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PONTIFICIA UNIVERSIDAD
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DE VALPARAISO**

**Speaking activities to complement the use of Munk™ software in public schools in
Santiago**

TRABAJO DE TITULACIÓN

para optar al título de Profesor de Inglés

y al grado de Licenciado en Educación

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Viña del Mar, Julio 2014

Acknowledgements

To my sister, my mother and my father,
who were always there for me
in spite of all the circumstances.

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Abstract

In Chile there are many options that help in teaching English as a second language particularly in blended learning contexts. This work is based on the practical experience of the use of an online platform in public schools in Santiago called MunK™.

This project explores the importance of the speaking skill integration within an online platform created to develop English language learning in 8th grade students.

Keywords: Speaking skill, blended learning, online platform.



Introduction

According to OECD's Globalisation and Linguistic Competencies Project, English is the global language of communication these days, and it is standard to make business, to promote student exchanges and to carry out the international affairs (OECD, 2008a). In consequence, this is a very important issue for the educational systems of the countries that are not native English speakers (Peñate & Bazo, 2002).

English teaching in Chile has been marked by the educational reform in 1998. Initially, most English teachers in Chilean classrooms were using the grammar-translation method, which was not appropriate according to the communicative language method (CLT) offered by the course books used at that time. Specifically, this practice meant to give more attention to accuracy instead of fluency, which is the main goal of CLT. In order to deal with this situation, the Ministry of Education decided to place emphasis on the receptive skills, without forgetting about speaking and writing (Farías, 2008). After this educational reform, there was a major change in the approach for the teaching and learning of English as a second language in Chile.

Despite the description above, in 2007 Thornbury puts forward the notion that, unfortunately, many teachers still focus primarily on receptive skills only, that is, reading and listening comprehension development, neglecting speaking and writing. In the few instances where L2 speaking is taught, this is done only at the sentence level with a strong emphasis on accuracy at the phonological and grammatical level, but without a clear communicative intention. This type of focus contradicts L2 research that suggests there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them (Thornbury, 2007). But, what happens in Chile nowadays? Are teachers taking the right steps?

Given the relevance of the matter raised, one of the assessment systems the Ministerio de Educación (MINEDUC) has carried out to measure the skills' level of their students is the SIMCE. Still, there is no register of students' oral performance at national level because this standardized test does not consider the speaking skill.

The increasing access to new technological resources and high-speed internet has brought about new forms of interaction. Particularly in education, “Blended learning” appears to be an effective way of combining teaching and learning with technology and face-to-face classes. Moreover, in this context the market offers a wide variety of online platforms that can be used in language learning environments.

This graduation project aims to complement the practical experience for ESL learners using the b-learning based application “MunK™.” This platform is a virtual option besides the ones already offered by the MINEDUC. In the online platform, MunK™ users are able to practice three of the four main skills: listening, reading and writing. Face-to-face classes are a complement for communicative activities in the classroom to develop the speaking skill with their teacher. As this skill is not directly covered in the platform, this creates a gap which needs to be covered.

Thus, this graduation project seeks to fill this void through the creation of a complementary course for the use of the MunK™ platform in 8th graders to master the speaking skill. The lessons developed in this graduation project will target 8th graders, because according to Planes y Programas, at this level students are cognitively able to face more complex speaking tasks and they are more familiar with information and communication technologies.

This graduation project is structured in two key sections. The first section presents a literature review, describing blended learning and its classification. Also, main approaches used for teaching speaking through different time phases are introduced. The second section presents a pedagogical proposal that applies the theories presented before, in order to practice the speaking skills through different activities, within a task-based syllabus.

1 Literature Review

This literature review is presented into four parts: (1) review of the different types of blended learning, specifically in language learning environment; (2) teaching of speaking skill according to different language approaches; (3) The third part describes the components of the MunK™ platform; and (4) the type of syllabus that will be used in the pedagogical proposal.

1.1 Blended learning

Blended learning is a student-centered approach that integrates learning experiences in online and face-to-face environments (Hobgood, 2010). Commonly known as “b-learning,” this approach has diverse cornerstones. Horn and Staker (2012), suggest the following classification for b-learning, described in Table 1:

| | |
|---------------------|---|
| Rotation Model | Involves “a program in which a given course or subject, students rotate on fixed schedules or at the teacher’s discretion between learning modalities, at least one of which is online learning” (Horn and Staker, 2012: 8). According to the authors, this model holds a lot of promise because it tends to maintain many of the core elements of traditional instruction. The primary focus of this model is differentiating instruction by using various pedagogical modalities through computer-mediated instruction. Because of its similarity to the traditional learning model, it looks like the easiest of the four models to implement. |
| Flex Model | The Flex Model involves the “content and instruction [being] delivered primarily through the Internet, students move on an individually customized, fluid schedule among learning modalities and the teacher of record is on site” (Horn and Staker, 2012: 12). The primary focus of the flex model is maximizing efficiency and instructional consistency through the use of virtual learning curriculum and instruction, while providing various face-to-face learning opportunities that facilitate and enhance the student’s learning experience. |
| SelfBlend Model | The Self-Blend Model is perhaps the most common in schools today. In this model, students are given the opportunity to choose self-paced, online courses that fit their learning plan (Horn and Staker, 2012). |
| Enhanced Flex Model | Finally, the Enhanced Virtual Model provides a “whole-school experience in which within each course students divide their time between attending a brick and mortar school and learning remotely using online delivery of content and instruction.” (Horn and Staker, 2012: 14) This model is more appealing to middle school and high school educators because it provides |

| | |
|--|--|
| | an important level of supervision and responsibility than in any other traditional distance learning model. Through the use of technology a teacher of record can closely manage and facilitate the learning experience of particular students. Moreover, this approach can enhance the virtual learning experience by providing an important face-to-face component often sought by students and parents. |
|--|--|

Table 1: Blended learning classification. Source: Horn and Staker (2012)

1.1.1 Blended Learning in language learning environments

According to Sharma and Barret’s work (as cited in Tomlinson and Whittaker, 2013), the term blended learning has its origins in the business work in connection with corporate training. Later, MacDonald (as cited in Tomlinson and Whittaker, 2013) claims that it was employed in higher education and that finally it appeared in language teaching and learning. A clear definition for this approach has been deeply discussed by many authors, which leads to the following classification (See Table 2):

| Term | Definition |
|--------------|---|
| Web-enhanced | Subjects that make use of a minimal amount of materials such as posting a syllabus and course announcements. |
| Blended | Subjects that utilize some significant online activities in otherwise face-to-face learning, but less than 45 per cent. |
| Hybrid | Subjects in which online activities replace 45-80 percent of face-to-face class meetings. |
| Fully online | Subjects in which 80 per cent or more learning materials are conducted online. |

Table 2: Taxonomy of terms related to blended learning (Smith and Kurthen 2007, in Gruba and Hinkelman 2012:4, as cited in Tomlinson and Whittaker (2013)

In spite of these slight differences, the consensus view described by Tomlinson and Whittaker (2013:12) seems to be that, in English Language Teaching “blended learning” refers to any combination of face-to-face teaching with computer technology (including online and offline activities/materials).

1.1.2 Advantages and disadvantages of learning a Second Language in a blended learning environment

Gleason (2013) gathers different benefits in this context. Thus, it can be stated that blended learning can:

- Positively impact learner autonomy
- improve student attitudes and motivation, and
- provide flexibility of resources, such as time and space allocation

Additionally, it is important to take into account that some of the features of face-to-face learning environments are less easy to replicate in a virtual environment. Actually, Tomlinson and Whittaker (2013) argue that the fact of having teachers and students around you when you are learning, so that you can see their expressions and get messages from their gestures and tone of voice, is invaluable.

