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**A psychological approach in the usage of interests to motivate children
to the learning of EFL in a public school of Nuevo León, Mexico**

**Producto Integrador de Aprendizaje para obtener el grado de Maestría en
Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras**

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Summary

The present work focuses on 10-year-old children from a public school of Nuevo León, Mexico that have difficulties in the learning of English as a Foreign Language (EFL) and making lesson plans' adaptations including the students' interests. The general objective is to examine the relationship between interests and learning of children who show difficulties in the learning process of EFL.

The participants in this study are 29 children from a 5th grade primary public school who study English, 2 selected students, one English instructor and one practitioner researcher. The instruments used are based on the concept of triangulation, and the data collection tools are observation forms, interviews, questionnaires about interests and student work.

Data analysis from a questionnaire about interests was performed and the main interest categories found were physical activities and videogames. These categories are considered as the thematic content to be used in order to adapt the lesson plans of the EFL classes.

The conclusions from the analysis of the students' behaviors and participation during the EFL classes are that the students did not show an improvement during the first class even though it included elements of interest to them, but that changed in the second and third classes. In a scale from 0 to 20 points, it can be observed quantitatively that S1 incremented his participation from 8 in the first class to 15 in the third class, and S2 also incremented his participation from 12 in the first class to 17 in the third class.

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Chapter 1. Introduction

In the first chapter, the general aspects that outline this investigation will be introduced. These are the justification of the problem, the problem statement, the general and specific objectives of the investigation, as well as various research questions, and a brief summary about the literature review and theoretical framework that will later be amply developed.

The teaching of English as a Foreign Language (EFL) in Nuevo León, Mexico has changed in the past decades, nowadays English is available to the vast majority of children learners, not only from private schools but public schools as well, since the first application of the National English Program in Basic Education (NEPBE) in 1993.

Teachers and students struggle to find a unique method to fit everyone's expectations all the time, sometimes teachers prepare a wonderful class or activity that is not as attractive or engaging to certain students as it is to others, and some other times students are immensely attentive to certain things, whether or not they are a part of the class, thereby utilized to their advantage or not.

Thus, for these situations, as an attempt to take into account the students' personalities, likes, dislikes, preferences or interests and seize the opportunity to use them in benefit of the students' learning of English, comes the idea of adapting lesson plans for children with learning difficulties of the English language to examine the relationship between interests and learning, to describe the advantages and disadvantages of reflecting on the students' intrinsic motivation, and the further elaboration consisted on the appliance of this innovative practice.

The main purpose is to identify if by using the interests of students in the EFL class, they would be consequently interested in learning, as well as if it would be easier for them to get familiarized with the foreign language and be intrinsically motivated.

It is important for teachers to take into consideration the students' desires and motivations, dreams and illusions, to observe and learn from them too, because the teaching and learning processes go hand in hand and it is essential to be mutually supportive of each other. What this study aims to achieve, is for teachers to interest about their students and to interest about the interests of the students as well, making it possible to enhance motivation and communication in a more profound level in a meaningful way between the two main participants of the EFL process.

1.1 Justification

Why are children English learners in Nuevo León, Mexico's public schools not learning English? In order to find an answer and a solution to this predicament, we must take into consideration the different variables involved in what it means the teaching of English as a Foreign Language (EFL), as well as the culture, context, setting, participants, institutions, the practice and applied theory to investigate the ulterior motives and causes that produce this linguistic phenomenon.

Let us situate at the present context, where in the primary public schools of Nuevo León, Mexico, there are numerous cases of children lacking the attention, intention and interest in the learning of EFL. The reasons for this could be because it is difficult for them, it is boring or they just do not like English that much.

Therefore, as a result of these demotivating factors, the students do not pay enough sustained attention to begin with the learning process in the first place, or if they do, their retention or comprehension is minimal, because of partly, their affective filter being up, the environment of the school is stressful or distracts them from the learning activity, and so on.

Sometimes students are distracted because of other students in the class, while other times they are distracted because of external or internal reasons, like looking outside of the window or thinking about the game they want to play just as they arrive home. It is possible for children to be focused on an activity, despite of forces of the external world urging them to do otherwise, and a great example of the times this happens is when the learner is driven towards the object of his or her interest.

The relationship between learning and interest has been widely examined in the past, since the last part of the 19th century, with authors from the New School, as for example John Dewey, Montessori, Decroly, Ferrière, Piaget, Freinet, and others (Dewey, 1977). But even before that, because these authors took the ideas that Rousseau elaborated in Emilio since the 18th century, regarding that all education has to be based on the interests of the person that is intended to be educated (Palacios, 1984).

But in spite of the ancientness of the term, it is safe to say that interests have been broadly investigated and are still an essential part of the students' attributes that move and motivate them, bring out characteristics of their personalities, involve them in a meaningful way and awake their inner's curiosity into the construction of their learning process.

Following that line, why is it important to take into account the student's interests in the context of teaching EFL? To begin with, according to Developmental Psychology (Coll,

Marchesi & Palacios, 2002) about the mnemonic techniques employed by children between 6-12 years old, to take into consideration and make use of what a child knows or acknowledges, i.e., the interests, preferences or personal affiliations, has an effect in the ability that they have to learn, remember and recall information.

The main memory strategies, in accordance with Flavell, Beach and Chinsky's study (1966), are of two types, 1) storage strategies: review, organization, elaboration and, 2) recovery strategies. The elaboration strategy consists in elaborating new relationships between recently presented elements to memorize and existing knowledge, creating new correlations and meanings. This is important for foreign language students that do not have the necessary previous elements or background knowledge to link with and effortlessly remember new information.

In order for children to readily familiarize with different, yet difficult situations, an environment in which they get to feel more comfortable and where they can get acquainted with a different language and culture is primal. Especially in the cases where students rely or depend on a more favorable support from teachers and peers; for instance, when dealing with not only familiar, but social, affective and educational difficulties as well.

Dörnyei (2005) establishes that the five most important individual differences within the learning field of foreign languages are: personality, aptitude, motivation and attitudes, learning styles and strategies. For the fields of personality, motivation (intrinsic or extrinsic) and particular preferences in students' learning styles, the teacher willing to help a struggling student should excel with effort by observing, inquiring, analyzing and adapting the methodology and class to the students' needs.

In another study, Dörnyei (1994) compiles three sets of motivational components, which are: 1) course-specific motivational components, 2) teacher-specific motivational components and 3) group-specific motivational components. The course-specific motivational components are based on Keller's motivational system, relevant to classroom learning. Crookes and Schmidt (1991) postulate four major motivational factors to describe L2 (second/foreign language) classroom motivation: interest, relevance, expectancy, and satisfaction.

The category of interest is related to intrinsic motivation and is centered on the individual's inherent curiosity and desire to know more about him or herself and his or her environment. Whatever children find interesting, motivate and incentivize them from within and it is an unstoppable force that could construct and grow into utilizing it for educative and creativity purposes in the learning of English.

1.2 Problem Statement

There has been an enormous change in the teaching and learning of foreign languages in the present time, especially in the English language. A few years back, more commonly, only private schools and private institutions offered English education, so people who studied English were more prepared for the future, got better jobs, salaries and opportunities than those who did not.

The advantages of the English language are plenty, considering its importance in the educational field with articles and books written or adapted to the language, the opportunities to study abroad in universities worldwide, cultural awareness and an enriched quality of life. At the present time, there are statistics in relation to the benefits of English which refer to the country's

per capita Gross Domestic Product (GDP's) increment linked to the level of language proficiency (Education First English Proficiency Index, EF EPI, 2016), and an association between education levels and higher family economic incomes if knowing the language (Centro de Investigación para el Desarrollo A.C., CIDAC, 2008).

In the context of Monterrey, Mexico and throughout the foundation and implementation since 1993 to date, of the National English Program in Basic Education (NEPBE) in public elementary schools, which objective is that “students obtain the necessary knowledge to participate in social practices of oral and written language with native or non-native speakers of English, through specific competences” (Fundamentos Curriculares: Preescolar, Primaria y Secundaria. México, D.F.: Secretaría de Educación Pública, 2011. 22), with program adaptations such as including 1st to 6th grade public elementary schools in the 2008-2009 school year and a projected coverage to all schools in Nuevo León to be incorporated in the 2010-2011 school year, is becoming more plausible that English is no longer just part of the private sector, but it has also evolved normative and states high expectations of increasing the English level in the country.

In addition, because of this educative measure and its inexpert implementation in every sector of Basic Education, students are merely passive learners, not always encouraged or supported by their families to learn the language as opposed to the practitioners who are purposefully seeking to learn the language in the private sector, and also considering that the English class is taught as a foreign language, meaning that those classes are the only time most of the students get to have an interaction with the language, it is not easy for them to practice, recall information, and use the English language in real social circumstances or experiences.

There are many methodologies applied within the NEPBE's program, and this has benefits and impediments on its own, but although its many uses and applications, individual differences in the students are still present, there being people who do not like English, get bored or distracted, are not interested or for some reason feel demotivated towards learning the language. In this way, and as the objective of NEPBE mentioned before; all students, whether they like it or not, are submerged in the policy of learning English during the entire Basic Education's program.

As a means of investigating the psychological factors regarding the demotivation and inattentiveness of EFL children learners, because of the increasing profusion as to a lack of interest among students towards the learning of a foreign language, aiming to develop adapted classes and strategies based on the students' preferences to promote a feeling of ease, agreeable and attention-grabbing environment in which they can construct meaning and a sense of identity.

In a context in which private and public schools equally have acquired the standardized requisite to teach English to all students, regardless of their preferences, comes the need to examine the teacher-student relationship in a way that it allows building and constructing a learning-teaching experience that benefits the apprentices of the language not only in the classroom, but in their everyday lives.

In order to do that, it is essential for students to make a connection with the language. A way of inciting them to identify with the culture pursued, is by taking into account their personal preferences in the way teachers present the classes to them; thus, gaining their attention and inclination towards learning the foreign language. For all the previous mentioned reasons, it is necessary to examine the interests of EFL children learners with learning difficulties of the English language in the public schools located in Nuevo León, Mexico, make lesson plans'

adaptations including the students' preferences in the plan and evaluate the efficiency of the presented adequacies, to find out if taking into consideration the students' personality and likes or dislikes benefits those who strive to establish a connection and identity with the English language in a significant way.

1.3 Objectives

General Objective

- To describe the relationship between interests and learning of 10-year-old children learners that study in a public elementary school of Nuevo León, Mexico and that show difficulties in the learning process of English as a Foreign Language.

Specific Objectives

- To identify what are the interests of English as a Foreign Language children learners that present difficulties when learning the English language and classify those interests in order of relevance or significance to the students, with the purpose of facilitating connections with the language.
- To discover what are the learning difficulties of English as a Foreign Language children learners that impede them to learn the language, with the intention of understanding about the interferences in their learning of the English language.
- To design adequacies in the English as a Foreign Language lesson plans, by integrating the students' interests in the thematic content of the language and the teaching techniques, in order to analyze the influence and significance of the students' personal interests in the process of learning English.

- To recognize in what way the usage of the students' interests in the learning of English as a Foreign Language, motivates and engages them into building significant connections or an identification with the English language and in that way, an enhancement of their learning.
- To compare the benefits and drawbacks in the elaboration and application of the usage of interests in the learning of English as a Foreign Language, with the purpose of reflecting on the implementation of this procedure and its practical use for the students' meaningful learning.

1.4 Research Questions

To explore these correlations, it is important to state some questions:

- What is the relationship between the interests of students and their learning of English as a Foreign Language of 10-year-old children learners that study in a public elementary school of Nuevo León, Mexico?
- What are the interests of the aforementioned children learners that present difficulties in learning the English as a Foreign Language?
- What are the learning difficulties of those English as a Foreign Language children learners that impede them to learn the language?
- What are the procedures for teachers to prepare lesson plans that adjust to their students' interests?
- How do students' personal interests influence in the motivation, engagement and learning of English as a Foreign Language?

- What are the benefits and drawbacks in the elaboration and application of the usage of interests in the learning of English as a Foreign Language?

1.5 General Literature Review

Several different investigations were reviewed to find out which methodologies were most commonly used when investigating about motivation, interests, learning, and so on. The investigations are organized considering the concepts they examine.

In this way, Rifai (2010), Bahous, Nola and Nabhani (2011), Biricik and Ózkan (2012), Fleta (2014), all investigate about motivation. On the contrary, Baniata and Yadava (2013), Afrough, Rahimi and Zarafshan (2014), research about demotivation, in order to understand where it comes from to avoid its occurrence. Hsu (2008), Nummenmaa and Nummenmaa (2008), Yusimah and Amjah (2014), Kayalar and Ari (2017), Kusmaryati and Amertaningrum (2017), contribute with different perspectives about interests and its relation to learning in educational settings. Similarly, Naranjo (2004), Gilakjani (2012), Flowerday and Shell (2015), Kuo, Chu and Huang (2015), Bernacki and Walkington (2017), all investigate about learning.

Considering this is a learner-centered type of research, Gutiérrez, Madrid and Uribe (2008), Casas, Machado and Torres (2014), research about the attitude of the students and its importance when it comes to learning. Taylor, Busse, Gagova, Marsden and Roosken (2013), bring light to the concept of identity in learning. Roorda, Koomen, Spilt and Oort (2011), Opendakker and Bosker (2013), study about the teacher-student relationship; all of the previously mentioned investigations are developed internationally. And finally, to include a contextualized national perspective to this study, Ramirez-Romero and Irigoyen (2013),

Mendoza and Puón (2013), all look into the National English Program in Basic Education (NEPBE) in Mexico.

1.6 General Theoretical Framework

This investigation is constructed by both, psychological and language theory. Within the psychological theory, it is mentioned the Psychology of Learning, Psycholinguistics, Constructivism, Developmental Psychology, and Child Psychology. This is what is meant by psychological approach, to consider the relation of these important elements and the connections between them. Likewise, within the language theory, the elements of English teaching, language learning, and the methodologies considered from an eclectic point of view are mentioned as well.

In the present work, there are also other important concepts that draw the line to construct the theoretical framework of this study, and they are motivation, interests as a type of intrinsic motivation, and learning of English as a Foreign Language (EFL). The characteristics of 10-year-old children who study in elementary public schools in Mexico are also considered from the theoretical point of view of different authors.

As a conclusion to this first chapter, it should be mentioned that the teaching of English as a Foreign Language (EFL) is a very difficult task to perform, especially in the public sector. This investigation is relevant and attempts to close the gap between the teaching and learning process, to work with the difficult cases that appear in each class, and to further investigate the relationship between interests and learning in the educational field, in an EFL Mexican context.

Chapter 2. Literature Review

In this second chapter, many investigations will be analyzed prior to constructing the action research project required for the present study. In general, there are many researches that acknowledge and strive for examining the different aspects involved in the motivation of students to achieve better results in the process of learning English, some of them investigate the learning and teaching styles or strategies that best adequate to the students' needs, while others reflect on the teacher-student relationship and its importance, attitudes of students, the causes of motivation and demotivation, and so on.

To begin with, Naranjo (2004) explored about strategic performances, and encountered that in a mixed group of 50 mid-level students of English, that were tested about learning strategies based on the materials designed by Ellis and Sinclair (1989) and Chamor and Küpper (1989). Naranjo discovered that to improve reading skills, students usually use dictionaries or use selective attention; to develop writing skills, a cognitive strategy commonly employed is the sensory representation; to enhance speaking skills, it is common that transference with previous knowledge exists, in order to acquire a correct expression of the language. Also, to enrich oral comprehension skills, the use of elaboration for relating new concepts with old concepts and selective attention to avoid getting distracted is fundamental; to improve metacognitive strategies, organized planning was most used; and for affective and social strategies, anxiety control, emotional knowledge and formulating questions were utilized.

Later on, in the article of Nummenmaa and Nummenmaa (2008), they discovered that students' emotions and interests in learning English are diverse and that affects could have good or bad effects in learning. The objective of the study is to assess the influence of emotions, interest in class and interest in the web-based learning environment (WBLE). The participants

are 99 university students between 20 to 42 years old, in Finland. The findings show that when students do not participate in the presented activities, they experience more negative emotions than those who do participate. Interest was a strong motivator for students to be active in the WBLE, that was also shown through positive and pleasant emotions and a willing to continue participating for that reason.

Additionally, Hsu (2008) developed an online system which identifies and recommends reading lessons for students according to their interests to motivate them in an effective way. A quantitative and content-based approach was used, along with clustering and association rules algorithm data mining techniques based on the readings of ESL students.

Yet in another contribution, Gutiérrez, Madrid and Uribe (2008), a quantitative study was performed in Granada, Almería and Murcia to 14 to 17 years old students and four sub-scales (ACTIPROF, ACTICLAS, ACTIWORK and ACTITEXT) were used to measure the attitudes of students towards the learning of EFL. Unfortunately, no significant correlations were found in the attitudes of students and the English classes they attended, although they were still slightly positive as a result.

Whereas Rifai (2010) developed a study of 200 students, in which students' attitudes, motivations, and difficulties to learn English are considered. A quantitative study was employed, the instruments used to gather data were questionnaires and the data was analyzed with SPSS software. The most important conclusions of the study are that the variables of attitudes, integrative motivation and instrumental motivation to learn English were positive, students believed that the teacher and the strategies used influence on their motivation to learn English; if the lesson plans are formulated thinking of the interests of the students, it will be of benefit to the learning of the students.

In another study, Birick and Özkan (2012) contribute to the motivation of young learners, considering three aspects which are the teacher's attitude towards the students, the appropriateness of the activities performed and the classroom environment. This investigation is qualitative, based on observations and data collection of 45 children from 5 to 6 years old who participated to unveil their feelings and perceptions so the most appropriate teacher attitude for them was found. How the teacher approaches to the students highly impacts on the students' motivation for learning English, especially with very young learners that still need as much attention, affection and care in school and in their homes. In this study is verified the idea that when students feel close to their teacher, they usually enjoy and participate more in the activities, the best teacher attitude in this scenario is portrayed as being warm, sincere, friendly, smiling, to make children laugh, use body language, give positive feedback and responsibilities in accordance with the students' age and capacities. What causes demotivation is to ignore students, give long instructions, when students feel anxious, nervous or bored, a bad classroom atmosphere and being punished without promoting consciousness of their actions.

Similar in findings, Biricik and Özkan (2012) published an article about the role of motivation and the role of the teachers' attitudes in the learning of young learners, the latter need to be highly motivated so they can learn the language, because it is a difficult activity for them to perform. This study is a qualitative and descriptive study and the participants are 45 children of the ages of 5 to 6 years old, who learn English in a private school in Turkey. The instruments to gather data are observation notes, video recordings, interviews and questionnaires. The conclusions of the study evidence that the performance of teachers and their attitudes influence in the motivation of young English learners. Motivation is crucial to achieve students' success in

the learning of a language and specially for preschool children, it is necessary that teachers have a friendly, funny and caring attitude towards them.

Meanwhile, Taylor, Busse, Gagova, Marsden and Roosken (2013), analyzed the role that identity has in the learning of EFL and found that the students who feel encouraged by teachers and family to interact and do well in class, tend to do well in class. Besides, identity plays an important role in this process, because the students who felt more like themselves, appreciated as individuals, as well as maintained a peaceful relationship with their teachers had better grades than those who did not. For this study, the sample consisted of 4,000 learners of English and mathematics between 14 to 19 years old from Bulgaria, Germany, the Netherlands and Spain, a total of 20 teachers also collaborated, the participants were surveyed via online questionnaires and a cross-sectional quantitative study was conducted and validated.

During the same time, aiming to come across the cognitive factors that develop or improve the learning of English, for Arango, Lopera, Montoya and Sánchez (2013), it was a main goal to establish the psycholinguistic factors in L1 to contribute to the learning of English in L2 and those were the syntactic analysis and the phonological factor. In this investigation, participated 111 children from 9 to 12 years old that studied public education in Medellín, using a Spanish adaptation of the Peabody's Receptive Vocabulary Test and other English Proficiency tests to measure four language skills, the study was validated and it was confirmed that the variables were correlated by using Bartlett's Test of Sphericity.

Later on, Fleta (2014) suggested interesting methodologies to take into account when generating a learning environment for young learners, a top-down approach focused on language production and suitable strategies to produce conversational interactions; for example, the usage of the multiple intelligences theory (musical-rhythmic, visual-spatial, verbal-linguistic, logical-

mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic) and the development of the four skills in the learning of the language. This author promotes presenting the English classes in a variety of ways when teaching to young learners, and specifically, to induce the oral skill when the learners are in a pre-literate stage. The sample consisted of 25 young learners and it was a qualitative study based on observations and data collection.

Referring to studies investigating relations between attitudes and motivation, Casas, Machado and Torres (2014), where attitudes towards the usage of an interactive digital board were measured in 26 young learners of ESL in Mérida, through questionnaires adapted from Osgood's Semantic Differential (1957), discovering a relevance progression in the activities of doing exercises and speaking in English, obtaining a lesser relevance the activities of just playing games in the interactive digital board, which in general means that once students get accustomed to a new type of technology and find it interesting to pursue more than just for entertainment goals, but for educational goals and are actually learning the language, they concentrate and feel stimulated in fulfilling the activities; thus, their attitudes become positive.

All of the previous studies are important to this investigation, because they lay the foundation in the importance of the teacher's role to develop the learning of children with educational difficulties. Teachers and students build a relationship, which establishes a first connection with the English language, and it could lead the students to an adequate identification and interest for its study. Additionally, there are diverse internal and external factors that influence motivation, such as attitudes towards the language, teachers, methodologies, strategies, materials, expectations, needs and interests coming from the previous students' funds of knowledge that appear in multiform ways.

In the study of Roorda, Koomen, Spilt and Oort (2011), a total of 99 studies retrieved from The Psych Info and Educational Resources Information Center (ERIC) databases, through the years of 1990 to 2011, were analyzed using SPSS to discover associations between the teacher-student relationship (TSR) and school engagement, finding a connection between the associations of engagement and achievement.

More specifically, Maulana, Opdenakker and Bosker (2013) investigate the different variables involved in teacher-student interpersonal relationships (TSIR) and academic motivation. In this study, 504 first-grade secondary school students of 16 mathematics and English classes were surveyed to find out that for that particular context of secondary students in Indonesia, the variables of Proximity and Influence increase over time and are related to academic motivation; but it is important to conduct investigations in a wider range of places and contexts to generalize about the correlations. In other words, referring to the perceived Proximity and Influence of students, providing nurturance and support to pupils to influence on their academic motivation.

In a different study of Gilakjani (2012), the investigation centers around learning styles, teaching styles, and if there is a match or mismatch between them in the context of Iranian EFL learners. Through a qualitative methodology, based on an extensive review of literature and data analysis of different studies, the findings in the aforementioned study explain how although important, a learning-teaching styles match is not enough for a significant achievement. More likely, students should have multiple opportunities, an ample spectrum to learn from, and variety to find a more suitable match to fit their learning styles; also, there are other aspects which influence their learning and it is important to take them into account, like age, educational level, and motivation.

Also, in another more recent contribution from Kuo, Chu and Huang (2015), 48 graduate students between 23 to 25 years old in Taiwan are investigated. The purpose of the study is to group students by means of collaborative learning, to see if by doing so, their learning is increased. The findings of the study concluded that the students who grouped with same learning styles and the students who grouped with different learning styles both had a good performance, but in homogeneous groups, students could talk and engage more with the rest of the group.

On the other hand, Baniata and Yadava (2013), investigate about demotivation through surveys applied to Saudi students. In order to recognize the causes of demotivation, and work on changing these factors into its opposite, motivation. With that purpose, a mixed methodology was used to tabulate the answers of the surveys, obtaining frequencies and percentages. The findings of the study, revealed that students considered the teacher as the principal demotivating factor, also the load of grammar structured activities for the English language caused anxiety and stress in them.

Similar in findings, but applied to Iranian high school subjects and particularly referring to the communicative skill of speaking, Afrough, Rahimi and Zarafshan (2014) obtained diversified perspectives in teachers and students about demotivating factors such as time, classroom setting, professors' inadequate competence and performance, inadequate equipment and material to practice speaking the language, among others. The participants were two groups of a total of 312 demotivated students and 92 language teachers that were surveyed through Likert-type questionnaires and semi-structured interviews; in addition, factor analysis was employed to contribute to the study's validity.

What all these authors have in common so far, is that the teacher has a substantial and significant role in the prosperity of the students' learning process. They are of an enormous

influence in the construction of the affective bonds needed to contribute to their students' learning success of the English language, as well as investigating about the learning styles, motivation, and interests of their students.

There are many other studies focused in investigating the relationship between motivation, learning and interests. For example, Bahous, Nola and Nabhani (2011) investigate the EFL situation in Lebanon, specifically the participants are 30 EFL university level students between 18 to 21 years old. In this context, the students are not motivated to learn the English language and through this study that uses questionnaires, semi structured interviews, notes, and recordings, it is attempted to find out the reasons why learning English is impeded. It is discovered that the students consider that their needs are not being fulfilled, and the teachers complain about the attitude of the students.

Yet, in another research elaborated by Godzicki, Godzicki, Krofel and Michaels (2013), the concepts of motivation, engagement, and learning were studied, through the implementation of an action research project. The purpose of the study was to increase motivation and engagement of elementary and middle school students from 1st, 4th, 5th and 8th grade classes in Chicago and Illinois. The participants were a total of 116 subjects, and the collected data consisted of analyzing surveys and questionnaires that were applied during four months. The findings of this investigation were that by using technological elements in classes, students paid more attention and engaged in their learning. This study took into consideration the interests of the participants in technology prior to deciding on using the aforementioned tools, and investigated and developed the technology-supported lesson plans before applying them to their students, measuring in that way the increasing of motivation and engagement.

In relation to the aspects of interests and learning of the English language, in a study by Yusimah and Amjah (2014), an investigation was developed in Brunei Darussalam, through the appliance of surveys and questionnaires to teachers and 4th grade students. The purpose was to find out which strategies teachers use in order to promote and produce interest in their students, and conclusions showed that teachers need to find out what the right strategies for each of their students are. The interests of students are of critical importance, because these interests can be utilized to promote the learning of English.

Following that line, Flowerday and Shell (2015), in their investigation set the ground for understanding the influence of interests and choice in situational interest and learning. The participants of the study are 90 voluntary undergraduate students of Educational Psychology. The methodology is a mixed study and the instruments applied included reading tasks, essays, a situational interest scale and an attitude scale. It was found out that between choice and interest, the second one is the most important element that has an influence on students' learning, and it is recommended to select highly interest topics of the students in order to engage and motivate them in class.

In more recent studies, Bernacki and Walkington (2017) investigated about the relationship between interests and achievement, as well as personalization in mathematics. The participants of the study are 155 math students from 9th grade and two teachers in a rural Northeastern school. The interests of the students were classified into 10 topic areas, the conclusions show that personalized classes promote an increase in the interests of the students.

Another study that enhances the relevance of interests in education is the one from Kayalar and Ari (2017), who investigate about the differences between learner styles, types of motivation, interest-based learning and adaptative learning. The sample consists of 19 classroom

teachers of several primary schools in Turkey, and the method used was a qualitative research study. The instruments to gather data consisted of face to face interviews, and content analysis to interpret the data. Findings of the study showed that in the context of primary schools, interests are essential to the planning of classes and activities to be performed in the classrooms, by investigating more about them and the students' needs, teachers can be of better assistance and learning can be produced.

