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CARRERA DE LENGUA Y LITERATURA INGLESA

"Students' Perceptions Towards Teachers' Use of Information Gap Activities as a Way to Promote Meaningful Spoken Language Use in the EFL Ninth Classroom at Alicia Loza Meneses High School (ALMHS)."

Trabajo de titulación previo a la obtención del título de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa

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RESUMEN

El objetivo de la investigación fue obtener una comprensión más profunda de las percepciones de los estudiantes de noveno año sobre inglés como lengua extranjera (EFL), considerando la ejecución de las actividades de "Information Gap". Este estudio emplea una investigación cualitativa, la recolección de datos se realizó mediante la aplicación de un cuestionario y una entrevista aplicados a estudiantes de noveno año de E.G.B, de la Unidad Educativa Fisco misional Alicia Loza Meneses en la ciudad de Cuenca; los estudiantes recibieron una instrucción de lenguaje comunicativo de cuatro semanas donde las actividades "the Jigsaw Task and Spot the difference" favorecieron la participación activa de los estudiantes. Una parte esencial de este proyecto incluye el diseño y aplicación de seis planes de clase. El resultado de este estudio indica que una instrucción de lenguaje de clase basada en el enfoque comunicativo (CA) y en actividades de aprendizaje comunicativo significativas (por ejemplo, Jigsaw Task y Spot the Difference) tiene un impacto positivo en el proceso de enseñanza / aprendizaje del idioma Inglés. Estos resultados evidencian la importancia de la implementación de las prácticas de enseñanza no tradicionales en aulas de idioma inglés en el contexto educativo ecuatoriano.

PALABRAS CLAVES: Enfoque Comunicativo, CLT, Enseñanza del Inglés como Lengua Extranjera (EFL), Information Gap Activities, Jigsaw Task and Spot the Difference, y perceptions.

Abstract

The objective of this research project was to gain an in-depth understanding of EFL (English as Foreign Language) ninth graders' perceptions regarding the implementation of information gap activities into the classroom setting. This study sought to employ qualitative research, and the instruments of data collection were an open-ended questionnaire and a semi-structured interview. The research participants received four-week communicative language instruction where the Jigsaw Task and Spot-the-Difference sub served students' active participation. An important part of this research project includes the design and application of six lesson plans. This study yielded results indicating that a language classroom instruction grounded in the Communicative Approach (CA) and in meaningful communicative learning activities (e.g. the Jigsaw Task and the Spot-the-Difference) had a positive impact on the teaching-learning process. These main study results verify the importance of implementing non-traditional instructional practices in today's English language classrooms within the Ecuadorian educational context.

KEY WORDS: Communicative Approach, CLT, EFL teaching, Information Gap Activities, Jigsaw Task and Spot the Difference, and Perceptions

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Cuenca, a 20 de mayo de 2016.

Enid Eulalia Quezada Coronel

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DEDICATION

First, I dedicate this Project to God who gave me courage, strength and wisdom to achieve it. To my parents Luis Calle and Blanca Ortega who have supported me my entire life and who have been an example of life to follow. To my loved husband Francisco who has supported me in good and bad moments with patience and love.

Patricia

I dedicate this thesis work to God and my beloved family. To my parents, Santiago and Anita, who have loved and supported me unconditionally during my life. Also, this project is dedicated to my sisters and my dear brother, who have stood by me every moment. I give thanks to Danny, who has always been near me for hearing and helping me out during this time, I am thankful for having you in my life.

Enid

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INTRODUCTION

Based on the professional experience when teaching English to ninth graders at Alicia Loza Meneses High School (ALMHS), it was noted that this group of students found it difficult to use the target language for communicative purposes within the classroom setting. That is, since the beginning of the school year English learners in ninth grade struggle when they are required to exchange information during student-to-student interaction and student-teacher interaction in formal and informal speaking situations, such as short dialogues, role-plays, whole-class conversations, and oral evaluations.

This specific group of students' needs consistent, meaningful oral practice aimed at facilitating the development of their speaking abilities so that they can take part in oral communication in an effective manner, both inside and outside the classroom. The aforementioned problem lies in the fact that previous English teachers did not incorporate communicative-oriented language instruction into the classroom so learners did not have many opportunities to experience an authentic, communicative usage of the English language, which in turn prevented them from becoming engaged in meaningful oral practice over the course of the acquisition process. Unlike using communicative-oriented language teaching on a daily basis, lesson planning and delivery focused on traditional language teaching methods, such as the Grammar-Translation or Audio-Lingual. Therefore, it is pivotal to shift away from an ineffective, traditional language teaching methodology and to embrace a communicative-oriented methodology along with Information Gap, because it takes the theory of communicative language teaching into practice.

The present research project attempts to bring to light the use of Information Gap Activities, Spot-the-Difference and Jigsaw, to promote meaningful, genuine, and

close-to-life oral communication in the classroom. In the field of foreign and second language teaching, Information Gap Activities are considered an effective pedagogical practice directed by Communicative Language Teaching (CLT) (Jondeya, n.d.). Therefore, it is imperative to obtain a solid understanding of CLT, as Information Gap activities are strongly associated with this communicative language teaching at hand. In other words, when these communicative learning activities are used in the language-learning classroom, it is essential to always have in mind CLT fundamentals and features with the aim of getting the most out of communicative classroom practice.

CHAPTER I: DESCRIPTION OF THE PROBLEM

1.1. Justification and Background

This research project is worth conducting for the following major reasons: Primarily, it is important to obtain a good understanding of Communicative Language Teaching (CLT) so that it can facilitate student language learning in the classroom. In this sense, study results Ahmad & Rao (p.192-95), Efrizal (p.133), Al-Twairish (p.101-02), Mohd et al. (9-10) have suggested the suitability and effectiveness of this language teaching method along with its associated learning activities and practices, such as Information Gap. Learning main information about CLT and Information Gap, including their principles, characteristics, and benefits, can facilitate the job of incorporating communicative-oriented language teaching into future classroom instruction more effectively. This is important because there is empirical evidence indicating that English teachers who employ more traditional language teaching methods instead, such as the Grammar-Translation Method (Calle 14-15), do not appropriately utilize communicative language instruction in high school classrooms in the city of Cuenca.

Based on Calle and colleagues' study, it can be stated that English teachers in Cuenca have not shifted away from a traditional way of teaching the target language at high school level. Unfortunately, this is currently happening despite the fact that the Ecuadorian Ministry of Education (MINEDUC) has required the implementation of a classroom practice and curriculum grounded in the communicative approach (MINEDUC 5). By means of this work, it is expected that both the authors of the study and peer English teachers at ALMHS are equipped with the knowledge and skills necessary to effectively implement CLT and Information Gap activities into classroom instruction. By doing so, overall student language

learning is expected to improve, specifically students' oral communication within the classroom setting.

In order to promote communicative interaction among ninth graders, Information Gap will have a major role in this research project because it can be viewed as the theory-into-practice application of CLT. That is, ninth graders will have the appropriate learning activities that lead them towards genuine interaction and authentic communicative use of the English language during the course of classroom instruction. With these notions in mind, Information Gap can be regarded as a useful, meaningful learning activity to be used in L2 classroom contexts because students have a greater opportunity to interact among themselves, the content, and the teacher. In this kind of communicative learning activity, students are expected to move towards a specific purpose by having the task of finding out certain information, and asking for it. In addition, Information Gap helps move L2 learners from working in a more structured environment into a more communicative environment (Bilash). Therefore, Information Gap can help EFL learners develop their speaking skills in a way that is authentic and meaningful (Basturkmen), because each partner or each member of the group knows something that his or her peer classmate does not. In this way, students are prompted to communicate in order to attain understanding through the negotiation of meaning, which has a positive impact on L2 learning (Long 420).

As explained above, it is significant to implement Information Gap in the secondary EFL classroom because of the above-mentioned assets and, more importantly, due to the fact that these communicative learning activities can help bridge the theory behind CLT and practice in the language learning classroom setting.

The task of learning about students' perspectives is in line with the research approach that will be used in this study – qualitative case study. Additionally, instead of identifying the effectiveness of Information Gap from a teacher and researcher perspective, which has been explored before, a main contribution of this study may be to allow the research participants – the forty ninth graders to have a voice as well as a major role in determining the suitability and effectiveness of Information Gap activities.

Research Question

How do ninth grade students of English perceive the implementation of Information Gap activities into the EFL classroom setting at ALMHS?

1.2. Objective

1.2.1. General Objective

To gain an in-depth understanding of EFL ninth graders' perceptions regarding the implementation of Information Gap activities into the classroom setting.

1.2.1. Specific Objectives

- To compile key information about the effectiveness of Information Gap on promoting spoken communication through an examination of research studies and seminal works.

- To design Information Gap activities using the topics from the Curricular Annual Plan that are of high interest to ninth graders; this will be determined through a checklist completed by the students at the beginning of the study.

- To implement two different kinds of Information Gap Activities – Spot the Difference and Jigsaw Task– into six lessons within a four-week curricular unit.

- To find out ninth graders' opinions and viewpoints with regard to teacher use of Information Gap Activities through the administration of a written open-ended questionnaire.

- To learn about ninth graders' challenges and difficulties when taking part in Information Gap activities by means of a semi-structured interview.

CHAPTER II: THEORETICAL FRAMEWORK

2.1. Communicative Approach

In the1960s, the most popular foreign language teaching methods were the Grammar Translation Method, the Audiolingual Method, and the Direct Method. Each of these methods aimed at developing L2 learners' command of the grammatical structures of the target language. However, these methods had no positive impact on the development of students' speaking abilities due to overemphasis on the memorization of rules and form. As a result of the ineffectiveness of the above-mentioned methods towards L2 oral production, there was a need for a language teaching approach that was more concerned with L2 learners' initiative and interaction rather than with teacher-centered direction. This desirable new approach needed to facilitate L2 learners' use of the target language for communication in an appropriate and effective manner. On this basis, the Communicative Approach (CA) came into existence in the late 1960s, and its premises were expanded in the mid-1970s (Demirezen, 2011). Additionally, as stated by Brandl (2008), CA is grounded in research findings in second language acquisition, cognitive sciences, and educational psychology. With these notions in mind, CA can be viewed as a holistic approach that emphasizes the communicative aspect of the language.

Many teaching methods evolved from the communicative approach, such as the Communicative Language Teaching (CLT) (Demirezen, 2011), as well as Task-Based Language Teaching (TBLT) and Content-Based Instruction (CBI) (Nunan, 2005).

2.2. Communicative Language Teaching and Task-Based Language Teaching

As noted above, the Communicative Language Teaching method (CLT) was born out of the Communicative Approach (CA). CLT was first proposed in 1970s in

England as a methodology of teaching English as a Second Language (Demirezen, 2011). The CLT method is based on the theory that the primary function of language use is communication. Therefore, the

primary goal of CLT is to develop L2 learners' communicative competence or ability. In this sense, CLT attempts to make use of real-life situations that require authentic communication and meaningful interaction (Brandl, 2008). It is also important to know that there are two versions of CLT; the weak version of CLT emphasizes the importance of providing learners with opportunities to use the target language for communicative purposes, integrating communicative, meaning-based activities into classroom instruction, whereas the strong version states that language is acquired through communication (Howatt, 1984). The above vital concepts, including the theoretical foundation, goal, and versions of CLT, are pivotal to bear in mind as they will guide the development of the present study.

With regard to TBLT, Littlewood states that it can be viewed as a development that falls within the communicative approach in which the essential feature of TBLT is communicative tasks that "serve not only as major components of the methodology but also as units around which a course may be organized" (324). This leads us to the notion that TBLT takes a different route to achieve the goal of communicative language instruction, that is, the development of L2 learners' communicative competence or ability (Richards, 2006). Thus, TBLT promotes a student-centered learning environment and a real purpose for language use (Izadpanah, 2010).

Now it is important to take a closer look at the relationship between CLT and TBLT. Basically, TBLT is regarded as the latter version of CLT. In fact, Ellis (2003) added that TBLT constitutes a strong version of CLT. In addition to this, it is

important to take into consideration what the views of other scholars are regarding the relationship between CLT and TBLT. As pointed out previously, TBLT falls within the communicative approach in which the essential feature of TBLT is task-based learning activities. There are other scholars such as Izadpanah, (2010) who asserts that TBLT is an extension of the CLT movement. Knowing about the relationship that exists between CLT and TBLT, it is imperative, as this will allow EFL teachers to understand that these two language-teaching methods are essentially communicative. Therefore, the development of L2 learners' communicative competence can be facilitated through both of them.

Richards and Rodgers (2001) added that TBLT is grounded on many of the same principles of CLT, and additionally, both TBLT and CLT involve using communication associated with learning activities toward the completion of a goal. Similar to CLT, TBLT also places special emphasis on student-centered instruction and encourages language teachers to tolerate their L2 students' mistakes during the process of language learning. Another shared commonality between CLT and TBLT is concerned with addressing L2 learners' needs, interests, and experiences (Littlewood, 2004). Thus far, the notion has been discussed that TBLT is referred to as an extension of CLT, whereas CLT is commonly viewed as an overarching methodological concept for second language teaching and learning. This means that "TBLT represents a realization of [CLT] at the levels of syllabus design and methodology" (Nunan, 2004, p. 10). This discussion regarding TBLT and CLT is helpful, since these two communicative language-teaching methods will provide an important theoretical basis for the proposed study at hand.

After the relationship between CLT and TBLT has been considered, the discussion is solely focused on CLT with the aim of providing a more comprehensive

understanding of its critical insights. As explained above, CLT tends to be an overarching language teaching methodology, whereas TBLT is intended to provide specific guidelines for language classroom instruction. In this way, foreign language practitioners can apply the philosophical concepts behind communicative language teaching. Based on this understanding, an analysis of core assumptions, major principles, and the most common theme of CLT is presented below. Then the discussion moves to the framework of lesson design under the TBLT methodology.

From a CLT perspective, there is an assumption that L2 learners acquire the target language through the process of communicating in it (Ahmad & Rao, 2013; Al-Twairish, 2009).

Richards (2006) observed that the assumptions underlying current practices in CLT include: L2 learning is facilitated when learners become engaged in interaction and communication. The act of communication is an integrated process that involves the use of multiple language skills. Therefore, language learning is a gradual process that entails the creative use of language, error production is a normal part of learning, and the teacher has the role of a facilitator in the L2 classroom who needs to create a conducive environment to language learning. In addition, the classroom is viewed as a community where learning takes place through collaboration and sharing. Based on the understanding that CLT puts forward the notion that second language learning takes place within a collaborative and cooperative classroom environment, it is imperative to bring into discussion the *cooperative learning theory*.

Cooperative learning is a type of instruction that entails students working in pairs, small or big teams to achieve a common goal. In order to accomplish a common established goal by means of cooperative learning, certain conditions need

to be met by language learners. These conditions include the following elements: positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills, and group processing. With regard to the first element, positive interdependence, every team member is supposed to rely on one another to achieve a common goal. If one single team member does not do what she/he has to do, everyone loses. Individual accountability is concerned with the idea that all students in a group are held responsible for successfully completing their part of the work and for obtaining a solid understanding of all the material to be covered. Face-to-face promotive interaction deals with the notions that even though some of the group work can be done individually, some work must be also done interactively among all group members. Here, it is important to challenge reasoning and conclusions, as well as teaching and encouraging one another. Appropriate use of collaborative skills entails encouraging and helping students to develop and practice key skills, such as trust building, leadership, decision-making, and communication. Last but not least, group processing refers to having team members set common goals, as well as having them assess what they are doing well as a team. It also includes taking action upon the things that will help the group to be more successful in upcoming learning experiences (Felder and Brent 2).

The above-mentioned significant notions concerning cooperative learning are important to take into consideration when the present study is conducted, since cooperative learning plays an important role within the CLT methodology. As discussed previously, this language teaching methodology promotes a learning community where cooperation, collaboration, and sharing have a central part in the language teaching-learning process within the classroom setting.

After cooperative learning was discussed above, it is essential to examine what the major principles behind CLT are as they can influence and guide communicative language instruction. In general, CLT suggests that meaningful communication provides learners a greater opportunity for language learning than structure-based methods of language teaching (Ahmad & Rao, 2013; Al-Twairish, 2009). Specifically, the major principles of CLT methodology are as follows: make authentic communication the target of language learning; give learners opportunities to experiment and try out what they know; tolerate learners' errors because this is an indicator of the communicative competence development; help learners develop both accuracy and fluency through ample opportunities; encourage students to discover the rules of grammatical structures on their own; and have learners use speaking, reading, listening, and writing skills together because they are usually required in the world outside the classroom (Richards, 2006). With regard to the aforementioned L2 skills within the CLT perspective, Savignon (1997) noted that they should not be separated from communicative competence, which means that all the four language skills are included in a communicative classroom environment. Therefore, it should be noted that comprehension of the target language (listening and reading) and its production, written and orally (speaking and writing) are all the fundamental of CLT practice.

