



UNIVERSIDAD
DE PIURA

REPOSITORIO INSTITUCIONAL
PIRHUA

THE USE OF AUTHENTIC VIDEOS, AS A TEACHING STRATEGY, TO LOWER SOME BOREDOM SIGNS SHOWN BY INTERMEDIATE ENGLISH STUDENTS AT UNIVERSIDAD SAN IGNACIO DE LOYOLA WHEN PRACTICING GRAMMAR, IN ORDER TO IMPROVE RESULTS

Dalís López-Osorio

Piura, noviembre de 2016

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

Maestría en Educación con Mención en Enseñanza de Inglés como Lengua
Extranjera

López, D. (2016). *The use of authentic videos, as a teaching strategy, to lower some boredom signs shown by Intermediate English students at Universidad San Ignacio de Loyola when practicing grammar, in order to improve results* (Tesis de Maestría en Educación con Mención en Enseñanza de Inglés como Lengua Extranjera). Universidad de Piura. Facultad de Ciencias de la Educación. Piura, Perú.



Esta obra está bajo una [licencia](#)
[Creative Commons Atribución-](#)
[NoComercial-SinDerivadas 2.5 Perú](#)

[Repositorio institucional PIRHUA – Universidad de Piura](#)

DALÍS MARIANELLA LÓPEZ OSORIO

**THE USE OF AUTHENTIC VIDEOS, AS A TEACHING STRATEGY,
TO LOWER SOME BOREDOM SIGNS SHOWN BY
INTERMEDIATE ENGLISH STUDENTS AT UNIVERSIDAD SAN
IGNACIO DE LOYOLA WHEN PRACTICING GRAMMAR, IN
ORDER TO IMPROVE RESULTS.**



**UNIVERSIDAD DE PIURA
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
MAESTRÍA EN EDUCACIÓN
MENCIÓN EN ENSEÑANZA DE INGLÉS COMO LENGUA
EXTRANJERA**

2016

DEDICATORY

To the memory of my father to whom I made a promise, which is finally coming true.

APPROVAL

The thesis entitled, **THE USE OF AUTHENTIC VIDEOS, AS A TEACHING STRATEGY, TO LOWER SOME BOREDOM SIGNS SHOWN BY INTERMEDIATE ENGLISH STUDENTS AT UNIVERSIDAD SAN IGNACIO DE LOYOLA WHEN PRACTICING GRAMMAR, IN ORDER TO IMPROVE RESULTS.**, presented by **DALÍS MARIANELLA LÓPEZ OSORIO**, in accordance with the requirements of being awarded the degree of Master in Education with a mention in Teaching English as a Second/Foreign Language, was approved by the thesis director: **Dr. Majid Safadaran Mosazadeh**, and defended on _____ before a Jury with the following members:

President

Secretary

Informant

ACKNOWLEDGEMENTS

Working on an investigation, collecting information, gathering data, discussing, comparing results, etc. would not have been possible if I had been by myself, without the help of a very committed team of colleagues, family and friends who gave me the support I needed in order to conduct my research.

I would like to start acknowledging the valuable support that my colleague, Eddy Flores, gave me through the process of collecting data by letting me observe his class and use his students as part of the control group in this investigation.

Another aspect of the investigation that could be fulfilled is concerning the statistical analysis, and the presentation of data and results thanks to the effort and commitment of Miguel Solari, whose knowledge and expertise in such field helped this intricate work go smoothly and accurately.

Likewise, the support given by Sandra Mazuelos, who advised me on different aspects of the contents of this investigation helped to have a clearer vision of the presentation of this investigation, both in methodological and theoretical terms.

Furthermore, I would like to express my appreciation to all the authorities, administrative and academic staff of Universidad San Ignacio de Loyola who helped me to collect all the data and necessary information to be able to conduct this research.

Last but not least, my deepest appreciation towards my family for all the emotional and logistical support so that I can combine my activities as a professional, researcher and as a parent.

INDEX

INTRODUCTION	1
CHAPTER I: INVESTIGATION OUTLINE.....	5
1.1. Formulation of the problem	5
1.2. Hypothesis.....	6
1.2.1. General hypothesis.....	6
1.2.2. Specific hypothesis	6
1.3. Delimitation of the objectives	6
1.3.1. General objective	7
1.3.2. Specific objectives	7
1.4. Justification of the investigation	7
1.5. Limitations of the investigation	9
1.6. Antecedents of the investigation	9
CHAPTER II: THEORETICAL FRAMEWORK.....	15
2.1. Motivation.....	15
2.1.1. Problems caused by lack of motivation: Boredom	16
- Yawning.....	20
- Talking	21
- Sleeping in class.....	21
- Using cell phones.....	21
- Showing unwillingness to practice grammar.....	23
2.2. Motivation teaching techniques	23
2.2.1. Reasons to use authentic videos in class	24
2.2.2. Advantages of using authentic videos.....	26
- Authentic language.....	26
- Cultural enrichment.....	26

- Enhanced motivation	27
- Visual dimension	27
- Exposure to real language.....	27
- Use of web videos.....	28
- Multiple Intelligences reinforcement.....	28
- Emotional advantage.....	29
2.2.3.Aspects to consider before choosing authentic videos in class	30
- Cultural aspect.....	30
- Student's age	30
- Student's level of English.....	30
- Preparation activities	31
- Enquiries a teacher needs to make themselves when planning their lesson with authentic videos	31
- Length of videos	33
2.2.4.Some negative aspects of using authentic videos in class.....	33
- Frustration in case full comprehension is not fully achieved.....	33
- Technical limitations.....	34
2.2.5.Methodological procedures for the use of authentic videos in class	34
- Lead – in.....	34
- While watching stage	34
- After watching stage.....	35
- Optional task.....	35
2.3 Grammar.....	35
2.3.1 Grammar practice.....	36
2.3.2 Grammar practice and motivation.....	36
2.3.3 Grammar practice and adult young learners	37
2.3.4 Results in grammar practice.....	37
2.3.5 Influence of motivation on results.....	37

CHAPTER III: METHODOLOGY OF THE INVESTIGATION ...39

3.1. Investigation type	39
3.2. Design of the investigation.....	39
3.3. Population and study sample.....	40
3.4. Variables	41
3.5. Techniques and instruments for gathering of data.....	41

CHAPTER IV: DISCUSSION OF RESULTS	51
4.1. Interviews to teachers.....	51
4.2. Surveys to students.....	56
4.3. Grammar sheets.....	60
4.4. Results	60
4.4.1. Signs of boredom	60
4.4.2. Results in grammar	64
4.5 Analysis of results	95
4.5.1. Analysis of signs of boredom	95
4.5.2. Analysis of results in grammar practice.....	105
4.5.3. Analysis of students' grammar before and after	125
Conclusions	131
Recommendations.....	135
Bibliography.....	137
Annexes.....	145
Glossary	147
Examples of Interviews answered by teachers	149
Examples of Surveys answered by students	157
List of videos used for Experimental Group	168
Examples of Grammar sheets filled by students of the Experimental Group.....	171
Lesson Plans	182

INTRODUCTION

Trying to turn studying grammar generally considered boring into something attractive or motivating has become a real challenge for many teachers worldwide. The characteristics of traditional grammar practice may have negative influence on learners' motivation. Through this investigation, we will try to identify what makes traditional grammar practice a factor in diminishing students' motivation and promotes boredom signs to appear. Indeed, young adult learners are not the same as adults or children. They have their own interests, likes and dislikes, what is more, young adults are different now, even in the way they learn, due to the access they have to new technology. For this reason, presumably, traditional grammar practice does not match those interests and new needs, that is why, they may show boredom signs such as, yawning, talking to peers, using their cell phones, showing unwillingness to practice or even sleeping.

The need for investigating traditional grammar, its interrelation with motivation and their potential effect on results appears when seeing two situations in class: students show signs of boredom and they obtain poor results in grammar exercises. Different strategies may be applied in situations like this, from disciplinary to motivating strategies; the use of authentic video was chosen because it arises as a viable means of motivation due to their great deal of advantages from different points of view (linguistically, emotionally, etc.), which will be analyzed in Chapter II.

It was found that obtaining good results in their courses was a constant concern among students who are part of this investigation. First of all, Universidad San Ignacio de Loyola (USIL), where this investigation takes place, expects high standards of English so that students can take some career courses that are taught in English. Therefore, students are permanently being evaluated on the different skills of the language and there are quizzes that focus mainly on grammar. All the evaluations are oriented to preparing students for Cambridge Exams at different levels; for instance, KET, PET, FCE and in different skills (speaking, reading, listening, etc.) The main goal of the Language Department is that when students finish their university studies, they reach FCE level, so that they are able to graduate. Aiming at this goal, the students are given 6 hours of English in class and have access to English practice activities through autonomous learning programs from home.

Having as a goal to improve students' results in grammar and, as a side effect, that students get the required level of English for them to be able to graduate, we figured authentic videos could be used in a different way to what they have been usually used. Thus, this investigation is intended to demonstrate how authentic videos can play an important role reducing some of the most common signs of boredom students show whenever they have to deal with grammar exercises. The signs of boredom considered in this study are: yawning, using cell phones, talking to their peers, showing unwillingness and sleeping in class. Moreover, we try to go beyond and see how results in grammar practice can be influenced by the absence of such attitudes. In this research, we will explore the advantages of using authentic videos, focusing on the best way to exploit them, as a means to improve results in grammar practice. This investigation will be dealing with three basic aspects, all of which are part of Chapter II: the signs of boredom (presumably because of lack of motivation), the use of authentic videos and results in grammar practice. The objective then is to be able to answer if authentic videos can help lower students' signs of boredom when practicing grammar obtaining better results in grammar practice.

If it is proven that authentic videos can help lower boredom signs and that influences the results in grammar practice, the use of this tool may be spread and promoted, which would be highly beneficial to students in which this investigation has been applied. Teachers and

authorities of this university might be more conscious of the need for enhancing and integrating more strategies to motivate students and increase the research in this field.

In this investigation several hypothesis have been made: 1) Videos encourage the attention of the students, 2) Signs of boredom are reduced or even null when authentic videos are played, 3) The absence of boredom signs makes students eager to practice grammar and obtain better results. If these hypotheses are proven, we will answer if videos lowered the boredom signs identified in this investigation and if that allows better results in grammar practice.

In order to set the foundations for this investigation, several well known and updated resources have been used. There is a mix of prestigious authors, old and new investigations and or investigators, several web pages, blogs and forums, among other sources that altogether enrich the concepts and theoretical framework used for this investigation. Three basic aspects will be described in Chapter II. These include the signs of boredom already mentioned before, why they occur and what their implications are. A second aspect that will be covered is the use of authentic videos and its advantages in the students' results specifically in grammar practice, which is the third aspect dealt with in this chapter.

The third chapter is about the methodological approach. This chapter deals with the process of the investigation, the population and sample chosen, their characteristics and why they were chosen. Another aspect included in this section is regarding how authentic videos were used and how the signs of boredom were recorded. A description of the instruments that were used to test the results in grammar practice is also part of this chapter. Furthermore, there is a section dedicated to some problems encountered while performing the collection of data and how they were solved and what can be done in order to avoid them in the future. Finally, we will detail how the results were obtained.

In the last chapter, the results of the study are presented, contrasted and carefully explained. From the interpretation of these results, the conclusions will be reached and based on them, some recommendations will be made.

To conclude, in the annex we will be able to find a glossary, which is intended to explain in a precise way the most important term used throughout this investigation. Some examples of real interviews, surveys, as well as grammar exercises done by students will be presented in this section, too.

CHAPTER I: INVESTIGATION OUTLINE

Before performing this investigation, it was necessary to reflect on different aspects, such as what the problem is, the hypothesis to be established, the objectives from a general and a specific point of view, as well as the justification and limitations encountered during the process of research.

1.1. Formulation of the problem

Throughout several years of experience, talks with teachers and students, we were able to notice very little enthusiasm from students whenever they had to listen to their teachers' explanations of grammar structures or when they needed to complete grammar exercises. Lack of motivation represented in signs of boredom was evident and became common in classes where grammar was part of.

This need increased due to the constant and permanent evaluation of USIL students had. It was necessary then to do something to lower signs of boredom so that they can get better results when using grammar. Therefore, this question arose: Can authentic videos help lower boredom signs shown by Intermediate English students of Universidad San Ignacio de Loyola when practicing grammar in order to improve results?

1.2. Hypothesis

Before thinking about the hypothesis, it was necessary to find out how necessary it was for students to learn grammar, if they felt they really enjoyed it or if they just worked on it because it was part of the syllabus; in other words, if they did it out of obligation. Once this information was collected, we started working on the general and specific hypothesis, both of which will be described in the following paragraphs.

1.2.1. General hypothesis

Through this piece of work we intend to prove that authentic videos can help lower the signs of boredom USIL Intermediate English students show when dealing with English grammar exercises in class to improve their results when doing them.

1.2.2. Specific hypotheses

There are several specific hypotheses we have considered to prove thanks to this investigation:

- Authentic videos encourage the attention of the students
- Usual boredom signs become rare or null when authentic videos are played.
- The absence of boredom signs improves students' attitude towards English grammar exercises, therefore, they might feel eager to do them and get better results.
- The use of authentic videos improves the results students get in grammar exercises compared to the students who are not exposed to them

1.3. Delimitation of the objectives

Every research needs to be guided by certain objectives, upon which the hypothesis, methodology, analysis, contrast, etc. will be done. In the following paragraphs, we will list the objectives, categorizing them from general to specific.

1.3.1. General objective

To determine to what extent the use of authentic videos can influence on boredom signs shown by Intermediate English students of USIL when doing grammar exercises and thus allow for better results.

1.3.2. Specific objectives

- To promote the use of authentic videos to practice grammar besides just boosting listening comprehension.
- To promote the use of authentic videos in order to make lessons more dynamic to students.
- To compare results of grammar exercises in students of two classes with similar characteristics to determine the influence of authentic videos on students' grammar results.
- To analyze the results of their exercises lesson by lesson to identify any meaningful difference in the results due to the methods used.

1.4. Justification of the investigation

Prior to this investigation, it was noticed that the boredom signs (sleeping, yawning, using cell phones, speaking to their peers and showing unwillingness to practice grammar) students show when they had to practice grammar in class affected the results in their grammar exercises. Considering the great importance grammar has in order to convey a message correctly, it became clearer that the eradication of the signs of boredom mentioned above would make students feel more willing to do grammar exercises and as a consequence, they would get better results in them.

Another relevant reason in order to consider grammar exercises an aspect to be reinforced is that the courses taken by these university students are mandatory and since all the tests require a certain level of grammar knowledge in order to pass, there is a strong need to manage certain basic structures in order for students to graduate.

Another aspect considered in this investigation is the one concerning why boredom signs, such as yawning, using cell phones,

showing unwillingness to practice grammar, talking to their peers and sleeping, occur in class, especially when they have to deal with grammar exercises. As it is intended to demonstrate in this study, by lowering these boredom signs, students demonstrate their motivation increases. Even though this investigation does not focus on motivation directly, it is evident the close connection that this factor has with the topic being dealt with. Hence, not only will motivation set the first step in the process of language learning, but also it will allow us to have an atmosphere of entertainment and comfort that will enable students to learn subconsciously, which might make lessons more effective.

“Subconscious methods are more effective. .. Consciously, all you do is enjoy English stories, articles, conversations, movies, and novels. You never think about grammar rules. You learn grammar by listening to our crazy Mini-Stories. We carefully repeat grammar patterns during the story... but you don't think about any rules. You just listen and enjoy the story consciously... but subconsciously, your brain learns English grammar. When you learn in this way, you can actually use the grammar too!” (Effortless English, 2008)

In order to make sure it was necessary to do this investigation with these students, a survey was administered to them aiming at finding out how much importance they give to English grammar. Its results expressed not only little interest in English grammar but also a dependence on traditional ways of learning and they pointed obligation as the main justification for studying grammar. There were also, some positive attitudes towards the course, even when the results in their level of grammar were not outstanding. For this reason, it was necessary to think about a strategy (authentic videos) that could bring better results in their grammar exercises.

On the other hand, it was considered important to obtain the teachers' points of view in terms of the need for improving students' attitude to practice English grammar, that is why, some teachers were interviewed and they reported, among other interesting insights, grammar was one of the least popular aspects of English to be dealt with in class.

1.5. Limitations of the investigation

During the observation done to both the experimental and control group, we were able to notice poor results in several grammar exercises the students did. Their level was supposed to be an intermediate level; however, in some cases the lack of knowledge of the English language made it difficult for these students to understand contents of the video and or the grammar structure being practiced.

Another difficulty that fortunately did not occur more than once was a technical inconvenience with the download of the video segment used for one of the classes. The continuous interruption made students lose their concentration and interest in the contents of the video.

A third limitation we had to deal with was when we were not able to cover some extra activities in class due to internal issues concerning the teaching system at the place of the investigation. This implied more time to do these extra activities and less time for the video and the corresponding exercises.

1.6. Antecedents of the investigation

At the preliminary stage of this investigation, it was noticed that authentic videos activities aimed at boosting listening comprehension. As the research started to grow, we were able to realize that even though grammar is not dealt with in any of the case studies we are about to present, there are some relevant similarities that are worth mentioning.

1.6.1. Effects of integrating children's literature and DVD films into a college EFL class

By MEI-LING CHEN

Date: Taiwan, December 2012

This case study was applied to a group of freshmen college students in Taiwan. It is important to mention the background described by this study since it can influence on its results. Education in Taiwan is typically focused on grammar and word analysis, which may make students lose their motivation and may cause negative attitudes towards reading, which is one of the skills enhanced in the investigation referred to.

At first impression; the only similarity seems to be the use of films in a college EFL class. However, there are some characteristics that are shared by both studies.

Two sample groups are present in both researches: The experimental group that is exposed to DVD films in English, and the control group, which is exposed to the textbook. It might be worth mentioning though that the source for the films we used in our investigation is YouTube (among other sources) instead of DVD.

The number of hours per week used for the case study includes the use of children's literature as well and it is hard to figure out only the time used for the film viewing. Therefore, it is not possible to compare the number of hours used for both experiments.

At the end of the experiment, some questionnaires were administered to the experimental group to elicit their perceptions about aspects of using DVD film in an English class context. In the case of our investigation, these questionnaires were administered before the study took place with the purpose of justifying the need for the investigation itself.

One of the conclusions the case study reached, is that the use of children's literature and DVD films increased scores in reading, listening and vocabulary ability. Besides, over 60% of the participants indicated that the use of children's literature and DVD films can improve their speaking and writing ability, help them learn Western cultures and increase their motivation in reading.

The findings in our research were similar but instead of improving students' reading comprehension level, the use of authentic videos improved their results in grammar practice as well as reducing some boredom signs and improving their motivation.

1.6.2. The Effectiveness of Using Authentic Videos in Developing Students' Speaking Skill

By: Mr. Radji Abdelkarim

Algeria, June 2013

This study is focused on the effectiveness of authentic videos in order to improve speaking skills of 40 students of 3rd year at Mohamed Khider University. They used questionnaires to find out the students' preferences of videos and how they felt this method helped them to improve their speaking.

The analysis of these questionnaires showed that the use of authentic videos can produce new grammatical forms and words, acquire more vocabulary, improve their pronunciation and increase their speaking abilities. Not only did they considered these videos were appropriate for them, but also they wanted to use them on a regular basis in order to avoid the boredom.

Summarizing their results we can say that students enjoyed the use of authentic videos because of the cultural enrichment obtained in class, the expressions learned and the atmosphere created with this tool.

Something similar occurred with our experimental group: students enjoyed watching authentic videos, the learning atmosphere was enhanced and their results in grammar improved, too.

1.6.3. Effect of Using Video Materials in the Teaching of Listening Skills for University Students

By: Kretsai Woottipong

Thailand, June 2016

This study was done to 41 first-year English major students in the second semester of University. A pre test and post test were administered. They concluded that the result in the post-test score was significantly higher than the pre-test score. Also, students showed more interest in learning English if the teacher used English videos as part of the lesson.

Another important outcome is that listening comprehension ability increased. This is not the aim of our investigation; however, listening comprehension may be boosted by the frequent use of listening material on the form of authentic videos.

Regarding the atmosphere in the class, this study refers that students had positive attitude towards using videos in class, they were more attentive to the contents of the lesson. This is a similarity with our investigation, since students were more relaxed and this contributes to encourage them to follow the lesson more actively.

Finally, they remark the importance of visual aids, such as pictures and gestures that support their understanding of the video's content, and guide them to guess and interpret the meaning of the message conveyed by the speaker.

1.6.4. The Effect of Using Authentic Videos on English Major Students' Prosodic Competence
By: Nasir Al-Qadi
Kingdome of Saudi Arabia, 2012

This study was done to 32 students majoring in English

Language at Taibah University in KSA. The sample consisted of two groups, a control group and an experimental one. A pretest was administered to both groups to make sure that they were homogeneous. The control group was taught prosodic aspects of language using a traditional approach, while the experimental group was taught using authentic videos.

The results of the study showed the mean of scores of the experimental group on the prosodic aspects of language on the post-test was much higher than the mean scores on the prosodic aspects of language on the pre- test.

Moreover, the results of the study showed that there was also a large gap between the mean scores of all participants in every prosodic aspect of language on the posttest when compared with that on the pretest. Additionally, the results of the study showed that there was much difference between the mean of scores of all

members in the experimental group on the pretest if compared with that of the posttest.

Finally, the researcher found out that there was much improvement in students' prosodic competence on the post-test that was administered after a four month experiment of being taught authentic videos. In this setting, EFL learners acquired the prosodic aspects of language efficiently and properly. These recordings were presented in different environments and in different speeds from the mouths of native speakers who are of different jobs, ages, sexes, contexts of speaking and educational levels and social classes because language with its prosody varies from one situation of discourse to another.

The results of the study also revealed that thirteen out of fifteen subjects have improved their overall prosodic competence, while there was no change in the other remaining two students. This is difficult to explain, but as educators know, a class is composed of a variety of students, some with excellent study habits and others without good study habits, and some students simply are not interested.

The numbers of these cases of low performance were low. It was 2 out of fifteen. Approximately, 11% of the students showed no changes and 89% improved their prosodic competence. The highest progress was in students' use of stress, and pronunciation. However, the lowest progress was in pronunciation of speech sounds, especially in pronouncing those consonants and vowels that do not exist in the students' native language.

Students who scored the highest total score on the posttest did not show much progress intonation, pause and juncture. This might be due to the effect of the learner's native-tongue. The team of examiners also noted that hesitation and stress have to some extent affected students' performance. Their hesitations sometimes created more pauses and junctures than expected.

CHAPTER II: THEORETICAL FRAMEWORK

The theoretical framework this investigation is based on includes the relation between motivation and grammar practice, how the first influences the second and, as a result, how it can lead to good or bad results. Moreover, we will deal with some of the signs of boredom (yawning, using cell phones, talking, sleeping and showing unwillingness to practice grammar) occurred in absence of motivation and, finally, the strategy used to lower these signs: the use of authentic videos.

2.1. Motivation

Whether it is to study, learn or involve in any kind of academic or non-academic activity, motivation is the starting point of any activity and it constitutes one the pillars of teachers' successful lessons. According to the Web Page Psychological Campus, "Motivation is a critical component of learning. Motivation is important in getting students to engage in academic activities (Psychological Campus, n. d). For this reason, it is crucial to set motivation at the beginning of the lesson, so that students want to do all the activities or tasks that teachers require them to do.

Since motivation has a starring role in every aspect of our teaching practice, it is relevant to define what motivation is. According to Kleinginna, P., Jr., & Kleinginna A. (1981a), "motivation is an internal state or condition that activates behavior and gives it direction". What teachers want from their students then is to have this desire to practice

grammar so that they do it without showing the signs of boredom mentioned in the introduction to this chapter.

Regarding grammar practice, it is widely assumed that students, especially young students, do not enjoy the mechanical and passive aspects that characterize most traditional grammar exercises. Ur (2011) indicates that practice helps, but traditional exercises only are inadequate. By traditional exercises, the author refers to those form-focused ones, such as fill in the blank exercises. Even though they are useful, they are not enough. Ur (2011) even suggests practice attending from accuracy towards attending to fluency. For this reason, Ur suggests progressing from mainly form, to mainly meaning focus. However, for the purpose of this study and as one of the main instruments, grammar sheets are basically focused on form. On the other hand, the suggested post activities at the after watching video stage are more focused on meaning.

2.1.1. Problem caused by lack of motivation in class: Boredom

One easy way for teachers to realize that students are not motivated is when they start to show some negative attitudes or behavior, such as signs of boredom. In this investigation, we have identified five signs that may be considered signs of boredom or that represent lack of motivation. In the next lines, we will see what boredom is, some typical signs of boredom shown in class and why they occur.

Trying to understand why some signs of boredom occur during the grammar practice stage is the preliminary part to address this issue. Thus, it is recommended to analyze each of the signs referred to in this chapter in order to clarify the reasons for them to occur. Although it has not been fully proven, some readings suggest that some negative attitudes are a result of, among other reasons, boredom or lack of motivation. According to Oxford and Shearin (1994), "Research shows that motivation directly influences how often students use Second language (L2) learning strategies". Therefore, motivation is extremely important in order to learn a L2 and it is crucial to understand what students' motivations are so that teachers know how to motivate them.

Taking into consideration the latter, it is relevant to define what boredom represents. Based on McMillan Dictionary (2009), boredom means feeling impatient or dissatisfied because you are not interested in something or because you have nothing to do (in general context). On the other hand, Ur (1999) states when parents or teachers do not develop real motivation, the student will not feel learning foreign languages as attractive and could become very indifferent during lessons.

The Theory of Boredom combines concepts from three sources: the Writings of Emanuel Swedenborg, modern neuroscience, and the Standard Model theory of particle physics. A central hypothesis of the theory is the existence of a theoretical particle, termed *Menton*, which functions as a force carrier particle. According to Davies, J. & Fortney, M. (2012), “boredom is a feeling resulting from a surplus of mental resources (Mentons) given a relatively unchallenging task environment. The unused mental resources will result in boredom and the possibility of the arousal of signs of boredom in class”.

It could be predicted then that if students are performing a task that is not sufficiently challenging, they will be willing to engage in multiple tasks rather than focusing on grammar practice. That means, they will stop doing the least important task if the primary task has the appropriate degree of difficulty. Although the Boredom Theory is mainly concerned with boredom resulting from tasks that are too easy, it is also true that boredom may occur when tasks are too difficult. It is essential that a lesson be planned carefully, according to specific students' needs. It is also necessary to grade exercises appropriately; otherwise, students will eventually feel bored and might evidence some of the signs of boredom mentioned before. In relation to this topic, Krashen (1982-1985) adds that the input hypothesis states that we acquire a language by understanding input that is a little beyond our current level of (acquired) competence. If i is the language learner's current level of competence in the foreign language, then $i + 1$ is the next immediate step along the development continuum. Therefore, if the goal is to assist the language learner progress in their task, it is essential to provide the learner with comprehensible input $[i+1]$.

Keeping students interested or engaged is not only a matter of using the right pedagogical techniques; but also, getting to know our students will play a fundamental role in the development of the right approach for them. Despite this similar interest and engagement they might have, we should not forget that their knowledge constitutes a very important aspect to keep them motivated and avoid the appearance of boredom signs. Akey, T.M (2006) found that students' perceptions about their academic successes, together with their performance on prior work and their engagement with the subject matter were also related to their attitudes in the classroom. They need to believe they will succeed and they need to value learning so that they can persevere in learning even if they have some difficulties, otherwise, they will quit once they encounter difficulties.

One of the main observed differences among students is the amount of language they know. Students expand their learning through a variety of sources (TV, readings, travelling, etc.) That way, some skills might be more developed in some students than in others even though they are at the same class level.

The learning style is another factor to be considered when it comes to figure out how to motivate students; which of the learning styles the student prefers is another prime motive of the difference among students. If very little visual information is presented in most college classes: students mainly listen to lectures and read material written on chalkboards and in textbooks and handouts. Unfortunately, according to Felder R. M. & Soloman B.A. (no date), most people are visual learners, which means that most students do not get nearly as much as they would if more visual presentation were used in class. Good learners are capable of processing information presented either visually or verbally. Therefore, it is appropriate to find strategies that meet this visual requirement that students have.

Ur (1991) reminds us that motivation is one of the most important matters especially for classes that have different kinds of students, knowledge of English, backgrounds, etc. Ur also suggests that learner's motivation makes teaching and learning

immeasurably easier and more pleasant, as well as more productive: hence the importance of the topic for teachers.

Krashen (1998) mentions the importance of keeping an appropriate atmosphere for students to be open to do all the tasks proposed in class. In his 'Affective Filter Hypothesis' Krashen assures that certain affective variables are related to second language achievement. The author also states that the best situations for language acquisition seem to be those which encourage lower anxiety levels.

We need to take into account that university students may be tired of all the classes and assignments that they have and perhaps they are stressed or even bored with hard work, which might not be very helpful for their engagement with the class. Considering engagement implies deep involvement motivation, Murphy, Chertoff, Guerrero, Moffitt (2013) suggest it is important to find a way to inject some fun in the class. An effective way to get students to have fun is through humor as Péter Medgyes (2005) explains in his book *Laughing Matters*. Humor:

- is a good vehicle for providing authentic cultural information;
- builds bridges between cultures;
- practices language items in genuine contexts;
- brings students closer together;
- releases tension;
- develops creative thinking;
- provides memorable chunks of language;
- generates a happy classroom;
- enhances motivation;
- enriches textbook-based courses;
- introduces a refreshing change from routine language-learning procedures.

Boredom shown by students, in class, when they practice grammar, might prevent them from being permeable to practicing and producing the best results. These are some signs of boredom:

- **Yawning**

Even though the first thing that comes to mind when we see students constantly yawning is that they are bored, or sleepy, Professor Provine's studies (2012) confirmed that bored people really do yawn a lot. He asked volunteers to watch a television test-card for 30 minutes, and compared them to people watching music videos. Then he filmed them secretly (because, he says, people cannot yawn spontaneously when they know they are being studied). His study found that those watching the test-card yawned roughly 70 per cent more than those enjoying MTV. According to another investigator Dr. Chong A. (2014) nobody knows exactly why we yawn or the process by which we come to yawn.

By definition, yawning means "opening the mouth wide with a deep inhalation, usually involuntarily from drowsiness, fatigue, or boredom". Although it is known that individuals will yawn more frequently when they are tired or bored, it is a common misconception that experiencing poor sleep and boredom causes yawning. This is a theory known as the Boredom theory and it comes with many flaws, according to Dr. Chong (2014). For example, we yawn even when we are not tired or bored. Little information is provided in medical and physiology texts regarding this issue.

There are also sociological and evolutionary biological based explanations. Yawning might be linked to our circadian rhythms (biological activity related to a 24 hour cycle) as a signal to go to bed or as a waking ritual. It might be as a way to transmit boredom or feelings of stress to the social group. Yawning can also be contagious.

