UNIVERSITY OF LLEIDA

Does input modality matter when learning vocabulary in English as a foreign language?

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June 4th, 2021

Master's Degree in Secondary Education Teacher, Training and Language Teaching

Master's Thesis

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ABSTRACT

Second Language Acquisition (SLA) is an important reality in the students' language learning process. Findings in SLA research indicate that input mode plays a crucial role when learning a second language (L2). Teachers and professors need to implement the most effective input mode (listening-only, reading-while-listening or reading-only) in their foreign language (FL) classroom for teaching and achieving visible learning gains in the students' vocabulary knowledge. The main purpose of this study is to solve one conflict observed in several groups of 1st ESO students: the teaching of L2 English vocabulary following the traditional method and without contextualizing the new words. The innovation proposal consists of investigating the role of input modality when learning L2 English vocabulary in a FL classroom and proposing the activities implemented in class as possible models to be incorporated in the FL classroom to motivate students to learn English vocabulary. Three classes of approximately 20 Catalan/Spanish students who were finishing their first year of Obligatory Secondary Education were examined. A mixed version of *The Updated Vocabulary Levels Test* (Webb, Sasao, & Balance, 2017) and a satisfaction questionnaire were used to collect data about L2 English vocabulary learning. This paper illustrates which the most efficient input mode to learn L2 English vocabulary in the FL classroom is. All in all, this study can be applied to diverse educational institutions utilizing different input modes to teach vocabulary.

Keywords: input modality, foreign language classroom, second language acquisition, vocabulary knowledge, English, songs, short stories

RESUM

L'adquisició d'una segona llengua és una realitat important en el procés d'aprenentatge de llengües dels estudiants. Els resultats de la investigació de l'adquisició d'una segona llengua indiquen que el tipus d'input juga un paper crucial en l'aprenentatge d'una segona llengua. Els mestres i els professors necessiten implementar el tipus d'input més eficaç (només escoltar, llegir mentre escolten

o només llegir) a la seva aula de llengua estrangera per ensenyar i aconseguir guanys d'aprenentatge visibles en el coneixement del vocabulari dels estudiants. L'objectiu principal d'aquest estudi és resoldre un conflicte observat en diversos grups d'alumnes de 1r d'ESO: l'ensenyament de vocabulari en anglès com a segona llengua seguint un mètode tradicional i sense contextualitzar les noves paraules. La proposta d'innovació consisteix en investigar el paper de la modalitat d'input en l'aprenentatge de vocabulari en anglès com a segona llengua en una aula de llengua estrangera i proposar les activitats implementades a classe com possibles models a incorporar a l'aula de llengua estrangera per motivar els alumnes a aprendre vocabulari en anglès. S'han examinat tres classes d'aproximadament 20 estudiants catalans/espanyols que finalitzaven el primer any d'Educació Secundària Obligatòria. Una versió mixta de l'*Updated Vocabulary Levels Test* (Webb, Sasao, & Balance, 2017) i un qüestionari de satisfacció s'han utilitzat per recopilar dades sobre la millora del vocabulari en anglès com a segona llengua. Aquest document il·lustra quin és el tipus d'input més eficient per aprendre vocabulari en anglès com a segona llengua a l'aula de llengua estrangera. En definitiva, aquest estudi es pot aplicar a diverses institucions educatives que utilitzen diferents tipus d'input per ensenyar vocabulari.

Paraules clau: modalitat d'input, aula de llengua estrangera, adquisició de segona llengua, coneixements de vocabulari, anglès, cançons, contes curts

TABLE OF CONTENTS

1. INTRODUCTION

Recently, there has been growing interest in the concept of Second Language Acquisition (SLA), since the learning of a foreign language has become a reality for many students during their primary and secondary studies. The concept of SLA refers to the process of learning an additional language after the mother tongue (Ortega, 2009). One of the most recurrent findings in SLA is that input mode plays a relevant role when learning a second language (L2). Within the SLA literature, a considerable number of investigations have compared the acquisition of a L2 among participants exposed to different input modes (Fard & Boroujeni, 2013; Pavia, Webb, & Faez, 2019) in order to see if a particular mode is more efficient than another one in terms of L2 acquisition.

Research on input modality and L2 acquisition suggests that language input modality can play a crucial role when learning a L2 because it provides the possibility for learners to process, learn and acquire the L2 (Bahrani & Nekoueizadeh, 2014). Although considerable research has been devoted to the effectiveness of using a bimodal mode, in other words, using two different input modes in the English Foreign Language (EFL) classroom (Chang, 2009; Webb & Chang, 2015) rather less attention has been paid to the effectiveness of using three different modes (listening-only, reading-while-listening and reading-only) in the EFL classroom to learn L2 English vocabulary.

For this reason, the purpose of this study is to explore if input modality plays a role when learning a L2 with regard to L2 vocabulary development of three groups of secondary EFL learners. Moreover, it aims at providing a possible solution for a conflict perceived in the students of 1st ESO (Compulsory Secondary Education) during the practicum period of the Master's Degree: it was observed that teaching English vocabulary was done in a traditional way following the textbook and without contextualizing the unknown words. The students did the exercises on their own and later they corrected the answers on the whiteboard without interacting or working collaboratively with their partners. As a consequence, learners had difficulty to remember the new vocabulary and they

did not feel any motivation or necessity to learn it.

The innovation proposal of this dissertation consists of implementing three different handouts, which entail several competencies from the curriculum for ESO, in order to discover which the most effective input mode is to motivate the students and acquire English vocabulary in the FL classroom. With this implementation, students can also practice different language skills to a similar extent and in an integrated way. To design the innovation proposal, relevant knowledge gained in the Master's Degree has been considered, especially from the subjects *Complements per a la Formació de Llengües Estrangeres* and *Aprenentatge i Ensenyament de les Llengües Estrangeres*. This innovation proposal also derives from the findings of many scholars' works such as Malekian (2016) and Horst, Cobb and Meara (1998), who suggested that songs and short stories can be efficient tools to learn English vocabulary.

The rest of this study has been divided into four sections. Firstly, the contextualization of the study with information about the high school and the implementation groups will be presented. Secondly, the literature background with previous research conducted on the effectiveness of using a bimodal mode or a unimodal mode (songs or short stories) on L2 vocabulary development will be reviewed. Thirdly, the innovation proposal with its results and discussion will be thoroughly described. Finally, the most relevant aspects of this study as well as the strengths and weaknesses of its implementation will be discussed in the conclusion.

2. CONTEXTUALIZATION OF THE STUDY

2.1. The High School

Maria Rúbies is a public high school situated in Lleida, specifically in the neighbourhood called La Bordeta. This institution represents a point of influence between La Bordeta and Magraners, two neighbourhoods located in the suburbs of Lleida and inhabited by working families. The high school contains 55 teachers, five of whom are part of the English department, and approximately 500 students who come mostly from the public schools of La Bordeta and Magraners, although the high school also receives students from Cap Pont and other neighbourhoods of the city. The students are distributed into 16 groups of ESO and four of Baccalaureate. There are four (A, B, C, D) and two (A and B) different classrooms in ESO and Baccalaureate respectively[1].

The students are a representative sample of a population with a medium-low socioeconomic level and a specific sociocultural status in which the academic excellence does not tend to occupy a central place in their lives. The majority of the students come from the Spanish-speaking emigrant population who arrived in Catalonia between the 50s and the 60s. Therefore, it can be affirmed that Spanish is the language that most of the students use in their daily life to communicate with others, read or listen to the media. During the 90s and the first decade of this century, La Bordeta also received immigrant population of foreign origin due to the economic situation of global crisis. The 14% of students are from Maghreb, Sub-Saharan, South American, Asiatic and Eastern Europe origins. Thus, Arabic, Romanian and Chinese are other languages that belong to the linguistic background of some students of the high school[2].

The languages used and taught in this high school are Catalan, Spanish, English and French. English is one of the foreign languages which is taught compulsorily three hours per week in ESO, as it is required in the curriculum for ESO. The high school also offers CLIL courses, which consist

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[1] Information extracted from the *Projecte Educatiu de Centre*.
[2] Information extracted from the *Projecte Lingüístic de Centre*.

of using the English language in other subjects like P.E., Maths or Science. With this programme, students are exposed to active communicative situations which involve the use of the English language.

2.2. The Implementation Groups

The implementation groups for this research were three classes of 1st ESO students. Each group acquired English vocabulary through a different input modality. The students of 1st ESO B learned English vocabulary by working on activities based on the listening-only (LO) input mode. The students of 1st ESO C learned English vocabulary by working on adequate activities according to the reading-while-listening (RWL) input mode. Finally, the students of 1st ESO E learned English vocabulary by working on activities based on the reading-only (RO) input mode.