According to Ahmand and Rao (2012), the most common theme of CLT is that it is learner-centered; L2 leaners' communicative needs are intended to provide the foundation for decision making in a CLT classroom. Prasad (2013) went on to explain that a classroom practice directed by CLT begins with the discovery of L2 learners' interests and needs, and it provides learners with "opportunities to not only respond to but, more importantly, to develop those interests and needs through

English language use beyond the classroom itself" (p. 5). To do that, it is imperative to make use of content that connects to students' lives and interests as well as to allow students to personalize their learning by employing the knowledge they have gained and the skills they have acquired to their own lives (Prasad, 2013). All in all, with the intent of incorporating CLT into the classroom in an effective way, educators must move from a teacher-centered to a student-centered instruction. It is essential to create opportunities where our secondary EFL students can experience meaningful communication and authentic interaction because it facilitates L2 learning. Having EFL learners use multiple language skills, tolerating learners' errors, incorporating students' interests, and accommodating and differentiating content to personalize student learning, among others, are fundamental towards creating an effective classroom instruction based on CLT.

After examining main theoretical information regarding CLT, a significant overview of TBLT will now be provided. First and foremost, the popularity of TBLT in the field of language teaching and learning lies in the notion that it promotes a real purpose for language use through the incorporation of communicative, task-based learning activities into classroom practice (Izadpanah, 2010). As a result,TBLT is regarded as a language teaching method that has strengthened many principles and practices in L2 pedagogy, including a needs-based approach to content selection, an emphasis on communication and interaction to acquire the target language, ample opportunities for learners to focus on both language and the learning process, and the connection of in-class language learning with language use beyond the school's walls (Nunan, 2004). Without a clear understanding of the above-mentioned notions, EFL teachers will be unable to use TBLT in their professional practice. Most importantly, in order to implement TBLT into the classroom in an appropriate

manner, it is imperative to know about its principles and purposes, as well as the concept of task and the different types of tasks within TBLT. Similarly, it is of great importance to learn about the TBLT framework for lesson design.

First of all, let's consider important definitions of TBLT from leading experts in the field of second language learning and teaching. For instance, Richards and Rodgers (2001) defined TBLT as "an approach [that is] based on the use of tasks as core unit of planning and instruction in language teaching" (p.223). Larsen-Freeman (2000) proposed a more comprehensive definition of TBLT, so he pointed out that it "is an approach seeking to provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact . . . as learners [are prompted] to understand each other and to express their own meaning" (p. 114). The latter definition can provide EFL teachers with a more comprehensive picture of what TBLT entails as it includes what this communicative language teaching approach seeks and what learners are expected to do within a TBLT classroom context.

In order to obtain an even more complete picture of TBLT, secondary EFL practitioners need to learn about the following principles of TBLT. Nunan (2005) proposed eight major principles:

1) Scaffolding, that is, lessons and materials needed to give support to L2 learners.

2) Task chains, which means that each exercise, activity, and task should build upon the previously used ones.

3) Recycling, which is based on the notion that reutilizing language points and structures maximize student learning

4) Organic Learning, meaning that language ability is built through a gradual, developmental process.

5) Active learning is concerned with the notion of learning by doing, that is, in a language learning classroom L2 students learn best by actively using the language they are attempting to learn.

6) Integration is concerned with the idea that lessons should teach grammatical forms and how forms can be used for communicative purposes.

7) Reflection deals with the notion that learners must be provided with opportunities to think about their new learnings as well, as how well they are doing in the learning process.

8) Copying to creation is concerned with the notions that L2 learners should not engage in drills and practices in which they use only what the teacher has prepared for the class, but rather learners must be given ample opportunities to use their creativity and imagination with the intent of putting into practice their learnings for the solution of real-world tasks. By being aware of these principles, EFL teachers can obtain a theoretical base of TBLT, which helps make informed decisions when designing lessons based on this language teaching method.

In addition to the guidance for an effective TBLT classroom instruction gained from an understanding of its principles, it is also critical to know about the purposes behind this communicative language teaching method. Ellis (2000) cites Willis' (1996) who stated that TBLT has well-defined purposes; in his work, the eight purposes suggested were outlined as follows:

- ➢ First, give learners confidence in trying out whatever language they already know.

- ➢ Second, give learners experience of unplanned, natural interaction.

- ➢ Third, provide learners with opportunities to benefit from noticing how their peers express similar meanings and viewpoints.

- ➢ Fourth, give learners chances for negotiating turns to speak.

- ➢ Fifth, engage learners in using the target language in a purposeful and cooperative fashion.

- ➢ Sixth, make learners take part in an entire, meaningful interaction rather than just saying one or two sentences.

- ➢ Seventh, provide learners with chances to try out communication strategies.

- ➢ Eighth, facilitate learners to experience confidence towards the achievement of communicative goals.

EFL teachers need to take into careful consideration the aforementioned purposes at the start of designing lessons based on the TBLT methodology so that their lessons can actually reflect TBLT in practice.

As seen previously, the term "task" plays an essential role in the TBLT method. Therefore, it is pivotal to have a clear notion of how "task" is defined within TBLT as well as the different types of tasks high school EFL teachers can use during their course of instruction. Izadpanah (2010) pointed out that within TBLT "task" has a central component because it provides a context that activates learning processes and promotes L2 learning. In addition, careful attention to the term "task" is given, by attempting to clearly define it within the context of the TBLT method. According to Nunan (2004), across definitions the central idea lies in the notion that tasks involve

communicative language use in which greater importance is given to meaning than anything else. The most comprehensive definition of "task" reads as follows: "a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning" (Nunan, 2004, p. 4). As discussed above, tasks have a central, major role within the TBLT method; therefore, having a clear idea of what a task entails is a critical aspect to take into consideration before one embarks on the task of applying TBLT.

In the reviewed literature (e.g., Jost, 2003; Willis, 1996), six types of tasks were identified within task-based language instruction. Each one is presented below accompanied by associated examples:

1) Listening tasks consist of brainstorming and fact-finding.

2) Ordering and sorting tasks include sequencing, ranking, categorizing, and classifying.

3) Comparing tasks comprise matching, finding similarities and differences; problem-solving tasks include analyzing real or hypothetical situations.

4) Sharing personal experience tasks involve narrating, describing, exploring and explaining opinions and reactions.

5) Creative tasks entail brainstorming, fact-finding, ordering and sorting, comparing, and problem solving (Willis, 1996).

Before lessons are planned according to TBLT, it is imperative to take into account the previously mentioned insights on how a task itself is viewed within this language teaching method and the various types of tasks that can be included in a lesson. By doing so, their teachers' classroom instruction will appropriately

incorporate a variety of tasks aimed at activating learning and promoting L2 development.

2.3. TBLT Framework of Lesson Design

In addition to the importance of learning about what a task is within the TBLT methodology and the varying types of tasks, it is crucial to bring into discussion the TBLT framework of lesson design proposed by Willis (1996). It consists of three phases or components, and the first of these three phases is *pre-task*. This is the shortest in the framework, consisting of introducing and exploring with the entire class the topic itself, words and phrases related to the topic. In this phase, it is essential to highlight main, helpful words and phrases, as well as help L2 learners clearly understand instructions of the task that will be carried out. The second phase is referred to as *main task* or *task cycle*, and has three components. First, the task is carried out in pairs or small groups. Second, students negotiate how they will report what they have discovered or learned to the class. Third, students work on oral presentations or formal write-ups in order to present their learnings and discoveries. The final component in this framework is the *post-task* phase or *language focus*, where learners have the opportunity to obtain feedback and to analyze their use of the target language employed during the completion of the aforementioned phases (Willis, 1996). Thus, in greater detail the three phases that comprise the TBLT framework of lesson design are provided in a table; the information pertaining to the three phases of TBLT, the teacher' and students' role was obtained from Willis' (1996) work and the procedural options for each phase were taken from Ellis' (2006) work (see Appendix A).

It should be noted that Willis' (1996) framework provides direction of how to go about designing communicative language instruction within TBLT. As a result, this

framework may be highly beneficial for EFL practitioners who attempt to shift away from dominant, traditional language teaching methods but find difficulty in planning and delivering communicative lessons based on TBLT at varied educational levels.

To sum up, it can be concluded that CLT and TBLT should not be viewed as different or opposing but interconnected communicative language teaching methods, since they share the same underlying principles and overall characteristics, including promoting an authentic, interactive use of the target language for communicative purposes, emphasizing student-centered learning, and addressing L2 learners' needs and interests.

2.4. Research Studies on CLT and TBLT

Main theoretical information and insights regarding CLT and TBLT have been highlighted above. Now, the effectiveness of these two communicative language-teaching methods will be analyzed via experimental and non-experimental research.

Efrizal (2012) conducted a research study in which CLT was explored in order to find out if it helped learners to improve their English speaking ability. The scholar concluded that CLT proved to be effective in developing the study participants' English speaking ability. The author found that participants not only enhanced their English speaking skills, but also experienced positive self-confidence during the course of the teaching-learning process (Efrizal, 2012). Overall, the study results are in line with Al-Twairish's (2009) findings since both studies suggested that English-speaking skills were enhanced thanks to a classroom instruction based on the use of language for communication.

Al-Twairish (2009) attempted to measure the effect of CLT on the listening and speaking skills of secondary students. The experimental group received various communicative activities, while the control group was exposed to a structurally based

instruction. The findings revealed that CLT had a positive effect on the listening and speaking skills of the experimental group. As the author pointed out, "it appeared clear that the listening and the speaking skills of the experimental group improved in nearly the desirable way" (p. 106). It was pointed out that such improvement would not have been achieved without the application of CLT. Ahmad and Rao's (2013) study confirms Al-Twairsih's (2009) findings. In brief, both studies concluded that CLT had a more positive effect on L2 learning than traditional language teaching methods (e.g., Grammar-Translation method).

In more detail, Ahmad and Rao's (2013) study comprised these two parts: investigating the feasibility of applying CLT from students' perspective and from teachers' perceptions of CLT. In order to address the first part of the study, the subjects were divided into a control group (CG) and experimental group (EG) that were taught separately with different methodologies: Grammar-Translation method and CLT method. The overall findings of the study concluded CLT was better than its counterpart in teaching English at the secondary level and the use of CLT was important increase motivation toward language learning among the study participants of the EG. According to the researchers, their study "proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability" (p. 202). The findings of this study are significant for fellow EFL teachers in the Ecuadorian educational context because it provides evidence that English language students' learning can be improved through CLT in a large class setting, such as it was in Pakistan.

In addition to Ahmad and Rao's (2013) work that partly investigated teachers' perceptions of CLT, Mohd et al. (2007) carried out a study with the aim of solely examining teachers' attitudes and beliefs regarding the use of the CLT method in

language classrooms to enhance L2 learners' oral competency. The findings revealed that all respondent teachers agreed that the use of the CLT method does enhance communicative ability among their students. The respondents mentioned that CLT enhances L2 learners' communicative ability because it "encourages students' participation, promotes confidence, prepares students for real-life communication, and develops communication strategies" (p. 9). Besides, the study found that CLT is effective when used in the language classroom because it enhances the teachers' role and encourages participation from low proficiency students.

As described previously, CLT and TBLT are both language-teaching methods that place emphasis on the communicative dimension of the target language by engaging L2 learners in authentic language use. Therefore, similar to CLT, there is research that supports the effectiveness of TBLT as a communicative language method in the EFL classroom setting. This leads us to consider a study conducted by Aliakbari and Jamalvandi (2010), which had the aim of determining to what extent the role-play technique directed by TBLT would influence EFL learners' speaking ability and whether it would improve this important language skill. During the treatment, the experimental group (EG) went through the three main phases or cycles of the TBLT framework (discussed earlier), including pre-task, during task, and post-task. And the subjects in the control group (CG) performed the role-play technique based on traditional methods of language teaching, that is, without experiencing TBLT conditions. According to the obtained results, the theoretical claims about the effectiveness of TBLT regarding the enhancement of English Language Learning (ELL) students' oral ability were empirically proved to be true. The authors noted that "on the basis of this [study], it could be possible to state that

role-play technique directed by TBLT is effective in helping learners to upgrade their oral ability" (p. 25).

In another study conducted by Ruso (2007), the influence of TBLT on L2 learners' classroom performance and motivation was examined. The participating EFL students' opinions about the role of TBLT were investigated through a questionnaire and semi-structured interview. Overall, the findings of the study revealed that there was an improvement on student language learning. In addition, the findings of the semi-structured interviews revealed that the various tasks which the study participants were exposed to created many opportunities for L2 language use and practice. The participants indicated that they experienced a great deal of interaction, due to the tasks introduced, within an enjoyable classroom setting. In the author's words it was stated that "the different data collection methods revealed that both students and the classroom teacher were highly satisfied with [task-based learning] mainly in terms of adding variety to the classroom activities and increasing learning in class." (p. 13). This study provides significant evidence of the positive impact of TBLT on EFL classroom instruction as it creates variety for students, leads to the improvement of language performance, and facilitates student involvement and motivation in the teaching-learning process.

A further study that had a positive effect on EFL students' learning and motivation towards learning English was conducted by Ismaili (2013), whose study examined how students perceived the incorporation of TBLT, particularly in speaking activities and what teachers' attitudes are towards this language teaching method. The study gives insight to EFL teachers who want to better incorporate TBLT into their classroom practice. The data was collected through a student and teacher questionnaire. The questionnaires were distributed to six EFL teachers and 60

students. The research study was conducted on a sample of two groups: an experimental group (EG) taught by TBLT and a control group (CG) taught conventionally. The overall impression of the participating EFL teachers was that TBLT has a positive effect on student language learning. Besides, it was reported that TBLT enhances the oral interactions among students, improves learners' communicative ability, and provides students with more opportunities to practice English. The participating students observed that classroom instruction based on TBLT helped them enjoy learning English, since they were more motivated by working on real-life tasks than unauthentic, text-based activities. In addition, students claimed that task-based learning provided a relaxed class atmosphere, as well as giving them more opportunities to use English in the classroom. Students also argued that task-based activities were a good way to improve their English vocabulary (Ismaili, 2013). This study gives additional evidence in favor of TBLT as an effective language teaching method since it can positively create an authentic context for English language learning that facilitates the development of the communicative ability among EFL learners**.**

2.5. The Impact of CLT, TBLT, and Cooperative Learning on Language Teaching and Learning

Based on the reviewed research studies, there is a positive impact of the CLT method on the English language learning of EFL students Ahmad & Rao, (2013), Efrizal, (2012); Al-Twairish, (2009); Mohd et al., (2007). For instance, by incorporating CLT into classroom practice, EFL language practitioners can effectively help their students develop their English language skills, such as speaking and listening, as Efrizal's (2012), Al-Twairish's (2009), and Mohd and colleagues' (2007) studies concluded. In addition, despite the notion that CLT is commonly associated with the development of learners' communicative ability alongside their listening skill,

which is needed for an effective communication, this language teaching method may also have a facilitative role in developing EFL learners' reading and writing skills (Emeza, 2012). In this respect, authentic language use may be conducive toward the development of these English literacy skills among many EFL learners. Therefore, it is essential to have EFL students use their reading and writing skills to interact and communicate with one another in the classroom. Thus, in a CLT classroom, the act of writing must be as meaningful and relevant as possible, so EFL learners can be enabled to use the target language to meet their everyday life and communicative needs outside the classroom.

Apart from facilitating the development of language skills, CLT can help EFL students develop self-confidence and increase their motivation for L2 learning (Efrizal, 2012; Ahmad & Rao, 2013), which are important factors for FLA (Foreign Language Acquisition). As our EFL students take part in classroom instruction grounded in the CLT method, it can help them to become actively engaged and have a greater participation in the teaching and learning process. In short, high school EFL students can become more motivated in taking part in the acquisition process of the English language directed through the CLT method since it encourages participation, promotes confidence, and prepares students for real-life communication.

Within a CLT classroom context, high school EFL learners can build their self-confidence by experimenting with the new language (Efrizal, 2012; Richards, 2006). As learners do so, errors are likely to be produced. In this respect, tolerating learners' errors is essential, as this is an indication of the development of communicative competence. From a CLT perspective, error production is viewed as a normal part of language learning (Richards, 2006). In addition, as EFL students do

not strictly need to be accurate every time they use the target language, they are encouraged to become creative in the developmental process of L2 learning. With regard to this, CLT holds the view that language learning is a gradual process that entails the creative use of language within a learning community where collaboration and sharing have a central role (Richards, 2006; Richards & Rogers, 2001). By tolerating errors and encouraging creativity in a collaborative and supportive classroom environment, the development of EFL students' communicative competence can be facilitated as they can take risks and use their own ideas and thoughts in the learning process.

Additionally, CLT can have a facilitative role towards EFL students' language learning because it posits that classroom instruction needs to include content that relates well to students' lives and interests (Prasad, 2013; Ahmand & Rao, 2012). Therefore, in our efforts to create a communicative classroom, we first need to begin by discovering our EFL students' interests and needs so that classroom practice can be responsive to what our students bring to the instructional process. After we find out about our students' interests and needs, we can, in turn make the content of our course relevant, interesting, and engaging. As our students benefit from relevant content that addresses their needs and interests, meaningful communication and interaction may come as a result, which both facilitate L2 development.