Kusmaryati and Amertaningrum (2017) investigate about English as a Foreign Language (EFL) in Indonesia, they state that interests of students are one of the greatest motivators for them to learn English. The sample of the study consists of 28 elementary school children from different schools in Kudus, it is a qualitative research study, the descriptive type, and data was collected through questionnaires. As for the conclusions, it was found that although students' interest in learning English is particularly high in this setting, and they have a good perception about the learning of the language, some of them think it is difficult.

While all of these previously mentioned studies talk about the relevance of investigating about the interests of the students and its implementation in education, it has not yet been implemented in a Mexican context before. To centralize a bit more in the context of Mexico, there are also some studies which refer to the national situation of the implementation of EFL programs such as the NEPBE.

Ramirez-Romero and Irigoyen (2013) mentioned a methodological analysis of different national studies with perspectives in relation to students, teachers, learning activities, strategies, teaching methods, educational resources and materials. When analyzing the relevance of the students' features for linguistic performance, it is important to observe, analyze and focus on the needs of students, in order to propose the design of strategies to diminish the obstacles that

refrain students to achieve an acceptable proficiency level in English and for them to eventually learn a foreign language. Also, for selecting which learning activities and strategies to use, it is necessary to choose fun and recreational activities, in order to increase students' motivation.

Furthermore, Mendoza and Puón (2013) indicated the principal difficulties regarding to the NEPBE in terms of payment, working conditions, prior specialization in the field and other general misconceptions, through a qualitative investigation regarding nine participants that took part in the implementation of the NEPBE. It is true that there are inadequate working conditions for English teachers in Mexico, such as struggling with acquiring attractive material to use in classes, the maintenance of outdated books and lacking of technological equipment that is inconsistent with the program's objectives, and so on. This has a negative impact on fostering the motivation of children, but there is a crucial need to find other ways for teachers to grab the attention of their students, for them to learn English.

The situation of Mexico in relation to the teaching of EFL is pierced through political, economic, social and educative factors contained in decisions such as the implementation of the NEPBE in the country, it is an attempt of paramount importance to teach English to all the students in Mexico for free, but it faces enormous difficulties that need to be solved. With those high expectations, there are many well intentioned proposals that strive to improve the teaching and learning of the language. Creative, fun and interesting practices are expected to be suggested in accordance with the students' needs in the current Mexican context.

2.1 Theoretical Framework

This study is based on different concepts, which will be defined in order to lay the foundations to understand the theory of the present work. These concepts are the following: approach, motivation, interest, learning, teaching of English as a Foreign Language (TEFL), children, eclecticism, Content-Based Instruction (CBI), Multiple Intelligences (MI) and action research. Each one of these concepts will be deeply analyzed in the following pages.

2.2 Approach

There are many relevant definitions for the concept of approach in the language teaching theory, and the main author who developed the classification of approach, method and technique was Edward Anthony (1963). He mentioned that the term approach relates to the principles of language learning and language teaching, it is also axiomatic and integrates the theory and conceptions of language. An approach is the most general classification, methodologies are the ones that follow and finally, techniques are the multiple activities to work in a language class (as cited in Richards & Rodgers, 1999).

Richards (1997) proposes that the first category a language teacher should define is the approach, because it is the philosophy of language in charge of providing the grounds to support what will be done in class. An approach answers to the question why, a method seeks answers to the question how and a technique brings alternatives to the question what. In other words, an approach is the maximum construct in the field of language learning and language teaching that focuses on the theory, principles and belief systems to be considered before deciding on the methodology and techniques to apply in the English classroom.

As it is pointed out from the previous definitions, the concept of approach has changed throughout the years. When Anthony first established it, it was a much more general term than it is now, and the connection between the terms of approach, method and technique can be seen everywhere in the educational context, as well as in this investigation. The latter case is exemplified by the fact that the theoretical framework is based on constructing the approach, the planification of the action research project is where methodology is described, and by designing the instruments and procedures to be followed, techniques are selected and explained.

2.3 Psychology

In the present study, instead of only referring to an approach, the terminology selected includes the word psychological in it. By a psychological approach in language teaching, and language learning, it is meant that the general theories about language and in particular about the English language are analyzed and viewed in a psychological way, through various psychological theories.

To name a few examples, in a psychological approach it is included the definition of learning according to psychology, the characteristics of the language learner, some of the fundamentals of psycholinguistics that are involved with the learning of the language in the learner's higher-order cognitive processes (perception, attention, memory, emotion, thought, reasoning and learning), the psychological theory of motivation with its different perspectives, and how the concept of interest is perceived by psychology in the developmental and constructivist theory.

The Psychology of Learning is a branch that derives from Experimental Psychology and it has several definitions in relation to what learning is. Thorpe (1956), and later Ardilla (1977), described that learning was the process of change and habit formation in the behaviour of individuals. This definition was influenced by the behaviorism theory and its relevance at that time, but nowadays the concept of learning includes the important aspect of individuality and the different learner's characteristics as well.

One of the subdisciplines of Linguistics is Psycholinguistics, which is the study of the psychology of language, its development, comprehension and production (Garayzábal & García, 2015). Similarly, one of the models within the study of Psycholinguistics is Constructivism, it was first developed by Ernst von Glaserfeld and has been widely developed by psychology. It is the school of thought that considers the relation of language and thought, some important authors derived from this model are Vigotsky and Piaget, the first being one of the representatives of Developmental Psychology and Child Psychology and his worldwide known concept of Zone of Proximal Development (ZPD), also known as laddering or scaffolding, and the second one established the Cognitive Development theory and Constructivism for the way he viewed the process of learning and how the child interacts with the world around him, constantly theorizing about it, putting that theory into practice and in that way constructing or adapting his thoughts and knowledge.

In language theory, both authors are relevant, because their ideas changed how language learning was perceived and brought to light a new focus that was learner-centered, with the acceptance of errors as a natural part of the learning process. (Garayzábal & García, 2015). The ZPD refers to the level of skill or knowledge that is proximal and above to what a learner is capable of doing at the present time. As part of constructivism, comes a constructivist model in

learning that states that the teaching and learning process involves the interaction of the teacher, the learner and the activity to perform in a current context (Williams & Burden, 2005).

Ultimately, Gestalt Psychology was developed by Wertheimer, Koffka and Köhler in the beginning of the 20th century in Germany, as a contrast to the boom of behaviorism at the time. It roots its principles from the idea that a gestalt is a form and that form is seen as a whole or totality that is constructed by its parts, but when the parts are studied without the relation to the whole, they are no longer perceived adequately. Gestalt Psychology helped to develop key features of perception, the laws or principles of organization, which are similarity, proximity, closure and good continuation. “In perceiving an object, our senses tend to organize it so that its ‘gestalt’ has regularity, symmetry, and simplicity” (Rivers, 1972, p. 179). This is relevant to learning, because its principles are applied to the psychology of perception and how associations in the mind are made about an object to be learned.

2.4 Motivation

Motivation has been widely studied in the past and in the present time, because of the implications it has on learning in general. If whatever motivates a student is found and understood or if the functionality of motivation is deciphered, then classes could be adapted in a way that students would learn and demotivation would be avoided or restricted. Reviewing the literature on the subject, Littlewood (1995) defines motivation as the impetus to start an activity and willingness to continue carrying it out, its components are an energy or force, a longing of feeling fulfilled, and eagerness to find out and discover new situations, feelings or sensations.

A couple of years later, Williams and Burden (1997) expressed the term in a more cognitive way. They conceived motivation as the condition of cognitive stimulation that is required for a person to feel compelled to initiate the execution of a task, but it is also required to maintain the concentration and discipline for successfully finishing the established activity (as cited in Harmer, 2003). Similarly, Harmer (2003) gives another definition, stating that motivation is an impulse from within, which is expressed externally in an active way to fulfill a goal.

To Littlewood, motivation is the force needed to begin a task, and it also determines the continuance and perseveration of it, it is composed by the individual's drive, the need for achievement and success, curiosity, desire for stimulation and willingness to be part of new experiences (Littlewood, 1995). As it was mentioned before, motivation is a classical old concept that has evolved in its conception, and all of the previous definitions agree that generally speaking, motivation is an internal force or a cognitive state that is needed to complete actions or tasks.

Lastly, another contribution to motivation has been brought by Ushioda (2014), that builds an interesting representation of motivation for L2 (second or foreign language) learning, which is a balance of the mixture created by the motivation that derives from past circumstances and ongoing experiences like learning experiences of the language and the motivation that is directed towards future goals and purposes such as long-term goals, short-term goals, and immediate objectives to accomplish (as cited in Lasagabaster, Doiz, & Sierra, 2014). This point of view considers that motivation is being constructed as well, it is not a finished process, past and new experiences are in a constant and reiterative interplay with each other. All of these

definitions are crucial and bring different perspectives of the same concept, this fits with the idea that motivation is complex and multifaceted in its construction.

The types of motivation in General Learning theory are known to be extrinsic or intrinsic, the first one is related to the exterior or the outside world, for example, doing something for work reasons, for social recognition or to get a reward, and the second one is related to the individual, like the desire to feel accomplished, to perform an activity you really like or to pursue your dreams. That classification resembles another one from Gardner and Lambert (1972), which divides motivation into integrative or instrumental:

A learner with integrative motivation has a genuine interest in the second language community. He wants to learn their language in order to communicate with them more satisfactorily and to gain closer contact with them and their culture. A learner with instrumental motivation is more interested in how the second language can be a useful instrument towards furthering other goals, such as gaining a necessary qualification or improving employment prospects (as cited in Littlewood, 1995, p. 57).

In this way, integrative motivation is similar to intrinsic motivation and instrumental motivation is alike to extrinsic motivation. It is fundamental to mention that both of the categories of motivation are equally important, because some people could be intrinsically motivated and others could be extrinsically motivated, but when it comes to learning the language, the reasons behind the learning could vary, but the outcomes are the same, an example for this could be the works of Dörnyei in foreign language learning that are related to this statement (Dörnyei, 1990).

Harmer states that to initiate and sustain motivation in an English class context, setting goals and personal goals is required, the learning environment should be appropriate and in order to get the students' attention, interesting classes must be provided to them, they need to be interested in the subject they are studying, in the topics and activities they perform (Harmer, 2003). It is important to consider all of the aspects regarding motivation in the English as a foreign language classes to assist and facilitate students into being motivated to learn the language.

2.5 Interests

The concept of interest traces back from the beginning of the nineteenth century, with the pedagogic inquiry to get the attention of the students to learn in all the educational areas; it has been around, although not that widely studied. It is common to find the word "interest" mentioned in language theory and the teaching of English books, as a recommendation for the teacher towards the students, to apply interesting materials, to give an interesting class, or to awake the interest of their students in the way they teach, but although somehow frequently indirectly mentioned, it has not been widely researched yet. Nevertheless, in the past there have been some definitions, like Piaget in 1978, who had referred that an interest appears when the person identifies with an idea or an object, and when it encounters in it a medium of expression of the drive needed for its activity.

Following that line and based on Keller's Instructional Design Model for motivation, later adapted as ARCS (Attention, Relevance, Confidence, Satisfaction), Crookes and Schmidt (1991) formulated four factors in the second or foreign (L2) language classroom related to

motivation: interest, relevance, expectancy, and satisfaction. They discovered that the first factor, referred to as interest is a type of intrinsic motivation, and it is also linked to an innate disposition or wish to explore the world around us and ourselves (as cited in Dörnyei, 1994).

And in that same year, Schiefele (1991) discovered the relationship between interests, learning, and motivation, finding out once again that interests are intrinsic motivators and have three important features, which are content-specific, feeling-related valences, and value-related valences. Content specific alludes to the specificity of interest towards a determined content, topic, object, activity or task. Feeling-related valences ascribe the importance of feelings when choosing a particular thing or a topic to be the object of your preference, and it is usually feelings of self-gratification, enjoyment, engagement and success. Value-related valences stand for the personal significance or value a certain object has to a person, and the reasons for that may vary in a very subjective kind of way.

The relationship of interest in motivation to produce learning, in this way is that interests are classified as a type of intrinsic motivators, which are formed in an individual and work as a force from within to direct the person in general or specifically, lasting, or briefly to perform an activity. The attention is centered because the person decides to do so and it increases the probability of learning to be produced. Regarding the intrinsic aspect of an interest, Schiefele (1991) explains that when individuals are interested in something that they like, they will try to learn more about the topic of their preference for themselves, and they would want to be involved with it much more easily. Hidi (1990) coincides with this statement, because he assures that interests are essential teaching resources to convey meaning and produce learning (as cited in Schiefele, 1991).

In accordance with the previous definitions, an interest is particular and specific to the individual's preferences and views in life. It could be an object, an idea, an activity or anything that motivates a person from within to do the things they do or want to do, and although it cannot be assured that an interest equals the perseverance to maintain the motivation to achieve goals or personal objectives, it is a kind of intrinsic motivation and the external expression of an internal drive or force. Investigating about interests in the context of foreign English learners could give us a broader idea of the concept for future references.

Aside from interests, the factors that are relevant to this study in accordance to psycholinguistics are divided into three dimensions: cognitive, affective and psychophysical. The cognitive dimension includes aspects such as intelligence, linguistic aptitude, learning styles, cognitive styles and learning strategies; the affective dimension refers to attitude and motivation; and the psychophysical dimension explores age, sex and personality (Garayzábal & García, 2015). Referring to some of these factors, best known as higher-order cognitive processes, that are applicable to the understanding behind the psychology of learning that occurs in the learner's mind while learning a foreign language, the concepts of perception, attention, memory, emotion, attitudes and learning need to be described.

The processes of perception and attention work together and help one another, in order to get a grasp of this interaction, each concept should be explained separately, these definitions are fully explained by Garayzábal and García (2015). Perception is a selective mechanism used to classify new situations, by comparing them to old experiences, in order to understand them. And attention requires a control mechanism to select the most relevant information from all the possible sources of available information, in order to perceive it fully and thoroughly. The process of attention helps to recognize new or unintelligible information, avoids the overload of

perceptions to handle all at once by focusing on one at a time and also, it is required to the development of cognitive abilities and the fulfillment of activities; hence, attention is a needed mechanism for perception to occur. Correspondingly, interest has been attributed to one of the classifications of attention, where it is either divided or selective, the latter being similar to it in terms of the learner's selective objects of preference.

Another psycholinguistic factor required in learning is memory. Garayzábal and García (2015) define memory as the ability to organize and recall information previously observed or acquired. In *Developmental Psychology*, it has been studied that for children to better retrieve information and learn, it is important to take into consideration the previous knowledge or experience of those learners, specially when the concepts to learn are difficult, stressful or unknown to them as when learning a foreign language, part of that knowledge and experience could be that of what we refer to as interests.

In reference to the matter of emotions, it could be brought up that in Krashen's theory, there are contributing concepts to our view of language, he developed the input hypothesis that is the same as to say the comprehensible input to be received and worked with the learners of a language. Another important hypothesis he elaborated was the affective filter which is described as an hypothetical obstruction for affective or emotional reasons, which conduces a person to not being able to learn (Lightbown & Spada, 1998). When the affective filter is up, that is, when negative emotional states are in the way, the student feels unmotivated and cannot learn, but when it is down, then the student feels good, relaxed or motivated to learn.

A distinction of the elements related to emotions is required to facilitate the comprehension of the affective spectrum of the learners that participate in language learning. Leontiev (1981), explained how an affect is a reaction linked to external forces, like how a

person reacts after listening to unexpected news, physically and emotionally is affected by it, but it is not a characteristic of the person, but a temporary feeling; an emotion is more characteristic of the person and it requires aspects of the culture and an evaluation of a situation to determine the emotion to be expressed, emotions could be anger, sadness or happiness, they tend to be lasting traits of the personality; and finally, feelings are long-lasting views of objects, people or situations, like the feeling of love and patriotism.

Regarding the learner's attitudes in language learning, it has been said that when a learner has a positive disposition in relation to the society or the speakers of the language the person is trying to learn, the motivation they have tend to increase. On the contrary, when a learner has a negative disposition, barriers could be built in a conscious or unconscious way to avoid learning the language, this relates to the concept of purpose. To have a purpose is associated with survival needs or communicative needs. Here is where the role of identity plays a big part, and other authors coincide with this statement, because the learners' motivation is decided on the attitudes and readiness that they have to identify with the process of learning a foreign language (Gardner & Lambert, 1972).

If the learners of a language feel like they accept the community of speakers of that language and their culture, they will be more motivated and would want to learn in an intrinsic way. Commonly, what happens in the English classrooms with children is that they have not yet developed a sense of positive or negative disposition, and the only connections they have with the language are what happens in the classes, their relationship with the teacher, the materials and activities they perform.

There are other concepts related to the psychology of the language learner that are significant to understand the differences between learners, and those are the personality of the

learners and the individual differences. Dörnyei (2005) refers to individual differences as those specific characteristics in a person that makes them different to others; while personality is all of the characteristics that define and distinguish a person from another, it is constructed by innate hereditary psychophysiological and psychological characteristics, life experiences, sociocultural context, the environment and particularities of each person (Leontiev, 1981).

A teacher has to consider the personality and individual differences of each of their students in order to bond with them and build a relationship based on trust and respect for one another, only after doing that it would be easy for the teacher to understand the needs that the students have or the different progress in learning they are experiencing and create more alternatives for them to deal with the difficulties encountered in the process of teaching and learning a foreign language.

2.6 Learning

The concept of learning is another classical old concept, and the context or predominant ideas of a specific time influenced on its conceptualization. One of the definitions of learning considers a social cognitive vision described by Piaget (1983), and later on by Bandura (1986) in the past, but even more recently by Schunk (2001) too, where the term of learning is viewed as a dynamic and continuous process of thought, reflection, perception, attention and assimilation of internal and external events, in which there is a contrast of pre-existing knowledge and new knowledge to produce schemata (as cited in Robertson, 2014). In the same way, Wilson and Peterson (2006) state that learning is both, an individual and social process of ongoing construction.

However, Sequeira (2012) correlates learning with change, because for learn to occur, a person needs to be confronted with a new element like an unknown concept or skill. Learning means to be constantly in change and willing to do so.

In the present investigation, learning is not used in its broadest sense, but more specifically to talk about learning a language. Learning in a foreign language context is the cognitive process that a student or learner of the language does in order to acquire the knowledge needed to develop the basic skills (listening, reading, speaking, and writing), to understand and perform the language. The focus of this investigation is learner-centered. Nunan (2015) defines a learner-centered classroom as a place where learners are involved in constructing their own learning; and if they are not involved, learning will not happen.

For learners to be involved in their own learning, Nunan (2015) has established a set of key principles to apply in a learner-centered classroom, and they are to provide opportunities for learners to reflect about their learning, to let them contribute to the content of the class, learning procedures and assessment, to help them become independent, but also guide and scaffold them when necessary, and to incorporate learner training in classes. A learner-centered classroom requires the participation of the learners as the constructors of their learning, it is known that to achieve this objective is not as easy as it sounds, but it requires the patience and commitment of the teachers to guide their students to become independent and not dependent of them.

A part of the learning process for students is their learning styles. Reid (1995) defines a learning style as the natural or most used way in which individuals deal with the learning situation, and as Dörnyei (2005) establishes, they are related to the preferences of a person. Related to learning styles, are the learning strategies, to differentiate them, consider learning styles to be how learners prefer to learn, as an individualized inclination for a specific technique

that makes it easier to learn, and learning strategies are the different skills learned and developed because of the learning situation.

Additionally, Christison (2003) clarifies the distinctions between cognitive styles, sensory styles, and personality styles:

Cognitive styles include field dependence and field independence. Sensory styles distinguish between learners who prefer to learn visually, that is, by seeing language written down, as opposed to those who prefer to learn by hearing, or kinesthetic learners who learn best by physically manipulating objects in the environment. Learning strategies are the cognitive and communicated processes that learners use in order to acquire a language (as cited in Nunan, 2015, p. 152).

Another classification is designed by Keith Willing (1987), related to the styles of the learner and they could be conformists, concrete learners or communicative learners. Oxford (1990) identifies six types of learning strategies: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies (Richards & Lockhart, 1997, p. 63-65). In Neuro-linguistic programming (NLP), the acronym of VAKOG is used to talk about learning styles to be Visual, Auditory, Kinesthetic, Olfactory and Gustatory. There is also to mention the grouping of Gardner's (1983) Multiple Intelligences that was previously mentioned (Harmer, 2003).

Learners' strategies and styles have been widely researched and many classifications about them have been made. As a result of all of these studies, it is now known that teachers and students both bring their own beliefs, goals, objectives, attitudes and interests about teaching and learning to the classroom, the learners' belief systems influence on their motivation to learn, the

expectations they have, how easy or difficult the learning of the language is, their views on the language and the language process (Richards & Lockhart, 1997). Accordingly, teachers are required to have all of this knowledge in mind, to help them analyze their students' performance.

2.7 Teaching of English as a Foreign Language

Now that it has been established the psychological approach to motivation, interests and learning regarding this investigation, it is time to set the foundations of the theory of language teaching. Before getting to that, it must be made clear that learners, as well as teachers are considered to be of equal importance and relevance to the construction of learning, but here for investigational purposes, the learner is given a predominant analysis than the teacher.

To begin with, the Teaching of English as a Foreign Language (TEFL) is a type of English teaching, where regular classes are given in a language that is not English (Celce-Murcia, 1991). This applies to the situation in Mexico, where in elementary public schools, regular classes such as math, history or civics are given in Spanish, and the teaching of English is considered to be a foreign language.

Another definition provided by different authors such as Broughton, Brumfit, Flavell, Hill and Pincas in 1980, describes that the Teaching of English as a Foreign Language (TEFL) is different than its counterpart of English as a Second Language (ESL), because everywhere around the world where English is not the official language to communicate socially with each other on a regular basis, English is considered to be a foreign language. And finally, Nayar (1997) draws the same conclusion by affirming that English as Foreign Language (EFL) is

considered a foreign language when it is taught in countries where it is not commonly spoken by the local residents (as cited in Tarnopolsky, 2000).

This is a technical clarification that was needed to be made, in order to understand the difference between English as a Foreign Language (EFL) and other types of teaching of English, such as English as a Second Language (ESL) or English as an Additional Language (EAL). The latter concepts are not the same and they should not be used in an undifferentiated way.

2.8 Eclecticism

There are many approaches throughout the development of this academic field, but the one that better adapts to different personalities, strategies, and learning styles of learners is the Eclectic approach. Kumar (2013) states that eclecticism refers to the approach of teaching and learning, which uses a mixture of various methods (as cited in Sani, 2017). The Eclectic approach has also been defined as pluralistic, coherent, and it uses a broad range of learning activities to deal with the different context and students involved in the process of learning a language. James and Bowman (1994) expressed that the eclectic approach is not refrained by the limits of single approaches that are inflexible in terms of activities to be employed or the theory to explain the complexity of the teaching context (Sani, 2017).

The principles of eclecticism according to Ali (1981), are that teachers get to select from different methodologies and techniques to teach in their classes, the approach is in itself flexible and versatile as teachers can adapt their lessons to their students, learners are experiencers of a wide variety of teaching tools to help them better understand the lessons and find original solutions to problems in the classroom (as cited in Sani, 2017).

For all the reasons cited above, eclecticism is the appropriate approach to be used in this investigation. The different authors coincide in the advantages of eclecticism and the good results its usage might produce on the learning of English.

2.9 Content-Based Instruction

Based on the multiplicity of the Eclectic approach it is possible to examine different views of the language theory and one of the approaches in relation to an adequate application of interests in the content of the English lessons is Content-Based Instruction (CBI), which was at first developed to be applied to Second Language Acquisition (SLA), but recently it has also been applied in EFL contexts as well.

Authors who are representatives of this approach, as for example, Richards and Rodgers (1999), consider that motivation in the learning of students is primarily encouraged when apprentices are not thinking about learning a language, but rather concentrate on finding solutions to problems, giving their opinions or expressing their thoughts. Additionally, Content-Based Instruction (CBI) is a focus on teaching through communication and using the language to learn it, not learning the language to use it.

Snow (1991), in reference to teaching and learning through content, defines content as the utilization of material from subject classes in Second Language Teaching (SLT), and that content could be selected by the students considering topics they like, or their interests, as well as the syllabus to learn in class. In this way, Content-Based Instruction allows to make use of topics or content such as the interests mentioned before, which are previously selected by the students in collaboration with their teachers, just as this investigation proposes to do.

The primary principles regarding CBI are using content subjects or topic-content subjects, building on the previous students' knowledge, using the language to learn, scaffolding, conveying personal or informational content that is of interest of the students, focusing on meaning, giving language support when needed, using authentic material or tasks and developing the communicative competence (Larsen-Freeman, 2000).

Larsen-Freeman (2003) agrees on the fact that Content-Based Instruction is useful and beneficial when it comes to equally learning about the language and about specific content or subject matters. Its implementation contributes to the teaching and learning of English in a significant way for all types of students and that is the reason why it is considered its appliance in this study.

2.10 Multiple Intelligences

Another of the approaches that is essential to this psychological view of learning is Multiple Intelligences (MI), and it is defined by Richards and Rodgers (1999) as a belief system or ideology that is based on learners and think of them as having multiple intelligences that should be considered by teachers in the educational system.

The developer of the Multiple Intelligences (MI) approach is Howard Gardner (1983) and he believed that students possessed more than one type of intelligence, hence his creation of the Multiple Intelligence approach. He proposed that in total there are seven (nowadays are at least 13) different intelligences and these are previously acquired talents or aptitudes that students bring into the classroom situation (as cited in Larsen-Freeman, 2003).

Another definition by Gardner and Hatch (1989) describe multiple intelligences as the process of evolution of living organisms over time, that developed as differentiated human resources of the mind or cognitive skills.

Gardner was certain that people had more than one type of intelligence, and this goes in correspondence with the proposal of individual differences and different learning styles and strategies. The model taken from Richards and Rodgers (1999) considers important the observation and identification of the multiple intelligences that exist, which are eight and are the following: 1) linguistic/verbal relates to a language ability to use it effectively and creatively, 2) logical/mathematical corresponds to thinking rationally, understanding abstract patterns and using numbers effectively, 3) visual/spatial is the ability to form mental models, pay attention to shapes, sizes, colors, and have a good orientation in space 4) musical/rhythmic is to have listening abilities and recognize tonal patterns, rhythm, pitch and melody, 5) bodily/kinesthetic is to be well-coordinated and to use the body to learn and solve problems 6) interpersonal means working well with others and understand their feelings, motivations, intentions, or temperaments, 7) intrapersonal is understanding oneself and have self-discipline 8) naturalist is to organize and comprehend natural patterns.

There is a wide spectrum of activities and possibilities to work with all these types of intelligences and realizing about them in a conscious way will make it easier to detect and evaluate through observation and practice in the students.

As mentioned before, interest is constantly present in language literacy, as for example, in relation to the seven key instructional criteria for designing and conducting instruction to support English language learners, elaborated by Enright and McCloskey (1988). They mention

that those criteria are the following: collaboration, purpose, student interest, previous experience, support, variety and integration.

In student interest, it is suggested to plan for activities to promote and make use of the interests of the students. Interesting learning activities either build on the interests that students bring to the classroom or create that interest as part of their design (Celce-Murcia, 1991). Multiple intelligences are related to interests, because those intelligences are part of the multiple strategies that children use in order to learn, and when teachers care about their students and further investigate about what they like or what are their preferred type of activities to do in class, they are considering their intelligences as well as their interests.