The students of 1st ESO B and C had the same English teacher but the students from 1st ESO E had another English teacher. However, both of them used the same student's book and activity book *ENERGIZE 1* from Oxford University Press. The vocabulary of this course book was worked by the teachers on a traditional way; that is to say, the students did the exercises on their own and then they corrected them with the whiteboard. In the majority of the activities, students had to match several expressions with their respective pictures without knowing the meaning of some words. Hence, the new vocabulary was provided to students without giving them any sentence or context that would probably allow them to guess the meaning of the unknown words.

Another important aspect is that students could not practice language skills neither in a similar way nor in an integrated way with this type of exercises because they did not have the possibility to interact, discuss and guess the meaning of unknown words with their colleagues. Moreover, they could not integrate the new words into their writings nor read examples in which the words were used in a real and meaningful context. Although the course book contains few activities with definitions and the possibility to share personal ideas and opinions in class, it has to be mentioned

that they were generally skipped or done quickly without giving students enough time to think. Therefore, English vocabulary was learned following a traditional method without creating any interest to students to learn the new words or expressions. Consequently, students did not feel any motivation or necessity to learn the new vocabulary and they completed the activities at random without carefully thinking about them.

To conclude, this study focuses on one main conflict: the fact that English vocabulary is taught in a traditional, ineffective and demotivating way for students who are learning English as a FL in secondary education. As stated in the curriculum for ESO, students should be involved in authentic, meaningful and contextualized activities that motivate them to learn, interact and establish relationships between words. For this reason, the innovation proposal consists of discovering which the most efficient input mode to acquire L2 English vocabulary in the FL classroom is. It also presents the type of exercises that could motivate students to learn L2 English vocabulary by showing their responses towards unusual activities implemented in class.

3. LITERATURE BACKGROUND

3.1. Origins and previous research

Some scholars have emphasized the importance of language input in SLA (Bahrani & Nekoueizadeh, 2014). Two frameworks demonstrate the relevance of input in the SLA process: Gass and Selinker's (1994) model and Ellis's (1997) model. Although they differ in the number of stages in which language input is processed in the learner's mind, both frameworks establish language input as the centre of the SLA process. Different studies have examined which the best language input mode to facilitate and enhance L2 vocabulary acquisition is (Brown, Waring, & Donkaewbua, 2008; Chang, 2009; Vandergrift, 2007; Webb & Chang, 2015). In the following subsections, studies on (i) the input modes in L2 vocabulary acquisition, (ii) the vocabulary acquisition through listening to songs and (iii) the vocabulary acquisition through reading will be examined thematically. These topics reflect what researchers have found until nowadays.

3.2. Input modes in L2 vocabulary acquisition

Among the several input modes in L2 instruction, the bimodal mode is considered to be the most effective for acquiring English vocabulary. Chang's (2009) study is an example of the efficiency of the bimodal input mode (reading-while-listening) as opposed to the unimodal input mode (listening-only). A total of 84 EFL college students were selected for the study. Two listening comprehension tests containing 95 items of sequencing and gap filling each were administered in order to collect data. They were also administered a short questionnaire in order to discover their immediate post-test perceptions. Although the findings suggest that students gained only 10% more of comprehensible language with the RWL mode, they demonstrated a preference for this mode because it allowed them to clarify the aural input with the written text. Hence, RWL eases listening comprehension and it motivates students to learn the FL.

Another study that investigates the effectiveness of the bimodal mode in English vocabulary

acquisition is that by Webb and Chang (2015). The main objective of their study is to investigate to what extent English vocabulary is acquired through RWL and the relation between frequency and distribution of the target words. A group of 82 secondary Taiwanese students sharing a similar L2 proficiency level were chosen for the analysis. They were randomly distributed into two groups: the experimental group who worked on extensive reading and the control group who was exposed to form-focused instruction based on the course book activities.

A pre-test and a post-test version of *The Updated Vocabulary Levels Test* (Webb, Sasao, & Balance, 2017) was administered to collect data. The results show that RWL is effective when learning L2 English vocabulary since vocabulary learning gains can take place while reading and listening to different texts. Furthermore, the findings demonstrate that the aural input support during reading favours the learning of considerable L2 word knowledge. Nonetheless, this study only examines one input mode and it would have been interesting to compare it to other input modes in order to consider the bimodal mode as the most effective one when learning English vocabulary.

Brown et al. (2008) is another study which focuses on the acquisition of English vocabulary through three different input modes: RO, RWL and LO to three different stories. A total of 35 Japanese EFL university learners were selected for the analysis. The participants were randomly assigned into three experimental groups (RO, RWL and LO) and all of them had pre-intermediate or intermediate level competence in the English language.

Two tests (a meaning-translation test and a multiple-choice test) were administered to students to collect data. These tests were administered three times: after listening or reading the story (post-test 1), a week later (post-test 2) and three months later (post-test 3). The items of the test were the same for each time but they were rotated in order to control the possible learning from the tests. The main findings indicate that the participants learned most words in the RWL mode followed by the RO and the LO modes, respectively. The reason for the effectiveness of the RWL mode is that the audio

support allowed students to divide the text into chunks and therefore, they had the possibility to understand the text and guess the meaning of unfamiliar words from context.

3.3. Vocabulary acquisition through listening to songs

Music has become a valuable source of language input and vocabulary learning among teenagers in the past ten years. Miranda (2013) investigated the importance of music in the adolescence period and she discovered that music is consumed by teenagers to overcome the stressful issues and challenges that arise in this intense developmental period. She found that "On average, adolescents listen to music for up to three hours daily and accumulate more than 10,000 hours of active music listening (...)" (p.10).

Among the sources of FL input, pop songs are popularly consumed by adolescents all over the world and they should be taken into account as a possible source for learning inside the EFL classroom (Schwarz, 2013). According to Malekian (2016), pop songs are the form of mass media that successfully influence and attract the attention of teenagers. Songs have the capacity to create a fun and informal environment in the classroom which is considered to be better for language learning than the traditional environment of learning a language. In the traditional environment of learning a language, students are passive and they are only involved in uninteresting exercises and anxious evaluations.

Songs have the capacity to destroy these stressful and difficult situations because they are catchy activities that establish a change from the routinized learning exercises in the classroom. Additionally, songs foster competency-based learning since students can react towards a real or imaginary situation and they can also feel motivated to socialize with others to express their feelings and emotions. As seen in *Aprenentatge i Ensenyament de les Llengües Estrangeres*, students learn from action, in other words, from looking for the necessary vocabulary that will allow them to communicate with others. Therefore, songs can become a crucial motivator for

students to learn a new language.

A considerable number of studies has analysed the learning of vocabulary through listening to songs by combining a previous teaching of the target words with physical actions and visual aids (Coyle & Gracia, 2014; Dzanic & Pejic, 2016) or direct L1 translation of the target words (Milton, 2008; Tegge, 2015) with the use of songs to acquire vocabulary. Nevertheless, few studies have investigated incidental vocabulary learning from listening to songs without any pre-teaching of the target words. The L2 incidental vocabulary learning from listening to songs is portrayed on Medina's (1990) study on the effect of music on English vocabulary acquisition. A total of 48 second-grade Spanish students from two different classrooms from an elementary school in Los Angeles were chosen for the analysis.

All of them shared a limited proficiency level regarding English speaking skills. The participants were divided into four control groups (music treatment group, no music group, illustration treatment group and no illustration group) depending on the pre-test scores. Two post-tests were administered to examine the amount of vocabulary acquired at the end of a four day treatment (post-test 1) and one and one-half week later (post-test 2). The findings suggest that music and illustrations favour the acquisition of vocabulary. Hence, it can be assumed that songs contribute to L2 English vocabulary acquisition.

Another similar study that has investigated the L2 incidental vocabulary learning through listening to songs is that by Pavia, Webb and Faez (2019). The main objective of this study is to discover whether incidental vocabulary acquisition can happen while listening to two English popular songs. A total of 300 fifth- and sixth-grade students with a beginner proficiency level of English from a public school in Thailandwere selected for the analysis. The participants were distributed into eight groups: two control groups (one at grade five and one at grade six) and six experimental groups (three at grade five and threeat grade six).

A multiple-choice vocabulary pre-test, immediate post-test and delayed post-test were administered to collect data. The results indicate that learners from English as an L2 can incidentally acquire L2 vocabulary through listening to English songs. Nonetheless, it has to be highlighted that the participants had a similar and limited vocabulary size and it would have been interesting to have participants with different vocabulary sizes in order to determine thoroughly how listening to songs affects vocabulary learning.