It is necessary to consider that blended learning may have some disadvantages, like the lack of senior teachers' motivation to learn how to use the new technologies, or the possibility that the virtual work may be wasted by the students because they don't have constant supervision (Gleason, 2013). Thus, whereas in face-to-face learning environments the learning process can take place with very little technical equipment, virtual learning relies on good hardware and software, and reliable Internet connection (Harmer, 2007).

1.1.3 Current initiatives to implement blended language learning in the Chilean context.

In 2012, the “Centro de Educación y Tecnología Enlaces” started an initiative called “Tecnologías para una Educación de Calidad” (TEC), which is impulsed by the MINEDUC. As part of this plan, there is a project named “Integración de Modelos Pedagógicos con TIC en Inglés o Matemáticas,” which offers different web platforms to help learners improve results in both subjects for a period of 2 years. Enlaces is also in charge of guiding each school through the implementation and assessment of the use of these platforms.

Currently, there are two products for the English subject, called “Little Bridge” and “English Discoveries.” They were created for students between 5th and 8th grade, to facilitate the development of linguistic and grammatical functions, increasing their vocabulary and improving the writing skill and the practice of words’ pronunciation through the revision of different lessons.

Schools that fulfilled the requirements established in the Enlaces’ official web page, had to apply and follow the required steps. Once the selection process was closed, only 1.385 schools were selected, from which 478 used the English platforms. (Evaluación Programa Software Educativo, Informe Final, Universidad de Chile, 2013)

For those schools that were not selected, there is another alternative called “MunK.”

1.1.3.1 MunK™

This product is an online platform created in 2009 by RSEduca SpA. It mixes education and entertainment – edutainment – to reinforce the contents for the English subject according to the MINEDUC Planes y Programas for 5th, 6th, 7th and 8th grade.

MunK™ began to work in public schools of Tocopilla and Mejillones in 2012 and in 2013 in public schools from the district of Cerro Navia. The purpose of the project is to reinforce three of the four skills in the foreign language class through different activities that involve listening, reading and writing. The speaking skill is not directly covered in this platform.

The use of this software is organized in 4 steps. First, each student must take a survey, in order to find out their level of familiarity with the English language, and with technology. The second step is called Pre-test. Here, students take a test, which is an instrument of data collection that aims to identify the domain of the target language that every student has in their corresponding level. This test is designed according to the MINEDUC Planes y Programas for each level. The third step is about students’ progress in the platform. The MunK™ platform mixes an animated story separated by chapters, with a strong emphasis in positive values. The chapters are developed as long as the learners complete the different stages with activities in English. These exercises vary according to the main skill being developed. Read texts to find specific information, complete sentences, unscramble

sentences and sound discrimination are some of the type of exercises learners can find in the platform, which become more complex according to the results they get (See Appendix B). Finally, the fourth stage - “Post-test”- students take the same test of second stage. The purpose of this stage is to compare the learners’ improvements during the third step. The results are shared with the English teacher in the form of a complete report with a thorough analysis of the information and results for each student.

In terms of structural organization, students assist to sessions every other week to the computer lab at their school, and work individually in a computer. It is very important that during the MunK™ sessions, students count with their English teacher around and a monitor in charge of assisting both, teacher and students. Therefore, students’ obtain all the attention that they need to solve doubts and improve their knowledge through the MunK™ experience.

1.2 Speaking skill

Speaking is one of the most important and essential skills that must be practiced to communicate orally. As stated by the MINEDUC in the Programa de Estudio de 8° básico, “the speaking skill consists of communicating in English with an adequate pronunciation and comprehensible participating in oral exchanges, conversations and monologues.”

In the last 50 years, language teaching has undergone through many changes in ideas about syllabus design and methodology. According to Richards in 2006, he groups these changes in three phases:

Phase 1: traditional approaches (up to the late 1960s)

In this phase, there are two main important methods. First, the Audiolingual (or Aural-Oral), according to Richards & Schmitd in 2005, gives the emphasis to the teaching of the receptive skills before the productive skills through the use of dialogues and drills, and discouraging the use of the mother tongue in the classroom.

Also, the Direct Method and the Natural Approach were developed in this stage, as a reaction to the Grammar Translation Method. The latter emphasizes reading rather than the ability to communicate in a language. On the one hand, the Direct Method was the first

oral-based method to become widely adopted, and it emphasizes the use of the spoken language, especially in class. On the contrary, the Natural Method emphasizes natural communication and the informal acquisition of language rules.

Similar to the Aural-Oral method, there was the Situational Method. It is also known as the “Oral approach,” and the selection, organization and presentation of language items is based on situations.

It is clearly evidenced that in this phase, the focus was mainly on accuracy, which refers to “the ability to produce grammatically correct sentences” (Richards & Schmitd, 2005: 204). However, there was a transition to the development of fluency. As defined by Richards in 2006, fluency is “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.”

Phase 2: classic communicative language teaching (1970s to 1990s)

As suggested by Richards in 2006, communicative competence started to raise importance in this phase, rather than the grammatical competence in previous years. This led to the creation of a new language teaching method: Communicative Language Teaching (CLT). In CLT, speaking is integrated within all the skills, as it is important to know what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Both fluency and accuracy are important goals in CLT. However, fluency practice can be contrasted with accuracy practice. In 2006, Richards suggests that some classroom activities to develop fluency in students are: meaning negotiation, use of communication strategies, correct misunderstandings and avoiding communication breakdowns.

Phase 3: current communicative language teaching (late 1990s to the present)

As stated by Richards in 2006, at this phase there is no single set of practices that characterize current communicative language teaching, as there are many different educational paradigms and traditions. Instead of it, CLT nowadays refers to “a set of

generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on” (Richards, 2006: 22)

However, in 2006, Richards affirms that there are two current methodologies that can be described as extensions of the CLT movement that are important to mention: content-based instruction (CBI) and task-based instruction (TBI). Both focus on classroom processes. However, when planning a CBI lesson, “decisions about content are made first, and other kinds of decisions concerning grammar, skills, functions, etc., are made later” (Richards, 2006: 28). In TBI, the use of tasks is very important both in planning teaching and also in classroom teaching.

In 2006, Richards proposes three levels of practice for CLT: (1) Mechanical: an activity that can be carried out without the student’s understanding the language used; (2) Meaningful: students make meaningful choices when developing the activity and (3) Communicative: the focus is on practicing the use of the language within a real communicative context.

1.2.1 Teaching the speaking skill

Teaching speaking needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Harmer (2008) defines three main reasons to practice this skill in the classroom:

1. Speaking activities provide opportunities to rehearse in real-life speaking contexts.
2. These situations give feedback for both the teacher and the student.
3. The activation of the language elements they already have will become more spontaneous.

When designing speaking activities for second language teaching, it is necessary to distinguish the different functions speaking performs in daily communication and what are the different purposes for which our students need speaking skills (Richards, 2008). Richards identifies three main functions: talking as interaction, talking as transaction, talking as performance. He defines these functions as follows: first, talking as interaction

which refers to a common conversation. In this case, interaction between the speakers is the main focus, according to how they wish to present themselves to each other. Such exchanges may vary depending on the circumstances. Second, talking as transaction alludes to situations where the focus is on what is said or done. The main focus is on the message delivered and making oneself understood clearly and accurately. Third, talking as performance is mainly about public talk and delivering information in front of an audience, such as classroom presentations, public announcements, and speeches.

