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Título de la tesis:
Integrating Procedural Knowledge and the Use of Language Learning Strategies into
the Teaching of Grammar to First Year University Students of the University of
Azuay

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RESUMEN

El objetivo de este estudio fue el investigar los efectos las Estrategias de Aprendizaje del Idiomas tienen en el desarrollo de la gramática de los estudiantes. Este estudio fue llevado a cabo con el Primer Nivel de la Facultad de Administración de Empresas de la Universidad del Azuay, en el semestre febrero – marzo del 2013. Los datos para esta investigación fueron tomados de una muestra de catorce estudiantes. Doce lecciones basadas en el Sílabo del Primer Nivel de Inglés se han desarrollado con el fin de aplicar las Estrategias de Aprendizaje de Idiomas. A lo largo del tratamiento se adoptaron los siguientes instrumentos diseñados: Inventario Estrategia para el Aprendizaje de Idiomas, pruebas de gramática y estrategias de aprendizaje para la escritura y el cuestionario de percepción del aprendizaje de lenguas.

Los estudiantes obtuvieron notables avances desde su pretest hasta su posttest conforme la mayoría de las evaluaciones escritas lo manifestaron. Los resultados de este estudio pueden proporcionar profesores Inglés ecuatorianos, apropiadas Estrategias de Aprendizaje de Idiomas adecuadas técnicamente sobre la base de conocimiento de los procedimientos con el fin de mejorar el dominio y auto-confianza en los estudiantes de idiomas.

Palabras clave:

Adquisición, Competencia Comunicativa, Idioma Estrategias de Aprendizaje, Segundo Idioma, Estratégico.



ABSTRACT

The purpose of this study was to investigate the effects that the application of Language Learning Strategies has on the students' grammar development. This study was conducted with the First level course of the Business Administration Faculty at the University of Azuay, in the February – March 2013 semester. Data for this research was collected from a convenience sample of fourteen students. Twelve lesson plans based on the First Level Syllabus of English were developed in order to apply the Language Learning Strategies. Throughout the treatment the following designed instruments were adopted: Strategy Inventory for Language Learning, Tests on Grammar and Writing Learning Strategies and the Perception of Language Learning Questionnaire.

The students made significant gains from pretest to posttest on most writing measures. The outcomes of this study can provide Ecuadorian English Language teachers appropriate Language Learning Strategies technically based on procedural knowledge in order to improve proficiency and self-confidence in Language learners.

Key words:

Acquisition, Communicative Competence, Language Learning Strategies, Second Language, Strategic.



TABLE OF CONTENTS

ABSTRACT	3
TABLE OF CONTENTS	5
TABLE OF FIGURES	8
STATISTICAL TABLE	9
ACKNOWLEDGMENTS.....	13
1 CHAPTER 1: Introduction	14
1.1 Statement of the problem	14
1.2 Background and Justification	15
1.3 Purpose of the Study.....	16
1.4 Research Questions.....	17
1.5 Significance to the Field	17
1.6 Definitions	18
1.6.1 Acquisition	18
1.6.2 Communicative competence.....	18
1.6.3 Foreign Language.....	18
1.6.4 Language Learning Strategies Concepts.....	19
1.6.5 Learning.....	19
1.6.6 Second Language.....	19
1.6.7 Strategic.....	20
1.7 Limitations	20
1.8 Overview of Forthcoming Chapters.....	20
1.9 Ethical Considerations	21
2 CHAPTER 2: Literature Review	22
2.1 Introduction	22
2.2 History of the Research in Language Learning Strategies	22
2.3 Classification of the Learning Strategies	24



2.3.1	Direct Strategies	26
2.3.2	Indirect Strategies	28
2.4	Research Findings Related to the Proposed Research	31
2.5	Mediated Learning through Language Strategies	34
2.6	Vygotsky's model of dialogic, self-regulated learning.....	34
2.7	Oxford's Concept of Self-regulation in Learning.....	36
2.8	Cognitive theory of learning.....	37
2.9	The role of Learning Strategies	39
2.10	Production Rules.....	40
2.11	General Characteristics of Skill Acquisition	41
3	CHAPTER 3: Methods	45
3.1	Introduction	45
3.2	Research Design.....	45
3.3	Participants	46
3.4	Instrumentation	46
3.5	Procedure.....	50
3.6	Data Analysis	58
4	CHAPTER 4: Results	61
4.1	Introduction	61
4.2	Quantitative Analysis.....	62
4.2.1	Demographic Data	62
4.2.2	Strategy Inventory for Language Learning.....	65
4.2.3	Results on applying the English Language Learning Strategies	66
4.2.4	Statistical Analysis of the English Language Learning Strategies Tests..	70
4.2.5	Writing Tests Analysis.....	71
4.2.6	Grammar Tests Analysis.....	73
4.2.7	Writing and Grammar correlation along the treatment	76



4.2.8 Summary of Writing influence over Grammar	78
4.2.9 Perception of Language Learning Questionnaire.....	80
5. 5. CHAPTER 5: Conclusions and Recommendations	83
5.1 Discussion.....	83
5.1.1 Strategy Inventory for Language Learning	83
5.1.2 Results on applying the English Language Learning Strategies	84
5.1.3 Perception of Language Learning Questionnaire.....	87
5.2 Limitations.....	87
5.3 Recommendations for Future Research	88
5.4 Conclusions.....	89
Works cited	90
APPENDICES	97



TABLE OF FIGURES

Figure 1. Direct and Indirect Strategies Diagram	25
Figure 2. Memory Strategies Diagram.....	27
Figure 3. Cognitive Strategies Diagram.....	27
Figure 4. Compensation Strategies Diagram	28
Figure 5. Metacognitive Strategies Diagram	30
Figure 6. Affective Strategies Diagram.....	30
Figure 7. Social Strategies Diagram.....	31
Figure 8. Research process flowchart.....	58
Figure 9. "Average on using strategies for learning English." Chart.....	66
Figure 10. Correlation Scatterplot between the grades of the writing pre and posttests.....	73
Figure 11. Correlation scatterplot between the grades of the grammar pre and posttests.....	75
Figure 12. Correlation of writing and grammar tests throughout the treatment.	77
Figure 13. Correlation scatterplot between writing and grammar pre and pretests. .	79
Figure 14. Correlation scatterplot between writing and grammar pre and posttests.	80



STATISTICAL TABLE

TABLE 1. Key to understanding Averages	59
TABLE 2. Demographic data of participants	62
TABLE 3. How students perceive their English proficiency	63
TABLE 4. Reason(s) for learning English.....	64
TABLE 5. Key to understanding Averages	65
TABLE 6. Reasons for learning English	65
TABLE 7 Paired-sample <i>t</i> test applied to the Writing Pre and Posttests.	72
TABLE 8 Writing Pre and Posttest Grades.....	72
TABLE 9 Paired-sample <i>t</i> test applied to the Grammar Pre and Posttests	74
TABLE 10 Grammar Pre and Posttest Grades.....	75
TABLE 11 Tests Grades along the Treatment.	76
TABLE 12 Perception of Language Learning Questionnaire scores.	81



TABLE OF APPENDICES

APPENDIX A Permission from the University of Azuay in order to proceed with the treatment	98
APPENDIX B Direct Strategies List.....	99
APPENDIX C – Demographic Data	105
APPENDIX D Survey of Language Learning Strategies.....	106
APPENDIX E Diagnostic Test.....	109
APPENDIX F Informed consent form.....	111
APPENDIX G Lesson Plans.....	112
APPENDIX H Applied through the Treatment	126
APPENDIX I Tests Applied through the Treatment	138
APPENDIX J Posttest.....	150
APPENDIX K Perception of Language Learning Questionnaire.....	152



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CHAPTER 1: Introduction

In our country, according to the curriculum established by the Ministry of Education, students have been required to study English as foreign language for at least twelve years (primary and secondary school) prior to enter the university. Although this precept must have yielded remarkable results, the evidence on the ground seems to contradict this.

Traditional teaching has demonstrated a lack of alternate methods such as the Communicative Approach. The Government of Ecuador is currently considering amendments to the National English Curriculum Guidelines. The Communicative-Functional Approach is characterized by two main features: language instruction that focuses on real-world contexts and relationship of language forms (grammar, vocabulary, and pronunciation) and function for the English curriculum.

Nowadays, the Ecuadorian government is concerned about this failure and its Education Ministry, through its Foreign Languages Division, has regulated the National Curriculum with a National Program for learning English that will encompass the Primary and Secondary High Schools, in order to solve this struggle.

To date, the language knowledge gap between what high school students' learnt versus what is actually required at the university will have to be fulfilled and managed by the former one. This shortcoming in the target language has a direct impact on students since they tend to lose self-motivation and finally fail to pass the course.

1.1 Statement of the problem

Students in general do not explicitly demonstrate achievement on the development of the Language Learning Strategies. Empirical evidence has also lent strong support to the significant relationships between (a) language learners' strategy use and (b) a variety of factors such as proficiency, achievement, motivation, gender, learning styles, learning environment and language tasks (Chamot 83).



The Language Learning Strategy knowledge is internalized through “Proceduralization” that is the process in which students switch from explicit use of declarative knowledge to direct application of procedural knowledge (Anderson 251). In the case of this research, procedural knowledge was applied to the students’ First Level grammar learning in order to enable more efficient learning (Glass 93).

As in Ecuadorian and many international traditional Foreign Language classrooms, there are roles that have conventionally been played by both the teacher as knower/informer and the student as an information seeker, but what innovative approaches demand nowadays is to develop functional language abilities in order to emphasize the usage of the target language in communicative classrooms so the teacher becomes a producer or referee and the student an actor or player (Corder 161-9).

At the University of Azuay, students are expected to approve three levels of English as foreign language. Among those levels, and according to the author of this research, the first one draws particular attention, since first year university students with limited proficiency in the English language face difficulties in keeping a minimum A1 level of language management, either by having a weak or non-existing knowledge of it and thereby resulting in issues of development and approval of their EFL subject.

In this study, these problems will be discussed taking into consideration that since an important number of these First English level students with lack of language skills have eventually failed the course.

1.2 Background and Justification

According to the author’s experience, students who often enter the first year of the University of Azuay have demonstrated a weak understanding of the English language which makes it difficult for them to develop a sustainable proficiency in this foreign language and therefore, to obtain a passing grade.

However, it is important to support these English students in their learning process. They have to deal with curriculum requirements. They need to quickly fulfill



an A1 English level in order to fulfill with the current A2 English level sought by the University curriculum.

In order to support students, their assessment process has to start with their acquaintance of the Language Learning Strategies in order to be successful at the moment of learning a foreign language. Within the language learning context, strategies are important tools for active, self-directed involvement, in order to develop communicative competence (Oxford *Language Learning Strategies* 1).

In this regard, students need to master their learning process; they have to make sure that they are able to manage all the materials and components of their linguistic competence and performance. The three stages of skill acquisition (cognitive stage, associative stage, and autonomous stage) enable learners to develop an expertise on this field (Anderson 280-2, 308).

1.3 Purpose of the Study

The purpose of this study was to apply the Language Learning Strategies with students when developing their writing skills with the aim to improve the grammar aspects established in the syllabus of the First Level Course at the University of Azuay.

Therefore it is extremely important to compensate to low strategy performing strategy students, who throughout their school lives have not properly managed their Language Learning Strategies. Learning English as a foreign language may have had many negative connotations such as not having most of the errors detected and corrected or difficulties demonstrated in social and emotional adaptation to a new language and culture. As a result many students may seriously diminish their ability to proceed to postsecondary educational settings.

To analyze the participants' grammar progress, the students' grammar and writing levels were measured before, during and after the intervention using standardized tests. In the course of the treatment the researcher applied the writing Language Learning Strategies by Rebecca Oxford to fourteen first level English students from the University of Azuay.

As a result of the application of Language Learning Strategies, the university students were expected to increase their grammar level. Another goal of the study



was to determine whether Language Learning Strategies for writing would improve along with their grammar.

1.4 Research Questions

A quasi-quasi-experimental research design was used to investigate the following exploratory research questions:

- What is the effect of applying Language Learning Strategies on the students' grammar development for their First level course?
- To what extent have students improved their grammar knowledge through the use of the Learning Strategies for writing?

1.5 Significance to the Field

The purpose of this study is to analyze the process of implementing the use of the Language Learning Strategies. Many research findings indicate the value and necessity of strategies for language learning (Chamot & O'Malley 17; Oxford Teaching and Researching 10), but little or no work at all has been done with Ecuadorian university EFL students' Language Learning Strategies. As previously stressed in the Statement of the Problem, this study intended to explore a major research gap by presenting the language learning strategy profiles of first level university students. The project also had applicational relevance, primarily in university contexts for the benefit of students and teachers in an EFL context. The present study was designed to contribute to the existing literature.

Furthermore, this study has many implications for university teachers in EFL situations in Cuenca and beyond. Several strategy instruction models have been applied to promote the use of metacognition, as an integral part of the curriculum for language education in Cuenca. Strategy teaching and training should enable teachers in Ecuador or in other EFL countries to better understand their students' language learning needs.

The first level students of the University of Azuay will further enhance their knowledge and understanding of the current language background based on the



structured lessons. The Language Learning Strategies will enable students to grasp the new teaching-learning approach focused on writing and thereby shape up their general learning performance.

Finally, the results of this research may give insights to improve the quality of language teaching at the University of Azuay, since not only teachers but students will benefit from this quasi-quasi-experimental study for future references through the integration of the Language Learning Strategies.

1.6 Definitions

The following terms will be used throughout the field of this research:

1.6.1 Acquisition

Acquisition occurs unconsciously and spontaneously, does leads to conversation fluency, and arises from naturalistic language use (Oxford *Language Learning Strategies* 4).

Krashen describes acquisition as occurring in spontaneous language contexts, as subconscious, and leads to conversational fluency (O'Malley and Chamot 10).

1.6.2 Communicative competence

Oxford states that Competence or ability to communicate concerns both spoken and written language and all four language skills (Oxford *Language Learning Strategies* 7).

1.6.3 Foreign Language

A foreign language does not have immediate social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere (Oxford *Language Learning Strategies* 6). For example, English is taught in Ecuador as a foreign language.



1.6.4 Language Learning Strategies Concepts

Two concepts will be used, one by Oxford and the other one by O'Malley and Chamot.

According to Oxford, Learning Strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence (*Language Learning Strategies What Every Teacher Should Know* 1).

For O'Malley and Chamot, Learning Strategies are the special thoughts or behaviors that individual use to help them comprehend, learn, or retain new information. In cognitive theory, individuals are said to “process” information, and the thoughts involved in this cognitive activity are referred to as “mental processes.” They also argue that Learning Strategies are special ways of processing information that enhance comprehension, learning, or retention of the information (1).

1.6.5 Learning

Learning is conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction (*Oxford Language Learning Strategies* 4).

Krashen states that it is equated with conscious knowledge of the rules of language derived from formal and traditional instruction in grammar (O'Malley and Chamot 10).

1.6.6 Second Language

A second language has social and communicative functions within the community where it is learned (*Oxford Language Learning Strategies* 6). In a general educational context, it is a term used to describe learners who speak English as a second language as opposed to the native language they speak at home, which in our case happens to be Spanish.



1.6.7 Strategic

The same author states that “Strategic” describes the way in which (self-regulated) learners approach challenging tasks and problems by choosing from a repertoire of tactics those they believe best suited to the situation, and applying those tactics appropriately (Oxford *Teaching and Researching Language Learning Strategies 2*).

1.7 Limitations

The following aspects were identified as a limitation of this study:

The original sample for the quantitative analysis of this study consisted of fourteen subjects. A larger sample size would have been desirable; however, because of the way that the University distributes its courses, a module of curriculum content was redesigned to apply a Language Learning Strategies design in order to enhance students’ grammar through writing.

This study cannot be generalized beyond the University of Azuay first level learners of EFL since this sample does not represent the different educational and socioeconomic groups spread in major geographic regions of Ecuador.

1.8 Overview of Forthcoming Chapters

In this chapter, the statement of the problem was introduced, the background and justification were described, the purpose of the study was indicated, and the research questions that guided the investigation were listed. The significance of the field was also stated, followed by a list of definitions of the key terms that will be used in this study. A rationale for choosing a quasi-quasi-experimental design and a statement of limitation was provided.

Chapter 2 is a review of diverse research studies conducted on Language Learning Strategies. It cites studies done in this field and on the procedural knowledge research across its different stages of skill acquisition. The background information related to the topic of this research provides coverage of the stated



problems that deal with the effects of applying Language Learning Strategies with the first level students' grammar development and the extent that students showed their improvement in grammar knowledge at the moment of using the writing Learning Strategies, having Oxford and Anderson as main guide points.

Chapter 3 provides a detailed description of the research method and design used to conduct the study. I begin by describing the rationale of the research design and then deliver a description of the subjects involved in the study. Next, it examines the instrumentation which is formed by demographic data, the Strategy Inventory for Language Learning Survey by Oxford, a Diagnostic test, the informed consent form, the authorization extended by the University of Azuay, lesson plans, rubric, posttest and finally a perception of language learning questionnaire. In this chapter the procedures, and data analysis methods that were used to conduct the study are reported. The section concludes with a description of the research variables applied to each group of Oxford's Language Learning Strategies.

Chapter 4 and Chapter 5 report the results of the quantitative data collected along the treatment. Chapter 4 describes the results based on the Strategy Inventory for Language Learning, the pretests, treatment tests and posttests and finally with the Perception of Language Learning Questionnaire; this chapter reports the results of the data analysis for each variable and measurement instrument. Chapter 5 discusses major findings related to the statement of the problem and the research questions; it also provides implications for theory, pedagogy and recommends directions for future research.

1.9 Ethical Considerations

The procedures followed to ensure that the research was conducted in an ethical manner were the signed permission from both students and the University of Azuay include in Appendixes A and F. In this way the access to participants was clearly stated.



CHAPTER 2: Literature Review

2.1 Introduction

The way that pedagogical processes are applied to English grammar teaching in the first level of the University of Azuay has constituted an important issue for this study. This chapter focuses on providing the reader with relevant literature in the scope of this research. It begins with Oxford's, O'Malley's and Chamot's explanation of the different terms employed in this study, afterwards it provides a description of the theories concerning the Language Learning Strategies and addresses the importance of Anderson's production systems under the precept that second language acquisition is understood as a cognitive skill.

2.2 History of the Research in Language Learning Strategies

Regarding the developments done in the Language Learning Strategy field, Yongqi Gu, as cited in R. Oxford's book *Teaching and Researching Language Learning Strategies*, states that it is appropriate to identify the issues related to the knowledge in language learning that have happened thorough thirty years of research. During the 1980s and 1990s the interest and high expectations on the Language Learning Strategies was intense leaving many people frustrated especially due to the conceptual fuzziness and elusiveness of the LLS construct.

Gu asserts that LLS researchers have not provided enough applications for classroom teaching and learning. In relation to all those antecedents there is a need for innovative research paths that lead to help for learners and teachers, especially on the self-regulated learner's active involvement and the way strategies influence different aspects such as learning ability, proficiency, and the learner's identity as a self-initiating, reflective, responsible social agent (Oxford *Teaching and Researching Language Learning Strategies* 10).

Taking as reference Rivera-Mills and Plonsky, there has been a recapitulation of numerous studies done in the last few decades in the investigation of the use of strategies by second language learners. The authors mention several researchers who have defined these studies as the thoughts and actions of learners who are attempting to increase their learning, comprehension, and retention (qtd. in Brown,



2000; O'Malley & Chamot, 1990; Oxford, 1990; Scarcella & Oxford, 1992; Yamamorio, Isoda, Hiromori, & Oxford, 2003) (535).

In the mid 1970s and early 1980s students started querying the use of the Learning Strategies. Questions such as, “Why don't learners learn what teachers teach”? (qtd. in Allwright, 1984) spawned exploration into how students' skills and knowledge are acquired differently (qtd. in Nunan, 1995) (Rivera-Mills and Plonsky 535).

Rivera-Mills and Plonsky affirm that more specifically, research into these individual differences has looked beyond instruction and other learner external factors to study both the processes that take place within the learners themselves and how their productivity can be improved (qtd. in. Lujan-Ortega & Clark-Carter, 2000; Wenden & Rubin, 1987)

This research background is also supported by O'Malley and Chamot in their book *Learning Strategies in Second Language Acquisition*, where they state that:

The literature on Learning Strategies in second language acquisition emerged from a concern for identifying the characteristics of effective learners. Research efforts concentrating on the “good language learner” (qtd. in Naiman et al. 1978; Rubin 1975) had identified strategies reported by students or observed in language learning situations that appear to contribute to learning (3).

The before mentioned authors highlight the importance of Research in Language Learning Strategies, thus Oxford in her book *Teaching and Researching Language Learning Strategies* emphasizes that Learning Strategies are important throughout the world. She even cites the Common European Framework of reference for Languages (qtd. in Council of Europe, 2001) noticing that it promotes “learning how to learn” and the use of Learning Strategies (1). She also argues that the central thesis behind language learning strategy research is that learners, supported by teachers and curricula, can play a much more active role in managing and controlling the learning process, thereby maximizing the outcomes of learning. Instruction in strategic learning can result in better learners (12).

O'Malley and Chamot describe research observations carried out in the Learning Strategies application arguing that students apply Learning Strategies while learning



a second language and that these strategies can be described and classified (3).

The authors mention Rubin who:

Based her strategies on fairly extensive data collection in varied settings, which included about fifty hours of classroom observation, observation of a small group of students working on a strip story, analysis of self-reports from “a few students” instructed to write down what they did to learn a second language, and analysis of daily journal entries of two students who were directed to report on strategies after having been given strategy examples. The classroom observations proved to be the least useful of these methods for identifying strategies (3).

2.3 Classification of the Learning Strategies

Based on diverse parameters, authors like Rubin, O’Malley and Oxford offer different types of classifications of the Learning Strategies:

O’Malley names as example Rubin who mainly proposed two primary groupings and a number of subgroups. Her first primary category is direct strategies that affect learning, it includes clarification / verification, monitoring, memorization, guessing / inductive reasoning, deductive reasoning, and practice. Therefore Rubin also notices a second primary category, which consists of strategies that contribute indirectly to learning, including creating practice opportunities and using production tricks such as communication strategies (3).

Oxford, on the other hand, in her book *Language Learning Strategies* recalls both Direct and Indirect Learning Strategies. These involve direct learning and use of a new language. Meanwhile other strategies, including metacognitive, affective and social strategies, contribute indirectly but powerfully to learning, these are known as Indirect Strategies (12, 13). Figure 1 will show the six strategy groups that are subdivided into a total of nineteen strategy sets.

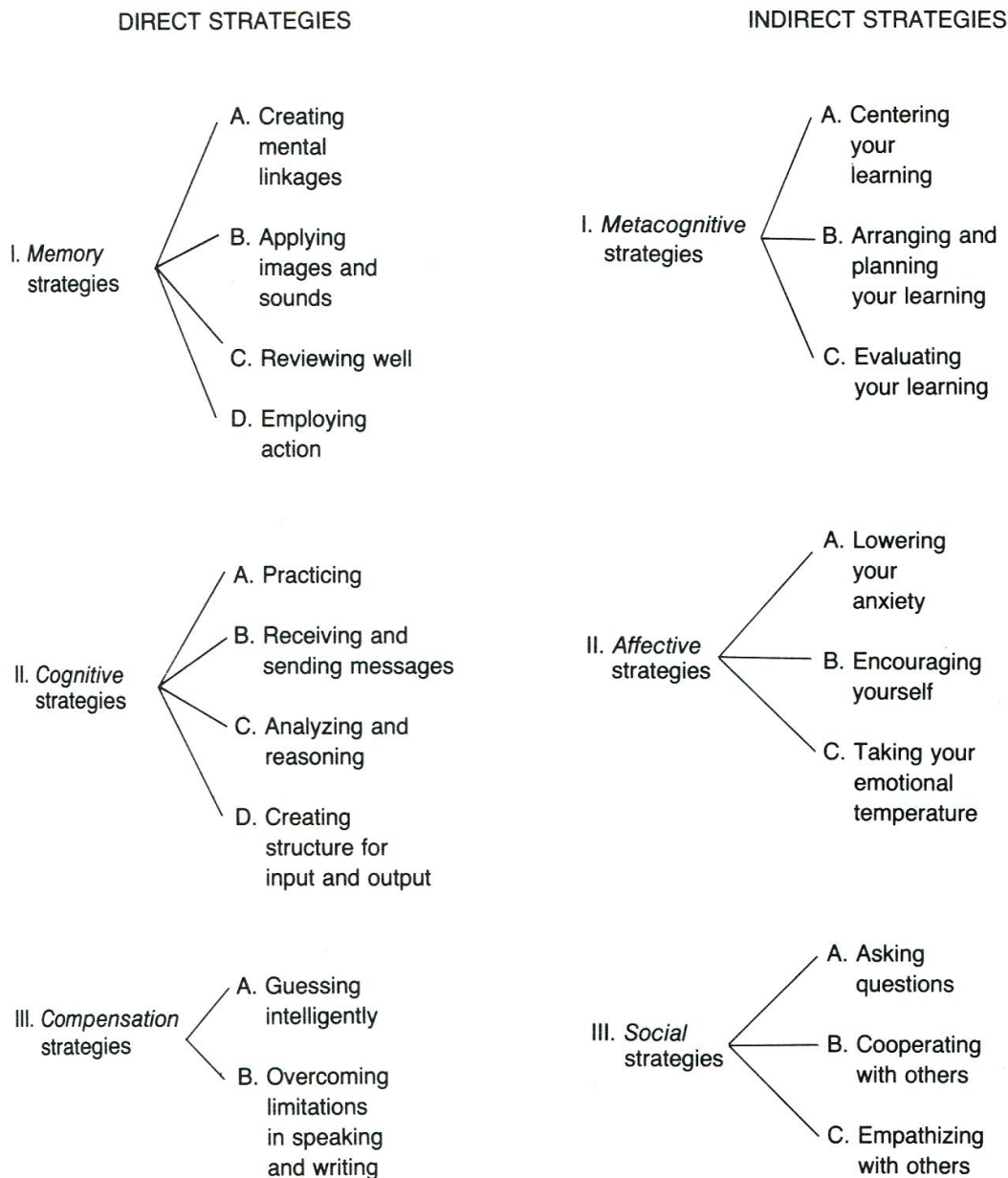
Oxford updates her research about Learning Strategies in her book *Teaching and Researching Language Learning Strategies* pointing out strategies for three major, mutually influenced dimensions of L2 learning: cognitive, affective and sociocultural-interactive.

- o Cognitive strategies help the learner construct, transform and apply L2 knowledge. E.g. Activating knowledge (for example for a language task)



- o Affective strategies help the learner create positive emotions and attitudes and stay motivated. E.g. Generating and Maintaining Motivation.
- o Sociocultural-interactive (SI) strategies help the learner with communication, sociocultural contexts, and identity. E.g. interacting to Learn (*Teaching and Researching Language Learning Strategies* 14).

Figure 1. Direct and Indirect Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Strategy System Showing Two Classes, Six Groups, and 19 Sets." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 17. Print



2.3.1 Direct Strategies

The Direct Language Learning Strategies are in a straight line involve the target language in a straight line. They are characterized by mental processing of the language, which is differently processed by the memory, cognitive, and compensation groups due to their different purposes (Oxford *Language Learning Strategies* 37).

Memory Strategies, like grouping or using imagery, show a highly specific function: helping students store and retrieve new information. Cognitive Strategies, as summarizing or reasoning deductively, allow learners to understand and produce new language by many different means. Compensation Strategies, such as guessing or using synonyms, enable learners to use language despite their often large gaps of knowledge (Oxford *Language Learning Strategies* 37).

To the effects of this research work and based on each lesson's content the following Direct Language Learning Strategies (Appendix B) for writing were selected:

Memory Strategies: - Placing words into a context

- Using mechanical techniques

Cognitive Strategies: - Repeating

- Formally practicing with sounds and writing systems
- Recognizing and using formulas and patterns
- Recombining
- Practicing naturalistically
- Using resources for receiving and sending messages
- Reasoning deductively
- Translating
- Taking notes
- Summarizing
- Highlighting

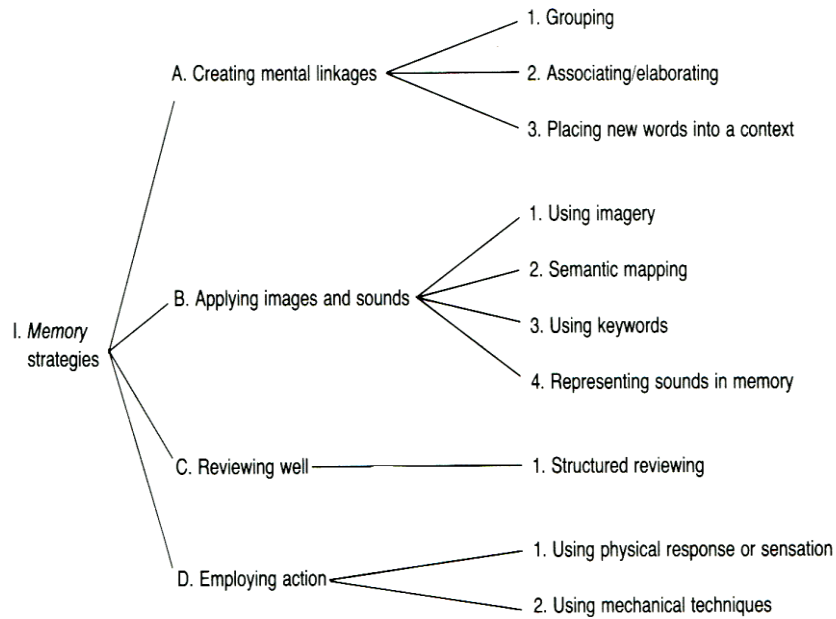
Compensation Strategies: - Selecting the topic

- Adjusting or approximating the message
- Using a circumlocution or synonym.



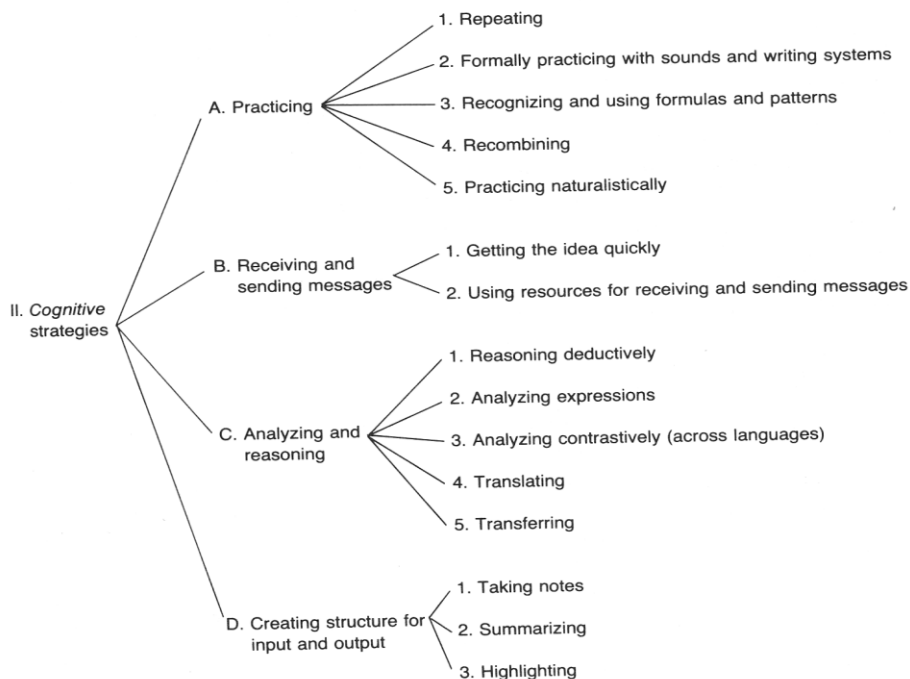
Direct Strategies Diagrams

Figure 2. Memory Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Memory Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 18. Print

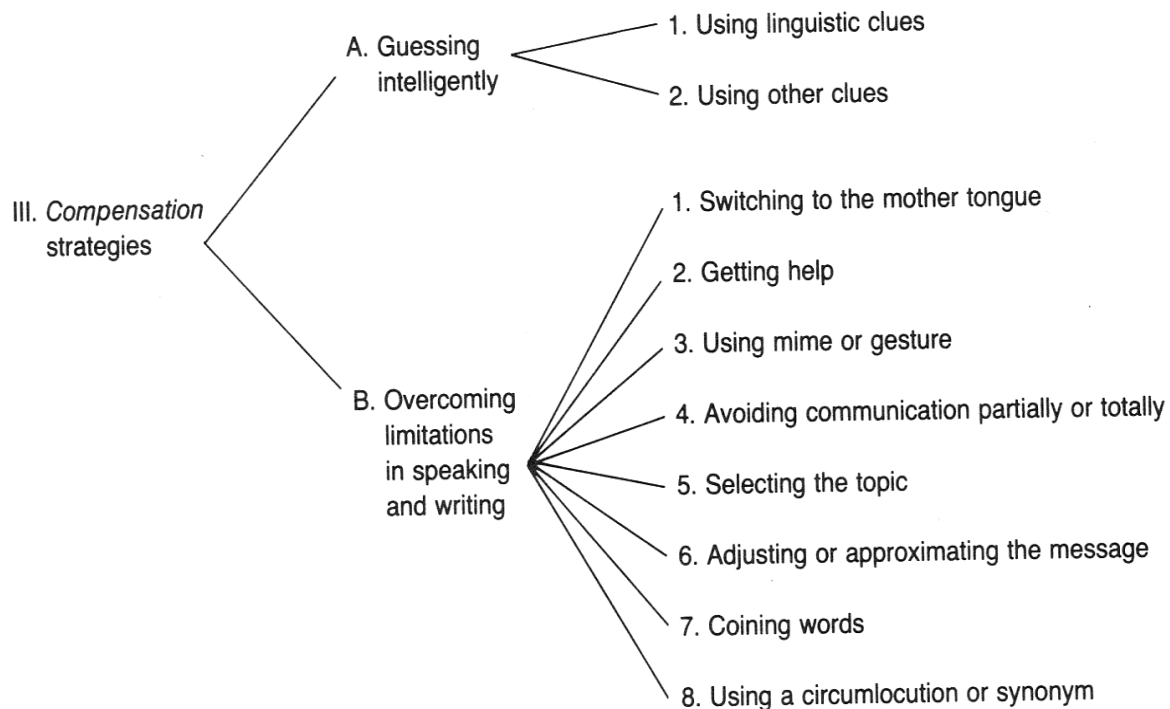
Figure 3. Cognitive Strategies Diagram





Source: Oxford, Rebecca. "Diagram of Cognitive Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 19. Print

Figure 4. Compensation Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Compensation Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 19. Print.

