

**MAIN FACTORS THAT AFFECT THE ENGLISH LANGUAGE LEARNING
PROCESS OF THE STUDENTS OF SEVENTH GRADE IN THE ORIENTE
MIRAFLORES SCHOOL: POSSIBLE CAUSES AND STRATEGIES TO
OVERCOME THEM.**

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**An Action Research Project Submitted to the English Teaching Language
Program of UIS in Fulfillment of the Requirements for the Degree of English
Teachers**

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RESUMEN

TÍTULO: MAIN FACTORS THAT AFFECT THE ENGLISH LANGUAGE LEARNING PROCESS OF THE STUDENTS OF SEVENTH GRADE IN THE ORIENTE MIRAFLORES SCHOOL: POSSIBLE CAUSES AND STRATEGIES TO OVERCOME THEM.*

AUTOR (ES): Paola Carolina Olave Cáceres, Aura María Quintero Antolinez, Alba Marcela Rallón Noriega, Angélica María Reina Miranda **

PALABRAS CLAVES: Enfoque ecléctico, input comprensible, manejo de clase, autonomía.

DESCRIPCIÓN: Al inicio, este proyecto estudió el proceso de enseñanza-aprendizaje de inglés en estudiantes de un colegio público de bajo nivel socio-económico para encontrar las causas de falta de autonomía. Luego se encontró que otros factores estaban afectando la motivación, autoconfianza y el proceso de aprendizaje del inglés debido a la falta de input comprensible y bajo nivel de manejo de clase del profesor.

Para solventar esos posibles factores problemáticos, se aplicaron diferentes instrumentos de investigación para apoyar la hipótesis de que los estudiantes sí estaban teniendo los problemas mencionados anteriormente: un Análisis de Necesidades, un cuestionario para los estudiantes y el profesor, y muchas observaciones descriptivas y focalizadas fueron realizadas para recolectar información y analizarla a través de un análisis cuantitativo y cualitativo. Los resultados apoyaron la hipótesis de que realmente existían los problemas establecidos al comienzo, causados por el inapropiado uso de metodología y manejo de clase del profesor. Se diseñó entonces un enfoque ecléctico y un plan de acción con cuatro planeaciones de clase para seis horas.

Después de la aplicación de la estrategia de solución y su análisis, se comprobó que ésta ayudó en la superación de los factores afectantes: los estudiantes usaron más el inglés, desarrollaron más autonomía, autoconfianza, participación, motivación y actitud hacia las clases, y el profesor usó transiciones más completas entre actividades, mejor input comprensible, manejo de clase y metodología con actividades interesantes y material atractivo. Así se pudo disminuir las constantes interrupciones de clase.

* Proyecto de Grado

** Facultad de Ciencias Humanas. Escuela de Idiomas. Licenciatura en Inglés. Director: Tatiana Mikhailova

SUMMARY

TITLE: MAIN FACTORS THAT AFFECT THE ENGLISH LANGUAGE LEARNING PROCESS OF THE STUDENTS OF SEVENTH GRADE IN THE ORIENTE MIRAFLORES SCHOOL: POSSIBLE CAUSES AND STRATEGIES TO OVERCOME THEM.*

AUTOR(S): Paola Carolina Olave Cáceres, Aura Maria Quintero Antolínez, Alba Marcela Rallón Noriega, Angélica Maria Reina Miranda **

KEY WORDS: Eclectic approach, comprehensible input, classroom management, autonomy

DESCRIPTION: In its beginnings, this project studied the English teaching-learning process of students in a low socio-economic status public school to find the causes for their lack of autonomy. Other issues affecting students' motivation, self-confidence and English learning process were found due to lessons' lack of comprehensible input and low teacher's classroom management.

Aiming to solve those possible problematic factors, different research tools to support the hypothesis that the students were having such problems mentioned above were applied: a Needs Analysis, a student's and teacher's questionnaire, lots of double-entry class observations (descriptive and focused) were made to collect data in order to analyze it through domain and quantitative analysis. The findings supported the hypothesis that there were indeed problems related to the English teaching-learning process of the research population caused by a not appropriate use of methodology by the teacher and classroom management. An eclectic approach and an action plan with the creation of four lesson plans to six class hours were designed to solve the class problems.

Finally, after the application of the solution strategy and its analysis, it was proved that it helped overcoming the factors affecting the students through the improvement of important issues: more use of English; use of more complete transitions; presence of comprehensible input; promotion of students' autonomy, self-confidence, participation and attitude towards the classes; better classroom management; and teacher's methodology having interesting and appealing activities and material such as realia. Therefore there was a decrease of lesson breakdowns.

* Graduation Project

** Faculty of Human Sciences. English program. Director: Tatiana Mikhailova

ABSTRACT

This research project arose from the need of investigating about the teaching-learning process of English for a specific set and context, aiming to find solution strategies for possible problematic issues. This study was also intended to work with a student community in a low socio-economic school to fulfill a social objective. The population for this research work was the 7-03 grade in the Oriente Miraflores School in Morrónico, Bucaramanga (Santander, Colombia 2008-2009). Moreover, the research project consisted of many steps to follow:

First of all, a Needs Analysis was applied to fourteen volunteer participants from the research population. Then, a questionnaire was applied to the same fourteen students, as well as to the teacher. Soon afterwards, lots of double-entry observations were made: descriptive class observations were done during two months and after this, several focused observations were done during a month. After collecting and analyzing the data through the domain analysis of the observations, some findings were stated; these findings showed problems related to the English teaching-learning process of the research population. Based on the teacher's and student's questionnaires and the observation findings, an eclectic approach was designed to solve the class problems, as well as an action plan with the creation of four lesson plans to six class hours. These final solution tools will be applied in a short-term period to the same population to then analyze the effects of such application.

Finally, the actual research project revealed some facts supporting the hypothesis that there existed many English teaching-learning problems caused by a not appropriate use of methodology by the teacher and classroom management. This hypothesis was stated thanks to the first descriptive observations. In addition, the last observations supported the same hypothesis. Last of all, after implementing the approach and action plan especially designed for this specific

community, more data will be collected and analyzed to then draw further conclusions and implications.

CHAPTER 1

INTRODUCTION

Throughout the world and along the last decades, many research projects have emerged around the field of the English language learning and teaching process. The following research was also brought to life to investigate, fulfill needs and try to give solutions to problems around the ground of English teaching-learning process for a specific population. It will be further exposed and explained in the next pages: starting with its justification, this research states its importance and reasons why it was established from its beginning, to then explain its eventual change of interests, needs and focus; then, the following pages will set and explain the research problem, purpose, goals, expectations and ways of analyzing the collected data, the research population's description, the supported theoretical background related to the research, the framework of the needed, useful and common utterances along the research work, the results and their analysis, the solution strategy, the suggested pilot approach and the action plan. To end with, in the last part of this text there will be the statement of a calendar plan for the application of the suggested pilot approach and action plan previously mentioned, as well as for the analysis of the solution strategy results. It will be also established the research conclusions and implications, recommendations, references and bibliography, and appendixes. Finally, this research will show in its essence an example of hard work to help improving a community's learning process of a target language, while attempting to serve as an aid for other investigators.

It is of great importance to make clear at this point that the final conclusions, implications and recommendations of the solution strategy proposed in this

study are not included in this written section due to the fact that the researchers did all the observations and collected all the necessary data from September to November, and this later was the month when the academic year 2008 ended. For that reason, it was mandatory for investigators to apply the suggested eclectic pilot approach in the first two weeks of the academic year 2009. Due to the previous fact, the final conclusions, implications and recommendations aroused from that application will be presented, both orally and in a written way, in the graduation project presentation.

FRAMEWORK

- **Approach:** According to Richards and Rogers model, an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. Following Anthony, it refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching.
- **Basic Language Aspects or Basic Language Knowledge:** information utterances with a repetitive nature used in language lesson activities whose exposure to students allows possible incidental or implicit learning.
- **Comprehensible Input:** Language content that is clear enough so that Ss are able to understand the essence of what is being said or presented to them by guessing and inferring the meaning of linguistic information embedded in the communicative context. It goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques.
- **Classroom Management:** Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run

smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior and aims at encouraging and establishing student self-control through a process of promoting positive student achievement and behavior.

- **Dependent Student:** A dependent student is a student who needs the help of the teacher or his/her classmates to be on task, solve any problem or develop any kind of activity.
- **Efficient transition:** A transition in which the teacher makes Ss understand that they are finishing an activity and that they are going to start another one.
- **Incomplete transition:** A transition that only follows 2 or 3 of all the 5 stages necessary for an efficient transition.
- **Language Learning Strategy:** any sets of operations, steps, plans, routines, intentional directions and learning techniques used by the learner to facilitate the obtaining, storage, retrieval, and use of information in an attempt to develop linguistic and sociolinguistic competence in the target language.
- **Lesson breakdown:** Unexpected event that interrupts the normal flow of the class.
- **Methodology:** the set and compound of conceptual and philosophical choices about a language theory and language learning theory. A Methodology is applied depending on the student population's needs and conditions. Many different ESL (English as a Second Language) methodologies can contribute to the teaching pedagogies at work in the contemporary ESL classroom. There is a wide range of theories that are widely respected and implemented, while others are considered to be fringe or extreme ideas embraced by a smaller number of educators. Some theories are so new that they are still being examined and analyzed through research for their effectiveness.

- **Misbehavior or disruptive behavior:** Any student act that initiates a competing event for the class and therefore may cause a lesson breakdown.
- **Program action:** Distinctive action structure that provides directions for events and pulls participants along a particular path at a given pace.
- **Reference for the Target Language:** in applied linguistics and second language pedagogy, the term “target language” refers to any language that learners are trying to learn in addition to their native language. The same concept is often expressed as “second language” or “L2”. A target language is a language that is focused or end result of certain processes.
- **Teaching Learning Process:** Teaching learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal.
- **Transition:** The period of time between the end of a class activity and the beginning of the other one.
- **Task:** Tasks are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use (Skehan, 1996b: 20). Nunan offers this definition: communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

JUSTIFICATION

For a long time, learning English as a Foreign language in public schools in Colombia have been seen just as a required academic subject which is a part of the state education program, and shaped by rigid and mandatory educational policies and teaching practice, marked by tradition. Furthermore, this fact has not let Ss see learning English as a valuable tool for their every-day life. Such education has been teacher, book and grammar centered, leading to students' lack of autonomy. For this reason, in august 2008 it was decided to conduct an action research project to find out the causes of the Students lack of autonomy in a low socio-economic status public school, but after several observations other two issues affecting students' motivation, self-confidence, English learning efficiency and Ss learning process were found out: lessons' lack of comprehensible input and low teacher's classroom management.

It was discovered then, that Ss are not getting a reference for the target language to construct and be able to understand the essence of what is being said or presented to them in a communicative context, preventing the acquisition of a second language and leading to lesson breakdowns. More over, the lack of autonomy causes student's dependence on the teacher, their not willingness to learn on their own or be responsible of their own learning process.

These are very important concerns to research and to bear in mind for teacher training. For this reason, the following study aims to find out the main factors that affect the English language learning process of the students of seventh grade in the Oriente Miraflores School and discover the possible causes and strategies to overcome them.

STATEMENT OF PROBLEM

A research carried out for 3 months at the Oriente Miraflores School, showed some difficulties affecting the teaching-learning process of seventh grade students. It was observed that the teacher is not giving Ss a reference for the target language since L1 is used most of the time during the classes, even when using everyday English. Besides, the teacher does not demand from Ss the use of English to communicate through the implementation or basic language aspects. More over, the lessons implemented during those months were taught in a decontextualized environment with no comprehensible input. What is more, the observations showed that the role of the teacher is affecting the Ss autonomy making them so dependent when performing the activities and class tasks.

Other main factors affecting the Ss leaning process found are the classroom breakdowns caused by the lack of clear transitions and the lack of an appropriate teacher's classroom management.

All the above as a result of the implementation of the teacher's chosen methodology.

STATEMENT OF PURPOSE

According to the research observations, the main aspects affecting the teacher-learning process in this specific setting are focused on the methodology applied. For that reason, it was decided to suggest a pilot approach and an action plan that would suit better in this context, taking into account the difficulties observed in order to overcome them and improve the students' English learning process.

GOALS AND EXPECTATIONS

GENERAL GOALS

- ⊙ This research project aims to discover the principal aspects that are affecting the English learning process of the Ss of 7th grade in the Oriente Miraflores School.
- ⊙ This study is also directed to find out and suggest some strategies within a pilot approach as well as an action plan to overcome those aspects which are delaying the Ss' English learning process.

SPECIFIC GOALS

- ⊙ In this investigation, the researchers will apply some data-collection instruments to gather information about the target population as well as to analyze their results taking into account the kind of information obtained (quantitative or qualitative).
- ⊙ The investigators will make descriptive and focused double-entry observations during 3 months to continue collecting information about the Ss' learning process as well as to analyze those observations by doing domain analysis.
- ⊙ Based on the results and all the data gathered, the researchers will develop and suggest a pilot approach that overcomes the elements affecting the Ss' English learning process at the same time that helps to improve it.
- ⊙ The investigators will apply some data-collection instruments to find out if the pilot approach achieved its objectives or if there appear any element that does not work and therefore needs to be improved.

GENERAL EXPECTATIONS

This research project would help to overcome and solve the aspects affecting and delaying the Ss' English learning process as well as improve the quality of it.

EXPECTED OUTCOMES

The following are the expected outcomes of the implementation phase of our research project:

- ✓ At the end, both, students and teacher would realize that the implementation of the pilot approach help them to improve their Teaching-Learning process.
- ✓ Students would become active participants and less teacher-dependent in the activities carried out during the lesson due to the changes in the teaching strategies techniques suggested in the pilot approach.
- ✓ Due to the suggested action plan implemented by the teacher, there would be an improvement in the Teacher classroom management avoiding the amount of class disruptions.
- ✓ Students' needs would be taking into account when designing lesson plans.
- ✓ Teacher would realize the importance of making adjustments to the lessons, that is to say; the language use to present new content, the practices or methodologies and the lesson structure to provide students with comprehensible input.
- ✓ Comprehensible Input would be one of the advantages for the students to understand and acquire the new language content presented in a clearer and easier way for them to use and practice in a long term.
- ✓ English language would be more accessible to students since they will notice the usefulness, importance and connection of it to their daily life.

MEASUREMENT OUTCOMES

In order to protect the identity of our research participants and the confidentiality of the information they provide, and for treating them ethically, a consent form was implemented in order to get access to the lesson observations and to make Ss be aware of what the research project is for and the importance of their participation and cooperation. This consent form was signed only by the teacher because the students requested to remain anonymous.

To start collecting data for our research project, it was determined first the population to work with, in order to know exactly who we were going to be focused on. As a second step to follow, the kind of instruments to use in order to obtain the data was considered. For that reason and after studying the kind of questions we were concerned about, it was decided to apply a **Need Analysis** to get to know our population, students' learning styles, interests, likes, dislikes and their preferences when working in class and home. After that, 2 different kinds of observations were applied in order to find specific items that would help structuring the research project: **descriptive observations** and **focused observations** which contained information of what was observed and the inferences from the observers (double-entry observations).

The use of **Questionnaires** was also required for the analysis of the research questions and to start looking for some answers and possible outcomes. The results collected from all the researched information were quantitative and qualitative analyzed and presented in percentages to have a better view and understanding.

The interpretation and utilization of these research results will be used to come up with a pilot approach with specific lessons for two weeks with solutions or suggestions to improve, in this case, the Students' Learning Process and

Methodologies for teaching in this specific setting. Besides, an Action Plan will be applied for Classroom Management improvement based on the proposed approach.

Semi-structured Interviews will be applied after the application of the pilot approach in order to compare and contrast the Students' and Teacher's perceptions about the previous methodologies used in their former lessons and the ones suggested in this research. The results collected from the interviews will be also quantitative and qualitative analyzed and presented in percentages to have a clear perspective of the results.

DESCRIPTION OF THE COMMUNITY

SCHOOL DESCRIPTION:

The targeted school is the District Educative Institute Oriente Miraflores located in Bucaramanga. It offers high school education for a very low-income community from the sixth to the eleventh grade. It provides agricultural emphasis of education and its mission is *"to develop ecological leaders capable of improving the culture through the potential of the human dimensions"*. The school is composed by a building with 12 classrooms distributed on the 3 floors. It has a terrace, a lab, a computer classroom, an audiovisual room and a small library. However, the students' entrance to the library, to the computer and audiovisual rooms is strictly restricted by the directive staff because of negative experiences of the students' behavior and their misuse of the school supplies. It is worth pointing out that almost all the school supplies such as tables, chairs, desks, computers, videos, CD recorders, books and DVD players are not working out because of the misuse.

The classrooms are designed for groups of 40 or 45 students. All of them are identical. There is a board to write with erasing markets and 40 or maximum 45

desks. There are not any posters or pictures on the walls. There is not any TV or computers in the classroom. Some of the windows and doors of the classrooms are broken. The majority of the classrooms have a table and a chair for the teacher.

TEACHERS:

The School counts with two graduated teachers for the English area who work for the public education. One teacher is in charge of sixth and seventh grades and the other is in charge of eighth, ninth, tenth and eleventh grades. Almost all the teachers mainly complain about the students' deficient work in the classes and therefore their poor result in the achievement exams. The teachers frequently allude to the students' laziness and irresponsibility.

STUDENTS:

All of them ate from very low-income families. The majority of the students are pre-teenagers, about 13 years.

The students' main interests are the TV programs, electronic games and internet as the questionnaires show. Some of the students like working independently so they can have some money they need. A big part of the students go through the primary necessity problems, such as alimentation, cleanliness. Many of them don't live with their parents because of the economic and family problems. They study at the school in the groups of 40 students and they frequently treat each other very aggressively.

EDUCATIVE PROGRAM DESCRIPTION

The target students have 6 classes of 50 minutes per day. They study in the afternoon, from 12 pm to 6 pm and English classes are instructed 3 hours per week.

The students have 30 minutes break after each 2 hours of classes. The students don't have scholar books or workbooks. The school doesn't follow any educative material because the students don't have money to buy it. The students have no money for guides or worksheets, so every teacher deals individually with the students the way to work in the classes.

The main way of working in classes with the students is by groups. The teachers organize the students by groups and give them a worksheet or a guide. The students generally develop the guide in groups and have the group workshops in classes. The students always work in their notebooks.

The teachers generally do not use the library because it is difficult to get the key of the library in the afternoon. On the other side, the books from the library are very old, full of dust and the teachers don't have enough time to review the books and to prepare the class. The school does not require any lesson preparation from the teachers. There is not any supervision of the academic content, procedures or period planning. Every teacher is very free to organize the academic content and classes in the way he or she desires or considers the best.

The school does not offer any additional academic, transport, sport or recreation service to the students. The directive staff of the school consists of one principal and one academic coordinator who have to deal with a lot of economic and disciplinary problems of the school. The problem is that their assigned working time is not enough to solve all the students' academic and disciplinary problems.

CHAPTER 2

LITERATURE REVIEW

The following literature reviews studies on classroom management, comprehensible input, autonomy and other variables that may cause difficulties in the English language learning process of the students of seventh grade in the Oriente Miraflores School.

CLASSROOM MANAGEMENT

Classrooms are crowded and busy places in which groups of students with a variety of interests and abilities must be organized and directed in ways that maximize work involvement and minimize breakdowns. As a result of these natural conditions of a classroom many unexpected events can occur, so it is really important for teachers and students to have a good classroom management. According to Carter (1985, 1986), *'classroom management is fundamentally a cognitive activity based on a teacher's knowledge of the likely trajectory of the events in classroom and the way specific actions affect situations'*.¹ Moreover, it also implies the prevention of disruptive behavior and aims at encouraging and establishing classroom order and student self-control through a process of monitoring to promote positive student achievement and behavior.

Disruptive behavior or misbehavior, as Walter Doyle states, is *any student act that initiates a competing event for the class*.² This event has two major characteristics which are public, which is that the event is visible to a significant number of students, and contagious, which is its facility to spread rapidly or pulling other

¹ CARTER, K. (1985-1986). *Classroom management as cognitive problem solving Toward teacher comprehension in teacher education*. In DOYLE , Walter. *Classroom management techniques and Student discipline*. University of Arizona. December, 1986. Page 04

² DOYLE , Walter. *Classroom management techniques and Student discipline*. University of Arizona. December, 1986. Page 09

member of the class into them. Although misbehavior is a property of individuals, it can be potentially promoted by the physical characteristics of a classroom, including the density of students, the arrangement of desks and the design of the building (open space vs. self-contained). As Walter Doyle points out, disruptive behavior can be also encouraged by students' apparent search for opportunities to "goof off" or get attention from their classmates and teacher; test the boundaries of a teacher's management system or negotiate work requirements. In addition to these possible causes for misbehavior, the article called "*Guidelines for Good Classroom Management Practice*"³ states that "*due to the students' acceptance of violence to achieve ends, their attitudes to substance abuse and/or an increasing lack of respect for authority, disruptive behavior may take place in a classroom*".⁴

On the other hand, Walter Doyle defines classroom order as a condition established and sustained by the way a teacher organizes and guides a complex system of classroom activities and academic work. He also defines classroom order as "*the moment when students are cooperating with the program of action defined by the activity a teacher is attempting to use*".⁵ To better understand the later definition of classroom order, it is necessary to clarify the concept of 'program of action' which according to the previously mentioned author is "*a distinctive action structure that provides directions for events and pulls participants along a particular path at a given pace*"⁶. Therefore, it is really important for teachers to have a program of action for each activity in advance as well as to overplan the lessons. The previous helps teachers impress on the students from the outset that he or she is organized and confident of their ability to get through the syllabus, also avoiding major breakdowns.

³ Source found in <http://www.pacificnet.net/~mandel/ClassroomManagement.html>

⁴ibid

⁵ DOYLE , Walter. *Classroom management techniques and Student discipline*. University of Arizona. December, 1986. Page 06

⁶ Ibid

In order to keep a good classroom management during the classes, it is important to take into account the key role of monitoring lesson activities. Doyle highlights that this process of monitoring underlies three important aspects: the first one is teachers watching groups which is attend to what is happening in the entire room and how well the total activity system is going; the second aspect is teachers watching conduct or behavior in order to recognize discrepancies from the intended program of action; and the last aspect is teachers monitoring pace, rhythm and duration of classroom events.

COMPREHENSIBLE INPUT

Krashen formulated a theory of second language acquisition (SLA) called Monitor Theory (Krashen, 1981; 1982; 1985). One of the central tenets of this theory is known as the "comprehensible input" hypothesis. This hypothesis states that learners acquire grammar and vocabulary by getting and understanding language that is slightly beyond their current level of competence.

By guessing and inferring the meaning of linguistic information embedded in the communicative context, learners are able to comprehend grammar and vocabulary that would otherwise be too difficult for them to understand. This input is known as comprehensible input, or "i+1". Thus, learners gradually develop fluency by being exposed to i+1 in the target language.

The Input Hypothesis claims four main issues:

- 1) The hypothesis relates to acquisition and not to learning. According to Krashen's theory of language acquisition, giving learners this kind of input helps them acquire language naturally, rather than learn it consciously.
- 2) People acquire language best by understanding input that is slightly beyond the level of competence. By guessing and inferring the meaning of linguistic

information embedded in the communicative context, learners are able to comprehend grammar and vocabulary that would otherwise be too difficult for them to understand. This input is known as comprehensible input, or "i+1". (where I is the acquirer's level of competence and i+1 is the stage immediately following i along some natural order) Thus, learners gradually develop fluency by being exposed to i+1 in the target language.

- 3) The ability to speak fluently can not be taught directly; rather it "emerges" independently in time, after the acquirer has build up linguistic competence by understanding input.
- 4) If there is sufficient quantity of comprehensible input i+1 will usually be provided automatically.

Besides, if language models and teachers provide enough comprehensible input, then the structures that acquirers are ready to learn will be present in that input. According to Krashen, this is a better method of developing grammatical accuracy than direct grammar teaching.

Extending the comprehensible input hypothesis, Swain (1985; 1995) further argues that "*learners must also produce comprehensible output in order to move their interlanguage from a semantic to a syntactic analysis of the second language input*"⁷. In other words, in order to produce new language that is accurate; learners have to move beyond getting the general gist of what something means. Producing new language items therefore forces learners to analyze new language in terms of its grammatical structure. According to this perspective on SLA, then, it is the large number of repairs that potentially make comprehensible talk that is initially too complex for learners to understand. She claimed that adequate opportunities for productive use of language are critical for full language development.

⁷ Source found in <http://www.iei.uiuc.edu/TESOLOnline/topics/comprinput.html>

In contrast, Long (1983a; 1983b; 1996) has suggested that while exposure to comprehensible input is certainly necessary, it is not by itself sufficient to ensure acquisition. Arguing that “*learners cannot just be passive recipients of $i+1$ if they wish to acquire new language*”⁸, Long suggests that learners must actively get the raw linguistic data they need from native speakers by engaging their interlocutors in a specific type of social interaction: repair.

The idea that speakers' conversational repair strategies function as a resource for the acquisition of a second language in both naturalistic and instructed contexts has since gained widespread currency in the SLA literature. Indeed, as Pica notes:

*“... what enables learners to move beyond their current interlanguage receptive and expressive capacities when they need to understand unfamiliar linguistic input or when required to produce a comprehensible message are opportunities to modify and restructure their interaction with their interlocutor until mutual comprehension is reached”. (1987:08)*⁹

Applications in Second Language Teaching

According to the article *Ensuring Comprehensible Input for English Language Learners: Strategies for EE Providers*¹⁰ teachers need to make certain Lesson assessments and adjustments necessities to provide Comprehensible Input. Those adjustments should be done in:

- **LANGUAGE USED IN THE LESSON:** Taking into account the level of complexity of the language when speaking or giving a reading material to the

⁸ ibid

⁹ ibid

¹⁰ Source found in <http://eelink.net/eetap/info50.pdf>

Ss and the contextual aids included to negotiate the meaning of the language used.

- **PRACTICES USED IN THE LESSONS:** Teachers should present the lesson having Students' needs in mind, they should also encourage active language production and Strengthening language development and knowledge construction.
- **STRUCTURE OF LESSONS:** Teacher should provide students with Primary Language Support and help them to connect their prior Knowledge to the new knowledge.

According to Krashen at a beginning level the following aspects are suggested to take into account within a Lesson in order to provide Students with clear comprehensible input:

- Class time is filled with comprehensible oral input.
- Teachers must modify their speech so that it is comprehensible.
- Demands for speaking (output) are low; students are not forced to speak until ready.
- Grammar is only included for students high school age and older.

AUTONOMY

Several current researches regarding learner's autonomy and the strategies to develop it point out that students are too teacher-dependent without the initiative to learn on their own or reflect about their learning; for that reason it is really important to promote their learning autonomy because if learners are themselves reflectively engaged in planning, monitoring and evaluating their learning, it should follow that their learning will be more successful. Besides, the same reflective

engagement should help them to make what they learn a fully integrated part of what they are, so that they can use the knowledge and skills acquired in the classroom in the world beyond

What is more, teachers should give students responsibility in their process of learning, because when students take responsibility for their own learning they gain greater independence. This is known as the learner-centered approach to instruction. It is characterized by a focus on how students learn, their learning strategies and student self-evaluation.

Having this in mind, it is important for teachers to focus more on how our students learn rather than on how teachers' teach. For that reason, the article called "*Classroom Management and Success as a Teacher*"¹¹ assures that effective teachers provide opportunities for students to make decisions and follow through on those decisions. Besides, according to Leslie Dickinson, many of the strategies students use are picked up in the language class or in the activities developed in the classes, and if the teacher does not give them various strategies, students won't have choice opportunities. Because of that, teachers should encourage students to become autonomous by some strategies like "cooperation", which is working together with peers to solve a problem; "resourcing", which is using available reference sources of information about the target language such as dictionaries; "note taking", which is writing down key words or concepts for future reference; and "information seeking", which is asking question to obtain information, clarification or confirmation of their hypothesis or knowledge.

Many researchers also agree in the fact that another relevant aspect when talking about autonomy is the reflexion and self-assessment. Leslie Dickinson points out that "*the effectiveness of all learning depends crucially on the learner's*

¹¹ Source fund in <http://www-teachervision.fen.com/classroom-management/new-teacher48340.html?page=2&detoured=1>

ability to judge when his/her performance is adequate for the situation in which he/she is operating or intends to operate; judging the adequacy of one's performance is a matter of self-assessment".¹² Besides, Lijuan Jiao states that in order to enhance learner's autonomy, it is necessary to "*help students analyze their states and make a schedule of their study: after convincing the students of the importance of self-learning, teacher should have a talk with them to set a realistic goal according to their own level*".¹³ Also, David Little and Leni Dam say that "*we cannot accept responsibility for our own learning unless we have some idea of what, why, and how we are trying to learn*",¹⁴ and these questions or doubts can be answered by means of reflexion.

The researchers on this topic reach an agreement in which they conclude that, as David Little points out, autonomous learners understand the purpose of their learning programme, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness. Moreover, the investigators state that there are two general arguments in favour of trying to make learners autonomous. First, if they are reflectively engaged with their learning, it is likely to be more efficient and effective. Second, if learners are proactively committed to their learning, the problem of motivation is by definition solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setback.

¹² DICKINSON, Leslie. *"Learner Autonomy; Learner Training for Language Learning*. Chapter 3: Learner Training Techniques II. Authentik. 1997

¹³ JIAO, Lijuan. *"Promoting EFL learner Autonomy"* Volume 2, N° 5(serial N° 17). May 2005. pages 27-30

¹⁴ LITTLE, David, Dam Leni. *"Learner Autonomy: What and Why?"*. Trinity College, Dublin, Ireland. Royal Danish Institute of Educational Studies, Copenhagen. In <http://www.jalt-publications.org/tl/files/98/oct/littledam.html>

CAUSATIVE ANALYSIS

The following literature review supports specifically the possible causes that affect the teaching-learning process in this setting.

❖ Low Classroom Management

When disruptive behavior takes place during classes and the teacher does not have a good classroom management, classroom breakdowns can be produced avoiding students' work involvement, positive students' achievement and the normal flow of the class. These classroom breakdowns can be caused by many factors such as the previously mentioned students' misbehavior or indiscipline, students not being on task, teacher constantly leaving the classroom and the use of short or incomplete transitions. Before continuing talking about this concern, it is necessary to define the concept of transitions and incomplete transitions. According to the article *Classroom Management Tips: How to Handle Classroom Management during Transitions*¹⁵, a transition is the period of time between the end of a class activity and the beginning of the other one. This article states, along with Walter Doyle, that for the transition to be efficient the teacher needs to make Ss understand that they are finishing an activity and that they are going to start another one. Besides, Doyle highlights that transitions are really important since *"excessive delays in the flow of classroom events or abrupt shifts in directions are often associated with inappropriate and disruptive students' behavior as well as the prevention or difficulty in the second language learning process"*¹⁶. More over, in the article *"Classroom Management Tips: How to handle classroom management during transitions"* it has been stated that the teacher should also follow the following steps in order to do a very good transition: do clear signals, give clear directions, make him/herself understood, show a model and set the Go; if a

¹⁵ Source found in <http://www.eslteachersboard.com/cgi-bin/articles/index.pl?read=2913>

¹⁶ DOYLE , Walter. *Classroom management techniques and Student discipline.* University of Arizona. December, 1986. Page 10

transition only follow two or three of the previous stages it is considered as a short or an incomplete one.

Going back to the former issue, all of these previous matters need to be solved in order to prevent classroom breakdowns since, as previous studies carried out on this field have shown, they may become a very negative aspect when learning a second language, because for some students these disruptions cause problems in their learning process, deviates their attention and makes concentration difficult. One of the ways to prevent the lesson breakdowns is the one mentioned above related to transitions, but there exist another manners to do that. However, before talking about those strategies to prevent and/or solve that problem, this research wants to emphasize that teaching in classroom demands from the teacher a high degree of efficiency in information processing and an ability to predict the directions of events and make decisions rapidly in order to react immediately to circumstances. What is more, Doyle points out that teacher also need

“...a high level of withitness (awareness of what was going in the classroom) and overlapping (ability to attend two or more events at the same time) to have high levels of work involvement and low levels of inappropriate and disruptive behavior as well as successful interventions which are the ones that occur early in response to misbehavior, are often quite brief and do not invite further comment from the target student or students.” (1986:09,19)¹⁷

Returning to the discussion about strategies to prevent and/or solve the problem related to breakdowns produced by a not good classroom management, this study pursues to talk about some possible techniques to face that matter. The first strategy is the establishment of rules from the first day of class; these rules should be concrete and explicit and should also cover issues directly related to work accomplishment. As Walter Doyle states, *“classroom rules are really important since they regulate forms of individual conduct that are likely to disrupt*

¹⁷ DOYLE, Walter. *Classroom management techniques and Student discipline*. University of Arizona. December, 1986

activities, cause injury or damage school property"¹⁸. Besides, the article called '*Guidelines for Good Classroom Management Practice*' points out that it is important not only to establish those rules but also to discuss their rationale with the students to ensure they understand and see the need for each rule. Because of that, it is essential to establish these rules from the beginning of the academic period since it allows showing students the teacher's expectations about them and the lessons, teacher's authority, his/her commitment to work, and at the same time, it provides an environment where students can feel safe and secure; in fact, many teachers say that it is easier to begin the year in a firm manner and relax then, than to begin in a lax manner and then try to become firm. However, it is important to emphasize that by simply stating the rule is not enough; a teacher must also demonstrate willingness and an ability to act when rules are broken.

Another strategy to avoid misbehavior, and therefore lesson breakdowns, must be taken into account from the first day of class: to establish order from the beginning of the year is a strategy that reliably enables the prediction of the degree of student engagement and disruption for the rest of the year. Along with the stated above, Doyle also establishes that there are three basic strategies to set order: simplicity, familiarity and routinization. In other words, at the beginning at the academic period activities should have simple organizational structures which are typically quite familiar to students. Therefore, the early assignments should be easy for students to accomplish in relatively short periods of time and have clear specifications and instructions. In addition, such assignments are often based on work students can be expected to have done the previous year. As a complement, by routinizing the activity system for the class, teachers can sustain classroom order by making events less susceptible to breakdowns since participants know the normal sequence of action.

¹⁸ Ibid. page 12

A last aspect that should be taken into account for a better classroom management consists of a process divided into 4 steps, as the article called *'Four Steps for Better Classroom Discipline'*¹⁹ states: the "reminder step" that may be directed to the whole class at once in which the teacher does not need to approach the student when using it. It is important to clarify that in this step the teacher only gives students a simple remind and not reprimand them. This simple remind should be given early enough that the situation does not progress beyond a point where a simple reminder is no longer appropriate. On the second step (warning step) the teacher reprimands the student by approaching him/her to let him/her know what he/she is expected to do. The student is also asked to identify the next step. The teacher's warning could be verbal or written. The following step is called "infraction slip". In this step the student is approached again. He/she is reminded that he/she has already received his/her warning. An infraction slip will be registered on the teacher's check list about the student. If the learner has received a written warning, the slip is collected from him/her. The student is asked to identify the next step. In the final step (send to the office step), the student is removed from class. A special "Time Out" slip is filled out and sent with the student, or a "Referral Form" will be completed for the office later. When using this last strategy, all the previous steps must be explained in advance along with the explanations of the rules during the first day of class.

❖ **Inappropriate teaching strategies or techniques:**

1. The use of appropriate teaching strategies is an essential aspect in the process of acquiring a second language. The implementation of a non suitable teaching technique may affect the students' learning process along with the teaching classroom management, since those strategies provide the tools to create a proper atmosphere where students will develop all the

¹⁹ Source found in <http://www.honorlevel.com/x116.xml>

necessary skills during their learning process. What is more, if the strategies used are not the convenient ones, students' autonomy can also be affected making them believe they will not be able to carry out any task without the help of their teacher. According to the "*Classroom Management and Success as a Teacher*" article, "*Effective teachers provide opportunities for students to make decisions and follow through on those decisions*".²⁰ Besides, Lijuan Jiao, from the Dalian Institute of Light Industry, quoting Omaggio states that there seems to be some main attributes characterising autonomous language learners such as to be willing to take risks, i.e., to communicate in the target language at all costs; to be a good guesser; and to be willing to revise and reject hypotheses and rules that do not apply. For these reasons, the teacher should provide students with multiple opportunities to make choices and accept the consequences of those choices in order to help to develop self-confidence and the ability to analyze and learn from their mistakes.

2. A classroom where students are considered passive participants, and it is the teacher the one who not only presents the topic, but also solves the exercises and avoids giving students the opportunity to participate whether having the right answer or not, only makes students become so teacher-dependent. For that reason teachers should provide students with different kinds of strategies or techniques to help them to develop or to promote their autonomy in the learning process. According to Leslie Dickinson, "*many of the strategies students use are picked up in the language class or in the activities developed in the classes, and if the teacher does not give them various strategies, students will not have choice opportunities*".²¹ Teacher

²⁰ Source found in <http://www.teachervision.fen.com/classroom-management/new-teacher/48340.html?page=2&detoured=1>

²¹ DICKINSON, Leslie. "*Learner Autonomy; Learner Training for Language Learning*. Chapter 3: Learner Training Techniques II. Authentik. 1997

should encourage students to become autonomous by some strategies like “Cooperation”, which is working together with peers to solve a problem so the teacher needs to group the students so that they can cooperate with each other and help each other; “resourcing”, which is using available reference sources of information about the target language such as dictionaries; “note taking”, which is writing down key words or concepts for future reference; and “information seeking”, which is asking question to obtain information, clarification or confirmation of their hypothesis or knowledge.

❖ Lack of Comprehensible Input

Krashen has long insisted that Comprehensible Input is one necessary and sufficient criterion for successful language acquisition. He claims that without comprehensible input, learners will not construct in their own minds “cognitive maps” to acquire the new language. Although other authors have argued that for a successful language acquisition not only a comprehensible input would make learners acquire a second language. Swain (1985) showed that *“even after years of exposure to comprehensible input, the language ability of immersion students still lagged behind native speaker peers.”*²² She claimed that *“adequate opportunities for productive use of language are critical for full language development.”*²³ A lack of comprehensible input when presenting a new topic or new language content that is to say; in the moment students are receiving new language content does not enable them to communicate fluently and efficiently using L2. Since this is a major issue in the Learning process; several strategies to overcome this matter have been proposed.

²² RICHARDS and Rogers. *“Approaches and Methods in Language Teaching.”* Second edition. Cambridge Language Library. CUP. 2001 Page 228

²³ Ibid

According to the article *Ensuring Comprehensible Input for English Language Learners: Strategies for EE Providers*, teachers should adjust their lessons taking into account not only the complexity of the language when speaking or giving a reading material to the students, but also the contextual aids included to negotiate the meaning of the language used such as: nonverbal visual and tactile material that correspond with the language being used, acting out words, making drawings, using graphic organizers and writing down key words and ideas as they are said, since students need to have contextual references when studying new language in order to have an appropriate comprehensible input. Besides, according to the article *Teaching English-Language Learners with Learning Difficulties*²⁴, by using context or visual clues, students enhance their knowledge of English and increase the likelihood that students will understand what is being said to them. When input is comprehensible, students understand most aspects of what is required for learning, and the learning experience pushes them to greater understanding.

Furthermore, based on the article *Teaching English-Language Learners with Learning Difficulties*,

“comprehensible input is related to more than just language development and curriculum content; appropriate context is crucial. One way for teachers to be sensitive to the language and cultural backgrounds of their English-language learners is to provide instruction that draws on the experiences of their students. This does not mean that teachers have to be experts in their students' cultures, but they do have to understand how effective it can be to connect students' learning to their past experiences.”

The article *Ensuring Comprehensible Input for English Language Learners: Strategies for EE Providers* states also that teachers need to organize lessons drawing upon students' prior knowledge and background, use theme-based tasks,

²⁴ Source found in <http://www.teachervision.fen.com/learning-disabilities/bilingual-education/10260.html>

choose themes that connect with their real-life and provide appropriate primary language support whenever possible, in order to help students to straighten language development and knowledge construction.

What is more, the article *Ensuring Comprehensible Input for English Language Learners: Strategies for EE Providers* establishes that in order to provide comprehensible input, teachers should encourage active language production, using native language and second language while constructing knowledge and when reviewing a lesson. Besides, they should demand constant use of L2 from students. It is also proposed the fact of using cooperative grouping and peer-pairing extensively, peer tutoring and collaborative project, tasks and activities. In the article *Teaching English-Language Learners with Learning Difficulties*, it is highlighted that “to continually modulate and clarify the language of instruction; teaching must also be highly interactive. Teachers must constantly involve students, ask many questions, and encourage students to express their ideas and thoughts in the new language.”²⁵ One strategy for motivating students is to give them opportunities to share their language, culture and experiences, as well as opportunities to use language creating, in turn, opportunities to increase receptive language skills, this not only will activate students language production but, according to Cummings may help the teacher to check students’ understanding of the topic and to identify also concepts and vocabulary that may need reteaching.

Another aspect to take into account when assessing and adjusting the lessons in order to provide Comprehensible Input, following the article *Ensuring Comprehensible Input for English Language Learners: Strategies for EE Providers* is to present the lesson with the English language learners in mind, that is to say, begin lessons with concrete and experiential activities and move to the abstract and conceptual. Move from cognitively less to more demanding language and

²⁵ Ibid

tasks. Avoid dividing concepts into parts and losing the “whole.” Repeat lessons especially for the students in the beginning stages. Use a variety of learning modalities and focus less on the communication accuracy and more on the effort to communicate and have listening and speaking activities precede reading and writing activities. Following these strategies will not only help teachers to provide a comprehensible input but also will make lessons’ content more accessible to students.

Because of all the above reasons, it is important to keep in mind, as it is in the article *Teaching English-Language Learners with Learning Difficulties* that “making teacher talk comprehensible to students goes beyond the choice of vocabulary and involves presentation of background and context, explanation and rewording of unclear content, and the use of effective techniques.”²⁶ Besides, lesson assessment or adjustments in the type of instructional language used to carry out the lesson, the instructional practices and the lesson structure are necessities when aiming to provide students with comprehensible input.

²⁶ Ibid

CHAPTER 3

ANALYSIS RESULTS

FINDINGS OF THE OBSERVATIONS

- The observations showed that the process of students' learning takes place in a context where there are not many facilities or the necessary materials to improve or find out other ways to develop important issues such as the autonomy, the comprehensible input, the interest towards the target language; in other words, all the essential aspects in the teaching-learning process.
- The observations also revealed that most of the time, the teacher does not give students a reference for the target language since she does not use English to communicate basic language knowledge that can be repeated in every class such as greetings, instructions, words to call Ss' attention, words to prepare Ss to start the class, words to set the beginning and the end of lesson activities, words to praise students. It was found that the teacher does not even use English when answering to yes/no questions asked by the learners. Even though, it is important to clarify that the teacher often motivates students by using praise words, the problem is that those words are given in Spanish.
- Talking about the use of L2 in the classroom, it was found, as well, that the teacher does not demand from students the use of English not even for communicating basic language knowledge. This can be produced by the fact that the teacher speaks in Spanish most of the time which does not encourage students to use or at least try to use the L2.

