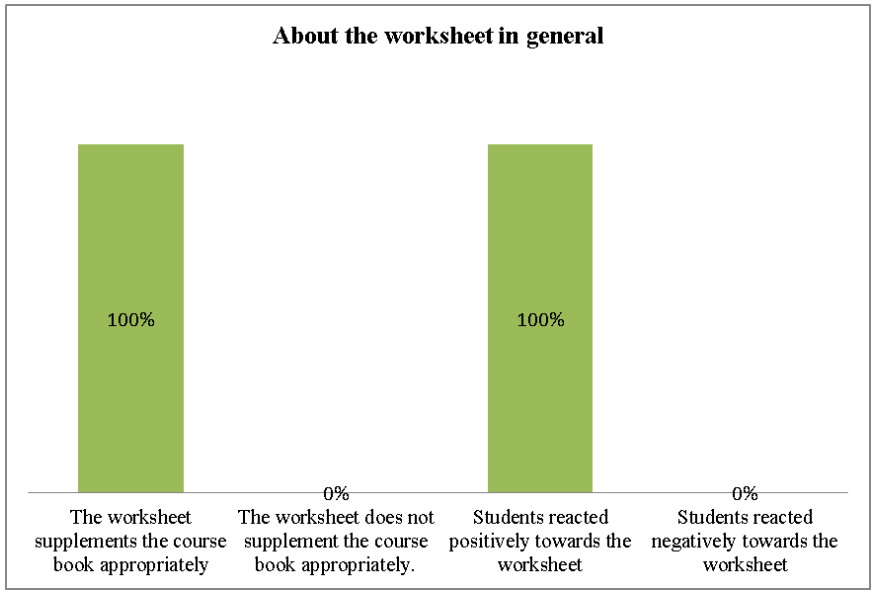
Graph 15: Results of survey regarding pilot worksheet question 4



Graph 16: Results of survey regarding pilot worksheet question 5



Graph 17: Results of survey regarding pilot worksheet question 6



The results show that the worksheet was successful in all the classrooms. All the teachers interviewed considered the worksheet appropriate in terms of timing, level of challenge and the connection with the topics in the course book. We will reproduce the most relevant comments on these aspects:

"My students felt highly motivated to deal with something extra."

"They (students) realised that learning new words was essential to improve their fluency."

"All the idioms, phrasal verbs and functional language challenge the students to grasp the real meanings and put them into practice."

"Challenging and necessary to get students to a higher level"

"Idioms and phrasal verbs are connected and expanded. They (students) received it very positively"

"Appropriate new language related to the topic, especially idioms as they are not included in the course book and students need to be familiar with them."

"I must say the phrasal verbs section is a good plus to complement the book and the idioms are absolutely necessary."

In the next section of the questionnaire, "About the activities", all teachers expressed that the activities helped consolidate the vocabulary learnt in the course book. Besides, the idioms section was the one which was considered more useful and enjoyable. Nobody thought that the language included in the worksheet was not enjoyable or not useful. Some comments are reproduced below:

"They've definitely extended my students' vocabulary. I think that having them in the final exam would even make them more memorable."
"I tried to connect the activities with the reading and vocabulary activities from Unit 1 in the book."

"Students really enjoyed working with idioms. They followed the activities and were very involved in every part."

"I strongly believe this is the type of exercises which can help FCE candidates to reach the level in order to be successful in the exam."

In the last part, "About the worksheet in general", all teachers also felt that the worksheet complemented the course book appropriately and their students' reactions were very positive towards the activities in the worksheet. Teachers reported that students were not only enthusiastic when doing the activities, they also recognised the usefulness of the vocabulary that the worksheet contained.

"They all enjoyed the different activities and when being asked showed a positive attitude towards the idea of dealing with similar worksheets in the future."

"They liked it and enjoyed the activities. They tried to avoid using dictionaries."

"When I asked them about the activities they were motivated to keep learning Also they said the activities would make them study hard on their own."

"'Interesting', 'Practical', 'Really good exercises' were some of the comments from my students, who are mainly adults. They are aware of the fact that they need to increase and enrich their vocabulary and as a result gain more confidence when speaking."

In conclusion, the pilot worksheet was a tremendous success as teachers reported that students felt highly motivated to use the language in the material because they were actually enjoying learning these items. With this feedback, we now have the task to produce worksheets for every unit of the course book in order to supplement it in the most appropriate way.

4.1.6 Survey to teachers who used the vocabulary booklet

After having produced the Vocabulary Booklet and after having it proofread by native speakers, it was distributed and uploaded in the institute webpage for students to download it. After finishing the first month, ten teachers (different from the ones who took part in the pilot survey) were selected and were sent a survey on the Vocabulary Booklet. This survey contained very similar questions to the one that was applied in the piloting stage, which means we took the following aspects into account:

- Overall timing (it was indicated that each of the three sections of the pilot worksheet should take between 20 and 30 minutes).
- Appropriateness and level of difficulty of the vocabulary provided in the worksheet
- Usefulness and level of interest of the vocabulary provided in the worksheet
- Reaction of students towards the worksheet

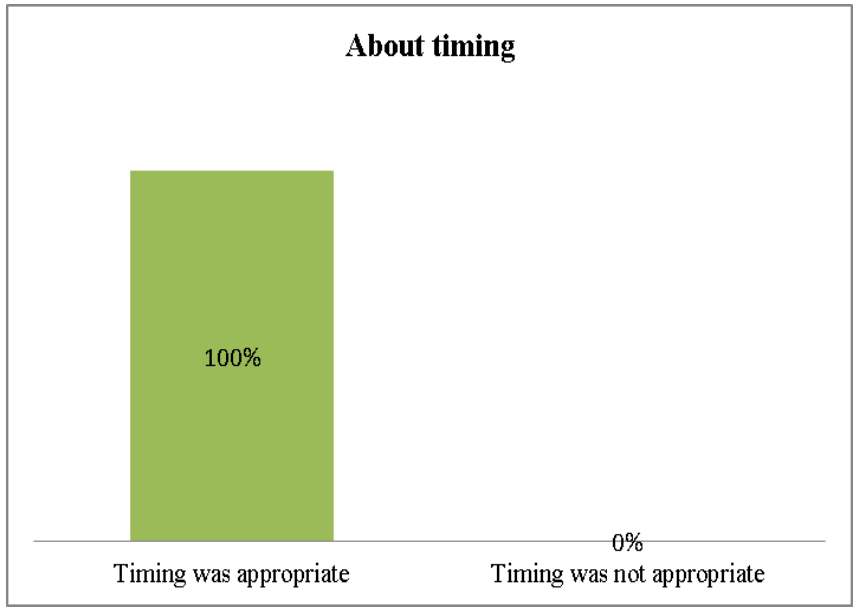
The results are summarised in Table 10.

Table 10: Results of survey to teachers who used the vocabulary booklet

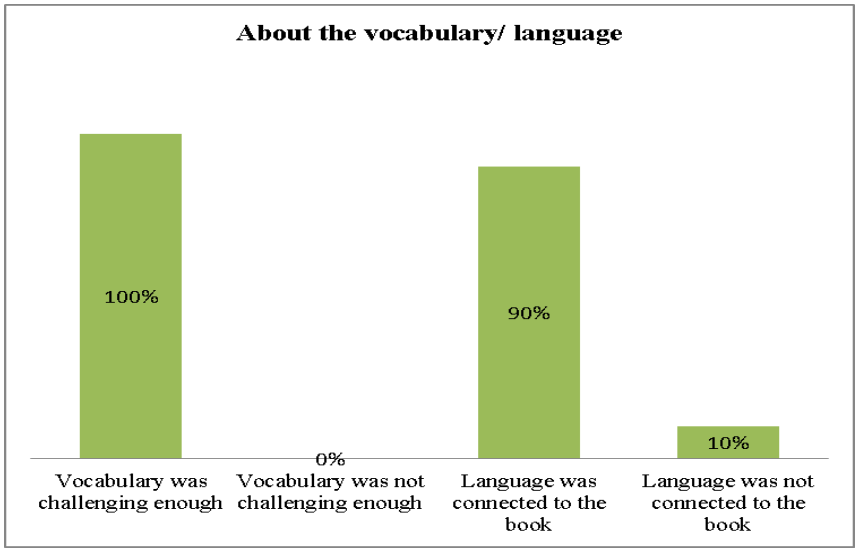
I. About timing	
Is the timing appropriate?	
Yes	100%
No	0%
II. About the vocabulary/ language	
Is the vocabulary included challenging enough?	
Yes	100%
No	0%
Is the language in the worksheet connected to the language learnt in the cycle?	
Yes	90%
No	10%
III. About the activities	
Did the activities help you extend or consolidate the vocabulary learnt in the cycle?	
Yes	100%
No	0%
IV. There are three sections in each worksheet: IDIOMS, PHRASAL VERBS, FUNCTIONAL LANGUAGE. Please, tick the appropriate box in the following chart about how interesting/ helpful these sections were.	
Idioms	
Very interesting	100%
Quite interesting	0%
Not interesting	0%
Phrasal Verbs	
Very interesting	80%
Quite interesting	20%
Not interesting	0%
Functional language	
Very interesting	60%
Quite interesting	40%
Not interesting	0%
Idioms	
Very useful	70%
Quite useful	30%
Not useful	0%

Phrasal Verbs	
Very useful	80%
Quite useful	20%
Not useful	0%
Functional language	
Very useful	70%
Quite useful	30%
Not useful	0%
V. About the booklet in general	
Does this booklet supplement the course book appropriately?	
Yes	100%
No	0%
What was your students' reaction towards the booklet?	
Mainly positive	100%
Mainly negative	0%

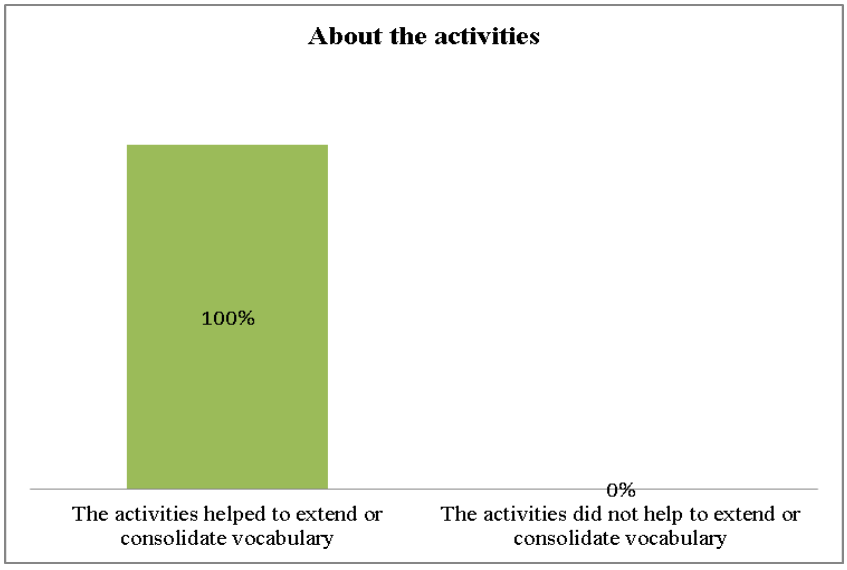
Graph 18: Results of survey to teachers who used the vocabulary booklet question 1