For the above mentioned, and regardless of the reasons for students' yawning, it is considered important to develop some kind of strategy such as the use of authentic videos so that the students' motivation increases and in that way, prevent them from showing signs of boredom. Some signs of boredom in class are

- **Talking**

Talking is perhaps one of the most common distractions in a classroom. According to Stephanie Cai (n.d.), when a student talks to a peer during a lesson, he is not only affecting himself, but also the other or other students around him. That is why some people say it is a chain-reaction effect. Once a student misses information, he may ask his neighbor what he has missed, which can cause more talking and confusion for all the students involved in such activity.

When talking, produced as a sign of boredom, is detected, using a strategy to boost students' motivation and prevent them from having such attitude becomes highly necessary.

- **Sleeping in class**

This is a very rare occurrence, nonetheless, it might happen that students especially early birds, feel extremely tired and can feel tempted to "take a little nap" in class. Assuming there is not a good reason for that to happen (if the student is sick, working late, etc.), his level of enthusiasm in class might be so low that he wouldn't feel motivated to take part of the class more vividly.

It is vital to apply a teaching strategy to keep students motivated by lowering such boredom sign. Thus, it will be possible for students to be more alert when practicing and very possibly to improve their results in grammar practice.

- **Using cell phones in class**

These days the functions of cell phones have widely increased. In addition to making, receiving calls, sending or getting messages, many smart phones and iphones have Internet access, which leads to being in more frequent contact to e-mail, social networks, whatsapp, among many other applications). According to Agnes Chigona (2014), young students, being digital native handle new technology more

easily than their teachers. Perhaps for that reason they might use sophisticated cell phones (smart phones, for instance) not only to socialize with others but also in order to cheat during exams or avoid performing certain tasks.

On the other hand, students who bring these cell phones to class may use any or all of these features, bringing distraction and loss of attention to the lesson, affecting learning and results.

As a consequence of this distraction factor, not only will learners who use their cell phones get distracted, but also the rest of students in class might be negatively influenced by them making this behavior contagious.

There is a very interesting study that was released on 1/23/2013 by the Office of University Communications, University of Nebraska-Lincoln that deals with this issue of using cell phones in class and their interference with students' learning process. The investigator McCoy decided to try to quantify how often college students tune out their devices in favor of tweets and texts. During fall 2012, he surveyed 777 students at six universities in five states about their classroom use of digital devices for non-instructional purposes. He also asked the students how often they were distracted by others using digital devices and for their perspective on how digital devices should be policed. The most important findings of this study were that more than 80 percent admitted that their use of smart phones, tablets and laptops can interfere with their learning. More than a fourth says their grades suffer as a result of this interference (McCoy, 2013). Respondents in McCoy's investigation affirmed they used their digital devices for non-classroom purposes during a typical day (percentages equal more than 100 percent because of rounding). Only less than 8% never used cell phones for non academic purposes, while 35% said that they used them 1 to 3 times a day.

Even though the statistics presented is not about the context of this investigation, it gives an insight of the way

young people relate to digital devices. Therefore, it is time to ask teachers what else can be done in order to increase students' motivation as a means of lowering their use of cell phones as a sign of boredom while practicing grammar.

- **Showing unwillingness to practice grammar**

Whether unwillingness is shown through sighs, direct complaints, whining, etc. students show some kind of dissatisfaction that makes them lose their motivation towards the lesson and its exercises. Most of the times, students are aware that showing unwillingness might be impolite. This is why they would not express their lack of interest so openly. However, signs of boredom are sometimes so intense that it is almost impossible for students not to do some involuntary gestures, such as sighs, mumbles or weird looks towards the teacher and/or their peers as a way to show their discomfort with the target language, or certain tasks challenging. As a result of this, it is crucial for the teacher to plan lessons that consider unwillingness as a possible source of signs of boredom. In this way, lessons should include appropriate motivation techniques and practice that has been graded according to students' specific learning context. Among the most popular practices to keep students motivated according to a study made by Al-Mahrooqi, Abrar-ul-Hassan & Cofie Asante (2012) are to bring and encourage humor, familiarize students with the cultural background

2.2. Motivation teaching strategies

We have already mentioned the importance of motivation in different aspects of the English learning process. Furthermore, it is vital to notice that motivation produces favorable attitudes. As said by Gardner (1985), motivation is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language; therefore, the need for enhancing motivation through different strategies. Some of the most common in EFL lessons according to Daniel Madrid, José Luis Ortega, Silvana Jiménez, M^a Chantal Pérez, Annette Gomis, Jorge Fernández Segura, M^a Beatriz

Pérez, M^a Mercedes García, Encarnación Hidalgo, M^a José Verdejo, Bryan Robinson –(1992) are:

- Working in teams
- Interviewing in the street
- Using authentic videos
- Singing songs
- Using game-like activities
- Acting out dialogues
- Others.

The teaching strategy that is being suggested for this investigation is using authentic videos.

2.2.1. Reasons to use authentic videos in class

With so many distractions in class, the need for including often in the lesson a tool that would catch the attention of the students arouses. In such way, students would not show signs of boredom while practicing grammar and that would boost their results in grammar exercises. Besides that, nowadays, students need to be exposed to a wide variety of resources from audio to printed material. Therefore, introducing movies, among other entertaining audio sources, into our classroom is something the all teachers might want to introduce as part of their lessons. According to Wright (1976:1) many media and many styles of visual presentations are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In the language learning teaching process, the learner uses his eyes as well as his ears; but his eyes are more important in learning. River (1981) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through a strategy a teacher may use in order to motivate students. The strategy referred to is authentic videos. They are called authentic basically because their production was never aimed at being used in a classroom context. The materials for classroom use are always adapted to suit the level of the learners. However, the texts that we come across in real life generally do not

undergo such adaptation. As a result, they are considered to be “real” or “authentic”.

According to Sherman (2003), authentic videos allow teachers to introduce any aspect of real life into the language learning environment, contextualizing the learning process. Not only is it recommended to use authentic videos in class but to do it frequently. In fact, authentic videos should be used whenever possible for language instruction (Mayer, 2001). Regarding this issue, Steve Louw (no date) assures this use offers, not only to students, but also to teachers and classrooms a nice big motivating push. Their rich visual context aids understanding and boosts listening, and students are more willing to use them.

It is believed that video viewing is a passive activity in which viewers are only superficially reactive to what they are watching, and that eventually will avoid or difficult academic achievement. However, according to Marshall (2002), viewing is instead an active process, one which can be an ongoing and highly interconnected process of monitoring and comprehending and a complex, cognitive activity that develops and matures with the child's development to promote learning.

Another author that deals with visuals as a main factor in the English learning process is Mayer (2001), who explains that viewing, although it may appear to be passive, can involve the high cognitive activity necessary for active learning: well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive. The content and context of the viewing are both crucial elements for engaging students as active learners.

Furthermore, a recent large-scale survey by Canning-Wilson in 2000 suggests that students like learning language through the use of videos. One of the results of this survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components. Perhaps the findings from these studies can be attributed to the fact that video

offers contextual support and/or helps learners to visualize words as well as meanings.

Canning-Wilson (2000) claim that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one see an immediate meaning in the language may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point.

2.2.2. Advantages of using authentic videos

In the next lines, we will see why authentic videos offer a greater advantage than adapted videos and how we can get the best benefit out of it.

- **Authentic language:** Another pedagogical advantage of using authentic videos, such as movies is that, they are a source of authentic language offering natural dialogue, (Donley, 2000). Thus, students are exposed to what the real world of the English language is about without any adaptations, which more than a challenge is a way to better prepare them for what they are definitely going to encounter whenever they travel or meet English native speakers. Students can profit more efficiently from this type of input, given its presentation of real (not manipulated) language and complete communicative situations, this is the kind of language practice that learners really need in real life.
- **Cultural enrichment:** It is well known about the strong dependence between language and culture and how they cannot be apart from each other, enriching one to the other. "Because of all the customs, habits, dialogs, images, etc. that can be seen in TV series, movies, and other sources of authentic material, they are a means of teaching culture, customs and history, (Shawback & Terhune, 2000). So transmitting all this information will help teachers make the language understood, making it easier for students to see how

different structures are applied in real contexts by English native speakers.

- **Enhanced motivation:** Multimedia tools such as, films, TV series, etc. have a great value in boosting students' motivation provided that it is constantly used. This is supported by Emily Cruse (2007), who states that perhaps the most significant finding that supports the value of these multimedia tools is the achievement and motivation. Thus, if teachers expect better results, then, it is necessary they use this source in a frequent way.
- **Visual Dimension:** Authentic video has an obvious advantage over conventional audio tapes (that are typically very demanding and may damage the students' confidence); the visual dimension that makes understanding easier through gestures and context, expresses Talaván (2007). It is then assumed that most students will be able to use the visual audio and text sources as prompts in order to elaborate the situation they are exposed to as a strategy to understand a particular event. Learners will integrate available symbol systems (visual, audio and/or text) to construct or elaborate on a model of the situation as a strategy to recreate in their mind a picture image of an event. Therefore, the visual aspect together with all extra linguistic components that videos have function as an aid for students who will have a clearer understanding of the situation regardless of some vocabulary items that might not be completely understood.
- **Exposure to real language:** Not all students are lucky enough to be in contact with native speakers. Being in contact with language as it is used in native context is really important if we want to make students aware of all the cultural aspects that real language involves. For this reason, it is important to find the way to create this contact. Using authentic videos is one way to approach to this kind of language. When students regularly use a wide variety of English media, they are achieving a degree of Second language (L2) immersion that might otherwise be unavailable outside a study-abroad program, (Johnson & Swain, 1997).

Furthermore, according to Mangubhai (2005), immersion teaching and techniques to increase L2 input have generally positive effects on the language acquisition process.

- **Use of web videos:** Using web videos have several positive aspects. For instance, Wang (2005) states that watching web videos is a way for students to connect seemingly abstract foreign language concepts to their actual experiences. Another aspect that is reinforced by the use of video is autonomy. Leung, Ping, Watters, James, Giins, & Ian (20005) affirm incorporating technology into the classroom, particularly among low-level learners, has also been shown to generate greater student autonomy and instill lifelong language learning skills. Plus, today kids can be commonly seen dealing with digital devices naturally so providing them with something meaningful through a tool they are all very familiarized with builds an environment that promotes motivation and learning.
- **Multiple Intelligences reinforcement:** Through the use of authentic videos, students are engaged in multiple forms of intelligence. According to Wiman and Mierhenry (1969), people will generally remember:
 - 10% of what they read
 - 20% of what they hear
 - 30% of what they see
 - 50% of what they hear and see

The richness of these forms of information [images, motion, sound, and, at times, text] benefits learners, by, according to Wedzel, Radtke, Stern (1994), enabling them to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life. Another advantage granted to this mix of abilities is the enhancement of comprehension. According to Kozma R.B (1991), most researchers agree that, when viewed together, each source provides additional complementary information, increasing the chances that comprehension will take place.

- **Emotional Advantage:** Marshall (2002) details three theories that explain how learning may occur via well-selected video based on the ability of the entertaining media to engage the student, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information. These theories are:
 1. The Arousal Theory deals with how communication messages evoke varying degrees of generalized emotional arousal and how concomitant behavior can be affected while a person is in this state.
 2. The Short-Term Gratification Theory deals with affective and motivational components such as enthusiasm, perseverance and concentration, and
 3. The Interest Stimulation Theory posits that entertainment promotes learning and creativity by sparking a student's interest in and imagination about a topic.

From the above mentioned, we can agree with Arthur (1999) who concluded that videos can:

- give students realistic models to imitate for role-play;
- increase awareness of other cultures by teaching appropriateness and suitability;
- strengthen audio/visual linguistic perceptions simultaneously;
- widen the classroom repertoire and range of activities;
- help utilize the latest technology to facilitate language learning;
- teach direct observation of the paralinguistic features found in association with the target language;
- be used to help when training students in ESL related scenarios and language;
- offer a visual reinforcement

2.2.3. Aspects to consider before choosing which authentic videos to use in class

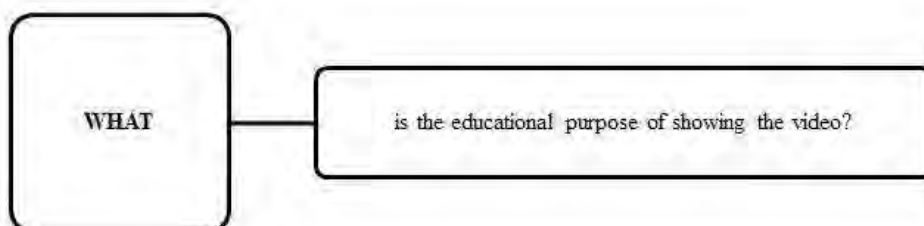
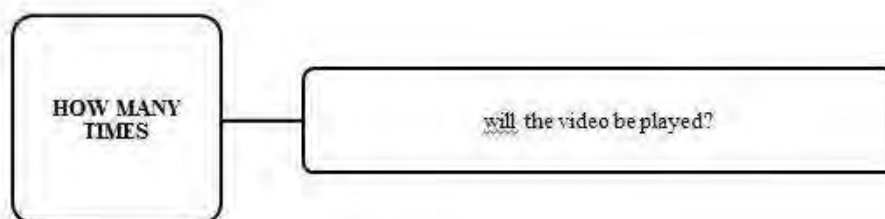
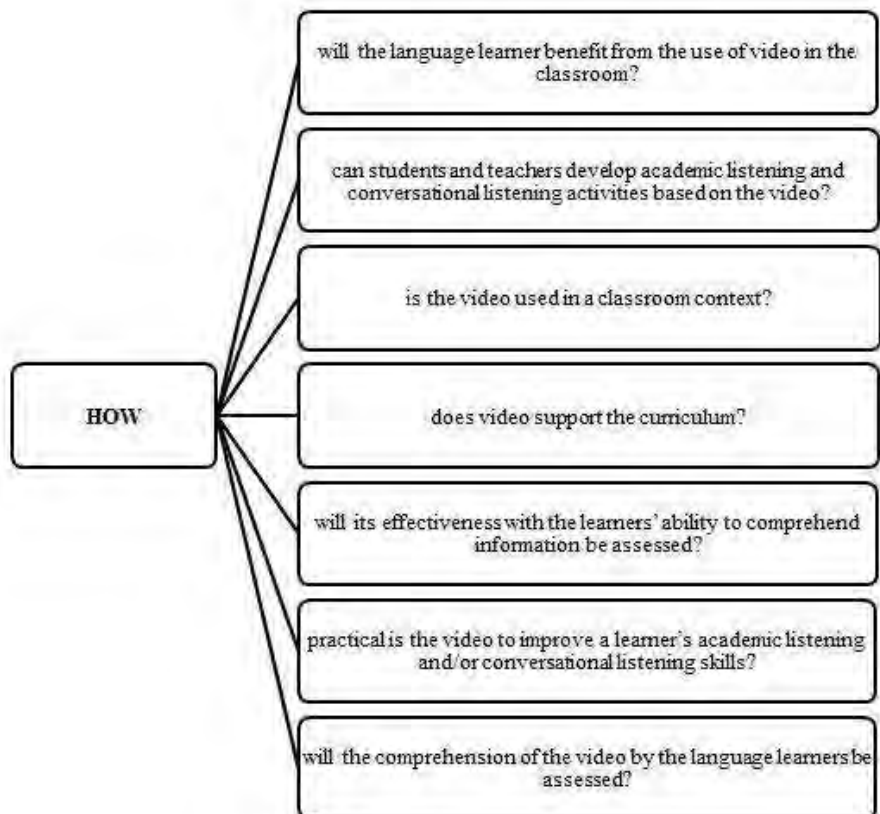
Having the best tools to make students improve in an area of English is not enough. It is of equal importance to know how to use such tools. It is suggested then to follow certain procedure. As Thomas, Herrington, & Oliver (20001) declare, effectively integrating video into classroom instruction involves preparation and activities before, during and after viewing. However, as those procedures will be specified later, we will now focus on certain characteristics authentic videos need to have in order to be used in class.

We will start by looking at which factors or aspects need to be taken into account before choosing a determined kind of movies or video segments to use.

- **Cultural aspect:** It is important to notice what kind of social environment our students are involved in so as to make a choice of video that matches our students' preferences or that is culturally correct or accepted. According to Verissimo Toste (2014), thinking about the life of our students, at school, home, neighborhood, etc is important so that we can implement topics or content to the class more naturally and language can be more easily used.
- **Student's Age and Interests:** The interests students have will depend a lot on the age they are. Definitely, an 18 year-old student does not think like a 30, 40, or 50 year old teacher. Therefore, it is very important that teachers try to understand their students' needs and preferences so as to make the right choice of video. As a consequence, it is important to know the main characteristics that students have at this age. Dennise Witmer (n.d) states that the 18-year-old teen is on an identity quest into their future. It is a time for big change that comes with a lot of freedom and happiness, along with feelings of nostalgia and apprehension. According to Groff, J. (1997), the selection of age appropriate activities for young people will provide them with a positive learning

environment that will support their interests and provide a solid foundation for further investigation and research.

- **Students' level:** This represents a very difficult factor to deal with in video session class. Not only does the particular accent of the speakers in video may be a problem, but also the kind of language they use. The speech in movies and sitcoms is well charged by slang, which gives students a bigger challenge when they are exposed to authentic videos. Some options to deal with this issue would be to do tasks that range of difficulty according to students' level. Another alternative could be to use subtitles so that students do not feel frustrated for not understanding everything in the video. Finally, pre-teaching vocabulary would be a good way to prevent students from difficult situations due to the language used in videos, too.
- **Preparation activities:** Lessons need to be prepared in advance. In order to motivate students, ease students' understanding of the video, and digest the information. That way, they will prepare students for the information that will be presented in videos, as well as, students will be eager to watch the films or sitcom. Taking advantage of the language presented in authentic videos is something that needs special attention and dedication because motivation, understanding and results may depend on it. A video session, then, needs to be accompanied by the appropriate pre-viewing, viewing and post-viewing activities.
- **Enquiries teachers need to make themselves when planning their lesson with authentic videos:** The teacher needs to formulate some questions in order to plan his/her lesson accordingly. According to Christine Canning-Wilson (2000), these enquiries are the following:



- **Length of videos:** According to Stempleski, S. & Tomalin, B. (1990), video sequences need to be short, around two or three minutes long, to have time to exploit all their contents in class, using the appropriate ad-hoc activities just mentioned. It is important to bear in mind that the authentic video is used as a point of departure to boost, motivation to practice grammar; it implies that not all the class will be organized based on its contents; this is only part of the class, which includes other activities as well.

Another advantage that short periods of viewing have is the level of comprehension students get. As a result of this, they gain confidence, what is relevant is not only what video you use but how you use it. Reviews and meta-analysis of the research indicate that positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson, (Tomalin, 1990). Besides this benefit, Shepherd (2003) agrees that most educational experts agree that video is best shown in short segments so as to maximize learners' concentration.

2.2.4. Some negative perspectives towards using authentic video segments in class

In most cases, those arguments against using authentic videos in class do not outweigh the benefits they offer students in the English learning process. Nonetheless, we will mention some of them, so as to see how these difficulties can be overcome or avoided.

- **Frustration:** Authentic videos demand a high level of English comprehension, they present real language that is not graded nor simplified, and spoken at a normal speed, which may lead to frustration. Because of its characteristics, the language found in authentic videos can be fast-paced containing cultural references, idioms, and slang which can leave the student with a low linguistic level feeling frustrated and de-motivated.

- **Technical limitations:** EFL classes with access to the necessary technology can make good use of YouTube and other online video-streaming sites. However, it is important to realize that there are some limitations, such as copyright restrictions.

On the other hand, the disadvantages mentioned above do not outweigh the great deal of benefits, both in terms of quantity and especially quality of using videos in class. However, this tool needs to be used appropriately (well planned lessons, videos well chosen, etc.) if good results want to be obtained. In the following section, we will outline some ideas to successfully exploit video segments in an EFL class.

2.2.5. Methodological procedures for the use of authentic videos to practice grammar in class.

It is not only advisable to use authentic videos as a tool to boost students' motivation, but also it is necessary to know how to use them in order to get full advantage of them. In the next lines, we will describe some steps that will help students benefit from this resource.

- **Lead – in:** It is important to gradually guide and involve students in the plot, the characters and the setting of the film or sitcom through some warm-up or lead-in tasks. They can be led at this stage by prediction-based activities, brainstorming speculation patterns with the aid of visual aids such as pictures, vocabulary banks with words and expressions from the story or just through questions related to the main topic, (British Council, 2010). Thus, it will be much easier to understand what happens in the video segment and also it will create expectations and motivate students to watch the scene.
- **While watching stage:** At the 'While watching' stage, students are exposed to a variety of activities such as problem solving, filling in blanks, multiple matching, ordering events, true and false or comprehension questions. The main aim at this stage is to exploit the film at its best profiting from the

wide variety of idiomatic expressions, collocations and slang that the students will encounter in real life. Of course, all this will depend on the level of the students and what the purpose of the video is.

- **After watching stage:** Anna Knyaz (n.d.) suggests a follow-up activity where the film plot is used with activities related to lexical terms used in the videos or to the moral of the plot. Again, this will depend on the level of the students and their personalities. This activity can be linked to the grammar practice by making students apply the structure they have been practicing. For instance, if they were practicing the Simple Past Tense, and that is what they saw in the video, they can continue in this stage using the Simple Past Tense.
- **Optional post task:** As an optional post task, depending on the time available and the objective of the class, the teacher can assign homework such as asking students to describe their favorite character, writing a review, etc. For instance, if they are working with Simple Present Tense, they can describe their favorite character using the Simple Present Tense and so on. The purpose would be to solidify the language learned. Again, this decision is based on the criterion of the teacher depending on the above mentioned factors.

2.3 Grammar

Grammar is perhaps one of the most challenging activities for teachers to deal with in class because it brings more challenges regarding motivation. According to Maria Estling Vannestål and Hans Lindquist (2008), teachers of grammar have always been concerned about the negative attitudes that many students have towards grammar, many of them finding it boring or difficult. In this chapter, we will focus not on teaching but on students' active role during practice stage. This is why students need to be fully engaged because they are the ones who have to perform the activities, to put into practice grammar. In order to achieve this goal, students need to be fully engaged using appropriate teaching strategies.

2.3.1. Grammar practice

The practice stage refers to the set of exercises whose purpose is to make students absorb a specific structure thoroughly. At the start, some teachers prefer those exercises that are not necessarily connected to meaning, but on the contrary, only focus on the form of the structure that has been presented. It is believed that this is why students will have an easy first contact with the structure, making it easier for students to acquire a specific structure. Once they are ready, students can move on to something more challenging like meaning oriented exercises. Jumping right after the explanation of a grammar point to apply a specific structure in a communicative way would be extremely challenging for a student that is dealing with a grammar tense for the very first time. Based on Andrew Wright (n.d.), “We students need both..... but need to experience the new language as well..”

Several are the sources, among textbooks, web pages, magazines, etc. that give teachers orientation on how to deal with grammar in class, offering ideas and suggestions that can activate students will to practice grammar. According to Claudia Pesce, a columnist at Busy Teacher, a web page for TEFL teachers, if the teacher mentions the word “*grammar*”, students will cringe. In fact, most teachers might feel the same way too, like a contagious feeling. In the following lines, we will see why some students tend to believe these two terms are opposite to each other.

2.3.2. Grammar practice and motivation

According to the traditional teaching of grammar, a practice technique involves a passive reception of either written or spoken input. Due to its function, these exercises might not be very interesting and not be motivating enough for students. According to Penny Ur (2011), interest in language practice procedures may derive to some extent to extrinsic motivation. In this category, we could include passing the course, being able to enter a faculty, being able to graduate, etc. However, these sources of motivation are of our control; thus, in most practice activities, motivation has to derive rather from the intrinsic interest of the activity itself.

As stated before, interest is an essential feature of successful practice. If the student is not interested in a specific activity or task, his mind will start to wander, the quality of attention and effort will drop. As a result, symptoms of lack of motivation and boredom might arise.

2.3.3. Grammar practice and young adult learners

The subjects of this study are students whose ages range from 18 to 19 years old. That means, they are young adult learners and their interest might differ from each other. It is perceived that while there might be some students that are truly interested in learning and having a good score, there are others that are basically interested in enriching their social life, highly influenced by the use of technology at all times. Therefore, grammar activities should engage students in such a way that they forget at least temporarily about their distractions and focus on the activities being dealt with in class. These activities should be then motivating enough so that students feel involved in them.

2.3.4. Results in grammar practice

There are different factors that will help students have good results in grammar practice. Personalization is highly recommended in these cases. By personalization, we mean that students will use examples or information related to their own experience. For instance, if the topic is about daily routines (Simple Present Tense), they will students will talk about their own daily routines. It is believed that in this way students will be able to remember information better. Thus, students will be familiarized with the contents of the exercise being dealt with and it will be easier for them to remember the information of the structures and solidify the knowledge that is subject of study and in this way results will be more effective.

2.3.5. Influence of motivation on results

Throughout this chapter we have highlighted the relevance of being motivated. Krashen (1997) claims that learners with high motivation, self-confidence, a good self-image, and a low level of

anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition in order to execute different tasks in a successful way.

Other authors claim that motivation affects the choices students make; for instance, whether to enroll in physics or studio art, whether to spend an evening completing a challenging homework assignment or playing videogames with friends, Maehr & Meyer, (1997); Pintrich et al. (1993). Thus, in some instances, extrinsic motivation, perhaps in the form of extrinsic, reinforces for academic achievement or productive behavior, may be the only thing that can get students on the road to successful classroom learning and productive behavior.

Thus, we could conclude that the lack of motivation would directly influence on the results that students get in their different tasks, such as, in grammar exercises. This would mean that the verbs are conjugated accordingly, structures have been dully used, the distinction among different tenses has been clearly made, and so on. Even when we know motivation is not the only factor to consider, since we have mentioned some others, it is definitely the first requirement, the one opening the doors to the other requirements to be fulfilled. Therefore, we can say that its relevance is not represented only on a factor towards achieving good results but as a first step to allow other steps to be taken in the English learning process.

CHAPTER III: METHODOLOGY OF THE INVESTIGATION

3.1. Investigation type

The type of investigation taking place is an experimental research. There is a hypothesis mentioned a few sections above which is intended to be proven. By a careful statistical analysis I could determine if videos can help lower some boredom signs shown by USIL students and if they were able to improve their results in grammar practice.

3.2. Design of the investigation|

Prior to the investigation taking place, there was a survey and series of discussions with teachers of the Universidad San Ignacio de Loyola to support the need for this investigation and to confirm how common it was to find these negative attitudes in students when dealing with English grammar in class.

There are two aspects to be analyzed in both the experimental and control group: Their boredom signs and grammar results. The investigation consisted in analyzing the attitude of students while focusing on grammar activities in the classroom. With that purpose, a list of typical negative attitudes was done. Each time a student showed some boredom signs, such as yawning, using cell phones, talking to peers, complaining and sleeping, they were registered by taking notes and recording in order to guarantee the correct record of the above mentioned signs. **(See annex)**

Afterwards, their results in grammar practice exercises were tested by administering grammar sheets. Similarly, the control group would also be observed and their negative attitudes would be registered too. They were also given grammar sheets taken from their own textbooks but containing the same grammar structure studied by the other group. (See annex)

3.3. Population and study sample

The population chosen for this investigation is two groups of students (20 in each) of the Universidad San Ignacio de Loyola who were taking the English V course (Intermediate level of English). These students come from different programs of the University and gather 3 times a week for 2 hours in which they cover 3 pages. Since they are in their third year of studies, in most cases, their ages go around 18-19 years old. However, the university examines the level of English of those students who have been in contact with the foreign language before and there might be some younger students, at their first or second year of studies, who already have the level of English required for the course. The genre of each group is varied. In the case of the Control Group, there are 10 female students and 10 male students. In the case of the Experimental Group, there are 11 male students and 9 female students.

It is important to mention the system that this university has in order to understand the context in which this investigation was done. The English program is conducted by the Language Department. There are six levels of English (English I thru English VI). Besides this, the students of the University are offered other language courses, such as Italian, Japanese, Chinese, etc. is according to the organization of the courses at USIL. Those students, who are taking English V, whether because they took a placement test, or because they took English I, II, II, IV before, have been studying or practicing the English language for at least 14 months.

Within the semester of programmed lessons, there are certain evaluations, such as quizzes, exams, workshops, etc. that need to be taken by students. The collection of data was organized complying with the scheduled lessons that English V students had. After the data was collected, all the answers registered through the different instruments would be analyzed; that is, how many times students showed negative

attitudes while grammar was taking place and how well they completed the exercises.

3.4. Variables

Independent Variables: The use of authentic videos (Videos to assess grammar Goals, The Big Bang Theory, Friends, The British Council, etc.)
Intermediate English students.

Dependent Variables: Students' boredom signs
Better results in grammar exercises

3.5. Techniques and instruments for gathering of data

Different instruments have been used throughout this investigation. The instruments used follow a pattern of numerical evaluation and analysis. Each observed class lasted 100 minutes, from which 20 minutes were used for the collection of data (5 minutes for a warm-up activity for the video, 5 minutes for the video viewing, 10 minutes for the completion of the grammar sheet). The time mentioned is only an approximate since sometimes the time for the warm-up had to be reduced or it was necessary to give some time to double check the exercises or correct in class when it was necessary.

Now, we will proceed with a detailed description of how the various instruments were used.

Interviews: Some interviews were carried out in order to gather information from teachers who had widely experienced students troubling with grammar. In these interviews teachers were asked about what their students' ideas towards studying and practicing grammar, as well as the methods commonly used by them and the possible techniques to boost students' motivation and get better results in grammar. (See pgs. 150-154)

Recordings: Some interviews with teachers were recorded using a cell phone. In this case, the questions of the interview were read to the teachers and the teachers' answers recorded so that later they can be noted down and to be subject of analysis.

Surveys: These were done to both groups in order to make sure their attitudes towards grammar activities in class were similar. The questions were related to how necessary they consider studying grammar and how they feel when they practice grammar in class. They were given some points (0-3) according to the marked answer (a, b, c, d). Each of them represents a tendency of ideas towards grammar and how motivated they feel. For example, those students who answered most of the time depicted a high level of negativism towards grammar. (See pg. 156-165)

Notes: A chart was completed every time one of the signs of boredom (Yawning, using cell phones, talking to peers, showing unwillingness to practice grammar and sleeping) were seen. (See pg. 62-65)

Video: In order to assure the times students demonstrated signs of boredom, some classes were discretely recorded with a cell phone. The information collected from those videos was used to complete the charts of signs of boredom.

Grammar sheets: These represent the main instrument on which this investigation is based. They were used as a post video activity in the case of the experimental group and as a post explanation activity in the case of the control group. These were designed to check the level of comprehension of the grammar structure that the students had in each class. In the case of the Control Group, the grammar sheets were extracted from the Textbook they used for that course. (See pgs. 169-178)

How were the grammar sheets used by the students of the Experimental Group?

The central part of this research is based on the work of the experimental group, which was studied through grammar sheets. The gathering of such information was done in three months.

