

CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

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**English as a Foreign Language at Secondary School: Changing the Traditional Class  
Format Into the Workshop Format**

by

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### Abstract

A ministerial document describing nine different pedagogical formats for secondary school subjects was issued in 2011 to update and improve the teaching-learning process throughout the province of Córdoba, in Argentina. In spite of this recommendation, the teaching of English as a Foreign Language (EFL) has been mainly carried out following the format called *asignatura* (hereinafter referred to as *Traditional Class Format*) which resembles grammar-oriented EFL methodologies. This study, then, proposes the *Workshop Format*, which shares features with Task-Based Teaching, as an innovative alternative and aims to compare and contrast students' performance and perceptions of their learning process when exposed to both formats. The research subjects were second-year students divided into two groups and each group was taught following the methodological design for one of the formats. The study followed a mixed research approach as both qualitative and quantitative data were gathered by means of three instruments: observation, questionnaires and test results. The findings suggest that students' perception, interest and involvement in the learning process seem to be slightly more favourable when they are exposed to the *Workshop Format* rather than the *Traditional Class Format*. Similarly, students' performance in tests designed for the *Workshop Format* was consistently better than in the tests taken in the *Traditional Class Format*.

*Keywords:* Traditional Class Format, Workshop Format, secondary school, EFL teaching, perception, performance

### Resumen

En 2011 se emitió un documento ministerial que describe nueve formatos pedagógicos diferentes para asignaturas de secundaria para actualizar y mejorar el proceso de enseñanza-aprendizaje en toda la provincia de Córdoba, en Argentina. A pesar de esta recomendación, la enseñanza del inglés como lengua extranjera (EFL) se ha llevado a cabo principalmente siguiendo el formato denominado Asignatura (de ahora en adelante, *Traditional Class Format*) que se asemeja a las metodologías de enseñanza del inglés como lengua extranjera orientadas a la gramática. Este estudio, entonces, propone el Formato Taller, que comparte características con Task-Based Teaching (Enseñanza por Tareas), como una alternativa innovadora y tiene como objetivo comparar y contrastar el desempeño y la percepción de los estudiantes sobre su proceso de aprendizaje cuando se exponen a ambos formatos. Los sujetos de investigación fueron estudiantes de segundo año divididos en dos grupos y cada grupo fue impartido siguiendo el diseño metodológico para uno de los formatos. El estudio siguió un enfoque de investigación mixto ya que se recopilaron datos tanto cualitativos como cuantitativos por medio de tres instrumentos: observación, cuestionarios y resultados de pruebas. Los hallazgos sugieren que la percepción, el interés y la participación de los estudiantes en el proceso de aprendizaje parecen ser un poco más favorables cuando están expuestos al formato de taller en lugar del formato de clase tradicional. De manera similar, el desempeño de los estudiantes en las pruebas llevadas a cabo en el *Formato Taller* fue consistentemente mejor que en las pruebas realizadas en el formato Asignatura.

*Palabras Claves:* Asignatura, Taller, Escuela Secundaria, Enseñanza de Inglés como Lengua Extranjera, Percepción, y Desempeño

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## Introduction

This study proposes the Workshop Format, which shares features with Task-Based Language Teaching, as an innovative alternative to teach English lessons at secondary school and aims to compare and contrast students' performance and perceptions of their learning process when exposed to two pedagogical formats: *asignatura* (hereinafter called Traditional Class Format) and the Workshop Format.

English as a Foreign Language (EFL)—described as the language taught in “situations where students learn English in order to use it with any other English speakers in the world” (Harmer, 2007, p. 19)—has been taught following different approaches and teaching methodologies throughout the years, from more translation or grammar-based approaches to more communicative ones. What is more, Foreign Language Teaching in Córdoba Province, English in particular, is affected by a number of variables that determine the specific conditions under which the teaching-learning process is carried out: while some schools start teaching one or two foreign languages to students in primary schools, others only teach English to secondary school students who have already attended private lessons and to others who have never learnt the language before (Ministerio de Educación de la Provincia de Córdoba, 2011b, p. 104). Therefore, classes tend to be largely heterogeneous with regard to students' background knowledge. In addition, contextual variables such as access to technological tools and innovations, availability of teaching materials and resources, and expertise of human resources also differ a lot. Hence, the way English lessons are taught in secondary schools in Córdoba varies significantly depending on the students' ages and background knowledge as well as the specific features of each teaching context.

This wide range of circumstances affects not only EFL lessons, but also the teaching and learning processes in other subjects of the school curriculum. Thus, in order to help teachers cope with them and to encourage ongoing improvement of teaching practices, the Ministry of Education in the province of Córdoba has suggested different pedagogical formats to teach the school subjects, namely seminar, project, laboratory, module, field work, *ateneo* [class discussion on specific topics], *observatorio* [cooperative work to create information systems from different sources], workshop, and *asignatura* [teacher guided conversations supported by pedagogical resources]. These formats constitute diverse alternatives for the organisation of pedagogical tasks in the different subjects. Each of them corresponds to different ways of teaching taking into consideration specific variables such as the teachers' and students' characteristics, the stated objectives, the nature of the content to



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be taught and learnt, the conceptions of teaching and learning expected to be favoured, and the skills and competences to be developed (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.17). In an attempt to enhance students' learning experiences, improve their chances of success, and update the educational proposals in secondary education, the provincial ministry encourages the gradual implementation of a combination of formats in each subject (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.17).

In spite of the ministry recommendation and according to data collected by Subsecretaría de Estado de Promoción de Igualdad y Calidad Educativa (SEPIyCE) (2012), at secondary school the most frequently used format to teach English as a Foreign Language is *asignatura*—hereinafter called *Traditional Class Format*—which follows a grammar based approach. As stated by the Ministerio de Educación de la Provincia de Córdoba (2011a) in the provincial framework of reference for content taught at secondary school—called *Diseño Curricular*—, in this format the main teaching strategy consists of teacher-guided conversations, supported by pedagogical resources such as textbooks, boards, and audio-visual aids, among others (p. 28). Strictly speaking, the teacher stands mainly in front of the class, introducing and explaining the content to be taught and assigning activities for the students to do, while remaining in control of the whole class development. This format shares some characteristics with and thus corresponds to a traditionally and widely used procedure in English Language Teaching, called Presentation, Practice and Production (PPP). As stated by Jeremy Harmer (2007),

the Presentation, Practice and Production (PPP) procedure has been offered to teacher trainees as a significant teaching procedure from the middle of the 1960s onwards. It was, critics argued, clearly teacher-centred, and therefore sits uneasily in a more humanistic and learner-centred framework. It also seems to assume that students learn 'in straight lines' - that is, starting from known knowledge, through highly restricted sentence-based utterances and on to immediate production. (p. 66)

The PPP model of sequencing activities, which can be traced back to the implementation of Structural Methods in the mid twentieth century (Criado, 2013), is still applied today in many EFL classes and the production stage is usually limited because of time constraints.

On the other hand, the *Workshop Format* is an alternative to a teacher-centred methodology as it involves learning by doing and discovering something in groups, moving away from the books and promoting action and reflection in activities where learning is

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above teaching (Ander-Egg, 1991). According to the provincial framework of reference, the *Workshop Format* is focused on doing and therefore it is quite appropriate to integrate theory and practice and to enable the production of processes or products. It promotes collective and collaborative work, experience, reflection, exchange, decision-making and teamwork (Ministerio de Educación de la Provincia de Córdoba, 2011a, p. 32). That is to say, the teacher guides and facilitates the learning process by assigning real tasks for students to solve, enabling them to discover and explore the language by themselves and use it while working collaboratively. In this way, students become the main actors in the learning process by being involved in real tasks that allow them to grasp the content to be learnt and discover meaning by themselves.

In conclusion, the two pedagogical formats to be explored in this research work will be the *Traditional Class Format* and the *Workshop Format* because of their similarities with well-known methodological trends in EFL.

Finally, the following sections are included. In Chapter I, the reasons for the choice of the research topic are presented. Then, in Chapter II, the theoretical framework is developed. This includes insights into the different pedagogical formats recommended by the Ministry of Education in the Province of Córdoba, the main characteristics of traditional methodological approaches before Communicative Language Teaching (CLT) and a parallel drawn with the *Traditional Class Format*. After that, CLT is defined to set a context for the emergence of Task-Based Learning which provides the foundation for the *Workshop Format*. This chapter also comprises a description of three studies which have similar subject matter, objectives and instruments as the present research work. Subsequently, in Chapter III, the general and the specific objectives are stated together with the research questions which were formulated at the beginning of the research process. After that, Chapter IV deals with the methodological framework in terms of the design, setting, participants, instruments and procedures used to carry out the study. Data are analysed and interpreted in Chapter V. Finally, Chapter VI encompasses a number of conclusions as well as the limitations of the study, its pedagogical implications, and suggestions for further research.

### Chapter I. Reasons for the Choice of the Research Topic

In our teaching training course, we were taught different teaching methods and approaches, with a special emphasis on Communicative Language Teaching (CLT) and on the importance of providing students with enough opportunities to use the language in simulated real-life situations. The aim of these approaches is to foster students' communicative competence, a concept that has been defined by several authors such as Hymes (1972), Canale and Swain (1980), Widdowson (1983), Bachman and Palmer (1996), among others. However, throughout our teaching experience, we have observed that English lessons are mainly taught following a more grammar-based approach—referred to as *Traditional Class Format* in this thesis. Similarly, we have also perceived some difficulties with regard to the students' ability to spontaneously use the English language and an overall lack of motivation for the subject. In other words, we have noticed that most of the students tend not to be motivated enough during the English lessons, a few of them are not able to develop a good understanding of the content they are exposed to, and thus, they cannot use the language outside the classroom. Although it appears to be a feature of secondary education, we have observed this situation in the secondary school I.P.E.M. y A. 151 “José Ignacio Urbizu” located in Camilo Aldao. The overall characteristic of this school is that few students attend English lessons in private institutes, so the main language input they are exposed to and learn is the one provided at school.

Hence, our interest in the research topic of this study arose from what we have been able to perceive throughout our teaching experience. We wondered whether the reason behind the students' attitudes towards the subject and the lack of communicative skills some of them displayed could be intrinsically related to the methodologies used to teach English lessons at secondary schools. By teaching English following the *Workshop Format*, students would be involved in collaborative work, communicative tasks, and also in activities that comprise reflection, interaction and decision-making; thus, they would achieve better test results. Therefore, it was our intention to explore students' perceptions and results when exposed to two radically different class formats: the *Traditional Class Format* and the *Workshop Format*. Finally, another reason that sparked our interest in the topic was the possibility of challenging our pedagogical practices and keeping growing professionally.

## Chapter II. Theoretical Framework

In this chapter, the theoretical framework that supports the present research study is developed. It includes insights into the different pedagogical formats recommended by the Ministry of Education in the Province of Córdoba. Then, the main characteristics of traditional methodological approaches before CLT are described and a parallel is drawn with the *Traditional Class Format*. After that, CLT is defined to set a context for the emergence of Task-Based Learning, which provides the foundation for the *Workshop Format*. Finally, this chapter also comprises a description of three studies which are considered antecedents to this research work.

### 2.1. Different Pedagogical Formats

In 2011, the Ministry of Education in the Province of Córdoba released a document called *Diseño Curricular de la Educación Secundaria* [Curricular Design for Secondary Education] which was meant to cover the period between 2011 and 2015, but whose scope has extended to the present day since it has not been completely replaced by a different regulation. Since the six or seven years of secondary education (technical schools span over a seven-year period of instruction while the rest of secondary education for teenagers covers a period of six years in the province of Córdoba) became compulsory in 2006, a process of massification of secondary education has taken place in the whole country and this has had an impact on every major institutional aspect. The need to cater for a larger and more heterogeneous student population has asked for a number of changes as regards time and space organisation, new curricular designs and a more comprehensive approach which takes into account the specific variables of the particular community where the school is located. Therefore, the Curricular Design for Secondary Education was meant to provide insights into the organisation, methodology, curriculum, modality and purpose of secondary education in the province of Córdoba as well as a selection of essential contents to be included in each subject syllabus. Furthermore, this document presented a description of nine different pedagogical formats, namely, seminar, project, module, field work, *ateneo* [class discussion], laboratory, observatory, *asignatura* [*Traditional Class Format*], and workshop, which the ministry has suggested as new alternatives to organise the pedagogical activity in the various subjects of the secondary school curriculum. These formats aim to promote diverse learning experiences which demonstrate the various ways knowledge is constructed, reconstructed and acquired by different students. In addition, these formats should promote innovative

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educational practices which foster teachers' creativity, cooperation and ongoing development (Ministerio de Educación de la Provincia de Córdoba, 2011a, p. 17).

Each of these formats is intended for a particular objective and addresses a specific pedagogical task. Thus, seminars favour research about specific topics and problems, visits of experts who share their knowledge, self-study and the development of critical thinking skills. The project format involves organising and carrying out actions (design, implementation and evaluation) aimed at obtaining a product (object or service) to address a need or a problem. If procedures are to be learnt, then, laboratory is the format to follow, as it is centred on experiments, where hypotheses are made and tested and conclusions drawn by analysing results. Another pedagogical format is called module, which is a way of organising and integrating different activities related to one or more topics of a subject focused on the development of different skills. A key aspect of this format is that progress is directly connected to the students' achievement rather than the pursuit of objectives previously stated by the teacher. Then, field work is a pedagogical format oriented to the integration of knowledge through in situ investigation tasks under the guidance and supervision of a teacher. Students observe, gather and analyse information, do group work, and write reports. *Ateneo* is a class discussion and reflection about specific topics, situations and problems. This format is usually put into practice in the final stage of the learning process, so it is a highly valued tool to integrate and evaluate learning. When engaged in an observatory, students integrate data from different sources in order to create statistics, analyse a problem and provide useful information to inform decision-making processes (Ministerio de Educación de la Provincia de Córdoba, 2011a, pp. 30–41). The *Workshop Format* and *asignatura [Traditional Class Format]* will be dealt with in detail in subsequent sections as they constitute two of the variables on which the present study is based. To conclude, the Ministry of Education in the province of Córdoba allows each educational institution to choose one or many different combinations of formats according to the nature of each subject and to the distinguishing characteristics of the institution itself (Ministerio de Educación de la Provincia de Córdoba, 2011a, p. 17).

### **2.2 Traditional Methodological Approaches Before Communicative Language Teaching**

The field of Teaching English as a Foreign or Second Language (TEFL or TESL) has always been concerned with the pursuit of the right methodology for effective learning. Thus, a wide range of methodological approaches has resulted from the interplay of several

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historical, social and psycholinguistic variables in combination with extensive research. CLT has been considered to be a landmark in the methodological spectrum giving rise to divisions such as the three phases defined by Richards (2006). Before CLT, Richards (2006) includes “traditional approaches (up to the late 1960’s)” (p. 6) which share features of a teacher-centred methodology and a strong emphasis on the acquisition of grammatical or linguistic competence defined as the knowledge of the rules of grammar (Canale & Swain, 1980). The Grammar-Translation Method, The Direct Method, Audiolingualism, and the Structural-Situational Approach are different examples of methodologies developed during this period and whose influence is still present today in different classrooms where English is taught as a foreign language. “Techniques that were often employed included memorization of dialogues, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice” (Richards, 2006, p. 6). Moreover, the pedagogical strategy widely taught in teaching training programs and therefore, used by teachers was a three-stage sequence known as Presentation, Practice and Production (PPP). “The Presentation Practice Production model of activity sequencing is the traditional activity sequencing pattern on which many Foreign Language Teaching (FLT) course books have relied, and its presence can still be appreciated today” (Criado, 2013, p. 98). She also adds that PPP appeared in the middle of the 20<sup>th</sup> century when the main objective of the different teaching methods of the time was the mastery of grammatical structures and

PPP was very useful to fulfil this objective, since it adapts well to the teaching of structures: aural exposure and teaching modelling in P1; drills or controlled practice in P2; and the transference of the previously studied structures to different situations in P3. (Criado, 2013, p. 98)

Jeremy Harmer (2007) also describes the sequence in detail,

In this procedure, the teacher introduces a situation which contextualises the language to be taught. The language, too, is then presented. The students now practise the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue such as cinema,

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nominates a student by name or by looking or pointing, and the student makes the desired response, e.g. Would you like to come to the cinema? [...] Later, the students, using the new language, make sentences of their own, and this is referred to as production. (p. 64)

Although it is still widely used, PPP has also been the target of a barrage of criticism in the light of the new theories of language teaching and learning which, according to Richards (2006), constitute the second phase in the methodological continuum: “Classic Communicative Language Teaching (1970s to 1990s)” (p. 9). According to Willis (1996b as cited in Criado, 2013, p. 104), “this model pursues the student’s automatic response to specific stimuli received from outside, that is, the teacher and teaching materials”. This, in turn, is based on the belief that learning a language consists in the manipulation of a number of discrete items which can be learned in isolation and added to a collection of previously studied chunks. In addition, this conception of language learning tends to be linear with few instances of revision and consolidation since it is believed that “a) after items have been presented and explained in P1 and practised in P2 they are ready for use in the P3 phase; and b) after the complete PPP sequence there is no need for further practice” (Criado, 2013, p. 104). Further negative criticism to PPP is related to psycholinguistic tenets such as the principles of naturalistic learning which imply the possibility of experimentation with the language at different stages of the learning process. Furthermore, the mechanical exercises which are part of PPP seem to disregard the occurrence of the silent period since students are expected to produce from the beginning with a strong emphasis on accuracy instead of focusing on meaning. Finally, “PPP ignores the readiness-to-learn [and] the delayed-effect-of-instruction” (Criado, 2013, p. 105).

