



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL**

**FACULTAD DE EDUCACIÓN**

**CARRERA: CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS**

**PROYECTO DE INVESTIGACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:  
LICENCIADA EN LENGUA INGLESA MENCIÓN  
ENSEÑANZA**

**Y**

**ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TEMA:**

**“INFLUENCE OF TEACHING STRATEGIES IN 9<sup>TH</sup> GRADERS’  
ACHIEVEMENT OF INSTRUCTIONAL GOALS AT LICEO  
LOS ANDES DURING THE SCHOOL YEAR 2017-2018”**

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**GUAYAQUIL**

**2018**

**REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

**FICHA DE REGISTRO DE TESIS**

**TÍTULO Y SUBTÍTULO:**

“Influence of Teaching Strategies in 9<sup>th</sup> Graders’ Achievement of Instructional Goals at Liceo Los Andes During the School Year 2017-2018”

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Universidad Laica Vicente Rocafuerte De Guayaquil

**FACULTAD:**

FACULTAD DE EDUCACIÓN

**CARRERA:**

CIENCIAS DE LA EDUCACIÓN - MENCIÓN INGLÉS

**FECHA DE PUBLICACIÓN:**

2018

**N. DE PÁGS:**

136

**ÁREAS TEMÁTICAS:**

Humanidades

**PALABRAS CLAVE:**

Method, Theory, Strategy, Language Acquisition, Learning, Rubric, Feedback, Language Proficiency, Low Achievers, Cooperative Learning

**RESUMEN:**

The goal of this study is to implement a set of strategies to help overcome the difficulties that are present when learning a new language by a group of students of 9<sup>th</sup> grade of Basic Education at Liceo Los Andes, who have experienced difficulties in their learning process of the English language since they started elementary school education. This project is a quantitative research which follows a quasi-experimental design, performing an intervention in the sample, the students. In which a set of strategies comprising the elements of the program being evaluated were tested for how well they achieved the objectives, as measured by a pre-specified set of indicators by a retrospective comparison. It relies on one-group pretest-posttest and surveys performed on the sample. The teaching strategies which are part of this work were measured on a successful investigation on how students’ language acquirement and grasping skills were significantly improved as a result of their use.

N. DE REGISTRO (en base de datos):

N. DE CLASIFICACIÓN:

DIRECCIÓN URL (tesis en la web):

ADJUNTO URL (tesis en la web):

ADJUNTO PDF:

SI

NO

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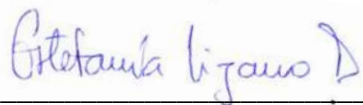
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## Urkund Analysis Result

Analysed Document: ULTIMA VERSION TESIS, 27-09-2018 (1)LIZANO.docx (D42633307)  
Submitted: 10/16/2018 5:48:00 PM  
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### Sources included in the report:

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Tesis correccion graphElsa and Carlos.docx (D29403784)  
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[https://ed.ted.com/on/zAKR0X3R/review\\_open#question-10](https://ed.ted.com/on/zAKR0X3R/review_open#question-10)  
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## **ACKNOWLEDGEMENTS**

I would like to thank God for providing me the strength for doing this project. I am deeply grateful to my parents, Mario and Eli, for being the greatest professional role models. My unconditional love and gratitude to my nieces, sister, and friends who have supported me in this difficult work process. I would also want to express my respect and admiration to my mentors Yamne Fayad and Marcela Ramírez. To my friend and colleague Bianca Perrone Dapelo who has helped me in everything I have asked her for with no hesitation. Without their encouragement, patience, and love I could not have done this.

## **DEDICATION**

I would like to dedicate this project to my beloved parents, especially to my mother who has always been supportive, loving, and caring. The only thing I wish in this life is becoming more like her, a natural born teacher, and the most selfless human being on Earth.

To the much loved, respected and admired memory of my father who I know would be celebrating this moment with me. He taught me everything I know. This work is part of his legacy.

I also dedicate this work to my world, my nieces, Martina and María Emilia who I love like my own daughters.

“Be brave and courageous!”



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## **ABSTRACT**

The goal of this study is to implement a set of strategies to help overcome the difficulties that are present when learning a new language by a group of students of 9th grade of Basic Education at Liceo Los Andes, who have experienced difficulties in their learning process of the English language since they started elementary school education. This project is a quantitative research which follows a quasi-experimental design, performing an intervention in the sample, the students. In which a set of strategies comprising the elements of the program being evaluated were tested for how well they achieved the objectives, as measured by a pre-specified set of indicators by a retrospective comparison. It relies on one-group pretest-posttest and surveys performed on the sample. The teaching strategies which are part of this work were measured on a successful investigation on how students' language acquirement and grasping skills were significantly improved as a result of their use.

## **INTRODUCTION**

There are certain students that do not seem to reach the curricular expectations. These students tend to show very little interest on their school performance and scores because they seem discouraged by their low achievement on instructional goals.

These difficulties are present especially due to academic struggles they face in the English language acquisition process which represents a hard task to fulfill in a variety of aspects. In this group of students, one might encounter comprehension skills not fully developed that the teacher must reinforce while working in class, in order to succeed while helping students learn certain content. These students need to be supported and monitored regularly. In many of the cases they do not count with this support. Students who learn in a different pace than average students need customized support in the different steps of English language learning.

As a result of identifying this problem, a solution had to be proposed in order to overcome the difficulties on student's English language learning and the achievement of instructional goals. This research project intends to help students use their own strengths and weaknesses and ways of learning to improve their academic performance and scores. In contemplation of students' learning skills improvement, a set of teaching strategies based on students learning styles were applied along the school year.

The project carried out a favorable modification in students' English language acquisition, although they have found and might still find a second language as an important challenge in their academic life. This research is also intended to help students identify their learning facilities in order to apply them to their further scholastic experiences. In addition, teachers in charge of fragile classes, the ones whose main objective is opening the paths for these so called 'weak' students to face new experiences with a meaningful purpose, can use the strategies proposed on this



project. These strategies are based on various relevant theories of learning which have been available for several years, but in practice seem tedious for teachers to design lesson plans and activities consulting this valuable work, ignoring the fact that the most important and effective part of our work is in the planning stage.

Before the project started, there was plenty to take into consideration such as the appropriateness of the prior teaching strategies, instructional goals and lesson plans used on the level. Therefore, another subject to focus on, in order to design the proposed new project was to detect what to exactly reinforce and strengthen on students. For that reason, surveys and assessments were key instruments to accomplish the main objectives of the research.

As a result of this quantitative research based on a pretest, an intervention and a posttest, it was defined that teaching strategies based on interactive methods influenced positively 9<sup>th</sup> graders' achievement of instructional goals at Liceo Los Andes during the school year 2017-2018.

## **CHAPTER 1**

### **1. THE RESEARCH PROBLEM**

#### **1.1. Background of the Problem**

This research project is centered on a group of students of 9th grade of Basic Education at Liceo Los Andes who have experienced difficulties in the learning process of the English language since they started their elementary school education.

These difficulties are present due to the academic struggles they face because the English language acquisition process represents a hard task to fulfill in a variety of aspects. In this group of students, one might encounter comprehension skills not fully developed that the teacher must reinforce while working in class, in order to succeed while helping students learn certain and understand content. On the other hand, we might also find students with a not diagnosed short term memory issues, borderline dyslexia, dysgraphia, and attention deficit disorder. The students need to be academically supported and monitored in a daily basis. In many of the cases they do not count with this support at home. Students who learn in a slower way than average students need special attention in the different steps of English language learning.

That is the case of the target students in this project. They have been especially grouped in order to provide them with a more intensive assistance towards learning.

At Liceo los Andes, the characteristics of this group of students are well known. As teachers, coordinators, and as an institution have managed to help them learn the English language and covering the curriculum even though their grades have never been outstanding. The aim has always been to accompany them while learning in an effective and communicative way the English language, having exactly the same contents as other groups of students who do not have obstacles with the language.

The road has been very long because in spite of the adaptations that have been applied to this particular class some of the results show low scores in assessment. Some of the students have even flunked the course and have faced the necessity to repeat a course in early school years to overcome the difficulties and move on to a new level. The designing of different strategies has been an important issue in the improvement of the academic performance of these students. The reinforcement of Grammar topics, on the board through constant classwork participation, constantly recapping prior knowledge and topics which were supposed to be mastered in elementary school such as the verb tenses, one of the most important obstacles they face. Associating the academic content to historical events of their general knowledge and personal anecdotes is what works positively in their learning. Also, dividing in chunks the combined grammatical structures is what benefits students while interiorizing contents. Every new topic must be related to a previous topic of their interest.

Considering this group of students is in the middle of a new stage in education, it is necessary to identify the stronger needs they may have to help them get through the paths of knowledge. That is why it is essential to provide them with a set of activities to ease the foreign language acquisition at their pace and level.

## **1.2.Statement of the Problem**

After identifying the specific needs of the low performing 9<sup>th</sup> graders at Liceo Los Andes, it will be required to implement a set of strategies to help them overcome the difficulties that are present when learning a new language.

Then, a question arises:

How have the teaching strategies influenced the achievement of the instructional goals in 9th graders at Liceo Los Andes during the school year 2017-2018?

### **1.3.Systematization of the Problem**

- Are the teaching strategies appropriate for the students' level?
- Do the instructional goals suit the target students?
- Will students be prepared for the next level academic challenges?
- In what aspects students have struggled the most during this research process?

### **1.4.Broad Objective**

- To identify the specific reasons why the students are not able to adequately cope with the English learning process at Liceo Los Andes.

### **1.5.Specific Objectives**

1. To design a set of reinforcement exercises in order to help the students improve the English language learning 9th grade students at Liceo Los Andes during the school year 2017-2018.
2. To enhance the English language academic performance of the 9th grade students at Liceo Los Andes during the school year 2017-2018
3. To use of reinforcement exercises in an effective and practical way.

## **1.6. Significance or Justification of the Study**

The interest of this project is to effectively work on the improvement of the acquisition of the English language in a group of slow learners who have been struggling in the process of learning English as a foreign language for years.

Most schools, bilingual and not bilingual are very much concerned in the effectiveness of English language learning and that is also the case of Liceo Los Andes.

Unidad Educativa Liceo Los Andes has additionally faced the challenge to work with students who have special needs and require extra care in the classrooms to assure the effectiveness of learning in their mother tongue. This reinforcement in the development of their skills and abilities is also necessary when learning how to use a foreign language.

This is more evident in the specific case of the students' subject of this study. The institution has taken several decisions with the purpose to help those students learn English and to prepare them for the next level.

Among the adjustments that have been made and after evaluating their performance those students with the lowest achievements were placed in a separate classroom in order to receive special tutoring, so they could level up the knowledge.

The importance of this research commitment of the school with the constant support of these students. The teachers have accepted to face and fulfill the challenge and the students need to feel a sense of achievement after they are aware they have been able to make progress.

Research needs to be done to find out where the weaknesses are. The reasons why they have not been able to succeed like the rest of the students and find out what could be done to improve their performance.

There is also a necessity to find out if the failure is only on the students or if previous teachers have somehow contributed to the problem.

There is eagerness on the current teachers' side to enhance the English language learning process in an accurate way. The students feel the pressure to use the language in classes every day and they may not be able to fully understand that the use of the English language goes beyond the school boundaries, and it is also used in terms of social communication with other peers and the outside world. English is used in the social networks, in music, movies, and many other situations.

Learning a language also deals with students' self-confidence and emotions. There are other factors that unquestionably influenced the intention of this research project. That is, the calling of teaching, empathy, and the ambition of witnessing the compelling results of one's work reflected on students' performance.

### **1.7.Scope and Delimitations of the Study**

This study is intended to measure and discover how students' English language learning in 9<sup>th</sup> graders at Liceo Los Andes, a school of Guayaquil- Ecuador located in Santa Cecilia, improves by using specific techniques to support and accompany their struggling and sometimes poor learning.

The study is intended to test 9<sup>th</sup> graders' achievement of instructional goals according to the teaching strategies applied along the school year 2017-2018 at Liceo Los Andes.

We will use a pretest and a posttest investigation technique on 24 students.

### **1.8.Hypothetical Approach**

The application of teaching strategies based on interactive methods influence positively in 9<sup>th</sup> graders' achievement of instructional goals at Liceo Los Andes during the school year 2017-2018.

### **1.9.Identification of Variables**

**Independent variable:** The influence of the teaching strategies

**Dependent variable:** The achievement of instructional goals.

### 1.10. Operationalization of Variables

Table 1

*Dependent variable: Instructional Goals*

Dependent variable	Conceptual definition	Operational definition	Dimensions	indicators	instruments	Indexes
Instructional goals	The instructional goals describe what behavior students will learn or be able to do after instruction and indicate the context in which the behavior is to occur.	The observable developed instructions achieved in class through the book units along the school year by 9 <sup>th</sup> graders.	Educational planning Learning abilities Instructional programs	Class observation Students performance and interaction in class	Students' performance assessment	Rubrics

Elaborated by: Lizano Domínguez, E.S. (2018)



Table 2

***Independent variable: Teaching Strategies***

<b>Independent variable</b>	<b>Conceptual definition</b>	<b>Operational definition</b>	<b>Dimensions</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Indexes</b>
Teaching strategies	the system, methods, techniques, procedures and processes a tutor uses during instruction. These are the strategies the teacher employs to assist student learning.	The variety of procedures the English teacher has applied in order to support students on their achievement of instructional goals along the school year	Learning activities Instructional tasks Motivation Tics	Regular assessment Quizzes Homework Classwork Class participation Assignments	Pretests Posttests Surveys	Rubric

Elaborated by: Lizano Domínguez, E.S. (2018)

## CHAPTER II

### 2. RESEARCH THEORETICAL FOUNDATIONS

#### 2.1.Literature Review

The studies reviewed coincide with our investigation in terms of students' satisfactory learning of a second language when including mental health, psychology-oriented strategies, instructional goals, assessment and viewing teachers and educational institutions as main factors which influence students learning. On the counterpart, there are aspects of this investigation which are not fully or deeply covered in the analyzed studies in the literature review, for instance the specific range of age our research deals with, and what the standards or the conception of the word achievement, according to the English department at Liceo Los Andes. Our investigation intends to be as unambiguous and precise regarding to the age of students and the expectations of school, which relates to contentment above excellent grades, focusing on acceptable performance instead of excellence.

It is crucial to take into consideration, the importance of how students' learning can be strongly benefited by the relationship they develop with their teachers and peers. The appropriate environment of the class as a whole can self-assure a student or intimidate him or her. The quality of their work and the achievement of instructional goals is greatly correlated to the way they feel at school. Just as the study about "Mental Health Improvement-based Curricular Content" advises us.

According to a study developed by the Canadian Center of Science and Education on Curricular Content for Pupils' Mental Health, using a Mental Health Improvement-based Curricular Content mainly involves creativity, considering its positive effect on mental health.

As reported by, (Ebadi, 2016) even students who are not easily eager to participate become curious when there is a different kind of lesson in the class. Based on this

creativity-developing class, teachers must take advantage and enforce education in self-awareness. Another component of a mental health improvement-based curricula content is the development of self-awareness skills. Ethical education has been identified as a curricular content component too because of the effect that education in ethical intelligence would have on mental health, self-control, and responsible behavior (Ebadi, 2016, p. 5).

As teachers, instructors or facilitators, however we prefer to be called or the way people refer to us, we should prepare our students for real life decision making. The world is changing and every day one may encounter with situations which require problem-solving minds. Nowadays, every situation can effortlessly be turned into trouble. There is a question that teachers and parents must ask ourselves, are we raising and shaping problem solving individuals in order to send them to “the real world”. Mental health improvement-based curricular boosts decision making and problem solving, emotions management, human communications, critical thinking, creative thinking, adaptation and tolerance, and healthy and quality living.