Studies on TBLT Aliakbari and Jamalvandi (2010), Ruso (2007), and Ismaili (2013) have
indicated the facilitative role of this teaching methodology in language learning. In this sense, TBLT facilitates the development of L2/ English learners' speaking ability for several reasons. Basically, TBLT adds variety to language classroom instruction, facilitates involvement, and increases motivation among language learners throughout the teaching-learning process. Most importantly, TBLT enhances oral

interactions among L2 learners by providing them with more opportunities to practice the target language in the classroom setting. As language learners have greater opportunities to use the target language for in-class communication, their lexicon and command of structures, for instance, will improve. In addition to giving emphasis to an ongoing language use on the part of the students, TBLT put forwards the notion that an authentic context for language learning is needed within a relaxed learning environment, so that students can become more motivated and have a more central role in their own language learning.

It is important to bear in mind that cooperative learning has its theoretical foundation in the constructivist theory as it suggests that students are more active in constructing their own knowledge and taking responsibility for their own learning within a social setting at school (Árnadóttir, 2014). At the school setting, cooperative learning can be key to increase student participation among English language learners. Most importantly, when cooperative learning is implemented into English lessons, it provides more opportunities for students to listen and produce the target language, creates a positive student-to-student relationship, supports first language skills, and improves the classroom environment in general. It will also enhance student attitude and encourages leadership skills and teamwork, which are beneficial for L2 learners, both inside and outside the classroom. Studies on cooperative learning demonstrate that this instructional strategy has a number of positive effects. Mainly, study results have yielded learning gains, improved positive relationships among students, and improved social and affective development (Grundman, 2002). For instance, in this regard, learning gains are most evident among low achieving students, especially. In addition to learning gains among this group of students,

increased intrinsic motivation, effective time-on-task, and critical thinking are noticeable.

In Malaysia, a study, which attempted to find out the effectiveness of a variety of cooperative learning activities, concluded that at the end of a semester the students were learning English from one another more effectively. Additionally, students' grades improved in the English class, and the Malay learners felt more confident to express their opinions and ideas during collaborative learning experiences (Crismore & Salim, 1997). Besides the results yielded in the Malaysian study, there are other key findings, according to McGroarty (1993), presented in studies conducted in the US context. The results of these studies have provided enough evidence to determine the suitability of cooperative learning as an essential strategy for English learners (McGroarty, 1993). The study findings are concerned with these three major areas of language development: input, interaction, and contextualization of knowledge.

2.6. Information Gap – A Meaningful and Communicative Learning Activity

EFL learning can be facilitated through a wide variety of communicative and meaningful-based practices that CLT puts forward (Ahmad & Rao, 2013). These practices include (but are not limited to) Information Gap Activities, problem solving, role play, simulations, group work, and task work. According to CLT, these classroom practices are significant because they create the need for communication, interaction, and negotiation of meaning. Also, using communicative, meaningful-based learning practices can be an effective way to facilitate EFL students' learning of language forms or structures. In this way, learning English grammar will not take place in isolation, but it will arise out of a need for using certain key language

structures (e.g., past and future tense) to complete an assigned task and/or achieve a meaningful goal.

One of the most commonly known meaning-based, communicative learning practices within the CLT methodology is Information Gap where Bakshi, 2009, characterized Information Gap as "a situation . . . [that] . . . cultivates curiosity/ inquisitiveness, inventive nature, confidence, problem solving, phrasing questions, discovering questions, and above all communication." P. 2. Additionally, Information Gap involves a great deal of interaction and communication. It is fundamental to recall that these two aspects are the purpose of language learning (as pointed out by Richards & Rodgers, 2001), as well as they both facilitate the learning of functions and structures of the target language (Nunan, 1991). Information Gap activities are useful, meaningful learning tools, because students have a greater opportunity to interact among themselves, the content, and the teacher. In this kind of communicative learning activity, L2 learners are expected to move towards a specific purpose by having the task of finding out certain information, so a way in which to ask for information is needed. In addition, these activities help to move students from working in a more structured environment into a more communicative environment (Bilash, 2011). Having EFL students engage in interaction and communication as a result of an effective incorporation of Information Gap activities into the classroom can be a helpful way to practice and reinforce the productive language skills, such as speaking.

It should also be noted that Information Gap activities can help L2 learners develop their speaking skill in a way that is authentic and meaningful (Basturkmen, 1994), because each partner or each member of the group knows something that his or her peer classmate does not. Therefore, students are prompted to communicate

in order to achieve understanding. This means, as EFL learners move toward a communicative classroom environment, they will have greater opportunities to use the target language in order to complete a communicative Information Gap activity within a natural learning context. Within this kind of context, learners are allowed not only to share information but also to negotiate for meaning, which facilitates L2 acquisition (Long, 1996).

With regard to the facilitative role of negotiation of meaning in L2 learning, Jondeya (2011) eloquently added that "it is only through negotiation of meaning that the information transaction is made possible. Negotiating meaning presupposes speakers to be able to make use of a series of communication strategies: asking for more clarification, paraphrasing, using circumlocutions" (p.44). Therefore, a classroom instruction that favors negotiation of meaning is critical, since having EFL learners memorize scripted dialogues has little communicative value. On the contrary, authentic communication is expected as a result of learner's active involvement in their efforts of finding out missing information. These findings were revealed in Rosmaliwarnis' 2007 study. Mainly, her study concluded that students who were taught through Information Gap Activities developed better speaking skills. This development was facilitated as Information Gap led the students to find out the missing information without memorizing dialogues, which is a common practice in most language learning classrooms.

In Information Gap Activities, EFL learners can experience different levels of communication complexity as they interact with referential and display questions. In this respect, questions which seek unknown answers are referred to as referential questions, whereas display questions seek obvious answers (Bryanton et al., n.d.). Bilash (2011) went on to explain that when a teacher and/or students ask referential

questions, they are supposed to be clueless about the answer(s) to the posed questions, so the purpose of asking these questions is to discover information, which is the central component of information gap activities. For example, a referential question that may be asked is "What is your best friend's favorite food?" On the other hand, a display question is an inquiry to which the person asking does know the answer. The purpose of asking this kind of question is to spark speaking and/or to prompt students to remember certain information or practice key language points (e.g., vocabulary and grammar) (Bilash, 2011).

Prabhu (1987) observed that linguistic exchanges need to go beyond display questions for genuine, meaningful communication to happen in the language-learning classroom, and such exchanges should be based on the gap that takes place when one of the interlocutors does not know how the other person will respond. For example, display questions that may be asked are as follows: "Do I like soccer?" "Is my family from Colombia?" and "What color is my backpack?" In this sense, Jendoya (2011) agreed that Information Gap is a questioning technique that engages learners to respond to a question whose answer is unknown, in contrast to display questions where both the sender and the receiver know the information. All in all, it is imperative to keep in mind the importance of referential questions when attempting to craft lessons centered on Information Gap, as the lack of these kinds of questions can make lessons seem mechanical and artificial for EFL learners.

When attempting to have high school EFL students get the most out of Information Gap Activities, it will be crucial to first model a target Gap Information Activity with more competent English learners. This will help EFL learners obtain a better understanding of what they are expected to do during the completion of the assigned Information Gap Activity. For illustration purposes, an example that depicts

one of the well-known types of Information Gap Activities – information exchange – is included below. The information exchange activity goes as follows: We can look at information about movies that are being currently shown at the cinema at Mall del Rio (one of Cuenca's shopping malls). By using this information, we can help our students answer questions about main things related to the movies she or he does not know at all but wants or needs to find out. This means that the activity will involve helping our students look at incomplete information about the movies currently shown at the local cinema and ask questions to find out more about the target movies.

2.7. Reasons Behind the Use of Spot-the-Difference and Jigsaw Activities/Tasks

After main notions on the Communicative Approach, CLT, TBLT, and Information Gap were pointed out above, now it is imperative to discuss the specific Information Gap Activities, namely Spot-the-Difference and Jigsaw, which will have a central role in the present research project. These two Information Gap Activities will have a major, central role due to the fact that they will be implemented into the research setting, in order to find out what the study participants' perceptions are toward these kinds of activities. It is important to note that the two selected Information Gap Activities will, for the purpose of this study, be brought to light according to the data gathered by means of a checklist. The checklist will be completed by the research participants, and the insights gained from it will be used to create Spot-the-Difference and Jigsaw Activities that address the participants' needs and interests. By doing so, there will be an alignment between the theoretical notions behind CLT and actual communicative classroom practice, since (as explained before) it is key to take into account language learners' needs, desires,

and interests when designing and delivering lessons within a communicative classroom setting (Littlewood, 2004).

Before introducing main information about Jigsaw and Spot-the-Difference and Information Gap Activities, it is crucial to point out why these two communicative activities were selected to be implemented with the research participants of the present study. After many activities/ tasks centered on Information Gap were explored by reading literature on communicative, meaningful activities, it was concluded that two most suitable Information Gap Activities for a research project on oral communication were Spot-the-Difference and the -Jigsaw. The reasons behind such selection are based on notions put forward by these leading SLA scholars: Pica, Kang, and Sauro (2006). They hold the view that Spot-the Difference and the Jigsaw appear to be especially well suited to serve as research treatments and instruments.

Most importantly, when these two communicative activities are utilized in the L2 research setting, they promote attentional processes and interaction among learners. In addition to it, the implementation of these activities creates conditions for L2 learners working in pairs or small groups to modify their conversational interaction and attend to form, function, and meaning of the target language. Put simply, when Spot-the-Difference and Jigsaw activities are employed when conducting research on SLA, study participants are provided with modified

input and feedback, as well as that they produce modified output and notice L2 forms.

2.7.1. Jigsaw Activity/ Task

With regard to the Jigsaw Activity or Task, the following information stands out, since, according to Gardiner and Parata (n.d), it provides guidelines that should

be taken into account when designing this sort of activity. First and foremost, in a Jigsaw Activity, L2 learners work in pairs or small groups. Second, each learner has different pieces and/or bits of information. Third, learners are expected to exchange their information so that each one of the learners, in an established group, has all the information. Next, learners usually have to answer questions or do communicative, meaningful tasks using the complete information obtained from interacting with peer classmates.

The common organizational structure of the Jigsaw Activity was brought into discussion above. In addition to it, its main procedures and advantages need to be highlighted. As pointed out earlier, learners will need to work on separate parts all related to a similar task, and they will then get together with their separate parts and share information with the purpose of learning collaboratively. This can be a meaningful way to learn, since English students are actually learning themselves as they teach one another. Additionally, the information is more likely to be internalized this way more effectively. When students teach one another, it demonstrates they obtain a better understanding of a certain topic. It can also be viewed as a method of improving communication and social skills within the classroom context. Best of all, students learn to develop responsibility by taking part in a collaborative work, since they are likely to become aware that their small and unique contributions are essential to the entire group's success (Bryanton et al.).

A research study by Wanlu (2011), aiming to test the effectiveness of the Jigsaw Task, yielded positive findings. The study predicted that the Jigsaw Task would be effective in promoting vocabulary acquisition, since it offers learners access to comprehensible input and a relaxed learning atmosphere. The reasoning behind these notions is that the Jigsaw Task is intended to offer pupils more

opportunities to practice their own linguistic output. In short, the study results demonstrate that the Jigsaw Tasks promoted pupils' productive vocabulary knowledge, as well as that the Jigsaw Task promoted retention of pupils' understanding of words. All of this means that the study findings show the Jigsaw Task as an effective tool in promoting comprehension of vocabulary words and their retention, especially in terms of degree of vocabulary knowledge.

2.7.2. Spot-the-Difference Activity/Task

Mackey and Gass (2005) suggested significant ideas about Spot-the-Difference Task; mainly they stated that it uses pictures that are different in predetermined ways. After L2 learners are provided with these sorts of pictures, they are requested to locate the differences. In this regard, it is suggested that the total number of differences should be prespecified so that learners can have a clearer goal when embarking on the task of finding the differences in the pictures given. Furthermore, it is crucial to take into account the following notion when designing this sort of activities: the given pictures should be appropriate in terms of vocabulary for the (English) proficiency level of the research participants. In addition to it, with regard to the format of this activity, participants should not see their partners' pictures; in other words, it is not a good idea for learners to view each other's pictures because it will make the activity less genuine and meaningful. Moreover, it should be noted that the Spot-the-Difference task can be modifiable according to the participants' level of linguistic competence by, for instance, using pre-taught vocabulary. Therefore, the pictures which are used in this activity should be modified to meet the needs of a specific pair or group of L2 learners.

When examining a Spot-the-Difference Task, it is essential to bring into discussion guidelines associated to its implementation within the language-learning

classroom. First, a picture, containing items that can easily be described, should be selected. In the same way, the selected picture should include vocabulary that is likely to cause some lack of understanding and negotiation. Second, learners should be separated by some sort of barrier; this must ensure that the targeted picture is not visible to each other. Third, the task itself and the targeted picture must provide the participants with the linguistic structures or language forms of interests. Finally, there should be several opportunities for interaction, feedback, and language production among the participants of the Spot-the-Difference Task. All these guidelines are intended to facilitate the work of designing and delivering the communicative tasks at hand and, in fact, the authors of this study will closely follow the aforementioned criteria suggested by the leading scholars such as Makey & Gass, 2005; Pica, Kang, & Sawo, 2006; Wanlu, 2011.

CHAPTER III: METHODOLOGY

3.1. Qualitative Case Study

The present study seeks to use case study research in order to gain an in-depth understanding of the perceptions of English language learners in ninth grade towards teacher implementation of Information Gap Activities during the course of classroom instruction. The research design at hand is intended to provide a detailed account of the case studied. In order to obtain a detailed account of the case that will be investigated in the targeted English ninth grade at ALMHS, more than one data collection method will be used by the researchers. Each data collection method is described in greater detail below. According to Johnson and Christensen, case study research studies must utilize multiple data collection methods; these scholars also point out that case study research focuses "on each case as a whole unit . . . as it exists in its real-life context" (49).

It should be noted that case study research is a methodology that can take either a qualitative or a quantitative approach. For the purpose of the present study, a qualitative approach will be employed, because qualitative case study refers to the in-depth analysis and understanding of a single unit, that is, a single ninth grade section B within the research context setting. In addition to these notions, qualitative research helps "provide an understanding of a social setting or activity as viewed from the perspective of the research participants. . . . [This research approach also] provides detailed descriptions of the study that include the voices of the participants" (Gay et al. 16). Most importantly, qualitative research facilitates gaining insights into a particular phenomenon of interest. As pointed out previously, the phenomenon of interest intended to be explored, by means of the present study, is the viewpoints and perceptions of a ninth grade classroom with regard to the implementation of

Information Gap Activities, including the Jigsaw Task and the Spot-the-Difference Task, into the learning process of the English language.

Based on the above-mentioned notions, it should be pointed out that qualitative research had a central role in this research project as it guided the researchers to collect the data needed to answer the posed research question and to interpret the gathered data in a qualitative manner. In order to collect the data needed, qualitative data gathering techniques were employed, such as an open-ended questionnaire and a semi-structured interview. Further details about these two techniques are provided later in this chapter.

3.2. Setting of the Study

The research setting was one ninth grade class consisting of forty students at ALMHS in the urban city of Cuenca in the Province of Azuay, Ecuador. ALMHS is a semi-private and religious educational institution. At this targeted school, students have five English class sessions every week; each session is of forty minutes. Students from this specific school attend classes in the afternoon. In addition to this, it is also important to note that ninth grade students of English use a textbook called *Discover 2*, so this group of students has both a main course textbook and workbook as well. Students are also provided with worksheets and handouts from time to time, so these learning materials complement the course textbook. Additionally, the technological equipment available in the classroom consists of an overhead projector and speakers as well. When reserved in advance, English students can be taken to an audio-visual room where they can enjoy videos, movies, and documentaries displayed in the target language. This means that the educational institution, where the present research study was conducted, does have good technological resources that can be used to enhance the English learning process.

3.3. Research Participants

In ninth grade, the students' ages range from 13 to 14 years old. They are half-breed, and none of them are from a high socioeconomic class. Mainly, ninth graders are from the city of Cuenca, and some of them are from outside the city, especially from rural areas that include Tarqui, Cumbe, and Narancay.

It should be noted that many class sections at the ninth grade level were assigned to one of the authors of the present study to teach English during the current school year. In order to obtain the participants for this study, convenience sampling was used, and the following criteria guided the selection of the research participants who took part in this study. First and foremost, the class with the most differing scores from the diagnostic test was selected. This diagnostic test was taken by all the students, from the different ninth grades, at the beginning of the current school year. Second, the chosen ninth grade was to reflect diversity in various ways. Therefore, in order for a ninth grade class to become the participants in this research study, the class needed to be comprised of different ethnic backgrounds, varying socio economic statuses (especially low and middle class), varied prior schooling (public and private elementary schools), and both genders. In doing so, the perceptions of a diverse group of ninth graders were gained through the administration of qualitative data collection methods.

3.4. Intervention

An intervention was conducted with the research participants of the present study in order to gather data to answer the posed overarching research question, which is concerned with gaining a solid understanding of ninth graders' perceptions towards teacher implementation of Information Gap activities into several English language lessons as a way to promote meaningful spoken use of the target

language. More specifically, the intervention consisted of implementing Information Gap Activities into the ninth graders' English classroom instruction. The kinds of Information Gap Activities that were implemented during the intended intervention were as follows: the Jigsaw Task and the Spot-the-Difference Activity. The reasons behind the selection of these two specific Information Gap Activities were provided previously in this work.