The following timetable describes the frequency and order and time in which the different steps of data collection were conducted: List of grammar structures, search of proper videos, elaboration of grammar sheets according to structure of the lesson, scanning of grammar sheets for control group, video playing, entering information in EXCEL, analysis of information, elaboration of graphs.

AUGUST					
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3
				Elaboration of surveys	
5	6	7	8	9	10
				Elaboration of interviews	
12	13	14	15	16	17
			Survey to students Interviews		
19	20	21	22	23	24
	Interviews		Interviews		
26	27	28	29	30	31
	Interviews		Interviews	Analysis of Interviews results	Analysis of surveys results

SEPTEMBER						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
2 Elaboration of grammar sheet for EG. Scan/copying of grammar sheet for CG	3 ACT. 1: Reported Speech Collection of gr. Sheets of both groups	4 Correction of grammar sheets	5 ENGLISH V Entering data of grammar sheets	6 Correction of grammar sheets	7 Correction of grammar sheets	
9 Correction of grammar sheets	10 ACT. 2: Wish Collection of gr. Sheets of both groups	11 Correction of grammar sheets	12 ENGLISH V ACT. 3: Phrasal verbs Collection of gr. Sheets of both groups	13 Correction of grammar sheets	14 Correction of grammar sheets	
16 ENGLISH V Entering data of grammar sheets	17 ACT. 4: Tense revision Collection of gr. Sheets of both groups	18 Correction of grammar sheets	19 ENGLISH V Entering data of grammar sheets	20 Correction of grammar sheets	21 Correction of grammar sheets	
23 Correction of grammar sheets	24 Collection of gr. Sheets of both groups	25 Correction of grammar sheets	26 ENGLISH V ACT. 5: Present perfect/continuous Collection of gr. Sheets of both groups	27 Correction of grammar sheets	28 Correction of grammar sheets	
29 Correction of grammar sheets	30 Correction of grammar sheets					

OCTOBER						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
	1 ENGLISH V ACT. 6: Indirect questions Collection of gr. Sheets of both groups	2 Correction of grammar sheets	3 ENGLISH V Entering data of grammar sheets	4 Entering data of grammar sheets	5 Entering data of grammar sheets	
7	8 Collection of gr. Sheets of both groups	9 Correction of grammar sheets	10 ENGLISH V Act. 7: Definite/Indefinite articles Collection of gr. Sheets of both groups	11 Correction of grammar sheets	12 ENGLISH V Entering data of grammar sheets	
14	15 ENGLISH V Act. 8: Future forms Collection of gr. Sheets of both groups	16 Correction of grammar sheets	17 ENGLISH V Entering data of grammar sheets	18 Entering data of grammar sheets	19 Entering data of grammar sheets	
21	22 ENGLISH V	23 Collection of gr. Sheets of both groups	24 ENGLISH V Act. 9: Future perfect/continuous Collection of gr. Sheets of both groups	25 Correction of grammar sheets	26 ENGLISH V Entering data of grammar sheets	
28	29 ENGLISH V Act. 10: Gerunds/Infinitive Collection of gr. Sheets of both groups	30 Correction of grammar sheets	31 ENGLISH V Entering data of grammar sheets			

NOVEMBER						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
				1	2	
4	5	6	7	8	9	
			Act. 11: Adverbs Collection of gr. Sheets of both groups			
ENGLISH V	ENGLISH V		ENGLISH V			
11	12	13	14	15	16	Entering data of grammar sheets
	Act. 12: MODALS Collection of gr. Sheets of both groups		Act. 13: Second conditional Collection of gr. Sheets of both groups			
	ENGLISH V		ENGLISH V			
18	19	20	21	22	23	
	Act. 14: Third conditional Collection of gr. Sheets of both groups		Entering data of grammar sheets			
	ENGLISH V		ENGLISH V			
25	26	27	28	29	30	Analysis of data
	Act. 15: Have to/allow to Collection of gr. Sheets of both groups		Entering data of grammar sheets			
	ENGLISH V		ENGLISH V			

DECEMBER						
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
2 Analysis of data	3	4 Analysis of data	5	6 Analysis of data	7	
9 Analysis of data	10	11 Analysis of data	12 Analysis of data	13 Elaboration of graphs	14 Elaboration of graphs	
16 Elaboration of graphs	17	18 Elaboration of graphs	19 Elaboration of graphs	20 Elaboration of graphs	21 Elaboration of graphs	
23	24	25	26	27	28	
30	31					

The students had to complete, re-state, transform, etc some statements based on the film or sitcom they had seen using the grammar structure explained by the teacher in that lesson. They were given approximately 5 minutes to complete them individually. After collecting students' grammar sheets, the parts of the sentences that were correctly or incorrectly used were checked. See annex for more details. Then, each word (verb, modal verb, subject pronoun, adverb etc.) considered correctly used would score one (1) point, while the one badly used obtained zero (0) points. For example, if they had to use the Past Perfect and in the sentence: Janna _____ (see) that movie before. The correct answer is : Janna **had seen** that movie before. As the Past Perfect has 2 parts (auxiliary HAD and verb in past participle SEEN), each part is evaluated. This is done because some students might recognize when to use the Past Perfect but maybe do not remember the Past Participle form of certain verbs. In other cases, for example in the Present Perfect, students might use the HAVE instead of HAS for the third person singular but the rest is fine. There are several cases like this, which is why; this type of correction was considered fairer and reflected better the knowledge of students.

Procedure to obtain the score of students in each grammar sheet

1. Count the total number of parts of all the questions in the grammar sheet.
2. Count the total number of each part.
3. Calculate the percentage of the division of the total number of correct answers divided by the total number of parts in order to obtain the percentage of good results.

In the following chart, a model of entering data and calculating results is presented. This model was used as a template for both Control/Experimental groups. Here it is included the number of parts of the tense, the points given for each correct answer, the addition and average of correct answers.

GATHERING DATA SHEET

GRAMMATICAL STRUCTURE: **SECOND CONDITIONAL**

STUDENT'S CODE: S_EG_1 / S_CG_1

GROUP: EXPERIMENTAL GROUP / CONTROL GROUP

RESULTS:

QUESTIONS	PART N°1	PART N°2	PART N°3	PART N°4
N°1	1	1	1	0
N°2	1	0	0	1
N°3	1	1	0	1
N°4	1	1	0	1
N°5	0	1	1	1
Total correct answers	4	4	2	4
N° Questions	5	5	5	5

MAXIMUM SCORE: **18**

SCORE OBTAINED: **14**

N° QUESTIONS: **5**

% OBTAINED: **77.78%**

LEGEND:

1 = CORRECT
0 = INCORRECT

% PART N°1	80.00%
% PART N°2	80.00%
% PART N°3	40.00%
% PART N°4	80.00%

EXAMPLE:

MODEL OF QUESTION:

1. Complete the sentences with the correct form of the verbs in parenthesis

STRUCTURE CORRECT	IF	VERB (PAST)	WOULD	VERB (BASE FORM)
SENTENCE CORRECT	IF	I WERE YOU, I	WOULD	BUY A NEW CAR
SENTENCE (STUDENT)	IF	I WERE YOU, I	WOULD	BUY A NEW CAR
SCORE	1	1	0	1

CHAPTER IV: DISCUSSION OF RESULTS

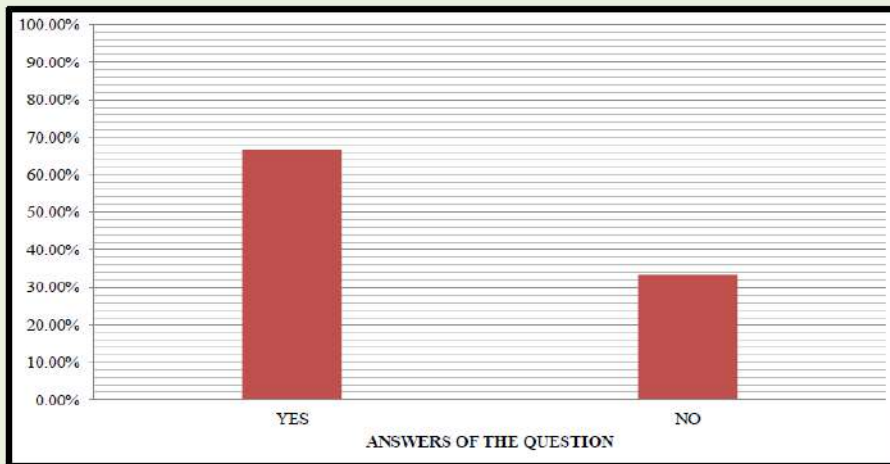
The information contained in this chapter represents valuable foundations in order to determine the usefulness of authentic videos in improving students' results in grammar practice as a consequence of lowering their signs of boredom. We will be able to see all the instruments used in this study. This chapter is divided into the different parts of the research according to the order in which they took place.

4.1. Interviews to teachers

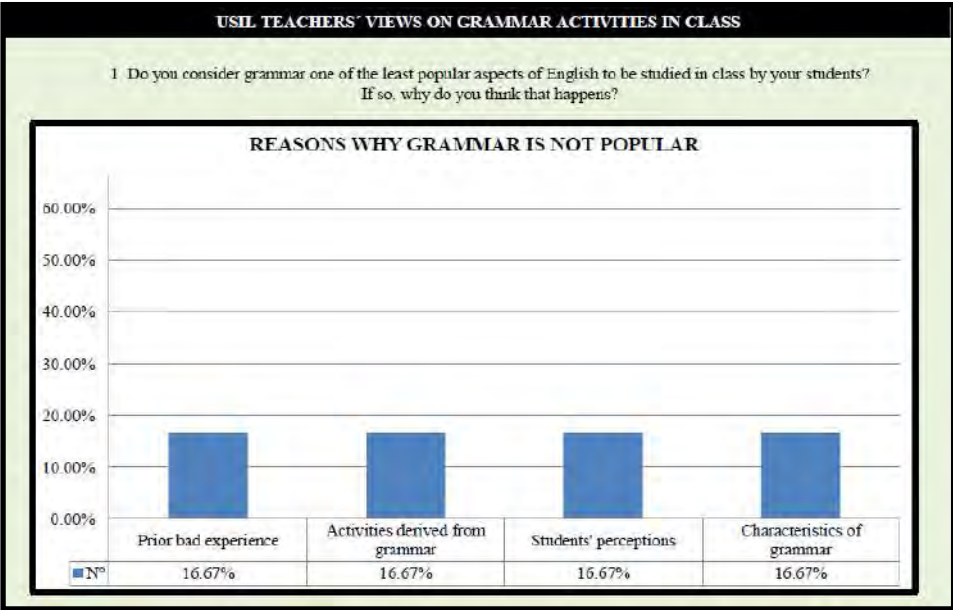
In order to see and understand if the perception of grammar being bored was general or not necessarily common to all teachers at USIL, they were asked three questions.

USIL TEACHERS' VIEWS ON GRAMMAR ACTIVITIES IN CLASS

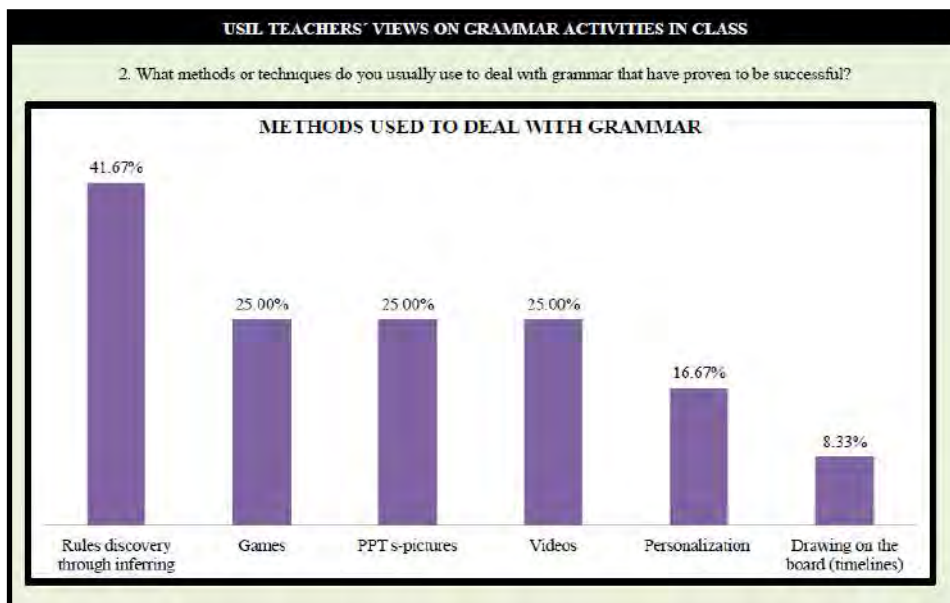
1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students?
If so, why do you think that happens?



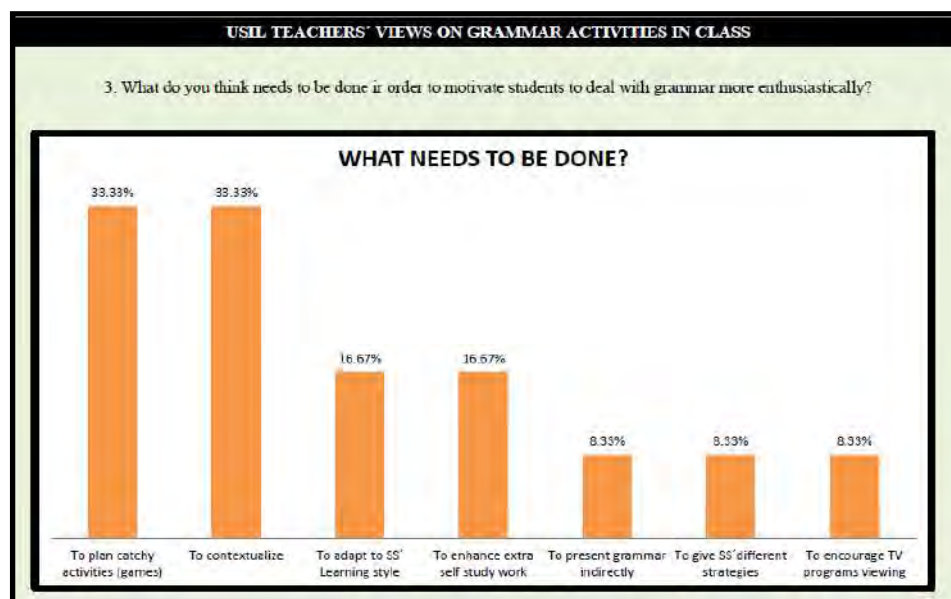
The first one is about their perceptions on what students thought was the least popular part of English. Almost a 70% of teachers answered affirmatively. However, there was a little bit more of 30% of teachers who pointed at other skills as the most difficult ones for their students. Even though this does not represent a wide majority, it might represent a trend in teachers' perceptions of what their students think.



This question has a second part, which is intended to see the reasons why grammar can be unpopular to students. The results showed an almost uniform average of reasons, among which we can distinguish: students' prior bad experiences, kinds of exercises, students' perceptions and grammar itself.



The second question was intended to see what their usual methods were since they might explain why students had a negative perception towards grammar. The most usual method was rules discovery by students (41.67%). It is important to mention that teachers could point at different methods, not only one. A 25% of teachers said they used games, PPTs and videos to make teach grammar. A 16.67% of interviewed teachers mentioned personalization as a good technique to teach grammar, and finally drawing timelines on the board had an 8.33% of use by teachers.

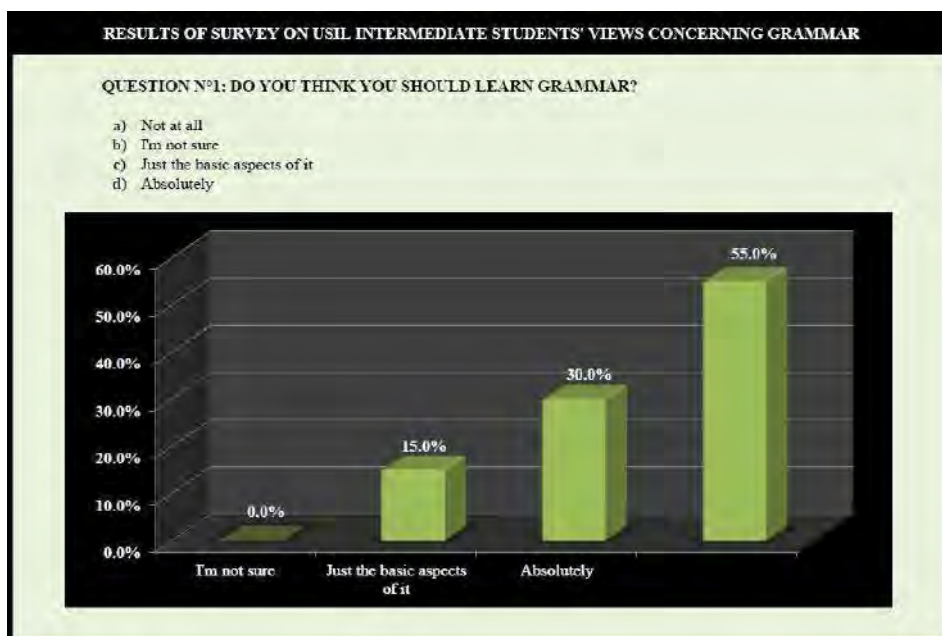


The last question explores the need for other strategies to be included in a grammar lesson. The two most popular techniques included games and contextualization (33.33%). Adapting teachers' teaching to students' learning styles was also mentioned, along with enhancing self study work (16.67 %). Finally, teaching grammar indirectly, giving students more strategies and encouraging them to watch TV in English were also part of teachers' answers to the third question.

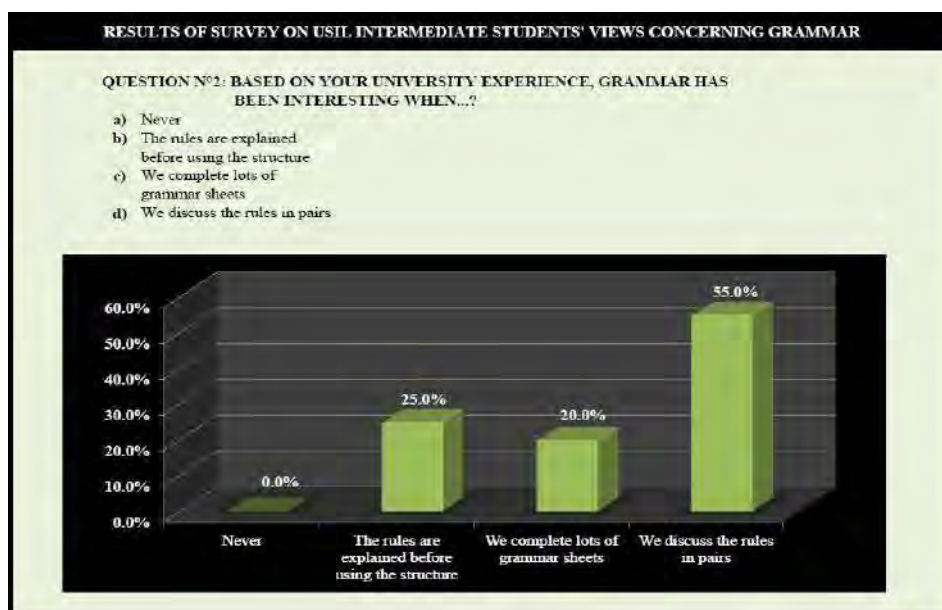
In general terms, we could say that grammar is definitely one of the least popular parts of English but this might be a perception, which is very subjective. Even when most teachers use a variety of strategies to teach grammar, there is a clear need for mixing common techniques with dynamic, innovative and modern ones.

4.2. Surveys to students

The students' points of view regarding different aspects of grammar learning were examined in order to confirm the necessity to apply this method.



There were five questions made to students. The first one focuses on how relevant they consider to study grammar. More than a half of the students surveyed said: Not at all. There are a 30% of students who answered affirmatively. In this case, we cannot talk about a vast majority, but certainly there is remarkable percentage of disagreement with grammar.

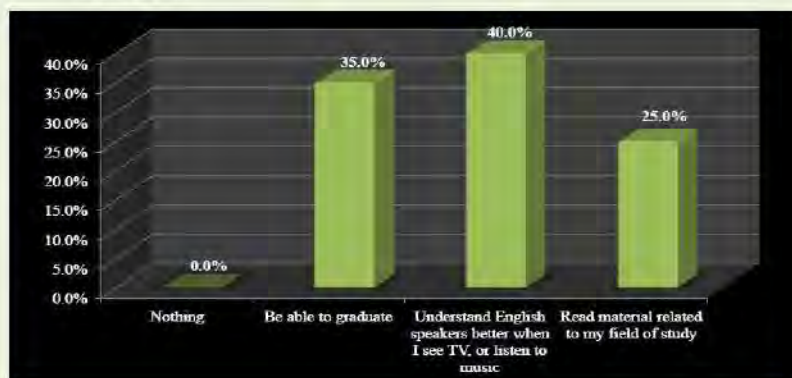


The second question intends to identify when grammar might be appealing to students. It seems that they enjoy discussing in pairs (55%). They may also feel some kind of confidence when receiving the grammar rules before applying them (30%), and there are 20% of students surveyed that preferred to practice with grammar sheets.

RESULTS OF SURVEY ON USIL INTERMEDIATE STUDENTS' VIEWS CONCERNING GRAMMAR

QUESTION Nº3: ENGLISH GRAMMAR IS IMPORTANT TO

- a) Nothing
- b) Be able to graduate
- c) Understand English speakers better when I see TV, or listen to music
- d) Read material related to my field of study

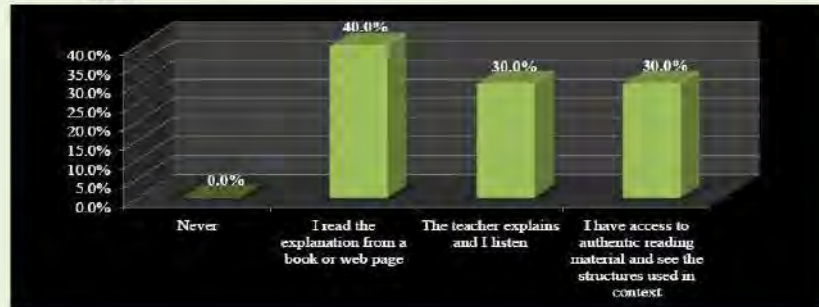


The third question aims at knowing how much importance they give to grammar. Some answers (40%) directed the importance of grammar to understanding English from different sources, such as TV, among others. Then, it is assumed that the importance of grammar arises in its communicative purpose. A 35% of students, apparently, see grammar as a means to achieve their goal, which is to graduate. They might study it for obligation rather than motivation. Some students (25%) might see the usefulness that grammar has for them to read material related to their field of study.

RESULTS OF SURVEY ON USIL INTERMEDIATE STUDENTS' VIEWS CONCERNING GRAMMAR

QUESTION Nº4: I LEARN GRAMMAR THE BEST WHEN

- a) Never
- b) I read the explanation from a book or web page
- c) The teacher explains and I listen
- d) I have access to authentic reading material and see the structures used in context

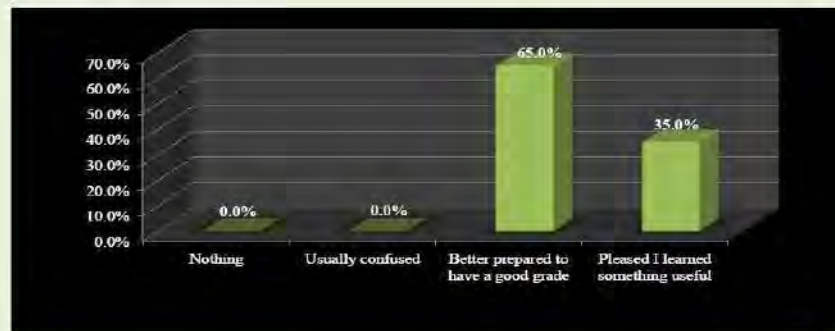


The fourth question analyzes the way students feel they learn grammar better. Some of them (40%) prefer to read explanations from a textbook, while 30% consider it better to listen to teachers' explanations and to read authentic material where the grammar taught is being used.

RESULTS OF SURVEY ON USIL INTERMEDIATE STUDENTS' VIEWS CONCERNING GRAMMAR

QUESTION Nº5: WHAT DO YOU USUALLY FEEL AFTER YOU FINISH WORKING WITH GRAMMAR?

- a) Nothing
- b) Usually confused
- c) Better prepared to have a good grade
- d) Pleased I learned something useful



Finally, the students were asked how they felt after practicing grammar. Happily, 65% of students felt well prepared, which means that the method used by their teachers was effective according to their opinion. 35% of students felt pleased because they had learned something useful. Both comments showed a positive feeling. There were no negative perspectives for this question.

4.3. Grammar Sheets

In order to check students' results, some grammar sheets were elaborated based on the grammar tense to be taught to USIL students according to the syllabus of the university.

In the following pages are included the grammar sheets to be filled by students of both the control and experimental groups. After students filled in the blanks, teachers collected them for their correction. Then the data of results would be entered in a chart for their analysis.

4.4. Results

In this part, we will show the final results of the main areas of this investigation: signs of boredom and improvement of results in grammar practice.

4.4.1. Signs of Boredom

According to our hypothesis, there is cause and effect relation between not being bored and getting good results in grammar practice. For this reason, the main signs of boredom were identified and recorded in each lesson where authentic videos were played.

In the following charts, we will present which signs of boredom were shown by students lesson by lesson in both groups so that later they can be contrasted with the results in grammar practice.

SIGNS OF BOREDOM SHOWN BY STUDENTS OF BOTH GROUPS IN EACH LESSON

GRAMMATICAL STRUCTURE		REPORTED SPEECH	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning		0	0
Using cell phone		0	3
Sleeping		0	0
Speaking to their peers		5	0
Showing unwillingness to practice grammar		0	1

GRAMMATICAL STRUCTURE		WISH	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning		1	1
Using cell phone		0	4
Sleeping		0	0
Speaking to their peers		3	0
Showing unwillingness to practice grammar		2	2

GRAMMATICAL STRUCTURE		PHRASAL VERBS	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning		0	0
Using cell phone		0	4
Sleeping		0	0
Speaking to their peers		0	0
Showing unwillingness to practice grammar		0	2

GRAMMATICAL STRUCTURE		PAST FORMS	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning		0	0
Using cell phone		0	3
Sleeping		0	0
Speaking to their peers		0	1
Showing unwillingness to practice grammar		0	0

GRAMMATICAL STRUCTURE	PRESENT PERFECT AND CONTINUOUS	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning	0	0
Using cell phone	0	4
Sleeping	0	0
Speaking to their peers	0	1
Showing unwillingness to practice grammar	0	0
GRAMMATICAL STRUCTURE	INDIRECT QUESTIONS	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning	0	1
Using cell phone	0	3
Sleeping	0	0
Speaking to their peers	0	1
Showing unwillingness to practice grammar	0	1
GRAMMATICAL STRUCTURE	DEFINITE AND INDEFINITE ARTICLES	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning	0	0
Using cell phone	1	4
Sleeping	0	0
Speaking to their peers	2	2
Showing unwillingness to practice grammar	0	0
GRAMMATICAL STRUCTURE	FUTURE FORMS	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (N° STUDENTS)	CONTROL GROUP (N° STUDENTS)
Yawning	0	2
Using cell phone	0	4
Sleeping	0	0
Speaking to their peers	0	0
Showing unwillingness to practice grammar	0	1

GRAMMATICAL STRUCTURE		FUTURE PERFECT AND CONTINUOUS	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning		0	0
Using cell phone		0	4
Sleeping		0	0
Speaking to their peers		0	1
Showing unwillingness to practice grammar		0	0
GRAMMATICAL STRUCTURE		GERUNDS AND INFINITIVES	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning		0	1
Using cell phone		0	3
Sleeping		0	0
Speaking to their peers		0	2
Showing unwillingness to practice grammar		0	0
GRAMMATICAL STRUCTURE		ADVERBS	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning		0	0
Using cell phone		0	4
Sleeping		0	0
Speaking to their peers		0	2
Showing unwillingness to practice grammar		0	1
GRAMMATICAL STRUCTURE		MODALS: OBLIGATION AND ABILITY	
SIGNS OF BOREDOM		EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning		0	1
Using cell phone		0	4
Sleeping		0	0
Speaking to their peers		0	2
Showing unwillingness to practice grammar		0	0

GRAMMATICAL STRUCTURE	SECOND CONDITIONAL	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning	0	2
Using cell phone	0	3
Sleeping	0	0
Speaking to their peers	0	1
Showing unwillingness to practice grammar	0	1

GRAMMATICAL STRUCTURE	THIRD CONDITIONAL	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning	0	3
Using cell phone	0	3
Sleeping	0	0
Speaking to their peers	0	2
Showing unwillingness to practice grammar	0	0

GRAMMATICAL STRUCTURE	HAVE TO / ALLOW TO (IN THE PAST)	
SIGNS OF BOREDOM	EXPERIMENTAL GROUP (Nº STUDENTS)	CONTROL GROUP (Nº STUDENTS)
Yawning	0	0
Using cell phone	0	5
Sleeping	0	0
Speaking to their peers	0	2
Showing unwillingness to practice grammar	0	0

4.4.2 Results in grammar

As mentioned in chapter III, students' results were entered in charts that contain the different parts of the tense studied (auxiliaries, conjugations, etc.). Here we can see the progress of the experimental group and also the homogeneity of the control group's results. This is one of the things that will be analyzed in the next section. The following charts only present the results of both groups lesson by lesson.

