

UNIVERSIDAD DE CONCEPCIÓN
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**THE USE OF EFFECTIVE CLOSURE ACTIVITIES TO
CONSOLIDATE LEARNING IN THE EFL CLASSROOM**

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

Research Supervisor: Mg. Cecilia Cisterna Zenteno

Thesis Students: Víctor Daniel Burgos Leal

Valentina Aracely Escobar Arellano

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Abstract

The closure stage is a significant part of any lesson, in which both teachers and students have the opportunity to recall and consolidate contents reviewed in class and check if the objectives have been achieved. However, even though teachers are aware of the importance of developing this part of the lesson, it has been evidenced that they leave it aside for different reasons: lack of time, knowledge about closing activities, etc. The following research shows a battery of creative activities that were used to engage students in the closure of the lessons. These closure activities are divided into four categories: Competitive, Cooperative, Recreational and Conversational. In addition, in order to know more about the importance of the implementation of these activities, students' perceptions were collected and analyzed through percentage and thematic analysis. The results analysis revealed that competitive activities were the most successful within a closure stage, helping students to improve their speaking skill and vocabulary learning as well as their engagement and motivation in the English subject. The findings gathered in this investigation may encourage teachers to put into practice new ideas and activities in their classrooms during this important lesson stage and challenge students' awareness.

Keywords: closure activities, learning process, competitiveness, perceptions, lesson plan, awareness

Resumen

La etapa de cierre es una parte importante de una clase, en la que tanto los profesores como los alumnos tienen la oportunidad de recopilar información sobre sus procesos de aprendizaje, consolidar contenidos vistos en clases y verificar si se lograron los objetivos. Sin embargo, aunque los profesores están conscientes de la importancia de esta etapa, se ha evidenciado que los docentes lo dejan de lado por diferentes razones: falta de tiempo, conocimiento sobre actividades de cierre, etc.

La siguiente investigación muestra una variedad de actividades creativas diseñadas para atraer la atención de los estudiantes en el cierre de una lección. Estas actividades de cierre se dividen en cuatro categorías: Competitivas, Cooperativas, Recreativas y Conversacional. Además, para conocer más sobre la importancia de la implementación de estas actividades, las opiniones de los estudiantes fueron recogidas y analizadas a través de un análisis porcentual y temático. El análisis concluyó que las actividades competitivas fueron las más exitosas dentro de una etapa de cierre, lo que ayuda a los estudiantes a mejorar sus habilidades de habla y aprendizaje de vocabulario, así como su participación y motivación en la materia de inglés. Los hallazgos reunidos en esta investigación pueden alentar a los profesores a poner en práctica ideas y actividades nuevas en sus clases durante esta importante etapa de sus clases y desafiar la conciencia de los estudiantes.

Palabras claves: actividades de cierre, proceso de aprendizaje, competitividad, opiniones, planificación, conciencia

Chapter I: Problem Statement

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The process of planning a successful EFL lesson requires from a teacher to follow several different stages in order to build a successful session and achieve meaningful learning. First, it is necessary to start the lesson by stating the main objective to be achieved at the end of the class (what is expected from students to learn at the end of the lesson). Then, a warm-up activity is extremely necessary at the beginning of the lesson to activate students' participation and connect students' previous knowledge of the contents to be taught. Following that sequence, students are ready to start working, on a series of appropriately sequenced integrated- skills activities (while activities) prepared by the teacher to reach that aim together. At the end of the session, the teacher should do a wrapping up activity to help students summarize the new information. This is called "closure", a no more than 5-minute activity that can be used as a proper and satisfying ending to the lesson. Here, it is the time for students to recall key takeaways from the session, teachers can check students' understanding while at the same time, they have the opportunity to show and demonstrate what they learnt. This final stage is extremely important as it offers an instance of reflection that teachers and students can use it to think about the whole learning process and the knowledge acquired, as well as an opportunity for teachers to be creative and engage students in one last fun activity.

In a real-life context in the Chilean EFL classroom a complete absence of a lesson closure has been observed. Most teachers look at this practice as a professional must-do within class, but they do not develop it. As Hunter (1985) claims it is part of eight mandatory teaching practices such as anticipatory set, objective and purpose, input, modeling, checking for understanding, guide practice, independent practice and closure. Nearly all teachers keep students working till the class is over or when the bell rings, they ask students a single question about what they learned in the lesson and summarize key points really quickly before time ends. This action not only neglects the importance of a proper closing of the lesson, but also gives an abrupt ending and it does not focus on the goal of giving students an appropriate

feedback of what they learned during the class and their unique opportunity to effectively recall all the contents. Many teachers are not aware of the real purpose of a closure and how this stage provides a clear and effective plan of a well-organized teacher. Most EFL teachers tend to focus all their energy on doing the warm-ups, ice breakers, presentation of contents, practice and production activities, but they neglect doing a proper closure. The main problem they have is the scarce time dedicated to lesson planning and the lack of creative and engaging ideas to successfully end it.

No matter how effective the beginning and the middle of a lesson may be, there is always a need to have a well-made closure; otherwise students leave the class making no connections with the previous learning or even without a clear understanding of the class objective. It goes without saying that teachers should never end up a lesson by introducing something new but consolidating what they taught during that session. It is very important to keep in mind that the last few minutes of the lesson can be the most productive time to make a link about the activities developed in the whole lesson. Adapting, creating and selecting different kinds of activities may help students to absorb language easily in a meaningful way and this can be selected as a good way to end up a lesson. For example, games are often suggested as a go-to resource to engage students in a lesson.

In order to find a solution to this problem, the purpose of the following study is to adapt and implement a set of closure activities aimed at consolidating learning presented in different English lessons and assess students' perceptions about their effectiveness to consolidate the content revised in class.

1.1 General objective

To assess students' perceptions about the effectiveness of a set of closure activities designed to consolidate learning in the Chilean EFL classroom.

1.2 Specific objectives

- Compare students' perceptions from two different schools about the most useful closure activities developed in class to consolidate learning goals.
- Analyze students' reflections upon the importance of the closing stage and the impact on their main academic achievements.

Chapter II: Theoretical Framework

Chapter II: Theoretical Framework

2.1. The lesson plan stages and the importance of an effective Closure

The field of teaching English as a Second Language or as a Foreign Language has always presented a challenge to language teaching educators that look for different ways of improving the quality of language teaching and learning. According to Hunter (1979, p. 62) “teaching is now defined as the process of making and implementing decisions, before, during and after instruction, to increase the probability of learning”. Lesson planning formats help teachers to bear in mind the aims and procedures that should be carefully followed and developed in a lesson. An effective planning identifies the necessary steps to meet the main lesson objective, the materials and resources needed, and the activities required to accomplish the objective. As teachers, it is always required to consider several factors even before starting to plan a lesson. According to the Hunter model (1985, p.60), “a lesson is designed to guide behavior, predict outcomes and stimulate research”.

Therefore, some elements that should be taken into consideration are the following: the age, content, time, students’ attention span, level of students, teaching style as well as students’ social backgrounds and learning preferences. Hunter (1985) states that “teachers can accommodate preferences of learners and their own teaching styles as long as those elements that promote learning are incorporated in planning, teaching and evaluating” (p.58). Taken into consideration all these factors, teachers can just start to plan the lesson.

Regarding the stages of a lesson, the earliest stage is the **Pre-Stage**. In this period, the teacher introduces the topic or content to be taught to the class, triggers prior knowledge or background knowledge to encourage learners to use what they were taught in previous lessons. This opening helps teachers to create the atmosphere under which the teaching and learning will occur. This stage must supply vocabulary, grammar patterns, ideas and elements to support students’ growth of

knowledge. It is important to consider as there are four language skills (writing, reading, listening and speaking), that the four pre-stages although they have the same aim, they are all different in nature. For example, a pre-listening task aims at dealing with all these issues: to generate interest, build confidence and to facilitate listening comprehension. On the other hand, pre-reading activities help students prepare for the reading activity by activating the relevant schemata and motivating them to read. Both activate current knowledge and give relevant information beforehand. Here, the teacher presents the objective of the class. In this way, students know what they are expected to learn and achieve a more effective learning. Students must be acquainted with the learning objective (or learning outcome), and more significantly, how they will demonstrate their learning as a result of the knowledge acquired. The new information, skill or process should be presented to students in the most productive and engaging way to achieve a meaningful learning.

The **while-stage** is mainly the task itself preferentially done by students and teachers. Hunter (1979) explains that “the teacher makes decisions as to whether to reteach, extend the learning with further practice and proceed to the next learning” (p.63). During this process a teacher has to manage whether student’s achievement is immediately accountable or if it is necessary to give more time for accomplishing the goal. In addition, the teacher guides students all along the different activities that he/she planned to achieve the desired outcome. This is the opportunity for students to apply their understanding. This is also the stage when the teacher models and demonstrates what is going to be learned. Practice of contents only boosts the chances of students to transfer meaningfully what they have learned and not just “store” that knowledge.

Finally, we have the **closing stage** or **closure**, which corresponds to the final stage. What is closure? What is this stage all about that it is so neglected in today’s classrooms? According to Lewis (2018) closure is “the time when you wrap up a lesson plan and help students organize the information in a meaningful context in their minds. This helps students better understand what they have learned and

provides a way in which they can apply it to the world around them". At the end of the lesson, this stage is usually a final recapitulation of what students have learned throughout the class. Something significant to consider is that the closure is a stage in which students' perceptions and engagement must be taken into consideration as it gives teachers the necessary information to improve their future lessons. It helps students to make links between what they already learned, the contents they are learning now and the ones they will learn next, encouraging them to increase their thinking. "The end-of-day wrap-up provides a satisfying sense of closure, and the recap of learning makes students aware of what they have accomplished" (Ganske, 2017, p. 99). The importance of this stage is to give the students the opportunity to take control of their own learning. Closing is the part of the lesson where students are the principal performers. It does not necessarily require a long time to do it, five or ten minutes of closure it could be more than enough for students to check the learning of the key words presented in the lesson. In the closing stage, the teacher must be aware of the contents a student has managed to master and the aim he has achieved. (Hunter, 1979). Also, this closing activity could work as an assessment tool to appraise teachers' effectiveness by showing practical classroom management strategies and checking students' attention span. Besides, it helps to summarize the contents reviewed in the present lesson, provide a context and look ahead for the coming lesson. Some situations where teachers in general can apply a closure stage are to consolidate the acquisition of a new concept, principle or vocabulary, to conclude a discussion, to close a session of questions and answers, to finish a lab practice, to complement a homework done at home but checked in class, to reinforce topics heard in a conference and to consolidate learning experiences from a practicum.

Consequently, when planning a lesson closure, teachers should always bear in mind why they are doing it, whether for summarizing the content learned, for checking understanding or as a transition to a future session (Finley, 2015).

According to Finley (2015) there are three basic purposes to be considered in an effective lesson closure:

- To summarize what has been taught: students review the most important details and skills of the lesson. This can be conducted through short group discussions, elaboration of bullet points with key words and ideas or small tasks that demand explaining what it was learned to another person.
- To gather data about students' achievements or find out about how they learn. Checking for understanding should be the focus of the closing activity. Some activities suggested are timelines, "exit-tickets" or student-designed short tests.
- To use it as a transition for the next session. In this way, learners will be actively aware of how lessons are connected and will show more interest in them.

The idea is that students should develop a sense of personal commitment connected to the lesson, to give relevance to the contents they acquire in class. As Webster (2011) claims "A well-taught lesson should be survived by its message and impact long after its close, its legacy, the personal meaning and utility it carries to countless lives" (p. 193).

Furthermore, students should realize that the class is not over until closure has taken place; therefore, students have to wait for it, think twice before leaving in a hurry and do not run away when the last minute comes. This is the time in the lesson when students' reflection is necessary for the internalization of the skills taught (Wolf & Supon, 1994). Closure is closely connected to the initial input. It helps the teacher to establish a visible classroom framework for students with an articulated beginning and clear ending, a format they will wait for if teachers set it in the right way.

