



The Use of a Small Talk and Its Effect on the Level of Academic Self-Concept and the
Oral Performance in the Seventh Grade Elementary School Student

Degree Seminar

This thesis has been prepared to obtain an English teacher degree.

by

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Abstract

The main focus of this study was to investigate how “Small Talk” Strategy influences academic self-concept and improves oral production in English as a second language. An academic self-concept test was used in order to explore changes in the classroom, all mainly related to the already mentioned concept of academic self-concept (as an auto-evaluation) as well as improvement in oral production in English as a second language. The questionnaires were made to show how perceptions were changing during the intervention with elementary students. As from the very first results up to the key outcomes of this study immediately suggested a direct relationship between the use of Small Talk, the academic self-concept and the oral production in English as a second language. That is to say, the more Small Talk was used the more confident the students became and the more productive they were. Moreover, this strategy proved its efficacy when used to increase academic self-concept and oral skills among the test-group of elementary students.

Keywords: Small Talk, Academic self-concept, Oral production, English as a second language.

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Introduction

The study reported here was undertaken in Arista Vitae School located in La Cisterna. This is a small school, with a total of 138 students, with an average of 18 students per level, who mostly come from a low socioeconomic background. Based on what was observed prior to the beginning of the research, the most significant limitation that students present were their lack of confidence expressing simple ideas in English. This issue became more evident in the seventh grade than in the rest of the levels. This course was made of sixteen students, six females and ten males.

During classroom observations, it was noticed that, in general terms, this grade did not have the English level expected for their level of study, according to the Ministry of Education curricular bases (MINEDUC, 2016). Even more, the students oral production was close to zero. This fact made it difficult to move forward with the learning process. Additionally, at the time of speaking, the lack of students' self-confidence seemed to block their minds and all the efforts they made to accomplish the simple tasks they were requested to do. Due to the reasons stated above, it seemed a good idea to investigate what strategies could increase the level of academic self-concept amongst students in the classroom (Milicic, 2001; Rodríguez, 1982). All this in view of its relevance in the regulation of cognitive-motivational strategies involved in learning and academic performance (Byrne, 1996; González-Pianda, Núñez, Glez.-Pumariega, García, 1997). Therefore, I needed to know if there were any relation with the Small Talk Strategy and students' English speaking skills. This strategy is considered as the most productive form to lead classroom intervention in order to increase their speaking skills and, at the same time, their academic self-concept. The "Small Talk" strategy (Vălimăreanu, n.d) consists of short oral exchanges with social

interaction as its primary focus. In other words, this meant to manage time enough to talk to each other with no other purpose than just communicate simple ideas related to topics of the students' interest. They were previously asked to reinforce intrinsic motivation to participate (Gottfried, 1985; Garcia, 2001). This simple exercise led to a positive atmosphere within the classroom and created a common comfort zone amongst students (Richards, 2014) In accordance with what was formerly stated, this research had as its main objectives: 1) To determine the effect of Small Talk Strategy on academic self-concept of seventh grade's students. 2) Determine if the effect is an increase in academic self-concept. 3) determine the effect of Small Talk Strategy in English oral production of seventh grade's students. 4) determine if the effect is an increase in English oral production of seventh grade's students.

Taking these factors into consideration, the research question that guided this investigation was: "How does the use of a Small Talk Strategy affect the level of academic self-concept and the oral performance in the seventh grade basic school students?"

Methodology

To carry out this research, a mixed method was used, i.e. using quantitative and qualitative data. Even more, the qualitative data were deeper analysed than the quantitative one, and quantitative data just gave a number that confirmed what qualitative data had showed. To carry out the study, firstly it was necessary to apply a modification of the academic self-concept test (Arancibia, Maltese, Álvarez, 1990), in order to be able to verify the current level of students' academic self-concept, and analyse if after the interventions that level would vary. The Academic Self-Concept Test (from now on refer here as to ASCT) was separated into four abilities: assertiveness, relations with others, commitment to the English subject and confrontation to school situations (Appendix 1). These factors allowed a deeper analysis of the key aspects of academic self-concept (Lynch, 1991), and took them into consideration when later interventions were carried out to estimate a more direct involvement in the students' academic self-concept and then, provide a clear way to appreciate if the strategy used produced any changes in the students' academic self-concept level.

Secondly, a plan of 8-week interventions was structured a plan, meaning 16 classes of 2 hours teaching each, for a total of 32 teaching hours. This intervention plan were meant to use the speaking strategy called "small talk". Some of the topics covered were: your favourite place in Santiago; your opinion about the weather this week, your favourite TV show or film, among other. In addition to the topics chosen by the students, others were added based on those proposed by Ruiz (1999) in his guide to improve the academic self-concept. As they were simple in their structure, they were received in a good way by the students. The work and commitment of the students were to investigate vocabulary related

to the topics that had to be addressed in the class. The topics were assigned a week in advance so that the students could prepare them in advance and be ready to express themselves in a better way with small talk interventions.