In agreement with (Russell, 2006) in Articulating Instructional Goals:

Literal, clear learning goals are at the center of the learner-centered classroom environment, the “ideal” learning environment envisioned by the authors of the National Research Council’s comprehensive report *How Students Learn*. In the learner-centered environment, the focus has been shifted from teaching to learning from what must be covered to what a student should be able to do with the material. (p. 1)

Russell, indicates, teachers and institutions inevitably set goals for our students’ learning, not only in the lesson plans but in our minds too. Certainly, when we think about the assessment items we include in their activities. We tend to ask them to summarize information. We ask that they understand the material deeply and to report to us what they have learnt and understood from it. This is very common in

reading comprehension assignments. On the other hand, when we list our goals in the lesson plans, we might state them ambiguously, using terms such as “know”, “learn” or even “appreciate” a particular text. In this fashion, there is a usual incoherence between what we want our students to achieve, what we test them for, and what we tell them they must achieve.

Russell also points out the importance of focusing on the skills and understandings we hope to observe in students. Thinking about our teaching in terms of inputs usually results in our delimited teaching goals, what will be covered in this course and how it will be covered, rather than our goals for student learning, what the student needs to do in order to demonstrate the learning desired. (Russell, 2006)

Ultimately, the previously cited author, states that a clearly and meaningful defined set of learning or instructional goals improves the teacher-student interchange of knowledge, providing students with a fair picture of the teacher’s aims. This enables them to focus on the desired performances from the teacher instead of the impression of a teacher who wants them to do what the material demands to cover. Furthermore, instructional goals are the natural starting point for designing a course for a class. Taking this into consideration is beneficial for students and teachers (Russell, 2006).

Acknowledging Jabbarifar (2009), the Importance of Classroom Assessment and Evaluation in Educational System, it is considered that the achievement of instructional goals, an effective, goal-oriented, teaching-learning sequence in a class, relies on clearly understood objectives, as it was previously mentioned. The objectives must be discussed and presented to students. Productive classroom activities and a sufficient amount of feedback would make students aware of the strengths and weaknesses of their performances.

Feedback and evaluation are strictly related to both instructional objectives and classroom learning activities and are key elements in the learning process. However,

it is important to encourage students to wisely receive the feedback they might get from teachers and from their classmates (peer feedback). There must exist willingness to learn from suggestions and comments. Teachers' duties also correspond to form students in a sense of self consciousness, so they would not feel disappointed or dissatisfied with their performance because they receive suggestions. In the correct and right amount, feedback and comments are one of the most valuable sources of improvement in a class.

Students are undoubtedly an active part of their own assessment. The results, which show how well or not they are dealing with the content and the set goals, would not only reflect students' capabilities or proficiency. Students' assessment results are enriched feedback to us teachers, and the way one must consider adaptations in our class. Changes on the instructional goals, the curricular content and even our methodology and strategies we have been applying in the class can be decided depending on students (Jabbarifar, 2009).

In line with the article Raising Student Achievement Through Professional Development by Partnering for School Success, University of Minnesota Extension, there are factors that can affect and impact students' achievement of instructional goals or any kind of goals set throughout the school year. Ones that we cannot handle entirely, depending on each individual in a class are their abilities and the impact of their home environment, family related matter which one have not the power to change or interfere. Fortunately, there is an optimistic amount of impact that depends on school.

As a matter of fact, research has stated that the need for effective professional development for schools and teachers is critical. As a result, what distinguishes high performing, high poverty schools from lower performing schools is effective collaborative professional development for teachers and school principals.

## **2.2.Theoretical Framework**

There are a few concepts and theories that need to be analyzed for the purpose of this study. Dealing with lower performing students is not an easy task, as a matter of fact, it takes a great deal of planning, effort and eagerness from the teacher's side to cope with the needs and apprehension that are present in this group of students when acquiring a foreign language.

It is necessary to establish the difference between low performing students and students with learning disabilities. In the first case, that is, low performing students are individuals who tend to take longer to understand things or need several explanations about a certain topic to achieve the process of learning compared to an average student. Additionally, they do not require any modifications in the curricular content of the course. On the other hand, the instructional goals might depend on a variety of aspects related to their interests and the way they learn best.

In the second case, students with learning disabilities might face a number of difficulties which mainly affect the use of verbal or nonverbal information at some degree. The curricular content of the course could also be modified, prioritizing what it is useful for them to learn or not, in their first language and second language. In some isolated cases, the decision of not exposing students to a second language can be made, for the priority would be to lead them to master their first language. This can be applied to students who live the experience of learning their first language as stressful and challenging enough to start with a second one.

For the target of this research project we have in hand a group of low performing students who acquire English language at a rate below their same age peers. These students need additional time to move on while certain topics are being covered.

Repetition, and a variety of resources, as well as active learning strategies, must be implemented in order to grasp new concepts with no distinction of the subject or skill being practiced.

### **2.2.1. Low Achievers**

In agreement with the study *Barriers to Low Achievers' Success in the Elementary Classroom as Perceived by Teachers: A Qualitative Study* by Vanauker-Ergle (2003), low achievers refer to students who struggle in the classroom to keep up with general academic requirements (Gresham, MacMillan & Bocian, 1996; Kavale, Fuchs & Scruggs, 1994; Epps Yssledyke & McGue, 1984). Low achievers typically do not qualify for special education services because they do not meet the 70 or below IQ requirement for mentally retarded or the IQ/achievement discrepancy for learning disabled classification (Gresham, MacMillan & Bocian, 1996; Kavale, Fuchs & Scruggs, 1994; Epps, Yssledyke & McGue, 1984) (VANAUKER-ERGLE, 2003).

Research suggests students who have reading difficulties in L2 may have the same problem for L1 or vice versa because the main problem is “phonological coding”.

As cited in the study *A Model to Manage EFL Learners With ADHD and Dyslexia*:

Yaylı (2010) did a study with Turkish learners of English as a foreign language on reading and think-aloud protocols. According to her, other research done on reading strategies revealed that low achievers were not aware of the strategies they were using and thus felt less confident in reading. We assume this is because they are not aware of the required study skills and learning strategies. Research suggests learners can be taught ways to control and deal with their disorder (SaitAkbaşlı, 2017).

Language acquisition is the process in which human beings learn how to speak, write, or use any type of symbols or sign language to communicate with others. For the accurate learning of a foreign language, that is the case of English language, there exist important factors to consider: motivation, age, access to language, personality, first language development, and cognitive abilities.

### 2.2.2. Bilingualism

Table 3  
*Bilingualism*

Theorist	Theory	Definition
Noam Chomsky	Language Acquisition Device	Innate biological ability that all humans possess.  Every child has a language acquisition device.  Innate learning mechanism enables a child to figure out how the language works (Traxler 2012)

---

Source: (Lemetyinen, 2012)

Chomsky proposed that every child was born with a language acquisition device that holds the fundamental rules for language, suggesting that children are born with an understanding of the rules of language.



The Language Acquisition Device (LAD) is hypothetical, not a corporeal device a child is born with. This hypothetical device derives in children's innate predisposition for language acquisition. The LAD is defined as the instinctive mental capacity which enables young learners to acquire and produce language.

On the counterpart, there are not always children who follow this hypothetical human characteristic stated by Noam Chomsky. Some children seem not to be born with language acquisition facilities. Difficulties for learning a language can occur with a child's first language, and there could be even struggles when facing the learning of a second language.

In many cases, it is challenging enough for kids to start learning the set of grammar rules of their native language. These kids already find it hard enough to accurately speak, read, and write their native language (L1), as a result it can be a frustrating task to learn how to meticulously speak, read, and write a second language. This is the case of many kids who travel abroad, immigrant kids, and also the case of kids who study in bilingual schools which have high standards in terms of the proficiency level students must meet.

As generally known, English teachers' mission is to encourage students' desire for learning the language. It is also our duty to get the most from these kids who naturally want to learn and discover new things but find it hard to develop new language abilities. One of the greatest challenges is not only to catch students' attention or to make them feel captivated by this language which they are already familiar with because of their family trips, movies, and this globalized world. The most difficult task is to have proficient skills in the English language. There are many factors that require them to achieve English proficiency. One of which could be the high standards of the school they study at.

It is important to consider and measure what matters the most in our class, communicative effectiveness or proficiency in every learning skill. What would matter while interacting with an English native speaker? An effective exchanging of ideas full of opinions and a variety of different thoughts which is not perfect in terms of grammatical structures or a grammatically correct speech of limited content? It is common and possible that people who are taught not to make grammar mistakes while speaking, become shier and speak only what they can manage linguistically. Taking this into consideration, it is necessary to pay attention how to handle our expectations and standards with students who are not naturally confident with their communicative and language skills in general that would also affect their second language communicative skills.

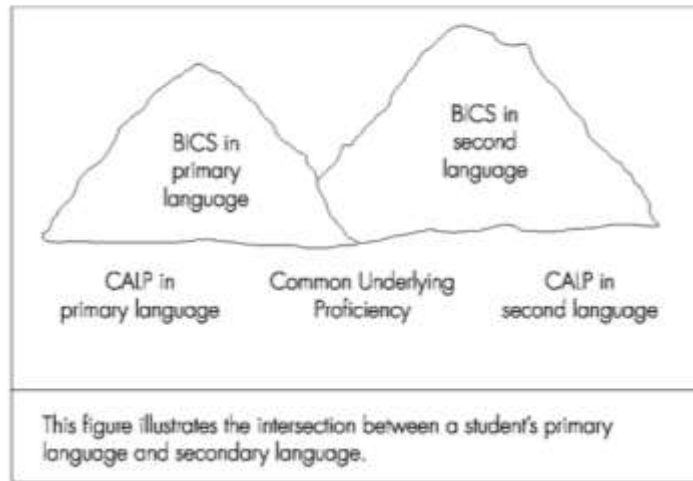
How well students acquire a second language would also depend and be determined by the way the school they are in let them deal with their learning process and the pressure students have on their shoulders. How the teacher, knowing how the group of students learn and what is interesting for them applies meaningful techniques, methods and strategies which will effectively improve and boost the students' skills.

As reported by Tanenhaus (2016), Noam Chomsky is probably the best known and the most influential linguist of the second half of the Twentieth Century. He has performed a great amount of studies about language: in particular, he states that language is an innate aptitude (TANENHAUS, 2016).

### **2.2.3. Common Underlying Proficiency Model**

We might encounter with theories such as The Common Underlying Proficiency model which has frequently been described as the two icebergs model (Baker, 2011).

## The “iceberg” model



*Graph 1.* The Iceberg Model. Source: (Cummins) Cummins, J. (2000) *Language, power, and pedagogy: Bilingual children in the crossfire*

In agreement with the Common Underlying Proficiency Model, when students learn one language, they acquire a bank of skills and implicit metalinguistic knowledge that they can relate or use when they learn new languages.

This Common Underlying Proficiency stated in the theory, provides linguistic support for both the first language of the student and the second language similarly. Anything that is learned in either language would become part of their incorporated vocabulary. This theory has also been used to explain why it becomes to master more than one language. On the contrary, dealing with students who do not rely their second language learning on this theory, would easily contradict it. This metalinguistic knowledge would not benefit students in the case of two unquestionable different languages such as Spanish and English.

One might encounter with students who literally translate every single word in their native language first, in this case Spanish, and then, using the Spanish grammar structures, try to write it in English. That is not what is required when what is desired is to reach proficiency or communicative effectiveness, what we want from students is to start this automatic mental process of thinking in the second language,

in this case, English. Even though, what is relevant is that students learn how to communicate effectively in the English, any way students find it easy for them to accurately transmit their ideas using the language, this association with their first language might lead into confusion.

Table 4  
*Common Underlying Proficiency Model*

Theorist	Theory	Definition
J. Cummins	Common Underlying Proficiency Model	Students learn one language, they acquire a bank of skills and implicit metalinguistic knowledge that they can relate or use when they learn new languages.

Elaborated by: Lizano Domínguez, E.S. (2018)

As the biographical information published by UK Essays (2015), Dr. James Cummins has an extensive list of published work about second language learning and literacy. He is also known for being a prominent researcher in bilingual education (Race, Culture, Identity, and Achievement Seminar, 2005) (UKEssays, 2015).

One of the main contributions to the TESL community which is credited to Dr. Cummins is the concept of Cognitive Academic Language Proficiency (CALP). Dr. Cummins, as mentioned in advanced, has contributed to the TESL, Teaching English as a Foreign Language academic community with the concept of Common

Underlying Proficiency, CUP (previously explained). Any growth of the CUP skills will increase learning in linguistics aspects. Additionally, this explains why some individuals find a second language, and subsequent languages easy to learn.

#### 2.2.4. Multiple Intelligences

In many cases, instructors face the arduous labor of finding ways to reach the diversity of individual learning styles and needs of their students. Learning styles are deeply related to an individual's preferences, this reflects how a person perceives and interacts with the world surrounding them.

Table 5  
*Multiple Intelligences*

Theorist	Theory	Definition
Howard Gardner	Multiple Intelligences	Humans possess a number of distinct intelligences that manifest themselves in different skills and abilities

Source: (Ali abdi, 2013)

As asserted by Ali abdi (2013), the multiple intelligences theory can help students' achievements improve in many ways. Gardner, its author, argues that humans possess a number of distinctive intelligences which make humans skillful in different tasks and circumstances. Individuals apply these intelligences to solve problems, invent processes and things. According to this theory, humans are able to

use one or more of the intelligences in their daily activities, in ways that must be recognized and valued by a community.

Using as reference the multiple intelligences theory, instructors must be aware of the fact that children learn in different ways, as a result, a group of students in a class or level cannot be taught and assessed in the same way. Consequent to the way students learn, it is important that an educator plans activities and sets objectives, knowing how each of the individuals in a class receives information accurately (Ali abdi, 2013).

The multiple intelligences theory strongly connected to what mentioned on a prior part of this study. How some individuals, in this case English language students, might be naturally born with language acquisition abilities. On the other hand, some other individuals might lack these specific abilities and facilities for learning a language. It is necessary to identify what students are good at, in order to set the instructional goals. Expectations must be based on their capability of learning a foreign language. Knowing how they like learning, a teacher might be able to choose and try teaching strategies which suits the target students. It would also be helpful in terms of the decisions a teacher must make while determining if changes in the curricula must be done. Also, it might result in a classroom atmosphere booster, positively. Frequently, when students are presented a class not planned according to their interests, they may not engage with the classroom activities and tend to be disruptive. Avoiding this kind of dull interaction in the class is necessary, so that students enjoy their time at school, feel motivated and interested in the topics they are taught in a productive way, resulting on meaningful learning (Aghoob RaissiAhvan, 2016).

### 2.2.5. Teaching Strategies

Teaching strategies are linked to how our students interiorize the knowledge. According to experts, there is a relationship between the way the content is instructed and the results of students' performance. It is essential to acknowledge the pupils' needs, strengths and weaknesses in to apply a suitable teaching method, so they would benefit from a lesson.

### 2.2.6. Theory of Meaningful Learning

(Ausubel, 1968) “The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly”.

Table 6  
*Multiple Intelligences*

Theorist	Theory	Definition
Ausubel	Meaningful Learning Theory	Learning is influenced by what the learner already knows.

Elaborated by: Lizano Domínguez, E.S. (2018)

As stated in (AghoobRaissiAhvan, 2016), “Ausubel published his first studies on the Theory of Meaningful Learning in 1963 and at the end of the 1970s, received the contribution of Joseph D. Novak to refine it with a humanistic connotation and its propagation.”

### 2.2.7. Cooperative Learning

Cooperation is working together. Cooperative environments let individuals benefit themselves from others' help and support others with theirs. Academically speaking, group maximizes learning. Every member of a group learns something from their peers. Enriching their own and each other's learning. The guidance of an instructor or a moderator is crucial, as in any group one might encounter students with competitive characteristics. Yet, there are certain limitations on the specific tasks, a teacher may use this teaching strategy depending on the group traits. It results as a great deal of help on active learning.

Table 7  
*Cooperative Learning*

Theorist	Theory	Definition
Vygotsky	Cooperative Learning	Method that creates interdependence on learners

Elaborated by: Lizano Domínguez, E.S. (2018)

As reported by Tamah (2014), Cooperative Learning is a method that positively creates interdependence among learners. Interdependence refers to sharing a group's achievements or failures. Students realize that they positively count on one another in the learning group where everyone sinks or swims together (Tamah, 2014).

