Graded Readers as Communication Springboards in the English as a Foreign Language

Classroom

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Abstract

This research focused on describing how graded readers may enhance communication skills in learners aged 11 to 13, possessing an A2 level of English, according to the CEFR (2001), in two private schools in the province of Buenos Aires, who have trouble in effortlessly and fluently transmitting their own thoughts. Action research was carried out for this purpose. Qualitative data after a carefully planned scheme was collected in the form of observers' reports, recordings and journals which was later thoroughly analyzed. The findings showed that the display of the right visual aids containing prefabricated chunks of language while working with graded readers at the right level of comprehensible input, dealt with in a friendly environment, enhanced learners' participation and boosted communication. Learners managed to successfully express their thoughts in a more articulate manner with the aid of sentence starters and vocabulary banks. This action research showed graded readers may become a good point of departure to meaningful communication as it was noted that learners spoke more English as lessons advanced.

Keywords: graded readers, communication, notice boards, visual aids, sentence starters.

Resumen

La investigación se focaliza en describir cómo los libros de lectura graduados pueden mejorar las habilidades comunicativas de los estudiantes de entre 11 y 13 años que poseen un nivel de

inglés A2 de acuerdo con el CEFR (2001), en dos escuelas privadas de la provincia de Buenos Aires, quienes presentan dificultades para transmitir sus pensamientos de manera fluida y sin esfuerzo. Para este propósito, se ha utilizado la investigación para la acción. Se recopilaron datos cualitativos a través de informes, grabaciones y entradas de diario en virtud de un esquema cautelosamente planeado, para ser posteriormente analizados. Los resultados demostraron que exponer a los estudiantes a los dispositivos visuales correctos que contuvieran frases hechas mientras se trabajaba con los libros de lecturas graduados y con un nivel correcto de dificultad, trabajados en una atmósfera amigable, mejoró la participación de los estudiantes e impulsó la comunicación. Los estudiantes lograron expresar sus opiniones de manera exitosa y con mejor articulación con la ayuda de iniciadores de frases y bancos de vocabulario. La investigación para la acción mostró que los libros de lectura graduados podrían ser un buen punto de partida para la comunicación significativa, ya que los estudiantes mejoraron su producción oral en inglés progresivamente.

Palabras clave: libros de lectura graduados, comunicación, carteleras, recursos visuales, iniciadores de frases.

How Graded Readers May Become Communication Springboards in the EFL

Classroom

Graded readers for the EFL classrooms are used in great demand and proof of it is the increasing number of them published annually (Clarigde, 2012). These are described by Hill (2008) as "books written for learners of English using limited lexis and syntax" (as cited in Claridge, 2012, p. 106). Being a varied source, not only of lexis but also of grammar and syntax, graded readers have been incorporated into many English as a Foreign Language classrooms as a means to exposing learners to the target language taking into account not only their level of English, but also their ages and interests. While graded readers could be employed to assess reading comprehension and incorporate more vocabulary, they could also become a motor for real communication in the classroom through which students can give their opinions, present predictions, and conclusions based on the story being read, initiate debate or engage in genuine conversation with other students in the class. Al-Zoubi (2018) asserts "language is a means of communication that is used to transfer ideas, information, and feelings from one person to another" (p. 151). Providing learners with engaging stories to work around and transforming these stories into springboards for engaging communication in the class could become great opportunities for learning how to communicate effectively and articulately. "As social creatures, humans need to collaborate with others to live, develop, and act." (Wahyuni, 2018; p 80). Communication is key to personal development. "Through the communication people will find themselves, develop their self-concept, and define the relationship with the world." Littlejohn (2002) finds communication difficult to define, but it

is explained as the transmission of knowledge. Wahyuni (2018) states that as human beings it is vital to build a nice relationship and communication since good education is the result of a loving atmosphere.