### **2.3. Definition and Characteristics of a Lesson Taught Using the *Traditional Class Format***

The main characteristics of traditional methodologies including the use of the PPP sequence can be clearly reflected in what Ministerio de Educación de la Provincia de Córdoba defines as the *Traditional Class Format*, in which the main teaching strategy is guided conversation by the teacher, supported by pedagogical resources such as texts, blackboard and audiovisual media, among others. This format aims at teaching a significant number of concepts which are highly relevant in a particular area of knowledge and which have been carefully selected, organised and sequenced for pedagogical reasons. In this

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format, the pedagogical attention is centred on the transmission and appropriation of the specific content of a field of knowledge, which needs to be organised according to the particular logic behind the field of knowledge. Thus, teaching promotes a particular conception of knowledge and its processes of construction and legitimation (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.28). The provincial document acknowledges that even though the teacher presentation and exposition of the topic is the main pedagogical strategy in this format, it might not be reduced to the mere explanation of the content to be dealt with. In order to avoid this, teachers are required to account for the selection of topics, include procedures by means of which knowledge is created, provide clear examples, and encourage students' participation by asking them questions not only to check their understanding of the topic but also to foster peer interaction. The document concludes by emphasising that the way of organising, transmitting knowledge and favouring the students' interaction with it will not only influence acquisition, but also help students to learn to learn, think, perceive and understand reality and its social, cultural and vital implications (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.29). In spite of these suggestions, lessons in the *Traditional Class Format* are mainly teacher-centred as students are required to sit in rows facing the board while the teacher usually stands at the front of the class explaining grammar content. Moreover, the activities are centred on repetition drills and controlled written practice done to master the structure rather than providing opportunities to practise simulated real-life situations. There is a great focus on individual learning; thus, students solve the activities independently of their partners, and the main learning strategy is usually memorisation. According to Morán Oviedo (2003), the teacher is generally the protagonist and the students just listen, having no opportunities to interact in the act of teaching and learning. This attitude fosters passivity, dependency, and conformism (p.17). Thus, the main characteristic of the *Traditional Class Format* is the transmission and reception of information and knowledge.

What is more, when the *Traditional Class Format* is used to teach foreign languages, there is a marked emphasis on grammatical competence, that is to say, the ability to form sentences in a language.

By 'grammatical competence' I mean the cognitive state that encompasses all those aspects of form and meaning and their relation, including underlying structures that enter into that relation, which are properly assigned to the specific subsystem of the



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human mind that relates representations of form and meaning. (Chomsky, 1980, as cited in Cook, 2008, p. 22)

However, in the light of the new findings in ESL and EFL research, the acquisition of grammatical competence as previously defined does not seem to be enough to promote communication by means of a foreign language.

While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language, since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. (Richards, 2006, p.3)

### **2.4. Communicative Language Teaching**

The advent of Communicative Language Teaching in the 1970's meant a change of paradigm in ELT and it has had an impact on every area involved in the teaching-learning process. As defined by Richards (2006),

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (p. 2).

As regards the goals of language teaching, the focus on the acquisition of grammatical competence was gradually replaced by the need to develop communicative competence, defined as a broader concept that encompasses the ability to know how to use the language for a range of different purposes and functions, in different settings and with various participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication). It also includes the ability to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) and to know how to maintain communication despite having limitations in one's language knowledge through the use of communication strategies (Richards, 2006). Moreover, language learning results from a number of interrelated processes that are carried out when the learner is actually using the language. Examples of such processes are the collaborative creation of knowledge through the meaningful interaction between the learner

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and users of the language, the purposeful negotiation of meaning, the analysis of the feedback students get when involved in interactions, the exposure to authentic input as well as the creative experimental use of the language the learner makes when attempting to project their own identity through linguistic output (Richards, 2006).

The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning. And teachers now had to assume the role of facilitator and monitor. Rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners' errors and of her/his own role in facilitating language learning. (Richards, 2006, p. 5)

On that account, CLT is clearly linked with the *Workshop Format* as it sets as its goal the mastering of communicative competence. Instead of concentrating solely on grammar, in CLT, the concern is with both, spoken and written discourse as well as with notions such as register and appropriateness (Harmer, 2007). In CLT, effective learning takes place when students are provided with opportunities to explore how language is used, expand their language resources, and be part of meaningful interpersonal exchange.

A major strand of CLT centres around the essential belief that if students are involved in meaning-focused communicative tasks they will have exposure to the language and plenty of opportunities to use it, which is vital for a student's development of knowledge and skill. Activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use. (Harmer, 2007, p. 69)

### 2.5 Task-Based Language Teaching (TBLT)

A task-based view of language learning and teaching has emerged as a result of the intricate combination of a number of multifarious research findings on Second Language Acquisition (SLA), social-constructivist views of learning in general, and English Language Teaching (ELT). When almost universal consensus was reached on the assertion that language learning is “an ‘active’ process that can only be successful if the learner invests intensive mental energy in task performance [and] an ‘interactive’ process that can be enhanced by interaction with other learners and/or with the teacher” (Van der Branden, 2006, p. 10), the foundations were laid for TBLT to gather momentum. This new conception of language learning and teaching has embraced postulates of humanistic learner-centred methodologies which acknowledge the need to make the learner a user of the target language in most classroom situations. Moreover, through the real use of the target language, they also facilitate and establish the communication of personal meaning. TBLT also seems to be a way of stabilising the pendulum that has been switching back and forth between a strong and a weak version of CLT for the last forty years since. According to Long and Norris (2000),

Task-based language teaching ... is an attempt to harness the benefits of a focus on meaning via adoption of an analytic syllabus, while simultaneously, through use of focus on form (not forms), to deal with its known shortcomings, particularly rate of development and incompleteness where grammatical accuracy is concerned. (as cited in Van der Branden, 2006, p.9)

Thus, by incorporating attention to form, during, before or after the task performance, and either implicitly or explicitly, learners pay attention to certain aspects of the linguistic code while involved in the negotiation of meaning. Therefore, a well-designed task pursues both objectives: the development of communicative competence and the restructuring of interlanguage. Task-based pedagogy revolves around the completion of tasks which are defined as “work plans that meet four criteria: the primary focus is on meaning; there is some gap; learners rely mainly on their own linguistic and non-linguistic resources; and there is a clearly defined communicative outcome” (Ellis et al., 2020, p. 10). These features make tasks different from any other learning activity which students may be involved in, and they represent a radical departure from the traditional PPP model in which learners are provided with the language they need to manipulate or transform. By resorting to their own linguistic

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and non-linguistic resources to take part in communication, learners are challenged to deploy a number of strategies similar to those employed in real-life situations to process input, perceive knowledge gaps and attempt modifications in their output to bridge those gaps.

Although most researchers have come to an agreement regarding the definition of tasks and their characteristics, there is still no general consensus about the way tasks are classified. One classification is based on the communicative and cognitive processes that take place while the task is being performed. These processes in turn have an impact on the language elicited by the task. Thus, a task can be *one way* or *two way* depending on who has the information; a task may be *monologic* or *dialogic* according to the way the interaction unfolds; a task may be *closed* if there is one way of solving it or *open* if several outcomes are possible; a task can be *convergent* when all students are required to agree on a solution or *divergent* when each learner can arrive at their own solution (Ellis et al., 2020). Another important way of distinguishing tasks has to do with their authenticity. *Real-world* tasks are those that resemble communicative situations learners will be exposed to outside the school context whether *pedagogic* tasks which “lack situational authenticity but must still display interactional authenticity (i.e. result in the kind of natural language use found in the world outside the classroom)” (Ellis et al., 2020, p. 12). A further categorization of tasks is related to the skills learners need to put into practice while performing the task. In this regard, *input-based* tasks require the student to process the information they read or listen to and to show understanding, while in *output-based* tasks learners are expected to speak or to write in order to achieve the task outcome (Ellis et al., 2020). Finally, a task can be “*unfocused* [when it] is intended to elicit general samples of language” (Ellis et al., 2020, p 12) or *focused* when it encourages students to use a specific linguistic feature. In spite of this broad spectrum of categories, what most authors suggest is to select tasks taking into consideration the particular needs each group of students has to communicate in a certain context or to base task selection on how close or meaningful those tasks are to the learners’ lives (Ellis et al., 2020).

In addition to the theoretical basis for TBLT, a methodological framework was also proposed for a task-based lesson. Willis (1996) suggested a design which included three stages, namely *pre-task*, *main task* and *post-task*, with an emphasis on student-student interaction. On the basis of this model, several discussions arose as to when the best moment for teachers to intervene was and how teachers should provide language support and correct students’ production in terms of accuracy. In this regard,

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there is a growing consensus that attention to linguistic form is needed as long as the primary focus remains on meaning. There are differences in opinion, however, regarding whether a focus on form is desirable during the performance of the task and also what strategies should be used to draw attention to form. (Ellis et al., 2020, p. 17)

### **2.6 Definition and Characteristics of a Lesson Taught Using the *Workshop Format***

According to Willis (1996), many secondary students who have studied a foreign language leave school unable to communicate in it. One reason why this happens is because much of their exposure consists of written language at sentences level: they are used to reading textbooks and hearing carefully scripted dialogues. Many have been exposed to little real spoken interaction other than instruction-focused teacher talk. (p. 4)

However, the *Workshop Format* provides a different alternative to other teaching formats commonly used in schools, as it means not only a shift in the roles of the teacher, students and knowledge but also the implementation of different teaching strategies and evaluation tools (Gobierno de la Ciudad de Buenos Aires, 2011, p. 2). The curricular framework of reference for the province of Córdoba states that the *Workshop Format* implies creativity and reflection within clear conceptual frameworks from which the activities are carried out. Moreover, it promotes teamwork, decision-making processes and the collaborative creation of proposals or products. Thus, the key to the *Workshop Format* is the setting of a challenge that encourages action (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.32).

Furthermore, the class dynamics in the *Workshop Format* is student-centred because pupils are the ones who need to take action to solve a problem or fulfil a task. The curricular framework issued by the Ministry for Education of the province of Córdoba asserts that the key element of this pedagogical format is a problem-solving activity. A task which requires the students' active participation is presented to them, which will need to be solved by means of knowledge acquired in the subject—in the case of EFL, vocabulary and grammar content (p. 32). Accordingly, the teacher's role differs from traditional formats since after setting the task and organising the groups, they become facilitators or guides helping the teams to work

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efficiently. Some of their functions encompass facilitating group interactions, encouraging reflection, providing relevant feedback on solutions proposed by the students and helping them solve difficult tasks that are difficult to solve due to lack of information or technical problems (Ministerio de Educación de la Provincia de Córdoba, 2011a, p. 33). When planning their classwork according to this format, teachers need to ponder on the objectives to be attained and the steps or procedures that need to be carried out to achieve those objectives, making sure the students are familiar with those aims and committed to the task. Teachers also have to prioritise the content to be acquired, the strategies to be put into practice as well as the attitudes and competences they seek to promote. The sequence of activities for the completion of the task should be designed according to the objectives previously set and bearing in mind a number of other intervening factors such as the special characteristics of the individual students and the group dynamics, the nature of the content to be taught, the relationship of that content with other subjects in the school curriculum as well as other institutional variables like the organisation of time and space and the availability of resources. In addition, teachers have to consider the grouping arrangement and the definition of roles for the different group members. Besides, they need to make decisions on the particular assessment modality, criteria, and instruments since not only the final product needs to be evaluated but also, and mainly, the process students go through to complete the task (Ministerio de Educación de la Provincia de Córdoba, 2011a, p.32). As a result, a typical lesson planned according to the *Workshop Format* presents the following sequence:

- presentation of the tasks and activities;
- organisation of groups according to the types of activities (all the groups work on the same task in the same way; all the groups work on the same task, but with different activities; all the groups work on the same task, but with different material; different groups work on different aspects of the same task);
- development of group work, promoting several instances of social interaction and reflection among students; which enables them to have an active role while using techniques to analyse the language, deducing how it works, and learning from mistakes;
- compilation of the work done by each group;

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- plenary; and
- recap of the main ideas and conclusions (Ministerio de Educación de la Provincia de Córdoba, 2011a, p. 32-33).

All things considered, parallelism can be drawn between the *Workshop Format* and Task-Based Learning (TBL). It is easily noticeable that they share some characteristics as “in a TBL framework, most of the emphasis is on learners doing things, often in pairs or a group, using language to achieve the task outcome and guided by the teacher.” (Willis, 1996, p. 40) Besides that, as Willis (1996) also states:

the teacher can monitor from a distance, and, especially in a monolingual class, should encourage all attempts to communicate in the target language. But this is not the time for advice or correction. Learners need to feel free to experiment with language on their own and to take risks. Fluency in communication is what counts. In later stages of the task, framework accuracy does matter, but it is not so important at the task stage. (p. 24)

Taking this into account, TBL could be used to put into practice the *Workshop Format* in an EFL lesson, as it aims at providing students meaningful and communicative real-life tasks to solve while discovering the language structures necessary to carry them out. A communicative task is defined as

a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

(Nunan 1989, as cited in Ellis 2003, p. 4)

Ellis (2003) states that “a task is an activity which requires learners to use language with the emphasis on meaning” (p. 9). In addition to this, as a task involves real-world processing of the language, it can be adapted to meet the needs of all learners and in this way, all the students are able to succeed. Willis (1996) states that “tasks are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). What is more, “in a TBL framework, most of the emphasis is

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on learners doing things, often in pairs or groups, using language to achieve the task outcomes guided by the teacher” (Willis, 1996, p. 40). By doing this, learners are encouraged not only to process input in the foreign language but also to acquire new knowledge and reconstruct their existing schemas since “it is when learning becomes meaningful that the learner grows, while having a satisfying experience, and it predisposes him/herself to new learning events in a given area” (Novak, 2002, as cited in Moreira, 2011, p. 3).

Finally, the sequence of activities suggested for the implementation of the *Workshop Format* resembles the outline of the flow of activities in TBL which comprises three main components, namely pre-task, task-cycle and language focus. During the pre-task stage, “the teacher sets up the task” (Willis, 1996, as cited in Cook, 2008, p. 260). The task cycle includes the task itself when the group or pair is involved in the development of the activity while the teacher monitors the students’ performance. A second moment within the task is “planning [when] students decide how to report back to the whole group” and a third moment within the task is “report” when each of the groups makes their presentation to the rest of the class (Willis, 1996, as cited in Cook, 2008, p. 260). A second stage in TBL is “language focus” which comprises two other moments: “analysis [and] practice” (Willis, 1996, as cited in Cook, 2008, p. 260). In the former, students compare and contrast the results of different groups carrying out the task and in the latter, the teacher focuses on new language forms that have emerged (Willis, 1996, as cited in Cook, 2008, p. 260). All in all, not only the aims but also the roles and the procedures advocated by TBL seem to parallel those described in the *Workshop Format*.

### 2.7 State of the Art

After exploring previous research studies, it was concluded that although there are several didactic units suggested as models for the implementation of the *Workshop Format* for the different levels of the school curricula, no other research study has examined students’ perception and performance in relation to EFL teaching and the two formats herein analysed in the province of Córdoba. However, three studies have been selected to guide our research since we consider they have similar subject matter, objectives and instruments.

A recent study that provided a background to our research was carried out by Nuñez Soler et al. (2020) in Paysandu, Uruguay. Although this study is not specifically related to EFL teaching and the level of our interest, it shares similar objectives and procedures to ours. The research aimed to implement the *Workshop Format* as an innovative alternative to



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traditional education and analyse its impact on the students' motivation and performance. The sample comprised 172 students from 4th to 6th grades and 19 teachers from two different state primary schools. In one of the schools—the experimental group—the new pedagogical methodology was applied, and in the other one—the controlled group—lessons were taught following traditional pedagogical methodologies (Nuñez Soler et al., 2020, p.13). They followed a mixed research approach, which combined pre and post tests done by the students and questionnaires answered by the teachers. The results showed that, in the experimental group, not only the students' performance but also their attitude towards the learning process improved significantly throughout the year. However, the participants' performance and motivation in the controlled group resulted well below the average. This suggested that improvements were related to the use of the *Workshop Format*, and thus, that a change in the traditional school formats is needed. (Nuñez Soler et al., 2020, p.29).