Certainly, this "sink or swim together" interaction among students must be monitored and guided by an instructor who would take care of some students' frustration when the group fails. It is often seen, as in a group there might be stronger, competitive and even demanding personalities, students with these



character traits might get upset when weak or less ambitious students do not fulfill their performance expectations in group activities.

Tamah (Tamah, 2014) addresses us to the following:

Group learning does more than facilitate the acquisition of knowledge. It also has other desirable attributes such as: improving communication skills, teamwork, and problem solving; taking responsibility for learning; sharing information; creating self-reliance; and developing respect for others. It is essential to create a fair and equality environment in any class, especially when dealing with low achieving students who are the ones who tend to get discouraged when facing challenging tasks. Working in groups increases their learning awareness and helps them receive any input as a shared task or divided work, not as extra work.

### **2.2.8. Active Learning**

The word active is a key term when teaching. In particular, at the time of instructing young learners who find the internalization of any content a difficult duty. Active learning might be a useful tool in classrooms of any kind. In this study, Active Learning is focused on keeping our students ready to learn, even without realizing it, without the boredom of a dull assignment. Active learning results on meaningful learning.

In the study *Telling Active Learning Pedagogies Apart: from theory to practice*, Kelsey Hood Cattaneo argued that:

Evidence has been presented that suggests increased student engagement, through more active learning pedagogies, effectively increases knowledge transfer between disciplines and promotes long term memory retention. Any issues of taxing student's working memory are resolved by a combination of

scaffolding and curricula design methods made by teachers that are respectful of learners' prior knowledge and experience (Cattaneo, 2017).

### **2.2.9. Teacher Demonstrations**

Teacher demonstrations are a way of showing students what we expect from them giving them real examples, in fact modeling what they ought to do. This strategy can be a great deal of help when teaching new vocabulary. For instance, avoiding to translate words from English to students' native language, we would model what a word means and mitigate students' doubts. This strategy would have entirely expose students to English language.

Evidence of teacher demonstration effectiveness is stated by Muhammad Husnu in the study *Demonstration Technique to Improve Vocabulary and Grammar Element in Teaching Speaking at EFL Learners* where it is registered that demonstration technique by showing realia, pictures, facial expressions, and body language helped made learners felt more relaxed and had an easy time achieving certain tasks such as learning new words and expressions. Demonstration technique created an entertaining atmosphere, avoided boring drills, and encouraged students to be enthusiastic (Husnu, 2018).

### **2.2.10. The Importance of Using Rubrics and Teacher's Feedback**

The use of specific and concrete information gives a great deal of help while dealing with students in the classroom. Customized rubrics can easily avoid any kind of communication problems. Also, they are very useful while giving students detailed feedback. As well as being sympathetic and empathetic with students, more importantly while giving suggestions to improve their work and feedback, teachers

should let their students know how to do their work more effectively and instruction-oriented, fulfilling the requirements from the rubrics. Comments and suggestions contained within feedback need to be focused, practical, and based on assessment of what the student is capable of achieving, therefore, rubrics ought to be customized. (Carlson & Tanaka, 2015). As it was specified before, the criteria used for assessing student work need to be clear, understood by the student and transmit personalized feedback (Dinham, 2009). Students will then have a strong foundation, which will be followed 208 | PASAA Vol. 49 (January – June) 2015 by better class participation and performance (Carlson, 2015).

**Table 8**  
***Writing Rubric***

<b>CONTENT</b>	<b>ORGANIZATION</b>	<b>LENGTH</b>	<b>LANGUAGE USAGE</b>	<b>MECHANICS</b>
The text holds the reader's attention. Focused on central idea and purpose. Makes it easy for the reader to understand the text.	The writer shows correct order of sequence and/or events. Ideas and details are clearly shown through the text.	Explain all ideas with facts and details. Well usage of vocabulary. It is not repetitive in sentences and vocabulary.	Excellent usage of vocabulary and sentence structure with no errors in grammar or punctuation.	Excellent usage of writing rules about formats. Everything is well presented. Covers what have been asked.
The writing is clear enough and focused on the main idea of the content. It shows easiness to understanding.	Few details and ideas though enough for the reader to understand what is happening along the text.	Explain MOST ideas with facts and details. Good usage of vocabulary.	Uses good vocabulary and sentence structure with very few errors in Spelling, grammar, etc	Work is well presented. Correct usage of parts of writing rules. Most of the information is well organized.
Purpose is not clear. Makes it hard to the reader to link the writing with the idea	Lack of ideas, details, events and sequence of writing. Hard for the reader to understand text.	Mechanical sentences. Repetitiveness shown along the text. Includes SOME supporting facts and details.	Writing errors do not block meaning but they tend to distract the reader.	Only part of the information is presented the way it was asked. Lack of some of the requirements.
Lacks of central idea or purpose. Boring, flat writing as result.	Lacks organization. It is too disorganized. Not understandable.	Sentences with lack of sense, incomplete, irregular and awkward writing. Lack of supporting details.	Numerous mistakes in sentence structure, spelling and punctuation. Makes it difficult to the reader to understand.	Incomplete. Doesn't fulfill requirements. Lack of sources and others.

Source: Liceo los Andes – Sample Rubric

### **2.2.11. Information and Communication Technology (ICTs)**

Congruent with an article of the British Council on ICT in the Classroom by Nina MK, Ph.D., for these new generations, internet is not a novelty since a young age, they were born into it. They seem to be permanently attached to a device. There is a computer in almost every school room, and if the web is needed at a lesson, it is not a problem to them even though some teachers are not fond of technology in their lessons (Nina MK, 2018).

It is beneficial to use ICT in the classroom. ICT permits teachers and students to have a different kind of interaction in the class. The use of visual and graphic content in which students can just click a button and find extra information, or automatic feedback, makes it entertaining for them. Also, there are different kinds of group activities that can be performed while using ICT that can result as great meaningful learning. Especially in a bilingual environment, in which low achievers can easily get bored and discouraged (Nina MK, 2018).

## **2.3. Legal Framework**

### **Capítulo II de los Niveles de Gestión del Sistema Nacional de Educación**

**Art. 3.- Nivel Distrital intercultural y bilingüe.** Es el nivel de gestión desconcentrado, encargado de asegurar la cobertura y la calidad de los servicios educativos del Distrito en todos sus niveles y modalidades, desarrollar proyectos y programas educativos, planificar la oferta educativa del Distrito, coordinar las acciones de los Circuitos educativos interculturales o bilingües de su territorio y ofertar servicios a la n el objeto de fortalecer la gestión de la educación de forma equitativa e inclusiva, con pertinencia cultural y lingüística, que responda a las necesidades de la comunidad. Cada Distrito educativo intercultural y bilingüe debe corresponder al territorio definido por el Nivel Central de la Autoridad Educativa

Nacional, en concordancia con el Plan Nacional de Desarrollo. El Nivel Distrital desarrolla su gestión a través de las Direcciones Distritales. Las facultades específicas de este nivel serán determinados a través de la normativa que para el efecto expida el Nivel Central de la Autoridad Educativa Nacional.

#### **2.4. Conceptual Framework (Glossary of Terms)**

**1. Method:** A set of teaching procedures (Mackey 1975:157).

A method is theoretically related to an approach, organized by the design, and practically realized in procedure Richards and Rodgers (2001) (Duboc, 2008).

**2. Theory:** An organized set of concepts that explains a phenomenon or set of phenomena. American Psychological Association (American Psychological Association, 2002).

**3. Strategy:** According to Fred Nickols, strategy is a term that refers to a complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends (Nickols, 2016).

**4. Language Acquisition:** Natural ability to learn a language without emotional barriers which could block the psychological neutrality of the process (Chomsky).

**5. Learning:** The individual process of constructing understanding based on experience from a wide range of sources (Prichard, 2009).

**6. Rubric:** Heidi Goodrich Andrade, defines a rubric as a scoring tool that lists the criteria for a piece of work or what counts. A rubric might tell students

that their work will be judged on purpose, organization, details, voice, and mechanics (UTAH EDUCATION NETWORK, n.d.).

- 7. Feedback:** Information provided by a teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback thus is a "consequence" of performance (John Hattie, 2007).
- 8. Language Proficiency:** It comprises the aspects of being able to do something with the language as well as knowing about it. Accordingly, language proficiency encompasses a language learner's or user's communicative abilities, knowledge systems, and skills (for example Canale 1983). One widely accepted definition states that proficiency refers to 'what someone can do/knows in relation to the application of the subject in the real world' (Council of Europe 2001: 183) (Oxford Academic, 2017).
- 9. Low Achievers:** the term low achievers refer to students who struggle in the classroom to keep up with general academic requirements (Gresham, MacMillan & Bocian, 1996; Kavale, Fuchs & Scruggs, 1994; Epps Yssledyke & McGue, 1984). Low achievers typically do not qualify for special education services because they do not meet the 70 or below IQ requirement for mentally retarded or the IQ/achievement discrepancy for learning disabled classification (Gresham, MacMillan & Bocian, 1996; Kavale, Fuchs & Scruggs, 1994; Epps, Yssledyke & McGue, 1984) (VANAUKER-ERGLE, 2003).
- 10. Cooperative Learning:** Johnson, Johnson and Holubec (1993) state that in cooperative learning students can maximize their own and each other's learning when they work together.

## **CHAPTER III**

### **3. RESEARCH METHODOLOGY**

#### **3.1.Type of Research Description**

The present project is a quantitative research which relies on one-group pretest-posttest and survey performed on 9th grade students from Unidad Educativa Liceo Los Andes during the school year 2017-2018.

#### **3.2.Methods, Techniques and Research Instruments**

The present project was chosen to follow a quasi-experimental research design being an intervention in the sample, the students. In which a set of strategies comprising the elements of the program being evaluated were tested for how well they achieved the objectives, as measured by a prespecified set of indicators by a retrospective comparison.

##### **3.2.1. Research instruments**

Pretest and posttests were a means of assessment for students to control the effectiveness of the teaching strategies being used by the teacher along the school year. Online surveys were performed on students in order to identify how they learn best.

#### **3.3.Research Population and Sample**

The population of this study were the students registered at Liceo Los Andes located in Guayaquil, Santa Cecilia during the school year 2017-2018. There was a total of 1.200 students.



The sample group subject of this research consists of around 24 students from 9<sup>th</sup> grade of Basic Education between 13 and 14 years old. This group of students has been chosen to be part of the research as a result of their struggle with the English language learning from a very young age according to the results of previous school years' assessment they have been submitted and grades registered.

### 3.4.Sources, Resources, and Timeline

Table 9  
*Sources, Resources, and Timeline*

CATEGORY	ACTIVITY	TOTAL
<b>Mobilization Expenses</b>		
Bus	Commuting to school	\$40
Taxi		\$100
<b>Equipment</b>		
Laptop	To develop the research project	\$400
Printer	To print the research project drafts, surveys, class observations, and interviews.	\$100
<b>Materials and Supplies</b>		
Paper	for copies, research project, worksheets, etc.	\$50
Marker	To use in class	\$10
Electricity bill	For bibliographical references	\$50
<b>TOTAL</b>		<b>\$750</b>

Elaborated by: Lizano Domínguez, E.S. (2018)

### **3.5.PROCESSING, PRESENTATION AND ANALYSIS OF RESULTS**

The problem was identified with long term observation since this group of struggling students were coursing fourth grade and throughout their elementary and high school years. Surveys were also performed to identify students' learning preferences in order to achieve the teaching strategies applied in this study.

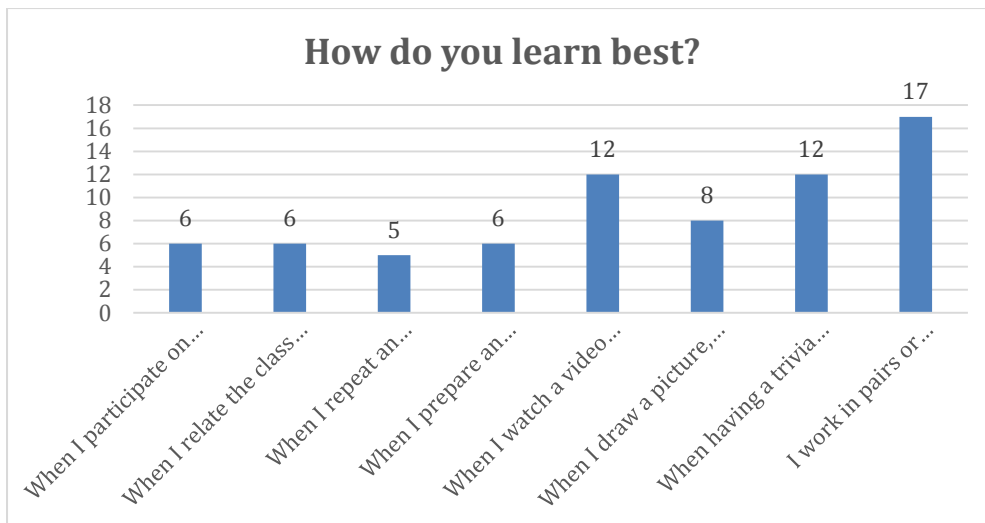
A paired sample t-test was conducted to compare the achievement of instructional goals in students of 9<sup>th</sup> grade at Liceo Los Andes during the school year 2017-2018 before the influence of teaching strategies and after the influence of teaching strategies.

Table 10

How do you learn best?-Survey

How do you learn best?								
s t u d e n t	When participate on the board	When I relate on the class to a previous personal experience	When I repeat an exercise several times.	When I prepare an exposition.	When I watch a video related to the class.	When I draw a picture, or a graphic organizer related to the lesson.	When having a trivia in class	I work in pairs or groups.
1	1					1	1	
2	1							
3		1			1			1
4			1				1	1
5	1						1	1
6			1			1	1	1
7			1			1		
8			1					1
9				1	1	1	1	1
10	1			1	1	1	1	1
11				1	1			1
12								1
13		1						
14			1		1		1	
15		1			1		1	1
16					1			1
17		1			1		1	
18	1				1		1	1
19	1			1		1	1	1
20					1	1		1
21		1		1			1	
22					1	1		1
23		1		1				1
24					1			1
<b>total</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>12</b>	<b>8</b>	<b>12</b>	<b>17</b>

Elaborated by: Lizano Domínguez, E.S. (2018)



*Graph 2.* How do you learn best? Elaborated by: Lizano Domínguez, E.S. (2018)

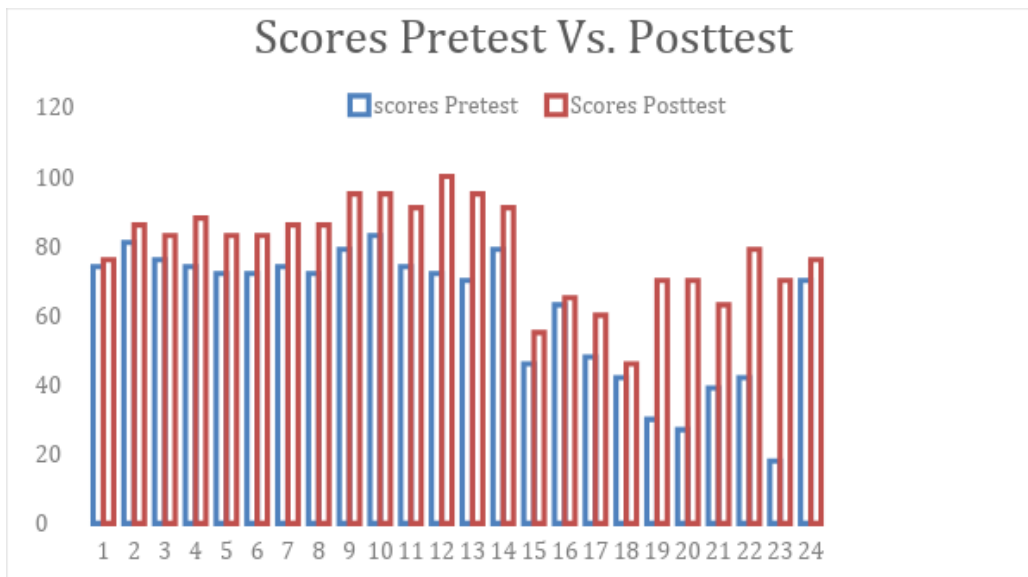
According to the survey on students' learning styles, the results show the majority of students consider learning best when they work in groups or pairs (cooperative learning), when they watch videos (ICTs), and having a trivia in class (active learning). The teaching strategies applied along the school year, while performing this project were based on these results.

