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ACTIVE LEARNING METHOD IN ENGLISH LANGUAGE ACQUISITION, BASED ON THE NATIONAL CURRICULUM DESIGN (NCD) IN STUDENTS OF CYCLE VI AT SAN MARTÍN DE PORRES SCHOOL Nº 72 UGEL 03

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN EDUCACIÓN

Active learning method in English language acquisition, based on The National Curriculum Design (NCD) in students of cycle VII at San Martín de Porres School N° 72 Ugel 03

Tesis para optar el Grado de Magister en Educación

con mención en Enseñanza de Inglés como Lengua Extranjera

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Asesor: Dr. Majid Safadaran Mosazadeh

Piura, marzo 2019

Approval

The thesis titled "**Active learning method in English language acquisition, based on The National Curriculum Design (NCD) in students of cycle VII at San Martín de Porres School N° 72 Ugel 03"** presented by **Vivian Katiana Morales Sánchez**, 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 march 28th, 2019 before a Jury with the following members:

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President Informant

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Resumen Analítico - Informativo

Título: Active learning method in English language acquisition based on the National Curriculum Design (NCD), in students of cycle VII at San Martín de Porres school N° 72 Ugel 03

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Palabras claves: Enseñanza de Inglés/ Metodología/Colegio Público/ Investigación/ Perú Lima

Descripción: Tesis en educación relacionada a la enseñanza de inglés como lengua extranjera. El autor presenta un análisis y resultados de una metodología innovadora para la enseñanza de inglés a estudiantes del 7mo. Ciclo del Colegio San Martin de Porres.

Contenido: La tesis está dividida en cuatro capítulos; los antecedentes, el marco teórico, los temas metodológicos y el análisis de los resultados. Durante el proceso se utilizan distintas herramientas de enseñanza – aprendizaje para medir los resultados de forma progresivas.

Metodología: Investigación cuantitativa.

Conclusiones: El uso de la Metodología Activa debería ser considerada para facilitar a los estudiantes de los tres últimos años de secundaria a alcanzar los objetivos planteados en el Diseño Curricular Nacional.

Fuentes: Observación, entrevista, encuesta, pruebas de diagnóstico, sesiones de aprendizaje.

Fecha de elaboración de Resumen: 04 de marzo del 2019

Analitical – Informative Summary

Title: Active learning method in English language acquisition based on the National Curriculum Design (NCD), in students of cycle VII at San Martín de Porres school N° 72 Ugel 03

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Key Words: English teaching/ Methodology/Public school/Research/Lima-Peru

Description: Thesis in Education related to Teaching English as a foreign language. The author presents an analysis and result of an innovative methodology for teaching English in teenagers' class of 7th. cycle at school.

Content: The Thesis is divided in four chapters, the antecedents, theoretical framework, the methodological features and the discussion of results. During the process, different learning – teaching tools are used to measure results in a progressive manner.

Methodology: Quantitative investigation.

Conclusions: The use of an Active Learning Methodology should be considered to enable students of the last three years of secondary to reach the objectives stated on the National Curriculum Design.

Sources: Observation, interview, surveys, diagnostic tests, teaching sessions.

Date of elaboration of Summary: March 4, 2019

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Introduction

As educators of the 21st century, we face a new situation related to knowledge, skills and values in our students. We want to help them to succeed in life through their involvement in the globalised world. They need to know aspects of different societies, the environment, technology innovations and build self-confidence to face the globalisation, and contribute the society.

In the last decade, the English language took a very important position in Peru; a good level of English is not a privilege of a group of people, but a mandatory requirement to apply for a job. Nowadays, people look not only for taking an English course, but learning it quickly. They want to work in multinational companies or broaden their professional development opportunities.

In Peru, language centres and institutes fulfil this demand, but public and private schools play a relevant role in providing this knowledge to students.

The *Basic Regular Education* contemplates objectives and principles in the *National Curriculum Design*. These documents were written by specialised people, in order to develop in students those competencies that allow them to empower their personal growing, citizenship, knowledge, and their relation with the future in the working place.

In regard to the English language, a student who has finished his secondary education successfully should have different abilities already developed. The student may plan his interaction by giving his ideas and opinions with valid support: analysing texts using nonverbal resources, identifying different socio-cultural elements, and comparing accents and more competences designed and proposed for Cycle VII students in a public school.

Taking as the main reference, the concentration on proposals stated by *National Curriculum Design* for the English language acquisition, it is necessary to measure and assess to what extend students of the Cycle VII, achieve the objectives mentioned in the *National Curriculum Design.* Additionally, the intervention of teaching, which is focused on learning styles, may supply the student's needs of an active learning method as an alternative that complies with the expectations of the *Basic Regular Education*.

The curriculum design of the English subject for Cycle VII, and specifically 3rd grade secondary which is the study population for this research, considers the communicative approach. This means that the student involves English learning in simulated and/or real situations. The learning sessions are centred on students using authentic material. In order to have a meaningful learning experience, students should be guided to have a personal connection with the linguistic structure and vocabulary.

San Martín de Porres School, which is fifty years old, provided with the information and groups to do this research. As in any other public school, the number of students per classroom is big, and the infrastructure is slowly improving. Here, I could find a great need for English language learning in teenagers, who want to use it to sing, chat, and understand videos. There is a small group of students who relate the English language to a better situation for their future or their personal plans. Even though they have different motivations, they allowed me to look for tools which may use their preferences and strengths to achieve those objectives stated by the *National Curriculum Design*.

Chapter One presents the Investigation Outline of the thesis where the problem, hypothesis, objectives and related information are described. This chapter also includes a list of antecedents which provide parameters to build the theoretical framework later.

Chapter Two involves the Theoretical Framework, which provides information on different authors, and their contributions which are currently applicable to the San Martín de Porres School situation.

Chapter Three gives the details of the Methodology of the Investigation, and describes the way this research was carried out during all the process, as well as the data collection of the population under research. The description of dependent, independent, and intervener variable are also included.

Chapter Four states the analysis of the results or findings from the data collection process. This is followed by a summing up through graphics with their respective explanation. Finally, conclusions closely related to the research objective and process, are presented. Actions that should be done to get closer to the results expected by the *National Curriculum Design* are specified through the recommendations section.

Chapter 1

Investigation Outline

1.1. Formulation of the Problem

The *National Curriculum Design* (NCD) and the methodological proposal of the English subject for the Cycle VII is made up of three components to work on: Oral Expression & Comprehension, Text Comprehension, and Text Production.

The Oral Expression & Comprehension component involves the expression of ideas, emotions, and feelings on topics of social interest showing a fluent interaction in the process. The Text Comprehension component involves complex and different texts with topics of current facts, and with common language expressions. The Text Production component involves the production of texts with cohesion, adaptation, and accuracy – considering the goal of communication and receptors.

Activities in classroom and different assessment tools reveal that students have difficulties in achieving the objectives established by NCD in relation to the components mentioned above. Moreover, the current strategy applied seems to be not quite enough for the attainment in students' skills.

This research will detail to what extend the students of Cycle VII reach the competences involved in the NCD related to their English language acquisition. In addition, a feasible strategy which contributes to an educational practice will be proposed, in order to get closer to the NCD expectations.

1.2. Hypothesis

The exploration and measure of results on the English Language subject of the Cycle VII, and more active strategies for the teaching and learning process, may contribute to the achievement of learning results expected by the NCD.

1.2.1 Specific Hypotheses

a. The knowledge of the NCD parameters related to the different language skills for students helps in managing the necessary criteria to measure results.

b. The collection of information on: procedure, resources, and materials involved during the current teaching and learning process helps in exploring and selecting more active strategies and attractive tools.

c. The application of active strategies, using the same materials that students have, improves the results in language skills.

1.3 Delimitation of Objectives

1.3.1 General Objective

To analyse, measure and compare the differences between the NCD plan for the Cycle VII English subject, and the current results of the students, and then propose a useful strategy to improve results.

1.3.2 Specific Objectives

a. To diagnose the student's different language skill levels with the current material and strategy.

b. To enquire into: procedure, resources, performance, and materials used during teaching and learning process.

c. To propose a feasible strategy which allows: the improvement of results in language skills, and complies with expectations of NCD – using the same material students have at school.

1.4. Justification of the Investigation

Nowadays in most sectors of the workplace, there is a growing demand for professional people with a greater knowledge of English. This involves a deep compromise from Education Institutions and their personnel, to develop competitive citizens in this sense.

Education in general is complex from different points of view. Teaching a foreign language is also complex because as teachers, we should teach people to communicate in an effective way to reach interpersonal relations, acquisition of new knowledge, and improving of outcomes. At the same time, these elements should be accomplished in a different language, culture, and for a different market. Therefore, if teaching a mother tongue is a challenge, teaching a foreign language is a much greater challenge.

This exploration will give us data, on to what extend students of Cycle VII comply with the NCD objectives. From these results, a doable strategy which will increase the language acquisition level on students will be proposed. This is translated into better results with relation to the NCD objectives.

1.5 Limitations of the Investigation

The first limitation was the lack of a proper group of students to research. However, a colleague of mine at San Martín School gave the opportunity to work with her students in a well organised schedule. Diagnose tests and different sessions were performed in this group.

Another limitation was the time. As the English subject schedule involves two hours per week, the sessions were performed only once a week. On the other hand, materials for research were organised at any time.

The Computer lab had some malfunctioning computers, and the number of computers was not enough for the group of students. The students sat in groups of three or four to do their tasks.

1.6 Antecedents of the Investigation

With respect to active methods for teenagers in English language acquisition, several researched theses in Spanish, as in the English version, were involved. Some of these theses were carried out in different countries – they are as follow:

"La Motivación para el aprendizaje, su relación con el rendimiento académico en el área de inglés de los estudiantes del primer grado de educación secundaria", by Vivar Farfán (2013). This research was performed at Institución Educativa Fé y Alegría N° 40 in Piura. After the research, the author establishes the relation between motivation for learning and the academic performance, highlighting that affective factor, as it is motivation, cannot be separated from cognitive factors.

"Creación de un Plan Curricular para la asignatura de Inglés en el séptimo nivel de Bachillerato del Colegio Francés de Quito", by Luna (2011). This research was performed at Colegio Francés de Quito in Ecuador. In this work, different kinds of arts such as, music, photos, the lasts fashion information, etc., were used to propose the implementation of a curricular plan. As a result, the author determines the use of arts as media for improving communicative skills and solve educational problems.

"Popular and Useful Learning Strategies in Language Acquisition Amongst Teenagers" by Edvardsdóttir (2010).This research was carried out in a local school of Grafarvogur, Iceland. Here the author concludes that it is important for teachers to provide the students a wide range of techniques and strategies to get an active role in the learning process.

In this way students may know their own learning style and be part of their successful learning.

"Use of Music in Teaching English" by Rosová (2007). This research was performed in Nový Jičín, Czech Republic. The author refers to music as an important tool to reduce signs of nervousness in class, and a tool to evoke a apecial environment; preparing the mental condition.

These antecedents of investigation show very interesting results closely related to this research. In all these cases, the participation of elements such as motivation, visual or plastic arts, music and learning styles is notorious. The last one is an element that involves all the previous ones and is considered as a relevant point to establish the active learning methodology as the effective way to learn for the students of 3rd grade secondary of Cycle VII at San Martín de Porres school. When teachers do not integrate active learning methodology, the class is homogenised, and different learning styles are ignored. It is relevant to consider that those tools and strategies that respect the student learning style are the media to reach the objectives planned by the National Curriculum Design.

Chapter 2

Theoretical Framework

The Teaching of a new language involves different situations that sometimes are difficult to face by students, parents, and the school. The standards our students face in a globalised world have high demands for teachers. Therefore, as teachers, it is necessary to continue exploration, and researching to answer at the same level of students' demands.

In the following items, information that supports the position, exploration, and results of this research was included.

2.1 The National Curriculum Design

In Peru, the NCD leads the curricula of Cycle VII students, based on *Proyecto Educativo Nacional 2013-2021,* which provides guidelines to teachers in order that students may develop their communicative ability through speaking, writing, listening, and reading in the second language, as states in the guidelines published by Ministerio de Educación (2010). However, it is necessary to improve the quality of the English subject. Up to year 2015 it could be observed a disarticulation in: Pre-school, Kindergarten, Elementary, and Secondary levels. In that sense, students show lack of previous knowledge.

López describes how important it is for teachers to identify the previous knowledge of students and how useful it is to work with them. López mentions that

> es indudable que, para el docente, es necesario tener en cuenta los conocimientos previos que han construido los chicos, sean estos correctos o no, porque es a partir de ellos que se elaborarán los nuevos conceptos. Difícilmente podrán comprender la expresión *corrientes colonizadoras*, si no han aprendido anteriormente el concepto de *colonización*. (2009, p.12)

To López the previous knowledge acts as an X-ray of the students. This X-ray can show their beliefs and implicit information they manage, and these could be valid or not. Some of this knowledge could be hard to change, and they are closely related to how students acquired information, this means through memory or meaningful learning. As he supports here:

> Organizar la enseñanza desde los conocimientos que ya poseen los alumnos es fundamental puesto que, frente a una nueva información o un nuevo material, los

> chicos ponen en juego conocimientos anteriores, a partir de los cuales interpretan nuevos contenidos. Ésta es, como se dijo más arriba, una diferencia esencial entre el aprendizaje memorístico y el aprendizaje significativo. (2009, p.4)

Going back to NCD content, the communicative competence involves: the ability to use knowledge of the second language inside and outside the school, and be focused on using all the necessary tools to provide the student a meaningful learning. See Annex 1.

The first thing a student may do with new information is, to understand its meaning, and the form in which this is built and put it into practice. In this way, the student is exposed or “pulled” to oral expression and social interaction with understanding of different verbal and nonverbal tools.

2.2 Active Learning Method

The first thing to have clear is related to what Active Learning Method is. As Sarva Shiksha (2008, p.9) defines: “Thus strategies promoting activities that involve students in doing things and thinking about what they are doing may be called active learning”. In other words, the group of techniques and tools teachers use in class to encourage students to: think, analyse, synthesise, debate, write, solve problems, assess, and keep conscious on what they learn. Bonwell & Eison in Cornell University webpage (2012 par.2) defined Active learning as "anything that involves students in doing things and thinking about the things they are doing". It may be said, based on the previous idea, that when using Active Learning in class, there is a relation between the students and the material they use for tasks; this increase motivation and participation. Students may process and talk about the material they use in class. Classes are more interesting because of the students’ participation, they process the new information and give their opinion, and reinforce different skills. Additionally, Active Learning Method considers the different learning styles of students and may work with all of them.

Active Learning is based on Constructivism Theory. In order to know more about the roots of the Active Learning Method, it’s essential describe that Constructivism

> is not a theory about teaching, but a theory about knowledge and learning. It describes both what knowing is and how one comes to know. Constructivism shows that children acquire knowledge not by internalizing it directly from the outside but by constructing it from the inside, in interaction with the environment. (Fosnot, 1996;

Krogh & Slentz, 2001; J.G.Brooks & M. G. Brooks, 1993; Wadsworth, 1989) mentioned in Ensar F. (2014, p. 34)

This theory says that students construct or build their own understanding. The Constructivism Theory emphasizes that students build new meanings which are related to their previous ones, and these previous meanings have been acquired through life experiences. “Constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction." In other words, students learn by fitting new information together with what they already know” Bada (2015:66). For Constructivism Theory, reality must be experienced; students must interact with their environment in order to learn. Students are active in constructing meaning and communicate with their peers and the teacher. According to the information presented in Ferhat Ensar’s Article, lines above, in Constructivism teachers use classification, analysis, they predict and create. They also allow responses to students, share instructional strategies and content, they encourage student inquiry, ask and answer questions among the group. Constructivism teachers prioritise the students’ interaction understandings of concepts before sharing their own understandings of those concepts. In this theory, students interaction may be done through play with peer, use different materials for writing, drawing, they also use dramatic plays and raw materials.

One of the representative authors on Constructivism is Piaget. “In Piaget’s view, a child is born with certain genetic traits and as he/she develops interactions with the environment to construct his/her own intelligence” (Ensar F. 2014). In other words children may gain knowledge from their own experiences and they may also adapt to the world around them.

After reviewing and understanding the Constructivism Theory, the Active Learning Methodology has the main role as theoretical support for this research.

The Active Learning Methodology involves interaction and this interaction is established between the student and a tutor, adviser or teacher or between the student and other students. The latter may be done through activities in group. A team group leads to cooperation, students can find sense and meaningfulness on the new information, they can infer, debate and provide more knowledge from their own experiences, and show them to the group. Our students value input from their surrounding and from their classmates.

The Active Learning follows a student-centered approach in which learning on needs and interests of the student is emphasized. The student takes part of the teaching-learning process; the topics are related to their real life and those elements he is going to face in the future. The Active Learning method leads the student to compare or debate with his classmates the new information they are processing.

Our role as teachers involves supporting the students understanding and development of complex skills; collaborative learning sessions, modeling and other strategies for supporting intellectual knowledge can be designed. An important concept to mention in this work is related to the Zone of Proximal Development or ZPD proposed by Vygotsky; an important representative of Constructivism. Vygotsky defines the Zone of Proximal Development as the division between what the student has already learnt, his actual developmental level and what he can achieve with support of a teacher or a more experienced peer. In the research of Cole, M., John-Steiner, V., Scribner, S., Y Souberman, E., Vygostky defines the Zone of Proximal Development as

> the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers […] The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. (1978, p.86)

Notice that for Vygotsky 'Collaboration' plays an essential role. He states that cognitive development depends on social interaction and that language plays an influential role in this process. He thinks that interaction between students and teachers or between students is a dynamic strategy to develop cognition. Vygotsky contribution has influenced on teaching strategies due to the use of meaningful and challenging tasks during sessions. The teacher became a facilitator and discussion and feedback are key elements that create the environment where the student is motivated, in this way interaction can occur easily. The students build their own knowledge and are aware of their learning process, weaknesses and strengths during the process.

As Rollin J. (2007) mentioned in her research:

> The basic theme of Vygotsky's work in cognitive development is his idea that the child's thinking develops through social interaction mediated by language (Dixon-Krauss, 1996; Vygotsky, 1934). Language provides the labels and meaning for the objects and ideas in a child's world—thus, it is through language that a child builds her/his understanding of her/his own environment. (p.22)

For this research, as an example, a team work collage as a key activity for social interaction and motivation in class was considered.

The students of 3rd. grade secondary are between 14 and 15 years old. As teenagers they can consider the ideas of others, they involve abstract, logical and rational thinking and they know how to express feelings and speculate due to their language development. They are able to participle through contests, debates, simulations; they can argue in a case study and support their opinion in a controversial topic according to their age. They also understand metaphoric texts which lead them to infer and be aware of their learning process. In his publication, Novak, J. (2011) supports his position with the Assimilation Theory of Meaningful Learning of Ausubel. Novak, he mentions that:

> Ausubel made the sharp distinction between learning by rote, where the learner makes little or no effort to integrate new concepts and propositions with relevant concepts and propositions already known, and meaningful learning where the learner seeks to integrate new knowledge with relevant existing knowledge. (p.1)

This means that the students of 3rd. grade secondary are able to integrate the second language structure, lexical, cultural information and other elements due to the knowledge of their mother tongue.

Active learning creates student more interest and motivation than a traditional session at school, it provides more frequent feedback, develop critical thinking, and active the long-term memory. Students participate giving opinions or new ideas and practice collaboration which benefits directly to their self- esteem through interaction with their peers. All the new information provided by the teacher could be introduced through a solving problem exercise, a case study project, a project in class, simulation or teamwork. These last three strategies are considered in this research.

Some elements of daily life may contribute on students learning, common things such as music or movement especially in teenagers. Music may evoke emotions or inspire and students can be part of their own learning process and enjoy it. Additionally when movement is involved in learning sessions, students feel more motivated and they socialize focused on a specific task given by the teacher.

2.2.1 Music

The first element considered as a relevant strategy is Music. Music provides a more relaxed environment to receive new information and keep students with minimal or no stress. Stress in class will give us students with low productivity and demotivated, it also contributes to stop free participation of students.

Music has the power of preparing the environment for a specific activity, and students tend to participate with self-confidence. For this research, music is used during learning sessions. Papa M. and Iatorno G. in Rosová (2007) support the use of music in class when they mention that:

> There are several means to improve the teaching effectiveness and to raise the interest and motivation of the students. Recorded tapes, filmstrips, sound films, songs, comics, newspapers and magazines are all familiar to teachers and students and they have proved to be, in most cases, very effective because they are strongly related to everyday life (p.15).

Everyday life elements are useful tools to reach meaningful learning in the students. For young people, or students from fourteen to fifteen years old, the songs, singers and music of a specific film may evoke emotions in a especial way.

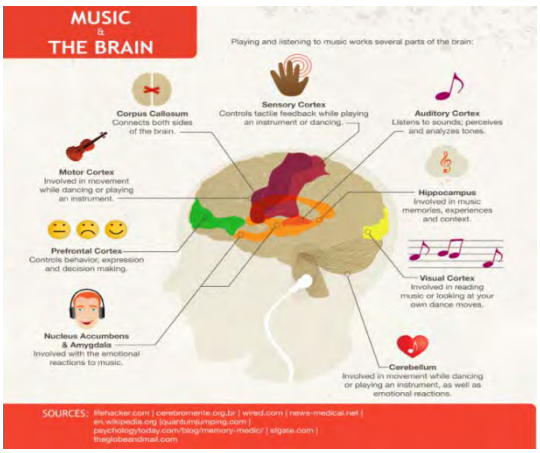


Figure 1. Music and the Brain
Source: Titolo (2012). The Music and the Brain.