2.2. Effective strategies for developing a successful closure

As in any other type of presentation (essay, report, thesis, etc.), a closure is necessary for the encoder to sum up the main ideas of what has been said and for the decoder to collect these ideas in order to select specific and relevant information.

In a teaching context, a successful closure gives both teachers and students the evidence that proves if a class learning objective was achieved or not. Based on the Madeline Hunter model of Mastery Learning (2017), a successful ending of a lesson will increase the possibilities for students to experience success rather than failure or confusion during the process of practice. “Successful students are more likely to be motivated to continue learning - discouraged children are not so apt to become a management problem because their concerns are being picked up and resolved” (p. 15). According to Wolf and Supon (1994, p.4), closure is “the crucial part of the lesson which enables students to master the lessons’ objectives. Since nothing follows closure that relates to the objectives of the lesson, nothing interferes with students’ retention of those objectives. Therefore, at the end of a lesson, a short, concentrated time period of five to eight minutes should be set aside to provide students with the opportunity to evaluate lesson content and to reinforce skills taught”.

Ganske (2017) states that closure can gradually make students aware of what they are accomplishing and learning during every session, by looking through it and taking something new to share at home. This idea comes after having experienced an everyday post-school routine with her father at home back when she was an elementary student. Her father used to ask her what she had learnt that day at school. Ganske applied that same question, as a teacher later on, to make sure that her students could have something relevant to report about the lesson.

Some strategies that can be taken into account when planning a closure are based on the following concepts:

a. Metacognition: Promoting students’ critical analysis on how they learn and how to achieve the goals of a lesson helps them to make gains in their learning. This is when metacognition enters the room. Flavell (1976) refers to it as our personal knowledge about our cognitive processes, which it basically means “thinking about thinking” to develop appropriate thinking strategies at each stage of a task.

Using metacognition practices in the classroom help learners to observe and evaluate their own progress as they write, read and solve problems. Moreover, metacognition is also presented as a tool for learning prediction. Veenman et al., (2004) explains that improving learners' metacognitive processes may compensate for any cognitive limitations. On top of that, the use of these practices has shown a correlation with students' academic achievement across a wide range of ages, cognitive abilities and learning domains.

Teachers can make the best use of metacognition by:

- establishing explicit and clear learning goals.
- encouraging cooperative work and peer-evaluation.
- supporting learners' autonomy.
- discussing the use of strategies to develop learners' awareness of them.
- using questions such as: what worked well? what could I have done better? Can I apply this to other situations? What did I learn from this? (Inner Drive, 2016; Aguilar Avilés, 2010)

b. Immediacy: However, closure it is not only an instance of recapitulation and content recalling, but a moment in which communication between learners and teachers can be enhanced (Tjeerdsma, 1997). Informal questions such as "Which tasks were the hardest for you? Which were the easiest? Why? How do you think you did on this task?" create a safe environment for learners and enables them to improve their future performances. This setting gives teachers a daily status, checks about students' learning and thoughts. This is why it is important to consider the role of the teacher as the one who serves to guide the learners into accomplishing the class learning objective set at the beginning, to keep the discussion focused on it all the time and to ensure that all key elements are being discussed in order to reach to the best possible ending (Wolf, 1994). Instructional communication researchers conclude that immediacy is one key for providing closure to a lesson. For students, seeing their teachers as caring and approachable figures increases their motivation towards the class (Webster, 2011), to remain on task and to enjoy the learning

experience (LeFebvre & Allen, 2014). This safe environment and caring teacher-student bond enable learners to lose any fear or intimidation feeling towards the teacher figure, thus more willing to ask any clarifying questions about the content (LeFebvre & Allen, 2014).

c. Appropriate length: In terms of time, many educators conclude that teachers should dedicate a short period of 5 - 8 minutes at the end of every lesson to reinforce the contents and skills taught (Wolf, 1994). Five minutes dedicated to lesson closure are enough for students to assemble key takeaways from the lesson, to think about what was important, to reflect on their learning process and how this recent experience can help to improve their future performances (Ganske, 2017).

2.3 Importance of Closure stage for Chilean EFL teachers

Probably when it is thought of the main reasons why closure is not fully present within a lesson, it comes to our minds the people who are in charge of it: teachers. Why don't teachers reach a successful closure in their lessons? Is there something wrong about their teaching training or in our Chilean English teaching plans and programs? Or in the textbooks teachers use for teaching their lessons? Being aware of the reasons about why this part of the lesson is not completely achieved, is the reality nowadays. Making a good last impression within a lesson is part of the teachers' performance. Teachers' effectiveness has a direct impact on enhancing students' learning. As Tucker and Stronge (2005) indicate, years of research on teachers' quality support the fact that effective teachers not only make students feel good about school and learning, but also their work results in an increased student's level of achievement. Closure is supposed to be directly related to the objective stated for the lesson. In this case, if teachers do not have a clear learning outcome for the lesson, it will be difficult to achieve a good closure activity. Students need to know where the lesson is taking them, how they are going to accomplish that and be able to recognize when they achieve the goal or the objective. Making sure students have achieved the main aim is the result from a good teacher's performance in a closing stage. One of the aims from this stage is to

grab students' attention towards the end of the lesson. This is the opportunity to give feedback and check contents taught in class. Teachers must know how to end up a lesson, understanding the huge importance of making students comprehend they have arrived at an important moment of the lesson and that it is completely necessary to make a final rounding up.

2.3.1 Reasons teachers do not develop closure activities in the Chilean EFL classroom.

We can highlight four principal reasons why teachers do not carry out closure activities properly:

a) Students' participation is neglected

Some common mistakes are that teachers make the closure themselves although it should be an event preferentially done by students and teachers. By doing this, teachers do not take benefit from this opportunity to obtain valuable information about students' learning processes. For example, at the end of a lesson, while students are just sitting there, teachers make a summary, they explain the main topics and review the activities previously done. They do not give space or time to students for making them participate in this stage.

b) Little time dedicated to do the closure

Due to the lack of appropriate lesson planning or time management, teachers often spend little time to develop a proper closure of a lesson, leaving students without an appropriate comprehension of their achievements. Although, an effective lesson closure no longer takes more than 10 minutes approximately, in some situations teachers often use less than five minutes to finish the previous tasks, for giving future instructions or any other comments not related entirely to the subject (students' council and other school events).

c) Scarce time to prepare closure activities or do an appropriate lesson plan

It is essential within closure that teachers review the different concepts taught in class and present them all at the end. The process of learning English considerably grows when teachers make a conscious effort in helping students to organize the information that is presented and understand the connections made according to this data. But what happens when they do not have time to make that effort, even if they want to? Teachers' planning hours, that include likewise preparation of materials, understanding different educational needs from each student, feedbacks, meeting parents and checking tests, are significant when are to be considered a crucial factor in the quality of an educational system. According to Severin (2017), Chilean teachers spend most of the time in the classroom, which gives them less time to prepare classes or planning. Chilean teachers spend 27 hours doing classes, eight more hours than the average amount. In this way, they have 5,8 weekly hours for planning in comparison to other countries that have 7,1 weekly hours. They work almost 33 hours a day with 7 hours of lessons each day (Guzman, 2014), so, for each lesson's hour, teachers have 15 minutes to prepare material for that class. Lack of planning hours produce stress, causes hard work for teachers to be done in their own houses for checking tests but most of the time they do not give feedback about them. Scarcity of these hours provokes that teachers' routine becomes monotonous and mechanic because they must review new contents but there is no time to learn new strategies and techniques and mistakes get fossilized. Teachers in Chile have annually 1,200 pedagogical hours while other countries studied by OECD only reached 700 hours. Teachers with a 37 hours' contract give almost 11 extra hours a week to make it work (Cabezas et. al., 2017). This deficiency gives no time to pay attention to each of the stages of a lesson, so teachers do not waste time on looking forward to close the lesson in an appropriate way, but they abruptly finish it.

d) The main focus of the lesson is on the previous stages: pre and while

This phase needs to be planned with the same focus teachers give to pre or while stage. Time is also important to take into account; mentors have to be aware of this quality time. Teachers should make sure about closing the lesson appropriately

before the time ends. Teachers often follow a central design approach when they develop their lessons by first considering the activities and teaching procedures they will use. Rather than starting their planning processes by detailed considerations of input or output, they start by thinking about the activities they will use in the classroom (Richards, 2013). Nevertheless, these activities are related to Pre and While stages. If we take into consideration, pre-stage-activities are easier to develop, and it takes place where the highest point of motivation is present throughout the lesson. In this period, doing any kind of activities, students do the most metacognitive work such as predicting, guessing, analyzing or eliciting words, motivating them and leading their focus to the topics to be seen next during the lesson. On the other hand, it is commonly (and very likely to be mistaken) known that in the while stage students are able to achieve the lesson objective through answering, highlighting, reading, scanning or skimming in a variety of previously chosen activities that could be related to listening, writing, reading or speaking, so the main focus is present on earliest stages. Teachers take care about the topics they have to teach and maybe only think about how to start the class and the activities to be done during the lesson, but they do not think about the closing because they hope the while-stage extend to the end of the lesson.

2.3.2 Closure activities in the Chilean textbook and the national English programs from MINEDUC

Chilean English textbooks do not include examples of closure activities to guide teachers, they only bring into focus pre and while activities while closure is left as “extra time” activities or for “early” finisher. However, the Ministry of Education guides teachers in its Plans and Programs for second graders of high school (2016), to promote instances of metacognition among students, in which learners could identify their strengths, weaknesses and learning challenges, consider different strategies to strengthen their knowledge, abilities and attitudes towards the subject. These notions are present in *Orientaciones para planificar el aprendizaje* (p. 22) and closely related to the strategies mentioned above to carry out a successful lesson closure.

2.4 Types of creative closure activities

In the field of education, creativity is heavily linked to students' academic attainment and motivation. According to Fisher and Williams (2004), when teachers assess students in ways that can recognize their creative abilities, their academic success increases. The author states that creative activities have the particularity to revitalize both students' and teachers' interests which might have been turned off by a controlling teaching environment and culture.

It has been demonstrated that creative teachers share similar features and aspirations towards their students and learning objectives. Most creative teachers always look for new ways to motivate students, to engage their curiosity, to challenge them and to encourage them into deep learning (Richards, 2013). Part of being a teacher requires some creativity to be able to engage students week to week (Johnson, 2015). This can be achieved by knowing your students' learning preferences and the different ways they could perform better in certain tasks. However, Ben Johnson (2015) explains that creative teachers not only analyze students' learning preferences, but also check on their peers' work to find new techniques and strategies to customize their learning.

Richards (2013) observed that most of the activities planned by innovative teachers are learner-centered. The main objective of this approach is to encourage students to take responsibility and control of their learning, connecting their own life experiences with the contents seen in the lesson. In addition, another trait shared by these professionals is the ability to critically reflect on their own practice. Richard discovered in his research that teachers who master this habit "seek to expand their knowledge and try to find new ideas and practices that they can apply in their own classrooms" (Richards, 2013, p.12).

Emma-Sue Prince (2015) shares another perspective, establishing links between creativity, change and being adaptable to change. Prince claims that teachers need

to constantly try new things in the classroom and adapt themselves to the new forms of technology and methodologies that could help students' learning.

Change is difficult to happen if there is no reflection behind. Students' opinions, peer assessment and self-criticism help teachers to realize different ways of doing something. There is no doubt that students are more likely to be updated in terms of technology than educators, this is why Prince encourages teachers to be in-line with current technology, as well to adapt new ICTs in the classroom.

Additionally, creative activities promote students' participation in the lesson, especially if we consider Gardner's' multiple intelligences theory. Teachers should consider their students' different learning styles and take them into account when planning a closure activity. For instance, one task may require being good at drawing, thus activating motivation in those students who tend to fill their notebooks with sketches and doodles, giving them an opportunity to show what they know in a learning environment. Chan (2000) says that teachers who consider this theory in their lesson plans can offer opportunities for students to gain knowledge, process information and expand their understanding through their strengths.