Malekian (2016) is another study which focuses on the learning of L2 vocabulary through listening to English songs in the EFL classroom. A total of 30 first year students with the same proficiency level from two different classrooms from two Iranian schools were chosen for the analysis. One class was the experimental group and they learned new words through listening to songs, whereas the other class formed the control group and they continued their lessons with their regular book. An oral test with 10 pictures was administered to see if students had acquired English vocabulary after listening to the songs. The findings show that songs play an important role when teaching new vocabulary because a significant number of words were learned and acquired by the students after working on them. In this way, it can be stated that songs should be employed as supplementary material in the EFL classroom because they represent to be an agreeable activity to learn or review English vocabulary.

3.4. Vocabulary acquisition through reading

Literature plays a relevant role in the EFL classroom because it provides students with positive factors that facilitate the learning process. Ceylan (2016) examined the thoughts and attitudes of teenagers towards reading short stories and he discovered that integrating literature into the FL classroom has advantages for learners. For instance, it motivates students to learn the FL at the same time that it helps them to acquire most of their vocabulary. As stated in the subject *Complements per a la Formació de Llengües Estrangeres*, literature contributes to vocabulary

development because it provides a rich and truthful model of language use within a meaningful context. Literature does not only give students the opportunity to acquire vocabulary but also to create their own products and enjoy while learning a new language. Thus, literature represents to be an ideal, enjoyable and memorable way to learn a FL andit should be integrated into the EFL classroom.

Short stories are considered to be the most appropriate form of literature to be used in the classroom because they are short and they have one plot, few characters and no description of the setting. For this reason, students can follow the plot line easily without getting lost at certain moments of the story (Ceylan, 2016). According to Isik (2016), short stories have been part of the tradition and consequently they have influenced the psychological and linguistic development of young children, teenagers and adults. Short stories have historically been employed by different generations as a method to learn the mother tongue. However, short stories also provide benefits in the process of SLA because they contribute to memorizing new vocabulary and phrases.

Previous studies on the positive effects of short stories have also investigated if English vocabulary acquisition occurred through reading short stories. One example of these studies is that by Parvareshbar and Ghoorchaei (2016). The participants consisted of 50 students who were intermediate EFL learners from the Iran National Language Institute. They were distributed into two classes: the experimental group who guessed the meaning of unfamiliar words in the selected short stories and the control group, who learned English vocabulary using a dictionary. A multiple-choice vocabulary pre-test and post-test was administered before and after the ten sessions.

The main results indicate that reading short stories had significant evidence on learners' English vocabulary acquisition because the students from the experimental group were more able toprogress in vocabulary acquisition than those in the control group. Nevertheless, this analysis was conducted with a small number of participants and with an experimental period of four months.

It would have been interesting to examine the effects of short story reading on a major number of participants and for a longer period of time in order to affirm that English vocabulary is acquired through short story reading.

Another study that explores the incidental acquisition of English vocabulary through reading short stories is that by Fard and Boroujeni (2013). A group of 80 students with an intermediate English level from a high school in Iran were randomly selected for the analysis. They were divided into an experimental group and a control group homogenously. The experimental group was asked to read eight short stories during the treatment period and they were supposed to learn the unfamiliar words from the context. In the case of the control group, students were asked to learn the meaning of unfamiliar words in isolation which refers to reading a list of 40 vocabulary items and their respective translation in Persian.

A vocabulary pre-test and post-test consisting of translating 40 unfamiliar items was administered. The findings suggest that the students of the experimental group acquired a significant amount of vocabulary in comparison to the participants of the control group because more vocabulary is encountered incidentally. This indicates that students learn English vocabulary from authentic short stories in which new words are employed in a real context. Learners are able to guess the meaning of new words in context and this leads to an incidental acquisition of English vocabulary.

Horst, Cobb and Meara's (1998) study on the incidental vocabulary learning through reading confirms that English vocabulary is acquired through reading. The participants were 34 students from two intact classes with low intermediate English level from the Sultan Qaboos University in Oman. This course was aimed at preparing students for the Cambridge Preliminary English Test and the participants had to read the simplified version of *Mayor of Casterbrigde* during the sessions. They could not use the dictionary or receive any explanation but they had to guess and

learn the meaning of the unknown words through the context. Two vocabulary tests (pre-test and post-test) were administered to the participants. The main findings indicate that a considerable number of new words were acquired through reading and linkages between words were established. Further to this, the students found their knowledge of vocabulary enriched because their quality of vocabulary became higher and improved during the treatment period.

Research has also analysed the amount of vocabulary acquired through reading short stories and through explicit instruction of vocabulary. One example of these studies is that by Rashidi and Adivi (2010). A total of 40 Iranian male high school students with a similar English proficiency level were randomly chosen for the study. The participants were distributed equally into two groups of twenty. The students in the experimental group were asked to read five short stories with the aim of comprehending them, whereas the students from the control group were explicitly taught 12 vocabulary words chosen from the short stories. A vocabulary multiple-choice pre-test and post-test was administered to collect data.

The results show that reading short stories is more effective than explicit instruction because it facilitates the incidental acquisition of English vocabulary. Besides, the findings indicate that reading short stories contributes to learning and improving the students' English vocabulary knowledge. Even though this study can be relevant to the field of language teaching, it has to be taken into consideration that students from the experimental group had the possibility to search the new words in a dictionary, especially because they were related to the main topic of the short stories. Hence, the amount of vocabulary that the students acquired during the study period is difficult to determine.

To sum up, research on input mode in L2 vocabulary acquisition suggests that a bimodal mode (RWL) is considered to be the most effective mode when acquiring English vocabulary. Secondly, studies show that incidental vocabulary acquisition occurs when listening to English songs and that

reading facilitates the acquisition of English vocabulary. However, very few studies have analysed if input modality plays a crucial role when learning L2 English vocabulary by comparing three input modes that combine songs and short stories. Although these studies (Brown et al., 2008) have compared the three input modes, they are limited because they have not combined the use of songs and short stories. In addition, very few of these studies have examined the role of input modality in pupils as young as those selected for this study. Therefore, this study will try to fill this gap by analysing the role of input modality in acquiring L2 English vocabulary and determining what the most effective input mode (songs with and without lyrics vs. short stories) for learning English vocabulary is in order to incorporate it in the FL classroom instruction with 1st ESO students.

4. INNOVATION PROPOSAL

Research Questions

RQ1. Does input modality (LO vs. RWL vs. RO) play a role when learning vocabulary in a L2?

RQ1.1. Is the use of songs more efficient to learn English vocabulary than the use of short stories?

RQ1.2. Is the use of songs with lyrics more helpful to acquire English vocabulary than the use of songs without lyrics?

RQ2. What type of input modality do students prefer?

Participants

The participants of the study were 59 Catalan/Spanish-speaking students from a high school in Lleida (Catalonia). They were divided into three classes (1st ESO B, 1st ESO C and 1st ESO E) of approximately 20 students each. Participants in the three classes were adolescents with ages from 12-13. There was approximately the same number of females and males in each of the three classes. All the participants were bilingual (Catalan and Spanish) and learners of English as a L2, which all of them had been studying since they were six years old. Nevertheless, it is important to mention that students could not be divided into advanced and standard groups due to the COVID-19. Thus, different levels of English were present in each class. The students of the three classes came from the same socio-economical background and they were finishing their first year of ESO.

Instruments and Measures

The main instrument for this study was designed to examine the students' vocabulary level before and after a week intervention with each group. All the students were asked to complete a mixed version of *The Updated Vocabulary Levels Test* (Webb, Sasao, & Balance, 2017). The concept "mixed version" refers to the fact of combining the target words with some distractor words taken

from the original vocabulary level test (see Appendix A). The target words were carefully selected with the advice of the students' English teacher in order to verify that they were new words in the students' vocabulary knowledge. Regarding the distractor words, they were taken from the first and the second frequency levels of vocabulary knowledge of the original test version.

The participants were presented a table with two columns. In the first column, students found a list with a total of 34 words. Specifically, this list contained a combination of 19 target words and 15 distractors. In the second column, participants were asked to write the translation of the words. In case of not knowing the Catalan translation, they could also write the definition of the words. Definitions were also accepted because they could indicate that students learned the words and knew their meaning.

The satisfaction questionnaire was another instrument used for this study to check if the participants felt motivated during the intervention lessons and to verify if motivating activities benefited them to learn English vocabulary. This test contained nine questions in which students were asked to mark yes/no or provide a brief explanation (see Appendix B). This instrument was included in the research because the results of the test would demonstrate the preferred input mode for the students.