Table 11  
*Pretest vs. Posttest Difference*

No	Pretest scores	Posttest scores	Difference
1	74	76	2
2	81	86	5
3	76	83	7
4	74	88	14
5	72	83	11
6	72	83	11
7	74	86	12
8	72	86	14
9	79	95	16
10	83	95	12
11	74	91	17
12	72	100	28
13	70	95	25
14	79	91	12
15	46	55	9
16	63	65	2
17	48	60	12
18	42	46	4
19	30	70	40
20	27	70	43
21	39	63	24
22	42	79	37
23	18	70	52
24	70	76	6
	61.54	78.83	17.29

Elaborated by: Lizano Domínguez, E.S. (2018)

The table above presents the scores of the pretest, posttest and the difference between both assessments. According to what is shown in the chart, the majority of the students experienced a positive impact on the results of the posttest by the end of the school year having an average increase of 17.29 points.



*Graph 3.* Scores Pretest vs. Posttest. Elaborated by: Lizano Domínguez, E.S. (2018)

There was a significant increase in the grades of the tests performed by the 9<sup>th</sup> graders after the influence of teaching strategies than before the influence of teaching strategies. The graph above represents this improvement.

Table 12  
Pretest Results

SUBJECT: ENGLISH		ÁREA: LANGUAGE			
CURSO: 9TH		NIVEL: TRUMAN			
	READING COMPREHENSION	VOCABULARY	WORD STUDY	GRAMMAR	WRITING
	MAKE INFERENCES - ANSWER QUESTIONS - COMPREHENSION PARAPHRASE	LITERARY WORDS	PLURALS SIMPLE PAST PREFIXES COMPOUND NOUNS SUFFIXES PHONICS	SIMPLE PAST ACTIVE AND PASIVE VOICE SUBJECT VERB AGREEMENT ADVERB CLAUSES OF TIME RELATIVE CLAUSES INFINITIVE CONJUNCTIONS COMPARISON STRUCTURES QUOTED SPEECH	ORDER AND STRUCTURE SENTENCE STRUCTURE PUNCTUATION AND CAPITALIZATION
No.					
1	B	B	G	B	B
2	B	G	B	E	G
3	G	B	B	E	G
4	G	B	B	E	B
5	B	B	B	G	B
6	E	G	G	B	B
7	E	G	G	B	B
8	E	G	G	E	B
9	B	G	G	E	B
10	E	E	G	E	G
11	E	G	B	E	G
12	E	G	E	E	G
13	E	E	G	E	B
14	E	E	G	E	G
15	E	G	E	E	G
16	E	G	G	E	G
17	E	G	E	E	G
18	E	E	G	E	G
19	E	G	B	E	G
20	E	E	G	E	G
21	E	E	G	E	B
22	E	E	E	E	G
23	E	E	G	E	G
24	E	G	G	E	G
<b>EXCEPCIONAL</b>	18	8	4	20	0
<b>GOOD</b>	2	12	14	1	15
<b>BORDERLINE/WEAK</b>	4	4	6	3	9

Elaborated by: Lizano Domínguez, E.S. (2018)

The table above represents the detailed results of the pretest. The assessment was performed on five different skills; Reading comprehension, Vocabulary, Word Study, Grammar and Writing. The results of the Pretest were sorted into three categories: Exceptional- Good – Borderline/Weak. In Reading Comprehension, eighteen students obtained the grade Exceptional, two obtained Good, four Borderline/Weak. In Vocabulary, eight students obtained the grade Exceptional, twelve the grade Good, and four obtained Borderline/Weak. In Word Study, four students obtained the grade Exceptional, fourteen Good, and six Borderline/Weak.



In Grammar, twenty students obtained the grade Exceptional, one Good, and three Borderline/Weak. In Writing, no students obtained the grade Exceptional, fifteen Good, and nine obtained the grade Borderline/Weak.

Table 13  
Posttest Results

SUBJECT: ENGLISH		AREA: LANGUAGE				
CURSO: 9TH		NIVEL: TRUMAN				
READING COMPREHENSION		VOCABULARY	WORD STUDY	GRAMMAR	WRITING	
No.	MAKE INFERENCES - ANSWER QUESTIONS - COMPREHENSION PARAPHRASE	LITERARY WORDS /	PLURALS SIMPLE PAST PREFIXES COMPOUND NOUNCES SUFFIXES PHONICS	SIMPLE PAST ACTIVE AND PASSIVE VOICE SUBJECT VERB ADJECMENT ADVERB CLAUSES OF TIME RELATIVE CLAUSES INFINITIVE CONJUNCTIONS COMPARISON STRUCTURES QUOTED SPEECH	ORDER AND STRUCTURE SENTENCE STRUCTURE PUNCTUATION AND CAPITALIZATION	
1	E	G	E	E	G	
2	G	E	E	G	G	
3	G	E	G	E	B	
4	E	E	G	E	B	
5	E	G	E	E	G	
6	G	E	E	E	G	
7	E	E	E	E	E	
8	E	E	E	E	B	
9	E	E	E	E	G	
10	E	E	E	E	G	
11	G	E	E	E	B	
12	E	E	G	E	G	
13	E	E	E	G	B	
14	E	E	E	E	G	
15	G	E	E	B	G	
16	G	E	E	E	B	
17	E	E	E	E	G	
18	E	E	E	E	G	
19	G	E	G	G	G	
20	E	G	E	E	G	
21	B	B	E	E	B	
22	E	G	E	E	E	
23	G	G	G	E	G	
24	E	E	G	E	B	
<b>EXCEPCIONAL</b>	14	17	18	19	2	
<b>GOOD</b>	8	5	5	3	14	
<b>BORDERLINE/WEAK</b>	10	1	0	1	7	

Elaborated by: Lizano Domínguez, E.S. (2018)

The table above represents the detailed results of the posttest. The assessment was performed on five different skills; Reading comprehension, Vocabulary, Word Study, Grammar and Writing. The results of the Posttest were sorted into three categories: Exceptional- Good – Borderline/Weak. In Reading Comprehension, fourteen students obtained the grade Exceptional, eight obtained Good, ten

Borderline/Weak. In Vocabulary, seventeen students obtained the grade Exceptional, five the grade Good, and one obtained Borderline/Weak. In Word Study, eighteen students obtained the grade Exceptional, five Good, and no students obtained the grade Borderline/Weak. In Grammar, nineteen students obtained the grade Exceptional, three Good, and one obtained Borderline/Weak. In Writing, two students obtained the grade Exceptional, fourteen Good, and seven obtained the grade Borderline/Weak.

Table 14  
*Percentages Pretest*

PRE TEST			
READING PRETEST	EXCEPCIONAL	18	75.00%
	GOOD	2	8.33%
	BORDERLINE/ WEAK	4	16.67%
		24	100.00%
VOCABULARY PRETEST	EXCEPCIONAL	8	33.33%
	GOOD	12	50.00%
	BORDERLINE/ WEAK	4	16.67%
		24	100.00%
WORD STUDY PRETEST	EXCEPCIONAL	4	16.67%
	GOOD	14	58.33%
	BORDERLINE/ WEAK	6	25.00%
		24	100.00%
GRAMMAR PRETEST	EXCEPCIONAL	20	83.33%
	GOOD	1	4.17%
	BORDERLINE/ WEAK	3	12.50%
		24	100.00%
WRITING PRETEST	EXCEPCIONAL	0	0.00%
	GOOD	15	62.50%
	BORDERLINE/ WEAK	9	37.50%
		24	100.00%

Elaborated by: Lizano Domínguez, E.S. (2018)

The table above represents the detailed results of the pretest using statistics on the assessment that was performed in Reading comprehension, Vocabulary, Word Study, Grammar and Writing. In Reading Comprehension, eighteen students obtained the grade Exceptional (75.00%), two obtained Good (8.33%), four

Borderline/Weak (16.67%). In Vocabulary, eight students obtained the grade Exceptional (33.33%), twelve the grade Good (50.00%), and four obtained Borderline/Weak (16.67%). In Word Study, four students obtained the grade Exceptional (16.67%), fourteen Good (58.33%), and six Borderline/Weak (25.00%). In Grammar, twenty students obtained the grade Exceptional (83.33%), one Good (4.17%), and three Borderline/Weak (12.50%). In Writing, no students obtained the grade Exceptional (0.00%), fifteen Good (62.50%), and nine obtained the grade Borderline/Weak (37.50%).

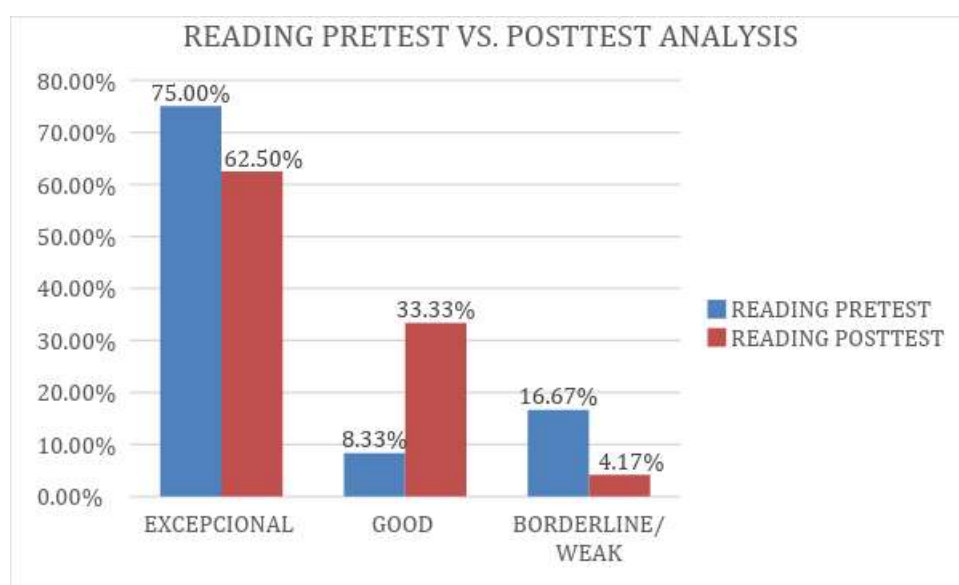
Table 15  
*Percentages Posttest*

READING POSTTEST	EXCEPCIONAL	15	62.50%
	GOOD	8	33.33%
	BORDERLINE/ WEAK	1	4.17%
		24	100.00%
VOCABULARY POSTTEST	EXCEPCIONAL	18	75.00%
	GOOD	5	20.83%
	BORDERLINE/ WEAK	1	4.17%
		24	100.00%
WORD STUDY POSTTEST	EXCEPCIONAL	18	75.00%
	GOOD	6	25.00%
	BORDERLINE/ WEAK	0	0.00%
		24	100.00%
GRAMMAR POSTTEST	EXCEPCIONAL	20	83.33%
	GOOD	3	12.50%
	BORDERLINE/ WEAK	1	4.17%
		24	100.00%
WRITING POSTTEST	EXCEPCIONAL	2	8.33%
	GOOD	14	58.33%
	BORDERLINE/ WEAK	8	33.33%
		24	100.00%

Elaborated by: Lizano Domínguez, E.S. (2018)

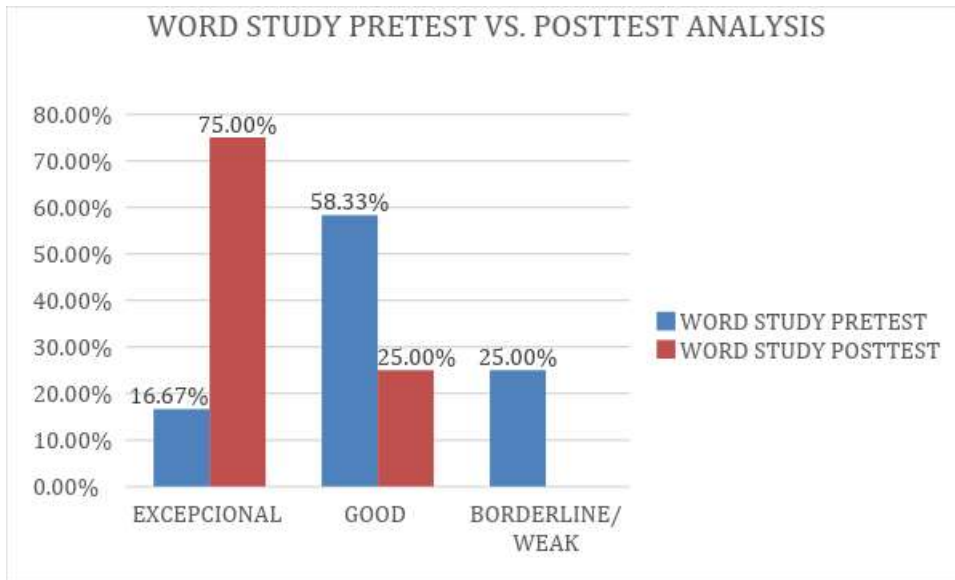
The table above represents the detailed results of the posttest using statistics on the assessment that was performed in Reading comprehension, Vocabulary, Word Study, Grammar and Writing. In Reading Comprehension, fourteen students obtained the grade Exceptional (62.50%), eight obtained Good (33.33%), ten Borderline/Weak (4.17%). In Vocabulary, seventeen students obtained the grade

Exceptional (75.00%), five the grade Good (20.83%), and one obtained Borderline/Weak (4.17%). In Word Study, eighteen students obtained the grade Exceptional (75.00%), five Good (25.00%), and no students obtained the grade Borderline/Weak (0.00%). In Grammar, nineteen students obtained the grade Exceptional (83.33%), three Good (12.50%), and one obtained Borderline/Weak (4.17%). In Writing, two students obtained the grade Exceptional (8.33%), fourteen Good (58.33%), and seven obtained the grade Borderline/Weak (33.33%).



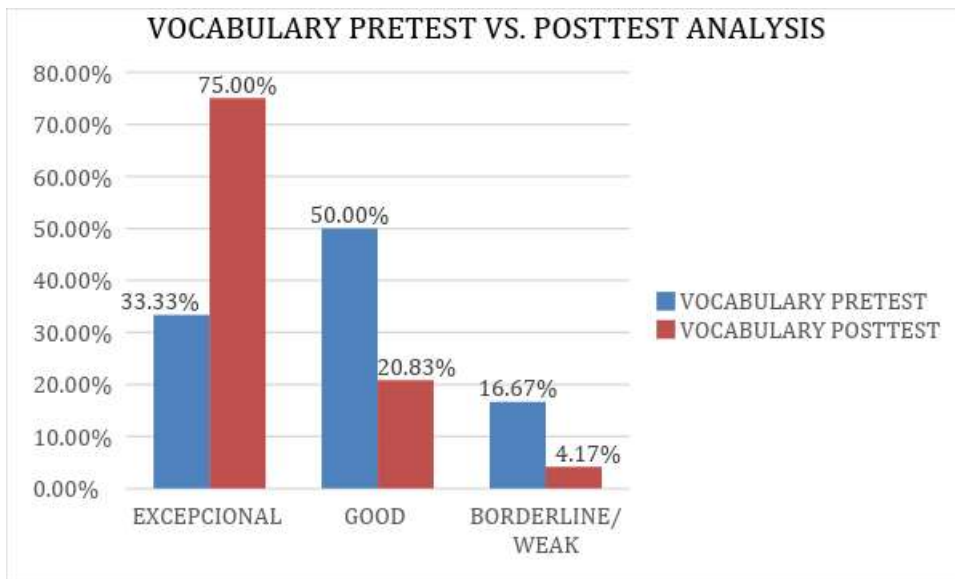
*Graph 4.* Comparison of Skills Results of Pretest and Posttest. Elaborated by: Lizano Domínguez, E.S. (2018)

The graph above represents the statistic difference between the results of the pretest and posttest in the Reading Comprehension skill. In the pretest 75.00% of students were on the Exceptional scale. On the other hand, in the posttest 62.50% of students were in the scale. Nevertheless, there is a general improvement in the scale Good in which the pretest reflects 8.33% of students were in that scale and in the posttest 33.33% of students were in that scale. The statistics show there is a significant decrease on Borderline/Weak students in the posttest with 4.17% while in the pretest there was 16.67% of students in that scale.