The ultimate goal of learning a foreign language is to communicate with others in the target language. Bygate (1987) affirmed that making learners use the language is one of the biggest challenges faced. Knowing a language is far distinct from using it. Selecting the pertinent words, in the correct place with an appropriate intonation to convey meaning is pondered. Therefore, considerable practice, from guided to more autonomous, is suggested. Interactional skills are depicted as the use of language to fluently and attentively interchange and negotiate messages, in real time. He affirms that formulaic expressions, that is to say, useful expressions, facilitate speaking, since they are "chunks which they have learnt as wholes" (p. 17). Thornbury (2005) asserts scaffolding the mastery of the speaking skill together with a classroom culture which allows learners to speak and negotiate meaning in the act of speaking aids in the development of communicative competence. He also explains that prefabricated chunks of language aid in gaining automaticity and therefore, fluency. In order to gain fluency and accuracy, learners should be guided into structuring utterances. This could be done by means of a more able guide being that a peer or the teachers themselves until learners are able to self-monitor their production. The Communicative Approach developed by Hymes (1971) aims at making "communicative competence the goal of language teaching" (as cited in Larsen-Freeman, 2011, p. 152). By communicative competence it is understood that communicating effectively in the target language is more

important than learning the rules of linguistic usage. Krashen (2013) describes five hypotheses to acquire a language. Two of them become of great importance for this research: The Comprehension Hypothesis which delineates the necessity of offering accessible and gradual input and the Affective Filter Hypothesis which emphasises the positive impact a low anxiety atmosphere has on learners' learning progress. Bygate (1987) accentuates the avoidance of public, intimidating exposition of shy learners. Krashen's hypotheses should be combined to supply the learners with best learning experiences. For Bygate, reading is contemplated as a way of expanding language knowledge since it is acquired when the conveyed message is understood. Anderson (2011) describes the Dessugestopedia method developed by Lozanov (1966) in which he proposes languages can be learnt much faster if learners get rid of the psychological barriers which prevent them from using their mental capacity fully. How classrooms should be brightly decorated to allow learning from the environment indirectly is also delineated. The method also suggests students are able to interact using gestures and words at the beginning but as more control over language is gained, communication can be self-initiated. According to this method, speaking with purpose rather than drilling should be encouraged. As students use the foreign language better, their native language should be used less.

In regard to the existing literature on the subjects of graded readers and speaking skills, Lestari (2022) claims graded readers supply learners with exposure to both the English language and the culture behind the story. In her paper, she describes how a compulsory reading program is introduced in Indonesia to tackle learners' low reading habit. This

program consists of compulsory reading for pleasure for fifteen minutes before lessons start. Despite this implementation, communication in English is arduous to achieve. The author suggests the provision of graded readers taking into account Krashen's (2013) comprehensible input tenet which would avoid learner's discouragement while reading. It is strongly emphasized reading enhances learners' knowledge not only on the target language, but also on the foreign culture. Even though the value of dispensing a wide variety of graded readers to boost learners' curiosity and the usefulness of communication in English are restated, no useful tip on communicative activities is included.

The value of communication is widely acknowledged by researchers in the field of teaching and learning a foreign language. Pasaragonda (2021) not only holds that communication makes teaching and learning possible, but he also affirms learning occurs when good communication takes place since it builds a positive and trustworthy atmosphere enabling effective learning. Communication in the classroom relates to the exchanges of information and messages. He states, "using communication to ask questions that foster reflection is useful in promoting understanding" (p. 57). Communication can also be used to induce learners into working, achieving goals, or expressing their ideas. Furthermore, communication can be used to encourage learners to mutually help each other. Feelings of appreciation and respect can also be promoted through communication to strengthen the learning process.

