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**IMPROVEMENT OF EFL ORAL SKILLS THROUGH WRITING IN A GROUP OF
EIGHT STUDENTS AT AN ENGLISH-SPEAKING WORKSHOP: AN ACTION
RESEARCH STUDY OF EIGHT STUDENTS IN A PRIVATE HOUSE-SCHOOL IN
VIÑA DEL MAR**

Tesis para optar al Grado de Magíster en Linguística Mención en Linguística
aplicada a la Enseñanza de Idiomas.

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Dedicated to Tomás

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Abstract

The purpose of this pedagogical action research study is to observe the influence of communicative tasks in the speaking and writing skills of a group of eight students from fourth to seventh grade. The study will be conducted within the context of an English-speaking workshop in an alternative school, where two interviews and one questionnaire will be applied to understand and analyze the participant students' preferences, previous experiences with the language, and English competences. This information will be used this to plan a writing and speaking workshop contextualized to their reality of internet and technology use.

Resumen

El presente estudio de investigación-acción pedagógica tiene como objetivo observar la influencia de un taller enfocados en las habilidades comunicativas de EFL en una clase de ocho estudiantes de cuarto a séptimo año. Dentro del proceso del taller de inglés, dos entrevistas y un cuestionario serán aplicados para entender las preferencias e intereses de los estudiantes, sus experiencias previas con el lenguaje y la asignatura, y sus competencias en el inglés, para luego usar esta información en un plan de acción donde se aplique el taller de acuerdo con la realidad contextualizada de los y las estudiantes que incluya su relación con el internet y la tecnología.

Introduction

The present research seeks to apply a Communicative Language Teaching and Task-based Teaching and Learning approach on a group of eight students from an independent house-school in Viña del Mar. The purpose is to evaluate the influence of communicative task, ICTs, and the context of a non-traditional school in the process and development of the communicative skills of the participants.

Based on the current Chile's situation in terms of English learning and teaching, it has been evidenced that from the four main skills to develop when learning a foreign language, the production ones, speaking and writing, have been the most neglected, usually having classes and curriculum programs that only or mostly focus on the repetition of content, practice of the receptive skills, and perpetuation of grammar-based methods.

Besides this situation, there has been an incapacity from Chile's educational system to form critical independent thinkers and skillful students, which has led to the expansion of more independent establishments, commonly called "Escuelitas libres". These schools have proposed different ways of learning and teaching, using alternative methods and approaches with the intention to provide students with a more significant learning context, where the reproduction of content is set aside to a more holistic development of the student (Catalán, 2021).

This study is going to be based on the sociocultural theory proposed by L.S. Vygotsky, who explains how the process of the first language (L1) acquisition is similar to the process of learning or acquiring a second language (L2), a process

that takes place in social environments in which the person has to engage in interactions to learn the language, what happens spontaneously during the L1 acquisition, but it is conscious when learning an L2 (Lantolf et al., 2014).

1 Chapter 1: Study proposal and justification

1.1 Problem contextualization

Foreign language learning (FLL) has become a mandatory subject around the world as a result of worldwide globalization, advances in technology and the constant migration of people. Governments from around the world have encouraged the learning of foreign languages, with a special emphasis in English as a Foreign Language (EFL), implementing in their education systems a series of educational reforms and strategies for the promotion of EFL (OECD, 2021).

Latin American countries have demonstrated to be interested in promoting the learning of EFL. The common political statement about EFL learning and teaching is that the continent has a need to be proficient in the language to better compete internationally and grow within the global economy. With the purpose of reaching this goal countries from South America have “made considerable efforts to improve English Language Learning (ELL) through policies and programs, resulting in more people in the region having access to ELL” (Cronquist & Fiszbein, 2017). Nevertheless, the proficiency level reached by Latin American citizens is still low. Studies from countries such as Colombia, Ecuador, and Chile and international entities itself have concluded that even though their students spend big amounts of time studying the language, they do not seem prepared to communicate through it, only being able to produce loose words and disconnected sentences (Agencia de Calidad de la Educacion, 2013; British Council, 2015; Cronquist & Fiszbein, 2017; Toro et al., 2018).

Currently in Chile the teaching of English is mandatory by law. The country has a national English plan that provides objectives and standards and is periodically measured to check if the proficiency goals are met. The promotion of EFL aims to expand the country's English proficiency, motivated by the integration of Chile in the global economy, and enhancing the country's national and international competitiveness (Baldinger, 2019). In order to reach these objectives, the government of Chile has developed special educational programs and reforms to encourage English Language Learning within public and subsidized schools.

In 2003 the English Open Doors Program (EODP) was created "with the mission of improving the level of English of students from 5th to 4th secondary grade, defining the national standards for English learning, and supporting English teachers..." (British Council, 2015). This plan seeks to contribute to the professional perfection of English teachers, to the language skills of students, and to the educational establishments. For teachers, EOPD offers workshops about methodology updating and creates collaborative networks. For students, it provides English workshops, winter and summer camps, and certifications (MINEDUC, n.d.).

At the classroom level, Chilean English classes tend to emphasize the practice of the receptive skills and the study of grammar content (Yilorm, 2016). Which limits the attention to speaking and writing activities. To add up, public school classes often have a bigger percentage of Spanish use, in comparison to the percentage of target language use, less class hours, and bigger number of students per class (Toledo & González, 2016).

The ministry of education is aware of the country's reality in terms of EFL, several evidence has been collected by the ministry itself that demonstrates the need to improve the teaching and learning of EFL (Agencia de Calidad de la Educacion, 2013; Agencia de Calidad de la Educación, 2015; Ministerio de Edcación, 2010) and change Chile's tendency is to apply the

transfer of knowledge a way of teaching (Lehmann & Weber, 2015), which is the opposite to what has been suggested by the main English curriculum.

1.2 Statement of the problem

In 2003 Chile's Ministry of Education (MINEDUC) created the "Programa Inglés Abre Puertas" or English Open Doors Program (EODP), to promote the teaching and learning of English. This reform plan includes a national placement test that measures the students' proficiency levels, called Sistema de Medición de Calidad de la Educación, or SIMCE. The EOPD also organizes winter and summer English camps for students, taught by English student teachers, and native speakers volunteers. Along with overseeing curriculum adjustments, teachers' workshops, certifications, and evaluations (Baldinger, 2019). These changes and advances have been made with the purpose of obtaining better results and reaching the levels expected according to the Common European Framework of Reference for Languages (CEFR), the measuring system aligned with the Ministry of Education's curriculum objectives (MINEDUC, 2015). However, the results from national and international studies have demonstrated that besides the efforts to reach a standard level of English promoted by Chile's Government, results from SIMCE placements tests have evidenced that there is still a low level of English proficiency in Chile (Agencia de Calidad de la Educacion, 2013; Agencia de Calidad de la Educación, 2015; British Council, 2015; EF Education First, 2020; Ministerio de Edcación, 2010).

Glas (2008) also attributes the low scores obtained by Chilean students to the approach that English programs have in Chile, discussing that the economical focus might be affecting the country's performance in EFL. The

author argues that Chile's main purposes for the developing of English programs and proficiency in the country are mainly economic, ignoring or not basing the educational reforms on the educational and intercultural advantages the learning of foreign language has.

In addition, the SIMCE English evaluation only measures listening and reading comprehension. This causes a lack of record on the production skills of Chilean students. In the 2012 Census, the survey results showed that 16% of young Chileans indicated that they were able to communicate using English, but that they "attribute this to self-motivation and personal language practice" (British Council, 2015).

As it was mentioned previously, there has been three SIMCE English tests conducted to measure the students' level of proficiency. The scores obtained are classified from A1 to B1 CEFR levels. The standard scores expected are A2 for 8th grade and B1 for 3rd grade of secondary school (Ministerio de Educación, 2010).

The first English SIMCE evaluation was conducted in 2010. Its objective was to measure the level of competence students had in the receptive skills of the foreign language. In this case the placement test chosen for the evaluation was TOEIC Bridge. The test consisted of 100 questions, one half devoted to reading and the other to listening. It was taken by 207.996 students with the average result of 50 points from 100. The percentage of students who obtained an English certification this year was 11% (Ministerio de Educación, 2010).

The second English SIMCE evaluation took place two years later in 2012, in this case it was developed by Cambridge ESOL examination and consisted of eighty questions, being fifty for the reading section and thirty for the listening section. This evaluation was taken by 186.385 students, with an average 49 points. In this opportunity 18% of students obtained the certificate (Agencia de Calidad de la Educación, 2013).

The third SIMCE evaluation took place in 2014, the assessed skills were also only reading and listening, and it was taken by 154.097 students. The placement test was prepared by Cambridge English Language Assessment, and consisted of eighty questions, fifty for the reading skill, and thirty for the listening skill. The average national score was 51 points. The percentage of students who obtained a certificate was 24,5% (Agencia de Calidad de la Educación, 2015).

Besides, in 2017 a National English Study was conducted as a part of the study carried out by the Ministry of Education in different teaching areas with the purpose of generating information to monitor the learning achievements of the Chilean Education system. This study evaluated 7.340 students along Chile. In this opportunity the average score was 51/100 points, with 32% of students who could reach the A2 or B1 level (Agencia de Calidad de la Educación, 2018).

Along with the results obtained from the different tests taken by Chilean students, the English Proficiency Index (EPI) positions Chile in #37 of 100 countries, being #3 in Latin America for its English proficiency (EF Education First, 2020). It is important to mention that the SIMCE results, and the EPI results are hard to compare since SIMCE only evaluates high school students in English, meanwhile EPI evaluates students from different age groups.

Currently, the English teaching situation in Chile has shown some academic progress, nevertheless the reality of Chilean education continues to put barriers in the learning and developing processes of Chilean students. These barriers or issues can be categorized in external and internal to the education system.

The internal factors that influence the learning process in regards to English and education in general are the lack of importance given to the communicative competences, being the speaking abilities the least strengthen of the four skills to develop when learning a language (Yilorm, 2016), the number of English teachers who do not perform their classes using the target

language, a problem evidenced in a study by MideUC in 2012 where 94% of Chilean English teachers who worked in public schools presented difficulties related to the use of grammar, pronunciation, and use of vocabulary (Herrada et al., 2012), the perpetuation of traditional methods with excessive use and study of grammar content, both in public and private schools (Yilorm, 2016), late beginning of the English programs and curriculum in most public schools where English is only mandatory since 5th grade, affecting the students' future English performance, evidenced by studies that show that 26% of students who begin their English learning process at an early age obtain A2 or B1 level, in comparison to the 8% and 4% of students who start at 5th or 8th grade (Agencia de Calidad de la Educación, 2015). In terms of general education, the internal factors that influence the teaching and learning of most subjects are the number of students per classroom in public and subsidized schools and the lack of interactive or technological supplies.

The external influences identified are related to socio-economic and cultural factors that influence the educational and general context of students. The comparison between students and schools from low to high socio-economic groups shows the gap of opportunities, education, support, motivation, and tools between public and private schools (Yilorm, 2016), this situation has been demonstrated in a British council's study, where Chile is defined as "one of the most unequal countries in the world in terms of wealth" (British Council, 2015). A reflection that is also present in the past three SIMCE evaluations' reports, along with the results obtained from the English Studies which showed that the major difference resides in the comparison between low-income and high-income schools and their results.

In 2010 the percentage of students who could obtain a certificate was 0,3% for the low-income group contrasting with the 65% corresponding to the high-income group (Ministerio de Educación, 2010). This gap is also present in the subsequent SIMCE evaluations, in 2012 the difference between students who could obtain a certificate was 0.8% from low-income schools and 83,3%

the high-income schools (Agencia de Calidad de la Educacion, 2013). In 2014 only 1,5% of students from low socio-economic groups could obtain the certificate in comparison to the 83,3% of students from high socioeconomic groups who could obtain the certificate (Agencia de Calidad de la Educación, 2015). This situation was also present in the National English Study from 2017, in this case 85% of the students from a high socioeconomic level obtained A2 or B1 CEFR level, in comparison to the 9% of students from a low socioeconomic level (Agencia de Calidad de la Educación, 2018). Besides, there is also a shared idea that learning and speaking English belongs to upper-class activities (Glas, 2013).

Despite Chile's government interested in measuring the effectiveness of its programs and laws implemented to upgrade the students' levels of English (OECD, 2021), the results obtained from the SIMCE evaluation fail to show the production level of Chilean students, since the test only measures the receptive skills. This problem is a common one when it comes to measuring EFL competences at a country level, being some of the reasons the money and time necessary to be invested in these types of studies.

Worldwide, the situation shows to be similar. Even though there is a necessity for data from the governments that want to promote language learning, compare their students' achievements, and identify the most successful methods, approaches, and policies from around the world to apply in their own countries, the lack of assessment of the production skills maintains the same. In 2010 and 2011 the European commission conducted the first European Survey of Language Competences, assessing 14 countries on their foreign language proficiency. Nowadays, the Program for International Student Assessment (PISA is developing the framework for a Foreign Language Assessment test, schedule to be conducted in 2025, with the intention of measuring 15 years old students' receptive and productive skills in a foreign language, collecting the information by "using an instrument design to provide data that are valid, reliable, and interpretable" (OECD, 2021).

When it comes to Chile, the country and its politicians have been interested in measuring students and becoming proficient in English from decades ago. In 1970 and 1971 Chile was the first country from South America to take part in an international placement test called the Six Subject Test. It was created and conducted by the International Association for the Evaluation of Educational Achievement (IEA) (Falabella & Zincke, 2019). This test measured fourteen years old students. The test included literature, reading and comprehension, English as a foreign language, French as a foreign language, and science (biology, chemistry, and physics) contents and it was taken between 1970-1971 (IEA, n.d.).

When the 1998 Mineduc's curriculum adjustment took place, the curriculum suggested that the "knowledge of english should be considered an essential skill for facilitating international communication, accessing information, participating in information networks, and engaging in commercial exchanges" (British Council, 2015), a view of english mainly focused on the access to information, commercial and trading purposes, rather than communicating and producing ones. As a result, the curriculum organization gave 40% of class time to the practice of reading and 40% to the practice of listening skills, and 20% of the time to speaking and writing. But, before this adjustment the chosen method to apply in the Chilean classroom was the Communicative Language Teaching approach (CLT), where teachers were encouraged to promote communicative activities and group work in their classes (Mckay, 2003).

This communicative approach was again proposed in 2012 along with the primary curriculum bases from that year. It stated that classes should be task-based, interactive, based on contents, promoting cooperative and group work (Ministerio de Educación, 2012), which is again mentioned as one of the goals in the curriculum basis from seventh grade to 2nd year of highschool from 2015 (MINEDUC, 2015), and in the curriculum basis for 1st to 6th primary grades in 2018 (Ministerio de Edcación, 2018).

This method, approach or principle dates from around 1970, and it has the goal of teaching communicative competence, which is the capacity of using language to communicate and interact (J. C. Richards, 2006). CLT proposes that language is better learned through communication (Hymes, 1972a). The use of communicative tasks give students the opportunity to become involved in real-life or similar real-life experiences, and when they interact they use “all elements of communicative and interactive competence” (Gutiérrez, 2005). These types of activities help students break down barriers, find information, express ideas, and learn from culture (Toro et al., 2018). Some examples are negotiation of meaning, information sharing, simulations, games, and writing activities that complement spoken interactions (Richards & Rodgers, 2001).

In Chile different studies around the method of Communicative Language Teaching and the use of Communicative Tasks have been conducted (Chandia, 2015; Quintanilla & Ferreira, 2010; Riquelme, 2013) to apply the communicative approach in different contexts, with the purpose of discerning the effectivity in the Chilean context with mixed results. Nevertheless, despite the promising aspect of CLT, its implementation in contexts where the target language is not spoken, like the case of Latin America and English, the learning and teaching through authentic real-life situations becomes a hard task for the teacher and student. This barrier can be taken down with the use of Information and Communication Technologies (ICTs). The massive appearance of the internet in the 90's changed the way people accessed information and communicated forever, which undoubtedly affected and influenced the educational area, and specially the learning and teaching of languages, as the internet can provide instant communication with people from everywhere in the world, and has the potential to be a place of independent and student centered learning (Fondef Conicyt, 2008). Chile's 2012 curricula updating for primary years explicitly included the use of ICTs to enhance the development of the four skills, stating that technological supplies, content from the internet, audio, video, reading material, recording of video and

voices, blogs, and more should be included when planning lessons (Ministerio de Educación, 2012).

Despite the reforms made, more technological implementations, teaching proposals and extracurricular English programs, there still a negative view of the Chilean educational system. This is caused by the outdated methods, constant evaluations, the competing practices taught to the students, the lack of positive results, amount of stress put on students to meet the expectations, and other aspects have resulted in a growing number of families who decide to educate their children in alternative schools. In the past decade, there has been a rise of the number of alternative schools present in the Valparaíso region, and along Chile as well. These schools offer non-traditional methods, different types of evaluations, and curriculum adaptations that allow students to learn not only content but also skills for life. Nevertheless, these schools are forced to be private since the government only subsidizes traditional schools and does not recognize the type of teaching that alternative schools provide, which means that only families that can afford private education can opt for alternative establishments (Catalán, 2021).

Overall, Chile's English situation is not as negative as it may seem. English is part of the country's main educational program, and efforts are being put to enhance the foreign language skills of Chilean students. But there is still a lot of work to do, not only regarding the teaching and learning of English in general but in the whole education system.

1.3 General and Specific Objectives

1.3.1 General Objectives

To explore the application of both EFL communicative teaching and writing to speaking task-based activities and its effects in the progress of the communicative abilities in EFL of a group of students from 4th to 7th grade from an alternative house-school in Viña del Mar.

1.3.2 Specific Objectives

- a. To apply a pre interview to diagnose the participants' English competences.
- b. To apply a personal interests' questionnaire.
- c. To apply a writing to speaking task-based workshop program.
- d. To apply a post interview to evaluate the students' English competences' Progress.
- e. To detect students' English preferences
- f. To detect the students' approximated level of English

1.4 Statement of Purpose

The purpose of this classroom research is to explore how teaching EFL from a communicative approach and the application of writing to speaking task-based activities influences the communicative abilities of a group of eight primary students from 10 to 13 years-old who attend to an alternative house-school in Viña del Mar.

1.5 Study Delimitation

The following action research is delimited within the field of applied linguistics, the discipline in charge of researching and theorizing about the human's capacity of producing and understanding languages. The study is specifically focused on Second Language Acquisition (SLA) and English as a Foreign Language (EFL) from a Sociocultural point of view. It has the purpose of studying the processes and effects of the appliance of a Communicative Task-Based approach supported using ICTs in a class of eight students from ten to thirteen years old that study in an alternative school in Viña del Mar.

The alternative house-school where the study was conducted opened to the students in 2016, with the purpose of providing a kind educational environment, based on alternate approaches to education such as Montessori, Waldorf, emotional education, neuroscience and others. By the year 2021 the school had 25 students who were divided in five groups, from Pre-K to seventh grade, seven teachers and one psychologist. All of them teaching their main subject and others according to the school's needs.

Second Language Acquisition and Foreign Language Learning are grounded in the Sociocultural Theory, proposed by L. S. Vygotsky (1978). This theory explains how language is the essential element that allows humans develop both psychological and social skills, a process that takes place during the acquisition of the first language, where children begin to appropriate it to mediate with their surroundings. This mediation stage is also present during the Second or Foreign language learning process, as the person who is learning or acquiring the language has to find the necessary tools to mediate through the use of a new unknown language.

