

**UNIVERSIDAD DE CONCEPCIÓN
FACULTAD DE EDUCACIÓN
PEDAGOGÍA EN INGLÉS**



**BRIDGING STUDENTS' REAL WORLD EXPOSURE TO
ENGLISH: A MATERIAL DESIGN PROJECT**

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

Prof. Guía: Ph.D. Brandee Strickland

Seminarista: Nancy Valdés Iribarra

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“Learn everything you can, anytime you can, from anyone you can; there will always come a time when you will be grateful you did. ”

–Sarah Caldwell



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I am getting to the end of this 5-year educational process and I have nothing but gratitude towards everyone that has been a part of it. I want to thank God for all the love and kindness that surrounds me. I want to thank my parents, Nancy and Diego. I cannot put into words how grateful am I for being your daughter. Thank you for your eternal and unconditional love. I can only hope to someday being half of a good person and teacher that both of you are.

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ABSTRACT

The low levels of English of Chilean students have been identified as a problem for our country, taking into consideration the growing global importance of the English language (Mydans, 2007). In a country where it is believed that there is little exposure to English on a daily basis, it is important to be aware of the real exposure that students have to the language, with the purpose of adapting our practices as teachers to our students' necessities. This study was conducted in two educational establishments: a public primary rural school in Trehuaco, and a semi-private primary school in Concepción. It was designed with the purpose of getting to know the level and kind of exposure that Chilean students have to the English language. Students that participated in the study were from fifth, sixth, seventh and eighth grade. The intervention consisted in applying a survey that inquired about the quantity and kinds of audio visual exposure to English that students had outside the classroom. The results obtained showed that most of the students are exposed to the English language through various sources of exposure, such as music, video games, movies, series, internet, etc. From the data obtained, a kit of materials was created with the purpose of bridging students' real world exposure to English within the classroom. Finally, some of the activities created were implemented and assessed.

RESUMEN

Los bajos niveles de inglés por parte de los estudiantes chilenos representan un problema para nuestro país, tomando en cuenta la creciente importancia que ha cobrado el idioma inglés a nivel mundial. En un país donde se cree existe poca exposición al inglés en el día a día, resulta importante conocer la real exposición que los estudiantes chilenos tienen al idioma, con el fin de adaptar nuestras prácticas docentes a las necesidades de nuestros alumnos. Este estudio fue llevado a cabo en dos establecimientos educacionales: una escuela básica rural municipal de la comuna de Trehuaco y un colegio básico particular subvencionado de la comuna de Concepción. El estudio fue diseñado con el propósito de conocer el nivel y tipo de exposición que los estudiantes chilenos tienen al idioma inglés. Los alumnos que participaron en este estudio pertenecen a 5°, 6°, 7° y 8° básico. La intervención consistió en la aplicación de una encuesta, con el fin de conocer la cantidad y tipo de exposición al inglés de carácter audio visual que los estudiantes tienen fuera de la sala de clases. Los resultados obtenidos arrojaron que la mayoría de los estudiantes está expuesto al idioma inglés fuera de la sala de clases, de manera constante a través de distintas fuentes de exposición, como lo son la música, los videojuegos, películas, series, internet, etc. A partir de la información recabada, un kit de materiales fue creado, con el propósito de conectar la exposición que los alumnos tienen al idioma con las actividades llevadas a cabo en la sala de clases. Finalmente, algunas de las actividades fueron implementadas y evaluadas en la sala de clases.

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CHAPTER I: INTRODUCTION

Teaching English in Chile has tended to be seen as a complicated matter. As Chile is a country where English is not generally spoken, students often struggle to learn the language. The low levels of English within the country as measured by standardized tests such as the SIMCE tests (Agencia, 2013) and research by the EF Proficiency Index (2017) provide evidence of this. Furthermore, as a Chilean pre service teacher who has carried out teaching practicums in public and semi-private schools, I have noticed that many students are not interested in learning the language. They often feel that learning English is not important for them as the language is not spoken in the country and therefore is not an important part of their lives. However, in recent decades the study of English has become essential due to the increasing importance that the language has acquired thanks to processes of globalization and the widespread presence of technology (Mydans, 2007).

As a learner of the language from the high school level on, I have also noticed that even though English is not spoken on a daily basis in our country, we are indeed exposed to it, through songs, movies, television, video games, youtube videos, etc. It is my belief that in order to overcome the low interest that many students have towards the subject, students' real world exposure to the language, mostly through audio visual sources, can and should be incorporated into the classroom in order to bring students closer to the language. This has also been suggested in the literature, as I will describe in chapter 2 of this thesis.

Throughout this study I will explore the benefits of implementing audio visual resources and technology into the classroom. According to Bransford (2010), technology allows teachers to create "learning environments that extend the possibilities of 'old'—but still useful—technologies—books, blackboards, and

linear, one-way communication media, such as radio and television shows—as well as offering new possibilities” (p.206). Moreover, Bransford states that using technological aids inside the classroom can “create new opportunities for curriculum and instruction by bringing real-world problems into the classroom for students to explore and solve” (p.207).

Through this project, it was my intention to identify the different sources of exposure that students have outside the classroom in order to bridge it with their work in the classroom. In order to accomplish this, I designed and applied a survey with students enrolled in fifth to eighth grade at two different schools in the Bío Bío region. Furthermore, after assessing students’ responses, I designed a set of materials for teachers to implement in their classes. Some of these materials were eventually implemented in the classroom, as an initial attempt to evaluate their effectiveness.

This project is divided into six chapters, as described below. Following this introduction, in chapter 2 I provide a literature review regarding English language teaching in Chile, as well as the use of different audio-visual aids and methods and approaches that include the use of visual aids, and theories, such as the bridging activities model, that suggest that these tools can be an effective way to engage learners. In chapter 3, I present the methods used to carry out this study, including the research objectives, participants, instruments and material design procedures. In chapter 4, I present the data obtained from the survey with students and analyze the results. In chapter 5, I present the kit of materials that I subsequently designed for use with 5th to 8th graders, inspired by the students’ responses to the survey. Finally, in chapter 6, I conclude the study by summarizing the main findings and limitations of the study.

CHAPTER II: Literature Review

In this chapter, I will review literature concerning the topics of English teaching in Chile, the use and implementation of different audio visual materials into the classroom, as well as different teaching methods where audio visual aids have an important role.

II.1. English Language and Teaching

II.1.1 The Importance of the English Language

Nowadays, the English language is one of the most predominant languages of the world. According to Mahu (2012), 1 out of 5 people in the world is able to understand the language. Moreover, it is considered to be “the language of science, of aviation, computers, diplomacy, and tourism” (p. 374). The study of this language has become indispensable in many countries and the country of Chile is no exception. According to the Ministry of Education (n.d.), due to globalization it is essential that students study and learn the English language.

The importance of learning English is supported by the prevalence of the language and its speakers. In her 2008 book *History of the English language*, Bridget Viney mentions that the English language “is spoken today in parts of Europe, the Americas, Asia, Africa, Australia, New Zealand and in some of the islands of the Atlantic, Indian, and Pacific oceans” (p. 1). She continues by adding that the English language is at present used as a first language by 370 to 400 million people. Furthermore, English is spoken as a second language and as a foreign language by a similar number of people. It is estimated that about a quarter of the world’s population uses the English language in some way. For the above-mentioned reasons, English is often denominated “a world language.” Viney also states that English will continue to be considered a world language, as the number of speakers is expected to increase to more than half

of the world population by 2050. This is supported by Baugh & Cable (2002), who estimate that there are between 350 and 400 million fluent speakers of English and who mention that “if we add to first and second language speakers those who know enough English to use it more or less effectively as a foreign language, the estimates for the total number of speakers range between one and one and a half billion” (p. 5).

Furthermore, Baugh & Cable also establish that the importance of a language is related to the “balance of power between nations” (p. 3). That is to say that all political, economic, technological, and military actions of a country will directly reflect on the importance of a language. The English language has therefore arisen as an important language due to its history and influence in our times. The Chilean context is no exception, as English is the most common foreign language studied in the classroom as it is the only foreign language included in the ministry guidelines. (Ministerio de Educación, n.d). However, studies have shown, as will be discussed later in this chapter, that the instruction of this language still needs to be improved within Chile.

II.1.2 Teaching English as a Second or a Foreign Language

Before starting the discussion regarding English teaching in Chile, it is essential to make the distinction between two important concepts: second versus foreign languages. The online Cambridge Dictionary defines English as a second language when English is taught to people “whose main language is not English and who live in a country where English is an official or main language” (“English as a second”, n.d.). On the other hand, English as a foreign language is “English as taught to people whose main language is not English and who live in a country where English is not the official or main language” (“English as a foreign”, n.d.). For the purpose of this study, the terms will be used

interchangeably, but the literature summarized may sometimes make a distinction between these two terms, referring to one or the other when describing classroom practices.

II.1.3 Teaching English in Chile

In Chile, the instruction of the English language is not mandatory until fifth grade, although in many schools the subject is offered since first grade. The Ministry of Education designates for the subject a total of 114 hours per year for students from 5th to 8th grade. Interestingly, other subjects, such as Maths and Language, are assigned by the Ministry of Education, twice the hours assigned to the subject of English (Díaz & Morales, 2015).

On the other hand, through my experience as a student of English, and from what I have been able to observe as a student teacher inside several English classrooms, many students are not motivated to learn the language. This has been described by Krashen (1982) who states that there are three main factors that influence the learning of a second language: motivation, self-confidence, and anxiety. Another factor that might influence language learning is students' lack of empathy with the English culture. Qu (2010) claims that learning a second language involves more than internalizing grammar rules and learning vocabulary, but also involves getting to know the target culture.

According to the EF English Proficiency Index (2017), an index that measures levels of English around the world and classifies countries according to their English skills, Chile is in 45th place out of 80 countries. Furthermore, regarding the instruction of English in Chile, a SIMCE test was applied in 2012 in order to assess the learning achievements of third-year high school students (Agencia de Calidad de Educación, 2013). The scores that students obtained were related to the levels of the Common European Framework for Language Learning. The Cambridge ESOL Examination granted students that reached levels A2 and B1 a certificate to certify their level of English.

The results of this test are described in figure 1:

Nivel del CEFR	SIMCE Inglés 2012	
Nivel B1	8,2%	18%
Nivel A2	9,6%	
Nivel A1	26,8%	82%
Bajo nivel A1	55,4%	

Figure 1: Percentage of students at each CEFR level in the year 2012. Reprinted from *Síntesis de Resultados SIMCE Inglés III Medio 2012* (p.7), by *Agencia de Calidad de Educación, 2013, Chile. Gobierno de Chile*

As the chart demonstrates, only 8.2% of the students achieved a B1 level and almost half of them failed to reach even the A1 level. The reasons to explain the low levels of English in Chile can be numerous. Yilorm (2016) argues that there is a misconnection between the curriculum proposed by the Ministry of Education and the actual teaching-learning process that takes place in the classroom. She explains that the curriculum proposed by the ministry emphasizes the development of communicative competences, while in practice, lessons are more grammar and repetition oriented.

II.2 Exposure to English through Audio Visual Input

II.2.1 Exposure to the English language in ESL contexts

Dulay, Burt & Krashen (1982) define the language environment as “all that the language learner sees and hear in the target language”. They consider activities such as “exchanges in restaurants and stores, conversations with friends, watching television, reading street signs and newspapers as well as classroom activities” as part of the language environment. They state that the quality of this will be a factor of predominant importance to effectively learn a second language. On incorporating this environmental exposure into the classroom, they add that “environmental features that accelerate language

learning can easily be incorporated into curriculum objectives, teaching techniques, and materials to increase the effectiveness of the language classroom” (pp.13-14).

The British Council (1979) has proposed teaching the language learners through all their senses. The following diagram, which was published several decades ago and so is somewhat out of date regarding technology, shows the variety of media and materials which may help to reach the learner.



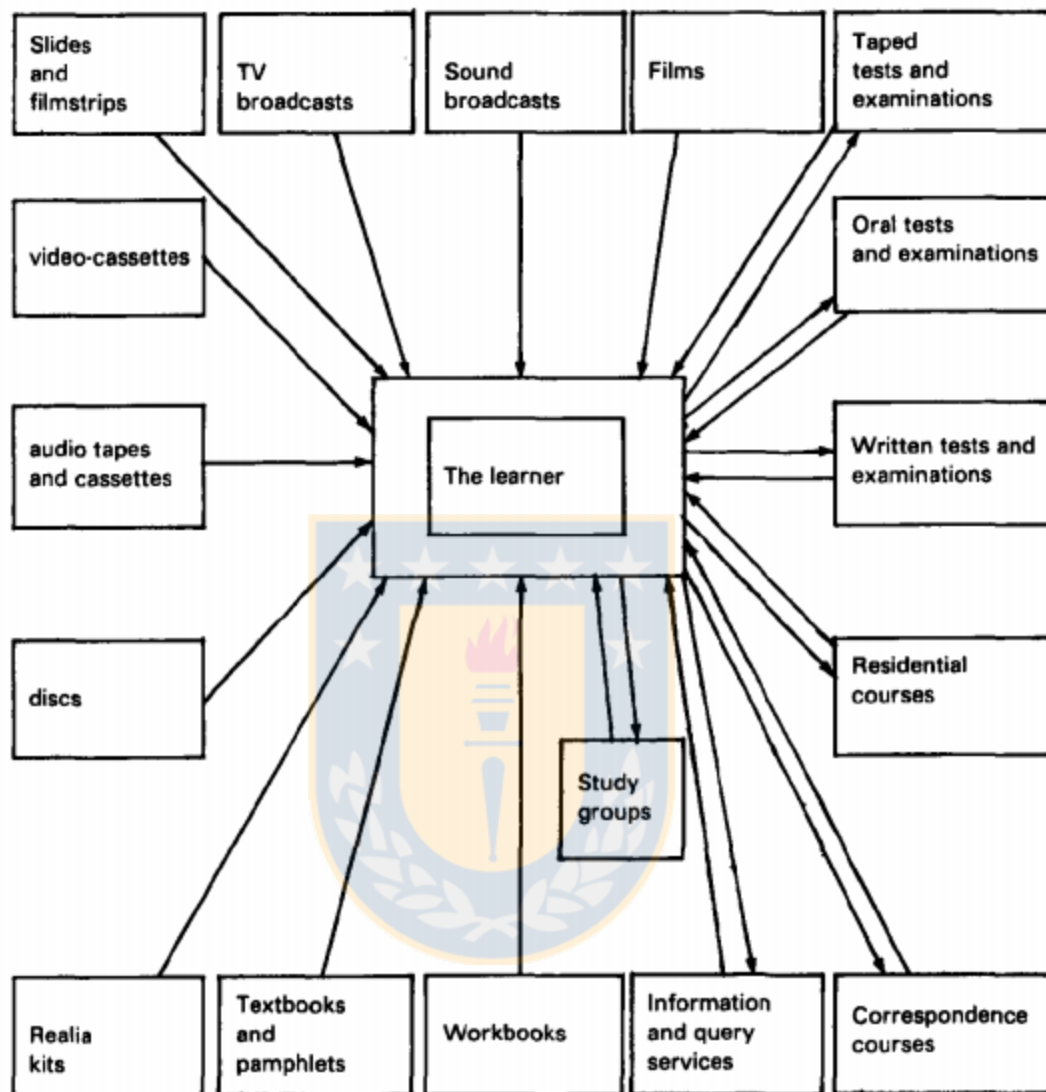


Figure 2: Range of sensory stimuli to reach language learners. Reprinted from *The Use of the Media in English Language Teaching* (p.8), by The British Council, 1979, England. Copyright [1979] The British Council.

The diagram refers to a wide variety of materials that may be useful in helping to expose L2 learners to the target language. Nonetheless, it is questionable whether these kinds of material are regularly drawn on within Chilean English language classrooms.

Additionally, Thorne & Reinhardt (2008) propose a pedagogical model called *Bridging activities*. This model aspires to get students involved and

engaged in the class by integrating their background, their curiosity, and their digital knowledge into classroom activities. Furthermore, this model proposes “combining the best analytic traditions of schooling with the life experiences and future needs of today’s foreign language students” (p.562). The Bridging Activities model aims for students to become active participants in their own learning by allowing them to make contributions to the development of the class by bringing in materials that they consider interesting that they have already been exposed to in their daily lives, such as texts. In this way, aspects of their daily lives can become educational tools. This model suggests using realia rather than foreign language texts that are not based on actual language use, which tend to be common in classroom methodologies based on prescriptivist grammar methods.

II.2.2 Authentic Input through Audio Visual Materials and Technology in the ESL classroom

Authentic language input has been defined as exposure to materials of the target culture that were designed for use by real-world speakers of the language for every-day use, as opposed to materials that have been designed for second or foreign language speakers (Taylor,1994). For Bahrani (2012) authentic language input refers to “the use of authentic materials from the target culture which is presented in the target language such as different programs, for example, news, films, songs, soap opera, and comedy as audio visual mass media materials provided by various technologies” (p.56).

In order to provide students with authentic input, teachers can incorporate into their teaching and into the classroom a variety of technologies. Courville (2011) emphasizes the importance that technology can have in a school context, as this can contribute to facilitate students’ learning process.

This is supported by Klopfer, Osterweil, Groff & Haas (2011) who propose that technology and teaching can be closely related, as teachers can incorporate the first one into the classroom. Bahrani (2012) mentions that technological and visual aids can be helpful tools to incorporate into the classroom. Moreover, he states that technological aids “can provide easy access to authentic audio visual language input for language learners in both EFL and ESL contexts” (p.56).