2.11 Children

The main participants in this study are children who study English, and because of that it is important to establish the limits of who children are. Childhood is referred to as the phase that encapsulates children from 5 to 12 years. In another classification made by Harmer, the ages of children are from 2 to 14 years old, young learners are considered to be from ages 5 to 9 (Harmer, 2010). The age of elementary school children, who are learning EFL, related to this study is 10 years old, because that would be the age that most of the students who are studying the 5th grade is.

Gesell (1946) studied the characteristics of children from five to ten years old, mentioning that by the age of eight, children are more skilled and prepared than before, organized, they like to be social with adults or other children, and inquire the world around them by making a lot of questions.

It is by the age of ten when girls and boys are more differentiated, because girls go into the pre-pubertal stage earlier than boys do. The transformations of this period include body, emotional and hormonal changes, and it is the transitional phase between children and little adults. In general, ten-year-old children are in good equilibrium, they are adaptive and their individuality is easily showing off now, they are considered to be pre-adolescents and they are relaxed and casual but also alert, their abilities, skills and perceptiveness of interpersonal relationships are better than they were in the previous years and a wide range of their personality traits are exhibited, they are more aware of their own persons, their clothes, and appearance. (Gesell, 1946).

Of course, that differences and particularities of the students could vary the characteristics from one another, but for a general reference, these are some of the most important features. The activities and tools to be implemented with learners have to bear in mind not only their interests, but the stage in life they are in, their age, their context and culture, their learning styles, their funds of knowledge and their level of proficiency in English.

In respect of the implementation of Foreign Languages in the Elementary School (FLES), it has been said that students of a language become more proficient learners by experiencing the language for long periods of time (Michel, 1967). So, it is natural to think that the younger the student is in contact with a foreign language, the easier it would be for him to learn and acquire it, and this also is in accordance with the theory of the critical period hypothesis in Second Language Learning (SLL). It is recommended that FLES continue to the next levels of education and does not just start and finish in elementary schools.

2.12 Action Research

In order to understand what action research is and where it came from, it is important to give some definitions about it first and prepare the ground by mentioning aspects of its background, including the origins of action research and why this method is the most appropriate for this study.

Research in education has different categories and one of them is applied research, within that category, one of the existing types is action research. Action research uses the research methodology to find solutions to a specific problem or to improve its practice, and there are three forms of it: individual, collaborative or schoolwide (Glanz, 2014). The form that will be used in this investigation is the first one.

Action research in education permits teachers to become investigators in their own classroom, because they are the most qualified professionals to think and create strategies to work with their own students in class, as well as to observe and analyze the results of applied strategies and modify them when necessary. This is in contrast to the approach of having an outside investigator try to bring a solution to specific problems that need to be addressed.

The concept action research started to be developed by Lewin in 1934, and he believed that research should not be separated from action and action should not be separated from research. Lewin was a social psychologist and because of that, he studied the social relationships of factory workers in the late 30's. His proposal upheld a social and active environment to increase the level of democratic participation, communication and cooperation of all employees, instead of autocratic coercion that was commonly endeavored through Taylorism or the practice of scientific management at the time. In the late 60's, Dewey and Lewin contributed to the founding of "action science", because they tried to unify science with practice; action science

refers to a model that includes both the scientific method and a social practice (Adelman, 1993). Thus, it closed the gap between theory and practice in scientific research, and later on in educational research as well.

The theory of action research has changed and evolved since it was first formalized, but it still continues to have active participation of the people involved in it, communication, sharing of ideas, identification of a problem and a continuous reflective attitude towards its formulation. Therefore, listed below are some definitions from different authors over the years to exemplify this.

Mills (1959) affirms that action research allows for reflective thought, dialogue exchange and decision making by everyone involved in collective research, because they are the ones who directly experience the problematic circumstances that surround them.

Action research consists of researching action through action in a systematic way. Kemmis and Wilkinson (1998) are the ones to include self-reflective spiral cycles in action research (as cited in Bell & Aldridge, 2014), which outlined the action research steps of planning, acting and observing, reflecting and planning again. Kemmins and McTaggart (1988) define action research as a self-reflective process.

Another definition comes from Bryman (2008), that action research is a type of research in which all the participants work together to diagnose a problem and find solutions to that problem. Action research makes use of observation in order to diagnose a problem and reflection to think of a solution to put into practice for solving the problem.

McNiff and Whitehead (2002) define action research as a form of researching in your own or with others, in a specific context where you work, by means of using self-reflection and action in your everyday practice.

There are many models described by different authors, such as Stringer (2008), Johnson (2008) and Mertler (2009) about action research, but they all have common elements to explain the action research process. The steps for action research are basically observing and questioning ourselves about what we do and how to do it better, then identifying a problem to be solved or investigated and making a diagnosis. The next step is reflecting upon the problem in order to develop a strategy or plan to address it, then designing or developing the plan and implementing the plan of action. The step that follows is monitoring or reflecting again about the process realized, then making changes or adapting the plan according to previous observations and results. Finally, it is important to share the results with other people or peers to analyze and reflect on the work done; yet the process can repeat itself for better results and practices.

Similarly, and in more recent years, Alidou and Glanz (2015) refer that the action research process has six main cyclic steps which are reflection, planning, testing and monitoring, evaluating, communicating results, and modifying practice if results are not satisfactory. It can be observed by this, that the idea of action research is always renewing, as different authors take the original idea or the idea modified by other authors and make it their own, with the corresponding adaptations of it.

The context of this investigation is an educative setting in which teachers and students are involved, and where teachers' practice is constantly being challenged by problems encountered within the classroom; that is one of the reasons why research in education was established in the first place.

As a conclusion for this second chapter, the literature review was outlined and deeply described, following the line that connects all of those investigations with the present study. Another important element that was widely discussed and organized in a way that the concepts were correlated between them and clearly outlined, was the theoretical framework. The latter was separated in its primary components, going from the most general aspects of theory, using a psychological approach, to the more specific attributes of language theory.

Chapter 3. Methodology

In the third chapter, one of the necessary questions that needs to be asked for developing this study and selecting the methodology to be used in it is, why action research? In order to answer this question, the context needs to be considered. This investigation is situated in an educative context in which teachers and students are involved, and where teachers' practice is constantly being challenged by problems encountered within the classroom; that is one of the reasons why research in education was established in the first place.

The main objective of this investigation is to analyze the relationship between interests and learning in children who are students of EFL in a public school of Nuevo León, Mexico. In order to do this, the study intends to discover what the interests of the students in EFL classes are, what they find difficult about the English classes, whether adapting lesson plans that integrate the interests of the students make a difference in their motivation to learn English, and how feasible it is to include these adaptations in the classroom.

All of these questions and objectives are to be dealt with through an implementation of an action research project, based on Lewin's model (1946) and his original steps, which are the following: identifying a general or initial idea, recognizing or fact finding, planning, taking first action step, evaluation, amending plan, taking second action step, evaluation, amending plan, and so on (as cited in Latorre, 2003).

3.1 Redrawing Research Questions

In order to answer to the questions about what the relationship between interests and learning is. It is of paramount importance to consider the context of the participants, these

children are 10-year-olds who study English as a Foreign Language in a public elementary school of Nuevo León, Mexico. Before answering this question, two more questions need to be established, and these are the following: what are the interests of the aforementioned children that present learning difficulties in English as a Foreign Language? and what are the learning difficulties of those English as a Foreign Language children that impede them to learn the language?

The first, second and third questions involve discovering the interests of the students, their learning difficulties and the relationship between interests and learning. These questions will be answered by first observing a 5th grade English as a Foreign Language class, and selecting two children who have learning difficulties, according to the observations that will be made. Then, the questionnaires about interests will be hand out and explained by the researcher, so the children can answer these questionnaires, and in this way the interests of the students will be investigated and analyzed.

Only after finding out the interests of the students, it can be investigated if there is a relationship between interests and learning, or not. The following question, which consist of thinking about what the requirements and procedures to prepare and adapt the lesson plan are, is related to the design of the action research project. It is basically necessary to analyze the answers in the questionnaires about interests, and create interests' categories that will be later used as the main topics or content to adapt the lesson plans of several EFL classes in the selected 5th grade group.

After implementing the action research project and reflecting about it, it will be possible to answer the last two questions, which are to discover how interests are related to motivation and engagement in learning, and what the benefits and drawbacks of this investigation are.

3.2 Design of Action Research Project

This study is based on the various studies of Bahous, Nola and Nabhani (2011), Biricik and Özkan (2012), Yusimah and Amjah (2014), Flowerday and Shell (2015), Kayalar and Ari (2017), Kusmaryati and Amertaningrum (2017), because in all of these studies, it was found that a qualitative study with mixed methods was used for the design of the investigations they pursued.

The most common instruments that were applied in these investigations consisted of questionnaires or surveys, and taking notes in order to collect and interpret data. These designs and instruments are the most appropriate to be used for this investigation as well, because of the time frame it is required for the action research project to be implemented, which is only a couple of months to collect data, adapt lesson plans, prepare and teach classes, and interpret data.

In order to begin the designing of the action research project for the present investigation, the 10 articles that were included as the content for the literature review in this class have been analyzed. Out of the 10 articles, 6 include aspects that are relevant and could be adapted to the development of the action research project for the next semester.

One article that is really important is from Bahous, Nola and Nabhani (2011), they investigated about motivation in the EFL classroom. The methodology they used consisted of a qualitative and exploratory study, and the research design was qualitative, the mixed methods type. The data collecting tools were questionnaires, semi structured interviews, notes, informal audio-recordings and transcripts of students and teachers. All of these instruments were analyzed, finding patters in the answers from the questionnaires, interviews and notes, about the motivation of EFL students.

The article of Biricik and Özkan (2012) focused on the role of the teacher in preschool education. The study was a qualitative and descriptive study, and the instruments to gather data consisted of observation notes, video recordings, interviews and questionnaires. Triangulation was used in this investigation in order to validate it, through regular observation notes, video recordings, interviews and questionnaires.

And the other investigations that include little aspects that are considered for the present action research project are the ones from Nummenmaa and Nummenmaa (2008), Yusimah and Amjah (2014), Kayalar and Ari (2017), and Kusmaryati and Amertaningrum (2017). They all used questionnaires or interviews as part of their data gathering techniques. More specifically, in Nummenmaa and Nummenmaa (2008), the idea of measuring interests before, during, and after the courses is of relevance; in Yusimah and Amjah (2017), teachers and students were both considered for the questionnaires.

For the present action research project, the two most relevant investigations in which the creation of the research design will be based are Bahous, Nola and Nabhani (2011), and Biricik and Özkan (2012). From the first one, the use of questionnaires, interviews, notes and transcripts to analyze the information and find patterns in the answers are consistent with the data gathering techniques that are proposed for this action research project; in other words, the first three instruments are used as well, which are the questionnaire about interests, informal interviews, and observation notes of the students' behavior in the EFL classes. The difference is that in the investigation of Bahous, Nola and Nabhani (2011), they are researching about motivation, but in this study, it is attempted to research about interests and learning.

And from the second mentioned investigation, the use of triangulation to validate the study is something it was considered as well for this action research project, the data gathering

techniques also include in both cases observation of classes, observation notes, interviews and questionnaires, the only data collection tool that is different is the video recordings of all of the classes, because children are not allowed to record in Mexico, it is really difficult to get the authorization in order to do so, so this practice will be replaced with filling out observation forms, participation rubrics, student behavior observation forms, teacher surveys and photographs of the students' work.

Although the selected investigations to be analyzed for the construction of the research design have things in common and aspects that are different from this action research project, the aspects that are modified are for example the video-recording element, and the lesson plan modifications that are not considered in neither of the investigations.

The design of this investigation is an action research project, following the action research steps of observing, reflecting and planning. These other investigations function as guidelines about what a finished work looks like, and after analyzing the answers of the children from the questionnaire about interests, a classification of the most important interests will be made, taking also in consideration the particular interests of 2 selected students to be observed in every class, to see if there is an improvement in their behavior, participation and their performance in the English classes. This will be performed and finished in the next semester.

3.3 Participants

The participants in this study are the students in a primary school level English class from the public sector. A total of 29 students will participate in the collection of data, but mainly 2 participants will be considered in order to deeply analyze the relationship between interests and

learning. There is also one English instructor and one practitioner researcher involved in the study. The students are currently studying 5th grade in a public school situated in Nuevo León, Mexico.

3.4 Instruments

The instruments that will be used are based on the concept of triangulation, which brings balance to an action research study, because the data collection is made up of observation, interviews and artifacts. The data collection tools are the following: note-taking from the observation category, questionnaires and interviews from the interview category, and student work from the artifact category (Carr & Kalmbach, 2010).

The data collection tools that will be used are adapted from what the previous researches propose in order to investigate about interests, learning and motivation. It could not be found in the digital libraries from the Autonomous University of Nuevo León and the University of Sherbrooke, a questionnaire that specifically inquired about the interests of children who are learning English as a Foreign Language. Because of that, a new questionnaire has been developed considering the wide spectrum of what an interest is, and adapted to the characteristics of the participants of the study, which are elementary school children.

A questionnaire of children interests has been designed, and in order to validate it, a pilot project will be performed. First, the questionnaire needs to be validated by different professors from the university, and changes are to be performed accordingly to their suggestions. Then, the pilot project will be implemented by the researcher, as a validation process of the questions. The validation process consists of two 10-year-old children, who will be given the instructions to

read and answer the questionnaire about their interests. This action will attest if the questions are understood by 10-year-old children, who later will be the participants for this study.

3.5 Data Collection Tools

The data collection tools are observations and taking notes from these observations and rubrics, the specific formats to be used are class observation forms, student behavior observation forms and student participation rubrics. Also, questionnaire formats and interviews will be prepared, like the questionnaires about interests, which are first to be piloted. And finally, artifacts or student work will be collected in the form of photographs after the English classes.

The procedure for the action research project begins by finding a school and obtaining a signed permission by the school in order to be able to begin the action research project in an elementary school from Nuevo León, Mexico (see appendix H, image H1). After that, the next thing to do is observing an EFL class, from a selected 5th grade group in the mentioned school, in order to select only 2 students from the group who are continuously distracted, not working, not participating, or not fully paying attention to the English class. The English instructor will give the class as it is normally given, and the researcher will observe the class for 50 minutes and take notes in a Class Observation Form (see appendix B). After having selected the 2 targeted students, the researcher will contact the parent or tutor of each of the students to ask them to sign a Permission Letter (see appendix A for the Spanish version), in order to have the ethical permission to work with the information provided by these children in the EFL class.

The next class, once again the English instructor will give the class to the students, and the researcher will observe the behaviors and level of participation of the 2 targeted students who

were previously selected the day before. The researcher will observe for 50 minutes and take notes in a Student Behavior Observation Form (see appendix C) and fill out a Student Participation Rubric (see appendix D) for each of the two targeted students. These observations and rubrics are chosen to keep a record on the normal behaviors and actions that the targeted students exhibit during an English class, previous to the implementation of the action research project.

Additionally, the English instructor will be interviewed to answer a survey about how did the targeted students work in the English classes during the previous month. The researcher will make the questions of the Teacher Survey of Student Performance (see appendix E) to the English instructor and the English instructor will answer them.

The following procedure functions as an anticipatory set to the administration of the questionnaires about interests (see appendix F for the English version, and appendix G for the Spanish version), with the intention to improve the understanding of the 5th grade children about what interests are. Children will brainstorm to the class about what an interest is to them, what are some examples of interests, and together as a group, they will make a concept map on the whiteboard, before answering the questionnaires about interests. A photograph of the concept map will be taken to be kept as evidence.

Afterwards, the questionnaires will be distributed to the complete 5th grade group of children, with the purpose of learning about the interests of all students, and to not single out the selected students who are the main participants of this investigation.

Once the questionnaires are collected, the answers of all the students will be analyzed, but particularly, the answers of the selected students will be regarded primarily to adapt the

following lesson plans for the EFL classes. In order to have specific evidence for selecting the two children who have the most learning difficulties in the EFL classes, photographs of their student work will be taken to be kept as evidence. These two students will be informally interviewed to learn more about which activities, from the range of activities they normally perform in an English class, are the ones that they have most difficulty with.

3.6 Data Analysis

After collecting the data from all the questionnaires, the researcher will analyze the answers of the children through representing all of the answers in graphs, to find out what the most recurrent interests of that particular group of children are, and subsequently, to create categories of their interests.

The following action is that the researcher will adapt a couple of lesson plans, mainly taking into consideration the particular interests of the 2 children with learning difficulties, as well as the most popular interests of the class, to teach them accordingly. Next, the researcher will give the adapted English classes to the group, and the English teacher will observe and take notes on the targeted students about their participation and performance in class.

These notes will help to keep a daily record on the progress of the students, as well as provide a record of the impressions of the teacher that will permit the researcher to reflect on the work done by the students. Similarly, the students' assignments will be collected and examined by the researcher, looking for signs that show evidence of greater interest displayed by the children who have learning difficulties in English, and photographs will be taken too to be kept

as evidence. With these actions, it is intended to draw a comparison of the student work before the classes, and when the lesson plans are adapted in accordance to the interests of the students.

The process of collecting data to be analyzed will take place during three different moments or stages in this action research project, that is, before, during, and after the classroom interventions.

The first moment functions as a preceding stage, where data is collected through the interest questionnaires to be answered by the students. The data analysis consists of organizing the collected information, in other words, the interests of the students, in a way that patterns of the main interests of these students are recognized to be considered for the following step.

After that, analyzed data from the questionnaires will be organized in a way that three lesson plans are designed, considering the interests of the 2 targeted participants. Additionally, during the English classes, the teacher will observe and take notes of the targeted students' participation in the classroom. This data will also be reflected upon and analyzed, to reinforce the adaptation and presentation of the following classes.

The third moment is a final stage, where student work is contrasted before and after the adapted classes are presented to the groups of students. It is worth mentioning that student work will be collected at the end of each class, but data will be analyzed to look for relationships between the observed increased participation of the targeted students and the student assignments, before, during, and after adapting the English classes.

The model of data analysis selected for this action research project is based on Carr and Kalmbach's (2010) guidelines to data analysis and interpretation of the collected data. Planning data collection and data analysis is not meant to be a finished work, but instead every now and

then, reflecting on the observed changes, rereading, aligning the study to the research questions and objectives and making modifications whenever they are needed.

3.7 Validity and Reliability

For the instruments of the action research project that have been described beforehand, reliability, validity and objectivity are required elements to be considered, to make sure that the study is consistent with an unbiased view. Reliability is the extent to which an instrument objectively produces trustworthy results, regardless of its application in different times in a specific context. Validity refers to the degree by which an instrument actually measures what it claims to measure.

In action research, some of the elements that need to be present during the application of the instruments, are ongoing observation, critical thinking, constant reflection, and data triangulation. Moreover, in the event of case studies, for example, to assure reliability and validity of the instruments that will be applied, it is important to have a global perspective of the collected data, a detailed description of the situations that take place during the application of the instruments, and the objectivity of different people involved in the investigation, such as teachers, peers, and academic advisors.

The validity and reliability in this study are successfully achieved, because this project is constructed by an investigator, which also seeks advice from different teachers and tutors from the university, as well as comments and reflections from outside readers in biannual colloquiums.

3.8 Researcher Role

The role of the researcher in this action research project, is to observe and participate in the classroom dynamics of the English class, to fully communicate with all of the participants of the investigation, who are the school principal, teachers, students, parents, and son on. Furthermore, the role of the researcher is to reflect, reconsider, analyze, evaluate and reevaluate the steps of the action research project, and the actions to be performed subsequently.

Learning about the interests of the students in a classroom is highly beneficial for teachers to prepare their classes, because interests are closely connected to the intrinsic motivation of students. Further research in this area is required to better understand the relationship between interests and learning in different contexts of language teaching.

3.9 Limitations and Ethics

The limitations of this study include a short period of time to prepare and adapt the lesson plans to teach English classes according to the interests of the students who present difficulties; and for that reason, outcomes may not result too meaningful. For future work and investigation, it is recommended to adapt lesson plans for two or three months at least, because learning is a gradual process and it does not take place overnight.

Another important aspect to be considered for this investigation are the ethical issues. Carr and Kalmbach (2010) recommend examining the level of informed consent that your action research project has and provide general guidelines to help researchers in making decisions to tackle this problem.

In general, if your action research project will be published or made public, if the collected data involves revealing vulnerable aspects of some students, if you plan on taking pictures, video-taping or audio-taping; it is necessary to have a written consent form signed by the school, district and parents, and a verbal approval from the students (Carr & Kalmbach, 2010). If your action research project lacks of consent from any of these parties, it is not possible to collect information.

The written permission needs to include a description of the objectives and activities to be performed, the strategies to be implemented, the reasons why the investigation is being made in the first place, a confidentiality clause, and so on. It should also always be thoroughly explained in a courteous manner and the writing of the document ought to be in the recipients' native language, for them to have a better understanding of the process.

To conclude this third chapter, it must be acknowledged the importance of designing the action research project, aligned with the objectives and action research questions first established in the first chapter. A general description of the context, participants, instruments, data collection tools, procedure, and data analysis were detailed, as well as the validity and reliability, the role of the investigator, ethics and limitations of the study.

Chapter 4. Results and Analysis of the Didactic Proposal

In this fourth chapter, the results for the application of the first instruments will be presented, as well as an analysis of the same. The data collection tools that were selected for this study are related to the questions and objectives that were proposed to solve and accomplish at the beginning of this action research project proposal.

In order to answer to the questions of “what is the relationship between the interests of students and their learning of English as a Foreign Language of 10-year-old children learners that study in a public elementary school of Nuevo León, Mexico?” and “what are the interests of the aforementioned children learners that present difficulties in learning the English as a Foreign Language?”, it was of fundamental importance to investigate about the interests of the students through the questionnaire about interests. After finding out the interests of the students, it can be investigated if there is a relationship between interests and learning.

With the purpose of answering the question of “what are the learning difficulties of those English as a Foreign Language children learners that impede them to learn the language?” and also the question about the relationship between interests and learning, it is necessary to investigate about what the learning difficulties of the EFL students are, and this will be done through observations and interviews.

Out of the answers from the questionnaire about interests (see appendix H, images H11 to H68), it was found out that in the 5th grade group with a total of 29 students, 17 girls and 12 boys, 17 out of 17 girls mentioned the word “play” in their answers, and 11 out of 12 boys mentioned the word “play” in their answers. Only 1 out of 12 boys did not mention the word “play”, as it is represented in Figure 1. This is relevant to the study, because 28 out of the 29 children mentioned something play-related within their interests, it was a common answer to be

found in their questionnaires, and it is important because it is something very appealing to their age and non-gender associated.

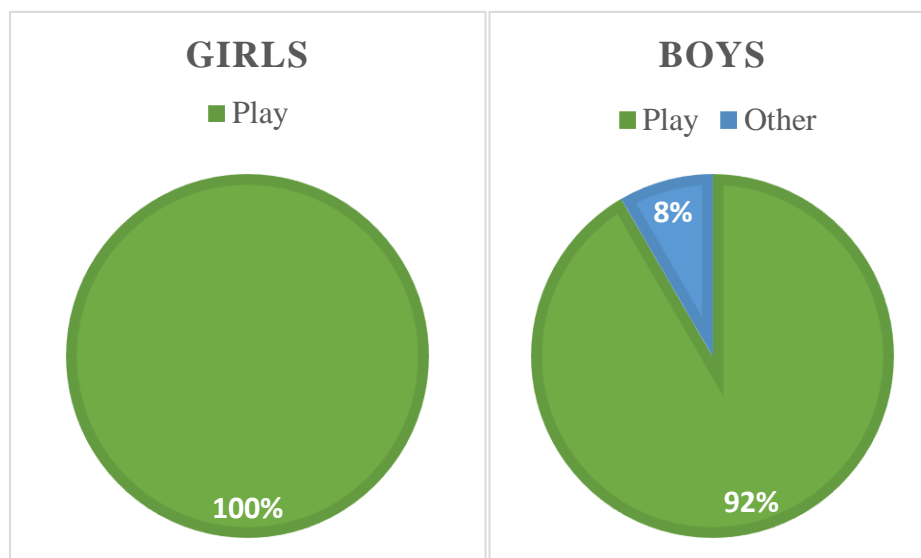


Figure 1. “Play” category.

The two important main categories that were found, were physical activities and videogames. This information is relevant to this investigation, because the whole group, as well as the targeted students that had learning difficulties in the EFL classes enjoy these topics, and in theory, are intrinsically motivated towards them. The lesson plans that will be created will consider physical activities and videogames as the topics for the Content-Based Instruction activities that will be adapted for this group.

In Figure 2, for the first category, 17 out of 17 girls wrote about liking physical activities in their answers, and 10 out of 12 boys wrote about liking physical activities in their answers. Only 2 out of 12 boys wrote different answers. All of the girls liked physical activities and almost all of the boys liked physical activities.

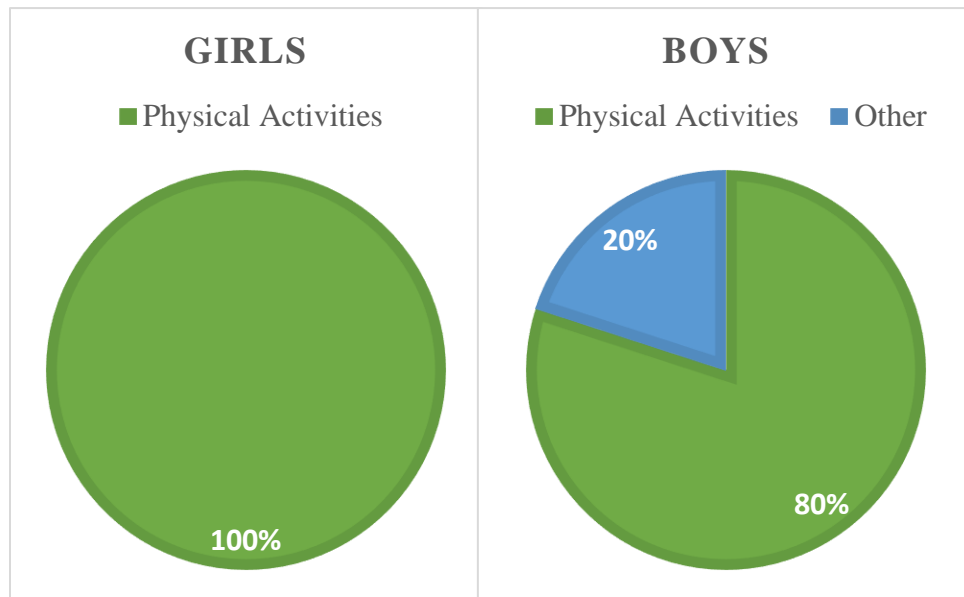


Figure 2. “Physical activities” category.

In Figure 3, for the second category, 9 out of 17 girls wrote about liking videogames in their answers, and 8 out of 17 girls wrote different answers. 12 out of 12 boys wrote about liking videogames in their answers. Less than half of the girls mentioned videogames as part of their interests, and all of the boys included videogames in the answers about their interests.