The specific areas to investigate will be Foreign Language Learning, Communicative Language Learning and Teaching (CLT), and Task-Based Language Teaching (TBLT). They will allow us to explore how children learn a foreign language and apply a class plan focused on encouraging students to communicate using the target language (TL) with the help of writing activities and use of ICTs that scaffold specific communicative situations.

The methodology chosen to conduct the study is Pedagogical Action Research, due to its collaborative, voluntary and reflective orientation that allows teachers become researchers within their own teaching and learning community, and to identify educational and social situations that can be changed and worked to benefit the students, colleagues, and establishment (Lee McKay, 2006). This type of research will enable researchers to observe, collect data, reflect, and analyze the processes that take place within the educational context, to later apply strategies to enhance the learning and teaching experiences of the participants.

It is important to mention, that the study that will be carried out will be set in a favored educational context from one point of view, since there is a small number of students, where most of them have prior English knowledge and are also encouraged by their family background to learn the language. But, from other point of view, alternative schools are standing alone in a reality in which only traditional schools can access government support, which places

them in a conflicted position since these schools have to find ways to finance themselves (Catalán, 2021).

The data will be collected through two voice recorded interviews inspired on a A2 KET sample speaking test (Cambridge Assessment, 2020), one before the intervention and one after, it will also include an English preferences and experiences questionnaire based on a PISA test questionnaire (OECD, 2017), class projects, and a teacher journal. The interviews, class projects and voice recordings will be focused on the students' production skills processes and results.

1.6 STUDY GROUNDS: CONCEPTUAL FRAMEWORK

1.6.1 LANGUAGE LEARNING

Language learning is according to theories a cognitive process that takes places thanks to the innate capacity humans have of learning a language if exposed to it at the beginning of early childhood (Gass, 2016). This approach correlates with Vygotsky's human's consciousness theory and his Sociocultural theory proposal, which states that human's biological capacities can be controlled by the use of cultural, symbolic, and physical artifacts helping humans to mediate, understand, and accumulate knowledge from and with their social environments (Lantolf et al., 2014).

1.6.2 SOCIOCULTURAL THEORY

The Sociocultural theory was proposed by Lev S. Vygotsky (1978) to explain the psychological processes humans uniquely have, called by the author “higher mental processes”, which allow humans to mediate their relationship with the world through the creation and use of physical and symbolical tools such as “language, signs and symbols” (Karpov, 2005). Children begin the internalization of symbolic tools related to their cultures by relating with their surrounding adults. This allows the brain to build new connections that will help the child understand the inside and outside world. Language is then an essential tool for this development since through the implicit acquisition the child will not only learn to communicate but will also learn how to properly involve in social situations (Vygotsky, 1978). This theory, first proposed to give an explanation about human mental activity eventually also became a theory to explain Second Language Acquisition (SLA) because of the importance language carries in relation to human mental and social development (Lantolf, 2011).

1.6.3 SECOND LANGUAGE ACQUISITION AND FOREIGN LANGUAGE LEARNING

Second Language Acquisition (SLA) is the field in charge of studying learners and users of a language learned or acquired after the first language (L1) and to the process of learning it, called a second language (L2) (which includes a third, fourth, or more languages) or target language (TL) (a language aimed to be learned) (Lantolf, 2011). Depending on the context in which the language is going to be learned, SLA categorizes learners and users according

to their learning context. Second Language Learning and Teaching is used for the L2 that is learned inside the environment where the language is spoken e.g. an immigrant Latin American family with children whose first language is Spanish but “pick up” English because of their school attendance. Foreign Language Learning and Teaching (FLL) is used for “a nonnative language (learned) outside of the environment where it is commonly spoken” (Setiyadi, 2020).

The field also categorizes the type of language learning, dividing it into formal and informal L2 learning. The first referring to the learning of a language commonly in an educational context, often setting in a place where the target language is not spoken in daily life and is only known as a foreign language. Informal learning refers to the learning of a language in a country or place where it is spoken as a first or second language, commonly acquired as a need to communicate and socialize (Lantolf, 2011). Krashen (1985) also makes the distinction between “acquisition” and “learning” when it comes to differentiating Second Language Acquisition and Foreign Language Learning. On one side, acquisition is defined as an “subconscious process that is identical to the process used in the first language acquisition”, and, on the other side, learning is defined as “conscious knowing about a target language” (Setiyadi, 2020).

When it comes to learning a target language there are two ways in which it can be taught and learned. These are implicit and explicit learning and teaching. The implicit aspect refers to a learner that is unaware that the learning process is taking place. This type of teaching and learning often includes meaningful communicative situations where the focus is on the meaning rather than the form or correct structures. Meanwhile, explicit learning involves focusing the learners’ attention on structures and language features, an example would be grammar practice (Gass, 2016).

1.6.4 COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching (CLT) is an approach to teaching languages, also understood as a number of principles and goals for language teaching, types of activities, and an idea of how the teacher and the learner roles are. It is based on the idea that “the primary function of language use is communication, and that language is best learned through communicating” (Brandl, 2019). This approach seeks to build up the teaching and practice of communicative competences in learners of a TL. The communicative competences are the knowledge related to using a language for a wide range of purposes. Understanding the variations of uses language can have according to a given context and participants involved, knowing how to understand and produce varied texts, and being able to sustain a communicative situation with the help of communication strategies (Richards & Rodgers, 2001). Communicative Language Teaching promotes “the learner’s participatory experience in meaningful L2 interaction in (often simulated) communicative situations, which underscored the significance of less structured and more creative language tasks” (Dörnyei, 2012).

1.6.5 TASK-BASED LANGUAGE LEARNING AND TEACHING

Task-Based Language Learning and Teaching (TBLT) is an approach to language teaching that works in hands with CLT due to their shared communicative goals. This approach is well known and often applied in language learning classrooms because it promotes the interaction in the L2. TBLT uses authentic texts to encourage the learner to understand and examine the learning process, it also includes the learner’s personal

experiences as part of the classroom, to select content depending on the students' needs and preferences, linking the classroom to the outside world language (Nunan, 2004).

According to Nunan (2004) there are two types of tasks, target tasks and pedagogical tasks. Target tasks are the type of task in which there is use of language in real world situations, meanwhile, in pedagogical tasks the communicative situation happens within the classroom. A task can be understood as a workplan with a specific criterion and goal, that is going to be related to a real world interaction, and will provide the teacher with data related to the learner's progress and outcome of tasks (Skehan, 2016).

1.6.6 SCAFFOLDING

Gibbons (2002) uses a metaphor to explain what is scaffolding in language learning, the author describes it as "a temporary structure that is often put up in the process of constructing a building. As each bit of the new building is finished, the scaffolding is taken down". In relation to learning and teaching languages is understood as the necessary help and assistance by the teacher, who will "scaffold" the student's activity until it can be performed alone (Wood et al., 1976). This special type of help will allow learners to focus on developing new skills, learning concepts, and understand better the language being learned (Gibbons, 2002). Teachers can provide scaffolding using different strategies, some of them are "questioning, reformulation, repetition, or elaboration to help English language learners (ELL) co-construct content knowledge" (Kayi-Aydar, 2013), but teacher scaffolding is not the only type present in language classrooms, peer scaffolding has also been found to help

less proficient students in their L2 development, which can be accomplished by group working.

1.7 RESEARCHING QUESTIONS

- a. How does the application of writing to speaking task-based activities benefit the progress of the writing and speaking abilities of a group of primary students from a house-school in Viña del Mar?
- b. How does the context of an alternative school influence learners in the teaching and learning of English?
- c. How does the use of media content and social networks can involve students in authentic and significative communicative situations?

1.8 HYPOTHESIS

Writing tasks oriented to prepare speaking tasks can facilitate EFL communication abilities of a group of eight primary students from ten to thirteen years old who attend to an alternative house-school in Viña del Mar.

1.9 THESIS ORGANIZATION

The following thesis is organized in five different chapters. In chapter number one the reader can find the study's delimitations, purposes, objectives, and hypothesis to be proved. In chapter two the theoretical framework for this study is developed, describing the theories in which the research is based. Chapter number three is in charge of describing the research instruments applied in order to obtain the necessary data, it provides information related to the questionnaire, interviews and research journals conducted during the workshop. Chapter four analyses the results obtained from the data collection, related to the participants' own perception of English learning, English competences, and class progress. The results are analyzed following the three research questions. Finally, chapter five provides the conclusion and future projections of this study.

2 CHAPTER 2. THEORETICAL FRAMEWORK

The following chapter presents this study's theoretical framework, a collection of international and national research works on the topics of Sociocultural theory, Second Language Acquisition, Foreign Language Learning, Communicative Language Teaching, Task-Based Language Teaching and Learning, and Information and Communication Technologies. These research works will be used to provide a basis for what is this study's aim, which is exploring the influences that communicative tasks have on a group of foreign language learners.

2.1 SOCIOCULTURAL THEORY

Within the different approaches that have tried to explain SLA, the Sociocultural Theory (SCT) proposed by L.S. Vygotsky is the chosen one to base this study on. This theory maintains that "human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts" (Ratner, 2002), through this theory is understood that humans make use of already existing and new cultural tools to control their biological and neurobiological capacities, which were considered by Vygotsky a base for what the human could accomplish if exposed to sociocultural tools such as language, logic, numeracy, structures, and more, that were considered of a higher-level (Lantolf, 2000). According to James P. Lantolf (2006) these "cultural factors mediate the relationship between people, between people and the physical world, and their mental worlds", this process is known as the "mediated mind" (Lantolf, 2000), beginning during early childhood when the

acquisition of the first language takes place, as children begin to grow up, they found the need to communicate and participate in social activities which results in language learning, language acts as an artifact or tool that facilitates and mediates the participation in communicative settings, a process that will be later mastered by schooling. This approach perceives the learner as a social being who learns through constant social interaction (Gass, 2016).

Mediation is the main construct of SCT, divided in different types, regulation is one of them, encapsulating object, other, and self-regulation. Is a process where an external or internal tool helps develop a cognitive process or a physical action, such as using a material tool to overcome a difficulty, receiving feedback from others to assist a task completion, or self-regulating by using an internalized form of mediation acquired in a previous experience without the need of assistance or help (Lantolf et al., 2014). Another type of mediation is by symbolic artifacts, meaning that humans are capable of controlling and organizing their “biologically endowed psychological processes”, allowing to plan reactions that otherwise would be instant and automatically, including rational thinking, past experiences memory, attention on relevant information, and expected outcomes (Lantolf, 2000). Finally, the most important mean of mediation would be language, a cultural artifact used to mediate the relationship of the self and the world. The linguistic sign plays a double role, mediating social interaction and a self-directed one related to thinking processes, which is known as “private speech”, defined as “an individual’s externalization of language for purposes of maintain or regaining self-regulation, for example...focusing attention, problem solving, orienting oneself to a task...” and others (Lantolf et al., 2014).

By the action of internalization, the human incorporates social situations, constructs, and information within the psychological plane, storing it for later use. This means that “higher order cognitive functions, which include planning, categorization, and interpretive strategies, are initially social and subsequently are internalized and made available as cognitive resources”, in other words

internalization is the capacity humans have to carry out different mental and physical activities lessen the need for outside mediation, which results in better inner mediation (Lantolf, 2000).

The Sociocultural Theory is concerned both with L1 and L2 acquisition, since for L1 development is necessary to involve children in social interactions where symbolic and physical artifacts exist, L2 acquisition or learning also involves the internalization of the symbolic system related to the L2 in question. As it was mentioned before, mediation and internalization are the key aspects that will help humans store knowledge coming from outside for later use, being language, rational thinking, performance of a physical activity, or other. Related to these there is a third construct developed by Vygotsky to explain the psychological processes that take place in the mediated mind, this would be The Zone of Proximal Development (ZPD, the author defined as “the distance between the developmental level as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978).

2.2 SECOND LANGUAGE ACQUISITION

Muriel Saville-Troike discusses (2015) that Second Language Learning studies the learners and users of a language learnt after the acquisition of the first one. And it studies the learning processes involved. She then proceeds to explain that the subsequent language can be called Second Language (L2) or a Target Language (TL) referring to a language that is intended to be learnt. The field of SLA explores formal and informal learning processes of an L2. Informal L2 learning encapsulates the acquisition of an L2 due to growing up being part of an immigrant family, moving to another country, attending a foreign, etc. Formal L2 learning refers to the learning process that usually take

place in educational establishments where there is a conscious and motivated learning of the target language. Foreign language learning is often related to the formal way as the learner is only in contact with the target language within a classroom or other educational setting.

Krashen (1985) differentiated two types of ways of “gaining a target language”, the first one “acquisition”, a subconscious process like the acquisition of a first language, and the second one “learning”, a conscious process of understanding a Target Language. The acquisition or learning of a second language can take place in different stages, it can be simultaneously to the acquisition of the L1, a process that happens during early childhood with an age limit to what it can be accomplished both for the L1 and L2. Usually in this case the child is exposed to two or more languages due to family or location reasons, resulting in the simultaneous acquisition of the L1 and L2. Differentiated from this process is the learning of a Foreign Language, where learner is not exposed constantly to the TL due to location, social or political reasons, and is necessary a classroom or formal setting to have access to the language.

In order to become competent with an L2, the learner has to hold a certain domain of different areas that compose what a language is. The learner has to manage lexicon or vocabulary, understand the phonology of words, produce the correct phonemes, understand and apply correct word structure, and know how to connect sentences, understand and produce written and/or spoken text, and make the right choices of texts for social events. These aspects of language will be acquired spontaneously when it comes to the L1 but will not always be completely learnt in an L2 (Saville-Troike, 2015).

Learning foreign languages, specifically English as a Foreign Language (EFL), is socially perceived as a good career, study, and hobby option, but specially because it implies significant benefits to its learners and users, differentiated in three aspects: intercultural understanding, economic benefits, and cognitive benefits. First, Intercultural understanding means having the

tools to understand how diverse and complex humans and cultures are, also allowing the learner to at the same time understand better his or her own culture and how and why is different or similar to others, a consequence of a highly globalized world. Second, it has cognitive benefits, with evidence that shows that knowing a foreign language powers creativity and problem solution, helps understanding better the mother language structures, and facilitates the learning of metalinguistic skills, helpful for learning other languages. Finally, being proficient in English or other foreign languages relates to economic benefits as it is synonym of better jobs opportunities, better salaries, and more chances of promotion (OECD, 2021), a conception also present in the Chilean context where English is considered a good job option (British Council, 2015).

2.3 FOREIGN LANGUAGE LEARNING

According to PISA's Foreign Language Assessment Framework (OECD, 2021) people from different cultures and countries have historically interacted to trade, exchange goods, services, and information. Nowadays, and from a number of decades the influences of globalization, social networks, advances in technology, and a rising in people migration have increased these already existing interactions. This growing tendency has resulted in people needing to become proficient in one or more foreign languages more than they did before.

The learning of foreign languages dates to classic and medieval periods in Europe, where the teaching of Latin and Greek started with the purpose to form elite students in the skills of speaking, reading, and writing in both languages (Celce-Murcia et al., 2014). In the Roman Empire days "Romans studied Greek as their Second Language...inviting Greek tutors or by having

Greek speaking servants”, later with the expansion of Rome Latin became an international language, reaching the point of being considered an “international language of the Western World” being use both for the church and the state (Setiyadi, 2020). In 1289 was created the first school that taught foreign languages in China, where Persian was taught to nobility for trading and diplomacy. In occident the teaching of modern languages started by the 18th century (J. Richards & Rodgers, 2001), where the use of grammar translation was the approach of the age (OECD, 2021).

Out of the almost 6.000 languages spoken around the world, there are four of them that possess the biggest number of L1 and L2 speakers, which are: Chinese, English, Spanish and Hindi. Among the four of them, English leads the list of languages with more L2 speakers, with over 950 million people, a number that is in constant growth (Saville-Troike, 2015).

Governments from around the world have made great efforts to improve the learning and teaching of foreign languages, especially when it comes to English as a foreign language. Some examples of these changes and refinement of education policies in relation to the learning and teaching of English are the introduction of English from primary classes in Korea in 1998, the “English Open Doors Program” that started in Chile in 2003, Colombia’s Bilingualism National Plan in 2008, Abu Dhabi’s “New School Model” for English Arabic bilingualism for public education in 2010, the stablishing of English as a main subject in Sweden in 2011, or the promotion of foreign language learning by the program “Languages Connect” in Ireland year 2017 (OECD, 2021).

2.4 DEVELOPING OF PRODUCTIVE SKILLS IN EFL

As it has been mentioned previously, dominating and being able to communicate through the use of English has become mandatory in most educational curricula, business and academic contexts, internet interactions, traveling, etc. This has led to a growing number of students learning English as a foreign language. Effective language learning and use involves the development of communicative, linguistic, sociolinguistic and pragmatic competences, along with general competences, which includes declarative knowledge, skills and know-how, existential competence, and ability to learn. These two main competence groups will allow the learner to make use of the language for communicating and interacting (OECD, 2021).

The four main macro skills to develop can be divided into two categories, reception skills, including listening and reading, and production skills, which includes speaking and writing. The effective learning of a language integrates the development of all four skills, and that practicing one skill will result in development of the others when working cooperatively (Arcia et al., 2009).

On one hand, receptive skills are for foreign language learners, usually the easier ones. The development of these passive skills usually take place through the learner's observing and experiencing the language in use, allowing them to store knowledge that will be available for production. On the other hand, productive skills imply the transmission of knowledge, written or spoken. These skills work in cooperation with the reception ones (Golkova & Hubackova, 2014).

2.4.1 THE DEVELOPING OF ORAL SKILLS

According to Fields's model (2011) of speaking process, the production of speech begins with conceptualization, in this part of the process the learner has to be aware of what it is going to be said in advance, limited by time and working memory, and also prepare the next interaction, being aware of the situation, of the listener, of meeting goals, and properly participate of the discourse. On the next stage, the process moves on to grammatical encoding, the part in charge of the construction of syntactic structures, which leads to phonological encoding, the moment where the lexical items are transformed into the correct phonological forms which will be articulated.

At a beginner's level, the foreign language speaker is only capable of articulating short questions and answers, providing basic personal information, and reproducing familiar vocabulary (Council of Europe, 2011). But, when reaching new levels, vocabulary, pronunciation, proper structures, and fluency are going to be required for the effective use of the speaking skill (Boonkit, 2010).

2.4.2 Enhancing the development of oral skills

In order to promote the development of oral skills there are a series of actions that can help the learner in the use of the language. The building of confidence is necessary to avoid the fear of making mistakes. It is important to enhance the learner's linguistic and discourse competences, providing the learner with content related to vocabulary, grammatical features, and structures, along with understanding of pronunciation (Newton & Nation, 2020).

The development of the communicative abilities in an L2, occurs in a similar way in which the acquisition of the L1 takes place. As it was mentioned previously within this chapter, based on the sociocultural theory proposed by L. Vygotsky (1978) states that the acquisition of the first language happens through socialization, and that a similar process occurs when learning an L2. Following this path, it will be later explained in detail how the development of the communicative skills can be enhanced through the use of communicative tasks, a type of approach conducted by Communicative Language Teaching in collaboration with Task-Based Language Teaching and Learning.