Games are excellent opportunities for learners to put themselves in hypothetical situations in which they can try alternative decisions without the risk of failing (Martinson and Chu, 2008). Both, thought and action, are combined to reach a goal. According to Foreman (2003), when students learn through performances, several different skills are being activated at the same moment, such as; active discovery, analysis, interpretation, problem-solving, memory, physical activity and extensive cognitive processing. Thanks to the use of games, students are able to infer their own meanings from these adventures and to learn from their mistakes without the pressure of being assessed (Talak-Kiryk, 2010).

Table N°1 presents activities and games that respond to the previous analysis and seek to offer a variety of options for teachers to apply as a part of the closure stage:

Table N°1: Categories of closure activities

CATEGORIES	ACTIVITIES
<i>Competitive</i>	<ul style="list-style-type: none">• Jeopardy• Charades• Pictionary
<i>Cooperative</i>	<ul style="list-style-type: none">• Mind maps
<i>Recreational</i>	<ul style="list-style-type: none">• Word search• Crosswords• Kahoot
<i>Conversational</i>	<ul style="list-style-type: none">• Picture description

Adapted from Teachers' and Students' Perceptions of Classroom Activities Commonly Used in English Speaking Classes, Huang and Hu (2015)

I. Competitive activities are suitable to work in groups. According to Huang and Hu (2015), these type of activities “take full advantage of students’ ambitious psychology and generate the enthusiasm of students so as to achieve the purpose of improving their language” (p.89).

1.1 Jeopardy is a popular American quiz TV show based on trivia in which participants must answer in the form of questions. The original version of this game consists of three rounds, six different categories and 4 contestants. However, in order to fit the context of a classroom, its rules can be modified (Vyas and Patel, 2015). As the main idea of the game is to answer using questions, this game can be used to practice WH-questions or any other interrogative form with the participation of the whole class (divided in groups). There are many sites on the web that allow teachers to create their own Jeopardy boards which can be shown later on in the classroom using a projector.

1.2 Charades is a popular game in which players guess a written word, concept or phrase from miming exclusively. This game can be done in groups: one student reads what it is on a piece of paper and the other tries to guess it, challenging them to score as many concepts as they can in 60 seconds. It is a fun option for teachers to review vocabulary or verbs with the class.

1.3 Pictionary is a group game in which one member of a team draws a clue (word or concept) and the rest tries to guess it. It is a very flexible game that can be adapted to any teaching context and reality. As in Charades, with Pictionary students can guess any type of vocabulary from animals to parts of the body, as well as verbs of action or habits. Used as a closure activity you can ask students to create groups (minimum 2) and compete by guessing as many words they can in 60 seconds.

II. Cooperative activities facilitate students' learning through discussions and interactions among peers and classmates in situations free of any formal evaluation, thus removing the fear factor from learners (ONTESOL, 2013). The role of the teacher in a cooperative activity is to supervise and witness these interactions. Activities that require some kind of collaboration among peers, provide meaningful interactions that may serve as real life examples of communication, as well as boosting creative thought (Ngeow, 2004).

2.1 Mind maps are a helpful tool that aids to understand something and memorize it (EngVid, 2014). It can be used to summarize vocabulary, grammar or any other topic of a unit.

Teacher and students can work collaboratively to create a mind map that sums up the entire lesson. This mind map would include key concepts, definitions and vocabulary suggested by learners themselves and written by the teacher on the board. Students' interest and understanding is said to increase as the map grows (Swan, 2010).

III. Recreational activities are aimed to entertain. These types of activities allow students to practice new content in an easy environment (Huang and Hu, 2015). It is important to know about students' preferences in order to design a successful recreational activity, as students will value the time teacher is giving them to play and have fun with something they enjoy doing.

3.1 Word search is a type of puzzle consisting of several hidden words written on different directions on a grid. Ideally, all these words are in context. These puzzles allow learners to develop word and pattern recognition. In addition, word searches help students to learn the basics of spelling. There are multiple websites that allow teachers to generate their own word-search puzzles in less than 3 minutes.

3.2 Crosswords are another type of puzzles that challenge students' knowledge by connecting concepts with their corresponding definitions. Whether students are familiarized with word-search activities, this could be the ideal next step in order to enhance difficulty and curiosity. As well as word-search, there are numerous websites that generate crossword puzzles automatically by adding the words and concepts.

3.3 Kahoot is a free platform to create contest for students. Teachers can create the questions and students are the participants. They must choose a nickname and answer questions through their phones previously linked by a code. Kahoot shows the 3 first places at the end of the contest. It is needed internet access. This webpage is very useful to reinforce previous learning such as vocabulary or grammar. Each questionnaire in the page can be used by everyone.

IV. Conversational activities offer instances of direct communication between two students or a group such as Debates, Story Telling, Mini Lecture and presentations in which students are encouraged to develop their speaking skills (Huang and Hu, 2015).

4.1 Picture description is an excellent activity that improves learners' communicative skills (Lavalle, 2017). The main idea is to describe a set of pictures in context. This can be done individually or in groups. According to Lavalle (2017), learners' motivation and imagination increases when something that gets their attention is presented, thus the learning process becomes a more interesting and entertaining experience.

2.5. Teachers and students' expectations about Closure activities

Closure is a stage where two kinds of participants are found. The ones who make a guidance of activities: the teachers, and the ones who perform them: the students. But of course, as they are different participants, their understanding and judgement of this stage is different as well.

As it was previously mentioned, teachers' perceptions about closing are varied. First, they have their pedagogical instinct which tells them that a good lesson ends up with a good closure. However, the reality is another. They wish to do it or even try to, but most of them do not achieve it completely; nevertheless, they make an effort to put up the best from them. In terms of recreational activities, teachers believe that are able to offer more opportunities to students to practice their oral English with regard to accuracy and fluency. (Huang and Hu, 2015). Therefore, closing the lesson with a word search or a crossword, will be satisfactory for students and teachers.

Related to students' perceptions, it has to be taken into consideration the diverse learning styles that there exist within a classroom. Not all students learn in the same way and following that path, not all students enjoy the same closure activities as the teachers might predict to. Students love to be challenged and closure stage provokes that feeling on them even when they have not been paying attention in the whole class. Meanwhile teachers try to use wisely the limited amount of time to carry out one closing activity perfect made to consolidate knowledge, students want the last minutes to relax and lose the outline of the class. However, there are still

students who would prefer games or more fun activities to end up a lesson and as at this level, most of the involvement is done by the learners, they will enjoy doing a final additional activity to close the lesson.

According to a research conducted by Huang and Hu (2015) regarding the perceptions of teachers and students of different levels (freshman and sophomore) about multiple types of activities to improve learners' speaking skills, the activities that were mostly preferred among teachers were the ones that required interaction between students (Conversational), while pupils showed more interest in recreational activities.

The research also showed different perceptions of teachers and students regarding their conversational activities. Students agreed that these types of activities were highly beneficial to promote their communicative competence; however, teachers needed to escape from the traditional ways of doing them (role plays, retelling a story, debates), innovate and explore new options that could be more appealing for students (Huang and Hu, 2015).

Chapter III: Methodology

Chapter III: Methodology

3.1 Type of study

The following study identifies a specific problem: the lack of closure activities in the Chilean English lessons, within a school setting and a plan of action (a set of successful closure activities) is provided, based on theory and experience, aiming at solving this situation. The research was conducted by two pre-service teachers of English as part of their professional practicums in their respective schools. Provided this information, this study can be defined as a **collaborative action research**. According to Ferrance (2000), an action research is “a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future” (p.1). More specifically, Ferrance (2000) refers to a collaborative action research as a study carried out by two or more educators with the intention to address a common issue shared by different classrooms, with the support of other individuals, part of the learning community (p. 4).

3.2 Participants

The sample chosen corresponds to a **convenient sample**, considering that this action research was undertaken during the time the researchers were developing their professional practicum and they had access to the participants as they were in charge of teaching the English subject. Convenience sampling is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher (Explorable, 2009). It is one of the most common samples since the subjects are already available and in addition is low-cost and faster than other samplings. Also, it is commonly used in educational research.

The following table shows the most relevant aspects of both schools:

Table N°2: Schools' general information

<i>Name of the school</i>	COLEGIO CONCEPCIÓN CHIGUAYANTE	COLEGIO ANÍBAL ESQUIVEL TAPIA
<i>Location</i>	Chiguayante	Coronel
<i>Type of school</i>	Semi – public school	Semi – public school
<i>Grade</i>	2 nd grade high school	6 th grade
<i>N° of participants</i>	37 students	25 students
<i>N° of students per class</i>	45 students	29 students
<i>N° of hours of English</i>	6 hours per week	3 hours per week
<i>Age range</i>	15-16	11-12

3.3 Stages of the Action Plan

The implementation of the action plan lasted two months from May 24th to July 10th and it took place in two separate schools with two different levels: Colegio Aníbal Esquivel Tapia (6th grade) and Colegio Concepción Chiguayante (2nd year high school). All the closure activities designed for both classes were approved by their respective form teachers, taken into consideration the contents, students' preferences and time availability to develop these activities.

DESCRIPTION OF THE STAGES OF THE ACTION PLAN

COLEGIO ANÍBAL ESQUIVEL TAPIA

- **Level:** 6th grade.
- **Timetable:** Classes on Tuesday and Thursday.
- **Time assigned for the lesson:** Tuesday-90 mins; Thursday- 45 mins.

Session 1: Tuesday, May 24th 2018

- The objective of the class was to describe traditions present in different national and universal celebrations.
- Students talked about their favorite holidays and shared the activities they usually did and the ones they usually didn't do.
- As a closure activity, students did a **Wordsearch** (See Appendix 1) exercise about Celebrations and Holidays with vocabulary learned in the lesson.

Session 2: Thursday, May 26th 2018

- The objective of the class was to recognize traditions present in different national and international celebrations.
- Students talked about their favorite national celebrations and holidays.
- As a closure activity, students did a **Crossword Puzzle** (See Appendix 2) related to Celebrations and Holidays with vocabulary taught in the lesson.

Session 3: Thursday, June 28th 2018

- The objective of the class was to describe future plans for the upcoming winter holidays.
- Students interviewed each other about their plans for the holidays and reported their answers to the class.
- To close the lesson, the teacher showed the students a set of pictures about their last winter holidays and asked students to describe them (**Picture description** activity) (See Appendix 3)

Session 4: Tuesday, July 3rd 2018

- The objective of the class was to express daily routines at home and school.
- Students memorized a list of verbs used to describe daily routine and shared a list with 5 activities they usually did on a daily basis.
- As a closure activity, students played **Charades** by acting out actions from the list of daily routine verbs using a set of flashcards (See Appendix 4) previously made by the teacher. Students were given the choice to participate

in groups or pairs. Each group had 60 seconds to guess the most words possible.

Session 5: Thursday, July 10th 2018

- The objective of the class was to describe future plans.
- Students worked in groups and planed a fun evening with friends.
- To sum up the unit of Future plans (be going to), the teacher introduced the concept of **Mind map**. From the main idea (Future plans), students mentioned key elements and ideas from the previous lessons and put them together on a mind map written on the board.

COLEGIO CONCEPCIÓN CHIGUAYANTE

- **Level:** 2nd year high school.
- **Timetable:** Classes on Tuesday, Wednesday and Friday.
- **Time assigned for the lesson:** 90 mins. per lesson.

Session 1: Friday, May 25th 2018

- The objective of the class was to recognize the difference between “do, play and go” in the unit of “Activities and sports”
- Students expressed their preferences about free time activities.
- To sum up, students played **Charades**, (See Appendix 5) acting out the different sports related to the verbs “do, play and go” respectively.

Session 2: Tuesday, June 5th 2018

- The objective of the class was to identify parts of the body and talk about injuries.
- Throughout the lesson, the vocabulary from the book was presented in different exercises.
- As a closure activity, students did a **Wordsearch** (See Appendix 6) related to the vocabulary learned in the lesson.

Session 3: Wednesday, June 6th 2018

- The objective of the class was to describe accidents, injuries and treatments. Also, to speculate and make predictions about the future.
- Students practiced first conditional and speculation.
- As a closure, students played **Pictionary** (See Appendix 7) in groups by drawing and guessing vocabulary seen in the lesson.