The students' vocabulary knowledge was calculated through the results of the vocabulary level pre-test and post-test. From the 34 words, each correct translation or definition counted for one point but each incorrect or blank answer equalled to zero. Then, the total number of errors was subtracted from the total number of words and the result number was the raw score of the vocabulary level test. Finally, the results of the pre-test and the post-test were compared to calculate if students had improved significantly their English vocabulary knowledge after the intervention week. In order to see if the pre- to post-test differences were significant, a paired-sample T-test was run using SPSS programme. In order to see if there were significant differences between the 3 groups an Independent-sample T-test was run. The results of the satisfaction questionnaire were grouped into

different categories and then, these categories were presented in graphs (see Appendix F). Regarding the questions in which participants have to write the answers, they were grouped in different topics and they were also presented in percentages.

<u>The Implementation</u>

Before the intervention started, the vocabulary level test was administered at the end of the regular teacher's English sessions with the three classes of 1st ESO students. Afterwards, the innovation proposal was implemented with each group for a week, which equals to three hours of English lessons per group. Hence, the data collection took place at two time points. Time 1 took place before the intervention week, specifically the fourth week of February (pre-test). Time 2 was planned to take place at the end of the intervention, the first week of March (post-test). This means that the participants of each class were asked to complete the test for a second time at the end of the last intervention lesson. The post-test and the satisfaction test took place at the end of the third lesson in order to avoid causing a considerable impact on the teacher's regular pace of work. The vocabulary level test was the same at the two time points in order to be able to compare them later. However, participants were not informed that there would be a post-test in order to minimize task-repetition effects.

The respective versions (LO, RWL and RO) of two different handouts with receptive and productive activities were created and implemented with each group during the intervention week. In this way, three different versions of the two handouts were created because the LO group worked on songs without lyrics, the RWL group on songs with lyrics and the RO group worked on short stories. The handouts contained the same receptive and productive activities in order to guarantee that the three groups of students received and produced the same information and for an equal number of times (see Appendix C and D). Both receptive and productive activities were introduced to verify that students were able to understand the meaning of the words and use them

correctly.

Besides, the two handouts included activities that combined and covered the five basic skills in the English language (speaking, listening, reading, writing and use of English). During the implementation period, it was observed that the students had difficulty to write in English. For this reason, a poster with useful language was created for the participants to help them plan and organize their writing (see Appendix E). Although the activities of both handouts were identical for the three groups, the way in which some of them needed to be done was different depending on the input mode established for each group. The handouts lasted the hour equivalent to the English class and they were given to the students at the beginning of the lessons and collected at the end of each session.

Results and Discussion

The purpose of the present study was to investigate the most effective input mode (LO, RWL or RO) to acquire vocabulary of English in the FL classroom. A total of 59 students were asked to complete the mixed version of the Vocabulary Levels Test in the pre-test and the post-test. The test was the same in the two time points and therefore, the results of the different groups can be compared. In order to see whether students in the 3 groups had improved their vocabulary knowledge from the pre- to the post-test, a Paired-sample T-test was run for each of the groups. In order to see whether there were differences in terms of vocabulary acquisition between the 3 groups, an Independent-sample T-test was run between the groups.

The findings suggest that the three input modalities are efficient to facilitate the acquisition of L2 English vocabulary since the three groups improved significantly their vocabulary knowledge from the pre-test to the post-test and no significant differences were found between the groups. Nevertheless, it is important to mention that the RWL group experienced the greatest gains, followed by the LO and the RO input modes, as shown in Table 1.

Input modality	RO			RWL			LO		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
Vocabulary Levels Test	7.42	9.75	2.32	10.81	14.94	4.13	10.45	14.17	3.72

Table 1. Descriptive Statistics

The three groups were also asked to complete a satisfaction questionnaire after the intervention period. Nonetheless, it is relevant to mention that only 54 students filled in the questionnaire because it was administered on a different day and some students did not come to high school. The results of this satisfaction questionnaire demonstrate that vocabulary and reading were the two linguistic skills that students perceived to have improved the most after the intervention week (see Appendix F).

Another interesting finding is that the majority of students from the LO group and the RWL group found it easier to complete the post-test after working on vocabulary in class. Most of the participants from these two groups also found the topic of the activities interesting and the activities motivating, as it can be seen in the noticeable difference between "yes" and "no" answers portrayed in the graphs. Regarding the RO group, it can be stated that there was not such a significant difference between the students' answers since approximately half of the students of this group found the activities motivating and easier to complete the post-test after working on vocabulary. Notwithstanding, more than half of the participants from this group did not find the topic of the activities interesting.

The same number of participants from the three groups expressed that they could follow the lessons easily. The main problems of those students who could not follow the lessons easily were mainly

the difficulty that they encountered in all the materials and the bad attitude of some colleagues who did not allow them to follow the lesson. Some of these participants also had problems with the organization of the lesson, the activities and the incomprehensible vocabulary worked in class. However, it can be mentioned that very few participants encountered these problems during the intervention period.

Concerning the acquisition of new vocabulary through the activities worked in class, it can be affirmed that the three groups learned new vocabulary during the intervention. Students from the three groups were asked to write three words that they had learned in order to demonstrate the vocabulary learning process that they have experienced. They acquired a significant number of L2 English vocabulary since the participants' answers were varied and included words such as deep, hoping, necklace, staring and heal, among others. The favourite activities of the students were basically the True/False, the fill in the gaps, ordering the letters and the crossword. Nobody chose answering questions as his/her favourite activity, probably because it is a common activity in their English lessons at high school.

Finally, the majority of the participants clearly preferred the different activities done during the intervention period rather than the regular activities done with the textbook in their regular English classes. As it can be deduced from the results of question 9 in which students had to give a mark from 0 to 10 to the activities done during the intervention, the group that assessed the intervention most positively was the LO group with an average grade of 8.4, followed by the RWL group and the RO group who gave an average mark of 6.4 and 6.2 respectively.

5. CONCLUSION

The present study was designed to solve a conflict observed during the practicum period in groups of 1st ESO students in Maria Rúbies high school. The main conflict was that L2 English vocabulary was taught in a traditional and ineffective way for students to acquire English vocabulary in the FL classroom. Consequently, the students felt demotivated and they did not feel any necessity to learn English vocabulary. In order to solve this conflict, an experiment to analyse the role of input modality in learning L2 English vocabulary in the FL classroom was implemented with three classes of 1st ESO students. Each group was assigned a specific input modality (LO, RWL and RO) and different handouts were prepared for each group to determine the most efficient input mode (songs with and without lyrics vs. short stories) for acquiring English vocabulary in the FL classroom.

Although the way of acquiring the vocabulary was different depending on the input modality established for each group, all the participants had the opportunity to learn the same words during the same period of time. In the handouts prepared for the intervention week, students could learn new vocabulary in a meaningful and contextualized way by working on unusual and motivating activities. Furthermore, they had the possibility to interact, discuss and guess the meaning of the unknown words with their colleagues because different language skills such as speaking, reading, listening and writing were integrated to the process of acquiring English vocabulary. In addition, these handouts included both receptive and productive exercises which could help the students to acquire the new vocabulary meaningfully. It was found that all the participants, regardless of the group, improved significantly their knowledge of vocabulary from the pre- to the post-test, that participants perceived vocabulary and reading as the skills that they improved the most, and that participants across groups enjoyed this new way of learning.

An important weakness of the experiment is that the three groups of 1st ESO students were

experimental groups. It would have been interesting to have a control group in order to compare its results with the ones of the experimental groups and to be able to state more firmly that L2 English vocabulary is significantly acquired by working on songs and short stories. Nevertheless, after having analysed the results of the Vocabulary Levels Test and the Satisfaction Questionnaire, it can be affirmed that songs with or without lyrics and short stories are efficient tools to learn English vocabulary in a FL classroom. On one hand, songs represent an agreeable and efficacious input mode to learn incidental L2 English vocabulary because a considerable number of English words are acquired through them. On the other hand, short stories are an effective input mode to learn incidental L2 English vocabulary because learners can guess and learn the meaning of words from the context. Therefore, incorporating songs and short stories is useful to motivate students and guarantee the learning of incidental L2 English vocabulary.

Having said that, the processes of designing, implementation and analysis of this innovation proposal have enabled me to become aware of important knowledge gained in the Master's Degree from particular subjects like *Complements per a la Formació de Llengües Estrangeres* and *Aprenentatge i Ensenyament de les Llengües Estrangeres.* For instance, I realized that listening to songs and reading short stories in class provides a truthful model of language and an enjoyable atmosphere in which students could feel encouraged to learn new English vocabulary. Moreover, I learned how to design and implement motivating activities in the FL classroom with 1st ESO students.