2.4.3 The developing of writing skills

Field's model (2004) of L1 writing can be used to describe the L2 writing process. This model includes six stages: macro-planning, organization, micro-planning, translation, monitoring and revising. At first, the writer begins with the planning of the text that is going to be written. In macro-planning the writer evaluates the purpose of the text, the content that has to be included, who is going to read it, and the type of text to organize the ideas that are going to be included. Next, in the organization part, the writer puts the ideas in order, to move onto the micro-planning stage, where the goals of each sentence and text as a whole are evaluated. Following the process, comes the part where the abstraction "ends" and the writer puts the text into concrete format, this is the translation, where lexical and grammatical choices are made. Finally, in the monitoring and revision part, words, sentences, and the text in total are reviewed.

Beginner learners of a language usually begin according to the CEFR by providing basic information in their texts, along with personal interests, use simple words and expressions and produce isolated sentences (cefr). The

abilities to build complete texts are going to developed meanwhile the learner continues reaching higher levels of proficiency.

2.4.4 Enhancing the development of writing skills

According to Terroux and Woods (1991) the development of the writing skill can be promoted within learners of a foreign language by performing the following actions:

- a. Pair work
- b. Brainstorming sessions
- c. Flexibility on structures and ideas
- d. Teacher and pair feedback
- e. Developing of drafts
- f. Cyclical reviewing of texts

2.5 LEARNER'S IDENTITY AND SLA

Through the learning of language in early childhood, the construction of the child's social identity begins. This will be the place where the understatement of the cultural context and the construction and awareness of the child's own self being are going to be developed (B. Norton & Toohey, 2011). Weedon (1997), a post-structuralist feminist theorist, referred to identity as "subjectivity" and defined it as the thought, emotions, sense of self and the

relationship these “concepts” hold with the world, where language has the role of allowing social organization to take place. According to the author, identity is a site of struggle, it has multiple natures and is constantly changing.

Bonny Norton, a distinguished academic and researcher began the discussion of how identity influences Second Language Learning (SLL) in positive or negative ways with her 1995’s publication “Social identity, investment and language learning”. She proposed a social identity theory, that “assumes that power relations play a crucial role in social interactions between language learners and target language speakers” (B. Norton, 1995). This view contrasts with previous conceptions of the self being as a fixed and binary individual (motivated/ not motivated as an example).

Social identity, as it was mentioned before, is a site of struggle. This means that as the development of the person’s identity is constructed within different social settings, these social settings possess their own structures in which the social being builds relationships with others. These relationships are tied to social powers where the individual adopts a certain position depending on the context of each situation, that may cause conflict or resistance in the person. Power relations affect the possibilities L2 learners have when acquiring a foreign language, providing, or denying the learner with opportunities for speaking, listening, writing, reading, and negotiating with participants of the target language community (B. Norton, 1995).

2.6 INVESTMENT AND ENGAGEMENT

In her “Social identity, investment and language learning” article, Norton discusses how the conception of motivation is unable to “capture the complex relationship between relations of power, identity, and language learning” (B.

Norton, 1995), and to better explain this relationship she proposes the term of investment, which in her words “more accurately signals the socially and historically constructed relationship” between the learner and the target language. In later research, Norton and Toohey (2011) would also find that “most motivation studies...frame motivation as a fixed characteristic of individual language learners and hypothesized that learners who failed to learn the target language did not, for various reasons, have sufficient...desire to learn the language”. They describe investment as the learner’s willingness and desire of learning an L2, the aim to belong to a certain community of the target language and how this is shown in the amount of “effort” put into accomplishing these purposes. This desire of acquiring a second or foreign language is related to the possibility of having better or more cultural capital. Investment is an economics borrowed concept that categorizes symbolic resources that allow EFL students to be provided of a “currency” to better mediate their relationship with the target language community and better position them in their own communities.

The construct “presupposes that when language learners speak, they are not only exchanging information with target language speakers but they are constantly organizing and reorganizing a sense of who they are and how they relate to the social world” (B. Norton, 1995), this implies that the learner is not only investing and learning and using the language, but is at the same time investing in his or her own identity.

The promotion or constraining of the learning process will be influenced not only by motivational and investment factors, but also it be determined by another concept, this would be Engagement with Language (EWL), according to Norton (2010) “when the learner engages in textual practices, both the comprehension and construction of the text is mediated by the learner’s investment in the activity and the learner’s identity”.

Engagement with language is described as the process where Language Awareness (LA) (the conscious knowledge about an L1 or L2) is

constructed, and it has been described by Svalberg (2009) as “a cognitive, and/or affective, and/or social process in which the learner is the agent and the language is the object (and sometimes vehicle)” meaning that in the cognitive area, the engaged learner “is alert, pays focused attention and constructs their own knowledge”, in the affection area “the engaged individual has a positive, purposeful, willing and autonomous disposition towards the object (language)”, and finally in the social are the learner interacts and is willing to initiate interaction ”, also describing the process of EWL as being cyclical.

2.7 COMMUNICATIVE LANGUAGE TEACHING

The method or approach that best encapsules the chance to build an identity, invest and engage through communication in the TL has been for a few decades Communicative Language Teaching. CLT is an approach to teaching (J. Richards & Rodgers, 2001) introduced first in 1970 by Western scholars with the purpose of creating a teaching curriculum based on usable communicative of skills in L2 instruction (Dörnyei, 2012). The primary goal for CLT is the development of Communicative Competence, which can be described as the ability to understand and perform in social circumstances in the TL (Hymes, 1972). This approach is based on “the theory that the primary function of language is communication, and that language is best learned through communication” (Brandl), for this reason the focus of CLT has been to elaborate and implement methodologies that encourage the promotion of “functional language ability” by engaging the learner in communicative settings (Savignon, 2006), with a methodology “centered around the learner’s participatory experience in meaningful L2 interaction in (often simulated) communicative situations, which underscored the significance of less structured and more creative language tasks” (Dörnyei, 2012).

CLT has been on constant transformation since it first appeared as a research topic and classroom approach, Nina Spada (2007) states in relation to this matter that “most educators agree that CLT is undergoing a transformation – one that includes increased recognition of and attention to language form within exclusively or primarily meaning-oriented CLT approaches to second language instruction”, which does not mean a “back-to-grammar” period, but in the development of language knowledge skills (Dörnyei, 2012).

When it comes to applying a CLT approach within the classroom, it is necessary to develop certain aspects to obtain proper processes and results. Savignon (2006) states that CLT “requires...attention to strategies for presenting the structures and functions of language”, in addition to involving learners “in the dynamic and interactive process of communication”, allowing them not only to experience the TL but also to analyze it, given the opportunity to participate in learning experiences that include “physical...psychological... and intellectual sense” which in other words is involving the affective, physical and cognitive areas of the learner.

One aspect to highlight about CLT is that it is open to different methods as long as it encourages the communicative aspect of teaching, not fixing on specific models but using these methods in relation to the learning context. Nevertheless, CLT has too been classified according to the methods in which is applied, this classification has been separated in two sections: “weak” and “strong” forms of CLT, being Task-based Language Teaching the main strong form of the approach due to its communicative characteristic (Brandl, 2019).

2.8 TASK-BASED LANGUAGE TEACHING

Task-based language teaching is an approach that uses tasks as “units of teaching... with the purpose of making it more communicative” (Ellis, 2003). This means that the basis or “core unit” on which the approach plans the curriculum for the teaching process is rooted on the tasks itself (Richards & Rodgers, 2001). It is characterized by planning content depending on the students’ needs, promoting communication and interaction through the target language, use of authentic learning materials, helping learners learn how to understand both language and learning process, using learners’ personal experiences within the classroom, and enhancing the link between the classroom and outside world language (Nunan, 2004).

Through the use tasks all these principles are accomplished. As it was mentioned previously, tasks are the “central units of planning and teaching” of TBLT, performed using language with a specific communicative goal. Nunan (2004) divides the notion of task in two sections: Target tasks and pedagogical tasks. The first one refers to the authentic use of language outside the classroom, typical daily life activities people carry out (buying things, asking for or giving directions, reading instructions, etc.) in which language can and cannot be used. Pedagogical tasks imply the use of the target language within the classroom. According to the author a pedagogical task is “a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language” where the attention is on the expression of meaning instead of focusing on the correctness of the form.

Lessons in Task-based Language Teaching consist of three main stages: pre-task, task, and post-task. The pre-task phase prepares students for the upcoming task providing input on the content, organization, purpose or expected outcome. The main task phase can be focused on accuracy or fluency, accuracy can be encouraged by not setting a time limit or structured

tasks, meanwhile fluency can be pushed by setting time limits or by basing tasks on familiar topics. After finishing the main task and reporting back to the teacher, the post-task phase begins, in this phase the main purpose is to give the students the opportunity to repeat what was already done, reflect on the task performance or to review specific information that was presented in the main task with the aim of clarifying doubts or concerns (Ellis et al., 2019).

Beside the points that have already been discussed regarding TBLT there is another key factor that determines the eventual success this approach may have; this is the role of the learner. Learner centeredness is linked to CLT as well as TBLT, and it implies considering the learner an active participant of the learning process, by working collaboratively with the teacher in the construction of the class curricula, including information about their lives, interests, and opinions and decisions about the content, work methodology and evaluation. It involves the learners being responsible for their own learning by monitoring and reflecting on the learning process (Nunan, 2004).

2.9 SCAFFOLDING

Lessons which include communicative activities that allow learners to engage in social contexts, mediate meaning and be participants of collaborative talk with the teacher or peers, result in learners who reach higher levels of cognitive skills, in comparison to others who have no access to this kind of experiences. This idea is better illustrated by the concept of Scaffolding, proposed by the authors Wood, Bruner, & Gail (1976), it is a term borrowed from the field of construction, scaffolding refers to the structure put up in the process of constructing a building, a structure that is taken down as each stage of the building is finished. This term is related to Vygotsky's Zone of Proximal

Development (ZPD), which is “the distance or cognitive gap between what a child can do unaided and what a child can do jointly and in coordination with a more skilled expert” (Gibbons, 2002).

In language learning, the supportive dialogue is essential to the acquisition and development of the target language. The teacher will temporarily assist the student, first providing special help to complete a task, but slowly freeing the student to let him or her perform it, eventually gaining a new skill or understanding a new concept or idea. The support can be provided both in spoken or written forms by questioning, reformulating, repeating, or elaborating specific activities. One way to scaffold the student in the practice of speaking is creating writing activities. Writing is described in Usó-Juan, Martínez, & Palmer-Silveira (2008) as a “dynamic, creative and contextualized process of communicating through texts'”, and since it communicates is related to the communicative competence acquisition in a L2 and its components. These components (discourse competence, linguistic competence, pragmatic competence, intercultural competence, and finally strategic competence) operate cooperatively to help the learner communicative competences' acquisition.

After describing and analyzing the concepts and theories related to the learning of a foreign language it can be concluded that for a successful foreign language learning process to happen the teacher or researcher needs to take into consideration the cognitive and social realities of his or her students. This means that the student will have to engage in meaningful communicative situations, first scaffolded by the teacher to support the student's performance. These communicative situations also need to be related to the students' social context, considering their position in relation to the language being learned, and how this influences their willingness to use it and learn it.

The theoretical framework proposes Communicative Language Teaching and Task-Based Language Teaching and Learning as the main approaches to allow the students engage in close-to real life experiences within

and outside the classroom. These two approaches also are the ones that will provide the opportunity both for the teacher and the student to include within the teaching framework personal experiences to connect with the language content, giving the student the chance to identify him or herself with the language being learned.

3 CHAPTER 3. OPERATIONAL FRAMEWORK

3.1 RESEARCH DESIGN

Since this study seeks to explore and describe the reason on why students are reluctant to speak using the target language, the processes and effects of the use of a communicative tasks, and the effect of an alternative educational environment the type of research chosen to conduct the study was action research, as it allows the teacher to investigate her own classroom setting in collaboration with the community to bring positive change (Lee Mckay, 2006).

According to Nunan (1992) the action research is a type of research that is mostly carried out by practitioners, in this case a teacher. It has a collaborative manner as it invites the community to participate voluntarily, driven by the desire of positive change for the students, the teachers, and the establishment (Lee Mckay, 2006). This research will allow the teachers involved to understand the complex context of a classroom, the students' English performances, their interests and goals regarding English learning.

The data will be collected through the appliance of a English preferences and experience questionnaire, two interviews, two classroom research journals, and by the projects developed by the participants. The study will be developed through an English workshop where students can voluntarily opt to participate with the commitment of completing the workshop and working on the projects. In this English workshop the participants will be able to collaborate with the researcher in the content chosen for the tasks.

The first instrument appliance will be the questionnaire, constituted of sixteen questions in which the research seeks to find the participants' interests, English learning perceptions, and expectations regarding the workshop. After that, the participants will take a twenty-eight questions interview, the purpose of this instrument is to evidence the students' English competences. As the workshop progresses, the third instrument, the research journal will be completed to record the progress of the participants. Finally, a second interview with the same twenty-eight questions will be applied to evaluate the students' progress.

3.2 TYPE OF RESEARCH

Action research is a combination of practices common in the field of sociology and education. it is an orientation to inquiry that stands out for its collaborative process that pursuits the identification, reflection, improvement, and creation of knowledge related to issues within a specific community (Reason & Bradbury, 2008). This approach allows the classroom teachers to become researchers and to take systematic action to investigate their own contexts. According to L. S. Norton (2009) "the principle of pedagogical action research is to improve some aspect of the student learning experience". It is characterized by the fact that is carried out by teachers that aim to change things in a collaborative way (Nunan, 1992), identifying problems in specific situations and small scales. The process of action research is cyclical, reflective, collaborative and constructivist (L. S. Norton, 2009). Finally, since action research is conducted through and within social action it possesses a political intention due to its contribution to the transformation of both social and cultural aspects (McNiff & Whitehead, 2011).

According to Lin S Norton (2009), the purpose of action research is to “systematically investigate one’s own teaching and learning facilitation practice with the dual aim of modifying practice and contributing to theoretical knowledge”. It also seeks to contribute to social and cultural transformation (McNiff & Whitehead, 2011), to engage the participants of specific communities, to change and improve with the participants, and to help the production of “practical and useful knowledge” (Reason & Bradbury, 2008).

The focus of action research is both personal and social. On one side researchers focuses on improving their own learning, teaching facilitations (McNiff & Whitehead, 2011), and their specific working situations by self-reflecting. On the other side, practitioners focus on the social aspects of their research which imply the identification of reasons for them to act, the contribution to certain communities and how it helps them improve, co-creation of knowledge, and the social and cultural transformation . But in a more holistic manner, educational action research’s essential purpose is “to investigate social environment in which researchers perceive a situation where a gap exists between the “actual” and the “ideal” (Reason & Bradbury, 2008).

This approach begins with the identification of a problem within the classroom to later gather the necessary data to solve the specific problem identified and conduct changes and interventions to solve the issue and create positive changes in small scale (Lee Mckay, 2006). The process of action research “proceeds in a spiral of steps, each of which is composed of a circle of planning, action and fact finding about the results of the action” (Reason & Bradbury, 2008). Sandra Lee Mckay (2006) divides this process in four stages: planning, acting, observing, and reflecting. These four stages are later widener, describing eight stages for the process of action research:

1. Identification, evaluation, and formulation of the problem (related to an everyday situation and an education system).

2. Consulting to colleagues or collaborators to better portrait the situation to be researched.
3. Literature review.
4. Modification or redefinition of the situation statement based on the literature review.
5. Specification of the research design (participants, materials, and procedures).
6. Specification of the evaluation process.
7. Project implementation and data collection process.
8. Data analysis, reflection, and project evaluation.

After finishing the cycle of pedagogical action research, the practitioners will define if another cycle is necessary to reevaluate the process and results, or if it is necessary to implement other actions to fix or change the situation.

Following what was before mentioned, it is important to also highlight the reasons on why action research was chosen to conduct the present inquiry. Pedagogy as a field and profession constantly requires improving to meet the students' necessities, that can be related to their education, school context, personal life, or others, and is action research the type of approach which is the most suitable to provide innovative and non-invasive methods to work for the flourishing of educational communities in a collaborative way.

When a teacher identifies an aspect he or she wants to change regarding the students' learning and the educational context, a researching process begins. Action research allows the teacher and students to benefit from this process, it provides data about a certain topic or situation, contributes to the teacher and students' knowledge and learning, helps the development of the participants, and promotes reflection and collaboration (L. S. Norton, 2009).

In this case, the teacher and researcher identified a situation common in Chilean classrooms, the lack of development of communicative and production skills. This issue

was present in different types of educational contexts in which English is taught but not widely used for its communicative purposes. Starting on this point, the teacher decided that she needed an approach where both parts, teacher and students could work collaboratively towards promoting the practice of the communicative skills with the use of innovative, close-to real life, engaging and learner centered task-based projects. Within pedagogical action research there are a number of tools which can be used to collect data and analyze the research situation, these tools are usually research journals, collection of documents, participants observations, questionnaires, interviews, and case studies. In the following study the tools chosen to collect the data will be a research journal, collection of documents, observations, questionnaires, and interviews.

3.3 DESCRIPTION OF THE SAMPLE

The pedagogical intervention took place in Meraki, a house-school located in the city of Viña del Mar. It is a non-traditional school that focuses its pedagogical proposal in neuroscience, social-emotional education, and co-parenting. The school is divided in five main grades: Explorers (Playgroup and Kindergarten), 1st and 2nd grade, 3rd and 4th grade, 5th and 6th grade, and 7th grade, with a total of 25 students. There are also 7 teachers and one psychologist.

Students from the Explorers group to 4th grade have two chronological hours of English per week, meanwhile the students from 5th to 7th grade have 3 chronological hours. The pedagogical year is usually divided in themes or projects that are worked focusing on cross curricular activities, trips, presentations, experiment, outdoor activities, etc. The pedagogical intervention performed was scheduled after the students validated their school year by taking the exams provided by the ministry of education.

To finish the year, the school modifies the curricula and prepares different types of workshops for the students, this year the students could participate from four different workshops: city history, a science and experiments class, life skills workshop, and the English workshop.

The English-speaking workshop took place from November 3rd, 2021, to December 9th, 2021. Each week had three classes of two hours, with a total of thirty-six hours. The workshop was designed for students from fourth to seventh grade and had a voluntary character.

3.4 PARTICIPANTS

3.4.1 SCHOOL CONTEXT

Besides the traditional private, semi-private and public schools existing to the date in the Valparaíso region, there is a growing but not estimated number of non-traditional or alternative schools. These types of projects believe in teaching using alternative approaches, being the most commons the Montessori and Waldorf schools, in this case the school where the study is taking place categorizes itself as a “Escuelita Libre”, a type of school that is growing within the alternative education are.

Usually, these types of schools are established in houses, have a small number of students, are private, have mixed grades, use a different curriculum, or base their teaching in the ministry's curriculum but with difference appliance, have a different teacher-student relationship, and do not use uniforms. The students that attend these schools have to take an special exam provided by the Ministry of Education to validate their studies at the end of the year (Catalán, 2021).

Meraki, the house-school where the study took place borrowed from different methods and approaches to create their teaching basis, using Montessori, Waldorf, neuroscience, emotional education, and co-parenting ideas. As most alternative schools, Meraki is a private establishment, which in 2021 had 25 students divided in 5 groups and had seven teachers who performed both their specialty and other subjects.

