ESCUELA SUPERIOR POLITÉCNICA DEL LITORAL

Facultad de Ciencias Sociales y Humanísticas

"IMPACT OF A PLANNED FOCUSED ON FORM APPROACH USED TO TEACH GRAMMAR STRUCTURES WITH EFL A2 LEARNERS: ACTION RESEARCH WITH PUBLIC UNIVERSITY STUDENTS."

PROYECTO DE TITULACIÓN

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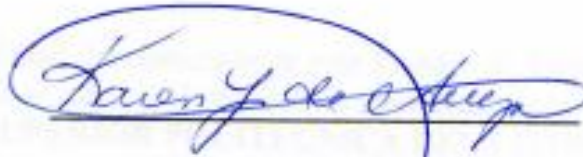## DEDICATION

To my daughter, Giselle, my husband, my mother, my father and my sisters. they are the reasons for giving my best every time. With love,

Silvia Elizabeth Morales Morejón

My time and my effort goes for the ones who, as well as me, work in places where no research is done. Take this study as an instrument to continue developing learner´s skills

Andrea Teresa Tello Romero

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ABSTRACT

Teaching a second language means developing communicative skills. Along with it, communication demands accuracy and efficiency at the time of expressing ideas, sharing opinions and providing information. However, at the time of speaking, the speaker and the receptor, whose mother tongue is not English, misunderstand the messages due to the lack of grammatical structures acquaintance. With the aim of improving EFL students´ knowledge of grammatical features, a methodology called Planned Focus on Form, was applied within a group of 30 learners.

This study took place in a public Ecuadorian institution, during six sessions. Each session was oriented to a particular grammatical structure: Simple Present, Present Continuous, Present Perfect, Simple Past, Will-won´t ands Going to respectively. Chapter one provides the context where the study took place, the student´s background, the objectives and ethical considerations. Chapter two takes pays attention to previous studies done by Ellis and Long on PFoF in other countries. Reliable information regarding the different types of PFoF were taken and applied into our intervention. Aspects concerning to methodology are presented on the third chapter. A complete description of initial and final tests can be retrieved from this section. Chapter four shows a detailed description of every session along the research. Input and output episodes from learners, and the answers of the students 'journals. Besides, in this segment were presented the tables and the figures that all the data collection provided such as: test results in short and long term, common errors and the analysis of results. Finally, the last chapter offers the conclusions according to each grammatical structure, and the recommendations based on the experience of the action research.

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ABBREVIATIONS

BA	Bachelor degree
FFEs	Focus on Form episodes
FFI	Focus on Form Instruction
FoF	Focus on Form
FoFs	Focus on Forms
IFoF	Incidental Focus on Form
L1	Mother tongue (Spanish)
L2	Second language (English)
LIPFoF	Learner initiated planned focus on form
MA	Master degree
MFI	Meaning Focus Instruction
PeFoF	Preemptive focus on form
PFoF	Planned Focus on Form
RFoF	Reactive Focus on Form
S	Student
Ss	Students
T	Teacher
TIPFoF	Teacher initiated planned focus on form

Impact of a Planned Focused on Form Approach used to teach grammar structures with EFL A2 learners: Action Research with Public University Students.

CHAPTER I
INTRODUCTION

1.1 Background

As EFL teachers in Ecuador, we have observed that students tend to have Problems when grammar structures are presented. Moreover, their lack of confidence and security, when practicing grammar, creates a sense of disappointment and lack of motivation when learning English.

Our research intends to investigate problems in the use of grammar in public university environment. The participants come from small towns around the capital of the province. The majority of the participants are from lower to middle class. Most of them are between 18 and 20 years old. Regarding participants 22.58% are men, and 77.42% are women. Also, 25% of women have children, and all the students divide their time between studying and working, either full or part time.

Taking into consideration the previous facts, the aim of this study is to enhance an appropriate use of grammatical structures using the Planned Focus on Form (PFoF) technique. Based on studies carried out by Long and Ellis it develops not only grammatical features of ESL students, but also communicative skills, which promotes communication and interaction among learners (Long, 1997; Ellis, 2002).

1.2 Definition of the problem

In English language learning in our classes, it is common to observe students struggling with grammatical features. Different reasons might be the cause of this situation; however, the results are the same, students do not use proper grammar structures in English. This leads to frustration and misunderstanding at the time of communicating their ideas in English.

We have observed a similar phenomenon among English learners at the language center at a public university in Ecuador with little knowledge of grammar. Also, the teachers apply different methods and techniques to teach grammar features, which instead of solving the situation; reinforce these deficiencies of the use of English grammar.

Poor performance in grammatical tests, low quality of written work, insecurity at

the time of speaking, misunderstanding of written works, and in the worst cases abandonment of English studies are the visible results at this center. Also, the Reglamento de Regimen Académico, in article30 (Reglamento de Regimen Académico, 2015), requires that university students obtain a certification B1 in English. This means that students need to be accurate when speaking and writing. We feel this problem would be best researched using exploratory action research (British Council, 2016) in our classroom as a means of reducing grammar difficulties with the students.

1.3 Objectives

General Objective:

- Assess the impact of Planned Focus on Form in the understanding and use of basic grammatical features amongA2 university learners**.**

Specific Objective:

1. Contrast results regarding grammatical knowledge before and after Planned Focus on Form Lessons
2. Identify grammatical forms which are impacted most by the application of planned FoF.
3. Discover students` perceptions of the use and impact of planned Focus on Form on their grammar knowledge.

1.4 Research Questions

a. What is the difference between the pretest and post test results after PFoF intervention?
b. Which grammatical forms are impacted most by the application of planned FoF?
c. What are the students` perceptions regarding the use of planned FoF in their learning of grammar?

1.5 Justification

Among our experiences as teachers, we have observed how difficult it is for students to learn grammatical rules. Also, we perceived that they struggle using them for communicative purposes. We think that this situation responds to a divorce of form, use, and meaning when teaching English in EFL context. Furthermore, the use of

traditional methods for teaching grammar does not allow teachers to identify the potentialities of applying a variety of strategies to achieve students' specific needs and communicative goals.

Based on the previous premise, we believe that a methodology that helps students
learn grammar while they are involved in communicative interaction, meaningful input and communicate production will be helpful for l2 acquisition. Therefore, we believe that planned focus on form instruction is the most appropriate for our students´ needs, mainly because it takes the strengths of both traditional and communicative approaches to facilitate language acquisition through grammatical learning in communicative contexts.

Therefore we consider that this research will provide valuable insights about teaching grammar in university context. Also, it allows us to shape our teaching skills and contribute to the field of grammatical teaching. Through identifying the opportunities and challenges of this focus on form approach we will help students to learn grammar in communicative context. In addition, it integrates meaning, form, and use, making emphasis on production of written and oral communication written in l2.

1.6 Scope of the study

To improve results from students when learning grammatical features
this study presents planned focus on form (PFoF) as a strategy for teachers when presenting the following grammar structures: (1) Simple past, (2) Past continuous, (3) Present perfect, (4) Present continuous, (5) Future with will-won`t, and (6) Future with be going to.

With the aim of developing communicative skills, this research focuses its intervention on the recognition and use of forms among oral and written practices. This study was carried out in an Ecuadorian public university with 31 participants.

1.7 Ethical Considerations

Social Research studies require taking care of participants and researchers interests. Mackey and Gass (2005), stated ethical considerations such as: approvals from participants and institutions need to be contemplated before beginning the investigation. Therefore, an authorization letter from the president of the institution was obtained before starting the intervention (appendix 01).

Burns (2010) stated that it is necessary to obtain permission from the participants of the research. To fulfill this requirement, the researchers met with potential participants with the aim of explaining the procedures and development of the intervention. After this explanation, students who agreed to participate signed a consent form (see appendix 02). Due to the level of English proficiency of participants (A2), the explanation and the informed consent were presented in their mother tongue (Mackey &Gass, 2005).

Moreover, Creswell (2015) argued that one of the potential ethical issues in action research rests on the influence that teacher-researcher may have over participants of the study. To avoid this, researchers agreed that the intervention had to be done by the researcher, who is part of the study but not a professor atthe language center.Regarding data protection, the identity of participants was coded by using letter and numbers.In addition, data was locked to guarantee confidentiality from the people involved in the research.

CHAPTER II
LITERATURE REVIEW

Swan (2008) stated that a Communicative language teaching (CLT) approach tended to generate in l2 speakers low levels of accuracy. He gave two reasons for teaching grammar: 1) Learners can build comprehensible utterance when they know language structures; 2) Certain social, educative and work environments require students to produce correct and understandable ideas. Hence, poor accuracy can lead to l2 speaker`s unacceptability.

Also, Basoz (2014) argued that many teachers think that not teaching grammar is inappropriate for learning, and they agreed that dialogues in context help in grammar learning. It is corroborated byUysal and Yavuz (2015), they claimed that grammar teaching is an "efficient way of learning a language" (p.1831).

Regarding grammar teaching, there is not a consensus about the appropriate methodology. Some authors agreed with the efficacy of traditional or deductive methods. While others support deductive or implicit ones (Sik, 2015).

Yolageldili and Arikan (2011) found that 80% of the teachers applied an explicit methodology. Moreover, Basoz (2014) considered that the selection of the approach responds to the "learners` cognitive style and the grammatical structure" (p.381).Therefore, English teachers need to use a holistic approach to grammar teaching.

According to Moini (2009), teachers` preferences on "approach and activities to teach grammar" are diverse. Teachers with an MA favor a mixed methodology, which includes form and meaning. While BA teachers like structural or traditional grammar methodology (p. 152).

Form-Focused Instruction and Meaning-Focused Instruction

According to Ellis (2001), two opposite approaches intend to explain how to deal with the treatment of grammatical structures with EFL learners. They are form –focused instruction (FFI) and meaning-focused instruction (MFI). FFI emphasizes the

importance of learner`s conscious raising of grammatical aspects during instruction. MFI refers to language acquisition through pure communicative sceneries.

MFI responds to Krashen`s theory of natural acquisition (Krashen, 1982). The central construct of this theory stated that l2 learners acquire a foreign language by following similar procedures to those they use to acquire their mother tongue. Therefore, there is not an explicit instruction of grammatical aspects. It supposed that they are acquired naturally through the immersion and exposure to the l2 (Long, 1997; Nourdad &Aghayi, 2014).

MFI responds to an entirely communicative perspective and produce high rates of fluency. However, in immersion classes l2 learners present problems related to lack of grammatical knowledge and inaccurate construction of utterance (Lyster, 2004; Swan, 2008).

According to Long (1991), FFI includes focus on forms (FoFs) and focus on form (FoF). Focus on forms begins with the selection of the particular language feature. Then, it is taught explicitly following a process of presentation, practice, and production. The primary stages are the explanation of the grammatical rules, the repetition of the structure and the creation of examples.

Nourdad et al. (2014) stated that "its aims is to mastering grammatical items rather than learning and using language for communication" (p. 1401). FoFs does not establish a relation with the meaning of the structure. The primary aim is the structure itself, and it does not consider its usage in real communicative environments.

The level of difficulty, the relevance of the structure for course program, and the frequency of its usage determines the selection of the grammatical structure. Moreover, students' needs and their preferences receive little attention.

FoFs has demonstrated its success for a particular kind of structure (Ebrahimi, Rezvani, & Kheirzadeh, 2015). However, the main problems with this approach rested in its "artificial and stilted" activities (Long, 1997, p. 002). According to Ellis (2002), the dialogues and conversations are unreal and do not use real life conversations. These circumstances tend to produce boring lesson and decrease students´ motivation for l2 learning.

Regarding focus on form (FoF), it takes the best characteristics of FoFs and
MFI.

FonF represents the attention that students provide to a language structure. Besides, teachers or students can direct the attention to the grammar structure, while learners are engaged in l2 production inside a communicative environment (Long, 1997; Ellis, 2002).

Focus on Form Instruction

Krashen (as cited in Lightbown & Pienemann, 1993) stated that second
language

learners could acquire l2 by following a similar process of l1. Also, he said that the primary requirement is a lot of a meaningful input. Researchers have demonstrated that learners acquire fluency of l2 in immersion programs. However, they tend to fail in accuracy. To summarize, students can communicate their ideas, but they use wrong and inappropriate language structures (Lyster, 2004).

In contrast, learners who tend to concentrate intensively on grammatical
structures

gain a high level of exactness, although they present a lack of success in their spontaneous communication in l2 (Ellis, 2002; Lyster, 2004; Swan, 2008). Besides, Swain (as cited in Ellis, 2002) stated that learners need to focus on both communication and forms.Therefore, it is necessary to identify a kind of instruction which combines attention to forms while students are performing communication (Ellis, 2002).

Regarding this kind of instruction, Long (1997) claimed that "Focus on form refers to how attentional resources are allocated, and involves briefly drawing students` attention to linguistic elements such as words, collocations, grammatical structures, in context, as they arise incidentally in lessons whose overriding focus is on communication" (p.40).

Ellis (as cited in Shamsudin &Karim, 2013) stated that FoF "is any planned or incidental instructional activity that is intended to induce language learner to pay attention to linguistic form" (p. 1266).

The noticing hypothesis supported the principles of FoF Instruction through the

attentional resources(Schmidt, 2010). These directed students' attention to the language feature that they need to learn for communication. As well as, it makes learner aware of the limitations of their own interlanguage (Long, 1997).

Moreover, Ellis (2002) argued that the student's intention for communication, and

the limitation of learner`s interlanguage to accomplish it guide their interest in language form directly.

Types of focus on form.

Despite the variety of types of focus on form instruction, they can be grouped following two aspects: the selection of language feature to be treated, and the treatment of errors. The former included the planned, and incidental focus on form instruction, and the latter considered the reactive and preemptive focus on form instruction(Long, as cited in Ellis, 2002; Ellis, 2002).

Planned and incidental focus on form

Planned focus on form (PFoF) instruction refers to the use of focused task. It means that the teacher selects the grammatical feature a priori of the class. Consequently, the designing of the lesson and materials aim to make students notice the language structure by eliciting its application during communicative activities (Ellis, 2002; Nourdad et al., 2014).

Moreover, Farrokhi and Talabari (2011) argued that teachers select the topics based on their perception of students` needs, the level of their development of interlanguage and exploration of language areas where learners have problems.

Ellis (2002) argued that PFoF shares a common characteristic with FoFs. It is the

a priori selection of the language structure. However, PFoF and FoFs presented two widely different ideas. Firstly, the goal of PFoF is purely communicative, and learners are not aware of the grammatical feature itself. Secondly, students concentrate on the function of the structure. Consequently, PFoF produces "language users rather than learners" (p.421). While FoFs represents the traditional methodology for teaching grammar. Students receive explicit explanation of the rules. Also, it does not include communicative aspects during the teaching of grammatical aspects.

Incidental focus on form instruction (IFoF) regards to the application of

unfocused task.   It means that teachers do not preselect a particular language feature. Students´ interlanguage and their needs determine it. Also, the goal of the lesson is to make students take part in a communicative situation.

According to Ellis (2002), Dastyar and Khodabakhsh, (2013), during IFoF instruction learners and teachers tend to direct their attention to a variety of language features. They emerge from the students´ intention to communicate and the constraints in their production, mainly because of their lack of knowledge of grammatical forms. Therefore, an IFoF lesson usually covers briefly multiple language features.

Farrokhi et. al., (2011) and Ellis (2002) considered reactive focus on form (RFoF) and preemptive focus on form (PeFoF) a subdivision of IFoF. Nevertheless, this research has grouped PeFoF and RFoF according to the occurrence of error treatment in both PFoF and IFoF.

Preemptive and reactive focus on form instruction

RFoF also named corrective feedback refers to the "treatment of learners` error."

It occurs at the moment of students` production or before it. It takes place when a teacher is suspicious about the probability of its occurrence; based on his perception and information about students` limitation with their interlanguage (Farrokhi et al., 2011, p. 38).

According to Marzaban and Mokhberi (2012), teacher feedback and peer feedback help solve these kinds of possible reactive errors. The negative evidence provided by a partner intends to highlight the error. Also, it makes students notice it and to reproduce correct utterance.

Moreover, the evidence can be explicit or implicit. The former stresses the use of metalinguistic vocabulary to indicate the error with a clear explanation. The latter refers to what Saiedi and Mohseny (2011) named as recasting. It is a technique that give emphasis on the error through raising tone of voice, makings stops or giving its correct structure .

Marzaban et. al (2012) stated that negotiation of meaning and a negotiation of form compound RFoF. Additionally, Ellis (2002) went further and made a classification of RFoF in two areas: negotiation, and feedback. The former can be conversational (negotiation of meaning) or didactic (negotiation of form). The latter included implicit feedback and explicit feedback.

Ellis et al., (2002) stated that the negotiation of meaning (significance) occurred

when a learner`s error generated a stop in the fluency of communication. It happens because participants cannot understand the meaning of the utterance and cause misunderstanding. Hence, learners or teachers clarify the idea and contribute to the development of the dialogue.

Students negotiate meaning through a "request for confirmation or request for clarification" The former implies that the teacher repeats the utterance that contains the error with or without reformulating it. The latter refers when a teacher does not have an idea of what students have said. Consequently, they use expression such as: what?, Sorry? (Ellis et al., 2002, p. 424).

To summarize, in a request for confirmation the learner only has to rearrange or

"reformulate his original utterance." While in the request for clarification, learners "reformulate the problem statement." It demands a deeper level of modification and adjustment (Ellis et al., 2002, p. 424).

Nonetheless, negotiation of form is part of RFoF. It represents those cases where

the leaner's errors do not affect the meaning of the utterance, the participants` comprehension of the idea, and the flow of the communication. The primary objective of this kind of FoF is to help learners improve their accuracy.

As stated by Ellis (2002), IFoF is implicit and explicit. Implicit focus on form (ImFoF) uses recast. It accomplishes similar goals with requesting for confirmation. In this type of feedback, the teacher reformulates a part or the whole of the erroneous utterance. The aim is that learners notice their mistakes and reproduce the correct statement appropriately.

Explicit focus on form (EFoF) tends to be more efficient in helping learner notice

their errors, mainly because it includes very detailed explanations of their mistakes, using comprehensible language and metalanguage. While, preemptive focus on form (PeFoF) appears when learners or teachers give attention to language features even if no error has occurred. This procedure starts with a question regarding the grammatical aspect, and it represents the starting point where students draw their attention to form(Ellis et al., 2002).

The main advantage of PeFoF is that it attacks those realistic gaps in learner`s interlanguage and it facilitates students` learning of them. However, the main disadvantage is that it can promote too many questions, which will distract the learners and the teacher from the goal of the instruction, which is meaning and communication. There are two kinds of PeFoF: learner initiated preemptive focus on form (LIPeFoF) and teacher initiated preemptive focus on form (TIPeFoF). (1) LIPeFoF begins with the students, who identify an aspect which is not clear to them and ask the teacher questions or to give an explanation. Moreover, depending on the situation the teacher can answer the question or can redirect it to another learner, (2) TIPeFoF starts with a teacher`s attention to forms. The instructor previously has identified the learners` gaps of knowledge and through a question or an advisory statement wants to warn students to consider those aspects. It occurs before starting to communicate orally or written (Ellis, et al., 2002).

Focus on form techniques.

Farrokhi et al. (2011) cited a variety of techniques, based on previous research. They are the following: (1) Input Flooding, this "refers the amount of comprehensible and meaningful examples which are provided to the learners to gain the `learners attention´ to the language structure" (Doughty and Williams, as cited in Farrokhi et al., 2011, p. 37). (2) Task essential language, is " the necessity of using specific forms, to complete the task" (Doughty and Williams, as cited in Farrokhi et al., 2011, p. 37). (3) Input enhancement, "this makes students aware of the structure through the emphasis given to the structure, mainly by `highlighting, underlining, coloring, rule giving and others´" (Long and Robinson, as cited in Farrokhi et al., 2011, p. 37). (4) Negotiation, "asking and answering question about how a special form is learnt and taught" (Lightbown, as cited in Farrokhi et al., 2011, p. 37). (5) Recast, "corrective reformulation of learner`s utterance that preserves a learner intended meaning" (Long and Robinson, as cited in Farrokhi et al., 2011, p. 37). (6) Output enhancement, "promoting students to produce output coating specific forms" (Doughty and Williams, as cited in Farrokhi et al., 2011, p.37). (7) Interaction enhancement, "an instructional treatment making students produce output by providing interactional modifications in order to help students to notice a mismatch between their interlanguage and target language forms" (Doughty and Williams, as cited in Farrokhi et al., 2011, p.37). (8) Dictogloss, "a produce encouraging students to reflect on their own output by reconstructing a text which is

read to them" (Swain, as cited in Farrokhi et al., 2011, p.37). (9) Consciousness raising tasks, "tasks promoting the occurrence of stimulus event in conscious awareness and its subsequent storage in long term memory" (Harley, as cited in Farrokhi et al., 2011, p.37). (10) Input processing, "interpreting input with the goal of incorporating the knowledge into one`s interlanguage" (Williams and Evans, as cited in Farrokhi et al., 2011, p.37). (11) Garden path, "a technique telling learners in advanced about a linguistic regularity plus its exception by pointing out the error made at the moment of generality" (Doughty and Williams, as cited in Farrokhi et al., 2011, p.37).

Focus on form episodes (FFEs).

Most of the researchers working in the field of focus on form instruction used focus on form episodes (FFEs). These help to identify the frequency and length of the evidence of the focus on form instruction (Marzban, A. &Mokhberi, M., 2012; Saiedi &Mohseny, 2011; Shamsudin &Karim, 2012; Dastyaret al., 2013; Shamsudin, Karim &Hamzah, 2012; Ellis, as cited in Saiedi et al., 2011).

According to Ellis (as cited in Dastyar et. al, 2013), the focus on form episode is a unit of analysis. It encompasses the period since the moment that learners give attention to form until this attention finished. Moreover, an FFE concludes when students stop their attention to language form and move it toward a different aspect of the structure; or it changes to a different language structure.

The objective of using FFE rests in the possibility of estimating the amount of FFE. An analytical procedure allows researchers to calculate the amount of FFE during a particular session, and the frequency of occurrence in minutes. This information contributes establishing at a comparison with previous investigations and determining the efficacy of the intervention with FoF (Marzban, 2012; Saiedi et. al, 2011; Shamsudin et. al., 2012; Dastyar et. al, 2013 and Shamsudin et. al, 2012).

Uptake in focus on form instruction

According to Lyster and Ranta (as cited in Dastyar et al., 2013), uptake refers to the learner`s production, and it should occur immediately after the teacher or peers have corrected the student`s mistake

The concept of uptake corresponds to a procedure of cause and effect. The cause is the teacher or learners` feedback or intention to make students aware of their mistake. While the effect results in the students` reaction or the rebuild utterance created after feedback.

In Lyster and Ranta`s definition, the conception of uptake only occurred in incidental FoF. However, Ellis (as cited in Dastyar et al., 2013) stated that it also happens in preemptive focus on form.

Ellis (as cited in Shamsudin and Karim, 2013) argued that uptake or students` reaction to error correction can result in successful uptake or unsuccessful uptake. The former corresponds to the learner`s production which is correctly repaired or when they demonstrated understanding. While the unsuccessful uptake is the lack of intention to correct the error or when the repaired production does not fulfill the language requirement.

Ellis (as cited in Dastyar et al., 2013) established two categories to classify uptake in FoF such as uptake in RFoF and uptake in PeFoF. The former groups "acknowledge, repair and needs repair." Whereas, the latter encompasses "recognize, apply and needs-application" (p. 521). Regarding these concepts, (a) Acknowledge happens when the learner accepts the teacher or peer feedback by saying "yes." (b) Repair: the learner corrects the erroneous target language satisfactorily after the comments, (c)Need-repair: when the student despite receiving feedback continues making wrong language utterance, (d) Recognize: when students express that they understood they have made an error by saying *mmmm /ohhahhhh* (e) Apply: when learners intend to use the information from the feedback and provide examples, and (f) Needs-application: when students still made mistakes in the corrected language feature.

Implications of focus on form instruction.

According to Farrokhi et. al (2011), FoF instruction generates language acquisition instead of language learning, mainly because learners give their attention to language form in a communicative context.

Marzban et. al (2012) conducted research to determine the effect of preemptive and reactive focus on form in grammar learning. The results demonstrated that there was not a significant difference between the control group and PeFoF group; while the group who received RFoF performed better than the control group and the PeFoF.

Saiedi et. al. (2011) conducted a similar study. It measured the effect of preemptive and reactive focus on form regarding proficiency in l2 in two groups of intermediate and upper-intermediate. The results demonstrated that there was not a significant difference between the amount of reactive and preemptive FFEs used by the teachers in intermediate and upper-intermediate levels of proficiency.

Shamsudin et. al (2013) stated that teachers and students are conscious of the benefits and advantages of using focus on form instruction, but students argued that they want the teacher to correct their mistakes immediately after the mistakes have occurred. In other research Shamsudin et. al., (2012) studied the typology, characteristic and distribution of FFEs in EFL contexts, and demonstrated that formal instruction of L2 through FoF instruction can be a valuable technique for acquisition.

Dastyar et. al (2013) investigated the effects of incidental focus on form in the uptake of language structures in two groups of students at the lower and high proficiency levels. The results demonstrated that lower level students benefited more from "long and complex interaction" in the form of incidental focus on form (p.528).

Also, Nourdad et al. (2014) stated that the group of students who received FoF instruction obtained higher scores than the group of learners who received FoFs instruction .

Although researchers mentioned above have agreed on the beneficial
         component
of focus on form instruction, there are others who consider it too subjective. For instance, Poole (2005) showed his skepticism regarding this kind of teaching. He felt that previous research was done in a classroom environment with a healthy number of students and numerous resources. He stated that this type of situation is relatively impossible in real life. Remarkably, in countries where classrooms are overcrowded, and there are limited resources for l2 education. Poole (2005) also considered that L1 influence in class could be a determinant factor in the success of focus on form instruction.

 Studies done by Anderdoff (as cited in Poole, 2005) showed that in Zulu-speaking classes because the teacher and students possess the same mother tongue, they tend to use it to clarify wrong assumptions, and therefore there was little use of incidental focus on form instruction.

Ebrahimi, Rezvani and Kheirzadeh (2015) conducted research to evaluate the

efficacy of focus on form and traditional grammatical instructions for learning conditional sentences. The results demonstrated when the traditional instruction was used learners achieve higher levels of knowledge of conditionals. Those results were more significant than those obtained in focus on form. These researchers concluded that the success of traditional grammar rested in their capacity to "direct learner`s attention to grammatical rules…" and that this was sufficient. (p. 21)

After reading a variety of author's conceptions regarding Focus on Form. We adopt Ellis` arguments. We consider that his classification of FoF instruction is more appropriate for our environment, where iIt is mandatory that our students follow a systematic syllabus and fulfill domains requirements by CEFR. Therefore, our research takes the principles of Planned Focus on Form, which established that selection in advanced of learning content (Ellis, 2002). Also, learning content adheres with those set in British Council – EAQUALS Core Inventory for General English for an A2 level (North, Ortega and Sheehan, 2010).

Moreover, we agreed with Ellis (2002) and Farrokhi et al.(2011) regarding their

ideas about the treatment of learner`s mistake. Hence, this research uses the preemptive and reactive focus on form. We think that according to the situation during the learning process, the teacher can make use of preemptive explanation of the topic and also can apply more reactive treatment to students´ errors. Hence this research implements a planned focus on form with a treatment of learner error which follows the preemptive and reactive FoF classification.

CHAPTER III
METHODOLOGY
3.1 Methods and Instruments

This research intends to study the impact of what Ellis (2002) named planned focus on form instruction (PFoF). This action research applies the PFoF instruction with a preemptive and reactive treatment of error for grammar learning. To determine its efficacy, we also want to be aware of students´ perceptions regarding this approach. This research follows the constructivist paradigm, and its ontological and epistemological bases are relativism and subjectivism, respectively (Guba & Lincoln, 1994).

This study intends to analyze and comprehend reality based on student´s perception and tests results. The aim is to understand the pedagogical intervention for teaching grammar called planned focus on form approach, and to identify students` opinions of it. The method employed was Exploratory Action Research. Kemmis and McTaggart (as cited in Burns, 2010) states that an Action Research has four phases: planning, action, observation and reflection. Regarding the planning phase, as EFL teachers, our practice and experience have allowed us to identify problems in the use of grammar. It has motivated us to apply a new methodology for teaching it, which is Planned Focused on Form in the classroom.

During the action phase, our research intends to determine whether planned focus
on form helps their understanding and use of the following tenses: Past continuous, present continuous, past simple, present perfect, will –won`t, and be going to, which according to North, Ortega and Sheehan (2010), are the main grammatical topics for A2 learners.

Action Research is concerned with "local practice and focuses on teaching development and student learning" (Creswell, 2015, p.581). "It is a contextual small scale and localized research, which identifies and investigates problems within a specific situation" (McKay, 2006, p. 30). The study was done with 31 EFL students from a second level course at a language center. According to the syllabus, it corresponds to an A2 level from the Common European Framework (CFER).The intervention was carried out during a period of 4 weeks. The students attended 8 sessions of 3 hours each for each grammar structure, for a total of 24 hours of classes.

According to McKay (2006), action research is "evaluative and reflective as it

aims is to bring about change and improvement in teaching practice" (p.30). Hence, it requires the collection of both qualitative and quantitative data (Bryman, 2012; Creswell, 2015). Moreover, Sagor (as cited in Creswell, 2015) stated that "the more sources used and the more triangulation among them, the more you will be able to understand the problem" (p. 591,592).

Consequently, data gathering instruments were: 1) One KET English test (version 1), which identified the student´s level, and provided insights about the grammar structures where students have more difficulties; 2) Written journals, where students narrated their positive and negative experiences regarding the applied methodology. Students were given 10 minutes each session to write down their thoughts. They were written in their mother tongue, and were collected at the end of each session; 3)Video recordings of each session; 4)Quizzes, which provided us with feedback; 5) Two attitude surveys, using a Likert scale, were applied before and after the intervention. They provided with information about the impact on student´s attitude toward grammar; 6) A post-test from KET English test (version 2), this test complemented the research because it demonstrated if students improve their knowledge of grammar.

3.2 Data Coding

With the purpose of maintaining confidentiality, making the results understandable, and providing full information of the procedures, techniques, and strategies of this study; researchers developed a set of codes regarding: participants, sessions, interactions, frequencies, strategies, etc. Letters and numbers are the principal ways for coding, as well as known abbreviations for terms already known in the EFL field (Appendix 03).

3.3 Participants and site

The participants belong to a public university located in the capital of a province in the coastal region of Ecuador. All of them come from a low socioeconomic group, and they live in small towns around the city. The principal incomes of the site come from agriculture, specially rice, corn and soybean. The participants' ages are between 18 and 20 years old. The total of participants are 31, 22.58% are men, and 77.42% are women. Also, 25% of women have children, and all the students divide their time between studying and working, either full or part time.

CHAPTER IV
PRESENTATION OF RESULTS

The following section presents de development of sessions one to six. It includes: (1) Interactions during the intervention, (2) FoF episodes, (3) The results of session tests, and final sessions test, (4) Common errors in short and long term tests, (5)KET results from pre and post test, (6) Students' journals information per each session, and (7) Likert scale results before, and after intervention.

Session 1. Present Continuous
Input Flooding

Teacher presents the main characters of a video (BBC,n/a) the images are labeled with the names of each character. Then, the teacher has Ss only listen and watch the video. When the video finishes, the teacher writes the names of the characters and formulates four questions: (1)*What is Oliver doing?, (2) What about Alfie, what is Alfie doing? (3)What else is Alfie doing?, and (4)What is Sophie doing?*.

On question one students answer *studying*, and the teacher reformulates the answer: *Oliver is studying*. During this activity teacher applies Didactic FoF, which was done through negotiation of Form. The main goal of the teacher was drill Ss into the use and structure of present continuous.

On question two, students answer: *He is studying.*

On question three, they answer: *Doing homework*, and the teacher replies: *He is doing homework.*

On question four Ss struggle, and the teacher changes the question to: *Where is Sophie?* Ss reply: *In Egypt*, and the teacher now asks: *What is she doing in Egypt*? and Ss say: *Visit the pyramids.* At this point the teacher sets the sentence again: *She is visiting the pyramids*, making a clear emphasis on words *is* and *visiting*.

The teacher re-formulates question four again: *What is Sophie doing*? Ss do not answer as it was expected. Therefore, teacher asks yes/no questions to get the correct answer.

T: *Is she studying in Egypt?*

Ss:*No*

T:*Is she working in Egypt?*

Ss: *No*

T: *Is she working or travelling?*

 Ss:*Traveling*

Due to incorrect attempts from Ss to provide the answer for question four, teacher

uses negotiation by asking yes/no questions to guide them. Teacher asks another question:

T: *What is she doing*?

Ss: She *is travelling… visiting the pyramids.*

Input enhancement

Teacher asks students to watch the video again and look for the answer to the next

question:

T: *At what time is Oliver meeting Lucas?*

 Ss: *At eight.*

With the aim of drawing Ss attention to the structure, the teacher writes the response on the board: *Oliver is meeting Lucas at eight*. Immediately after Ss answered it orally. It helps Ss to recognize and get familiarized with present continuous structure.

The teacher formulates one more question regarding the video: *What is Daysi doing?*, and continues with the video to the episode where the information is. After doing this, Ss provide the answer: *She is practicing tennis.* Students could reply with a complete sentence. After getting the answer the teacher makes a personal question:

RFoF: Didactic / Explicit feedback (negotiation of form)

T: *What are you doing?*

Ss : *Studying.*

T: *We are….*

SS: *We are studying*

Through this process, teacher requests for confirmation where the learners reformulate their original utterance into a complete one.

Input enhancement

The teacher formulates a question about two students who are not in classes: *What are your friends from Tourism career doing*? Ss reply: *Travelling*. Then, the teacher writes

on the board: *They are travelling*, and have students repeating the complete sentence orally.

Consciousness raising task

To raise consciousness of the present continuous structure, the teacher provides a fill in the blank exercise (see appendix 04). Students listen to the video and complete the spaces with missed present continuous structures (BBC, n/a). Students listen to the video twice. Then, the teacher plays the video with the transcript, and stops it when the structures appear. Students compare the transcripts with their answers.

With the purpose of getting Ss' attention to the use of present continuous, the teacher uses character Alfie and says: *Alfie is doing four activities at the same time, he is studying, he is listening music, he is downloading a game and he is uploading music. Can you do more than one activity in the same moment, at the same time?* Students answer: *Yes,* and the teacher enhances students to mention the activities they are doing. Then students answer: *We are studying English, We are watching a video, We are listening.*

Then, the teacher plays the video again and remarks the following sentence: *I´m meeting Lucas at eight*. At that point, the teacher introduces the other use of present continuous and asks: *Is this activity for this moment*. Ss answer: *No.*

Teacher asks: *What time is it*? *Past? Present?* And students answer: *Future.* Then the teacher points the use of present continuous for activities in the future.

The teacher presents negative structure of the tense by playing the video again and asking: *Is he studying?* Ss respond: *No*. After that, the teacher presents on the board a negative structure by writing: *He isn´t studying*.

After this, a question form is presented by the teacher: *Who is calling*? *What is Sophie doing*? And Ss answer: *The mom, riding a camel* respectively.

Teacher asks Ss: *What are we doing in this class?* Ss say: *Studying*, then the teacher writes the answers on the board: *We are studying, We are watching a video, We are doing exercises*(for transcript see appendix 05).

Dictogloss

The teacher now reads a paragraph and Ss only listen, they do not take notes.

After reading for the first time, the teacher asks them to take a piece of paper so that they could take notes about the paragraph. Consequently, the teacher reads for a second time, and reminds them to take notes (see appendix 06).

The teacher asks them to make groups of three. Once they are in groups, the teacher asks them to share and compare their notes with the members of the group. After that, they reproduce the story in a poster. The teacher gives Ss 10 minutes to do the activity.

Consciousness raising task

Once students finish their posters, they put them on the wall. Students walk around the classroom. While reading their peer´s work, students correct their own mistakes.

During this session, ten posters were produced. In this report, three figures are presented, for more pictures see appendix 07.

*Figure 4.1.*Poster with no errors on the structure of present continuous. Taken from session 1. July 23rd, 2016.
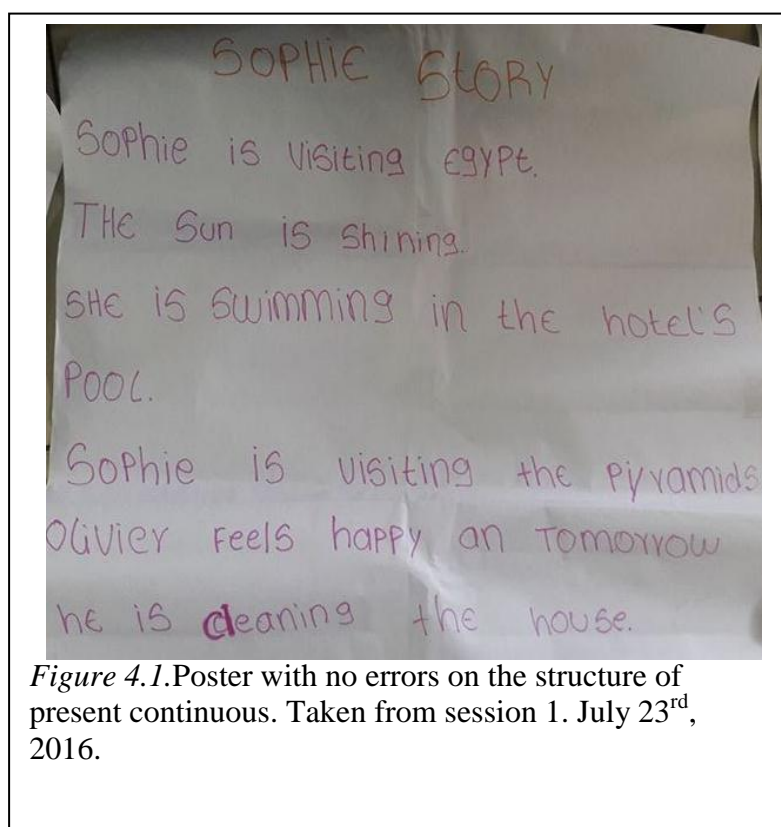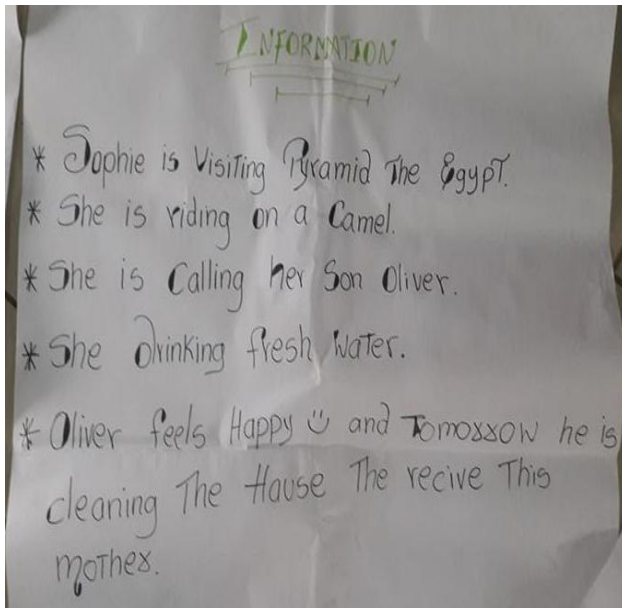
Figure 4.2 In general, the poster demonstrates a correct use of the present continuous tense. Observable problems regard on the use of prepositions. Taken from session 1. July 23rd, 2016.
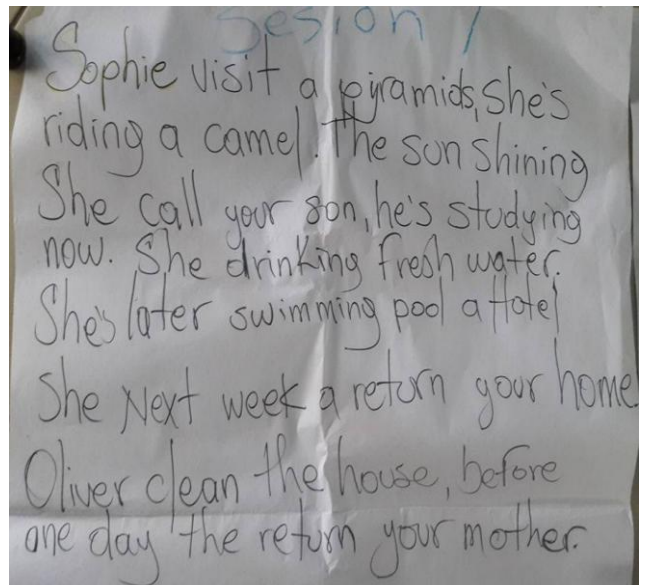
Figure 4.3 There is a lack of the present continuous structure; however, the meaning is understandable. The main problem rests on the absence of verb "be" in the sentences. Taken from session 1. July 23rd, 2016.

