STUDENTS’ PERSPECTIVES TOWARD A CURRICULUM THAT INCORPORATES THEIR INPUT

Janneth V. Chumana
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By

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M., Linguistics and Didactics of Teaching Foreign languges, The Central University of Ecuador, 2015

DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of

Doctor of Philosophy
Educational Linguistics

The University of New Mexico
Albuquerque, New Mexico

May, 2020
Dedication

This dissertation is dedicated to my

beloved parents, Segundo Chumaña and Carmela Suquillo

who have always been a source of encouragement

and inspiration to pursue my higher studies

and to my husband, Nelson Ortega,

who has always been my biggest supporter in finishing my study.
Acknowledgements

I deeply acknowledge Dr. Holbrook Mahn, my advisor and dissertation chair, who always guided and encouraged me throughout these years to be able to find the best way to finish my doctoral study. His advice and unconditional support helped me to take appropriate courses to conduct my research and achieve my degree as planned.

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I owe a great amount of gratitude to my parents, husband, brother and sisters, nephews, and nieces for their love and support. Thanks for being there for me through my ups and downs during the whole process of completing my degree!

Finally, I want to express my deepest acknowledgement to my sponsor, The Central University of Ecuador, for financing my studies and provided me with this invaluable experience that has enriched my life.
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ABSTRACT

This study describes the relationship between students’ attitudes, beliefs and perceptions about the foreign language curriculum at Pontificia Universidad Católica del Ecuador for the A2.2 (elementary advanced) level class and the students’ learning outcomes. It explores the factors that influence the attitudes and perceptions of undergraduate EFL students toward a curriculum as well as what happens when they are involved in the classroom curriculum development. The study took place in the spring of 2019, confirming its usefulness in the changing of students’ attitudes towards the English language learning process. At the same time it provided effective information to the EFL pedagogy. As the researcher, I studied the English language teaching and learning process. My class was composed of 18 students, through whom, I started by analyzing their attitudes, beliefs and perceptions toward the institution’s language curriculum. Based on this information, I planned, implemented and then evaluated students’ attitudes towards their language learning. The study allowed me to
gain insights into the influence of a classroom curriculum that includes students’ input based on their beliefs, attitudes and perceptions about the process of learning English and their language outcomes. This research follows a case study approach collecting data through questionnaires, observations, interviews and students’ artifacts.
Table of Contents

List of Figures ............................................................................................................................... xv
List of Tables ................................................................................................................................. xvi

CHAPTER ONE Introduction ........................................................................................................ 1
Statement of the Problem .............................................................................................................. 3
Relevance of the Study .................................................................................................................. 5
Background to the Question .......................................................................................................... 7

CHAPTER TWO Theoretical Background .................................................................................. 9
Learner’s Attitudes ......................................................................................................................... 9
Attitudes toward Foreign Language Learning ............................................................................. 15
Learner’s Perceptions .................................................................................................................... 17
Learner’s Beliefs ............................................................................................................................ 19
Studies That Connect Learners’ Attitudes, Perceptions and Beliefs with Outcomes ............... 22
Studies That Refrain from Linking Learners’ Attitudes, Perceptions, and Beliefs to Outcomes ........................................................................................................................................ 25
Studies That Examine How Foreign Language (FL) Programs Are Affected by
Learner’s Attitudes, Perceptions and Beliefs ........................................................................... 26
Framework ..................................................................................................................................... 30
Curriculum .................................................................................................................................... 30
The Cognitive Point of View ........................................................................................................ 32
Sociocultural Theory (SCT) .......................................................................................................... 34
Zone of Proximal Development ................................................................................................. 36
Students’ Input ............................................................................................................................... 38
The Teacher Researcher ............................................................................................................. 42

CHAPTER THREE Methodology .............................................................................................. 45

Context of the Study ............................................................................................................. 45

The Participants .................................................................................................................. 46

Research Approach and Methods ....................................................................................... 47

Case Characterization ........................................................................................................ 52

Procedure ............................................................................................................................. 52

Questionnaires .................................................................................................................... 54

Evaluations ........................................................................................................................... 55

Interviews .............................................................................................................................. 55

Artifacts ................................................................................................................................. 57

Reflective Journals .............................................................................................................. 58

Quick Writes ......................................................................................................................... 59

Validation of the Data Gathering Instruments .................................................................... 60

Validation of the Instruments by the Experts ................................................................... 64

Questionnaire # 1 ............................................................................................................... 64

Questionnaire # 2 ............................................................................................................... 65

Observation Guide .............................................................................................................. 66

The Data Analysis Techniques ......................................................................................... 67

Data Reduction ................................................................................................................... 69

Limitations .......................................................................................................................... 70

CHAPTER FOUR Results of the Study .................................................................................. 74

Data Analysis and Reduction of the Information .............................................................. 74
Recommendations for Further Studies ................................................................. 153

REFERENCES .......................................................................................................... 155

APPENDICES ........................................................................................................... 182

Appendix A: Students’ Consent Form to Participate in the Research in Spanish .... 182
Appendix B: Students’ Consent Form to Participate in the Research in English..... 190
Appendix C: Students’ Consent Form for Interviews and Observations in Spanish 197
Appendix D: Students’ Consent Form for Interviews and Observations in English 201
Appendix E: Questionnaire #1 (Attitudes influenced by past experiences) in Spanish
................................................................................................................................. 205
Appendix F: Questionnaire #1 (Attitudes influenced by past experiences) in English
................................................................................................................................. 212
Appendix G: Questionnaire #2 (Interests) in Spanish ........................................... 219
Appendix H: Questionnaire #2 (Interests) in English............................................. 228
Appendix I: Mid-Term Evaluation in Spanish or Initial Short Evaluation ............ 237
Appendix J: Mid-Term Evaluation in English ......................................................... 246
Appendix K: Final Short Evaluation in Spanish ....................................................... 252
Appendix L: Final Short Evaluation in English ....................................................... 256
Appendix M: Interview Guide in Spanish ............................................................... 258
Appendix N: Interview Guide in English ............................................................... 260
Appendix O: Observation Guide in Spanish about Their Favorite TV Series ....... 264
Appendix R: Observation Guide in Spanish about the TV Series Called “Big-Bang-Theory” ................................................................. 265
Appendix S: Observation Guide in Spanish about the Board Game Using “Can” and “Have to” to Talk about Places They Like ....................... 266
Appendix T: Observation Guide in Spanish Using “Can” and “Have to” to Talk about Their Careers ......................................................................................... 267
Appendix U: Observation Guide in Spanish Using the Song Called “Wake me up” ........................................................................................................ 268
Appendix V: Observation Guide in Spanish Using Their Favorite Movies .......... 269
Appendix W: Observation Guide in Spanish Using the Movie Called “Pursuing the happiness” Talking about Different Aspects ........................................ 270
Appendix X: Observation Guide in Spanish Using the Movie Called “Pursuing the Happiness” Talking about Lesson Lives ................................................. 271
Appendix Y: Observation Guide in Spanish Using the Song Called “We are the champions” ........................................................................................................ 272
Appendix Z: Observation Guide in Spanish Using a Crossword with Verbs ....... 273
Appendix ZA: Observation Guide in Spanish Using Reviews of Movies ............. 274
Appendix ZB: Observation Guide in Spanish Talking about Their Future Plans .... 275
Appendix ZC: Observation Guide in Spanish Talking about Their Problems and Give Suggestions ................................................................. 276
Appendix ZD: Observation Guide in Spanish Having Small Talks about Euthanasia Suggestions ................................................................. 277
Appendix ZE: Reflective Journals Guide in Spanish ........................................ 278
Appendix ZF: Reflective Journals Guide in English .................................................. 279
Appendix ZG: Example of Reflective Journals #1 in Spanish ................................. 280
Appendix ZH: Example of Reflective Journals #2 in Spanish ................................. 281
Appendix ZI: Example of Reflective Journals #3 in Spanish ................................. 282
Appendix ZJ: Quick-notes Guide in Spanish ......................................................... 283
Appendix ZK: Quick-notes Guide in English ......................................................... 284
Appendix ZL: Example of Quick-notes #1, #2 and #3 in Spanish ....................... 285
Appendix ZM: Instrument Validation in Spanish .................................................. 288
Appendix ZN: Instrument Validation in English .................................................. 290
Appendix ZO: Lesson Plan Activity #1 ............................................................... 292
Appendix ZP: Lesson Plan Activity #2 ............................................................... 293
Appendix ZQ: Lesson Plan Activity #3 ............................................................... 294
Appendix ZR: Lesson Plan Activity #4 ............................................................... 296
Appendix ZS: Lesson Plan Activity #5 ............................................................... 298
Appendix ZT: Lesson Plan Activity #6 ............................................................... 300
Appendix ZU: Lesson Plan Activity #7 ............................................................... 302
Appendix ZV: Lesson Plan Activity #8 ............................................................... 303
Appendix ZW: Lesson Plan Activity #9 ............................................................... 305
Appendix ZX: Lesson Plan Activity #10 ............................................................ 307
Appendix ZY: Lesson Plan Activity #11 ............................................................. 308
Appendix ZZ: Lesson Plan Activity #12 ............................................................. 309
Appendix ZZA: Lesson Plan Activity #13 .......................................................... 311
Appendix ZZB: Lesson Plan Activity #14 .......................................................... 313
List of Figures

Figure 1. Factors configuring students’ Attitudes (author’s creation) ............................ 17

Figure 2. Experts selection process (Created by the researcher) ..................................... 63

Figure 3. Process followed in the research ..................................................................... 71

Figure 4. Data analysis reduction .................................................................................. 75

Figure 5. Triangulation of the data gathered during the application of the classroom
  curriculum including students’ input ............................................................................. 139
List of Tables

Table 1 *Summary of definitions given by authors to explain reasons why attitudes, beliefs, and perceptions may overlap* ............................................................................................................. 12

Table 2 *Activities suggested by students to be used in the classroom to help them learn* English .................................................................................................................................................. 92

Table S-1 *Experts’ professional information* ................................................................................................................. 340

Table S-2 *Student Grades for Written and Oral Exams* ................................................................................................. 341

Table S-3 *Speaking grades* .................................................................................................................................................. 342

Table S-4 *Writing grades* .................................................................................................................................................. 343

Table S-5 *Reading grades* .................................................................................................................................................. 344

Table S-6 *Listening grades* .................................................................................................................................................. 345

Table S-7 *List of pseudonyms* .................................................................................................................................................. 346
CHAPTER ONE

Introduction

English has established its own international position all over the world. Learning it is often a basic requirement and a priority for students in schools, colleges and universities. In countries like Ecuador, English is taught as a foreign language and is considered a prerequisite for graduation, being the only foreign language required as part of the tertiary educational cycle (university level) curricula.

Close to the end of the 20th century, English as foreign language in Ecuador’s general education curriculum expanded from primary and secondary education through higher education. At the university level (the context of this research), the Higher Education Organic Law in Ecuador (2010), in Article 124, states the need to train professionals in a foreign language mastery. This statement is complementary to the Regulation of the Academic Regime (2013), Article 31, which argues that University graduates should master at least a B2 level, according to the European Common Framework for Foreign Languages.

Notwithstanding the above demands, not all the educational institutions were prepared to undertake such EFL teaching and learning, as there were few teachers with the necessary pedagogical and linguistic training to teach a foreign language. As well, students did not embrace the actual requirement of knowing English in order to succeed professionally. Thus, many students saw no need in studying it. This context has promoted different kinds of attitudes, perceptions and beliefs about English language learning among students. For example, there are students who show little interest, exerting a minimal effort and accepting the lowest goals, giving up easily as they consider English knowledge not necessary for their daily life activities; while others show a positive attitude toward learning
it in order to pass the required levels of English to finish their studies. Through the different educational levels, these attitudes and perceptions are common to many EFL students, leading to low achievement in English language performance in Ecuador. In this respect, Hidi (2006) found the level of a person’s interest to be a powerful influence on learning. But the question that I studied was, what can help or hinder people’s motivation to learn a foreign language? Spencer (1951), considers that it is necessary to pay attention to students’ reasons for learning and to possible incentives to spur them on. Such information could help teachers to create the reasons or incentives for students in a nonnative environment of the language to feel the need to study it. This remains a great challenge for teachers and foreign language curriculum designers.

In any country where English is not a mother tongue or an official language, teachers try different strategies and methods to motivate and engage their students in the learning process, even when they are required to follow certain curricula, syllabuses and guidelines in their English lessons. I decided to develop a research study to analyze students’ conceptions, beliefs and attitudes in regards to English lessons. The research studied the impact of incorporating these conceptions, beliefs and attitudes into the curriculum planning process and in the language learning curriculum. I then gained their perceptions on how this approach affected their performance, motivation and learning outcomes.

Considering the possible analysis outcomes, students had the opportunity, along with me, to help construct the curriculum, by including activities proposed by them. Through this process, I hoped to gain pedagogical and didactic insights from using a curriculum that included students’ input.
Statement of the Problem

Considering that English is the most commonly spoken language in sociocultural, scientific, academic circles and in international business relationships and developments worldwide, English instruction is a curriculum requirement in most of the higher education systems all over the world. In Ecuador, students usually start learning English in the first grade, at approximately six years of age, and continue to study throughout the various education levels, up to the university level. However, many undergraduate students fail to achieve an average proficiency in the language. One reason for this may be the lack of exposure to English, what translates into little opportunity to use the language. Even when students have an intrinsic motivation towards learning the language, they have very few opportunities for using English in actual practical communicative contexts with native English speakers. These conditions cause many Ecuadorian university students to be disinterested in improving their English skills, especially for those who do not major in the language subject. Limited exposure to English can also contribute to students’ low proficiency, which in turn, leads to a low interest in learning the language.

Based on my analysis of the contexts in which students take English classes, of their lack of opportunity to use it in real life communication, and of their learning outcomes in the process, I have developed the following research question:

How does incorporating students’ input influence their beliefs, attitudes and perceptions towards learning English?

To address this question, I have developed additional research questions in order to clarify the possible reasons why students’ foreign language learning outcomes do not meet the expectations delineated in the curriculum objectives:
• What are students’ perceptions, beliefs and attitudes toward learning English before
  the study?
• How did their prior teachers’ methods influence students’ beliefs, attitudes and
  perceptions about learning English?
• Has the traditional institutional English language curriculum influenced students’
  perceptions, attitudes and beliefs about the use of the language in their daily lives?
• How do students’ awareness or lack of awareness of the benefits of knowing English
  for their future professional and personal lives affect their motivation?
• What happens in the students’ language learning processes if the English curriculum
  incorporates their input?

In order to answer these questions, I took several specific steps:
• Review the literature on students’ attitudes, perceptions and beliefs in regards to their
  foreign language learning experiences.
• Analyze the data related to students’ attitudes, perceptions and beliefs about English
  learning in Ecuador and correlate them with their language learning outcomes.
• Modify my English language classroom curriculum to be responsive to students’
  input.
• Study students’ attitudes, beliefs and perceptions, and their learning outcomes in the
  language learning program, in relation to the language classroom curriculum which
  my students contributed.

The research methodology I chose for this study follows qualitative approach
principles, particularly the case study method, to collect in-depth data (McLeod, 2014) in the
natural setting of the English classroom. In this attempt, different conceptions of the
curriculum development (Bloemert, Paran, & Jansen, 2017; Hutchinson, 1987; Mickan, 2013; Nation, 2010) are reviewed to obtain pedagogical and didactic insights about the influence of students’ participation in the curriculum development and in their approaches to the language.

The case for this study is the input of A2.2 level students (according to the European Common Framework for Foreign Languages) at the Universidad Católica in Quito, Ecuador. In other words, they are in an advanced elementary level. The time proposed for the study, taking into account the time allotted for the foreign language term at the university in Ecuador, is one academic semester. In this study, I was looking for pedagogical and didactic insights about the relationships among the students’ attitudes, beliefs and perceptions; their participation in the curriculum development, their learning outcomes after the changes were made to the curriculum and the teacher’s role throughout the process, all which could be useful in curriculum development.

Relevance of the Study

There are a number of important research papers on the students’ attitudes, beliefs, and perceptions about foreign language learning, (Bloemert, Paran, & Jansen, 2017; Cephe, 2015; Education Evaluation Reports, 2012; Gamble et al., 2013; Hayati, 2015; Hosseini & Delaram, 2013; Manalu, 2014a; Oroujlou & Vahedi, 2011; Rahimi, 2010). Others have considered the importance of creating a curriculum that is centered on the teachers and students’ attitudes (Powell, 2011; Tobias, 2017) who consider attitudes towards the target language as a crucial factor in the students’ language skills development. They also indicated that such attitudes, perceptions and beliefs may change, depending on several factors, such as sociocultural aspects, students’ future professional and personal goals, family perceptions and
experiences towards the language, teaching methods they have faced during their school life, and personal characteristics among others. Other studies, such as those carried out by Manalu (2014a) found that learners’ attitudes towards learning a language play an important role in motivating students to learn that language.

Most of such research conclusions have failed to analyze the possible outcomes of taking into account the students’ input to improve the course curriculum. Further study about the influence of students’ input could constitute a referent to establish a bridge between students’ attitudes, beliefs and perceptions and their language learning outcomes. In fact, the dearth of such relationships and related theoretical insights has motivated me to study this topic.

A comprehensive study should be developed, to understand the possible relationships among students’ attitudes, beliefs and perceptions about the English language learning, the language curriculum and the students’ outcomes in the language. In the words of Seidman (1998) “so much research is done on schooling in the United States; yet so little of it is based on studies involving the perspective of the students, teachers…whose individual and collective experience constitute schooling” (p. 4). In relation to second language acquisition, the learners’ perceptions of themselves and of the learning process are very significant issues that teacher researchers should take account in the learning process.

Progressive educators do not consider students as passive recipients of knowledge (Freire, 1970). It is important to ask the students about their attitudes and perceptions toward what they are learning. Again, Freire (1973) provides a commendable answer when he avers that human are conscious beings, who can participate actively in their own learning process.
If given enough opportunity, students can provide an invaluable source of feedback to educators to improve their methodologies.

**Background to the Question**

Despite the fact that there are many actual reasons for Ecuadorian students to learn English, many of them are not aware of such need. As Kendall (2017) stated, “*Ecuador is aware of the need to develop English, but unless a more modern approach can be adopted, it will be a while before its talent pool is sufficient*”. Kendall acknowledges the dramatic shift toward an exceptional standard, as the government of the country has taken English into account. However, the approaches to achieve the desired results are still far from the expectations to improve communicative skills in the English language of the Ecuadorian university students.

As stated by the British Council: “almost half of Ecuadorean employers use English externally…and 78% of employers feel that English is an essential skill for managers, directors, and C-level staff” (p. 1). English constitutes one of the top requirements for employment in different companies.

In conjunction to the lack of access to the language practice, English tests do not include the skills that students actually require to be able to communicate in the English language in the Ecuadorian real-life context. As stated by Kendall (2017), it is necessary to think of a more effective curriculum and approaches to learning English in Ecuador. The grounds of such needs are: first, the feeling of the importance for teachers to conduct research in their own classrooms to determine the reasons of the lack of student enthusiasm towards the language. Then, based on those findings, teachers should try different strategies to help students in their learning, including their participation in the curriculum.
improvement. Thirdly, teachers should analyze the effects of students’ feedback and input to the classroom curriculum and the effect it has on their learning. In this approach both teachers and students collaborate to improve the teaching and learning process.
CHAPTER TWO
Theoretical Background

Students’ attitudes, beliefs and perceptions have been thoroughly studied from various perspectives. However, little has been found regarding the correlation of these variables with a curriculum that incorporates students’ input in the area of second language learning. For this reason, this literature review sought to examine research in the area of learner’s attitudes, perceptions, and beliefs about language learning in foreign language lessons contexts. Before mentioning the studies done in a context of English as a Foreign language (EFL), I established a consensus in defining attitudes, perceptions, and beliefs from the literature review to anchor them in the research context. A study made by Ajzen (2014), argues that the case study, as a research method, has provided important results through the information analysis to support the relationships among beliefs, attitudes, and behaviors.

In order to knit the possible connections among the three terms and establish the bridge between them and students’ achievements in the learning of English as a foreign language, a literature study has been oriented towards a very close interrelation and interdependence among such terms.

According to Richardson (1996), opinion, attitudes, perceptions and beliefs belong to a group of constructs that name, define, and describe the structure and content of mental states that drive a person’s “actions” (p. 102). This has led to using them interchangeably, since “in practice, the distinction is very seldom clear” (p. 102).

Learner’s Attitudes

Learner attitudes have often been addressed in relation to two different targets: attitudes toward the learning situation (often encompassing the instructor as well as the
instructional techniques used) Gardner (2005), and attitudes toward the target community which is how students see themselves as “connected to the international community, with concerns for international affairs and ... a readiness to interact with people from the target culture” (Yashima, 2004).

Brecler (2014), defined attitudes as “mental and neural representations organized through experience, exerting a directive or dynamic influence on behavior” (p. 409). This author describes the concept of representation as a state of readiness. Attitudes have been historically associated with affects, emotions and feelings; and so being affects the central role in defining attitudes. In the educational field, attitudes are closely linked to emotions, which at the same time are linked to experiential and motivational characteristics (such as interest, joy, anger, disgust). Emotions can be modified by the experience.

Attitudes then constitute a complex concept to be able to measure accurately. Providing more in-depth information, Brecler, as part of a study on the attitudes functions (Brecler, 2014, p. 418-419), argues that attitudes:

- Guide people’s behavior toward value goals and away from adverse ones (utilitarian function)
- Help to manage and simplify information processing tasks (the knowledge or economy function)
- Allow people to communicate about their personality and values (the expressive or self-realizing function)
- Protect people from unacceptable or threatening thoughts, urges and impulses (the ego-defensive function).
Several other researchers concur with Brecler, on the directive or dynamic influence of attitudes on behavior (Brousmiche, Kant, Sabourent, & Prenot-Guinard, 2016b; Ianos, 2014; Vishal, 2014); among others. Krech (1962), considers attitudes as a complex, multidimensional construct comprised of cognitive, affective, and conative components. According to Allport (1935), attitudes determine what each individual will see, hear, think and will do. Ianos (2014) in her doctoral research, proposes a summary table of the various definitions given by several authors that explain the reason why attitudes, beliefs and perceptions are at many times overlapped.

In the following table, there is an illustration of such overlapping through the shading of the most common words used to explain the concept of attitudes, which led the author to be able to make her own assumptions on the term:
Table 1  
*Summary of definitions given by authors to explain reasons why attitudes, beliefs, and perceptions may overlap.*

<table>
<thead>
<tr>
<th>Authors</th>
<th>Year</th>
<th>Definition of attitude(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allport</td>
<td>1935</td>
<td>a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual’s response to all objects with which it is related</td>
</tr>
<tr>
<td>Krech &amp; Crutchfield</td>
<td>1948</td>
<td>an enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspect of the individual’s world</td>
</tr>
<tr>
<td>Rosenberg &amp; Hovland</td>
<td>1960</td>
<td>Predispositions to respond to some class of stimuli with cognitive, affective, and behavioral responses.</td>
</tr>
<tr>
<td>Campbell</td>
<td>1963</td>
<td>acquired behavioral dispositions containing residues of experience that guide or otherwise influence later behavior</td>
</tr>
<tr>
<td>Sarnoff</td>
<td>1970</td>
<td>a disposition to react favorably or unfavorably to a class of objects</td>
</tr>
<tr>
<td>Williams</td>
<td>1974</td>
<td>an internal state aroused by stimulation of some type that may mediate a subsequent response</td>
</tr>
<tr>
<td>Fishbein &amp; Azjen</td>
<td>1975</td>
<td>a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object</td>
</tr>
<tr>
<td>Petty &amp; Cacioppo</td>
<td>1981</td>
<td>a general and enduring positive or negative feeling about some person, object, or issue</td>
</tr>
<tr>
<td>Authors</td>
<td>Year</td>
<td>Definition of attitude(s)</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oppenheim</td>
<td>1982</td>
<td>an inner component of mental life which expresses through much more obvious processes as stereotypes, beliefs, verbal statements or reactions, ideas and opinions, selective recall, anger or satisfaction or some other emotion and behavior</td>
</tr>
<tr>
<td>Fasold</td>
<td>1984</td>
<td>an intervening variable between a stimulus affecting a person and that person’s response</td>
</tr>
<tr>
<td>Gardner</td>
<td>1985</td>
<td>an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s belief or opinions about the referent</td>
</tr>
<tr>
<td>Zanna &amp; Rempel</td>
<td>1988</td>
<td>categorizations of an object or issue along an evaluative dimension</td>
</tr>
<tr>
<td>Ajzen</td>
<td>1988</td>
<td>a disposition to respond favorably or unfavorably to an object, person, institution, or event</td>
</tr>
<tr>
<td>Pratkanis &amp; Greenwald</td>
<td>1989</td>
<td>a person’s evaluation of an object or thought</td>
</tr>
<tr>
<td>Fazio</td>
<td>1990</td>
<td>association in memory between attitude objects and their evaluation</td>
</tr>
<tr>
<td>Eagly &amp; Chaiken</td>
<td>1993</td>
<td>a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor</td>
</tr>
<tr>
<td>Edwards</td>
<td>2004</td>
<td>belief amplified by affect</td>
</tr>
<tr>
<td>Visser &amp; Mirabile</td>
<td>2004</td>
<td>array of summary evaluations stored in memory</td>
</tr>
</tbody>
</table>
Authors such as Allport, (1935); Eagly and Chaiken, (1993); Oppenheim, (1982); Williams (1974); consider attitudes as a mental or internal state, locating them at a psychological level. They also share the opinion that attitudes reflect themselves in responses or reactions towards the phenomena to which people relate to, being the concept of response - reaction the most repeated in the table of definitions (10 out of 20 authors used it), Followed by the term evaluation, considered by 8 authors; as well as disposition – predisposition with 6 mentions; behavior – behavioral were used in four out of the 20 definitions analyzed; motivation- stimulation was considered by four authors, and the term beliefs was used three times.

The above analysis helps understanding attitudes as: internal judgments of other people, facts or phenomena, influenced by people’s experiences and beliefs. Depending on the kind of experience people will be predisposed toward the object or subject provoking such predisposition.
Then, it could be assumed that in the educative processes, it is significant to take into account those benchmarks that positively affect the students, which usually are the family members, friends, classmates, methods, and why not, the curriculum.

**Attitudes toward Foreign Language Learning**

Moreno (1998), suggested that language attitude is a manifestation of the social attitude of the individuals, distinguished by focus and specific reference to both language and its use in society; and when discussing ‘language’ any type of linguistic variety is included. Agheyisi (1970), identified three lines of research about attitude towards language as: a) studies concerning language oriented attitudes, focused on their evaluation; b) those interested in the social significance of languages or language varieties that deal with group stereotyped impressions; and c) studies about language related behaviors (language learning, choice, use, reinforcement and planning).

According to Rojas (1979), most research dedicated to attitudes towards language learning are in the area of sociolinguistics and language sociology, relating them to the context where the language learning process takes place. However, Rojo (1979), considers attitudes toward languages in two directions: the attitude related to the use of the language, and second, how people speak the language, when, and in which circumstances. The other attitudes are related to a conduct towards the language, which may be positive or negative, and consequently will have repercussions on the possible achievements in the language.

Richards (2006), defined linguistic attitudes as those people have about a language different to their own language. What people feel about a different language, being it a negative or a positive feeling, may influence their perceptions about the degree of the language system simplicity or complexity, thus making it more difficult or easier to learn the
language. At the same time the degree of importance the language has for the learner, for its social status, may also influence the degree of acceptance towards the language and its learning.

Gardner (1985), referred to attitudes toward learning the language, the teacher, and the course, and social attitudes which involve the cultural implications of language acquisition, including attitudes toward social groups, ethnocentrism, and social standards. As per the social psychological theory on attitudes, language attitudes change according to levels of motivation, people’s values, ideologies, identities, and behaviors (Ianos, 2014).

There is a general consensus with respect to the existence of a close relationship between the level of competence achieved in a foreign language and the linguistic attitudes generated towards the language and its culture, however, little has been explained about such relationship. At the same time, many argue about the importance of the curriculum and its influence in the students’ attitudes throught the learning process (Janès, 2006). Others assure that the school may influence the linguistic attitudes through the formal curriculum or through the hidden curriculum and throug different activities (Janès, 2006).

In Cervantes (1997-2019), Siguan and Mackey highlight that at a given stage of people’s lives they become aware of their motives to use a second language and to the extent they will use it. It is then the responsibility of bilingual education to enable them make such decisions in the best conditions possible.

From the different conceptions and findings about attitudes, and specifically about attitudes towards a second language learning as key concept in the present research, the author maps out the most important variables extracted from the literature review that are to be taken into account in the study (adapted from Janès (2006).
Learner’s Perceptions

As mentioned by Richardson (1996), it is difficult to separate the three concepts and study them in isolation, and to see them first independently and then together to find their interrelationships. According to Kim (2000), perceptions are what pupils think of the subject matter. He considers that the studies of attitudes, perceptions and beliefs of students are a key factors to determine their views of others, e.g., about their teachers, their needs and interests, thus permitting work on the development of the curriculum. However, in the literature the concept of students’ perceptions has been associated to two targets: students’ perceptions of themselves, and their perceptions of the learning situations.

Perceptions of themselves have often been defined as how students understand and make sense of themselves and their own learning (Linkin-Gasparro, 2011). This author studied how learners perceive the experience of their linguistic development, and factors that
interact with their perceptions on their progress and performance in the language. Among these factors, Linkin-Gasparro found the context in the learning environment, linguistic goals, self-confidence, and friendship. On the same line of thought, William (2002) highlighted the influence of external factors such as teacher’ approval, marks, or grades. The teacher appeared to play a major role in students’ “attributions”, as well as the learning environment. The learning situation, as another relevant factor, includes the ways students experience and understand different aspects of the classroom, like the instructor’s rapport, friendliness, empathy, among others.

As an example of the students’ perceptions on the learning situation, De Saint Léger (2009) concluded that students’ perception of the speaking activities in the second language, and of themselves as learners, affected their willingness to communicate in a range of ways. As learners’ self-confidence increased, so did their willingness to use the L2 in class. She affirms that “both cognitive and affective variables are socially grounded and cannot be dissociated from the social setting in which learning takes place” (p. 280).

Other factors that appear to be of interest are students’ learning styles (Bruce, 2013), closely related to their strategies, which, according to Bernaus and Gardner (2008b), are linked to their attitudes and motivations. In the same direction, Burnett (2003) sees a strong bond between students’ conceptions and their learning outcomes; being those conceptions closely integrated to the ways they approach the learning of the subject matter. This strong connection between students’ conceptions and their ways of thinking and acting, influence also their study strategies. All of them are affected by the types of teaching that students have experienced, and their interactions with others, including their parents.
Regarding the relationship between students’ perceptions about their learning, Brooks-Lewis (2009), mentions the importance of taking learners’ viewpoints into account by putting their experiences and knowledge at the center of the pedagogical process, by allowing them to become actively and consciously involved in the language learning experience.

**Learner’s Beliefs**

The term ‘belief’ is often defined as metacognitive knowledge, meaning the stored world knowledge that has to do with the cognitive tasks, goals, actions and experiences. This knowledge can be manipulated by the learner so as to guide their cognitive activities as to take advantage of it to do a particular activity (Settar, 2012).

Students’ beliefs and language learning beliefs can be characterized as a complex system of multiple independent dimensions. Yoshiko (1997), assures that there is an interactive relationship between the context in which students learn and the development of their epistemological beliefs (Yoshiko, 1997). Such beliefs and language learning beliefs can account for their achievement in the target language, and what they learn from class may influence the way they perceive language learning. As well, the nature of linguistic input and learning activities might influence students’ beliefs about language learning.

Researchers like Bernat (2017), coincide with Settar, in viewing beliefs about language learning as a component of learner’s metacognitive knowledge, which focuses on the idea that learners understand themselves as learners and thinkers and identify their goals and needs. This can be ostensibly seen in the persons’ knowledge component mentioned above, which learners have acquired about how cognitive and affective factors such as learner’ aptitude, personality, and motivation may influence learning. Metacognitive
knowledge includes beliefs, insights and concepts learners have about language and the language learning process.

Learners’ beliefs include what they think about themselves, about the learning situation, and about the target community. Bandera (1977), defines self-efficacy as “what students believe about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes” (p.2).

In the literature that is related to second or foreign language learning, definitions about learners’ beliefs range from representations, conceptions, metacognitive knowledge, and psychological views of the world considered to be true. According to Gabillo (2013) the learners’ beliefs are context-based, and shaped by learners’ prior experiences. Therefore, they should be linked to the context and how prior learning has affected learners’ representations of the future learning experiences and levels of acceptance of the contents to be learned. However, such beliefs are flexible and can be modified. Depending on the types of beliefs, positive or negative, towards learning the language, they will have a positive or negative attitude towards the language as they would have a positive or negative evaluation of the language learning experiences, situations and outcomes before they actually engage in a new learning experience (Gabillon, 2013). There is a generalized point of view regarding the responsibility of the learner’s educational past experiences.

Riley (1996), assures that what learners believe holds a sway over their motivation, attitudes and learning procedures. It is necessary to study learners’ beliefs since they may
develop insightful beliefs about language learning processes, their own abilities, and the use of effective learning strategies, which have a facilitative effect on learning. Learners’ beliefs help them be more productive in their studies or, on the contrary, make them rely on less effective strategies, resulting in a negative attitude towards learning and autonomy, classroom anxiety and poor cognitive performance.

Such studies can be of great help to language pedagogy since it can help learners in understanding the language learning process and help create their own strategies under the guidance of the teacher.

Highly associated to attitudes, perceptions and beliefs is motivation. Many times it is linked to people’s goals, needs, among others. It is known that motivation may be intrinsic and extrinsic. Intrinsic (doing something for joy, because the person is naturally attracted to the object, action, or phenomena that he/she likes and enjoys). Extrinsic motivation is what people do when they need to obtain a goal (because it is a mandatory subject in the curriculum, for instance). Although many assure that intrinsic motivation is what causes people to be attracted to doing something well, Gardner (2001) asserted that individuals can be interested in learning the L2 for pragmatic reasons (extrinsically motivated).

To sum up the three concepts: attitudes, perceptions and beliefs, it is interesting to recall Brousmiche, Kant, Sabouret and Prenot-Guinard (2016a) who based their point of view on a socio-psychological understanding to explain attitudes as composed by: a cognitive component, or beliefs, that is to say, by thoughts and attributes associated with the object; an affective component, or feelings and emotions attached to the object; and a behavioral component linked to the past or future actions of the person.
In relation to the English teaching and learning process, it may be assumed that the 
three elements mentioned by Brousniche et al. (2016a), influence such process in a very 
high dimension. Since students as individuals have different cognitive experiences 
throughout their lives, their attitudes to the language would vary. These experiences, at the 
same time influence their feelings and emotions, which also are also affected by the contexts 
where they have grown up and lived: such contexts include the language teachers and social 
environments in which they have been schooled. In that view, teachers should consider 
students’ individual attitudes, perceptions and beliefs in favor of their learning approaches 
and outcomes.

For a better understanding of the teacher researcher reasoning, the studies dedicated 
to attitudes, perception, and beliefs in an EFL contexts, are grouped as follows: A first group 
that describes the studies connecting learners’ attitudes, perceptions, and beliefs with their 
language learning outcomes; a second group of studies that refrains from linking learners’ 
attitudes, perceptions, and beliefs to outcomes; a third group gathering studies that examine 
how foreign language (FL) programs affect learners’ attitudes, perceptions, and beliefs.

**Studies That Connect Learners’ Attitudes, Perceptions and Beliefs with Outcomes**

The attitudes, perceptions, and beliefs investigated in this type of study have been 
directed in three areas: learners looking at themselves as language learners, learners looking 
at the process of language learning, and learners looking at the target community.

Attitudes toward the learning situation are those toward any aspect of a situation in 
which the language is learned: toward the teacher, the course, classmates, the course 
materials, extra-curricular activities associated with the course, etc. Gardner (1985). These 
factors will be reflected in one’s attitudes toward the learning situation. Some express more
positive attitudes than others and this has to do with people’s motives to different situations. In learning a second language, it requires efforts, a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Gardner (1985). There will also be the desire to succeed, and thus the learner will strive to achieve success. But in this process, it is necessary to enjoy the learning activities. The degree of the effort, desire and joy would determine how motivated the learners are; and many times these three elements are directly linked to the students’ outcomes in the language. Rahimi (2010) states that students’ learning determines favorable or unfavorable feelings towards language-related performance. In this sense, there would be a reciprocal influence between language outcomes and the attitudes towards it.

Syed (2012) relates effective learning with students’ motivation and a positive attitude towards the target language with success and proficiency in the foreign language. On the contrary, if students show a negative attitude, it may lead to a decrease in motivation, and proficiency.

Other studies have been more focused on perceptions of the learning situation specifically, linking perceptions of corrective feedback with their desire to participate (Yoshida, 2009). Others relate perceptions of certain instructional techniques with students’ choices of learning strategies (Mori & Sato, 2007). On the other hand, Bernaus and Gardner (2008a) connected students’ perceptions about teaching strategies with their motivation and their achievements. Oroujlo (2011) states that motivation and attitude are what help students start a second language learning and these factors continue to be the driving force throughout the long and tedious process of learning a language. They consider motivation to have a direct effect on learning. At the same time if positive attitudes are provided to the
students, their motivation towards the language may raise. Following that point of view, it is clear that attitudes can be modified by means of efficient strategies and techniques in language classes.

This brief summary of studies has allowed the author to orient her perspective on how attitudes, perceptions and beliefs are linked to the English language students’ outcomes. Despite there are some researchers who consider otherwise, most of the studies consulted agree on the existence of a close relationship between student’s attitudes, conceptions and beliefs with the learning outcomes. Following such ideas, students’ outcomes in the process of learning the language will, in one way or another, depend on their attitudes, beliefs and perceptions, as consequence, their goals for language learning will be influenced by what they think of the language need and role in their lives.

If agreeing on the thesis that beliefs are a consequence of a number of factors that shape the learners’ thinking, including past experiences, culture, context and numerous factors, then learners’ beliefs would have a significant influence on the language learning. Such beliefs have to do with the nature of the language, its speakers, the language skills, teaching activities, their own abilities and the needs for language learning (Settar, 2012).

A study developed by Kennedy and Odell (2008) provided positive attitudes relating to school, language acquisition, perceived desirability of foreign language learning, cultural views, and student self-esteem and confidence levels, in relation to their academic achievement. It showed a change in the students’ attitudes as a result of studying a foreign language. In that research, the students participating in foreign language instruction in the Elementary school program, revealed a more positive attitude about school, learning,
language, culture, and their selves, compared to their non-foreign language students peers (Kennedy & Odell, 2008).

**Studies That Refrain from Linking Learners’ Attitudes, Perceptions, and Beliefs to Outcomes**

Even when other studies did not provide evidence connecting their findings with learners’ outcomes, they have suggested that positive academic outcomes were expected, given the effort implied in highly motivated students or students with high self-efficacy. These investigations focused on specific aspects of the language learning classroom: first language (L1) usage (Rolin-Lanziti, 2008); perceptions about the use of technology in the FL classroom (Weinberg, 2009); the native versus nonnative class instructor (Hertel, 2009); and preferred classroom activities (Ballman & Liskin-Gasparro, 2001). Price and Gascoigne (2006), sought to describe more general attitudes from college students about the “importance of foreign language study” and “postsecondary foreign language requirements” (p. 386). These studies showed that the investigation of learners’ attitudes, perceptions, and beliefs without necessarily connecting it to outcomes can be an important contribution to the discourse of the field.

A research developed by Murphy et al. (2009) concluded that many students have an interest in better understanding the target culture and an interest in communicating with speakers, rather than on their own outcomes. Many do it for personal interest, enjoyment and curiosity. Others expressed that they study the language in order to meet a degree requirement and a few study for a future career, travel, or professional goals.

In a study made by Demers (2009), for a better understanding of the phenomenon, he split the relationship between attitudes, beliefs and conceptions with the students’ goals, into
two areas related to their motivation. The first area is one from an integrative orientation, that is based on a social reason (to socialize with people speaking the language, and to understand their culture). The second area has an instrumental orientation, translated as, the language knowledge serves the students in their future career to become more knowledgeable (it will be useful in obtaining a good job; to gain respect, etc).

Manalu (2014b), studied the relationship among students’ learning motivation, attitudes and their English learning achievement, concluding that there is no significant relationship among motivation, attitudes and learning achievement. Instead he predicted that other factors might be determinant in increasing English learning outcomes, like the language itself, students’ attitudes towards English speakers and the English teacher, and mainly the ability to be able to adjust their studies and to pursue a good job. Manlu (2014b), found that learners’ attitude towards language learning is considered one of the key factors in motivating them to learn that language. At the same time, he highlighted the role of the teacher in initiating the students’ motivation and maintaining it alive throughout the length of the studies. In that research, the author recommends that the teachers of the language enhance the learning strategies and make them more communicative and interactive.

Studies That Examine How Foreign Language (FL) Programs Are Affected by Learner’s Attitudes, Perceptions and Beliefs

Some studies have focused on investigating how specific teaching practices have been reflected (or not) in learner’ attitudes, perceptions, and beliefs in that program, usually focusing on a university setting. Tse (2002), assures that students’ perceptions of their foreign language learning classroom experiences have important pedagogical and programmatic implications. In planning the classroom activities, students’ perceptions of
teachers’ instructions, they considered that the lessons did not focus enough on oral communication, as well, their level of proficiency was not taken into consideration.

In research about the reasons why university students enroll in foreign language courses, Murphy, Sieloff and Back (2009) call instructors to pay attention to the aspects of the language and culture that would appeal to the interests of students; and to recruiting materials that might promote language use in relation to students major studies. These researchers, considered their students’ feedback to adjust the language curriculum, as to respond to students’ goals. In such changes, they incorporated new readings that relate to students’ interests and goals. At the same time, teaching techniques were adjusted. As an example, they mention individual or group projects that allow students to relate their reason for studying to their work for the project.