Caused by the zero support given to these types of school by the government and ministry of education, alternative schools like Meraki often confront serious economic problems, high teacher rotation due to low salaries, social sectorization caused by the high prices, inability of hiring specialists, lack of working space and time, lack of teaching material and technological supplies.

In the next table there can be appreciated the grades, age, and number of students by the year 2021.

GROUP	GRADES	AGES	FEMALES	MALES
GROUP 1	PK AND KINDER	3-5	2	2
GROUP 2	1 ST AND 2 ND GRADE	5-8	3	2

GROUP 3	3 RD AND 4 TH GRADE	8-10	2	5
GROUP 4	5 TH AND 6 TH GRADE	11-12	2	3
GROUP 5	7 TH GRADE	13	0	5
TOTAL OF STUDENTS			25	

Table 1: School students

3.4.2 PARTICIPANTS' DESCRIPTIONS

In the present study, eight students from the alternative house-school Meraki, located in Viña del Mar, Valparaíso, were observed. The age range went from 10 to 13 years old, from fourth to seventh grade. All the participants made the voluntary decision of becoming part of the study with the purpose of practicing their speaking skills. From the eight participants, two of them were females, and six were males. Only three students had previously assisted traditional education, three had only been to Meraki school from their whole educational life, and one came from another alternative school.

The life stage of the participants will be taken into consideration because it influences the type of behavior, interests, relationships, and disposition within the classroom, and to better understand what was evidenced within the research. In this study were present two different but subsequent life stages: middle childhood from 9 to 11 years old, and young teens from 12 to 14 years old.

The middle childhood stage is characterized by growing independence, stronger friendship bonds, better sense of responsibility, more awareness of peer pressure, noticing of body changes, and development of better attention span, characteristics that will make an advance in the next stage, young teens. The young teens stage can be described as a stage of changes, the young teenager will have to face new physical, psychological, emotional, and social experiences, they might also feel more peer and adult pressure, more independence, be more concerned regarding their bodies, struggle to build self-confidence, be less affective, develop a greater capacity of complex thought and rationality.

The family backgrounds present within the learners were similar. Most of the students came from middle class families that could afford private education for one or two children, and all of them had professional or independent working parents who encouraged the learning of educative content and life skills. Seven out of eight students had brothers or sisters from similar ages, all of them lived around Viña del Mar and Valparaíso, only one had internet and tv restrictions, and six of them practiced at least one sport.

Previous experiences with the language and subject were positive. Seven of the eight students had been studying English in formal or alternative education since kindergarten, had read short books in English, and had made projects in which they have had to speak and write. In the present, all of them were interested in watching and listening content in English, motivated by gaming, watching youtubers, listening to music, and finding information.

The students' level of English was only measured by observation and comparison to the assessment guidelines of the CEFR model as the context of the school did not include formal testing as part of its curriculum and the workshop had a recreational purpose, limiting the amount of pressure or testing put in the students. From the approximated English level observation of the eight participants, three of them had a beginner level and five of them a pre-intermediate level.

In the next chart, we can see the age, grade, and participant background's description.

PARTICIPANT	GRADE	AGE	GENDER	PARTICIPANT BACKGROUND
P1	4 TH GRADE	10	MALE	TOMÁS IS A 10-YEAR-OLD STUDENT WHO LIVES IN VALPARAÍSO. HE HAS ATTENDED THE ALTERNATIVE SCHOOL FOR ONLY ONE MONTH SINCE THE RESEARCH STARTED. HIS APPROXIMATED LEVEL OF ENGLISH IS BEGINNER TO INTERMEDIATE BUT IS HIGHLY MOTIVATED TO BECOME A BETTER USER OF THE LANGUAGE. HE COMES FROM A MIDDLE-CLASS FAMILY BACKGROUND WHERE ENGLISH PLAYS AN ESSENTIAL ROLE IN DAILY LIFE DUE TO HIS MOTHER PROFESSION, AN ENGLISH LANGUAGE TEACHER AND IS AN ONLY CHILD OF TWO PROFESSIONAL PARENTS. HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH TO HELP HIM WITH HIS ONLINE GAMING AND TRAVELLING.
P2	5 TH GRADE	11	FEMALE	MONSERRAT IS A 11-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. SHE HAS ATTENDED THE ALTERNATIVE SCHOOL FROM MARCH 2021. HER APPROXIMATED LEVEL OF ENGLISH IS BEGINNER. SHE HAS A HISTORY OF LEARNING DIFFICULTIES, DIAGNOSED IN HER PREVIOUS SCHOOL, A PUBLIC ONE. SHE COMES FROM A MIDDLE-CLASS FAMILY BACKGROUND WHERE THE LEARNING OF THE LANGUAGE HAS NOT BEEN COMPLETELY ENCOURAGED. SHE IS THE YOUNGEST OF TWO SISTERS, LIVING WITH A SINGLE MOTHER WHO SUPPORTS AND ENCOURAGES HER TO LEARN FROM THIS NEW ENVIRONMENT.

				SHE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH TO HELP HER WITH HER SCHOOL PERFORMANCE AND TO UNDERSTAND INTEREST RELATED CONTENT.
P3	6 TH GRADE	12	FEMALE	AGUSTINA IS A 12-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. SHE HAS ATTENDED THE ALTERNATIVE SCHOOL FROM MARCH 2021. SHE HAS AN APPROXIMATED INTERMEDIATE LEVEL OF ENGLISH, RESULTING FROM ATTENDING A BILINGUAL SCHOOL IN HER CITY AND A GENUINE INTEREST IN LEARNING THE LANGUAGE. SHE COMES FROM A MIDDLE TO HIGH CLASS FAMILY BACKGROUND WHO ENCOURAGES HER AND HER TWIN BROTHER TO LEARN THE LANGUAGE AND TRAVEL. SHE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY BECAUSE OF HER WILLINGNESS AND DESIRE TO LEARN MORE ENGLISH, AND BECAUSE SHE WANTED TO PRACTICE HER SPEAKING, THE SKILL IN WHICH SHE FEELS MORE INSECURE ABOUT.
P4	6 TH GRADE	12	MALE	VICENTE IS A 12-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. HE HAS ATTENDED THE ALTERNATIVE SCHOOL FROM MARCH 2021. HE HAS AN APPROXIMATED INTERMEDIATE RESULTING FROM ATTENDING A BILINGUAL SCHOOL IN HER CITY AND A GENUINE INTEREST IN LEARNING THE LANGUAGE. HE COMES FROM A MIDDLE TO HIGH CLASS FAMILY BACKGROUND WHO ENCOURAGES HIM AND HIS TWIN SISTER TO LEARN THE LANGUAGE AND TRAVEL. HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY BECAUSE HE WANTED TO IMPROVE HIS ENGLISH SKILLS.
P5	7 TH GRADE	13	MALE	ANDRÉS IS A 13-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. HE HAS ATTENDED THE ALTERNATIVE SCHOOL FROM 2013. HE

				HAS AN APPROXIMATED INTERMEDIATE LEVEL OF ENGLISH BECAUSE OF A GENUINE INTEREST IN THE LANGUAGE, GAMING, AND A CONSTANT SUPPORT FROM HIS PROFESSIONAL PARENTS, WHO ARE ALSO THE OWNERS OF THE SCHOOL. HE COMES FROM A MIDDLE-CLASS FAMILY BACKGROUND, HAS 3 OTHER BROTHERS, ONE OLDER WHO ATTENDS A MONTESSORI SCHOOL, AND TWO YOUNGER WHO ALSO ARE PART OF MERAKI. HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH FOR HIS ONLINE GAMING HOBBY.
P6	7 TH GRADE	13	MALE	RAFAEL IS A 13-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. HE HAS ATTENDED THE ALTERNATIVE SCHOOL SINCE 2013. HE HAS AN APPROXIMATED BEGINNER LEVEL OF ENGLISH BUT A HIGH DESIRE TO LEARN MORE. HE COMES FROM A MIDDLE-CLASS FAMILY BACKGROUND WHERE THE LEARNING OF THE LANGUAGE HAS NOT BEEN COMPLETELY ENCOURAGED. HE ALSO IS THE MIDDLE CHILD OF THE FAMILY, WITH ONE YOUNGER AND ONE OLDER SISTER. HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH TO HELP HIM WITH HIS ONLINE GAMING.
P7	7 TH GRADE	13	MALE	DANIEL IS A 13-YEAR-OLD STUDENT WHO LIVES IN VIÑA DEL MAR. HE HAS ATTENDED THE ALTERNATIVE SCHOOL SINCE 2015. HE HAS AN APPROXIMATED BEGINNER LEVEL OF ENGLISH. HE COMES FROM A CHRISTIAN MIDDLE TO HIGH CLASS FAMILY BACKGROUND WHERE THE LEARNING OF THE LANGUAGE HAS NOT BEEN COMPLETELY ENCOURAGED AND THERE IS ALSO A RESTRICTED ACCESS TO TV AND INTERNET. HE IS THE OLDEST OF TWO BROTHERS, WITH THE YOUNGER ONE ALSO ATTENDING MERAKI.

				HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH TO HELP HIM WITH HIS SCHOOL PERFORMANCE.
P8	7 TH GRADE	13	MALE	JULIÁN IS A 13-YEAR-OLD STUDENT WHO LIVES IN QUILPUÉ. HE HAS ATTENDED THE ALTERNATIVE SCHOOL SINCE 2013. HE HAS AN APPROXIMATED INTERMEDIATE LEVEL OF ENGLISH WITH A WIDE RANGE OF VOCABULARY. HE COMES FROM A MIDDLE-CLASS FAMILY BACKGROUND WITH PROFESSIONAL PARENTS, WHERE THE LEARNING OF THE LANGUAGE HAS BEEN ENCOURAGED DUE TO FAMILY LIVING ABROAD, TRAVELLING, AND EDUCATION. HE IS THE OLDEST BROTHER OF TWO. HE ACCEPTED TO VOLUNTARILY PARTICIPATE IN THE STUDY WITH THE PURPOSE OF SPEAKING AND UNDERSTANDING MORE ENGLISH TO HELP HIM WITH HIS ONLINE GAMING AND AN UPCOMING AUSTRALIA TRIP.

Table 2: Study participants

3.5 PROCEDURE

The first step taken to start the research was to keep a research journal during the first months of working in the school, which were September and November, with the purpose of understanding this new teaching environment, analyzing the students' approximated levels of English, identifying the students' English competences, obtained data related to their preferences and expectations from the English class. At the same time a bibliographical revision was carried out to obtain a basis in relation to English as a foreign language, pedagogical action research, task-based language teaching, and communicative tasks.

The data collecting was possible thanks to the acceptance of the study from the school's head teachers and the voluntary participation of students. After obtaining permission, the research built a workshop proposal for the students who were interested in practicing their speaking skills, from this presentation eight out of the fourteen students that constituted fourth to seventh grade expressed to be interested in participating. Then it was explained the type of activities and interviews in which they were expected to engage, a questionnaire to collect information about their English experience and preferences, two recorded interviews to analyze their speaking skills processes at the beginning and end of the workshop, and a series of communicative projects.

The interview had two phases, at the beginning and end of the workshop. The first interview's purposes were the identification of the student's English-speaking competences, length and structure of the sentences they were able to produce, amount

of vocabulary ready to use related to their personal information, and what questions were hard to understand. The information from the first interview allowed the researcher to determine the type of structures and vocabulary content that was going to be worked on the workshop. The second interview's purposes were to recognize the changes made in the length, vocabulary and structure of the answers, the students' sense of confidence at the time of speaking, and the progress made from the first to the last weeks of the study application. The interviews were recorded using an iPhone app, to later transcribe the students' answers for better preservation of the language used, expressions, and lack of answers, what was transcribed in a word document by the researcher.

At the same time of the study appliance, a research journal was developed to register the class's objectives, the different stages of the workshop, the participants' progress, their willingness or constrains when performing the tasks, and finally the outcomes.

3.6 DATA COLLECTION INSTRUMENTS

The data collection instruments chosen for the study were a questionnaire, two interviews, and two research journals. The first one constituted of sixteen questions about the participants' perceptions of English learning, expectations about English as a subject, and their personal interests. The second instrument, the oral interview was based on a KET speaking test and had twenty-four questions related to the participants' life. In this case the interviews had two stages, at the beginning of the workshop to evaluate the participants' English-speaking competences, and the second one to identify the possible progress made in terms of student's confidence, length, vocabulary, and structures used in their answers. Finally, the third instrument to be analyzed were two research journals, one recorded before starting the

workshop, and the second meanwhile the workshop was taking place. These two research logs have the purpose of identifying the participants' progress, desires, willingness to participate, constraints in terms of speaking, and class outcomes.

3.7 INSTRUMENT VALIDATION

As a method for instrument validation, the questionnaire and interview were sent to English teacher colleagues from University of Playa Ancha for their corrections and suggestions. These two instruments were also sent to the head teacher and language teacher at the Meraki school to receive their perceptions. After receiving their observations and making some changes on the complexity and abstraction of the questions, the questionnaire was tested with two students from eighth grade from a traditional school in Valparaíso in which the researcher was working at the moment. Regarding the interview, this was tested with the help of two teachers from Meraki school who positioned themselves as beginners in terms of English levels.

After this first testing a few changes related to the length and number of questions were made. On one side, the number of questionnaire questions were changed from thirty-one to twenty-eight, avoiding the ones that had too abstract or specific topics such as "What do you think about English in Chile?". There were also changes in the interview questions, simplifying their structures, an example can be the change made in the type of question "Can you name two of your favorite colors?" to "What's your favorite color?".

After the first testing and the changes made, the questionnaire and interview were applied to three seventh grade students from the already mentioned school in Valparaíso. This testing was done to prove the efficiency of the new number of questions, and the simplification of the interview

questions. In this case the result was successful with the students being able to understand most of the questions and with little to no doubts regarding the questionnaire answers.

3.8 RESEARCH JOURNALS

Two research journals were registered for the present study data collection, the first one before the workshop, and the second as the workshop progressed. The first had the intention to record the progress made since the first weeks of class work with the new teacher, and to analyze their prior English knowledge. The second was registered with the purpose of describing the progress made since the workshop started to its final weeks, the students' perceptions, their suggestions, desires, and performance.

The first research journal registration took place inside and outside the classroom, and it started at around September 2021, month in which the researcher first began doing classes at the school. There she registered comments students made about the subject, requirements and suggestions of activities, brief descriptions of classroom context and students, and ongoing curriculum appliance.

Month	Journal
SEPTEMBER 2021	September was the first month where the teacher and then researcher had the chance to fully work with the students. In the last weeks of August, the classes and research had an “adapting period” because of the

	teacher change that took place during that time. The first weeks were all about getting to know each other by developing familiarization activities such as games, interests finding, and diagnose of the school English average. By the beginning of September, the students started to manifest their expectations for the class, being some of them: Speaking more English, going on class trips or field days, using technology for projects, and being encouraged to communicate using English with the teacher and classmates. This month had the cross-curricular topic “Who we are” in relation to the country’s national day. The topic was worked according to each group age level. Explorers and first graders recognized their body parts, made self-portraits, and practice the use of sentences such as “This is my face”, meanwhile the older groups explored the topic by researching on native tribes from Latin America such as Mayas, Aztecs, Incas and Mapuches by describing their cultures, playing traditional games, character representation, and speaking presentations.
OCTOBER 2021	October had as a central topic “The sciences” in which the students would explore the idea by researching about animals, the day and the night, mathematics, and physics. These topics were taught according to each group level. Explorers and first graders experienced the differences between the day and the night by adapting a classroom and practice greetings according to the time

	of the day, the third and fourth grades explored environments and animals, presenting about their favorite animal, and finally from fifth to seventh grade by learning and applying the research method and conducting trip classes to collect data about different topics chosen by the students. This second full month of teaching in Meraki school were useful for collecting information related to the students' approximated level of English and their willingness to participate, working process, and performance in speaking activities. The last days of October were also the time in which the students answered the questionnaire for the research, it was with the company of the teacher/researcher for doubts related to the questions.
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Table 3: First Journal

The second research journal started on November 3rd, 2021, when the English workshop began. It lasted until December 9th , 2021. The researcher made registrations in relation to the number of weeks of work, each class objective, task description, classroom processes and outcomes.

Week 1

Date	3/11/21
Objective	To answer simple questions about daily life.

Task	The participants will answer 24 questions about their English experience and daily life.
Journal	The first class was dedicated to interview each of the eight participants. The students expressed to feel anxious and insecure about answering in English, what led some of them to not answer worried about making a mistake or felt too shy to say something in English. Others expressed to be anxious but expecting for their turn to be interviewed. In relation to the answers, four of the eight students could answer with complete sentences or correct loose words to most of the questions, meanwhile the other half could answer in Spanish most of the questions or pass on to the next one.

TABLE 4: JOURNAL WEEK 1 DAY 1

Date	4/11/21
Objective	To recognize vocabulary and phrases related to daily life and personal information.
Task	“My life” Discussing in English and Spanish information related to the students’ daily life.
Journal	This class was developed by first providing examples of questions and answers about what students did on the previous day. The first class of the English group showed to be successful in terms of participation. Half of the students could understand the questions and answer in a comprehensible English, and half of students were reluctant to talk or answer in English but wanted to participate by asking and answering in Spanish. The teacher explained common phrases used to ask for information, she asks the students about their lives and

	writes the question on the board, for the students to use them, which eventually they did and started to include their own questions, nevertheless, there were three students who struggled to participate.
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TABLE 5: JOURNAL WEEK 1 DAY 2

Date	5/11/21
Objective	To choose and reproduce phrases to talk about personal life.
Task	“What I did yesterday” Creating a list of activities done the day before.
Journal	Students had to write a list of everything they did the day before to later put it in a text. The phrases were created using the past examples given and the help of a dictionary and translator. In this class the teacher explained how to use webpages such as wordreference.com and google translator. To develop this activity the teacher gave the option to write the text from scratch or to use a template. The students who have showed to be more skilled decided to not use the template and write what they considered was important to tell, meanwhile, the students who felt more insecure about completing the task used the template. Then they added more information with the help of the translator and teacher.

TABLE 6: JOURNAL WEEK 1 DAY 3

Week 2

Date	10/11/21
Objective	To discuss information about personal life with the help of a text.
Task	"Texting" Use WhatsApp to have a small conversation about the previous day.
Journal	After commenting about their texts to refresh information, the group practiced how to put what they wrote in a WhatsApp conversation. They used a template that already had questions to be answered for example: "Hey! Are you there?", "How are you doing?", "What did you do yesterday?", etc. The students decided to work collaboratively in this opportunity, since they had to come up with answers at the moment, which was easier with the help of classmates. The tasks showed to be successful when performed in groups, the students were able to come up with proper answers, maintain the conversation with simple but accurate phrases, and even make questions related to the topic. Spelling mistakes could be avoided with the help of self-correction. In terms of participation, the students showed to be motivated to be part of the activity, most of them wanted to provide answers or write them when chatting, they also expressed the desire of using their cellphones in English and how they wanted to continue using WhatsApp to maintain conversations while using the language.

TABLE 7: JOURNAL WEEK 2 DAY 4

Date	11/11/21
Objective	To identify words and phrases related to likes and dislikes.
Task	“My top 5” Creating Top 5 lists of likes and dislikes.
Journal	After talking and checking examples on how to express likes and dislikes, the students create their lists of likes and dislikes with the help of an online dictionary. Some students decided to create different lists of Top 5 according to a main concept for example: music, games, and food. This task was intended to connect students with the class, have them share what are their preferences, and discuss them. Since most of the topics used for this activity were known by the students, most of them participated expressing one or two sentences in English.