1.2.2 Evaluating performance on speaking activities

Having in mind all the 3 functions explained previously, the evaluation process should be easier. In 2008, Richards suggests that the completion of the activity itself in the end has to be specifically evaluated, no matter the type of activity used. Pronunciation, grammar, fluency, improvisation strategies or any other, it all depends on the types of criteria used to assess the speaker's oral performance, the type of talk that we are looking for in the speaker, and the type of classroom. Different criteria must be used to assess students' performance, as well as other levels and types of preparation and support. For instance, talking as performance might include clarity of the presentation and use of discourse markers, repetition, and stress.

1.3 Type of syllabus

The syllabus is Task-based, in combination with a communicative approach. This choice was made since the aim of language teaching is the ability of communicating in a second language, but in this case it has an emphasis in the speaking skill.

Students will work in a collaborative way in order to complete their tasks, which are mostly in pairs, and some others in groups. The decision of using a skill based syllabus was made mainly based on the proposal by Hutchinson and Waters (1987), who provide a well structured definition of the type of syllabus to be used in this case: an eclectic approach that takes the most useful parts from each theory and the experience of the teacher.

2 Pedagogical proposal

Three main decisions from the needs analysis informed the design of this course (See Appendix D):

- **The selection of the skill:** it corroborates the need to reinforce the speaking skill.
- **The selection of the activities:** it shows results of different ideas to use in the sample lessons.
- **The selection of the topics:** it illustrates different topics to consider students' interests.

Name of the course: Speaking Activities to complement the use of MunK™ software in public schools in Santiago.

Type: Elective course

Target level: 8th graders

Duration: 30 weekly sessions

Class hours: 90 minutes per session.

Course description

This is an elective course created for 8th grade students. The activities provided are specifically aligned with the contents of the MINEDUC for 8th grade students, and connected directly with the Units of the MunK™ platform. (See Appendix A)

This course is informed by needs analysis conducted with 9 English teachers who work in 14 public schools from Cerro Navia. At the time of data collection, the surveyed teachers were using the MunK™ platform.

Course Structure

This course is organized in five units. Each unit presents four sections: objectives, topics, vocabulary and grammar. These units are sequenced in order to get to a final learning

outcome. The activities provided are clearly designed to scaffold students' work to be able to complete the final task.

In unit 1 students will find expressions about different type of activities: free time, job and occupations.

In unit 2 students will find common food vocabulary and also advices to eat healthy.

In unit 3: students will find the most famous festivities from all over the world, and they will talk about their own celebrations.

In unit 4 all the previous contents are revised once again, so they can prepare the oral presentation about a new country.

Learning Outcome

At the end of this course, students will be able to prepare an oral presentation of a brochure about an imaginary country of their choice in order to present it orally to invite people to visit this new country. On it, they will explain who the inhabitants are, what their origins are, their professions and habits, recommend places to visit, to create a special festivity of this country and describe it.

General Objective

Students will be able to communicate orally a complete description of an imaginary country.

Specific objectives:

| UNIT | Objective: At the end of the unit students will be able... |
|--|---|
| UNIT 1: Cultural Elements | - To distinguish different elements of a culture. - To express personal preferences orally. - To describe an activity (free time, job and profession) - To justify your personal choices orally. |
| UNIT 2: Self Care | - To select main ideas from a text. - To use discourse markers in a discussion. - To identify specific information from an oral and written text. - To discuss personal choices orally. |
| UNIT 3: Different lives | - To describe a special celebration. - To infer implicit information from oral texts. - To explain orally the importance of |
| UNIT 4 : Consolidation Unit: A better place | - To identify specific information from an oral and written text. - To describe an activity (free time, job and profession) - To summarize the most relevant parts of a creation process. - To infer implicit information from oral texts. |

Assessment

Assessment procedures take place not only at the final stage, but also during the development of the course workshop.

At the end of some of the lessons, teacher of the course gets together with a small group of the learners, in order to discuss about their performance. Teacher leads the discussion, as a way to model the practice of non-verbal skills. Also, students can solve any doubts they could have regarding what they did during the lesson. These are formative evaluations, so teacher will decide on the different issues to discuss for each group according to the students' needs.

The **final presentation** of the workshop will be assessed by the teacher and also another rubric for the students, as a peer evaluation. (See Rubrics for Final Oral Presentation)

Attendance will also be considered in the assessment, as it is important to be part of the while learning process in every one of the lessons.

Grading Plan:

- Attendance: 10%
- In-class activities: 20%
- In-class participation: 20%
- Final Presentation: 50%

Rubrics for final oral presentations (teacher evaluation)

| TRAIT | 1 | 2 | 3 | 4 |
|----------------------------|---|--|---|---|
| NONVERBAL SKILLS | | | | |
| EYE CONTACT | No eye contact with audience, as entire report is read from notes. | Displayed minimal eye contact with audience, while reading mostly from the notes. | Consistent use of direct eye contact with audience, but still returns to notes. | Holds attention of entire audience with the use of direct eye contact, seldom looking at notes. |
| BODY LANGUAGE | No movement or descriptive gestures | Hard and rigid movements or too many movements. Hardly ever gesticulates, does not use opportunities of explaining concepts with gestures. | Body language indicates tranquility and coherence with discourse. Occasionally uses descriptions to gesticulate and to highlight important ideas of the presentation. | Body language indicates tranquility and coherence with discourse. Always uses descriptions to gesticulate and to emphasize all the important and strong ideas of the content. |
| SPACE APPROPRIATION | There is no space appropriation. Stays in the same place during the presentation. | Use of space is reduced to a specific spot in the classroom, or it is overused with long and constant displacement revealing instability. | Space appropriation is not completely smooth. It is constantly moving and stopping during the presentation. | Space appropriation is smooth. Moves around and sometimes makes pauses around the place and between the classmates. Does not stay in the same spot all the time. |
| Comments: | | | | |

| VERBAL SKILLS | 1 | 2 | 3 | 4 |
|----------------------|---|--|---|--|
| ELOCUTION | Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |
| Comments: | | | | |

| CONTENT | 1 | 2 | 3 | 4 |
|--------------------------|--|--|---|--|
| SUBJECT KNOWLEDGE | Student does not have grasp of information; student cannot answer questions about subject. | Student is inconsistent with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, without elaboration. | Student demonstrates full knowledge by answering all class questions with explanations and elaboration |
| ORGANIZATION | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents the required information | Student presents Information in logical, interesting sequence which audience can follow. |
| MECHANICS | Student's presentation has four or more spelling and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors | Presentation has no more than Two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |
| Comments: | | | | |

Rubric for students' oral presentations (peer evaluation)

| | Completely Disagree (1) | Disagree (2) | Agree (3) | Completely agree (4) |
|---|--------------------------------|---------------------|------------------|-----------------------------|
| Clear presentation, precise ideas exposed about the new country. | | | | |
| Mastery of the target language, showing confidence and coordination in the presentation | | | | |
| Presentation is well structured and organized, so exposure of the characteristics of the new country are coherent. | | | | |
| The presentation is well adjusted in terms of time to expose the topic. | | | | |
| Good tone of voice, correct pronunciation and diction, clear voice. | | | | |
| All the group participants make fair interventions during the presentation. | | | | |
| Images and support resources helped me to recognize the characteristics of the country. | | | | |
| What did you like the most of the presentation? | | | | |
| What improvements would you suggest? | | | | |

SAMPLE LESSONS

Unit 4: A better place

In this lesson you will:

Lesson 1:“Activities and Jobs”

Objective: Students will be able to express personal preferences about different free time activities, daily routine and job activities that are present in their own country.

- Classify different types of activities.
- Describe professions orally.
- Justify your favorite profession

PREPARATION

This is the beginning of a very special trip. Start preparing for the final destination: your own imaginary country! Let’s start the adventure...



Activity 1: Individually, look at the pictures. These are activities you can find in any country. Classify them in the different categories of the chart below with their corresponding number and name. The words below can be useful to describe them. Follow the examples.