Murphy et al. (2009), also tried integrating culture learning into their language courses at all levels, and providing students with examples of possible professional opportunities. This requires instructors to get involved in curricular and lesson planning toward multiple objectives, being necessary to be aware that students come to language classes to meet a degree requirement.

Attitudinal change over the course of one FL class has not been shown to be uniformly positive, with some researchers indicate no change (Gardner R. C., 2004) or a negative change. In this regard, Worth (2008) highlights the importance of students’ attitudes and beliefs when determining FL program curricula. He states that many of the challenges associated to the curriculum planning, program articulation and instructor’s preparation may result in a misunderstanding of how significantly students’ learning is impacted by their classroom culture and experiences.
The knowledge that students acquire gives them the capacity to participate in curriculum change (Manjale, 2014). If the curriculum development is to be considered in its content, but also in its form, students’ input is important. This participation, as Manjale states, encourages them to take responsibility for matters. This author supported his research on the constructivist approach to find out the roles students can play in relation to the content and structure of the curriculum in the classroom through participatory design projects. In his conclusions, he states that giving the students the opportunity to express their ideas about learning, teaching methods and materials, helped in improving teachers and learning, teachers-students’ relationships, students’ engagement with their learning, and raising their self-esteem and efficacy.

In brief, what students think of their own self, of the teachers, and of their learning of the language may influence their learning strategies and their outcomes in the language use.

To develop a general conclusion about the relationship between attitudes, perceptions and beliefs with the ways students approach the learning of the foreign language, and their outcomes, is an issue that has been widely analyzed in the literature from diverse perspectives. This issue has yet not been concluded, although there is a general consensus on the need to discover what students believe about their process of learning, of the language itself, and how they approach that process (attitudes). This information would be used to provide activities to allow them to be aware of their beliefs and the possible impact of such beliefs on their learning.

As students’ attitudes have to deal with their needs, preferences, beliefs, learning styles, and educational backgrounds, teachers should try to diagnose the students’ language learning experiences and their assumptions about language learning, by creating an affective
bridge among them and with the teacher. Students should be encouraged by giving them freedom to choose and suggest ideas, materials and contents. This also allows teachers to discover students’ interests and concerns, and their personal objectives, apart from the objectives of the curriculum.

In such approach, teachers should facilitate active learner involvement in getting to solutions of different situations created for their active analysis and discussion. These kind of activities would help students become aware of their attitudes toward language learning.

With that focus, teachers should also be aware of the pedagogical approaches to follow, being the humanistic approach to language teaching, as the above assumptions have an effect on learner’s beliefs about language learning. At the same time, teachers, as researchers, should work on the possible variables that influence students’ attitudes, perceptions and beliefs, starting from the individual characteristics of each student, and those making the class a whole, more closely linked to the reality of the foreign language classroom atmosphere. To achieve such goals, incorporating students’ input throughout English language learning process can contribute to their success in the classroom.

Even when the object of this study is more related to students’ attitudes, perceptions and beliefs, those attitudes of the teachers, are of high importance and should be sought, as there is a close relationship between the two areas in the field of foreign languages teaching and learning.

Through the literature analysis of the three basic concepts, attitudes, beliefs and perceptions, as the core concepts of the research, a very tight interrelation among them is observed, allowing the researcher to assume the concept of attitudes as including beliefs and perceptions. Thus hereinafter the research process, students’ attitudes toward learning
English as a foreign language, are assumed as undertaking beliefs and perceptions. Thus the concept of attitudes is assumed in the continuing analysis of the thesis to guide the search of the data and the possible insights emerging from the data.

**Framework**

**Curriculum.** The etymology of the word suggests that the Curriculum is the particular “course to be run” given a desired end point. A curriculum is more than a traditional program guide, therefore it is more than mapping out the topics and materials; it specifies the most appropriate experiences, assignments, and assessments that might be used for achieving goals (Rojas & Haya, 2016). Within the scope of factors to be considered when designing a course, there are students’ knowledge and their needs, the resources available, including time, the teachers’ skills and expertise, as well as students’ future needs and wants, among several other aspects. In this respect, Bloemert, Paran and Jansen (2017) consider these aspects as a vital step in curriculum design and lesson planning.

Some designers distinguish curriculum from syllabus, and the latter is inside the curriculum, where they locate the items to be learned in a course. Language courses on their part, as representative of syllabuses, include the content of the language to be taught, considering all the items students need to obtain a balanced knowledge of the language, in correspondence with the level for which the course is designed. It is a format for the lesson planning, split into units, including the techniques, and types of activities to be used to help the learning of the contents (Nation, 2010).

In research developed by Nation, 2010 several teachers were interviewed about the factors that, in their opinion, have the strongest effect on the design of their course. Among the answers, they highlight the lack of students’ interest (in order to make the course
interesting); students’ goals for learning the language (to focus on the skills and language students would need); the externally designed tests (addressing students’ attention to the contents to be measured in the tests); time availability; size of the classes, proficiency in the class, survival needs, teachers’ experience, among others.

It is interesting to remark that none of the teachers interviewed referred to students’ experience, and knowledge. Other questions were addressed to the methods and techniques used and, to the goals of the courses, and the importance these factors may have in the course conception. On the same line of concern, Hutchinson (1987), called foreign language courses designers attention to students’ needs and lacks (what they think they know and lack). Of great importance in the curriculum design is the clarity about the purpose of the learners or their aspirations. The needs of learners are described in terms of resources – knowledge and skills required by a group (Mickan, 2013). While analyzing this need, Young (2014) calls for reflecting on why there is a curriculum separate from the everyday experiences of students, in ways that some students can easily interpret the curriculum as alienating, as the curriculum purposes are not related to real language use needs.

I agree with Halimi (2013), with the idea that the curriculum should be able to address the needs of new types of students, conditions, changes in language theory, or new political demands and constrains in the institution of instruction. In that sense, students’ perspectives, knowledge, background experience, competence and interest level, should be taken into detailed analysis as they are an affective filter for study. In that perspective, it is advisable to have an evaluation at the beginning of the course, partly with students’ course expectation opinions, as well as some language testing procedures, as the starting point to make any necessary changes to the syllabus.
The above points of view are supported by the ideas of Bernstein (1996) on re-contextualization of the curriculum, which refers to how disciplinary knowledge is incorporated into curricula, taking into account the types of learners and their prior knowledge. Bernstein considered two key issues: One is the distinction between Official and Pedagogic Re-contextualizing Discourses (ORD’s and PRD’s). The Official refers to the government and its’ polices; and the Pedagogic refers to the educational community, specifically teachers. There is an inevitable tension between the roles of the governments and educational communities in shaping the curriculum. The government is too far from the real teaching context, where the teaching takes place; while, teachers are the ones who see and witness students’ performance and attitudes towards the curriculum, their achievements and outcomes. In the theoretical basis of the curriculum development, there is a variety of conceptions on which the design of a curriculum should anchor.

**The Cognitive Point of View**

The classroom level curriculum development is assumed as different from the classical external curriculum in the sense that it consists in a process of growth for teachers and students. It assumes a constructivist character as it is based on active learning, and interaction between thought and experience. At the same time classroom curriculum development has a social character that allows teachers to explore, as per Vygotsky’s Zone of the Proximal Development the distance between the students’actual developmental level and the level of potential development (Vygotsky, 1978). This social character permits to enhance students’ learning.

The cognitive approach, also known as dynamic intelligence (Shawer & Gilmore, 2008) addresses identifying the cognitive processes intervening in cognitive tasks or different
levels of the information processing. It also studies metacognition, knowledge and control of
the subject cognition. That is to say, it deals with the study of the thought processes to favor
the learners’ self-regulation of the learning and behavior.

When analyzing the advantages of the cognitive approach in the foreign language
curriculum development, Nahas (2005) emphasizes the fact that it takes into account
students’ responses and productivity in terms of:

1. The developmental components
2. The mastery of language
3. The social environment
4. The learner’s experience
5. The didactical techniques in use.

This approach assumes that language reflects general cognitive processes. It is usage-
based, not allowing a separation between competence and performance, thus communicative
functions are grounded in the experience where meaning (concepts) and their use are most
important (Masuda, 2015). It does not seek for a native speaker to model, but to a dialectal
variation, sociolinguistic choice and learner variation.

In order to implement such approach in the classroom curriculum design, Nahas
(2005) emphasizes the teachers’ awareness about the conceptual fields supporting each
student’s construction of knowledge. The components of those conceptions should be
considered in the curriculum content and in the experimental phase in its execution to
achieve knowledge.

According to Nahas (2005), in the cognitive curriculum development the following
aspects should be kept in mind:
i. The relation between experience and the gradual acquisition of concepts, which allows instructors and learners to monitor their competencies. In order to achieve that, the course objectives should be defined in terms of competencies.

ii. The relation between knowledge building and real life situations to assess students’ potentials in employing their knowledge. Simulated situations will help assessing how able are students in selecting and using the information and knowledge, to solve communicative situations.

iii. The possibility to use the given concepts in different aspects of the language to cope with the situations in relation to the sociocultural features involved in the communicative situation.

This perspective is closely linked to the constructivist and sociocultural theories, which at the same time share several overlapping principles. The starting point of any teaching and learning situation should be a conscious activity. For that condition to happen, the new concepts should be linked to their operational functions and situations to be used in daily experiences of the learners, which serve as the relation between the known and the unknown to be conceptualized and incorporated in the learners’ minds (The Zone of the Proximal Development).

**Sociocultural Theory (SCT)**

This theory has its grounding in Vygotsky’s theory, which states that thought has a social, external origin, and that language functions as a tool in the development of individual cognition. The sociocultural theory stresses the interaction between the developing individual and the culture in which they live, suggesting that human learning is a result of a social process. In this view, grammar is not seen as a set of rules to be memorized, instead as
conceptual knowledge that helps learners to create meanings to achieve communication more effectively (Masuda, 2015).

Vygotsky defines the Zone of the Proximal Development as the gap between the actual development level of the person and the potential level of development desired, which, he suggests that it should be covered in the interaction with learners who have more knowledge (Vygotsky, 1978). Such interaction with learners should be considered in the procedures and strategies teachers plan to be achieved by students while looking for language tools to get their communication goals.

Vygotsky’s sociocultural approach advocates that with curriculum development (classroom curriculum) in the designing of the activities that promote an interactive construction of knowledge in the school classrooms. In that view, the role of teacher changes into one where the teacher creates a supportive social environment to students’ learning.

The sociocultural approach seems to be appropriate for the purpose of this research. As Vygostky (1997) emphasized, individuals play a critical role in creating their sociocultural contexts through the ways in which they internalize their interactions with the environment and other people. In this perspective, learning is thought to occur through interaction, negotiation, and collaboration among students and with the teacher.

Within the sociocultural approach, the notion of the zone of proximal development, suggests that the goals of educational assessment should be to: a) identify abilities that are in the process of developing, and b) attempt to predict what the learner will do independently in the future.
Zone of Proximal Development

The pedagogical approach of this study follows Vygotsky’s concept of the zone of proximal development. Mahn (2002), sees the Zone of the Proximal Development (ZPD) as a space where joint, mutually supportive learning activities take place, and students engage in collaborative activity within specific social (discourse) environments. Then the Zone of the Proximal Development may be characterized as a dynamic and interactive process in which students and teachers collectively negotiate meanings in the construction of knowledge. This interdependence of individual and social processes involves interconnections between the developing minds, culture, society, semiotic mediation, and the environment, including lived experiences, relationships with others, and artifacts.

The above considerations reflect my theoretical orientation of the research and provide the foundation for its pedagogical approach.

Within Vygotsky’s the Zone of the Proximal Development, the experiences of the learning activities in interaction with others is known in Vygotsky’s works as “perezhivanie” that is to say, what students live and sense while doing something influenced by the person’s characteristics and the environment characteristics (Gonzalez del Rey, 2016). This concept is closely related to consciousness or awareness. This process is comprised by the functions that have not still consolidated, but are in process of development. The actual level of development characterizes the mental retrospective, while the zone of the proximate development characterizes the mental development in a prospective manner. That is to say, knowledge is created by experiencing new situations. In such situations, the person establishes a mental relationship between what he/she knows with the new, unknown in the interaction with the society (teachers, peers, family members, friends, etc.).
To describe the Zone of the Proximal Development, Vygotsky refers to the concept of “perezhivanie” as the feeling the person experiences in life situations, where there is a combination of emotions and action, conveying his/her active participation in the social environment. Participants in the study will have various affective experiences and a differentiated instruction model, and the teacher and the classroom environment will combine to contribute to students’ lived, emotional experiences.

More recently, a different conception has appeared, specifically linked to the field of the foreign languages teaching and learning processes, which, due to its principles may be closely associated to the sociocultural theory, known in the literature as the “Post methods era”. About that conception, Admadian (2014) relates it to the concept “Globalized Language Curriculum development” or “Critical Pedagogy”. One of the main principles of such points of view is the power given to the students to critically reflect on the cultural forms and knowledge they encounter in their lives, and bring those experiences into the pedagogical settings. Those experiences, according to Admadian (2014), have the potential to alter classroom aims and activities. The Zone of the Proximal Development is present in such conceptions as students and teachers, in the teaching learning processes take advantage from the knowledge and experiences that the other members of the group bring into the classroom environment to improve their own knowledge.

Likewise, the term post-method pedagogy considers the learner as a protagonist of the syllabus. Such view of the syllabus negotiated with the students to incorporate a sound basis for both linguistic development and social empowerment. Constructed by the group, it should resolve who does what, with whom, with what resources, when, how, and for what learning purposes (Breen, 1987). Out of these conceptions, the image and role of the teacher, as seen
in the traditional curriculum, appears to be very different. As a user of the curriculum, the teacher develops into a constant researcher, observer of the teaching-learning environment, becoming a careful listener, and becoming a participant and a studious person who is constantly assessing, trying new contents, strategies, methods, and so on.

The present study supports the curriculum conception that guides the organization of the teaching learning process of the English as a foreign language at the classroom as based on the sociocultural approach, specifically on the Zone of the Proximal Development. Students and teachers play a critical role in the creation of meanings to achieve a communicative interaction in the creation of knowledge through procedures and strategies that both students and teacher use to contribute to living the teaching and learning experiences. At the same time, the author embraces the concept “post-method pedagogy”, when considering the learner as a protagonist of the syllabus. In this compromise, the teacher focuses on both linguistic development and social empowerment of the students. Thus, the teacher becomes a researcher, an observer of the teaching learning process and context, a person who constantly assesses, and tries new contents, strategies, methods including students’ suggestions and considerations.

This perspective requires a constant answer to what students need from the linguistic point of view, how to help them develop learning strategies, what to include from the general culture point of view, or from the overall formation point of view, as the foreign language should also serve as an instrument to contribute to the overall formation of the learners.

**Students’ Input**

Students’ input should be taken into account in the curriculum development when planning the content, objectives and methods for the teaching of a foreign language, namely
in an environment where students do not need the language to communicate outside the classroom. Their opinions should be considered not only at the beginning or at the end of an English course, but also during classes to know their reflections on the instructional practices that they experience to make English language learning more effective.

The term *input* in the foreign languages teaching and learning processes has been widely used, in most of the cases referring to what the teacher provides the students in terms of language knowledge. In this respect, Krashen (1987) in his *Input hypothesis* defined it as the language the learners comprehended, that is to say, what students understood from the teacher or from the people who spoke the language. Within this concept of input the author not only included the linguistic intake, it considered also the extralinguistic content. When referring to language acquisition, Krashen proposed, for this hypothesis, the formula $i + 1$ where $i$ corresponded to the level of competence of the learner plus the new knowledge he or she incorporated. The input hypothesis was also related to the affective factors such as the students’ self-esteem and anxiety, the student’s attitudes and their routines, among others.

In the same line of thought, the document (EFL, 2016) describes input as “the language that the learner is exposed to through hearing or reading. In ELT it can also refer to the instructions or information that the teacher provides in order to help students understand the objectives (p. 35). Close to this point of view, the British Council (BBC) in its site TeachingEnglish, defines input as the language that learners get from authentic language in use that is internalized by them from the exposure to different sources (the teacher, other learners, the environment) and they can use it in their own communication. In this same site, three different types of input are described (related to mother-tongue learning): *extensive* input - the language that surrounds the child when he or she is exposed to it; *intensive* - when
they are exposed to samples of language such as rhymes, stories, songs, phrases used during meals or bed time, etc. which are repeated, assimilated, memorized and used for future production. The last type of input is *analysed* input - the explanations given to children in relation to vocabulary and grammar structures ('What’s a …?'; ‘What’s that?’; ‘What does … mean?'). This same explanation applies for second-language learners as they need all three of these types of input: exposure to a great amount of spoken and written language, authentic or not; intensive engagement with small samples of language that they can internalize, process, and use as bases for their production; and the grammatical and lexical contents to compensate for the inadequacy of some aspects of language.

In this point of view, related to input is the term *output*, as people seem to learn best when they use the content they are exposed to. Students need to have opportunities to produce the language they are learning and recycle what they have internalized. These two terms should be seen as complementary.

Referring to what students can provide to the foreign language classroom, I have found a different concept in some research papers, as a new asset to the EFT, when looking for engaging students into their own learning processes. Rojas, Haya and Susinos (2016) consider what students provide to the classroom, perhaps with their opinions, and feedback about the lesson or with suggestions about the activities and resources as valuable content to improve the teaching learning process. In this sense, input is seen from the reverse side of what other authors had defined. In this case the students provide the input through which they can incorporate the language. Some coincidence may be appreciated in both approaches, the language from the students’ surrounding environment, being in the classroom, and the language students get through different kinds of media, or in interaction with other people.
Out of these findings and from my own experience in the foreign language classroom, I consider that input can be provided within the group through collaborative activities, to which each member provides his or her own input. From one side, they can bring their proposals of materials, and strategies they consider interesting and useful; and from the other side, under the teacher’s guidance, students’ input could be taken out of their productions of the language in class, such as reflective journals, where each member of the group provides his or her own experiences, language and ways of seeing things, from which others can benefit in the improvement of their own knowledge of the topic and of the language (Ahmed, 2019).

Specifically within the analysis of the curriculum development, the concept of input has turned into what students can provide to improve their learning in the foreign language lesson. As Shaepe (2013) considers, when students have invested in their learning they are more likely to be more focused and interested in tasks, and the teacher is more likely to feel competent, confident, and satisfied with the students’ job. Such input includes getting students’ opinions about the lesson, about what they think should be considered as applicable to critical thinking questions. Then the teacher should ask those students who introduced a specific idea to assist in preparing their lesson. That way they can get more engaged and focused.

Following the stream of those who see input from the students’ contributions point of view, I have the purpose of using the students suggested materials and activities to develop the English lessons in a way that they can get more involved since such materials are interesting to them. I assume the term input in a bi-directional understanding. In this understanding, input includes the content the students suggest to be included into the classroom curriculum and their perceptions and opinions about the activities developed
including the materials and procedures they have proposed, as their feedback to be able to improve such activities in the future.

**The Teacher Researcher**

According to Campbell (2013), practitioner research is a process of discovering and framing questions, collecting data, and analyzing data to answer the questions (p. 4). It takes the “form of a self-reflexive experimental process in which the teacher monitored his or her interaction with students in determining what constituted educationally worthwhile curriculum experiences” (p. 4).

The two central interrelated goals of this study are: first, to make a contribution to the development of second language acquisition pedagogy in the area of the possible relations between students’ attitudes toward the English language and their learning achievements; and second, to intervene in the classroom curriculum with the inclusion of students’ suggestions, manipulating their input from three different angles, didactic, affective, and linguistic, to study the possible influences of the improvements made to the curriculum as evidenced in the students’ attitudes—and in their learning outcomes.

The way in which data from practitioner research is presented also affects the study. In teacher research, the researcher plays an active role in shaping the interaction among the individuals who are both participants and students, and also is in a position of power in relationship to the students. In qualitative research, context has always been an important consideration.

Within sociocultural studies, the concept of context has been expanded to include distributed or social cognition as an aspect to be factored into an investigation (Lasky, 2005). In practitioner research this necessitates making explicit both the pedagogical approach that
guides to knowledge construction in the classroom under study and the theoretical framework that informs both the pedagogy and the analysis of the data. As a researcher does not work only on bringing change in her own teaching practice, but in the points of view of the students’ role as participants in the curriculum development of the English as foreign language as a possibility to improve their language learning outcomes.

While analyzing the possible differences among the terms teacher researcher, Campbell (2013) concentrates on a practitioner researcher as a process of discovering and framing questions, collecting data, and analyzing data to answer the questions. Their concerns arise from day-to-day teaching experiences. Many times they focus on discrepancies between what is intended and what really happens in the classrooms. That is to say, what is planned and established in the curriculum and the actual achievements. Such questions might be those to be written as part of their contributions to the teaching theories, as results of their critical reflections on how things that take place in the practice can be principled and explained through theoretical approaches.

In the present study, the research practitioner chose the case study as a method to concentrate the data gathering from a group of students. The method is able to obtain conclusions in regards to what attitudes, students bring to the English classroom in regards to the language, how those three elements may have affected students’ learning outcomes, and how their contributions to the classroom curriculum reflect on such attitudes–as well as in their learning outcomes.

This study case includes the analysis of students’ attitudes towards the English language learning, centering the attention on their views about their judgments regarding the possible effects of the curriculum management on their learning outcomes. In the last
century, literature on the topic has shown a constructivist approach to the language curriculum management, giving a central role to students’ participation in the curriculum development as they, together with the teacher are the main protagonists in the teaching and learning processes. Teachers, in order to plan the contents should know beforehand the students’ needs and objectives; not only their linguistic knowledge background, but also their general knowledge background, their personal and group characteristics, as well as what they think about knowing the language. In order to be able to follow up all these aspects when developing the classroom curriculum, the teacher should be highly engaged in the process to develop the best ways to get students’ engagement in the lessons.
CHAPTER THREE

Methodology

Context of the Study

From the psychological and sociological points of view, Colman (2015) and Scott (2011) say that “context” is the combination of circumstances within which something exists or takes place, and influences the understanding of the events related to human actions or utterances. Thus, context may be viewed as a dynamic and intrinsic aspect of human action (Greig, 2008). Vygotsky’s idea on the fact that learning and cognitive development takes place in social contexts, provides the psychological basis of my case study. From the sociological point of view it is based on the principles of the language use in context, that is to say in social communication.

As Greig (2008) states, the context should be seen as inseparable from on-going social action or practice, which have different implications in any theory where learning takes place in a group.

The context where the study is conducted is located in Ecuador. Universidad Católica del Ecuador, located in the capital of the country, offers courses of English as a foreign language to all the students enrolled. First they have to pass a placement test, which results place them in a language level, as per their performance on the test. The placement exam is based on the First Certificate in English, which is one of the most important of the Cambridge exams. According to the curriculum requirement, all undergraduate students shall pass six levels of English as a mandatory minimum requirement, or show their proficiency in English with the placement exam. This is the reason why most of the students take sixth
levels of English. The foreign language requirement at the university is the completion of eight levels which are necessary for a student to obtain a proficiency certificate in English.

The case study is developed in a second-level student group. The selection of a second-level group as the case allows for seeking for students’ attitudes toward the English learning process that they have experienced up to that moment, for the researcher to be able to have the necessary feedback about the curriculum from the students, and to incorporate their input into the classroom curriculum to study the possible changes in their attitudes and in their language learning outcomes, and to be able to follow up with them through their coming levels of the language.

This group of students has experienced other teaching approaches, methods, strategies and techniques in their previous English learning experiences in the general education system and in the first level of the university and they show a low interest in learning English.

**The Participants**

The study group is composed of 18 students, to whom the teacher-researcher, teaches English in the second term of the academic year 2018-2019 (from January to June, 2019). Typically, the foreign language classes contain 18 to 20 students enrolled for this section of English 60020, and for this study, the ages range from 18 to 26 years. They major in various fields of study, including Medicine, Architecture, Business Administration, etc. The case study participants share the same cultural background, have Spanish as their L1, and all of them have successfully completed the first English level.

This study group was composed with 14 women and 4 men that have an average age of 22 years. Two of them study Medicine, eleven study Nursing, One studies Accounting; one studies Physical therapy; two students study Nutrition; and one student studies Biology.
All of them studied English in the primary and secondary education, however, all were assigned to second level A. 1.1) in English as per the placement test results. This meant that the students’ knowledge of the language was elementary. Fourteen studied in government schools and four studied the language in private schools. All of them studied in Quito. Two studied in bilingual schools.

The students conforming the case have English as a curriculum requisite to graduate from the University, thus it is mandatory. All those common characteristics made the author consider the group as the case.

**Research Approach and Methods**

The researcher decided on the case study method of research, as it includes an intensive study about students’ input, which is aimed to generalize over several units (Heale, 2017).

Case studies have been described as systematic investigations of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables. The case study is characterized by empirical inquiry to investigate a contemporary phenomenon in a real life context. This type of research belongs to the qualitative descriptive research.

The case study developed, seeks to describe, understand and reflect on human beings and their actions, in this case, students and their attitudes toward learning English as a foreign language. The process followed, normally includes explaining and predicting the main purpose of advancing knowledge in a particular field (Dresch, Pacheco, & Cauchick, 2015).
The scheme of the case study, according to these authors’ method, starts by defining a theoretical conceptual structure (mapping the literature review, outlining proposals, defining the boundaries and degree of evolution); planning the case (selection of the unit of analysis and contacts, choosing the means for the data collection and their analysis; developing the data collection protocol, establishing the means to control the surveys); driving a pilot test (test application; checking the quality of data and adjusting them); collecting data (contact cases, recording data, limiting researcher effects); analyzing data (producing the narrative, building panels; identifying causality); creating the report (drawing theoretical implications, providing structure for replication). The results of the case study normally closely relate to theory.

As Dresch, Pacheco and Cauchick (2015) state, the case study method shares many of its characteristics with the action research, namely due to:

- Presence of the researcher in data collection
- Samples are usually small
- Variables are not easy to quantify
- Measurements are mainly perceptual-like
- Causality is central in the analysis
- Theory building - answering questions such as “how”
- Require deep understanding of the decision-making process
- Active participation of the researcher

In case studies, researchers collect data about participants using participant and direct observations, interviews, protocols, tests, examinations of records, and collections of writing samples.
According to their objectives, in the literature there are three main types of case studies:

(a) The intrinsic case study - to understand the nature of a particular case (a person, an institution, a program, etc.); (b) the instrumental case study used to understand a wider issue and to draw possible generalizations; and (c) the multiple case study used to study a number of cases in one.

The advantages of the case study highlight the possibility to gather information about behaviors, it allows studying rare phenomena and it is a method to challenge theoretical assumptions. However, it is difficult to draw definite cause and effect conclusions and generalize the results of the study.

There are three main types of case studies:

Intrinsic cases, those in which the case is given by the object, a problem or the scope of inquiry, like when a teacher decides to study the relations of a problems that one of the students has with his classmates, or when a researcher has to evaluate a program. The interest is focused in the case at hand and this type of case allows learning from the analysis.

*Instrumental* case studies are designed to know and understand a broader problem through knowledge of a particular case. The instrumental case is the way to understand something that is beyond itself, to make clear a problem or conditions that affect not only the case selected but others as well. Having particular knowledge of the case helps to capture and understand what happens to a particular group of the same kind. It is holistic as it seeks to describe the whole of the case as well as the relationships of the parts (Savin-Baden, 2012).

The last type of case study is *the collective* case which possesses a certain degree of instrumentality, but, instead of selecting a single case, the researcher studies and chooses a
collection from the possible cases. Each member of the collective is an instrument to learn about the problem that each member of the collective shares in (Grupo L.A.C.E Hum 109, 1999).

According to the purpose of this study there are different types of case studies: exploration, description, instrumentation, interpretation explanation and evaluation (Savin-Baden, 2012). The exploratory case study begins with fieldwork to explore and collect data to decide and define the research questions to be undertaken in a larger case study. It allows recognizing the complexity of cases before starting the data collection.

- The descriptive case studies do not use theory to guide and interpret the research, rather it concentrates on description.
- The instrumental case study allows researchers in redefining the theory about a given case. It is used to understand and explore, which processes results in an improvement of the case understanding. It serves to confirm theories and ideas.
- The interpretative case study tries to develop conceptual categories or theories. It does not depend on past descriptions to interpret and develop theoretical points of view, but rather requires data gathering, allowing the interpretation of meaning, and the developing of a theory.
- The explanatory case study is used when the researcher wants to explain something to find a cause-effect relationship. It seeks to explain a problem or pattern of difficulties. It can help in making sense of complex cases.
- The evaluative case study, often used in organizations, is aimed at judging the merit or worth of a case. It can help to explain real life interventions that are difficult to study through surveys.
From the disciplinary point of view, Savin-Baden (2012) classifies case studies as anthropologic, historical, psychological and educational. According to the description of each of them, the present case belongs to the educational type, since it is developed in an educational setting and seeks to help in developing educational theory and understanding based on the insights that might emerge from the data analysis.

According to the object of the study, the research was framed within the type of intrinsic, and according to the purpose it is classified as an interpretative case study. Such a classification is justified by the scope of inquiry to understand the relationship among students’ attitudes toward English language learning, and the possible links with their learning outcomes obtain a deeper understanding and to look for possible changes in students’ attitudes as result of these implications in the classroom curriculum development. At the same time, the researcher studies the possible relationships between the variation of students’ attitudes and their learning outcomes. To achieve that, the study is comprised of three stages. The expected results include pedagogical, didactic and linguistic insights which should be of interest to the EFL teacher community.

I combined the principles and techniques of case study research and descriptive and pragmatic qualitative research, to integrate data collection methods including interviews, document collection, and observations. As well, in order to discover insights about the students’ learning outcomes in the language, a comparison of the students’ language learning achievements from the initial test with the final exam was executed to visualize possible changes in the students’ evaluations, which, show a general increase in the four skills of the language.
All of the above was done with the objective of providing causal explanations through the descriptions of the process by which a particular innovation was proposed, which in this case was the effect of the inclusion of students’ input into the curriculum on their attitudes toward the language learning and their outcomes (Gay, 2011). Hence, this combination makes the case more holistic, descriptive and concrete (Savin-Baden, 2012).

**Case Characterization**

The case study approach applied is classified as an intrinsic and interpretative case study, which was constituted by a group of 18 students of second level of English at Universidad Católica de Quito.

**Procedure**

During, the first class meeting, students were involved in a lesson to get to know each other, creating an environment where they began to feel comfortable. In this first activity, the initial Short Answer Questionnaire (ISAQ) (See Appendix E and F) was handed to students. The questionnaire was submitted to ‘experts’ assessment before its delivery to the students. Students were asked about their personal information and their previous experiences in learning English (See Appendix E and F). The answers to these questions, was used to determine the students’ attitudes toward learning English in previous programs and at other educational levels. This information would permit diagnosing the state of such variables compared to their performance in the classroom. Then students were asked to suggest activities, and contents to be taught in classes. Once students’ suggestions were gathered, the teacher analyzed and adapted the materials provided, taking into consideration three different categories: the didactic, linguistic, and affective to plan the lessons without affecting the curriculum objectives.
In the second stage of the study, the teacher monitored students’ attitudes toward the English lessons following their input, through the observation of their performance in the lessons and the information provided by the students’ artifacts, and the answers to a second round of questionnaires. The information gathered from the three methods is contrasted to inform reliable insights and conclusions.

Because this study focused on describing students’ attitudes toward a curriculum that incorporates students’ input, data and empirical material was collected from the students in a number of different ways (questionnaires, interviews, and artifacts (reflective journals, quick writes, short answer evaluations, audiotapes and drawings). Denzin (1994) substitutes “empirical materials” for the word “data”: “An empirical material is the preferred term for what are traditionally described as data (p.16).” However, Erickson (1986a) argues that “the corpus of materials collected in the field is not data themselves, but resources for data. Field notes, videotapes, and site documents are not data. Even interview transcripts are not data. All these are documentary materials from which data must be constructed through some formal means of analysis (p.149). For this study “empirical materials” will refer to the raw material collected and “data” to that which has been generated by the analysis.

During the process of the research, the teacher-researcher used the above mentioned sources in order to confirm the information gathered, looking for more reliable results from the analysis. Therefore, students are regularly asked to reflect on their learning in a number of different ways, including, interviews, questionnaires and some physical artifacts (reflective journals and quick writes). Their reflections that focus on students’ input during the process of language learning were translated into Spanish in the text because I wanted to convey that those selections were discussed in more depth.
Questionnaires

The objective of the first questionnaire for the students was to get information about their attitudes toward English learning. This questionnaire was an open one, due to the type of questions it included. It was directly given to the students in a face to face encounter, where the students had the possibility to ask the teacher in case they did not understand any of the questions. According to Bowling (2005) the potential of face to face questionnaires is that they have more possibilities to get responses, that they have more social desirability, and the possibility to get more information. In open ended questionnaires the respondents have the opportunity to express their opinions freely and spontaneously, thus avoiding the bias that may result from suggesting responses to individuals (Foddy, 1993: p.127). However, this kind of questionnaire has also disadvantages, as for instance, the need of extensive coding and the difficulties in the data analysis due to the diversity of answers. In this case, the sample size for the study was the same as the population under investigation, and the responses can be evaluated with a certain ease.

After obtaining the authorizations by the University officials, the researcher started the study by asking the students to fill out the initial Questionnaire with the aims described above. (See Appendix E and F). In the second stage, a second questionnaire was applied to determine the relationship between students’ interests and their suggestions to learn English as a foreign language. (See Appendix G and H). Then, the teacher, proceeded to study the students’ input to prepare the activities, taking into account the possible approaches to follow from the pedagogical, didactical and linguistic points of view, before bringing them to the class. After the language curriculum had included the students’ input, the midterm
evaluation was applied to find possible changes in the students’ attitudes toward their language learning.

**Evaluations**

At midpoint of the course, students were asked to complete an answer evaluation that asked their opinions about the curriculum that incorporates student’s input and whether this curriculum had helped their confidence to learn English as a foreign language. (See Appendixes I-J). To do the evaluation, participants started completing the evaluation in class so the researcher was available to answer any questions they had, but then the researcher asked them to complete it at home so that they could take as much time as they needed. After the Midterm Evaluations were handed in, the researcher identified the themes that emerged in the students’ responses and took notes for general follow-up questions that became apparent for particular students or for the whole class. Also, the researcher created individualized follow-up questions for every student designed to have them go into more detail on particular aspects of their responses or to clarify something the researcher did not understand. These questions were used in the interviews that were done after the final evaluation. At the end of the course, students completed a final evaluation similar to the one handed out at the midterm (See Appendix K-L). To do the final evaluation, the questionnaire was adapted from Mahn’s (1997) and Ikpia’s (2002) studies.

**Interviews**

The researcher interviewed students who indicated that they were willing to participate at the end of the semester. Only those participants who were willing to participate were interviewed. The interviews were focused to document and discover students’ attitudes, self-confidence and other affective factors toward English as a foreign language (See
Appendix M-N). Each interview took 30-40 minutes. To suit the needs of the participants, the time and place for the interview were arranged according to each student's preference and convenience. Interviews were recorded and transcribed later. Students were asked to choose the language that they preferred in the interview.

The interviews in this study were guided by the approach laid out by Mishler (1986) who looks at the interview as a speech event in which the interviewer and the interviewee jointly construct the discourse and the construction of meaning in which the context of the interview and the cultural backgrounds of the interviewer and the interviewee are taken into consideration. This was critical for the interviews in this study as there were a wide range of cultural backgrounds that were represented. An important question for consideration is whether the language proficiency of the students who were interviewed is sufficient for them to adequately convey their ideas which may be complex and may involve a certain amount of metacognitive awareness. Thinking in this aspect, students had the option to choose English or Spanish for the interview. Also, they were told that if they choose English and they were unable to convey an idea in English, they should use their native language and their answer were translated in English. Then, the translation was shown to them to see if it accurately reflected what they were trying to express. The focus of the interviews in this study were the students’ stories rather than my preconceived questions. Therefore, the researcher interviewed the participants to follow up on questions that their texts may have generated and to give them a chance to speak at length about their perceptions of the use of a curriculum that incorporates students’ input to create their own extended narrative (Mishler, 1986). After the interviews were transcribed, the researcher read through them to see what additions or adjustments might be made to the themes master list.
Artifacts

Savenye (2001), defines artifacts as things that people make and do. Examples of artifacts include textbooks and other instructional materials, such as media materials; memos, letters, e-mails, or other written documents. These authors consider it important to take into account four activities for artifacts collection: locating the artifacts, identifying the material they provide, analyzing artifacts and evaluating the artifacts. The content of artifacts is linked to the person who produced the artifacts and settings where they were produced. The meaning of artifacts is often personal and subjective, so that verification of findings through triangulation is recommended. Artifacts belong to qualitative methods.

In this research, reflective journals, quick writes and short answer evaluations are considered artifacts. These artifacts provided content that were analyzed looking for students’ attitudes towards the language and to their outcomes in the language. These artifacts helped to develop a broader perspective concerning all of the classroom applications over the length of a course. The interpretation was expected to provide information about students’ attitudes towards the language while at the same time that they served to assess students’ language learning outcomes.

As a qualitative method, observation comprises two different types of observation, depending on the role of the observer. Participant observation is defined as (Kawulich, 2005) a “systematic description of events, behaviors and artifacts in social settings”. In this case study, participant observation was the one chosen as the researcher took part in the process, not only as the teacher, but also in the interactions with the students to gather more and reliable data. As the researcher was part of the process, the role of teacher and not observer was assumed thus not provoking additional anxiety in the students, and making the process
flow naturally. As Savenye (2005) states, most qualitative observational studies involve extensive field notes. In this case, classroom notes used to register descriptions of behaviors, events and phenomena took place in the process of data collection. As not everything could be observed and gathered, I distinguished what aspects were to be observed and recorded beforehand. In this case, as the observer, I payed attention to students’ attitudes towards the various activities and materials assigned in the English classes. However, as Bernard (1994) stated, this method required me to keep a sense of objectivity, considering also the establishment of a rapport with the subjects observed to achieve a sense of comfort and to act naturally.

**Reflective Journals**

As Ortlipp (2008) concludes, keeping and using reflective journals enables one to make visible one’s experiences, opinions, thoughts, and feelings. This methodological practice follows a constructivist and interpretative approach. It helps the persons who follow the journals to reflect on their own process, changes, and experiments registered in the journals; it helps both those in the study and the researcher who studies them.

In the present research, students were asked to write in a journal for about 5-10 minutes every day in the class period. They were told that they are free to write about any perception, perspective, opinion, suggestion, or anything else that they want to say about the curriculum that incorporates students’ input applied in the classroom. I motivated them by emphasizing that their feedback was very important to improve the instruction in class. I indicated the students should try to write for about ten minutes during the time allotted to journal writing at the end of each period. This writer was asked to write about several topics in one entry or about one topic for several entries.
Students were aware that these writings would not be graded, nor the errors corrected individually, but taken into consideration for class language feedback. This way, students knew that if they wrote something incorrectly it would be corrected only for the sake of their language improvement, and that errors were seen as part of the learning process, as hints to emphasize subjects that might still be weak and needed to be reinforced. Rather than errors, these “slips” of the language indicated that students were attempting something new and pushing their knowledge and ability. Teba (2017), in a research developed in Benin, concluded that errors should be regarded as a necessary part of learning a language, otherwise their treatment may refrain students from making further efforts to learning and improving the language.

Students were given the possibility to use English or their native language to write in the reflective journal. However, if they wrote in English and were unable to convey any idea in English, they could use their native language and their ideas would be translated into English. The translation would then be shown to them to see if it reflected what they were trying to express. Finally, they would be told that the journal entries were part of the written material that was going to be analyzed and used as part of the research report.

Quick Writes

This kind of artifact was used in different qualitative researches in the field of education, as students can provide important information that may be analyzed from different points of view. There are many examples in the literature of this kind of data gathering instrument. For instance, Markos (2012) used quick writes to document students’ understanding of the course topics, and their opinions on their own transformations
throughout the course. Brabdt et al. (2011) used writes to document students’ opinions about curriculum development through a study case.

In this research, students were asked to do “quick writes” on topics included in the classroom curriculum that included their input to reveal their perspectives on different aspects of the curriculum. Students could write their answers using their native language (Spanish). These “quick writes” were not graded but were used to make explicit students’ inner dialogue. Students could refer to their four basic language skills (reading, listening, speaking and writing) to learn English. Students were asked to do their quick writes at various times during the course and they were asked to write quickly on a topic without worrying about the mechanics, but to focus instead on their ideas. Example of topics for quick writes include: reactions to activities that we did in class, reflections on the process that they use to do an assigned task, etc.

Validation of the Data Gathering Instruments

Many times in qualitative research, in order to give more credibility and reliability to the data gathered, the researchers turn to experts’ criteria on some parts of the research. In this case I used this method to validate some instruments (questionnaires and an evaluation) in order to gather information from the participants in the study to avoid the risk of applying instruments that were not the proper ones for the information expected from the participants.

Taking into account that the key concepts leading the study have a subjective character (attitudes, beliefs and perceptions), the instruments for the data gathering should be carefully created. In that sense, and to provide credibility to the data and to the results of their analysis, I followed a process of a group of experts’ selection for the endorsement of the data gathering instruments.
In the process of the construction of the instruments, I followed various models, in order to keep close to the context of the study, and so I developed some instruments that follow the principles of the qualitative research approach, such as open questionnaires, and a guide for the observation. These instruments were subjected to experts’ validation with the support of the Delphy method.

The experts’ selection process followed the steps established by Pérez (2005), to obtain experts’ opinions and suggestions to improve the data gathering instruments and provide more reliability to the data. The experts’ selection procedure followed two stages and three rounds.