The second study we found was carried out by the sociologist Aponte Penso (2015) in Colombia. It was an investigation as regards the workshop as a strategic methodology to stimulate research in the teaching-learning process in higher education. The author stated that the traditional methods used in the teaching-learning process generated a series of behaviours among students in classrooms who perceived the learning process and research as an imposition, generating apathy and rejection to school work which was demonstrated from elementary to higher education levels (Aponte Penso 2015, p.2). The instrument used by the author was a structured questionnaire oriented to professors at the Sociology Program of the University of Cesar. Data obtained by means of this instrument suggested that the pedagogical workshop was seen by teachers as an adequate methodology to be applied in the classroom during the teaching-learning process since it was perceived as a strategy that promoted a suitable educational environment. Thus, teachers indicated that its use encouraged students to build knowledge of autonomy and independence. Another important conclusion was that, due to its structure, the workshop allowed rationalisation of the technical resources, the materials of study and the distribution of time in face-to-face activities developed by students. Moreover, through this questionnaire it was possible to determine that teachers only intervened to make adjustments to the cases where it was necessary, since professors considered that the workshop promoted self-development of students, allowing them to play a different role in their training, where the teacher stopped being an imposing character.

The third study considered as antecedent here involved the use of Task-Based Approach in Improving Indonesian Students' Speaking Accuracy and Fluency by Munirah

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and Muh Arief Muhsin (2015). The Task-Based Approach was used in a classroom action research which consisted of two cycles of four meetings where the speaking test was the instrument. The researcher gave tests in each cycle to find out whether there was any improvement in students' speaking skill and to assess the effectiveness of using Task-Based Approach to improve the speaking skill. Furthermore, an observation sheet was used to collect data about the students' participation in the teaching and learning processes in speaking. At last, the findings showed improvement on students' accuracy and fluency from cycle I to cycle II with the implementation of Task-Based Language Teaching.

## Chapter III. Objectives and Research Questions

### 3.1 General Objective

The purpose of this study is to make a humble contribution to English as a Foreign Language (EFL) didactics at secondary school in the province of Córdoba. We attempt to do so by exploring the way secondary-school students perceive the lessons and learn the foreign language when they are taught following both the *Workshop Format* and the *Traditional Class Format*, in order to determine if there is any difference in their perception and in their performance. By teaching lessons following the two different formats, observing and surveying students, and evaluating their performance we believe we could determine whether any of those formats would be more appealing to this particular group of students and more appropriate to teach English lessons at secondary school.

### 3.2 Specific Objectives

- To explore the prevailing characteristics of the *Workshop Format* and the *Traditional Class Format*.
- To transfer the main characteristics of each format into a sequence of activities designed to teach specific EFL content in second year at secondary school in the province of Córdoba.
- To compare and contrast students' perceptions of their learning process when exposed to both the *Traditional Class Format* and the *Workshop Format*.
- To compare and contrast students' performance when being taught following both, the *Traditional Class Format* and the *Workshop Format*.

### 3.3 Research Questions

- Does students' involvement in the English lessons vary when taught by means of two different formats namely, the *Traditional Class Format* and the *Workshop Format*?
- How do students perceive their own learning process when taught following two different class formats namely *Traditional Class Format* and *Workshop Format*?
- Do students achieve the same results when taught following two different class formats, in this case, the *Traditional Class Format* and the *Workshop Format*?

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- Could the *Workshop Format* be an alternative to teach English lessons at secondary school?

### Chapter IV. Methodological Framework

This chapter details the methods used and the sequence of steps followed to carry out this study. In the first section, the type of research methodology implemented and the approach used are presented. Then, a description of the setting where the research took place followed by information about the participants is provided, aiming to offer a better understanding of the context surrounding this investigation. After that, the instruments used to undertake this research are specified, integrating a description of each of them with tables to illustrate the samples used. Finally, the last part of this chapter deals with the procedure followed to develop the lessons. Thus, the lesson plans used to teach both the *Traditional Class Format* and the *Workshop Format* are thoroughly detailed. Not only the sequence of activities done to develop the lessons is recounted but also tables containing the actual activities and tests given to the students are shown.

#### 4.1. Approach and Design

We carried out an action research study since it “combines diagnosis, action and reflection, focusing on practical issues that have been identified by participants and which are somehow both problematic yet capable of being changed” (Elliott, 1978 as cited in Cohen et al., 2007, p. 298). An action research study could be cast into “two simple stages: a diagnostic stage in which the problems are analysed and the hypotheses developed; and a therapeutic stage in which the hypotheses are tested by a consciously directed intervention or experiment in situ” (Cohen et al., 2007, p. 304). According to Smith and Rebolledo (2018), ours is an exploratory action research study since its purpose is to explore and understand the current situation in the classroom, and then, observe and interpret the results of a new way of teaching English at secondary school. That is to say,

exploratory action research occurs when exploratory research is followed by action research. In other words, the whole process looks like this: plan to explore (plan questions and how to get data); explore (gather data); analyse and reflect (answer questions on the basis of data); plan (to change); act (implement the change); observe (see what happens – with data); reflect (interpret what occurred). (Smith & Rebolledo, 2018, p. 26)

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Moreover, our study followed a mixed research approach as both qualitative and quantitative research methodologies were used where the former “is concerned with subjective assessment of attitudes, opinions, and behaviour” (Kothari, 2004, p. 5) and the latter “involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion” (Kothari, 2004, p. 5). Our investigation triangulated data collected by means of observations and questionnaires as qualitative data collection instruments, and tests as quantitative data collection instruments.

### 4.2. Setting

This study was carried out in a state secondary school called “I.P.E.M. y A. N° 151 José Ignacio Urbizu”, which is located in Camilo Aldao, a small village in the south east of Córdoba province. This school comprises two levels: a common core (*Ciclo Básico: CB*) and two different orientations (*Ciclo Orientado: CO*). The former includes years 1st, 2nd, and 3rd and there are two classes for each year with a total of around one hundred students. The latter consists of years 4th, 5th, and 6th in the case of Economy and Management Orientation, and years 4th, 5th, 6th, and 7th in the case of Agriculture Orientation which grants a Technical-Professional diploma. The number of students in C.O. is around sixty. With regard to the teaching of English as a Foreign Language, the overall characteristic of this school is that few students attend English lessons in private institutes, so the main language input they are exposed to and learn is the one provided at school.

### 4.3. Participants

The research participants involved in this study were all the students attending one of the two second-year classes at “I.P.E.M. y A. N° 151 José Ignacio Urbizu”. Due to the reduced size of the group, it was not necessary to select a sample. As a result, the sixteen (16) students—8 (seven) girls and 8 (eight) boys—in the class group participated in the study. They were taught English as a Foreign Language in a 120-minute lesson, once a week on Fridays.

Due to the Covid-19 pandemic, the Federal Council of Education issued Resolution N° 387/2021 (Consejo Federal de Educación, 2021) which allowed for hybrid or blended learning. As a result, at the time the study was conducted and due to the need for social distancing, students were divided into two groups called bubbles—as they were referred to in the sanitary protocols used during the pandemic. While one bubble attended lessons at school

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for a week, the other bubble was given online homework. The following week the groups shifted modality. Therefore, bubble A—which consisted of six (6) students—was taught following the *Traditional Class Format* and the *Workshop Format* was used to teach the ten (10) students in bubble B. Consequently, the division of students into these two groups or bubbles was arbitrary and the researchers had to limit their choices of methodological practices to the regulations included in the aforementioned resolution.

### 4.4. Instruments

Four instruments were used to collect data for this study: a questionnaire administered before the intervention, an observation sheet, a questionnaire distributed after the intervention, and tests.

The first instrument used was a questionnaire administered before the intervention. It was in the students' mother tongue as they had not reached the threshold level in the foreign language necessary to understand and complete it in English. This questionnaire aimed to determine the students' general attitude towards the subject in terms of likes, boredom and difficulties. The first part of the questionnaire included four closed questions and used a three-point Likert scale anchored by *a lot*, *not much* and *not at all*. The second part of the questionnaire comprised two open questions asking students to expand on the aspects they enjoyed the most and the least regarding the subject. Table 1 below includes a sample of the questionnaire students responded before the intervention.

**Table 1**

#### *Pre-Intervention Questionnaire*

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión:

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    |       |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? |       |      |      |

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|   |  |  |  |
|---|--|--|--|
| ¿Te aburrís durante la clase de inglés? |  |  |  |
| ¿Te resulta difícil esta materia?       |  |  |  |

¿Qué es lo que más te gusta de esta materia?

¿Qué es lo que menos te gusta de esta materia?

The second instrument used to collect data was an observation sheet which consisted of eight questions. There were three open questions dealing with time-management and teacher or student-centredness. Within the other five closed questions, three of them required dichotomous answers about students' enquiries regarding instructions and task development and their attitude towards the task. Finally, the other two closed questions asked for a selection of options within a Likert scale to determine students' interests while carrying out the tasks and their attitude towards the test (see Table 2).

**Table 2**

### *Observation Sheet*

| Dinámica de la clase:  | Formato Asignatura | Formato Taller |
|--|--------------------|----------------|
| ¿Hacen preguntas los alumnos respecto a las instrucciones?               |                    |                |
| ¿Qué porcentaje estimativo de la clase toma el profesor para hablar?     |                    |                |
| ¿Qué porcentaje los alumnos?   |                    |                |
| ¿Cuánto tiempo pasan los alumnos en el desarrollo de la tarea/actividad? |                    |                |
| ¿Cuán interesados se muestran los alumnos                                |                    |                |



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|  |  |  |
|--|--|--|
| frente a la actividad/tarea? (escala: muy interesados, algo, poco, nada)   |  |  |
| ¿Manifiestan los alumnos disconformidad con la actividad/tarea?  |  |  |
| ¿Hacen preguntas los alumnos durante el desarrollo de la actividad/tarea?  |  |  |
| ¿Cuál es la actitud de los alumnos durante la instancia evaluativa? (muy positiva, mayormente positiva, parcialmente positiva, mayormente negativa, muy negativa ) |  |  |

The third instrument used to gather data was a post-intervention questionnaire. It was also administered in the students' mother tongue because of the reason mentioned before. The nine questions included were closed and a three-point Likert scale was used to provide answers: *a lot*, *not much* and *not at all*. The first question asked students to express how easy the topic dealt with in class was for them. The second question asked whether they got bored during the class development, whereas the third one enquired about their understanding of the specific grammar structure studied. The fourth and fifth questions requested students to determine how much they had understood the instructions and how much help they needed from the teacher to do the tasks. In the sixth question, students were asked whether they liked the way the teacher developed the topic. The last three questions aimed at finding out students' degree of participation and enjoyment. A sample of this questionnaire has been included in Table 3.

**Table 3**

### *Post-Intervention Questionnaire*

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

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|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       |      |      |
| ¿Me aburrí durante las clases?                                 |       |      |      |
| ¿Entendí cómo y cuándo utilizar el verbo CAN?                  |       |      |      |
| ¿Pude comprender las consignas de trabajo?                     |       |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      |      |
| ¿Me gustó la forma en la que el docente desarrolló el tema?    |       |      |      |
| ¿Logré participar cómodamente?                                 |       |      |      |
| ¿Me sentí a gusto durante las clases?                          |       |      |      |
| ¿Disfruté la dinámica de la clase?                             |       |      |      |

The last instruments were tests, which were taken by students at the end of each topic so as to know how precisely they had learnt the contents taught following each of the formats. Consequently, students were given different tests depending on the format they had been taught in. In this way, students in bubble A did a conventional test which included four written activities and one oral task. The first activity assessed reading comprehension through a true or false exercise. Then, students had to fill in the blanks with the correct form of the verb. The third activity consisted of answering yes/no questions according to the pictures, while in the fourth exercise students were required to arrange the words to form different kinds of sentences. Finally, the test included an oral individual activity in which the teacher

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asked them six different questions including the verb studied to test listening and speaking skills (see Figures 7 and 8 in section 3.5.1). The criteria used to evaluate the oral section can be found in Table 4, in section 3.5.1 of this chapter.

On the contrary, students in bubble B, who were taught following the *Workshop Format*, were asked to make an oral presentation about a superhero they had created to participate in a talent contest. They could use a PowerPoint presentation, a video, a poster, or any other visual aid while giving their presentation. After that, they answered questions asked by the teacher about the superhero they had created. In order to objectively assess the students' performance in the oral presentation, a set of evaluation criteria was established (see Table 8 in section 3.5.2). The first criteria to be considered was whether the students had completed the task and if they had provided visuals following the instructions previously established. Then, we pondered the language included in the presentation. That is to say, we analysed if the students used a variety of verbs or limited vocabulary when giving their presentations; if they included both positive and negative sentences to talk about their superheroes and if their pronunciation was intelligible or unintelligible. Another criterion we set was related to the students' awareness of their own mistakes and the use of self-correction techniques while speaking. Finally, the last criterion corresponded to the interaction itself; in other words, we examined whether students understood the questions being asked by the teacher and if the answers they provided were complete or incomplete.

Data gathered by means of these instruments will be analysed in Chapter IV.

### 4.5 Procedure

The study was carried out in August 2021; each of the bubbles had two face-to-face classes and a virtual class. Firstly, consent forms were given to the institution and the participants in order to follow legal guidelines (Appendices A and B). Before starting with the presentation of the new topic, students in both groups filled in the pre-intervention questionnaire. The students in the first group (bubble A) were introduced to the verb CAN following the *Traditional Class Format* while the other group (bubble B) was given activities to do at home. The following class, the students who belonged to group B attended face-to-face classes and they were introduced to the same grammatical structure following the *Workshop Format* while students in group A were sent exercises to do at home. During the third week of work, students in bubble A had the revision and the test at school. After finishing the test, they were asked to fill in the post-intervention questionnaire. Meanwhile,

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the students in bubble B had to do some revision exercises and prepare the oral presentation at home. The following week, these students gave their oral presentations and filled in the post-intervention questionnaires. After each of the face to face meetings, the teacher completed the observation sheet (see Appendix I). Although initially an external observer was meant to keep a record of observations, the sanitary protocols only allowed the teacher and the students in the classroom for space reasons. The lesson plans for the sequence of activities used in the *Traditional Class Format* and the task cycle used in the *Workshop Format* will be described here.

### 4.5.1. *Traditional Class Format Lesson Plan*

Prior to the presentation of the new topic, students had worked with the following verbs: jump, run, hit, kick, catch, throw, swim, fly, climb, dance, play (sports/instruments), sing, ride a bike, write, draw, drive, clean, cook, wash the dishes, set the table, iron, sweep the floor, do the gardening. Thus, they constituted their previous knowledge and it was the vocabulary used to introduce and practise the new grammar structure. At the beginning of the first lessons taught in each of the formats, students were given the pre-intervention questionnaire to complete; after that, we proceeded with the class development as specified below:

We started the first face-to-face lesson of the *Traditional Class Format* by revising the verbs already known by the students. To do so, first, the teacher showed flashcards to the students for them to identify and name the verbs orally, individually and in chorus; then, they did the following written activities, which involved matching verbs to pictures and filling the blanks with the missing letters (see Figure 1).

### Figure 1

#### *Review Activities in the Traditional Class Format*

##### a. Match the pictures with the action verb

COOK

RUN

SWIM

DANCE

DO THE GARDENING

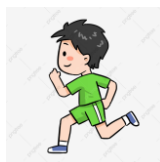
THROW

FLY

IRON

CATCH

DRAW



## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

b. Write the missing letters.

J \_ M \_

C L \_ \_ B

P \_ A Y

W \_ S H T \_ E D \_ S H \_ S

S E \_ T \_ E T \_ \_ L E

S \_ E A \_

\_ R I \_ E

S I \_ G

After that, we introduced the grammar topic CAN/CAN'T by means of theory explanation provided by the teacher and a few examples written on the board. The students were also asked to repeat the structure, first in chorus and then individually, and to copy a few examples into their folders. After that, the students carried out activities to practise the structure previously introduced. First, they did an oral activity, which consisted of making sentences using CAN or CAN'T to express their abilities or lack of ability about actions shown by the teacher in flashcards. Then, a sheet was handed out to them in order to do a few written exercises (see Figure 2).

### Figure 2

#### *Statement Practice Activities in the Traditional Class Format*

a. Fill in the blanks with CAN / CAN'T

1. I \_\_\_\_\_ dance. ✓
2. He \_\_\_\_\_ play the guitar. ✗
3. She \_\_\_\_\_ do the gardening. ✓
4. I \_\_\_\_\_ speak French. ✓
5. They \_\_\_\_\_ jump. ✗
6. They \_\_\_\_\_ climb a tree. ✗
7. He \_\_\_\_\_ ride a bike. ✓
8. She \_\_\_\_\_ throw a ball ✓ but she \_\_\_\_\_ catch a ball. ✗
9. They \_\_\_\_\_ iron. ✗
10. I \_\_\_\_\_ fly. ✗

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

b. Read the text and decide if the sentences are True (T) or False (F).



Hello! My name is Carol. I'm 13 years old. I'm from London, England. I'm blond. I'm wearing my school uniform: a yellow shirt, a blue jacket, a green skirt, green socks and blue shoes.

I like school and History is my favourite subject.

I can do many things. I can speak English and I can speak French. I can't speak Russian. I can sing and I can dance but I can't play tennis.

I can play the guitar but I can't play the piano. I can jump very high but I can't climb.

At home, I can iron my clothes but I can't sweep the floor or cook.

1. Carol is 10 years old.
2. She can't speak English.
3. She can speak French.
4. She can sing and dance.
5. She can't play the guitar.
6. She can play the piano.
7. She can't iron her clothes.
8. She can't jump high.