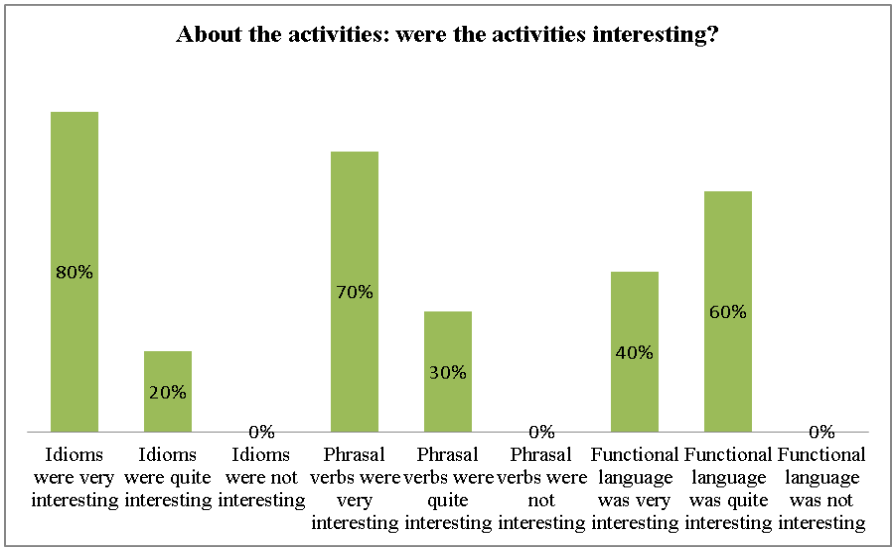
Graph 19: Results of survey to teachers who used the vocabulary booklet question 2



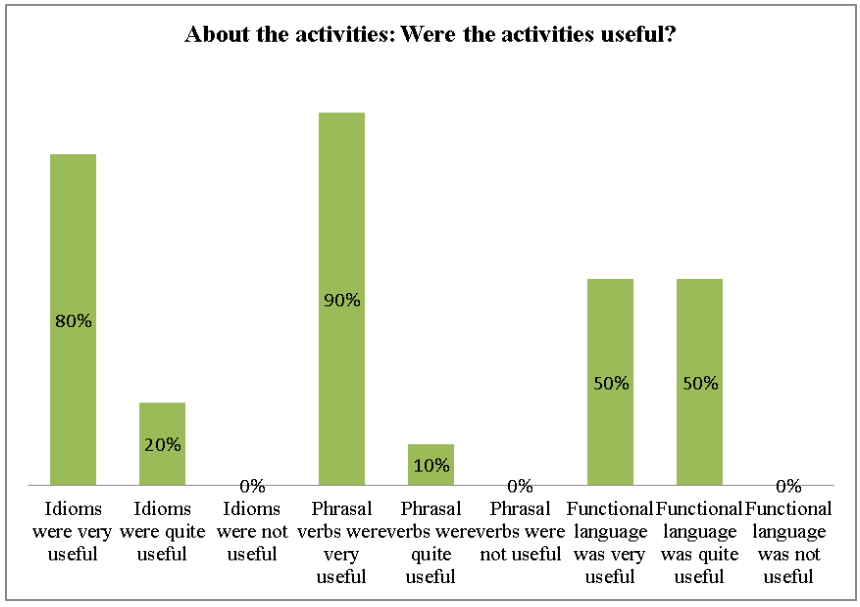
Graph 20: Results of survey to teachers who used the vocabulary booklet question 3



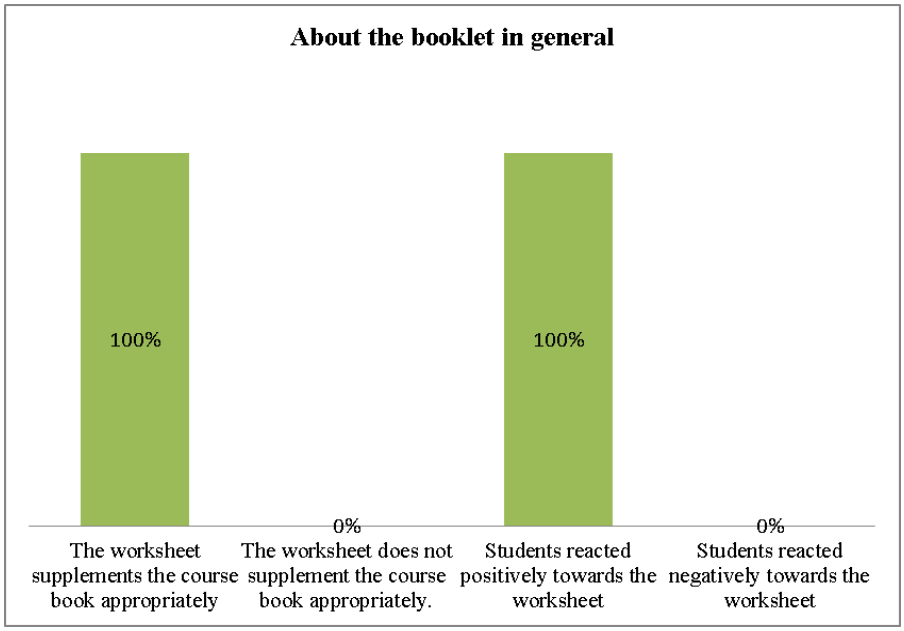
Graph 21: Results of survey to teachers who used the vocabulary booklet question 4



Graph 22: Results of survey to teachers who used the vocabulary booklet question 5



Graph 23: Results of survey to teachers who used the vocabulary booklet question 6



The results of the survey show that the implementation of the Vocabulary Booklet was very successful. Timing, level of challenge, connection with the units in the book and how helpful the activities were to extend students' vocabulary were regarded as appropriate with the exception of one teacher who said that the vocabulary was not connected to the units. However, in her comments she said that there was connection between the vocabulary and the topics of the book, which was actually what we were looking for. Some comments made by teachers included:

"These types of exercises make them think a lot. Also, they give them an opportunity to put the new vocabulary into practice in the follow-up activities."

"It gives students the sense of real FCE level."

“They idioms are good fun. They’re challenging but my students have enjoyed learning them.”

“My students have found the vocabulary presented interesting and the section in which they have to talk is really good fun.”

“Very good choice of vocabulary closely connected with what they have in the book.”

Regarding the level of interest and usefulness of the activities, teachers also reported that the vocabulary included met teachers’ and students’ expectations. Once again, idioms were regarded as the most interesting aspect in the supplementary material. Phrasal verbs were regarded as the most useful aspect with 90%, but idioms were very close with 80%. None of the aspects were considered as not interesting or not useful. This means that all teachers answered that the aspects included in the booklet was “very interesting” or “quite interesting”. Some comments are reproduced below:

“Students found it interesting to learn the new idioms, the phrases in the function section were a bit predictable.”

“They all provide interesting base for activities in class.”

“I found students enjoy the task and practise their language in discussion.”

“The functional language part is great and also the extra speaking activity.”

“I have noticed that some students are gradually incorporating some of the new vocabulary into their oral and written work.”

It is very interesting to see that teachers in one cycle –and actually, the first cycle in which the booklet was being used –found that students are already using the new words and expressions in production activities.

Finally, when talking about the booklet in general, teachers reported that the booklet was useful and a good tool to supplement the course book that was being used at that time. Regarding students' reactions, 100% of the teachers who took part in the survey said that students were eager to use the material and their attitude was generally positive towards the material as expressed in the following comments:

"It is a good addition to the material for the course."

"I believe this booklet will help our students enrich their vocabulary significantly"

"Mainly positive (reaction). The younger students liked it and older students are happy to widen their knowledge."

"It arouses their interest because they feel the language is more complex. They particularly enjoy the idiomatic expressions."

"They enjoyed the new material and look forward to using it again."

"They generally enjoy learning new vocabulary and recognise the need for it!"

To sum up, the Vocabulary Booklet presented language that was interesting to students and this is why they were willing and eager to use it. As it was based on a previous study (surveys), we can say that our hypothesis is being proved as they were incorporating these items in their repertoire because of the motivation they had to use them. Additionally, teachers reported that as they were reminded to do so, students usually use the leis in their speaking activities and this results in improving their marks in speaking tests.

There were, however, some aspects that needed to be revised if we wanted to design supplementary material for this or other courses. The way in which students got the material (uploaded in the webpage) was not totally effective as some students did not print the worksheets and teachers had to work with the PPT presentations only, which was at times

difficult. This main aspect was going to be overcome in the second intervention as we will see in the following section.

4.1.7 Experts judgement

As already explained, after this first intervention, the course book used for the advanced phase was finally changed as there were options in the market that fulfilled the academic area's expectations. The new book, as the basic and intermediate book, had also been designed taking the lexical approach into account. Nevertheless, as idioms are not widely included in the FCE exam, all books which prepare for this examination do not include a long list of idiomatic expressions.

The new book adopted had a wide variety of phrasal verbs, which was certainly an improvement in respect to the previous course book used by our students, and it also had more updated topics to engage students and improve their level of English. Functional language was also included and inserted in the appropriate parts in which it had to be used.

As it is a policy in the institute to always improve, we cannot offer our students less than it was offered before. The surveys showed that the lexis included in the supplementary material was a good addition to the course book used at the time. Not only were teachers satisfied with the final product and the results, students were also happy and eager to learn these new items, which, as said by some of the teachers interviewed, were gradually incorporated in their speaking repertoire. In addition, as a part of the process to select a new course book included focus groups and interviews with advanced courses teachers, they actually asked about the addition of the booklet and were very interested in working with similar material with the introduction of the new book.

It is relevant to mention that the advanced phase provides students with preparation for the Cambridge English: First, also known as FCE. In this exam idioms are not usually tested, but we knew that they were a good addition to the course. We also mention this because it was difficult to find a book which was oriented to preparation for the FCE and that included a section with idioms as well. This is why we must produce this

part that our students enjoyed learning and that was missing in the new material that was going to be adopted by the language school.

Consequently, we had to find a way to include idioms in the new course as supplementary material. This situation was discussed with the publishing house which was going to provide us with the new course book and they agreed to produce a booklet which would come printed with the book. This was certainly an improvement in respect to the previous booklet, as all students were going to receive the material and they were not going to have any excuses to work with it. Let us remember that one of the limitations we had was that some students were not willing to print the worksheets to work with them in class. With this new booklet, this problem had been overcome.

The new booklet was going to include idioms for each unit in the book (in the same way as the first booklet) and a summary of functional expressions for students to use in their speaking activities. As the content of the book was much better than the previous one, it was decided that fewer idioms were going to be included in the new booklet, but they were going to be connected with each topic of the 24 units in the new book.

It was also necessary to include some functional language. However, the new course book included expressions and phrases to be used in the different speaking tasks. So, the booklet had a brief "Functions Reference" with expressions classified according to the most important functions. Students were going to be constantly referred to this "Function Reference" and, in this way, they were going to be motivated to use this expressions for them not to sound repetitive.