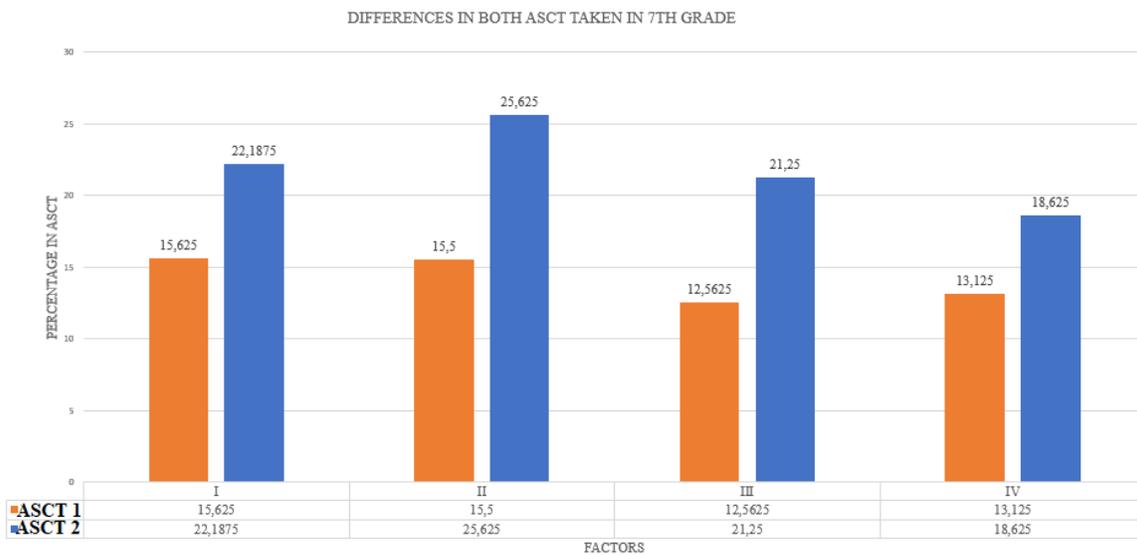
Thirdly, in addition to the ASCT, a questionnaire was passed on students' participation in the class, asking their major strengths and weaknesses during the exercise. This material was given after each class to students (appendix 2). It allowed us to collect data of the process class after class in order to adapt the implementation of the Small Talk Strategy to the students' needs. The questionnaire offered yes, no or maybe questions, all of them related to the students' perception of the development. Additionally, we provided the class with the material for their preparation to use the small talk and to develop confidence in the class. We also provided them with the required space for comments which the student deemed appropriate to record. Also it had an open question asking about their strengths and weaknesses in the subject and if they had noticed some improvement in the latter.

The data obtained from ASCT were encoded according to the words which appeared in the first test and became the most repeated concept in them. This mean concept was "fear", which, as discussed subsequently with the students, was recorded as "shame" (Casassus, 2008) defined as not knowing English, little interest in the matter, lack of confidence and fear of ridicule. We chose to encode these words because at the same time, they served as indicators of a low level of academic self-concepts. The present positive or negative variations would be reflected in the second test of ASCT. The four factors analysed and interpreted over ASCT dealt with structure. Since they show the perception of students on the basis of the English class, the relationship with their peers in class, how assertive students were during class and how to face the various challenges in the classroom. This

allowed us to understand that such interference has the academic self-concept of their participation in the English class. The questionnaire as a separate item were encoded on the basis of the preparation prior to the class, which denoted their interest in participating and in the satisfaction or dissatisfaction with their class participation, which reflects in our view if there were consistency with the final interest and participation during the class. We also analysed the change that occurred in the weaknesses and strengths as perceived by the students, which is a triangle with the data obtained from ASCT, to see matches or discrepancies in the data.