The intervention of music in our different activities or learning has a positive effect. A moderate noise may lead to a higher creativity. Music enhances perception of sounds, rhythm patterns, and intonation. In addition, lexis acquisition is closely related to rhythm, and the idea is evoked in the student's mind.

Hallam (2010, p.10) supports that “One way in which music instruction may help reading in addition to those relating to more general perception, timing and language skills is that it increases verbal memory”.

Music contributes providing a pleasant and supporting atmosphere to students in class, considering the appropriate kind of music based on the activity the teacher is going to work with.

2.2.2 Movement

From just walking to different places in the classroom up to simulate a fashion show, movement is a key tool for activating long term memory in our students.

Movement can be an effective cognitive strategy: it can improve memory, strengthen learning, enhance motivation, and keep the brain alert. In other words, this way affects the cognitive process positively.

Our brain is an incredible network of information and depends on the tools the teacher uses in class, that is, if the entrance of new information can be kept in mind for a long time or not.

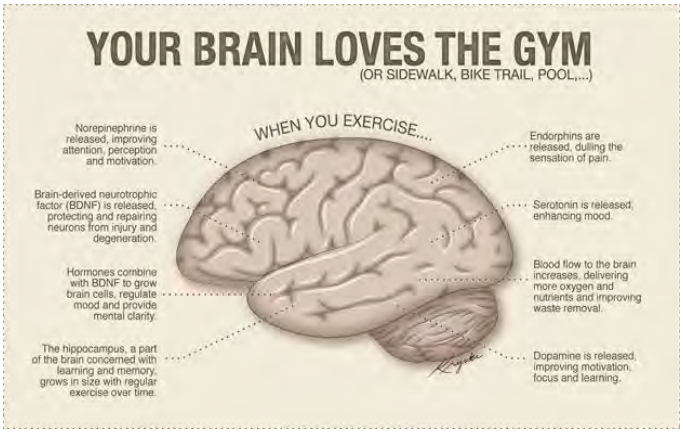


Figure 2. Your Brain Loves the Gym
Source: Kryski (2013). Your Brain Loves the Gym.

Jensen (2005) in ASCD webpage, presents a description of the brain, related to movements and its impact in the learning process, he mentions that:

> Educators should purposefully integrate movement activities into everyday learning: not just hands-on classroom activities, but also daily stretching, walks, dance, drama, seat-changing, energizers, and physical education. [...]Strong evidence supports the connection between movement and learning. Evidence from imaging sources, anatomical studies, and clinical data shows that moderate exercise enhances cognitive processing. It also increases the number of brain cells. (par.26)

2.2.3 Information Technology

The 21st Century student faces challenges that demands new effort from educators, not only because their present and future go as fast as the technology advances, but also because the generation of teachers who were born in the seventies and eighties did not use the same tools for their learning process at school. As teachers of the 21st Century, and those who have the responsibility to train these students, our first demand is related to our technical learning, and the different tools we may use to speak "the same language" our students do. The teacher must first possess the same 21st century skills that their students are expected to have.

The Four C's, as stated in the National Education Association publication involves Critical Thinking, Communication, Collaboration, and Creativity. NEA (p.14) mentions that, "It is important to consider how the current technologies shape words and images, as we receive many of our messages today through one or more digital devices. Thus, communication skills are intertwined with information, media, communication, and technology skills."

The Internet in class, as it is described in the Methodology and Collecting Data Chapter, is part of the strategies where students of Cycle VII feel familiarised and provide good results: enhancing exploration, building up of new knowledge, and strengthening the social collaboration. Warschauer and Meskill, (2000, p.5) state the language learning as an act of creativity, imagination, exploration, expression, construction, and profound social and cultural collaboration. They add that, if we use computers to fully humanize and enhance this act, rather than to try to automate it, the best that human and machine have to offer could be brought out.

2.3 Learning Styles

Nowadays, most of teachers ask themselves the same question – How can the same optimal results in all the students be obtained in relation to their learning, if they have different talents, strengths and needs? Many authors have written on that point, and in this opportunity, the students' learning style is considered as a tool that will support this research.

In a study presented by Kara (2009:2), Neil Fleming defines learning style as "an individual's characteristic and preferred ways of gathering, organising, and thinking about information". In other words, it is the way an individual organises, retains information, and processes an experience. This result in: remembering more, getting better grades in any subject at school, and increasing self-esteem.

Figure 3 explains the different learning styles based on VAK system. It is a picture related to the senses involved in each learning style. The eye represents the visual style of learning; learners who prefer visual aids as slides, flowcharts or maps are in this group. The ear represents the aural style and those learners who have preference for listening or read aloud and the Kinaesthetic style represents the learners who prefer real-life experiences, they need to move and touch.

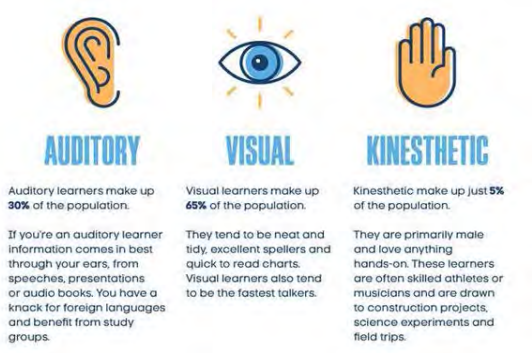


Figure 3. VAK Model
Source: Walz (2015). [Online Quiz] The 3 Different Ways People Learn (VAK Model)

It is important to mention that at San Martín de Porres School, the VAK model was used for the student's evaluation. The results will be presented in the following chapters. VAK is the abbreviation of Visual, Aural and Kinaesthetic criteria, based on the model developed on 1920, as it is mentioned by Chislett and Chapman (2005).

When determining the learning style of each student, all the appropriate learning materials can be prepared for class and considering all the variables. All this for students to acquire the new information. This information can be retained in their minds for a long time.

VAK Theory Intervention in this research is crucial because of the classification and organization of the collected information from students. After this, the session design was based on the results of the VAK Questionnaire.

The following is a chart that summarizes the three categories of VAK theory and is based on a research presented by Gilakjani (2012:105,106).

Visual Learners	These kinds of learners learn best through visual images, they depend on the teacher's non-verbal cues. They should be taught by teachers who speak in picturesque language, who use textbooks with diagrams, flowcharts, pictures and colours in their teaching.
Aural Learners	They should be taught through listening and interpreting information by the means of pitch, emphasis and speed. These students gain knowledge from reading out loud in the classroom. They will find discussions with classmates and teachers useful, as well as explaining the issue to others.
Kinaesthetic Learners	They should be taught by teachers who use real-life examples or with a Hands-on approach. Students need interaction with the real world and real-experiences in order to understand what they are learning.

Figure 4. Learning Styles
Source: Own elaboration

Chapter 3

Methodology of the Investigation

3.1 Type of Research

This chapter describes the procedures of quasi-experimental research methodology, which were used to develop through observation, diagnostic tests and interview, in two different selected groups of students of Cycle VII of EBR. The Selection of groups were already organised before the investigation and this distribution was used to my research. The procedure of data collection, data analysis, findings and a plan to prove the hypothesis are described.

As a quasi-experimental research, it tests a causal hypothesis and uses a comparison group. For this case, the intervention of an active learning method was applied in a selected group, leaving apart other elements such as schedule of the subject, discipline, teacher's motivation etc., to see the effect in the dependent variable. Those evidences were organised in tables and described as well as its effects and numeric measurement.

3.2 Population and Study Samples

According to the EBR the last cycle at school corresponds to 3rd. 4th and 5th secondary, where students are more conscious on creativity, learning process, scientific experiences and work easily due to their adolescence and their interests. The group of teenagers which participated in this research has the same range of ages in the control group as well as in the experimental group.

The universe involves of students of Cycle VII of EBR from the San Martín de Porres School N° 72 UGEL 03, the teachers who helped with the organization of schedule and providing information, a tutor, an assistant teacher and authorities who provided permission for my entrance into classrooms.

The population for this research is composed by students of 3rd "B" and 3rd "C", 55 students altogether; teenagers from 14 up to 15 years old. From these 55 students, I collected previous knowledge in the phase called First Stage. After that, I did the following division:

- Students from 3rd "C" class constituted my control group; 25 students.
- Students from 3rd "B" class constituted my experimental group; 30 students.

These 30 students from 3rd "B" organized their time and were able to participate in different sessions and work on their weaknesses. With this group different activities based on learning style were developed.

The sessions were performed during academic year 2015. The schedule involved 2 sessions per week. My entrance to the school was authorized by the Principal who issued a Practice Certificate attached in Annex 2, additionally there is the schedule of the research lines below.

With respect to the students, they are a group of teenagers from 14 and 15 years old of a public school of Basic Regular Education from urban zone in Magdalena District. Their social-economical level is low and most of them are from dysfunctional families. This secondary group did not have English Language subject as part of their Curriculum from cycles I up to V.

At the end of this process a comparison between the first and last results based on the experimental and control group is given.

3.3 Variables

Here is defined the elements which were studied, controlled and measured during this investigation.

3.3.1 Dependent Variable

The compliance with the National Curriculum Design and the projected competencies established in it are linked to teachers and students' strategies based on curricula provided by the NCD.

3.3.1.1 Indicator

Language skills of students according to the NCD

3.3.2 Independent Variable

The use of an active learning method for English language acquisition.

3.3.2.1 Indicator

Music, Movement and I.T. intervention in class.

3.3.3 Intervener Variable

Lack of previous knowledge.

All the information related to the Dependent Variable which involves the compliance with the National Curriculum Design and the projected competencies established in it are described in Appendix 1: Detailed Description of Variables.

3.4 Techniques and Collection of Data

From the register, observation and notes as researcher, a finding which I considered is necessary to work on was identified. The results let me know lack of English language teaching in this school and how far they are in relation to the objectives established by the NCD.

As any other research, the collaboration of teachers was an important contribution, as is the case of the tutor who had all the information related to her students' strengths and weaknesses, not only based on their behaviour but also on their learning styles.

The 3rd grade secondary sections B and C were chosen to explore, observe, collect and work in a new proposal. For both sections, the same Diagnostic Test was used. The Schedule for researching was as follows:

TIME	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 8:45		Experimental Group 3"B"	
8:45 – 9:30			Experimental Group 3"B"
9:45 – 10:30	Control Group 3"C"		
10:30–11:15			

Figure 5. Research Schedule
Source: Own elaboration

The research was performed in two sessions per week, one hour per session with the experimental group, for five months. The Diagnostic test, observations and collection of data from the Control group (3rd "C") were performed in two sessions.

3.4.1 Use of VAK Model Questionnaire

After the group of 55 students was evaluated, an interview with the tutor of 3rd "B" was done. In this occasion, the information related to the students could be

requested. A VAK Questionnaire was taken to this group between March and May 2015 and through this tool, the learning styles of students could have been determined and registered by the tutor. After the tutor's contribution, 30 students of 3rd B grade secondary were considered as the experimental group for this research.

VAK Questionnaire became in a core topic to develop competencies using a series of strategies. With the survey (VAK questionnaire) it could be determined that there are three groups of students (based on the questionnaire taken by the tutor):

a. those who can learn easily through visual aid such as pictures, charts, diagrams, computer exercises and videos.

b. those who learn better through music video, radio or singing.

c. those who learn by moving or touching things.

The key element to reach meaningful knowledge in students is real- life examples; considering learning styles and meaningful knowledge.

3.4.2 Group students according to their learning styles

Based on VAK Questionnaire results, students were divided in three groups; one group of visual students, one of Aural students and one of Kinaesthetic students.

3.4.3 Use of Visual Aid, Music, Movement and I.T in class

Activities which involved visual, aural and kinaesthetic methodological actions were considered. The intervention of these elements is the core point for this research and its results.

The visual tools used were pictures from magazines, drawings, and video images from internet. With respect to Music, it was a great tool to reduce the stress in class. In this research music was considered as a strategic tool, because it allowed the student to leave the traditional formality of a class, relax, and learn pronunciation by listening.

Additionally, when it was used audio-visual tools such as lyrics from Youtube, as is the case of Learning Session N° 6 (Lemon Tree of Fools Garden band), the class became enjoyable and students remember more on vocabulary, structures and pronunciation. See Appendix 2.

Movements were also a great contribution for learning process, and they can be manifested in different styles such as: guessing game involving mime, team works forming circle, rotating members of the group, and others. For students who learn easily by doing or movement, this moment was one of the best moments of all the session.

Fiore (2014) mentioned in The Creativity Post webpage with respect to movement, that:

> Movement has been shown by educational, cognitive, psychological, medical, and behavioural research to be one of the best ways to get all children - typical and special needs alike - to gain control over their behaviour and to engage with and retain what is being taught to them. (par.1)

Information Technology offers a great number of alternatives to use as tools for our class, our students correspond to a technological demanding generation. In spite of social network, surfing the net and blogs may help in learning, it is necessary to mention that, due to the fact that many of the students do not have a computer since they come from Pérez Aranival orphanage or comes from low-income families, working from Facebook or a blog to measure their development with the subject was not possible. However, we worked together in the school lab and they felt enthusiastic in two aspects, the first related to technology interaction and the second related to English language acquisition.

3.4.4 Feedback

During oral activities in class, the feedback allowed me to guide student into the comprehension of oral texts; a very useful tool for those who learn by listening and talking.

3.4.5 Assessment.

Each session was performed with a self-assessment time at the end of each session. Here students thought about the new knowledge and how meaningful was it for them, they took notes in a Format with this information. Hetero assessment was also applied to the experimental group during the sessions. My role in this case as teacher was to be an agent who assesses the students learning.

3.4.6 Diagnostic Test

Diagnostic Tests were an excellent tool for this research. A Diagnostic test was very useful when we needed to discover students' strengths and weaknesses and obtain detailed information from students and the teacher. The three Diagnostic Tests taken along this process were based on four main components:

- Dialogue
- Pronunciation/Phonetics
- Grammar
- Reading and Writing

These components at the same time evaluated the following competences:

- Oral Expression and Comprehension through dialogue.
- Text Comprehension through Reading comprehension.
- Text Production through Grammar and Writing

These three main blocks are based on the National Curriculum Design.

The Diagnostic Tests were performed in three stages. A full detailed information on the Diagnostic Tests and their First, Intermediate and Final Stage is included in Appendix 3. All of them are supported with the correspondent explanation and samples.

3.4.7 Observation and Checklist

The class observation was a key instrument. The teacher allowed me to be present during her class and the information was collected. In order to observe and measure the teacher intervention level in the learning process. A Checklist focused on pedagogical and methodological competence was done. Some of these questions have as reference, the information from the publication of Moreno, Silveira, and Belando (2015, p.57- 58).

Appendix 4 contains the Checklist on Pedagogical and Methodological Competencies and the resolved version.

3.4.8 Metacognition Checklist

A Metacognition Checklist was used. These metacognition samples were taken during the last session from students with different English level. In the Metacognition Checklist there is a value scale where the less value is 1 = POOR and the highest is

5=EXCELLENT. Another values such as FAIR, GOOD and EXCELLENT are considered. The samples were taken in our last session from students with different English level. See the Metacognition Checklist Chart in Appendix 5. Additionally, a group of samples already answered by the students is attached.

3.4.9 Photos

Through photos was possible to observe interaction, register students behaviour, have a view of the class environment during learning sessions, observe the development of sessions in different places and register the infrastructure demands. See these Photos in Appendix 6.

3.5 Timetable of the Project

At the beginning of this research, in February and March 2015, it was difficult to find a school and a group in which I could work this project. In San Martín de Porres School, the research's advantages and benefits for English teachers and students were presented before the authorities. After that, the permission for accessing the school, the classrooms, the library and the computer Lab was allowed in April. Since the first visits, the information from students was collected and the way teachers work at school was noticed.

Then, after working in many sessions with new strategies (the weeks pointed in light blue on the Timetable of the following page), a progressive improvement due to the Active Learning Methodology was noticed; the assessment and the gradually results allowed me to confirm this.

Finally after working from May to August interacting with students, the expected results with the Final Diagnostic Test was achieved. In September, all the results were collected and the graphics of results were built. Finally the thesis was delivered in October. The timetable of the project is detailed in the next page.

		APRIL				MAY				JUN				JULY		AUGUST				SEPTEMBER				OCTOBER	
	GOALS / WEEKS	1	2	3	4	1	2	3	4	1	2	3	4	1	2	1	2	3	4	1	2	3	4		
1	Find a school available to the research	●																							
2	Find the universe and population	●																							
3	Meet the Principal and colleagues of the school		●																						
4	Design the first Diagnostic Tests and questionnaire		●																						
5	Visit the three classes of 7th. Cycle			●																					
6	Visit the computing Lab, observe students.																								
7	Observe an English session				●																				
8	Design of the first sessions with other strategies				●																				
9	Evaluate with the Diagnostic Test (First Stage)					●																			
10	Interview to an English Teacher					●																			
11	Provide Sessions using my proposal						●	●	●	●	●	●	●	●											
12	Discuss of the diagnostic test (First Stage)						●																		
13	Diagnostic test (Intermediate Stage)													●											
14	Calculate results of tests														●	●									
15	Provide sessions using my proposal																●	●	●	●	●	●			
16	Meet the tutor to talk about the improvements																					●			
17	Evaluate with the Diagnostic Test (Final Stage)																					●			
18	Calculate results and elaboration of graphics																					●			
19	Prepare the tables and score of students																					●	●		
20	Complete details before the delivery of the Thesis																							●	●

Figure 6. Timetable of the Project
Source: Own elaboration

Chapter 4

Discussion of Results

In the Checklist Chart on Pedagogical and Methodological Competencies, some important items are matched in "Seldom" and "Never" value. This result and other elements from the Diagnostic Tests called my attention and at the same time, provided me many ideas on what and how to deal with the result. It was looked for a strategy that helps to improve results on the students' language acquisition, in order to comply with the NCD objectives.

The methodological development of this proposal respects the learning styles of the students. Different strategies for Visual, Aural, and Kinesthetic students are included in the same session through different strategies.

4.1 VAK Questionnaire Results

This evaluation was made by the tutor of 3rd "B" grade secondary, during the first two months of academic year 2015. The tutor followed the three main criteria: *Visual, Aural and Kinaesthetic*, in order students can be identified according their learning styles.

Students were divided into 3 groups, providing the following result:

VISUAL	AURAL	KINESTHETIC
	1. Soria	
	2. Tello	
1. Pauca	3. Torres	
2. Veliz	4. Fuentes	
3. Torres	5. Rodrigues	
4. Ponce	6. Robles	
5. Socualaya	7. Portilla	
6. Huamaní	8. Perez	1. Russo
7. Girio	9. Montalvo	2. Ttito
8. Espinoza	10. La Rosa	3. Sosaya
9. Cortéz	11. Jessen	4. Serrato
10. Carpio	12. Huillca	5. Navarro
11. Carhuas	13. Diaz	6. Castro

Figure 7. Questionnaire Results
Source: Own elaboration

As states in Chart, in 3rd grade "B" secondary, there are 11 students who have visual learning; they collect and keep information through pictures, diagrams, tables and photos. 13 of this group have aural learning; they learn through sounds, music, rhythm etc. And 6 of them have kinaesthetic learning; using the body, movements and touching things to acquire information.

Through these results and based on VAK test, I could design the learning sessions involving the corresponding tools in them.

4.2 Diagnostic Tests Results

4.2.1 Tables of Results

The following information is based the 12 Tables distributed in the three stages of the research.

4.2.1.1 First Stage

The Diagnostic test gives more details of the situation and progress of the students. This first graphics show the results on the Diagnostic Test (First Stage). This First test was developed by 55 students. The Diagnostic Test (First Stage) taken to 3rd"C" grade and 3rd "B" has a minimal difference in the format as a visual help to me. The results calculated in percentage indicate how far or close are students to reach the NCD objectives, having as the highest reference 100%.