2.3.2 Indirect Strategies

The Indirect strategies support and manage language learning usually without directly involving the target language. They can be used in all language learning situations and could be applied to the four language skills: listening, reading, speaking, and writing (Oxford Language Learning Strategies 135).

The three groups that are part of the Indirect Strategies are the Metacognitive Strategies that allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Affective Strategies which help to normalize emotions, motivations, and



attitudes. Social Strategies have as a purpose to help students learn through interaction with others (Oxford Language Learning *Strategies* 135).

For the purpose of this investigation and focused on each lesson's requirements the following Indirect Language Learning Strategies (Appendix B1) for writing were chosen:

Metacognitive Strategies: - Overcoming and taking with already known material

- Paying attention
- Finding out about language learning
- Organizing
- Setting goals and objectives
- Identifying the purpose of a language task
- Self-monitoring

Affective Strategies: - Using progressive relaxation and deep breathing

- Using music
- Making positive statements
- Taking risks wisely
- Rewarding yourself
- Listening to your body
- Writing a language learning diary

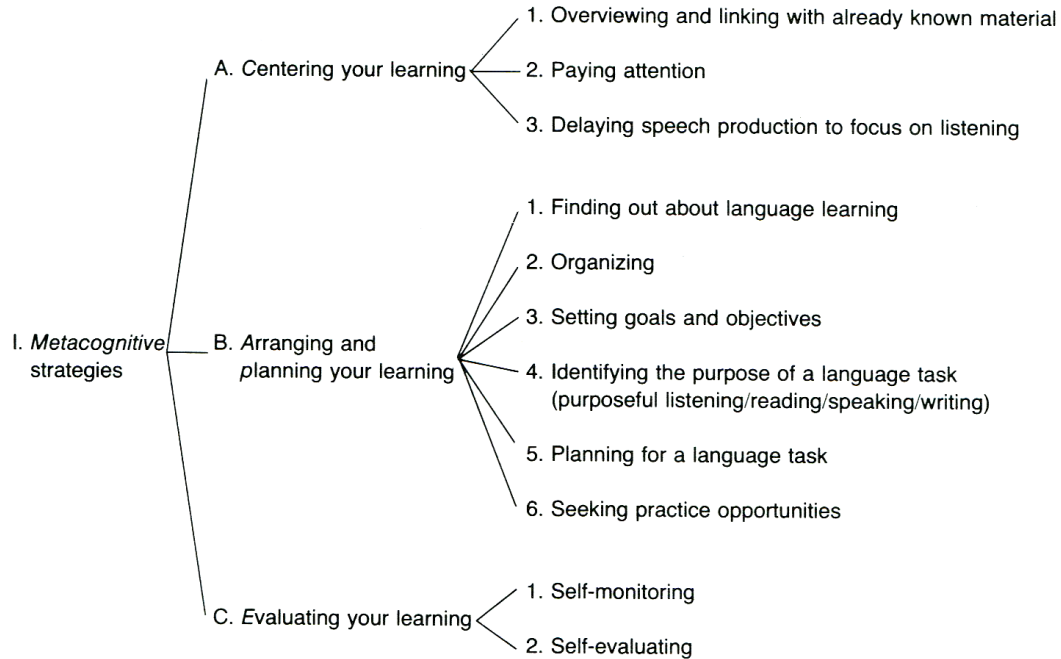
Social Strategies: - Asking for correction

- Cooperating with peers
- Cooperating with proficient users of the new language
- Developing cultural understanding
- Becoming aware of others' thoughts and feelings



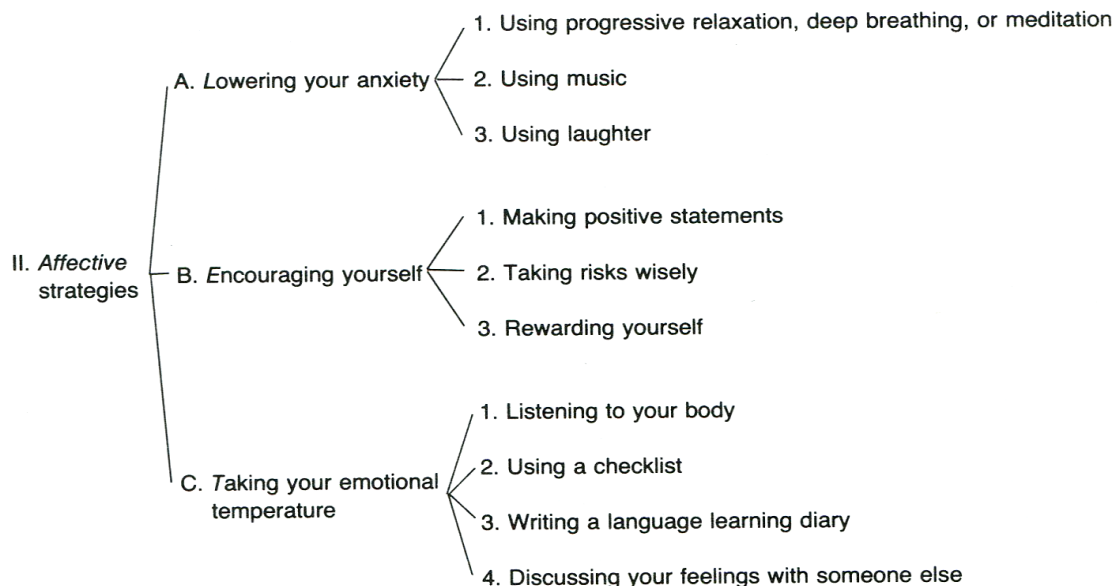
Indirect Strategies Diagrams

Figure 5. Metacognitive Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Metacognitive Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 20. Print.

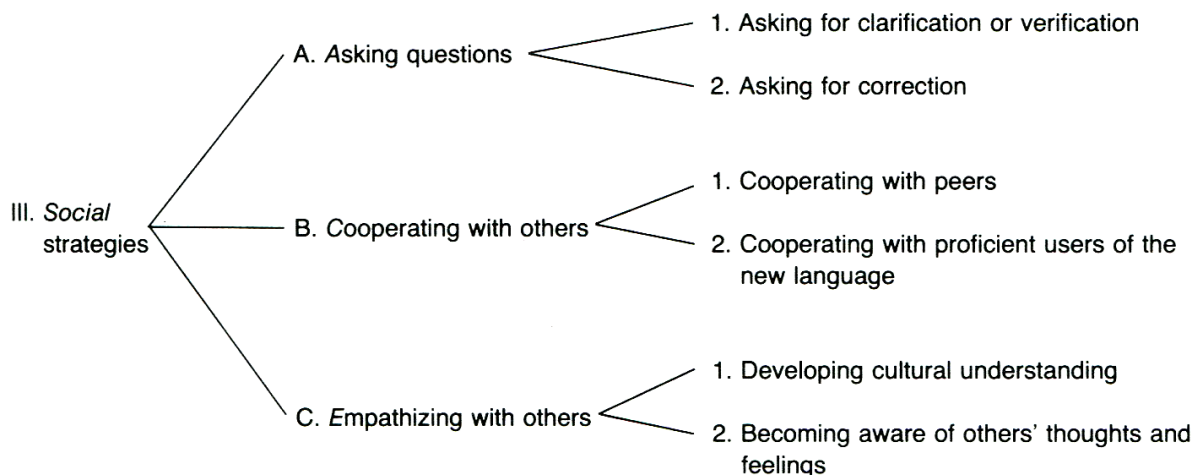
Figure 6. Affective Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Affective Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 21. Print.



Figure 7. Social Strategies Diagram



Source: Oxford, Rebecca. "Diagram of Social Strategies to Be Applied to the Four Language Learning Skills." *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 21. Print.

2.4 Research Findings Related to the Proposed Research

The subsequent are research works that are associated with this study:

There is a study entitled Developing Writing Skills through Cognitive and Compensatory Learning Strategies that was applied to a twenty nine students in a Composition Course of the English Program of Universidad Nacional, Pérez Zeledón in Costa Rica. A questionnaire with open ended and closed ended questions based on Oxford's taxonomies was designed with the purpose of identifying students' writing strengths and weaknesses. This document contained the Cognitive (rewriting spelling patterns, Solving cloze test to practice grammar, writing formulas or phrases down for later use, looking for different ways to combine punctuations patterns, writing texts for enjoyment, writing sentences with the structures newly studied, translation, note-taking, summarizing and highlighting) and Compensatory (selecting the topic, adjusting the message, making ideas less precise, using long phrases for specific words and using synonyms) Language Learning Strategies (Jimenez 5).

The results of this study placed writing as the second linguistic skill in demonstrating difficulty with regarding the academic performance; this is supported by the 29% of the participants' responses. Students stressed that their weaknesses in writing were reflected in responses of 26% in grammar, mechanics and organization. This study provided evidence that the cognitive and compensatory



learning strategies were weak and it recommended the development and enhancement of the writing skill in the SLA field (Jimenez 10).

More research on writing Language Learning Strategies was the Case Study of an Investigation of Thai Students' English Language Problems and Their Learning Strategies in the International Program at Mahidol University. This study was applied to 30 research participants who were Thai undergraduate students in the international program at Mahidol University. This study used two instruments: the survey questionnaire of rating scales and the Learning Strategies Questionnaire designed according to Rebecca Oxford. The first instrument was used to investigate and clarify the English problems and solutions of Thai students at MU and the second one assessed the problems and learning strategies in order to look for solutions of students' learning. The Language Learning Strategies used in this study were practice strategies which included repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically (Pawapatcharandom 1-15).

In examining the English problems of Thai students at MU, this study attempted to answer the following two research questions: Research Question I : What are the English problems perceived by Thai students at MU? and Research Question II : How do they use learning strategies to achieve the target goal? The most serious problem was in writing skills, where the means score fell at low level. The major tasks of writing skills problems were: inability to write an essay within limited time, unable to write an academic paper in English, unable to perfectly use grammatical rules in writing any papers, and to develop a suitable structure for the content. The average score of all strategies fell at medium-use level. The metacognitive strategies were the most frequently used strategies that Thai undergraduate students in the international program at MU applied in this research (Pawapatcharandom 17-48), the compensatory strategies were the least frequently used. They did not use gestures when they could not think of a word during a conversation in English.

As a conclusion, the study showed that each strategy serves for a different purpose to language learners; therefore successful language learners should apply all strategies to achieve a target goal in learning language (Pawapatcharandom 52-58).



Other research work applied to the writing skill was the Preservice EFL Teacher's Attitudes, Needs, and Experiences about Teaching Writing and Learning to Teach Writing before Their Practicum. The background of this study states that the standard of English as a Foreign Language (EFL) education prompted calls for reform to preservice EFL teacher education. It highlights that field experiences were central to their professional development and for implementing reform measures. This study aimed to examine preservice EFL teachers' Language Learning Strategies, attitudes, needs, and experiences about learning to teach writing in English before their practicum in Vietnamese high schools (Mai Nguyen 1- 42)

An open-ended questionnaire that included compensation strategies (selecting the topic, adjusting or approximating the message and using linguistic clues) was used to collect data from 97 preservice EFL teachers at the beginning of their final practicum, compensation strategies were used. The data suggested that these preservice EFL teachers were motivated to learn to teach English using the Language Learning Strategies focused on writing in particular but required mentors to model effective teaching practices and share their teaching experiences (Mai Nguyen 43-55)

These preservice teachers' (N=97) commented on how they could best prepare themselves for learning to teach EFL writing and what they had done so far to prepare themselves for teaching EFL writing. Thirty-four percent indicated they should try to practice writing in order to improve their writing skills. In general, preservice EFL teachers wrote they should improve their writing learning and teaching strategy skills themselves in order to be effective teachers. The general results recommended that it was necessary to reform the preservice EFL teacher education also focusing on facilitating practical university coursework and providing mentoring experiences that enhance the developmental processes in learning to teach English as a foreign language (Mai Nguyen 56-67).

Within the same research field, there is a study on the application of the Language Learning Strategies. This study was designed to investigate the influence of gender and major on college EFL learning strategy use in Taiwan. A total of 1758 Taiwanese college EFL learners took part in this research study. The participants completed the two sets of self-reported questionnaires, including Background



Characteristics and Strategy Inventory for Language Learning (SILL). The findings of the study were generalized as follows: (1) There was not a great difference among the frequency of each strategy that Taiwanese college EFL learners reported using, all in medium-use level. (2) Statistically significant differences were found in the use of cognitive strategies, metacognitive strategies, social strategies and overall strategies with regard to gender. (3) Statistically significant differences were found in the use of six subcategories of language learning strategies and overall strategies with regard to major. In the end of this study, the pedagogical implications were provided (Chang 235-247)

2.5 Mediated Learning through Language Strategies

Oxford in her text *Teaching and Researching Language Learning Strategies* promotes a mediated learning through two strong assumptions:

- a) Almost everyone can learn an additional language effectively by employing appropriate strategies, assuming some basic interest in learning the language and sufficient time.
- b) Strategies can be learned through mediation or assistance. Not every student has strategic expertise at the outset. Expertise in employing Language Learning Strategies “is not in every learner, it ... needs to be developed” (qtd. in Gu, 2010) with help or mediation from others (27).

2.6 Vygotsky’s model of dialogic, self-regulated learning

In Vygotsky’s sociocultural model, as well as Oxford’s Model of learning, all learning is assumed to be assisted (mediated) performance. Oxford in her book *Teaching and Researching Language Learning Strategies* relates but does not share an identical view of her Learning Strategies to the ones in Vygotsky’s model. She agrees with Vygotsky on the fact that learning is assumed to be assisted (mediated) performance. Vygotsky stated that the “more capable other” leads the actively engaged student, by means of mediation, through that student’s “zone of proximal development.” The teacher or other person helps the learner by modeling “higher mental functions,” such as Conceptualizing with Details or Conceptualizing Broadly, which R. Oxford calls strategies. Even if learning is happening outside the classroom



the student can take advantage of the interaction with cultural tools, technology and language itself (27).

Oxford also refers herself to Vygotsky's theory at the moment of explaining that some of the information might be fully internalized while other information might be only partly internalized, with new information still coming from the outside. With internalization the learner traverses the zone of proximal development, the more knowledgeable individual offers scaffolding, such as modeling or providing materials and explanations. Scaffolding is withdrawing when no longer needed (*Teaching and Researching Language Learning Strategies* 28).

Oxford from her book *Teaching and Researching Language Learning Strategies* extracts the following premises of Vygotsky's model of dialogic, self-regulated learning:

- Vygotsky's model of self-regulated learning states that learning is mediated through language and especially through dialogues with a more capable person or through books, technology, or other means)
- The learner appropriates (actively internalizes and transforms) essential features of the dialogues by means of three stages: social speech (other-regulation), egocentric speech when the learner subvocalizes but does not fully self-regulate), and inner speech (self-regulation)
- To facilitate internalization of the dialogues and help the learner traverse the zone of proximal development, the more knowledgeable individual offers scaffolding (assistance), such as modeling or providing materials and explanations. Scaffolding is withdrawn when no longer needed.
- Building on Oxford (qtd. in 1999a), it is possible to identify the following regulated Learning Strategies in Vygotsky's work: Planning, Conceptualizing with Details (especially analyzing), conceptualizing Broadly (especially synthesizing), Monitoring, and Evaluating, all of which Vygotsky (qtd. in 1981) called higher-order psychological functions.
- In the dialogic relationship between the learner and the more capable person, the strategy of Interacting to Learn and Communicate is also evident.



- Inner speech can be used for metastrategic, self-management purpose.
- Cognition is distributed. This means that learning, knowledge, and even intelligence are distributed across people and across social practices and cultural tools (symbols, technologies, artifacts and language) used by communities (qtd. in Gee, 2007; Vygotsky, 1978) (*Teaching and Researching Language Learning Strategies* 28).

2.7 Oxford's Concept of Self-regulation in Learning

Oxford in her book *Teaching and Researching Language Learning Strategies* states that there is a strong relationship that has been shown between a learner's autonomy and the use of Learning Strategies because they both promote the self-directed nature of learning (qtd. in Macaro, 2001; Oxford, 1990; Wenden, 1985, 1991) (3).

In order to obtain better learners, Oxford sponsors the theory of self-regulated learners which is attained through the Self-regulation concept, Oxford explains it as:

Self-regulation comprises such processes as setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code, and rehearse information to be remembered, establishing a productive work environment, using resources effectively, monitoring performance, managing time effectively, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's efforts. Dale H. Schunk and Peggy A. Ertmer (qtd. in 200, p. 631) (*Teaching and Researching Language Learning Strategies* 3).

For Oxford strategically self-regulated learners:

- Actively participate in their own learning (qtd. in Graffitchs, 2008; Malpass, O'Neil, and Hocevar, 1999, 2006)
- Achieve learning goals by controlling various aspects of their learning. (qtd. in Malpass, O'Neil, and Hocevar, 1999, Oxford, 1990)



- Regulate their cognitive and affective states (covert self-regulation), their observable performance (behavioral self-regulation), and the environmental conditions for learning (environmental self-regulation) (qtd. in Zimmerman, 2000).
- Use strategies to control their own beliefs about learning and themselves (qtd. in Schunk and Zimmerman, 1998).
- Cognitively move from declarative (conscious) knowledge to procedural (automatic) knowledge with the use of strategies (qtd. in Anderson, 1976, 1985; O'Malley and Chamot, 1990).
- Choose appropriate strategies for different conditions, purposes, situations and settings (qtd. in Ehrman, Leaver, and Oxford, 2003). An appropriate strategy is one that (a) addresses the learner's goal or need, (b) fits the learning circumstances and the sociocultural context, (c) works well with the student's learning styles,
- Understand that no strategy is necessarily appropriate under every circumstance or for every purpose (qtd. in Hsiao and Oxford, 2002; Cohen and Macaro, 2007).
- Show awareness of the relationship between strategy use and learning outcomes. (qtd. in Malpass, O'Neil and Hocevar, 1999)

The precepts described above established a basis for demonstrating that Self-regulation is directly related to the implementation of the Learning Strategies with the aim of obtaining language proficiency. They are strongly linked to this research, since during the development of the study, the learners' progress through a strategy-guided assistance became skilled in both their writing and grammar knowledge.

2.8 Cognitive theory of learning

Linguistic theories assume that language is learned separately from cognitive skills, operating according to different principles from most learned behaviors (e.g., qtd. in Spolsky 1985). (O'Malley and Chamot *Learning Strategies in Second Language Acquisition* 16)

O'Malley's and Chamot's assumption is represented in analyses of unique language properties, such as developmental language order, grammar, knowledge



of language structures, social and contextual influences on language use, and the distinction between language learning and acquisition. The authors also claim that language and linguistic processes are viewed as interacting with cognition but nevertheless maintaining a separate identity that justifies investigation independent from cognitive processes (e.g., qtd. in Wong Fillmore and Swain 1984) (16).

O'Malley and Chamot explain that the theory of development in second language acquisition is based on two parts. One is information processing and the other one relies on studies carried out along fifteen years regarding the cognitive processes of learning. The information processing framework for learning supports the acquisition of information through the role that Learning Strategies play. The main purpose of this framework is to explain how information is stored in the memory and particularly how new information is acquired. This framework states that information is stored in two distinct ways, either in short-term memory, the active working memory that holds modest amounts of information only for a brief period, or long-term memory, the sustained storage of information, which may be represented as isolated elements or more likely as interconnected networks (qtd. in Lachman, Lachman, and Butterfield 1979; Shuell 1986; Weinstein and Mayer 1986) (17).

In the field of cognitive psychology paradigm new information is acquired through a four-stage encoding process involving selection, acquisition, construction, and integration (qtd. in Weinstein and Mayer 1986):

Through *selection*, learners focus on specific information of interest in the environment, and transfer that information into working memory, as in the selecting the topic strategy (Appendix B). In *acquisition*, learners actively transfer information from working memory into long-term memory for permanent storage that is the goal for the Memory Strategies (Appendix B). In the third stage, *construction*, learners actively build internal connections between ideas contained in working memory. The information from long-term memory can be used to enrich the learner's understanding or retention of the new ideas by providing related information or schemata into which the new ideas can be organized, for example with the using mechanical techniques strategy (Appendix B). In the final process, *integration*, the learner actively searches for prior knowledge in long-term memory and transfers this knowledge to working memory. Selection and acquisition determine how much is learned, whereas



construction and integration determine what is learned and how it is organized, as directly seen in the organizing strategy (Appendix B1) (O'Malley and Chamot *Learning Strategies in Second Language Acquisition* 17).

2.9 The role of Learning Strategies

For O'Malley and Chamot the role of Learning Strategies is to make explicit what otherwise may occur without the learner's awareness or may occur inefficiently during early stages of learning. The authors explain that when the learner does not apply the appropriate strategies the result is ineffective learning or incomplete long-term retention. Strategies have to actively and effectively engage the person's mental processes in order to support learning, when strategies become automatic after repeated use or after a skill has been fully acquired, mental processes are deployed and may no longer be considered strategic (qtd. in Rabinowitz and Chi 1987) (18).

The role of learning strategies can be understood by the information processing framework. This framework has as a purpose to explain how information is stored in the memory and particularly how new information is acquired. O'Malley and Chamot indicate that the framework that has been applied most regularly to problem solving, vocabulary learning, reading comprehension, and the actions of factual knowledge, but not to the full range of phenomena that form the totality of language on its four skills. They support the fact that a theory is needed in order to address multiple aspects of language for integrative language use in all four language skill areas – listening, speaking, reading, and writing- and that addresses language acquisition from the earliest stages of second language learning to proficient use of the target language. The aim of this theory must be able to address language comprehension and production as central issues, as is required to represent topics of concern in second language acquisition research (18).

In order to represent complex cognitive skills, mechanisms have been formulated within the cognitive theory since there are a number of ways to represent the competence that underlies performance of a complex cognitive skill such as language, including rational task analysis (qtd. in Gagné and Paradise 1961), interrelated procedural networks (qtd. in Brown and Burton 1978) and, production systems (see Anderson 1980, 1983, 1985) (O'Malley and Chamot 18).



Oxford in Teaching and Researching Language Learning Strategies (50) points out that Anderson's production systems which are mentioned by O'Malley and Chamot in Language Learning Acquisition (19), the former authors have supported their discussion in five reasons:

1. Anderson's work integrates numerous concepts from prevailing notions of cognitive processing that give the theory generality and currency with regards to existing views in the field (qtd. in Shuell 1986).
2. Theoretical developments in production systems cover a broader range of behavior than other theories, including comprehension and production of oral and written texts as well as comprehension, problem solving, and verbal learning
3. The theory distinguishes between factual knowledge and procedural skills in both memory representation and learning.
4. The theory can be expanded to incorporate strategic processing as part of the description of how information is learned.
5. The theory has been continually updated, expanded, and revised in a number of recent publications (qtd. in Anderson 1983, 1985) (O'Malley and Chamot 19).

To achieve the goals of this research the role of the Learning Strategies was managed through the use of writing as cognitive skill. Grammar comprehension was taught through the repeated use of the Learning Strategies.

2.10 Production Rules

Anderson in his book Cognitive Psychology and its Implications stated that cognitive scientists have devised different ways to formally represent problem-solving operators. Production systems consist of a set of productions, which are rules for solving a problem. A typical problem-solving production (qtd. in Anderson, 1983; Brown & Van Lehn, 1980; Card, Moran & Newell, 1983) consists of a goal, some application tests, and an action.

Anderson states the following the production rules:

1. Conditionality: Each production rule consists of a condition that describes when it should apply and an action that describes what to do in that situation.



2. Modularity: the overall problem-solving competence is broken up into a number of productions, one for each operator.
3. Goal factoring: Each production is relevant to a particular goal such as borrowing from a column.
4. Abstractness: Each rule applies to a class of situations. For instance, the fourth production handles all pairs of digits where the top digit is greater than or equal to the bottom digit.

Such production rules are encodings of what might be referred to as “crystallized” problem-solving operators in what they reflect the nature of the problem-solving skill after it has been well mastered (Anderson *Cognitive Psychology and its Implications* 250-2).

In order to reach the expertise stage, which is from Declarative knowledge (which is explicit knowledge that we can report and of which we are consciously aware) to Procedural knowledge (which is knowledge of how to do things, and it is often implicit, subjects can develop effective procedures for performing tasks without any ability to explain what they are doing) Anderson has extensively developed three stages of skill acquisition:

2.11 General Characteristics of Skill Acquisition

Three Stages of Skill Acquisition:

From the book *Cognitive Psychology and its Implications* by Anderson we can extract that the three stages of skill acquisition are the cognitive stage, the associative stage, and the autonomous stage (282) this theory is also explained by O'Malley and Chamot (25):

- 2.1.1 It is typical to distinguish among three stages in the development of a skill (Anderson, 1983; Fitts & Postner, 1967). Fitts and Posner call the **first stage** the cognitive stage. In this stage, subjects develop a declarative encoding of the skill; that is, they commit to memory a set of facts relevant to the skill. Learners typically rehearse these facts as they first perform the skill (Anderson *Cognitive Psychology and its Implications* 271).



For most learners, skill learning begins with the cognitive stage. During this stage, the learners are instructed how to do the task, observe an expert performing the task, or attempt to figure it out and study it themselves. This stage involves conscious activity on the part of the learner, and the acquired knowledge at this stage is typically declarative and can be described verbally by the learner. For instance, one can memorize vocabulary and the rules for grammar when learning to speak a second language, or learn from observation when to use unanalyzed chunk of language appropriately, just as one can memorize any other set of acts. This knowledge enables the learner to describe how to communicate in the second language, but the knowledge by itself is inadequate for skilled performance, since the performance at this stage is very deliberate and tends to be laden with errors (O'Malley and Chamot 25).

2.1.2 The **second stage** of skill acquisition is called the associative stage. Two main things happen in this second stage. First, errors in the initial understanding are gradually detected and eliminated. Second, the connections among the various elements required for successful performance are strengthened. Basically, the outcome of the associative stage as a successful procedure for performing the skill. However, it is not always the case that the procedural representation of the knowledge replaces the declarative. Sometimes, the two forms of knowledge can coexist side by side, as when we can speak a foreign language fluently and still remember many rules of grammar. However, it is the procedural, not the declarative knowledge that governs the skilled performance.

The procedures, which are the output of the associative stage, can be described by production rules. So, for instance, rather than use the general problem-solving methods to guide the application of declarative knowledge, the learner may develop a special production and then set subgoals (Anderson *Cognitive Psychology and its Implications* 281).

During this second stage, two main changes occur with respect to the development of proficiency in the skill. First, errors in the original declarative representation of the stored information are gradually detected and eliminated. Second, the connections among the various elements or components of the skill are



strengthened. Basically, during this stage the declarative knowledge is turned into its procedural form. However, the declarative representation initially formed is not always lost. Thus, even as we become more fluent at speaking a foreign language, we still remember its rules of grammar. Performance at this stage begins to resemble expert performance, but may still be slower and errors may still occur (O'Malley and Chamot 26).

2.1.3 The **third stage** in the standard analysis of skill acquisition is the autonomous stage. In this stage, the procedure becomes more and more automated and rapid. The concept of automaticity is related to simple perceptual-motor tasks that could become so automatic that they required few attentional resources. More complex skills like driving a car or playing chess also develop gradually in the direction of becoming more automated and requiring fewer processing resources. For instance, driving a car can become so automatic that people will engage in conversation with no memory for the traffic that they have driven through.

Two of the dimensions of improvement with practice are speed and accuracy. The procedures come to apply more rapidly and more appropriately. Anderson (1982) and Rumelhart and Norman (1978) refer to the increasing appropriateness of the procedures as tuning and setting subgoals (Anderson *Cognitive Psychology and its Implications* 283).

During the third, or autonomous, stage, the performance becomes increasingly fine-tuned. The execution or performance of the skill becomes virtually automatic, and errors that inhibit successful performance of the skill disappear. The skill can often be executed effortlessly, and there is much less demand on working memory or consciousness at this stage (O'Malley and Chamot 26).

In order to present grammar the author of this research will follow the framework for skill acquisition developed by John R. Anderson whose two major stages in the development of a cognitive skill: the declarative and procedural stages (238).

These stages are connected to Language Learning Strategies so the learner will learn how to optimally and gradually solve language structures through the



organization and use of his or her own problem solving strategy (Anderson *Cognitive Psychology and its Implications* 292, 296).

This research looks for the mastering of learning in first level students'. The basic idea of mastery learning is to follow students' performance on each of the components underlying the cognitive skill. Typical instruction, without mastery learning, leaves some students not knowing some of the material. There is a good deal of evidence that mastery learning leads to higher achievement (qtd. in Guskey & Gates, 1986; Kulik, Kulik & Bangert-Downs, 1986) (Anderson *Cognitive Psychology and its Implications* 308).



CHAPTER 3: Methods

3.1 Introduction

The research problem utilized the hypothetical-deductive method. The hypothesis consisted of analyzing the effect of Language Learning Strategies on the students' grammar development for the first level at the University of Azuay.

This section begins with an explanation of the research design and then provides a description of the subjects involved in the study. Next, it examines the instrumentation, procedures, and data analysis methods that were used to conduct the study. The section concludes with a description of the research variables applied to each group of Oxford's Language Learning Strategies.

3.2 Research Design

A quasi-quasi-experimental research design was used to investigate the variables identified in the following exploratory research questions:

- What is the effect of applying Language Learning Strategies on the students' grammar development for their First level course?
- To what extent have students improved or not their grammar knowledge through the use of the writing Learning Strategies?

The first question focuses on Learning Strategies which constitute the independent variable. This question incorporates raising students' independence as learners, their autonomy, their ability to plan, set goals, assess their own performance and contemplates the external (environmental) factors that influence their learning. This aspect of metacognition is of the extreme importance because learning style instruction elicits students' understanding of their inner characteristics and study preferences.

The second question seeks how much students improved their grammar knowledge through different quizzes applied during the treatment after the use of the Language Learning Strategies.



This is a mixed research because it includes quantitative data such as grades elicited from grammar tests that measure the student's progress in his or her grammar learning. It is also qualitative because at the end of the research there is a perception of language learning questionnaire (Creswell 4).

Because a comparison or control group was not used for this research, the grammar tests applied through the treatment were specifically chosen so as not to interfere with the University's curriculum. The method used to gather data for this research was based on the One-Group Pretest and Posttest design (Creswell 168, 172).

3.3 Participants

The study was conducted using a convenience sample of fourteen students, who studied the First level of English and who were enrolled over one semester (February to July 2013) in the Business Administration School (Weathington 205-6). This course was assigned to the teacher / researcher by the Business Administration Sciences Faculty of the University of Azuay. Students are mandated to take the course as part of their ongoing professional academic development.

The subject pools were fully informed about the research requirements, the units to be taught, the eighty hours that the research participation lasted and finally they also signed a consent form (Appendix F).

The teacher / researcher asked permission from the University of Azuay through its Language Department in order to perform the treatment. A certificate was issued approving this requirement within its grounds (Appendix A).

3.4 Instrumentation

Demographic data and responses to each of the 14 questions contained in each questionnaire were entered into an Excel spreadsheet (Appendix C). The purpose of this questionnaire was to identify the students' personal data, age, gender, years of English study, estimated proficiency (self-rated), degree and type of motivation and other factors that might influence his or her individual second language use of strategy background. This questionnaire had a Likert scale, open-ended and close-



ended questions. It was adapted from the background questionnaire by Rebecca Oxford which provides additional information on student characteristics. This information helps teachers and students better understand the Strategy Inventory for Language Learning results in context (SILL) (Language Learning Strategies 281-2).

This research is specifically focused on the use of second Language Learning Strategies. For this reason, the **Strategy Inventory for Language Learning Survey** by Oxford was taken by each student (Appendix D). The Inventory was applied in Spanish in order to ascertain which strategies were the most helpful for the student's learning so they will be able to recognize their learning style and be appropriately guided (*Language Learning Strategies* 294).

This is a 50-item questionnaire describing various things a student might do when learning a foreign language. It is divided into six sections that cover the following strategies: remembering more effectively, using your mental processes, compensating for missing knowledge, organizing and evaluating your learning, managing your emotions and learning with others. After the survey was completed, the students would know what his or her language learning strategy profile is (Oxford *Language Learning Strategies* 290).

A 121-item version of the SILL has been most extensively studied from a psychometric viewpoint. For example a 0.95 and 0.96 internal consistency reliability of the 121-item version was obtained when applied to 1,200-person University and for 483-person military samples. Concurrent validity of the 121-item form is found in strong, statistically significant relationships between SILL results and self-rating of target language proficiency and motivation in the previous given examples (Oxford *Language Learning Strategies* 255). The actual version used for this research was adapted and translated in order to achieve the required measurement goals (Oxford and Liévano, "Inventario de Estrategias para Aprender Idiomas").

The establishment of **diagnostic** criteria is important since it helps to obtain a comprehensive evaluation of many tests that are regarded to be significant in calculating the probability of a condition of interest and when and how to treat the condition (Fischback 750). So, a **Diagnostic** A1 grammar level **pretest** was used in order to establish the actual student's grammar level (Appendix E) and included various grammar aspects (that must have been learnt by the students in their



primary and high school years) such as the Present, Past and Future Tenses, Pronouns, Comparatives, Superlatives adapted from the test booklet of the Upstream A1+ book and finally the writing of a paragraph taken from Folse (160).

An **informed consent form** was signed by students in order to have their authorization for applying the treatment which was explained to them into detail. It is its purpose, methods, risks, and benefits (Appendix F).

An authorization was also extended by the University of Azuay in order to develop the treatment based on the research topic of this study (Appendix A).

A **lesson plan** is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of students. There may be requirements mandated by the school system regarding the plan (O'Bannon, "Lesson Plan").

Fourteen Lesson plans were adapted from a lesson plan template designed by Silver. They were based on different grammar topics treated along the curriculum requirement of the First English level at the University of Azuay. Each lesson plan contained: class level, unit, lesson topic, lesson aim –based on Bloom's Taxonomy-, date, Common European Framework level, Common European Framework use, learning outcomes, connections to student's knowledge, skills or experience, applied Learning Strategy or Strategies, evidence of learning, materials, key concepts and content, misconceptions alert, student's prior knowledge activation, warm up, instruction, guided practice, extension activities/independent practice, homework and reflections (Appendices G1-G14).