Leong and Ahmadi (2017) define and examine the importance of speaking when learning a language since messages need to be successfully expressed. They suggest real

communication instances can motivate learners to transmit ideas and exchange them with others. It is worth noting that criticism of teachers' lack of attention to this skill is directly voiced in their paper since they affirm speaking is asserted to be the skill helping other abilities improve. Therefore, meaningful, balanced tasks should be implemented for speaking to evolve. Moreover, speaking problems such as inhibition, the use of mother-tongue, lack of knowledge and motivation are listed as factors affecting good communication. It is concluded that a friendly environment with a low anxiety level, meaningful and diverse tasks, positive feedback and active listening and the teacher's role are of paramount importance in the process of learning to speak.

Much attention is paid to the idea that reading increases the amount of vocabulary students learn among its many benefits. Mart (2012) asserts that reading empowers learners to communicate effectively through the loads of vocabulary and grammar acquired and therefore, the increase in learners' vocabulary bulk grants the learner with effective communication. In his paper, he suggests plays and dialogues are the most useful for learners since they provide real and applicable language. Akbar (2014) states learners not only learn more vocabulary but also improve the way they approach new texts and get involved in the correct use of grammar, and pronunciation, deriving in greater spontaneity and fluency. It is also affirmed "reading enables the learners to comprehend better which is an important factor that can develop language competence they need for conversations" (Krashen and Terrell, 1989, as cited in Akbar, 2014, p. 94).

According to Dhia Alsalihi (2020), posters play an essential role in helping learners memorize new words and use them when needed. Vocabulary is said to have a key function when expressing ideas, the more ideas possessed, the more fluent and accurate the learner will be. A thorough study was carried out to prove that posters are a practical visual aid to help learners learn and acquire vocabulary to initiate their minds to be able to actively express themselves in the classroom.

Along the same line, Norvaevna and Yuidashevna (2019) explain how reading contributes to speaking skills through the increase in vocabulary richness. While the article narrates how reading can be used to develop speaking through the discussion of ideas, opinions and vocabulary, it also explains that problems are likely to arise "for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources insecurity because of pronunciation" (p. 270). They conclude reading gives the learner "the chance to acquire the information they have read into authentic speaking practice that improves their fluency" (p. 271).

Even though research has been done on topics such as communication and on graded readers and their relation to vocabulary learning to assist speaking, more research has to be carried out on how learners can be aided in flourishing their communicative skills when dealing with graded readers. It was observed that learners aged 11 to 13, with a A2 level of English, according to the CEFR (2001), in two different private schools in the province of Buenos Aires, one in Avellaneda and the other in Haedo, found it difficult to freely and fluently communicate their own ideas and opinions on graded readers and related topics and

promptly resorted to their mother tongue to express and round off their turns. Communication of ideas in the foreign language was perceived as inarticulate and poor. With this in mind, the following questions guided our research: to what extent can graded readers become springboards to communication? In what ways can teachers help learners by giving them the phrases needed to communicate their ideas? To what extent can visual aids and classroom dynamics assist learners in building up their utterances? The supply of visual aids and useful expressions to express opinions and ideas, mediated speaking activities in a low anxiety atmosphere, might contribute to enriching their communicative skills.

General objective:

- to detect elements that might assist learners into articulate communication of thoughts on different ideas.

Specific objectives:

- to examine how graded readers may become speaking initiators in the classroom;

- to inspect what elements in the classroom can help learners express their ideas on graded readers and topics connected to it; and

- to determine what visual aids and classroom dynamics can help learners to express their ideas more accurately in the foreign language.

Therefore, the hypothesis guiding this research is that if learners are provided with the right flashcards or posters illustrating prefabricated chunks of language while working with graded readers, in a friendly environment, they will be able to express their ideas and thoughts in a rich and articulate manner.

Methodology

Action Research was chosen for this study since it provided researchers with a strong methodology to observe, implement and reflect upon changes in the educational practices of the chosen groups with reference to learners lacking articulate communicative skills, in spite of increased vocabulary and grammatical structures possessed due to the use of graded readers. The objectives and the research questions guiding this study required thorough exploration and action to aid learners boost their oral performance. Skerritt (1996, as cited in Cohen et al., 2007) suggests that "the aims of any action research project or program are to bring about practical improvement, innovation, change or development of social practice, and the practitioners' better understanding of their practices" (p. 298).