In conclusion, this dissertation has definitely had an impact upon my professional career because I have been able to use motivating and effective input modes to enhance the incidental learning of L2 English vocabulary in the FL classroom instruction. I could determine which the most effective input mode is to motivate and achieve significant learning gains in relation to vocabulary development by having conducted a contextualized research in a secondary education institution. Hence, this study can be a starting point for teachers and professors to analyse and improve the way

English vocabulary is taught in the FL classroom. In addition, it could be applied to other educational institutions to investigate different types of input modes in which vocabulary is learned incidentally such as games, videos, conferences, among others.

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7. APPENDIX A

VOCABULARY LEVELS TEST

Tradueix les següents paraules en català. Si no saps la traducció, pots definir-la en català o anglès.

Presta atenció a l'aclariment entre parèntesi que tenen algunes paraules.

WORDS	TRANSLATION / DEFINITION
Computer	
Soul	
Eye	
Heal	
Box	
Let	
Drink	
Deep	
Sweet	
Necklace	
Ripped	
Check	
Surely	
Return (verb)	
Holding (verb)	
Touch (verb)	

Understand	
Ceiling	
Grass	
Bleed (verb)	
Cold	
Bottom	
Main	
Swear	
Shoulder	
Fit (verb)	
Hoping	
Knife	
Staring (verb)	
Vegetable	
Last (verb)	
Lamppost	
Bath	
Mend (verb)	

8. APPENDIX B

SATISFACTION QUESTIONNAIRE

- What linguistic skill do you think that you have improved the most after this week? You can only choose one:

☐ Listening   ☐ Speaking   ☐ Reading   ☐ Grammar   ☐ Vocabulary

- It was easier to complete the post-test after working on vocabulary in class.

☐ Yes   ☐ No

- Did you find the topic of the activities interesting?

☐ Yes   ☐ No

- Did you find the activities motivating?

☐ Yes   ☐ No

- Could you follow the lessons easily?

☐ Yes   ☐ No

If not, what type of problems did you have?

_____

- Have you learned new vocabulary through the activities?

☐ Yes   ☐ No

If yes, write 3 words that you have learned: _____

- What was your favourite activity (speaking, fill in the gaps, true/false, order the letters, crossword, circle the correct word, answer the questions, decode, writing, word search)?

_____

- What type of activities do you prefer?

☐ The different activities done this week

☐ The regular activities with the textbook

- From 0 to 10, which mark would you give to the activities done during this week? (0 = boring and 10 = excellent)

Mark: _____

32

9. APPENDIX C

1st ESO B

Maria Rúbies High School

02/03/2021

1. **Look at the pictures and discuss the following questions in groups of three:**

   ♡ What is the topic presented in these images?

   ♡ Have you ever been in love with someone? How did you feel?

   ♡ What does love mean for you?

   ♡ Do you think that songs can help you to express your feelings? Why?

   ♡ Do you like taking photographs with the people you love? Why / Why not?

LISTENING

2. **Now, listen to the song "Photograph" by Ed Sheeran and fill in the gaps of the lyrics with these words. Be careful because some of them can be used twice:**

   ripped – heal – fit – lamppost – soul – mend – bleed – holding – necklace – swear

34

[…]

Of your_____jeans

_____me closer till our eyes meet

[…]

Loving can _____

Loving can_____your _____

[…]

I_____it will get easier

[…]

[…]

[…]

Of your_____jeans

_____me closer till our eyes meet

[…]

[…]

Well, that's ok baby only words_____

[…]

Oh, you can_____me

Inside the_____you got when you were 16

[…]

Keep it_____within your _____

[…]

Well, that's ok baby only words _____

[…]

[…]

Under the_____back on 6th street

[…]

3. **Listen to the song again. Later, write True or False at the end of the next sentences and correct the ones that are wrong:**

♡ The singer tells his partner to keep the photograph inside the pocket of his/her leather pants.

♡ He suggests kissing him until their eyes meet.

♡ According to the singer, loving can heal and mend the soul.

♡ He swears that their situation will become difficult in the future.

♡ He says that the only things that can bleed are words.

♡ For the singer, it is impossible to fit him inside the necklace.

♡ He asks his partner to keep him deep within his/her soul.

♡ At the end of the song, he explains that they kissed under an advertising banner.

4. **Order the letters to make words and then, match them with the correct picture. Write the correct number at the end of each word:**

lgdoihn _____

lebde _____

ahel_____

tfi _____

cnelakec _____

dnme _____

rewsa _____

moplapst _____

luso _____

epridp _____

1

3

2

4

You complete me.

6

5

7

8

9

10

5. **Complete the following crossword in pairs. There is one word missing, can you remember it?**

Across

1. a piece of jewellery worn around the neck, as a string of pearls
2. to be the opportune
3. the spiritual part of humans
4. to make better by repairing

Down

1. a type of jeans that have many tears
2. to become healthy or well again
3. a post, usually of metal, supporting a lamp that lights a street, park, etc.
4. to lose blood
5. to sustain with the arm

Missing word: _____

(To make a promise)

READING WHILE LISTENING

1st ESO C

Maria Rúbies High School

02/03/2021

1. **Look at the pictures and discuss the following questions in groups of three:**

   ♡ What is the topic presented in these images?

   ♡ Have you ever been in love with someone? How did you feel?

   ♡ What does love mean for you?

   ♡ Do you think that songs can help you to express your feelings? Why?

   ♡ Do you like taking photographs with the people you love? Why / Why not?

LISTENING WHILE READING

2. **Now, listen to the song "Photograph" by Ed Sheeran and fill in the gaps of the lyrics with these words. Be careful because some of them can be used twice:**

   ripped – heal – fit – lamppost – soul – mend – bleed – holding – necklace – swear

Loving can hurt

Loving can hurt sometimes

But it's the only thing that I know

And when it gets hard

You know it can get hard sometimes

It is the only thing that makes us feel alive

We keep this love in a photograph

We made these memories for ourselves

Where our eyes are never closing

Hearts are never broken

And times are forever frozen still

So you can keep me inside the pocket

Of your_____jeans

_____me closer till our eyes meet

You won't ever be alone

Wait for me to come home

Loving can _____

Loving can_____your_____

And is the only thing that I know

I_____it will get easier

Remember that with every piece of you

And it's the only thing we take with us when we die

We keep this love in a photograph

We make these memories for ourselves

Where our eyes are never closing

Our hearts were never broken

And times forever frozen still

So you can keep me inside the pocket

Of your_____jeans

_____me closer till our eyes meet

You won't ever be alone

And if you hurt me

Well, that's ok baby only words_____

Inside these pages you just hold me

And I won't ever let you go

Wait for me to come home

Wait for me to come home

Wait for me to come home

Wait for me to come home

Oh, you can_____me

Inside the_____you got when you were 16

Next to your heartbeat

Where I should be

Keep it_____within your _____

And if you hurt me

Well, that's ok baby only words _____

Inside these pages you just hold me

And I won't ever let you go

When I'm away

I will remember how you kissed me

Under the_____back on 6th street

Hearing you whisper through the phone

Wait for me to come home

3. **Listen to the song again and read the lyrics carefully at the same time. Later, write True or False at the end of the next sentences and correct the ones that are wrong:**

♡ The singer tells his partner to keep the photograph inside the pocket of his/her leather pants.

♡ He suggests kissing him until their eyes meet.

♡ According to the singer, loving can heal and mend the soul.

♡ He swears that their situation will become difficult in the future.

♡ He says that the only things that can bleed are words.

♡ For the singer, it is impossible to fit him inside the necklace.

♡ He asks his partner to keep him deep within his/her soul.

♡ At the end of the song, he explains that they kissed under an advertising banner.

4. **Order the letters to make words and then, match them with the correct picture. Write the correct number at the end of each word:**

lgdoihn _____

lebde _____

ahel_____

tfi _____

cnelakec _____

dnme _____

rewsa _____

moplapst _____

luso _____

epridp _____

5. Complete the following crossword in pairs. There is one word missing, can you remember it?

Across

1. a piece of jewellery worn around the neck, as a string of pearls
2. to be the opportune
3. the spiritual part of humans
4. to make better by repairing

Down

1. a type of jeans that have many tears
2. to become healthy or well again
3. a post, usually of metal, supporting a lamp that lights a street, park, etc.
4. to lose blood
5. to sustain with the arms

Missing word: _____

(To make a promise)

READING ONLY

1st ESO E

Maria Rúbies High School

23/02/2021

1. **Look at the pictures and discuss the following questions in groups of three:**

   ♡ What is the topic presented in these images?