Session 4: Friday, June 8th 2018

- The objective of the class was to predict about the future using first conditional.
- Students read song lyrics, to give an example of the structure of first conditional.
- Closing the lesson, students played **Kahoot** (See Appendix 8) with their phones selecting the correct alternatives for the questions displayed in the board related to future predictions

Session 5: Wednesday, June 13th 2018

- The objective of the class was a review of the contents for the upcoming test.
- Students solved questions and clarify ideas about the unit.
- Closing the lesson, students got in groups to play **Jeopardy** (See Appendix 9) summarizing all the main contents from the unit.

Session 6: Wednesday, June 20th 2018

- The main aim of the lesson was to express personal information regarding their family, other relatives or friends. This in the frameworks of their preparation for oral interviews.
- During the lesson, students practiced aspects of the interview.
- At the end, students were shown a set of pictures of different common situations which they had to describe (**Picture description**). (See Appendix 10)

3.4 Data tools for collecting information

The instrument used in this action research study was **a survey** (See Appendix 11 and 12) applied to students after the intervention. The main aim of this survey was to analyze students' perceptions about all the closure activities used in the lesson plans during the semester, which had helped them to consolidate their learning according to the objectives of the lessons.

The survey was validated by the mentor teachers from the corresponding schools and the research supervisor, before being applied to students. This survey was given at the end of the semester and it lasted approximately 15 minutes. 25 students were asked to answer the survey from Colegio Aníbal Esquivel Tapia and 37 students from Colegio Concepción Chiguayante. These students were from 6th grade and 2nd year high school, respectively.

The survey was written in Spanish to help students understand the instructions and it was made up of two different parts (See Appendix 11 and 12). The first part of the survey included a list of the closure activities developed in the lessons and a rating scale where students were inquired to share their perceptions regarding these activities which were part of the final lessons stage. The format included an explanation of the activities, the objective for the lesson and the topic of the class. Each of the statements presented had different categories as possible answers: "Very boring" (1), "Boring" (2), "Not sure" (3), "Good" (4) and "Love it" (5) and students had to mark with an X their corresponding choice.

The second part of the survey corresponded to a short answer item. Students were asked to share their personal perceptions about the closure activity they had enjoyed the most at the end of one of the lessons. According to that activity, they had to answer five questions related to it. The questions were the following:

1. Which was the activity you enjoyed the most?
2. What did you learn by doing this activity? (vocabulary, grammar, any sentence, dynamic)
3. Why do you think you liked this activity more than the others?

4. Do you think the activity chosen is related to the objective of the lesson?
5. Do you think is important to do an activity for the closure of the lesson? Yes?
No? Why?

3.5 Data Analysis Techniques

3.5.1 Percentage Analysis.

For the first part of this study, the data collected was organized in tables and displayed in graphs. Each table shows the closing activities done in the different schools selected and presents the students' perceptions about them in their English lesson. Correspondingly, the data obtained is presented in terms of percentages and graphs. **Percentage Analysis** is applied to create a contingency table from the frequency distribution and represents the collected data for better understanding (Quora, 2018).

Each graph shows a percentage which corresponds to students' perceptions about each one of the closure activities developed in each class.

3.5.2 Thematic Analysis

The second part of this survey analysis features the comments provided by the students about the closure activities developed along the semester in their English lessons. As the analysis here was mainly qualitative and it related to students' perceptions, the data gathered was examined through a **thematic analysis** to accurately determine "the relationships between concepts and compare them with the replicated data" (Alhojailan, 2012, p.40). A thematic analysis is needed in order to draw appropriate interpretations from the data collected and identify multiple variables (Alhojailan, 2012) that can lead to further conclusions. The steps for this analysis were the following:

1. The answers were read and translated into English.
2. Similar answers were grouped into patterns.
3. These patterns were categorized, considering their frequency, into different sub-themes.

1.6 Results analysis and Discussion

The analysis of the data collected through the survey described previously was conducted according to each of the specific objectives of the study:

SO1: Compare students' perceptions from two different schools about the most useful closure activities developed in class to consolidate learning goals.

SO2: Analyze students' perceptions upon the importance of the closing stage and the impact on their main academic achievements.

Specific objective 1:

Compare students' perceptions from two different schools about the most useful closure activities developed in class to consolidate learning goals.

To compare students' perceptions about each of the closing activities which were developed in the English lessons, the answers were translated into English, analyzed and later categorized into different subtopics.

Table N° 3 and Graph N° 1 display the distribution of the results obtained per type of school and level.

SURVEY PART I: Students' response analysis:

School 1: COLEGIO ANÍBAL ESQUIVEL TAPIA

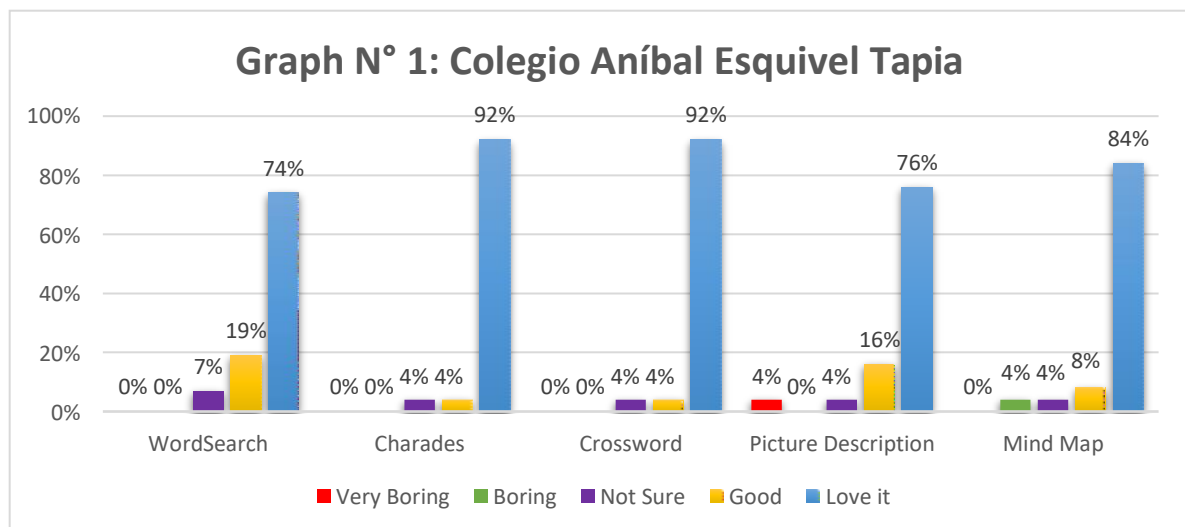
Closure Activities. 25 students tested.

-N° of students for each option.

Table N°3: Students' perceptions about the closure activities in Colegio Aníbal Esquivel Tapia.

	<i>Very Boring</i> (1)	<i>Boring</i> (2)	<i>Not sure</i> (3)	<i>Good</i> (4)	<i>Love it</i> (5)
<i>WORDSEARCH</i>	0	0	0	5	20
<i>CHARADES</i>	0	0	1	1	23
<i>CROSSWORD</i>	0	0	1	1	23
<i>PICTURE DESCRIPTION</i>	1	0	1	4	19
<i>MIND MAP</i>	0	1	1	2	21

Percentages of students' perceptions in Colegio Aníbal Esquivel Tapia



According to the results collected from the students belonging to Colegio Aníbal Esquivel Tapia, the five closure activities showed a high level of acceptance among students, reaching an average percentage of 83.6%. However, **Picture description**, which was used to check students' mastery of the grammar structure "going to" related to future plans, was the only activity where 1 student chose the option *Very boring* (1) observation (4%); however, the percentage of acceptance among students was high: 76%.

Word search (74%) was a well-known activity for these students, as they had been working with this type of puzzle with their teacher. According to what was observed before the time of the action plan was implemented, students were familiarized with the use of word search at the end of an activity and were eager to participate. They used to do word search for checking vocabulary. Rahmah (2016) claims in her thesis that the implementation of word search puzzles improves students' vocabulary mastery, activating their participation and response to the material presented (p. 111).

The two most well-accepted closure activities among students were **Charades and Crossword Puzzle** with 92% of preferences. The purpose of using Charades was to improve learners' vocabulary recognition and pronunciation of new words related to daily routine verbs. In the case of Charades, its practice improved students' listening, speaking and reading skills, as well as vocabulary strengthen (Mills, Study.com, n.d). Charades attracts students' attention and interest thanks to its competitive nature, thus providing an enjoyable setting for learning, leaving aside any anxiety that may exist (Hallimah and Basri 2017).

Regarding Crossword puzzles activity, it was observed a considerable enthusiasm among the students, as it was completely new for them. During this activity, students completed a puzzle with vocabulary related to Celebrations and Holidays. In this time students were presented with a set of word definitions and they had to guess the word. Previous research shows that Crossword puzzles also promote students' interests in the topic and increases vocabulary achievement (Mawaddah, 2016).

Given the fact that this sample corresponded to young learners, it must be taken into consideration what they prefer to do, in terms of activities, such as: physical movements, kinesthetic communication and plenty of different games.

School 2: COLEGIO CONCEPCIÓN CHIGUAYANTE

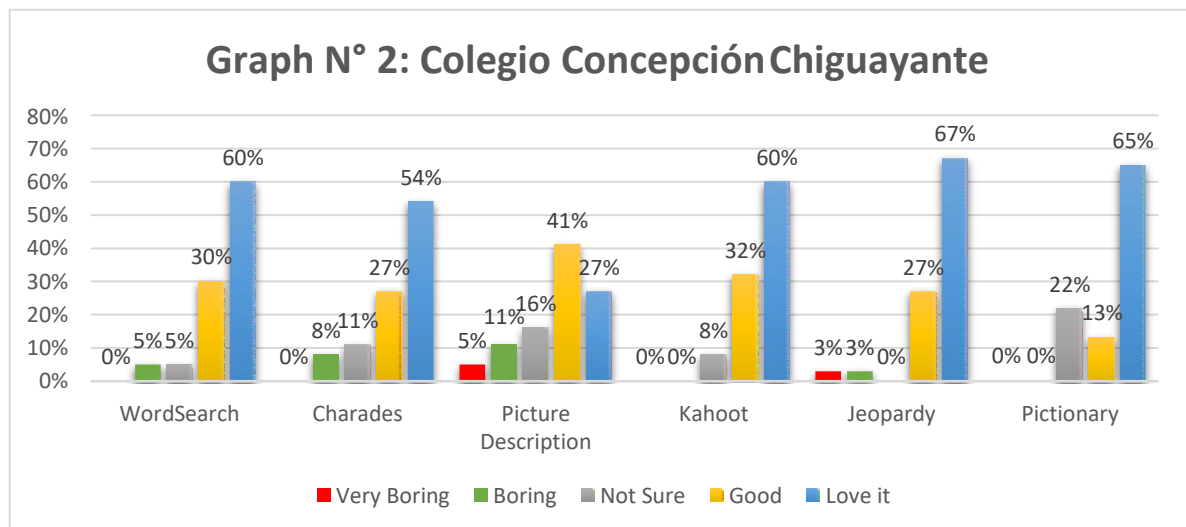
Closure Activities. 37 students tested.

- N° of students for each option.

Table N°4: Students' perceptions about the closure activities in Colegio Concepción Chiguayante

	Very Boring(1)	Boring (2)	Not sure (3)	Good (4)	Love it (5)
<i>WORDSEARCH</i>	0	2	2	11	22
<i>PICTIONARY</i>	0	0	8	5	24
<i>KAHOOT</i>	0	0	3	12	22
<i>PICTURE DESCRIPTION</i>	2	4	6	15	10
<i>JEOPARDY</i>	1	1	0	10	25
<i>CHARADES</i>	0	3	4	10	20

Percentages of students' perceptions in Colegio Concepción Chiguayante



The information gathered from 2nd year high school students from Colegio Concepción Chiguayante showed that 5 out of 6 closure activities were highly accepted. The average percentage of approval among the 6 activities was 55.5%. **Picture description** was the only activity with only 27% of approval in the category *Love it* -(5). This activity was used to prepare students for an oral interview. They had to describe a picture about everyday life situations.