1



2



3



4



5



6



7



8

Subway, Going to the Bank, Roller Coaster, Massage, Factory, Beach, Studying, Riding

| Number | Daily routine activities | Number | Free time activities |
|--------|--------------------------|--------|---------------------------|
| 6 | Subway in working days | | |
| | | 2 | Lying in a paradise beach |
| | | | |



Activity 2: Make questions for each picture. Then ask them to a partner. Use the examples above.

1. What place is picture n°6? → *It's a subway.*
2. What happens in picture n°6 → *People take the subway in working days.*



Activity 3: Individually, look at these images about different activities and professions. Do you know all of them? Then, answer the following question in

order to complete the chart below.



Which occupations do you think are...?

| Dangerous | Fun | Boring | Challenging |
|--------------|-----|----------------|-------------|
| <i>Miner</i> | | | |
| | | <i>Chemist</i> | |
| | | | |
| | | | |
| | | | |
| | | | |



Discussion: What would you like to be? Share the answer with a partner.

PRACTICE:



1. Choose a profession from each category of the previous chart. Say to your partner why did you put it there. Follow the example.

Fun: Architect – because they work outdoors.

1. Dangerous: _____
2. Fun: _____
3. Boring _____
4. Challenging _____

2. Describe each one to present it in front of your classmates. Follow the questions and examples above.

a. Give reasons why you chose the profession. Use the examples above.

Profession: __Architect__

b. Why did you chose it?

Because my dad is an architect.

c. What are the main characteristics of the profession?

An architect designs plans to build houses and parks.

d. Is the profession dangerous / fun / boring / challenging ? Why?

Architect is fun because they work outdoors.

3. Prepare a poster with the profession of your selection and use it when you present your favorite profession.



Discussion: Think about the free time activities and professions you could find in an imaginary country. Pick one of the previous categories and justify your choice.

Why is it the most representative of your nation? Then ask your partner about his/her choices. The following sentences will help you to start the discussion.

In my country there are many

It is an important profession because

Are there any in your country?



FOLLOW UP

Reflect on your own work. Complete the chart below to check your progress.

| I am able to... | Completely disagree | Disagree | Agree | Completely Agree |
|---|---------------------|----------|-------|------------------|
| ... complete all the charts. | | | | |
| ... understand the meaning of the pictures. | | | | |
| ... discuss with a partner. | | | | |

Unit 4: "A better place"

Lesson 2: "A typical dish"

Objective: Students will be able to create an oral description of a typical food dish from their imaginary country.

In this lesson you will:

- Memorize a tongue twister
- Identify specific information from a text.
- Create the oral description of a food dish.

PREPARATION



Activity 1: Delicious tongue twister

Instructions: Individual work

1. Circle the healthy food
2. Read out loud this tongue twister.
3. Can you do it faster?
4. One more time, try not to read!
5. Draw a picture in the space below representing the tongue twister.

Can I have a sandwich
with salad and ham,
some carrots and apples,
a candy, some chocolate
and strawberryjam ?





PRACTICE

Activity 2: Individually, read the following text and answer the questions below.

Pizza



Many countries have foods that start with a flat bread. Pizza is one of these foods. You can find pizza in almost every country in the world including Canada. Here pizza also starts with a flat bread bottom. It is usually round.

Almost anything can be put on a pizza! What is your favorite pizza? Do you like pizza with chicken on it? Maybe you like pizza with just tomato and cheese on it.

Most pizza in Canada starts with a layer of tomato sauce on the bread. Toppings are then added. Vegetables such as mushrooms, olives, green peppers and onions are popular toppings. Different meats can also be used as toppings such as pepperoni, ham, bacon or sausage. Herbs such as oregano or basil can be used. Cheese is then usually put on top before the pizza is baked in the oven.

Extracted from http://www.readingesc.ca/stories/index_food.html#story6

Comprehension Check:

Did you understand the story?

Tick the true sentences and cross the false sentences.

- Pizza is found only in Canada.
- Pizzas usually have a flat bread bottom.
- People like different things on their pizza.
- Cheese is usually put on the top of a pizza.

Use the vocabulary box to read the text and answer the questions



Fill in the Blanks:

1. Most pizza in Canada starts with a layer of tomato _____ on the bread.
2. Some pizza toppings are _____ like mushrooms, olives and onions.
3. Other toppings are different _____ like ham, chicken, pepperoni or bacon.
4. _____ is a food that is found in most countries of the world.
5. Pizzas are _____ in the _____

Vocabulary

- bake (verb) - to cook in an oven using dry heat.
- basil (noun) - a type of aromatic herb of the mint family, used in cooking.
- bottom (noun) - the lowest or deepest part of something.
- flat (adjective) - thin and smooth.
- layer (noun) - a covering of something that lies over a surface.
- mushroom (noun) - a kind of fungus with a stem and a cap. Some mushrooms can be eaten as a vegetable and others are poisonous.
- olive (noun) - a small fruit with green or black skin. Olives grow on trees and are used to make oil for cooking.
- onion (noun) - a round vegetable with a sharp taste and smell. Onions grow under the ground.
- oven (noun) - a piece of equipment that you cook food in. An oven has a large metal box with a door.
- sauce (noun) - a thick liquid served on or with food to add flavor.
- topping (noun) - food that is put on top of other food in order to give it more flavor.

Discussion:

- **What is your favorite food dish?**
- **What is your favorite food item?**

Think about the answers and share with your partner.

- **IDEA!** Start like this: "My favorite food dish/item is..."



Activity 3: Describe your favorite food dish. Write the main ingredients it in the space below. Present your food dish in front of your classmates.

- Favorite food dish:
- Main ingredients:



Food item → ingredient
(tomato, cheese)

Food dish → pizza,
spaghetti.

PRODUCTION



Activity 1: Think of 5 different food items you would like to be present in your own country and write them on the chart below. Then, ask 3 different classmates which is their favorite food. Complete the chart with the results and count the votes.

| FOOD ITEM | VOTES |
|-----------|-------|
| | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |



Activity 1: Create a food dish using the most voted food items.

Name of the food dish: _____. This is the typical food dish from your new country! Prepare a description of the typical food dish from your new country.



FOLLOW UP

Reflect on your own work. Complete the chart below to check your progress.

| I am able to... | Completely disagree | Disagree | Agree | Completely Agree |
|--|---------------------|----------|-------|------------------|
| ... reproduce a tongue twister | | | | |
| ... name different food items in English | | | | |
| ... discuss with a partner. | | | | |

Unit 4: "A better place"

In this lesson you will:

Lesson 3: "The Festivity"

Objective: Students will be able to recognize the main characteristics of the most famous festivities around the world and to use WH-words correctly in order to create their own festivities for the new country.

- Label different festivities from around the world.
- Formulate questions using WH-words.
- Design a festivity for your own country.

PREPARATION



Activity 1: Individually, look at the pictures. Match two concepts with the images.



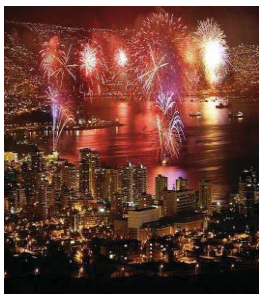
1



2



3



4



5



6

| | | |
|--|--|--|
| | | |
|--|--|--|

| | | | |
|-----------------------------|----------------------|-----------------|---------------------|
| Send flowers and chocolates | Wait for Santa Claus | Thanksgiving | Eat turkey |
| Dance cueca | Halloween | Valentine's Day | New Year |
| Independence Day | Christmas | Watch fireworks | Wear scary costumes |

Activity 2: Complete the following chart using the information from the previous activity and what you already know. Follow the example.

| Celebration | Activity | Place | Date |
|-------------------|------------------------------------|------------------|---------------------------|
| 1 Valentine's Day | People send flowers and chocolates | Around the world | February 14 th |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

Remember!
 What → things or objects
 Where → place
 When → day, year or month
 How many → amount, number



Activity 3: Pairwork. Ask questions to a classmate. Use the following structure:

- What is the name of the celebration? → The celebration is Valentine's Day.
- What do people do? → People send flowers and chocolates.
- Where is the celebration? → The celebration is around the world.
- When is the celebration? → The celebration is on February 14th

PRACTICE



Activity 1: Jig-saw activity. Work in pairs and choose a role (A or B). Read the instructions and start working!