I followed two stages and three rounds as per Pérez (2005). The first stage was dedicated to obtain a larger universe of experts as to be able to screen according to the following criteria:

- To be graduated in foreign languages (to possess knowledge about foreign languages teaching and learning processes)
- To have experience in research about foreign languages teaching (years of experience in languages teaching)
- To have conducted research in the educational field (to have knowledge in research methodology in the area of foreign languages).

The experts’ criteria method allowed consulting several experts to validate a proposal, based on their knowledge, research experience, and experience in the field of study. These professionals are invited to voluntarily take part in the analysis of some information, or part of the research with the objective to get their evaluation to make the necessary changes and be able to proceed with the research.
The sequence followed in the research was (Hurtado, 2012):

1. Getting in contact with the experts who know about the topic and asking them to take part in a panel. It may be electronically or in a physical space. In the present study, it was made electronically as some of the experts are from other countries (Cuba, Spain and Venezuela) or cities in Ecuador (Quito and Loja).

2. Preparing and issuing a questionnaire to the experts, who accepted being part of the evaluation, asking about their opinion in relation to the topic and asking for a small CV that includes their experiences in the field of study, their field of specialization in foreign languages and their experience in conducting research, and experience in teaching English in the Ecuadorian context.

3. The experts’ replies were analyzed as to verify that they meet the above mentioned selection categories.

4. A summary of all the answers was sent to the experts participating to get feedback about their answers.
The experts’ rounds are represented below:

![Diagram of the experts selection process]

**Figure 2. Experts selection process (Created by the researcher)**

In order to select the experts, the formula applied was the one found in Pérez (2005): 

\[ K = \frac{1}{2} (k_c + k_a) \]

considering the criteria stated above. For the knowledge coefficient, a scale from 1 to 10 was taken for them to mark, within that scale, their knowledge about the research. The argumentation coefficient \((k_a)\) was based on the selection by the experts of a value (high, medium, and low) of knowledge about the indicators given to them was repeated with those who met the selection categories after the analysis of the information gathered. The final list of experts was constituted by 18 experts out of the 23 who initially accepted the invitation. The fifteen experts selected share more than ten years’ experience in the field of foreign language teaching; six of them are PhDs with more than ten articles published, and all of them enjoy more than ten years of experience in research projects related to the field of
study. All of them have done their research in the field of foreign languages teaching and learning processes.

In a general way, the final consensus of the experts allowed applying three questionnaires and an observation guide.

Validation of the Instruments by the Experts

For the evaluation of the instruments, the experts were given the following categories:

- Correspondence between the objectives and the instrument,
- The representative quality and,
- Language.

In each of these categories the following indicators were considered for the evaluation:

A- Correspondence between the objectives and the instrument: significance or not significant

B- Representative quality: optimum, good, average and poor

C- Language: adequate or inadequate

The above categories and indicators were taken from (Hurtado, 2012).

Questionnaire # 1

In the first round of analysis, the instrument was evaluated as significant, optimum and adequate in the three categories respectively, although some suggestions were given by two experts in relation to the writing of items 2, 4, 5, 6, and 7. They evaluated those items in the categories B and C (see Appendix I and J) as good and adequate, while the remainder of the experts (13) evaluated them as optimum and adequate. The author has considered their suggestions for the improvement of the writing of the items mentioned. All the experts
evaluated the first category in the 8 items of the instruments as significant (100%), 86 %
evaluated the category B as optimum in all the 8 items, and the same percent of experts
considered the category C as adequate.

The suggestions given by two experts were included, as the suggestions could
improve the writing and thus providing clarity to the instrument. One expert provided
suggestions in relation to the order and completeness of the instrument. This suggestion was
taken as important as it helped gathering more precise information from the students to
whom the questionnaire was addressed. Four questions were included, as result of the
evaluation of the second questionnaire, because three experts agreed that those questions
(questions 8, 10, 15 and 17) were addressed mainly to information related to the analysis
stage rather than to the implementation stage. The instrument was subject to a second round
of assessments, resulting as mainly optimum to be applied to the students under the study
with the objective proposed by the researcher (see Appendix E and F).

Questionnaire # 2

In the first round, the experts evaluated this instrument that was applied during the
execution of the curriculum (that included students’ input related to attitudes toward the
language activities they had proposed), as being too long. It included questions that belonged
to the first stage of the research, thus their answers would not provide information related to
the changes in the curriculum proposed (stage two). Except for the four first questions, the
remainder, were evaluated as significant and optimum in the three categories respectively. As
in the first questionnaire, some suggestions were given by two experts in relation to the
writing approach. Categories B and C were evaluated (see Appendix I and J) as good, while
the other experts (13) evaluated them as optimum. The experts’ suggestions were considered
for the improvement of the writing of the items mentioned, and the questions considered as belonging to the first stage were deleted and added to the first questionnaire. The 15 experts evaluated the first category in the 8 items of the instruments as significant (100%), 86 % evaluated the category B as optimum in all the 8 items, and the same percent of experts considered the category C as adequate. The suggestions related to the writing quality were taken into account. All the changes proposed were included for the second round of assessments, and the resulting questions rated as were applied to the students’ subjects of the case (see Appendix G and H).

Observation Guide

This instrument was prepared by the researcher to guide her attention to students’ reactions towards the activities planned with the materials they had suggested. The questionnaire considered as important 5 categories: students’ reaction towards the activity (positive, indifferent, rejection); students’ involvement while doing the activities (active, indifferent, passive); willingness to participate (spontaneous, reserved, negative); students’ cooperation in groups and pair work (always, sometimes, does not cooperate); and interaction (asks and answers questions; does not ask, but answers; does not ask nor reply to others’ questions). The 15 experts considered all the categories as optimum in relation to the objective of the research; one of them suggested the use of an external observer in some occasions to contrast the information gathered by the researcher-participant to provide more reliability to the information. This suggestion was not taken because it was necessary to avoid creating an environment where students would become stressed and perform differently.
The majority of the experts’ evaluations about the three instruments ranged between significant and optimum. However, the two experts’ suggestions and observations mentioned above were considered and included in the instruments accordingly. A second round of assessment was carried out refine insufficiencies that might have been not noticed during the first round.

**The Data Analysis Techniques**

The data analysis followed Savenye (2005) a “social anthropology” approach, as the researcher tried to provide detailed descriptions across multiple data sources, regularities in human behaviors, and then following up analysis through ongoing observations and questionnaires to refine patterns to develop and refine theories.

All the process was negotiated with the students. The teacher explained the characteristics of the questionnaires and the artifacts. However, students were not told when they were going to be observed so as to let them behave naturally.

As the analysis of the data collection process selected adheres to the qualitative research methodology, I constantly reflected on impressions, relationships and connections among the data, looking for similarities, differences, categories, concepts and ideas throughout the process. Such process started with the reading of the data, then reducing the data into smaller units to understand and extract conclusions or generalizations, following an inductive approach in the analysis. Comparisons of the results in the two main stages of the data gathering were developed to find similarities, and to discover patterns. Such process would allow me to apply theoretical insights about the phenomenon studied (Smitt, 2002).

The first data to be analyzed were the responses to the short answer questionnaires administered at the beginning of the semester, by finding similarities and absences of
information. This analysis was supported by the program, SPSS statistics, 25.0. This allowed me to illustrate the most coincident data graphically and contrast data with the qualitative interpretation. Themes and categories were extracted from the reduction of the data to elicit theoretical insights.

According to literature on this topic, category construction is what qualitative researchers do in the process of analysis (Maxwell, 2008). This process serves to establish key linkages.

In reviewing the field notes and other data sources to generate and test assertions, I looked for key bonds among the various items of data, concentrating on patterns to extract generalizations within the data provided (Erickson, 1985). According to this author, the examples of the themes that emerge are coded, labeled and put in the appropriate analytic file. A similar procedure was developed with the reflective journals to extract categories and themes.

The process of analyzing the empirical materials helped produce topics for quick writes, questions for the midterm and final evaluations and topics for interviews. Following Miles and Huberman (1984) I submitted the analysis of the information gathered throughout the different methods, to a refining process of the categories, as to organize the data to reveal previously unseen relationships to prepare the data for reporting.

At the end of the semester, I read through the journal of each student to see what the curriculum that incorporates students’ input as a whole reflected, looking for signals on the themes developed throughout the semester, looking for possible interesting insights or perspectives of the students.
After I analyzed data from different methods separately, the findings were contrasted to elicit generalizations and new insights.

Throughout the whole research process, I kept my own notes about the process for further interpretation. This also served as a record of the procedures used in teaching the course, and in collecting the empirical materials, for further analysis and reporting the relevant findings. All the process of data analysis and interpretation led to the development of new categories and helped for the preparation of the research report manuscript.

**Data Reduction**

Miles, Huberman and Saldana (1984) explained that the process of the data analysis consists of three concurrent flows of activity: data reduction (doing summaries, coding, teasing out themes, making clusters, making partitions, writing memos), data display, and conclusion drawing/verification. In this view, the three types of analysis activity and the activity of data collection itself form an interactive process (pp. 21-22).

An issue that rose in data reduction and then in the reporting of conclusions was the question of validity. Miles, Huberman and Saldaña (1984), argue that there is a “serious need in qualitative research for explicitness about the ways in which researchers draw and test conclusions”. Maxwell (1992) offers a number of strategies to avoid threats to validity: Systematic attention to the quality of one’s data; continuous revision of one’s data collection methods, including member checks; using several analyses to check each other’s interpretations; the use of outliers and negative evidence; the development and testing of rival hypothesis and alternative accounts; and making predictions (p. 745)
This is the reason why I decided to use multiple types of data, but also to consider disconfirming evidence and contradictory interpretations or appraisals when one presents one’s own conclusions (Maxwell, 1992).

Erickson (1986b) argues that the best case for validity rests with assertions that account for patterns found across both frequent and rare events. It is important to warrant for the assertions the researcher seeks to make. This was done by reviewing the data corpus repeatedly to test the validity of the assertions that were generated, seeking disconfirming evidence as well as confirming evidence (p. 146-149). This author states that “it is the combination of richness and interpretative perspective that makes the account valid. Such a valid account is not simply a description; it is an analysis” (p. 149-150).

Limitations

Attitude and perception mean “feelings, mood, opinions, impressions, conceptions or the thoughts” people have in mind. These are abstract terms that exist only in the human mind and imagination, and thus cannot be accurately quantified or observed. When I made the decision to analyze students’ attitudes and perceptions toward the curriculum that incorporates their input, I took this issue into account considering that it is difficult to describe changes in students’ attitudes. This is one of the reasons why I decided to combine questionnaires, observations, quick writes and semi-structured interviewing techniques to study EFL students’ attitudes and perceptions toward the curriculum that incorporates their input. Consequently, the students’ attitudes and perceptions of this study were mainly based on their responses to the research questionnaires, their behaviors as per the observations, as well as the semi-structured interviewing data. However, I considered that some questions could raise about whether students were giving their true feelings or were just reporting what
they thought I wanted to hear. To avoid this, students’ achievements were also considered as possible data providing artifacts in case it would be necessary.

Figure 3. Process followed in the research (Fig. 3. Creation of the researcher)

In order to confirm the research question, I made a literature review to see how the issue of concern had been treated by researchers in other countries. An empirical search was developed through the analysis of students’ test results at the time of entrance to the university and the first level tests to contrast them with the students’ perceived attitudes in the classroom context. For me, the students’ results and perceived attitudes were not compatible with the time they had studied English before. That perception of was confirmed
by the literature review, where I found that the issue was common to different countries, and inside Ecuador.

I asked for the Faculty Management consent to develop the study and make the research question have a scientific character. Then I proceeded to explain to the students the purpose of the research and their role as participants in the process. Having students’ acceptance to take part in the study was a very important aspect, as their feeling of involvement and awareness of their roles as protagonists of the research would allow me to count on on students’ commitment from the very beginning.

Students were asked to complete the ISAQ questionnaire that started with my explanation of the purpose for the research. It was important to make students feel that they were the main protagonists of the study. Thus, any student who did not want to take part in the study was free to withdraw.

The students were asked to complete a consent agreement to assure that all their works used in the research process would be kept anonymous (See Appendix A and B). The consent agreement was written and signed in Spanish due to students’ limited level of English. Once students had completed this document, I asked them to fill out the questionnaire number #1 in English with translations into Spanish (See Appendix A and B). With this questionnaire I sought for possible relationships between students’ attitudes, beliefs and perceptions with their previous learning experiences related to English learning.

Once I had analyzed the results of the first questionnaire, I continued to ask students for suggestions about materials and activities they considered useful to motivate and to ease the English learning process.
It was explained to students that such input would be subjected to analysis related to the linguistic content, cultural information the materials would provide, and the possible activities to be used in the classroom to develop the four main skills of the language (listening and reading comprehension, speaking and writing).
CHAPTER FOUR

Results of the Study

This chapter provides the analysis of the results and follows the same order used in the application of the methods throughout the research process.

The scope of inquiry in the case study concentrated on understanding the possible relationship among students’ experiences in learning English with their attitudes toward English language learning and the possible links with their learning outcomes. The results of such analysis were expected to guide into new insights about the implications of students’ participation in the classroom curriculum development in their attitudes and in their learning outcomes. Affective, didactic and linguistic insights of interest to the EFL teachers’ community can arise as well.

The integration of principles and techniques from case study, and descriptive and pragmatic qualitative research, allowed the researcher use various data collection methods. A sound description of the processes was made to prove the effect that the students’ input was included into the curriculum which changed their attitudes toward the language learning and their outcomes (Gay, 2011).

Data Analysis and Reduction of the Information

The data analysis followed may be represented in the fig. No. 4 below, adapted from (Rodriguez & Lorenzo, 2005).
Figure 4. Data analysis reduction.

Stage 1 - Analysis

Questionnaire 1. This questionnaire gathered information on the influence that the experience of studying English in the previous levels to the university had on their attitudes, perceptions and beliefs. This questionnaire was applied at the entry to the university (See Appendix C and D).

Following the logics of the research process, it was necessary to go back to the research questions stated in the statement of the problem (starting stage) to provide the respective answers found regarding students’ perceptions, beliefs and attitudes towards the language learning. These include the possible influences of their previous teacher’s methods on beliefs, attitudes and perceptions about the English language; the possible influence of the English language curriculum as relevant in their daily lives; and their awareness on the real
benefits of knowing English for their future professional and personal lives. Then, the reduction of the data would follow such logics.

All the 18 students in the study had English in primary and secondary school (question 1), which became practice since the late 1990’s as Ecuador included English in the primary and secondary education as part of the curriculum (Bravo I., 2018). In relation to their beliefs on how much primary school English study had influenced their learning in the secondary school, the answers were controversial, as eight students mentioned that the language learned in primary school had helped them as a basis for the language learning in secondary school; while nine answered that it had little influence. One student said it had not influence at all.

It was interesting to observe that all the students who considered that their learning in the primary school had highly influenced their learning of the language in the secondary school acknowledged that their teachers’ methods and the importance of the language in their lives. On the contrary, the nine students who believed that their first English learning experience had little influence in their secondary school language learning, described their primary school teachers’ methods with adjectives such as: repetitive, not providing new knowledge, boring, not motivating, some topics were never concluded (S1.Qu1.Q2).¹ These students believed they did not learn different content as teachers emphasized the same vocabulary and grammar rules both in primary and secondary schools.

A highlighting datum was the difference between the beliefs of students who had studied in private schools, all of them acknowledged higher teaching quality in private schools, coinciding with Mejia (2016).

¹ S- stands for Student; Qu- stands for questionnaire, and Q stands for question
Similar answers were given with respect to the language knowledge learned in the childhood. Two students believed that “when a person studies a language as a child, he/she will understand and keep it better” (S4.Qu1.Q2). The majority of the students considered that English knowledge is useful and necessary for their future professions and life (S10.Qu1.Q2). As another interesting belief that was shared by the third part of the inquired, was that what you learned in previous levels would influence further studies of the language (“… when I started learning English at the secondary school I realized that I had many gaps in relation to the language knowledge” (S8.Qu1.Q2); “when I enrolled in the English course I lacked many things and I did not like the lessons as I did not understand well” (S15.Qu1.Q2).

For most of the students, the main causes for not counting on the support from what they had learned before at the university level have to do with the teachers’ methods, who “repeated the same topic all the time” (S2.Qu1.Q4); “what I learned at the school did not serve much as the methods of the teachers were different; before the teacher just focused on one basic structure” (S4.Qu1.Q4), showing a negative attitude towards what teachers usually did class. Some of the answers included comments regarding the level of the language teachers had, as many times they teach several subjects, while the foreign language is very complex, for example, “in the grammar rules I get very confused and I cannot respond to the teacher’s questions correctly” (S9.Qu1.Q4); “in previous levels teachers overestimated my knowledge of the language as they thought that I knew a lot of vocabulary and the proper grammar, and that led me to study just to pass the tests and not to know the language. That situation continued up to the university” (S7. Qu1.Q4). Sometimes the subject is not given
the importance that it has, and is considered as “an optative subject without a proper source or a syllabus” (S12.Qu1.Q4).

However, students acknowledge that high school English covered some of their expectations regarding language knowledge and skills they had not developed in previous programs, “in high school teachers are more demanding and creative” (S15.Qu1.Q4), which helped to face the knowledge demand at the university, though not enough, “what we get in high school is just a part of what is necessary at the university” (S17.Qu1.Q4).

Some students believed that other institutions positively influenced their language knowledge as they could cover not only some knowledge gaps, but also provided some support to the syllabuses they had followed before: “thanks to the support of that extracurricular course I could understand better the English I had gotten in high school” (S9. Qu1.Q2). It might be interpreted as a consideration about the influence of the institution level of quality in the language teaching and learning outcomes.

Regarding the ways students learned the language before they entered the university, the most outstanding activities were repetition and memorization of grammar structures and vocabulary; translation of sentences and small texts and oral presentations about topics suggested by the teacher, they showed a negative attitude towards such activities, as they blamed their lack of language knowledge, partially on those activities. Less mentioned were listening to songs and filling in the lyrics in the blank spaces, and reading books as a support to writing. Few students acknowledged films, reading of books and the creation of stories. The activities more accepted by the students were films, and songs, showing a positive attitude as they left, in their responses, a sentiment of acceptance and preference. Half of students suggested activities to their teachers. However, they regret that few teachers showed
a positive predisposition to include them in their lessons; they supported that “they preferred to follow a more didactic teaching”, (S3. Qu1.Q11), at the same time they considered that “each student has different learning methods” (S4. Qu1.Q11).

These beliefs about the teachers’ level of acceptance to try the students’ proposals in order to improve their learning dynamics breaks with the traditional belief of the students’ of a “passive and reactive role against a highly structured teaching environment generated by many teachers” (Díaz, Alarcón, Martínez, Roa, & Sanhueza, 2015, p. 43). One student’s opinion is worth mentioning, as he saw the teacher desire for them to learn the language in “she wanted all of us to interact by using didactic techniques, to make us learn English in a better manner” (S15. Qu1. Q11).

As per their answers, a general consensus was extracted from the students’ opinions: most of them would have loved to have the opportunity to give suggestions to the teacher, although three of them manifested they did not care as they were sure that their ideas would have never been taken into account by the teacher. Such a predisposition should be seen as a positive factor for the success in the teaching learning process (Chaviano, Baldomir, & Coca Meneses, 2016). About the inclusion of their proposals in the classroom curriculum, some stated that “it was a very nice experience as I felt I was being part of something, and I could express my opinion and that made me feel good” (S17. Qu1. Q12); “… that way all the class members get to know and get along better” (S9. Qu1.Q12). Such students’ perceptions may be supported by (Salanove, Cifre, Grau, Llorens, & Martinez, 2005, p. 161) when they state that “besides the teacher, the student has to be taken into account as part of the teaching and learning process.”
Some students did not provide their opinions on having the opportunity to suggest activities, thus leaving open questions on the researcher’s side:

- To assume that these students keep considering English as a boring subject even when they have been given the opportunity to intervene in the choice of the contents to be learned and how to learn them?

- They feel comfortable with what the teacher brings into the class following the opinion “in the lesson you do what the teacher says” (S5.Q1.Q12)?

- These students might need some other strategies not related to their input into the language curriculum?

Most of the students stated that they felt comfortable while doing the activities, although they have to improve the language learning process, “as we all have different ways to learn and, when we do the activities that we like we put more enthusiasm in learning” (S1.Qu1.Q2); they considered that the dynamics and creative activities promote meaningful learning. In the literature it is recognized that even through evaluations, teachers can encourage participation and creativity in students as “incentives for extra marks to help students participate and get better scores” (S9.Qu1.Q13); in such cases teachers should be “more innovative in the teaching techniques used” (S18.Qu1.Q13).

Concerning students’ beliefs about the causes as to why they think teachers do not ask students to suggest materials or activities for the English lessons, students mentioned the differences among teachers; lack of creativity, more skills necessary in the use of technologies; that lessons are already planned and that teachers do not want to change their path; “mainly because they are not interested in a new way of learning as, in case of doing so they would have to get used to different teaching techniques, that is why the avoid asking the
students for new activities” (S7.Qu1.Q15); teachers fear getting behind in the schedule and syllabus: “they do not listen to what we have in our minds” (S10.Qu1.Q15); “They limit themselves to provide the contents scheduled in the syllabus and reject having any type of relationships with the students” (S13.Qu1.Q15).

All the inquired students considered adequate the teacher to allow them suggest activities or different strategies to develop the activities: “it encourages the student to participate; reinforces the contents, allows the teacher and students get closer and breaks up with the routine” (S2.Qu1.P16); it develops self-esteem as “students feel that their ideas and opinions are important in the lesson” (S8.Qu1.Q16), and “allows the teacher to know the weaknesses and strengths of each of the students” (S8.Qu1.Q8); “the class becomes less theoretical, monotonous and flat” (S12.Qu1.Q8), (S15.Qu1.Q8).

All the students expressed their interest in learning the language. Among the most relevant motivations highlighted include job interests, and to continue studying in a foreign country where English is the official language: “I need it for my future job, to travel and be able to communicate with people from other countries not speaking Spanish” (S1.Qu1.Q10). Students are aware that English is necessary as “it is the most spoken language internationally” (S2.Qu1.Q6) and “when you know English you develop other skills necessary for being a competent professional” (S8.Qu2.Q6), and this is supported by Chumaña, Llano, & Cazar (2017). In the same way some students consider that English helps as a requisite to graduate and “most of the literature is published in English” (S5.Qu1.Q10), especially, “academic papers” (S9.Qu2.Q6), none manifested that not learning English would be a waste of opportunity: “I do not want to leave this opportunity” (S10.Qu2.Q6).
The interpretation of the information provided by the students, led to see that students centered their judgments on their lack of knowledge of the language on didactic and methodological factors, where the teacher has a major responsibility, coinciding with Morales (2018). The social component of the learning process in the interaction with others in the execution of the language activities was practically not mentioned by the students. This aspect is widely discussed in the literature about the significant language learning processes, as well as the classroom environment at the secondary level (Quispe, 2018).

The following conclusions were extracted out of the data reduction in the analysis stage:

- Although all the students had English in primary and secondary education, their level of the language is considered elementary. They consider that what they learned previously to be only a slightly useful in their English learning process at the time of entrance to the university.

- The teachers’ methods together with the shallow level of language ability that students received in previous educational programs made the students believe that they were not learning, thus they characterized the language lessons as boring, lacking of dynamism and repetitive.

- According to students’ beliefs, the English language teaching process differs between private and state educational systems, being that the private more productive in terms of students’ academic progress and attitudes towards the language learning process. Students from state schools tend to reject the language, based on their lack of knowledge and poor advancement in their learning.
• Students’ perceptions led them to assume that in primary and secondary education, English teachers devoted little attention to their interests and possible suggestions to improve the teaching and learning processes. In this system, the teacher was the only decision maker in the process of the language learning, thus they assumed it as institution or curriculum established.

• Most students’ believe that the lessons might be more dynamic and motivating if audiovisual materials, songs, games and plays would be brought to the English lessons.

• The data gathered allowed stating that students feel the need to study the language, not only as a requisite to graduate, but also as a tool to get a scholarship abroad, as a possibility to communicate with people from other countries, and as a tool to get information related to their field of study.

• The sociocultural aspects influence students’ desire to know the language, such as their understanding about their feelings, attitudes, perceptions and beliefs towards English learning. The context in some way affects students’ professional expectations,

Stage 2 - Implementation of Students’ Input into the Classroom Curriculum

Once the results of the diagnostic phase had concluded, I reported to the students the results of the questionnaire and asked them to bring materials and activities that they considered could help learning the language in a more active and interesting manner. They went home with that task (to think and try to support their proposal with examples on how to manage their materials in class). I explained that their proposals should match their level of
language, the curriculum objectives and provide knowledge from the sociocultural point of view.

Students left the lesson with enthusiasm about the idea and the next class each of them came with at least an idea. The majority proposed games - which was assumed by the researcher as a students’ perception of the effectiveness of the ludic component in any learning process, coinciding with Chumaña, Llano, and Cazar (2018). The next most popular idea was activities that find differences between different things. They considered that this suggestion can help developing the four skills of the language, as well as grammar and vocabulary. In the third place ideas included songs, films, theater and news, among others.

I gathered students’ proposals and suggestions to analyze them from the didactic, pedagogical and linguistic points of view and design the activities.

**Questionnaire 2.** This questionnaire (see Appendix G and H), was addressed to extract the possible influences of students’ proposals and suggestions to the classroom curriculum on their attitudes toward learning the language.

Students’ attitudes to the basic skills of the language (listening comprehension, reading comprehension, speaking, and writing) reflect an overall preference for speaking, followed by reading, listening and finally writing, which contradicts in some way their preferences for the classroom activities where they preferred watching movies, serials, where the most important skill is listening. However, it might be related to the activities following those materials that require mainly speaking, as appreciated below.

The favorite activities students suggested were: games, films, songs, and reading texts (related to their major). I observed in students’ replies a tendency towards activities that allowed them having fun and enjoyment during the English learning process: “we should
also be able to give our opinions on how the lesson can be organized to have fun” (S6. Qu2.Q13). Students considered the need to find ways to overcome the weaknesses and limitations in the learning process - especially regarding language basic skills, thus it would be necessary to improve the teaching and learning context. A suggestion had to do with the inclusion of technical topics related to their fields of study (ESP): “most of the times we learn English, but when it comes to knowing our field of study terminology in English, unfortunately do not have clue of them thus are unable to speak about our specialties in English” (S8. Qu1.Q18). A similar judgment was given about the need to improve their vocabulary and grammar structures, issues that remain unsolved throughout their studies of the language (Ullauri & Machado, 2017).

In an overall view of the results obtained from the second questionnaire, it can be stated that there is a tendency in students to believe they can contribute in the improvement of the English language teaching and learning process. They bring different suggestions that are chosen from their own learning perspectives, thus giving the teacher the possibility to have a bank of materials and strategies that can match different ways of motivating students, and make the lessons more dynamic. In this respect, García - Carpintero, González, Martínez, and González (2014) state that the teacher’s educative role changes to become a changing agent and, the students cooperate actively in the development of the curriculum. The students are involved in a joint reflection process to find solutions to the teaching and learning process.

Some students did not get actively involved in the curriculum improvement process, thus leaving some areas for study to be done in this area to determine if this reluctance is
linked to their learning goals, styles, to their motivations and needs in relation to the language. This issue leaves opportunities to teachers’ and researchers’ questioning.

- Were the teacher’s methods and strategies, those that were expected by them?
- Did the activities lead to language structures and vocabulary learning?
- Did they provide the opportunity to develop the four basic skills of the language?

In brief, the results of the data gathered through the questionnaire 2 allowed a statement that students’ feel the need to study the language, not only as a requisite to graduate, but also as a tool to obtain a scholarship abroad, as a possibility to communicate with people from other countries, and as a tool to get information related to their field of study.

The sociocultural aspects influence students’ desire to know the language, such as their impressions with respect to their feelings, attitudes, perceptions and beliefs towards English learning. The context in some way affects students’ professional expectations.

This instrument’s aim (see Appendix G and H) was to make a sound analysis on the students’ preferences in relation to the activities they have in class and those that they suggested.

From the students’ replies, songs, films, TV serials, games, legends, riddles, twisters, journals and books reading, dialogues, dramatizations, interviews and oral presentations about topics related to their field of study were suggested in that order of preference.

Other on-line tools were provided such as blogs, being the preferable Up to Date, Clinical Key, Manual MSD, British Council, among others. Blogs were the least in the students’ preference.
The favorite journals centered around scientific, historical, environmental, and sports topics. In this case students preferred English Magazine, Time, Reader’s Digest, Sunset, Journal of Medicine and the National Geographic Magazine. Whereas the books chosen were Romeo and Juliet, The Diary of Ann Frank, Cambridge English, The Hunger Games, The Fault in Our Stars, The Four Seasons, the Alchemist, One Piece, Crime and Punishment, The Perfume, among others.

Some students were not interested in reading, which is a noticed trend in younger generations, who tend to be more interested by cultural practices based on having fun and joy (Gomez, Riverón, Griñan, & Madrigal, 2017).

The favorite TV programs that the students requested were Under the Dome, The Vampire Daily, Supernatural, Dr. House, The Big Bang Theory, Los Simpson, Futurama, Grey’s Anatomy, Tony Soprano, Ellen De Generes Show, Full House, and Show de Oprah.

As well, the films mentioned by students to watch in classes were: Harry Potter, Avengers, A Dog’s Purpose, The Pursuit of Happiness, Fireproof, A Thousand Words, Shrek, Beauty and the Beast, Wizard of Oz, Iron Man, Moon, Glass, Notebook, Grow up, and John Wick.

The additional topics provided were: routines, family, love, religion, the importance of English, families splitting up, politics, recycling, domestic animals care, hobbies, profession, and national reality.

It could be appreciated that the students’ suggestions regarding different materials that could be used in class had very close relationships with their individual preferences, and their individual age characteristics and future goals. At the same time such preferences can be associated to the sociocultural context preferences.
Taking into account the students’ opinions and beliefs expressed in the two previous instruments, and in order not to deceive any of them and break their enthusiasm, I negotiated some categories with the whole group as to choose the most suitable materials proposed, considering that all of the materials and activities suggested could be included in a course.

Due to the fact that not all of activities and materials provided the linguistic and cultural information at the level that students were able to access without difficulties, I analyzed them, seeking their appropriateness from the linguistic, affective and didactic points of view so that they could be presented in class without exceeding the student’s linguistic knowledge level and to make the materials assessable and manageable.

After having analyzed the input provided by the students, in order to plan the classroom activities, I put on the table some questions:

- Is the linguistic content of the material at the level of students?
- Which of the materials suit the students’ linguistic needs?
- How can the materials proposed by the students be managed in a manner so that they serve to develop a broader world view from the sociocultural point of view?
- What language skills do the activities and materials allow practicing?
- Do the activities and materials allow the discussion and debate for students to develop their critical thinking?

One of the questions that arise from the study is related to the reviewing of the institutional curriculum and its conception in relation to the teachers’ readiness to face it. What would happen if teachers assumed students’ suggested contents and activities instead of the institutional curriculum? Are teachers capable enough to handle such input and make it
meet students’ needs in terms of language knowledge and skills to be able to communicate in the language.

Some studies have analyzed the role of the teachers in the curriculum development, (Ayesh, 2016), for instance, states that teachers are a vital part in successful curriculum development as a part of the environment that affects curriculum. However, this author did not mention students’ participation in this process, as the curriculum he mentioned was the institutional one, not the curriculum where students play a protagonist role, as is the approach in the present study. At the same time, he acknowledges the importance of teachers’ participation as they are the ones closest to students’ needs and meeting such needs leads to improvement of students’ learning. Ayesh (2016), states that the curriculum must be a living document, that is subject to adaptation as per the changes in the community and society.

As Pegrum (2000) states, any language teaching resources need to be accompanied by “carefully thought out activities” tailored to the level and students’ needs and encourage their motivation. When activities are well-prepared, the four skills of the language and the outside world language can be trained through television shows, films, lectures, etc. at the same time, with the help of authentic materials students can enhance their cultural background and insight. As students see their progress in their ability to deal with the content they develop their confidence to explore on their own.

- The content should be relevant and interesting (sociocultural aspect).
- Materials should be practical and applicable in the classroom language practice.
- The length of the materials should fit within the time frame allotted by the curriculum.
• The content should be accessible as per students’ language level (not too simple that they do not obtain anything new, but not too high level that they cannot understand most of the content).

• The subject allows practicing not only vocabulary but also listening, speaking, reading, critical thinking, etc.

To plan FL activities out of authentic materials, teachers should be able to combine different sources of information about the same topic (reading a magazine article, watching a video, discussing, giving opinions, playing, writing, etc.).

Some of the activities that the FluentU English Educator Blog (2019) suggests are:

• Finding definitions of words in the text

• In teams, discussing the situation; possible solutions, causes, etc.

• Role play taking the situation presented in the authentic material (interview a Major of the city about the situation, an actor, etc.)

• Asking the students to evaluate a situation by looking at the advantages and disadvantages, possible solutions, etc.

Many activities can be designed, depending on the material and the topic it presents. As well, the teacher can ask the students to provide their own designs of activities and ways to evaluate the students’ learning outcomes. According to Caicedo (2015), the activities aimed at practicing a foreign language center on the fields of values education and personality building, together with a narrow space to pure linguistic contents. Thus activities should be designed in terms of their topics, including communicative functions, the students’ level, the way contents are organized within time and order, language focus, and educational aims.
Stage 2 - Classroom Curriculum Development

**Activities suggested by the students.** I created a bank of activities suggested by the students, which were further analyzed in terms of the linguistic, affective and didactic suitability to be included as part of the English language curriculum, followed by the planning of the activities to be carried out in the classroom.

The activities planned are shown in Table 2 Appendixes from O to ZC.
Table 2

*Activities suggested by students to be used in the classroom to help them learn English.*

<table>
<thead>
<tr>
<th># Activity</th>
<th>Date</th>
<th>Objectives</th>
<th>Students/ Participants</th>
<th>Procedure</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 26th, 2019</td>
<td>To discuss their favorite TV series</td>
<td>18</td>
<td>Team work, discussions, oral presentations.</td>
<td>TV series, handouts, photos, descriptions of TV series</td>
<td>1 hour</td>
</tr>
<tr>
<td>2</td>
<td>March 27th, 2019</td>
<td>To discuss about the TV series called &quot;Big Bang Theory&quot; including some verbs such as &quot;love, like, hate, don’t mind&quot;</td>
<td>18</td>
<td>Pair and team work, choose photos of their favorite TV series, discussions, oral presentations.</td>
<td>Photos, texts with information about the TV series called “The Big Bang Theory, handouts</td>
<td>1 hour</td>
</tr>
<tr>
<td>3</td>
<td>April 2nd, 2019</td>
<td>Talk about their favorite places including possible activities in a place and things that tourists have to do in those places.</td>
<td>18</td>
<td>Board game, pair and team group, discussions, oral presentations.</td>
<td>Pictures, board games, dices, descriptions of touristic places.</td>
<td>1 hour</td>
</tr>
<tr>
<td>4</td>
<td>Abril 3rd, 2019</td>
<td>To talk about the abilities that get in their careers and their duties.</td>
<td>18</td>
<td>Pair and team group, board game, discussions, oral presentations.</td>
<td>Photos of their careers, texts with descriptions of their careers and croswords about careers.</td>
<td>1 hour</td>
</tr>
<tr>
<td>5</td>
<td>Abril 4th, 2019</td>
<td>Talk about their lives including everyday activities and actions that are in progress this semester, this level, etc.</td>
<td>18</td>
<td>Fill in a card to play bingo game, pair and team work, discussions, oral presentations, individually and team group.</td>
<td>Bingo game, lyrics of the song called &quot;Wake me up&quot;, cards with questions, cards with verbs</td>
<td>1 hour</td>
</tr>
<tr>
<td>6</td>
<td>Abril 24th 2019</td>
<td>Compare experiences in their lifes and compare favorite films using comparatives about the characters, plots, messages, endings, quality of performance, etc.</td>
<td>18</td>
<td>Pair and team work, choose photos, discussions, oral presentations.</td>
<td>Board game, dices, photos related to students' interests, texts that have comparisons of different things.</td>
<td>1 hour</td>
</tr>
<tr>
<td>7</td>
<td>Abril 25th, 2019</td>
<td>To use comparatives to support opinions and points of view about favorite films and to make comments about films using different verb tenses.</td>
<td>18</td>
<td>Choose some adjectives to fill in a card to play Bingo game. Game: use body movement to express agreement, discussion, oral presentations. Pair or team work.</td>
<td>Reviews, film called &quot;Pursuit of the happiness&quot;, hand out with examples of superlatives, a guide to make the discussion of the film.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Resources</td>
<td>Duration</td>
<td></td>
<td></td>
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<tr>
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<tr>
<td>8</td>
<td>Abril 26th, 2019</td>
<td>Talk about life lessons of films and express agreement and disagreement, using the expressions studied in class.</td>
<td>A guide with examples of life lessons of the film called &quot;The Pursuit of the Happyness&quot; and trivia.</td>
<td>1 hour</td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>May 14th, 2019</td>
<td>To make comments about songs using different verb tenses and develop a music analysis to practice practical thinking, connections, personalization, etc.</td>
<td>A music analysis guide, photos of the band called &quot;Queen&quot;, lyrics of the song called &quot;We are the Champions&quot;, texts with information about the band.</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>May 15th, 2019</td>
<td>Describe their experiences to talk about their interests such as movies, TV series, sports, etc and refer to actions that started in the past and continue to the present.</td>
<td>Puzzles, twisters, hand outs with examples of conversations using present perfect.</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>May 16th, 2019</td>
<td>To exchange opinions about a film actors performance (Avengers Family Feud) and analyse reviews of films. Express agreement and disagreement, using the expressions studied in class about the reviews.</td>
<td>A video in Family Feud that has actors of the film called Avengers, reviews of movies, discussions.</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>June 4th, 2019</td>
<td>To describe future plans related to their personal and professional lives and describe predictions with evidence.</td>
<td>Garfield and other pictures, texts with people’s future plans, information about different master degrees related to their careers, realia.</td>
<td>1 hour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Out of the fourteen lessons, I selected 6 to be observed. The criterion for the selection was, the first three lessons in the application of students’ input in the classroom curriculum, to follow students’ attitudes in relation to changes in content and procedures. Three other activities were taken from different approaches and materials that were proposed by students (a game, a listening activity involving music, and a debate lesson). These three different approaches gave students the opportunity to use the language and practice it with the teacher’s aim to observe students’ attitudes towards different activities.

During the development of the activities with the students, I observed the students’ behaviors, following the observation guide. The aspects I focused my attention on were students’ reactions towards the activities; their involvement, willingness to participate, cooperation with others in the realization of the activities during pair and team work, and their interaction with others. From the 14 activities planned and developed with the inclusion of students’ input, six were subjected to observation by the teacher researcher. The first three activities were considered important to be observed as both students and teacher were experimenting with their own suggestions and different methods to those they were used to. Then three other activities were selected, with different objectives and content materials as to
observe students’ attitudes toward different approaches to the practice of the language (lesson 6 - favorite films; lesson 9 - listening to a song “We are the champion” and lesson 14 - small talk about Euthanasia).

The categories to be observed were reactions towards the activities, students’ involvement in the execution of the activities, their willingness to participate, pair and group work cooperation and students’ interaction.

According to the literature on the topic, students’ reactions towards learning activities in the FL lessons is a category that has been studied by different authors in the interest to find out the relationships between the kinds of materials and students’ motivations and outcomes. Jorquera and Mendoza (2017), for example, show that different kinds of materials result in different social cues and significant effect on students’ motivation and learning outcomes. They showed that activities where students had to perform individually had more negative affective reactions than those activities where students performed in pair, confirming the importance of working together as a possibility to pull the shyest students into participating and desiring to participate; what proves the importance of taking into account the Zone Proximal Development and perezhivanie character in the teaching learning processes, mainly while designing and assigning the language practice activities giving more opportunities to team or group work.

Others have referred to the role of collaborative learning in developing a positive atmosphere in the learning environment, considering cooperative learning as the result of interacting with surrounding people (Cárdenas, 2015). As per the socio historical character of the teaching and learning processes stated by Vygotsky, specifically in the area of language, he gave special attention to the social character of the learning activities, that provided the
needs to use the language to communicate with others. When putting students into tasks that require experiencing and feeling what they are learning makes them perezhich (feel and live) what they do, thus giving them the possibility to incorporate such learning as personal experiences.

Caicedo (2015) assures that there is “close relationship between the types of classroom activities teachers develop and students’ participation in and responses to them”. In the same study, this author found that participation is related to the ways activities can involve the students, how motivating they may be, as well as to students’ confidence. This category has been considered in the literature as part of students’ attitudes towards the language activities.

Tran (2016) defines the category willingness to participate in the English lessons as “a readiness to speak in the L2 at a particular time with specific person is the final psychological step to the initiation of L2 communication” (p. 4). Also considered as engagement by Chapman (2003) who defines it as involvement in initiating and carrying out learning activities accompanied by a positive emotional tone, including enthusiasm, optimism, curiosity and interest.

A case study developed by Tran (2016) found that when selecting topics related to students’ interests, knowledge and experience they have positive effects on their desire to get involved and take part. Other aspects discovered in that study about students’ desire to participate were the ways teachers organized the group, being teams and pair work the post acceptable. Error correction however had a contrary effect. Students became reluctant to participate when they were corrected.
In relation to cooperative learning some authors suggest that it helps students learn from and with one another (Jacobs, 1995). Working together helps students use a variety of social skills (Davidson, 1990). Cooperation is understood as the act of working together toward a common goal, while collaboration that I mainly directed, was a discussion or analysis to derive a conclusion about new information. Both concepts are related to interaction as there is a reciprocal action or influence. Social interaction is a central part of Vygotsky’s theory.