The writing section was based on the book "But How do you Teach Writing?" by Barry Lane. This book was taken into consideration since it is dynamic and its resources make of writing an encouraging activity for students, the writing skill is taught within fun contexts and gives tips in order to tract the student's writing with different forms.

A **Rubric** is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment in its component parts and provide a detailed description of what constitutes acceptable of unacceptable levels of



performance for each of those parts (Stevens and Levi 3). In the case of this research, rubrics were used for grading each writing activity seen in each grammar lesson. The set of previously elaborated rubrics were turned in to students in advance, so they were aware what aspects were expected from them and what would be the grade for it.

These rubrics helped in grading since they were built based on a specialized web site on rubrics the name of which is “a Collaborative Learning Community: RCampus Open Tools for Open Minds”, it is an interactive rubric building, sharing and grading system capable of measuring student learning outcomes as well as many other assessment and evaluation needs. The format of the provided rubrics mostly contained this format: format or structure of the assignment or task, grammar (sentence structure, subject-verb agreement), use of the grammar aspect seen in the grammar lesson, content, spelling and vocabulary. Every assignment was graded out of hundred points (Appendices H1-H12).

The **posttest** was administered at the competition of the course in order to measure the impact and accomplishment of the students' grammar learning acquisition thorough the different strategies provided along the course (Appendix J). This posttest had the same format as the diagnostic test that is multiple-choice questions with four distractors and almost the same grammar aspects, which were simple present, there is, there are, present continuous, present perfect, used to, superlatives, past continuous, modal auxiliaries and past perfect. In the writing production part a paragraph format about the student's favorite hero was requested with 80 to 100 words.

A **perception of language learning questionnaire** was provided at the end. This questionnaire is an instrument adapted from a study aimed to investigate student's General English Proficiency Test (GEPT)-test performance, employment of English language learning strategy use and their perceptions by Chuen-Maan Sheu (Appendix K). This is a 17-question inventory and it covers three sections to measure students' self-perceived change in self-efficacy and motivation, and their attitudes toward their experience on this language acquisition research. Question 17 is aimed at detecting the difficulty level of the materials for students. Responses



were made on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5).

3.5 Procedure

In this quasi-experimental study there were three phases: pretest, treatment, and posttest.

The Strategy Inventory for Language Learning Survey by Oxford (Appendix D) (*Language Learning Strategies* 294), the Demographic questionnaire (Appendix C) (*Language Learning Strategies* 282) and the Informed Consent Form (Appendix F) were administered to students one week prior to the intervention. They were also provided with the First level course syllabus.

After one week of classes the pretest or diagnostic test on grammar (Present, Past and Future Tenses, Pronouns, Comparatives and Superlatives) and writing was given individually (Appendix E). In this test the student was given a test with two parts: the first one consisted of a multiple choice test with an A1+ level content and a second part where they were requested to write their personal story in a paragraph format. Each part of the test was graded out of a hundred points.

The treatment occurred during the student's First English level class (60-minute sessions) five times a week over the course of sixteen weeks. The treatment consisted of fourteen lessons (Appendices G1-G14) designed to incorporate Direct and Indirect Language Learning Strategies (Appendices B-B1) in writing into the grammar instruction and whose description is described below:

The teacher introduced the Upstream A2 Student's book, its units, objectives, timing for each unit and the general layout of the book (Appendix G1). The objectives for the research were also to inform and obtain an authorization from the students in order to have the treatment applied (Appendix F). From the beginning of the treatment the Teacher / Researcher started to apply both the Direct and Indirect Learning Strategies (Appendices B-B1). In order to record all the writing productions that supported the research, the teacher asked students to keep a journal throughout the course; this is part of the Indirect Affective Language Strategy called writing a language diary, so at the end of the treatment, both the teacher and the student could realize the efficacy of the application of the different Language Learning



Strategies in writing in connection with the grammar topics of each the twelve lessons corresponding to the First Level of English Syllabus of the University of Azuay.

The lesson plan 0 consisted in the explanation of the use of a Journal; the aim was to request students to write entries that registered the students' writing activities (Appendix G2). The writing goal is categorized as an A2 level in the Common European Framework or CEF (60). The desired learning outcome was to have students describe their daily routines through the use of sentences in Simple Present Tense. Direct and Indirect Learning Strategies were used (Appendices B-B1) (*Oxford Language Learning Strategies* 165, 72 & 158). It is important to highlight that the Teacher / Researcher had made use of the making positive statements in many of the lessons in order to demonstrate positivity and prepare them for an upcoming new task. The development of the above-mentioned strategies showed a previous planning of the course which mapped out to the students what the course's expected structure and outcome was. The teacher explained what the journal was to register the students' writing activities that sharpened their grammar knowledge.

The above mentioned lesson plan also included after each of the twelve grammar lessons, ten minutes to have students write either in class or at home what they had learnt, felt, experienced or thought. This activity was not graded; it was only checked to verify if students accomplished the different tasks (Lane 43).

The first lesson plan's topic was "Daily Routines, Free-time activities and Chores", the aim was to explain grammar concerning the Simple Present Tense through writing sentences about the students' daily activities (Appendix G3). It was under the scope of an A2 CEF level (60). The desired learning outcome was to have students describe their daily routines through the use of sentences in Simple Present Tense. The key concepts and the content treated were the simple present of the verb "to be" and the rest of the verbs and adverbs of frequency. As warm up activities students were asked few questions in order to elicit their daily activities, for this step the Upstream A2 Whiteboard vocabulary was used. The lesson consisted in a Power Point presentation to explain the rules for Simple Present Tense and Adverbs of Frequency, based on the Upstream A2 Textbook, students completed the chart that contained usage, auxiliaries, adverbs and formulas related to the Simple Present



Tense management. In pairs students wrote their classmate's daily activities (2 chores, 2 free-time and 2 daily routines.) As reinforcement students received their feedback by the teacher.

The second grammar lesson plan's topic was "Things that there are or there are not in a classroom." The lesson aim was to illustrate the grammar concerning "There is or There are" usage through writing sentences (Appendix G4). This topic was a CEF A2 level (60). The learning outcome was having students describe what is or what is not in a classroom using *there is/ there are* in complete sentences. As a warm-up activity, students were asked questions about what things they observed in the classroom and what things could they find in the university. The rest of the lesson was developed in the following way: a PPP to explain the rules of There is or There are; students completed exercises, provided by the teacher with "there is" or "there are" in its positive, negative and interrogative form. In pairs students wrote sentences about things that they observed in their classroom. Students wrote in their journals about their findings.

The third lesson plan's title was "Future Plans". Its lesson aim was to demonstrate the structure and use of the Present Continuous in writing an e-mail. This theme was an A2 CEF level. The learning outcome was to have the students learn how to write an e-mail to a friend telling him/her about their plans for this summer (Appendix G5). As key concepts and content we had the present continuous with future meaning. As warming-up activity the teacher elicited what an e-mail was and asked students how often they send e-mails to whom and why they send them. Then the teacher performed breathing exercise visualizing themselves (students) in their summer vacations. The lesson started with a PPP to explain the rules of the Present Continuous. In pairs students did exercises about Fiona's plans notes. (Upstream A2, Student's book, Page 11) summer music was played (Surfing USA & Kokomo by Beach Boys). Students brainstormed ideas of their summer break. They wrote an e-mail about their plans for vacations (Lane 64). The grammar reinforcement was done on page 9 in the Upstream A2 Students' books. Students had feedback on these exercises. At the end students wrote in their journals the corrected e-mail.

The title of the fourth lesson plan was "History, museums, types of houses and features". The lesson's aim was to show the use of the Simple Past Tense through



writing a short autobiographical piece (Appendix G6). This lesson topic had an A2 CEF level. The comprised learning outcome was to have students being able to use the past tense to tell about states that happened in the past. The warm-up started with a PPP about a “Time line of your life” where students appreciated how to guide their writing regarding their autobiography. The Simple Past Tense was taught through a PPP to explain the rules for Simple Past Tense and Used to, based on the Upstream A2 Textbook. Every student completed the charts that contain usage, auxiliaries, adverbs and formulas related to Simple Past Tense and Used to. Students were taken to the University library in order to check different types of biographies, which had already been preselected by the teacher (Lane 10, 55). For grammar practice students worked on pages 16 and 17 from the Upstream A2 Student’s Workbook, they also had feedback of these exercises. Once the teacher corrected the autobiography students re-wrote it in their journals.

The fifth lesson’s plan title was “Holiday activities and entertainment.” The aim looked for demonstrating the Present Perfect of the target language as a basis to write an effective advert on the student's own town or city (Appendix G7). This grammar topic and vocabulary was under an A2 CEF level. The learning outcome sought for making students able to use the Present Perfect tense in and informative leaflet that advertises a city or town. In the warming-up section students were asked questions about their previous trips; those questions were in Present Perfect Tense. The teacher used the interactive whiteboard to elicit vocabulary from the Upstream A2 book, pages 26 & 27. A PPP worked to explain the rules for Present Perfect Tense. It was based on the Upstream A2 Textbook. Students completed the chart that contains usage, auxiliaries, adverbs and formulas related to Present Perfect Tense. The grammar practice was applied on page 24 of the Upstream A2 Student’s Workbook, after they had feedback of these exercises. Students got into groups of four and made a leaflet that contained the information of a town or city of their election.

The title of the sixth lesson plan was “Festive activities and museum objects”. Its aim was to distinguish the difference in meaning and use between the Present Perfect and the Simple Past Tenses through writing a paragraph (Appendix G8). It is also under an A2 CEF level. The learning outcome was for students to be able to employ the two different tenses when referring the past forms by writing a descriptive



paragraph. As a warming-up activity students were asked questions about the Pumapungo Museum, if they have been there, how many rooms it had, etc. As a model paragraph the teacher used the example from the Upstream A2 book, page 20 (Lane 62). The Present Perfect and the Simple Past Tense were introduced through a PPP in order to explain the rules. Students also completed a comparative chart that contained usage, auxiliaries, and formulas related to both tenses. Their grammar practice was in the Upstream A2 Student's Workbook Page 25. Students had feedback on these exercises. A PPP in "How to write Paragraphs" was shown in order to apply this theory to the difference from the before mentioned tenses. Students prepared short individual expositions about different topics that the teacher provided ahead. At the Pumapungo Museum students shared their work. Students wrote one paragraph with brief remarks about the visited place and his or her feelings about this experience. Students wrote in their journals the corrected paragraph of the visit to the Museum.

Lesson plan seven had as a title "Weather and Parts of the Body". Its aim was to utilize Comparative Adjectives when writing a Letter of Advice (Appendix G9). It is an A2 CEF level. The learning outcome consisted of having students being able to write a letter home to parents using the Comparatives. The teacher asked how students solved a problem of misbehavior. A PPP to explain the 5 rules for Comparative Adjectives was used. It is based on the Upstream A2 Textbook. Students completed the chart that contained use and self-produced examples. Students were asked if they had ever had a letter sent home about something they did in school (Lane 138). Then, a PPP was shown modeling an excuse letter from home about why a certain homework assignment did not get done. Students were requested to write a letter home to their parents reporting misbehavior that related to the subject they were studying. Students drew upon interesting facts about the subject in their letters. Students wrote the corrected letter in their journals.

Lesson plan eight had "Seasons, Geographical Terms and Animals." The aim was to illustrate the Superlative Adjectives learning through a paragraph on a Free Topic. It is under an A2 CEF level. The wanted learning outcome was supporting students to be capable of selecting any writing genre and use the Superlatives in their composition (Appendix G10). The warming-up started having the teacher assess students' attitude towards writing based on a PPP with material provided by



Barry Lane. A PPP to explain the 5 rules for superlative adjectives was shown; it was based on the Upstream A2 textbook. Students completed the chart that contains usage and self-produced examples. Students worked on the grammar exercises from the Upstream A2 workbook, pages 32 and 33 and after they had feedback on those exercises. An inspiring PPP was shown, it had examples of famous writers and their books, and it ended with the explanation of the writing process. Later the students' ideas for topics were written on the board, and were requested to write nonstop for seven minutes. Finally, students wrote in their journals their corrected free-topic paragraph.

The title of the lesson plan nine was “Types of disasters”. The aim was to identify how to form and use the Past Continuous through writing a story (Appendix G11). It is an A2 CEF level. The learning outcome consisted of having students apply their knowledge of the Past Continuous at the moment or writing a story. For the warming-up section the teacher told a story and helped her students identify the three acts of it. Then with a PPP the rules for the past continuous were explained, it was based on the Upstream A2 textbook. Students completed the chart that contains usage, auxiliaries, adverbs and formulas related to the past continuous management. Students listened to the Upstream A2 student's book exercise 3, page 46 about dairy entries of what happened during an earthquake. On a PPP the teacher told a story and explained the three-act story (Lane 104, 233). Students filled a chart containing the three-act story in order to organize theirs. At the end the students wrote in their journals the corrected three-act story.

Lesson plan ten has as title “Types of disasters.” The lesson's aim was to contrast the usage and difference of the Past and Past Continuous Tenses when applying them to a paragraph about a hero (Appendix G12). It is under an A2 CEF level. The learning outcome was having students demonstrate their knowledge on how to write a paragraph and understand the difference between Past Continuous and Simple Past. As warm-up the teacher asked students to find a hero they admired and his/her cause. The teacher presented a PPP reminding students the rules for the Past Continuous and Simple Past Tenses; it was based on the Upstream A2 Textbook. Students completed the charts with usage, auxiliaries, and formulas related to both tenses. The grammar practice consisted in developing the Upstream A2 Student's Workbook page 40. Students had their feedback of these



exercises. After, the students listened to “I’m not a hero” Upstream A2 Student’s book, Exercise 4, page 51. The teacher also showed a PPP about definitions and names about different heroes from all over the world, the students followed and brainstormed about the topic (Lane 136). As homework students wrote a paragraph about their hero and wrote the corrected paragraph in their journals.

The eleventh lesson’s plan title was “Parts of the Body and Types of Accidents.” The aim was having students experiment with the difference between Mustn’t and Can through the creation of a song (Appendix G13). It followed an A2 CEF level. The learning outcome was to have students writing song lyrics using the modals Mustn’t and Can. The development of the lesson started with a warming-up activity when the teacher gave the students the lyrics of the song “You’re beautiful” by James Blunt and the sound of the music was played as background for the class. Then, a PPP to explain the rules for using Modal Auxiliaries was explained, after students completed the chart that contains usage and formulas related to Mustn’t and Can. As grammar practice, students worked on the Upstream A2 Student’s Workbook Page 41, Exercise 6. Later the teacher provided feedback on these exercises. Later on students listened to the song Ring o’ roses from the Upstream A2 book, P. 53. As a result students had to write a song based guided by the questions: what is the song about? What happens in the song? Why did you choose the topic for the song? Students were required to write three paragraphs: the first one with an introduction telling about the song, the second paragraph having the body and details and the third paragraph with a short conclusion. As homework students re-wrote the corrected song in their journals.

Lesson twelve was “Types of Disasters and Accidents.” It is aimed by the end of the lesson to have students be able to demonstrate correct usage of the Past Perfect by writing a news report (Appendix G14). It was designed under an A2 CEF level. The learning outcome consisted of having students knowing how to use the Past Perfect which was practiced on a news report. The lesson started when the teacher asked her students to read the newspaper headings about accidents and disasters in the Upstream A2 Book page 50, Exercise 1. The teacher displayed a PPP to explain the rules for the Past Perfect Tense; it was based on the Upstream A2 Textbook. Students completed the chart that contains usage, auxiliaries, adverbs and formulas related to the Past Perfect Tense management. As reinforcement activity of their



grammar students had as assignment to work on the Upstream A2 Student's Workbook Page 41, Exercise 7. The teacher supplied Past Perfect Practice with exercises and feedback on these exercises. Examples of news reports were shown to the teacher. Students elicited topics for their news reports. Students started writing their reports. After correcting their reports the teacher published them in a board.

After each grammar lesson, with Direct and Indirect Learning Strategies, a test was given. The tests had two parts the grammar section and the written section. For the grammar section, ten items with a multiple choice format were provided; regarding the writing section of the test, written sentences were asked in the first two lessons, in the third one students had to complete an e-mail format and for the rest of the lessons a paragraph was usually required. Each part of the test – grammar and writing -was graded out of a hundred points – taking in account the previously provided rubrics. Students had always constant feedback on their tests in order to be acquainted of their progress.

The general procedures for each lesson were the same. First, an activation of the students' prior knowledge, then a warm-up activity where the teacher asked questions in order to relate the new grammar topic to their personal experiences which were usually reinforced by the use of the Upstream A2 interactive whiteboard that contained vocabulary and graphics related to the topic. Then, the instruction started with a Power Point Presentation of the rules based on the Upstream A2 Textbook. Students completed a chart that contained usage, auxiliaries, adverbs of time and formulas related to the grammar aspect lesson. Within the guided grammar practice, students usually had to complete the exercises on the Upstream A2 Student's Workbook and the teacher always provided feedback of those exercises. Then, according to the topic and the strategy to be applied the teacher managed the class individually, pairs or groups. At the moment of arriving to extension activities or independent practice students were asked to apply the writing learning strategy planned for the grammar topic in the provided lesson, which was often reinforced by homework that once corrected, it was rewritten in the student's journal.

Students had two-part tests after each grammar lesson (Appendices I1-I12). These two parts consisted on the grammar and writing sections, each of them were graded out of a hundred points. The writing grading was based on the previously



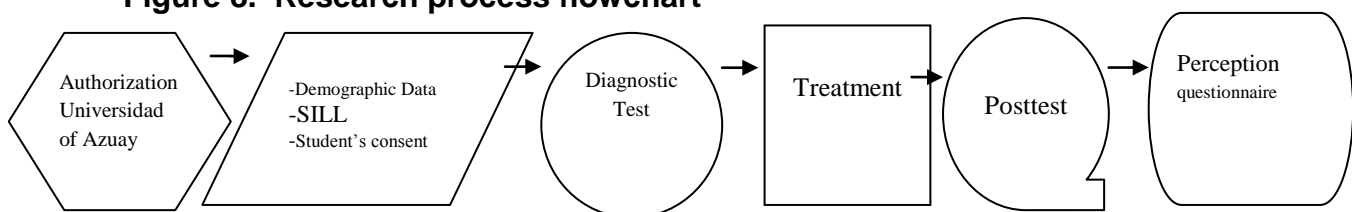
provided rubrics. Finally the students received their teacher's feedback after each lesson.

On week seventeen, after one week of having finished the treatment, the **posttest** was administered in order to measure the impact and accomplishment of the students' grammar learning acquisition through the different strategies provided throughout the course (Appendix J). In the writing production part, a paragraph format about the student's favorite hero was requested. Based on each student's test, the teacher looked for strengthening each of the student's grammar learning by providing more clear and consistent feedback. Posttest administration procedures for all these measurements were the same as those used for the pretest.

Finally, the **perception of language learning questionnaire** was provided (Sheu). This instrument helped to measure student's perception in order to show internal consistency and reliability. In this case, it was suitable for detecting students' attitudes and suggestions towards the received treatment (Appendix K).

In order to show the applied procedure above there is a diagrammatic representation of the research process.

Figure 8. Research process flowchart



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3.6 Data Analysis

The Strategy Inventory for Language Learning (SILL) questionnaire consisted of 2 categories; problems and Learning Strategies as a solution with five scales range from 1-5. In reporting problems and frequency of use in Learning Strategies provided the basic framework to interpret data of the English language problems and Learning Strategies. The analysis was represented in a graphic (Table 3-1) that indicates interpretation data of the English language problems and the interpretation data of frequency use of Learning Strategies (Oxford *Language Learning Strategies* 283-9).

**TABLE 1. Key to understanding Averages**

<u>Key to understanding Averages</u>		
High	always or almost always used	4.5 to 5.0
	Usually used	3,5 to 4,4
Medium		
	Sometimes used	2,5 to 3,4
Low	Generally not used	1,5 to 2,4
	Never or almost never used	1,0 to 1,4

Source: Oxford, Rebecca L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 291. Print. Table Version 5.1.

Treatment data were analyzed statistically in order to find the relationship of Language Learning Strategies and grammar achievement to learning the target language. To reveal the interconnections between these factors, individual questionnaires and paired-samples *t* test were performed on the gathered data. The pretest (Appendix E) and posttest (Appendix J) questionnaires were computed for means and standard deviation (SD) in order to reveal the influence of the writing Learning Strategies into grammar at the University of Azuay.

The research questions for this study generated a dependent variable which was the students' grades. These grades were taken from each questionnaire which comprised of both a grammar and a writing section. The grades of the fourteen questionnaires were the basis for applying a paired-sample *t* test. The results of the test determined that the change in the means of the total scores that was obtained from the fourteen questionnaires was consequence of the changes of the independent variable (the Language Learning Strategies).

As a second step, the path analysis techniques were used to examine the direct and indirect effects between the variables of grammar and writing level. Path



coefficients were computed via simple regression analyses based on the hypothesized model.

The third step included correlating the responses in order to establish the intensity of the relationship between writing and grammar in their pre and posttest 95% was employed as reliability with an error type 1 ($\alpha = 0.05$) that in the case of this research corresponds to 0.0007, which means that there is one in seven thousand chances to have failed in the application of this test.

Validity lies in the paired-samples *t* test and the coefficient of correlation between the pre and posttests.

The data collected from the questionnaire Student's Perceptions toward this treatment were analyzed and interpreted through descriptive statistics. Percentage was cited to answer questions 2, 3 and 4. The internal consistency of this study's 17 was analyzed through the Cronbach's alpha coefficient (Sheu 177).



CHAPTER 4: Results

4.1 Introduction

The chapter begins by reviewing the purpose of the study and the research questions under consideration. It then reviews the demographics of the population accessed in the course and data gathered for the research. Although there was no attempt to draw conclusions from the population demographics, this information is useful in understanding those that contributed to the research data.

The purpose of this quasi-quasi-experimental study was to investigate the effects of Language Learning Strategies on the students' grammar development for their first level at the University of Azuay. The following research questions were explored in the course of this study:

- What is the effect of Language Learning Strategies on the students' grammar development for their First level course?
- To what extent have students improved their grammar knowledge through the use of the writing Learning Strategies?

Research findings were classified into four groups:

Demographic Data.

Strategy Inventory for Language Learning.

Results on applying the English Language Learning Strategies.

Analysis of the Perception of Language Learning Questionnaire.

In this quasi-experimental study report each of these concepts was further analyzed using descriptive and inferential statistics. The quantitative analysis was focused on the analysis and description of Demographic Data, the Strategy Inventory for Language Learning, the results of the test treatment on applying the English Language Learning Strategies and the Perception of Language Learning Questionnaire.



4.2 Quantitative Analysis

4.2.1 Demographic Data

TABLE 2. Demographic data of participants

Demographic Data		Frequency	Percent
Age	18 – 19	9	64.29
	20 or more years old	5	35.71
Gender	Female	10	71.43
	Male	4	28.57
Hometown	Cuenca	12	86.71
	Cañar	1	7.14
	Jungle	1	7.14
	Other cities	0	0
How long has the student studied English?	13 years	7	50
	12 years	7	50
	6 or more years	0	0
Type of School	Public	8	57.14
	Fiscomisional	3	21.43
	Private	3	21.43
Hours of English class per week	2 -3	2	14.29
	4 -5	9	64.29
	6 or more	2	14.29

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As indicated in table 2 most of the participants (64.29 %) were aged between 18 and 19 years old, the number of female participants was 10 (71.43%) and male was 4 (28.57%). They mostly came from Cuenca 12 (86.71%), Cañar 1(7.14%), and the Jungle 1 (7.14%) respectively. Table 2 also provided information on the breakdown of the participants duration of the study of the English language. Half of the participants 7(50%) studied 13 years and the other half 7 (50%) 12 years.

**TABLE 3. How students perceive their English proficiency**

Personal Information		Frequency	Percent
How do you rate your overall English proficiency compared with the proficiency of other students in your class?	Excellent	0	0
	Good	2	14.29
	Fair	6	42.86
	Poor	4	28.57
	Unacceptable	2	14.29
How do you rate your overall English proficiency compared with the proficiency of English native speakers?	Excellent	0	0
	Good	3	21.43
	Fair	8	57.14
	Poor	3	21.43
	Unacceptable	0	0
How important is it for you to become proficient in English?	Very important	10	71.43
	Important	4	28.57
	Not so important	0	0
Do you enjoy English language learning?	Yes	14	100
	No	0	0
What other languages have you studied?	N/A	0	0
Total		14	100

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Table 3 shows that furthermore, the data indicates that 42.86% rated their proficiency compared with other students in the class at the fair level while 57.14% compared with English native speakers also at the fair level. In order to become proficient in English 71.43% established it as important. Absolutely all of them 100% enjoyed studying English and 0% of the participants have studied another language.

**TABLE 4. Reason(s) for learning English**

Why do you want to learn the English language?	Yes	No
Interested in the language	6 (42.86)	8 (57.14)
Interested in the culture	4 (28.57)	10 (71.43)
Have friends who speak the language	1 (7.14)	13 (92.86)
Required to take a language course to graduate	5 (35.71)	9 (64.29)
Need it for my future career	10 (71.43)	5 (35.71)
Need it for travel	5 (35.71)	9 (64.29)
Other	0	0

Author: María Karina Durán Andrade.

As can be seen in table 4, the reasons for the participants to study English language were: they need it for a future career (71.43%), are interested in the language (42.86%), it is required to take a language course to graduate and need for travel (35.71%) respectively. Most of the students recognized the relevance and importance of learning English, directly linked to their career progression.



4.2.2 Strategy Inventory for Language Learning

In reporting problems and frequency of use in Learning Strategies, SILL developed by Oxford (*Language Learning Strategies* 291), provides the basic framework to understand the mean scores on the students' SILL which has a scale range of 1-5:

TABLE 5. Key to understanding Averages

Key to understanding Averages		
High	always or almost always used	4.5 to 5.0
	Usually used	3,5 to 4,4
Medium	Sometimes used	2,5 to 3,4
Low	Generally not used	1,5 to 2,4
	Never or almost never used	1,0 to 1,4

Source: Oxford, Rebecca L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 291. Print. Table Version 5.1.

These results tell the kinds of strategies that are most used by the students when learning English.

TABLE 6. Reasons for learning English

Part	Strategies	What Strategies Are Covered?	Average on this Part
A	Memory	Remembering more effectively	3,09
B	Cognitive	Using all your mental processes	2,79
C	Compensation	Compensating for missing knowledge	2,88
D	Metacognitive	Organizing and evaluating your learning	3,30
E	Affecitve	Managing your emotions	3,20
F	Social	Learning with others	3,27
OVERALL AVERAGE OF STRATEGY USE			3,09

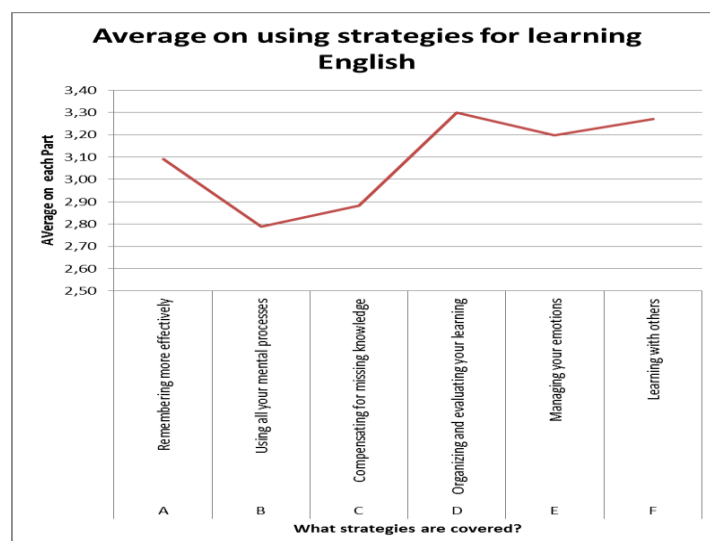
Author: María Karina Durán Andrade



Descriptive statistics were employed to investigate the Language Learning Strategies that the University of Azuay First level learners report using. Table 6 illustrates that the mean of frequency of overall strategy use was 3.09 which was approximately at a medium degree (with a range from 1 to 5). According to the results of Table 6, the most frequently used strategy was metacognitive strategies (M=3.30) and followed by social strategies (M=3.27), affective strategies (M=3.20), memory strategies (M=3.09), compensation strategies (M=2.88), and cognitive strategies (M =2.79). There was not a big difference among the frequency of each strategy that the learners report using.

The following graph helps us to interpret data of frequency used Learning Strategies.

Figure 9. "Average on using strategies for learning English." Chart.



Source: Oxford, Rebecca L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 291. Print. Graphic Version 5.1.

4.2.3 Results on applying the English Language Learning Strategies

From the beginning of the treatment the Direct and Indirect Learning Strategies were used (Appendices B-B1). In fact, Lesson # 00 (Appendix G1) started with the application of the Indirect Affective Language Strategy of keeping a language diary. The purpose was to keep record of the application of the different Language Learning Strategies in writing in connection with the grammar topics of each the twelve lessons corresponding to the First Level of English Syllabus of the University



of Azuay, so at the end of the course the students had their lessons compiled in a notebook that summarized what they learnt.

Continuing with Lesson # 0 (Appendix G2), the Direct and Indirect Learning Strategies were used (Appendices B-B1). Within the Indirect ones we had making positive statements and identifying the purpose of a language task, regarding the Direct Strategies, recognizing and using formulas and patterns was put into practice (Oxford *Language Learning Strategies* 165, 72 & 158). To support this strategy a chart designed by the teacher was used, it had as a purpose to have the grammar formulas.

The used Learning Strategies for the first lesson plan (Appendix G3) were the same as the previous lesson (Appendices B-B1): making positive statements, when the teacher motivated her students, instilling in her student that that they are capable of acquiring a new language, recognizing and using, formulas and patterns, as in the completion of a chart related to the Simple Present and identifying the purpose of a language task at the moment of explaining the homework related to the lesson's topic (Oxford *Language Learning Strategies* 165, 72 & 158); these concepts were aforementioned in the preceding lesson.

Regarding the second lesson plan (Appendix G4) the Learning Strategies (Appendices B-B1) employed were cooperating with peers, that was applied when they exchanged information about things that they observed in their classroom; the translating strategy was employed when they asked for new vocabulary in order to accomplish the assigned task; and finally the paying attention strategy was used since according to Oxford writing requires directed attention. For writing, selective attention may mean deciding in advance which aspects of the writing to focus on at any given time, like structure, content, tone, sentence construction, vocabulary, punctuation, or audience needs, and as in this case it is especially recommended for beginners, since it is hard to pay attention to all the previously described elements at once (Oxford *Language Learning Strategies* 84, 154 & 171).

As part of the third lesson plan (Appendix G5) and regarding the grammar topic (Present Continuous) the teacher decided to mostly use the Indirect Learning Strategies (Appendix B1) (progressive relaxation, deep breathing, or meditation, using music, cooperating with peers, listening to your body, overviewing and linking



with already known material) as a whole the metacognitive, affective and social strategies were employed to enhance the learning process through tuning students into a positive mood promoting the acquaintance of the Present Continuous in a way that they will enjoy. On the other hand, the Direct Language Learning Strategies (repeating and summarizing) (Appendix B) were elicited the writing skill when they led students to the lead paragraph rule that in this case was adapted to writing an e-mail. This principle is important because it involves putting into the lead paragraph (or in the e-mail) all the salient details of who, what, when, where, why and how- the essence of the entire story in a few hard-hitting introductory sentences. For the purpose of this lesson, a real conclusion was also requested (*Oxford Language Learning Strategies* 70, 88, 152, 164 & 167).

The used Learning Strategies in the fourth lesson plan (Appendix G6) were: making positive statements, as an Indirect Strategy and which had been used repeatedly (Appendix B1). Moreover, on the part of the Direct Learning Strategies (Appendix B), practicing naturalistically and summarizing were selected due to their feasibility to develop self-knowledge what directly linked the student's to the verbal and visual fields when they first observed and analyzed the different authors' biographies at the University's library (*Oxford Language Learning Strategies* 88, 77, 165).

This fifth lesson plan (Appendix G) was particularly interesting for the students. The employed Learning Strategies (Appendices B-B1) played a linking role when the learners first felt motivated because of the making positive statements strategy promoted by the teacher and at the moment when the students had to use the Language Learning Strategies for making a holiday leaflet where they had to take notes and highlight important information about their favorite touristic place (*Oxford Language Learning Strategies* 86, 89, 165).

Considering the sixth lesson's topic (Appendix G8) with the appropriate Language Learning Strategies, the Indirect ones were mainly taken into account (Appendix B1). The developing cultural understanding strategy is clearly connected since it was applied due to what Oxford suggested, that is, to inject short cultural discussions into classroom activities; the cooperating with proficient users of the new language strategy was lived when students could see the guide of the Museum providing



general information in English; and the becoming aware of other's thoughts and feelings strategy could "get inside the skin" as Oxford said helped the students understand the different Ecuadorian cultures and their way of living when they did their shared research in the Museum. The Direct Strategy (Appendix B), using mechanical techniques, enabled the students to picture the Museum's original image, sound-and-image combination, action, sensation, association, or grouping so they could rapidly retrieve the needed information, particularly in this case, and due to the fact that the learners prepared the material about the Pumapungo Museum in a structured way (Oxford *Language Learning Strategies* 68, 171-173).

To start the seventh lesson (Appendix G9) the teacher used the Indirect Learning Strategy (Appendix B1), making positive statements, since this strategy requires saying positive statements regularly. Furthermore, the Direct Strategies (Appendix B): adjusting or approximating the message and formally practicing with sounds and writing systems were used for making ideas simpler, and in the case of this lesson the excuse letter enhanced the formal practice in the target language in terms of their written representation, using visual imaginary and some letters contained humor within a meaningful verbal context (Oxford *Language Learning Strategies* 71, 98 & 165).

For lesson plan eight (Appendix G10) the used Learning Strategies were the Direct Strategies (Appendix B): selecting the topic and as Indirect Strategies (Appendix B1): taking the risks wisely, self-monitoring and asking for correction, since the students were free to choose the topic for their paragraph they took a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties, they could also expand their thoughts through free writing, then the teacher marked the most important writing problems, and at the same time the Language learners were able to ask for correction of some writing difficulties (Oxford *Language Learning Strategies* 96, 161, 166 & 170).

The ninth lesson (Appendix G11) had the Direct Learning Strategies (Appendix B) applied were placing words in a context and recombining. Both types of Learning Strategies (Appendices B-B1) look for managing new vocabulary either words or expressions. Those concepts were set out in a three-act story. As a result, interesting outcomes came from the students, the teacher found out that creativity



was a strong source that can be developed in a motivational way in the students in order to promote a lively Language Learning process (Oxford *Language Learning Strategies* 16, 74 & 165).