TABLE 8: JOURNAL WEEK 2 DAY 5

Date	12/11/21
Objective	To write basic sentences about personal preferences.
Task	“Mind map” Elaborate a mind map about likes and dislikes using basic sentences and vocabulary.
Journal	After creating the lists, the students built a mind map about what they like and dislike and shared it with the class making comments, asking questions, and discussing similarities. This part of the activity was mainly conducted in English, with exceptions for asking how to say a phrase or word. The students who tent to not speak during the English group started to show more confidence.

TABLE 9: JOURNAL WEEK 2 DAY 6

Week 3

Date	17/11/21
Objective	To discuss classmates' preferences.
Task	"Guess who likes..." Game to practice talking about other's people preferences.
Journal	After collecting information about the students' preferences, having practiced expressing what they like or a classmate likes, the class plays a game about it. At first the students are nervous to ask or use English, but after some turns, they start repeating sentences other classmates said or creating new ones. Most of the phrases started "_____ like _____" or "I don't like" "He like..." and similar.

TABLE 10: JOURNAL WEEK 3 DAY 7

Date	18/11/21
Objective	To recognize and reproduce familiar words and phrases in short, basic descriptions about house spaces, activities, and objects.
Task	"My crib" Watching videos about house tours to find useful content.
Journal	The teacher brought old and new YouTube videos about house tours. These videos were commented from different points of view, the first one being how old were the videos, who were the famous people shown, what caught their attention, and what would they do if they had to show their houses. The discussion was mainly in Spanish. After that, in groups they wrote in Spanish what phrases they would use if they had to show their

	houses. The phrases were translated with the help of the class, teacher, and online dictionary.
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TABLE 11: JOURNAL WEEK 3 DAY 8

Date	19/11/21
Objective	To select and write sentences related to house spaces, activities, and objects.
Task	“My house tour” Using information found in YouTube videos and class suggestions, students start to write their own house tour scripts.
Journal	After deciding on how the project of making your own house tour video is going to be organized, the students are presented with an example text about showing a house. With the help of dictionary, translator, and a writing template students write their own house tour script. Each student decided how to organize their video, they made drawings to organize it and decided in which parts they were going to talk. Most of them started in Spanish and slowly change it to English, meanwhile three of them decided to start in English.

TABLE 12: JOURNAL WEEK 3 DAY 9

Week 4

Date	24/11/21
Objective	To formulate phrases useful to use in a house tour video with the help of examples and templates.

Task	“My house tour” Writing scripts for the house tour video.
Journal	With the help of classmates and teacher guidance the texts were checked for corrections, these texts were mostly correct, and only few changes had to be done in relation to spelling or word order. Later the teacher shows them a short video of her own house tour for the students to use as an example. The students provide ideas both in English and Spanish for the key phrases to use in the video.

TABLE 13: JOURNAL WEEK 4 DAY 10

Date	25/11/21
Objective	To examine own progress and production.
Task	“My house tour” Collaborative feedback and speaking practice.
Journal	This class had the students show and advance of their process along with teacher and classmates house tour work, they showed what they have written, they practice pronunciation and fluency. Some of the participants were reluctant to speak in public about their project and asked for a more private feedback reunion.

TABLE 14: JOURNAL WEEK 4 DAY 11

Date	26/11/21
Objective	To recognize familiar keywords and phrases in short descriptions.
Task	“My vlog”. Analyze different type of youtubers videos to take note on common phrases and words used.

Journal	For this class the students were asked to show their favorite youtubers or Tik Tokers and explain the kind of videos they made. At first some students from the class did not want to participate because they felt embarrassed of their content preferences, but as other students showed what they liked they decided to participate. From this class the students had to find common phrases used by youtubers.
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TABLE 15: JOURNAL WEEK 4 DAY 12

Week 5

Date	1/12/21
Objective	To reproduce spoken and written information about personal preferences and life.
Task	“My house tour” Presenting day. “My vlog” brainstorming about ideas to include within the vlog.
Journal	To start the class each participant shows their house tour videos recorded and edited with their cellphones or tablets. Even though two of them asked to be last or not to be present because they felt ashamed, most of the participants demonstrated to be excited about showing their houses and pets. All of them commented on how this was the first time they recorded a video like this, and that it was fun and made them feel like real life YouTubers. Regarding the speaking aspect, all the videos had comprehensible speaking, had different parts shown, were about three minutes long, had complete sentences and

	complete ideas. None of them included Spanish, and only few mistakes were detected. The teacher gives an example of a video organization and mind map of what topics or phrases she would say in a video. Then she showed them a template to map the video and decide what she would show, in what time, before and after what scene, etc. The students used both examples to create their own mind maps, map their video and organize their ideas.
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TABLE 16: JOURNAL WEEK 5 DAY 13

Date	2/12/21
Objective	To write a script describing something of their interest.
Task	"My vlog" Script writing and video organization.
Journal	After deciding what they were going to show and what they were going to talk about, the students begin their script writing using translator, dictionary and the help of classmates and teacher. A template example is shown to guide students' writing. This activity seems to be interesting for most of them. The majority of the students had an idea and knew what to show. A small part of them did not know what to show. Their scripts were at first simple but concise.

TABLE 17: JOURNAL WEEK 5 DAY 14

Date	3/12/21
Objective	To examine and review scripts.
Task	"My vlog" Collaborative feedback and checking.

Journal	The class checks the scripts and compares them with their classmates' work. They discuss and then show the corrections to the teacher. Three of the students were the most consulted for feedback. Later the class discusses pronunciation doubts and the group practices together. students decided to show their videos advances outside the classroom since some of them felt too shy to do it in front of the class and were nervous about the classmates' opinions.
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TABLE 18: JOURNAL WEEK 5 DAY 15

Week 6

Date	8/12/21
Objective	To describe a familiar topic in a video blog.
Task	"My vlog" Presenting day.
Journal	Presenting day: This day the students prepared the classroom and got together to set what was necessary for presenting the videos, after watching them by request of the teacher they made positive comments about the topics and videos watched using sentences such as "I liked ...", "I think", "Do you like...?" to ask questions about things shown, participants, music, etc. Some students were worried about showing the videos but were encouraged by the group to do it. The participants discuss how they felt more capable of doing this second video after practicing with the first one, they expressed to feel more capable of speaking about something they liked and that after repeating their scripts pronunciation became easier too. Most of the videos included what was required: A topic of their preference, an introduction, recording of an activity and

	consequent description of the activity, comments within the video, a closure, and understandable pronunciation.
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TABLE 19: JOURNAL WEEK 6 DAY 16

Date	9/12/21
Objective	To answer simple questions about daily life.
Task	The participants will answer for the second time 24 questions about their English experience and daily life.
Journal	To end the workshop study, the students take the recorded interview for a second time. After taking the interview, students make comments on how they felt the first time taking the interview, and how they felt now. Most of them expressed to feel more secure, more prepared, meanwhile others expressed that they felt just like the first time, but they knew more answers. In terms of performance, all the students showed to know more answers or loose words related to an answer, in comparison with the first interview.

TABLE 20: JOURNAL WEEK 6 DAY 17

3.9 QUESTIONNAIRE

The research questionnaire taken by the group of students was based on PISA test questionnaire (PISA, 2017). It was adapted to the needs of the study and the students, which meant a selection of proper questions, Spanish translation, and re-structurization for better understanding. It was constituted of sixteen questions about the participants' life, interests, and opinion on English

learning. The questionnaire was completed by each participant at the before the beginning of the study.

The sixteen questions and instructions were in Spanish and could be answered in Spanish too. The questionnaire appliance took place in a quiet classroom where all the participants were present, they were allowed to ask questions, but not to share answers, since these were of personal character. All the questionnaires were printed and had to completed by hand. They had one chronological hour to complete the questionnaire.

The questionnaire included four sections according to the type of questions. The first section had four alternative questions with optional justification, the second section had six multiple choice questions, the third had three scoring questions, and the fourth had three questions with an open answer.

3.10 INTERVIEWS

The study conducted two voice recorded interviews based on a KET A2 sample speaking test (Cambridge Assessment, 2020). The interview model consisted of twenty-eight questions, that were built and adapted to the reality of the participant students to collect information in relation to their speaking competences, length and use of structures, vocabulary use, and confidence at the moment of speaking. The questions were divided in four personal topics, these were interests, preferences, daily activities, and opinion and experience on English learning.

The interviews were taken at the beginning and ending of the workshop. In both cases the researcher let the participants voluntarily offer themselves to take a turn. The setting was a quiet classroom with one table, two chairs and a recording device. At the beginning of each interview the researcher gave the

instructions and descriptions of the process to each student, first in English, and then in Spanish if there was any doubt. The participants had the chance to ask meanings of words and sentences, and the possibility to skip questions if they did not know what to answer.

4 CHAPTER 4: RESEARCH RESULTS

The following chapter will show, describe, and analyze the results obtained from this study's research instruments. The instruments used to collect the data were an English preferences questionnaire, two voice recorded interviews, and a teacher's journal. The information gathered from these instruments will be used to answer the research questions proposed at the beginning of the study.

1. How does the application of writing to speaking task-based activities benefit the progress of the writing and speaking abilities of a group of 4th to 7th grade students?
2. How does the context of an alternative school influence learners in the teaching and learning of English?
3. How does the use of media content and social networks can involve the students in active and significant communicative situations?

4.1 RESULTS

- 1. How does the application of writing to speaking task-based activities benefit the progress of the writing and speaking abilities of a group of 4th to 7th grade students?**

When learning a second language there are four main skills that have to be developed. These skills are going to work together to allow understanding and communication.

These are divided according to their main purpose, which can be reception or production. Reception skills are listening and reading, and

production skills are speaking and writing. Even though these four skills should be taught and learnt with similar attention on each one of them, foreign language contexts and traditional methods give less attention to speaking and writing, usually devoting most of the class time to the practice of the receptive skills.

Teacher Journal

The use of teacher journals and pre and after workshop interviews allowed the researcher to observe the influence of communicative task-based activities on the writing and speaking abilities of students involved in the research. The teacher journal was divided into six week, where each week had three classes of one chronological hour.

On week nº1 the students were introduced to the English workshop with a voice recorded interview that consisted of 24 questions about the student's life and experience with English. In this opportunity, four of the eight students were capable of answering most of the questions whether using a simple sentence or giving a correct loose word. The other half struggled to understand and answer most of the questions, providing answers mostly in Spanish. The following classes, students were asked to write about their daily lives, especially the things they have done the day before and create a text with it. With the help of a dictionary, translator, and examples provided by the teacher they could build their own lists. This way it was easier for them to put it in a text.

The activity continued on week nº2. Using the information from the week before, the students had to interact in a WhatsApp conversation. Activity in which they decided to work collaboratively since they have to come up with

answers in the moment. Overall week nº 1 was both easy and hard, even though half of the class struggles to communicate using language there is a high willingness to participate. To continue with this weeks' tasks, the students began working on their preferences. They were introduced with the phrases "I like, I don't like, She/He likes, She/he doesn't like, Do you like? ". First they had to write top 5 lists of their preferences. This task was easy for them because they knew most of the words they wanted to use, and if they did not know they asked classmates.

To start week nº3 the students used the information collected about their preferences and used it in a game called "Guess who likes..." to put in practice the phrases taught, what after some examples from the teacher and classmates resulted in most of the students participating and saying their own phrases. The week continues with the following task, the creation of a house tour video. In order to introduce the topic, the students watch videos to detect phrases or words to use. Together they build a list both in English and Spanish. They begin writing what they are going to say. Again, the students can write it with the help of a template or by scratch. The template helps most of them, only having them worried about simple words to complete what they want to say. They finish with simple but comprehensible scripts.

The creation and feedback for the house tour video continues on week nº 4, the students correct in cooperation with others the scripts, they exchange ideas, and present the final text for the video. The teacher checks and most of the scripts are correct or only have few details to be changed. Since at the beginning of the writing process the students were presented with examples and possibilities for writing their ideas, at the moment of delivering the final result only few of them had to be corrected and the mistakes only had to do with word order or misspelling. The texts were later practiced for pronunciation checking. Pronunciation seems to be a not so hard part for this group of

students, since most of them are constantly hearing English videos, songs, or games.

Week nº 5 had the students present their projects. All the videos had comprehensible speaking with complete sentences and complete ideas, and included an introduction, developing and closure. The videos also had different parts shown, were about three minutes long, none of them included Spanish, and only a few mistakes were detected. In this week the students also started investigating and creating a similar project, in this case they had to create a video vlog about a topic of their preference. They followed a similar work plan, where they had to find phrases and words useful for their videos, and start writing sentences that they would use to later put it in a script. Since this was a practiced plan, it turned out to be easier for them, plus the use of the template again helped them concentrate on their part.

Week nº 6 was about presenting their video vlogs. The videos were very interesting and easy to understand, all of them included an introduction, developing and closure, and had few structure and pronunciation mistakes. The students expressed to feel more confidence about showing their creations, but explained that they felt anxious anyway.

The journal registration showed that the implementation of communicative writing and speaking tasks positively influence the production of students when working in small groups with the help of technological supplies. The students showed to lean on templates, examples and use of translators and dictionaries to perform the tasks and create their own texts. They were also capable of reproducing what they have written in internet and real life interactions by talking about their interests, showing where they live, or talking about their classmates. Overall, the writing process applied for the

activities conducted in the workshop resulted in completed processes that helped students build what they wanted to communicate.

Interview

The first and second interviews were also two instruments that were capable of showing the influence of speaking and writing tasks on this group of learners. Both the interviews and activities had topics that were connected, being some of them their family contexts, school, their preferences, and their experiences and expectations and for the English class.

The first interview showed that one half of the students had a good vocabulary repertoire, were capable of building simple sentences, meanwhile the other half of the participants were not capable of expressing their ideas in English, and had a hard time understanding the meaning of questions. The records show that Spanish was used to answer a question 12,3 times per student, that a question was skipped an average of 5.2 times, and that 10,8 questions per student were fully answered in english. In relation to the environment around the interviews the students expressed to feel anxious and insecure about making mistakes.

The second interview showed progress in relation to the construction of more complete and well structured answers such as "My favorite program is...", "My family is...", "I don't Know". Other improvements in relation to the first interview were a change in the general understanding of questions, a decrease in the average of questions answered in Spanish going down to 6.2 questions per student. Lastly, the second interview had three students that were capable of answering all the questions using sentences or loose words in English.

The results collected throughout the two interviews demonstrated that the use and practice of production skills in communicative tasks help the

development of vocabulary, capacity of building sentences, and fluency at the moment of speaking. Even though there have been small changes in the period of time where the study was conducted, the results seem positive in regards to the necessary practice of production skills.

2. How does the context of an alternative school influence learners in the teaching and learning of English?

Alternative schools have gained strength over the years becoming a popular option for families that find traditional schools outdated. Families have begun to look for alternative options that consider the teaching of life skills, include emotions in their curriculums, use different methods to evaluate the students' progress, have fewer students, believe in a respectful relationship between teacher and student, and more characteristics. These schools are often based on Montessori, Waldorf or constructivist approaches. What this study sought to evidenced if there was a relationship between an alternative classroom and the development of teaching and learning of English. In order to analyze this research question, two of the research instruments are going to be explained, the questionnaire and the teacher journal. These two instruments are going to be analyzed from two points of view, the influence of alternative schools in the academic and learning process of EFL and the influence in the willingness and desire to learn of students that attend an alternative school.

Questionnaire

The questionnaire provides the researcher with a wider look of how students in alternative schools such as Meraki see their learning process, and how they are influenced by this context. The questionnaire included questions

related to the type of activity they would like to have, the type of teacher they prefer, and how interested they are in participating in an English workshop.

Generally, the group of students manifested to prefer a relaxed type of class, where more fixed activities and projects are not common, instead they propose more active and playful work plans. This is also similar when it comes to the type of teacher they would like to have, which according to them is someone fun who is willing to play and have a good time while teaching, someone who takes them outside, and a teacher that is constantly using english. In terms of participating in an English workshop, they expressed feeling excited about learning more and being able to practice their speaking skills, which according to them is the most difficult one. One of the students who has been all his school years attending to Meraki expressed to be “thirsty for knowledge” and that the workshop was perfect for that.

It could be said after studying the students’ answers that there is an influence in the learning of EFL in alternative schools that goes beyond the academic aspects of EFL, but is rooted in the common feeling students from these schools have regarding learning. What the students propose as their ideal English class and teacher might seem distant from the reality of traditional schools. They expect playful, interactive, and active classes with a teacher that is willing to play, to bring interesting things into the classroom, or to take the classroom outside to learn in a different way. These suggestions made by the group show that simple changes in the way English is taught make a positive influence, enhancing their desire to learn and use the language.

Teacher Journal

The registration of daily entries in the teacher journal was also evidence of how the context of an alternative school influences the learning and teaching of EFL. The teacher journal was registered in six weeks, in which the teacher

could observe how the students work and what were the strengths and weaknesses of the system. The researcher divided the influences of the context in the teaching and learning of EFL in positive and negative.

The positive influences observed in the revision of the teacher journal were first the number of students in the classroom which in this case were only 8. This number of students allows the teacher to concentrate time on each one of them to fulfill their necessities, and it also allows each student to participate in the class. The second positive aspect was the autonomy and independence of most of the students. They would usually take the lead when it came to investigating or looking for information, what was present in their participation when presenting projects or coming up with ideas. The third positive influence registered by the teacher was the friendly environment that the classes had, with respectful students who did not make fun of others when practicing and usually collaborated and helped each other.

When it comes to the negative aspects that influenced the development of EFL skills in the workshop group, the researcher could evidence two main ones. The first was the lack of technological supplies and avoidance of use of these due to the “schools principles”. The second had to do with the lack of formal evaluation, this was difficult for students that came from traditional establishments. They expressed feeling unmotivated to complete some tasks because there was no “reward” as all the activities conducted in the school did not include grading.

3. How does the use of media content and social networks can involve the students in active and significant communicative situations?

Over the past decade technology, the internet, mass media and social networks have become an essential part of our lives, changing forever the way people communicate and access information. In education they are known as ICTs (In Spanish TICs) or Information and Communication Technologies. The

ICTs support, improve and make accessible valuable information for teaching and learning.

In countries like Chile, the teaching and learning of EFL can become a hard task due to how far the language may seem to the students. ICTs help students to get closer to the language, by providing instant access to information, translators, videos, and most importantly the possibility of maintaining real communication through the use of the internet.

In this case, the research question is going to be answered with the help of the teacher journal.

Teacher Journal

Through the registration of the teacher journal the researcher was capable of evidencing how students become more interested when the task involved some kind of technology or technology use, whether it was for information searching, word searching or translation, or communicative purposes. Within the workshop there were three tasks that involved the use of ICTs.

The first task required communicating with the teacher through the use of WhatsApp. The students had to first prepare themselves on the topic that was going to be used for chatting, which was related to the activities they had done on previous days. They listed what they have done the day before and practiced talking about it by writing a short text with the help of their list, and using a WhatsApp template to answer possible questions. The chat would be in real life, so the students had to be prepared to provide answers to questions such as “How was your day yesterday?”, “What did you do?”, “Tell me about your weekend”, and similar. When the tasks were conducted, the students decided to work collaboratively to make it easier. They helped each other when

understanding and answering the questions made by the teacher. In terms of participation the group showed to be motivated and eager to use their phones to communicate. They also remembered that the phones come with a self-correcting tool which helped them with the vocabulary.