Regarding the rest of the activities, Jeopardy (67%) and Pictionary (65%) showed the highest percentages in the *Love it (5)* category. These activities were adapted to work on reinforcing students' vocabulary knowledge related to parts of the body, accidents, treatments and injuries and the use of grammar structures such as First Conditional, learned in the previous lessons.

Considering that this group of students are adolescents, activities such as Jeopardy and Pictionary were planned to boost their desire to participate thanks to their competitive and energetic nature, thus promoting team work, and averting the usual dynamics of their English lessons which usually focused on individual work. According to Saranson and Banbury (2004) Jeopardy is one of the games that most promotes active learning. This helps to move the attention from teacher-centered to student-centered. Learners are the protagonists and when participating in this game they feel they are actively involved in their learning. In addition, teamwork activities such as Pictionary helps them to develop other cognitive abilities, strengthen their communicative skills and learn how to deal with issues working collaboratively (p. 513).

Taking into consideration the data gathered from both schools investigated, it is important to acknowledge the differences between both of them. Firstly, Colegio Aníbal Esquivel Tapia has only 29 students per class and according to MIME (MINEDUC, n.d) the level of English the school has corresponds to **Basic**. On the contrary, Colegio Concepción Chiguayante which has 45 students has a higher proficiency level of English (**Intensive** according to MIME). Having a larger number of students in this sample led to a higher acceptance of doing group work activities rather than individual activities, because students were interested in competing among themselves while working with the people they felt comfortable with. In this case, only 25 students from Colegio Aníbal Esquivel Tapia were tested and from Colegio Concepción Chiguayante 37 students. Additionally, the ages of the students studied were different. From the first school, students were 12 years old approximately and from the second school, 16 years old. Due to these age differences, activities such as **Charades** and **Wordsearch** worked rather

differently in these two different groups. Both activities focused on assessing vocabulary and grammar recognition. **Picture description** achieved the highest percentages of disapproval in both schools; 20% and 16% respectively (results obtained by adding the percentages of the descriptors *Very boring* and *Boring*). These results can be attributed to the fact that **Picture description** does not change the dynamic of a lesson. Students remained working individually on their desks, rather than working in groups, motivated by competition.

SURVEY PART II: Students' response analysis on their most favorite closure activity.

In this second part of the survey, students had to choose from a range of closure activities the one they had liked the most and then they had to answer 3 short questions related to it. A fifth and final question aims to collect students' perceptions about the importance of the closure stage.

Question (a) was analyzed through **percentage analysis**, which facilitated the results interpretation by comparing the number of preferences each activity achieved.

The following questions (b) and (c) were focused on students' supporting arguments about the activity they had chosen as their favorite and were analyzed by using a **thematic analysis** (except question (d), which was a Yes/No question).

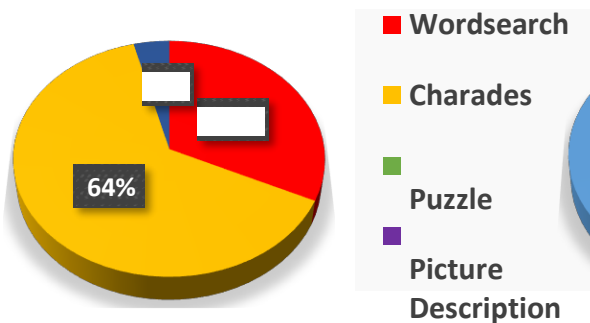
Table N° 5 and Graphs N° 3 and 4 display the results obtained on students' most preferred activities.

a. Which was the activity you enjoyed the most?

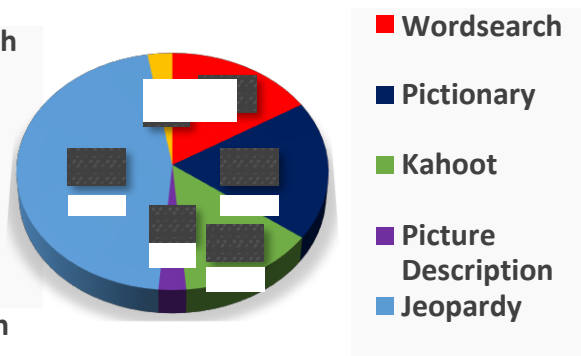
Table N°5: Students' most preferred closure activities from both schools.

Activities	N° students	
	Colegio Aníbal Esquivel Tapia	Colegio Concepción Chiguayante
Wordsearch	8	6
Puzzle	0	--
Jeopardy	--	17
Pictionary	--	7
Picture description	0	1
Kahoot	--	5
Mindmap	1	--
Charades	16	1

Graph N° 3: Colegio Aníbal Esquivel Tapia



Graph N°4: Colegio Chiguayante Concepción



Based on the results presented on the graphs above, there is a distinctive difference between both schools regarding students' preferences towards the closure activities developed. **Charades** appeared to be the most preferred closure

activity (64%) among students from Colegio Aníbal Esquivel Tapia. On the contrary, **Picture description** and **Crossword Puzzle** were the least favorite activities with no preferences at all (0%).

On the other hand, Jeopardy (46%) was the activity that students from Colegio Concepción Chiguayante concluded to be their favorite one. Conversely, Charades and Picture description were the least preferred activities chosen by students (3%). The results obtained from both schools showed a preference towards **competitive activities (Jeopardy, Pictionary and Charades)**. Students' participation and engagement towards the topics seem to have increased, triggered by both extrinsic and intrinsic motivation and the desire to excel. Students push themselves to work harder in these scenarios, thus enhancing learning naturally (Fabien, 2018). In addition, having clear roles and duties promotes collaboration and teamwork among students, as they struggle to make the most out of their skills in order to work well with the rest of the team, thus achieving a common goal (Neubert, 2016).

These closure activities represented fun instances for students to put into practice the new contents at the end of a lesson. Derakhshan and Davoodi Khatir (2015) mentioned that one of the main benefits of competitive game is that they bring real life context to the lesson and “enhance students’ use of English in a flexible, communicative way” (p. 40).

Thematic analysis for Questions (b), (c) and (e)

The three remaining questions in the second part of the survey were analyzed through a thematic analysis according to the qualitative information gathered in this study, which presents the different views from students belonging to schools observed (Colegio Aníbal Esquivel Tapia and Colegio Concepción Chiguayante), who were in different grades (sixth grade and second year of high school). The answers were collected and translated into English. The most repeated answers (frequency) were grouped into a common category and examples from students’ real perceptions were presented and categorized into sub themes.

b. What did you learn by doing this activity?

Specific objective 2:

Analyze students' reflections upon the importance of the closing stage and the impact on their main academic achievements.

In this question, students justified the impact the favorite activity they had chosen previously (Question a) had had upon their learning.

Table N° 6 displays the transcribed answers.

Table N°6: Students' perceptions from Colegio Aníbal Esquivel Tapia

Theme 1: Knowledge acquired Question b: What did you learn by doing this activity?		
<i>Sub-themes</i>	<i>Frequency</i>	<i>Examples</i>
Learning of Vocabulary and Grammar	15	<ul style="list-style-type: none"> -“I learned new words such as all saints’ day and students’ day” -“Some sentences like new year’s eve and i am going to” -“I learned every word we saw during the lesson” -“Vocabulary: relax, wake up, watch tv, study, do homework” -“I learned a lot of verbs I didn’t know” -“Grammar and vocabulary” -“I learned to distinguish daily routine verbs” -“I learned more vocabulary” -“Vocabulary” -“Grammar and Vocabulary” -“New words” -“Grammar structures seen in the lesson” -“I learned how to use the going to structure” -“Vocabulary and grammar” -“Vocabulary such as: get up and go to school”

Learning of Strategies	2	- <i>"I learned to scan faster"</i> - <i>"I didn't know what a mind map was and found it very useful to study"</i>
Speaking improvement	2	- <i>"I learned how to pronounce certain words"</i> - <i>"I learned how to enunciate words in english better"</i>
Reading improvement	1	- <i>"I learned how to read in english"</i>
Team work	1	- <i>"I learned how to work with my classmates"</i>

Note: 4 students did not answer the question.

When asked about their reasons to explain what they had learned by doing the activity they had previously chosen, the most repeated answers were related to *Learning of Vocabulary and Grammar*. This sub-theme comprised all answers that referred to perceived improvements regarding students' knowledge of new words and grammatical structures reviewed in the lesson.

Fifteen students claimed to have improved their knowledge on vocabulary and verbs studied in the lesson, particularly those concepts related to daily routine verbs, which was the topic of one of the lessons where **Charades** were used. This is supported by Derakhshan & Davoodi Khatir (2015) who recognize the importance of choosing the right activities/games for an appropriate context, taking into consideration learners' proficiency level and background.

It is worthwhile mentioning that this type of activities has a positive impact on young learners specifically. Allen (1983) and Vernon (2009) agreed that games are an effective way to teach vocabulary to young learners (Bakhsh, 2016). In addition, according to Bakhsh (2016), activities that involve physical-movements (such as Charades) guarantee students participation, since they are constantly stimulated in a fun and relaxed atmosphere from which they can learn faster and retain new words better.

Three students also noticed improvements in other areas, such as *Speaking* and *Reading*, as **Wordsearch** demands students to read carefully to find hidden words.

This can be acknowledged thanks to the nature of Charades, which require a clear pronunciation of the words in order to be guessed. Another interesting subtheme that appeared in this section, was the idea of selecting the proper *Strategies* to accomplish a task. For instance, 1 student commented that he/she learned how to scan a word faster when doing a Word search, another student said that he/she had discovered how to use a **Mind map** as new tool to study and to sum up the contents of a lesson.

Finally, there was only one, but important answer that dealt with *Teamwork*. It has been demonstrated in previous research that collaborative work is highly promoted through competitive games. For instance, Ersoz (2006) asserts that games encourage a variety of values such as cooperation, team spirit, competition and turn taking.

Table N°7: Students' perceptions from Colegio Concepción Chiguayante

Theme 1: Knowledge acquired Question b: What did you learn by doing this activity?		
Sub-themes	Frequency	Examples
Learning of Vocabulary and Grammar	19	<ul style="list-style-type: none"> - "I learned how to have fun in a class but learning vocabulary words" - "Vocabulary and how to use the first conditional" - "Some words such as tent, painkiller and some sports" - "I learned vocabulary, words and sentences" - "I enjoyed the activities because I learned the vocabulary of parts of the body. Now, I know them all! Before I didn't know any. Also, I learned how to create good sentences well written" - "I learned new vocabulary about parts of the body" - "Looking at the pictures, we learned the vocabulary more easily" - "I had to draw, so in this way I had the opportunity to learn the parts of the body better" - "Vocabulary about parts of the body but also of injuries and accidents" - "Lots of new vocabulary, such as skull and scalp" - "I learned a lot of new vocabulary through the dynamics we did in class" - "I learned vocabulary and grammar to improve my marks in future tests" - "Grammar because I learned the words and how to write the vocabulary words" - "Grammar and vocabulary because learning is more entertaining this way" - "Vocabulary and group organization" - "I learned vocabulary from last unit in a fun way, which encourages me to participate" - "Vocabulary about accidents and injuries such as cut yourself badly" - "The first conditional" - "Vocabulary and grammar of the unit"

Reinforcement of contents	4	- <i>"To review the units what have seen so far"</i> - <i>"To reinforce what I have already learned"</i>
Other	2	- <i>"It is more entertaining learning this way"</i> - <i>"I learned to participate in the English class"</i>
Speaking Improvement	4	- <i>"As we had to read the meanings on the board, I practiced my pronunciation"</i> - <i>"Vocabulary and connectors, we saw in this app. Also, I learned how to speak more fluently"</i> - <i>"Thanks to these activities I learned to speak in English more fluent and faster"</i> - <i>"We learn how to describe images that have parts of the body"</i>
Spelling improvement	3	- <i>"Thanks to these activities I learned how to write well the vocabulary words and the grammar"</i> - <i>"I learned how to memorize and write vocabulary words properly"</i> - <i>"I could learn how to build sentences"</i>

By observing students' perceptions from 2nd year high school, it can be noticed that their answers were more complex and highly formulated, which can be directly related to the excellent level of English the school has. Taking into consideration that some of the activities done in this school are different from the previous, the subthemes that emerged were different as well. They provided clear reasons of which aspects from these closure activities had helped them to make progress. One aspect they expressed to be highly beneficial for them was the improvement of *Vocabulary and Grammar*. According to Uberman (1998) "after learning and practicing new vocabulary through games, students have the opportunity to use language in a non-stressful way" (p. 40). To begin with, the unit was full of new vocabulary words that most of the students did not know. As a result, these activities were really suitable for them to help them acquire the brand-new vocabulary and connect it to real life situations. Their comments varied from how useful it was the activity for them to how drawing helped them to gain knowledge more quickly. Furthermore, students highlighted other factors such as *Speaking improvement*,

Reinforcement of contents and Spelling. Regarding their enrichment of speaking skills, 4 students mentioned that their fluency improved while talking and as well as their pronunciation. Considering the second one, 2 students noticed an improvement regarding their participation in the English lesson, as well as group organization skills. Moreover, spelling was taken into consideration on building sentences and upgrading their writing skills.

c. Why do you think you liked this activity more than the others?