Having finished, the teacher introduced both question forms: yes/no questions and wh-questions. They were introduced in the same way as the affirmative and negative statements had been introduced before: theory explanation, choral and individual repetition and examples for the students to write down. This grammar presentation was also followed by oral and written practice. To practise the question forms orally, the following prompts were used as a guide and the students asked each other questions and answered them as shown in Figure 3 below.

### Figure 3

#### *Oral Question Practice Activities in the Traditional Class Format*

| Prompt     | Example  |
|------------|--|
| Jump 5 mts | Student A: Can you jump 5 metres?<br>Student B: No, I can't. |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Prompts:

Dance

Run fast

Swim

Play the guitar

Fly

Climb a tree

Speak Japanese

Speak French

Speak English

Do the gardening

Finally, another sheet (see Figure 4) was handed out to the students and they did some written exercises.

### Figure 4

#### *Written Question Practice Activities in the Traditional Class Format*

- a. Order the words to make questions.
  1. ?/Can/play/you/tennis
  2. you/?/ Can/ fast/run
  3. sweep/floor/Can/?/the/you
  4. table/?/Can/ set/ you/the
  5. ?/ride/a/ Can/ bike/ you
  6. Can/ ?/ draw/ you
  
- b. Answer the previous questions.
  
- c. Ask questions according to the given answer.
  1. \_\_\_\_\_? Yes, I can. I can swim.
  2. \_\_\_\_\_? No, I can't. I can't drive.
  3. \_\_\_\_\_? I can play the piano.
  4. \_\_\_\_\_? I can't fly.
  5. \_\_\_\_\_? No, I can't. I can't iron.
  6. \_\_\_\_\_? I can cook and clean.

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

The following week, this bubble (A) had to stay at home, so the teacher sent them a file with activities to revise the topic studied in class and do further practice as shown in Figure 5 below.

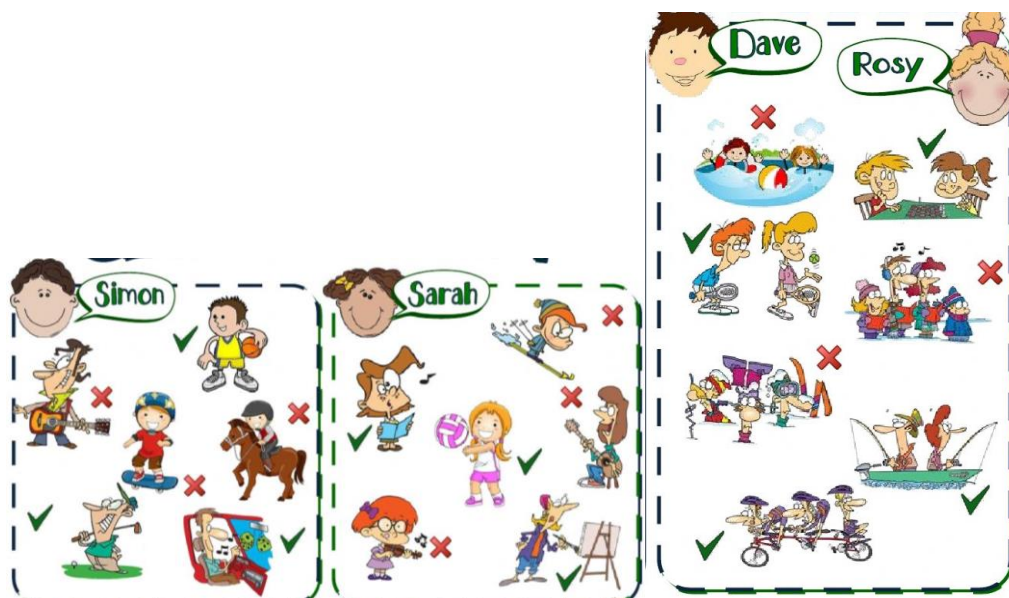
**Figure 5**

### *Homework in the Traditional Class Format*

Revisión: Esta semana en casa vamos a repasar el tema visto en clase y practicar un poco para hacer un trabajo evaluativo la semana que viene.

Les dejo las siguientes actividades para resolver:

1. Look at the pictures and complete the sentences with CAN / CAN'T.



1. Sarah \_\_\_\_\_ play the guitar.
  2. Simon \_\_\_\_\_ drive.
  3. Rosy and Dave \_\_\_\_\_ swim.
  4. They \_\_\_\_\_ play tennis.
  5. Sarah \_\_\_\_\_ sing.
  6. She \_\_\_\_\_ play the violin.
  7. Simon \_\_\_\_\_ ride a horse.
  8. He \_\_\_\_\_ play golf.
2. Look at the pictures and complete the sentences with can / can't and the verb.



## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT



1. It \_\_\_\_\_

2. She \_\_\_\_\_

3. He \_\_\_\_\_

4. They \_\_\_\_\_

5. She \_\_\_\_\_

6. They \_\_\_\_\_

3. Answer the questions:

1. Can a bird sing?
2. Can a snake jump?
3. Can a horse run?
4. Can a fish swim?
5. Can an elephant fly?

4. Form questions and answer them.

1. ?/Can/play/you/tennis
2. you/?/ Can/ fast/run
3. sweep/floor/Can/?/the/you
4. table/?/Can/ set/ you/the

5. Ask questions according to the given answer.





1. \_\_\_\_\_? Yes, I can. I can swim.
2. \_\_\_\_\_? No, I can't. I can't drive.
3. \_\_\_\_\_? I can play the piano.
4. \_\_\_\_\_? I can't fly.

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

In the last face-to-face lesson under this intervention, bubble A had the test. Thus, the class started with homework correction and a brief general revision of the topic so as to clarify doubts before the students did the test. In order to check the homework, we went through the exercises and the students read the answers. Then, the teacher showed a chart to the students and, orally, they made sentences using can or can't and asked each other questions according to the given prompts (see Figure 6).

**Figure 6**

### *Oral Revision Before the Test*

|   | run fast | fly | sing well | ride a bike | play the piano |
|---|----------|-----|-----------|-------------|----------------|
|    | ✓        | ✗   | ✗         | ✓           | ✗              |
|    | ✓        | ✗   | ✗         | ✗           | ✓              |
|   | ✗        | ✗   | ✗         | ✓           | ✗              |
|  | ✗        | ✓   | ✓         | ✗           | ✓              |

Prompts:

Tom / fly.

Jerry and Silvestre / fly.

Tweety / sing well.

Silvestre / sing well.

Tom and Jerry / run fast.

Tweety / run fast?

Jerry / ride a bike?

Silvestre and Tom / ride a bike?

Silvestre / play the piano?

Tom / run fast?

After that integration and revision activity, students took the written test (see Figure 7).

**Figure 7**

*Written Test in the Traditional Class Format*

English Test

Date: \_\_\_\_\_

Name: \_\_\_\_\_

1. Read the sentences and circle True or False.



Jack



Sally







|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|   |   |   |   |   |   |   |   |
| ✓ | ✗ | ✓ | ✗ | ✗ | ✓ | ✓ | ✓ |

- |                                |      |       |
|--------------------------------|------|-------|
| 1. Jack can ride a bike.       | TRUE | FALSE |
| 2. Sally can't skate.          | TRUE | FALSE |
| 3. Jack can't play basketball. | TRUE | FALSE |
| 4. Jack can't play football.   | TRUE | FALSE |
| 5. Sally can swim.             | TRUE | FALSE |
| 6. Sally can skateboard.       | TRUE | FALSE |
| 7. Sally can ride a horse.     | TRUE | FALSE |
| 8. Jack can play tennis.       | TRUE | FALSE |

2. Complete with CAN or CAN'T according to each animal

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### A. Write: can or can't

1.  A monkey \_\_\_\_\_ fly,  
but it \_\_\_\_\_ climb a tree.
2.  A bird \_\_\_\_\_ fly,  
but it \_\_\_\_\_ play volleyball.
3.  An elephant \_\_\_\_\_ run,  
but it \_\_\_\_\_ sing a song.
4.  A kangaroo \_\_\_\_\_ jump,  
but it \_\_\_\_\_ play guitar.
6.  A mouse \_\_\_\_\_ run fast,  
but it \_\_\_\_\_ ride a bike.
10.  A fish \_\_\_\_\_ ride a horse,  
but it \_\_\_\_\_ swim.

### 3. Answer the questions according to the pictures.



Can he play football?

.....



Can he drive the bus?

.....



Can she draw?

.....



Can he swim?

.....

### 4. Order the words to form sentences and questions

- a. He / play / the / can / piano \_\_\_\_\_
- b. She / swim / can / ? \_\_\_\_\_
- c. ride / a / bike / she / can't. \_\_\_\_\_
- d. sing / ? / can / she \_\_\_\_\_

Once the students handed in the written section, the teacher called each of the students individually and asked them a set of questions (see Figure 8) to test their oral performance.

### Figure 8

#### *Oral Test in the Traditional Class Format*

Can you jump?

What can you do?

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

What can't you do?

Can the elephant fly?

Can the bird swim?

Compare the actions you and your family members can or can't do.

The criteria used to evaluate this oral section can be seen in Table 4 below.

**Table 4**

### *Oral Assessment Criteria*

| Student | Pronunciation<br>Intelligible/Unintelligible | Self-correction |    | Interaction            |    |          |            |
|---------|--|-----------------|----|------------------------|----|----------|------------|
|         |  |                 |    | Question Comprehension |    | Answer   |            |
|         |  | Yes             | No | Yes                    | No | Complete | Incomplete |
|         |  |                 |    |                        |    |          |            |
|         |  |                 |    |                        |    |          |            |
|         |  |                 |    |                        |    |          |            |
|         |  |                 |    |                        |    |          |            |
|         |  |                 |    |                        |    |          |            |
|         |  |                 |    |                        |    |          |            |

### **4.5.2. Workshop Format Lesson Plan**

The students taught following the *Workshop Format* (Bubble B) had virtual lessons the week Bubble A started with the intervention. So, that week the teacher sent the students in bubble B a few activities to revise the verbs they would work with during the intervention. Then, the first face-to-face lesson was developed as follows:

Having finished with the pre-intervention questionnaire, we started the lesson by revising the verbs already learnt through a memory game. The teacher stuck flashcards with pictures of actions and cards with words on the board. They were facing down and students, taking turns, came to the board and turned them over trying to match the picture to the word.

After that, the students were presented with the real-world task they would have to display at the end of the topic. This task consisted of participating in a talent contest: each student had to display a presentation of an imaginary superhero they had created to participate in this contest, where the best superhero was chosen according to their characteristics and abilities.

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

In order for the students to carry it out, we first created a schema-building task “contest schemata”, presenting students with chunks of language and practising them. To do so, we gave students a list of verbs to classify into categories as shown in Table 5.

**Table 5**

### *Verb Categories*

| Housework   | Sport   | School/Arts                                     |
|---|---|---|
| cook - wash the dishes -<br>set the table - do the<br>gardening - | dance - play.... - ride a ....<br>- run - swim - catch -<br>throw - | read - write - draw - speak<br>English - dance- |

They had cards with the names of the verbs on them and, one by one, they had to pick one card and decide which column to place it in.

Having finished, the students were presented with the grammar structure to be studied. In small groups, they watched a video about a couple showing different things they could and couldn't do. After watching it, students worked in groups: each group had the same set of questions about the video to answer and share with the rest of the class. The only instruction the students were given was to watch the video and answer the questions without any further explanation or guidance.

Figure 9 shows the activity as presented to the students.

**Figure 9**

### *Video Watching Activity in the Workshop Format*

Watch the video and answer:

- ¿De qué se trata el video?
- ¿Qué verbos pudieron identificar?
- En el video, ¿cómo hablan las personas de estas acciones? ¿Cómo son las oraciones completas?
- ¿Qué les parece que las personas están diciendo en esas oraciones?  
¿Qué les parece que significan las palabras CAN y CAN'T?

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

- e. De las acciones en el video, ¿cuáles pueden o no pueden hacer ustedes? ¿Cómo dirían la oración en inglés?

Having finished, the students shared their answers with the other groups and the teacher. After that, they recapped the main ideas and conclusions, focusing briefly on the grammar form they had noticed in the video and that they would need in order to create their own superheroes and make their presentations.

This analysis was followed by a brief written practice activity in order to integrate the grammar structure and the vocabulary. The students wrote a short paragraph about their own abilities and lack of ability. Figure 10 below shows the instruction given to the students.

### Figure 10

#### *Written Practice Activity in the Workshop Format*

Write a short text describing your personal information and the things you can and can't do to introduce yourself to the contest's judges.

Next, the teacher introduced the question form by means of a listening activity. They listened to three people asking and answering what they could or couldn't do and they had to tick or cross the verbs in a chart accordingly (see Table 6).

### Table 6

#### *Listening Activity Chart in the Workshop Format*

|      | Fly | Swim | Cook | Draw |
|------|-----|------|------|------|
| Mary |     |      |      |      |
| Tom  |     |      |      |      |
| Lucy |     |      |      |      |

Once students finished, they compared their answers in small groups and then they checked with the whole class. After checking the task, the teacher asked the students to

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

analyse the conversations in order to identify the questions and draw attention to their structure.

This was followed by some practice by means of task-solving activities. Firstly, the students solved an information gap activity in order for them to have opportunities for freer practice through communicative activities. Each student had a chart with a few verbs on it. First, they wrote their own name in the first line and ticked or crossed the actions they could or couldn't do. Then, they wrote their classmates' names in the different lines and asked each other questions in order to find out about their classmates' abilities and lack of abilities and completed the chart. Because there were specific social distancing regulations due to the sanitary conditions, students were not allowed to walk around the classroom—which was the way this activity would have been carried out. Instead, they had to interact with one another from their desks to get the necessary information. The chart students completed in this task is shown in Table 7.

**Table 7**

### *Information Gap Activity in Workshop Format*

|  | catch the ball | Swim | Run | kick the ball | throw the ball | Dance |
|--|----------------|------|-----|---------------|----------------|-------|
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |
|  |                |      |     |               |                |       |

The last practice activity of the lesson consisted of simulating the target task. In other words, the students did a role-play activity in which they had to decide who was the most suitable person in the class to take part in a sports competition involving swimming, running, playing baseball and doing gymnastics. The students were divided into three groups. Each of the groups had to decide who was the best person to participate in the competition. They did



## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

so by comparing the chart with their abilities and lack of ability they had already filled in. Finally, they shared the results with the whole class and they decided on the best sportsperson in the class out of the three previous winners.

The following week, the students in bubble B had to stay at home, so they received a written document with activities to do at home (see Figure 11).

### Figure 11

#### *Homework in the Workshop Format*

Revisión: Esta semana en casa vamos a repasar el tema visto en clase y preparar la presentación para el concurso de talentos de la semana que viene. Les dejo las siguientes actividades para resolver:



1. Read the following text and write True or False.

Hello! My name is Carol. I'm 13 years old. I'm from London, England.

I'm blond. I'm wearing my school uniform: a yellow shirt, a blue jacket, a green skirt, green socks and blue shoes.

I like school and History is my favourite subject.

I can do many things. I can speak English and I can speak French. I can't speak Russian. I can sing and I can dance but I can't play

tennis. I can play the guitar but I can't play the piano. I can jump very high but I can't climb.

At home, I can iron my clothes but I can't sweep the floor or cook.

1. Carol is 10 years old.
2. She can't speak English.
3. She can speak French.
4. She can sing and dance.
5. She can't play the guitar.
6. She can play the piano.
7. She can't iron her clothes.
8. She can't jump high.

Read the text again and decide in which contest Carol can participate.

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Can you speak a foreign language?  
Join the Foreign Language Contest!

Can you swim, run fast and climb?  
Join the Sport Contest!

Can you cook?  
Join the Baking Contest.

2. Create your own superhero to participate in a talent contest. (You can make a PowerPoint presentation, a video, a poster, etc). You will share this presentation next class and answer questions about your superhero.

Situación: Se desarrollará un concurso de talentos en el que se elegirá el mejor superhéroe.

Actividad: Cada uno debe crear su propio superhéroe para participar del concurso. Deberán poner una imagen o dibujo del mismo y una descripción de las cosas que puede y no puede hacer (¡mientras más cosas escribas mejor!).

Forma de presentación: afiche, cartulina, o una hoja A4.

Ejemplo:

He can....

He can...

He can't....



**¡Llegó el momento de crear! ¡Usá tu imaginación! ¡Manos a la obra!  
¡Mucha suerte a todos!**

Finally, in the last face-to-face class of this intervention, the students took the oral test. Prior to it, we checked, orally, the reading comprehension activity the students had done as homework and clarified doubts. Then, we proceeded with the presentations of the superheroes.

The development of the talent contest was as follows: each student presented their superheroes and answered questions asked by the teacher about them. Then, all together, we decided who the winner of the contest was. Here, it is worth mentioning that, due to government regulations being gradually lifted, in this last lesson both bubbles were together again. Hence, students in bubble A, who had been taught in the *Traditional Class Format*,

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

were the ones in charge of deciding who the best superhero, and winner of the contest, was. In this way, they were actively involved in the development of the lesson.