In lesson ten (Appendix G12), the Direct Language Learning Strategy (Appendix B), practicing naturalistically was employed, in the students' paragraphs about their favorite hero; it was very interesting to learn that many of them admire one of their family members (Oxford *Language Learning Strategies* 77). It is important to highlight that at this stage, the teacher could observe that Anderson's third stage of skill acquisition had become autonomous (*Cognitive Psychology and its Implications* 283).

The Learning Strategies adopted for the eleventh lesson (Appendix G13) were both Direct and Indirect (Appendices B-B1) using a circumlocution or synonym and using laughter respectively. Due to the fact that students were required to write a song on their own they had to think about a topic and look for synonyms related to it. As a consequence, this activity brought lots of smiles the principle says that laughter is the best medicine. The use of laughter is potentially able to cause important biochemical changes to enhance the immune systems; it also has anxiety-reducing powers. The outcome of realizing the high level of the students' creativity was amazing and motivating for both teacher and learners (Oxford *Language Learning Strategies* 97 & 164).

For the twelfth lesson plan (Appendix G14) both the Direct and Indirect Learning Strategies (Appendices B-B1) were implemented. When reasoning deductively, the student had to apply general rules to what is heard or read in this case on a news report about a disaster. At this stage the students felt rewarded about their knowledge due to the hard work done throughout the treatment (Oxford *Language Learning Strategies* 83 & 166).

4.2.4 Statistical Analysis of the English Language Learning Strategies Tests

With the purpose of proceeding with the statistical analysis, Excel tools were used in order to obtain the formulas; this system works the same as SPSS would. Paired-samples *t* tests were used in order to determine the difference in mean scores, which are systematically related to each other.



In order to set the hypothesis that in the case of this research is $\mu_1=\mu_2$ that means that the average yield before the treatment is equal to the average yield. In this research we used the alternative hypothesis whose average yield was less before the treatment compared to the end of it.

4.2.5 Writing Tests Analysis

A time series for analyzing the different writing Language Learning Strategies was used thorough the treatment. This process started with teaching how to write sentences, which at the beginning was well handled by the students, during the treatment the writing complexity increased, causing a struggle for students and led to grade lowering.

A comparison of means was performed to examine all the treatment. Regarding the writing aspect during the writing section in the tests, students initially obtained 78, increased to 95 and at that juncture they dropped to 55 and 47. At that point, they started to increase a little in the 50's range. It is important to highlight that during the treatment different Language Learning Strategies were employed, in fact in the first three lessons, sentences were required and afterward the writing difficulty level increased when other types of genres were required such as: autobiography, advert, story, song and mostly paragraphs.

In the same writing analysis, in spite of obtaining a drop from 78 to 52 the final score shows that students moved from 66 to 72. It is important to highlight that some students did not complete the writing section in the tests.

The procedure started with the analysis of writing (PE for the pretest and POE for the posttest) whose media in the pretest was 31.14 and in the posttest 61.14, the variance was 661.67 and the number of observations were 14, so 0.22 was obtained in the Pearson Product-Moment Correlation Coefficient. The $P(T \leq t)$ of one-tailed test shows that the probability of mistaken is 0,0007, that means that a mistake could happen 7 in one thousand chances. Initially, the standard deviation was 25.72 which means that there was less variability in the students' grades at the end of the treatment in the posttest, results showed that this variability lowered to 17.84, which shows that students increased their grade and they have improved as a group, which is equal to saying that data varied from 83% to 29% and its variability decreased by 65%.

**TABLE 7 Paired-sample *t* test applied to the Writing Pre and Posttests.**

	<i>PE</i>	<i>POE</i>
Mean	31,1428571	61,1428571
Variance	661,67033	318,593407
Observations	14	14
Pearson Product-Moment Correlation Coefficient	0,2207693	
Hypothetical mean difference	0	
Degrees of freedom	13	
t-test statistic	-4,02554172	
P(T<=t) one-tailed test	0,00072056	
Critical value of t (one-tail)	1,7709334	
P(T<=t) two-tailed test	0,00144112	
Critical value of t (two-tails)	2,16036866	
Standard Deviation	25,7229534	17,849185
Coefficient of variation	83%	29%
		-65%

Author: María Karina Durán Andrade

In the following scatterplot, different correlations are shown, for example at the beginning we can appreciate that when some of the participants had 0 in his or her pretest in his or her posttest he or she had 88 points out of 100, each point sets the pretest and posttest values. There are 14 correlations, which are 14 pairs of data. It is important to clarify that when the same grades are repeated this type of graphic takes as one data, for example 10:52, it will be only seen once, this analysis was made individually no matter the student's name.

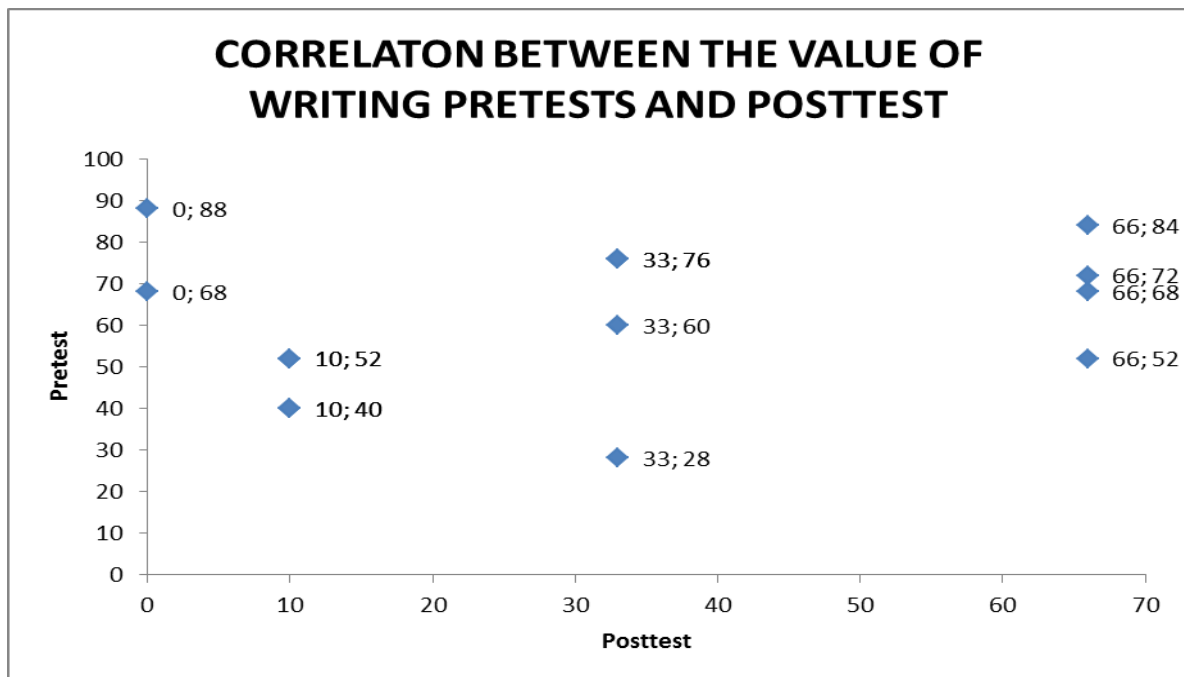
TABLE 8 Writing Pre and Posttest Grades

	<i>PE</i>	<i>POE</i>
Student 1	66	68
Student 2	33	28
Student 3	10	52
Student 4	10	40
Student 5	10	52
Student 6	0	68
Student 7	33	76
Student 8	66	52
Student 9	10	40
Student 10	33	60
Student 11	66	84
Student 12	33	76
Student 13	0	88
Student 14	66	72
Minimum	0	28
Maximum	66	88
Range	66	60

Author: María Karina Durán Andrade



Figure 10. Correlation Scatterplot between the grades of the writing pre and posttests



Author: María Karina Durán Andrade

In general, this can be interpreted that at the beginning students had better writing than grammar; they went through a transition and after the treatment their grammar was better than their writing. When the complexity of the Learning Strategies is minimal, students produce optimal results, after starting with the application of complex Learning Strategies - at this point is where the internalization point starts – students have struggled in transforming this knowledge automatically, that is the production of paragraphs. The results clearly depend on the used learning strategy. As an overall result, the employment of the Learning Strategies by Oxford generated better effects in the learning outcome.

4.2.6 Grammar Tests Analysis

When analyzing the grammar aspect, the mean shows that students started their treatment at 70, then they went up to 84, at that point they lowered the grades to 43, then they started increasing them to the point of keeping their grades in the range of seventy points. There is not a clear peak but its tendency still kept being high. The behavior is significantly different, due to the behavior variables.



A paired-sample *t* test was used, the sample of the pretest and the posttest – considered as variables- were taken in account. Then the data of the variables was entered in order to obtain the media, which is used to obtain the hypothetic difference between both Medias that must be zero. The data of Alpha was already predetermined $\alpha=0.05$. The variance changed from 100.86 to 334.06 which means that the contrast in grades was high in the group so there were students who obtained very high grades and others with very low ones, the grade as a group was more homogeneous. The minimum grade in the grammar posttest was 30 and at the end it maintained 30 points; the maximum grade was 67 and the maximum 90 which is 37 points.

TABLE 9 Paired-sample *t* test applied to the Grammar Pre and Posttests

	<i>PG</i>	<i>POG</i>
Mean	49,3571429	64,2857143
Variance	100,862637	334,065934
Observations	14	14
Pearson Product-Moment Correlation Coefficient	0,13350029	
Hypothetical mean difference	0	
Degrees of freedom	13	
t-test statistic	-2,84338053	
P(T<=t) one-tailed test	0,00691568	
Critical value of t (one-tail)	1,7709334	
P(T<=t) two-tailed test	0,01383135	
Critical value of t (two-tails)	2,16036866	
	Standard Deviation	10,0430392
		18,2774707
	Coefficient of variation	20%
		28%
		40%

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From this analysis, the scatterplot were obtained where the number points correspond to the fourteen cases of the sample. At the beginning, it can be observed that the increase in the variables: here students' work is completely conscious and they are in the cognitive stage of their writing skill acquisition; then, at the associative stage of skill learning, there was a negative relationship where data goes downhill, which was related to lower scores obtained in the grammar and writing tests directly related to the increase in their complexity, this trend falls into a non-linear relationship. At the end, the students' performance becomes fine-tuned, and errors that inhibit successful performance of the skill practically disappear and it we can be observed that students tend to obtain higher marks at their autonomous stage.

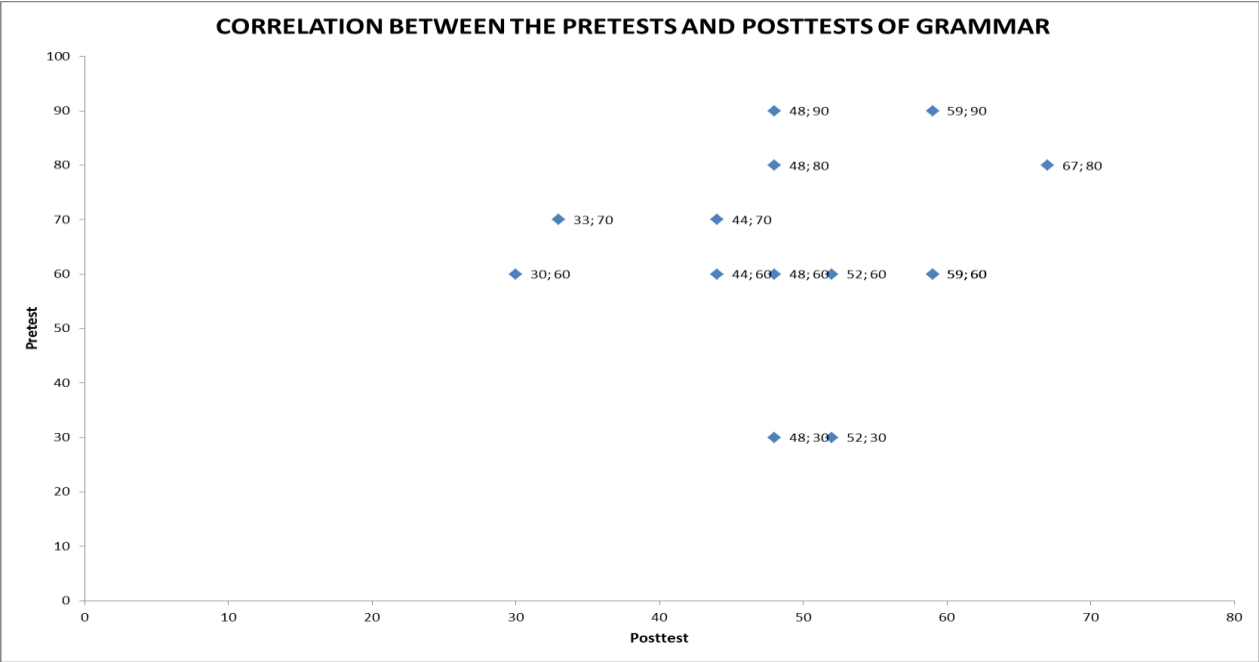


TABLE 10 Grammar Pre and Posttest Grades

	PG	POG
Student 1	59	60
Student 2	48	60
Student 3	59	60
Student 4	52	30
Student 5	33	70
Student 6	48	80
Student 7	44	70
Student 8	52	60
Student 9	48	30
Student 10	44	60
Student 11	67	80
Student 12	30	60
Student 13	48	90
Student 14	59	90
Minimum	30	30
Maximum	67	90
Range	37	60

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Figure 11. Correlation scatterplot between the grades of the grammar pre and posttests



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4.2.7 Writing and Grammar correlation along the treatment

Table 11 displays the general application of writing and grammar tests after the application of Oxford’s Learning Strategies after each lesson during the treatment.

TABLE 11 Tests Grades along the Treatment.

		Pretest Paragraph	Pretest Grammar	TEST SIMPLE PRESENT 6 sentences	TEST SIMPLE PRESENT Grammar	TEST THERE IS / THERE ARE 10 sentences	TEST THERE IS / THERE ARE Grammar	TEST PRESENT CONTINUOUS e-mail	TEST PRESENT CONTINUOUS Grammar	TEST SIMPLE PAST vs USED TO Paragraph Museum	TEST SIMPLE PAST vs USED TO Grammar	TEST PRESENT PERFECT Holiday leaflet	TEST PRESENT PERFECT Grammar	TEST PRESENT PERFECT vs SIMPLE PAST paragraph	TEST PRESENT PERFECT vs SIMPLE PAST grammar	TEST COMPARATIVES letter of Advice	TEST COMPARATIVES Grammar	TEST SUPERLATIVES Free topic paragraph	TEST SUPERLATIVES Grammar	TEST PAST CONTINUOUS story	TEST PAST CONTINUOUS grammar	TEST paragraph Hero	TEST SIMPLE PAST vs PAST CONTINUOUS	TEST MUSTN'T / CAN song	TEST MUSTN'T / CAN Grammar	TEST PAST PERFECT NEWS REPORT	TEST PAST PERFECT Grammar	POST TEST Paragraph Hero	POST TEST grammar
1	Student 1	66	59	56	90	96	50	52	80	52	100	40	60	36	50	52	90	44	70	28	90	0	60	0	50	0	60	68	60
2	Student 2	33	48	76	40	96	60	44	70	0	40	30	56	50	24	32	60	44	100	28	30	72	40	72	50	72	100	28	60
3	Student 3	10	59	76	80	96	90	80	100	52	70	44	30	32	40	60	50	36	70	24	80	56	50	76	100	40	90	52	60
4	Student 4	10	52	76	60	72	30	60	20	56	40	36	40	56	30	24	50	40	50	0	20	0	20	0	10	0	10	40	30
5	Student 5	10	33	88	70	100	70	56	90	64	90	24	40	28	30	0	50	96	70	84	100	80	80	92	90	56	100	52	70
6	Student 6	0	48	68	80	92	60	64	90	48	50	40	30	76	70	36	70	60	90	48	90	56	60	80	100	28	100	68	80
7	Student 7	33	44	88	70	92	60	80	60	56	40	48	70	50	60	76	40	72	100	36	100	100	40	0	10	84	40	76	70
8	Student 8	66	52	64	70	96	80	72	100	56	70	0	40	76	20	96	60	60	30	32	70	100	60	88	70	96	100	52	60
9	Student 9	10	48	64	20	100	40	56	90	28	90	68	20	0	30	0	50	28	70	28	10	36	50	56	20	28	30	40	30
10	Student 10	33	44	96	60	96	80	64	80	28	70	76	60	32	60	0	60	0	10	76	70	76	80	60	100	84	100	60	60
11	Student 11	66	67	100	70	96	100	76	100	88	100	100	60	80	60	0	50	56	30	96	90	88	70	88	80	80	100	84	80
12	Student 12	33	30	84	70	96	90	64	100	68	70	0	30	32	30	76	50	32	70	60	80	0	80	0	50	0	60	76	60
13	Student 13	0	48	56	100	100	80	68	90	100	90	60	60	72	60	68	90	88	100	56	90	72	70	96	60	64	90	88	90
14	Student 14	66	59	100	100	96	80	84	100	68	90	96	50	96	40	88	90	88	100	88	90	80	80	96	100	100	100	72	90
Average per Test		31	49,4	78	70	95	69	66	84	55	72	47	46	51	43	43	61	53	69	49	72	58	60	57	64	52	77	61	64
Number of Test:				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24		
				= Writing Test																									
				= Grammar Test																									

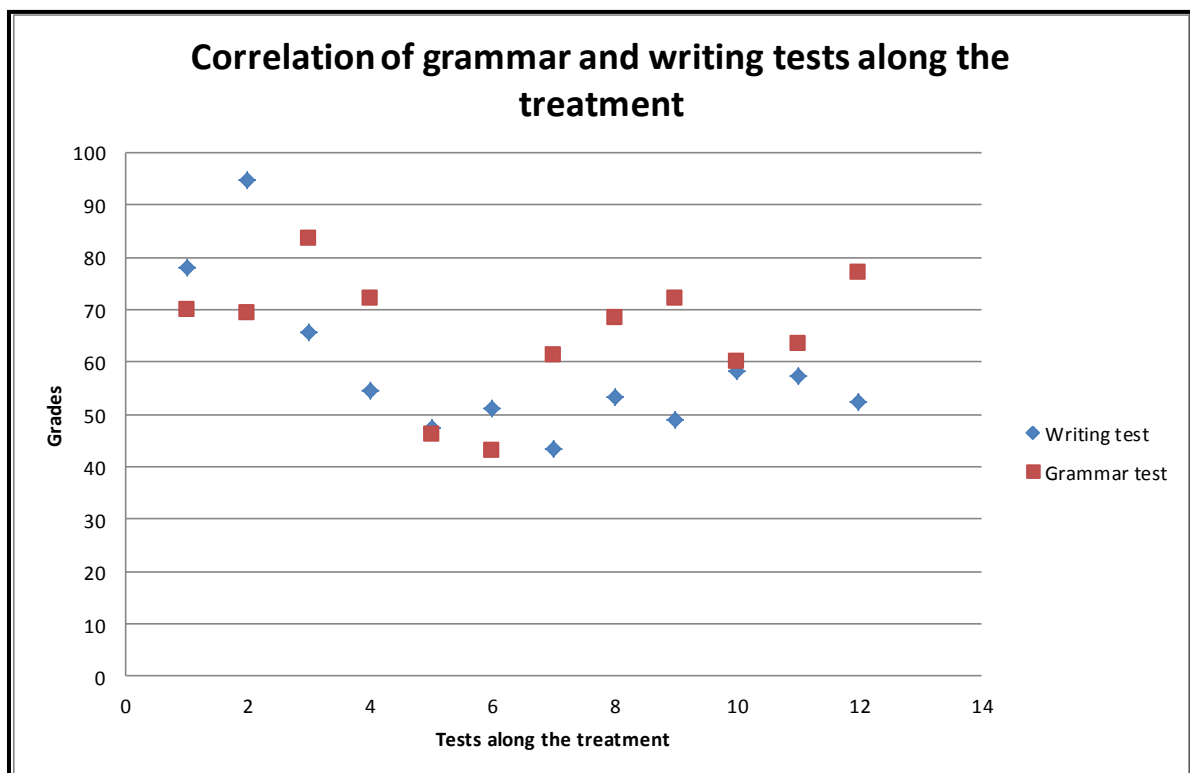
Test #	Writing	Grammar
1	78	70
2	95	69
3	66	84
4	55	72
5	47	46
6	51	43
7	43	61
8	53	69
9	49	72
10	58	60
11	57	64
12	52	77

Author: María Karina Durán Andrade



The following scatterplot is non-linear since it shows two tendencies with a moderate relationship. The first one happened from the beginning to the middle of the twelve lessons where there is a decrease in grades both in grammar and writing where the Language Learning Strategies have been introduced; then once students have understood them, an increase in scores with a tendency towards stabilization with a slight improvement can be observed.

Figure 12. Correlation of writing and grammar tests throughout the treatment.



Author: María Karina Durán Andrade



4.2.8 Summary of Writing influence over Grammar

To analyze the influence of writing over grammar, inferential statistics was used. In order to validate data triangulation in this study, a different combination of three different tools were applied. The paired-samples *t* test, linear regression and graphics were utilized in order to prove the difference in media and correlation between the pretests and posttests N.

According to previous analysis writing improved from 31 to 61, which went up from 49 to 64, looking at points difference there were have 30 points in writing while in grammar it was 14. Students obtained better grades in writing than in grammar. Students improved their grades in writing in general, which is shown in the scatterplot. Regarding the grammar aspect, results were not as efficient as in writing but students still improved, because at the beginning of the treatment the relationship between grammar and writing was 45% and when it ended it was of 72%.

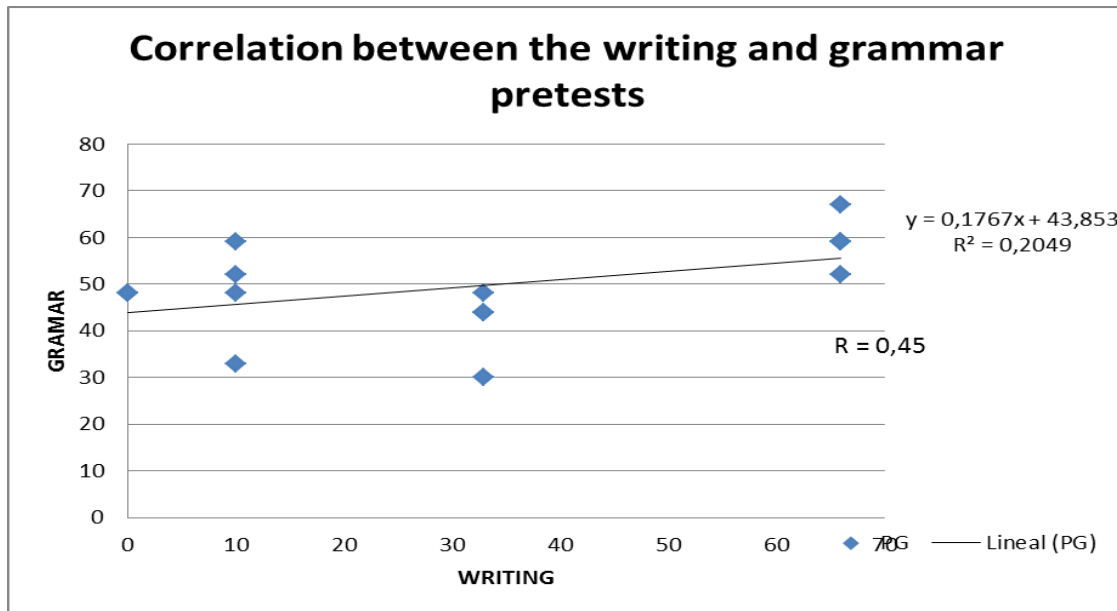
In order to obtain the correlation the arithmetic media from the grammar and writing tests was obtained with the result that the media from writing is higher than the one from grammar. For obtaining these results we used the null hypothesis that states that the test # 1 is equal to test # 2 in writing was used, so it is in grammar. It can be also interpreted as the media from test # 1 we subtract test #2 and this outcome is greater than zero.

Simple linear regression was carried out to determine the effect of the correlation between the writing and grammar pretests. It can be observed that $Y = 0.1767x + 43.853$, this result shows that for each point that writing improves, grammar also did in 0,18 points, so if the student improved one point in writing he or she increased an 18%. The coefficient of determination ($R^2 = 0.2049$) achieved 20% of internal consistency in the grammar tests when being influenced by writing before the outset of the treatment.

In the following graphics, the scale of writing in relation with the one of grammar can be seen, that is to say their correlation before (pretests) and after (posttests).



Figure 13. Correlation scatterplot between writing and grammar pre and pretests.

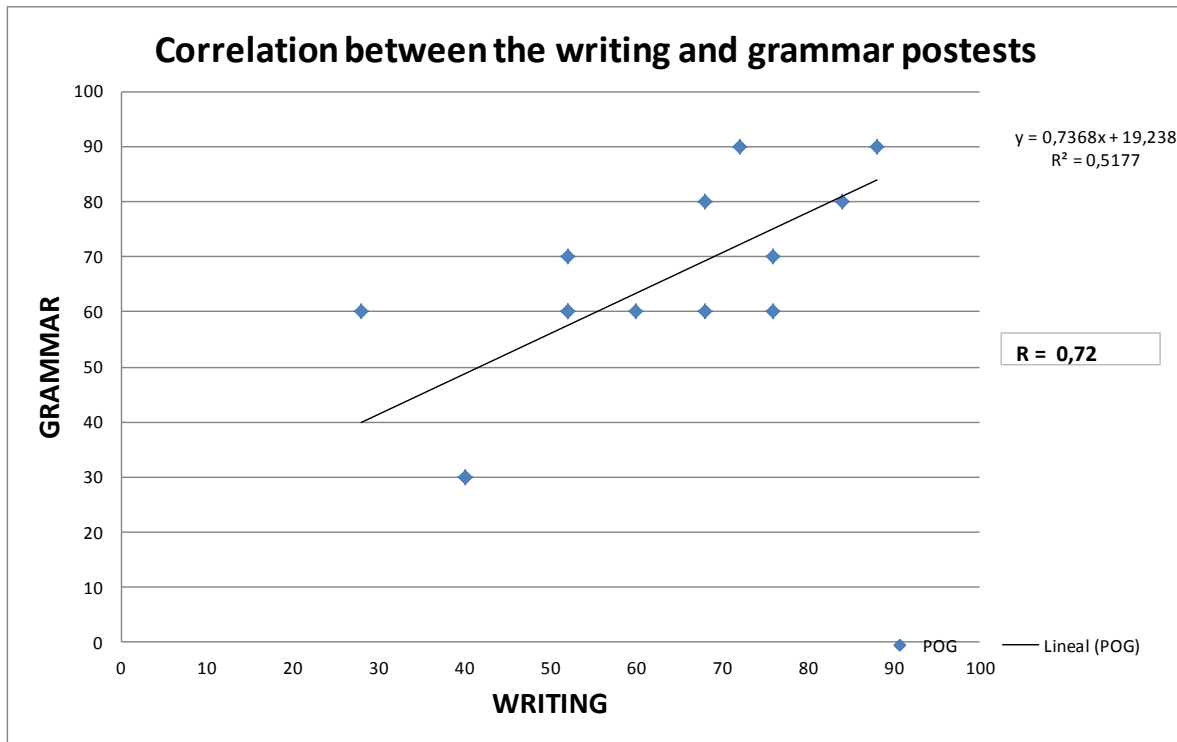


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Regarding the correlation of the influence of writing over grammar posttests, a statistically significant model ($F(0.5177)$) as result of $Y = 0.7368x + 19.238$ was found. The adjusted R^2 indicated that 52% of improvement in the relationship between writing and grammar. The regression model suggested that writing was related to a 0.73 mark improvement in the posttest score in contrast to 0.17 points at the beginning.



Figure 14. Correlation scatterplot between writing and grammar pre and posttests.



Author: María Karina Durán Andrade

Analyzing the preceding graphics, a positive correlation was obtained when the students' writing improved their grammar did too. This result was sustained by the paired-samples t test, the correlation coefficient is the ratio of the square root of the variance (0.2049) which was 0,45 before ($R=0.45$) and the same with $R= 0.5177$ equal to 0.72.

4.2.9 Perception of Language Learning Questionnaire

Based on internal reliability, an analysis of the questions 2, 3 and 4 from the Student's Perception of Language Learning Questionnaire directly revealed findings related to the purpose of the study. The result of 0.953 (N=440) as Cronbach's alpha coefficient is a good indication of good internal consistency of the test, which was obtained from a previous research work applied by Sheu (177). In order to proceed to the analysis of this questionnaire its central tendency through the media was measured.



TABLE 12 Perception of Language Learning Questionnaire scores.

ENCUESTA PARA CONOCER LAS PERCEPCIONES DE LOS ALUMNOS DESPUES DEL CURSO DE INGLES BASICO

Question number	Description	SD	D	UN	A	SA
2	The course helped me to learn the grammar structures and patterns.	0	7.14 %	14.20%	14.20%	64.29%
3	The program helped me to pass the course.	0	7.14 %	21.43%	21.43%	50.00%
4	This program helped me to improve my English level in general.	0	0	7.14 %	35.71%	57.14%

Note: SD= Strongly Disagree; D=Disagree; UN= Neutral; A= Agree; SA= Strongly Agree

Source: Questionnaire based on Sheu, Chuen-Maan. "Effects of an Online GEPT Simulated-Test English Remedial Course on Test Performance, English Language Learning Strategy Use and Perceptions." *Effects of an Online GEPT Simulated-Test English Remedial Course on Test Performance, English Language Learning Strategy Use and Perceptions*. The Asia-Pacific Education Researcher, Vol 20, No 1 (2011). Web. 03 July 2012. Pages 180. Table 5.

Question 2 asked if the course helped him or her to learn the grammar structures and patterns. As table 12 shows, the answer was positive in confirming the fact of having been helped by the course on learning the grammar structures and patterns related to the First Level program. In fact, all of the 12 classes demonstrated student's improvements after sixteen weeks of the Language Learning Strategies practice. This outcome is strongly supported due to the difference between the students' scores before and after attending the course. Such difference was very conspicuous in the first three grammar topics, which denoted a significant level of progress. The mean of the posttest scored improved from 31 to 61 points. Although, 5 out of the 12 classes demonstrated a declining trend in their grades, at the end the mean score demonstrated an improvement. This result indicated that the course that included the Language Learning Strategies has a positive effect on students' final performance.

Question 3 asked if the course helped the student to pass the course. As table 12 illustrated the finding on this question was that 50% of the students also had a positive answer. It was still clear that more students showed a preferable attitude to the course than opposed to it. Comparatively, fewer students thought that the program could help them pass the course, probably because the program covered the writing skill area beyond the reach of the usual First level syllabus; nevertheless



71% of the students approved the course, with a passing score that corresponds to at least 60% of the total points (50) to be obtained along the course.

Question 4 asked if this program helped the learner to improve his or her English level in general. Table 12 revealed that a greater percentage (57.14% SA-Strongly Agree- and 35.71% A- Agree) of students indicated higher learning improvement on his or her English level in general. Comparatively, only one student (7.14%) held a neutral attitude to it, and none showed disagreement on this question. This evidence showed that students generally held a positive attitude toward the course with the use of the Language Learning Strategies, reporting that they were able to improve their English grammar.



CHAPTER 5: Conclusions and Recommendations

During the recent years, a substantial number of the First level students of English at the University of Azuay have been unable to pass the course. This fact is a consequence of having followed traditional methods, usually from the 12 years of previous language study in both school and high school. In view of these circumstances, and meanwhile the Ecuadorian government through its Education Ministry states an effective Program for learning English addressed to school and high school students, universities will assume the responsibility of preparing skilled students in English as foreign language.

The purpose of this quantitative study was to determine the impact of the application of the various Direct and Indirect Language Learning Strategies and their subcategories (Memory, Cognitive, Compensatory, Metacognitive, Affective and Social Strategies) by students when developing their writing skill after having followed the procedural knowledge of learning the grammar at a point established in the syllabus of the First level.

This chapter consists of four sections: A discussion of the findings is presented in the first section. Limitations are presented in the second section. In the third section, recommendations for further research as an extension of this research study are offered. The last section contains the conclusions of the study.

5.1 Discussion

5.1.1 Strategy Inventory for Language Learning

There are certain considerations that can be as an important value for this study. Communication strategies were generally seen as valuable learning opportunities in order to accomplish the specific learning outcomes. It is also important to highlight that there is a meaningfully individual approach at the moment of each student's strategy practice, since we notice the implication of individual nature when learning chances were offered in the form of added, or improved, strategy use.

Other important fact was that strategy usage could be directly relevant to the precise learning outcome and its context. Participants were able to identify particular



strategy goals under distinct strategy organizations (e.g. for remembering within cognitive and social classifications). The students' level of proficiency was directly correlated with SILL items in terms of its usefulness, since each individual has his or her own needs and goals.

As can be seen from the results, Metacognitive strategies were the most frequently used by the students at an average of 3.30 on the Likert scale; just under the 3.5 for high usage, or usually used. Indeed, Metacognitive strategies provide a way for learners to coordinate their own learning process such as centering, arranging, planning, and evaluating. These Cognitive strategies are used beyond to provide executive control over the learning process. Learning with others, managing emotions, remembering more effectively, compensating for missing knowledge and using all mental processes fall near, or on, the 3.0 level, which shows medium level usage. There was not a big difference among the frequency of each strategy that the learners reported using.

Towards the purpose of this research we can state that as effects of this study and the used methodology promoted a benefit on language learners which was evidenced in the results chapter.

5.1.2 Results on applying the English Language Learning Strategies

The Direct and Indirect Language Learning Strategies application for writing was designed to assess the effects of the students' grammar on the first level of the University of Azuay. The present study concluded that the application and combination of the aforementioned types of Language Learning Strategies by Oxford promoted better language results. It is necessary to emphasize, as Oxford states in her updated research about Language Strategies that the Affective dimension of the Language Learning Strategies play an important role in language processing as it could be appreciated from students' reactions along our treatment (*Teaching and Researching Language Learning Strategies* 9).