It is fundamental to bring into discussion that modeling was used to help the research participants get familiar with the targeted Information Gap Activities. Consequently, by doing so, the study subjects got the most out of the implemented Information Gap Activities. This means that modeling had a central role during the intervention process of this study. With this notion in mind, the Information Gap Activities were either modelled between the authors of the study or with the help of a more competent/ advanced English learner in the ninth grade.

3.5. Data Collection Methods and Process of Data Gathering

The gathered data were attempted to answer this proposed overarching research question: How do ninth grade students of English perceive the implementation of Information Gap Activities into the EFL classroom setting at ALMHS? The data was collected through the administration of two key qualitative data collection methods, namely a questionnaire and an interview. In addition to these two primary data collection techniques, a checklist was designed with the aim of allowing the study participants to state what topics from their course English textbooks were of their highest interest; this means that the intended Information Gap Activities were created based upon the topics that interested the targeted ninth graders the most. The decisions behind allowing the research participants complete the checklist relied on these following notions: according to Prasad (2013), a

classroom practice directed by CLT needs to begin with the discovery of L2 learners' interests and needs; in this way it will provide learners with greater opportunities to develop those interests and needs by means of classroom language instruction. Equally important, it is imperative to make use of content that connects to students' lives and interests. By doing so, students will have a voice in their acquisition process of the target language, which will lead them to personalize their learning. These main notions guided the creation of the checklist administered to the study participants, since the language teaching methodology used during the intervention of the study was directed by CLT.

After the administration of the aforementioned checklist and the creation of communicative learning activities based upon the Jigsaw Task and the Spot-the-Difference Task, an open-ended questionnaire and a semi-structured interview were designed. The former data collection method aimed to find out the research participants' opinions and viewpoints with regard to teacher implementation of Information Gap Activities, while the latter helped identify the study subjects' challenges and difficulties when taking part in the aforementioned learning activities.

The open-ended questionnaire and semi-structured interview were administered after all the Information Gap Activities were implemented into the research setting within a timeframe of four weeks. These two data collection methods – open-ended questionnaire and semi-structured interview – were feasible because of the nature of the research question that attempted to find out ninth graders' perceptions towards the researchers' incorporation of Information Gap Activities into the English language process. Thus, the study participants' viewpoints and perspectives regarding the helpfulness or appropriateness (or the opposite) of the use of Information Gap Activities will be reported through narrative and

descriptive synthesis in the next chapter titled (Study) *Findings*. Briefly, in order to come up with this sort of synthesis, the categorization and organization of the collected data were done by finding out patterns, relations, and common themes among the collected data (Gay et al. 16).

It is important to point out that observation had a minor role in this study due to the nature of the research question that attempts to shed light on a phenomenon involving the perceptions, viewpoints, difficulties, and challenges experienced by the research participants solely. However, especial classroom observations were conducted by the researchers in order to document the participants' actions and interactions during the intervention as well as their receptiveness towards completing the checklist and the questionnaire. In addition, the study participants' receptiveness towards their participation in the interview was identified. It is also important to mention that the items that made up both the open-ended questionnaire and semi-structured interview were piloted with a similar group of students (in another ninth grade classroom) before final copies of these instruments were administered to the actual research participants of the present study.

CHAPTER IV: RESULTS AND ANALYSIS

We, as the researchers of the project, administered an open-ended questionnaire and a semi-structured interview to 40 students of ninth grade. The purpose of the administration of these two qualitative data collection instruments was to understand better the participants' perceptions regarding the implemented Information Gap Activities into English classroom instruction at the research setting. Both, the open-ended questionnaire and the semi-structured interview were in Spanish, as the English proficiency level of the students was low, and they could have given unclear answers in the use of them.

The items included in the questionnaire aimed to know students' viewpoints and opinions in a general manner about the Information Gap Activities implemented in the classroom, whereas the items in the interview intended to know about the difficulties they experienced within the classroom context during their participation in the targeted learning activities, namely the Jigsaw Task and Spot-the-Difference. In order to allow future readers to understand students' answers and viewpoints and as a matter of analysis, we presented them in a summarized way and not quoting every answer directly.

It is worth remembering the research questions of this study as it. Therefore, in order to gather the necessary data to answer the aforementioned research question, we made eleven small-scale inquiries, which comprised the open-ended questionnaire and the semi-structured interview; the questions were as follows:

Questionnaire:

The first question asked the study participants to describe their participation in the Jigsaw Task and Spot-the-Difference Activities. Most of the participants described their participation as active and positive. In addition, they stated that they

learned new things, especially new vocabulary words in the target language. Below, the responses provided by most of the participants with regard to the first question of the open-ended questionnaire were:

We learned new things, improved our English, and learned new words. (23/40)

It was normal; we participated and understood between partners. (9/40)

It was a little difficult because we did not understand some words, but after a teacher's

explanation and friends' help, we got them. (5/40)

I did not participate because I was nervous, passive, and it was very difficult (3/40)

Participants were also asked to provide their viewpoints as to whether or not the communicative learning activities (referred to as Jigsaw Task and Spot-the-Difference) implemented in the classroom were helpful in effectively practicing the spoken part of their English language. So most participants believed that the implemented communicative learning activities provided them with opportunities to practice the English language within the classroom context. Again, it was pointed out that the participants learned new things, specifically new lexicon, by means of their participation in the implemented activities. Put simply; the activities helped the participants to express themselves better in the target language as well as to increase their English lexicon. To sum up, after the analysis of the second question, we could formulate the following conclusions:

The different activities were helpful because they helped us to practice the oral part of

English. (21/40)

It was very useful because they learn new vocabulary and improve their pronunciation.

(19/40)

Another question was concerned about whether the learning activities (Jigsaw Task and Spot-the-Difference) helped the participants improve their oral communication in English. For instance, the participants were asked to consider if they improved their pronunciation, fluency, and usage of vocabulary words. It was claimed that the communicative activities helped improve pronunciation and fluency among the participants. Pronunciation was improved in a greater manner, whereas fluency was enhanced lesser, according to the participants. They also reported that they learned to communicate in the target language better. With regard to this question, most of the participants provided the following information:

The activities helped them to improve their oral communication, and they were able to learn how to pronounce words in English better. (33/40)

It also helps them in their fluency, and they said that it was a little difficult to pronounce some words. (7/40)

Additionally, participants were asked to comment on how they felt during and after the implementation of each of the communicative learning activities that were incorporated into the classroom. They were required to provide as many details as possible; however, their answers did not include specific details. A great number of participants expressed having experienced positive feelings over the course of the

implementation of the activities. Specifically, feeling comfortable, motivated, and happy, being willing and eager to participate, and experiencing laughter and fun were the major common characteristics identified across the participants. After the analysis of this answer, we could say that most students agreed on the following:

They felt comfortable and motivated. It was also very fun, and they learned about the introduced topic as well. (33/40)

They did not answer. (3/40)

They felt nervous. (4/40)

Moreover, we asked the participants whether the implementation of the varied learning activities promoted and boosted an English language teaching centered on their needs, desires, and interests. In this regard, the recurring pieces of information identified across the multiple answers involved the following notions: the introduced topics were interesting and entertaining, as the participants themselves selected the topics for the intervention. In addition to this, participants expressed that they learned new things, especially things they liked and wanted to learn about in the English classroom. This is what most of the participants provided as an answer:

The implemented activities were very good and nice as they were able to talk about familiar topics, such as Christmas and issues related to their country. (39/40)

No, because I did not speak English, but I learned.   (1/40)

The last item in the questionnaire attempted to find out whether or not the implementation of the learning activities fostered and increased English oral communication of the entire group of ninth graders. Participants were required to elaborate on their answers by providing details and examples. However, their

answers were limited and, worst of all, they did not focus on the question. Therefore, there are no sufficient common threads or characteristics to construct a web of relations. Thus, the varied answers include the following key, major ideas:

Participants experienced difficulties (which were not described in greater detail), increased oral communication, had a better exposure to English, expressed themselves in the target language, practiced their speaking skill, spoke English much more often, previewed the new vocabulary (which was helpful to complete the activities effectively), used helpful learning materials, enhanced their pronunciation, and they felt amused.

In addition to applying an open-ended questionnaire, a semi-structured interview was applied in order to understand the difficulties and challenges ninth graders had during the intervention. It may be found during the incorporation of the Jigsaw Task and Spot-the-Difference Activities into their English classroom instruction. As mentioned previously, five items comprised the interview, and they are as follows:

The first question asked the participants to describe their individual experiences during the implementation of lesson plans based on the communicative learning activities (Jigsaw Task and Spot-the-Difference). The recurring patterns that were identified in the answers provided by the participants are as follows: foremost, they believed that their overall participation was positive since they learned new things. In this sense, they explained that they mainly improved their pronunciation and acquired more vocabulary words. In addition to this, it was fun for them to take part of the implemented activities while as for others it was somewhat difficult to engage in the activities effectively.

The second question attempted to have the participants comment on what parts and aspects of the implemented learning activities were difficult for them to perform over the course of lesson delivery. Most of the participants pointed out that they found it difficult to pronounce certain vocabulary words in the target language. Unfortunately, the participants did not include in their answers the specific words they had difficulty with. Moreover, according to the participants, another aspect that was troublesome involved working in groups. In this respect, the lack of attention, collaboration and the inability of getting organized appropriately were distracting factors for those who wanted to engage in the learning activities and get the most out of them.

The third question required the participants to reflect on their English proficiency level and comment if such level hinders or not their participation in the lessons based on the communicative learning activities implemented in the classroom. With regard to this question, the participants stated that their current level of the English language prevented them from using the language fluently. Furthermore, some participants found themselves unable to understand spoken communication effectively. Some other participants added that their limited English lexicon and their low general knowledge of this language played a central role towards their not-so-good participation in the communicative learning activities.

The fourth question addressed the English linguistics constraints participants may have experienced when they attempted to take part in the implemented learning activities. In this sense, the participants were asked to reflect if they experienced a limited use of vocabulary, low level of oral comprehension, or inappropriate pronunciation since these aspects may hinder students' performance and participation. Besides, the participants were asked about which of the

aforementioned aspects were the most problematic for them when working on the implemented learning activities. The participants pointed out that they experienced three major linguistic difficulties as they attempted to engage actively in the implemented activities. The major difficulty was related to pronunciation; once more pronouncing English words incorrectly caused communication breakdowns among the participants. The second major problem identified was about the usage of English vocabulary words since the participants believed that their low command of the lexicon in the target language caused them problems at the moment of expressing ideas and thoughts. The third main problem was concerned with the participants´ low comprehension of spoken English; this issue made the participants be uncertain about all the things that were going on in the classroom such as fully understanding one another´s ideas.

Finally, the fifth question gave the participants the opportunity to share any specific and outstanding problems, if any, they may have experienced when asked to take part in the learning activities actively introduced to the classroom setting. In this regard, the participants commented that the problems they experienced dealt with these two main aspects: a) a lack of participation and collaboration among some peer classmates and b) feeling nervous and ashamed to make mistakes and speak English in front of the entire class. The former consisted of difficulties during the performance of group work; for instance, not all group members wanted to work collaboratively at the same moment. Also, some group members were unwilling to participate and became noisy, which distracted the engaged participants. Moreover, it was said that the very low English level of some group members caused an ineffective overall performance of the group as a whole. As noted before, the latter

was related to the fear and shame of making mistakes during oral communication and being required to come to the front of the class and share information.

CHAPTER V: Conclusions and Recommendations

Conclusions

This small-scale research demonstrates that a communicative-oriented language instruction promotes interaction and communication among English students in the classroom setting. By providing students opportunities to use the target language for interaction and communication, their class participation becomes positive and more active as well. In this sense, it is crucial to implement learning activities that take the theory of the Communicative Approach into practice. In fact, this theory-into-practice application was reflected in the design and implementation of the various Jigsaw Tasks and Spot-the-Difference activities, as they are grounded in the aforementioned approach.

This research project implies that when English language learners are immersed in a learning environment that favors communication and interaction, they are more likely to learn new things. Under these specific circumstances, the desire for learning new things in the target language, such as vocabulary words, was evident among ninth graders. In this regard, this group of English learners found it helpful and interesting to learn new vocabulary words, since they were encouraged to use that for communicative purposes inside the classroom. Therefore, there was an immediate usage of the new learning gains in a meaningful and relevant manner.

The implementation of these communicative-oriented learning tasks – the Jigsaw Task and Spot-the-Difference – may help English language learners improve several different areas or aspects of the target language. In the case of ninth graders, they were able to express themselves better, increase their lexicon, and to enhance their pronunciation. Another aspect improved by means of the implemented learning tasks was fluency; therefore, all of these indicate that English

students are likely to improve more than one language area when a classroom instruction, grounded on the Communicative Approach, has a central role on the teaching-learning process of the English language.

This research project suggests that it is essential to engage English language learners in a relaxed learning environment, as this motivates them towards language learning. With regard to this notion, positive feelings were experienced by the research participants, so that indicates that affective factors, such as stress and lack of motivation, were minimized thanks to the kind of language instruction that was provided to the ninth graders. This means that the Jigsaw Tasks and the Spot-the-Difference Activities were activities towards facilitating this group of students to experience willingness, eagerness, and motivation. This in turn helps English students to get the most out of classroom instruction.

Finally, this piece of research indicates that English language students when taking part in communicative-oriented learning tasks may face some difficulties and challenges. Issues such as lack of collaboration and participation may arise since not all students may be interested in having an active role in a communicative classroom setting; this may affect the performance of those who want to take advantage and to learn better the English language better. Anyway, it is imperative to say that the overall reaction and response to the project aforementioned was mainly positive and collaborative within students.

Recommendations

English teachers, who are interested in helping their students to learn the target language better, need to shift away from traditional, dominant language teaching methodologies and embrace communicative-oriented activities, techniques, strategies and methods. In doing so, English language students will be equipped with the necessary knowledge and tools to use the target language for communicative purposes, both inside and outside the school.

When planning and delivering classroom language instruction that takes the Communicative Approach into practice by implementing learning activities grounded in communication and interaction, informed instructional practices need to be incorporated into the classroom setting. This means that teachers in the ninth grade should assess their students' proficiency level of English before actual instruction begins. By learning about students' proficiency level and collecting data about their needs and interests, English teachers will be able to make better-informed decisions about effective practices aimed at tapping into their students' strengths and weaknesses. This in turn will help English teachers provide their students with a more meaningful communicative-oriented instruction.

When English language learners have a limited lexicon, and they experience difficulties in pronunciation, instructional practices aimed at alleviating these issues need to be implemented in the classroom. Doing so will be crucial so that communicative language instruction can benefit all the English students – low achievers, more advanced learners, and those in between. The meaningful instructional practices, which can be used before having learners take part in a communicative classroom, are concerned with helping students get familiar and preview important vocabulary words that will be needed to accomplish a

communicative learning activity. By providing students with activities in which they can both preview new lexicon and practice the pronunciation of unfamiliar words, these will facilitate their participation in learning activities that involve communication and interaction.

Finally, yet importantly, a vital suggestion is concerned with tackling the lack of collaboration and participation that may arise during the implementation of communicative learning activities in the classroom. In this regard, English teachers need to take careful action when deciding how to go about pair-work and group-work practices. Therefore, an effective grouping configuration should have a major role in the communicative classroom, as this kind of configuration should aim to foster engagement and collaboration among English students in the ninth grade. This, of course, requires teachers to carefully learn about their students through formal and informal assessment procedures. In this way, heterogeneous and homogeneous grouping configurations may be used from time to time in order to find out which one engages learners better in the teaching-learning process, as well as which one addresses students' needs and interests.

For further studies, we recommend this study to be used in different educational levels in order to gather more detailed information about Information Gap Activities such as Jigsaw Task and Spot the Difference. Moreover, it is fundamental to take into account learners opinions and viewpoints with regard to these activities in order to make them active Learners in the Language Learning Process by facing their challenges and difficulties.