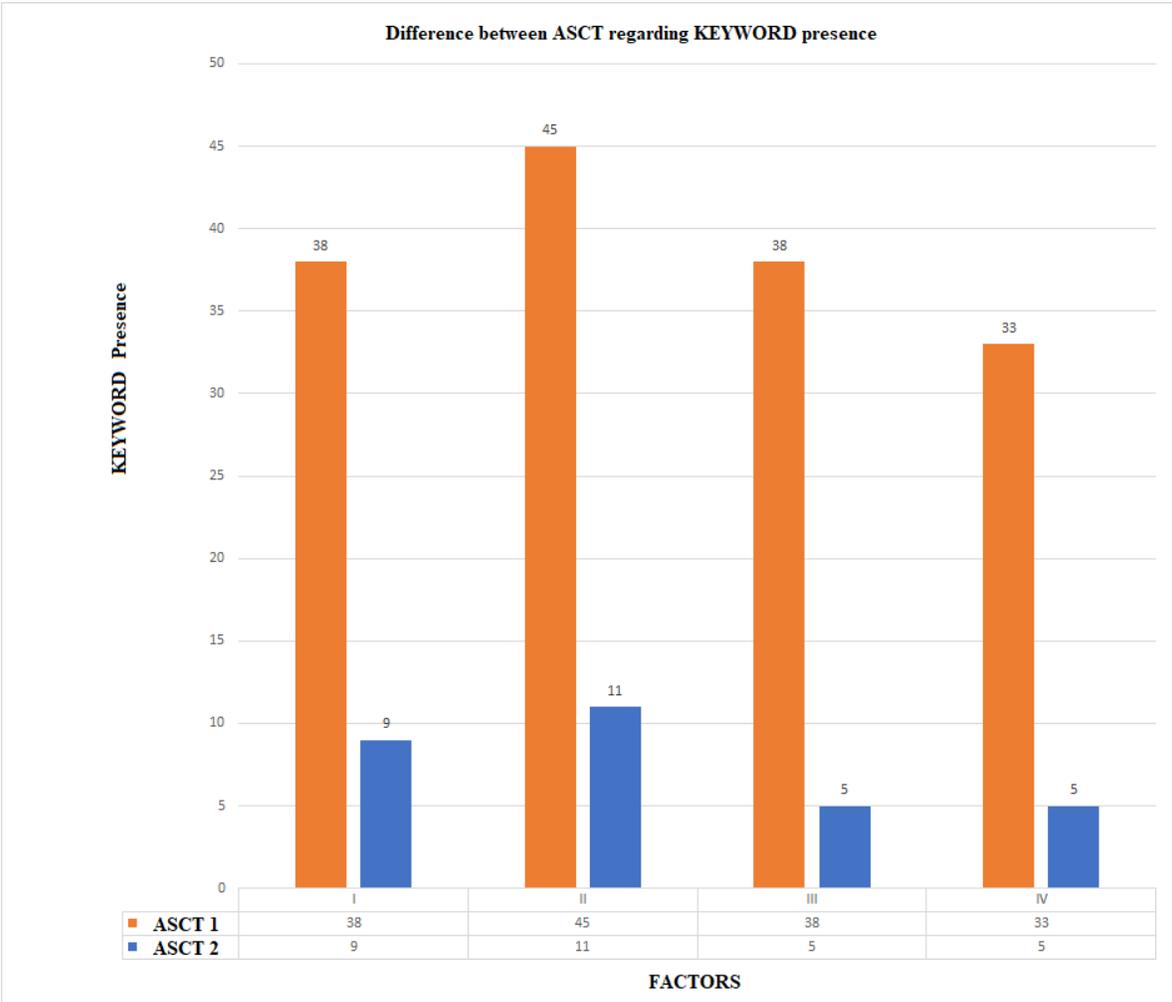
Findings

The collection and subsequent analysis of the data showed a substantial change in the results of the ASCT. The change showed a 5.5% increase between a factor IV which measured the relationship with others and a 10 percent in the factor II that measures the confrontation to school situations. The factors I and III showed an increase of 6.6% and 8.7%, respectively, as can be seen in the graphic below. This graphic was created with the data in the table 1 and table 2 (Appendix 3)



To evaluate the data, it is possible to assign a key word for each question, which is defined as the word which is most repeated as answer in each of the ASCT questions and discover the word that gave a negative fluctuation, since the presence of such words in the students showed a low level of academic self-concept. The analysis of data revealed that after the interventions, the presence of the key word in each question decreased drastically. To set an example of the above, in factor II the key word appeared 45 times and after the intervention it appeared just 11 times, so a substantial reduction was noticed. This means a 24% case

reduction as illustrated in the graphic below that was taken from table 5 (appendix 3). Also in table 6 (appendix 3), we can observe changes from one student to another where the student shows a variation of a 85.7 per cent in the decline of the keyword between the two shots of the ASCT.



Data was obtained from the questionnaires collected in each class which provided us with information related to the students change of view about their participation in the same class and how they prepared themselves for the same. The exercise consisted of seven closed yes and no questions. The analysis of these data allowed us to verify whether or not

changes occurred to improve the participation in class and their self-perception. In the first two sessions, the results did not produce any significant change and were closely related to the first ASCT. From the fifth meeting onwards, we could perceive an overall participation close to 100%. Also, they improved in the preparation for the class, which can be seen in almost all the questions (Tables 10A, 10B, 10C, 10D, 10E, 10F, 10G, 10H)

At the time to triangulate the data obtained by both ASCT and questionnaires, class by class, it was possible to notice an increase in academic self-concept for the English subject, which led to a virtually complete participation of students in English classes showing a commitment to their learning and with the class. As can be seen through the data from the questionnaires and also based on the field notes made by the teacher class by class, students prepared the vocabulary to small talk, and that with the advance of the session, Sixteen students in total participated in this study. The conversation in English among the students became more fluid and without obvious signs of stress, or nervousness among students, Because the climate in the classroom improved, all exposed to speak in English, teasing and disqualifications were significantly reduced. However the students continued with inaccuracies if we refer to the grammatical structures and to the English phonetics. However, it was just working with them in order to improve both aspects, which were not included in the variants on which is based the research question. Therefore do not delegitimize any of the results obtained.