The second task that involved the use of ICTs was the recording of a YouTube video. The idea was to include part of the student's life into the classroom by making a house tour video where they could show the place they live in, their pets or family, their rooms, etc, and to role-play as YouTubers. To begin the tasks the students were shown and also had to search old and new house tour videos, and analyze them to register the type of phrases that were used in the tours, common vocabulary, how the video was recorded, and how the places were described. Since the whole task was related to the use of Social Networks and the internet, the scripts were also developed with the use of internet tools, which in this case were translators and online dictionaries, for word searching and pronunciation listening. The possibility of using these tools allowed them to correct first what they have written, and then what they had to say.

Overall, the task had a successful outcome, with good quality videos, that accurately developed the content. Since they have practiced their pronunciation and checked their scripts online and with the teacher, the information provided was easy to understand and contain minor mistakes.

Regarding the participation aspect, all of the students completed the task, and developed the pre-task activities. At the moment of presenting they also showed to be motivated for their classmates to watch the results and even set up the classroom for the video presentations.

The third and final task was also related to becoming a YouTuber. In this final task, the students were expected to integrate what they have done on the previous tasks to create a new video. The topic for this final project was the creation of a video vlog where they showed anything related to their interests. The process of the project was similar to the second task where the participants

had to watch examples of what they were going to do, register the common phrases and vocabulary used in video vlogs, analyze how this type of videos are recorded, and search for useful information. They also used online dictionaries and translators to help them with the script writing process, and speaking practice.

Even though some of the students still felt insecure about showing their projects, they discussed that after practicing with the first YouTube video, the second was felt easier to do, what also influenced their perception on the pronunciation, what according to their comments was also perceived as easier when practicing similar phrases in repeated times.

To sum up, the evidence collected to answer the third research question, it could be said that the proper use of ICTs in well planned classes increases the motivation of the students, takes advantage of the potential of students' digital knowledge, makes them feel connected to the task allowing them to use what it is known to them (technology and internet), and facilitates the access to information and communication.

4.2 ENGLISH PRODUCTION CLASSES: PEDAGOGICAL PROPOSAL

The following pedagogical proposal has been based on the results obtained from the appliance of an English-speaking workshop plus the evidenced found on the lack of the production skills practice within the English area of the educational system in Chile. As it has been shown in this study, the amount of time spent practicing the production skills with the help of close-to or real life tasks, with a real communicative purpose and significance for the learner has been proposed by the ministry of education in their national English

curriculum, but not applied in traditional Chilean schools, who have maintained a more grammar focused type of teaching plan, with a big portion of class time spent only practicing the receptive skills and grammar content, setting aside the development of writing and speaking for communicative purposes. This issue and the possibility that in addition to this situation, Chilean students do not always feel related to the foreign language as it is seen distant and far to be used. The results obtained from this research also show that more communicative classes can be implemented, but this cannot be generalized due to the in some way privileged context in which the study was

conducted, and because of the reality of most public schools, what does not mean that the idea of this pedagogical proposal cannot be adapted to different educational settings.

The Communicative Language Teaching and Task-Based Language Teaching and Learning approaches used to build the English workshop state that learners should be part of a communicative setting, with real or simulated meaningful situations with a focus in producing language (Savignon, 2009) , which is shared by the TBLT approach, that also recommends the promotion of L2 communication, where the intention is to provide the student with authentic learning material and involve them with their learning process both in terms of progress and in relation to the content used, which according to this approach should be based on the student's experiences and preferences (Nunan, 2004).

Within this study it has been evidenced that these two approaches are part of the even though the national English curriculum proposed by the ministry of education (MINEDUC, 2019), with specifications about promoting L2 communication, most traditional establishments prefer to continue basing their classes in more outdated methods, where most of the class time is spent developing the receptive skills of EFL.

Therefore, this pedagogical research proposes a type of class where students can begin to learn how to produce the language they have been

learning more theoretically and encourage them to seek ways of participating in communicative EFL situations. Therefore, this researcher proposes English production classes, where the main purpose is promoting the communication through the target language by participating from written and spoken interactions. These should be based on the students' preferences and experiences with the language and subject. The idea is to divide the hours spent in class, or if possible, create an English-speaking workshop to give students the opportunity to practice mostly production skills, one or two hours a week, where the content is based on the students' preferences, English learning experiences, and suggestions. This would help them feel more related to the foreign language, an issue common in countries where the lingua franca is not spoken on a daily basis, but because of growing globalization has become a necessity. These classes or workshops would have to plan and propose projects where they work by tasks with a final communicative goal, including grammar and structures in a contextualized way where students can find real or similar to life situations to use the phrases learned. This approach should benefit the students' production skills when accompanied of the practice of the receptive skills, the comprehension of simple structures, and an understanding of social contexts. Participating from social interactions should produce an effect similar to the one where humans acquire their L1, the student should eventually internalize phrases and expressions used regularly, first receptively and later productively according to the Sociocultural theory proposed by L.S. Vygotsky and the effectiveness of CLT and TBLT approaches.

An example of a real-life communicative situation that can be turned into a task is sending the English teacher an email about a test, homework or just information about the class. This can eventually become a routine for the students since emails are the formal way to communicate with a teacher, which is also a type of social situation that includes formal writing. The task will take the following steps, number one: reading and exploring different emails, to recognize patterns and types of texts. Step number two: after that they are

shown with a common structure to write to a teacher, and a template to write a similar email. They are given a list of words that can be useful which they can translate. The students write their model emails, including information related to the class. After that they share their results and compare for ideas. Step number three will include writing the actual email, describing an issue about the class. The communicative goal is writing a formal email to a teacher requesting or providing information.

5 CHAPTER 5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the general and specific objectives set for this study, and the nature of Foreign Language Learning, this research work has observed in relation to the general objective “to explore the application of both EFL communicative teaching and writing to speaking task-based activities and its effects in the progress of the communicative abilities of a group of students...” to have contributed with positive results if measured within the context where the study took place.

The eight participants shared the goal of being able to speak and write in English, but also, they shared a type of limitations they had within the classroom. Different limitations affect EFL learning in Chile, commonly repeated in learners or people interested in the language. Commonly present in the classroom are being ashamed to participate, being incapable of producing complete sentences, or the lack of opportunities to communicate in meaningful and real situations. The study showed that in small groups, students gain confidence and that students tend to show more motivation or interest when the topic of the class is related to their preferences. When it comes to the opportunity to communicate using the target language, the study showed that with the help of the internet, social media, and technology in general, the students tend to feel more connected and related to the language.

In relation to the sample and the specific objectives proposed, applying a personal interest questionnaire allowed to observe and understand that there is a growing interest from the students to be part of communicative situations,

including English teachers that speak more English, that nowadays students have the advantage of internet and living through social networks, with the biggest amount of content being in English, and the possibility to engage in social interactions with people from all over the world. The participants of the study demonstrated interest in two tasks that included the YouTube platform and something of their interest. They were also able to engage in a WhatsApp chatting in EFL.

The appliance of the English-speaking workshop also demonstrated to be effective in the scale of the independent school, the learning of new communicative competences could have been better observed if the study would have lasted longer than it did, nevertheless, within the two months before the workshop and the month were the workshop took place, the students and participants started to produce more English.

When it came to answering questions most of them could answer with semi structured phrases or single words in English, while when participating in a simple life communicative situation they were able to maintain a small interaction, for example “Are you okey?” “Yes, I’m okey”.

The application of interviews also demonstrated what personal limitations can be found in young teenagers, as they usually lack confidence according to what is described about that life stage. It was also evidence of the changes and small advances the participant students could accomplish in term of production and avoidance of Spanish when speaking or trying to speak in English.

To conclude this section, is important to mention that encouraging students and language learners to use the language and find it in different life situation is a key element for their learning process. This includes the use of interesting topics, internet for communication, and more class time devoted to the production skills.

5.2 RECOMMENDATIONS

About the proposal given within this study it might appear that there is only emphasis on the production skills, leaving aside the receptive ones and the understanding of word meanings and sentences structures. Nevertheless, as it was mentioned, the comprehension of structures and word meanings is essential to developing communicative competence, but the type of approach in which these should be taught is what the study differs. The researcher proposes the not new idea of giving specific practice time to the production skills and mixing this with innovative classroom tasks.

Structures and word meanings should be contextualized within a communicative situation, providing the student with meaningful possibilities of practice, where she or he can find it a meaning and a sense. Structures can be presented and analyzed but is important to not make it the central part of the task, as it should be learned in implicit and explicit ways for better results. This is what the previous study shown in relation to the appliance of a more communicative approach of teaching and learning.

The study also showed how the use of internet and technology in general motivates students and provides them with helpful tools for independent student-centered learning. This type of learning added to the more traditional one has the potential to result in significant and effective language development.

5.3 PROJECTIONS

Since this study only could take one month to be applied, this researcher expects to develop it in a longer period to better observe how it influences the communicative competences of students. It would also be interesting to apply it in different contexts, ages, and type and number of students, to compare the results and analyze the differences, similitudes and processes, and final outcomes.

Since this project took the Sociocultural theory as a basic theory, the Communicative Language Teaching and Task-Based Language Teaching and Learning approach, the research seeks to continue basing her proposal on communicative methods and continue investigating to find newer experiences that can serve as an inspiration for what it can be accomplished here in Chile.

From this Sociocultural and communicative perspective, and taking the SLA theories, it could be building a type of framework contextualized to the reality of Chilean students, but with a real communicative purpose, in which classes dedicate time to the practice of production in the target language.

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Annexes

Annex 1: QUESTIONNAIRE MODEL

Cuestionario sobre la percepción que los y las participantes tienen del aprendizaje de inglés y sus intereses en cuanto a la asignatura.

Nombre:	
Curso:	
Fecha:	
Objetivo:	Identificar las percepciones que tienen los estudiantes con respecto a sus fortalezas y debilidades en el aprendizaje del inglés como idioma extranjero, junto con sus intereses y expectativas de la clase.

Marque con una X la respuesta que considere te representa de mejor forma.

1. ¿Es importante para Ud. el aprendizaje de inglés?

Si	
No	

¿Por qué?

2. Aprender el idioma inglés le parece

Aburrido	
Fácil	
Difícil	
Interesante	

3. ¿Como definiría su desempeño en el aprendizaje del inglés?

Muy bueno	
Regular	
Bueno	
Bajo	

4. En su opinión, ¿Qué es más importante aprender en la clase de inglés?

Enumérelas de 1 a 6 siendo 1 la más importante y 6 la menos importante

Hablar	
Leer	
Escribir	
Escuchar	
Gramática	
Vocabulario	

5. ¿Qué habilidad o componente considera que ha desarrollado más a lo largo de su aprendizaje del inglés?

Hablar	
Leer	
Escribir	
Escuchar	
Gramática	
Vocabulario	

6. En su opinión, ¿En que habilidad lingüística o componente encuentra Ud. mayor dificultad?. Enuméralas de 1 a 6 siendo 1 la más difícil y 6 la menos difícil.

Hablar	
Leer	
Escribir	
Escuchar	
Gramática	
Vocabulario	

7. ¿Qué tipo de materiales espera Ud. sean utilizados para el desarrollo de las clases de inglés? Marque con un ticket.

Libro de texto	
Videos	
Herramientas Tec.	

Comics	
Objectos	
Otros (Nombrar)	

8. Marque su grado su preferencia de actividades con mucho, poco o nada.

Actividades	Mucho	Poco	Nada
Gramática			
Listening			
Videos			
Uso de computador o Tablet			
Writing			
Reading			
Speaking			
Vocabulario			
Juegos			
Traducciones			
Otros (Nombrar)			

9. ¿Qué características le gustaría encontrar en su profesor o profesora de inglés?

10. De que manera le gustaría trabajar durante las clases de inglés. Marca las que sean de su interés.

Formas de trabajo	
Actividades individuales	
Actividades para realizar en parejas	
Actividades para trabajo en grupo	
Actividades para realizar dentro de la sala de clases	
Actividades para realizar en espacios abiertos	
Actividades para realizar en casa (tareas)	

11. A través de que herramienta le gustaría evaluar su progreso:

Speaking	
Quiz	
Exposiciones	
Otros (Nombrar)	

12. ¿De que manera le gustaría que se desarrollaran las clases de inglés?

13. Marque con una X y sugiera temas de su preferencia

Tema	Si	No

Vida personal		
Gustos		
Ciencia		
Historia		
Gramática		
Redes sociales		
Cine y televisión		
Deportes		
Tecnología		
Tema de interés propio		

14. Realiza una breve descripción de su experiencia con el inglés

15. ¿Está el inglés presente en su familia?

Si	
No	

Especifique

16. ¿Le interesaría participar en un taller de inglés enfocado en desarrollar las habilidades comunicativas?

Si	
No	

¿Por qué?

¡Muchas gracias!

Annex 2: QUESTIONNAIRE ANSWERS

The questionnaire's answers provided by the participants will be presented in order from question n°1 to question n°16.

1. Is English learning important for you?

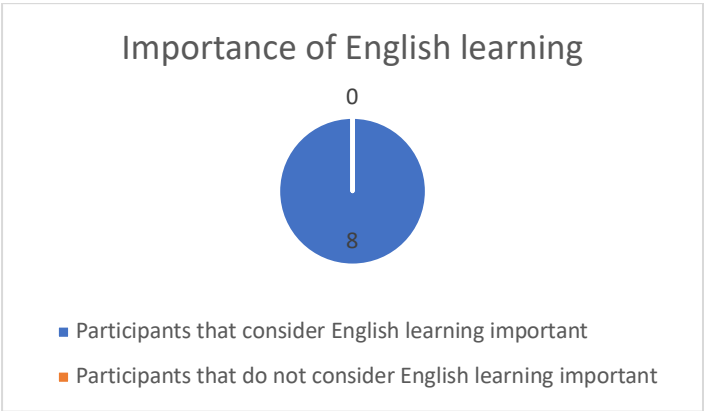


FIGURE 1: QUESTIONNAIRE ANSWER

The eight participants answered that they considered English learning important by making the following justifications:

PARTICIPANT	JUSTIFICATION
1	"MY MOM STUDIED IT AND THE LANGUAGE IS COOL."
2	"BECAUSE IF I WANT TO GO TO CANADA, I MUST SPEAK IT."
3	"BECAUSE I LIKE IT AND IS IMPORTANT TO TRAVEL AND I WANT TO TRAVEL."
4	"TO BE ABLE TO COMMUNICATE WITH MORE PEOPLE."
5	"BECAUSE IT IS A UNIVERSAL LANGUAGE."

6	"IS VERY IMPORTANT BECAUSE OF COMMUNICATION AND GLOBAL LANGUAGE."
7	"BECAUSE IT WOULD HELP IF I WANTED TO GO THE UNITED STATES."
8	"BECAUSE IS IMPORTANT FOR LIFE."

TABLE 21: QUESTIONNAIRE ANSWER

2. For you learning the language is:

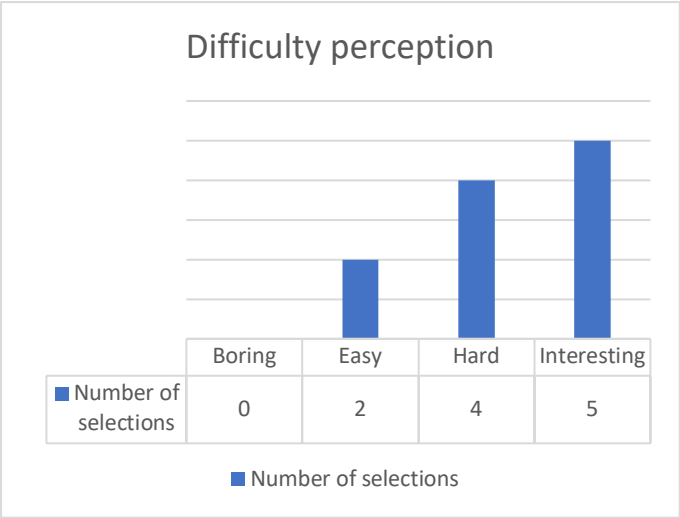


FIGURE 2: QUESTIONNAIRE ANSWER

This question gave the possibility to answer with more than one option to better capture the participants' perception of learning a foreign language. In this case easy was selected two times, hard four times, and interesting five times.

3. How would you classify your English performance?

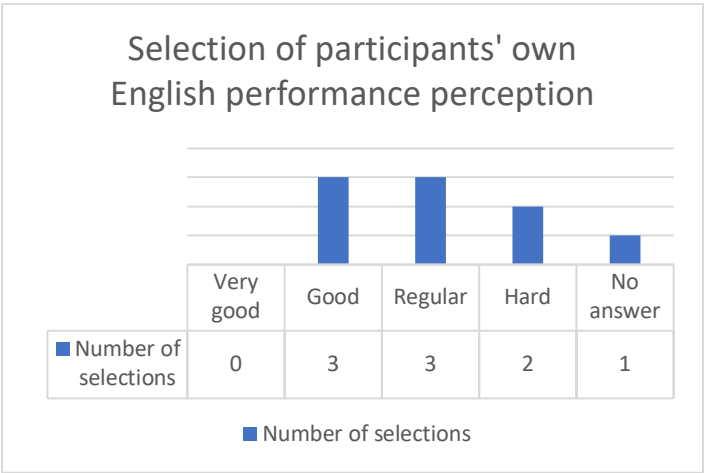


FIGURE 3: QUESTIONNAIRE ANSWER

The question “How would you classify your English performance?” sought to give the participants the opportunity to classify their own English performance, rating from hard (showing difficulty instead of “bad”) to very good. In this opportunity two students considered English being “hard” for them, two “regular”, three “good”, one did not answer and none of them classified it as “very good”.

4. In your opinion, what do you think is the most important thing to learn in an English class? Grade them from 1 to 6 being 1 the most important for you and 6 the least one.

Participant 1	1: Speaking
	2: Grammar
	3: Vocabulary
	4: Writing
	5: Listening
	6: Reading

Participant 2	1: Speaking
	2: Reading
	3: Writing
	4: Listening
	5: Vocabulary
	6: Grammar

Participant 3	1: Speaking
	2: Listening
	3: Reading
	4: Writing
	5: Vocabulary
	6: Grammar

Participant 4	1: Speaking
	2: Listening
	3: Writing
	4: Reading
	5: Grammar
	6: Vocabulary

Participant 5	1: Speaking
	2: Reading
	3: Writing
	4: Vocabulary
	5: Listening
	6: Grammar

Participant 6	1: Speaking
	2: Reading
	3: Writing
	4: Listening
	5: Vocabulary
	6: Grammar

Participant 7	1: Speaking
	2: Reading
	3: Vocabulary
	4: Listening
	5: Writing
	6: Grammar

Participant 8	1: Writing
	2: Speaking
	3: Reading
	4: Listening
	5: Vocabulary
	6: Grammar

This scoring question gave as a result that from the eight participants, seven of them considered that speaking was the most important skill to develop, with reading, listening, writing and vocabulary following it with similar positions. Grammar was also mentioned in the same position by six participants, but as the least important to develop, with six of them position it in number six.