Table 1. First Stage General Result

		Class	Score over 30	Score over 20	Reached %
1	Arrieta Edgar	3rd. C	4	03	15
2	Buchezo Leonardo	3rd. C	9	06	30
3	Calle Pintado Junior	3rd. C	22	14.6	73
4	Campos José Luis	3rd. C	14	9.3	46.5
5	Cochique Jean Paul	3rd. C	13	8.6	43
6	Dextre Andrés	3rd. C	11	7.3	36.5
7	Diaz Victor	3rd. C	09	6	30
8	Flores Renato	3rd. C	22	14.6	73
9	Gastolmedo Fiorella	3rd. C	2	1.3	6.5
10	Gonzales Juan Diego	3rd. C	12	8	40
11	Henry Alexander	3rd. C	15	10	50
12	Hinostroza Luz	3rd. C	11	7.3	36.5
13	Isabel	3rd. C	14	9.3	46.5
14	María Alejandra	3rd. C	5	3.3	16.5
15	Nuñez Andres	3rd. C	09	6	30
16	Pacotaype Jhonatan	3rd. C	16	10.6	53

		Class	Score over 30	Score over 20	Reached %
17	Padilla Erika	3rd. C	10	6.6	33
18	Paucar Junior	3rd. C	14	9.3	46.5
19	Pinasco Gina	3rd. C	12	8	40
20	Quintana Angelo	3rd. C	8.5	5.6	28
21	Quispe Jesús	3rd. C	11	7.3	36.5
22	Sanya Miguel	3rd. C	6	4	20
23	Suca	3rd. C	21	14	70
24	Tello Dario	3rd. C	18	12	60
25	Villacorta César	3rd. C	19	12.6	63
26	Carhuas Omar	3rd. B	8.5	5.6	28.3
27	Carpio Salvatore	3rd. B	12.5	8.3	41.7
28	Castro Emilio	3rd. B	9.5	6.3	31.7
29	Cortéz Harold	3rd. B	7	4.7	2.1
30	Diaz Ariana	3rd. B	13	8.7	3.9
31	Espinoza Estefani	3rd. B	7.5	5	25
32	Fuentes B. Marcelo	3rd. B	12.5	8.3	41.7
33	Girio Christofer	3rd. B	10	6.6	33.3
34	Huamaní Rebeca	3rd. B	13	8.6	43.3
35	Huillca - Livimoro	3rd. B	8.5	5.7	2.55
36	Jessen Carmen	3rd. B	28.5	19	95
37	Larosa Ricardo	3rd. B	10	6.6	33.3
38	Montalvo Carlos	3rd. B	10.5	7	35
39	Navarro	3rd. B	9	6	30
40	Pauca Isaac	3rd. B	10.5	7	35
41	Perez Alex	3rd. B	16.5	11	55
42	Ponce Diana	3rd. B	10	6.7	3
43	Portilla Abraham	3rd. B	14	9.3	46.7
44	Robles David	3rd. B	9	6	30
45	Rodrigues Sony	3rd. B	13.5	9	45
46	Russo Diego	3rd. B	15.5	10.3	51.7
47	Serrato Ever	3rd. B	13.5	9	45
48	Socualaya Emerson	3rd. B	17	11.3	56.7
49	Soria Kelly	3rd. B	10	6.6	33.3
50	Sosaya Alex	3rd. B	15	10	50
51	Tello Alfonzo	3rd. B	12.5	8.3	41.7
52	Ttito Limaco Diego A	3rd. B	5	3.3	1.5
53	Torres José	3rd. B	17	11.3	56.7
54	Torres Ramirez Sebastian	3rd. B	15	10	50
55	Veliz Guillermo	3rd. B	8	4	26.7
	TOTAL		**669**	**444.1**	**2097.8**
	AVERAGE		**12.1**	**8.07**	**38.1%**

Source: Own elaboration

In this Chart students obtained 8.07 points over a scale of 20, and this indicates a huge disadvantage in comparison with the objectives of NCD. They present an average of 38.1% of knowledge already reached.

The following information shows the results distributed into blocks of competencies.

Table 2. Oral Expression and Comprehension Result (First stage)

		Dialogue/ 10	**Pronounciation/ 5**
1	Arrieta Edgar	3	1
2	Buchezo Leonardo	5	1
3	Calle Pintado Junior	6	4
4	Campos José Luis	5	3
5	Cochique Jean Paul	3	3
6	Dextre Andrés	5	1
7	Diaz Victor	3	1
8	Flores Renato	10	4
9	Gastolmedo Fiorella	1	1
10	Gonzales Juan Diego	5	0
11	Henry Alexander	2	2
12	Hinostroza Luz	6	0
13	Isabel	6	0
14	María Alejandra	2	0
15	Nuñez Andres	2	3
16	Pacotaype Jhonatan	7	3
17	Padilla Erika	5	2
18	Paucar Junior	4	3
19	Pinasco Gina	4	3
20	Quintana Angelo	3	2
21	Quispe Jesús	2	3
22	Sanya Miguel	5	1
23	Suca	5	3
24	Tello Dario	7	0
25	Villacorta César	6	4
26	Carhuas Omar	0	1
27	Carpio Salvatore	6	2

		Dialogue/ 10	Pronounciation/ 5
28	Castro Emilio	1.5	2
29	Cortéz Harold	0	2
30	Diaz Ariana	1.5	2
31	Espinoza Estefani	1.5	3
32	Fuentes B. Marcelo	5	0
33	Girio Christofer	3	1
34	Huamaní Rebeca	2	0
35	Huillca - Livimoro	5	2
36	Jessen Carmen	9.5	4
37	Larosa Ricardo	3	1
38	Montalvo Carlos	3.5	0
39	Navarro	4	0
40	Pauca Isaac	0.5	5
41	Perez Alex	0.5	4
42	Ponce Diana	5	1
43	Portilla Abraham	4	3
44	Robles David	2	0
45	Rodrigues Sony	5	3
46	Russo Diego	7	1
47	Serrato Ever	5	2
48	Socualaya Emerson	7	1
49	Soria Kelly	3.5	1
50	Sosaya Alex	6	1
51	Tello Alfonzo	5	1
52	Ttito Limaco Diego A.	2	0
53	Torres josé	5	2
54	Torres Ramirez S	5	1
55	Veliz Guillermo	1	1
	TOTAL	**221**	**95**
	AVERAGES	**4.0**	**1.7**
	TOTAL AVERAGE	**5.7**	

Source: Own elaboration

Table 3. Text Comprehension Result (First stage)

		Reading/ 5
1	Arrieta Edgar	0
2	Buchezo Leonardo	3
3	Calle Pintado Junior	4
4	Campos José Luis	3
5	Cochique Jean Paul	5
6	Dextre Andrés	4
7	Diaz Victor	2
8	Flores Renato	4
9	Gastolmedo Fiorella	0
10	Gonzales Juan Diego	5
11	Henry Alexander	5
12	Hinostroza Luz	4
13	Isabel	3
14	María Alejandra	2
15	Nuñez Andres	3
16	Pacotaype Jhonatan	5
17	Padilla Erika	2
18	Paucar Junior	5
19	Pinasco Gina	4
20	Quintana Angelo	3
21	Quispe Jesús	5
22	Sanya Miguel	0
23	Suca	5
24	Tello Dario	5
25	Villacorta César	4
26	Carhuas Omar	5
27	Carpio Salvatore	2.5
28	Castro Emilio	2
29	Cortéz Harold	0
30	Diaz Ariana	4.5
31	Espinoza Estefani	0
32	Fuentes B. Marcelo	2.5
33	Girio Christofer	0.5
34	Huamaní Rebeca	2

		Reading/ 5
35	Huillca - Livimoro	1
36	Jessen Carmen	5
37	Larosa Ricardo	0
38	Montalvo Carlos	2
39	Navarro	0
40	Pauca Isaac	0
41	Perez Alex	5
42	Ponce Diana	0
43	Portilla Abraham	2
44	Robles David	1
45	Rodrigues Sony	0.5
46	Russo Diego	0.5
47	Serrato Ever	1.5
48	Socualaya Emerson	4
49	Soria Kelly	1.5
50	Sosaya Alex	3
51	Tello Alfonzo	1.5
52	Ttito Limaco Diego A.	0
53	Torres josé	4
54	Torres Ramirez Sebastian	4
55	Veliz Guillermo	1
	TOTAL	**141.5**
	TOTAL AVERAGE	**2.57**

Source: Own elaboration

Table 4. Text Production Result (First stage)

		Grammar/ 5	Writing/5
1	Arrieta Edgar	0	0
2	Buchezo Leonardo	0	0
3	Calle Pintado Junior	2	5
4	Campos José Luis	3	0
5	Cochique Jean Paul	2	0
6	Dextre Andrés	1	0
7	Diaz Victor	2	1
8	Flores Renato	2	2
9	Gastolmedo Fiorella	0	0
10	Gonzales Juan Diego	2	0
11	Henry Alexander	1	5
12	Hinostroza Luz	1	0
13	Isabel	5	0
14	María Alejandra	1	0
15	Nuñez Andres	1	0
16	Pacotaype Jhonatan	1	0
17	Padilla Erika	1	0
18	Paucar Junior	2	0
19	Pinasco Gina	1	0
20	Quintana Angelo	2	0
21	Quispe Jesús	1	0
22	Sanya Miguel	0	0
23	Suca	3	5
24	Tello Dario	4	2
25	Villacorta César	3	2
26	Carhuas Omar	2	0.5
27	Carpio Salvatore	2	0
28	Castro Emilio	5	0
29	Cortéz Harold	5	0
30	Diaz Ariana	5	0
31	Espinoza Estefani	3	0
32	Fuentes B. Marcelo	5	0
33	Girio Christofer	5	0.5

		Grammar/ 5	Writing/5
34	Huamaní Rebeca	5	0.5
35	Huillca - Livimoro	5	0
36	Jessen Carmen	5	5
37	Larosa Ricardo	5	1
38	Montalvo Carlos	5	0
39	Navarro	5	0
40	Pauca Isaac	5	0
41	Perez Alex	5	2
42	Ponce Diana	4	0
43	Portilla Abraham	5	0
44	Robles David	5	0
45	Rodrigues Sony	5	0
46	Russo Diego	4	3
47	Serrato Ever	5	0
48	Socualaya Emerson	5	0
49	Soria Kelly	5	0
50	Sosaya Alex	5	0
51	Tello Alfonzo	5	0
52	Ttito Limaco Diego A.	3	0
53	Torres josé	3	3
54	Torres Ramirez Sebastian	5	0
55	Veliz Guillermo	4	0
	TOTAL	**176**	**37.5**
	AVERAGES	**3.2**	**0.68**
	TOTAL AVERAGE	**3.88**	

Source: Own elaboration

These three blocks of competencies show different scores. Oral expression and Pronunciation are involved in Oral Expression and Comprehension block. Dialogue section is over 10 points, it was obtained 4.0 points while Pronunciation section over 5 points obtained 1.7. The total average in this block was 5.7 points. Text Comprehension block is over 5 points and obtained 2.5 points. Grammar and Writing sections are involved in Text Production block: Grammar obtained 3.2 points over 5 and Writing section obtained 0.68 over 5 points. The total average in Text Production block is 3.88 points.

4.2.1.2 Intermediate Stage

The intermediate stage was developed with 30 students from 3rd "B" grade secondary; the experimental group. The results have a higher score in comparison with the first stage.

Table 5. Intermediate Stage General Result Diagnostic Test (Intermediate stage)

Item	Name	Class	Date	S/30	Score/20	Reached %
1	Carhuas Omar	3ro. "B"	20.08.2015	21	14	70
2	Carpio Salvatore	3ro. "B"	20.08.2015	5	3	16.7
3	Castro Emilio	3ro. "B"	20.08.2015	19	12.6	63.3
4	Cortéz Harold	3ro. "B"	20.08.2015	17	11.3	56.7
5	Diaz Ariana	3ro. "B"	20.08.2015	26	17.3	86.7
6	Espinoza Estefani	3ro. "B"	20.08.2015	7	4.6	23.3
7	Fuentes B Marcelo	3ro. "B"	20.08.2015	16.5	11	55
8	Girio Christofer	3ro. "B"	20.08.2015	21	14	70
9	Huillca -Livimoro	3ro. "B"	20.08.2015	14	9.3	46.7
10	Huamaní Rebeca	3ro. "B"	20.08.2015	21	14	70
11	Jessen Carmen	3ro. "B"	20.08.2015	30	20	100
12	La Rosa Ricardo	3ro. "B"	20.08.2015	17	11.3	56.7
13	Montalvo Carlos	3ro. "B"	20.08.2015	22	14.6	73.3
14	Navarro Aaron	3ro. "B"	20.08.2015	17	11.3	56.7
15	Pauca Isaac	3ro. "B"	20.08.2015	17	11.3	56.7
16	Perez Alex	3ro. "B"	20.08.2015	15	10	50
17	Ponce Diana	3ro. "B"	20.08.2015	23	15.3	76.7
18	Portilla Abraham	3ro. "B"	20.08.2015	16	10.6	53.3
19	Robles David	3ro. "B"	20.08.2015	22.5	15	75
20	Rodriguez Sony	3ro. "B"	20.08.2015	24	16	80
21	Russo Diego	3ro. "B"	20.08.2015	28	18.6	93.3
22	Serrato Ever	3ro. "B"	20.08.2015	18	12	60
23	Socualaya E	3ro. "B"	20.08.2015	21	14	70
24	Soria Kelly	3ro. "B"	20.08.2015	23	15.3	76.7
25	Sosaya Alex	3ro. "B"	20.08.2015	16	10.6	53.3
26	Tello Alfonzo	3ro. "B"	20.08.2015	15	10	50
27	Ttito Limaco D.	3ro. "B"	20.08.2015	19	12.7	63.3

Item	Name	Class	Date	S/30	Score/20	Reached %
28	Torres josé	3ro. "B"	20.08.2015	22	14.6	73.3
29	Torres Ramirez S	3ro. "B"	20.08.2015	22	14.6	73.3
30	Veliz Guillermo	3ro. "B"	20.08.2015	16	10.6	53.3
	TOTAL			**571**	**379.6**	
	TOTAL AVERAGE			**19.0**	**12.7**	**63.4**

Source: Own elaboration

In this Chart students reached 12.7 over 20 and 63.4 % of English knowledge. In comparison to the first stage result there is a difference of 25.3 %. This difference shows an improvement on communicative acquisition skills. In this point, students are getting closer to the goal.

Table 6. Oral Expression and Comprehension Result (Intermediate stage)

		Dialogue / 10	Pronunciation / 5
1	Carhuas Omar	9.5	2
2	Carpio Salvatore	3	2
3	Castro Emilio	9	5
4	Cortéz Harold	6	3
5	Diaz Ariana	10	5
6	Espinoza Estefani	1	3
7	Fuentes B. Marcelo	9.5	3
8	Girio Christofer	8	4
9	Huillca-Livimoro	4	3
10	Huamaní Rebeca	9	1
11	Jessen Carmen	10	5
12	Larosa Ricardo	7.5	4
13	Montalvo Carlos	9	5
14	Navarro	5	2
15	Pauca Isaac	7	2
16	Perez Alex	3	4
17	Ponce Diana	10	4
18	Portilla Abraham	9	4
19	Robles David	9	5
20	Rodrigues Sony	9.5	4

		Dialogue / 10	Pronunciation / 5
21	Russo Diego	9	4
22	Serrato Ever	5	4
23	Socualaya Emerson	9	3
24	Soria Kelly	9	4
25	Sosaya Alex	6	4
26	Tello Alfonzo	3	4
27	Ttito Limaco Diego	6	3
28	Torres josé	8	4
29	Torres Ramirez S	9	4
30	Veliz Guillermo	3	4
AVERAGES		**7.17**	**3.6**
TOTAL AVERAGE		**10.77**	

Source: Own elaboration

Table 7. Text Comprehension Result (Intermediate stage)

		Reading/5
1	Carhuas Omar	3
2	Carpio Salvatore	0
3	Castro Emilio	1
4	Cortéz Harold	2.5
5	Diaz Ariana	3.5
6	Espinoza Estefani	1
7	Fuentes B. Marcelo	2
8	Girio Christofer	2
9	Huillca-Livimoro	3
10	Huamaní Rebeca	3
11	Jessen Carmen	5
12	La Rosa Ricardo	1.5
13	Montalvo Carlos	2
14	Navarro	3
15	Pauca Isaac	2
16	Perez Alex	2
17	Ponce Diana	2.5
18	Portilla Abraham	0

		Reading/5
19	Robles David	3
20	Rodrigues Sony	2.5
21	Russo Diego	5
22	Serrato Ever	3
23	Socualaya Emerson	3
24	Soria Kelly	2
25	Sosaya Alex	2
26	Tello Alfonzo	2
27	Ttito Limaco Diego A.	3
28	Torres José	2
29	Torres Ramirez Sebastian	2
30	Veliz Guillermo	2
TOTAL AVERAGE		**2.4**

Source: Own elaboration

Table 8. Text Production Result (Intermediate stage)

		Grammar/5	Writing/5
1	Carhuas Omar	3	3
2	Carpio Salvatore	2	0
3	Castro Emilio	4	0
4	Cortéz Harold	3	2.5
5	Diaz Ariana	5	3.5
6	Espinoza Estefani	2	0
7	Fuentes B. Marcelo	4	1
8	Girio Christofer	4	3
9	Huillca-Livimoro	1	3
10	Huamaní Rebeca	4	4
11	Jessen Carmen	5	5
12	Larosa Ricardo	2	2
13	Montalvo Carlos	4	2
14	Navarro	4	3
15	Pauca Isaac	3	3
16	Perez Alex	4	2

		Grammar/5	Writing/5
17	Ponce Diana	4	2.5
18	Portilla Abraham	3	0
19	Robles David	4	1.5
20	Rodrigues Sony	5	3
21	Russo Diego	5	5
22	Serrato Ever	4	2
23	Socualaya Emerson	4	2
24	Soria Kelly	5	3
25	Sosaya Alex	2	2
26	Tello Alfonzo	4	2
27	Ttito Limaco Diego	4	3
28	Torres José	4	4
29	Torres Ramirez S	4	3
30	Veliz Guillermo	4	3
AVERAGES		**3.7**	**2.4**
TOTAL AVERAGE		**6.1**	

Source: Own elaboration

These three blocks of competencies show different score. Oral expression and Pronunciation are involved in Oral Expression and Comprehension block: Dialogue section over 10 points obtained 7.17 points, while Pronunciation section over 5 points obtained 3.6. The total Average in this block was 10.77 points. Text Comprehension block is over 5 points and obtained 2.4 points. Grammar and Writing sections are involved in Text Production block: Grammar section obtained 3.7 points, while Writing 2.4 points, a total average of 6.1 points.

4.2.1.3 Final Stage

This Final Stage was developed by the experimental group and the results are as follow:

Table 9. Final Stage General Result

Item	Name	Class	Date	S/30	Score/20	Reached%
1	Carhuas Omar	3ro. "B"	17.09.2015	29	19.3	96.7
2	Carpio Salvatore	3ro. "B"	17.09.2015	24	16	80
3	Castro Emilio	3ro. "B"	17.09.2015	28	18.7	93.3
4	Cortéz Harold	3ro. "B"	17.09.2015	29	19.3	96.7
5	Diaz Ariana	3ro. "B"	17.09.2015	22	14.7	73.3
6	Espinoza Est.	3ro. "B"	17.09.2015	22	14.7	73.3
7	Fuentes B. M	3ro. "B"	17.09.2015	26.5	17.7	88.3
8	Girio Christofer	3ro. "B"	17.09.2015	23	15.3	76.7
9	Huillca Livimoro	3ro. "B"	17.09.2015	25	16.7	83.3
10	Huamaní Rebeca	3ro. "B"	17.09.2015	21.5	14.3	71.7
11	Jessen Carmen	3ro. "B"	17.09.2015	30	20	100
12	Larosa Ricardo	3ro. "B"	17.09.2015	30	20	100
13	Montalvo Carlos	3ro. "B"	17.09.2015	28	18.7	93.3
14	Navarro Aaron	3ro. "B"	17.09.2015	23	15.3	76.7
15	Pauca Isaac	3ro. "B"	17.09.2015	24.5	16.3	81.7
16	Perez Alex	3ro. "B"	17.09.2015	21	14	70
17	Ponce Diana	3ro. "B"	17.09.2015	29	19.3	96.7
18	Portilla Abraham	3ro. "B"	17.09.2015	23	15.3	76.7
19	Robles David	3ro. "B"	17.09.2015	28	18.7	93.3
20	Rodrigues Sony	3ro. "B"	17.09.2015	22	14.7	73.3
21	Russo Diego	3ro. "B"	17.09.2015	28	18.7	93.3
22	Serrato Ever	3ro. "B"	17.09.2015	19	12.7	63.3
23	Socualaya E.	3ro. "B"	17.09.2015	29	19.3	96.7
24	Soria Kelly	3ro. "B"	17.09.2015	20	13.3	66.7
25	Sosaya Alex	3ro. "B"	17.09.2015	27.5	18.3	91.7
26	Tello Alfonzo	3ro. "B"	17.09.2015	15.5	10.3	51.7
27	Ttito Limaco D	3ro. "B"	17.09.2015	24	16	80
28	Torres José	3ro. "B"	17.09.2015	27	18	90
29	Torres Ramirez S	3ro. "B"	17.09.2015	29	19.3	96.7
30	Veliz Guillermo	3ro. "B"	17.09.2015	21.5	14.3	71.7
			TOTAL	**749**	**499.3**	
			AVERAGE	**25.0**	**16.6**	**83.0**

Source: Own elaboration

Table 10. Oral expression and comprehension result (Final stage)

		Dialogue /10	Pronounciation/5
1	Carhuas Omar	9	5
2	Carpio Salvatore	9	4
3	Castro Emilio	10	4
4	Cortéz Harold	10	4
5	Diaz Ariana	8	3
6	Espinoza Estefani	7	5
7	Fuentes B Marcelo	10	3
8	Girio Christofer	7	5
9	Huillca-Livimoro	8	3
10	Huamaní Rebeca	10	4
11	Jessen Carmen	10	5
12	Larosa Ricardo	10	5
13	Montalvo Carlos	9	4
14	Navarro	9	4
15	Pauca Isaac	10	5
16	Perez Alex	10	5
17	Ponce Diana	9	5
18	Portilla Abraham	9	5
19	Robles David	9	5
20	Rodrigues Sony	10	5
21	Russo Diego	8	5
22	Serrato Ever	9	5
23	Socualaya Emerson	10	4
24	Soria Kelly	8	4
25	Sosaya Alex	10	4
26	Tello Alfonzo	2	4
27	Ttito Limaco Diego A.	10	5
28	Torres josé	9	4
29	Torres Ramirez Sebastian	10	5
30	Veliz Guillermo	9	2
		Dialogue /10	**Pronounciation/5**
	AVERAGE	**8.9**	**4.3**
	TOTAL AVERAGE	**13.2**	

Source: Own elaboration

Table 11. Text comprehension result (Final stage)