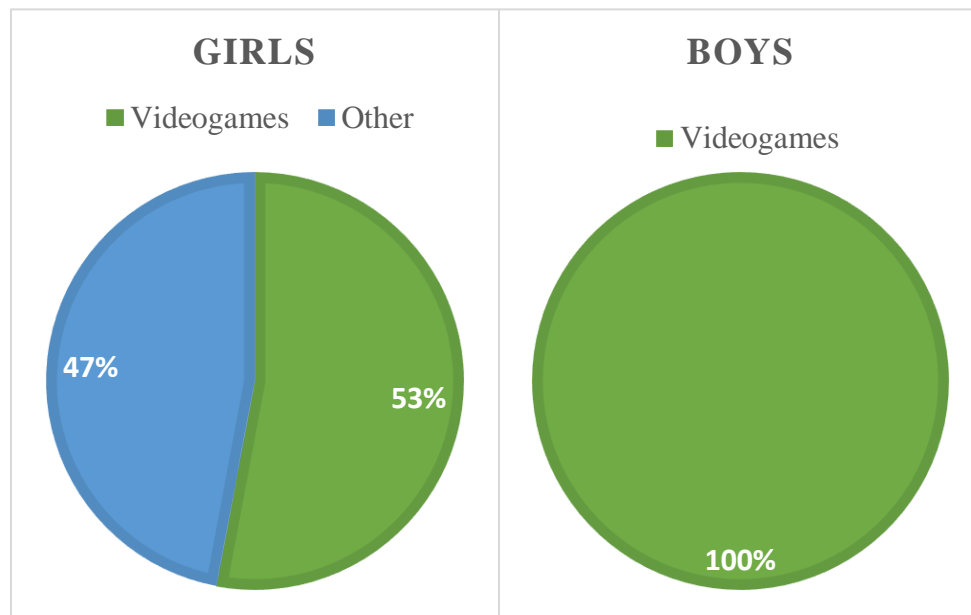


Figure 3. “Videogames” category.

The specific categories about interests are separated between boys and girls. This separation is made, because it is important for this study to understand the reason why the 2 targeted students that were selected were boys, in a group with girls were a majority. In order to understand about this matter, a graph to compare the interests of girls and boys was realized.

As it is shown in Figure 4, from the 17 girls, a 65% liked Soy Luna (TV show), an 11% liked Free Fire (videogame), a 6% liked Minecraft (videogame), a 6% liked Fortnite (videogame), a 6% liked Shakira (singer) and a 6% liked Victorious (TV show). And from the 12 boys, a 33% liked Free Fire (videogame), a 33% liked Fortnite (videogame), a 7% liked Five Nights at Freddy's (videogame), a 7% liked Naruto (anime), a 7% liked Spiderman (movie) and a 7% liked Resident Evil (videogame). This percentages show that boys and girls have some affinities in their answers, they both like to play, physical activities and less than half of the girl like videogames; the latter differs, because all of the boys like videogames.

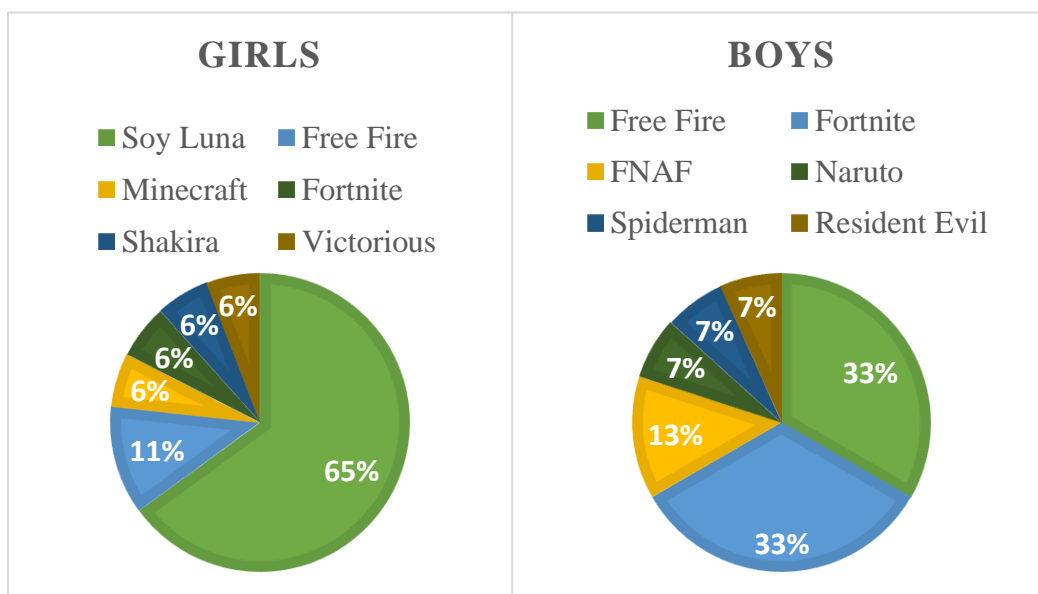


Figure 4. Specific interests' categories.

Finally, in Figure 5, it can be shown that more than half of the girls liked Soy Luna. It was the most repeated specific category found in the group, but it was more related to girls than boys, and since the 2 targeted students were boys, the two videogames that were the most repeated in the answers and were as well mentioned in the answers of the targeted students were Free Fire and Fortnite. Free Fire and Fortnite are both survival action videogames, that can be played at a cellphone or tablet, and where the intention of the game is to kill and survive in battles, quests, and other settings.

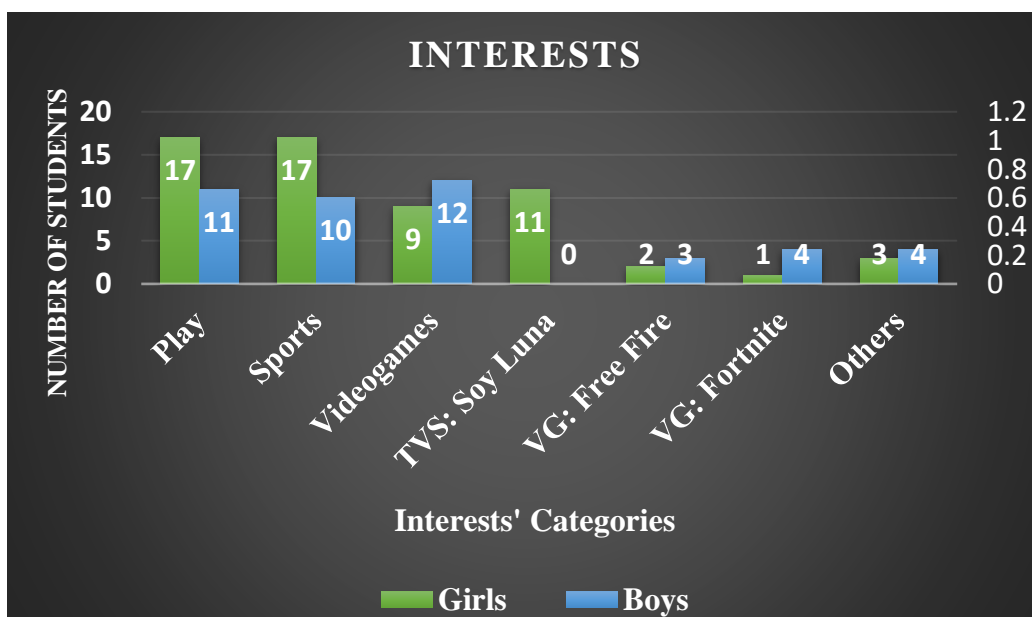


Figure 5. Comparison of interests' categories.

One speculation to be made out of these results, is that it is possible that the targeted boys who are more easily distracted and are not as prone to work passively and quietly in their English classes, also feel more attracted to games where physical violence is more present, and subsequently, copy part of the behaviors from the games they like into the classes.

4.1 Conclusions of the Didactic Proposal

Overall, in this section it has been established an alignment between the objectives of this investigation, the research questions to be answered, and the methodology to be carried out in the form of an action research project.

The first question and objective, which relate to a description of the learning difficulties of children who are learning EFL in a public school of Nuevo León, Mexico, is answered through a general class observation, specific student behavior observations, and participation rubrics of two selected students with learning difficulties in a 5th grade group from a public school where EFL classes were given. The learning difficulties observed were caused by some students willingly not working, not paying attention to the class, not listening to instructions given by the teacher, distracting with their surroundings, not participating and talking with others.

To answer the second and third questions and objectives, it was investigated through a questionnaire about interests, what the interests of children from a 5th grade group class were, and an analysis of the answers of the students found out that all of them except one mentioned the word “play” in their answers, as part of their interests. A further analysis of the answers formulated the general interest categories of physical activities and videogames, and the specific main categories of Soy Luna (TV Show), Free Fire (videogame) and Fortnite (videogame), as well as sports in general.

The fourth and fifth questions are answered in the following chapters, after the implementation of the action research project. As mentioned before, it consists on adapting the English lesson plans and using the children interests, observing and taking photographs of the students work. The objective is to find out if by using the interests of students, the children who

are not as participating and attentive in class will pay more attention, participate and work in order to learn the English language.

The design for this research project has been developed to meet the objectives of the study. The research tools that will be used in this investigation have been described, they are mainly questionnaires, informal interviews, observations, taking notes and student work.

The context and participants have been outlined. The context is a public elementary school in Nuevo León, Mexico, and the participants are the English teacher, researcher, and 2 targeted students who are studying English in 3rd/4th and 5th grades, and have difficulties with English learning. The data analysis has been described, and the importance of ethics has been discussed as well. The reliability and validity elements have been described, the role of the researcher in this investigation has been clarified, and the limitations of the study have been considered for future work to be performed. All of these important elements have to be considered when constructing the framework and methodology of an action research project.

Chapter 5. Action Research Project

In this fifth chapter, an action research proposal will be designed in order to include the interests of the selected students into the EFL classes, with the purpose of stimulating the funds of knowledge and prior knowledge of the mentioned students. Through this action, it is aimed to motivate and promote the learning of English in Basic Education in a more significant and meaningful way.

A total of 3 lesson plans will be adapted combining in one hand, the interests' categories of playing, sports or physical activities, videogames, and in the other, the NEPBE's curriculum content. According to the curricular map for Basic Education of 2011, the English language is considered the second language to be learned by all of the students, and it is situated under the curricular standard of Language and Communication (PNIEB, 2011).

It is important to acknowledge here the purpose of the NEPBE in Cycle 3 in Basic Education, which is "for students to develop specific competencies particular to social practices of the language that enable them, through the interaction with oral and written texts, to understand and use English to carry out simple, everyday communicative activities about Familiar and community, Literary and ludic, and Academic and educational environments" (PNIEB, 2011).

To this extent, the curriculum thematic content is in correspondence with the objectives and activities that are described in the Syllabus Cycle 3 from the previously mentioned program, specifically at the 5th grade elementary school level. The social practices of the language that are considered for the following lesson plans are to participate in commercial transactions, and to read stories and legends aloud (PNIEB, 2011). In the same way, the competences and practices from the NEPBE's curriculum are based on the characteristics described in the level A1 from the Common European Framework of Reference for Languages.

Thus, there is a triangulation between the interests' categories to be employed, the NEPBE's curriculum with the thematic English content and activities to be performed, and the Common European Framework of Reference for Languages, level A1, also known as Basic User (Council of Europe, 2001).

On a final note, the main concepts that were underlined in the literature review chapter will be taken up, in order to explain their influence in the design of this project. First, the psychological elements, and then the ones related to language. The general idea is to motivate students through the usage of interests to produce learning of EFL, the connection between motivation and interests is explained by the latter being a subdivision from the other, in other words, an interest is a type of intrinsic motivation.

This study is focused on a learner-centered classroom, because although the teacher-student relationship is important too, the intention is to create an environment in which students can go from dependent to independent learners, by using techniques such as scaffolding the students when necessary, but doing it less and less each time.

Another concept relevant at this point is Krashen's affective filter, because the group of students with which this project is performed has no previous connection or relationship with the researcher. This can result in difficulties at the beginning of the classes, because of negative emotions taken place by the group of students, and thus, affecting their attention in class and learning.

Following the line of a learner-centered classroom, individual differences should be taken into account. And if we consider the answers from the questionnaires about interests that the students filled out, valuable information can be drawn from it; for example, their interests, learning

difficulties, the activities that they like or do not like doing during in class, and their feelings before, during and after the English classes. But although there are differences, there are similarities too, in their interests and the categories developed of physical activities and videogames.

For the language perspective, an eclectic approach was selected because it is the one that fits more with the different learning styles of the students, because some of them may like working with others, and some of them may like to work on their own. But in spite of all the differences, there is a class to be taught, and content to be learned.

That is why, the Content-Based Instruction (CBI) and the Multiple Intelligences (MI) methodologies were selected. The first one integrates the various topics, or interests, that could be discovered in the different groups of students, their background knowledge, experiences, and the English content too. While the second one deals with the different types of intelligences, trying to integrate as much as possible activities that include visual, audio-visual, linguistic, logical, or kinesthetic elements, in every class. But as a whole, all of these elements and more are to be considered before designing the action research proposal.

5.1 Model by Competencies for the Curriculum Design

Besides the methodology of Action Research, this project is based on the curriculum model by competencies. The Real Academia Española defines a competence in the following terms: "incumbencia, pericia, aptitud e idoneidad para hacer algo o intervenir en un asunto determinado (RAE, 2009). The competencies in education are achieved when students are able to develop a broader sense of knowledge in a determined area. In this case, referring to an EFL context, the

competencies build up opportunities for the students to know about the language, do with the language, be with the language, and interact with others in the language.

In an Action Research Project, following Lewin's model, as well as the curricular components following a competencies model, teachers and students are the main participants that will work together in order to achieve the competencies previously designed to them. Particularly speaking, in this project, the students are the protagonists of this investigation, they are the ones who are required to do their part, and not only the teachers involved in their learning.

The interests of the students function as different thematic or topics to include in the lesson plans for the EFL classes that will be presented to them. The idea to include the interests of the students comes from different perspectives in psychology where interests are viewed as a type of intrinsic motivation. In other words, by using the interests of the students and including them in the EFL classes, it is expected that they will be more intrinsically motivated to learn the English language.

The competencies that were developed for designing this project, are based on the students' needs, as they were observed in the English classes, with the intention of discovering the learning difficulties of the students and their behavior during the classes. The classes will contain a mixture between the content from the NEPBE program and the interest's categories of the students. Students are expected to develop the required competencies for them to know about the language, be in the language, do with the language and interact socially with the language. These are the main foundations which set the ground the model by competencies.

5.2 Action Research Proposal

General Objective

- To carry out different activities related to characters, products and stories in the English as a Foreign Language classes, in order to develop the four language skills of listening, speaking, reading and writing, as well as to get acquainted with the English language and its culture.

Specific Objectives

- To describe the physical aspects of a character, using previously learned vocabulary and the Present Simple tense, in written and oral forms.
- To create an advertisement related to a product of their choice, where they can describe the elements, specifications, conditions, and how to obtain the product, in written and oral forms.
- To recognize the elements of a story and WH questions to answer questions about a story, as well as to complete graphic organizers.

5.3 Contents of the Action Research Proposal

The following areas will be integrated for the design of the lesson plans, as it is detailed in Table 1, the NEBPE's curricular content, and the discovered interests' categories from the questionnaire about interests answered by the students; also, a brief description about the lesson plan activities will be presented.

Table 1. Contents of the Action Research proposal.

Competences	NEBPE's Content	Interests Categories	Lesson Plan Activities	Description
To describe the physical aspects of a character, using previously learned vocabulary and the Present Simple tense, in written and oral forms.	<i>Adjectives:</i> Present Simple. Speaking and Writing skills.	Videogames (Free Fire, Fortnite) and Soap Opera (Soy Luna).	Let's describe a character! What does your character look like?	<ol style="list-style-type: none"> 1. To write sentences to describe different characters using the present simple tense. 2. To portray orally their favorite characters to other classmates.
To create and advertisement related to a product of their choice, where they can describe the elements, specifications, conditions, and how to obtain the product, in written and oral forms.	<i>Advertisements:</i> Nouns, adjectives, elements of an ad. Reading and Writing skills.	Videogames (Free Fire, Fortnite), Soap Opera (Soy Luna), and Sports.	What an ad! What product are you selling?	<ol style="list-style-type: none"> 1. To create an advertisement with its elements. 2. To read their advertisements to other classmates.
To recognize the elements of a story and WH questions to answer questions about a story, as well as to complete graphic organizers.	<i>Stories:</i> Nouns, adjectives, WH questions, elements of a story. Listening and Writing skills.	Physical Activities and Sports.	Let's remember story facts! Sports story mind map.	<ol style="list-style-type: none"> 1. To listen to a sports story and identify the elements of the story. 2. To complete a graphic organizer about the elements of the story.

5.4 Description of the Contents of the Action Research Proposal

Title #1: Let's describe a character!

First, a review of colors and adjectives vocabulary will be introduced to the class. A model of description using Present Simple as well as the adjectives will be presented to the class and written on the board. Then, different worksheets of their favorite characters will be given to all of the students for them to color and paste on their notebooks. Finally, the students will write 3-4 sentences on their notebooks to describe the characters. They will share their descriptions with another classmate.

Title #2: What an ad!

First, a review of advertisements products and elements of an advertisement will be introduced to the class. A model of advertisement will be presented to them on the board. Then, worksheets (laptops, cellphones, TVs) will be given to all of the students for them to create an advertisement about a product of their choice, including name, description, characteristics, address, price, condition and contact information to sell the product. Finally, the students will share their advertisement with another classmate.

Title #3: Let's remember story facts!

First, the students will listen to the sports story, following illustrations pasted on the board to them. Then, questions about the elements of the story will be asked to them and they will respond orally. Finally, they will complete on their notebooks a graphic organizer including the elements of the story previously discussed about in the group.

5.5 Lesson Plans for the Action Research Proposal

In the following pages, the lesson plans which include the discovered interests' categories of the students will be presented.

In general terms, the first lesson plan consists of using adjectives to physically describe the favorite characters of the students, the characters belong to the videogames and TV shows mentioned in the questionnaire about interests of the students, that is to say, characters from Free Fire, Fortnite and Soy Luna. The focus of the language includes colors vocabulary, appearance adjectives, and sentences in present simple to talk about physical description.

The second lesson plan refers to the creation of an advertisement, to sell a product of their choice from the videogames and sports categories of interests, including the elements of an advertisement such as name of the product, condition, description, address and contact information of the seller. The focus of the language includes products and advertisements vocabulary, media for advertisements, and products with elements of advertisement.

And finally, the third lesson plan is based on the recognition of the elements and parts of a story, the selected story is from a Peppa Pig's book, which has an audio version and talks about sports, the latter is a category that was also relevant to the interests of the students in this group. The focus of the language includes parts of a story vocabulary, vocabulary from the story, and WH questions (what, when, where, who).

Table 2. Lesson plan 1.

Date: March, 2018	
Teacher: Ms. Trejo	
<ul style="list-style-type: none"> ▪ Title (Unit): Describing my character. ▪ Grade (Level): A1 Students / 5th Grade Elementary School ▪ Lesson Focus: Adjectives, using present simple. Speaking and Writing. ▪ Objectives (<i>vocabulary goals, grammar goals, communicative goals</i>): <ul style="list-style-type: none"> - Students will be able to learn adjectives vocabulary (colors, physical description). - Students will be able to use the present simple in sentences to describe characters. - Students will be able to describe their favorite characters orally. 	
<ul style="list-style-type: none"> ▪ Key Expressions: <i>Students will focus on using the following language:</i> <ol style="list-style-type: none"> 1. Colors vocabulary. 2. Appearance adjectives. 3. Sentences in present simple to talk about physical description. ▪ Materials: <ul style="list-style-type: none"> ➤ Colors. ➤ Colors and characters worksheets. ➤ Character images (from Free Fire, Fortnite and Soy Luna). ➤ Notebooks. ➤ Whiteboard. ➤ Markers. ➤ School supplies (pencil, colors, eraser, sharpener, scissors, glue). 	

Procedure	Details
Presentation:	First, using the whiteboard and the classroom, the colors and adjectives vocabulary will be reviewed.

<p>Introduction of Content and Language</p> <p><i>Describe activities that will introduce students to new language, or activities that will refresh the language for a review.</i></p> <p>(Time: ') 10 mins.</p>	<p>Afterwards, colors worksheets will be given to all of the students, for them to find the name of the colors in a word puzzle and to unscramble the name of the colors. If students have questions about how to answer the worksheets, they will be clarified. When the students finish this introductory activity, they will paste the worksheet on their notebooks.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Colors vocabulary. → Linking colors with their names. → Writing the names of the colors correctly. <p>*All the class will be spoken in English.</p>
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Procedure	Details
<p>Practice:</p> <p>Students begin to work with language.</p> <p><i>Describe the activities that show how the students will apply the language personally, or describe how students will practice with previously review language (Brown, 2018)</i></p> <p>(Time '): 15 min.</p>	<p>Let's describe a character!</p> <p>Using characters worksheets from different videogames and TV shows (Free Fire, Fortnite, Soy Luna), a review of physical description adjectives will be presented (boy, girl, tall, short, strong, weak, beautiful, handsome, thin, fat, and so on). The children will repeat the structure to describe the characters (e.g. she is beautiful, he is tall and strong), the adjectives will be written on the board for the students to see and base on.</p> <p>Next, the images of the characters mentioned will be tapped to the whiteboard, the structure that the students repeated to describe the characters will also be written there. The students will be given each a</p>

	<p>little version of one of the characters distributed randomly.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Vocabulary from appearance adjectives. → Physical description adjectives pronunciation. → How to construct sentences to describe different characters using the present simple tense. <p>*All the class will be spoken in English.</p>
<p>Production:</p> <p>Students internalize and use language.</p> <p><i>Describe the activities that show how students will use language to communicate with peers or how students will use review language to communicate in many ways</i></p> <p>(Time: '): 20 min.</p>	<p style="text-align: center;">What does your character look like?</p> <p>For the final activity, all of the students have characters for themselves to color and paste on their notebooks.</p> <p>The students will write on their notebooks 3 or 4 sentences to describe the characters they were assigned to. Additionally, students can add colors to their descriptions of their characters (e.g. she has brown hair, he has black eyes).</p> <p>In pairs, students will present their characters to another student, to practice oral production. If students have questions, they will be answered accordingly.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Writing sentences to describe different characters using the present simple tense. → How to describe orally their favorite characters. <p>*All the class will be spoken in English.</p>
<p>Assessments or Other Work.</p>	<p>Participation in class.</p>

(Time: '): 5 min.	Work on notebooks. Students observation.
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▪ **Anticipated Problems & Solutions:**

Problems

1. Students could find difficult to write the sentences in present simple using the colors and adjectives vocabulary.
2. Students could get confused with the personal pronouns he and she.

Solutions

1. Encourage the students to try writing the sentences on their own, helping them when necessary, and keeping on the board the example of the structure for them to see.
2. Communicate the difference between he and she, the first is for boys and the second is for girls, give examples with the characters and with students in the classroom.
3. Try to give enough examples and clarify all the questions students might have, so that they can understand and put into practice what they are learning. Be as clear as possible, so that the students cannot get confused.
4. Make emphasis in the things that are new for them.

▪ **Reference:**

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. China: Oxford University Press.

Richards, J. C., & Rodgers, T. S. (1999). *Approaches and Methods in Language Teaching*. United States of America: Cambridge University Press.

Table 3. Lesson plan 2.

Date: March, 2018
Teacher: Ms. Trejo
<ul style="list-style-type: none"> ▪ Title (Unit): Advertisements. ▪ Grade (Level): A1 Students / 5th Grade Elementary School ▪ Lesson Focus: Advertisements vocabulary, product information. Reading and Writing. ▪ Objectives (<i>vocabulary goals, grammar goals, communicative goals</i>): <ul style="list-style-type: none"> - Students will be able to review products and advertisements vocabulary. - Students will be able to select a product of their interest and answer general questions about it, such as its name, price, and contact information to obtain it. - Students will be able to create and advertisement of a product of their choice.
<ul style="list-style-type: none"> ▪ Key Expressions: <i>Students will focus on using the following language:</i> <ol style="list-style-type: none"> 1. Products and advertisements vocabulary 2. Media for advertisements. 3. Products with elements of advertisement. ▪ Materials: <ul style="list-style-type: none"> ➤ Character images (from Free Fire, Fortnite and Soy Luna). ➤ Notebooks. ➤ Whiteboard. ➤ Markers. ➤ Media for advertisements worksheets. ➤ School supplies (pencil, colors, eraser, sharpener, scissors, glue).

Procedure	Details
Presentation:	First, the different character images from the videogames and TV shows that the students selected as

<p>Introduction of Content and Language</p> <p><i>Describe activities that will introduce students to new language, or activities that will refresh the language for a review.</i></p> <p>(Time: ') 15 mins.</p>	<p>their favorites (Free Fire, Fortnite, Soy Luna) will be pasted on the whiteboard.</p> <p>The teacher will draw students' attention to the clothing and accessories of the characters. In this way, the product and accessories vocabulary will be presented to them (helmet, gloves, glasses, socks, roller skates, car, soccer uniforms, soccer ball, boots, shoes, backpack, and son on). The vocabulary will be written on the board and the students will repeat it.</p> <p>Additionally, an explanation about advertisements will be given to them. It will be mentioned that advertisements are used to sell products, they are found on TV, magazines, internet, billboards, commercials on an app, and so on. If students have questions about how to answer the worksheets, they will be clarified.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Products and accessories vocabulary. → Products and accessories pronunciation. → General information about advertisements. <p>*All the class will be spoken in English.</p>
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Procedure	Details
<p>Practice:</p> <p>Students begin to work with language.</p> <p><i>Describe the activities that show how the students will apply the language personally, or describe how students will practice with</i></p>	<p>What an ad!</p> <p>An example will be given to the students in order to fully understand what an advertisement is and what it contains. The example will be explained and drawn on the whiteboard for the students to see and base on. Also, the example is situated in the context and interests of the students; the class enjoys videogames</p>

<p><i>previously review language</i> (Brown, 2018)</p> <p>(Time '): 15 min.</p>	<p>and playing games on tablets or watching TV shows. For this reason, the example is about selling a videogame, it is mentioned to the students that the ad should contain the name of the product, a description (color, size, condition) and contact information.</p> <p>Next, the students will be given each a media for advertisements worksheet, which will be distributed randomly to them.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Specific information about advertisements. → A model for an advertisement. → Advertisements vocabulary. <p>*All the class will be spoken in English.</p>
<p>Production: Students internalize and use language.</p> <p><i>Describe the activities that show how students will use language to communicate with peers or how students will use review language to communicate in many ways</i></p> <p>(Time: '): 15 min.</p>	<p style="text-align: center;">What product are you selling?</p> <p>For the final activity, all of the students have the media for advertisements worksheets (tablet or cellphone, TV, laptop or computer).</p> <p>The students will draw on their worksheets a product of their choice, using the previous vocabulary presented to them, including the information needed for an advertisement and basing on the model from the board. Additionally, students can color and decorate their ads to fit their preferences.</p> <p>In pairs, students will share their ads with another student, and each student will read the advertisement the other person made. If students have questions, they will be answered accordingly.</p> <p>In the end, students will paste their ads on their notebooks.</p>

	<p>The students will learn about:</p> <ul style="list-style-type: none"> → Creating an advertisement with its elements. → Reading advertisements. <p>*All the class will be spoken in English.</p>
<p>Assessments or Other Work.</p> <p>(Time: '): 5 min.</p>	<p>Participation in class. Work on notebooks. Students observation.</p>

▪ **Anticipated Problems & Solutions:**

Problems

1. Students could find difficult to fully the different elements included in an advertisement.
2. Students could find difficulty reading others' ads.

Solutions

1. Encourage students to ask questions and clarify their doubts if there's something they do not understand completely.
2. Try to give enough examples and help students when necessary when they are working on their advertisements.
3. Make emphasis in the things that are new for them.

▪ **Reference:**

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. China: Oxford University Press.