Conscious raising task

Teacher presents the dictogloss story. While reading, the teacher mimes to demonstrate when the activity is "now", or for "future." Then, the teacher gives students a chart where they complete with time expressions retrieved from the dictogloss story (appendix 08).

Output enhancement

After Ss complete the chart, the teacher asks them.

T: *What is your dog doing now?*

Ss*: The dog is sleeping.*

T: *What is your previous teacher doing now?*

Ss: *He is working.*

T: *What are you doing later?*

Ss*: Later, I´m sleeping.*

T: *What are you doing next week?*

S1*: I am studying English.*

S2:*I'm going to a baby shower.*

RFoF: Didactic/Implicit Feedback (negotiation of form)

T: *What are you doing tomorrow*?

Ss: *Homework*

The teacher pushes Ss to answer in a complete way:

T: *We…*

Ss: *We are studying.*

Input enhancement

The teacher gives students a sheet with sentences from the transcript of the video

(BBC, n/i). Students read each sentence and write (N) for actions happening now, and (P) for planned actions with Present Continuous (see appendix 08).

Students struggle on sentence thirteen related to the use of present continuous in

future. Therefore, the teacher provides an explicit feedback by modeling different example on the board.

Output enhancement

The teacher asks Ss to work in pairs. Then the teacher gives each student a picture

from different known places in Babahoyo. Teacher asks Ss to imagine they are in that place, and to formulate two questions: (1) *What are you doing now?(2)What are you doing tomorrow?*

Ss have ten minutes to practice with their partner. Then, they carry out the conversation with a different partner.

Example 1: Reactive FoF (students' explicit feedback)

S1: *What …*

T: *What….*

Audience: *Are you..*

S1: *What are you…doing now?*

S2: *I´m in Malecon*

T: *Ok, what are you doing in Malecon?*

S2: *I´m walking in Malecon. What are you doing now?*

S1*: I´m having a coffee in Sweet and coffee*

T: *Ok, Plan for the future*

RFoF: Didactic/ explicit feedback

S1: *What are you doing tomorrow?*

S2: *I´m going eating.*

T: *I´m eating..*

S2: *I´m eating pizza. What do you doing?*

T: *Repeat please.*

S2: *What are you… doing later?*

S1: *Later, I´m sleeping*

Example 2: Reactive FoF: conversational (requesting for clarification) explicit feedback

S1: *What are you doing?*

S2: *I´m drinking at Salas soft drink. What are you doing?*

S1: *I´m walking with my friends. What are you doing last week?*

T: *Sorry?*

S1: *Last week…*

T: *Next week*

S1: *What are you doing next week?*

S2: *The next week I´m watching a movie with my family in the cinema. What are you doing after?*

T: *After classes?*

S1: *What are you doing after classes?*

S2: *I´m sleeping*

Example 3: Dialogue without need for correction

S1: *What are you doing at the moment?*

S2: *In this moment I´m studying English in the university. What are you doing now?*

S1: *I´m drinking in Salas soft drinks.*

S2: *What are you doing next week?*

S1: *Next week I am eating with my family*

Session test results

Students take a test regarding session one (appendix 09). The test results show that 43% of the answers given by students were correct, while 57% present errors (appendix 10).

Figure 4.4. Results of present continuous test

Regarding the incorrect responses, 37.5 % of them respond to an absence of verb
to be in the sentence construction. Also 24.03% of the wrong answers correspond to confusion between past tense instead of present form of verb to be, and 13.46% of incorrect answers refer to a lack of using "-ing form" (appendix 11).

Table 4.1 - Common error presented in session test about present continuous

Common mistakes	% WA
Forget including verb to be	37.50
Use past tense of verb to be	24.03
Do not use present continuous structure	5.77
Do not use "-ing" in the main verb	13.46
Incorrect use of verb to be with personal pronoun	9.62
Do not answer	0.96
Incorrect word order	3.85
Misspelling "-ing " form	3.85
Use simple present instead of present continuous	0.96
Total	100.00

Source: Session tests

Students` journals

The information taken from the students' journals was classified in five categories regarding the perception of students about: a) Interaction, b) Improvements of the session, c) Resources, d) Methodology and e) Aspect they did not like about the sessions. Moreover, each category encompasses subcategories and some of them possess their own subdivision, for further details see appendix 12.

In the present continuous session, three subcategories presented relevance for students. They are communicative interaction with 53% of the answers, teacher to students' interaction with 39% and group work interaction with 9%.

Regarding communicative interaction, the journals results illustrate that 39% of responses agree that this methodology promotes student-student communicative interaction. Concerning interaction between teacher to students, 39% of the responses claimed that it enhances students' participation. In reference to group work interaction, dictogloss was the most attractive for students with 9% of positive responses.

	DIALOGUES	AKS AND ANSWER	T-S	S-S	ENHANCE PARTICIPATION		DICTOGLOSS
	COMMUNICATIVE INTERACTION				TEACHER TO STUDENTS		GROUP WORK INTERACTION
SESSION1	7	5	2	39	39		9
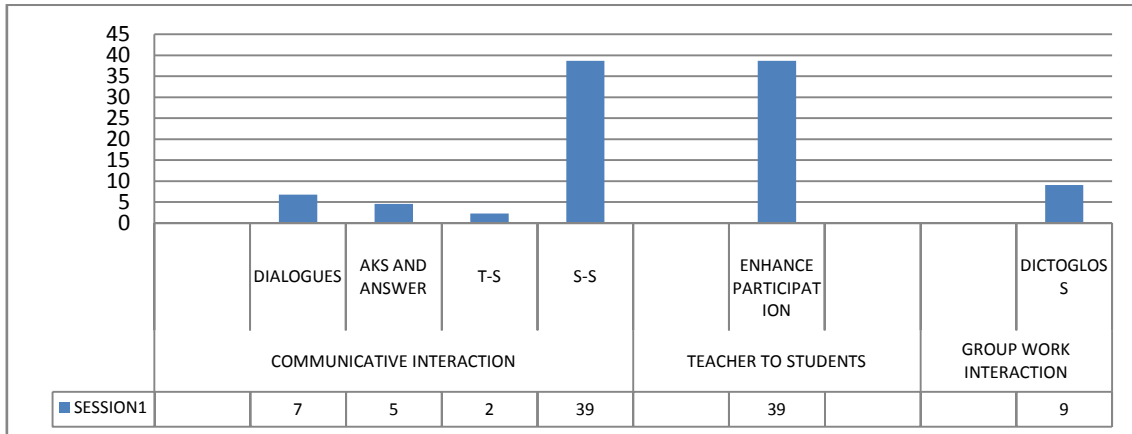
Figure 4.5 Students' perceptions regarding interaction in present continuous session.

According to students' responses, what they liked the most were activity sheets with 43%, images 29%, and videos 28%.
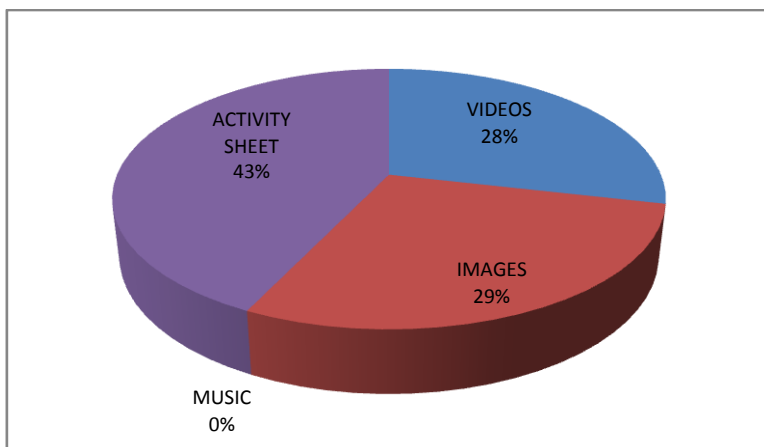
Figure 4.6 Students 'perceptions regarding resources in present continuous session

In relation to students´ responses, FoF methodology resulted attractive and interesting for the participants, 49% of participants agree that it was a very didactic and comprehensive methodology. 16% approves the applied activities. Regarding l2 learning, 10% of the participants' ´responses mentioned it explicitly.
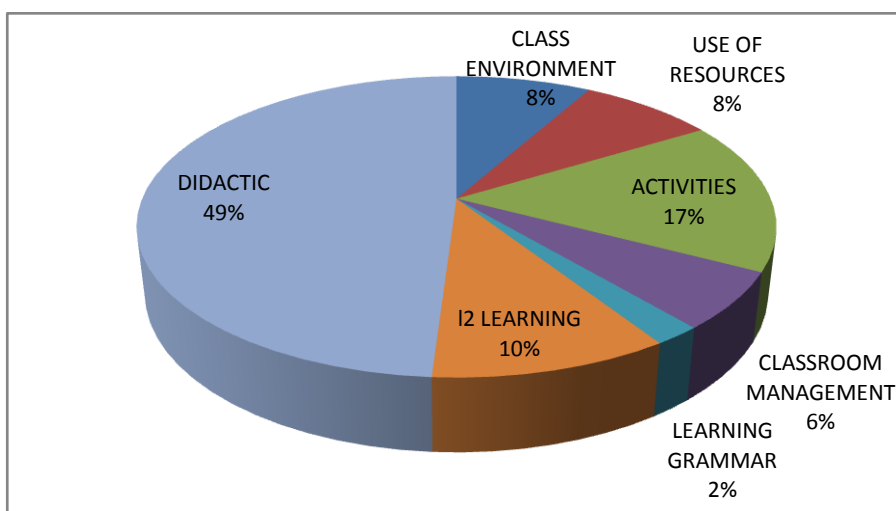
Figure 4.7 Students 'perception regarding methodology in present continuous session

Student's suggestions about the session were to promote more interaction, and improve the quality of visual aids, with 25% of responses respectively. Besides, 17% of students' answers demand for more immediate feedback, as well as improvement on activities sheets.
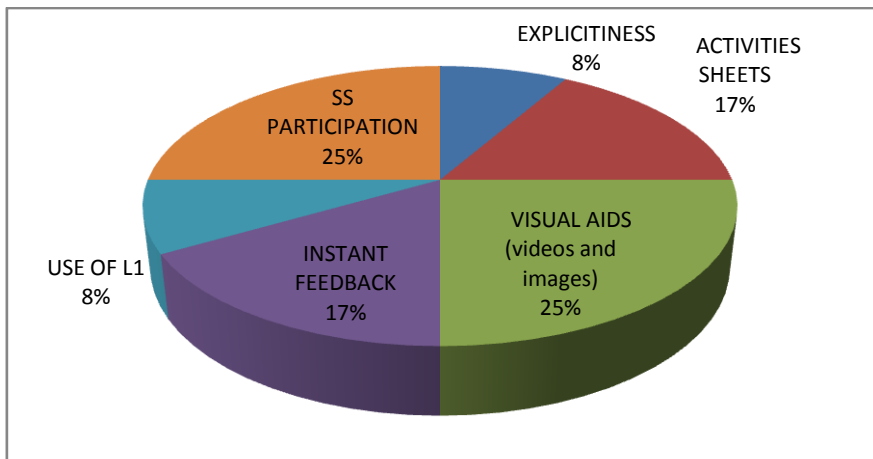
Figure 4.8 Students´ perceptions of improvement in present continuous session

Students' responses regarding the aspects they did not like about the session, listening activities represent 40%. Writing and reading 20% each, and fill in the gad and visual aids 10% respectively.
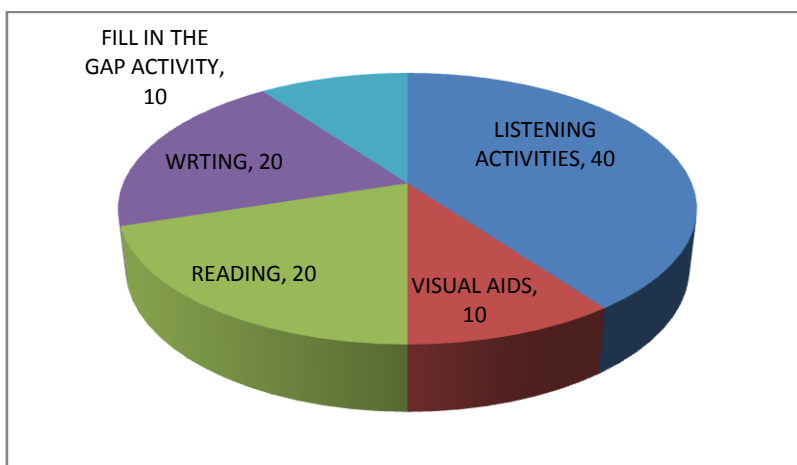
Figure 4.9 Aspects students did not like about in present continuous session

Session 2. Past Continuous Session

Input Flooding

Teacher begins presenting a picture about a "Birthday Party"(Carolinaaragn, 2012). Then, the teacher explains when the party took place and what activities they were doing (see appendix 13).

While explaining the story, the teacher uses body language to tell the story. The teacher finishes the explanation by writing on the board: *I was having fun in my party.*

Enhancement

Teacher gives Ss an activity sheet where they match the sentence describing the action with the picture. Then, the teacher begins checking their answers. As students answer, the teacher writes all the complete replies on the board, and uses different tones of voice. It helps to raise Ss consciousness with the form (appendix 14).

Reactive FoF: Didactic/Implicit feedback

T: *What were Jason and Claire doing in the party?*

Ss: *Laughing…*

T: *Look at the picture... What were they doing?*

Ss: *They were…*

T: *Yes!*

Ss: *They were laughing*

Reactive FoF based: didactic (negotiation of form)/implicit feedback

T:*Ok, next question…. Who is this person? What is his name?*

Ss: *Tom.?*

T: *Ok, what is the question*?

Ss: *What…*

T: *Ok..., What..?*

Ss: *What was…*

T: *Yes, was…*

Ss:*What was Tom doing?*

T: *Ok..What was he doing?*

Ss:*He was singing rock and roll.*

T: *Yes, Tom was… singing rock and roll.*

Teacher initiated pre-emptive FoF episode (attention to form)

T: *And finally we have Ellen and Eve.*

Ss: *What were…*

T:*Were or was?*

Ss: *Were!*

T:*Yes.*

Ss: *What were Ellen and Eve doing?*

T:*Yes, they were…*

Ss: *They were eating pizza.*

Input Flooding

The teacher begins asking Ss about their last birthday party. Teacher starts with an

example.

Reactive Fof : Didactic (explicit feedback)

T: *… what else. What other activities were you doing in the party? Your parents…What were they doing?*

S1: *My father…. Singing.*

T: *Ok, my father was singing. Do you have brothers?*

S1: *Yes, one brother.*

T: *Ok, what was your brother doing in the party?*

S1: *Playing the guitar.*

T: *He was…*

S1: *He was playing the guitar.*

After that, the teacher initiates a preemptive FoF episode by asking Ssabout the activities they were doing yesterday. Also, the teacher highlights the use of "was" when talking about actions in the past.

Interaction Enhancement

T: *What were you doing yesterday… let´s remember…*

S2: *In classes…*

T: *Ok, what were you doing in classes?*

S2:*Playing…*

T: *What were you playing?*

S2: *Basketball.*

T: *Ok, she was playing basketball yesterday morning.*

Teacher takes the answer from the student and writes on the board the example: *She was playing basketball yesterday morning.*

Input Flooding

Ss read a story about a terrible holiday, see appendix 15 (Rimer, 2015). Once Ss finish reading, the teacher reads aloud and Ss follow it. After reading, the teacher asks Ss to order the pictures according to the reading. They have 6 minutes to do it.

Input Enhancement

Ss receive a fill in the gap activity. The sentences used for the activity are taken from the reading, and the *"-ing"* structure is missed. Students provide the answer orally, and then they write them on the board. This activity was done with the intention of emphasizing students with the form.

Teacher presents a picture of a picnic scene "The Toledo´s family"

(Suganthy,n/a)

(see appendix 16). The teacher explains the family was having a picnic in the park, and gives instructions about what they do.

The teacher models one question, and asks a student to give the answer. Then teacher asks the student, who answered, to make a question from the picture to another partner.

Reactive FoF: Conversational (negotiation of meaning and form)

T: *Let´s make sentences about the activities the family members were doing. Ok, what was Lucas doing?*

Ss: *He was painting…*

T: *Ok, now, you make the question…*

S2: *"Who…"*

T: *Do you want me to repeat the question?*

Ss: *Yes…*

T: *Ok, my question was... What was Lucas doing?*

Reactive Fof: Didactic (explicit feedback)

T: *Yes, excellent. Now, make one question please.*

S3: *She was…*

T*: What..waaaas.*

S3: *What was Lara…*

T: *Doooo…*

S3: *Doing…*
T: *Doing!!, yes. Repeat.*
S3: *What was Lara doing?*
S4: *Jogging…*
T: *Lara was…*
S4: *Lara was jogging.*

During the exercise, peers supported each other by providing ideas about the structure of the questions. At the same time, the teacher helped Ss practicing with feedback regarding structure, and pronunciation. Besides, the teacher continues making questions to the whole class to reinforce the use of the structure (For the dialogues see appendix 17).

Input Flooding

Students work in pairs with the same activity asking and answering questions regarding the picture in appendix 16.

Output Enhancement

Teacher gives each Ss a paper with the name of a festivity. SS are going to think about the activities they were doing during that celebration. If they consider necessary to write their sentences, they can do it. The teacher monitors Ss while practicing. Their common doubts were:

Student initiated preemptive focus on form episodes

Ss: *Do I use was or was? Is it correct? Can I use pronoun instead of name?*

The teacher draws a chart with the names of the festivities on the board, and Ss come to write one sentence according to their topic. Once Ss finished writing their sentences, the teacher provided different kinds of feedback:

Reactive Fof: Didactic/Implicit feedback.

Student writes: *My family dinner in my house.*
T: *What activity was your family doing?... Dancing?? Washing dishes?*

S1: *Playing.*

T: *What was your family playing? Basketball?Football?Cards? Bingo?*

S1: *Bingo. My family was playing Bingo.*

RFoF: conversational (requesting for clarification)

Student writes*: I was with my mother for eating.*

T: *Ok… I was… what?*

S2: *Preparar…*

T: *So…. I was?*

S2: *Pre….paring…. I was preparing.*

T: *Yes. Excellent.*

RFoF: Didactic /implicit feedback

Student writes*: My sister visiting in my house.*

T: *My sister… My house?*

S3: *Was.*

T: *Yes! My sister was visiting my house. Very good!*

Session test results

Students took a test about past continuous (Appendix 09). The test results indicate that 55% of the answers were correct, while 45% present errors (appendix 18).
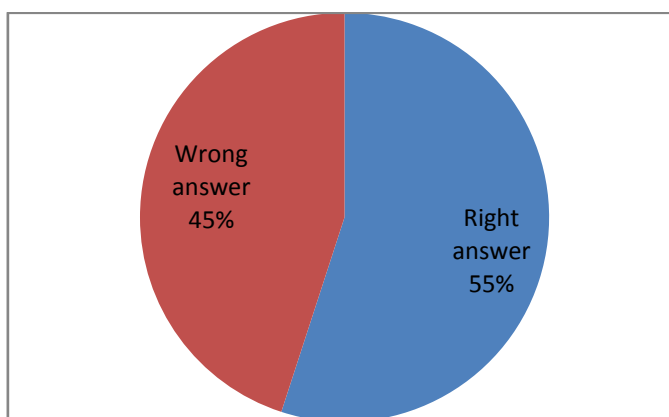
Figure 4.10 Results of past continuous session test

The common mistakes among students´ incorrect responses are: (1) Students do not use the auxiliary verb was/were in the negative form. They tend to use "not" as a

negative, (2) Students do not include the auxiliary was/were in affirmative statements, (3) Students misspell the "-ing" form in the main verb, (4) Students write the main verb without "-ing" form, (5) Students do not use present continuous structure, (6) Students use pronouns with incorrect auxiliary verb was/were, (7) Simple present interference in negative structures: don´t, doesn´t, isn´t, aren´t, and (8) In affirmative statements, students use verb to be in present tense (Appendix 19).

Table 4.2 Frequency of errors in past continuous session test

Types of the errors	% Wrong answers
In affirmative sentences ss use "to be" in present tense	4,67
Forget including "ing form" of the verb	14,02
Forget writing the " to be form"	15,89
Use "not" as negative form.	16,82
Use the simple present of negative form (don´t/doesn`t/aren`t/isn`t)	10,28
Use wasn`t instead of weren`t and vice versa	11,21
Do not use present continuous structure	12,15
Misspelling "ing form"	14,95
TOTAL	100

Source: Session tests

Short and long term results in present and past continuous session tests

Students took a session test to observe their learnt knowledge about a specific tense, which was taught in the previous session. Moreover, learners had to take a final session test once the six sessions have concluded. The session test results are compared with the final session test results to determine the students` capability for storage the studied tenses in their long term memory (Appendix 20).

In reference to the session 1 and 2 test results, students obtained 62% of right answers, and 38% were incorrect. While in the final session test students achieved 76% of right answers and 24% of wrong responses. The mean of the right answers in the session test and final session tests is 16,2 and 23, respectively. It represents an increasing in the right answers of 6.80 (Appendix 21).

	Item 1	Item 2	Item 3	Item 4	Item 5	MEAN
Right answers Session test	18	8	15	25	15	16.2
Right answers Final session	21	15	23	30	25	23
Wrong answers Session test	8	18	11	1	11	9.8
Wrong answers Final session	9	15	7	0	5	7
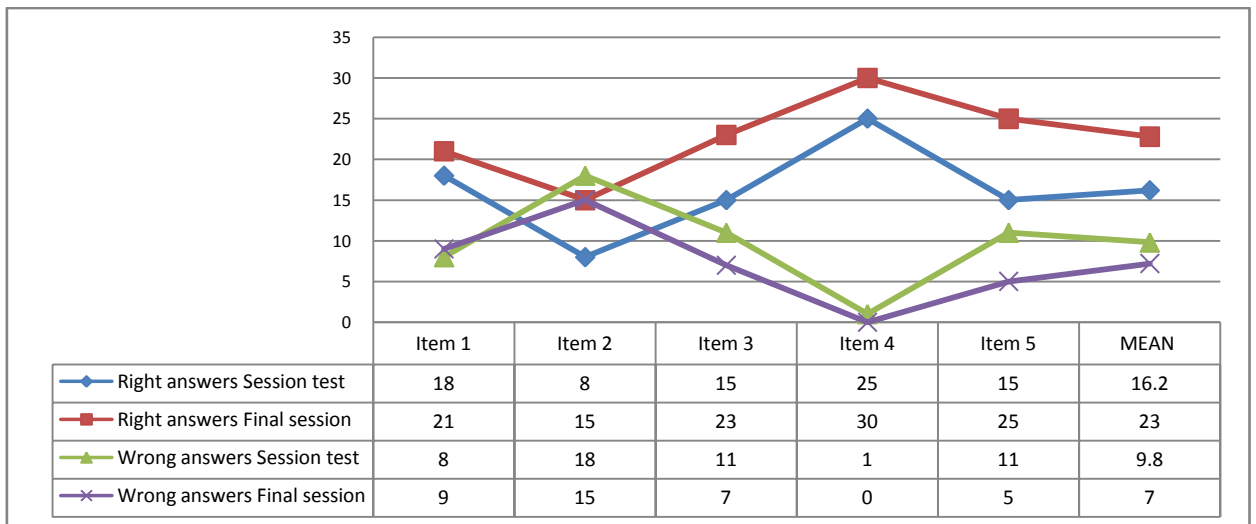
Figure 4.11 Comparison of present and past continuous session and final session tests

Regarding the scores in session test, 55% of students obtained a score over the mean (5.69), while in final test 58% of students obtained scores over a higher mean (7.4). In long term, the students' results indicate an increasing in 1.68 in the mean of the Tests results. Moreover, T-test is 0.001, which indicates that there is a significant development in the final session test in contrasting with session test results (Appendix 22).
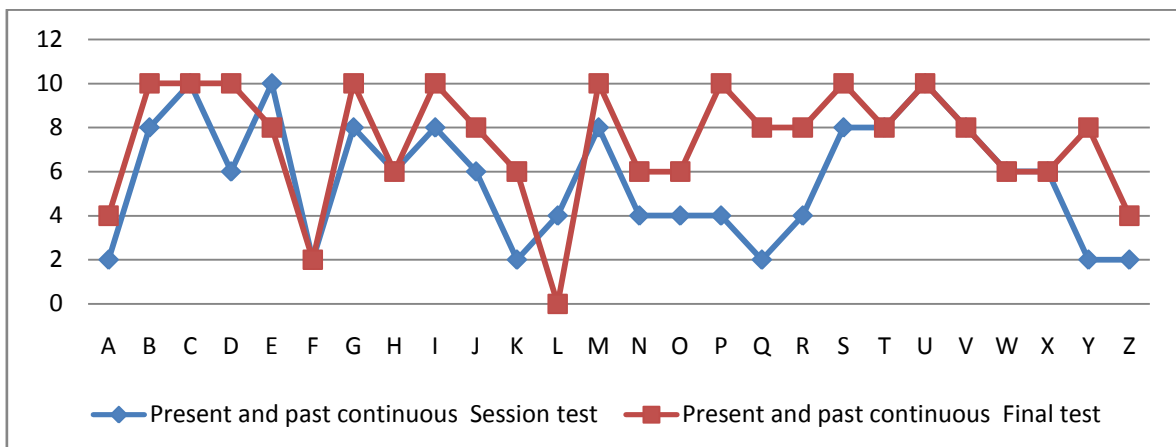
Figure 4.12 Session test and final test scores in present and past continuous tests.

Concerning the incorrect results, the table 4.3 shows the common errors in session and final session tests. Aspects associated to the lack of relating time expression with tenses decreased from 67.35% in session test, towards 63.89% in final session test.

Besides, the relation between the personal pronoun and the verb construction represented 30% of wrong answers in session tests, while in final session test it is 27.78. However, students did not demonstrate awareness on recognizing and understanding questions where deeper analysis was necessary. It moved from 2.04 in session test to 8.33 in final session test(Appendix 23).

Table 4.3 Contrasting errors in session and final session tests about present and past continuous tenses

| | % Wrong answers | |
Common mistakes	Session test	Final session test
Do not associate time expression with tense	67.35	63.89
Do not associate pronoun with verb construction	30.61	27.78
Do not understand the question	2.04	8.33
Total	100	100

Source: Student´s answers to session tests

Students` journals

The information taken from the students' journals was classified in five categories regarding the perception of students about: a) Interaction, b) Improvements of the session, c) Resources, d) Methodology, and e) Aspect they did not like about the sessions(Appendix 12).

Students' perception about interaction in past continuous session maintains two subcategories. They are communicative interaction with 67% of the answers, and group work interaction with 16%. However, students' answers include error correction with 16%.

Regarding communicative interaction, 35% of the students` answers declare that FoF instruction promotes interaction between students, 13% of the responses maintain that they like interaction through asking and answering questions. While, in error correction categories, students said that they like teacher`s feedback, it occupies 13% of the responses and peer feedback 3%. Finally, in group work interaction they stated that

they interact with their classmates in group work while they were looking for information.

| | COMMUNICATIVE INTERACTION | | | | | | ERROR CORRECTION | | | GROUP WORK INTERACTION |
	AKS AND ANSWER	GIVING IDEAS	SHARING IDEAS	T-S	S-S		PEER FEEDBACK	TEACHER´S FEEDBACK		LOOKING FOR INFORMATION
■ SESSION 2	13	3	6	10	35		3	13		16
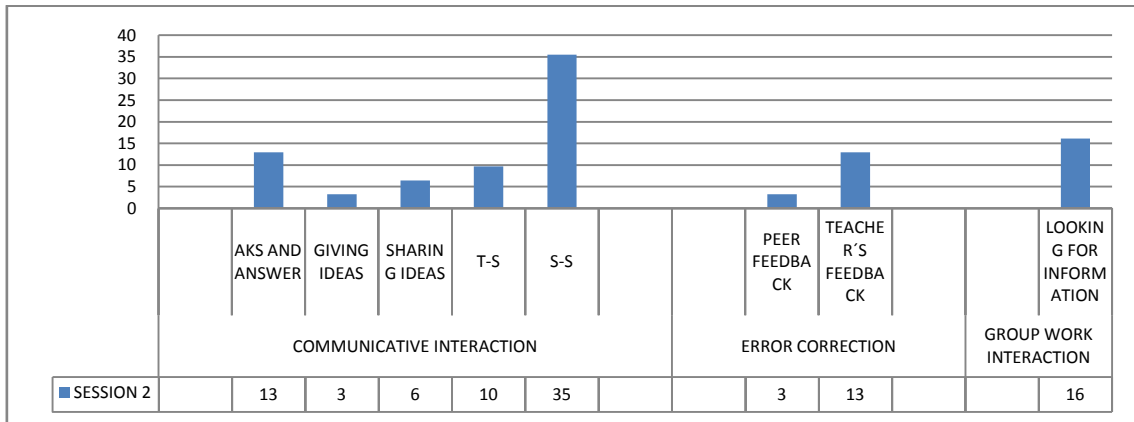
Figure 4.13 Students' perceptions regarding interaction in past continuous session

In reference to the category of resources, 87% of students `answers indicated that

they liked the images, while 13% liked the activity sheets.
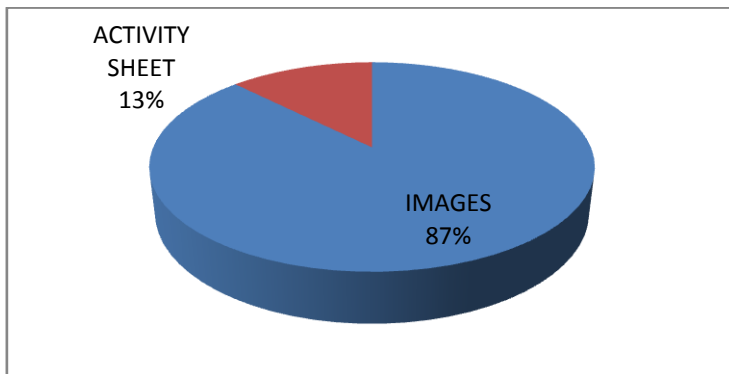
Figure 4.14 Students' perception regarding resources in past continuous session

The category related to the students' perception about the FoF methodology. 34%

of students' answers stated that it is a very didactic methodology. While 26% of them indicated that it promoted l2 learning. Also, students considered that this methodology generates a good class environment.
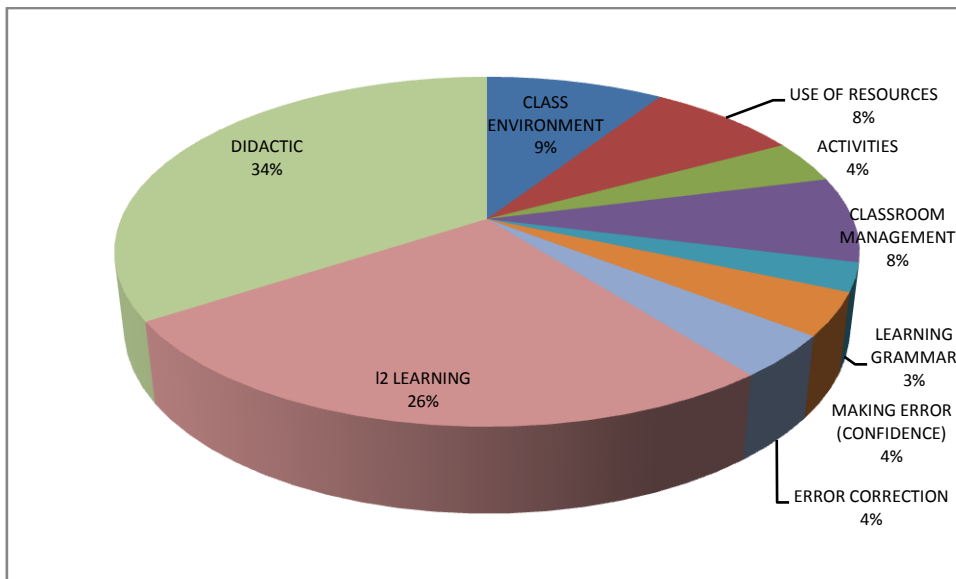
Figure 4.15 Students' perception regarding methodology in past continuous session

According to students' answers regarding improvements in the session, 43% of them considered that visual aids needed to be better quality, 29% stated that teachers had to consider the classroom arrangements, 14% asked for including games during the session and 14% of them claimed for more student`s participation.
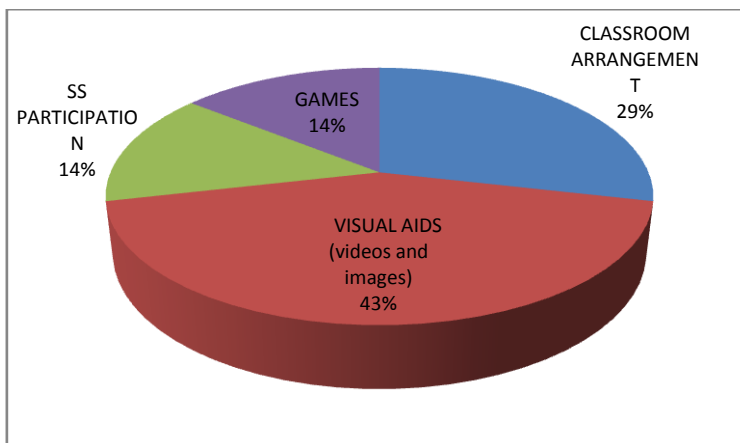
Figure 4.16 Students' perception regarding improvements in past continuous session

Session 3.Present Perfect.

Input Flooding

Teacher gives students a picture, a headline and a description of an extreme sport.

The aim is to make groups of three according to each sport (Appendix 24) (Enduro21, 2015; Banis, 2014; Grabowski, 2014; Publicnow, 2016; Release, 2015; Schivebaag, 2016; Wikipedia, 2016).

During this exercise Ss start to relate the name of the sport with the picture and the description. Partners help each other, and once they find their matches they sit down together.

The teacher checks if the Ss are grouped correctly. The teacher shows the information and begins to read loud. While students check their answers, they can switch groups.

The teacher reads the first description about the extreme sport making emphasis on the present perfect structure. After, one S from each group reads, and the teacher summarizes the information using present perfect structures (Appendix 25).

Input Enhancement

S1: *… I have ridden motorcycles for 10 years. It is my passion. I have won 6 competitions ….*

T: *Ok, so he has ridden motorcycles for ten years, he has won six competitions. Next, please.*

S3:*Hello… Have you ever practiced an air sport?*

T:*Aja, so he makes a question: have you ever practiced a sport like this?*

Ss:*Nooo…*

T:*Really? Never? You have never practiced this sport?*

Ss:*No, never!*

S4:*…. She has climbed Ice Mountains since she was 17 years old. She has gotten the first place ten times. She has suffered many accidents, but it hasn´t stopped her.*

T:*Ok, how old is she?*

Ss:*Thirty four years old*

T: *Ok, and she says she has practiced this sport, since she was seventeen years old. How many years has she practiced this?*

Ss:*Seventeen*

T: *Yes, for seventeen years she has practiced this sport.*

With the aim of highlighting in a visual way the present perfect structure, the teacher writes on the board: *She has practiced it for seventeen years.*

S7:*… The sport he has practiced for 9 years …*

T: *Ok, how long has he practiced this sport?*

Ss:*Nine years.*

After Ss answer, the teacher repeats the answer but in a complete way. Then the

teacher writes the reply on the board: *She has practiced paragliding for nine years.*

T: *Have you ever practiced paragliding?*

Ss: No, never.

T: *Next, rockclimbing.*

S7: *… I have never won a competition but I don't give up…*

T: *Ok, so what is his name?*

Ss: *Victor.*

T: *Has he won a competition?*

Ss: *No*

T: *Yeah…. He has never won a competition. Have you ever practiced rock-climbing?*

Ss: *No*

Input enhancement: Consciousness raising exercise.

After reading the paragraphs, the teacher asks Ss to look for sentences with the word "have." Once they find them, they underline these sentences.

While checking their sentences, a student asks: *Miss… have you?*And the teacher replies: *Is that a question?* The student says: *Yes.* Then, the teacher says: *Yes, underline please.*

The teacher asks to the group: *Do you have: have and has?*Ss answer: *Yes, have and has.* Then, the teacher explains them to underline both options, have and has. After that, the teacher draws on the board two circles, each one with the word "have /has".

Then, the teacher begins asking each group the verbs they found after the words

have and has. While the students provide their verbs, the teacher classifies them into regular and irregular verbs around the circles.

Explicitness in consciousness raising exercise.

The teacher summarizes the activity by remarking that the circles have different types of verbs. On circle one have and has are used with irregular verbs, and on circle two have and has are used with regular verbs.

Then, students receive a chart with a list of verbs from the reading in base form (Appendix 26). The teacher asks students to look in their readings the verbs with have and has. They complete with the simple past and past participle form.
While checking their answers, the teacher remarks that regular verbs have *-ed ending,* while irregular verbs change.

Input enhancement.

Students complete a crossword with the past participle form of the verbs from the reading. Then students check their answers on the board (Appendix 27)

Task essential language.

The following activity requires students to look for specific information in their paragraphs and answer four questions: (1) What is the name of the person?, (2) What sport has he/she practiced?, (3) How long has he/she practiced it?, and (4) How many competitions has he/she won?.