The evaluation criteria used by the teacher to assess the students' oral performance included the following categories:

- Task completion
- Visuals
- Vocabulary
- Grammar
- Pronunciation
- Self-correction
- Interaction (Question comprehension and answers)

Hence, while students were giving their oral presentations, the teacher completed the chart included in Table 8 in order to keep a record of their achievements and grade them as objectively as possible.

**Table 8**

*Oral Test Assessment Chart in the Workshop Format*

| Student | Task completion |    | Visuals<br>Complete/Incomplete | Vocabulary<br>Varied/Limited | Grammar<br>Aff. / Neg | Pronunciation<br>Intelligible/Unintelligible | Self-correction |    | Interaction              |    |          |            |  |
|---------|-----------------|----|--------------------------------|------------------------------|-----------------------|--|-----------------|----|--------------------------|----|----------|------------|--|
|         | Yes             | No |                                |                              |                       |  | Yes             | No | Question Comprehension / |    | Answer   |            |  |
|         |                 |    |                                |                              |                       |  |                 |    | Yes                      | No | Complete | Incomplete |  |
|         |                 |    |                                |                              |                       |  |                 |    |                          |    |          |            |  |
|         |                 |    |                                |                              |                       |  |                 |    |                          |    |          |            |  |
|         |                 |    |                                |                              |                       |  |                 |    |                          |    |          |            |  |
|         |                 |    |                                |                              |                       |  |                 |    |                          |    |          |            |  |

### Chapter V. Data Analysis and Interpretation

In this chapter, data gathered from the implementation of the different research instruments will be presented. The analysis and interpretation of these results will also be included with the purpose of answering the research questions specified in Chapter I.

The qualitative data collected by means of observation are described in detail, while the quantitative data are organised in pie charts to compare and contrast the percentages obtained. Replies of students taught following the *Traditional Class Format* are compared and contrasted with those of the students taught in the *Workshop Format*. Then, the results are triangulated in order to check for the credibility and accuracy of the findings.

Bearing in mind that the two main variables in this study correspond to the students' perception and performance, the analysis of the students' responses is structured in a way that these two variables can be addressed and the research questions of this study can be answered. Thus, the first part of this analysis focuses on the first variable, drawing a comparison and a contrast between the two formats with regard to the students' interest and involvement in the lessons, before and after the intervention. Then, those questions aimed to understand the students' own perception of their learning processes are analysed; followed by a comparison of the answers obtained within the same group of students about those inquiries dealing with similar topics in the pre and post-intervention questionnaires. After that, the results of the tests are analysed in detail in order to attend to the second variable: the students' performance. Finally, the chapter finishes with the analysis of the qualitative data as the account of the observations is described. The results obtained will be exposed as follows.

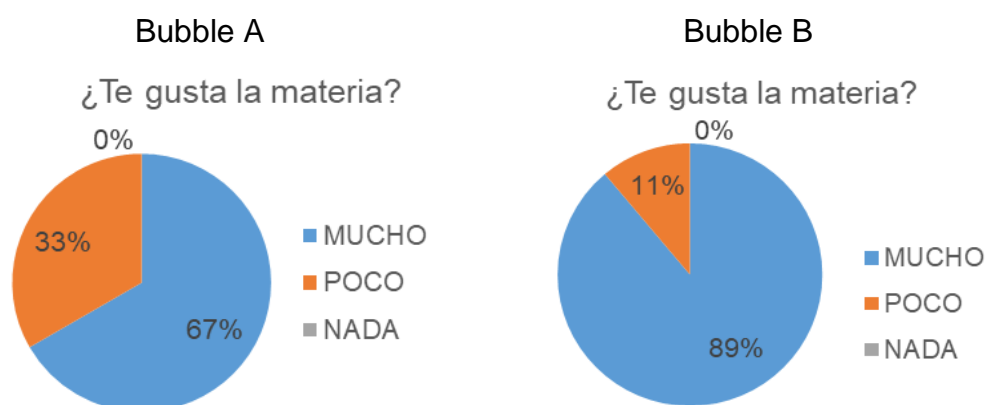
#### **5.1. Students' Interest and Involvement in the Lessons When Taught Following the *Workshop Format* and the *Traditional Class Format*.**

The first research question inquired whether secondary school students' involvement in English lessons varied when taught by means of two different formats, namely, the *Traditional Class Format* and the *Workshop Format*. In order to determine this, students answered questions about their perceptions of the subject and activities before and after the development of the lessons proposed in this study.

To begin with, the data gathered in the pre-intervention questionnaire will be interpreted (see Appendices C and D). When analysing the students' interest in the subject, it can be observed that most of the students already liked the subject, as 67% of them in bubble A and 89% of the ones in bubble B gave positive responses (see Figure 12).

**Figure 12**

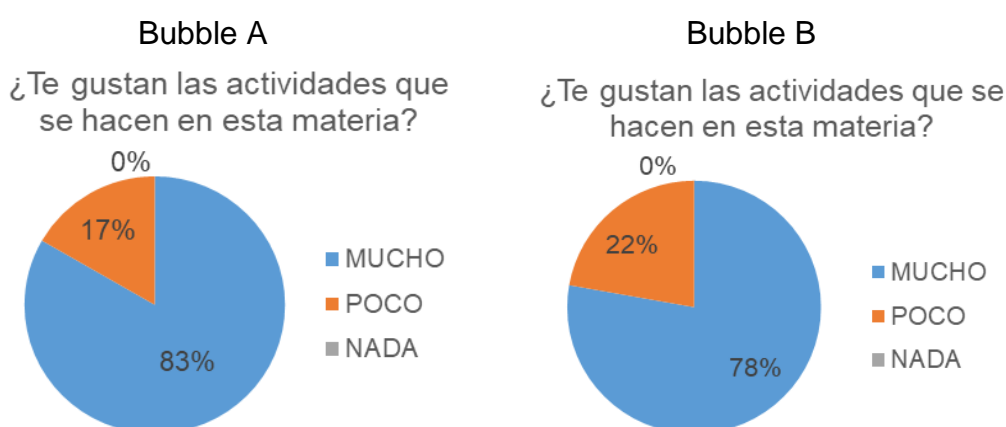
*Students' Interest in the Subject as Expressed in the Pre-Intervention Questionnaire*



The second question included in the pre-intervention questionnaire asked students whether they liked the activities that were usually done in the subject. Answers showed that, before the intervention, students already liked the activities done in the English lessons (see Figure 13). In bubble A, 83% of the students expressed they liked the activities. Similarly, 78% of the participants in bubble B stated the same.

**Figure 13**

*Students' Appreciation of the Activities as Expressed in the Pre-Intervention Questionnaire*



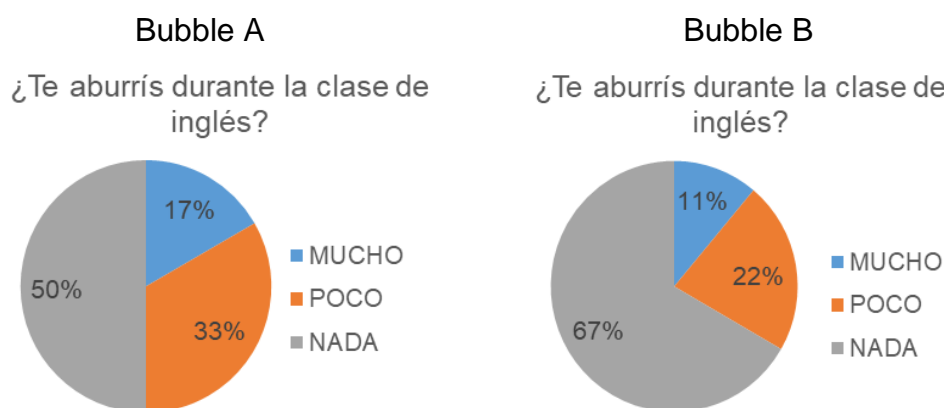
Thirdly, students were also asked if they got bored during the English lessons, to which results revealed that most of them did not do so before carrying out this research. As shown in the figure below: 50% of the students in bubble A did not get bored, 33% of the participants got partially bored and 17% of them got a lot bored. Percentages were similar

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among students in bubble B, in which 67% of the students expressed they did not get bored, 22% of them said that they got partially bored and 11% of the participants stated that they got a lot bored (see Figure 14).

**Figure 14**

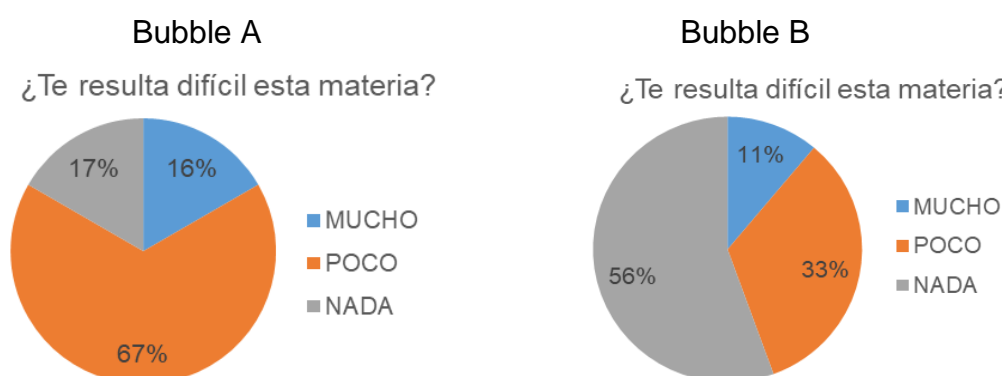
*Students' Feeling of Boredom as Expressed in the Pre-Intervention Questionnaire*



The fourth question in the pre-intervention questionnaire inquired about the level of difficulty students perceived in the subject before carrying out this research. As shown in Figure 15, in bubble A, 67% of the students responded that they found the subject partly difficult, 17% of them said that they did not find it difficult at all and the remaining 16% of the participants stated they found the subject a lot difficult. On the contrary, 33% of the students in bubble B found the subject partly difficult, 56% of them found the subject not difficult at all and 11% of them stated they found it a lot difficult.

**Figure 15**

*Students' Perception of Level of Difficulty as Expressed in the Pre-Intervention Questionnaire*

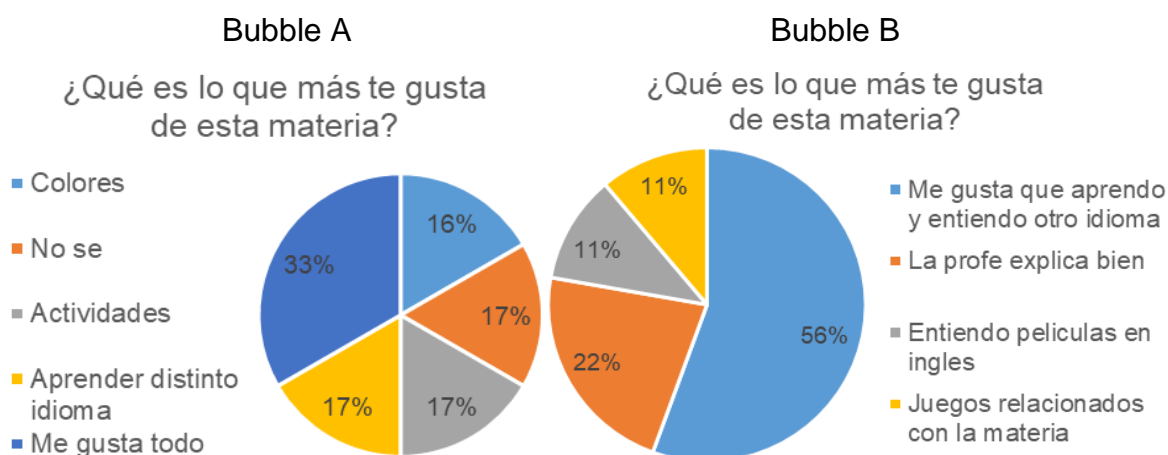


## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Then, the last inquiries in the pre-intervention questionnaire were about the students' likes and dislikes about the subject (see Figure 16). To the question: What do you like the most about the subject? 33% of the students in Bubble A responded that they liked everything, while the rest of the students stated that they liked the fact that they could understand a foreign language (17%), they liked the activities (17%), and they enjoyed learning topics like the colours (16%). Some of them (17%) expressed not knowing what they liked or omitted the answer. In Bubble B, likewise, most of the students expressed they mainly liked the fact that they could learn and understand another language (56%). Then, 22% of them stated that they liked the teacher's explanations and the remaining students indicated that they liked the games played in class (11%) and that they could understand films (11%).

**Figure 16**

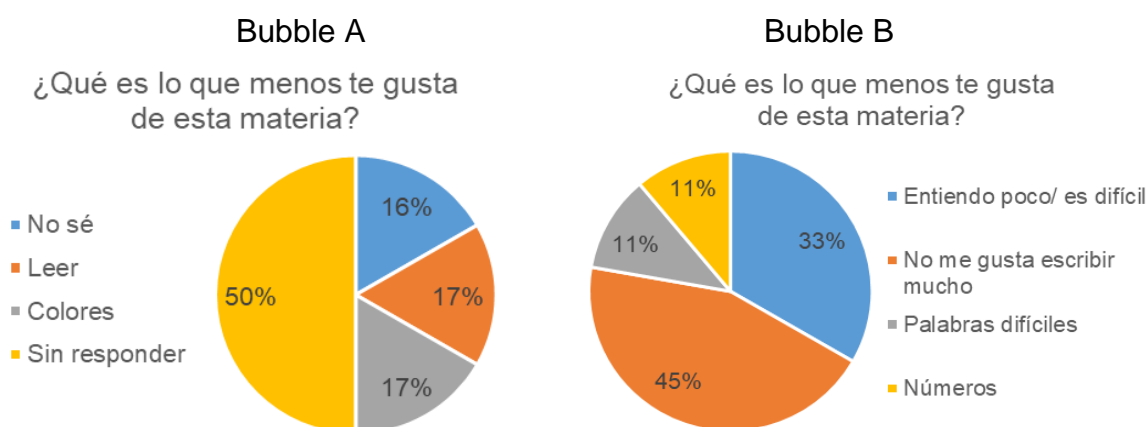
*Students' Likes and Dislikes as Expressed in the Pre-Intervention Questionnaire*



As regards what they liked the least about the subject (see Figure 17), in Bubble A, that question remained unanswered by half of the class, and the rest specified that they did not like learning the colours (17%), reading (17%) or that they did not know what they liked the least (16%). On the other hand, in Bubble B, 45% of the students expressed that they did not like writing a lot, 33% of them said that the subject was difficult for them, and the remaining students pointed out that, what they liked the least was that there were difficult words (11%) or learning the numbers (11%).

**Figure 17**

*Students' Least Liked Aspects as Expressed in the Pre-Intervention Questionnaire*



Once the lessons were developed and students were evaluated, they answered another questionnaire so as to know their experience working in each of the formats (see Appendices E and F). Three of the questions in this post-intervention questionnaire allowed us to determine if the student's involvement and interest in the lessons varied depending on the format they were taught in.

The first question in the post-intervention questionnaire enquired how easy the topic had been for the students, to which half of the participants in bubble A ticked the *little easy* box, followed by 33% of them ticking the *a lot easy* box and 17% of them ticking the *not easy* box. On the contrary, while 80% of the students in bubble B expressed that the topic was really easy for them, the remaining 20% of the participants ticked the *little easy* box (see Figure 18).

**Figure 18**

*How Easy Students Perceived the Topic as Expressed in the Post-Intervention Questionnaire*



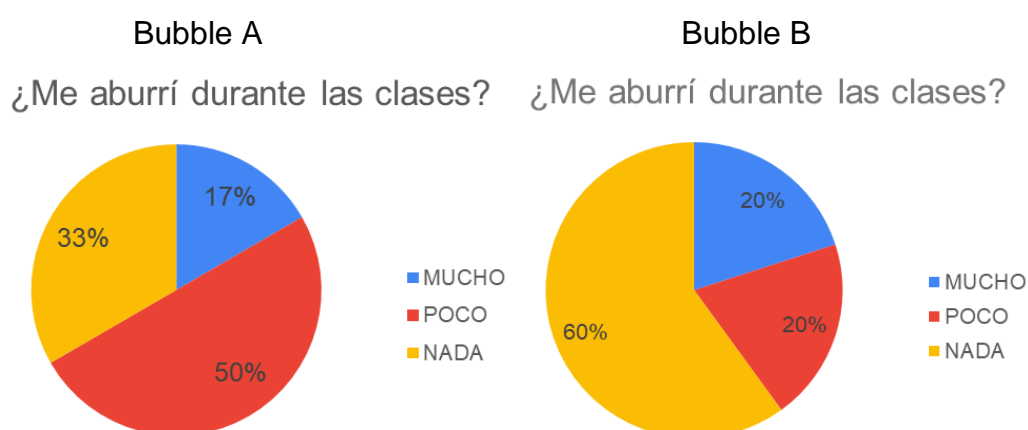


## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

The second question included in the post-intervention questionnaire aimed to discover if students had gotten bored during the English lessons developed to carry out this study. On the one hand, the answers obtained showed that 50% of the students in bubble A, who were taught following the *Traditional Class Format*, got partially bored, 33% of them expressed not having gotten bored at all, and 17% stated that they got a lot bored during the lessons. On the other hand, in the case of the students in bubble B, who were taught following the *Workshop Format*, 20% of the participants expressed that they got partially bored, 60% of them indicated that they did not get bored at all during the lessons, and the other 20% of them said that they got a lot bored (see Figure 19).