Noting Lewin's (1946, as cited in Cohen et al., 2007) recount of the four steps in action research: "planning, acting, observing and reflecting" (p. 304), researchers followed them. The present research scheme was bound to be modified, and the process be seen as a spiral, influenced and modified by the actions taken throughout. Equally salient was the fact that the present research was qualitative in nature and that semi-structured observation was employed. According to Cohen, et al. (2007), "a semi-structured observation will have an agenda of issues but will gather data to illuminate these issues in a far less predetermined or systematic manner" (p. 397). Kemmis and McTaggart (1992) are cited in Cohen to describe the action research key principles among which the collection of data involves the constant record keeping of learners' responses and attitudes, and of researchers' practices, as well.

Participants

Two groups of learners participated in the present action research. Group 1 was made up of twenty-one learners aged 11 to 12, with an A2 level of English according to the Common European Framework of Reference (CEFR, 2001) attending 6th form at primary level in a private school in Haedo, in the Province of Buenos Aires. Group 2 was made up of thirty-two learners aged 12-13, with an A2 level of English according to the CEFR, attending 1st year at a secondary private run school in Avellaneda, in the province of Buenos Aires. Due to the collaborative nature of this kind of research, a selected teacher of English from each school played the role of observer. In both cases, the researchers carried out the actions and the vice head of the secondary school, having a C1 level of English according to the CEFR observed and reported the classes whilst in Haedo, the observer was a colleague graduate teacher of English having vast experience working with primary school children.

Delimitations

The present action research was carried out in two different schools in the province of Buenos Aires. The institution in Haedo is a private school with a population of 224 students belonging to the upper middle class. It offers three levels of education: kindergarten, primary and secondary. Primary level students have a ninety-minute English lesson daily and Science and Literature are included as from fourth form. The other institution, located in Avellaneda, also has kindergarten, primary and secondary level. It is a private, catholic school, with a population of 1000 middle-class learners. In secondary school, learners take four fifty-

minute periods of English a week. A particular lesson is devoted to Literature, in each school, in which the research was carried out.

Limitations

Though the general objective of this research was to explore in what ways graded readers could become good springboards to communication in the classroom and be turned into an aid to enhance fluent and articulate oral production, problems were encountered while conducting it. Although both groups share the same level of proficiency and one Literature lesson a week, each had a different amount of exposure to the language throughout the week. Group size and lesson duration also affected the amount of data collected in each class. Not only may these strategies not be applicable to other groups of learners, but it may also be tough to generalise the results to other teaching environments.

Materials

Authorities' legal consent was required before the start of the research (See Appendix A). Considering the tools to collect evidence, observation grids to be completed by the observer at the different stages in the action research were handed out (See Appendix B). Moreover, classes were taped to keep a record of learners' interaction and teachers' intervention. This was discreetly done to avoid learners from noticing the recording, hence genuine interaction was expected. Besides, researchers' and observers' notes made during the class were also indispensable to documenting classroom critical incidents. The aforementioned tools gathered sufficient data to be constantly under the researchers' scope, permitting careful analysis, and highlighting outstanding findings.