In order to evaluate this second intervention, we asked a group of five expert teachers –native or well versed in preparing students for the FCE exam –to answer a questionnaire about the new version of the booklet. The areas in which teachers were consulted were:

- Usefulness of vocabulary
- Connection with the units in the book
- Appropriateness of activities

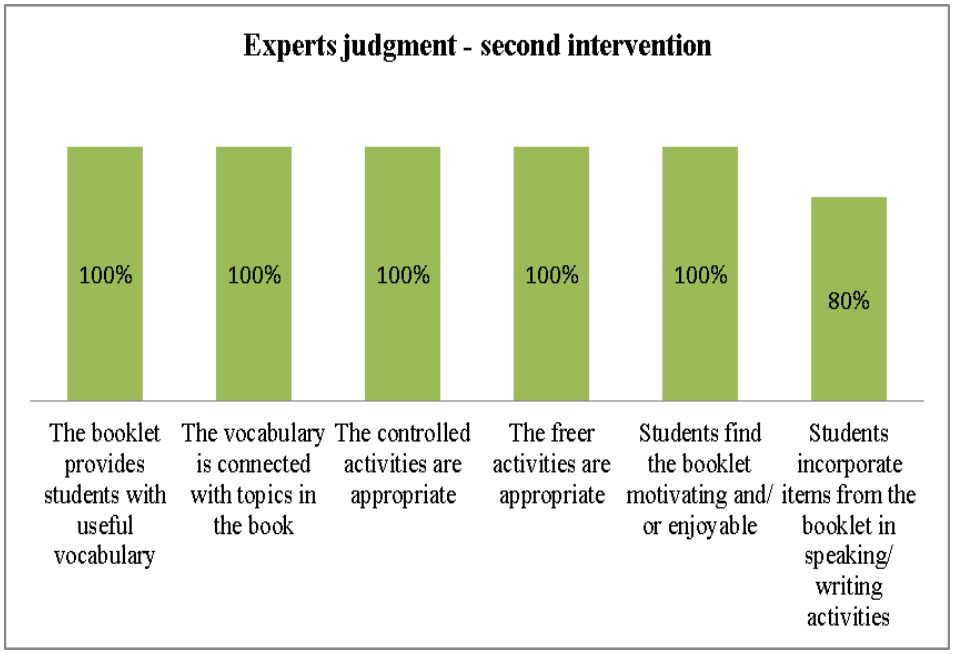
- Students finding the booklet motivating and enjoyable
- Incorporation of items in speaking/ writing activities

They were also asked to leave some comments if they wished to. Table 11 and graph 24 show the results of the experts' opinions regarding the Vocabulary Booklet.

Table 11: Experts' judgement

	Yes	No
Does the booklet provide students with useful vocabulary for our Advanced students?	100%	0%
Is the vocabulary connected with the unit topics in the book?	100%	0%
Are the controlled activities appropriate in each unit?	100%	0%
Are the freer activities appropriate in each unit?	100%	0%
Do you think students find the booklet motivating and/ or enjoyable?	100%	0%
Do students incorporate items from the booklet in their speaking/ writing activities?	100%	0%

Graph 24: Experts' judgement



The second intervention was also, on the whole, successful. The experts reported that the booklet was an appropriate input of highly useful idioms and that the vocabulary was connected to the units because it was topic-orientated. They also reported that students use the new language in their production activities as long as teachers encourage them to use the new vocabulary. One very important aspect that was reported is that even though the material provides vocabulary and language for students to improve their level of English, it is the teacher who will make it effective for their students, as they have to be encourage to use the language in the activities that are done in the lesson.

However, as in all projects, there were some aspects that will be looked after the next time we have to produce supplementary material. Some experts reported that the controlled activities tended to be quite easy and that they could be more varied. It is definitely feedback to take into account for future issues.

All in all, we conclude that the second intervention of the booklet fulfilled our expectations as the objective was met: providing students with useful language that will enhance their speaking performance by enriching their vocabulary repertoire.

4.1.8 Exit test

The last step of this investigation was an exit test. I used the same material that was used in the entry test (Appendix 1) in order to evaluate students who completed the advanced phase with the supplementary material designed for them. As explained in Chapter 3, this is a complete speaking test designed by the academic area based on the real Cambridge English: First Speaking exam. We used the same rubrics and concentrated, again, on Language and Interactive Communication.

Four classes of 25 students each one took part in the exam and the results are summarised in Table 12 and Table 13. Similarly to the entry test, the rubrics used to evaluate students were an adaptation of Cambridge Speaking Assessment Criteria (Appendix 7).

Table 12: Results of exit test (language)

Group	Average "Language" mark (out of 5)	Samples of students' language
Group 1	4.1	"Speaking for myself…" "To my way of thinking…" "I'm not exactly a party animal…" "She's usually in a dark mood" "The people in this picture are on cloud nine because they are in a concert." "This man is as fit as fiddle."
Group 2	4.3	"As far as I'm concerned…" "To my way of thinking…" "I'm an avid sports fan." "Yes, but this happens once in a blue moon." "And you might have a whale of a time, but…"

Group 3	3.5	"I'd say that…" "I can't stand…" "This person must be a literature buff…" "I'm in two minds about this" "They are on cloud nine in this picture."
Group 4	4.7	"The way I see it…" "In my humble opinion…" "The point I'd like to make is that..." "What's the name? I have it on the tip of my tongue…" "My sister is a social butterfly. She's always surrounded by people."
Average (Arithmetic means)	4.15	

Table 13: Results of exit test (Interactive communication)

Group	Average "Interactive Communication" mark (out of 5)	Samples of students' language
Group 1	4.4	"That sounds great" "That sounds reasonable." "I couldn't agree more." "I agree up to a point, but…"
Group 2	4.2	"I agree up to a point" "Fair enough, fair enough" "Sorry, but I'm not convinced." "You've got a point."
Group 3	3.8	"You've got a point there." "That sounds reasonable." "I couldn't agree more." "Fair enough"
Group 4	4.4	"I agree to some extent, but…" "I know what you mean, but…" "I'm not convinced." "I can't agree with you on that…"
Average (Arithmetic means)	4.2	

After finishing with the exit test, it was observed that the students who took part in the test clearly had better results than the entry test. To start with, the range of vocabulary used included items from the Vocabulary Booklet and students were successful in relating it to the speaking tasks they had to deal with. For instance, to talk about going to parties and fun, students used the idioms "party animal", "having a whale of a time" and "social butterfly". This means that they are now able to talk about familiar topics with sophisticated vocabulary, which was learnt during their studies and incorporated to their speaking repertoire.

It is also interesting to mention that some idioms came up as students were speaking naturally. For example, the idiom "in two minds" was used when the student was trying to give his opinion in the second task of part three (in which they had to make a decision). Similarly, the idiom "on the tip of my tongue" came up when the student was trying to remember a word. This shows that the idioms are not limited to be used when talking about certain topics. They can be also used in everyday conversations as students were doing in the different tasks of the speaking test.

Another point that needs to be mentioned is that in each group students only produced one, two or three idioms and, as said above, they were used to talk about familiar topics or for everyday conversations. This is actually something good because it shows that students are aware of the fact that an overuse of these items is actually detrimental to their speaking performance since it they would not sound natural if they used too many idioms in a test that is supposed to take fifteen minutes.

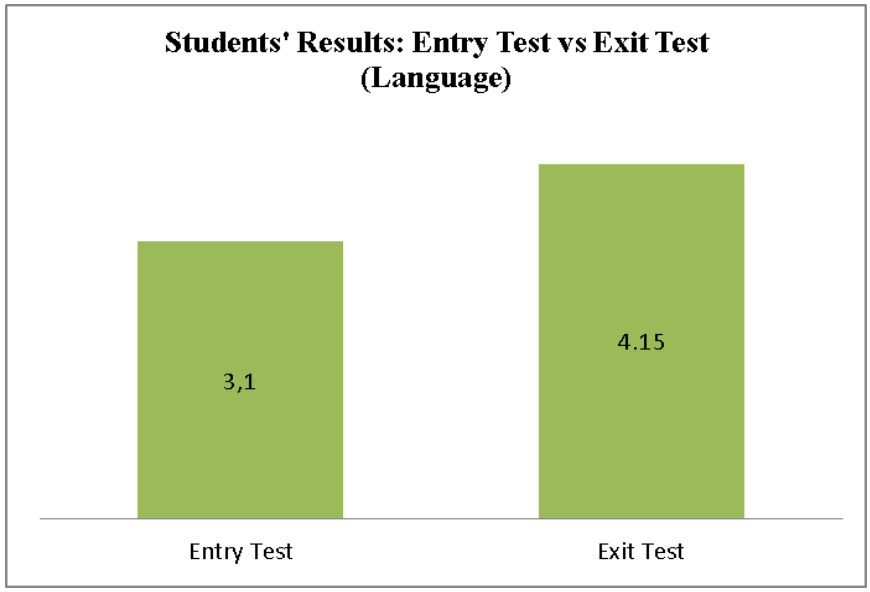
Regarding expressions to give opinions, in spite of the fact that several students kept on saying "I think…", other phrases were also used and proved that having a function reference in the booklet was a good tool for students because it was useful to enrich their vocabulary. In this sense, they were able to produce similar expressions but that demonstrated a wider knowledge of the language.

Finally, when interacting to each other, students were able to express agreement and disagreement with expressions that were different from the simple "I agree" and "I disagree". By being constantly referred

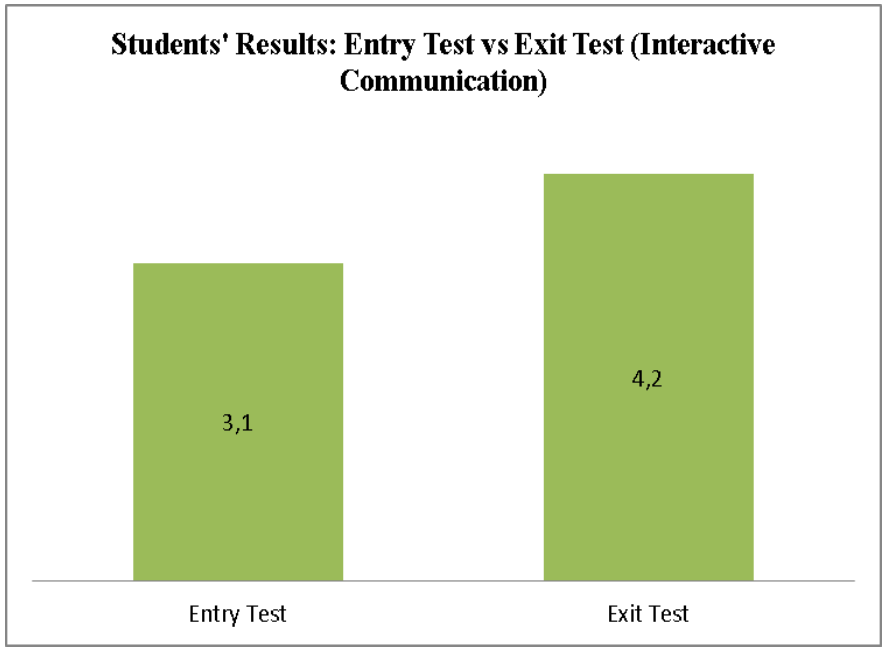
to the section “Function Reference”, students demonstrated that they were able to produce vocabulary that is more advanced and that helped them get a better mark in their speaking performance. Graphs 25 and 26 show a comparison between the entry test and the exit test based on the criteria analysed: Language and Interactive Communication.

As mentioned before, the numbers shown in the graphs are the arithmetic means of each classroom that was evaluated. It was not necessary to present more statistics as the results were homogeneous and there was definitely an improvement in performance.

Graph 25: Entry test Vs Exit test (Language)



Graph 26: Entry test Vs Exit test (Interactive communication)



In conclusion, if we compare the entry test and the exit test, the results obtained in the latter are much more satisfactory and it proves that the intervention of producing supplementary material for the advanced level improved our students' speaking performance as they were able to incorporate the items taught in their production. In this type of exams, it is important that students display good range of grammatical and lexical resource to impress the examiner and get high marks. This is the reason why the improvement in the mark is also visible in the exit test.

If we look at the rubrics used to evaluate students (Appendix 5), we can see that there is actually an important difference between bands 3 and 4 due to the fact that band 4 is an entirely "good" performance, whereas band 3 shares features of bands 2 and 4, which means it is a combination of "good" and "quite weak" performance, with important aspects of improvement students have to work on. This is why we conclude that students improved their performance, obtaining "good" results in the areas we focused on with the implementation of supplementary material.