As a key subject of this research, it is important to analyze the behavior of the three stages (cognitive, associative and autonomous) of Anderson's procedural knowledge for skill acquisition. Keeping in mind that the aim was to improve



students' grammar through the application of the Language Learning Strategies in writing, it can be acknowledged that during the cognitive stage, that was at the beginning of the treatment the students' grades reflected a higher score in writing than in grammar, it can be ascribed to the fact that learners started with sentences management and a very low knowledge of grammar. Within the second stage, association, the students clearly struggled in acquiring a desirable level of grammar which had to be combined with the different Language Learning Strategies for writing; as a consequence, grades declined both in grammar and writing. Finally for the third stage, autonomy, even though students did not retrieve their initial grammar grades they demonstrated that they were able to enhance and remain stable in their acquired grammar knowledge.

According to the results obtained from the paired-samples *t* test, originally, the correlation coefficient from the pretests was 45% and it ended at 72%, so that the relationship between writing and grammar increased at 27% making this connection much stronger. As a consequence, the results clearly depend on the used Learning Strategy.

Regarding the influence of writing over grammar, results show that when students started the treatment the effect of writing over grammar was 0.17 points per point and at the end of the effect was having writing influenced in an increase of 0.73 points per point. That is an increase of 56% of positive effect in the students' score. Hence, what is proposed is the combined usage of the strategies in order to come up with better results.

Every aspect of the language learning was provided with support by the Language Learning Strategies, cognitive strategies, metacognitive, memory strategies, compensation strategies, affective strategies and social strategies. In this study, Cognitive strategies, belonging to the Direct Strategies and the Affective Strategies from the Indirect Strategies with their three sub-classifications each, were the most frequently used in the treatment, due to the fact that they were directly connected to the lesson topics required for the First Level at the University of Azuay.

If the development of the writing skill during the treatment is analyzed that writing as a productive skill is more complicated than it seems at first, since during the treatment different genres of writing suggested by the Language Learning Strategies



were applied and their complexity gradually increased. Even for English native speakers, writing is one of the most difficult skills since it involves not just a Problem Statement graphic representation of speech, but the development and presentation of thoughts in a structured way.

As part of the observations, the researcher noted that many students composed their English assignments by writing in Spanish first and then translating into English. The correct sense cannot be transferred by translating from Spanish into English. The quality of their written assignments started with a low level because they rarely composed an essay or other written genre in high school.

Throughout the treatment, students took notes, researched materials, summarized the main idea and wrote assignments by themselves or in groups. They failed to develop certain basic skills in the previous degree (high school), so they were unable to write with the speed and fluency required. In order to develop procedural knowledge and apply it into the instruments required in writing skills, they had to spend extra time to practice them; and in some cases it led to high levels of frustration, confusion and stress.

The results of the present study are supported by previous studies carried out by Jimenez, Pawapatcharaudom, Chang and Mai Nguyen within the Language Learning Strategies for writing which were previously developed in the Literature Review Chapter. Those studies found that more proficient students when developing their writing skill perform better than the lower proficiency students, since they tend to use more strategies in general (Jimenez 9-10; Pawapatcharaudom 53-54; Chang 241 Mai Nguyen 1-67).

As it can be seen from the results, the Direct and Indirect Learning Strategies provided a way for learners to coordinate their own learning process such as centering, arranging, planning, and evaluating. These beyond the cognitive strategies are used to provide executive control over the learning process. It emerged throughout the work done with an extended range of sources (Language Learning Strategies) helped to encourage motivation, facilitated learning, were potentially accessible anytime and for further studies they (Language Learning Strategies) can be applied not only in language learning but for other subjects of the students' concern, too.



5.1.3 Perception of Language Learning Questionnaire

From the three questions relevant to this study, we can interpret that more than 50% of the students Strongly Agreed was the questions about the program, arguing that this project helped them in improving their grammar, English level and to pass the course. The findings of this study demonstrated that this treatment helped low-proficiency students improve their test performance, English language learning strategy usage, and self-efficacy. However, the Language Learning Strategies applied demand special effort on the teacher's side in order to encourage students' motivation and interest through the preparation and diversification of course materials proper to the course design.

5.2 Limitations

Although Language Learning Strategies application helped the students improve their grammar at the first level through writing there were some limitations to the study. Students' social interaction and integration was a limitation since they persisted on remaining in their same group which was an obstacle in group activities.

Students' low proficiency level at the beginning of the course require extra effort by the teacher in order to integrate the required syllabus with the treatment, but as Oxford argues that with compensatory Learning Strategies, specifically that students can guess intelligently and overcome limitations in speaking and writing (Oxford *Language Learning Strategies* 94).

Thirdly, the collection of data was conducted in the semester of February – July 2013 and by the time of publishing this study in the university database; we might expect the Language Department to adjust the contents of the syllabus to a new textbook, Interchange A2 Fourth Edition. Some of the grammar aspects addressed during the treatment may be replaced by the new textbook, removed from the list of contents or the new titles may appear in the new course book.

Fourthly, due to behavioral issues –students' transition from high school to university – the researcher was challenged to maintain the students under a regular rhythm of work flow due to the fact that they often lacked proper social habits of study not only in learning a language but in general.



5.3 Recommendations for Future Research

Based on the results of the study, there are several recommendations for future research. First, regarding the fact that this research study encompassed a broad range of grammar topics, it is advisable for a future research to keep focus on only one grammar topic, and one Language Learning Strategy in order to measure frequency of employment of it.

Actually, this research managed many research instruments: the Strategy Inventory for Language Learning, Tests on Grammar and Writing Learning Strategies and the Perception of Language Learning Questionnaire. The above-mentioned background makes the present study an extremely valuable tool. However, it may be prudent to employ one research instrument throughout a future research process.

A follow-up research could include one strategy for example in the application of tenses contrasting for example Simple Past vs Past Continuous or Simple Past vs Present Perfect. This would help to deepen the research and enhance its validity through increased frequency. Once students are aware of the use of the Language Learning Strategy used for a specific grammar aspect the teacher/researcher would proceed to provide a new one.

Language Learning Strategies should be promoted to other teachers, so students can keep track of learning and applying them with long term as the training basis should be tied to the tasks and objectives of the language program in order to automatize the significance of particular strategies.

A practical follow-up of this study could be to create material in order to promote Intrinsic/Extrinsic Motivation addressed to writing based on metacognitive techniques and strategies. Students in general do not practice or like writing and other language skills. Motivational elements may improve students' interest on developing the before mentioned skill and others.



5.4 Conclusions

Three major conclusions can be elicited from this study. The first conclusion is that the combined use of the Language Learning Strategies promotes better language learning results because students can be provided with different genres of writing Learning Strategies that can help them to automatize the internalization of the grammar aspect required in the first level course content.

The second conclusion is that the use of Language Learning Strategies may not be effective for all types of learners, especially those with low levels of language knowledge background.

The third conclusion is that students could increase their motivation about writing, once they realized that it helped them gain understanding and strength in their grammar.

The findings derived from the current study may suggest some pedagogical implications. Since it is fundamental for the learner to understand the significance of using Language Learning Strategies in the process of language learning; hence, EFL teachers should reinforce this statement to their students. According to the results of this study, some students showed that sometimes it was difficult to use these strategies for their English learning even though they knew the strategies are available. On a broader scale some students may not know that there are Language Learning Strategies.

Consequently, teachers should help students cultivate and raise their awareness of Language Learning Strategies. Once students are aware of advantages of using strategies in their language learning process, they will be willing to and appropriately employ these strategies to facilitate their English learning.

Finally, for students to comprehend the utility of the Language Learning Strategies, it is necessary to implement and promote them in the EFL language classroom.



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APPENDICES



APPENDIX A Permission from the University of Azuay in order to proceed with the treatment

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.



CERTIFICADO

A QUIEN LE PUEDA INTERESAR

Certifico, en mi calidad de Coordinadora Académica de la Unidad de Idiomas de la Universidad del Azuay, que la Especialista Karina Durán Andrade está autorizada para realizar la aplicación y tratamiento de su tesis titulada **“Integrating procedural knowledge and the use of language learning strategies into the teaching of grammar to first level university students of the University of Azuay”** durante el próximo periodo de clases en nuestra universidad con una carga horaria de 80 horas.

Autorizo a la peticionaria a hacer uso de este certificado a su conveniencia.


Esp. Lourdes Crespo Vintimilla
Coordinadora Académica

UNIVERSIDAD DE
AZUAY

Cuenca, 07 de enero de 2013

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APPENDIX B Direct Strategies List

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

The Direct Language Learning Strategies described here, are the ones selected for the purposes of this study:

I. Memory Strategies:

A. Creating Mental images:

1. **Placing new words into a context:** This strategy involves placing new words or expressions that have been heard or read into a meaningful context, such as a spoken or written sentence, as a way of remembering it. Written selections often present new words in a meaningful context. However, students sometimes encounter written lists of words or phrases they must learn with no supporting or explanatory context. In such cases, it helps for learners to create their own context (Oxford Language Learning Strategies 16).

B. Employing action:

1. **Using mechanical techniques:** Learners can use memory strategies to retrieve target language information quickly, so that this information can be employed for communication involving any of the four language skills. The same mechanism that was initially used for getting the information into memory (for instance, a mental association) can be used later on for recalling the information. Just thinking of the learner's original image, sound-and-image combination, action, sensation, association, or grouping can rapidly retrieve the needed information, particularly if the learner has taken the time to review material in a structured way after the initial encounter (Oxford Language Learning Strategies 68).

II. Cognitive Strategies:

A. Practicing:

1. **Repeating:** Repetition might involve saying or writing the same thing several times. Writing time is in the same way several times, or in different ways. Suggestopedia, asks teachers and students to repeat the same oral passage several times.

Lead paragraph rule. This principle involves putting into the lead paragraph all the salient details of who, what, when, where, why and how- the essence of the entire story in a few hard-hitting introductory sentences. The paragraphs following the lead paragraph flesh out this skeleton, giving more information and background details, usually in order of decreasing importance. Sometimes there is a real conclusion or summary at the end, and sometimes not (Oxford *Language Learning Strategies* 70).

2. **Formally Practicing with Sounds and Writing Systems:** Formal practice with writing systems can include copying letters, copying words, comparing similar-sounding words in the native and target languages in terms of their written representation, using visual imagery and humor to remember new symbols, and putting symbols into meaningful verbal contexts (Oxford *Language Learning Strategies* 71).
3. **Recognizing and Using Formulas and Patterns:** Recognizing and using routine formulas and patterns in the target language greatly enhance the learner's comprehension and production. Formulas are unanalyzed expressions, while patterns have at least one slot that can be filled with an alternative word. Teach students such expressions as whole chunks early in their language



learning process. These routines will help build self-confidence, increase understanding, and enhance fluency (Oxford *Language Learning Strategies* 72).

4. **Recombining:** This strategy involves constructing a meaningful sentence or longer expression by putting together known elements in new ways. The result might be serious or silly, but it always provides useful practice. One way to use it is to string together two or more known expressions into a written story. This strategy might also involve using known forms e.g. verbs with pronouns (Oxford *Language Learning Strategies* 74).
5. **Practicing Naturalistically:** It can involve different activities, such as creation of separate products by individuals (autobiographical sketches, interviews of family or friends, factual reports, stories, poems, diary entries in the target language), individual contributions (newspapers, newsletters, literary magazines, sports digests, scrapbooks or scripts for simulated radio and TV programs) or multipart products, coauthorship of a single piece (a single article, short story, play) by multiple writers, or exchanges of written messages between individuals or teams (journals exchanges, letter writing, messages with teachers –INTERNET–). Pair work. Length can be a sentence, paragraph or 20 or more pages (Oxford *Language Learning Strategies* 77).

B. Receiving and sending messages:

1. **Using resources for receiving and sending messages:** This strategy involves using resources to find out the meaning of what is heard or read in the new language, or to produce messages in the new language. To better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books. Encyclopedias, travel guides, magazines and general books on culture and history can provide useful background information so that learners can better understand the spoken or written language (Oxford *Language Learning Strategies* 81).

C. Analyzing and reasoning:

1. **Reasoning deductively:** It is a common and very useful type of logical thinking. It involves hypotheses about the meaning of what is heard or read by means of general rules the learner already knows (Oxford *Language Learning Strategies* 82).
2. **Translating:** Translating can be a helpful strategy early in language learning, as long as it is used with care. It allows learners to use their own language as the basis for understanding what they hear or read in the new language. It also helps learners produce the new language in speech or writing. However, word-for-word (verbatim) translation, through a frequent occurrence among beginners, can become a crutch or provide the wrong interpretation of target language material (Oxford *Language Learning Strategies* 84).

D. Creating structure for input and output:

1. **Taking notes:** The focus of taking notes is understanding, not writing. It can begin at early stages of learning. It can allow a mixture of the native and target language. Students can take note word by word list, semantic map, tree diagram, flow chart. For students who are writing substantial pieces in the target language,



it is helpful to jot down ideas as soon as they pop into the head (Oxford *Language Learning Strategies* 86).

2. **Summarizing:** Another strategy that helps learners structure new input and show they understand is summarizing – that is, making a condensed, shorter version of the original passage. Writing a summary can be more challenging (and sometimes more useful) than taking notes, because it often requires greater condensation of thought. At early stages of language learning, summarizing can be as simple as just giving a title to what has been heard or read; the title functions as a kind of summary of the story of passage. Another easy way to summarize is to place pictures which depict a series of events in the order in which they occur in the story. This is a very useful exercise, especially for beginners, because it links the verbal with the visual (Oxford *Language Learning Strategies* 88).

3. **Highlighting:** learners sometimes benefit by supplementing notes and summaries with another strategy, highlighting. This strategy emphasizes the major points in a dramatic way, though color, underlining, CAPITAL LETTERS, Initial Capitals, BIG WRITING, bold writing, * stars*, boxes, circles and so (Oxford *Language Learning Strategies* 89).

III. Compensation Strategies:

A. Overcoming Limitations in Speaking and Writing:

1. **Selecting the topic:** Writers in any language sometimes use this strategy, but it is particularly valuable to writers in a language other than their own. Of course, circumstances sometimes force language learners to deal with topics they don't want to write about, but whenever possible learners should select a topic that interest them. The only caveat is that learners, when choosing a topic for writing, need to be aware of their audience's interests, needs, and level of understanding (Oxford *Language Learning Strategies* 96).

2. **Adjusting or approximating the message:** This strategy is used to alter the message by omitting some items of information, make the ideas simpler or less precise, or say something slightly different that has similar meaning. Writers often resort to this strategy when they simply cannot come up with the right or most desirable expression (Oxford *Language Learning Strategies* 98).

3. **Using a circumlocution or synonym:** In this strategy the learner uses a circumlocution (a roundabout expression involving several words to describe or explain a simple concept) or a synonym (a word having exactly the same meaning or another word in the same language) to convey the intended meaning. Synonyms or circumlocutions are sometimes used in informal writing (Oxford *Language Learning Strategies* 97).



APPENDIX B1 Indirect Strategies List

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

The Indirect Language Learning Strategies described here, are the ones selected for the purposes of this study:

I. Metacognitive Strategies:

A. Centering your Learning:

1. **Overviewing and linking with already known material:** This strategy involves previewing the basic principles and/or material (including new vocabulary) for an upcoming language activity, and linking these with what the learners already know. Let the students express their own linkages between new material and what they already know, rather than having the teacher pointing all the associations himself. E.g. "nonstop writing", brainstorming (Oxford *Language Learning Strategies* 189).
2. **Paying Attention:** This strategy involves two modes, directed attention and selective attention. Directed attention (almost equivalent to "concentration") means deciding generally or globally to pay attention to the task and avoid irrelevant distractors. Writing requires directed attention. For writing, selective attention may mean deciding in advance which aspects of the writing to focus on at any given time, like structure, content, tone, sentence construction, vocabulary, punctuation, or audience needs. Especially for beginners, it is hard to pay attention to all these elements at once (Oxford *Language Learning Strategies* 154).

B. Arranging and Planning your Learning:

1. **Finding out about Language Learning:** This strategy means uncovering what is involved in language learning. Learners often do not know much about the mechanics of language learning, although such knowledge would make them more effective learners. Books about language learning are a good source of information. Taking class time to talk about the learning process will reap rewards for the students (Oxford *Language Learning Strategies* 156).
2. **Organizing:** This strategy includes a variety of tools, such as creating the best possible physical environment, scheduling well, and keeping a language learning notebook (Oxford *Language Learning Strategies* 156).
3. **Setting goals and objectives:** Goals and objectives are expressions of student's aims for language learning. Goals and objectives should be noted in the language learning notebook, along with deadlines for accomplishing them and indication as to where those deadlines were met. Goals are generally considered to be long-range aims (months-years). Objectives are short-term aims for hours, days or weeks (Oxford *Language Learning Strategies* 157).
4. **Identifying the Purpose of a Language Task:** This strategy involves determining the task purpose – an act useful for all language skills. (However, carrying out that purpose is the subject of various direct strategies such as analyzing expressions, guessing, and practicing.) Since knowing the purpose enables the learners to channel their energy in the right direction (Oxford *Language Learning Strategies* 158).

C. Evaluating your Learning:

1. **Self-monitoring:** This strategy does not center as much on using the language as it does on students' conscious decision to monitor – that is notice and correct their own errors. The teacher can encourage his students to write their most significant difficulties in their language learning notebooks and try to eliminate



them, learners can often benefit from trying to determine the reason why it was made. (*Oxford Language Learning Strategies* 161).

II. Affective Strategies:

A. Lowering your anxiety:

1. **Self-monitoring:** This strategy does not center as much on using the language as it does on students' conscious decision to monitor – that is notice and correct their own errors. The teacher can encourage his students to write their most significant difficulties in their language learning notebooks and try to eliminate them, learners can often benefit from trying to determine the reason why it was made (*Oxford Language Learning Strategies* 161).
2. **Using Progressive Relaxation, Deep Breathing or Meditation:** These techniques are all effective anxiety reducers, according to scientific biofeedback research. Progressive relaxation involves alternately tensing and relaxing all the major muscle groups, one at a time. Deep breathing involves breathing low from the diaphragm, not just from the lungs. Meditation means focusing on a mental image or sound to center one's thoughts (*Oxford Language Learning Strategies* 164).
3. **Using Music:** Five or ten minutes of soothing music can calm learners and put them in a more positive mood for learning Suggestopedia (*Oxford Language Learning Strategies* 164).
4. **Using Laughter:** Laughter is the best medicine. The use of laughter is potentially able to cause important biochemical changes to enhance the immune systems, it also has anxiety-reducing powers (*Oxford Language Learning Strategies* 164).

B. Encouraging Yourself:

1. **Making Positive Statements:** Demonstrate the kinds of positive statements your students can privately make to themselves. Urge them to say those statements regularly, especially before a potentially difficult language activity (*Oxford Language Learning Strategies* 165).
2. **Taking risks wisely:** This strategy involves a conscious decision to take reasonable risks regardless of the possibility of making mistakes or encountering difficulties. In also suggest the need to carry out this decision in action- that is, employing direct strategies to use the language despite fear of failure (*Oxford Language Learning Strategies* 166).
3. **Rewarding Yourself:** Learners often expect to be reward only by external sources, such as prize form the teacher, a good grade on a test, or a certificate of accomplishment. Learners need to discover how to reward themselves for good work in language learning (*Oxford Language Learning Strategies* 166).

C. Taking your Emotional Temperature:

1. **Listening to your Body:** One of the simplest but most often ignored strategies for emotional self-assessment is paying attention to what the body says. Negative feelings like tension, anxiety, fear, and outrage tighten the muscles and affect all the organs of the body. Positive feelings like happiness, pleasure, contentment and excitement can have either a stimulating or a calming effect both certainly an effect that is discernibly different from the effect of negative feelings (*Oxford Language Learning Strategies* 167).
2. **Writing a Language Diary:** or journals are narratives describing the learner's feelings, attitudes, and perceptions about the language learning process. They



can also include strategies that learners find effective or ineffective (Oxford *Language Learning Strategies* 167).

III. Social Strategies:

A. Asking questions:

1. **Asking for corrections:** It is related to the strategy of self-monitoring, in which students notice and correct their own difficulties. Language learners should ask for correction of some writing difficulties, but the kind and amount of correction depends on the level of the learner and the purpose of the writing (Oxford *Language Learning Strategies* 170).

B. Cooperating with others:

1. **Cooperating with peers:** This strategy involves a concerted effort to work together with other learners on an activity with a common goal or reward. Games, simulations, and other active exercises challenge students to develop their ability to cooperate with peers while using a variety of language skills (Oxford *Language Learning Strategies* 171).
2. **Cooperating with proficient users of the new language:** This strategy applies to all four skills. In reading and writing the target language, students often need to cooperate with proficient language users. This frequently happens when language learners encounter proficient language users on the job, in the classroom, or on a trip (Oxford *Language Learning Strategies* 171).

C. Empathizing with others:

1. **Developing Cultural Understanding:** Background knowledge of the new culture often helps learners understand better what is heard or read in the new language. Such knowledge also helps learners know what culturally appropriate say about or in writing is. E.g. Injecting short cultural discussions into classroom activities and by comparing and contrasting behavior in the students' native culture and the target culture. Turning the classroom in a language laboratory (Oxford *Language Learning Strategies* 172).
2. **Becoming Aware of Other's Thoughts and Feelings:** learners can purposely become aware of fluctuations in the thoughts and feelings of particular people who use the new language. Such awareness bring learners closer to the people they encounter, helps them understand more clearly what is communicated, and suggests what to say and do (Oxford *Language Learning Strategies* 173).



APPENDIX C – Demographic Data

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

UNIVERSIDAD DEL AZUAY Datos Demográficos del Estudiante

1. Nombre: _____ 2. Ciclo: Primero 3. Carrera: _____

4. Fecha de nacimiento: _____ 5. Género: M F. Ciudad de origen: _____

7. ¿Cuánto tiempo ha estado estudiando inglés?

8. ¿Cómo calificaría su dominio general del idioma comparado con otros estudiantes de su curso?

TD D N A TA

9. ¿Cómo calificaría su dominio general del idioma comparado con nativo hablantes?

TD D N A TA

10. ¿Cuán importante es para usted llegar a ser competente en el idioma inglés?

Muy importante importante No muy importante

11. ¿Por qué desea aprender el idioma inglés? (Señale las opciones que se puedan aplicar a su caso)

- _____ interés en el lenguaje
- _____ interés en la cultura
- _____ tiene amigos que hablan el idioma inglés
- _____ es requisito tomar la materia de inglés para poderse graduar
- _____ lo necesito para el futuro de mi carrera
- _____ lo necesito para viajar
- _____ otros, liste: _____

12. ¿Disfruta usted el aprender el idioma inglés? Si No

13. ¿Qué otros idiomas ha estudiado?

14. ¿Cuál ha sido su experiencia favorita al aprender el lenguaje?

*TD= Totalmente desacuerdo; D= Desacuerdo; N= Neutral; A= De acuerdo; TA= Totalmente de acuerdo

Work cited

Oxford, Rebecca L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990. 282. Print.



APPENDIX D Survey of Language Learning Strategies

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

INVENTARIO DE ESTRATEGIAS PARA APRENDER IDIOMAS

<http://www.buenastareas.com/ensayos/Inventario-De-Estrategias-Para-Aprender-Idiomas/1328074.html>

Versión para hablantes de español aprendiendo inglés como Lengua Extranjera

Versión en inglés por Rebecca Oxford. Adaptación: Nancy Liévano.

En la hoja de respuestas escribe la respuesta (1, 2, 3, 4 o 5) que diga que tan ciertos son los siguientes enunciados acerca de ti.

PARTE A

1. Pienso en la relación que hay entre lo que yo ya se en inglés y las cosa nuevas que aprendo.
2. Uso las palabras en inglés en un enunciado para que las pueda recordar
3. Conecto el sonido de una palabra nueva en inglés y lo relaciono con un dibujo o imagen de la palabra para ayudarme a recordarla
4. Recuerdo una palabra nueva en inglés haciendo una imagen mental de la situación en la que la palabra puede ser utilizada
5. Uso rimas para recordar nuevas palabras en inglés
6. Utilizo flash cards para recordar palabras nuevas en inglés
7. Escenifico o actúo las palabras nuevas en inglés
8. Seguido reviso mis lecciones de inglés
9. Recuerdo las palabras nuevas o frases en ingles al recordar su localización en la página, el pizarrón o un anuncio en la calle.

Parte b

10. Digo o escribo palabras nuevas en inglés varias veces
11. Trato de hablar como los hablantes nativos de inglés
12. Practico los sonidos del inglés
13. Uso las palabras en inglés que conozco de diferentes maneras
14. Inicio conversaciones en inglés
15. Veo programas de tv. O veo películas en inglés
16. Leo en inglés por placer
17. Escribo cartas, mensajes, recados, notas o reportes en inglés
18. Primero leo un párrafo en inglés rápidamente y luego me regreso para leerlo cuidadosamente
19. Busco palabras en mi propio idioma que sean parecidas a las palabras nuevas en inglés
20. Trato de buscar patrones en el inglés



21. Encuentro el significado de una palabra nueva en inglés al dividirla en partes que pueda entender
22. Procuero no traducir palabra por palabra
23. Hago resúmenes en inglés de la información que escucho

Parte c

24. Para entender palabras desconocidas en inglés trato de adivinar su significado
25. Hago gestos cuando no puedo pensar en una palabra durante una conversación en inglés
26. Invento palabras si no conozco las palabras adecuadas en inglés
27. Leo en inglés sin buscar cada palabra nueva
28. Trato de adivinar lo que la otra persona me va a decir en inglés
29. Si no puedo pensar en alguna palabra en inglés uso alguna otra palabra o frase que signifique lo mismo

Parte d

30. Trato de encontrar tantas formas como sea posible de usar mi inglés
31. Me doy cuenta de mis errores en inglés y uso esa información para ayudarme a mejorar
32. Pongo atención cuando alguien habla en inglés
33. Trato de averiguar cómo ser un mejor estudiante de inglés
34. Planeo mi horario para que tenga suficiente tiempo de estudiar inglés
35. Busco a gente a la que le pueda hablar en inglés
36. Busco tantas oportunidades como sean posibles de leer en inglés
37. Tengo metas claras para mejorar mis habilidades en el inglés
38. Pienso en mi progreso al aprender inglés

Parte e

39. Trato de relajarme cuando me siento atemorizado de usar el inglés
40. Me animo para hablar en inglés cuando me da miedo cometer un error
41. Me doy una recompensa o estímulo cuando me va bien en inglés
42. Me doy cuenta si estoy tenso o nervioso cuando estoy estudiando o usando el inglés
43. Escribo como me siento en un diario de aprendizaje de idiomas
44. Le cuento a alguien más acerca de cómo me siento cuando estoy aprendiendo inglés

Parte f

45. Si no entiendo algo en inglés le pido a la otra persona que hable más lento o que lo repita
46. Le pido a los hablantes de inglés que me corrijan cuando hablo
47. Practico mi inglés con otros compañeros
48. Pido ayuda de los hablantes de inglés
49. Formulo preguntas en inglés
50. Trato de aprender de la cultura de los hablantes de inglés.



APPENDIX D1 – Survey of Language Learning Strategies Answer Sheet

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Hoja de respuestas																																									
R. Oxford, 1989																																									
Nombre: _____			Fecha: _____																																						
Responde con un número si:																																									
1 Nunca o casi nunca es verdad acerca de mí.																																									
2 Usualmente no es verdad acerca de mí.																																									
3 Algo cierto acerca de mí																																									
4 Usualmente es verdad acerca de mí.																																									
5 Siempre o casi siempre es verdad acerca de mí.																																									
PARTE A		PARTE B			PARTE C			PARTE D			PARTE E			PARTE F			Total SILL																								
	1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5		1	2	3	4	5						
1						10						24						30						39						45											SUM Parte A
2						11						25						31						40						46											SUM Parte B
3						12						26						32						41						47											SUM Parte C
4						13						27						33						42						48											SUM Parte D
5						14						28						34						43						49											SUM Parte E
6						15						29						35						44						50											SUM Parte F
7						16												36																							
8						17												37																							
9						18												38																							
						19																																			
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SUM		SUM			SUM			SUM			SUM			SUM			SUM																								
÷ 9 = _____		÷ 14 = _____			÷ 6 = _____			÷ 9 = _____			÷ 6 = _____			÷ 6 = _____			÷ 50 = _____																								
(PROMEDIO TOTAL)																																									

**APPENDIX E Diagnostic Test**

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

DIAGNOSTIC TEST

Beginner A1+

Name: _____ Date: _____

Read and choose the correct item.

- 1) **My sister short brown hair.**
 - a. has got
 - b. is
 - c. can
- 2) **..... are you from?**
 - a. Where
 - b. What
 - c. Whose
- 3) **Give the ball to Harry and Roy. It's**
 - a. them
 - b. their
 - c. theirs
- 4) **I like to the cinema at least once a week.**
 - a. go
 - b. going
 - c. goes
- 5) **They left school three o'clock.**
 - a. on
 - b. in
 - c. at
- 6) **..... armchairs in the living room.**
 - a. There are
 - b. They are
 - c. There is
- 7) **Who's standing Jeremy? I can't see.**
 - a. in front of
 - b. under
 - c. behind
- 8) **Wendy, can you bring two more, please?**
 - a. knives
 - b. knife
 - c. knifes
- 9) **We need cheese for the omelette.**
 - a. a
 - b. some
 - c. any
- 10) **Have you seen Patrick? Sue is looking for**
 - a. him
 - b. he
 - c. his
- 11) **How biscuits are in the jar?**
 - a. many
 - b. much
 - c. a lot of
- 12) **Trainers are than boots.**
 - a. comfortable
 - b. more comfortable
 - c. most comfortable
- 13) **You have a lot of money with you.**
 - a. mustn't
 - b. shouldn't
 - c. can't
- 14) **This is the holiday I've ever had.**
 - a. best
 - b. better
 - c. good



15) I invite my friends to dinner, please?

- a. Can
- b. Should
- c. Must

16) You take photos in the museum. They'll take your camera away.

- a. don't have to
- b. shouldn't
- c. must

Read and circle the correct item.

17) I **can't /am not** ride a bike.

18) How often **do you go/are you going** to the gym?

19) The children **go always/always go** to bed early.

20) Look! Sara **is playing/plays** football!

21) I **am flying/ am fly** to New York tomorrow morning at seven o'clock.

22) Where **are you/were you** yesterday?

23) Did he **danced/dance** at the party?

24) They **came / have come** back home quite late last night.

25) **Have you ever eaten / Did you ate** frogs' legs?

26) 'It is hot in here.' 'I **will open /am going to open** a window.'

27) I think in the future people **are going to live/will live** longer.

Writing

(28 -30) In a paragraph format tell me about yourself. Try to answer the following questions as you were telling us your story. Your paragraph should be 7 – 16 sentences (60 -80 words).

- Where are you from?
- What do you do?
- Are you studying? What are you studying?
- Are you working? What kind of work are you doing?
- Why did you choose this University to study?
- What are your hopes and dreams for the future?

Works cited:

Evans, Virginia, and Jenny Dooley. "Exit Test 1-5." *Upstream A1+*. Fifth ed. Newbury: Express, 2008. 34. Print. Adapted.

Folse, Keith S., April Muchmore-Vokoun, and Elena Vestri. Solomon. "Writing Assesment." *Great Paragraphs*. Boston, MA: Heinle, Cengage Learning, 2010. 109-60. Print.



APPENDIX F Informed consent form

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.



Universidad de Cuenca
Facultad de Filosofía Letras y Ciencias de la Educación
Maestría en Lengua Inglesa y Lingüística Aplicada

CARTA DE COMPROMISO

Yo, _____, estudiante del Primer Ciclo “H” de la Carrera de Administración de Empresas de la Facultad de Ciencias de la Administración, comunico que conozco y acepto ser parte del proyecto de tesis titulado *Integrating Procedural Knowledge and the Use of Language Learning Strategies into the Teaching of Grammar to First year University Students of the University of Azuay*, realizado por la Lcda. Karina Durán Andrade, docente de la Asignatura *Idioma Extranjero I*.

Atentamente,

Cuenca, marzo del 2013



APPENDIX G1 Lesson Plan 00

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

Lesson Plan

Class: First Level	Date:
Unit: 0	CEF Level: A2
Lesson Topic: Introducing the First Level Course	CEF Language use:
Lesson Aim: To show the objectives for the course and the research.	

<p>Learning Outcomes: Students will receive information and fulfill any questions about the new course.</p>	<p>Key Concepts & Content Course Units, objectives, requirements and vocabulary Misconception Alert:</p> <ul style="list-style-type: none"> Students native language will be used in order to avoid any misunderstanding
<p>Connections to Students' Knowledge, Skills, Experience Students will have to express what their expectations are from the very first day.</p>	<p>Students' Prior knowledge: Students must have had all grammar and vocabulary under an A1 level.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> Finding Out About Language Learning. Setting Goals & Objectives. Organizing. Using Resources for Receiving and Sending Messages. Writing a Language Diary. 	<p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> The teacher will introduce herself and will ask students to introduce themselves too. <p>Instruction (50 min.):</p> <ul style="list-style-type: none"> The teacher will start introducing the Upstream A2 Student's book, its units, objectives, timing for each unit and the general layout of the book. The objectives for the research will be also informed and authorization for applying it will be requested to the students. Students will complete a personal information sheet. The teacher will send students the Course Syllabus. A grammar diagnostic test will be given to the students. Students will be requested to complete the Inventory of the Learning Strategies also. Finally the teacher will ask students to keep a journal along the course in order to record all the writing productions that will support the research.
<p>Evidence of the Introduction</p> <ul style="list-style-type: none"> First Level Syllabus. Students' authorization sheet for the research. Student's personal information sheet. Grammar diagnostic test. Students' inventory of the Learning Strategies. 	<p>Homework: Students will be asked to decorate the first page of their journals</p>
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, computer ✓ A board ✓ Diagnostic tests ✓ Pens or pencils 	<p>Reflections:</p>



APPENDIX G2 – Lesson Plan 0

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

Lesson Plan # 0

Class: First Level	Date:
Unit: 1	CEF Level: A2
Lesson Topic: Journal	CEF Language use: Students can write about everyday day aspects about living conditions.
Lesson Aim: To write personal journal entries that will register students' writing activities.	