		Reading/5
1	Carhuas Omar	5
2	Carpio Salvatore	4
3	Castro Emilio	5
4	Cortéz Harold	5
5	Diaz Ariana	4.5
6	Espinoza Estefani	2.5
7	Fuentes B. Marcelo	4
8	Girio Christofer	3
9	Huillca-Livimoro	3.5
10	Huamaní Rebeca	1
11	Jessen Carmen	5
12	Larosa Ricardo	5
13	Montalvo Carlos	5
14	Navarro	3
15	Pauca Isaac	1
16	Perez Alex	0
17	Ponce Diana	5
18	Portilla Abraham	2
19	Robles David	5
20	Rodrigues Sony	0
21	Russo Diego	5
22	Serrato Ever	5
23	Socualaya Emerson	5
24	Soria Kelly	2
25	Sosaya Alex	4
26	Tello Alfonzo	3.5
27	Ttito Limaco Diego A.	2.5
28	Torres José	4.5
29	Torres Ramirez Sebastian	5
30	Veliz Guillermo	2.5
	TOTAL AVEGRAGE	**3.6**

Source: Own elaboration

Table 12. Text Production Result (Final stage)

		Grammar/5	Writing/5
1	Carhuas Omar	5	5
2	Carpio Salvatore	5	2
3	Castro Emilio	5	4
4	Cortéz Harold	5	5
5	Diaz Ariana	2	4.5
6	Espinoza Estefani	5	2.5
7	Fuentes B. Marcelo	5	4.5
8	Girio Christofer	5	3
9	Huillca-Livimoro	4	3.5
10	Huamaní Rebeca	5	1.5
11	Jessen Carmen	5	5
12	Larosa Ricardo	5	5
13	Montalvo Carlos	5	5
14	Navarro	5	2
15	Pauca Isaac	5	1
16	Perez Alex	5	1
17	Ponce Diana	5	5
18	Portilla Abraham	5	2
19	Robles David	4	5
20	Rodrigues Sony	5	2
21	Russo Diego	5	5
22	Serrato Ever	5	5
23	Socualaya Emerson	5	5
24	Soria Kelly	5	3
25	Sosaya Alex	5	4.5
26	Tello Alfonzo	3	3
27	Ttito Limaco Diego	4	2.5
28	Torres josé	5	4.5
29	Torres Ramirez S	5	4
30	Veliz Guillermo	5	3
	AVERAGES	**4.7**	**3.6**
	TOTAL AVERAGE	**8.3**	

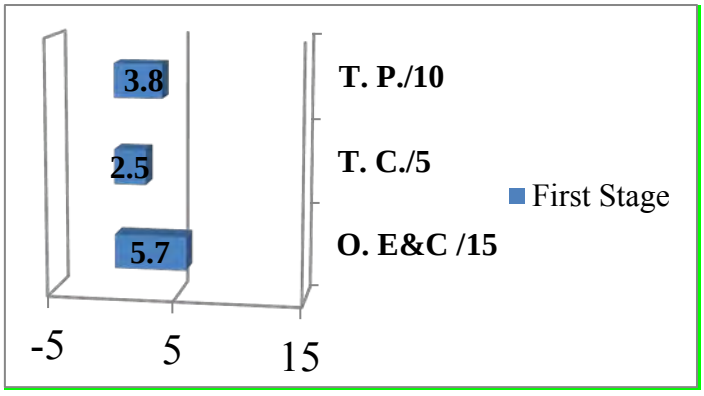
Source: Own elaboration

Here Oral expression and Pronunciation are involved in Oral Expression and Comprehension block: Dialogue section over 10 points obtained 8.9 points, while Pronunciation section over 5 points obtained 4.3, the total average in this block was 13.2 points. Text Comprehension block is over 5 points and obtained 3.6 points. Grammar and Writing sections are involved in Text Production block: Grammar section obtained 4.7 points while Writing 3.6 points, a total average of 8.3 points.

After this last Diagnostic Test, students reached 25 points over 30, which means 16.6 points over 20 scale. They reached 83 per cent on their communicative skills results as a group. Then, they are very close to the NCD goals, which is our 100% reference.

4.2.2 Graphics of Results

4.2.2.1 First Stage



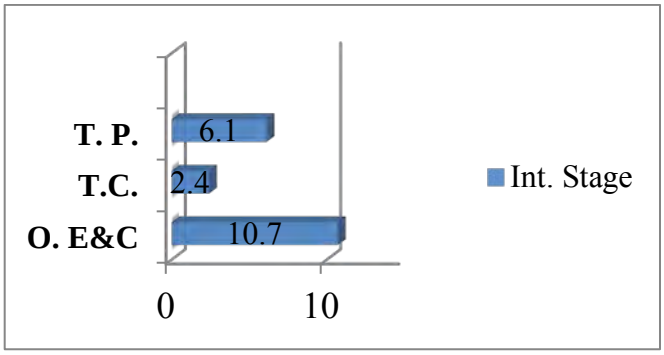
Graphic 1 First Stage
Source: Own elaboration

In this Graphic we see that Text Production reached 3.8 point over 10, in Text Comprehension students reached 2.5 points over 5 and in Oral Expression and Comprehension block, students reached 5.7 over 15 points. Each item is lower than the media point.

Average Score over 20 scale	**8.0**
% reached	**38.1**

4.2.2.2 Intermediate Stage

The results have a higher punctuation in comparison with the first stage.



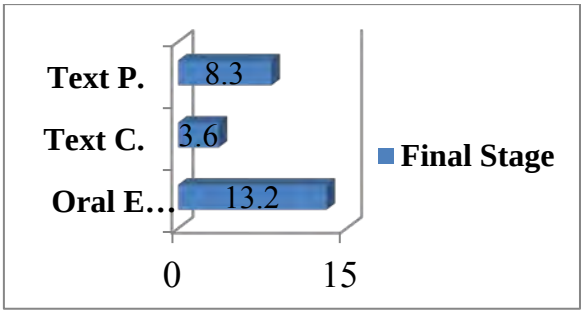
Graphic 2. Intermediate Stage
Source: Own elaboration

In this second stage, in the Text Production item students reached 6.1 over 10, in Text Comprehension they reached 2.4 over 5 and 10.7 over 15 in Oral Expression and Pronunciation. These results are over the media point in 2.7 and reached 12.7 points in the average score over 20 scale.

Average score over 20 Scale	**12.7**
% reached	**63.4**

4.2.2.3 Final Stage

The results are as follow:



Graphic 3. Final Stage
Source: Own elaboration

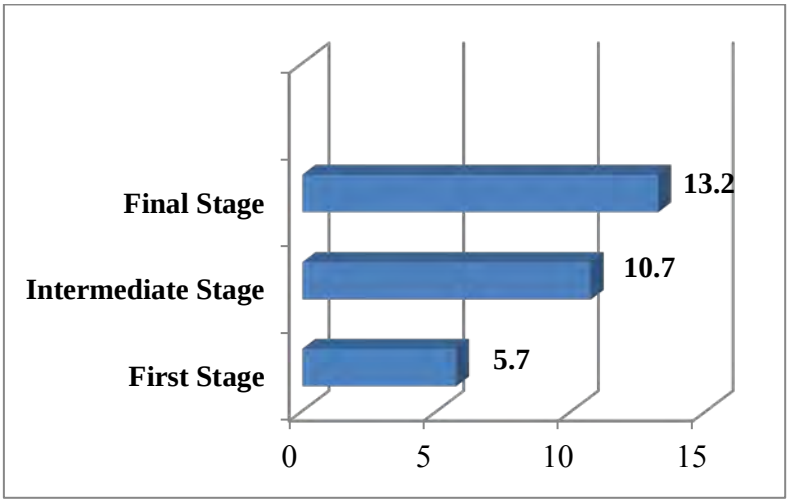
After this last Diagnostic Test, students reached 25 points over 30; this means 16.6 points over 20 scale. They reached 8.3 over 10 in Text Production, 3,6 over 5 in Text Comprehension and 13.2 over 15 in Oral Expression and Comprehension block.

Average Score over 20 Scale	**16.6**
%	**83.0**

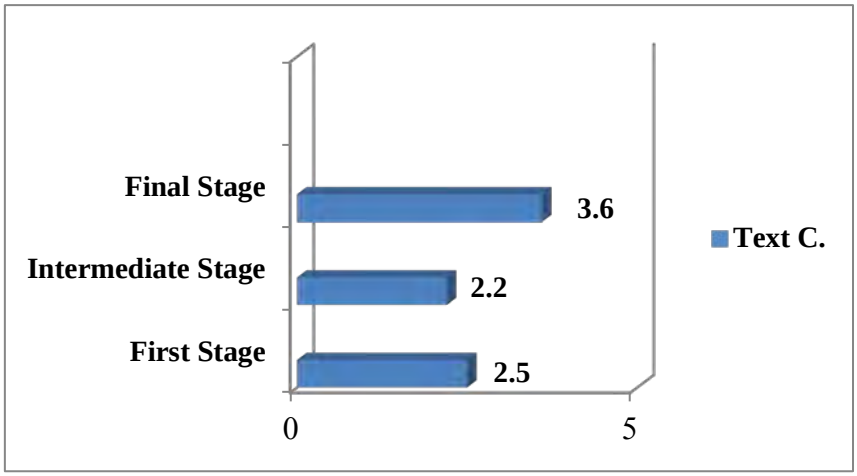
The Graphic summarizes the Final Stage results with the experimental group, in which Oral Expression and Comprehension competence pass the media point with 13.2 over 15 and is very close to the maximum reference score. Text Comprehension item passed the media point is 3.6 over 5 points and Text Production reached 8.3 over 10.

4.2.3 Comparison between First, Intermediate and Final Stage

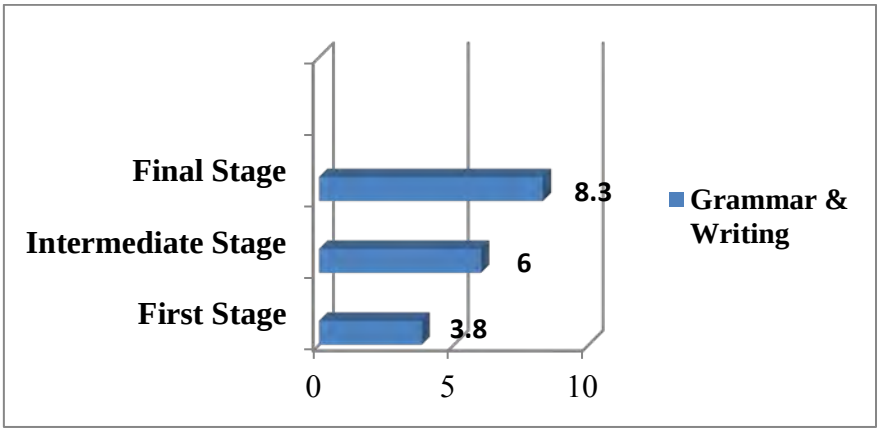
These three graphics compare the evolution of the three stages based on the three blocks of competencies.



Graphic 4. Oral Expression and Comprehension
Source: Own elaboration



Graphic 5. Text Comprehension
Source: Own elaboration

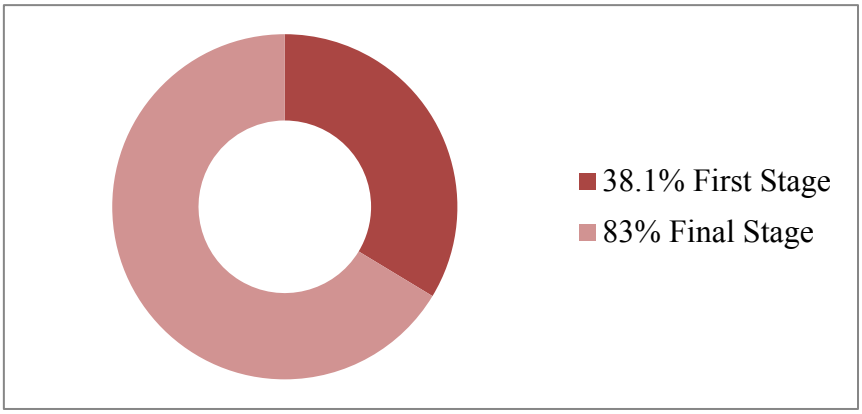


Graphic 6. Text Production
Source: Own elaboration

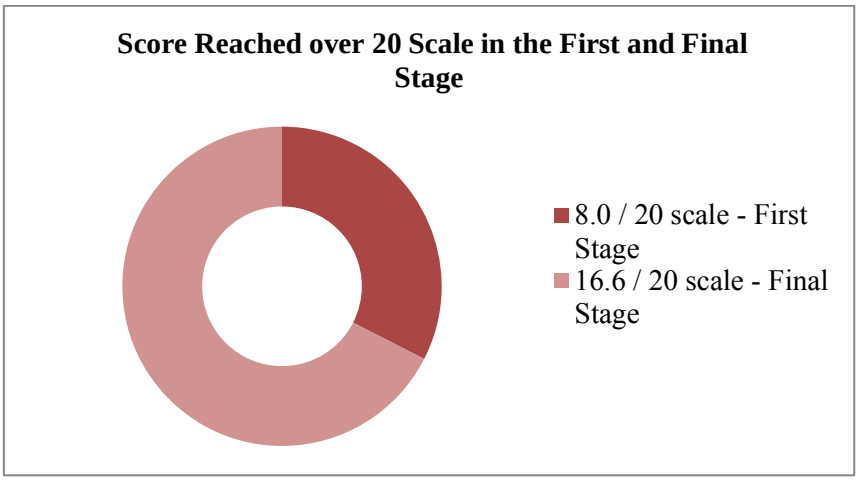
These Graphics show the different score between one stage and another and how students improved during the process.

4.2.4 Comparison between the First and Final Stage

These ring-graphics compare the results of the process in this research. It shows the initial condition of students based on the three competencies and the final results after the Learning Sessions, applying an Active Learning Method.



Graphic 7. Reached percentage in the first and final stage
Source: Own elaboration



Graphic 8. Score reached over 20 scale in the first and final stage
Source: Own elaboration

4.3 Comments

All the tables and graphics detail the results based on Diagnostic Tests in different stages and consider the Text Production, Text Comprehension and Oral Expression and Comprehension competencies. From Table 1 up to Table 4 there is an average lower than the media. It can be seen here, which area was the most affected by the lack of previous knowledge in most of students. From Tables 5 up to Table 8, an Intermediate Stage result shows the students' improvement after many sessions with active methodology. From Table 9 up to Table 12, the new results are encouraging with 16.6 over 20 scale.

In the Graphics section, while the bars show all the process of evolution based on competencies, the rings show how far were the students in the first stage with respect to the NCD expectations, which represents 100% as the highest point, and how close were they in

the Final Stage with 83 %. This last result provided motivation to look for more creative ways to teach and fulfil the NCD expectations.

In order to show, how active learning method contributed to this result, in Appendix 7 there is a sample of how students work in group, interact and participate in different ways (based on their learning styles) to do a Collage.

4.4 Checklist on Pedagogical and Methodological Competencies

This result is related to the observation Checklist on Pedagogical and Methodological Competences. The following chart explains the results of the observation process and describes the situation of the English Language subject at San Martin de Porres school.

Value	Criteria Summary
Very Often	The teacher maintains an objective and respectful position with students and organises the work on class properly. She allows the student participation, promotes individual work as assess the activities established in the curriculum.
Often	The teacher presents the correct structure of the class presents the content of the subject matter tailored to the students' knowledge, leads the student on the competencies they shall reach, presents the content with a logical framework, attends and responds to questions, accepts student's responses without judgment. She applies the established curriculum with certain flexibility.
Seldom	The teacher provides clear information about objectives, assessment methods and contents. She promotes teamwork and encourages interest and motivation to learn. She asks open-ended questions, invites students to think hypothetically and creatively, she asks "Why do you think so?" and requires the students to expand on answers.
Never	Incorporates or employs information and communication technology, uses material resources that facilitate learning, uses information and communication technologies for assessment and metacognition process, provides initial and final overviews of the session, poses a homework question or activity that stimulates students' thinking.
No observed	Attends to linguistic variety on class.

Figure 8. Checklist Competencies Summary
Source: Own elaboration

It can be seen that the weaknesses are related to the values "Seldom" and "Never" in which, providing of clear information, teamwork, open-ended questions and interaction

through hypothetical situations are not frequent in the group. There is a lack of incorporation of information technology and metacognition procedure assessment. This avoid that students identify their own language acquisition progress, and motivation is affected. There are no activities which stimulate student's thinking; however critical judgment should be encouraged in teenagers.

4.5 Metacognition Tests Results

The results of Metacognition Survey were collected among 30 students of 3rd "B"secondary (the experimental group). This part of the survey represents how students keep information for a long term. The answers are closely related to the strategies proposed in the Active Learning Method and at the same time they are related to the students learning styles. These results are as follow:

- **IT:** **11**
- **Movement:** **6**
- **Music:** **13**

From the group of 30, there are 13 students who have learned better through Music, 6 of them through movement or mimics, and 11 of them have learned better through exercises from internet and audio-visual tools. We can have an idea of how important the intervention of an active method in class is.

Conclusions

The Curriculum Design of the Basic Regular Education is a guarantee for levels and cycles, to have the same organisation. The National Curriculum Design considers abilities, knowledge and attitudes based on students develop. Related to English Language subject for the Cycle VII, it establishes a high level of interaction of students based on a communicative approach and the results registered on the evaluation, observation and analysis, demonstrated that students do not achieve the competencies established by the NCD in the expected level. On the contrary, the weaknesses of students such as, lack of previous knowledge, lack of motivation and use of meaningful tools are some of the causes of failure to meet the NCD expectations. The research showed that, the used bibliography has a communicative focus and this focus may continue in spite of any change in the content or additional material. The time is a point I do not describe in this research, but as students with a subject of two hours per week, the effort to comply with expectations is demanding. Motivation is the key element to reach a personal commitment with English Language learning.

Assessing of procedures and sessions, observation and surveys, reflect the needs students have as well as weaknesses of the English language subject. At the same time, this information gives the baselines to think and plan new activities or strategies. The intervention of Active Learning Methodology through movement, music, and information technology as strategies to the teaching-learning process addresses to an improvement on Oral Expression and Comprehension competence, Text Comprehension and Text Production. These competencies allow the students to get closer to those ability levels, expected by the NCD. The graphics and numeric results of variables demonstrate the improvement of the students on their English language acquisition after the Learning Sessions they had. Although there were some disadvantages related to infrastructure or instruments, the results were high. All the experimental group and the learning environment became dynamic and students encouraged among them to do the tasks, since they knew they can reach their goals. The latter demonstrates the relevance of transfer the students a message of trust and respect for their learning process.

The Active Learning Methodology engages the students in their learning process and self-knowledge. Then, there is no possibility to have a complete success in the active learning activities if teachers do not consider the learning styles of students. In this research, the

acquisition of knowledge was improved, and learning became meaningful during the learning-teaching process after the contribution of VAK theory. The answers in Metacognition Survey proved how they learn in a better way, being easy to them to identify the most useful strategy for each case. Additionally, the two first visits to the Control Group gave the idea of what kind of problem the English Subject faces in this school. The way to work with the experimental group based on Active Learning Method was found in order to reach the objectives established by the NCD, and in this way, get as close as possible to the expected results. Building empathy and talking to students about their favourite activities, opened the students mind with relation to what they can do with English language as part of their personal development. Motivation and all these elements were considered key tools for the teaching strategy.

Recommendations

The first recommendation is related to the NCD, its characteristics, terms and objectives. Knowing characteristics of this document allows teachers identify what the school expects from our work, and this information will determine the correspondent attitudes and actions to comply with it. Knowing the NCD will emphasise our contribution as professionals and will encourage to do a better job.

The second recommendation is related to empathy development between students and teachers. The relation between teacher and student should be closer, avoiding isolation of students or the teacher. The teacher may encourage students' curiosity and creativity more than "the correct answer", the latter may cause a breach between them. To keep information in the students' brains is as important as to teach on thinking critically with coherence and cohesion in a stress-free environment.

During the first two weeks of the year or any time a teacher begins with a new group, he should collect information related to the group learning styles, in order he may develop the necessary strategies to obtain effective teaching sessions. In the same way the learning sessions are provided in this research, teachers may develop strategies and look for the whole group participation through different activities in the Computer Laboratory. The radio, laboratory and any other similar resource is always available, and they can be managed with an agenda, in order all the English classes could obtain the same benefits.

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Annexes

Annex 1: The National Curriculum Design

COMPETENCIES BASED ON THE NCD

DESCRIPCIÓN DEL NIVEL DE COMPLEJIDAD		
COMPETENCIAS	CICLO VI	CICLO VII
EXPRESIÓN Y COMPRENSIÓN ORAL	• Expresa sus ideas sobre sí mismo y aspectos cercanos a su realidad, empleando una entonación y pronunciación adecuada y demostrando respeto por las ideas de los demás en el proceso interactivo. • Comprende el mensaje de su interlocutor y solicita aclaraciones cuando lo considera pertinente.	• Expresa ideas, opiniones, emociones y sentimientos sobre temas de interés social para una interacción fluida con un interlocutor nativo hablante, demostrando asertividad en su proceso comunicativo. • Comprende el mensaje de sus interlocutores, mostrando su posición frente a temas de su interés.
COMPRENSIÓN DE TEXTOS	• Comprende textos de uso cotidiano relacionados consigo mismo, con su familia y su entorno inmediato.	• Comprende textos variados de mayor complejidad y extensión relacionados con temas de la realidad actual y expresados en un lenguaje de uso común.
PRODUCCIÓN DE TEXTOS	• Produce textos diversos con adecuación y coherencia, relacionados consigo mismos, con su entorno familiar, utilizando los elementos lingüísticos y no lingüísticos.	• Produce textos variados con adecuación, cohesión, coherencia y corrección sobre temas de interés personal y social, teniendo en cuenta su propósito comunicativo y los destinatarios.