One case in particular that it is worth noting here is that of student 9, although she represented one of the greatest change between ASCT related to keyword, as it gave a 42.9, which is good. She was one of the greatest achievements, because before the intervention, she did not participate in the class, not carried out her tasks, showed a high

degree of anxiety and shame at the time of speaking in the class, And her expression showed a strong displeasure toward the class and toward the teacher. While I talked to her straightforward about her attitude, the pressure of the group was very stressing and she said she was not not prepared for the class so she decided not to participate actively in the small talk, forcing her partner to not participate as well. Finally, afer all the conversation she decided to participate in the class dynamics. This led to unexpected changes in her countenance and attitude toward the teacher, the subject and even other subjects, which were reviewed by two other teachers. They both agreed that they noticed a positive change in her attitude.

Implications

The primary outcome of this research is that using the Small Talk Strategy as the pre of each class, succeeded in raising the level of self-academic achievement of all the students. This in turn led to an increase of the oral production in English. Therefore, in one side, we have this idea that the increase in the academic self-concept level is extremely important in the way that the students are confronted to each class. Therefore is a fundamental factor, which must be taken into account when facing the class. For that reason, the chosen literature to support and interpret this research rely on the academic self-concept test (ASCT) of Arancibia, et al. (1990), because the research was based on that test, in order to establish the initial and final level of the students' academic self-concept and their interpretation to analyse whether the strategy used meant a change in them. It is also important to this research the work of González-Piend, Nuñez and Valle (1992) and Milicic's work (2001) since we take their definition of positive academic self-concept, which is "a powerful system of cognitive structures that has a high probability of mediate the interpretations and responses to events and behaviours that involve or are directed to the individual" [author translation], to work with to define if this research fulfil its objectives. Two of them are: determine the effect of Small Talk Strategy on academic self-concept of seventh grade's students, and determine if the effect is an increase in academic self-concept. Which, based on the data collected, effect we could determine as a clear increase in academic self-concept level.

On the other hand, the second outcome of this research is related to the use of small talk as a strategy for the pre in each class, which in addition to helping to raise the level of academic self-concept, as it was said before, and research enables us to say that increases

the level of oral production in English. we define which strategy could better help to improve the students' oral production based on the work of Vălimăreanu (n.d), and the Richard and Bohlke, (2014). Because defined by Richard and Bohlke, (2014) Small talk is a conversation about things that are not important, often between people who do not know each other well. What made it possible to adapt it to any theme that you chose, as they are not value issues, by which they could enter into dispute. Thus it was possible to design classes based on the interests of students, which translates into an intrinsic motivation on students (Gottfried, 1985). Thus this outcome allowed us to fulfil the other two objectives of this study, determine the effect of Small Talk Strategy in English oral production of seventh grade's students, and determine if the effect is an increase in English oral production of seventh grade's students. Hence is possible to determine that the effect of small talk as a strategy amongst seventh grade's students is a positive increase in English oral production.

Once fulfilled the objectives that pursuit this research, is possible to answer the research question: How does the use of a Small Talk Strategy affect the level of academic self-concept and the oral performance in the seventh grade basic school students? After a critical analysis of the data provided by ASCT, questionnaires, and field notes, it is possible to assert that use of a Small Talk Strategy affect the level of academic self-concept and the oral performance in the seventh grade basic school students at the same time, and has an effect that increase both levels at the same time, but not in the same way.

The scope which may be generated by this research is to provide data to the field of pedagogy and educational psychology, where teachers and psychologists may have a tool

that will help to improve the academic self-concept, with all the implications mentioned above for the classroom and the development of student's personality.

Conclusions

The research found that the use of small talk which was subject of the present investigation, to observe the results obtained, leads to a dramatic increase in the level of self-academic achievement of all students in the seventh grade and the significant improvement in their oral production in English. The analysis of the data made it possible to establish that there is a significant relationship between the academic self-concept and the oral production of the English language in general terms. Therefore, we can speak of the existence of a general trend that indicates that there exists a strong relation between the student's academic self-concept and the increase of their oral production, since it will not have doubts about himself that undermine his person and the genuine interest in learning.

The quantitative data confirm as well with sufficient precision that the intervention improved the level of academic self-concept obtained from ASCT.

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Appendix 1

TEST AUTOCONCEPTO ACADÉMICO

Adaptación del Florida Key

V. Arancibia C. S. Maltés G. M. I. Álvarez H.

Adaptado por: Agustín Alvear-Blau

Nombre del alumno (a): _____

Profesor: _____ Fecha: __/__/__

- I. Por favor responda con números de cero (0) al cinco (5) las siguientes afirmaciones. Siendo cero “total desacuerdo” y cinco “total acuerdo”.