Learning Outcomes: Students will describe their daily routines through the use of sentences in Simple Present Tense.	Key Concepts & Content Journal Misconception Alert: <ul style="list-style-type: none"> Journals could lose their value when it is misused or forgotten for example. Students can get bored on working on their journals.
Connections to Students' Knowledge, Skills, Experience Students will have to express what their daily activities (<i>chores, free-time & daily routines</i>) are.	Students' Prior knowledge: Since this journal will chain the different grammar topics and activities that students will develop along the course.
Learning Strategies: <ul style="list-style-type: none"> Making Positive Statements. Recognizing and Using Formulas and Patterns. Identifying the Purpose of a Language Task. 	Warm UP (10 min.): <ul style="list-style-type: none"> The teacher will ask students if they have ever kept a personal diary and will elicit their answers. Instruction (mini-lesson) (10 min.): Title: <u>Writing a journal</u> <ul style="list-style-type: none"> The teacher will explain what the journal will be for; regarding the purpose of this course it will register the student's writing activities that will sharpen their grammar knowledge. After each of the twelve grammar lessons, ten minutes will be given in order to write either in class or at home what has the student learnt, felt, experienced or thought. It will not be graded, it will be only checked in order to verify if students are accomplishing the different tasks.
Evidence of Learning: (Produce of Assessment) <ul style="list-style-type: none"> Journal: Students will write their personal experiences. 	Class management: Individual work
Materials: <ul style="list-style-type: none"> ✓ A journal (notebook) ✓ Pens or pencils 	Homework: Due to the structure of some lessons, students will be asked in some cases to work at home with their journals.
	Reflections:

Work cited:

"Journal Writing." (*Lesson Plan*). N.p., n.d. Web. 10 Mar. 2013.
 <<http://www.teachervision.fen.com/writing/lesson-plan/3514.html>>.



APPENDIX G3 – Lesson Plan 1

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

Lesson Plan # 1

Class: First Level	Date:
Unit: 1	CEF Level: A2
Lesson Topic: Daily Routines, Free-time activities and Chores	CEF Language use: Students can write about everyday day aspects about living conditions.
Lesson Aim: To explain grammar concerning the Simple Present Tense through writing sentences about the students’ daily activities.	

<p>Learning Outcomes: Students will describe their daily routines through the use of sentences in Simple Present Tense.</p>	<p>Key Concepts & Content Simple Present of the verb “to Be” & the rest of the verbs. Adverbs of Frequency Misconception Alert:</p> <ul style="list-style-type: none"> • Use of 's' in the third person. • Auxiliary verb usage in the question and negative form, but NOT in the positive form. • Placement of adverbs of frequency.
<p>Connections to Students’ Knowledge, Skills, Experience Students will have to express what their daily activities (<i>chores, free-time & daily routines</i>) are.</p> <p>Learning Strategies:</p> <ul style="list-style-type: none"> • Making Positive Statements. • Recognizing and Using. • Formulas and Patterns. <p>Identifying the Purpose of a Language Task.</p>	<p>Students’ Prior knowledge: Students have already had the revision of vocabulary through Unit 1a of the Upstream Textbook and a PPP on Unit 1 Vocabulary.</p> <p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> • Asking a few questions to SS, “When do you wake up?” “When do you leave for school?” “When do you have dinner?” • Using the visual daily activities vocabulary on the Upstream A2 Whiteboard. <p>Instruction (mini-lesson) (10 min.): Title: <u>Simple Present Tense</u></p> <ul style="list-style-type: none"> • A PPP to explain the rules for Simple Present Tense and Adverbs of Frequency. It is based on the Upstream A2 Textbook. • Ss complete the chart that contains usage, auxiliaries, adverbs and formulas related to the Simple Present Tense management. <p>Class management (10 min.): Pair work</p> <ul style="list-style-type: none"> • Students will have to write his or her classmate’s daily activities (2 chores, 2 free-time and 2 daily routines.) <p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> • Grammar Practice: Upstream A2 Student’s Workbook Page 8. • Feedback of these exercises. <p>Extension Activities/ Independent Practice (9 min.)</p> <ul style="list-style-type: none"> • Students will write in their journals about their personal experiences.
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> • Students’ classmates’ daily activities. • Journal: Ss will write their personal experiences. • HMK: 6 sentences about Ss daily routines. 	
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, computer ✓ A board ✓ A journal (notebook) ✓ Pens or pencils 	<p>Homework: Students will write 6 sentences about their classmates’ daily routines using Adverbs of Frequency.</p> <p>Reflections:</p>

Works cited:

Silver, Gracie. "English Worksheet: Lesson Plan Template." *English Worksheet: Lesson Plan Template*. N.p., 15 Oct. 2008. Web. 03 Mar. 2013.

<http://www.eslprintables.com/teaching_resources/lesson_plans/lesson_plan_template_119304/>.



APPENDIX G4 – Lesson Plan 2

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

Lesson Plan # 2

Class: First Level	Date:
Unit: 1	CEF Level: A2
Lesson Topic: Things that there are or there are not in a classroom.	CEF Language use: Students can write simple about everyday aspects of their environment. E.g. places
Lesson Aim: To illustrate the grammar concerning to There is or There are use through writing sentences.	

Learning Outcomes: Students will describe what is or what is not in a classroom using <i>there is/there are</i> in complete sentences.	Key Concepts & Content Usage of there is / there are. Misconception Alert: <ul style="list-style-type: none"> Subject – verb agreement in terms of number and person.
Connections to Students' Knowledge, Skills, Experience Students will have to observe and write who and what surrounds them in their natural environment.	Students' Prior knowledge: Students have already had the revision of vocabulary through Unit 1a and 1b of the Upstream Textbook and a PPP on Unit 1 Vocabulary.
Learning Strategies: <ul style="list-style-type: none"> Cooperating with Peers. Translating. Paying attention 	Warm UP (5 min.): <ul style="list-style-type: none"> Ask a few questions to SS, "What things do you observe in this classroom?" "What things can you find in this university?" Instruction (mini-lesson) (20 min.): Title: <u>There is – There are</u> <ul style="list-style-type: none"> A PPP to explain the rules of There is or There are. Ss complete exercises, provided by the teacher with "there is" or "there are" in its positive, negative and interrogative form.
Evidence of Learning: (Produce of Assessment) <ul style="list-style-type: none"> Written sentences pair work. HMK 10 sentences about things in student's houses. 	Class management (10 min.): Pair work <ul style="list-style-type: none"> Students will have to write sentences about things that they observe in their classroom. After the given time students will have to read their sentences aloud. Guided Practice (15 min.): <ul style="list-style-type: none"> Grammar Practice: a multiple choice questionnaire on There is /are Feedback of these exercises.
Materials: <ul style="list-style-type: none"> ✓ A classroom ✓ A projector ✓ A board, ✓ A computer ✓ A journal (notebook) ✓ Pens or pencils 	Extension Activities/ Independent Practice (10 min.) <ul style="list-style-type: none"> Students will write in their journals about their findings (people or things that there are in the University.) Homework: Students will write 10 sentences about things they find in their house. Reflections:

Works cited:

Silver, Gracie. "English Worksheet: Lesson Plan Template." *English Worksheet: Lesson Plan Template*. N.p., 15 Oct. 2008. Web. 03 Mar. 2013.
<http://www.eslprintables.com/teaching_resources/lesson_plans/lesson_plan_template_119304/>.

APPENDIX G5 – Lesson Plan 3

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Lesson Plan # 3

Class: First Level	Date:
Unit: 1	CEF Level: A2
Lesson Topic: Future Plans	CEF Language use: Students can write and communicate.
Lesson Aim: To demonstrate the structure and use of the Present Continuous in writing an e-mail	

<p>Learning Outcomes: Students will learn how to write an e-mail to a friend telling him/her about their plans for this summer.</p>	<p>Key Concepts & Content Present Continuous (future meaning)</p> <p>Misconception Alert:</p> <ul style="list-style-type: none"> • Students occasionally forget to use the verb to be. • Sometimes students do not use the “-ing” form. • Learners use the don’t / doesn’t to do the negative and in questions. • Students do not change the order of the verb to be with the subject.
<p>Connections to Students’ Knowledge, Skills, Experience Students will have to write an e-mail to a friend about his or her vacations.</p>	<p>Students’ Prior knowledge: Students must have previous knowledge of the usage of the verb To Be and the Present Tense, since the Present Continuous is the fusion of the two.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Using Progressive Relaxation, Deep Breathing, or Meditation. • Using Music. • Cooperating with Peers. • Listen to your Body. • Overviewing and Linking with already Known Material. • Repeating. • Summarizing. 	<p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> • Eliciting what an e-mail is. - Asking students how often they send e-mails, whom and why they send them. • A breathing exercise visualizing themselves (students) in their summer vacations. <p>Instruction (mini-lesson) (15 min.): Title: Present Continuous</p> <ul style="list-style-type: none"> • A PPP to explain the rules of the Present Continuous. • Ss will practice exercises about Fiona’s plans notes. (Upst. A2, Student’s book, Pag 11) <p>Class management (15 min.): Pair work</p> <ul style="list-style-type: none"> • Summer music will be played (Surfing USA & Kokomo by Beach Boys) • Students will have to start brainstorming with ideas of their summer break. • They will have to start writing an e-mail about their plans for vacations.
<p>Evidence of Learning: (Produce of Assessment) E-mail to the student’s teacher telling about his / her summer plans.</p>	<p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> • Grammar Practice: Upstream A2 Student’s Workbook Page 9. • Feedback of these exercises. <p>Extension Activities/ Independent Practice (10 min on a next class period) Students will write in their journals the corrected e-mail.</p>
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A classroom ✓ A projector ✓ A board, ✓ A computer w/speakers ✓ A journal (notebook) ✓ Pens or pencils 	<p>Homework: Students will send their e-mail with their plans description to their teacher.</p> <p>Reflections:</p>

Works cited:

Silver, Gracie. "English Worksheet: Lesson Plan Template." *English Worksheet: Lesson Plan Template*. N.p., 15 Oct. 2008. Web. 03 Mar. 2013.
<http://www.eslprintables.com/teaching_resources/lesson_plans/lesson_plan_template_119304/>.

APPENDIX G6 – Lesson Plan 4

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Lesson Plan # 4

Class: First Level	Date:
Unit: 2	CEF Level: A2
Lesson Topic: History, museums, types of houses and features	CEF Language use: In creative writing students can write short, simple, imaginary biographies and simple poems about people.
Lesson Aim: To show the use of the Simple Past Tense through writing a short autobiographical piece.	

<p>Learning Outcomes: Students will be able to use the past tense to tell about states that happened in the past.</p>	<p>Key Concepts & Content Simple Past of the verb “to Be” & the rest of the verbs. Used to Misconception Alert:</p> <ul style="list-style-type: none"> • Students tend to use Simple Present instead of Simple Past. • Not a deep knowledge of irregular verb forms. • The use of auxiliary “to be” when “did” is needed.
<p>Connections to Students’ Knowledge, Skills, Experience Students will observe their time line and write about the most outstanding experiences.</p>	<p>Students’ Prior knowledge: Students have already had the revision of a PPP vocabulary Unit 2 of the Upstream Textbook and a PPP of the irregular verbs.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Making Positive Statements. • Practicing Naturalistically. • Summarizing. 	<p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> • A PPP about a “Time line of your life” where students will visually appreciate how to guide their writing regarding their autobiography. • Instruction (mini-lesson) (10 min.): <p>Title: <u>Simple Past Tense</u></p> <ul style="list-style-type: none"> • A PPP to explain the rules for Simple Past Tense and Used to. It is based on the Upstream A2 Textbook. • Ss complete the charts that contain usage, auxiliaries, adverbs and formulas related to Simple Past Tense and Used to. <p>Class management (10 min.): All class</p> <ul style="list-style-type: none"> • Students will be taken to the University library in order to check different types of biographies, which have already been preselected by the teacher.
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> • Grammar exercises from the Textbook. • Journal: Ss will write their corrected autobiography. • HMK: Autobiography. 	<p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> • Grammar Practice: Upstream A2 Student’s Workbook Pages 16 and 17. • Feedback of these exercises. <p>Extension Activities/ Independent Practice (9 min.)</p> <ul style="list-style-type: none"> • Once the teacher has corrected the autobiography students will re-write it in their journals.
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board, ✓ Biography books ✓ A journal (notebook) ✓ Pens or pencils 	<p>Homework: Students will write their autobiography a questionnaire on this topic will be previously provided.</p> <p>Reflections:</p>

APPENDIX G7 – Lesson Plan 5

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.



Lesson Plan # 5

Class: First Level	Date:
Unit: 3	CEF Level: A2
Lesson Topic: Holiday activities and entertainment.	CEF Language use: In creative writing students can write about an experience in linked sentences.
Lesson Aim: To demonstrate the Present Perfect of the target language as a basis to write an effective advert for the student's own town or city.	

<p>Learning Outcomes: Students will be capable to use the Present Perfect tense in and informative leaflet that will advertise a city or town.</p>	<p>Key Concepts & Content Present Perfect Tense Misconception Alert:</p> <ul style="list-style-type: none"> • Learning the Past Participles is often difficult for students. • The Present Perfect in English is always connected in some way to the present moment in time while in Spanish it has the sense of past events.
<p>Connections to Students' Knowledge, Skills, Experience Students will show and promote their hometown to their class.</p>	<p>Students' Prior knowledge: Students have already had the revision of a PPP vocabulary Unit 3 of the Upstream Textbook and a PPP of the irregular verbs.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Making Positive Statements. • Taking notes. • Highlighting. 	<p>Warm UP (17 min.):</p> <ul style="list-style-type: none"> • Students will be asked questions about their previous trips; those questions will be in Present Perfect Tense. • Teacher will use the interactive whiteboard to elicit vocabulary from the Upstream A2 book, pages 26 & 27. • Instruction (mini-lesson) (10 min.):
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> • The Holiday Advertisement leaflet. • Grammar exercises from the Textbook. • Journal: Ss will write important things that they have learnt. 	<p>Title: Present Perfect Tense</p> <ul style="list-style-type: none"> • A PPP to explain the rules for Present Perfect Tense. It is based on the Upstream A2 Textbook. • Ss complete the chart that contains usage, auxiliaries, adverbs and formulas related to Present Perfect Tense.
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board, ✓ Papers. ✓ Coloring Markers ✓ A journal (notebook) ✓ Pens or pencils 	<p>Guided Practice (10 min.):</p> <ul style="list-style-type: none"> • Grammar Practice: Upstream A2 Student's Workbook Page 24. • Feedback of these exercises. <p>Class management (3 min.): group work</p> <ul style="list-style-type: none"> • Students will get into groups of four. <p>Extension Activities/ Independent Practice (20 min.)</p> <ul style="list-style-type: none"> • Students will be creating a leaflet containing the information of a town or city.
	<p>Homework: Students will write in their journals the most important things that they have learnt through this experience.</p>
	<p>Reflections:</p>

Works cited:

Beare, Kenneth. "How to Teach the Present Perfect." *About.com English as 2nd Language*. N.p., 2013. Web. 09 Mar. 2013. <http://esl.about.com/od/teaching_tenses/a/How-To-Teach-Present-Perfect.htm>.

APPENDIX G8 – Lesson Plan 6

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

Lesson Plan # 6

Class: First Level	Date:
Unit: 3	CEF Level: A2
Lesson Topic: Festive activities and museum objects	CEF Language use: In creative writing students can write about their environment, living conditions and educational background.
Lesson Aim: To distinguish the difference in meaning and use between the Present Perfect and the Simple Past Tenses through writing a paragraph.	

<p>Learning Outcomes: Students will be able to employ the two different tenses when referring the past forms by writing a descriptive paragraph.</p>	<p>Key Concepts & Content Present Perfect Tense vs. Simple Past Tense. Misconception Alert:</p> <ul style="list-style-type: none"> Distinguishing and using the Present Perfect Tense and the Simple Past Tense by finding out the right adverb. Obtaining the sentence meaning of each of the before mentioned tenses.
<p>Connections to Students' Knowledge, Skills, Experience Students will increase their awareness of the history of their country.</p>	<p>Students' Prior knowledge: Students have already had the revision of a PPP for the Simple Past and Present Perfect Tenses, a PPP vocabulary Unit 3 of the Upstream Textbook and a PPP of the irregular verbs.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> Developing Cultural Understanding. Using Mechanical Techniques. Cooperating with Proficient Users of the New Language. Becoming Aware of Other's Thoughts and Feelings. 	<p>Warm UP (5 min.):</p> <ul style="list-style-type: none"> Students will be asked questions about the Pumapungo Museum, if they have been there, how many rooms it has, etc. Teacher will use a model paragraph from Upstream A2 book, page 20. Instruction (mini-lesson) (10 min.):
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> Paragraph about the visit to the museum. Grammar exercises from the Textbook. Journal: Ss will write the corrected paragraph. 	<p>Title: <u>Present Perfect Tense vs. Simple Past Tense</u></p> <ul style="list-style-type: none"> A PPP to explain the rules for Present Perfect and the Simple Past Tense. Ss complete a comparative chart that contains usage, auxiliaries, and formulas related to both tenses. <p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> Grammar Practice: Upstream A2 Student's Workbook Page 25. Feedback of these exercises. A PPP in "How to write Paragraphs" will be explained in order to apply this theory to the difference of the before mentioned tenses. <p>Class management: individual work.</p> <p>Extension Activities/ Independent Practice (60 min.)</p> <ul style="list-style-type: none"> Students will prepare short individual expositions about different topics that the teacher will provide ahead. In situ, at the Pumapungo Museum students will expose their work.
<p>Materials:</p> <ul style="list-style-type: none"> A projector, A computer, A board, Paper, pencils or pens A journal (notebook) 	<p>Homework: Students will write one paragraph with brief remarks about the visited place and his or her feelings about this experience. Students will write on their journals the corrected paragraph of the visit to the Museum.</p> <p>Reflections:</p>

APPENDIX G9 – Lesson Plan 7



Lesson Plan # 7

Class: First Level	Date:
Unit: 4	CEF Level: A2
Lesson Topic: Weather and Parts of the Body	CEF Language use: Students can write a very simple personal letter.
Lesson Aim: To utilize the Comparative Adjectives when writing a Letter of Advice	

<p>Learning Outcomes: Students will be able to write a letter home to parents using the Comparatives.</p>	<p>Key Concepts & Content Comparative Adjectives Misconception Alert:</p> <ul style="list-style-type: none"> Sometimes the teacher may oversimplify the rule saying that Comparatives are used for only to compare two things, which in reality two or more things can be compared. Students tend to use “more” where it is not needed.
<p>Connections to Students’ Knowledge, Skills, Experience Students will relate the experience of having being sent a letter of misbehavior employing the Comparative Adjectives.</p>	<p>Students’ Prior knowledge: Students have already learnt how to differentiate an adjective from a noun.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> Making Positive Statements. Adjusting or Approximating the Message. Formally Practicing with Sounds and Writing Systems. 	<p>Warm UP (5 min.):</p> <ul style="list-style-type: none"> Teacher will ask how to solve a student’s misbehavior problem. <p>Instruction (mini-lesson) (30 min.): Title: <u>Comparative Adjectives</u></p> <ul style="list-style-type: none"> A PPP to explain the 5 rules for Comparative Adjectives. It is based on the Upstream A2 Textbook. Modeling an example of each case. Ss complete the chart that contains usage and self-produced examples. <p>Class management: Individual work.</p>
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> Students’ excuse letter. Journal: Ss will write their corrected letter. 	<p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> Students will be asked if they have ever had a letter sent home about something they did in school. A PPP will be shown modeling an excuse letter from home about why a certain homework assignment didn’t get done. Ss will be requested to write a letter home to parents reporting misbehavior that relates to the subject they’re studying. Ss will draw upon interesting facts about the subject in their letters. <p>Extension Activities/ Independent Practice (10 min.)</p> <ul style="list-style-type: none"> Students will write in their journals the corrected letter.
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board ✓ A paper ✓ A journal (notebook) ✓ Pens or pencils 	<p>Homework: None</p> <p>Reflections:</p>

Works cited:

Bibliowicz, Morris. "COMPARATIVES." *COMPARATIVES*. City College of San Francisco, n.d. Web. 09

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APPENDIX G10 – Lesson Plan 8

Lesson Plan # 8



Class: First Level	Date:
Unit: 4	CEF Level: A2
Lesson Topic: Seasons, Geographical Terms and Animals.	CEF Language use: Students can write very short, basic descriptions of events, past activities and personal experiences.
Lesson Aim: To illustrate the Superlative Adjectives learning through a paragraph on a Free Topic.	

<p>Learning Outcomes: Students will be capable to select any writing genre and use the Superlatives in their composition.</p> <p>Connections to Students' Knowledge, Skills, Experience Students will connect their Superlatives knowledge at the same time will express their experience on a free topic.</p> <p>Learning Strategies:</p> <ul style="list-style-type: none"> • Selecting the topic. • Take the risks wisely. • Self-Monitoring. • Asking for Correction. <p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> • Students' piece of writing. • Upstream A2 workbook exercises • Journal: Ss will write their corrected piece of writing. <p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board ✓ A paper ✓ A journal (notebook) ✓ Pens or pencils 	<p>Key Concepts & Content Superlative Adjectives</p> <p>Misconception Alert:</p> <ul style="list-style-type: none"> • Students sometimes forget to write "the" before de Superlative Adjective. • Students tend to use "most" or "the best" where it is not needed. • Sometimes when comparing two items Ss tend to use the superlative form. <p>Students' Prior knowledge: Students have already learnt the five rules for Comparative Adjectives and how to differentiate an adjective from a noun.</p> <p>Warm UP (5 min.):</p> <ul style="list-style-type: none"> • Teacher will assess students' attitude towards writing based on a PPP with material provided by Barry Lane. <p>Instruction (mini-lesson) (25 min.): Title: Superlative Adjectives</p> <ul style="list-style-type: none"> • A PPP to explain the 5 rules for Superlative Adjectives. It is based on the Upstream A2 Textbook. Modeling an example of each case. • Ss complete the chart that contains usage and self-produced examples. <p>Class management: Individual work.</p> <p>Guided Practice (25 min.):</p> <ul style="list-style-type: none"> • Students will have to work on the grammar exercises on the Upstream A2 Workbook, pages 32 and 33. • Feedback on those exercises. • An inspiring PPP will be shown. It will have examples of famous writers and their books, and it will end with the explanation of the writing process. • Student's ideas for topics will be written on the board. • Ss will be requested to write nonstop for seven minutes. <p>Extension Activities/ Independent Practice (5 min.)</p> <ul style="list-style-type: none"> • Students will write in their journals the corrected free-topic paragraph. <p>Homework: Students will write on their favorite topic that will include the use of Superlatives.</p> <p>Reflections:</p>
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Works cited:

"Comparatives and Superlatives." *Comparatives and Superlatives*. N.p., 2 July 2001. Web. 09 Mar. 2013.
 Ka Ingrid, TO Shun, Ms. "English Teacher Education on the Net." *Lesson Plan* "Comparatives and Superlatives." ENGLISH TEACHER EDUCATION ON THE NET, 15 June 2009. Web. 03 Mar. 2013.

APPENDIX G11 – Lesson Plan 9

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.



Lesson Plan # 9

Class: First Level	Date:
Unit: 1	CEF Level: A2
Lesson Topic: Types of disasters	CEF Language use: In creative writing Ss can write very short, basic descriptions of events, past activities and personal experiences.
Lesson Aim: To identify how to form and use the Past Continuous through writing a story.	

<p>Learning Outcomes: Students will apply their knowledge of the Past Continuous at the moment or writing a story.</p>	<p>Key Concepts & Content Past Continuous Misconception Alert:</p> <ul style="list-style-type: none"> The use of “was” or “were” depending on the subject. It is normally used to give background information for another more important event which is in the foreground
<p>Connections to Students’ Knowledge, Skills, Experience Students will refer themselves to any movie or story that they have seen or read.</p>	<p>Students’ Prior knowledge: Students are already familiar with the Present Continuous and the Past of the verb to Be; they have already done the revision of vocabulary of Unit 5 of the Upstream Textbook in PPP.</p>
<p>Learning Strategies:</p> <ul style="list-style-type: none"> Placing words in a context. Recombining. 	<p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> The teacher will tell a story and will have her students identify the three acts.
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> Students’ three-act story. Journal: Ss will write their three-act story corrected. 	<p>Instruction (mini-lesson) (10 min.): Title: Past Continuous</p> <ul style="list-style-type: none"> A PPP to explain the rules for the Past Continuous. It is based on the Upstream A2 Textbook. Ss complete the chart that contains usage, auxiliaries, adverbs and formulas related to the Past Continuous management.
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board ✓ A chart of the three-act story ✓ A journal (notebook) ✓ Pens or pencils 	<p>Class management: Group work (4 people) Guided Practice (30 min.):</p> <ul style="list-style-type: none"> Students will listen to the Upstream A2 Student’s book exercise 3, page 46 about dairy entries of what happened during an earthquake. On a PPP the teacher will model a story and explain the three act story. Students will fill a chart containing the three-act story in order to organize theirs. <p>Extension Activities/ Independent Practice (9 min.)</p> <ul style="list-style-type: none"> Students will write in their journals the corrected three-act story.
	<p>Homework: Students will write a three-act story based on the previous given chart.</p>
	<p>Reflections:</p>

Works cited:

"Past Continuous." - *EnglishTenses.com*. N.p., n.d. Web. 09 Mar. 2013.

<http://www.englishtenses.com/tenses/past_continuous>.

Tittanen, Mike. "Doctor Mike's English Center." *Doctor Mikes English Center*. N.p., 14 July 2011. Web. 09 Mar.

2013. <<http://doctormikeenglishcenter.wordpress.com/2011/07/14/the-use-of-the-past-progressive-in-english/>>.

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

APPENDIX G12 – Lesson Plan 10



Lesson Plan # 10

Class: First Level	Date:
Unit: 5	CEF Level: A2
Lesson Topic: Types of disasters	CEF Language use: In creative writing ss can write very short, basic descriptions of events, past activities and personal experiences.
Lesson Aim: To contrast the usage and difference of the Past and Past Continuous Tenses when applying them to a paragraph about a hero.	

<p>Learning Outcomes: Students will demonstrate their knowledge on how to write a paragraph and understand the difference between Past Continuous and Simple Past.</p>	<p>Key Concepts & Content Past Continuous vs. Past Simple Tense Misconception Alert:</p> <ul style="list-style-type: none"> Deciding on which is the main event that interrupted the action that was happening in the past. To understand that the Past Continuous describes a particular moment in time, and not a completed event in the past.
<p>Connections to Students' Knowledge, Skills, Experience Students will recall their previous knowledge about a hero or heroine and link that knowledge with the before mentioned Tenses.</p>	<p>Students' Prior knowledge: Students are already familiar with the Present Continuous, the Past of the verb to Be and the rest of the verbs; they have already done the revision of vocabulary of Unit 5 of the Upstream Textbook in PPP.</p>
<p>Learning Strategies: •Practicing Naturalistically.</p>	<p>Warm UP (5 min.):</p> <ul style="list-style-type: none"> Ask students to find a hero they admire and his/her cause. <p>Instruction (mini-lesson) (15 min.): Title: Past Continuous vs. Simple Past Tense</p> <ul style="list-style-type: none"> A PPP reminding students the rules for the Past Continuous and Simple Past Tenses. It is based on the Upstream A2 Textbook. Ss complete the charts with usage, auxiliaries, and formulas related to both tenses.
<p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> Students' paragraph about a heroine. Upstream A2 Workbook exercises, page 40. Journal: Ss will write their corrected paragraphs. 	<p>Guided Practice (15 min.):</p> <ul style="list-style-type: none"> Grammar Practice: Upstream A2 Student's Workbook page 40. Feedback of these exercises. Listen to "I'm not a hero" Upstream A2 Student's book, Ex. 4, page 51. <p>Class management: individual work Extension Activities/ Independent Practice (15 min.)</p> <ul style="list-style-type: none"> A PPP about definitions and names about different heroes from all over the world. Brainstorm the students' ideas about the topic
<p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board, pens or pencils. ✓ A journal (notebook) 	<p>Homework: Students will write a paragraph about their hero, complete it with a picture. Ss will have to write the corrected paragraph in their journals.</p> <p>Reflections:</p>

Works cited:

Beare, Kenneth. "How to Teach the Past Continuous." *About.com English as 2nd Language*. N.p., 2013. Web. 09 Mar. 2013. <http://esl.about.com/od/teaching_tenses/a/How-To-Teach-Past-Continuous.htm>

Sözgen, Fatma. "Lesson Plan 1." *Lesson Plan 1*. N.p., n.d. Web. 09 Mar. 2013.

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

APPENDIX G13 – Lesson Plan 11

Lesson Plan # 11



Class: First Level	Date:
Unit: 5	CEF Level: A2
Lesson Topic: Parts of the Body and Types of Accidents	CEF Language use: Ss can understand and extract essential information, from short, recorded passages which are delivered slowly and clearly.
Lesson Aim: To experiment with the difference between Mustn't and Can through the creation of a song.	

<p>Learning Outcomes: Students will write a song lyrics using the modals Mustn't and Can.</p> <p>Connections to Students' Knowledge, Skills, Experience Students will connect their feelings when writing the lyrics of a song with the use of Mustn't and Can.</p> <p>Learning Strategies:</p> <ul style="list-style-type: none"> • Using Laughter. • Using a Circumlocution or Synonym. <p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> • Students' song. • Journal: Ss will write their corrected song. • Upstream A2 Workbook exercises. <p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ Speakers ✓ Lyrics of a song ✓ A board ✓ A journal (notebook) ✓ Pens or pencils 	<p>Key Concepts & Content Mustn't and Can</p> <p>Misconception Alert:</p> <ul style="list-style-type: none"> • Forming the interrogative through inversion rather than the use of the auxiliary verb 'do' (so "Can I?" rather than "Do I can?") • Forming the negative by adding 'not' to the modal verb rather than using the auxiliary verb 'do' ('You mustn't' and not 'You don't must') • No -s ending in the third person singular <p>Students' Prior knowledge: Verbs bare form.</p> <p>Warm UP (5 min.):</p> <ul style="list-style-type: none"> • The teacher will provide the lyrics of the song "You're beautiful" by James Blunt and the sound of the music will be the background for the class. <p>Instruction (mini-lesson) (15 min.): Title: Mustn't and Can</p> <ul style="list-style-type: none"> • A PPP to explain the rules for using Modal Auxiliaries. • Ss complete the chart that contains usage and formulas related to Mustn't and Can. <p>Class management: Pair work.</p> <p>Guided Practice (10 min.):</p> <ul style="list-style-type: none"> • Grammar Practice: Upstream A2 Student's Workbook Page 41, Ex. 6. • Feedback of these exercises. <p>Extension Activities/ Independent Practice (20 min.)</p> <ul style="list-style-type: none"> • Ss will listen to the song Ring o' roses from the Upstream A2 book, P. 53 • Ss will write a song based guided on the questions: what is the song about? What happens in the song? Why did you choose the topic for the song? • Ss will be suggested to write three paragraphs: the first one with an introduction telling about the song, the second paragraph will have the body and details and the third paragraph with a short conclusion. <p>Homework: Students will re-write the corrected song in their journals.</p> <p>Reflections:</p>
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Works cited:

Bowen, Tim. "Grammar: Teaching the Modals 'ought To', 'should', 'must' and 'have To'." *Onestopenglish*. N.p., 23 Feb. 2013. Web. 09 Mar. 2013.

"James Blunt - You're Beautiful (Video)." *YouTube*. YouTube, n.d. Web. 10 Mar. 2013. <<http://www.youtube.com/watch?v=oofSnsGkops>>.

Kenneth Ahola, Steven. "Digging Deeper into Songs: A Writing Activity." *Ahola- (for ESL Students)(TESL/TEFL)*. N.p., 2 Feb. 2005. Web. 03 Mar. 2013. <<http://iteslj.org/Lessons/Ahola-Songs.html>>.

APPENDIX G14 – Lesson Plan 12

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.



Lesson Plan # 12

Class: First Level	Date:
Unit: 5	CEF Level: A2
Lesson Topic: Types of Disasters and Accidents.	CEF Language use: Students can write very short, basic descriptions of events, past activities and personal experiences.
Lesson Aim: By the end of the lesson, students will be able to demonstrate correct usage of the Past Perfect by or writing a news report.	

<p>Learning Outcomes: Students will know how to use the Past Perfect which will be practiced on a news report.</p> <p>Connections to Students' Knowledge, Skills, Experience Students will be able to write the news reports as they read in the real lives but practicing the Past Perfect Tense.</p> <p>Learning Strategies:</p> <ul style="list-style-type: none"> Reasoning Deductively. Rewarding Yourself. <p>Evidence of Learning: (Produce of Assessment)</p> <ul style="list-style-type: none"> Students' news report. Journal: Ss will write their personal experiences. Upstream A2 workbook exercises. Extra Practice in the Past Perfect Tense. <p>Materials:</p> <ul style="list-style-type: none"> ✓ A projector, ✓ A computer ✓ A board, pens or pencils. ✓ A journal (notebook) 	<p>Key Concepts & Content Past Perfect Tense</p> <p>Misconception Alert:</p> <ul style="list-style-type: none"> Since this tense is not frequently used and ss tend to forget it. When ss are not sure of the sequence of the events they can be confused. This tense is not frequently used by native speakers.
	<p>Students' Prior knowledge: Students have learnt the Past Perfect verbs and the structure for the Present Perfect tense.</p>
	<p>Warm UP (10 min.):</p> <ul style="list-style-type: none"> The teacher will have her students read the newspaper headings about accidents and disasters in the Upstream A2 Book page 50, Ex. 1.
	<p>Instruction (mini-lesson) (10 min.): Title: Past Perfect Tense</p> <ul style="list-style-type: none"> A PPP to explain the rules for the Past Perfect Tense. It is based on the Upstream A2 Textbook. Ss complete the chart that contains usage, auxiliaries, adverbs and formulas related to the Simple Present Tense management.
	<p>Guided Practice (20 min.):</p> <ul style="list-style-type: none"> Grammar Practice: Upstream A2 Student's Workbook Page 41, Ex 7. A Past Perfect Practice with exercises and feedback of these exercises. <p>Class management (10 min.): group work (3 people)</p> <ul style="list-style-type: none"> Examples of news reports will be shown by the teacher. Students will elicit topics for their news reports. SS start writing their reports. After correcting their reports the teacher will publish them in a board or in a newsletter format by Microsoft.
	<p>Homework: Students will write this experience in their journals.</p>
	<p>Reflections:</p>

Works cited:

Pesce, Claudia. "How to Teach the Past Perfect Tense." *BusyTeacher*. N.p., 5 Nov. 2010. Web. 10 Mar. 2013. <<http://busyteacher.org/3680-past-perfect-tense.html>>.

Richardson, Karen. "Writing: A Class or Company Newsletter." *Onestopenglish*. N.p., 27 July 2012. Web. 27 Feb. 2013. <<http://www.onestopenglish.com/skills/writing/lesson-plans/writing-a-class-or-company-newsletter/156279.article>>.