5. What kind of English skill do you think you have developed the best?

SKILL	NUMBER OF PARTICIPANTS THAT CHOSE THE TOPIC
LISTENING	3
WRITING	3
SPEAKING	3
GRAMMAR	0
READING	2
VOCABULARY	2

TABLE 22: QUESTIONNAIRE ANSWER

The participants were able to choose between six English “skills” to describe their English competence, being listening, writing, and speaking chosen three times each, and reading and vocabulary two times each, meanwhile grammar had zero.

6. In your opinion, what linguistic skill or component do you think is the most difficult? Grade them from 1 to 6 being 1 the most difficult for you and 6 the least difficult.

Participant 1	1: Reading
	2: Grammar
	3: Vocabulary
	4: Listening
	5: Writing
	6: Speaking

Participant 2	1: Vocabulary
	2: Listening
	3: Grammar
	4: Writing
	5: Reading
	6: Speaking

Participant 3	1: Grammar
	2: Speaking
	3: Vocabulary
	4: Listening
	5: Writing
	6: Reading

Participant 4	1: Grammar
	2: Vocabulary
	3: Writing
	4: Listening
	5: Speaking
	6: Reading

Participant 5	1: Grammar
	2: Speaking
	3: Vocabulary
	4: Writing
	5: Reading
	6: Listening

Participant 6	1: Speaking
	2: Writing
	3: Reading
	4: Grammar
	5: Listening
	6: Vocabulary

Participant 7	1: Speaking
	2: Writing
	3: Vocabulary
	4: Grammar
	5: Listening
	6: Reading

Participant 8	1: Grammar
	2: Vocabulary
	3: Writing
	4: Listening
	5: Speaking
	6: Reading

In this case, the participants had more mixed answers but two of them repeated in the number one position of difficulty being grammar and speaking chosen each three times. Also, according to four participants the least difficult skill to develop was reading.

7. What kind of materials would you like to use during your English classes?

CLASS MATERIAL	NUMBER OF PARTICIPANTS THAT CHOSE THE TOPIC
TEXTBOOKS	4
VIDEOS	4
TECHNOLOGICAL TOOLS	4
COMICS	0
OBJECTS	3
PARTICIPANTS' SUGGESTIONS	TALKING MATERIAL AND GAMES

TABLE 23: QUESTIONNAIRE ANSWER

In relation to the type of working material to be used in classes textbooks, videos and technological tools were chosen four times each, objects were chosen three times and comics zero. The participants also suggested talking materials and games.

8. Categorize your activities' preferences, mark a lot, a little and nothing according to what you like and what you do not like to do in the English classroom.

ACTIVITIES	A LOT	A LITTLE	NONE
GRAMMAR EXERCISES	2	5	
LISTENING EXERCISES	6	1	
WRITING EXERCISES	7		
READING EXERCISES	5	2	

VOCABULARY EXERCISES	6		1
TRANSLATING EXERCISES	6		
VIDEOS ACTIVITIES	6	1	
INTERNET ACTIVITIES	4	3	
SPEAKING/DIALOGUES	5	2	
PRESENTATIONS	4	3	
GAMES	6	1	
OTHERS (GIVE EXAMPLES)	3		

TABLE 24: QUESTIONNAIRE ANSWER

9. What characteristic would you like to find in your English teacher?

PARTICIPANT	ANSWER
1	"A TEACHER THAT SPEAKS A LOT OF ENGLISH, THAT IS NICE AND KIND."
2	"I DO NOT KNOW."
3	"THAT IS NICE."
4	"A TEACHER WHO LIKES TO DO FUN STUFF."
5	"A FUN AND NICE TEACHER."
6	"SIMILAR TO MY OTHER ENGLISH TEACHERS."
7	"A TEACHER THAT IS GOOD AT EXPLAINING AND THAT IS EASY TO UNDERSTAND."
8	"I DO NOT KNOW."

TABLE 25: QUESTIONNAIRE ANSWER

10. In which way you would like to work in your English classes?

TYPE OF ACTIVITY	NUMBER OF PARTICIPANTS THAT CHOSE THE TOPIC
INDIVIDUAL ACTIVITY	4
PAIR WORKING	3
GROUP ACTIVITY	7
OUTSIDE ACTIVITY	6
OPEN PLACES ACTIVITIES	5
HOMEWORK	1

TABLE 26: QUESTIONNAIRE ANSWER

Similar to the previous questions, the participants were asked to choose the type of work to do in classes, in this case individual activity was chosen four times, pair working three, group activity seven, outside activity six, open places activities (trips as an example) five, and homework once.

11. How would you like to evaluate your progress?

EVALUATION PREFERENCES	NUMBER OF PARTICIPANTS THAT CHOSE THE TOPIC
SPEAKING	6
QUIZ	6
PRESENTATIONS	5
EXTRA-CLASSES EVALUATIONS	2

TABLE 27: QUESTIONNAIRE ANSWER

Regarding on how to be evaluated the participants had four options, speaking which was chosen six times, quizzes being chosen six times, presentations five times, and extra-classes evaluations (as cross curricular projects, field projects, switched classrooms, etc.) was chosen two times.

12. In which way you would like the English classes to be developed

PARTICIPANT	ANSWER
1	NO ANSWER
2	"CLASSES WHERE WE LEARN HOW TO SPEAK IN ENGLISH."
3	"CLASSES WITH A LOT OF ENGLISH."
4	"WITH GAMES AND SPEAKING SITUATIONS."
5	"I LIKE THE TYPE OF CLASSES WE HAVE NOW."
6	NO ANSWER
7	"SPEAKING IN ENGLISH AND FOCUSING."
8	"IN THE CLASSROOM."

TABLE 28: QUESTIONNAIRE ANSWER

13. Choose what topics would you like to have present in your English classes

TOPIC	YES	NO
PERSONAL LIFE	5	2
PREFERENCES	6	2
SCIENCE	2	5
HISTORY	6	2
GRAMMAR	4	3
SOCIAL NETWORKS	3	3
MOVIES AND TV	7	-

SPORTS	6	2
TECHNOLOGY	7	-

TABLE 29: QUESTIONNAIRE ANSWER

The importance of the relation between the content taught in classes and the participants' interests was embodied by giving the students the possibility to show their preference regarding some common topics present in the English class and classifying them according to yes if they wanted the topic to be present in class, and no if they considered the topic was no necessary within the class. Some participants choose to not give a yes or no answers and decided to skip some of the topics. They also made suggestions: Pets, historical events, TV programs, sports, technology use, and food.

14. Write a brief description about your English learning experience

PARTICIPANT	DESCRIPTION
1	"MY EXPERIENCE HAS BEEN LONG AND DIFFICULT BUT FUN."
2	"A LITTLE FAR FROM MY LIFE BUT I LIKE IT."
3	"I LIKE IT AND IS EASY."
4	NO ANSWER
5	"I ENJOY SPEAKING IN ENGLISH SINCE I LIKE TO KNOW MORE AND MORE, YOU COULD SAY THAT I'M THIRSTY FOR KNOWLEDGE."
6	"AT FIRST IT WAS DIFFICULT BUT WITH TIME I STARTED TO GET USED TO THE LANGUAGE AND I HOPE THAT IN THE FUTURE I CAN USE IT."
7	"IT IS HARD TO UNDERSTAND THE LANGUAGE AND LISTENING TO IT, BUT I HOPE THAT SOMEDAY I WILL UNDERSTAND."
8	NO ANSWER

TABLE 30: QUESTIONNAIRE ANSWERS

15. Is English present in your family?

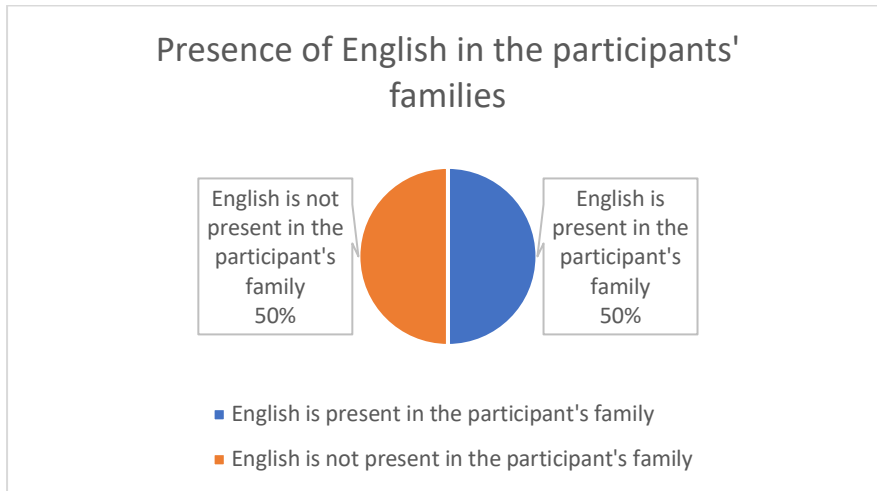


FIGURE 4: QUESTIONNAIRE ANSWER

Out of the eight participants, half of them had English present within their families, stating that whether they spoke it at home or had relatives who spoke it, meanwhile the other half did not have English present within their families, explaining that no one in their families spoke English. Five of them specified their family contexts, meanwhile three of them did not specify about it.

PARTICIPANT	JUSTIFICATION
1	"IN MY MOTHER."
2	"NONE SPEAKS ENGLISH IN MY FAMILY."
3	"YES, ALMOST ALL MY FAMILY SPEAKS ENGLISH AND HELPS ME UNDERSTAND IT."
4	NO ANSWER
5	"WE DON'T ALWAYS USE ENGLISH."
6	NO ANSWER

7	NO ANSWER
8	"I HAVE AN ENGLISH RELATIVE."

TABLE 31: QUESTIONNAIRE ANSWER

16. Would you be interested in participating in an English-speaking workshop?

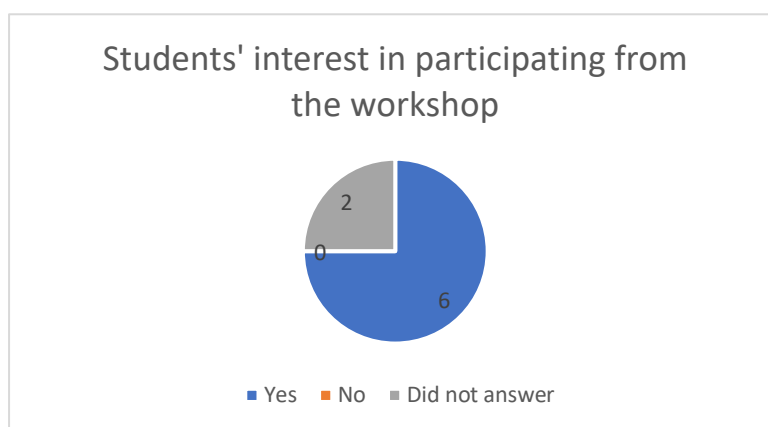


FIGURE 5: QUESTIONNAIRE ANSWER

From the eight participants, six expressed to be interested in participating from an English workshop, and two did not answer. Five of the participants described their interest by expressing their motives for becoming part of the study, and three of them did not gave reasons.

PARTICIPANT	ANSWER
1	"BECAUSE I WOULD LIKE TO DEVELOP MY ENGLISH SKILLS."
2	"BECAUSE I FEEL INTERESTED."
3	"BECAUSE IT WOULD BE FUN."
4	NO ANSWER

5	" BECAUSE IT WOULD HELP WITH MY PRONUNCIATION."
6	"BECAUSE IT IS INTERESTING AND FUN, AND I WANT TO GET BETTER IN MY ENGLISH."
7	NO ANSWER
8	NO ANSWER

TABLE 32: QUESTIONNAIRE ANSWER

Annex 3: INTERVIEW MODEL

Instructions:

The following interview is made up of 24 open questions related to personal information.

There is no time limit.

If the participant does not want to or is unable to answer the question, he or she can pass to the next one.

1. What is your name?
2. How old are you?
3. Where do you live?
4. What is your nationality?
5. Do you have brothers or sisters?
6. Do you have any pets?
7. Are you a student?
8. Where do you study?
9. In what grade are you in?
10. How do you get to school every day?
11. How long does it take you to get to school?
12. What is your favorite food?
13. What is your favorite game?
14. What is your favorite subject?
15. Who is your best friend?

16. What do you do for fun?
17. What do you do when you want to relax?
18. Do you practice any sport?
19. What did you do yesterday?
20. What did you do last weekend?
21. Do you think learning English is good for your future? And why?
22. What do you want to be when you grow up?
23. Tell me about your family
24. Tell me about your school

Annex 4: FIRST INTERVIEW

Participant 1

Date: 3/11/21

Time: 06:24

I: Question number one what's your name?

P: My name is Thomas

I: Two how old are you?

P: Ten nine years old

I: Where do you live?

P: Ehh Valparaíso...Valparaíso

I: What is your nationality?

P: Ehh chilena?

I: Do you have brothers or sisters?

P: No

I: Do you have any pets?

P: Yes, three pets

I: What are they?

P: Two dogs and one cat

I: Are you a student?

P: Yes

I: Where do you study?

P: Ehh

I: Where...dónde

P: Estudias?

I: Yes

P: One north

I: And what is the name of the school?

P: Meraki

I: In what grade are you in?

P: Ehm fourth basique

I: Fourth grade

P: Fourth grade

I: How do you get to school every day?

P: Car and bus

I: How long does it take you to get to school?

P: ¿Mhhh treinta... era thirteen o...?

I: Thirty

P: Thirty

I: What is your favorite food?

P: Beans

I: What is your favorite TV program?

P: The amazing world of gumball

I: What is your favorite game?

P: Fortnite

I: What is your favorite subject?

P: ¿Qué es subject?

I: Materia

P: Matemáticas

I: Who is you best friend?

P: Agustín and Javiera

I: What do you do for fun?

P: ¿Qué haces para divertirte?

I: Yes

P: Deport and games

I: What do you do when you want to relax?

P: ¿Qué haces para relajarte?

I: Exactly

P: Sleep and games for friends

I: Do you practice any sport?

P: Skate, soccer and eso

I: What did you do yesterday?

P: ¿Que hice ayer?

I: Yes

P: Despertar eeh ducharme vestirme y sacar a los perros e ir al colegio.

I: What did you do last weekend?

P: Jugar en el colegio

I: Do you think learning English is good for your future? And why?

P: ¿Si mi inglés es Bueno para el futuro? Yes

I: Why?

P: Te tengo y tu me enseñas

I: What do you want to be when you grow up?

P: Student and... student

I: Tell me about your family

P: My mom my father my grandmother my other grandmother...

I: Tell me about your school

P: Emm friends students games emm breakfast

I: Good, thank you very much can you call the next person?

Participant 2

Date: 3/11/21

Time: 06:28

P: ¿Me vas a hacer las preguntas en inglés?

I: Yes

P: Aaah

I: What's your name?

P: Monserrat Antonia Jara Funez

I: Two how old are you?

P: Once años

I: Where do you live?

P: ...

I: What is your nationality?

P: Chile

I: Do you have brothers or sisters?

P: Sister

I: Do you have any pets?

P: ...

I: Are you a student?

P: Mhh

I: Where do you study?

P: In... puedes repetirla?

I: You study in?

P: Meraki

I: In what grade are you in?

P: Paso

I: How do you get to school every day? By car, by bus, walking?

P: Caminando y a veces en auto

I: How long does it take you to get to school?

P: Mhhh paso

I: What is your favorite food?

P: Colación galletas y de almuerzo fritos de atún con ensalada o arroz con choclo
y

pollo

I: What is your favorite TV program?

P: No tengo

I: What is your favorite game?

P: Videojuego? No tengo

I: What is your favorite subject?

P: Paso

I: Who is your best friend?

P: Ehh Agustina?

I: What do you do for fun?

P: Paso

I: What do you do when you want to relax?

P: ¿Que me relaja? Mhh música relajante e incienso

I: Do you practice any sport?

P: No

I: What did you do yesterday?

P: Pass

I: What did you do last weekend?

P: Pass

I: Do you think learning English is good for your future? And why?

P: Si

I: What do you want to be when you grow up?

P: Pass

I: Tell me about your family

P: Mi mama se llama Natalia mi papa Eduardo mi hermana Francesca

I: Tell me about your school

P: ¿Cómo?

I: De tu colegio

P: A veces en el recreo estamos en la casita o jugamos con todos y comemos

I: Ok Monse thank you very much

Participant 3

Date: 3/11/21

Time: 05:12

I: Ok Agus are you ready? What's your name?

P: My name is Agustina

I: I have twelve years old

I: Where do you live?

P: Ehh Jardín del mar

I: What is your nationality?

P: Lo entendí pero no se como contestar

I: Do you have brothers or sisters?

P: I have one brother

I: Do you have any pets?

P: Yes, I have two cats.

I: Good...Are you a student?

P: Yes

I: Where do you study?

P: Meraki

I: In what grade are you in?

P: No se como se pronuncia

I: How do you get to school every day?

P: Ehmm... in a car

I: How long does it take you to get to school?

P: No sé

I: What is your favorite food?

P: Ehmm... lasagna

I: What is your favorite TV program?

P: It's The Simpson

I: What is your favorite game?

P: It's Monopoly

I: What is your favorite subject?

P: No sé

I: Who is you best friend?

P: Ehm... I have three best friends

I: Good... what are they names?

P: Monse, M^o Ignacia y Julieta

I: What do you do for fun?

P: I like to draw

I: What do you do when you want to relax?

P: Sleep

I: Do you practice any sport?

P: No but I want to swim

I: What did you do yesterday?

P: I go to school and to my house

I: What did you do last weekend?

P: Ehmm.. nothing

I: Do you think learning English is good for your future?

P: Yes

I: Why?

P: Because I have to speak English to travel to... other country

I: What do you want to be when you grow up?

P: Graphic designer

I: Tell me about your family

P: Ehmm... I have one brother, my mom, and my dad están separados and eso

I: Tell me about your school

P: Ehmm... it's Meraki ehmm I like to go to school

I: It was great thank you very much

Participant 4

Date: 3/11/21

Time: 04:44

I: Ok Mr. Alvarez, Hello, what's your name?

P: My name is Vicente

I: How old are you?

P: I'm ele...twelve years old

I: Where do you live?

P: Que?

I: Where do you live?

P: Pass

I: What is your nationality?

P: My nationality is Chile

I: Do you have brothers or sisters?

P: One sister

I: What's her name?

P: Agustina

I: Do you have any pets?

P: Yes two cats

I: What are their names?

P: Gnocchi and Ravioli

I: Are you a student?

P: Yes

I: Where do you study?

P: Meraki

I: In what grade are you in?

P: Pasar

I: How do you get to school every day?

P: Pasar

I: How long does it take you to get to school?

P: Pasar... no entiendo

I: What is your favorite food?

P: Ehmm... I don't know asi se dice?

I: Yes perfect

I: What is your favorite TV program?

P: Stranger Things

I: What is your favorite game?

P: Minecraft

I: What is your favorite subject?

P: Pasar

I: Who is your best friend?

P: Emilio Nuñez and Vicente Suarez

I: What do you do for fun?

P: I don't know

I: Ok... what do you do when you want to relax?

P: Pasar

I: Do you practice any sport?

P: No pero antes si no se como decir eso en inglés

I: What did you do yesterday?

P: Pasar

I: What did you do last weekend?

P: Mhh... I don't know

I: Do you think learning English is good for your future? And why?

P: No se como decirlo

I: What do you want to be when you grow up?