Once they complete the chart, Ss write sentences with the information they have in the chart. While they tell the sentences, the teacher writes them on the board (Appendix 28).

Teacher initiated preemptive FoF(focus on structure)

T: *Ok, how many people practice canoeing?*

Ss: *Two.*

T: *Ok so, he or they?*

Ss: *They*

T: *Very good. So they have…*

Ss:*They have practiced canoeing.*

RFoF: Conversational: (request for clarification) explicit feedback

T: *How long have they practiced canoeing?*

Ss: *Since (incorrect pronunciation)*

T:*Since*

Ss: *Since 1990*

T: *Yes, very good*

T: *Ok, canoeing*

G1: *They have practiced canoeing since 1990. They have won three competitions.*

Reactive FoF: Didactic/ Explicit feedback

T: *Ok… Give me your example.*

G2: *He have practiced extreme motorcycle.*

T: *Ok, with he… have or has?*

Ss: *Has.*

T: *Very good*

G2: *He has practiced extreme motorcycle for ten years. He has won six competitions.*

T: *Very good*

RFoF: Didactic/explicit peer feedback

T: *Ok, Ice-climbing.*

G5: *Shehad..has.. has... She has practiced ice-climbing for seventeen years.*

Input enhancement.

The teacher presents a power point with the extreme sports images and asks.

Reactive FoF episode: Didactic (Explicit peer feedback) .

T:*What sport have you practiced?*

S1: *Basketball*.

T: *A complete sentence.*

S1: *I am.*

Ss: *I have!*

S1:*I have practiced basketball.*

Output enhancement.

Students walk around the classroom asking and answering questions about their

peer`s experiences (Teach-This.com, 2014) (see appendix 29). After making questions, the teacher checks the answers orally. On the board Ss have the beginning of each question written: *Have you ever…* Then, Ss complete with the verb and missing information.

Reactive focus on form episodes: requesting for clarification

T: *Ok, number one says ride a motorcycle. How do you do the questions?*

Ss: *Ridden*

T: *Yes, ridden.*

T: *Ok, let´s see. Ride a motorcycle. Let´s make questions to look for information. Have you ever….*

Ss:*Ridden a motorcycle.*

T: *Ok, so Have you ever ridden a motorcycle? Ok, so. One student please, make the questions*

S1: *Have you ever ridden a motorcycle?*

S2: *No, I haven't.*

T: *Very good. Ok the same question please.*

Reactive focus on form episodes: Conversational (request for clarification)

S2: *Have you ever ridden a motorcycle?*

S3: *No, I haven't.*

S3: *Have you ever ride motorcycle.*

T: *Repeat please…*

S3: *Have you...ever... ridden a motorcycle?*

S4: *No, I haven't*

Reactive fof: Conversational (requestfor clarification)

T: *ok… now…Question 2.*

S5: *Have you ever be in Cachari.*

T: *Ok, repeat please. Have you ever…?*

S5: *Have you ever be...*

T: *be?? Or been!!*

SS: *Been*

T: *Ok, so repeat please.*

S5: *Have you ever been in Cachari hill?*

S6: *No, I haven't.*

Interview

S1: *Have you changed over the last 5 years?*

S2: *Yes, I have. How have you changed over the last 5 years?*

S1: *Well, I have gotten married.*

Reactive Fof: Didactic (Implicit feedback)

S1: *What sport have you practiced in the last 4 months?*

S2: *I haven't…. I haven't practiced any sport. What sport have you practiced in the last 4 months?*

S1: *Yes, I have… I have basketball.*

T: *Sorry? Repeat please…. I have-…*

S1: *I have… practiced basketball*

Reactive Fof: Didactic (explicit feedback)

S1: *What sport you practice?*

T: *Sorry, repeat??*

S1: *What sport you practice??*

T: *Ok, repeat please...* (using the fingers the teacher represents each word of the question)

S1: *What… sport… you??*

T: *What…sport… (missing word) you?*

S1: *What sport….have you practiced.*

T: *Yes, that's right*

Reactive FoF: Conversational (requesting for clarification)

S2: *Have you ever appli for a job?*

T: *Apli or applied?*

S2: *Applied.*

T: *Ok, repeat…*

S2: *Have you ever applied for a job.*

T: *A job!*

S1:*No. I haven't*

Reactive fof: Didactic (negotiation of form) explicit feedback

S1: *What sport has you practiced?*

T: *Has or have?*

S1: *Have.*

T: *Ok, repeat.*

S1: *What sport have you practiced?*

S2:*I have practiced basketball.*

T:*Ok. very good.*

Reactive FoF: Didactic (Explicit feedback)

S9: *What you have the practiced in the last month?*

T: *Ok. Sorry. Repeat*

S9: *What you have practiced?*

T: (Makes signs with the fingers asking to change order of words).

S9: *What have you practiced in the last month?*

S10: *I have practiced sports. Have you tried any extreme sport?*

S9: *No.No I don't.*

T: *Repeat, please.*

S9: *No, I don't practiced any extreme sport.*

Teacher asks students 10 to repeat the questions

S10: *Have you tried any extreme sport?*

S9:*No… I…. don't…*

T: *Have you…*

S9:*No, I have….*

T: *not?*

S9: *No, I have not.*

T: *Yes, very well.*

Session tests results

The session tests results showed that 33% of the answers were correct, while 67%

of them were incorrect (Appendix 30, 43).
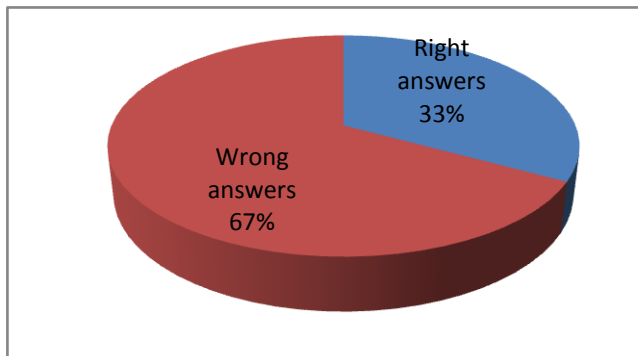
Figure 4.17 Results of session test about present Perfect

In reference to the wrong answers in the session tests, the common errors respond

to an incorrect application of the present perfect structure with 35%, incorrect use of the auxiliary with 24%. While errors related to the main verb respond to a confusion of the main verb form with 22% and misspelled of the main verb, which implies that students were correct in the selection of the main verb, but it was incorrectly spelled with 13% (Appendix 31).

Table 4.4 Common error in session test about present perfect

Common mistakes	% WA
Incorrect use of structure	35.00
Incorrect form of auxiliary	24.00
Incorrect form of main verb	22.00
Misspelled main verb	13.00
Do not use auxiliary	6.00
Total	100

Source: Session tests

Short and long term results in present perfect session tests

In session tests about present perfect students achieved 33.33% of right answers, and 66.67% of wrong responses. Moreover, in the final session tests learners obtained 18.67% of correct answers and 81.33% of wrong ones. The mean of the right answers for session test and final session test are 10 and 5.6, respectively. These scores indicate a decreasing in the right answers of 4.4. Moreover, the T-test is 0.089. It indicates that there is not a significant difference between the right answers in session and final tests (Appendix 32).

	Item 1	Item 2	Item 3	Item 4	Item 5	MEAN
Right answers Session test	24	9	5	12	0	10
Right answers Final session	15	3	3	5	2	5.6
Wrong answers Session test	6	21	25	18	30	20
Wrong answers Final session	15	27	27	25	28	24
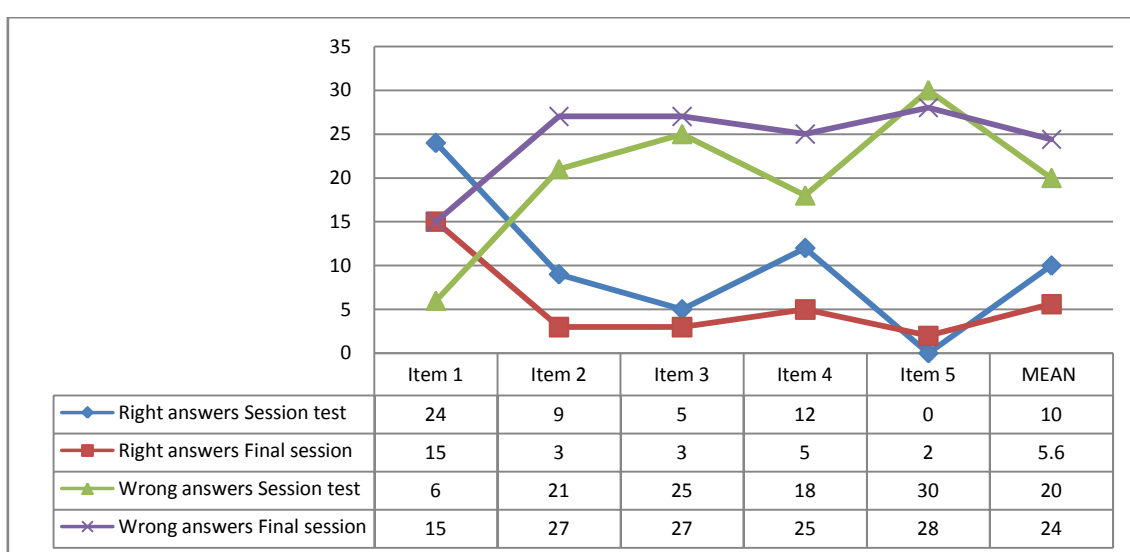
Figure 4.18 Present perfect: comparison of session and final session tests

The achieved scores in session test show that 52% of students obtained scores over the mean (4.67), while in final session tests only 23% of learners were over 2.067 mean. These results indicate a decreasing in 2.60 in the mean of the scores in long term. Regarding t –student test, it is 0.000, which indicates that the declining in results is significant (Appendix 33).
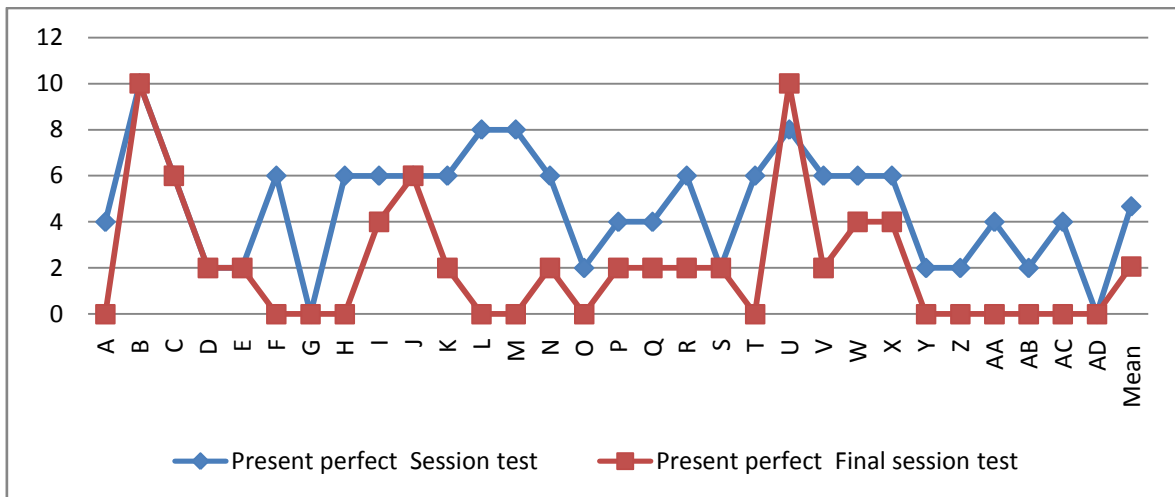
*Figure 4.19*Scores of session test and final test in present perfect

By contrasting students' errors in this tense, the incorrect use of structure increases in 12.97% in relation to the session tests, and misspelling of the main verb in 13.02%. The incorrect use of the auxiliary, the erroneous form of the main verb and absence of auxiliary, which were commonly observed in session tests, decreased in 10.82, 16.31 and 6, respectively(Appendix 34).

Table 4.5 Contrasting errors in session and final session tests about present perfect tense

	% Wrong answers	
Common mistakes	Session test	Final session test
Incorrect use of structure	35	47.97
Incorrect form of auxiliary	24	13.82
Incorrect form of main verb	22	5.69
Misspelled main verb	13	26.02
Do not use auxiliary	6	0
Total	100	100

Source: Student´s answers to session tests

Students` journals.

In this session, the interaction category includes communicative interaction with

72%, error correction interaction with 16% and group work interaction with 12%. In reference to communicative interaction, 56% of the students' answers said that FoF instruction promotes student –student interaction. In error correction category, 12% of

answers stated that they liked being corrected by their classmates. Finally, in group work interaction 12% of students' answers manifested that they liked the looking for information exercises in group work interaction (see appendix 12).

	AKS AND ANSWER	T-S	S-S			PEER FEEDBACK	TEACHER´S FEEDBACK			LOOKING FOR INFORMATION
	COMMUNICATIVE INTERACTION					ERROR CORRECTION			GROUP WORK INTERACTION	
■ SESSION 3	12	4	56			12	4			12
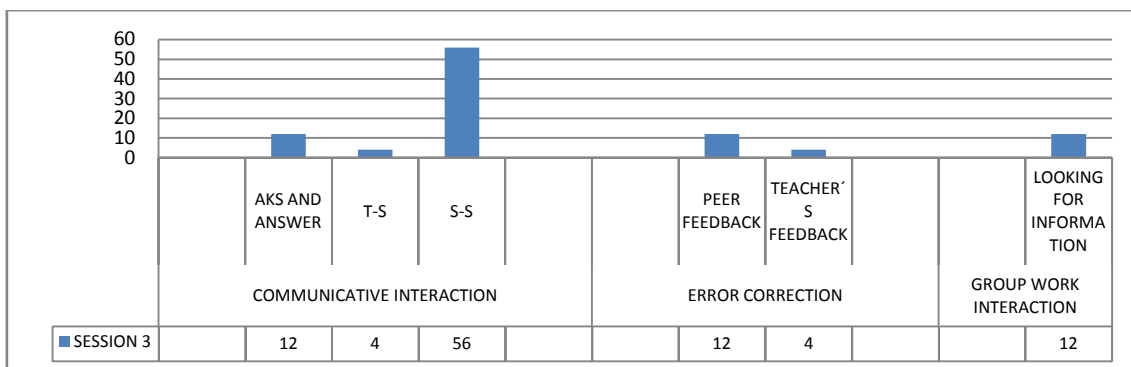
Figure 4.20 Students' perception about interaction in present perfect tense

Regarding the resources category, 67% of students´ answers claimed that like the

activity sheet used to study the present perfect tense, while 33% of them liked the music.
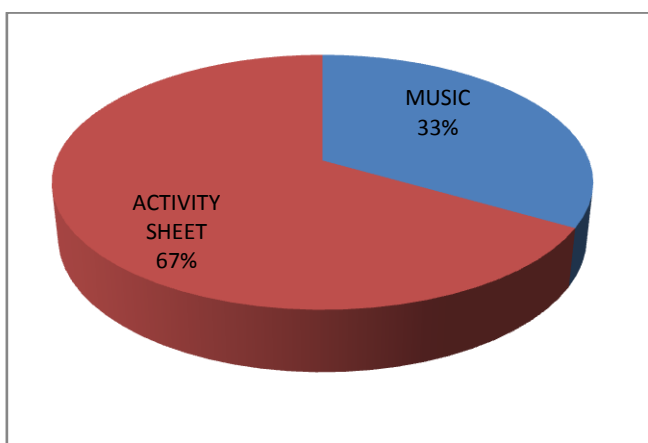
Figure 4.21 Students' perception about resources in present perfect tense

This category responds to students' perception about the methodology. The 44%

of students` answer stated that they found FoF methodology very didactic, and 15% of them considered it useful for learning l2. Moreover, 13% of the answers claimed that

the classroom management was appropriate for learning and 12% of them liked the activities.
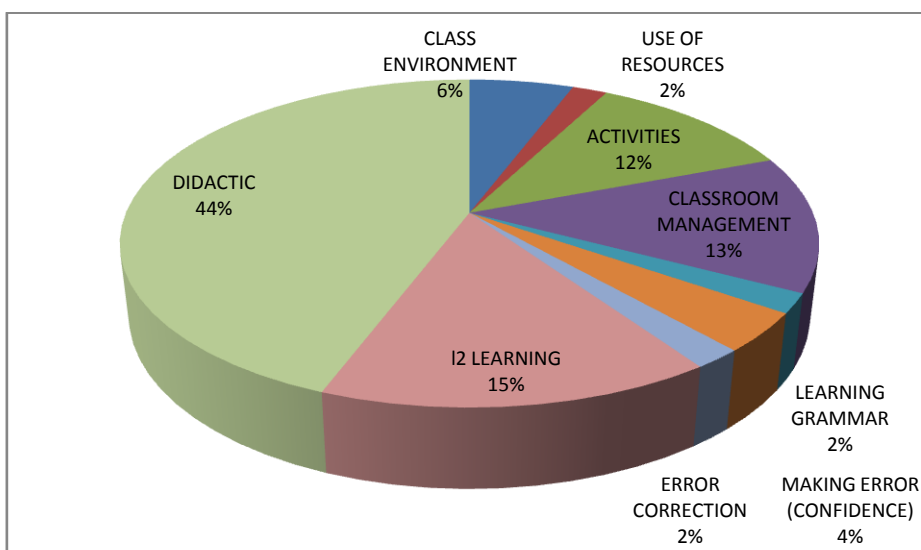
Figure 4.22 Students' perception about methodology in present perfect tense

Regarding the improvement category, 45% of the students' answers claimed for a

higher level of explicitness about the tense, 22% of them asked for a better use of the time during this session. While, 11% of answers required more students' participation, improvements in the activity sheets and use of l1, respectively.
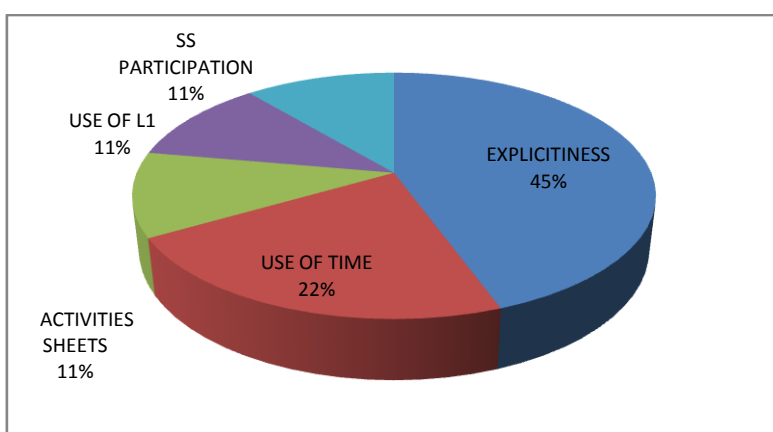
Figure 4.23 Students' perception about improvements in present perfect tense session

The aspects that students did not like about the present perfect session was the

tense itself, 67% of their answer maintained that they did not like this grammatical structure, 17% of them said that they found it confusing and 16% did not like the listening activities.
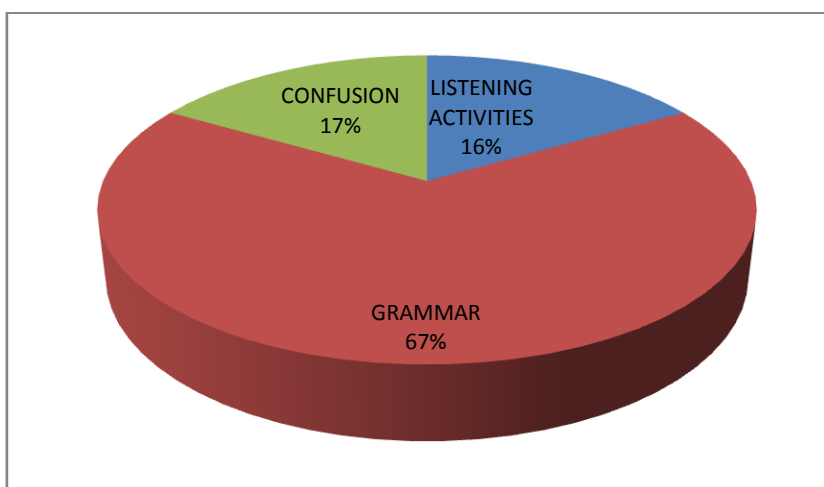
Figure 4.24 Students' perception about aspect they did not like in present perfect tense session

Session 4. Simple Past

Dictogloss with reading.

Students read a paragraph about "Ben´s diary" (Mizrahi, n/a) see appendix 35. Students can not take notes. After five minutes reading, the teachers asks students to write down the information they can remember from the reading[1]. Students form groups of three to share ideas to create a poster, and paste it on the wall.

Input Flooding.

Then, the teacher shows the reading again, and reads it. After that, students receive an activity sheet (see appendix 36) with picture from the text. Students put them in order according to the story. Later, the teacher checks the order with the class. While putting in order the pictures, the teacher asks for understanding of the sequence:

T: *Ok, so which is picture 3?*
Ss:*D. Had breakfast.*

---

[1] http://jasonrenshaw.typepad.com/jason_renshaws_web_log/2011/02/the-dictogloss-intensive-listening-for-integrated-language-development.html

Enhancement: conscious raising.

The teacher writes on the board: "had." And continuous writing the verbs of the

actions from the pictures: *Woke up, had, washed, put, walked, didn´t have, realized, sat.* Continuing with the exercise, the teacher projects the reading and asks students to underline the sentences with the verbs on the board. Then, the teacher explains these verbs represent the actions from the past.

After Ss underline the sentences, the teacher begins to write sentences, with the Ss

help, using the verbs and the name of the diary´s owner (see appendix 37).

T: *Ok, what is the first activity he did?*

Ss: *Ben, woke up.*

T: *What did he do next?*

Ss: *Ben saw the dog.*

Input enhancement: self-assessment.

The teacher continuous reading and ask Ss to read the posters they wrote. Ss have

to check if the sentences are correct and in order. Ss take a marker with a different color and put the number next to sentences according to the sequence. Also, the teacher asks them to make changes in the sentences if they need it(see appendix 38).
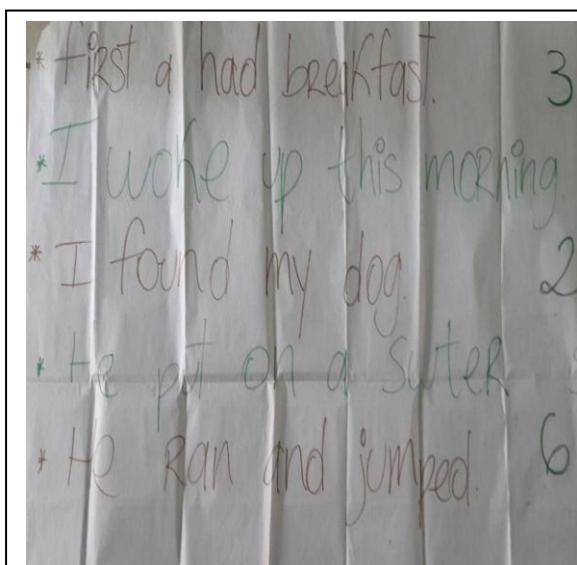
Figure 4.25 Students retrieved sentences from the reading correctly. Taken from session 4. July 30th , 2016.	Figure 4.26 Students notice the mistake in sentences one and two. Then, they correct them. Taken from session 4. July 30th , 2016.
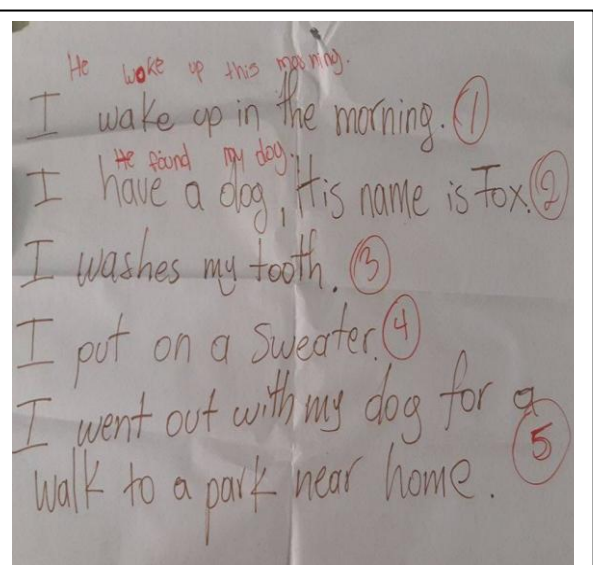
Input flooding.

The teacher plays a song where Ss complete with the verb in parenthesis (Youtube , 2008).The verb is in base form, and they write it in the simple past form (see appendix 39).Students only listen to and follow the lyrics. Then, they listen a second time, fill in the spaces with the simple past form of the verbs. Students recognize the verbs in past form by listening: *Made, brought, found, held, sold*. Finally, the teacher plays the song making pauses where the verbs are listened, and asks students for the verbs and writes them on the board.

Input Enhancement.

Students receive an activity sheet with a dialogue (Slideplayer.com , 2016) see appendix 40. The teacherreads the dialogue with the help of a student, while the audience follows the reading in silent. Then, the teacher checks for understanding with a set of questions.

The students receive a chart where they retrieve affirmative, negative and interrogatives sentences from the dialogue. After ten minutes, students go to the board and complete with the structure they found (see appendix 41).

Consciousness raising task.

Students receive and activity sheet with five sentences with errors regarding the

structure (see appendix 41). Students correct them individually.

T:*If sentences are ok, then check… if they are incorrect… correct it*.

S1: (Students read) – *Did you studied yesterday*.

Then student corrects studied, and changed it for study

T: *Ok, next!!! Another person.*

S1: *Write the complete question?*

T: *No, just the mistake change please*.

S1: *The verb?*

T: *Yes, ok, come on*.

S1: (*Student crow the verb) went (and changes it for) go (because it is a question)*

T: *Ok.Very good.volunteer.*

S2: *Went?*

T: *Yes, please*

S: (Student comes and change go for)*went*(because it is an affirmative sentence and the verb change to past)

Output Enhancement.

Teacher asks students to make pairs. Then, they receive an activity sheet where they have three questions to ask their classmate (appendix 41). Ss add three more questions. Then they ask him/her and take notes of their answers.

Their answers were analyzed by using two classifications: affirmative/negative answers and construction of the questions.

Regarding students` answers, the most common error refers to use the incorrect structure for constructing past simple sentences with 30%, also the use of the base form of the verb instead of past simple form occupies the second place with 29% (Appendix 42).

Table 4.6 Student`s common errors in their answers

Common mistakes in affirmative and negative sentences	%
In affirmative sentence Use simple present instead of past simple	2%
Use base form instead of simple past	29%
Misspelling of verb	7%
Incorrect structure	30%
Absence of pronoun	7%
Absence of meaning	4%
Absence of preposition	11%
Not answers	9%
Absence of verbs	2%
Total	100%

Source: Student`s activity sheet

Moreover, the most common mistake in the question construction is the misspelling of the main verb with 37% of incorrect answers, and the lack of using auxiliary "did" to make the questions has 30% of wrong answers.

Table 07. Student`s common errors in their construction of questions

Common mistakes in interrogative form

	%
Lack of using of auxiliary	30%
Misspelling of verb	37%
Incorrect structure	7%
Incorrect word order	4%
Absence of preposition	11%
Not answers	7%
Absence of verbs	4%
Total	100%

Source: Student`s activity sheet

Session test results

Students took a session tests (Appendix 43). The session test results about simple

past show that 79% of the responses were correct, while 21% of them were incorrect (Appendix 44).

Figure 4.27 Session tests results about past simple tense

Regarding the wrong answers, 23.96% of the incorrect answers refer to use the incorrect structure, 15.63% of them respond to a confusion in the verb in past form, 11.46% of the wrong responses used the past participle of the verb instead of past form,

and 11.46 % indicated a confusion in the use of the auxiliary, students tended to use an auxiliary from simple present instead of "did" (Appendix 45).

Table 4.8. Common mistakes in session test about simple past tense

Common mistakes	% WA
Use past participle instead of simple past	11.46
Use base form /simple present instead of simple past	8.33
Incorrect verb with pronoun	2.08
In negative form use incorrect past auxiliary	5.21
Negative use present auxiliary instead of past	2.08
Misspelling of auxiliary in negative form	3.13
Word order in negative in negative auxiliary	3.13
In question form students use past tense of main verb	3.13
Confusion of verbs	15.63
Incorrect structure	23.96
Wrong use of auxiliary	3.13
Missed auxiliary	2.08
Do not do anything	2.08
Use a noun instead of a verb	3.13
In question form use an auxiliary from simple present	11.46
Total	100

Source: Session test

Short and long term results in simple past

Students obtained 79.33% of correct, and 20.33% of incorrect answers in session tests. Besides, they achieved 67.67 of right responses and 32.33% of incorrect ones in the final session tests (Appendix 20). The mean of students who obtained correct answers is 23.8, while the mean of incorrect is 6.1 for the session test, while in the final session test the mean of precision is 20.3 and for wrong responses 9.7.

The difference between the means of right answers decreases in 3.5. According to T student test, p: 0.139 higher than 0.05; therefore, there is not a significant difference between the right answers obtained in session tests and final session test (Appendix 46).

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	MEAN
Right answers Session test	28	30	15	28	23	28	28	28	0	30	23.8
Right answers Final session	20	29	27	16	12	27.0	23	23	0	26	20.3
Wrong answers Session test	2	0	15	2	7	2	2	1	30	0	6.1
Wrong answers Final session	10	1	3	14	18	3	7	7	30	4	9.7
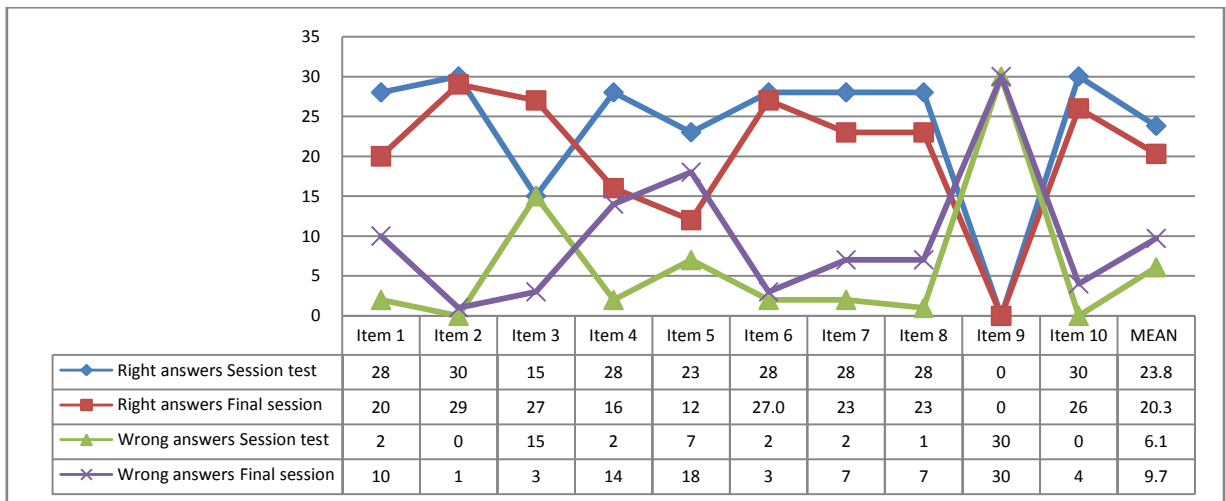
Figure 4.28 Simple past: comparison of session and final session tests

The scores of the session tests obtained a mean of 7.9, where 68% of students achieved scores over the mean, while in final test the mean is 6.8, and 55% of students reached a score above the mean. Contrasting the mean of session test and final test, the mean decreases in 1.10. Besides, T –test applied to means is 0.004, which demonstrates that there is a significant difference between the session and final session tests results (Appendix 47).
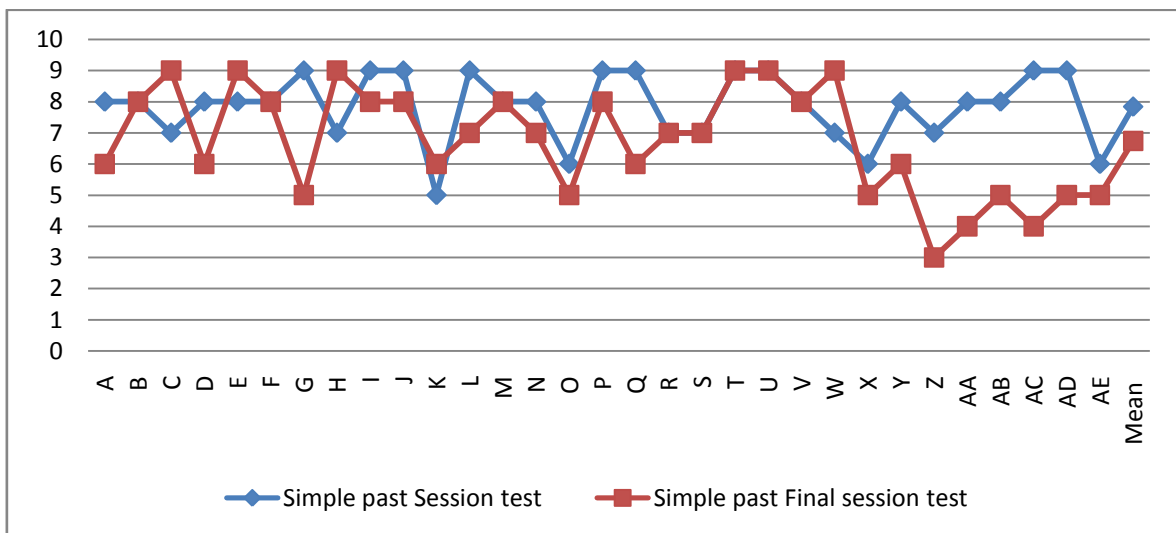
Figure 4.29 The scores of session test and final test of simple past sessions.

Regarding the incorrect answers, students maintain the use of verbs in past

participle instead of simple past. Also, aspects related to the use of simple present instead of simple past for affirmative sentences decreased in 16.26%. The misspelling of negative auxiliary in 3.43%, the wrong usage of auxiliary in 3.43% and aspect related to use of past tense form of the verb with auxiliary in interrogative form decreased in 29.66%.

However, aspects related to the usage of incorrect structure increased in 17.4%, confusion in the usage of verbs increased in 13.99% and errors which did not exist in session test, appeared in final session tests. For instance, the usage of simple present auxiliary instead of simple past for interrogative form with 11.46% (Appendix 48).

Table 4.9 Contrasting errors in session and final session tests about simple past tense

Common mistakes	% Wrong answers	
	Session test	Final session test
Use past participle instead of simple past	11.48	11.46
Use base form /simple present instead of simple past	24.59	8.33
Incorrect verb with pronoun	1.64	2.08
In negative form use incorrect past auxiliary	1.64	5.21
Negative use present auxiliary instead of past	1.64	2.08
Misspelling of auxiliary in negative form	6.56	3.13
Word order in negative in negative auxiliary	1.64	3.13
Regular verb wrong ending	1.64	0
In question form students use past tense of main verb	32.79	3.13
Confusion of verbs	1.64	15.63
Incorrect structure	6.56	23.96
Wrong useof auxiliary	6.56	3.13
Missed auxiliary	1.64	2.08
No answer		2.08
Use a noun instead of a verb		3.13
In question form use an auxiliary from simple present		11.46
Total	100	100

Source: Student´s answers to session tests

Students` journals.

In this session, the interaction category presented four subcategories. They are:

communicative interaction with 65%, error correction interaction with 5%, Teacher to students' interaction with 15% and group work interaction with 15%.

Regarding the communicative interaction, students stated that this methodology

promotes students –students interaction with 40% of the answers. The teacher to student interaction subcategory indicated that students consider that FoF instruction enhances students´ participation.

Moreover, the students stated that the group work interaction is promoted with this instruction through exercises where they work together by looking for information. It represents 15% of the answers (appendix 12).