We can be sure that this improvement took place of our intervention because in the entry test students simply did not produce any idioms and the functional language used was limited to one or two expressions, whereas in the exit test, there are real examples of idioms used in context and as part of students' speaking repertoire. Similarly, functional language was useful for students to interact to each other going beyond the same expressions that were always used.

CONCLUSIONS

1. The research shows that English students need to have a motivation to learn and that they learn better when they find the language items interesting and when the learning process is enjoyable. This means that motivation plays an important role in our students' learning process and when they feel they are learning something they find useful and let us say, unusual, they are more likely to try to incorporate these items in their language production. What is more, if students have the motivation to obtain an international certification such as the FCE or CAE, they will be more willing to learn the tools they need to have to pass these exams in a successful way.

2. The Lexical Approach is a theory that has been around for quite a long time now and its basic concepts have enlightened the way we teach English to speakers of other languages. Many course books have adopted this approach to teach English through 'chunks' and teachers must take advantage of these texts in order to make our students' learning process more enjoyable and consequently, more meaningful. The concept of 'function' is now widely used and developed by teachers of English as they show real situations in which students can use the language they are learning.

   The investigation shows that the lexical approach is an effective way of teaching English as a foreign language and that students are more

interested in learning vocabulary than analysing grammar structures. We are not denying the importance of dealing with grammar in classroom, but vocabulary has always been more appealing and this is something teachers can use to their students' benefit.

3. The research has demonstrated that it is necessary to identify the theory and the approach we are using and that is working with our students in order to design material that meets their needs and preferences. In our case, thanks to the awareness we had about applying the lexical approach in our lessons, we decided to design material based on the principles of this approach. When focusing on lexis, students must be aware of the fact that it is not enough to learn new lexical items and their meanings. It is necessary to try to use them whenever it is possible. Teachers are the ones who must motivate them and remind them to use the language when they have the opportunity to do it. Otherwise, students might forget how useful this new vocabulary is and might not use it when they could do it.

4. We have proved that when taking students' preferences into account, the outcomes are satisfactory. Consequently, when designing material, it is very important to ask students what they would like to learn and to give emphasis to the aspect they have chosen. This is not only related to designing material. Teachers and, in general, schools should think about asking their students (through surveys or interviews) how they learn better in certain subjects and take this into consideration to design their courses. It is amazing to see how many insights we can obtain from asking students about their preferences. They are very useful and can enormously contribute to the way teachers teach and the way we design our courses and prepare our lessons. This is clearly connected to students' styles and learning strategies that can be explored by teachers and professionals in charge of institutes or schools.

   Even though there are studies that showed that teachers and students might have different opinions about the content they cover in a course, this research has shown that it is possible that teachers and

students have the same opinion about what content would be interesting to learn and the type of language they enjoy. It is particularly interesting to find that everybody involved in the learning process considered that vocabulary was an aspect that was necessary to expand and improve. However, there were some teachers who were of the opinion of covering some content that they knew their students did not enjoy, but they thought it would be useful for them.

5. This investigation shows that one of the best ways to present vocabulary when dealing with advanced students is to provide them with a context for them to infer the meaning of the items to be taught. In spite of the fact that, as mentioned in the corresponding chapter, there are many ways to present vocabulary to students, inferring meaning from context helps students to develop reading strategies and it is more meaningful to deduce the meaning than to memorise definitions and a long lists of idioms.

6. It has also been shown that, in order to make sure that students have learned what the item of vocabulary means, practice is needed and that the best way to do it is to go from controlled to freer practice. Controlled practice was important because students could use the expression in a context that was different from the example in which the vocabulary item was presented and by doing freer practice, students were able to internalize the meaning, the form and the pronunciation of the new item in a personalised situation.

7. It is vital that teachers remind students of the importance of using language they learn in the classroom in their conversations and speaking tasks. Otherwise, teaching new items of vocabulary which include less common expressions is pointless as students might memorise the meanings, but they are not using the new vocabulary when they are supposed to do it. By doing this, students will start using the new vocabulary not only when they are dealing with a specific topic that is connected to an idiom. If appropriately encouraged, students will start using the new vocabulary in their everyday conversations and as part of fillers when they are

interacting to one another. It is also important to mention that it is also the teacher's job to pinpoint that overusing certain items is not natural and students should be aware of the fact that they have to sound natural when they speak in L2.

8. The investigation shows that results in exams can improve if students are exposed to language they can use during the examinations. In our case, we had to be very careful with collecting students' samples of language at the beginning and at the end of the investigation to be able to compare both performances and be sure that students actually enriched their speaking repertoire.

9. The investigation shows that designing material for English lessons is not an empirical task. It requires a study of what students need and a whole process that includes several steps, including proofreading and evaluation of material by other experts in the topic. It also requires results that are observable and with specific examples of students' language production. This is achievable by comparing the performance of two groups with and without the supplementary material in order to see if the production was different or not.

10. When designing supplementary material, we must find ways to make sure that all teachers are using the material provided in their lessons. Otherwise, we might have some teachers who are fully exploiting the material and others who are not using the material in the classroom. In our case, we included the items in the Final Exam in order to assure that everyone allocated time to develop the activities in class.

11. The research evidenced that it is possible to design supplementary material from scratch and to obtain great results as it is personalised material that has been designed taking students' specific characteristics in mind. In this sense, the institution could continue working with course books designed by publishing houses, but could also design supplementary material connected to the content of the book in order to provide students and teachers with language selected for our students' specific needs.

12. The investigation shows that in order to be able to evaluate students' speaking skills adequately, it is necessary to design rubrics with clear criteria in order to provide the test with reliability. The rubrics must contain clear criteria and each criterion must contain clear descriptors that are accompanied by the mark that would be given if the student who takes the test fulfils the descriptors

RECOMMENDATIONS

The following are some suggestions for further research into the topic of designing vocabulary material. It includes aspects we found useful during the investigation and aspects that might be improved in future investigations by ELT professionals.

1. When looking for similar studies, it is recommended to explore magazines as there are updated articles that talk about recent investigations that might be similar to ours. However, there are books that also show statistics that are actually very interesting for the development of an investigation. It is important to take these antecedents into account because they enlighten us and we can take some aspects into account to develop our own investigation.

2. For this investigation, it was necessary to visit a specialized library of English Language Teaching, but it was also necessary to consult with some colleagues about the aspects we can take into account to shape the research. In my case, one of the managers at the institute suggested looking into the Lexical Approach and I was surprised to see how reading about the theory clarified several aspects that were going to be put into practice in the research itself.

3. As we were designing vocabulary material, it is advisable to have it proofread by a native speaker, who can correct some slips and most importantly, this person can give feedback on the usage of the

language proposed. For example, one of the idioms was “in a black mood”, which is online and in several books. However, when the native speaker proofread the material, she recommended changing the idiom because “black” was politically incorrect among native speakers of English nowadays. According to her experience, people do not say “in a black mood” anymore. Instead, they have changed the idiom to “in a dark mood”. So, the proofreading process does not only provide with corrections regarding spelling or grammar slips that the material might contain, it also gives an insight on how appropriate the language is and if it is old fashioned or not.

4. Before implementing a course with supplementary material, we recommend piloting the material before distributing it. The piloting stage does not have to be the whole material that is planned to be produced. It can be a sample of the material and teachers can provide us with useful feedback. Even if we are not part of the academic staff and we want to carry out research in our own classroom, we might want to try out the material first with our students and observe how it can be improved and what the good and bad points of the material are. We can get as much help from other colleagues and ask them to use the material in their own classrooms and compare the experience with ours.

5. When designing questionnaires or feedback forms, it is a good idea to provide the teachers who are being interviewed with Yes/No questions as they are easier to tabulate. Nevertheless, it is important to always provide them with some space to leave comments, as they might give us very important information on how the material worked in specific scenarios or specific classroom situations and we can also get new ideas to improve the material that has been produced before we complete designing the rest of the material proposed.

6. As we needed to prove that our students’ speaking performance had improved, it is recommended to collect students’ real samples of language and analyse how complex or sophisticated they are. It is always useful to evaluate our students’ performance before we implement new material and to evaluate the performance again after

the implementation of the material to compare results and samples of language.

7. When analyzing speaking performance, it is recommendable to focus on the areas in which our intervention takes place. The four areas in which speaking is evaluated, according to Cambridge English are: Lexical and Grammatical Resource, Pronunciation, Discourse Management and Interactive Communication. This is why we cannot pretend to supplement the course book with vocabulary items, as it is in this case, and take Pronunciation into account in order to measure progress.

8. We are still looking into how to overcome the difficulty on how the vocabulary is dealt with in the classroom and that timing is correctly used by teachers. Even though we are sure that teachers are developing the vocabulary given in class because it is part of the final exam students have to take, it is still unknown if all of them dedicate the time to present the vocabulary in an effective way and to develop the activities given in the booklet.

9. For future supplementary material that involves vocabulary items, we recommend including pictures of the language that is going to be taught in order to illustrate the meaning of the different expressions used. Visual aids are a powerful tool that can be exploited by the teachers and can make it easier for students to infer the meaning of the phrases in English. In this case, we did not consider these visual aids, but teachers in their lessons reinforced the idioms with pictures or photographs that helped students internalise the meaning in a very effective way.

10. For future supplementary material, we will take into account that the type of exercises included as part of controlled or semi-controlled practice are more alike the ones that are seen in the course book that is used by students in a regular basis. For instance, the vocabulary booklet could have included more exercises such as “Key Word Transformation”, “Lexical cloze”, “Multiple choice” and “Word formation”. This is a suggestion that came up when having informal conversations with teachers who were using the booklet. In fact,

some units of the booklet included key word transformation exercises and this was well-received by teachers and students who saw this as a good opportunity to have some extra practice in the Use of English paper. In this way, we will be able to expand the practice part: we can take advantage of the supplementary material not only for production tasks, but also to reinforce exam preparation.

11. In the future, we will aim at improving students speaking performance, but we can also aim at improving students' writing performance. Some teachers reported that students were not only incorporating the items in speaking tasks. They were very interested in including these items in their written production. Consequently, teachers were eager to tell them that if they were doing an informal writing, they might want to use some idioms in it. For future investigations, we might collect real samples of written production and we will be able to prove that students are using the new lexis in productive skills in general.

12. For further research, we could include a series of learning strategies for our students to learn the vocabulary items taught. We have not included this part in the research, but teachers who used the booklet came up with ideas such as keeping vocabulary notebooks, making small cards and slips with the idioms, activities that helped students remember the idioms, etc.

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APPENDICES

APPENDIX 1
DISCUSSION REPORT

Moderator: David Castillo	**Attendees:** 10 AD teachers
Date: 02/08/2015	**Time:** 12:30pm – 1:00pm

ISSUES DISCUSSED
• Advanced book • Students' performance in the AD phase • Possibility of supplementary material for the AD phase

DEVELOPMENT OF DISCUSSION
• Teachers reported that as the Basic/ Intermediate book has been recently changed, students reach the advanced phase with high expectations. However, as the book is different from the ones they have been using, they feel quite disappointed as they do not find the advanced phase challenging enough. The coordinator in charge informed that, as the FCE exam format had been recently changed and, because of the commitment we had with the Publishing House, we were already looking for another option to replace the current book, but it was going to take time. • Teachers reported that some language that was used in the books students used in the Intermediate phase could be used for the advanced phase. The idea was to include some of these useful expressions (especially from Functional and Vocabulary lessons) in the advanced phase. • Teachers reported that more listening activities needed to be developed in the different cycles. The coordinator pointed out that there was material at teachers' disposal in their corresponding branches. • Teachers said that students who are using the new book in Basic/ Intermediate levels show a good command of English and their vocabulary is more varied than the ones who used the previous

book in Basic/ Intermediate. Consequently, the students who use the new book have better level of English in the advanced phase.