- **Student A:** Read the text about a famous festivity from Brazil. Underline basic information (such as: place, season of the year, days of the week and typical food) and complete the chart below. When Student B finishes asking questions, read the text out loud for him/her in order to check the answers.

TEXT A

The Carnival

Carnival is Rio's main event. It happens at the peak of summer, when Cariocas are at their best. The festivities attract thousands of people from all corners of the world. Carnaval, as spelled in Portuguese, is a 4-day celebration. It starts on Saturday and ends on Fat Tuesday (Mardi-Gras). Dates change every year. (...) There is a popular eating area with small drink and barbecue stands. Lots of alcohol and cheap "junk" food are the essence of Brazilian life in Carnival!

Adapted from: <http://www.brazil-travels.com/Carnival/inf.htm>

CHART STUDENT A

| | |
|--|---|
| Characteristics of the festivity (typical food activities, special clothes) | Origins of the festivity (Why? When? Where?) |
|--|---|

- **Student B:** Read text B and prepare questions that help you to complete the blank spaces. Use the W-words in parenthesis. The first question has been done for you as an example. When you finish, ask Student A your questions and write the answers.

TEXT B

The Carnival

Carnival is Río (1:where)'s main event. It happens at the peak of _____ (2:when), when Cariocas are at their best. The festivities attract thousands of people from _____ (3:where). Carnaval, as spelled in Portuguese, is a __ (4:how many) day celebration. It starts on _____ (5:when) and ends on Fat _____ (6:when) (Mardi-Gras). Dates change every year (...) There is a popular eating area with small drink and _____ (7:what) stands. Lots of _____ (8:what) and cheap "junk"

TEXT B

1. *Where is the Carnival?* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

PRODUCTION



Activity 1: Now it's your turn to party! **Individually**, complete the chart with information about the festivity for your new country. Remember to use the WH-words to help you organize the basic information about your own new country.

Title: _____



Pair work

After you finish writing your text, work with your partner and explain the activity you just created.



FOLLOW UP

Reflect on your own work. Complete the chart below to check your progress.

| I am able to... | Completely disagree | Disagree | Agree | Completely agree |
|--|---------------------|----------|-------|------------------|
| ... identify the festivities with a picture. | | | | |
| ... organize and identify the basic information given. | | | | |
| ... understand the text easily. | | | | |

Unit 4: "A better place"

In this unit you will...

Lesson 4: "Look at my country"

Objective: Students will be able to describe orally an imaginary place and its physical characteristics.

- Collect the physical characteristics of a new country.
- Prepare the oral description of your new country.
- Evaluate other presentations

PREPARATION



Activity 1: Individual work

Look at the image. Where do you think your ideal country will be?

Circle the characteristics you think your ideal country would have.



Rivers Forests Small towns Sun
Sea Mountains Waterfalls
Islands Valleys Deserts Ice
Clouds Hurricanes Lakes
Rocks Volcanoes
Big cities Snow Wind

Draw a map using the characteristics you chose in the previous activity. Make it similar to the example below.





Activity 2: Tell your partner what the landscape of your country looks like.



IDEA: Start like this:

- In my country there are many ...
- There is a big / small ... across the country.
- The most important spot is ...

Activity 3: Individually, read the extract below and Answer these questions about Middle-earth.



Middle-earth can roughly be divided into two main sections by splitting the map into east and west of the Misty Mountains. On the west side (Eriador), the East-West Road runs from the Misty Mountains, past Rivendell, past Bree, over the Brandywine Bridge, through the Shire to the Grey Havens. The Grey Havens (Mithlond to the elves) is the place from which the elves sail when they leave Middle-earth, travelling to Valinor (one of the Undying Lands) across the sea. South of the Grey Havens are the Blue Mountains, where the dwarves' mines are found. For the first half of this book, everything happens within Eriador on the west side of the Misty Mountains.

(<http://www.bookdrum.com/books/the-lord-of-the-rings-the-fellowship-of-the-ring/>)



| QUESTIONS | ANSWERS |
|---|---------|
| How can you divide Middle-earth? | |
| From which place the elves leave Middle-earth? | |
| What place is across the sea? | |
| Where are the Blue Mountains? | |
| Where does the story occur in the first half of the book? | |

PRACTICE



Activity 1: Group work

Form groups of 6 students to design how your ideal country would be. Each one of you must address orally one of the questions.

| QUESTIONS | ANSWERS |
|---|---------|
| In which continent would it be? | |
| How would the people who live there be named? | |
| How would the climate be? | |
| What would the main attraction be? | |
| How would the food be? | |
| How would the celebration be? | |



Activity 2: Group presentation

Once all the answers are written, everyone must read them to the other group members. Remember to take turns to ask the questions, so everyone gets to know the characteristics of your new country.



IDEA: Use these expressions in the presentation:

1. My country is located in...
2. People are named...
3. Climate is very...
4. The main attraction is...
5. Typical food is...
6. The main festivity is...

Activity 3: Plan on how to show the other groups about your country. Now that you have all the characteristics, decide a name or slogan to invite other people to visit this new place. Need some inspiration? Look at the pictures below!



Slogan

A catchy phrase or small group of words that is easy to remember and is used by a group or business to attract attention.

Use this rubric to evaluate one of your classmate's presentations. At the end of the lesson, you will have enough time to exchange the rubrics.

| Dimensions | Trait | Characteristic | Insufficient 1 | Basic 2 | Proficient3 | Advanced 4 |
|--------------------|---------------|---|-------------------|------------|-------------|---------------|
| Appropriacy | Communication | Uses creatively his basic knowledge of the language to deliver the message clearly. | | | | |
| | Contents | Gives necessary information to understand the final activity. | | | | |
| Accuracy | Vocabulary | Shows a great variety of vocabulary and uses it correctly. | | | | |
| Fluency | Pronunciation | It is clearly expressed. Uses intonation properly. | | | | |
| | Volume | Tone of voice is satisfying. | | | | |



FOLLOW UP

Reflect on your own work. Complete the chart below to check your progress.

| I am able to... | Completely disagree | Disagree | Agree | Completely Agree |
|---|---------------------|----------|-------|------------------|
| ... describe a place, making references to its geography. | | | | |
| ... describe a place, making references to its most popular activities, food and festivity. | | | | |
| ... participate with my classmates taking turns. | | | | |

Unit 4: "A better place"

In this lesson you will:

Lesson 5: "New countries"

Objective: Students will be able to present a topic orally and to reflect about their own learning process.

- Show orally the description of the new country.
- Assess other students' work.
- Summarize the most relevant parts of the creation process.

INSTRUCTIONS:



1. Today is the big day! You will have to present your work in front of all your classmates. The first presentation will be from your teacher. Watch it carefully. Remember to follow carefully the instructions your teacher will give you. Good luck!



2. Once everybody finishes their presentation, your teacher will give you a piece of paper with a rubric. You will have to use this rubric in order to evaluate your classmates' work. Read it thoroughly and collaborate with the assessment. Remember that everybody will be evaluated!