   ♡ Have you ever been in love with someone? How did you feel?

   ♡ What does love mean for you?

   ♡ Do you think that songs can help you to express your feelings? Why?

   ♡ Do you like taking photographs with the people you love? Why / Why not?

READING

2. **Now, read the short story "An Unusual Beginning" and fill in the gaps of the story with these words. Be careful because there is a word that can be used twice:**

   ripped – heal – fit – lamppost – soul(s) – mend – bleed – holding – necklace – swear

AN UNUSUAL BEGINNING

It was a beautiful morning of July 1936. The birds were flying in the sky and enjoying the wind in their wings. Every day, I used to stop walking down the stairs to smell the new flowers in my garden but that morning I was late to work. Therefore, I took my bag and my sandwich and I walked down the stairs as fast as I could without paying attention to anything.

Later, I heard a loud sound and I could see lots of light aircrafts flying over the city. That was strange. After some steps, I heard a noisy sound coming from the sky. I stopped walking and I protected my head with my bag. When I opened my eyes, the sound had stopped but the smoke did not let me see what was exactly happening. The city was silent as if nobody was living there.

Then, I heard a desperate voice asking for help. I run down the street and I found a beautiful boy. One of the bombs had dropped a small_____over his leg and he was hurt. His jeans were _____and he was about to_____. Then, I took his hand and I told him: "I_____to help you". I removed the heavy_____with all my strength and I took my first-aid kid to _____him. Fortunately, I was a nurse and I had the necessary tools. First, I healed his wound and later I was ready to_____his jeans to put pressure on it. He was nervous but he smiled when I gave him my_____for good luck.

The next week, the light aircrafts did not come. I was at home reading one of my favourite novels when the doorbell rang. I opened the door and I found a letter in which someone was asking me to go on a date. Alex, the boy from the street, appeared with a bunch of flowers. While we were _____each other, I realized that our_____would_____eternally.

3. **Read the story carefully again. Later, write True or False at the end of the next sentences and correct the ones that are wrong:**

♡ A traffic sign dropped over the leg of the beautiful boy and hurt him.

♡ The jeans that he was wearing were ripped and he was bleeding.

♡ The girl says: "I will ask for help to someone".

♡ She forgot his first-aid kid at home and therefore, she could not heal him.

♡ The nurse healed his wound and later, she had to mend his jeans in order to put pressure on it.

♡ The boy smiled because he gave him a bracelet as a good-luck charm before leaving.

♡ After Alex appeared with a bunch of flowers, they were kissing each other.

♡ At the end of the story, she realizes that their souls would fit forever.

4. **Order the letters to make words and then, match them with the correct picture. Write the correct number at the end of each word:**

lgdoihn _____

lebde _____

ahel _____

tfi _____

cnelakec _____

dnme _____

rewsa _____

moplapst _____

luso _____

epridp _____

1

2

3

4

5

6

7

8

9

10

5. Complete the following crossword in pairs. There is one word missing, can you remember it?

Across

1. a piece of jewellery worn around the neck, as a string of pearls
2. to be the opportune
3. the spiritual part of humans
4. to make better by repairing

Down

1. a type of jeans that have many tears
2. to become healthy or well again
3. a post, usually of metal, supporting a lamp that lights a street, park, etc.
4. to lose blood
5. to sustain with the arms

Missing word: _____

(To make a promise)

10. APPENDIX D

LISTENING ONLY

1st ESO B

Maria Rúbies High School

04/03/2021

1. **Look at the images and then discuss the following questions in groups of three:**

    ♡ What is the topic presented in these pictures?

    ♡ Do you believe in love at first sight? Why / Why not? Have you ever experienced it?

    ♡ When you see a couple, how do you know they are in love?

    ♡ What types of love do you know? Can you name or describe them?

    ♡ Have you ever had a broken heart? What happened?

2. **Now, listen to the song "Let her go" by Passenger and circle the correct word in each sentence:**

[…]

Only know you love her when you blet / let her go

[…]

Only know you love her when you let / flet her go

And you let / blet her go

Overstaring / staring at the bottom / underbottom of your glass

Unhoping / hoping one day you'll make a dream last / blast

[…]

[…]

Everything you retouch / touch leisurely / surely dies

[…]

Only know you love her when you flet / let her go

[…]

Only know you love her when you let / blet her go

Staring / upstaring at the ceiling / subceiling in the dark

[…]

[…]

But never to retouch / touch and never to keep

[…]

And you dived too deep / foredeep

[…]

Only know you love her when you let / flet her go

[…]

Only know you love her when you blet / let her go

And you let / flet her go

And you blet / let her go

Well, you flet / let her go

[…]

Only know you love her when you let / blet her go

[…]

Only know you love her when you flet / let her go

[…]

Only know you love her when you blet / let her go

[…]

Only know you love her when you let / flet her go

And you let / blet her go

3. **Listen to the song again. Later, imagine you are the protagonist of the song and answer the following questions using the pronoun "you":**

   ♡ According to Passenger, when do you know that you love someone?

   _____

   ♡ What are you staring at first?

   _____

   ♡ What are you hoping to happen one day?

   _____

   ♡ According to the singer, what does surely die?

   _____

   ♡ What are you staring at in the night?

   _____

   ♡ How much did you dive?

   _____

4. **Decode the words taking into account the table and write them next to each code. After, match them with the correct definition:**

A > Ω	E > Σ	I > /	M > ~	Q > ⊃	U > µ	Y > ¥
B > £	F > €	J > °	N > ⴼ	R > :	V > ʊ	Z > 2
C > +	G > ¡	K > ×	O > Ɔ	S > §	W > Ш	
D > ±	H > «	L > }	P > β	T > ¬	X > ɫ	

+Σ/}/ⴼi _____   §¬ Ω ®/ⴼi _____   £Ɔ¬Ɔ~_____

}Ω§¬ _____   «Ɔβ/ⴼi _____   }Σ¬ _____

§µ:Σ}¥ _____   ¬Ɔµ+« _____   ±ΣΣβ _____

DEFINITIONS:

   ♡ Going or being a long way down from the top or surface ⟶

   ♡ To enter into contact with ⟶

♡ Looking at something fixedly for a long time with the eyes wide open, especially when surprised, frightened, or thinking ⟶

♡ To want something to happen or to be true ⟶

♡ The lowest part of something ⟶

♡ It is used to express that you are certain or almost certain about something ⟶

♡ To continue to exist ⟶

♡ The surface of a room ⟶

♡ To allow something to happen or someone to do something ⟶

5. **Find the words of the table behind in the following word search in pairs and then, match them with the correct picture:**

1

9

```
T P J F M N I E C G N L D B I
N L P W W R G Y Q Q N W E O D
K R A B M V G M Y F Y I E T S
D Z S O C S R N K L S T P T N
J H R W C A W H I D E L A O O
Q E H K L Z M H R L A R P M H
H O T L A Z X L S A I V U C H
G P P M I X P C A N C E U S B
W D P V W Q V E G S A O C P W
O T B Q X S N U J B T N N X L
T E K S V R Z E A I J F T A T
S M N V G U X Z F Y O V F J G
C V Q H K O P J U Z R B B J Q
H M D K G C Y E I S Y Z S M D
C O T D A I Z A S I C S V N X
```

8

2

7

3

WORD	PICTURE
Surely	
Ceiling	
Staring	
Hoping	
Deep	
Let	
Bottom	
Last	
Touch	

6

4

5

6. **Finally, let your imagination fly and write a "Love Story" of 100-120 words. Your writing must contain the following words: swear, necklace, heal, deep and staring. You can use the table below to help you plan your narrative:**

Introduction	Introduce time, place, characters and background
Body	Describe the main event(s)
Conclusion	Say what happened in the end

READING WHILE LISTENING

1st ESO C

Maria Rúbies High School

04/03/2021

1. **Look at the images and then discuss the following questions in groups of three:**

    ♡ What is the topic presented in these pictures?

    ♡ Do you believe in love at first sight? Why / Why not? Have you ever experienced it?

    ♡ When you see a couple, how do you know they are in love?

    ♡ What types of love do you know? Can you name or describe them?

    ♡ Have you ever had a broken heart? What happened?