STUDENTS' RESULTS IN GRAMMAR PRACTICE PER LESSON

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

REPORTED SPEECH

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 1

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	80.00%	60.00%	80.00%	66.67%	71.79%
CS_2	70.00%	70.00%	80.00%	77.78%	74.36%
CS_3	60.00%	60.00%	50.00%	44.44%	53.85%
CS_4	70.00%	70.00%	70.00%	66.67%	69.23%
CS_5	40.00%	40.00%	40.00%	44.44%	64.10%
CS_6	90.00%	90.00%	90.00%	88.89%	89.74%
CS_7	90.00%	90.00%	90.00%	100.00%	92.31%
CS_8	50.00%	50.00%	50.00%	44.44%	48.72%
CS_9	50.00%	40.00%	40.00%	44.44%	43.59%
CS_10	70.00%	60.00%	30.00%	55.56%	53.85%
CS_11	30.00%	40.00%	40.00%	33.33%	35.90%
CS_12	50.00%	40.00%	50.00%	44.44%	46.15%
CS_13	50.00%	40.00%	50.00%	44.44%	46.15%
CS_14	30.00%	80.00%	60.00%	55.56%	56.41%
CS_15	70.00%	50.00%	50.00%	11.11%	46.15%
CS_16	70.00%	40.00%	60.00%	22.22%	48.72%
CS_17	30.00%	50.00%	30.00%	44.44%	38.46%
CS_18	60.00%	60.00%	50.00%	22.22%	48.72%
CS_19	60.00%	60.00%	60.00%	66.67%	61.54%
CS_20	40.00%	30.00%	30.00%	55.56%	38.46%
AVERAGE	58.00%	56.00%	55.00%	56.67%	56.41%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	58.00%	56.00%	55.00%	56.67%	43.59%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

REPORTED SPEECH

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 1**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
ES_1	100.00%	100.00%	100.00%	88.89%	97.44%
ES_2	60.00%	60.00%	40.00%	11.11%	43.59%
ES_3	70.00%	60.00%	60.00%	66.67%	64.10%
ES_4	50.00%	20.00%	10.00%	11.11%	23.08%
ES_5	60.00%	50.00%	50.00%	44.44%	51.28%
ES_6	20.00%	20.00%	10.00%	11.11%	15.38%
ES_7	70.00%	70.00%	60.00%	44.44%	61.54%
ES_8	40.00%	50.00%	40.00%	33.33%	41.03%
ES_9	50.00%	40.00%	30.00%	11.11%	33.33%
ES_10	50.00%	60.00%	60.00%	55.56%	56.41%
ES_11	40.00%	40.00%	30.00%	33.33%	35.90%
ES_12	50.00%	60.00%	60.00%	55.56%	56.41%
ES_13	20.00%	10.00%	10.00%	11.11%	12.82%
ES_14	70.00%	60.00%	70.00%	66.67%	66.67%
ES_15	100.00%	90.00%	60.00%	88.89%	97.44%
ES_16	100.00%	100.00%	100.00%	88.89%	97.44%
ES_17	40.00%	30.00%	20.00%	33.33%	30.77%
ES_18	100.00%	90.00%	60.00%	66.67%	79.49%
ES_19	90.00%	90.00%	70.00%	66.67%	79.49%
ES_20	90.00%	90.00%	70.00%	66.67%	79.49%
AVERAGE	63.50%	59.50%	50.50%	47.78%	55.51%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	63.50%	59.50%	50.50%	47.78%	44.49%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

WISH

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 2**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	80.00%	66.67%	66.67%	33.33%	58.33%
CS_2	66.67%	66.67%	66.67%	66.67%	66.67%
CS_3	66.67%	66.67%	50.00%	33.33%	54.17%
CS_4	83.33%	50.00%	33.30%	16.67%	45.83%
CS_5	50.00%	50.00%	33.33%	33.33%	41.67%
CS_6	83.33%	50.00%	50.00%	50.00%	58.33%
CS_7	83.33%	83.33%	83.33%	83.33%	83.33%
CS_8	66.67%	16.67%	0.00%	16.67%	25.00%
CS_9	50.00%	50.00%	50.00%	33.33%	45.83%
CS_10	66.67%	66.67%	66.67%	66.67%	66.67%
CS_11	50.00%	50.00%	50.00%	50.00%	50.00%
CS_12	66.67%	33.33%	33.33%	0.00%	33.33%
CS_13	50.00%	50.00%	66.67%	50.00%	54.17%
CS_14	66.67%	50.00%	16.67%	16.67%	37.50%
CS_15	50.00%	50.00%	66.67%	33.33%	50.00%
CS_16	100.00%	83.33%	33.33%	33.33%	62.50%
CS_17	50.00%	66.67%	66.67%	50.00%	58.33%
CS_18	83.33%	66.67%	50.00%	50.00%	62.50%
CS_19	83.33%	66.67%	16.67%	0.00%	41.67%
CS_20	66.67%	66.67%	33.33%	33.33%	50.00%
AVERAGE	68.17%	57.50%	46.67%	37.50%	52.29%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	68.17%	57.50%	46.67%	37.50%	47.71%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

WISH

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 2**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
ES_1	100.00%	100.00%	33.33%	83.33%	79.17%
ES_2	100.00%	83.33%	16.67%	83.33%	70.83%
ES_3	100.00%	16.67%	0.00%	0.00%	29.17%
ES_4	83.33%	66.67%	16.67%	33.33%	50.00%
ES_5	100.00%	100.00%	83.33%	66.67%	87.50%
ES_6	100.00%	100.00%	66.67%	100.00%	87.50%
ES_7	0.00%	0.00%	0.00%	0.00%	0.00%
ES_8	100.00%	100.00%	50.00%	100.00%	87.50%
ES_9	0.00%	0.00%	0.00%	0.00%	0.00%
ES_10	0.00%	16.67%	33.33%	66.67%	29.17%
ES_11	0.00%	16.67%	0.00%	0.00%	4.17%
ES_12	100.00%	100.00%	33.33%	100.00%	83.33%
ES_13	16.67%	0.00%	50.00%	33.33%	58.33%
ES_14	0.00%	66.67%	83.33%	83.33%	58.33%
ES_15	100.00%	100.00%	33.33%	66.67%	75.00%
ES_16	0.00%	33.33%	33.33%	50.00%	29.17%
ES_17	100.00%	100.00%	100.00%	100.00%	100.00%
ES_18	100.00%	100.00%	50.00%	33.33%	70.83%
ES_19	100.00%	83.33%	50.00%	100.00%	83.33%
ES_20	100.00%	100.00%	100.00%	100.00%	100.00%
AVERAGE	65.00%	64.17%	41.67%	60.00%	57.71%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	65.00%	64.17%	41.67%	60.00%	42.29%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PHRASAL VERBS

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 3**

RESULTS:

STUDENT	PART N°1	%Obtained
CS_1	66.67%	66.67%
CS_2	75.00%	75.00%
CS_3	58.33%	58.33%
CS_4	66.67%	66.67%
CS_5	50.00%	50.00%
CS_6	83.33%	83.33%
CS_7	91.67%	91.67%
CS_8	50.00%	50.00%
CS_9	58.33%	58.33%
CS_10	41.67%	41.67%
CS_11	58.33%	58.33%
CS_12	50.00%	50.00%
CS_13	50.00%	50.00%
CS_14	50.00%	50.00%
CS_15	41.67%	41.67%
CS_16	66.67%	66.67%
CS_17	50.00%	50.00%
CS_18	41.67%	41.67%
CS_19	66.67%	66.67%
CS_20	58.33%	58.33%
AVERAGE	58.75%	58.75%
EXPECTED	PART N°1	%Not achieved
100.00%	58.75%	41.25%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PHRASAL VERBS

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 3**

RESULTS:

STUDENT	PART N°1	%Obtained
ES_1	25.00%	25.00%
ES_2	8.33%	8.33%
ES_3	75.00%	75.00%
ES_4	25.00%	25.00%
ES_5	5.00%	5.00%
ES_6	83.33%	83.33%
ES_7	58.33%	58.33%
ES_8	100.00%	100.00%
ES_9	50.00%	50.00%
ES_10	25.00%	25.00%
ES_11	41.67%	41.67%
ES_12	58.33%	58.33%
ES_13	58.33%	58.33%
ES_14	25.00%	25.00%
ES_15	50.00%	50.00%
ES_16	8.33%	8.33%
ES_17	66.67%	66.67%
ES_18	75.00%	75.00%
ES_19	83.33%	83.33%
ES_20	91.67%	91.67%
AVERAGE	54.17%	54.17%
EXPECTED	PART N°1	%Not achieved
100.00%	54.17%	45.83%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PAST FORMS

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 4**

RESULTS:

STUDENT	PART N°1	PART N°2	%Obtained
CS_1	41.67%	25.00%	35.00%
CS_2	25.00%	0.00%	15.00%
CS_3	58.33%	37.50%	50.00%
CS_4	75.00%	50.00%	65.00%
CS_5	41.67%	37.50%	40.00%
CS_6	33.33%	12.50%	25.00%
CS_7	75.00%	75.00%	75.00%
CS_8	83.33%	87.50%	85.00%
CS_9	33.33%	25.00%	30.00%
CS_10	25.00%	25.00%	25.00%
CS_11	41.67%	12.50%	30.00%
CS_12	41.67%	12.50%	30.00%
CS_13	66.67%	50.00%	60.00%
CS_14	58.33%	37.50%	50.00%
CS_15	66.67%	12.50%	45.00%
CS_16	41.67%	12.50%	30.00%
CS_17	58.33%	62.50%	60.00%
CS_18	41.67%	0.00%	25.00%
CS_19	66.67%	62.50%	65.00%
CS_20	25.00%	0.00%	15.00%
AVERAGE	50.00%	31.88%	42.75%
EXPECTED	PART N°1	PART N°2	%Not achieved
100.00%	50.00%	31.88%	57.25%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PAST FORMS

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 4**

RESULTS:

STUDENT	PART N°1	PART N°2	%Obtained
ES_1	72.22%	75.00%	72.73%
ES_2	88.89%	100.00%	90.91%
ES_3	83.33%	100.00%	86.36%
ES_4	72.22%	50.00%	68.18%
ES_5	72.22%	100.00%	77.27%
ES_6	55.56%	50.00%	54.55%
ES_7	66.67%	100.00%	72.73%
ES_8	77.78%	75.00%	77.27%
ES_9	66.67%	100.00%	72.73%
ES_10	61.11%	100.00%	68.18%
ES_11	38.89%	75.00%	45.45%
ES_12	88.89%	75.00%	86.36%
ES_13	55.56%	50.00%	54.55%
ES_14	77.78%	100.00%	81.82%
ES_15	44.44%	75.00%	50.00%
ES_16	83.33%	100.00%	86.36%
ES_17	50.00%	75.00%	54.55%
ES_18	88.89%	50.00%	81.82%
ES_19	83.33%	75.00%	81.82%
ES_20	83.33%	75.00%	81.82%
AVERAGE	70.56%	80.00%	72.27%
EXPECTED	PART N°1	PART N°2	%Not achieved
100.00%	70.56%	80.00%	27.73%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PRESENT PERFECT SIMPLE & CONTINUOUS

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 5

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
CS_1	50.00%	33.33%	0.00%	35.29%
CS_2	37.50%	16.67%	0.00%	23.53%
CS_3	87.50%	100.00%	100.00%	94.12%
CS_4	87.50%	100.00%	100.00%	94.12%
CS_5	75.00%	83.33%	66.67%	76.47%
CS_6	62.50%	50.00%	33.33%	52.94%
CS_7	87.50%	83.33%	100.00%	88.24%
CS_8	87.50%	83.33%	100.00%	88.24%
CS_9	62.50%	50.00%	33.33%	52.94%
CS_10	87.50%	100.00%	100.00%	94.12%
CS_11	87.50%	83.33%	66.67%	82.35%
CS_12	0.00%	83.33%	100.00%	47.06%
CS_13	50.00%	50.00%	33.33%	47.06%
CS_14	62.50%	50.00%	100.00%	64.71%
CS_15	75.00%	16.67%	0.00%	41.18%
CS_16	62.50%	66.67%	66.67%	64.71%
CS_17	62.50%	66.67%	66.67%	64.71%
CS_18	37.50%	33.33%	33.33%	35.29%
CS_19	50.00%	33.33%	33.33%	41.18%
CS_20	62.50%	50.00%	0.00%	47.06%
AVERAGE	63.75%	61.67%	56.67%	61.76%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	63.75%	61.67%	56.67%	38.24%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

PRESENT PERFECT SIMPLE & CONTINUOUS

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 5

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
ES_1	63.64%	72.73%	100.00%	73.08%
ES_2	100.00%	90.91%	100.00%	96.15%
ES_3	72.73%	72.73%	75.00%	73.08%
ES_4	63.64%	54.55%	25.00%	53.85%
ES_5	90.91%	81.82%	100.00%	88.46%
ES_6	90.91%	90.91%	75.00%	88.46%
ES_7	81.82%	63.64%	50.00%	69.23%
ES_8	81.82%	81.82%	100.00%	84.62%
ES_9	100.00%	90.91%	100.00%	96.15%
ES_10	81.82%	54.55%	100.00%	73.08%
ES_11	72.73%	63.64%	50.00%	65.38%
ES_12	90.91%	81.82%	75.00%	84.62%
ES_13	90.91%	45.45%	25.00%	61.54%
ES_14	72.73%	63.64%	50.00%	65.38%
ES_15	90.91%	72.73%	100.00%	84.62%
ES_16	72.73%	63.64%	100.00%	73.08%
ES_17	90.91%	81.82%	25.00%	76.92%
ES_18	90.91%	81.82%	100.00%	88.46%
ES_19	100.00%	72.73%	0.00%	73.08%
ES_20	90.91%	90.91%	50.00%	84.62%
AVERAGE	84.55%	73.64%	70.00%	77.69%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	84.55%	73.64%	70.00%	22.31%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

INDIRECT QUESTIONS

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 6

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	PART N°6	%Obtained
CS_1	90.00%	100.00%	44.44%	66.67%	50.00%	0.00%	74.29%
CS_2	60.00%	50.00%	55.56%	33.33%	0.00%	0.00%	48.57%
CS_3	80.00%	60.00%	44.44%	66.67%	50.00%	0.00%	60.00%
CS_4	50.00%	70.00%	66.67%	33.33%	50.00%	0.00%	57.14%
CS_5	40.00%	90.00%	77.78%	33.33%	50.00%	100.00%	65.71%
CS_6	60.00%	40.00%	33.33%	33.33%	50.00%	100.00%	45.71%
CS_7	70.00%	40.00%	11.11%	33.33%	50.00%	0.00%	40.00%
CS_8	70.00%	30.00%	22.22%	0.00%	0.00%	0.00%	34.29%
CS_9	60.00%	30.00%	22.22%	0.00%	0.00%	0.00%	31.43%
CS_10	40.00%	60.00%	55.56%	66.67%	50.00%	0.00%	51.43%
CS_11	60.00%	40.00%	44.44%	0.00%	0.00%	0.00%	40.00%
CS_12	70.00%	50.00%	55.56%	33.33%	0.00%	0.00%	51.43%
CS_13	50.00%	70.00%	66.67%	66.67%	50.00%	100.00%	62.86%
CS_14	50.00%	60.00%	55.56%	33.33%	0.00%	0.00%	48.57%
CS_15	90.00%	50.00%	44.44%	33.33%	0.00%	0.00%	54.29%
CS_16	70.00%	70.00%	77.78%	100.00%	50.00%	0.00%	71.43%
CS_17	90.00%	70.00%	77.78%	66.67%	50.00%	0.00%	74.29%
CS_18	70.00%	70.00%	55.56%	66.67%	50.00%	0.00%	62.86%
CS_19	60.00%	50.00%	55.56%	66.67%	0.00%	0.00%	51.43%
CS_20	70.00%	50.00%	44.44%	66.67%	50.00%	0.00%	54.29%
AVERAGE	65.00%	57.50%	50.56%	45.00%	30.00%	15.00%	54.00%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	PART N°6	%Not achieved
100.00%	65.00%	57.50%	50.56%	45.00%	30.00%	15.00%	46.00%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

INDIRECT QUESTIONS

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 6

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	PART N°6	%Obtained
CS_1	100.00%	90.00%	55.56%	66.67%	100.00%	0.00%	80.00%
CS_2	100.00%	100.00%	88.89%	100.00%	100.00%	100.00%	97.14%
CS_3	80.00%	70.00%	66.67%	66.67%	100.00%	100.00%	74.29%
CS_4	40.00%	60.00%	55.56%	66.67%	50.00%	0.00%	51.43%
CS_5	90.00%	60.00%	44.44%	33.33%	50.00%	100.00%	62.86%
CS_6	80.00%	100.00%	88.89%	100.00%	100.00%	100.00%	91.43%
CS_7	80.00%	80.00%	66.67%	33.33%	0.00%	0.00%	65.71%
CS_8	50.00%	60.00%	55.56%	100.00%	50.00%	0.00%	57.14%
CS_9	70.00%	80.00%	66.67%	66.67%	50.00%	0.00%	68.57%
CS_10	90.00%	80.00%	77.78%	100.00%	100.00%	100.00%	85.71%
CS_11	20.00%	40.00%	44.44%	33.33%	50.00%	0.00%	34.29%
CS_12	60.00%	90.00%	55.56%	66.67%	100.00%	100.00%	71.43%
CS_13	70.00%	60.00%	66.67%	66.67%	50.00%	0.00%	62.86%
CS_14	80.00%	60.00%	55.56%	66.67%	0.00%	0.00%	60.00%
CS_15	60.00%	50.00%	44.44%	33.33%	0.00%	0.00%	45.71%
CS_16	90.00%	80.00%	77.78%	100.00%	100.00%	100.00%	85.71%
CS_17	50.00%	50.00%	33.33%	66.67%	50.00%	0.00%	45.71%
CS_18	90.00%	90.00%	77.78%	100.00%	100.00%	0.00%	85.71%
CS_19	100.00%	100.00%	66.67%	66.67%	50.00%	100.00%	85.71%
CS_20	80.00%	70.00%	66.67%	66.67%	50.00%	100.00%	71.43%
AVERAGE	74.00%	73.50%	62.78%	70.00%	62.50%	45.00%	69.14%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	PART N°6	%Not achieved
100.00%	74.00%	73.50%	62.78%	70.00%	62.50%	45.00%	30.86%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

DEFINITE AND INDEFINITE ARTICLES

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 7**

RESULTS:

STUDENT	PART N°1	%Obtained
CS_1	77.78%	77.78%
CS_2	22.22%	22.22%
CS_3	44.44%	44.44%
CS_4	72.22%	72.22%
CS_5	72.22%	72.22%
CS_6	88.89%	88.89%
CS_7	61.11%	61.11%
CS_8	72.22%	72.22%
CS_9	55.56%	55.56%
CS_10	72.22%	72.22%
CS_11	72.22%	72.22%
CS_12	77.78%	77.78%
CS_13	88.89%	88.89%
CS_14	83.33%	83.33%
CS_15	94.44%	94.44%
CS_16	83.33%	83.33%
CS_17	55.56%	55.56%
CS_18	44.44%	44.44%
CS_19	61.11%	61.11%
CS_20	61.11%	61.11%
AVERAGE	68.06%	68.06%
EXPECTED	PART N°1	%Not achieved
100.00%	68.06%	31.94%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

DEFINITE AND INDEFINITE ARTICLES

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 7**

RESULTS:

STUDENT	PART N°1	%Obtained
ES_1	75.00%	75.00%
ES_2	62.50%	62.50%
ES_3	100.00%	100.00%
ES_4	87.50%	87.50%
ES_5	87.50%	87.50%
ES_6	87.50%	87.50%
ES_7	50.00%	50.00%
ES_8	75.00%	75.00%
ES_9	100.00%	100.00%
ES_10	75.00%	75.00%
ES_11	62.50%	62.50%
ES_12	37.50%	37.50%
ES_13	87.50%	87.50%
ES_14	12.50%	12.50%
ES_15	25.00%	25.00%
ES_16	75.00%	75.00%
ES_17	62.50%	62.50%
ES_18	75.00%	75.00%
ES_19	87.50%	87.50%
ES_20	87.50%	87.50%
AVERAGE	70.63%	70.63%
EXPECTED	PART N°1	%Not achieved
100.00%	70.63%	29.38%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

FUTURE FORMS

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 8

RESULTS:

STUDENT	PART N°1	%Obtained
CS_1	75.00%	75.00%
CS_2	62.50%	62.50%
CS_3	62.50%	62.50%
CS_4	75.00%	75.00%
CS_5	50.00%	50.00%
CS_6	62.50%	62.50%
CS_7	87.50%	87.50%
CS_8	50.00%	50.00%
CS_9	62.50%	62.50%
CS_10	75.00%	75.00%
CS_11	37.50%	37.50%
CS_12	62.50%	62.50%
CS_13	37.50%	37.50%
CS_14	50.00%	50.00%
CS_15	50.00%	50.00%
CS_16	62.50%	62.50%
CS_17	62.50%	62.50%
CS_18	50.00%	50.00%
CS_19	50.00%	50.00%
CS_20	62.50%	62.50%
AVERAGE	59.38%	59.38%
EXPECTED	PART N°1	%Not achieved
100.00%	59.38%	40.63%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

FUTURE FORMS

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 8**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
ES_1	100.00%	100.00%	33.33%	0.00%	82.61%
ES_2	77.78%	66.67%	66.67%	50.00%	69.57%
ES_3	55.56%	77.78%	66.67%	50.00%	65.22%
ES_4	22.22%	66.67%	66.67%	50.00%	47.83%
ES_5	55.56%	77.78%	66.67%	50.00%	65.22%
ES_6	22.22%	55.56%	33.33%	100.00%	43.48%
ES_7	22.22%	44.44%	33.33%	0.00%	30.43%
ES_8	88.89%	88.89%	100.00%	50.00%	86.96%
ES_9	100.00%	77.78%	66.67%	100.00%	86.96%
ES_10	11.11%	22.22%	33.33%	50.00%	21.74%
ES_11	22.22%	33.33%	66.67%	100.00%	39.13%
ES_12	66.67%	66.67%	66.67%	50.00%	65.22%
ES_13	66.67%	55.56%	33.33%	0.00%	52.17%
ES_14	88.89%	88.89%	66.67%	0.00%	78.26%
ES_15	33.33%	66.67%	100.00%	100.00%	60.87%
ES_16	77.78%	77.78%	66.67%	50.00%	73.91%
ES_17	44.44%	22.22%	0.00%	50.00%	30.43%
ES_18	77.78%	88.89%	100.00%	50.00%	82.61%
ES_19	88.89%	88.89%	100.00%	100.00%	91.30%
ES_20	100.00%	100.00%	100.00%	50.00%	95.65%
AVERAGE	61.11%	68.33%	63.33%	52.50%	63.48%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	61.11%	68.33%	63.33%	52.50%	36.52%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

FUTURE PERFECT & CONTINUOUS

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 9

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
CS_1	100.00%	75.00%	62.50%	79.17%
CS_2	75.00%	25.00%	12.50%	37.50%
CS_3	50.00%	37.50%	12.50%	33.33%
CS_4	100.00%	100.00%	100.00%	100.00%
CS_5	100.00%	75.00%	75.00%	83.33%
CS_6	100.00%	87.50%	87.50%	91.67%
CS_7	100.00%	87.50%	87.50%	91.67%
CS_8	100.00%	75.00%	50.00%	75.00%
CS_9	100.00%	87.50%	50.00%	79.17%
CS_10	100.00%	87.50%	87.50%	91.67%
CS_11	87.50%	75.00%	75.00%	79.17%
CS_12	100.00%	75.00%	62.50%	79.17%
CS_13	100.00%	75.00%	62.50%	79.17%
CS_14	100.00%	75.00%	62.50%	79.17%
CS_15	100.00%	75.00%	75.00%	83.33%
CS_16	87.50%	75.00%	25.00%	62.50%
CS_17	62.50%	50.00%	50.00%	54.17%
CS_18	62.50%	50.00%	50.00%	54.17%
CS_19	62.50%	62.50%	62.50%	62.50%
CS_20	100.00%	62.50%	37.50%	66.67%
AVERAGE	89.38%	70.63%	59.38%	73.13%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	89.38%	70.63%	59.38%	26.88%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

FUTURE PERFECT & CONTINUOUS

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 9

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
ES_1	90.00%	90.00%	80.00%	86.67%
ES_2	100.00%	60.00%	60.00%	73.33%
ES_3	100.00%	100.00%	100.00%	100.00%
ES_4	100.00%	90.00%	80.00%	90.00%
ES_5	100.00%	90.00%	90.00%	93.33%
ES_6	100.00%	80.00%	80.00%	86.67%
ES_7	100.00%	100.00%	100.00%	100.00%
ES_8	90.00%	60.00%	60.00%	70.00%
ES_9	100.00%	100.00%	100.00%	100.00%
ES_10	100.00%	70.00%	60.00%	76.67%
ES_11	100.00%	80.00%	60.00%	80.00%
ES_12	100.00%	100.00%	100.00%	100.00%
ES_13	100.00%	100.00%	100.00%	100.00%
ES_14	90.00%	80.00%	80.00%	83.33%
ES_15	100.00%	90.00%	90.00%	93.33%
ES_16	100.00%	60.00%	50.00%	70.00%
ES_17	90.00%	80.00%	80.00%	83.33%
ES_18	100.00%	90.00%	90.00%	93.33%
ES_19	100.00%	90.00%	80.00%	90.00%
ES_20	100.00%	100.00%	100.00%	100.00%
AVERAGE	98.00%	85.50%	82.00%	88.50%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	98.00%	85.50%	82.00%	11.50%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

GERUNDS AND INFINITIVES

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 10**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	60.00%	75.00%	50.00%	66.67%	62.96%
CS_2	80.00%	87.50%	66.67%	100.00%	81.48%
CS_3	80.00%	100.00%	83.33%	100.00%	88.89%
CS_4	90.00%	87.50%	100.00%	100.00%	92.59%
CS_5	90.00%	87.50%	100.00%	100.00%	92.59%
CS_6	100.00%	100.00%	66.67%	66.67%	88.89%
CS_7	50.00%	75.00%	50.00%	33.33%	55.56%
CS_8	30.00%	12.50%	33.33%	33.33%	25.93%
CS_9	40.00%	0.00%	0.00%	0.00%	14.81%
CS_10	80.00%	100.00%	66.67%	66.67%	81.48%
CS_11	70.00%	50.00%	50.00%	66.67%	59.26%
CS_12	60.00%	25.00%	50.00%	33.33%	44.44%
CS_13	70.00%	12.50%	16.67%	0.00%	33.33%
CS_14	40.00%	25.00%	16.67%	33.33%	29.63%
CS_15	70.00%	87.50%	83.33%	100.00%	81.48%
CS_16	90.00%	75.00%	83.33%	100.00%	85.19%
CS_17	70.00%	62.50%	50.00%	0.00%	55.56%
CS_18	70.00%	62.50%	50.00%	66.67%	62.96%
CS_19	80.00%	50.00%	50.00%	66.67%	62.96%
CS_20	80.00%	62.50%	50.00%	0.00%	59.26%
AVERAGE	70.00%	61.88%	55.83%	56.67%	62.96%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	70.00%	61.88%	55.83%	56.67%	37.04%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

GERUNDS AND INFINITIVES

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 10

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
ES_1	91.67%	75.00%	100.00%	86.36%
ES_2	91.67%	100.00%	100.00%	95.45%
ES_3	91.67%	100.00%	100.00%	95.45%
ES_4	91.67%	100.00%	100.00%	95.45%
ES_5	83.33%	87.50%	100.00%	86.36%
ES_6	91.67%	100.00%	100.00%	95.45%
ES_7	83.33%	100.00%	100.00%	90.91%
ES_8	91.67%	100.00%	50.00%	90.91%
ES_9	91.67%	100.00%	100.00%	95.45%
ES_10	58.33%	62.50%	50.00%	59.09%
ES_11	91.67%	100.00%	100.00%	95.45%
ES_12	83.33%	75.00%	100.00%	81.82%
ES_13	91.67%	100.00%	50.00%	90.91%
ES_14	83.33%	87.50%	50.00%	81.82%
ES_15	75.00%	75.00%	100.00%	77.27%
ES_16	91.67%	87.50%	100.00%	90.91%
ES_17	83.33%	100.00%	100.00%	90.91%
ES_18	91.67%	87.50%	100.00%	90.91%
ES_19	100.00%	87.50%	50.00%	90.91%
ES_20	91.67%	87.50%	0.00%	81.82%
AVERAGE	87.50%	90.63%	82.50%	88.18%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	87.50%	90.63%	82.50%	11.82%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

ADVERBS

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 11**

RESULTS:

STUDENT	PART N°1	%Obtained
CS_1	62.50%	62.50%
CS_2	62.50%	62.50%
CS_3	50.00%	50.00%
CS_4	75.00%	75.00%
CS_5	62.50%	62.50%
CS_6	62.50%	62.50%
CS_7	50.00%	50.00%
CS_8	75.00%	75.00%
CS_9	62.50%	62.50%
CS_10	75.00%	75.00%
CS_11	62.50%	62.50%
CS_12	62.50%	62.50%
CS_13	62.50%	62.50%
CS_14	62.50%	62.50%
CS_15	62.50%	62.50%
CS_16	75.00%	75.00%
CS_17	50.00%	50.00%
CS_18	75.00%	75.00%
CS_19	87.50%	87.50%
CS_20	75.00%	75.00%
AVERAGE	65.63%	65.63%
EXPECTED	PART N°1	%Not achieved
100.00%	65.63%	34.38%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

ADVERBS

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 11**

RESULTS:

STUDENT	PART N°1	PART N°2	%Obtained
ES_1	83.33%	60.00%	76.47%
ES_2	75.00%	80.00%	76.47%
ES_3	91.67%	60.00%	82.35%
ES_4	91.67%	80.00%	88.24%
ES_5	83.33%	80.00%	82.35%
ES_6	91.67%	100.00%	94.12%
ES_7	91.67%	80.00%	88.24%
ES_8	100.00%	60.00%	88.24%
ES_9	100.00%	60.00%	88.24%
ES_10	91.67%	60.00%	82.35%
ES_11	91.67%	80.00%	88.24%
ES_12	83.33%	60.00%	76.47%
ES_13	100.00%	40.00%	82.35%
ES_14	100.00%	60.00%	88.24%
ES_15	83.33%	60.00%	76.47%
ES_16	100.00%	60.00%	88.24%
ES_17	100.00%	40.00%	82.35%
ES_18	91.67%	80.00%	88.24%
ES_19	75.00%	80.00%	76.47%
ES_20	100.00%	80.00%	94.12%
AVERAGE	91.25%	68.00%	84.41%
EXPECTED	PART N°1	PART N°2	%Not achieved
100.00%	91.25%	68.00%	15.59%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

MODALS: OBLIGATION AND ABILITY

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 12

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	%Obtained
CS_1	87.50%	75.00%	0.00%	0.00%	0.00%	59.09%
CS_2	100.00%	100.00%	0.00%	100.00%	100.00%	81.82%
CS_3	87.50%	62.50%	0.00%	100.00%	100.00%	63.64%
CS_4	87.50%	87.50%	75.00%	0.00%	0.00%	77.27%
CS_5	75.00%	75.00%	50.00%	0.00%	0.00%	63.64%
CS_6	75.00%	75.00%	75.00%	100.00%	100.00%	77.27%
CS_7	75.00%	75.00%	75.00%	100.00%	100.00%	77.27%
CS_8	75.00%	75.00%	75.00%	0.00%	0.00%	68.18%
CS_9	87.50%	87.50%	25.00%	0.00%	0.00%	68.18%
CS_10	75.00%	75.00%	100.00%	100.00%	100.00%	81.82%
CS_11	87.50%	87.50%	75.00%	0.00%	0.00%	77.27%
CS_12	75.00%	75.00%	100.00%	100.00%	100.00%	81.82%
CS_13	75.00%	75.00%	50.00%	0.00%	0.00%	63.64%
CS_14	100.00%	100.00%	0.00%	0.00%	0.00%	72.73%
CS_15	75.00%	75.00%	75.00%	100.00%	100.00%	77.27%
CS_16	75.00%	75.00%	100.00%	100.00%	100.00%	81.82%
CS_17	87.50%	75.00%	50.00%	0.00%	0.00%	68.18%
CS_18	87.50%	87.50%	0.00%	0.00%	100.00%	68.18%
CS_19	87.50%	87.50%	75.00%	100.00%	100.00%	86.36%
CS_20	75.00%	75.00%	75.00%	100.00%	100.00%	77.27%
AVERAGE	82.50%	80.00%	53.75%	50.00%	55.00%	73.64%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	PART N°5	%Not achieved
100.00%	82.50%	80.00%	53.75%	50.00%	55.00%	26.36%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