	AKS AND ANSWER	INTERVIEW	GIVING IDEAS	T-S	S-S		PEER FEEDBACK		ENHANCE PARTICIPATION		LOOKING FOR INFORMATION
	COMMUNICATIVE INTERACTION						ERROR CORRECTION		TEACHER TO STUDENTS		GROUP WORK INTERACTION
SESSION 4	5	5	5	10	40		5		15		15
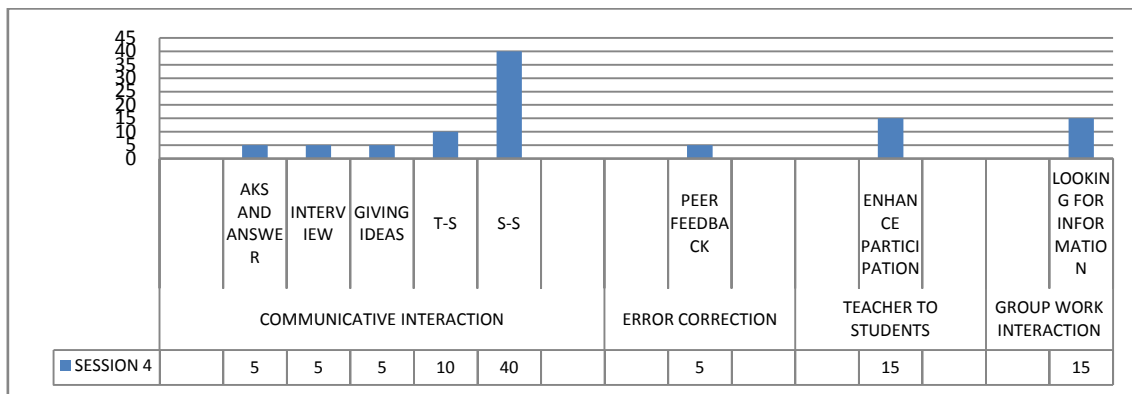
Figure 4.30 Students' perception about interaction in past simple session

In the category about resources, students stated that they found very interesting the use of music with 72% of positive responses, while 17% indicated that they liked the images.
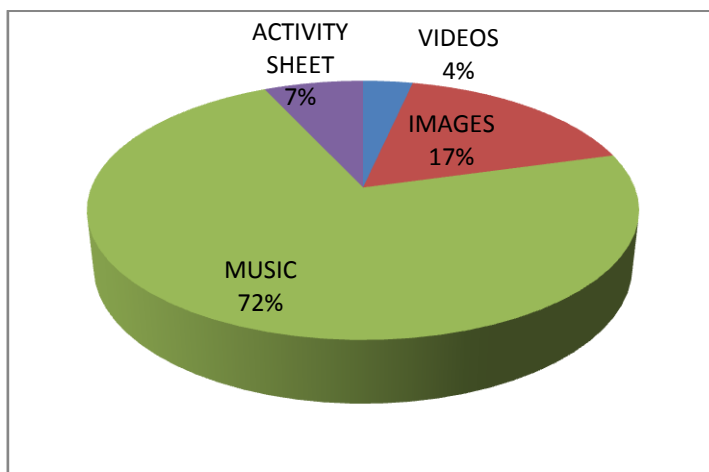
Figure 4.31 Students' perception about resources in past simple session

The students' responses about the FoF methodology indicates that 36% of the students found this methodology very didactic, 18% of them claimed that it promotes l2 learning, 11% considered that it generates a good class environment, and 12% of the students found very appropriate the use of the resources.
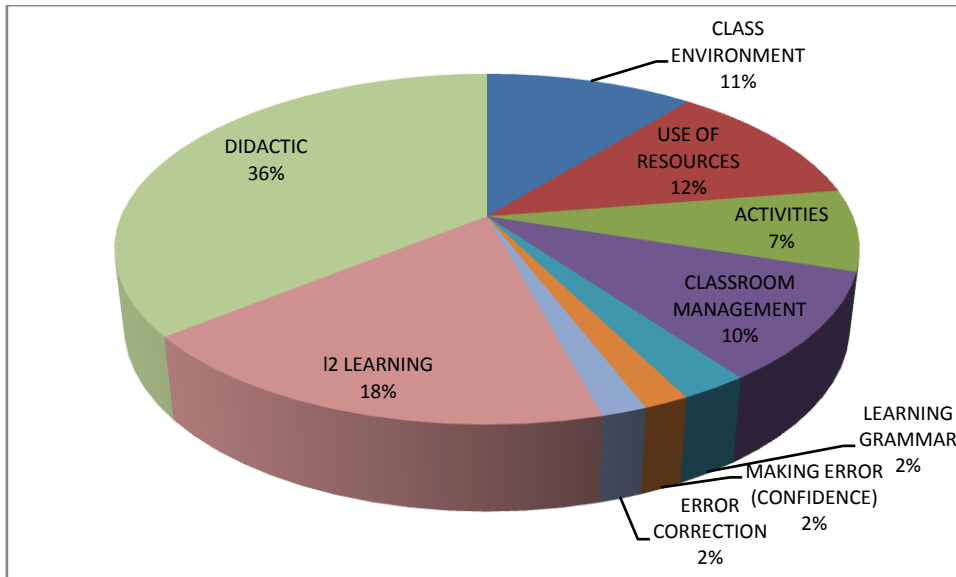
Figure 4.32 Students' perception about methodology in past simple session

However, students indicate that the session needed improvements. For instance, 43% of students` answers indicate that it is necessary a better use of the time, 15% asked for better activity sheets, 14% required variation in the activities, 14% asked for more students´ participation and 7% indicated that teacher should use L1.
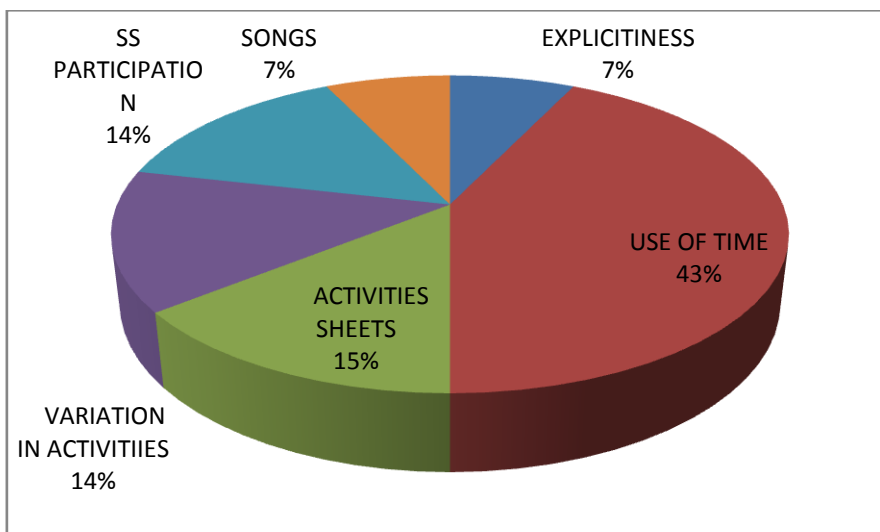
Figure 4.33 Students' perception about improvements in past simple session

In reference to the category that present what students did not like about the simple past session, it indicates that 34% of students thought that they were confused about the topic, 25% claimed that they did not like studying this tense and 25% indicated that they did not like the listening activities.
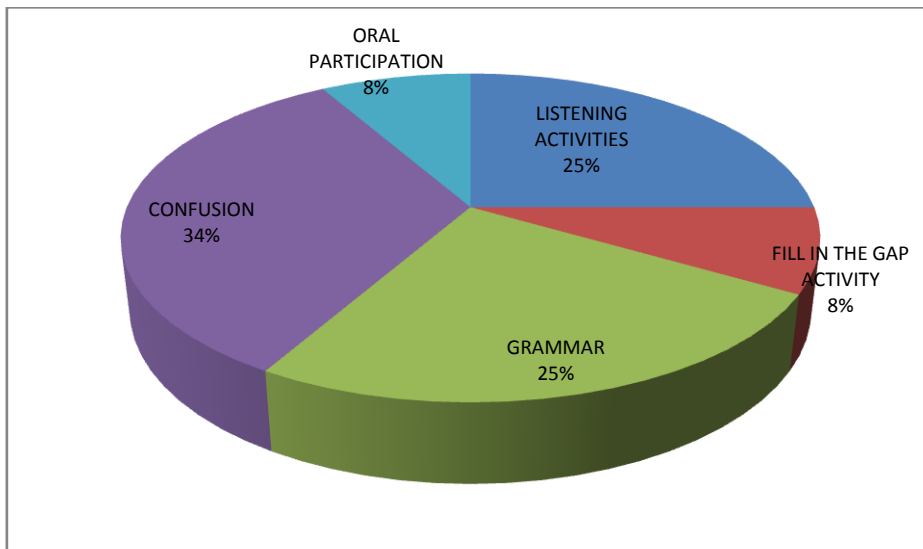
Figure 4.34 Students' perception about what they did not like about past simple session

Session 5. Will-Won´t

Input interaction.

Teacher present a Fortune Teller picture (see appendix 49):

T: *What do you in this picture?*

Ss:*Madammm.*

T: *Yes, a madam.*

Ss: *Madam..gipsy.*

T: *Madam Gipsy Rose..ajá, What does this woman do? What do you think her profession is?*

Ss: (silence)

T: *Is she a doctor?*

Ss: *No!*

S1: *A witch?*

T: *A witch? With a big nose?And a big hat?*

Ss: *No!*

T: *No! She is beautiful…. But what is she doing there?*

S2: *Gitana?*

T: *Gypsy!... She is a gypsy! And she is a Fortune Teller. She is going to tell you about the future. She will make predictions!*

Input flooding.

Teacher presents a picture of the activities the Fortune Teller does and explains each one (see appendix 49).

T: *Looks at this picture, what is she doing?*

S1: *Reading the hand.*

T: *Yes! Reading the hand. ….. And this one?*

S2: *Horoscope.*

T: *Yes, very good. In the newspaper. You open it and it says:*

Scorpio: You will have a beautiful day.

Taurus: You will find love today. These are the kind of predictions you find there.

Task essential language.

Students receive an activity sheet with a dialogue between the Fortune Teller and

a client. Ss fill the spaces with "will" (see appendix 50).

Teacher gives students an activity sheet with 3 pictures and three short conversations making predictions. The teachers ask students to match picture with the short dialogue (see appendix 51).

Then, students receive a piece of paper with topics such as: education, medicine,

etc., (see appendix 52). Students write three predictions regarding the topic in a poster session (Appendix 53).
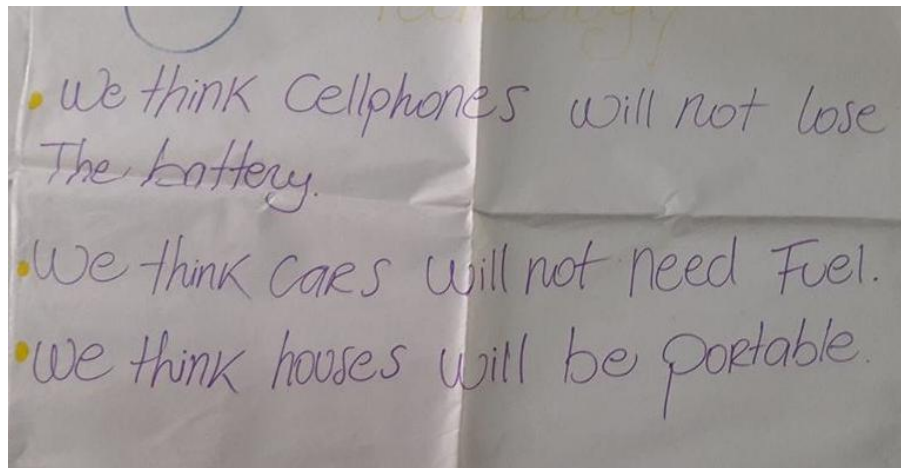
Figure 4.35 Poster with no errors on the structure of future tense
.Taken from session 5.August 6th, 2016.
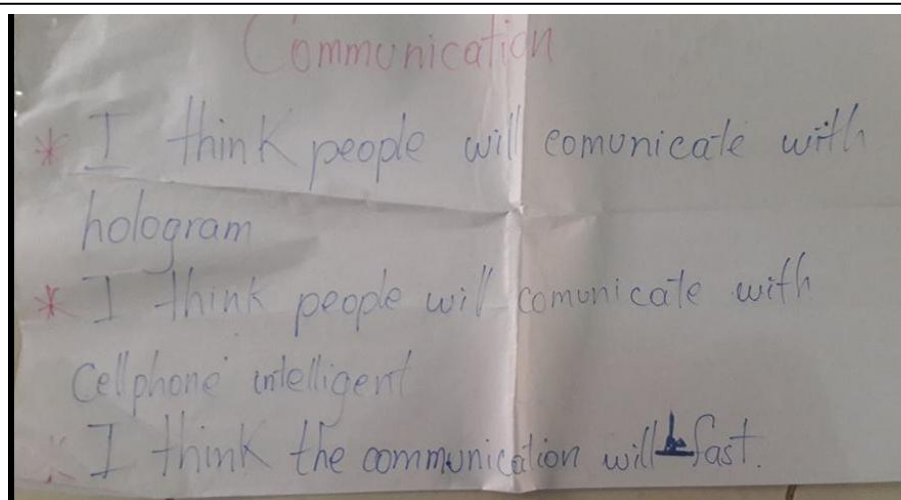
Figure 4.36 Poster with few errors observed in word order and
students missed verb "to be". Teacher points out where something is
missing and students corrected it.
Taken from session 5.August 6th , 2016.
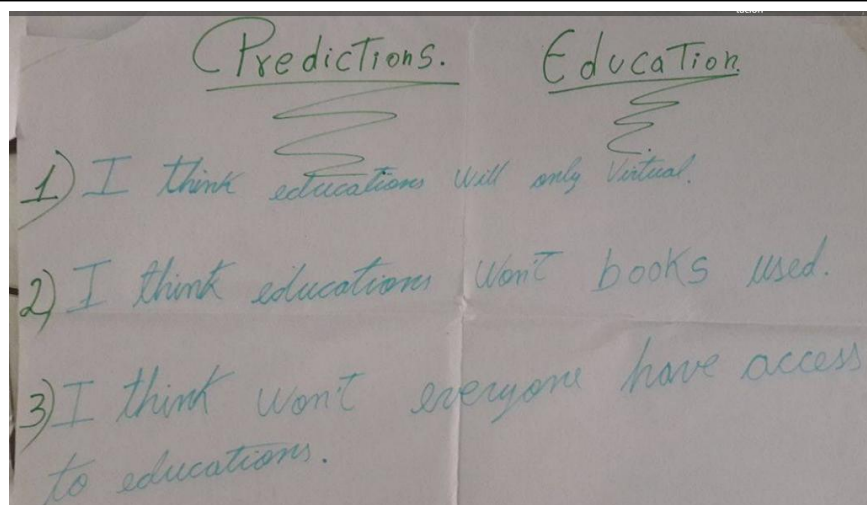
Figure 4.37 Poster with errors observed in missing "verb to be".
However, for means of communications it is an understandable
statement. There is word order issue "won´t books used" and "wont
everyone have". Taken from session 5.August 6th, 2016.

Output enhancement.

Students participate making predictions. They receive a piece of paper with the instructions. Also,the teacher models an example to clarify their roles. Student A is the Fortune teller, and student B is the client. Students role play the dialogue by giving good and bad news (see appendix54)

RFoF episode: Conversational (requesting for confirmation)

S1: *What do you want to do?*

S2: *I want to work*

S1: *Oh, yes.You will have a good job, but it will be very fast.*

T: *Very fast?*

S1: *fars….*

T: *Oh far!!!*

S1: *Yes.Very far.*

Correct Output

S1: *What do you want to do?*

S2: *I want to love.*

S1: *Ok, I will read your hand. Sorry… you won't have love, only adventures*

S2: *And I want to travel*

S1:*Yes.You will travel around the world*

S3: *What do you want to do?*

S4: *I want to finish my career.*

S3: *Yes.You will finish your career but you won't find a job*

S4: *I won't study.*

Session test results

The session tests results (Appendix 55) about future with will/won`t shows that 53% of students` answers were correct, while 47% were incorrect (appendix 56).
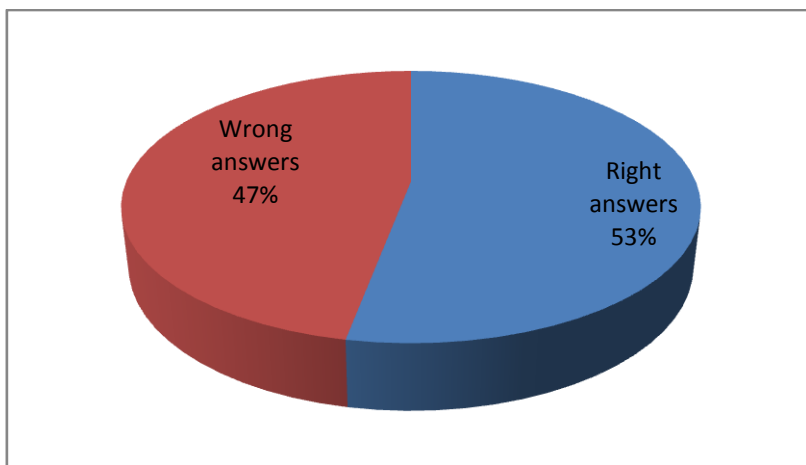
Figure 4.38 Test results about will/won´t session tests.

Common errors in session tests in wrong answers

The session tests consisted in a selection between will or won´t. Hence, students

read the dialogue and choose the most suitable option. Concerning to wrong answers four items obtained the highest quantity of wrong answers, which were higher than correct ones.

The common error made by students rested in their lack of construction of connection between before and after sentences to determine the most suitable options. The main requirement for success in these tests was to connect meaning with form in context with dialogue.

Short and long term results in will-won`t

In session tests 53% of students obtained correct responses, while 47% produced

incorrect ones. Besides, in final session tests 73% of students generated correct answers and 27 % of them worn ones. The mean of right answers in session tests is 16 and in final session test is 22. The difference between both means revealed that the scores increase in 6(Appendix 57).

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	MEAN
Right answers Session test	24	12	22	16	21	5	10	21	18	10	15.9
Wrong answers Session test	6	18	8	14	9	25	20	9	12	20	14.1
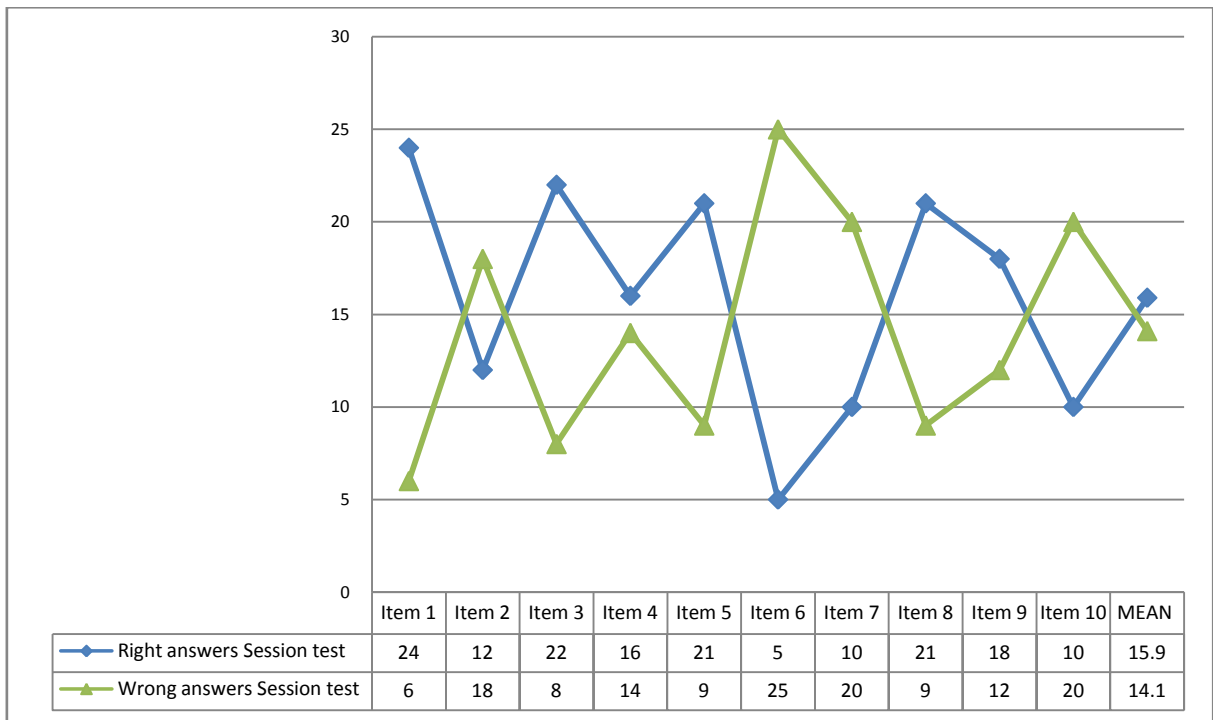
Figure 4.39 Will/Won`t: comparison of correct and incorrect answers in session test

	Item 1	Item 2	Item 3	Item 4	Item 5	MEAN
Final session test Right answer	23	22	23	22	20	22
Final session test Wrong answer	7	8	7	8	10	8
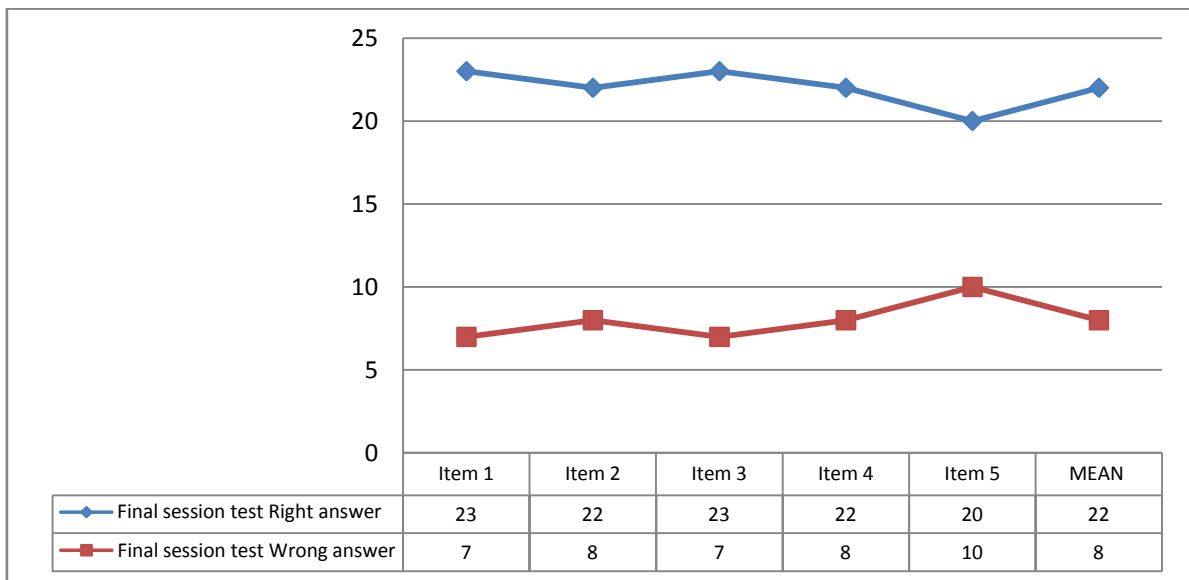
Figure 4.40 Will/Won`t: comparison of correct and incorrect answers in final session test

The students' scores of the session test and final test (Appendix 20) acquired a mean of 5.40 and 7.73, respectively. In session tests 48% of students obtained scores

over the mean, while in final test 74% of students achieved scores over the mean. Contrasting the mean of session test and final test, in long term the mean increases in 2.33. Moreover, T-test result is 0.007, which indicates that the increasing in the results in final test is significant (Appendix 58).
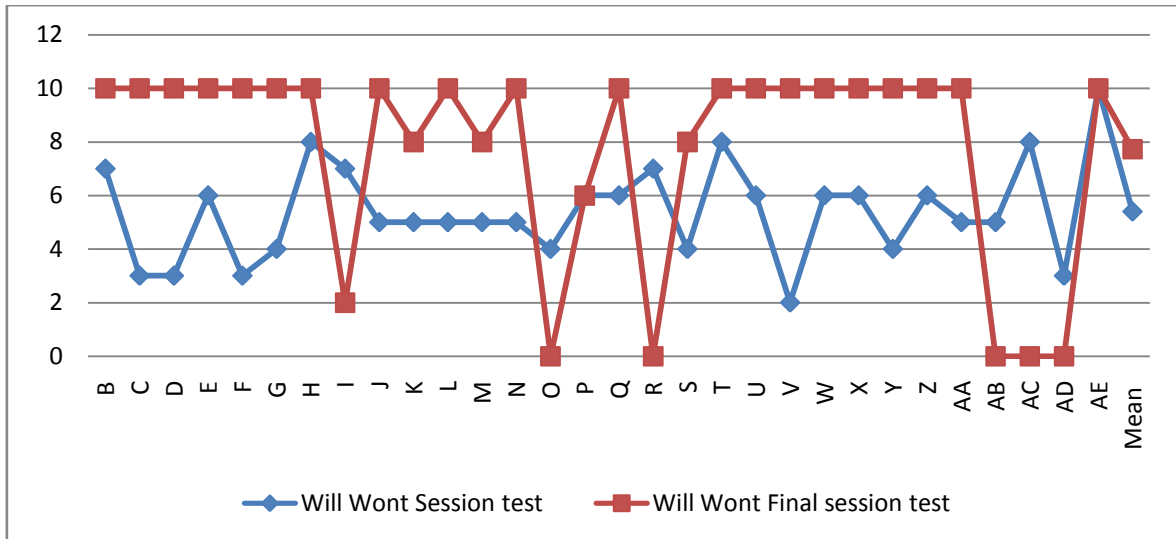
Figure 4.41. The scores of sessions test and final test in Will / Wont session

Students´ journals

In this session, the category of interaction encompasses two subcategories. They are communicative interaction with 87% and teacher to student interaction with 13%. In reference to communicative interaction, the students agreed that FoF facilitates student –student interaction, it represents 52% of this subcategory. Also 22% of students' answers consider this methodology promotes teacher-student interaction (appendix 12).

	ROLEPLAYS	AKS AND ANSWER	T-S	S-S			FOR CHECKING UNDERSTANDING	ENHANCE PARTICIPATION
			COMMUNICATIVE INTERACTION				TEACHER TO STUDENTS	
SESSION 5	9	4	22	52			4	9
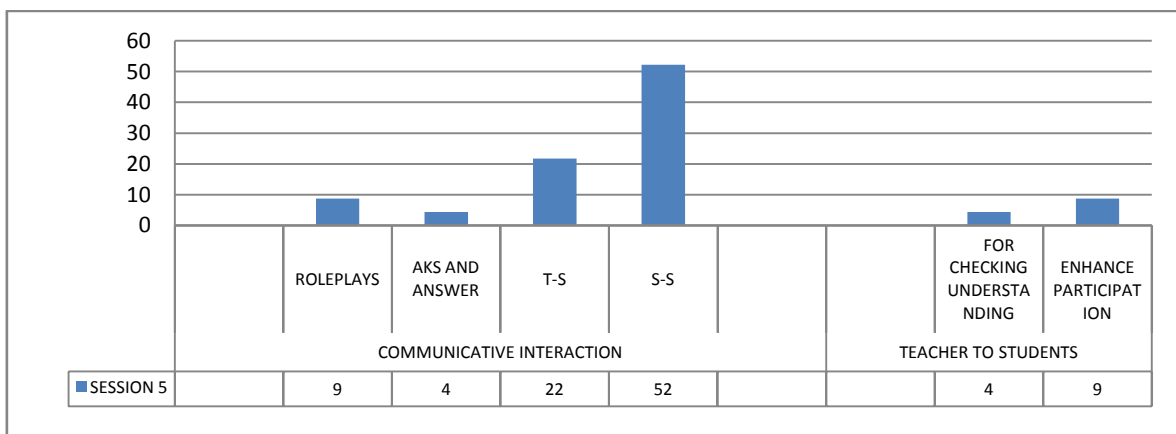
Figure 4.42 Students´ perception about interaction in will/won´t session

Students` preferences for resources and materials used in this session, 89% of the

students` answers stated that they like videos, while 11% selected the activity sheets.
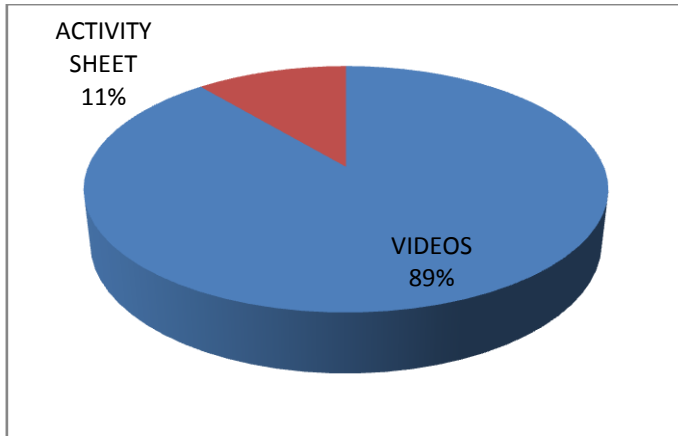
Figure 4.43 Students´ perception about resources in will/won´t session

Regarding methodology, 38% of students´ answers considered that FoF instruction is didactic, also 14% of them found it useful for learning l2. Moreover, 14% of students indicated that this instruction promotes an appropriate class environment and classroom management, respectively.
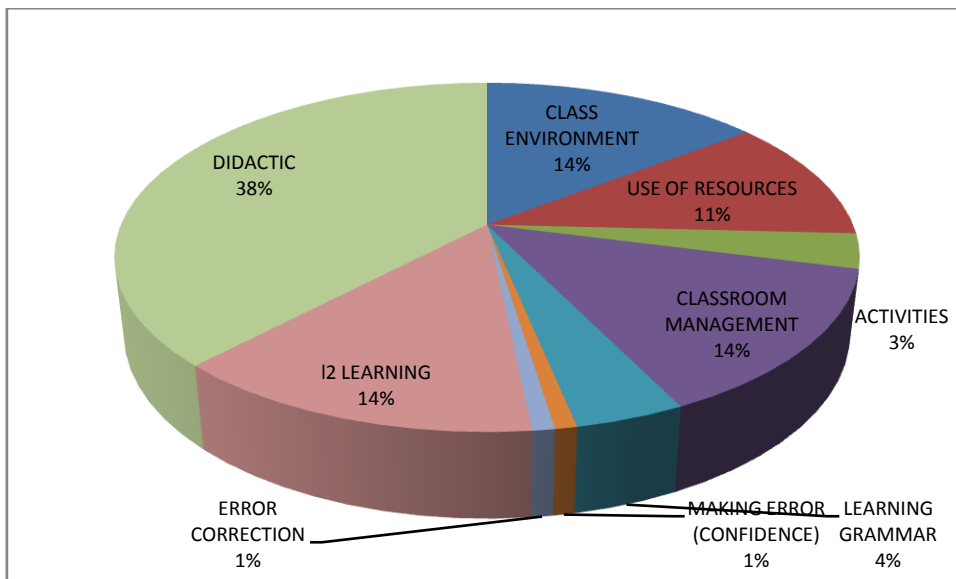
Figure 4.44 Students´ perception about methodology in will/won´t session

According to students` answers, 71% of them considered that it is required a higher level of explicitness in the grammatical instruction, while 29% considered that class participation needed improvements.
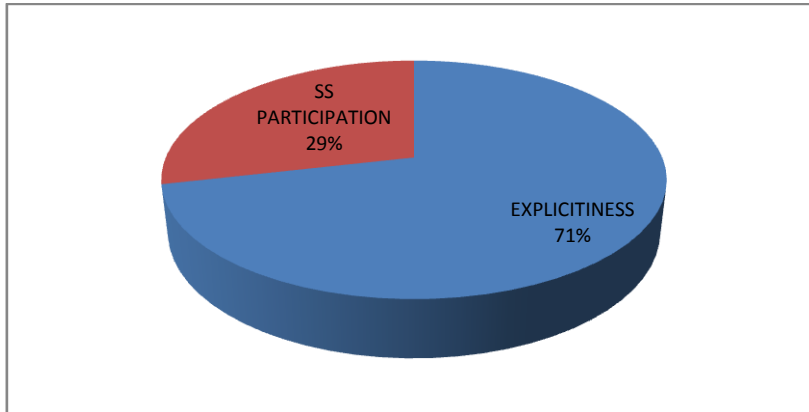
Figure 4.45 Students´ perception about improvements in will/won´t session

Students indicated that two aspects about the session they did not like. Both confusion and grammar possess 50% of responses, respectively. Concerning to grammar, students said that they did not like the grammatical structure, and there were some aspects which were not clear to them.
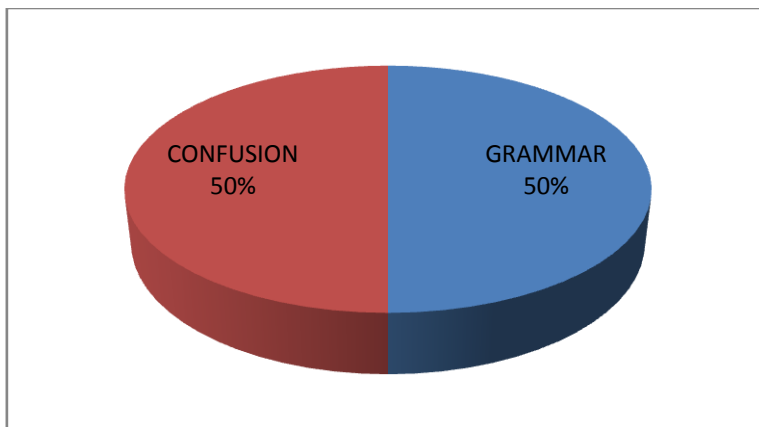
Figure 4.46 Students´ perception about what did they did not like in will/won´t session

Session 6. Be Going To

Input flooding.

Students receive a reading called "Going to the zoo" (Sherwani, n/a)see appendix

59. The teacher reads and asks:

T: *Is this a prediction?*

Ss: *(silence)*

T: *Is this a prediction or a plan?*

SS: *A plan!*

T: *Yes, this is a plan for…*

Ss: *For tomorrow.*

T: *Yes… A plan for tomorrow.*

Students receive a worksheet with questions that they retrieve from the reading. These are yes, no questions. Teacher asks and students answer. This activity is done to determine comprehension of the text (see appendix 60).

Input enhancement: consciousness raising.

Then, students read the text again, and highlight sentences with "going to" structure. Once Ss highlight the sentences, they complete a chart in the whiteboard with affirmative, negative and information statements (see appendix 60).

Output enhancement.

Students receive a bank of questions (Teach-This.com.,2014). They choose one partner to work with. Students select five questions and ask each other (see appendix 61). After getting the answers from their peers, they write a very short paragraph with the replies, and share it with the class by reading aloud.

S1: *My friend Jessenia is going to call her mother; she is going to have coffee. She is going to call her husband. She is going to buy a dress. She is going to clean tomorrow.*

Reactive focus on form episode: Conversational (requesting for confirmation)

S9. *My friend is going to have breakfast; rice, coffee, orange juice. She is going to travel next year to Galapagos. She is going to clean your house tomorrow.*

T: *My house?*

S: *Her.*

T:*Ok*

Reactive focus on form episode: Conversational (requesting for confirmation)

S10: *He is going to go out for dinner with your best friend…*

T: *My best friend?*

S10: *His.*

T: *Ok, his*

S10: *He is going to travel next year to Colombia; he is going to watch Gods of Egypt this weekend.*

Regarding this activity, students make mistakes with vocabulary and pronunciation. There were not mistakes with the form. The structure was taken and used correctly(see appendix 62).

Output reinforcement.

Students receive a piece of paper with a "going to" sentence. Student A mimes the

phrase and the other students guess the activity by answering in a complete way using going to structure.

RFoFepisode: didactic (Explicit feedback)

The teacher mimes the activity "I am going to read"

Ss: *Reading*

The teacher points out the complete structure on the board.

Ss: *She is going to read.*

RFoF episode: requesting for confirmation (meaning)

Student B mimes "I am going to sleep."

S3: *She is going to be.*

T: *She is going to…?*

S3: *She is going to… sleep.*

T: *Yes, so...?*

S3: *She is going to sleep to bed*

RFoF: Conversational (requesting for confirmation)

Students mimes "I am going to meet a friend."

S5: *She is going to ...*

T: *to what?*

S5: *She is going to meet…*

T: *Who, who is she going to meet?*

S5: *She is going to meet a friend*

T: *Yes, excellent*

Session test results

The session tests results indicate that 85% of the answers were correct and 15% of them were incorrect (Appendix 55, 63).
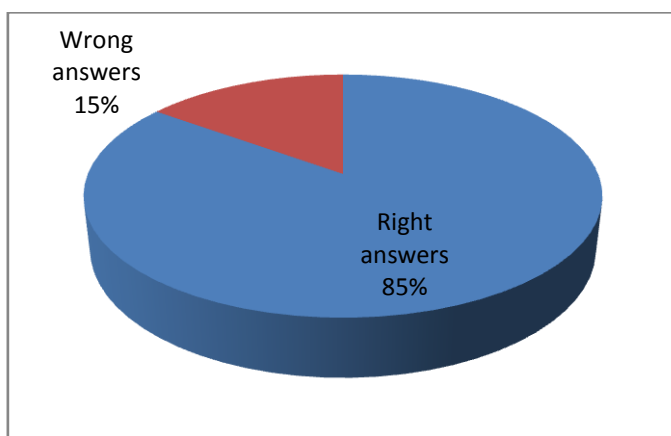
Figure 4.47 Results of session tests about "Be going to"

Concerning to the incorrect answers, the common mistakes are presented in table 10. The most common error refers to the use of an incorrect structure with 45% of the total of occurrences, also misspelling of "going" with 30%, forgetting to include the "ing" with 13.33% and students do not use any main verb with 11.67% (Appendix 64).

Table 4.10 Common errors identified in students` wrong answers

Common mistakes	% WA
Do not use main verb	11.67
Forget preposition "to"	10
Unnecessary use of an extra verb	3.33
Misspelling of "going"	30.00
Incorrect structure	45.00
Incorrect use of verb to be with personal pronouns	1.67
Forget to include "ing"	13.33
Forget to be	6.67
Did not write anything	3.33
Total	100

Source: Session test

Short and long term results in be going to

In session test students obtained 85% of correct responses and 15% of incorrect ones. Moreover, in the final session tests (Appendix 20) they achieved 50% in correct and 50% in incorrect responses. Regarding the mean of right answers in session test, it shows that 25 students were correct and 6 were incorrect in their answers. While in the final session tests, an equal amount of student obtained right and wrong answers.

The differences between the mean of right answers in session test and final session tests show that it decreased in 10. The T-test student applied to these results demonstrates that p: 0.001 lower than 0.05. Therefore, it indicates that the difference between the session and final session tests is significant (Appendix 65).

	Item 1	Item 2	Item 3	Item 4	Item 5	MEAN
Right answers Session test	24	26	26	25	26	25.4
Right answers Final session	14	13	16	12	20	15
Wrong answers Session test	6	4	4	5	4	5.75
Wrong answers Final session	16	17	14	18	10	15
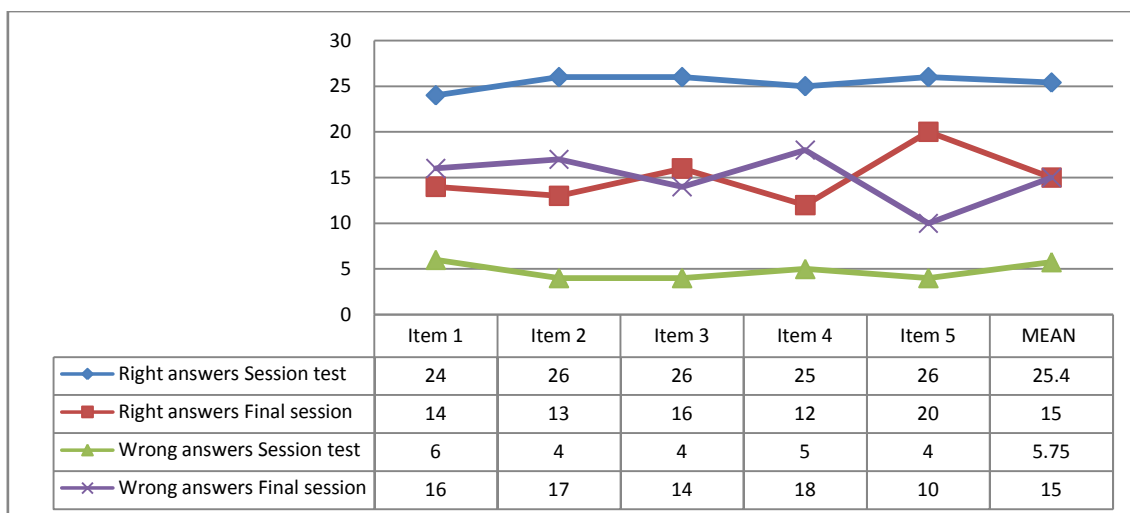
Figure 4.48 Be going to: comparison of session and final session tests

The session test results reflect a mean of 09, where 71% of students got a score over the mean. Meanwhile, final test results show a mean of 5.07 in which 45% of students went over the mean. In long term, the mean declines in 3.93. Also, T-test for the mean of session and final test is 0.000, which indicates that the declining in the scores is significant (Appendix 66).
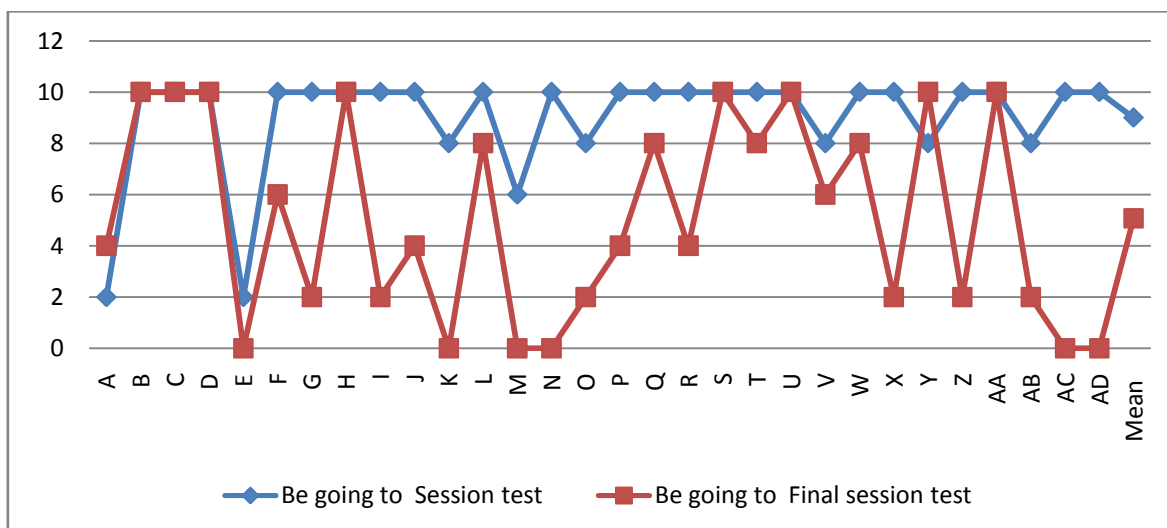
Figure 4.49 Scores of session test and final test in Be going to sessions

Regarding the wrong answers, the errors identified in the session test decreased.