- It is important to highlight that during the observations of this research, a lack of comprehensible input when presenting a new topic or new language content, when giving instructions or verifying understanding, that is to say, in the moment students were receiving new language content, was not clear enough. This makes students get lost during the activities or not performing them in the way they were expected and even their inability to understand the basic structures of the topics studied for many years. The fact that there were not the appropriate lesson assessments and adjustments necessary to provide Comprehensible Input produces a Low Language Acquisition.
- The data collected also demonstrated that the students are so teacher-dependent since they call for the teacher or classmates' help when developing any kind of task or activity even if that activity is one that students can develop by themselves. The previous issue along with the fact that the teacher gives students the answer for any question she herself asks them, and corrects immediately any mistake students make without giving them the opportunity to think about the questions or to be aware or at least have a guess about their own mistakes by themselves, produce and promote the low level of autonomy in students.
- It was found that the activities teacher uses in classes do not have a connection between English and students' every day life. This provokes that students see English as a mandatory subject preventing them from realize its usefulness and the other benefits its learning has.
- The data collected from the observations is also an evidence for corroborating that the teacher has a low classroom management. This was shown by facts such as: the teacher sometimes leaves the classroom by more than 2 minutes or pays attention to some specific students ignoring

some others who want to participate. The later can reduce the students' wish to take part and play an active role in the lesson.

- Another aspect within classroom management which was found in the observations was that the kind of activities and material used by the teacher are affecting the students' learning process since those activities are almost always handouts with too much information and without an appealing design. This is tedious for students and does not help the class to become interesting for them, does not increase students' motivation towards the target language neither help to develop their English learning process in a proper way.
- The observations revealed that all the factors, the low classroom management, the lack of comprehensible input and the low level of students' autonomy, generate lesson breakdowns. Those class disruptions cause students indiscipline, students being off-task and other aspects which affect their learning process. The majority of those lesson breakdowns are originated by incomplete transitions or the totally lack of it. Due to the fact that the teacher does not give students a clear signal to make them understand that they are finishing an activity and that they are going to start another one, makes students get lost, feel confused, need an extra help to develop the activity, get out of track and loose the concentration affecting in this way their English learning process.

FINDINGS OF THE NEEDS ANALYSIS

A Needs Analysis was applied to the students in order to find out their interests, likes, dislikes, learning styles and their perception about the English language.

The results of the Quantitative data showed the following:

- The results showed a high percentage in the use of English in the classroom and the frequency of use, which is different from the observations done during the class.
- According to 48% of students, the writing skill is used the most during the lessons and the speaking skill is the one they feel learn better during the class.
- The results revealed that a high percentage of students consider the speaking skill as the one they prefer better; the most important to learn English and the one they need to practice more often.
- For the students, learning new vocabulary and practicing sounds and pronunciation in English is an important matter.
- The results showed that students are into reading, writing and grammar activities.
- For the students, the best way to learn the English Language is through songs and speaking English, which is important for the teacher to take into account since neither the one nor the other, were observed during the lessons.
- The results revealed that students have a high percentage of access to internet, books and English textbooks in the classroom and at home.
- According to the results, 32% of students like to learn English through games and the teacher should be aware of it when designing the lessons.
- 55% of students are in contact with the English language by listening to the teacher during the lesson.
- The results revealed that 50% of students learn better working individually, 29% learn better in couples and 21% working in small groups.
- According to the students, 33% of them prefer learning the English language at school and only 10% of them outside the classroom.

- The results revealed that for the 31% of students, the best way to prove they are learning English is through written exams, 28% of students prefer working on different activities and 21% agreed with oral exams.
- 41% of students learn English better by working on worksheets and 21% through watching videos in English.

The results of the Qualitative data showed the following:

- Indiscipline occurs in the class through students being off-task, not paying attention to the teacher and standing up.
- Students not understanding the topic or not knowing vocabulary are the reason for students' low participation.
- Students lose motivation since the teacher sometimes does not allow them to participate.

Note: For a full view of the teacher's questionnaire. See appendix 2.

FINDINGS OF THE TEACHER'S QUESTIONNAIRE

A questionnaire was applied to the teacher in order to find out her perceptions about the students' needs, interests, learning styles, teacher's methodology and classroom management.

- The results showed that the teacher knows her students have a low English level since she considers them as starter kinesthetic students who learn best working in pairs and prefer being involved in games, listening, reading and textbooks activities. In the results was also found out that the teacher is aware that the activities implemented during the classes are not the appropriate ones since they do not go along with the students' preferences

because the resources or material she uses for her lessons are only worksheets and textbook activities.

- The results revealed that the teacher prefers using reading activities in her lessons; for instance, the activities implemented are based on the reading and writing skills, which is, not taking into account the listening and speaking skills which according to herself are the ones preferred by the students.
- For the teacher, she gives signals when beginning and finishing each class activity and also gives clear instructions all the time, but, comparing these facts with the results found in the observations, the teacher rarely gives either clear instructions or does transitions between one activity and the other.
- The results showed that according to the teacher she sometimes uses L2 in her English classes and encourage students to use it during the class, however, this is not what was observed, because according to the observation, the teacher only uses when reading an instruction but immediately she translates it into Spanish.

Note: For a full view of the teacher's questionnaire. See appendix 4.

FINDINGS OF THE STUDENTS' QUESTIONNAIRE

A questionnaire was applied to the students in order to compare and contrast their answers with the observations done.

- According to the results, it was found a huge inconsistency between the students' answers and the observations such as the use of group activities

when in fact; during the period of observation all the activities were individual except for one that was in pairs.

- Another example of these inconsistencies is that 86% of students feel the teacher gives clear instructions when beginning an activity being the opposite to what students say many times during the lessons, “no entiendo”, “¿qué hay que hacer?”. These answers may be influenced by the fear of being punished for them.
- 71% of students say that the teacher gives a physical or oral sign to start and/or finish an activity and in fact 36% say that those transitions are always given.
- Another huge inconsistency is that 57% of the students state that the teacher uses English often in her lessons what is different from the observations done.
- The results revealed that 36% of the students often use the English language during the class.
- 35% of the students state that the teacher does not ask them to speak English during the lessons.
- The results showed that 21% of the activities carried out during the lessons by the teacher are Writing Activities.
- Some answers agreed with the aspects observed such in the use of Spanish during the lesson, use of worksheets as the material she uses the most and not encourages them to use English during the lesson.

Note: for a full view of the questionnaires' statistics, see appendix 5.

CHAPTER 4

SOLUTION STRATEGY

OBJECTIVE:

The solution strategy proposed by this research project, which is a suggested eclectic pilot approach, aims to overcome the factors that are affecting the English learning process in the 7th grade students at the Oriente Miraflores School. The purpose of this eclectic approach is to improve the classroom management and the comprehensible input received by students as well as to achieve a progress in the activities and lesson design which will make students become less teacher-dependent and more interested in learning the target language. All the previous issues will help to improve the students' learning process.

DESCRIPTION AND JUSTIFICATION OF THE SOLUTION STRATEGY:

After three months of observations it was found that one of the major issues affecting the student's learning process was the teaching strategies or techniques applied during the lessons, since they affected not only the student's learning process and autonomy but also the teacher's classroom management. For those reasons, it was decided to suggest an eclectic pilot approach due to the fact that an approach allows us as researchers to choose from different methods, methodologies and approaches the most suitable aspects according to the students' needs in this specific setting.

According to the above, variety of methodologies, methods and approaches were studied looking for the improvement of the factors that were not allowing an appropriate teaching-learning process in order to come up with an eclectic pilot approach. One of the chosen methodologies was the **Natural Approach** proposed by *Terrell and Krashen* since it is for beginners and especially designed to help them become intermediates and to develop basic communication skills. Another important aspect of the Natural Approach is the fact that it seeks communication as the primary function of the language since it is considered as an example of a communicative one. What is more, it considers the comprehensible input an essential part when acquiring a target language since it states that in order for acquirers to progress to the next stage of the L2 acquisition, they need to understand the messages given by the teacher.

It is necessary to highlight three important aspects pointed out by the advocates of the Natural Approach when making the input given by the teacher comprehensible. The first aspect is that *“the Lexicon for both perception and production is considered critical in the construction and interpretation of messages”²⁷*; for this reason, it is important to emphasize the vocabulary taught during the lesson. The second relevant aspect is the fact that comprehension is possible only when clues based on the situation; context and the knowledge of the real world are used. The third and last aspect is the low affective filter that should be promoted during the lessons since Krashen claims that acquirers with a low affective filter seek and receive more input, interact with confidence and these improve their process of acquiring L2.

In conclusion, the decision of using this Natural Approach was chosen bearing in mind its characteristics: the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a

²⁷ RICHARDS and Rogers. *“Approaches and Methods in Language Teaching”*. Second edition. Cambridge Language Library. CUP. 2001. Page 180

classroom environment that cues the comprehension of that input, minimizes learners' anxiety, maximizes learners' self-confidence and in that way improving the students' acquiring process.

Another chosen methodology is the **Total Physical Response (TPR)** proposed by James Asher since it is "*a method that is undemanding in terms of linguistic production and that involves gamelike movements reduces learners' stress and creates a positive mood in the learner, which facilitates learning*"²⁸. TPR "trace theory" of memory in psychology (e.g. Katona1940), which holds that the more often or the more intensively a memory connection is trace the stronger the memory association will be and the more likely it will be recall. Combine tracing activities such as verbal rehearsal are companied by motor activity hence increase the possibility of successful recall.

In addition Asher has elaborated an account of what he feels facilitates or inhibits foreign language learning drawing on three rather influential learning hypotheses:

1. The brain and nervous system are biologically program to acquire language in particular sequence and in particular mode. The sequence is listening before speaking and the mode is to synchronize language with the individual's body. (Asher 1977:4)
2. Brain lateralization defines different learning function functions in the left and right hemispheres. Drawing on work by Jean Piaget, Asher holds that the child language learner acquires language through motor movement – a right hemisphere activity. Right-hemisphere activity must occur before the left-hemisphere can process language for production.
3. Stress (an affective filter) intervenes between the act of learning and what is to be learned; the lower the stress the greater the learning. By

²⁸ Ibid. Page 73

focusing on meaning interpreted through movement, rather than on language forms studied in the abstract, the learner is set to be liberated from self-conscious and stressful situations and is able to devote full energy to learning.

TPR objective is to teach oral proficiency at the beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. Asher stresses also that the teacher's role is not so much to teach as to provide opportunities for learning.

“The teacher has the responsibility of providing the best kind of exposure to language so that the learner can internalize the basic rules of the target language. Thus, the teacher controls the language input the learner receives, providing the role material for the “cognitive map” that the learners will construct in their own minds. The teacher should also allow speaking abilities to develop in learners at the learners’ own natural pace”.(1977:47)²⁹

Asher stressed that TPR should be used in association with other methods and techniques. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices therefore may be effective for reasons other than those proposed by Asher and do not necessarily demand commitment to the learning theories used to justify them.

The **Audiolingual method** also served as a theoretical background tool for the new pilot approach. This method is useful when trying to mechanize language and practice pronunciation, since language learning is thought to be a matter of habit formation encouraged by repetition and practice. These two last aspects increase students' opportunities to get exposure from the target language. Moreover, language content repetition and practice can be fulfilled through several

²⁹ Ibid. Page 76

Audiolingual learning and teaching activities such as drills, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, integration, rejoinder and restoration. The Audiolingual method is said to result in rapid acquisition of speaking and listening skills, when it is used along with the utilization of context; drills in the use of grammatical sentence patterns can be more interesting and appealing to students when using context and every-day aspects related to students. In addition, this method requires the active role of the teacher to provide students with a native-speaker-like model; that is why the teacher must work on and improve his/her own target language skills in order to be accurate when helping students developing the activities and practicing while serving at the same time as a reference for the target language. However the overuse of drills may affect the students' interest and motivation in a negative way, for that reason is recommended to use it from time to time.

Another method chosen is the **Cooperative Language Learning (CL)** proposed by Jhon Dewey. The Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962).

In second language teaching, CL has been embraced as a way of promoting communicative interaction in the classroom and is seen as an extension of the principles of Communicative Language Teaching. It is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods. In language teaching its goals are:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.
- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- To provide opportunities for learners to develop successful learning and communication strategies.
- To enhance learner motivation and reduce learner stress and to create a positive affective classroom climate.

Based on the article "*An overview of Cooperative Learning*"³⁰ this is thus "*an approach that crosses both mainstream education and second language teaching*"³¹. Since Cooperative Learning is an approach designed to foster cooperation rather than competition, to develop critical skills, and to develop communicative competence through socially structured interaction activities, these can be regarded as the overall objectives of CLL.

Since the use of cooperative learning pervades education it is difficult to find textbooks on instructional methods, teachers' journals, or instructional materials that do not mention and utilize it. The widespread use of cooperative learning is due to multiple factors. Three of the most important are that cooperative learning is clearly based on theory, validated by research, and operationalized into clear procedures educators can use. First, cooperative learning is based solidly on a variety of theories in anthropology (Mead, 1936), sociology (Coleman, 1961), economics (Von Mises, 1949), political science (Smith, 1759), psychology, and other social sciences.

³⁰ JHONSON, David and Roger. "*An Overview of Cooperative Learning.*" Source found in <<http://www.clcrc.com/pages/overviewpaper.html>>.

³¹ Ibid

Second, the amount, generalizability, breath, and applicability of the research on cooperative, competitive, and individualistic efforts provides considerable validation of the use of cooperative learning, perhaps more than most other instructional methods (Cohen, 1994a; Johnson, 1970; Johnson & Johnson, 1974, 1978, 1989, 1999a; Kohn, 1992; Sharan, 1980; Slavin, 1977, 1991).

The third factor contributing to the widespread use of cooperative learning is the variety of cooperative learning methods available for teacher use, ranging from very concrete and prescribed to very conceptual and flexible. Cooperative learning is actually a generic term that refers to numerous methods for organizing and conducting classroom instruction. Almost any teacher can find a way to use cooperative learning that is congruent with his or her philosophies and practices. So many teachers use cooperative learning in many different ways.

In the vast majority of studies, forms of cooperative learning have been shown to be more effective than non-cooperative reward structures in raising the levels of variables that contribute to motivation, in raising achievement, and in producing positive social outcomes.

Another important approach the researchers decided to use is the **Task-Based Language Teaching** since it states that engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place. Its advocates, Nunan, Richards and Rogers, claim that when students are involved in a communicative task, carried out using the language, they are comprehending, manipulating, producing and interacting in the target language while their attention is principally focused on meaning rather than form. This mentioned aspects help to develop and improve the students' learning process. In other words, it was decided to use the Task-Based Language Teaching method because it stresses the importance of negotiating meaning

through communicative tasks which engages students in naturalistic and meaningful communication. It also focuses on process rather than product and highlights the importance for students to not only receive comprehensible input but also practice it in order to achieve a significant and more effective learning process.

The **Communicative Language Teaching Approach** was also used when creating the eclectic one suggested by this project since one of its major aspects focuses on the teacher's role, which is an essential and really important element in the teaching-learning process. Two of the advocators of this communicative approach, Breen and Candlin, state that a good teacher should play three significant roles: First of all the teacher should be a needs analyst who assumes the responsibility for determining and responding to the learner's needs; second, the teacher should be a counselor who responds calmly and non-judgmentally, in a supportive manner and help the students try to understand his or her problems better by applying order and analysis to them; finally, the teacher should be a group process manager who has a responsibility to organize the classroom as a setting for facilitating the communication process between all participants and between these participants and the various activities.

The Sheltered Instruction Approach was chosen since it provides English language instruction through grade level and academic content, and it effectively "shelters" ELLs from competition with native English speakers via the use of special techniques designed to enhance comprehension of subject matter. These techniques cover a wide range of activities that provide enhanced alternatives to teacher lectures and textbook readings. Sheltered techniques include: The use of visual aids such as pictures, charts, graphs, and semantic mapping; modeling of instruction; allowing students to negotiate meaning and make connections between course content and prior knowledge; allowing students to act as mediators and facilitators; the use of alternative assessments to check comprehension; portfolios;

use of comprehensible input, scaffolding, and supplemental materials; and a wide range of presentational strategies.

Finally, the Sheltered Instruction approach was taken into account since it aligns itself with collaborative social approaches that allow learners to structure their own learning and learn from doing. Besides, it focuses on providing students with comprehensible input through the use of different methods for teaching English such as:

- ✓ Contextual clues such as visuals, props, and body language (Parker, 1985);
- ✓ Linguistic modifications such as repetition and pauses during speech (Parker, 1985);
- ✓ Interactive lectures with frequent comprehension checks;
- ✓ Cooperative learning strategies (Kagan 1985);
- ✓ Focus on central concepts rather than on details by using a thematic approach;
- ✓ Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).

CHAPTER 5

SUGGESTED ECLECTIC PILOT APPROACH

THEORY OF LANGUAGE

This eclectic pilot approach sees communication as the primary function of language and language as a vehicle for communicating meaning and messages. Hence, it is essential for the teacher to provide students comprehensible input because acquisition can take place only when people understand messages in the target language. Besides, it is necessary to highlight that the lexicon plays a critical role in the construction and interpretation of messages. For that reason, the importance of vocabulary teaching-learning process is stressed. In other words, giving students comprehensible input helps them in their progress to the next stage in the acquisition of the target language.

THEORY OF LEARNING

The theory of learning of this eclectic pilot approach is grounded on two hypotheses of the Krashen's language acquisition theory: the Comprehensible Input hypothesis which says that for students to achieve the next stage in their acquisition language process they should receive information based on context that they can comprehend, and in that way, by understanding input, students can acquire the language best. The other Krashen's hypothesis is the one called Affective filter hypothesis which claims that the lower affective filter students have, the higher possibility to acquire the language since a low affective filter impedes or blocks less the input necessary for the target language acquisition.

The learning theory of this eclectic approach is also based on the fact that for a better acquisition of the L2 it is important the productive outcome. It means that when acquiring a target language it is critical the comprehensible input as well as the adequate opportunities for productive use of language in order to allow students to have a full development of it.

Another aspect on which this eclectic approach is based on is the fact that through social interaction and cooperative activities students can convey meaning and give social constructed outcomes, while having an individual active role and using their own knowledge and cognitive maps to express ideas to finally cooperate in developing the group activities. Group activities also help students to break the ice, have their own decisions during the development of collaborative tasks and increase levels of self-esteem, as well as to be responsible for their own learning process.

Finally, when acquiring a language the study of all the learning skills must be taken into account in order to learn language as a whole.

DESIGN

OBJECTIVES

- To develop basic communication skills.
- To provide comprehensible input when presenting new language content through the use of motor activities and contextual clues.
- To help students become more active learners who take responsibility of the own learning process.
- To give students more opportunities in the classroom to use oral language and to engage in cognitively challenging tasks through cooperative learning activities.

- To suggest teaching strategies for the teacher to improve the appropriate development of the teaching-learning process.
- To improve the teacher's classroom management.

SYLLABUS

For this eclectic approach the content selection should aim to create a low affective filter by being interesting and fostering a friendly, relaxed atmosphere, should provide a wide exposure to vocabulary that may be contextual, significant and useful to basic personal communication and should resist any focus on grammatical structures, since if input is provided "over a wider variety of topics while pursuing communicative goals, the necessary grammatical structures are automatically provided in the input" (Krashen and Terrell 1983: 71)

TYPES OF LEARNING AND TEACHING ACTIVITIES

This eclectic approach is applied through the designing of the following activities:

- Formal and informal cooperative learning group activities.
- Drills.
- Jigsaw activities.
- TPR activities to respond to teacher's commands and questions.
- Games.
- Individual activities.

LEARNER ROLES

During the lesson presentation

- Listener and performer of commands.
- Processor of comprehensible input.
- Mediator and facilitator.

During the lesson practice and production

- Active participant.
- Member of a group who works collaboratively.
- Directors of their own learning.
- Risk-taker.
- Innovator.

TEACHER ROLES

- Needs analyst.
- Provider of comprehensible input.
- Counselor.
- Guide.
- Monitor.
- Group process manager.

THE ROLE OF INSTRUCTIONAL MATERIAL

- Nonverbal material that corresponds with the language being used.
- Visual materials that corresponds with the language being used such as pictures, charts, graphs, drawings, realia and other materials necessary

according to the lesson' needs and useful when allowing students to negotiate meaning and make connections between course content and their prior knowledge.

PROCEDURE³²

It has been clarified that this eclectic pilot approach adopts different aspects and elements, such as techniques and strategies, from various methods, methodologies and approaches. Due to this fact, it is difficult to establish a specific procedure to follow in every lesson because it depends on different aspects to teach in each class such as topic, content and skills, even classroom and students' conditions. Therefore, although all the lessons will not follow the same pattern, one example of a class based on this eclectic approach would be:

Opening: Hello, how are you? Ask what the date is and write it down. Check the homework (do not spend too long on this). Teacher could do a brainstorming activity in order to check students' understanding and make them recall the previous topic(s).

Why? To welcome the students and gently lead them into the lesson, while also allowing late comers to join the class without interrupting the core of your lesson.

Warm up: You may want to do a five-minute activity at this stage, like a game (or physical activity for children) you have done before - or you could introduce a new one- to contextualize students so they can have an idea of what they are going to study in the new lesson.

Why? To revise or retrieve language (and/or to get children moving before settling down if they seem too energetic and noisy that day).

³² SCHIAVO, Franca. Procedure adapted from the one in the article in <http://www.guardian.co.uk/education/2004/dec/15/tefl>

Presentation: Introduce the language aspect that is your target for the lesson.

How?

- with pictures (can you draw?)
- commands
- texts or dialogue, written or spoken
- mime: hungry thirsty tired etc
- photographs
- using real objects

If you are using a textbook, leading the class into the text or activities with separate visuals or real objects first generates interest and makes virtually any book more appealing.

Why? To provide a clear model in context of the target language.

Repetition: Use repetition - choral then individual - of core lines of your target language for the lesson at this stage of vocabulary and difficult sounds throughout the lesson.

Why? Repetition gives confidence and helps overcome difficulties with pronunciation. Teachers should let weaker students have an individual practice with the repetition activities before doing choral repetition so that they can have a more exposure to language content.

Practice: Practice through exercises: spoken and written activities, listening practice, individual or group activities, using CLT, CL and Task-based approaches.

Why? Practice is the chance to use the chunk/s of language you are teaching in a context that is (hopefully) similar to how it is used in real communication outside the lesson.

Due to the suggested pilot approach, some lessons were designed to be carried out in the English classes at the Oriente Miraflores School. The design of the lesson was based on the methodologies of the suggested pilot approach, which

are: Total Physical Response (TPR) since it is a method that is undemanding in terms of linguistic production and that involves game-like movements reducing learners' stress and creating a positive mood in the learner, which facilitates learning. The Audiolingual Method due to its usefulness when trying to mechanize language and practice pronunciation, since language learning is thought to be a matter of habit formation encouraged by repetition and practice. The Cooperative Language Learning (CLL) Since is an approach designed to foster cooperation rather than competition, to develop critical skills, and to develop communicative competence through socially structured interaction activities and Task-Based Language Teaching since it states that engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place.

Within the lessons is also found the presentation and practice of different English language skills such as: reading, writing, grammar, listening and speaking. According to the observations done, the last two skills mentioned previously were the least practiced during the English classes; for this reason it was decided to carry out some activities that could involved these ones. For the improvement of the listening skill it is important to take into account that the repetition of the recording is essential since listening to a strange voice, especially one speaking in a foreign language, demands a process of normalization- of adjusting to the pitch, speed, and quality of the voice. Also, the use of authentic materials helps to the development of the listening skill. Recordings of spontaneous speech expose learners to the rhythms of natural everyday English in a way that scripted materials cannot, authentic passages where the language has not been graded to reflect the learners' level of English afford a listening experience much closer to a real-life one.

In many real-life situations, listening is reciprocal. The listener has the opportunity to indicate understanding or non-understanding, and to intervene when clarification is needed during communication. To ease the production of speech,

the speaker normally uses time-creating devices. These are “used to gain time for the speaker so that he can formulate what to say next in spontaneous speech”, pause fillers such as “um”, “urh”, “eh”, serve, they do have a primary aim- to help the speaker to solicit more time to plan and in turn to furnish the listener with more processing time.

Effective listeners need to identify and be familiar with these devices in free speech, if learners are not prepared for these in listening and fail to recover the full meaning of these constructions, they will encounter problems in real-life communication. The speed of natural speech and the fact that one cannot ask the speaker to repeat more than once means that listening in natural speech does allow the listener some processing time, this kind of redundancy is necessary to help understanding on the part of the listener. Effective listener therefore identifies these elements of redundancy and is able to guess meanings from the help of compensation devices. If time-creating, facilitation and compensation devices are necessary, the EFL learner has to recognize their locations and functions running speech. The learner needs to understand that these devices are there to facilitate the speaker’s production and the listener’s attention or to impede understanding.

Students who are used to reading the written form of the language need to be alerted to this so that they will not expect to hear uninterrupted, perfect flow of speech. Knowing what to expect is necessary if they are to be effective listeners. It is only when learners are aware of the unique characteristics of authentic listening input that can be equipped with skills to handle real-life communication.

The ability of speaking a second language is also very important. Effective interaction activities should be manipulative, meaningful and communicative, involving learners in using English for a variety of communicative purposes. The following activities appear to be particularly relevant to eliciting spoken-language production. They provide learners with opportunities to learn from auditory and

visual experiences, which enable them to develop flexibility in their learning styles and also to demonstrate the optimal use of different learning strategies and behaviors for different tasks.

With careful selection and preparation, aural material are a great help for improving this skill, they can be used in some productive activities as background or as input for interaction. One example is the “jigsaw listening” which consists of different groups listening to different segments of a story; students are provided with a worksheet of comprehension questions based on the story. They negotiate the meaning of the story and answer the questions, which motivates students to speak. Appropriate reading materials facilitated by the teacher and structured with comprehension questions can lead to creative production in speech. Listing daily products can be used for making purchases in the supermarket or for ordering in a restaurant. In fact, language input for oral activities can be derived from a wide range of sources that form the basis for communicative tasks of one sort of another, which will help learners deal with real situations that they are likely to encounter in the future.

It is also important to mention that the lessons were designed also with the purpose of helping students to become more autonomous and responsible of their own learning process.

LESSON PLANS

The following 6 different lesson plans, based on the proposed procedure, will be implemented in the first two weeks of the academic period of 2009, with the same sample. It is important to make clear here, that by the time those lessons will be implemented Ss will be not in seventh grade, but in eight grade; however since the first topic of eight grade is a review of the one studied at the end of seventh grade, and the teacher is the same, this research will not be affected in any way.



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Chart 1: Lesson plan 1 / MY DREAM HOUSE

IMPLEMENTATION DATE:	
LENGTH: 90 minutes	Lessons: 1
1. OBJECTIVES Students will be able to: <ul style="list-style-type: none">➤ Identify the vocabulary through realia by naming each object when pick it up of a bag and placing it in the corresponding room of a model house.➤ Practice the pattern and vocabulary by drawing the item requested by the teacher through a game.➤ Recognize and use the pattern and vocabulary by drawing the furniture mentioned in the recording and sharing them orally.➤ Apply the vocabulary and pattern by drawing and then explaining their dream house.	
3. LANGUAGE CONTENT: Vocabulary: Bed, computer, television, sofa, microwave, bananas, towel, toothbrush, cup, saucer and car. Language content: practice of <i>there is/are some there isn't/ aren't any....</i> Prepositions of place.	4. SKILLS: Listening: Comprehending specific information. Speaking: Describing my dream house.

STAGE	ACTIVITY	MATERIALS	TIME
Opening	<ul style="list-style-type: none"> ➤ Greet Ss and ask them how they are today. Make Ss remember the last topic of the year and if they don't do it give some examples with classroom's objects such as: <i>There is one fan in the classroom / there are many chairs in this classroom / are there any car in the classroom?</i> and so on. Write those sentences on the board for making Ss be focused on the pattern. 		5 min
Warm up	<ul style="list-style-type: none"> ➤ Ask some Ss <i>"Do you live in a house or an apartment?"</i> If Ss don't understand, say the place where you live as an example: <i>"I live in a house, like this one over here"</i> and while saying it show Ss the model house (see Appendix F) and put it in front of the class. After that, continue describing the model house by saying <i>"In my house there is one kitchen, there are two bathrooms"</i>, and then ask Ss questions such as <i>is there any kitchen in your house? Is there any bathroom in your house?...</i> 	Model house	10 min

	to.		
Production	<ul style="list-style-type: none"> ➤ Once Ss have finished their drawings, ask one member of each group to share their pictures with the other groups by explaining them with their own words in order to complete the whole house (remember that each group was in charge of listening to the description of one room of the house; because of that, it is necessary to share their drawing to complete the house). 		<p style="text-align: center;">5 min</p> <p style="text-align: center;">13 min</p>
Assessment	<ul style="list-style-type: none"> ➤ When this activity is finished and the whole house is completed, ask Ss to draw in their notebooks their own dream house and prepare a little presentation by describing it with just 4 or 5 sentences. Give Ss time to do it and when the time is over, ask some of them to show their dream houses and talk about it. 		1 min
Closure	<ul style="list-style-type: none"> ➤ If Ss did not finish the drawing of their own dream house or if they had not time to prepare the small presentation about it, this will be the homework for them. If they finished that activity in class their homework will be draw the pictures of the vocabulary learnt in the lesson and which they have already written in their notebooks once they had finished the game. ➤ Say good bye to Ss and ask them to remain in silence while waiting for the next class / leave the classroom in order. 		1 min

Source: Research project authors.



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Chart 2: Lesson plan 2 / IN THE ZOO

IMPLEMENTATION DATE:	
LENGTH: 45 minutes Lessons: 1	
2. OBJECTIVES Whit the help of animal sounds students will be able to: <ul style="list-style-type: none">Recall the vocabulary related to animals by pointing to the board the corresponding picture and performing the vocabulary when requested. With the help of two posters pasted on the board, students will be able to: <ul style="list-style-type: none">Demonstrate comprehension of sentence patterns using "<i>there is...</i> and <i>there are..., some</i> and <i>any</i>" by finding the differences between them, writing and reading.	
3. LANGUAGE CONTENT: Patterns: <ul style="list-style-type: none">Use of there is... there are, some, any. Vocabulary: Lion, monkey, elephant, sheep, cow, horse, pig, bird, snake.	4. SKILLS: Writing and Reading: correct sentences with " <i>There is... there are... some and any</i> ".

STAGE	ACTIVITY	MATERIALS	TIME
Opening	<ul style="list-style-type: none"> ➤ Greet Students and encourage them to answer back. ➤ Check attendance by asking Students to look around and see who is absent in the class. 		5'
<p data-bbox="283 597 445 734">Warm up presentation</p> <p data-bbox="310 906 420 938">Practice</p> <p data-bbox="289 1045 441 1078">Production</p>	<ul style="list-style-type: none"> ➤ Tell students they will listen to some animal sounds. Let them know that the first time they will listen carefully. ➤ Paste on the board the pictures of the animals. Ask students to listen carefully for the second time and tell them to point to the picture that corresponds to the animal sound they hear. ➤ Move on to the next activity letting students know that you will divide the class into small groups. ➤ Tell students that each group represents a cage with different animals. ➤ Give each student the role of an animal he/she has to perform with mimics. ➤ Once all of them know their role, explain to them that you will pass by each group and will touch the students that have to perform the animal by saying: <i>"in this cage there are two lions"</i> and the students make the corresponding movement and sound. ➤ Continue with the rest of the students until all of them participate. ➤ Once the activity is over, ask students to go back silently to their seats. ➤ Move onto the next activity telling students you will divide the class into four groups. ➤ Paste on the board four similar posters with different animals in each one (see Appendix K) and let students know that each group will be in charge of writing 	<p data-bbox="1549 636 1638 669">Board</p> <p data-bbox="1543 1013 1644 1045">Posters</p>	<p data-bbox="1864 636 1911 669">10'</p> <p data-bbox="1864 769 1911 802">15'</p> <p data-bbox="1864 1013 1911 1045">15'</p>

	<p>sentences using <i>there is... there are... some, any</i>" of one of the posters.</p> <ul style="list-style-type: none">➤ Make clear that each member of the group is in charge of writing a sentence.➤ Walk around the room monitoring the activity and helping students if they needed.➤ Once they finish finding and writing the differences, ask students to read them aloud for the rest of the class.➤ Assign time for the activity.		
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Source: Research project authors.



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Chart 3: Lesson plan 3 / WHAT'S IN MY FRIDGE?

TEACHER:		IMPLEMENTATION DATE:	
LENGTH: 90 minutes		Lessons: 1	
3. OBJECTIVES Students will be able to: <ul style="list-style-type: none">➤ Identify vocabulary through picture and drawings by pointing to food products when picking a written flashcard with the name of the product.➤ Practice the content vocabulary and pattern by developing a worksheet in a group activity.➤ Produce by describing in a written and oral way the group fridge.			
3. LANGUAGE CONTENT: Vocabulary: Dairy food like milk, cheese and yogurt ; vegetables like carrots, potatoes and lettuce ; fruit like banana, apple, lemon, orange and grapes ; meat and proteins like sausage, fish and eggs ; and food related words like fridge and lemonade . Pattern: Positive and negative statements with there is, there are, some, any, and questions related to the same language pattern.		4. SKILLS: Writing: Describing our fridge. Speaking: Showing and describing our fridge to our classmates.	

STAGE	ACTIVITY	MATERIALS	TIME
Opening	<p>Greet your students by saying <i>'Good afternoon'</i> and waiting for them to greet you back; if the students don't greet you, repeat the greeting staring at them in order to increase motivation with a friendly smile so that they at least repeat your same greeting. Then ask the students <i>'How are you?'</i>; if the students don't answer back, you can repeat the question in English and then translate by saying <i>'¿Cómo están? How are you?'</i>. If the students remain silent, you can say the following: <i>'Pueden responderme Fine, thank you... Bien, gracias'</i>. Raise your thumb  when saying fine as a visual clue for context.</p> <p>You can also use drills to make students practice the greetings if necessary.</p>		6 minutes
Warm Up	<p>Try to set a context to introduce the topic by saying <i>'Ok guys, today I have to buy some food to fill my fridge'</i>. Make a stress when saying the word food, while pointing with your finger at four food posters (see Appendix L) previously pasted on two of the classroom walls before starting the class; also stress the word fridge while showing with your hands the picture of an almost empty fridge (see Appendix M). You can also do a sign with your hands to relate the food on the posters with the fridge picture by pointing to the food and then making the mime of dragging such food with your hands into the fridge. You do not even have to move from your place and this mime could also serve as a clue when saying the word fill. Let us remember that the students should already know this vocabulary, so through this activity you can have the opportunity to do a brainstorming.</p> <p>Continue talking about food using the words <i>some, any, there is a, there is some, there are some, there isn't any</i> and <i>there aren't any</i>, as well as some flashcards containing the written sentences of what you are saying in order to paste them on the board and show grammar patterns to your students. Use the following example as a reference if you want: you say <i>'In my fridge there</i></p>	<p>Four food posters</p> <p>Picture of a fridge</p>	15 minutes

	<p><i>is a banana</i>' (While showing first the fridge picture and then pasting the sentence flashcard on the board), <i>'so, I need some fruit'</i> (While pasting the other sentence flashcard on the board).</p> <p>You can use other sentences like:</p> <ul style="list-style-type: none"> - <i>In my fridge there is some milk, so I need more milk.</i> - <i>In my fridge there are some vegetables too, but I need more.</i> - <i>There isn't any lemonade in my fridge, so I need lemons.</i> - <i>There aren't any apples, so I need apples.</i> <p>You can use translation in some cases if students have doubts or you can also use the poster drawings and the fridge picture as a reference. The fridge picture can be pasted on the board too.</p> <p>Moving on, ask students about the sentences written on the flashcards to see if they remember such pattern structures and their use. By doing this, you can consolidate knowledge. Then continue asking students at random questions using <i>'Is there any ...?'</i>, <i>'Are there any ...?'</i>, as well as the fridge picture, like in the following example: <i>'Is there any milk in my fridge?'</i>. Do not forget using gestures to ask and mimic. Use the recommendations stated above to solve students' doubts. Remember that through these activities you are also verifying students' actual knowledge of English content studied in the last school period, so in any part of the lesson you can encourage students by telling them that they already saw this topic, that they should not be so afraid of participating, etc.</p>	Written flashcards	
Presentation	<p>Keep talking about food by saying <i>'Ok guys, so you should remember food like vegetables and fruit for example'</i>; try to always stress on important words or utterances, in this case the words food, vegetables and fruit, so in order to be clear, the utterances in bold in this lesson plan will be stressed. Point to the posters again and then ask at random: <i>'Ok, Laura, yes you... Can you show me the milk? Show me the milk'</i>. You can translate the word <i>'show'</i> once or two if necessary. Then, keep asking at random so that students can recognize some food vocabulary in the posters. The posters also help you classify food in the following way:</p>	Food posters	15 minutes

	<p>Poster 1: Containing dairy food. Poster 2: Containing fruit. Poster 3: Containing vegetables. Poster 4: Containing meat and proteins.</p> <p>Continuing with the lesson, use drills to make students practice food vocabulary pronunciation while pointing at the posters to relate each word with a drawing.</p>		
Practice	<p>Start asking students at random to match some flashcards with food words written on them (see Appendix N) to the drawings on the posters:</p> <p>So first of all, try to model the task; start taking a flashcard out, showing it to a student at random and saying: <i>'Well, now I need you (pointing to the student) to point to (pointing to the poster drawing of the word you are going to name) where the apple is... So point to the apple (pointing at the apple again)... Muéstrame la manzana, point to the apple.'</i> The chosen student must do the same as you to repeat the model. After this, start doing the same with other students, but this time, allow students to choose a flashcard at random, then read it and point at its drawing by themselves. You must only guide and check pronunciation.</p> <p>Say a transition utterance to start the practice, such as <i>'All right, now we are going to do an interesting activity'</i>. Then start giving each student a number from one to five. Soon afterwards say: <i>'On the count of three, all students number one will stand up and go to the right side of the classroom'</i>; make mime with your hands for the words three, one, stand up and go, point to the right side of the classroom and translate confusing words if necessary. Then do the same to group other students in specific parts of the classroom.</p> <p>Following up, explain instructions so that students work in groups and develop a worksheet to review vocabulary and grammar patterns (see Appendix O). In order to emphasize the importance of each student's responsibility of cooperating in a group, you must say to your students that they</p>	Worksheet	22 minutes

	will have their own worksheet to help the other group members develop the activity. The students must also know that they will be assessed by individual and group work through monitoring. After giving the instructions and clarifications, verify students' understanding of instructions, set time for the activity, hand in the worksheets to students and monitor as much as possible every group in the classroom. When finishing the time, tell students to stop working and look at you without changing places, check answers allowing students to participate, collect their worksheets and tell them that you will check the worksheets at home.		
Production	Prepare students for the next activity by telling them that they will do a final group activity, using the same groups. Explain instructions so that students know what to do with the next activity handout (see Appendix P). Remember to emphasize again the importance of each student's responsibilities in a group, so that they will be assessed by individual and group work. The students' task will be filling their own fridge with six drawings of the food they want, then describing the fridge in a written way according to a model shown in the worksheet and finally explaining to their classmates in an oral way what there is and there isn't in their fridge. Hand in the worksheets and explain their task, verifying understanding of instructions. Tell students to use the studied content. Then set the time for the activity, monitor and let students know when they have to finish working. Ask for volunteers to show their fridge and let students show their work to the class.	Handout	22 minutes
Closure	Ask students how they felt with the last activity, tell them to keep their class material quietly and in order, and finally say goodbye.		5 minutes

Source: Research project authors.



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Chart 4: Lesson plan 4 / CHOSSING A NEW CITY!

IMPLEMENTATION DATE:	
LENGTH: 45 minutes	Lessons: 1
4. OBJECTIVES Students will be able to: <ul style="list-style-type: none"> ➤ Review vocabulary related to places in town by completing a word web in an oral and written way. ➤ Practice the new pattern by listing some places to create their new city. ➤ Recognize the vocabulary and pattern by ticking in a worksheet the places they hear. ➤ Apply the pattern by replacing the reasons why they choose a city in a given model. 	
3. LANGUAGE CONTENT: <ul style="list-style-type: none"> • Vocabulary: Church, restaurant, library, shopping mall, park, amusement park, cinema, airport, stadium, swimming pool, river, road, beach. <p>Language content: Pattern: practice of <i>there is/are</i> some and <i>there isn't/ aren't</i> any</p>	4. SKILLS: Writing/Speaking: Choosing a city Listening: Comprehending specific information.

STAGE	ACTIVITY	MATERIALS	TIME
Opening	<ul style="list-style-type: none"> ➤ Greet Students and encourage them to answer back ➤ Check attendance by asking Students to look around and see who is absent in the class ➤ Ask routine questions such as: What date is it today? What time is it? 		3'
Warm up	<ul style="list-style-type: none"> ➤ Start the class walking around the room asking some Ss for their favorite city. E.g. what is your favorite city in Colombia? Is Medellin your favorite city? Is Cali your favorite city? Then, talk about your favorite city in Colombia. Next, say why it is 		4'

	<p>your favorite one using there is / there are. For instance: My favorite city in Colombia is Bogota because in Bogota there are many shopping malls, there are some museums etc.</p>		
<p>PROCEDURE</p> <p>Vocabulary review</p>	<p>➤ Tell students to imagine a city. Then ask them: what places are there in a city? Draw a word web on the board with a branch called PLACES. Invite Ss to help you out completing the branch. Paste a picture for each place next to the branch. (see Appendix R) Once you have finished completing the word web, go to each picture and say its name again. Do it several times as need arises. Second, touch one of the pictures and ask students is this a church? Is this a mall? And so on with the rest. Then ask students to point out to the place you are asking example: point to the swimming pool. Next, tell Ss to give you an example of each place, e.g. T: give me the name of one park in Bucaramanga Ss: Parque del agua. Write the examples next to each picture. Afterward allow some time for students to write the word web in their notebook. Ensure that they write down the date and topic.</p> <p>➤ Group Ss in fives. Tell them that each member will be responsible for the answers of the whole group. Divide the class in 6 groups according to the rows. Ask them to get together with their corresponding classmates. Make clear that they can not make any noise and that they have to follow your commands and organize the classroom in no more than one minute, otherwise the activity will be cancelled. (if necessary refer to the games rules; see Appendix Q)</p> <p>➤ Begin the activity explaining to Ss they will create their own city and name it. Let them know that each one of them has to agree on the places they will include in their city. Ask Ss to pick out a sheet of paper to write the list and make clear that each one of them has to write at least one place. They need to write down 5 things (from the board) that are in their city. Check Ss' understanding by asking one S at random to repeat what you just said.</p> <p>➤ Move on asking Ss to specify if the is one, some or the amount of an specific place in the city, for instance, the number of cinemas in their city; so their lists will look like this: There</p>	<p>Board</p>	<p>12'</p>
<p>Practice</p>		<p>Sheet of paper</p>	<p>2'</p>
<p>Production</p>		<p>Worksheet 1</p>	<p>2'</p>
<p>Closure:</p>			

	<p>are some parks, there is one church, there are three shopping malls etc.</p> <ul style="list-style-type: none"> ➤ After the students have written down what is in their city and named it, tell them you have some news: they have to go to live in a different city. So they need to find a new city, for that reason each group will have to present the class their cities. ➤ Give Ss worksheet (see Appendix S). Clarify that in the worksheet, they have to tick the places each group include in their city so they have to pay attention and work as a group to get all the correct places. ➤ Once all groups have presented their cities allow some time for Ss to decide in which city they want to live in and why. Write a model for the presentation of the decision on the board. E.g. We want to live in the city of the group 2 because in that city there are some..... and there aren't any.... <p>Note: The previous activity has to be done step by step so do not give all the instructions at the same time; pace them. Besides, while the activity is going on walk around the room monitoring, clarifying and helping Ss out.</p> <p>Say good bye to Ss and ask them to remain in silent while waiting for the next class.</p>		<p>5'</p> <p>1'</p> <p>10'</p> <p>5'</p> <p>1'</p>
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Source: Research project authors.