MODALS: OBLIGATION AND ABILITY

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 12**

RESULTS:

STUDENT	PART N°1	PART N°2	%Obtained
ES_1	87.50%	62.50%	76.00%
ES_2	81.25%	62.50%	76.00%
ES_3	87.50%	87.50%	88.00%
ES_4	81.25%	75.00%	76.00%
ES_5	81.25%	62.50%	76.00%
ES_6	81.25%	75.00%	80.00%
ES_7	87.50%	75.00%	80.00%
ES_8	81.25%	25.00%	64.00%
ES_9	87.50%	75.00%	80.00%
ES_10	81.25%	87.50%	80.00%
ES_11	81.25%	50.00%	68.00%
ES_12	87.50%	100.00%	88.00%
ES_13	87.50%	75.00%	84.00%
ES_14	93.75%	87.50%	92.00%
ES_15	75.00%	50.00%	64.00%
ES_16	93.75%	37.50%	76.00%
ES_17	75.00%	62.50%	68.00%
ES_18	87.50%	75.00%	84.00%
ES_19	87.50%	100.00%	92.00%
ES_20	100.00%	100.00%	96.00%
AVERAGE	85.31%	71.25%	79.40%
EXPECTED	PART N°1	PART N°2	%Not achieved
100.00%	85.31%	71.25%	20.60%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

SECOND CONDITIONAL

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 13**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	85.71%	85.71%	71.43%	60.00%	76.92%
CS_2	71.43%	71.43%	71.43%	80.00%	73.08%
CS_3	71.43%	71.43%	71.43%	60.00%	69.23%
CS_4	71.43%	71.43%	71.43%	60.00%	69.23%
CS_5	71.43%	71.43%	71.43%	60.00%	69.23%
CS_6	71.43%	71.43%	71.43%	60.00%	69.23%
CS_7	85.71%	71.43%	71.43%	0.00%	61.54%
CS_8	71.43%	71.43%	71.43%	60.00%	69.23%
CS_9	71.43%	71.43%	71.43%	60.00%	69.23%
CS_10	85.71%	85.71%	85.71%	0.00%	69.23%
CS_11	71.43%	71.43%	71.43%	40.00%	65.38%
CS_12	71.43%	71.43%	71.43%	80.00%	73.08%
CS_13	71.43%	71.43%	71.43%	80.00%	73.08%
CS_14	57.14%	57.14%	57.14%	60.00%	57.69%
CS_15	57.14%	57.14%	57.14%	40.00%	53.85%
CS_16	71.43%	71.43%	71.43%	80.00%	73.08%
CS_17	57.14%	57.14%	57.14%	80.00%	61.54%
CS_18	71.43%	71.43%	71.43%	60.00%	69.23%
CS_19	57.14%	57.14%	57.14%	60.00%	57.69%
CS_20	71.43%	57.14%	42.86%	80.00%	61.54%
AVERAGE	70.71%	69.29%	67.86%	58.00%	67.12%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	70.71%	69.29%	67.86%	58.00%	32.88%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

SECOND CONDITIONAL

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 13

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
ES_1	87.50%	75.00%	62.50%	75.00%
ES_2	75.00%	75.00%	62.50%	70.83%
ES_3	100.00%	87.50%	75.00%	87.50%
ES_4	87.50%	87.50%	87.50%	87.50%
ES_5	100.00%	100.00%	75.00%	91.67%
ES_6	75.00%	75.00%	75.00%	75.00%
ES_7	100.00%	75.00%	75.00%	83.33%
ES_8	87.50%	75.00%	75.00%	79.17%
ES_9	87.50%	75.00%	62.50%	75.00%
ES_10	75.00%	75.00%	75.00%	75.00%
ES_11	75.00%	87.50%	75.00%	79.17%
ES_12	87.50%	75.00%	75.00%	79.17%
ES_13	75.00%	75.00%	50.00%	66.67%
ES_14	87.50%	62.50%	75.00%	75.00%
ES_15	87.50%	87.50%	62.50%	79.17%
ES_16	75.00%	75.00%	75.00%	75.00%
ES_17	75.00%	75.00%	50.00%	66.67%
ES_18	100.00%	62.50%	62.50%	75.00%
ES_19	75.00%	75.00%	75.00%	75.00%
ES_20	100.00%	87.50%	62.50%	83.33%
AVERAGE	85.63%	78.13%	69.38%	77.71%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	85.63%	78.13%	69.38%	22.29%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

THIRD CONDITIONAL

GROUP: **CONTROL GROUP**

APPLICATION: **ACTIVITY 14**

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	62.50%	62.50%	62.50%	62.50%	62.50%
CS_2	87.50%	87.50%	87.50%	87.50%	82.50%
CS_3	75.00%	75.00%	75.00%	75.00%	75.00%
CS_4	75.00%	75.00%	75.00%	75.00%	70.00%
CS_5	75.00%	50.00%	62.50%	50.00%	62.50%
CS_6	75.00%	75.00%	75.00%	75.00%	75.00%
CS_7	62.50%	75.00%	75.00%	75.00%	70.00%
CS_8	75.00%	75.00%	75.00%	50.00%	67.50%
CS_9	62.50%	62.50%	75.00%	75.00%	70.00%
CS_10	75.00%	75.00%	75.00%	75.00%	75.00%
CS_11	62.50%	62.50%	62.50%	62.50%	62.50%
CS_12	62.50%	62.50%	62.50%	62.50%	62.50%
CS_13	62.50%	62.50%	62.50%	62.50%	62.50%
CS_14	75.00%	75.00%	75.00%	75.00%	75.00%
CS_15	75.00%	62.50%	62.50%	75.00%	72.50%
CS_16	62.50%	62.50%	62.50%	50.00%	65.00%
CS_17	75.00%	75.00%	62.50%	75.00%	70.00%
CS_18	62.50%	62.50%	87.50%	75.00%	70.00%
CS_19	75.00%	75.00%	62.50%	87.50%	75.00%
CS_20	87.50%	37.50%	50.00%	75.00%	62.50%
AVERAGE	71.25%	67.50%	69.38%	70.00%	69.38%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	71.25%	67.50%	69.38%	70.00%	30.63%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

THIRD CONDITIONAL

GROUP:

EXPERIMENTAL GROUP

APPLICATION:

ACTIVITY 14

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	%Obtained
ES_1	100.00%	87.50%	87.50%	78.26%
ES_2	100.00%	100.00%	100.00%	86.96%
ES_3	100.00%	100.00%	100.00%	82.61%
ES_4	100.00%	100.00%	100.00%	80.43%
ES_5	87.50%	87.50%	87.50%	78.26%
ES_6	100.00%	87.50%	87.50%	93.48%
ES_7	100.00%	100.00%	87.50%	93.48%
ES_8	100.00%	100.00%	100.00%	89.13%
ES_9	100.00%	87.50%	87.50%	86.96%
ES_10	100.00%	100.00%	100.00%	82.61%
ES_11	100.00%	100.00%	100.00%	84.78%
ES_12	100.00%	100.00%	100.00%	82.61%
ES_13	87.50%	75.00%	100.00%	82.61%
ES_14	100.00%	75.00%	62.50%	82.61%
ES_15	100.00%	87.50%	87.50%	86.96%
ES_16	87.50%	75.00%	87.50%	82.61%
ES_17	100.00%	100.00%	0.00%	76.09%
ES_18	100.00%	100.00%	100.00%	82.61%
ES_19	75.00%	75.00%	87.50%	71.74%
ES_20	0.00%	0.00%	0.00%	0.00%
AVERAGE	91.88%	86.88%	83.13%	79.24%
EXPECTED	PART N°1	PART N°2	PART N°3	%Not achieved
100.00%	91.88%	86.88%	83.13%	20.76%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

HAVE TO / ALLOW TO (IN THE PAST)

GROUP:

CONTROL GROUP

APPLICATION:

ACTIVITY 15

RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
CS_1	77.78%	55.56%	80.00%	50.00%	66.67%
CS_2	66.67%	55.56%	40.00%	25.00%	51.85%
CS_3	66.67%	66.67%	80.00%	75.00%	70.37%
CS_4	77.78%	77.78%	100.00%	100.00%	85.19%
CS_5	66.67%	66.67%	80.00%	75.00%	70.37%
CS_6	66.67%	66.67%	40.00%	75.00%	62.96%
CS_7	77.78%	55.56%	20.00%	75.00%	59.26%
CS_8	88.89%	44.44%	40.00%	75.00%	62.96%
CS_9	88.89%	33.33%	60.00%	75.00%	62.96%
CS_10	55.56%	66.67%	60.00%	50.00%	59.26%
CS_11	77.78%	66.67%	60.00%	50.00%	66.67%
CS_12	66.67%	66.67%	80.00%	75.00%	70.37%
CS_13	77.78%	55.56%	80.00%	0.00%	59.26%
CS_14	55.56%	55.56%	80.00%	50.00%	59.26%
CS_15	77.78%	66.67%	60.00%	75.00%	70.37%
CS_16	77.78%	44.44%	60.00%	75.00%	62.96%
CS_17	77.78%	66.67%	60.00%	0.00%	59.26%
CS_18	66.67%	66.67%	80.00%	75.00%	70.37%
CS_19	66.67%	66.67%	40.00%	25.00%	55.56%
CS_20	88.89%	88.89%	60.00%	50.00%	77.78%
AVERAGE	73.33%	61.67%	63.00%	57.50%	65.19%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	73.33%	61.67%	63.00%	57.50%	34.81%

ANALYSIS OF RESULTS

GRAMMATICAL STRUCTURE:

HAVE TO / ALLOW TO (IN THE PAST)

GROUP: **EXPERIMENTAL GROUP**

APPLICATION: **ACTIVITY 15**

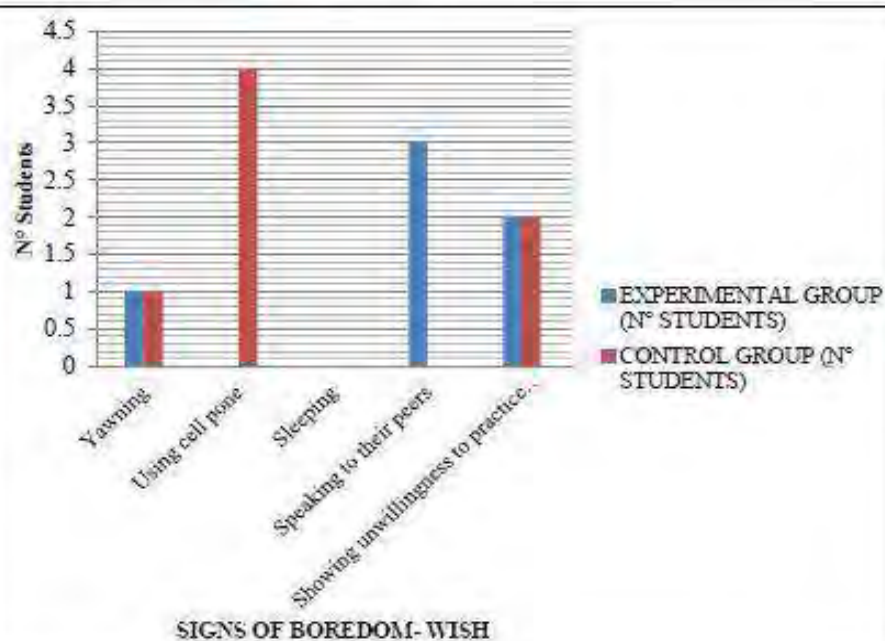
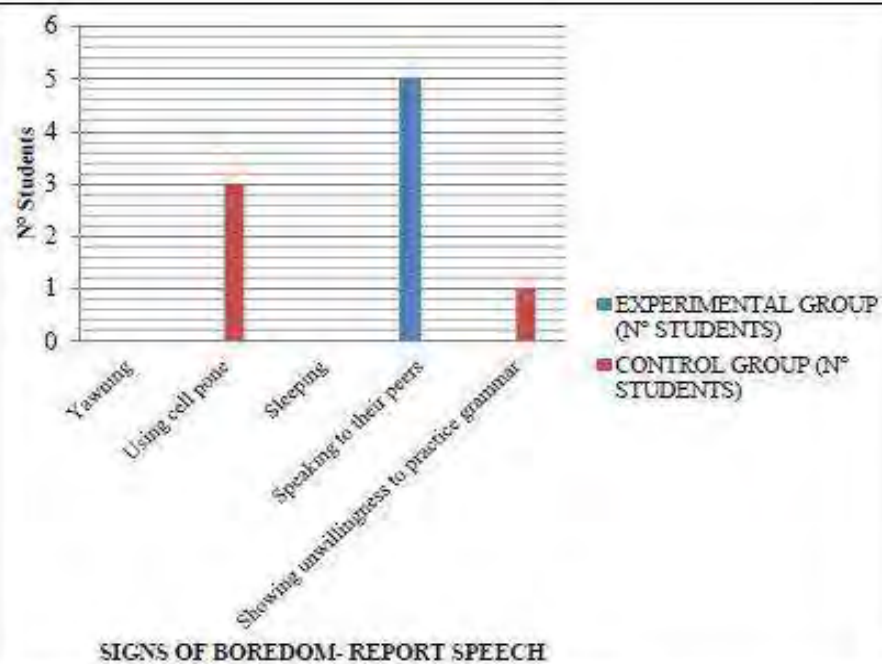
RESULTS:

STUDENT	PART N°1	PART N°2	PART N°3	PART N°4	%Obtained
ES_1	87.50%	87.50%	100.00%	66.67%	86.36%
ES_2	100.00%	75.00%	100.00%	100.00%	90.91%
ES_3	100.00%	100.00%	33.33%	33.33%	81.82%
ES_4	87.50%	87.50%	66.67%	66.67%	81.82%
ES_5	100.00%	100.00%	100.00%	0.00%	86.36%
ES_6	100.00%	100.00%	33.33%	33.33%	81.82%
ES_7	100.00%	87.50%	66.67%	66.67%	86.36%
ES_8	100.00%	100.00%	33.33%	100.00%	90.91%
ES_9	87.50%	87.50%	66.67%	66.67%	81.82%
ES_10	75.00%	75.00%	66.67%	66.67%	72.73%
ES_11	87.50%	87.50%	66.67%	66.67%	81.82%
ES_12	100.00%	100.00%	33.33%	0.00%	77.27%
ES_13	100.00%	75.00%	100.00%	33.33%	81.82%
ES_14	87.50%	87.50%	66.67%	66.67%	81.82%
ES_15	75.00%	75.00%	100.00%	100.00%	81.82%
ES_16	87.50%	87.50%	100.00%	100.00%	90.91%
ES_17	87.50%	87.50%	66.67%	66.67%	81.82%
ES_18	87.50%	87.50%	66.67%	66.67%	81.82%
ES_19	75.00%	75.00%	100.00%	100.00%	81.82%
ES_20	75.00%	75.00%	100.00%	100.00%	81.82%
AVERAGE	90.00%	86.88%	73.33%	65.00%	83.18%
EXPECTED	PART N°1	PART N°2	PART N°3	PART N°4	%Not achieved
100.00%	90.00%	86.88%	73.33%	65.00%	16.82%

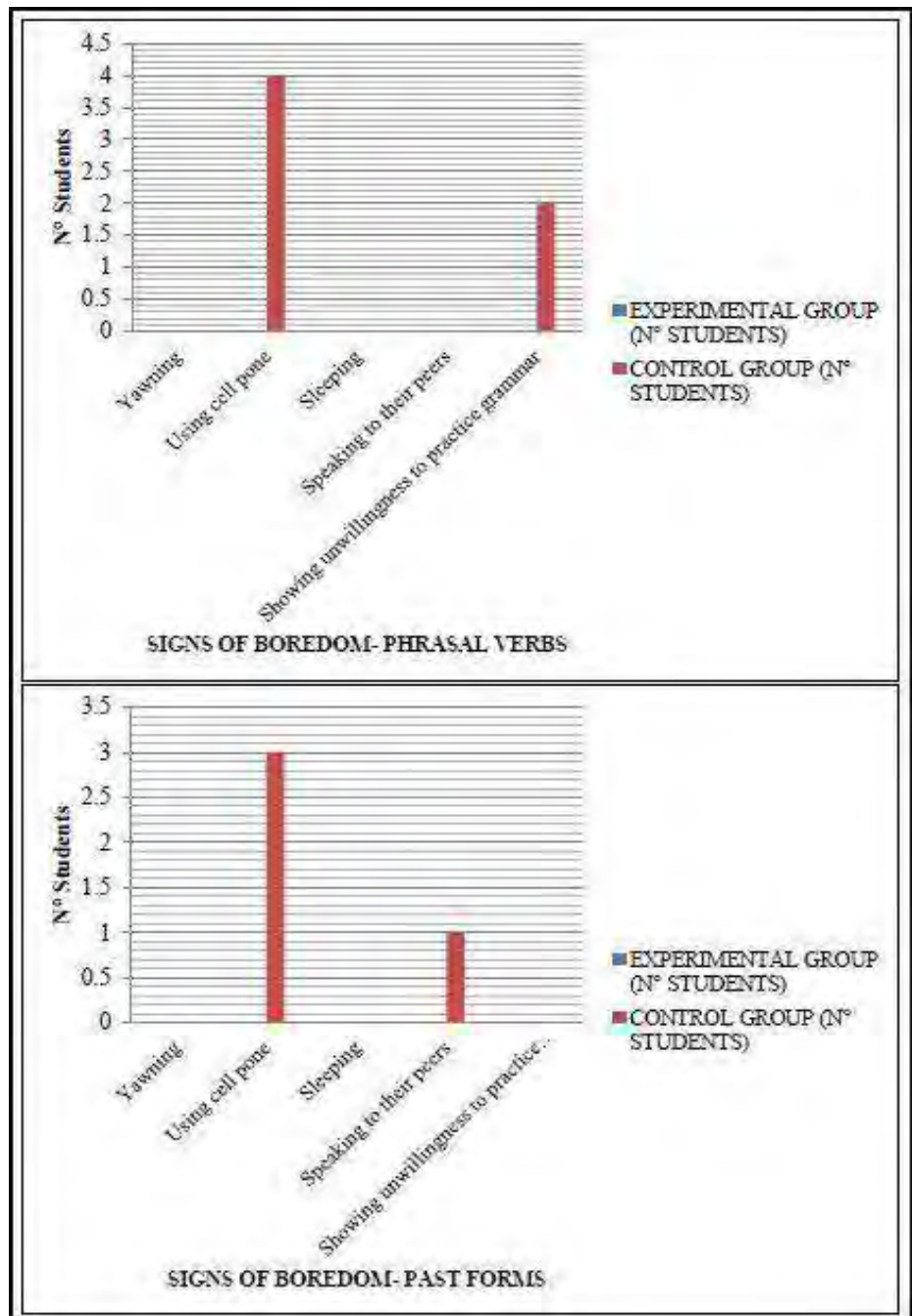
4.5. Analysis of Results

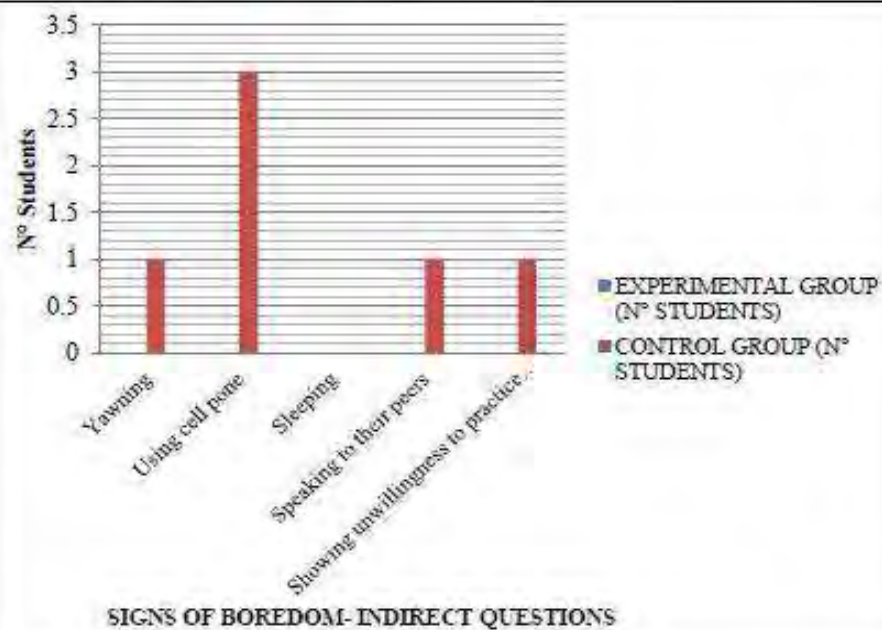
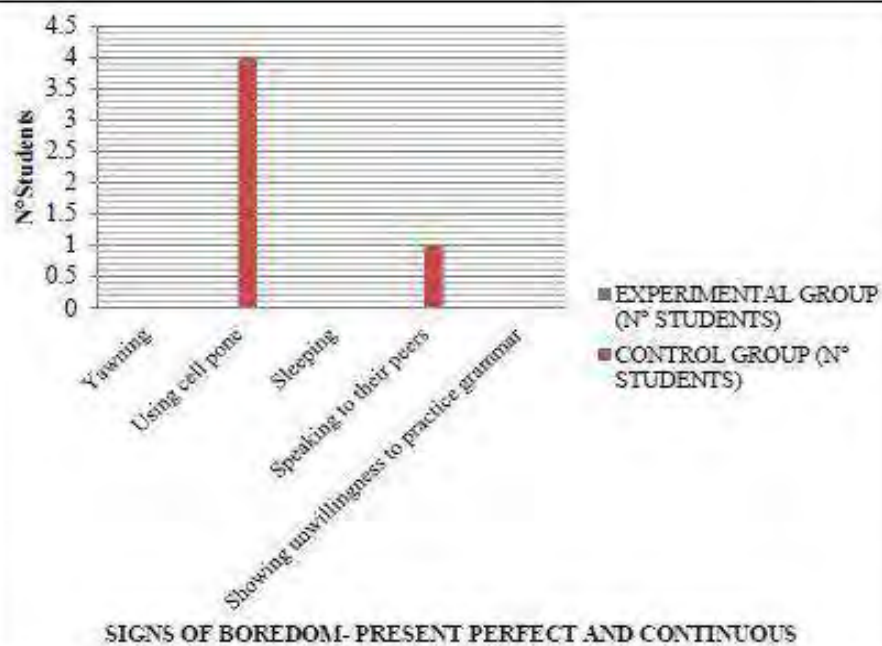
4.5.1. Analysis of signs of boredom

1. Regarding the signs of boredom students showed in class while the grammar activities were taking place, during the observation to the experimental group in one of the classes, one sign was very evident in 25% of the students. This sign was students talking to their peers and it happened while having a technical inconvenience with the video download, which clearly explains the reason for their distraction.

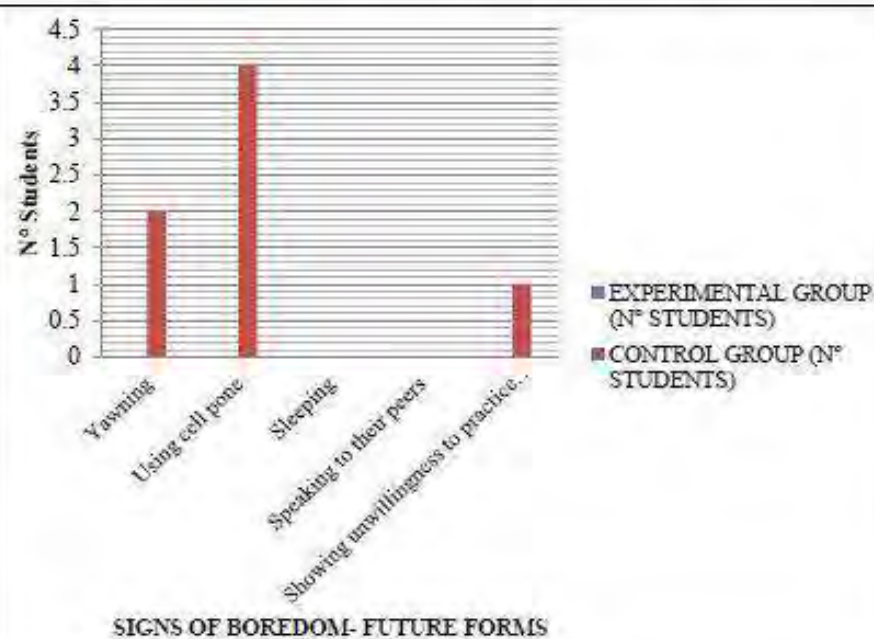
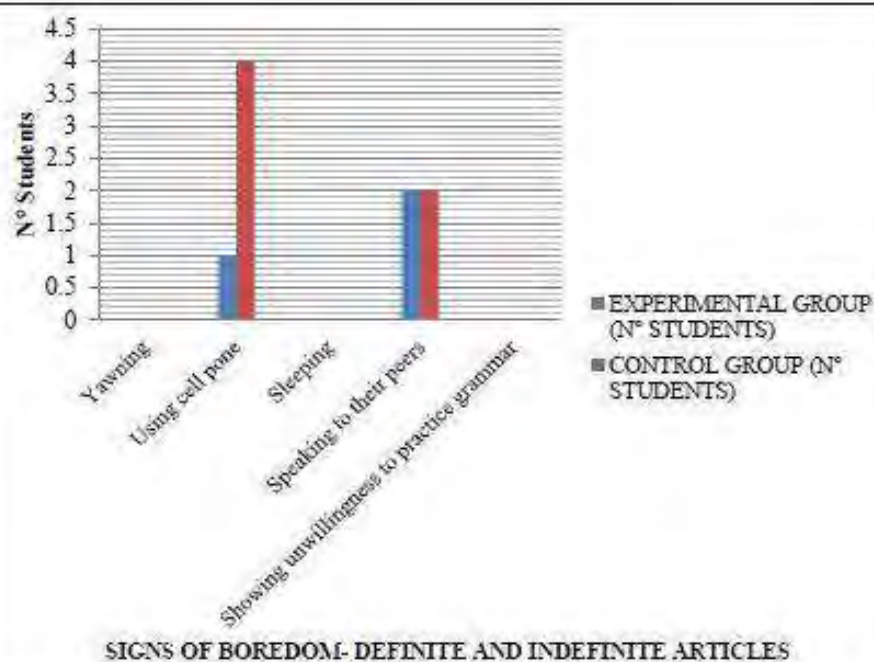


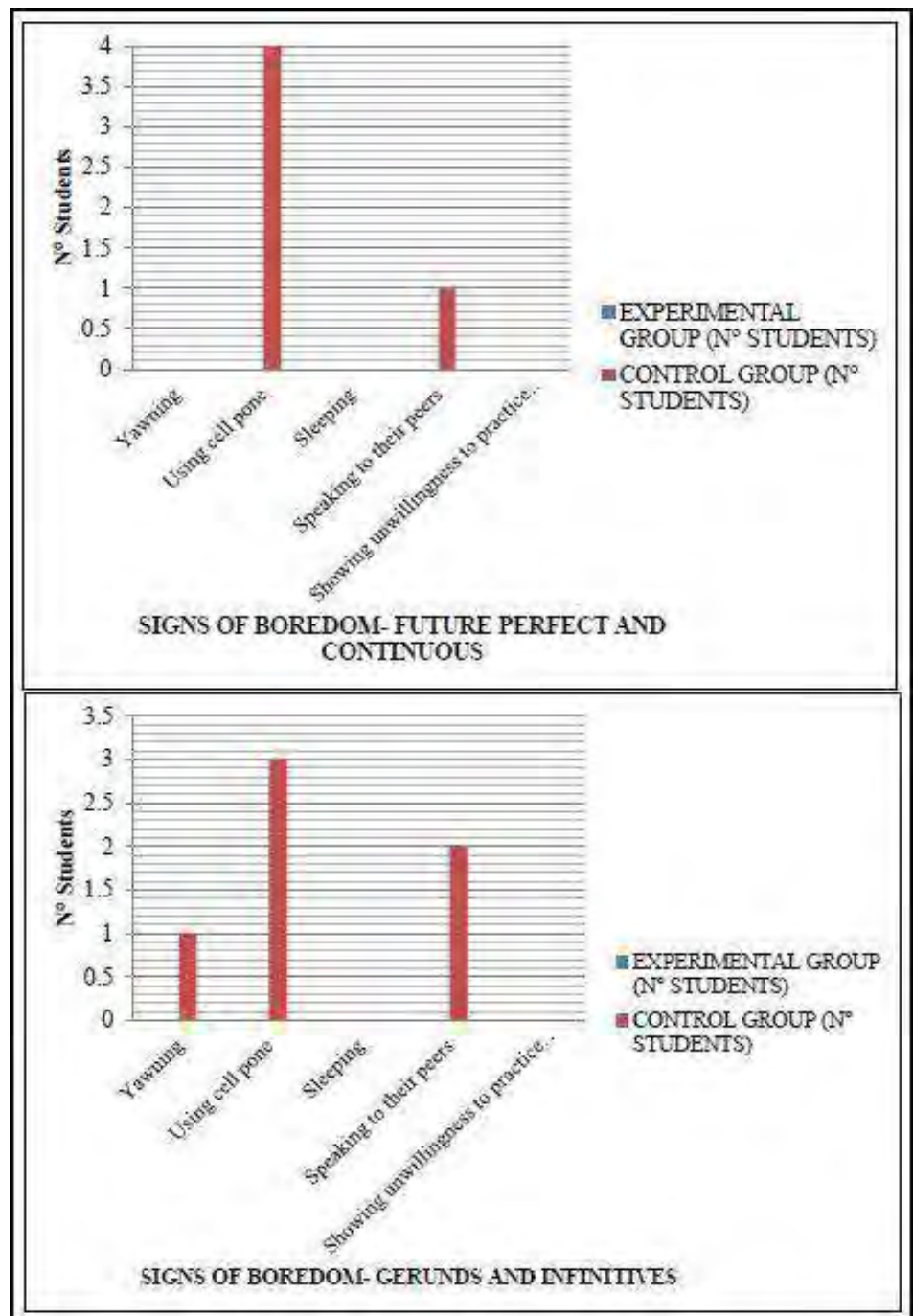
In the case of the control group, the attitude that was more recurrent during all the classes observed was that of using the cell phone, specifically up to 25% of students showed the above mentioned sign of boredom.