Source: Ministerio de Educación (2010): *Orientaciones para el Trabajo Pedagógico, Área de Inglés.*

DESCRIPTION OF CEMPETENCIES BASED ON THE NCD – ORAL EXPRESSION AND COMPREHENSION

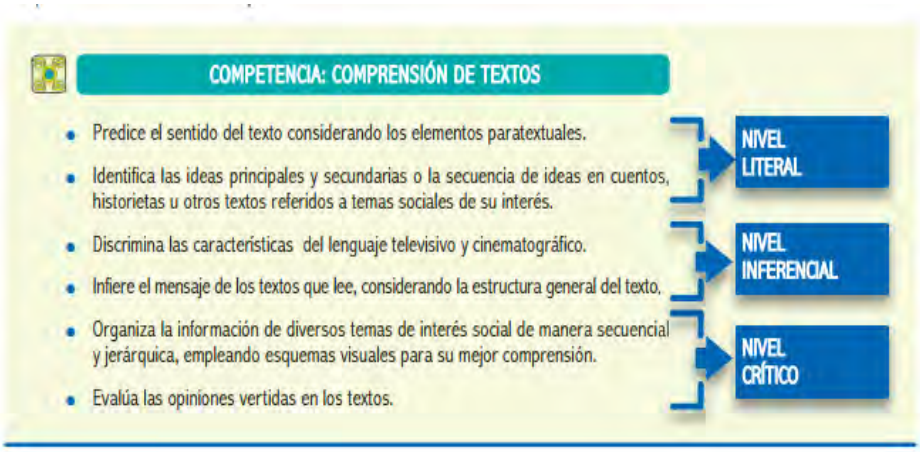
COMPETENCIA: EXPRESIÓN Y COMPRENSIÓN ORAL	
• Planifica su participación en diversos contextos y con propósitos diversos, como expresar alegría, sorpresa y sus puntos de vista. • Conversa con diversos interlocutores sobre temas de interés social, en los que expresa sus opiniones, sentimientos y emociones como alegría, sorpresa, entre otras. • Expone sus ideas referidas a temas variados y de interés personal y social, presentando argumentos sobre las mismas. • Describe lugares, sucesos, hechos y situaciones específicas relacionando causa y consecuencia, empleando las expresiones pertinentes con una entonación y pronunciación precisa.	CAPACIDADES DE EXPRESIÓN ORAL
• Infiere la información proveniente de programas de televisión y de documentos grabados sobre temas familiares o de su interés en los que se usa un lenguaje estándar. • Analiza textos variados en los que tiene en cuenta las cualidades de la voz para expresar ideas, opiniones, emociones y sentimientos. • Utiliza recursos no verbales y expresiones de cortesía para dirigirse a alguien, así como para iniciar, mantener y terminar una conversación o diálogo. • Evalúa opiniones vertidas por hablantes nativos sobre temas de interés social.	CAPACIDADES DE COMPRENSIÓN ORAL

Source: Ministerio de Educación (2010): *Orientaciones para el Trabajo Pedagógico, Área de Inglés*

DESCRIPTION OF COMPETENCIES BASED ON THE NCD

TEXT PRODUCTION

TEXT COMPREHENSION



Source: Ministerio de Educación (2010): *Orientaciones para el Trabajo Pedagógico, Área de Inglés*

Annex 2: Practice Certificate "San Martín de Porres School"

C.N. Mx N° 72

MAGDALENA

UGEL 03

"INSTITUCIÓN EDUCATIVA SAN MARTIN DE PORRES" MAGDALENA DEL MAR

CONSTANCIA

Mediante la presente se hace constar que la señora VIVIAN KATIANA MORALES SANCHEZ con D.N.I N° 10000381, a realizado prácticas con las aulas del nivel secundario, del 7° Ciclo de Educación Básica Regular a fin de que realice la recopilación de información y aplique los instrumentos pertinentes para la tesis de grado para Maestría "ACTIVE LEARNING METHOD IN ENGLISH LANGUAGE ACQUISITION BASED ON THE NATIONAL CURRICULUM DESIGN (NCD) IN STUDENTS OF VII CYCLE OF SAN MARTÍN DE PORRES SCHOOL N° 72 UGEL 03, en la facultad de Educación de la "Universidad de Piura" durante todo el año 2015

Cabe resaltar que durante su permanencia en las aulas mostro responsabilidad, puntualidad, honestidad y profesionalismo.

Se expide la presente constancia para fines que la interesada estime conveniente.

Magdalena del Mar, Diciembre del 2015.

Directora

Victoria Blas Alcántara

"La innovación marca nuestro liderazgo"

Appendices

Appendix 1: Detailed Description of Variables

In order to have complete supporting information on what these variables and indicators involve, I will develop these points:

Description of the Dependent Variable

THE COMPLIANCE WITH THE NATIONAL CURRICULUM DESIGN AND THE PROJECTED COMPETENCIES ESTABLISHED IN IT ARE LINKED TO TEACHERS AND STUDENTS STRATEGIES, BASED ON CURRICULA PROVIDED BY THE NCD.

First of all, with respect to the compliance of the National Curriculum Design and the projected competencies established in it, it is considered that, students should be given an opportunity to learn a language that can bring them opportunities to acquire new knowledge, the latest advances in technology, science and a general overview of cultural international information.

To reach this objective there are teacher – student strategies linked, the same which are described on the NCD. The main point described is related to language skills and constitutes as indicator for the Dependent Variable.

I. Language Skills of Students According to the NCD

The skills are the group of abilities acquired or developed by the student of Cycle VII, with a curricular organisation which build English language competence and at the same time are distributed in three blocks:

Ministerio de Educación (2010). Las Competencias. [Picture].

According to NCD purpose for the area, there is competence on English communication when the student: use English to communicate a message with intention according to the context in a written or oral way using a formal or informal language, interacting with classmates with self-confidence, producing texts with coherence and cohesion respecting grammar rules and syntax.

For the NCD, the Communicative Approach constitutes the support of this achievement since: it is focused on interaction in the target language, use oral or written authentic texts as basic

unit of communication, and communicative situations are related to the students' interests as its supported in The Teacher's Guideline Material of MINEDU for Cycle VII.

The following three blocks of Competencies are the paraphrased English version from the Teacher's Book English-5, Manual para el Docente (Ministerio de Educación, 2012).

a. Oral Expression and Comprehension

- The student identifies and infers information on the different topics of interest.
- Describes places, events, facts and different situations having into account his emotions and feelings.
- Organises his participation about different topics in different contexts.
- Presents different topics supporting his ideas.
- Analyses texts taking into account the emission of message. The voice is high considered, in order to express ideas, opinions, emotions, and feelings.
- Uses no-verbal resources and polite expressions when talking to somebody as well as to initiate, maintain and finish a presentation, conversation or dialogue.

b. Text Comprehension

- The student selects information from different texts.
- Identifies main and secondary ideas with respect to information on topics of personal and social concern.
- Identifies different types of texts such as e-mails, letters, brochures, guides, flyers and similar that contain relevant information of personal, social and environmental interest.
- Infers the communicative purpose of the text and implicit ideas.

c. Text Production

- The student plans the type of text before its production and selects the topic based on the social and personal concern.
- Organises the text structure using connectors.
- Uses grammar and punctuation rules when writing a text.
- Writes different kind of texts in order to express emotions and feelings and comment on his points of view.
- Assesses the written text, taking into account adequacy, cohesion, coherence and text correction.

I. Characteristics on Competencies of area for Cycle VII

This Chart presents the three main components or organisers for English language area, they are: Oral Expression and Comprehension, Text Comprehension and Text Production. Each one of these organisers involves competencies for the Cycle VII. This chart is based on Teacher's Book English 5 (2012, p.9):

	Cycle VII
Oral Expression and Comprehension	• Expressing ideas, opinions, emotions and feelings on social interests' topic with an English native-speaker receptor. • Understands the message of his partner showing his position
Text Comprehension	• Understanding different texts with more complexity and size related to current life topics through a common language.
Text Production	• Producing texts accurately with coherence and cohesion on topics of personal and social interest considering receptors and communicative purpose.

THE USE OF AN ACTIVE LEARNING METHOD FOR ENGLISH LANGUAGE ACQUISITION.

With respect to the Independent Variable and its indicators, an active learning method is considered as the way students may improve their learning of English Language. The use of an active learning method allows us to develop creativity and to manage more resources and tools for the class.

For this research I considered as indicator the intervention of music, movement and information technology during class develop. A description of these elements are already described in Chapter III in point 3.4.3 Use of Visual Aid, Music, Movement and I.T in class

LACK OF PREVOUS KNOWLEDGE

The intervener variable is related to the lack of previous knowledge of students of Cycle VII. Based on the NCD, English language subject is being taught since the VI Cycle, this means 1st and 2nd grade secondary in Peruvian public schools. However, this situation has a negative inference on teenagers' English learning. Some of the advantages we may find when kids learn English from early grades is on pronunciation and a higher possibility on learn a third language in an easy way in the future.

In no way this means that teenagers cannot acquire English language and use it in a proper way. In fact, during the adolescence, the student manages grammatical structures in a better way than kids and may use his mother tongue knowledge in the process, to help his new language acquisition. Teenagers have critical thinking skills and creativity, however pronunciation element is harder to work in comparison with kids.

What I want to reinforce is the idea that, if we consider the moment these student have begun their English studies and the time they dedicate per week (2 hours), the probability of complying with the NCD's objectives is reduced.

In order to work on students' skills with the same material they have, I have designed a sequence of sessions, where the intervention of music, movement and technology through computer use is highlighted. These eight sessions correspond to 2 Units from "English Book 3", of 3rd grade secondary; the Experimental Group.

Each Learning session is compounded by four blocks:

I. GENERAL INFORMATION

AREA:	English	CYCLE:	VII
GRADE:	3rd. Grade Secondary	TIME:	90 min.
CROSSCURRICULAR TOPIC:	Family Relations and Identity		
TEACHING UNIT:	UNIDAD 1: MY FAMILY		
TITLE:	Identifying family members		

This first block gives us the idea of what we are going to work: the General Information contents and an overview of the session. Criteria such as Area, Grade, Cross curricular Topic, Teaching Unit, Title of the session, Cycle of the students and Time of the session are considered.

In Session N° 1 we worked on the Teaching Unit called "My Family".

II. EXPECTED LEARNING (PURPOSES)

This block is subdivided in four learning domain areas: oral comprehension, written comprehension, text production and social interaction. At the same time each area is related to a competence; Phonetics and/or Pronunciation (Oral comprehension), Grammar and Vocabulary (written comprehension), text content production (text production) and Personal-social development (social interaction). In order to have a complete well-organised schema of the expected learning of the session: ability, indicator of achievement and materials are included in the schema. In the column of material and media, the mentioned items are considered during all the sequence of the session.

The items considered for this Section are described as a summary and they are as follow:

- Learning Domain area: Oral comprehension, Written Comprehension, Text Production and Social Interaction
- Competence: Phonetics, Grammar and Vocabulary, Text Content Production, Personal Social Development
- Ability: Comprehension of thoughts and situation from an audible source, comprehension of intonation. Interpreting grammatical rules, write short texts etc.

- Indicators of Achievement: Students understand information by listening, relating sentences, using correct syntax, writing sentences with coherence etc.
- Materials and Media: Board, chalks, flipchart papers, pictures, copies, magazines, Text Book of MINEDU, Computer Laboratory, Internet, Radio-recorder, cell phone, MP3.

III. TEACHING SEQUENCE

This block contains the strategy I was working with the control group. It is divided into three stages and at the same time these stages have sub-divisions. The Start-up Stage is subdivided in: motivation, collecting previous knowledge and cognitive conflict. The Development Stage is subdivided in: building up and knowledge transfer.

The elements in the column of strategies/activities are organised as a sequence of activities from one session to the following session, and all of them contain one of the following elements as strategy: movement, music or information technology use.

IV. EVALUATION

This last stage of the learning session design involves a Checklist where students match what they consider as “poor” or as “excellent” based on the following criteria:

- Required information
- Language structures correctly used
- Main ideas clearly expressed
- Appropriate pronunciation and intonation
- Team work
- Final presentation

This checklist involves scale of values, where the student matches what he considers was the class development. The time for this Evaluation part is from 3 to 5 minutes.

With respect to Metacognition Chart, this is a reflexive part in which the student may think and answer from an introspective perspective. Answers could be short or full sentences and questions to be answered are:

- What did I learn?
- How Did I learn?
- What did I learn for?

Appendix 2: Learning Session

LEARNING SESSION N° 1

I. GENERAL INFORMATION

AREA:	English	**CYCLE:**	VII
GRADE:	3rd. Grade Secondary	**TIME:**	90 min.
CROSSCURRICULAR TOPIC:	Family Relations and Identity		
TEACHING UNIT:	UNIDAD 1: MY FAMILY		
TITLE:	Identifying family members		

II. EXPECTED LEARNING (PURPOSES)

LEARNING DOMAIN AREA	COMP.	ABILITY	INDICATORS OF ACHIEVEMENT	MATERIALS AND MEDIA
ORAL COMP.	Phonetics	• Comprehension of thoughts and situations related to family, from an audible source. • Comprehension of pronunciation and intonation.	• Ss listen and understand information related to families through phrases and short sentences, taught by the teacher with a respectful attitude. • Talking about different ideas from communicative situations. • Read different texts related to the session.	• Board, chalks, flipchart papers. • Pictures, copies, magazines. • Text Book of MINEDU. • Computer Laboratory, Internet. • Radio-recorder, cell phone, MP3.
WRITTEN COMP.	Grammar and Vocabulary	• Comprehension of thoughts and situations in a written way. • Interpretation of grammatical rules and the correct use of vocabulary related to the topic.	• Ss Use grammar rules accurately in different texts related to the session. • Use properly syntax and possessive adjectives used in class. • Use of new words on written texts.	
TEXT PROD.	Text content production	• Writing of short texts on different situations related to the topic. • Use new vocabulary when writing simple text content.	• Ss write phrases or sentences with coherence and cohesion to describe the family.	
SOCIAL INTERACT.	Personal-Social development	• Strengthening of identity and sense of belonging. • Strengthening of independent development. • Ability on intercultural understanding.	• Ss value their mother tongue and the foreign language as communication media to talk about their position on the family. • Assume a tolerant attitude towards different kinds of families.	

III.TEACHING SEQUENCE

TEACHING PROCESSES		STRATEGIES/ACTIVITIES	TIME
S T A R T U P	MOTIVATION	Presentation of a hypothetic family using photos on a part of the board, a list of vocabulary of family members and incomplete phrases on the other side of the board.	5 min.
	COLLECTING PREVIOUS KNOWLEDGE	Students shall go at the board and relate the photos to the Word from the list. I may consider two additional images of dysfunctional families, in order all the group of students can feel integrated.	9 min.
	COGNITIVE CONFLICT	The following question is laid out: HOW IS YOUR FAMILY? Students work in pairs to share information. Each one shall work on their notebooks, building a list of sentences where each member of their family are introduced in a writing way using possessive adjectives.	23 min.
D E V E L O P M E N T	BUILDING UP	Students reflect on the use of possessive adjectives which are on page 11 from the text book. Then they shall fill a card with actual data of their families, after that, 5 of them chosen randomly may read their well-structured sentences in front of the class. If it is necessary, they may use dictionaries to increase vocabulary.	20 min.
	KNOWLEDGE TRANSFER	Ss shall read and then listen the audio of the dialogue (3) in page 11. After that, they shall work in pairs the role play based on the dialogue.	18 min.

IV.EVALUATION

C L O S E	EVAL. METAC.	• CHECKLIST:	5 min

Criteria	**1**	**2**	**3**	**4**	**5**
Required information					
Language structures correctly used					
Main ideas clearly expressed					
Appropriate pronunciation and intonation					
Team Work					
Final Presentation					

1	**2**	**3**	**4**	**5**
POOR	**FAIR**	**GOOD**	**VERY GOOD**	**EXCELLENT**

		METACOGNITION CHART shall be answered individually. Ss may answer the following questions: • What did I learn? • How did I learn it? • What did I learn for?	10 min.

LEARNING SESSION N°2

I. GENERAL INFORMATION

AREA:	English	**CYCLE:**	VII
GRADE:	3rd. Secondary	**TIME:**	90 min.
CROSSCURRICULAR TOPIC:	Family Relations and Identity.		
TEACHING UNIT:	UNIT 1: MY FAMILY		
TÍTLE:	Describing families and locating possession		

II. EXPECTING LEARNING (PURPOSES)

LEARNING DOMAIN AREA	COMP.	ABILITY	INDICATORS OF ACHIEVEMENT	MATERIALS AND MEDIA
ORAL COMP.	Phonetics	• Ability on distinguishing and reproduce sounds related to possessive and demonstrative adjectives. • Comprehension of pronunciation and intonation.	• Ss listen and understand information related to description of families and have a respectful attitude. • Talk about different ideas from communicative situations. • Read different texts related to the session and real situations.	• Board, chalks, flipchart papers. • Pictures, copies, magazines. • Text Book of MINEDU. • Computer Laboratory, Internet. • Radio-recorder, cell phone, MP3.
WRITTEN COMP.	Grammar and Vocabulary	• Comprehension of thoughts and situations in a written way. • Knowledge and use of grammar, applying rules on verb "TO HAVE" and "'s" to show possession.	• Ss Use grammar rules accurately in different texts related to the session. • Apply rules on syntax structure. • Use of new words on written texts.	
TEXTS PROD.	Text content production	• Writing of short texts on different situations related to the topic. • Use new vocabulary when writing simple text content.	• Ss write sentences with coherence and cohesion respecting the use of verb "TO HAVE" and "'s".	

SOCIAL INTERAC.	Personal-Social development	• Strengthening of identity and sense of belonging. • Strengthening of independent development. • Ability on intercultural understanding.	• Ss value their mother tongue and the foreign language as communication media, to talk about their families and expressing sense of belonging.	

III. TEACHING SEQUENCE

TEACHING PROCESSES			**TIME**
S T A R T U P	MOTIVATION	Use of different pictures on families of different sizes and forms in activities, could be playing, travelling by car etc. These pictures shall be used for a description, but asking the Ss for the answers in order everybody be involved in the topic.	5 min.
	COLLECTING OF PREVIOUS KNOWLEDGE	Ss (at least 4) shall be asked for some characteristics of their own families and activities they enjoy together.	8 min.
	COGNITIVE CONFLICT	The following question is laid out: WHEN DO WE USE THE VERB "TO HAVE WITH MY FAMILY AND HOW CAN I SHOW POSSESSION"? On the board there will be two charts on two flipchart papers, where rules of conjugation of verb "TO HAVE" and the possessive "'s" are built up.	12 min.
D E V E L O P M E N T	BUILDING UP	Ss go to computing lab to develop exercises on verb "TO HAVE" and the possessive with apostrophe "'s". This video explains the use of this verb based on grammar rules (up to 4'30 min.) https://www.youtube.com/watch?v=Gb030iq5bNQ[1] After this, exercises form the following links shall be done; http://www.englishexercises.org/makeagame/viewgame.asp?id=641[2], **http://www.englisch-hilfen.de/en/exercises/nouns_articles/apostrophe_s.htm**[3]	35 min.
	KNOWLEDGE TRANSFER	Ss open their books to work on page 12; exercise 3 is done in group of three. From page 13; exercises 1,2 in group of three too and from exercise 4 individually, the latter will be done with a radio-recorder.	18 min.

[1] English Tonight. (2015): *Basic English Grammar: have, has, had (Verb: to have*). Online in July 5th 2015. Retrieved from: https://www.youtube.com/watch?v=Gb030iq5bNQ
[2] English Exercises. (n.d.): *Have – Has*. Online in June 29th 2015. Retrieved from: http://www.englishexercises.org/makeagame/viewgame.asp?id=638
[3] English Hilfe. (n.d.): *'s (Apostrophe, genitive, possessive)-Exercise 3*. Online in June 29th 2015. Retrieved from: http://www.englisch-hilfen.de/en/exercises/nouns_articles/apostrophe_s.htm

IV. EVALUATION

C L O S E	EVAL.	• CHECKLIST:	5 min
	METAC.	METACOGNITION CHART shall be answered individually. Ss may answer the following questions:	10 min.

Criteria	**1**	**2**	**3**	**4**	**5**
Required information					
Language structures correctly used					
Main ideas clearly expressed					
Appropriate pronunciation and intonation					
Team Work					
Final Presentation					

1	**2**	**3**	**4**	**5**
POOR	**FAIR**	**GOOD**	**VERY GOOD**	**EXCELLENT**

• What did I learn?	
• How did I learn it?	
• What did I learn for?	

LEARNING SESSION N° 3

I. GENERAL INFORMATION

AREA:	English	**CYCLE:**	VII
GRADE:	3rd. Secondary	**TIME:**	90 min.
CROSSCURRICULAR TOPIC:	Family Relations and Identity		
TEACHING UNIT:	UNIT 1: MY FAMILY		
TÍTLE:	Indicating Objects		

II. EXPECTING LEARNING (PURPOSES)

LEARNING DOMAIN AREA	**COMP.**	**ABILITY**	**INDICATORS OF ACHIEVEMENT**	**MATERIALS AND MEDIA**
ORAL COMP.	Phonetics	• Ability on distinguishing and reproduce words sounds related to demonstrative adjectives.	• Ss listen and understand information related to clothes items. • Identify and	• Board, chalks, flipchart papers. • Pictures, copies, magazines.