P: Pasar

I: Tell me about your family

P: Como?

P: Tell me about your family

I: Pasar

I: Tell me about your school

P: Pasar

I: Ok Vicente thank you very much.

Participant 5

Date: 3/11/21

Time: 07:08

I: Ok Naná remember you can pass questions if you want to ok? Are you ready?

P: Yes

I: What's your name

P: ¿Completo?

I: Yes

P: Andrés Salvador Contreras

I: How old are you?

P: I have twelve years

I: Where do you live?

P: In my house

I: Ok good, and where is your house?

P: In Forestal

I: What is your nationality?

P: Chilean

I: Do you have brothers or sisters?

P: Only brother

I: Only brothers... how many?

P: Three brothers

I: Do you have any pets?

P: Yes one

I: Dog or cat?

P: Dog

I: What's her name?

P: Manchita

I: Are you a student?

P: Yes

I: Where do you study?

P: In Meraki here

I: In what grade are you in?

P: In no sé séptimo

I: How do you get to school every day?

P: In a car

I: How long does it take you to get to school?

P: Seven nine minutes

I: What is your favorite food?

P: Spaghetti

I: What is your favorite TV program?

P: The amazing world of gumball

I: What is your favorite game?

P: Minecraft

I: What is your favorite subject?

P: Subject? What is that?

I: Subject is for example math, arts, science...

P: Oh... math

I: Who is your best friend?

P: Wladimir

I: What do you do for fun?

P: Play video games, ride my bike, and read

I: What do you do when you want to relax?

P: Mhhh... sleep

I: Do you practice any sport?

P: Ehh.. no

I: What did you do yesterday?

P: I come here to school

I: What did you do last weekend?

P: I celebrate something

I: Do you think learning English is good for your future? And why?

P: Yeah it can open so very many doors in the future

I: What do you want to be when you grow up?

P: Mhh... computer programmer

I: Tell me about your family

P: Ehh.. we are six, my mom, my dad, my brother Gabriel, my brother Tomi, my brother Pepi and me.

I: Tell me about your school

P: Is independiente... independent school... I like too much why is the unique school

I... es la única a la que he ido

I: Ok very good thank you

Participant 6

Date: 3/11/21

Time: 06:20

I: Hello, ok we are going to star...what's your name?

P: My name is Rafa

I: How old are you?

P: Mmhh.. doce

I: Where do you live?

P: Viña

I: What is you nationality?

P: Ehh Chile

I: Do you have brothers or sisters?

P: Yes sisters

I: Do you have any pets?

P: Yes cats

I: Are you a student?

P: Yes

I: Where do you study?

P: Como?

I: Name of your school

P: Oh... mhhh...Meraki

I: In what grade are you in?

P: Pasar

I: How do you get to school every day?

P: Pasar

I: How long does it take you to get to school?

P: Pasar

I: What is your favorite food?

P: McDonalds

I: What is your favorite game?

P: Minecraft

I: What is your favorite subject?

P: Math

I: Who is your best friend?

P: No tengo

I: What do you do for fun?

P: Games

I: What do you do when you want to relax?

P: Dormir

I: Do you practice any sport?

P: Mhh...no

I: What did you do yesterday?

P: Pasar

I: What did you do last weekend?

P: Pasar

I: Do you think learning English is good for your future? And why?

P: Como?

I: English good for future?

P: Yes is good

I: What do you want to be when you grow up?

P: Pasar

I: Tell me about your family

P: My mom, my dad, my sisters

I: Tell me about your school

P: I like Meraki

Participant 7

Date: 3/11/21

Time: 05:33

I: Ok we are going to start

I: What's your name

P: Daniel

I: Two how old are you?

P: Doce

I: Where do you live?

P: Mhh... no

I: What is your nationality?

P: Chile

I: Do you have brothers or sisters?

P: Brother

I: How many brothers? How many?

P: ¿Cuantos hermanos tengo?

I: Exactly

P: Uno one

I: Do you have any pets?

P: No sé

I: Are you a student?

P: Tampoco se

I: Where do you study?

P: No sé

I: In what grade are you in?

P: No sé

I: How do you get to school every day?

P: ¿Divertido?

I: Ok...

I: How long does it take you to get to school?

P: Como?

I: Time from house to school

P: ¿Quince minutos... ¿lo digo en ingles?

I: What is your favorite food?

P: ¿Mi comida favorita? La pizza

I: What is your favorite TV program?

P: ¿Mi programa favorito? No tengo

I: What is your favorite game?

P: Zelda

I: What is your favorite subject?

P: No entiendo

I: Subject is materia

P: Oh...paso

I: Who is you best friend?

P: Que?

I: Best friend is mejor amigo

P: No tengo

I: What do you do for fun?

P: ¿Que cosa no me gusta?

I: Por diversión

P: ¿Que cosa me gusta hacer por diversión? Andar en bici...no... hacer ejercicio

I: What do you do when you want to relax?

P: ¿Que me relaja?

I: Yes

P: Tocar piano

I: Do you practice any sport?

P: Yes rugby

I: What did you do yesterday?

P: No entiendo

I: Explain?

P: No

I: What did you do last weekend?

P: No no entiendo

I: Do you think learning English is good for your future? And why?

P: No tampoco

I: What do you want to be when you grow up?

P: ¿Cómo?

I: When adult

P: Ser empresario

I: Tell me about your family

P: Mi mamá mi papá mi hermano perro

I: Tell me about your school

P: Estudiar pero divertido

I: Ok thank you

Participant 8

Date: 3/11/21

Time: 07:26

I: Ok we are going to start what's your name?

P: Julián

I: How old are you?

P: Como?

I: How old are you?

P: Doce años

I: Where do you live?

P: ¿Donde vivo yo?

I: Yes

P: Quilpué

I: What is your nationality?

P: Chileno

I: Do you have brothers or sisters?

P: Brothers

I: How many?

P: Dos

I: Do you have any pets?

P: ¿Yo tengo mascotas?

I: Exactly

P: Dos perros

I: Are you a student?

P: Yes

I: Where do you study?

P: Meraki

I: In what grade are you in?

P: Pasar

I: How do you get to school every day?

P: En auto

I: How long does it take you to get to school?

P: ¿Cuanto tiempo?

I: Yes from house to school

P: Como quince minutos

I: What is your favorite food?

P: Arroz

I: What is your favorite TV program?

P: No veo mucha tele

I: What is your favorite game?

P: Hartos

I: What is your favorite subject?

P: Que?

I: Subject is like arts, maths...

P: Oh... historia

I: Who is your best friend?

P: Maximiliano

I: What do you do for fun?

P: Mhhh... ver Youtube

I: What do you do when you want to relax?

P: Acostarme

I: Do you practice any sport?

P: Mhhh... natación

I: What did you do yesterday?

P: Pasar

I: What did you do last weekend?

P: Pasar

I: Do you think learning English is good for your future? And why?

P: Si es bueno para mi futuro para ir a Australia

I: What do you want to be when you grow up?

P: Pasar

I: Tell me about your family

P: Mi papa mi mama y mis dos hermanos

I: Tell me about your school

P: Se llama Meraki tengo cuatro compañeros de curso y listo

I: Thank you very much

Annex 5: SECOND INTERVIEW

Participant 1

Date: 9/12/21

Time: 06:50

I: Ok, hello, let's go...What's your name?

P: My name is Thomas

I: Two how old are you?

P: I'm Ten

I: Where do you live?

P: In Valparaíso

I: What is your nationality?

P: Chilean

I: Do you have brothers or sisters?

P: No

I: Do you have any pets?

P: Yes, two dogs and one cat

I: Are you a student?

P: Yes

I: Where do you study?

P: In Meraki

I: In what grade are you in?

P: Four

I: How do you get to school every day?

P: Car and bus

I: How long does it take you to get to school?

P: Pass

I: What is your favorite food?

P: My favorite is beans

I: What's your favorite TV program?

P: Cartoon Network

I: What is your favorite game?

P: My favorite game is Roblox

I: What is your favorite subject? Do you remember what is subject?

P: Oh yes my favorite subject is Math

I: Perfect

I: Who is you best friend?

P: My best friend is Agustín

I: What do you do for fun?

P: For fun is games eh...place for kids and skateboard

I: What do you do when you want to relax?

P: Emh... call for friends, game for friends and TV

I: Do you practice any sport?

P: Practice sport is skateboard and...

I: What did you do yesterday?

P: Yesterday is relax

I: Just relax?

P: Yes

I: What did you do last weekend?

P: Que hice el fin de semana... relax and salir

I: Do you think learning English is good for your future? And why?

P: Yes

I: Why?

P: ¿Yo siento en inglés?

I: I feel

P: I feel good for student in school

I: What do you want to be when you grow up?

P: What?

I: Study in university

P: Robots and math and English

I: Tell me about your family

P: My family is small my grandma family is big

I: Tell me about your school

P: Is es medium is for all grades

I: Ok thank you very much Tomás

Participant 2

Date: 9/12/21

Time: 06:29

I: Hello welcome to the second interview, what is your name?

P: My name is Monse

I: How old are you?

P: Eleven

I: Where do you live?

P: House?...Forestal

I: What is your nationality?

P: ehh chilena?

I: Do you have brothers or sisters?

P: One sister

I: Do you have any pets?

P: Yes cat

I: Are you a student?

P: Yes

I: Where do you study? You study in...?

P: Meraki

I: In what grade are you in?

P: Paso

I: How do you get to school every day?

P: Paso

I: How long does it take you to get to school?

P: Paso

I: What is your favorite food?

P: Fritos y pollo

I: What is your favorite TV program?

P: Paso

I: What is your favorite game?

P: Paso

I: What is your favorite subject?

P: Paso

I: Who is your best friend?

P: Mhh... Agustina

I: What do you do for fun?

P: Sleep and my cat

I: What do you do when you want to relax?

P: Sleep and incienso

I: Do you practice any sport?

P: Mhh...no

I: What did you do yesterday?

P: School

I: What did you do last weekend?

P: Paso

I: Do you think learning English is good for your future? And why?

P: Yes

I: What do you want to be when you grow up?

P: Paso

I: Tell me about your family

P: My mom and my sister and my cat

I: Tell me about your school

P: Mh...Is meraki

Participant 3

Date: 9/12/21

Time: 04:53

I: Hello this is the final interview, are you ready for the questions?

P: Yes, I'm ready

I: What's your name?

P: My name is Agustina

I: How old are you?

P: I'm twelve years old

I: Where do you live?

P: I live in Jardín del mar

I: What is your nationality?

P: I'm Chilean

I: Do you have brothers or sisters?

P: I have one brother

I: Is he older or younger than you?

P: We have the same age

I: Do you have any pets?

P: Yes, I have two cats

I: And what are their names?

P: Gnocchi and Ravioli

I: Great...Are you a student?

P: Yes

I: Where do you study?

P: In Meraki

I: In what grade are you in?

P: In six...sixth grade

I: How do you get to school every day?

P: I get to school by car

I: How long does it take you to get to school?

P: Half an hour

I: Great...What is your favorite food?

P: Salads

I: What is your favorite TV program?

P: It's The Simpsons

I: What is your favorite game?

P: I don't have one

I: What is your favorite subject?

P: English

I: Who is your best friend?

P: I have two best friends the first her name is Lisa and the other Monse

I: What do you do for fun?

P: I listen to music and I see Pinterest

I: What do you do when you want to relax?

P: I sleep

I: Do you practice any sport?

P: No, I'm going to do basketball

I: What did you do yesterday?

P: I go to school

I: What did you do last weekend?

P: I went to my grandma's house

I: Do you think learning English is good for your future? And why?

P: Yes because I can go to another country

I: What do you want to be when you grow up?

P: I want to be a graphic designer

I: Tell me about your family

P: My mom her name is Ruth my dad his name is Javier I have one brother and two

cats

I: Tell me about your school

P: I like it, it's tiny

Participant 4

Date: 9/12/21

Time: 04:44

I: Hello welcome back to the final interview, are you ready?

P: Yes

I: What's your name?

P: My name is Vicente Alvarez

I: How old are you?

P: I'm twelve years old

I: Where do you live?

P: I'm from Chile

I: What is your nationality?

P: My nationality is Chilean

I: Do you have brothers or sisters?

P: I have one sister

I: Do you have any pets?

P: Yes I have two cats

I: And what are their names?

P: The names are Gnocchi and Ravioli

I: Are you a student?

P: Yes, I am

I: Where do you study?

P: In school Meraki

I: In what grade are you in?

P: Ehh... sixth grade

I: How do you get to school every day?

P: By car

I: How long does it take you to get to school?

P: Mh... thirty minutes

I: What is your favorite food?

P: My favorite food is... I don't know

I: What is your favorite TV program?

P: Documentaries

I: What is your favorite game?

P: Ehh... I don't know

I: What is your favorite subject?

P: Mh... English

I: Good...Who is you best friend?

P: I don't know

I: What do you do for fun?

P: Mh... sleep

I: What do you do when you want to relax?

P: Sleep

I: Do you practice any sport?

P: Eh... I practice football

I: What did you do yesterday?

P: Mh... sleep

I: What did you do last weekend?

P: I don't know

I: Do you think learning English is good for your future? And why?

P: Yes

I: Why?

P: I don't know

I: What do you want to be when you grow up?

P: I don't know

I: Tell me about your family

P: Is small family

I: Tell me about your school

P: Nothing

I: Thank you very much

Participant 5

Date: 9/12/21

Time: 07:08

I: Hello welcome back to the final interview, what's your name?

P: Andrés Contreras Rojas

I: How old are you?

P: I'm twelve years old

I: Where do you live?

P: In Forestal

I: What is your nationality?

P: I'm Chilean

I: Do you have brothers or sisters?

P: Only brothers... three brothers

I: Little or big brothers?

P: One big and two little brothers

I: Do you have any pets?

P: I have one

I: What's the name of the pet?

P: It is Manchita

I: Are you a student?

P: Yes

I: Where do you study?

P: In Meraki

I: In what grade are you in?

P: I'm in seventh grade

I: How do you get to school every day?

P: In car and sometimes walking

I: How long does it take you to get to school?

P: Ten to fifteen minutes

I: What is your favorite food?

P: Spaghetti

I: What is your favorite TV program?

P: The incredible world of gumball

I: Nice...What is your favorite game?

P: My favorite game is Minecraft

I: What is your favorite subject?

P: I like too much mathematics

I: Who is you best friend?

P: I don't have best friends

I: What do you do for fun?

P: I play videogames and jump in my backyard

I: What do you do when you want to relax?

P: I like to sleep and read a book

I: Do you practice any sport?

P: Yes, swimming

I: What did you do yesterday?

P: I go with my grandpa and brother help my grandma

I: What did you do last weekend?

P: I go to the pool swimming

I: Do you think learning English is good for your future? And why?

P: Yes I can talk in the language

I: What do you want to be when you grow up?

P: A computer programmer

I: Tell me about your family

P: My family is big we are six in my house

I: Tell me about your school

P: Is independent school founded my mom

I: Thank you very much Andrés

Participant 6

Date: 9/12/21

Time: 06:42

I: Hello this is the final interview are you ready?

P: Ready so so

I: What is your name?

P: Rafael... Mr. Rafael

I: Haha...ok.. how old are you?

P: Twelve

I: Where do you live? Where is your house?

P: Ehh... Miraflores

I: What is your nationality?

P: Chile

I: Do you have brothers or sisters?

P: Two sister

I: Big or little?

P: One big and one little

I: Do you have any pets?

P: Two cats

I: Are you a student?

P: Yes

I: Where do you study?

P: School at Meraki

I: In what grade are you in?

P: Next

I: How do you get to school every day? From your house to the school?

P: By car

I: How long does it take you to get to school? Time?

P: Ten minutes

I: What is your favorite food?

P: Pizza and French fries

I: What is your favorite TV program?

P: The owl house

I: What is your favorite game?

P: Fortnite

I: What is your favorite subject? Math, science, art...

P: English and math

I: Who is your best friend?

P: My friends from Meraki

I: What do you do for fun?

P: Play videogames

I: What do you do when you want to relax?

P: Sleeping

I: Do you practice any sport?

P: No

I: What did you do yesterday?

P: Eat

I: What did you do last weekend?

P: Play videogames

I: Do you think learning English is good for your future? And why?

P: Vet

I: What do you want to be when you grow up?

P: Chef

I: Tell me about your family

P: My dad my mom my two sister my two cats

I: Tell me about your school

P: Meraki

I: That was great thank you Rafa

Participant 7

Date: 9/12/21

Time: 05:33

I: Hello welcome to the final interview, what's your name?

P: Daniel

I: How old are you?

P: Trece...thirteen

I: Where do you live? Your house is in?

P: Viña

I: What is your nationality?

P: Chile

I: Do you have brothers or sisters?

P: Brother one brother

I: Big or little?

P: Little

I: Do you have any pets?

P: One dog

I: Are you a student?

P: Yes

I: Where do you study? Where is donde

P: Meraki

I: In what grade are you in? first...second...

P: Séptimo

I: How do you get to school every day?

P: Car

I: How long does it take you to get to school?

P: ¿Cuánto me demoro?

I: Yes

P: Five minutes

I: What is your favorite food?

P: Spaghetti

I: What is your favorite TV program?

P: Pokemon

I: What is your favorite game?

P: Fortnite and GTA

I: What is your favorite subject? Maths...arts...

P: Matemáticas e inglés porque me gustaría mejorar

I: Who is your best friend?

P: Podría ser mi primo

I: What do you do for fun?

P: No se

I: What do you do when you want to relax?

P: Piano

I: Do you practice any sport?

P: Rugby

I: What did you do yesterday?

P: Nada ir a rugby

I: What did you do last weekend?

P: Visitar familia

I: Do you think learning English is good for your future? And why?

P: No se esa pregunta

I: What do you want to be when you grow up?

P: No se esa pregunta

I: Tell me about your family

P: No se esa pregunta

I: Tell me about your school

P: Like it

Participant 8

Date: 9/12/21

Time: 07:26

I: Hello welcome back to the final interview, what is your name?

P: My name is Julian

I: How old are you?

P: Mhh...twelve years old

I: Where do you live?

P: I live in Quilpué

I: What is your nationality?

P: My nationality is Chile

I: Do you have brothers or sisters?

P: Two brothers

I: Do you have any pets?

P: Dogs

I: What are their names?

P: Lu and Princess

I: Are you a student?

P: Yes

I: Where do you study?

P: I study in Meraki

I: In what grade are you in?

P: I'm in septi...seventh grade

I: How do you get to school every day?

P: By car

I: How long does it take you to get to school?

P: So long... thirty minutes

I: What is your favorite food?

P: My favorite food is fried potato

I: What is your favorite TV program?

P: None

I: What is your favorite game?

P: My favorite game is Minecraft

I: What is your favorite subject?

P: My favorite subject is history

I: Who is you best friend?

P: Max

I: What do you do for fun?

P: Watch videos

I: What do you do when you want to relax?

P: Eat

I: Do you practice any sport?

P: Before swimming

I: What did you do yesterday?

P: Mhhh...I go to school

I: What did you do last weekend?

P: Go to Jardín Botánico

I: Do you think learning English is good for your future? And why?

P: Yes I travel to Australia

I: What do you want to be when you grow up?

P: Vet

I: Tell me about your family

P: My family is my mom my dad my brothers my grandpa and me

I: Tell me about your school

P: My school is a good place