CHAPTER 6

SUGGESTED ACTION PLAN SUGGESTIONS FOR PREVENTING AND SOLVING LESSON BREAKDOWNS

After having worked on a research project we found out the presence of teacher poor classroom management. For that reason, we have decided to focused on this specific issue and develop the following action plan.

PURPOSE

The ideal class environment would be the one in which the lesson is carried out without any disruptions. However, these disruptions, also called Lesson Breakdowns, are a variable which may occur during the development of the class. Keeping this in mind, it is important for the teacher to be aware of the existence of some useful ways to prevent and handle such interruptions. Our purpose is to suggest a set of strategies to avoid and manage lesson breakdowns.

OBJECTIVES

- To help the teacher with some strategies to respond quickly as soon as the problem arises.
- To minimize interruptions by preventing them.
- To help the teacher to improve his/her classroom management in the different kinds of activities (group, individual) taking into account the stages of those (before, during and after).

- To let both teacher and students get the full benefit of the class (time, activities, understanding, learning, etc.) by using several strategies to prevent and handle the lesson breakdowns.
- To motivate Ss and keep them engaged with the activities and the class itself.

ISSUES AND BACKGROUND:

Melissa Kelly states that “*classroom discipline and management causes the most fear and consternation in teachers*”³³. However, classroom management is a skill that is not only learnt but practiced daily. Having this in mind, it is important to address this problem because we as teacher to be need to be aware that breakdowns happen and a good classroom management is the best solution is to handle those disruptions. Teachers also need to identify them, to respond quickly and prevent when possible. What is more, according to Ron Partin “interruptions provide a constant challenge for classroom teacher”. “More damaging than the loss of precious class time is the break in momentum”, so every one’s attention must be refocused back onto the topic at hand. If not, according to the *Group Management Strategies*³⁴ article, when time is used interacting with students whose behaviors are not focused on the lesson, less time is available to learn.

If students promote positive behavior in the classroom, they can have the opportunity to learn, practice and develop social skills, have positive experiences with teachers, directions and with group and cooperative activities, and learn behavioral expectations in different situations.

³³ KELLY, Melissa. “*Top 10 Tips for Classroom Discipline and Management*”. Source found in <http://712educators.about.com/od/discipline/tp/disciplinetips.htm>

³⁴ Source found in <http://para.unl.edu/para/Behavior/lesson3.html>

It is also important to address this problem since by using strategies to prevent and handle lesson breakdown, according to the *Group Management Strategies* article, the teacher can not only reduce the class disruptions but also create a positive environment where a student gets along with the teacher. At the same time, the teacher can increase the motivation and the engagement level of the Ss which help them to generate an encourage learning. This article also points out that “*by eliminating distractions it can be increased the time available to interact, and facilitated the classroom organization which benefit both learners and teachers*”.³⁵

ACTION STEPS:

Through a research developed in a seventh grade classroom of the Oriente Miraflores School the data showed the presence of minor and mayor breakdowns such as Ss speaking Spanish, Ss talking with a partner while the teacher is explaining, Ss not doing the activities or exercises that should be done, Ss standing up in the middle of an activity, Ss moving the chairs during an activity, Ss leaving the classroom during an activity, teacher leaving the classroom during an activity and Ss talking about things that are not related to the class.

Having this in mind, it was arose the need of developing some strategies which could be useful for successfully preventing and handling does lesson breakdowns. The strategies are based on the conclusions arrived at by our study and on what other experts have already proposed.

³⁵ Ibid

Chart 5: STRATEGIES FOR PREVENTING AND HANDLING LESSON BREAKDOWNS

OBJECTIVE	WHAT?	FOUNDATION	BY WHOM?	BY WHEN?	EXPECTED OUTCOME
Prevent lack of interest.	<ul style="list-style-type: none"> To diagnose students' needs by using a needs analysis survey. 	<ul style="list-style-type: none"> This is useful for the teacher to identify students' learning styles, behavior, likes, dislikes and needs and in that sense being able to address their needs in the most appropriate way. 	The teacher.	In the first class.	The teacher will base the design and choice of the activities on the results of the survey.
	<ul style="list-style-type: none"> To increase students' motivation by relating the material to their lives experiences, demonstrating an active interest and praising their good work. 	<ul style="list-style-type: none"> In our study we found out that some types of activities do not motivate enough students and this caused lesson breakdowns. In accordance with the Group Management Strategies article, motivation is a key to academic success for most students. 	The teacher	In all the classes.	Students will be more engaged in the different activities and therefore the breakdowns will be reduced.
Prevent lack of confidence	<ul style="list-style-type: none"> To start fresh everyday with positive attitudes and high expectations towards your students. To use cooperative activities. 	<ul style="list-style-type: none"> Melissa Kelly states that if the teacher expects his/her students to misbehave or approach them negatively, he/she will get misbehavior. The teacher should not be predisposed to the occurrence of breakdowns, instead of that, he/she should develop a good relationship with the students and also praise them when they have done a good job. 	The teacher	In all the first classes	Breakdowns resulting from the teacher's negative and predisposed attitudes will be prevented.

Prevent breakdowns during transitions	<ul style="list-style-type: none"> To follow the five steps in order to do a very good transition. To come to class with a 	<ul style="list-style-type: none"> Our research revealed that the teacher uses more individual activities rather cooperative ones. According to David Sansor the use of cooperative activities help students to feel more comfortable and non-threatened when carrying out the tasks because they feel that what helps one member of the group helps them all “students feel that they can swim together.” 	The teacher	In all the classes	Students will feel more engaged, comfortable and secure because they feel that they have their classmates support. What is more, in this kind of activities each member has a specific responsibility in order to develop the tasks.
		<ul style="list-style-type: none"> This is important since our research revealed that the teacher uses short and not enough efficient transitions, which is a cause of lesson breakdowns. The article <i>“Classroom Management Tips: How to handle classroom management during transitions”</i> states that for the transition to be efficient the teacher needs to make Ss understand that they are finishing an activity and that they are going to start another one by following 5 main steps: do clear signals, give clear directions, make him/herself understood, 	The teacher	In all the classes	Teacher will do a long and efficient transition for guiding students and preventing misunderstanding, and in that sense, prevent the occurrence of breakdowns during transitions.

<p>Prevent breakdowns because of the teacher classroom management</p>	<p>well-planned and organized lesson, having more activities than necessary and the material and equipment at hand just before class.</p> <ul style="list-style-type: none"> • To set clear and manageable classroom rules. • To develop non-verbal communication with students. 	<p>show a model and set the go.</p> <ul style="list-style-type: none"> • This is helpful for the teacher since the use of different activities, apart from those in the book, can be a tool for keeping students motivated and at the same time on-task. According to Melissa Kelly, when the teacher has too much to cover, he/she will never run out of lesson and he/she will get the full benefit from the whole time class and will avoid free time which can lead towards breakdowns. • This is important because in our research it was clear that the lack of established classroom rules (i.e. use of cell phones, leaving the classroom, coming late for class, etc.) was causing breakdowns. According to Melissa Kelly the teacher needs to be selective in his/her rules because no one can follow a very large number of rules constantly. Also, the teacher needs to make the rules clear since students should understand what is and what is not acceptable. • This is functional since our research revealed that most of the time the 	The teacher	In all the classes	The teacher will avoid free time that lead students to be off-task and therefore the occurrence of breakdowns.
			The teacher	In the first class	Students will be aware of the classroom rules and will follow them which will prevent the emergence of breakdowns.
			The teacher	In the first class	The number of lesson breakdowns will

	<ul style="list-style-type: none"> To change constantly your location in the classroom. 	<p>teacher uses verbal language to solve breakdowns thus interrupting the lesson. According to the Group Management Strategies article, a teacher does not always need to employ words to let his/her students know that they are not behaving in class.</p> <ul style="list-style-type: none"> By moving around your students and even sitting among them, they will feel your presence more directly, will be more likely to remain on-task and might actually get more involved in class activities. According to the Group Management Strategies article “the proximity control” is one of the most effective tools for teachers to assist students in staying working on the activities. 	The teacher	In all the classes	<p>be reduced since some of the class disruptions occur precisely when a teacher stops the lesson to solve a breakdown.</p> <p>Students will remain on-task because of the proximity of the teacher.</p>
Handle lesson breakdowns	<ul style="list-style-type: none"> Not to ignore the lesson breakdowns. 	<ul style="list-style-type: none"> This is essential since in our research we found out that sometimes the teacher let interruptions pass without doing anything about them. According to Melissa Kelly, if the teacher ignores disruptions one day and come down hard on them the next, he/she will not be seen as consistent; the teacher will lose respect and the number of interruptions will 	The teacher	In all the classes	<p>The number of lesson breakdowns will decrease because the teacher will actually do something to solve them.</p>

		probably increase.			
	<ul style="list-style-type: none"> • To handle with lesson interruptions immediately. 	<ul style="list-style-type: none"> • In accordance with Melissa Kelly it is important to deal with lesson breakdowns immediately and with as little interruption of your class momentum as possible in order to minimize the impact upon the learning activity. 	The teacher	In all the classes	The number of class interruptions will be reduced and both the teacher and learners will get the full benefit from the class time.
	<ul style="list-style-type: none"> • To stop disruptions with a little humor. 	<ul style="list-style-type: none"> • It is really practical and it was good for us as researchers to have noticed that the teacher uses this strategy to solve interruptions during class. According to Melissa Kelly and to the article <i>Top 6 keys to being a successful teacher</i> a sense of humor can help you become a successful teacher since it can relieve tense classroom, make class more enjoyable for your students and possibly make students look forward to attending and paying attention. Remember not to confused good humor with sarcasm in order to avoid hurting students' feelings. 	The teacher	In all the classes	Students will enjoy the class and get back on task in a funny and appealing way reducing the number of class disruptions in a different but very useful and practical way.
	<ul style="list-style-type: none"> • To make use of the non-verbal communication 	<ul style="list-style-type: none"> • This is functional since our research revealed that most of the time the 	The teacher	In all the classes	The number of lesson

	<p>developed in the first classes.</p> <ul style="list-style-type: none"> To avoid confrontations with students. To verify students being ready because they have already understood instructions. 	<p>teacher uses verbal language to solve breakdowns thus interrupting the lesson. According to the Group Management Strategies article, a teacher does not always need to employ words to let his/her students know that they are not behaving in class.</p> <ul style="list-style-type: none"> According to Melissa Kelly instead of confronting a student in front of his/her classmates, deal with discipline issues privately in order to avoid students "losing face" in front of his/her partners. According to the results of our observations the teacher needs to reinforce verifying students being ready. We recommend asking, waiting and verifying students' answers about being ready to start checking or doing another activity, as well as confirming 	<p>The teacher</p> <p>The teacher</p>	<p>In all the classes</p> <p>In all the classes</p>	<p>breakdowns will be reduced since some of the class disruptions occur precisely when a teacher stops the lesson to solve a breakdown.</p> <p>Resentful feelings towards both the teacher and the subject will be prevented. At the same time this will avoid having a major breakdown possibly caused by the student's attitudes towards the teacher's confrontation.</p> <p>The teacher will know when students are ready to go onto another activity in order to set the go and avoid</p>
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	<ul style="list-style-type: none"> To clarify instructions. 	<p>understanding of instructions given during the transition.</p> <ul style="list-style-type: none"> In accordance with the Group Management Strategies article the teacher should review directions, provide another example or demonstration and supply the correct answer as a model when a breakdown occurs during the activity because of the misunderstanding of instructions in a transition. 	The teacher	In all the classes	<p>breakdowns that may occur because of the non-understanding of instructions.</p> <p>The teacher and students will overcome the breakdown occurring in an activity in progress and will have a change to make a more successful activity.</p>
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Source: Research project authors.

CHAPTER 7

APPLICATION OF THE SOLUTION STRATEGY

FINDINGS OF THE OBSERVATIONS OF THE LESSONS DEVELOPING THE SOLUTION STRATEGY

The descriptive observation done during the application of the suggested eclectic pilot approach showed that although at the beginning of the class both, the teacher and students, started speaking in Spanish, soon later the teacher started talking with a mixture of Spanish and English for introducing the L2 in the class and for making Ss be more familiar with the target language.

Following this previous fact, the teacher continued the class by explaining and asking in English, as well as giving commands in the L2, which is an aspect that did not occurred before and that motivated and encouraged Ss to let their fears behind and start using the target language at least for the words they already know, as well as participating actively in the classes without feeling their need to have the correct answer all the time. This last aspect make Ss feel confident about their knowledge and willing to take risks and learn from their mistakes and active participation.

It was also found out that the teacher started doing transitions between the activities which helped Ss to understand and follow the flow of the class in a better way. This prevented Ss from getting lost during the activities and starting disorder and indiscipline. Another aspect was that the teacher started to realize the importance of paying attention to the Ss' responses at the moment of presenting or reviewing a topic. She realized the significance of using ways to make content clear enough, accessible and comprehensible for her Ss such as body language, contextual clues, miming among others; as well as checking for understanding before asking Ss to start and activity.

Another result obtained from this observation was the fact that the teacher started asking Ss to pay attention to all the spoken and written sentences and find out by themselves if there is any error or mistake in order to correct them. This aspect showed that the teacher is beginning promoting Ss to construct and develop their autonomy in the learning process. Talking about the classroom management, there was a positive change since it was seen that the teacher put into practice some of the strategies suggested to prevent and handle lesson breakdowns and that although T needs more practice and have more authority in her lessons, most of them really help her such as when making Ss be on task again and avoiding Ss making noise or the indiscipline when forming groups.

The observation also revealed that, based on the pilot approach suggested by this research project and its lesson plans, the teacher used new, interesting and appealing activities which provoked in Ss smiles, claps, wishes to participate, concentration and discipline. Those new activities made Ss pay

attention to the class, encourage other Ss to participate and praise Ss who did the activity in a correct way. All these previous facts demonstrated that when a teacher takes into account Ss with their needs, interests, likes and dislikes, the Ss will be more interested, engaged and willing to learn the target language and this facilitates the teaching-learning process.

Note: For a wider view of the observations' description and analysis see Appendix 20.

FINDINGS OF THE LAST TEACHER'S INTERVIEW

The last teacher's interview showed that the application of the proposed solution strategy resulted on a positive change in Ss' motivation and participation taking into account previous experiences; it is to say that Ss had a higher engagement with the proposed activities and motivation to pronounce, repeat and speak in English, as well as a greater positive attitude towards the lessons due to the Ss' willingness to pay attention, participate and interact with the teacher. Moreover, there was also a positive Ss' reaction over the topics and content presentation, witnessed through the Ss' happiness and enjoyment when looking at the topic presentations and working with realia and the proposed materials and flash cards.

Another positive Ss' reaction was the one over the greater use of L2 observed when Ss were not so ashamed of repeating and pronouncing in English thanks to the proposed materials and activities encouraging such Ss to participate. Ss' self-confidence improvement was another achieved goal thanks to the solution strategy application: although there is still left more work to solve Ss' nervousness when working with listening activities, self-confidence got better since all Ss took part in contests, participated in drill exercises, gave oral answers and enjoyed doing drawing activities. In addition, lesson breakdowns diminished since the proposed activities avoided Ss losing their attention, the instructions were easier to understand and there was a rise in Ss' motivation to participate.

In general terms, there can be said that the teacher considered the developed lessons, the solution strategy and the proposed strategies to diminish lesson breakdowns as being effective, since she was happy to apply new teaching strategies and techniques, she felt comfortable with the development of the lessons and she noticed that the realia materials, the different sequences of activities and the new strategies were of great help to motivate Ss to use their L2 in class. The teacher also considered that the proposed solution strategy helped improving her classroom management and the Ss' learning process and autonomy because she realized that Ss can work more independently having the appropriate instructions, she highlighted that the proposed lessons were motivating and enjoyable since Ss worked with pleasure, and she felt really comfortable during the classes when using the solution strategy.

Note: For a wider view of the last teacher's interview and its analysis see Appendix 21.

CHAPTER 8

FINAL CONCLUSION

The application of the solution strategy helped overcoming the factors affecting the students' learning process through the improvement of important issues such as: students' participation and motivation, comprehensible input, students' self-confidence and autonomy, students' attitude towards the classes and the target language learning, use of English (L2), classroom management, teacher's methodology and therefore the decrease of lesson breakdowns.

In other words, this research project and the application of its solution strategy improved the teaching-learning process of the 7th grade students at the Oriente Miraflores School by providing different kinds of activities and methods which helped the acquisition of the target language.

RECOMMENDATIONS

There are still some issues to keep on working for future research, such as the lack of teacher's autonomy in the classroom and students' nervousness and lack of self-confidence when developing listening activities, but in general terms, if teachers and the people interested in solving problems similar to the ones stated in this project for the stated population at the Oriente Miraflores School just keep using the solution strategy with its proposed eclectic pilot approach and its strategies to prevent and diminish lesson breakdowns for a wider period of time, many improvements can be derived when talking about students' teaching-learning process, and even more research can be done to fulfill other needs.

CHAPTER 9

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CHAPTER 10

APPENDIXES

APPENDIX A: CONSENT FORM

Bucaramanga, September the 1st 2008

*To:
English Department
Oriente Miraflores School*

As a group of students Paola Carolina Olave Cáceres, Aura Maria Quintero Antolinez, Alba Marcela Rallon Noriega y Angelica Maria Reina Miranda, concerned by the improvement of the English teaching-learning as a foreign language in the 7-03 grade of this institution, we would like to request your permission to observe your classes, identify teaching-learning problems if any, find possible causes for such problems and create an action plan to solve those possible problems.

Through this project you and your students will have the opportunity to receive some benefits from our research observations and analysis of the collected data.

This is a voluntary participation, so we will ask your students in class if they volunteer to be asked further questions about learning aspects of the lessons. To end with, we guarantee you that your students' identity and integrity will be protected, as well as yours, so we hope to work with you and count on your cooperation.

Thank you for your cooperation.

Teacher's signature

APPENDIX B: NEEDS ANALYSIS

NEEDS ANALYSIS

Edad: _____

Sexo: Masculino ____ Femenino ____

1. ¿En donde habla inglés? Marque con una X

- En el salón.
- En la casa.
- Con los amigos.
- En ningún lugar.

2. ¿Qué tan seguido usa el inglés? Marque solo una opción con una X

- Siempre.
- Algunas veces.
- Raramente.
- Nunca.

3. ¿Cuáles de las siguientes habilidades se practican en la clase de inglés?
Marque con una X

- Lectura.
- Escritura.
- Escucha.
- Habla.
- Ninguna.

4. A usted le gusta aprender inglés a través de (Marque con una X):

- Lectura.
- Escritura.
- Escucha.
- Habla.

5. ¿Cuál habilidad le gusta más? Marque solo una opción con una X

Lectura.

Escritura.

Escucha.

Habla.

6. ¿Cuál de las anteriores habilidades es para usted la mas importante para aprender ingles? Marque solo una opción con una X

Lectura.

Escritura.

Escucha.

Habla.

7. ¿Cuál de las siguientes habilidades necesita practicar más? Marque solo una opción con una X

Lectura.

Escritura.

Escucha.

Habla.

8. ¿Le gusta aprender nuevas palabras en inglés? Marque con una X y responda.

Si _____ No _____

¿Por qué? _____

9. ¿Le gusta practicar sonidos y pronunciación? Marque con una X y responda.

Si _____ No _____

¿Por qué? _____

10. ¿Le gusta leer en inglés? Marque con una X y responda.

Si _____ No _____

¿Por qué? _____

11. ¿Le gusta hacer ejercicios de escritura en inglés? Marque con una X y responda.

Si ____ No ____

¿Por qué? _____

12. ¿Le gusta estudiar las reglas para formar oraciones en inglés? Marque con una X y responda.

Si ____ No ____

¿Por qué? _____

13. ¿Cuáles cree que son los mejores materiales y/o actividades para aprender inglés? Marque con una X

- CD rom
- Canciones
- Videos
- Juegos
- Obras de teatro
- Internet
- Hablar en inglés
- Ver programas en inglés
- Leer libros en inglés
- Otros. ¿Cuales? _____

14. ¿Qué otros materiales quiere usar en su clase de inglés?

15. ¿A cuales de los siguientes recursos usted tiene acceso? Marque con una X

- CD rom
- Canciones
- Videos
- Juegos
- Obras de teatro

- Internet
- Hablar en inglés
- Programas en inglés
- Libros en inglés
- Ninguno de los anteriores.

16. ¿En donde tiene acceso a esos recursos? Marque con una X

- Salón de clase
- Colegio
- Casa
- Biblioteca pública
- En ningún lugar.

17. ¿En que tipo de actividades le gusta participar? Marque con una X

- Obras de teatro
- Diálogos
- Lectura de textos
- Actividades de escucha
- Juegos
- Otros. ¿Cuales? _____

18. ¿Cómo esta en contacto con el inglés? Marque con una X

- Viendo programas de televisión en inglés
- Escuchando canciones en inglés
- Escuchando a la profesora de inglés
- Ninguna de las anteriores

19. ¿Cómo aprende mejor? Marque solo una opción con una X

- Solo
- En pareja
- En pequeños grupos

20. ¿En donde prefiere estudiar inglés? Marque con una X

- En la casa
- En la biblioteca
- En el colegio
- En el salón
- Fuera del salón

21. La mejor forma de demostrar que usted ha aprendido inglés es a través de:
(Marque con una X)

- Exposiciones en inglés
- Realizando las actividades en inglés
- Actuando en obras de teatro en inglés
- Exámenes escritos
- Exámenes orales

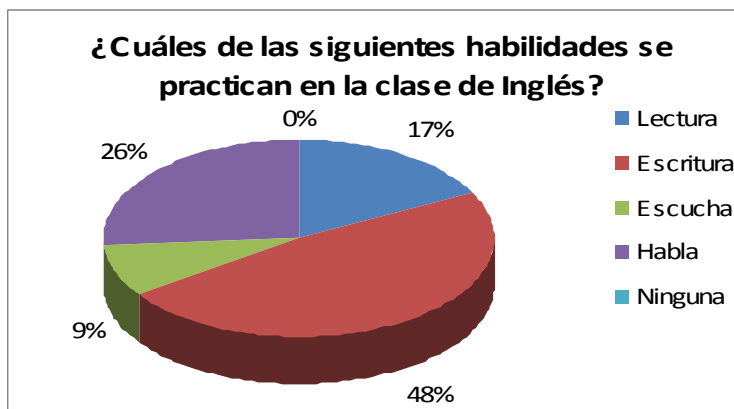
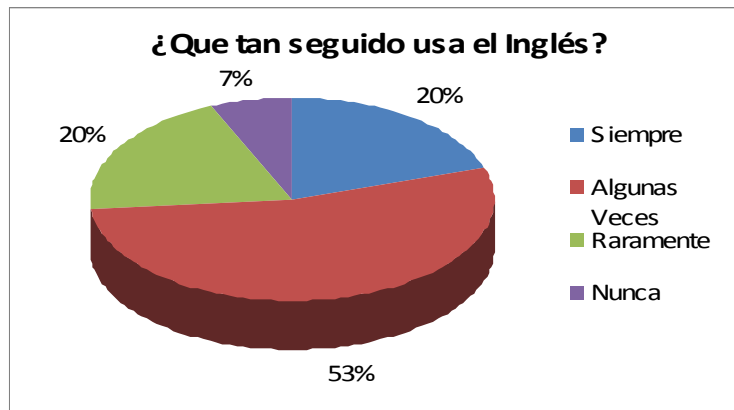
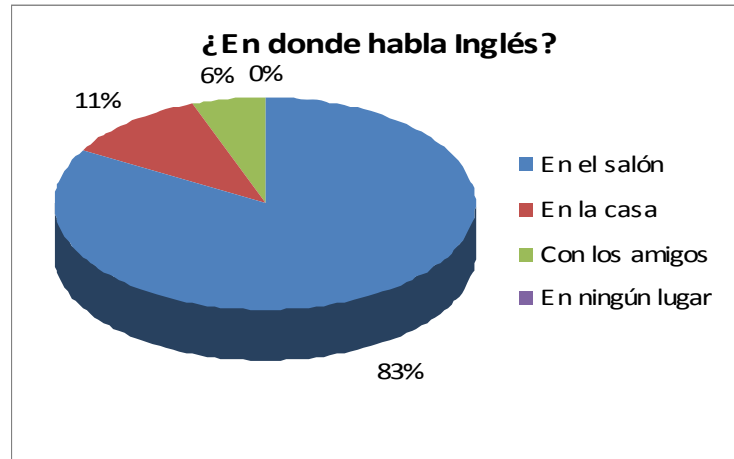
22. ¿Cómo aprende mejor inglés? Marque con una X

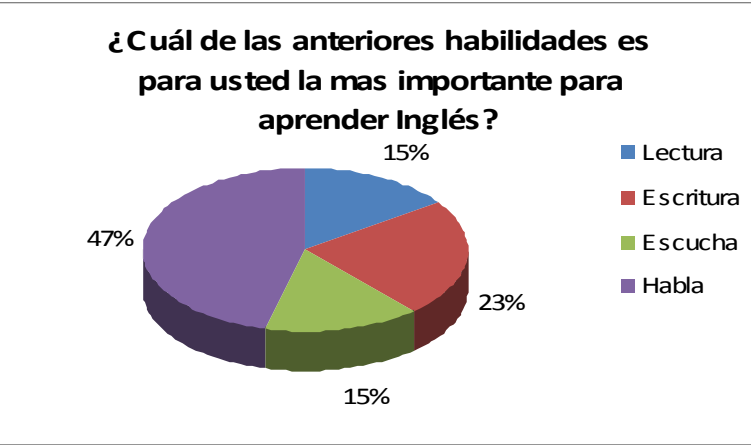
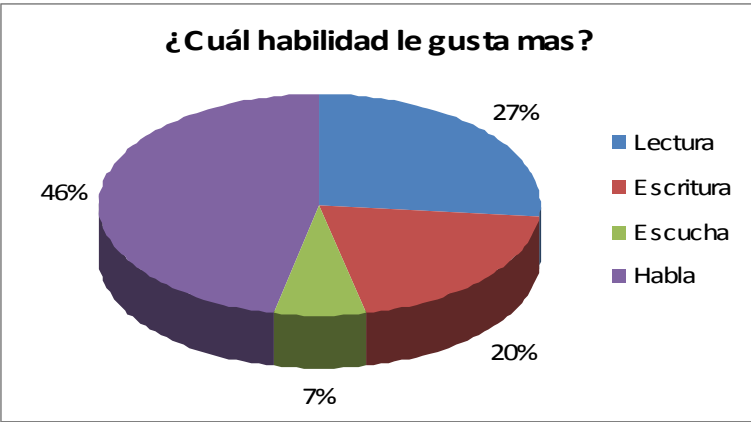
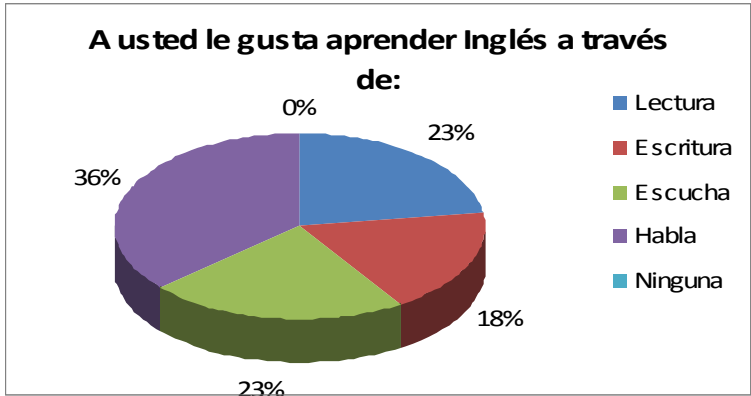
- Viendo videos en inglés
- Viendo gráficos e imágenes
- Escuchando CD's o cassettes en inglés
- Usando elementos de la vida real
- Usando gesto y movimientos corporales
- Desarrollando guías y ejercicios



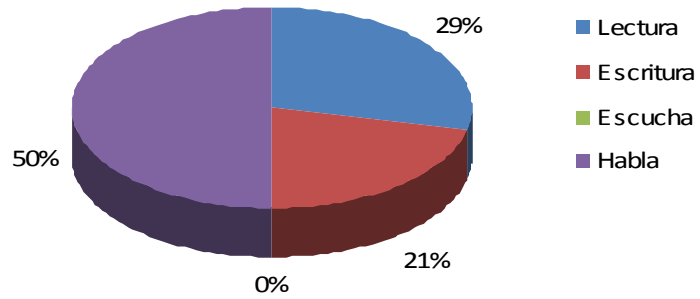
RESULTS OF THE NEEDS ANALYSIS

QUANTITATIVE DATA

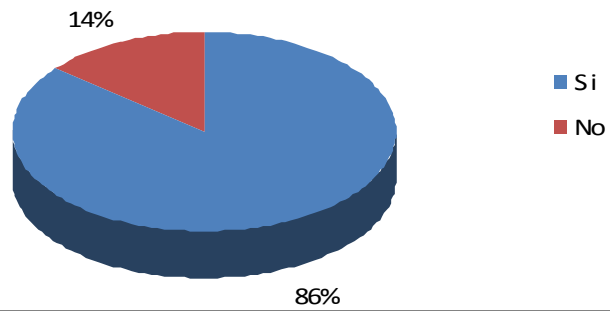




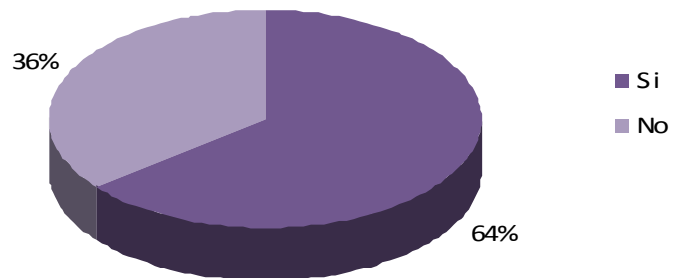
¿Cuál de las siguientes habilidades necesita practicar más?

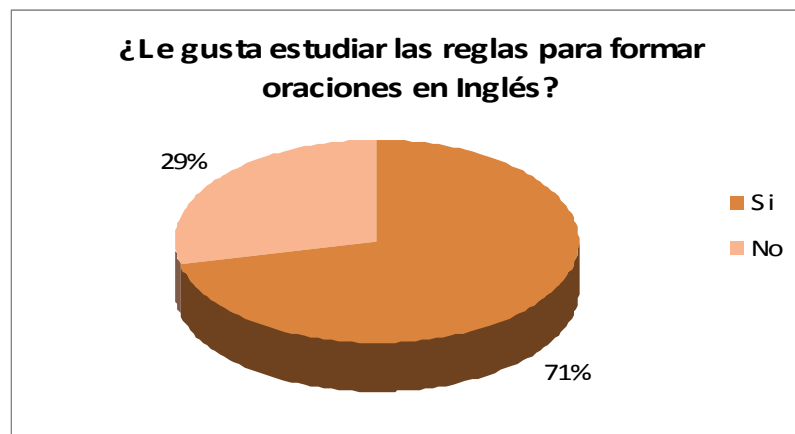
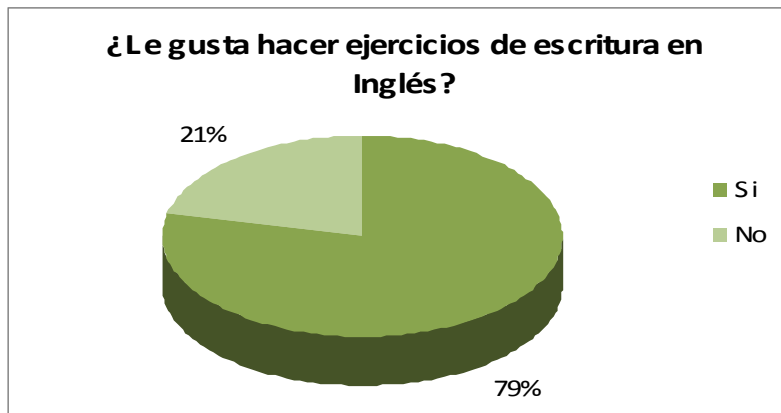
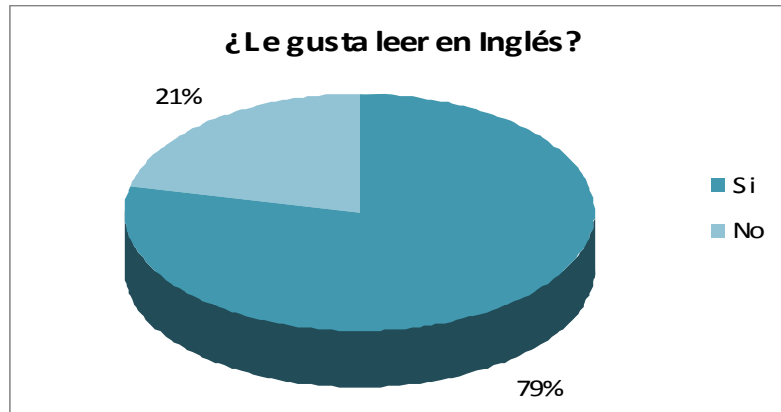


¿Le gusta aprender nuevas palabras en Inglés?

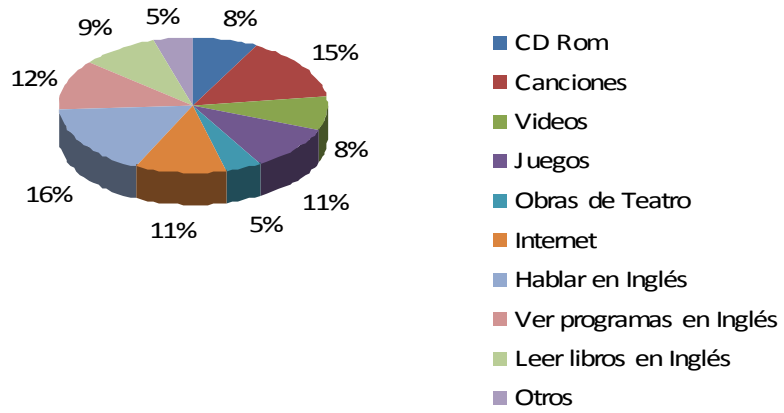


¿Le gusta practicar sonidos y pronunciación?

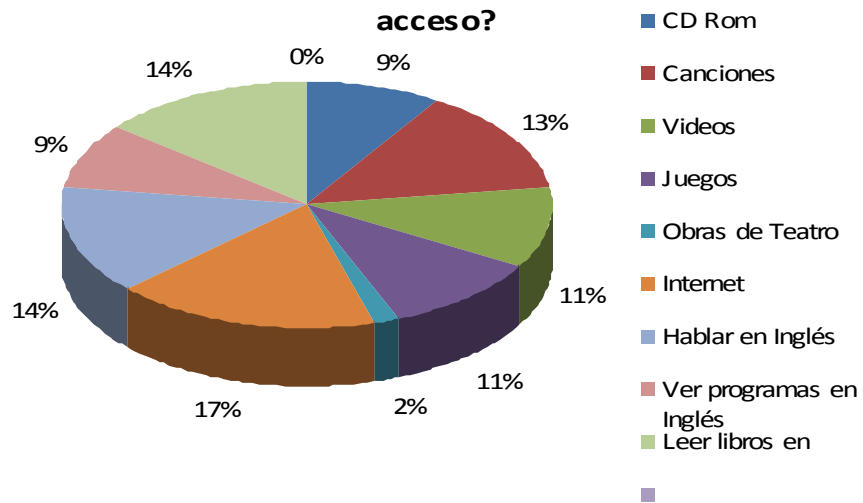


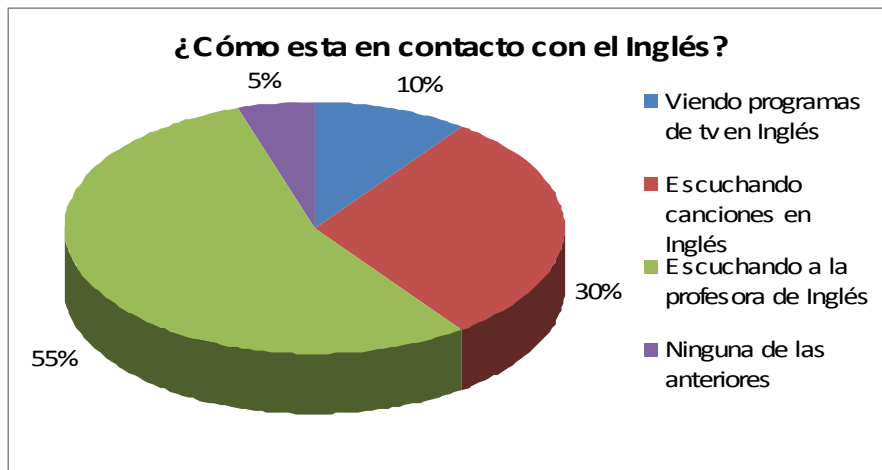
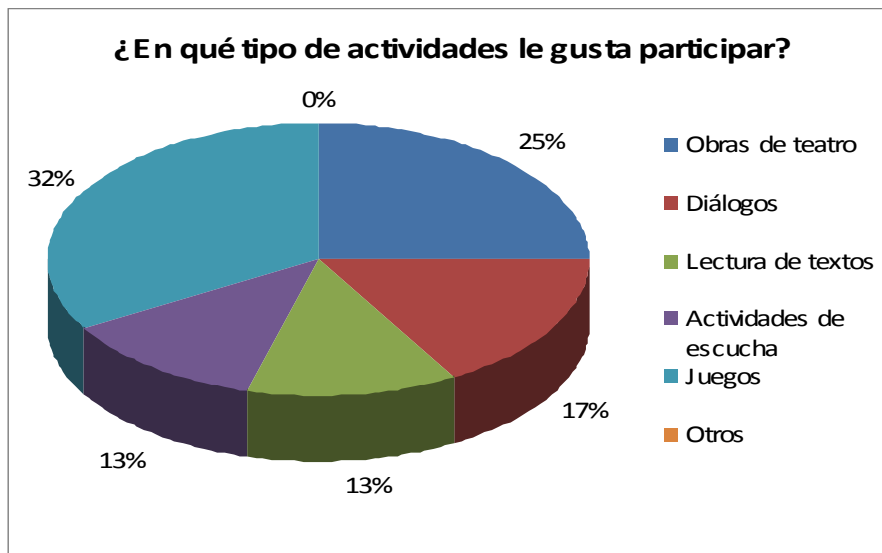
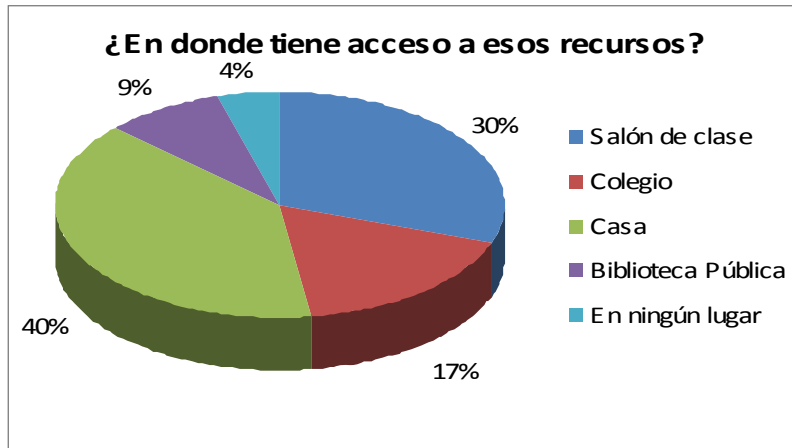


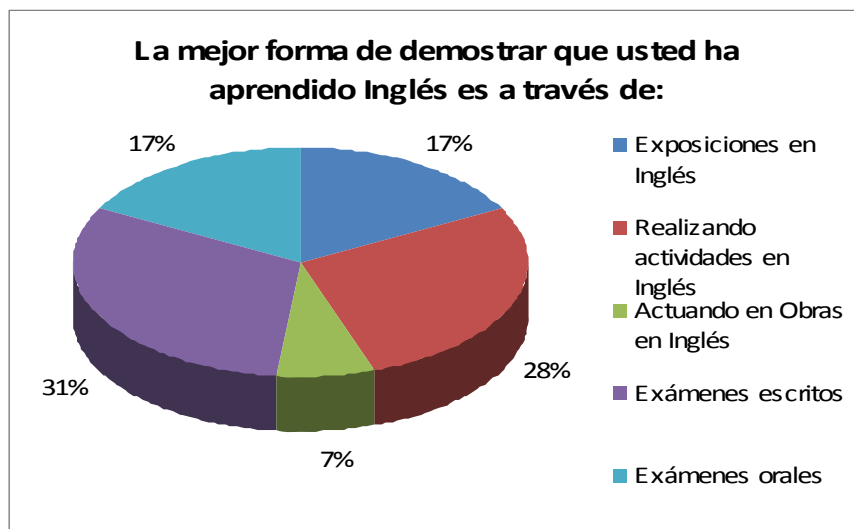
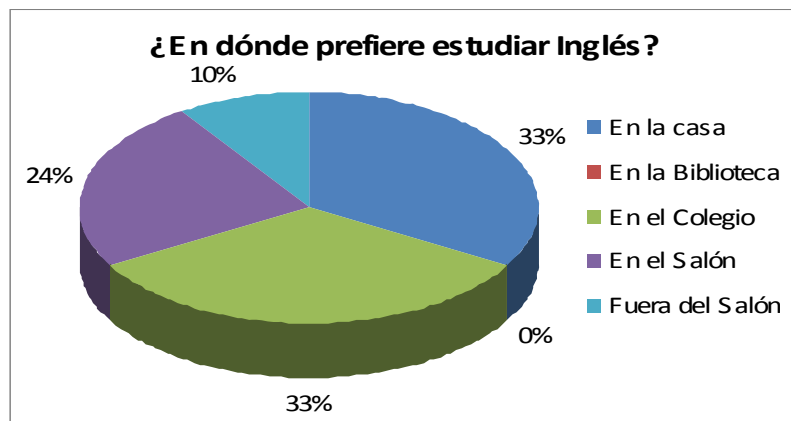
¿Cuáles cree que son los mejores materiales y/o actividades para aprender Inglés?

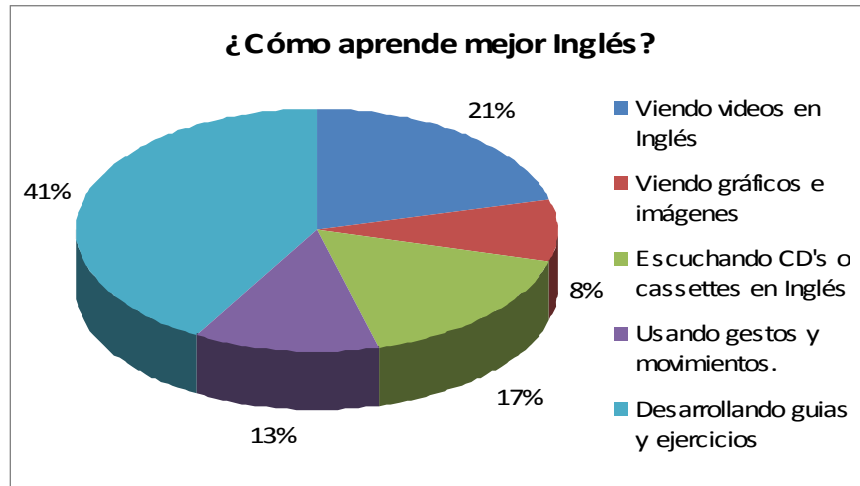


¿A cuáles de los siguientes recursos usted tiene acceso?