| | |
|--|-------|
| 1. Termino las actividades que se me piden en cada clase de Inglés | _____ |
| 2. Pongo atención en clases de Inglés | _____ |
| 3. Me preocupo de hacer a consciencia mis tareas de Inglés | _____ |
| 4. Tengo seguridad de los trabajos que realizo en Inglés | _____ |
| 5. Al equivocarme en actividades de Inglés vuelvo a intentarlo | _____ |
| | _____ |
| Total Factor I | |

| | |
|--|-------|
| 6. Participo de manera activa en clases de Inglés | _____ |
| 7. Soy creativo en las tareas que me dan en Inglés | _____ |

| | |
|--|-------|
| 8. Me interesa aprender más de lo que me enseñan en Inglés | _____ |
| 9. Tengo disposición para ayudar a mis compañeros en Inglés | _____ |
| 10. Me intereso por el trabajo de los demás en Inglés | _____ |
| 11. Hablo con mi profesor acerca de cosas personales en Inglés | _____ |
| Total Factor II | |

| | |
|--|-------|
| 12. Puedo expresar mis ideas con facilidad en Inglés | _____ |
| 13. No me avergüenzo de hablar en Inglés | _____ |
| 14. Pido la palabra para responder preguntas en Inglés | _____ |
| 15. Manifiesto mis dudas en Inglés | _____ |
| 16. Me interesa ser líder entre mis compañeros en Inglés | _____ |
| Total Factor III | |

| | |
|---|-------|
| 17. Me llevo bien con mis compañeros | _____ |
| 18. Me llevo bien con el profesor de Inglés | _____ |
| 19. Me gustan las clases de Inglés | _____ |
| 20. Soy sincero respecto a las tareas que realizo en Inglés | _____ |
| Total Factor IV | |

II. Por favor responda honestamente a las siguientes preguntas

1. Asertividad

¿Qué emoción sientes al participar en las clases de Inglés?

¿Alguna vez, te has sentido inseguro de participar en las clases? ¿Por qué?

¿Hay momentos de participación en clases en que te sientas más seguro? ¿Por qué?

2. Relaciones con otros

¿Cómo es la relación con tus compañeros? ¿Y con tu profesor de Inglés?

¿Te cuesta a veces comunicarte con tus compañeros y tu profesor de Inglés? ¿Por qué?

¿Te sientes en confianza de expresar tus sentimientos a compañeros y tu profesor de Inglés?

3. Compromiso

¿Te atreves a participar con confianza en las clases de Inglés?

¿Pides la palabra cuando quieres opinar?

¿Levantas la mano para hacer preguntas cuando no entiendes algo?

¿Pides la palabra cuando la profesor hace una pregunta al curso?

4. Enfrentamiento a situaciones escolares

¿Lo que aprenden en la clase de Inglés les llama la atención?

¿Son aplicados en la clase de Inglés?

¿Hacen sus tareas de Inglés?

¿Ponen atención de Inglés?

Apendix 2

EVALUACIÓN DE ESTRATEGIA

Nombre alumno: _____ Fecha: __/__/__

| | |
|--------------------------------|--|
| SESIÓN | |
| HORAS PEDAGÓGICAS | |
| OBJETIVO DE APRENDIZAJE | |
| SMALLTALK | |

| | INDICADOR | SI | N O | OBSERVACIONE S |
|---|---|-----------|----------------|---------------------------|
| 1 | Se logró la meta de aprendizaje. | | | |
| 2 | La clase tiene coherencia con el objetivo de aprendizaje propuesto por el profesor | | | |
| 3 | Te preparaste previamente para la estrategia de Small talk | | | |
| 4 | sientes que tu participación en small talk fue acorde para tu preparación | | | |
| 5 | Sientes que al comenzar la clase con Small talk aumenta tu motivación para participar de la clase en general. | | | |
| 6 | Crees que has adquirido mayor confianza al expresarte en inglés? | | | |

| | | | | |
|---|--|--|--|--|
| 7 | Basándose en tu participación en la clase de hoy. Consideras que eres bueno para la materia de inglés | | | |
|---|--|--|--|--|

Cual sientes que es tu mayor fortaleza y tu mayor debilidad en la clase de inglés. Crees que se ha modificado desde durante este semestre.