- Teachers agreed on the fact that some supplementary material was needed in the advanced phase.

ACTION PLAN

- The coordinator in charge of the meeting said that a plan will be designed in order to collect more feedback from teachers and students and to provide them with the best possibility to supplement the course book in the advanced phase.

APPENDIX 2
SURVEY TO TEACHERS

SURVEY TO TEACHERS

1. Do you consider the book we use for the Advanced Phase is complete and needs no supplementation?
   Yes ☐
   No ☐

2. If yes, which area needs to be supplemented more urgently?
   Grammar ☐
   Vocabulary ☐
   Skills ☐

3. If your answer was "Grammar", which area needs more supplementation?

   ☐ Grammar Analysis
   ☐ Controlled practice
   ☐ Semi-controlled practice
   ☐ Freer practice

3. If your answer was "Vocabulary", which area needs more supplementation?

   ☐ Idioms
   ☐ Phrasal verbs
   ☐ Functional language
   ☐ Collocations

3. If your answer was "Skills", which area needs more supplementation?

   ☐ Reading
   ☐ Writing
   ☐ Listening
   ☐ Speaking

4. Why do you think the book needs to be supplemented in the area you chose in question 3?
   ☐In spite of not being very useful, students will find this aspect interesting / enjoyable.
   ☐In spite of not being very interesting / enjoyable for students, it will be very useful.
   ☐It is an interesting / enjoyable aspect and students will find it very useful.

5. How would your students benefit from having supplementary material that supports the book?
   ☐It will help them improve their communication skills.
   ☐It will prepare them to pass the Final Exam successfully.
   ☐It will help them understand how language works.

6. How do you think the book should be supplemented?
   ☐Teachers should design their own material to be used in class.
   ☐Students should be given bibliography for them to study on their own.
   ☐The Academic Area should design the material and provide teachers with it.

APPENDIX 3
SURVEY TO STUDENTS

SURVEY TO STUDENTS

1. Which area would you like to reinforce in the Advanced Phase?
   Grammar ☐
   Vocabulary ☐
   Skills ☐

2. If your answer was "Grammar", what would you like to find in the AD phase?

   ☐ Gap filling exercises
   ☐ Speaking activities to use the new grammar
   ☐ Grammar analysis

2. If your answer was "Vocabulary", what would you like to find in the AD phase?
   ☐Idioms
   ☐Phrasal verbs
   ☐Common expressions to deal with speaking
   ☐ Collocations

2.If your answer was "Skills", what would you like to find in the AD phase?
   ☐ Reading
   ☐ Writing
   ☐ Listening
   ☐ Speaking

3. Why would you like to fin the aspect you chose in question number 2?
   ☐It is useful and I enjoy studying this particular aspect.
   ☐I might not enjoy studying it very much, but I know it will be useful.
   ☐It I know it is not useful, but I like studying this particular aspect.

4. How would you benefit from studying the aspect you chose in question number 2?
   ☐It will help me improve my communication skills.
   ☐It will prepare me to pass the Final Exam successfully.
   ☐It will help me understand how language works

5. How would you like to be exposed to the aspect you chose in question number 2?
   ☐The teacher should provide us with bibliography to study on our own.
   ☐The teacher should provide us with printed material and we should do it as homework.
   ☐The teacher should provide us with printed material and it should be part of the lessons

APPENDIX 4
SPEAKING TEST FOR ADVANCED LEVEL

PART 1

Questions for student A

1. Where are you from?
2. What do you like doing in your free time?
3. What are your plans for the future?

Questions for student B

1. Do you like studying English?
2. Do you work or study? Can you tell me a bit about your job/ studies?
3. Is there any country you would like to visit?

PART 2

In this part of the test I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own and also to answer a question about your partner's photographs.

(Student A) it's your turn first. Here are your photographs. They show people taking photographs in two different situations. I'd like you to compare the photographs and say how the people are feeling in these situations.

Sources:
http://www.telegraph.co.uk/news/science/science-news/10507146/Taking-photographs-ruins-the-memory-research-finds.html

http://www.bbc.com/news/entertainment-arts-28854330

(Student B) Do you like taking photographs?

Thank you.

Now (Student B) here are your photographs. They show people spending time in different places. I'd like you to compare the photographs and say what you think the people are enjoying about spending time in these places.

Sources:

http://www.philly.com/philly/blogs/sexwithtimaree/How-to-pick-up-women-men-at-the-gym-Timaree-Schmit.html

http://www.fanpop.com/clubs/reading/images/36067821/title/people-reading-photo

(Student A) Do you like going to the gym?

Thank you.

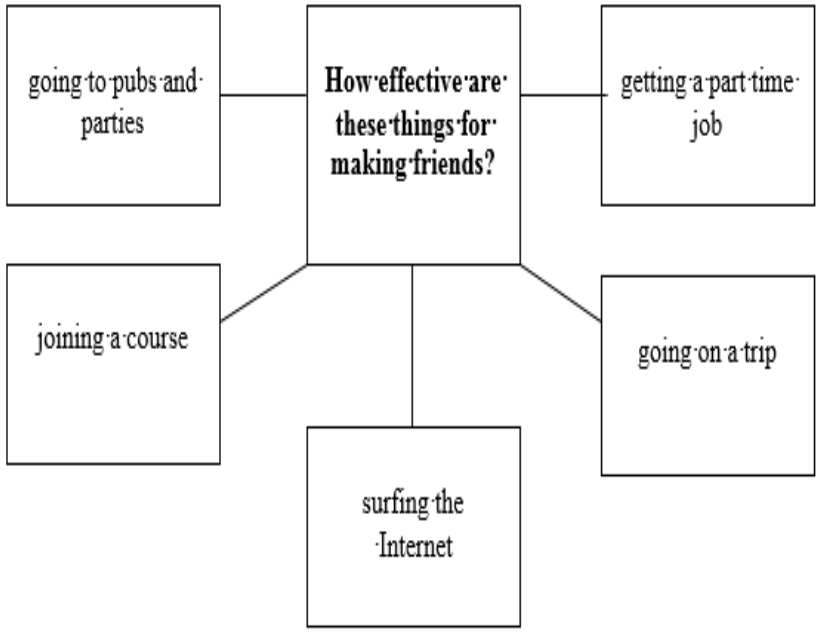
PART 3

Now I'd like you to talk about something together for about two minutes.

Here are some things people often do when trying to make new friends. First, you have some time to look at the task.

Now, talk to each other about how effective these things are for making friends.

Thank you. Now, you have about a minute to decide which two are most effective for making friends.



PART 4

- Do you think it is possible to meet your future husband or wife online? Why / Why not?
- Is it possible to be friends with members of your family? Why / Why not?
- How does age influence on the way we make friends?
- What qualities should a good friend have?
- Some people say that you should not have friends at work. What do you think?

Test designed by David Castillo based on Cambridge English: First official material.

APPENDIX 5
RUBRICS FOR EVALUATION OF SPEAKING TEST

BAND	INTERACTIVE COMMUNICATION	DISCOURSE & FLUENCY	PRONUNCIATION	LANGUAGE
5	-Excellent interaction with partner. -Natural negotiation in collaborative tasks.	-Is fluent and coherent and produces sentences with good extension. -Relevant contributions -Good use of simple and more complex linking words. - Occasionally hesitates.	- Very good intonation. - Knows where to place stress in words and sentences. - Good pronunciation of individual sounds.	-Good use of grammatical forms. -Good range of vocabulary, including phrasal verbs and idiomatic expressions. -Occasional mistakes but can still get the message across.
4	-Good interaction, in general. -Quite natural negotiation in collaborative tasks.	- Generally fluent and coherent. -Contributions are relevant most of the time. -Appropriate use of linking devices to connect speech. -Some hesitations, but do not affect communication.	- Intonation is, in general, good. - In general, stress is placed correctly. -Individual sounds are clearly pronounced most of the time.	-Appropriate use of grammatical forms with some problems when attempting more complex language. -Adequate range of vocabulary, including some phrasal verbs and idiomatic expressions -Some mistakes, but do not obscure communication on the whole.
3	Performance shares features of Bands 2 and 4			
2	-At times, interaction is not effective. -Problems when negotiating and responding to other ideas.	- Not very fluent. - Some contributions might be irrelevant. - Uses basic linking devices to connect speech. -Hesitation is present.	-Flat intonation. -Stress is sometimes placed incorrectly in words and sentences. -Some individual sounds are mispronounced.	- There might be problems when using simple and complex grammatical forms. -Basic range of vocabulary. -Some mistakes might make the message difficult to follow.
1	-Ineffective interaction. -Negotiation is not developed successfully in collaborative tasks.	- Not fluent -Irrelevant contributions. - Inappropriate use of linking devices to connect speech. -Many hesitations.	-Problems with intonation. -Stress is often placed incorrectly in words and sentences. -Several individual sounds are mispronounced.	- Inappropriate use of grammatical forms. -Limited or irrelevant range of vocabulary. -Many mistakes in oral production
0	Performance below Band 1			

APPENDIX 6
REPORT ON ENTRY TEST

Pair 1

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

Pair 2

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

Pair 3

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

REPORT ON ENTRY TEST

Pair 1

	LA	DF	PR	IC	FR
STUDENT A	3	3	4	3	13
STUDENT B	3	3	4	3	13

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
I like going dancing like + ing	I think... Yes, but...

Pair 2

	LA	DF	PR	IC	FR
STUDENT A	3	3	3	3	12
STUDENT B	3	3	4	3	13

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
I love going to the cinema love + ing	I think so

Pair 3

	LA	DF	PR	IC	FR
STUDENT A	4	3	2	3	12
STUDENT B	3	3	3	2	11

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
the people in the second picture seem to be very happy and excited	I don't think so...

Pair 4

	LA	DF	PR	IC	FR
STUDENT A	4	3	3	3	13

APPENDIX 7
PILOT WORKSHEET

Unit 1

I. Idioms to describe people

VOCABULARY EXTENSION: ADJECTIVES TO DESCRIBE PEOPLE

A. Do you know the meaning of the following idioms?

a) to be a whizz kid	e) to be a pain in the neck	i) to be down to earth
b) to be round the bend	f) to be a skinflint	j) to be as hard as nails
c) to be a layabout	g) to be as good as gold	k) to have a poker face

B. Match up the idioms and definitions.

1. Behaving in a way that others approve.
2. Someone who is lazy and avoids responsibility.
3. Someone who seems to know everything and annoys other people.
4. A really annoying person who most people can't stand.
5. A realistic and practical person.
6. Someone who gets angry easily.
7. A young person who is extremely intelligent and successful.
8. A face which shows no emotions.
9. Someone who leads others to do wrong things.
10. To be distant and unfriendly, showing no sympathy, kindness or fear
11. Someone who hates spending money.
12. A crazy/mad person.

Answer key:

1	2	3	4	5	6	7	8	9	10	11	12
g	c	h	e	i	l	a	k	d	j	f	b

C. Complete the following sentences with the correct idiom:

1. Don't expect any sympathy from Laura. She's _____.
2. We never know what Sarah is thinking. She always has _____.
3. Bill Gates was a computer _____ He founded Microsoft at the age of 20.
4. Carl doesn't want to give money for the celebration. He's such a _____.
5. He went to prison because he was the _____ of revolutionary activities.
6. My brother is unwilling to work. He's such a _____.