Furthermore, Klopfer, Osterweil, Groff & Haas (2009) state that as new technologies arise, teachers are compelled to get to know these technologies and use them inside the classroom. Moreover, they state that:

“without these recent technologies in the classroom, strong lessons can still be achieved, but there’s a sharp disconnect between the way students are taught in school and the way, the outside world approaches socialization, meaning-making, and accomplishment. It is critical that education not only seek to mitigate this disconnect in order to make these two “worlds” more seamless, but of course also to leverage the power of these emerging technologies for instructional gain”(p.3).

Although they state that teachers can conduct successful lessons without using these new technologies, they also argue that it cannot be denied that there is a gap between “the way students are taught in school and the way the outside world approaches socialization, meaning-making, and accomplishment” (p.3). Therefore, it is essential that teachers make use of these new technologies, in order to take advantage of the influence that they can have on students, which can contribute to achieving learning inside the classroom.

II.3 Audio Visual Exposure

II.3.1 Audio Visual Sources of Exposure to the Language and its Uses in the Classroom

Before deepening on the topic, it is important to define what an audio visual aid is. The online Cambridge dictionary defines *audio visual* as “involving the use of recorded pictures and sound, or the equipment that produces them” (Audio visual a, n.d.). On the other hand, the online Oxford dictionary defines it as “using both sight and sound, typically in the form of images and recorded speech or music” (Audio visual b, n.d.)

A study conducted by Mathew and Alidmat (2013) concluded that the use of audio visual material in an EFL context can replace boring learning environments for engaging learning environments that contribute to stimulating students’ thinking skills. Not only that, but audio visual aids also allow students to find learning a meaningful and pleasant process.

For Macwan (2015), audio visual aids are “a great tool for seeing and understanding”. She adds that “visual aids allow learners the time they need to process what they are being asked to do. They do not disappear into thin air to be forgotten like spoken words or hand gestures do.” Furthermore, she explains that it is possible to break these aids down into different components so as to “learn a skill bit by bit” (p.92). Ramirez (2013) states that, since audio visual aids have taken over an important place in ESL classes, being present in most teaching trends of language learning.

A study conducted by Wazeema & Kareema (2017) investigated whether students’ in-class participation could be improved by incorporating and using multimedia audio visual aids in the classroom. In order to support their hypothesis, Wazeema & Kareema, compared student and teacher talking time in lessons containing audio visual aid use and in lessons where audio visual

aids were not present. The results of this study can be observed in the following figure:

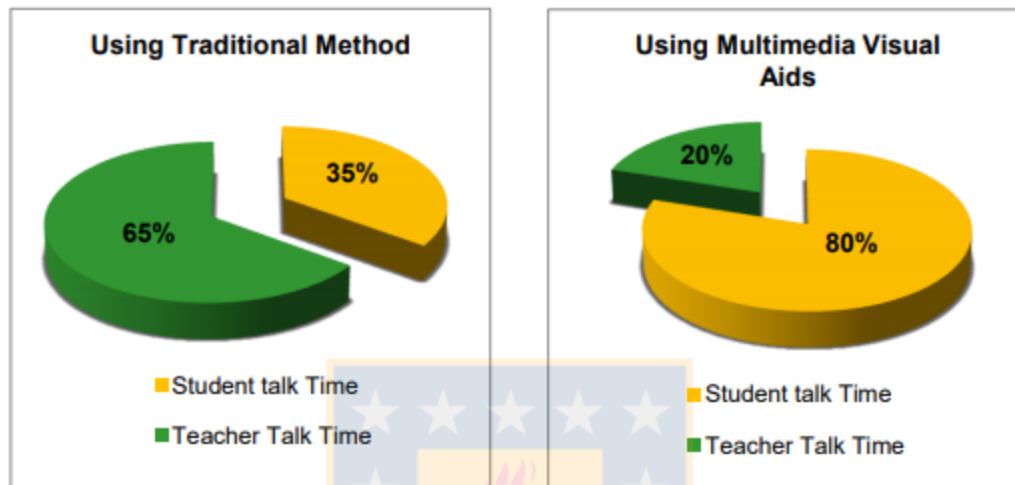


Figure 3: Student Talk Time vs. Teacher Talk Time. Reprinted from *Implication of multimedia audio-visual aids in the English language classroom*, by T. Wazeema, & M. Kareema, 2017, Proceedings of 7th International Symposium, p. 440.

As the figure shows, when traditional methods were used, teacher talking time reached 65% and student talking time was reduced to 35%. In contrast, when audio visual aids were used, teacher talking time was limited to only 20% and student talking time increase to 80%.

II.3.2 Types of Audio Visual Exposure

There are a variety of types of audio visual exposure, or kinds of audio visual tools that learners may be exposed to both in and outside the classroom. These include videos, songs, video games, television, PowerPoint and films. These audio visual aids and their uses in the classroom will be explored and analyzed bellow.

II.3.2.1 Videos and Films:

The Online Oxford Dictionary defines video as “the recording, reproducing, or broadcasting of moving visual images” (“Video”, n.d.). For Al Mamun (2014)

“videos can facilitate language teaching in diverse ways. It makes the classroom interesting, removing the monotony of the learners. Moreover, it helps the learners to generate ideas for discussion. It makes the class more interactive and effective” (pp. 10-11).

According to William & Lutes (2008), videos are especially helpful in ESL teaching, as they allow students to be in contact with the language in a realistic context, as language is presented as it is actually used. Furthermore, when using videos in the classroom, the teacher provides students with the chance to be active participants in their learning process.

Berk (2009, p.2) lists 20 benefits of using videos in the classroom. These include the fact that they: 1) “grab students’ attention”; 2) “focus students’ concentration”; 3. “generate interest in class”; 4. “create a sense of anticipation”; 5. “energize or relax students for learning exercise”; 6. “draw on students’ imagination”; 7. “improve attitudes toward content and learning”; 8. “build a connection with other students and instructor”; 9. “increase memory of content”; 10. “increase understanding”; 11. “foster creativity”; 12. “stimulate the flow of ideas”; 13. “foster deeper learning”;14. “provide an opportunity for freedom of expression”; 15. “serve as a vehicle for collaboration”; 16. “inspire and motivate students”; 17. “make learning fun”; 18. “set an appropriate mood or tone”; 19. “decrease anxiety and tension on scary topics”; and 20. “create memorable visual images”.

Berk also states that there are different types of videos that teachers can implement in their classes. Some types of videos that can be implemented inside the ESL classroom are films and YouTube videos. Choosing the type of video to be used will depend on factors such as the learners' interests and background, as well as the aim that students are expected to achieve.

According to online Collins dictionary a *film* consists of “moving pictures that have been recorded so that they can be shown at the cinema or on television.” Furthermore, according to the definition, “a film tells a story, or

shows a real situation" ("Film", n.d). On integrating these into the classroom, Gregg, Hosley, Weng and Montemayor (1995) propose that films can be incorporated in three different ways. First, they propose designing an entire course on films, which means that films would have to be present in almost every lesson. Second, they propose incorporating films into the class by showing short clips, as a complement to what is being taught. Finally, their third suggestion is to watch one or two films during the semester and work around them. Butler-Pascoe and Wiburg (2003) as cited in Khan (2015) claim that it is beneficial to use films, as they provide learners with real input.

Another common kind of video are those shared online in the YouTube website. Brook (2011) explains that:

"YouTube is a Web 2.0 site that is primarily based around video sharing, commenting, and viewing. On this website, users can post self-created videos, create appropriate tags related to the video's content, write a title and description for the video's content, comment on his or her own or other users' videos, create or join other users' video channels on various topics of interest, search for videos based on titles or keywords, create video responses to others' videos, etc." (p.38).

Alqahtani (2014) states that implementing the use of YouTube videos inside the EFL classroom can be favorable for students' listening skills, as it allows students to be faced with authentic material, which can contribute to increasing their motivation. However, teachers need to be cautious when selecting the material, as there are YouTube videos that are not useful to implement inside the classroom, as they are not designed for educational purposes.

II.3.2.2 Songs:

According to Mots (2016), music provides students with authentic language input. Furthermore, he points out that music allows students to feel comfortable

and not intimidated by the language as it is a part of their daily lives. This is supported by Kuśnierek (2016), who states that “very often music is the main source of English outside the classroom” (p. 22). Mots also points out that when using songs into the English classroom, is essential to establish objectives and goals for the learners to achieve. He adds that teachers can use songs for many purposes, such as “evoking discussions, warming up learners, presenting new vocabulary, introducing accents or grammar topics.” (p.17).

II.3.2.3 Television:

Hindley (2013) states that “episodes of television made for an English-speaking audience may be a potential source of L2 aural input” (p.1). Additionally, The British Council (1979) explains that “television provides a full-audio-visual stimulation, is dynamic and attains a high degree of realism” (p. 10). They also explain that “it seems particularly well suited to the presentation of actual pieces of cultural reality and also to convey the way in which linguistic expression is embedded in an overall act of communication, integrated with facial expression, gesture and physical actions into a total self-expression” (p.10).

On integrating television into the class, Nation (2007) proposes that the activities within a language course can be divided into four types, which they call “the four strands”. These are: “meaning-focused input, meaning-focused output, language-focused learning and fluency development” (p. 1). The meaning-focused input strand refers to learning through listening and reading, using the language receptively. This means that the learners’ main focus is to gain knowledge and enjoyment from what they listen to and read. Furthermore, regarding language-focused learning, activities can be designed to help students focus not only on general meaning, but also on specific language points that might appear in the TV shows.

II.3.2.4 Video Games:

Video games can contribute to improving ESL teaching as they may provide students with not only written but also spoken exposure to the language. This allows teachers to design activities that involve speaking, writing, reading and listening. Furthermore, video games contribute to catching students' attention, as students get involved and feel part of their stories (Quijano, 2007). Alarcón (2017) states that video games can be a helpful tool to implement into the classroom, not only for teaching English, but also other subjects. Furthermore, he mentions that "those which are specific for educational purposes may not need a teacher facilitator, as they provide information and tips for self-learning" (p.12). According to Malykhina (2014) video games are taking an important place inside the classroom, and moreover, the fact that they have a format that is familiar to students allows them to become main actors in their learning process.

II.3.2.5 PowerPoint:

According to the Online Oxford Dictionary PowerPoint is "a software package designed to create electronic presentations consisting of a series of separate pages or slides" ("PowerPoint", n.d.). On integrating this tool to teaching, Al Mamun (2014) manifests that PowerPoint has become a very helpful tool for teachers, as it makes teaching "more dynamic with attractive presentations and audio-visualized equipment" (p.9)

II.4 Audio visual resources throughout ELT history

The teaching of a second language has been a subject of study for many years. As a consequence, different methods and approaches have emerged. The various approaches, methods and techniques made use of in the classroom have often referred to the need to incorporate audio visual aids into the

classroom. According to Antony (1963), as cited in Richard and Rogers (2001) an approach “is the level at which assumptions and beliefs about language and language learning are specified.” On the other hand, a method is “the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented”. Finally, a technique is “the level at which classroom procedures are described” (p. 15). . The following is a brief overview of different methods approaches and techniques in language teaching that have emphasized the use of audio, visual or audio visual aids.

II.4.1. Audiolingualism

Richard and Rodgers (1986) define Audiolingualism as a “structure-based approach to language teaching”. They highlight that this approach emphasizes the teaching of “phonology and morphology” (p.53). According to Krashen (1982) Audiolingualism emphasizes group work and the repetition of patterns. An important aspect of audiolingualism is mentioned by Larsen-Freeman & Anderson (2011). They mention that an important role is given to the use of visual materials, such as images. As the native language of the students is not allowed in the class, they have to rely on pictures to understand the meaning of words. Audiolingualism is also frequently referred to as the “audiolingual method” and is generally considered to be a method, rather than an approach, as it is more restrictive regarding what is to occur within the classroom (Wheeler, 2013).

II.4.2 Direct Method

The Direct Method, like Audiolingualism, does not allow the use of the native language inside the classroom. Moreover, translation is not allowed. Instead,

students are expected to sort out the grammar rules of the language from examples. To achieve this, the teacher will ask the students questions and will elicit examples of structures from their answers (Krashen, 1982). Larsen-Freeman & Anderson (2011) add that as no translation is allowed, the use of visual resources becomes essential in order to support the conveying of meaning.

II.4.3 Silent way

The Silent Way aims to aid learners in expressing themselves through the use of the target language. Moreover, the Silent Way intends students to become active participants in their learning process. In order to achieve this, learners need to become independent of the teacher. To ensure that, teachers' stimuli have to be restricted to what is absolutely necessary (Larsen-Freeman & Anderson, 2011).

Concerning visual aids, Richards & Rodgers (1986) state that the Silent Way emphasizes both silence and the use of visual materials such as “colored rods, color-coded pronunciation, and vocabulary wall charts, a pointer, and reading/writing exercises, all of which are used to illustrate the relationships between sound and meaning in the target language” (p.108).

II.4.4. Suggestopedia

Richards & Rodgers (1986) state that an important aspect of Suggestopedia “is the centrality of music and musical rhythm to learning. They also explain that Suggestopedia “has a kinship with other functional uses of music, particularly therapy” (146). This is supported by Larsen-Freeman & Anderson (2011), who

argue that the use of music and movement contributes to reinforcing the contents of the language that are under study. They add that songs allow learners to feel that the classroom is an enjoyable environment where they will feel comfortable speaking.

II.4.5. Communicative language teaching

For Larsen-Freeman and Anderson (2011) the main characteristic of CLT is that most activities carried out in the classroom are done with a communicative purpose. Through activities such as games and role-plays learners are able to use the language in order to communicate meaning, rather than simply manipulating forms.

Berns (1990) as cited in Celik (2014, pp. 187-188), mentions some of the principles of Communicative Language Teaching. He explains that in this approach language is a device that helps users to convey meaning. Moreover, he states that the teaching of the language is based on the premise that language is communication. There must be a communicative purpose when using the language, as the users need to be engaged with the process of transmitting meaning.

Sauvignon (2006) shares Bern's point of view on CLT, as she states that "The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence" (p.673).

Similarly, Larsen-Freeman (2000) establishes that with the purpose of bridging between the real world and what students learn in the class, learners are exposed to authentic and realistic activities in the communicative approach. Therefore, the use of realia and authentic visual and audio visual materials, such as newspaper articles, or radio and television programs has become an important part of CLT.

II.5 Material Design

II.5.1 Designing Materials to Implement in the Classroom

As reviewed, through history different methods and approaches to language teaching have relied on the use of audio, visual and audio visual materials to approach second language teaching. On the other hand, audio visual sources that are present in students' daily lives can potentially provide learners exposure to the English language. In the following chapters, students' exposure (quality and quantity) to the English language in two different contexts will be studied and analyzed through the application of a survey. Furthermore, a kit of audio, visual, and audio visual materials based on students' responses will be presented. However, in order to create these materials, some factors, which will be analyzed below, will be taken into consideration.

II.5.2 Variables to Consider when Designing Material

McDonough, Shaw, and Hitomi (2013, p.7-8) propose a series of 11 variables of learners that need to be considered when designing materials: These include: "1. Age; 2. Interests; 3. Level of proficiency in English; 4. Aptitude; 5. Mother tongue; 6. Academic and educational level; 7. Attitudes to learning, 8. Motivation, 9. Reasons for learning, 10. Preferred learning styles; 11. Personality."

With regards to the setting where the learning of the language takes place, the same authors also propose some characteristics of this that need to be taken into account. These include: "the role of English in the country...[and]... in the school", as well as other factors, such as the teachers,

management, administration and support personnel, the number of students and class size, hours available for class, testing, evaluation and monitoring procedures and other factors in the “socio-cultural environment” of the students and school (pp. 8-9).

On the same topic of criteria to be taken into account when designing materials for the class (Howard & Mayor, 2004) propose guidelines for producing effective material. They state that the activities must have a context in order to motivate students to interact in the target language. Moreover, the material given must motivate students to develop strategies in order to communicate. It is also essential that these materials “focus on form as well as function”. Furthermore, materials have to be designed to ideally integrate the four skills of the language. It is also important that material be “authentic” and “attractive”. Finally, is important that teachers include and give clear and effective instructions when working with the material designed (pp.104-108)

When designing materials for use in 5th-8th grade classrooms in Chile to incorporate the use of audio-visual materials, I relied on the guidelines, variables and suggestions described by these authors.

Chapter III: Methods

The present project includes both a research methodology and a subsequent material design component. Before designing materials for use in 5th through 8th grade classrooms, I wanted to collect data to help me understand the audio visual materials in English that students were already exposed to outside the classroom. To do this, I created and implemented a survey with two groups of students, with questions about their exposure to English language audio visual materials outside the classroom. I later took this information into account when designing materials for use in the classroom, with the goal of designing a kit of materials for teachers to implement when teaching that draw on students' real world experiences with the language as a kind of bridging activity. In this chapter, I will describe the methods and procedures I followed for both the research and material design portions of this project.

III.1 Research methodology

The research component of this project can be qualified as qualitative research. Tello (2014) presents some characteristics of qualitative research designs. He states that these designs are descriptive and they intend to integrate information to describe and understand the situation or phenomenon that is being studied.

Furthermore, the design I followed when conducting the study is similar to exploratory action research. According to Smith and Rebolledo (2018) this is a way in which teachers can “explore, understand and improve” their practices (p.20). Moreover, "Exploratory Action Research occurs when exploratory research... is followed by action research." (p. 25)

Ferrance (2000) presents a definition to clearly understand what action research is. He states that action research “specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.” He goes on to explain that action research is “carried out

within the context of the teacher’s environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand” (p.1)

Moreover, Ferrance clarifies that action research can be classified into different types. These are 1) “individual teacher research”, when a classroom problem is investigated by one particular teacher; 2) “collaborative action research”, when more than one teacher works together to find solutions to a shared classroom issue; 3) “school-wide research”, when a group focuses on a school problem that is shared by all community members; and 4) “district-wide action research”, when an issue that is shared by many schools is focused on. (pp. 2-5)

These different types of action research are summarized in the graph presented on the next page.