3. Share your evaluation and thoughts about your classmates' presentation. Take turns to discuss and read the comments. Think about the whole process and answer these questions with all the class. Use these questions as guidelines for the discussion:
 - What was the easiest part?
 - What was the most difficult part?
 - What was the most boring part?
 - What was your favorite part?

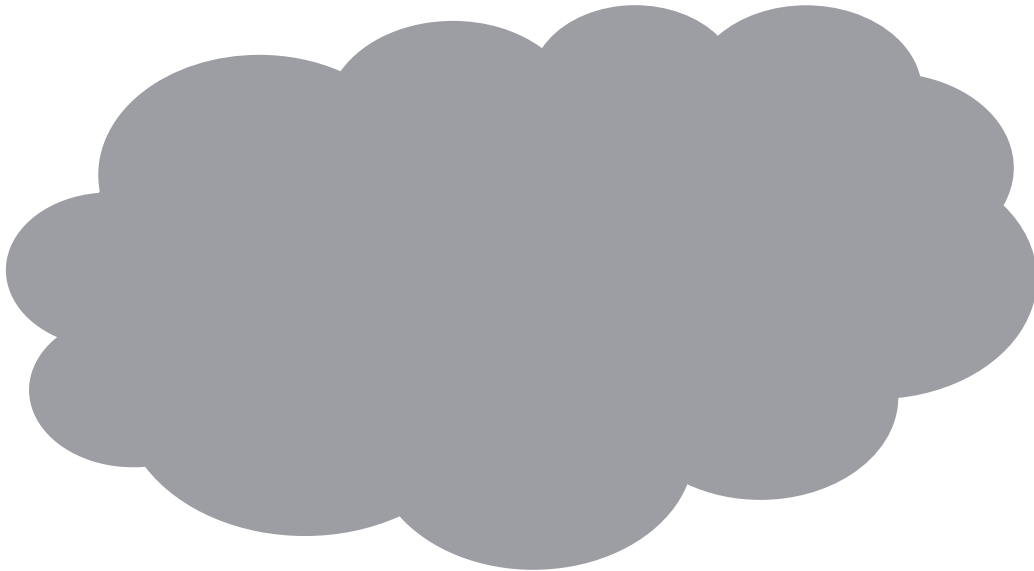
INSTRUCTIONS FOR THE TEACHER:

Grouping: 4 students per group.

Time limit: 10 to 15 minutes per group

Assessment: Choose randomly a group to assess another group's presentation (use the "peer evaluation rubric")

Closing: At the end of the lesson, let the students share their evaluations as a brief discussion. Monitor the activity and reinforce the importance of learning from your own mistakes.



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Appendix A: MunK™ Contents for 8th grade

| Unidad | Módulos (Capítulos) | Contenidos |
|---|--|---|
| Unidad Cultural Elements 1: | Módulo A (capítulo 1) | Activities / Love / enjoy + gerund / Actions in the past tense |
| | | Countries and Nationalities / Actions in the Past |
| | | Vocabulary about professions. |
| | Módulo B (capítulo 2) | Time expressions in the Past tense. |
| | | Past Simple |
| | | Sentences in the Past Simple / Adverbs of frequency |
| | | Completing a story in the Past tense |
| | Módulo C (capítulo 3) | Professions / Past Simple / Sounds CH versus SH |
| | | Past Tense: used to + verb |
| | | Using adverbs of manner |
| | | Completing a monologue / Asking questions |
| | Unidad Self-care 2: | Módulo D (capítulo 4) |
| Verbs in Simple Present and verbs in Past tense | | |
| How much versus how many / Countable and uncountable nouns | | |
| Healthy habits (verbs + ing), exercising, drinking water, etc | | |
| Módulo E (capítulo 5) | | Simple Present / Healthy food habits / Sound CH versus SH |
| | | Simple Present / Adjectives for positive and negative qualities |
| | | Modals of obligation and prohibition using must and mustn't |
| | | Healthy food and habits |
| Módulo F (capítulo 6) | | Healthy habits |
| | | Adjectives of personality |
| | | Indirect pronouns |
| | | |
| Unidad Differentlives 3: | Módulo G (capítulo 7) | Festivals of the world / Short i versus long i |
| | | Describing people / Using superlatives |
| | | Sentences using superlatives |
| | | Talking about festivities / Using superlatives |
| | Módulo H (capítulo 8) | Traditions and festivities / Short a versus short u |
| | | Descriptions using superlatives |
| | | Countries and nationalities |
| | | Making requests |
| | Módulo G (capítulo 9) | Talking about fantasy and science fiction / Short i versus long i |
| | | Simple Present |
| | | Conditional sentences / Languages of the world. |
| | | Talking about the future / Conditionals |

Appendix B: Munk™ Screenshots

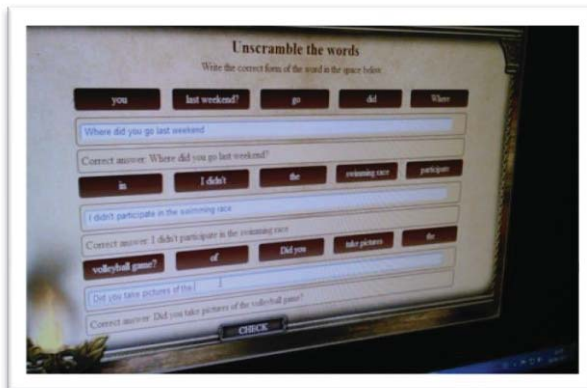


1

1. Welcome page.
2. Writing exercise: Unscramble.
3. Listening exercise: sound discrimination
4. Complete the sentence exercise.



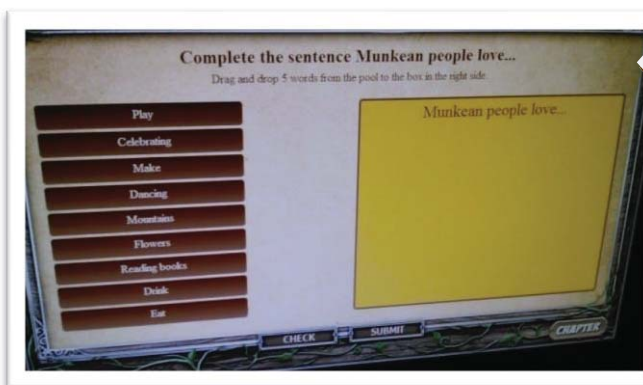
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4



Appendix C: Survey for teachers

Objective: This survey aims to gather information about the activities prepared by in-service teachers that help to practice Speaking skill in 8th grade students when using MunK™ for language learning.

Instructions: Answer each one of the questions with the needed information.

1. What type of technological resources do you use in your classes with 8th graders?

You can choose more than one alternative.

- a) Power Point presentations
- b) Datashow equipment
- c) DVD player
- d) Prezi
- e) Music player
- f) Other

2. Select the statement that best describes your situation with 8th graders.

- a) I feel comfortable enough, so I use technology a lot.
- b) I like using technology, but I don't know how to use it.
- c) I like using technology, but I don't have access at my school.
- d) I don't like using technology, but I do it to meet the requirements at school.
- e) I don't like using technology, so I don't use it.

3. How many hours a week do you teach 8th graders?

4. Before MunK™, how many hours a month did you use the computer lab with your 8thgrade students?

5. Rank order the following skills depending on how much you use it in your classroom from the most used in your classroom (1) to the least used (4).

___ Reading ___ Listening ___ Speaking ___ Writing

6. Rank order the following skills you consider more relevant to practice in your classes from the most important (1) to the least important (4).