**Figure 19**

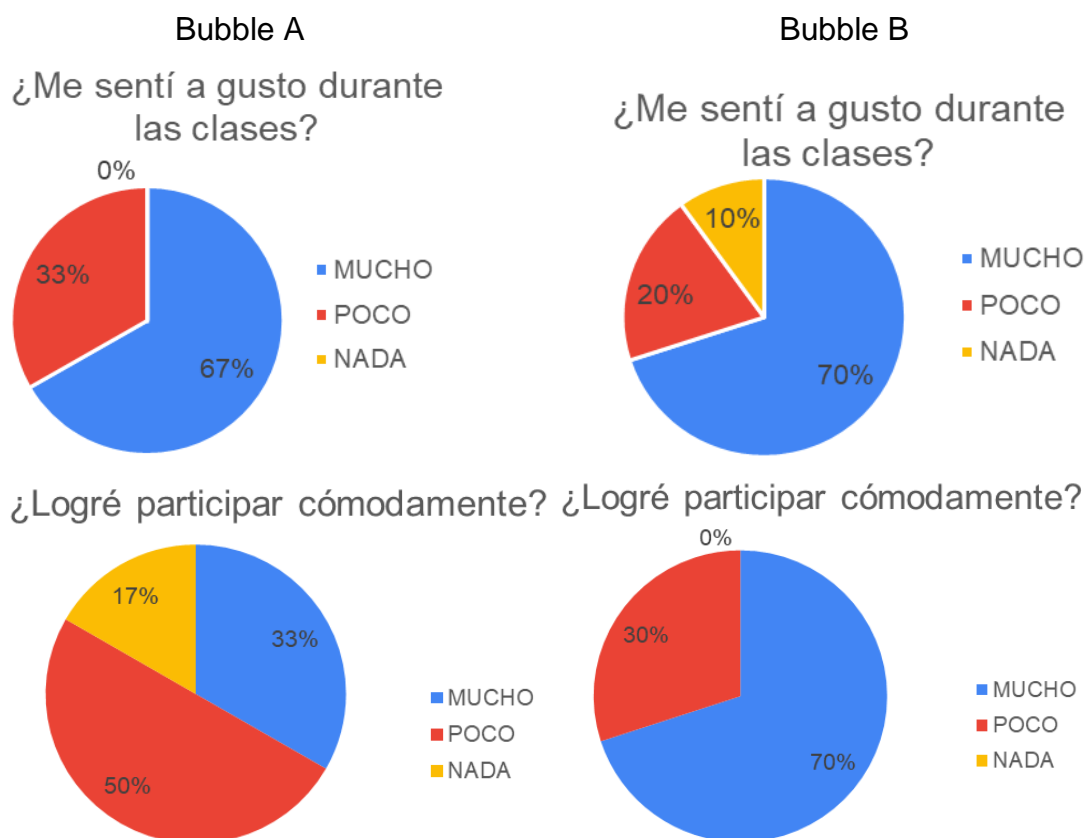
*Students' Level of Boredom as Expressed in the Post-Intervention Questionnaire*



Finally, the last two questions that helped us determine the students' interest and involvement in the lessons asked about how comfortable students felt during the lessons and if they could participate comfortably during the classes (see Figure 20). While the answers to the first question were quite similar in both groups—since only 3% more of the students reported feeling very comfortable in the *Workshop Format* than in the *Traditional Class Format*—the biggest difference between bubbles could be noticed in the second question reported here. 33% of the students in bubble A answered that they participated in a very comfortable way, while that reached 70% among students in bubble B. Apart from this, 50% of the participants in bubble A expressed they could scarcely participate comfortably and 17% of them said that they felt uncomfortable participating. In bubble B, the remaining 30% of the students stated that they could scarcely participate comfortably in the lessons and none of the students in this group reported having felt uncomfortable during the lessons.

**Figure 20**

*How Comfortable Students Felt During the Activities as Expressed in the Post-Intervention Questionnaire*



**5.2. Students' Perceptions About Their Own Learning Process When Taught Following the *Workshop Format* and the *Traditional Class Format*.**

The second research question in this study aimed to identify how students perceived their own learning process while being taught following the *Workshop Format* and the *Traditional Class Format*. In order to determine this, participants answered a few questions included in the post-intervention questionnaire.

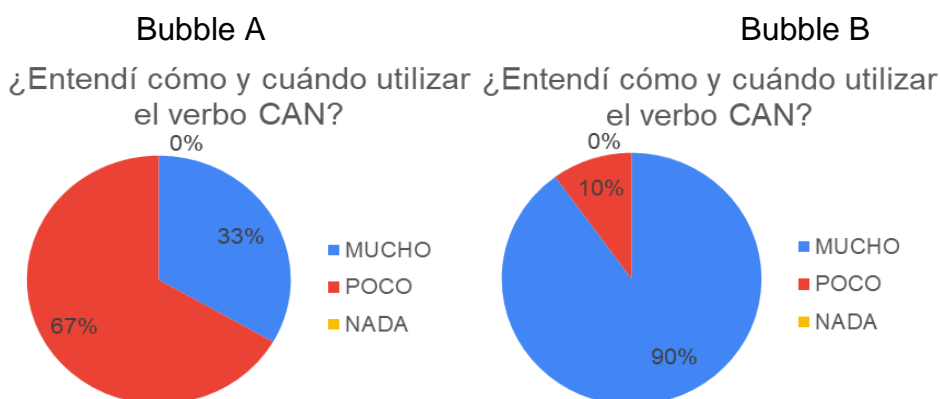
The first question related to the students' perception was the following: Did you understand how and when to use the verb CAN? In bubble A, 67% of the students replied that they understood little about the topic, and 33% of them said that they could understand the topic correctly whereas only 10% of the participants in bubble B answered that they

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

understood little about it, and 90% of them that they understood the topic correctly. In neither of the bubbles the students stated that they did not understand the topic at all (see Figure 21).

**Figure 21**

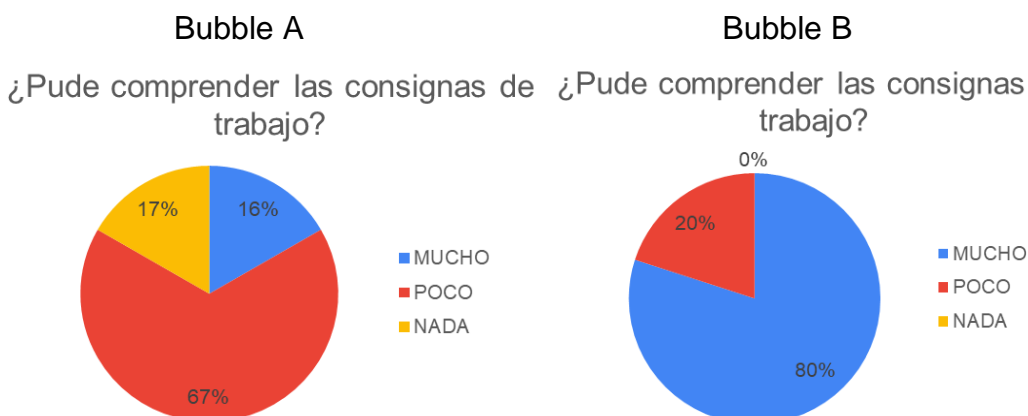
*Students' Understanding of How and When to use the Verb as Expressed in the Post-Intervention Questionnaire*



In the following question, students had to answer if they could understand the instructions provided by the teacher, to which, the majority of them in bubble A (67%) stated they could partially understand them, while 17% of the participants understood them correctly and the other 16% of the students did not understand the rubrics at all. On the other hand, in bubble B, only 20% of the students partially understood the rubrics while almost all of the students (80%) could understand the instructions given without difficulties (see Figure 22).

**Figure 22**

*Student's Comprehension of Instructions as Expressed in the Post-Intervention Questionnaire*



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Then, the fifth question in the post-intervention questionnaire requested information about whether students required the teacher's help to carry out the tasks or activities (see Figure 23). Half of the students (50%) in bubble A needed little help from the teacher, followed by 33% who needed a lot of help and only 17% of the students who did not need help to do the activities. On the other hand, in bubble B, 30% of the students needed little help from the teacher, whereas only 10% of them needed a lot of help and 60% of them did not need help at all.

**Figure 23**

*The Level of Students' Need for Teacher Assistance as Expressed in the Post-Intervention Questionnaire*



The next question asked if students liked the way in which the teacher developed the lessons. In this case, although in both formats most of the students liked the methodology used, the figures show a significant difference between students in bubble A (67%) and those in bubble B (90%). In accordance with this, in bubble A, 33% of the participants expressed they only liked a little the way in which the teacher developed the lessons, while that percentage fell to 10% in the *Workshop Format* (see Figure 24).

**Figure 24**

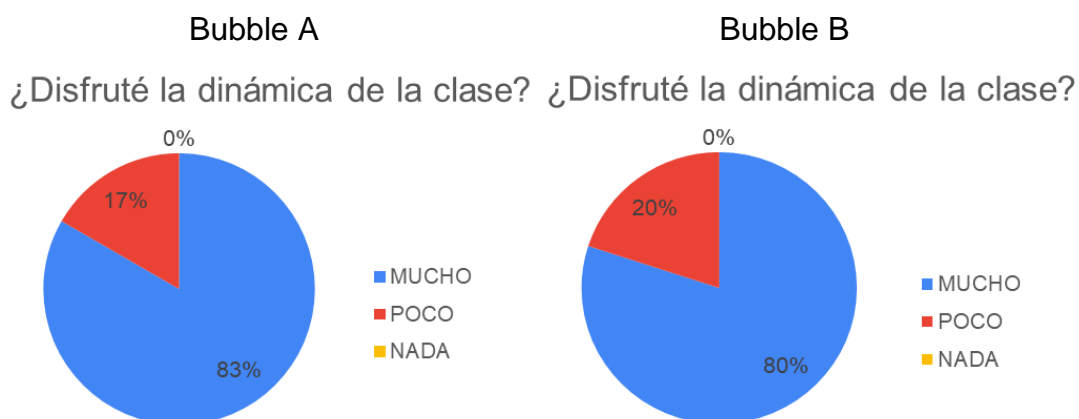
*Students' Likes as Regards the Teacher's Development of the Topic as Expressed in the Post-Intervention Questionnaire*



Lastly, students were asked if they enjoyed the way in which the lessons were developed, that is to say, the class dynamic. In this case, in both bubbles, the majority of the students gave a positive response—83% of the participants in bubble A and 80% of them in bubble B; while the rest said they enjoyed it partially: 17% of the students in bubble A and 20% of them in bubble B. However, none of the pupils expressed they did not enjoy the lessons at all (see Figure 25).

**Figure 25**

*Students' Enjoyment of the Class Dynamic as Expressed in the Post-Intervention Questionnaire*



**5.3 Comparison of students’ responses in the pre-intervention questionnaire and the post-intervention questionnaire**

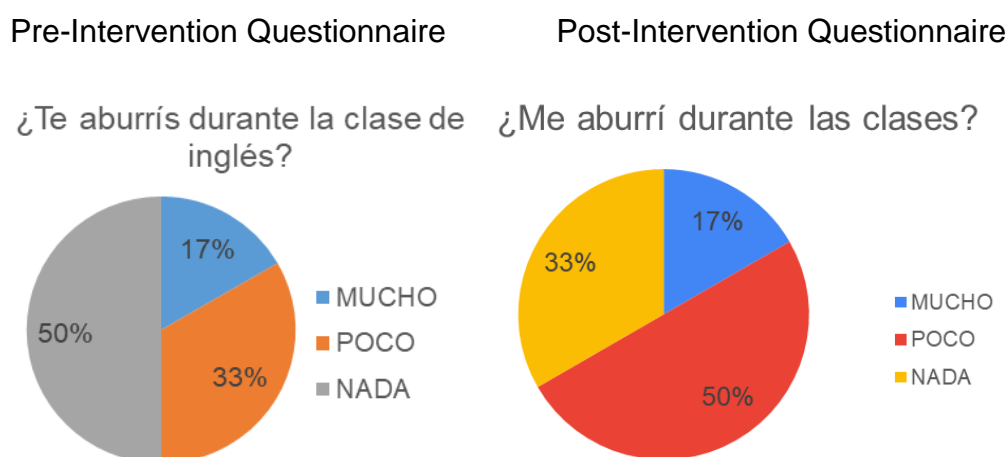
In order to have a better understanding of the impact of both formats on the students’ perceptions and interests, comparisons were made between questions in the pre-intervention questions and their counterparts in the post-intervention questionnaire. In this way, we were able to determine whether the students’ interest in and perception of the subject changed or not and, if so, to what extent, after being taught in the *Traditional Class Format* and the *Workshop Format*.

When comparing the answers provided by students regarding the level of boredom in the English class within those taught following the *Traditional Class Format*, a difference was observed in the second category *partially bored* (see Figure 26), which increased by 17%; whereas the percentage of students who did not get bored at all decreased by 17%. However, in the *Workshop Format*, the percentage of participants who got a lot bored increased by 9%, while that of the students who got partially bored decreased by 2% and the percentage of those who did not get bored at all decreased by 7%.

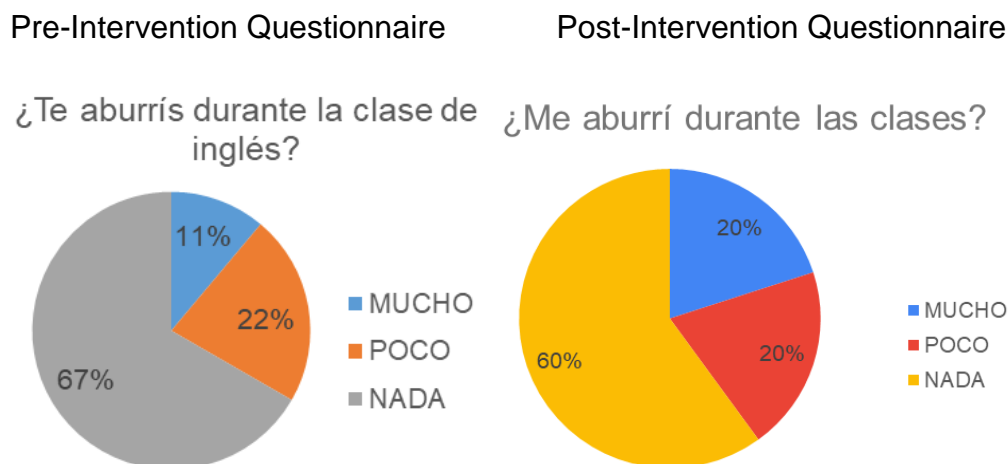
**Figure 26**

*Students’ Level of Boredom as Expressed in the Pre and Post-Intervention Questionnaire*

Bubble A



Bubble B

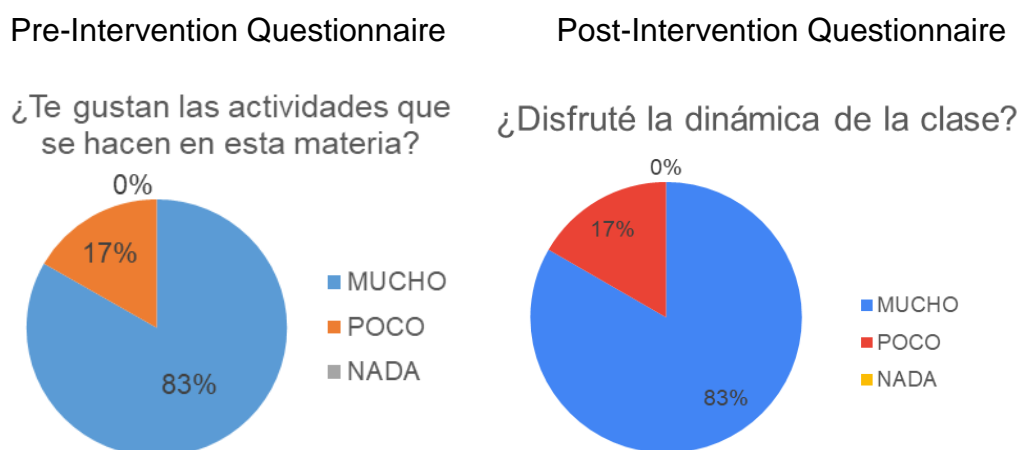


Then, by comparing the students' responses concerning their perception of the class dynamic (see Figure 27), we discovered that replies regarding whether the students liked the activities they did in class did not vary before and after the intervention in the group taught following the *Traditional Class Format*. Similar results could be observed among students taught following the *Workshop Format*, as only 2% more of them reported enjoying the class dynamics a lot in the post-intervention questionnaire.