However, only the incorrect use of structure increased in 27.61% in relation to the final session test. Also, new kind of errors were identified in the final session test, for instance, students forget to include the *-ing* form and the verb to be with 13.33% and 6.67% of occurrence, respectively(Appendix67).

Table 4.11 Contrasting errors in session and final session tests about Be going to

Common mistakes	% Wrong answers	
	Session test	Final session test
Unnecessary use of possessive pronoun	4.35	0
Do not use main verb	13.04	11.67
Forget preposition "to"	26.09	10
Vocabulary confusion	13.04	0
Unnecessary use of an extra verb	8.70	3.33
Misspelling of "going"	8.70	30
L1 influence in vocabulary	8.70	0

Incorrect structure	17.39	45
Incorrect use of verb to be with personal pronouns		1.67
Forget to include ing		13.33
Forget to be		6.67
Did not write anything		3.33
Total	100	100

Source: Student´s answers to session tests

Students' journals.

In this session, the interaction category includes three subcategories, they are communicative interaction with 90%, teacher to student interaction with 5% and group work interaction with 5%.

Regarding communicative interaction, 42% of students´ answers considered that

FoF methodology promotes student-studentinteraction; also 34% of them found miming an interesting way of interaction. In the teacher to student interaction subcategory, 5% of the answers stated that FoF enhance participation. Finally, 5% of students´ answers considered looking for information as a form of group work interaction(appendix 12).
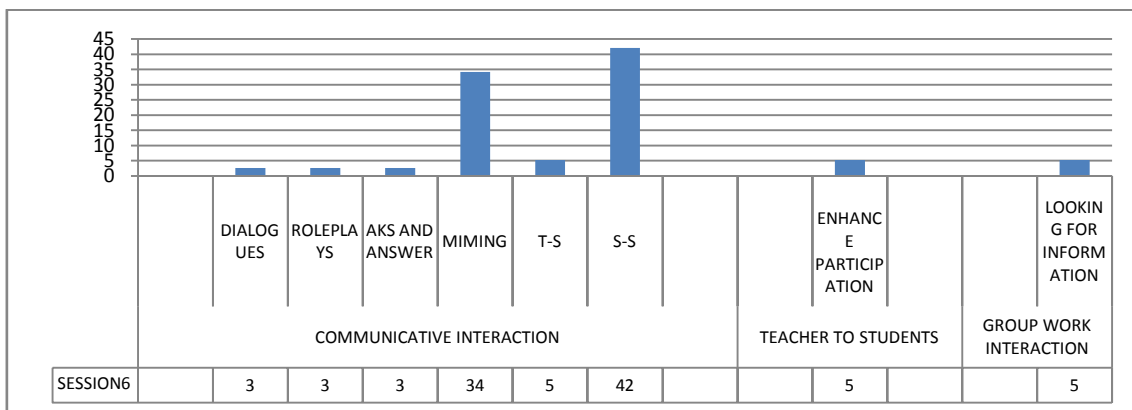
Figure 4.50 Students` perception about interaction in Be going to session

According to students´ answers, 83% of them claim their preference for the activity sheets used in this session, while 17% of them like the images.
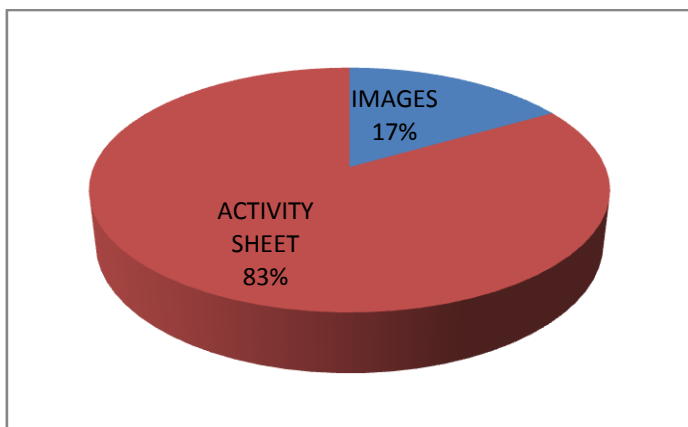
Figure 4.51 Students` perception about resources in Be going to session

Regarding students´ perception about FoF methodology, 36% of students`
answer
stated that this methodology is very didactic, 13% of them agree that it promotes l2
learning, 16% of the answers stated that FoF facilitates an appropriate class
environment and 12 of them consider that the activities used are proper.
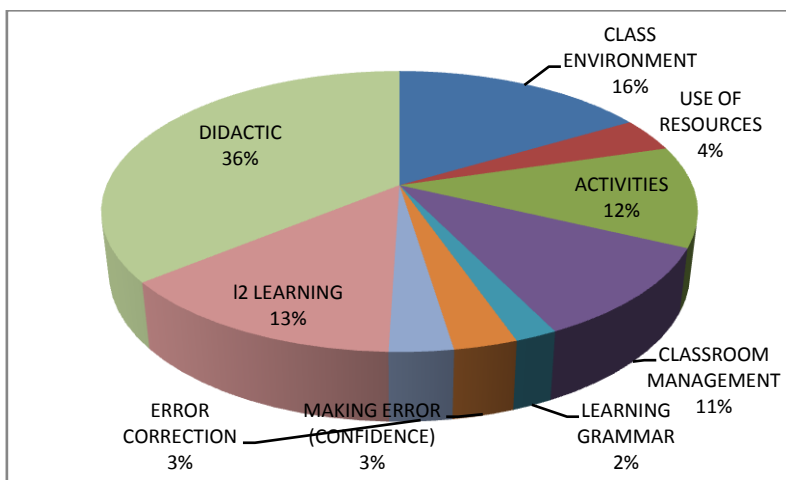
Figure 4.52 Students` perception about methodology in Be going to session

Students agreed that there are some aspects that need to improve. For instance,
45% of students´ answers claimed for higher level of explicitness in the grammatical
teaching, 18% asked for a better organization of the time and 14% consider necessary
variation in the activities.
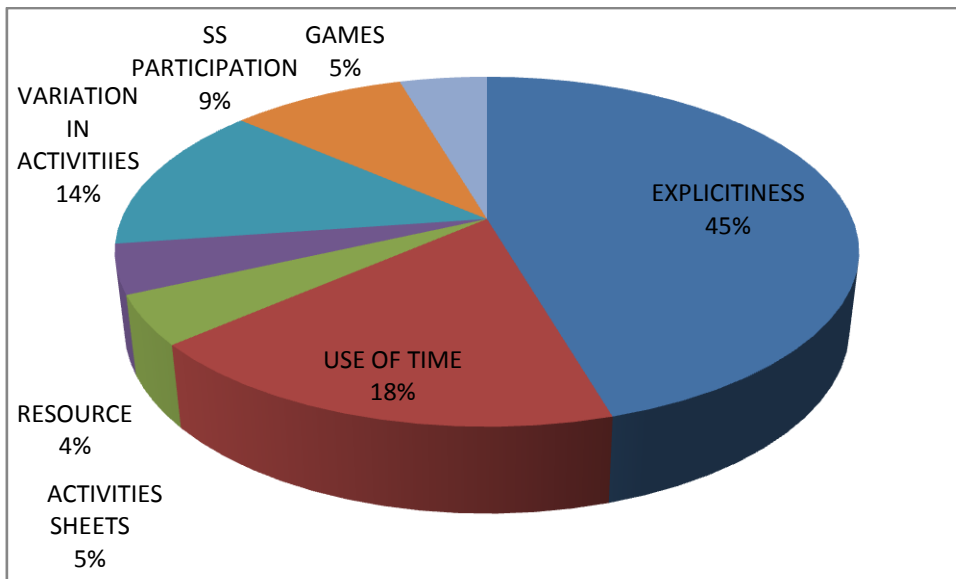
Figure 4.53 Students` perception about improvements in Be going to session

The aspects related to this session, which students did not like refers to level of confusion in the grammatical tense and visual aids. 50% of students´ answers considered that this tense was confused, 25% found complicated this tense and 25% stated that they did not like the figures and images used in this session.
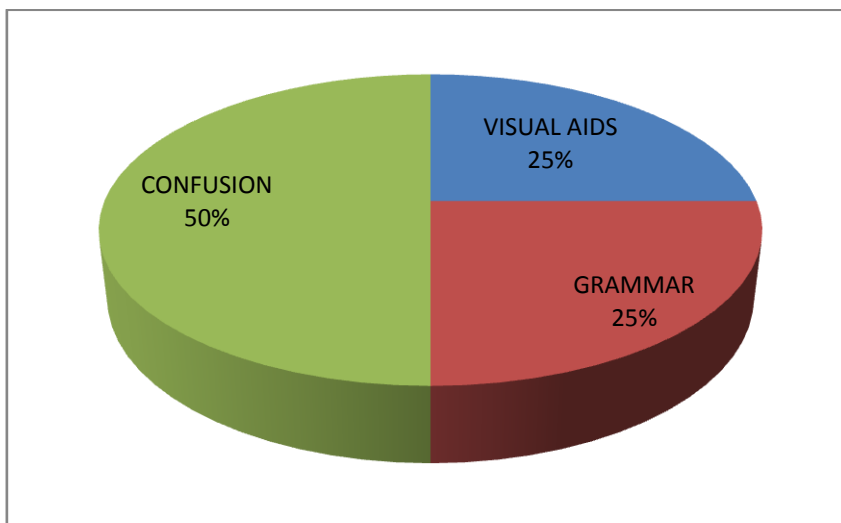
Figure 4.54 Students` perception about what they did not like about Be going to session

Pre-Test and Post Test Results of Key English Test (KET)

The researchers used two versions of Key English Test from Cambridge (KET).

Students received the first version as a pretest. A total of 31 students took the KET and the results demonstrated that the mean score is 32.09 out of 100 with a standard

deviation of 9.91(Appendix68). According to the Normal Q-Q plot test, the pre-test scores has a normal distribution (Appendix 69)

Once students concluded their sessions, they took a second version of KET test.

Regarding the results of the post test, the mean is 47.42, and the standard deviation is 10.59. Also, the obtained scores represent a normal distribution (appendix68).

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31
Pre test	18.	26.	42.	28.	34.	26.	23.	57.	20.	18.	40.	43.	29.	39.	32.	33.	40.	34.	21.	26.	19.	44.	33.	29.	48.	32.	41.	17.	36.	34.	19.
Post test	43.	47.	53.	37.	34.	54.	38.	65.	45.	36.	49.	65.	39.	53.	37.	36.	55.	36.	44.	36.	44.	61.	56.	51.	62.	47.	65.	32.	61.	37.	38.
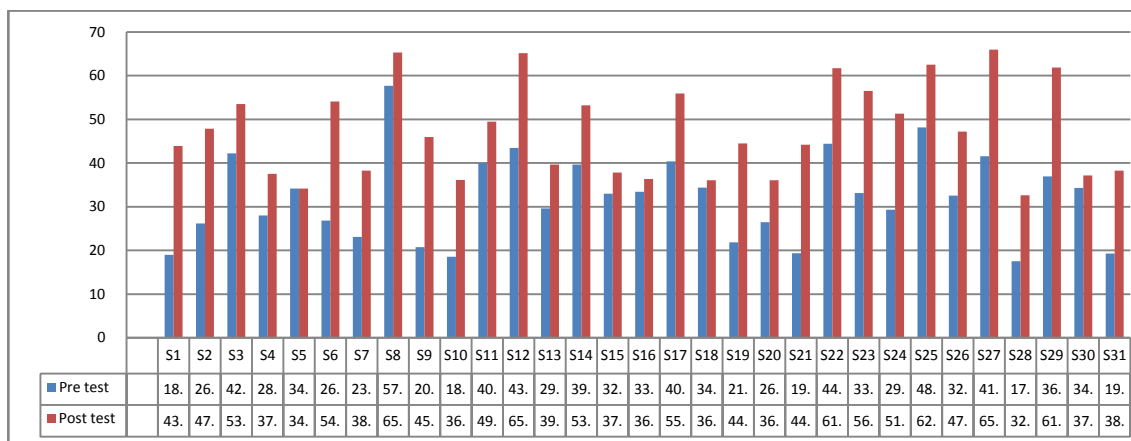
Figure 4.55 Key English Test results: pre test and post test

Contrasting the differences between pre-test mean and post-test mean, the mean of students` scores increased in 15.29. Throughout the T –test from SPSS, the results of pretest and post tests scores were analyzed. This study considers a confidence interval of 95%, and the result demonstrated that p: 0.000 lower than 0.05. Therefore, there is a significant difference between the post- and pre-test results. In addition, it is observable a pair sample correlation between of 0.698(Appendix 70).
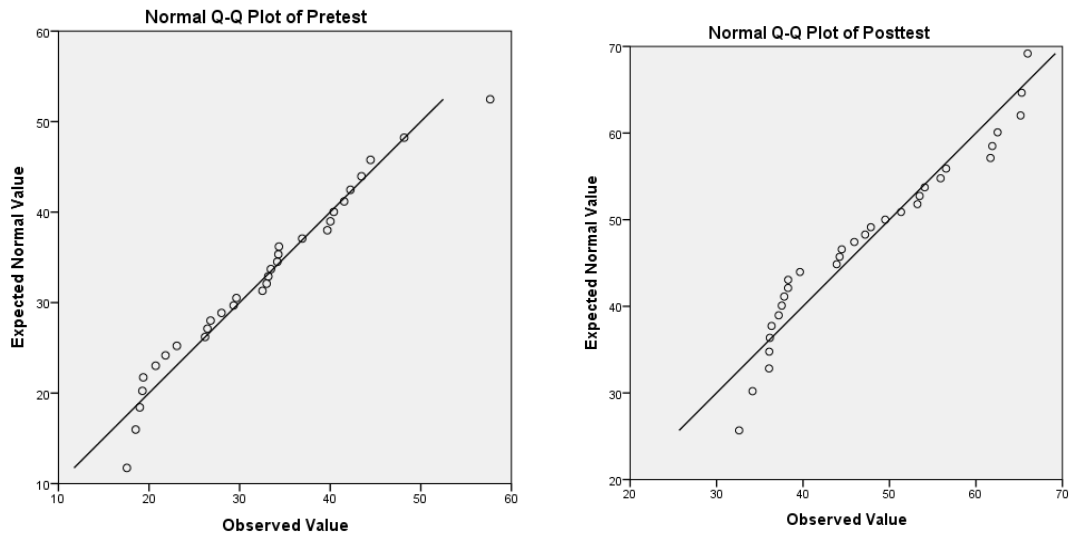
Figure 4.56 Normal Q-Q Plot of Pre test and Post test

Comparison of the components of pre- and post-test KET results.

KET test includes four sections: reading, writing, listening and speaking (Appendix 68). Regarding the reading section, students obtained 7.709 out of 25 in the pre-test, and 8.533 in the post test. In writing section, they got 3.516 in pretest, and 10.60 in post test.

Also in listening section, they obtained6.258, and 7.483 in pretest and post test respectively. In reference to speaking, students gained 14.58 in pretest and 20.80 in post test.

The difference between pretest and posttest means in reading section is 0.82. According to T -test p:0.02 is lower than 0.05. It means that the difference between the means in this section is significant.

Regarding the difference between the means in writing section, it is 7.088. T student test establishes that p: 0.000 is lower than 0.05; which suggests that there is a significant difference between the pre-test and post-test means for this section.
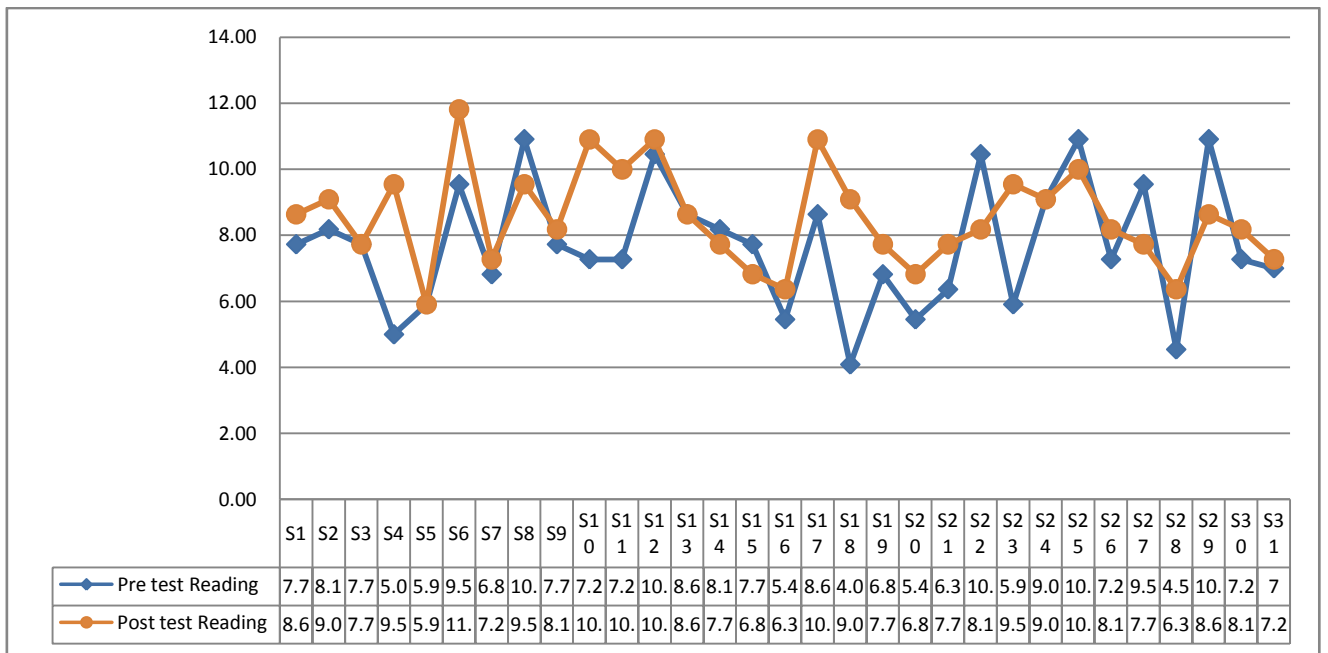
Figure 4.57 Key English Test results: Reading results in pretest and post test
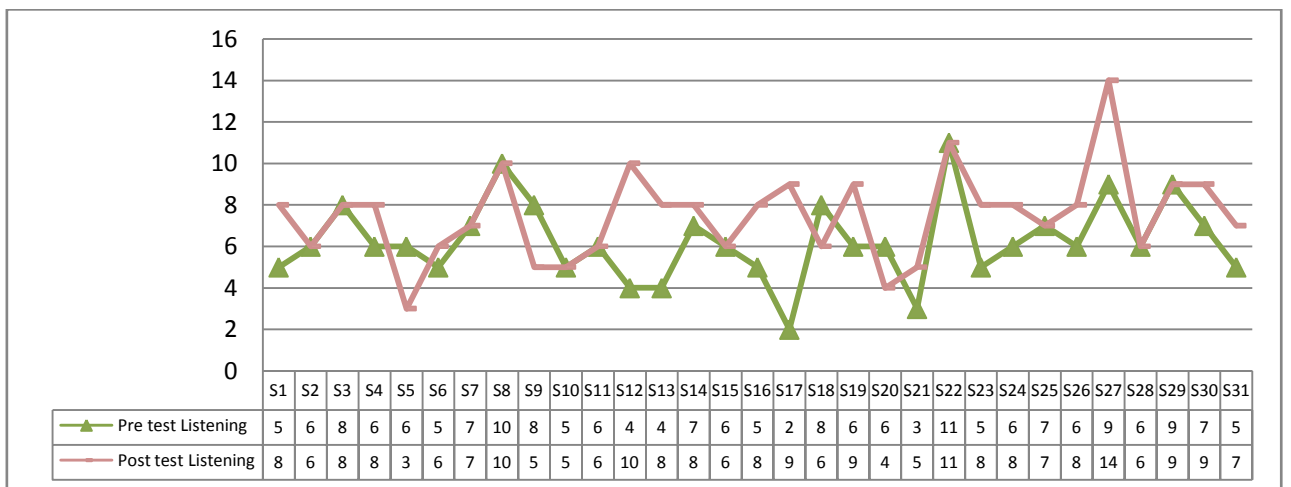
Figure 4.58 Key English Test results: Listening results in pretest and post test

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31
Pre test Speaking	5	12	14	17	21	11	8	23	5	5	18	19	17	17	18	23	21	16	9	15	10	13	21	13	19	18	23	7	7	20	7
Post test Speaking	21	19	19	20	24	20	24	22	19	19	21	23	23	20	25	22	21	21	19	19	14	20	24	18	23	16	23	19	23	20	24
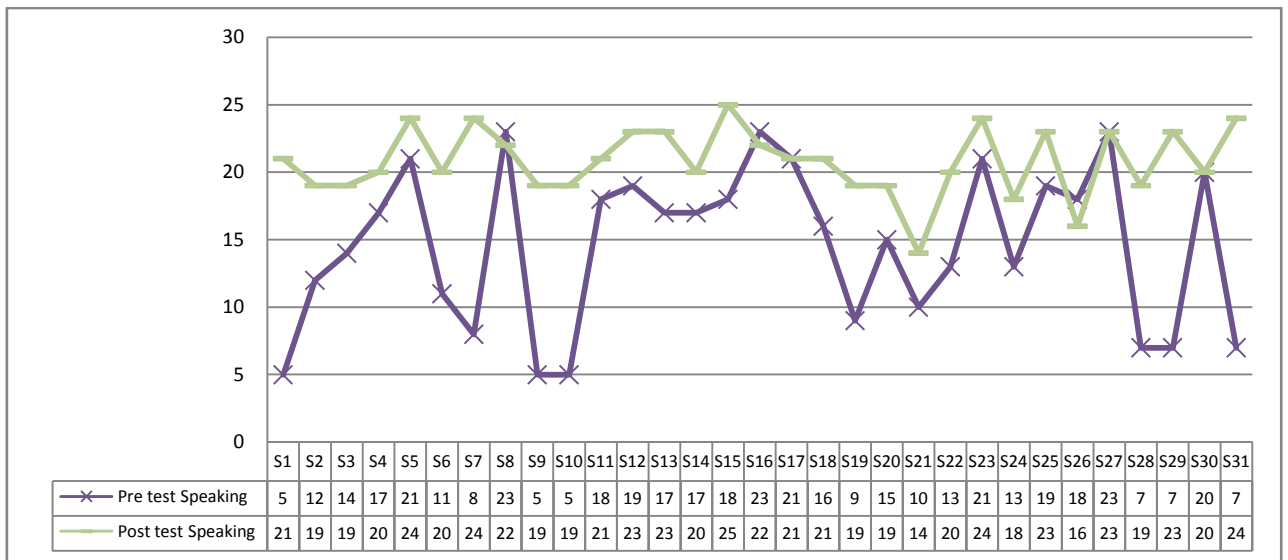
Figure 4.59 Key English Test results: Speaking results in pretest and post test

	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31
Pre test Writing	1.25	0	12.5	0	1.25	1.25	1.25	13.8	0	1.25	8.75	10	0	7.5	1.25	0	8.75	6.25	0	0	0	10	1.25	1.25	11.3	1.25	0	0	10	0	0
Post test Writing	6.25	13.8	18.8	0	1.25	16.3	0	23.8	13.8	1.25	12.5	21.3	0	17.5	0	0	15	0	8.75	6.25	17.5	22.5	15	16.3	22.5	15	21.3	1.25	21.3	0	0
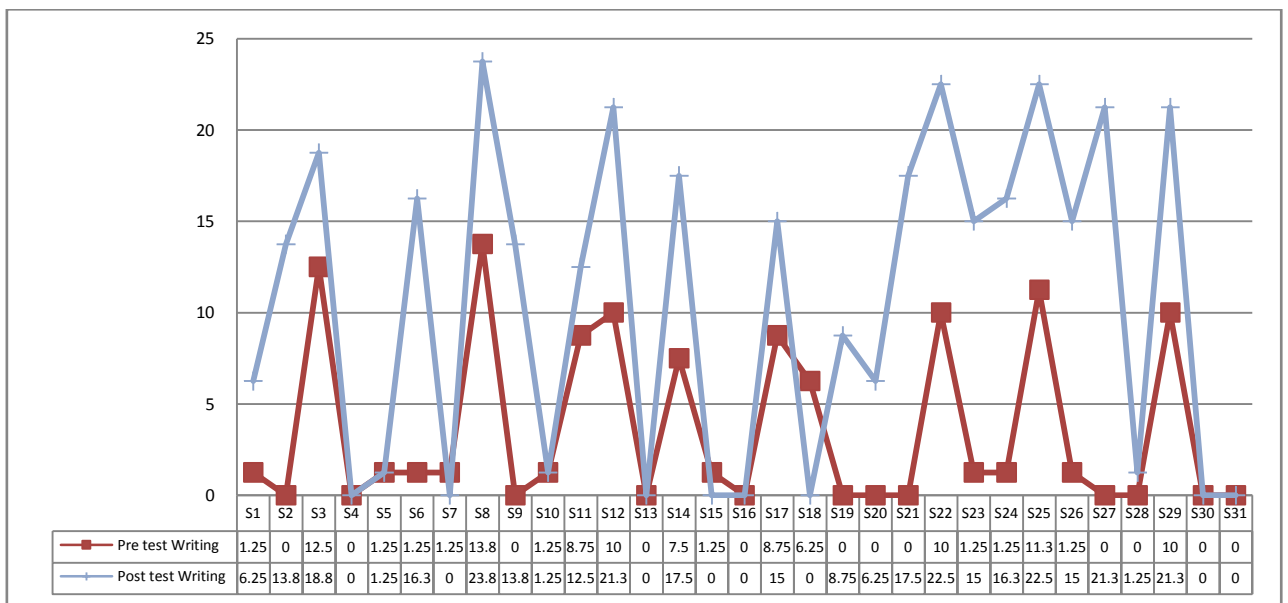
Figure 4.60 Key English Test results: Writing results in pretest and post test

The difference between pre-test and post-test means for listening section is 1.225.

The t -test reveals that p: 0.007 lower than 0.05. It implies that there is significant difference between the means in both tests.

Also, in speaking section, the difference between pre-test and post-test means is

6.225. The T test is p: 0.000 lower than 0.05. It exhibits that there is a significant difference between both means (Appendix 71).

Table 4.12 T student test applied to means of the component in pre-and post-KET test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 Reading	Pretest - Postest	-.82387	1.86221	.33446	-1.50694	-.14081	-2.463	30	.020
Pair 1 Writing	Pretest - Posttest	-7.08871	6.89551	1.23847	-9.61800	-4.55941	-5.724	30	.000
Pair 1 Listening	Pretest - Posttest	-1.22581	2.36234	.42429	-2.09232	-.35929	-2.889	30	.007
Pair 1 Speaking	Pretest - Posttest	-6.22581	5.61373	1.00826	-8.28494	-4.16667	-6.175	30	.000

Source: Student´s answers to KET exam

Comparison of the grammatical components in writing section in pre-andpost KET tests.

A rubric for writing fromFry, E., Kress, J.and Fountoukiddis, D. (2000) was used to analyze the writing section of the pre- and post KET test (appendix 72). In the writing section of the pretest, the students obtained a mean of 0.4516 out of 5 in the grammatical component, and 1.45 in the post test. In figure 50, these scores are higher than those obtained in the pretest. However, only 11 students kept the same score in both tests, while other 20 students increased their scores in grammar (Appendix 73).

Regarding the difference between the means of the grammatical aspects of the writing section in pretest and posttest KET test, it is 1. According to the T student test, p: 0.000 lower than 0.05. It demonstrates that there is a significant difference between both means (Appendix74).
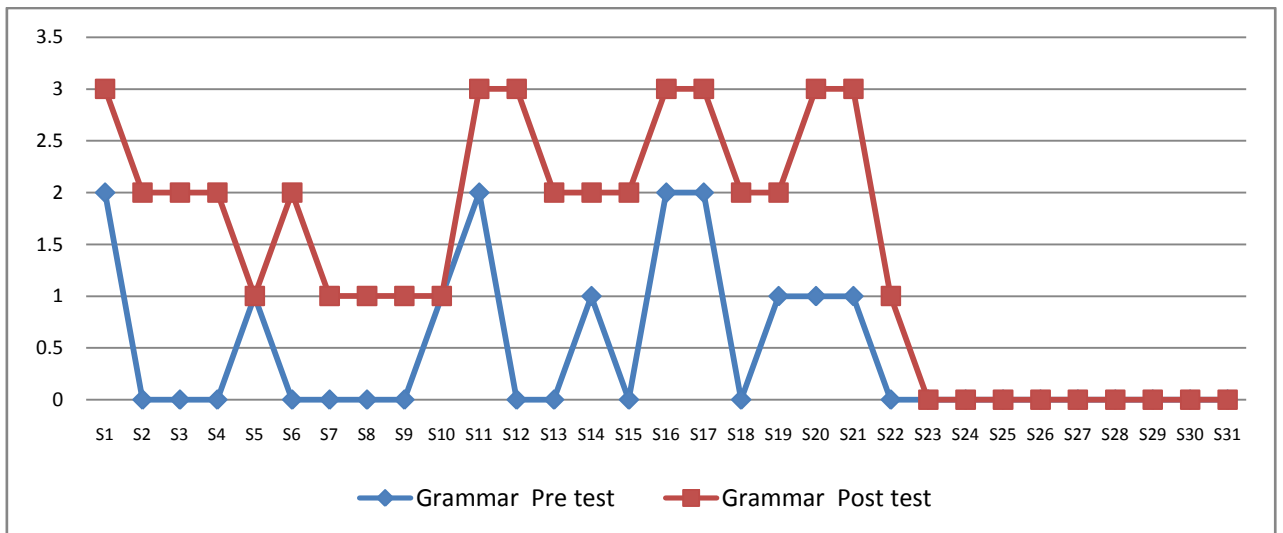
Figure 4.61 Key English Test results: grammatical component of writing section

Likert Scale Analysis

With the aim to measure students' perception regarding grammatical aspects, they answered a Likert scale before and after the planned focus on form intervention. The Likert scale was taken from Ansarin, Abad and Khojasteh (2014) research on isolated andintegrated form focus instruction from learners' perspective.

For this study, the Likert scale has been classified into the following categories: (1)Traditional grammar teaching: teacher`s explicitness of the structure, (2) Focus on form: Teaching grammar in communicative context and production, (3) Teaching grammar through practice , (4) Feedback occurrence, and (5) Didactic and resources for teaching grammar.

According to Jamieson (2004), a Likert scale that use ordinal data need to apply the mode or median as a "measure of central tendency" (p. 1217). Therefore, the Likert scale information obtained before and after intervention used the mode (Appendix 75).

Traditional grammar teaching: teacher`s explicitness of the structure.

This category includes five items. Three of them increase in terms of students' perception, while two did not change after intervention. Regarding the first item, students moved from agreement towards totally agreement in their preferences of being aware about the grammatical structure they are studying. Similar situation occurs with

the third item, which refers to their perception of the helpfulness in learning a grammar topic before to find it in a text.

Also, students´ preferences regarding grammar teaching changed from indifferent

to agreement. While, learner keep their totally agreement about their conception of preferences in learning grammar when professor explains it and the needs of focusing on grammar in a lesson(Appendix76).
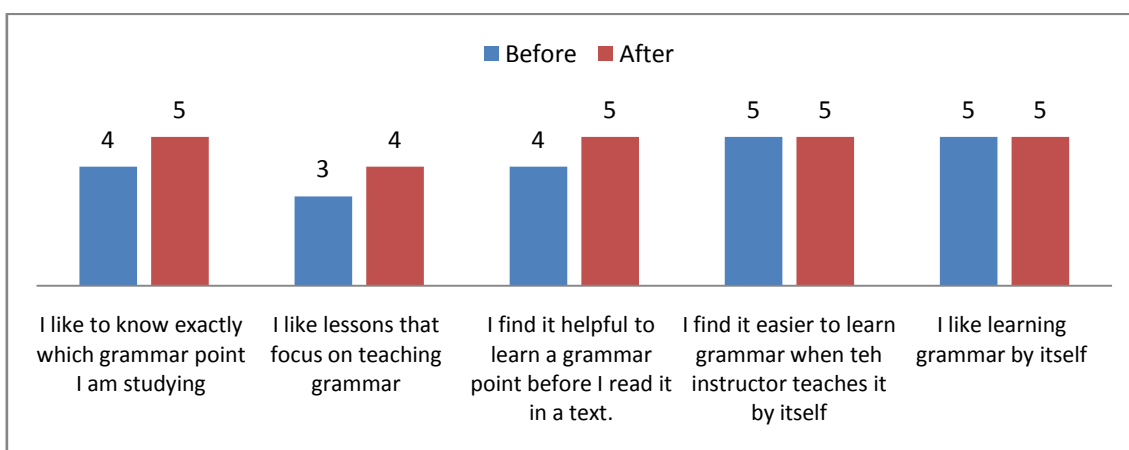
Figure 4.62 Modes of data retrieved from before and after likert scale regarding the traditional grammar teaching category.

5: Totally agree   4: Agree   3: Indifferent   2: Disagree   1: Totally disagree

Focus on form: Teaching grammar in communicative context and production.

This category contains six items. Students increase their appreciation of all of them after the intervention. In reference to students` preferences about lesson which focus on communication and teach grammar only when it is necessary, they changed from agreement to totally agreement.

Besides, learners stated their predilection for learning grammar while they are working on listening, reading, writing and speaking skills. This item goes from agreement to totally agreement. Students manifest their totally agreement with the conception about the importance of connecting communicative activities with grammatical learning and its helpfulness for communicating accurately.
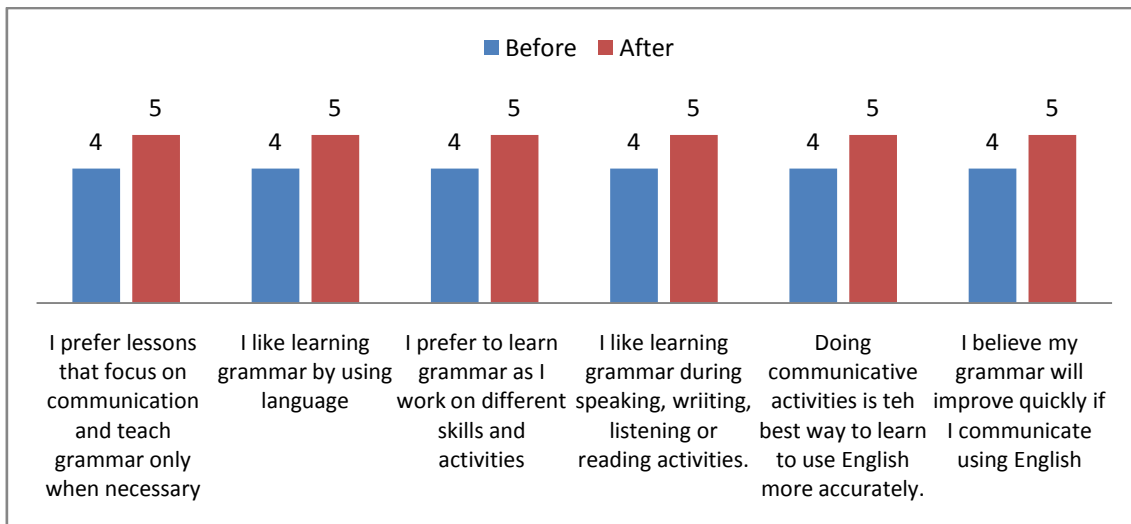
Figure 4.63 Modes of data retrieved from before and after likert scale regarding the teaching grammar in communicative context.

5: Totally agree   4: Agree   3: Indifferent   2: Disagree   1: Totally disagree

Teaching grammar through practice.

This category has three items. Students' opinions about them increase after intervention. Learner`s preferences about learning grammar by seeing explanation and doing practical exercises moves from agreement to totally agreement. Also, they totally agree with the statement that doing grammatical exercise is the best form to use English accurately. Finally, their perceptions about their English will improve if they study and practice grammar production, move from agreement to totally agreement.
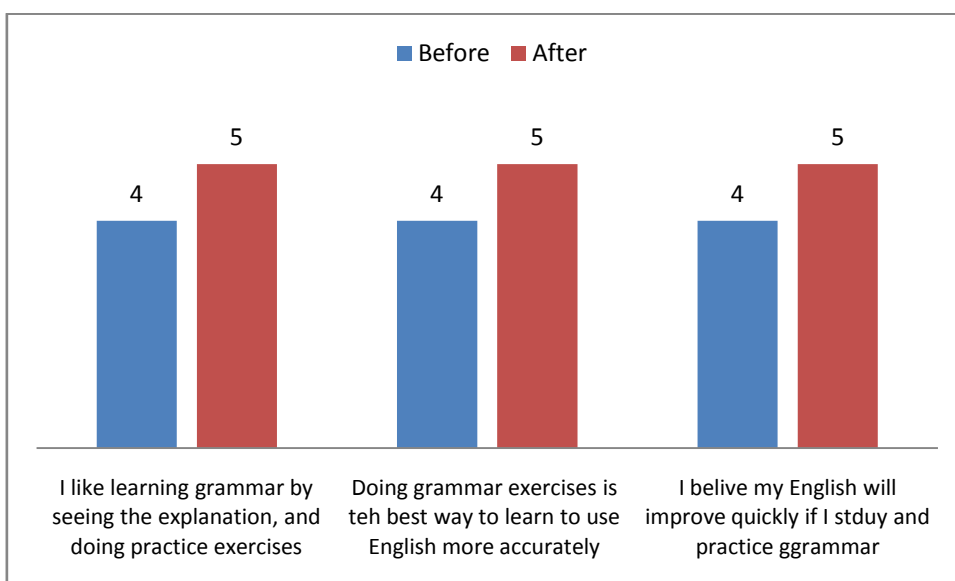
Figure 4. 64 Modes of data retrieved from before and after likert scale regarding

the teaching grammar through practice

Feedback occurrence.