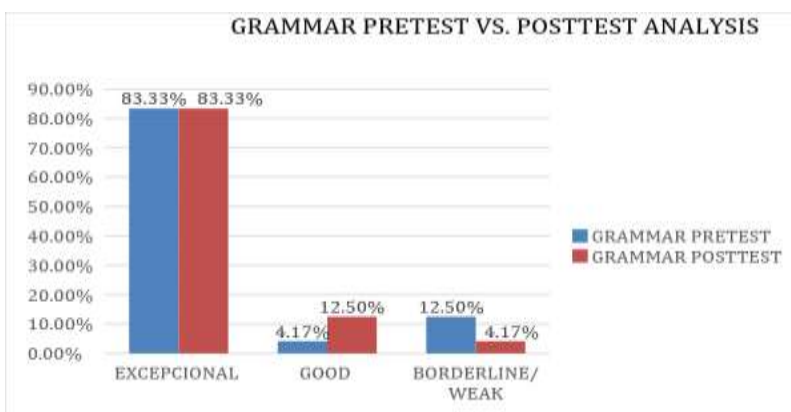
*Graph 5.* Word Study Pretest vs. Posttest Analysis. Elaborated by: Lizano Domínguez, E.S. (2018)

In the Word Study skill, it is shown that 16.67% of students were on the scale Exceptional on the pretest while the percentage raised to 75.00% on the posttest. On the Scale Good the pretest shows 58.33% of students compared to 25.00% of students on the posttest. There is an evident decrease on the scale Borderline/ Weak with a 25.00% of students on the pretest and 0.00% of students on the posttest.



*Graph 6.* Vocabulary Pretest vs. Posttest Analysis. Elaborated by: Lizano Domínguez, E.S. (2018)

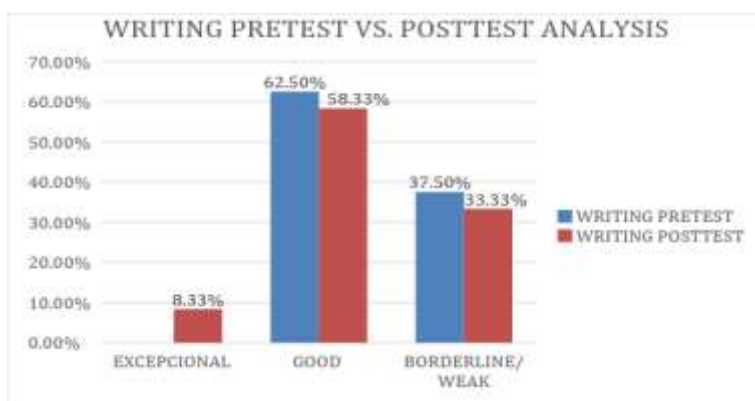
In the Vocabulary skill, it is shown that on the pretest 33.33% of students were on the scale Exceptional while on the posttest the percentage increased to 75.00% on this scale. On the scale Good the pretest shows 50.33% of students compared to a 20.83% of students on the posttest. There is an evident decrease on the scale Borderline/ Weak with a 16.67% of students on the pretest while 4.17% of students on the posttest.



*Graph 7.* Grammar Pretest vs. Posttest Analysis. Elaborated by: Lizano Domínguez, E.S. (2018)

In the Grammar skill, students maintain 83.33% on the scale Exceptional on the pretest and posttest results. On the scale Good, the pretest shows 4.17% of students

while on the posttest there was 12.50%. There was an evident decrease on the scale Borderline/ Weak with a 12.50% of students on the pretest while 4.17% of students on the posttest.



*Graph 8.* Writing Pretest vs. Posttest Analysis. Elaborated by: Lizano Domínguez, E.S. (2018)

In the Writing skill, the pretest did not show any results on the scale Exceptional. However, on the posttest 8.33% of students improved their scores to reach this scale. The pretest shows 62.50% of students on the scale Good while on the posttest there was 58.33%. There was a slight decrease on the scale Borderline/ Weak with a 37.50% of students on the pretest while 33.33% of students on the posttest.

### 3.6.PRELIMINARY CONCLUSIONS

According to the study conducted on the 9<sup>th</sup> graders at Liceo Los Andes, evidence has been collected and established a considerable difference on students' achievement of instructional goals after a number of customized teaching strategies were implemented in their everyday lessons.

The results of the study confirm the importance of caring for students, paying close attention to their interests, how they feel about themselves and others, and the way they perceive their role models, that is the case of their teachers who are the ones in charge of their learning and well-being at school. In addition, there are many other

aspects to consider while looking for a better way to cause an impact on our students' lives and learning. Particularly, when students learn a foreign language there is the aspect of how skillful they are at their native language, for it would directly affect their skills and encouragement of learning a foreign or second language.

Students' interests, opinions, emotions, feelings and the conditions under they live or have lived might strongly affect how they learn. It would be a great deal of help if teachers around the world would identify the importance on how students feel in class in order to adapt their lessons to what works best for their students' learning acquisition, especially in struggling students who are in a ESL (English as a second language) or EFL (English as a foreign language) class.



## **CHAPTER IV**

### **4. PROPOSED PROJECT PLAN**

#### **4.1.TEACHING STRATEGIES FOR 9TH GRADERS' ACHIEVEMENT OF INSTRUCTIONAL GOALS**

#### **4.2.JUSTIFICATION**

The current project relies on the implementation of different types of teaching strategies focused on students' accurate learning and achievement of instructional goals. The teaching strategies which are part of this work were measured on a successful investigation on how students' language acquirement and grasping skills were significantly improved as a result of their use.

#### **4.3.OBJECTIVES**

##### **4.3.1. Broad objective**

- To achieve instructional goals in a 9<sup>th</sup> grade struggling EFL (English as a foreign language) class.

##### **4.3.2. SPECIFIC OBJECTIVES**

1. To design a set of exercises based on a variety of teaching strategies which will derive in students' achievement of instructional goals.
2. To determine the impact of exercises based on different teaching strategies on students' academic performance.

3. To supply teachers with activities based on a variety of teaching strategies that will cause impact on students' learning and achievement of instructional goals.

#### 4.4.CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

Table 16

*Lesson Plan Activity 1- Information and Communication Technology (ICT)*

General Objectives	To evaluate listening comprehension
Specific Objectives	To practice listening comprehension skills. To discriminate relevant information from a projected video. To share recommendations to improve self-control before oral presentations.

Activities	<p>Ask students if they know what stage fright means.</p> <p>Encourage students to share their experiences during prior oral presentations in front of an audience.</p> <p>Ask specific questions about their feelings when they are standing in front of an audience. What do they feel when they are about to present a speech? What do they feel while they are doing it?</p> <p>Before presenting the video, <i>The Science of Stage Fright (and how to overcome it)</i> (Cho, 2013), introduce vocabulary that may be unknown to students.</p> <p>Project the video about stage fright and recommendations to adapt to it. Emphasize the importance of a good attitude that students should keep, paying attention to the content of the video in order to work on the following activity.</p>
Assessment	<p>Send the lesson link to students via e-mail, so that they can access the TEDEd page and answer the multiple-choice questions of the assessment about the observed video.</p> <p>Comment and discuss with students about the information presented in the video. Allow students to share their opinions, what they found interesting and whether or not they agree with the proposed recommendations.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 17  
*Activity 1*  
Let's Begin...

Some people might experience stage fright when talking in front of an audience. They can get anxious and feel uncomfortable, to the point they would like to disappear, but as humans we have to communicate effectively with others. Through this lesson we will learn why this happens and how to handle the way you feel while speaking in public.

**1.-What does a person who has stage fright feel before a presentation?**

**A** exhaustion and stomachache

**B** sweaty palms, heart racing, stomach in knots

**2.- What is stage fright?**

**A** a threat reaction from a primitive part of your brain

**B** being paranoid

**3.-Who tested fight or flight?**

**A** Charles Darwin

**B** Leonardo Dicaprio

**4.-Is stage fright just part of your imagination?**

**A** Yes, it is part of hallucination.

**B** No, it is a natural hormonal, full body reaction

**5.-How do people fight stage fright?**

**A** Through motivational quotes

**B** Through perspective and practice

**6.-Are genetics and social anxiety related?**

**A** Yes, they are.

**B** No, they aren't.

**7.-According to the video, who are the famous people that suffered from stage fright?**

**A** John Lennon and Steve Jobs

**B** Paul McCartney and Stephen Hawking

**8-What are the benefits from rehearsing your speeches?**

**A** It increases bravery and memory.

**B** It increases familiarity and reduces anxiety.

**9.-How do stretching your arms and breathing deeply help you right before a presentation?**

**A** making you forget where you are

**B** getting your body relaxed

**10.-According to the video, can you really overcome stage fright?**

**A** Yes, you can.

**B** No, you just adapt to it.

---

Source: The Science Of Stage Fright (And How To Overcome It) - Mikael Cho  
Lesson Created By Bianca Perrone Using Ted-Ed's Lesson Creator  
Video from Ted-Ed Youtube Channel

Table 18

*Lesson Plan Activity 2 - Meaningful Learning*

General Objectives	To associate and relate prior knowledge and new Social Studies content
Specific Objectives	To identify different explorations from the Phoenicians to Christopher Columbus

Activities	<p>Remind Ss that the question of this chapter is Where can a journey take you? Before students discuss some of the reasons why and explorer might set out on a journey, model and example of one reason why you have set out on a journey in your life.</p> <p>Book 94</p> <p>Write the questions: Why do you think people have the desire to explore the unknown? How can explorers and their discoveries can change the world? Which explorers do you know about? on the board. Use these questions as discussion prompts. Encourage Ss to share their prior knowledge and experiences about journeys. Explain that remembering what they already know and sharing their knowledge with their peers will help them understand new words and concepts they will read about.</p>
Assessment	Use your prior knowledge to fill in information that you already know about explorers. Add new names and facts to your chart.

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 19

*Activity 2*

<b>Use your prior knowledge to fill in information that you already know about explorers. Add new names and facts to your chart.</b>		
<b>Explorer/s</b>	<b>Where they were from</b>	<b>Where they went</b>
Marco Polo	Italy	China

Source: Pearson Longman Keystone Student's Book – level B

Table 20

*Lesson Plan Activity 3 - Cooperative Learning*

General Objectives	To summarize book chapters using relevant content
Specific Objectives	To prepare and present a sketch as a group about The Little Prince To synthesize information

Activities	<p>Have SS go into their reading groups; assign two chapters of the book “The Little Prince” to each group (from chapter 1 – 10).</p> <p>SS must present a sketch summarizing the main events/storyline from each chapter.</p> <p>They will present the sketches on the third session of the group work.</p> <p>Give SS two sessions/periods to prepare the sketch (you may expand the number of sessions according to ss’ development of the sketch).</p> <p>Suggest writing an outline or dialogues that they will be using for the sketch.</p> <p>Encourage SS to use their imagination instead of using exact information/quotes from the book.</p> <p>Have SS go into their reading groups; give them 15 to 20 minutes to keep practicing for their presentations on the last session (the day of the performance).</p> <p>Remind them that all members have to participate equally in the sketches.</p>
Assessment	Students perform their sketches in front of the class and they will be assessed with the Oral Rubric

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 21

*Activity 3*

<p><b>Students present their sketches in groups in front the class while the teacher assess their performance with the oral rubric.</b></p>
---

Elaborated by: Lizano Domínguez, E.S. (2018)



Table 22

*Lesson Plan Activity 4 - Active Learning*

General Objectives	To use prior knowledge
Specific Objectives	To identify a character's relationship with the natural world and how it affects her.

Activities	<p>Keystone book pg. 4 – 5</p> <p>Review the question How does the natural world affect us? with SS. Talk about the relationship/influence humans, animals and nature have on each other. Ask SS about experiences they've had with the natural world.</p> <p>Introduce the unit's reading, Project Mulberry; tell SS what mulberry leaves and silkworms are, and their relationship.</p> <p>Ask SS what are some of the ways people get food, clothing and other necessities from animals?</p> <p>Read the first two pages of the Unit reading Project Mulberry with SS.</p> <p>Go over the unknown words with SS as they are used in the reading.</p> <p>Finish reading Project Mulberry with SS.</p> <p>As the reading progresses, ask SS what they predict will happen next.</p> <p>After completing the reading, review it with SS. Answer any questions they may have.</p>
Assessment	<p>Teacher will hand out the reading worksheets to SS.</p> <p>Instruct them that they will be able to work with the book open.</p> <p>Have them complete the worksheet.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 23  
Activity 4

<b>Liceo Los Andes</b>	
<b>Name:</b> _____	<b>Level: 9th</b> _____
<b>Date:</b> _____	<b>Term: 1st</b>
<b>Subject: Reading Classwork</b>	<b>Score:</b> _____
<b>Project Mulberry</b>	
<b>A. Match to complete the sentences from the story.</b>	
1. Julia and Patrick wanted to _____ the life cycle of the silkworm.	
2. Julia was amazed by seeing _____ win the first prize at the state fair.	
3. The project was about _____ their project would win the first place.	
4. The kids were convinced _____ interested on Julia and Patrick's project.	
5. Their parents were very _____ the caterpillar moved with her own eyes.	
<b>B. Write T for true or F for false. Correct the false statements.</b>	
1. Julia was not very interested on the project at first. _____	
_____	
2. Julia didn't want to kill the moths. _____	
_____	
3. Julia read to book very consciously before starting the project. _____	
_____	
4. Julia's wanted to show off her mother's culture in this project. _____	
_____	
5. Patrick was always aware of how the project was going to end up. _____	
_____	
<b>C. Answer the questions using complete answers.</b>	
<b>1. How are the caterpillars killed?</b>	
_____	
_____	
<b>2. Where did the silk come out of the caterpillar?</b>	
_____	
_____	
<b>3. What kind of threat does Julia plan to use to embroider the cocoon?</b>	
_____	
_____	

<b>4. How are silkworms and mulberry trees connected to the natural world?</b>
_____
_____
<b>5. Why is Julia confused? Explain the problem.</b>
_____
_____
<b>6. Did you ever find something surprising when you were doing a project?</b>
_____
_____
<b>D. Write numbers to sequence the events in the story in the correct order.</b>
a) Julia's mother came up with a creative idea for Julia's project. ____
b) Julia and her friend decided to go on with the silkworm project and were very enthusiastic. ____
c) Julia didn't think the silkworm project was the right idea. ____
d) Julia was not happy about killing the moth while Patrick thought it was just part of the project. ____

Source: Pearson Longman Keystone Student's Book – level B  
Adapted by: Estefanía Lizano D.

Table 24

*Lesson Plan Activity 5 – Multiple Intelligences*

General Objectives	To get to know students interests
Specific Objectives	To express and write their interests To discriminate priorities

Activities	<p>Start by asking Students what they would do if they were in a desert island? How would they live? Would they survive all by themselves? What would they like to have with them?</p> <p>Encourage students to participate and share their opinions and what they would like to keep with them.</p>
Assessment	<p>Ss will fill in ideas about things they would want to have with them “if they were gonna be marooned for the rest of their lives”</p> <p>Marooned: abandoned-isolated</p> <p>Source: Diary of a Wimpy Kid</p> <p>Ss might like to change books by video games or movies by TV shows, series. Let them.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 25

*Activity 5 – Wimpy Kid*

<b>Your Desert Island Picks</b>	
<b>If you were gonna be marooned for the rest of your life, what would you want to have with you?</b>	
<b>Video games</b> 1. _____ 2. _____ 3. _____	<b>Books</b> 1. _____ 2. _____ 3. _____
<b>Songs</b> 1. _____ 2. _____ 3. _____	<b>Movies</b> 1. _____ 2. _____ 3. _____

Source: Wimpy Kid Activity Book

Table 26

*Lesson Plan Activity 6 – Teacher Demonstrations*

General Objectives	To draw conclusions
Specific Objectives	To identify the difference of a general idea and a specific idea.