	Individual teacher research	Collaborative action research	School-wide action research	District-wide action research
Focus	Single classroom issue	Single classroom or several classrooms with common issue	School issue, problem, or area of collective interest	District issue Organizational structures
Possible support needed	Coach/mentor Access to technology Assistance with data organization and analysis	Substitute teachers Release time Close link with administrators	School commitment Leadership Communication External partners	District commitment Facilitator Recorder Communication External partners
Potential impact	Curriculum Instruction Assessment	Curriculum Instruction Assessment Policy	Potential to impact school restructuring and change Policy Parent involvement Evaluation of programs	Allocation of resources Professional development activities Organizational structures Policy
Side effects	Practice informed by data Information not always shared	Improved collegiality Formation of partnerships	Improved collegiality, collaboration, and communication Team building Disagreements on process	Improved collegiality, collaboration, and communication Team building Disagreements on process Shared vision

Figure 4 Types of action research. Reprinted from Action Research (p.6), by E. Ferrance, 2000, Copyright [2000] by Brown University

The present project has some characteristics of action research but also differs from the descriptions above in some ways. It is most similar to collaborative action research because it focused on more than one school and classroom and it involved me visiting a classroom where I was doing my teaching practicum. However, in the second classroom I visited I was not a teacher in the classrooms but just received permission to visit from the English teacher of the

school. Furthermore, I did not do research about specific classroom practice. Instead, I applied a survey with the goal of getting information from the students to later help me design classroom materials.

III.2 Research Objectives

Taking into account the Chilean context and the literature reviewed, a problem was formulated:

What kind and amount of audio visual exposure to English do 5th-8th graders from two schools have in their regular lives outside the classroom?

III.3 General Objective

- To determine the quantity and kind of audio visual exposure to the English language that students of 5th-8th grade from two schools have outside the classroom with the eventual goal of using this information to create materials that can help bridge this language exposure with classroom activities.

III.4 Specific Objectives:

- To determine whether students are exposed to the language through audio visual sources outside the classroom
- To identify the quantity of exposure through audio visual media that students have outside the classroom
- To identify the different kinds of audio visual sources of exposure to the English language

- To create a kit of audio visual materials based on students' answers, to be implemented in the classroom

III.5 Participants:

The participants of this project are students from two educational establishments: A semi-private school in Concepción and a public, rural school in a small town called Trehuaco which is about 80 km north of Concepción. Regarding the students' age, this fluctuated from 10 to 14 years old, depending on the grades that were surveyed.

Students from both schools were asked to answer a Likert-style survey that also included spaces for short answers with the objective of getting to know the extent to which they were exposed to the English language in their regular lives through various audio visual sources, such as television, movies, series, video games, etc.

Students from the semi-private school that participated in the survey were students from fifth to eighth grade that were participating in an extra-curricular English workshop with me. The objective of this workshop was to reinforce the contents that were being studied in class. Their age range was between 10 and 14 years old. In total 18 students answered the survey. Of the total of respondents, 10 of them were girls and 8 of them were boys.

Students from the public, rural school were students from fifth to eighth grade. The total of respondents were 17 students. Each grade is composed of approximately 5 students, therefore, the number of participants is lower than in the other school. Their age range fluctuated between 10 to 12 years. Of the total of respondents, 7 of them were girls and 10 of them were boys.

III.6 Instruments

The instrument used to collect information was a survey I designed. The survey contained both qualitative and quantitative questions. As mentioned before, the objective of this survey was to get to know the quantity and type of exposure that students have to the English language outside the classroom through audio visual sources. Students from the semi-private school of Concepción answered an 18 question survey; 2 of them regarding their gender and age, and 16 concerning their audio visual exposure to English. The questions aimed to get to know the type and quantity of audio visual exposure that students have in their regular lives. They were also asked to mention some specific names of movies and series to get to know their interests. Moreover, in the end, they were asked to mention some words or expressions that they had learned from their sources of audio visual exposure.

Students from the public school of Trehuaco were given a similar survey. However, this time some answers were added, in order to get to know video games and songs that they liked, in addition to movies and series, since many students mentioned exposure to video games and songs in the first survey. This survey consisted of 21 questions.

The two versions of the survey are presented in Appendix 1 and 2, on pages 93-98.

III.7 Material Design Procedure

The students' answers were analyzed, and the data obtained contributed to establishing some points relevant to this project. Based on the information collected, which will be discussed in chapter IV, a kit of audio visual materials was created.

The material is intended for students of fifth, sixth, seventh and eighth grade. These materials are intended as a complement for the units proposed in the book provided by the ministry. The activities consider the contents of the units or the topics of them or both. For each group, a total of 8 materials were designed (2 per unit). For creating the material, Howard guidelines to create effective material and McDonough, Shaw & Hitomi's criteria on material design were considered. These activities intended to serve as a bridge between the exposure to the English language that students have outside the classroom with what actually happens inside. Furthermore, students' interests, age, and preferences were taken into account.

III.8 Implementation and Student Evaluation of Materials

After the materials were created, 7 of the 32 activities were implemented in the two schools with 5th, 6th and 8th graders. 3 activities were implemented in the rural school of Trehuaco, and 4 activities were implemented in the semi-private school in Concepción. After their teacher had carried out the activities, students were asked to take another short survey in order to briefly assess their thoughts on the activities. Students were asked to evaluate how much they liked the activities on a scale from 1 to 7, 1 being the lowest and 7 being the highest, as well as other questions about their opinion regarding the importance of this kind of bridging activity and whether they would like to use this kind of material in the future. The survey questions are presented in Appendix 6 on page 105.

Chapter IV: Data analysis and Results

In this chapter, results from the survey regarding amounts and kinds of exposure to audio visual sources of English in 5th to 8th grade students will be presented. The data obtained from the survey applied at the private, urban and public, rural schools will be analyzed according to the specific objectives proposed for this study in chapter III. The two samples of students from both schools were combined in the data analysis, as there were no noticeable differences between the students at different schools for the majority of the questions answered.

IV.1 Specific objective N°1.

Specific objective 1 was to determine whether students at the two schools were exposed to the language through audio visual sources outside the classroom. In order to determine this, students were asked first, whether they were exposed to the language outside the classroom. From a total of 35 students surveyed, 91.4% of the students stated that they are exposed to the language in some way. In contrast, only 8.6% (corresponding to 3 students) declared that they were not exposed to English outside the classroom. Figure 5 displays this information visually.

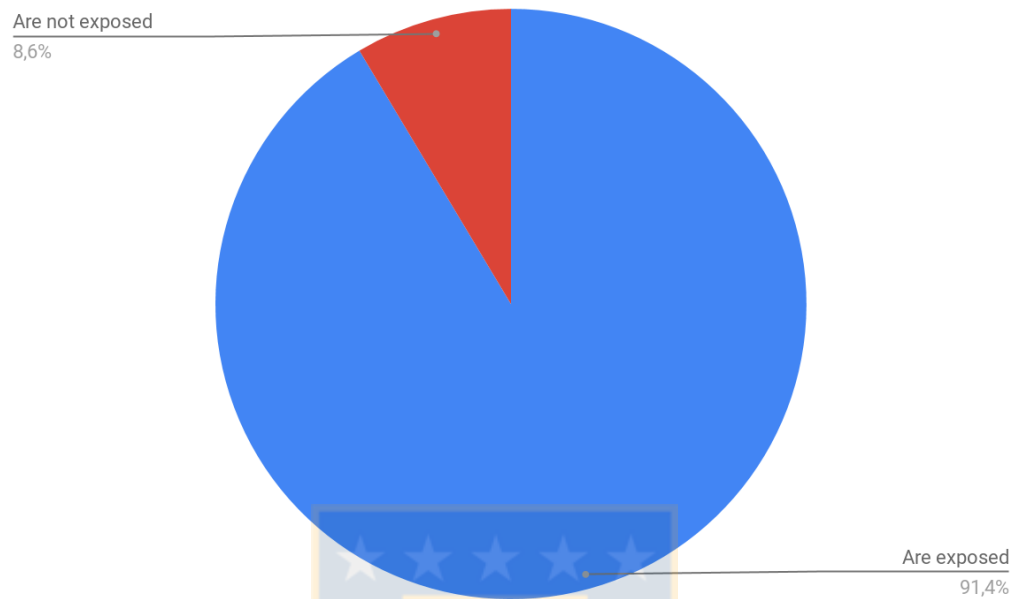


Figure 5: Exposure to the English language outside the classroom

Students were also asked whether they were exposed to the English language outside the classroom, specifically through audio visual sources (ex: movies, series, video games, etc.), almost 94% of the students declared that they were. Only 5.7% stated that they were not, as Figure 6 demonstrates.

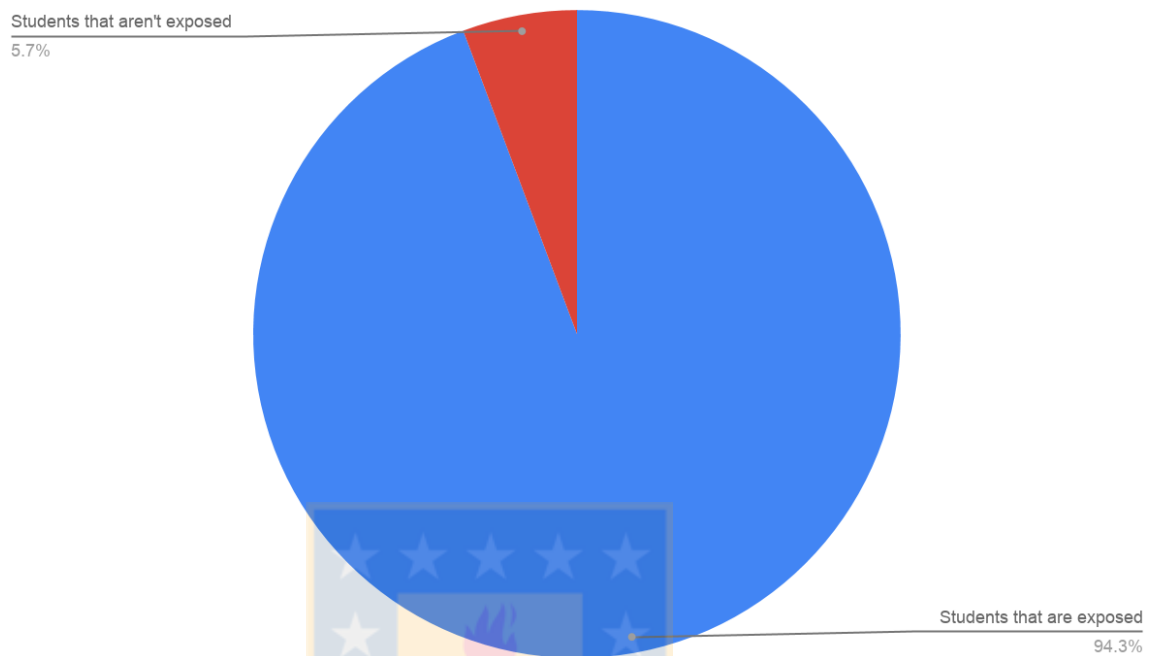


Figure 6: Exposure to the English language through audio visual sources

IV. 3 Specific Objective N°2.

Specific objective N°2 was to identify the quantity of exposure through audio visual sources that students have outside the classroom. To get to know the quantity of exposure that students received out of the classroom, they were asked to qualify, on a scale from 1 to 7 (1 being the lowest and 7 the highest), their exposure to the language outside the classroom. As Figure 7 demonstrates, 54.3% of the respondents declared being exposed to the English language outside the classroom more than 3 or 4 times a week. In fact, 17.1% said that they were exposed to the English language outside the classroom every day.

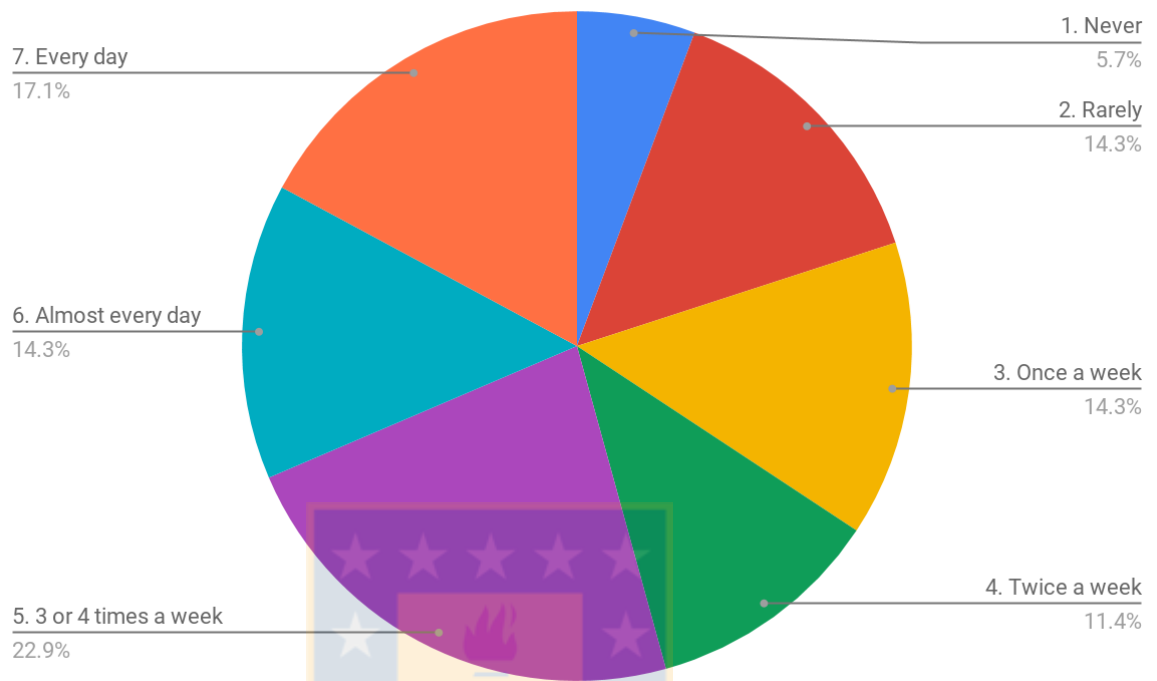


Figure 7: Exposure to the English language outside the classroom

In addition, when students were asked the following question: “On a scale from 1 to 7. How much audio visual exposure to the English language do you have outside the classroom? (For example, watch movies or TV series in English or play video games, etc.)” more than 76% of them reported having either “some”, “enough”, “quite enough”, or “a lot of” exposure. (algo, suficiente, bastante, mucha, see appendix 1 and 2) In contrast, only 2.9% of the students said they didn’t have any exposure to audio visual materials.

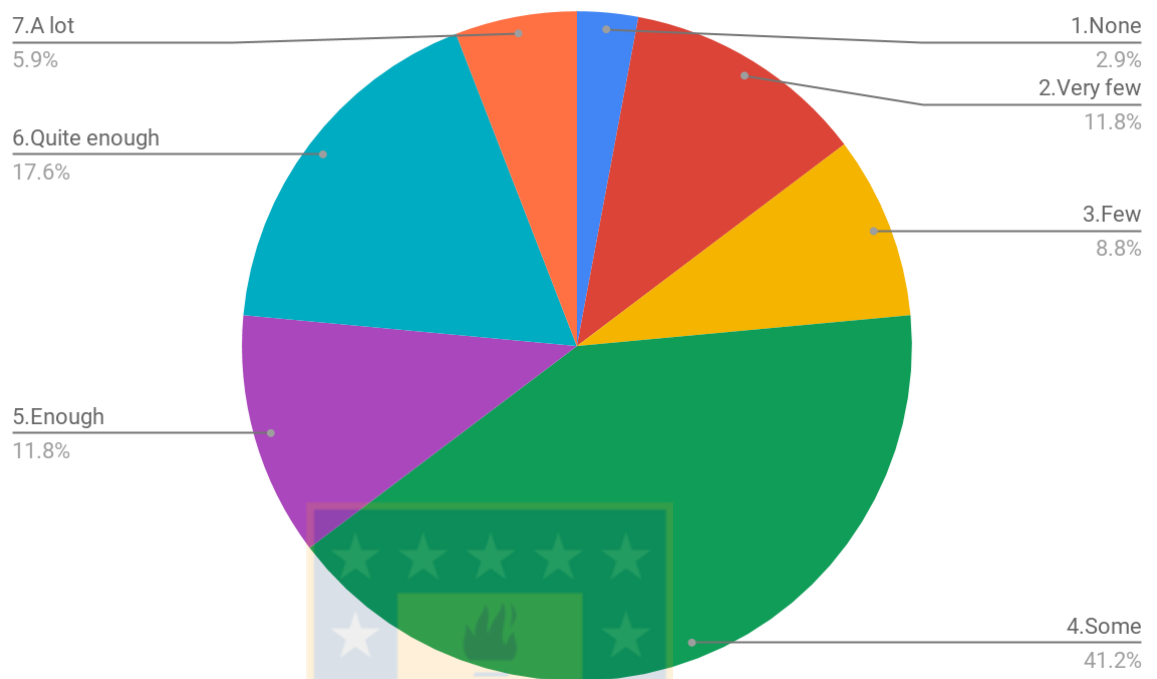


Figure 8: Frequency of audio visual exposure to the English language that students have outside the classroom

Another finding from this survey, as can be seen in the graph below, is that a vast majority (more than 90%) of the students declared that they listen to music in English.