Answer key:

1	2	3	4	5	6
as hard as nails	a poker face	whizz kid	skinflint	ringleader	layabout

Alternative suggestion: Students can invent their own examples with the other idioms.

EXTRA SPEAKING ACTIVITY: Discuss the following questions:

1. Who in your family is quick-tempered?
2. Do you know someone who is a pain in the neck?
3. Talk about a friend who is as good as gold.
4. Are you usually very down to earth? Why?

II. Phrasal verbs with *make* and *do*

VOCABULARY EXTENSION: Collocations with *make* and *do*

A. Look at the underlined phrasal verb. Can you guess the meaning?

1. Peter made off when he heard his wife's voice. He didn't want to talk to her.
2. We should start doing away with the ridiculous rules.
3. Dad has bought a beach house, but he has to do it up as it has deteriorated.
4. What do you make of Tina's new boyfriend? I don't like him.
5. My sister made up to my mum until she agreed to let her go to the party.
6. I had to do without a holiday last year because I got sick.
7. The delicious food at the restaurant made up for the tasteless wine we got.
8. The mugger threatened to do me in if I didn't give him my wallet.

Answer key:

1. to make off = to leave hurriedly	5. to make up to = to be nice in order to get sth.
2. to do away with = to get rid of	6. to do without = to manage without
3. to do up = to repair/ to redecorate	7. to make up for = to compensate for
4. to make of = to think (opinion)/ to understand the meaning of	8. to do in = to attack or kill someone

EXTRA SPEAKING ACTIVITY: Discuss the following questions:

1. What do you make of our education system?
2. Which rule do you think your workplace/school should do away with?
3. Have you ever had to make up to someone?
4. What would you do if a mugger threatened to do you in?

III. Functional language

FUNCTIONAL LANGUAGE: Giving suggestions

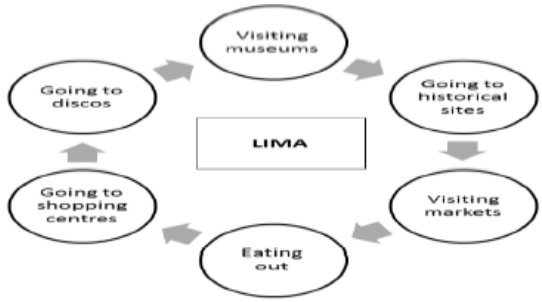
A. Complete the following expressions. The first letter has been given for you.

1. Would you c_____ trying something different?	5. I can't make up my m_____.
2. C_____ we go for something different?	6. I'm t_____ between these ideas.
3. How does this idea s_____ you?	7. It's not funny e_____.
4. It'd be g_____ if we could…	8. It doesn't g_____ me.

Answer key:

1	2	3	4	5	6	7	8
consider	Could	strike	great	mind	torn	enough	grab

EXTRA SPEAKING ACTIVITY: A friend is coming to Lima at the weekend and you need to organise a tour for him. Discuss the ideas below and decide which two activities are the best ones.



APPENDIX 8
SURVEY REGARDING PILOT WORKSHEET

FEEDBACK FORM- AD1 SUPPLEMENTARY MATERIAL

Please, answer the following questions giving reasons and leaving your comments as detailed as possible:

About timing
There are 3 sections in the worksheet (Idioms, Phrasal verbs, Functional language). Each section should take between 20 and 30 minutes.

1. Is the timing appropriate? YES ☐ NO ☐
   Comments: _____
   _____
   _____

About the vocabulary/ language

1. Is the vocabulary included challenging enough? YES ☐ NO ☐
   Comments: _____
   _____
   _____

2. Is the language in the worksheet connected to the language learnt in Unit 1?
   YES ☐ NO ☐
   Comments: _____
   _____
   _____
   _____

About the activities

3. Did the activities help you extend or consolidate the vocabulary learnt in Unit 1?
   YES ☐ NO ☐
   Comments: _____
   _____
   _____
   _____

4. There are three sections in the worksheet: IDIOMS, PHRASAL VERBS, FUNCTIONAL LANGUAGE. Please, tick the appropriate box in the following chart about how interesting/ useful these sections were.

Section	Very interesting	Quite interesting	Not interesting
Idioms			
Phrasal Verbs			
Functional language			

Comments:_____

Section	Very useful	Quite useful	Not useful
Idioms			
Phrasal Verbs			
Functional language			

Comments:_____

About the worksheet in general

1. Does this worksheet supplement the coursebook appropriately?
   YES ☐ NO ☐
   Comments:_____

2. What was your students' reaction towards the worksheet? (To answer this question, we kindly suggest asking your students about the activities: did they like them? Did they find them useful/interesting?) _____

3. How would you improve this worksheet? _____

Extra comments, if any _____

Thank you for your time and cooperation.

FEEDBACK FORM- AD1 SUPPLEMENTARY MATERIAL

Please, answer the following questions giving reasons and leaving your comments as detailed as possible:

About timing

There are 3 sections in the worksheet (Idioms, Phrasal verbs, Functional language). Each section should take between 20 and 30 minutes.

1. **Is the timing appropriate?** YES ☒ NO ☐

   Comments: I noticed that 30 minutes are okay to develop the activities properly.

About the vocabulary/ language

1. **Is the vocabulary included challenging enough?** YES ☒ NO ☐

   Comments: All the Idioms, Phrasal verbs and Functional language challenge the students to grasp the real meanings and put them into practise.

2. **Is the language in the worksheet connected to the language learnt in Unit 1?** YES ☒ NO ☐

   Comments: Unit 1 is intended to raise awarness of the main grammar tenses, so the language, in the worksheet, is not only related to the topic but also improved the students' vocabulary and lexis.

About the activities

3. **Did the activities help you extend or consolidate the vocabulary learnt in Unit 1?** YES ☒ NO ☐

   Comments: It helps to consolidate the activities in Unit 1 because the students have to remember the previous classes, so they, definitely, make students be more conscious about their week points in the language.

4. There are three sections in the worksheet: IDIOMS, PHRASAL VERBS, FUNCTIONAL LANGUAGE. Please, tick the appropriate box in the following chart about how interesting/ useful these sections were.

Section	Very interesting	Quite interesting	Not interesting
Idioms	✓		
Phrasal Verbs	✓		
Functional language	✓		

Comments: The activities are very interesting. Besides the students are always focus on them.

Section	Very useful	Quite useful	Not useful
Idioms	✓		
Phrasal Verbs	✓		
Functional language	✓		

Comments: They are very useful because the students find them enriching. It is a great way to reinforce previous knowledge.

About the worksheet in general

1. Does this worksheet supplement the coursebook appropriately? YES ☒ NO ☐

   Comments: It does because everything is linked to what the students have been before.

2. What was your students' reaction towards the worksheet? (To answer this question, we kindly suggest asking your students about the activities: did they like them? Did they find them useful/interesting?) When I asked them about the activities they were motivated to keep learning. Also they said the activities would make them study hard on their own. So the activities encourage more searching and practice.

3. How would you improve this worksheet? I would present the activities in power point file beside the printed version in order to make the instruction easier. Also I would omit the first letter in the functional language at the beginning of the activity to make it more challenging. Then I would give the first letters to help students develop the practise properly.

Extra comments, if any I think we should give an extra worksheet in every class just like further practise. For example, a piece of exercise of VOC. Resolve it in class and checking it properly.

Thank you for your time and cooperation.

APPENDIX 9
VOCABULARY BOOKLET: MATERIAL FOR FIRST INTERVENTION (SAMPLE SHEET)

Unit 1

I. Idioms to describe people

VOCABULARY EXTENSION: ADJECTIVES TO DESCRIBE PEOPLE

A. Do you know the meaning of the following idioms?

a) to be a whizz kid	e) to be a pain in the neck	i) to be down to earth
b) to be round the bend	f) to be a skinflint	j) to be as hard as nails
c) to be a layabout	g) to be as good as gold	k) to have a poker face

B. Match up the idioms and definitions.

1. Behaving in a way that others approve.
2. Someone who is lazy and avoids responsibility.
3. Someone who seems to know everything and annoys other people.
4. A really annoying person who most people can't stand.
5. A realistic and practical person.
6. Someone who gets angry easily.
7. A young person who is extremely intelligent and successful.
8. A face which shows no emotions.
9. Someone who leads others to do wrong things.
10. To be distant and unfriendly, showing no sympathy, kindness or fear
11. Someone who hates spending money.
12. A crazy/mad person.

Answer key:

1	2	3	4	5	6	7	8	9	10	11	12
g	c	h	e	i	l	a	k	d	j	f	b

C. Complete the following sentences with the correct idiom:

1. Don't expect any sympathy from Laura. She's _____.
2. We never know what Sarah is thinking. She always has _____.
3. Bill Gates was a computer _____ He founded Microsoft at the age of 20.
4. Carl doesn't want to give money for the celebration. He's such a _____.
5. He went to prison because he was the _____ of revolutionary activities.
6. My brother is unwilling to work. He's such a _____.

Answer key:

1	2	3	4	5	6
as hard as nails	a poker face	whizz kid	skinflint	ringleader	layabout

Alternative suggestion: Students can invent their own examples with the other idioms.

EXTRA SPEAKING ACTIVITY: **Discuss the following questions:**

1. Who in your family is quick-tempered?
2. Do you know someone who is a pain in the neck?
3. Talk about a friend who is as good as gold.
4. Are you usually very down to earth? Why?

II. Phrasal verbs with *make* and *do*

VOCABULARY EXTENSION: Collocations with *make* and *do*

A. Look at the underlined phrasal verb. Can you guess the meaning?

1. Peter made off when he heard his wife's voice. He didn't want to talk to her.
2. We should start doing away with the ridiculous rules.
3. Dad has bought a beach house, but he has to do it up as it has deteriorated.
4. What do you make of Tina's new boyfriend? I don't like him.
5. My sister made up to my mum until she agreed to let her go to the party.
6. I had to do without a holiday last year because I got sick.
7. The delicious food at the restaurant made up for the tasteless wine we got.
8. The mugger threatened to do me in if I didn't give him my wallet.

Answer key:

1. to make off = to leave hurriedly	5. to make up to = to be nice in order to get sth.
2. to do away with = to get rid of	6. to do without = to manage without
3. to do up = to repair/ to redecorate	7. to make up for = to compensate for
4. to make of = to think (opinion)/ to understand the meaning of	8. to do in = to attack or kill someone

EXTRA SPEAKING ACTIVITY: **Discuss the following questions:**

1. What do you make of our education system?
2. Which rule do you think your workplace/school should do away with?
3. Have you ever had to make up to someone?
4. What would you do if a mugger threatened to do you in?

III. Functional language

FUNCTIONAL LANGUAGE: Giving suggestions

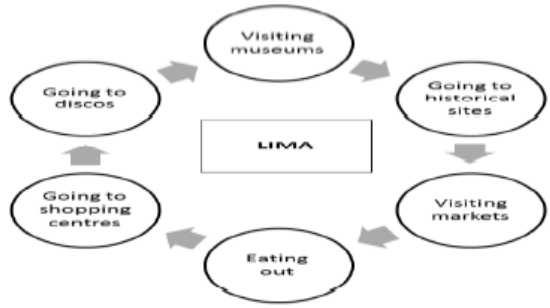
A. Complete the following expressions. The first letter has been given for you.

1. Would you c_____ trying something different?	B. I can't make up my m_____.
2. C_____ we go for something different?	C. I'm t_____ between these ideas.
3. How does this idea s_____ you?	D. It's not funny e_____.
4. It'd be g_____ if we could…	E. It doesn't g_____ me.