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Appendices

Appendix A. TBLT Framework of Lesson Design

TBLT Framework of Lesson Design
Phase 1: Pre-Task

- Prepares learners to perform tasks in ways that promote acquisition
- Introduces the topic and the task
- Activates topic-related words, phrases, and target sentences that will be useful in carrying out the task and in real world

Roles	
Teacher	Students
▪ Explores the topic	▪ Note down useful words and phrases
	▪ Spend time for the individual task

Procedural Options for the Pre-Task Phase

1. Supporting learners in performing a task similar to the main task
   - It is performed through teacher-class interaction with the teacher using questions to guide the students to the task outcome
2. Providing learners with a model of how the task might be performed
   - Providing a demonstration of an ideal performance
   - Analyzing the features of an ideal text
   - Training in the use of a strategy

3. Engaging learners in non-task activities designed to help them perform the task
   - These help reducing the cognitive or linguistic load:
   - Activating schema relating to topic of the task (e.g. brainstorming)
   - Pre-teaching vocabulary (e.g. predicting and matching words and definitions)

4. Providing learners with the opportunity to plan how to perform the assigned tasked
   - Strategic planning options
   - Unguided planning
   - Guided planning (focus on content vs. focus on linguistic form)
   - Time allocated
   - Participatory organization

Phase 2: Task cycle (Main task phase)

- Offers learners the chance to use whatever language they already know in order to perform the task and then to improve their language learning under the teacher's guidance while they are planning their reports on the task.
- Is intended to offer learners a holistic experience of language in use

Components of the phase		
Task	Planning	Report
▪ Learners use whatever language they can master, working	▪ Comes after the task and before the report, forming the central part of	▪ Is the natural condition of the task cycle
		▪ Learners tell the

simultaneously to achieve goals of the task.		the cycle ▪ Learners plan their reports effectively and maximize their learning opportunities		class about their findings ▪ Gives students a natural stimulus ▪ to upgrade and improve their language	
Roles					
Teacher	Student	Teacher	Student	Teacher	Student
Monitors and encourages communication and interaction	Do the tasks in pairs or small groups	Provides language advice, so his/her role here is that of a language adviser	Prepare to report to the class	Acts as a moderator and provides key feedback	Present reports

Procedural Options for the Main Task Phase

1. Task-performance options (relating to decisions taken prior to performance of the task)
   - Performance of task with or without task pressure
   - Performance of task with or without access to input data (or 'borrowing')
   - Introduction of surprise element

2. Process options or features
   - Discourse that is 'conversational' in nature
   - Discourse that encourages the explicit formulation of messages
   - Opportunities for students to take linguistic risks
   - Occasions where the task participants focus implicitly (with help of clarification requests and recasts) and explicitly (with the help of explicit corrections) on specific linguistic forms
   - Shared goals for the task (including the use of L1)
   - Effective scaffolding of the students' efforts to communicate in the L2

Phase 3: Post-task phase/ Language focus
▪ Provides opportunities for students to reflect on their task ▪ Allows a closer study of the specific features naturally occurring in the language used during the task cycle ▪ Learners examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed

Components of the phase	
Analysis	Practice
▪ Analysis activities draw attention to the surface forms, realizing the meanings learners have already	▪ Practice activities are based on features of language that have already occurred in previous texts

become familiar with during the task cycle ▪ Analysis activities are intended to systematize students' knowledge and broaden their understanding.		or in features that have previously been studied.	

Roles			
Teacher Students	Students	Teacher	
reviews and analyzes the activity	examine and discuss features of the text enter new words or phrases	conducts practice of new words and phrases	practice the task

Procedural Options for the Post-Task Phase

1. Repeat performance
   ▪ When learners repeat a task their production improves in a number of ways (e.g., complexity increases, propositions are expressed more clearly, and they become more fluent).
   ▪ A repeat performance can be conducted under the same conditions as the first performance (e.g., in small groups or individually) or the conditions can be changed.

2. Reflection on performance of the task
   ▪ Students present an oral or written report:
   ✓ summarizing the outcome of the task
   ✓ reflecting on and evaluating their own performance of the task
   ✓ commenting on which aspect of language use (fluency, complexity, or accuracy) they
   gave emphasis to
   ✓ discussing communication problems
   ✓ reporting what language they learned from the task
   ✓ suggesting how they might improve their performance

3. Attention to form
   ▪ Review of learner errors
   ▪ Consciousness-raising tasks
   ▪ Production practice
   ▪ Noticing practice (e.g., dictation or making a transcript)

Appendix B. Parental Consent Form for Child to Participate in Research Study

CONSENTIMIENTO DE PADRES

TÍTULO DE LA INVESTIGACIÓN:

Students' Perceptions Towards Teacher Use of Information Gap Activities as a Way to Promote Meaningful Spoken Language Use in the EFL Ninth Classroom at Alicia Loza Meneses High School (ALMHS).

NOMBRE: Egda. Patricia Calle y Enid Quezada

PROPÓSITO Y CONTEXTO

Bajo la supervisión de la Mst. Adriana Mora, las estudiantes Patricia Calle Y Enid Quezada, egresadas de la carrera de Lengua y Literatura Inglesa están llevando a cabo un estudio sobre las percepciones de los estudiantes sobre la implementación de actividades comunicativas, denominadas Information Gap, en el proceso de enseñanza-aprendizaje del idioma Inglés en el nivel de Educación General Básica, específicamente en 9no de Básica. La implementación de dichas actividades tiene como propósito fomentar una práctica significativa del idioma meta entre los participantes del presente estudio.

A. PROCEDIMIENTO

Si acepto que mi hijo(a) participe en esta investigación, sucederá lo siguiente:

1. Deberá llenar una lista de verificación (checklist) para poder identificar cuales con los temas que son de mayor interés, agrado, y relevancia.

2. Participara en la implementación de varias actividades comunicativas dentro del proceso de enseñanza-aprendizaje del idioma inglés por parte de las autoras del presente trabajo investigativo.

3. Completar un cuestionario con preguntas guías con la finalidad de conocer de mejor manera las percepciones generales, luego de que el proceso de implementación de todas las actividades comunicativas culminen.

B. ALTERNATIVAS

Su hijo(a) es libre de escoger si participa o no en esta investigación. No habrá consecuencias negativas si es que escogiera no participar. El/ella mantendrían el curso normal de la asignatura de inglés.

C. COSTOS

No demandará ningún costo de su parte, si su hijo(a) decide participar en la investigación.

D. PREGUNTAS

Si se presentara preguntas adicionales sobre la investigación, usted puede contactar a la profesora Patricia Calle y/o Enid Quezada a las siguientes correos pattyverocalle@gmail.com y/o enidquezadac@gmail.com

E. CONSENTIMIENTO

He recibido una copia de este oficio para mantenerlo conmigo.

LA PARTICIPACIÓN EN ESTE INVESTIGACION ES VOLUNTARIA. Mi hijo(a) es completamente libre de no querer participar en este estudio sin ninguna penalidad. Su decisión de participar o no, no influirá en su posición dentro de la aula de clase en la asignatura de inglés.

➢ Mi hijo _____ tiene mi consentimiento para participar en esta investigación.

➢ Grado: _____

➢ Padre/Representante: _____
(Nombre)

_____
(Firma)

➢ Fecha: _____

……………………………………………………………………………………………………...

FOR THE RESEARCHER:

➢ My child _____ has my consent to participate in the educational research study.

➢ Grade: _____

➢ Parent/Guardian: _____
(Name)

_____

(Signature)

Date: _____

PARENTAL CONSENT FORM FOR CHILD TO PARTICIPATE IN RESEARCH STUDY

TITLE OF THE RESEARCH STUDY:

Students' Perceptions Towards Teacher Use of Information Gap Activities as a Way to Promote Meaningful Spoken Language Use in the EFL Ninth Classroom at Alicia Loza Meneses High School (ALMHS).

NAME OF THE RESEARCHER: Egda. Patricia Calle y Enid Quezada

F. PURPOSE AND BACKGROUND

Under the supervision of the Magister Adriana Mora, the students Patricia Calle and Enid Quezada, graduates of the career of English Language and Literature are conducting a study on the perceptions of students towards the English language at the level of Basic General Education, especially in the 9th Grade.

The purpose of the research is to know Students' Perceptions Towards Teacher Use of Information Gap Activities as a Way to Promote Meaningful Spoken Language Use in the EFL Ninth Classroom at Alicia Loza Meneses High School (ALMHS).

G. PROCEDURE

If I agree for my child to participate in this research study, the following will happen:

1. They must complete a checklist to identify the issues which are of greatest interest, likes, and relevance for them.
2. They must participate in the implementation of various communication activities within the teaching-learning process of English by the authors of this research work.

3. They must complete a questionnaire guide in order to understand better students' general perceptions, after the implementation of all communication activities.

H. ALTERNATIVES

Your child is free to choose not to participate in this research study. There will be no negative consequences if your child chooses not to participate. She/he will continue normally with their daily assignments.

I. COSTS

There will be no costs to you as a result of your child taking part in this research study.

J. QUESTIONS

If you have any further questions about the research study, you can contact teachers Patricia Calle or Enid Quezada by writing to pattyverocalle@gmail.com or enidquezadac@gmail.com.

K. CONSENT

I have been given a copy of this consent form to keep.

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY. My child is free to decline to participate in this research study without any penalty. His/her decision whether to participate in this research study will have no influence on his/her present or future status at Asuncion School.

➢ My child _____ has my consent to participate in the educational research study.
➢ Grade: _____
➢ Parent/Guardian: _____
(Name)

_____
(Signature)

➢ Date: _____

…………………………………………………………………………………………………...

FOR THE RESEARCHER:

- ➢ My child _____ has my consent to participate in the educational research study.
- ➢ Grade: _____
- ➢ Parent/Guardian: _____

(Name)

_____

(Signature)

- ➢ Date: _____

Appendix C. Students' Checklist
STUDENTS' CHECKLIST

Al completar esta lista de verificación (checklist) tienes la oportunidad de indicar tus preferencias acerca de los temas que componen las primeras unidades del texto principal de inglés del noveno año de Educación Básica. Para indicar tus preferencias, coloca un ✓ en los casilleros proporcionados, debajo de SI o NO. Los temas de mayor interés (identificados a través de esta checklist) servirán para diseñar actividades enfocadas al desarrollo de tu habilidad oral/comunicativa del idioma inglés; es por ello que debes leer cada tema cuidadosamente y realizar esta actividad con mucha seriedad y responsabilidad. Finalmente, incluye cualquier sugerencia o comentario, relacionado a los temas, que te gustaría compartir con las autores de este trabajo investigativo.

➢ **Choose the topics that you like the most**

Temas Topics	SI Yes	NO No	Comentarios Comments
Hablar acerca de los peligros existentes en el campo (sector rural) y/o a las afueras de la ciudad To talk about the hazards in the field (rural sector) and / or outside the city.			
Intercambiar información acerca de tu hogar y las tareas del hogar que realizas Exchange information about your home and household chores.			
Conocer y discutir acerca de servicios públicos como también instalaciones (e.g. parques y piscinas) ofrecidas al público en general Know and discuss public services as well as facilities (eg parks and swimming pools) offered to the general public			
Proporcionar diferentes tipos de consejos a amigos y familiares Provide different types of advice to friends and families			
Dar a conocer tus habilidades y talentos, y también preguntar qué habilidades y talentos tienen otras personas (e.g. compañeros de clase) Introduce your skills and talents, and ask what skills and talents others have (eg classmates)			

Expresar las obligaciones y/o responsabilidades que tienes en tu vida diaria y conocer las obligaciones de los demás Express obligations and responsibilities you have in your daily life and know other obligations.			
Hablar acerca de las estaciones del año y del clima Talk about the seasons and weather.			
Intercambiar información acerca de las actividades que tú y tu familia realizan durante los épocas de feriado Exchange information about the activities that you and your family perform during holiday seasons.			
Discutir acerca de tus actividades de rutina diaria Discuss your daily routine activities.			
Describir las acciones, actividades, y/o eventos que se están llevando a cabo en el momento actual de tu vida. Describe the actions, activities and events that are taking place at this moment in your life			
Compartir información concerniente a los lugares que te gusta ir de compras y las cosas que te gusta comprar Share information concerning the places you like to go shopping and buying things you like			
Intercambiar información acerca de las bebidas y snacks (cositas de picar) que más te gustan Exchange information about beverages and snacks you love			

Appendix D. Open-Ended Questionnaire

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas Jigsaw Task and Spot the Difference; es decir describa su participación en sus propias palabras?

_____
_____
_____
_____
_____

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas JigsawTask and Spot the Difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

_____
_____
_____
_____
_____

¿Usted cree que las actividades comunicativas de aprendizaje (Jigsaw Task and Spot the Difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

_____
_____
_____
_____
_____

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (Jigsaw Task and Spot the Difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

_____
_____
_____
_____
_____
_____

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas Jigsaw Task and Spot the Difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

_____
_____
_____
_____
_____

¿De manera general, considera usted que la implementación de las actividades comunicativas (Jigsaw Tasks and Spot the Difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos**.**

_____
_____
_____
_____
_____

Appendix E. Semi-structured interview – Interview Guide with Prompt Questions

Entrevista Semi-Estructurada

(Semi-structured interview – Interview Guide with Prompt Questions)

Brevemente cómo describiría *su experiencia en las últimas semanas* donde se implementó lecciones basadas en actividades comunicativas de aprendizaje denominadas Jigsaw Task and Spot the Difference.

_____

_____

_____

_____

_____

Comente que *aspecto y/o parte* de las actividades comunicativas implementadasle *resulto difícilde realizar* en el transcurso de las lecciones.

_____

_____

_____

_____

_____

Considera que el *nivel de inglés que usted posee dificulto su participación* en las lecciones basadas en las actividades comunicativas de aprendizaje que fueron implementadas en el aula de clase.

_____

_____

_____

_____

_____

Al momento de participar en las actividades comunicativas implementadas *que limitaciones lingüísticas (e.g. limitado vocabulario, bajo nivel de compresión,*

pronunciación defectuosa) *usted experimento* y cuál cree que *fue la más sobresaliente.*

_____

_____

_____

_____

_____
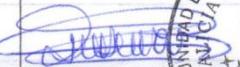
Por último, comente sobre *alguna dificultad específica y relevanteque usted vivió* en el aula de clase cuando se le solicito que participe activamente en una de las actividades comunicativas implementadas.

_____

_____

_____

_____

_____

Universidad de Cuenca

Appendix F. Lesson Plan

COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM

Group: 9th "A"	Date: November 9th, 2015	Time:	No. Of students: 40
Recent topic work:	**Recent Language work:** hamburger, dog, table, chair, grapes, watermelon, sandwich, apple, tomatoes, garlic, knives, bananas, bowl, glasses, cup, and shoes.		

Aims: At the end of this lesson plan, students will, by means of a spot-the-difference task, be able to find out differences in their pictures, which requires communication and interaction. In addition to it, students will engage in writing practice in order to reinforce this important language skill, along with their speaking skill.

Objectives
- To discuss (daily) activities that take place within the family environment by engaging in oral communication during a pair work learning activity.

Assessment: The speaking skill will be evaluated by using a checklist

Material: spot-the-difference worksheet

Warm up: play memory game
Spot-the-difference task: Activities.
The students will listen to the instructions before the activity starts they receive the worksheets.
Students are paired up facing their backs.
Students are expected to talk and interact using the target language in order to find as many differences as possible.
-After each pair is done discovering the differences in their pictures, each student needs to write down the major differences in the provided worksheet.
-Finally, by reading aloud each student needs to share at least two differences they found.

Success Indicators: To talk about differences between the pictures. Use the learned vocabulary.
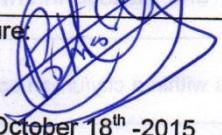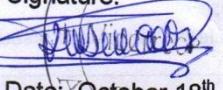
Verónica Calle, Enid Quezada 89

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narvaez	VICE-PRINCIPAL (A): Lcda. Aida Ramos
Signature:	Signature:	Signature:
Date: November 23th -2015	Date: November 23th -2015	Date: November 23th -2015

	COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM	

Group: 9th "A"	**Date:** November 20th , 2015	**Time:** 3 hours	**No. Of students:** 40
Recent topic work: Home and Away	**Recent Language work:** sewer facilities, assure, overburden, great deal, sizing, upgrading, gutter, curb, eyesore, disposal, fairgrounds, drainage, growth rate, bureau, franchise, reimbursement, oversizing, funds, fees, ground water, undergrounding, inch, loops, sewage		

Aims: By the end of this lesson plan, students will, by means of a jigsaw task, be able to learn about public services and facilities, as well as to share and discuss information related to these kinds of services and facilities.

Objectives
- To learn about and discuss about public services and facilities within a city/urban context

Assessment: The activity will be graded by using a rubric

Material: Reading passage

Warm up activity : Guess the riddle in group
Procedures and Activities (directed by the jigsaw task):
-Students are helped to preview key, new vocabulary words from the reading passage. Also, the teacher presents the topic by using explanations and visual aids and asking questions.
-Students are divided into groups of four; they are called home groups.
-Also, the reading passage is split into 4 different parts
-Then the students (from the home groups) are regrouped into expert groups
***This jigsaw grouping configuration would look like this (see the table at the bottom of this lesson plan:
-In the expert groups, students are assigned to read the same part/section of the reading text. After each student is done reading, the key ideas and essential details of the assigned reading part are discussed as a whole group.
-Then students go back to their home groups, so each one can share their learnings gained from the expert group activity. This means that each group member will share with his/her home group the most important information from the reading part that was examined in the expert group.
-Finally, each student needs to share at least two things that were learned during the jigsaw learning activity. One thing/ learning needs to come from the expert group, and the other one from the home group.
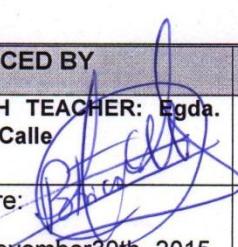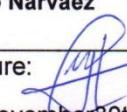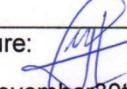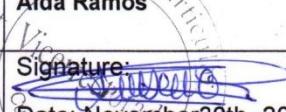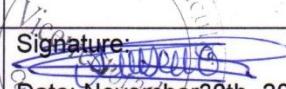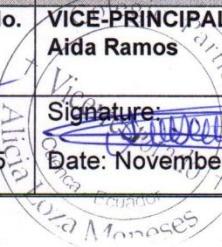
Success Indicators:	Rubric
Additional possibilities:	
Homework/Further Work:	

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narváez	VICE-PRINCIPAL (A): Lcda. Aida Ramos
Signature:	Signature:	Signature:
Date: October 18th -2015	Date: October 18th -2015	Date: October 18th -2015

COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM

Group: 9th "A"	Date: November 21th, 2015	Time: 2 class periods	No. Of students: 40
Recent topic work: Home and Away!	Vocabulary: Santa Claus, Christmas tree, star, rocket, joy, Bethlehem, god, raise, born, wise, reindeer, sleigh, chimney, lights, reindeer, wrapping paper, candy cane, etc.		