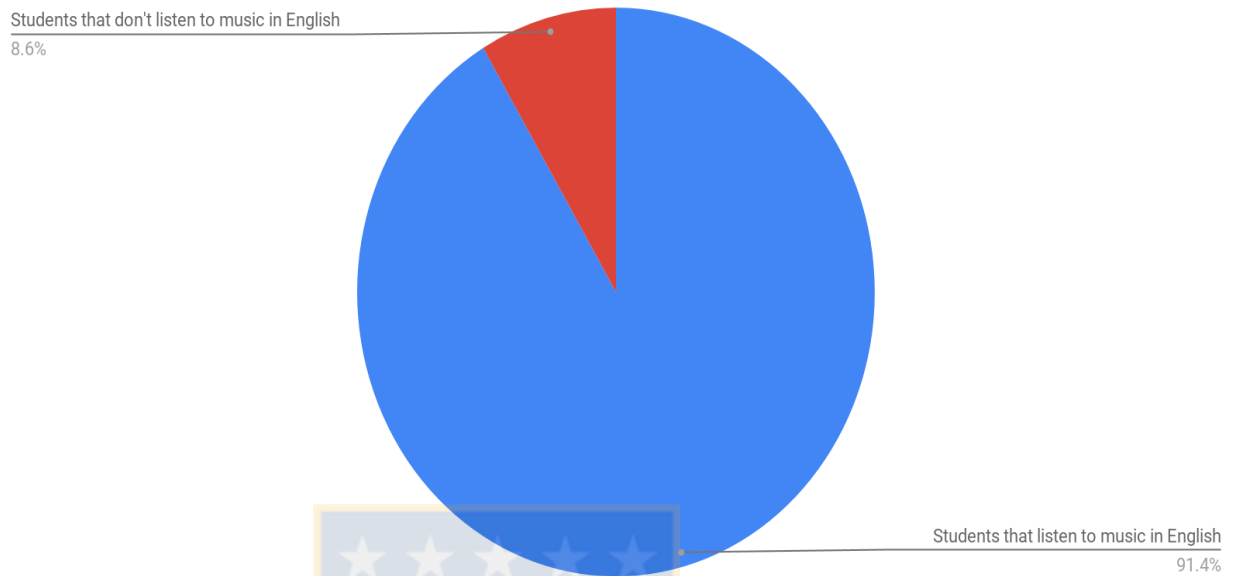


Figure 9: Exposure to English through music

When asked about the frequency in which they listen to music in English, 72.2% of the students said they listened to music more than 3 to 4 times a week. In fact, 36.1% of the respondents declared listening to music in English every day. In contrast, only 8.3% claimed that they almost never listen to music in the target language.

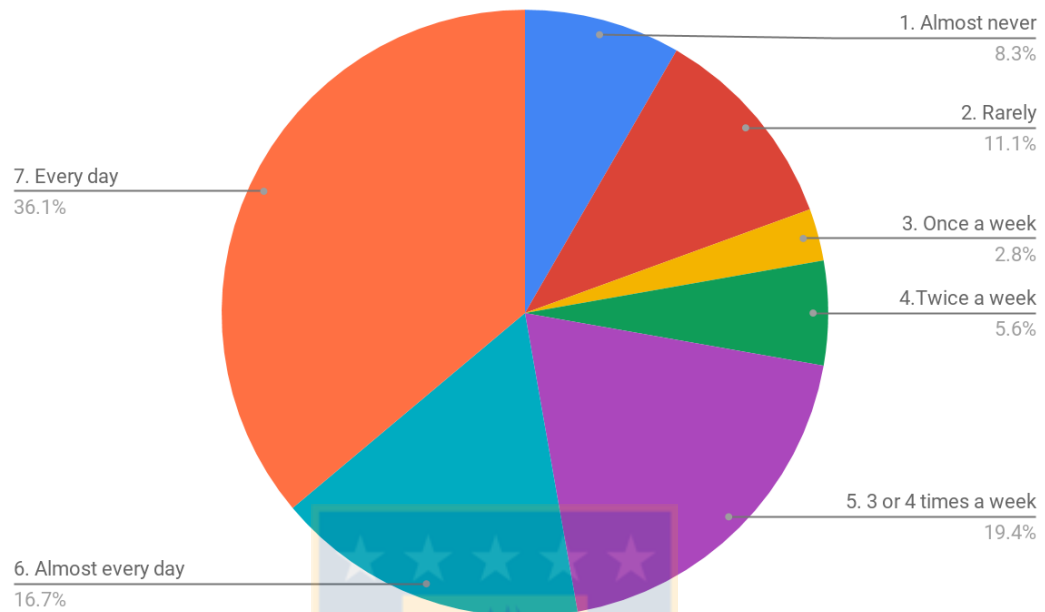


Figure 10: Frequency in which students listen to music

Students were also asked whether they watch movies in English. As can be observed in the pie chart, 82.9% of them watch movies in English. A remaining 17.1% said they did not.

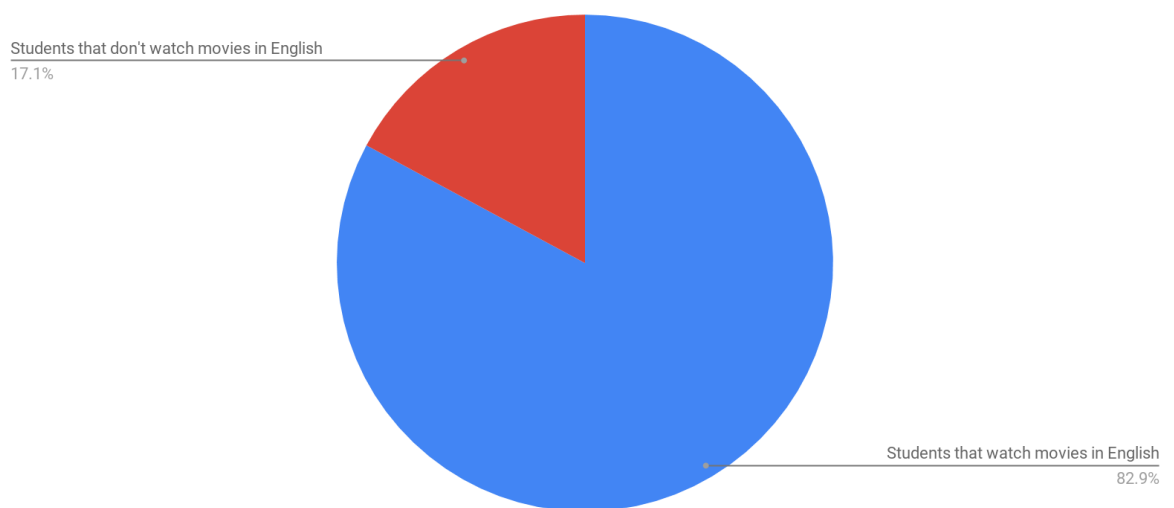


Figure 11: Students that watch movies in English

Students also qualified the frequency in which they watch movies. The figure below shows that 20% of the students said they almost never watch movies in English, 25.7% rarely watch movies, 8.6% watch movies once a week, 22.9% twice a week, and 14.3% watch movies in English 3 or 4 times a week, 5.7% do it almost every day and 2.9% watch movies every day. When combining these percentages, we can see that 54.4% of the students, or more than half, watch movies in English weekly.

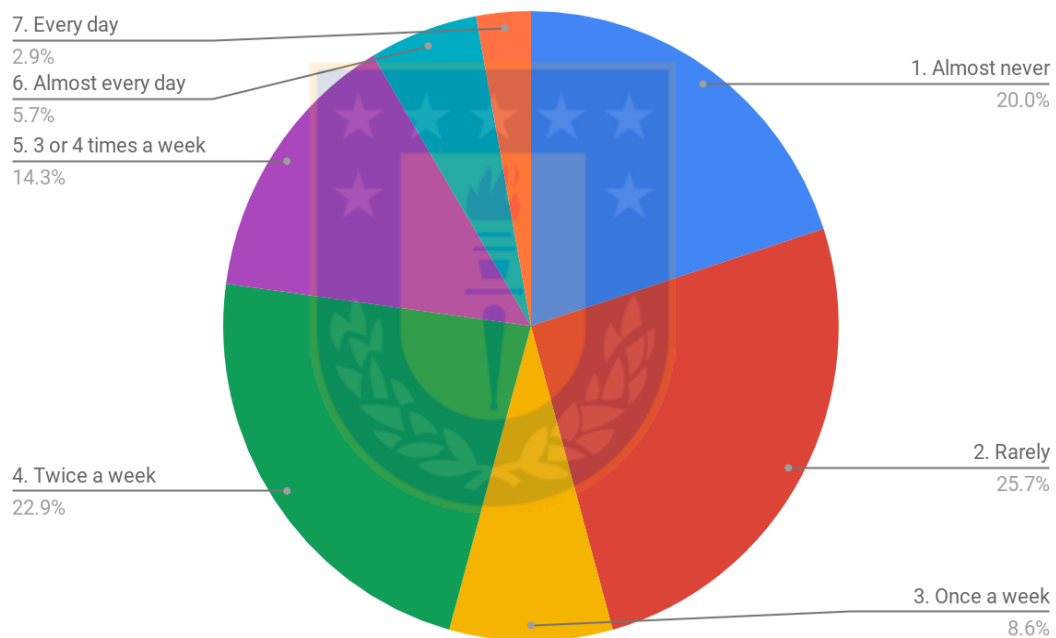


Figure 12: Frequency in which students watch movies in English

Furthermore, the students were asked to respond if they watch series in English. The chart below illustrates that 57.1% of the respondents watch series in the target language, while 42.9% of them said they do not.

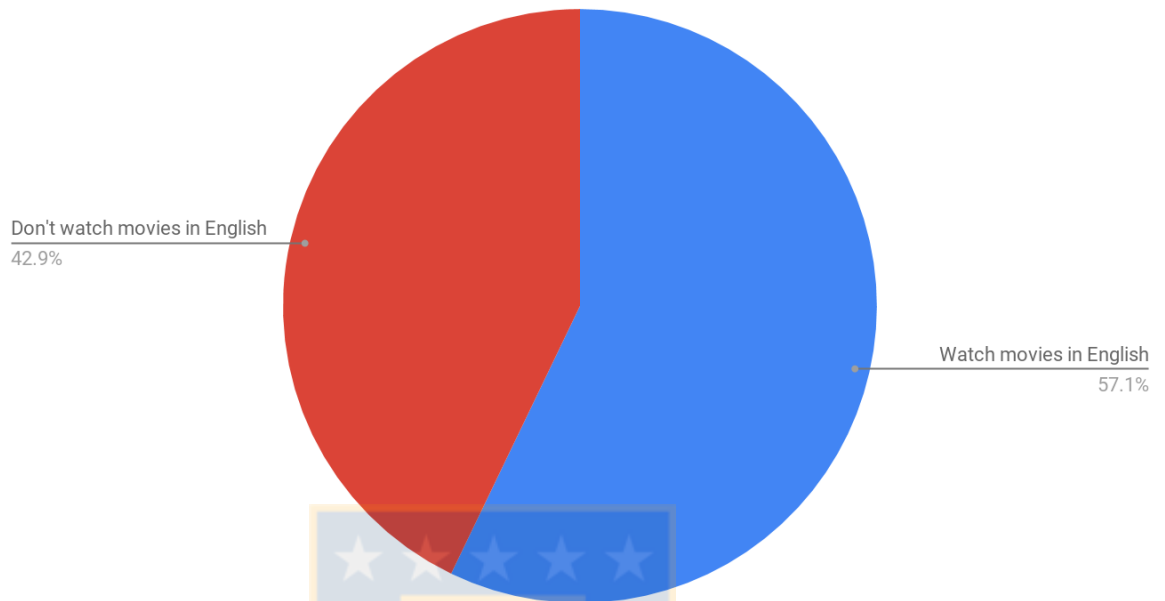


Figure 13: Students that watch series in English

When asked how often they watch series, 41.4% declared almost never doing so, 21.2% stated that they rarely watch series, 9.1% do it once a week, 15.2% twice a week, 6.1% said they watch series three or four times a week, and 6.1% do it almost every day. Again, if percentages are combined, we can see that 36.5% of the students reported watching to series weekly.

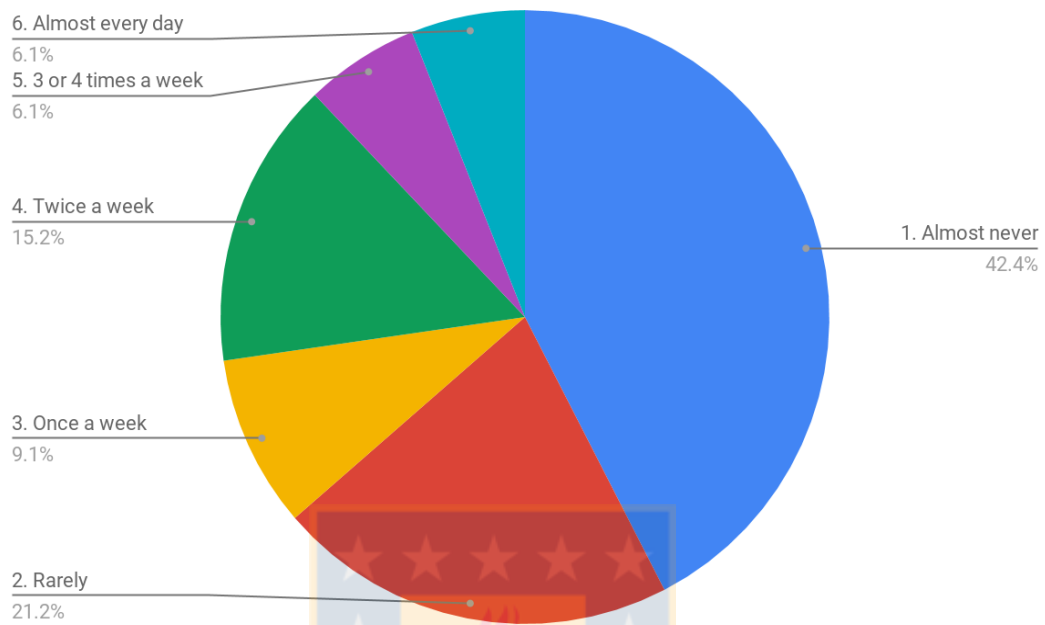


Figure 14: Frequency in which students watch series in English

Students from the rural school from Trehuaco were specifically asked whether they play video games in the target language. This question was added after applying the survey to students from the semi-public school from Concepción, as no specific question regarding video games was included in the first version of the survey. Students in Concepción wrote about video games in their comments, though. Therefore, the following data corresponds only to Trehuaco students. Of the 17 respondents, 10 students declared that they play video games in English. On the other hand, 7 students stated that they did not.



Figure 15: Students that play video games in English

With regard to the frequency in which they played video games, 41.2% stated that they almost never do so. 11.8% rarely play video games, 11.8 play video games once a week, 5.9% play video games 3 or 5 times a week, 17.6% do it almost every day, and 11.8% play video games in English every day, as the figure shows. If percentages are combined, we can see that 47.1 percent of the students who play video games in English do so weekly.

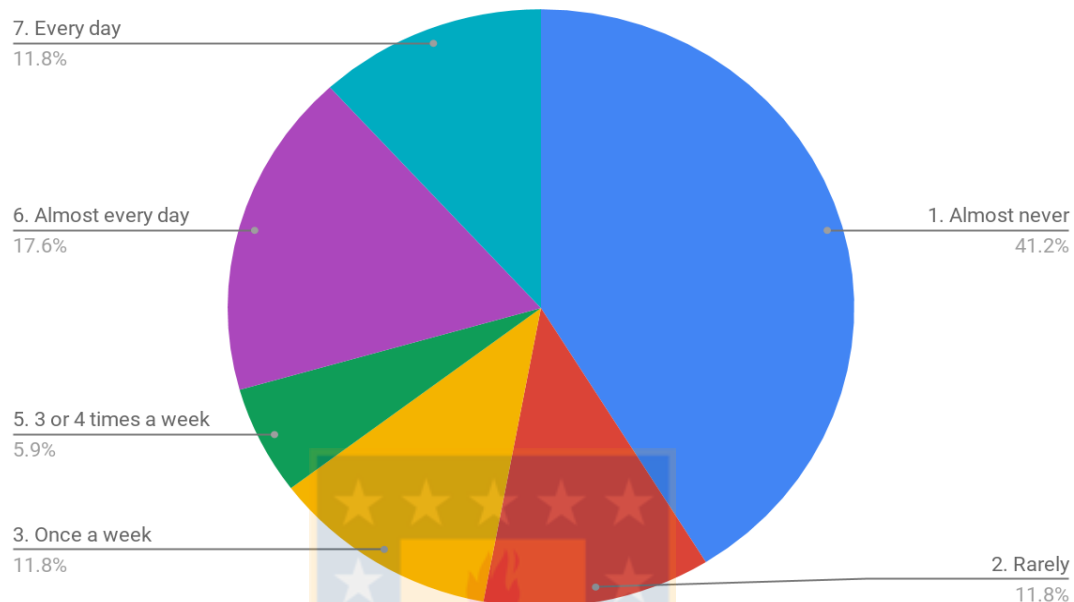


Figure16: Frequency in which students play video games

Finally, students were asked whether they remember having learned any vocabulary, or a fixed expression from a movie, series, song or any other source of exposure to the English language. Out of the 35 respondents, 16 of them manifested that they did not remember any. However, 19 students did remember having learned vocabulary or expressions through audio visual sources. Students were also asked to mention some of these expressions. From the students that remembered having learned vocabulary or expressions from audio visual sources, some of them provided examples, as presented below:

Student 1: “friends don't lie”

Student 2: “that, this, lie, liar.”