Answer key:

1	2	3	4	5	6	7	8
consider	Could	strike	great	mind	torn	enough	grab

EXTRA SPEAKING ACTIVITY: A friend is coming to Lima at the weekend and you need to organise a tour for him. Discuss the ideas below and decide which two activities are the best ones.



APPENDIX 10
ADVANCED VOCABULARY BOOKLET
INSTRUCTIONS FOR TEACHERS

OBJECTIVE

To provide students with extra vocabulary and supplement our current course book.

ABOUT THE BOOKLET

The "Advanced Vocabulary Booklet" contains 16 sheets specially produced to supplement each unit in the book. Each sheet has three sections which deal with Idiomatic expressions, Phrasal verbs, Functional Language or Extra Vocabulary. All the content is related to the topics students see in each of the units of the book.

ABOUT THE MATERIAL TEACHERS/STUDENTS RECEIVE

- All teachers will receive the Vocabulary Booklet (hard copy) and they will also have access to it through the Portal's Intranet: **DESCARGA>> SUPPLEMENTARY MATERIAL>ADULTS> ADVANCED>VOCABULARY BOOKLET- TEACHERS.**
- All teachers will have access to Power Point Presentations, which will help them present the different sections to students. Teachers can find these presentations in a document in the Portal's Intranet: **DESCARGA> SUPPLEMENTARY MATERIAL>ADULTS> ADVANCED>VOCABULARY BOOKLET- PPT PRESENTATION** (3 different documents)
- Students will have access to the booklet through the Portal's Intranet:
  - Click on "Descarga" and click on "Materiales"
  - Click on "Vocabulary booklet"

ABOUT USING THE MATERIAL IN CLASS

- All teachers are expected to use this material in class. Its use is compulsory as we are working on improving our students' level and all AD classes should be standardized.
- The three different sections of each Vocabulary sheet have already been included in the syllabus.
- It is not obligatory for students to print out the sheets. Teachers have access to the Power Point Presentations and students can take notes of the new vocabulary in this way. However, it is advisable to ask them to enter the Portal's Intranet and to print out the sheets, so that it is easier to work with them.
- Teachers receive the Vocabulary Booklet for teachers, in which they will find the answers. The Student's version is the same, but it does NOT include the answers or the EXTRA SPEAKING ACTIVITIES.
- However, if you want to check the students' version, you can enter the Portal's Intranet: DESCARGA>ESTUDIOS>TEACHERS NOTES-GUIDELINES>VOCABULARY BOOKLET- STUDENTS.

METHODOLOGY

- Teachers must be aware of the fact that best teaching practice is expected when using the booklet. Consequently, teachers are asked to:
    - Include pronunciation at word and sentence level when dealing with the new items.
    - Students must deduce the meaning of the words from the contexts given.
    - Work with the approach the institute uses: Active Learning through communicative activities that reinforce the vocabulary learnt.
    - Recycle the vocabulary in every single lesson, so students get used to using it.
    - Encourage your students to use the vocabulary in their production: speaking and writing activities.
    - Students must also be aware of the fact that even though it is good to include these language items in their repertoire, it is not

good to overuse them as they might sound unnatural when using the language.

ABOUT TIMING

There are 3 sections in each worksheet (PART I, PART II and PART III). Each part should take between **20 and 30 minutes**. If you think some exercises are going to take too long, you can always leave them for homework and do the Extra Speaking Activities in class to consolidate the language. **Remember we should not neglect the course book because of this new material.**

ABOUT PRINTING THE MATERIAL AND PPT PRESENTATIONS

We strongly suggest that teachers should ask their students to print the worksheets at the beginning of the cycle. However, if they fail to do it, teachers can always use the PPT presentations (PDF files) in the Portal's Intranet.

We know that there are some technical issues that might make it difficult to use the presentations directly from the Portal's Intranet.

If this is the case, you can save the presentations on a USB stick:

- Open the PDF file.
- Click on "Archivo"
- Click on "Guardar como"
- Click on "PDF"
- Select your USB stick (e.g. "KINGSTON")
- Write the name of the file (you decide this)
- Click on "Guardar"

In this way, you will have the PPT presentations saved on a USB stick and using the Intranet in class will not be necessary anymore.

ABOUT STUDENTS HAVING ACCESS TO THE BOOKLET

Students will now find the complete Vocabulary Booklet in the Portal's Intranet. This decision has been made based on teachers' feedback as students found the language interesting and wanted to have a look at the previous sheets as well. However, teachers should only cover the sheets that correspond to the cycle they are teaching. Your students can do the other exercises in their own time, if they wish. All the expressions can be found on the Internet. **So, when you ask your students to print out the sheets, ask them to print out only the Units you will cover in the cycle.**

APPENDIX 11
SURVEY TO TEACHERS REGARDING SUPPLEMENTARY MATERIAL

FEEDBACK FORM- AD VOCABULARY BOOKLET

Dear teacher,
We are collecting information and receiving your comments on the new Vocabulary Booklet for AD courses.
Thank you in advance for your time and co-operation.
Regards
The Studies Area

Please, answer the following questions giving reasons and leaving your comments as detailed as possible:

About timing

There are 3 sections in each worksheet (Part I, Part II and Part III). Each section should take between 20 and 30 minutes.

1. **Is the timing appropriate?** **YES ☐** **NO ☐**

   Comments: _____
   _____
   _____

About the vocabulary/ language

1. **Is the vocabulary included challenging enough?** **YES ☐** **NO ☐**

   Comments: _____
   _____
   _____

2. **Is the language in the booklet connected to the language learnt in the cycle?**
   YES ☐ **NO ☐**

   Comments: _____
   _____
   _____
   _____

About the activities

1. **Did the activities help you extend or consolidate the vocabulary learnt in the cycle?** **YES ☐** **NO ☐**

   Comments: _____
   _____
   _____
   _____

2. There are three sections in each worksheet: PART I, PART II and PART III. Please, tick the appropriate box in the following chart about how interesting/ useful these sections were.

Section	Very interesting	Quite interesting	Not interesting
PART I			
PART II			
PART III			

Comments:_____
_____

Section	Very useful	Quite useful	Not useful
PART I			
PART II			
PART III			

Comments:_____
_____

About the booklet in general

1. Does this booklet supplement the coursebook appropriately?
YES ☐ NO ☐
Comments:_____
_____

2. What was your students' reaction towards the booklet? _____
_____
_____

3. Did you find any typos in the booklet? Please, list them here: _____
_____
_____
_____
_____
_____

Extra comments, if any_____
_____
_____
_____

Thank you for your time and co-operation,

FEEDBACK FORM- AD VOCABULARY BOOKLET

Dear teacher,
We are collecting information and receiving your comments on the new Vocabulary Booklet for AD courses. Please fill in the form and give it back to your Head/Deputy Head of Centre

Thank you in advance for your time and co-operation.
Regards
The Studies Area

Please, answer the following questions giving reasons and leaving your comments as detailed as possible:

About timing

There are 3 sections in each worksheet (Part I, Part II and Part III). Each section should take between 20 and 30 minutes.

1. **Is the timing appropriate?** YES ☒ NO ☐

   Comments: I have 8 students and I believe 45 minutes is more than enough.

About the vocabulary/ language

1. **Is the vocabulary included challenging enough?** YES ☒ NO ☐

   Comments: My students have found the vocabulary presented interesting and the section in which they have to talk is really good fun. There should be more questions.

2. **Is the language in the booklet connected to the language learnt in the cycle?** YES ☒ NO ☐

   Comments: Very good choice of vocabulary closely connected with what they have in the book

About the activities

1. **Did the activities help you extend or consolidate the vocabulary learnt in the cycle?** YES ☒ NO ☐

   Comments: Definitely. At this stage the students know then need more vocabulary to express their ideas better.

2. There are three sections in each worksheet: PART I, PART II and PART III. Please, tick the appropriate box in the following chart about how interesting/ useful these sections were.

Section	Very interesting	Quite interesting	Not interesting
PART I	✓		
PART II	✓		
PART III	✓		

Comments: Students like to learn vocabulary.

Section	Very useful	Quite useful	Not useful
PART I	✓		
PART II	✓		
PART III	✓		

Comments: _____

About the booklet in general

1. Does this booklet supplement the coursebook appropriately?
YES ☒ NO ☐
Comments: Relevant and useful language linked to each cycle

2. What was your students' reaction towards the booklet? Very positive. It is well designed and the students start using the language immediately.

3. Did you find any typos in the booklet? Please, list them here:
Unit 9, Part III ex 3 It says 'thseol' the 'a' is missing.
Unit 10, Part I B text 2 It says 'I'm very into having'.
Part II A ex 4. It says 'has another relationship'. It should say 'is in another relationship'.
Part III A ex 1 It says 'his father' it should be 'her father'.
Unit 11, Part III A ex 6 It says 'Flea market' it should say 'Flea market'

Extra comments, if any Congratulations on this initiative because although the coursebook we are currently using deals with FCE exam strategies, there is a serious lack of more advanced vocabulary. The students are not exposed to any new idioms collocations or phrasal verbs and using this booklet will certainly fill this gap.

Thank you for your time and co-operation,

APPENDIX 12
VOCABULARY BOOKLET: MATERIAL FOR SECOND INTERVENTION: (SAMPLE SHEET)

Unit 1
Idioms related with clothes words

A. Complete the following sentences with one of the words in the box. There is one extra word you do not need to use.

sleeve	hat	socks	shoe	skirt	shirt

1. I've always liked going to my grandmother's house. I feel as comfortable as an old ……
2. I'm sure Tina has got something up her …… Time will tell.
3. Katy should pull her …… up and start working harder. Otherwise, she's going to fail the course.
4. Please, don't invite Tom. He's such a stuffed …… I can't stand him.
5. I take my …… off to my mother. She's been so brave through all her life and I really admire her.

B. Work in pairs. Underline the idioms and explain their meanings.

C. Complete the following conversations with an idiom.

1. A: I can't believe the way Marco behaved today.
   B: I don't know why you're so surprised. Marco's always been ……
2. A: Everybody thought Mia was never going to get used to living in the city.
   B: I know! She seems to ……
3. A: Sarah is certainly a strong woman.
   B: Sure. I …… Not many people can stay strong after so much pain.
4. A: Walter is quiet now, but you know he's the kind of person who is always planning how to take revenge.
   B: You're right. He must ……
5. A: My sister is being so lazy these days.
   B: Well, it's time she …… or your parents might not want to pay for her studies anymore.

D. Complete the following sentences with the correct idiom.

1. I used to feel as …… at Primary school.
2. I …… to some artists.
3. I usually …… when my Final Exams are around the corner.

E. Are the sentences in exercise D True or False for you? Discuss with a partner.

Functions reference

A. Put the following words in order to make sentences. Start with the underlined words.

1. there/ You've/ a point/ got
   _____
2. still/ enough/ convinced/ I'm/ Fair/ but/ not
   _____
3. you/ I know/ don't/ what/ but/ mean/ I/ agree
   _____
4. extent/ sure/ I agree/ not/ some/ I'm/ to/ so/ but
   _____
5. you/ couldn't/ I / agree/ with/ more
   _____

SPEAKING ACTIVITY: Discuss if you agree or disagree with the following statements:

Parents are allowed to smack their children

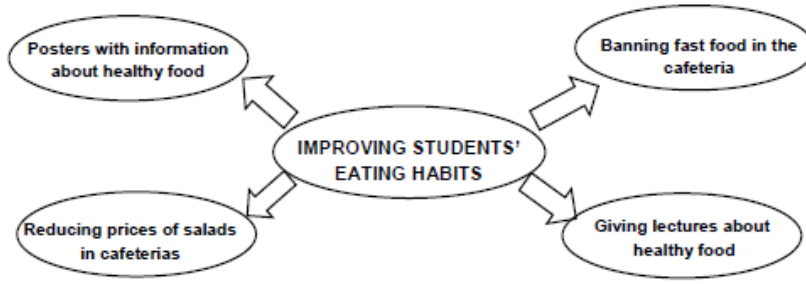
Military service should be compulsory

Experiments shouldn't be performed on animals

B. Complete the following expressions with an appropriate word:

1. It seems to _____ that Peruvian people have very bad healthy habits.
2. I'm _____ favour of banning fast food commercials.
3. It's a _____- known fact that women have better eating habits than men.
4. The _____ I see it, parents are responsible for their children's bad eating habits.
5. As _____ as I'm concerned, young people are changing their eating habits.