Richards, J. C., & Rodgers, T. S. (1999). *Approaches and Methods in Language Teaching*. United States of America: Cambridge University Press.

Table 4. Lesson plan 3.

Date: March, 2018	
Teacher: Ms. Trejo	
<ul style="list-style-type: none"> ▪ Title (Unit): Sports story. ▪ Grade (Level): A1 Students / 5th Grade Elementary School ▪ Lesson Focus: Parts of a story vocabulary, Wh Questions. Listening and Writing. ▪ Objectives (<i>vocabulary goals, grammar goals, communicative goals</i>): <ul style="list-style-type: none"> - Students will be able to listen to a sports story and understand the events in the story. - Students will be able to listen to and answer questions about the story. - Students will be able to complete a mind map about the story on their notebooks. 	
<ul style="list-style-type: none"> ▪ Key Expressions: <i>Students will focus on using the following language:</i> <ol style="list-style-type: none"> 1. Parts of a story vocabulary. 2. Vocabulary from the story. 3. WH questions (what, when, where, who). ▪ Materials: <ul style="list-style-type: none"> ➤ Speakers. ➤ Whiteboard. ➤ Markers. ➤ Visuals about the story. ➤ Realia (rope, 1st prize medal). ➤ Notebooks. ➤ School supplies (pencil, pen, erase, liquid paper, scissors, glue). 	

Procedure	Details
Presentation:	First, the prior knowledge of the students will be activated, by means of using realia (such as a rope, a

<p>Introduction of Content and Language</p> <p><i>Describe activities that will introduce students to new language, or activities that will refresh the language for a review.</i></p> <p>(Time: ') 10 mins.</p>	<p>first prize medal) and sports worksheets showing different sports being practiced by a cartoon character. Next, visuals about the story that they will listen to will be pasted on the whiteboard for them to look at. The visuals will be drawings about the story, what will happen in every scene of the story. The teacher will explain the visuals for them, before they listen to the sports story. Then, the students will listen to the story for the first time, while they follow the illustrations on the board.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → The parts of a story vocabulary. → The vocabulary from the story. → The sequence of the story through images. <p>*All the class will be spoken in English.</p>
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Procedure	Details
<p>Practice:</p> <p>Students begin to work with language.</p> <p><i>Describe the activities that show how the students will apply the language personally, or describe how students will practice with previously review language (Brown, 2018)</i></p> <p>(Time '): 15 min.</p>	<p>Let's remember story facts!</p> <p>After listening for the sports story for the first time, the students will be asked about who the characters of the story were, where the story took place, when did the story happened, what happened and the story and what objects were mentioned in the story.</p> <p>The questions will be answered orally, and for the difficult questions or words that they do not understand, the illustrations from the board will be shown to them, realia or drawings if needed.</p> <p>Finally, the students will listen for a second time the sports story, also following the illustrations on the board, to check their answers, modify or pay attention</p>

	<p>to the information that they could not answer the first time they listened.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Elements of a story vocabulary. → WH questions (what, where, who, when) about the story. <p>*All the class will be spoken in English.</p>
<p>Production:</p> <p>Students internalize and use language.</p> <p><i>Describe the activities that show how students will use language to communicate with peers or how students will use review language to communicate in many ways</i></p> <p>(Time: '): 20 min.</p>	<p style="text-align: center;">Sports story mind map</p> <p>For the final activity, a mind map will be drawn on the board, considering the elements of the story, such as the characters, setting, time, title of the story, plot and objects which appeared in the story.</p> <p>The mind map will consist of answering the following questions in a simple manner: What? (title), Who? (characters), Where? (setting), When? (time), What happened? (problem), and What? (objects).</p> <p>The students will create a mind map on their notebooks using the elements of the story and the parts of a story to answer it. If they need help or guidance, they can ask the teacher for assistance. The mind maps will be checked by the teacher when they finish the activity.</p> <p>For the students who complete the activity fast, they will receive a sports worksheet of a cartoon playing a sport for them to color and paste on their notebooks.</p> <p>The students will learn about:</p> <ul style="list-style-type: none"> → Specific information from the story. → Using a mind map to help them remember important information from a story.

	*All the class will be spoken in English.
Assessments or Other Work. (Time: '): 5 min.	Participation in class. Work on notebooks. Students observation.

▪ **Anticipated Problems & Solutions:**

Problems

1. Students could find difficult to fully understand the vocabulary from the story.
2. Students could get confused with the different WH questions and how to answer them.

Solutions

1. Assist in the usage of English dictionaries when students fail to comprehend new and complicated vocabulary. Also, if they do not have a dictionary, help students by giving them synonyms, using cognates, and making drawings on the board for them to understand difficult words or vocabulary.
2. Try to give enough examples and clarify all the questions students might have, so that they can understand and put into practice what they are learning. Be as clear as possible, so that the students cannot get confused.
3. Make emphasis in the things that are new for them. Make use of their prior knowledge, relating it to the new knowledge they are learning.

▪ **Reference:**

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5.6 Results and Analysis of the Action Research Proposal

After the application of the course, a number of results can be drawn from the activities performed by the students in the classroom.

During the first class, the majority of the students in the classroom finished the worksheet to review the names of the colors, but some of the students did not finish it. Specifically, the selected students who were observed by the English teacher, both of them did not finish the first activity about colors (see appendix H, image H81).

For the second part of the class, the same happened. In the second activity, the majority of the students in the classroom finished the activity and completed on their notebooks 3-4 sentences about describing their favorite characters, but the selected students did not accomplish their work (see appendix H, image H82).

In this way, it can be analyzed that for the first class, the selected students did not pay enough attention to the class and their learning of English of that day was not fully achieved.

For the second class, the activity consisted of reviewing vocabulary about advertisement in order to produce an advertisement of their own in which they would sell a product or object of their interest. In general, the class worked pretty well, an improvement was observed since the last class, and the majority of the class as well as the selected students finished the activity on time. The students shared their advertisement with other students and enjoyed the activity of that day (see appendix H, images H83 to H88).

Finally, during the third class, the majority of the students as well as the two selected students participated and finished the activity of the day. In this activity, the students listened to an audio story about sports, following the illustrations pasted on the board for them. The class was fully attentive and enjoyed this activity, they liked the sounds of the story and understood the different vocabulary mentioned in it.

After listening to the story, questions about the title, setting, characters, plot and the like were asked to them, they participated and answered correctly. And the last activity consisted of making a graphic organizer about the story on their notebooks and most of the students, including the selected students finished the activity on time (see appendix H, images H89, H90).

Throughout the classes, an improvement in the attitude of the students to perform and complete the activities on time was observable. There was an advance from the first class to the third one, and there are numerous reasons to explain why this happened.

For instance, the adaptation period of the students to a different English teacher and a different teaching style, the use of the interests of the students as motivators in the English class, the variety of activities considering the different Multiple Intelligences of the students, the sense of constructing an identity with the English language and its culture, and so on.

As a conclusion for this fifth chapter, the action research project was fully designed, and the activities including the interests of the students were adapted from the NEPBE program. Three lesson plans were developed and put into practice in the EFL group of students, rubrics and observations from the classes were collected as data, photographs of the students' work were saved as evidence for this investigation, and all of the data will be interpreted and analyzed in the next chapter.

Chapter 6. Conclusions and Recommendations

In this final chapter, a series of conclusions regarding the investigation as a whole will be described, as well as the perceptions and reflections in relation to the implementation of the action research project. Previous results from other investigations in the past will be analyzed and a comparison between them will be drawn, the latter with the intention to coincide, contrast or bring about new elements to the teaching of EFL by means of using interests as motivators in the field of education in Mexico. At last, a set of recommendations will be presented for future work concerning this subject, in order to increase the theory and practice on the matter.

6.1 Conclusions

After implementing the action research project with an EFL group, it is now possible to answer the last research questions of the study, which are also linked to the objectives. One of the objectives refers to recognizing how the interests of the students are related to their motivation and engagement in learning EFL, and to answer that, it is necessary to analyze the students' observations, participation rubrics, and work during the classes.

In the first observation of the class that was made in the 5th grade group with the English instructor (see appendix H, image H2), it was observed that the instructions for the activities in the class were given in English first and then in Spanish, a lot of translation of difficult words was conducted in the class even though the NEPBE requires to only use English for the classes. This causes that most of the students do not pay much attention to the English instructions and just wait for the teacher to give the instructions in their mother tongue.

The students were mostly attentive, but only a couple of them had disruptive behaviors during the class, were talkative, and ate in class because the English class began just after recess.

They knew that they could not eat during the class, and were told by the teacher to put away the food, but decided not to listen.

Permission letters from the parents of two of the students in the class were signed and approved for confidentiality reasons (see appendix H, images H3, H4), and in order to protect the children's identity, they will be referred to as S1 (student 1) and S2 (student 2) in the following pages. After the permission letters approval was obtained, the teacher answered a survey of classroom performance of the selected students about the student's behaviors in the past month.

From S1, the percentage of student's assignments that were completed and handed it according to the teacher was 60% (see appendix H, image H5), and the teacher believed that the student was not working up to his potential, meaning that he could put more effort into the class. The difficult behaviors of S1 were that sometimes he turned in completed work and attended to instructions in class, he rarely performed satisfactorily on tests and completed the assigned work with accurate computation or detail. He also sometimes related positively to peers, to the teacher, and demonstrated respect for the others' property.

From S2, the percentage of completed work that was also handed in to the teacher was also 60% (see appendix H, image H6), and the teacher does not believe that the student is working up to his potential. The difficult behaviors that S2 had, were that he also sometimes turned in completed work, attended to instructions in class, and performed satisfactorily on tests. He rarely completed assigned work with accurate computation or detail and related positively to peers. The purpose of the first student behavior observation form is to observe the students' behaviors during the class with the English teacher.

S1 wanted to go to the restroom at the beginning of the class and changed to another chair without asking the teacher for permission (see appendix H, image H7). He also got distracted with other classmates and when having questions, he did not ask the teacher, but other classmates in a scandalous manner. He did not seem to have a good relation with his peers, as he was constantly arguing with a classmate in front of him, and sometimes got distracted by drawing doodles on his notebook instead of working in class. That day he did not finish the activity before going out to recess. Following the rubric for the class participation of that day (see appendix H, image H8), S1 got an 8 out of 20 points.

In that same class with the English teacher, S2 was not fully attentive to the class during the first 14 minutes of it (see appendix H, image H9). He was first distracted biting a book, and then got up and asked the homeroom teacher to go to the restroom. After he returned, he started copying the activity on his notebook, but the class only had 5 minutes to finish doing that. Then, the teacher starts explaining something about the activity, but the student is not paying attention because he did not finish the latter. At the end of the class, he also did not finish the activity and just got out to recess. Following the rubric for the class participation of that day (see appendix H, image H10), S2 got 12 out of 20 points.

The behaviors observed for S1 and S2 were significant in deciding to select these two students as the main participants for this investigation, because they fit the student profile of inattentive students who are distracted during most part of the EFL class, do not pay as much attention or finish the activities on time. For the next step of the proposal, the researcher needs the support of the English teacher to observe the selected students and filled out the forms and rubrics about their behaviors and level of participation during the class. The classes are given by

the researcher, and the categories of interests of videogames, TV shows, and sports are included in the lesson plans.

For the first class (see appendix H, image H69), S1 was working at first, but also was talking to other classmates and standing up from his chair without asking for permission while the researcher was giving the class. He also ate during the class and changed his seat without telling the teacher-researcher. At the end of the class, he did not finish the activity for that day and got 8 out of 20 points, as it is mentioned in the class participation rubric (see appendix H, image H70).

On the other hand, S2 was participating at first and paying attention (see appendix H, image H71), but he did not participate in the repetition of words during an activity, and then started drawing on his notebook and on his hand something unrelated to the class. At the end of the class, the student did not finish the activity for that day and got 12 out of 20 points, as it is mentioned in the class participation rubric (see appendix H, image H72).

On the second class, S1 was talking to another classmate at first (see appendix H, image H73), and then he started trying to participate in class, he did not repeat the vocabulary at a certain point of an activity and changed chairs again without permission from the teacher-researcher, but for the rest of the class he was working and focused on the activities, he seemed to be doing his best, had a good behavior and finished the activity too. He got 14 out of 20 points of participation that day (see appendix H, image H74).

At the same time, S2 was quiet and paying attention to the class (see appendix H, image H75), but delayed starting to take notes on his notebook. He also talked to another classmate and moved to another chair without the teacher-researcher's permission. Even though he started late

doing the activity, the student finished it on time. He got 13 out of 20 points of participation that day (see appendix H, image H76).

For the final and third class, S1 was paying attention and participating as well (see appendix H, image H77). Unlike past classes, he seemed more interested in class and enjoyed the examples given by the teacher-researcher. He did not pay enough attention during an audio story and repeated the vocabulary for that day, but was working and finished the activity on time. He got 15 out of 20 points of participation on that day (see appendix H, image H78).

Finally, S2 paid attention during the whole class (see appendix H, image H79), followed instructions and he was quiet too. The only time he did not participate in class was when students repeated the vocabulary for the lesson, but he worked on his notebook and finished the activities on time. He got 17 out of 20 points of participation on that day (see appendix H, image H80), the transition of the participation of the two students from the first class to the third class can be observed in Figure 6.

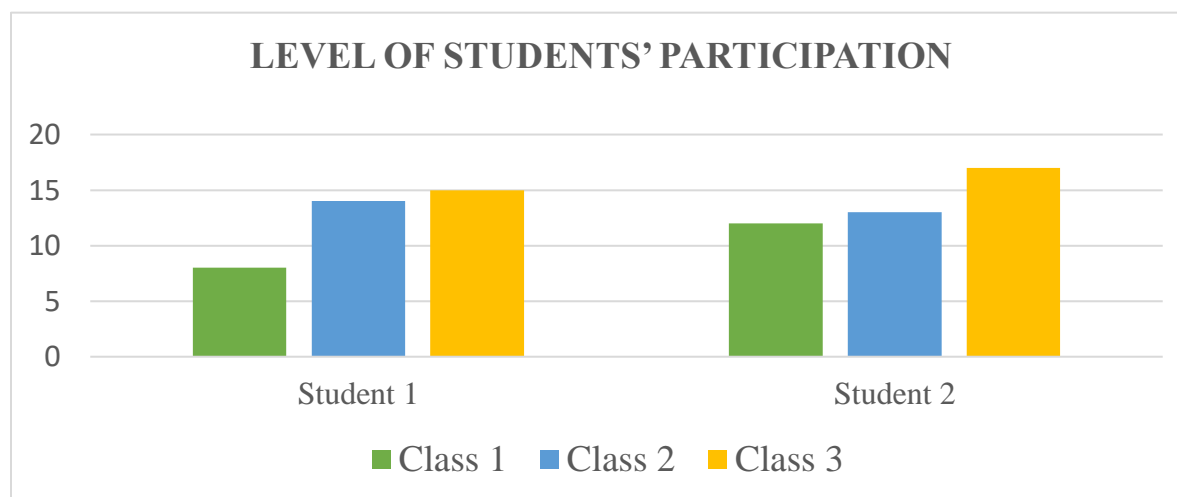


Figure 6. Participation of students during classes.

The conclusions that can be drawn from the analysis of the students' behaviors and participation during the EFL classes are described next. The students did not show an improvement during the first class even though it included elements of interest to them. They liked videogames such as Free Fire and Fortnite, and most of the girls from that class liked a soap opera called Soy Luna; in this manner, characters from these three settings were included in the activities of that day.

One of the reasons that could explain why the students did not improve on the first EFL lesson from this proposal, is that the teacher-researcher and the students did not have a constructed relationship with each other, and the students were not habituated to the teaching style of the teacher-researcher. As it was mentioned before in the literature review chapter, the authors Roorda, Koomen, Spilt, Oort (2011) and Maulana, Opdenakker, Bosker (2013) talk about the relevance of the teacher-student relationship (TSR) and its relation to academic motivation and achievement.

Taking that into account, it is confirmed that during the first class and after going through a change of teacher in the English class, with whom they have not had yet build a relationship or made a connection with, the group of students, and especially the selected students with learning difficulties were not prone to show an instant improvement in their learning of the language.

Another element of interference is that the students used to work with a Grammar-Translation method, and for this proposal they started to work fully in English, without using their mother tongue in class. Lastly, it was discovered that the selected students lacked organization, because they did not always use the same English notebook for the EFL classes, sometimes they continued using the subject notebook they had at hand, but did not have an

English notebook dedicated to their notes and did not know where their previous work was located whenever they needed it.

For the previously mentioned points, Gilakjani (2012) for example mentions the importance of the learning styles of the students, and Yusimah and Amjah (2014) refers that the teachers need to find out what the best strategies to teach in their classes are. In the case of this investigation, the decision of not using Spanish in the classes was made because it was observed that the students tended to not listen to the English language when the English teacher was giving instructions. The majority of the students were habituated to not pay attention while the English part of the class took part, and in that way, they coped with the English class, but it was not aiding them into actually listening to the language.

As Fleta (2014) states in his investigation, the use of Multiple Intelligences (MI) theory resulted beneficial for the transition mother tongue-English that the students took part in. At the beginning, it was difficult for them to understand the class in English, but through the use of images, drawings, realia, body language, and so on, by the third class, it was observed that the students had less difficulty when listening to instructions and explanations in English.

In relation to the following classes, the second and third ones showed a significant advancement in the behavior, attention, and participation of the students. The classes continued to use the students' interests such as the characters from Free Fire, Fortnite and Soy Luna mentioned before, products or objects that were meaningful to those characters for the lesson plan about creating an advertisement, and a Peppa Pig story about sports.

It can be deduced that there was a natural progression in the advancement of the students' interest in class. As several authors such as Flowerday, Shell (2015), Bernacki, Walkington

(2017), Kayalar, Ari (2017), and Kusmaryati, Amertaningrum (2017) who investigated about interests and learning affirmed before, it is confirmed that investigating about the interests of students benefits their learning in a significant way. Interests of students can be used to plan better classes for them, or personalize classes for students who are having stronger difficulties with the language, in order to engage and motivate all types of students.

In the chart of level of students' participation, in a scale from 0 to 20 points, it can be observed quantitatively that S1 incremented his participation from 8 in the first class to 15 in the third class, and S2 also incremented his participation from 12 in the first class to 17 in the third class. This is particularly shown in the class participation rubrics for the corresponding days for each of the selected students.

Another proposed objective for this investigation is related to discover what are the learning difficulties of the students who struggle with the English language, and the outcomes of the investigation are analyzed through two different perspectives, one from the students, and the other one from the teacher.

The first one comes from the questionnaires about interests, where the students talked about their experience with the English class, the activities that they like to do, kind of like to do, or do not like to do; while the second one comes from the interview with the teacher, where it is mentioned that the difficulties for the students to learn the language are related to the fact that certain students need to be separated from others, so that they are not talking to each other and distracted from the class.

After examining the answers of the students in the questionnaire about interests, the following graphics were developed. In figure 7, it can be observed first a participating histogram,

where 18 out of 29 students mention that they like to participate in the English classes, 10 more or less, and 1 does not like it. Then, in the reading histogram, 13 out of 29 students mention that they more less like to read during the English class, 11 that like it, and 5 that do not like it.



Figure 7. Participating and reading histograms.

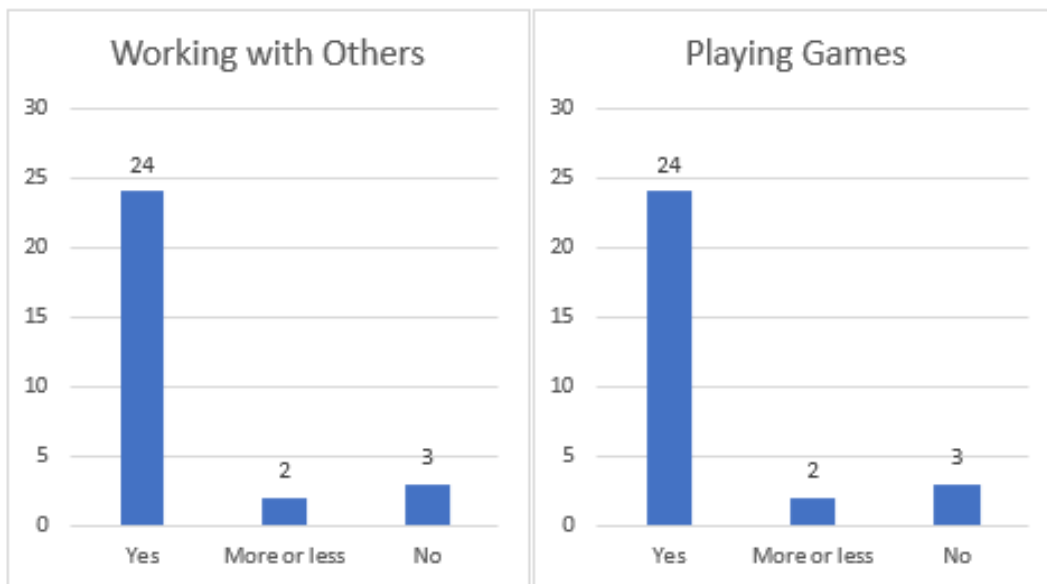


Figure 8. Working with others and playing games histograms.

In figure 8, it can be observed another two histograms. The first one refers to working with others during the English class, and 24 out of 29 students said yes, 3 do not like it, and 2 more or less like it. In the second one, it is shown the same results, but that graphic is about students that like playing games during the English class.

Finally, in figure 9, there is a writing histogram, where the students express whether they like to write during the English classes, 16 out of 29 said yes, 11 said more or less, and 2 said no. From these results, it can be deduced that in that particular group of students, the majority prefers activities where they work with others and play games, as well as to participate in class, and the activities that they enjoy less or more less are the ones related to reading and writing.

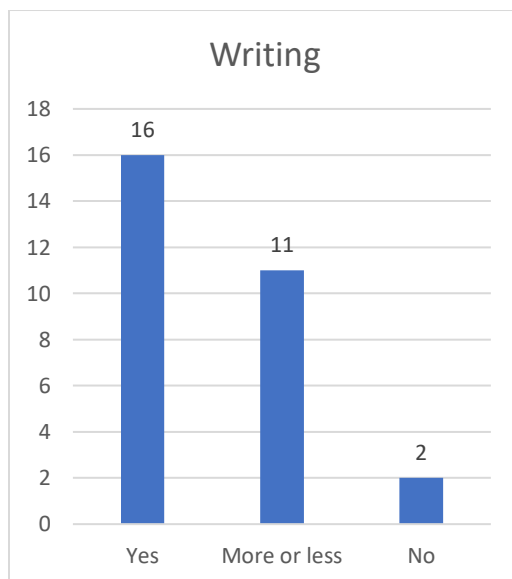


Figure 9. Writing histogram.

The group as a whole, and not only the selected students, participated and completed the activities during the classes. During an interview with the English teacher, it was mentioned that the group as a whole had better grades than before, that they participated more, and looked as if

they were more interested in the English class after the project was implemented (see appendix I for complete transcript of the teacher interview).

The benefits for the selected students and for the whole group were the same, they started working more, paying more attention, being more focused, feeling more confident in the English class, as if they were more motivated than before, and even happier. There was also progress in their grades, going from D or C, to B and sometimes A. Also, the teacher was able to think about new ways to deal with the group so that they can learn better.

6.2 Recommendations

This last section is dedicated to reflect on the difficulties that were found in the present study, as well as to lead the way towards new investigations about the relationship between interests and learning in education, action research, and English as a Foreign Language, not only from a psychological perspective such as this study, but from other perspectives too. This final part answers the final research question, which deals with the benefits and drawbacks of the investigation. Below is detailed a list of recommendations for future work on the matter.

The scope of this project was limited by the restrictions of time and the number of days permitted to work with the English group. In that way, one of the most important aspects that need to be improved about this action research project is the time and number of classes assigned to work with the group. At least 3 months to show better improvement and more significant results, although securing that amount of time would be difficult for external researchers.

Other recommendation is that the teacher who decides to investigate about the interests of their students through an action research project of their own works specifically with a group of

students that they already know and have worked with before. This is the whole idea behind action research, investigating, reflecting, and finding solutions to problems that appear in the classroom where you teach.

More suggestions related to the previous one and to be applied in subsequent investigations, are that of continuity and consistency, constant reflection, collaborating with peers, building a connection and caring about your students.

It is important to remember that the teaching-learning process is constructed day by day, between teachers and students, sometimes it would be more difficult than others, but do not lose hope, continue trying and searching for answers when facing difficulties. The bigger obstacle in reaching our goals is the one that is set within the limits of your own mind.

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Appendix A
Permission Letter (Adapted from Carr and Kalmbach, 2010)

19 de Octubre del 2018

Estimado padre de familia o tutor:

Me gustaría presentarme ante usted. Mi nombre es Cathy Elizabeth Trejo Robles y actualmente estoy cursando el 3er semestre de la Maestría Aplicada a la Enseñanza de Lenguas Extranjeras en el Posgrado de Filosofía y Letras de la Universidad Autónoma de Nuevo León.

Me encuentro realizando un proyecto de Investigación-Acción este semestre y el siguiente en la clase de la Profra. (Nombre), junto con Mr. (Nombre), en el grupo de 5to(a/b/c/d) de primaria. Me gustaría tener la oportunidad de aprender junto con la Profra. (Nombre) y su hijo/a.

Durante la realización de mi proyecto de Investigación-Acción, estudiaré mi propia práctica y la forma de motivar a los estudiantes en el aprendizaje del inglés como lengua extranjera, a través de conocer sus intereses fuera del aula y hacer uso de ello dentro de las clases.

Para tal fin, planeo implementar una serie de estrategias encargadas de descubrir cuáles son los intereses de los niños fuera de la escuela, a través de entrevistas y cuestionarios. Y para comprobar si hubo una mejora en el aprendizaje, me apoyaré además de observación de clases, rúbricas de trabajo y las actividades realizadas durante la clase de inglés.

La recolección de los datos para la investigación se realizará en el periodo de Octubre a Diciembre del presente año. Los resultados de la investigación serán presentados en las estancias del Posgrado de Filosofía y Letras, al personal de la misma universidad, es decir profesores y alumnos del posgrado en el mes de Julio del próximo año.

Para la protección de la información personal de todos los estudiantes, no se hará uso de nombres ni otra información confidencial, solamente se hará mención del nombre de la escuela y su ubicación.

La información generada por los estudiantes será empleada como parte de la mejora del proceso de enseñanza-aprendizaje de la materia de inglés como lengua extranjera y me ayudará a mejorar la práctica educativa de la enseñanza del mismo idioma para que su hijo/a tenga una mejor educación en el futuro. No existe ningún riesgo con la participación de su hijo/a.

Por favor si está de acuerdo con la información contenida en esta carta, firme el permiso de la misma en la línea correspondiente. ¡Gracias!