Aims: At the end of this lesson plan, students will be able to talk about differences that they find out in their pictures about what students do in an important holiday "Christmas" that mean, students need discus and exchange information. In addition to it, students will engage in writing practice in order to reinforce this important language skill, along with their speaking skill.

Objectives

- To identify Christmas vocabulary.
- To hold a short and simple conversation about Christmas environment.

Assessment: The speaking skill will be graded by using a checklist. .

Material: spot-the-difference worksheet

Warm up: Talk about Christmas. Read and complete the crossword
Spot-the-difference task: Activities.

- The students will listen to the instructions before the activity starts
- Students are paired up facing their backs.
- They receive the worksheets.
- Students are expected to talk and interact using the target language in order to find as many differences as possible.
- After each pair is done discovering the differences in their pictures, each student needs to write down the major differences in the provided worksheet.
- Finally, by reading aloud each student needs to share at least two differences they found.

Success indicators checklist :

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narvaez	VICE-PRINCIPAL (A): Lcda. Aida Ramos
Signature:	Signature:	Signature:
Date: November30th -2015	Date: November30th -2015	Date: November30th -2015

	COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM	

Group: 9th "A"	Date: November 25th , 2015	Time: 2 hours	No. Of students: 40
Recent topic work: Home and Away	**Recent Language work:** headache, stomachache, a cough, treatment, illness, ice pack, cramp-like, achy and disease.		

Aims: By the end of this lesson plan, students will, by means of a jigsaw task, be able to ask for and give advice to different common health problems.

Objectives
- To read and discuss about different pieces of advice for common health problems.

Assessment: The activity will be graded by using a rubric

Material: reading passage and flashcards

Warm up activity: introduce new vocabulary. play categories.
Activities directed by the jigsaw task

- Students are divided in groups of four; they are called home groups.
- Then the students (from the home groups) are regrouped into expert groups
- In the expert groups, students are assigned to read the same part/section of the reading text. After each student is done reading, the key ideas and essential details of the assigned reading part are discussed as a whole group.
- Then students go back to their home groups, so each one can share their learnings gained from the expert group activity. This means that each group member will share with his/her home group the most important information from the reading part that was examined in the expert group.
- Finally, each student needs to share at least two things that were learned during the jigsaw learning activity; one from the expert group, and the other one from the home group. They will also complete a diagram about different types of diseases as well as causes and treatment.

Success indicators: Rubric

Homework/Further Work:

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narváez	VICE-PRINCIPAL (A): Lcda. Aida Ramos
Signature:	Signature:	Signature:
Date: November 25th-2015	Date: November 25th-2015	Date: November 25th-2015

COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM

UNIDAD EDUCATIVA FISCOMISIONAL
ALICIA LOZA MENESES

Group: 9th "A"	Date: Dicember 2nd , 2015	Time: 2 hours	No. Of students: 40
Recent topic work: Home and Away	**Recent Language work:** veggies, cabbage, lettuce, blueberries, cranberries, raspberries, cake pops, worms, enhance, chewy, handful, flavours, sweetened, beverages, meat, and seafood.		

Aims: By the end of this lesson plan, students will, by means of a jigsaw task, be able to talk about their favorite snacks and drinks.

Objectives
- To learn about and discuss about students' favorite snacks and drinks

Assessment: The activity will be graded by using a rubric

Material: reading passage and flashcards

Warm up activity: Introduce new vocabulary. play TIC, TAC, TOE
Activities directed by the jigsaw task

-Students are divided into groups of four; they are called home groups.
-Then the students (from the home groups) are regrouped into expert groups
-In the expert groups, students are assigned to read the same part/section of the reading text. After each student is done reading, the key ideas and essential details of the assigned reading part are discussed as a whole group.
-Then students go back to their home groups, so each one can share their learnings gained from the expert group activity. This means that each group member will share with his/her home group the most important information from the reading part that was examined in the expert group.
-Finally, each student needs to share at least two things that were learned during the jigsaw learning activity. One thing from the expert group, and the other one from the home group. They will also complete a diagram about their classmates' favorite types of snacks.

Success indicators: Rubric

Homework/Further Work:

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narváez	VICE-PRINCIPAL (A): Lcda. Aida Ramos
Signature:	Signature:	Signature:
Date: November 25th-2015	Date: November 25th-2015	Date: November 25th-2015

COMPETENCE-BASED INSTITUTIONAL CURRICULAR PROGRAM

Group: 9th "A"	Date: December 15, 2015	Time: 2 class periods	No. Of students: 40
Recent topic work: Home and Away!	**Vocabulary:** assault, burglary, riot, robbery, shoplifting slander, robber, shoplifter, jail, guilty, imprisonment, innocent, judge, jury, justice, lawyer, arrest, break out, escape, illegal, weapon etc.		

Aims: At the end of this lesson plan, students will be able to talk about differences that they find out in their pictures about the hazards in the field (rural sector) and outside the city that mean, students need discus and exchange information. In addition to it, students will engage in writing practice in order to reinforce this important language skill, along with their speaking skill.

Objectives
- To identify the hazards in the field (rural sector) and outside the city, vocabulary.
- To hold a short and simple conversation about crime.

Assessment: The speaking skill will be graded by using a checklist. .

Material: spot-the-difference worksheet

Warm up: Talk about Crime.

Spot-the-difference task: Activities.
- The students will listen to the instructions before the activity starts
- Students are paired up
- A barrier is placed between each pair. (A notebook is placed between each other)
- They receive the worksheets.
- Students are expected to talk and interact using the target language in order to find as many differences as possible.
- After each pair is done discovering the differences in their pictures, each student needs to write down the major differences in the provided worksheet.
- Finally, by reading aloud each student needs to share at least two differences they found.

Success indicators checklist :

PRODUCED BY	VALID	APPROVAL
ENGLISH TEACHER: Egda. Patricia Calle	AREA COORDINATOR: Lcdo. Leandro Narvaez	VICE-PRINCIPAL (A): Lcda. Aida Ramos.
Signature:	Signature:	Signature:
Date: December 15th -2015	Date: December 15th -2015	Date: December 15th -2015

Appendix G. Spot the Difference (Worksheets)

Spot the Differences

A Sheet

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Spot the Differences

B Sheet

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1)

(2)

(3)

(4)

(5)

Spot the Differences

A Sheet

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Spot the Differences

B Sheet

Lanternfish ESL

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Spot the Differences

A Sheet

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Spot the Differences

B Sheet

Describe your picture to your partner and try to find as many differences as you can. When you are finished compare your pictures and write down the differences that you found.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Appendix H. Jigsaw Task Reading Task

H1 Public Services

GROUP A

PUBLIC SERVICES AND FACILITIES

1. **SUMMARY OF ISSUES, OPPORTUNITIES AND CONSTRAINTS**

   A. **Issues**
      - What program is necessary to assure that residents are provided whit public services and facilities, which meet the city´s, service level standards?
      - Will the demand for water sewer services overburden the existing capabilities of those systems?
      - If infrastructure improvement are needed for existing areas or new systems are needed for new development, how will such facilities (which include: water and sewer, streets: and sidewalk: power; telephone; TV; street lights; signals; signs; bridges; parking lots; etc.) be paid for?
      - The city´s utility lines (electric; phone, etc.) are primarily located overhead, created a visual eyesore.
      - What type of impact will new development have on the city´s existing infrastructure system?

   B. **Opportunities**
      - Improvements to the city´s infrastructure system to meet current needs and standards will contribute to reducing additional need for major capital improvement at a future date through proper sizing and upgrading of facilities.
      - Bishop has a low growth rate, which allows the city lead-time in preparing infrastructure pans for new development.
      - The quality of water used for domestic purposes is excellent and is in good supply eliminating the need for substantial improvements to the water system supply.

   C. **Constraints**

      - Many public facilities of the city of bishop are very old and are in need of renovation and/or replacement.
      - Limited new development activity limits the potential for funding for capital improvements throughout bishop.
      - The city´s sewer treatment and disposal facilities will need modifications to meet demand generated by future development.

GROUP B

2. **EXISTING CONDITIONS**
   1. Water supply system

   <u>Demand</u>

   The water demand in the city averages approximately 1.8 million gallons per day. In order the plan for the water needed for the peak use periods, three aspects must be considered. These aspects are:

   - Maximum single day demand
   - Peak hour demand
   - Fire floe demand

   <u>Existing water system</u>

   The city´s distribution system consistsof 2 inch through 14 inch diameter pipe, carrying water to uses within the city. The city maintains all water sources, storage facilities, transmission and distribution lines, hydrants and water services from the main up to the curb stop.

2. **Sewer system**
   The city of bishop operates and maintains its own sewage collection and treatment facilities and provides sewer to the incorporated areas of the city. Portions of the facilities were first developed in the 1920s and have been augmented over the years to accommodate annexations and increases in population levels. The sewer system consists of the following: collection systems of manholes and sewer mains; treatment facilities; and disposal facilities.

   <u>Proposal</u>
   The following recommendations have been derived from the bishop urban area master sewer plan:
   - The city must conduct a study of its sewer to determine where significant I/I flows enter the system and identify programs to reduce the flows.
   - New fee structures must be established to help fund construction.

GROUP C

3. PUBLIC FACILITIES NEEDS

A. Infrastructure

1. Water service

   The following activities are required to improve the existing system to meet the needs of the City:
   - Additional groundwater sources; through construction of a new water storage reservoir.
   - Replace the 12-inch diameter transmission line with a 20-imch diameter line.
   - Construct interconnecting loops.
   - Add isolation valves in the system.
   - Developed Master Water Plan.

2. Sewer service
   The following activities are required to improve the existing system:

   - Master system plan needs to be updated and adopted by the city and community.
   - Upgrades needed to be made at the wastewater facilities.
   - Work is needed to improve and replace the sewage collection system, including manholes, main sewer lines and elimination of invented ewer mains.
   - Upgrade public works facilities, including equipment and materials storage.
   - Provide adequate sewer collection, treatment and disposal facilities to serve all areas of the city.

3. Drainage
   The following activities are required to improve the drainage system:

   - Confirm flood plain regulations.
   - Develop a master drainage plan..
   - Confirm standards for construction of curb and gutter sections.

B. Educational facilities
   The need for new or upgraded athletic fields and associated activities has been identified in the previous general plan. As development occurs in the developed and undeveloped portions of bishop, it is necessary to reevaluate the impacts that such development will have on the existing system.
1. Community college
   In order to help diversify the local job base, as well as stimulate more jobs in the area, the community college can be used to offer a broad range of curricula that could attract non-local students. Programs that focus on the area´s physical, cultural, and recreational attribute are certain to attract a wide range of student interest.

GROUP D

4. **Goals, policies and actions**

A. Goals
- To assure that public facilities and uses have adequate land area in appropriate locations.
- To assure that public facilities and uses are compatible with surrounding land uses.
- To provide adequate public services to existing and future residents of the city of bishop.
- Provide adequate supply, storage, transmission and distribution facilities.

B. Policies
- The city will maintain adequate public works facilities, equipment, tools and materials, including water supply, sewage, drainage, street and parking lots.
- Public facilities shall be adequately buffered to protect residential areas, through implementation of landscaping.
- Develop and regularly update a master water plan.
- Operation and maintenance of the water system shall be funded by user fees.
- Operation and maintenance of the sewer system shall be funded by service fees.
- The city shall coordinate with the eastern sierra community services district to utilize both sewer systems to the best advantage of the community.
- The city shall continue to regulate construction in the flood plain.
- Curb and gutters shall be required in all new areas.
- Projects shall be reviewed by the appropriate agencies during the development approval process.

C. Actions
- Prepare and adopt a comprehensive impact fee schedule for capital improvements and facilities.
- Develop a comprehensive program for undergrounding overhead utility lines, focusing in the areas located along the major thoroughfares of the CBD.
- Prepare a mission statement for the community college´s role in assisting the city in the expansion of the existing curricula and development and operation of the tourist/convention bureau.
- Review the capabilities of the Bishop Airport to determine the extent that its facilities can be used to attract and accommodate recreational and business visitors, thus stimulating the local economic.
- Prepare Master Plans for Sewer, Water and Drainage systems.

After reading the context about common dieses, share the information with your friends orally. Then write the disease, cause and treatment. Finally share what you learn with your classmates.

SNACKS
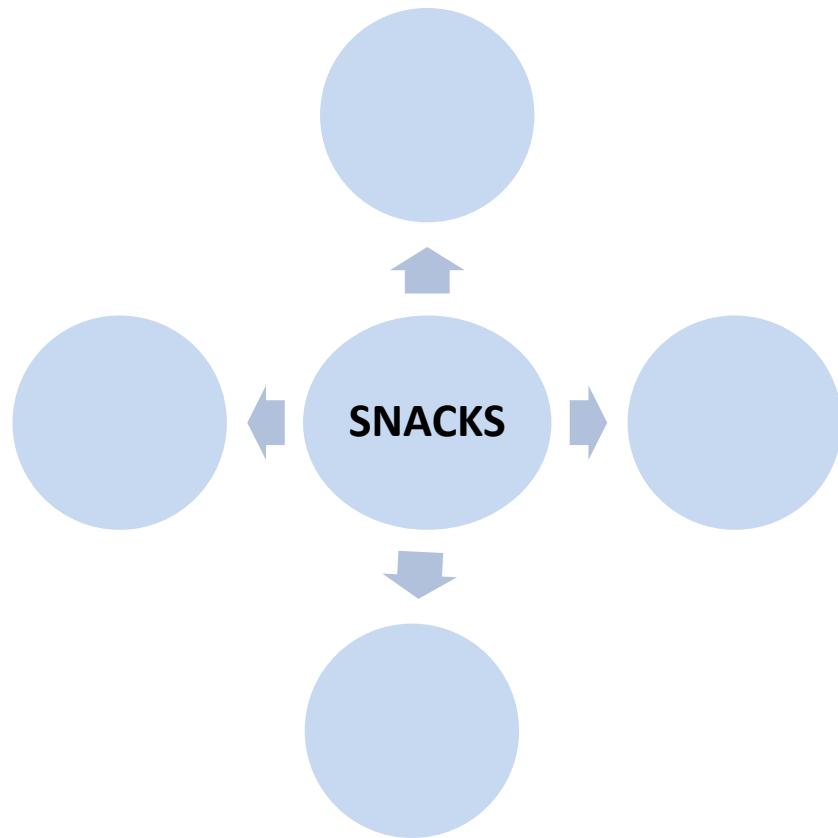
H2. To give advice

GROUP "A"

Headache. -Most headaches aren't the result of a serious illness, but some may result from a life-threatening condition requiring emergency care. Such as Temperature and external pressure

It is caused by problems with or over activity of pain-sensitive structures in your head.

Treatment: Apply a heat pack or ice pack to your head or neck, eat regular meals, taking care to maintain stable blood sugar, exercise regularly, and get enough rest and regular sleep

GROUP "B"

Stomachache or Abdominal pain is pain that originates between the chest and the pelvis. Abdominal pain can be cramp-like or achy.

Causes: Diarrhea, achy, dehydration, vomit

Treatment: take a warm bath, use a warm compress, massage your stomach, eat bland food, see the doctor, and drink clear liquids.

GROUP "C"

A **toothache** is a pain in or around a tooth.

Causes: tooth decay, tooth fracture, gum disease, an abnormal bite, tooth eruption

Treatment:, see the doctor, Rinse with warm salt water, Brush at least twice a day, preferably after meals and snacks, floss at least once a day to prevent gum disease, visit your dentist regularly for oral examinations and a professional cleaning.

GROUO "D"

A cough. It is a common reflex action that clears the throat of mucus or foreign irritants. Coughing to clear the throat is typically an infrequent action, although there are a number of conditions that can cause more frequent bouts of coughing.