Procedures

Before starting the study, legal consent was signed by the school's authorities to protect the participants' privacy and to inform heads and legal representatives about the procedures carried out. A series of cycled stages was needed to carry out this study. During stage 1, students worked on a chapter of a graded reader and were asked to express their opinions without being in contact with any kind of vocabulary bank, poster or visual aid. The teachers in charge of the groups recorded their observations in the shape of journal notes. External observers were asked to sit in on the lesson and complete an observation grid. Taking into account the aforementioned observations and annotations, the consecutive stage was planned. Records were kept to be analyzed later. Throughout stage 2, a new chapter of the book was dealt with. Learners were asked again to give their opinions. This time, a collaborative poster with words which could be used to describe characters, setting and plot was created. Students were allowed to check dictionaries or online pages to look for the words needed. Whenever the teachers' help was asked for, it was provided. Prefabricated chunks of language used to give opinions, express agreement or disagreement, were supplied and displayed on the classroom boards. Observation and a record of students' usage of these phrases and words were kept. In stage 3, a new chapter was read and dealt with. Learners' usage of the phrases and words displayed in the classroom spontaneously was monitored. Whether learners referred to the posters to scaffold their own oral production was checked. If necessary, new phrases and words were added to the collection of aids. Learners' thirst for vocabulary and phrases was satisfied if needed. Records were kept in the form of notes and observation grids

by the teachers and observers. Lastly, in Stage 4, records, notes and journals were collected, findings were analysed, and significant data was highlighted. Similar and repetitive data was spotlighted.

Results and Discussions

It had been noted that 11 to 13-year-old learners with an A2 level of English, according to the CEFR (2001), in two different private schools in the province of Buenos Aires, one in Avellaneda and the other in Haedo, faced difficulties to freely and fluently communicate their own ideas and opinions on graded readers and related topics. A scheme was followed to find solutions to the identified problem. Before and after each of the lessons, the researchers collaboratively planned the details regarding the materials to be used, the strategies to be employed and the instructional procedures to be carried out in the following instance. Salient details were underpinned for later examination and discussion. This section reports the findings in the two A2 Level classes and the discussion of the findings is carried out after the observers' reports, the researchers' journals and the recordings were thoroughly inspected.

Graded Readers as Springboards for Communication

Data was collected from three literature lessons in each school which dealt with a different chapter of a graded reader previously selected by the teachers following Krashen's (2013) Comprehension Hypothesis which states the necessity of offering accessible and gradual input essential for learners' learning process. The chosen level for the graded readers proved to be adequate for learners' understanding of the plot. It lessened obstacles in communication and allowed them to make suitable predictions and opinionated judgements.

Krashen (2013) states "all that is necessary for language acquisition is input that is interesting and comprehensible" (p. 4). Leong and Ahmadi (2017) asserted that communication has paramount importance and time must be devoted to speaking. However, during the first lesson, it was noticed that students resorted rapidly to speaking their mother tongue when they were unable to express themselves in English. In one of the schools, it was also noted that learners repeated the same phrases other more able learners had employed in an attempt to participate more actively. "In my opinion" was the sentence starter most chosen by students in both classes. A few shy or less able speakers in the classroom remained silent and were not willing to participate. Hand movement and nervous laughing were also perceived when not being able to find the words needed to convey an idea in the school in Avellaneda. As Leong and Ahmadi (2017) note learners "stop talking because they face psychological obstacles or cannot find the suitable words or expressions". After the scheme was followed, it could be seen that learners were more eager to communicate their ideas. Many of them wanted to express their predictions throughout the reading of the chapter and as more details were understood, the exchanges in the foreign language grew not only in number but also in fluency and accuracy.

Teachers' Aid to Scaffold Learners' Oral Production

Both researchers were overtly helpful and caring, trying to make students feel at ease with the discussions proposed in each of the instances, contributing to a relaxed and caring context following Pasaragonda's (2021) suggestions and Krashen's (2013) Hypothesis of Low Affective Filter which impacts positively on learners' progress. Oral production was