Firma del padre de familia o tutor

Fecha de recibido

Firma de la institución receptora

Atentamente,

Cathy Elizabeth Trejo Robles

cathy.trejo@gmail.com

Dra. Elizabeth Alvarado Martínez

elizalv@hotmail.com

Appendix B

Class Observation Form (Adapted from Massachusetts Department of Elementary Education)

What:		How:	
Who:		When:	
Focus Elements:		Where:	

Observation Details			
Date:		Time (start/end):	
Content Topic:			
Whole Group <input type="checkbox"/>	Small Group <input type="checkbox"/>	One-on-One <input type="checkbox"/>	Other <input type="checkbox"/>

Element	Evidence

Focused Feedback	
Reinforcement Area/Action <i>(strengths)</i>	
Refinement Area/Action <i>(areas for improvement)</i>	

Appendix D
Student Participation Rubric (Adapted from Nutley Public School District)

Student's: Gender: _____ Age: _____ Grade: _____ School: _____

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others
Focus on Project and/ or Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions in Class or Working with Others	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes positively to the class and supports the efforts of others. Students feel safe volunteering in his/her presence.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard. Usually listens to, shares with, and supports the efforts of others.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. Listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate. Often disrupts or discourages others' attempts to participate.
Time-Management (During Group Projects and/or Class Activities)	Never procrastinates, routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Sometimes procrastinates. Often uses time well, never misses deadlines.	Usually procrastinates, does not use school time efficiently but completes projects by deadline.	Consistently procrastinates, rarely gets work done by deadlines, asks for extensions or does not submit work.
Total				

Grade: _____ out of 20 = _____

Appendix E

Teacher Survey of Student Performance (Adapted from Robin, 1998 & Brady, et al., 2012)

Student's Number: _____ School's Name: _____ Date: _____

Please complete the following ratings to help us identify the student's strengths and areas of concern in the classroom. Circle the number that best represents this student's behaviors in the past month.

	Always	Sometimes	Never		
1. Brings necessary items to class	1	2	3	4	5
2. Completes class assignments	1	2	3	4	5
3. Completes homework on time	1	2	3	4	5
4. Records assignments consistently	1	2	3	4	5
5. Turns in completed work	1	2	3	4	5
6. Completes long-term assignments	1	2	3	4	5
7. Attends to instructions in class	1	2	3	4	5
8. Arrives to class on time	1	2	3	4	5
9. Performs satisfactorily on tests	1	2	3	4	5
10. Completes assigned work with accurate computation/detail	1	2	3	4	5
11. Relates positively to peers	1	2	3	4	5
12. Relates positively to teacher(s)	1	2	3	4	5
13. Demonstrates respect for property	1	2	3	4	5
14. Communicates own needs or asks questions	1	2	3	4	5
15. Accepts assistance when needed or offered	1	2	3	4	5

16. In the past month, what percentage of this student's assignments were turned in completed and on time? _____%

17. What percentage of assignments were handed in completed and on time by the average student in your class? _____%

18. Is the student working up to potential? YES/NO

Appendix F
Interests Questionnaire (Original Version)

School Name: _____ Date: _____

Gender: M F Age: _____ Grade: _____

I. Complete the following sentences about your interests.

1. During school, I like to _____

2. After school, I like to _____

3. During vacations, I like to _____

4. My favorite game is _____













































































































5. My favorite movie or TV show is _____

6. I am a big fan of _____

II. Select Yes, Sort of or No to each of the following statements.

1. In English class, I like to participate. Yes ___ Sort of ___ No ___
2. In English class, I like to read stories. Yes ___ Sort of ___ No ___
3. In English class, I like to work with others. Yes ___ Sort of ___ No ___
4. In English class, I like to play games. Yes ___ Sort of ___ No ___
5. In English class, I like to write tests. Yes ___ Sort of ___ No ___

III. Select from the feeling chart your most frequent emotions in English class.

<p>1. Color in red how you usually feel before English class.</p>	<p>2. Color in yellow how you usually feel during English class.</p>	<p>3. Color in green how you usually feel after English class.</p>																																													
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Appendix G
Cuestionario de Intereses (Spanish Translation)

Nombre de la Escuela: _____ Fecha: _____

Género: M F Edad: _____ Grado: _____

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta _____

2. Después de la escuela, me gusta _____

3. En vacaciones, me gusta _____

4. Mi juego favorito es _____






















































































































5. Mi película o serie de televisión favorita es _____

6. Soy gran fan de _____

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si ___ Más o menos ___ No ___
2. En clase de inglés, me gusta leer historias. Si ___ Más o menos ___ No ___
3. En clase de inglés, me gusta trabajar con otros. Si ___ Más o menos ___ No ___
4. En clase de inglés, me gusta jugar juegos. Si ___ Más o menos ___ No ___
5. En clase de inglés, me gusta escribir. Si ___ Más o menos ___ No ___

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea en rojo cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea en amarillo cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea en verde cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Appendix H
Digitalized Applied Instruments

Membrete de la Institución

DRA. MARÍA EUGENIA FLORES TREVIÑO
SUBDIRECTORA DEL ÁREA DE STUDIOS DE POSGRADO
FACULTAD DE FILOSOFÍA Y LETRAS
Presente.

Estimada Dra. Flores, por este medio me permito hacer constar que el (la) Lic. Cathy Elizabeth Trejo Robles, realizará en esta Institución: investigación, aplicaciones, prácticas y labores relativas a su trabajo de investigación acción para la obtención de su grado dentro del programa de Maestría en Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras, durante el periodo Octubre 2018 - Abril 2019.

Lo cual hago de su conocimiento para los fines que al(a) interesado y (a) la Dependencia convengan.

Monterrey, Nuevo León a 12 de Junio del 2018

Prof. Jose Manuel Ace Bravo

(Nombre y Firma del Coordinador/Jefe de área)



16 JUN 2018

RECIBIDO

Dana

Image H1

Class Observation Form

What:	Observation (EFL class)	How:	Unannounced
Who:	Children, 10-year-olds	Where:	5th Grade, Elementary Public School
Focus Elements:	Disruptive behaviors, not paying attention, getting distracted, not working on their notebooks, talking or causing disturbance, eating in classroom, not following instructions.		

Observation Details			
Date:	October 17th, 2018	Time (start/end):	11:00/11:50
Content Topic:	Elements of a story		
Whole Group <input checked="" type="checkbox"/>	Small Group <input type="checkbox"/>	One-on-One <input type="checkbox"/>	Other <input type="checkbox"/>

Element	Evidence
Getting distracted, standing up, going to the restroom.	Student #1 gets up because he can't see and wants to go to the restroom, even though they just came back from recess.
Not working, eating and talking.	Three boys are not working and two are eating lollipops during the class, even though it is not allowed. The boys who are not working are talking to each other and not paying attention.
Not working, getting distracted, not paying attention.	Two boys are not paying attention to the teacher, one because he is distracted looking around the classroom, and the other because he didn't finish his work on time before. (student #2)
Disruptive behavior, standing up, talking to classmates.	A student missed last class and doesn't understand what to do, he asks to his classmates, gets up from his chair and causes some disturbance in the class for that reason. (student #1)
Getting distracted	A student is working, but she writes in a very slowly way, sometimes looks at my direction.
Talking and eating during the class.	A boy is playing with balloons, he talks a lot with classmates who are next to him or in different rows. He also eats during class, but finishes all of the work in class.

Focused Feedback	Description of feedback
Reinforcement Area/Action (strengths)	Most of the students work and participate, some like to talk but still finish the activities and pay attention to the teacher and the explanations.
Refinement Area/Action (areas for improvement)	Spanish is used a lot and students are not used to listen to English, they wait for translations. There are many boys who talk a lot, eat in the classroom and are distracted. The work of the students is not checked and they don't repeat in English, only communicate in Spanish with the teacher.

Image H2

①

Carta de permiso del padre o tutor

Guadalupe, Nuevo León, a 17 de Octubre del 2018

Estimado padre de familia o tutor:

Me gustaría presentarme ante usted. Mi nombre es Cathy Elizabeth Trejo Robles y actualmente estoy cursando el 3er semestre de la Maestría Aplicada a la Enseñanza de Lenguas Extranjeras en el Posgrado de Filosofía y Letras de la Universidad Autónoma de Nuevo León. Me encuentro realizando un proyecto de Investigación-Acción este semestre y el siguiente en la clase de la Profra. Betancourt, junto con Mr. Rivera, en el grupo de 5to A de primaria. Me gustaría tener la oportunidad de aprender junto con la Profra. Betancourt y su hijo/a.

Durante la realización de mi proyecto de Investigación-Acción, estudiaré mi propia práctica y la forma de motivar a los estudiantes en el aprendizaje del inglés como lengua extranjera, a través de conocer sus intereses fuera del aula y hacer uso de ello dentro de las clases. Para tal fin, planeo implementar una serie de estrategias encargadas de descubrir cuáles son los intereses de los niños fuera de la escuela, a través de entrevistas y cuestionarios. Y para comprobar si hubo una mejora en el aprendizaje, me apoyaré además de observación de clases, rúbricas de trabajo y las actividades realizadas durante la clase de inglés. La recolección de los datos para la investigación se realizará en el periodo de Octubre a Diciembre del presente año. Los resultados de la investigación serán presentados en las estancias del Posgrado de Filosofía y Letras, al personal de la misma universidad, es decir profesores y alumnos del posgrado en el mes de Julio del próximo año.

Para la protección de la información personal de todos los estudiantes, no se hará uso de nombres ni otra información confidencial, solamente se hará mención del nombre de la escuela y su ubicación. La información generada por los estudiantes será empleada como parte de la mejora del proceso de enseñanza-aprendizaje de la materia de inglés como lengua extranjera y me ayudará a mejorar la práctica educativa de la enseñanza del mismo idioma para que su hijo/a tenga una mejor educación en el futuro. No existe ningún riesgo con la participación de su hijo/a.

Por favor si está de acuerdo con la información contenida en esta carta, firme el permiso de la misma en la línea correspondiente. ¡Gracias!

Irma de Casas P.

Firma del padre de familia o tutor

17/Octubre/2018

Fecha de recibido

[Firma]

Firma de la institución receptora



NUEVO LEÓN
GOBIERNO DEL ESTADO
SECRETARÍA DE EDUCACIÓN
ESCUELA PRIMARIA TRANSFERIDA
"LIC. BENITO JUÁREZ"
C.C.T. 19DPR0195Y, UNIDAD REG. No. 3

Atentamente,

Cathy Elizabeth Trejo Robles

cathy.trejo@gmail.com

Dra. Elizabeth Alvarado Martínez

elizalv@hotmail.com

②

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Por favor si está de acuerdo con la información contenida en esta carta, firme el permiso de la misma en la línea correspondiente. ¡Gracias!

Dany Ruiz Gs

Firma del padre de familia o tutor

17/Octubre/2018

Fecha de recibido

[Firma]

Firma de la institución receptora



NUEVO LEÓN
GOBIERNO DEL ESTADO
SECRETARÍA DE EDUCACIÓN
ESCUELA PRIMARIA TRANSFERIDA
"LIC. BENITO JUÁREZ"
C.C.T. 190PRO196Y, UNIDAD REG. No. 3

Atentamente,

Cathy Elizabeth Trejo Robles

cathy.trejo@gmail.com

Dra. Elizabeth Alvarado Martínez

elizalv@hotmail.com

Image H4

Teacher Survey of Classroom Performance

Student's Number: 1 School's Name: Benito Juárez Date: October 17th, 2018

Please complete the following ratings to help us identify the student's strengths and areas of concern in the classroom. Circle the number that best represents this student's behaviors in the past month.

	Always	Sometimes	Never		
1. Brings necessary items to class	1	2	3	4	5
2. Completes class assignments	1	2	3	4	5
3. Completes homework on time	1	2	3	4	5
4. Records assignments consistently	1	2	3	4	5
5. Turns in completed work	1	2	3	4	5
6. Completes long-term assignments	1	2	3	4	5
7. Attends to instructions in class	1	2	3	4	5
8. Arrives to class on time	1	2	3	4	5
9. Performs satisfactorily on tests	1	2	3	4	5
10. Completes assigned work with accurate computation/detail	1	2	3	4	5
11. Relates positively to peers	1	2	3	4	5
12. Relates positively to teacher(s)	1	2	3	4	5
13. Demonstrates respect for property	1	2	3	4	5
14. Communicates own needs or asks questions	1	2	3	4	5
15. Accepts assistance when needed or offered	1	2	3	4	5

16. In the past month, what percentage of this student's assignments were turned in completed and on time? 60 %

17. What percentage of assignments were handed in completed and on time by the average student in your class? 80 %

18. Is the student working up to potential? YES/NO NO

Teacher Survey of Classroom Performance

Student's Number: 2 School's Name: Benito Juárez Date: October 17th, 2018

Please complete the following ratings to help us identify the student's strengths and areas of concern in the classroom. Circle the number that best represents this student's behaviors in the past month.

	Always	Sometimes	Never		
1. Brings necessary items to class	1	2	3	4	5
2. Completes class assignments	1	2	3	4	5
3. Completes homework on time	1	2	3	4	5
4. Records assignments consistently	1	2	3	4	5
5. Turns in completed work	1	2	3	4	5
6. Completes long-term assignments	1	2	3	4	5
7. Attends to instructions in class	1	2	3	4	5
8. Arrives to class on time	1	2	3	4	5
9. Performs satisfactorily on tests	1	2	3	4	5
10. Completes assigned work with accurate computation/detail	1	2	3	4	5
11. Relates positively to peers	1	2	3	4	5
12. Relates positively to teacher(s)	1	2	3	4	5
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14. Communicates own needs or asks questions	1	2	3	4	5
15. Accepts assistance when needed or offered	1	2	3	4	5

16. In the past month, what percentage of this student's assignments were turned in completed and on time? 60 %

17. What percentage of assignments were handed in completed and on time by the average student in your class? 80 %

18. Is the student working up to potential? YES/NO NO

Image H6

Student Behavior Observation

① Observer: Miss Trejo Date: Oct. 18th, 2018 Time: 9:40 to 10:30
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To diagnose a student, observing his behaviors during the class with the English teacher.

Time	Behavior	Time Sample	
			Description
9:52 to 9:54	Went out to the bathroom.		At the beginning of the class.
9:57	Copies on the notebook Gets up and goes to the board to see.		Ss changes to the chair ahead of him, stands up from his chair to see, and returns to copy on his notebook.
10:03	Gets distracted with the class, asks out loud a question.		Ss asks to the class "who finished?" and gets up from his chair.
10:07	Ss hat his feet on the chair of the girl in front of him.		Ss is working but argues with the girl in front of him because of his feet.
10:10	Ss pays attention to the class.		While the teacher is reading a story to them, he stops to tell them to pay attention, and Ss pays attention.
10:12	Ss argues with girls next to him for not seeing.		Ss starts looking around and writing on his notebook. T is reading to the class, but the ss is writing on the last page of his notebook.
10:15	Ss is not working on the activity, he is doodling instead.		Ss is doodling on his notebook and not doing the activity required by the teacher. Ss starts talking to girls sitting next to him.
10:18	Ss is working on his notebook.		Ss starts to work on his notebook.
10:20	Gets up to close the door. Gets distracted by other sounds.		The homeroom teacher is making a phone call and he looks around because of it.
10:23	Ss talks to other classmates and doesn't participate.		Ss is not participating with the activity of the class and yawns.
10:25	Ss gets up to open the door.		Ss is attentive to the classroom and not the class, hears someone knocking at the door and gets up to open it.

★ Didn't finish activity, got out to recess.

Class Participation Rubric

October 18th, 2018

① Student's: Gender: M Age: 10 Grade: 5th School: Benito Juárez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.
Focus on Project and/or Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions in Class or Working with Others	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes positively to the class and supports the efforts of others. Students feel safe volunteering in his/her presence.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard. Usually listens to, shares with, and supports the efforts of others.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. Listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate. Often disrupts or discourages others' attempts to participate.
Time-Management (During Group Projects and/or Class Activities)	Never procrastinates, routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Sometimes procrastinates. Often uses time well, never misses deadlines.	Usually procrastinates, does not use school time efficiently but completes projects by deadline.	Consistently procrastinates, rarely gets work done by deadlines, asks for extensions or does not submit work.
Total				

Grade: 5th Total out of 20 = 8

- 20 = A+
- 16 = A
- 12 = B
- 8 = C
- 4 = D

Image H8

Student Behavior Observation

② Observer: Miss Trejo Date: Oct 19th, 2008 Time: 9:40 to 10:30
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To diagnose a student, observing his behaviors during the class with the English teacher.

Time Sample		
Time	Behavior	Description
9:54	Bites a spanish book.	Teacher writes the date and activity on the board, but ss is not working.
9:57	Gets up and talks to the homeroom teacher.	Ss goes to talk to the homeroom teacher, asking for permission to go to the restroom and she tells him to ask the English teacher.
10:00 to 10:03	Goes to the restroom.	Ss waits for a girl to come back from the restroom and then goes to the restroom after asking the English teacher for permission.
10:04	Ss starts working on his notebook.	T says "5 more minutes to finish copying the activity", and ss begins to copy on his notebook.
10:07	Works on his notebook.	Ss is copying the activity on his notebook.
10:10	Ss is copying the activity, not listening to the teacher reading.	T is reading a story to the class and the ss is not paying attention, because he didn't copy the activity on time.
10:15	Ss is working on his notebook.	Ss continues to copy the activity on his notebook.
10:18	Ss is working, but hits his tongue with his pencil.	Ss is working, but hurting himself with the pencil too.
10:20	Ss gets up and comes to talk to me.	Ss looks at me and comes to me to ask me a question, I answer it and he goes to his chair again.
10:22	Ss participates, raising his hand to answer questions.	Ss raises his hand to try to answer a question that the teacher made to the class.
10:26	Ss didn't finish the activity.	T asks "who finished the activity?" and to raise their hand if they finished, ss didn't raise his hand, meaning he didn't finish it.

* Didn't finish activity, got out to recess.

Class Participation Rubric

October 18th, 2018

② Student's: Gender: M Age: 10 Grade: 5th School: Benito Juárez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others
Focus on Project and/ or Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions in Class or Working with Others	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes positively to the class and supports the efforts of others. Students feel safe volunteering in his/her presence.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard. Usually listens to, shares with, and supports the efforts of others.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. Listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate. Often disrupts or discourages others' attempts to participate.
Time-Management (During Group Projects and/ or Class Activities)	Never procrastinates, routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Sometimes procrastinates. Often uses time well, never misses deadlines.	Usually procrastinates, does not use school time efficiently but completes projects by deadline.	Consistently procrastinates, rarely gets work done by deadlines, asks for extensions or does not submit work.
Total				

Grade: 5th Total out of 20 = 11

20 = A+

16 = A

12 = B

8 = C

4 = D

Image H10

1

Cuestionario de Intereses

* SS didn't read full instruction, wrote his name instead.

Nombre de la Escuela: [Redacted]

Fecha: 16 de octubre 2020

Género: M F

Edad: 10

Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar futbol

2. Después de la escuela, me gusta trabajar en clase con mis

compañeros

3. En vacaciones, me gusta ir a las salidas y en base de musica

4. Mi juego favorito es STAVS y Grand Theft Auto V

5. Mi película o programa de televisión favorito es los simpson y los incre

ibles nada mas

6. Soy gran fan de Ricki y Martina y Chikisrg

Image H11

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.













































































































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Image H12

2

Cuestionario de Intereses

* SS didn't read full instruction, wrote his name instead.

Nombre de la Escuela: _____ Fecha: 16 de oct
 Género: M F Edad: 10 Grado: 5.A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta el teclado
2. Después de la escuela, me gusta mi celular (juegos)
3. En vacaciones, me gusta salir (jugar)
4. Mi juego favorito es Free Fire
5. Mi película o programa de televisión favorito es the bad house ect
es de tv nikelodion
6. Soy gran fan de Free Fire

Image H13

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si ___ Más o menos Si No ___
- 2. En clase de inglés, me gusta leer historias. Si ___ Más o menos ___ No Si
- 3. En clase de inglés, me gusta trabajar con otros. Si Si Más o menos ___ No ___
- 4. En clase de inglés, me gusta jugar juegos. Si Si Más o menos ___ No ___
- 5. En clase de inglés, me gusta escribir. Si ___ Más o menos ___ No Si

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H14

3

Cuestionario de Intereses

Nombre de la Escuela: Lic Benito Juarez Fecha: 17/Oct/2018
 Género: M F Edad: 10 Grado: 5.A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar al bato

2. Después de la escuela, me gusta estar con la tablet

3. En vacaciones, me gusta ir con mis abuelitos

4. Mi juego favorito es el fútbol

5. Mi película o programa de televisión favorito es Naruto

6. Soy gran fan de Naruto

Image H15

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																																																	
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Image H16

4

Cuestionario de Intereses

Nombre de la Escuela: Lic Beato Juarez Fecha: _____

Género: M F Edad: 10 Grado: 5^a

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Jugar

2. Después de la escuela, me gusta Comer

3. En vacaciones, me gusta jugar

4. Mi juego favorito es The legend of Zelda

5. Mi película o programa de televisión favorito es Bob esponja

6. Soy gran fan de FNAF

Image H17

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H18

5

Cuestionario de Intereses

Nombre de la Escuela: Escuela Benito Juárez Fecha: 17-10-17
 Género: M F Edad: 9 Grado: 5A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar + trabajar comeri.

2. Después de la escuela, me gusta juego en xbox fortnite y dormir y comeri

3. En vacaciones, me gusta jugar el eldorado acer 1979109

4. Mi juego favorito es fortnite

5. Mi película o programa de televisión favorito es videos de fortnite

6. Soy gran fan de roller, rotios, wibes carlos do bentarjes el

Image H19

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Image H20

6

Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito JuárezFecha: 17/10/2018Género: M F Edad: 10Grado: 5ª

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta la posada2. Después de la escuela, me gusta jugar3. En vacaciones, me gusta ir a la playa4. Mi juego favorito es juego de celular5. Mi película o programa de televisión favorito es la película de espadarina6. Soy gran fan de Adexe & nguro

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Image H22

Cuestionario de Intereses

Nombre de la Escuela: Lincehita dovenito Fecha: 17-10-18
 Género: M F Edad: 10 años Grado: 5^{ta} A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta las fiestas de las escuelas

2. Después de la escuela, me gusta comer y luego usar mi tiempo

3. En vacaciones, me gusta irme a la playa y salir de viajes muy nuevos

4. Mi juego favorito es Fornite

5. Mi película o programa de televisión favorito es Una Navidad inolvidable






















































































































6. Soy gran fan de de todos los cantantes

Image H23

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Si Más o menos ___ No ___
2. En clase de inglés, me gusta leer historias. Si ✓ Más o menos ___ No ___
3. En clase de inglés, me gusta trabajar con otros. Si ✓ Más o menos ___ No ___
4. En clase de inglés, me gusta jugar juegos. Si ✓ Más o menos ___ No ___
5. En clase de inglés, me gusta escribir. Si ___ Más o menos ✓ No ___

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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8

Cuestionario de Intereses

Nombre de la Escuela: Licenciado Benito Juárez Fecha: 17/oct/2018
Género: M F Edad: 10 años Grado: 5ª

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta salir al recreo y jugar

2. Después de la escuela, me gusta jugar Fútbol en la plaza

3. En vacaciones, me gusta y a la playa a ver el mar

4. Mi juego favorito es Fortnite por que juego con mas gente

5. Mi película o programa de televisión favorito es los jovenes titanes en accion

6. Soy gran fan de dragon ball

Image H25

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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19

Cuestionario de Intereses

Nombre de la Escuela: Lic. Genaro J. Torres

Fecha: 17 de octubre 2018

Género: M F

Edad: 10

Grado: 3A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta las matemáticas y inglés

2. Después de la escuela, me gusta jugar Fornite y hacer centaditas también jugar geometría y club Poké

3. En vacaciones, me gusta correr jugar Fornite

4. Mi juego favorito es Fornite

5. Mi película o programa de televisión favorito es Naruto 100 días de angry birds

6. Soy gran fan de Naruto

Image H27

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H28

10

Cuestionario de Intereses

* SS didn't read full instruction, wrote his name instead.

Nombre de la Escuela:

[Redacted]

Fecha: Miércoles 7 Oct 2010

Género: M F

Edad: 10

Grado: 5A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Jugar trabajar jugar Beisbol
participar en la clase

2. Después de la escuela, me gusta ir a comer ir a ponerme
piyama y acostarme ver la tele
y me acuesto

3. En vacaciones, me gusta ir a la playa y a las
albercas

4. Mi juego favorito es jugar a la cuerda

5. Mi película o programa de televisión favorito es la lucha Resid
eniv 15235

6. Soy gran fan de polinecios de Makiman

Image H29

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.













































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																													
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Image H30

11

Cuestionario de Intereses

Nombre de la Escuela: Benito Guanes Fecha: 16 Oct 2018
Género: M F Edad: 10 Grado: 5 A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar al bote o las escondidas
2. Después de la escuela, me gusta ver videos de juegos o de caricaturas
3. En vacaciones, me gusta jugar wii, wiu y play4
4. Mi juego favorito es ball gon ball budekay 3
5. Mi película o programa de televisión favorito es bob esponja
6. Soy gran fan de ENDF

Image H31

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si ___ Más o menos No ___
- 2. En clase de inglés, me gusta leer historias. Si ___ Más o menos No ___
- 3. En clase de inglés, me gusta trabajar con otros. Si ___ Más o menos No ___
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos ___ No ___
- 5. En clase de inglés, me gusta escribir. Si ___ Más o menos No ___

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H32

12

Cuestionario de Intereses

Nombre de la Escuela: denito graves

Fecha: 17/oct/2018

Género: M F

Edad: 9

Grado: B-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta es tu diar

2. Después de la escuela, me gusta gugar free fire

3. En vacaciones, me gusta comer y dormir y gugar free fire

4. Mi juego favorito es algo

5. Mi película o programa de televisión favorito es grajon del cuper

6. Soy gran fan de grajon del cuper y las es feros azule del grajon

Image H33

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos Si No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H34

13

Cuestionario de Intereses

Nombre de la Escuela: Benito Juarez Fecha: 17/10/18
 Género: M F Edad: 10 Grado: 5ºA

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar con mis amigos

2. Después de la escuela, me gusta jugar al celular o patina

3. En vacaciones, me gusta ir con mis primas

4. Mi juego favorito es flee five

5. Mi película o programa de televisión favorito es Soy Luna

6. Soy gran fan de Soy Luna

Image H35

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">How Are You Feeling?</th> <th style="text-align: center;"></th> </tr> <tr> <td style="text-align: center;"> Sad</td> <td style="text-align: center;"> Scared</td> <td style="text-align: center;"> Mad</td> <td style="text-align: center;">Happy</td> </tr> <tr> <td style="text-align: center;"> Calm</td> <td style="text-align: center;"> Embarrassed</td> <td style="text-align: center;"> Sick</td> <td></td> </tr> <tr> <td style="text-align: center;"> Tired</td> <td style="text-align: center;"> Frustrated</td> <td style="text-align: center;"> Silly</td> <td></td> </tr> <tr> <td style="text-align: center;"> Bored</td> <td style="text-align: center;"> Proud</td> <td style="text-align: center;"> Confused</td> <td></td> </tr> </table>	How Are You Feeling?				 Sad	 Scared	 Mad	Happy	 Calm	 Embarrassed	 Sick		 Tired	 Frustrated	 Silly		 Bored	 Proud	 Confused		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">How Are You Feeling?</th> <th style="text-align: center;"></th> </tr> <tr> <td style="text-align: center;"> Sad</td> <td style="text-align: center;"> Scared</td> <td style="text-align: center;"> Mad</td> <td style="text-align: center;">Happy</td> </tr> <tr> <td style="text-align: center;"> Calm</td> <td style="text-align: center;"> Embarrassed</td> <td style="text-align: center;"> Sick</td> <td></td> </tr> <tr> <td style="text-align: center;"> Tired</td> <td style="text-align: center;"> Frustrated</td> <td style="text-align: center;"> Silly</td> <td></td> </tr> <tr> <td style="text-align: center;"> Bored</td> <td style="text-align: center;"> Proud</td> <td style="text-align: center;"> Confused</td> <td></td> </tr> </table>	How Are You Feeling?				 Sad	 Scared	 Mad	Happy	 Calm	 Embarrassed	 Sick		 Tired	 Frustrated	 Silly		 Bored	 Proud	 Confused		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3">How Are You Feeling?</th> <th style="text-align: center;"></th> </tr> <tr> <td style="text-align: center;"> Sad</td> <td style="text-align: center;"> Scared</td> <td style="text-align: center;"> Mad</td> <td style="text-align: center;">Happy</td> </tr> <tr> <td style="text-align: center;"> Calm</td> <td style="text-align: center;"> Embarrassed</td> <td style="text-align: center;"> Sick</td> <td></td> </tr> <tr> <td style="text-align: center;"> Tired</td> <td style="text-align: center;"> Frustrated</td> <td style="text-align: center;"> Silly</td> <td></td> </tr> <tr> <td style="text-align: center;"> Bored</td> <td style="text-align: center;"> Proud</td> <td style="text-align: center;"> Confused</td> <td></td> </tr> </table>	How Are You Feeling?				 Sad	 Scared	 Mad	Happy	 Calm	 Embarrassed	 Sick		 Tired	 Frustrated	 Silly		 Bored	 Proud	 Confused	
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Image H36

14

Cuestionario de Intereses

Nombre de la Escuela: La Benito Juárez Fecha: 17/04/2018
 Género: M F Edad: 9 años Grado: 5ºA

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar con mis compañeros

2. Después de la escuela, me gusta ver la tele

3. En vacaciones, me gusta ir de viaje

4. Mi juego favorito es el celular

5. Mi película o programa de televisión favorito es soy lana

6. Soy gran fan de los polinesios.

Image H37

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.













































































































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Image H38

15

Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez

Fecha: 17/10 octubre/2013

Género: M F

Edad: 10

Grado: 5º

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Jugar/Recitar

2. Después de la escuela, me gusta Comer / Jugar en la computadora

3. En vacaciones, me gusta Viajar

4. Mi juego favorito es Roblox

5. Mi película o programa de televisión favorito es Soy Luna

6. Soy gran fan de Soy Luna

Image H39

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H40

16

Cuestionario de Intereses

* SS didn't read full instruction, wrote her name instead.