		• Use correct pronunciation and intonation of demonstrative adjectives and how to indicate objects location.	speak on different communicative situations. • Use the phonetic components on clothes in real situations.	• Text Book of MINEDU. • Computer Laboratory, Internet. • Radio-recorder, cell phone, MP3.
WRITTEN COMPREHENSION	Grammar and Vocabulary	• Comprehension of thoughts and situations related to indicating objects, in a written way. • Knowledge and use of vocabulary and grammar rules related to demonstrative adjectives and indicating objects.	• Ss read and write short simple texts related to the topic. • Ss collect grammar rules on syntax structure and relevant information from written texts. • Ss use the new words and enrich their vocabulary.	
TEXTS PRODUCTION	Text content production	• Writing of short texts, on contexts related to objects and clothes location.	• Ss write texts with coherence, cohesion and grammatical accuracy to describe clothes and the way people look.	
SOCIAL INTERACTION	Personal-Social development	• Strengthening of identity and sense of belonging. • Strengthening of independent development. • Ability on intercultural understanding.	• Ss value the foreign and mother tongue, through communication on how clothes are used. • Ss adopt an assertive and self-confidence attitude on their learning and use of English language.	

III. TEACHING SEQUENCE

TEACHING PROCESSES		STRATEGIES/ACTIVITIES	TIME
S T A R T U P	MOTIVATION	Use of music related to fashion at the beginning of the class (CD or MP3). Show them different news related to different fashion styles and those where their favourite artist or sport people are involved. Draw some clothes on the board and write the names of each one in order they may use the vocabulary.	7 min.
	COLLECTING OF PREVIOUS KNOWLEDGE	Share information on how they look with those clothes. Distribute the new in groups and ask Ss for their favourite character appearance. Ss may use demonstrative adjectives, possessive adjectives and vocabulary they know on clothes, to support their answer. Questions shall	10 min.

		be done group by group.	
	COGNITIVE CONFLICT	The following question is laid out: HOW CAN I DESCRIBE MY FAVORITE CHARACTER? To give them the possibility of complete the information using demonstrative adjectives written on the board, next to the clothes images.	12 min.
D E V E L O P M E N T	BUILDING UP	Ss may be organised in groups of 5 approximately to share scissors, sheet of papers and glue. After cut and paste, they individually, shall build short sentences or phrases describing what is his or her favourite character wearing, in order they may describe them using demonstrative adjectives and clothes vocabulary. During this time the music may be played again but only an instrumental version. https://www.youtube.com/watch?v=eZyuaEK071M[4]	25 min
	KNOWLEDGE TRANSFER	Ss. shall perform tasks on pages 14 and 15 from the text book, related to demonstrative adjective and clothes.	18 min

IV. EVALUATION

C L O S E	EVAL.	• CHECKLIST:	5 min
	METAC.	METACOGNITION CHART shall be answered individually. Ss may answer the following questions:	10 min.

Criteria	**1**	**2**	**3**	**4**	**5**
Required information					
Language structures correctly used					
Main ideas clearly expressed					
Appropriate pronunciation and intonation					
Team Work					
Final Presentation					

1	**2**	**3**	**4**	**5**
POOR	**FAIR**	**GOOD**	**VERY GOOD**	**EXCELLENT**

• What did I learn?	
• How did I learn it?	
• What did I learn for?	

[4] Madonna Glamour (2011): *Madonna – Vogue (Album Instrumental)*. Online in June 15th 2015. Retrieved from: https://www.youtube.com/watch?v=eZyuaEK071M

LEARNING SESION N° 4

I. GENERAL INFORMATION

AREA:	English	**CIYCLE:**	VII
GRADE:	3rd. Secondary	**TIME:**	90 min.
CROSSCURRICULAR TOPIC:	Family Relations and Identity		
TEACHING UNIT:	UNIT 1		
TÍTLE:	A family Tree		

II. EXPECTED LEARNING (PURPOSES)

LEARNING DOMAIN AREA	COMP.	ABILITY	INDICATORS OF ACHIEVEMENT	MATERIALS AND MEDIA
ORAL COMP.	Phonetics	• Ability on distinguishing and reproduce words sounds related to a Family tree and a birth certificate. • Use correct pronunciations and intonation of vocabulary related to the topic.	• Ss listen and understand information related to family with an open minded attitude. • Talk about different family situations. • Use properly phonetic components on English language in real contexts.	• Board, chalks, flipchart papers. • Pictures, copies, magazines. • Text Book of MINEDU. • Computer Laboratory, Internet. • Radio-recorder, cell phone, MP3.
WRITTEN COMP.	Grammar and Vocabulary	• Comprehension of thoughts and situations related to indicating objects, in a written way. • Collect the syntax structure and important information from written texts.	• Ss write and read different texts related to families. • Use their vocabulary with new words related to family, culture and what a Birth Certificate means.	
TEXTS PRODUCTION	Text content production	• Write texts in situations related to family and birth data.	• Ss write short texts using grammatical coherence and adequation to write on their Family tree, and talk about his/her birth information.	
SOCIAL INTERACTION	Personal-Social development	• Strengthening of identity and sense of belonging. • Strengthening of independent development. • Ability on intercultural understanding	• Ss value foreign language to talk on their family identity. • Ss adopt a receptive attitude to other types of families and self-confidence with the language.	

III. TEACHING SEQUENCE

	TEACHING PROCESSES	STRATEGIES/ACTIVITIES	TIME
S T A R T U P	MOTIVATION	Draw on the board some members of a family picture giving the shape of a tree. A short description of a family is provided to students. The page 16 provides 'A Celebrity Family Tree' where it is described the related information through a reading.	8 min.
	COLLECTING OF PREVIOUS KNOWLEDGE	Ss are asked for information about celebrities families they may know. Some of them could raise the hands and give names of celebrity family.	6 min
	COGNITIVE CONFLICT	The following question is laid out: HOW CAN I DESCRIBE THE FAMILY TREE OF A CELEBRITY? Providing them some celebrities names. Doing some questions on Brad Pitt's family tree to all the class to make them thinking on how to answer and giving feedback about the topic.	12 min
D E V E L O P M E N T	BUILDING UP	Use of the lab to search information on how to write family relations using possessive adjectives. http://esl.about.com/library/beginner/blfamily.htm[5] Do the exercises provided in that page. After that, search for celebrities and their families. We all read on Jonas Brother's family tree: http://www.makemyfamilytree.com/articles/jonas_brothers_family_tree.html[6] . Observe the writing style and the most important information such as full names.	30 min
	KNOWLEDGE TRANSFER	Develop of exercises from the book on pages 16, numbers 2 and 3, and 17, numbers 1 and 2.	25 min

[5] Beare, Keneth. (n.d.): *Describing your family*. Online in July 6th 2015. Retrieved from: http://esl.about.com/library/beginner/blfamily.htm

[6] Makemyfamilytree. (n.d.): *Jonas Family Tree*. Online in June 25th. Retrieved from: http://www.makemyfamilytree.com/articles/jonas_brothers_family_tree.html

IV. EVALUATION

C L O S E	EVAL. METAC.	• CHECKLIST:	5 min

Criteria	1	2	3	4	5
Required information					
Language structures correctly used					
Main ideas clearly expressed					
Appropriate pronunciation and intonation					
Team Work					
Final Presentation					

1	2	3	4	5
POOR	**FAIR**	**GOOD**	**VERY GOOD**	**EXCELLENT**

METACOGNITION CHART shall be answered individually. Ss may answer the following questions:

• What did I learn?	
• How did I learn it?	
• What did I learn for?	

10 min.

Appendix 3: Diagnostic Tests Description and Samples

1 Diagnostic Test (First Stage)

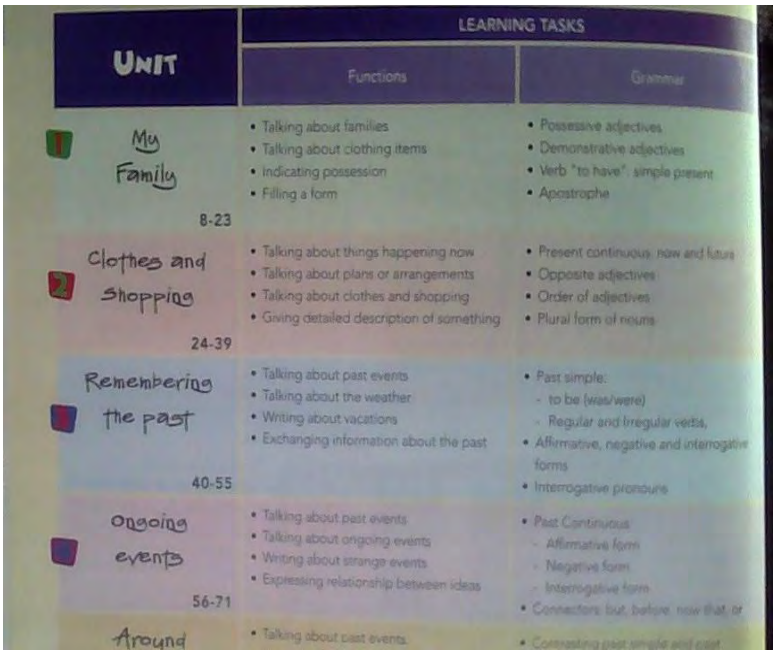
Through this Diagnostic Test I could collect information from the Experimental and the Control Group. The "First stage" Diagnostic test, was focus on evaluate the current and actual knowledge of the students. I mentioned lines above that Diagnostic Tests help researchers to find strengths and weaknesses of students; through this first Diagnostic Test, taken to both groups, I could compare those strengths and weaknesses.

The content of this First Stage evaluation corresponds to items in common between "English Book 3" and" English Book 5" and the content from the first four units of each book, such as:

- Dialogues related to facts which are familiar to the student and daily activities.
- Use of simple tenses; Simple present and Simple past.
- Use of Irregular verbs.
- Describing of persons in different activities.
- Vocabulary of clothes.

Additional topics based on English Book 3 were:

- Use of Demonstrative and demonstrative Adjectives.
- Express possession.



UNIT	LEARNING TASKS	
	Functions	Grammar
1 My Family 8-23	• Talking about families • Talking about clothing items • Indicating possession • Filling a form	• Possessive adjectives • Demonstrative adjectives • Verb "to have", simple present • Apostrophe
2 Clothes and Shopping 24-39	• Talking about things happening now • Talking about plans or arrangements • Talking about clothes and shopping • Giving detailed description of something	• Present continuous: now and future • Opposite adjectives • Order of adjectives • Plural form of nouns
3 Remembering the past 40-55	• Talking about past events • Talking about the weather • Writing about vacations • Exchanging information about the past	• Past simple: - to be (was/were) - Regular and Irregular verbs, • Affirmative, negative and interrogative forms • Interrogative pronouns
4 Ongoing events 56-71	• Talking about past events • Talking about ongoing events • Writing about strange events • Expressing relationship between ideas	• Past Continuous - Affirmative form - Negative form - Interrogative form • Connectors: but, before, now that, or
Around	• Talking about past events	• Contrasting past simple and past

Content of English, Student's Book, 3rd Secondary (2012)

Tabla de contenidos

Unidades	Conocimientos: Funciones	Gramática	Vocabulario
1 Nosotros fuimos a una fiesta	Conversar sobre actividades actuales y eventos del pasado Expresar opiniones, acuerdos y desacuerdos	Presente / Simple present Pretérito / Simple past	Actividades diarias Verbos regulares e irregulares
Manual para el docente Unidad 1 p. 16 — p. 22 — p. 8	Páginas 24-31	Páginas 10 - 17	
2 Él canta muy bien	Describir cómo las personas realizan actividades Dar y seguir instrucciones Hablar sobre música Escribir biografías	Adverbios de modo Imperativos afirmativos y negativos Verbos compuestos Uso del guión	Instrumentos musicales Tipos de música Instrucciones Palabras que usan guión (hyphen)
Manual para el docente Unidad 2 p. 44 — p. 50 — p. 24	Páginas 52-59	Páginas 26 - 33	
3 Yo solía jugar fútbol	Comentar hábitos del pasado Conversar sobre las tradiciones familiares	Uso de *used to*	Objetos antiguos Aparatos eléctricos Hábitos del pasado
Manual para el docente Unidad 3 p. 72 — p. 78 — p. 40	Páginas 80-87	Páginas 42 - 49	
4 Si solo tuviera...	Expresar frases de estímulo y felicitación Verificar información en una conversación Discutir acerca de situaciones imaginarias	Uso de *tag questions* Oraciones condicionales: segundo condicional	Profesiones Tipos de inteligencia Deportes Expresiones de estímulo y felicitación
Manual para el docente Unidad 4 p. 100 — p. 106 — p. 56	Páginas 108-115	Páginas 58 - 65	
Primero, añadir una	Expresar duda y certeza	Voz pasiva: presente	Accidentes geográficos

Content of English Teacher's Book English 5 (MINEDU 2012)

- **The following is a Description of the Diagnostic Test:**

DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?

……

……

B. What do your parents do for a living?

……

……..

C. What did you eat yesterday a t lunch?

……

……

D. How did you come to school?

……

……

E. What is your best friend's name?

……

…….

The idea on evaluate **dialogue** in this written way, is to observe and measure how students find sense and follow the content. The questions were read aloud, giving them time to answer

them. Something important in this point is that after I had read each question, many of the students answered orally, spontaneously and raising the hands:

S1: "Yes, two sisters, Miss",

S2:" Miss, one brother",

S3:" Miss, I , no,¿cómo digo que no tengo hermanos?"

For questions B and C there were some problems of vocabulary; the phrase "… do for a living" and the word "lunch" were not clear at all.

S1: Miss, Dice si mis papás están vivos?

S2: Miss, entonces pongo, …Yes father and mother

Teacher (I): Please check the verb DO, for example my mother is a teacher.

S1: Lunch, Miss mi lonchera?

S2: My lunch, sandwich and te, para mi lonche?

Teacher (I): For my lunch I eat, arroz con pollo, lomo saltado etc.

S3: Lunch, Almuerzo!!

After these points were clear for them, they answered with sense but only some of them used complete structures in their answers, the rest were too punctual with the answers using a few words.

The second part was **Grammar:**

GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

Students had to find the errors and circle them, from this point the test was developed in silence. Some of them had questions on vocabulary; words as "weather"," weekend" and "surprise", made them to doubt with respect to the rest of the content. Notice that, even though the exercise was not related to find sense on the sentences, most of them needed to understand all the content to identify the grammatical mistake.

In this part the assessed rules were related to:

Simple present tense,

Simple past tense,

The object and personal pronoun

The apostrophe "'s" of possession.

This part of grammar evaluation corresponds to unit 1 of the English Book 5 and Units 1 and 2 of English Book 3.

The third part corresponds to **Pronunciation**; here the students had to say the word in a low voice by their own, individually, or on their minds, and circle the way they consider words are pronounced.

PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A. **YES** /LLES/ /IES/

B. **UMBRELLA** /UMBRELA/ /AMBRELA/

C. **ISLAND** /AILAND/ /ISLAND/

D. **COUSIN** /KOZIN/ /KOUSIN/

E. **PIONERS** / PIONERS/ /PAIONIER/

The last part corresponds to **Reading and Writing**.

These two sub-sections were evaluated with a lot of patience. Students do not read large texts frequently and I had to choose something that may call their attention, something related to their curiosity due to the age. Then, I decided to put a topic related to the smoking habit and a healthy live.

READING AND WRITING: THE LAST CIGARRETTE

Mr White had a bad habit. He was a chain smoker. Mr White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumour on his left lung. He had cancer from all the smoking. Mr White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences.

A. What kind of smoker was Mr White?

…….

B. How was his life style?

……

C. What did he promise himself?

……

D. Write with creativity a different final to the story, use at least three lines.

……..……

….……..

The three first questions are closely related to the text content; I wanted to measure the comprehension level, if it is low, moderate or high.

The last question is an open-ended question. Students had to give a final to the story and write with complete sentences (following the structure subject-verb-complement) in three lines if possible, using their creativity. Some cases did not use creativity although a good structure was used.

The Punctuation for each item of all the Diagnostic Test was as follows:

Dialogue: 10 point

Grammar: 5 point

Pronunciation: 5 points

Reading Comprehension: 5 points

Writing: 5 points

2. Diagnostic Test (Intermediate Stage)

After the selection of the control group (3rd Grade Secondary) and work together some sessions during weeks, these students had a second Diagnostic Test called (Intermediate Stage). The distribution was the same as in the First one but with different content. For this case, most of the content was related to clothes items, due to the advanced sequence on the English Book.

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation.

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What colour of……. do you prefer?

You: I……

Seller: Which …….are you looking for?

You: I need a ……..please.

Seller: Is it for you?

You: No,……It's…….birthday.

Seller: This…… is a nice gift for…….

You: And …… does it cost?

Seller: It's ……..Soles.

You: Ok, here……. Thank……..

Seller: You‘re……

In this opportunity students are more prepared but some of them have still some doubts on how to follow the sequence of the conversation.

GRAMMAR:

Find the incorrect word in each sentence.

1. I has a big sweater for my travel.
2. We likes cotton pyjamas for winter.
3. Kelly have her own car.
4. Paul borrows me our keys.
5. We want to buy our parents a trip for her anniversary.

As in the First Test all the content was based on the text Book guidelines. In this section Students have to identify the conjugation of verbs in present simple tense, and if the use of personal and possessive pronouns were correct.

PHONETICS

Circle the alternative which represents the correct pronunciation for each word.

1.	SKIRT:	/skrt/	/eskirt/
2.	TIE:	/tie/	/tai/
3.	SHOES:	/shus/	/chus/
4.	OUR	/awer/	/ower/
5.	HAVE	/hab/	/hav/

For this part students circle in silence the group of sounds they consider is the correct pronunciation for the word. The term ‘Phonetic’ was chosen because is the way these words sound in our mind however ‘Pronunciation’ was also used as an interchangeable term.

READING

For this opportunity I have chosen a Dialogue with more content, the topic is a very proud mother and her friend; actually it reflects how a bad attitude may move away good friends.

This reading and questions are based on the text of Folse (2010, p.54)[7]

Read the following conversation and answer the questions with full sentences

Mrs Perry: And here’s a photo of my son Matt. Isn’t he handsome? He has my hair, but his father’s eyes.

[7] Folse, Keith S. (2010): *Keys to Grammar for English Language Learners*. Online in September 20th 2015. Retrieved from: https://www.press.umich.edu/pdf/9780472032419-unit2.pdf

Ms Stone: He looks very nice. Is he your only child?

Mrs Perry: Yes, he is. Matt has a lot of friends. They come to our house, or he visits their houses. He's a pretty popular guy.

Ms Stone: I see, I guess he's very busy.

Mrs Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms Stone: Uh, yes, I'm sure.

Mrs Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms Stone: I'm not surprised.

Mrs Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father…

Ms Stone: Oh, dear, look at the time! I have an appointment now, at…at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

……
……

2. Does Matt study all the time? Explain your answer.

……
……

3. Is Matt popular? Can you give two reasons for you answer?

……
……

4. Can you describe Mrs Perry?

……
……

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

……
……
……

Reading and Writing, as in the First Test, are also evaluated. This last part has 10 points but is divided into comprehension of text (5points) and writing (5 points). The reason the students are asked to answer in full sentences is because this is the way I measure their manage on syntax and spelling.

3. Diagnostic Test (Final Stage)

This evaluation represents the summary of all the worked sessions.

In this Dialogue section, a situation which describes the context is presented first. Students need to complete the sequence of a dialogue, giving sense with full sentences. As in the other cases the Dialogue section has 10 points, during evaluation short answers were also considered but with a lower punctuation

DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

Secretary: What is your date of birth?

Student:……

Secretary: What is your mother's name?

Student:……

Secretary: Do you live with your parents only or you share the house with uncles and cousins?

Student:…….

Secretary: Do you live with any other children no related to your family?

Student:…….

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student……

For the second part students have to circle the incorrect word

GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother has a puddle since the last year.

B. Look this! I can wear moms shoes.

C. Please don't tell anything about those jacket I'm wearing.

D. Michael is traveling to Arequipa last year.(two options)

E. All my friends are plans to go a party tonight.

As it's indicated in the instruction, students had to circle the sound they consider is the correct or the nearest to the correct one.

PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F. SLEEP /ESLIP/ /SLIP/

G. CHEAP /CHIP/ /CHEAP/

H. T-SHIRT /TICHER/ /TI SHRT/

I. COUSIN /KOZIN/ /KOUSIN/

J. MOUSE /MAUS/ /MOUS/

The last section joints the Reading comprehension and Writing evaluation giving 5 point to each criteria, 10 points altogether. This text is a summarized version of pages 34 and 35 from the English Student's Book 3 (2012, p.34 and 35).

READING AND WRITING

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls open in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

1. What does the phrase "former splendor" means in this sentence? Support you answer.
2. Do you know San Miguel shopping mall? Try to describe it.
3. What kind of stores do you visit when you go to a shopping centre? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping centre?

ANSWER THE QUESTIONS

In this case students had to write full sentences, this is a mix between open-ended and close-ended questions.

With three Diagnostic Tests I could collect information in three different moments, the difference in time between one and another is from three to 6 weeks.

04/30 [8.6] 03

DIAGNOSTIC TEST

NAME: Edgar Renato Arrieta CLASS: 3 DATE:

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?

Yes, my a brother is andrea. 1

3

B. What do your parents do for a living?

C. What did you eat yesterday a t lunch?

Rice and chicken y apple 0.5

D. How did you come to school?

How you runers 0.5

E. What is your best friend's name?

His luis 1

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

.....