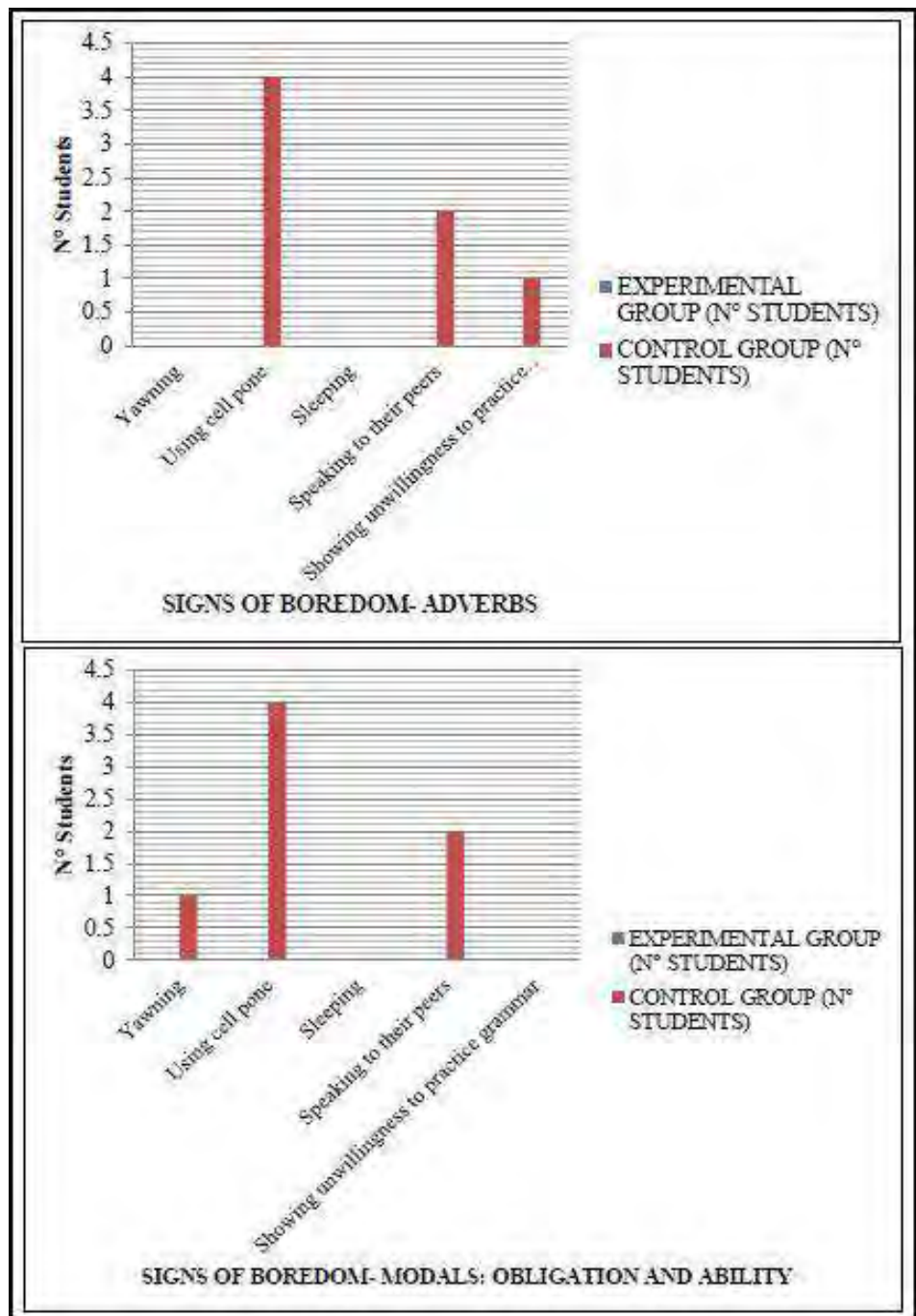
During the second observation, there were 20% of complaints in the experimental group due to the lack of time related to the extra activity to be done in class (explained in the limitations section). In the control group, there were 5% of complaints during the first session and then there was a maximum of 10% of complaints in the other sessions mainly according to some of the recordings because of the difficulty of the exercises to be done. However, in the rest of the sessions that continued, none of these behaviors that depict distraction or negative attitude were noticed. The whole class was paying attention while the video was being played and none of them even tried to use their cell phone, talk to their peers or got somehow distracted.

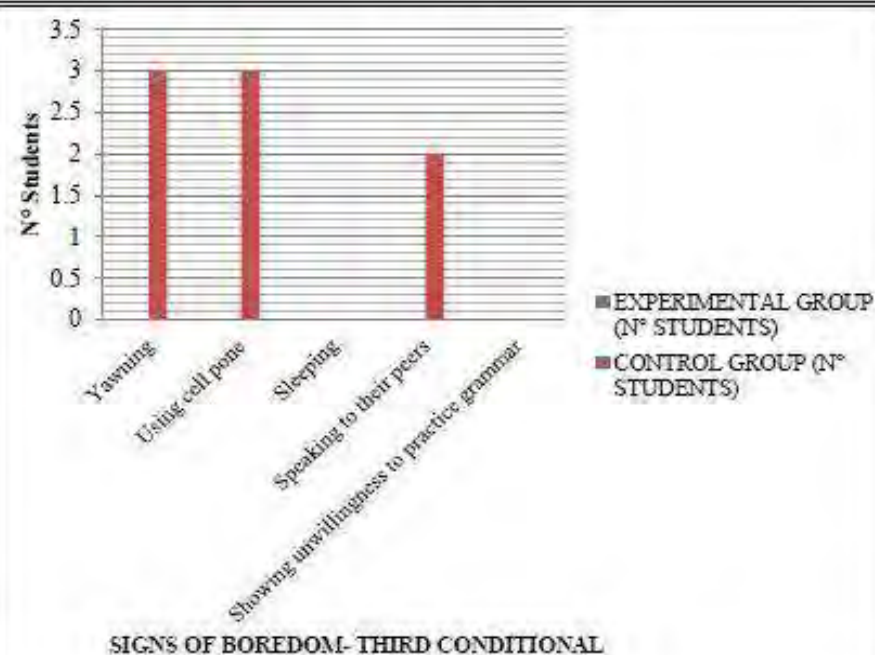
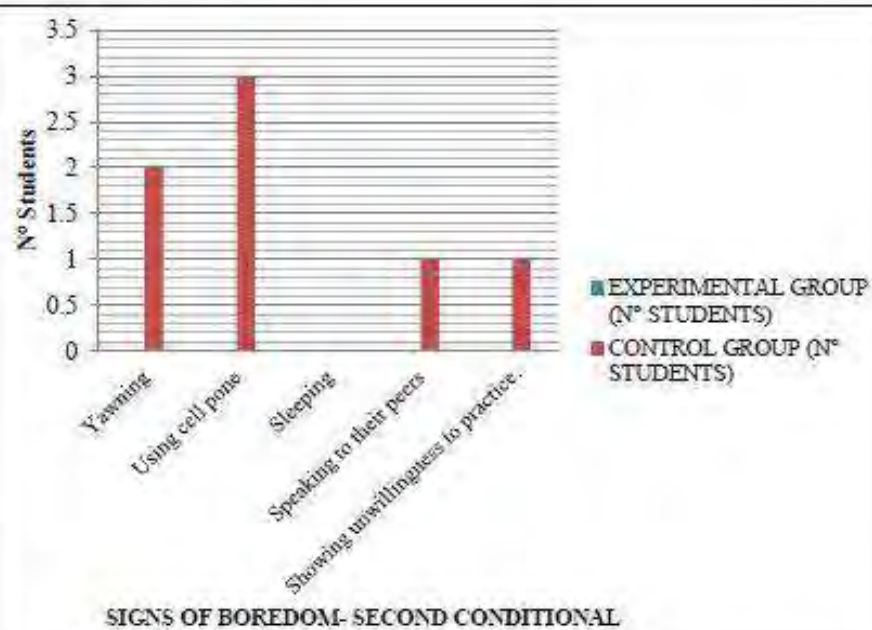


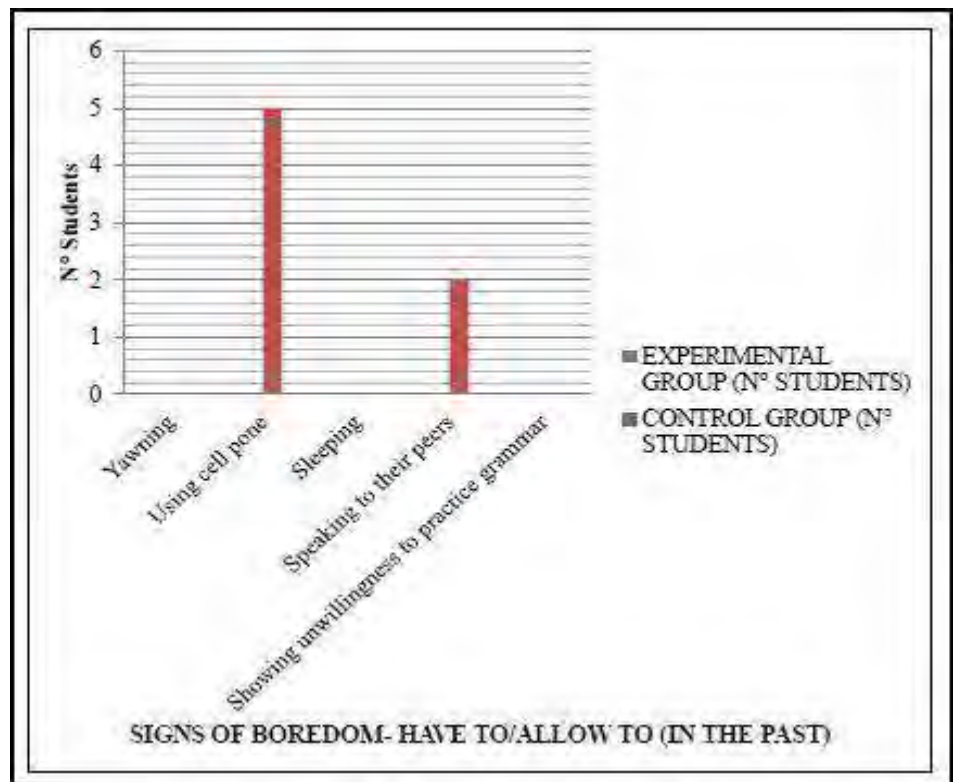


This proves that the use of videos certainly increases students' attention and prevents them from using their cell phones, talking to their peers, yawning, etc.

In the case of the control group, the most frequent distraction students had while the grammar activity was taking place was that of using their cell phones, yawning and talking to their peers. These attitudes were present in all the other classes in at least 20% to 40% of the students. This shows that students get easily distracted; that they need something really catchy or original in order for them to keep concentrated on the activity.





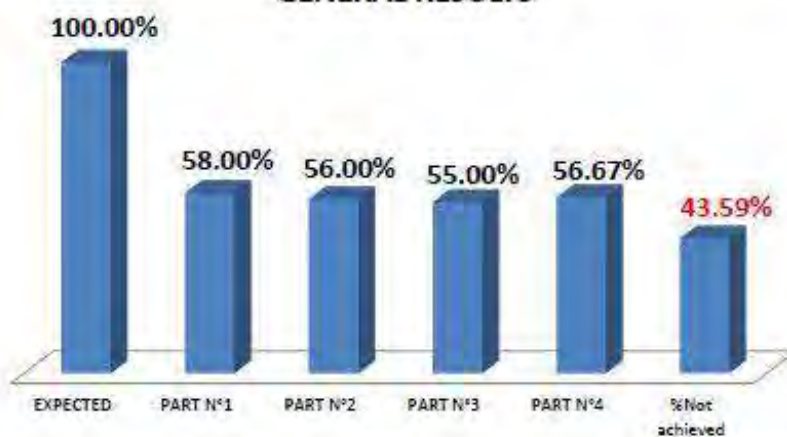


4.5.2. Analysis of results in grammar practice

1. In the first three lessons, both the experimental and control group showed an average of 55.80% and 55.82% respectively in their performance with the grammar sheets used. Evidently, these first percentages do not represent a meaningful difference, which might be justified by the fact that the experimental group is still getting used to this new methodology (the use of authentic video).

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



ANALYSIS OF RESULTS N°1

GRAMMATICAL STRUCTURE: REPORTED SPEECH

GROUP: CONTROL

GENERAL RESULTS



ANALYSIS OF RESULTS N°1

GRAMMATICAL STRUCTURE: REPORTED SPEECH

GROUP: EXPERIMENTAL

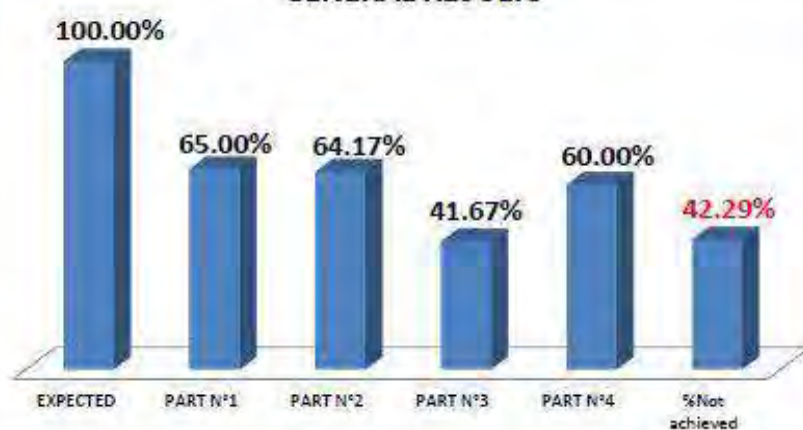
**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



ANALYSIS OF RESULTS N°2
GRAMMATICAL STRUCTURE: WISH
GROUP: CONTROL

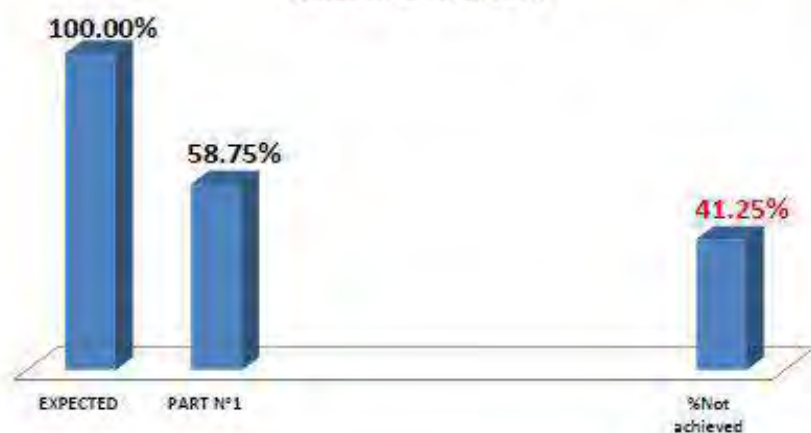
GENERAL RESULTS



ANALYSIS OF RESULTS N°2
GRAMMATICAL STRUCTURE: WISH
GROUP: EXPERIMENTAL

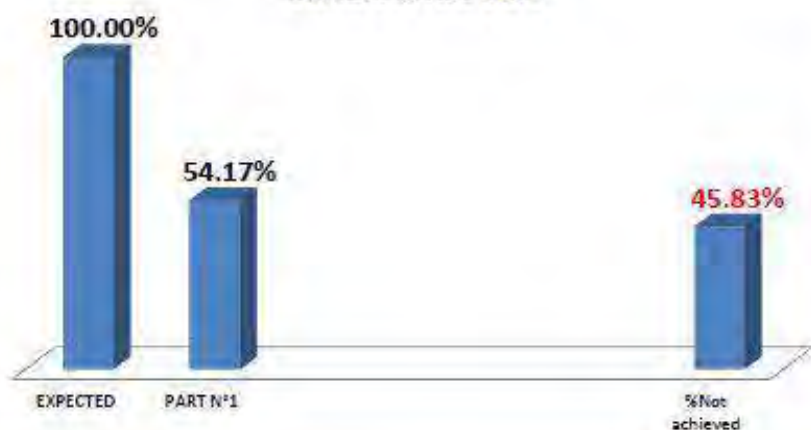
CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP

GENERAL RESULTS



ANALYSIS OF RESULTS N°3
GRAMMATICAL STRUCTURE: PHRASAL VERBS
GROUP: CONTROL

GENERAL RESULTS



ANALYSIS OF RESULTS N°3
GRAMMATICAL STRUCTURE: PHRASAL VERBS
GROUP: EXPERIMENTAL

Since the fourth session took place until the fifteenth session, the experimental group showed an average of 77.82% of correct answers in grammar practice. By contrast, the average showed in the control group was 63.58% making an important difference of 22.02% higher in the experimental group and a 7.76% in the control group compared to the first three sessions. Thus, we can see that the strategy used (the videos) has given positive results. Moreover, it can be said that the use of authentic videos improved students' results up to 22.02% and that the results of students that are not exposed to videos increased up to 7.76%.

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



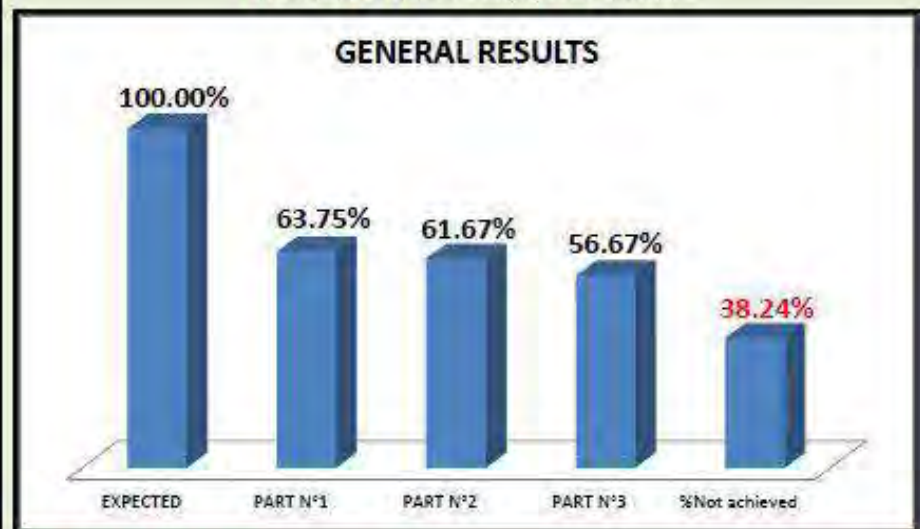
ANALYSIS OF RESULTS N°4
GRAMMATICAL STRUCTURE: PAST FORMS
GROUP: CONTROL

GENERAL RESULTS



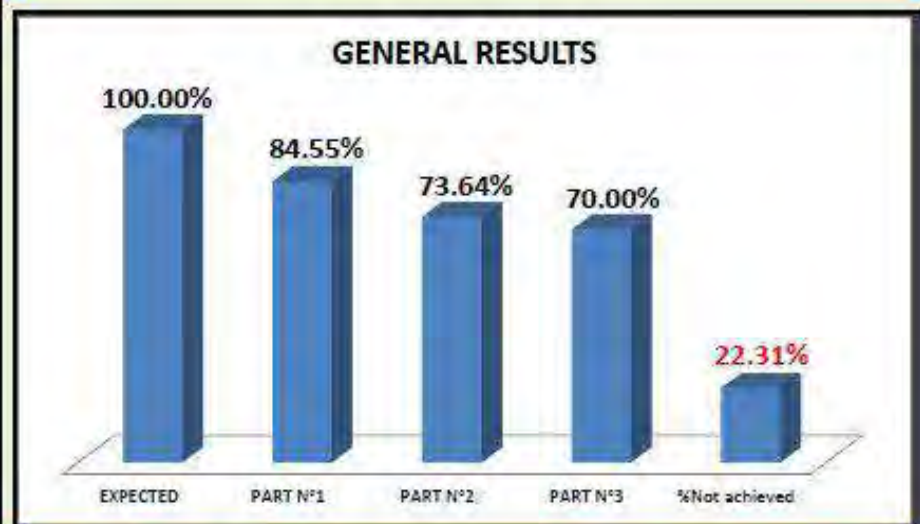
ANALYSIS OF RESULTS N°4
GRAMMATICAL STRUCTURE: PAST FORMS
GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**



ANALYSIS OF RESULTS N°5

GRAMMATICAL STRUCTURE: PRESENT PERFECT SIMPLE & CONTINUOUS
GROUP: CONTROL

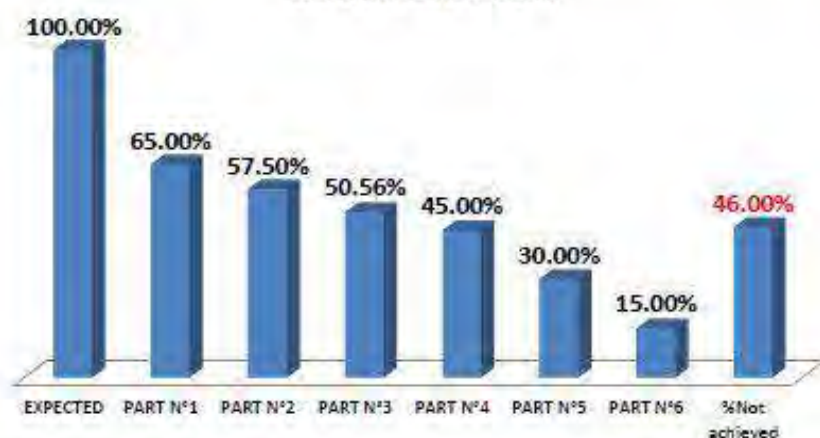


ANALYSIS OF RESULTS N°5

GRAMMATICAL STRUCTURE: PRESENT PERFECT SIMPLE & CONTINUOUS
GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

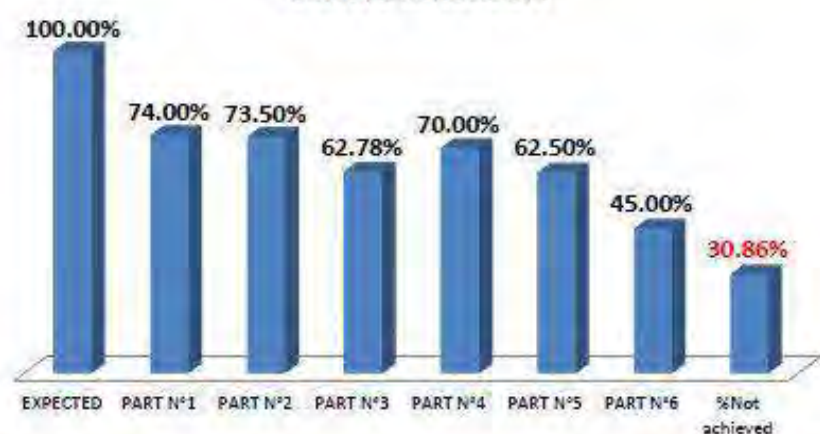
GENERAL RESULTS



ANALYSIS OF RESULTS N°6

GRAMMATICAL STRUCTURE: DEFINITE AND INDEFINITE ARTICLES
GROUP: CONTROL

GENERAL RESULTS

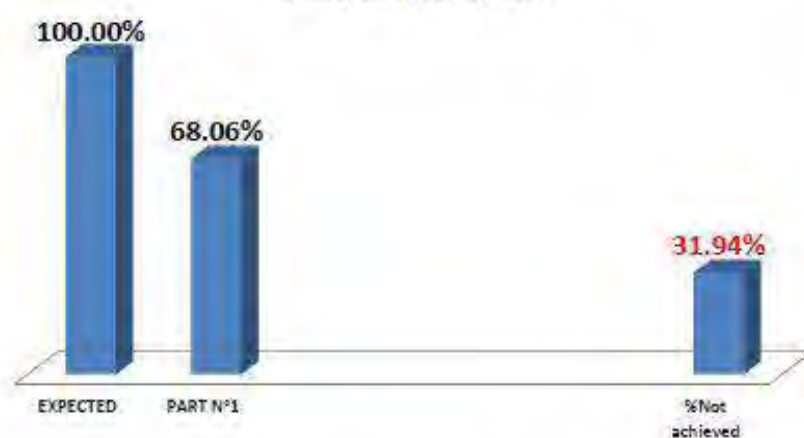


ANALYSIS OF RESULTS N°6

GRAMMATICAL STRUCTURE: DEFINITE AND INDEFINITE ARTICLES
GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS

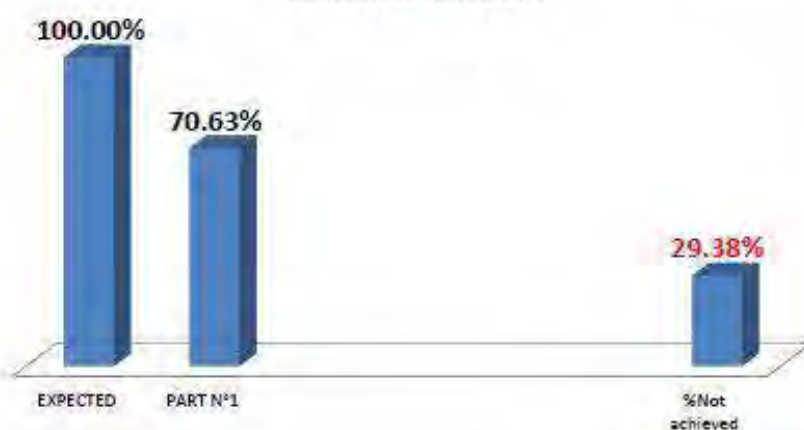


ANALYSIS OF RESULTS N°7

GRAMMATICAL STRUCTURE: DEFINITE AND INDEFINITE ARTICLES

GROUP: CONTROL

GENERAL RESULTS



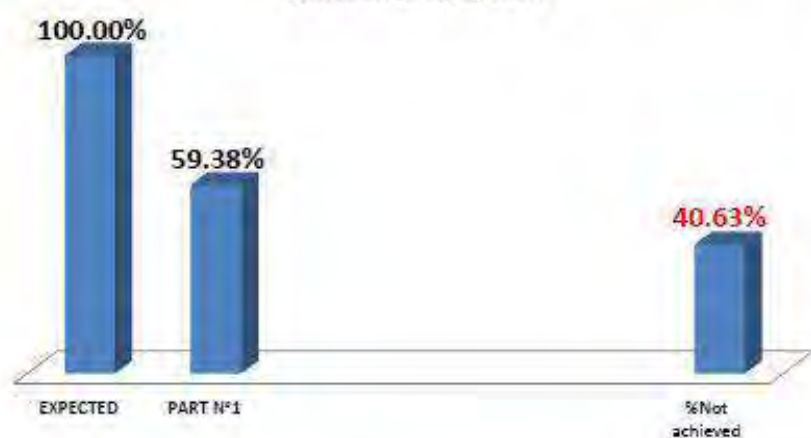
ANALYSIS OF RESULTS N°7

GRAMMATICAL STRUCTURE: DEFINITE AND INDEFINITE ARTICLES

GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS

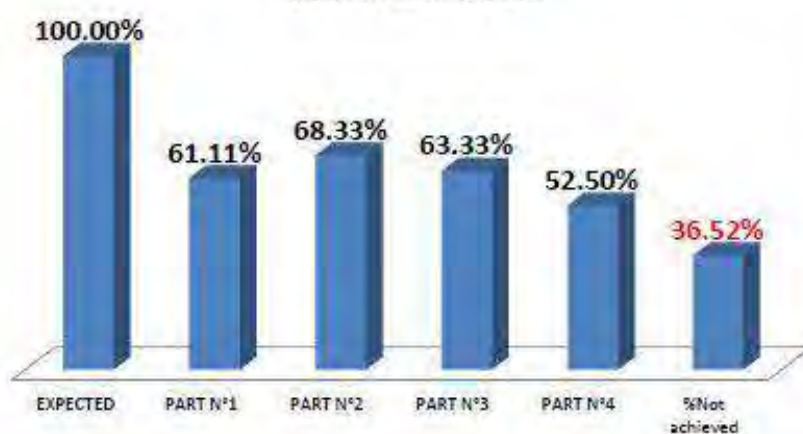


ANALYSIS OF RESULTS N°8

GRAMMATICAL STRUCTURE: FUTURE FORMS

GROUP: CONTROL

GENERAL RESULTS

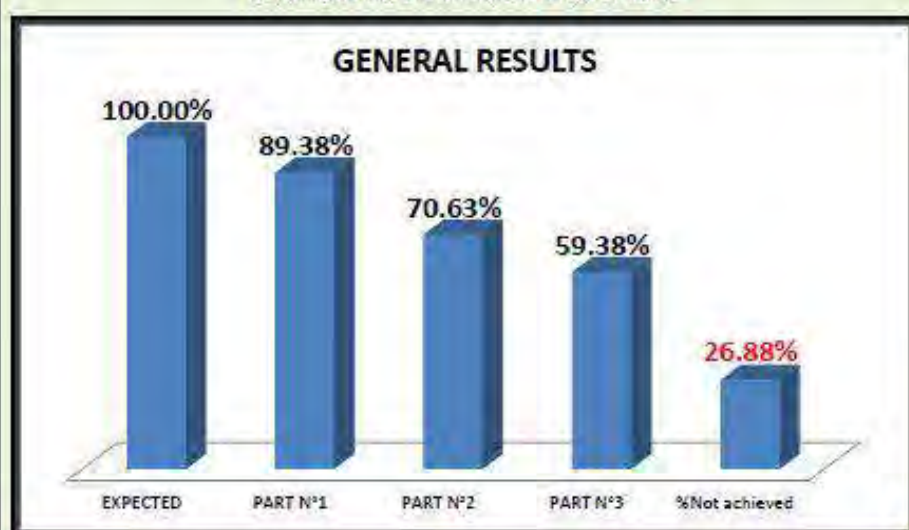


ANALYSIS OF RESULTS N°8

GRAMMATICAL STRUCTURE: FUTURE FORMS

GROUP: EXPERIMENTAL

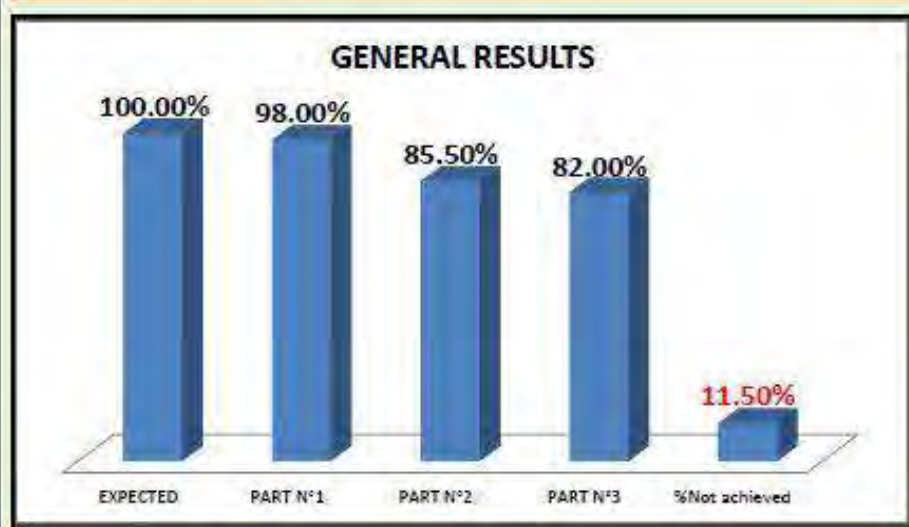
**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**