LISTENING WHILE READING

2. **Now, listen to the song "Let her go" by Passenger and circle the correct word in each sentence:**

Well you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you blet / let her go

Only know you've been high

When you're feeling low

Only hate the road when you're missing home

Only know you love her when you let / flet her go

And you let / blet her go

Overstaring / staring at the bottom / underbottom of your glass

Unhoping / hoping one day you'll make a dream last / blast

But dreams come slow and they go so fast

You see her when you close your eyes

Maybe one day you'll understand why

Everything you retouch / touch leisurely / surely dies

But you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you flet / let her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you let / blet her go

Staring / upstaring at the ceiling / subceiling in the dark

Same old empty feeling in your heart

Because love comes slow and it goes so fast

Well you see her when you fall asleep

But never to retouch / touch and never to keep

Because you loved her too much

And you dived too deep / foredeep

Well you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you let / flet her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you blet / let her go

And you let / flet her go

And you blet / let her go

Well, you flet / let her go

Because you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you let / blet her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you flet / let her go

Because you only need the light when it's burning low

Only miss the sun when it starts to snow

Only know you love her when you blet / let her go

Only know you've been high when you're feeling low

Only hate the road when you're missing home

Only know you love her when you let / flet her go

And you let / blet her go

3. **Listen to the song again and read the lyrics carefully at the same time. Later, imagine you are the protagonist of the song and answer the following questions using the pronoun "you":**

♡ According to Passenger, when do you know that you love someone?

_____

♡ What are you staring at first?

_____

♡ What are you hoping to happen one day?

_____

♡ According to the singer, what does surely die?

_____

♡ What are you staring at in the night?

_____

♡ How much did you dive?

_____

4. **Decode the words taking into account the table and write them next to each code. After, match them with the correct definition:**

A > Ω	E > Σ	I > /	M > ~	Q > ⊃	U > µ	Y > ¥
B > £	F > €	J > °	N > ℿ	R > :	V > ʊ	Z > 2
C > +	G > ¡	K > ×	O > ɔ	S > §	W > ɰ	
D > ±	H > «	L > }	P > ƀ	T > ¬	X > ɫ	

+Σ/}/ℿ i _____   §¬ Ω ®/ℿ i _____   £ɔ¬¬ɔ~_____

}Ω§¬ _____   «ɔƀ/ℿ i _____   }Σ¬ _____

§µ:Σ}¥ _____   ¬ɔµ+« _____   ±ΣΣ ƀ _____

DEFINITIONS:

♡ Going or being a long way down from the top or surface ⟶

♡ To enter into contact with ⟶

- ♡ Looking at something fixedly for a long time with the eyes wide open, especially when surprised, frightened, or thinking ⟶
- ♡ To want something to happen or to be true ⟶
- ♡ The lowest part of something ⟶
- ♡ It is used to express that you are certain or almost certain about something ⟶
- ♡ To continue to exist ⟶
- ♡ The surface of a room ⟶
- ♡ To allow something to happen or someone to do something ⟶

5. **Find the words of the table behind in the following word search in pairs and then, match them with the correct picture:**

1

2

3

4


```
T P J F M N I E C G N L D B I
N L P W W R G Y Q Q N W E O D
K R A B M V G M Y F Y I E T S
D Z S O C S R N K L S T P T N
J H R W C A W H I D E L A O O
Q E H K L Z M H R L A R P M H
H O T L A Z X L S A I V U C H
G P P M I X P C A N C E U S B
W D P V W Q V E G S A O C P W
O T B Q X S N U J B T N N X L
T E K S V R Z E A I J F T A T
S M N V G U X Z F Y O V F J G
C V Q H K O P J U Z R B B J Q
H M D K G C Y E I S Y Z S M D
C O T D A I Z A S I C S V N X
```

9

8

7

6

5

WORD	PICTURE
Surely	
Ceiling	
Staring	
Hoping	
Deep	
Let	
Bottom	
Last	
Touch	

6. **Finally, let your imagination fly and write a "Love Story" of 100-120 words. Your writing must contain the following words: swear, necklace, heal, deep and staring. You can use the table below to help you plan your narrative:**

Introduction	Introduce time, place, characters and background
Body	Describe the main event(s)
Conclusion	Say what happened in the end

READING ONLY

1st ESO E

Maria Rúbies High School

25/02/2021

1. Look at the images and then discuss the following questions in groups of three:

♡ What is the topic presented in these pictures?

♡ Do you believe in love at first sight? Why / Why not? Have you ever experienced it?

♡ When you see a couple, how do you know they are in love?

♡ What types of love do you know? Can you name or describe them?

♡ Have you ever had a broken heart? What happened?

READING

2. Now, read the short story "Waiting for you" and circle the correct word in each sentence:

WAITING FOR YOU

It was summer and the sun was shining in the sky. The schools were closed and the first travellers started to arrive to Miami. At that time, I was twelve years old and I was living in a small house my parents. They were very protective and when I asked them if I could go out at night with my friends, they usually answered "We don't let / flet you walk alone on the streets at night. It's dangerous!"

One night, I was playing in my garden and I met a beautiful Russian girl who was living with her grandmother in front of me. She was blonde and she had the most beautiful eyes I had ever seen. From the first moment, we got on very well and we shared many personal secrets. Every night, we used to climb to the low subceiling / ceiling of my bedroom and we spent hours upstaring / staring at the stars. These nights were incredible. The last day of summer, she told me that she was going back to Russia because her grandmother was ill. At that moment, I felt very sad.

Five years have passed and I do not know anything about her. Every night, I am in the ceiling missing her and hoping / unhoping that someday she will come back again. I remember the good moments that we spent together and how I got butterflies in my stomach when she wanted to touch my hand before leaving. It was a difficult ending and now that she is gone, I realize I was in love with her. I take a foredeep / deep breath to calm my sadness and later, I start to hear a voice calling my name. It is coming from the garden and I decide to look at the bottom / underbottom of the stairs to see who is there.

Suddenly, she appears with a big suitcase. She has come back and I cannot believe it. I am surprised. I hug her without being able to say anything. After some minutes, she explains me that she has missed me during all these years and that she is also in love with me. Finally, I realize that the summer of 2002 was magic and that our love would surely / leisurely blast / last forever.

3. Read the story carefully again and later answer the following questions:

♡ What did the parents answer when the protagonist asked them to go out at night with his/her friends?

_____

♡ Where did they use to climb every night?

_____

♡ How did they spend the night hours?

_____

♡ After she leaves, what is the protagonist doing in the ceiling?

_____

♡ When did the protagonist get butterflies in his/her stomach?

_____

♡ What does the protagonist do to calm his/her sadness?

_____

♡ Where does the protagonist look at when he/she hears a voice?

_____

♡ At the end of the story, what does the protagonist realize?

_____

4. Decode the words taking into account the table and write them next to each code. After, match them with the correct definition:

A > Ω	E > Σ	I > /	M > ~	Q > Ɔ	U > µ	Y > ¥
B > £	F > €	J > °	N > ⊓	R > :	V > Ʊ	Z > 2
C > +	G > ¡	K > ×	O > Ɔ	S > §	W > Ш	
D > ±	H > «	L > }	P > β	T > ¬	X > ǂ	

+Σ/}/⊓i _____   §¬Ω®/⊓i _____   £Ɔ¬Ɔ~_____

}Ω§¬ _____   «Ɔβ/⊓i _____   }Σ¬ _____

§µ:Σ}¥ _____   ¬Ɔµ+« _____   ±ΣΣβ _____

63

DEFINITIONS:

♡ Going or being a long way down from the top or surface ⟶

♡ To enter into contact with ⟶

♡ Looking at something fixedly for a long time with the eyes wide open, especially when surprised, frightened, or thinking ⟶

♡ To want something to happen or to be true ⟶

♡ The lowest part of something ⟶

♡ It is used to express that you are certain or almost certain about something ⟶

♡ To continue to exist ⟶

♡ The surface of a room ⟶

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9

1


```
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K R A B M V G M Y F Y I E T S
D Z S O C S R N K L S T P T N
J H R W C A W H I D E L A O O
Q E H K L Z M H R L A R P M H
H O T L A Z X L S A I V U C H
G P P M I X P C A N C E U S B
W D P V W Q V E G S A O C P W
O T B Q X S N U J B T N N X L
T E K S V R Z E A I J F T A T
S M N V G U X Z F Y O V F J G
C V Q H K O P J U Z R B B J Q
H M D K G C Y E I S Y Z S M D
C O T D A I Z A S I C S V N X
```

8

2

7

3

WORD	PICTURE
Surely	
Ceiling	
Staring	
Hoping	
Deep	
Let	
Bottom	
Last	
Touch	

6

4

5

6. **Finally, let your imagination fly and write a "Love Story" of 100-120 words. Your writing must contain the following words: swear, necklace, heal, deep and staring. You can use the table below to help you plan your narrative:**

Introduction	Introduce time, place, characters and background
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Conclusion	Say what happened in the end

A LOVE STORY

Adjectives & Sentence starters

PEOPLE:	OBJECTS:	GOOD FEELINGS:	BAD FEELINGS:	SIZE:
- adorable	- bright	- brave	- angry	- big
- adventurous	- distinct	- calm	- ashamed	- huge
- aggressive	- elegant	- cheerful	- bored	- large
- annoying	- sparkling	- healthy	- depressed	- short
- confident	- strange	- joyful	- frightened	- tall
- handsome	- valuable	- energetic	- anxious	- tiny

IMPORTANT!! Use these words: **swear, necklace, heal, deep, staring**

Questions

Introduction:
- **Where and when did the story take place?**
- **Who were the protagonists?**

Body:
- **How did the story start?**
- **How did it continue?**

Conclusion:
- **What happened at the end?**
- **Was the end of the story good or bad? Why?**

Sentence starters

- Once upon a time there was a boy/girl...
- Long ago, in a far away land, there was/were...
- One day...
- It was...