<u>**Causes**</u>: Allergies, Asthma, Bronchitis, Common cold

Treatment:a homemade remedy with honey and lemon, see the doctor, and apply a heat pack, drink a lot of liquids,

After reading the context about common dieses, share the information with your friends orally. Then write the disease, cause and treatment. Finally share what you learn with your classmates.
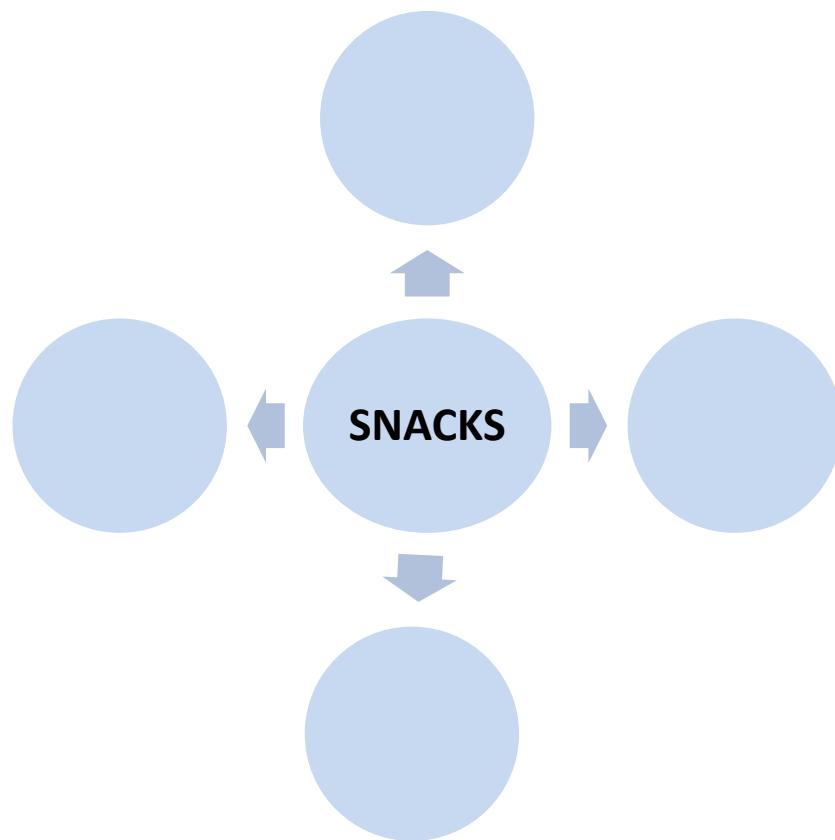
SNACKS

H3. To talk about snacks

TYPES OF SNACKS

A snack is a portion of food, often smaller than a regular meal, generally eaten between meals. Snacks come in a variety of forms including packaged snack foods and other processed foods, as well as items made from fresh ingredients at home.

GROUP "A"

IF YOU WANT SOMETHING HEALTHY

Raw fruit and veggies are the way to go on this. For fruit, we suggest bananas, apples, pears, peaches, etc. For veggies, we recommend lettuce, cabbage, carrots, pees, etc.

Fruit—not just any fruit. Small fruit, like raspberries, blueberries, and cranberries. Frozen grapes are also very good. This might be one of the best snacks because not only is it healthy, it also gives you the slight sugar boost you may be needed.

Dried fruits. They are very popular for a multitude of reasons! Eating fruit is associated with improved health and provides many of the essential minerals, vitamins, and fiber that you need every day. Dried fruit does not spoil as quickly and is an easy snack to pack, especially for activities like hiking!

GROUO "B"

IF YOU WANT SOMETHING SWEET

Many of our survey participants (aka: Twitter followers) said they like to have their cake and eat it too — while reading. While we definitely agree with this snack choice, we suggest making some cake pops instead of the traditional cake.

IF YOU WANT SOME CANDY

The only rule to follow here is to avoid anything with a ton of sugar. Sorry Sour Patch Kids, you do not cut it this round. Instead, opt for gummy things — we suggest worms or bears.

Gummy Candy
Chewy, gummy candy is sugary, delicious and perfect for any occasion. It is the best cure for your sweet tooth and there is actually no better time to dig into a bag of candy because you would, of course, never do this for lunch or dinner. Gummy candy also does not have a residue that would get on the pages so that is also another advantage to this snack.

Chocolate.-It seems like chocolate can enhance any situation. Everyone likes to feel happy while they're watching a movie, and nibbling dark chocolate can make the experience even better

GROUP "C"

IF YOU WANT SOMETHING SALTY

Cheese and crackers. Are you reading a book that makes you feel classy or sophisticated? Then grab some cheese and crackers. Cut up small slices of cheese and place them on crackers of your choice. This little snack will fill you up and won't make a mess.

Pretzels.- They are another salty, easy-to-eat snack food. They are cheap to buy too, and are not messy at all. And they are only that much better with a handful of your favorite chocolate chips thrown in.

Crisps.-What are crisps exactly? They are very thin slices of potato, cooked in oil then covered in salt or other salty flavours. British people are mad for crisps and they like them in a huge variety of flavours. Some of the most popular flavours include cheese and onion, salt and vinegar, steak and onion, roast chicken, tomato ketchup, and cheese and bacon. **Popcorn**.-Reading a book is kind of like watching a movie, only better. You are the one that gets to create what the characters and the scene actually look like. Popcorn is perfect for this because it is definitely a one handed snack. You can eat while simultaneously turning the page. Just remember that popcorn can have a bit of grease on the pieces so make sure not to stain the corners of your pages!

Chips. – They are thick slices of fried potatoes.

GROUP "D"

DRINKS

Lemonade: It is a lemon-flavored drink sweetened with sugar among other sweeteners. Adrink made from lemon juice, sugar, and wateror from carbonated water, citric acid.

Soda: Itis a drink that typically contains carbonated water, a sweetener and a natural or artificial flavoring.

Tea: It is an aromatic beverage commonly prepared by pouring hot or boiling water over cured leaves. There are over 3000 varieties of tea, not including botanicals and fruit infusions. To be a tea, it must come from the camellia sinensis plant. There are several varieties of this plant, producing many types of teas. Types depend on the manufacturing and crafting of the leaf. The flavor profiles and quality change year to year, like wine, and is influenced by soil, temperature, rainfall, elevation and other elements in nature

Juice: It is a liquid (drink) that is naturally contained in fruit and vegetables. It can also refer to liquids that are flavored with these or other biological food sources such as meat and seafood. It is commonly consumed as a beverage or used as an ingredient or flavoring in foods. It is also a common practice to mix juices of different fruits/vegetables

After reading the context about type of snacks, share the information with your friends orally. Then write all the snacks you can remember. Finally share what you learn with your classmates.
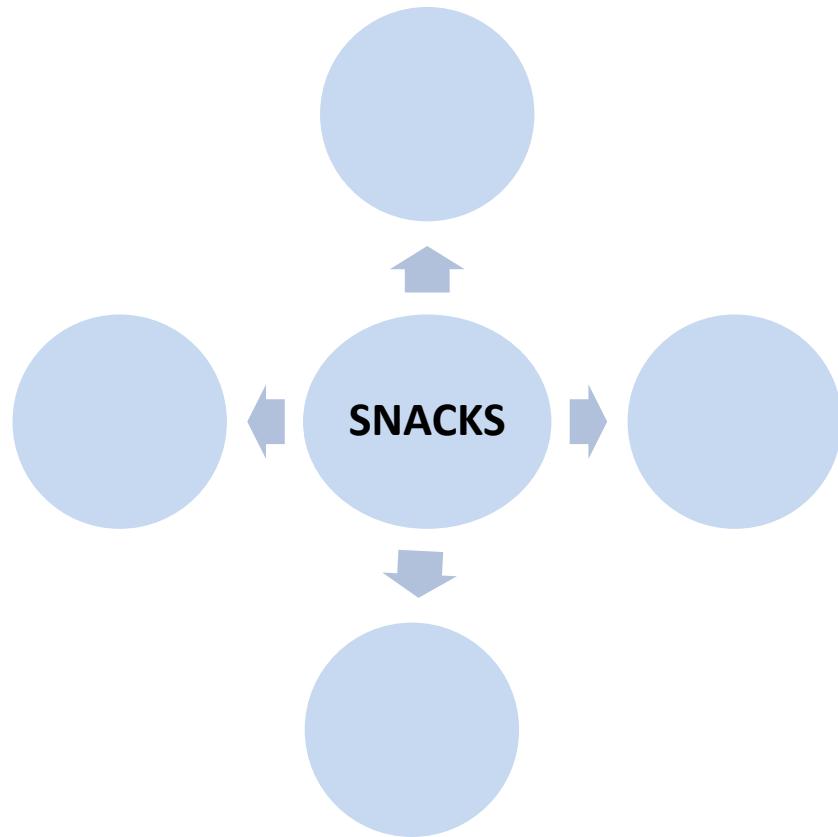
Appendix I. PICTURES

Appendix J. SEMI-STRUCTURED INTERVIEW

Appendix K. DOCUMENTS APPLY

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fue muy difícil para mi, no entendía mucho.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque entendí algunas preguntas y me ayudaron a entender un poco más

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, para saber más inglés y así poderlo hacer más fácil.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

g. un poco molesta porque no lo entendi pero
despues lo fui captando y fue un poco
interesante

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si me interezo y me hicieron motivar para
aprender mas

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Se hizo complicado pero luego fuimos perdien-
do el miedo y la verguenza y nos salio
genial... =)

TRABAJO DE GRADUACION PARA LA OBTENCION DE LA LICENCIATURA EN CIENCIAS DE LA EDUCACION – LENGUA Y LITERATURA

INGLESA; AUTORAS: PATRICIA CALLE & ENID QUEZADA

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Yo sí participe, y algunas palabras que no entendia nos explicaron y tambien en la mayoria de veces hable en ingles.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque nuevas palabras y tambien como pronunciar-las y tambien nuestros compañeros tambien nos enseñaron.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Sí, por que con esas actividades se como pronunciar (pla) palabras que se encuentran en nuestro entorno.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Primero, antes de hacer la actividad me sentía un poco tara porque pense que no podía pronunciar aquellas palabras y despues al avernos explicado pudimos hacer la actividad.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

La actividad me ayudo porque me enseñaron cosas que me interesan y deacuerdo a la epoca que puede ser navidad.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, porque en la epoca de navidad puedo hablar en inglés y no estar pasando verguenza o preguntando como se dise esa palabra.

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(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Activa: yo creo que dice lo que pude y lo hice bien

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, fueron útiles por que nos permtieron hablar ingles

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, aprendi nuevo vocabulario, no fue tan complicado

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Bien por que aprendímos, Me dieron material extra y así pude mejorar mi vocabulario y mi pronunciación

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por que a mí me interesa el tema del que hablamos

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, por que es necesario el ingles para poder trabajar

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participacion fue muy buena le ayude ami grupo y en la otra si pude hacer las diferencias

- Particip good

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Son utiles porque podimos anlar en ingles y
abeses por que no tenemos materiales no podemos
hacer

Practice of Speaking in the E.L

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque tenemos una buena profe de ingles
y nos enceña bien

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

me centi motivado me centi comodo, pude poner enpractica
loque aprendi y creo que mis compañeros tambien

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Me centi motivada y aprendi mas me centi que pode aprender mas ingles

(margin notes) — motivated — could learn more English

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Gto impulso una enceñansa centada el ingles es dificil pero las actividades que aplicaron fueron may bonitos

(margin note) good/pretty activities

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Me senti bien

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

para mí fue un poco complicado

_____

_____

_____

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

si fue útil porque mejore la pronunciación

_____

_____

_____

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

_____

_____

_____

_____

¿Cómo usted se sintió _durante_ y _luego_ de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

se me hizo fácil el aprendizaje

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

si pude aprender un poco más del Ingles

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

se me hizo un poco complicado comunicarme con mi compañero

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

– Particip. active

Fue muy activa y divertida, me gusto las actividades

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Se me hizo un poco dificil por que no entendi algunas palabras, pero me gusto

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Mas o menos por que algunas palabras entendi, y aprendi mas vocabulario

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

– Active / eager / willing to participate

Me senti activo las clases y con ganas de participar.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Yo creo que las actividades que realizamos estaban interesantes por que hablaron de cosas importantes

— interesting and important stuff

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Se me hiso un poco conpliAdo.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Nervioso no participe por que tengo nervios de decir las palabras mal en ingles o equivocarme no participe por ser acholada

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fueron útil porque aprendimos el significado de cada palabra en el ingles

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

No mucho porque no entendía las palabras hable y se me hizo muy complicado pronunciar las palabras en ingles.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Universidad de Cuenca

Nerviosa por creer que hiba a decir mal las palabras y que se me rían antes de pasar adelante bien creí que podía cuando pase muy nerviosa y se trababan las palabras.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Me gusto y me intereso pero el ingles no lo entiendo el tema de Jesus estaba bonito pero no entendí mucho la clase

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Se me hizo un poco complicado no entendía muy bien pero cuando me ayudaron ya se me hizo mas facil el ingles.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue pasiva porque se me hace difícil el ingles y habian cosas que no entendia

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque aprendimos mas el ingles aprendimos nuevas palabras

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, porque me ayudaron a comprender palabras que no entendia

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Universidad de Cuenca

Me sentí comoda poeque me alludaron a entender nos hacían reir

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Me gusto poeque ablamos de temas especiales de los peleqos

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Se me Pzo un poco complicado poeque aveces no podia pronunciar bien una palabra

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INGLESA; AUTORAS: PATRICIA CALLE & ENID QUEZADA

Cuestionario – Preguntas Abiertas
(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Bueno mi participación sí fue buena porque sí tome atención a lo que me enseñaban

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Sí porque nos enseñaron unas nuevas palabras que nunca e escuchado. Porque también pude participar con mi amiga

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Osea de aprender lo que nos decían sí pero sí se me hace aprender bn las palabras o escribir

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Feliz porque pudo participar con mi amiga aunque no hablabamos bien pero nos entendiamos.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

No porque yo entodo el dia no habla ingles pero si aprendi porque puede venir un señor del estrangero y me puede esplicar de lo novidad y yo como ya se si le puedo ayudar ☺.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo porque nos pudimos comunicamos con nuestros compañeros ☺

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Muchas de las veces no entendía pero a la final siempre terminaba la actividad.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si porque aprendimos mas palabras y mejoramos nuestro vocabulary

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque no sabia hablar bien Ingles y ahora ya lo puede hacer de mejor metod.

¿Cómo usted se sintió _durante_ y _luego_ de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Me gusto mucho la actividad por que me ayuda aparte de aprender me diverti mucho.

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y mas dician material extra como las hojas y ya solo tengamo que desarrollarlo

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si ∞ porque me interesa como son las emfermedades, y muctio mas si las puedo aprender en otro idioma como es el Ingles.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo pero se me tracia un poco complicado porque no sabia hablar mucho ingles pero ahora ya puedo.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Un poco regular en esa actividad

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Sí fueron utiles por que nos iso aprender más de ese tema.

Learn
new
things

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Sí por que aprendí a pronunciar mejor el inglés

Pronunciat

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Me senti motivado, comodo, fue muy divertido apren-
der sobre ese tema.

fun

motivated

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Yo creo que si nos ayudo esas actividades para
el aprendisaje de el ingles

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Yo creo que sí, pero ami se me iso un poco
complicado algunas cosas.

Yes in general, but some things were difficult

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fue algo activo dije cosas que no entendia y no lo entendia.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fue util por que entendi casi todo y megusto mucho.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si un poco porque entendia algo y megusto mucho meayudo vastante en mi pronunciación en mi Ingés.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

si mesenti vien porque en todia lo que medeción mesenti vien mas ta te vien y despues tambien fue muy agradavle porque medieron todas las herami-catas.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

me inpulso mas para entender el Inglés que quiero aprender nuevas palavras y ser mas activa en las clases de Inglés.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo porque si nos podiamos en tender mejoramos poco en el Inglés casi todo.

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue activa y posiva por que aprendí cosas nuevos es decir un vocabulario nuevo.

(margin notes: participación activa positiva / new vocabulario)

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si por que mediante muchos actividades aprendimos nuevas cosas

(margin notes: Learn new things)

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si por que puedo yo un poco pronunciar mucho mejor los palabra en inglés y comunicarme mucho mejor en ingles.

(margin notes: Pronunciation / communicate better in English)

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Yo me sentí mucho mas motivada, pude comunicarme *motivated*
mejor, me sentí mucho mas capaz de hacer *active*
las cosas, muy activa con muchas ganas de a-
prender ya que nos enseñaron todo esto con el *willing*
material adecuado. *to learn*

good material

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Sí porque estuvo lo que yo necesitaba saber y aprender
tambien ablamos de los enfermedades como el dolor
de cabeza etc.

topics of
their
interest/
things they
like

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Sí por que nos podíamos comunicar mejor por que antes
de ejecutar la actividad nos dieron el vocabulario
necesario para aprender y entender mucho mejor
las cosas.

-They
could
communicate
better

- they were
given the
new key
necessary
vocab.

Cuestionario – Preguntas Abiertas
(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Particip activa

Mi participación fue muy activa y pre-
gunte lo que yo no sabia me explicaron
y luego entendi

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

New Voca

Si, son utiles porque asi aprendimos
nuevas palabras.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si nos ayudaron porque aprendi a pro- *pronunciat*
nunciar mejor el Ingles.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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UNIVERSIDAD DE CUENCA
desde 1867

Me senti muy bien porque aprendimos, nuevas cosas me senti contenta por apren-der mucho más el Ingles.