___ Reading ___ Listening ___ Speaking ___ Writing

7. Mark each activity according to the frequency of use in your classes with 8th grade.

| How often do you use the following activities with your 8 th grade students? | Always | Often | Rarely | Never |
|---|--------|-------|--------|-------|
| Reading outloud | | | | |
| Oral presentations | | | | |
| Songs | | | | |
| Games (e.g. telephone) | | | | |
| Role Plays | | | | |

8. Which of the following activities below do you think your 8th students would be more willing to do?

- a) Story telling
- b) Debates
- c) Spelling bee
- d) Acting out a play
- e) Tongue twisters
- f) Other:

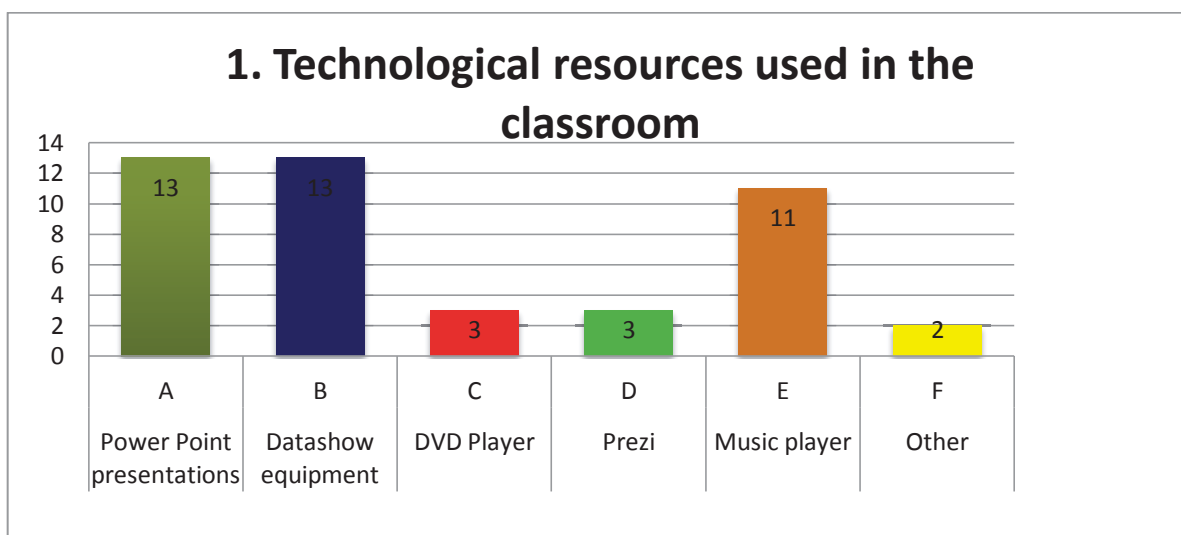
9. Select the topics you think your 8th grade students would be more interested to learn in your language classes. You can choose more than one option.

| | | | | |
|-------------|---------------------|----------------------------|---------------------|--------------------------------|
| ___ Sports | ___ Video games | ___ TV sitcoms and shows | ___ Arts | ___ History |
| ___ Fashion | ___ Movies | ___ Science and Technology | ___ Education | ___ News Media |
| ___ Music | ___ Social Networks | ___ Cartoons | ___ Food and Health | ___ Other. Which one? _____ |

Appendix D: Needs Analysis Results

- **Participants:** This needs analysis was conducted with 9 teachers who work in 14 different public schools in Cerro Navia. They all have been using the MunK™ platform since July 2013 in all four different levels: 5th grade, 6th grade, 7th grade and 8th grade. 4 of them are English teachers, and the other 5 teachers have a special degree to teach English at schools.
- **The Survey:** The aim of the survey is to understand 2 fundamental areas that take part in the process: technology and the target language.

Figure 1 and Figure 2 show how familiar and comfortable is the teacher with the use of technology. Almost every teacher claims that he/she has used either Power Point presentations and data show equipment in their classes with 8th graders, followed in third choice a music player. This gives a clue of how close teachers feel to the use of technological resources, which is main part of the MunK™ platform. However, not all of them have complete access to these resources, which may explain why there is still a number of teachers who don't use technology in their lessons.



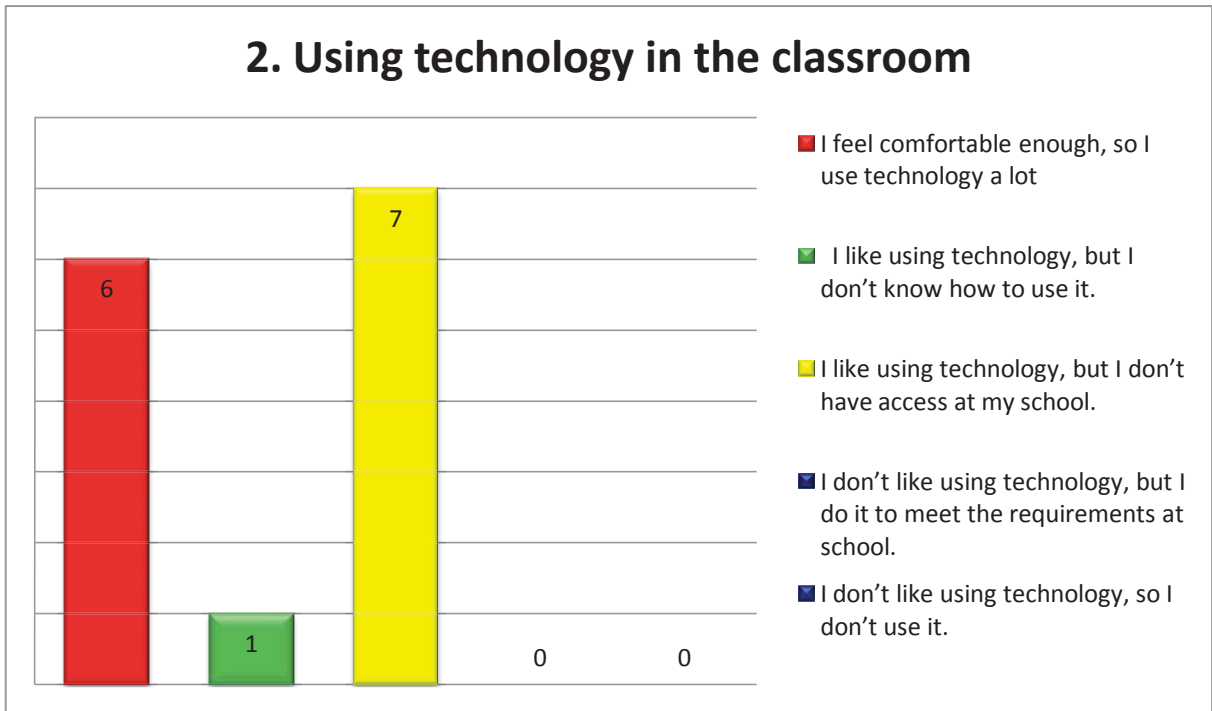
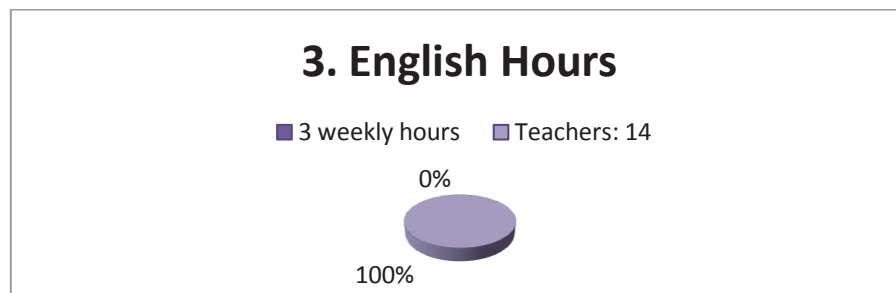