Activities	<p>Write the following ideas on the board:</p> <ul style="list-style-type: none"> <li>- Recess</li> <li>- Spanish and English lessons.</li> <li>- Teachers and Coordinators</li> <li>- Classmates</li> </ul> <p>Tell the class that they must find a general idea for the specific ideas they have on the board.</p> <p>Elicit: A Day at School (or something similar). Have a volunteer write another example so their classmates can figure out the general idea. Have a volunteer explain the difference and importance of the two types of ideas. Later have ss. Sit in pairs and work on practice 7.</p>
Assessment	PRACTICE 7 Writers at Work

Source: Writers at Work - The Short Composition

Adapted by: Estefanía Lizano D.

Table 27

*Activity 6 - Writers at Work*

<p><b>Practice 7</b></p> <p><b>Read the specific ideas in each list. Then, write a general idea for each list.</b></p> <p><b>The first one has been done for you.</b></p>	
<p><b>1. my ideal job</b></p> <p>Good pay</p> <p>Friendly coworkers</p> <p>Flexible hours</p> <p>Located close to home</p>	<p><b>2.</b> _____</p> <p>Warm weather</p> <p>Job opportunities</p> <p>Plenty of fun things to do</p> <p>Friendly people</p>
<p><b>3.</b> _____</p> <p>To live closer to my relatives</p> <p>To enjoy city life</p> <p>To get a job in the computer industry</p> <p>To live in a multinational city</p>	<p><b>4.</b> _____</p> <p>Reading mystery novels</p> <p>Playing soccer</p> <p>Going to action movies</p> <p>Drawing cartoons</p>

Source: *Writers at Work - The Short Composition*

Table 28

*Lesson Plan Activity 7- Information and Communication Technology (ICT)*

General Objectives	To practice descriptive writing
Specific Objectives	To write descriptive sentences To determine the differences between living and non-living things.

Activities	<p>Play the Ecosystem introduction video</p> <p>Teacher introduces the class into the ecosystem, living/non-living things, asking students to talk about some of the information they already know about the subject.</p> <p>A video is projected on ecosystems.</p> <p><a href="https://www.youtube.com/watch?v=R3Dgw2J-RXg">https://www.youtube.com/watch?v=R3Dgw2J-RXg</a></p> <p>Ask students how they think the natural world affects us, encourage students to talk about living/non-living things they may find around their home and in school.</p> <p>Read over pages 2 – 3 Keystone Students Book.</p>
Assessment	<p>Teacher asks SS to go outside the classroom for 5 minutes to find 5 living and 5 non-living things.</p> <p>They must write a descriptive sentence about each of them: what they look like, how they feel, how they smell, etc.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)



Table 29  
Activity 7

<b>Write 4 living and 4 non-living things you found outside the classroom.</b>	
<b>Living things</b> 1. 2. 3. 4.	<b>Non-living things</b> 1. 2. 3. 4.
<b>Now, write a sentence describing each of them. (What they look like, how they feel, how they smell, etc.)</b>	
<b>Living things</b> 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____	
<b>Non-living things</b> 1. _____ _____ 2. _____ _____ 3. _____ _____ 4. _____ _____ 5. _____ _____	

Source: Liceo Los Andes – Weekly Plan

Table 30


*Lesson Plan Activity 8 – Teacher Demonstrations*

General Objectives	To describe an animal or object
Specific Objectives	To use the five senses to become a good observer. To use sensory words and details in descriptions.

Activities	Model how you would use your senses to describe something in nature. If possible, use a picture of a flower, bird, or tree. Make a list on the board of the students' response. Have the students read the bulleted points to help them generate details to use in their writing. Remind students to use as many senses as possible for their descriptions.
Assessment	Have ss. Sit in pairs give each one of them a picture and a paper. Student A will describe his/her picture, and Student B will draw it. After that, they will compare the drawing with the picture. Taking turns, repeat the activity with a second picture.

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 31  
Activity 8

<p><b>Student A</b></p> <p><b>Describe the picture using as many details as possible. Use sensory details (the five senses).</b></p>	<p><b>Student B</b></p> <p><b>Draw all the details your partner uses to describe the picture.</b></p>
	

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 32

*Lesson Plan Activity 9 – Active Learning*

General Objectives	To practice Standard grammar and usage
Specific Objectives	To learn how to compare two things using comparison structures.

Activities	<p>Book P. 31 / WB P.15</p> <p>Show ss. pictures of similar things or people. Say a sentence comparing the two similar people or things by using the equative comparisons “as...adjective....as”, similarly, and “so...adjective.....that”.</p> <p>Ex: The girl is as tall as the boy.</p> <p>Whales are mammals. Similarly, monkeys are mammals.</p> <p>She was so busy that she couldn’t attend the party.</p> <p>Ask students to create a list of adjectives. After that, ask students to write sentences using adjectives from the list to compare things or people in the classroom. Write on the board as many examples as possible in order to model and clarify the comparison structures.</p> <p>Read the rules provided in the book aloud. Encourage students to share their sentences on the board.</p> <p>Have students sit together in pairs and work in the practice.</p>
Assessment	<p>Work with a partner. Write long sentences using the comparison structures (minimum 8 words each). Make sure you use the correct punctuation.</p> <p>Use the comparison structures “so + adjective + that”, “as + adjective + as”, and “Similarly,” to complete the sentences below. Use an appropriate adjective for each sentence.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)

Activity 9

Table 33

<b>Liceo Los Andes</b>	
<b>Name:</b> _____	<b>Level: 9th</b> _____
<b>Date:</b> _____	<b>Term: 1st</b>
<b>Subject: Grammar</b>	<b>Score:</b> _____
<b>A. Use the words provided to write long sentences (minimum 8 words each). Make sure you use the correct punctuation.</b>	
1. so funny that	_____
2. Similarly	_____
3. as important as	_____
<b>B. Use the comparison structures “so + adjective + that”, “as + adjective + as”, and “Similarly,” to complete the sentences below. Use an appropriate adjective for each sentence.</b>	
1. That night, she was _____ everyone looked at her.	
2. Drinking alcohol is not healthy _____ smoking contributes to a person’s risk of heart disease.	
3. His eyes were _____ the Caribbean Sea.	
4. This quiz is _____ all students will surely get an excellent grade.	

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 34

*Lesson Plan Activity 10 – Teacher Demonstrations - Cooperative Learning*

General Objectives	To learn how to use appositives
Specific Objectives	To explain nouns in a sentence To learn where an appositive is placed in a sentence

Activities	<p>Book P.30 / WB P.14</p> <p>Write these sentences on the board:</p> <p>Monica is a chef</p> <p>Monica works at the new restaurant.</p> <p>Encourage ss. To join the two sentences in one.</p> <p>Elicit Monica, the chef, work at the new restaurant.</p> <p>Ask 3 volunteers to write more examples and have the rest of the class create appositives.</p> <p>Show them the following video:</p> <p><a href="https://www.youtube.com/watch?v=8UkojiQbSsQ">https://www.youtube.com/watch?v=8UkojiQbSsQ</a></p> <p>Have them open their books and read the text on appositives. Then, hand out lined papers in order for them to practice appositives with a classmate.</p>
Assessment	<p>Read aloud the directions for this activity. Model how to complete the sentences with the appositives from the box.</p> <p>Let students work with a partner to write examples of appositives, check to make sure they use the correct punctuation.</p>

Elaborated by: Lizano Domínguez, E.S. (2018)

Table 35

Activity # 10

**A. Work with a partner. Complete the sentences with appositives from the box.**

A nonliving thing - a scientist - a wonderfully rich environment  
– a mushroom – a carnivore - a strong, tough plant

**Example:** Our class had a visit from Dr. Jones, a scientist.

1. The tiger, \_\_\_\_\_, must consume eat to survive.
2. The forest, \_\_\_\_\_, is home to many animals.
3. In Mexico, you can find the saguaro cactus, \_\_\_\_\_.
4. We found one kind of fungus, \_\_\_\_\_, in the yard after it rained.

**B. Write five sentences using appositives. See the topics below for ideas.**

**Then read your sentences to a partner.**

- A person you know
  - a place you like
- C. a science fact

**Example:** I like to go to White Rock, a big lake near my home.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Source: Pearson Longman Keystone Student's Book – level B

Table 36

*Lesson Plan Activity 11 – Teacher Demonstrations - Active Learning*

General Objectives	To learn about the past progressive with adverbial WHEN clauses.
Specific Objectives	To create sentences combining the past progressive, simple past and When. To learn the correct use of the Simple Past and Past Progressive.

Activities	<p>Read examples of the past progressive and the simple past.</p> <p><i>Example: My parents were packing the car when they remembered the tickets.</i></p> <p>Say: Remember that an adverb describes a verb. An adverbial has a subject and a verb, but it tells about a verb.</p> <p>Ask students to share example sentences, similar to the ones written by the teacher. Say: An adverbial clause can come at the beginning or end of a sentence. When the when clause begins a sentence, use a comma after the clause.</p> <p>One important way students can come up with ideas to write sentences using both structures is to tell them to think about actions they were performing, then, to think about another action that interrupted the action in course. Provide as many examples as possible. (Anna UhlChamot, 2013)</p>
Assessment	<p>On the board, Student A writes about an action in course. Example: I was washing the dishes.</p> <p>Student B writes an action which interrupted the action in course written by student A. Example: The lights went out.</p> <p>Student C connects the two sentences using WHEN. Example: <i>I was washing the dishes when the lights went out or When the lights went out, I was washing the dishes.</i></p>

Elaborated by: Lizano Domínguez, E.S. (2018)



Table 37

*Activity # 11*

<p><b>In groups of three write sentences on the board to create one complex sentence using the simple past, past progressive and WHEN.</b></p>		
<p><b>Student A writes about an action in course.</b></p>	<p><b>Student B writes an action which interrupted the action in course written by student A.</b></p>	<p><b>Student C connects the two sentences using WHEN.</b></p>
<p>Example: I was washing the dishes.</p>	<p>Example: The lights went out.</p>	<p>Example: <i>I was washing the dishes when the lights went out or When the lights went out, I was washing the dishes.</i></p>

Source: Teaching Strategies for 9th Graders' Achievement of Instructional Goals

#### **4.5.THE PROPOSED PROJECT PLAN**

The current project relies on the implementation of different types of teaching strategies focused on students' accurate learning such as the use of ICTs in the classroom, considering multiple intelligences in the class, meaningful learning, cooperative learning, active learning, and teacher demonstrations.

The objective of this plan was to achieve instructional goals in a 9<sup>th</sup> grade struggling EFL (English as a foreign language) class by designing a set of exercises based on a variety of teaching of customized teaching strategies.

#### 4.6.VALIDATION OF THE PROPOSED PROJECT PLAN



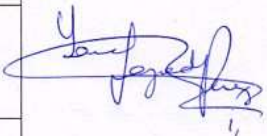
**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**  
**Validation of the proposed Project plan**  
**Teaching Strategies for 9th Graders' Achievement of Instructional Goals**

**Rating Scale**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality		x			
Language	x				
Comprehension	x				
Creativity	x				

**Comments**

There are many activities that promote the use of language structures. The use of appropriate warm-up activities is also an excellent characteristic of the teacher who is concerned about activating interest.

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UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
Validation of the proposed Project plan  
Teaching Strategies for 9th Graders' Achievement of Instructional Goals

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality		x			
Language	x				
Comprehension	x				
Creativity		x			

Comments

I strongly believe the objectives of the proposed project plan will be achieved due to the fact that the way the plan has been designed will engage the students and motivate them in a meaningful way.

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UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL  
Validation of the proposed Project plan  
Teaching Strategies for 9th Graders' Achievement of Instructional Goals

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		X			
Social impact		X			
Feasibility	X				
Relevance	X				
Originality		X			
Language	X				
Comprehension	X				
Creativity	X				

Comments

The variety of activities in the proposed project plan will allow students to practice oral and written skills in a dynamic and entertaining environment. Having students work together to complete an activity also involves social skills, and it helps insecure students feel more comfortable (gives students a sense of accomplishment once they have done it).

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#### **4.7.IMPACT / BENEFITS OF THE PROPOSED PROJECT PLAN**

The teaching strategies used in an English class of 9<sup>th</sup> graders at Liceo los Andes led to the achievement of the instructional goals. That is, those students were able to end the school year successfully. It was not required that students' curriculum was modified or adapted, lowering the level required in 9<sup>th</sup> grade at Liceo Los Andes. Students were promoted to 10<sup>th</sup> grade.

Students benefited from these teaching strategies in a deeper way. They were being constantly encouraged to accomplish the English class learning process through their interests, abilities, strengths, and more importantly by being part of an empathetic environment. The goal of a class that is completely being planned for students to be an active part of it being cooperative and supportive is that mistakes become mere feedback, proved and feedback relied on evidence (rubrics) and the challenge of always being a better piece for this big and sometimes damaged puzzle that might be the class.

Struggling students tend to be discouraged and feel they cannot accomplish academic goals or be good at any language skills, therefore, the implementation of teaching strategies which centers the attention on students' as humans on a growing, changing, and emotional stage who want the second language class to be different from others, interesting and engaging is a proven way of positive learning which improves the English learning acquisition.

Teachers, on the other hand benefit from the teaching strategies in numerous ways. Even though, it takes plenty of effort from the teacher of a struggling group of students. Clearly, they cannot stick to their partners lesson plans, otherwise, the struggling class would lead to disastrous results. With weak students, a teacher would risk a great deal of aspects if he or she keeps a dull teaching method, or a teacher centered method. In other words, it takes effort and creativity from the teacher in designing the lesson plans or activities to be developed in the class, as

well as the ice-breakers and de group works. Nevertheless, the teacher would experience big changes in the class atmosphere and how it flows.

Discipline issues would not be a huge problem in a class where students feel comfortable and active. In addition, students might positively manifest how involved they are to the class by improving their participation and doing homework, or at least trying and caring about their grades. They become more open to ask for second opportunities and ways to solve their own academic problems. The most important signal of students learning is when they openly show how interested they are on being part of the class, and they would like to cooperate to make it better each day.

## **FINAL CONCLUSIONS**

Teaching strategies customized according to the group of students in a class show improving results on their grades and performance in a class. Customized teaching strategies create an impact in the classroom and that is something teachers are not usually ready to experience. It is very common to stick to a regular, standardized lesson plan without thinking on the importance of getting to know students to a point we know if they are enjoying the class and learning. Dull teaching lessons might have been the reason why this group of struggling students has spent most of their school life experiencing failure in the English class.

Students' performance can be modified in a successful direction no matter how poor it seems at the beginning of the school year. This study revealed the use of a set of teaching strategies like active learning and the use of ICT, Information and Communications Technology can engage students to a certain topic or the curricular content in a way they would be learning and succeeding, achieving instructional goals without being tortured by paper work only or just reading and studying texts by heart. These struggling students tend to have a short attention span and difficulties in memorization, for that reason, asking them to study by heart is useless. They learn by experimenting, cooperating and being active.

It is important to be oriented by a coordinator and to have access to new materials. Having the support of the English department is essential, for a teacher must not be the only head when creating activities according to teaching strategies that will promote students' engagement and enthusiasm. The preparation of the materials and creation of the lesson plans might have to be discussed and approved by coordinators and teachers. There should be an agreement on the proposed activities and the school requirements.

Progress cannot be experimented in a short period of time. Measuring students' progress must be done with proper instruments like the pretests and posttests proposed by a certified book. That is why these instruments are suggested to be used



in the beginning of the school year and by the end of the school year. It gives the teacher and students the opportunity to properly learn the content proposed by the book. Of course, the positive results are going to be observable because of the teaching strategies plus students' compromise in learning.