Nombre de la Escuela _____ Fecha: 12/10/2018
 Género: M F Edad: 10 Grado: 5:A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta trabajar

2. Después de la escuela, me gusta salir a jugar

3. En vacaciones, me gusta jugar

4. Mi juego favorito es Fornte

5. Mi película o programa de televisión favorito es soy loca, like

6. Soy gran fan de Kimberly Loaiza y Jon de Dios pantoja

Image H41

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Image H42

17

Cuestionario de Intereses

Nombre de la Escuela: Lic Berto Juárez Fecha: 17-10-18
 Género: M F Edad: 10 años Grado: 5º A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta porque puedo estar con mis amigos

2. Después de la escuela, me gusta jugar a saltar la cuerda

3. En vacaciones, me gusta ir a las cisternas para nadar

4. Mi juego favorito es el Bolo

5. Mi película o programa de televisión favorito es Victoria

6. Soy gran fan de BTS es una banda de música coreana y es un grupo de hombres

Image H43

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H44

Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez Fecha: 17/oct/2018

Género: M F Edad: 10 Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Jugar Basketball

2. Después de la escuela, me gusta Jugar Free Fire ese juego se juega con el celular

3. En vacaciones, me gusta ir a la playa divertirme

4. Mi juego favorito es las atrapadas

5. Mi película o programa de televisión favorito es soy luna






















































































































6. Soy gran fan de Ozuna, Karol Sevilla

Image H45

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

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19

Cuestionario de Intereses

Nombre de la Escuela: Lia Benito JuarezFecha: 17/Oct/18Género: M F Edad: 11Grado: 5 = A:

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar con mis amigos
y con mi amigas

2. Después de la escuela, me gusta ir a mi casa y
ver videos de Juan y Kimbela

3. En vacaciones, me gusta ver videos y jugar con
mis hermanos

4. Mi juego favorito es el pian por que no
meadura

5. Mi película o programa de televisión favorito es la monsa

6. Soy gran fan de soy Luna

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.













































































































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20

Cuestionario de Intereses

Nombre de la Escuela: Lic Benito JarezFecha: 17/Oct/2018Género: M F Edad: 11Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta trabajar, jugar con mis amigas,
que nos dan ingles, educación física
y hacer mas amigos
2. Después de la escuela, me gusta ir con mis primas a
jugar y estar mas tiempo
con mis hermanas y mi mamá
3. En vacaciones, me gusta ir a la playa o
estar mas tiempo con
mis parientes
4. Mi juego favorito es Free fire, Fornite, Helix
5. Mi película o programa de televisión favorito es la falla
de samandras
6. Soy gran fan de Juan de Dios Parboja y
Paulo Londra, Cornelio Vega Jr.

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
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III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez Fecha: 17/oct/2018
 Género: M F Edad: 10 años Grado: 5ºA

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar con mi amigo Debany
al vóto y con Luis, Jaime y René

2. Después de la escuela, me gusta jugar con mi prima y
jugar a la pelota.

3. En vacaciones, me gusta dormir y salir a pasar al
centro o a ir a la casa de mis primos

4. Mi juego favorito es el vóto

5. Mi película o programa de televisión favorito es soy Luna, like la
leyenda.

6. Soy gran fan de Karol Sevilla.

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Image H52

22

Cuestionario de Intereses

Nombre de la Escuela: Escuela Benito Blanco Fecha: 16 de octubre 2013
 Género: M F Edad: 10 años Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.






















































































































1. En la escuela, me gusta España English
2. Después de la escuela, me gusta Jugar con amigos
o hacer la tarea
3. En vacaciones, me gusta Jugar con mis primas
y irme a la playa
4. Mi juego favorito es Fifore porque puedes
jugar de 2 dos
5. Mi película o programa de televisión favorito es Like que sale
en el 2
6. Soy gran fan de maluma el mas guapo

Image H53

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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23

II. Selecciona Si, Más o menos o No para los siguientes enunciados

Nombre de la Escuela: Lic. Benito Juárez Fecha: 17/04/2018

Género: M F Edad: 10 Grado: 5º A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar al bota escondidas que me
pongan problemas matematicos

2. Después de la escuela, me gusta comer, dormir, patinar
no me gusta mucho hacer tarea

3. En vacaciones, me gusta ir al bosque magico ir con
mi abuelita

4. Mi juego favorito es el bota o la cuerda

5. Mi película o programa de televisión favorito es pelicula = jurassic world

6. Soy gran fan de soy luna por que ami tambien me gusta
patinar

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3">How Are You Feeling?</th> <th></th> </tr> <tr> <td></td> <td></td> <td></td> <td>Happy</td> </tr> <tr> <td>Sad</td> <td>Scared</td> <td>Mad</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Calm</td> <td>Embarrassed</td> <td>Sick</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tired</td> <td>Frustrated</td> <td>Silly</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bored</td> <td>Proud</td> <td>Confused</td> <td></td> </tr> </table>	How Are You Feeling?							Happy	Sad	Scared	Mad						Calm	Embarrassed	Sick						Tired	Frustrated	Silly						Bored	Proud	Confused		<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3">How Are You Feeling?</th> <th></th> </tr> <tr> <td></td> <td></td> <td></td> <td>Happy</td> </tr> <tr> <td>Sad</td> <td>Scared</td> <td>Mad</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Calm</td> <td>Embarrassed</td> <td>Sick</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tired</td> <td>Frustrated</td> <td>Silly</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bored</td> <td>Proud</td> <td>Confused</td> <td></td> </tr> </table>	How Are You Feeling?							Happy	Sad	Scared	Mad						Calm	Embarrassed	Sick						Tired	Frustrated	Silly						Bored	Proud	Confused		<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="3">How Are You Feeling?</th> <th></th> </tr> <tr> <td></td> <td></td> <td></td> <td>Happy</td> </tr> <tr> <td>Sad</td> <td>Scared</td> <td>Mad</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Calm</td> <td>Embarrassed</td> <td>Sick</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tired</td> <td>Frustrated</td> <td>Silly</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Bored</td> <td>Proud</td> <td>Confused</td> <td></td> </tr> </table>	How Are You Feeling?							Happy	Sad	Scared	Mad						Calm	Embarrassed	Sick						Tired	Frustrated	Silly						Bored	Proud	Confused	
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Image H56

24

Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez Fecha: 17/10/18
 Género: M F Edad: 10 años Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta hablar con mis amigas y amigos
todo el recreo
2. Después de la escuela, me gusta ver películas
3. En vacaciones, me gusta ir al rancho y jugar con mis
primos
4. Mi juego favorito es minecraft (bata, atrapaoalas)
5. Mi película o programa de televisión favorito es Once Upon a Time
6. Soy gran fan de yolo, ezuna, maluma, Dos Egos, locuras D

Image H57

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>
<p>How Are You Feeling?</p>	<p>How Are You Feeling?</p>	<p>How Are You Feeling?</p>

Image H58

25

Cuestionario de Intereses

* Ss didn't read full instruction, wrote her name instead.

Nombre de la Escuela: _____ Fecha: Febrero 2017
 Género: M F Edad: 810 Grado: 5to grado

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Bastascuantos tiene leer cuantos
Bastos cuantos

2. Después de la escuela, me gusta jugar con bebe

3. En vacaciones, me gusta ir al par que y bailar

4. Mi juego favorito es a las escon diobos

5. Mi película o programa de televisión favorito es cuantos las a segas

6. Soy gran fan de soy luna

Image H59

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos ___ No ___
- 2. En clase de inglés, me gusta leer historias. Si Más o menos ___ No ___
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos ___ No ___
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos ___ No ___
- 5. En clase de inglés, me gusta escribir. Si Más o menos ___ No ___

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.













































































































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Image H60

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Cuestionario de Intereses

Nombre de la Escuela: Lic Benito Juarez Fecha: 17/oct/2018
 Género: M F Edad: 10 años Grado: 5ºA

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta jugar al basquetbol y a jugar con mis amigas y tambien jugar al voleo
2. Después de la escuela, me gusta jugar con mis primos y con mi hermano pequeño
3. En vacaciones, me gusta convivir con mi familia
4. Mi juego favorito es el voleo y el basquet bol
5. Mi película o programa de televisión favorito es Soy luna y like
6. Soy gran fan de Kimberly baiza y Juan de dios pantoya

Image H61

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































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Image H62

27

Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez

Fecha: 27 oct 2018

Género: M F

Edad: 10

Grado: 5º

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Leer mucho, las matemáticas, Español,

2. Después de la escuela, me gusta hacer la tarea, jugar, ver televisión

3. En vacaciones, me gusta jugar, levantarme tarde

4. Mi juego favorito es las escondidas

5. Mi película o programa de televisión favorito es crepusculo

6. Soy gran fan de Shakira

Image H63

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

- 1. En clase de inglés, me gusta participar. Si Más o menos No
- 2. En clase de inglés, me gusta leer historias. Si Más o menos No
- 3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
- 4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
- 5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																																																	
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Image H64

28

SS added her name in color.

Cuestionario de Intereses

Nombre de la Escuela: Lic Benito Juárez Fecha: 17/oct/2013
 Género: M F Edad: 11 Grado: 5-A






















































































































I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta me gusta jugar a correr
porque soy la mas rapida del salon
y me siento muy bien corriendo me
hace olvidarme de los problemas
2. Después de la escuela, me gusta hacer la tarea y luego
jugar y alas atrapadas y luego
alas 7 me meto a mi casa para
ver soy luna
3. En vacaciones, me gusta jugar y viajar para
estar feliz
4. Mi juego favorito es Callejitas porque me
gusta ami correr
5. Mi película o programa de televisión favorito es soy luna
6. Soy gran fan de soy luna porque me
encanta patinar

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos No
2. En clase de inglés, me gusta leer historias. Si Más o menos No
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos No
4. En clase de inglés, me gusta jugar juegos. Si Más o menos No
5. En clase de inglés, me gusta escribir. Si Más o menos No

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.

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Cuestionario de Intereses

Nombre de la Escuela: Lic. Benito Juárez Fecha: 17/Oct/2018
 Género: M F Edad: 10 Grado: 5-A

I. Completa las siguientes oraciones sobre tus intereses.

1. En la escuela, me gusta Jugar al vozo, a las atrapadas,
a las escondidas, a la cuerda y al ulubri
2. Después de la escuela, me gusta ver la tele, el celular,
la laptop, la tablet, y las revistas
3. En vacaciones, me gusta ir al rancho, a la plaza sesema,
a la fundidora y a la macro plaza
4. Mi juego favorito es Fornite
5. Mi película o programa de televisión favorito es Mi corazón es
tuco
6. Soy gran fan de Kimberly Louiza y Juan de Dios Ochoa-
Ja

II. Selecciona Si, Más o menos o No, en cada uno de los siguientes enunciados.

1. En clase de inglés, me gusta participar. Si Más o menos ___ No ___
2. En clase de inglés, me gusta leer historias. Si Más o menos ___ No ___
3. En clase de inglés, me gusta trabajar con otros. Si Más o menos ___ No ___
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5. En clase de inglés, me gusta escribir. Si Más o menos ___ No ___

III. Selecciona del cuadro de emociones, cómo te sientes generalmente en las clases de inglés.






















































































































<p>1. Colorea usando tu color favorito cómo te sientes más comúnmente antes de la clase de inglés.</p>	<p>2. Colorea usando tu color favorito cómo te sientes más comúnmente durante la clase de inglés.</p>	<p>3. Colorea usando tu color favorito cómo te sientes más comúnmente después de la clase de inglés.</p>																																																												
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Image H68

①

Student Behavior Observation

Observer: Mr. Rivera Date: Oct. 24th, 2018 Time: 11:00 to 11:50
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behaviors of a student during the first class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
11:12	good behavior	He was writing the vocabulary paying attention.
11:18	good behavior	Good behavior, but he stands up without asking for permission one time.
11:22	good behavior	He was still working. He was focused on his work.
11:25	good behavior	Working well, in some moments he had a small conversation with a partner.
11:27	good behavior	still good behavior, but he was eating in class.
11:28	talking	He was talking a little bit more with 2 partners.
11:32	talking	He was eating in class, and he moved from his sit without asking for permissions.
11:35	not paying attention	The teacher was saying the words and asked them to repeat the words. He wasn't repeating.
11:40	talking	He is talking too much with a partner.
11:49	good behavior	He was working but class was over.

Image H69

①

Class Participation Rubric

October 24th, 2018

Student's: Gender: M Age: 10 Grade: 5th School: Benito Juárez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.
Focus on Project and/ or Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Contributions in Class or Working with Others	Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes positively to the class and supports the efforts of others. Students feel safe volunteering in his/her presence.	Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard. Usually listens to, shares with, and supports the efforts of others.	Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. Listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.	Rarely provides useful ideas when participating in classroom discussion. May refuse to participate. Often disrupts or discourages others' attempts to participate.
Time-Management (During Group Projects and/or Class Activities)	Never procrastinates, routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.	Sometimes procrastinates. Often uses time well, never misses deadlines.	Usually procrastinates, does not use school time efficiently but completes projects by deadline.	Consistently procrastinates, rarely gets work done by deadlines, asks for extensions or does not submit work.
Total				

Grade: 5th Total out of 20 = 8

20 = A+
 16 = A
 12 = B
8 = C
 4 = D

Image H70

②

Student Behavior Observation

Observer: Mr. Rivera Date: Oct 24th, 2018 Time: 11:00 to 11:50
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behaviors of a student during the first class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
11:12	good behavior	He was paying attention.
11:23	good behavior	He was working and focused on his work.
11:24	good behavior	He was working focused on his work.
11:31	good behavior	Paying attention.
11:36	good behavior	but he wasn't repeating the words.
11:38	not paying attention	He was drawing in his notebook.
11:40	not paying attention	He was drawing on his hand with his pen.
11:45	quiet	But he has not written anything on his notebook.
11:49	good behavior	He was working but class was over.

Image H71

②

Class Participation Rubric

October 24th, 2018

Student's: Gender: M Age: 10 Grade: 5th School: Benito Juarez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.
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Total				

Grade: 5th Total out of 20 = 12

20 = A+

16 = A

12 = B

8 = C

4 = D

①

Student Behavior Observation

Observer: Mr. Rivera Date: Nov. 8th, 2018 Time: 9:40 to 10:30
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behaviors of a student during the second class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
9:40	talking	talking with a partner who wasn't close to him.
9:50	ok, good behavior	writing the information from the board / He tries to participate.
10:00	Good behavior	He is paying attention to the T.
10:05	OK, but not participating.	He sometimes does not repeat the words/vocabulary.
10:06	mmm... talking.	He moved from his seat without asking for permission, to talk to a partner.
10:15	good behavior	He is working, doing the activity.
10:20	Good behavior	He is very focused on his work and quiet, it seems he is doing his best.
10:26	Good behavior	He is done with his job. He has a good behavior.

Image H73

①

Class Participation Rubric

November 8th, 2018

Student's: Gender: M Age: 10 Grade: 5th School: Benito Juárez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.
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Total				

Grade: 5th Total out of 20 = 14

20 = A+
 16 = A
 12 = B
 8 = C
 4 = D

②

Student Behavior Observation

Observer: Mr. Rivera Date: Nov 8th, 2018 Time: 9:40 to 10:30
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behaviors of a student during the second class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
9:40	OK, good behavior.	Quiet and paying attention.
9:50	Good behavior	But he sometimes doesn't pay attention.
10:00	OK, good behavior.	He is paying attention, but he hasn't taken notes.
10:05	OK behavior	He stands from his place to talk to a friend.
10:10	OK behavior	He moved to another chair and he hasn't started doing the activity.
10:21	Good behavior	He just started doing his work in a slow way.
10:28	Good behavior	He is almost done with his job.
10:30	Good behavior	He is done with his job.

②

Class Participation Rubric November 8th, 2018Student's: Gender: M Age: 10 Grade: 5th School: Benito Juarez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others
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Total				

Grade: 5th Total out of 20 = 13

20 = A+
 16 = A
12 = B
 8 = C
 4 = D

①

Student Behavior Observation

Observer: Mr. Rivera Date: Nov. 9th, 2018 Time: 11:50 to 12:40
 School: _____ Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behavior of a student during the third class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
11:50	OK behavior	He is paying attention.
12:03	OK behavior	He moves from his chair, but he's participating.
12:04	mmm ok behavior	He laughs so loud so loud with the examples.
12:05	OK behavior	He changed to another chair without asking for permission.
12:08	Good behavior	He is very interested with the class.
12:11	mmm not very good.	There's an audio story, but he's not paying attention, he is looking for someone to talk, looking around.
12:18	OK behavior, but not participating	He is not repeating the vocabulary.
12:25	Good behavior	He is writing the activities.
12:30	Good behavior	He is done with his job.

①

Class Participation Rubric

November 9th, 2018

Student's: Gender: M Age: 10 Grade: 5th School: Benito Juárez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others.
Focus on Project and/ or Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
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Total				

Grade: 5th Total out of 20 = 15

20 = A+
 16 = A
 12 = B
 8 = C
 4 = D

②

Student Behavior Observation

Observer: Mr. Rivera Date: Nov. 9th, 2018 Time: 11:50 to 12:40
 School: Benito Juárez Child's Gender: M Child's Age: 10
 Observation Objective: To observe the behavior of a student during the
third class with the researcher of the investigation.

Time Sample		
Time	Behavior	Description
11:50	Good behavior	He is paying attention.
12:03	Good behavior	following the indications.
12:05	Good behavior	quiet and paying attention.
12:11	Good behavior	Paying attention to the story.
12:18	Good behavior	He is paying attention, but He is not repeating the vocabulary.
12:25	Good behavior	He is writing things from the board.
12:30	Good behavior	He is done with his job.

Image H79

②

Class Participation Rubric November 9th, 2018Student's: Gender: M Age: 10 Grade: 5th School: Benito Juarez

Category	Excellent (5)	Good (4)	Fair (3)	Unacceptable (1)
Attitude/Behavior	Student is always respectful of his or her self, others, and teacher. Student is engaged in class on a daily basis, has a positive attitude, and does not criticize anyone else's ideas or work.	Student is often respectful of his or herself, others, and teacher. Student is often engaged in class on a daily basis, has a positive attitude, and rarely criticizes anyone else's ideas or work.	Student is often disrespectful of his or her self, others, and teacher. Student is rarely engaged in class, lacks a positive attitude, and frequently criticizes others.	Student is usually disrespectful of his or her self, others, and teacher. Student is infrequently engaged in class, lacks a positive attitude, and consistently criticizes others
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Total				

Grade: 5th Total out of 20 = 17

20 = A+
 16 = A
 12 = B
 8 = C
 4 = D

Color Name Word Search

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 L T T I A B L A I O
 U P U R P L E N T S
 E E C S I A C G E L
 L A H S S N C I E D P
 N E I T T K K S R S T
 E T E P G R E F E N U
 C T S U E A N D E E

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 BROWN
 GRAY
 GREEN
 ORANGE
 PINK
 PURPLE
 RED
 WHITE
 YELLOW

Color Name Scramble

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Image H81

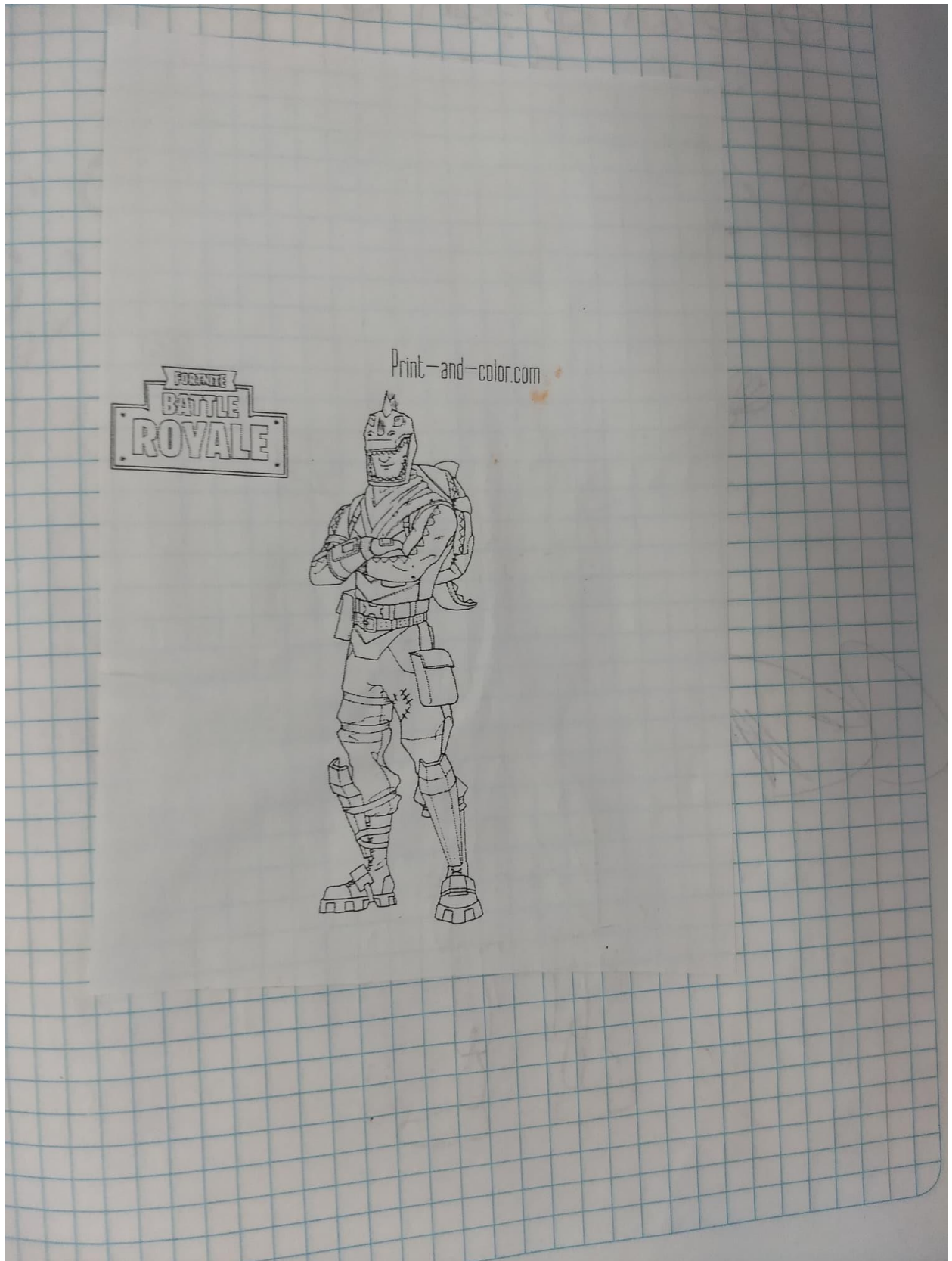


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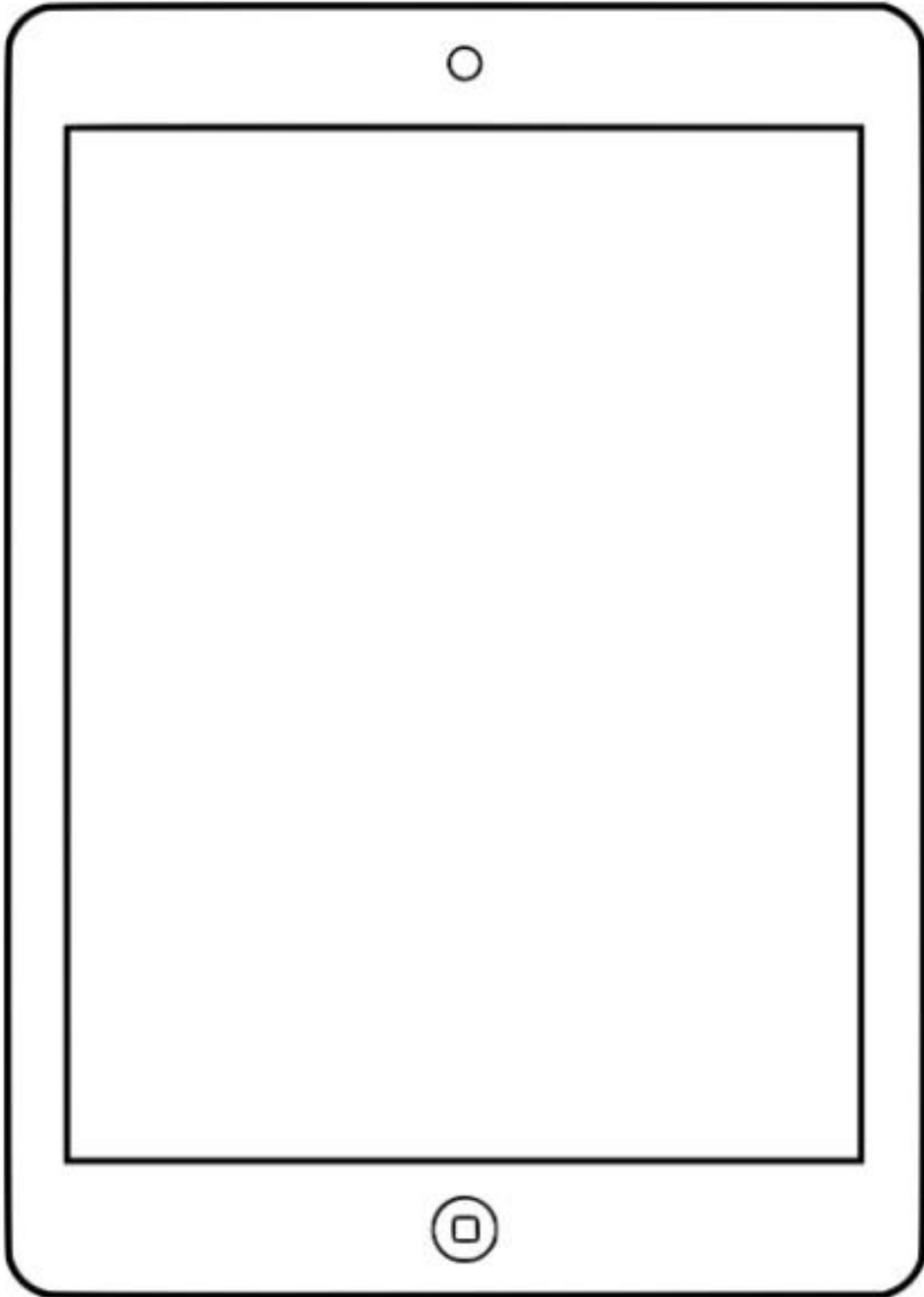