B. How was his life style?

.....

C. What did he promise himself?

.....

D. Write with creativity a different final to the story, use at least three lines.

.....

.....

.....

11/30 7.3 07

DIAGNOSTIC TEST

NAME: Dexter Contreras Arias R CLASS: 3° DATE:

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?

Yes, two ✓ 1 5

B. What do your parents do for a living?

My father and My mother restaurant 1

C. What did you eat yesterday a t lunch?

Arroz gallina ✓ 1

D. How did you come to school?

by bus ✓ 1

E. What is your best friend's name?

he Gabriel Jesus ✓ 1

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago. 0.5 -then+

B. The weather is terrible and its raining. 1

C. Please don't tell I about the surprise. -then+

D. Michael eated a lot of chicken and French potatoes during the weekend. -then

E. All my friends want to go to the party and I want to go with us too. 0.5 -then

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

4

A. What kind of smoker was Mr. White? 2

He was a chain smoker

B. How was his life style?

C. What did he promise himself? 2

this would finally be his last cigarette

D. Write with creativity a different final to the story, use at least three lines.

Dead smoker and cigarette. 0

22/30 14.6 (15)

DIAGNOSTIC TEST

NAME: Fan Calle Pintado Tomer Junior CLASS: 3 DATE:

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?

Yes: two brothers and two sisters.

B. What do your parents do for a living?

My Mother and Father work on Casino.

6

C. What did you eat yesterday a t lunch?

Arroz con Pollo

D. How did you come to school?

My Walkin.

E. What is your best friend's name?

My Mother → Ana.

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell him about the surprise.

D. Michael eat ate a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with them too.

2

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A. YES	/LLES/	/IES/	
B. UMBRELLA	/UMBRELA/	~~/AMBRELA/~~	4
C. ISLAND	/AILAND/	/ISLAND/	
D. COUSIN	/KOZIN/	/KOUSIN/	
E. PIONERS	/ PIONERS/	/PAIONIER/	

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White? (4+5) 9

he was a chain smoker

B. How was his life style? 4

he spent all day coughing

C. What did he promise himself? 7

it would be his last Cigarette

D. Write with creativity a different final to the story, use at least three lines. 5

Mr : white health addiction and he
family left the cigarette but
months later he was an alcoholic person.

14/30 09 9.3

DIAGNOSTIC TEST

NAME: José Luis Campos Agapito CLASS: 3° DATE:

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?
Yes, two brothers and one sister

B. What do your parents do for a living?
Work 5

C. What did you eat yesterday a t lunch?
Ají de gallina, cebiche.

D. How did you come to school?
I walking

E. What is your best friend's name?
Gabriel Jesus

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

2.5 3

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

3

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White? 2
He was a chain smoker.

B. How was his life style?
He was a style de vida of life bad

C. What did he promise himself?
it

D. Write with creativity a different final to the story, use at least three lines.

0

DIAGNOSTIC TEST

16/30 10.6 (11)

NAME: [illegible] CLASS: 5 DATE:

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

A. Do you have any brothers or sisters?

[illegible] ✗ 1

B. What do your parents do for a living?

his father is [illegible] ✓ 1

C. What did you eat yesterday a t lunch?

yesterday at lunch cebiche ✓ 2

D. How did you come to school?

by car ✓ 1

E. What is your best friend's name?

she is edwar ✓ 2

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining. 1

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too. ✓

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A. YES	/LLES/	/IES/	
B. UMBRELLA	/UMBRELA/	/AMBRELA/	
C. ISLAND	/AILAND/	/ISLAND/	
D. COUSIN	/KOZIN/	/KOUSIN/	
E. PIONERS	/ PIONERS/	/PAIONIER/	

3

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

5

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White? 2

He was a chain smoker.

B. How was his life style?

He couldn't even take walks anymore.

C. What did he promise himself? 1

He would always buy a pack and promise himself.

D. Write with creativity a different final to the story, use at least three lines. missing

This would finally be his last cigarette.

2

14/30

DIAGNOSTIC TEST

NAME: Abraham Portilla Canarco

4

1. **DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.**

A. Do you have any brothers or sisters?

Yes I have brothers sisters

B. What do your parents do for a living?

C. What did you eat yesterday a t lunch?

Pollo a la Brasa

D. How did you come to school?

I.E S.M.P mix 72 en mi [illegible]

en fuerte [illegible]

E. What is your best friend's name?

Renato Eva

2. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.**

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

Mr. White had bad habit.

B. How was his life style?

Mr. White's Smoking addiction was unhealthy.

C. What did he promise himself?

He had cancer from all the smoking.

D. Write with creativity a different final to the story, use at least three lines.

.....

.....

.....

17/30

DIAGNOSTIC TEST

NAME: Jeffry emerson Sacacaloya muñoz

1. **DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.** 7

A. Do you have any brothers or sisters?
No

B. What do your parents do for a living?
They work

C. What did you eat yesterday a t lunch?
potato and pimiento

D. How did you come to school?
by Walking

E. What is your best friend's name?
he is Carlos.

2. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.** 5

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

Mr. white knew his addiction was unhealthy.

B. How was his life style?

he is chain smoker

C. What did he promise himself?

this would finally be his last cigarette

D. Write with creativity a different final to the story, use at least three lines.

15/30

DIAGNOSTIC TEST

NAME: JORL ALEXANDER SOSAYA GUISPE

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES. 6.

A. Do you have any brothers or sisters?
SISTER AND BROTHERS 1 yes/NO ??

B. What do your parents do for a living?
WORK 1

C. What did you eat yesterday a t lunch?
RICE CON POLLO ✓

D. How did you come to school?
RUNNING 1

E. What is your best friend's name?
JUAN CARLOS DAVIS 1

5

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/
C.	ISLAND	/AILAND/	/ISLAND/
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

B. How was his life style?

C. What did he promise himself?

D. Write with creativity a different final to the story, use at least three lines.

DIAGNOSTIC TEST

17/30

NAME: José Torres

1. DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

5

A. Do you have any brothers or sisters?

Yes, Two sister

B. What do your parents do for a living?

My father is driver

C. What did you eat yesterday a t lunch?

Chaufa

D. How did you come to school?

on pie

E. What is your best friend's name?

—

2. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

3

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

2

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A.	YES	/LLES/	/IES/
B.	UMBRELLA	/UMBRELA/	/AMBRELA/ ×
C.	ISLAND	/AILAND/	/ISLAND/ ×
D.	COUSIN	/KOZIN/	/KOUSIN/
E.	PIONERS	/ PIONERS/	/PAIONIER/ ×

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

he was chain smoker 4

B. How was his life style?

sedentary

C. What did he promise himself?

He don'T want To smoke more

D. Write with creativity a different final to the story, use at least three lines.

Mr White was walking and 3
had attack heart.

15/30

DIAGNOSTIC TEST

NAME: Sebastian torres Ramirez

1. **DIALOGUE: COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.**

A. Do you have any brothers or sisters?
• Yes, one brother 1.5 5

B. What do your parents do for a living?
• [illegible] Ingeniero 1

C. What did you eat yesterday a t lunch?
• Carne asada

D. How did you come to school?
• Jeep 0.5

E. What is your best friend's name?
• Alonso
• Sabina

2. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.** 5

A. My father and mother loves each other since 25 years ago.

B. The weather is terrible and its raining.

C. Please don't tell I about the surprise.

D. Michael eated a lot of chicken and French potatoes during the weekend.

E. All my friends want to go to the party and I want to go with us too.

3. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

A. YES	/LLES/	/IES/	
B. UMBRELLA	/UMBRELA/	/AMBRELA/	
C. ISLAND	/AILAND/	/ISLAND/	
D. COUSIN	/KOZIN/	/KOUSIN/	
E. PIONERS	/ PIONERS/	/PAIONIER/	

4. READING AND WRITING: THE LAST CIGARRETTE

Mr. White had a bad habit. He was a chain smoker. Mr. White knew his addiction was unhealthy. He couldn't even take walks anymore. He spent all day coughing. Mr. White spent one year trying to quit smoking. He would always buy a pack and promise himself it would be his last cigarette.

Mr. White went to his doctor for a check-up. His doctor asked him to take an X-ray. They found a tumor on his left lung. He had cancer from all the smoking. Mr. White went home scared. He threw out his cigarettes, but kept one. This would finally be his last cigarette.

Answer the following questions with complete sentences

A. What kind of smoker was Mr. White?

his addiction was unhealthy.

B. How was his life style?

He was a chain smoker.

C. What did he promise himself?

this would Finally be his last cigarette

D. Write with creativity a different final to the story, use at least three lines.

Mr. White Die

DIAGNOSTIC TEST

(INTERMEDIATE STAGE)

16/30

NAME: Abraham [illegible]

CLASS: 3RD B

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation.

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What color of [illegible] do you prefer?

You: I [illegible]

Seller: Which [illegible] are you looking for?

You: I need a [illegible] please.

Seller: Is it for you?

You: No, [illegible] It's [illegible] birthday.

Seller: This [illegible] is a nice gift for [illegible]

You: And [illegible] does it cost?

Seller: It's [illegible] Soles.

You: Ok, here [illegible]. Thank [illegible]

Seller: You're [illegible]

9

GRAMMAR:

Find the incorrect word in each sentence.

1. I has a big sweater for my travel.
2. We likes cotton pajamas for winter.
3. Kelly have her own car.
4. Paul borrows me our keys.
5. We want to buy our parents a [illegible] for her anniversary.

3

PHONETIC

Circle the alternative which represents the correct pronunciation for each word.

1.	SKIRT:	/skrt/	/eskirt/
2.	TIE:	/tie/	/tai/
3.	SHOES:	/shus/	/chus/

4

4	OUR	/awer/	/ower/
5	HAVE	/hab/	/hav/

READING

Read the following conversation and answer the questions with full sentences

Mrs. Perry: And here's a photo of my son Matt. Isn't he handsome? He has my hair, but his father's eyes.

Ms. Stone: He looks very nice. Is he your only child?

Mrs. Perry: Yes, he is. Matt has a lot of friends. They come to our house, or he visits their houses. He's a pretty popular guy.

Ms. Stone: I see, I guess he's very busy.

Mrs. Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms. Stone: Uh, yes, I'm sure.

Mrs. Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms. Stone: I'm not surprised.

Mrs. Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father...

Ms. Stone: Oh, dear, look at the time! I have an appointment now, at...at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

Matt plays

2. Does Matt study all the time? Explain your answer.

3. Is Matt popular? Can you give two reasons for you answer?

4. Can you describe Mrs. Perry?

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

21/30

DIAGNOSTIC TEST

(INTERMEDIATE STAGE)

NAME: [illegible]

CLASS: 3 B

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation.

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What color of pants... do you prefer? ✓

9

You: I want blue pants ✓

Seller: Which size are you looking for? ✓

You: I need a medium please. ✓

Seller: Is it for you?

You: No, it's for my father ✓ It's your birthday.

Seller: This pants ✓ is a nice gift for him ✓

You: And how much does it cost? ✓

Seller: It's 84.00 Soles. ✓

You: Ok, here are you are... Thank you ✓

Seller: You're welcome ✓

GRAMMAR:

Find the incorrect word in each sentence.

4

1. I has a big sweater for my travel. ✓
2. We likes cotton pajamas for winter. ✓
3. Kelly have her own car. ✗
4. Paul borrows me our keys. ✓
5. We want to buy our parents a trip for her anniversary. ✓

PHONETIC

Circle the alternative which represents the correct pronunciation for each word.

3

1.	SKIRT:	/skrt/	/eskirt/	✗
2.	TIE:	/tie/	/tai/	✓
3.	SHOES:	/shus/	/chus/	✓

4.	OUR	/awer/	/ower/
5.	HAVE	/hab/	/hav/

READING

Read the following conversation and answer the questions with full sentences 5

Mrs. Perry: And here's a photo of my son Matt. Isn't he handsome? He has my hair, but his father's eyes.

Ms. Stone: He looks very nice. Is he your only child?

Mrs. Perry: Yes, he is. Matt has a lot of friends. They come to our house, or he visits their houses. He's a pretty popular guy.

Ms. Stone: I see, I guess he's very busy.

Mrs. Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms. Stone: Uh, yes, I'm sure.

Mrs. Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms. Stone: I'm not surprised.

Mrs. Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father...

Ms. Stone: Oh, dear, look at the time! I have an appointment now, at...at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

He plays two sports Soccer and Baseball 1.5

2. Does Matt study all the time? Explain your answer.

He doesn't have to study all the time 1.5

3. Is Matt popular? Can you give two reasons for you answer?

Yes

4. Can you describe Mrs. Perry?

Takatu

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

No, she wanted to go home 2

DIAGNOSTIC TEST

(INTERMEDIATE STAGE)

16/30

NAME: [illegible]

CLASS: 3ro [illegible]

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation.

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What color of [illegible] do you prefer?

You: I.....

Seller: Which [illegible] are you looking for?

You: I need a [illegible] please.

Seller: Is it for you?

You: No,..... It's..... birthday.

Seller: This..... is a nice gift for.....

You: And [illegible] does it cost?

Seller: It's [illegible] Soles.

You: Ok, here YOU ARE Thank YOU

Seller: You're WELCOME

6

GRAMMAR:

Find the incorrect word in each sentence.

1. I has a big sweater for my travel.
2. We likes cotton pajamas for winter.
3. Kelly have her own car.
4. Paul borrows me our keys.
5. We want to buy our parents a trip for her anniversary.

2

PHONETIC

Circle the alternative which represents the correct pronunciation for each word.

1.	SKIRT:	/skrt/	/eskirt/
2.	TIE:	/tie/	/tai/
3.	SHOES:	/shus/	/chus/

4

4.	OUR	/awer/	/ower/
5.	HAVE	/hab/	/hav/

READING

Read the following conversation and answer the questions with full sentences

Mrs. Perry: And here's a photo of my son Matt. Isn't he handsome? He has my hair, but his father's eyes.

Ms. Stone: He looks very nice. Is he your only child?

Mrs. Perry: Yes, he is. Matt has a lot of friends. They come to our house, or he visits their houses. He's a pretty popular guy.

Ms. Stone: I see. I guess he's very busy.

Mrs. Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms. Stone: Uh, yes, I'm sure.

Mrs. Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms. Stone: I'm not surprised.

Mrs. Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father...

Ms. Stone: Oh, dear, look at the time! I have an appointment now, at...at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

PLAYER ON HIGH TEAMS

2. Does Matt study all the time? Explain your answer.

HE DOESN'T HAVE TO STUDY ALL THE TIME

3. Is Matt popular? Can you give two reasons for you answer?

HE'S ESPECIALLY GOOD AT MATH

4. Can you describe Mrs. Perry?

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

YES, SHE WANTS

DIAGNOSTIC TEST

(INTERMEDIATE STAGE)

22/30

NAME: [redacted]

CLASS: 3ro B

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation.

8

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What color of ..... do you prefer?

You: I ..... .

Seller: Which ..... are you looking for?

You: I need a ..... please.

Seller: Is it for you?

You: No, ... It's ..... birthday.

Seller: This ..... is a nice gift for X

You: And ..... does it cost?

Seller: It's ..... Soles.

You: Ok, here ..... Thank ..... .

Seller: You're ..... .

GRAMMAR:

Find the incorrect word in each sentence.

4

1. I has a big sweater for my travel.
2. We likes cotton pajamas for winter.
3. Kelly have her own car.
4. Paul borrows me our keys.
5. We want to buy our parents a trip for her anniversary.

PHONETIC

Circle the alternative which represents the correct pronunciation for each word.

4

1.	SKIRT:	/skrt/	/eskirt/
2.	TIE:	/tie/	/tai/
3.	SHOES:	/shus/	/chus/

4.	OUR	/awer/	/ower/
5.	HAVE	/hab/	/hav/

READING

Read the following conversation and answer the questions with full sentences 6

Mrs. Perry: And here's a photo of my son Matt. Isn't he handsome? He has my hair, but his father's eyes.

Ms. Stone: He looks very nice. Is he your only child?

Mrs. Perry: Yes, he is. Matt has a lot of friends. They come to our house, or he visits their houses. He's a pretty popular guy.

Ms. Stone: I see, I guess he's very busy.

Mrs. Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms. Stone: Uh, yes, I'm sure.

Mrs. Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms. Stone: I'm not surprised.

Mrs. Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father...

Ms. Stone: Oh, dear, look at the time! I have an appointment now, at...at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

   [illegible] he play two sports soccer and baseball

2. Does Matt study all the time? Explain your answer.

   but he doesn't have to study all the time because

3. Is Matt popular? Can you give two reasons for you answer?

   [illegible]

4. Can you describe Mrs. Perry?

   [illegible]

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

   No, she wished to [illegible]

22/30

DIAGNOSTIC TEST

(INTERMEDIATE STAGE)

NAME: Sebastian torres Ramirez

CLASS: 3°B

DIALOGUE

You and a seller are talking in a Boutique. Complete the conversation. 9

Seller: Good afternoon, may I help you?

You: Yes,

Seller: What color of pants do you prefer?

You: I want blue

Seller: Which size are you looking for?

You: I need a 32 size please.

Seller: Is it for you?

You: No, It's for my dad It's dad birthday.

Seller: This dad is a nice gift for him

You: And How much does it cost?

Seller: It's 85.00 Soles.

You: Ok, here you are Thank you

Seller: You're welcome

GRAMMAR:

Find the incorrect word in each sentence.

1. I has a big sweater for my travel.
2. We likes cotton pajamas for winter.
3. Kelly have her own car.
4. Paul borrows me our keys.
5. We want to buy our parents a trip for her anniversary.

4

PHONETIC

Circle the alternative which represents the correct pronunciation for each word.

1.	SKIRT:	/skrt/	/eskirt/
2.	TIE:	/tie/	/tai/
3.	SHOES:	/shus/	/chus/

4

4. OUR /awer/ /ower/
5. HAVE /hab/ /hav/

READING

Read the following conversation and answer the questions with full sentences

Mrs. Perry: And here's a photo of my son Matt. Isn't he handsome? He has my hair, but his father's eyes.

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Mrs. Perry: And he's also busy with his schoolwork. But he doesn't have to study all the time because he is so smart. He's especially good at math. I'm sure his math teacher is happy that he's in her class.

Ms. Stone: Uh, yes, I'm sure.

Mrs. Perry: And his coaches are happy, too! They say Matt's the best player on their teams. Did I tell you he plays both soccer and baseball?

Ms. Stone: I'm not surprised.

Mrs. Perry: Yes, our family is proud of him. Say, I have a photo of Matt with his grandparents. Would you like to see it? My parents are wonderful people. They're really smart and talented. My father...

Ms. Stone: Oh, dear, look at the time! I have an appointment now, at...at the dentist's, so I really have to go. Bye!

1. How many sports does Matt play?

Soccer and Baseball

2. Does Matt study all the time? Explain your answer.

he doesn't have to study all the time

3. Is Matt popular? Can you give two reasons for you answer?

yes

4. Can you describe Mrs. Perry?

~~He~~ he

5. Do you think Ms Stone is really going to the dentist's office? Explain your answer.

No she wanted to go.

23/30

DIAGNOSTIC TEST

NAME: Abraham Portilla Cassaro CLASS: 3ro "B" DATE: 17/09/15

I. DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

9

Secretary: What is your date of birth?

Student: My date birth is January 3th

Secretary: What is your mother's name?

Student: (she) is name Gloria

Secretary: Do your live with your parents only or you share the house with uncles and cousins?

Student: Yes, ~~live Parents~~ I live with my mom and dad

Secretary: Do you live with any other children no related to your family?

Student: ~~[illegible]~~ Not

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student: ~~Yes~~ My sister and brother

II. GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.

5

A. My father and mother has a puddle since the last year.

B. Look this! I can wear moms shoes.

C. Please don't tell anything about those jacket I'm wearing.

D. Michael is traveling to Arequipa last year.

E. All my friends are plans to go a party tonight.

III. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F.	SLEEP	/ESLIP/	/SLIP/
G.	CHEAP	/CHIP/	CHEAP/
H.	T-SHIRT	/TICHER/	/TI SHRT/
I.	COUSIN	/KOZIN/	/KOUSIN/
J.	MOUSE	/MAUS/	/MOUS/

5

IV. READING AND WRITING

4

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls opens in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

1. What does the phrase "former splendor" means in this sentence? Support you answer.
2. Do you know San Miguel shopping mall? Try to describe it.
3. What kind of stores do you visit when you go to a shopping center? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping center?

ANSWER THE QUESTIONS

1) Former Splendor Means What at the beginning
2) Yes
3) I GO TO Wong

29/30

DIAGNOSTIC TEST

NAME: Jeffry oneson [illegible] CLASS: 3rd DATE: 17/09/15

I. **DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.**

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

Secretary: What is your date of birth?

Student: My date of birth is on june 25 ✓ 10

Secretary: What is your mother's name?

Student: Her name is isabel ✓

Secretary: Do your live with your parents only or you share the house with uncles and cousins?

Student: I live with my mother ✓

Secretary: Do you live with any other children no related to your family?

Student: No I live with my family only ✓

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student: No ✓

II. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.**

A. My father and mother has a puddle since the last year. 5

B. Look this! I can wear moms shoes.

C. Please don't tell anything about those jacket I'm wearing.

D. Michael is traveling to Arequipa last year.

E. All my friends are plans to go a party tonight.

III. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F.	SLEEP	/ESLIP/	/SLIP/
G.	CHEAP	/CHIP/	CHEAP/
H.	T-SHIRT	/TICHER/	/TI SHRT/
I.	COUSIN	/KOZIN/	/KOUSIN/
J.	MOUSE	/ MAUS/	/MOUS/

4

IV. READING AND WRITING

10

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls opens in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

1. What does the phrase "former splendor" means in this sentence? Support you answer.
2. Do you know San Miguel shopping mall? Try to describe it.
3. What kind of stores do you visit when you go to a shopping center? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping center?