Appendix 3

TABLE 1

| STUDENTS | ASCT 1 | | | | | | | | | | | | | | | | | | | | TOTAL FINAL | | | | |
|----------|----------|---|---|---|---|-----------|---|---|---|----|------------|----|----|----|----|-----------|----|----|----|----|-------------|---|---|----|----|
| | FACTOR I | | | | | FACTOR II | | | | | FACTOR III | | | | | FACTOR IV | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | |
| 1 | 3 | 3 | 2 | 0 | 3 | 11 | 0 | 1 | 2 | 3 | 4 | 0 | 10 | 4 | 2 | 1 | 1 | 0 | 8 | 5 | 0 | 3 | 1 | 9 | 38 |
| 2 | 4 | 3 | 4 | 2 | 3 | 16 | 4 | 2 | 4 | 2 | 2 | 0 | 14 | 2 | 5 | 3 | 3 | 0 | 13 | 4 | 5 | 3 | 5 | 17 | 60 |
| 3 | 3 | 5 | 3 | 2 | 4 | 17 | 5 | 3 | 3 | 4 | 4 | 0 | 19 | 5 | 4 | 3 | 3 | 0 | 15 | 2 | 4 | 4 | 3 | 13 | 64 |
| 4 | 3 | 5 | 3 | 2 | 4 | 17 | 2 | 4 | 5 | 4 | 3 | 2 | 20 | 1 | 2 | 4 | 5 | 3 | 15 | 2 | 1 | 3 | 4 | 10 | 62 |
| 5 | 2 | 3 | 5 | 3 | 3 | 16 | 4 | 3 | 3 | 1 | 0 | 0 | 11 | 4 | 5 | 0 | 4 | 0 | 13 | 2 | 3 | 3 | 2 | 10 | 50 |
| 6 | 3 | 4 | 4 | 4 | 5 | 20 | 1 | 0 | 0 | 3 | 5 | 0 | 9 | 1 | 0 | 5 | 5 | 0 | 11 | 5 | 4 | 1 | 5 | 15 | 55 |
| 7 | 4 | 4 | 4 | 5 | 4 | 21 | 4 | 5 | 3 | 4 | 4 | 2 | 22 | 4 | 5 | 4 | 4 | 4 | 21 | 5 | 4 | 2 | 5 | 16 | 80 |
| 9 | 3 | 3 | 3 | 2 | 3 | 14 | 2 | 2 | 4 | 4 | 5 | 3 | 20 | 5 | 5 | 1 | 5 | 0 | 16 | 4 | 2 | 3 | 2 | 11 | 61 |
| 11 | 3 | 3 | 4 | 2 | 2 | 14 | 2 | 3 | 4 | 2 | 2 | 0 | 13 | 1 | 0 | 1 | 2 | 3 | 7 | 5 | 5 | 5 | 4 | 19 | 53 |
| 12 | 3 | 4 | 5 | 4 | 3 | 19 | 2 | 1 | 1 | 3 | 1 | 0 | 8 | 2 | 1 | 1 | 1 | 1 | 6 | 5 | 3 | 1 | 4 | 13 | 46 |
| 13 | 2 | 3 | 4 | 2 | 2 | 13 | 3 | 4 | 2 | 1 | 0 | 1 | 11 | 3 | 2 | 0 | 2 | 2 | 9 | 4 | 2 | 0 | 2 | 8 | 41 |
| 14 | 3 | 3 | 2 | 2 | 2 | 12 | 2 | 3 | 3 | 2 | 1 | 2 | 13 | 2 | 1 | 3 | 4 | 1 | 11 | 4 | 4 | 3 | 2 | 13 | 49 |
| 15 | 4 | 5 | 3 | 4 | 5 | 21 | 5 | 4 | 4 | 5 | 3 | 5 | 26 | 3 | 4 | 3 | 4 | 5 | 19 | 5 | 5 | 4 | 3 | 17 | 83 |
| 16 | 3 | 1 | 1 | 1 | 2 | 8 | 5 | 4 | 3 | 3 | 3 | 3 | 21 | 0 | 5 | 4 | 4 | 5 | 18 | 3 | 3 | 3 | 4 | 13 | 60 |
| 17 | 3 | 4 | 3 | 2 | 3 | 15 | 2 | 1 | 0 | 3 | 4 | 0 | 10 | 3 | 0 | 2 | 5 | 0 | 10 | 5 | 4 | 1 | 5 | 15 | 50 |
| 18 | 4 | 3 | 3 | 2 | 4 | 16 | 3 | 4 | 3 | 2 | 4 | 5 | 21 | 2 | 3 | 4 | 0 | 0 | 9 | 4 | 5 | 1 | 1 | 11 | 57 |