Blumenfeld, Mars and Soloway (1996), assure that peer and small group learning can transform students’ learning experiences, it fosters achievement, improves students’ attitudes towards schools, develops thinking skills and promotes relationships with others.

Stage 3 - Analysis of the Students’ Attitudes towards the Activities They Had Proposed

Activity 1: Reaction towards the activity.

- In the present case study, in the first activity, it was observed that the 18 students of the group reacted positively, as manifested in their desire to participate. Even when they lacked some vocabulary, they tried to give their opinions about the TV series, (6 of them expressed their ideas in a positive and respectful manner, using complete sentences. Seven students referred their opinions using isolated words, however their positive reactions were shown in the effort to take part in the activity. Two of the students participated only after the teacher asked them questions directly, in an intention to make them participate. It is important to remark that these students normally behave that way in classes, notwithstanding the kind of activity or material used. They normally show fear and reluctance to speak in English.
Involvement in the execution of the activity.

In the first activity of the curriculum including students input, 18 students were observed as actively involved. This was manifested in the fact that they tried to provide their contribution to the understanding of the tasks, at the same time that they helped others understand the messages construction. Three of the students, the most active ones, tried to help others to convey their ideas and opinions. At some points, during the students’ discussion about the messages transmitted by the TV series (Dr. House), they got into arguments while using Spanish. This may be a sign of involvement and motivation, as being eager to convey their meanings but they lacked some vocabulary and reverted to their mother tongue. However, one student kept silent and distant, even when others encouraged her to say something.

Willingness to participate.

- In the first activity including the students’ input, sixteen students were willing to do the activities. Sometimes they stood or walked around in the classroom to work with others, or just as a sign of their body language when they wanted to express themselves and they did not find the proper vocabulary, drawing upon their body language to help being understood and to provide the information required. Two students were somehow behind, and more passive students. However, they tried in Spanish, showing some interest to participate.

Pair and group work cooperation.

- The whole group tried to cooperate, mainly when the pair or team was exposed to competing with others, as they felt committed to their partners and did not want to disappoint them or feeling guilty for failing. There were students who always
collaborate in all task in pair or in groups. Such attitudes gave the perception of commitment to the team or pair.

**Interaction.**

- Sixteen students kept an active interaction through questions and answers among them and with the teacher. In the same way they collaborated with others by giving hints to help if they were having troubles with a word pronunciation, meaning or phrase.
- One student did not ask, but answered with limitations.
- One student kept silent; sometimes showing lack of understanding in her facial expressions (keeping distant-minded).

**Activity 2: Reaction towards the activity.**

- The eighteen students had a positive reaction that was maintained during the activity, even though one student did not actively participate, she showed an interest in listening and to be close to her team or pair during the execution of the activities. When she had to write or do something that did not involve speaking, she took part. It was assumed that because she is very shy, she is reluctant to speak in public. The rest of the students, judging by their active participation, movement and excitement during the activity, were very enthusiastic about doing tasks in English. They not only took part in activities, but they were not afraid of making mistakes.

**Involvement in the execution of the activity.**

- The 18 participating students were actively involved in the activity, sometimes raising arguments, instigating discussions on the topics, and expressing their agreement or disagreement about others’ ideas. Five of them were fluent in the English language.
and were able to express themselves with complete sentences and ideas. Two of the students refused to argue. When the teacher asked their opinions they disagree with the rest of their team members but did not support their opinions.

**Willingness to participate.**

- Fifteen students of whole group were willing to participate without the teacher’s encouragement. The remaining three had to be asked by the teacher for them to participate and provide their ideas.

- Three students had a passive willingness to participate, as they hesitated before they really became involved in the activity. They did so when another member of the team requested them to participate.

**Pair and group work cooperation.**

- The entire group performing this activity tried to work together while playing; they cooperated with each other in order to win the game. At the same time they practiced the language in an uninhibited manner with the help of nonverbal communication and a variety of strategies as to achieve their goal. It was observed that the most fluent students gave feedback to the two weakest. They corrected their pronunciation, and provided words to help them create the ideas in English. Through the observations developed in the activities, they showed commitment to the team or pair and solidarity with those who stood behind.

**Interaction.**

- Most of the students interacted by asking questions and answering to them. It was observed that the members of the team interacted among themselves in the search for the best answers while opposing other teams in their efforts to obtain the first place.
This showed that games, when students are competing, enhanced motivation. It could be appreciated that they interacted with the teacher while looking for support and explanations about some of their doubts. At the same time, they gave support to others to help them complete their ideas.

- The students who did not participate in the previous activities now showed more confidence and intentions to complete their ideas and to defend her opinions.

**Activity 3: Reaction towards the activity.**

- The entire class engaged the activity with enthusiasm and became immersed in the tasks. The student, who had been passive in previous activities, because of limited language abilities, reacted with interest and provided ideas and words to complete the group tasks. She was shy, but this time she spoke with some mistakes, and the effort she made was worth acknowledging. Mistakes were not an obstruction to communication, as they paid more attention to the aim of the task and to finding the proper vocabulary to communicate their ideas.

**Involvement in the execution of the activity.**

- All the students were involved as evidenced by asking and responding to questions and providing ideas or giving hints to those who were behind or too passive. Thirteen students were more active than the remainder. They became impatient when others did not respond properly or just misunderstood the task. They often repeated the task to help and the group succeed.

**Willingness to participate.**

- In this activity the teacher did not need to push or encourage any of the students to participate. It could be assumed that, because this was the third activity, those
students who before had been too shy, had already developed somehow confidence in doing the activities. Also, the teacher analyzed errors once the activity had been finished, so that feedback was given for the whole group without mentioning those who had made the mistakes.

**Pair and group work cooperation.**

- All the members participating in teams for the game cooperated with the others in finding the proper vocabulary that helped them to express clearly their thoughts. Every student showed enthusiasm to give their ideas about their favorite places.

**Interaction.**

- It was observed that every member of the group was eager to provide their opinions in order to create an excellent presentation. Everybody collaborated to make their work perfect.

**Activity 6: Reaction towards the activity.**

- Sixteen students reacted positively during the activity, although one showed herself apathetic, justifying her attitude in the fact that she did not like movies, and when the teacher asked why she seemed distant. The majority enthusiastically carried out the tasks and helped others by explaining or giving hints about the possible answers.

- One student reacted with rejection to the topic of the film opposing to most of the positive opinions the rest of the class expressed. The reactions of the two students who did not show a positive reaction towards the activity may be represent a warning in relation to the topics selected or to the ways some topics should be dealt with. Some topics may cause different reactions depending on the students’ experiences and cultural backgrounds. On this respect, (Soares, 2015), states that students with a
high interest in a content area get actively involved in the subject and feel they learn with it.

**Involvement in the execution of the activity.**

- Most of the class was positively involved as they engaged with the others in the completion of the tasks with enthusiasm. There were two students who were invited to participate by the rest of the group with the intention to make them to be included and enjoy the activity.

**Willingness to participate.**

- Sixteen students showed to be more willingness to participate. These students are those who are considered by the teacher as outgoing and extroverted, coinciding with Merc (2008) who claimed that extroversion and desires to participate are strongly correlated. Thus in any FL classroom environment, students’ personalities should be taken into account.

**Team and group work cooperation.**

- In this activity interaction was manifested mainly through questions and answers among pairs and the teams and with the whole class. One student seemed not to be attracted by the activity and kept silent most of the time. This student had repeatedly expressed that he did not understand English and was not going to be interested in the activities. This attitude may be linked to what Henter (2014) argues. She states that there are relevant aspects of the person and the situation in which the correlations between the cognitive variables and outcomes are related to the ways people process different context of exposure. In the learning processes there are several factors that
take part, such as cognitive factors (language attitudes, learning strategies); and affective factors (perezhivanie, attitudes, motivation, anxiety), among others.

**Activity 9: Reaction towards the activity.**

- As the students became more familiar with the activities and became accustomed to the ways the tasks were developed, their positive reactions were more visible. In this activity students showed a more relaxed composure. Mashayekh (2011), studied the role of music in FL learning, describing it as an enhancing tool for social harmony, motivation force, and a tool for learning.

**Involvement in the execution of the activity.**

- All of the students were able to sing the song, and they were very interested and knowing the meanings of the lyrics in order to learn them. They tried to repeat the stanza without the teacher asking them to. In this case the student who before had demonstrated not to be interested in English, got closer to others and seemed interested in the song, confirming Mashayek’s (2011) ideas on the role of music in the language lessons, as it reduces pressure and tension in the class and students feel relaxed and not threatened.

**Willingness to participate.**

- Willingness to participate was shown in the entire group. The music listening activity was observed as the most involving and encouraging activity. Students, first listened to the song, then they filled in the blank spaces and finally sang with the recording. Eight students asked that it be played again and suggested that the group practice karaoke in classes.
Team and group work cooperation.

- When the students were asked to listen and fill in the blank spaces they collaborated with others. When they were asked to sing in pairs in a karaoke style, at the beginning they were reluctant to sing as they were shy. However, as the song advanced they felt more relaxed and sang in a louder voice. Others corrected their pronunciation in a helpful way.

Interaction.

- Students actively interacted when they were asked to work in teams to find definitions to the words selected by the teacher. They sang together with no need from the teacher request to any of them to integrate and sing with the rest of the class. Also, students showed active interaction whey they worked in groups to answer the questions of the music analysis guide.

Activity 14: Reaction to the activity.

- The opposing teams vigorously tried to support their points of view. If they did not have the proper vocabulary, they looked it up on their cell phones, so that they could give the necessary support to their points of view. Those who were in favor of a thesis tried to defend it with different arguments, and those who had the responsibility argue and oppose to such opinions tried to give as many details as possible to refute the statements. The most outgoing students kept most of the attention and tried to make their ideas prevail, which led to the remainder of the group to argue. In small talks, it was observed that students still lack essential words and phrases that are necessary to establish a fluent debate or discussion in the language classroom.
Involvement in the execution of the activity.

- Most of the students got very involved in the small talk, which allowed the teacher to observe their use of the language through their speaking and understanding. They were motivated to express themselves using various strategies.

Willingness to participate.

- Students showed they were willing to participate in the proper debate; all of them wanted to give their ideas to support their opinions.

Team and group work cooperation.

- All the teams were highly engaged in finding elements to support their ideas and make their statements more convincing. Each member of the teams, except for one student, who was passive and sat in her chair, cooperated in order to deliver a convincing argument.

Interaction.

- Even though the teams worked in opposition and had to support their position, in such opposition they were active in their interactions. At the end, they all won as the objective was to practice the language and they knew it, but they also did it with enthusiasm. Malewaneng (2015), considered lessons where teachers challenged students to debate as productive because they enhance interaction, which is a spontaneous practice of listening and speaking skills. In such activities students are able to communicate freely inside and outside the classroom.

In an overall analysis of the information gathered through the observations, all the categories taken into account to observe students’ attitudes towards the activities proposed by them showed positive attitudes.
I arrived to the generalization that team and group work favor students’ engagement both as a group and as individuals. It is corroborated that when learning takes place in social interaction the weaker students are pushed by those with stronger knowledge of the language. However, the grouping in the classroom is not sufficient if the activities design does not pull students into participation and engagement. In that sense, the activity contents should take into account students interests and real lives situations.

In relation to the two students who showed distant, shy, and disinterested behavior for most of the observations, they provided an open question to the researcher linked to the relationship between personality and attitudes towards the foreign language. This issue has been given much attention in the literature on the topic. Olejarczuk (2015) established a strong link among individual differences and second language learning, principally in foreign language aptitude and motivation, which has generated the most consistent predictors of second language learning success.

From the didactic point of view, the results of the study confirmed the need to “boost social interaction and cooperation to promote the development of major cognitive competences, such as creative thinking and problem solving among the university students” (Aizpurua, Lizaso, & Iturbe, 2018, p. 110).

From observations, classroom curriculum could be considered as an acceptable option to enhance students’ positive attitudes to the language learning processes. However, still much is under question as evaluation approaches to assess students’ outcomes in the language were not in the target of the research. At the same time, the teacher’s role in the preparation of the activity needs to be given more importance, as the ‘driving wheel’ in the
lesson process, which has been considered to have influence in students’ attitudes towards the learning activities.

**Quick Writes**

The observed categories led to considering the information extracted from them as input for the teacher to assess not only how the activities proposed by the students had influenced their attitudes, beliefs and perceptions, but also to assess the teaching strategies used and their effectiveness and acceptance by the students.

Once information about the observed attitudes towards the development of classroom curriculum and the students’ input had been analyzed, I considered obtaining feedback from students directly to be able to contrast what was observed with the perceptions that they had about the activities. In that case quick writes were considered as the instrument to obtain the information from some of the participants. Students were asked to write quick notes stating their opinions on the effectiveness of the activities, including their evaluations of their language improvement if any, cultural aspects they had learned, methods and strategies used by the teacher, and any other opinions they considered of interest. Such information was considered as input or feedback from the students in relation to their opinions about the ways activities were developed and their assessment of their own learning. Such information helped me understand the students’ perceptions on their improvement from the linguistic, cultural and social points of view, and on their perceptions about the teaching methods.

The activity about their favorite TV serials was repeatedly mentioned in the quick writes. They coincided in the improvement of the language use, specifically the use of the verb tenses, “*Mejoré mi idioma tanto de forma comunicativa como lingüística. Las actividades fueron motivantes y bien planificadas*” translated as “I improved my language
both form the communicative and from the linguistic points of view”. “The activities were motivating and well planned”. (S8. QW12).

Three students considered as positive the opportunity they had to correct their mistakes when they made them in the manner it was done (after the activity and in an anonymous way), what made them feel more relaxed when speaking in English. To speak about TV serials that were known by most of the class favored the interaction and participation, and made them feel more comfortable with the topic: ““...nos ayudó a sentirnos más seguros de nosotros mismos” translated as “......it helped us being more self-confident” (S4. QW12). These comments highlighted their positive perezhivanie mentioning that their lived experiences within my class was developed in an appropriate environment that stimulated their language learning.

The board game allowed the students to remember their childhood games, making it more familiar and encouraged them to participate: ““...contribuyó a reconocer los adjetivos y a familiarizar nos con su significado y aplicando en oraciones gramaticales de una manera diferente” translated as ”...it contributed to use adjectives and to familiarize with their meanings, being able to apply them in sentences and context, in a different way to what we were accustomed to” (S3.QW11). Games were more attractive activities for the students, who acknowledged learning better as they had visual support to the meanings of the words. Some expressed that it would be more effective if some rules are stated by the teacher to enhance competitiveness among the members of the groups.

The first two activities developed in the classroom captured students’ attention, which was expressed in opinions such as: “estas son las mejores clases que he estado” translated

2 S– stands for Student and QW for Quick Write
as “these are the best lessons I have had” (S5.QW11), “this should have been done before” (S8.QW11), “No siento presión ni medio cuando tengo errors” translated as “I did not feel pressure or fear to make mistakes” (S13.QW11). Therefore, it can be deduced from students’ input that they were accepting the activities giving them a positive evaluation of the instructional practices.

In relation to the introduction of songs, most of the students manifested their preference, as it helped them improve their vocabulary, pronunciation, and their capability to listen and speak.

Working with songs allowed realizing that “hay necesidades de aprendizaje sobre cultura general” which translation is “there are learning needs on general culture” (S3.QW1), at the same time students acknowledged that it was necessary to be quick in the execution of the activities planned out of songs. At the same time, they expressed that songs helped students’ interaction: “los diálogos que realizamos con nuestros compañeros nos permite conocerlos y a su vez conocer los conocimientos que tienen y mediante ello, nosotros reforzar nuestro conocimiento” translated as “the dialogues we execute with our classmates allow us to know each other better at the same time that realize about their knowledge to reinforce our own knowledge” (S5.QW1). “El inglés se aprende mejor escuchando” translated as “English is better learned when you listen to it...” (S8.QR10). It is students’ belief that songs make lessons more attractive.

The activities using should also helped the way of learning English, as they mentioned that it favors students’ thinking in the classroom and their attitudes towards given situations, as well as the students’ mental alertness to react and respond to others. This
activity, in particular, contributed to improve the sentence structuring and fluency in speaking.

The three above mentioned activities, according to students’ opinions, enhanced “sentimiento ante la resolución de problemas, fomentaron el aprendizaje, desarrollando la habilidad de escuchar, leer y escribir” translated as “the feeling towards problem solving, as well as they nurtured learning by developing the ability to listen, read and write” (S6.QW1).

The Bingo game “sirvió para que de una manera divertida y didáctica memoricemos adjetivos, estructuremos oraciones y reforcemos el conocimiento de comparative and subjective adjetives” translated as “served to memorize in a funny and enjoyable way, the adjectives as well as the sentences structuring, and to reinforce our knowledge of the comparative and subjective adjective” (S2.QW7). Bingo was not accepted by three students, who expressed that they disliked it, while others acknowledge it as interesting, and provided suggestions to make it “más dinámico “ translated as “more dynamic” (S7.QW10).

About the Trivia activity, students considered that it had allowed linking knowledge from different fields of knowledge. Geography and general culture were linked to the English language learning process, as it permitted learning use of comparative and superlative adjectives, as well as the speaking skills.

These games, together with the discussions about their favorite films, made students to feel more comfortable while they interacted in a natural way with the teacher and classmates. At the same time, they reinforced their knowledge on pronunciation, grammar, and their logical thinking and other mental functions and language skills: “…con este tipo de actividades podemos mejorar y el miedo al hablar en público sin que sea una experiencia
traumática” translated as “...with this type of activities we can improve the language and feel less stressed when speaking in public, making it a natural communication experience” (S8.QW7); “Me emocionó aprender sobre temas que ignoraba completamente” translated as “I felt thrilled to learn about topics that I totally ignored ...” (S14.QW7).

Working with films that are known and those that students prefer, was acknowledged as one of the most effective activities for their learning: “me encanta que la profesora haya tomado en cuenta mis sugerencia” translated as ...I have loved the teacher to have taken our suggestions into account” (S13.QW8) This activity was qualified as efficient, as students had to make a mental analysis to choose their favorite film, explain the reasons to their classmates, explain what effects they would experience, anticipate that they would understand the arguments given, and what effect that could cause for the group. The students went through all those questions in their mental processing to achieve a better involvement in the activity. Such process included wondering about classmates’ likes and dislikes about films.

Other games were developed in class, such as “The Board game”, which made it easier to guess students’ likes and dislikes, and general culture knowledge. This game helped memorizing vocabulary and grammar rules: “...consolidó el vocabulario y mejoró la pronunciación” translated as “......it helped systematizing vocabulary and improving our pronunciation” (S10.QW9). At the same time the game activity contributed learning from others in the class. One student found it boring, while the rest enjoyed it: “Con el juego de los dados saco mi lado competitivo y creativo al momento de responder las preguntas...” translated as “With the game of the dices I brought my competitive and creative side to respond the questions and win; I don’t think I have to speak correctly” (S11.QW9).
Regarding the game “Let’s speak”, it was as effective as the previously described game to improve vocabulary and pronunciation through fast conversations.

The activity of the song “We are the champions” – was very motivating for students, as it was “conocida, aunque complicada” translated as “known, even though complicated” (S9.QW6). Students considered that it was very positive as it contributed to the improvement of the vocabulary, pronunciation, listening, and at the same time it generated the desire “traducir la letra de la canción” translated as “translate the lyrics of the song into Spanish” (S3.QW6). It also allowed working with partners. It helped improving language skills: “crea un ambiente de relajación y satisfacción al poder corear la canción” translated as “it created a relaxation and satisfaction environment as we could sing in chorus” (S7.QW6), demonstrating the importance of emotions in the learning process (Rodríguez, 2016).

The use of crosswords received a similar acknowledgment and acceptance by the students. Students highlighted the effect of mental alertness and speed in reacting: “Hay más competencia en el grupo y las clases son más divertidas” translated as “there is more competitiveness in the group and lessons are more amusing” (S1.QW4). Competition in the classroom is known as one of the factors that influenced the school social climate, when the teacher emphasizes on “students competing among them for acknowledgement and marks” (Carrión, 2016, p. 61).

Likewise, students said that the use of the crossword activity helped their coordinative functions, especially in relation to the use of the verbal tenses, verb positions in the sentence and other speech parts. Crosswords is a good way to remember what has been studied in the lessons and recognize the personal differences of the group members. It was interesting to see increases in the level of complexity of the crosswords that the teacher used in class, and
the possibility that this kind of activity has to control the students’ impetus and emotions that may effect the learning process.

Students commented on films on internet, and I asked the students to pay attention to their level of English compared to the characters of the films, mainly in relation to verb tenses, vocabulary and grammar; “… me sirvió mucho ya que pude ver algunos de los errores que yo cometo al usar el inglés” translated as “… it was useful as I could see my errors in English” (S3.QW4). One student expressed that she did not to feel comfortable when observing the English level of the people in the net. However, she acknowledged that the activity is helpful. It was considered interesting to interact with other people on the social platforms about English learning. This tool has been widely studied in the last years. Cañarte, Quevedo and García (2016), consider that there are positive experiences, where people have learned foreign languages through these new social scenarios, which are defined by the use of the ICT.

The development of the last two activities was acknowledged by the students as a way to break “la monotonía” translated as “monotony” in the classroom (S2.QW4). Such opinions are associated with a major concern on the teacher’s part: “our wellbeing, that is almost never taken into account by the teacher” (S5.QW4).

The twisters activity allowed enhancing pronunciation and Reading skills, being that speaking skills the most difficult to be produced by the students: “al momento de hablar tenemos la idea de que decir pero erramos en decirlo correctamente” translated as “at the moment of speaking we had the idea of what to tell, but we make mistakes when trying to say the words correctly” (S10.QW5). This activity promoted self confidence in the students to be more fluent while communicating in public, as well as to work in teams by means of
coordinating texts among classmates. It reinforced the use of past participle of the verbs. This activity resulted was very attractive for the students: “me encantan los cambios y la aplicación de las actividades” translated as “I loved changes and the application of the activities” (S16.QW5). Other games that were practiced such as “asking the time”, dialogues and other questions helped to enhance the interaction among the students, and in the use of verbs in different tenses and “a estar más preparados para el examen” translated as “to be more prepared to the exam” (S17.QW5).

The practice of the verb ‘to be’ and ‘going to’ with pictures representing actions favored learning verbs that were not familiar to the students, and the “la intención y la predicción de actividades aplicando la estructura del future” translated as “intention to communicate as well as predicting activities with the use of future tenses structures” (S2.QW2). At the same time, these activities were associated with the strategy of making the activity more complex each time, as per Vygotsky’s point of view (1978). These activities showed to be useful as training for the oral exams and vocabulary and pronunciation training.

In regards to questions to training future tense, the activities were related to the students’ future plans. This propitiated a better interaction among the students. Students were allowed to openly speak about their future plans, and this made them feel more comfortable for this lesson: “la conversación entre compañeros incentiva a relajarse para responder con facilidad” translated as “the conversation among classmates enhances relaxation while responding” (S3.QW2). This activity helped to wake the affective and sentimental part of the students, their perezhivanie.

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3 S– stands for Student and QW- quick write
The Lady Gaga song was considered as a sad song by the students, thus had a great influence on the emotional aspect. Its listening was touching. Students were very attentive while listening, as they were asked to look for synonyms and meanings of words and phrases. After developing this activity, students acknowledged that they “aprendido mucho” translated as “learned a lot” (S1.QW3), at the same time that they developed listening, writing and speaking skills, with impact in the vocabulary development”.

To sum up, “desarrollarnos intelectualmente y ser más comunicativos con el resto de personas a nuestro alrededor” translated as “these activities helped students develop intellectually and be more communicative with the rest of people around us” (S12.QW3).

The activity that was developed with the use of the video Avengers promoted increasing students’ knowledge on real life topics, such as cinema, typical food, and other topics in a more didactic way, as it: “permite que asociemos la teoría con los ejercicios realizados” translated as “allows associating the theory with the exercised practiced” (S1.QW3), turning it into a participative activity that facilitated students’ concentration. “En el aspecto afectivo fue un video bastante divertido y algunos de mis actores favoritos estuvieron en el video, entonces fue muy linda e interesante la actividad porque ayudan a la parte de escuchar” translated as “In the affective aspect it was a very enjoyable and some of my favorite actors casted in the video. Thus it was a nice and interesting activity, which also helped our listening comprehension in English” (S4.QW3). Students asked to have the possibility to watch the video more than once as comprehending it was difficult.

The activities that practiced comparative and superlative adjectives helped in the systematization of their meanings, and to recall the vocabulary studied in previous units: “es muy agradable y promueve el interés hablar sobre algo que te gusta” translated as “it was
very nice and helped promoting our interest to speak about something we liked” (S5.QW3). The use of pictures in this activity was also considered as useful by the students, and pictures were identified as one of the didactic materials that provoke an effective teaching and learning, making such process meaningful (Chang, 2017).

The activity called “Going to” with the support of pictures of Garfield was also considered useful, as students knew the cartoon from their childhood, facilitating their comprehension. It also enhanced the use of verbs and the writing skills. This type of activity brought a change to the lessons as: “ha cambiado la metodología de la clase desde que sugerimos las actividades y un mejor aprendizaje y refuerzo de cada tema en cada unidad” translated as “the teacher methodology changed in the classroom from the moment she introduced the topics and materials suggested by us, which is observed in our learning improvement and in the effort made in each of the units” (S1.QW2). The employment of pictures were found to be specifically interesting: “con imágenes siempre es más fácil aprender y aún más comenzando con oraciones sencillas para aprender y después aumentar más el nivel de dificultad “ translated as “with pictures it is always easier to learn, mainly when starting with simple sentences in order to learn and then making them more complicated” (S3.QW2). With respect to this activity one student stated “fue interactiva pero no tanto como otras, los estudiantes han estado más participativos en otras actividades, más interactivos y autónomos” translated as “it was interactive, but not as much as others, we have been more participative in other activities, and more autonomous” (S5.QW2).

In general, the most common comment from the students was that the activity facilitated learning in English, as: “lo podemos hacer con cosas que nos gustan y no nos
“aburre” translated as “we may do things that we like and where we do not feel bored” (S7.WR2).

The activity “Stop the hand” was associated to vocabulary and writing. Some students stated it had reminded them of a game of their childhood and that made it pleasant: “ha cambiado las actividades con las que reforzamos el contenido y la metodología de desarrollar las clases” translated as “it shows that the activities have changed to better the ways to enhance vocabulary and content, as well as the methodology to develop the lessons” (S2.WR1). One student expressed that she did not feel comfortable, especially due to the speed of the songs, because she was not familiar with the songs, and the complexity of the lyrics. However, she admitted that with a further reviewing she could overcome many of her misunderstandings.

When analyzing all the students’ comments about their experiences in the execution of the activities proposed by them, the majority of their perceptions were construed as positive, encouraging, and showing positive attitudes towards the changes introduced by the lessons.

If there were some comments that were not totally in favor of some of the activities. These comments seem to be the normal reactions of students to different activities, which may be based in different reasons, as for example, students’ personal characteristics, their interest towards the language, their real need to study it, their rapport to the lessons, or even their relationship to the teacher.

The students’ perceptions of the lessons with the classroom curriculum that included their input not only helped students to improve the attitudes towards the language they had brought from previous experiences and levels of education, but also they seemed to establish
a degree of cooperativeness and interaction among themselves that helped creating a sense of confidence and relaxation that made them feel they were able to do things in the language. This social interaction explained by the sociocultural theory that stressed the interaction with other people as key to language, cognitive and cultural development. Vygotsky gave special importance to the interaction with others in the process of learning, also supported by their cultural beliefs and attitudes that impact how instruction and learning take place.

The teacher intervention and the materials used would have not been enough if the relationships created in the classroom were not of collaboration and enjoyment. It was verified that when students enjoy while learning, this process is much more effective. When students have the opportunity to establish links between the knowledge they bring to the class with the new information, learning occurs more smoothly and pleasant. As one student stated: “la realización de las actividades contribuye al desarrollo tanto personal como grupal, la clase no se vuelve monótona, con estas actividades el grupo se convierte en un grupo proactivo” translated as “the execution of the activities contributed to the personal and group development; the lesson stopped being monotonous. The group became a proactive group” (S1.QW1).

**Reflective Journals**

This type of qualitative data gathering instrument allows reviewing and explaining what has happened in an experience to oneself, as well as thinking about how events have taken place and making assumptions on such events effect on something (Hewitt, 2015).

As part of the classroom curriculum application validation, reflective journals were done by students who have to write their opinions to answer specific questions. In diaries
people wrote freely whatever came to their minds about a topic, making such information more authentic, thus more reliable, especially with beliefs and perceptions.

Journals helped me assess the students’ improvement in the language (vocabulary, grammar rules, spelling, punctuation marks, discourse marks, etc.; and their knowledge about different sociocultural topics. Some of the students’ writings were: “comprender el contexto en qué podemos utilizar el idioma” translated as “understanding the context where we can use the language and some specific expressions in English” (S2.RJ). 4

Another perception confirmed of the journals was the change in the lessons regarding the teacher methods, resulting in: “más interesantes y hay más participación de todos los estudiantes, todos participamos y logramos aprender de todos” translated as “more interesting, provoking all the students’ participation and learning” (S2.RJ). Interaction was favored as students got to know each other better; they felt more comfortable, had fun and learned how to work in teams. In this case the results coincide with the studies made by Vélez (2016) in regards to the fact that “gamification positively affects the learning process as it stimulates motivation in students, particularly due to the positive interaction between me and students and among the students”. Students manifested their interest in keeping such journal activities to improve their lessons.

**Intermediate Evaluation**

At the middle of the term, I developed an evaluation on the perceptions, attitudes and beliefs of the students about the activities that were being developed. An intermediate evaluation was used (see Appendix I and J). The main changes they proposed were to have the class to be more dynamic, entertaining, interesting and innovative, as the activities that

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4 S– Stands for Student; RJ reflective journal
developed were different to what they are accustomed to. Those activities were addressed to: "desarrollar las destrezas de hablar, escuchar, entender, escribir y leer en inglés" translated as "...developing speaking skills, listening, understanding, writing and reading in English" (S3.IE.Q1). The students’ traditional role changed, and they became more involved in the learning process. There was more interaction among the students, promoting values such as solidarity and partnership.

In order to be able to gain students’ opinions to know how they were dealing with the activities of the course and their evaluative comments of instructional practices in my EFL class, there was a question related to their desire to continue or not to continue developing these kinds of activities. The entire group indicated they wanted it to be continued in the same way that it was developed. For instance, one participant says “sí me gustaría mucho, que se continúe realizando éste tipo de actividades porque es más interesante para aprender inglés” translated as “Yes, I would like these types of activities will continue because it is more interesting to learn English with them” (S3.IE, Q3)

This degree of acceptance indicated the students’ satisfaction with the activities. I assumed that the students showed a positive attitude towards the changes in the curriculum. The most interesting suggestions to improve the activities were related to the improvement in the organization of the activities, to foster participation in the classroom, the use of virtual platforms, to widen and increase the number of activities, and especially to extend the hours of English in the various levels at the university. This is supported by one student who said “todas las actividades sacaban de la monotonia de la clase de inglés, proponiendo un ambiente más activo para el estudiante, además, se pudo notar que con la realización de las actividades, los estudiantes mostraban interés en las mismas y eso facilitaba su
participación” which translation is “The English classes were not monotonous because of the activities creating a more active environment for the students. Also, it was observed that students showed more interest in participating in the activities” (S8,IE,Q8)

The students classified the activities as diverse and very useful for the language practice. They based their assessment on the character of the activities that made them not feel bored. These activities were selected according to students’ preferences, which triggered their learning of the language. The activities led to social relations between me as the teacher, and to the group to improve, making this aspect outstanding in the mid-term evaluation opinions: “el curso no solo se enfocó en el aprendizaje del idioma inglés, sino que ayudó a generar un vínculo entre estudiantes y maestro, facilitando el aprendizaje y promoviendo la participación de todos, además, que contribuyó a que los estudiantes posean mayor confianza en sí mismo y en los pares” translated as “the course not only focused on the English language learning, but it also helped generating a link among the students and the teacher, favoring the learning and promoting the participation of all the members in the class. Besides that, these activities contributed to students’ improvement of self-esteem and to esteem their partners in pair work” (S6,IE,Q5).

Students acknowledged that the activities they proposed allowed them to apply the knowledge they had acquired in class, and the teacher also liked the syllabus activities proposed by them by establishing relationships among current and previous topics and contents: “sirvieron como retroalimentación” translated as “they served as feedback” (S6,IE,Q7); “las actividades implementadas eran referentes a cada unidad tratada en clase y pudimos aplicar de una manera diferente e interesante los conocimientos que íbamos

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5 IE stands for Intermediate Evaluation and Q stands for question
adquiriendo” translated as “all activities were related to each covered unit and we could apply our new knowledge of English in a different and interesting way” (S4.IE.Q6).

Students felt motivated, excited, interested and happy while they executed the activities they had proposed; they observe that: “Estas actividades son de acuerdo a la edad y al interés de todos, por eso es fácil y divertidas realizarlas” translated as “the activities met our age and interests, as well as they are at their level of knowledge, thus making them enjoyable and easy to execute” (S15.IE.P8).

All the students acknowledged the fact that the activities that I had implemented from those proposed by them met their expectations, and that the activities were interesting, thus breaking the perception of monotony they have about English lessons. It was demonstrated that English lessons can be active, motivating and dynamic. When students are encouraged through these kinds of activities, their opinions changed positively. “[A]nteriormente las clases eran aburridas y sobre todo monótonas; por ello considero que fue buena propuesta que la profesora escuche las actividades que nos gusta y que las ponga en práctica en clase, creo que ha sido una manera de aprender mucho más fácil para el estudiante” translated as “previous classes were boring and monotonous, so I consider it was a good idea that the teacher asked activities that we like and applied them in this class. I believe that student has learned English in an easier way” (S9.IE.P3).

Students expressed their acceptance of the evaluations, which changed considerably in comparison to the previous evaluations that depending heavily on structures and textbooks. They manifested that the only reason to do the evaluations previously was the requirement to pass the level. The evaluations of the activities proposed by the students were considered as entertaining, interesting, useful and involving learning. “Sí mejoró mi
Students could appreciate their improvement in relation to the four basic skills of the language (reading and listening comprehension, as well as speaking and writing). They noticed a considerable improvement in vocabulary, fluency and thus in the communicative skills in the language. Out of the four basic skills of the language, students considered speaking as the most practiced and developed, followed by writing and listening. Students’ interaction among themselves and with the teacher improved as well. They acknowledged such activities to be: “… proactive and motivated” (P7.IE. Q10), and “time passes without noticing...” (S12.IE.Q10).

All the students expressed that they have grown in activities from different points of view: language, relationships, general culture, and self-concept: “la profesora cambio la forma de desarrollar la clase, las actividades fueron más entretenidas y también se pudo aprender de diferente forma; estas actividades nos ayudaron a mejorar cada habilidad para entender inglés” translated as “the teacher changed her way to develop her clases since the activities were more amusing and students could learn in a different way; these activities have helped us to improve every skill to understand English” (S1.IE.Q1). Some students expressed that they were amazed with the change in their conception about their learning of the language.
The activities that had major acceptance by the students were songs, followed by games, films, TV serials and writing about topics of interest. Most of the interviewed students assessed the activities as useful. However, two students considered that bingo, tongue twisters and songs as not useful. “Me gusta Series de TV porque es más interesante cuando, hablamos sobre algo que nos gusta, entonces al relacionar al inglés y a las series de TV, hace que sea más interesante.” Translation: “I like TV series because it is more interesting to talk about something that I like and when I have to use English to talk about TV series is more interesting” (S4.IE.Q1).

**Final Evaluation and Interview**

A final evaluation of the case study was developed by the end of the term to gather more data about the students’ attitudes towards the classroom curriculum as it was modified with their input, and at the same time, to find out the possible influence of these attitudes on their language outcomes (See Appendix K and L).

The data gathered from the final evaluation confirmed that the proposed curriculum changes positively influenced their attitudes towards their language and their language learning outcomes. First, the students’ awareness of the importance of the language for their future professions and lives was something to highlight. This awareness helped them face the language with maturity and responsibility. These feelings were expressed in the students’ commitment towards the class activities and tasks that were assigned.

The evaluations also found that students offered perceptions of the curriculum included their input and their ability to contrast their opinions with my observations and students’ writings on the topic.
As per Appendix M and N, there were 12 students who agreed to being interviewed. All of them expressed their acceptance of the activities and the changes and the experiments with changes in the curriculum, and the ways I, as a teacher had guided the activities. The most important changes expressed by them was the fact that they stopped being afraid of speaking in English in the classroom, that they felt more confident as they counted on their classmates and my support as the teacher, and that their attitude was more assertive and collaborative. This confirms Vygotsky’s theory of the Zone Proximal Development and perezhivanie supporting the classroom curriculum development that provides an appropriate educational environment for students to lower their affective filter and makes them feel safe and comfortable, facilitating this way their learning. Another aspect influencing such feelings of confidence was the fact that mistakes were not the target of my attention. This learning experience encouraged them to keep improving their English skills.

Interviewed students expressed that most of them saw English as a tool to improve their competences and not as a requisite to get a third level degree. This approach has made them see the language learning as meaningful since they could use the language to communicate and because they could learn other things through the language, rather than just grammar and vocabulary (Camarena, 2018).

Another useful practice, according to the students’ responses, was the continuity given to the topics in the following lessons. Before this experience, as per students’ answers, most teachers they had had, finished the topic of the lesson and did not return or review it. In the study there was a continuous and progressive lessons system, propitiating the students to engage from the known to the new content, and establishing content links among the various activities. Most of the tasks allowed socializing topics, which at the same time, created a
sense of confidence and acknowledgment of the self and of the others. There was a separation with the thought that students are receptors, who should do what the teacher says. In these activities all the class, collaborated under my guidance. Not just: “... haga esto porque asi se debe hacer y porque asi lo dice el syllabus” translated as “...do this because you have to, because it is that way in the syllabus” (S511.FE.Q18)⁶.

Some additional aspects that students considered helped them to be motivated to participate in the dialogues and other tasks that were the topics of their presentations. The students were given the possibility to freely choose the topics with their classmates, such as films, TV serials and other activities with their classmates. In some cases, these activities promoted the students’ inspiration and willingness to share their preferences and points of view. In some cases, students, who did not have any favorite film, game or serial, etc., came up with something just for the sake of participating and be part of the group.

It can be generalized that the changes to the classroom language curriculum seem to be an innovative and useful method that allows changing teachers’ perceptions about the curriculum as a static institutional document. Involving students in the curriculum development does not mean putting aside the institutional curriculum, but to make the program closer to students’ interests, needs and motivations, thus, contextualizing the institutional document. With the classroom curriculum development, the students and the teachers’ roles become more accomplished. This is necessary for the teacher to understand and to analyze students’ proposals and for the students to trust the teacher’s methods and organization and also for the students to trust their own strategies to be able to learn and enjoy the learning.

⁶ S—stands for Student; FE- stands for final evaluation, and Q stands for question
Considering the students’ attitudes about the case study activities, compared to the attitudes they brought from their previous English learning experiences, made me think that traditional teaching, where the teacher instructs and students are passive receptors of the contents, has negative acceptance in relation to the teaching and learning processes where students take active participation in the curriculum planning. At the same time textbooks were retained as part of the classroom materials, but within the classroom curriculum development they were didactic guidelines, supported by the students’ input.

The activities proposed by the students helped not only in narrowing the gap between the curriculum and students’ needs and interests, as well they helped in creating a collaborative environment in the class. Most of the activities involved pair and team work, allowing the students to contribute in the execution of the activities to achieve a goal. In this respect Salas (2016) considered that collaboration in the classroom contributed to creating a positive atmosphere in the learning environment as the most advanced students bring their knowledge and pull the lower achievers along as they learn from the more advanced students encouraging them to strive to reach a higher level (Zone proximal development).

The experiences in the classroom curriculum development made the students change their attitudes from skepticism about the English learning into acceptance and interest. Not all of them changed from the beginning, as some were not convinced, but as activities advanced they became more and more involved. From the beginning, students were asked to give their opinions and encouraged to take part by contributing in the discussions and debates, or games and films analyses. All of the opportunities given and the students’ own encouragement to those others who seemed behind in the collaborative activities helped them get more confidence as the activities advanced, which confirms Vygotsky’s theory of the
Zone Proximal Development supporting classroom curriculum development that provides more opportunities for those students who are behind to be triggered with the input provided by others in the group, while working in pairs or teams.

I might consider that the class became more entertaining as the students executed the tasks using the materials they had proposed. However, there were different possible reasons for this increase in entertainment, for example, the extra points I gave, as reward to those who actively participated. Other reasons could be that students played, and enjoyed doing the activities, or possibly due to the type of activities and procedures used by me during the study, such as working in pairs and teams, or using TV serials that most of the students love and watch often.

Many reasons could be combined to make the students have positive attitudes about the activities that were included in their input. A generalization about the study is that the influence of the classroom curriculum is important for the improvement of the students’ English learning, and their awareness on their deficiencies regarding the language knowledge.

When analyzing the students’ level of acceptance of the activities, the least attractive activity for the students was the bingo game: “‘a muchos de nosotros no nos gusto bingo’” translated as “many of us did not like bingo” (S1.FE.Q4). This made me think about having more negotiations with the students since all of them have proposed the activities they like. The purpose of the negotiations would be to have a consensus about the most accepted activities, and also to elicit their opinions on the procedures that would be done with the activities proposed by them. I would consider making a didactic analysis in relation to the level of complexity of the contents, the possibility to systematize the previous contents
through a material proposed by students, and the possibilities to continue using such material
to consolidate the language system and the communicative functions of the language. As
Garrido and Dyvestein (2016) stated, any content should allow contextualizing the language
not only to the interests, but also to the students’ characteristics, such as age, preferences,
individual character, etc. On this aspect one student expressed his perception about the Bingo
game: “los juegos tal vez se deben practicar de acuerdo a la edad y tomando en cuenta si nos
sentimos cómodos jugando estos juegos” … games should be practiced, perhaps, according
to our age and how comfortable we would feel while playing such games” (S4.FE.Q4).