Student 3: “goner, stranger”

Student 4: “goner”

Student 5: “beyonce (run the world)”

Student 6: "rise up"

Student 7: "Welcome to my channel"

Student 8: "Happy"

Student 9: "Sweet - candy crush"

Student 10: "Baby Shark"

Student 11: "Apple"

Student 12: "Water"

Student 13: "What's"

Student 14: "Hello"

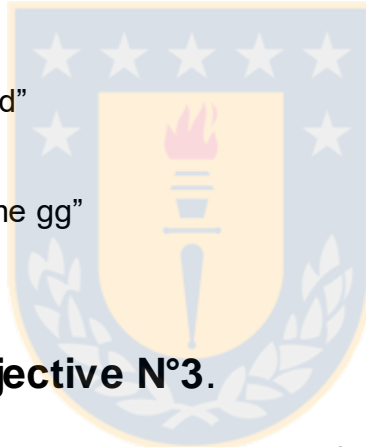
Student 15: "Kill"

Student 16: "Let's go"

Student 17: "Oh my god"

Student 18: "Let's go"

Student 19: "Good game gg"



IV.2 Specific objective N°3.

Once it was determined that students were, in fact, exposed to English outside the classroom, the third objective was to identify the different kinds of audio visual sources of exposure to the English language. Concerning the type of exposure to the English language that they perceived outside the classroom, the students were asked to mention in a comment on the survey some of those sources (movies, video games, etc.). It is important to mention that they were allowed to name more than one. Different sources of exposure were mentioned

by the students, which can be observed in the following figure:

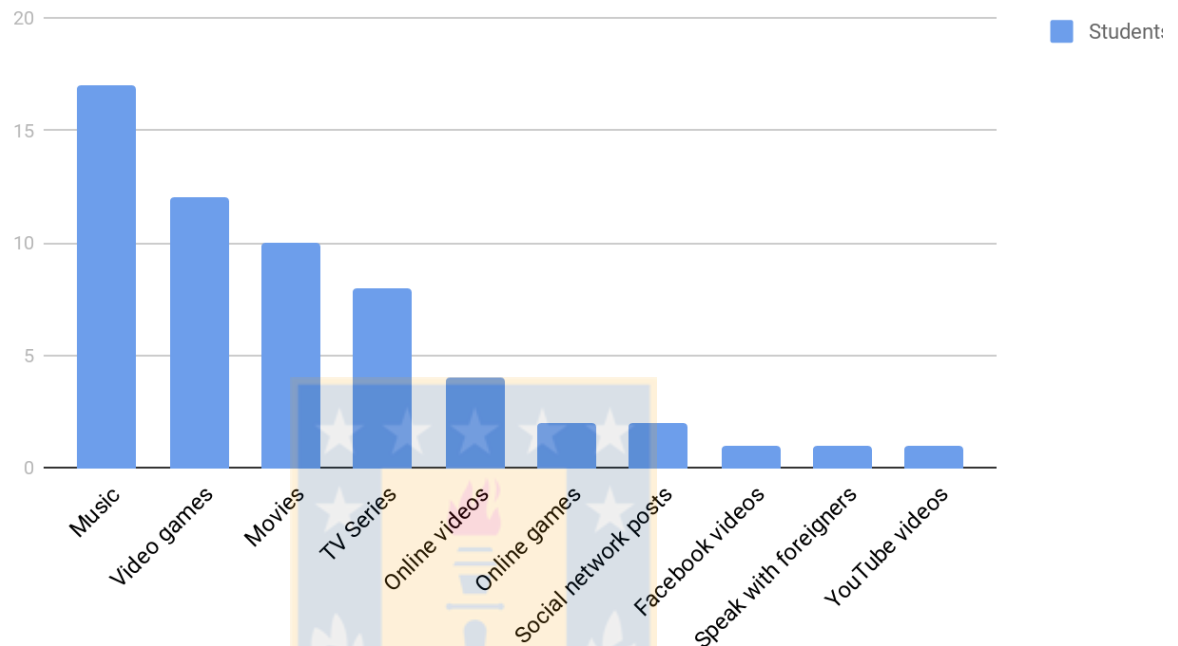
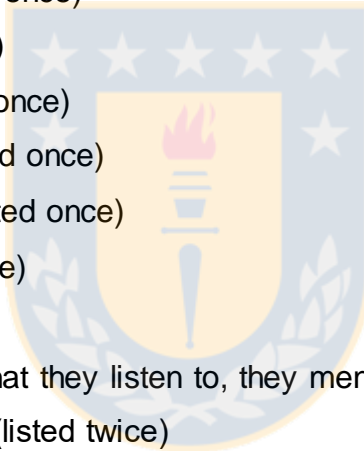


Figure 17: Sources of exposure to the English language outside the classroom

As can be seen in Figure 17, of the 35 students surveyed, the highest number of respondents, corresponding to 17 students, said they listen to music in English. 12 students declared that they played video games in the target language. 10 students indicated they watch movies in English. 8 students indicated they were exposed to the English language by watching to series, 4 of them declared watching videos in English online, 2 students pointed out that they play online games, 1 student reported being exposed through Facebook videos, 1 mentioned exposure through social network posts, and 1 student reported speaking with foreigners in English. It can be concluded, then, that the main sources of exposure that they reported having to the English language outside the classroom was through music, followed by video games, and movies.

In addition, students were asked to mention specific video games they played, songs that they listened to and movies and series they have watched. Concerning the video games students mentioned, they are listed below:

- Fortnite (listed 5 times)
- Call of duty (listed 4 times)
- Pes 2015 (listed twice)
- League of Legends (listed twice)
- GTA4 (listed once)
- Mario Bross (listed once)
- Toy story (listed once)
- Fifa (listed once)
- Free fire (listed once)
- Slenderina (listed once)
- Slenderman (listed once)
- Pubg (listed once)



Regarding the songs that they listen to, they mentioned the following songs:

- Alan Walker's songs (listed twice)
- Happy (listed twice)
- Justin Bieber's songs (listed twice)
- Alone (listed twice)
- Faded (listed twice)
- This is the love (listed once)
- Black point (listed once)
- Camila Cabello's songs (listed once)
- Fefe (listed once)
- Moonlight (listed once)
- Finesse (listed once)
- Tyga's songs (listed once)

- Limp punk (listed once)
- Little mix's songs (listed once)
- Ariana Grande's songs (listed once)

With regards to the movies they have seen some of the movies mentioned were:

- Avengers (listed four times)
- It (listed three times)
- Zootropolis (listed once)
- Coco (listed once)
- Emoji (listed once)
- Jumanji (listed once)
- San Andreas (listed once)
- A Wrinkle in Time (listed once)
- Fast and Furious (listed once)
- Planet of the Apes (listed once)

Concerning the series that they watch, they are listed below:

- The Walking Dead (listed seven times)
- Stranger Things (listed 4 times)
- 13 Reasons Why (listed 4 times)
- La casa de papel (listed once)
- Naruto (listed once)
- Dragon Ball Z (listed once)
- DOPE (listed once)
- The 100 (listed once)
- Touch (listed once)
- Atypical (listed once)
- Trollhunter (listed once)

-Big Mouth (listed once)

-Bromance (listed once)

It is interesting to note that there were slight differences between the two schools regarding which sources of exposure were most commonly cited. At the urban, semi-private school, 10 of 18 students cited video games as a source of exposure, making video games the most common source of exposure reported at that school. On the other hand, at the rural, public school, music was the most commonly cited source of exposure, with 11 of 17 students listing it, while only 2 listed names of video games at that school. This information would be important for teachers to know when deciding what kind of audio visual materials to incorporate into their classrooms, especially if the goal is to bridge students' outside exposure with their classroom experiences.

Considering the data obtained, it can be concluded that students from the two schools were indeed exposed to the English language outside the classroom, through a wide variety of sources, which include movies, music, video games, YouTube videos, etc. Contrary to what I expected, students from the rural school from Trehuaco had access to many audio visual aids, just like students from the school from Concepción. This means that even though English is not frequently spoken in Chile, it is present in students' daily lives, even though they might not generally realize it. As it was previously discussed, the low levels of English among Chilean students are a fact, therefore, teachers need to search for different strategies to overcome this problem. My proposal is, based on students' answers to the survey applied, to take advantage of the exposure that they have in their everyday lives and bridge through classroom activities that make use of the kinds of materials that students already enjoy interacting with outside the classroom. This is why, when creating the kit of materials, where possible, specific to shows, video games and movies that were mentioned by the students, as well as songs and online games related to the

Ministry of Education English materials, have been incorporated into the materials created in chapter 5.

Before applying this survey, I expected that students would answer that they were mostly exposed to the English language through movies and TV series. However, the results showed that their main sources of exposure (besides movies) were songs and video games, sources that I had not realized would have such a major role on students' exposure to the language. Therefore, before implementing the material that will be presented in chapter 5, I strongly recommend for individual teachers to do surveys to find out their students' interests and sources of exposure to English, in order to adapt (if necessary) the materials.



Chapter V: Material design

V.1 KIT OF MATERIALS

The following kit of activities is intended for fifth, sixth, seventh and eighth graders. These activities were built around the different units presented in the Ministry's book. The aim of the kit is to promote meaningful learning and serve as a bridge between the exposure to English that students have outside the classroom within the classroom itself. The activities are based on student's responses about their interests and exposure to the language as observed in the survey I applied. Ideally, all activities would all be carried out in English and they could complement the activities that teachers carry out in their regular lesson plans.

I plan to share these materials in social networking groups that have been created for Chilean teachers so that I can get feedback from in-service teachers. Additionally, I shared these materials with a colleague who is an English teacher at the rural school in Trehuaco and she implemented some of them in her classrooms and gave me feedback. I plan to continue to perfect the materials based on her comments and on future feedback that I get after sharing the materials more widely.

The activities are based on Howard's (2013) guidelines to create effective material and on McDonough, Shaw & Hitomi's (2004) criteria regarding material design. First, I will present suggested materials for 5th graders, followed by 6th, 7th and then 8th graders. There are 8 activities presented for each grade level.

V.2 Materials for fifth graders.

The following kit of materials is intended for fifth graders.

V.2.1 Activity N°1: My Facebook profile

Target group: 5th grade

Unit: My Life, from the course book provided by the ministry *English 5*
(Landaeta, 2016 pp.14-50)

Language Points: Vocabulary on personal information.

Grammatical structures: like/don't like

Learning outcome:

- Students will be able to express likes and dislikes.
- Students will be able to write a short description of themselves.

Materials: Sugar/Construction paper, crayons, markers.

Time: 30 min

Instructions for the teacher: Ask your students if they are familiar with "Facebook". Tell them that they are going to create (on sugar/construction paper) a Facebook profile, for their classmates and them to get to know each other. They will have to include their likes (the music, food, books and games that they like) and their dislikes. Moreover, they will have to add a short description of themselves.

V.2.2 Activity N°2: My animal friends

Target group: 5th grade

Unit: My Life, from the course book provided by the ministry *English 5*
(Landaeta, 2016 pp.14-50)

Language Points: Free time activities vocabulary.

Learning outcome: Students will be able to identify different free time activities.

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher: Tell your students that they are going to watch a video, which comes from the movie *Enchanted* (Josephson, Sonnenfeld & Lima, 2007). Tell them that it is about a girl that has many friends. However, there is something special about their friends: they are animals. She has nothing to do, so in her free time, she decides to clean the house. Tell your students to write down the different activities that are being done on the video. After they finish tell them to share their answers with their classmates. Finally, ask them what activities they do in their free time. Ask them if they are similar to the ones shown in the video.

Suggested video for the activity:

<https://www.youtube.com/watch?v=P27-86lweX4> (Mann, 2008)

V.2.3 Activity N°3: My Sims house

Target group: 5th grade

Unit: We Live Here from the coursebook provided by the ministry *English 5* (Landaeta, 2016 pp.52-88)

Language Points: Free time activities vocabulary.

Learning outcome: Students will be able to design a house, identifying its parts.

Materials: overhead projector, speakers, sugar paper, crayons, markers.

Time: 25-30 min

Instructions for the teacher: Ask your students if they know the video game “The Sims” (*The Sims*, 2000). Explain to them that in this game they can create a family and the house in which they live. Show them a short clip of the game. Ask them to get in groups to create their own Sims family and house. They will have to draw it and show it to the class.

Suggested video for the activity:

<https://www.youtube.com/watch?v=pxRBqD-85Es> (Juan Andres G, 2010)

V.2.4 Activity N°4: Working on Zootopia

Target group: 5th grade

Unit: We Live Here from the coursebook provided by the ministry We Live Here from the coursebook provided by the ministry *English 5 (Landaeta, 2016 pp.52-88)*

Language Points: Vocabulary on professions.

Learning outcome: Students will be able to identify and describe different occupations.

Materials: overhead projector, speakers

Time: 40 min (Preparation and presentation)

Instructions for the teacher: Tell your students that they are going to watch an extract of the movie Zootopia (Spencer, Howard & Moore, 2016). They will have to pay attention to the professions that are shown. Ask them to make a list of them. Ask them to choose one of the professions and describe it. They will have to create sentences explaining what the job involves.

Suggested video for the activity : <https://www.youtube.com/watch?v=jWM0ct-OLsM> (Walt Disney Animation Studios, 2015)

V.2.5 Activity N°5: Master Chef

Target group: 5th grade

Unit: Delicious! from the coursebook provided by the ministry *English 5 (Landaeta, 2016 pp.90-126)*

Language Points: Vocabulary on fruits, connectors

Learning outcome:

- Students will be able to follow instructions from a recipe.
- Students will be able to explain the different steps of a recipe.

Materials: overhead projector, speakers

Time: 30-40 min

Instructions for the teacher: Ask your students in groups, to bring from their homes: chopped fruits, cream or yogurt, and a bowl. Tell them they are going to play to be Chefs". Tell them they are going to compete to see who prepares the best "Fruit cream". Show them a video with steps on how to make a fruit cream. They will have to follow this tutorial, however, they can make changes if they want to. They will have to teach the class how they prepared the dessert.

Suggested video for the activity:

<https://www.youtube.com/watch?v=5c53GkqZFZE> (Sachdev, 2017)

V.2.6 Activity N°6: My birthday cake

Target group: 5th grade

Unit: Delicious! from the coursebook provided by the ministry *English 5* (Landaeta, 2016 pp.90-126)

Language Points: Vocabulary on food, vocabulary on parties, connectors

Learning outcome: Students will be able to analyze and create a recipe.

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher:

Pre- Activity: Ask your students to think about birthdays parties. Ask them to make a list of the things that are essential for a birthday party. Tell them to share with the class, and find common points between their lists.

While activity: Tell your students they are going to watch a video about a birthday cake preparation, from the movie *Sleeping Beauty* (Disney & Geronimi, 1959). Ask them to take notes on what they find unusual about it.

Post Activity: Ask your students to get in groups. Tell them to analyze the recipe they have just watched. Tell them to correct the recipe, making sure to add connectors such as: first, second, then, etc. After they finish, ask one

representative of each group to read their recipes, so they can check if they are okay.

Suggested video for the activity:

<https://www.youtube.com/watch?v=BmSbNn5qYIM> (Sandysperfectpaws, 2011)

V.2.7 Activity N°7: How do I look?

Target group: 5th grade

Unit: Hot and Cold, from the coursebook provided by the ministry *English 5* (Landaeta, 2016 pp.128-164)

Language Points: Vocabulary on clothes

Learning outcome: Students will be able to identify and choose different items of clothing, according to the weather.

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher: Project an online dressing up game on the screen or whiteboard. Ask one of your students to come to the board. Ask another student to say what the weather is like (they can make up this). Tell the student that it is in front of the class that she or he has to use the computer and the game to dress the character according to the weather condition that was given. While they are dressing the character they have to mention the piece of clothing they are putting on.

Suggested game for the activity: <https://www.dressupgames.com/little-bit-vintage-dress-up-game> (Little Bit Vintage Dress Up Game, n.d)

V.2.8 Activity N°8: How to dress in Rio

Target group: 5th grade

Unit: Hot and Cold, from the coursebook provided by the ministry *English 5*
(Landaeta, 2016 pp.128-164)

Language Points: Vocabulary on weather,

Grammatical structures: need to/don't need to

Learning outcome:

- Students will be able to compare weather conditions from two different places.
- Students will be able to make suggestions using the structures “need to” and “don't need to.”

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher:

Pre Activity: Tell your students that they are going to watch a clip about the movie Rio (Anderson, Donkin & Saldanha, 2011). Ask them if they know what the movie is about. If necessary, explain that the movie is about a girl called Linda that lives in Minnesota, USA. She goes with her bird, named Blue, to Brazil to try to find him a partner. Ask them to compare the climate conditions of both Rio and Minnesota.

While activity: Show them the video and ask them to make notes on how the weather is in both Rio and Minnesota.

Post Activity: Ask them to make a list of things that they would recommend Linda and Blue bring with them to Rio. Tell them to use the structures Need to and Don't need to.

Suggested video for the activity:

<https://www.youtube.com/watch?v=P1GRO31ve5Q> (Fox Star India, 2010)

V.3 Materials for sixth graders

The following activities are intended for sixth graders.

V.3.1 Activity N°1: My favorite food

Target group: 6th grade

Unit: Food and Health from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 6-37)

Language Points: Vocabulary on food, connectors

Learning outcome: Students will be able to explain to their classmates how to prepare their favorite food.

Materials: overhead projector, PowerPoint, food.

Time: 30 min

Instructions for the teacher: Ask your students what their favorite foods are. Ask them to create a PowerPoint presentation, teaching their classmates how to prepare it. Make sure that they include connectors such as: first, then, finally, etc. This activity can be adapted by asking students to bring their favorite food to the class and share it with their classmates, also explaining how to prepare it.

V.3.2 Activity N°2: Cooking with Ratatouille

Target group: 6th grade

Unit: Food and Health, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 6-37)

Vocabulary: Vocabulary on food,

Grammatical structure: present continuous (*ing* structure)

Learning outcome: Students will be able to create sentences using the present continuous.

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher: Tell your students that they are going to watch a video about the movie “Ratatouille” (Lewis & Bird, 2007). Ask them whether they have seen the movie. Ask the ones that have, to share with their classmates what the movie is about. Make sure that they all know before watching the clip that it is about food.