TABLE 2

| STUDENTS | ASCT 2 | | | | | | | | | | | | | | | | | | | | TOTAL FINAL | | | | |
|----------|----------|---|---|---|---|-----------|---|---|---|----|------------|----|----|----|----|-----------|----|----|----|----|-------------|---|---|----|----|
| | FACTOR I | | | | | FACTOR II | | | | | FACTOR III | | | | | FACTOR IV | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | |
| 1 | 5 | 5 | 4 | 4 | 4 | 22 | 4 | 4 | 4 | 5 | 4 | 3 | 24 | 4 | 4 | 3 | 3 | 3 | 17 | 5 | 3 | 4 | 4 | 16 | 79 |
| 2 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | 5 | 5 | 5 | 5 | 4 | 29 | 5 | 5 | 5 | 5 | 4 | 24 | 5 | 5 | 5 | 5 | 20 | 98 |
| 3 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | 5 | 5 | 5 | 5 | 5 | 30 | 5 | 5 | 5 | 5 | 3 | 23 | 5 | 5 | 5 | 5 | 20 | 98 |
| 4 | 4 | 5 | 4 | 3 | 4 | 20 | 4 | 4 | 5 | 4 | 3 | 3 | 23 | 3 | 4 | 4 | 5 | 3 | 19 | 4 | 5 | 5 | 4 | 18 | 80 |
| 5 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | 5 | 4 | 5 | 4 | 3 | 26 | 4 | 5 | 4 | 4 | 3 | 20 | 4 | 5 | 4 | 5 | 18 | 89 |
| 6 | 5 | 5 | 4 | 5 | 5 | 24 | 5 | 4 | 3 | 5 | 5 | 3 | 25 | 4 | 4 | 5 | 5 | 3 | 21 | 5 | 5 | 4 | 5 | 19 | 89 |
| 7 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | 5 | 5 | 5 | 4 | 4 | 28 | 5 | 5 | 5 | 5 | 5 | 25 | 5 | 5 | 5 | 5 | 20 | 98 |
| 9 | 4 | 4 | 3 | 4 | 4 | 19 | 4 | 3 | 4 | 4 | 5 | 3 | 23 | 5 | 5 | 3 | 5 | 2 | 20 | 4 | 4 | 4 | 5 | 17 | 79 |
| 11 | 5 | 4 | 4 | 4 | 5 | 22 | 4 | 4 | 4 | 4 | 4 | 5 | 25 | 4 | 5 | 4 | 5 | 5 | 23 | 5 | 5 | 5 | 4 | 19 | 89 |
| 12 | 5 | 5 | 5 | 4 | 4 | 23 | 3 | 3 | 3 | 3 | 4 | 4 | 20 | 4 | 4 | 3 | 4 | 3 | 18 | 5 | 4 | 5 | 4 | 18 | 79 |
| 13 | 4 | 5 | 3 | 4 | 4 | 20 | 4 | 5 | 5 | 4 | 5 | 5 | 28 | 4 | 4 | 5 | 5 | 3 | 21 | 4 | 5 | 4 | 5 | 18 | 87 |
| 14 | 3 | 4 | 3 | 5 | 4 | 19 | 3 | 5 | 4 | 4 | 5 | 3 | 24 | 3 | 4 | 4 | 5 | 3 | 19 | 4 | 4 | 4 | 4 | 16 | 78 |
| 15 | 4 | 4 | 4 | 3 | 5 | 20 | 5 | 4 | 4 | 5 | 4 | 5 | 27 | 4 | 5 | 4 | 5 | 5 | 23 | 5 | 5 | 5 | 4 | 19 | 89 |
| 16 | 4 | 3 | 4 | 3 | 4 | 18 | 5 | 5 | 4 | 3 | 4 | 5 | 26 | 3 | 5 | 5 | 5 | 5 | 23 | 5 | 5 | 5 | 5 | 20 | 87 |
| 17 | 5 | 5 | 5 | 4 | 5 | 24 | 4 | 5 | 4 | 4 | 5 | 3 | 25 | 4 | 5 | 5 | 5 | 4 | 23 | 5 | 5 | 5 | 5 | 20 | 92 |
| 18 | 5 | 5 | 4 | 5 | 5 | 24 | 4 | 5 | 5 | 4 | 4 | 5 | 27 | 4 | 4 | 5 | 4 | 4 | 21 | 5 | 5 | 5 | 5 | 20 | 92 |

TABLE 3

| FACTORS AVERAGE ASCT 1 | |
|------------------------|----------------|
| I | 15,625 |
| II | 15,5 |
| III | 12,5625 |
| IV | 13,125 |
| TOTAL | 56,8125 |

TABLE 4

| FACTORS AVERAGE ASCT 2 | |
|------------------------|----------------|
| I | 22,1875 |
| II | 25,625 |
| III | 21,25 |
| IV | 18,625 |
| TOTAL | 87,6875 |

TABLE 5

ASCT1

| KEYWORD | FACTOR I | | | | | | FACTOR II | | | | | | FACTOR III | | | | | | FACTOR IV | | | | | | TOTAL ASCT | % KEYWORD |
|----------------|----------|----|----|----|----|-------|-----------|----|----|----|----|-------|------------|----|----|-------|------|----|-----------|-------|---|---|----|-------|------------|-----------|
| | NO | NO | NO | NO | NO | TOTAL | NO | NO | NO | NO | NO | TOTAL | VERGENZA | SI | NO | TOTAL | MAIA | SI | NO | TOTAL | | | | | | |
| | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | | | | | | | | | | | |
| STUDENTS | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | | | 1 | 2 | 3 | | | | | | |
| 1 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 4 | 3 | 1 | 1 | 1 | 3 | 14 | 100,0 | | |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 21,4 | | |
| 3 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 0 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 1 | 2 | 12 | 85,7 | | |
| 4 | 1 | 1 | 1 | 1 | 1 | 4 | 4 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 14 | 100,0 | | |
| 5 | 1 | 1 | 0 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 2 | 11 | 78,6 | | |
| 6 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 3 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 1 | 1 | 7 | 50,0 | | |
| 7 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 3 | 21,4 | | |
| 9 | 1 | 1 | 1 | 1 | 4 | 4 | 4 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 14 | 100,0 | | |
| 11 | 0 | 1 | 1 | 1 | 3 | 3 | 0 | 1 | 1 | 0 | 2 | 1 | 1 | 1 | 0 | 2 | 0 | 0 | 1 | 1 | 2 | 2 | 9 | 64,3 | | |
| 12 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 11 | 78,6 | | |
| 13 | 1 | 0 | 0 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 12 | 85,7 | | |
| 14 | 1 | 1 | 0 | 0 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 1 | 2 | 11 | 78,6 | | |
| 15 | 1 | 1 | 1 | 1 | 4 | 4 | 4 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 3 | 0 | 0 | 1 | 1 | 2 | 13 | 92,9 | | |
| 16 | 0 | 1 | 1 | 1 | 3 | 3 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 7 | 50,0 | | |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 | 1 | 3 | 6 | 42,9 | | |
| 18 | 1 | 0 | 1 | 0 | 2 | 2 | 0 | 1 | 1 | 1 | 0 | 2 | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 0 | 1 | 1 | 7 | 50,0 | | |
| TOTAL WHOLE TH | 13 | 11 | 11 | 13 | 38 | 38 | 11 | 15 | 14 | 15 | 45 | 15 | 18 | 11 | 38 | 9 | 13 | 17 | 33 | 154 | | | | | | |