Specific objective 2:

Analyze students’ reflections upon the importance of the closing stage and the impact on their main academic achievements.

In question (c), students reflected upon the reason for choosing their favorite activity. In the following chart, it can be seen the thematic analysis about the students’ reflection upon the use of these closure activities and their impact on their learning process. They stated specific reasons why they had enjoyed one specific activity more than the others. Table N° 8 displays the transcribed answers provided by students.

Table N°8: Students’ answers from Colegio Anibal Esquivel Tapia

Theme 2: Reasons for choosing one particular closure activity Question c: Why do you think you liked this activity more than the others?		
<i>Sub-themes</i>	<i>Frequency</i>	<i>Examples</i>
Entertainment	10	<ul style="list-style-type: none"> -“Because I had a lot of fun” -“Because it was fun” -“Because Word search is my favorite activity” -“Because it is fun and I won” -“I enjoyed them all” -“Because I rule at charades” -“Because it is fun” -“Because it was fun”

		- <i>"Because I had a great time"</i> - <i>"I loved it. It was fun"</i>
Academic Improvement	5	- <i>"Because I learned better thanks to this activity (Charades) and my marks improved since then"</i> - <i>"It was easy and I completed it"</i> - <i>"Because I learned a lot"</i> - <i>"Because there is a lot of movement involved and I learned more words in English (Charades)"</i> - <i>"Because I learned more doing this (Charades)"</i>
Team work development	3	- <i>"Because this activity was in groups"</i> - <i>"Because all of us participated"</i> - <i>"It required team work"</i>
Learning strategies mastery	3	- <i>"Because I like to guess what my partner is doing"</i> - <i>"Because we had to guess what was in the card"</i> - <i>"Because I learned how to do one (mind map)"</i>

Note: 4 students did not answer the question.

Considering students' answers, the main reasons to support the use of these activities had to do with *Entertainment* and *Academic Improvement*. 10 students claimed to have had fun while doing these activities, which was a relevant aspect that triggered their participation and involvement in the English lesson. 5 learners also recognize their accomplishments Given that **Word search** and **Charades** were the most preferred activities among students from Colegio Aníbal Esquivel Tapia. Kautzer (2015) recognizes the benefits of Word Search puzzles for elementary students, asserting that they function as boredom busters; help with mental stimulation and concentration and improve brain functions, spelling skills and vocabulary development. Halimah & Basri (2017) agreed on the idea that games, such as Charades, encourages students to higher level thinking to guess a clue, and not only makes them understand the contents, but also have a great time while doing it.

Table N°9: Students' answers from Colegio Concepción Chiguayante

Theme 2: Reasons for choosing one particular closure activity Question c: Why do you think you like this activity more than the others?		
<i>Sub-themes</i>	<i>Frequency</i>	<i>Examples</i>
Entertainment	19	<ul style="list-style-type: none"> -<i>"It is fun and I like word search"</i> -<i>"It was dynamic and we can move and have fun around the class instead of being in our sits and reading the board"</i> -<i>"It made me laugh and my classmates and I complemented our knowledge"</i> -<i>"We laugh a lot and the dynamic was faster than others"</i> -<i>"It is more fun guessing! Guessing and come into agreement with a large group was difficult but we made it"</i> -<i>"It was fun to play with my cellphone and learned at the same time"</i> -<i>"It is more interactive and competitive"</i> -<i>"Because we seem very happy doing it"</i> -<i>"It is more dynamic"</i> -<i>"Every team was really good and that made it more exciting"</i> -<i>"More dynamic and competitive"</i> -<i>"I like it because it was dynamic and the score system was fair"</i> -<i>"It is more entertaining than others and we have a good time in groups"</i> -<i>"It was fun and I love when we do not have to write"</i> -<i>"I had to draw and I love drawing"</i> -<i>"You can move more than in other activities"</i> -<i>"I love it because of the organization and the competition"</i> -<i>"I like when we do not have to write and we play in teams"</i> -<i>"I could listen to music while doing it"</i>
Interaction and participation	10	<ul style="list-style-type: none"> -<i>"We interacted more with each other"</i> -<i>"Although is a team work, it produced a competition between my classmates"</i>

		<ul style="list-style-type: none"> -“It allowed more participation from the class” -“It encourages me to participate in class, it is different to an end of a common lesson” -“It provoked a healthy competition” -“My classmates were very competitive but we managed to work well together” -“I love to participate with my classmates” -“Different groups interact between them even if they aren’t friends” -“It makes me participate more” -“Because that unit was easy to describe through pictures”
Team work	5	<ul style="list-style-type: none"> -“It was intense and there was a good team work” -“I love working in groups” -“You compete for points, in large groups and it was more practical since we saw more contents” -“I like doing activities with my classmates” -“I work better in group activities”
Concentration	3	<ul style="list-style-type: none"> -“I concentrate when I am doing word search” -“I like them because I could do it alone, without any help” -“I concentrate more doing wordsearch”

Considering 2nd year high school students’ answers, as it was previously mentioned, *Entertainment* was selected as the most popular category as 19 students thought that having fun in the EFL classroom was the reason of their preferences above others. **Jeopardy** and **Pictionary** were the activities that took the lead and were the examples of amusement. In this case, these two activities are considered *competitive activities* that are perfectly suitable for students to work in groups, which leads to another category: *Team work*. The main reasons 5 students gave for choosing this category were that they encouraged the organization students had while working in teams, but at the same time it gave them the opportunity to practice other soft skills such as being patient, using non-verbal communication and develop their creative thinking skills. As Neubert (2016) claimed “the fact that they

know other teams are aiming to achieve the same goals, goes a long way in motivating the teams to become more cohesive, and better collaborators". In addition, students claimed that they have had a good time working on a variety of activities and not just writing or reading for closing the lesson. Moreover, *Interaction and Participation* was the second most relevant category regarding their involvement with their classmates and improvement in their participation in the English lesson. On the other hand, considering the activities with the lowest frequency, for instance **Wordsearch** and **Kahoot**, students expressed other factors like "being concentrated" doing certain activity, or in the case of Word search, "I can listen to music while doing it" came out as an opinion and "it was fun to play with my cellphone", talking about Kahoot.

d. Do you think that the activity chosen is related to the objective of the lesson?

Specific objective 2:

Analyze students' reflections upon the importance of the closing stage and the impact on their main academic achievements.

Regarding this question, the main focus was to identify if there was any connection between the objective of the lesson and the closure activities developed. Furthermore, the attention was on students' awareness of the aim of the lesson and if they understood the association with the activities developed.

In all the activities done as closure activities, the students from both schools agreed on the fact there was a connection between the objective and the activity. As this was a Yes/No question, the 25 students from Colegio Aníbal Esquivel Tapia and the 37 students from Colegio Concepción Chiguayante, all of them believed that the objective of the lesson was directly related to the development of the activities.

e. Do you think it is important to do an activity for the closure of the lesson? Yes? No? Why?

Specific objective 2:

Analyze students' reflections upon the importance of the closing stage and the impact on their main academic achievements.

In this question the students were asked to reflect upon the importance of doing a closure activity at the end of the lesson.

In order to recognize the importance of the closing stage in any lesson to consolidate students' language learning, this specific question was asked to the students. They explained why the closure stage is relevant for them. Their answers were subdivided into topics such as *Entertainment*, *Reinforcement of contents* and *Emotional Value*. Table N° 10 displays the transcribed answers provided by students.

Table N°10: Students' answers from Colegio Aníbal Esquivel Tapia

Theme 3: Reflection upon importance of closure activities Question e: Do you think is important to do an activity for the closure of the lesson? Yes? No? Why?		
<i>Sub-themes</i>	<i>Frequency</i>	<i>Examples</i>
Learning is fun	8	<ul style="list-style-type: none"> -“Yes, because after too much writing, we have to rest” -“Yes, because we learn more and it's fun” -“It is not that necessary, although, games that are related to the lesson are entertaining” -“Yes, because it is fun” -“Yes, because we learn and have fun” -“Yes, because we ended the lesson with something fun” -“Yes, because it is fun and we learn” -“Yes, because I had a lot of fun in all closure activities”

Reinforcement of contents	7	<ul style="list-style-type: none"> -“Yes, because we learn more” -“Yes, because it helps you if you are not catching up with the lesson” -“Yes, because this way we can see what we have learned” -“Yes, because that way we can revise all contents” -“Yes, because this way we can apply the new content” -“Yes, because it was something to end the lesson” -“Yes, to sum up the lesson”
Classroom atmosphere	3	<ul style="list-style-type: none"> -“Yes, because we can spend more time with the teachers” -“Because we would like to play in groups again” -“Because we had a great time playing together”
Checking for understanding	7	<ul style="list-style-type: none"> -“Yes, to check if we have learned something” -“Yes, to check if we have learned something new” -“Yes, because this way we can see if we understood the lesson” -“Yes, to check what we have learn” -“Yes, to practice what we have seen in the lesson” -“Yes, because we can practice and check what we have learned” -“Yes, because it help us to reflect”

As students mentioned in this section, ending a lesson with a different and innovative closing activity allowed them not only to have fun, but also to reinforce and put into practice the contents they had been learning throughout the lesson.

Eight students praised the implementation of these activities and valued the enjoyment factor, which motivated and encouraged them to participate in the lesson closure stage. Another quality that students valued from closure activities in general dealt with the *Reinforcement of contents*. Seven students perceived this stage as an

opportunity to practice what they had learned. In the same way, 6 students noticed that these activities helped them to check their understanding of the contents. This is supported by Ganske (2017) who values the importance of the closure stage to consolidate students' learning by cycling back to the entire students' learning process in order to "help them actively synthesize the parts into a whole" (p. 99). Another interesting aspect that is mentioned here, connects with how special a well-designed closure activity can be: *Emotional Value*. Three students appreciated instances in which they were the protagonist, had fun and learned at the same time. This can be noticed in the answer: "...because we can spend more time with the teachers.". According to Webster (2011), one crucial purpose of the closure stage is to enhance student-teacher communication, thus allowing teachers "to know their students better relate to students on a more personal level, and ultimately signal greater intimacy" (p. 198).