ANALYSIS OF RESULTS N°9

GRAMMATICAL STRUCTURE: FUTURE PERFECT & CONTINUOUS

GROUP: CONTROL



ANALYSIS OF RESULTS N°9

GRAMMATICAL STRUCTURE: FUTURE PERFECT & CONTINUOUS

GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS

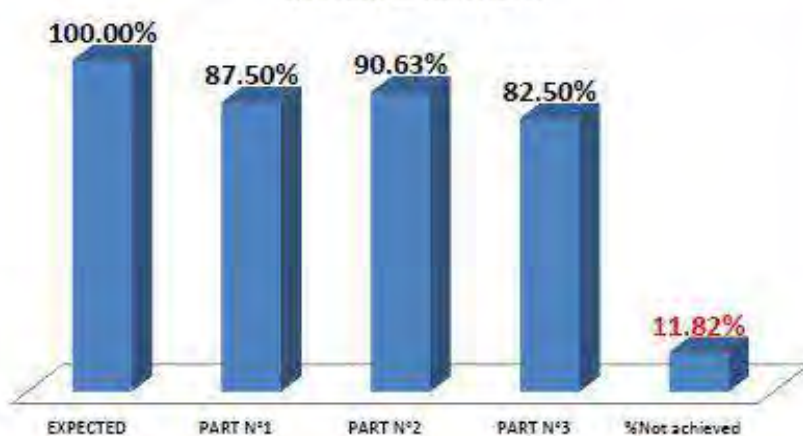


ANALYSIS OF RESULTS N°10

GRAMMATICAL STRUCTURE: GERUNDS AND INFINITIVES

GROUP: CONTROL

GENERAL RESULTS



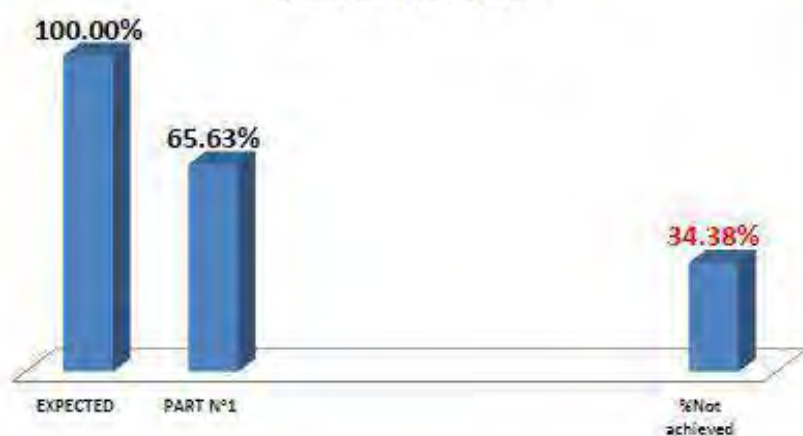
ANALYSIS OF RESULTS N°10

GRAMMATICAL STRUCTURE: GERUNDS AND INFINITIVES

GROUP: EXPERIMENTAL

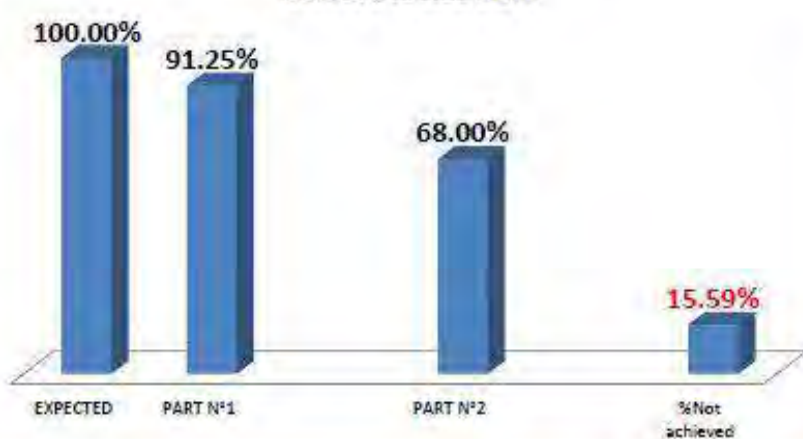
**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



ANALYSIS OF RESULTS N°11
GRAMMATICAL STRUCTURE: ADVERBS
GROUP: CONTROL

GENERAL RESULTS



ANALYSIS OF RESULTS N°11
GRAMMATICAL STRUCTURE: ADVERBS
GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS

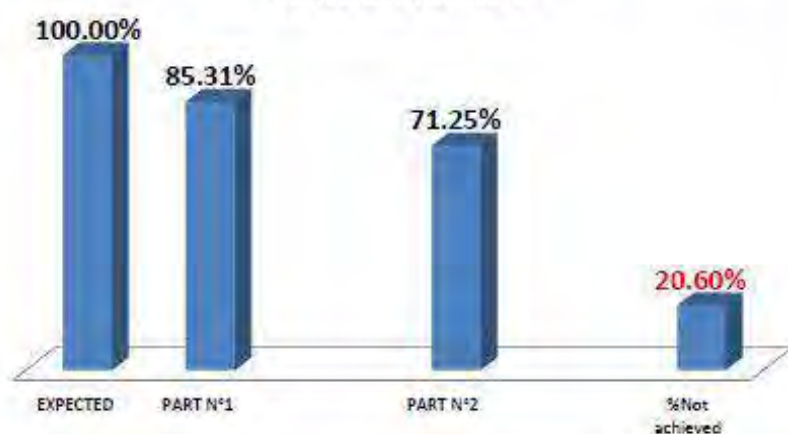


ANALYSIS OF RESULTS N°12

GRAMMATICAL STRUCTURE: MODALS: OBLIGATION AND ABILITY

GROUP: CONTROL

GENERAL RESULTS



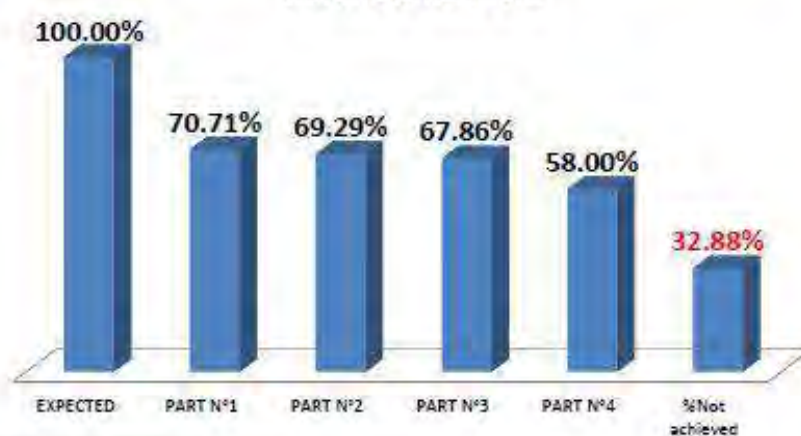
ANALYSIS OF RESULTS N°12

GRAMMATICAL STRUCTURE: MODALS: OBLIGATION AND ABILITY

GROUP: EXPERIMENTAL

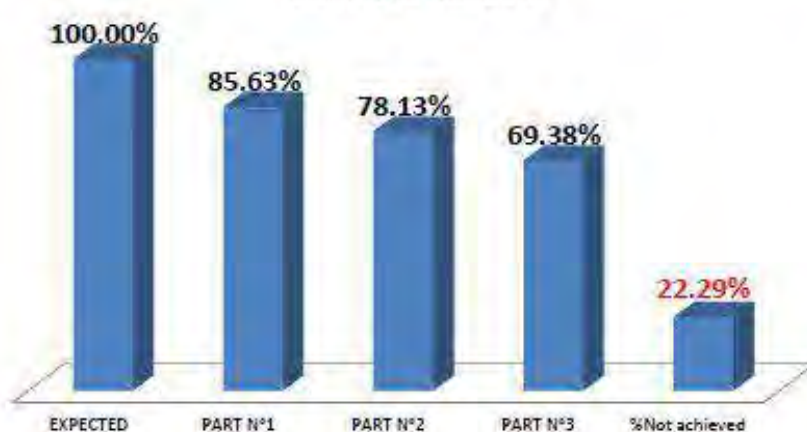
**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



ANALYSIS OF RESULTS N°13
GRAMMATICAL STRUCTURE: SECOND CONDITIONAL
GROUP: CONTROL

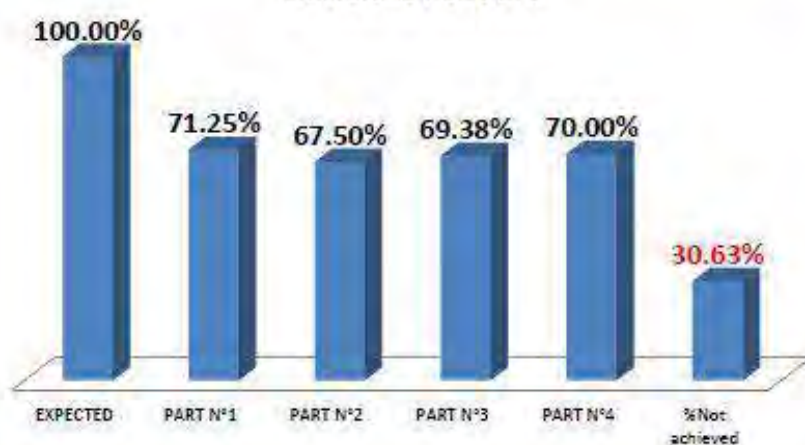
GENERAL RESULTS



ANALYSIS OF RESULTS N°13
GRAMMATICAL STRUCTURE: SECOND CONDITIONAL
GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS

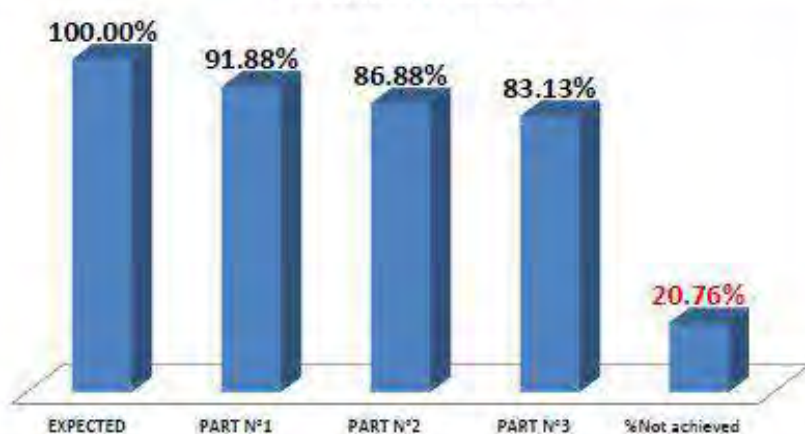


ANALYSIS OF RESULTS N°14

GRAMMATICAL STRUCTURE: THIRD CONDITIONAL

GROUP: CONTROL

GENERAL RESULTS



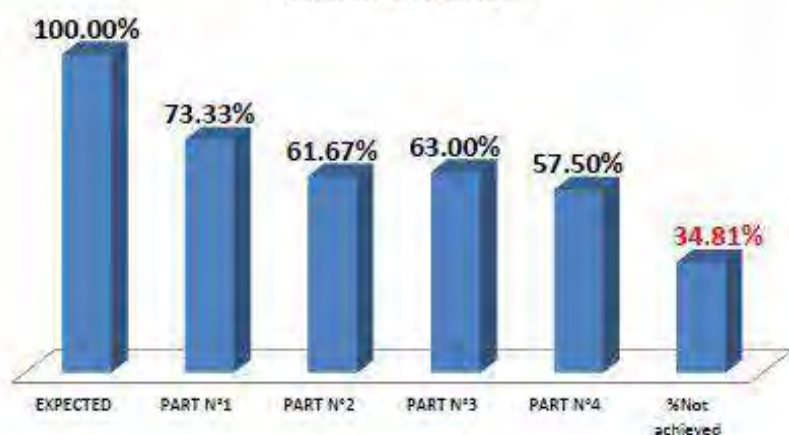
ANALYSIS OF RESULTS N°14

GRAMMATICAL STRUCTURE: THIRD CONDITIONAL

GROUP: EXPERIMENTAL

**CONTRAST OF GENERAL RESULTS
CONTROL AND EXPERIMENTAL GROUP**

GENERAL RESULTS



ANALYSIS OF RESULTS N°15

GRAMMATICAL STRUCTURE: HAVE TO / ALLOW TO (IN THE PAST)

GROUP: CONTROL

GENERAL RESULTS



ANALYSIS OF RESULTS N°15

GRAMMATICAL STRUCTURE: HAVE TO / ALLOW TO (IN THE PAST)

GROUP: EXPERIMENTAL

2. In the 15 sessions made, we can see that the experimental group reached an average of correctness of 73.41% with a standard deviation of 11.44% making that the average of correct answers be in a range of 61.97% to 84.85%. Regarding the control group, it obtained an average of accuracy of 62.03% with a standard deviation of 8.36%, which makes the average of correct answers be within a range of 53.67% to 70.39%. This means that even when both groups increased and decreased their correct answers, the experimental group reached higher percentages of correctness than the control group.

In the following chart we can see the statistical data of the groups.

ANALYSIS OF RESULTS

Nº	GRAMMATICAL STRUCTURE	EXPERIMENTAL GROUP	CONTROL GROUP	EXPECTED
1	REPORTED SPEECH	55.51%	56.41%	100%
2	WISH	57.71%	52.29%	100%
3	PHRASAL VERBS	54.17%	58.75%	100%
4	PAST FORMS	72.27%	42.75%	100%
5	PRESENT PERFECT AND CONTINUOUS	77.69%	61.76%	100%
6	INDIRECT QUESTIONS	69.14%	54.00%	100%
7	DEFINITE AND INDEFINITE ARTICLES	70.63%	68.06%	100%
8	FUTURE FORMS	63.48%	59.38%	100%
9	FUTURE PERFECT AND CONTINUOUS	88.50%	73.13%	100%
10	GERUNDS AND INFINITIVES	88.18%	62.96%	100%
11	ADVERBS	84.41%	65.63%	100%
12	MODALS: OBLIGATION AND ABILITY	79.40%	73.64%	100%
13	SECOND CONDITIONAL	77.71%	67.12%	100%
14	THIRD CONDITIONAL	79.24%	69.38%	100%
15	HAVE TO / ALLOW TO (IN THE PAST)	83.18%	65.19%	100%

EXPERIMENTAL GROUP

CV = 15.58%

μ = 73.41%

σ = 11.44%

CONTROL GROUP

CV = 13.48%

μ = 62.03%

σ = 8.36%

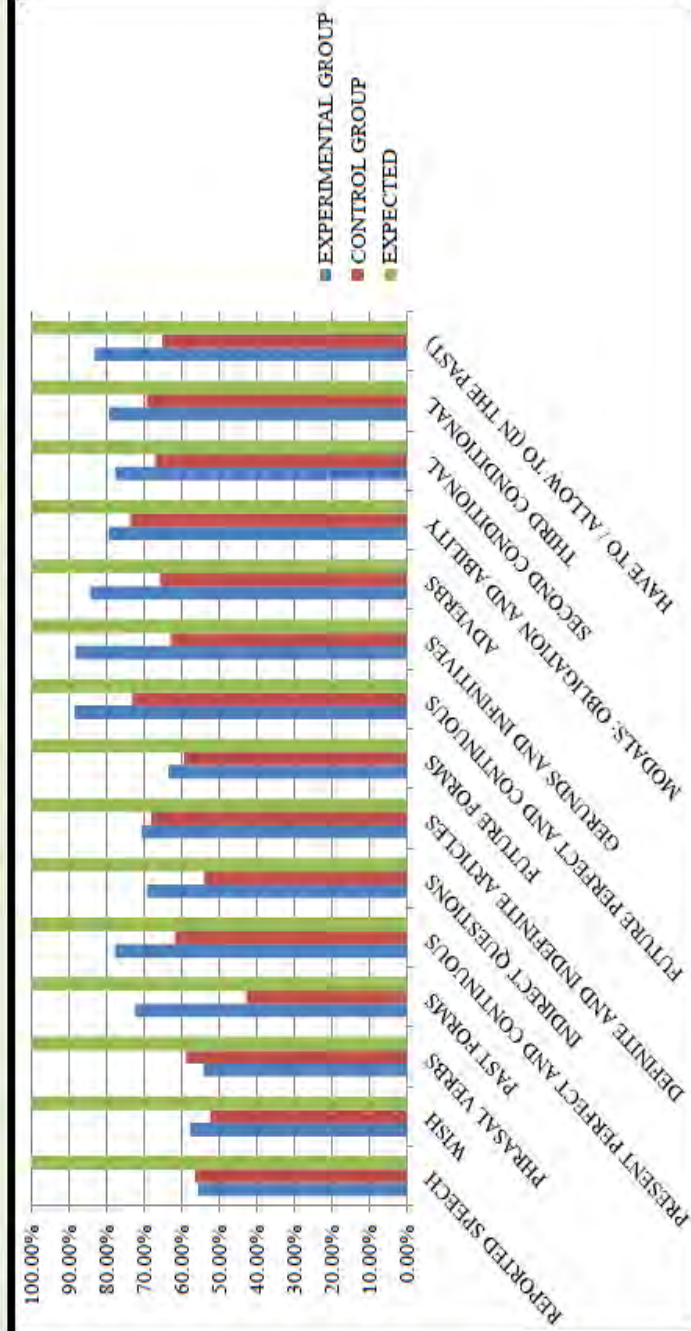
LEGEND

CV = Coefficient of variation

μ = Average

σ = Standard deviation

ANALYSIS OF RESULTS



4.5.3. Before & After

Another perspective of the study was based on comparing the condition of students' results in grammar practice before and after the use of authentic videos was applied. In order to analyze the results obtained, two statistical methods were used: ANOVA and LEVENE. The statistical data show that the average after having applied the treatment: the use of authentic videos (3.30) is higher than the average of the group before the treatment (2.90) with respect to a maximum score of 5 points.

Statistical Data of the Group

Group		N	Average	Typical Deviation	Typical error of the average
Percentage	BEFORE	20	2.90	0.641	0.143
	AFTER	20	3.30	0.470	0.105

Statistical Data of the Groups

Group		N	Average	Typical Deviation	Typical error of the average
Percentage	Experimental	15	73.4147	11.43908	2.95356
	Control	15	62.03	8.36066	2.15871

1. The variation coefficient for the experimental group was 15,58% and that of the control group 13.48%, determining that the control group is slightly more homogeneous than the experimental group. This might happen due to several factors such as the time dedicated to the course outside class, the prior exposure to the English language, their connection with the English course, classmates and or teacher, among others.

2. Considering the former data, that is the increase of the average of the experimental group in relation to the control group, a variance analysis (ANOVA) was executed in order to prove if there is a meaningful difference between the averages of both groups. The value of the Sig.(abbreviation of Significance) shown in the analysis of variance (ANOVA) is 0.004, that is lower than the level of significance (0.05) , which means that the Null hypothesis (H_0) is rejected, therefore there is a meaningful difference between the two groups that are subject of investigation up to 5%.

ANOVA - Percentage

	Addition of squares	gl	Root Mean Square	F	Sig
Inter-groups	972.080	1	972.080	9.684	0.004
Intra-groups	2810.544	28	100.377		
Total	3782.623	29			

If the value of the Sig. shown in the LEVENE Test is 0.149, that is higher than the level of significance (0.05), the Null Hypothesis (H_0) is accepted, hence the variances are homogeneous.

Test of Independent Samples

	Levene Test for the equality of variances		T test for the equality of averages						
	F	Sig	t	gl	Sig.	Difference of average	Typical Error of the Differ.	95% Interval of reliability for the difference	
								Interior	Superior
<u>Percentage:</u> Equal variances have been assumed	20.202	0.149	3.112	28	0.004	11.3847	3.65385	3.08987	18.8785
<u>Percentage:</u> Equal variances have not been assumed			3.112	25.637	0.005	11.3847	3.65385	3.85963	18.9097

3. Observing the previous data, that is the increase of the average, after the treatment, a variance analysis (ANOVA) was made to prove if there is a meaningful difference between the averages. The value of the Sig. shown in the analysis of variance (ANOVA) is 0.030 that is lower than the level of significance (0.05), The Null Hypothesis (H_0) is rejected; therefore, there is a meaningful difference between the averages of the teaching methods up to 5%.

ANOVA - Percentage

	Addition of squares	gl	Root Mean Square	F	Sig
Inter-groups	1.600	1	1.600	5.067	0.030
Intra-groups	12.000	38	0.316		
Total	13.600	39			

If the value of the Sig. shown in LEVENE Test is 0.782, so higher than the level of significance (0.05), the Null Hypothesis (H_0) so the variances are homogeneous.

Test of Independent Samples

	Levene Test for the equality of variances		T test for the equality of averages						
	F	Sig	t	gl	Sig.	Difference of average	Typical Error of the Differ.	95% Interval of reliability for the difference	
								Interior	Superior
<u>Percentage:</u> Equal variances have been assumed	0.077	0.782	-2.251	38	0.030	-0.400	0.178	-0.760	-0.400
<u>Percentage:</u> Equal variances have not been assumed			-2.251	34.862	0.031	-0.400	0.178	-0.761	-0.390

CONCLUSIONS

The main objective of this thesis was to prove that the use of authentic videos in class could boost students' grammar results. Based on the information obtained through surveys, interviews and grammar sheets used in this investigation in order to analyze the results of students' grammar practice and the boredom signs presented while practicing grammar, the following conclusions have been made:

- The use of authentic videos encourages the attention and concentration of the students. This was demonstrated when the boredom signs were not evident in class and most students were actually watching the videos. The control group, on the other hand, still evidenced signs of boredom when dealing with grammar practice.
- Since it is a great source of input for listening practice, the use of authentic videos demonstrated to be a good tool to improve students' results in grammar.
- Lessons became more dynamic and students felt more motivated, which can be proven with the decrease of boredom signs in the five different ways of expression stated in this investigation (yawning, using cell phones in class, showing unwillingness, sleeping in class and talking to their peers).

- Those students who were more exposed to authentic videos (the experimental group) demonstrated the more frequently exposed to authentic videos they were, the better their results they obtained in grammar. This can be seen comparing the first results with the last ones.
- Regardless of the quality of the class, or the teacher, those lessons which included authentic videos became more dynamic and students enjoyed a moment of relaxation, entertainment and fun in a different way compared to those that were not exposed to this kind of videos in a regular way..
- Through the use of authentic videos, using cell phones became almost null in the experimental group. Students' minds were so focused on the video they were watching that they rarely thought about grabbing their cell phones. On the contrary, in the case of the control group, there were still a number of students using their cell phones, even though there are rules that forbid their use. Therefore, it can be inferred that rules do not represent a barrier for doing what they really want to do.
- As students in the experimental group were more frequently exposed to authentic videos, fewer and fewer students evidenced a sign of boredom. Besides, the results in grammar practice improved as their exposure to authentic videos increase. Apparently, their interest in the video was so relevant that it was not pertinent to talk to their peers. Thus, it can be said that students were not distracted by their own classmates. In the control group, however, the number of students talking to their peers was a little higher.
- Furthermore, students' yawning was dramatically reduced by the use of authentic videos in the experimental group (maximum 5% of the students yawned in one of the classes), versus the control group in which this sign of boredom was seen at a maximum average of 15%.

- In the case of sleeping in class, as a sleeping boredom neither students of the experimental group, nor of that of the control group showed this sign. This could mean that sleeping is a sign of boredom which only occurs in extreme cases, or that it can be caused by factors different from boredom, such as tiredness, weakness, among others.
- Thanks to the meticulous study of each student's progress, it was noticed that, as the students in the experimental group were exposed to authentic videos, their results in grammar exercises showed a higher percentage of accuracy compared to those of the students in the control group.

RECOMMENDATIONS

Because of the results obtained in this investigation, it was noticed that some improvements could be made in two different fields. Our recommendations fall into two separate categories: the methodological aspect to be taken into consideration by teacher; the policies to be implemented by administrative and academic school authorities.

To the academic school authorities:

- To take some measures in the designs of lessons in order to enhance the use of authentic materials and other strategies that permit the students to have a more dynamic class with variety and creativity.
- To encourage the use of authentic videos as a tool to develop other language abilities besides exclusively listening comprehension. This investigation provides with one example of a different kind of usage that can be given to authentic videos, such as for writing, warm up activities, debates, enriching vocabulary, etc.
- To promote research in the field of methodology with the purpose of innovating and reflecting on the approaches of teaching currently used in order to make more dynamic lessons.

- To enhance the use of authentic films due to the valuable information they provide regarding how people initiate and sustain a conversational exchange, how they negotiate meaning, types of expressions, colloquial English in real-life contexts and non verbal communication. Then students find this tool more meaningful and feel more open to using this kind of tool.

To the teachers

- To get an updated knowledge of the topics and or contents of authentic audiovisual materials that are of interest of students so that teachers can motivate students and they can feel identified with the material used in class as well as enjoy them.
- To adapt the audiovisual material especially designed with the purpose of teaching offered by web pages constitutes a remarkable idea. This way, the teacher can adapt the tasks proposed by such web pages and activities organized and planned according to the specific characteristics and needs of the students.
- To identify more ways to get students' attention in order to lower signs of boredom while they are being exposed to grammar activities.
- To increase the exposure of students to authentic audio material so that they have more chances to improve their listening comprehension. This way, their ears get used to different kinds of accents and to native speakers, which is something not many students have the opportunity to have.

BIBLIOGRAPHY

Articles

Talaván, N. (2007). *Learning Vocabulary through Authentic Video and Subtitles*. TESOL-SPAIN Newsletter 31, 5-8.

Fisher C. D. (1998) *Boredom at work: A neglected concept*. *Human Relations*, 46(3), 395-417.

Kozma, R.B. (1991). *Learning with media*. *Review of Educational Research*, 61(2), 179-212.

Mangubhai F. (2005) *What can EFL Teachers Learn from Immersion Language Teaching?* Asian EFL Journal Press. Volume 7. Issue 4 Article 12.

Books

Johnson, R. K.& Swain, M. (1997). *Immersion education: International perspectives*. Cambridge. Cambridge University Press.

Marshall, J. M. (2002). *Learning with technology: Evidence that technology can, and does, support learning*. White paper prepared for Cable in the Classroom. San Diego State University.

Mayer, R. (2001). *Multimedia Learning*. New York: Cambridge University Press.

- Medgyes, P. (2002) *Laughing Matters: Humour in the Language Classroom*. Cambridge. Cambridge University Press.
- Mei-Ling Ch. (2012). *Effects of integrating children's literature and DVD films into a college EFL class*. Taichung City. Department of Applied English, Hung-Kuang University.
- Omaggio H. A., Heinle & Heinle. (2001) *Teaching language in context*. Boston, MA. Heinle & Heinle.
- Palmer, H. E. (1965). *The Principles of Language-Study*. London. Oxford University Press.
- Provine, R. (2012). *Curious Behavior: Yawning, Laughing, Hiccupping, and Beyond*. Cambridge. Harvard University Press.
- Roberts, R. Clare A. and Wilson JJ. (2011). *New Total English Upper Intermediate Student's Book*. UK. Pearson Education Limited.
- Shawback & Terhune, (2002). *Online interactive courseware: using movies to promote cultural understanding in a CALL environment*. New York. Cambridge University Press.
- Sherman J. (2003) *Using authentic video in the language classroom*. Cambridge. Cambridge University Press.
- Stempleski, S. & Tomalin, B. (1990). *Video in Action*. Hertfordshire. Prentice-Hall International.
- Ur P. (1999). *A Course in Language Teaching Trainee Book*. UK. Cambridge University Press.
- Wiman, R.V., and Mierhenry, W.C. (1969). *Theory into Practice* Editors, Educational Media: Columbus, OH: Charles Merrill Publishing.
- Wetzel, C. D. Radtke, P.H, Stern, H.W. (1994) *Instructional Effectiveness of Video Media*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Conferences

- Davies, J. & Fortney, M. (2012). *The menton theory of boredom and engagement*. *First Annual Conference on Cognitive Systems*. Palo Alto, California.
- Leung, Kin Ping, Watters, James J., & Ginns, Ian S. (2005). *Enhancing Teachers' Incorporation of ICT in Classroom Teaching*. In *9th Annual Global Chinese Conference on Computers in Education*, June 6–June 9, Brigham Young University Hawaii USA.
- Madrid, D., Ortega, J. L., Jiménez, S., Pérez, M^a C., Hidalgo, E., Fernández, J., et al. (1993): "Sources of Motivation in the EFL Classroom", *VIII Jornadas Pedagógicas para la Enseñanza del Inglés*, Granada: GRETA. University of Granada.
- R.V. Small et al. (1996). *Dimensions of Interest and Boredom in Instructional Situations*, Proceedings of Selected Research and Development Presentations at the 1996 National Convention of the Association for Educational Communications and Technology (18th, Indianapolis, IN).

Electronic books

- Arthur, P. (1999). *Why use video? A teacher's perspective*. Retrieved from http://www.rusnauka.com/10_DN_2013/Philologia/1_132860.doc.htm
- Donley, K. M. (2000). *Film for fluency*. English Teaching Forum. Vol 38(2). Retrieved from http://www.academia.edu/27112919/Donley_K_M_2000_Film_for_Fluency_English_Teaching_Forum_38_2_
- Krashen, S. (2003). *Explorations in Language Acquisition and Use*. Retrieved from <https://www.heinemann.com/shared/onlineresources/E00554/chapter2.pdf>.

- Mares, M.-L. (1996). *Positive effects of television on social behavior: A meta-analysis*. Retrieved from http://www.annenbergpublicpolicycenter.org/wp-content/uploads/19960617_Postive_Effects_report1.pdf.
- Mc Coy B. (2013). *Digital Distractions in the classroom: Student classroom use of Digital Devices for Non-class related purposes*. Retrieved from <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1070&context=journalismfacpub>.

Web pages

- Accuracy (n.d.). In *Merriam-Webster's online dictionary* (11th ed.). Retrieved from <http://www.m-w.com/dictionary/accuracy>
- Akey, T.A. (2006). *School Context, Student Engagement, and Academic Performance: An Exploratory Analysis*. MDRC. Retrieved from <http://www.mdrc.org/publication/student-context-student-attitudes-and-behavior-and-academic-achievement>
- Bell K. (2001). *How ESL and EFL classrooms differ*. Oxford University Press. English Language Teaching Global Blog Retrieved from <http://www.oupeltglobalblog.com/2011/07/12/how-esl-and-efl-classrooms-differ/>
- British Council (2011, December 1). Five Reasons for Using Authentic Video in the Classroom [Blog post]. Retrieved from <http://www.teachingenglish.org.uk/blogs/admin/five-reasons-using-authentic-video-classroom>
- Cai Stephanie. (n.d) *List of Classroom Distractions*. Retrieved from http://www.ehow.com/info_7882007_listclassroomdistractions.html#ixzz2zLkQnHo0.
- Canning-Wilson, C., (2000) *Practical Aspects of Using Video in the Foreign Language Classroom*. Retrieved from <http://iteslj.org/Articles/Canning-Video.html>.