In summary, all the students considered the experience of providing input to the
English language classroom curriculum, and the ways these activities were developed in the
lessons, as positive, as contributing to changing their attitudes towards the language
learning, and helpful in giving more importance to it as part of their communicative
competence. Thus motivation towards the language was favored. Students’ language skills
improved, mainly in relation to vocabulary, grammar, and speaking and writing skills. At the
same time, the students under the study improved from the general cultural point of view, as
well as from the social point of view since they became more collaborative, and more willing
to work in teams. Students’ relationships with me became closer; mainly as they felt there
was more a collaborative symetric than an asymmetric and hierarchical relationship. They
suggested: “Este tipo de trabajo colaborativo se debería mantener en todos los nives de inglés
de la Universidad” translated as “this kind of collaboration to be kept throughout the level of
English at the University” (S5.FE.Q13). The students recognized that they had developed
their language skills: “fuimos escuchados en inglés y al mismo tiempo lo aprendimos con
materiales, medios y estrategias actualizadas en comparación a las tradicionales” translated
as “…we achieved to be listened to in English, at the same time that we learned through updated materials, means, and strategies, compared to traditional ones” (S2.FE.Q1); “…the activities that were proposed were effective for the language learning” (S13.FE.Q1). About the methods used by me as the teacher, students described them as active, interesting, not imposed to the them: “disfrutamos las actividades porque eran bonitas y nos permitían compartir con todos los estudiantes creando un grupo fuerte. Con esta actividades nos sentimos seguros de nosotros mismos en inglés. Cuando cometíamos errores recibíamos una retroalimentación en forma amigable. Todo esto ayudó a tener más interés en aprender el idioma” translated as “we enjoyed the activities, which were nice, and we were able to share with all the students by creating a stronger group. With these activities we felt self-confident as we share our knowledge with the rest and others helped us expressed ourselves in English. When we made mistakes we had feedback in a very amicable way. All this helped getting more interest to learn the language” (S2.FE.Q6). For the students, this experience was a practical way to learn the language, to feel included in the process, especially: “cuando escuchamos canciones, cuando hablamos en inglés en los diálogos, presentaciones y juegos. Algo que sobresalió fue compartir nuestros gustos y lo que no nos gusta de la música, película y series de televisión. Estas actividades nos inspiraron a estar calmados y seguros mientras hablábamos en inglés, así como también teníamos la libertad de hablar sobre temas que estábamos familiarizados” translated as “when listening to songs, speaking among us in English through the dialogues, speeches, and games. Something to highlight was the exchanges about likes and dislikes in relation to music, films and TV serials. These activities inspired being calm and safe when speaking in English, as we had the freedom to speak about things we are familiar with” (S2.FE.Q6).
Out of these opinions it can be stated that when students experience by being involved themselves in the language learning activities, they learn and are able to use the language in their communication, which supports Vigotsky’s conception of perezhivanie, as it was stated in the theoretical framework of the research.

Students also reported a feeling of being content with the methods, and procedures, I used which was reflected in phrases such as: “tenemos la libertad de hablar sobre temas con los que estamos familiarizados, compartirlos con otros, aprender de otros, nuestras diferentes formas de equivocarnos fueron revisados sin que esto nos estrese” translated as “we had the freedom to talk about topics we are familiar with; we could share with others; we learned from others; the ways our mistakes were checked did not stressed us, etc.” While socializing with the group about their attitudes changed with respect to the moment when the study started, I tried to avoid exogenous aspects to the research focus, such as exhaustion, external concerns, and other factors that traditionally affect the learning processes, since following Albuja (2018) “it is important to reduce the stress levels in the classroom as to avoid negative effects on learning …” (p. 56).

The change in the students’ attitudes, according to their responses to the final evaluation, were basically due to the change in the way of seeing English as a mandatory subject, due to the motivating process that allows playing, competing with the classmates in class: “…classes with which we can enjoy and at the same time learn” (S3.FE.Q10); “Dejamos de ver el inglés como una materia tediosa y aburrida” translated as “we stopped seeing English as a boring and tedious subject” (S7.FE.Q3). Other evidence of the students’ change in their attitudes was their involvement in the activities, as a group and as individuals. This was noticed also through the feedback that I gave to each individual. As Martinic,
Urzúa, Ubeda and Aranda (2019) state, the improvement in the attention to individual differences reflects as well on the group outcomes. This also helped students change their beliefs about the role of the teacher, as they stopped seeing an instructor to find a person who shares and listens to them, who takes care of their interests, likes and dislikes, and someone flexible when changes are necessary to favor students’ learning: “esto es nuevo para nosotros ya que muchos no son abiertos a cambiar las metodologías o actividades a desarrollar en clase” translated as “this is new for us as many teachers are not open to change their methods or activities in class” (S4.FE.Q4).

Students ratified the major role of the teacher in the teaching and learning process, mainly in the management of the didactic resources, such as teaching means and methods to promote the change in their teaching styles (Valenzuela, Romero, Vidal & Philominraj, 2016). Students found it interesting to have both students and teacher collaborating in creating better means and activities to improve learning. This was key for the positive change that were the object of the experiment, which was expressed mainly in the bonds built between the teacher and the students through a kind, respectful and amicable environment. That bond was manifested in the communication and in the students’ language knowledge and skills gained. A final suggestion from the students was to include in the academic planning an introduction meeting to establish the schedule to cover the entire study program including more it means to support the activities at the starting point of a course such as this experience (S3.FE.Q5).

**Comparison of the Students’ Language Learning Outcomes**

At the end of the course I made a comparison of the students’ outcomes from the classroom systematic evaluations before and during the implementation of the classroom
curriculum that included the students’ input, and the partial test results against those of the final exam. This comparison allowed me to visualize a change in the students’ evaluations achievements, which, if not remarkable, show a general growing in the four skills of the language, which is shown in the Tables number #2, 3, 4, 5, and 6. According to William (2017), this quantitative method, combined with the qualitative ones allows identifying attributes of a particular phenomenon based on an observational basis, or the exploration of correlation between two or more phenomena. In this case, I looked for changes in the students’ learning outcomes regarding possible improvements in their English language skills. In the evaluation activities developed (see Tables number #2,3,4,5, and 6), I paid attention to the four skills separately to better identify changes in the students’ linguistic skills. The analysis showed that the four skills of the language improved in the second period with respect to the first one. These test results complement the qualitative results providing more credibility to the generalizations extracted from the study. In relation to the value of tests as learning achievements analysis, Rahman (2016), states that tests demonstrate people’s competence-incompetence, ability-inability; it helps taking an important decision of whether or not a student will be allowed to move up to the next step. Tests can check the progress of students and suggest whether they need more help or not, and to allow teachers to compare the performance between students. Even in language testing, there is concern about the extent to which a test can produce scores that reflect a candidate’s ability in reading, writing, vocabulary knowledge, or speaking. They provide useful information to evaluate if the students’ level of knowledge has moved forward or remained the same. That information allows making decisions regarding strategies to be followed to help the students improve. In the present study, tests have been used as a complement to the observations and students’
artifacts. Together with the students’ attitudes observed through the different activities, what students have stated in their quick-writes and reflective journals, and the tests in the two different moments helped in confirming the validity of the classroom curriculum development. As well, such results confirm the improvement in their language outcomes, permitting the conclusion that the attitudes studied are correlational to the students learning outcomes. According to the comparative tables shown in Tables numbered #1-6, an improvement is appreciated in the four basic skills, which even though not significant, represent an increase in their language knowledge.

The improvement in students’ results could be construed as related to the types of activities, as in the second part of the study, the activities developed had been suggested by the students and thus they felt more identified with what to do, and they were familiar with the material; or such results could also be related to the opportunities given by me as the teacher, during the second part of the course. For example, students were able to work in collaboration with the others (pairs and teams grouping). These kinds of changes from the first period to the second one of the study, possibly contributed to encourage students into participating, thus consolidating the language contents they had taken during the lessons. The students, whose attitudes showed to be more lagging behind, were the ones with less improvement in their tests marks, confirming the insight about an existing correlation between students’ attitudes and their language outcomes. However, despite this, the students who lagged kept the lowest marks compared to those who were active and had a more positive attitude to the activities, the lagging students also showed an improvement in their results. This is congruent with Zeinivand and Gowhary (2015) who state that language attitude plays a key role in language learning and teaching, among other types of factors that
give rise to motivation which finally results in attainment of proficiency in a second language.

The instrument used for the scoring of students’ oral improvement (rationale) included six main categories (fluency, comprehensibility, amount of communication, quality of communication, pronunciation and vocabulary). According to the students’ level of language, most of them were able to create fairly correct sentences from the grammatical point of view. As a group, a visible improvement was appreciated in their fluency, which was observed when the students made fewer pauses while speaking, when their speech was smoother and more natural, when they understood most of what the other speakers said, and when could convey fair amount of information. Pronunciation did not affect comprehension, but most students’ pronunciation and intonation still needed more training. In relation to vocabulary use it seemed to be the most troublesome area as students did not systematize vocabulary. As consequence, they tended to abuse the use of electronic tools, such as Google translator, which usually serves as a help to people who master the language, however it hinders internalizing the contents when studying the language. Another element I noted in this analysis was the students’ dependence on written support while speaking. If in the first period very few students could not stop the use of reading, in the second period most of students did not use the written notes to express their ideas orally.

As a result of this observation, some more work is required to be done in relation to the vocabulary grounding, as the majority of the students had problems finding the proper words or being able to do the best choice. The most remarkable issue in relation to oral practice was the use of grammar structures, such as verb tenses, the use of prepositions and discourse markers. However, students managed to make themselves understood and
understand others (see Appendix ZZM and ZZN). In relation to the writing skills, I used the writing process approach, making the students work on the same topic starting with a draft from oral, listening or reading activity, and starting their writing at a sentence level, including the practice of the grammar structures and vocabulary studied in classes, but paying more attention to the topic and the content. A remarkable improvement in this sense can be observed in Appendix ZZH AND ZZI or ZZJ and ZZK. If during the first period students had visible problems stating their ideas on paper clearly, in the second period, after they had had a considerable training, students were able to create fair pieces of writing (see Appendix ZZH AND ZZI, or Appendix ZZJ and ZZK).

Considering the reading activities, there were fewer difficulties, which might have to do with the fact that the topics were proposed by the students, thus they were familiar with the main ideas and messages given in the written materials. This helped to have a smooth path through the comprehension activities presented by me. If students in the first period had trouble understanding the main ideas and vocabulary definitions, in the second period they were able to provide definitions from given terms, to make a detailed reading to find supporting ideas, and gave their own opinions. This skill serves not only as vocabulary learning support, but also as a model to structure one’s ideas, and to enrich general culture as a model for punctuation marks rules, etc. (see Appendices ZZQ and ZZR; or ZZS and ZZT).

The skill showing to be the most troublesome was listening, which could have been due to the fact that students did not have usual contact with English speaking people, and the fact that listening materials are prepared by English speakers who are speaking at the pace of a normal conversation. Normally, in foreign language lessons, teachers speak at a slower pace compared to conversations in any life situations, thus when facing listening materials that are
taken from real life situations, students get in trouble trying to follow such talks. That is why they should be trained to focus on the topic and content words mainly. The suggestion out of this experience is to practice listening activities often and make the students become accustomed to listening to native speakers in normal daily life conversations.

As a generalization from the students’ learning outcomes, it may be stated that there is a close relationship among the classroom curriculum development including students’ input and their attitudes towards the language, both of which at the same time are closely related to students’ language learning outcomes.

Stage 4 - Triangulation of the Data Collected through the Observation, Quick Writes, Reflective Journals and Interviews

In order to establish the possible changes in students’ attitudes through the research process and the case study, I decided to follow a semantic confrontation of the main concepts stated by the students through the data gathering instruments as to reach the possible insights from the results of the research.

Concepts related to students’ beliefs

Concepts related to students’ perception, and

Concepts related to students’ behaviors.

Triangulation as a research technique allows confronting and comparing different data (analytic triangulation) to validate the data gathered and develop conclusions derived from the data analysis. According to Navarro (2004), it is the application of several methodologies to the analysis of one social reality.

In this study, I assumed triangulation of data from different methods (Aguilar, 2015). To gather information and contrast the results, I looked for coincidences and differences as to
understand different phenomena, behaviors of one unit under analysis. It allows finding the strong points and distinguishing limitations or weaknesses. This method facilitates the development of general conclusions.

As research strategy it serves not only to validate data, but also to get deeper in the understanding of the reality under study; as well as to contrast what seems evident to be able to discover through different interpretations of a given object of study (Beltran & Macarulla, 2013).

![Figure 5](image)

*Figure 5.* Triangulation of the data gathered during the application of the classroom curriculum including students’ input.

When contrasting the data gathered through the three methods stated in the figure 5, I tried to identify the semantic coincidences and possible absence of data, employing the following generalizations:

- Through the observations, the term *positive* was highlighted in relation to the students’ evaluation of the activities within the classroom curriculum that included the students’ input. This quality was also expressed as acceptance, construed by the
concept engagement, contributions, motivation, willingness and collaboration, which were used by most of the students when they wrote or expressed their opinions about their participation showing coincidences with the categories of analysis in the observations.

- The information gathered by the observations coincided with the students’ quick writes and journals, confirming that students highly appreciated working in pairs, teams and in a collaborative environment. Pair and team activities were greatly accepted by the students, who shared the perception that the shy students were able to take part in the activities. This kind of grouping contributed to knowing each other better and to develop good relationships among the members of the group, confirming the presence of the principles of the Zone Proximal Development and perezhivanie explained by Vygotsky that were taken as principles to be followed in the classroom curriculum development.

- Coincidence was also found in students’ opinions, and in the observation of their behaviors in class, about the social character of the activities, and this made students feel relaxed and self-confident. This social character of learning was confirmed in the students’ interaction observed in the activities, where the weaker students were pulled forward by the better students, which helped them to understand, and to provided support, leading to collaboration in terms of the sociocultural character of the curriculum and the principles of Vigotsky’s Zone of the Proximal Development theory.
• Through the different methods were used, all the students expressed excitement, enthusiasm, and joy while doing the activities, mainly while playing games in the classroom in English.

• Listening to music, and sharing opinions and ideas about films and serials that students preferred were considered the most accepted activities. These materials allowed free discussions, and learning about general culture among the students.

• The possibility to discuss opinions and points of view, knowing that the practice of the language was the target, and not “perfect communication in English”, made the students feel confident and relaxed. Knowing that errors correction was not the main goal, made students feel confident.

• In my role of the teacher, I stopped being the instructor to become an active “participant”, who guided, encouraged, and gave constructive feedback, when someone made mistakes by being aware of their Zone of the Proximal Development. Using the language was the objective, the message being the most important part of it.

• Competition was a trigger to get the group engaged and eager to participate, talk and perform in the language. Rewarding played an important role also in motivating students into participation, with the extra marks to those who did well. However, topics to work with were also important in rising motivation and interest such as films, TV serials, and games, which were the students’ favorite materials proposed.

• A general consensus was established about the development of the vocabulary, pronunciation and grammar rules, speaking, listening and writing skills, while reading was least preferred and speaking was the most favored. However, most of the students suggested reading about their future specialties, as necessary.
• Although the majority of the students were actively engaged, motivated and willing to participate and practice the language through the different activities they had proposed, it was confirmed that personality continues to be an influencing factor in foreign language learning. The more outgoing students were the ones who took advantage of most of the activities, while the shy students had to be encouraged by the teacher and the group. These shy students showed less improvement and a less active participation.

• As an important insight rose from the analysis of the results. The confirmation that any material or language learning activity in the language classroom should be preceded by the teacher’s analysis, planning and adjusting the classroom context, including students’ as a group, as individuals, their age, their interests, needs, expectations and motivations.

• Compared to the attitudes the students had brought to the university classroom, it was corroborated that the majority of attitudes received a positive transformation, confirming that students’ attitudes can change according to the context, situations, strategies followed and types of engagement of the students. Many of the students in the study started to see the language as something that could be enjoyable, interesting, motivating, dynamic, effective and useful. They stopped seeing the language as something boring, monotonous, and useless, and saw it as an instrument to learn about general culture, and as a tool to learn about their specialties and as a door for their future life.
• From the communicative point of view, students considered that they learned to listen to and respect others’ opinions. At the same time, they reinforced their knowledge on pronunciation, grammar, language skills, and their logical thinking.

• The errors correction in an anonymous way helped students feel relaxed and more confident. Errors should always be given attention but in a way that students do not feel they are not learning.

• The fact that students were able to participate in the change process of the curriculum and procedures to develop their learning activities made them feel that their opinion had been into account. However, they were aware that not all their input could be squeezed in the time allotted to the subject matter, as not all of suggestions meet the linguistic, cultural and didactic requirements.

• As an overall generalization that may be inferred from the analysis of the data is the fact that working on students’ motivation towards the language is closely related to the ways teachers are able to engage students in the process. In this sense, giving the opportunity to take part in the development of the classroom curriculum plays a major role, since they have the possibility to propose contents, materials and activities based on from their own interests, knowledge and expectations. This has to do with the changing in the teaching scenarios.

**Theoretical Points of View Extracted from the Study**

As the main intention of the research was to study the possible changes in the students’ attitudes, beliefs and perceptions towards learning English at the Pontificia Universidad Católica of Quito, the following insights were extracted from the changes made in the classroom curriculum, with the participation of the students in providing input.
Taking into account our conception of input, stated in the theoretical background of the research, students contributions, not only regarding the materials they proposed, but also their opinions, and assessment of the activities and the process followed during the implementation of the classroom curriculum including their input, I consider such contributions as key to my theoretical insights. As Hassan and Ghaffar (2018) and Spooren, Brockx, and Mortelmans (2013) explained, students are important “stakeholders” to be taken into account when trying to analyze the quality of teaching in the same way the opinions of business clients are taken into consideration if we want to know the business acceptance. This same perception is shared by Laguador, Deligero and Cueto (2015) who acknowledged that students are vital in determining the teaching and learning strengths and weaknesses in a classroom settings. Of course it has to do with students’ desires, the teacher’s methods and procedures to engage the students.

The possibility given to the students for suggesting materials of interest to them to be included in the classroom activities constitutes an important change in the foreign language curriculum conception. Then, changes need to be done to the concept of the classroom curriculum development to be understood as a living document, meaning much more than just including more or new materials and contents into the lessons planning: It requires the teacher to make changes in his or her conceptions about the curriculum and his or her roles in the teaching and learning process. It implies understanding the students’ side to see the process through their eyes, and at the same time coming back to the teacher position to analyze all the components of the educational process.

Teaching and learning a language from the students’ perspectives means: taking their interests, motivations and needs into account, without forgetting that a language is a complex
system that serves to communicate. However, to achieve such communication some basic contents and skills are necessary to be taken into account. The teacher should see the language through the materials and contents proposed by the students, and make the content match different ways, steps, and means so that the students understand, assimilate and use the language through material and contents, while finding links with the students’ different life situations. Such links allow the students to get emotionally involved through language activities as stated by Vygotsky in his theoretical point of view of perezhivanie as the roles of living and feeling the rearing situation, and at the same time to do it in a social environment where all the members of the group contribute to the learning of the others by providing what they bring and pulling the need to learn from the others (the Zone of the Proximal development).

The triangulation of the data resulted in the case study confirmed the thesis that students’ attitudes, beliefs and perceptions towards the language learning are influenced by the language curriculum, which reflected on their performance in the English language classroom and consequently in their learning outcomes. However, some other variables influencing students’ attitudes, perceptions and beliefs should be given attention as well such as the teacher’ methods and strategies, and the context triggering the language needs.

When thinking of the classroom curriculum development as one of the modern tendencies in foreign languages pedagogy, several aspects should be included in the process, such as the cultural content, language content, teaching means and materials, the students’ level of knowledge (general and linguistic knowledge), the learning context, the students’ needs, interests and motivations, the teacher preparation and the institutional policies towards the curriculum. All these aspects are implicit in the process of the analysis and development
of the curriculum in order to achieve a true classroom curriculum development, and this means changing the teachers’ and institutional policies conceptions.

The above mentioned perspectives lead to considering the students as the “main” users of the curriculum, based on the principle that they, together with the teacher in charge of the providing and guiding the lessons, are the true customers of the curriculum, and this perspective requires a change in the EFL pedagogy. Even institutional, political and contextual requirements create the guidelines in the curriculum development, at the classroom level, teachers and students play a major role. This demands that the teacher to be trained in meeting such guidelines and at the same time, meet students’ needs, interests and objectives.

The experience of the implementation of an English language classroom curriculum at Pontificia Universidad Católica of Quito, with the inclusion of students’ input, helped me confirm that students’ attitudes towards the language are influenced by their teachers’ methods; the learning phenomena that take place in the classrooms, the kinds of materials and activities used, and the types of organizations that take place in the teaching learning processes. The ways such factors predispose the students would determine their attitudes, either positively or negatively; towards future English language learning.
CONCLUSION

The students’ attitudes, beliefs and perceptions, and their outcomes in the language learning were studied throughout a second level of English language course, in a group of different programs at Pontificia Universidad Católica of Quito, through a case study. The categories under analysis were studied at two different moments, one time dedicated to the analysis of students’ attitudes, beliefs and perceptions that the students brought from their English learning experiences in previous educational levels, and the possible changes that such categories could make through the influence of the classroom curriculum that included students’ input.

Throughout the stages of the study, it can be concluded that students came to the university with some perceptions, beliefs and attitudes towards the language learning that affected their language outcomes. In the case study, the attitudes most of the students brought to the university from their previous institutions seemed to be related to the experiences they had during their studies of the language in previous levels, which at the same time, were linked to the methods that the English teachers used to influence students’ motivation towards the language.

There was a splitting of opinions in the students’ perceptions and beliefs about their previous experiences. The type of institution (learning context) appeared to be a key factor in the attitudes that students brought to the university from their prior learning settings: those students who came from private institutions had more positive attitudes towards the language than those who came from public institutions. Those from private schools had better language background (vocabulary and grammar domain) and disposition toward the
classroom activities. These students were aware of their needs to know the language in relation to their future professional and social life.

Meanwhile, the perceptions of the students who came from public schools, regarding the language learning experience were very different. These students considered that they had not learned at all, and they described such experiences as boring, monotonous and useless. They saw no use in learning the language for their future lives. They studied it as it was a curriculum requirement (it is compulsory).

The English language background of the students who came from public schools was far behind those who had studied in private schools. Such observations led to a research line that has not been taken into account as part of the study: possible gaps between the curricular, didactic, and strategic approaches to foreign language teaching in both private and public educational institutions, the causes and possible solutions. The above insight confirms the findings in Chapter Two about the influence of students’ individualities, whose different cognitive experiences throughout their lives, affected their attitudes towards specific events or phenomena related to such experiences. In this case, their attitudes towards the English language learning varied as a consequence of the changes in the learning they experienced through the classroom curriculum development that included their input together with the changes in the learning pedagogical environment (methods, grouping, errors analysis, students participation rewarding, and language materials related to their life experiences).

These experiences influenced students’ feelings and emotions, which were affected by the contexts where they have grown up and lived: such contexts include the language teachers and the social environments in which they have been schooled. In that respect,
teachers should consider students’ individual attitudes, perceptions and beliefs in favor of their learning approaches and outcomes. Linked to the above insights, research highlighted the students’ perceptions and beliefs regarding the teaching methods and approaches used in the English language lessons. When comparing the data obtained before and after the introduction of the classroom curriculum with the students’ input, considerable changes in the subjects were appreciated. During the analysis of the categories, a notable number of the students had expressed that English lessons were boring, not interesting, not informative, and monotonous. On this respect, Cortez and Espinosa (2015) consider that most educators in Ecuador, the context of the study, still center their methods on making students memorize lists of vocabulary and grammar rules; this is due to the fact that most of teachers in secondary education are not adequately trained to undertake the communicative language teaching effectively in their classrooms.

By the end of the case study, the students considered that the lessons were motivating, dynamic, and enjoyable. They considered that they had improved not only in their language background, but also their general culture. Most of the times students blamed problems on the changes in the ways the teacher used to encourage them to do the activities. Two of the strategies with more positive comments were related to the teacher’s rewarding to those who participated in the activities (extra points), and the errors treatment. In this respect, two conclusions that are closely interrelated may arise: the teacher’s attitude towards reaching an effective teaching process and the fact that the students were taught the topics they had proposed, and were thus related to their interests and motivations. Al Darwish (2017), stated that English language teachers’ attitudes determine the success or the failure of the language teaching and learning. Hence, in this study, teachers’ attitudes towards teaching the language
and towards the language as such, even closely linked to students’ responses to the teacher methods and strategies, remains an open question, as it was not the main target in the study.

Concerning the possible influence of the curriculum on students’ perceptions, attitudes and beliefs about the need of the English language in their daily lives in a non-English speaking country, it was found by examining the information gathered during the study, that after the classroom curriculum was changed to include students’ input students believed English to be important. Some students felt that the English lessons were boring and repetitive, and lessons that did not provide new content were monotonous and these attitudes were generally changed to the positive opinions of the lessons as interesting, dynamic, useful, and motivating. Students felt they had improved their knowledge and skills of the language.

As one of the main results of the study it could be concluded that students became aware of the real benefits and the need of knowing English, not only for communication with people speaking other languages, but also as a tool to grow culturally, and as a tool to obtain information of their future professions. They realized that studying English is not only useful, but it can also be enjoyable, interesting and useful.

The conception of the classroom curriculum development put into practice in this case study resulted in a change of perspectives of both the students and the teacher. This change views the process of active learning, interaction between thought and experience, where students and the teacher develop an active social interaction. Such perspectives confirm Vygotsky’s theory of the Zone of the Proximal Development, where the distance between the students’ actual developmental level and the level of potential development permitted all the participants expanded not only their English language knowledge, but also
their cultural and social perspectives. The tasks required that the students would also monitor their learning, activating their metacognition. The language learning served not only to improve students’ vocabulary, and knowledge of grammar rules in English, but also as a basic tool for students to grow culturally and socially.

The results of the study led me also to state that when approaching the education context, specifically related to foreign languages teaching and learning, different fields of study converge, making the findings more complex. In the present case, the categories core to the study demanded diverse theoretical areas. These theoretical areas are related to the personality of the individuals, their previous life and learning experiences, together with their motivations, interests and goals, make attitudes, beliefs and perceptions of the students a psychological area, with sociological and cultural implications, which can be related to the term perezhivanie stated in the theoretical basis of the classroom curriculum development, supported also by the Zone of the Proximal Development within the Vygotskian historical cultural approach in understanding the teaching and learning processes.

Out of the study and the change observed in the students’ attitudes, beliefs and perceptions influenced a boost in the confirmation of the classroom curriculum as an appropriate pedagogical and didactic proposals, provided such curriculum gives the possibility for the participants to establish the necessary relationships among their personal characteristics with the social environment, materials and the learning goals with the activities they execute to incorporate new contents into the existing knowledge, also known as perezhivanie in Vygotsky’s socio historical theory of learning.

Since foreign language teaching and learning is the aim, the topic has to be addressed from the linguistic and didactic points of view within the curriculum development theories.
This case implies changes in the conception of the foreign language curriculum, not as an institutional pre-established document, but as an alive, changing document, nurtured both by the teacher and students, who collaborate in achieving guidelines addressed with the influence of users’ background, needs, interests and goals, and the contextual characteristics.

The implementation of the classroom curriculum design (Nahas, Enhancing Productivity through Curricular Innovation, 2005: P.5), made me, as the teacher researcher, more aware of the conceptual fields to be taken into account when students become active participants in the curriculum development to achieve the construction of their knowledge. In this case, I had to study each proposal from different points of view (didactic, affective, and linguistic): a) the students’ experience and language knowledge they brought to the course and their general cultural background, and their interests and motivations; b) how to manipulate the materials suggested by students in such a way that the contents were not at a too high level and not at a too low level. That is to say, how to make the materials informative; c) how to manipulate the content of the material in such a way that it met time and classroom requirements; d) how to make topics of the materials contribute to students’ personality formation; and e) how to manipulate the materials as to be able to develop students’ language skills, and make them practice the language through such materials to achieve the communicative competence.

The ways students took part in the study, by centering their attention to what they could do with the materials they provided in the language they were learning, relates this study to the concept of the “Post method Pedagogy or Globalized Language Curriculum development”, as they were empowered to reflect on the cultural and language knowledge that is present in their lives, to bring such experiences into the classroom and make it the
basis to improve their knowledge as a sound basis for both linguistic development and social empowerment.

**Recommendations for Further Studies**

Through the case study some research questions were not addressed as not to deviate from the main objective. In this case, evaluation of the classroom curriculum in relation to language contents was compared to the institutional one. At the same time, I continue wondering about how teachers can get students’ input throughout the semester. This is an important notion since we don’t have just a questionnaire at the beginning, we also want to have their input throughout the semester. Another question is which linguistic aspects should not be left behind; which linguistic contents can be extracted from the authentic materials proposed by students, taking into account students’ language background. This question can also be addressed from the time point of view, as there are materials that can be subdivided into several lessons, and others can be exhausted in just one lesson. Which materials best match to some language skills than others, and to the skills integration?

Which teachers’ strategies match better not only the materials proposed, but also students’ interests and motivations?

The relationship between the teacher’s attitudes, beliefs and perceptions about the students’ attitudes, beliefs and perceptions remains an area of concern, as attitudes constitute a subjective phenomenon that is affected by lived experiences – perezhivanie. The experiences teachers have had in teaching different kinds of students could be a factor of influence in how they perceive students’ attitudes towards the language and determine his or her ways to face the foreign language teaching processes. Teachers need not only a sound
linguistic background, but also a sound, pedagogical background as to be able to face the diverse scenarios present in the class.

This case study constitutes a research experience that, despite not intended for generalization, could constitute a document of analysis for teachers and curriculum makers in the future, as valid to think about the curriculum management in the field of Foreign Languages Teaching.
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APPENDICES

Appendix A: Students’ Consent Form to Participate in the Research in Spanish

Perspectivas hacia un currículo que incluye el aporte de los estudiantes

Consentimiento para participar en la investigación

Objetivo del estudio: Se solicita que usted participe en un estudio de investigación que se encuentra realizando por Holbrook Mahn, el investigador principal y Janneth Chumaña, la investigadora, de la Facultad de Educación. El objetivo de este estudio es describir las perspectivas de los estudiantes hacia un currículo que incorpore los elementos de entrada (aportes) de los alumnos. Explorará los factores que influyen en las actitudes y percepciones de los universitarios hacia un currículo que incorporar sus intereses. Se predice que este estudio será útil en proveer información sobre una pedagogía efectiva para la enseñanza del inglés como lengua extranjera.

La información será recolectada en este estudio a través de los cuestionarios, observaciones, diarios reflexivos, notas rápidas, evaluación y entrevistas semi-estructuradas. Por la duración del estudio, las directrices de la UNM, los formularios de consentimiento y datos se mantendrán en una ubicación segura. Los formularios de consentimiento serán archivados separadamente en un espacio asegurado en un librero asegurado separados de otros datos recogidos durante el estudio. Los nombres no serán requeridos o escritos en formularios escritos. Las entrevistas grabadas serán transferidas del dispositivo de grabación a una computadora asegurada con contraseña. Las transcripciones del estudio incluirán únicamente los seudónimos de los participantes e información de contacto. Esta lista de enlace será mantenida en una computadora asegurada con contraseña, separada de los datos de estudio. Este enlace será destruido previamente al cierre del estudio.
Cualquier dato recogido en papel se mantendrá en un librero metálico asegurado en mi oficina personal en la universidad ubicada en Quito, Ecuador. Los datos serán manejados con los siguientes métodos:

1. Únicamente la investigadora tendrá acceso a los datos.
2. Los datos serán guardados en ubicaciones aseguradas separadas de los formularios de consentimiento y la lista de enlace.

Los datos digitales serán conservados en una computadora asegurada con contraseña. Ninguna información será recogida de sujetos que no han consentido.

Se le solicita formar parte de este estudio puesto que usted ha culminado exitosamente el primer nivel de aprendizaje de inglés como lengua extranjera.

Este formulario explicará lo que se espera cuando usted se adhiere a la investigación, así como los posibles riesgos y beneficios por la participación. Si Ud. tuviera alguna pregunta, por favor, realicela a uno de los investigadores del estudio.

¿Qué realizará usted durante el estudio?

Si usted decide participar en este estudio en la Pontificia Universidad Católica del Ecuador, se le solicitará leer y firmar este formulario de consentimiento. Una vez suscrito este documento, la Sra. Chumaña le entregará el primer cuestionario donde se le solicitará responder algunas preguntas diseñadas para recoger información acerca de su experiencia en el aprendizaje de inglés como lengua extranjera y describir cualquier experiencia previa con un currículo que incorpore los aportes de los estudiantes. Luego completará un segundo cuestionario en inglés con la traducción en español. Los dos cuestionarios tomarán de 15 a 20 minutos.
Al cumplir la mitad del curso, se le solicitará completar otro cuestionario que le solicitará su opinión acerca del currículo que incorpore los aportes de los estudiantes y si este currículo ha ayudado a su confianza para aprender inglés como lengua extranjera. Por ejemplo, contestará algunas preguntas: ¿Cómo cree que el currículo que incorpora el aporte de los estudiantes le ha ayudado? Trate de explicar por qué y por qué en detalle. ¿Enseñarle incluyendo el aporte de los estudiantes ha cambiado su confianza en usted mismo como estudiante de inglés o su actitud hacia el inglés? ¿Qué actividades han sido las más útiles? ¿Qué actividades han sido las menos útiles? ¿Cuáles fueron los aspectos que más disfrutó? ¿Cuáles aspectos fueron los que menos disfrutó?

Durante el curso escribirá un diario de reflexión y respuestas a preguntas por la profesora donde tendrá la libertad de escribir sobre cualquier percepción, perspectiva, opinión, sugerencia o cualquier otra idea que usted desee expresar sobre el currículo. No serán evaluados. Usted puede usar inglés o su idioma materno para escribir en el diario y sus respuestas (quickwrites). Sus ideas en su idioma materno serán traducidas al español. La traducción le será presentada de manera que Ud. observe si refleja lo que usted está intentando expresar.

También, los alumnos serán observados por el profesor investigador, la Sra. Chumaña, con el fin de registrar sus reacciones frente a las actividades sugeridas por los estudiantes en la clase. Para realizar la observación, el investigador usará una guía que considera 5 categorías: la reacción de los estudiantes frente a la actividad (positiva, indiferente, negativa); la participación de los estudiantes mientras realizan las actividades (activa, indiferente, pasiva); la voluntad de participar (espontánea, reservada, negativa); la cooperación de los estudiantes en grupos y trabajo en pareja (siempre, a veces, no colabora) y la interacción
(pregunta y responde a las preguntas, no pregunta pero responde, no pregunta y responde a otras preguntas).

Así también algunos estudiantes serán entrevistados. Únicamente algunos participantes quienes deseen participar serán entrevistados. Finalmente, el diario y los quickwrites así como las respuestas a los cuestionarios, evaluaciones y entrevistas serán parte de los datos que serán analizados y usados en mi disertación.

Este estudio durará lo que toma un semestre y escribirá un diario por 5 o 10 minutos todos los días durante el período de clases. Se le pedirá realizar sus quickwrites 3 veces por semana durante el curso. Los cuestionarios tomarán de 5 a 10 minutos.

**Riesgos:**

Este estudio presenta un riesgo individual mínimo. Existe un pequeño riesgo de fatiga que puede ocurrir relacionado con llenar los formularios (cuestionarios, diarios de reflexión y quickwrites). El plan para minimizar el riesgo de fatiga es comunicar a los participantes que pueden detenerse y descansar en cualquier momento y terminar en otro momento. También existe un riesgo de incomodidad para los participantes. Se comunicará a todos los participantes que tienen el derecho a rehusarse a responder cualquiera de las preguntas o rehusarse a participar en las entrevistas sin consecuencias adversas.

Para minimizar el riesgo de falta de privacidad, el consentimiento y recolección de datos ocurrirán en un aula privada. Las protecciones de privacidad están limitadas específicamente porque los compañeros de clase pueden saber si alguien decide participar o no. Cada estudiante será instruido para respetar la privacidad de sus compañeros de aula y enfocarse en su escritura antes que en mirar la producción escrita de alguien más. La privacidad de los participantes será protegida de cualquiera no registrado en la clase.
Confidencialidad de su información:

Para reducir los riesgos de pérdida de confidencialidad no se solicitarán nombres o escritos en los formularios. Se le asignará un nombre falso y ese seudónimo será utilizado en el estudio. Únicamente recogeré información personal que es absolutamente esencial para la actividad de investigación tales como ¿Por cuánto tiempo ha estudiado inglés usted? O ¿Cuáles son sus intereses? Los datos personales que serán recolectados serán codificados tan pronto como sea posible en la actividad y archivados con seguridad de manera que únicamente el investigador y personal autorizado puedan acceder al mismo.

Cualquier información en papel será mantenida en un archivador metálico asegurado en mi oficina personal, en la Universidad ubicada en Quito, Ecuador. Únicamente la investigadora tendrá acceso a los datos. Los datos digitales serán mantenidos en una computadora segura con una contraseña.

Tomaré medidas para proteger la seguridad de toda su información personal, pero no puedo garantizar confidencialidad de todos los datos del estudio. Se puede permitir el acceso a sus registros al Consejo Institucional de Revisión de la Universidad de Nuevo México (IRB) que supervisa la investigación de sujetos humanos. Su nombre no será utilizado en ningún reporte publicado acerca de este estudio. El uso de seudónimos y la seguridad apropiada para guardar la información personal ayudará a la investigadora a proteger a los participantes de una violación de confidencialidad.

Beneficios

Puede no existir beneficio para usted por participar, pero como una parte del curso los estudiantes tendrán la opción de asistir a clases de tutorías sin pago conmigo que tendrán lugar fuera del horario de clases. Estas tutorías dan la oportunidad al profesor para ofrecer
retroalimentación a cada estudiante con la finalidad de ayudar a que aprovechen sus fortalezas y alguna capacitación para sobreponerse a sus debilidades al aprender inglés. La investigadora proporcionará algunas estrategias a los estudiantes para mejorar su inglés. Este beneficio está disponible para los estudiantes aún si no desean participar en la investigación.

Se espera que este estudio será beneficioso al proporcionar información para asistir a una pedagogía efectiva de inglés como Lengua Extranjera.

**Pago**

Usted no recibirá pago alguno por participar en este estudio.

Derecho a retirarse del estudio: Su participación en este estudio es totalmente voluntaria. Ud. tiene el derecho de elegir participar o no o retirarse su participación en cualquier momento de este estudio sin ninguna penalización. Si usted decide retirarse del estudio, sus datos no serán utilizados.

Si usted tiene alguna pregunta, preocupación, o queja acerca del estudio de investigación, por favor, contacte a Holbrook Mahn al (505)2775887, o Janneth Chumaña, Facultad de Educación, La Colina N-26-164, Quito, Ecuador. Teléfono 593986038507, dirección electrónica jvchumana@puce.edu.ec.

Si usted desea comunicarse con alguien que no sea el equipo de investigación para obtener información o aportar o si tuviera inquietudes con respecto a sus derechos como particiante de investigación, por favor, contacte al IRB. El IRB es un grupo de personas de la UNM y la comunidad quienes proporcionan supervisión independiente de seguridad y asuntos éticos relacionada con la investigación involucradas con personas.
Officina de la IRB en la UNM (505) 277-2644, irbmaincampus@unm.edu. Sitio web:
http://irb.unm.edu/

Consentimiento

Usted está decidiendo acerca de participar o no en este estudio. Su firma siguiente indica que usted ha leído este formulario (o le fue leído) y que todas las preguntas han sido respondidas a su satisfacción. Al firmar este formulario de consentimiento, usted no está renunciando a sus derechos legales como participante de investigación. Una copia de este formulario de consentimiento le será proporcionado.

Estoy de acuerdo en participar en este estudio.

_____________________________  _______________________________
Nombre del Participante Adulto   Firma del Participante Adulto

___________________________
Fecha
**Firma de la Investigadora**

He explicado la investigación al participante y respondido todas sus preguntas. Creo que él/ella entiende la información descrita en este formulario de consentimiento y consiente libremente para participar.

_________________________________   ________________________________
Nombre del Miembro del equipo    Nombre del Miembro del equipo
de Investigación                  de Investigación

__________________
Fecha
Appendix B: Students’ Consent Form to Participate in the Research in English

Perspectives toward a curriculum that incorporates student's input

Consent to Participate in Research

Purpose of the study: You are being asked to participate in a research study that is being done by Holbrook Mahn, the Principal Investigator and Janneth Chumana, the researcher, from Pontificia Universidad Católica del Ecuador. This study will describe what happens to students’ perspectives in an Ecuadorian EFL classroom when they have the opportunity to provide input into the curriculum. It will explore the factors that influence the attitudes and perceptions of undergraduate EFL students toward a curriculum that incorporates their interests. I envision that this study will be useful in providing information to inform effective EFL pedagogy.

The data to be collected in this study include: responses to questionnaires, observations, reflective journals, quickwrites, evaluations, and semi-structured interviews of participants. For the duration of this study, per UNM guidelines, consent forms and data will be maintained in a secure location in my personal office at Pontificia Universidad Católica del Ecuador. Consent forms will be stored separately in a locked room in a locked cabinet separate from other data collected during the study. Names will not be requested or written on forms but students will be asked their university ID and a pseudonym to fill out the forms. I will maintain a list that links the participant’s pseudonym with university ID and contact information. This linking list will be stored on Ms. Chumana’s secure password-protected computer, separate from the study data. This linking list will be destroyed prior to study closure. Any study data collected on paper will be kept in a locked filing cabinet in my
personal office in the university located in Quito, Ecuador, and I will be the only one who will have access to this filing cabinet. Data will be managed with the following methods.