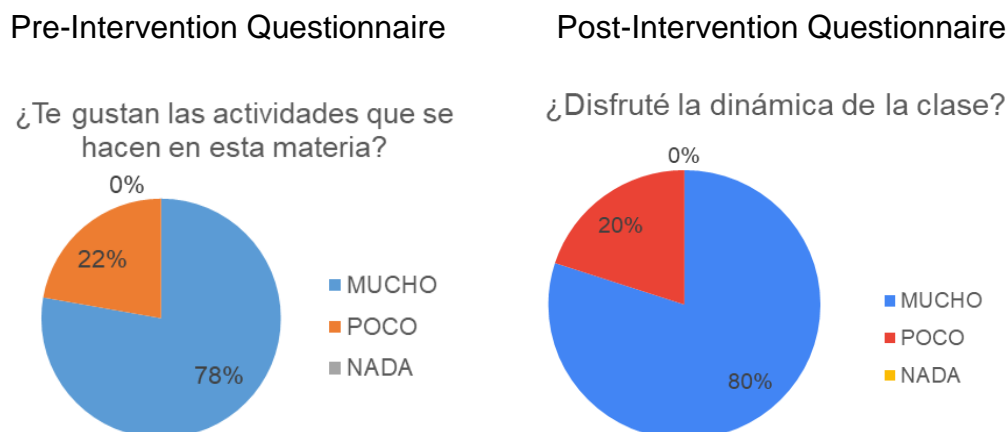
**Figure 27**

*Students' Likes as Expressed in the Pre-Intervention Questionnaire and Students' Enjoyment of the Class Dynamic as Expressed in the Post-Intervention Questionnaire*

Bubble A



Bubble B

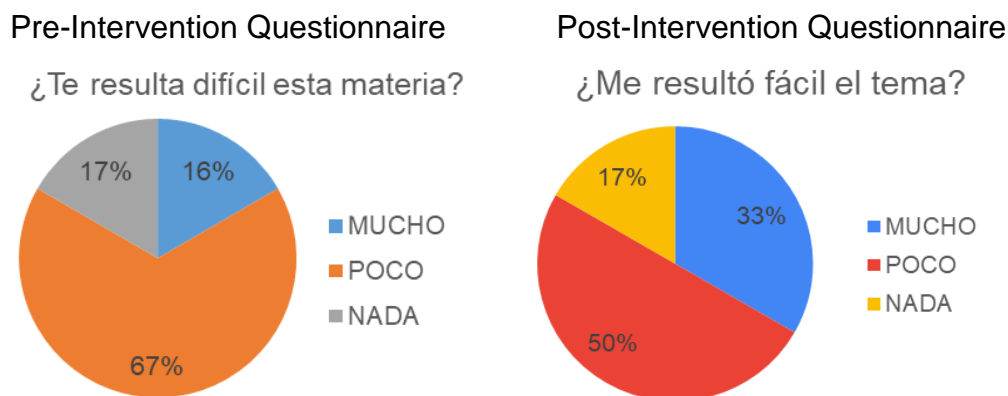


Finally, students' answers with regard to the degree of difficulty they found in the subject in the pre-intervention questionnaire and in the specific topic in the post-intervention questionnaire were analysed. As shown in Figure 28, 16% more of the students in bubble A said the topic was very easy after having been taught the verb CAN following the *Traditional Class Format*. The same analysis among students taught in the *Workshop Format* showed a higher increase (24%) in the perception of ease. However, it is important to highlight that this increase in the percentages may be due to the particular topic dealt with rather than the choice of format.

**Figure 28**

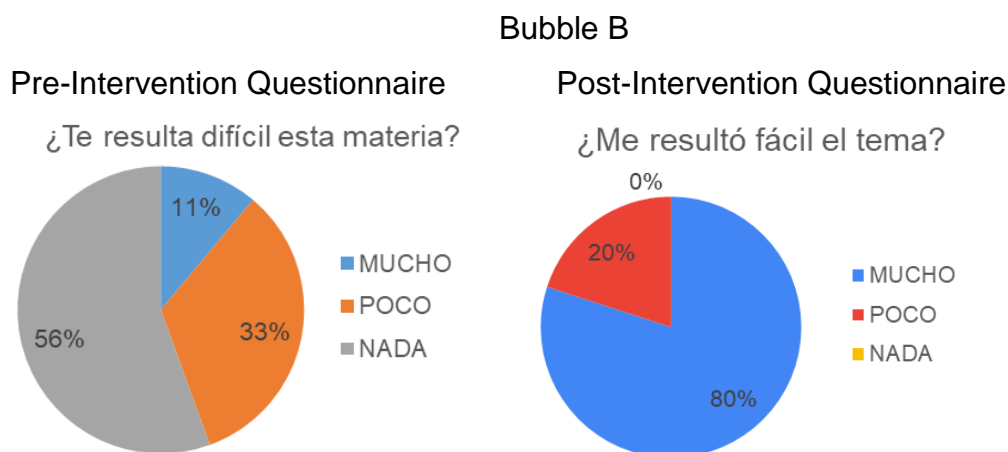
*Students' Perception of Level of Difficulty as Expressed in the Pre-Intervention Questionnaire and How Easy Students Perceived the Topic as Expressed in the Post-Intervention Questionnaire*

Bubble A





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### 5.4 Students' Performance When Taught following the *Workshop Format* and the *Traditional Class Format*.

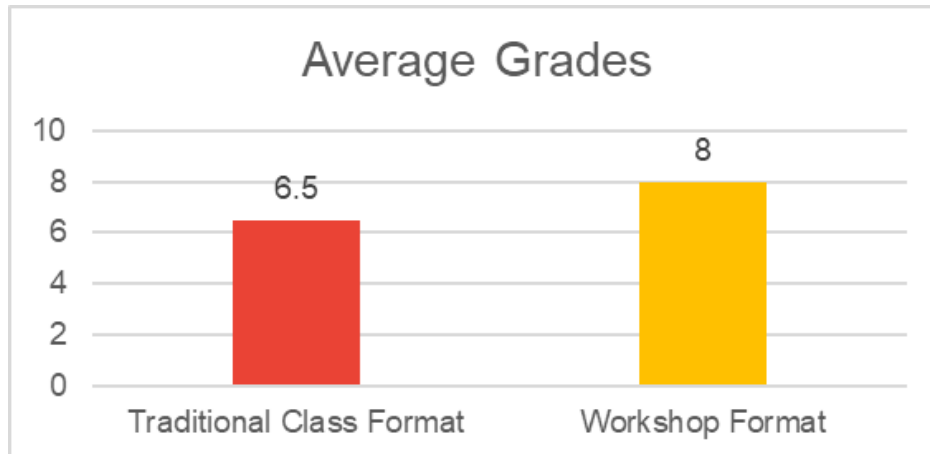
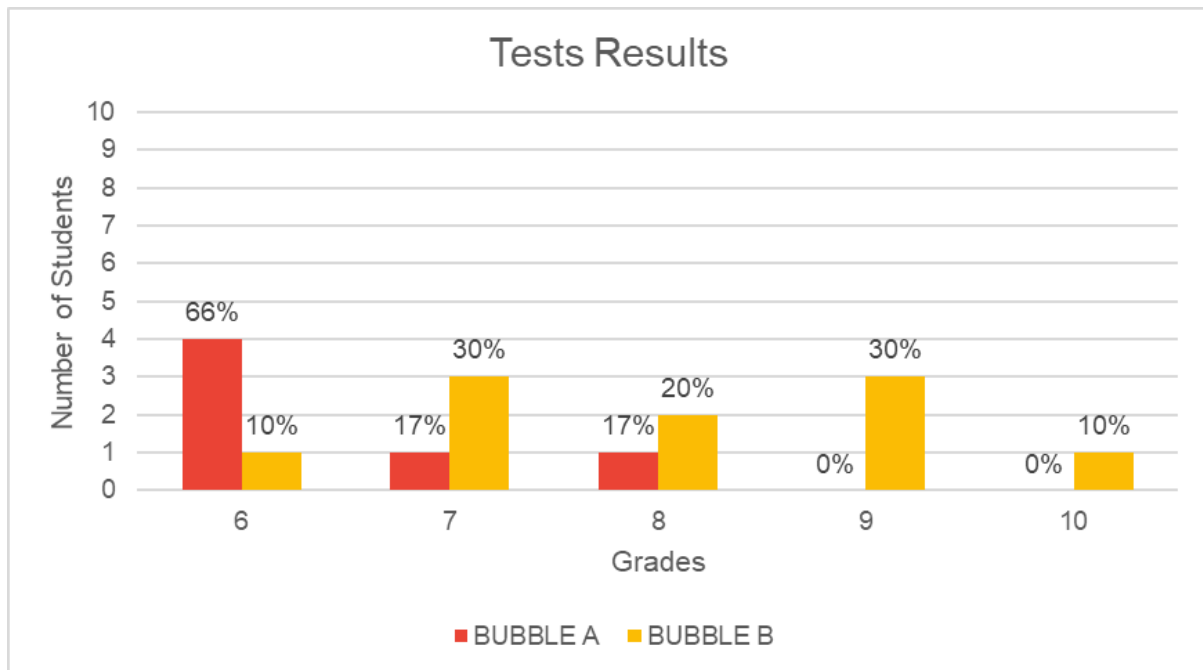
The second variable of this study was related to the students' performance when taught following the *Workshop Format* and the *Traditional Class Format*. Thus, the third research question aimed at inquiring whether students achieved the same results if they were taught following the two different class formats. In order to evaluate this, we analysed tests done by the students at the end of each topic, which then allowed us to determine if one group of students performed better than the other one.

Students were given different tests depending on the format they had been taught in. In this way, while students in bubble A did a written test containing a few grammar exercises, students in bubble B did an oral test in which they had to create a superhero to participate in a contest. Before going into details, it is important to mention that all the students got passing grades on the tests. In bubble A, 66% of the students got a 6 (six), 17% of them got a 7 (seven) and the remaining 17% of the participants got an 8 (eight). However, in bubble B, 10% of the students got a 6 (six), 30% of them got a 7 (seven), 20% of them got an 8 (eight), 30% of the participants got a 9 (nine) and 10% of the students got a 10 (ten). These results revealed that the average grade among the students in the *Traditional Class Format* was 6.5 whereas in the *Workshop Format* the average grade was 8 (see Table 9).

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**Table 9**

*Tests Results in Both Bubbles and the Average Grades in the Traditional Class Format and the Workshop Format*



Then, with the purpose of having a better understanding of the students' performance, an in-depth analysis of the evaluation instruments and the results obtained in the different exercises was carried out. By examining each exercise or evaluation criteria, we reached the following conclusions.

To begin with, in order to analyse the exams done by the students taught in the *Traditional Class Format* we broke up the test into their different exercises and analysed the results. The first and second exercises—which consisted of a True or False and a fill in the

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

blanks activity, respectively—showed that 83% of the participants did not have any mistakes and only 17% of them had only two mistakes in each exercise. In the third activity, students had to answer questions according to the pictures. In this case, 67% of the students provided complete and correct answers while the other 33% of them gave incomplete answers or got the pronouns wrong. The following exercise, in which the students had to put the words in order to form questions and sentences, revealed that all the participants did affirmative and negative sentences correctly, but 67% of them swapped the order of pronouns and verbs in the interrogative form. Finally, the oral section of the test (see Appendix G) displayed that 33% of the students understood and answered questions without any problem, whereas 67% of them were able to answer YES/NO questions well, but they presented a few difficulties in answering Wh-questions or talking freely about the abilities of family members.

On the other hand, in order to analyse the oral test done by the students taught following the *Workshop Format* we took into account the evaluation criteria previously established (see Table 8, section 3.2.5, Chapter III) and the results obtained are included in Appendix H. Firstly, regarding the first two evaluation criteria—task completion and visuals—it is worth mentioning that 100% of the students did the task as established: they brought a drawing of the superhero with a few written sentences to support their presentation and they spoke confidently in public. Then, we evaluated the presentations in terms of the vocabulary used by the students. We could notice that 70% of the students included a wide variety of the verbs studied while the remaining 30% of them limited themselves to using the most common verbs or the easiest to pronounce. Another important aspect to consider was grammar. In this respect, 60% of the participants included not only affirmative but also negative sentences in their productions, showing a very good command of the topic studied; as opposed to 40% of them who provided only affirmative sentences. Then, with regard to pronunciation, 10% of the participants pronounced the content excellently, 50% of them had a few mistakes but with intelligible pronunciation and the remaining 40% of the students presented a few difficulties to pronounce some of the vocabulary, which led to teacher intervention in moments where the message was not being transmitted accurately. Another criterion to consider was if the students corrected themselves when giving their presentations. In this case, 60% of the participants had no mistakes or, if they did, they self-corrected to a greater or lesser extent when speaking, in contrast to 40% of them who did not realise their mistakes and, thus, did not use self-correction techniques. Finally, the last evaluation criterion analysed was the student's interaction; that is to say, if students understood the questions they were asked and if the answers provided by them were complete or incomplete. The results

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

showed that 40% of the students provided complete answers, which also indicated full comprehension of the questions. 20% of the students gave partially correct answers with only minor mistakes, and the remaining 40% of them had some difficulties when understanding and answering the questions.

### 5.5 Account of Observations

During each class in both formats an observation sheet was completed to keep a record of qualitative data taking into consideration eight different questions related to the class dynamics (see Appendix I). To begin with, the analysis of this instrument in relation to the *Traditional Class Format* leads to the following accounts:

- In both meetings students asked the teacher to clarify instructions and required the teacher's feedback while carrying out the activities.
- The teacher talking time (TTT) was more than half of the class time and the remaining 40% of the time was for students talking time (STT)
- Most of the time the students worked individually solving the activities.
- During the first meeting the students showed some interest in the activities whereas their interest decreased in the second meeting.
- In both lessons the students showed themselves somewhat reluctant to the activities suggested by the teacher.
- During the test students found it difficult to understand the instructions.
- The students' attitude during the test was perceived to be rather negative.

Secondly, the accounts of the observation carried out while the *Workshop Format* was used are as follows:

- The students did not show any difficulty in understanding and carrying out the instructions.
- TTT was about 30% of the class time and the remaining 70% was STT. Most STT was used for interaction among peers.
- Most of the time the students worked in groups doing the activities.

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- In both meetings the students showed great interest and motivation in the development of the activities.
- Only two students were hesitant about the video comprehension activity but, other than that, students showed themselves eager to take part in the class.
- While carrying out the activities students resorted to asking the teacher to check whether their answers were right or not.
- The students' attitude towards the test was perceived to be highly positive.

It is also worth mentioning that, due to changes in Government regulations as regards social distancing, both bubbles were joined in the last meeting of the *Workshop Format*, in which this group of students had to do the test. Hence, students in bubble A were the ones in charge of choosing the winner of the contest. In every lesson, students in bubble B had shown a positive attitude towards the activities; in this last lesson, the same enthusiasm was displayed by students who belonged to bubble A as they listened attentively to their peers' presentations and were eager to decide who had created the best superhero.

### Chapter VI. Conclusions

This chapter aims to draw conclusions about the objectives specified for the present study as well as to establish the limitations of those conclusions taking into consideration the scope of the research. In addition, a number of implications will be pondered for the pedagogical context in the province of Córdoba and further lines of research will be suggested to continue exploring the topic.

#### 6.1 Discussion and Limitations of the Study

The researchers believe that the objectives put forward in the present study were fulfilled since the results of the research work have modestly contributed to enhancing knowledge in the field of EFL teaching in the province of Córdoba. Moreover, the exploration of the features of two of the formats suggested by the Ministry of Education of the Province of Córdoba allowed the researchers to identify parallels with some methodological approaches in the teaching of English as a Foreign Language. Thus, the characteristics of the *Traditional Class Format* were found prominent in methodological approaches prior to CLT such as The Grammar Translation Method and mainly Structuralism, which displayed a common teaching sequence known as PPP. Likewise, the features of a *Workshop Format* were found to be similar to the principles of CLT, especially to the main tenets of Task-Based Teaching in which the need to complete a task provides a communicative context for the use of the language. Consequently, two different sequences of activities were designed to put the two formats into practice in second year at a secondary school in the Province of Córdoba. However, it is worth mentioning that the selection of these activities in both sequences was also restricted by the sanitary protocols in force at the time of conducting the research. As a result, the group or pair activities which constituted the core of the *Workshop Format* were limited. Furthermore, some data collection instruments were used to compare and contrast students' perceptions, interests and performance when exposed to both the Traditional Class Format and the Workshop Format. All in all, the general and specific objectives formulated for this study were attained.

As a result of the previous process, the researchers can draw a number of conclusions based on the analysis of the data obtained by means of the questionnaires and the observation. First, students perceived greater ease in their learning process when taught by means of the *Workshop Format*. Second, the degree of boredom reported by students exposed to the *Workshop Format* was less significant than that revealed by those taught following the

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*Traditional Class Format*. Third, according to the answers in the questionnaires as well as the analysis of the observation data, students were more actively involved in the *Workshop Format* class dynamics than in the activities carried out in the *Traditional Class Format*. Finally, a close look at the test results indicates that the students obtained, on average, higher marks when taught and tested by means of the *Workshop Format* than when exposed to the *Traditional Class Format*. In other words, students' perception, interest and involvement in the learning process seem to be slightly more favourable when they are exposed to the *Workshop Format* rather than the *Traditional Class Format*. Similarly, students' performance in tests designed for the *Workshop Format* was consistently better than in the tests taken in the *Traditional Class Format*.