- Chong A. (n.d). *Bored Enough to Yawn?* Retrieved from http://truestarhealth.com/members/cm_archives13ML3P1A74.html.
- Cook V. (1981). *Using authentic materials in the classroom. MET 9, 14.* Retrieved from <http://homepage.ntlworld.com/vivian.c/Writings/Papers/AuthMat81.htm>
- Extralinguistic (n.d) In *Oxford Dictionaries*. Retrieved from http://www.oxforddictionaries.com/es/definicion/ingles_americano/extralinguistic
- Heterogenous classes (n.d) Retrieved from https://is.muni.cz/th/84328/pdf_m/Cela_DP_2_cast_min_stran.txt
- Huitt, W. (2011). *Motivation to learn: An overview. Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/motivation/motivate.html>
- Hird J. (2013). *Oxford University Press. English Language Teaching Global Globe*. Retrieved from <http://oupeltglobalblog.com/tag/lead-in-activities/>
- Kilickaya F., Shank. R. (2007). *A Tripartite Theory of Consciousness and Mind: The Neural-Menton Conjunction Hypothesis*. Retrieved from http://swedenborg-philosophy.org/journal/data/110a/Shank_Article--New_Philosophy_January-June_2007.pdf
- Morley M. (n.d). *Students in the Classroom & Their Attitudes*. Rretrieved from http://www.ehow.com/info_7962179_students-classroom-attitudes.html#ixzz2xH1spYIM
- Pesce, C. (n.d). *5 New Fun Ways to Teach Grammar to ESL Students*. Retrieved from <http://busyteacher.org/2873-5-new-fun-ways-to-teach-grammar-to-esl-students.html>.

- Reeves T. C. , Herrington, J. Oliver, R. (2001). *Design research: A socially responsible approach to instructional technology research in higher education*. Retrieved from. <http://link.springer.com/article/10.1007/BF02961476>
- UNL Today (2004) Retrieved from <http://news.unl.edu/newsrooms/unltoday/article/unl-study-shows-students-play-with-phones-in-class-a-lot/> The Internet TESL Journal Teaching ESL Students to "Notice" Grammar <http://iteslj.org/>
- San Martín, R. (2009). *La motivación, factor clave en el aprendizaje de inglés*. Retrieved from <https://sites.google.com/site/letsticenglish/reflexiones-tic/lamotivacionfactorclave>
- Seeger I. (2011). *Exploring film as EFL course book supplements and motivational stimulus: A German secondary school case study*. (Master thesis). Retrieved from <http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/matefltesldissertations/ExploringfilmascoursebooksupplementsISeeger.pdf>
- Shu-Yun S. (2005). *The effects of games on the acquisition of some grammatical features of L2 on German on students' motivation and on classroom atmosphere*. (Doctor Thesis). Retrieved from <http://dlibrary.acu.edu.au/digitaltheses/public/adt-acuvp98.29052006/02whole.pdf>.
- Slang (n.d) In Dictionary. Com. Retrieved from <http://dictionary.reference.com/browse/slang>
- Task (n.d) Foreign Language Teaching Methods. Retrieved from <http://coerll.utexas.edu/methods/modules/speaking/03/>
- TeachingEnglish. (2015). Input. 2016, de British Council Sitio web: <https://www.teachingenglish.org.uk/article/input>
- Ur P. (2010). *Teaching grammar: Research, Theory and Practice*. Etai Miniconference, Rehovot. Retrieved from <http://www.slideserve.com/nonnie/teaching-grammar-research-theory-and-practice>.

Wang L. (2005). *Technology integration in Foreign Language teaching demonstrates the shift from the behavioral to a Constructivist Learning Approach..* 38 Retrieved from www.thejournal.com UK: Cambridge University Press.

ANNEXES

GLOSSARY

Accuracy: The ability to express one's ideas without mistakes.

Acquisition: The act or process of achieving mastery of a language or a linguistic rule or element.

Atmosphere: A surrounding environment or influence

Audiovisual materials: Audio-Visual materials are instructional materials such as Videotapes, Laser Discs, Audio Cassettes, Records/Compact Discs and other Multi-Media type instructional materials

Authentic material (videos): Using examples of language produced by native speakers for some real purpose of their own rather than using language produced and designed solely for the classroom. Anybody who takes into the classroom a newspaper article, an advertisement, a pop song, a strip cartoon, or even a bus ticket, is using authentic materials.

Boredom: The state of being weary and restless through lack of interest

Boredom signs: Body languages and signs of other people that may indicate they are bored with you.

Better results: Something that ended in a better way, an outcome of some action that represents a higher score in a test.

Comprehension: Ability to understand.

Cultural references: A phrase, name, or word that refers to a concept in the local environment that most speakers from that culture will understand

EFL classes: An EFL classroom is in a country where English is not the dominant language. Students share the same language and culture.

Engagement: Emotional involvement or commitment.

Extra linguistic: Not involving or beyond the bounds of language

Frustration: A feeling of anger or annoyance caused by being unable to do something.

FCE: First Certificate in English. is an upper-intermediate level qualification. It proves you can use everyday written and spoken English for work or study purposes.

Fluency: The ability to do something in a way that seems very easy

Grammar: The use of language with regard to its correctness or social propriety, especially in syntax.

Grammar exercises: A problem or group of written examples, passages, etc. to be studied and worked out for developing technical skill, as in mathematics, grammar, etc.

Grammar sheet: A piece of paper with grammar exercises printed on it.

Humor: The quality that makes something laughable or amusing.

Idioms: A speech form or an expression of a given language that is peculiar to itself grammatically or cannot be understood from the individual meanings of its elements

Input: Refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners

KET: *Key English Test (KET)*, is a basic level qualification that shows you can use English to communicate in simple situations. It shows you have made a good start in learning English

Language skills: The four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills":

Lead-in: Lead-in activities, as well as performing, as well as performing a similar function to warmers, are at the same time designed to introduce a topic, generate interest and whet the appetite.

Learning style: Ways that people learn.

Learning strategies: A learning strategy is a person's approach to learning and using information

Lessons: A period of time in which students are taught about a subject in school.

Levene Test: It is a test used to test if samples have equal variances.

Motivation: A feeling of enthusiasm or interest that makes you determined to do something.

Multiple intelligences: Human beings have nine different kinds of intelligence that reflect different ways of interacting with the world: Linguistic Intelligence, Logical/Mathematical Intelligence, among others.

Neuroscience: The field of study encompassing the various scientific disciplines dealing with the structure, development, function, chemistry, pharmacology, and pathology of the nervous system.

Null Hypothesis: In statistics, the only way of supporting your hypothesis is to refute the null hypothesis. Rather than trying to prove your idea (the alternate hypothesis) right you must show that the null hypothesis is likely to be wrong – you have to ‘refute’ or ‘nullify’ the null hypothesis. Unfortunately you have to assume that your alternate hypothesis is wrong until you find evidence to the contrary

PET: *Preliminary English Test (PET)*, is an intermediate level qualification. It shows you are able to use your English language skills for work, study and travel.

Post film viewing activities: Follow-up questions and activities are designed to extend learning and deepen understanding of the

Slang: very informal usage in vocabulary and idiom that is characteristically more metaphorical, playful, elliptical, vivid, and ephemeral than ordinary language.

Social environment: The social environment includes the groups to which we belong, the neighborhoods in which we live, the organization of our workplaces, and the policies we create to order our lives.

Tasks: A classroom activity or exercise that has (a) an objective attainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange.

Visual aids: Charts, pictures or images that help to make a point or enhance a presentation. The aids that help in teaching languages and that can be seen are called 'visual aids'.

Visual learner: Visual learners learn best by seeing information

Unwillingness: Unfavorably inclined; reluctant

Warm-up: A warm up activity is a short, fun game which a teacher or trainer can use with students. The purpose of a warm up is to encourage the students and to wake them up – first thing

EXAMPLES OF INTERVIEWS ANSWERED BY TEACHERS



INTERVIEW

1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students? If so, why do you think that happens?

It is certainly one of the least popular aspects of English. Students think it is boring and difficult.

2. What methods or techniques do you usually use to deal with grammar that have proven to be successful?

Timelines are useful as well as inferring rules through context.

3. What do you think needs to be done in order to motivate students to deal with grammar more enthusiastically?

A combination of strategies based on SS. learning styles could be the key. For instance, videos, games, theory presented in dynamic PPTs and real examples, contextualization, among others.



INTERVIEW

1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students? If so, why do you think that happens?

Yes, sometimes the activities or exercises are not motivating enough and students feel bored when doing them.

2. What methods or techniques do you usually use to deal with grammar that have proven to be successful?

SS understand better when they discover the rules by themselves.
It is important they have fun too. Games are a good option for that.

3. What do you think needs to be done in order to motivate students to deal with grammar more enthusiastically?

Sometimes SS seem to understand in class but they need to reinforce at home too.
Homework or other assignments are recommended too.



INTERVIEW

1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students? If so, why do you think that happens?

Yes, perhaps because of a pre-conception,
the way they have been taught
at school.

2. What methods or techniques do you usually use to deal with grammar that have proven to be successful?

- Games
- Real examples using the SS to create involvement
- P.P.T.S.
- Videos
- Variety

3. What do you think needs to be done in order to motivate students to deal with grammar more enthusiastically?

Develop strategies, methods to get them
involved in real situations



INTERVIEW

1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students? If so, why do you think that happens?

Yes, I think it's one of the least popular aspects of English to be studied. I think that happens because most of the time it is so mechanical that students get bored.

2. What methods or techniques do you usually use to deal with grammar that have proven to be successful?

Teaching grammar through videos or games can be interesting, motivating and students have fun.

3. What do you think needs to be done in order to motivate students to deal with grammar more enthusiastically?

We need to change the traditional way to present the grammar points, reinforce the grammar rules but through context. It must be meaningful.



INTERVIEW

1. Do you consider grammar one of the least popular aspects of English to be studied in class by your students? If so, why do you think that happens?

Yes, They are afraid. It sounds

Negative. SS are not use to Grammar exercises.

2. What methods or techniques do you usually use to deal with grammar that have proven to be successful?

Showing them sentences, comparing them & figuring out the rule.

3. What do you think needs to be done in order to motivate students to deal with grammar more enthusiastically?

Improve the way Teachers approach to students for examples with games or other fun activities

EXAMPLES OF SURVEYS ANSWERED BY STUDENTS



SURVEY ON USIL INTERMEDIATE ENGLISH STUDENTS' VII
CONCERNING GRAMMAR ACTIVITIES

Mark the option that is closest to your personal information

1. - Do you think you should learn grammar?

- a) Not at all
- b) I'm not sure
- ☒ c) Just the basic aspects of it
- d) Absolutely

2. - Based on your university experience, grammar has been interesting when .

- a) Never
- ☒ b) The rules are explained before using the structure
- c) We complete lots of grammar sheets
- d) We discuss the rules in pairs

3. - English grammar is important to...

- a) Nothing
- ☒ b) Be able to graduate
- c) Understand English speakers better when I see TV, or listen to music.
- d) Read material related to my field of study

4. - I learn grammar the best when....

- a) never
- ☒ b) I read the explanation from a book or web page
- c) the teacher explains and I listen
- d) I have access to authentic material and see the structures used in context.

5. - What do you usually feel after you finish working with grammar?

- a) Exhausted
- b) Usually confused
- ☒ c) Better prepared to have a good grade
- d) pleased I learned something useful.

LEGEND

POINTS FOR EACH ANSWER:

- | | | | |
|------|------|------|------|
| a) 0 | b) 1 | c) 2 | d) 3 |
|------|------|------|------|



SURVEY ON USIL INTERMEDIATE ENGLISH STUDENTS' VIEWS
CONCERNING GRAMMAR ACTIVITIES

Mark the option that is closest to your personal information

1. - Do you think you should learn grammar?

- a) Not at all
- b) I'm not sure
- c) Just the basic aspects of it
- ☒ d) Absolutely

2. - Based on your university experience, grammar has been interesting when ...

- a) Never
- b) The rules are explained before using the structure
- c) We complete lots of grammar sheets
- ☒ d) We discuss the rules in pairs

3. - English grammar is important to...

- a) Nothing
- b) Be able to graduate
- c) Understand English speakers better when I see TV, or listen to music.
- ☒ d) Read material related to my field of study

4. - I learn grammar the best when....

a) never

b) I read the explanation from a book or web page

c) the teacher explains and I listen

☒ d) I have access to authentic material and see the structures used in context.

5. - What do you usually feel after you finish working with grammar?

a) Exhausted

b) Usually confused

c) Better prepared to have a good grade

☒ d) pleased I learned something useful.

LEGEND

POINTS FOR EACH ANSWER:

a) 0

b) 1

c) 2

d) 3



SURVEY ON USIL INTERMEDIATE ENGLISH STUDENTS' VIEWS
CONCERNING GRAMMAR ACTIVITIES

Mark the option that is closest to your personal information

1. - Do you think you should learn grammar?

- ☐ a) Not at all
- ☐ b) I'm not sure
- ☐ c) Just the basic aspects of it
- ☒ d) Absolutely

2. - Based on your university experience, grammar has been interesting when ...

- ☐ a) Never
- ☐ b) The rules are explained before using the structure
- ☐ c) We complete lots of grammar sheets
- ☒ d) We discuss the rules in pairs

3. - English grammar is important to...

- ☐ a) Nothing
- ☐ b) Be able to graduate
- ☒ c) Understand English speakers better when I see TV, or listen to music.
- ☐ d) Read material related to my field of study

4. - I learn grammar the best when...

a) never

b) I read the explanation from a book or web page

c) the teacher explains and I listen

☒ d) I have access to authentic material and see the structures used in context.

5. - What do you usually feel after you finish working with grammar?

a) Exhausted

b) Usually confused

☒ c) Better prepared to have a good grade

d) pleased I learned something useful.

LEGEND

POINTS FOR EACH ANSWER:

a) 0

b) 1

c) 2

d) 3



SURVEY ON USIL INTERMEDIATE ENGLISH STUDENTS' VIEWS
CONCERNING GRAMMAR ACTIVITIES

Mark the option that is closest to your personal information

1. - Do you think you should learn grammar?

- a) Not at all
- b) I'm not sure
- ☒ c) Just the basic aspects of it
- d) Absolutely

2. - Based on your university experience, grammar has been interesting when ...

- a) Never
- b) The rules are explained before using the structure
- c) We complete lots of grammar sheets
- ☒ d) We discuss the rules in pairs

3. - English grammar is important to...

- a) Nothing
- b) Be able to graduate
- ☒ c) Understand English speakers better when I see TV, or listen to music.
- d) Read material related to my field of study

4. - I learn grammar the best when....

a) never

☒ b) I read the explanation from a book or web page

c) the teacher explains and I listen

d) I have access to authentic material and see the structures used in context.

5. - What do you usually feel after you finish working with grammar?

a) Exhausted

b) Usually confused

☒ c) Better prepared to have a good grade

d) pleased I learned something useful.

LEGEND

POINTS FOR EACH ANSWER:

a) 0

b) 1

c) 2

d) 3



SURVEY ON USIL INTERMEDIATE ENGLISH STUDENTS' VIEWS
CONCERNING GRAMMAR ACTIVITIES

Mark the option that is closest to your personal information

1. - Do you think you should learn grammar?

- a) Not at all
- ☒ b) I'm not sure
- c) Just the basic aspects of it
- d) Absolutely

2. - Based on your university experience, grammar has been interesting when ...

- a) Never
- ☒ b) The rules are explained before using the structure
- c) We complete lots of grammar sheets
- d) We discuss the rules in pairs

3. - English grammar is important to...

- a) Nothing
- b) Be able to graduate
- ☒ c) Understand English speakers better when I see TV, or listen to music.
- d) Read material related to my field of study

4. - I learn grammar the best when...

a) never

☒ b) I read the explanation from a book or web page

c) the teacher explains and I listen

d) I have access to authentic material and see the structures used in context.

5. - What do you usually feel after you finish working with grammar?

a) Exhausted

b) Usually confused

☒ c) Better prepared to have a good grade

d) pleased I learned something useful.

LEGEND

POINTS FOR EACH ANSWER:

a) 0

b) 1

c) 2

d) 3

LIST OF VIDEOS USED FOR THE EXPERIMENTAL GROUP

GRAMMAR STRUCTURE	VIDEO	LINK
Reported Speech	While you were sleeping	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/reported%20speech
Wish	500 hundred days of summer	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/wish%20%2F%20if%20only
Phrasal verbs	Best mates	http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos/best-mates
Past forms	Friends-the one with the wedding dress	https://www.youtube.com/watch?v=JjUDwm2g2Q4
Present perfect simple vs. Present perfect continuous	New Moon	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/present%20perfect%20progressive
Indirect questions	Friends-the one with Joey's interview	https://www.youtube.com/watch?v=bvSS8_ijdAQ
Future forms	The big bang theory-the one with Amy dating Sheldon	https://www.youtube.com/watch?v=h-4XCZ-qQs0
Future Perfect	2012	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/future%20as%20seen%20from%20the%20past
Gerunds and Infinitives	Legally blonde	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/gerund

Adverbs	I hate my teenage daughter-the one with Mat dating Sienna	https://www.youtube.com/watch?v=-28fe3YAaL8
Modals: Obligation and ability	Friends-the one with Monica and Chandler's wedding ceremony	https://www.youtube.com/watch?v=M9gWyGoYoAo
Second conditional	Shallow Hal	http://moviesegmentstoassessgrammarggoals.blogspot.com/search/label/2nd%20conditional
Third conditional	Two and a half men-the one with Charlie drunk	https://www.youtube.com/watch?v=-TVdRwxYaXY
Have to / allow to	The Big Bang Theory- the one with Waldo, the game.	https://www.youtube.com/watch?v=tRIkXlx2QOA

**EXAMPLES OF GRAMMAR SHEETS FILLED BY STUDENTS
OF THE EXPERIMENTAL GROUP**

GERUNDS AND INFINITIVES

VIDEO SEGMENT: *LEGALLY BLONDE*

Student's Code: S-EG-17

Complete the sentences with the correct form of the verbs.

- 1) The attorney refused to accept (~~accept~~) being replaced on the case by a Law student. 1-1
- 2) The defendant decided to fire (~~fire~~) her attorney on trial day. 1-1
- 3) Elle loves wearing (~~wear~~) extravagant clothes. 1
- 4) The judge finally resolved to proceed (~~proceed~~) with the trial. 1-1
- 5) Elle's friends couldn't help laughing (~~talk~~) about the court room in front of everyone. 1
- 6) The judge told the ladies to take (~~the ladies - take~~) a seat. 1-1-1
- 7) The witness swore to tell (~~tell~~) the truth. 1-1
- 8) The witness claimed to be (~~be~~) in the shower during the murder. 1-1
- 9) The witness denied to hear (~~hear~~) the gunshot. 0
- 10) The judge let Elle make (~~Elle - make~~) her final point. 1-1
- 11) The witness admitted to kill (~~kill~~) her father by mistake. 0
- 12) Finally, the judge allowed the witness to go (~~the witness - go~~) free. 1-1-1

WISH

VIDEO SEGMENT:

(500) DAYS OF SUMMER

Student's Code:

888-5

Watch the movie segment. Tom wanted his expectations to align with reality. Read what his expectations are and then write sentences paraphrasing his expectations, using wish or if only.

HIS EXPECTATIONS BEFORE THE DATE:

1. Hug him tenderly when she receives his gift.

he wishes she would hug him when she receives his gift 1-1-1-1

2. Spend the whole dinner romantically talking to her.

he wishes she had dinner romantically 1-1-0-1

3. Give her a passionate kiss.

he wishes he had give a passionate kiss 1-1-1-0

4. Fall in love with him.

he wishes she could fall in love with him 1-1-1-1

5. Leave the dinner party with her.

he wishes he had leave the dinner party with her 1-1-1-0

6. Make up and be together forever.

he wishes they could make up and be together forever 1-1-1-1

PAST FORMS

VIDEO SEGMENT: **FRIENDS - THE ONE WITH THE WEDDING DRESS**

Student's Code:

S-EG-12

Complete the story with the verbs in parenthesis.

Rachel, Monica and Phoebe were waiting (wait) outside the store. When the store opened (open). They ran (run) inside, but the shoppers pushed (push) Rachel and she fell (fall) down. 1-1 1/1 1/1

Once inside, they started (start) looking for the dress. Monica found (find) the dress she wanted (want) but another girl had seen (see) it too and neither of them wanted (want) to give it up. 1/1 1/1-1

Then Phoebe heard (hear) some whistles. One was coming (come) from Rachel, who was (be) desperate because of all the crazy shoppers. The other person that had whistled (whistle) was Monica. She caught (catch) the lady that took (take) the dress. 1/0 1 1-1 1/0-0

Finally, Phoebe took (take) the dress and they ran (run) out. 1/1

DEFINITE AND INDEFINITE ARTICLES

VIDEO SEGMENT:
catch fish

The big bang theory - Penny teaches Howard how to

Student's Code:

S-EG-16

Here's the list of instructions Penny gives to Howard. Complete it by using the necessary articles (a/an/the)

1. Pick up the worm and put it in the hook. 0/1
2. Let's assume by some miracle you actually catch the fish. Take your knife, slice it right up the belly. 0/1
3. You don't need to cut too deep into its guts cause the blood is going to spread all over your face. 1
4. What you are going to do is stick your thumb down its throat, grab the guts and then pull. 1
5. Oh! It's a female. You can see all the eggs! 1/1

FUTURE FORMS

VIDEO SEGMENT: **THE BIG BANG THEORY – AMY DATES SHELDOM**

Student's Code:

J. E. G. 8

INSTRUCTIONS: Complete the sentences with the verbs given in Present Continuous, Future with Will, or Be going to.

1. Amy and Sheldon are going to have (have) dinner together. 1-1
2. The Pasadena City Council is debating (debate) longer crosswalk times. 1-1
3. The Lego Stores will have (have) a midnight nightmare sales. 0-0
4. Amy is going to play (play) some tricks on Sheldon. 1-1 = 1-1
5. She believes her experiment will increase (increase) Sheldon's feelings for her in an accelerated time frame. 1-1
6. She is going to conduct (conduct) an experiment that will get (get) him to transfer his attachment feelings to her. 1-1.0 / 1-1
7. He thinks the experiment won't work (not work). 1-1
8. She thinks the Strawberry quick will go (go) nicely with what she has prepared for dinner. 1-1

Examples of Grammar sheets filled by students of the Control Group

DEFINITE AND INDEFINITE ARTICLES

Student's Code:

5 CG 17

Instructions: Complete the sentences with the, a/an or – (zero article)

- 1.- ~~—~~ giant panda mostly lives in ~~the~~ forests high in the mountains. 0/0
- 2.- ~~the~~ Yangtze River is 6.30 kilometers long. It is the third longest river in ~~the~~ world. 1/1
- 3.- ~~—~~ China covers ~~an~~ area of almost six million square kilometers and is ~~the~~ most populous country on Earth, having more than one billion people. 1/1-1
- 4.- ~~the~~ Chinese mainly speak Mandarin but there are over 150 other languages spoken in ~~the~~ country. 1/1
- 5.- I've got three Chinese silk dresses: ~~—~~ red one and two black ones. I think I'll wear ~~—~~ red one for my party. 0/0
- 6- Xiaolu Guo is ~~a~~ famous Chinese novelist and film-maker. In 2009 she made ~~the~~ film called She, A Chinese. ~~the~~ film won the top prize at an International Film Festival. 1/0-1
- 7.- ~~—~~ umbrella was invented around 450 AD to protect ~~the~~ people from sun and rain. 0/0
- 8.- Zong Zi is ~~a~~ dish made of ~~a~~ rice and bamboo leaves and is traditionally eaten during the Dragon festival. 1/0

PHRASAL VERBS

Student's Code:

0-CG-8

Put the words in the correct order to make sentences and questions

- 1.- girlfriend/I/up/split/my/with I split up with my girlfriend
- 2.- we/until/out/didn't/after/find —
- 3.- back/when/you/coming/are? When are you coming up?
- 4.- carry/couldn't/I/tired/because/I/was/on. I couldn't carry on because I was tired
- 5.- always/she/late/up/turns/ She always turns up late
- 6.- with/good/they/up/did/any/ideas/come? Did they come up with any good ideas?
- 7.- going/is/here/on/what? What is going on with her?
- 8.- match/because/rain/the/called/off/was/of because of the rain the match called off
- 9.- period/is/company/going/the/a/difficult/through The company is going through a difficult period
- 10.- anymore/I/him/up/can't/with/put I can't put up any more with him
11. ice/water/the/turned/into. The ice water turned into
12. it/get/over/a/serious/illness/take/weeks/can/to. a serious illness can take weeks to get over

FUTURE FORMS

Student's Code:

5-00-10

Choose the correct words in *italics*.

1. I've decided. I'm *definitely* about to apply *going to apply* for a new job next year.
2. She's getting *'s bound to get* the job. She's got the right experience.
3. We're on the point of *meeting/* *'re meeting* after work at the café on the corner.
4. I'm on the verge of *asking/* I'm sure to ask my boss if I can work from home as I can't stand commuting *anymore*.
5. You're certain to get *'re getting* a good job if you get good exam results.
6. Oh, there's the personnel officer. In that case, I'll talk */ I'm bound to* talk to her now before I go home.
7. I'm really nervous because I'll have */ I'm about to* have the most important interview of my life.
8. He's working very long hours at the moment so he won't be *'s sure to be* tired tomorrow.

PAST FORMS

Student's Code:

5-60-20

Complete the story with the Past Simple, Past Continuous or Past Perfect Simple form of the verb in brackets.

Before Peter and Kate Evans had children, they weren't ^{heard} (hear) about home-schooling but didn't ^{think} (not think) about it as a serious option for their own family. They weren't ^{live} (live) in California when they had (have) their first child and had ^{start} (start) to find out more about it. Both of them did ^{work} (work) full time at that time, so they had to make some big decisions about their lives.

Thirty years later, Emily is a professor of mathematics at a top university, Jen is a lawyer specializing in family and law and Heather is a professional pianist.

Emily says, "When I went (go) to university, I realized (realize) what home-schooling gave (give) me. Many students there hadn't ^{known} (not know) how to think about things properly. We had ^{learn} (learn) to process information-not just repeat other people's ideas. I am proud that all our careers are so different. While we grew ^{up} (grow up), our parents were always very supportive; they helped us to build on our individual strengths."

GERUNDS AND INFINITIVES

Student's Code:

S - CG - 15

Complete the second sentence in each pair, so it has the same meaning as the first. Use between two and four words including the word in brackets.

1.- As a rehearsal, I gave my presentation in front of a mirror.

I practiced giving my presentation in front of a mirror (practiced)

2. Go on! But the pink shirt! It looks really good," She said to me.

She persuaded her to buy the pink shirt (persuaded)

3.- I made an attempt to speak to her on the phone, but she was out.

I tried to speak to her on the phone, but she was out. (tried)

4.- "Ok. I'll give you a lift to work," he said.

He agreed to give me a lift to work. (agreed)

5.- I used to work here ten years ago.

I remembered working here ten years ago. (remember)

6.- "If I were you, I'd speak to your boss about it," he said to me.

He advised me to speak to my boss about it. (advised)

7.- I drove the long way to work so I wouldn't get stuck in traffic.

I drove the long way to work to avoid getting stuck in traffic (avoid).

8.- I saw it all. He stole paper from the office cupboard yesterday.

I saw him steal paper from the office cupboard yesterday (saw)

9.- "Why don't we go shopping together?" she said.

She suggested shopping together. (suggested)

10.- "You really should get a job in advertising," she said to me.

She encouraged me to get a job in advertising (encouraged).

LESSON PLANS

LESSON PLAN

UNIT: 1

LANGUAGE STRUCTURE: Reported Speech

AIM: SS will get better command of RP by watching the video segment
“While you were sleeping”

WARM-UP (SS discuss in pairs. T elicits some ideas)	1) What would you do if you saw someone falling on the subway tracks? Justify it. 2) If you saved someone's life, would you expect a financial reward? Why/Why not? 3) Would you hide a secret in order not to hurt a stranger's feelings? Why/Why not?	Time: 5 minutes
1ST VIEWING	Ss watch and compare their answers to previous questions (orally).	5 min
2ND VIEWING	SS watch the video and answer the worksheets	10 min
3RD VIEWING (OPTIONAL)	SS watch the video and compare points of view by discussing if they would react the same way the leading actress did.	5 min

LESSON PLAN

UNIT: 4

LANGUAGE STRUCTURE: Past Forms

AIM: SS will get better command of PF by watching the video segment
“Friends, the one with the wedding dress”

WARM-UP (SS discuss in pairs. T elicits some ideas)	1) Do you usually bargain when shopping? 2) What would you do to get the best sales?	Time: 5 minutes
1ST VIEWING	Ss watch and compare their answers to previous questions (orally).	5 min
2ND VIEWING	SS watch the video and answer the worksheets	10 min
3RD VIEWING (OPTIONAL)	SS watch the video and compare points of view by discussing if they would react the same way the leading actress did.	5 min

LESSON PLAN

UNIT: 6

LANGUAGE STRUCTURE: Gerunds & Infinitives

AIM: SS will get better command of G&I by watching the video segment “Legally Blonde”

WARM-UP	SS get in small groups, put together their cards and discuss the topic they are all related to. SS discuss the meaning of the words in the cards. T checks and clarifies if necessary.	Time: 5 minutes
1ST VIEWING	Ss watch the video and discuss: <ul style="list-style-type: none">- Who are the people in the trial?- What’s the case about?- What happened in the end?	10 min
2ND VIEWING	SS watch the video and answer the worksheets	10 min
3RD VIEWING	No time for a post-video activity	---

LESSON PLAN

UNIT: 10

LANGUAGE STRUCTURE: Have to/allow to (in the past)

AIM: SS will get better command of Have to/allow to (in the past) by watching the video segment “The Big Bang Theory, the one with Waldo the game”

WARM-UP	SS discuss in pairs: <ul style="list-style-type: none">- What games did you use to play when you were a kid? Compare your tastes and report to class	Time: 5 minutes
1ST VIEWING	<ul style="list-style-type: none">- SS watch the video and try to remember some rules in pairs	5 min
2ND VIEWING	<ul style="list-style-type: none">- SS watch a second time and check their answers to prior question.- SS complete the worksheet	10 min
3RD VIEWING (If needed)	SS discuss in different groups: <ul style="list-style-type: none">- Did you find the game funny? What made it funny?	5 min