carefully scaffolded and shyness to speak in the foreign language was only seen in a few students. Each, in their own context, tried to help them participate by asking all students to take a stance or vote choosing among different possibilities. This technique was agreed by the researchers to be employed to allow less able learners to be part of the class dynamic in some way. In both schools, the teachers aided learners with some phrases collecting them on the board and which some students later used. It was clearly perceived that the researchers attentively and enthusiastically interacted with learners. Considering Pasaragonda's (2021) words, communication fosters mutual help, peer and self-appreciation. The learners' effort to use the target language was praised and it eventually showed signals of improvement, not only enriching those more able students' utterances, but also giving the shier learners the necessary tools to confidently express themselves. Learners could enthusiastically verbalize their ideas with the aid of sentence starters, avoiding the use of their mother tongue (Krashen, 2013). Excessive hand movement, absence of participation, or laughing which could be observed at the very beginning became less noticeable. Concentration on the conversation and collaboration among learners could be perceived in both classes and an effort to interact among learners was evidenced in the use of phrases such as "I agree with x", "I am not agree with x" [*sic.*] which was later on reverted by the inclusion of the correct phrase on the visual aids. When the words could not be found, other learners helped the one speaking, either by pointing at the posters or by giving their mates the words they needed, and afterwards, their views could be conveyed. Pasaragonda (2021) also states "Communication makes learning easier, helps students achieve goals, increases opportunities for expanded learning,

strengthens the connection between student and teacher, and creates an overall positive experience" (p. 55).

Visual Aids to Support Oral Production

A special display board was designed to show both useful sentence starters and a vocabulary bank created with the teachers' and students' suggestions collected in the first two lessons following Dhia Alsalihi's (2020) ideas on using visual stimuli. The collaborative productions can be seen in the pictures taken (See Appendix C).

It could be perceived that more learners were willing to participate and express their ideas while resorting to the phrases on the notice board to build up their utterances and making use of the words in the vocabulary bank to express themselves. In both schools, students directed their eyes to the board to choose from the phrases the one fitting their needs. In one of the classes, a student shared her mate's and her opinion by saying "in our opinion" and "we think that", which was a creative way to modify the sentence starter suggested on the poster whilst another corrected himself by starting the phrase with "in my opinion" and replacing it afterwards with "I feel" which matched his later words more accurately. In one class in particular, learners openly pointed at the boards while uttering their opinions or predictions. Others asked for words to be added to the vocabulary banks and later on, employed them in their turns. The prefabricated chunk "how do you say… in English?" became of significant importance to this part of the lesson and students were able to use it appropriately at each opportunity.

During stage 3, most learners could easily remember the phrases on the posters and a variety of them were utilized. It was observed and highlighted that less able learners were more willing to use English to express their ideas than in the previous lessons in both classes. Following the learners' suggestions, more words were included in the posters, compiling a diversity of descriptive adjectives, sentence starters and recapping starters as well. In both schools, it became visible that students were eager to enlarge their repository of words and phrases and enjoyed including them in their utterances. Citing Thornbury (2005), the prefabricated chunks aided learners in the development of oracy since he states that "In order to achieve any degree of fluency, therefore, some degree of automaticity is necessary" (p. 6). Their engagement grew as the reading and commenting developed. It could be detected that visual aids were an enriching resource. Even the weakest and the shiest learners ventured to participate due to the low-anxiety atmosphere and the scaffolded aid received. Enjoyment when looking at the pictures and being able to proudly express their views was noticed.

It could be registered that the combination of strategies agreed on, such as the right visual aids illustrating prefabricated chunks of language while working with graded readers in a low-anxiety environment, learners' participation could be fostered and communication enriched and enhanced. Learners were able to successfully express their ideas and thoughts in a more articulate manner. Referring back to Thornbury (2005), he also states "speaking is like any other skill, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones" (p. 6).

Conclusions and Recommendations

In the present action research, possible solutions were meant to be found to the lack of learners' communicative skills using graded readers as springboards, particularly observed in learners aged 11 to 13, with an A2 level of English, according to the CEFR (2001), in two private schools in the province of Buenos Aires. New light is hoped to be thrown on the aid offered to assist learners in the improvement of their speaking skills by using graded readers and visual aids.