Only the researcher will have access to the data.

The data will be stored in locked cabinets separate from the consent forms and linking list.

The digital data will be stored on my secure, password-protected computer in my personal office at Pontificia Universidad Católica del Ecuador.

You are being asked to take part in this study because you have successfully finished the first level of learning English as a foreign language. This form will explain what to expect when joining the research, as well as the possible risks and benefits of participation. If you have any questions, please ask one of the study researchers.

**What you will do in the study:**

If you decide to participate in this study at the Pontificia Universidad Católica del Ecuador, you will be asked to read and sign this consent form. After signing this document, Ms. Chumana will hand out the initial questionnaire where you will be asked to answer some questions designed to collect information about your experience to learn English as a foreign language and to describe any previous experience with a curriculum that incorporates students ‘input. Then, you will fill out a second questionnaire which will be in English with translations in Spanish. Both questionnaires will take from 15 to 20 minutes.

At the midpoint and end of the course, you will be asked to complete other questionnaire that will allow you to state your opinions about a curriculum that incorporates student’s input and whether this curriculum has helped your confidence to learn English as a foreign language. For instance, you will answer some questions like: Do you feel the curriculum that
incorporates students’ input has been helpful? Try to explain why or why not in detail; Has being
taught using students’ input changed your confidence in yourself as a learner of English or your attitude to English? How or why?; What activities have been most helpful for you? What activities were not helpful? What aspects of this class have you enjoyed the most?; and What aspects of this class have you enjoyed the least? Why?

During the course, you will write a reflective journal and quickwrites where you will be free to write about any perception, perspective, opinion, suggestion or anything else that you want to say about the curriculum. They will not be graded. You can use English or your first language to write in the reflective journal and quickwrites. Your ideas in your first language will be translated to English. The translation will then be shown to you to see if it accurately reflects what you are trying to express. Also, the students will be observed by the teacher researcher, Mrs. Chumaña, with the purpose to register your reactions to your suggested activities in the class. To make the observation, the researcher will use a guide of the observation that considered five categories: students’ reaction towards the activity (positive, indifferent, rejection); students’ involvement while doing the activities (active, indifferent, passive); willingness to participate (spontaneous, reserved, negative); students’ cooperation in groups and pair work (always, sometimes, does not cooperate) and interaction (asks and answers to other questions, does not ask, but answers, does not ask nor replies to others questions).

Only those students who want to participate in interviews will be interviewed. Finally, the journal and quickwrites as well as answers to questionnaires, and evaluations will be part of the data that will be analyzed and used in my dissertation. I am going to use pseudonyms in my dissertation.
This study will last through one semester and you will write in a journal for about 5-10 minutes every day in class and you will be asked to do your quickwrites 3 times per week during the course.

**Risks:**

This study possesses a very minimal risk to subjects. There is a small risk of fatigue that may occur related to filling out the forms (questionnaires, reflective journals, evaluations, and quickwrites). The plan for minimizing the fatigue risk is to tell the participants that they can stop and rest at any time and finish any other time. Also, there is a small risk of participant discomfort. All participants will be told that they have the right to refuse to answer any of the questions or participate in the interview with no adverse consequences.

In order to minimize the risk of loss of privacy, consent and data collection will occur in a private classroom. The privacy protections are limited specifically because fellow classmates may know whether someone decides to participate or not. Each student will be instructed to respect the privacy of their classmates and to focus on their writing rather than look at anyone else’s writing. Privacy of participants will be protected from anyone not registered in the class.

**Confidentiality of your information:**

In order to minimize the risk for loss of confidentiality, names will not be requested or written on forms. A made up name will be assigned to you and that pseudonym will be used in the study. I only collect personal information that is absolutely essential to the research activity such as how long have you studied English? Or what are your interests? The personal data that will be collected will be coded as early in the activity as possible and securely stored so that only the investigator and authorized staff may access it. Any personal
information on paper will be kept in a locked file cabinet in my personal office in the university located in Quito, Ecuador, and only the researcher will have access to the data. The digital data will be stored on a secure, password-protected computer.

I will take measures to protect the security of all your personal information, but I cannot guarantee confidentiality of all study data. The University of New Mexico Institutional Review Board (IRB) that oversees human subject research may be permitted to access your records. Your name will not be used in any published reports about this study. The use of pseudonyms and appropriate security arrangements for the store of personal information will help the researcher to protect research participants from accidentally breaking confidentiality.

**Benefits:**

There may be no direct benefit to you for participating, but as part of the course, students will have the option of attending free individual tutorials with me that will take place outside the schedule of class. These tutorials offer individuals the opportunity for me to give feedback to each student in order to help students take advantage of their strengths and some training to overcome their weaknesses in learning English. The researcher will provide students some strategies to improve their English. This benefit is available to students even if they do not want to participate in the research.

It is hoped that this study will be useful in providing information to inform effective EFL pedagogy.

**Payment:**

You will not be paid for participating in this study.
Researcher’s role

Instructor will teach a class of English as a foreign language using a curriculum that incorporates student’s input in which participants are students that will be earning credits. Students’ participation will affect neither grades nor the basic course material.

Right to withdraw from the study: Your participation in this study is completely voluntary. You have the right to choose not to participate or to withdraw your participation at any point in this study without penalty. If you decide to withdraw from the study your data will not be used.

If you have any questions, concerns, or complaints about the research study, please contact: Holbrook Mahn at (505)2775887; or Janneth Chumana, College of Education, La Colina N-26-164. Quito, Ecuador, Telf: 593986038507. Email address jvchumana@puce.edu.ec

If you would like to speak with someone other than the research team to obtain information or offer input or if you have questions regarding your rights as a research participant, please contact the IRB. The IRB is a group of people from UNM and the community who provide independent oversight of safety and ethical issues related to research involving people:

UNM Office of the IRB, (505) 277-2644, irbmaincampus@unm.edu. Website: http://irb.unm.edu/

Consent

You are making a decision whether or not to participate in this study. Your signature below indicates that you have read this form (or the form was read to you) and that all questions have been answered to your satisfaction. By signing this consent form, you are not
waiving any of your legal rights as a research participant. A copy of this consent form will be provided to you.

I agree to participate in this study.

_________________________________________  _________________________________  ______________
Name of Adult Participant  Signature of Adult Participant  Date

Researcher Signature (to be completed at time of informed consent)

I have explained the research to the participant and answered all of his/her questions. I believe that he/she understands the information described in this consent form and freely consents to participate.

_________________________________________  _________________________________  __________
Name of Research Team Member  Signature of Research Team Member  Date
Appendix C: Students’ Consent Form for Interviews and Observations in Spanish

Perspectivas hacia un Currículo que incorpora el aporte de los estudiantes

Consentimiento informado para entrevistas y observaciones

Holbrook Mahn de la Facultad de Educación se encuentra guiando un estudio de investigación. El propósito de la investigación es describir las perspectivas hacia un currículo que incorpore las contribuciones de los estudiantes. A usted se le solicita formar parte de este estudio puesto que usted ha culminado exitosamente el primer nivel de aprendizaje de inglés como lengua extranjera y no ha tenido ninguna experiencia con un currículo que incorpora el aporte de los estudiantes.

Su participación incluye entrevistas al finalizar el semestre. Las entrevistas se enfocarán en averiguar las actitudes de los estudiantes, auto confianza, y otros factores afectivos hacia el inglés como lengua extranjera. Debido a que el idioma materno de los estudiantes es el español, usted tendrá la opción de seleccionar inglés o español para la entrevista. Además, si usted selecciona inglés y no le es posible expresar una idea en inglés, deberá usar su lengua materna y su respuesta será traducida al inglés. La traducción le será mostrada para verificar si refleja de manera precisa lo que usted deseaba expresar. Una vez que las entrevistas hayan sido transcritas las leeré para verificar que añadiduras o ajustes podrían haber sido hechos y podré contactarlo para aclararlo. El tiempo y lugar para la entrevista serán decididos de acuerdo con su preferencia y conveniencia. Las entrevistas serán grabadas y transcritas posteriormente.

La entrevista tomará entre 30 y 40 minutos para completarla. La entrevista incluye preguntas como: ¿Siente Ud. que el programa que incorpora los aportes de los estudiantes ha sido útil? Intente explicar en detalle por qué o porque no. ¿Cuáles actividades han sido las
menos útiles para usted? Explique por qué no. ¿Cuáles aspectos fueron los más útiles? ¿Por qué? ¿De cuáles aspectos de esta clase ha disfrutado más? ¿Por qué? ¿De cuáles aspectos de esta clase ha disfrutado menos? ¿Por qué?

Su participación en el estudio es voluntaria y usted puede decidir no participar. Si usted decide detener su participación, sus datos no serán utilizados. Usted puede rehusarse a responder cualquiera de las preguntas en cualquier momento. No existen nombres o información de identificación asociada a sus respuestas, pero se le asignará nombres falsos que serán utilizados en el estudio. No se conocen riesgos en este estudio, pero algunos sujetos pueden experimentar incomodidad o pérdida de privacidad al responder preguntas. Los datos se mantendrán en una computadora protegida con contraseña. Cualquier información en papel se conservará en un archivador en mi oficina personal en la universidad ubicada en Quito, Ecuador.

Es importante que usted conozca que tiene el derecho de rehusarse a contestar cualquier pregunta o formar parte de las entrevistas sin tener ninguna consecuencia. Las protecciones de su privacidad de las entrevistas serán determinadas por usted, por lo tanto, usted escogerá el lugar de las entrevistas y yo me aseguraré de guardar la información en un lugar seguro de la universidad. Las entrevistas serán grabadas y puestas en mi computador al que se accede con una contraseña. Tendré una lista donde constan los nombres con los seudónimos y la información personal de los participantes. Esta lista será guardada en un computador, al cual se tiene acceso con una contraseña y esta lista será separada del resto de información. Esta lista será destruida una vez finalizado el estudio.

También este consentimiento tiene el propósito de dar su permiso para ser observado por el investigador. El propósito de las observaciones es observar sus reacciones a las actividades
sugeridas por usted y sus compañeros para aprender inglés como lengua extranjera en la clase.

Con la finalidad de proteger el riesgo a la pérdida de confidencialidad, sus nombre no será solicitados. Un seudónimo se le asignará y ese seudónimo será usado durante el estudio. Solo recolectaré información personal que sea absolutamente necesaria para el estudio tales como: ¿Cuánto tiempo usted ha estudiado inglés? o ¿Cuáles son sus intereses? La información personal que será recolectada será codificada lo más pronto posible y guardada de forma segura para que el investigador y personal autorizado pueda tener acceso. Cualquier otra información personal será guardada en cajones del escritorio de mi oficina personal en la universidad localizada en Quito, Ecuador, y solo el investigador tendrá acceso a la información. La información en digital será guardada en un computador que tiene una contraseña segura y protegida.

Se tomará medidas para proteger la seguridad de toda la información personal, pero no garantizo la confidencialidad de todo el estudio. El comité de Revisión Institucional de la Universidad de New México que supervisa la investigación con seres humanos, puede tener acceso a sus registros. Su nombre no se utilizará en ningún informe publicado sobre este estudio. El uso de seudónimos y arreglos de seguridad apropiados para el almacenamiento de información personal, ayudará al investigador a proteger a los participantes de la investigación si se rompiera accidentalmente la confidencialidad; sin embargo, es posible que pueda haber una violación de la confidencialidad.

Los hallazgos de este Proyecto proporcionarán información sobre las perspectivas de los estudiantes hacia un currículo que incorpora las contribuciones de los alumnos. Si se
publicar, los resultados serán presentados únicamente en forma de resumen y citas sin nombres.

Si usted tiene alguna pregunta acerca del estudio de investigación, por favor, síéntase en libertad de llamar a Holbrook Mahn al número de teléfono (505) 277-5887, o al número de teléfono de Janneth Chumaña (593) 986038507. Si usted tuviera preguntas con respecto a sus derechos como sujeto de investigación o acerca lo que debería hacer en caso de cualquier daño, o si usted desea obtener información u ofrecer aporte, puede llamar a la oficina de IRB (OIRB) en la UNM al (505) 277-2644 o en irb.unm.edu.

Al firmar usted estará de acuerdo con participar en el estudio de investigación anteriormente descrito.

________________________________________________________________________
Nombre del Participante Adulto   Firma del Participante Adulto   Fecha

________________________________________________________________________
Nombre del Miembro del equipo de Investigación Firma del Miembro del equipo de Investigación Fecha
Appendix D: Students’ Consent Form for Interviews and Observations in English

Informed Consent for Interviews and Observations

Holbrook Mahn, from the College of Education is conducting a research study. The purpose of the research is to describe students’ perspectives towards a curriculum that incorporates student's input. You are being asked to participate in this study because you have finished successfully the first level of learning English as a foreign language and you have not had any experience with a curriculum that incorporates students' input.

Your participation will involve interviews at the end of the semester. The interviews will be focused to find out students’ attitudes, self-confidence and other affective factors toward English as a foreign language. Because of students’ native language is Spanish, you will have the option to choose English or Spanish for the interview. Also, if you choose English and you are unable to convey an idea in English, you should use your native language and your answer will be translated in English. The translation will then be shown to you to see if it accurately reflects what you were trying to express. After the interviews have been transcribed, I will read through them to see what additions or adjustments might be made and I may contact you to have some clarifications. The time and place for the interview will be arranged according to your preference and convenience. Interviews will be recorded and transcribed later.

The interview should take about 30-40 minutes to complete. The interview includes questions such as: Has the curriculum that incorporates students’ input helped you in the process of learning English? Why or why not; What activities were not helpful? Why not? What activities were helpful? Why? What aspects of this class have you enjoyed the most? Why? What aspects of this class have you enjoyed the least? Why? Your involvement in the
study is voluntary, and you may choose not to participate. If you decide to stop your participation, your data will not be used. You can refuse to answer any of the questions at any time. There are no names or identifying information associated with your responses but you will be assigned fake names which will be used in the study. There are no known risks in this study, but some individuals may experience discomfort or loss of privacy when answering questions. Data will be maintained in a password protected computer. Any personal information on paper will be kept in a locked file cabinet in my personal office in the university located in Quito, Ecuador.

It is important that you know that you have the right to refuse to answer any of the questions or refuse to partake in the interviews with no adverse consequence. Privacy protections for the interviews will be determined by you, as you will choose the location of the interview, and I will secure a private office at the university. Recorded interviews will be transferred from the recording device onto a password-protected computer. The transcriptions of the study will include only the participant’s pseudonym. I will maintain a list that links the participant’s name with their pseudonym and contact information. This linking list will be stored on a secure-password-protected computer, separate from the study data. This linking list will be destroyed prior to study closure.

Also, this consent form has the purpose to give your permission to be observed by the researcher. Observation has the purpose to observe your reactions to the activities suggested by you and your classmates to learn English as a foreign language in the classroom.

In order to minimize the risk of loss of confidentiality, names will not be requested or written on forms. A made-up name will be assigned to you and that pseudonym will be used in the study. I only collect personal information that is absolutely essential to the research.
activity such as how long have you studied English? Or what are your interests? The personal
data that will be collected will be coded as early in the activity as possible and securely
stored so that only the investigator and authorized staff may access it. Any personal
information on paper will be kept in a locked filed cabinet in my personal office in the
university located in Quito, Ecuador, and only the researcher will have access to the data.
The digital data will be stored on a secure, password-protected computer.

I will take measures to protect the security of all your personal information, but I cannot
guarantee confidentiality of all study data. The University of New Mexico Institutional
Review Board (IRB) that oversees human subject research may be permitted to access your
records. Your name will not be used in any published reports about this study. The use of
pseudonyms and appropriate security arrangements for the store of personal information will
help the researcher to protect research participants from accidentally breaking confidentiality;
however, it is possible that there could be a breach of confidentiality.

The findings from this project will provide information on students’ perspectives toward
a curriculum that incorporates students’ input. If published, results will be presented in
summary form only and quotes without names.

If you have any questions about this research project, please feel free to call Holbrook
Mahn at (505) 277-5887 or call Janneth Chumana at (593) 986038507. If you have questions
regarding your rights as a research subject, or about what you should do in case of any harm
to you, or if you want to obtain information or offer input you may call the UNM Office of
the IRB (OIRB) at (505) 277-2644 or irb.unm.edu.
By signing below, you will be agreeing to participate in the above described research study.

________________________  __________________________ _____________
Name of Adult Participant  Signature of Adult Participant  Date

Janneth Chumaña
Name of Research Team Member  Signature of Research Team Member  Date
Appendix E: Questionnaire #1 (Attitudes influenced by past experiences) in Spanish

LA UNIVERSIDAD DE NEW MEXICO

Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales

Doctorado en Educación con especialización en Lingüística Educativa

Instrumento para estudiantes

Cuestionario #1 “Actitudes influenciadas por experiencias pasadas”

Datos Informativos:

Institución: ________________________________________________

ID de la Universidad: ___________________________ Seudónimo: __________

Nivel: ____________________________________________________________________

Carrera: ____________________________  Semestre: _______

Responsable: Janneth Verónica Chumaña Suquillo

Fecha:__________________________________________________________

Estimado estudiante, usted ha sido elegido para participar en una investigación que se realiza en la institución, con el fin de determinar de qué manera los estudios del inglés previos han podido influir en las precepciones, actitudes y creencias que traen a las clases de inglés. Es muy importante su colaboración ofreciendo la información que se le solicita a continuación. Su sinceridad es primordial para lograr el objetivo de la investigación.
1. ¿Estudió inglés en la escuela? Sí _____ No _____

¿Cuántas horas por semana recibió inglés? Por favor, marque con una X el número de horas que recibió.

- De 2 a 4 horas
- De 4 a 6 horas
- De 6 a 8 horas
- De 9 o más horas

2. ¿Cree usted que el conocimiento de inglés de la primaria, le sirvió en la secundaria? Por favor marque con un X su elección: Mucho_____ Poco_____ Nada_____

¿Por qué?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

3. ¿Estudió inglés en el colegio? Sí______ No______

4. ¿Cree usted que el conocimiento de inglés de la secundaria, le sirvió en la universidad?

- Mucho_____ Poco_____ Nada_____ 

¿Por qué?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
5. ¿De qué manera aprendió el idioma inglés? Marque con una X las que correspondan.

- 1. Actividades de repetición de las estructuras gramaticales y el vocabulario.
- 2. Transcripciones de textos o diálogos en situaciones parecidas a los modelos dados por el profesor.
- 3. Traducción de textos, palabras, diálogos, oraciones, etc.
- 4. Memorización de vocabulario y gramática en inglés.
- 5. Ejercicios de comprensión del texto (Verdadero o falso, unir ideas, responder preguntas acerca del texto, etc).
- 6. Hojas de trabajo para llenar espacios en blanco a partir de listas de palabras, verbos, preposiciones, etc.
- 8. Películas y canciones que los estudiantes llevaban o sugerían para que el profesor los pusiera en la clase.
- 9. Ejercicios de escritura con temas propuestos por el grupo.
- 10. Actividades en plataformas informáticas para el aprendizaje del inglés basadas en los intereses, sueños, gustos de los estudiantes, etc.
- 11. Películas propuestas por el grupo, para comprender y debatir el tema de la misma.
- 12. Concursos o competencias aplicando el idioma inglés.
- 13. Presentaciones orales de temas sugeridos por el grupo.
- 14. Presentaciones orales de temas sugeridos por el docente.
- 15. Lecturas de libros, artículos, blogs o textos sugeridos por el grupo.
- 17. Actividades desarrolladas en páginas web o plataformas educativas dentro del aula.
- 19. Estudiar el contenido de materias como Historia, Ciencia, Física, etc, empleando el inglés como herramienta comunicativa.

Especifique:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. ¿Le interesa aprender inglés? Sí____   No______

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. ¿Para qué estudia inglés?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

207
8. ¿Cuál de las cuatro habilidades (escuchar, hablar, leer, escribir) le gusta más en inglés?

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

9. ¿En cuál de las cuatro habilidades (escuchar, hablar, leer, escribir) tiene más facilidad para aprender en inglés? ¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. ¿Para qué cree que le servirá aprender inglés en su vida futura?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
11. ¿Alguna vez sugirió alguna actividad al profesor para que se hiciera en clase (algún tema, una película, una canción, un juego, etc.)? Sí_____   No_____
De ser positiva la respuesta, ¿Cuál o cuáles sugirió?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Si la pregunta anterior es afirmativa, ¿De qué forma el profesor usó su propuesta en el aula?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

12. ¿Alguna vez el profesor de inglés le pidió sugerir actividades de aprendizaje para la clase de inglés?
Si la respuesta es sí, describa cómo fue la experiencia.
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
13. ¿Le hubiera gustado que el profesor le pidiera sugerencias sobre actividades de aprendizaje para la clase de inglés? Sí ____  No ____
¿Por qué?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

14. ¿Se habría sentido cómodo al sugerir actividades de aprendizaje para la clase de inglés?
Sí ______  No _____
¿Por qué?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

15. ¿Por qué cree que algunos profesores no piden a sus estudiantes, sugerencias de actividades de aprendizaje en la clase de inglés?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
16. ¿Le parecería adecuado que el profesor permita a los estudiantes sugerir actividades o formas de desarrollar las prácticas de clase al aprender inglés?

Sí______  No_______

¿Por qué?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

17. ¿Cree que, si los estudiantes tuvieran la oportunidad de aportar ideas en las clases de inglés, el aprendizaje sería más interesante? ¿Por qué?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

¡GRACIAS POR SU COLABORACIÓN!
Appendix F: Questionnaire #1 (Attitudes influenced by past experiences) in English

THE UNIVERSITY OF NEW MEXICO

Department of Educational Linguistics, Language, Literacy and Sociocultural Studies

PhD in Education with a concentration in Educational Linguistics

Instrument for students

Questionnaire #1 (Attitudes influenced by past experiences)

Informative Data:

Institution: ________________________________________________________________

University ID: ____________________________ Pseudonym_____________________

Level of English: __________________________________________________________

Career: _______________________________ Semester: ________

Person in charge: Janneth Verónica Chumaña Suquillo

Date: ________________________________________________________________

Dear student, you have been selected to participate in a research study in this institution in order to determine in which ways your previous experiences learning English have influenced in perceptions, attitudes and beliefs that you have brought to this class. Your cooperation is very important by offering the requested information below. Honesty is very important in order to achieve the goal of the research.
1. Did you study English in primary school? Yes ___ No ___

How many hours of English did you have in primary school? Please mark with an X the number of hours you had.

| From 2 to 4 hours | From 4 to 6 hours | From 6 to 8 hours | From 9 to more hours |

2. Do you think that what you learned in school was useful in high school? Mark with an X:

X: A lot______ A little______ Nothing______

Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Did you study English in high school? Yes ___ No ___

4. Do you think that what you learned in high school is useful in university? Mark with an X:

X: A lot______ A little______ Nothing______

Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How did you learn English? Mark with an X the ones that you want.

1. Drilling activities for grammar structures and vocabulary
2. Scripts of texts or dialogs in similar situations to the models provided by the teacher
3. Translations of texts, words, dialogs, sentences, etc.
4. Memorization of vocabulary and grammar in English
5. Comprehension exercises (true-false, matching ideas, answering questions about the text, etc.)
6. Cloze tests (Worksheets to complete blank spaces with information in lists of nouns, verbs, prepositions, etc.)
7. Games for participation
8. Movies and songs that students offered or suggested for the teacher show them in class.
9. Writing exercises with topic suggested by the group
10. Activities in digital platforms for English learning based on interests, dreams, likes of students, etc.
11. Movies proposed by the group to understand and debate the theme shown
12. Contests or competitions that applied English
13. Oral presentations with topics suggested by the group
14. Oral presentations with topics suggested by the teacher
15. Reading activities of books, blogs or texts suggested by the group
16. Groups of interests
17. Activities developed on websites or educative platforms in the classroom
18. Activities developed on websites or educative platforms out of classroom
19. Study English in subjects such as History, Science, Physics.

Others
Describe:_________________________________________________________________________
___________________________________________________________________________
6. Are you interested in learning English? Yes_______ No_______

Why?______________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. What do you study English for?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

8. Which of the four skills in English (Listening, Speaking, Reading, Writing) do you like the most? Why?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
9. Which of the four skills in English (Listening, Speaking, Reading, Writing) do you think is the easiest for you? Why?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

10. How do you think learning English will be useful in your future?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

11. Did you ever suggest the teacher any activity to be performed in class? (any topic, a movie, song or game? Yes_____       No_____ 
If your answer is Yes, which ones did you suggest?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

If you answered yes in the previous question, how did the teacher use your proposal in the classroom?
___________________________________________________________________________
___________________________________________________________________________
12. Has your English teacher ever requested to suggest learning activities for the class? If your answer is yes, describe how was your experience?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

13. Would you have liked that the teacher has asked you learning activities to your English class? Yes ___ No ___

If your answer is yes, why?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

14. Would you have felt comfortable if you had had the opportunity to suggest learning activities for your English class?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

15. Why do you think some teachers do not request to their students, class activities to learn English in class?

___________________________________________________________________________

___________________________________________________________________________
16. Would you consider adequate that the teacher allows students to suggest activities or ways to develop class activities in the English class? Yes ___  No ___
Why?

17. Do you think that if students were given the option to contribute with ideas for the English class, learning would be more interesting? Why?

We thank you in advance
Appendix G: Questionnaire #2 (Interests) in Spanish

LA UNIVERSIDAD DE NEW MEXICO

Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales

Doctorado en Educación con especialización en Lingüística Educativa

Instrumento para estudiantes

Cuestionario#2 (Intereses)

Seudónimo: ___________________________ Fecha_________________________

Estimado estudiante, usted ha sido elegido para participar en una investigación que se realiza en la institución, con el fin de determinar de qué manera las sugerencias y aportes de los estudiantes a la clase de inglés pueden influir en su aprendizaje. Es primordial su colaboración ofreciendo la información que se le solicita a continuación. Su sinceridad es de mucha importancia para lograr el objetivo de la investigación.

Por favor contestar el siguiente cuestionario.
1. ¿Qué tipos de actividades le gustaría sugerir para esta clase? Escoja del recuadro las actividades que más le guste y si desea incluya otras.

<table>
<thead>
<tr>
<th>películas</th>
<th>adivinananzas</th>
<th>blogs</th>
</tr>
</thead>
<tbody>
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<td>revistas</td>
<td>debates</td>
<td>diálogos en grupos</td>
</tr>
<tr>
<td>canciones</td>
<td>historietas</td>
<td>concuresos</td>
</tr>
<tr>
<td>adivinar la celebridad</td>
<td>diálogos en parejas</td>
<td>series en TV</td>
</tr>
<tr>
<td>actividades en pareja</td>
<td>adivinar una película</td>
<td>entrevistas</td>
</tr>
<tr>
<td>escribir un diario</td>
<td>escribir sobre temas de mi interés</td>
<td>trabajenguas</td>
</tr>
<tr>
<td>dramatizaciones</td>
<td>usar tarjetas</td>
<td>libros escogidos por el profesor</td>
</tr>
<tr>
<td>dibujos animados</td>
<td>crucigramas</td>
<td>libros escogidos por el estudiante</td>
</tr>
<tr>
<td>talleres de escuchar</td>
<td>videos</td>
<td>artículos de mi carrera</td>
</tr>
<tr>
<td>sopa de letras</td>
<td>realizar reflexiones</td>
<td>grupos de interés</td>
</tr>
<tr>
<td>historias cortas</td>
<td>presentaciones orales sobre temas</td>
<td>guess a film</td>
</tr>
<tr>
<td>leyendas ecuatorianas</td>
<td>chartas cortas</td>
<td>juegos en línea</td>
</tr>
<tr>
<td>programas de televisión</td>
<td>juegos</td>
<td>aplicaciones móviles y en línea</td>
</tr>
</tbody>
</table>

Enliste las que usted considere pertinentes. Escoja 4 y explique por qué.

Actividad 1:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Actividad 2:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Actividad 3:

¿Por qué?

Actividad 4:

¿Por qué?

2. ¿Cree que las actividades sugeridas por usted le beneficiarán durante su proceso de aprendizaje? ¿Por qué?
3. ¿Le gusta usar tecnologías (karaoke, apps, comics, avatar, blogs, wikies, etc) en inglés?  
\[ \text{Sí} \quad \text{No} \]
¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

En caso de que su respuesta sea positiva, liste tres tecnologías favoritas que le gustaría usar en el aprendizaje de inglés.

Tecnología 1: _________________________________________________________
¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Tecnología 2: _________________________________________________________
¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Tecnología 3: _________________________________________________________

¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. ¿Le gusta el material impreso gráfico (revistas, historias, leyendas, periódicos, comics, revistas científicas, libros, novelas, etc) en inglés?

   Sí_____   No_____  

Enliste tres materiales gráficos favoritos que le gusta o le gustaría leer en inglés en este semestre.

Material gráfico 1:
_____________________________________________________________________

¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Material gráfico 2:
_____________________________________________________________________

¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

223
Material gráfico 3:

¿Por qué?

5. ¿Le interesa mirar programas en inglés? Sí_______  No_____

Enliste sus tres programas favoritos en inglés.

Programa en inglés 1:

¿Por qué?

Programa en inglés 2:
¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Programa en inglés 3:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

6. ¿Le interesa ver películas en inglés? Sí________  No______

Enliste tres películas que le gustaría ver en inglés y discutir sobre ella.

Película 1:

___________________________________________________________________________

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

225
Película 2:
___________________________________________________________________________
¿Por qué?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Película 3:
___________________________________________________________________________
¿Por qué?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

7. ¿Le interesa tener charlas cortas en inglés? Sí________  No______

Enliste tres temas que le gustaría discutir en inglés.

Tema 1:
___________________________________________________________________________
¿Por qué?
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Tema 2:

¿Por qué?

Tema 3:

¿Por qué?

¡GRACIAS POR SU COLABORACIÓN!
Dear student, you have been selected to participate in a research study in this institution in order to determine in which manners suggestions and contributions from students in the English class can influence your learning. Your cooperation is very important by offering the requested information below. Honesty is very important in order to achieve the goal of the research.

Please, answer the questionnaire below.

1. Which kinds of the activities would like to suggest for this class? Select the activities you most like from the box below or include any others you would suggest.

<table>
<thead>
<tr>
<th>films</th>
<th>riddles</th>
<th>blogs</th>
</tr>
</thead>
<tbody>
<tr>
<td>journals</td>
<td>debates</td>
<td>conversations in groups</td>
</tr>
<tr>
<td>songs</td>
<td>small stories</td>
<td>contests</td>
</tr>
<tr>
<td>guess the celebrity</td>
<td>dialogs</td>
<td>tv series</td>
</tr>
<tr>
<td>pair work</td>
<td>guess a film</td>
<td>interviews</td>
</tr>
<tr>
<td>writing a journal</td>
<td>write about topics of my interests</td>
<td>twisters</td>
</tr>
<tr>
<td>role-Plays</td>
<td>use of flash cards</td>
<td>books chosen by the teacher</td>
</tr>
<tr>
<td>cartoons</td>
<td>crossword puzzle</td>
<td>books chosen by the student</td>
</tr>
<tr>
<td>listening workshops</td>
<td>video</td>
<td>articles about different majors</td>
</tr>
<tr>
<td>word searches</td>
<td>Reflecting</td>
<td>interests groups</td>
</tr>
<tr>
<td>Short stories</td>
<td>oral presentations about topics of my majors</td>
<td>games on line</td>
</tr>
<tr>
<td>Ecuadorian legends</td>
<td>small talks</td>
<td>applications on mobile phones and on line</td>
</tr>
<tr>
<td>Tv. Programs</td>
<td>games</td>
<td>guess the place</td>
</tr>
</tbody>
</table>
Make a list of the ones you selected. Choose 4 and explain why?

Activity #1:
__________________________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Activity #2:
__________________________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Activity #3:
__________________________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Activity #4:
__________________________________________________________________________
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. Do you believe the selected activities will be beneficial to learn English? Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. Do you like technologies (karaoke, apps, comics, Avatar, blogs, wikies, etc) in English? Yes ____ No ____
Why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
If your answer is Yes, please list three technologies that you would like to use to learn English.

Technology #1:

Why?

Technology #2:

Why?

Technology #3:

Why?
Technology #4:

Why?

4. Do you like printed material (magazines, stories, legends, newspapers, comics, journals, books, novels, etc) in English?   Si_____   No_____

Make a list of three printed materials that you would like to read in English and explain why.

Printed Material #1:

Why?

Printed Material #2:

Why?
5. Do you watch programs in English? Yes ___ No ___

Make a list of your three favorite programs and explain why you like them.

TV Programme #1:

Why?
TV Programme # 2:

Why?

TV Programme #3:

Why?

6. Are you interested in watching movies in English? Yes ___ No ___

Make a list of three movies you like to watch in English and discuss and tell why.

Movie # 1:
7. Would you like to have small talks in English? Yes _____ No _____

Make a list of three topics you like to discuss in English. Why?

Topic # 1:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Movie # 2:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Movie #3:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Topic # 2:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Topic # 3:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Why?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

We thank you in advance
Appendix I: Mid-Term Evaluation in Spanish or Initial Short Evaluation

LA UNIVERSIDAD DE NEW MEXICO

Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios

Socioculturales

Doctorado en Educación con especialización en Lingüística Educativa

Evaluación

ID University:______________________  Pseudonym:____________________

Después de haber participado en la experiencia de aprendizaje del inglés, con la ayuda de las sugerencias de los estudiantes del grupo, le invitamos a ofrecer sus criterios acerca de la misma.

Solicitamos que responda a las siguientes preguntas de manera sincera, con el fin de determinar la validez de la experiencia.

1. ¿Se permitió que los estudiantes propusieran cambios a las actividades en la clase de inglés? De ser positiva su respuesta, ¿En qué consistieron estos cambios?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

237
2. Los aportes de los estudiantes para desarrollar las actividades de aprendizaje fueron:

Marque con una X los que considere cumplidos.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivos</td>
<td></td>
</tr>
<tr>
<td>Motivantes</td>
<td></td>
</tr>
<tr>
<td>Interesantes</td>
<td></td>
</tr>
<tr>
<td>Promovieron la participación en clase</td>
<td></td>
</tr>
<tr>
<td>Promovieron la práctica del inglés en la clase</td>
<td></td>
</tr>
<tr>
<td>Permitieron la consolidación de los contenidos lingüísticos</td>
<td></td>
</tr>
<tr>
<td>Promovieron el debate usando el inglés</td>
<td></td>
</tr>
<tr>
<td>Fueron aceptados por la mayoría</td>
<td></td>
</tr>
</tbody>
</table>

Otros. Especifique: ____________________________________________________________

Por qué? ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

238
3. ¿Le gustaría que se continúe realizando esta experiencia? De ser positiva la respuesta, ¿Qué sugeriría para mejorarla?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. ¿Qué actividades sugeridas por los estudiantes predominaron en clase? Marque con una X.

- Ver películas y discutir/reportar
- Debates
- Escuchar canciones
- Análisis de temas de canciones
- Presentaciones orales de temas sugeridos por el grupo
- Juegos
- Lecturas de libros y textos sugeridos por el grupo
- Uso de tecnologías en la clase
- Otros. ¿Cuáles?
5. ¿Cómo calificaría usted las actividades propuestas por los miembros del grupo en las clases de inglés? Marque con una X

- Muy buena
- Buena
- Regular
- Necesita mejorar

¿Por qué?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

240
6. Las actividades propuestas por los estudiantes, permitieron la aplicación de los conocimientos adquiridos en clase:

<table>
<thead>
<tr>
<th>Sí</th>
<th>No</th>
<th>A veces</th>
<th>Casi nunca</th>
<th>Nunca</th>
</tr>
</thead>
</table>

¿Por qué?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

7. Las actividades propuestas por los alumnos se relacionaban con los contenidos de las clases:

<table>
<thead>
<tr>
<th>Siempre</th>
<th>La mayoría de veces</th>
<th>A veces</th>
<th>Pocas veces</th>
<th>Nunca</th>
</tr>
</thead>
</table>

¿Por qué?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

241
8. ¿Cómo se sintió usando las actividades propuestas por el grupo? Marque con una X las que corresponda.

Interesado/a
Motivado/a
Satisfecho/a
Agradecido/a
Aburrido/a
Cansado/a

¿Por qué?
9. ¿La manera en que se implementó las actividades propuestas por el grupo, cumplió con sus expectativas? Sí ___ No___ ¿Por qué?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

10. ¿Cómo calificaría el proceso de aprendizaje antes de que los estudiantes ofrecieran actividades para las clases de inglés y después de que se incluyeran las mismas?

<table>
<thead>
<tr>
<th>Antes</th>
<th>Después</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
11. ¿Considera que estas actividades mejoraron su aprendizaje de inglés? ¿Por qué?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. ¿Qué actividades fueron las más beneficiosas para el desarrollo de las destrezas del idioma inglés? ¿Por qué?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

244
13. ¿Qué actividades fueron las menos beneficiosas? ¿Por qué?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

14. ¿Cuál de las cuatro habilidades del idioma inglés (escuchar, hablar, leer, escribir) fue la que más se practicó a través de las actividades propuestas por los estudiantes? ¿Por qué?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

¡GRACIAS POR SU COLABORACIÓN!
Appendix J: Mid-Term Evaluation in English

THE UNIVERSITY OF NEW MEXICO

Department of Educational Linguistics, Language, Literacy and Sociocultural Studies

PhD in Education with concentration in Educational Linguistics

Midterm Evaluation

University ID: ______________________________ Pseudonym ______________________

After you have experienced a curriculum that incorporated students’ suggestions to learn English, you are invited to express your opinion about it. It is required that you respond the following questions with honesty in order to determine validity of your experience.

1. Were students permitted to suggest changes in activities to learn English? If your answer is positive, which were these changes?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Students’ suggestions that developed activities to learn English were: Mark with an X, the ones that you consider fulfilled

<table>
<thead>
<tr>
<th>Productive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating</td>
</tr>
<tr>
<td>Interesting</td>
</tr>
<tr>
<td>Elicit students’ participation in class</td>
</tr>
<tr>
<td>Elicit to apply English in class</td>
</tr>
<tr>
<td>Allowed the consolidation of linguistic contents</td>
</tr>
<tr>
<td>Elicit debates using English</td>
</tr>
<tr>
<td>They were accepted by most of them</td>
</tr>
</tbody>
</table>
Other:

_____________________________________________________________________

Why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. Would you like to continue with this experience? If your answer is positive, What would you suggest to improve it?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

4. What activities suggested by the students dominated in class? Mark with an X.

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch films and discuss/report</td>
</tr>
<tr>
<td>Debates</td>
</tr>
<tr>
<td>Listen to songs</td>
</tr>
<tr>
<td>Analysis of topics of songs</td>
</tr>
<tr>
<td>Oral Presentations about topics suggested by the group</td>
</tr>
<tr>
<td>Games</td>
</tr>
<tr>
<td>Readings of books and texts suggested by the group</td>
</tr>
<tr>
<td>Use of technology in class</td>
</tr>
</tbody>
</table>

Others. Which ones?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

247
5. How would you describe the activities suggested by the members of the group in English class? Mark with an X.

<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Needs improvement</th>
</tr>
</thead>
</table>

Why?______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

6. Did the activities suggest by the students permit to apply the acquired knowledge in class?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Sometimes</th>
<th>Hardly ever</th>
<th>Never</th>
</tr>
</thead>
</table>

Why?______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

7. The activities suggested by the students were related with the content of the classes:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Most of the time</th>
<th>Sometimes</th>
<th>A few times</th>
<th>Never</th>
</tr>
</thead>
</table>


8. How did you feel using the activities suggested by the group? Mark with an X, the ones that correspond.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested</td>
<td>Motivated</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Thankful</td>
<td>Bored</td>
<td>Tired</td>
</tr>
</tbody>
</table>

Why?_____________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

9. The way in which the activities suggested by the group, fulfilled with your expectations?

   Si_____   No.__________

Why?_____________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
10. How did you describe English learning before the students were asked to suggest activities and after the activities were included?

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
</table>

11. Do you think that these activities help you to improve your English learning? Why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

12. What activities have been the most useful for you to develop your skills (Reading, Writing, Speaking, Listening) in English? Why?
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

250
13. Which activities have been the least useful? Why?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

14. Which of the four skills (Reading, Writing, Speaking, Listening) in English was the most practiced through the suggested activities by the group? Why?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

!Thanks!
Instrucciones: Por favor contestar las siguientes preguntas con la mayor honestidad posible.

Puede contestar las preguntas en el espacio que esta hoja provee o en la parte de atrás. Puede decidir si quiere incluir su nombre o no en el espacio. Por favor indicar si usted quiere participar en una entrevista. Por favor ponga un visto en sí lo desea incluyendo su número de celular.

Seudónimo:___________________________
Quiero participar en la entrevista:_______
Número de teléfono:__________________

1. Describa como el currículo que incorpora el aporte de los estudiantes fue o no fue útil para usted.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

252
2. Describa como el currículo que incorpora el aporte de los estudiantes le ayudó o no le ayudó en el aprendizaje de inglés en la Pontificia Universidad Católica del Ecuador.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

3. Describa como el currículo que incorpora el aporte de los estudiantes ayudó o no ayudó a su actitud o su opinión sobre el aprendizaje de inglés.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
4. ¿Cómo usted cree o piensa que los estudiantes y profesores reaccionaría al uso de un currículo que incorpore el aporte de los estudiantes en su país?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

5. ¿Existe alguna otra observación que le gustaría hacer en relación al uso del currículo que incorpora el aporte de los estudiantes?
Appendix L: Final Short Evaluation in English

Directions: Please answer the following questions as honestly as possible. You may answer them on this sheet in the space provided (Use the back of the sheet if you need to). You may decide whether you want to include your name or not in the space provided. If you are willing to participate in a follow up interview with me, please check the appropriate box and include your phone number.