This category encompasses two items, and they were not influence by the intervention. Students` preference for feedback is considerable, all of them totally agree its importance and they are not interested when it is done. Their totally agreement is equally for feedback immediately after the students make the errors and when the practice activity and production have concluded.
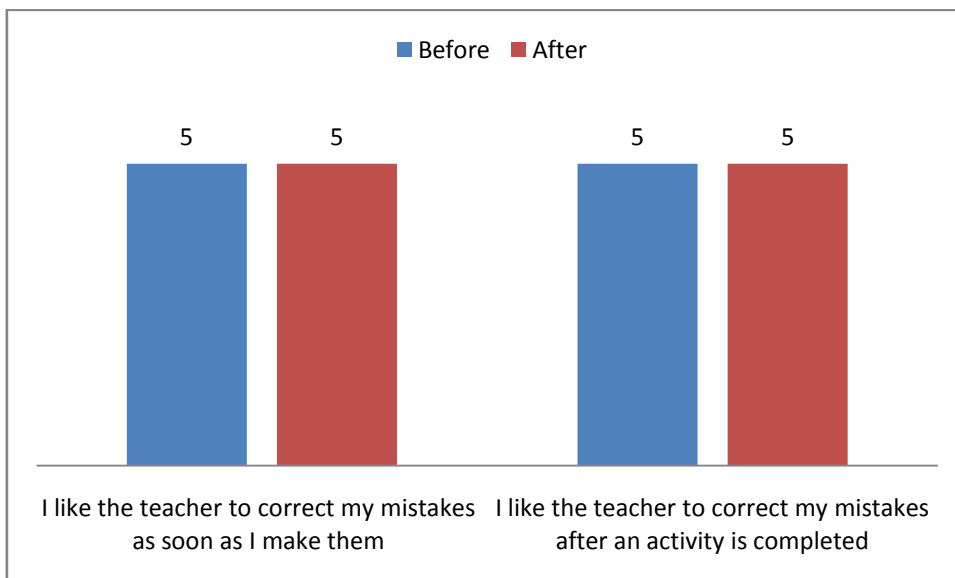
Figure 4.65 Modes of data retrieved from before and after likert scale regarding feedback occurrence

Didactic and resources for teaching grammar.

This category refers to the use of material and resources for learning grammar, created in correlation with four skills. The first items in regards to the students' capability for leaning grammar while they are doing reading or speaking activities. After the intervention, students' opinion about this assumption moved from agreement

to totally agreement. Similar situation occurs with fourth item, which refers to the usefulness of grammar teaching while students read a text.

Besides, students' perception about their capability of learning grammar while they are reading or listening moved from indifference to agreement. However, they maintain their agreement in their conception about the difficultness of learning grammar through reading and listening activities.
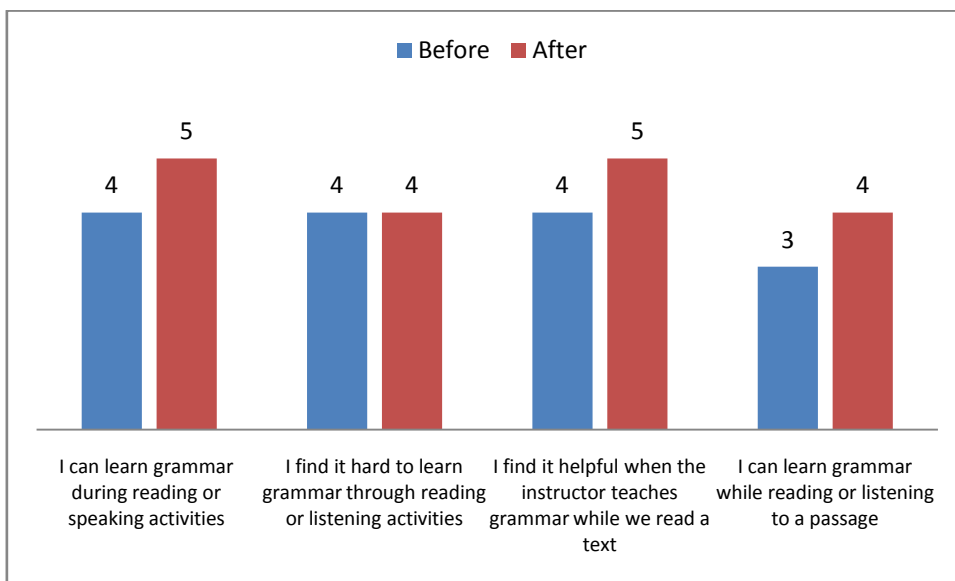
Figure 4.66 Modes of data retrieved from before and after likert scale regarding the didactic and resources for teaching grammar

5: Totally agree   4: Agree   3: Indifferent   2: Disagree   1: Totally disagree

ANALYSIS OF RESULTSAND DISCUSSION

a) What is the Effect of PFoF in the Grammatical Knowledge of Learners After the Intervention?

With the aim of measuring the impact of PFoF instruction for teaching grammatical tenses, students took two versions of KET test before and after intervention. The writing section of the tests contributes for the analysis of the impact in grammar.

The same rubric helps to evaluate both writing production and the component related to grammar provides the information for the comparison. Based on those results, the mean of the grammar component increases in 1,00 after the intervention. Besides,

the T student test demonstrated that the PFoF generates a positive effect in the grammatical knowledge of the learners.

Moreover, it was possible to assess the effect of PFoF in learners` general knowledge of English. The mean of the general score of the KET test increased in 15.29. Also, the T -test demonstrated that the increasing in the mean is representative. Therefore, PFoF instruction promotes the learning of English.

Regarding the KET test components, the results of each one were analyzed through the results of the pretest and posttest. The means of reading increases in 0.82, listening 1.225, speaking 6.225 and writing 7.088. Moreover, the T -test results were lower than the minimum acceptable error of 5%. Therefore, the increasing in each component is significant. It demonstrated that PFoF execute a positive effect of listening, reading, writing and speaking skills.

b) Which Grammatical Forms Are ImpactedMost by the Application of PFoF?

Present and past continuous.

The results of the session test about present continuous indicate that 57% of the answers were incorrect and 43% were incorrect. However, this situation changed in past continuous, where 55% of the answers were right, and 45% were incorrect.

Moreover, a component of the session tests implies a filling the blank item, it made students to infer and decide the most suitable present or past continuous form. In short term, the right answers achieved 62%, while the wrong 24%. Moreover, it exercises was also applied in final session test. In long term, the ability of identifying present and past continuous increases from a mean of session test of 16.2 to 23.00 in final session tests. Also, T -test student demonstrated that the increasing in the right answers is significant in long term.

Regarding the students' scores in the session test and final session tests, they were marked over 10. Students obtained a mean of 5.69 out of 10 in the session tests, while the mean for final session tests was 7.38. It implies an increasing in the scores in 1.69. Concerning to general results, in short term 55% of students were over the mean, while in long term 58% . The T- test is 0.000, which indicates that the improvement in students` scores is significant.

Therefore, PFoF instruction generates positive effects in students learning of present and past continuous structures. It also promotes the recalling of present and past continuous form in learners´ long term memory, mainly because students are in contact with time expression along the sessions and they recycle those forms in classes during the sessions.

In reference to mistakes, similar kind of errors were identified in session and final

session tests. In long term results, it is observed that students were more aware of the relation between time expressions with present and past continuous form. Also, they associate the verb construction and pronoun better. However, the lack of understanding of interrogative form increases dramatically.

Students' perception about PFoF in learning present continuous tense.

Students stated that PFoF instruction is a methodology that promotes interaction

especially between students-students, and it also enhances students´ participation. They also consider it as a good methodology for l2 learning. However, they agreed that it requires more amounts of feedback and explicitnessin the explanation of present continuous tense.

Students' perception about PFoF in learning past continuous tense.

Regarding past continuous session, students agreed that it promotes communicative interaction between students –students. Learners also maintained that it generates positive effect on l2 learning, basically because it organizes the learning process in an appropriate form, ensuring a motivational classroom environment forl2 learning. Student claimed that they like all the organization of the class for this session; however, they only asked more students' participation.

Present perfect.

In short term, the session test results present 33% of the answers correctly, while 67% were incorrect. In long term, the amount of right answers decrease, they represent 18.67%, while wrong answers were 81.33%. In addition, the mean of right answers in short term was 10, and in final session tests was 5.6, it shows a decrease in

4.4. The t- test applied to the right answers in session and a final session test is 0.089, it demonstrates that the differences between the results are not significant.

Regarding the scores, the mean in session test was 4.68 out of 10, and 52% of students were over it. While in final session test the means was 2, 067, and only 23% of scores were higher. Moreover, the t test indicates a significant difference in the means for session and final session tests. Therefore, the decreasing of 2.613 implies a significant fall in scores. Consequently, PFoF in present perfect instruction does not generate positive effects in short term, and it does not demonstrate effectiveness in long term.

In reference to incorrect answers, the final session tests included similar errors to
session test. However, in long term students reduce their confusion in using the incorrect auxiliary. Also, they were more aware of the past participle form of the main verb. However, some errors tended to increase. For instance, despite students were conscious of the changes required for the main verb, they were not able to spell it correctly, and most of the time they tend to forget the structure of present perfect tense.

Students' perception about PFoF in learning present perfect tense.
Concerning to present perfect tense, student indicated that PFoF methodology enhance communicative interaction between students. Furthermore, they perceive it as an appropriate methodology for l2 learning. However, they maintained that they do not like the present perfect structure itself, because it is confused for them. (it can respond to the lackof association between l1). Consequently, they required a higher level of explicitness in this study of this tense

Past simple.
In short term, students demonstrated a clear understanding of simple past. They achieved 79% of correct answers, and 21 of wrong answers. Moreover, in long term in final session test their right answers represent 67.67% and wrong answers 32.33%. The mean of right answers in session test is 23.8 and in final session test is 20.3. Although it represents a decreasing of 3.5, the t -test applied to the difference between means in short test and long term tests (session and final session tests) is 0.139. This result

demonstrated that there is not a significant difference between both correct results in short term and long term.

In reference to students`scores, in short term with session test students obtained a mean of 7.9 out of 10 and 68% of students obtained scores over this mean, while in long term with final session tests they achieved 6.8 and 55% of students obtained scores over that mean. In long term the mean of students' scores decreases in 1.10, the t test indicates that the difference between both mean is significant.

 PFoF affects positively students learning of simple past in short term and long term. Although the effectiveness of this methodology tends to decrease in long term, especially in terms of scores, the declining in the amount of right answers is not significant.

Regarding errors, the final session test maintains similarities with session tests. Although some of them decrease, other ones increase its proportion. For instance, learners reduce the use of base form verb instead of past form, also they become more aware of the form of the verb when they use past tense auxiliary. On the other hand, the error related to confusion of the verb in past form increase dramatically, furthermore, students' tendency to use the incorrect structure increases in 17.4%. Finally, while in short term student did not confuse the auxiliary, in long term they tend to use the simple present auxiliary instead of did.

Students' perception about PFoF in learning past simple tense.

Like previous session, students maintain their conception about PFoF methodology; they considered it as a very didactic and appropriate forl2 learning, especially because it promotes communicative interaction between learners. However, they said that they do not like the past tense structure, and listening activities. Moreover, they claimed for higher level of explicitness in the teaching of past simple tense.

Will /won´t.

In short terms, students obtained 53% of right answers and 47% of wrong ones. In long term, the results of final session test indicated that 73% of the answers were correct and 27% were wrong. Also, the mean of right answers in session test is 16, while it is 22 in final session tests. This result implies an increasing in 6 corrects answers.

Moreover, the students' scores in session test obtained a mean of 5.40 out of 10, where 48% of students overcame the mean. Meanwhile, in final session test the mean is 7.73 and 74% of students obtained scores over that mean. The difference between short term and long term means of students` scores demonstrated an increasing of 2.33, which statistically is significant.

While comparing correct and incorrect answer in short term and long term, , it is observable that PFoF executes a positive effect in learning of future tense will-wont in short and long term. Moreover, it facilitates student storage of this tense in long term memory, mainly because learners are involved in L2, and while more recycling they enhance their preconceived knowledge.

Students' perception about PFoF in learning will/won´t tense.

Being congruent with previous sessions, student's perception regarding PFoF methodology maintain its benefits in terms of promoting communicative interaction between students, also its well-constructed organization and their importance in promoting l2 learning. However, learners stated that they found this structure confused and they did not like the structure itself; besides, they agree that it is necessary more explicitness in the teaching of this tense.

Be going to.

In short term, the results of session test demonstrated that 85% of the answers were correct. Also, the difference between the right and wrong answers was considerable. It indicates that PFoF generates a positive effect in learning "Be going to tense" during short period of time.

In long term, the proportions of right and wrong answers in final session tests were similar. The mean of right answers in short term is 25, while in final session test of long term is 15. The difference between the right answers in session test and final session test indicate that the number of right answers decreases significantly.

Regarding the students` scores, in session tests the mean is 9.00 out of 10, where 71% of results were over the mean. While in final session tests the mean is 5.067, and 45% of students overcame the mean. The difference between both means (3.933) indicates a significant decrease in students` scores in long term. Consequently, these

results indicate that PFoF is effective in short term, but it does not guarantee long term storage of this grammatical structure.

Besides, the many types of error still appear in final session tests, while others disappear. For instance, students are more aware of the needs of including a main verb in the structure, also they decrease the common error of forgetting the preposition "to". Contrary, in the final session tests students increase the error of misspelled "going" and they tend to use the incorrect structure. Furthermore, students seem to generate more types of error in final session test, for example, they forget to include the "ing", and they do not include the "verb to be".

Students´ perception about PFoF in learning be going to tense.

Similarly, with previous session, students have identified the benefits of PFoF instruction in the developing of communicative interaction between learners; also they still found this methodology appropriate for l2 learning and motivational classroom environment, mainly because PFoF organizes the session of classes adequately. Nevertheless, students indicate that this tense can generate confusion and they advise a higher level of explicitness in teaching this future tense.

c) **What Are the Student`s Perception Regarding the Use of PFoF in their Learning of Grammar?**

Regarding students' perception about explicitness of the teaching of grammatical

structure, it was observed that before the intervention they are in favor of explicitness of grammatical teaching. This conception did not change after the PFoF intervention. Besides, it is observed in their level of acceptance for traditional procedures in teaching grammar.

Although their familiarity with traditional methodology, before intervention students indicated that they agree with the importance of learning grammar in communicative context and through communicative practice. However, after intervention they reinforced that conceptions and moved to a total agreement with those premises.

Aspect related to moment for feedback did not suffer any effect after intervention,

it can be assumed that students are aware of the importance of feedback and it does not matter to them the moment when it occurs.

Regarding didactic and resources for teaching grammar in PFoF instruction, students moved from indifferent towards agreement after the intervention in aspects related to their capability for learning grammar while reading or listening. Also, studentsdemonstrated their agreement with the use and efficacy of reading, listening and speaking activities for learning grammar. It can be observed that students´ learning experience with PFoF provided them with new insight about ways of learning grammar.

CHAPTER V
CONCLUSIONS

The results through the comparison of grammatical aspects on KET section regarding written production, demonstrate that PFoF improves the general knowledge of grammatical structures. This finding is supported by studies done by Rahimpour et al. (2012), where students instructed with PFoF obtained higher scores in " accuracy in oral narrative tasks" (p. 251), and Nourdad et al. (2014) findings about the positive effects of FoF in learning passive voice.

Besides of providing a positive effect on grammatical knowledge, students who received PFoF, also increased their scores on their pre-post test results after the intervention. In other words, this methodology significantly raised their listening, reading, writing and speaking abilities. This pronouncement agrees with Ellis et al. (2002) opinion about the "dual purpose of a communicative language lesson", he stated that it has to develop "students fluency - confidence and linguistic competence" (p. 430).

Furthermore, Rahimpour et al. (2012) claimed that PFoF is effective because it ensures meaningful input, while students are involved in an intensive study and use of the form in communicative context. Therefore, we conclude that the continuous exposure to input and output production make students more familiar with l2. It also allows them to learn through the practice, generating an increase in abilities and more self-confidence in producing English.

Present and Past Continuous

Findings demonstrate that, in short time, PFoF does not influence students `response for present continuous learning; while, their results improved in session two for past continuous. Besides, the results of present and past continuous denote an important increase in the percentage of right answers in long term. It means that frequent exposure to input through different tenses during the intervention, reinforces students' ability for recognizing time expressions and forms. It is also supported by the decrease in the percentage of errors from session one to two, in relation to the lack of association between time expressions with tense. These findings are related to Doughty et al., (as cited in Farrokhi, 2011) claims about the importance of input in the form of

input flooding and input enhancement, which through meaningful input facilitates l2 learning.

Students`learning of tenses with similar structures.

Regarding common errors aspect, PFoF helps students to assimilate and recognize the continuous forms. It is observed that through session one and two, the absence of verb to "be" decreased from 37.50% to 15.89%. Also, no errors were found in session two, regarding the use of verb to be with the correct personal pronoun, which went from 9,62% to 0%.

However, errors related to *ing* spelling varied from 3.85% in session one, to 14,95% in session two. This indicates that more attention and resources are required for *ing* verb construction.

Present Perfect

The mean of wrong answers was higher than the mean of right answers for present perfect tense in short and long term. This shows that PFoF was not successful in making students learn this grammatical structure. Moreover, it seems that the amount of erroneous responses tend to increase in long term.

Despite of negative results on the acquisition of grammatical structure, PFoF helps students to be aware of the correct use of the auxiliary (have/has). Also, it is necessary to raise students` consciousness of past participle form of the verbs. To sum up, present perfect tense requires a redesigning of the activities regarding PFoF, with emphasis in teacher initiated preemptive Focus on Form, especially in those cases where same errors are repetitive. The conclusions mentioned above are aligned with Ebrahimi et al. (2015) research, where he demonstrated that complex tenses, in this case present perfect, required more specific and explicit explanation of its use, structure and meaning.

Simple Past

PFoF positively affected students` learning of this structure. In short and long term, the percentages of right answers were significantly higher than the wrong answers. These findings arealigned with Nourdad et al., (2014) and Rahimpour et al. (2012) assumptions about the positive effect of PFoF in learning grammatical structures.

The main effect of PFoF in simple past was observed through the appropriate use

of the tense in negative, affirmative and interrogative forms. Furthermore, results show that this knowledge was acquired effectively. It was demonstrated by a decrease of the percentage of errors in the final session test.

Despite of the positive impact of PFoF in simple past tenses, this study found that in long term students tend to confuse verbs forms and the use of auxiliary in simple past form.

Will and Won`t.

A high percentage of right answers in both: session test and final session test support the positive impact of PFoF in students` learning of will and won't in short and long term. However, it was observed that students struggle with their answers in the session test, which items required a higher level of comprehension of context.

Be Going To

Short term results regarding be going to structure, show that PFoF facilitates students` learning of the tense in short term. However, in long term the final session test demonstrates that PFoF was not effective.

The main observed errors in the final session test are related to misspelling of "going" and incorrect use of the structure. However, students` awareness of the use of preposition "to" improved from the session test (26,09%) to the final test (10%), as well as the use of unnecessary verbs from 8,70% (session test) to 3,30% (final test).

It can be assumed that the continuous amount of input, which is one of the main

characteristic of PFoF, during the sessions benefits the present and past continuous, simple past and will -won`t tenses, by maintaining higher number of right answers. These results are coherent with Spada and Lightbown (2008), they claim that "Integrated Focus on form or Planned focus on form facilitates learning of grammatical rules" (p. 196).

Also, it is observed that students present problems with be going to tense in long term and present perfect in short and long term; hence, what Ebrahimi et al. (2015) claimed about explicit treatment with certain tenses can be linked to this situation.

In reference to students' perception about the PFoF methodology, they agreed that it is positive, and it benefits their communicative interaction when participation is among students. Also, they consider it as a potential methodology which helps them in l2 learning. These results are in concordance with the finding of Shamsudin et al. (2012), and Songhori (2012) about the positive attitude of learners towards a methodology that includes meaning and form. Moreover, PFoF seems to have a positive perception regarding classroom environment and management, being this effect was observed among each session.

Students indicate their preferences for Audio-visual materials when learning l2. Also, they consider activity sheets and images to be helpful and important for their learning. we can have concluded that the audiovisual resources increase their attitude toward learning. Findidngs which are supported by other studies made by Kara and Aksel (2013), Kutlu and Kutluay (2013) and Chiriac (2015).

Based on students' answers about the improvements related to the sessions, they claimed for a higher level of explicitness when learning present perfect, be going to and will-wont, since they consider it complex tenses. These finding agrees with Ebrahimi et al. (2015).

They also ask for L1 use during the intervention in present perfect and present continuous.Taking into consideration students' responses about their dislikes, they stated they do not like doing listening activities, as well as present perfect tense itself.

RECOMMENDATIONS

Based on the results, we consider that:

1. Teachers should use PFoF in their classes to motivate students to learn grammar and develop the four skills.

2. Teachers should keep in mind that some tenses such as present perfect need to be taught more explicitly. This claim is reinforced with student claimed for higher levels of explicitness in tenses such as present perfect and be going to.

3. To maintain students involving in learning and practicing the tenses, teachers use readings, videos, and other resources, where students need to recall previous tenses to recycle them and ensure its successful storage in long term memory.

4. During the session, students stated that they don't like listening activities. We think that it responds to a lack of practicing of listening. Therefore, we strongly recommend to research in techniques, which can promote the rising of this skill in the learners.

5. Moreover, we could observe that our students were visual learners. Also, they manifest their preferences for images and videos. Hence, we recommend teachers to use more materials which contain visual aids to promote their interests. Besides, authentic material provides a higher level of identification between students and the grammar structures.

6. Regarding "ing", it is recommendable to provide special attention to exercises where students could reinforce the correct spelling and addition of the suffix.

7. It is recommendable to recycle learned grammatical structures to activate students` knowledge.

8. Tenses like present perfect and be going to require a higher and more explicit teacher`s feedback. Moreover, we recommend further studies about the impact of teacher and peer feedback while learning past continuous and present perfect.

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UNIVERSIDAD TÉCNICA DE BABAHOYO

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MEMO # 384-UTB-VA-2016
Babahoyo, julio 12 del 2016

Para: Economista
           Silvia Morales Morejón
           Directora del CENID
           Universidad Técnica de Babahoyo

Asunto: Autorización de la Ejecución del proceso de trabajo Investigativo de la
           Formación de Magister en Enseñanza de Inglés como idioma extranjero.

En respuesta a su solicitud, este Vicerrectorado Académico autoriza la ejecución del Proceso del Trabajo Investigativo de la formación de Magister en Enseñanza de Inglés como Idioma extranjero, solicitado por usted, con el tema "Impact of a planned focused on form approach used to teachgrammar structures with efl a2 learners: practical action research with public university srudents".

Cordialmente,

Arq. Pedro Rodríguez Vargas; MBA
VICERRECTOR ACADEMICO

C/c Archivo

ELABORADO POR	LIC. JENNY MAZACON GÓMEZ, MAE	REVISADO	ARQ. PEDRO RODRÍGUEZ VARGAS,MBA

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CAMBRIDGE ENGLISH: KEY
Practice Test
Version 1

Julie Watson

CAMBRIDGE ENGLISH: KEY
Practice Test
Version 2

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Appendix 02
Acta de consentimiento

Gracias por aceptar ser parte del estudio: "Impacto de la metodología llamada Focus on form utilizado para enseñar estructuras gramaticales a alumnos del nivel A2, investigación de acción con estudiantes de una universidad pública". Este estudio será llevado a cabo desde Julio 16 hasta Agosto 31 del 2016. Esta acta proporciona información sobre los propósitos, procedimientos, beneficios y derechos de los participantes en el estudio, así como también, información de contacto de los investigadores en caso de que tenga alguna inquietud o pregunta referente al estudio.

Elobjetivo de esta investigación es estudiar el impacto de una nueva metodología, llamada FocusonForm en gramática, y la percepción de los estudiantes hacia esta metodología. El beneficio de esta investigación será determinar si al aplicar FocusonForm se facilita o no la adquisición de gramática en los estudiantes

Para recolectar la información necesaria se desarrollaran: dos pruebas KET, observaciones de aula, análisis de diarios, dos encuestas LIKERT, trabajos en clase y pruebas referente a las estructuras gramaticales

Durante las sesiones de intervención del estudio, usted tiene el derecho de hacer preguntas o dar a conocer sus dudas sobre los métodos que se aplicaran en cualquier momento de la investigación. Esta es una participación voluntaria y usted tiene el derecho de abandonar el estudio en cualquier momento. En caso de que usted decida abandonar el estudio, toda la información que usted haya proporcionado será devuelta o destruida de acuerdo a sus requerimientos, y no será utilizada para el reporte final, ni para ningún otro documento.

Su participación en el estudio no afectará su record académico y si usted decide no participar, esto no generará ninguna sanción. De igual forma, si usted continúa con su participación hasta el final del mismo, su información personal no será revelada. La información será manejada de forma segura y confidencial por un periodo de 5 años, luego de este tiempo usted tiene la opción de mantenerla o destruirla. Su participación no será divulgada y sus nombres serán codificados mediante un sistema de letras y números.

Si usted tuviese algún reclamo sobre algún aspecto referente al estudio, o si usted necesitara mayor información, usted puede contactar a la Economista Silvia Morales Morejón, 0986129880, semorale@espol.edu.ec o a la Licenciada Andrea Tello Romero, 0984691785, attello@espol.edu.ec

Al firmar esta Acta de Consentimiento, Yo _____con cédula de identidad numero _____, y número de contacto _____, estoy de acuerdo con los términos de este documento.

Babahoyo, julio 16 del 2016

_____

Firma

Investigadores: Silvia Morales Morejón
                   Andrea Tello Romero

Appendix 03

Codes for students' identification

S1	A
S2	B
S3	C
S4	D
S5	E
S6	F
S7	G
S8	H
S9	I
S10	J
S11	K
S12	L
S13	M
S14	N
S15	O
S16	P
S17	Q
S18	R
S19	S
S20	T
S21	U
S22	V
S23	W
S24	X
S25	Y
S26	Z
S27	AA
S28	AB
S29	AC
S30	AD
S31	AE

S: student

Codes and categories developed from students´ journals

1. Interaction

1.1 Communicative interaction

1.1.1 Dialogues

1.1.2 Roleplays

1.1.3 Ask and answer

1.1.4 Interview

1.1.5 Miming

1.1.6 Giving ideas

1.1.7. Giving examples

1.1.8 Sharing ideas

1.1.8 Teacher –Student

1.1.9   Student –Student

 1.2 Error correction

   1.2.1   Peer feedback

   1.2.2 Teacher´s feedback

1.3   Requesting information

   1.3.1   Students to teacher

   1.3.2   Teacher to students

   1.3.2.1 For checking understanding

   1.3.2.2 Enhance participation

   1.3.2.3 Reinforce structures

1.4   Group work interaction

   1.4.1   Text reproduction

   1.4.2   Looking for information

Appendix 4

Fill in the blank activity with transcript from the video.

Oliver: Hey, Alfie, what[1] _____ you _____?

Alfie: I[2]'__ _____ for tomorrow's exam. You?

Oliver: Yeah, me too. Well ... I[3]'__ just _____ some photos to Facebook and I[4]'_____ a message to Billie ... oh, and I'm downloading the new Arcade Fire album ... oh yeah, and I[5]'_____ _____ a coffee too. It's tiring all this studying! Oh, and at eight, I[6]'___ _____ Lucas, just for a quick coffee. It's important to take regular breaks you know!

Alfie: You're not really studying at all, are you? Come on, mate, if you don't pass the exam, you'll have to take it again after the holidays.

Oliver: You sound like my mum, Alfie! Talk of the devil. She[7]'__ _____ me. I'll phone you later, OK?

Alfie: Sure.

Oliver: Hi, Mum.

Sophie: Hello, love, what [8]_____ you _____?

Oliver: I'm studying, Mum. I've got a big exam[9] _____. What about you?

Sophie: Oh Ollie, I just had to phone you. I[10]'____ _____ a camel at the pyramids!

Oliver: Cool.

Sophie: I'm with a tour group. We're having a great time! We're all riding camels and the sun's shining. Oh, it's fantastic, Ollie!

Oliver: Lucky you!

Sophie: So, [11]____ you _____ hard for the exam?

Oliver: I'm trying to, Mum!

Sophie: What[12]'__ Daisy _____ now? Is she at home?

Oliver: No, she's at tennis practice.

Sophie: Of course she is. OK, I've got to go. They're waiting for me to get off the phone! Bye, love.

Oliver: Bye, Mum.

Retrieved from: http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous

Session 1

Present Continuous

T: *What was Oliver doing in the video?*

S: *Studying.*

T: *Studying! He is studying. And Alfie? What is Alfie doing?*

S: *Studying...*

T: *What is she doing?*

S: (silence)

T: *Ok...Where is she?*

S: *Egypt.*

T: *In Egypt, yes. Ok, and what is she doing in Egypt?*

S: *Pyramids.*

T: *Is she studying in Egypt?*

S: *No...*

T: *Is she working or traveling around Egypt?*

S: *Traveling!*

T: *Yes! She is travelling. She is visiting the...?*

S: *Visiting the pyramids.*

T: *Yes, very good!*

T: *Ok, now…. At what time is Oliver meeting Lucas? Watch the video please.*

S: *At 8.*

T: *Is Oliver meeting Lucas in this moment?*

S: *No!*

T: *At what time is Oliver meeting Lucas?*

S: *At 8pm*

T: *Do you have plans for later, after classes?*

S: *Sleeping…*

T: *Ok, you are sleeping. And next week, what are you doing next week?*

S: *Studying…*

T: *I am…?*

S: *I am studying.*

T: *What are you doing tomorrow?*

S: *Homework*

T: *Doing?*

S: *I am doing homework.*

Appendix 6
Dictogloss activity

In this moment, Sophie is visiting the pyramids in Egypt. She is riding on a camel, and she is calling her son Oliver who is studying **now**. The sun is shining, she is drinking fresh water and **later** she is swimming in the hotel´s pool. **Next week**, she is returning home because she is taking an ICT course in her job. Oliver feels happy, and **tomorrow** he is cleaning the house to receive his mother.

Appendix 7
Posters from Session 1

Sophie is Traveling

- In this moment, Sophie is visiting the Pyramid and Egypt
- She is calling son (Oliver)
- The Sun is shining, She is drinking water fresh
- Next week, returning house
- Tomorrow, He is cleaning the house — cleaning

Pyramid Egypt → Calling Son (Oliver)

Return house
- He is Receiving the man

Sophie is doing in Cairo

She is traveling Egypt, She is visiting pyramids, after calling Oliver.

How is the studying now
Oliver first happy
She is Riding a camel
She is swimming in the pool at the hotel.

Group #1
Sophie story

In this moment, shophie is visiting the Pyramids in Egypt. She call Oliver for know what he doing. Oliver is not studying. He is uploading photos in the facebook, sending message and downloading music. She riding a camel and she having great moment.
The next week she return home and Oliver tomorrow clear the house for the return his mum.

The Important History

Sophie is visiting the pyramids in Egypt.
Oliver feels is very a happy.
the sun is shining.
She is calling

In this moment Sophie is visiting to pyramids Egypt.
She is riding to camel for pyramids.
She is calling to Oliver.

She is driking fresh water.
Sophie return the house

Sophie is visiting pyramids.

The sun is shining
She's drinking water
Sophie swimming hotel pool
Sophie return a house

Appendix 8

Time expression chart

Read the story from Activity 2. Complete the chart with time expressions used for actions happening NOW, and planned actions for the FUTURE.

HAPPENING AT THE MOMENT	**PLANNED FUTURE**

Time expression exercise.

Read the sentences from the transcript, and write(N)for actions happening in this moment, and (P) for planned actions for the future.

1. They're waiting for me to get off the phone. ____

2. I'm just uploading some photos to Facebook . ____

3. You're not really studying at all, are you? ____

4. We're having a great time! ____

5. I'm riding a camel at the pyramids! ____

6. The sun's shining. ____

7. What's Daisy doing now? ____

8. Oh, and at eight, I'm meeting Lucas, just for a quick coffee. ____

9. What are you doing? ____

10. She's calling me. ____

11. I'm having a coffee too. ____

12. Are you working hard for the exam? ____

13. I'm studying for tomorrow's exam. ____

Retrieved from: http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous

Session test # 1

Name: _____ **Date:** _____

1.- Look at the picture. Write sentences about what is happening at the moment in the park.

A.- IT – RAIN – RIGHT NOW
_____

B.- HE - RIDE - A BIKE
_____

C.- THEY - LISTEN – MUSIC
_____

D.- HE – FISH – IN THE LAKE
_____

E.- THEY - ARREST - THE THIEF
_____

F.- SHE - SLEEP - ON THE GRASS
_____

G.- THE FAMILY – EAT – BREAKFAST

2.- Look at the activities people was doing yesterday at 8 o´clock and write sentences.

I	play the flute
you	not watch TV
he	not read
she	laugh with her friends
it	not snow
we	have dinner
they	chat
Emma	study
Luke	not work

1. I _____
2. YOU _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

3.-Circle the appropriate option.

1.   They _____cooking French fries right now.
        a.   Is   b.   Are   c.   Were
2.   Sara and I _____ traveling to New York next week
        a.   Am   b.   Are   c.   Were
3.   Richard is playing football soccer _____.
        a.- yesterday   b.- always   c. right now
4.   I _____ studying for tomorrow exam.
        a.-was   b.- am   c.   is
5.   Sara: Where were you last week?
        Peter: :_____
        a.- I am doing my   b.- I was doing my   c. I did homework at
        homework at home.   Homework at home   home

Appendix 10
Right and wrong answers of session test

	Look at the picture. Write sentences about what is happening at the moment in the park.	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	IT-rain-right now	11	42	15	58	26
2	He-ride-a bike	13	50	13	50	26
3	They-listen-music	11	42	15	58	26
4	He-fish-in the lake	13	50	13	50	26
5	They-arrest-the thief	13	50	13	50	26
6	She -sleep-on the grass	15	58	11	42	26
7	The family-eat-breakfast	2	8	24	92	26
	TOTAL	78		104		
	MEAN	**11**	**43**	**15**	**57**	

Appendix 11
Common errors in session test for present continuous

Common mistakes	S1		S2		S3		S4		S5		S6		S7		Total	%
	R	W	R	W	R	W	R	W	R	W	R	W	R	W	WA	WA
Forget including verb to be		5		4		6		5		5		4		10	39	37.50
Use past tense of verb to be		3		4		5		3		5		3		2	25	24.04
Do not use present continuous structure		3						1				1		1	6	5.77
Do not use "ing" in the main verb		3		1		2		2		3		1		2	14	13.46
Incorrect use of verb to be with personal pronoun		1												9	10	9.62
Do not answer								1							1	0.96
Incorrect word order				3				1							4	3.85
Misspelling "ing " form				1		1						2			4	3.85
Use simple present instead of present continuous						1									1	0.96
TOTAL		15		13		15		13		13		11		24	104	100.00

Appendix 12
Journal information from interaction

INTERACTION		SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
Communicative interaction								0
	Dialogues	3					1	4
	Roleplays					2	1	3
	Ask and answer	2	4	3	1	1	1	12
	Interview				1			1
	Miming						13	13
	Giving ideas		1		1			2
	Giving examples							0
	Sharing ideas		2					2
	T-s	1	3	1	2	5	2	14
	S-s	17	11	14	8	12	16	78
Error correction								0
	Peer feedback		1	3	1			5
	Teacher´s feedback		4	1				5
								0
Requesting information								0
	Students to teacher							0
								0
	Teacher to students							0
	For checking understanding					1		1
	Enhance participation	17			3	2	2	24

		SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
	Reinforce structures							0
Group work interaction								0
	Text reproduction							0
	Looking for information		5	3	3		2	13
	Dictogloss	4						4
Total		44	31	25	20	23	38	181

Journal information from improvements

IMPROVEMENTS	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
Classroom arrangement		2					2
Explicitness	1		4	1	5	10	21
Use of time			2	6		4	12
Resource						1	1
Activities sheets	2		1	2		1	6
Variation in activities				2		3	5
Visual aids (videos and images)	3	3					6
Classroom facilities							0
Instant feedback	2						2
Use of l1	1		1				2
Ss participation	3	1	1	2	2	2	11
Games		1				1	2
Songs				1			1
Total	12	7	9	14	7	22	71

Journal information from resources

RESOURCES	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
Videos	4			1	16		21
Images	4	7		5		1	17
Music			1	21			22
Activity sheets	6	1	2	2	2	5	18
Total	14	8	3	29	18	6	78

Journal information about methodology

STUDENTS´ PERCEPTION ABOUT METHDOLOGY	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
Class environment	4	7	3	13	18	17	62
Use of resources	4	6	1	14	14	4	43
Activities	8	3	6	9	4	12	42
Classroom management	3	6	7	12	17	11	56
Learning grammar	1	2	1	3	5	2	14
Making error (confidence)	--	3	2	2	1	3	11
Error correction	---	3	1	2	1	3	10
L2 LEARNING	5	20	8	22	17	14	86
Didactic	24	26	23	43	47	37	200
Total	49	76	52	120	124	103	524

Journal information aspect they dislike about the sessions

STUDENTS DISLIKE ABOUT SESSION	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	TOTAL
Listening activities	4		1	3			8
Visual aids	1					1	2
Reading	2						2
Writing	2						2
Fill in the gap activity	1			1			2
Grammar			4	3	1	1	9
Confusion			1	4	1	2	8
Oral participation				1			1
Total	10	0	6	12	2	4	34

Appendix 13

Present Continuous.
Birthday Party.

Retrieved from:

Appendix 14

Match the picture with the activity.
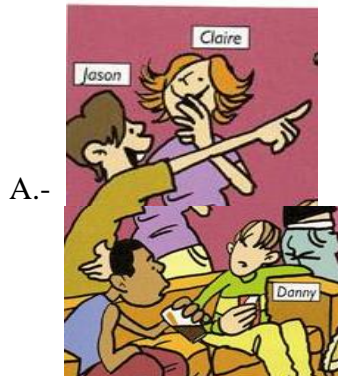
A.-   _____ *Sam and Dany were drinking soda.*

B.-   _____ *Tom was singing rock and roll.*

C.-   _____ Jason and Claire were laughing.

D.-   _____ *Lucy was dancing alone.*

E.-   _____ *Helen and Eve were eating pizza.*

F.-   _____ *Dave and Jodie were dancing together*

Retrieved from: http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos/present-continuous

Appendix 15
Read the story and put in order the pictures according to the events.

OUR WORST HOLIDAY EVER!

1 It was the summer holidays and our family were renting an apartment for a week near the beach. We all went to the beach on the first day and it was fantastic! I did lots of surfing. The sea was really warm! While Mum and Dad were reading their books, my brother Pavel was building a really big sandcastle. He was happy for hours!

2 On the first evening, Mum and Dad were cooking supper while Pavel was playing with his toys. I was chatting to my friends on the internet, when suddenly my computer stopped working. There was no electricity in the apartment! We had to eat our supper in the dark! The electricity didn't come on again until the next morning.