TABLE 6

ASCT2

| KEYWORD QUESTIONS STUDENTS | FACTOR I | | | | FACTOR II | | | | FACTOR III | | | | FACTOR IV | | | | TOTAL ASCT | % KEY WORD | | |
|----------------------------------|----------|----|----|----|-----------|----|----|----|------------|----|----|----|-----------|----|----|----|------------|------------|------|------|
| | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | NO | | | NO | |
| 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 5 | 35,7 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 4 | 0 | 1 | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 5 | 35,7 |
| 5 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7,1 |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 9 | 0 | 1 | 1 | 0 | 2 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 1 | 1 | 1 | 1 | 2 | 8 | 57,1 | |
| 11 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7,1 |
| 12 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 21,4 |
| 13 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 14,3 |
| 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 7,1 |
| 15 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 4 | 28,6 | |
| 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0,0 |
| TOTAL WHOLE 7TH | 3 | 5 | 6 | 5 | 9 | 2 | 8 | 3 | 8 | 11 | 1 | 6 | 4 | 5 | 1 | 6 | 4 | 5 | 30 | |

TABLE 7

| TOTAL KEYWORD PRESENCE ASCT 1 | |
|-------------------------------|------------|
| I | 38 |
| II | 45 |
| III | 38 |
| IV | 33 |
| TOTAL | 154 |

TABLE 8

| TOTAL KEYWORD PRESENCE ASCT 2 | |
|-------------------------------|-----------|
| I | 9 |
| II | 11 |
| III | 5 |
| IV | 5 |
| TOTAL | 30 |

TABLE 9

| % KEY WORD | | | |
|------------|--------|--------|------------|
| STUDENTS | ASCT 1 | ASCT 2 | DIFFERENCE |
| 1 | 100 | 35,7 | 64,3 |
| 2 | 21,4 | 0,0 | 21,4 |
| 3 | 85,7 | 0,0 | 85,7 |
| 4 | 100 | 35,7 | 64,3 |
| 5 | 78,6 | 7,1 | 71,5 |
| 6 | 50 | 0,0 | 50,0 |
| 7 | 21,4 | 0,0 | 21,4 |
| 9 | 100 | 57,1 | 42,9 |
| 11 | 64,3 | 7,1 | 57,2 |
| 12 | 78,6 | 21,4 | 57,2 |
| 13 | 85,7 | 14,3 | 71,4 |
| 14 | 78,6 | 7,1 | 71,5 |
| 15 | 92,9 | 28,6 | 64,3 |
| 16 | 50 | 0,0 | 50,0 |
| 17 | 42,9 | 0,0 | 42,9 |
| 18 | 50 | 0,0 | 50,0 |

table 10A

| sesiones | 1 | | | | | | | 2 | | | | | | |
|----------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | NO | SI | NO | SI | NO | NO | NO | NO | SI | NO | SI | NO | NO | NO |
| 2 | SI | SI | SI | NO | SI |
| 3 | SI | SI | NO | SI | SI | NO | NO | SI |
| 4 | NO | SI | NO | NO | SI | NO | NO | NO | SI | NO | SI | SI | NO | NO |
| 5 | SI | SI | SI | NO | SI | NO | NO | SI | SI | NO | SI | SI | SI | SI |
| 6 | SI | SI | SI | NO | SI | SI | NO | SI |
| 7 | SI |
| 8 | NO | NO | NO | SI | NO | NO | NO | NO | SI | NO | SI | NO | NO | NO |
| 9 | SI | SI | NO | SI | NO | SI | SI | SI |
| 10 | SI | SI | NO | SI | SI | NO | NO | SI | SI | SI | NO | SI | SI | SI |
| 11 | SI | SI | NO | SI | SI | NO | NO | SI | SI | SI | NO | SI | SI | SI |
| 12 | SI | SI | SI | SI | SI | NO | NO | SI | SI | SI | NO | SI | SI | SI |
| 13 | NO | SI | NO | SI | SI | NO | NO | SI | SI | SI | NO | SI | SI | SI |
| 14 | NO | SI | NO | SI | SI | NO | NO | NO | SI | NO | SI | SI | SI | SI |
| 15 | SI | SI | SI | SI | SI | NO | SI | SI | SI | SI | NO | SI | NO | NO |
| 16 | NO | SI | NO | SI | SI | NO | SI | SI | SI | SI | NO | SI | NO | NO |