QUALITATIVE DATA

8. ¿Le gusta aprender nuevas palabras en inglés? Si X

Semantic Relationship: Rationale
Form: X is a reason for doing Y

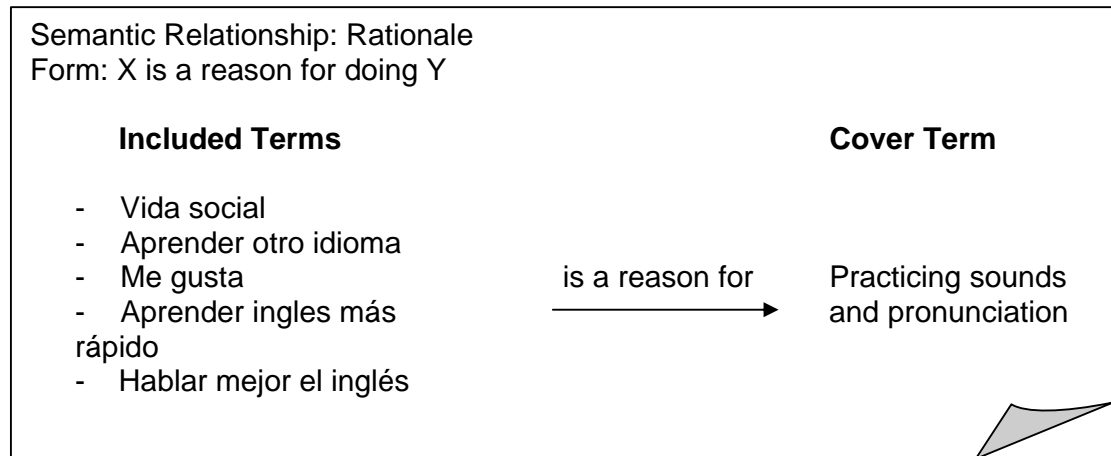
Included Terms	is a reason for →	Cover Term
<ul style="list-style-type: none"> - Viajar - Trabajar - Aprender otro idioma - Desarrollar la mente 		<p>Learning new vocabulary</p>

No X

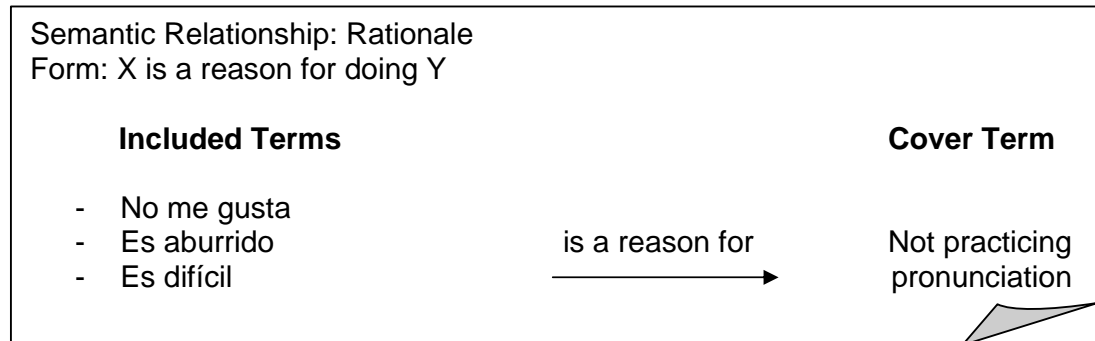
Semantic Relationship: Rationale
Form: X is a reason for doing Y

Included Terms	is a reason for →	Cover Term
<ul style="list-style-type: none"> - No me gusta - Es aburrido - Es difícil 		<p>Not learning new vocabulary</p>

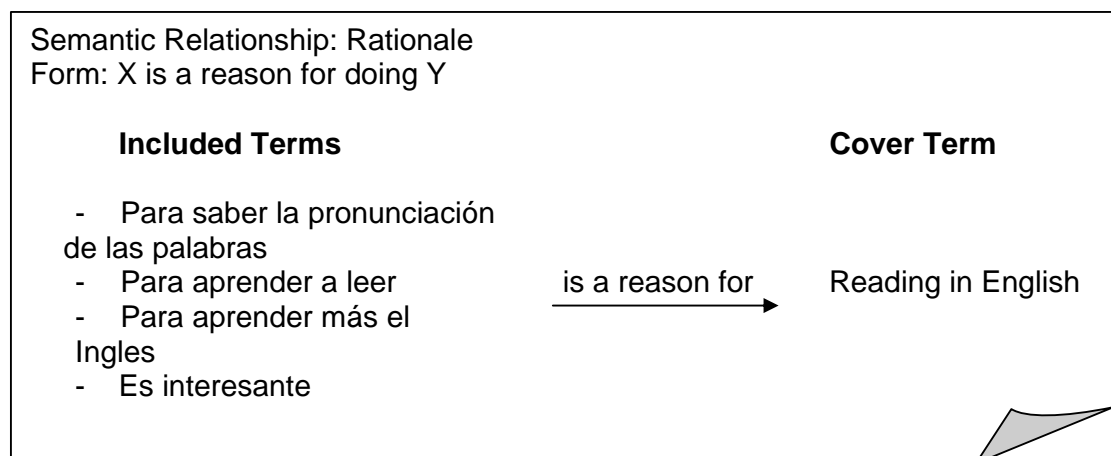
9. ¿Le gusta practicar sonidos y pronunciación? Si X



No X



10. ¿Le gusta leer en inglés? Si X



No X

Semantic Relationship: Rationale Form: X is a reason for doing Y	
Included Terms	Cover Term
<ul style="list-style-type: none">- No me gusta- Es aburrido- Es difícil	<p><u>is a reason for</u> →</p> <p>Not reading in English</p>

11. ¿Le gusta hacer ejercicios de escritura en inglés? Si X

Semantic Relationship: Rationale Form: X is a reason for doing Y	
Included Terms	Cover Term
<ul style="list-style-type: none">- Para aprender el ingles- Asi es más fácil aprender- Para el futuro- Para aprender a escribir	<p><u>is a reason for</u> →</p> <p>Writing in English</p>

No X

Semantic Relationship: Rationale Form: X is a reason for doing Y	
Included Terms	Cover Term
<ul style="list-style-type: none">- No me gusta- Es aburrido- Es difícil	<p><u>is a reason for</u> →</p> <p>Not writing in English</p>

12. ¿Le gusta estudiar las reglas para formar oraciones en inglés? Si X

Semantic Relationship: Rationale Form: X is a reason for doing Y	
Included Terms	Cover Term
<ul style="list-style-type: none">- Para aprender mejor el ingles- Asi es más fácil aprender- Para aprender a escribir	<p><u>is a reason for</u> →</p> <p>Studying and practicing grammar</p>

No X

Semantic Relationship: Rationale
Form: X is a reason for doing Y

Included Terms

- No me gusta
- Es aburrido
- Es difícil

is a reason for →

Cover Term

Not practicing
grammar

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- Dibujos
- Juegos
- Internet
- Grabadora
- Obras de teatro
- Videos
- Canciones
- Libros
- Películas
- CD rom

is a kind of →

Cover Term

Materials Ss want
to use in the English
classes

APPENDIX C: OBSERVATIONS

DESCRIPTIVE OBSERVATIONS



UNIVERSIDAD INDUSTRIAL DE SANTANDER
 LICENCIATURA EN INGLES
 PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: 9th September 2008

Observer: Angélica Reina

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES		
<p>The teacher enters the room and starts the class by saying 'Ok, babies'. Then she stresses in Spanish the importance of studying the current content as a tool for the next year. The content mentioned by the teacher refers to the structures '<i>There is</i>' and '<i>There are</i>' and the formulation of questions related to such structures. Soon after this, the teacher also states in Spanish that she will add a new element to study: 'Countables'. Then the teacher writes the following on the board:</p> <p><i>Achievements</i></p> <p>→ to ask questions with <i>How much / How many?</i></p> <p>→ to use <i>countable and uncountable nouns to describe places.</i></p> <p>After writing on the board, the teacher asks '¿Listos?' to check if the students are done writing the achievements. Then she draws a chart on the board:</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; text-align: center;">COUNTABLE How</td> <td style="width: 50%; text-align: center;">UN-COUNTABLE How</td> </tr> </table>	COUNTABLE How	UN-COUNTABLE How	<p>The teacher's greetings are important to set a proper atmosphere from the beginning of the class, so the teacher should be aware of this.</p> <p>There are other interesting and more fun ways to contextualize class content when giving input, and in this case the teacher does not seem to take this into account.</p>
COUNTABLE How	UN-COUNTABLE How		

<p>many</p> <ul style="list-style-type: none"> - Animals: dogs, cats, elephants, lions, monkeys, pigs, nouns, bears. - People: teachers, students, doctors, children, nouns. 	<p>much</p> <ul style="list-style-type: none"> - Liquids: water, coffee. - Nature: air, sand, sun, moon. - Supermarket: rice 	<p>The use of English is important when verifying Ss' task of writing information from the board, giving commands and setting the beginning of the activities, but the teacher seems to be avoiding this aspect. By bearing in mind this issue, Ss will have opportunities to learn the target language more easily, while having exposure to the English language structures, helping mechanization.</p> <p>The teacher does not take into account having common and repetitive questions in English. She is using a lot of Spanish along the lesson when she should start speaking repetitive utterances in English.</p> <p>The teacher is not aware that it is possible to praise students in English and that they can actually understand such praising utterances and feel good at the same time.</p>
<p>After doing the table, she asks the students '¿Todo el mundo dividió así el cuadernito?' to know if they are doing the chart on their notebooks. Next, the teacher starts reading all the nouns written on the chart, as well as she starts asking students to say whether the noun is countable or uncountable. After doing this, the teacher starts asking students in Language 1 (L1) if they know other words to classify them according to the chart.</p> <p>After the brainstorming activity, the teacher leaves the room without giving the students a reason. Then she comes back after four minutes. Soon after, she uses the Spanish transition word 'Ahora' to start talking about supermarket products and place them in the chart. While doing this, some students are listening to music instead of listening to the teacher, but the teacher never notices it. A few minutes later, the teacher uses Spanish to prepare students for the new activity: 'Vayamos a lo importante'. Moreover, the teacher writes some Spanish questions on the board and then starts asking to students '¿Cómo se diría en Inglés ¿Cuántos... hay...?', '¿Cuánto...??', '¿Cómo es la palabra...?', '¿Cómo preguntaríamos en Inglés ¿Cuánto dinero hay en tu bolsillo??'. The teacher keeps asking students about the same content, as well as</p>		

she writes more examples on the board at the same time.

The teacher also praises students in Spanish when they give good answers, like in the following examples: **'Ok, muy, muy, muy bien... ¿Fácil o difícil?'**, **'Excelente'**, **'Si señores, excelente'**. In addition, the teacher also calls students' attention in Spanish: **'Pongan cuidado que viene lo complicado'**, **'Pongamos cuidado'**, **'Tu no entiendes, vaya entonces para allá'**, **'Shh, mis amores, no nos desconcentremos'**, **'Bueno, entonces'**. Yet, even though the teacher is constantly calling some students' attention, she does not notice about other students who are constantly passing notes and talking while they should be listening to their classmates and teacher.

The class finishes when a student says to the teacher that the class time is over, so the teacher asks students to bring colors for the next class.

DOMAIN ANALYSIS

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher saying in Spanish:
'Ok, muy, muy, muy bien...',
'Excelente', **'Si señores,**
excelente', **'¡Eso!'**, **'Bueno, eso**
está bien'

is a way to →

Cover Term

praise and
encourage students

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher saying in Spanish '**Pongan cuidado que viene lo complicado**', '**Pongamos cuidado**', '**Mis amores, no nos desconcentremos**', '**Bueno, entonces**', '**Usted no ha copiado nada**', '**Pongan atención**', '**No estás trabajando hoy**', '**Por favor, un poco de atención**', '**Atención mis amores**', '**Atención, voy pasando por puestos**', '**Estamos trabajando con la copia ahora**', '**¿Anotaste?**'
- Teacher hushing students (Ss)
- Teacher moving Ss from one seat to another
- Teacher getting Ss out of the classroom
- Teacher calling students by their names
- Teacher using eye-contact
- Teacher asking Ss about the exercise information and answers
- Teacher pointing to the board so that Ss can pay attention to what is written on it
- Teacher asking Ss in Spanish if they want to get out of the classroom since they are not paying attention
- Teacher telling Ss who are not on task that they will be called to go to the board and write the answers

Cover Term

is a way to → call students' attention

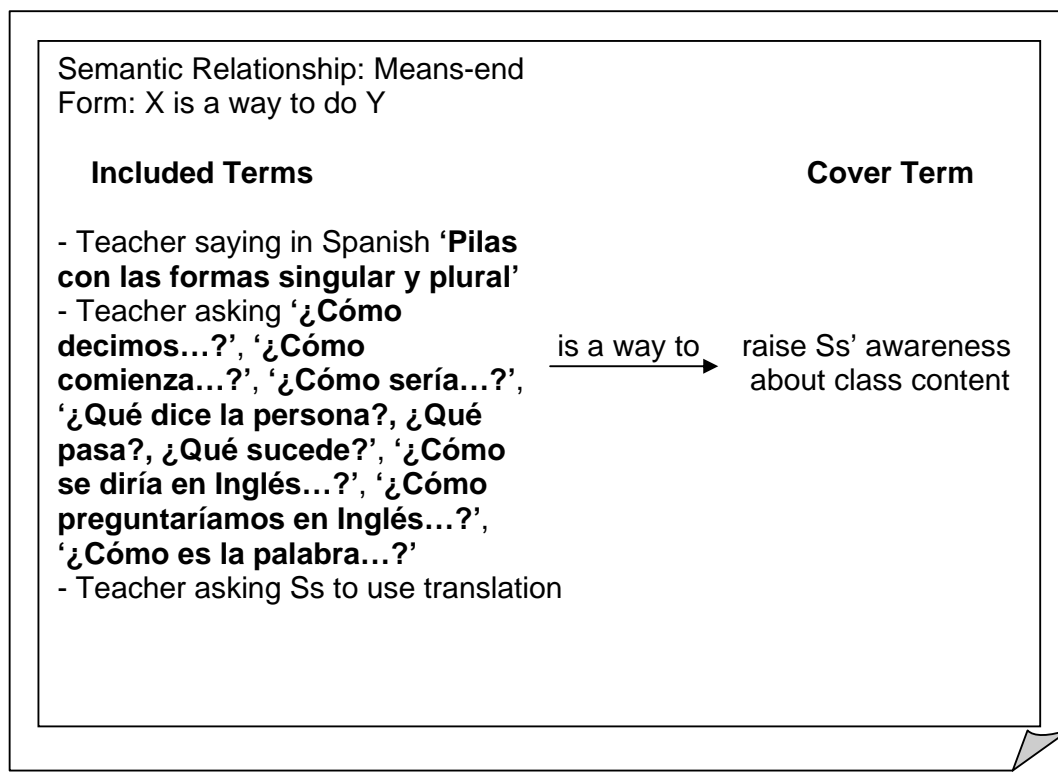
Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher answering every single doubt from a student
- Teacher focusing every class on the same students

Cover Term

is a way to → monitor during class activities



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: 10th September 2008

Observer: Angélica Reina

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>The class starts at 2:30 pm. The teacher greets students by saying 'Buenas tardes... Good afternoon', to which the majority of the students answer in English. There are many students who are still standing up and trying to get a seat, so the teacher says in Spanish 'Se están demorando' and starts indicating students where to sit. The teacher explains in Spanish what they are going to be studying during the class and tells</p>	<p>It looks as if the students do not have their own places when starting the classes; by having one specific place or seat, the teacher can avoid losing time to get students organized in order to start the class.</p>

students that the following activity will help them with the difficulties they have when practicing with and using the previously studied content. While the teacher hands in some worksheet photocopies taken from a book, there are three students at the front on the classroom who are doing a written work for another subject, but they stop doing it when they see the teacher approaching to give them the worksheet. Every student is paying attention while the teacher is reading the sentences from the first activity. While the teacher mentions the vocabulary content, she asks students to recognize it and use translation to verify meaning. Then, the teacher, using Spanish, asks students to develop the exercise and sets the time to do it (around five minutes). After the students finish doing the first exercise, the teacher starts demanding the answers: at the beginning, the students first say the answers in English and then translate them into Spanish without any command from the teacher, but after a few seconds, the students start giving the answers using Spanish only, like when saying '**Es verdadero profe**' or '**Es falso**'. The teacher does not demand students the use of English to give the answers.

When translating the instructions for the second exercise of the worksheet, some students are still talking about the previous activity. After a couple of minutes, these students stop talking and start doing the exercise. Some students have a confused look on their faces, while they confess to other classmates that they do not understand anything; finally, these students decide to call the teacher when she is about to ask for the answers by saying '**Estoy perdido profesora, espere. Espere profesora**'. The teacher does not pay attention to such request and continues answering the exercise by herself. Another student asks '**¿En cuál vamos?**' to find out in which part of the

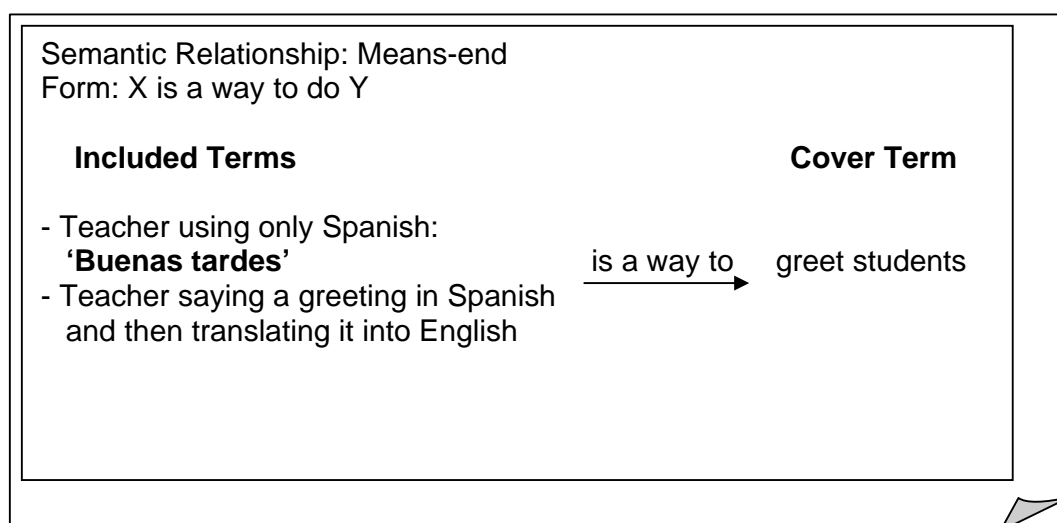
The teacher does not demand from students the use of English. May be she is reluctant to believe that they can actually start producing at least small and repetitive basic utterances in English.

The possible causes for the Ss' confusion about the exercises could be the lack of comprehensible input or even the lack of teacher's understandable and clear explanation of instructions.

To avoid class breakdowns, the teacher should also use English transition words to let students know the exact time when they are supposed to start the activity.

<p>exercise are they now. After repeating four times this last question, the teacher finally guides the student and indicates him where they should be working.</p> <p>For the second part of the second exercise, the teacher reads the instruction, translates it into Spanish, and then gives more examples so that students can have a reference to do the exercise. Yet, some students are still confused and they are not sure of their answers, so they keep calling their teacher a lot of times to ask her about their answers, while the teacher keeps answering every single doubt.</p> <p>One last aspect to mention is about the way the teacher call students' attention: the teacher says in Spanish utterances like 'Usted no ha copiado nada' or 'Pongan atención', as well as she calls students by their names and establishes eye-contact.</p>	<p>The teacher does not know many words in English that could be helpful when calling the Ss' attention.</p>
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DOMAIN ANALYSIS



Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher using the transition words:
'Ahora', 'Vayamos a...', 'Ahora vamos a...', 'Ok babies'

is a way to →

Cover Term

prepare Ss for a new activity

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher using the Spanish utterances:
¿Y el tercer punto mis amores?, ¿Cómo es el tercer punto?', '¿Qué nos faltó?'
- Teacher using translation
- Teacher anticipating to Ss' answers
- Teacher telling Ss to write the answers on the board

is a way →

Cover Term

to check answers

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher saying in Spanish:
'Entonces mis amores, veamos qué dice el ejercicio'
- Teacher using translation
- Teacher telling Ss to read and translate the information on the exercises

is a way →

Cover Term

to refer to instructions



DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It is 2:27 the class starts with the T explaining an activity. T gives the instructions for the entire activity in Spanish. While T is explaining the activity most of the students are talking to their classmates. Then T hands out a worksheet by giving it to the first student of the row and asking him/her to take one and pass on the others.</p> <p>Once all the Ss have the worksheet T explains again the first exercise (which consists of looking a picture and deciding if the sentences on the left are True or False) by reading the instructions in English and immediately translates them into Spanish. Some students at the back say: "uy otra vez esto" "que mamera siempre lo mismo". Then, T asks for Ss' understanding of T (stands for true) and F (stands for false) asking "¿cuándo marcamos T?"</p> <p>T encourages Ss to do the activity and she gives them confidence saying "Yo se que todos podemos hacerlo, solo necesitamos concentrarnos como en una prueba importante". T assigns 5 minutes for Ss to finish the activity. At the end the activity took 15'</p> <p>T checks unknown vocabulary before students have read the sentences. T does a brainstorming activity about prepositions by writing the preposition and in front of it its translation to Spanish; she does this alone</p>	<p>T doesn't try to encourage her students to get used to listening or practicing English at least for the instructions. Ss showed a lack of interested. Ss show not respect for their teacher because they didn't pay attention when she is giving instructions.</p> <p>Almost all the instructions are given in Spanish or translated as soon as T reads them in English, may be T is aware of her students' low level of English but by this point of the year she should have motivate them to listen and try to understand or she should try to find out strategies to make the instruction clear, for instance: miming or modeling the activity or giving examples using realia. Besides Ss seem to be "bored" for the type of activity and for their comments T probably use it most of the time, and this makes Ss loose interest in learning English, since they see it as a filling in or T or F subject.</p> <p>T praise her students and gives them confidence encouraging them to forget their fears and try to do their best. This is very good. <u>is not being realistic about time or she doesn't control activities and at the end Ss ask for more time even if they already finish the activity? Is this the cause of indiscipline during the activities?</u></p> <p>T is not helping the Ss when she/he gives them the unknown word and its meaning <u>without context</u> In this way students can't understand or see its use and may be this is the reason why they have been studying the same topic for weeks and still don't</p>

<p>without requiring the help of the students.</p> <p>T walks around the right side of the classroom checking Ss' exercises. Then her mobile phone rings and she answer it. T spends more than 3' talking on the phone. Ss start talking, some of them stand up and go to their classmates' places, but T is so concentrated on her call that she barely notices it. After that, T walks around the left side of the classroom checking Ss work.</p> <p>Ss ask for vocabulary such as window or bedroom "Teacher ¿window es el computador?" "Teacher ¿qué es bedroom?"</p> <p>After 15' T starts checking the answers for act 1. by reading the first sentence . The task of the Ss is to say if it is T or F. she does the same with the rest of the sentences. While she is doing the answers correction students are talking to each other specially the ones sitting at the back, who at the same time wait for the T to say the answer so they just have to write it. When she finishes she says "ponganse una E los a los que les quedo todo bien" Most of the students corrected their mistakes, or the ones who Only wrote the answers from the T's correction wrote the "E" in their worksheet.</p> <p>T moves onto activity 2 of the same worksheet. (which consist of filling in gaps to create correct questions using There is/are) T gives the instruction in the same way she gave the instruction for exercise 1.</p> <p>After 5' Ss look lost and most of them say "¿qué hay hacer ?" "yo no entiendo esto" "estoy perdido". T has to write on the board the uses of "there is /there are" and at the same time she writes the first sentence of the exercise. Then one S says "noo!! Pero ¿por qué pone el are primero si va de primero el there?"</p>	<p>know what the words mean.</p> <p>Moving around the classroom monitoring the activity is a very good idea. But answering the phone and spend more than 3' is for my point of view a big mistake since students get off task and start talking to their classmates and doing everything but the task, which also shows the huge lack of autonomy and interest.</p> <p>Again, is the strategy for teaching vocabulary failing? May be. The vocabulary Ss are asking for is a basic one they have already studied during even in a short period of time. What it shows is that they have no interest in studying or revising the topic studied and also, that they have a very poor English background.</p> <p>Ss show no respect for the T, Besides it could be evident that most of the students at the back didn't even look at the exercise and they prefer to copy the answers for the board and still get the positive point. T must make sure her students are on task during the activity because they think that learning English is just to have the right answer and giving it for them to copy is a terrible damage for their learning.</p> <p>Although Ss had already studied the topic and this was a practice activity Ss didn't even know what they were supposed to do! The same topic has been taught for more than 3 weeks and Ss don't get the idea. For my point of view T is not giving an appropriate pattern presentation because in every class she has to repeat the structures more than once.</p>
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<p>Ss are totally lost, but anyway she continuous solving the entire exercise by herself even though Ss say "Teacher no entendemos" "¿Dónde vamos?" "T ¡espere!" she finishes the correction without the help of the Ss, in fact, their task was to write in their worksheets what T wrote on the board.</p> <p>T continuous saying " para el ejercicio 3 voy a pasar a alguien al tablero"</p> <p>One S says "pero no entiendo" then other says "teacher digale a una de las observadoras que nos explique ellas si lo hacen clarito aquí no entendemos" but the T seems not to hear their Ss complains.</p> <p>After 5' she demands the answers but nobody has them so T has to explain again that There is used for singular and that There are is used for plurals. When she says "singular" and "Plural" one S at the back asks one of his classmates "cuando es singular y cuando plura?"the answer he obtains is " jum yo que se"</p> <p>T writes a question on the board and explains that is the same for questions. Then T asks Ss to go back to the exercise. After 5' T asks one student to come to the board and do question # 2. S tries to write the questions on the board but he is nor sure, T realizes it and instead of letting him finish or even try to do it himself, she takes the marker and does it herself.</p> <p>Ss are very talkative. Most of them are not paying attention to the T. Ss sitting at the back</p>	<p>T should stop if she realizes students do not understand. She is wasting her time talking and talking by herself if at the end Ss will leave the classroom knowing nothing about the topic.</p> <p>If Ss are so lost it is maybe because they have never studied Questions and negatives, so she should have explained it or introduce the pattern before asking them to produce them. Fact that is completely impossible.</p> <p>Ss are asking for help desperately and T ignores them! Why do they have to ask for an external help? Ignoring your Ss doesn't solve the problem. The idea is not to come to the class and talk and talk and say "I have taught a new topic today" the real task of a T for me is make the Ss understand and see the usefulness and applicability of what they learn otherwise teaching would be worthless.</p> <p>Why is the T so focused on making her students learn the words "plural" or "singular" does it really matters? The important thing here is that they can understand their uses their function of there is/ are they don't need to learn by heart that when talking about 1 thing the appropriate name is "singular" and that when talking about more than one thing is "plural" T should have made emphasis on the use explaining it in a different way and using examples that help students to contextualize the topic</p> <p>Either Ss haven't studied there is/are for <u>questions</u> or they don't remember how to use it because nobody could do the exercise without the T's help.</p> <p>Teacher doesn't allow Ss to see their mistakes or reflect about them, maybe she thinks that she is helping them, but instead she is making them so teacher-dependent, that is why they at the beginning and during a task do not feel confident to carry it out without the teachers' help or approval.</p> <p>There is definitely no respect for the T, there isn't</p>
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<p>have “a polvo pica pica sack” and they put some on a classmate’s neck T looks at the S who is scratching his neck and asks him to leave the classroom. The Ss with the “Pica pica sack” just laugh and talk about putting some on the T’s arms.</p> <p>There is a lot of noise in the classroom. Ss are no longer interested in the T’s corrections, but T doesn’t do anything.</p> <p>It is 3:30 the worksheet activity finishes, so T asks Ss to put their Worksheets away using always Spanish. T says that they are going to do a different activity so she pastes on the board 2 posters with some pictures and T writes some sentences with gaps about them. All the class says in one voice “ayyy nooo Eso no!” “que mamera” but anyway T continuous.</p> <p>Then, one different T comes in the classroom and gives some instructions, all Ss get excited and start talking moving around the classroom and even though T tries to calm them down they don’t listen to her.</p> <p>The posters’ activity can’t be finished.</p>	<p>also classroom management.</p> <p>Ss lost their interest because they never understood what they were doing they never saw learning this topic as an important tool.</p> <p>Is real that students don’t like this type of activity? Or they react in this way because they think they will continue filling in gaps without seeing any context?</p> <p>No classroom management.</p>
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DOMAIN ANALYSIS

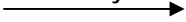
<p>Semantic relationship: Cause-Effect Form: X is a result of Y</p>		
<p style="text-align: center;">Included Terms</p> <ul style="list-style-type: none"> - Girls sitting on the left side of the classroom and boys sitting on the right One. - Ss asking question about what to do or about how is their work; right or wrong. - Ss just waiting until a classmate does the exercise. - Ss not doing the exercises. - None of the students answering the 	<p>Semantic relationship</p> <p>is a result of</p> <p>—————→</p>	<p style="text-align: center;">Cover term</p> <p>Ss’ lack of confidence</p>

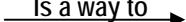
questions.

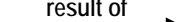
Semantic relationship: Cause-Effect	Form: X is a result of Y	
Included Terms -"¿qué hay hacer?" -"yo no entiendo esto" -"estoy perdido" -T has to write on the board the uses of "there is /there are" 3 times -"noo!! Pero ¿por qué pone el are primero si va de primero el there?" -T has to repeat the meaning of the vocabulary -"teacher digale a una de las observadoras que nos explique ellas si lo hacen clarito aquí no entendemos" -T Saying that "There is used for singular and that There are is used for plurals" focusing on the words more than on their uses which is what actually matters.: "cuando es singular y cuando plura?"the answer he obtains is "jum yo que se" -T Not giving context	Semantic relationship Result of →	Cover term T not giving an appropriate pattern presentation

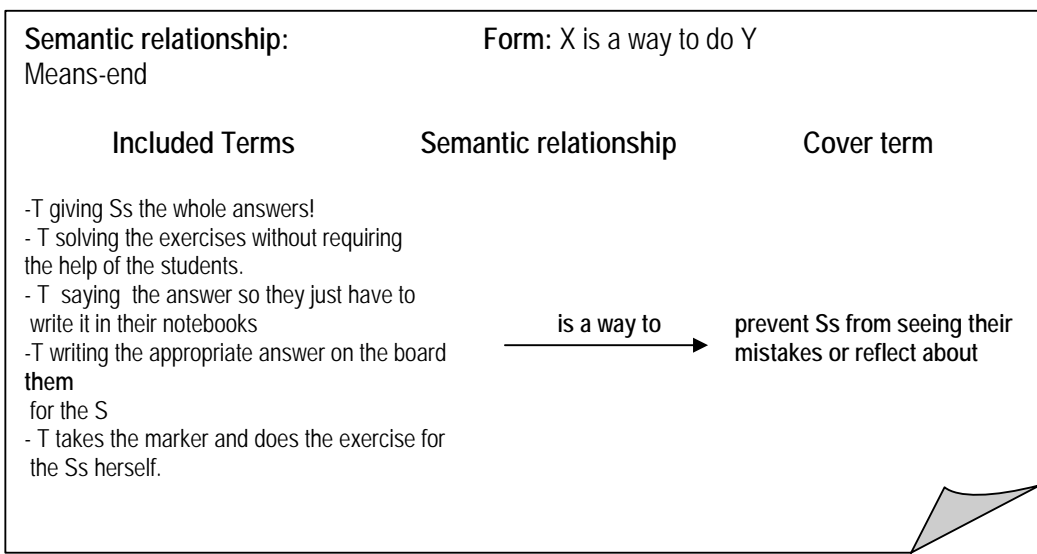
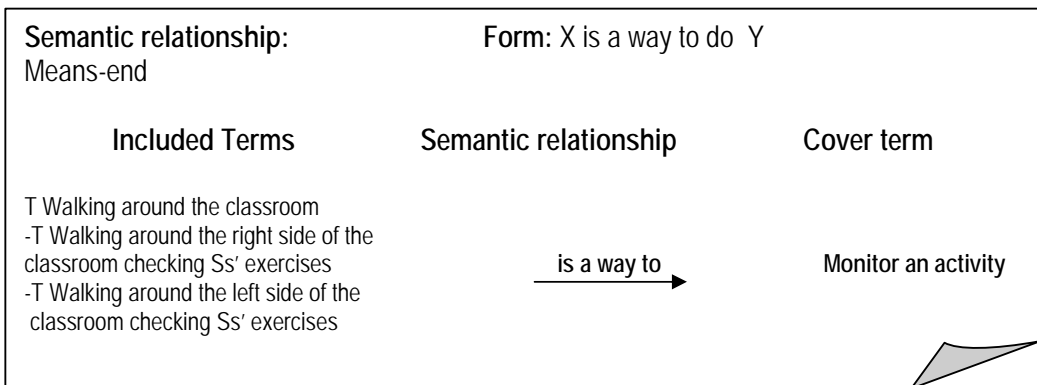
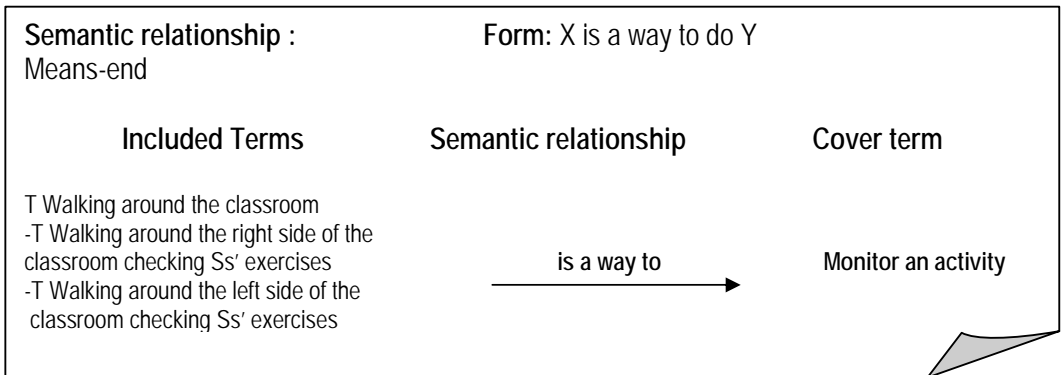
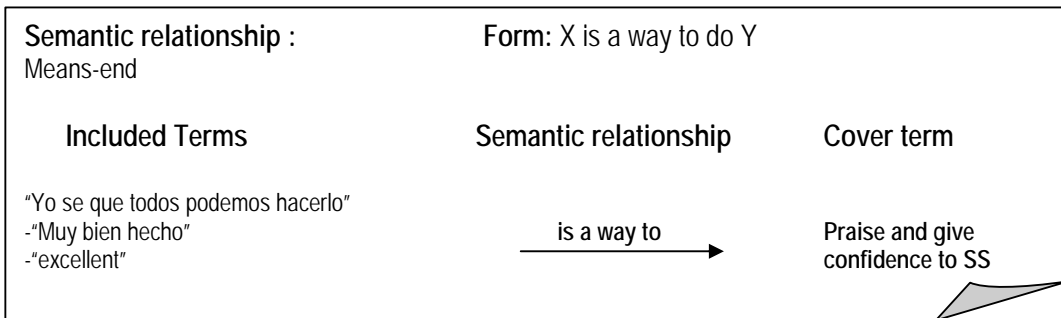
Semantic relationship: Cause-Effect	Form: X is a result of Y	
Included Terms T tries to calm them down they don't listen to her. -Ss walking around the class while she is explaining -Ss playing while T is explaining -Ss talking to other classmates -Ss talking about everything but the topic loudly during the class	Semantic relationship Result of →	Cover term Lack of classroom management and authority

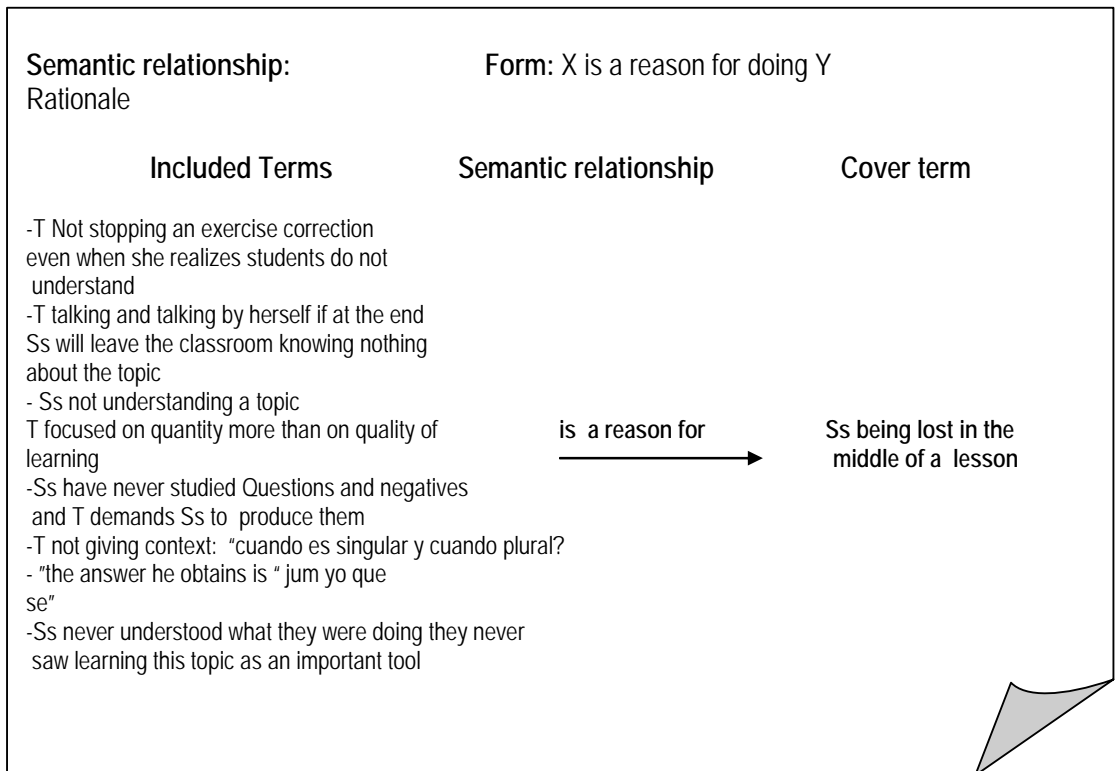
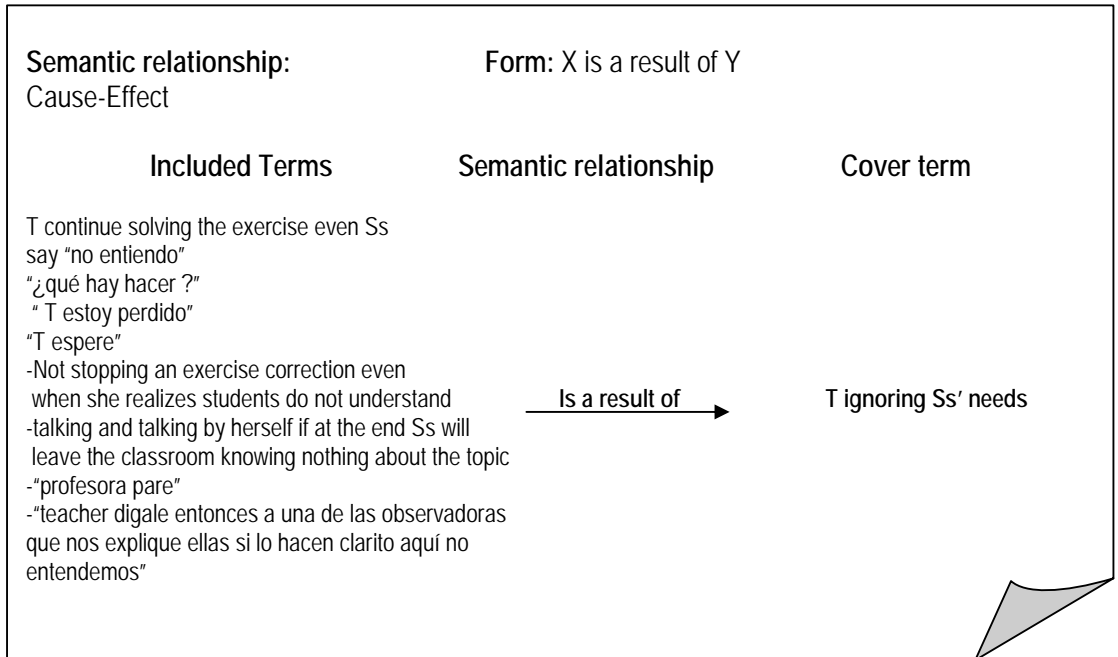
Semantic relationship : Means-end	Form: X is a way to do Y	
Included Terms -Ss talking while T gives instructions -Ss talking while T corrects an exercise -Ss walking around the classroom while T writes on the board -Ss bringing "pica-Pica" and talking about throwing it to the T	Semantic relationship Is a way to →	Cover term Show no respect for the T

Semantic relationship : Means-end	Form: X is a way to do Y		
Included Terms	Semantic relationship	Cover term	
<ul style="list-style-type: none"> -T talking on the phone for more than 3' in the middle of an activity -T not letting Ss to express their opinion or doing the exercises for them - T is not helping the Ss when she/he gives them the whole answers! - T solving the exercises without requiring the help of the students. - T saying the answer so they just have to write it in their notebooks -not stopping a correction even if she realizes students do not understand talking and talking by herself if at the end Ss will leave the classroom knowing nothing about the topic 	Is a way to 	Show no respect for Ss	

Semantic relationship : Means-end	Form: X is a way to do Y		
Included Terms	Semantic relationship	Cover term	
<ul style="list-style-type: none"> -T giving the instructions in Spanish -T Giving the most simple vocabulary in Spanish -T Allowing the use of L1 in almost every situation -T Greeting in Spanish -T Saying everyday commands such as stand up, listening close your books etc in Spanish -T translating the instructions into Spanish -T praising Ss using Spanish -T writing the preposition and in front of it its translation to Spanish 	Is a way to 	Prevent Ss to get used to or practicing English	

Semantic relationship : Cause-Effect	Form: X is a result of Y		
Included Terms	Semantic relationship	Cover term	
<ul style="list-style-type: none"> -Ss not paying attention -Ss not doing the class activities: -Ss copying from others' exercises -Ss are either erasing their wrong answers or just writing them for the first time after the correction -Ss haven't even looked at the worksheet -Ss talking to their classmates While T is explaining the activity - Ss not studying or revising the topic studied 	result of 	Ss' lack of interest	





Semantic relationship:

Form: X is a way to do Y

Means-end

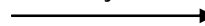
Included Terms

Semantic relationship

Cover term

- T always using the same kind of activities:
"uy otra vez esto" "que manera siempre lo mismo"
- T talking on the phone for more than 3' in the middle of an activity
- T Always bringing the same kind of activities
- T Not checking students are on task during the activity
- T ignoring students' needs
- Ss never understood what they were doing they never saw learning this topic as an important tool

is a way to



Make Ss lose interest

Semantic relationship:

Form: X is a reason for doing Y

Rationale

Included Terms

Semantic relationship

Cover term

- T speaking Spanish all the time
- T doesn't give context before presenting a new topic or vocabulary
- T focused on quantity more than on quality of learning
- Ss don't even know the most basic words :
"Teacher ¿window es el computador?"
-"Teacher ¿qué es bedroom?"
- T giving all the instructions at the same time
- T translating all the instructions into Spanish
- Ss get lost when reading
- T talking and talking by herself if at the end Ss will leave the classroom knowing nothing about the topic
- T Giving the most simple vocabulary in Spanish
- T is the one who corrects all the sentences.
- T trying to brainstorm the vocabulary but all the answers she got were "no se"
- Ss don't k now how to put into practice a topic they have been studying for more than 3 weeks-
- T not stopping an exercise correction even when she realizes students do not understand
- Ss have never studied Questions and negatives and T demands Ss to produce them
- Ss never understood what they were doing they never saw learning this topic as an important tool
- T not letting Ss to express their opinion or doing the exercises for them
- T is not helping the Ss when she/he gives them the whole answers!
- T solving the exercises without requiring the help of the students.
- T saying the answer so they just have to write it in their notebooks

is a reason for



Ss are no learning/ Ss have a lack of background/Ss not having a significant learning



DESCRIPTIVE DOUBLE ENTRY OBSERVATION

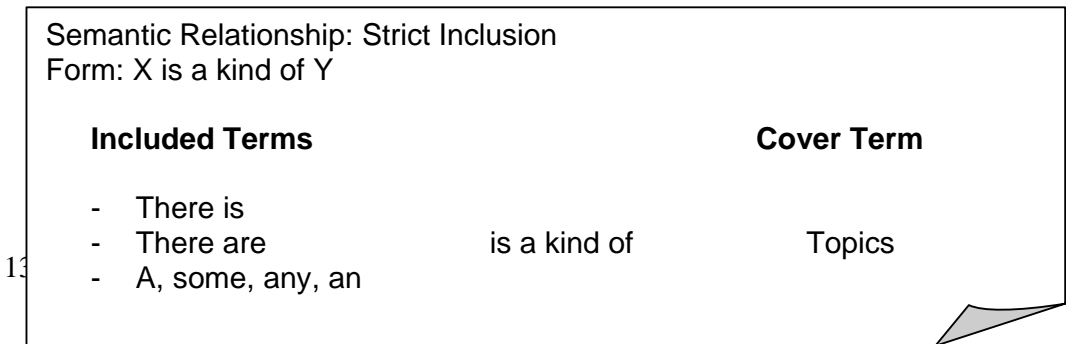
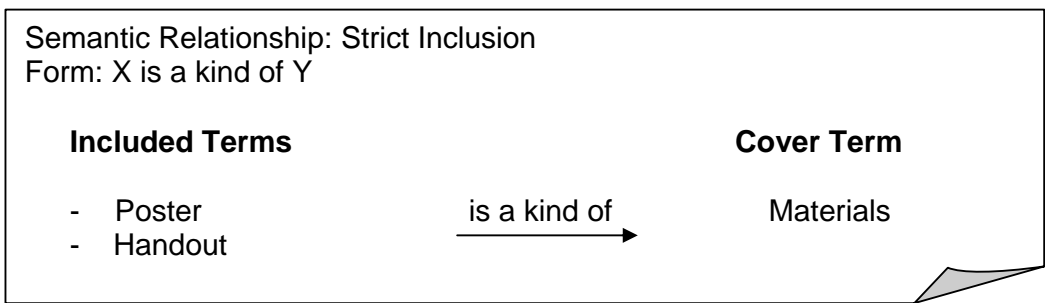
DESCRIPTION	INFERENCES
<p>The topic of the class is questions with the form <i>is there / are there</i>. The teacher puts a poster on the board. The poster has some elements in a landscape. The poster is colorful and nice.</p>	<p>Teacher uses a poster in order to catch Ss' attention and as a way of explaining the topic in a different way.</p>
<p>T writes some questions on the board about the poster on it. T asks some Ss to go to the board and complete those questions and answers according to the poster. T corrects some mistakes Ss make.</p>	<p>T does this for making Ss comprehend and practice the topic, although there are other ways to do that.</p>
<p>T distributes a handout about the same topic. T starts explaining the handout in Spanish. Just 2 of the 8 Ss of the front are participating because apparently they know the vocabulary in the handout; the rest of the 8 Ss and of the class are paying attention although they are not participating.</p>	<p>T distributes the handout for making Ss practice the topic but she should find other ways to do that, not only with handouts. T speaks in Spanish because she thinks it is the only way Ss are going to understand her, but this is wrong! Just 2 Ss are participating because the others don't understand or don't know the vocabulary.</p>
<p>T is speaking Spanish all the time; she just speaks English when reading the instruction in the handout. There are many Ss who have a confused face and who look at their classmates. One student says "no entiendo, no entiendo".</p>	<p>T continues speaking in Spanish because she thinks it is the way to make Ss understand her. There are many Ss confused because they don't understand the topic or what they want to do.</p>
<p>T asks 2 Ss to leave the classroom because they are talking and talking, not doing the activity and disrupting the class.</p>	<p>These 2 Ss are talking may be because they don't understand the topic or because they are not interested in the class.</p>
<p>Some Ss are confused since T starts developing an exercise of the handout</p>	<p>Ss got confused because they need to be guided when starting developing</p>

<p>without having explained it before or having given an example (the exercise was about the prepositions a/an/some/any).</p> <p>T asks Ss to develop the following exercise. The majority of the Ss are developing the exercise although there are a few of them not doing the activity.</p> <p>T writes the exercise on the board and asks some Ss to go and develop it. There is a student who wants to go to the board and participate; he says “profe profe, yo quiero pasar, profe profe, yo hago el quinto, profe después de él voy yo!”. However T doesn’t pay attention to him.</p> <p>The activity continues and many Ss want to participate and go to the board to develop the exercise. For clarifying the structure of the negative sentences and questions T asks Ss some questions about it but she herself answer them.</p> <p>T asks Ss to complete the following exercise in the handout. The 8 Ss of the front are developing the exercise although some of them are asking their classmates for solving doubts.</p> <p>Many Ss are calling the teacher asking for help. Many of them say “profe venga!, profe!” and some others are raising their hands even though they have not a long time doing the exercise by themselves. 6 of the 8 Ss of the front are calling the teacher asking for help and the other 2 are asking their classmates.</p> <p>T starts correcting the exercise on the board and asks some Ss to go and develop it. There are many Ss who continue asking the teacher for help; they say “profe!, profe!, profe venga!”.</p>	<p>an exercise or an activity.</p> <p>Some Ss are not doing the exercise may be because they don’t understand what they have to do.</p> <p>T doesn’t pay attention to this student who wants to participate may be because she is focused only in some specific Ss.</p> <p>T answers the questions she herself has asked because she thinks that Ss can not do it in a good way.</p> <p>Some Ss are asking their classmates because they don’t understand the topic or the instructions.</p> <p>The majority of the Ss ask for the teacher’s help because they have a low level of autonomy and they think that without the help of another person they can’t do the exercises in a correct way.</p>
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<p>The same student who wants to participate before is saying “profe yo paso y corrijo ese ejercicio!, profe!, profe yo paso!”, but teacher doesn’t pay attention to him. He continues saying “profe yo paso a hacer el 8!, profe yo el 8!”, and after like 2 minutes T says to him “¿el 8? bueno”.</p> <p>T asks one student to go to the board and develop the exercise but the student says “no profe, pero si me queda mal!, usted no me lo reviso!”.</p> <p>T explains the following exercise and says that they have to do it by themselves. T continues explaining only in Spanish.</p> <p>T leaves the classroom for 4 minutes and just 4 of the 8 Ss continues developing the exercise and the rest of them and of the class are talking or doing things different from the class. The majority of the Ss start talking and some of them stand up. There is a lot of indiscipline and disorder. T arrives and the disorder decreases.</p> <p>T starts correcting the exercise. Many Ss want to participate because they have finished the exercise but T says that the Ss who have not participated are going to do it now.</p> <p>There is a student at the board writing the answer of the exercise and since she is writing a wrong answer another 2 Ss stand up and go to the board to help her.</p> <p>The same student who wants to participate before says “profe yo no he pasado!, profe!”, but teacher doesn’t pay attention. T asks one student to write an answer on the board and since she doesn’t know what to write the majority of the Ss start saying aloud the correct answer and spelling what she has to write.</p>	<p>The student doesn’t want to go to the board and develop the exercise because she has a low level of autonomy and self-confidence.</p> <p>T leaves the classroom may be because she thinks that it doesn’t affect the class or the Ss’ process. That is not true. Once the teacher leaves the classroom Ss start being off task because of their low level of autonomy; they need somebody to be in front of them to be on task.</p> <p>Some Ss start saying aloud the correct answer in order to help the student who didn’t know what to write.</p>
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<p>There are some Ss who want to participate. The same student of the previous notes says “profe yo hago la ultima!, profe!”, but teacher doesn’t pay attention.</p> <p>T asks Ss to develop the following exercise. Many Ss say “profe asi?, profe venga!, profe voy bien?”.</p> <p>T starts correcting the exercise and the majority of the Ss are paying attention and answering.</p> <p>One student says “profe pero que estamos haciendo? Cual es la diferencia?”, but teacher doesn’t pay attention.</p> <p>This student says “profe así? Venga!”.</p> <p>Others say “profe mire asi? Me quedo bien profe?”.</p> <p>T asks one student to go to the board but she doesn’t want to. The same student of the previous notes wants to participate and go to the board; he raises his hand, says “profe, profe, yo solo he pasado una vez!”. T starts explaining the following exercise, always in Spanish, and the class ends.</p>	<p>This could happen because teacher doesn’t do transitions or explain the instructions in a clear way.</p> <p>The student doesn’t want to participate because she doesn’t know the answer or because she is not sure about what she has made (lack of confidence).</p>
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DOMAIN ANALYSIS



Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- Describe a poster
- Answer questions
- Complete questions and answers
- Develop a handout
- Write answers on the board

is a kind of →

Cover Term

Activities

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- Talking
- Not doing the activity
- Not paying attention
- Standing up

is a kind of →

Cover Term

Indiscipline

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher talking in Spanish all the time
- Ss talking in Spanish
- Ss not participating
- Teacher answering the question by herself

is a way to →

Cover Term

not practice the English language

Semantic Relationship: Rationale
Form: X is a reason for doing Y

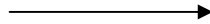
Included Terms

- Not understanding of the topic
- Not knowing the vocab
- Teacher answering the questions by herself

is a reason for

Cover Term

Ss' low participation



Semantic Relationship: Rationale
Form: X is a reason for doing Y

Included Terms

- Teacher ignoring Ss

is a reason for →

Cover Term

Ss' loose of motivation

Semantic Relationship: Rationale
Form: X is a reason for doing Y

Included Terms

- Teacher not explaining the exercise
- T not giving an example
- T not explaining the topic in different ways for better understanding
- T not solving all the Ss' doubts

is a reason for →

Cover Term

the low/lack of comprehensible input

Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- Teacher ignoring Ss
- Ss looking at each other
- Ss saying "no entiendo!"
- Ss asking their classmates
- Ss asking the teacher

is a result of →

Cover Term

Not understanding

Semantic Relationship: Cause-effect
Form: X is a result of Y

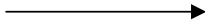
Included Terms

- "Profe yo quiero pasar!"
- "Profe yo hago el quinto!"
- "Profe yo voy después de él!"
- "Profe yo el octavo!"
- "Profe yo no he pasado"
- Ss raising their hands

is a result of

Cover Term

Wanting to participate



Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- Teacher speaking in Spanish all the time
- Teacher asking Ss to develop an exercise without having explained it before
- Teacher asking Ss to develop an exercise without having given an example
- Teacher taking into account only a group of Ss, not all of them
- Teacher answering the questions by herself
- Teacher leaving the classroom
- Teacher not paying attention to some Ss' doubts
- Teacher not doing transitions

Cover Term

is a result of → low classroom management

Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- Ss asking for the teacher' help all the time
- "profe venga, profe venga!"
- "Profe así?"
- "Profe voy bien?"
- "Me quedó bien profe?"
- Ss asking their classmates

Cover Term

is a result of → Ss' low level of autonomy



UNIVERSIDAD INDUSTRIAL DE SANTANDER

LICENCIATURA EN INGLÉS

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGÉLICA REINA

Date: 17th September 2008

Observer: Angélica Reina

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>As soon as the teacher arrives at the classroom she starts pasting some pictures about Halloween on the board. Soon after this, she uses the words 'Ok babies' to start the class. Since some students are still talking when they should be listening, the teacher asks them in Spanish '¿Listo? ... Bueno, pongan cuidado'. Then she says 'Bueno, eso está bien' when she sees three students sitting at the front part of the classroom. Soon afterwards, the teacher hands in some worksheet photocopies of a book, and asks students in Spanish to have a look at the first exercise: 'Entonces mis amores, veamos qué dice el ejercicio'. The teacher calls the attention of a student since he is not on task, so she says to him in Spanish 'Estamos trabajando con la copia ahora'. Later, the teacher starts reading in English the information written on the first exercise, while translating into Spanish certain utterances. She also asks students to write down the Spanish translation of certain words next to their corresponding 'English equals' in the exercise, as in the next example: the teacher says to the students 'Anoten al lado de la palabra 'keys' la palabra 'llaves''. As a matter of fact, she says this same sentence around five times due to the fact that there are many students who are not on task and who are at the same time talking about non-class-related aspects. Then, she also asks to a student</p>	<p>The use of Spanish is a constant fact from the beginning of the class, so it seems like the teacher is not aware that students must be exposed to the target language in order to first get used to listening to it, to then be motivated and even feel the need of start practicing it.</p> <p>From the sweetest words to motivate Ss, to even the most accurate and proper utterances to call Ss' attention, all of them can be learned by students in English, but this is not the case since the teacher is not being a useful reference for the practice of the target language.</p> <p>There's no use of Wh-questions, even though the students should already know this language structures.</p> <p>There's a lot emphasis on Grammar elements, but... What about the use of context?</p>

<p>in Spanish ‘¿Anotaste?’ and tells him to come forward by saying ‘Sergio, por favor vente para acá’. After this, the teacher explains the established situation from the exercise in both English and Spanish, as well as she asks her students in Spanish about such situation: ‘¿Qué dice la persona?, ¿Qué pasa?, ¿Qué sucede?’.</p> <p>Following up, the teacher asks students to look at the second exercise and then she writes the word ‘<i>Singular</i>’ on the board to finally explain in Spanish that, in order to refer to ONE object, we must use the words ‘<i>a</i>’ or ‘<i>an</i>’. She subsequently asks students in Spanish the reason why they should use the word ‘<i>an</i>’ and in which cases they should do it. Furthermore, the teacher writes on the board some English examples of the use of the utterance ‘<i>There is</i>’ in positive and negative sentences, using plural and singular nouns. In order to check if the students are done writing the examples, the teacher asks in Spanish ‘¿Puedo borrar?’. Due to the fact that there are two students constantly talking and speaking about other issues instead of listening to the teacher, as well as they are distracting other classmates, the teacher calls them by their names and tells them to take and keep their class material in their bags and leave the room immediately. The students obey without opposing and wait outside the classroom, in front of the door, trying to look at the inside of the classroom. They enter to the room again after a very long period of time, when the teacher lets it.</p> <p>After the above incident, the teacher asks students to complete the charts on exercises two and three. The teacher does not wait until all the students finish their task and so she starts giving the answers, writing them on the board and explaining their meaning in Spanish. From time to time she asks a student to help her with an answer or go to the board to write such</p>	<p>Again, the use of Spanish is predominant.</p> <p>In this case it seems to be a normal action from the teacher the one of taking the students out of the classroom when avoiding their tasks, since such students seem to be used to it and the rest of the classmates do not seem surprised about the teacher’s decision. There is no need to take the student out of the classroom... there are other ways to let the student know that he/she is being disrespectful and that it will affect his/her image about discipline; the teacher can let the student know about his/her responsibilities without taking away from him/her the chance of continuing studying in the classroom.</p>
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answer.

The teacher uses the same process as the above to ask students to do the next four exercises, to monitor and to check the answers. The following are ways in which the teacher calls the students' attention: calling students by their names, using eye-contact, asking them about the exercise information and answers, pointing to the board so that they can pay attention to what is written on it, asking students if they want to get out of the classroom since they are not paying attention, telling students who are not on task that they will be called to go to the board and write the answers, telling directly to the student that he/she is not working today, and finally saying in Spanish sentences like **'Por favor, un poco de atención'**, **'Atención mis amores'** and **'Atención, voy pasando por puestos'**. The teacher uses several strategies to call students' attention, but she keeps calling the attention of the same students, ignoring others who are also constantly avoiding doing the tasks. This teacher's attention over the same students also helps ignoring students who want to participate, like in the case of a male student who called the teacher for more than five times in order to participate, raising his hand in more than one activity; the teacher only let this student participate on the last activity, to which the student finally said with a low voice level *'Por fin, le había dicho más de 50000 veces que quería pasar'*.

The teacher keeps talking in Spanish to encourage students and make some class specifications or ask about class issues, like when using the following utterances: **'¡Eso!'**, **'Pilas con las formas singular y plural'**, **'¿Cómo decimos...?'**, **'¿Y el tercer punto mis amores? ¿Cómo es el tercer punto?'**, **'¿Qué nos faltó?'**, **'Ahora vamos a...'**, **'¿Cómo comienza...?'**, **'¿Cómo sería...?'** and

The teacher seems to be sure about the 'smart' students in the class, since she just keeps ignoring them and keeps avoiding their participation; maybe she thinks that they already know well the class content, so that there is no need to spend further time with them.

Maybe the teacher did not have a previous plan about the activity with the posters, since she did not anticipate that she would not have enough time to even start it.

‘¿Qué vamos a hacer con esta guía?... A guardarla’.

To finish with, the teacher never uses the previously pasted pictures on the board put at the beginning of the lesson, and there is a part of the class, before its closure, where the teacher gets out of the classroom for about seven minutes when she is supposed to be monitoring the activity.

DOMAIN ANALYSIS

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher asking in Spanish:
‘¿Puedo borrar?’, **‘¿Listo?’**,
‘¿Anotaste?’

is a way to →

verify Ss' task of writing
information from the board

Cover Term

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Ss saying to the teacher
**‘Estoy perdido profesora,
espere. Espere profesora’**,
‘¿En cuál vamos?’
- Ss confessing to their
classmates that they are
lost and that they do not
understand the activities

is a way to →

show confusion about
the class activities or
instructions

Cover Term

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms		Cover Term
<ul style="list-style-type: none"> - Ss talking about and doing non-class-related issues like polishing the nails - Teacher leaving the classroom when monitoring 	is a way to →	cause a class breakdown

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms		Cover Term
<ul style="list-style-type: none"> - Ss answering in Spanish the majority of the cases - Teacher allowing Ss to speak Spanish the majority of the time - Teacher speaking Spanish when giving input, greeting, explaining instructions, praising and calling the Ss' attention 	is a way to →	diminish the opportunities to learn the target language



UNIVERSIDAD INDUSTRIAL DE SANTANDER
 LICENCIATURA EN INGLES
 PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA
 Date: September 23rd 2008 Observer: Paola Olave

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>T starts the class distributing a handout for practicing <i>some, any, a</i> and <i>an</i>. T asks Ss to start developing the first exercise of that handout.</p> <p>A student asks the teacher “¿es con lápiz o se puede con lapicero?” Some Ss ask their classmates because they</p>	<p>The Ss' necessity of asking the teacher or their classmates about everything is due to their low level of</p>

<p>don't understand. 6 of the Ss sitting in the first places are doing the exercise but some of them are asking their classmates. One student asks the teacher "¿profesora voy bien?"</p> <p>T starts correcting the exercise without doing a transition. T speaks Spanish most of the time. T explains each point of the exercise while she is correcting it. T stops correcting the exercise and gives Ss time to continue developing the handout (without any transition). T monitors Ss place by place. Some Ss ask "¿asi profe?"</p> <p>T continues correcting the exercise and most of the Ss say the answer aloud. T gives time for finishing the exercise but some of the Ss say "profe ya!"; others say "profe, profe" "profe mire asi?" "profe, profe, venga".</p> <p>T explains the second exercise. T reads the instruction and the example in the handout. Many Ss start calling the teacher by saying "profe venga!" "profe mire asi?" "profe venga y me revisa!". T starts correcting the exercise without making a transition.</p> <p>Some Ss want to go to the board to participate by writing the answers over there. Two girls say "profe yo paso!" "profe yo hago la otra!" but teacher doesn't pay attention.</p> <p>T explains the 3rd exercise and she does a transition but all in Spanish. T gives an example.</p> <p>T starts checking and correcting that exercise and since she didn't do a transition some Ss ask "profe en donde va?". T stops correcting it and gives Ss time to continue developing it, again without doing a transition.</p>	<p>autonomy and self-confidence.</p> <p>T doesn't do any transition when finishing or starting and activity maybe because her low classroom management and because she is not aware that it can cause lesson breakdowns.</p> <p>Some Ss got confused due to the fact that the teacher doesn't do transitions.</p> <p>This can happen because the teacher is focused on some specific Ss.</p> <p>The teacher does this in order to guide Ss in the activity.</p>
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<p>Some Ss ask T “profe asi me va quedando bien?” T writes the exercise on the board for Ss to go and write the answers. Many Ss want to go to the board and participate. T says that those Ss who haven’t participated have to do it now, and one student says “pero profesora yo llevo rato levantando a mano y no me ha pasado!”</p> <p>T class is disrupted by a person who needs to talk to the teacher for 1 minute and immediately Ss start talking.</p> <p>T continues the class distributing another handout. T explains the first exercise but all the time in Spanish. T gives Ss an example and asks them to develop it by themselves without the help of their classmates.</p> <p>T leaves the classroom for 2 minutes and the majority of the Ss start talking and doing things different from the class; just like 5 Ss are doing the exercise.</p> <p>One student stands up and asks one of the observers a question about the exercise.</p> <p>T arrives and starts correcting the exercise on the board. There are many Ss who don’t understand because they don’t know the vocabulary. Some Ss say “profe reviseme!” “profe me quedó bien?” Some Ss ask their classmates mostly about the vocabulary.</p> <p>T starts correcting the exercise and some Ss want to participate. One student goes to the board and writes the first answer; since she makes a mistake her classmates help her to correct it. (The handout is about <i>there</i></p>	<p>Ss immediately start talking because their low level of autonomy.</p> <p>T always speaks in Spanish because she thinks that is the only way to make Ss understand, but that is wrong.</p> <p>The student asks the observer because she doesn’t understand what she has to do.</p>
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is/are and prepositions of place).

T stops correcting the handout and gives Ss time to continue developing it. T leaves the classroom again and Ss start talking and some of them stand up and stop doing the activity. The disorder continues and just like 5 Ss are doing the exercise, the rest of the class are talking and doing anything.

2 minutes later teacher arrives and everyone sits down and continues doing the exercise in silence. T continues correcting the exercise and many Ss want to go to the board and participate. Some

Ss continue talking. One student goes to the board to write an answer and when he finishes T asks Ss “en donde esta el error?” and the Ss correct the sentence.

Some Ss stand up for asking the teacher if what they have done is right or wrong. Some Ss check their answers with their classmates. The noise increases because there are some Ss talking.

Many Ss ask for the teacher’s help and those who have finished say “profe reviseme!” “profe venga asi?” T starts correcting the handout on the board. (This point is about present simple; it’s a presentation of Liza and she talks about things there are/aren’t in a zoo).

The majority of the Ss are answering the handout aloud with the teacher and at the same time correcting their answers according to the answers teacher writes on the board. The class ends.

Many Ss want to participate because they are interested in the class and because they want to understand and practice the topic.

T asks Ss to identify the mistake in order to make them reflect about their process.

Ss start talking because they don’t understand or because they are not interested in the lesson or activity.

DOMAIN ANALYSIS

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- Handout

is a kind of →

Cover Term

Materials

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- Write the exercise on the board
- Develop a handout
- Write answers on the board
- Ss answering the exercise aloud with the teacher

is a kind of →

Cover Term

Activities

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

Included Terms

- There is
- There are
- Prepositions of place

is a kind of →

Cover Term

Topics

Semantic Relationship: Strict Inclusion
Form: X is a kind of Y

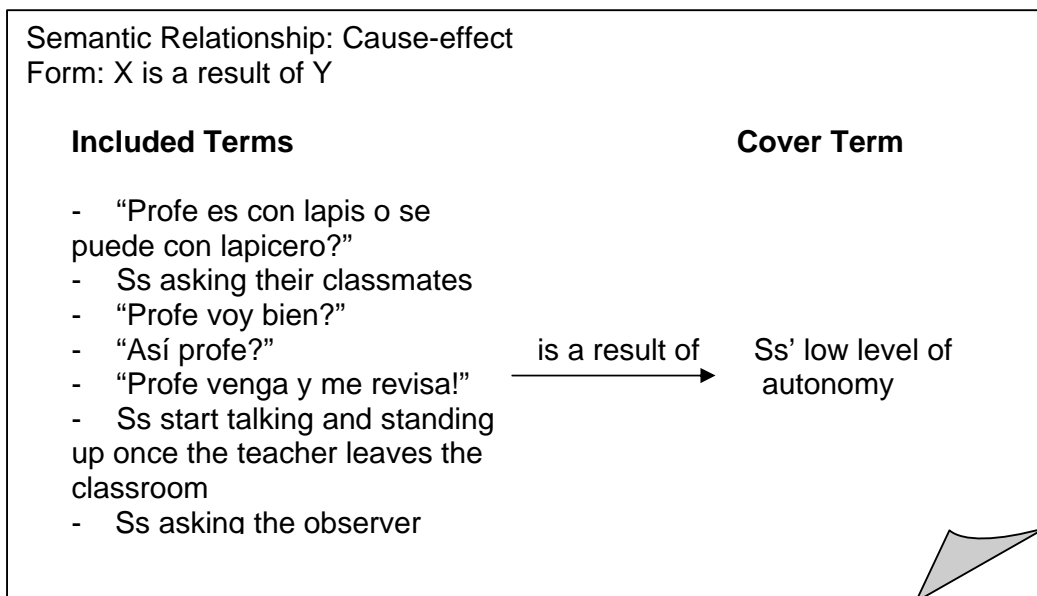
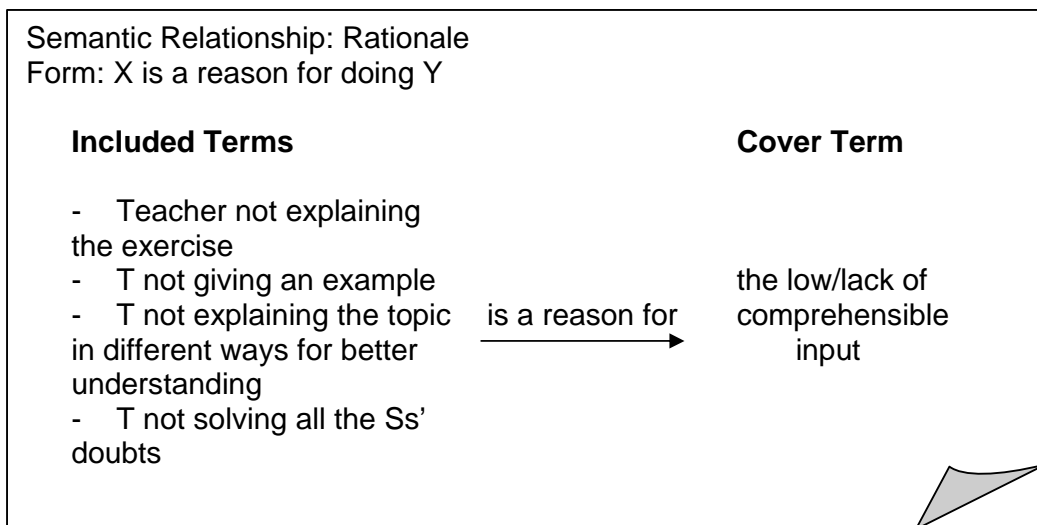
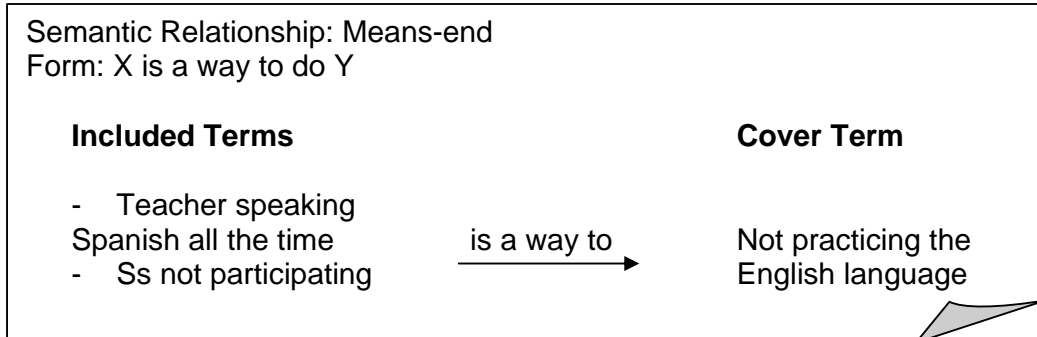
Included Terms

- Talking
- Not doing the activity
- Not paying attention
- Standing up

is a kind of →

Cover Term

Indiscipline



Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- Ss asking their classmates
- Ss asking the teacher
- Ss asking the observer

is a result of →

Cover Term

Ss' not understanding

Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- "Profe yo!"
- "Profe yo paso!"
- "Profe yo hago la F!"
- "Pero profe yo llevo rato levantando la mano y no me ha pasado!"

is a result of →

Cover Term

Wanting to participate

Semantic Relationship: Cause-effect
Form: X is a result of Y

Included Terms

- "Profe en donde vamos?"
- Ss' confused faces

is a result of →

Cover Term

lack of transitions

Semantic Relationship: Attribution
Form: X is a characteristic of Y

Included Terms

- "Profe en donde vamos?"
- Ss' confused faces

is a characteristic of →

Cover Term

Classroom management

Semantic Relationship: Cause-effect
 Form: X is a result of Y

Included Terms

- Teacher not taking into account all the Ss
- Teacher not doing transitions
- Teacher starts correcting an exercise and suddenly stops asks Ss to continue developing it
- Teacher speaking Spanish all the time
- Teacher leaving the classroom
- Teacher not explaining all the exercises
- Teacher not giving an example for all the exercises

Cover Term

low
classroom
management

is a result of
→



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: September 23rd 2008

Observer: Aura Maria Quintero A.

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It is 2:30 pm and the Teacher walks into the classroom and starts handing out some copies after that she gives instructions in Spanish. T checks knowledge, she asks for instructions and examples. T asks and waits for answers. T keeps a good communication with students.</p> <p>T says if is OK if they make mistakes, she stays in front of the class and walks from one side to the other checking what they do but ONLY to those Ss sitting on the front seats.</p> <p>Now T starts walking in between the rows checking the Ss sitting at the back of the</p>	<p>T should take some time to open the class, greet students and check assistance. She should also design some warm up activities for Ss to get contextualize with the topic of the lesson.</p> <p>T does a good job when saying Ss it is ok if they make mistakes; in this way, they feel more confident and motivated to participate. T should walk around the room in different directions in order to have more control of the class and the tasks.</p>

<p>classroom. T talks to Ss if they need to check their answers. T says it does not matter if they use pencils or pens but for the exam only pencils are allowed. T is constantly checking Ss work and walking around the room.</p> <p>T suddenly starts reading the exercises and waiting for them to answer. T gives the explanation of the answers and is constantly recalling for information and knowledge. T keeps speaking Spanish.</p> <p>T is the one who says the answers. T does not ask for volunteers or choose some of them to participate. T prizes Ss if they do something good if their answers are correct. T keeps checking Ss work and monitoring the activity. T asks questions in order to make clear why that was the correct answer.</p> <p>T now explains the second activity of the worksheet. Again T gives instructions in Spanish. She does not use transitions. T helps Ss when they call her. T checks vocabulary when Ss ask. T continues walking between the rows but T sometimes does not go where Ss are calling for her. T goes to different seats and checks those Ss work.</p> <p>T contextualizes Ss. For the following exercise T reminds them to think of their own school. T gives the opportunity to participate and write the answers on the board.</p> <p>T corrects the mistakes on the board and then explains to everybody why that answer was incorrect.</p> <p>T uses Spanish all the time and translates constantly. T has some mistakes in pronunciation and keeps translating.</p> <p>Once Ss finish, T draws the exercise they did on the board. T says, now those Ss who did not participate before now have the opportunity. T keeps asking for vocabulary in Spanish. T asks for those Ss who have not participated and ask them to do it, to try.</p>	<p>T should be aware of the importance of giving Ss clear context before starting an activity. For this reason, pre-listening activities prepare students for the task. It is also important that the T uses the target language during the class most of the time, at least the basic expressions in order to get students be more familiar with the English language.</p> <p>Teacher and Ss' good relationship is a great advantage in the Teaching-Learning process, it motivates Ss a lot.</p> <p>Teacher should use the English language more often and also should be aware of the stages of a lesson and try to follow the order by making transitions between one activity and the other. Let Ss know when an activity is over and when the next one is about to begin.</p> <p>In this time the T was aware of the importance of contextualizing Ss with the new topic.</p> <p>Is a good idea to make clear all the new language content or at least to review it.</p> <p>Again, T should not use Spanish all the time, T should use the target language most of the time in order to immerse Ss in the language.</p> <p>It is important to let all the Ss participate, in this way all of them will feel part of the class and it will increase their motivation.</p>
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<p>T does not say the activity is over or checks answers for the whole class. T just starts handing out other worksheets. (no transitions). T now writes the date. T says that the activity must be done individually, and explain what they have to do, in Spanish.</p> <p>T says she will do the first exercise along with them as a model / an example. T stands looking at only one side of the classroom. T writes the examples of the exercises on the board as the Ss help her with the answer.</p> <p>T leaves the classroom while Ss were working on the worksheet. T comes back to the classroom and asks if they are working. Now T reads the exercises and pauses when T wants Ss to answer. T gives them time to think of the answers. T calls Ss names when notices they are not on task, t reminds them they have work to do. T walks around the room and between the rows monitoring the activity and checking answers. She does not ask for different Ss to participate, she chooses the same ones.</p> <p>T continues asking questions for each exercise to recall information, T also translates all the exercises, she asks then to think of the answers and leaves the room. T comes back and waits for Ss to be quiet. T continues checking the exercises on the board. She asks to the class for mistakes and she corrects them. T stands in front of the class and waits for Ss to finish the activity. T reminds them that the activity is individual and she goes to different seats when any student calls her for help. T calls Ss names when notices they are not working. t walks around the room monitoring the activity. T asks if they can check now the answers. T checks the answers along with the class and explains why the answer was incorrect.</p> <p>T keeps asking questions to recall information and make completely clear some concepts. T reads the exercise and waits for them to answer when she pauses. T writes the</p>	<p>One more time, T should do transitions.</p> <p>If the T is doing the first exercise as an example, T has to make sure the explanation is for everybody not only for a specific group in the class.</p> <p>T should not leave the classroom that often since it interrupts the normal flow of the class and Ss can get easily distracted form what they really have to do. T should be a monitor and he/she plays an important role in each activity.</p> <p>Once again, T should not translate every single word, Ss need to work on the target language and inferring new and vocabulary and meaning by context is a great tool the T should start using.</p> <p>T does a good job when monitors the activity and makes sure all the Ss are on task, participating and he/she is checking language content and vocabulary constantly.</p> <p>If the T is checking the answer it would be a good idea if he/she writes complete sentences on the board, so the Ss can review the complete structure.</p>
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<p>answers on the board, but only the words, not the complete sentence.</p> <p>T finishes the exercises and now she asks for those Ss who want to participate in the project. Ss stand up. Now, T asks Ss for the worksheets and collects them.</p> <p>Class is over.</p>	
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DOMAIN ANALYSIS

<p>Semantic relationship: Cause-Effect Form: X is a result of Y</p>		
<p>Included Terms</p> <ul style="list-style-type: none"> - Ss asking question about what to do or about how is their work; right or wrong. - Ss just waiting until a classmate does the exercise. - Ss not doing the exercises. - None of the students answering the questions. 	<p>Semantic relationship</p> <p>is a result of</p> <p>→</p>	<p>Cover term</p> <p>Ss' lack of confidence</p>



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: September 24th 2008

Observer: Aura Maria Quintero A.

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It is 2:30 pm and the Teacher starts the class. T does not greet Ss, T starts talking and asking some of them to change their seats. T says they will work in pairs on a drawing. T gives instructions in Spanish. First, T reviews some concepts about prepositions in Spanish.</p>	<p>T should take some time to open the class, greet students and check assistance. She should also design some warm up activities for Ss to get contextualize with the topic of the lesson. T should use English most of the time.</p>

<p>T prizes Ss if they answer appropriately. T gives instructions after the review, using Spanish all the time. T shows some pictures to the class and explains what they have to do.</p> <p>T stands in only one part of the classroom and the board. T speaks but not everybody is paying attention to her. T asks if they understand the activity but they do not answer. T does not check for instructions. T leaves Ss on their own to organize the couples. Ss stand up, start talking but T does not control the discipline and organization of the class. T let Ss come to her and ask for the material. T does not assign time for the activity. T leaves them by their own. T checks her cell phone and leaves them completely alone in the activity.</p> <p>T starts checking their work after a while but she does it for everybody. She did not give clear instructions. Now T starts walking around the room going to different groups to check their work. T leaves the classroom and leaves them alone. Ss are not on task, they stand up, talk about different things, throw papers, Ss laugh and get together to talk.</p> <p>After 25' of class. T comes back and starts checking the activity, she does not say what they have to do, she just starts speaking. She does not say how the activity is going to be checked, T chooses the same Ss to come to the board and write the answers.</p> <p>T uses Spanish all the time. T continues speaking but many Ss do not listen to her, do not pay attention and she does nothing!!, she does not control the class.</p> <p>T keeps choosing the same Ss to participate, she continues checking the activity but she does not monitor those who are not paying attention and are doing something different not related to the class.</p> <p>T now asks for the way they should ask someone questions in English. T writes an</p>	<p>Prizing Ss for their good work is an excellent way to motivate them and encourage them to continue being part of the class.</p> <p>T should pay attention to the distribution in the classroom, walk around the room I many directions in order to have more control of the class activities and students' needs. T should also avoid leaving the classroom in order to avoid interruptions or breakdowns during the lesson.</p> <p>I recommend the T to give clear instructions before starting an activity and explain it step by step. Once T finishes the explanation she/he should check instructions to make the task clear.</p> <p>It is very important that Ss know what to do at all times during the lesson. The T should provide the necessary instructions and guidance for them to do their work correctly.</p> <p>T should not use Spanish all the time. Use of English is absolutely necessary during the lesson.</p> <p>T should also be aware of all the Ss participation and give the opportunity to everybody of being part of the activities.</p> <p>If the T is explaining something, she/he has to make sure that everybody in the classroom is listening and paying attention, through eye contact</p>
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<p>example on the board. She speaks but she does not make sure everybody is listening and paying attention to her. T gives instructions in Spanish for the second activity. T writes the instruction on the board.</p> <p>T leaves them work on their own; then, T checks the answers but Ss do not participate.</p> <p>Class is over.</p>	<p>or asking questions about the explanation is a good way to keep them focused in the class.</p> <p>T should not leave the classroom at any time.</p>
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DOMAIN ANALYSIS

<p>Semantic relationship: Cause-Effect Form: X is a result of Y</p>		
Included Terms	Semantic relationship	Cover term
<ul style="list-style-type: none"> - T has to repeat the meaning of The vocabulary. - T not giving context. appropriate context. - Ss lost during the activities - Ss asking for repetition all the time. 	Result of	T not giving



UNIVERSIDAD INDUSTRIAL DE SANTANDER

LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: September 25th 2008

Observer: Marcela Rallón

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCE
<p>The class starts with the T telling Ss they will work in couples. Immediately after, T says: "si quiero decir hay algunos CD's sobre el</p>	<p>T starts doing like a "brainstorming" in Spanish. She doesn't try to encourage her students to get used to listening or practicing English, since it is a verification of knowledge Ss should at least listen</p>

escritorio ¿cómo lo digo?" and continues asking such questions and living examples in Spanish. Ss only answer "in ...on....under..." meanwhile T writes only the prepositions on the board and its equivalent in Spanish like making a list.

Then, T hands out a worksheet. She starts giving instructions in Spanish, while Ss are still passing the worksheet backwards, once T finishes giving instructions and Ss are supposed to start doing the activity most of them look around, ask their classmates "¿qué hay que hacer?" or ask using gestures the same question. T doesn't realize this and continues writing an example of the first exercise on the board (which consist of finding some hidden spiders in a picture; for each spider they find they have to make a sentence using prepositions) and then she sits down in her desk and leaves Ss on their own for the entire activity. During the activity most of the Ss are talking to their classmates about different things, some of them are walking around the classroom while T is focused on her mobile.

After 8' T realizes Ss are not doing the activity and she says "ya casi terminan ¿verdad? And the answer she gets is "no profe, no entendemos que hay que hacer" T asks then "y ¿porqué están hablando con sus compañeros? And Ss say: "por que no entendemos como hacerlo". So T explains again the activity and this time she says "miren este es el vocabulario que no se saben y tal vez necesitan" and she writes a list on the board with terms such as lighthouse= faro, beach= playa etc. Even when T realizes that many Ss still have doubts or need some help, she leaves the classroom. During this period of time only 2 couples are on task. T is absent for 10'.

to the question and provide the answer using English. Besides, T doesn't use examples where Ss can see their use or context instead she prefers making descontextualized lists with the translation of each word.

T should have waited until all Ss have their worksheet to start giving instructions. For this reason, since they were focused on getting the worksheet they didn't pay attention and were lost during the performance of the activity. T should have also checked understanding of the activity for example asking some Ss to repeat the instructions, but instead she writes an example without asking Ss to help her out with the sentence. T should always make sure Ss understand what they are supposed to do. What is more, T must monitor the activity, walking around the classroom, making sure Ss are on task, or helping them out if they have any doubts. Focusing on the phone and spending more than 5' on it, for my point of view a big mistake since students get off task and start talking to their classmates and doing everything but the task, which also shows the huge lack of autonomy and interest.

Again T just explains the activity in Spanish, without miming or modeling it or giving appropriate contextualized examples. Besides T is aware that Ss don't know many of the words they need to carry out the activity in a good way, so why didn't she start the class presenting the unknown vocabulary? Or at least present the new words in a creative, visual and appealing way, before asking them to do the activity? Does she think that writing lists on the board without even checking Ss knowledge or making them find out the meaning either in a dictionary or guessing it from context is the way they are going to learn them? Even more, T must make sure Ss have clear the exercise no matter if she has to give them many examples, and never leave them alone for such a long time, another huge mistake for my personal point of view.

T doesn't control or monitor the activity and

When T comes to the classroom she immediately says "bueno la spider 1" and chooses one S to come to the board and write his sentence. This S says " profe pero yo no se yo creo que esta mal yo no entendi" and T answers: " venga venga que yo le digo como es" when he gets to the board T, who is sitting in her desk, says " a ver va primero the spider 1 is " S writes what T says, asking al the time for the spelling of each word he has to write, then T ask him "¿cual preposicion va?" he doesn't answer so T says: "on", and in this way she ends up doing the whole sentences. Almost the same happens with the other Ss that come to the board because they say T es que la tengo mal". When all the sentences are written on the board, one S says "uy T todas las tengo mal, yo no entiendo" and T says " pues miralas y copialas del tablero". .

Next, T asks " si quiero preguntar ¿Dónde esta la spider 1 como digo? All the Ss are quiet so she says "bueno empieza con la palabrita where , se acuerdan que es dónde? Some Ss say "ahhh sil!" T continues trying to elicit the sencece from Ss but she ends up saying it herself.