SPEAKING ACTIVITY: Your college has started a campaign to improve its students' eating habits. Discuss the ideas below and decide which two would be the most effective.



APPENDIX 13

ADVANCED NEW VOCABULARY BOOKLET
INSTRUCTIONS FOR TEACHERS

OBJECTIVE

To provide students with extra vocabulary and supplement our course book.

ABOUT USING THE MATERIAL IN CLASS

- ***All teachers are expected to use this material in class. Its use is compulsory as we are working on improving our students' level and all AD classes should be standardized.***

METHODOLOGY

- ***Teachers must be aware of the fact that best teaching practice is expected when using the booklet. Consequently, teachers are asked to:***

    - ***Include pronunciation at word and sentence level when dealing with the new items.***
    - ***Students must deduce the meaning of the words from the contexts given.***
    - ***Work with the approach the institute uses: Active Learning through communicative activities that reinforce the vocabulary learnt.***
    - ***Recycle the vocabulary in every single lesson, so students get used to using it.***
    - ***Encourage your students to use the vocabulary in their production: speaking and writing activities.***
    - ***Students must also be aware of the fact that even though it is good to include these language items in their repertoire, it is not good to overuse them as they might sound unnatural when using the language.***

APPENDIX 14
EXPERTS JUDGEMENT

ADVANCED BOOKLET – FEEDBACK FORM

Dear Colleague,
We are collecting feedback on the ADVANCED BOOKLET, which students receive together with their Advanced book. Please, answer the following questions and write any comment you may have in the Observations box.

	YES	NO	OBSERVATIONS
Does the booklet provide students with useful vocabulary for our Advanced students?			
Is the vocabulary connected with the unit topics in the book?			
Are the controlled activities appropriate in each unit?			
Are the freer activities appropriate in each unit?			
Do you think students find the booklet motivating and/ or enjoyable?			
Do students incorporate items from the booklet in their speaking/ writing activities?			

Thank you very much

James Bunting

ADVANCED BOOKLET – FEEDBACK FORM

Dear Colleague,
We are collecting feedback on the ADVANCED BOOKLET, which students receive together with their Advanced book. Please, answer the following questions and write any comment you may have in the Observations box.

	YES	NO	OBSERVATIONS
Does the booklet provide students with useful vocabulary for our Advanced students?	✓		
Is the vocabulary connected with the unit topics in the book?	✓		
Are the controlled activities appropriate in each unit?	✓		Some of the gap-fill exercises for the idioms are too easy. We could change some of them so #
Are the freer activities appropriate in each unit?	✓		
Do you think students find the booklet motivating and/ or enjoyable?	✓		If the teacher uses it correctly.
Do students incorporate items from the booklet in their speaking/ writing activities?	✓		Mainly the idioms.

Thank you very much

the Students also have to think about the grammar and the pronouns.

ADVANCED BOOKLET – FEEDBACK FORM

Dear Colleague,
We are collecting feedback on the ADVANCED BOOKLET, which students receive together with their Advanced book. Please, answer the following questions and write any comment you may have in the Observations box.

	YES	NO	OBSERVATIONS
Does the booklet provide students with useful vocabulary for our Advanced students?	✓		Yes, but some supplementary material could be more useful (apart from the teacher's mats and resources)
Is the vocabulary connected with the unit topics in the book?	✓		To a certain extent.
Are the controlled activities appropriate in each unit?	✓		
Are the freer activities appropriate in each unit?	✓		They could be more varied.
Do you think students find the booklet motivating and/ or enjoyable?	✓		The booklet provides students with good and well-sequenced practice. However, the use of supplementary material by the teacher makes it more enjoyable and effective.
Do students incorporate items from the booklet in their speaking/ writing activities?	✓		Indeed.

Thank you very much

Iny Díez
San Borja

ADVANCED BOOKLET – FEEDBACK FORM

Dear Colleague,
We are collecting feedback on the ADVANCED BOOKLET, which students receive together with their Advanced book. Please, answer the following questions and write any comment you may have in the Observations box.

	YES	NO	OBSERVATIONS
Does the booklet provide students with useful vocabulary for our Advanced students?	✓		appropriate input of idioms & phrasal verbs
Is the vocabulary connected with the unit topics in the book?	✓		topic-orientated lexis
Are the controlled activities appropriate in each unit?	✓		Yes, they move from controlled to less controlled
Are the freer activities appropriate in each unit?	✓		Indeed, usually Pt. E or F are freer.
Do you think students find the booklet motivating and/ or enjoyable?	✓		Completely. Now, for future issues, a few graphics could be added to make it more appealing
Do students incorporate items from the booklet in their speaking/ writing activities?	✓		SS are encouraged to use the target language and this is reflected in their speaking/writing

Thank you very much

ROGER TERRONES

APPENDIX 15
REPORT ON EXIT TEST

Pair 1

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

Pair 2

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

Pair 3

	LA	DF	PR	IC	FR
STUDENT A					
STUDENT B					

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language

REPORT ON EXIT TEST

Pair 1

	LA	DF	PR	IC	FR
STUDENT A	4	4	4	5	17
STUDENT B	4	4	4	5	17

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
Speaking for myself..	I'm in two minds..
	It seems to me that..
	I couldn't agree more..

Pair 2

	LA	DF	PR	IC	FR
STUDENT A	4	4	4	4	16
STUDENT B	5	4	4	4	17

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
I'm not exactly a party animal..	Fair enough, but..
	I'm not convinced
	In my view..

Pair 3

	LA	DF	PR	IC	FR
STUDENT A	4	3	4	4	15
STUDENT B	4	3	3	4	14

SAMPLES OF STUDENTS' LANGUAGE

Vocabulary	Functional language
She's usually in a down mood.	that sounds reasonable!
	I can't agree with you..

APPENDIX 16
COMMUNICATION WITH OTHER INSTITUTIONS

E-MAIL 1

De: David Castillo [mailto:davideduardocastilloz@gmail.com]
Enviado el: martes, 05 de setiembre de 2017 03:59 p.m.
Para: Majid Safadaran <majid@icpnachi.edu.pe>
Asunto: About supplementary material

Dear Mr Safaradan
My name is David Castillo and I am a student doing a Master's Degree at Universidad de Piura. Actually, some years ago, you were my thesis assessor. However, because of some personal issues, I had to stop doing the thesis at that time.
Now, I've passed the Practicum and I'm working on the final thesis. As part of the investigation, I was asked to do some research into how big language schools use supplementary material and I thought you could help me answering some questions about this experience at ICPNA.

1. Has the academic department ever designed material for students?
2. What kind of material was designed?
3. How did you decide the items/content of the supplementary material?
4. Did the supplementary material have any impact on students' test results?

If you can't answer the questions because of confidentiality, I will totally understand.
I really look forward to hearing from you.

Best,

David Castillo

From: **Majid Safadaran** <majid@icpnachi.edu.pe>
Date: Tue, Sep 5, 2017 at 4:09 PM
Subject: RE: About supplementary material
To: David Castillo davideduardocastilloz@gmail.com

Dear David,
1. Has the academic department ever designed material for students?
Yes. For the advanced program.
2. What kind of material was designed?
Material covering the 4 skills and the sub skills. A lot of authentic material. More activities for writing.
3. How did you decide the items/content of the supplementary material?
Based on the B2 and C1 CEFR levels (can do statements)
4. Did the supplementary material have any impact on students' test results?
Yes. The percentage of students passing the Michigan exam increased, not as much as we expected, but there was an improvement.
Regards,

Dr. Majid Safadaran Mosazadeh
General Director – Academic Programs
Instituto Cultural Peruano Norteamericano de Chiclayo
Tel: +51 (74) 233331
Mobile: +51 969835555
E-mail: majid@icpnachi.edu.pe

E-MAIL 2

From: **David Castillo** <davideduardocastilloz@gmail.com>
Date: Tue, Sep 5, 2017 at 4:01 PM
Subject: Fwd: About supplementary material
To: djlopez@pucp.pe

Dear Mr. Lopez

My name is David Castillo and I am a student doing a Master's Degree at Universidad de Piura. I'm currently working on a thesis about supplementary material and as part of the investigation, I was asked to do some research into how big language schools use supplementary material and I thought you could help me answering some questions about this experience at IDIOMAS CATOLICA.

1. Have the academic department/ academic coordinators ever designed material for students?
2. What kind of material was designed?
3. How did you decide the items/content of the supplementary material?
4. Did the supplementary material have any impact on students' test results?

If you can't answer the questions because of confidentiality, I will totally understand.
I really look forward to hearing from you.

Best,

David Castillo

From: **Diego Jesus Lopez Tassara** <djlopez@pucp.pe>
Date: Tue, Sep 5, 2017 at 7:55 PM
Subject: Re: About supplementary material
To: David Castillo <davideduardocastilloz@gmail.com>

Dear David.
Thank you for considering me a valuable source to your research.
However, I cannot provide the requested information since it is confidential.
I hope you are able to find the information from another source.
Best regards,

Diego López Tassara

E-MAIL 3

From: **David Castillo** <davideduardocastilloz@gmail.com>
Date: Sat, Sep 9, 2017 at 8:25 AM
Subject: Fwd: About supplementary material
To: leonardo.mercado@euroidiomas.edu.pe

Dear Mr Mercado

My name is David Castillo and I am a student doing a Master's Degree at Universidad de Piura. I'm currently working on a thesis about supplementary material and as part of the investigation, I was asked to do some research into how big language schools use supplementary material and I thought you could help me answering some questions about this experience at EUROIDIOMAS

1. Has the academic department ever designed material for students?
2. What kind of material was designed?
3. How did you decide the items/content of the supplementary material?
4. Did the supplementary material have any impact on students' test results?

If you can't answer the questions because of confidentiality, I will totally understand.
I really look forward to hearing from you.

Best,

David Castillo

From: **Leonardo Mercado**
Leiva <leonardo.mercado@euroidiomas.edu.pe>
Date: Fri, Sep 15, 2017 at 3:46 PM
Subject: Re: About supplementary material
To: David Castillo <davideduardocastilloz@gmail.com>

Hello David:

Please see my answers below.

1. Has the academic department ever designed material for students?
Yes.

2. What kind of material was designed?

We designed supplementary material that would help them consolidate their learning in each course as well as prepare for international proficiency examinations.

3. How did you decide the items/content of the supplementary material?

We looked at our curriculum, each course syllabus, the CEFR, and the GSE.

4. Did the supplementary material have any impact on students' test results?

A research study would have to be designed and carried out to determine with any accuracy whether such materials could have any influence on test results. From past experiences and my own research thesis when I got my first master's in education, I can say such materials and resources can have an impact. It depends on what has been developed, the purpose, and efficacy in their implementation.