Based on the observation reports, journals and lesson audio recordings, it could be noticed that graded readers may become good springboards to communication if there is a balance of comprehension questions and those dealing with personal opinions and expressing own ideas. This resulted in learners being more actively involved. Teachers' provision of phrases and words which were later shown in the notice boards guided even those learners who were usually more silent or shier to willingly communicate their ideas, while resorting concretely to the tools given and using them as a scaffold for their own oral production. It could also be noted that most of the students wanted to make their voices heard at the exchanges where their opinions were actively listened to and when their predictions could be put to the test in the development of the chapter. Regarding the implementation of visual aids to assist learners' oral production, the posters helped them enrich their utterances and transmit their ideas more accurately. Having the tools to ask for the needed words proved to be an upgrading resource for their use.

Graded readers are remarkable springboards to communication as it could be perceived that learners spoke more English as lessons proceeded. Teachers can aid learners by giving them sentence starters to express themselves. Visual aids and classroom dynamics contribute to assisting learners in building up their utterances. The supply of posters with useful expressions and vocabulary banks to transmit opinions and ideas, and mediated speaking activities in a low-anxiety atmosphere, assisted learners to enhance their oral production. The hypothesis guiding this research was successfully corroborated.

Following the aforementioned conclusions, teachers who would like to use graded readers to boost learners' oral skills should bear in mind the succeeding recommendations:

- graded readers need to be at the right level of comprehensive input, allowing learners to easily understand the plot

- the classroom atmosphere should be relaxed and teacher's aid available to facilitate willingness to speak

- a board or a wall should be strategically designated to constantly display the visual aids collaboratively created.

Although negative reactions or attitudes did not emerge in either group, further study should be conducted on the repercussions of giving learners the possibility of freely choosing the graded reader based on their own interests and hanging collaborative posters and other visual aids in other parts of the school. It is equally advisable to research the impact of implementing these strategies in other classes, with other levels of English.

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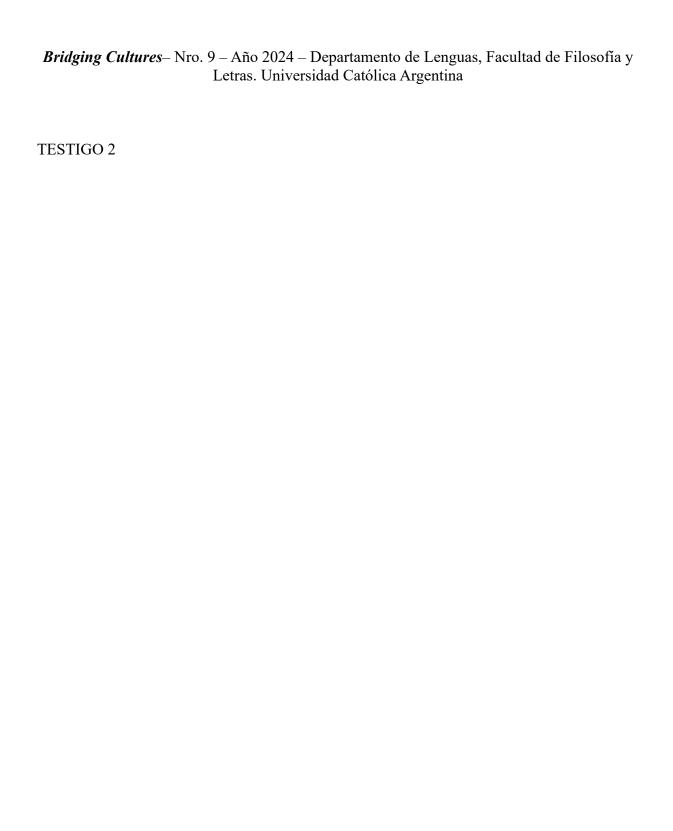Wahyuni, A. (2018). The power of verbal and nonverbal communication in learning. *Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017)*. https://doi.org/10.2991/icigr-17.2018.19

Appendix A

Carta de consentimiento para llevar adelante un proyecto de investigación

Yo, _____, directivo (general) del colegio

_____ acepto de manera voluntaria que se incluya al alumnado

de _____ como sujetos de observación en el proyecto de investigación-acción,

denominado:_____, luego de haber sido

informado acerca de las características, el procedimiento y la finalidad de dicho proyecto.