T moves onto activity 2 of the same worksheet. (which consist of making questions using where) T gives the instruction in the same way she gave the instruction for exercise 1. After 5' Ss look lost, so T has to write on the board. T sits down while Ss look at the board without knowing what to do. The class ends and the activity is not checked.

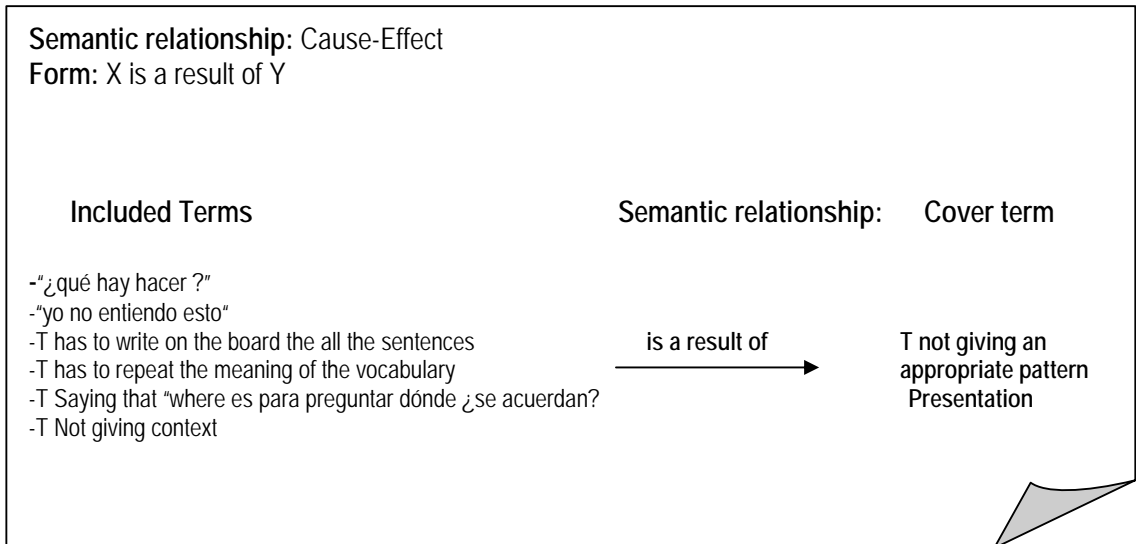
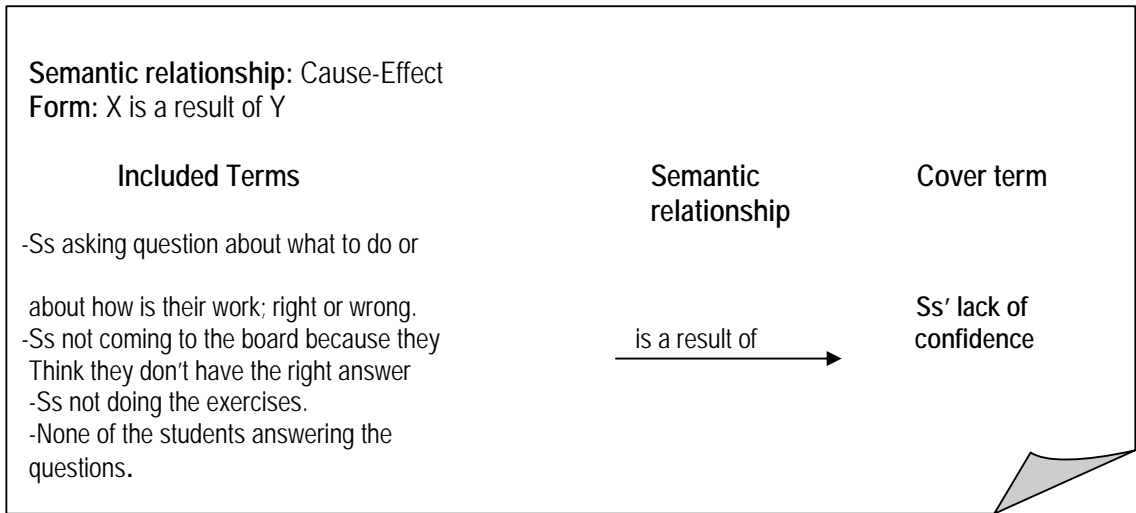
pretends Ss perform it in a good way, and then she doesn't understand why they ask for more time, or why they don't have confidence in their work.

T is not helping the Ss when she/he gives them the entire sentence. In this way students won't try to make an effort to learn or at least to do the exercises if they know T will give them the answer, may be this is the reason why they have been studying the same topic for weeks and still don't know or understand its use or how to make simple sentences using the vocabulary and grammar they already studied. Besides, how is it possible that T sees that her S doesn't understand or has problems getting the topic and the only "solution" she gives him is to copy the answers from the board! I understand it is a big classroom and it is almost impossible to sit down with each S but she must have ask him what he didn't know and make like a wrap up of the activity asking the class to make a review of what they were studying and in this way solve the S doubts.

Again T must stop giving Ss the answer, she is not letting them apply their knowledge, Teacher doesn't allow Ss to see their mistakes or reflect about them, maybe she thinks that she is helping them, but instead she is making them so teacher-dependent, that is why they at the beginning and during a task do not feel confident to carry it out without the teachers' help or approval.

Either Ss haven't studied questions or they don't remember how to use it because Ss looked lost all the time and the class finished and most of the students left the classroom without even start the first exercise.

DOMAIN ANALYSIS



Semantic relationship:
Cause- effect

Form: X is a result of Y

Included Terms

- Ss walking around the class while she is explaining
- Ss talking to their classmates while T is explaining
- Ss talking about everything but the topic loudly during the class

Semantic relationship

is a result of →

Cover term

lack of classroom Management

Semantic relationship:
Means-end

Form: X is a way to do Y

Included Terms

- Ss talking while T gives instructions
- Ss talking while T corrects an exercise
- Ss walking around the classroom while T writes on the board

Semantic relationship

Is a way to →

Cover term

show no respect for the Teacher

Semantic relationship:
Means-end

Form: X is a way to do Y

Included Terms

- T focused on the phone for more than 5' in the middle of an activity
- T not letting Ss to express their opinion or doing the exercises for them
- T is not helping the Ss when she/he gives them the whole answers!
- T solving the exercises without requiring the help of the students.
- T saying the answer so they just have to write on the board
- T not stopping a an instruction or exercise explanation if she realizes students do not understand
- talking and talking by herself if at the end Ss will leave the classroom knowing nothing about the topic
- T leaving the classroom for 10'

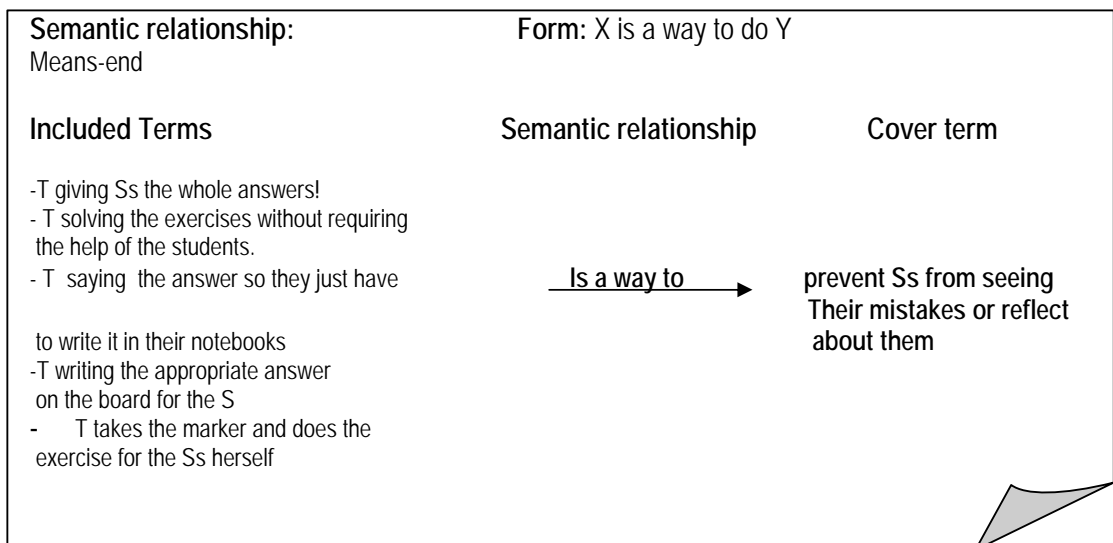
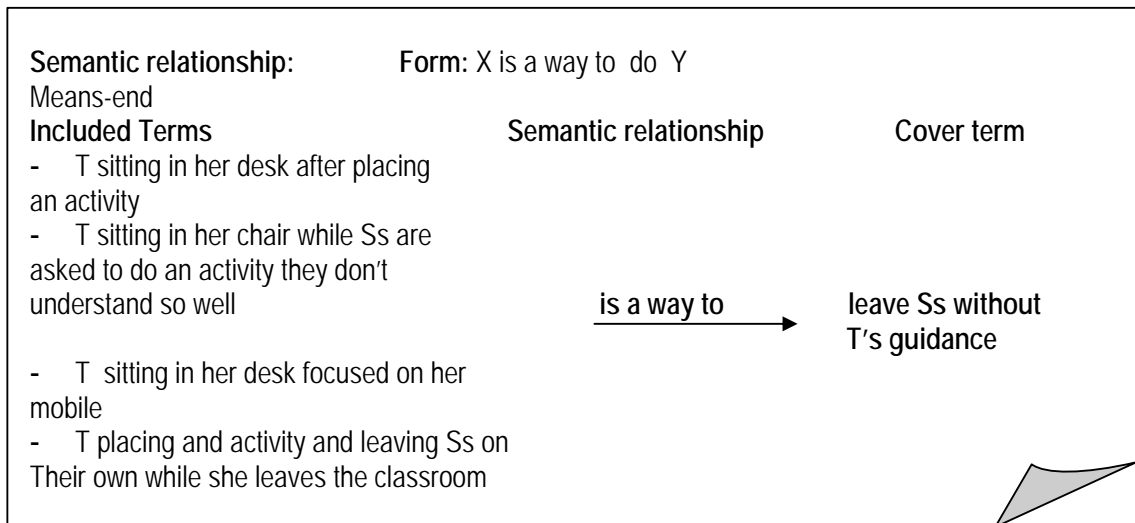
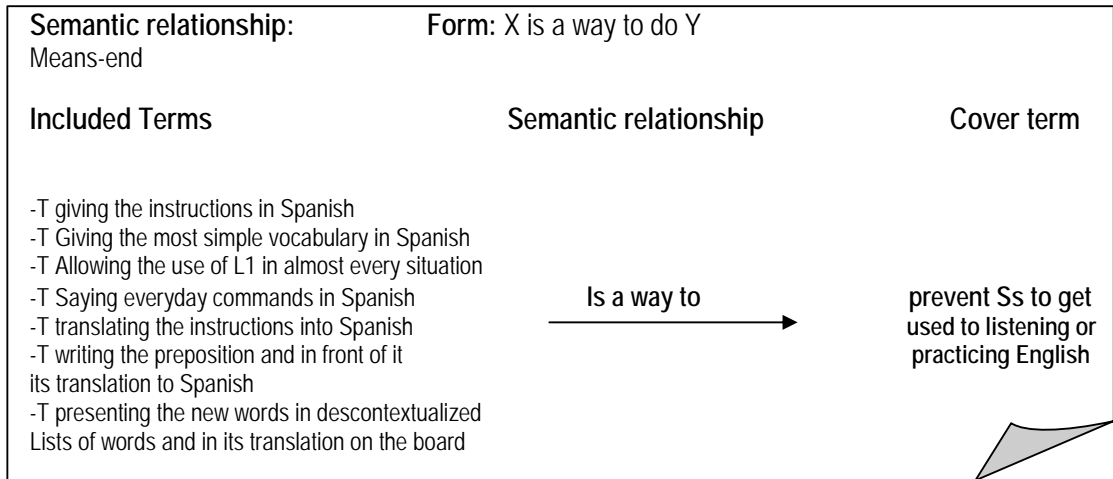
Semantic relationship

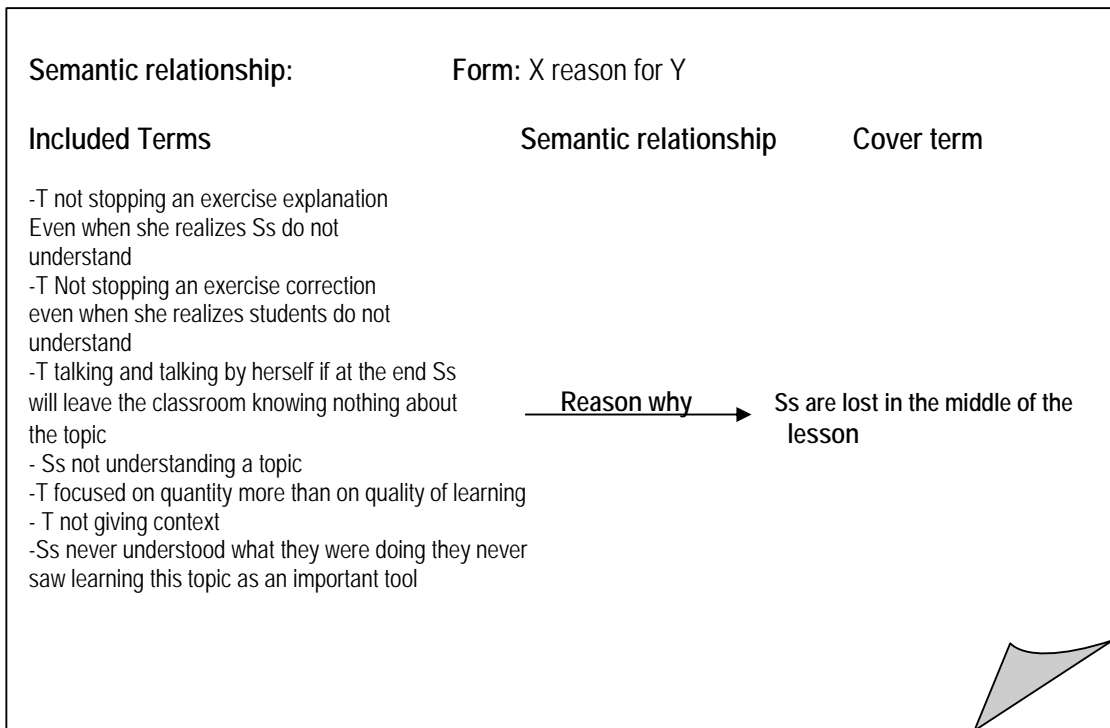
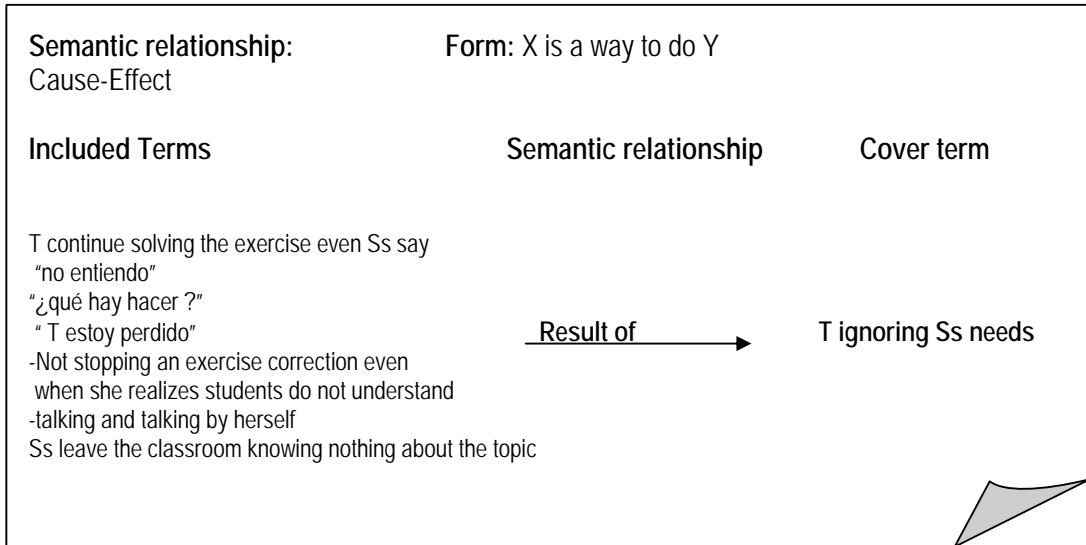
Is a way to →

Cover Term

show no respect For SS

-T not giving guidance or monitoring Ss performance





Semantic relationship:

Form: X reason for Y

Included Terms

Semantic relationship

Cover Term

- T speaking Spanish all the time
- T doesn't give context before presenting a new topic or vocabulary
- T focused on quantity more than on quality of learning
- Ss don't even know the most basic words
- T giving all the instructions at the same time
- T translating all the instructions into Spanish
- Ss get lost when reading
- T talking and talking by herself if at the end Ss will leave the classroom knowing nothing about the topic
- T Giving the most simple vocabulary in Spanish
- T is the one who corrects all the sentences.
- T trying to brainstorm the vocabulary but all the answers she got were "no se"
- Ss don't know how to put into practice a topic they have been studying for more than 3 weeks-
- T not stopping an exercise correction even when she realizes students do not understand
- Ss never understood what they were doing they never saw learning this topic as an important tool
- T not letting Ss to express their opinion or doing the exercises for them
- T is not helping the Ss when she/he gives them the whole answers!
- T solving the exercises without requiring the help of the students.
- T saying the answer so they just have to write it in their notebooks

Reason why →

Ss are not learning / Ss have a lack of background/ Ss have a lack of significant learning

FOCUSED OBSERVATIONS



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA
Date: 14th October 2008 **Observer: Marcela Rallón**

FOCUSED DOUBLE ENTRY OBSERVATION

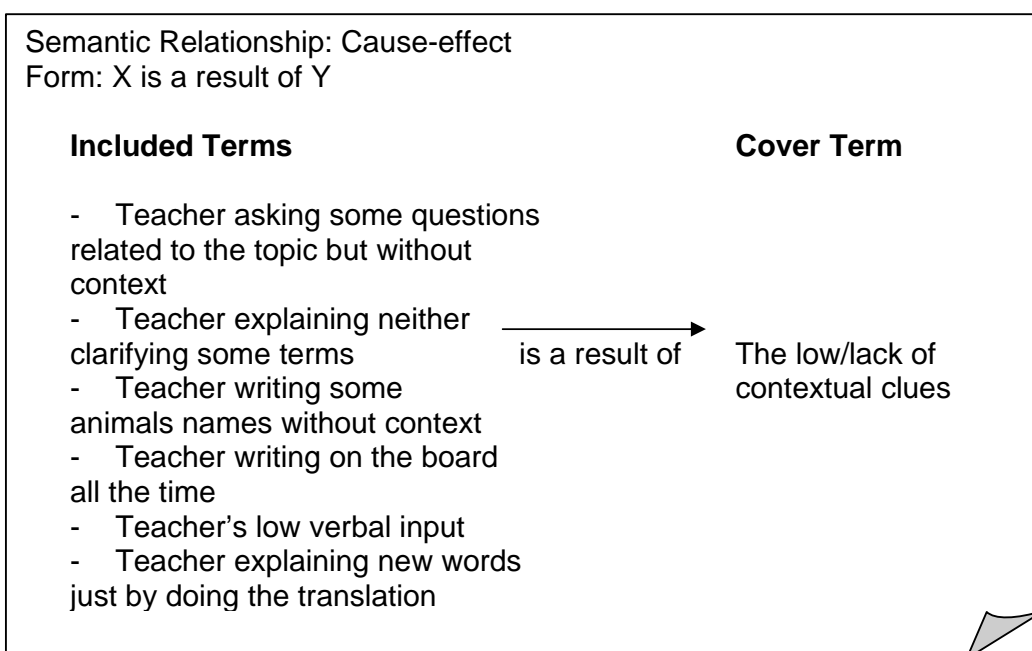
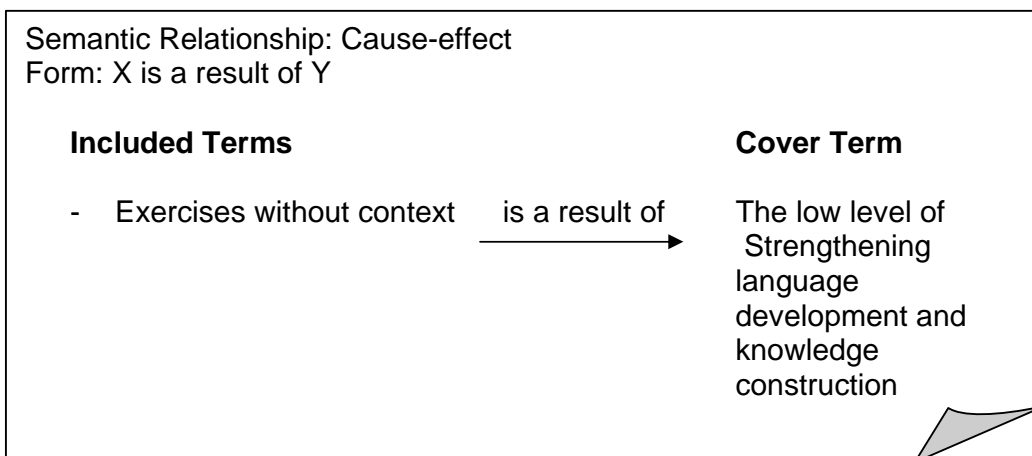
DESCRIPTION	INFERENCES
<p>The teacher starts the class making a review of there is/are; she does it in Spanish: “¿Recuerdan que vimos there is/are y luego vimos preguntas?”y que para hacer las preguntas cambiamos el lugar, bueno hoy vamos a aprender a preguntar <u>¿cuanto hay?</u> Con countables e incontables. A ver, ¿el agua la podemos contar? ¿el aceite lo podemos contar?” Everybody says no!</p>	<p>In this case, Teacher may think that a is better to make a review in L1 but from my point of view she could have done a brainstorming activity in a different way, using the vocabulary and the topic she had taught before, in L2 in order to provide Ss both with reference for the target language and verify understanding of the previous lessons.</p>
<p>The teacher writes on the board countable and uncountable nouns. Teacher asks “¿que son nouns?” since no one answers the teacher says “es mis amores sustantivos”. Ss look at each other and one of them says “¿y que son esos?” and the other student says “jum!”</p>	<p>In this point teacher makes emphasis on the correct name of the words such as nouns or sustantivos in Spanish and she doesn't realize that the important thing here is not focusing on the proper name but that Ss understand their use. She should have given examples instead of making them understand the mere concept.</p>
<p>The teacher writes on the board the goals for this new term:</p> <ul style="list-style-type: none"> - To ask questions with <u>How much/ How many</u> - To use countable and uncountable nouns to describe places. 	<p>It is a good idea to tell Ss what there are going to study and what is expected from them in a new term and teacher know that, may be for that reason she makes sure her Ss know the goals for the new topic.</p>
<p>This is the presentation of the new topic: Teacher divides the board in 2</p>	<p>May be T thinks this is the best way to present a topic but for me, This</p>

<p>columns; countable, uncountable. She starts writing the name of animals in the corresponding columns. Then, the teacher does the same with people and places and the same with uncountable. If the words are new for Ss the teacher writes the meaning in Spanish in a different column.</p> <p>Once the teacher finishes the list she says “cuando pregunto cuantas lo hago con how many, pero si pregunto cuanto lo hago con how much”.</p> <p>The teacher is all the time writing on the board; she never gives verbal input before, and the examples on the board have no context: ¿cuantos elefantes hay en el zoológico? = How many elephants are there in the zoo?</p> <p>The teacher asks, answers and writes everything on the board, Ss only listen. Teacher always asks “¿como digo cuantos? ¿como digo monos? ¿como digo en?, ahora me pueden decir <u>hay 10 monos</u> entonces reinviertan: there are 10 monkeys”.</p> <p>Then, the teacher does the same for uncountable nouns and she introduces in the questions <u>some, a little</u>, just writing them and their meanings on the board. Then, the teacher writes 4 sentences</p>	<p>presentation should have done in a different way, for instance using flash cards, pictures or miming instead of giving students a list of decontextualized items and expect that in this way they would learn them by heart.</p> <p>T may be doesn't believe that her Ss will be able to understand her if she uses L2 when explaining the uses of, in this case, how many and how much, but I think with plenty of examples and modeling Ss will be able to get the idea.</p> <p>Here, may be the T wants to write all the information, for students to write it also in their notebooks, but she should have provided first oral input and many examples and then when she makes sure her Ss have understood the topic, at that time, write the examples. Those examples should also be contextualized, for example, using the objects she has at hand there in the classroom, or from her Ss, in this way when Ss read the examples they have wrote in their notebooks they can make connections or recall the events.</p> <p>T probably wants to make sure all the things that are written on the board end up correctly so that Ss don't write mistakes, and she doesn't realize that in her attempt Ss participation is left behind, or it is only seen when she ask them to translate some vocabulary.</p> <p>Teacher may be thinks that the best way to teach vocabulary and new topics, is to give Ss the corresponding word and its translation into Spanish, but is this appropriate? Wouldn't be better to make Ss infer the meaning</p>
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<p>in Spanish on the board and Ss have to translate them using what they have just studied.</p>	<p>from context?</p>
<p>When correcting the exercises, the teacher always says the answers aloud, and if Ss realize they have mistakes, they can change it, or if they don't, the teacher erases the sentence and/or writes it by herself or spelling letter by letter.</p>	<p>Teacher may be thinks that her Ss are not able to do a correct sentence, besides she may be thinks that letting her students make mistakes will make them feel threaten or frustrated, but for me, she is preventing her Ss to see they can make mistakes and realize in which parts they have weaknesses in order to improve them.</p>

DOMAIN ANALYSIS

<p>Semantic Relationship: Means-end Form: X is a way to do Y</p>	
<p>Included Terms</p>	<p>Cover Term</p>
<ul style="list-style-type: none"> - Teacher talking in Spanish all the time - Teacher explaining terms in Spanish - Teacher translating all the sentences and unknown words 	<p>is a way to → not encourage active language production</p>
<p>Semantic Relationship: Cause-effect Form: X is a result of Y</p>	
<p>Included Terms</p>	<p>Cover Term</p>
<ul style="list-style-type: none"> - Ss looking at each other - Ss' confused faces - Ss asking "¿y que son esos?" 	<p>is a result of → Ss' not understanding</p>
<p>Semantic Relationship: Cause-effect Form: X is a result of Y</p>	
<p>Included Terms</p>	<p>Cover Term</p>
<ul style="list-style-type: none"> - Ss not understanding 	<p>is a result of → The low/not use of Contextual clues</p>



**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES**

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA
Date: October 15th 2008

Observer: Aura Maria Quintero A.

FOCUSED DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
It is 2:30 pm and the Teacher starts the class. T speaks and gives examples orally and in written form. All the time explaining in Spanish,	This time T contextualizes Ss. This is very good since it helps Ss to get familiar with the new topic but I recommend the T to use a higher and vary

<p>T contextualizes the examples: countable-uncountable. T's voice tone is low, sometimes is too lineal and Ss get bored easily.</p> <p>T asks questions about the examples constantly but only few of them answer. Ss from the back rows are doing different things while the T speaks.</p> <p>T focuses only on Ss sitting in the front rows and let the others apart. T reads the worksheet but not all of them are paying attention or participating.</p> <p>T completes the worksheet at the same time with the Ss, asking questions and they answering. T gives instructions, everything in Spanish and also translation all the vocabulary. T does not walk around the room, only when a student calls her.</p> <p>T let Ss to answer at random, she does not choose the participants. T does not control the flow of the class. T translates all the time and uses Spanish a lot!!.</p> <p>T chooses some Ss to come to the board and write their answers. but, T always chooses the same Ss to participate, Ss from the back rows want to be part of the class but T does not notice them.</p> <p>T again writes the answers on the board. She is not aware of what is happening in the classroom. Class is over.</p>	<p>voice tone when speaking and also try to use English at least for the basic expressions.</p> <p>T should pay attention to all the Ss and try to keep them on task, she/he should walk around the room monitoring their activities and asking and answering questions if necessary.</p> <p>Every single student is important in the classroom and for the lesson. T should pay attention if they volunteer to participate in any of the activities.</p> <p>T should speak less Spanish during the class and more English for Ss to get familiar. Also, transitions should be done to continue with the normal flow of the lesson.</p> <p>T should give the opportunity to participate to all the Ss that raise their hands. Perhaps not in just one activity but at least in the followings.</p>
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DOMAIN ANALYSIS

Semantic relationship: Cause-Effect

Form: X is a result of Y

Included Terms	Semantic relationship	Cover term
<ul style="list-style-type: none"> - Ss walking around the class while T is explaining. - Ss playing while T is explaining. <p>Classroom</p> <ul style="list-style-type: none"> - Ss talking to other classmates. - Ss talking about everything but The topic. 	<p>Is a result of</p>	<p>lack of management</p>



**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES**

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA

REINA

Date: 15th October 2008

Observer: Angélica

Reina

FOCUSED DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>The teacher starts the class by greeting her students in Spanish and trying to have a brainstorming activity to make students remember about the content studied during the former class: so the teacher says 'Recordemos lo que vimos la clase pasada'. After she writes on the board and speak the words 'Countable y Uncountable nouns', the teacher talks about the content by saying 'Que son lo mismo que los que tenemos en español'. Then the teacher writes the following on the board:</p>	<p>The teacher did not prepare English questions to improve the brainstorming activity.</p>

COUNTABLE

*How many...?
much...?*

many - muchos/as

UNCOUNTABLE

How

*much
some
a little*

Other fun activities having contextual clues can replace the excessively grammar based activities.

Soon afterwards, the teacher reads the words written on the board and then she starts asking students about the way of saying certain utterances in English related to the content: **'Si yo quiero decir 'Hay muchos gatos en mi casa', ¿Cómo lo diría yo? ¿Qué uso, 'there is' o 'there are'?'.** The teacher also writes the sentence **'hay muchos gatos en mi casa'** on the board. After around four seconds, before letting any student answers the questions, the teacher asks again **'¿Cómo digo 'muchos', 'muchas'?'.** Since no student answers in a correct or complete way, the teacher starts translating on the board by looking after the translation of each word in the written utterance like this:

there are many cats in my house
 ↑ ↑ ↑ ↑ ↑ ↑
hay muchos gatos en mi casa

The teacher also reads aloud to the students the translation for each word. Then, she keeps asking for translation of utterances: **'Pero si yo quiero decir 'Hay mucha leche en mi nevera'.** The teacher does the same as she did with the previous utterance; she writes its translation on the board to correct students' mistakes:

There is much milk in my fridge
 ↑ ↑ ↑ ↑ ↑ ↑
Hay mucha leche en mi nevera

Continuing with the lesson, the teacher

hands in some worksheet photocopies of a book in order to have a practice about the content structures. The teacher asks students in Spanish to look at the first exercise of the worksheet. Soon after this, the teacher starts reading in English the conversation from that exercise and starts using translation at the same time. In some parts of the conversation the teacher stops reading to ask students in Spanish about what each character says: when the teacher asks '**¿Qué dicen los personajes?**', there are a very few times where the teacher actually lets students answer this sort of questions about the conversation, since she anticipates and answers the questions by herself.

Continuing with the lesson, the teacher asks students to answer the questions in exercise 1b. Again, the teacher reads the questions in English and then translates them, anticipating to the students' answers the majority of the time. Later, the teacher, using L1, asks students to do the second exercise. The teacher gives some minutes to let students complete the activity and then, through translation, she starts checking answers without using a transition utterance. Around six students are not on task, but the teacher does not react over this.

For the third exercise of the worksheet, the teacher uses translation to mention each food product and asks students in Spanish if whether the food element is a countable or an uncountable noun. Again, the teacher only uses the target language when reading the utterances written on the worksheet. Then, the teacher asks students in Spanish to classify the food according to the exercise and says '**Voy a pasar a ver**' to start monitoring. Some students keep calling the teacher to ask her about the exercise by pointing to the worksheet and staring at her with a confused look on their faces. Then the

The teacher does not seem to be aware that she is not letting students have the chance of practicing speaking when giving the answers, because she keeps anticipating giving the answers by herself. Students should also have a 'guessing time' to let them think first to formulate and be sure of their own knowledge.

Again, a lot of Spanish use when it is not needed.

It seems like students do not understand well the worksheet photocopies. Maybe such photocopies are very charged and there is not a well distribution of space for the utterances and drawings.

teacher waits around three minutes before start checking answers.

On the fourth exercise, the teacher asks students to recognize and say in English the needed vocabulary for this activity, according to the exercise picture, and to orally translate such vocabulary into Spanish to verify its identification and understanding. After this, the teacher reads the instruction for this exercise in English and then translates it. She does not use a transition utterance to let students know that they are supposed to begin doing the activity. In this case, while some students are doing their task, the teacher only monitors a few ones, so she does not notice that other students are talking with a classmate about non-class-related themes. After a few minutes, the teacher asks a student to get up and write her answers on the board. While the student writes her answers, the teacher only assents by saying '**Aja, si**', or just corrects the mistakes by herself, while erasing certain utterances and writing others at the same time. Some students are not paying attention to their classmate's answers.

In order to make students develop exercise number five, the teacher uses the Spanish transition words '**Y ahora...**'. Soon after this, the teacher says in Spanish '**¿Cómo preguntarías...?**' in order to make students create the questions required in this exercise, asking them at the same time to use the studied vocabulary and content pattern. The teacher uses and repeats the same kind of question in Spanish a lot. Moreover, in order to motivate students and praise them, the teacher uses in several times the Spanish word '**¡Eso!**'. The teacher also uses the following words in Spanish a lot: '**Acuérdense**', '**Por ejemplo**' and '**Mis amores**'.

A few minutes later, the teacher asks students to do exercises six and seven by

Again, the teacher keeps away the students' opportunity to participate. The teacher should let the student realize about his/her own mistakes through inquiring. Ask students what's wrong!

themselves and then monitors a few students to later ask two of them to go to the board and write the answers.

Eventually, the teacher hands in another worksheet photocopy of the same book, and in this occasion it takes more time for her to give all the handouts to her students (around seven minutes). To call students' attention, the teacher says '**Pongan cuidado**', and then she asks students to look and go straight to the exercise number five (they do not develop exercises from one to four). The teacher also starts asking students in Spanish for the food products on the fridge picture appearing on the worksheet: '**¿Qué es ...?**' asks the teacher. The teacher also uses this last question to ask about the prepositions of place from that exercise, so she uses this same question in Spanish a lot. Then, the teacher also starts asking in Spanish about the location of the food products in the fridge: '**¿En dónde está... (a food product) con respecto a... (another food product)?**'. The teacher tells the students to finish the fifth exercise and do the other two exercises. In the meantime, the teacher does not realize that there is a girl who is painting her nails and who therefore is not doing her task, even done the fact that this student is near her; this student usually does all her work during the classes and participates a lot, but this time she is not on task and the teacher never notices it. Only at the end of the class, after polishing her nails, this student finally asks another classmate about what she is supposed to do in each exercise. The time is up and the teacher asks her students to finish the exercises at home.

It looks like the teacher takes for granted the class work of the participative students since she does not monitor them, letting possible breakdowns to appear, like in the case of the girl polishing her nails.

DOMAIN ANALYSIS

Semantic Relationship: Means-end Form: X is a way to do Y		
Included Terms - Teacher saying in Spanish: ‘Ok, muy, muy, muy bien...’, ‘Excelente’, ‘Si señores, excelente’, ‘¡Eso!’, ‘Bueno, eso está bien’, ‘¡Muy bien! Claro’, ‘Bien, bien’	is a way to →	Cover Term praise and encourage students

Semantic Relationship: Means-end Form: X is a way to do Y		
Included Terms Term - Teacher saying in Spanish ‘ Pongan cuidado que viene lo complicado ’, ‘ Pongamos cuidado ’, ‘ Mis amores, no nos desconcentremos ’, ‘ Bueno, entonces ’, ‘ Usted no ha copiado nada ’, ‘ Pongan atención ’, ‘ No estás trabajando hoy ’, ‘ Por favor, un poco de atención ’, ‘ Atención mis amores ’, ‘ Atención, voy pasando por puestos ’, ‘ Estamos trabajando con la copia ahora ’, ‘ ¿Anotaste? ’ - Teacher hushing students (Ss) - Teacher moving Ss from one seat to another - Teacher getting Ss out of the classroom - Teacher calling students by their names - Teacher using eye-contact - Teacher asking Ss about the exercise information and answers - Teacher pointing to the board so that Ss can pay attention to what is written on it - Teacher asking Ss in Spanish if they want to get out of the classroom since they are not paying attention - Teacher telling Ss who are not on task that they will be called to go to the board and write the answers	is a way to →	Cover call students’ attention

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher answering every single doubt from a student
- Teacher focusing every class on the same students

is a way to →

Cover Term

monitor during class activities

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher saying in Spanish '**Voy a pasar a ver**'

is a way to →

Cover Term

start monitoring class activities

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

- Teacher using only Spanish: '**Buenas tardes**'
- Teacher saying a greeting in Spanish and then translating it into English

is a way to →

Cover Term

greet students

Semantic Relationship: Means-end
Form: X is a way to do Y

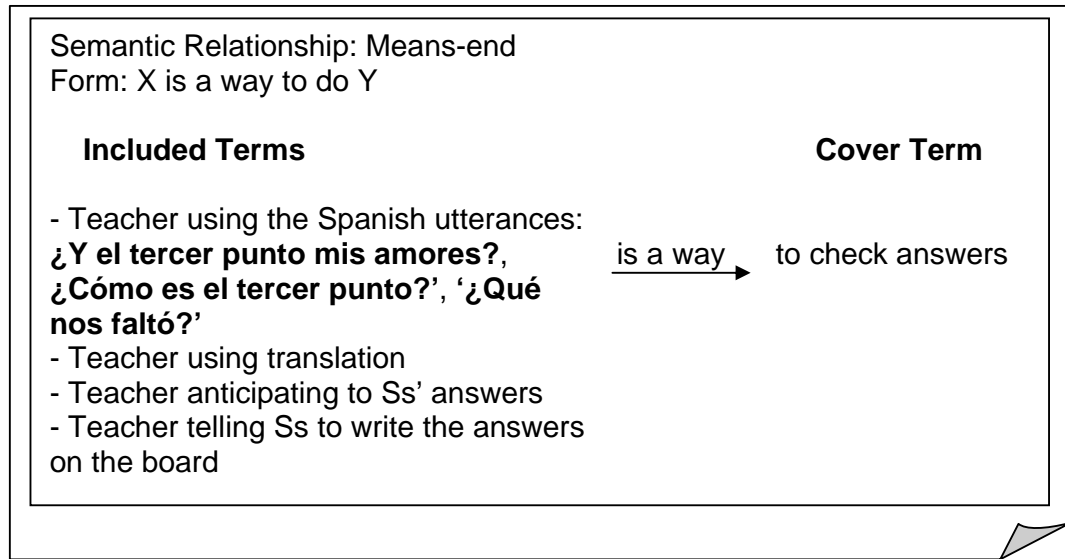
Included Terms

- Teacher using the transition words: '**Ahora**', '**Vayamos a...**', '**Ahora vamos a...**', '**Ok babies**', '**Bueno**' activity

is a way to →

Cover Term

prepare Ss for a new activity



UNIVERSIDAD INDUSTRIAL DE SANTANDER

LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: 21st October 2008

Observer: Marcela Rallón

FOCUSED DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>The teacher starts the class at 2:35 handing out a worksheet. Teacher asks Ss to focus on exercise 1. She reads the instruction and every time she runs into a new word or a word she thinks Ss may not know she says the translation; for example: “orange juice; ¿que es orange juice? Jugo de naranja”. In the same way she translates the whole instruction with the help of the Ss. Although Ss have been studying prepositions for a long time they don’t differentiate them and teacher has to say its meanings and move her hands to help Ss out. Teacher does the exercise along with</p>	<p>T thinks her Ss doesn’t have a minimum background, not even of the vocabulary she has given to them, for that reason she spends much of her lesson doing translations and using L1 for almost everything she does, even for praising students.</p>

Ss: “where are the dirty glasses? ¿donde estan... a ver que era dirty? Si, sucio, entonces ¿donde estan los vasos sucios?”. Ss answers aloud “dentro”, so teacher says “muy bien” and writes the proposition in English on the board (teacher doesn’t even use praising words such as good, good job, in English, everything is in Spanish).

The teacher moves to exercise 2 where Ss have to create questions using where, so teacher says “si queremos preguntar donde esta la profesora ¿como decimos?, listo, entonces para preguntar donde es where”. The teacher is every time translating.

The kind of activities are always the same; individual worksheets where Ss have to fill in gaps, look at some pictures and write the missing prepositions or create questions.

Then, Ss finish the worksheet and the teacher asks them to work in pairs but first she asks Ss to pay attention to the instructions, which are given in Spanish. The teacher distributes another worksheet and it is a puzzle containing the vocabulary related to food and then Ss should classify the words into vegetables, fruit, dairy, etc.

T uses Spanish may be because she thinks that’s the easiest way to make sure her Ss understand her explanation, but she should have give examples in order to contextualize Ss and if at the end they still don’t get the point, and then use L1. The teacher should present new vocabulary if she knows she has to keep teaching the same topic and do it using contextual, non verbal or visual aids

May teacher thinks that filling in gaps and reading activities are the appropriate ones for her Ss, may be because since they are the ones she has implemented and they have “worked out” with her Ss, but she doesn’t realize that her students have other need, not all of them are structural learners, in fact, more of them are visual or kinesthetic learners so she should try to find out different activities not only to vary the mood of the class, but also to fill her Ss needs.

DOMAIN ANALYSIS

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

- Teacher talking in Spanish all the time
- Teacher translating all the new words
- Teacher translating all the sentences and instructions
- Teacher answering some questions by herself instead of allowing Ss to do it

is a way to →

Cover Term

Not encourage language active production

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

- Working in pairs

is a way to →

Cover Term

Encourage active Language production

Semantic Relationship: Cause-effect

Form: X is a result of Y

Included Terms

- Ss not knowing some basic vocabulary

is a result of →

Cover Term

T not modifying the linguistic input

Semantic Relationship: Cause-effect

Form: X is a result of Y

Included Terms

- Teacher using handouts only

is a result of →

Cover Term

The low level of strengthening language development and knowledge construction

Semantic Relationship: Cause-effect
 Form: X is a result of Y

Included Terms

- Teacher translating all the new words
- Teacher using handouts only
- Teacher not using different activities for introducing or practicing the topics

is a result of
 →

Cover Term

the low/lack of contextual clues



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA
 Date: October 21st 2008

Observer: Aura Maria Quintero A.