APPENDIX H1 Rubric for Writing Sentences Simple Present

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING SENTENCES SIMPLE PRESENT		built by (me)
Derived from rubric: RUBRIC FOR WRITING SENTENCES SIMPLE PRESENT		Rubric Code: S9932A
This rubric will be used for grading sentences in Simple Present under an A2 level		Ready to use Public Rubric
Keywords:	Simple Present A2	Directly link to this rubric or embed it on your website:
Categories:	Subjects: English Types: Writing	url: <input type="text" value="http://www.rcampus.com/ru"/>
edit categories		link: <input type="text" value="
Grade Levels:	Undergraduate	embed: <input type="text" value="<iframe src='http://www.rca"/>

Writing Simple Present Sentences					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Grammar 20 % Sentence Structure	Unacceptable 4 or more grammatical errors.	Poor 3 grammatical errors.	Fair 2 grammatical errors.	Good 1 grammatical error.	Excellent 0 grammatical errors.
Subject 20 % Does the sentences contain a subject?	Unacceptable The sentence does not have a subject.	Poor	Fair The sentence has a subject, but it is used or placed incorrectly.	Good	Excellent The sentence has a subject with is used and placed correctly.
Verb 20 % Does the sentence contain a verb and is it used correctly?	Unacceptable The sentence does not have a verb.	Poor	Fair The sentence has a verb, but it is used or placed incorrectly.	Good	Excellent The sentence has a verb which is used and placed correctly.
Complete thought 20 % Does the sentence express a complete thought?	Unacceptable Non sense at all.	Poor The sentence does not complete a thought. It has a lot of errors that causes confusion.	Fair The sentence has a few errors which cause the reader to reread for understanding.	Good The sentence partially expresses a complete thought	Excellent The sentence expresses a complete thought. It is easy to understand.
Spelling 20 % How many words are spelled correctly?	Unacceptable The sentence contains more than 4 misspelled words.	Poor The sentence contains more than 3 misspelled words.	Fair The sentence contains more than 2 misspelled words.	Good The sentence contains 1 misspelled word.	Excellent All words are spelled correctly.



APPENDIX H2 – Rubric for Writing Sentences with There is / are

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING SENTENCES THERE IS OR THERE ARE		built by (me)
Derived from rubric: RUBRIC FOR WRITING SENTENCES SIMPLE PRESENT		Rubric Code: KA555C
This rubric will be used for grading sentences using there is or there are under an A2 level		Ready to use Public Rubric
Keywords:	There is / there are	
Categories:	Subjects: English Types: Writing	
edit categories		
Grade Levels:	Undergraduate	
Directly link to this rubric or embed it on your website:		
url:	http://www.rcampus.com/ru	
link:	<a href='http://www.rcampus.com/ru'	
embed:	<iframe src='http://www.rcampus.com/ru'	

Writing Simple Present Sentences					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Grammar 20 % Sentence Structure	Unacceptable 4 or more grammatical errors.	Poor 3 grammatical errors.	Fair 2 grammatical errors.	Good 1 grammatical error.	Excellent 0 grammatical errors.
Subject 20 % Does the sentences contain a subject?	Unacceptable The sentence does not have a subject.	Poor	Fair The sentence has a subject, but it is used or placed incorrectly.	Good	Excellent The sentence has a subject with is used and placed correctly.
Verb 20 % Does the sentence contain a verb and is it used correctly?	Unacceptable The sentence does not have a verb.	Poor	Fair The sentence has a verb, but it is used or placed incorrectly.	Good	Excellent The sentence has a verb which is used and placed correctly.
Complete thought 20 % Does the sentence express a complete thought?	Unacceptable Non sense at all.	Poor The sentence does not complete a thought. I has a lot of errors that causes confusion.	Fair The sentence has a few errors which cause the reader to reread for understanding.	Good The sentence partially expresses a complete thought	Excellent The sentence expresses a complete thought. It is easy to understand.
Spelling 20 % How many words are spelled correctly?	Unacceptable The sentence contains more than 4 misspelled words.	Poor The sentence contains more than 3 misspelled words.	Fair The sentence contains more than 2 misspelled words.	Good The sentence contains 1 misspelled word.	Excellent All words are spelled correctly.



APPENDIX H3 – Rubric for Writing an E-mail using Present Continuous

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING AN E-MAIL USING PRESENT CONTINUOUS		built by (me)
Derived from rubric: RUBRIC FOR WRITING SENTENCES SIMPLE PRESENT		Rubric Code: R9932B
This rubric will be used for grading e-mails which will mainly be focused on the Present Continuous tense		Ready to use Public Rubric
Keywords:	e-mail Present Continuous A2	Directly link to this rubric or embed it on your website:
Categories:	Subjects: English Types: Writing	url: <input type="text" value="http://www.rcampus.com/ru"/>
edit categories		link: <input type="text" value="
Grade Levels:	Undergraduate	embed: <input type="text" value="<iframe src='http://www.rca"/>

Writing an e-mail					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
e-mail format and organization 20 % How the e-mail was organized.	Unacceptable Did not attempt.	Poor Poorly organized. Uses incorrect English and/or English words throughout	Fair Presentation is somewhat illogical and confusing in places. Many sentences are not level-appropriate. Incorrect use of English vocabulary and expressions.	Good Presentation is generally logical. Uses level-appropriate sentences. Mostly correct use of English vocabulary and expressions.	Excellent Content is well organized. Complete sentences. Correct use of English vocabulary and expressions.
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 4 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 3 grammatical errors.	Fair 2 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1 grammatical error.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)
Present Continuous Usage 20 % Usage of the Present Continuous Tense.	Unacceptable The Present Continuous tense is less than 20% correct and students have managed to incorporate the present progressive to an e-mail writing not in a creative way.	Poor The Present Continuous tense is 40% correct and students have managed to incorporate the present progressive to an e-mail writing in a creative way.	Fair The Present Continuous tense is 60% correct and students have managed to incorporate the present progressive to an e-mail writing in a creative way.	Good The Present Continuous tense is 80 % correct and students have managed to incorporate the present progressive to an e-mail writing in a very creative way.	Excellent The Present Continuous tense is 100% correct and students have managed to incorporate the present progressive to an e-mail writing in a very creative way.
Complete thought 20 % Do the sentences in the e-mail express a complete thought?	Unacceptable Non sense at all.	Poor The e-mail does have complete thoughts. It has a lot of errors that causes confusion.	Fair The e-mail has a few errors which cause the reader to reread for understanding.	Good The e-mail partially expresses a complete thought	Excellent The e-mail expresses a complete thought. It is easy to understand.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The sentence contains more than 7 misspelled words.	Poor The sentence contains 5-6 misspelled words.	Fair The sentence contains 3-4 misspelled words.	Good The e-mail contains 1-2 misspelled word.	Excellent All words are spelled correctly.



APPENDIX H4 – Rubric for Writing Autobiography using Simple Past vs Used to

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING AN AUTOBIOGRAPHY USING SIMPLE PAST & USED		built by (me) Rubric Code: M9964B
Derived from rubric: RUBRIC FOR WRITING A STORY USING PAST CONTINUOUS		
This rubric will be used for grading autobiography which will mainly be focused on the Simple Past Tense and Used to		✔ Ready to use 🌐 Public Rubric
Keywords: Simple Past, Used to, autobiography, A2	Directly link to this rubric or embed it on your website:	
Categories: Subjects: English edit categories Types: Writing	url: <input type="text" value="http://www.rcampus.com/ru"/>	link: <input type="text" value=""/>
Grade Levels: Undergraduate	embed: <input type="text" value="<iframe src='http://www.rcampus.com/ru'>"/>	

Writing an autobiography
 Writing an autobiography focused on the use of the Simple Past and Used to

	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Autobiographformat and organization 20 % How the autobiography was organized.	Unacceptable Paper is illegible and can't be read.	Poor Student has not followed directions for "Format"	Fair Student didn't create a cover with a title, paper is not neatly written in pen or typed per the requirements	Good Student didn't create a cover with a title, paper is neatly written in pen or typed per the requirements	Excellent Student will create a cover with a title. Paper is written neatly in pen or typed (New Times Roman, 12 pt font, single spaced, normal margins) You may decorate title page ONLY!
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)
Past Simple & Used to Usage 20 % Usage of the Past Simple Tense and Used to Tense.	Unacceptable The Past Simple tense and Used to usage is less than 20% correct and students have managed to incorporate the Past Simple & Used to an autobiography writing not in a creative way.	Poor The Past Simple tense and Used to usage is 40% correct and students have managed to incorporate the Past Simple & Used to an autobiography in a creative way.	Fair The Past Simple tense and Used to is 60% correct and students have managed to incorporate the Past Simple & Used to an autobiography writing in a creative way.	Good The Past Simple tense and Used to is 80 % correct and students have managed to incorporate the Past Simple & Used to an autobiography writing in a very creative way.	Excellent The Past Simple tense and Used to is 100% correct and students have managed to incorporate the Past Simple & Used to an autobiography writing in a very creative way.
Content 20 % Do the sentences in the autobiography express a complete thought?	Unacceptable Information included is not related to the project or no attempt was made.	Poor Presenter has minimal details in the presentation of his/her autobiography.	Fair Presenter has included very few details. I learned a few things about the presenter.	Good Presenter has included information about birth, friends, family, hobbies, favorites, school, church. I learned some things about the presentert	Excellent Excellent Presenter has included information about birth, friends, family, hobbies, favorites, school, church. I learned a lot about the presenter.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The sentence contains more	Poor The sentence contains 5-6	Fair The sentence contains 3-4	Good The e-mail contains 1-2	Excellent All words are spelled correctly.



APPENDIX H5 – Rubric for Writing a Leaflet with a Holiday Advert

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

HOLIDAY ADVERT					
Derived from rubric: RUBRIC WRITING PARGRPH VISIT TO MUSEUM PRESNT PERF VS PAST S This rubric will be used for grading a leaflet which will mainly be focused on the Present Perfect Tense.			Rubric Code: X9939A Ready to use Public Rubric		
Keywords: Present Perfect, Holiday leaflet, A2			Directly link to this rubric or embed it on your website:		
Categories: Subjects: English Types: Writing edit categories			url: <input type="text" value="http://www.rcampus.com/ru"/> link: <input type="text" value=" embed: <input type="text" value="<iframe src='http://www.rca"/>		
Grade Levels: Undergraduate					
Writing leaflet Writing a leaflet focused on the use of the Present Perfect Tense.					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Leaflet attractiveness & organization 20 % How the leaflet was organized.	Unacceptable Leaflet looks poor. Writing is sloppy and pictures are scribbled on. Overall the leaflet does not look presentable.	Poor The leaflet’s formatting & organization are confusing to the reader. Much information is missing or is not in the correct area.	Fair Leaflet looks fair. It Has things written or typed. Pictures are present, but not the student’s best work. Overall the brochure is okay	Good Leaflet looks nicely written or typed. Most of the required information is included but may not be in the correct area or may be incomplete.	Excellent The lleaflet has exceptionally attractive formatting & well-organized information. It has a front, inside, and back. All of the required information is included in each section
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)
Present Perfect Tense Usage 20 % Usage of the Present Perfect Tense.	Unacceptable The Present Perfect tense usage is less than 20% correct and students have managed to incorporate the Present Perfect to a holiday advertisement leaflet writing definitely not in a creative way.	Poor The Present Perfect tense usage is 40% correct and students have managed to incorporate the Present Perfect to a holiday advertisement leaflet writing not in a creative way.	Fair The Present Perfect tense is 60% correct and students have managed to incorporate the the Present Perfect to a holiday advertisement leaflet writing somehow in a creative way.	Good The Present Perfect tense is 80 % correct and students have managed to incorporate the the Present Perfect to a holiday advertisement leaflet writing in a creative way.	Excellent The Present Perfect tense is 100% correct and students have managed to incorporate the Present Perfect to a holiday advert writing exercise in a very creative way.
Content 20 % Do the sentences in the holiday advert leaflet express a complete thought?	Unacceptable Information included is not related to the project or no attempt was made.	Poor In your leaflet there is alot of the required information missing. There is little to no accuracy or details included.	Fair Your leaflet has some of the required information is included and complete. The information has little accuracy and details	Good Your leaflet has all the required information is included and complete. The information is accurate and has details.	Excellent Your leaflet has all the required information is included and complete. The information is extremely accurate and has many descriptive details. Included: How do you get there? What are some activities to do? 4-6 facts included.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The leaflet contains more than 7 misspelled words.	Poor The leaflet contains 5-6 misspelled words.	Fair The leaflet contains 3-4 misspelled words.	Good The leaflet contains 1-2 misspelled word.	Excellent All words are spelled correctly.



APPENDIX H6 – Rubric for Writing a Paragraph Museum Visit Present Perfect vs. Simple Past

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

RUBRIC WRITING PARAGRAPH VISIT TO MUSEUM PRESENT PERF VS PAST S <small>Derived from rubric: RUBRIC FOR WRITING AN E-MAIL USING PRESENT CONTINUOUS</small>		Rubric Code: V9938X Ready to use Public Rubric			
This rubric will be used for grading a paragraph which will summarize the visit to the Pumapunto Museum and it will be mainly be focused on the difference between the Present Perfect and the Simple Past tenses.		Directly link to this rubric or embed it on your website:			
Keywords: Present Perfect, Simple Past, Paragraph, A2	url: http://www.rcampus.com/ru				
Categories: Subjects: English Types: Writing <small>edit categories</small>	link: http://www.rcampus.com/ru				
Grade Levels: Undergraduate	embed: <code><iframe src="http://www.rcampus.com/ru" /></code>				
Writing a paragraph <small>Writing a paragraph, visit Pumapungo Museum, it will be focused on the use of the Simple Past and Present Perfect</small>					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Paragraph format and organization 20 % How the paragraph was organized.	Unacceptable Wrote 3 or less sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Poor Wrote 4 sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Fair Wrote 5 or more sentences with 3 or more grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed some of the directions.	Good Wrote 5 or more sentences with no more than 2 grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed most of the directions.	Excellent Wrote 5 or more fluent sentences with no grammar errors (articles, gender agreement, contractions, verb agreement and spelling). Followed all directions.
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)
Present Perfect vs Simple Past 20 % Use & difference between the Past Simple Tense and Used to Tense.	Unacceptable The Past Simple tense and Used to usage is less than 20% correct and students have managed to incorporate the Present Perfect vs Past Simple in a paragraph about the visit to the museum not in a creative way.	Poor The Past Simple tense and Used to usage is 40% correct and students have managed to incorporate Present Perfect vs Past Simple in a paragraph in a creative way.	Fair The Past Simple tense and Used to is 60% correct and students have managed to incorporate Present Perfect vs Past Simple in a paragraph in a creative way.	Good The Past Simple tense and Used to is 80% correct and students have managed to incorporate Present Perfect vs Past Simple in a paragraph in a very creative way.	Excellent The Past Simple tense and Used to is 100% correct and students have managed to incorporate Present Perfect vs Past Simple in a paragraph in a very creative way.
Content 20 % Do the sentences in the paragraph express a complete thought?	Unacceptable There was no connection with the student's ideas with the visit to the museum, and there was no reason stating why he or she wrote the paragraph.	Poor Presenter has minimal details in the presentation of his/her paragraph.	Fair Presenter has included very few details, There was little connection with the visit of the museum and what the student writes. I learned a few things about the presenter.	Good Presenter has included detailed information about the visit to the museum. I learned some things about the presenter	Excellent There was a connection between the visit to the museum and the student's ideas. There was supporting evidence explaining reasons for their choice.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The paragraph contains more than 7 misspelled words.	Poor The paragraph contains 5-6 misspelled words.	Fair The paragraph contains 3-4 misspelled words.	Good The paragraph contains 1-2 misspelled words.	Excellent All words are spelled correctly.



APPENDIX H7 – Rubric for Writing a Letter using Comparatives

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

<p>COMPARATIV</p> <p>Derived from rubric: RUBRIC FOR WRITING A STORY USING PAST CONTINUOUS</p> <p>This rubric will be used for grading a letter of advice. It will mainly be focused on the usage of the Comparative Adjectives</p>		<p>Rubric Code: T993BC</p> <p>✓ Ready to use Public Rubric</p> <p>Directly link to this rubric or embed it on your website: </p> <p>url: <input type="text" value="http://www.rcampus.com/ru"/></p> <p>link: <input type="text" value="</p> <p>embed: <input type="text" value="<iframe src='http://www.rca"/></p>			
<p>Keywords: Comparatives, Letter of Advice, A2</p>					
<p>Categories: Subjects: English Types: Writing</p> <p>edit categories</p>					
<p>Grade Levels: Undergraduate</p>					
<p>Writing a letter of advice Writing a letter of advice which will be focused on the use of the Comparative Adjectives</p> <p style="text-align: right;"> Powered by iRubric™</p>					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
<p>Letter of advice organization 20 % How the letter of advice was organized.</p>	<p>Unacceptable</p> <p>The letter is illegible and can't be read.</p>	<p>Poor</p> <p>Only some of the parts of a friendly letter are present.</p>	<p>Fair</p> <p>All of the parts are present but only some are written correctly.</p>	<p>Good</p> <p>All of the parts of a friendly letter are present and most are written correctly.</p>	<p>Excellent</p> <p>Date, salutation, body, closing are present and written correctly (commas, capital letters, placement).</p>
<p>Grammar 20 % Sentence Structure: Subject - Verb Agreement</p>	<p>Unacceptable</p> <p>6 or more grammatical errors. (Sentences do not have a subject and or verb, not a right structure)</p>	<p>Poor</p> <p>4-5 grammatical errors.</p>	<p>Fair</p> <p>2-3 grammatical errors. (Sentences have a subject /verb, but they are used or placed incorrectly, incorrect structure)</p>	<p>Good</p> <p>1-2 grammatical errors.</p>	<p>Excellent</p> <p>0 grammatical errors. (Sentences have a subject and a verb. Right structure.They are used and placed correctly)</p>
<p>Comparative Adjectives Usage 20 % Usage of the Comparative Adjectives.</p>	<p>Unacceptable</p> <p>The Comparative Adjectives usage is less than 20% correct and students have managed to incorporate the Comparative Adjectives to an letter of advice not in a creative way.</p>	<p>Poor</p> <p>The Comparative Adjectives usage is 40% correct and students have managed to incorporate the Comparative Adjectives to a letter of advice in a creative way.</p>	<p>Fair</p> <p>The Comparative Adjectives is 60% correct and students have managed to incorporate the Comparative Adjectives to a letter of advice in a creative way.</p>	<p>Good</p> <p>The Comparative Adjectives is 80 % correct and students have managed to incorporate the Comparative Adjectives to a letter of advice in a very creative way.</p>	<p>Excellent</p> <p>The Comparative Adjectives is 100% correct and students have managed to incorporate the Comparative Adjectives to a letter of advice in a very creative way.</p>
<p>Content 20 % Do the sentences in the letter of advice express a complete thought?</p>	<p>Unacceptable</p> <p>Letter includes only a personal connection or one piece of advice.Information included is not related to the project or no attempt was made.</p>	<p>Poor</p> <p>Student does not display any understanding of the meaning behind the writing assignment. Few details are used. Letter has less than 3 or more than 5 sentences.</p>	<p>Fair</p> <p>Student's writing reflects a basic understanding of the assignment and/or minimal effort in completing the task, using limited ideas and repetition of ideas and details. Letter has less than 4 or more than 10 sentences.</p>	<p>Good</p> <p>Student understands assignment and works to write a meaningful advice letter. Although writing may wander off topic and/or need more details. Letter has 5-7 sentences.</p>	<p>Excellent</p> <p>Student understands assignment and writes meaningful advice using strong details. Letter has 8-10 sentences.</p>
<p>Spelling /Vocabulary 20 % How many words are spelled correctly?</p>	<p>Unacceptable</p> <p>The letter of advice contains more than 7 misspelled words.</p>	<p>Poor</p> <p>The letter of advice contains 5-6 misspelled words.</p>	<p>Fair</p> <p>The letter of advice contains 3-4 misspelled words.</p>	<p>Good</p> <p>The letter of advice contains 1-2 misspelled word.</p>	<p>Excellent</p> <p>All words are spelled correctly.</p>



Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

APPENDIX H8 – Rubric for Writing a Free-Topic Paragraph using Superlatives

RUBRIC FOR WRITING A FREE-TOPIC PARAGRAPH W/SUPERLATIVES <small>Derived from rubric: RUBRIC FOR WRITING A LETTER USING COMPARATIVES</small>		<small>built by (me) Rubric Code: W99443</small>			
This rubric will be used for grading a free-topic paragraph. It will mainly be focused on the usage of the Superlative Adjectives		✓ Ready to use Public Rubric			
Keywords: superlatives, Free Topic Paragraph, A2		Directly link to this rubric or embed it on your website:			
Categories: Subjects: English Types: Writing <small>edit categories</small>		url: http://www.rcampus.com/ru			
Grade Levels: Undergraduate		link: <a href='http://www.rcampus.com/ru'			
		embed: <iframe src='http://www.rcampus.com/ru'			
Writing a free-topic paragraph writing a paragraph with a free topic which will be focused on the use of the Superlative Adjectives					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Free topic paragraph organization 20 % How the paragraph is organized.	Unacceptable Wrote 3 or less sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Poor Wrote 4 sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Fair Wrote 5 or more sentences with 3 or more grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed some of the directions.	Good Wrote 5 or more sentences with no more than 2 grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed most of the directions.	Excellent Wrote 5 or more fluent sentences with no grammar errors (articles, gender agreement, contractions, verb agreement and spelling). Followed all directions.
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (Sentences do not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (Sentences have a subject /verb, but they are used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (Sentences have a subject and a verb. Right structure.They are used and placed correctly)
Superlative Adjectives Usage 20 % Usage of the Superlative Adjectives.	Unacceptable The Superlative Adjectives usage is less than 20% correct and students have managed to incorporate the Superlative Adjectives to a free-topic paragraph not in a creative way.	Poor The Superlative Adjectives usage is 40% correct and students have managed to incorporate the Superlative Adjectives to a free-topic paragraph in a creative way.	Fair The Superlative Adjectives is 60% correct and students have managed to incorporate the Superlative Adjectives to a free-topic paragraph in a creative way.	Good The Superlative Adjectives is 80 % correct and students have managed to incorporate the Superlative Adjectives to a free-topic paragraph in a very creative way.	Excellent The Superlative Adjectives is 100% correct and students have managed to incorporate the Superlative Adjectives to a free-topic paragraph in a very creative way.
Content /Creativity 20 % Do the sentences in the free-topic paragraph express a complete thought?	Unacceptable There was no connection with the student's ideas with the visit to the topic of the paragraph and there was no reason stating why he or she wrote the paragraph.	Poor Presenter has minimal details in the presentation of his/her paragraph.Student does not display any understanding of the meaning behind the writing assignment. It has less than 3 or more than 10 sentences.	Fair Student's writing reflects a basic understanding of the assignment and/or minimal effort in completing the task, using limited ideas or repetition of ideas and details. The paragraph has less than 4 or more than 10 sentences.	Good Presenter has included detailed information about the chose free topic. I learned some things about the presenter. Paragraph has 5-7 sentences.	Excellent Extends a novel or unique idea, question, format, or product.There was a connection between the cited free-topic and the student's ideas. There was supporting evidence explaining reasons for his/her choice.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The paragraph contains more than 7 misspelled words.	Poor The paragraphcontains 5-6 misspelled words.	Fair The paragraph contains 3-4 misspelled words.	Good The paragraph contains 1-2 misspelled word.	Excellent All words are spelled correctly.



APPENDIX H9 – Rubric for Writing a Story Using Past Continuous

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

CONTINUOUS		Rubric Code: F993B2			
Derived from rubric: RUBRIC WRITING PARGRPH VISIT TO MUSEUM PRESENT PERF VS PAST S This rubric will be used for grading a story which will mainly be focused on the Past Continuous		Ready to use Public Rubric			
Keywords: Past Continuous, three-act story, A2	Directly link to this rubric or embed it on your website:				
Categories: Subjects: English Types: Writing edit categories	url: <input type="text" value="http://www.rcampus.com/ru"/> link: <input type="text" value=" embed: <input type="text" value="<iframe src='http://www.rca"/>				
Grade Levels: Undergraduate					
Writing a three-act story Writing a three-act story focusing on the use of the Past Continuous					
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Three-story format and organization 20 % How the three-story was organized.	Unacceptable Paper is illegible and can't be read.	Poor Story does not have beginning, middle or end. Poorly organized lacking all structure	Fair The story is not well organized. Most events do not occur in sequential order. Many aspects of the beginning, middle, and/or end are missing.	Good The story is pretty well organized. Most events occur in sequential order. Some aspects of beginning, middle, and/or end are not as developed as they could be	Excellent The story is very well organized. The plot events are arranged in sequential order. The beginning, middle, and end are clearly developed.
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)
Past Continuous Usage 20 % Usage of the Past Continuous.	Unacceptable The Past Continuous usage is less than 20% correct and students have managed to incorporate the Past Continuous to a three-act story not in a creative way.	Poor The Past Continuous usage is 40% correct and students have managed to incorporate the Past Continuous to a three-act story in a creative way.	Fair The Past Continuous is 60% correct and students have managed to incorporate the Past Continuous to a three-act story in a creative way.	Good The Past Continuous is 80 % correct and students have managed to incorporate the Past Continuous to a three-act story in a very creative way.	Excellent The Past Continuous is 100% correct and students have managed to incorporate the Past Continuous to a three-act story in a very creative way.
Content /Creativity 20 % Do the sentences in the three-act story express a complete thought?	Unacceptable Student fails to meet minimum objectives.	Poor Project lacks original thought. The story isn't developed enough and seems rushed or unfinished	Fair Writing shows little evidence of student thinking and creativity. Few story events are new and original. Few creative approaches to identify character, setting, and plot are evident.	Good Writing shows some evidence of student thinking and creativity. Most story events are new and original. Some creative approaches to identify characters, setting, and plot are evident.	Excellent Writing shows evidence of student thinking and creativity. The story is new and original and well thought out. A creative approach to identify characters, setting, and plot events are evident.
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The story contains more than 7 misspelled words.	Poor The story contains 5-6 misspelled words.	Fair The story contains 3-4 misspelled words.	Good The story contains 1-2 misspelled word.	Excellent All words are spelled correctly.



Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

APPENDIX H10 – Rubric for Writing a Paragraph about a Hero using Past Continuous and Past Simple

RUBRIC WRITING PARGRP ABOUT HERO W/PAST CONTIN & PAST SIMPLE built by (me) Rubric Code: Y99652																																					
Derived from rubric: RUBRIC WRITING PARGRP VISIT TO MUSEUM PRESENT PERF VS PAST S																																					
This rubric will be used for grading a paragraph about a student's favorite hero focusing on the use of the Simple Past and the Past Continuous.																																					
Keywords: Past Continuous, Simple Past, Paragraph, hero, A2																																					
Categories: Subjects: English edit categories Types: Writing																																					
Grade Levels: Undergraduate																																					
Directly link to this rubric or embed it on your website:																																					
url: <input type="text" value="http://www.rcampus.com/ru"/>																																					
link: <input type="text" value="																																					
embed: <input type="text" value="<iframe src='http://www.rca"/>																																					
Writing a paragraph Writing a paragraph about a hero, it will be focused on the use of the Simple Past and Past Continuous.																																					
	<table border="1"> <thead> <tr> <th></th> <th>Unacceptable 1 pts</th> <th>Poor 2 pts</th> <th>Fair 3 pts</th> <th>Good 4 pts</th> <th>Excellent 5 pts</th> </tr> </thead> <tbody> <tr> <td> Paragraph format and organization 20 % How the paragraph was organized. </td> <td> Unacceptable Wrote 3 or less sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions. </td> <td> Poor Wrote 4 sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions. </td> <td> Fair Wrote 5 or more sentences with 3 or more grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed some of the directions. </td> <td> Good Wrote 5 or more sentences with no more than 2 grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed most of the directions. </td> <td> Excellent Wrote 5 or more fluent sentences with no grammar errors (articles, gender agreement, contractions, verb agreement and spelling). Followed all directions. </td> </tr> <tr> <td> Grammar 20 % Sentence Structure: Subject - Verb Agreement </td> <td> Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure) </td> <td> Poor 4-5 grammatical errors. </td> <td> Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure) </td> <td> Good 1-2 grammatical errors. </td> <td> Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly) </td> </tr> <tr> <td> Past Simple & Past Continuous Usage 20 % Use & difference between the Past Simple Tense and Past Continuous. </td> <td> Unacceptable The Past Simple tense and Past Continuous usage is less than 20% correct and students have not managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way. </td> <td> Poor The Past Simple tense and Past Continuous usage is 40% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way. </td> <td> Fair The Past Simple tense and Past Continuous is 60% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way. </td> <td> Good The Past Simple tense and Past Continuous is 80 % correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way. </td> <td> Excellent The Past Simple tense and Past Continuous is 100% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way. </td> </tr> <tr> <td> Content 20 % Do the sentences in the paragraph express a complete thought? </td> <td> Unacceptable There was no connection with the student's ideas with his/her chosen hero, and there was no reason stating why he or she wrote the paragraph. </td> <td> Poor Presenter has minimal details in the presentation of his/her paragraph. </td> <td> Fair Presenter has included very few details, There was little connection with his/her chosen hero and what the student writes. I learned a few things about the hero. </td> <td> Good Presenter has included detailed information about the visit to the museum. I learned some things about the heroe. </td> <td> Excellent There was a connection between his/her chosen hero and the student's ideas. There was supporting evidence explaining reasons for their choice. </td> </tr> <tr> <td> Spelling /Vocabulary 20 % How many words are spelled correctly? </td> <td> Unacceptable The paragraph contains more than 7 misspelled words. </td> <td> Poor The paragraph contains 5-6 misspelled words. </td> <td> Fair The paragraph contains 3-4 misspelled words. </td> <td> Good The paragraph contains 1-2 misspelled words. </td> <td> Excellent All words are spelled correctly. </td> </tr> </tbody> </table>		Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts	Paragraph format and organization 20 % How the paragraph was organized.	Unacceptable Wrote 3 or less sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Poor Wrote 4 sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Fair Wrote 5 or more sentences with 3 or more grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed some of the directions.	Good Wrote 5 or more sentences with no more than 2 grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed most of the directions.	Excellent Wrote 5 or more fluent sentences with no grammar errors (articles, gender agreement, contractions, verb agreement and spelling). Followed all directions.	Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)	Past Simple & Past Continuous Usage 20 % Use & difference between the Past Simple Tense and Past Continuous.	Unacceptable The Past Simple tense and Past Continuous usage is less than 20% correct and students have not managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Poor The Past Simple tense and Past Continuous usage is 40% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Fair The Past Simple tense and Past Continuous is 60% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Good The Past Simple tense and Past Continuous is 80 % correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way.	Excellent The Past Simple tense and Past Continuous is 100% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way.	Content 20 % Do the sentences in the paragraph express a complete thought?	Unacceptable There was no connection with the student's ideas with his/her chosen hero, and there was no reason stating why he or she wrote the paragraph.	Poor Presenter has minimal details in the presentation of his/her paragraph.	Fair Presenter has included very few details, There was little connection with his/her chosen hero and what the student writes. I learned a few things about the hero.	Good Presenter has included detailed information about the visit to the museum. I learned some things about the heroe.	Excellent There was a connection between his/her chosen hero and the student's ideas. There was supporting evidence explaining reasons for their choice.	Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The paragraph contains more than 7 misspelled words.	Poor The paragraph contains 5-6 misspelled words.	Fair The paragraph contains 3-4 misspelled words.	Good The paragraph contains 1-2 misspelled words.	Excellent All words are spelled correctly.
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts																																
Paragraph format and organization 20 % How the paragraph was organized.	Unacceptable Wrote 3 or less sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Poor Wrote 4 sentences with many grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Did not follow directions.	Fair Wrote 5 or more sentences with 3 or more grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed some of the directions.	Good Wrote 5 or more sentences with no more than 2 grammatical errors (articles, gender agreement, contractions, verb agreement and spelling). Followed most of the directions.	Excellent Wrote 5 or more fluent sentences with no grammar errors (articles, gender agreement, contractions, verb agreement and spelling). Followed all directions.																																
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)																																
Past Simple & Past Continuous Usage 20 % Use & difference between the Past Simple Tense and Past Continuous.	Unacceptable The Past Simple tense and Past Continuous usage is less than 20% correct and students have not managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Poor The Past Simple tense and Past Continuous usage is 40% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Fair The Past Simple tense and Past Continuous is 60% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a creative way.	Good The Past Simple tense and Past Continuous is 80 % correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way.	Excellent The Past Simple tense and Past Continuous is 100% correct and students have managed to incorporate the Past Simple & Past Continuous to a paragraph in a very creative way.																																
Content 20 % Do the sentences in the paragraph express a complete thought?	Unacceptable There was no connection with the student's ideas with his/her chosen hero, and there was no reason stating why he or she wrote the paragraph.	Poor Presenter has minimal details in the presentation of his/her paragraph.	Fair Presenter has included very few details, There was little connection with his/her chosen hero and what the student writes. I learned a few things about the hero.	Good Presenter has included detailed information about the visit to the museum. I learned some things about the heroe.	Excellent There was a connection between his/her chosen hero and the student's ideas. There was supporting evidence explaining reasons for their choice.																																
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The paragraph contains more than 7 misspelled words.	Poor The paragraph contains 5-6 misspelled words.	Fair The paragraph contains 3-4 misspelled words.	Good The paragraph contains 1-2 misspelled words.	Excellent All words are spelled correctly.																																