Permito dar autorización, para que el mencionado proyecto se realice y se culmine, porque así

lo considero conveniente a las necesidades de los estudiantes, a fin de que se pueda mejorar

la calidad educativa que redunde en el beneficio de los sujetos de estudio. El investigador

puede recolectar toda la información necesaria y analizarla con el objetivo de proporcionar

soluciones para la problemática observada. Téngase en cuenta que la privacidad de los

alumnos/as se mantendrá bajo absoluta reserva, y la ética de la investigación no altera el

bienestar de los estudiantes. Se guardará estricta confidencialidad sobre los datos obtenidos

producto de la participación, con denominaciones que preserven la identidad de los

alumnos/as. De ser necesario, el investigador proporcionará información actualizada sobre el

proceso de investigación.

Lugar y Fecha:

Nombre y firma de la autoridad:

Nombre y firma del investigador:

TESTIGO 1

TESTIGO 2

Appendix B

Class observed: _____ No of students present: _____	Date: _____
Lesson topic/Title: _____	
Observer: _____	

Purpose: the purpose of this observation report is to provide data for accurate analysis in the context of Action Research.

Criteria: use the scale provided to indicate your observation on the items mentioned. The observer should remain in the classroom for the full lesson. Any pertinent note or comment should be written down to provide the researchers with pertinent observational data.

	Not observable	Needs Improvement	Good	Strong
1. Learners are eager to express their opinions in English				
2. Learners resort to Spanish when they cannot				

find the right words to express their ideas			
3. Learners possess ways to make themselves understood without resorting to their mother tongue			
4. Learners ask the teacher for vocabulary words when in need.			
5. Learners ask the teacher for phrases to express themselves more clearly			
6. Learners understand the content of the chapter and can employ the suggested vocabulary			
7. Learners resort to the Graded Reader pages to look for vocabulary words/phrases			

8. All learners are willing to take part in the oral exchanges				
9. Learners express their ideas accurately				
10. Learners express their ideas fluently				

	Not observable	Needs Improvement	Good	Strong
1. The teacher communicates clearly at an appropriate level for the learners				
2. The teacher responds appropriately to learners' queries				

3. The teacher responds accordingly to the learners' needs				
4. The teacher encourages analysis and thinking.				
5. The teacher shows enthusiasm for the subject at work				
6. The teacher respects learners' time and encourages oral production				
7. The teacher values students' efforts to speak English				
8. The teacher promotes a non-threatening atmosphere in the classroom				

9. The teacher allows learners to use gestures and words in their mother tongue to convey meaning				
10. The teacher scaffolds learners oral production				

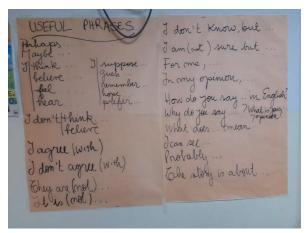Observation notes:_____

Appendix C

Fig 1. Poster in the school in Avellaneda
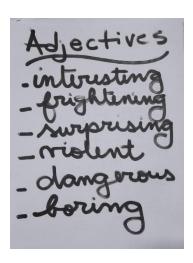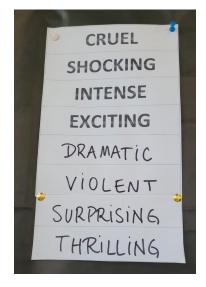

Fig 2. Sentence starters in Haedo

Fig 3. Vocabulary bank in Avellaneda

Fig 4. Vocabulary bank in Haedo