FOCUSED DOUBLE ENTRY OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It is 2:30 pm and the Teacher gives a worksheet to Ss. They stand up, talk and do different things while the T hands in the copies.</p> <p>After handing in the worksheets, t leaves the classroom. T comes back after 3' and shows to everybody the worksheet and starts reading it. T asks for some vocabulary and uses Spanish all the time during the lesson. T guides the reading at the same time with the Ss. Some of them are doing different things. T does not focus all their attention on the reading.</p> <p>Some Ss participate, others are on different tasks. T does not write complete examples on the board. T calls students' attention when they start making fun of others.</p>	<p>T should take some time to open the class, greet students and check assistance. She should also design some warm up activities for Ss to get contextualize with the topic of the lesson. T should use English most of the time.</p> <p>T should speak less Spanish during the class and more English for Ss to get familiar. Also, transitions should be done to continue with the normal flow of the lesson.</p> <p>Every single student is important in the classroom and for the lesson. T should pay attention if they</p>

<p>T does not check Ss answers in a written way, just orally and always the same Ss answer or participate.</p> <p>T checks pronunciation when Ss give answers. The same Ss go to the board. T should ask different ones to participate</p>	<p>volunteer to participate in any of the activities.</p>
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DOMAIN ANALYSIS

<p>Semantic relationship: Means-end Form: X is a way to do Y</p>		
<p>Included Terms</p> <ul style="list-style-type: none"> - T talking on the phone in the middle of the class. - T not letting Ss express their Opinion. - T saying the answer so Ss just have to write in their notebooks. - Not stopping a correction even if She notices Ss do not understand. 	<p>Semantic relationship</p> <p>Is a way to</p>	<p>Cover term</p> <p>Show not respect for Ss</p>



UNIVERSIDAD INDUSTRIAL DE SANTANDER

LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGELICA REINA

Date: 28th October 2008

Observer: Angélica Reina

FOCUSED DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>The class starts at 2:50 pm and it takes more time to start than it is due to since the teacher was at a meeting with the school headmaster. As soon as the teacher enters the classroom she smiles at the students and starts talking in Spanish by saying 'bueno'. The teacher starts calling the attention of some students by telling their names and looking at them in the eyes in order to make them sit down and pay attention. Then she says '¿Listo?¿Puedo borrar mis amores?¿Listo?' in order to clean the board to start the class. Some students keep talking between them, so the teacher says 'ey' to some students, looking at them in the eyes quickly and telling some names again. Not all the students stop talking after their teacher's call of attention, but now the majority of them is paying attention, until another teacher enters the room, allowing a class interruption. After the other teacher ends giving his information to the class, some students starts talking again, but the English teacher only says 'bueno' and starts writing the date on the board in English, as well as the following achievement: <i>'Achievement: I can identify many/much, there is/are, some/any and prepositions when describing places.'</i> After this, the teacher says in Spanish 'muchachos, anotemos el logro'. Some students were already taking notes, but</p>	<p>The teacher should greet students in English from the beginning, right after she enters the classroom so that students can get used to listen to and greet her teacher in English. The greetings, as well as the use of some words like 'bueno, listo, puedo borrar' are common acts that may happen in all classes and that can be repeated over and over, so they must be learnt by students in English since they can be recycled. At this point students should have greetings, words to call their attention, words to prepare them to start the class and instructions in English, and unfortunately we cannot see this happening in this class. The teacher should use the English language as much as possible and demand its use from her students when possible too.</p> <p>The teacher makes an emphasis on the achievement again since she had already done this in a previous class, but she should verify if the students know what they should be learning through inquiring or through more communicative, contextualized and meaningful activities.</p>

some others started taking notes just after the teacher finished writing the achievement on the board.

Then the teacher starts writing an instruction on the board: 'Fill in the blanks with the appropriate words'. She keeps writing the exercises, **back to her students**, but she never talks or says anything to them. She writes the following phrases as exercises on the board:

- a) *There _____ many flowers in my garden.*
- b) *There _____ much coffee in my cup.*
- c) *There are _____ beautiful animals in the zoo.*

The teacher writes another five more exercises and some students keep writing them on their notebooks, while others talk between them without being on task. Four students who are writing the exercises also talk between them from time to time and are not fully concentrated on their task. The teacher says nothing about it.

After three minutes the teacher finally says the instruction written on the board, but she says it in Spanish, never in English. After this she says '**bueno, lo completan**' and then she gets out of the room. Two students get up from their seats and start walking around. Some other students start talking between them and there are many students who are not doing their task. Afterward, there's a student who gets up from her seat and stands on one of the classroom tables to then quickly reach another student's seat. After this, she gets down from the table and begins talking with a classmate about something different from the class content. Two other students get up from their seats to talk other classmates. After a while, some students go back to their seats to start working, but there are still six students talking between them without doing the class exercises.

The teacher should at least tell the instruction for the first time in English, then verify understanding and then, if there are any doubts, tell the instruction in Spanish, but just after telling it in English. The teacher should also monitor each activity and avoid leaving the room. In this case, a lot of class breakdowns occurred because nobody was monitoring.

We can notice that some students already know well the class content, so the teacher should

Two students start discussing and there seems to be a problem since one of them is accusing the other of taking a personal item from him without any consent. The same student tells the other that they'll solve the problem later, and they stop talking. Time passes by and there have been around ten minutes since the teacher left the room. Finally, the teacher enters the room again and says 'Babies, number one' to start checking answers. She never monitored the activity, neither checked if there were doubts about the instruction or the exercises.

There is a student who had stood up from her seat three minutes ago and who had said that there was no need to write the answers down on her notebook because she already knew well the class content. The teacher points with her marker at this student and says 'Baby' in order to make her write the first answer on the board. There are still some students talking between them about non-class issues without paying attention to the classmate who is writing the answer on the board, but some others are talking about the class task. The student on the board answers in a right way and the teacher says '**bien, bien**'. The same student keeps answering all the exercises.

The teacher starts writing a title on the board –'A Messy Room'- without speaking or saying anything about it. Then she starts drawing the picture of a messy room and at the bottom of the drawing she writes the following:

*This _____ Boris' messy room. There _____ a bed.
There _____ books on the bed.
There _____ notebooks.*

After writing the above the teacher looks at her students, waits a couple of seconds and then asks in Spanish '¿**Listo?**' The

verify if she should keep working with the same kind of exercises or if she needs to challenge more her students. The teacher should also praise students in English, not in Spanish, since this is a repeated and must be a repeated action during all the classes. There are no activities through which students can practice pronunciation, so the teacher should at least use the exercise answers to make drill exercises for example. Finally, the teacher should also improve her own pronunciation skills to provide students a more native-like sample of the English language. The teacher can use other visual tools in order to get students' attention instead of drawing directly on the board since it can be time-consuming and a possible cause for a breakdown.

The teacher does not give any kind of instruction to her students for this activity. It seems like the teacher considers that her students should already know what they are supposed to do just by looking at the drawing and the gap-filling exercises. She should give the instruction at least in an oral way and then verify understanding for every single activity just to make sure that all students know what they must do and that they are not going to be confused. Otherwise it may result in a class breakdown.

Preparing materials before class requires taking into account the kind of visual tools that are going to be used during the class and their 'clearness'; it is to say that

teacher does not specify any instruction for this activity. The students answer by saying '**¡No! Esperese**'. The teacher waits until some students finish doing the activity.

While some students are doing the task, there is a girl who asks her teacher about the drawing she did on the board: '**¿Profe, eso qué es lo que está debajo de la mesa?**' The teacher answers: '**¿Al pié del niño?** Muñecos, toys'. Then the teacher starts asking students to give the answers by saying '**Bueno... ¿Qué palabrita va aquí?**' To praise students the teacher says '**¡Bien!**' and then she asks '**¿Y por qué esa palabra?... ¿Va esto aquí, cierto?**' in order to verify knowledge understanding. Another way to praise her students is by saying '**¡Muy bien! Claro**' and she uses the words '**A ver, ahora**' as transition words to go from one student to another when asking about an exercise.

After ten minutes, the teacher asks her students in Spanish about the homework of bringing a colored sheet of paper to develop the next activity. The teacher reminds her students about the importance of having brought the paper since it will serve as tool for the next activity. Since some students didn't bring the paper, the teacher takes out some colored papers and starts giving them the sheets. The students who didn't bring the paper start yelling '**¡Yo! ... ¡Profe, yo! ... ¡Ay profe!**' in order to get one piece of paper; only one student calls her by the word 'teacher'.

The teacher talks all the time in Spanish...she says: '**A ver, en este momento quiero verlos trabajar en parejitas. Firmemos las hojas con los nombres mío y de mi compañero.**' There are still many students trying to get a partner for the new activity. Soon after this, the teacher calls students' attention in

pictures, drawings or any other kind of visual tool must be **clear** and **understandable** for the students. Visual tools must help students as a standard reference for them to do a task, so teachers must check this aspect before using such materials in class.

It is a positive aspect that the teacher starts using translation to teach new vocabulary, but she should definitively use more English so that students at least stop calling her '**Profe**'. The teacher should also give students some time so that they can give the answers to the exercises all by themselves instead of just giving the answers right away before them by saying '**¿Va esto aquí, cierto?**'

The teacher must have a way to keep discipline when students don't do their homework instead of just helping them with all their work; students can't be praised when they don't do their task; it is not going to help them being responsible and it is also unfair with other students who do well their task. In this case, the teacher shouldn't have given their students a sheet of paper without letting them know that their irresponsibility was going to be harmful for them in some way.

Moreover, the teacher should start letting students be familiar with English words that can be repeated along classes, like the kinds of activities for them to do (group, individual, written, oral, reading or listening activities, etc) and the common task instructions. In this case she should have said 'Ok, work in pairs' or 'Work in groups of...'.
English words

Spanish by telling them to pay attention so that she doesn't have to repeat the instructions. The teacher gives the oral instructions in Spanish and then writes them on the board in Spanish too:

Con tu pareja, tienes que dibujar una de las siguientes opciones:

- *A zoo with many animals.*
- *A fridge with a lot of food.*
- *A park with many children.*

The teacher writes on the board the second instruction in English, but she doesn't give further explanations about the task that students have to perform:

2. Write 10 sentences.

Under the instructions she writes the following words and talks in Spanish by telling students to use those words:

There is / There are many / much / some / any prepositions

The teacher monitors the activity. Some students start asking their classmates about what they are supposed to do during the activity, but the teacher does not seem to notice this fact since she is looking at some of her papers. After seven to eight minutes, the teacher finally notices that there is a group of three students where only one student is doing the task while the other two are talking about issues that are not class-related; the teacher calls their attention in Spanish, pointing at them with her finger and telling them that they are not doing anything. Then the teacher turns her back to the student's group after she sees that the student who had been doing the task alone by herself gave her group members the sheet of paper with her drawing so that they could help her. The teacher does not realize that the students in that group continue talking about non-

The teacher must give students clear and complete instructions each time they are going to develop an activity, as well as he/she should verify students' understanding of such instructions, which did not occur in this case.

The teacher must also try to monitor every student group in a group activity and check if every student is performing his/her role and fulfilling his/her responsibilities in the group, not only one time, but as many times as possible in order to verify group work.

<p>class-related issues, while there is only one member doing the same drawing that her other group member had been doing for around seven minutes. Moreover, after four minutes, the two student members talking in the group mentioned before tell their other group member that they do not know what to do in the second part of the activity, to which the other group member answers that she does not know what to do neither; so, at the end of the class lesson, this group of students only could have a drawing done, while there was only one student's group in the whole classroom that could get the second part of the activity done before the class finished. Before the students keep their class material at the end of the lesson, the teacher asks them in Spanish '¿Será que todo el mundo trae la hojita para mañana?'.</p>	
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DOMAIN ANALYSIS

Semantic Relationship: Means-end Form: X is a way to do Y	
Included Terms - Teacher saying in Spanish: 'Entonces mis amores, veamos qué dice el ejercicio' - Teacher using translation - Teacher telling Ss to read and translate the information on the exercises	Cover Term to refer to instructions

is a way →

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Cover Term

- Teacher asking in Spanish:
'¿Puedo borrar?', '¿Listo?', '¿Anotaste?' is a way to verify Ss' task of writing information from the board

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Cover Term

- Ss saying to the teacher
'**Estoy perdido profesora, espere. Espere profesora**', '¿En cuál vamos?', '¡No! Esperese'
- Ss confessing to their classmates that they are lost and that they do not understand the activities is a way to show confusion about the class activities or instructions

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Cover Term

- Ss talking about and doing non-class-related issues like polishing the nails is a way to cause a class breakdown
- Teacher leaving the classroom when monitoring

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Cover Term

- Ss answering in Spanish the majority of the cases
- Teacher allowing Ss to speak Spanish the majority of the time
- Teacher speaking Spanish when giving input, greeting, explaining instructions, praising and calling the Ss' attention

is a way to →

diminish the opportunities to learn the target language

APPENDIX D: TEACHER'S QUESTIONNAIRE

TEACHER'S QUESTIONNAIRE

1. You consider that your students are:

- Visual learner
- Auditive learners
- Kinesthetic (motion) learners
- Structural learners

2. How do you think your Ss learn best?

- By themselves
- In pairs
- In small groups

3. Which activities do you think your Ss prefer to be involved in?

- Role plays
- Dialogues
- Reading texts
- Games

- Worksheets
- Other. Which one? _____

4. Which do you think are the best tools for teaching English to these specific Ss?

- CD rom
- Videos
- Role plays
- Songs
- Games
- Watching TV programs
- Textbooks
- Worksheets

5. Which of the previous resources do you use in your classes?

- CD rom
- Videos
- Role plays
- Songs
- Games
- TV programs
- Textbooks
- Worksheets

6. Which skill(s) do you implement in your classes?

- Reading
- Writing
- Listening
- Speaking

7. Which skill(s) do you think your Ss prefer the most?

- Reading

- Writing
- Listening
- Speaking

8. Which skill do you prefer more in your English classes? (Just one)

- Reading
- Writing
- Listening
- Speaking

9. In which English level do you think your Ss are?

- Starter
- Elementary
- Pre-intermediate

10. On which aspects do you base your previous answer?

11. How do you consider your Ss in the following skills? (Bad, regular, good, very good, excellent)

Reading _____
Writing _____
Listening _____
Speaking _____

12. Which kinds of activities do you use in your classes?

- Group activities
- Outdoor activities
- Speaking activities
- Listening activities
- Reading activities

Writing activities

Grammar activities

13. Do you consider that the activities you use in your English classes are the appropriate ones?

Yes _____ No _____

Why?

14. On which aspects do you base the design or selection of the activities you use in your English classes?

15. Which kinds of materials do you use in your English classes?

Visual aids

Audiovisual aids

Audio aids

Realia

Worksheets

16. Which of the previous materials do you use the most? (Just one)

17. Do you give your Ss any signal (physical or oral) when beginning and finishing each one of the class activities?

Yes _____ No _____

If yes, What kind of signal do you use?

18. Do you consider that you give Ss clear instructions when addressing an activity?

Yes _____ No _____

If yes, Which are the characteristics of the instructions you give for you to say that they are clear?

If not, Why do you consider that the instructions you give are not clear at all?

19. How often do you use L2 in your English classes?

Always

Often

Sometimes

Rarely

Never

20. How often do you encourage your Ss to use English in your classes?

Always

Often

Sometimes

Rarely

Never

21. What do you do to catch your Ss' attention and keep them on task?

22. What do you do to call your Ss' attention when they are off task?

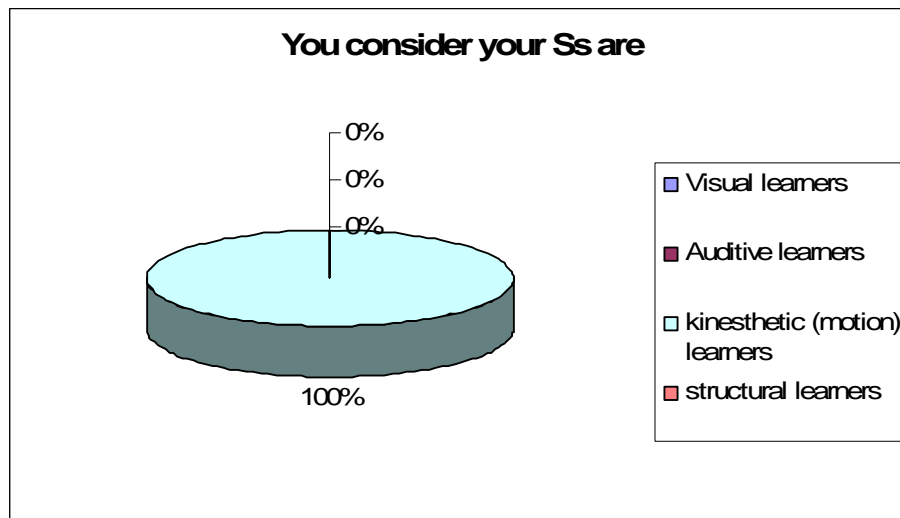
23. How do you monitor the activities during your classes?

24. Do you think you give your Ss comprehensible input?
Yes _____ No _____
Why?

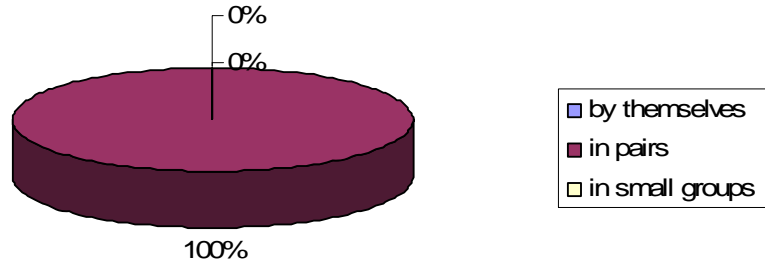
THANK YOU VERY MUCH FOR YOUR COOPERATION!

RESULTS OF THE TEACHER'S QUESTIONNAIRE

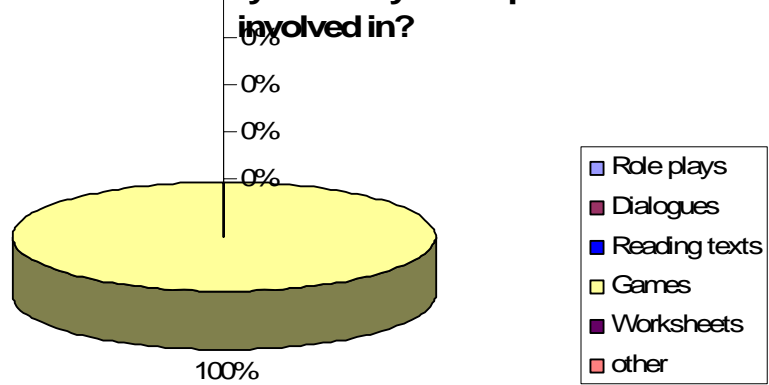
QUANTITATIVE DATA



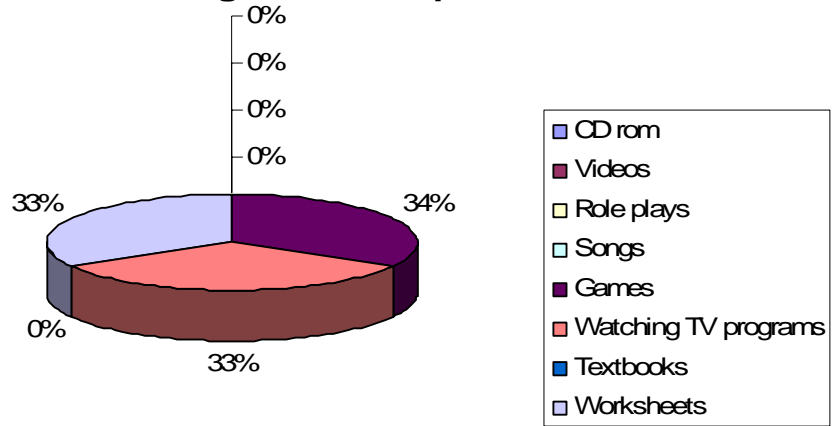
How do you think your Ss learn best?



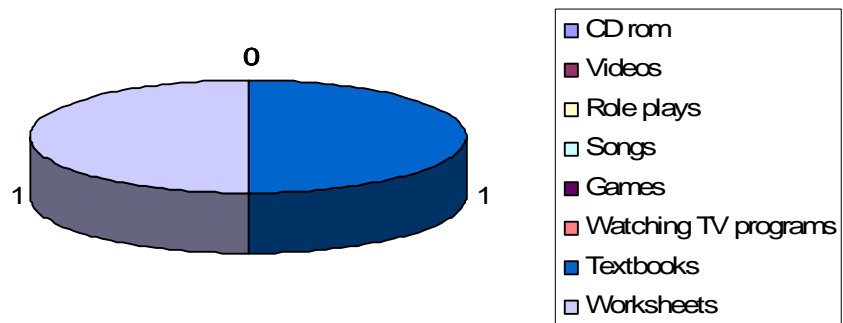
which activities do you think your Ss prefer to be involved in?



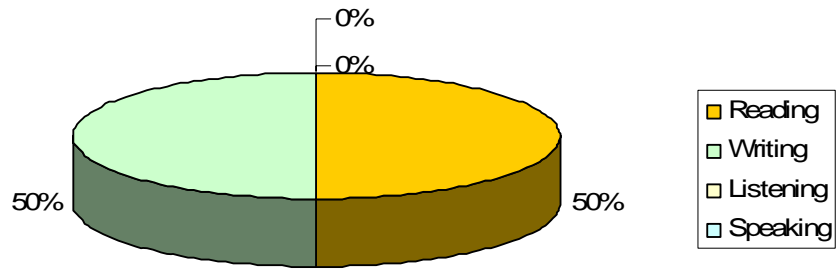
Which do you think are the best tools for teaching English to these specific Ss?



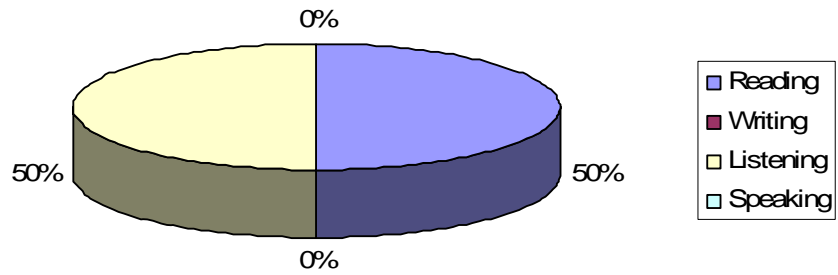
Which of the previous resources do you use in your classes?



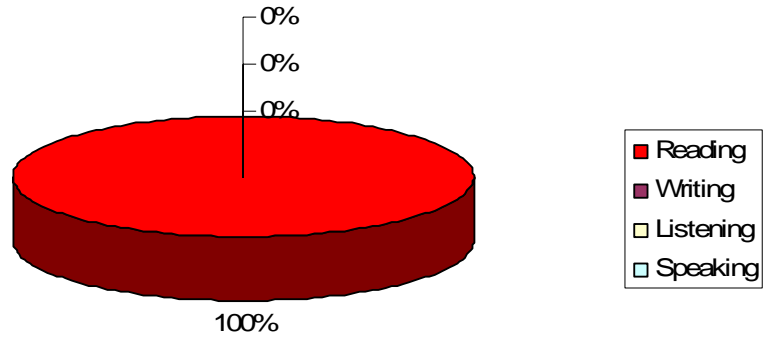
Which skills do you implement in your classes?



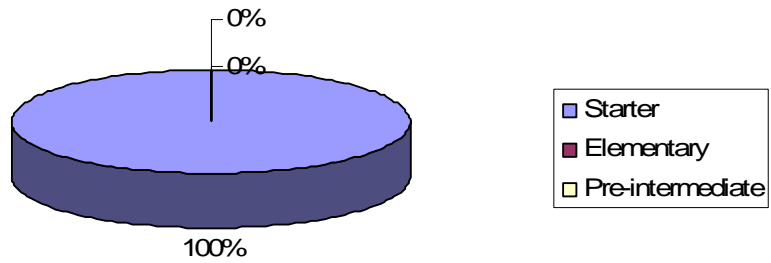
Which skills do you think your students prefer the most?



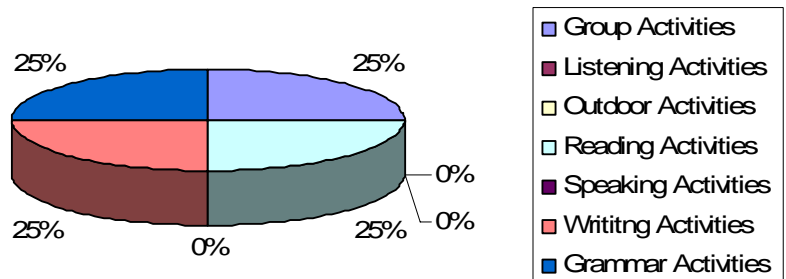
Which skill do you prefer to use in your English classes?



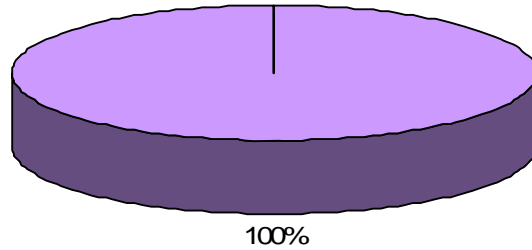
in which English level do you think your Ss are in?



Which kind of activities do you use in your classes?

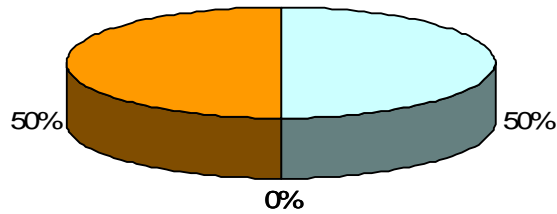


do you consider that the activities you use in your english classes are the appropriate ones?



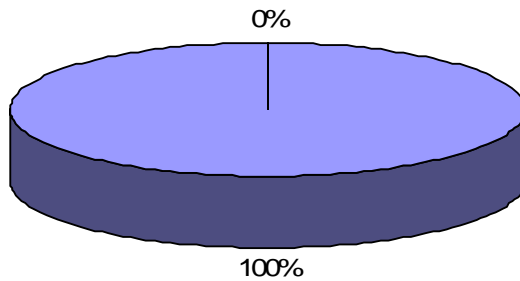
no

which kind of materials do you use in your English classes?



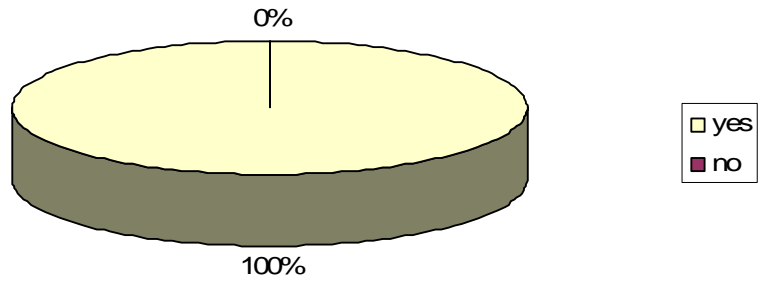
- Visual aids
- Audiovisual aids
- Audio aids
- Realia
- Worksheets

Do you think you give your Ss any signal when beginning and finishing each one of the class activities?

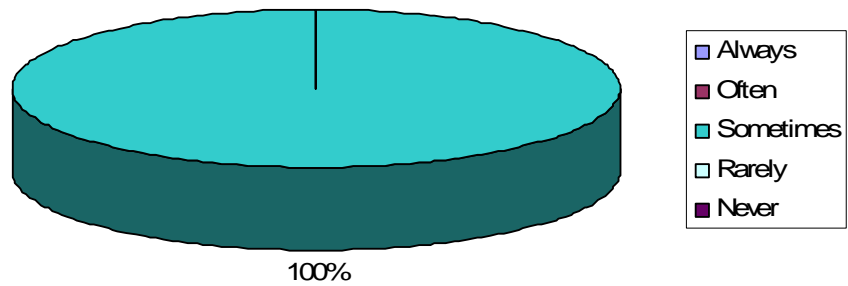


yes
no

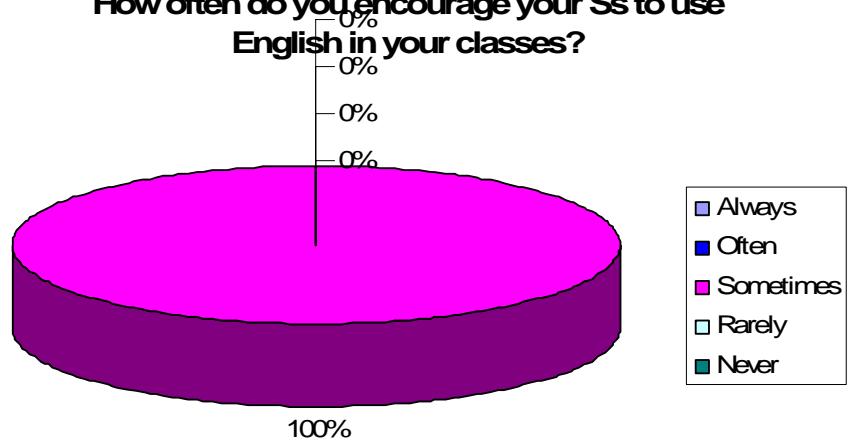
do you think you give clear instructions to your Ss all the time?



How often do you use L2 in your English classes?



How often do you encourage your Ss to use English in your classes?



QUALITATIVE DATA

DOMAIN ANALYSIS OF TEACHER'S QUESTIONNAIRE

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none"> - Teacher following the designed area plan - Teacher based on books focused on working with large groups 	<div style="display: flex; align-items: center; justify-content: center;"> is a way to → </div> <p style="margin: 0;">design and select activities for the English class</p>

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none"> - Teacher following the designed area plan - Teacher based on books focused on working with 	<div style="display: flex; align-items: center; justify-content: center;"> is a way to → </div> <p style="margin: 0;">control classroom environment</p>

Semantic Relationship: Means-end
Form: X is a way to do Y

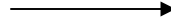
Included Terms	Cover Term
<ul style="list-style-type: none"> - Teacher saying in the Student's native and target language 'We are done for today' / 'Es todo por hoy' 	<div style="display: flex; align-items: center; justify-content: center;"> is a way to → </div> <p style="margin: 0;">finish class</p>

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none"> - Teacher explaining instructions in Spanish - Teacher using translation 	<div style="display: flex; align-items: center; justify-content: center;"> is a way to → </div> <p style="margin: 0;">make sure that the instructions are clear</p>

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none"> - Teacher designing appropriate tasks according to students' knowledge and language level 	<div style="display: flex; align-items: center; justify-content: center;"> is a way to → </div> <p style="margin: 0;">catch Students' attention and keep</p>



Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none">- Teacher calling Students by their names- Teacher asking Students to go to the board- Teacher explaining instructions clearly	call Students' attention when they are off-task

(Note: The text "is a way to" with an arrow is positioned between the included terms and the cover term.)

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms	Cover Term
<ul style="list-style-type: none">- Teacher controlling the level of difficulty from class to class	give comprehensible input

(Note: The text "is a way to" with an arrow is positioned between the included terms and the cover term.)

Semantic Relationship: Means-end
Form: X is a way to do Y

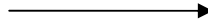
Included Terms	Cover Term
<ul style="list-style-type: none">- Teacher taking into account Students' performance in the classroom- Teacher bearing in mind Students' results shown when developing tasks	state that Students are at a starter level

(Note: The text "is a way to" with an arrow is positioned between the included terms and the cover term.)

Semantic Relationship: Rationale
Form: X is a reason for doing Y

Included Terms	Cover Term
<ul style="list-style-type: none">- Teacher needing to look for more adequate strategies	considering that the instructions' explanation

(Note: The text "is a reason for" is positioned between the included terms and the cover term.)



Semantic Relationship: Rationale Form: X is a reason for doing Y	
Included Terms	Cover Term
<ul style="list-style-type: none">- Activities' lack of motivation for Students from time to time- Activities' lack of interest for Students in some cases- Activities' resulting not meaningful for Students	<p><u>is a reason for</u> → considering the activities used in class as not appropriate for the Students</p>

APPENDIX E: STUDENT'S QUESTIONNAIRE

8. Elige con una **X** las actividades que tu profesor(a) utiliza durante la clase:
Actividades grupales _____ Actividades fuera del salón de clase _____
Actividades orales _____ Actividades de escucha _____ Actividades
de lectura _____ Actividades de escritura _____

9. ¿Cuál de de las anteriores actividades es la **más** utilizada por tu profesor(a) durante las clases? Elige una:

10. ¿Cuáles de los siguientes materiales utiliza tu profesor(a) en clase?
Gráficos e imágenes (pósters o cartas con dibujos o caricaturas) _____
Elementos audiovisuales como videos _____
Materiales de audio como CDs o casetes _____
Elementos de la vida cotidiana _____
Guías o fotocopias _____

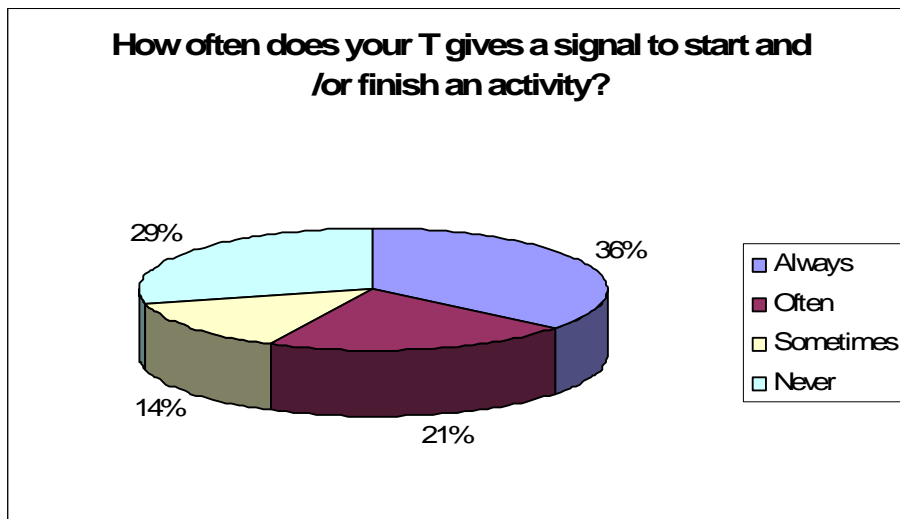
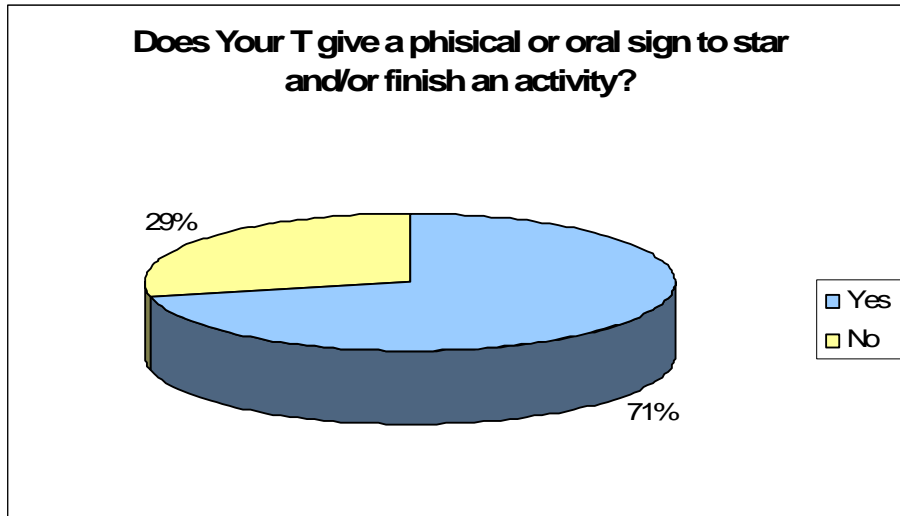
11. ¿Cuál de los anteriores materiales es el **más** utilizado por tu profesor(a) en clase? Elige uno:

12. ¿Cuál de los materiales mencionados anteriormente quisieras usar más durante las clases? Elige uno:

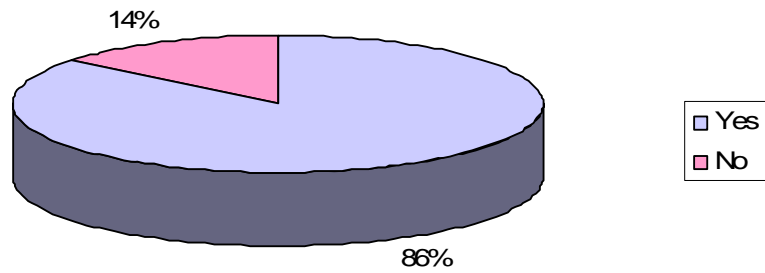
13. ¿Cómo te parecen las guías de trabajo utilizadas por tu profesor(a)? Elige con una **X** las opciones más adecuadas:
Llamativas _____ Claras _____ Confusas _____ Aburridas _____
Fáciles _____ Difíciles _____

RESULTS OF THE STUDENT'S QUESTIONNAIRE

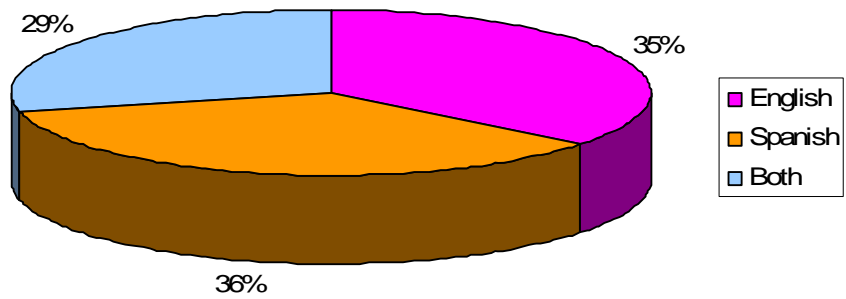
QUANTITATIVE DATA



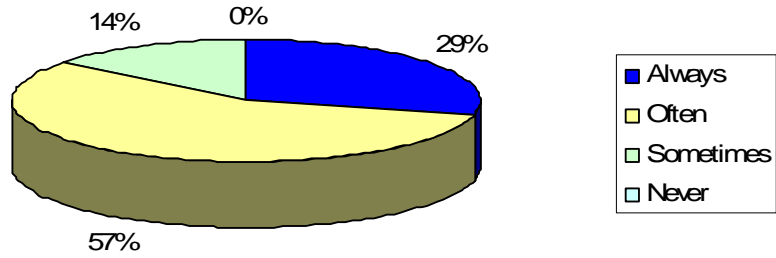
Is the instruction given by your teacher at the beginning of an activity clear enough for you?



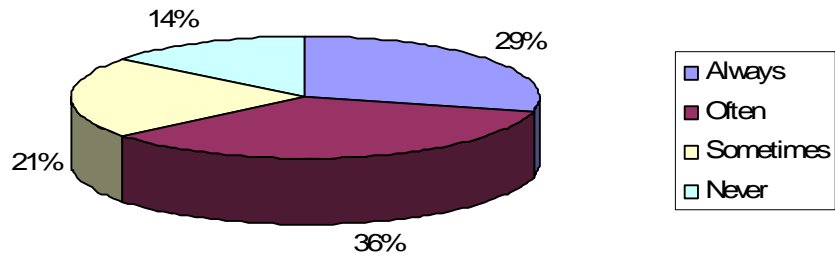
Wich language does your T use to give instructions of an activity?



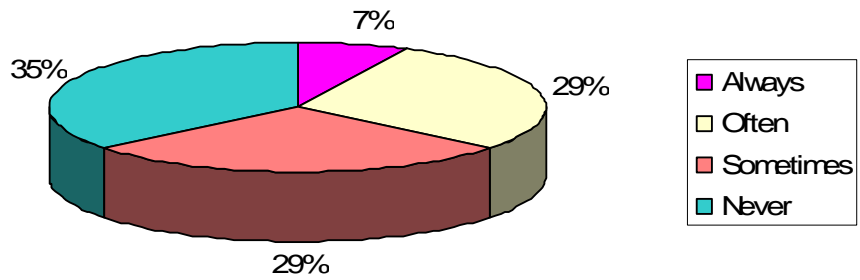
How often does your T use English in class?



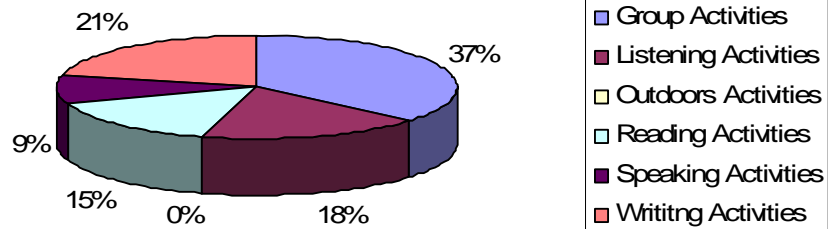
how often do you use the English language in class?



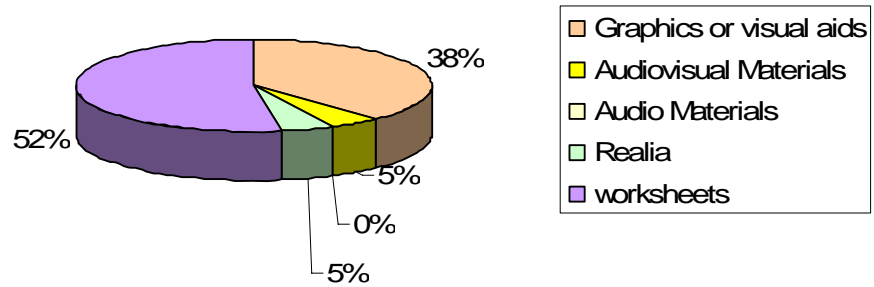
How often does your T ask you to speak only in English in class?



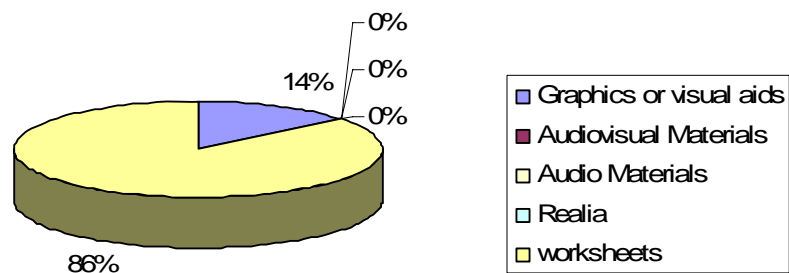
Activities used by the T in the English class



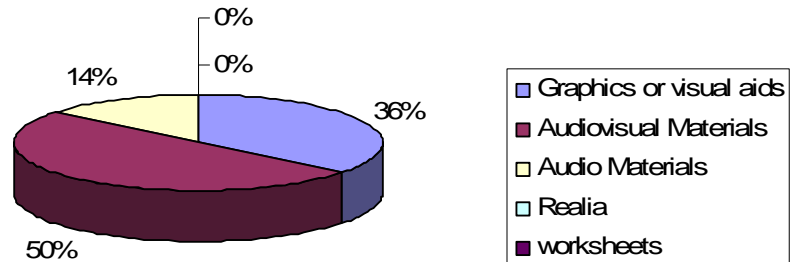
Material used by the T in the English class



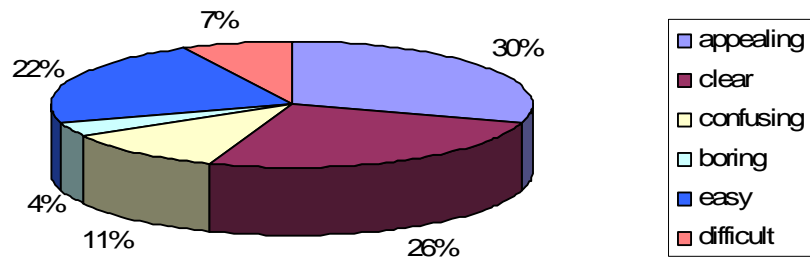
Material T uses the most in the English class



Which of the previous materials would you like to use more in your English class?