3 On the next day, we went to the market. While we were shopping, the sun was shining and it was hot. But then suddenly dark clouds came over and it started to rain really hard. Dad drove us back to the apartment.

4 When we got back, the rain was coming into Pavel's bedroom and his bed was very wet. So for the rest of the holiday he had to share my bedroom!

5 At the end of the holiday, Mum and Dad were cleaning the apartment when suddenly Dad shouted, 'Oh, no!' Pavel and I ran into the kitchen. Dad was looking into a cupboard under the sink. We looked, and at the back of the cupboard we saw a family of mice!

6 We packed our suitcases and left the apartment very quickly! We were all really glad to get home.

Source: Prepare 3. From Cambridge University press.

ASKING FOR INFORMATION

1.-Look at the picture and ask for information about "A Day in the Park". Ask your partner about the activities people were doing in the park yesterday morning.

Retrieved from: https://www.tes.com/lessons/ohJXZNGgrUaHxg/past-continuous-tense
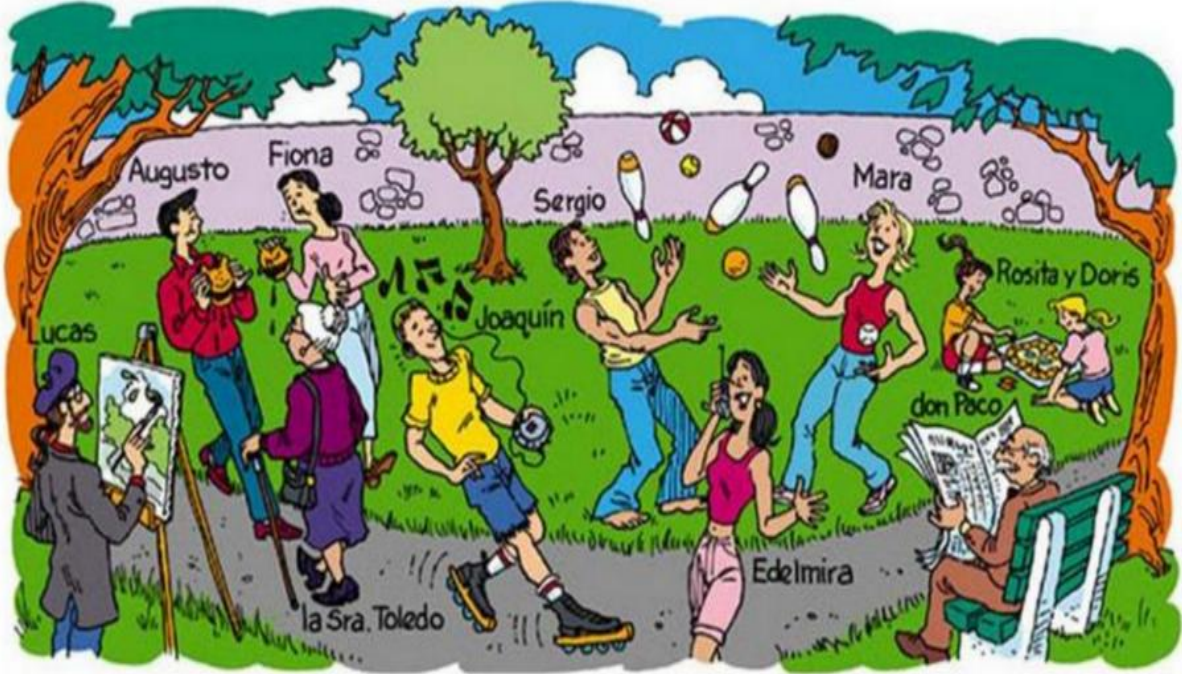
Session 2

Past Continuous

T: *Ok, look at this. This is a picture of my last birthday party. It was on September 18, 2015. I was celebrating my birthday. I invited my partners and my friends. All my friends were in the party. Jasen, Clarke… We were celebrating and having fun. In the party Jason and Claire were laughing. They were laughing because Tom was singing rock and roll. He was wearing black sunglasses and singing rock and roll. My best friend Lucy was dancing alone… David and Joe, they were dancing together. I also invited Helene and Eve. They were speaking and eating pizza all night. They were not dancing… And Tom and Sue, they were drinking soda… We were having a great celebration.*

T: *What were Jason and Claire doing?*

SS: *Laughing.*

T: *They were...?*

SS: *They were laughing.*

T: *What were Danny and Sam doing?*

SS: *They were drinking soda.*

T: *Yes! Very good. Ok Next question….*

SS: *What…*

T: *Ok., what…?*

SS: *What was…*

T: *Yes...was…*

SS: *What was Tom doing?*

T: *Ok. What was he doing?*

SS: *Singing rock and roll.*

T: *Do you remember your last birthday party? When was your last birthday party? Can you remember? My birthday party was last year. I turned 35 years old. What about you? Your birthday party.*

S: *Yes, I…*

T: *Ok. What were you doing in your birthday party?*

S: *Lasagna.*

T: *Oh! Ok. He was… eating lasagna. Ok, what else, what other activities were you doing in the party? Your parents. What were they doing?*

S: *My father…Singing.*

T*: Ok, my father was singing. Do you have brothers?*

S: *Yes, one brother.*

T: *Ok, what was your brother doing in the party?*

S: *Playing the guitar.*

T: *He wa…*

S: *He was playing the guitar.*

T: *What were you doing yesterday… Let´s remember...*

S: *In classes…*

T: *Ok, what were you doing in classes?*

S: *Playing…*

T: *What were you playing?*

S: *Basketball.*

T: *Ok, she was playing basketball yesterday morning.*

Students are introduced to the description of Toledo´s family picnic.

T: *Let´s make sentences about the activities the family members were doing. Ok, what was Lucas doing?*

S: *He was painting…*

T: *Ok, now, you name the question…*

S: *Who…*

T: *Do you want me to repeat the question?*

S: *Yes.*

T: *Ok, my question was: what was Lucas doing?*

S: *Oh, what was Augusto doing?*

T: *Ok, choose one person to answer.*

S: *She...*

T: *Ok, repeat the questions please.*

S: *What was Augusto doing?*

S2: *He was…. He was eating…*

T: *He was eating…yes. Very Good. Ok, now your turn. Question for anyone, please.*

S2: *What was Joaquin doing?*

SS: (all students want to answer)

T: *Ok, one moment… give her a minute*

S3: *He was listening to music.*

T: *Yes, excellent. Now, make one question please.*

S3: *She was…*

T: *What...was...*

S3: *What was Lara…*

T: *Do…*

S3: *Doing…*

T: *Doing! Yes, repeat.*

S3: *What was Lara doing?*

S4: *Joggling…*

T: *Lara was…*

S4: *Lara was joggling.*

T: *Ok, what was Rosita doing?*

SS: *Eating?*

T: *Mmmm. I think it is playing chest.*

SS: *Oh, playing chest.*

T: *So, what was Rosita doing?*

SS: *She was playing chest.*

T: *Ok, now let´s see…. What were Augusto and Fiona doing?*

SS:*They were… Eating.*

In pairs students begin asking and answering about the previous activity picture. Toledo Family.

T: *My family dinner in the house. What? What activity was your family doing? Dancing? Cleaning the house?*

S1: *Playing…*

T: *Ok, so… My family…?*

S1: *Was playing…*

T: *Was playing in the house… Good. Ok, I was… with my mother for eating… So, I was…*

S2: *Preparar.*

T: *ok, so I was…*

S2: *Preparing…*

T: *Aha!*

S2: *I was preparing dinner…*

T: *Yes, excellent. I was preparing…*

T: *Visited my family…Ok… You did this … but what activities were you doing?*

S3: *Eating.*

T: *Ok, so.. I... visited my family. We…were… eating.*

T: *Ok, now father´s day… I was cooking my sister? Who was cooking the sister! OMG*
   Are you Hannibal?

S4: *Con mi hermana…*

T: *Oh! Sorry. with! With my sister.*

S4: *Yes!*

T: *Ok, so…*

S4: *I was cooking with my sister.*

Appendix 18
Right and wrong answers of session test

	Look at the activities people were doing yesterday at 8 o`clock and write sentences.	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	I/ play teh flute	16	62	10	38	26
2	You/ not watch tv	11	42	15	58	26
3	He/ not read	18	69	8	31	26
4	She/ laugh with her friends	15	58	11	42	26
5	It/not snow	12	46	14	54	26
6	We /have dinner	16	62	10	38	26
7	They/chat	7	27	19	73	26
8	Emma/ study	16	62	10	38	26
9	Luke /not work	17	65	9	35	26
	Total	128		106		234
	MEAN	**14.22**	**55**	**11.78**	**45**	

Appendix 19
Common errors in session test for past continuous

Common mistakes	S1		S2		S3		S4		S5		S6		S7		S8		S9		Total	%
	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	W	WA
In Affirmative sentences ss use "to be" in present tense	23	3					25	1			25	1							5	4.67
Forget including "ing form" of the verb	25	1			24	2	23	3	23	3			25	1	22	4	25	1	15	14.02
Forget writing the " to be form"	20	6					22	4			21	5	24	2					17	15.89
Use "not" as negative form.			20	6	22	4			22	4							22	4	18	16.82
Use the simple present of negative form (don´t/doesn`t/aren`t/isn`t)			22	4	24	2			24	2				2			25	1	11	10.28
Use wasn`t instead of weren`t and vice versa			21	5			25	1	24	2	24	2	24	2					12	11.21
Do not use present continuous structure			24	2			24	2	25	1	24	2	23	3	24	2	25	1	13	12.15
Misspelling "ing form"									25	1	23	3	17	9	23	3			16	14.95
TOTAL	68	10	87	17	70	8	119	11	143	13	117	13	113	19	69	9	97	7	107	100

FINAL TEST
SESSIONS 1-2-3-4-5-6

Name: _____ **Date:** _____

1.- Write sentences about what Ramon will do when he goes back to Mexico

1 He / go back to school. ✔ _____

2 He / take a vacation. ✘ _____

3 He / send lots of e-mails. ✔ _____

4 I think he / see his friends. ✔ _____

5 I'm sure he / forget his time in the U.S. ✘ _____

2.- Circle the appropriate option.
1. They _____cooking French fries right now.
    a. Is   b. Are   c. Were

2. Sara and I _____ traveling to New York next week.
    a. Am   b. Are   c. Were

3. Richard is playing football soccer _____.
    a. yesterday   b. always   c. right now

4. I _____studying for tomorrow exam.
    a. was   b. am   c. Is

5. Sara : Where were you last week?
    Peter: _____
    a. I am doing my   b. I was doing my   c. I did homework at
        homework at home.   homework at home.   home.

3.- Correct the following sentences
Example: My parents are go to meet my sister tomorrow
         My parents are going to meet my sister tomorrow
1.- Rob and I aren´t going wear trainers.
_____-
2.- We going to visit my grandparents tomorrow.
_____
3.- Is it going to rains today?
_____
4.- I am not going to do any homework this evening.
_____
5.- What is he going to doing tomorrow?
_____

4.- Look at the pictures and write sentences explaining what has happened. Use the options from the box.

Got to bed   clean his shoes   stop raining   close the doorfall down   have a bath

before	now	
1		He has cleaned his shoes.
2		She ....
3		They ....
4		It ....
5		He ....
6		The ....

5.-Read Ben´s diary and the activities he did yesterday. Complete with the verbs in brackets

Dear Diary,

Yesterday it _____ (be)my friend´s birthday. He _____ (invite) a lot of friends from school. It _____(was) very hot so we _____ (go) to the swimming pool. The swimming pool _____- (not be) full so we _____ (enjoy) a lot. Later we _____ (have) a barbecue with all my friends, and my mother _____- (call) but I couldn´t listen so asked again: What _____ you _____- (say) mom?

Finally, I _____ (return) to my house.

Bye

Ben

Appendix 21

Session test: Present and past continuous

	Circle the correct option	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	They _____ cooking french fries right now.	18	69	8	31	26
2	Sara nad I _____ travelling to New York next week.	8	31	18	69	26
3	Richard is playing football soccer _____	15	58	11	42	26
4	I _____ studying for tomorrow exam.	25	96	1	4	26
5	Where were you last week?	15	58	11	42	26
	TOTAL	81		49		130
	MEAN	**16**	**62**	**10**	**38**	

Final session test: Present and past continuous

	Circle the appropriate option	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	They _____ cooking french fries right now.	21	70	9	30	30
2	Sara and I _____ traveling to New York next week.	15	50	15	50	30
3	Richard is playing football soccer _____	23	77	7	23	30
4	I _____ studying for tomorrow exam.	30	100	0	0	30
5	Where were you last week?	25	83	5	17	30
	Total	114		36		
	MEAN	**23**	**71**	**7**	**29**	

Appendix 22
Comparison of students' scores in present and past continuous test in session test and final session tests

Present and past continuous		
Students	Session test	Final test
A	2	4
B	8	10
C	10	10
D	6	10
E	10	8
F	2	2
G	8	10
H	6	6
I	8	10
J	6	8
K	2	6
L	4	0
M	8	10
N	4	6
O	4	6
P	4	10
Q	2	8
R	4	8
S	8	10
T	8	8
U	10	10
V	8	8
W	6	6
X	6	6
Y	2	8
Z	2	4
AA	Absent	10
AB	Absent	6
AC	Absent	8
AD	Absent	6
AE	Absent	Absent
Mean	5.69	7.4

Note: Test is scored about 10. During session test five students were absents, and in final session test a student was absent. It happened because personal problems.

T test applied to scores in session and final session tests

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sessiontest	5.6923	26	2.75346	.54000
	Finaltest	7.3846	26	2.69929	.52937

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sessiontest & Finaltest	26	.619	.001

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Sessiontest - Finaltest	-1.69231	2.37940	.46664	-2.65337	-.73125	-3.627	25	.001

Note : Five students could not attend to the session test. They did not take the session tests. Therefore, T-Test is applied only to 26 students in session and final session tests. It means that five students from final session tests were taken out of the T test study, and they were selected randomly.

Appendix 23

Common error in session test in present and past continuous tests

Common mistakes	S1		S2		S3		S4		S5		Total	%
	R	W	R	W	R	W	R	W	R	W	WA	WA
Do not associate time expression with tense		8		4		11		0		10	33	67.35
Do not associate pronoun with verb construction				14		0		1		0	15	30.61
Do not understand the question										1	1	2.04
TOTAL		8		18		11		1		11	49	100.00

Common error in final session test in present and past continuous tests

Common mistakes	S1		S2		S3		S4		S5		Total	%
	R	W	R	W	R	W	R	W	R	W	WA	WA
Do not associate time expression with tense		9		5		7		0		2	23	63.89
Do not associate pronoun with verb construction				10				0			10	27.78
Do not understand the question								0		3	3	8.33
TOTAL		9		15		7		0		5	36	100.00

ACTIVITY 1

<u>Canoeing</u>:

Leriche, and Satkovahave become Euro Champs in this sport. They have specialized on canoes and kayaks. It is a very dangerous whitewater rivers activity. They have practiced for competitions of canoeing since 1990, including much more complicated rapids in Europe. They have won 3 tournaments already.

Retrieved from:

http://www.publicnow.com/view/E144D3DB8DD7B1C8533AC248A1A52D9849DF52E3

<u>Extreme Motorsport</u>:

Hi, I´m Alfredo Gomez. I am from Spain. It is a picture of me in my last BMS Motorport competition. I have riddenmotorcycles for 10 years. It is my passion. I have won 6 competitionson differentcategories like super cross, competitions, especially races, involving motor vehicles, motorboats or motorcycle.

Retrieved from: http://www.enduro21.com/index.php/extreme/1566-alfredo-gomez-wins-hixpania-hard-enduro

<u>Free Running</u>:

Hi, my name is Ryan Doyle. My discipline is parkour and free running. My friends call me Rad. I was born on 22 September 1984 in Liverpool, UK. My special talent is constantly adapting to new experiences and environments. This sport is best described as a form of "urban acrobatics" in which participants (free runners) use the city and rural landscape to perform acrobatic movements in order to get from point A to point B. I have run in the streets for 8 years. My friends have supported me at every competitions, and I have won 4 International prizes.

Retrieved from: https://en.wikipedia.org/wiki/Ryan_Doyle

Hangliding:

Hello, this is my story. My name is Tim Grabowski and I am from Germany. The sport I practice is an air sport or recreational activity in which a pilot flies a light, non-motorized foot-launched heavier-than-air aircraft called a hang glider.I have never played soccer or basketball, but I have always loved the air. What about you? Have you ever practiced an air sport?

Ice Climbing:

This is SONG Han Na Rai. She is 34 years old. She practices an extreme sport in which she climbs ice formations with pickaxes. She has climbed Ice Mountains since she was 17 years old. She has gotten the first place ten times. She has suffered many accidents, but it hasn´t stopped her.

Jet Skis:

My name is Alamy Stock. I am a competitor of a water sport. In this sport you use a small self-propelled vehicle for one person, which skims across water. I have lived next to the ocean all my life. I have entered different competitions, but I have won only 3.

Kitesurfing:

Hi, I am Kari Schibevaag. I was born and raised in Stavanger, Norway. I have received

education in sports pedagogic and training, with several trainer degrees. I have

competed on snow and water for 12 years. I have won 7 world titles. The activity I love

the most is

sailing standing up on a surfboard while being pulled alongby a large kite

Retrieved from: http://kariland.com/

Paragliding:

This is XeviBonetDalmau from Spain. The sport he has practiced for 9 years is a sport

in which a person jumps from an aircraft or high places wearing a wide, rectangular,

sterrable parachute

Rock Climbing:

My name is Victor. I am from Canada. I love climbing rocks. It is an extreme sport and people think I am crazy. I have gotten experience from my practices. I have climbed indoors and outdoors. I have never won a competition but I don't give up.It is an activity in which participants climb up, down or across natural rock formations or artificial rock walls. The goal is to reach the summit of a formation or the endpoint of a usually pre-defined route without falling

Adapated from: https://prezi.com/ftinkkjb9wtp/rock-climbing-is-an-activity-in-which-participants-climb-up/
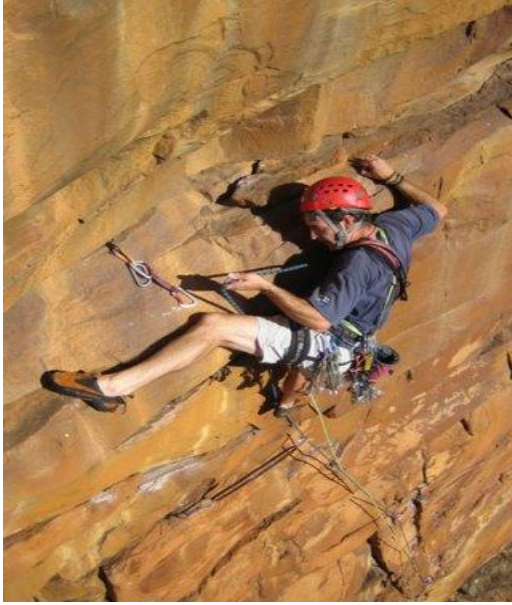
Sand Boarding:

Hi, I´m Matt. I am from Portugal. I have been a participant of this extreme sport for 3 years. I have travelled around the world and I have never lost a competition. I use a board sport similar to snowboarding. It is a recreational activity and takes place on sand dunes rather than snow-covered mountains. This board sport has adherents throughout the world, most prevalently in desert areas or coastal areas with beach dunes.

Adapted from: https://en.wikipedia.org/wiki/Sandboarding

Transcript

Session 3

Present Perfect

T: *Ok, let´s see. Ride a motorcycle. Let´s make questions to look for information. Have you ever…*

SS: *Ridden a motorcycle.*

T: *Ok, so Have you ever ridden a motorcycle? Ok, so. One students please, make the questions.*

S: *Have you ever ridden a motorcycle?*

S2: *No, I haven't.*

T: *Very good. Ok the same question please.*

S2: *Have you ever ridden a motorcycle?*

S3: *No, I haven't.*

S3: *Have you ever ride motorcycle.*

T: *repeat please…*

S3: *Have you…ever… ridden a motorcycle?*

S4: *No, I haven't.*

T: *Ok… Now, question 2.*

S5: *Have you ever be in Cachari..*

T: *Ok, repeat please. Have you ever...?*

S5: *Have you ever be…*

T: *be?? Or been?*

SS: *Been.*

T: *Ok, so repeat please.*

S5: *Have you ever been in Cachari hill?*

S6: *No, I haven't.*

Interview.

S1: *Have you changed over the last 5 years?*

S2: *Yes, I have. How have you changed over the last 5 years?*

S1: *Well, I have gotten married.*

S1: *What sport have you practiced in the last 4 months?*

S2: *I haven't… I haven't practiced any sport. What sport have you practiced in the last 4 months.*

S1: *Yes, I have… I have basketball.*

T: *Sorry? Repeat please… I have.*

S1: *I have… Practiced basketball.*

S1: *Have you ever applied for a job?*

S2: *… repeat…*

S1: *Have you ever applied for a job?*

T: *Apply?*

S1: *Applied…*

T: *Oh, ok. Repeat please.*

S1: *Have you ever applied for a job?*

S2: *No, I haven't. Have… have you practiced any extreme sort.*

S1: *Nop… I haven't*

S1: *What sport you practice?*

T: *Sorry, repeat??*

S1: *What sport you practice?*

T: *Ok, repeat please* (using the fingers the teacher represents each word of the question)

S1: *What… sport… you?*

T: *What sport.* (missing word*) you?*

S1: *What sport… have you practiced?*

T: *Yes, that's right.*

S2: *Have you ever apply for a job?*

T: *Apli or applied?*

S2: *Applied.*

T: *Ok, repeat.*

S2: *Have you ever applied for a job.*

T: *A job!*

S1: *No… I haven't.*

S1: *What sport has you practiced?*

T: *Has or have?*

S1: *Have.*

T: *Ok, repeat.*

S1: *What sport have you practiced?*

S2: *I have practiced basketball.*

T: *Ok, very good.*

Appendix 26

Chart of verbs

1	SUPPORT	SUPPORTED		8	LOSE	LOST	
2	PLAY	PLAYED		9	BE	WAS-WERE	
3	ENTER	ENTERED		10	RIDE	RODE	
4	CLIMB	CLIMBED		11	PRACTICE	PRACTICED	
5	COMPETE	COMETED		12	GET	GOT	
6	DO	DID		13	TRAVEL	TRAVELED	
7	LEAVE	LEFT					

Appendix 27
CROSSWORD. Fill the crossword with the missing verbs from the chart below

Appendix 28

Complete the chart with information from the text.

NAME	EXTREME SPORT	TIME PRACTISING	COMPETITIONS WON
		26	
ALFREDO GOMEZ			6
	FREE RUNNING		
TIM GABROWSKI			
	ICE CLIMBING		
ALAMI STOCK			
		12 years	
XEVI BONET			
	ROCK CLIMBING		
MATT			

Appendix 29

Looking for information

Find someone who...	Name	More Information
... drive / sports car		
... play / golf		
... go / another country		
... eat / sushi		
... ride / an elephant		
... see / a black and white film		
... win / a competition		
... meet / a famous person		
... read / a book in English		
... fall / in love		
... make / a snowman		
... buy / a computer		

Retrieved from: http://www.teach-this.com/images/resources/find-someone-who-have-you-ever-2.pdf

Appendix 30

Right and wrong answers of session test

	Look at the pictures and write sentences explaining what has happened.	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
2	Picture	24	80	6	20	30
3	Picture	9	30	21	70	30
4	Picture	5	17	25	83	30
5	Picture	12	40	18	60	30
6	Picture	0	0	30	100	30
	Total	50		100		
	MEAN	**10**	**33**	**20**	**67**	

Appendix 31

Common errors in session test for present perfect

Common mistakes	S2		S3		S4		S5		S6		TOTAL		%
	R	W	R	W	R	W	R	W	R	W	R	W	WA
Incorrect use of structure		6				3		14		12		35	35.00
Incorrect form of auxiliary				7		9		3		5		24	24.00
Incorrect form of main verb				14				1		7		22	22.00
Misspelled main verb						13						13	13.00
Do not use auxiliary										6		6	6.00
Total		6		21		25		18		30	0	100	100.00

Appendix 32

Final session test: Present perfect

	Look at the pictures and write sentences explaining what has happened.	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
2	picture	15	50	15	50	30
3	picture	3	10	27	90	30
4	picture	3	10	27	90	30
5	picture	5	17	25	83	30
6	picture	2	7	28	93	30
	Total	28		122		
	MEAN	**6**	**19**	**24**	**81**	

T student test applied to session test and final session test
for present perfect

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Session	10.0000	5	9.02774	4.03733
	LastSession	5.6000	5	5.36656	2.40000

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Session & LastSession	5	.939	.018

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Session - LastSession	4.40000	4.39318	1.96469	-1.05485	9.85485	2.240	4	.089

Appendix 33
Students`scores in session test and final session tests in present perfect

Present perfect		
Students	Session test	Final session test
A	4	0
B	10	10
C	6	6
D	2	2
E	2	2
F	6	0
G	0	0
H	6	0
I	6	4
J	6	6
K	6	2
L	8	0
M	8	0
N	6	2
O	2	0
P	4	2
Q	4	2
R	6	2
S	2	2
T	6	0
U	8	10
V	6	2
W	6	4
X	6	4
Y	2	0
Z	2	0
AA	4	0
AB	2	0
AC	4	0
AD	0	0
AE	Absent	Absent
Mean	4.67	2.067

Note: Test is scored about 10. During session test a student was absent, and in final session test a student was absent. It happened for personal problems.

T-test applied to students' scores in session and final session tests in present perfect

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sessiontest	4.6667	30	2.48212	.45317
	Finaltest	2.0667	30	2.80312	.51178

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sessiontest & Finaltest	30	.548	.002

Paired Samples Test

		Paired Differences								
					95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Sessiontest - Finaltest	2.60000	2.52709	.46138	1.65637	3.54363	5.635	29	.000	

Note : A student could not attend to the session test and final session test. Therefore, T-Test is applied only to 30 students in session and final session tests.

Appendix 34

Common error in final session test in present perfect

Common mistakes	S2		S3		S4		S5		S6		TOTAL		%
	R	W	R	W	R	W	R	W	R	W	R	W	WA
Incorrect use of structure		2		13		12		15		17		59	48.36
Incorrect form of auxiliary		5		6		5						16	13.11
Incorrect form of main verb								7				7	5.74
Misspelled main verb		8		8		10				6		32	26.23
Do not use auxiliary												0	0.00
Do not answer it								3		5			0.00
Total		15		27		27		25		28		122	100.00

Ben's diary

Dear diary,

When I woke up this morning, I found my dog, Fox, waiting for me. Hewanted me to take him for a walk. First I had breakfast. Then I washed my teeth and puton a track-suit and a heavy coat, because it was really cold outside. Fox was very impatient. We both went out, and walked to the park near home. Heran and jumped, and pursued some passers-by. Later, Idecided it was time to go back home. Fox didn't want to, but I pulled hardand I managed to take him back. When we arrived at the front door, Irealized I didn't have my keys with me, so we stayed out in the cold formore than an hour.

Retrieved from: https://www.tes.com/lessons/Oj0WzUhxa4xxMg/simple-past

Appendix 36

According to the reading put the number under the picture. Order them

_____   _____   _____

_____   _____   _____

10

Transcript
Simple Past

 Students 'corrections

T: *If sentences are ok, then check…If they are incorrect… CORRECT them.*

S1: *Students read: Did you studied yesterday?*

Then student corrects studied, and changed it for study

T: *Ok, next! Another person.*

S: *Write the complete question?*

T: *No, just change the mistake please.*

S: *The verb?*

T: *Yes, ok, come on.*

S: (Student crosses the verb went and change it for go because it is a question)

T: *Ok, very good. Volunteer.*

S: *Went?*

T: *Yes, please.*

S: *Student comes and change go for went because it is an affirmative sentence and the verb change to past.*

T: *Ok… the last one.*

S: *Love.*

T: *Yes, please!*

S: *Student changes loved for love*

Posters from Simple past session

* I found my dog → 2
* I had the breakfast → 3
* I lost the keys → 8
* I woke up, and take a shower
* I brushed the teeth → 4
  washed
* I walked in the park → 6

④ He walked in the park
① He wore up in this morning
⑥ He decided go to back
③ He brushe your teeth
① He has breakfast
⑥ He lost the keys

DEAR DIARY

1. WHEN I WOKE UP THIS MORNING.
2. HE WANTED ME TO TAKE HIM FOR A WALK
4. DIDN'T HAVE MY KEYS WITH ME
3. WHEN WE ARRIVED AT THE FRONT DOOR.

√ I found my dog ②
√ First I had breakfast ③
√ I woke up this morning ①
√ He put on the sweater ⑤

He woke up this morning. — ①
He has breakfast. — ③
He walked the Dog(Fox) in the park. — ⑥
He washed your teeth. — ④
He lost the keys. — ⑧

Write sentences.

* I woke up at morning 1
* I found my dog 2
* I washed teeth 4
* I had breakfast 3

Group #

Intenxality-
√ Juis
√ Ruddy
√ Fabiola

* When We arrive at The from door
* I woke up this morning. 1
* He ran and jumped. 2
* I pulled hard. 3

* I woke up this morning 1
* I found my dog 2
* My dog waiting for me 3
* I brushed my teeth 5
* I losed the keys 7
* I walked with my dog 6
* I take a breakfast 4
     had

Appendix 39

Song
Because You Loved Me
Céline Dion

For all those times you _____ (stand) by me
For all the truth that you _____(make) me see
For all the joy you _____ (bring) to my life
For all the wrong that you _____ (make) right
For every dream you _____ (make) come true
For all the love I _____ (find) in you
I'll be forever thankful baby
You're the one who _____ (hold) me up
Never let me fall
You're the one who _____ (see) me through, through it all

You _____ (be) my strength when I _____ (be) weak
You were my voice when I couldn't speak
You were my eyes when I couldn't see
You _____ (see) the best there was in me
_____ (lift) me up when I couldn't reach
You _____ (give) me faith 'coz you _____ (believe)
I'm everything I am
Because you _____ (love) me

You _____ (give) me wings and _____ (make) me fly
You _____ (touch) my hand I could touch the sky
I _____(lose) my faith, you _____ (give) it back to me
You _____ (say) no star was out of reach
You _____ (stand)…
Retrieved from: https://www.youtube.com/watch?v=Nq8TasNsgKw

READ THE CONVERSATION BETWEEN ROBERT AND ALICE. ANSWER THE QUESTIONS BELOW

Robert: Hi Alice, what did you do last weekend?
Alice: I did a lot of things. On Saturday, I went shopping.
Robert: What did you buy?
Alice: I bought some new clothes. I also played tennis.
Robert: Who did you play?
Alice: I played Tom.
Robert: Did you win?
Alice: Of course I won!
Robert: What did you do after your tennis match.
Alice: Well, I went home and took a shower and then went out.
Robert: Did you eat in a restaurant?
Alice: Yes, my friend Jacky and I ate at 'The Good Fork'
Robert: Did you enjoy your dinner?
Alice: Yes, we enjoyed our dinner very much thank you. We also drank some wonderful wine!
Robert: Unfortunately, I didn't go out this weekend. I didn't eat in a restaurant and I didn't play tennis.
Alice: What did you do?
Robert: I stayed home and studied for my test!
Alice: Poor you!

1.-WHAT DID ALICE DO LAST WEEKEND?_____

2.- WHAT DID ALICE BUY?

_____

3.- WHAT DID ROBERT DO?

_____

Retrieved from: http://slideplayer.com/slide/7334873/

Appendix 41

SEPARATE THE SENTENCES FROM THE READING

CORRECT THE SENTENCES

1.- DID HE *STUDIED* IN THE HOUSE YESTERDAY?

_____-

2.- WHY DID YOU *WENT* HOME EARLY?

_____

3.- SHE *GO* TO THE UNIVERSITY YESTERDAY

_____

4.- THEY DIDN´T *PLAYED* SOCCER

_____

5.- DID SHE *LOVED* HER MOTHER?

_____

INTERVIEW YOUR PARTNER AND REPORT

1.- WHAT DID YOU DO YESTERDAY?	
2.- WHERE DID YOU EAT LAST SUNDAY?	
3.- WHAT DID YOU STUDY LAST YEAR ?	
4.- _____ ?	
5.- _____ ?	_____

Students` errors in making and answers questions

Common mistakes	Affirmative sentences						Total	%
	1	2	3	4	5	6		
in affirmative sentence Use simple present instead of past simple			1				1	2%
Use base form instead of simple past	1	3	8	3	1		16	29%
Incorrect verb with pronoun							0	0%
Lack of using of auxiliary							0	0%
Misspelling of verb				1	1	2	4	7%
Incorrect structure	4	3	1	3	2	4	17	30%
Incorrect word order							0	0%
Absence of pronoun	1		1	1	1		4	7%
Absence of meaning	1				1		2	4%
Absence of preposition	3				2	1	6	11%
Not answers			1	1	1	2	5	9%
Absence of verbs						1	1	2%
Total	10	6	12	9	9	10	56	100%

Common mistakes	Interrogative			Total	%
	7	8	9		
in affirmative sentence Use simple present instead of past simple				0	0%
Use base form instead of simple past				0	0%
Incorrect verb with pronoun				0	0%
Lack of using of auxiliary	8			8	30%
Misspelling of verb		4	6	10	37%
Incorrect structure			2	2	7%
Incorrect word order			1	1	4%
Absence of pronoun				0	0%
Absence of meaning				0	0%
Absence of preposition	2		1	3	11%
Not answers			2	2	7%
Absence of verbs		1		1	4%
TOTAL	10	5	12	27	100%

TEST SESSION 3 and 4

NAME:_____**DATE: Saturday 6th, 2016.**

1.-Read Ben´s diary and the activities he did yesterday. Complete with the verbs in brackets

Dear Diary,

Yesterday it _____ (be)my friend´s birthday. He _____ (invite) a lot of friends from school. It _____(was) very hot so we _____ (go) to the swimming pool. The swimming pool _____- (not be) full so we _____ (enjoy) a lot. Later we _____ (have) a barbecue with all my friends, and my mother _____- (call) mem but I couldn´t listen so asked again: What _____ you _____- (say) mom?

Finally, I _____ (return) to my house.

Bye

Ben

2.- Look at the pictures and write sentences explaining what has happened. Use the options from the box.

Got to bed   clean his shoes   stop raining   close the doorfall down   have a bath

	before	now	
1			He has cleaned his shoes.
2			She _____
3			They _____
4			It _____
5			He _____
6			The _____

Retrieved from: http://www.uhu.es/antonia.dominguez/presentperfect.pdf

Appendix 44

Right and wrong answers of session test

	Read Ben`s diary and the activities he did yesterday. Complete with the verbs in brackets	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	Be	28	93	2	7	30
2	Invite	30	100	0	0	30
3	Be	15	50	15	50	30
4	Go	28	93	2	7	30
5	Not be	23	77	7	23	30
6	Enjoy	28	93	2	7	30
7	Have	28	93	2	7	30
8	Call	28	93	1	3	29
9	Question (say)	0	0	30	100	30
10	Return	30	100	0	0	30
	Total	238		61		
	MEAN	**24**	**79**	**6**	**20**	

Appendix 45
Common errors in session test for simple past

Common mistakes	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		TOTAL	%
	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	R	W	WA	WA
Use past participle instead of simple past		2		0		1		2		2											7	11.48
Use base form /simple present instead of simple past						13								2							15	24.59
Incorrect verb with pronoun						1															1	1.64
In negative form use incorrect past auxiliary										1											1	1.64
Negative use present auxiliary instead of past										1											1	1.64
Misspelling of auxiliary in negative form										2		2									4	6.56
Word order in negative in negative auxiliary										1											1	1.64
Regular verb wrong ending																1					1	1.64
In question form students use past tense of main verb																		20			20	32.79
Confusion of verbs																		1			1	1.64
Incorrect structure																		4			4	6.56
Wrong use of auxiliary																		4			4	6.56
Missed auxiliary																		1			1	1.64
TOTAL		2		0		15		2		7		2		2		1		30		0	61	100.00

Appendix 46
Final session test: Simple past

	Read Ben`s diary and the activities he did yesterday. Complete with the verbs in brackets	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	Be	20	67	10	33	30
2	Invite	29	97	1	3	30
3	Be	27	90	3	10	30
4	Go	16	53	14	47	30
5	Not be	12	40	18	60	30
6	Enjoy	27	90	3	10	30
7	Have	23	77	7	23	30
8	Call	23	77	7	23	30
9	Question (say)	0	0	30	100	30
10	Return	26	87	4	13	30
	Total	203		97		
	MEAN	**20**	**68**	**10**	**32**	

T student test applied to session test and final session test
for simple past

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Session	23.8000	10	9.48449	2.99926
	LastSession	20.3000	10	8.89507	2.81287

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Session & LastSession	10	.726	.017

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Session - LastSession	3.50000	6.81909	2.15639	-1.37808	8.37808	1.623	9	.139

Appendix 47

Students' scores in session tests and final session test in simple past

Simple past		
Students	Session test	Final session test
A	8	6
B	8	8
C	7	9
D	8	6
E	8	9
F	8	8
G	9	5
H	7	9
I	9	8
J	9	8
K	5	6
L	9	7
M	8	8
N	8	7
O	6	5
P	9	8
Q	9	6
R	7	7
S	7	7
T	9	9
U	9	9
V	8	8
W	7	9
X	Absent	Absent
Y	8	6
Z	7	3
AA	8	4
AB	8	5
AC	9	4
AD	9	5
AE	6	5
Mean	7.9	6.8

Note: Test is scored about 10. During session test a student was absent, and in final session test a student was absent. It happened for personal problems.

T –test applied to scores in session test and final session test in simple past

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sessiontest	7.9000	30	1.06188	.19387
	Finaltest	6.8000	30	1.74988	.31948

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sessiontest & Finaltest	30	.137	.469

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Sessiontest - Finaltest	1.10000	1.91815	.35021	.38375	1.81625	3.141	29	.004

Note : A student could not attend to the session test and final session test. Therefore, T-Test is applied only to 30 students in session and final session tests.

Common error in final session test in simple past

Common mistakes	S1 R	S1 W	S2 R	S2 W	S3 R	S3 W	S4 R	S4 W	S5 R	S5 W	S6 R	S6 W	S7 R	S7 W	S8 R	S8 W	S9 R	S9 W	S10 R	S10 W	TOTAL WA	% WA
Use past participle instead of simple past		5						2		4											11	11.34
Use base form /simple present instead of simple past						3								5							8	8.25
Incorrect verb with pronoun		2																			2	2.06
In negative form use incorrect past auxiliar										2						3					5	5.15
Negative use present auxiliar instead of past										2											2	2.06
Misspelling of auxiliar in negative form										3											3	3.09
Word order in negative in negative auxiliar										2				1							3	3.09
Regular verb wrong ending																					0	0.00
In question form students use past tense of main verb																		3			3	3.09
Confusion of verbs		1																14			15	15.46
Incorrect structure				1				9		3		3		1		3				4	24	24.74
Wrong us eof auxiliar																		3			3	3.09
Missed auxiliar		1						1													2	2.06
Do not do anything										2						1					3	3.09
Use a noun instead of a verb		1						2													3	3.09
In question form use an auxilar from simple present																		10			10	10.31
TOTAL		10		1		3		14		18		3		7		7		30		4	97	100.00

Future with will.
Picture

Fortune Teller activities

Appendix 50

Read the dialogue and complete with the phrases from the box below .