Pseudonym: ________________________________________

I am willing to participate in an interview. ______________

Phone Number______________________________________

1. Describe how the curriculum that incorporates students’ input was or was not useful for you.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
__________________________________________________________________________

2. Describe how the curriculum that incorporates students’ input helped or did not help you with the learning process of English at Pontificia Universidad Católica del Ecuador.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
__________________________________________________________________________
3. Describe how the curriculum that incorporates students’ input helped your attitude or your opinion about learning English.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

4. How do you think students and teachers would react to the use of a curriculum that incorporates students’ input in your country?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

___________________________________________________________________________

5. Are there any other observations you would like to make concerning the use of the curriculum that incorporates students’ input?

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

___________________________________________________________________________
Appendix M: Interview Guide in Spanish

Entrevista final

1. Dígame más acerca de sus sentimientos y opiniones acerca del currículo que incorpora las contribuciones de los estudiantes.
2. ¿Cuáles actividades no le resultaron útiles? ¿Por qué no?
3. ¿Cuáles actividades fueron útiles para usted? Explique por qué.
4. ¿En qué áreas siente Ud. que necesita mejorar o le gustaría tener más trabajo?
5. ¿De cuáles aspectos de esta clase ha disfrutado más? ¿Por qué?
6. ¿De cuáles aspectos de esta clase ha disfrutado menos? ¿Por qué?
7. ¿El programa que incorpora los aportes de los estudiantes le ha ayudado en el proceso de aprender inglés? Intente explicar en detalle por qué o porque no.
8. ¿De qué manera la enseñanza que incorpora los aportes de los estudiantes ha contribuido en este proceso?
9. ¿Explique en detalle como ayuda a mejorar el inglés o explique en detalle por qué no ayuda a mejorar su inglés?
10. ¿El programa que incorpora los aportes de los estudiantes ha incrementado o reducido su confianza en sus habilidades (lectura, comprensión auditiva, producción oral y producción oral) para aprender inglés? ¿Por qué?
11. ¿Puede ofrecer ejemplos de cómo el programa que incorpora los aportes de los estudiantes le ha brindado mayor o menor confianza en sus habilidades (lectura, comprensión auditiva, producción oral y producción oral) para aprender inglés como lengua extranjera?
12. ¿Por favor explique en detalle cómo el programa que incorpora los aportes de los estudiantes es útil para mejorar sus habilidades (lectura, comprensión auditiva, producción oral y producción oral) para aprender inglés como lengua extranjera?

13. Por favor explique en detalle el papel del programa que incorpora los aportes de los estudiantes para que usted se sienta cómodo.

14. ¿Algo más al currículo que incorpora aportes de los estudiantes le ayudó?

15. ¿De qué manera fue esta clase diferente a aquellas que usted ha cursado para aprender inglés?

16. ¿El programa que incorpora los aportes de los estudiantes cambió su percepción acerca del aprendizaje de inglés?

17. ¿Cuáles cambios piensa usted podrían ayudar a mejorar el currículo que incorpora la retroalimentación por los estudiantes?
Appendix N: Interview Guide in English

1. Tell me more about your feelings and opinions about the curriculum that incorporates students’ input.
2. What activities were not helpful? Why not?
3. What activities were helpful? Why?
4. What aspects of this class have you enjoyed the most? Why?
5. What aspects of this class have you enjoyed the least? Why?
6. Has the curriculum that incorporates students’ input helped you in the process of learning English? Why or why not?
7. How did the curriculum that incorporates students’ input help in this process?
8. Explain more how it helps improving English or explain more why it does not help improving English?
9. Has the curriculum that incorporates students’ input increased or decreased your confidence in your abilities (speaking, reading, writing, and listening) to learn English as a foreign language? Why?
10. Can you give some examples how the curriculum that incorporates students’ input has given you more or less confidence in your abilities (speaking, reading, writing, and listening) to learn English as a foreign language?
11. Please explain more how the curriculum that incorporates students’ input is helpful to improve your abilities (speaking, reading, writing, and listening) to learn English as a foreign language?
12. Please explain more what role the curriculum that incorporates students’ input played in making you feel more comfortable.
13. Did anything else with the curriculum that incorporates students’ input help you?
14. How was this class different from the ones that you have taken to learn English?
15. Has the curriculum that incorporates students’ input changed your perception about learning English?
16. Which changes do you think could help to improve this curriculum that incorporates students’ feedback?
Appendix O: Observation Guide in Spanish

LA UNIVERSIDAD DE NEW MEXICO

Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios

Socioculturales

Doctorado en Educación con especialización en Lingüística Educativa

Instrumento para el investigador

Observación

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positiva                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Rechazo                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Involucramiento de la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pasivo                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. Voluntariedad para participar |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Espontáneo                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negativo                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. Cooperación en trabajos en grupo y parejas |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre coopera           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Coopera a veces           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No coopera                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. Interacción            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pregunta y responde       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta pero responde |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni responde   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identificarán con las letras del abecedario según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix P: Observation Guide in English

THE UNIVERSITY OF NEW MEXICO

Department of Educational Linguistics, Language, Literacy and Sociocultural Studies

PhD in Education with concentration in Educational Linguistics

Instrument for the researcher

Observation

| Categories of observation               | A | B | C | D | E | F | G | H | I | J | K | L | M | O | P | Q | R | S | T | U | V | W |
| 1. Reaction toward the activity        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positive                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indifferent                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Rejection                              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Involvement in the development of activity |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Active                                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indifferent                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Passive                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. Voluntariness to participate         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Spontaneous                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reserved                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negative                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. Collaboration to work in pairs or groups |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| always collaborate                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| often collaborate                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Never collaborate                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. Interaction                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Ask questions and answer               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No ask questions but answer            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No questions nor answers               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Objective:** It is to achieve information related to students’ behaviors, in relation to the activities that are proposed by students to determine their acceptance levels.

**Note:** Students will be identified using the letters of the alphabet according to the order they are on the students’ list. This is used to facilitate the analysis of the research data and maintain the anonymity of the students.
Appendix Q: Observation Guide in Spanish about Their Favorite TV Series

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socio culturales
Doctorado en Lingüística Educativa
Instrumento para el investigador
Observación

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| Reacción ante la actividad |
| Positiva                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pasiva                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Involucrarse con la actividad |
| Activa                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pasiva                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Voluntariedad para participar |
| Principal               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negativo                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Cooperación en trabajos en grupo y parejas |
| Siempre coopera      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Coopera a veces     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No coopera           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Interacción |
| Pregunta y responde |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta pero responde |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni responde |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objective: Escribir información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, de acuerdo con la actividades por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identificaron con las letras del abecedario según el orden en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
La Universidad de Nuevo México
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador
Observación

| Categorías de observación | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad | | | | | | | | | | | | | | | | | | | | | | |
| Inertía                   | | | | | | | | | | | | | | | | | | | | | | |
| Indiferencia             | | | | | | | | | | | | | | | | | | | | | | |
| Rechazo                  | | | | | | | | | | | | | | | | | | | | | | |
| 2. Involucramiento de la realización de la actividad | | | | | | | | | | | | | | | | | | | | | | |
| Activo                    | | | | | | | | | | | | | | | | | | | | | | |
| Indiferencia             | | | | | | | | | | | | | | | | | | | | | | |
| Pasivo                    | | | | | | | | | | | | | | | | | | | | | | |
| 3. Voluntad para participar | | | | | | | | | | | | | | | | | | | | | | |
| Exagerado                 | | | | | | | | | | | | | | | | | | | | | | |
| Reservado                 | | | | | | | | | | | | | | | | | | | | | | |
| Negativo                  | | | | | | | | | | | | | | | | | | | | | | |
| 4. Cooperación en trabajo en grupo y pareja | | | | | | | | | | | | | | | | | | | | | | |
| Siempre coopera           | | | | | | | | | | | | | | | | | | | | | | |
| Con poco interés          | | | | | | | | | | | | | | | | | | | | | | |
| No coopera                | | | | | | | | | | | | | | | | | | | | | | |
| 5. Interacción            | | | | | | | | | | | | | | | | | | | | | | |
| Pregunta y responde       | | | | | | | | | | | | | | | | | | | | | | |
| No pregunta para responder| | | | | | | | | | | | | | | | | | | | | | |
| No pregunta ni responde   | | | | | | | | | | | | | | | | | | | | | | |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en cada propuesta por ellos, a fin de establecer los niveles de adquisición.

Nota: Las actividades se identificarán con las letras del abecedario según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el ordenamiento de los estudiantes.
Appendix S: Observation Guide in Spanish about the Board Game Using “Can” and “Have to” to Talk about Places They Like

LA UNIVERSIDAD DE NEW MEXICO  
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales  
Doctorado en Lingüística Educativa  
Instrumento para el investigador

Observación

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| | Positiva | | | | | | | | | | | | | | | | | | | | |
| | Indiferente | | | | | | | | | | | | | | | | | | | | |
| | Realizar | | | | | | | | | | | | | | | | | | | | |
| 2. Involucramiento en la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| | Activo | | | | | | | | | | | | | | | | | | | | |
| | Indiferente | | | | | | | | | | | | | | | | | | | | |
| | Realizar | | | | | | | | | | | | | | | | | | | | |
| 3. Valuación para participar |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| | Positivo | | | | | | | | | | | | | | | | | | | | |
| | Indiferente | | | | | | | | | | | | | | | | | | | | |
| | Realizar | | | | | | | | | | | | | | | | | | | | |
| 4. Cooperación en trabajos en grupo y parejas |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| | Cooperar siempre | | | | | | | | | | | | | | | | | | | | |
| | Cooperar a veces | | | | | | | | | | | | | | | | | | | | |
| | No cooperar | | | | | | | | | | | | | | | | | | | | |
| 5. Interacción |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| | Pregunta y respuesta | | | | | | | | | | | | | | | | | | | | |
| | No pregunta pero responde | | | | | | | | | | | | | | | | | | | | |
| | No pregunta ni responde | | | | | | | | | | | | | | | | | | | | |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identifican con las letras del alfabeto según el orden que tienen en la lista, para facilitar el análisis de las datas de la investigación y mantener el anonimato de los estudiantes.
Appendix T: Observation Guide in Spanish Using “Can” and “Have to” to Talk about Their Careers

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

Observación

| Categorías de observación | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad | | | | | | | | | | | | | | | | | | | | | |
| Positiva                   | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Indiferente                | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Rechazo                    | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 2. Involucramiento de la realización de la actividad | | | | | | | | | | | | | | | | | | | | | |
| Activo                     | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Indiferente                | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Pasivo                     | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3. Voluntariado para participar | | | | | | | | | | | | | | | | | | | | | |
| Espontáneo                 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Reservado                  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Negativo                   | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 4. Cooperación en trabajos en grupo y equipos | | | | | | | | | | | | | | | | | | | | | |
| Siempre coopera            | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Coopera a veces            | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| No coopera                 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5. Interacción             | | | | | | | | | | | | | | | | | | | | | |
| Pregunta y responde        | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| No pregunta pero responde  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| No pregunta ni responde    | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

Objetivo: Extragir información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identificarán con las letras del abecedario según el orden que tengan en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix U: Observation Guide in Spanish Using the Song Called “Wake me up”

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

<table>
<thead>
<tr>
<th>Observación</th>
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**Categorías de observación:**

<table>
<thead>
<tr>
<th>1. Reacción ante la actividad</th>
</tr>
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<tbody>
<tr>
<td>Positiva</td>
</tr>
<tr>
<td>Influyente</td>
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<td>Indiferente</td>
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<td>Pasivo</td>
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<tr>
<th>2. Involucramiento en la realización de la actividad</th>
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<td>Indiferente</td>
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<td>Pasivo</td>
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<tr>
<th>3. Voluntad para participar</th>
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<tbody>
<tr>
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<tr>
<td>Reservado</td>
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<td>Negativo</td>
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<th>4. Cooperación en trabajos en grupo y parejas</th>
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<tbody>
<tr>
<td>Siempre coopera</td>
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<tr>
<td>Como a veces</td>
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<td>No coopera</td>
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<th>5. Interacción</th>
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<tbody>
<tr>
<td>Pregunta y responde</td>
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<tr>
<td>No pregunta pero responde</td>
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<tr>
<td>No responde ni responde</td>
</tr>
</tbody>
</table>

**Objetivo:** Enviar información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, fijadas a las establecidas por el currículo, para determinar los niveles de aceptación.

**Nota:** Los estudiantes se identifican con las letras del alfabeto según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix V: Observation Guide in Spanish Using Their Favorite Movies

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
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Observación

| Categorías de observación                  | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positiva                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indeferente                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Afhantado                                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Involucramiento de la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo                                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indeferente                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pasivo                                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. Voluntad para participar               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Expresivo                                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado                                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negative                                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. Cooperación en trabajos grupales y parajes |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre coopera                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Coopera a veces                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No coopera                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. Interacción                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Prepaga y responde                       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta pero responde                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni responde                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objetivo: Entregar información relacionada con las competencias de los estudiantes, en relación a sus actividades de asistencia propuestas por ellas, siguiendo las establecidas en el currículo, para determinar los niveles de adquisición.

Nota: Los estatutos se identificarán con las letras del abecedario según orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el orden de los estudiantes.
Appendix W: Observation Guide in Spanish Using the Movie Called “Pursuing the happiness” Talking about Different Aspects

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Positivo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indiferente |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Negativo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Involucramiento en la realización de la actividad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Indiferente |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pasivo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Validez para participar |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exponencial |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inexplicable |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Negativo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Cooperación en tareas en grupo y parejas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Siempre cooperan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Copiarsen |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No cooperan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Intervención |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pregunta y responde |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No pregunta pero responde |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No pregunta ni responde |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Las fechas se identificarán con las letras del abecedario según el orden en que tengan en la lista, para facilitar el análisis de los datos de la investigación y mostrar el avance de los estudiantes.
Appendix X: Observation Guide in Spanish Using the Movie Called “Pursuing the Happiness” Talking about Lesson Lives

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el Investigador
Observación

| Categorías de observación                              | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positiva                                              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente                                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reduzco                                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Involucramiento de la realización de la actividad  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo                                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente                                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pasivo                                                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. Voluntad para participar                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Expositivo                                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado                                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negativo                                              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. Cooperación en trabajos en grupo y parejas         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre coopera                                       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Coopera a veces                                       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No coopera                                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. Interacción                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pregunta y responde                                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta pero responde                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni responde                               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objetivo: Examen información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el sala propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identificarán con las letras del abecedario según el orden que tengan en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix Y: Observation Guide in Spanish Using the Song Called “We are the champions”

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el Investigador
Observación

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| Iniciar con la actividad   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positiva                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Rechazo                   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Involucramiento de la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo                    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente               |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Partícipe                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Voluntariedad para participar |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Espontáneo                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negrinos                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Cooperación entre integrarse en grupo y profesor |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre cooperé            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Cooperó a veces            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No cooperí                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Interacción                |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pregunta y respuesta       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Si no pregunta por respuesta |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni respuesta   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes se identifican con las letras del abecedario según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix Z: Observation Guide in Spanish Using a Crossword with Verbs

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

Observación

| Categoría de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Positiva | Indiferente | Rechaza |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2. Involucramiento en la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Activo | Indiferente | Pasivo |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3. Voluntariedad para participar |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Reservado | Indiferente | Acepta |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4. Cooperación en trabajo en grupo y pareja |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Sigue cooperando | Cooperativo | No coopera |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5. Interacción |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                          | Pregunta y responde | Indiferente | No pregunta ni responde |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Objetivo: Estar alineado con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula programadas por ellos, frente a los establecidos por el currículo, para determinar los niveles de aceptación.

Nota: Los estudiantes no identifican con las temáticas del aula, si no que tienen en la lista, para facilitar el análisis de los datos de la observación y confeccionar el manifiesto de los estudiantes.
Revisión de comentarios de películas que les gusta a los estudiantes

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Sococulturales
Doctorado en Lingüística Educativa
Instrumento para el investigador
Observación

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad | | | | | | | | | | | | | | | | | | | | |
|    Pasiva                | | | | | | | | | | | | | | | | | | | | |
|    Influyente            | | | | | | | | | | | | | | | | | | | | |
|    Reírse                | | | | | | | | | | | | | | | | | | | | |
| 2. Involucramiento de la realización de la actividad | | | | | | | | | | | | | | | | | | | | |
|    Activo               | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
|    Influyente            | | | | | | | | | | | | | | | | | | | | |
|    Pasivo               | | | | | | | | | | | | | | | | | | | | |
| 3. Voluntariado para participar | | | | | | | | | | | | | | | | | | | | |
|    Espontáneo           | | | | | | | | | | | | | | | | | | | | |
|    Reservado            | | | | | | | | | | | | | | | | | | | | |
|    Negativo             | | | | | | | | | | | | | | | | | | | | |
| 4. Cooperación en trabajo en grupo y parejas | | | | | | | | | | | | | | | | | | | | |
|    Siempre coopera      | | | | | | | | | | | | | | | | | | | | |
|    Coopera a veces      | | | | | | | | | | | | | | | | | | | | |
|    No coopera           | | | | | | | | | | | | | | | | | | | | |
| 5. Interacción          | | | | | | | | | | | | | | | | | | | | |
|    Pregunta y respuesta | | | | | | | | | | | | | | | | | | | | |
|    No pregunta para responder | | | | | | | | | | | | | | | | | | | | |
|    No pregunta o respuesta | | | | | | | | | | | | | | | | | | | | |

Objetivos: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de recepción.

Nota: Los estudiantes se identifican con las letras del abecedario según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix ZB: Observation Guide in Spanish Talking about Their Future Plans

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

Observación

| Categorías de observación            | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| Reacción ante la actividad          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Positivo                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Secreto                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Involucramiento de la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo                              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Indiferente                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Secreto                             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Valoración del uso participativo    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Importante                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Reservado                           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Negativo                            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Cooperación en trabajo en grupo y pareja |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre coopera                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Coopera a veces                     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No coopera                          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Interacción                         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pregunta y responde                 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta pero responde           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| No pregunta ni responde             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

**Objetivo**: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el aula propuestas por ellos, frente a las establecidas por el currículo, para determinar los niveles de aceptación.

**Nota**: Los estudiantes se identificarán con las letras del abecedario según el orden que tengan en la lista, para facilitar el análisis de los datos de la investigación y mostrar el avance de los estudiantes.
Appendix ZC: Observation Guide in Spanish Talking about Their Problems and Give Suggestions

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

Observación

| Categorías de observación | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Positivo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Galante |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reacio |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Involucramiento en la realización de la actividad |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inactivo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pasivo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Voluntad para participar |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Espontáneo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Reservado |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Negativo |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Cooperación con sus compañeros y profesor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Siempre cooperan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Cooperan a veces |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No coopera |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Información |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pregunta y respuesta |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No pregunta o contesta |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No pregunta o contesta |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Objetivo: Explotar información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan en el salón propuestas por ellos, frente a las establecidas por el maestro, pero determinar los niveles de aceptación.

Nota: Los estudiantes se identifican con las letras del abecedario según el orden que tienen en la lista, para facilitar el análisis de los datos de la investigación y realizar el análisis de los resultados.
Appendix ZD: Observation Guide in Spanish Having Small Talks about Euthanasia

Suggestions

LA UNIVERSIDAD DE NEW MEXICO
Departamento de Lingüística Educativa, Lengua, Alfabetización y Estudios Socioculturales
Doctorado en Lingüística Educativa
Instrumento para el investigador

| Categorías de observación | A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U |
| 1. Reacción ante la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Acción | | | | | | | | | | | | | | | | | | | | |
| Indiferente | | | | | | | | | | | | | | | | | | | | |
| Reluctante | | | | | | | | | | | | | | | | | | | | |
| 2. Involucramiento de la realización de la actividad |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Activo | | | | | | | | | | | | | | | | | | | | |
| Indiferente | | | | | | | | | | | | | | | | | | | | |
| Reluctante | | | | | | | | | | | | | | | | | | | | |
| 3. Volumen total para participar |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Bipartido | | | | | | | | | | | | | | | | | | | | |
| Involucrado | | | | | | | | | | | | | | | | | | | | |
| Indiferente | | | | | | | | | | | | | | | | | | | | |
| 4. Cooperación en trabajos en grupo y pacencia |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Siempre coopera | | | | | | | | | | | | | | | | | | | | |
| Coopera a veces | | | | | | | | | | | | | | | | | | | | |
| No coopera | | | | | | | | | | | | | | | | | | | | |
| 5. Interacción |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Pregunta y responde | | | | | | | | | | | | | | | | | | | | |
| No pregunta pero responde | | | | | | | | | | | | | | | | | | | | |
| No pregunta ni responde | | | | | | | | | | | | | | | | | | | | |

Objetivo: Extraer información relacionada con los comportamientos de los estudiantes, en relación a las actividades que se realizan el día propuesto por ellos, frente a las establecidas por el currículo, para determinar los niveles de cooperación.

Nota: Los estudiantes se identificarán con las letras del abecedario según el orden que tienen en la lista para facilitar el análisis de los datos de la investigación y mantener el anonimato de los estudiantes.
Appendix ZE: Reflective Journals Guide in Spanish

Diario de reflexión

¿Cómo fue la experiencia utilizando actividades sugeridas por el grupo esta semana?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

¿Cómo se sintió usando las actividades sugeridos por el grupo esta semana?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

¿Qué aspectos de la clase te gustó más?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

¿Qué aspectos de la clase te disgustó?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

¿Le gusto las actividades sugeridas por el grupo esta semana?

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
Appendix ZF: Reflective Journals Guide in English

Reflective Journal

How was your experience with the activities suggested by the group this week?
___________________________________________________________________________
___________________________________________________________________________
¿How did you feel using the activities suggested by the group this week?
___________________________________________________________________________
___________________________________________________________________________
What aspects of the class did you class?
___________________________________________________________________________
___________________________________________________________________________
What aspects did not you like?
___________________________________________________________________________
___________________________________________________________________________
Did you like the activities suggested by the group this week?
___________________________________________________________________________
___________________________________________________________________________
Example of reflective journal #1

Pseudonym: Carolina

Actividades de la semana
Esta semana hemos echo actividad que ayudar no solo para aprender inglés, mas bien me ayudó a mejorar el miedo ha hablar además esto con plementales temas que no han quedado claro en inglés. Para mi las actividades realizadas han sido enormemente útiles para la pronunciación, cuch y para mejorar gramática y pronunciación me ayudó para entender mejor los temas que parecían difíciles. Hoy buenas actividades deberíamos aprender de esta manera nuestras materias.
Appendix ZH: Example of Reflective Journals #2 in Spanish

Example of reflective journal #2

Pseudonym: Visus

[Handwritten text in Spanish]

281
Pseudonym: Andrea

Actividad de la semana.

Las actividades que hemos realizado me han parecido bastante divertidas y me han ayudado a mejorar mi vocabulario y el hablar se me ha hecho más fácil.

Me agrada el interés de querer mejorar el aprendizaje y buscar el bienestar y comodidad del estudiante para lograr una mayor captación de la gramática del inglés. Me gustaría que continuase así las clases inclusivas ya que nos ha servido bastante a todos por lo que he evidenciado.
Appendix ZJ: Quick-notes Guide in Spanish

Notas rápidas

¿Cómo describiría la actividad en clase de hoy?

¿Aprendiste algo más del inglés? Se refiere a los aspectos afectivos.

¿De qué manera las actividades recomendadas por el grupo han contribuido a su aprendizaje del idioma inglés? Se refiere si le ayudó a mejorar el vocabulario, gramática, pronunciación, escritura, escuchar o la lectura.

¿Qué ha cambiado en la forma de desarrollar la clase con el uso de actividades propuestas por el grupo?
Appendix ZK: Quick-notes Guide in English

How did you describe the activities done today?

Did you learn anything else that is not related with English?

How the recommended activities by the group help in your English learning? That means the activities helped you to improve your vocabulary, grammar, pronunciation, writing, listening and reading?
Appendix ZL: Example of Quick-notes #1, #2 and #3 in Spanish

Example of quick write #1

1. ACTIVIDAD - GRAMATICA
   - De esta actividad aprendí que es muy fácil aprender inglés y lo podíamos hacer en casa que era genial y se me abrió
   - Este actividad habilitó ayuda a comprender mejor el idioma y a destacar el tono o el rango de las palabras.

2. ACTIVIDAD - USO DEL CONOCIMIENTO ADQUIRIDO
   - Este ejercicio me gustó mucho ya que aprendí vocabulario nuevo además de la pronunciación correcta de la misma.

3. PRESENTACIÓN EN GRUPO
   - Esta actividad ayudó a refinar el speaking y hasta escuchar a mis compañeros. Esto ayudó a mejorar el idioma y más el speaking.
Example of quick write #2
Actividad 1

La actividad que realizamos al inicio de la clase por el punto extra fue muy satisfactoria, en esta actividad utilizamos diferentes materiales, con el uso de diapositivas y una hoja; compartimos con nuestro compañero; tuvimos que decir oraciones con las palabras que nos indicaban en la hoja; de esta forma practicamos nuestro speaking y a la vez nos divertimos mucho; esta actividad se podría mejorar, al poner más condiciones como:

a) Debe decir la oración en menos de 5 segundos.
b) Solo puede hablar en inglés.
c) Si utiliza palabras en español se sancionará con el recorrido de la pizarra en 1 espacio, si reitera perderá el turno.
d) Para finalizar debe responder una pregunta del compañero.

Actividad 2

El uso de papeles y una banda en la que debe seguir una operación que contiene cuestiones fue muy interesante y entretenido; en esta actividad debemos utilizar todo lo aprendido en la clase; desde mi punto de vista esto ha permitido que se convirtiera mejor el aprendizaje, además fue promovida la interacción entre alumnos y maestra.

Al realizar esta actividad se puede utilizar el vocabulario aprendido y se vuelve entretenida, a su vez tenemos que pensar rápido y ya que no sabes que te puede tocar. Me hubiera gustado mucho que estas actividades se hubieran realizado antes.

Para concluir pienso que realizar este tipo de actividades favorece al estudiante que trabaja el autoaprendizaje y permite un mayor atención en la clase o al finalizar la misma.

Al compartir, la clase en una actividad inicial (punto extra) (actividad), el estudiante se relaja y se divierte realizándola.

Me gustaría seguir poniéndolas.
Appendix ZM: Instrument Validation in Spanish

VALIDACIÓN DE INSTRUMENTOS

Instrucciones para la validación de contenido del instrumento sobre “Perspectivas hacia un curriculum que incorpora el aporte de los estudiantes, para mejorar el plan de estudios del idioma inglés, como lengua extranjera en los estudiantes del nivel A2.2 de la Pontificia Universidad Católica del Ecuador de Quito”.

Lea detenidamente los objetivos y el cuestionario para:

1. Determinar la calidad técnica de cada ítem tomando en cuenta el nivel de asequibilidad para los encuestados.

2. Consignar las observaciones en el espacio correspondiente.

3. Realizar la misma actividad para cada uno de los ítems, utilizando las siguientes categorías:

   (A) **Correspondencia de las preguntas del Instrumento con los objetivos y preguntas de investigación.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>PERTINENCIA O</td>
</tr>
<tr>
<td>NP</td>
<td>NO PERTINENCIA</td>
</tr>
</tbody>
</table>

En caso de marcar NP pase al espacio de observaciones y justifique su opinión.

(B) **Calidad técnica y representatividad**

Marque en la casilla correspondiente:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>ÓPTIMA</td>
</tr>
<tr>
<td>B</td>
<td>BUENA</td>
</tr>
<tr>
<td>R</td>
<td>REGULAR</td>
</tr>
<tr>
<td>D</td>
<td>DEFICIENTE</td>
</tr>
</tbody>
</table>
En caso de marcar **R** o **D**, por favor justifique su opinión en el espacio de observaciones.

**(C) Lenguaje**

Marque en la casilla correspondiente:

- **A** ADECUADO
- **I** INADECUADO

En caso de marcar **I** justifique su opinión en el espacio de observaciones.

**GRACIAS POR SU COLABORACIÓN**
Appendix ZN: Instrument Validation in English

Instrument Validation

Instructions to check the accuracy of the content of instrument “Perspectives toward a curriculum that incorporate students’ input to improve the teaching of English a foreign language of students of level at A2.2 at Universidad Católica in Quito, Ecuador.

Read carefully the objectives and the instrument in order to:

- Determine the quality of item considering if the participants can understand what is being asked.
- Record the observations in the corresponding space
- Check each question using the following categories.

Also, you need to check three categories which are:

(A) Correspondence between the objectives and the instruments,

Mark the corresponding box

S  Significance or

NS  No significant

If you mark NS, please write your comments and justify your opinion.

(B) The representative quality

Mark the corresponding box

O  Optimum

G  Good

A  Average
P Poor

If you mark R or D, please justify your opinion in the space for observations.

(C) Language

Mark the corresponding box

A Adequate
I Inadequate

If you mark I, justify your opinion in the observation spaces.

Thank you in advance
# Appendix ZO: Lesson Plan Activity #1

<table>
<thead>
<tr>
<th>Topic</th>
<th>Favorite TV series.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to use love, like, don’t mind, hate + noun or ing.</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to describe their favourite TV series.</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Talk about their favorite TV series</td>
</tr>
</tbody>
</table>

## Procedure

### Time | Presentation
---|---
5 minutes | Students look at some pictures of some famous TV series
| Students match pictures of TV series with their names

### Time | Instruction
---|---
25 minutes | Students choose their favourite TV series and make groups to talk about them.
| Students read the examples of descriptions of TV series from the handout.
| Students talk about their favourite TV series to prepare an oral presentation to the class of 5 minutes. Students need to include love, like, don’t mind, hate + noun or ing.

### Time | Review and Assessment
---|---
25 minutes | Each group gives their presentation about their favourite TV series.
| Each student takes notes about other student’s oral presentation.
| Each student asks questions to find out more information about other TV series.
| At the end of each presentation, the teacher asks questions to the audience to check understanding.
| Each group writes a description about their favourite TV series.

5 minutes | Exit ticket: Each student writes something about their favorite TV series.

### Linguistic Aspect
- Present simple with verbs love, like, don’t mind, hate + noun or ing.

### Affective Aspect
- Increase motivation and interest, lower affective filters and language anxiety

### Didactic Aspect
- Student-centering, collaborative learning
Appendix ZP: Lesson Plan Activity #2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Bing Bang Theory TV Series</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to use love, like, don’t mind, hate + noun or ing.</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to talk about some aspects of their favourite TV series.</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested Activities</td>
<td>Analyse a TV series called &quot;Big Bang Theory&quot;</td>
</tr>
</tbody>
</table>

| Resources | · Hands out with a guide of questions that students need to discuss about the TV series called "Big Bang Theory"  
|           | · Photos of a TV series called "Big Bang Theory" |

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 5 minutes  | · Students look at some pictures of the TV series called "Big Bang Theory"  
|           | · Students match photos with the names of the characters of the TV series called "Big Bang Theory" |

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 25 minutes | · Students read some texts with information about "Big Bang Theory" TV series and answer some questions.  
|           | · Students make a discussion about "Big Bang Theory" TV series using the guide of questions.  
|           | · Students present the summary and conclusions of the discussion about the TV series. |

<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
</table>
| 25 minutes | · Each group present the summary and conclusion about their discussion about "Big Bang Theory TV series"  
|           | · Each student takes notes about other students’ oral presentation.  
|           | · Each student asks questions to find out more information about their classmates’ presentation.  
|           | · At the end of each presentation, the teacher asks questions to the audience to check understanding.  
|           | · Each group writes a summary about their discussion. |
| 5 minutes  | · Exit ticket: Each student two conclusions about their discussion. |

Linguistic Aspect: Present simple including verbs: love, like, don’t mind, hate + noun or ing.
Affective Aspect: Increase motivation and interest, lower affective filters and language anxiety.
Didactic Aspect: Student-centering, collaborative learning.
## Appendix ZQ: Lesson Plan Activity #3

<table>
<thead>
<tr>
<th>Topic</th>
<th>Places that they like.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content objective</strong></td>
<td>Students would be able to use the modal &quot;Can&quot; and &quot;have to&quot;</td>
</tr>
<tr>
<td><strong>Language objective</strong></td>
<td>Students would be able to talk about possible activities that people can do in different places and things that are necessary to do.</td>
</tr>
<tr>
<td><strong>Teaching aim</strong></td>
<td>Practice new grammar structures to develop speaking four skills (listening, reading, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td><strong>Suggested activities</strong></td>
<td>Board games and talk about what they like</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Photos that are related to students’ favorite places.</td>
</tr>
<tr>
<td></td>
<td>Hands out with texts that have description of places including the modals &quot;can&quot; and &quot;have to&quot;</td>
</tr>
<tr>
<td></td>
<td>Handouts with board games using modal &quot;can&quot; and &quot;have to&quot;. To play this game, students use dices.</td>
</tr>
</tbody>
</table>

### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Students look at board and choose two or three touristic places.</td>
</tr>
<tr>
<td></td>
<td>Students choose two photos of their favorite places and talk about them to the class. They say why they like these places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>Students work in groups to practice the modal &quot;can&quot; using the board game.</td>
</tr>
<tr>
<td></td>
<td>Students read texts about touristic places. These texts have the modal &quot;can&quot; and &quot;have to&quot;</td>
</tr>
<tr>
<td></td>
<td>Students work in groups to talk about their favourite places on vacations. Students need to use the modal &quot;can&quot; and &quot;have to&quot;.</td>
</tr>
<tr>
<td></td>
<td>Students work in groups to make a presentation about one place. They need to include the modal &quot;can&quot; and &quot;have to&quot;.</td>
</tr>
</tbody>
</table>
### Time | Review and Assessment
---|---
25 minutes | - Each group gives their presentation about their favorite places.
           | - Each student takes notes about other student’s oral presentation.
           | - Each student asks questions to find out more information about their classmates’ favorite places.
           | - At the end of each presentation, the teacher asks questions to the audience to check understanding.
5 minutes | - Exit ticket: Each student writes 5 sentences using the modal "can" and "have to".

### Linguistic Aspect
- Modal "Can" and "Have to"

### Affective Aspect
- Increase motivation and interest, lower affective filters and language anxiety

### Didactic Aspect
- Student-centering, collaborative learning
### Appendix ZR: Lesson Plan Activity #4

<table>
<thead>
<tr>
<th>Topic</th>
<th>Their professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to use the modal &quot;Can&quot; and &quot;have to&quot;</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to talk about abilities that they can get in their profession and their duties.</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>Discussion about their careers, crosswords</td>
</tr>
<tr>
<td>Resources</td>
<td>- Photos that are related to students’ careers.</td>
</tr>
<tr>
<td></td>
<td>- Hands out with texts that have description of their careers and include the modal &quot;can&quot; and &quot;have to&quot;</td>
</tr>
<tr>
<td></td>
<td>- Handouts with crosswords about careers</td>
</tr>
</tbody>
</table>

#### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>- Students choose a crossword and do it.</td>
</tr>
<tr>
<td></td>
<td>- Students choose two photos of their favorite places and talk about them to the class. They say why they like these places</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>- Students work in teams that are formed by students who have the same profession.</td>
</tr>
<tr>
<td></td>
<td>- Students read texts about their careers and answer some questions.</td>
</tr>
<tr>
<td></td>
<td>- Students work in groups to talk their careers including the abilities and duties that they get in their professions. They use</td>
</tr>
<tr>
<td></td>
<td>- Students work in teams to make a presentation about their careers. They need to include information such as: subjects that they have, requirements to graduate, abilities that they get, duties they have, etc.</td>
</tr>
<tr>
<td>Time</td>
<td>Review and Assessment</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25 minutes</td>
<td>· Each group gives their presentation about their careers.</td>
</tr>
<tr>
<td></td>
<td>· Each student takes notes about other student’s oral presentation.</td>
</tr>
<tr>
<td></td>
<td>· Each student asks questions to find out more information about their classmates’ careers.</td>
</tr>
<tr>
<td></td>
<td>· After each presentation, the teacher asks questions to the audience to check understanding.</td>
</tr>
<tr>
<td></td>
<td>· Each group writes a summary about the main points mentioned in the discussion.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>· Exit ticket: Each student writes 5 sentences using the modal &quot;can&quot; and 5 sentences using &quot;have to&quot;.</td>
</tr>
</tbody>
</table>

| Linguistic Aspect | • Modal "Can" and "Have to" |
| Affective Aspect  | • Increase motivation and interest, lower affective filters and language anxiety |
| Didactic Aspect   | • Student-centering, collaborative learning |
## Appendix ZS: Lesson Plan Activity #5

<table>
<thead>
<tr>
<th>Topic</th>
<th>Repeated activities and actions in progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to talk about every day activities and actions in progress</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use present simple and present continuous</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>Play bingo, a song called &quot;wake up up&quot;, talk about their lives</td>
</tr>
</tbody>
</table>
| Resources | • Cards with verbs  
| | • Cards with questions  
| | • A hand out with examples of present simple and present continous  
| | • Lyrics of the song “Wake me up” |

### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 10 minutes | • Students listen to the song to identify some words that are on the blackboard and count how many times these words are repeated in the song. Some of the words are "know, have, wake, time, etc”
| | • Students say why they like or don’t like this song and say the message of this song. Also, students should talk about the singer, the lyrics, rhythm, etc with their classmates. |

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 20 minutes | • Students choose some verbs from the list that they have in the textbook to play bingo. These verbs are put in a table that has 3 columns and 3 rows.
| | • Students read some texts that have present simple and present continous. |
| | • Students work in groups to talk about their routines, daily activities, repeated activities in Christmas, birthdays, clothes that they wear most of the time and clothes that are wearing today, New Year’s Eve, actions in progress in this semester, this month, etc.
<p>| | • The teacher gives different questions to each group to be answered. After 5 minutes, the students receive other questions. These questions have present simple and present continous. They need to read them and answer them. |
| | • Students work in groups to make a presentation about the things that they have in common and things that are different. These similarities and differences are related to their daily activities, routines, every Christmas, every New Year’s Eve, every birthday, activities in progress this semester, this month, this level, etc. |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
</table>
| 25 minutes | - Each group presents their similarities and differences about their daily activities, routines, actions in progress this semester, this month, this level, etc.
|         | - Each student takes notes about other student’s oral presentation.  
|         | - Each student asks questions to find out more information about their classmates’ lives.  
|         | - After each presentation, the teacher asks questions to the audience to check understanding.  
|         | - Each group writes a summary about the similarities and differences. |
| 5 minutes | - Exit ticket: Each student picks up a question and writes the answer. The questions include present simple or present continuous. |
### Appendix ZT: Lesson Plan Activity #6

<table>
<thead>
<tr>
<th><strong>Topic</strong></th>
<th>Talk about the things that they like such as films.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content objective</strong></td>
<td>Students would be able to use comparatives.</td>
</tr>
<tr>
<td><strong>Language objective</strong></td>
<td>Students would be able to compare things that they like such as sports, films, subjects, etc.</td>
</tr>
<tr>
<td><strong>Teaching aim</strong></td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td><strong>Suggested activities</strong></td>
<td>Talk about films that they like and play the board game.</td>
</tr>
</tbody>
</table>

#### Resources
- Photos that are related to students’ interests.
- Handout with texts that have comparatives.
- Handouts with board games using comparatives and dices.