Figure n°4 gives evidence of the poor use of the computer lab for language classes before the existence of MunK™ at schools, in contrast with the 3 hours a week each teacher has with 8th grade. (Figure n° 3)



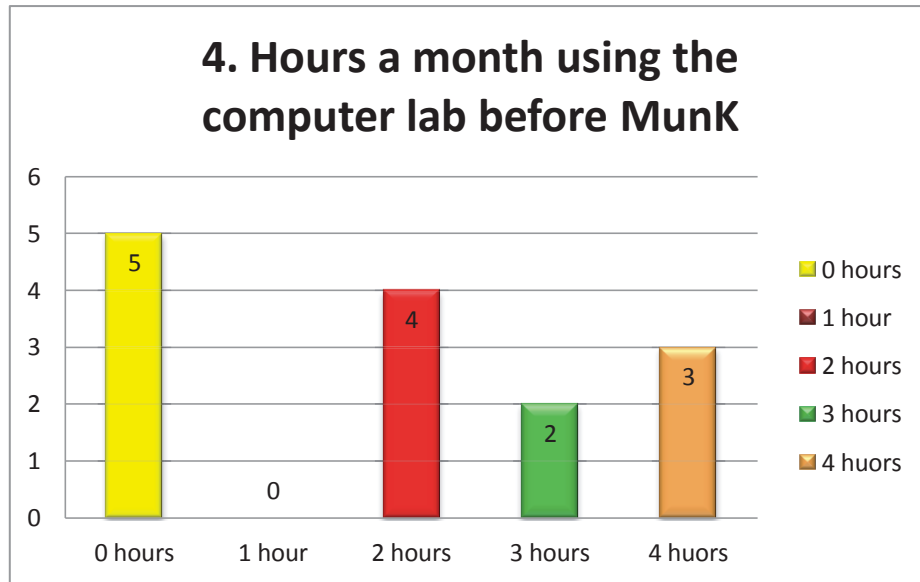
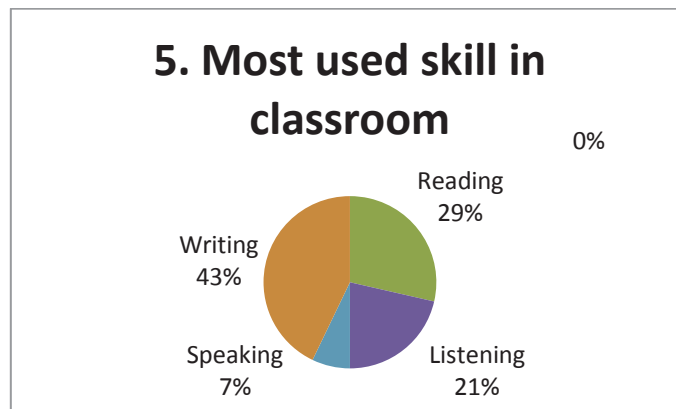
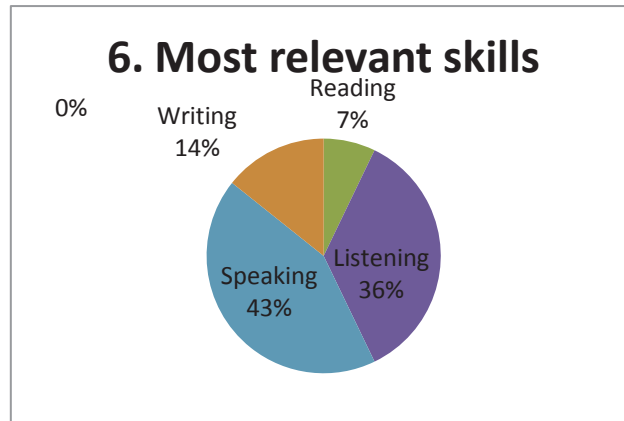


Figure 5 and Figure 6 show that there is a preference to teach the writing skill in classroom, and the oral skills (Speaking and Listening) are less considered than the other skills. However, there is a contrast between what teachers claim to do and what they really think is important to do in their classroom in regards to reinforcing all the four different skills in their student.





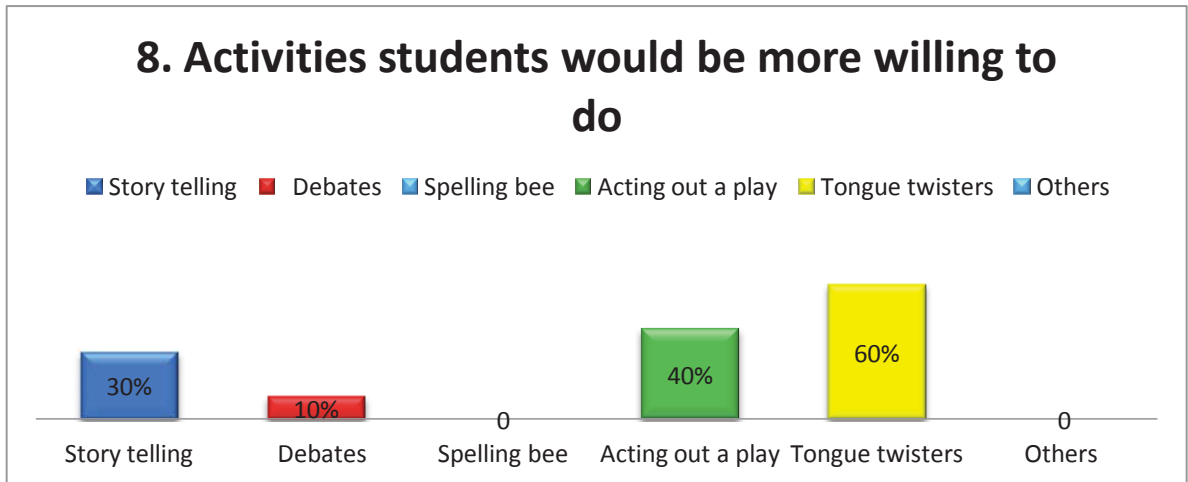
Teachers are trying to develop the writing skill, but they really know that speaking and listening are really important in the proper teaching of a Second Language.

Figure 7 shows that, activities such as reading out loud, oral presentations and games were rarely used in their lessons. Also, songs and role plays were used more often than the other activities. There were two of these options that teachers had never used: oral presentations and songs. However, this may be explained by the difficulties they sometimes face to have access to technological resources that make more easy and attractive to work with these activities.

| How often do you use the following activities with your 8 th grade students? | Always | Often | Rarely | Never |
|---|--------|-------|--------|-------|
| 1. Reading out loud | 1 | 3 | 4 | 1 |
| 2. Oral presentations | 2 | 3 | 4 | |
| 3. Songs | 3 | 4 | 2 | |
| 4. Games (e.g. telephone) | | 3 | 4 | 2 |
| 5. Role Plays | 1 | 4 | 2 | 2 |

(Figure 7)

When teachers were asked about the type of activity they think their students would probably like to do, 60% of them chose tongue-twisters, 30% thought of acting out a play and 30% believe that storytelling would be a good option. (Figure 8)



Finally, in Figure 9 there is a variety of topics that teachers chose as topics they students would be interested on. The selected answers help to design the different activities of the syllabus.

| | | | | |
|---------|-----------------|------------------------|-----------------|----------------------------------|
| Sports | Video games | TV sitcoms and shows | Arts | History |
| Fashion | Movies | Science and Technology | Education | News Media |
| Music | Social Networks | Cartoons | Food and Health | Other. Which one? <i>Culture</i> |

(Figure 9)