ANSWER THE QUESTIONS

1) Former splendor means that at the begining it was beautiful.

2) yes, it's big modern it has a cinema.

3) I go To, metro, ToTTus, Ripley, Saga Falabella.

4) we like To go to The skate park.

29.5/30

DIAGNOSTIC TEST

NAME: [illegible] CLASS: 3rd. DATE: 18-9-15

I. **DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.**

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

Secretary: What is your date of birth?

Student: 22 - NOVEMBER ✓ 10

Secretary: What is your mother's name?

Student: [illegible] MARIA ✓

Secretary: Do your live with your parents only or you share the house with uncles and cousins?

Student: I LIVE: BROTHERS AND PARENTS ✓

Secretary: Do you live with any other children no related to your family?

Student: NO ✓

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student: YES, DAVID, LUCIA ✓

II. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.**

A. My father and mother has a puddle since the last year.

B. Look this! I can wear moms shoes. ✓

C. Please don't tell anything about those jacket I'm wearing. ✓

D. Michael is traveling to Arequipa last year. ✗

E. All my friends are plans to go a party tonight. ✓

5

III. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F.	SLEEP	/ESLIP/	/SLIP/
G.	CHEAP	/CHIP/	CHEAP/
H.	T-SHIRT	/TICHER/	/TI SHRT/
I.	COUSIN	/KOZIN/	/KOUSIN/
J.	MOUSE	/ MAUS/	/MOUS/

4

IV. READING AND WRITING

8.5

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls opens in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

1. What does the phrase "former splendor" means in this sentence? Support you answer.
2. Do you know San Miguel shopping mall? Try to describe it.
3. What kind of stores do you visit when you go to a shopping center? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping center?

ANSWER THE QUESTIONS

1-FORMER SPLENDOR MEANS THAT AT THE BEGINNING IT WAS GREAT
2- YES, IT IS OLD, MODERN, IT HAS A CINEMA, CAR
3- I GO TO RIPLEY, PLAZA VEA, MAGRO, TOTTUS
4- I ONLY PRACTICE SOCCER X

DIAGNOSTIC TEST

27/30

NAME: José Torres CLASS: 3° B" DATE: 17-09-15

I. **DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.**

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

9

Secretary: What is your date of birth?

Student: 31 - Octubre.

Secretary: What is your mother's name?

Student: María Luisa Carbajal

Secretary: Do you live with your parents only or you share the house with uncles and cousins?

Student: I live with my aunt and my Grand Father

-2

Secretary: Do you live with any other children no related to your family?

Student: No only with my family

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student: Yes, his jacky y Luz María

II. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.**

A. My father and mother has a puddle since the last year.

B. Look this! I can wear moms shoes.

C. Please don't tell anything about those jacket I'm wearing.

D. Michael is traveling to Arequipa last year.

E. All my friends are plans to go a party tonight.

5

III. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F.	SLEEP	/ESLIP/	/SLIP/
G.	CHEAP	/CHIP/	CHEAP/
H.	T-SHIRT	/TICHER/	/TI SHRT/
I.	COUSIN	/KOZIN/	/KOUSIN/
J.	MOUSE	/ MAUS/	/MOUS/

4

IV. READING AND WRITING

9

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls opens in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

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2. Do you know San Miguel shopping mall? Try to describe it.
3. What kind of stores do you visit when you go to a shopping center? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping center?

ANSWER THE QUESTIONS

(1) Former splendor means that at the beguining it was Beautiful

(2) Yes, IT BIG MODERN, IT HAS a CINEMA, CONEY PARK. [illegible], OAZ, BATA, PLATANITOS, ETC.

(3) I GO TO RIPLEY, METRO, BEMBOS. ETC

(4) [illegible] Like Go [illegible] soccer.

29/30

DIAGNOSTIC TEST

NAME: Sebastian torres Ramirez CLASS: 3° B DATE: 17-09-15

I. **DIALOGUE SEQUENCE: The secretary of Register Office at an Institute asked the following question to a new student.**

COMPLETE THE DIALOGUE WITH OPEN ANSWERS AND COMPLETE SENTENCES.

Student: Good morning.

Secretary: Good morning, please sit down and answer the following questions, we need you family information to complete the subscribing process.

Secretary: What is your date of birth? 10

Student: My date of birth November 22

Secretary: What is your mother's name?

Student: Her name is ~~[illegible]~~ Antonieta

Secretary: Do your live with your parents only or you share the house with uncles and cousins?

Student: I live with my mom and brother

Secretary: Do you live with any other children no related to your family?

Student: No

Secretary: Do you have any brother or sister? If it is YES please write their names.

Student: Yes, luis Alejandro torres

II. **GRAMMAR: THERE IS SOMETHING WRONG IN THE FOLLOWING SENTENCES. CIRCLE THE ERRORS.**

5

A. My father and mother has (have) a puddle since the last year.

B. Look this! I can wear moms (mom's) shoes.

C. Please don't tell anything about those (this) jacket I'm wearing.

D. Michael is traveling to Arequipa last year. (last)

E. All my friends are plans to go a party tonight.

III. PRONOUNCIATION: HOW DO YOU PRONOUNCE? (CIRCLE THE NEAREST OPTION)

F.	SLEEP	/ESLIP/	/SLIP/
G.	CHEAP	/CHIP/	CHEAP/
H.	T-SHIRT	/TICHER/	/TI SHRT/
I.	COUSIN	/KOZIN/	/KOUSIN/
J.	MOUSE	/ MAUS/	/MOUS/

IV. READING AND WRITING

9

In the 1970s and 1980s many middle-sized shopping malls were opened: the first one was in the area of San Miguel. This mall is still operating, modernized, extended and very popular. In Surco many small stores opened as well as two big retailers. In Av. Arenales a commercial center is still in business. In San Isidro, in Av. Camino Real, it was "the" shopping center of 1980s, but today nothing compares to its former splendor. Other malls opens in the 1980s located in Camacho, La Molina, and in Surco. All were remodelled in the last years to meet modern standards and to be able to compete against the new, ultramodern shopping malls popping up in Lima.

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3. What kind of stores do you visit when you go to a shopping center? Why?
4. What kind of activities would you like to do with your friends, if you go to a shopping center?

ANSWER THE QUESTIONS

1. Former splendor means the - of the Begulm it was Beautiful
2. Is still operating, modernized, extender and very popular.
3- I go to libraries like wol or zete BOOK'S
4- With my friends I go to the cinema

Appendix 4: Checklist on Pedagogical and Methodological Competencies

The following list of questions or statements and the scale of frequency involved, give us the information to know: the performance and behaviour of the teacher, the class structure, and motivation during class. This list of questions or statements followed a scale of frequency which is as follows:

Very Often	Often	Seldom	Never	No Observed

List of Questions

The first group of items was related to the teacher performance and behaviour, and the questions were as follow:

Teacher Performance and Behaviour

1. He/she maintains an objective and respectful position with the students.
2. Presents a correct structure in class (motivation-process-assessment).
3. Presents the minimum content of his/her subject matter tailored to the students' knowledge.
4. Provides clear information about objectives, assessment methods and contents.
5. He/she informs the students of competencies they will be expected to acquire.
6. He/she organises the work on class properly.
7. He/she presents the contents following clear and logical framework, highlighting the important aspects.
8. He/she attends to linguistic variety in class.
9. He/she attends and responds clearly to questions asked in class.
10. Accepts students' responses without judgment to encourage exploring possibilities.

The second group of questions was focused on how the class was structured, the questions were as follow:

Structuring the Classroom

11. He/she allows and encourages the student participation.
12. He/she promotes individual work.
13. He/she promotes teamwork.
14. He/she encourages student interest and the motivation to learn.
15. He/she incorporates and employs Information and Communication Technologies during the class.
16. He/she uses material resources that facilitate learning.

17. He/she applies assessment criteria of the activities as established in the subject's curriculum.

18. He/she uses Information and Communication Technologies for assessment and metacognition process.

19. He/she applies the established curriculum with a certain amount of flexibility for a better dynamic.

20. He/she provides initial and final overviews of the session and/or subject in class.

The third block of questions was related to motivation and encouraging the teacher works on the students, the questions were as follow:

Encouraging Students' Participation

21. Ask open-ended questions.

22. Invites students to think hypothetically and creatively (e.g. posing "what if" or "suppose that" questions).

23. Asks "Why do you think so?".

24. Requires students to expand on answers.

25. Poses a homework question or activity that stimulates students' thinking.

After the teacher finished the session, I could match each item in the value of frequency which corresponded, based on the observation.

In the checklist we can see three main criteria to measure, the first one is related to the teacher performance, in which we can observe teacher's behaviour during class and the relation between teacher-student. The second block is related to the structure of class, and the third one to participation and motivation of students. Each block contains a group of items that gives us the key information to know, how often those criteria have been employed.

CHECKLIST ON PEDAGOGIAL AND METHODOLOGICAL COMPETENCIES IN A LEARNING SESSION OF ENGLISH COURSE IN STUDENTS OF 11TH GRADE OF SAN MARTIN DE PORRES SCHOOL N° 72 UGEL 03

GENERAL DATA
Date and Name of Session: Describing people doing diferent activities.
Teacher's name:
Class: 5 "C"
School: San Martin de Porres N°72

ITEMS	Very often	Often	Seldom	Never	No Obs.
Teacher performance and behaviour					
1. He/she maintains an objective and respectful position with the students	X				
2. Presents a correct structure in class (motivation-process-assessment)		X			
3. Presents the minimum content of his/her subject matter tailored to the students' knowledge		X			
4. Provides clear information about objectives, assessment methods and contents.			X		
5. He/she informs the students of competencies they will be expected to acquire.		X			
6. He/she organizes the work on class properly.	X				
7. He/she presents the contents following clear and logical framework, highlighting the important aspects.		X			
8. He/she attends to linguistic variety in class.					X
9. He/she attends and responds clearly to questions asked in class.		X			
10. Accepts students' responses without judgment to encourage exploring possibilities.		X			

Structuring the Classroom					
11. He/she allows and encourages the student participation	X				
12. He/she promotes individual work	X				
13. He/she promotes teamwork			X		
14. He/she encourages student interest and the motivation to learn			X		
15. He/she incorporates and employs Information and Communication technologies during the class				X	
16. He/she uses material resources that facilitate learning				X	
17. He/she applies assessment criteria of the activities as established in the subject's curriculum.	X				
18. He/ she uses Information and communication technologies for assessment and metacognition process				X	
19. He/she applies the established curriculum with a certain amount of flexibility for a better dynamic		X			
20. He/she provides initial and final overviews of the session and/or subject in class				X	
Encouraging students participation					
21. Ask open-ended questions			X		
22. Invites students to think hypothetically and creatively (e.g posing "what if" or "suppose that" questions)			X		
23. Asks "Why do you think so?"			X		
24. Requires students to expand on answers			X		
25. Poses a homework question or activity that stimulates students' thinking.				X	

Appendix 5: Metacognition Checklist Chart

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information					
Language structures correctly used					
Main ideas clearly expressed					
Appropriate pronunciation and intonation					
Team Work					
Final Presentation					

What did I learn?	
How did I learn it?	
What did I learn for?	

Diego Fernando Russo

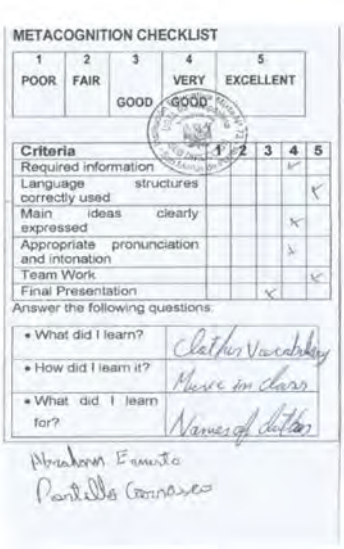
METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information			X		
Language structures correctly used			X	X	
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					X
Final Presentation					

Answer the following questions:

• What did I learn?	Demonstrative and possessive
• How did I learn it?	Moving cutting pictures
• What did I learn for?	vocabulary that etc. this


METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information				✓	
Language structures correctly used					X
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					X
Final Presentation			X		

Answer the following questions:

• What did I learn?	Clothes Vocabulary
• How did I learn it?	Music in class
• What did I learn for?	Names of clothes

Abraham Fausto
Pantelis Gonzalez

Alex Pares Segovia.

METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information				X	
Language structures correctly used					X
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					X
Final Presentation				X	

Answer the following questions:

• What did I learn?	clothes vocabulary
• How did I learn it?	Music in class
• What did I learn for?	names of clothes

METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information			X		
Language structures correctly used				X	
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					
Final Presentation			X		

Answer the following questions:

• What did I learn?	clothes, shoes
• How did I learn it?	Melody
• What did I learn for?	Speaking

Kelly Fiorella Soria

METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information			X		
Language structures correctly used				X	
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					X
Final Presentation					X

Answer the following questions:

• What did I learn?	
• How did I learn it?	paste photo
• What did I learn for?	talk my star

Ber Huver Serafo Slesguen

METACOGNITION CHECKLIST

1	2	3	4	5
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT

Criteria	1	2	3	4	5
Required information			X		
Language structures correctly used				X	
Main ideas clearly expressed				X	
Appropriate pronunciation and intonation				X	
Team Work					X
Final Presentation					

Answer the following questions:

• What did I learn?	demonstrative and possessive
• How did I learn it?	Moving, cutting Pictures
• What did I learn for?	Uppoblo fix, this that, etc.

Appendix 6: Photos

Also it supports the research with visual evidence. The following photos were taken to students performing different activities.

Photo 1: Use of music during class session

Photo 2: Use of computers for grammar exercises

Photo 3: View of Laboratory and support of Assistant Teacher

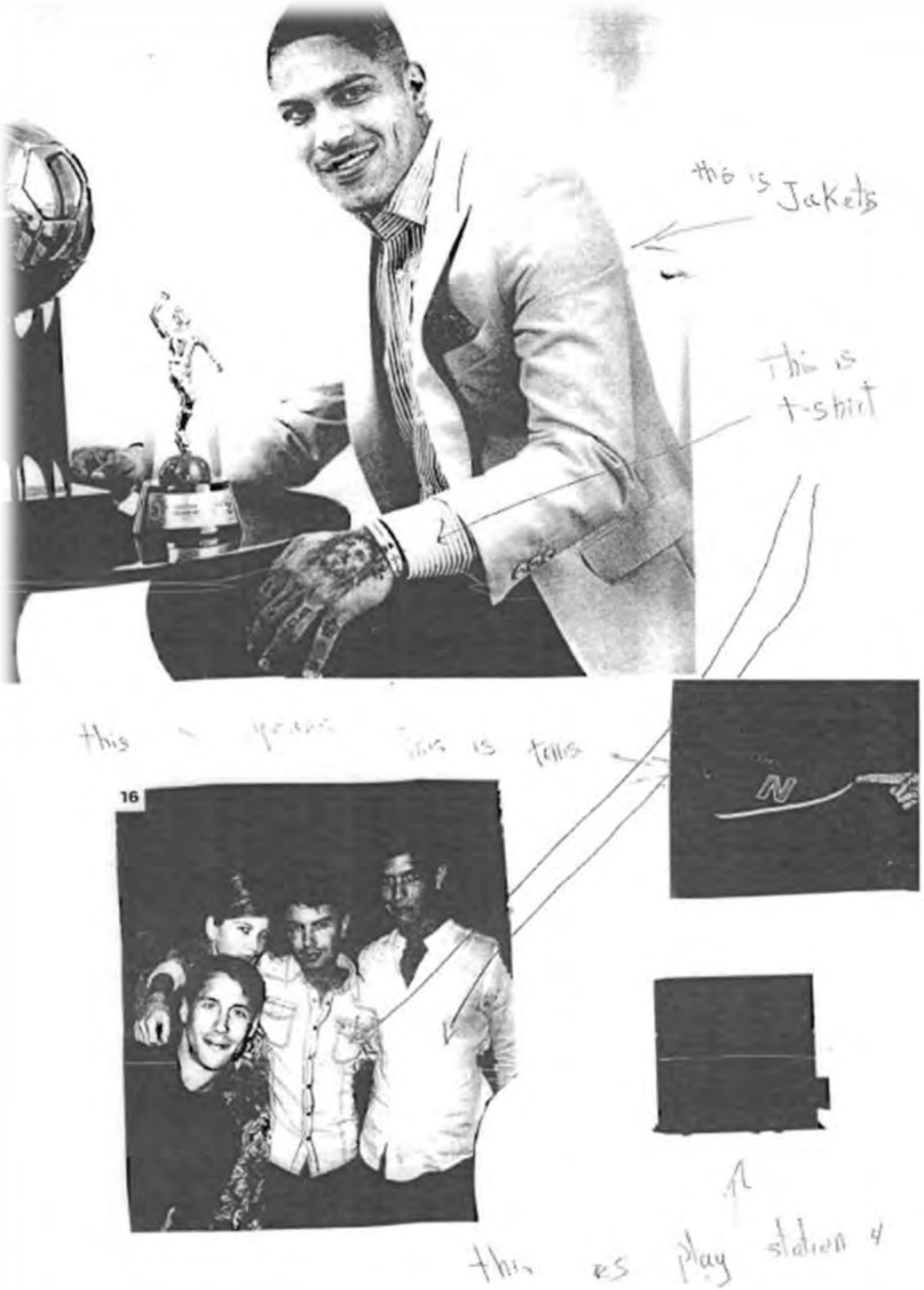
Photo 4: View of activity at the Laboratory

Photo 5: Teamwork activity in Class

Photo 6: Teacher giving instructions in classroom

Photo 7: Students working with magazines

Appendix 7: Activity in Class – Collage

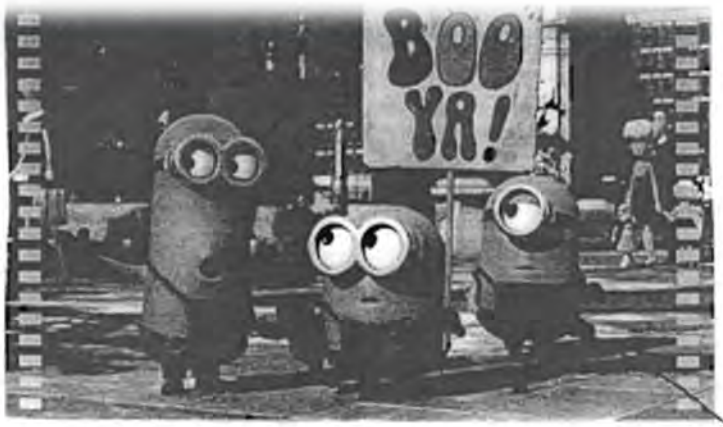

this is Jakets
this is t-shirt
16
this is play station 4

Diego Kusso

This is a new boge. The medicine is SO important because come This

The evil never sleep so The protection is first in our life

Walk with elegance is Too important in



these are a jeans.

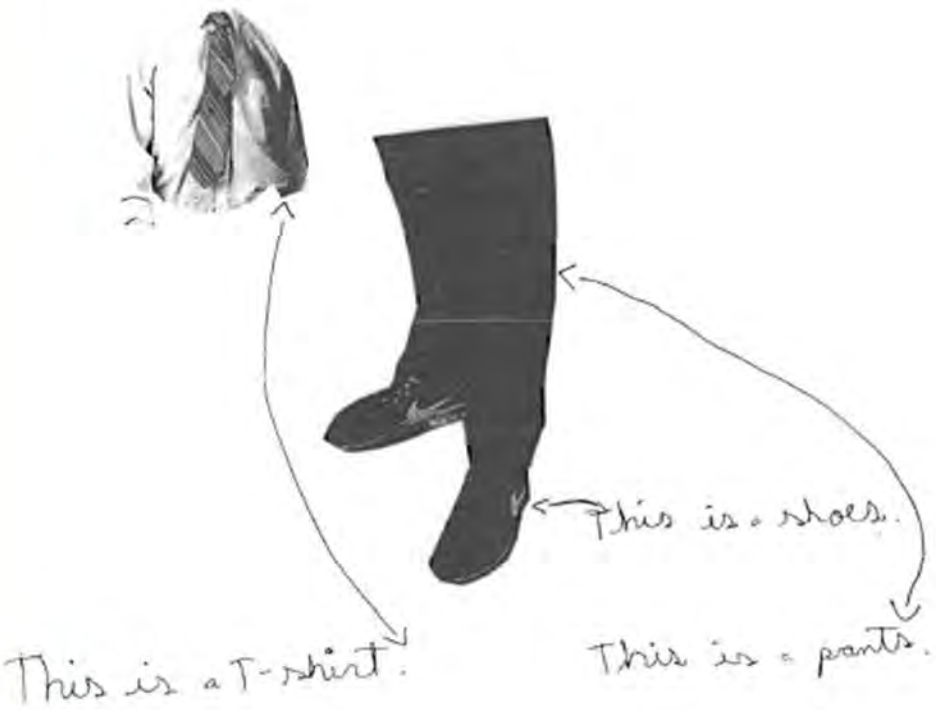
jean

~~sho's~~ tennis

These are Tennis

Playstition 3

this is a play station 3


This is a shoes.
This is a T-shirt.
This is a pants.