Table N°11: Students' answers from Colegio Concepción Chiguayante

Theme 3: Reflection upon importance of closure activities Question e: Do you think is important to do an activity for the closure of the lesson? Yes? No? Why?		
Sub-themes	Frequency	Examples
Entertainment	11	<ul style="list-style-type: none"> - "It depends on the activity, because if it is fun, we can all participate, and teachers can evaluate in a different way and more didactic of how much we learned in the lesson" - "Yes, for having fun and learn at the same time" - "Yes, to have fun learning English" - "Yes, because it is dynamic" - "Yes, because in this way it won't be a common lesson. We have fun and we also learn. We should always learn in this way" - "Yes, is important because in this way we understand what we had seen in the lesson" - "Yes, it makes the lesson more fun" - "Yes, through games is easier to learn" - "Yes, because it was an interesting way to finish a lesson"

		<p>-“Yes, we always should do them.”</p> <p>-“Yes, because doing a closure activity we get relaxed at the end of the lesson and it is not stressful. We should do teamwork activities all the time”</p>
Reinforcement of contents	13	<p>-“Yes, because it reinforces the contents seen in a different way”</p> <p>-“Yes, because you can make a review of what we had seen in class in a more dynamic way”</p> <p>-“Yes, it helps to review contents”</p> <p>-“Yes, in this way, we applied the contents we learn”</p> <p>-“Yes, we see the contents of the lesson as a conclusion”</p> <p>-“Yes, in this way we review the vocabulary and grammar seen in class”</p> <p>-“Yes, is necessary to review and summarize contents”</p> <p>-“Yes, because we reinforce grammar”</p> <p>-“Yes, because we learn more vocabulary”</p> <p>-“Yes, you make a review of the lesson”</p> <p>-“Yes, it makes clear what we should studied”</p> <p>-“Yes, because it help us to review the contents of the lesson”</p> <p>-“Yes, because this way we can see if we have learned something”</p>
Emotional Value	6	<p>-“Yes, because it makes a memorable lesson”</p> <p>-“Yes, because we will get better interacting with each other”</p> <p>-“Yes, because I have a hard time learning English but thanks to these activities I could learn it more easily”</p> <p>-“Yes, because you can love the subject in this way”</p> <p>-“Yes, we will not forget the things we learn and kept them in our memories”</p> <p>-“Yes, we can applied the new vocabulary words in our lives”</p>

Innovation	5	<p>-“Yes, because not everything is writing on the board, we also have to apply the contents seen in class”</p> <p>-“Yes, because we learn in a better way the vocabulary”</p> <p>-“Yes, it is more didactic than reading”</p> <p>-“Yes, because we forget about writing and reading. We seem happier doing these activities”</p> <p>-“Yes, we are the participants and not just teacher talking. We also earn extra points”</p>
Not relevant	2	<p>-“No, because it is not necessary”</p> <p>-“No, because it is supposed that we should already know the contents”</p>

Considering 2nd year high school students’ perceptions, they provided interesting reasons why they believed this stage was important. It is important to mention that two students thought that closure activities were **Not Important** since they had already learned the contents. On the other hand, *Reinforcement of contents* was the aspect learners recognized to be the most important. 13 students declared to be beneficial for them in terms of reviewing and practicing contents learned during the lesson. As Lucero (2015) claimed “these activities summarize the current lesson, provide it context, and build anticipation for the next”. Therefore, it can be clearly seen the significant value that closing activities have, which also students understand. Another theme that emerged was *Entertainment*, which was emphasized by 11 students who thought it was a relevant feature of the activities and it was worth doing as a closing activity. Teachers commonly believed that, only for primary students, it is necessary to do fun and dynamic activities, but high school students also liked them. They enjoyed working in groups and competing with each other while learning without even noticing. This is unquestionably related to another perspective that is the *Emotional Value* these activities have. As six students noticed that teachers really cared about ending up the lesson properly, they honestly felt that the closure stage was a special moment for both, teacher and students. In their words, a good closure activity makes a lesson more memorable and changes students’ perspective towards the subject.

Finally, *Innovation* is placed as another category highlighted by five students. Students stated that doing other activities besides writing on the board or reading PowerPoint presentations. It was good to have a variety of activities since they got bored by doing the same ones over and over again. Making dynamic and group activities clearly improves students' participation and engagement in the English class.

Chapter IV: Conclusions

Chapter IV: Conclusions

4.1. Conclusions

The last minutes of a lesson can impact students' learning processes in multiple ways. Closure helps both teacher and students, providing an instance of recapitulation, reflection and consolidation of learning.

In the following research, it was uplifting to find that the majority of students from both schools reflected upon the importance of closure activities as a relevant stage of a lesson, as they helped them to reinforce the contents learned throughout every day's lecture, while keeping them entertained and motivated.

The results analysis regarding students' preferences towards the 8 closure activities developed in total, showed different preferences. Charades was the most preferred activity among young learners from Colegio Aníbal Esquivel Tapia. Meanwhile, Jeopardy and Pictionary had a surprising success in Colegio Concepción Chiguayante. However, these three successful closure activities belong to the same category. They are all *competitive activities*. This brings to light the benefits of doing collaborative work and competition in the EFL classroom.

Regarding to the analysis of students' perceptions about closure activities, the research demonstrates that competitive activities appear to be the most useful to end a lesson, as they bring entertainment to the classroom and at the same time consolidate students' learning.

Considering the link among the aim of the lesson and the activities done as closure, students identified and confirmed the close connections between the tasks developed and the different objectives for each session. Students were able to recognize and apply vocabulary and grammatical structures from the units, to achieve the objective of the lesson regarding their speaking and reading skills as well as their spelling, fluency and pronunciation.

Among the main achievements and the impact these closure activities bring to an EFL classroom, students reported to have improved their speaking and vocabulary proficiency. These findings relate to previous research done in the same field, which formulates that competitive word games are an effective way to teach vocabulary to young learners (Bakhsh, 2016). In addition, students' participation and motivation were other interesting areas that seem to have improved thanks to the implementation of these activities. Neubert (2016) recognizes these elements as ways in which competition enhances learning.

4.2. Limitations

As this research was done during the professional practicum the researchers were developing, the availability of classes to be studied and the number of hours spent with the students were restricted. For instance, in Colegio Aníbal Esquivel Tapia only three hours a week were dedicated to develop this inquiry. Meanwhile, the number of students, which was not an issue in the previous school because it barely had 29, it certainly was a difficulty in Colegio Concepción Chiguayante, where the average number of students per class was 45 students. In addition to this, in Colegio Aníbal Esquivel Tapia, not all students took the questionnaire seriously, leaving some questions without answering them. This situation led to a lower number of examples and did not provide as much information as the researchers were expecting to obtain.

4.3. Further research

It would be interesting to also analyze teachers' perceptions about closure activities in more detail as a new strand of research. In this way, valuable information would be provided about the aspects educators think and consider at the time of planning a successful closure activity, as well as their beliefs after the implementation.

Since teachers are the ones who design, adapt and implement the activities, their

perceptions and notions about this closure stage would be extremely relevant to check to what extent learning goals are being achieved.

Another area that could be explored within this theme could be establishing comparisons of the effectiveness of closure activities in different groups of students. It would be interesting to evidence the effects of closure activities in students from different levels and ages. For instance, elderly students, students who are learning English in an institute, as an extra and complementary learning and kindergarten or primary students.

Closure activities in general seek to improve a particular set of skills and help to consolidate learning, so it is a good area of research to discover their benefits and impact on students' learning processes and on teachers' professional development to develop a well-planned lesson. Students who are learning a foreign language to improve their speaking skills for a job opportunity or the ones who are studying to go abroad for a scholarship. This way, teachers would be enriched with more ideas of closure activities to implement at the end of their lessons, raising awareness about the selection of specific material to improve the skills that need more attention.

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Appendix 1

Wordsearch: Celebrations

Name: _____ Date: _____

Celebrations

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

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

ALLSAINTS
CHRISTMAS
DAY
EASTER
HALLOWEEN

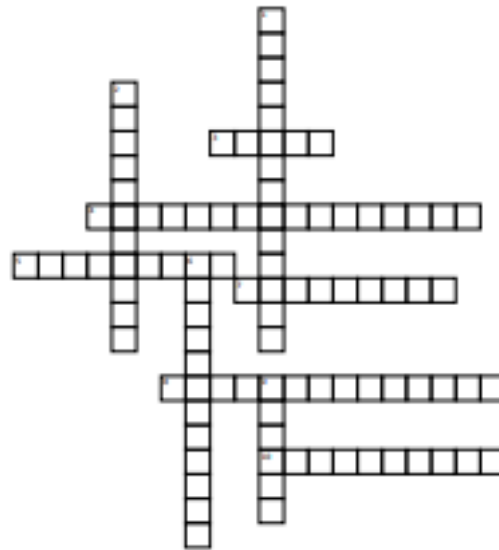
HOLIDAY
NATIONAL
NEWYEAR
PARTY
SUMMER

TRADITIONS
USUALLY
WINTER

Appendix 2

Crossword

Celebrations!



Down:

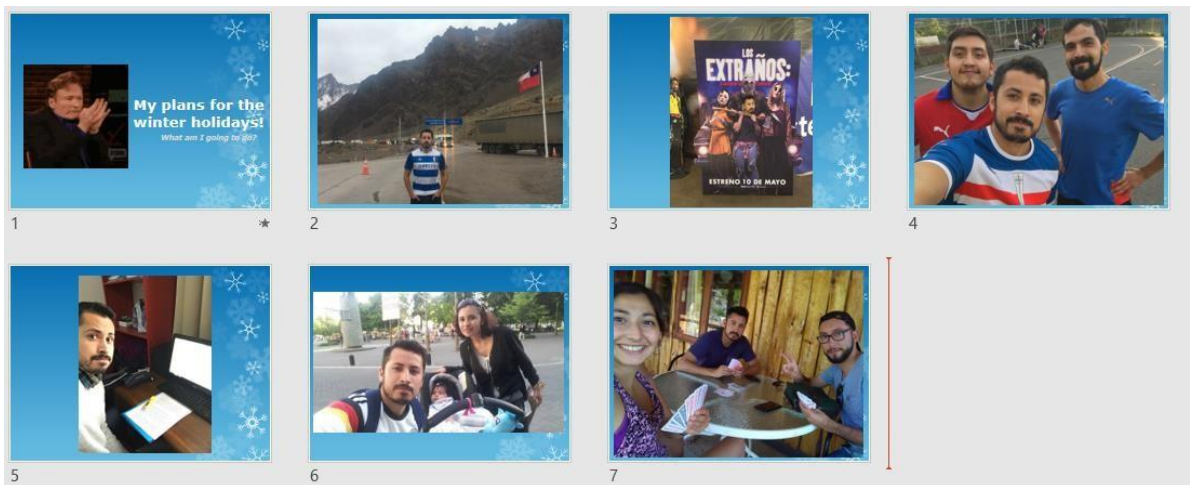
1. Holidays between December and March
2. We celebrate this on December 31st
6. We celebrate this on November 1st
9. We celebrate this in April and we eat lots of chocolates

Across:

3. A type of celebrations, usually with friends or family
4. We celebrate this on September 18th
5. We celebrate this on December 25th
7. We celebrate this on October 31st
8. Holidays between July and August
10. Things a group of people or cultures usually do

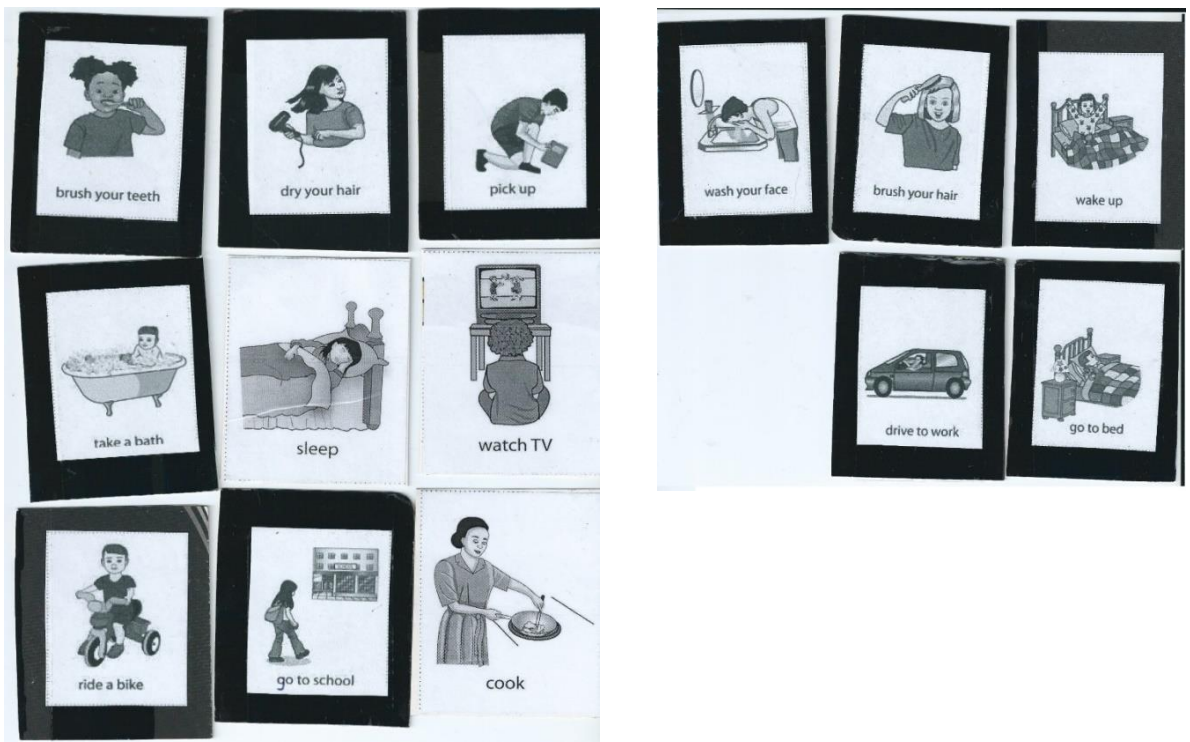
Appendix 3

Picture Description: My plans for the winter holidays!