Ask them to pay attention to the actions that the characters in the movie are doing. Tell them to write down as many sentences as they can, using the present continuous. You can have a competition, telling them that the student that writes more correct sentences wins. Later, ask the students to read some sentences out loud to check them and practice pronunciation.

Suggested video for the activity: <https://www.youtube.com/watch?v=PSzmX-9r7ss> (Jaden Glover, 2017)

V.3.3 Activity N°3: How do I get to my house?

Target group: 6th grade

Unit: Around Town, from the coursebook provided by the ministry, (Olate and Meza, 2017 pp. 38-69)

Vocabulary: prepositions, directions

Learning outcome: Students will be able to give directions on how to get to a place

Materials: overhead projector

Time: 10-15 min

Instructions for the teacher: Open google maps on a computer and project it. Tell your students to teach their classmates how can they get to their houses. Helped by this app, students will have to give directions, such as “turn left” on how they get to their houses from the school. Another alternative is to project a

picture of the city. If they live far away from the school, they can give directions on how to take the bus to the school.

Link to google maps: <https://www.google.com/maps> ("Google Maps", 2005)

V.3.4 Activity N° 4: Cha- Cha-Cha class

Target group: 6th grade

Unit: Around Town, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 38-69)

Vocabulary: prepositions, directions

Learning outcome: Students will be able to follow directions

Materials: overhead projector, speakers

Time: 10-15 min

Instructions for the teacher: Tell your students that they are going to watch a video called Cha-Cha Slide and they will have to follow directions from this. Before watching it, it is recommendable to go over some vocabulary (left, right, hop, etc.). After this, tell them to stand up. Tell them to do as the singer says. You can make this a competition, by having students sit down if they make a mistake. The last student standing wins.

Suggested video for the activity: :

<https://www.youtube.com/watch?v=wZv62ShoStY> (MrCTheSlideManVEVO, 2009)

V.3.5 Activity N°5: Welcome to my pet's channel

Target group: 6th grade

Unit: Natural World, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 70-101)

Language Points: Vocabulary about animals, adjectives

Learning outcome: Students will be able to describe an animal using adjectives

Materials: overhead projector

Time: 30 min

Instructions for the teacher: Tell your students that they have to present their pets (or their favorite animal if they don't have a pet) to the class. They will have to describe their pets using adjectives. However, they will have to present it as if they were youtubers. For this, they will have to record a video with their cellphones. You can show them videos for them to have a clear idea on how to do it.

Suggested video for the activity:

<https://www.youtube.com/watch?v=AyQBvi5KVv8> (Pointlessblog, 2014)

V.3.6 Activity N°6: Animals' Web

Target group: 6th grade

Unit: Natural World, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 70-101)

Language Points: Vocabulary on animals

Learning outcome:

- Students will be able to classify the different types of animals
- Students will be able to identify different animals

Materials: overhead projector

Time: 25-30 min

Instructions for the teacher:

Pre- Activity: Ask them to name some different animals. Tell your students that they are going to watch a clip of a movie called "Charlotte's Web" (Kerner and Winick, 2006) which has lots of animals in it. Tell them to classify the animals they see into farm, domestic and wild animals. Tell them that the movie is mostly about farm animals.

While activity: Project the video and ask your students to write down the animals that appear in the movie and their classifications.

Post activity: Tell your students that they are going to play bingo. This will be an animal bingo based on the movie. You will give each student a bingo card and you will call out different animals. The first one to complete the card wins.

Suggested video for the activity

<https://www.youtube.com/watch?v=63Xh4T0qb-Y> (YouTube Movies, 2012):

V.3.7 Activity N°7: City craft

Target group: 6th grade

Unit: Let's travel, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 102-133)

Language Points: Vocabulary on city places

Learning outcome: Students will be able to create and describe a city.

Materials: overhead projector

Time: 30- 40 min

Instructions for the teacher: Ask your students if they know the video game "*Minecraft*" (Mojang, 2011). Ask them to share what they know about it. Explain to them that in this game they can create and build places. Show them a clip that shows some aspects of the game. Tell your students to get into groups and imagine that they are inside the game. Tell them to design a city, like they would do on the video game. They will have to draw it, simulating the characteristic blocks of the game. However, this must be a touristic place. They will have to present their place to the class. They will have to describe the different places in their city.

Suggested video for the

activity<https://www.youtube.com/watch?v=MmB9b5njVbA> (Minecraft, 2011)

V.3.8 Activity N°8: My city, my duty

Target group: 6th grade

Unit: Let's travel, from the coursebook provided by the ministry (Olate and Meza, 2017 pp. 102-133)

Suggested video for the activity: Vocabulary on places of the city, adjectives.

Learning outcome: Students will be able to describe different places of the city in which they live.

Materials: overhead projector

Time: 30 min

Instructions for the teacher:

Ask your students if they know what an anthem is. Try to elicit the answer from them. If they are not able to answer it, tell them you are going to show them a video of the TV series *The Simpsons* (Brooks, Groening, Jean and Selman, 1989) in which an anthem is sung. The video shows that Springfield had to change their anthem because the old one was plagiarized. Show your students both anthems and give them a worksheet with the lyrics, so they can analyze them. Ask them if their city has an anthem. Ask them to get in groups in order to create one. They will have to describe their city, enhancing the good things of it. Ask them to share their anthem with the rest of the class. Once they finish, ask each group to choose one stanza from their anthem and combine their stanzas among groups in order to create a new one. Finally, ask the class to sing their new anthem.

Suggested videos for the activity:

(Simpsons Cartoons, 2017)

<https://www.youtube.com/watch?v=BgvHf8S6V9s>

(Jughead, 2015)

<https://www.youtube.com/watch?v=79AG1X6e9jY>

V.4. Material for seventh graders.

The following activities are intended for seventh graders.

V.4.1 Activity N°1: My football team

Target group: 7th grade

Unit: *Free time* from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.14-47)

Language Points: Vocabulary on football, actions and adverbs of manner.

Structures: Can/can't, simple present.

Learning outcome: Students will be able to construct arguments and justify their opinions

Materials: Overhead projector, speakers

Time: 30 min

Instructions for the teacher: Ask your students what activities they do on their free time. Ask them to mention some of the sports that they practice. Ask them about football. Tell them to mention what they know about the topic. Tell them to mention the different positions of the game. Present them with vocabulary of the game, such as *Goalkeeper, Defender, Midfielder, Winger*, etc. Show your students a video of the video game *FIFA* (EA Bucharest, 1993). Divide them in groups of six (depending on the size of your class) and ask them to create a football team. However, they will be the members of the team, and they will have to choose the positions of each member, depending on their abilities (they

will have to provide reasons for their decisions, for example. James is a midfielder because he can run fast). Everyone has to participate. Moreover, ask them to design and draw the uniform of their team. In groups they will have to present their team to the rest of the class

Suggested video for the activity:

<https://www.youtube.com/watch?v=0ETKAYRzvjs> (EA SPORTS FIFA, 2017)

V.4.2 Activity N°2: Outfits for the season

Target group: 7th grade

Unit: Free time from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.14-47)

Language Points: vocabulary on clothes.

Grammatical structures: like/don't like structures

Learning outcome: Students will be able to describe their clothes and style using vocabulary on clothes.

Materials: cell phone

Time: 30 minutes

Instructions for the teacher: Divide the class into groups. Tell them to imagine that they have a YouTube channel. In groups, they will have to create a “tutorial” showing their “viewers” their outfits and explaining their style. They will have to record a video with their cellphones. They have to include vocabulary on clothes and the structure like.

V.2.3 Activity N°3: Perks of being a millennial

Target group: 7th grade

Unit: Communication from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.48-81)

Language Points: vocabulary on technology

Learning outcome: Students will be able to explain to their classmates how to use social media

Materials: internet- power point

Time: 30 minutes

Instructions for the teacher: Ask your students to choose the social media that they use the most. If possible, ask them to create a PowerPoint explaining how to use it, if not, they can make drawings to support their presentation.

V.2.4 Activity N°4: You are invited to my party

Target group: 7th grade

Unit: Communication from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.48-81)

Language Points: vocabulary on parties

Learning outcome: Students will be able to create an invitation to a party using vocabulary of the unit.

Materials: internet, PowerPoint, cell phones

Time: 30 minutes

Instructions for the teacher: Tell your students that they are going to watch a video about a party that went really wrong. Show them the video clip of the song *Last Friday Night (T.G.I.F.)*. (Perry, Gottwald, Martin and McKee, 2011) Ask them to identify what went wrong with the party and what thing they could improve. Ask them to plan their own party. They will have to decide who will they invite, where the party will take place, when they will celebrate it, etc. For that, they can make a PowerPoint presentation or record a video with their cell phones.

Suggested video for the activity:

<https://www.youtube.com/watch?v=KlyXNRrsk4A> (Perry, 2011)

V.4.5 Activity N°5: Community issues

Target group: 7th grade

Unit: Global issues from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.82-115)

Language Points: Vocabulary on environmental issues.

Structures: Second conditional

Learning outcome: Students will be able to identify an environmental issue that affects their community

Students will be able to provide solutions for environmental problems

Materials: Overhead projector, speakers

Time: 15-25 min.

Instructions for the teacher: Ask your students to think about some of the problems that our planet is facing nowadays. Ask them to name some of them. Mention that one of the problems is that we are running out of resources. Ask them if they have seen the movie *Avengers: Infinity War* (Feige, Russo and Russo, 2018). Tell them that the villain of the movie, Thanos, provides an unorthodox solution; to wipe out half of the population. You can show them a trailer of the movie for them to have a clearer idea. Ask them get in groups. Tell them to imagine that the same situation that happens in the movie is happening to us. Ask them to provide solutions of what they would, first to stop the resources from running out, and second, ideas on how they would stop Thanos.

Suggested video for the activity:

<https://www.youtube.com/watch?v=6ZfuNTqbHE8&t=52s> (Marvel Entertainment, 2017)

V.4.6 Activity N°6: Save the planet!

Target group: 7th grade

Unit: Global issues from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.82-115)

Language Points: Vocabulary on environmental issues

Grammatical structures: should and shouldn't structure.

Learning outcome: Students

Materials: Overhead projector, speakers, sugar paper, markers

Time: 30-40 min

Instructions for the teacher:

Pre- Activity: Tell your students that they are going watch a video about the movie "The Lorax" (Meledandri, Healy & Renaud, 2012). Explain them that the movie is about a boy that lives in a world made of plastic, where everything is artificial and there are no plants, that is why the boy will start a quest to find a tree. Ask them to answer in pairs the following questions.

1. Do you think that that situation might happen to us?
2. Do you think that your actions contribute to increase or decrease global warming?
3. What should we do to prevent this from happening?

Tell them to share their thoughts with their classmates

While-Activity: Ask your students to take notes on the environmental issues that they can identify from the video.

Post activity: Tell your students to choose one environmental issue and create a poster with suggestions on 5 things that we should and we shouldn't do to prevent it from happening.

Suggested video for the activity:

<https://www.youtube.com/watch?v=1bHdzTUNw-4> (Movieclips Trailers, 2011)

V.4.7 Activity N°7: Guess who

Target group: 7th grade

Unit: True stories, from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.117-149)

Language Points: wh questions

Learning outcome: Students will be able to identify and answer wh questions.

Materials: no materials are required

Time: 10/15 min

Instructions for the teacher: Divide the class in two groups. (It can be more, depending on the number of students. You can ask your students beforehand; what kind of music they listen to. Tell them you are going to play some songs, and you will ask them questions about them. For example: Who is the singer of the song? What is the song about? Which are the following lyrics of the song? You can give a booster or a bell to each group, so the first group to make it sound answers first. The group that answers more questions correctly wins.

V.4.8 Activity N°8: I am your fan

Target group: 7th grade

Unit: True stories, from the coursebook provided by the ministry (Curwen and Pontón, 2013 pp.117-149)

Language Points: yes, no questions/ wh questions

Learning outcome: Students will be able to elicit information from their classmates by making questions.

Materials: Overhead projector, speakers.

Time: 15-20 min

Instructions for the teacher: Show your students different extracts of interviews. You can show them interviews with artists that they like or that they might be interested in. Ask them to get in pairs. Each one of them will choose their favorite artist (the idea is that they know them well). They cannot tell their

classmate whom they choose, as they will have to guess by making questions about them.

V.5 Material for eighth graders.

The activities above are designed to be used on eighth graders.

V.5.1 Activity N°1: Chile state of mind

Target group: 8th grade

Unit 1: Travel, from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.14-47)

Language Points: Vocabulary on the city.

Learning outcome: Students will be able to describe a city or town that they know using vocabulary of the unit.

Materials: overhead projector- speakers

Time: 30 minutes

Instructions for the teacher:

Pre Activity:

Tell the students that they are going to listen a song about New York, *Empire State of Mind* (Hunte, Keys, Shuckburgh, Keyes, Sewell-Ulepica, Carter & Robinson, 2009). Ask them what they know about that city. Review the vocabulary before listening to the song.

While Activity:

Divide the class into groups. Give each student a worksheet with the lyrics of the song. Play the song and ask them to read the lyrics while the music is playing.

Post Activity.

Ask each group to choose a stanza of the song. In addition, ask them to choose a place of Chile that they know very well. Tell the students to change the lyrics of the stanza they got. They will have to describe the place that they choose. The idea is that all groups choose different places, so all the students can know more about those places. Once they have finished, play the music of the song and ask students to sing their new lyrics.

V.5.2 Activity N° 2: Stranger class

Target group: 8th grade

Unit: Travel, from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.14-47)

Language Points: prepositions, directions.

Learning outcome: Students will be able to follow directions

Materials: Overhead projector, speakers, picture(optional)

Time: 15-20 minutes

Ask your students if they have watched the Netflix series *Stranger things* (Gaidusek, Holland, Wright, Thunell, Levy, Cohen, Paterson and Tsang, 2016). Tell them that the series takes place in a small town, Hawkins, where one of the residents (Will) goes missing. Show your students a trailer of the series. Ask them to get in groups. Tell them to imagine that the school is the town of Hawkins. Tell them that you are going to give each group a clue, that will lead them to another clue. They will have to follow the instructions and directions that the clue provides, in order to find Will (you can ask one of your students to be Will, or you can print a picture of the character). Depending on the level of your students you can write the location on the next clue, or you can add some riddles in order to make the game more interesting.

Suggested video for the activity:

https://www.youtube.com/watch?v=XWxyRG_tckY (Netflix, 2016)

V.5.3 Activity N°3: Back to the future

Target group: 8th grade

Unit: The future, from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.48-81)

Language Points: Vocabulary on the future

Grammatical structure: will/won't

Learning outcome: Students will be able to make predictions about the future using the structure will.

Materials: overhead projector- board game- dices- tokens

Time: 20-25 minutes

Instructions for the teacher:

Pre activity:

Tell the students they are going to watch a video. Ask them to make predictions about what they think is going to be. Ask them to use the structure will.

Link to the video:

While activity:

Show the students an extract of the movie "Back to the future 2" (Canton, Gale and Zemeckis, 1989), which was filmed in 1989 and takes place in 2015. Therefore, this was a futuristic movie. Ask them to pay attention to certain aspects, such as the means of transport, the technology and the clothes shown in the video. After they have watched the video, ask the students which predictions of the movie came true.

Post activity:

Tell the students that they are going to play a board game about the movie "Back to the future" (Canton, Gale and Zemeckis, 1989) in groups of 3 (see appendix 3). Tell them that each one of them has to choose a token. Each

group will be given a dice. In turns, they will roll the dice and move the token according to the number they get. The board game includes images of the movie, of predictions that did not come true. As they play, they will have to make predictions about the future using the structure will. Finally, the teacher will ask the students to share with the rest of the class their predictions

Suggested video for the activity:

<https://www.youtube.com/watch?v=TkyLnWm1iCs> (Movieclips, 2011)

V.5.4 Activity N° 4: Who wants to be a millionaire

Target group: 8th grade

Unit: “The future”, from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.48-81)

Language Points: vocabulary on the future

Grammatical structures: will/going to

Learning outcome: Students will distinguish the uses of the future will and going to

Materials: overhead projector, ppt

Time: 20 minutes

Instructions for the teacher: Randomly divide the class in 2. In turns, they will answer questions related to the future (which will include the structures going to and will). The questions will also include listening and reading. They will be told that they will play “who wants to be a millionaire” (Davies and Gentile, 1999). They will have to choose a group leader who will be in charge of the discipline and of counting the points of their group. Just like in the “who wants to be a millionaire” they will have the chance to ask help from the public (in this case, their classmates) and to reduce the number of possible answers.

Link to the ppt: **<https://drive.google.com/file/d/1IXV20K2Wr5Eg-dZnlhQ8MBFMgU-waugE/view?usp=sharing>**

A tutorial on how to make this type of presentations is available on YouTube (Quevedo, 2014).

V.5.5 Activity N° 5: “Money heist”

Target group: 8th grade

Unit: Culture and heritage (from the coursebook provided by the ministry) (Curwen and Pontón, 2015 pp.116-149)

Language Points: yes/no questions

Learning outcome: Students will be able to extract information by making questions

Materials: overhead projector- masks- paper

Time: 15-20 minutes

Instructions for the teacher: Show the students a trailer of the TV series “La casa de papel” (Pina, Martínez, Colmenar, Martínez, Manubens and Bazzano, 2017). Tell them they are going to reenact the series. Randomly choose a group of students (4 or 5, depending on the total number). They will be the detectives in charge of the case. The rest of the students will be “the resistance”. Among them there will be robbers and hostages. Ask “the resistance” to put on a mask (they can draw it or you can print it). Give each one of them a piece of paper with information about their character (see appendix 4). Ask the detectives to create a set of questions in order to find out information about the resistance using only yes-no questions. (They cannot make direct questions such as: are you part of the hostages? or are you a robber? They can only make one question per person. After they have interrogated the suspects, each detective will reveal their suspects. If no one guesses who the robbers are, “the resistance” wins.