Kate: Please, tell me everything about my future.
Fortune Teller: Well, you _____ (meet)
a nice boy.
Kate: _____ (love) me?
Fortune Teller: Yes!! Yes,_____.
Kate: _____ (forget) me?
Fotune Teller; Oh, no! No, _____
Kate: _____ (marry) me?
Fortune Teller: Yes, _____.
Kate: Where _____ (meet)?
Fortune Teller: You _____- (meet) in
a lovely country in Europe.
Kate: _____ (have) children?
Fortune Teller: You _____- (have) two
children
Kate: What about money?
Fortune Teller: Do not worry about money, He _____
(open) a bank account only for you.
Kate: OH , My GOD!!! Thanks for your predictions.

WILL MEET– HE WILL – WILL HE FORGET – WILL HAVE –WILL OPEN – HE
WON´T – WILL HE MARRY– WILL MEET– WILL WE MEET– WILL WE HAVE–
WILL HE LOVE– HE WILL

Appendix 51

Students read 3 conversations, then look at the pictures and match the conversations with the conversation.

CONVERSATION 1 _____   **CONVERSATION 2**
_____

Colleen: Shh! I want to hear the **weather forecast** for this week.

Jerry: What's so important about this week?

Colleen: Shh!

Radio Announcer: Tomorrow, this **warm front** will move out and **a cold front** will move in, bringing with it **windy** conditions with a chance of **thunderstorms**.

Colleen: Yeah!

Jess: Hi Tim. How are you doing.

Tim: Hi Jess, I'm a little nervous and anxious.

Jess: Really? What's the problem?

Tim: Today my favourite soccer team will play..

Jess: WAIT!! Are you playing in the team?

Tim: YES!. I will play. I really want to will.

Jess: Do you have a pronostic for the match?

Tim: Yeah! I think We will score 3 points

CONVERSATION 3 ____

Peter: WOW!! Look Martha. There is the cellphone I want to buy.

Martha: Oh Peter!!. It is really fantastic.

Peter: It is all I have ever wanted to have.

Martha: Can you imagine how cellphones will be in the future.

Peter: YES! I think we will do phone calls with our brain.
    We won't need an device.

Martha: I thinks cars will fly and people will wear shoes with rockets
    To fly.

Peter: It will be fantastic!!
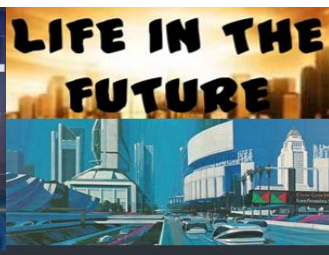
PICTURE A   PICTURE B   PICTURE 3

Appendix 52

THE ENVIRONMENT   **TECHNOLOGY**   **HEALTH**

EDUCATION   **TRANSPORTATION**   **COMMUNICATION**

WARS   **HOUSES**   **FOOD**

MEN AND WOMEN

Posters from Future with will.

- We think doctor will be mechanic
- We think medicine will be better.
- We will work in hospital

① I think women will be presidents
② I think that women and men will traveling in time
③ I think men and women won't married in the future

Food

* I think vegetales will not sound good for the health.
* I think vegetales will sound bads for people.
* I think the food will more side.

The environment.

* I think the environment will be artificial.
* I think the environment will Finish.
* I think the environment will be reforest.

PREDICTION

✓ We Think That we WILL See Car flying.

✓ We Think That we WILL See Trains Supersonic

✓ We Think That we WILL See Cars Working with electricity.

*I think will since will be no more dead

*I think will wars will finish with the world

*I think people will have peace and love in the world.

✓ I think houses will have elevator.

✓ I think houses will approvest of pump.

✓ I think houses will have servants of robot.

Prediction

Trasncript

Future will

T: *What do you see in this picture?*

Ss: *Madam.*

T: *Yes, madam…?*

Ss: *Madam, gipsy.*

T: *Madam Gipsy Rose, yes. What does this woman do? What do you think her profession is?*

Ss: (silence)

T: *Is she a doctor?*

SS: *No!*

S1: *A witch!*

T: *A witch? With a big nose? And a big hat?*

SS: *No!*

T: *No! She is beautiful… But what is she doing there?*

S2: *Gitana?*

T: *Gipsy! She is a gipsy! And she is a Fortune Teller. She is going to tell you about the future. She will make predictions*

Teacher shows a picture about the Fortune Teller Activities.

T: *Look at this picture, what is she doing here?*

S1: *Reading the hand.*

T: *Yes! Reading the hand. ….. And this one?*

S: *Horoscope.*

T: *Yes, very good. In the newspaper. You open it and it says: Scorpio: You will have a beautiful day…Taurus: you will find love today. These are the kind of predictions you find there.*

Students complete the exercise using the "will" structure.

T: *So...what is the activity Madamm Gipsy does? What does she do?*

Ss: *Predicts...*

T: *Repeat please*

Ss: *Predicts future.*

T: *Also in life we have activities where we can predict. For example: the weather*

in the television. They say: today it will be cloud, it will rain… Are these predictions?

Ss: *Yes.*

T: *Yeah! It is the weather forecast. What about a soccer match? Can you make predictions about this?*

Ss:*Yes.*

T*: For example on the last game of Ecuador, my prediction was: I think Independiente will win…. What about the Olympic games?*

Ss.: *Yes… box and…*

T: *Ok , and what is your predictions, will Ecuador win?*

Ss: *Yes.*

Students write predictions on their posters

COUPLE 1

S1: *What do you want to do?*

S2:*I want to have a baby shower.*

S1*: I read your hand. No you won't go to a baby shower.*

S2:*What do you want to do.*

S1:*I want to go shopping.*

S2:*Ok, yes. You will go shopping.*

COUPLE 2

S1: *What do you want to do?*

S2: *I want to love.*

S1: *Ok, I will read your*

Appendix 55
Test will be going to
TEST SESSION 5 AND 6
NAME:_____ **DATE: Saturday 13th, 2016**

1.- Read the following conversation and circle the correct option
ALEX: What are you reading?
JAY: It is a magazine called "Music to your Ears". It is about inventions and what
 1)*Will - Won´t* happen in the future.
ALEX: Well, one thing is sure. We **2) *Will - Won´t*** be listening to Cds. Everyone **3)
Will – won´t**   Have an MP3 player.
JAY: I don´t know. I don´t think things **4) *Will – Won´t*** change that much. What do
you think **5) *Will – Won´t*** replace MP3 players?
ALEX: What do you mean? MP3 players **6) *Will – Won´t*** be replaced.
JAY: That is what people thought about LPs, and it is difficult to find those now.
ALEX: Well, they might be replaced, but it **7)*Will – Won´t*** be for a few more years.
JAY: I´m not so sure. There **8)*Will – Won´t*** be another new music invention and
everyone
9)*Will – Won´t* want one.
ALEx: You could be right, but **10)*Will – Won´t*** change mine. It has all my favorite
songs.

**2.- Look at the activities Sarah planned for next week. Read the questions and
aswer with complete sentences.**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	doctor's appointment	meet with boss	return library books	attend conference	go to gym
Afternoon	buy groceries for the week	go to gym	go to gym	attend conference	buy food for party
Evening	movie with Dave	do work reports	dinner with girlfriends	do the ironing	dinner with parents

0.- What is Sarah going to do on Tuesday morning? <u>She is going to meet with her boss.</u>
1.-   What   is   Sarah   going   to   do   on   Thursday
evening?_____
2.-   What   is   Sarah   going   to   do   on   Friday   afternoon?
_____
3.-   What   is   Sarah   going   to   do   on   Monday
afternoon?_____
4.-   What   is   Sarah   going   to   do   on   Tuesday   evening?
_____
5.-   What   is   Sarah   going   to   do   on   Wednesday
morning?_____

Appendix 56
Right and wrong answers of session test

	ITEMS	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	What **will/won't** happen in the future	24	80	6	20	30
2	We **will/won't** be listening to Cds.	12	40	18	60	30
3	Everyone **will/won't** have an Mp3 player.	22	73	8	27	30
4	I don't think things **will/won't** change that much.	16	53	14	47	30
5	what do you think **will/won't** replace Mp3 players?	21	70	9	30	30
6	Mp3 player **will/won't** be replaced.	5	17	25	83	30
7	It **will/won't** be for a few more years.	10	33	20	67	30
8	There **will / won't** be another new music invention.	21	70	9	30	30
9	Everyone **will/won't** want one.	18	60	12	40	30
10	I **will/won't** change mine.	10	33	20	67	30
	Total	159		141		
	MEAN	**16**	**53**	**14**	**47**	

Appendix 57
Final session test: Will/Won´t

	Write sentences about what Ramon will do when he goes back to Mexico	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	He /go back to school (+)	23	77	7	23	30
2	He/take a vacation (-)	22	73	8	27	30
3	He/send lots of emails (+)	23	77	7	23	30
4	I think he/see his friends (+)	22	73	8	27	30
5	I`m sure he/forget his time in the U.S (-)	20	67	10	33	30
	Total	110		40		
	MEAN	**22**	**73**	**8**	**27**	

Students' scores in session test and final session tests in will and won`t

Students	Session test	Final session test
Will Wont		
A	Absent	Absent
B	7	10
C	3	10
D	3	10
E	6	10
F	3	10
G	4	10
H	8	10
I	7	2
J	5	10
K	5	8
L	5	10
M	5	8
N	5	10
O	4	0
P	6	6
Q	6	10
R	7	0
S	4	8
T	8	10
U	6	10
V	2	10
W	6	10
X	6	10
Y	4	10
Z	6	10
AA	5	10
AB	5	0
AC	8	0
AD	3	0
AE	10	10
Mean	5.40	7.73

Note: Test is scored about 10. During session test a student was absent, and in final session test a student was absent. It happened for personal problems.

T test applied to scores in session test and final session test in will and won`t

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sessiontest	5.4000	30	1.81184	.33079
	Finaltest	7.7333	30	3.88572	.70943

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sessiontest & Finaltest	30	-.053	.781

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Sessiontest - Finaltest	-2.33333	4.37338	.79847	-3.96638	-.70029	-2.922	29	.007

Note : A student could not attend to the session test and final session test. Therefore, T-Test is applied only to 30 students in session and final session tests.

Going to the zoo.

Hi! My name is Hannah and I am nine years old. I am so excited! I am excited because tomorrow my daddy**'s going to take** me to the zoo. I love the zoo!

We **are going to see** snakes! The last time I went to the zoo I saw the cutest tiny green snake. I want to see more snakes!

We **are going to see** the tigers. I **am going to roar** at the tigers! Can you roar like a tiger too?

I **am going to hop** like a kangaroo when I see the kangaroos! When I see the penguins I**am going to waddle** like them. They look so funny when they walk!

I am **going to sing** like the birds and I **am going to flap** my arms and fly with them too! I **am going to be** a beautiful blue bird with a bright yellow beak! My song will be the most beautiful song ever!

We **are going to find** the giraffes too. They have very long necks. I **am going to pretend**that my neck is very long just like a giraffe! I don't like eating leaves like giraffes do. No, leaves taste awful! I **am** only **going to pretend** to eat them.

My daddy**'s going to let** me buy something from the gift shop. I don't know what I **am going to want** but I can't wait to see what there is! We **are going to have** fun! I am so excited!

Adapted from: http://epu.edu.krd/mamosta/documents/133_20160403035531.docx

Appendix 60

Comprehension Check:

Did you understand the story? Are these sentences true?

1. Hannah is excited because she is going to go to the zoo tomorrow. Yes or no?
2. Hannah is six years old. Yes or no?
3. Hannah likes to pretend that she is an animal. Yes or no?
4. Her mother is taking her to the zoo. Yes or no?
5. Hannah knows how to fly. Yes or no?

READ THE STORY AGAIN AND HIGHLIGH THE SENTENCES WITH STRUCTURE GOING TO

STRUCTURE	**GOING TO**
POSSITIVE	
NEGATIVE	
QUESTION	

Appendix 61

Are you going to...	✓/ X	Follow-up Question	Answer
1. ...go out for dinner this evening?		Where _____ ?	
2. ...watch a movie this weekend?		What _____ ?	
3. ...call someone after class?		Who _____ ?	
4. ...write an email tonight?		Why _____ ?	
5. ...have a big breakfast tomorrow?		What _____ ?	
6. ...play sport this week?		Where _____ ?	
7. ...go on holiday soon?		Where _____ ?	
8. ...keep fit this year?		How _____ ?	
9. ...sleep early tonight?		What _____ ?	
10. ...buy anything today?		What _____ ?	
11. ...improve your English skills?		How _____ ?	
12. ...get married in the future?		Why _____ ?	
13. ...learn anything new today?		What _____ ?	
14. ...travel abroad next year?		Where _____ ?	
15. ...save money this year?		Why _____ ?	
16. ...clean your house?		When _____ ?	

Retrieved from: http://www.teach-this.com/images/resources/are-you-going-to.pdf

Transcript

Session 6

Be going to

Reading " Going to the zoo"

T: *Is this a prediction?*

Ss: … (silence)

T: *Is this a prediction or a plan?*

Ss: *A plan!*

T: *Yes, this is a plan for…*

Ss. *Tomorrow.*

T: *Yes. A plan for tomorrow.*

T: *She…*

Ss: *Going.*

T: *SHEE…*

Ss: *Is… going to…*

T: *Yes… to…*

Ss: *To roar like a tiger.*

Production:

Couple 1.

S1: *My friend Jessenia is going to call her mother; she is going to have coffee. She is going to call her husband. She is going to buy a dress. She is going to clean tomorrow.*

S.2: *"My friend is going to have coffee and breads; she is going to buy shoes. She is going to clean tomorrow"*

Couple 2

S3: *My friend Luis is going to watch rápido y furioso. He is going to play a sport this weekend, football. He is going to get married in the future any day. He is going to have humitas.*

S4: *My friend Fabiola is going to call her friend. She is going to buy a present for her mother. She is going to save money to buy a play station.*

Couple 3

S5: *My friend Robert is going to play soccer and he is going to travel to Oriente this week.*

S6: *My friend Ericka is going to eat pizza in the bed. She is going to have guatita and juice for tomorrow.*

Couple 4

S7: *She is going to buy shoes. She is going to learn the use of will in class of English.*

S8: *She is going to call her husband. She is going to get married for her son. She is going to travel to Miami next year. She is going to clean her house today.*

Couple 5

S9: *My friend is going to have breakfast rice, coffee, orange juice. She is going to travel next year to Galapagos. She is going to clean your house tomorrow.*

T: *My house?*

S9: *… Her!*

T: *Ok.*

S10: *He is going to go out for dinner with your best friend…*

T: *My best friend?*

S10: *His.*

T: *Ok, his.*

S10: *He is going to travel next year to Colombia, he is going to watch Gods of Egypt this weekend.*

Appendix 63
Right and wrong answers of session test

	PREGUNTAS	RIGHT ANSWERS		WRONG ANSWERS		
		NUMBER	PERCENTAJE	NUMBER	PERCENTAJE	TOTAL
1	What is Sara Going to do on Thursday evening?	24	80	6	20	30
2	What is Sara Going to do on Friday afternoon?	26	87	4	13	30
3	What is Sara going to do on Monday Afternoon?	26	87	4	13	30
4	What is Sara going to do on Tuesday evening?	25	83	5	17	30
5	What is Sara going to do on Wednesday morning?	26	87	4	13	30
	Total	127		23		
	MEAN	**25**	**85**	**6**	**15**	

Appendix 64

Common errors in session test of future "Be going to"

Common mistakes	S1		S2		S3		S4		S5		Total	%
	R	W	R	W	R	W	R	W	R	W	W	W
Unnecessary use of possessive pronoun		1									1	4.35
Do not use main verb		2						1			3	13
Forget preposition "to"		1		3				1		1	6	26.1
Vocabulary confusion		2						1		0	3	13
Unnecessary use of an extra verb				1						1	2	8.7
Misspelling of "going"						2					2	8.7
L1 influence in vocabulary						2					2	8.7
Incorrect structure								2		2	4	17.4
TOTAL		6		4		4		5		4	23	100

Appendix 65

Final session test: Be going to

	Correct the following sentences	RIGHT ANSWERS NUMBER	RIGHT ANSWERS PERCENTAJE	WRONG ANSWERS NUMBER	WRONG ANSWERS PERCENTAJE	TOTAL
1	Rob and I aren't going wear trainers.	14	47	16	53	30
2	We going to visit my parents tomorrow.	13	43	17	57	30
3	Is it going to rains today?	16	53	14	47	30
4	I am not going to do any homework this evening	12	40	18	60	30
5	What is he going to doing tomorrow?	20	67	10	33	30
	Total	75		75		
	MEAN	**15**	**50**	**15**	**50**	

T student test applied to session test and final session test for be going to

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Session	25.4000	5	.89443	.40000
	LastSession	15.0000	5	3.16228	1.41421

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Session & LastSession	5	.442	.456

Paired Samples Test

		Paired Differences Mean	Paired Differences Std. Deviation	Paired Differences Std. Error Mean	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper	t	df	Sig. (2-tailed)
Pair 1	Session - Lastsession	10.40000	2.88097	1.28841	6.82280	13.97720	8.072	4	.001

Appendix 66
Students`scores in session and final session tests in be going to

Students	Session test	Final session test
Be going to		
Students	Session test	Final session test
A	2	4
B	10	10
C	10	10
D	10	10
E	2	0
F	10	6
G	10	2
H	10	10
I	10	2
J	10	4
K	8	0
L	10	8
M	6	0
N	10	0
O	8	2
P	10	4
Q	10	8
R	10	4
S	10	10
T	10	8
U	10	10
V	8	6
W	10	8
X	10	2
Y	8	10
Z	10	2
AA	10	10
AB	8	2
AC	10	0
AD	10	0
AE	Absent	Absent
Mean	9	5.067

Note: Test is scored about 10. During session test a student was absent, and in final session test a student was absent. It happened for personal problems.

T test applied to socres in session and final tests with be going to

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Sessiontest	9.0000	30	2.14958	.39246
	Finaltest	5.0667	30	3.92106	.71588

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Sessiontest & Finaltest	30	.327	.077

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Sessiontest - Finaltest	3.93333	3.80502	.69470	2.51252	5.35415	5.662	29	.000

Note : A student could not attend to the session test and final session test. Therefore, T-Test is applied only to 30 students in session and final session tests.

Appendix 67

Common error in final session test about Be going to

Common mistakes	S1 R	S1 W	S2 R	S2 W	S3 R	S3 W	S4 R	S4 W	S5 R	S5 W	Total W	% W
Unnecessary use of possessive pronoun											0	0
Do not use main verb								5		2	7	9.33
Forget preposition "to"		6									6	8
Vocabulary confusion											0	0
Unnecessary use of an extra verb				1		1					2	2.67
Misspelling of "going"				1		2		10		5	18	24
L1 influence in vocabulary											0	0
Incorrect structure				11		10		3		3	27	36
Incorrect use of verb to be with personal pronouns		1									1	1.33
Forget to include ing		8									8	10.7
Forget to be				4							4	5.33
Did not write anything		1				1					2	2.67
TOTAL		16		17		14		18		10	75	100

Pre test and post test results of KET English test

	Pre test					Post test				
	Reading	**Writing**	**Listening**	**Speaking**	**TOTAL**	**Reading**	**Writing**	**Listening**	**Speaking**	**TOTAL**
S1	7.73	1.25	5	5	18.98	8.64	6.25	8	21	43.89
S2	8.18	0	6	12	26.18	9.09	13.75	6	19	47.84
S3	7.73	12.5	8	14	42.23	7.73	18.75	8	19	53.48
S4	5.00	0	6	17	28.00	9.54	0	8	20	37.54
S5	5.91	1.25	6	21	34.16	5.91	1.25	3	24	34.16
S6	9.54	1.25	5	11	26.79	11.82	16.25	6	20	54.07
S7	6.82	1.25	7	8	23.07	7.27	0	7	24	38.27
S8	10.91	13.75	10	23	57.66	9.54	23.75	10	22	65.29
S9	7.73	0	8	5	20.73	8.18	13.75	5	19	45.93
S10	7.27	1.25	5	5	18.52	10.91	1.25	5	19	36.16
S11	7.27	8.75	6	18	40.02	10.00	12.5	6	21	49.50
S12	10.45	10	4	19	43.45	10.91	21.25	10	23	65.16
S13	8.64	0	4	17	29.64	8.64	0	8	23	39.64
S14	8.18	7.5	7	17	39.68	7.73	17.5	8	20	53.23
S15	7.73	1.25	6	18	32.98	6.82	0	6	25	37.82
S16	5.45	0	5	23	33.45	6.36	0	8	22	36.36
S17	8.64	8.75	2	21	40.39	10.91	15	9	21	55.91
S18	4.09	6.25	8	16	34.34	9.09	0	6	21	36.09
S19	6.82	0	6	9	21.82	7.73	8.75	9	19	44.48
S20	5.45	0	6	15	26.45	6.82	6.25	4	19	36.07
S21	6.36	0	3	10	19.36	7.73	17.5	5	14	44.23
S22	10.45	10	11	13	44.45	8.18	22.5	11	20	61.68
S23	5.91	1.25	5	21	33.16	9.54	15	8	24	56.54
S24	9.09	1.25	6	13	29.34	9.09	16.25	8	18	51.34
S25	10.91	11.25	7	19	48.16	10.00	22.5	7	23	62.50
S26	7.27	1.25	6	18	32.52	8.18	15	8	16	47.18
S27	9.54	0	9	23	41.54	7.73	21.25	14	23	65.98
S28	4.55	0	6	7	17.55	6.36	1.25	6	19	32.61
S29	10.91	10	9	7	36.91	8.64	21.25	9	23	61.89
S30	7.27	0	7	20	34.27	8.18	0	9	20	37.18
S31	7	0	5	7	19	7.27	0	7	24	38.27

Appendix 69
Normal Q-Q plot of pre test
Model Description

Model Name	MOD_3
Series or Sequence 1	Pretest
Transformation	None
Non-Seasonal Differencing	0
Seasonal Differencing	0
Length of Seasonal Period	No periodicity
Standardization	Not applied
Distribution Type	Normal
Location	estimated
Scale	estimated
Fractional Rank Estimation Method	Blom's
Rank Assigned to Ties	Mean rank of tied values

Applying the model specifications from MOD_3

Case Processing Summary

		Pretest
Series or Sequence Length		31
Number of Missing Values in the Plot	User-Missing	0
	System-Missing	0

The cases are unweighted.

Estimated Distribution Parameters

		Pretest
Normal Distribution	Location	32.0991
	Scale	9.91881

The cases are un weighted.

Detrended Normal Q-Q Plot of Pretest
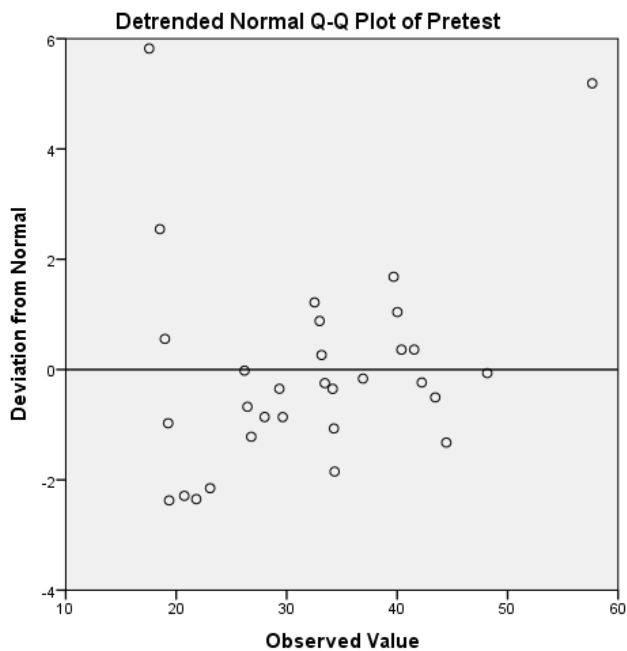
Normal Q-Q plot of post test
Model Description

Model Name	MOD_4
Series or Sequence 1	Posttest
Transformation	None
Non-Seasonal Differencing	0
Seasonal Differencing	0
Length of Seasonal Period	No periodicity
Standardization	Not applied
Distribution Type	Normal
Location	estimated
Scale	estimated
Fractional Rank Estimation Method	Blom's
Rank Assigned to Ties	Mean rank of tied values

Applying the model specifications from MOD_4

Case Processing Summary

		Posttest
Series or Sequence Length		31
Number of Missing Values in the Plot	User-Missing	0
	System-Missing	0

The cases are unweighted.

Estimated Distribution Parameters

		Posttest
Normal Distribution	Location	47.4288
	Scale	10.59256

The cases are unweighted.

Detrended Normal Q-Q Plot of Posttest
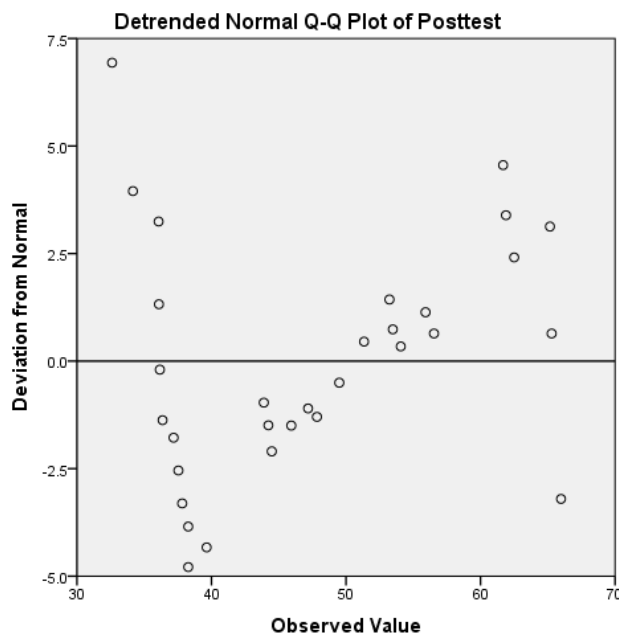
Appendix 70
T student test applied to KET results in pre test and post test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	32.0645	31	9.88243	1.77494
	Posttest	47.3548	31	10.57213	1.89881

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.698	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest - Posttest	-15.29032	7.97577	1.43249	-18.21586	-12.36479	-10.674	30	.000

T student test results: pre test and post test results of reading

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	7.7097	31	1.95267	.35071
	Postest	8.5335	31	1.47390	.26472

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Postest	31	.437	.014

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Postest	-.82387	1.86221	.33446	-1.50694	-.14081	-2.463	30	.020

T student test results: pre test and post test results of writing

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	3.5161	31	4.73899	.85115
	Posttest	10.6048	31	8.76707	1.57461

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.623	.000

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-7.08871	6.89551	1.23847	-9.61800	-4.55941	-5.724	30	.000

T student test results: pre test and post test results of listening

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	6.2581	31	1.93163	.34693
	Posttest	7.4839	31	2.18893	.39314

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.348	.055

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-1.22581	2.36234	.42429	-2.09232	-.35929	-2.889	30	.007

T student test results: pre test and post test results of speaking

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	14.5806	31	5.85249	1.05114
	Posttest	20.8065	31	2.50891	.45061

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.308	.092

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-6.22581	5.61373	1.00826	-8.28494	-4.16667	-6.175	30	.000

Appendix 72
Rubric for writing production

	Beginning 1	**Developing 2**	**Accomplished 3**	**Exemplary 4**
Organization	Ideas not ordered	Some order of main ideas +details of sequence	Main idea +details or sequential, as appropriate	Good flow of ideas from topic sentence + details or sequence.
Sentences	Mostly complete sentences; some fragments or run on	Complete sentences, few run on sentences	Compete sentences; no run on or fragments, some variety in length and type	No sentence errors, variety in length and type, sentence types relate to style of writing
Vocabulary	Related words or ideas mentioned, limited basic vocabulary	Attempts to use new key words in description, goes beyond basic vocabulary	Uses new key vocabulary /related words and ideas correctly, varies language	Uses new key/related words/ideas easily; colorful, interesting words suitable for topic and audience
Grammar	Many error in agreement, number, tense	Some errors in agreement, number or tense	Few errors in agreement, number, tense	No error in agreement, number, tense
Spelling	Many spelling errors	Some spelling errors	Few spelling errors	No spelling errors

Retrieved from: The reading teacher`s book of Lists, Fourth edition, by Prentice Hall

Appendix 73
Grammatical components in writing section in pre and post KET tests

	PRE TEST: WRITING SECTION						POST TEST: WRITING SECTION					
	ORGANIZATION	STRUCTURE	VOCABULARY	GRAMMAR	SPELLING	TOTAL	ORGANIZATION	STRUCTURE	VOCABULARY	GRAMMAR	SPELLING	TOTAL
S1	2	2	2	2	2	10	3	3	3	3	3	15
S2	0	0	0	0	0	0	2	2	2	2	3	11
S3	1	0	0	0	0	1	2	2	2	2	3	11
S4	0	0	0	0	0	0	2	3	2	2	3	12
S5	1	1	2	1	2	7	2	2	2	1	3	10
S6	1	0	0	0	0	1	3	3	2	2	3	13
S7	1	0	0	0	0	1	1	1	1	1	1	5
S8	0	0	0	0	0	0	1	1	1	1	1	5
S9	0	0	0	0	0	0	1	1	1	1	1	5
S10	1	1	1	1	2	6	1	1	1	1	1	5
S11	2	2	1	2	2	9	4	4	3	3	4	18
S12	0	0	0	0	0	0	3	2	2	3	2	12
S13	1	0	0	0	0	1	3	3	2	2	3	13
S14	1	1	1	1	2	6	3	3	3	2	3	14
S15	0	0	0	0	0	0	4	4	2	2	2	14
S16	3	2	2	2	2	11	4	4	4	3	4	19
S17	1	1	1	2	1	6	3	4	3	3	4	17
S18	0	0	0	0	0	0	3	4	4	2	4	17
S19	2	1	1	1	2	7	3	3	2	2	2	12
S20	2	2	1	1	1	7	4	4	3	3	4	18
S21	2	2	1	1	2	8	4	4	3	3	3	17

S22	0	0	0	0	0	0	2	2	1	1	1	7
S23	0	0	0	0	0	0	0	0	0	0	0	0
S24	0	0	0	0	0	0	0	0	0	0	0	0
S25	0	0	0	0	0	0	0	0	0	0	0	0
S26	0	0	0	0	0	0	0	0	0	0	0	0
S27	0	0	0	0	0	0	0	0	0	0	0	0
S28	0	0	0	0	0	0	0	0	0	0	0	0
S29	0	0	0	0	0	0	0	0	0	0	0	0
S30	0	0	0	0	0	0	0	0	0	0	0	0
S31	0	0	0	0	0	0	0	0	0	0	0	0

Mean of grammatical component of writing section of pre test and post test

	Pre test	Post test
Mean	0.45	1.45

T student test of grammatical component of writing section
of pre test and post test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	.4516	31	.72290	.12984
	Posttest	1.4516	31	1.15004	.20655

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	31	.629	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.00000	.89443	.16064	-1.32808	-.67192	-6.225	30	.000

Appendix 75
Authorization for using likert scale

Es seguro | https://outlook.office.com/owa/projection.aspx

Reply all | ∨   Delete   Junk | ∨   ...

De: Mohammad Reza Banan <reza.banan@gmail.com>
Enviado: jueves, 21 de julio de 2016 7:21:40
Para: Andrea Teresa Tello Romero
Asunto: Re: EFL Field. Kind Request

Dear Andrea and Silvia,

Nice to hear that.
It would be a pleasure for me to contribute to your research.
On my behalf and co-authors of the article, you would be entitled to use this article "according to academic ethics".

Wishing you all the best,

Regards.

Mohammad-Reza Banan

On Thu, Jul 21, 2016 at 2:48 AM, Andrea Teresa Tello Romero <attello@espol.edu.ec> wrote:

Estimated Mohammad Reza Banan Khojasteh,

Our names are Andrea Tello and Silvia Morales. We are two Ecuadorian students at ESPOL University developing our thesis project for our Master degree. While doing our Literature Review we found an article called "Isolated and Integrated Form-Focused Instruction from Learner's Perspective", which contains a Likert Scale in Appendix 1. It was used to measure students' preferences for Grammar learning, and we would like to know if you could allow us to use it in order to measure our student's preferences.

Willing to count on a positive answer, so that we could continue contributing to the EFL field, we thank you in advance for dedicating time to our petition.

ailtoattello@espol.edu.ec

Likert scale
Preferencias de los alumnos respecto al aprendizaje de gramática en Inglés

Sección 1: Información personal

Sexo: Masculino _____ Femenino _____

Edad: 18- _____ , 19-25 _____, 26 y 35,_____, 36 y 50 _____, 50 + _____

Escriba aquí algún comentario sobre sus creencias y preferencia respecto al aprendizaje de gramática en Inglés?

_____

_____

_____

_____

		Totalmente en desacuerdo	En desacuerdo	Ni de acuerdo ni de desacuerdo	De acuerdo	Totalmente de acuerdo
1	Me gusta conocer con exactitud que temática gramatical estoy estudiando	1	2	3	4	5
2	Pienso que mi conocimiento de un tema gramatical mejorara rápidamente si yo me comunico en ingles utilizando esa estructura.	1	2	3	4	5
3	Me resulta fácil aprender una estructura gramatical cuando el profesor explica esta en detalle.	1	2	3	4	5
4	Me gusta que el profesor corrija mis errores tan pronto como los cometo.	1	2	3	4	5
5	Prefiero las clases de inglés que se enfocan en desarrollar el aspecto comunicativo del idiomas y solo enseñan gramática cuando es necesario para este fin.	1	2	3	4	5
6	Me gusta aprender temas gramaticales observando la explicación del profesor y haciendo ejercicios gramaticales.	1	2	3	4	5
7	Me gusta aprender gramática a través del uso del lenguaje en ejercicios de comunicación.	1	2	3	4	5
8	Puedo aprender gramática durante ejercicios de lectura y/o escuchar	1	2	3	4	5
9	Me gustan las clases que se enfocan en solo enseñarme gramática.	1	2	3	4	5
10	Haciendo ejercicios gramaticales es la forma de aprender a utilizar el Inglés de forma correcta y apropiada.	1	2	3	4	5
11	Me resulta difícil aprender gramática durante ejercicios de lectura o escuchar	1	2	3	4	5
12	Prefiero aprender gramática cuando trabajo en diferentes habilidades (listening, speaking, reading, writing) y actividades.	1	2	3	4	5
13	Me gusta aprender gramática de forma muy explícita y detallada.	1	2	3	4	5
14	Me parece muy útil que el profesor enseñe gramática mientras leemos un texto.	1	2	3	4	5
15	Me gusta que el profesor corrija mis errores una vez que la actividad (writing o speaking)ha sido concluida.	1	2	3	4	5
16	Puedo aprender temas gramaticales de Inglés cuando leo o escucho un pasaje de un libro.	1	2	3	4	5
17	Pienso que mi conocimiento de Inglés mejorara rápidamente si yo estudio y practico gramática.	1	2	3	4	5
18	Me gusta aprender gramática cuando estoy haciendo actividades de listening, speaking, reading and writing.	1	2	3	4	5
19	A través de ejercicios comunicativos (diálogos, writings) es la mejor manera de aprender un idioma apropiadamente.	1	2	3	4	5
20	Encuentro muy útil aprender una estructura gramatical antes de encontrarla en un texto.	1	2	3	4	5

Adapted from: Ansarin, Abbas &Banan (2014). Isolated and integrated Form –Focused Instruction from learners` perspective. Asia pacific Edu Res. Doi: 10.1007/s40299-014-0180-7

Appendix 76
Likert scale results

	Questions	5 Totalmente de acuerdo		4 De acuerdo		3 Imparcial		2 En desacuerdo		1 Totalmente en desacuerdo		Median	Median	Mode	Mode
		Before	After	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
1	I like to know exactly which grammar point I am studying	40%	73%	53%	27%	7%	0%	0%	0%	0%	0%	4	5	4	5
2	I believe my grammar will improve quickly if I communicate using English	7%	55%	57%	34%	30%	10%	7%	0%	0%	0%	4	5	4	5
3	I find it easier to learn grammar when teh instructor teaches it by itself	50%	73%	47%	27%	3%	0%	0%	0%	0%	0%	4.5	5	5	5
4	I like teh teacher to correct my mistakes as soon as I make them	76%	90%	24%	10%	0%	0%	0%	0%	0%	0%	5	5	5	5
5	I prefer lessons that focus on communication and teach grammar only when necessary	21%	50%	46%	40%	21%	3%	7%	7%	4%	0%	4	4.5	4	5
6	I like learning grammar by seeing teh explanation, and doing practice exercises	43%	77%	53%	23%	3%	0%	0%	0%	0%	0%	4	5	4	5
7	I like learning grammar by using language	30%	63%	63%	37%	7%	0%	0%	0%	0%	0%	4	5	4	5
8	I can learn grammar during reading or speaking activities	20%	57%	53%	30%	20%	13%	7%	0%	0%	0%	4	5	4	5
9	I like lessons that focus on teaching grammar	11%	23%	29%	53%	46%	23%	14%	0%	0%	0%	3	4	3	4

10	Doing grammar exercises is teh best way to learn to use English more accurately	40%	80%	43%	20%	17%	0%	0%	0%	0%	0%	4	5	4	5
11	I find it hard to learn grammar through reading or listening activities	10%	10%	50%	50%	20%	13%	17%	17%	3%	10%	4	4	4	4
12	I prefer to learn grammar as I work on different skills and activities	17%	43%	48%	33%	31%	20%	3%	0%	0%	3%	4	4	4	5
13	I like learning grammar by itself	47%	76%	43%	24%	10%	0%	0%	0%	0%	0%	4	5	5	5
14	I find it helpful when the instructor teaches grammar while we read a text	28%	50%	59%	37%	10%	10%	3%	0%	0%	3%	4	4.5	4	5
15	I like teh teacher to correct my mistakes after an activity is completed	47%	67%	40%	20%	10%	7%	0%	0%	3%	7%	4	5	5	5
16	I can learn grammar while reading or listening to a passage	10%	24%	27%	48%	47%	24%	13%	3%	3%	0%	3	4	3	4
17	I belive my English will improve quickly if I stduy and practice ggrammar	27%	59%	67%	38%	3%	3%	3%	0%	0%	0%	4	5	4	5
18	I like learning grammar during speaking, wriiting, listening or reading activities.	20%	53%	63%	27%	17%	17%	0%	0%	0%	3%	4	5	4	5
19	Doing communicative activities is teh best way to learn to use English more accurately.	30%	63%	50%	33%	20%	3%	0%	0%	0%	0%	4	5	4	5
20	I find it helpful to learn a grammar point before I read it in a text.	30%	53%	43%	43%	27%	3%	0%	0%	0%	0%	4	5	4	5