Appendix 4

Charades: Daily routines verbs



60 seconds' countdown: <https://www.youtube.com/watch?v=60RiDg71W7A>

Appendix 5

Charades: Activities and Sports

DO	PLAY	GO
Ballet	Basketball	Ballroom dancing
Drama	Board games	BMXing
Martial arts	Cards	Bowling
Photography	Chess	Camping
Weights	Ice hockey	Cycling
Gymnastics	Musical instrument	Horse riding
	Table tennis	Ice skating
	Volleyball	Rollerblading
		Running
		Shopping
		Skateboarding

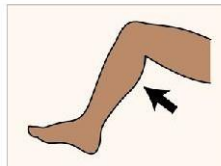
60 seconds' countdown: <https://www.youtube.com/watch?v=60RiDg71W7A>

Appendix 6

Wordsearch: Parts of the body

Wordsearch PARTS OF THE BODY

➤ Look for the words!



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



❖ Write them down.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 13. _____ | 25. _____ |
| 2. _____ | 14. _____ | 26. _____ |
| 3. _____ | 15. _____ | 27. _____ |
| 4. _____ | 16. _____ | 28. _____ |
| 5. _____ | 17. _____ | 29. _____ |
| 6. _____ | 18. _____ | 30. _____ |
| 7. _____ | 19. _____ | 31. _____ |
| 8. _____ | 20. _____ | 32. _____ |
| 9. _____ | 21. _____ | 33. _____ |
| 10. _____ | 22. _____ | 34. _____ |
| 11. _____ | 23. _____ | 35. _____ |
| 12. _____ | 24. _____ | 36. _____ |

Appendix 7

Pictionary: Accidents and Injuries, treatments and parts of the body.

ACCIDENTS AND INJURIES	TREATMENTS	PARTS OF THE BODY	
Bang your head	Antibiotics	Shoulder	Heel
Burn yourself	Cream	Forehead	Ankle
Bad nosebleed	Bandage	Elbow	Toe
Bruise yourself badly	Medicine	Scalp	Eyelid
Break a bone	Painkillers	Waist	Eyebrow
Cut yourself	X-ray	Hip	Lips
	Dressing	Bottom	Chin
		Knee	Cheek
		Calf	Kidney
		Thigh	Blood
		Shin	Brain
		Stomach	Skin
		Intestines	Heart
		Muscle	Lungs
		Jaw	Nail
		Rib	Spine
		Thumb	Wrist

Appendix 8

Kahoot: Predictions (First conditional)

The screenshot shows the Kahoot! quiz interface. At the top, there is a navigation bar with 'Discover', 'Kahoots', and 'Reports' options, along with a 'Create' button and settings icons. The main content area features a blue cartoon bird holding a sign that says 'First Conditional'. Below this, there are buttons for 'Play' and 'Challenge', and a star icon. The quiz title is 'First Conditional', described as 'A public quiz for schools' with 'First conditional sentences'. It has 237 favorites, 1.7k plays, and 10.4k players. The creator is 'margahomework', created 2 years ago. The quiz contains 40 questions. Three sample questions are visible: Q1: 'If it is _____, I will go to the beach.' (with a beach image), Q2: 'If you _____, you will pass the test.' (with a teddy bear wearing glasses), and Q3: 'If I go to the supermarket, I _____ a list.' (with a shopping list image). Each question has a '20 sec' timer. A 'Show answers' button is located at the top right of the question list.

The screenshot shows the Kahoot! game lobby. At the top, it says 'Join with the Kahoot! app or at kahoot.it with Game PIN: 7405266'. There is a 'Full Screen' button in the top right corner. In the center, there is a large 'Kahoot!' logo with a warning icon and the text 'No players are responsible.' Below this, there is a 'Start' button. On the left, it shows '0 Players'. At the bottom, there is a blue bar with an information icon and the text 'Waiting for players...'.

Question 1 of 40



If it is _____, I will go to the beach.

Win up to 1,000 points!

If it is _____, I will go to the beach.



11



Skip

0
Answers

▲ rainy

◆ cold

● snowy

■ sunny

Source: <https://kahoot.it/>

Appendix 9

Jeopardy: Review unit “Parts of the body”

Treatments	Accidents and Injuries	Parts of the body	Speculating and Predicting	Body's limits
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Team 1
0
+ -

Continue Accidents and Injuries for 200 Reveal Correct Response

If you get too close to the stove, you'll

Team 1
0
+ -

If you get too close to the stove, you'll

If you get too close to the stove, you'll *BURN YOURSELF*

Team 1
0
+ -

Source: <https://jeopardylabs.com/>

Appendix 10

Picture description: Everyday life situations

<p>In this photo I can see... Talk about... place position people's age people's clothes people's actions people's roles people's feelings Your opinion</p> <p>Remember</p> 	 <p>In this photo I can see... Talk about... place position people's age people's clothes people's actions people's roles people's feelings Your opinion</p> <p>Remember</p>
 <p>What can we say about this picture?</p>	 <p>In this photo I can see... Talk about... place position people's age people's clothes people's actions people's roles people's feelings Your opinion</p> <p>Remember</p>
 <p>In this photo I can see... Talk about... place position people's age people's clothes people's actions people's roles people's feelings Your opinion</p> <p>Remember</p>	













Appendix 11

Encuesta: (Colegio Aníbal Esquivel Tapia)

En el marco del Proyecto de Tesis que está desarrollando tu profesor de práctica, agradeceríamos tu colaboración respondiendo la siguiente encuesta, que se relaciona con las actividades de cierre realizadas en la clase de inglés. Tu respuesta es muy importante para nuestro estudio. Es una encuesta anónima.

- I. En relación con las actividades realizadas por el profesor al final de cada clase ¿Cuál es tu opinión acerca de ellas? Marca con una **X** la opción que represente tu preferencia.

 Muy aburrida	 Aburrida	 Indeciso	 Buena.	 Me encantó
------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

					
<p>1) <u>Sopa de Letras:</u></p> <ul style="list-style-type: none"> - Objetivo: Encontrar palabras específicas dentro de un cuadro lleno de letras desordenadas. Actividad ideal para revisar vocabulario. - Tema de la clase: Parts of the body. 					
<p>2) <u>Charadas:</u></p> <ul style="list-style-type: none"> - Objetivo: Adivinar mediante mimicas un concepto en específico. Actividad ideal para revisar vocabulario y verbos. - Tema de la clase: Daily routine verbs. 					
<p>3) <u>Puzzle:</u></p> <ul style="list-style-type: none"> - Objetivo: Encontrar y alinear palabras específicas dada su definición. verbales. - Actividad ideal para revisar vocabulario - Clase: Celebrations 					
<p>4) <u>Descripción de imagen:</u></p> <ul style="list-style-type: none"> - Objetivo: Analizar una imagen dentro de un contexto y entregar comentarios usando el vocabulario de la unidad. Actividad ideal para revisar vocabulario de unidad, comparativos y adjetivos. - Tema de la clase: Winter holidays / be going to 					
<p>5) <u>Mapa conceptual:</u></p> <ul style="list-style-type: none"> - Objetivo: Alumnos y profesor juntos diseñan un mapa conceptual en la pizarra, resumiendo los contenidos de la clase. 					

<ul style="list-style-type: none"> - Actividad ideal para revisar estructuras gramaticales y vocabulario. - Clase: Future plans / be going to. 					
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

l) En relación a la actividad **QUE MÁS TE GUSTO** realizar al término de la clase, responde brevemente las siguientes preguntas:

a) ¿Cuál fue la actividad que más te gustó?

b) ¿Qué aprendiste al realizar esa actividad? (vocabulario, dinámica, alguna oración aprendida, grammar)

c) ¿Por qué crees que esa actividad te gusto más que las otras?

d) ¿Crees que la actividad elegida, tenía alguna relación con el objetivo de la clase? (el objetivo está escrito en la tabla de arriba) _____

e) ¿Piensas que es importante realizar una actividad de cierre al término de la clase?

Sí? No? , ¿Por qué?

MUCHAS GRACIAS!















Appendix 12

Encuesta: (Colegio Concepción Chiguayante)

En el marco del Proyecto de Tesis que está desarrollando tu profesor de práctica, agradeceríamos tu colaboración respondiendo la siguiente encuesta, que se relaciona con las actividades de cierre realizadas en la clase de inglés. Tu respuesta es muy importante para nuestro estudio. Es una encuesta anónima.

- I. En relación con las actividades realizadas por el profesor al final de cada clase ¿Cuál es tu opinión acerca de ellas? Marca con una **X** la opción que represente tu preferencia.

 Muy aburrida	 Aburrida	 Indeciso	 Buena.	 Me encantó
------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

					
<p>6) <u>Sopa de Letras:</u></p> <ul style="list-style-type: none"> - Objetivo: Encontrar palabras específicas dentro de un cuadro lleno de letras desordenadas. Actividad ideal para revisar vocabulario. - Tema de la clase: Parts of the body. 					
<p>7) <u>Charadas:</u></p> <ul style="list-style-type: none"> - Objetivo: Adivinar mediante mimicas un concepto en específico. Actividad ideal para revisar vocabulario y verbos. - Tema de la clase: Daily routine verbs. 					
<p>8) <u>Puzzle:</u></p> <ul style="list-style-type: none"> - Objetivo: Encontrar y alinear palabras específicas dada su definición. verbales. - Actividad ideal para revisar vocabulario - Clase: Celebrations 					
<p>9) <u>Descripción de imagen:</u></p> <ul style="list-style-type: none"> - Objetivo: Analizar una imagen dentro de un contexto y entregar comentarios usando el vocabulario de la unidad. Actividad ideal para revisar vocabulario de unidad, comparativos y adjetivos. - Tema de la clase: Winter holidays / be going to 					
<p>10) <u>Mapa conceptual:</u></p> <ul style="list-style-type: none"> - Objetivo: Alumnos y profesor juntos diseñan un mapa conceptual en la pizarra, resumiendo los contenidos de la clase. 					

<ul style="list-style-type: none"> - Actividad ideal para revisar estructuras gramaticales y vocabulario. - Clase: Future plans / be going to. 					
------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

1) En relación a la actividad **QUE MÁS TE GUSTO** realizar al término de la clase, responde brevemente las siguientes preguntas:

a) ¿Cuál fue la actividad que más te gustó?

b) ¿Qué aprendiste al realizar esa actividad? (vocabulario, dinámica, alguna oración aprendida, grammar)

c) ¿Por qué crees que esa actividad te gusto más que las otras?

d) ¿Crees que la actividad elegida, tenía alguna relación con el objetivo de la clase? (el objetivo está escrito en la tabla de arriba) _____

e) ¿Piensas que es importante realizar una actividad de cierre al término de la clase?

Sí? No? , ¿Por qué?

MUCHAS GRACIAS!