Teachers' effort is one of the aspects that influence teaching strategies. One cannot appear in front of a group of teenagers without enthusiasm and pretend they learn the content we are teaching. One must present ourselves with a positive attitude. Effort from a teacher does not only apply to prepare the lesson plans and activities. It is also required effort in teaching a lesson, providing students with the number of examples they need during the explanation of a class for them to understand what they are being taught. Empathy is a teaching strategy too.

## **RECOMMENDATIONS**

It is relevant to get to know the class and each individual in it, what their needs are breaking the posture of a distant tutor. Teachers must perform some research on students' academic and family backgrounds. When performing any tests or surveys on students and teachers, the researcher must inform coordinators and authorities of the school about any interventions that would take place in the classroom or in the lesson plans. As any other strategy, it requires time and effort to experience positive results.

The results of the study were positive. All the students approved the course, as a result there was an achievement of instructional goals in 9<sup>th</sup> graders from Liceo Los Andes. Because of the background of the students, it seemed difficult for them to pass the course, many of them had repeated the course on previous school years. This was not the case in the school year 2017-2018.

Time is always a limitation, for one would like to spend more time working on many aspects such as the preparation of class activities or a board review with every single student in the class and it is not always possible. On the other hand, grading activities or writing proper feedback on students' written work, also on oral activity can be a great time consumer. Investing our lessons valuable time on performing the pretest, the posttest, surveys to students and teachers was also a challenge during this study.

It is crucial teachers of the next level, 10<sup>th</sup> grade, maintain the teaching strategies applied in the class with students, for it is so easy to go backward on students' progress. They tend to feel discouraged as soon as the content they are learning appears to be challenging or difficult. It is important to keep on engaging them and helping them learn in a way they are involved. Otherwise, soon there would be a noticeable decrease on their interest and grades.

The way a teacher must work with students is to motivate them, not only by praising them but applying friendly teacher strategies in a class. Keeping students active and always learning by doing, practicing, and experiencing.

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## ANNEXES



Annex 1. Students participating in an ICT based class



Annex 2. Students participating on a group project

## Annex 3. Description and Administration of Tests

### **Description of Tests**

#### **Diagnostic Pretest**

The Diagnostic Pretest is based on a readiness for skills taught in this level of Keystone. It contains two listening passages: one narrative and one informative. It also includes two reading passages: one narrative and one functional. Students answer multiple-choice questions about these passages and about the vocabulary, morphology, phonics, spelling, and grammar skills taught in the Student Book. The test includes a writing prompt based on a type of writing taught in the Student Book, as well as an oral reading fluency check. This test provides teachers with a tool for determining which skills individual students or groups of students may need to improve.

#### **Posttest**

The Posttest measures students' proficiency with skills taught in this level of Keystone. It contains two listening passages: one narrative and one informative. It also includes two reading passages: one narrative and one functional. Students answer multiple-choice questions about these passages and about the vocabulary, morphology, phonics, spelling, and grammar skills taught in the Student Book. The test includes a writing prompt based on a type of writing taught in the Student Book, as well as an oral fluency check.

### **ADMINISTERING THE TESTS**

#### **Planning and Scheduling Tests**

**Diagnostic Pretest:** Administer the Diagnostic Pretest at the beginning of the year to assess students' readiness for the skills that will be taught in Keystone.



**Posttest:** Administer the Posttest at the end of the year to assess students' progress since beginning the course.

The chart below gives an overview of the tests in this Assessment book. Use the chart to help you plan and schedule the tests.

### **Test Sections in the Pretest and Posttest**

Reading Comprehension - multiple-choice items

Vocabulary - multiple-choice items

Word Study - multiple-choice items

Grammar - multiple-choice items

Writing - writing prompt

### **Directions for Administering the Tests**

The following directions are general instructions that can be used for all tests.

Instructions can be modified, based on how you choose to administer each test.

### **Before You Administer a Test**

Review the test to familiarize yourself with its contents. Make copies of the test for students and yourself. The Diagnostic Pretest and the Posttest each have listening passages that you can read aloud, or you can use the program's audio program. If you choose to read a passage aloud, preview it before you administer the test, and have the appropriate passage(s) on hand during the test.

### **When You Are Ready to Administer a Test**

Make sure students' desks are cleared and that they have pens or pencils for marking their tests. The Diagnostic and the Posttest each have a writing prompt with lines for students' responses. You may wish to provide students with extra lined paper for planning or for additional space to write their responses. Distribute copies of the test to students, and have students write their names on their tests. Describe the contents of the test or the section of the test that you are administering. Point out important features of the test, such as the directions, questions and items, answer choices,

writing prompt, and Go On or Stop symbols. Make sure students understand that they are to mark their answers by circling only one letter for each multiple-choice question, and that they should write their response to a writing prompt on the lines below the prompt. Answer any questions that students may have, and then start the test. If you set a time limit for the test, tell students how much time they have for the test session and write the ending time on the board. Give students a five-minute warning before you end the test session.

### **After the Test**

Directions for scoring the tests are on page xi. Use the Answer Key and Tested Skills Charts that begin on page xxiii to score each test. Use the Writing Scoring Rubric on page xii to assess responses to writing prompts. The Answer Key and Tested Skills Charts can also help you determine students' areas of strength and diagnose problem areas.

### **Pretest Reading Passages:**

#### Passage 1: Benny's Birthday Blues

Benny invited many classmates to his birthday party. By 7:00 p.m., everyone had arrived. As they stood in the living room, Benny said, "I've made a list of things we are going to do." Out of his pocket, Benny pulled a list as long as his arm. "First, you can watch me cut my birthday cake." The chocolate cake looked delicious. "I can't wait to try a piece," Rosa said, reaching for a plate. "We're not going to eat until after I open my presents," Benny said. Everyone sat quietly as Benny opened each present. If Benny liked a present, then he said, "Thank you." If he didn't like a present, then he didn't say anything. After a little while, Hafez said, "I have to go home now." "But it is still early," Benny said, "and it's Friday." One by one everyone left. Benny wondered what went wrong. He had planned everything so carefully.

## Passage 2: A Great Idea

The book you are reading now, like nearly all books, was printed at a printing press. It is easy to read because it was printed on clean, white paper with black ink. Johannes Gutenberg, a German goldsmith, invented the printing press in the mid-1400s'. Ink was rolled over wooden letters and then pressed onto a sheet of paper. Gutenberg's invention made printing faster, easier, and less expensive. Furthermore, his invention changed more than the world of printing. The printing press allowed scientists and other scholars to share information and communicate their discoveries. The invention of the printing press also gave more people the chance to learn to read and to write. Today's printing presses are even faster, able to produce millions of copies in just one day. It all started with a great idea several centuries ago.

## **Posttest Reading Passages:**

### Passage 1: A Tossed Salad of Words

Dear Habib,

I read an interesting article about Native Americans yesterday. I never knew that many names of U.S. cities and states come from Native American words! For example, Ohio is an Iroquois word that means "fine river" and Kansas is a Sioux word that means "south wind people." This made me curious about other words, so I looked up some words in the dictionary. I discovered something as valuable as gold! After the meaning of each word, it tells the origin, or what language the word comes from. I discovered that many words come from Greek and Latin. I also found some words that come from French, Spanish, and Arabic. Since I'm from a foreign country myself, I'm excited to learn that English is a tossed salad of words from around the world. I think I will go eat a tomato now (that's a Nahuatl word from Mexico)!

Your friend,

Rita

## Passage 2: Lighting up the Dark

Have you ever tried walking in your house at night? It is dark and you bump your knee or stub your toe. Perhaps you've even wished that you had a light built right into your finger or your forehead. Some creatures that live in dark places do have built-in lights. For example, fish that live in the deep parts of the ocean have tiny organs on their bodies that produce light. Usually the light is a blue-green color because it travels best in water. Lantern fish use their lights to attract small fish that they eat or to signal other lantern fish during mating. Some sea creatures use light to find their way—kind of like how we use a flashlight. Deep sea creatures are not the only animals with the ability to produce light, however. Have you ever looked out your window at night and seen little lights flashing in the air? Fireflies flash their lights to attract other fireflies, creating a fantastic “fireworks” display even when it's not the 4th of July!

### **SCORING THE TESTS**

Use the Answer Key and Tested Skills Charts that begin on page xxiii of this Assessment book, the Writing Scoring Rubric on page xii, and the Oral Reading Fluency Score Sheet within each test to help you score students' tests. To score a test, follow these steps:

1. Find the appropriate Answer Key and Tested Skills Chart for the test to be scored. Make a copy of this chart for each student. Write the student's name at the top of the chart.
2. Check the student's answer for each multiple-choice item against the correct answer listed on the chart. Circle the student's score for each multiple-choice item on the chart. Award 1 point for each correct answer and 0 points for any incorrect answers.

3. The Diagnostic Pretest and the Posttest each have a writing prompt and multiple-choice questions. Use the Writing Scoring Rubric on page xii of this Assessment book to assess the student's response to the prompt.

4. Use the formula below the chart to help you calculate

## READING COMPREHENSION

8 ANSWERS

8-6 E

5-3 G

2-0 B-W

## VOCABULARY

17 ANSWERS

17-12 E

11-6 G

5-0 B

## WORD STUDY

7 ANSWERS

7-5 E

4-2 G

1-0 B/W

## GRAMMAR

10 ANSWERS

10-7 E

6-4 G

3-0 B-W

## WRITING

3 ANSWERS

3 E

2 G

1-0 B-W

## **Interpreting Test Results**

A student's percent score on a test provides only one measurement of the student's progress and should be interpreted along with other assessments and observations.

Students with consistently high scores may need more challenging assignments.

Students with consistently low scores probably need a closer review of their progress and perhaps additional instruction and practice.

Use the student's completed Answer Key and Tested Skills Chart as a diagnostic tool.

Each test item has been linked to a tested skill and to the relevant standard. Review the tested skills and assessed standards for the items the student answers correctly as well as for the items answered incorrectly. Look for patterns in the tested skills or assessed standards that indicate the student's strengths, as well as areas where the student may require additional instruction and practice. Use the following resources as needed to provide students with instruction, practice, or support:

- Student Book
- Student CD-ROM and e-book
- Teacher's Edition
- Teacher's Resource Book
- Audio CD
- Video Program
- Workbook
- Transparencies
- Reader's Companion Workbook

Annex 4. Pretest Answer Key and Testes Skills Chart

**PRETEST ANSWER KEY AND TESTES SKILLS CHART**

**READING COMPREHENSION**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. D	Character Motivation/Cause and Effect	1
2. B	Plot	1
3. B	Plot/Answer Questions	1
4. A	Plot/Answer Questions	1
5. C	Comprehension	1
6. A	Answer Questions	1
7. B	Answer Questions	1
8. C	Answer Questions	1

**VOCABULARY**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. B	Literary Words	1
2. C	Literary Words	1
3. D	Literary Words	1
4. C	Literary Words	1
5. B	Literary Words	1
6. A	Literary Words	1
7. A	Literary Word	1
8. C	Key Words	1
9. C	Key Words	1
10. A	Key Words	1
11. B	Key Words	1
12. D	Key Words	1
13. C	Key Words	1
14. B	Academic Words	1
15. B	Academic Words	1
16. D	Academic Words	1
17. A11	Academic Words	1

### **WORD STUDY**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. A	Spelling	1
2. B	Spelling	1
3. A	Spelling	1
4. D	Prefixes	1
5. B	Spelling	1
6. C	Phonics	1
7. D	Phonics	1

### **GRAMMAR**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. B	Simple Past	1
2. A	Simple Past	1
3. B	Active and Passive Voice	1
4. A	Subject/Verb Agreement	1
5. B	Adverb Clauses of Time	1
6. A	Relative Clauses	1
7. A	Infinitives	1
8. B	Conjunctions	1
9. C	Comparison Structures	1
10. B	Quoted Speech	1

### **WRITING**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
	Letter Writing	EXCEPCIONAL
	Writing a Description	GOOD
	Use Descriptive Words	BORDERLINE/ WEAK
	Sentence Structure	
	Punctuation and Capitalization	



Annex 5. Posttest Answer Key and Testes Skills Chart

**POSTTEST ANSWER KEY AND TESTES SKILLS CHART**

**READING COMPREHENSION**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. D	Make Inferences	1
2. A	Make Inferences/Answer Questions	1
3. C	Make Inferences/Answer Questions	1
4. B	Make Inferences/Answer Questions	1
5. B	Comprehension	1
6. C	Answer Questions	1
7. C	Comprehension	1
8. A	Make Inferences/Paraphrase	1

**VOCABULARY**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. D	Literary Words	1
2. B	Literary Words	1
3. D	Literary Words	1
4. B	Literary Words	1
5. A	Literary Words	1
6. C	Literary Words	1
7. C	Literary Words	1
8. B	Key Words	1
9. A	Key Words	1
10. C	Key Words	1
11. A	Key Words	1
12. D	Key Words	1
13. B	Key Words	1
14. C	Academic Words	1
15. D	Academic Words	1
16. C	Academic Words	1
17. A	Academic Words	1

### **WORD STUDY**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
1. C	Plurals	1
2. A	Simple Past	1
3. A	Prefixes	1
4. D	Compound Nouns	1
5. B	Suffixes	1
6. C	Phonics	1
7. D	Phonics	1

### **GRAMMAR**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
11. D	Simple Past	1
12. B	Simple Past	1
13. C	Active and Passive Voice	1
14. A	Subject/Verb Agreement	1
15. B	Adverb Clauses of Time	1
16. B	Relative Clauses	1
17. D	Infinitives	1
18. A	Conjunctions	1
19. B	Comparison Structures	1
20. B	Quoted Speech	1

### **WRITING**

<b>ANSWER</b>	<b>TESTED SKILL</b>	<b>SCORE</b>
	Write a Persuasive Letter	EXCEPTIONAL
	Consistent Focus	GOOD
	Order and Structure	BORDERLINE/WEAK
	Sentence Structure	
	Punctuation and Capitalization	

Annex 6. Pretest

**PRETEST**

**Reading section**

**Read each passage. The choose the best answer for each item. Circle the letter of the correct answer.**

**1. Why was Rowena worried?**

- a) She wanted more time to practice her guitar.
- b) Her fingers hurt from practicing guitar too much.
- c) Her friends didn't think she played her guitar well.
- d) Her friends had joined the soccer team, but she had not.

**2. Why did Rowena's father give her a guitar?**

- a) He gave her a guitar during her vacation.
- b) He gave her a guitar for her birthday.
- c) He gave her a guitar in her dreams.
- d) He gave her a guitar for earning good grades.

**3. What is Rowena's problem?**

- a) She got hurt playing soccer, so she is afraid to join the team.
- b) She wants to play guitar, but her friends want to play soccer.
- c) Her friends broke her guitar while playing soccer.
- d) She wanted a soccer ball, but her father bought her a guitar.

**4. How is Rowena's problem solved?**

- a) Her friends are happy that she plays guitar.
- b) She finds new friends that like playing guitar.
- c) She sells her guitar and joins the soccer team.
- d) Her friends buy her a soccer ball for her birthday.

**5. What is a camel's hump made of?**

- a) It is made of muscle.
- b) It is made of water.
- c) It is made of fat.
- d) It is made of blood.