#### Procedure

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th><strong>Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Students look at blackboard and choose four adjectives.</td>
</tr>
<tr>
<td></td>
<td>Students choose two photos related to their favorite films. These films were brought by students to talk about them to their classmates using the adjectives of the blackboard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Time</strong></th>
<th><strong>Instruction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>Students work in groups to practice comparatives using a board game.</td>
</tr>
<tr>
<td></td>
<td>Students read texts about topics that they like. These texts have comparatives.</td>
</tr>
<tr>
<td></td>
<td>Students work in pairs to talk about their favorite films that they like comparing with other films regarding the plot, values, characters, quality of performance, messages, beginning, ending, etc.</td>
</tr>
<tr>
<td></td>
<td>Students work in groups to make a presentation about their favorite film regarding the plot, values, characters, quality of performance, beginning, ending, messages, etc.</td>
</tr>
<tr>
<td>Time</td>
<td>Review and Assessment</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25 minutes</td>
<td>· Each group gives their presentation about their favorite films.</td>
</tr>
<tr>
<td></td>
<td>· Each student takes notes about other student’s oral presentation.</td>
</tr>
<tr>
<td></td>
<td>· Each student asks questions to find out more information about their classmates’ favorite films.</td>
</tr>
<tr>
<td></td>
<td>· After each presentation, the teacher asks questions to the audience to check understanding.</td>
</tr>
<tr>
<td></td>
<td>· Each group writes a description about their favorite films including comparatives.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>· Exit ticket: Each student writes 5 sentences using comparatives.</td>
</tr>
</tbody>
</table>

Linguistic Aspect  
• Comparatives

Affective Aspect  
• Increase motivation and interest, lower affective filters and language anxiety

Didactic Aspect  
• Student-centering, collaborative learning
Appendix ZU: Lesson Plan Activity #7

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Some aspects of the film called &quot;the Pursuit of the Happiness&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to make comparisons among three or more things</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use superlatives</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>To talk about the movie called &quot;Pursuit of the happiness&quot;</td>
</tr>
</tbody>
</table>

**Resources**
- List of adjectives given by the textbook and a dice
- A photos and reviews of the movie called "Pursuit the happiness"
- A hand out with examples of superlatives
- A guide to make the discussion about the film

**Procedure**

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Students choose some adjectives from the list provided by the textbook to play bingo.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 minutes</td>
<td>Students choose some adjectives to make sentences using superlatives.</td>
</tr>
<tr>
<td></td>
<td>Give students the grammar handout to reinforce the grammar explanation.</td>
</tr>
<tr>
<td></td>
<td>Have students read reviews about the film &quot;pursuit of the happiness&quot;</td>
</tr>
<tr>
<td></td>
<td>Make students work in groups to talk about some aspects of the film called &quot;Pursuit of the happiness&quot;. Some aspects such as the plot, characters, setting and opinion. Students need to prepare a presentation about these aspects includind superlatives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>Each group presents their analysis of the film to their classmates.</td>
</tr>
<tr>
<td></td>
<td>Each student takes notes about other students’ analysis</td>
</tr>
<tr>
<td></td>
<td>Each student asks questions to find out more information about other student’s analysis</td>
</tr>
<tr>
<td></td>
<td>After each presentation, the teacher asks questions to the audience to check understanding.</td>
</tr>
<tr>
<td></td>
<td>Each group writes a summary about their analysis using superlatives.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Each student writes about any aspect of the film called &quot;pursuit the happiness&quot;.</td>
</tr>
</tbody>
</table>

**Linguistic Aspect**
- Comparatives and Superlatives

**Affective Aspect**
- Increase motivation and interest, lower affective filters and language anxiety

**Didactic Aspect**
- Student-centering, collaborative learning
### Appendix ZV: Lesson Plan Activity #8

<table>
<thead>
<tr>
<th>Topic</th>
<th>Life lessons of the film called &quot;the Pursuit of the Happiness&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to make comparisons among two, three or more things</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use comparatives and superlatives</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>To talk about the movie called &quot;Pusuit of the hapiness&quot; and play trivia game</td>
</tr>
</tbody>
</table>
| Resources | · Hand out with the trivia game. This game includes superlatives.  
· A guide with some examples of life lesson of the movie. |

#### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Students develop the trivia game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 20 minutes | · Have students read some texts with life lessons about the film called "Pursuit of the happiness"  
· Students analyse if they agree or disagree with these life lessons.  
· Make students work in groups to think about other life lessons with examples.  
· Make students work in teams to make a presentation about life lessons that the film called "Pursuit the happiness" have taught them. They need to include comparatives and superlatives and examples. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
</table>
| 25 minutes| - Each group presents the life lessons of the film called "Pursuit the happiness" to their classmates.  
- Each student takes notes about other students’ life lessons.  
- Each student asks questions to find out more information about other student’s life lessons.  
- Each group writes a summary about the life lessons that they presented.  
- After each presentation, the teacher asks questions to the audience to check understanding. |
| 5 minutes | - Each student chooses one life lesson and writes about it. They need to include superlatives and comparatives. |
### Topic
The song called "We are the champions"

### Content objective
Students would be able to talk about their experiences in their lives

### Language objective
Students would be able to use present perfect

### Teaching aim
Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.

### Suggested activities
To talk about the song called "we are the champions" using the guide.

- Photos of band called "Queen"
- Hand out with the music analysis guide for students. Students need to follow the questions to make the discussion.
- Texts with information about the band.

### Resources

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 10 minutes | Students look at the photos and try to recognize the name of the band.  
Students read some information about the band called "Queen" and answer some questions.  
Students work in teams to say what else they know about this band. As a group they try to get as much as information as possible. The whole class talks about the band called "Queen" |

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 20 minutes | Make students listen to the song called "We are the champions". They need to listen to and answer some questions such as: Have you ever listened to this song? If your answer is yes say: How many times have you listened to? Why have you listened to it some times? Where have you listened to this song?  
Students work in groups of three to analyse the song with the music analysis guide of questions. Questions such as: What did you like about the song’s words? Where were your favourite parts? Why? (Critical thinking); Are the songs’ words like the words to any other song that you know? How are they similar or different? (Connections); Is there anything in the song that reminds you of something in your own life? (personalization)  
Make students work in groups to prepare a presentation about their discussion about the song called " We are the champions". Students need to include some sentences using present perfect. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>· Each group presents the answers to the questions of the music analysis guide of the song called &quot;We are the champions&quot; to their classmates.</td>
</tr>
<tr>
<td></td>
<td>· Each student takes notes about other students’ presentations.</td>
</tr>
<tr>
<td></td>
<td>· Each student asks questions to find out more information about other student’s life lessons.</td>
</tr>
<tr>
<td></td>
<td>· After each presentation, the teacher asks questions to the audience to check understanding.</td>
</tr>
<tr>
<td></td>
<td>· Each group writes a summary about the most important points of their presentation.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Students play the game called &quot;Move to other spot if you have had the experience&quot; At the beginning the teacher creates the questions and later the students do. For example, Have you ever visited Mindo city?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linguistic Aspect</th>
<th>Present perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Aspect</td>
<td>Increase motivation and interest, lower affective filters and language anxiety</td>
</tr>
<tr>
<td>Didactic Aspect</td>
<td>Student-centering, collaborative learning</td>
</tr>
</tbody>
</table>
### Appendix ZX: Lesson Plan Activity #10

<table>
<thead>
<tr>
<th>Topic</th>
<th>Experiences in students’ lives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to talk about their experiences in their lives</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use present perfect</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>Puzzles, twisters and talk about their experiences</td>
</tr>
</tbody>
</table>
| Resources                          | - Puzzles to practice vocabulary  
- Twisters to improve their pronunciation  
- Examples of conversations including present perfect |

#### Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 10 minutes | - Students develops some twisters to improve their pronunciation.  
- Students do some puzzles to practice vocabulary (verbs). |

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 20 minutes | - Students read some examples of interviews using present perfect and answer some questions.  
- Students work in pairs to create a conversation talking about different topics that are related with their experiences in their lives. Students need to use present perfect and simple past. They can talk about movies, TV series, sports, etc.  
- Make students work in pairs to prepare a conversation that talk about their experiences. They need to include present perfect and simple past. |

<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
</table>
| 25 minutes | - Each pair makes the conversation and everyone in the class can listen to them.  
- Each student takes notes about other students’ conversations.  
- Each student asks questions to find out more information about other students’ conversations.  
- After each conversation, the teacher asks questions to the audience to check understanding.  
- Each pair writes their conversation to hand in to the teacher. |

<table>
<thead>
<tr>
<th>Time</th>
<th>5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>- Each student chooses a card that contains a question and respond with complete answers.</td>
</tr>
</tbody>
</table>

#### Linguistic Aspect
- Present perfect

#### Affective Aspect
- Increase motivation and interest, lower affective filters and language anxiety

#### Didactic Aspect
- Student-centering, collaborative learning
## Appendix ZY: Lesson Plan Activity #11

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reviews of movies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to make reviews</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use present perfect</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>Puzzles and the use of authentic language that is related to their interests like movies. Therefore, reviews of different movies are used.</td>
</tr>
</tbody>
</table>
| Resources           | - Puzzles to practice vocabulary.  
                     | - Reviews of different movies that they like.  
                     | - Examples of reviews that include present perfect. |

### Procedure

#### Time

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>- Students develop some twisters to improve their pronunciation.</td>
</tr>
<tr>
<td></td>
<td>- Students do a puzzle to practice vocabulary.</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>- Students read some reviews that are related to the movies that they like and say if they agree or disagree explaining their reasons for their answers.</td>
</tr>
<tr>
<td></td>
<td>- Students receive a hand out that contains reviews of movies to identify its elements.</td>
</tr>
<tr>
<td></td>
<td>- Make students work in pairs to prepare a review about any movie that they have seen. Students need to include some sentences in present perfect.</td>
</tr>
<tr>
<td><strong>Review and Assessment</strong></td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>- Each pair presents their reviews to the class.</td>
</tr>
<tr>
<td></td>
<td>- Each student takes notes about other students’ reviews.</td>
</tr>
<tr>
<td></td>
<td>- Each student asks questions to find out more information about other students’ reviews.</td>
</tr>
<tr>
<td></td>
<td>- After each conversation, the teacher asks questions to the audience to check understanding.</td>
</tr>
<tr>
<td></td>
<td>- Each pair writes their reviews to hand in to the teacher.</td>
</tr>
<tr>
<td><strong>Review and Assessment</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>- Each student chooses a movie and writes a reviews.</td>
</tr>
</tbody>
</table>

### Linguistic Aspect
- Present perfect

### Affective Aspect
- Increase motivation and interest, lower affective filters and language anxiety

### Didactic Aspect
- Student-centering, collaborative learning
Appendix ZZ: Lesson Plan Activity #12

<table>
<thead>
<tr>
<th>Topic</th>
<th>Future plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to talk about future plans in their personal lives and their professional lives</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use &quot;Be going to&quot;</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups and cellphones</td>
</tr>
</tbody>
</table>
| Suggested activities   | Use cartoons and To talk about their interests such as their future plans in their personal and professional lives and the game called "the chain"
|                        | · Hand outs that have pictures of Garfield. Students need to create
|                        | · Texts with description of people’s future plans
|                        | · Information about different masters degrees related to students’ careers.
|                        | · Realia (different things that can be related with their future plans) |

<table>
<thead>
<tr>
<th>Resources</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>· Students work in groups to play the game called &quot;the chain&quot;. This game allows students to work together to create sentences in different tenses.</td>
</tr>
<tr>
<td></td>
<td>· Students do a hand out that describes activities that Garfield is going to do. Before doing the hand out, students say if they like this cartoon, the reasons why they like or they don’t like, and other information.</td>
</tr>
<tr>
<td></td>
<td>· Students pick up two or three things that can be related with their future plans.</td>
</tr>
<tr>
<td></td>
<td>· Students say to the class the relation between the chosen things and their future plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20 minutes</td>
</tr>
<tr>
<td></td>
<td>· Students make groups with classmates who are studying the same careers.</td>
</tr>
<tr>
<td></td>
<td>· Students pick up some texts that contain some information about master degrees that are related to their careers.</td>
</tr>
<tr>
<td></td>
<td>· Students discuss about their future plans related to their personal and professional lives. Students can use their cellphones to find information and support their ideas. For instance, students can find information about the universities that have the master degrees that they are interested in, places they would like to visit, etc.</td>
</tr>
<tr>
<td></td>
<td>· Students prepare a presentation about their future plans.</td>
</tr>
<tr>
<td>Time</td>
<td>Review and Assessment</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 25 minutes | - Each group presents the future plans to their classmates.  
|         | - Each student takes notes about other students’ future plans  
|         | - Each student asks questions to find out more information about other students’ future plans.  
|         | - After each presentation, the teacher asks questions to the audience to check understanding.  
|         | - Each group writes a summary about the most important future plans.  |
| 5 minutes | Students make a list about their most important future plans.  |

**Linguistic Aspect**  
- Be going to

**Affective Aspect**  
- Increase motivation and interest, lower affective filters and language anxiety

**Didactic Aspect**  
- Student-centering, collaborative learning
## Appendix ZZA: Lesson Plan Activity #13

<table>
<thead>
<tr>
<th>Topic</th>
<th>Suggestions to problems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content objective</strong></td>
<td>Students would be able to give strong and weak suggestions</td>
</tr>
<tr>
<td><strong>Language objective</strong></td>
<td>Students would be able to use the modal &quot;should&quot; to give strong suggestions and the modal &quot;could&quot; to give weak suggestions.</td>
</tr>
<tr>
<td><strong>Teaching aim</strong></td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td><strong>Suggested activities</strong></td>
<td>To talk about their lives such as their problems.</td>
</tr>
</tbody>
</table>

### Resources
- A decorated box to put the problems
- The song called "Shallow" by Lady Gaga
- A hand out with different problems.

### Procedure

#### Time

**Presentation**

<table>
<thead>
<tr>
<th>Time</th>
<th>Presentation</th>
</tr>
</thead>
</table>
| 10 minutes | - Students play "stop the hand" to activate their vocabulary.  
- Students writes some problems and their classmates suggest some solutions. |

**Instruction**

<table>
<thead>
<tr>
<th>Time</th>
<th>Instruction</th>
</tr>
</thead>
</table>
| 20 minutes | - Listen to the song called "Shallow" by Lady Gaga and complete the lyrics.  
- Students work in groups of three to analyse the song with the music analysis guide of questions. Questions such as: What did you like about the song’s words? Where were your favourite parts? Why? (Critical thinking); Are the songs’s words like the words to any other song that you know? How are they similar or different? (Connections); Is there anything in the song that reminds you of something in your own life? (personalization)  
- Students work in pairs to give suggestion to a friend whose friend is coming to visit Ecuador. They need to suggest activities to do in this country.  
- Students work in pair to present their suggestions to their friend. They need to include slides to make their presentation. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Review and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>• Each group presents their suggestions to their classmates.</td>
</tr>
<tr>
<td></td>
<td>• Each student takes notes about other students’ suggestions</td>
</tr>
<tr>
<td></td>
<td>• Each student asks questions to find out more information about other student’s</td>
</tr>
<tr>
<td></td>
<td>suggestions</td>
</tr>
<tr>
<td></td>
<td>• After each presentation, the teacher asks questions to the audience to check</td>
</tr>
<tr>
<td></td>
<td>understanding.</td>
</tr>
<tr>
<td></td>
<td>• Each group writes a summary about their most important suggestions.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>• Each student picks up a card which has a problem. Then they need to give</td>
</tr>
<tr>
<td></td>
<td>suggestions to solve the problem.</td>
</tr>
</tbody>
</table>

| Linguistic Aspect  | • Modals "Should and Could" |
| Didactic Aspect    | • Increase motivation and interest, lower affective filters and language anxiety |
| Affective Aspect   | • Increase motivation and interest, lower affective filters and language anxiety |
| Didactic Aspect    | • Student-centering, collaborative learning |
Appendix ZZB: Lesson Plan Activity #14

<table>
<thead>
<tr>
<th>Topic</th>
<th>Euthenesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content objective</td>
<td>Students would be able to express their opinions in a small talk.</td>
</tr>
<tr>
<td>Language objective</td>
<td>Students would be able to use expressions to express agreement and disagreement.</td>
</tr>
<tr>
<td>Teaching aim</td>
<td>Practice new grammar structures to develop speaking four skills (listening, readings, writing and speaking) while working in groups.</td>
</tr>
<tr>
<td>Suggested activities</td>
<td>To talk about topics that they suggest such as euthenesia</td>
</tr>
<tr>
<td>Resources</td>
<td>• Printed information, summaries and graphic organizer about the topic. Students need to talk about</td>
</tr>
</tbody>
</table>

### Procedure

**Time** | **Presentation**
--- | ---
10 minutes | • Students play "tick-tack-tock" to activate their vocabulary.
 | • Students makes groups of 4 members. Two students in favor and 2 students against

**Time** | **Instruction**
--- | ---
20 minutes | • Give students the instructions to develop the activity called "Small Talk" and assign a leader to each group.
 | • The leader of each group guides the discussion.
 | • Every student has 1 minute to express their opinion and support it with examples, facts, etc.
 | • After each student has expressed their opinions in one minutes, the discussion starts where every student can defend their point of view. The teacher does not participate in the discussion.

**Time** | **Review and Assessment**
--- | ---
25 minutes | • Students start their small talk.
 | • Each student takes notes about other students’ opinions
 | • Each student asks questions to find out more information about other student’s opinion and show agreement or disagreement.
 | • After twenty minutes, each group writes a summary about their most important points of the small talk.
 | • Each group presents the most important points.
 | 5 minutes | • Each group writes the most important points of the discussion.

**Linguistic Aspect** | Expressions to express agreement and disagreement.

**Affective Aspect** | Increase motivation and interest, lower affective filters and language anxiety

**Didactic Aspect** | Student-centering, collaborative learning
## SYLLABUS OF LEVEL A2.2

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DATE</th>
<th>GOALS</th>
<th>RESOURCES</th>
<th>CONTENTS</th>
<th>CONTROL AREA MANAGER’S OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>7</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about past journeys</td>
<td>EMPOWER A2 -Combo B</td>
<td>Grammar: Past simple, negative and questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Transport</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about what you like and dislike about transport</td>
<td>Teachers Resources CD</td>
<td>Grammar: Low-some, don't need * + ing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Transport, adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to say excuse me and sorry</td>
<td>Laboratory, Library, class projector, teacher's laptop, videos, images, extra copies</td>
<td>Grammar: Shouting, polite</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Emphasising what we say</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to write an email</td>
<td>Laboratory or tests</td>
<td>Linking ideas with however, adverbs of manner</td>
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<tr>
<td></td>
<td></td>
<td>Learn to talk about past and present abilities</td>
<td>EMPOWER A2 -Combo B</td>
<td>Grammar: Can, can’t, could, could've for abilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Sport and exercise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about the body and getting fit</td>
<td>Teachers Resources CD</td>
<td>Grammar: How to/ how to be</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Parts of the body, appearance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about health and how you feel</td>
<td>Class projector, teacher's laptop, videos, images, extra copies</td>
<td>Grammar: Expressing sympathy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Jobbing, orderly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to write an article</td>
<td>Class projector, teacher's laptop, videos, images, extra copies</td>
<td>Linking ideas with however, adverbs of manner</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Learn to talk about where you are and what you’re doing</td>
<td>EMPOWER A2 -Combo B</td>
<td>Grammar: Present continuous</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Shopping, money and prices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about the clothes you wear at different times</td>
<td>Teachers Resources CD</td>
<td>Grammar: Present simple or present continuous</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to shop for clothes. Learn to write a thank you email</td>
<td>Library, class projector, teacher's laptop, videos, images, extra copies</td>
<td>Grammar: Saying something such</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Vocabulary: Jobbing, orderly</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Writing/ formal and informal emails</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>10  and 11</td>
<td>Evaluation</td>
<td>Laboratory or tests</td>
<td></td>
<td>TEST UNIT 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about sport and exercise</td>
<td>Class projector, teacher's laptop, videos, images, extra copies</td>
<td>Linking ideas with whatever, adverbs of manner</td>
<td></td>
</tr>
</tbody>
</table>

**Place:** QUITO  
**Day:**  
**From Monday to Friday**
Appendix ZZD: Syllabus with Students’ Suggestions

The suggestions are written with red color.

### SYLLABUS OF LEVEL A2.2

<table>
<thead>
<tr>
<th>UNIT</th>
<th>DATE</th>
<th>GOALS</th>
<th>RESOURCES</th>
<th>UNIT</th>
<th>DATE</th>
<th>CONTENTS</th>
<th>CONTROL AREA MANAGERS’ OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Learn to talk about past journeys.</td>
<td>EMPOWER A2 Combo B</td>
<td></td>
<td></td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about your life and define about yourself</td>
<td>Teacher’s Resources CD</td>
<td></td>
<td></td>
<td>JOURNEYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to say excuse me and sorry</td>
<td>Laboratory, Library, class projector, teacher’s laptop, videos, images, extra copies</td>
<td></td>
<td></td>
<td><strong>(TEST UNIT 1)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk about favorite TV series and about TV Series called “Bing Bang Theory”. Write and talk about topics students like.</td>
<td>Laboratory or tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Learn to talk about past and present abilities</td>
<td>EMPOWER A2 Combo B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about sport and exercise</td>
<td>Teacher’s Resources CD</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about the body and getting fit</td>
<td>Class projector, teacher’s laptop, videos, extra copies</td>
<td></td>
<td></td>
<td><strong>(TEST UNIT 2)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about health and how you feel</td>
<td>Lab project, teacher’s laptop, videos, extra copies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to write an article</td>
<td>Class projector, teacher’s laptop, videos, extra copies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk about students’ professions. Write and talk about topics students like.</td>
<td>Laboratory or tests</td>
<td></td>
<td></td>
<td><strong>(TEST UNIT 3)</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Learn to write a thank-you email</td>
<td>EMPOWER A2 Combo B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about the clothes you wear at different times</td>
<td>Teacher’s Resources CD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to shop for clothes. Learn to write a thank-you email</td>
<td>Library, class projector, teacher’s laptop, videos, images, extra copies</td>
<td></td>
<td></td>
<td><strong>(TEST UNIT 4)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk about hair clothes and their activities. that are in progress.</td>
<td>Laboratory or tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write and talk about topics the students like.</td>
<td>Laboratory, extra copies</td>
<td></td>
<td></td>
<td><strong>(RECOVERY TEST)</strong></td>
<td></td>
</tr>
<tr>
<td>3 and 4</td>
<td></td>
<td>Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>MID TERM WRITTEN EXAM</strong></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Learn to say where you are and what you are doing</td>
<td>EMPOWER A2 Combo B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to talk about the clothes you wear at different times</td>
<td>Teacher’s Resources CD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn to shop for clothes. Learn to write a thank-you email</td>
<td>Library, class projector, teacher’s laptop, videos, images, extra copies</td>
<td></td>
<td></td>
<td><strong>(TEST UNIT 5)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talk about hair clothes and their activities. that are in progress.</td>
<td>Laboratory or tests</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write and talk about topics the students like.</td>
<td>Laboratory, extra copies</td>
<td></td>
<td></td>
<td><strong>(MID TERM ORAL EXAM)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Appendix ZZE: An Example of Checklist to Make Students’ Speech

Speaker’s Checklist

Oral Presentation

_____ Did you check your time (Minimum 2 minutes and maximum 4 minutes?)
_____ Did you use clear and relevant pictures or graphics?
_____ Did you check spelling, grammar, punctuation of slides?
_____ Did you check the structure of a presentation?
_____ Did you support your topic sentence with examples, details or reasons?
_____ Did you check your subject-verb agreement?
_____ Did you check your verb tenses?
_____ Did you check your pronunciation?
_____ Did you include at least 3 sentences using past simple?
_____ Did you include at least 3 sentences using love/like/don’t mind/ hate +verb+ ing?
_____ Did you include at least 3 sentences using can or can’t?
_____ Did you include at least 3 sentences using have or do not have?
_____ Did you include at least 3 sentences using present simple?
_____ Did you include at least 3 sentences using comparatives?
_____ Did you include at least 3 sentences using superlatives?
_____ Did you include at least 3 sentences using present perfect?
_____ Did you include the rubric for your oral presentation

_______________________
Student’s signature
Appendix ZZF: An Example of Checklist to Write about Their Chosen Topic

Writer’s Checklist

_____ Did you use clear and relevant pictures or graphics?

_____ Did you check spelling, grammar and punctuation.

_____ Did you check the structure of a paragraph?

_____ Did you support your topic sentence with examples, details or reasons?

_____ Did you check your subject-verb agreement?

_____ Did you check your verb tenses?

_____ Did you include at least 2 sentences using past simple?

_____ Did you include at least 2 sentences using love/like/don’t mind/hate +verb+  ing?

_____ Did you include at least 2 sentences using can or can’t?

_____ Did you include at least 2 sentences using have or do not have?

_____ Did you include at least 3 sentences using have or do not have?

_____ Did you include at least 2 sentences using present simple?

_____ Did you include at least 2 sentences using comparatives?

_____ Did you include at least 2 sentences using superlatives?

_____ Did you include at least 2 sentences using present perfect?

_____ Did you include the rubric for your paragraph?
ANALYSIS OF STUDENTS’ IMPROVEMENT

Skill: Writing

Appendix ZZG: Andrea’s Writing - First Period

On October 6th 2018 I planned a trip with my boyfriend. We decided to go to Baños city. It was our first trip together. When we arrived to Baños city we went to a hotel. After that we went to a restaurant when did eat typical food. We were very tired, and decided to go to sleep. Next day we went to visit some places. My favorite was “Pailon del Diablo” because there in the middle of the bridge he said me that I will marry him. Obviously I told yes! We continued with the hike. The same day we needed to return to Quito. The travel was great. When we arrived to Quito my boyfriend told his parents the good news. His family gave congratulations, so the plan was in fact tell my family get. On December 24th he attended to Christmas dinner and in the same day he payed my hand to my parents. They were agree. My mom thought this was OK! and all my family cried of happiness.
Appendix ZZH: Andrea’s Writing - Second Period

Topic: My mother.

My mother’s name is Michelle. She is 42 years old. She was born on 3rd July 1977. She’s the second of four brothers. When she was a child, she lived in Quito, Ecuador. She told me that her house was very scary because in the nights they never opened the doors. She looked like her older brother. She told me that one day she took some clothes from his brother and she has worn like him.
She studied in the Tecolotl Anderson High School. She was pregnant when she was 18 years old. She got married very younger than my aunt and uncles. In her wedding I was present in her womb. Her personality is a delicate, beautiful and talented than her siblings. For me she is the most intelligent person in her family. I like that my mom is very ambitious in her goals and intentions. On the other hand, she is the most loving person with her sons. When she was 24 years old, she started her studies of university. She was graduated when she was 35 years old.
She obtained the title of an electrical commercial engineer. My mom had her second son when she was 25 years old. She looked like my father than her first son. She has always had a positive attitude and I love it of her.

English A2.2

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4 3 3 4
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321
My mother’s name is Micaela and she is 42 years old. She was born on 3rd July, 1977. She is the second of four brothers. When she was a child, she lived in Quito city. She told me that her house was very scary because at nights, the doors were open by themselves. She liked to cook like her older brother. She told me one day, she wore her brother’s clothes. She studied at the Teodoro High school. She was pregnant when she was 18 years old. She got married younger than my aunt and uncles. On her wedding, I was present in her womb. Her personality is more adorable, beautiful and talented than her brother. For me, she is the most intelligent person in her family. I like that my mom is very ambitious in her goals and intentions. On the other hand, she is the most loving person with her children. When she was 27 years old, she started her studies at university. She graduated when she was 35 years and she obtained her degree of Commercial Engineer. My mom had her second child when she was 25 years old. She was fatter than on her first pregnancy. She has always had a positive attitude and I love it of her.
Appendix ZZI: Negra’s Writing - First Period

Class: A2.2 – 320

Pseudonym: Negra

Writing

My Nieces

Valentina - my first niece is 5 years old. She was born on 27 August, 2013. Everybody in my family were happy because Valentina was a surprise for us, but she was suffer a fall from the horse and she broke her arm then she had be opered after she cured. Now she goes to primary school and she is a happy and beautiful girl. She likes ice cream and play video games.

Isabella - my second niece is 4 years old. She was born on 3 September 2014 in Quito. My sister didn’t know she was pregnant until 5 months that’s why she was born at 7 months because the work of my sister at that time was very hard because My sister is a nurse. However my beautiful niece grew up and now she is a nice girl. She goes to kinder garden and she loves the princess of Disney like She.
Valentina who is my first niece is 5 years old. She was born on 27th August, 2013. Everybody in my family was happy because Valentina was a surprise for us. She fell badly from the horse and she broke her arm. Then she had to be operated after she was cured. Now, she goes to primary school and she is a happy and beautiful girl. She likes ice-cream and plays video games.

Isabella, my second niece is 4 years old. She was born in Quito on 3rd September, 2014. My sister didn’t know she was pregnant until the baby was 5 months that is why she was born at 7 months because my sister’ job is a nurse. Then, my beautiful niece grew up and now she is a nice girl. She goes to preschool and she loves the princess of Disney like her mother.
Appendix ZZJ: Negra’s Writing - Second Period

I am a Nursing student at Catholic University of Ecuador.

My career is very important because we can help and care of persons of different ages or diseases. The most important is their feelings with the persons because they probably are in a bad illness so you would be strong. The nurses are present in every patient. At present I have in my internship at Santa Casa Hospital. There I take care of patients. However, at Hospital, the important thing is the emotional condition of each patient because they can feel unstable, angry or anxious.
Correction

Pseudonym: Negra
My nieces

Valentina who is my first niece is 5 years old. She was born on 27th August, 2013. Everybody in my family was happy because Valentina was a surprise for us. She fell badly from the horse and she broke her arm. Then she had to be operated after she was cured. Now, she goes to primary school and she is a happy and beautiful girl. She likes ice-cream and plays video games.

Isabella, my second niece is 4 years old. She was born in Quito on 3rd September, 2014. My sister didn’t know she was pregnant until the baby was 5 months that is why she was born at 7 months because my sister’ job is a nurse. Then, my beautiful niece grew up and now she is a nice girl. She goes to preschool and she loves the princess of Disney like her mother.
Appendix ZZK: Rubric of Writing

<table>
<thead>
<tr>
<th></th>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>4 points</td>
<td></td>
<td>Good flow of ideas, details and sequences</td>
<td></td>
<td>Main ideas, details and sequence are appropriate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Detail Sentence (s)</strong></td>
<td></td>
<td></td>
<td>Paragraph (s) have three or more supporting detail sentences that relate back to the main idea</td>
<td></td>
<td>Paragraph (s) have two supporting detail sentences that relate back to the main idea</td>
</tr>
<tr>
<td><strong>Vocabulary (s)</strong></td>
<td>4 points</td>
<td></td>
<td>Paragraph has no errors in vocabulary</td>
<td></td>
<td>Paragraph has one or two errors in vocabulary</td>
</tr>
<tr>
<td><strong>Grammar Or use of language</strong></td>
<td></td>
<td></td>
<td>Paragraph has no errors in Grammar.</td>
<td></td>
<td>Paragraph has one or two grammar errors.</td>
</tr>
<tr>
<td><strong>Mechanics, punctuation and spelling</strong></td>
<td></td>
<td></td>
<td>Paragraph has no errors in punctuation, capitalization and spelling</td>
<td></td>
<td>Paragraph has one or two punctuation, capitalization and spelling errors.</td>
</tr>
</tbody>
</table>

| Organization (4 points) | Supporting Detail Sentence (s) (4 points) | Vocabulary (s) (4 points) | Grammar (s) (4 points) | Mechanics, punctuation and spelling (4 points) |
Skill: Speaking

Appendix ZZL: Melanie’s Oral Presentation - First Period

<table>
<thead>
<tr>
<th>Pseudonym: Melanie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating Sheet for oral presentation</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>1. Very many unnatural pauses, very halting and fragmentary delivery</td>
</tr>
<tr>
<td>2. Quite a few unnatural pauses, frequently halting and fragmentary delivery</td>
</tr>
<tr>
<td>3. Some unnatural pauses, occasionally halting and fragmentary delivery</td>
</tr>
<tr>
<td>4. Hardly any unnatural pauses, fairly smooth and effortless delivery</td>
</tr>
<tr>
<td>5. No unnatural pauses, almost effortless and smooth: Still perceptibly non-native</td>
</tr>
<tr>
<td>6. As effortless and smooth as speech of native speaker</td>
</tr>
<tr>
<td><strong>Comprehensibility</strong></td>
</tr>
<tr>
<td>1. No comprehension—I couldn’t understand a thing the student said</td>
</tr>
<tr>
<td>2. Comprehend small bits and pieces, isolated words</td>
</tr>
<tr>
<td>3. Comprehend some phrases or word clusters</td>
</tr>
<tr>
<td>4. Comprehend short simple sentences</td>
</tr>
<tr>
<td>5. Comprehend most of what the student said</td>
</tr>
<tr>
<td>6. Comprehend all of what the student said</td>
</tr>
<tr>
<td><strong>Amount of Communication</strong></td>
</tr>
<tr>
<td>1. Virtually no relevant information was conveyed by the student</td>
</tr>
<tr>
<td>2. Very little relevant information was conveyed by the student</td>
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<tr>
<td>3. Some relevant information was conveyed by the student</td>
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<tr>
<td>6. All relevant information was conveyed by the student</td>
</tr>
<tr>
<td><strong>Quality of Communication</strong></td>
</tr>
<tr>
<td>1. No statements were structurally correct</td>
</tr>
<tr>
<td>2. Very few statements were structurally correct</td>
</tr>
<tr>
<td>3. Some statements were structurally correct</td>
</tr>
<tr>
<td>4. Many correct statements but some problems remain with structures</td>
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<td>5. Most statements were structurally correct; only minor problems with structures</td>
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<tr>
<td><strong>Pronunciation</strong></td>
</tr>
<tr>
<td>1. Difficult to understand due to pronunciation problems</td>
</tr>
<tr>
<td>2. Slight problems with stress, intonation and individual sounds, but communication not affected</td>
</tr>
<tr>
<td>3. Patterns of stress, intonation used correctly; native like pronunciation of individual sounds</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
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<tr>
<td>1. Limited vocabulary; misuse of words; Spanish interference</td>
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<td>2. Some hesitancy in choice of words; some errors in form</td>
</tr>
<tr>
<td>3. Wide lexical range; correct use of forms</td>
</tr>
</tbody>
</table>

Deach: Pronunciation we travelled in the bus character
Daniel play
I communi with all my friends the last vacaction
thy moved US play

328
### Appendix ZZM: Melanie’s Oral Presentation - Second Period

#### Pseudonym: Melanie

<table>
<thead>
<tr>
<th>Rating Sheet for oral presentation</th>
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<tbody>
<tr>
<td><strong>Fluency</strong></td>
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<td>5. No unnatural pauses, almost effortless and smooth. Still perceptibly nervous</td>
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<tr>
<td>6. As effortless and smooth as speech of native speaker</td>
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**Score**: 22/30
Appendix ZZN: Johana’s Oral Presentation - First Period

Pseudonym: Johana

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</tbody>
</table>

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worked


lived


but she be in Cuba, she is a girl


he shives up the La Salu


In my house have two pets


here are
Appendix ZZO: Johana’s Oral Presentation - Second Period

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<tr>
<td>6. As effortless and smooth as speech of native speaker</td>
</tr>
<tr>
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<tr>
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</tr>
</tbody>
</table>

[Drawing of a person with 5 haters]
Skill: Reading

Appendix ZZP: Jossesyta’s Reading Activity - First Period

The Teacher

At school, I was good at math but not in English. More difficult to work but also more rewarding, I learned German and French. I now speak German and Italian but not French.

Now I'm a teacher. I teach English and some other subjects at different schools in China. I taught English in England last year and I enjoy teaching students in school, helping them improve their English skills.

I enjoy spending time with my students and I try to make learning fun for them. I believe that every student has the potential to succeed with the right attitude and effort.
Appendix ZZQ: Jossesyta’s Reading Activity - Second Period

Pontifical Catholic University
Faculty of Languages

Class: A2.2

Pseudonym: Jossesyta
Reading 3

Learning English

You are correct!

How did you do?

85.71%

85/10
### Appendix ZZR: Carolina’s Reading Activity - First Period

#### LearnEnglish Teens

**Reading skills practice: Finding a job – exercises**

Look at the job adverts and do the exercises to practise your reading skills.

**Pseudonym: Carolina**

<table>
<thead>
<tr>
<th>Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the duties under the correct jobs.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Display items on the shelf.</th>
<th>Give customers their change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sell shop’s items.</td>
<td>Serve food and drinks.</td>
</tr>
<tr>
<td>Deliver newspapers.</td>
<td>Read stories and play with young children.</td>
</tr>
<tr>
<td>Look after children.</td>
<td>Make somewhere tidy.</td>
</tr>
<tr>
<td>Help customers find items to buy.</td>
<td>Wake up early.</td>
</tr>
<tr>
<td>Clean the floor.</td>
<td>Take customers’ order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Babysitter</th>
<th>Shop assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look after children.</td>
<td>Display items on the shelf.</td>
</tr>
<tr>
<td>Read stories and play with young children.</td>
<td>Help customers find items to buy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paper boy</th>
<th>Waiter/Waitress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver newspaper</td>
<td>Serve food and drinks</td>
</tr>
<tr>
<td>Wake up early</td>
<td>Take customers’ order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleaner</th>
<th>Cashier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean the floor</td>
<td>Sell shop’s items</td>
</tr>
<tr>
<td>Make somewhere tidy</td>
<td>Give customers their change</td>
</tr>
</tbody>
</table>

[www.britishcouncil.org/learnenglishteens]
Appendix ZZS: Carolina’s Reading Activity - Second Period

Look at the website and do the exercises to practise and improve your reading skills.

**Pseudonym: Carolina**

9.5/10

21

**Reading skills practice: On the internet – exercises**

**Preparation**

Match the words with the definitions and write a–f next to the number 1–6.

1. intensive

2. residential course

3. activity monitor

4. excursion

5. qualified teacher

6. abroad

**Definitions**

a. In another country.

b. A teacher who has completed many courses and exams.

c. Someone who watches and supervises younger students.

d. To involve a lot of work in a short time.

e. A short trip to another town or place.

f. A course where you live at the school or university where you study.

---

ACE Intensive language courses for children and teenagers (8-18)

**Where?** We run residential courses abroad and in the UK.

**How many students are there?** A maximum of 12 students per class.

**How many hours of lessons are there?** 20 hours of lessons a week.

**When are the courses?** All courses run during the summer and at Easter.

**How long are the courses?** From 1 week to 2 months.

**Who are the teachers?** All teachers are qualified teachers of languages.

**Where do the students stay?** In student residences with qualified teachers and activity monitors who are present 24 hours a day.

**What do the students do after class?** Each language programme includes organised sports, activities and excursions after class and at weekends.
Appendix ZZT: Caro’s Listening Activity - First Period

Listen to Tyrone calling his local swimming pool and do the exercises to practise and improve your listening skills.

**Preparation**
Do this exercise before you listen. Write the words in the correct group.

<table>
<thead>
<tr>
<th>badminton</th>
<th>water polo</th>
<th>football</th>
</tr>
</thead>
<tbody>
<tr>
<td>table tennis</td>
<td>diving</td>
<td>sailing</td>
</tr>
<tr>
<td>basketball</td>
<td>golf</td>
<td>rugby</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Water sports</th>
<th>Indoor sports</th>
<th>Outdoor sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>water polo</td>
<td>badminton</td>
<td>golf</td>
</tr>
<tr>
<td>diving</td>
<td>table tennis</td>
<td>football</td>
</tr>
<tr>
<td>sailing</td>
<td></td>
<td>rugby</td>
</tr>
</tbody>
</table>

1. Check your understanding: gap fill
Do this exercise while you listen. Complete the registration form with Tyrone’s information.

| BROWNTON SWIMMING POOL |
| REGISTRATION FORM |

Name: Tyrone
Surname: Williams
Age: 15
Interested in (sport): water polo

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Appendix ZZU: Caro’s Listening Activity - Second Period

Listening skills practice: Shopping for clothes – exercises

Listen to the conversation between a customer and a shop assistant and do the exercise to improve your listening skills.

Preparation
Do this exercise before you listen. Write the correct word in the boxes below the picture.

<table>
<thead>
<tr>
<th>cash</th>
<th>credit card</th>
<th>receipt</th>
</tr>
</thead>
<tbody>
<tr>
<td>checkout</td>
<td>changing rooms</td>
<td>T-shirt</td>
</tr>
</tbody>
</table>

1. Check your understanding: shop assistant or customer
Do this exercise while you listen. Circle Shop assistant or Customer for these sentences.

Shop assistant: Is it OK?  Customer
Shop assistant: And in purple?  Customer
Shop assistant: Would you like to pay with credit card or with cash?  Customer
Shop assistant: Can I help you?  Customer
Shop assistant: Yes, have you got this T-shirt in other colours?  Customer
Shop assistant: Can I try it on?  Customer
Shop assistant: What size do you want?  Customer

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Appendix ZZV: Sirena’s Listening Activity - First Period

Listen to Tyrone calling his local swimming pool and do the exercises to practise and improve your listening skills.

**Preparation**
Do this exercise before you listen. Write the words in the correct group.

| badminton | water polo | football |
| table tennis | diving | sailing |
| basketball | golf | rugby |

<table>
<thead>
<tr>
<th>Water sports</th>
<th>Indoor sports</th>
<th>Outdoor sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>water polo</td>
<td>water polo</td>
<td>football</td>
</tr>
<tr>
<td>sailing</td>
<td>table tennis</td>
<td>rugby</td>
</tr>
<tr>
<td>diving</td>
<td></td>
<td>badminton</td>
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</table>

1. Check your understanding: gap fill
Do this exercise while you listen. Complete the registration form with Tyrone’s information.

**Brownton Swimming Pool**
**Registration Form**

Name: Tyrone
Surname: Williams
Age: 15 years old
Interested in (sport): Water polo classes

3/3

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Appendix ZZW: Sirena’s Listening Activity - Second Period

Listen to the conversation between a customer and a shop assistant and do the exercises to improve your listening skills.

Preparation
Do this exercise before you listen. Write the correct word in the boxes below the picture.

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<thead>
<tr>
<th>cash</th>
<th>credit card</th>
<th>receipt</th>
</tr>
</thead>
<tbody>
<tr>
<td>checkout</td>
<td>changing rooms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>T-shirt</td>
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1. Check your understanding: shop assistant or customer
Do this exercise while you listen. Circle Shop assistant or Customer for these sentences.

<table>
<thead>
<tr>
<th>Shop assistant</th>
<th>Is it OK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shop assistant</td>
<td>And in purple?</td>
</tr>
<tr>
<td>Shop assistant</td>
<td>Would you like to pay with credit card or with cash?</td>
</tr>
<tr>
<td>Shop assistant</td>
<td>Can I help you?</td>
</tr>
<tr>
<td>Shop assistant</td>
<td>Yes, have you got this T-shirt in other colours?</td>
</tr>
<tr>
<td>Shop assistant</td>
<td>Can I try it on?</td>
</tr>
<tr>
<td>Shop assistant</td>
<td>What size do you want?</td>
</tr>
<tr>
<td>Customer</td>
<td></td>
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<tr>
<td>Customer</td>
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## SUPPLEMENTAL TABLES

### Table S-1

**Experts’ professional information**

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<th>Degree</th>
<th>Scientific Category</th>
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<th>Years of experience in research</th>
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Table S-2

*Student Grades for Written and Oral Exams*

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Table S-3

*Speaking grades*

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Table S-4

Writing grades

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<th>Second Period</th>
<th>Average</th>
<th>Description</th>
<th>Comparatives</th>
<th>Their career</th>
<th>Writing/Free topic July 5</th>
<th>Average</th>
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<td>Free topic</td>
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<td>Description</td>
<td>Comparatives</td>
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Table S-5

*Reading grades*

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<th>Penny’s day in the city</th>
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**Listening grades**

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Table S-7

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