Felt Good and Happy

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Las actividades que hicieron son muy buenas y bonitas porque hablamos de navidad y cosas del Peis.

interesting things topico they like

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo porque nos pudimos co-municar mediante el Ingles y hicimos speaking.

They could Communicate and practice speaking

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Cuestionario – Preguntas Abiertas
(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fui muy activa responsable y colaboradora

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si porque fue util y aprendí nuevas palabras a pronunciar bien las palabras.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque cuando no sabia que se significaba una palabra o no pude pronunciar le pedí de favor a mi profesora que me explique y lo logre

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me senti muy bien porque las profesoras venian con su material correspondiente para que sus clases sean completas y muy bien explicadas

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si me impulso a tener un mejor aprendizaje al ingles por que el tema que más me gusto fue la de la Navidad

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si porque siempre aprendíamos cosas nuevas que nos ayuda a mejorar nuestro ingles

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Yo me sentí activo porque aprendí algo nuevo en Inglés.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque fueron util para aprender nuevas palabras.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Me ayudaron a mejorar mi vocabulario porque me sentí con mayor seguridad de hablar.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

..

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Bien por que me explicaron oral y detallado i y con hojas.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Yo creó por que hablaron del tema que me gusta como la navidad.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos pudimos comunicar por que nos dieron vocabularios concretos.

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue muy activa, y además aprendí nuevo vocabulario.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Sí, porque aprendimos nuevo vocabulario y lo pude usar en clase.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Sí, porque hablé seguidamente inglés con mi profesora de inglés

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me sentí bien porque era muy divertido, aprendimos más inglés, hacíamos juegos y nuestra profesora nos felicitaba.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Las distintas actividades q' aprendí me gustaron y me impulsó a seguir aprendiendo mas ingles.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, porque la mayoría fallaba un poco en inglés, pero nuestra profesora nos dio el vocabulario necesario y ahora en todo el curso podemos hablar inglés.

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Me gosto me esforce y en las actividades me ayudaron a desarrollarme en el ingles

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque me enseño a comunicarme en ingles y saber hablar mas ese idioma

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, porqué aprendi un mejor forma y mas avanzada de hablar ingles y aprender nuevo vocabulario

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Si, ya despues pude hablar mas ingles
Que pude compartir lo que aprendi
hubo un cambio ya que me memorice todo
Que aprendi mucho mas

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si, ya que fue algo que fue sobre nuestros gustos
que era unas actividades que nos gusto

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, pero se me hico mas complicado pero al final
lo logre

Verónica Calle, Enid Quezada   156

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue muy buena, aprendi nuevas palabras y aprendi a hablar ingles con la ayuda de las teachers

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si porque aprendimos más a hablar en ingles

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque con mi compañero me enseño más a poder aprender las palabras

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me sentí comodo porque pude poner en practica lo que aprendi, me sentí muy alegre porque ganamos todos puntos extras.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si porque me insentive mucho por los materiales que nos brindaron las teachers

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si promovio la elaboración de el idioma ingles, si teniamos el material complementado y me gusto porque hablamos sobre la navidad

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fue activa y difertida realizando los ejercicios

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

si, fue muy util ya que practicamos en forma oral y nos sirvio mucho para practicar la pronunciación.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

si, porque nos indicaba de forma a la pronunciación y la forma de hablar.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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fue muy bueno, ya que compartimos con mis amigos y pusimos en practica lo que hemos aprendido fue bueno convivir con mis compañeros me senti feliz.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si, porque nos interesaba mucho esos temas hablamos los temas mas interesantes para mi

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo porque tenias el material necesario y nos ayudo a fomentar lo que ya habiamos aprendido y nos comunicamos unos con otros.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue activa porque yo hice preguntas sobre las palabras que no entendía, pues las licenciadas que estaban presente fueron pasivas porque explicaban con amabilidad.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Sí, porque me ayudaron para poder hablar más inglés y así practique muchas palabras nuevas que yo no las conocía.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Sí, me ayudaron porque aprendí a pronunciar palabras diferentes y poderme comunicar con mis compañeros.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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* Me sentí comoda
* Pude comunicarme con los compañeros de clase
* Estaba divertido
* Me sentí alegre
* Se me hizo faliz porque me dieron 1° vocabulario en inglés

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Sí fomentó mucho en mi aprendizaje además me impulsó en la enseñanza del idioma inglés para comentar mis necesidades, deseos, e intereses con mi grupo de compañeros.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Sí nos ayudo porque hicimos grupos con nuestros compañeros, además nos dieron vocabulario Para tener una lógica sobre que tema se va a tratar, las maestras que nos dieron fueron amables.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Fue bonito porque así, pude reconocer más palabras en Ingles

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fue útil porque ya sabemos más

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si a mi me ayudá a mejorar mucho y aprendí mucho de cada una de las pronusaciónes.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Si era muy divertida yo podia hablar un poco más al ingles

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si era muy interesado por qué hablaba de temas que ami me gustaron

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo porque tuvimos el material adecuado y pudimos comunicarnos en ingles con nuestros compañeros.

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fue mas o menos pero si aprendi en el vocabulary aprendi nuevas palabras que antes no sabia

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si porque me sirvio mucho por que practique mucho en el ingles

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

pronuncio muy bien por que esas palabras me ayudaron mucho

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me sentio muy bien por que ibar aprendiendo mas
palabras nuevas y podia leer

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por que ya entiendo el ingles muy
bien y escribo

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si tenia todos los materiales nescesarios

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¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Se aprende cosas nuevas y mejorar el idioma y si se aprendieron nuevas palabras.

- aprender new vocab

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque se entiende lo que hablaron

- Understood spoken English

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Algo, por que casi todo fue entendible.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Fun

Estubo divertido, fácil de aprender con muchos ejemplos y varias actividades.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si, movio mucho en la influencia del idioma y hubo temas atretenidos.

- interesting and entertaining topico

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, logró incrementar un poco mas de acesibilidad al inglés.

Si incremento

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¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue activa ya que aprendí nuevo vocabulario, a entender mas el ingles, entre otros casos, todo fue interesante.

[nota al margen: Partic. activa — Aprend new vocabul]

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, por que permitio comunicarnos en el idioma ingles fue útiles ademas porque aprendimos mas palabras.

[nota al margen: New Vora — Express. Communicate in English]

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si por que puedo ahora pronunciar mejor el ingles y entre otros ademas al principio no entendia pero ahora si

[nota al margen: pronunce.]

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Yo pude hacer muchas cosas, pude aprender, nos reimos mientras *laughed*
aprendimos muchas cosas y luego senti que aprendimos cosos, se *they liked*
me hizo facil por que todo incluso material extra muy bonito *the material/bonito*

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por que al hacer todo me gusto, dieron temas que a- *interesting*
mi ahora me interesa todo lo que hicimos como la navidad.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si promovio por que al hacer actividades comunicativas *Yes, it*
hablaban mas en ingles y asi se logro *happened*

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Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Fue una actividad bonita por que nos entendia-mos entre compañeras.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

– Practice the E.L.

New Vocal

Si por que aprendemos más palabras que practicamos más el ingles.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Pronunciacion

Si por que mejore y alli fui aprendi-endo más la pronunciacion

¿Cómo usted se sintió durante y luego de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Me senti bien porque era bonito.   -Felt
nos reimos, participamos y que   good
nos explicaban y daban el material. -laughted

-material

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por que el tema que nos dieron
era de interes.   -interesting

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo por que fue muy   Yes,
interesante y nos dieron el   because
material   activities
                                   were
                                   interesting

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación no fue muy activa porque no entendía algunas cosas y a beses se me hacía dificil preguntar. Pero fueron pocas las cosas no entendidas.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fue útil porque hací podemos hablar un poco más inglés y no estar con miedo de decir las palabras ahora si podemos hablar un poco más de Inglés.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si creo porque antes no podías pronunciar algunas palabras pero ahora ya las podemos decir gracias a las actividades.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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INGLESA; AUTORAS: PATRICIA CALLE & ENID QUEZADA

fue linda la experiencia me gusto muy aparte del ingles en cada actividad compartimos, nos reímos, disfrutamos todo el material con el vocabulario fue el adecuado para que nosotros comprendamos todo

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Sí porque se relaciono con temas que en una encuesta anterior solicitamos hablar. Y Aprender hablar sobre cosas de importancia en Inglés.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Sí ayudo a la mayoría por que comprendieron mucho mejor el Inglés y todo lo que nos dieron para las actividades fue el mejor.

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INGLESA; AUTORAS: PATRICIA CALLE & ENID QUEZADA

Cuestionario – Preguntas Abiertas
(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Estuvo medio dificil para mi.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fueron utiliz para nosotros por que con eso aprendi mucho mas y para practicar mas el oral en ingles.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si me ayudaron por que aprendi mas el lenguaje oral en Ingles.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Se me hizo facil por que me dieron un buen lenguaje para poder hacer bien.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por que nos dieron de nuestro gusto

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si gracias a estas tareas ahos todos trabajan y colaboran y no copian y colaboran.

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(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Me fue un poquito mal casi no entendí lo que me explicaban pero sie aprendió un poco de todas las actividades.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si es útil porque nos sirvio a practicar el Inglés oral.

Practice the E.L.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

No sies bueno por que nos ayudo a aprender mas el Ingleś y a pronunciar mejor.

pronunciat.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

Me senti muy comodo por que sie aprendido el Ingleś y nos reimos con nuestros compañeros.

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Me senti muy comodo por que sie aprendido bastante el Ingles con mis compañeros hasta nos hemos reido. — laughad
– Confortable

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si eran utiles para mi porque pos que aprendimos y ya me puedo expresar mas.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si me gusta porque haimos un vocabulario hasta hicimos dinámicas.

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

por todo para mi estaba bien porque aprendimos mas

mas

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fue útil para aprender apremdar mas

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si ami me ayuda mucho hablar en inglés pero aveces me travo cuando hablo en inglés.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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me gusto mucho nos divertimos
fue como aprendimos muchas
cosas.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

me intereso mucho porque ai fue
donde aprendemos.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos podímos comunicar nos enseño
el vocabulary adecuado

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participacion fue medio activa aprendi palabras nuevas que las encontre en el diccionario.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque podemos aprender nuevas palabras, aprendemos un nuevo idioma

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Masomenos, porque es un poco dificil aprender el ingles

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me senti bien porque pude aprender un poco de ingles nuevas palabras en ingles.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Me intereso porque hablaron de temas que ami me gustan.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo un poco porque podimos hablar entre compañeros en ingles y asi podimos aprender un poco mas el idioma ingles.

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(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Para mi fue un poco dificil poe que no sabía mucho pero luego aprendí un poco más, y aprdí más vocabulario.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Sí fueron utiles poe que aprendemos más, pudimos realisarla con los compañeros.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Más o menos me fue un poco dificil ya que no puse mucho empeño

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Me sentí emocionada ya que pudimos aprender con la teacher y con mis compañeros, me dieron los materiales para aprender más y me dieron un vocabulario para relacionarnos.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

A mí me interesó los temas como la navidad, prevenciones, que ya lo habían mensionado al principio

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si se me hizo un poco complicado, pero gracias a los materiales pudimos poner en practica el ingles.

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¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

me fue algo dificil por que abian palabras que no entendia

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

fueron útiles por que practicamos la parte oral de ingles.

Practice the E.L.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

si porque aprendí a ablar fluidamente

Fluency

¿Cómo usted se sintió _durante_ y _luego_ de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

me sentí comodo por que estaba aprendiendo a-speak ablar el ingles más fluidamente y también por que pude interactuar con mis compañeros

*— confortable
fluently
and
interact
with
peers*

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

yo creo que si por que con esas actividades Pude apender más

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Sii por que nos dieron el material necesario como las hojas en las cuales podiamos giarnos.

Menj ?im... (handwritten)

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¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Si participe pero había palabras que no entendía pero después ya lo compiendi.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si por que nos ayudaron y nos enseñaron nuevas cosas que no sabiamos palabras nuevas y como pronunciarlas y como reconocerlas, gracias a eso apendimos cosas nuevas.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, por que Másomenos por que había cosas difíciles y complicadas.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Masomenos por que había cosas que no entendía pero despues le entendi y lo pude hacer.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si por q' haci podemos aprender nuevas palabras y cosas nuevas.

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos pudimos comunicar pero si había cosas que no entendíamos pero buscando su significado sabíamos lo que significa.

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(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

fue regular, me puse un poco atento e hice las actividades normalmente. como los demas

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si mucho porque aprendimos palabras diferentes y a diferenciar, pero aprendí mas de lo que se

[margin: new voca] [margin: Learn new thing]

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si, pero me complica un poco la pronunciación del idioma ingles

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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mas o menos porque me complique casi no enten
dia que tenia que hacer y tenia que preguntar
una y otra vez hasta comprender

a little
confised
because of
the instruccions

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si

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Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Era muy buena me fue vien y siclemas aprendy un nuevo vocabulario

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Es util porque me ayudo a ablar mejor el ingles

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque able el ingles sin problemas pronuncie bien todas las palabras

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

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Un poco nervioso pero me encanto todo lo que aprendi

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si porque ablamos lo que realmente me interesa como fue la navidad

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si porque me ayudo mucho nos dieron el material nesesario y nos pudimos comunicar bien el Ingles

Cuestionario – Preguntas Abiertas
(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Mi participación fue divertida hice unas preguntas a la persona con la que me toco y en idividual le tenía que hacer preguntas de la imagen.

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si fue util porque nos ayuda a aprender mas idioma en Ingles.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Si porque aprendi mas sobre el vocabulario de Ingles y aprendi nueva palabras.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

1 Si me gusto pero meseiti un poco nerviosa pero si pude hablar Ingles y luego se pasó los nervios.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si me gusto por que hablamos sobre lo que me gusto de la navidad.-

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si nos ayudo y nos podimos comunicar hablando Ingles con nuestros compañeros

TRABAJO DE GRADUACION PARA LA OBTENCION DE LA LICENCIATURA EN CIENCIAS DE LA EDUCACION – LENGUA Y LITERATURA

INGLESA; AUTORAS: PATRICIA CALLE & ENID QUEZADA

Cuestionario – Preguntas Abiertas

(Open-Ended Questionnaire)

Después de leer cada pregunta cuidadosamente, contéstelas de manera detallada y honesta.

¿Cómo fue su participación en cada una de las actividades comunicativas de aprendizaje denominadas jigsaw task and spot the difference; es decir describa su participación en sus propias palabras?

Este mi participación es normal en el colegio

¿Usted considera que las diferentes actividades comunicativas de aprendizaje (denominadas jigsaw task and spot the difference) implementadas en el aula de clase fueron útiles para practicar efectivamente la parte oral del idioma inglés? Explique su respuesta.

Si, porque así entendemos lo que es el idioma inglés.

¿Usted cree que las actividades comunicativas de aprendizaje (jigsaw task and spot the difference) le ayudaron a mejorar la comunicación oral del idioma inglés? Por ejemplo, considere si este tipo de actividades comunicativas le ayudaron a mejorar su pronunciación, fluidez, adecuado utilización de vocabulario, etc. Explique su respuesta.

Casi no mucho por el tipo de lectura.

¿Cómo usted se sintió *durante* y *luego* de que cada actividad comunicativa de aprendizaje (jigsaw task and spot the difference) fueron implementadas en el aula de clase? Proporcione la mayor cantidad de detalles.

TRABAJO DE GRADUACION PARA LA OBTENCION DE LA LICENCIATURA EN CIENCIAS DE LA EDUCACION – LENGUA Y LITERATURA

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Me sentí un poco animada, nerviosa y un poco tensa además de cansada.

¿Usted cree que la implementación de las distintas actividades de aprendizaje (denominadas jigsaw task and spot the difference) fomentó e impulsó una enseñanza del idioma ingles centrada en sus necesidades, deseos e intereses?

Si, por lo más importante en este año

¿De manera general, considera usted que la implementación de las actividades comunicativas (jigsaw tasks and spot the difference) promovió e incremento la comunicación oral del idioma inglés en su grupo de compañeros del noveno año de educación básica? Elabore su opinión a través del uso de detalles específicos y ejemplos.

Si, por lo del hablar inglés, con todo lo necesario para el inglés

Topic: Daily Activities.

Date: November 27th, 2015

Checklist

Pair Group number	No.	DETAIL	OBSERVATION			OBSERVATION
	1		EXCELLENT	GOOD	POOR	
	1	Students work in pairs	✓			
	2	They participate actively		✓		
	3	Understand vocabulary about activities that take place within the family environment	✓			
	4	Students are environmentally friendly during the class activity.		✓		
	5	Students use basic vocabulary to talk about the differences	✓			
	6	Students hold an oral conversation		✓		

Topic: Special Holidays

Date: November 30th 2015

Checklist

Pair Group number	No.	DETAIL	OBSERVATION			OBSERVATION
6			EXCELLENT	GOOD	POOR	
	1	Students work in pairs		✓		
	2	They participate actively		✓		
	3	Understand vocabulary about Christmas			✓	
	4	Students are environmentally friendly during the class activity.		✓		
	5	Students use basic vocabulary to talk about the differences			✓	
	6	Students hold an oral conversation			✓	