APPENDIX H11 – Rubric for Writing a Song using Mustn't and Can

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING A SONG USING MUSTN'T AND CAN <small>Derived from rubric: RUBRIC FOR WRITING AN AUTOBIOGRAPHY USING SIMPLE PAST & USED</small>		<small>built by (me) Rubric Code: J9965X</small>				
This rubric will be used for grading a song which will mainly be focused on Mustn't and Can		✓ Ready to use Public Rubric				
Keywords: Mustn't, Can, song, A2	Directly link to this rubric or embed it on your website:					
Categories: Subjects: English Types: Writing edit categories	url: <input type="text" value="http://www.rcampus.com/ru"/>					
Grade Levels: Undergraduate	link: <input type="text" value="					
		embed: <input type="text" value="<iframe src='http://www.rca"/>				
Writing an song Writing a song focused on the use of Mustn't and Can.						
	Unacceptable 1 pts	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts	
Song format and organization 20 % How the song was organized.	Unacceptable Song not presented to class or presented in a manner that did not allow audience to understand words.	Poor Song read to class but not sung or presented creatively.The song has a very basic flow.	Fair Followed the pattern of the song somewha. Words can be understood by audience.	Good Followed the pattern of a song closely. Most words can be understood by audience.	Excellent Followed the pattern of an original song perfectly.	
Grammar 20 % Sentence Structure: Subject - Verb Agreement	Unacceptable 6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)	Poor 4-5 grammatical errors.	Fair 2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)	Good 1-2 grammatical errors.	Excellent 0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)	
Mustn't & Can usage 20 % Usage of Mustn't and Can.	Unacceptable The Mustn't and Can. usage is less than 20% correct and students have not managed to incorporate Mustn't and Can to a song in a creative way.	Poor The Mustn't and Can usage is 40% correct and students have managed to incorporate Mustn't and Can to a song in a creative way.	Fair Mustn't and Can are 60% correct and students have managed to incorporate Mustn't and Can to a song in a creative way.	Good Mustn't and Can are 80 % correct and students have managed to incorporate Mustn't and Can to a song in a very creative way.	Excellent Mustn't and Can are 100% correct and students have managed to incorporate Mustn't and Can to a song in a very creative way.	
Content /Creativity 20 % Do the sentences in the song express a complete thought?	Unacceptable No creative thinking by the author. Copied paper or copied from another person, book or other written, spoken or taped work.	Poor The song composed is not very original. Words are incomprehensible and do not make sense. The words do not describe the assignment.	Fair The song composed is not very original, but there are some elements that are not excellent.	Good The student composed an original song but there are some elements that are not excellent.	Excellent The student composed an original song with a clear theme. Words correctly describe the process completely and thoroughly without any mistakes in a unique manner.	
Spelling /Vocabulary 20 % How many words are spelled correctly?	Unacceptable The song contains more than 7 misspelled words.	Poor The song contains 5-6 misspelled words.	Fair The song contains 3-4 misspelled words.	Good The song contains 1-2 misspelled word.	Excellent All words are spelled correctly.	



APPENDIX H12 – Rubric for Writing a News Report using Past Perfect

Data provided here were merely used as database for this master’s thesis research. Thanks for your comprehension.

RUBRIC FOR WRITING A NEWS REPORT USING PAST PERFECT <small>Derived from rubric: RUBRIC FOR WRITING AN AUTOBIOGRAPHY USING SIMPLE PAST & USED</small>		<small>built by (me)</small> <small>Rubric Code: N99668</small>			
<small>This rubric will be used for grading a news report which will mainly be focused on the Past Perfect Tense</small>		<small>✓ Ready to use</small> <small>Public Rubric</small>			
<small>Keywords:</small>	<small>Past Perfect, News Report, A2</small>				
<small>Categories:</small> <small>edit categories</small>	<small>Subjects: English</small> <small>Types: Writing</small>				
<small>Grade Levels:</small>	<small>Undergraduate</small>				
<small>Writing a news report</small> <small>Writing a news report focused on the use of the Past Perfect Tense</small>		<small>Powered by</small> 			
	Unacceptable <small>1 pts</small>	Poor <small>2 pts</small>	Fair <small>3 pts</small>	Good <small>4 pts</small>	Excellent <small>5 pts</small>
News report format and organization <small>20 % How the news report was organized.</small>	Unacceptable <small>Presentation jumps among random topics. Main points are unclear.</small>	Poor <small>Contains numerous errors and little if any attention given to sequence or organization of a news report.</small>	Fair <small>Contains some errors with small problems pertaining to sequence and organization of a news report</small>	Good <small>The report has few errors and has a strong sequence and organization of a news report</small>	Excellent <small>The report has no errors, is well proof-read and exhibits the proper sequence and organization of a news report.</small>
Grammar <small>20 % Sentence Structure: Subject - Verb Agreement</small>	Unacceptable <small>6 or more grammatical errors. (The sentence does not have a subject and or verb, not a right structure)</small>	Poor <small>4-5 grammatical errors.</small>	Fair <small>2-3 grammatical errors. (The sentence has a subject /verb, but it is used or placed incorrectly, incorrect structure)</small>	Good <small>1-2 grammatical errors.</small>	Excellent <small>0 grammatical errors. (The sentence has a subject and a verb. Right structure.They are used and placed correctly)</small>
Past Perfect Usage <small>20 % Usage of the Past Perfect Tense.</small>	Unacceptable <small>The Past Perfect tense usage is less than 20% correct and students have not managed to incorporate the Past Perfect tense to a news report in a creative way.</small>	Poor <small>The Past Perfect tense usage is 40% correct and students have managed to incorporate the Past Perfect tense to a news report in a creative way.</small>	Fair <small>The Past Perfect tense is 60% correct and students have managed to incorporate the Past Perfect tense to a news report in a creative way.</small>	Good <small>The Past Perfect tense is 80 % correct and students have managed to incorporate the Past Perfect tense to a news report in a very creative way.</small>	Excellent <small>The Past Perfect tense is 100% correct and students have managed to incorporate the Past Perfect tense to a news report in a very creative way.</small>
Content /Creativity <small>20 % Do the sentences in the news report express a complete thought?</small>	Unacceptable <small>The student's article did not draw in their readers and did not leave them wanting more they also did not present their information in an interesting way. Lacks key details from the story.</small>	Poor <small>The student's article is interesting, they drew their readers in but they did not leave them wanting more.</small>	Fair <small>Evidence from the news report used during the presentation is largely based on assumption.</small>	Good <small>Evidence from the news report is presented but is not clearly separated from assumptions.</small>	Excellent <small>The student put great effort into make their article interesting, they drew their readers in and presented it in a way that will leave their readers wanting to read more of their work</small>
Spelling /Vocabulary <small>20 % How many words are spelled correctly?</small>	Unacceptable <small>The news report contains more than 7 misspelled words.</small>	Poor <small>The news report contains 5-6 misspelled words.</small>	Fair <small>The news report contains 3-4 misspelled words.</small>	Good <small>The news report contains 1-2 misspelled word.</small>	Excellent <small>All words are spelled correctly.</small>



APPENDIX I Tests Applied through the Treatment (Simple Present Test – Sentences – Lesson#1)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

SIMPLE PRESENT QUIZ
EXPERIMENTAL GROUP

Name: Tatiana Gonzalez Alvarez Date: March 25th, 2013

A. Choose the correct answer.

1. ___ you like to play soccer?
a. Does
b. Do ✓
c. Is
d. Are

2. Gabriela ___ like to watch T.V.
a. doesn't ✓
b. don't
c. isn't
d. aren't

3. John is upset because he has a lot of homework and he ___ like to do homework.
a. isn't
b. aren't
c. do ✓
d. doesn't ✓

4. Armando and Juan ___ like to play tennis.
a. do
b. doing ✓
c. does
d. don't ✓

5. ___ Ms. Smith a teacher?
a. Are
b. Is ✓
c. Does she be
d. Do she be

6. ___ Oscar know how to speak Spanish?
a. Do
b. Is
c. Are ✓
d. Does ✓

7. Where ___ the bathroom?
a. does be
b. is being
c. is ✓
d. does

8. How ___ you like the food in the U.S.?
a. does
b. is ✓
c. are
d. do ✓

9. ___ you study English a lot?
a. Does
b. Are
c. Do ✓
d. Is

10. I know how to speak Spanish, but I ___ know how to speak French.
a. aren't
b. isn't
c. don't ✓
d. doesn't

B. Write 5 sentences in Simple Present using Adverbs of Frequency

CRITERIA FOR WRITING 6 SENTENCES (SIMPLE PRESENT)

	Unacceptable	Poor	Fair	Good	Excellent
Grammar					✓
Subject					✓
Verb					✓
thought					✓
Spelling					✓
TOTAL POINTS					

100%

usually ✓
with her friends ✓
in high school ✓
with her father ✓



APPENDIX I2- Tests Applied through the Treatment (There is / are Test – Sentences – Lesson#2)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

100

THERE IS / THERE ARE QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Date: March 28th, 2013

A. Circle the correct option:

- 1) a lamp in the room.
 - a. There is
 - b. There are
 - c. Is there
 - d. Are there
- 2) a man in the garden?
 - a. Is there
 - b. Are there
 - c. There is
 - d. There are
- 3) many glasses here.
 - a. There are
 - b. Is there
 - c. There is
 - d. Are there
- 4) two tables in the room?
 - a. Is there
 - b. Are there
 - c. There is
 - d. There are
- 5) ?
- 6) "Is there much tea in the cup?" "No, there much."
 - a. isn't
 - b. is
 - c. aren't
 - d. are
- 7) many boys and girls in the park.
 - a. Is there
 - b. There are
 - c. There is
 - d. Are there
- 8) "Are there many animals in the house?" "No, only one"
 - a. there isn't
 - b. there are
 - c. there is
 - d. aren't
- 9) "Are there many windows in the house?" "Yes, many."
 - a. there are
 - b. there is
 - c. is there
 - d. are there
- 10) two little trees in the garden.
 - a. Are there
 - b. There is
 - c. There are
 - d. Is there

RUBRIC FOR WRITING 10 SENTENCES (THERE IS / ARE)

	Unacceptable	Poor	Fair	Good	Excellent
Grammar					/
Subject					/
Verb					/
Complete thought				X	
Spelling					

TOTAL POINTS

af %

is / are with things you find in your class.

able ✓

from the students ✓



APPENDIX I3- Tests Applied through the Treatment (Present Continuous Test – E-mail – Lesson#3)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

EXPERIMENTAL GROUP

Name: Tatiana Gonzalez Alvarez Date: April 19th, 2013

A. Circle the correct option:

- 1. He _____ a test.
 - a. is writeing
 - b. am writeing
 - c. is writing
 - d. am writing
- 2. She _____ coffee.
 - a. am drinking
 - b. is reading
 - c. am reading
 - d. is drinking
- 3. We _____ English.
 - a. am walking
 - b. are walking
 - c. are learning
 - d. am learning
- 4. You _____ a book.
 - a. are reading
 - b. are eating
 - c. is reading
 - d. is eating
- 5. They _____ the car.
 - a. are driving
 - b. are driveing
 - c. is driving
 - d. is driveing
- 6. He _____ a cake.
 - a. is baking
 - b. am baking
 - c. am bakeing
 - d. is bakeing
- 7. She _____ in the garden.
 - a. am travelling
 - b. is travelling
 - c. am working
 - d. is working
- 8. We _____ at the photo.
 - a. are walking
 - b. are looking
 - c. am looking
 - d. am waiking
- 9. You _____ for a bus.
 - a. are waiting
 - b. is eating
 - c. are eating
 - d. is waiting
- 10. They _____ a horse.
 - a. are riding
 - b. is riding
 - c. is rideing
 - d. are rideing

100
100

B. Write an e-mail about the activities that you are going to do this coming weekend

Untitled Message - Windows Internet Explorer provided by Technology Solutions Group, LTD

https://outlook.com

RUBRIC FOR WRITING AN E-MAIL (PRESENT CONTINUOUS)

	Unacceptable	Poor	Fair	Good	Excellent
E-mail format		<input checked="" type="checkbox"/>			
sentence structure				<input checked="" type="checkbox"/>	
Present Continuous					<input checked="" type="checkbox"/>
Complete thought					<input checked="" type="checkbox"/>
Spelling /Vocabulary					<input checked="" type="checkbox"/>
TOTAL POINTS					84 %

8/2
 cousin in the Sunday.
 use with my mother.
 going to buy avice

Internet 100%



APPENDIX I4- Tests Applied through the Treatment (S. Past vs. Used to – Autobiography – Lesson#4)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

USED TO vs SIMPLE PAST QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Alvarez Date: May 3rd, 2013

A. Circle the correct option "A" or "B":

1) I _____ last night

A. used to drink

B. drank

2) I _____ smoke when I was a child.

A. didn't use to

B. didn't used to

3) Ana Guevara _____ in Europe four years ago.

A. ran

B. used to run

4) I _____ my homework yesterday.

A. did

B. used to do

5) _____ drink?

A. Did you used to

B. Did you use to

6) I _____ dolls when I was a child.

A. used to play

B. played

7) He _____ piano lessons, but now he plays soccer.

A. used to study

B. studied

8) _____ drink?

A. Did you used to

B. Did you use to

9) My friend Mary _____, but now she does.

A. didn't use to smoke

B. didn't smoke

10) I _____ tacos this afternoon.

A. ate

B. used to eat

90
100

B. Write your autobiography in one paragraph (80-100 words)

My name is Tatiana González, I ^{was} born in Cuenca, in May 04, 1994. I grew up in a family of love, responsibility and honesty. When I ~~was~~ ^{was} 5 years I went to the garden that ^{was} called "Hernan Malo", after Ties de Noviembre School and I graduated in the Herlinda Total High School. Now I study in ^{the} Azuay university. I like sports, like soccer and basket. I play this sports in the weekend with my family.

RUBRIC FOR WRITING AN AUTOBIOG. (S.PAST vs USED TO)

	Unacceptable	Poor	Fair	Good	Excellent
Autobiography format					<input checked="" type="checkbox"/>
Grammar				<input checked="" type="checkbox"/>	
S. Past vs Used to	<input checked="" type="checkbox"/>				
Content				<input checked="" type="checkbox"/>	
Spelling /Vocabulary			<input checked="" type="checkbox"/>		

TOTAL POINTS

68 %

k cited

2 Workbook. Fourth ed. Newbury: Express, 2005. 17. Print.



APPENDIX I5- Tests Applied through the Treatment (Present Perfect – Hollyday Ad – Lesson#5)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

PRESENT PERFECT QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Date: May 13th, 2013

50
100

A. Circle the correct option:

1. Have you ever to New York?

- a. flew
- b. went
- c. goed
- d. been

6. No, I yet.

- a. haven't
- b. don't
- c. not
- d. won't

2. No I've never there.

- a. been
- b. went
- c. was
- d. existed

7. I haven't the ferry to Ellis Island either.

- a. taken
- b. swam
- c. jumped over
- d. driven

3. In fact I've just back from there.

- a. been
- b. gone
- c. came
- d. come

8. I've just work so hard.

- a. looked
- b. seen
- c. must
- d. had to

4. and I've at least six weeks there in the last year.

- a. past
- b. passed
- c. spent
- d. spend

9. though I have dinner at Sardi's

- a. had
- b. taken
- c. seen
- d. served

5. Have you to the top of the Empire State Building?

- a. flown
- b. sat up
- c. grown up
- d. gone up

10. and a Broadway show.

- a. taken
- b. watched
- c. seen
- d. starred in

B. Imagine you work for a travel agent's. Write an advert for a 3-day tour in your city (Use Present Perfect)

DAY 1	DAY 2	DAY 3
1) You have gone to visit a museum and Cajas. After you have eaten food very important of	2) You have practised sport like tennis, soccer, basketball.	3) You have visited the Cathedral that is the church most important of the city.

RUBRIC FOR WRITING A HOLIDAY ADVERT (PRESENT PERFECT)

	Unacceptable	Poor	Fair	Good	Excellent
Leaflet attractiveness				<input checked="" type="checkbox"/>	
Grammar					<input checked="" type="checkbox"/>
Present Perfect usage					<input checked="" type="checkbox"/>
Content					<input checked="" type="checkbox"/>
Spelling /Vocabulary					<input checked="" type="checkbox"/>
TOTAL POINTS					100

k cited
essons, n.d. Web. 19 Apr. 2013. <http://www.better-



APPENDIX I6- Tests Applied through the Treatment (Present Perfect vs S. Past – Paragraph – Lesson#6)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

PRESENT PERFECT vs SIMPLE PAST QUIZ

Name: Taliana González Date: May 31st, 2013

A. Circle the correct option:

- 1 We _____ for this seminar since last year.
a. wait
b. waited
c. has waited
d. have waited
2 I _____ my English a lot since the last seminar.
a. improve
b. improved
c. have improved
d. has improved
3 Which _____, this kind of seminar or computer based training?
a. do you prefer
b. did you prefer
c. have you preferred
d. has you preferred
4 _____ to one of these seminars?
a. Do you ever come
b. Did you ever come
c. Have you ever come
d. Has you ever come
5 No, but I _____ to a similar seminar in Europe last year.
a. go
b. went
c. have gone
d. has gone
6 _____ a lot at that seminar?
a. Do you learn
b. Did you learn
c. Have you learnt
d. Has you learnt
7 Not really, but I _____ many interesting people during that week in November
a. meet
b. met
c. have met
d. has met
8 _____ this seminar before?
a. Do you take
b. Did you take
c. Have you taken
d. Has you taken
9 No, but I _____ the introductory seminar last month.
a. try
b. tried
c. have tried
d. has tried
10 It was very good, but I _____ many things since then.
a. forget
b. forgot
c. have forgotten
d. has forgotten

B. Write a paragraph about the visit to the Pumapungo Museum (80 -100 words)

The visit to the Pumapungo Museum was very interesting because I learnt many thing of the cultures of my country I saw many traditions that the have protected since now. I remembered thing that have learnt in the school that have been important for different communities.

RUBRIC PARAGRAPH PUMAPUNGO M. (PRESENT PERF. vs S. PAST)

Table with 6 columns: Unacceptable, Poor, Fair, Good, Excellent and 5 rows: Paragraph format, Grammar, Present Perf. vs S. Past, Content, Spelling /Vocabulary

rk cited

imple, Past Simple and Present Perfect." Multiple Choice nt Perfect. N.p., n.d. Web. 19 Apr. 2013. <http://www.impact- /test-grammar/gr_prac_use-PPrf.htm>.



APPENDIX I7- Tests Applied through the Treatment (Comparatives – Letter of Advice – Lesson#7)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

COMPARATIVES QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Álvarez Date: June 7TH, 2013

- A. Circle the best option:**
- Brazil is _____ England.
 - biger than
 - bigger as
 - bigger than
 - biger as
 - It's better _____ I thought.
 - as
 - then
 - than
 - like
 - The plain is _____ buses.
 - more expensive
 - most expensive
 - the most expensive
 - more expensive than
 - The plane would be _____ than the coach.
 - more fast
 - faster
 - fastter
 - the fastest.
 - My English homework was _____ yours.
 - worst than
 - worse than
 - badder than
 - more bad than
 - Of the two chairs, the leather one was _____ than the wooden chair.
 - comfortable
 - more comfortable
 - most comfortable
 - I find that addition is _____ than division.
 - simple
 - simpler
 - simplest
 - It was _____ than I was expecting.
 - cheaper
 - cheapest
 - Either could be used here.
 - She finished _____ than everyone else.
 - more quickly
 - quicker
 - Either could be used here.
 - There were _____ people at the game than expected.
 - most
 - more
 - many

B. Write a letter of advice. (80-100 words)

Mr. Dimartino

Good afternoon coach, I write you because I want to be part of your team and I heard that also other girl want to be part of his team, but I am faster than she, I am more responsible than her and the most important feature is that I am play soccer 2 years and I am playing better than she.

Works cited.

Comparative Quiz. N.p., June 2010. Web. 24 Apr. 2013. comparative-superlative-quiz

Superlatives. N.p., 2013. Web. 24 Apr. 2013.

LETTER OF ADVICE (COMPARATIVES)

	Unacceptable	Poor	Fair	Good	Excellent
Letter of Advice organization					<input checked="" type="checkbox"/>
Grammar		<input checked="" type="checkbox"/>			
Comparatives Usage				<input checked="" type="checkbox"/>	
Content				<input checked="" type="checkbox"/>	
Spelling /Vocabulary				<input checked="" type="checkbox"/>	

TOTAL POINTS

50 %



APPENDIX I8- Tests Applied through the Treatment (Superlatives – Paragraph – Lesson#8)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

Name: Tatiana González EXPERIMENTAL GROUP

Date: June 14TH, 2013

A. Circle the best option:

- 1. She is _____ in the class.
 - a. the best
 - b. best
 - c. better than
 - d. as good as
- 2. It was _____ expensive restaurant I've ever been to.
 - a. more
 - b. the more
 - c. most
 - d. the most
- 3. It's _____ art collection in Europe.
 - a. finer
 - b. finest
 - c. the finer
 - d. the finest
- 4. This is the _____ kitchen I've ever seen.
 - a. dirtiest
 - b. dirtiest
 - c. Either could be used here.

- 5. It was _____ test I have ever done.
 - a. the most hard
 - b. the hardest
 - c. Either could be used here.
- 6. The _____ difficult thing was communication.
 - a. more
 - b. most
- 7. In the group of boys, Tom was the _____ boy.
 - a. big
 - b. bigger
 - c. biggest
- 8. This is the _____ book in his study.
 - a. good
 - b. better
 - c. best
- 9. The _____ moment in my life was on the day that I got married.
 - a. happy
 - b. happier
 - c. happiest
- 10. Sydney is the _____ city in Australia.
 - a. large
 - b. larger
 - c. largest

B. Write a paragraph: free-topic. (80-100 words)

Juanes is the best singer in the world. His songs are the most beautiful because the lyrics are sincere. I think that his concerts are the most interesting because he uses things that catch the attention. Also it is the largest concert of the all singers.

RUBRIC PARAGRAPH FREE TOPIC (SUPERLATIVES)

	Unacceptable	Poor	Fair	Good	Excellent
Paragraph organization				<input checked="" type="checkbox"/>	
Grammar				<input checked="" type="checkbox"/>	
Superlatives				<input checked="" type="checkbox"/>	
Adj. Usage				<input checked="" type="checkbox"/>	
Content				<input checked="" type="checkbox"/>	
Spelling /Vocabulary				<input checked="" type="checkbox"/>	

TOTAL POINTS 88%

ited

and Superlative Quiz. N.p., June 2010. Web. 24
<http://www.english-test.com/quiz/45.html>

es and Superlatives. N.p., 2013. Web. 24 Apr.
<http://www.english-test.com/quiz/45.html>



APPENDIX I9- Tests Applied through the Treatment (Past Continuous – Story – Lesson#9)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

PAST CONTINUOUS QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Alvarez Date: June 21ST, 2013

A. What were the children doing at five o'clock yesterday? Circle the best option:

- 1. Michael (run).
A a. was running
 b. were running
 c. were run
 d. was running
- 2. Tina and Cindy (read) a newspaper.
D a. was read
 b. was reading
 c. were readed
 d. were reading
- 3. Karen (listen) to music.
A a. was listening
 b. was listened
 c. were listening
 d. were listen
- 4. Bill and Willy (play) computer games.
B a. was played
 b. were playing
 c. were plaing
 d. was playing
- 5. Barbara (decorate) a birthday cake.
B a. was decorateing
 b. was decorating
 c. were decorated
 d. were decorateing
- 6. Kelly (sell) lemonade.
A a. was selling
 b. was sold
 c. were selling
 d. were selled
- 7. Lucas and Margaret (study) for an exam.
C a. was studing
 b. was studied
 c. were studying
 d. were studing
- 8. Terry (eat) a biscuit.
D a. were eáting
 b. was eaten
 c. was eating
 d. was eating
- 9. David and Paul (make) a fire.
C a. was makeing
 b. were made
 c. were making
 d. was making
- 10. John (swim) in a pool.
A a. was swimming
 b. was swiming
 c. were swimming
 d. were swiming

B. Write a short story using past continuous. (80-100 words)

Caroline
This is a story of a girl that want to study in the best university of her city. But she was having many problems because she don't have money, she was studying in the high school because she had a beca. After she went to the university and they said that she was to be the best student of you high school or give a exam. she decided to give a quiz and got to study in the university. She was working to. She was happy.

RUBRIC for WRITING A STORY (PAST CONTINUOUS)

	Unacceptable	Poor	Fair	Good	Excellent
3 Story format					X
Grammar			X		
Continuous Usage					X
Content					X
Spelling /Vocabulary				X	
TOTAL POINTS					20

is cited

2013. Web. 24 Apr. 2013. <http://www.my-



APPENDIX I10-Tests Applied through Treatment (Past Continuous vs S. Past-Paragraph-Lesson#10)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

PAST CONTINUOUS vs. SIMPLE PAST QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Date: June 24TH, 2013

A. Circle the best option:

- At six o'clock last night Ryoko _____ television in her apartment.
 - a. watched
 - b. was watched
 - c. watching
 - d. was watching
- After the lesson, I _____ some lunch and then I went for a walk.
 - a. had
 - b. was had
 - c. was having
 - d. having
- When I was a child I _____ a toy that looked like a dragon.
 - a. had
 - b. was had
 - c. was having
 - d. having
- While Sonia _____ the film, somebody stole her jacket with her passport in it.
 - a. watched
 - b. was watching
 - c. was watched
 - d. watching
- At seven fifteen this morning, I _____ down the High Street when I saw my teacher, David.
 - a. was walked
 - b. walked
 - c. was walking
 - d. walking
- The robber quickly picked up the money, ran to the door and _____ out onto the street.
 - a. was rushing
 - b. was rushed
 - c. rushing
 - d. rushed
- While I was doing my homework last night, the telephone _____. It was my mother calling me with some good news.
 - a. was ringing
 - b. ringing
 - c. rang
 - d. was rang
- While the police were looking for the murderer, he _____ the country with a false passport.
 - a. leaving
 - b. left
 - c. was left
 - d. had been leaving
- At the concert, all the parents _____ politely to the children trying to play their instruments.
 - a. listened
 - b. listening
 - c. were listened
 - d. listen
- When Samuel arrived home from work, just after midnight, his wife _____ for him with an angry expression on her face.
 - a. waited
 - b. was waited
 - c. was waiting
 - d. waiting

B. Write a paragraph about your favorite hero. Use Past continuous and S.Past. (80-100 words)

Hero:
 The only hero that I had in my life was my grandmother because of the following reasons: I love the way in which she was trying to get ahead when my grandfather died and she was widowed. She had to follow many different jobs, but all worth it because the only thing I was trying is to give a good education to all children. In conclusion I can say that my hero is the person who taught me always to be a good person and fight for the things they most desire.

RUBRIC PARPH HERO (PAST CONTINUOUS vs P. SIMPLE)

	Unacceptable	Poor	Fair	Good	Excellent
Paragraph organization					✓
Grammar					✓
P.Simple vs P. Contin.	✗				✓
Content					✓
Spelling /Vocabulary				✗	

TOTAL POINTS 80 %

Works cited

World." Past Simple / Past Continuous. N.p., 2012. Web - 24 :english-exercises/test/esol-smc-past-simple-past-

TAGA



APPENDIX I11- Tests Applied through the Treatment (Mustn't & Can – Song – Lesson#11)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

MUSTN'T and CAN QUIZ
EXPERIMENTAL GROUP

Name: Tatiana González Alvarez Date: June 28TH, 2013

A. Circle the best option:

- I think that sign means we _____ enter the building. Look, there's a security guard too.
a. won't
b. have to
c. mustn't
d. can't
- You look very confused by the homework, Hans. _____ I help you?
a. Will
b. Can
c. Must
d. Did
- You _____ talk aloud in the library.
a. mustn't
b. should
c. can
d. must
- You _____ take your annual leave anytime during the year.
a. must
b. can
c. have to
d. should
- You _____ smoke cigarette in the hospital.
a. have to
b. don't have to
c. mustn't
d. can
- You _____ claim expenses for hotel stays up to \$500 per night but you _____ show a receipt.
a. can, have to
b. are supposed to, can
c. are allowed to, should
- You _____ drive too fast in the city.
a. should
b. mustn't
c. can
d. haven't
- _____ you pass the pencil to me?
a. Can
b. Must
c. Should
d. Musn't
- Professor Villa, we've finished our work for today. _____ we leave now, please?
a. May
b. Can
c. Must
d. Have
- Thomas, you _____ put that pin into the electric socket. It's dangerous!
a. mustn't
b. must
c. can
d. doesn't

B. Write a song using Mustn't and Can.

I can fall in love again

When I first met you I never thought
That you would ever be a very special person for me
And I know that I mustn't fall in love with you
But there are a lot of things I could say that I like about you.

I can fall in love again
I can fall in love again
You are the one that make my heart beat.

RUBRIC SONG (MUSTN'T & CAN)

	Unacceptable	Poor	Fair	Good	Excellent
Song Format					<u>X</u>
Grammar					<u>X</u>
Mustn't / Can Usage				<u>X</u>	
Content					<u>X</u>
Spelling /Vocabulary					<u>X</u>

TOTAL POINTS 96 %

Works cited

Exercises: Modals Multiple Choice Test. N.p., n.d. Web. 24 Apr. 2013. <http://www.esl-multiple-choice.php>.
 Grammar. N.p., 2013. Web. 24 Apr. 2013. <http://www.esl-multiple-choice.php>.

TAC



APPENDIX I12- Tests Applied through the Treatment (Past Perfect – News Report – Lesson#12)

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

PAST PERFECT QUIZ
EXPERIMENTAL GROUP

100/100

Name: Tatiano Gonzalez Alvarez Date: July 5th, 2013

A. Circle the best option:

- She _____ the ocean before she moved to Vancouver.
A a. had never seen
b. never seen
c. have never seen
d. had never saw
- The teacher _____ out when I arrived in the classroom.
D a. goes
b. have gone
c. gone
d. had gone
- I _____ my document before the power went out in the computer lab.
C a. had save
b. have saved
c. had saved
d. save
- When they arrived we _____ the test.
A a. had already started
b. have already started
c. starts
d. already starting
- George _____ his furniture before he moved to Japan.
B a. have sold
b. had sold
c. had sell
d. sells
- Larry _____ his homework already by the time Roy came over.
D a. have finish
b. finishes
c. had finish
d. had finished
- I _____ a little Spanish before I went to Mexico.
B a. study
b. had studied
c. had study
d. have studied
- Ruth _____ an Australian until she met John.
A a. had never met
b. have never met
c. never met
d. never have met
- I _____ such majestic mountains before I went to Banff.
B a. never seen
b. had never seen
c. never have seen
d. never saw
- _____ visited Toronto before your trip last summer?
D a. Have you ever
b. You had
c. Had ever you
d. Had you ever

B. Write a news report using Past Perfect. (80-100 words)

Spain against Brazil
 It was a very interesting match, they were playing very good. Neymar scored one of the 3 goals, he was running faster than the Spain defenders so he could beat the defense and scored a very good goal. Spain was playing good but Brazil was better and scored 3 goals. The second half had already started when "del bosque" field but it was too late.

KUBRIC NEWS REPORT (PAST PERFECT)

	Unacceptable	Poor	Fair	Good	Excellent
News Report Format					X
Grammar					X
Past Perfect Usage	X				
Content					X
Spelling /Vocabulary					X

orks cited

pr. 2013. <<http://www.esl-classroom.com/>>.

TOTAL POINTS

84 %

TASA



APPENDIX J Posttest

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

POST-TEST
Elementary – Upstream A2
QUASI-EXPERIMENTAL GROUP

Name: _____ Date: July 12th, 2013

Read and choose the correct item.

- 28) **___ you like to play soccer?**
 a. Does
 b. Do
 c. Is
 d. Are
- 29) **..... two little trees in the garden.**
 a. Are there
 b. There is
 c. There are
 d. Is there
- 30) **She _____ coffee.**
 a. am drinking
 b. is reading
 c. am reading
 d. is drinking
- 31) **I _____ dolls when I was a child.**
 a. used to play
 b. played
- 32) **Have you ever to New York?**
 a. flew
 b. went
 c. goed
 d. been
- 33) **I _____ my English a lot since the last seminar.**
 a. improve
 b. improved
 c. have improved
- d. has improved
- 34) **It was _____ expensive restaurant I've ever been to.**
 a. more
 b. the more
 c. most
 d. the most
- 35) **While Sonia _____ the film, somebody stole her jacket with her passport in it.**
 a. watched
 b. was watching
 c. was watched
 d. watching
- 36) **You _____ smoke cigarette in the hospital.**
 a. have to
 b. don't have to
 c. mustn't
 d. can
- 37) **I _____ a little Spanish before I went to Mexico**
 a. study
 b. had studied
 c. had study
 d. have studied

Writing

(11 -20) In a paragraph format, write about your favorite hero. Your paragraph should be 12 – 20 sentences (80 – 100 words). You will be graded under

Works cited:

"Better English Lessons." *Present Perfect 1*. Better English Lessons, n.d. Web. 19 Apr. 2013.

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Perfect. N.p., n.d. Web. 19 Apr. 2013.

"Modals Multiple Choice Exercise." *Pre-Intermediate Grammar*. N.p., 2013. Web. 24 Apr.

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APPENDIX K Perception of Language Learning Questionnaire

Data provided here were merely used as database for this master's thesis research. Thanks for your comprehension.

ENCUESTA PARA CONOCER LAS PERCEPCIONES DE LOS ALUMNOS DESPUES DEL CURSO DE INGLES BASICO

Autopercepción de los estudiantes en el aprendizaje del idioma.

	DESCRIPCION	TD	D	N	A	TA
1	Este programa me ayudó a aprender inglés efectivamente.					
2	Me ayudó a aprender las estructuras y patrones gramaticales.					
3	Me ayudó a aprobar el primer nivel de inglés.					
4	Este programa me ayudó a mejorar mi nivel de inglés en general.					
5	Este programa me ayudó a comprender mi habilidad de manejar el inglés.					

TD= Totalmente desacuerdo; D= Desacuerdo; N= Neutral; A= De acuerdo; TA= Totalmente de acuerdo

Autopercepción del cambio en autoeficacia y motivación

	DESCRIPCION	TD	D	N	A	T A
6	El asistir a este programa me ayudó a incrementar mi autoconfianza en el inglés.					
7	El asistir a este programa promovió en mí el interés de aprender inglés.					
8	Me gustó participar en este programa.					
9	Practicaría mis partes débiles en el idioma.					
10	Memorizaría las respuestas sólo para tomar los exámenes.					
11	Continuaré estudiando el idioma aunque no sea obligatorio.					

TD= Totalmente desacuerdo; D= Desacuerdo; N= Neutral; A= De acuerdo; TA= Totalmente de acuerdo

Actitudes y sugerencias de los estudiantes hacia el curso de preparación de inglés básico.

	DESCRIPCION	TD	D	N	A	T A
12	Me gustaría que la universidad continúe ofreciendo este programa.					
13	La práctica asignada por cada tema debería ser incrementada.					
14	Debería incrementarse el nivel de dificultad.					
15	Sugiero añadir práctica de la destreza oral.					
16	Sugiero añadir práctica de la destreza escrita.					

TD= Totalmente desacuerdo; D= Desacuerdo; N= Neutral; A= De acuerdo; TA= Totalmente de acuerdo

		Es muy difícil	Tiene el nivel adecuado	Es muy fácil
17	Este curso para mi			