- 6. Why do bears hibernate in winter?**
- a) because little food is available
  - b) to hide from hunters
  - c) because snow makes a good cave
  - d) because ponds and lakes freeze.
- 7. What do all of Leo's questions have in common?**
- a) They are the same length.
  - b) They are about animals.
  - c) They are difficult to answer.
  - d) They are about people with pets.
- 8. Who answered Leo's questions?**
- a) his teacher
  - b) Leo
  - c) a book
  - d) his father

### **VOCABULARY Section**

**Choose the word or words that best complete each sentence. Circle the letter of the correct answer.**

- 1. The time and place of a story's action is called \_\_\_\_\_**
- a) stage
  - b) setting
  - c) history
  - d) scene
- 2. The golden son melted into the trees, which swayed with the wind, is an example of \_\_\_\_\_**
- a) authentic voice
  - b) nature program
  - c) sensory detail
  - d) first-person point of view

3. A person who takes part in the action of a story is called a \_\_\_\_\_
- a) moral
  - b) puppet
  - c) narrator
  - d) character
4. This tree is a giant. All the other trees are dwarves next to it, is an example of \_\_\_\_\_
- a) analysis
  - b) simile
  - c) metaphor
  - d) identity
5. A group of lines in a poem is called a \_\_\_\_\_
- a) bridge
  - b) stanza
  - c) speech
  - d) length
6. At midnight, he had told them everything would change. Everyone stayed awake to see what would happen, is an example of \_\_\_\_\_.
- a) suspense
  - b) setting
  - c) fortune
  - d) sensory detail
7. Morton Village in 1882 was a dusty, desolate town is an example of \_\_\_\_\_
- a) setting
  - b) conflict
  - c) personification
  - d) characterization

- 8. A living thing is called a(n) \_\_\_\_\_**
- a) species
  - b) habitat
  - c) organism
  - d) photosynthesis
- 9. The air that surrounds the earth is called its \_\_\_\_\_**
- a) precipitation
  - b) evaporation
  - c) atmosphere
  - d) environment

**Choose the word that best completes each sentence. Circle the letter of the correct answer.**

- 1. The officer on a ship or aircraft who plans the route that it travels is called a(n)**
- a) navigator
  - b) merchant
  - c) accountant
  - d) prospector
- 2. Suffering or death caused by not having enough to eat is called \_\_\_\_\_**
- a) destination
  - b) starvation
  - c) migration
  - d) direction
- 3. If you did something better than almost everyone else the you \_\_\_\_\_**
- a) exhibited
  - b) acquired
  - c) devoted
  - d) excelled

- 4. Someone who designs, builds and repairs roads, bridges, and machines is called a(n) \_\_\_\_\_**
- a) programmer
  - b) physicist
  - c) engineer
  - d) athlete

**Choose the correct word for each definition below. Circle the letter of the correct answer.**

- 1. \_\_\_\_\_: way from one place to another.**
- a) project
  - b) route
  - c) crate
  - d) cycle
- 2. \_\_\_\_\_: leave someone or something that you are responsible for.**
- a) collapse
  - b) abandon
  - c) investigate
  - d) reconcile
- 3. \_\_\_\_\_: as much as one needs; enough.**
- a) legitimate
  - b) reticent
  - c) equivalent
  - d) sufficient
- 4. \_\_\_\_\_: influence; produce a change.**
- a) affect
  - b) attain
  - c) appeal
  - d) attract

## WORD STUDY

Read each question below and find the correct answer. Circle the letter of the correct answer.

1. What is the plural form of *monkey*?
  - a) monkeys
  - b) monkeis
  - c) monkeyes
  - d) monkees
2. What is the superlative of *scary*?
  - a) scarier
  - b) scariest
  - c) scared
  - d) scary
3. Which is the correct inflection of *clap*?
  - a) clapping
  - b) claping
  - c) clap
  - d) clapped
4. What is the prefix in the word *invisible*?
  - a) able-
  - b) invis-
  - c) vis-
  - d) in-
5. Which of the following is a compound noun?
  - a) desert
  - b) rattlesnake
  - c) reflecting
  - d) rattling



6. Which word has the same vowel sound as the underlines part of space?

- a) meet
- b) crude
- c) lake
- d) lapped

7. Which word has the same vowel sound as the underlined part of slight?

- a) lid
- b) stick
- c) knee
- d) by

### Grammar

Choose the word or phrase that best completes each sentence or answers each question. Circle the letter of the correct answer

1. Last month, they \_\_\_\_\_ elected to the student council.

- a) was
- b) were
- c) be
- d) went

2. My cousin \_\_\_\_\_ the package that I sent in December.

- a) got
- b) was got
- c) get
- d) gets

3. What is the sentence *The people elected the President* changed to the passive voice?

- a) The President elected by the people.
- b) The President was elected by the people.
- c) The President were elected by the people.
- d) The President was elect by the people.

4. \_\_\_\_\_ sleeps as late as possible on weekends.
- a) He
  - b) We
  - c) They
  - d) You
5. Ms. Dant has not seen her pet \_\_\_\_\_ she left the house this morning.
- a) whenever
  - b) since
  - c) until
  - d) while
6. Degas painted many beautiful pictures \_\_\_\_\_ were of ballet dancers.
- a) that
  - b) who
  - c) whom
  - d) what
7. He ran five laps around the track \_\_\_\_\_ his endurance.
- a) to increase
  - b) increases
  - c) increase
  - d) increased
8. The books, pencils, pens, \_\_\_\_\_ computers are being shipped late.
- a) but
  - b) and
  - c) or
  - d) so
9. A hurricane is \_\_\_\_\_ than a spring shower.
- a) dangerous
  - b) most dangerous
  - c) more dangerous
  - d) danger

**10. “The plane is just about to land, Tasha said. A quotation mark is needed**

\_\_\_\_\_.

- a) after land and before the comma
- b) after land and after the comma
- c) after said and before the period
- d) after said and after the period

**Writing**

- **Imagine traveling to a place that is very different from where you live now. Write a letter to a friend and describe this place. Include details that will help your friend picture the place. Write on the lines below.**

Annex 7. Posttest

**POSTTEST**

**Reading Section**

**Read each passage. Then choose the best answer for each question. Circle the letter of the correct answer.**

**Questions for passage 1**

- 1. When do Amanda and her dad usually hike?**
  - a) In the summer
  - b) On weekdays
  - c) At the park
  - d) On weekends
- 2. Who packed safety items for the hike?**
  - a) Amanda
  - b) Amanda's father
  - c) Amanda's mother
  - d) Amanda's friend
- 3. What is one reason that Amanda likes to go hiking?**
  - a) She likes the people she meets.
  - b) She likes the wild animals.
  - c) She likes the views at the top.
  - d) She likes the fresh mountain air.
- 4. How did Amanda know which way they had to go?**
  - a) She studied a map.
  - b) She used a compass.
  - c) She followed the sun.
  - d) She saw a trail marker.

**Questions for passage 2**

- 1. Many people learned about Rosa Parks when she \_\_\_\_\_**
  - a) Married Raymond Parks, a 29-year old barber
  - b) Refused to give up her bus seat to a white man
  - c) Joined the March on Washington
  - d) Received the Presidential Medal of Freedom

- 2. Who did Rosa Parks join in the March on Washington?**
- a) She joined Raymond Parks.
  - b) She joined President.
  - c) She joined Martin Luther King, Jr.
  - d) She joined the U.S. Supreme Court.
- 3. What happened first after Rosa Parks refused to give up the seat?**
- a) Rosa Parks died.
  - b) She married Raymond Parks
  - c) Bus segregation was ruled unconstitutional.
  - d) She received the Presidential Medal of Freedom.
- 4. People will always remember Rosa Parks \_\_\_\_\_**
- a) As a courageous woman
  - b) As a Supreme Court justice
  - c) As the wife of Raymond Parks
  - d) As a writer of many books

### **Vocabulary Section**

**Choose the word or words that best complete each sentence. Circle the letter of the correct answer.**

- 1. The time and place of a story's action is called \_\_\_\_\_**
- a) Routine
  - b) Theme
  - c) imagery
  - d) setting
- 2. I followed the wonderful smells until I found the candy shop, is an example of \_\_\_\_\_.**
- a) Self-expression
  - b) Point of view
  - c) Cross-section
  - d) Point-of-sale

3. A group of lines in a poem is a \_\_\_\_\_
- a) Rhyme
  - b) Simile
  - c) Ballad
  - d) Stanza
4. “Let’s ride our bikes to the store,” “ Kayla said. Miguel replied, “If we can’t walk, I don’t want to go.” “Fine, I will go by myself then, “ Kayla replied, is and example of \_\_\_\_\_
- a) Myth
  - b) Conflict
  - c) Stage directions
  - d) Science fiction
5. The central idea, or message, of a work of literature is its \_\_\_\_\_
- a) Theme
  - b) Rhyme
  - c) Scheme
  - d) Time
6. Gamil is so fast he can race a tornado and win is and example of \_\_\_\_\_
- a) Plot
  - b) Stage directions
  - c) Hyperbole
  - d) Dialogue
7. A fictional story that was told to explain natural events such as wind and rain is a \_\_\_\_\_
- a) Poetry
  - b) hero
  - c) myth
  - d) epic

**8. Plants make food by a process called \_\_\_\_\_ -**

- a) Reproduction
- b) Photosynthesis
- c) Decomposition
- d) Deduction

**9. A group of a particular type of animal that lives together is called a**

\_\_\_\_\_

- a) Herd
- b) Lichen
- c) Calf
- d) Tundra

**Choose the word that best completes each sentence. Circle the letter of the correct answer**

**10. Ideas about how something works or why something happens are \_\_\_\_\_**

- a) Designs
- b) Methods
- c) Theories
- d) Robotics

**11. Something that is made from a mixture of two or more things is a(n)**

\_\_\_\_\_

- a) Hybrid
- b) Axis
- c) Galaxy
- d) Source

**12. Working on a farm where cattle, horses or sheep are raised is called**

\_\_\_\_\_

- a) Advancing
- b) Trampling
- c) Advertising
- d) Ranching

**13. The man who took the money \_\_\_\_ to the police.**

- a) Identified
- b) Confessed
- c) Accurate
- d) DNA

**Choose the correct word for each of the definitions below. Circle the letter of the correct answer.**

**1. \_\_\_\_\_: succeed in doing or gaining something.**

- a) Occupy
- b) Appease
- c) Achieve
- d) Enforce

**2. \_\_\_\_\_: very close or next to.**

- a) Unspent
- b) Blatant
- c) Confident
- d) Adjacent

**3. \_\_\_\_\_: copy of something that has been slightly changed.**

- a) Invention
- b) Tension
- c) Version
- d) Vision

**4. \_\_\_\_\_: solid round shape like a ball.**

- a) Sphere
- b) Sphinx
- c) Theory
- d) Occurrence



## **Word Study**

### **Directions**

**Read each question below and find the correct answer. Circle the letter of the correct answer.**

- 1. What is the plural of puppy?**
  - a) Pupies
  - b) Puppys
  - c) Puppies
  - d) Puppyies
  
- 2. Which is the correct simple past form of log?**
  - a) Logged
  - b) Logging
  - c) Log
  - d) Logs
  
- 3. Which is the prefix in the word insignificant?**
  - a) In-
  - b) Sign-
  - c) Fi-
  - d) Cant-
  
- 4. Which of the following is a compound noun?**
  - a) Clapped
  - b) Entered
  - c) hugging
  - d) Eyeglasses
  
- 5. Which word is spelled incorrectly?**
  - a) Horrible
  - b) Visable
  - c) Terrible
  - d) Comfortable

**6. Which word has the same sound as the underlined part of trace?**

- a) Sleep
- b) Food
- c) Make
- d) Clapped

**7. Which word has the same sound as the underlined part of night?**

- a) Skid
- b) Brick
- c) Ski
- d) Sky

## **GRAMMAR SECTION**

### **DIRECTIONS**

**1. A month ago, my family \_\_\_\_\_ camping**

- a) Go
- b) Goes
- c) Going
- d) Went

**2. The class \_\_\_\_\_ a guest speaker last week.**

- a) Has
- b) Had
- c) Having
- d) Will have

**3. The passive voice form of the sentence Drivers discovered a treasure chest is \_\_\_\_\_**

- a) Divers were discovered a treasure chest.
- b) A treasure chest were discovered by divers.
- c) A treasure chest was discovered by divers.
- d) By divers was a treasure chest discovered.

4. \_\_\_\_\_ hears the rooster crow every morning.
- a) She
  - b) We
  - c) They
  - d) I
5. Alysa has not watched television \_\_\_\_\_ last week.
- a) Whenever
  - b) Since
  - c) Until
  - d) While
6. The salesperson spoke mainly to drivers \_\_\_\_\_ were interested in car insurance policies.
- a) What
  - b) Who
  - c) Whom
  - d) Which
7. My teacher tried \_\_\_\_\_ us all.
- a) Encouraged
  - b) Encourage
  - c) Encouragement
  - d) To encourage
8. You can put your coat on the chair, \_\_\_\_\_ it is better to hang it in the closet.
- a) But
  - b) And
  - c) Or
  - d) So

**9. Some movie stars are \_\_\_\_\_ than others.**

- a) Famous
- b) More famous
- c) Most famous
- d) Very famous

**10. Liz Greene said, "What a beautiful day!" A quotation mark is needed \_\_\_\_\_.**

- a) After said and before the comma
- b) After said and after the comma
- c) Before Liz and after said
- d) After Greene and after the comma

**Writing Section**

- **Think of three positive ways you have changed in the past two years. Write 3 sentences about it.**

Annex 8. Students' Survey

**Students' Survey**

**This survey is intended to find the way you learn best to help us teachers get to know you more.**

**Put a check next to what you consider the easiest way to learn in class**

I find it easy to learn a lesson when...

I participate on the board.

I relate the class to a previous personal experience.

I repeat an exercise several times.

I prepare an exposition.

I watch a video related to the class.

I draw a picture, or a graphic organizer related to the lesson  
having a trivia in class.

I work in pairs or groups.

## Annex 9. Multiple Choice ICT Lesson



Jaime Ycaza Last Activity: December 14, 2017 10:44		
<b>Multiple Choice</b>		
<b>10 / 10</b> Completed	10 Correct First Attempt	10 Total Attempts
Juan pablo Last Activity: December 14, 2017 10:40		
<b>Multiple Choice</b>		
<b>10 / 10</b> Completed	7 Correct First Attempt	13 Total Attempts
RA Last Activity: December 14, 2017 10:40		
<b>Multiple Choice</b>		
<b>10 / 10</b> Completed	10 Correct First Attempt	10 Total Attempts
Ana Paula Moran Last Activity: December 14, 2017 10:40		
<b>Multiple Choice</b>		
<b>2 / 10</b> Completed	2 Correct First Attempt	2 Total Attempts
kasaawawawsaw&%&%% Last Activity: December 14, 2017 10:40		
<b>Multiple Choice</b>		
<b>10 / 10</b> Completed	9 Correct First Attempt	11 Total Attempts
Isabella Zapatier Last Activity: December 14, 2017 10:38		
<b>Multiple Choice</b>		
<b>10 / 10</b> Completed	7 Correct First Attempt	13 Total Attempts
Layla Last Activity: December 14, 2017 10:38		
<b>Multiple Choice</b>		
<b>5 / 10</b> Completed	4 Correct First Attempt	6 Total Attempts
Francesca cortazar Last Activity: December 14, 2017 10:36		
<b>Multiple Choice</b>		
<b>9 / 10</b> Completed	8 Correct First Attempt	10 Total Attempts

María de Lourdes armas Last Activity: December 14, 2017 10:35

**Multiple Choice**

**10 / 10**  
Completed

9  
Correct First Attempt

11  
Total Attempts

Adriana Lasso Last Activity: December 14, 2017 10:34

**Multiple Choice**

**1 / 10**  
Completed

1  
Correct First Attempt

1  
Total Attempts

Valentina saldivias Last Activity: December 14, 2017 10:33

**Multiple Choice**

**10 / 10**  
Completed

8  
Correct First Attempt

12  
Total Attempts

Roberto Saona Last Activity: December 14, 2017 10:33

**Multiple Choice**

**3 / 10**  
Completed

3  
Correct First Attempt

3  
Total Attempts

Ovuvueveobwmuemosas Last Activity: December 14, 2017 10:32

**Multiple Choice**

**8 / 10**  
Completed

8  
Correct First Attempt

10  
Total Attempts

Eduardo Casal and Francisco Verduga Last Activity: December 14, 2017 10:31

**Multiple Choice**

**1 / 10**  
Completed

1  
Correct First Attempt

1  
Total Attempts

Fernando Gavilán Last Activity: December 14, 2017 10:31

**Multiple Choice**

**10 / 10**  
Completed

10  
Correct First Attempt

10  
Total Attempts

Alejandra Saiz Last Activity: December 14, 2017 10:30

**Multiple Choice**

**10 / 10**  
Completed

9  
Correct First Attempt

11  
Total Attempts