Suggested video for the activity:

<https://www.youtube.com/watch?v=cQYvQlrM1FY> (Mr WTF, 2018)

V.5.6 Activity N°6: Futurama

Target group: 8th grade

Unit: “Culture and heritage” from the coursebook provided by the ministry, (Curwen and Pontón, 2015 pp.116-149)

Language Points: structure used to/past simple

Learning outcome: Students will be able to explain aspects of their lives using the structure used to and past simple.

Materials: cell phone

Instructions for the teacher:

Divide the class in groups. Ask them to think about certain aspects of their lives, such as their clothes, the food that they eat, their hobbies, etc. Tell them to imagine that they are from 100 years in the future and that they are telling the people from that era, how things were in 2018. Ask them to record a video with their cellphones describing our era to people from the future. They will have to use the structure used to and past simple. They can create a script if they want to.

V.5.7 Activity N° 7: The pilot episode

Target group: 8th grade

Unit: “My body” (from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.82-115)

Language Points: Vocabulary on the unit.

Learning outcome: Students will be able to create texts using vocabulary on medicine

Materials: overhead projector, cell phone

Instructions for the teacher:

Show your students different extracts from to series related to medicine, for example *House* (Shore, Singer and Jacobs, 2004). Divide the class into groups. Ask them to create a trailer of their own TV series on medicine. Ask them to write a short script and to record with their cellphones the trailer. Provide them with a list of vocabulary on the unit that they need to include. Finally, show their videos to the class.

Suggested video for the activity:

<https://www.youtube.com/watch?v=64LGOCKxTdE> (Popugaeva, 2016)

V.5.8 Activity N°8: I am the right person for it

Target group: 8th grade

Unit: “My body” from the coursebook provided by the ministry (Curwen and Pontón, 2015 pp.82-115)

Language Points: Vocabulary on the unit.

Learning outcome: Students will be able to identify body organs.

Materials: Overhead projector, speakers, pictures, scissors, glue.

Instructions for the teacher:

Tell students that that will be a special class as they will compete to have a position to work on the team of the famous “Doctor House”. Show them a video of the TV series “*House*” (Shore, Singer and Jacobs, 2004) where it is shown that he is recruiting personnel. Ask them to get into groups. Tell them to draw a body silhouette. Give each group a set of images of organs (see appendix 5). Tell them they will have to operate a patient and for saving him, they will have to put their organs in place. These organs belong to 4 different body systems:

respiratory system, circulatory system, digestive system, and excretory system. (They can draw more than one silhouette if they want to) Moreover, they will have to label each organ. Another alternative is asking student to draw the organs. The first group to finish wins.

Suggested video for the activity(Mallocstar,2007):

https://www.youtube.com/watch?v=n8EfNllqS_A

V.6 Rationale for choosing the activities:

The material is directly related to the students' interest as most of them manifested that they have exposure to the English language outside the classroom, mostly through movies, video games, songs and series. Therefore, most of the material is related to these sources of exposure to English. Moreover, the activities allow students to achieve long term learning as they are intended to be engaging, appealing and related to their interests. The use of visuals helps students to create mental representations of the contents, which contributes to long term learning (Balm, 2014). Finally, as some of the activities are to be carried out in groups, instances of feedback among pairs are encouraged.

Furthermore, as the material is related to the interests, age, and level of English of the students, this allow them to be engaged with the activities. The role of English in Chile is also taken into consideration, as most of the activities were created taking into consideration the information students gave about how they are exposed to the language in our country. These activities could be cross curricular, as by using them, teachers can encourage students to relate the contents to other subjects, such as science and history.

V.7 Implementing the materials

After the materials were created, some of them were applied to the same students that had answered the survey on English exposure. 3 activities were implemented in the rural school of Trehuaco, and 4 activities were implemented in the semi-private school from Concepción. The activities that were carried out in Trehuaco were two activities for fifth graders, (“Master Chef” and “How to dress in Rio”) and one activity intended for sixth graders (Animals’ Web). In contrast, the activities applied in the semi-private school were 3 activities intended for eighth graders, (“Back to the future”, “Who wants to be a millionaire” and “I am the right person for it”) and one activity designed for fifth graders (“My animal friends”). However, it is important to mention that this last activity was implemented in the English workshop of the school rather than in a fifth grade class. After their teacher had carried out the activities, students were asked to take another short survey in order to briefly assess their thoughts on the activities. This survey was answered by 33 students.

After the activities were carried out, students were asked to evaluate how much they liked the activities on a scale from 1 to 7, 1 being that they didn’t like the activity at all (*nada*) and 7 being that they liked it very much (*mucho*). As can be seen, nearly 82% of the students evaluated the activity with a 6 or a 7 (*bastante* o *mucho*). 12.1% evaluated the activity with a 5 (*suficiente*), and only 6% with a 4 (*algo*) and a 3 (*poco*). It can be concluded that the vast majority of the students liked the activities. See appendix 6 to see the full survey.

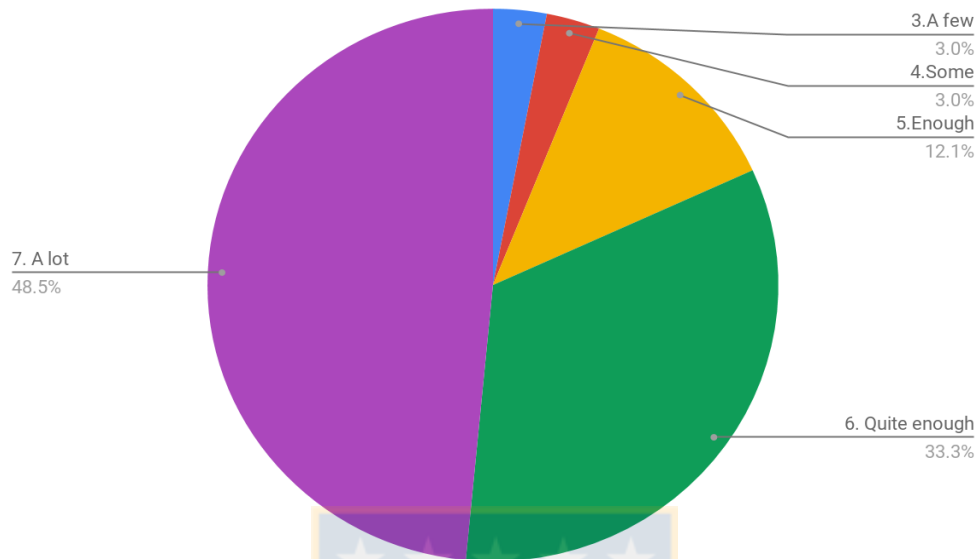


Figure 18: Students' evaluation on how much they liked the activities

Furthermore, learners were also asked to evaluate on a scale from 1 to 7 how important they considered it was to implement activities that are related to their interest. That is to say, the implementation of activities that consider their exposure to music, television, video games, etc. As figure 19 shows, 41.4% consider it very important to take into account their interest, 17.2% consider it important and 27.6% think is relatively important for teachers to take into consideration their interests. In contrast, no students said that they thought it was not important to consider their interests when implementing activities in the classroom.

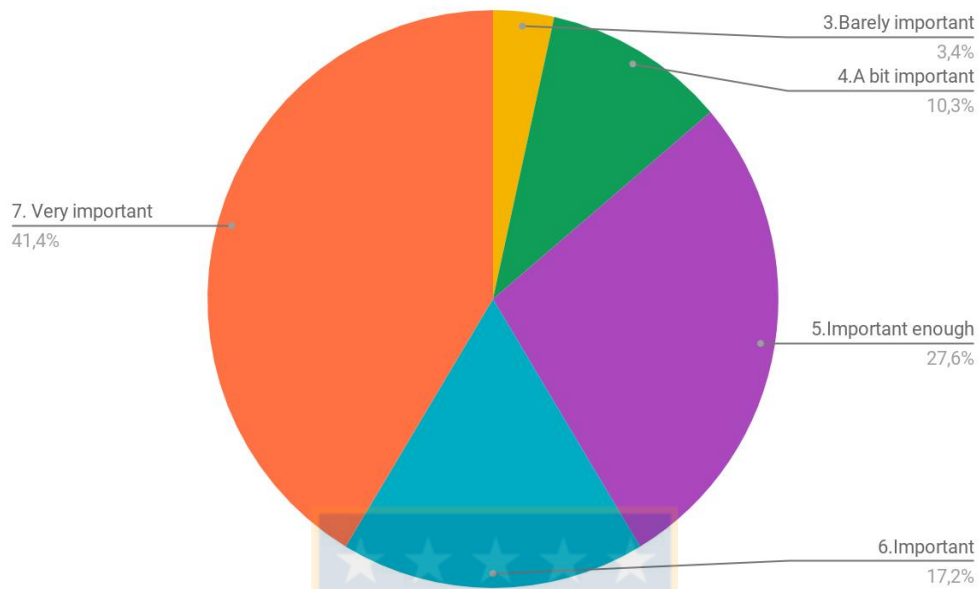


Figure 19: Students' evaluation on how important it is for teachers to implement activities that are related to their interests.

Furthermore, learners were asked to answer whether they considered it important to bridge their real world exposure to English within the classroom. As figure 20 shows, 81.8% of the students believe it is essential that their real world exposure to English be bridged within the classroom.

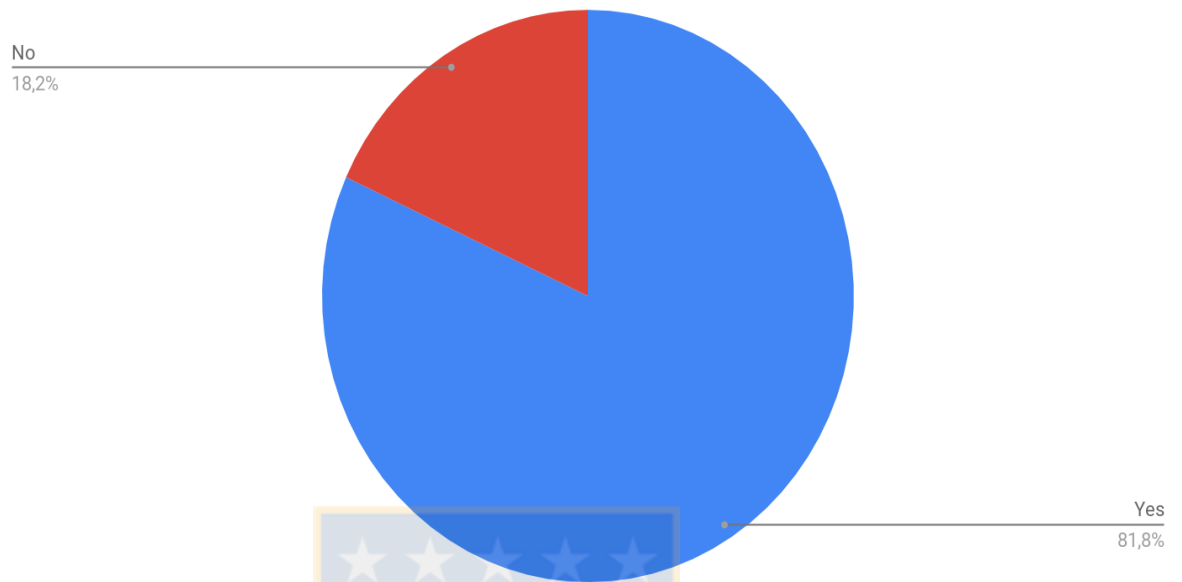


Figure 20: Students responses on whether they considered it important to bridge their real world exposure to English within the classroom

Moreover, they were asked if they would like for more activities like the ones carried out to be implemented in the classroom. As shown in figure 21, 93.9% manifested that they would like to have more activities similar to the ones carried out.

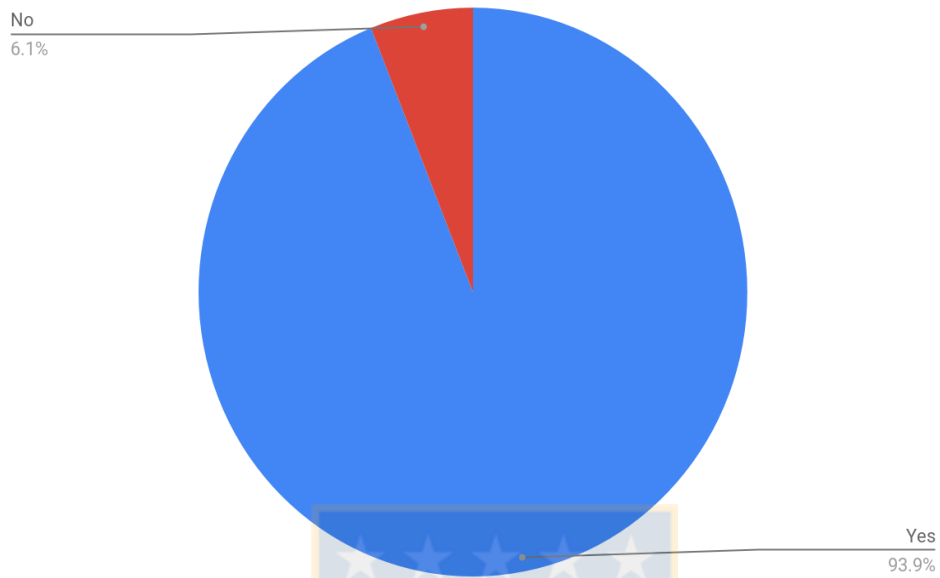


Figure 21: Students responses on if they would like to have more activities similar to the ones applied.

Finally, students were asked if they considered that the activities contributed to their learning process. 97% considered that the activities did contribute to their learning process. In contrast, as we can see in figure 22, only 3% did not consider that the activities contributed to their learning process.

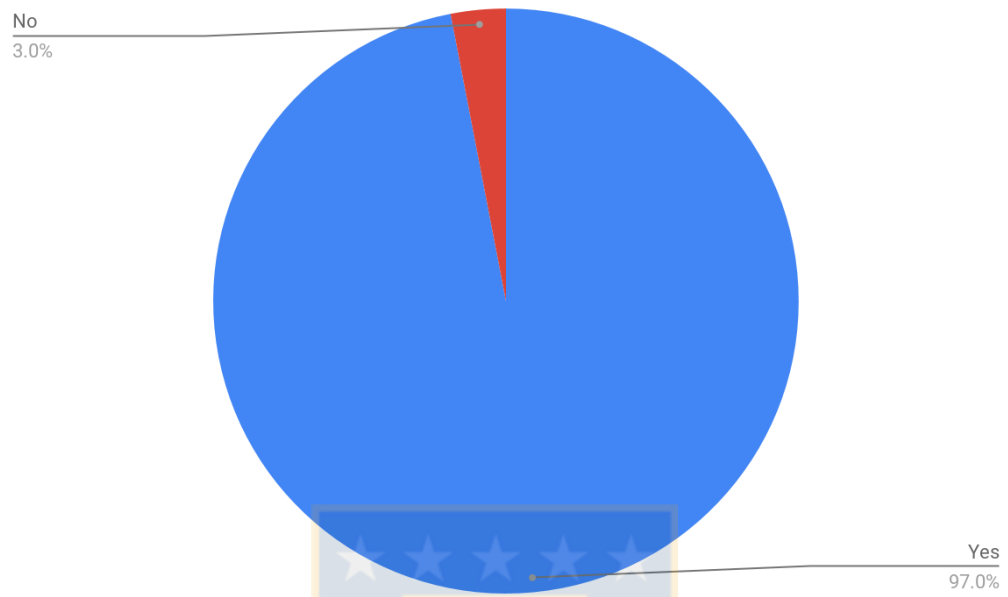


Figure 22: Students' responses on whether they consider that the activities contributed to their learning process.

Chapter VI: Conclusions

The main objective of this study was to determine whether Chilean students from two different sample schools were exposed to the English language outside the classroom and moreover, to determine the quantity and kind of audio visual exposure that they received, and finally to create materials that could help to bridge the reported language exposure with classroom activities.

Concerning whether they were exposed to the language outside the classroom, based on the findings it can be concluded that a vast majority of the students are exposed to it in their daily lives, as 91.4% of the students stated that they were exposed to English. The main sources of exposure mentioned by the students were audio visual sources, such as music, video games, movies, series, YouTube videos and the internet.

Based on their responses, a kit of activities was created and later, some of the activities were implemented and evaluated by the students. Students' responses to the activities were mainly positive, as nearly 75% of them said that they liked, or liked very much, the activities. Moreover, the majority of the students considered it important to implement activities related to their interests and bridge their real world exposure to English within the classroom. Furthermore, 95% of the learners considered that the activities contributed to their learning process.

It can be concluded from the results of this study, then, that many 5th through 8th grade students in Chile are indeed exposed to the English language on a daily basis, mainly through audio visual sources. Furthermore, the students responded positively to the implementation of materials that took these sources of exposure into account in the classroom. Therefore, it is important for teachers to bridge students' real world exposure within the classroom.

This study has been a contribution to my education as a pre service teacher of English as I have learned that it is important to take into consideration

students' interests when planning the class, in order to bridge the exposure to the English language that they already have (and many times they are not even aware) with the classroom. In the future in my classrooms, I plan to keep on doing this exercise, of asking students in what ways are they exposed to the language in order to implement it in the class. Moreover, I believe it is important to keep on using audio visual aids, as the use of these tools can greatly contribute to the class, as it was discussed in chapter 2. Finally, even though it is difficult to find time to create and implement activities of this kind, I strongly suggest on doing so, because allows teachers to get to know students' interest and real exposure to the language, which will allow them to design effective material. Moreover, it can contribute to students being more engaged with the class.