- Meanwhile,
- Suddenly,
- Later that day/week/year,
- After that,
- Then,

- Finally,
- As time passed...
- At the end of it all...

Let your imagination fly!

12. APPENDIX F

Questions	Students' Answers
1. What linguistic skill do you think that you have improved the most after this week?	**Listening only** ■ **Reading while listening** ■ **Reading only** ■ Listening: 4, 2, 2 Speaking: 2, 3, 1 Reading: 4, 4, 2 Grammar: 2, 2, 0 Vocabulary: 5, 7, 13
2. Was it easier for you to complete the post-test after working on vocabulary in class?	**Listening only** ■ **Reading while listening** ■ **Reading only** ■ Yes: 11, 12, 10 No: 6, 6, 9

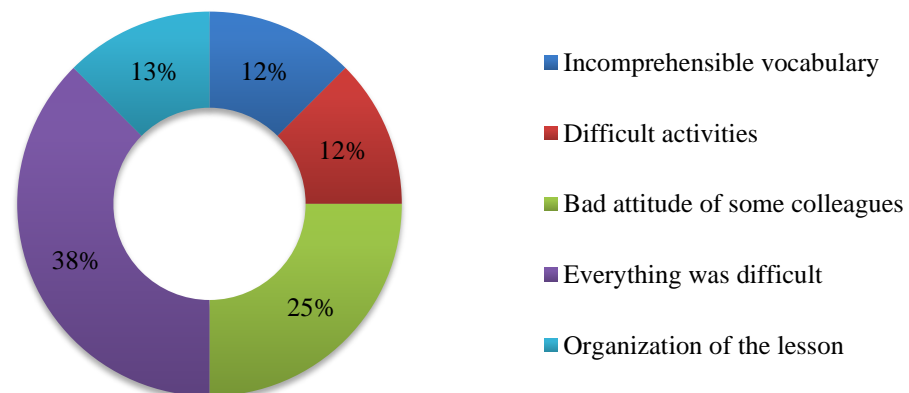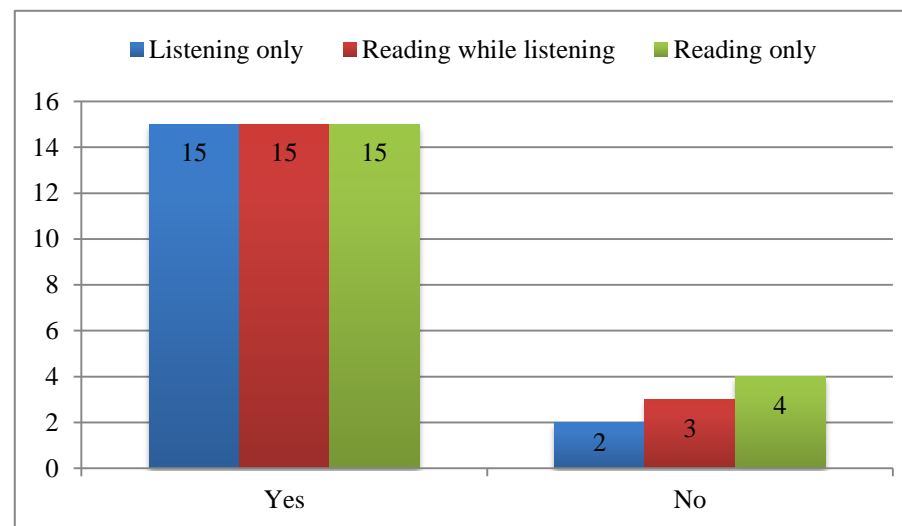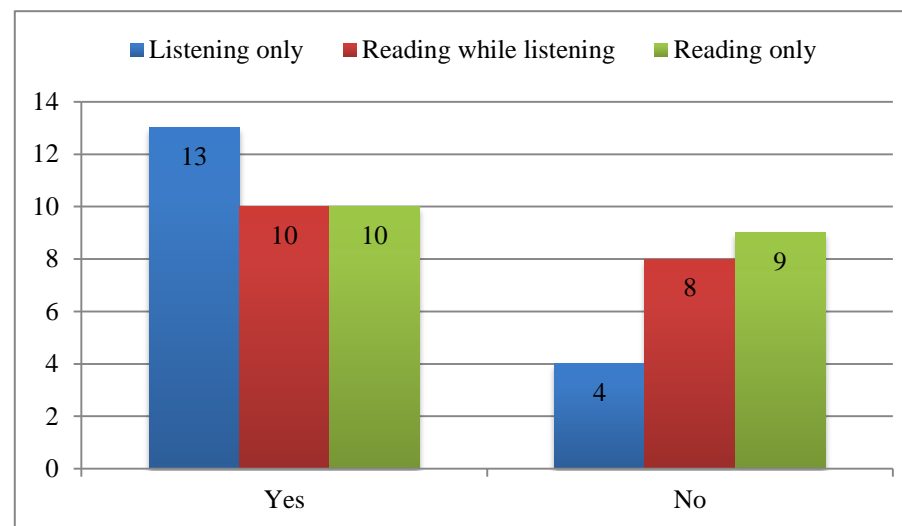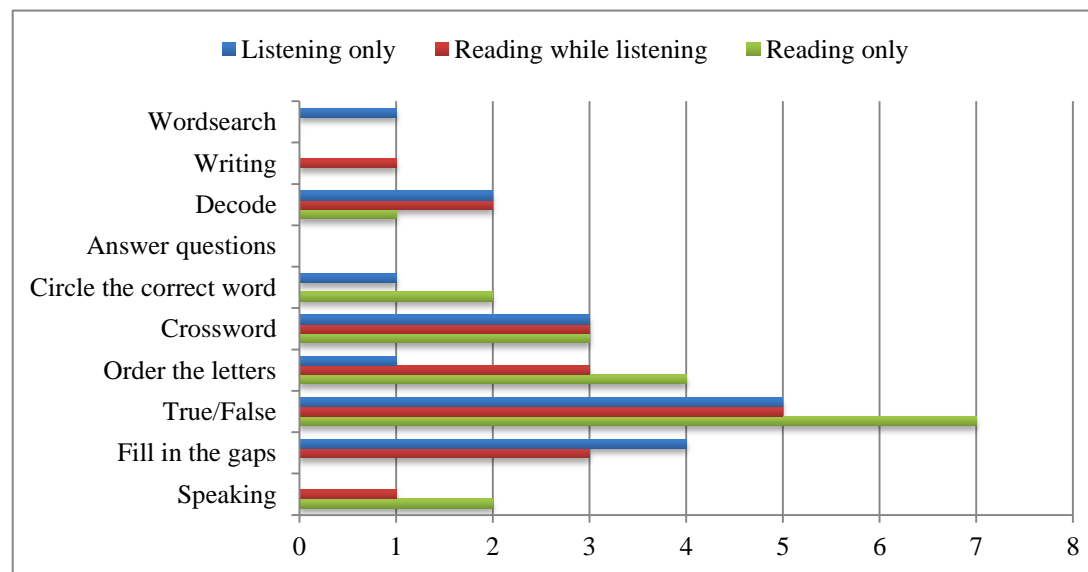|	
3. Did you find the topic of the activities interesting?	
4. Did you find the activities motivating?	

5. Could you follow the lessons easily?

   If not, what type of problems did you have?

Yes / No chart:

	Listening only	Reading while listening	Reading only
Yes	15	15	15
No	2	3	4

Problems (donut chart):

- Incomprehensible vocabulary — 12%
- Difficult activities — 12%
- Bad attitude of some colleagues — 25%
- Everything was difficult — 38%
- Organization of the lesson — 13%

6. Have you learned new vocabulary through the activities?	
7. What was your favourite activity?	

| 8. What type of activities do you prefer? | |