Notwithstanding, several limitations to this study need to be acknowledged. Firstly, the researchers who conducted it had not had any previous experience in the research field. Secondly, the study was carried out in an exceptional pedagogical context as a result of the Covid-19 pandemic and, therefore, the number of participants, observers and researchers that could have access to the educational facilities was limited. Thirdly, not only the design of the sequence of activities but also its length had to be adapted according to the special circumstances. Finally, the findings in this study were subject to some limitations inherent in the instruments employed and the reduced number of participants.

### **6.2 Pedagogical Implications**

The fourth research question included in the present study could be answered affirmatively since the evidence gathered herein suggests that the *Workshop Format* could be a feasible alternative to teach English lessons at secondary school, even when the proficiency level of students is rather low. Nevertheless, the implementation of the *Workshop Format* to teach classes at secondary school requires teachers to design tailored materials which cater for the students' needs. Even though nowadays there is a wide range of textbooks which usually include a Task-Based sequence of activities at the end of each unit, none of them seems to perfectly suit the particular pedagogical context. As a result, putting this new format into practice implies an extra effort on the part of the teacher.

### **6.3 Suggestions for Further Research**

Further research may be directed at exploring the relationship between the implementation of the *Workshop Format* and other variables, such as the students'

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performance, motivation and learning autonomy in circumstances other than those imposed by the context of pedagogical exception. In addition, the same relationship previously mentioned could be studied with a more significant number of participants and over a longer period of time. Another important contribution to the field of EFL teaching in the local context that emerges from the present study would be the design of a sequence of activities following the principles of the *Workshop Format* to be implemented at secondary schools in heterogeneous classes.

We would like to conclude this chapter by emphasising one more time that this study was conditioned by the worldwide pandemic situation, which impacted not only on the length of the intervention but also on the class dynamic. We would also like to mention the positive effect this research has had on our lives. Professionally speaking, we have been able to acquire valuable knowledge and experience with regard to the research process as well as the methodology related to Task-Based Teaching, which has helped us grow professionally and reflect on and enrich our teaching practice. We have also grown personally since carrying out this project has helped us to become better at teamwork and further develop our listening and understanding skills.



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**Appendix A**

Informed Consent for the Institution

Villa María, 26 de julio de 2021

A la Sra. Directora del I.P.E.M. y A. N° 151 “José Ignacio Urbizu”

Profesora Natalia Manna

De nuestra mayor consideración:

Nos dirigimos a Ud. para comunicarles nuestro interés en realizar una investigación de característica educativa en su institución en el nivel secundario. La presente investigación es conducida por las profesoras de inglés Marina Castellano y Valeria Raccone, alumnas de la Licenciatura de Lengua Inglesa de la Universidad Tecnológica Nacional, Facultad Regional Villa María.

El objetivo de este estudio es investigar acerca de la enseñanza del Inglés utilizando diferentes formatos, el formato de asignatura tradicional y el formato taller. Esta investigación se llevará a cabo como requisito para que las investigadoras puedan obtener el título de Licenciadas en Lengua Inglesa.

Solicitamos su autorización para que los alumnos de segundo año participen voluntariamente en este estudio. El estudio consiste en observar cuatro (4) clases de inglés, dos (2) en el formato asignatura y dos (2) en formato taller. Al finalizar cada tema, se evaluarán los contenidos abordados según el formato pedagógico empleado. Una vez realizadas las observaciones, los alumnos responderán una encuesta.

Todo el proceso será estrictamente confidencial y los nombres de los alumnos no serán utilizados. La participación o no participación del alumno no afectará su nota en la materia.

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Los resultados obtenidos estarán disponibles tres meses después de la realización del estudio y serán comunicados a la institución. Estamos a su disposición ante cualquier duda o inquietud .

Desde ya, muchas gracias. Atte.

-----

Nombre de Investigadora

-----

Nombre de Investigadora



**Appendix B**

Informed Consent for the Participants

La presente investigación es conducida por las profesoras de inglés Marina Castellano y Valeria Raccone, alumnas de la Licenciatura de Lengua Inglesa de la Universidad Tecnológica Nacional, Facultad Regional Villa María. El objetivo de este estudio es investigar acerca de la enseñanza del Inglés el nivel secundario, utilizando diferentes formatos.

Si usted acepta participar en este estudio, se le pedirá completar un cuestionario por escrito. La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario serán anónimas.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma.

Desde ya le agradecemos su participación.

---

Consentimiento:

He recibido de los investigadores la garantía de que la información que voy a compartir será estrictamente confidencial. Entiendo que el contenido será usado sólo para los propósitos de esta investigación.

Yo, (nombre del participante) \_\_\_\_\_ estoy de acuerdo en participar en este estudio.

Nombre del Participante: \_\_\_\_\_

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

# CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

## Appendix C

### Traditional Class Format Pre-Intervention Questionnaires

#### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

LO QUE MAS ME GUSTA DE ESTA MATERIA SON LAS ACTIVIDADES

¿Qué es lo que menos te gusta de esta materia?

LOS COLORES

#### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    |       | X    |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  | X     |      |      |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

NO SE

¿Qué es lo que menos te gusta de esta materia?

NO SE

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

Aprender mucho los distintos idiomas de países

¿Qué es lo que menos te gusta de esta materia?

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? |       | X    |      |
| ¿Te aburrís durante la clase de inglés?                  |       | X    |      |
| ¿Te resulta difícil esta materia?                        |       |      | X    |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

APRENDER LOS COLORES DEER

¿Qué es lo que menos te gusta de esta materia?

LEER

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | ✓     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | ✓     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       | ✓    |      |
| ¿Te resulta difícil esta materia?                        | ✓     |      |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

*De lo que más me gusta de esta materia es todo  
De lo Materia me Gusta Todo*

¿Qué es lo que menos te gusta de esta materia?

*X*

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    |       | X    |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia? *me gusta todo*

¿Qué es lo que menos te gusta de esta materia? *nada*

Appendix D

Workshop Format Pre-Intervention Questionnaires

Taller

PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  | X     |      |      |
| ¿Te resulta difícil esta materia?                        |       |      | X    |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

que aprendemos lengua extranjera y nos divertimos y entendemos las películas de inglés

¿Qué es lo que menos te gusta de esta materia?

que las palabras son difíciles de escribir.

PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? |       | X    |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

me gusta la enseñanza que nos da el profe  
la manera de explicar las cosas

¿Qué es lo que menos te gusta de esta materia?

No me gusta escribir mucho ☺

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       | X    |      |
| ¿Te resulta difícil esta materia?                        |       |      | X    |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

LO QUE MÁS ME GUSTA DE LA MATERIA ES QUE A MEDIDA DEL TIEMPO VOY A ENTENDER MEJOR INGLÉS

¿Qué es lo que menos te gusta de esta materia?

LO QUE MENOS ME GUSTA ES QUE ENTIENDO MUY POCO

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       | X    |      |
| ¿Te resulta difícil esta materia?                        |       |      | X    |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

ME GUSTA QUE LA PROFE EXPLICA MUY BIE

¿Qué es lo que menos te gusta de esta materia?

NO ME GUSTA QUE ESCRIBAMOS MUCHO

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia? *QUE LA PROFE ES MUY BENA Y APRENDI MUCHO INGLES*

¿Qué es lo que menos te gusta de esta materia? *NO ME GUSTA ES QUE TENEMOS QUE ESCRIVIR MUCHO*

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    |       | X    |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        | X     |      |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

*ME gusta que me enseña otro idioma.*

¿Qué es lo que menos te gusta de esta materia?

*NO ME gusta que para mi gusto es difícil*

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

*Lo que más me gusta es que hacemos juegos relacionados a la materia.*

¿Qué es lo que menos te gusta de esta materia?

*Lo que menos me gusta es escribir mucho.*

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

*Lo que más me gusta es que nos enseñan a hablar en un idioma que nos servirá en un futuro.*

¿Qué es lo que menos te gusta de esta materia?

*Lo que menos me gusta es que hay cosas que no las entiendo.*



## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

### PROYECTO DE INVESTIGACIÓN

Marca la opción que mejor responda cada pregunta.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Te gusta la materia?                                    | X     |      |      |
| ¿Te gustan las actividades que se hacen en esta materia? | X     |      |      |
| ¿Te aburrís durante la clase de inglés?                  |       |      | X    |
| ¿Te resulta difícil esta materia?                        |       | X    |      |

Por último, responde las siguientes preguntas:

¿Qué es lo que más te gusta de esta materia?

QUE podemos aprender cosas nuevas y  
otro idioma

¿Qué es lo que menos te gusta de esta materia?

un poco los números

CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

**Appendix E**

*Traditional Class Format Post-Intervention Questionnaires*

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       | X    |      |
| ¿Me aburrí durante las clases?                                 |       | X    |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   |       | X    |      |
| ¿Pude comprender las consignas de trabajo?                     |       | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? | X     |      |      |
| Me gustó la forma en la que el docente desarrolló el tema.     |       | X    |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           |       | X    |      |
| Disfruté la dinámica de las clases.                            |       | X    |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       | X    | Nada |
| Entendí cómo y cuándo utilizar el verbo CAN.                   |       | X    |      |
| ¿Pude comprender las consignas de trabajo?                     |       | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     |       | X    |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       | X    |      |
| ¿Me aburrí durante las clases?                                 |       | X    |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   |       | X    |      |
| ¿Pude comprender las consignas de trabajo?                     |       | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       |      | X    |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       | X    |      |
| ¿Me aburrí durante las clases?                                 | X     |      |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   |       | X    |      |
| ¿Pude comprender las consignas de trabajo?                     |       |      | X    |
| ¿Necesité ayuda de la profesora para realizar las actividades? | X     |      |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       |      | X    |
| Me sentí a gusto durante las clases.                           |       | X    |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

# CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

## Appendix F

### Workshop Format Post-Intervention Questionnaires

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       | X    |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   |       | X    |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? | X     |      |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           |       | X    |      |
| Disfruté la dinámica de las clases.                            |       | X    |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       | X    | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           |       | X    | X    |
| Disfruté la dinámica de las clases.                            | X     |      |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

| DELFINA CATTÁNEO   | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       | X    |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     |       | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     |       | X    |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 | X     |      |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     |       | X    |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           |       | X    |      |
| Disfruté la dinámica de las clases.                            |       | X    |      |



## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  |       | X    |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      |      |
| ¿Me aburrí durante las clases?                                 |       |      | X    |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

## CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   |       | X    |      |
| ¿Me aburrí durante las clases?                                 |       | X    |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? |       | X    |      |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

Lee atentamente el cuestionario y marca con una cruz (x) la opción que mejor representa tu opinión.

|  | Mucho | Poco | Nada |
|--|-------|------|------|
| ¿Me resultó fácil este tema?                                   | X     |      | X    |
| ¿Me aburrí durante las clases?                                 | X     |      |      |
| Entendí cómo y cuándo utilizar el verbo CAN.                   | X     |      |      |
| ¿Pude comprender las consignas de trabajo?                     | X     |      |      |
| ¿Necesité ayuda de la profesora para realizar las actividades? | X     |      | X    |
| Me gustó la forma en la que el docente desarrolló el tema.     | X     |      |      |
| Logré participar cómodamente.                                  | X     |      |      |
| Me sentí a gusto durante las clases.                           | X     |      |      |
| Disfruté la dinámica de las clases.                            | X     |      |      |

CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

**Appendix G**

*Traditional Class Format Oral Assessment Sheet*

Oral Assessment Criteria. *Traditional Class Format*

| Student              | Pronunciation<br><br>Intelligible/Unintelligible | Self-correction |    | Interction                        |  |                                |
|----------------------|--|-----------------|----|-----------------------------------|--|--------------------------------|
|                      |  | Yes             | No | Question Comprehension/<br>Yes No |  | Answer<br>Complete/ Incomplete |
| Barrera, Dylan       | X  | X               |    | X                                 |  | X                              |
| Becerra,<br>Geronimo | X  | X               |    | X                                 |  | X                              |
| Chamarra,<br>Daniela | X  | X               |    | X                                 |  | X                              |
| Chamarra,<br>Julian  | X  |                 | X  | X                                 |  | X                              |
| Rios, Brian          | X  |                 | X  | X                                 |  | X                              |
| Rodas, Naim          | X  | X               |    | X                                 |  | X                              |

CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

Appendix H

Workshop Format Oral Assessment Sheet

Oral Assessment Criteria. Workshop Format

| Student                   | Task completion |    | Visual<br>Complete/Incomplete | Vocabulary<br>Varied/limited | Grammar<br>Aff/ Neg | Pronunciation<br>Intelligible/Unintelligible | Self-correction |    | Interaction                          |                               |   |
|---------------------------|-----------------|----|-------------------------------|------------------------------|---------------------|--|-----------------|----|--------------------------------------|-------------------------------|---|
|                           | Yes             | No |                               |                              |                     |  | Yes             | No | Question<br>Comprehension/<br>Yes No | Answer<br>Complete/Incomplete |   |
| Antunez,<br>Matias        | X               |    | X                             | X                            | X                   | X  |                 | X  | ✓                                    |                               | X |
| Bajo, Eric                | X               |    | X                             | X                            | X                   | X  |                 | X  | ✓                                    |                               | X |
| Ballini, Ailin            | X               |    | X                             | X                            | X X                 | ✓  |                 | X  |                                      | X                             | X |
| Ballini,<br>Mariné        | X               |    | X                             | X                            | X X                 | ✓  |                 | X  |                                      | X                             | ✓ |
| Brunelli,<br>Jazmin       | X               |    | X                             | X                            | X X                 | X  |                 | X  |                                      | X                             | X |
| Cattaneo,<br>Delfina      | X               |    | X                             | X                            | X X                 | ✓  |                 | X  |                                      | X                             | ✓ |
| Dermelchoof,<br>Geraldine | X               |    | X                             | X                            | X                   | X  |                 | X  |                                      | ✓                             | X |
| Funes,<br>Priscila        | X               |    | X                             | X                            | X X                 | ✓  |                 | X  |                                      | X                             | X |
| Perez, Imanol             | X               |    | X                             | X                            | X                   | X  |                 | X  |                                      | ✓                             | X |
| Salas,<br>Milagros        | X               |    | X                             | X                            | X X                 | ✓  |                 | X  |                                      | X                             | X |

# CHANGING TRADITIONAL CLASS INTO WORKSHOP FORMAT

## Appendix I

### Observation Sheet

#### Observation

| Dinámica de la clase:   | Formato Asignatura 1                                    | Formato (test) Asignatura 2                           |
|---|---|---|
| ¿Hacen preguntas los alumnos respecto a las instrucciones?  | Yes, quite a few  | Yes, sometimes more than once about the same activity |
| ¿Qué porcentaje estimativo de la clase toma el profesor para hablar?  | 60% aprox   |   |
| ¿Qué porcentaje los alumnos?  | 40% aprox   |   |
| ¿Cuánto tiempo pasan los alumnos en el desarrollo de la tarea/actividad?  | most of the time (individually)                         | all the time/most of it (individually - test)         |
| ¿Cuán interesados se muestran los alumnos frente a la actividad/tarea? (escala: muy interesados, algo, poco, nada)  | showed some interest                                    | not much - little interested                          |
| ¿Manifiestan los alumnos disconformidad con la actividad/tarea?   | a bit, sometimes  | a bit   |
| ¿Hacen preguntas los alumnos durante el desarrollo de la actividad/tarea?   | Yes, lots. About instructions and activities themselves | Yes, but about the instructions.                      |
| ¿Cuál es la actitud de los alumnos durante la instancia evaluativa? (muy positiva, mayormente positiva, parcialmente positiva, mayormente negativa, muy negativa) | N.A.  | mostly negative                                       |

#### Observation

| Dinámica de la clase:   | Formato Taller 1   | Formato Taller 2 (test)                              |
|---|--|--|
| ¿Hacen preguntas los alumnos respecto a las instrucciones?  | NO   | N.A (exam)   |
| ¿Qué porcentaje estimativo de la clase toma el profesor para hablar?  | 30% aprox.   | 30%  |
| ¿Qué porcentaje los alumnos?  | 70% aprox  | 70%  |
| ¿Cuánto tiempo pasan los alumnos en el desarrollo de la tarea/actividad?  | most of the time (in groups)   | most of the class                                    |
| ¿Cuán interesados se muestran los alumnos frente a la actividad/tarea? (escala: muy interesados, algo, poco, nada)  | very interested. - a lot motivated                                       | very interested. they loved doing the presentations. |
| ¿Manifiestan los alumnos disconformidad con la actividad/tarea?   | Ⓧ NO. Only 2 st said having problem with the listening (but they did it) | NO   |
| ¿Hacen preguntas los alumnos durante el desarrollo de la actividad/tarea?   | only few, but mainly to check if their answers were ok.                  | —  |
| ¿Cuál es la actitud de los alumnos durante la instancia evaluativa? (muy positiva, mayormente positiva, parcialmente positiva, mayormente negativa, muy negativa) | —  | highly positive                                      |

Ⓧ Only 2 students were hesitant about the video. They felt they couldn't understand it, but they actually did