VI.1 Limitations.

One of the limitations presented through the development of this study, were the time constraints. As the activities for the semester were planned in advance, it was difficult to find slots of time to carry them out. For this reason, only a small selection of the materials could be implemented in the classroom. Furthermore, due to the time limitations, many of the specific audio visual sources of exposure mentioned by students could not be incorporated into the materials designed for a variety of reasons. For example, one of the TV series mentioned by a large percentage of students was *The Walking Dead* and so ideally it could have been implemented within a classroom activity. However, it would be necessary to view the series and carefully select episodes or sequences that both fit the Ministry of Education contents and that also are appropriate for classroom viewing, as the series is quite violent. In the future it would be interesting to do this work and create materials of this kind, but it was impossible within the limits of this thesis project.

Another problem presented through the course of this project was the lack of previous studies related to the topic of Chilean students' real world exposure to the language and the lack of information on the bridging activities model for lower level students, which made it difficult to create a literature review.

Finally, as the study was only conducted in two schools and with a small number of students it cannot necessarily be extrapolated to other school contexts. It is my hope that in the future the activities can be adapted to different contexts by teachers who do further research to assess their individual students' sources of exposure before implementing the materials.

VI.2 Suggestions for further research

As a suggestion for further research on the topic it would be interesting to consider some extensions of this project. This could involve further research on exposure to English and also the creation of additional materials, as described below.

Firstly, it would be important to carry out the study in different school contexts, as many parts of Chile might not have the same characteristics, nor the same materials and technology available. It would be interesting to develop the study in more schools and groups, in order to have a wider range of participants and responses. This way, a clearer picture of Chilean exposure to English outside the classroom can be created.

Secondly, it might be relevant for teachers to carry out this type of project on different target groups, such as students from first to fourth grade (as the subject is not mandatory in Chile for these groups) and later to develop materials based on students' responses. Thus, elementary school teachers could have extra material to use in their classes.

Finally, as the results of this study have shown that students from the two schools are exposed to the English language outside the classroom through audio visual sources, this would be important to research further. It would be interesting to do research on the use of audio visual materials within the English classroom, and the impact that their implementation might have not only on students' motivation but also on their performance.



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APPENDIX

1. Survey applied to students from a semi-private school from Concepción.

Exposición al idioma Inglés fuera de la sala de clases

El objetivo de esta encuesta es conocer el grado de exposición al inglés que tienen alumnos en su vida diaria fuera de la sala de clases, como lo es la exposición a través de películas, series de televisión, música, video juegos, etc.

Esta encuesta consta de 18 preguntas, dos de las cuales están relacionadas a las características individuales de cada alumno. Las 16 preguntas restantes están relacionadas a su exposición al lenguaje a través de distintos medios fuera de la sala de clases.

1. Selecciona tu género
Mujer Hombre

2. ¿Qué edad tienes?

3. ¿Estás expuesto al idioma inglés fuera de la sala de clases?
Si No

4. Si estás expuesto al idioma inglés, ¿De qué forma estás expuesto? (Ejemplo: ver series en inglés, jugar video juegos, hablar con personas en el extranjero por Internet, etc.) _____

5. En una escala del 1 al 7, Califica tu exposición al idioma inglés fuera de la sala de clases)

- 1 (nunca)
- 2 (rara vez)
- 3 (una vez a la semana)
- 4 (2 veces a la semana)
- 5 (3 o 4 veces a la semana)
- 6 (casi todos los días)
- 7 (todos los días)

6. ¿Estas expuesto al idioma inglés, a través de la lectura y la escritura fuera de la sala de clases?

Si No

7. En una escala del 1 al 7 ¿Cuánta exposición al idioma inglés a través de la lectura y la escritura tienes fuera de la sala de clases?(ej: Leer libros en inglés, hablar con personas de habla inglesa a través de Internet, ver series con subtítulos en inglés, etc.)

- 1 (Nula)
- 2 (Muy poca)
- 3 (Poca)
- 4 (Algo)
- 5 (Suficiente)
- 6 (Bastante)
- 7 (Mucha)

8. ¿Estas expuesto al idioma inglés, a través de medios audiovisuales fuera de la sala de clases?

Si No

9. En una escala del 1 al 7 ¿Cuánta exposición audio visual al idioma inglés tienes fuera de la sala de clases?(Ej: Ver películas o series en inglés, jugar vídeo juegos, etc)

- 1 (Nula)
- 2 (Muy poca)
- 3 (Poca)
- 4 (Algo)
- 5 (Suficiente)
- 6 (Bastante)
- 7 (Mucha)



10. ¿Escuchas música en Inglés?

Si No

11. Si escuchas música en inglés, ¿Qué tan frecuentemente lo haces?

- 1 (casi nunca)
- 2 (rara vez)
- 3 (una vez a la semana)
- 4 (2 veces a la semana)
- 5 (3 o 4 veces a la semana)
- 6 (casi todos los días)
- 7 (todos los días)

12. ¿Ves películas en Inglés?

Si No

13. Si ves películas en inglés, ¿Qué tan frecuentemente lo haces?

- 1 (casi nunca)
- 2 (rara vez)
- 3 (una vez a la semana)
- 4 (2 veces a la semana)
- 5 (3 o 4 veces a la semana)
- 6 (casi todos los días)
- 7 (todos los días)

14. ¿Ves series en Inglés?

Si No

15. Si ves series en inglés, ¿Qué tan frecuentemente lo haces?

1 (casi nunca)

2 (rara vez)

3 (una vez a la semana)

4 (2 veces a la semana)

5 (3 o 4 veces a la semana)

6 (casi todos los días)

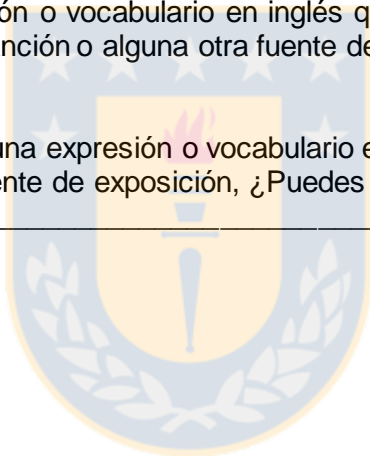
7 (todos los días)

16. Si ves series en inglés, ¿Puedes mencionar algunas?

17. ¿Hay alguna expresión o vocabulario en inglés que recuerdes haber aprendido de alguna película, serie, canción o alguna otra fuente de exposición?

Si No

18. Sí has aprendido alguna expresión o vocabulario en inglés de alguna película, serie, canción o alguna otra fuente de exposición, ¿Puedes mencionarla(s)?



2.Survey applied to students from a public school in Trehuaco.

Exposición al idioma Inglés fuera de la sala de clases

El objetivo de esta encuesta es conocer el grado de exposición al inglés que tienen alumnos en su vida diaria fuera de la sala de clases, como lo es la exposición a través de películas, series de televisión, música, video juegos, etc. Esta encuesta consta de 23 preguntas, dos de las cuales están relacionadas a las características individuales de cada alumno. Las 21 preguntas restantes están relacionadas a su exposición al lenguaje a través de distintos medios fuera de la sala de clases.

1. Selecciona tu género

Mujer

Hombre

2. ¿Qué edad tienes? _____

3. ¿Estás expuesto al idioma inglés fuera de la sala de clases?

Si

No

4. Si estás expuesto al idioma inglés, ¿De qué forma estás expuesto? (Ejemplo: ver series en inglés, jugar video juegos, hablar con personas en el extranjero por Internet, etc.) _____

5. En una escala del 1 al 7, Califica tu exposición al idioma inglés fuera de la sala de clases.

1 (nunca)

2 (rara vez)

3 (una vez a la semana)

4 (2 veces a la semana)

5 (3 o 4 veces a la semana)

6 (casi todos los días)

7 (todos los días)

6. ¿Estas expuesto al idioma inglés, a través de la lectura y la escritura fuera de la sala de clases?

Si

No

7. En una escala del 1 al 7 ¿Cuánta exposición al idioma inglés a través de la lectura y la escritura tienes fuera de la sala de clases?(ej: Leer libros en inglés, hablar con personas de habla inglesa a través de Internet, ver series con subtítulos en inglés, etc.)

1 (Nula)

2 (Muy poca)

3 (Poca)

4 (Algo)

5 (Suficiente)

6 (Bastante)

7 (Mucha)

8. ¿Estas expuesto al idioma inglés, a través de medios audio visuales fuera de la sala de clases?

Si

No

9. En una escala del 1 al 7 ¿Cuánta exposición audio visual al idioma inglés tienes fuera de la sala de clases?(Ej: Ver películas o series en inglés, jugar video juegos, etc)

1 (Nula)

2 (Muy poca)

3 (Poca)

4 (Algo)

5 (Suficiente)

6 (Bastante)

7 (Mucha)

10. ¿Escuchas música en Inglés?

Si

No

11. Si escuchas música en inglés, ¿Qué tan frecuentemente lo haces?

1 (casi nunca)

2 (rara vez)

3 (una vez a la semana)

4 (2 veces a la semana)

5 (3 o 4 veces a la semana)

6 (casi todos los días)

7 (todos los días)

12. Si escuchas música en inglés, ¿Puedes mencionar algunas canciones?

13. ¿Ves películas en Inglés?

Si

No

14. Si ves películas en inglés, ¿Qué tan frecuentemente lo haces?

1 (casi nunca)

2 (rara vez)

3 (una vez a la semana)

4 (2 veces a la semana)

5 (3 o 4 veces a la semana)

6 (casi todos los días)

7 (todos los días)

15. Si ves películas en inglés, ¿Puedes mencionar algunas?

16. ¿Ves series en Inglés?

Si

No

17. Si ves series en inglés, ¿Qué tan frecuentemente lo haces?

- 1 (casi nunca)
- 2 (rara vez)
- 3 (una vez a la semana)
- 4 (2 veces a la semana)
- 5 (3 o 4 veces a la semana)
- 6 (casi todos los días)
- 7 (todos los días)

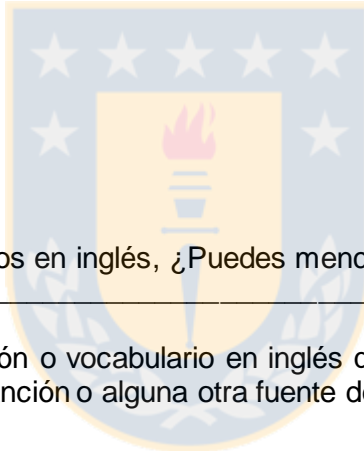
18. Si ves series en inglés, ¿Puedes mencionar algunas?

19. ¿Juegas vídeo juegos en inglés?

Si No

20. Si juegas vídeo juegos en inglés, ¿Qué tan frecuentemente lo haces?

- 1 (casi nunca)
- 2 (rara vez)
- 3 (una vez a la semana)
- 4 (2 veces a la semana)
- 5 (3 o 4 veces a la semana)
- 6 (casi todos los días)
- 7 (todos los días)


















21. Si juegas vídeo juegos en inglés, ¿Puedes mencionar algunos?

22. ¿Hay alguna expresión o vocabulario en inglés que recuerdes haber aprendido de alguna película, serie, canción o alguna otra fuente de exposición?

Si No

23. Sí has aprendido alguna expresión o vocabulario en inglés de alguna película, serie, canción o alguna otra fuente de exposición, ¿Puedes mencionarla(s)?

3. Game board Activity N°3 for eighth graders : Back to the future

		<p>Move ahead 2 spaces</p>		
				<p>Go back to start</p>
		<p>Lose a turn</p>		
				
<p>Move ahead 2 spaces</p>			<p>Lose a turn</p>	
				
<p>CONGRATULATIONS!! YOU WON!</p>		<p>Back to the start</p>	<p>Move ahead 1</p>	

4. Descriptions for activity N°5 for eighth graders :

Money Heist

<p>Name: Tokio Age: 35 years old Characteristics: you have black hair, brown eyes. You are a tough person, however, you are very impulsive You are a robber.</p>	<p>Name: Alison Characteristics: You are one of the youngest. You have curly and brown hair. Regarding your personality, you are shy. You don't have many friends.</p>	<p>Name: Denver Characteristics: brown hair, brown eyes. You are impulsive but you have a good heart. Your dad is working with you. You are a robber.</p>
<p>Name: Moscú Characteristics: You are one of the oldest. You worked in the mines many years ago. You are very protective of your son. You are a robber.</p>	<p>Name: Rio Characteristics: you are one of the youngest. You know a lot about technology. You are a bit immature and emotional You are a robber.</p>	<p>Name: The professor Characteristics: You are the brain of the team, you have everything calculated. You are a man of dialogue and unification</p>
<p>Name: Arturo Characteristics: You are married and you have 3 children, and soon you'll have 4. You are selfish and a coward. You are a middle age man.</p>	<p>Name: Alison Characteristics: You are one of the youngest. You have curly and brown hair. Regarding your personality, you are shy. You don't have</p>	<p>Name: Monica Characteristics: You are going to have a child soon. You have curly and blonde hair. You are very polite and kind.</p>

	many friends.	
<p>Name: Ariadna</p> <p>Characteristics: You have brown and straight hair. Concerning your personality, you are obedient and fearful</p>	<p>Name: Mercedes</p> <p>Characteristics: You are a middle age woman. You have black hair. You are very protective of the people that surround you.</p>	<p>Name: Oslo</p> <p>Characteristics: You are a middle age man. You are foreigner. You don't talk much.</p>



5. Organs to cut activity 8 for eight graders “I am the right person for it”.



Figure 23: “Bladder png” (n.d.).

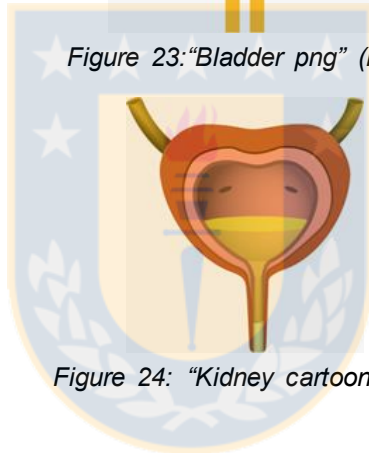


Figure 24: “Kidney cartoon”(n.d.)



Figure 25: “Liver PNG icon”(2018)

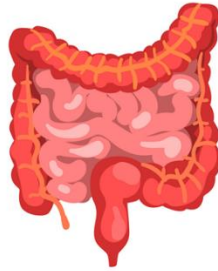


Figure 26: "Large and small intestine digestive tract human" (n.d.)

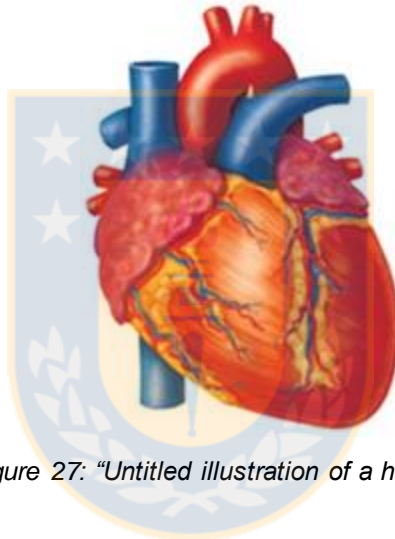


Figure 27: "Untitled illustration of a heart " (n.d.)



Figure 28: "Lung Respiratory system" (n.d.)

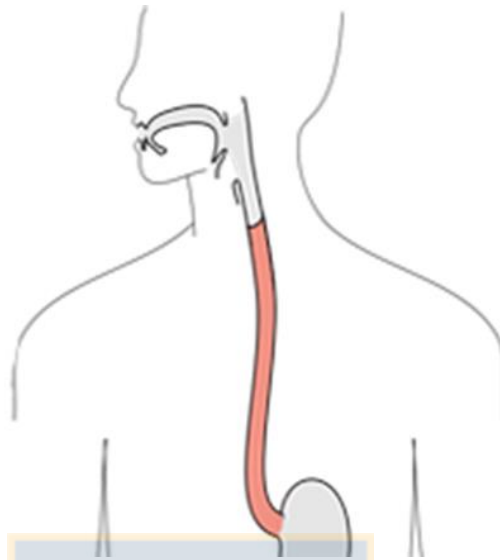


Figure 29: "Esophagus Cliparts" (n.d.)

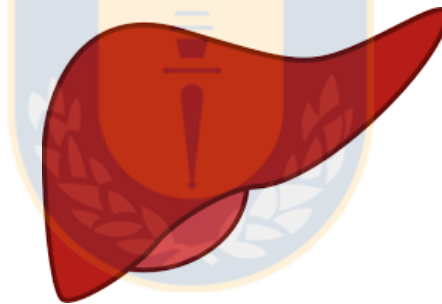


Figure 30: : "Stomach PNG HD" (n.d.)

6. Encuesta Post-Actividades

1. En una escala del 1 al 7. ¿Qué tanto te gusto la actividad?

1 (nada) 2 (casi nada) 3 (poco) 4 (algo) 5 (suficiente) 6 (bastante) 7 (mucho)

2. En una escala del 1 al 7. ¿Que tan importante crees que es actividades de tu interés en la sala de clases? (películas, series, video juegos, videos de youtube, etc)

1 (nada importante)

2 (casi nada importante)

3 (poco importante)

4 (algo importante)

5 (suficientemente importante)

6 (bastante importante)

7 (muy importante)

3. ¿Consideras importante conectar la exposición al inglés que tienes fuera de la sala de clases con la asignatura de Inglés?

Sí

No

4. ¿Te gustaría que se realizaran más actividades similares a esta en la clase de inglés?

Sí

No

5. ¿Qué contenidos pudiste aprender a través de la actividad?

6. ¿Crees que este tipo de actividades contribuyen a tu aprendizaje del idioma Inglés?

Sí

No