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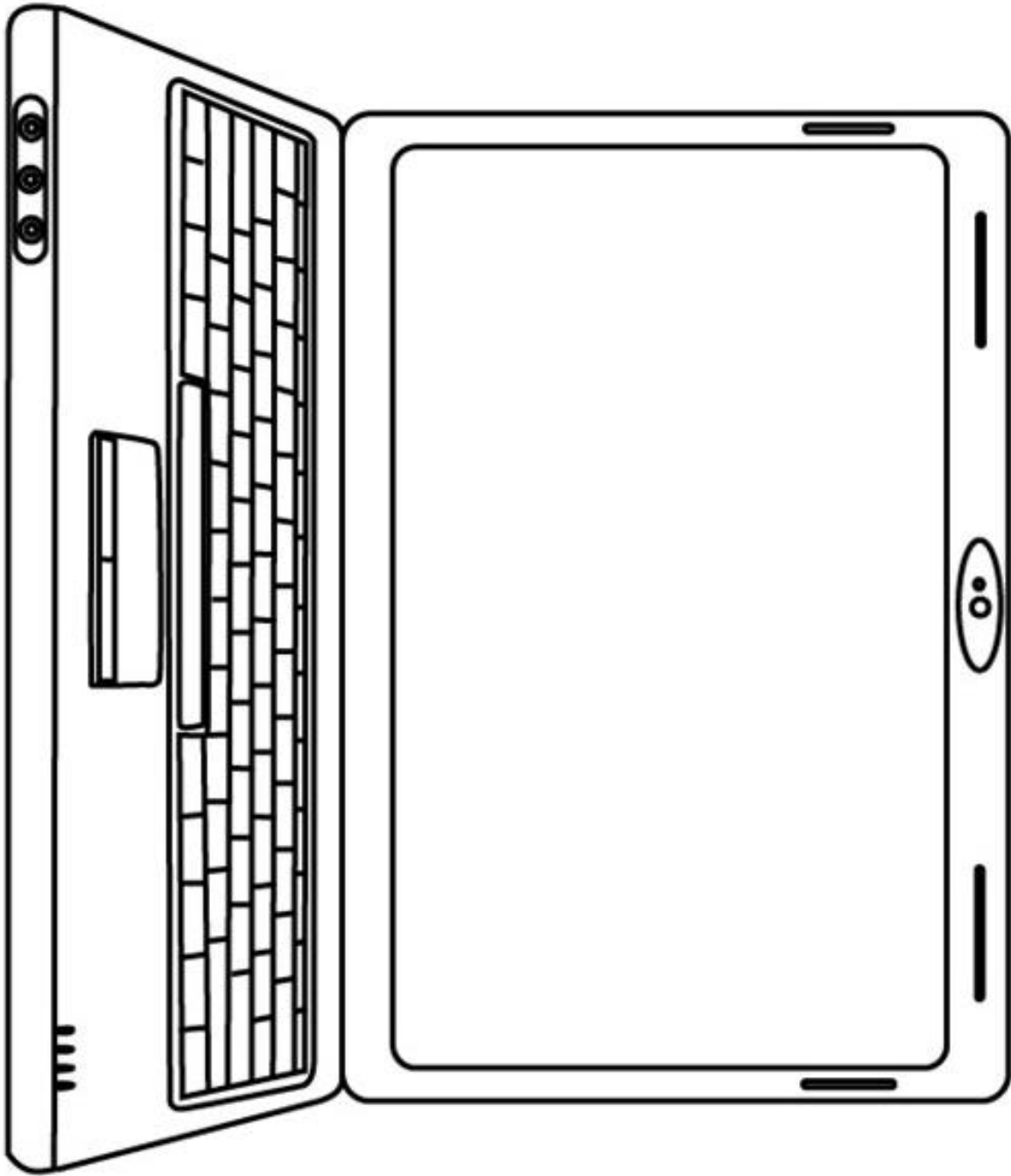


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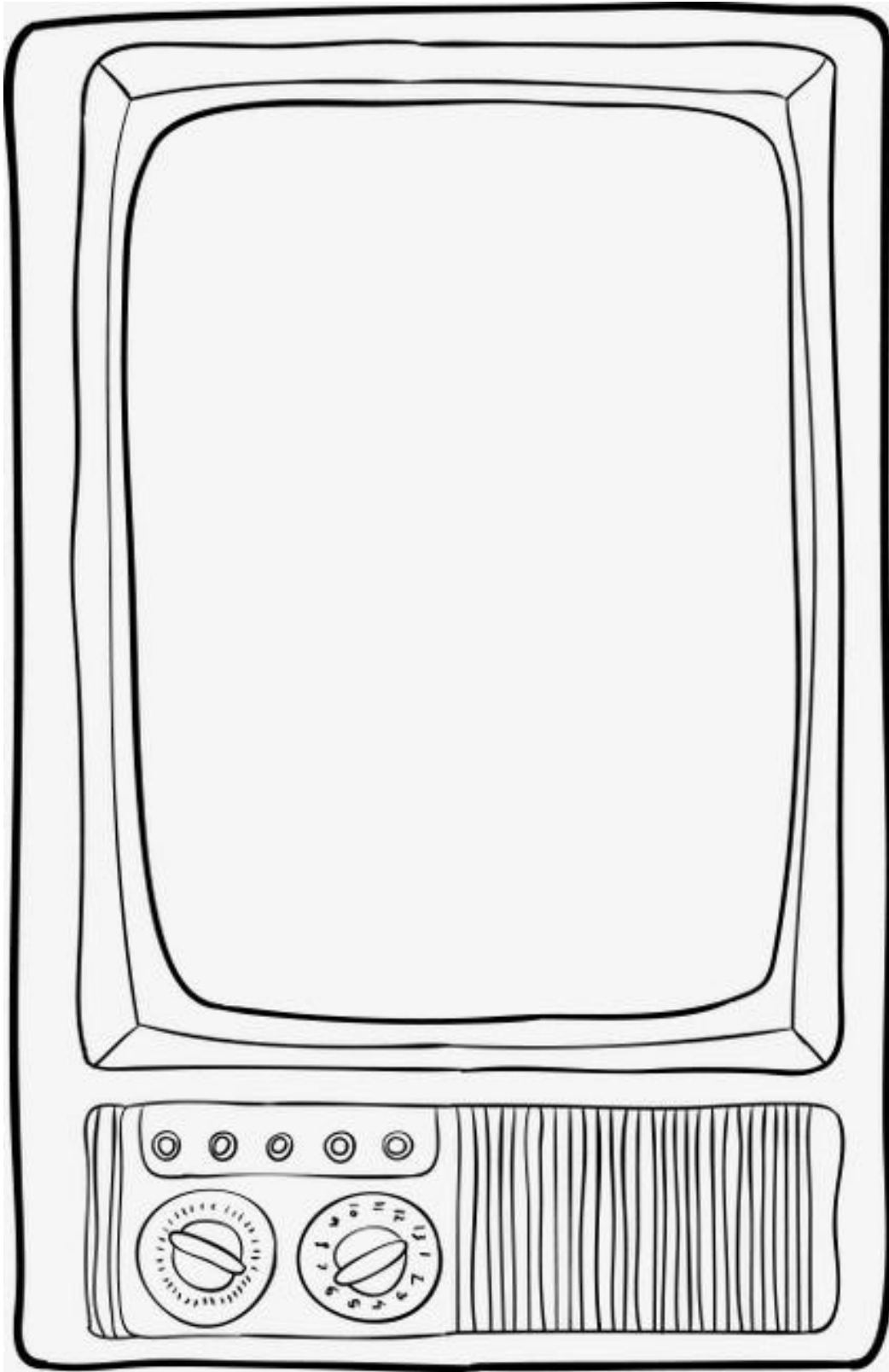


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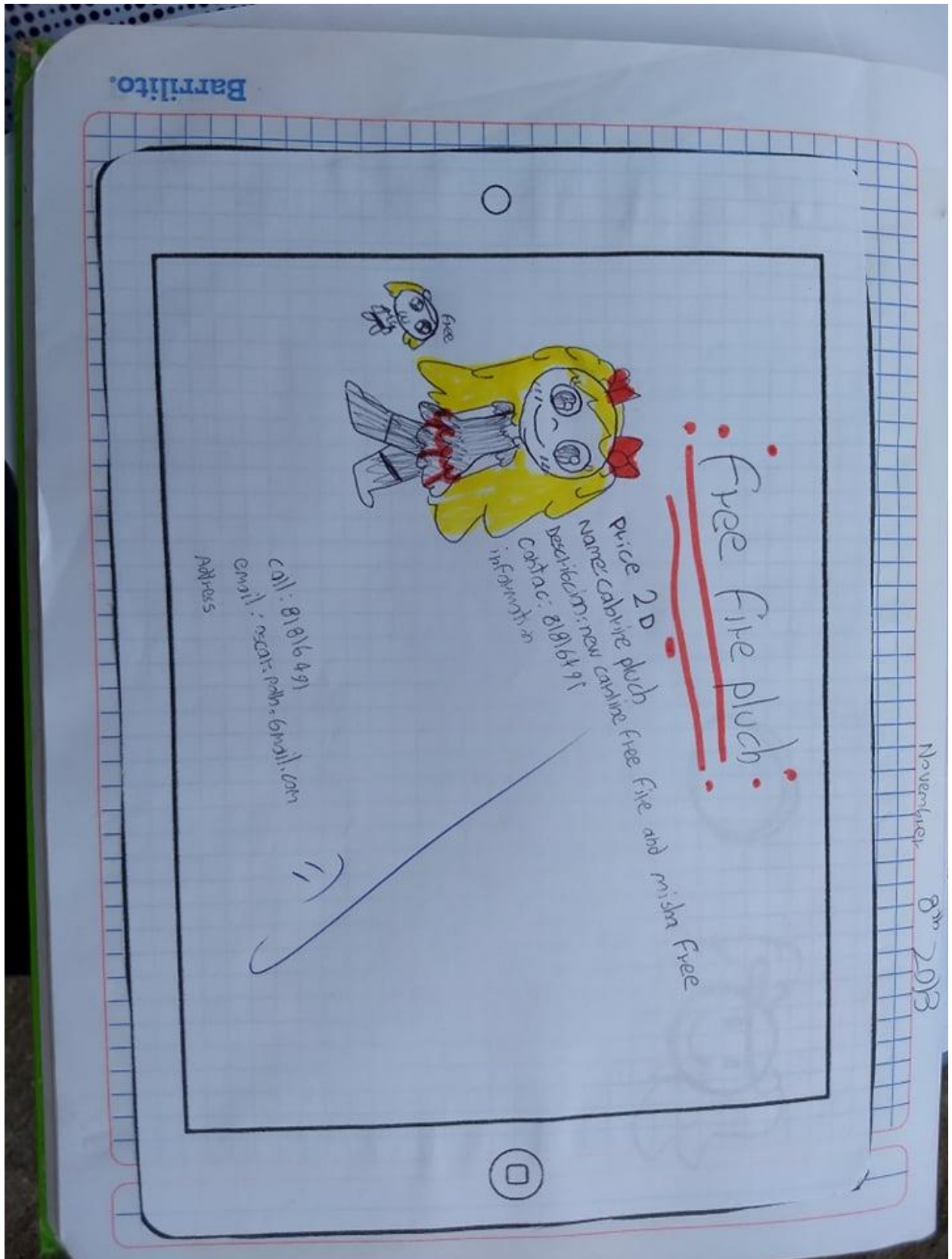


Image H86



Image H87

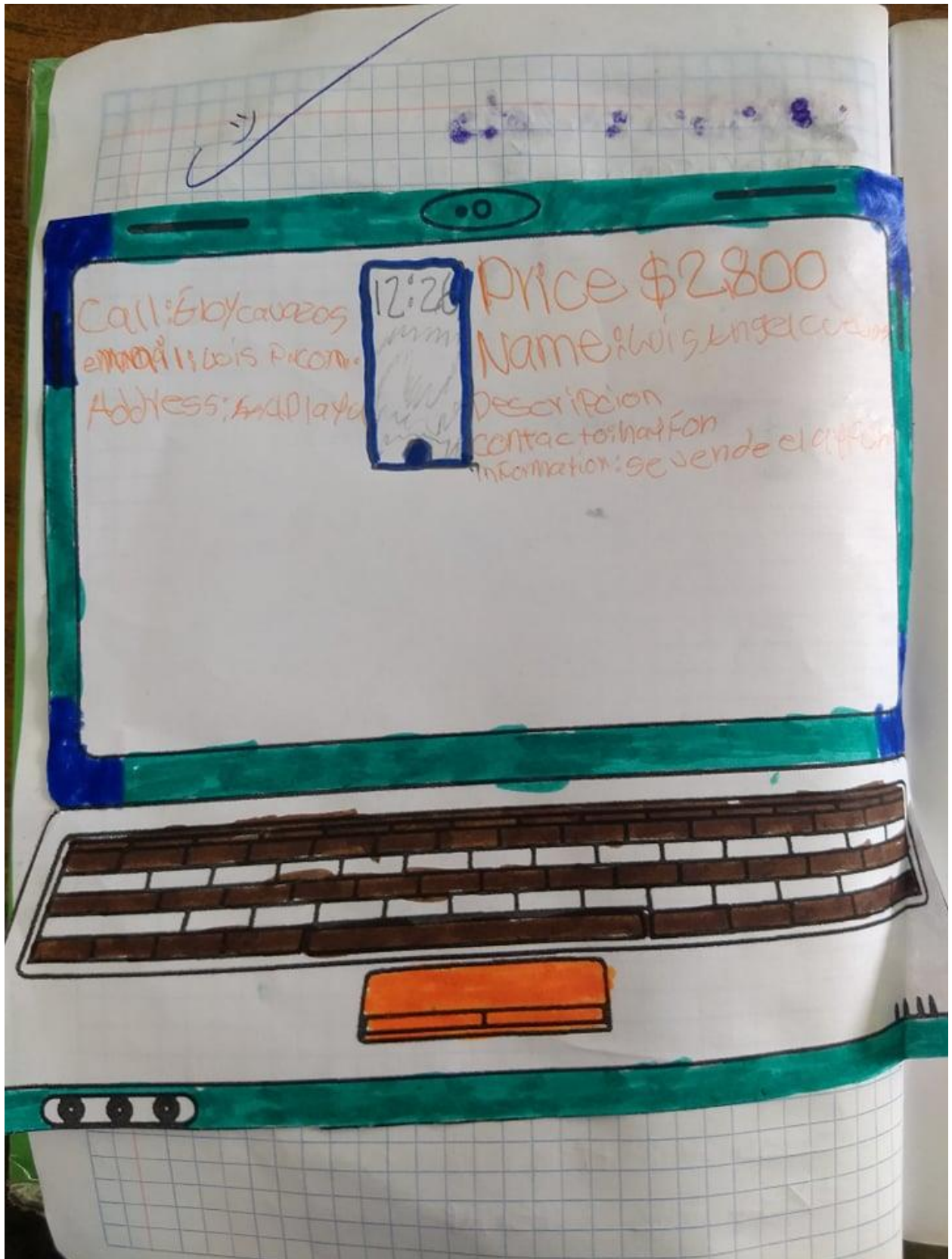


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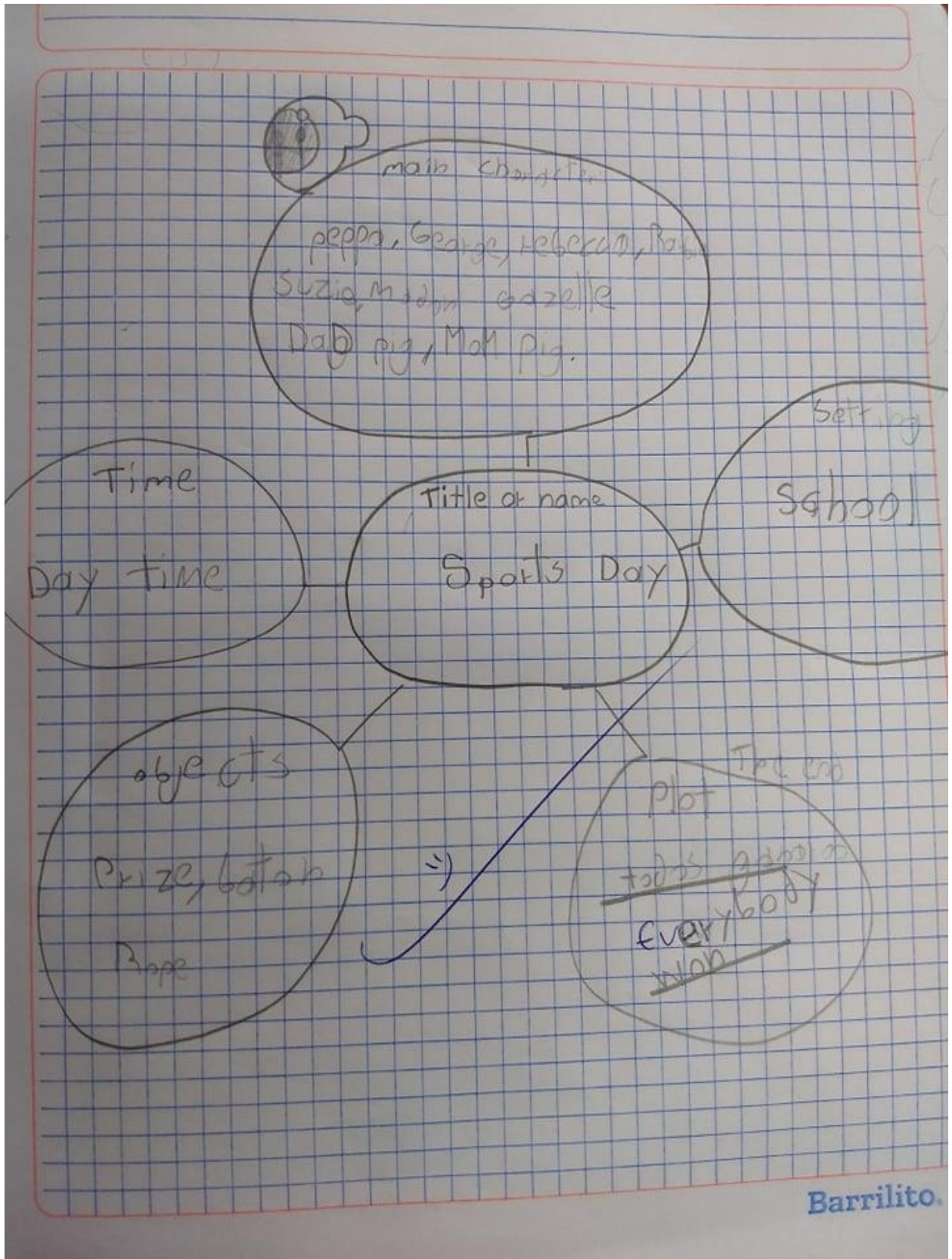


Image H89

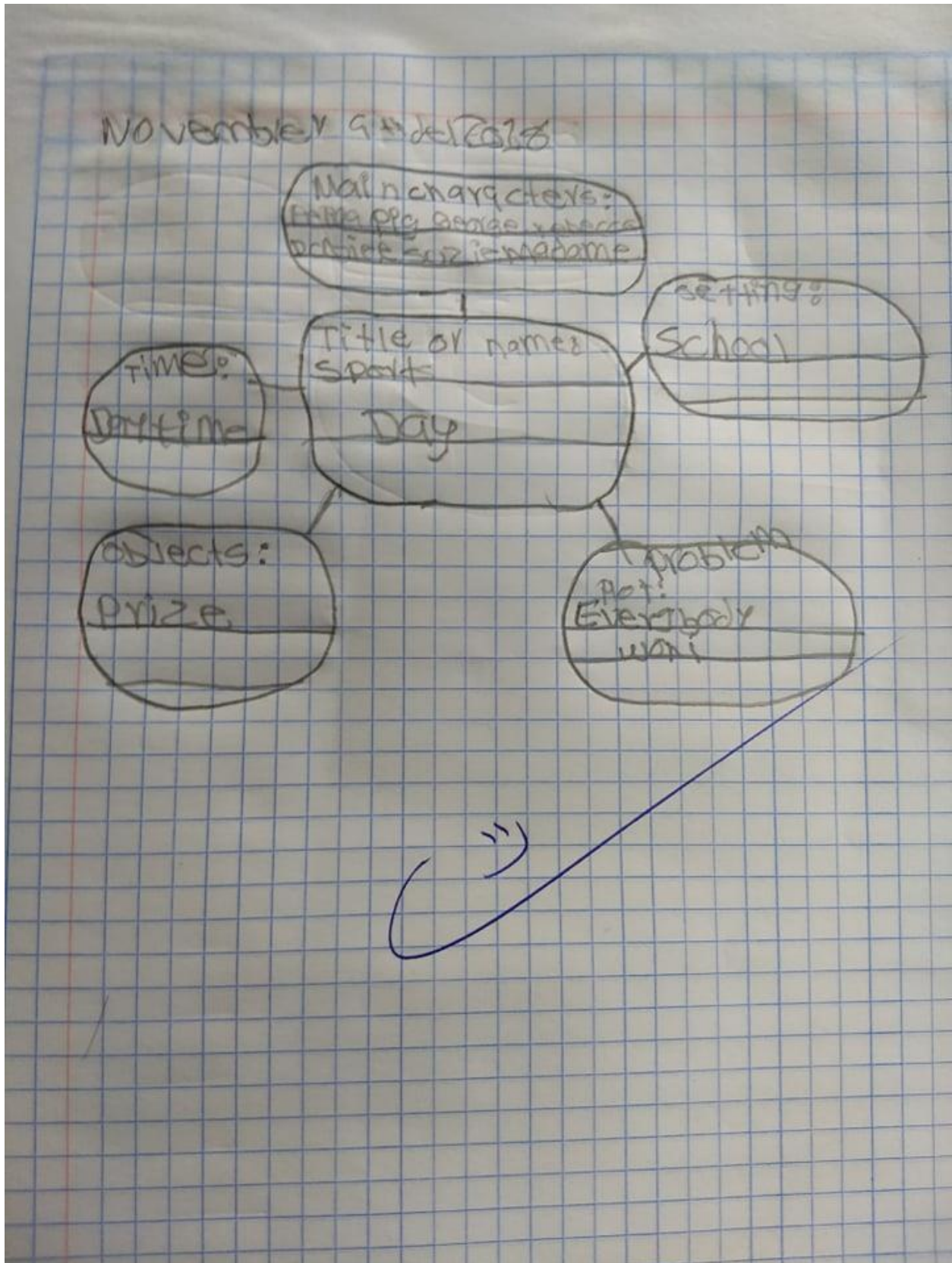


Image H90

Appendix I
Transcript of Teacher Interview

April, 2019.

R = Researcher, T = Teacher.

R: Question number 1. After the project was implemented and considering only the 2 observed students, student 1 and 2, you know their names. Were the observed students more interested in the English classes? Meaning, uh, did they work and participate more or did they pay more attention afterwards?

T: Yes, after that they... I think that they are working better and they pay more attention, umm their behavior also has changed.

R: What type of behavior?

T: Umm... like they now pay more attention and they don't talk too much with the, with their partners. Umm, they are more focused on the class.

R: Ok, alright, thank you. Uhm, number 2. What changes did you notice particularly in the, in the observed students, and generally in the class? Ok? First in the observed students, and then in the class.

T: In the observed students I think that they, that it was good because they... feel better now, like, they feel more confident, and... and they participate more, umm, and, and it looks like they want to learn more English.

R: Ok. Ah, and in the class?

T: In the class?

R: Any changes? Did the class change?

T: Yes, I think that ahh, that... also the other students feel more motivated.

R: Ok, alright. And was there an improvement in their grades, or they stayed the same or they got worse? In their learning, I mean.

T: In their learning? Mmm, I think that they are learning, learning more. They, they pay more attention, mmm they like the English class more now.

R: How do you notice that they like it?

T: Because, ahh now when I get to the classroom, umm they, they feel happy, like, before that, they were thinking that the English class was like boring, and now, it looks, ahh, it looks like they are more interested in the class.

R: Ok, so the grades?

T: The grades? Also, yes, umm, they... they try to get better grades in the English class.

R: Ok, uhh but, was it there like ah, an improvement in the number of... I mean, how much do they get now? Like, did they get a C before, did they get a B or A or A+?

T: The... the class or only the two students?

R: Only the two students, and then the class.

T: Ahh, with the two students, mmm yes, like ahh, in the first unit they were like, like D or C.

R: Ok.

T: And now they're getting like B, B... sometimes with ahh, with other exercises they get like A.

R: Alright, that's good to know. And the rest of the class?

T: The rest of the class? I think that yes, also they, they are, they are getting better grades.

R: Alright, thank you. Alright, number tree. What is your opinion in relation to the learning and learning difficulties of the observed students? Uh, the same is, why do you think they learn or struggle to learn the language?

T: Why do I think they learn?

R: Yeah, what do you think helps them, helps them learn, and what do you think prevented them from learning?

T: Mmm... well, what I have seen is that, they, they pay more attention or they learn more, when they are nor together, they have to be like separated.

R: Certain students?

T: Yeah, because they are very easy to, to distract. And when they're in another, in a different place where, uhh far from some students that, uhh they talk too much, they, uhh, they are more focused on the class.

R: Ok, so... Basically, their learning difficulties were not paying attention because they were talking or distracted.

T: Distracted, I guess. I think that that was the, the factor.

R: A big factor.

T: Yeah.

R: Ok. Umm, another one is, do you think the observed students were more motivated or engaged in class after this project was brought to them?

T: Yes, I think so.

R: Alright, yeah. It's related to the other question so it's ok.

T: Ok.

R: And the last one. Would you implement this technique with struggling students in the future?

T: Yes, I will. I will for ah, helping them to learn, to learn ahh better, ahh, I think that's the only one reason, for they can learn better.

R: Ok. Do you know what, what was this implementation that I'm talking about? Like learning about what they like, and try to use that in the classroom.

T: Yes, yes, trying to use things that, they are more interested, ahh and using those things in the English class.

R: Ok, then thank you for your help.

T: You're welcome.

R: That would be it.