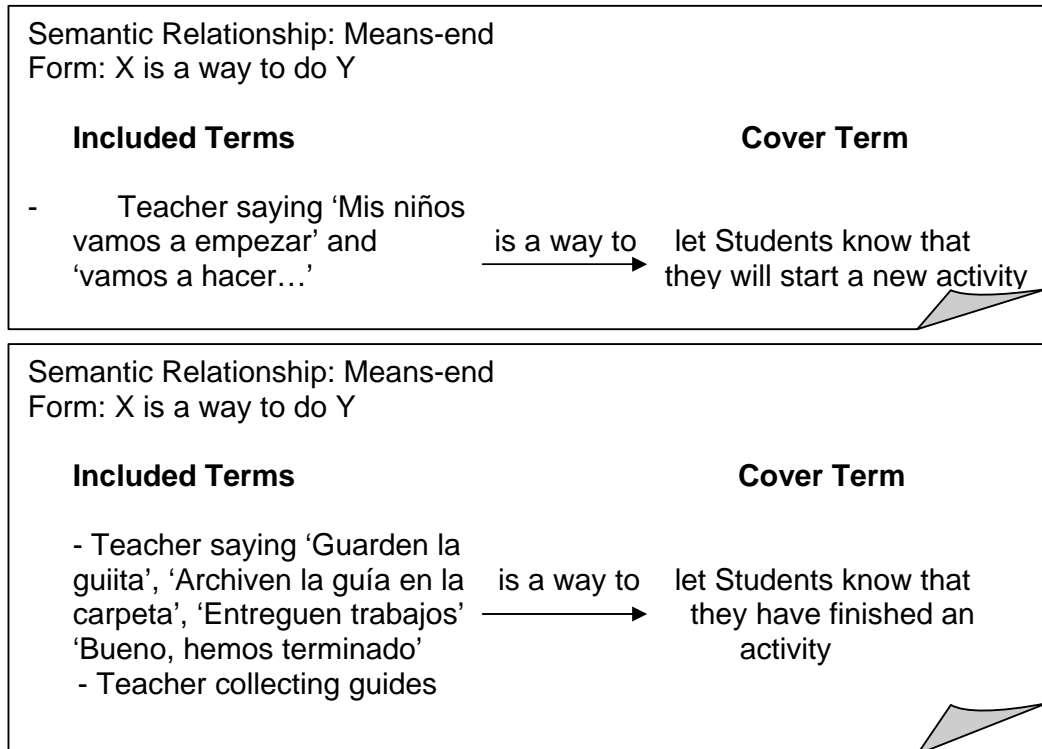


how do you consider the worksheets used by your T in your english class



QUALITATIVE DATA

DOMAIN ANALYSIS OF STUDENT'S QUESTIONNAIRE



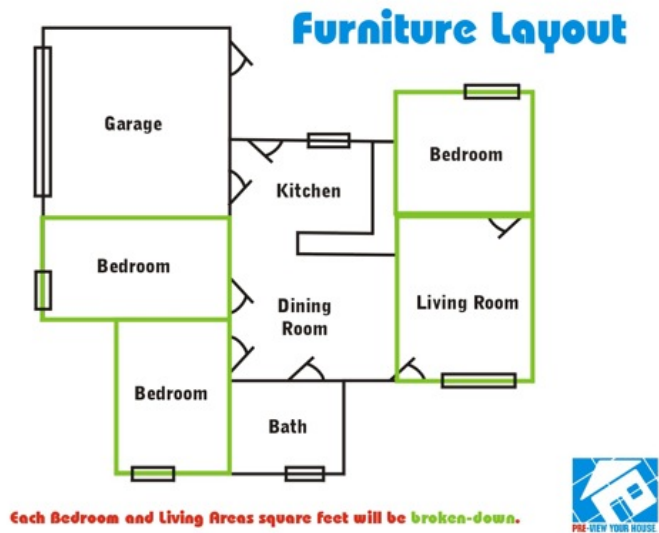
APPENDIX F: LESSON 1: MY DREAM HOUSE / Model house

Model House



APPENDIX G: LESSON 1: MY DREAM HOUSE / Poster

Poster



APPENDIX H: LESSON 1: MY DREAM HOUSE / Game

GAME: Teacher explains that each group should be in a line and that she is going to say a sentence like: *there is a towel on the bed*. After she finishes that sentence she says *go!* And the students who are the first in each line should walk quickly towards the poster and draw on it what the teacher has said. The first student who draws the correct object, in the correct place and in a clear way wins one point for his/her group. The same happen with the rest of the member in the line. The group with more points wins 5 extra points for the next quiz.

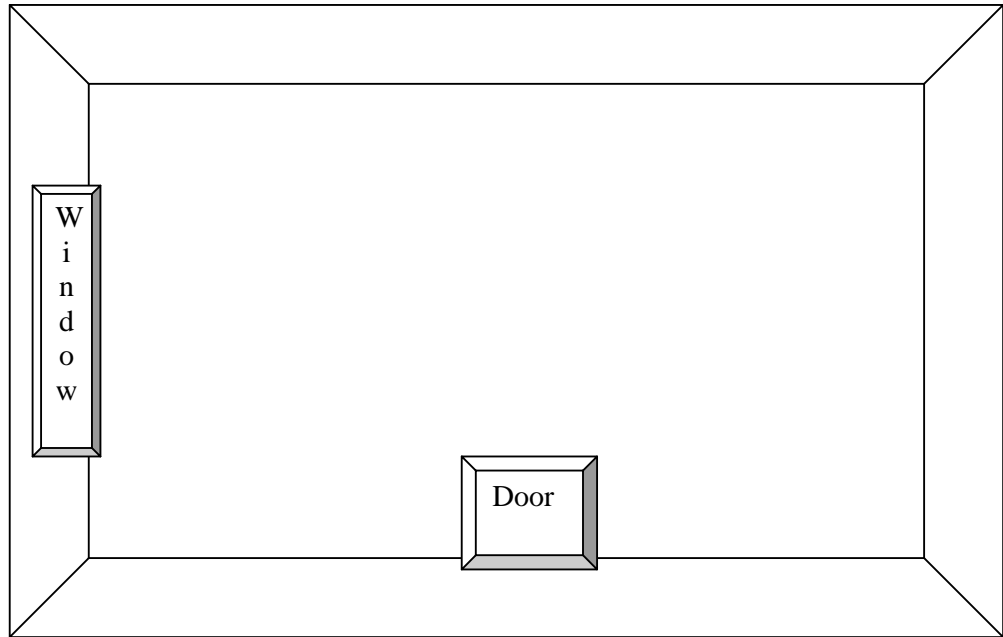
APPENDIX I: LESSON 1: MY DREAM HOUSE / Listening activity

LISTENING ACTIVITY:

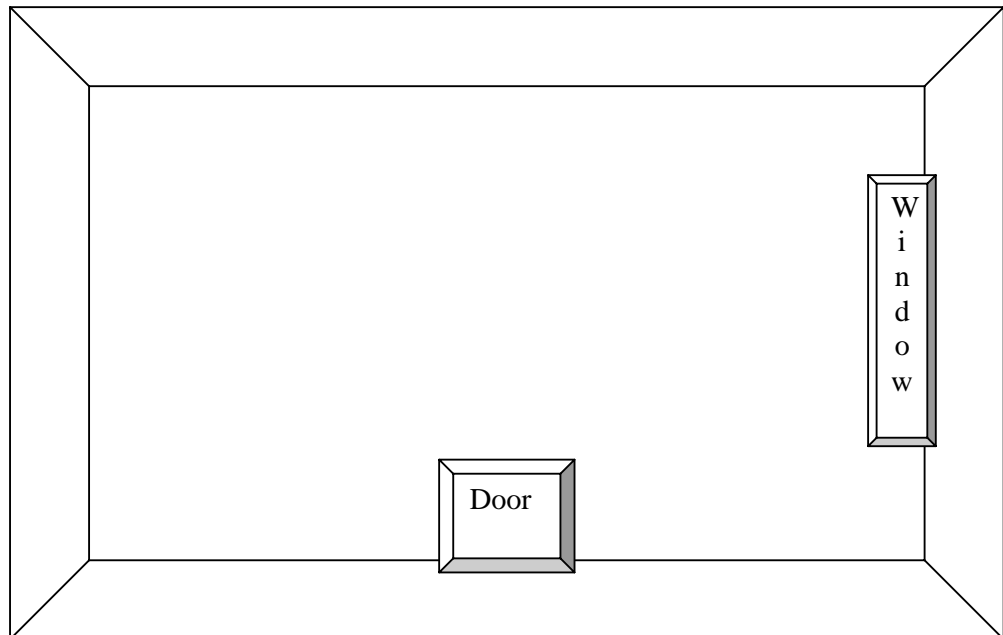
- Recording part 1: Hello! My name is Kathy and this is my dream house. Eh... In my bedroom there is one bed and it is ...eh... next to the window. I really like computers so in the bedroom of my dream house there are 2 computers. One computer is ... um... next to the door and the other is behind ...eh... behind the bed. In my bedroom there is also one television in front of the bed and there is one towel on the bed.
- Recording part 2: In the bathroom of my dream house there are 3 towels. One is next to the door ...um... another is next to the window, and the other is ...eh... behind the door. There is also one toothbrush, you know my toothbrush, and it is next to one towel ...eh...the one next to the window.
- Recording part 3: In the living room of my dream house there are two sofas. One is on the right ...um yeah... on the right of the window and the other is ...eh... on the left the same window. There is one television and it is in front of the door. There is also one towel under the television, eh... I am really messy... sorry and in the living room of my dream house there is one computer that is next to the television.
- Recording part 4: In the dinning room there are five cups on the table and there are five saucers, one saucer under each cup. Eh... in my dinning room there is also one television in front of the table because I really like watching TV and there are also two bananas on the table ... you know banana is my favorite fruit.
- Recording part 5: In the kitchen of my dream house there is one table and on the table there is one microwave and five bananas. In the kitchen of my dream house there is also one towel next to the table and one television ...eh... in front of that table because you know... I love TV programs.

APPENDIX J: LESSON 1: MY DREAM HOUSE / Group sheets

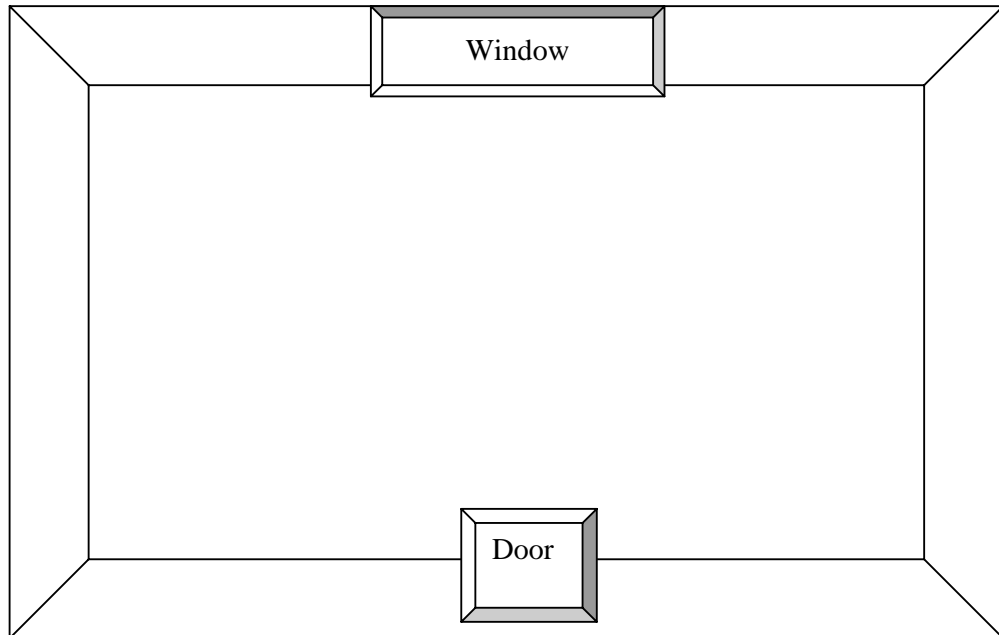
SHEET OF PAPER GROUP #1
Bedroom



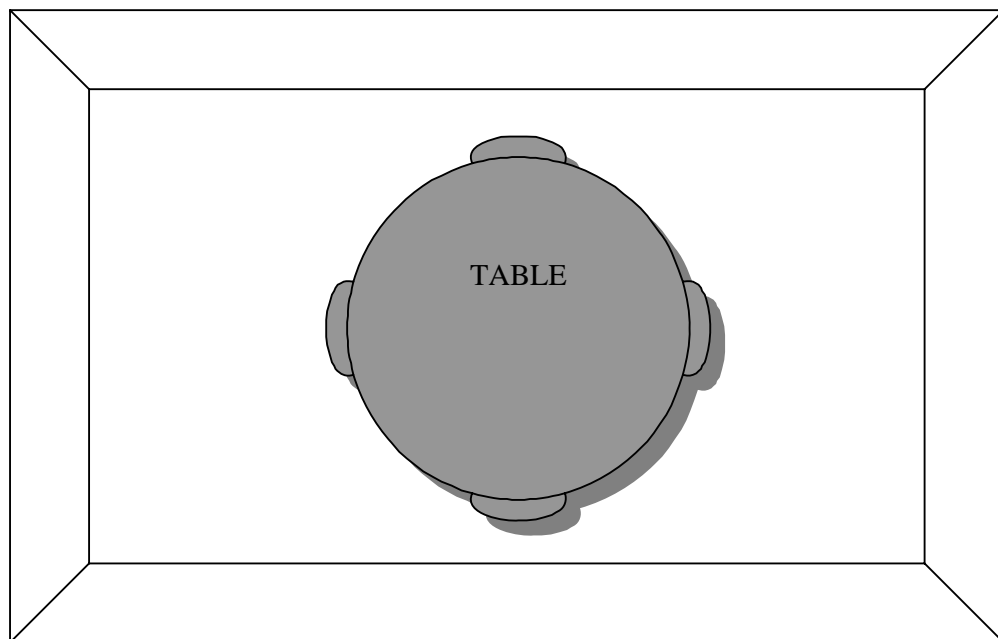
SHEET OF PAPER GROUP #2
Bathroom



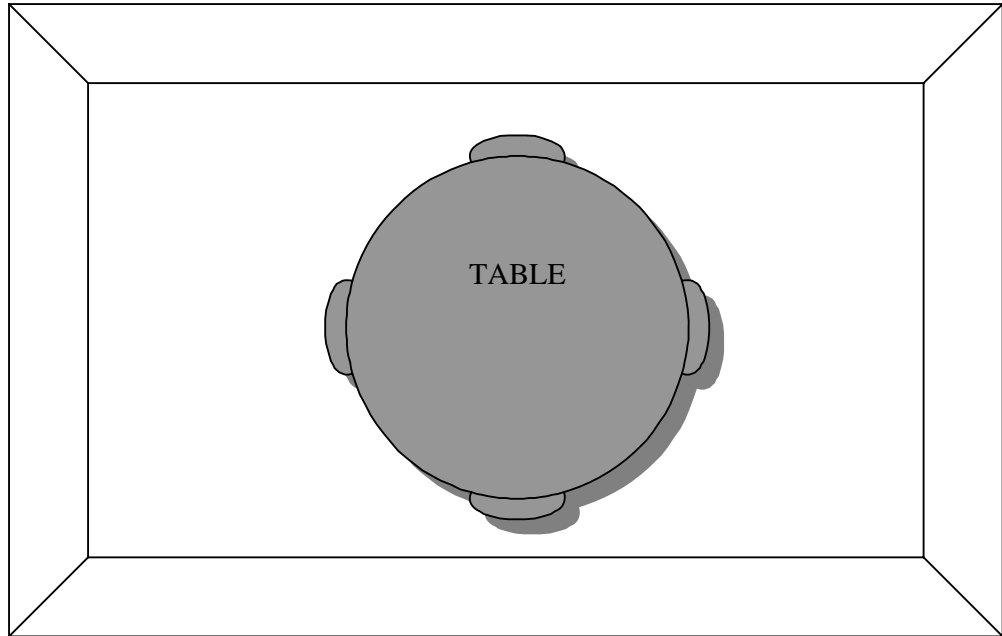
SHEET OF PAPER GROUP #3
Living room



SHEET OF PAPER GROUP #4
Dinning room



SHEET OF PAPER GROUP #5
Kitchen

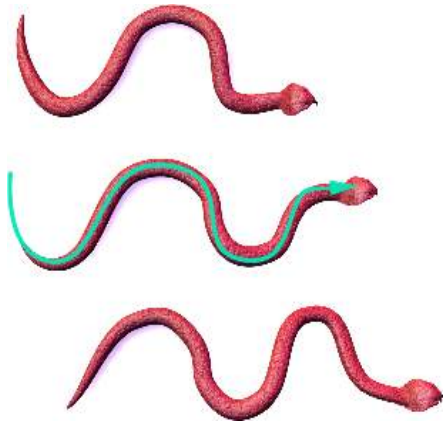


APPENDIX K: LESSON 2: IN THE ZOO / Posters



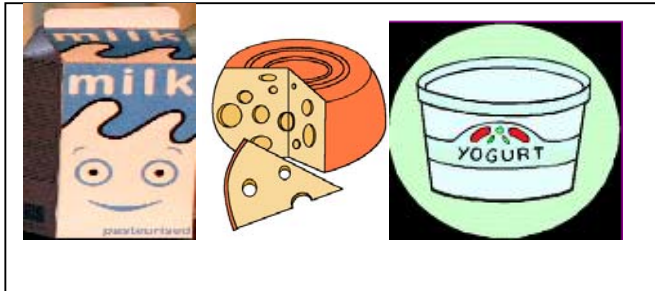






APPENDIX L: LESSON 3: WHAT'S IN THE FRIDGE? / Food posters

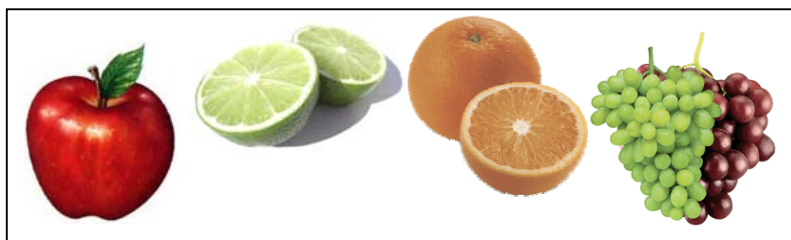
Food poster 1



Food poster 2



Food poster 3



Food poster 4



**APPENDIX M: LESSON 3: WHAT'S IN THE FRIDGE? / Fridge
picture**

My Fridge



APPENDIX N: LESSON 3: WHAT'S IN THE FRIDGE? / Written food flashcards

Milk

Cheese

Yogurt

Carrot

Potatoes

Lettuce

Apple

Lemon

Orange

Grapes

Sausages

Fish

Eggs

APPENDIX O: LESSON 3: WHAT'S IN THE FRIDGE? / Practice handout

What's in the fridge?

Look at the fridge and circle the correct answer for the questions below:

Example: Are there any carrots in the fridge?

- a. Yes, there are some.
- b. No, there are not any.
- c. No, there aren't any.



1) Are there any potatoes in the fridge?

- a. Yes, there are some.
- b. No, there are not any.
- c. No, there aren't any.

2) Is there any cheese in the fridge?

- a. Yes, there are some.
- b. Yes, there is some.
- c. No, there isn't any.

3) Is there any milk in the fridge?

- a. Yes, there is some.
- b. No, there are some.
- c. No, there isn't any.

4) Is there any fruit in the fridge?

- a. No, there isn't any.
- b. Yes, there is some.
- c. Yes, there are some.

5) Are there any eggs in the fridge?

- a. No, there aren't any.
- b. No, there isn't some.
- c. Yes, there are some.

6) Is there any meat in the fridge?

- a. No, there aren't any.
- b. No, there isn't some.
- c. No, there isn't any.

7) Are there any sausages in the fridge?

- a. Yes, there are some.
- b. No, there aren't any.
- c. Yes, there are any.

8) Is there any yogurt in the fridge?

- a. Yes, there are some.
- b. Yes, there are any.
- c. Yes, there is some.

APPENDIX P: LESSON 3: WHAT'S IN THE FRIDGE? / Group practice handout

WHAT'S IN OUR FRIDGE?

Have your own fridge!

With your classmates choose your favorite food to fill your own fridge:

1. Use two vegetables, one dairy, one meat or protein and two kinds of fruit from the food posters and draw them of the fridge at your right.
2. Then, write in the bubbles the names of the food products that your fridge has and doesn't have. Look at the examples as aguide:



*In our fridge there are some apples...
...there are some _____*

...there is some _____

*In our fridge there isn't any lemonade...
... there isn't any _____*

... there aren't any _____



APPENDIX Q: LESSON 4: CHOOSING A NEW CITY / Game rules

GAMES RULES

1. LISTEN TO THE GAME'S INSTRUCTIONS.
2. PARTICIPATE ACTIVELY.
3. RESPECT OTHERS' TURN.
4. RAISE YOUR HANDS TO PARTICIPATE.
5. DON'T MAKE FUN OF OTHERS.
6. USE L1 ONLY.
7. LIFT YOUR CHAIRS WHEN FORMING GROUPS.
8. FORM GROUPS QUICKLY AND WITHOUT MAKING TOO MUCH NOISE.
9. FOCUS ONLY ON THE GAME.
10. LISTEN TO THE TEACHER AND CLASSMATES WHEN CHECKING ANSWERS.

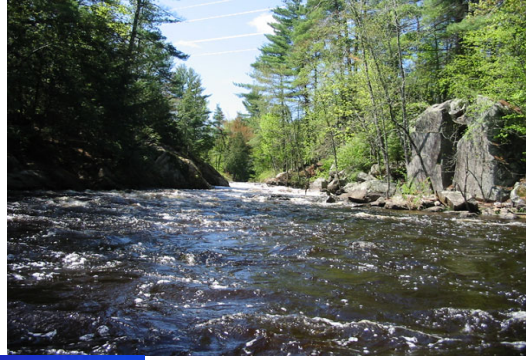
APPENDIX R: LESSON 4: CHOOSING A NEW CITY / Place pictures

PLACES IN TOWN

- Church, restaurant, library, shopping mall, park, cinema, airport, stadium, swimming pool, shoe shop.







APPENDIX S: LESSON 4: CHOOSING A NEW CITY / Worksheet

CHOOSING MY CITY!

Each group will have these two formats:

GROUP 1	GROUP 2	GROUP 3
○ Church <input type="checkbox"/>	○ Church <input type="checkbox"/>	○ Church <input type="checkbox"/>
○ Restaurant <input type="checkbox"/>	○ Restaurant <input type="checkbox"/>	○ Restaurant <input type="checkbox"/>
○ Library <input type="checkbox"/>	○ Library <input type="checkbox"/>	○ Library <input type="checkbox"/>
○ Shopping mall <input type="checkbox"/>	○ Shopping mall <input type="checkbox"/>	○ Shopping mall <input type="checkbox"/>
○ Park <input type="checkbox"/>	○ Park <input type="checkbox"/>	○ Park <input type="checkbox"/>
○ Amusement park <input type="checkbox"/>	○ Amusement park <input type="checkbox"/>	○ Amusement park <input type="checkbox"/>
○ Cinema <input type="checkbox"/>	○ Cinema <input type="checkbox"/>	○ Cinema <input type="checkbox"/>
○ Airport <input type="checkbox"/>	○ Airport <input type="checkbox"/>	○ Airport <input type="checkbox"/>
○ Stadium <input type="checkbox"/>	○ Stadium <input type="checkbox"/>	○ Stadium <input type="checkbox"/>
○ Swimming pool <input type="checkbox"/>	○ Swimming pool <input type="checkbox"/>	○ Swimming pool <input type="checkbox"/>
○ Shoe shop <input type="checkbox"/>	○ Shoe shop <input type="checkbox"/>	○ Shoe shop <input type="checkbox"/>
○ Road <input type="checkbox"/>	○ Road <input type="checkbox"/>	○ Road <input type="checkbox"/>
○ River <input type="checkbox"/>	○ River <input type="checkbox"/>	○ River <input type="checkbox"/>
○ Beach <input type="checkbox"/>	○ Beach <input type="checkbox"/>	○ Beach <input type="checkbox"/>

GROUP 4	GROUP 5	GROUP 6
○ Church <input type="checkbox"/>	○ Church <input type="checkbox"/>	○ Church <input type="checkbox"/>
○ Restaurant <input type="checkbox"/>	○ Restaurant <input type="checkbox"/>	○ Restaurant <input type="checkbox"/>
○ Library <input type="checkbox"/>	○ Library <input type="checkbox"/>	○ Library <input type="checkbox"/>
○ Shopping mall <input type="checkbox"/>	○ Shopping mall <input type="checkbox"/>	○ Shopping mall <input type="checkbox"/>
○ Park <input type="checkbox"/>	○ Park <input type="checkbox"/>	○ Park <input type="checkbox"/>
○ Amusement park <input type="checkbox"/>	○ Amusement park <input type="checkbox"/>	○ Amusement park <input type="checkbox"/>
○ Cinema <input type="checkbox"/>	○ Cinema <input type="checkbox"/>	○ Cinema <input type="checkbox"/>
○ Airport <input type="checkbox"/>	○ Airport <input type="checkbox"/>	○ Airport <input type="checkbox"/>
○ Stadium <input type="checkbox"/>	○ Stadium <input type="checkbox"/>	○ Stadium <input type="checkbox"/>
○ Swimming pool <input type="checkbox"/>	○ Swimming pool <input type="checkbox"/>	○ Swimming pool <input type="checkbox"/>
○ Shoe shop <input type="checkbox"/>	○ Shoe shop <input type="checkbox"/>	○ Shoe shop <input type="checkbox"/>
○ Road <input type="checkbox"/>	○ Road <input type="checkbox"/>	○ Road <input type="checkbox"/>
○ River <input type="checkbox"/>	○ River <input type="checkbox"/>	○ River <input type="checkbox"/>
○ Beach <input type="checkbox"/>	○ Beach <input type="checkbox"/>	○ Beach <input type="checkbox"/>

APPENDIX T: APPLICATION OF THE SOLUTION STRATEGY

APPLICATION OF THE SOLUTION STRATEGY



UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES

PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGÉLICA REINA

Date: 26th January 2009

Observer: Angélica Reina

DESCRIPTIVE DOUBLE ENTRY OBSERVATION

DESCRIPTION	INFERENCES
<p>The teacher starts class by greeting students in Spanish. Then the teacher explains to her students in their native language what the class is going to be about. Before starting the first activity, the teacher asks students in Spanish if they remember about the last content aspects studied the previous school period and then she asks them to mention such aspects, so the students start naming some of these class contents in Spanish. Soon after this, the teacher starts asking students with a mixture between Spanish and English questions referring to studied vocabulary, like in the following examples: 'Apartamento in English? ¿Si yo quiero decir...? ¿Qué pasa si digo house?'. Without being asked to translate, the majority of students translate into Spanish some of the English words that their teacher is mentioning in her questions. Then the teacher starts asking some students to go to the board in order to write some sentences that she is going to orally state and say. Such sentences are related to the studied content from the last school period. At this moment, there are many students talking in Spanish, while several orally translate into Spanish what their classmates write on the board.</p> <p>In order to call students' attention, the teacher</p>	<p>Greeting in English is important to prepare students for an atmosphere where English is a fundamental tool. If the teacher starts speaking English from the beginning of the class, he/she is going to let students be aware about what this subject is about; students must listen to English from the beginning, to lose fears and get used to it, even if they do not understand everything they listen to. So greetings must be in English, and we do not see this happening in this class, so that is why maybe some students can enforce fears in later activities, since the teacher does not do everything possible to make students get used to listening to English right from the beginning of the lesson.</p> <p>Translation seems to be the most important, if not to say the only, way for students to show understanding.</p>

hushes students and then says in Spanish '**Pongan cuidado**'; sometimes she calls by the students' names.

Soon afterwards, the teacher starts referring again to former class content by saying '**Si yo pregunto** *Do you live in a house or apartment?*', to which students automatically translate into Spanish the English utterance that the teacher says.

After the brainstorming activity, the teacher uses the following transition words to start the next activity: '**Bueno** babies, **vamos a ver**'. Then she shows students the three-dimensional model of a house containing some realia objects. Students seem to be excited when they see the house model; they start smiling and saying positive aspects about it, such as 'Ay, tan linda la casa'. All the students stare at the house model while the teacher asks some questions about the house like 'How many rooms are there in this house?'. Students answer in Spanish but the teacher does not demand them to speak in English. Then the teacher starts asking about the vocabulary of the parts of the house by saying 'How do you say *cocina* in English?'. Some students answer in English. Soon after this, the teacher starts pointing to some of the parts of the house and objects and then she starts naming them by saying 'This is a... and this is a...'. She also keeps asking students about some of the needed vocabulary by repeating the same question: 'How do you say *dormitorio* in English? How do you say *baño* in English? How do you say *garaje* in English?'. In the meantime, there are about three students talking about non-class-related issues, but the teacher does not look at them or say anything.

Continuing with the lesson, the teacher starts describing the house in English by pointing to the realia objects; she starts saying sentences using the words *there is* like in the sentence 'There is a microwave in my kitchen'. Some students show that they understand by

The use of English is important when calling students' attention and using transition words, but the teacher seems to avoid this aspect. Therefore, students may be losing opportunities to have more exposure to the target language.

There is a positive students' reaction towards the kinds of activities using three-dimensional models and realia. This seems to be new, fun and interesting for them.

The teacher should demand more use of English from students, at least with small utterances.

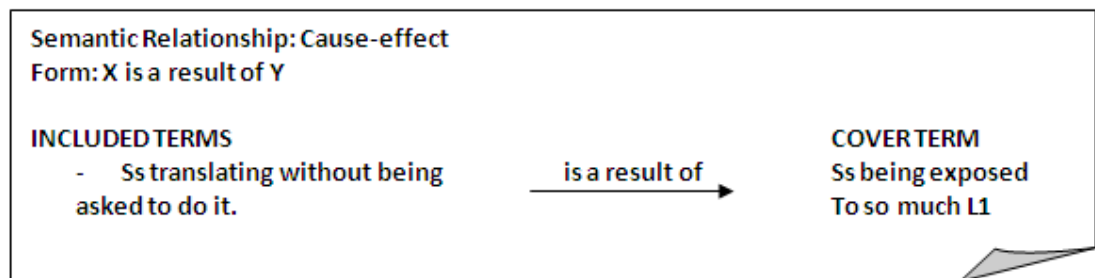
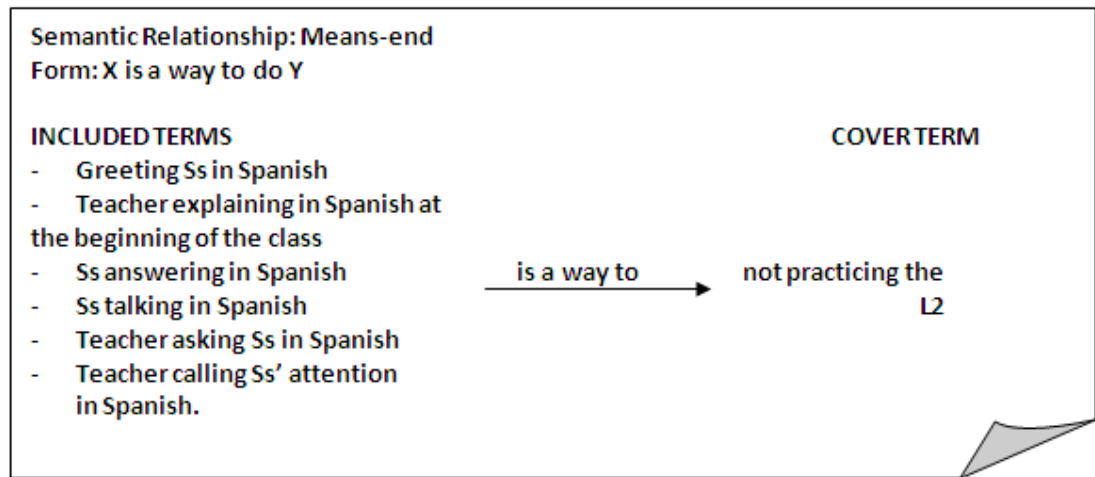
It is a positive aspect that the teacher is using more English when showing to students the use of lesson content. Maybe the extra material such as the model and the realia served as a visual aid to back up the teacher.

Maybe the teacher does not realize about the fact that there are some students talking about non-class-related issues since she does not do anything about it; she must be also paying attention to the people who is not participating for some kind of distraction.

<p>translating into Spanish the sentences said by their teacher.</p> <p>For the next activity the teacher gets the realia objects out of the house model. This next activity consists of asking students to stand up, take the object the teacher names and put it where the teacher asks so. Therefore, the teacher starts calling some students to participate. She also starts using some English commands, as well as she starts translating them so that students can develop the activity. Some students start clapping and saying '¡Bravo!' to praise the classmates that participate and do well the activity; they also seem to be happy with the activity. Although the activity seems to be interesting for the students, the teacher takes a lot of time to ask and make some students participate since some of them are refusing. Yet, other students encourage their classmates to go and participate by telling them that if they participate they will get help from students to solve the activity. Meanwhile, the teacher praises students by saying '¡Eso!' and encourages them to participate by asking '¿Quien no tiene miedo a pasar?'. In this activity students review studied vocabulary and prepositions of place.</p> <p>In the next activity the teacher asks students to have some practice by playing Pictionary; there are a lot of students who smile and seem to be happy with the activity. This time there is more participation and the teacher checks a lot pronunciation by correcting students' mistakes when saying the vocabulary.</p> <p>In order to check more vocabulary, the teacher goes back to the house model and asks students using Yes/No, Information and Wh-questions such as 'What is...? Is this a <i>pillow</i>? How do you say <i>toalla</i> in English? Are these <i>plates</i>?'. In this activity the teacher makes emphasis on the pronunciation and spelling by asking in Spanish '¿Y se pronuncia? ¿Cómo se escribe? ¿Si se acuerdan cómo se escribe...?' and asking students to go to the</p>	<p>It is interesting to see that some students are even praising their classmates and encouraging them to participate, even when they seem to have fear or be scared of being wrong. This may reveal that students are very engaged with the activity.</p> <p>The teacher does not praise students in English, which is another aspect that does not help students to be exposed to the English language, neither to repetitive English utterances.</p> <p>The teacher does not set time for the activities and that is why she is losing more time than the needed during their development; she should have more control over this aspect.</p> <p>Although the teacher is using more Yes/No, Information and Wh- questions to check vocabulary, she still needs to start talking other common</p>
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<p>board and write the vocabulary content, while saying to the other students 'Ustedes me dicen si hay error ¿Dónde está el error?'.</p> <p>In the last activity, the students make the teacher waste a lot of time since at the beginning they refuse to follow her instructions of making up groups by choosing numbers from one to five. The teacher ends up organizing each group by her own, moving seats by herself. For this last listening activity, the teacher needs to explain the instructions and ask for their understanding several times since this is the first time students develop a kind of activity like this. The teacher also needs to repeat the passages from the listening script a lot of times since students keep complaining that they do not understand what they are trying to listen to. With lots of patience and time, at the end of the activity students get to understand the information they listen to with the help of their teacher, through questions and translation.</p>	<p>and repetitive utterances in English.</p> <p>The teacher needs to have more authority over the students to let them know that they need to respect the class as well as her instructions. The teacher also needs to encourage students to not waste time and let them know that the only ones losing good chances and opportunities when being disrespectful are themselves. For example, the teacher does not have to end up doing the tasks that the students are supposed to perform, like the one of getting organized; the students must be autonomous on this, so the teacher cannot give up and do everything that the students want and demand.</p>
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DOMAIN ANALYSIS



Semantic Relationship: Means-end

Form: X is a way to do Y

INCLUDED TERMS

- Teacher explaining what is the next activity about.
- Teacher ending an activity

is a way to →

COVERTERM

do transitions

Semantic Relationship: Means-end

Form: X is a way to do Y

INCLUDED TERMS

- Teacher talking with a mixture between English and Spanish
- Teacher asking in English
- Teacher explaining in English
- Teacher using english commands

is a way to →

COVERTERM

give Ss references for the L2

Semantic Relationship: Means-end

Form: X is a way to do Y

INCLUDED TERMS

- Ss smiling and saying positive things about the activity
- Ss clapping because of the activity
- Ss are interesting in the activity
- Ss participating
- Ss encouraging other Ss to participate
- Ss praising other Ss.
- Ss being engaged with the activity

is a way to →

COVERTERM

demonstrate that the activity is interesting

Semantic Relationship: Strict inclusion
Form: X is a kind of Y

INCLUDED TERMS

- Teacher using a model house
- Teacher using realia objects
- Ss playing Pictionary
- Teacher developing a listening activity.

is a kind of →

COVER TERM

New, interesting
and appealing
activities

Semantic Relationship: Means-end
Form: X is a way to do Y

INCLUDED TERMS

- Teacher asking Ss to discover if there is any error or mistake

is a way to →

COVER TERM

Promote Ss'
autonomy



**UNIVERSIDAD INDUSTRIAL DE SANTANDER
LICENCIATURA EN INGLES**

**PAOLA OLAVE, AURA QUINTERO, MARCELA RALLÓN, ANGÉLICA
REINA**

Date: January 28th 2008

Observer: Aura Maria Quintero A.

DESCRIPTIVE OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It's 8:00 am and T walks into the classroom and greets Ss in English. T shows a good attitude as soon as gets in the classroom.</p> <p>T talks for a while whit the Ss and asks them how they feel today. T tells them that for the class they will work on some vocabulary related to places of the city.</p> <p>T shows Ss the pictures related to the vocabulary for today's class. First, she makes clear that they will have to listen attentively, not repeat but listen. T shows everybody the picture and says its name aloud. She walks around the classroom showing the pictures and saying the words, so everybody can see them clearly. T does it twice.</p> <p>T shows the pictures for the third time and this time Ss have to repeat after her. She gives clear instructions in English.</p> <p>Once they finish repeating, T lets them know that this part of the activity is over and says that they will move onto the next part.</p> <p>T tells Ss that for the next part of the activity, she will choose some Ss at random and one by one will have to point to the picture she asks them to. T gives clear instructions in English and Spanish.</p> <p>T chooses two pictures form the vocabulary previously presented and shows them to the class, but the S she chooses is the one who has to point to the one she mentions. She does it several times, especially with different</p>	<p>It's a good idea to arrive in the classroom with a positive attitude. It will be reflected during the class, also, the use of English is very important and great idea to use when greeting.</p> <p>The use of visual material is an excellent idea; Ss get really interested and give them clues about the lesson. Also, along with the pictures, the pronunciation is basic and the T did a good job.</p> <p>T gave clear instructions and Ss were aware all the time of the task. T walked around the classroom constantly making sure everybody was following the instructions. T showed a good control of the class.</p> <p>T does transitions among activities and gives time to the Ss to follow the lesson. T showed more organization.</p>

<p>Ss from the back rows.</p> <p>Once again, T lets them know this part of the activity is over and now they will continue with the next part which is to write the vocabulary on their notebooks. T writes all the words on the board pronouncing them at the same time and asking them to repeat after her.</p> <p>Ss write the vocabulary on their notebooks. Everybody is involved in the class. Not doing different things.</p> <p>T finishes the activity and lets them know they will work in groups now. T explains the activity in English and then in Spanish. Ss look excited with the activity. T gives clear instructions, recommendations and assigns time for this activity making sure they understand the appropriate behavior during the class.</p> <p>Ss get together and participate actively. Everybody is on task and the T walks around the room checking their work and helping them when questions arise.</p> <p>Ss are having a good time. Once they finish the activity, the T asks them to listen attentively to their classmates to check the answers. T chooses the Ss for participation and gives the opportunity to others, but in general the 70% of the class wants to participate. The activity runs very well.</p> <p>After checking all the answers from all the groups, T finishes the activity and greets them for their excellent work.</p> <p>Class is over.</p>	<p>T implemented the activities proposed according to the strategies suggested. She did a great job.</p> <p>All the Ss are on task and the T is monitoring constantly their work.</p> <p>T gives clear instructions, speaks more English, not everything but at least she uses it in many situations. She also assigns time for the activities and has more control of the class. T gives the opportunity to the majority to participate; many of them, voluntarily. It shows a real interest from Ss.</p> <p>T does transitions and controls the class and activities in a better way. The class have a good time and she prizes them when necessary.</p>
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DOMAIN ANALYSIS

Semantic relationship: Cause-Effect
Form: X is a result of Y

Included Terms	Semantic relationship	Cover term
<ul style="list-style-type: none"> • Ss raising their hands to Participate voluntarily. • Ss following the instructions given by the teacher. • Ss doing the exercises as requested. • Ss paying attention to the explanations and instructions. • Ss speaking English. 	<u>is a result of</u> →	Ss' interest

Semantic relationship: Means-End
Form: X is a way to Y

Included Terms	Semantic relationship	Cover term
<ul style="list-style-type: none"> • T giving clear instructions. • T speaking English most of the time. • T walking around the classroom and checking the Ss activities. • T choosing Ss to participate and giving the opportunity to others. • T assigning time for the activities. • T doing transitions. 	<u>is a way to</u> →	Classroom Management and Authority

Semantic relationship: Cause-Effect
Form: X is a result of Y

Included Terms	Semantic relationship	Cover term
<ul style="list-style-type: none"> • T contextualizing Ss for the lesson. • T using appropriate material. • T applying different teaching strategies for activities. • T recalling for information. 	<u>is a way to</u> →	Appropriate pattern presentation



DESCRIPTIVE OBSERVATION

DESCRIPTION OF EVENTS	INFERENCES
<p>It is 8:02 the class starts with the T greeting Ss and asking them about the weather and the time. Then, T shows the same pictures about places in town she used last class and asks Ss is this a park?...Ss answer in chorus "no a mall", she repeats the exercise with other 3 pictures.</p> <p>Next, T starts walking around the classroom telling Ss she needs to buy some food to fill her refrigerator. T says that using English and Ss start saying ¿qué? ¿qué dijo? T realizes Ss are not getting the information so she asks them to be quiet and pay attention to what she will show them. T goes to the her desk and picks up some food posters and stresses the word food and moving her hands she tries to make Ss understand that she doesn't have food in her house so she need to buy some. One Ss sitting at the back says in Spanish " ahh que se le acabó la comida" T says "very good" another S says "y se le quedó la nevera vacia" there are some laughs. Then T starts describing the things she still has in her refrigerator using There is/are and adding the quantifier "some" ex: there is one banana" There are some apples".</p> <p>Once she says the sentences and she is sure Ss understand what she is saying T pastes on the board the same sentence she said before she also asks some Ss at random, for instance, "point to the milk", "show me the orange" since Ss don't understand her</p>	<p>T does a proper opening for the class and in fact, she tries to practice the previous studied vocabulary doing a brainstorming, it can be seen that she takes into account the suggestions in the proposed lesson plan and though in the planner it wasn't suggested the brainstorming part she realizes the importance of keep reviewing to keep the content "fresh" in the Ss mind.</p> <p>Moving around the classroom monitoring the activity is a very good idea and also a good strategy to prevent lesson breakdowns. What is more, trying to find way to contextualize Ss and make them guess the meaning from pictures and her miming is also an excellent strategy T is putting into practice.</p>

commands she uses hand's movements to show them the meaning of "point to" and translates the verb "show". Then T chooses some other 4 Ss and asks them to come to the board and match the pictures with their corresponding names. In this way she does a review of the food vocabulary. After that T goes back to the sentences she had already pasted and she asks for the uses of some saying "¿que quise decir en esta oración: there are some apples?" One girl says "que en la nevera hay algunas manzanas" T says "excellent" y "¿porqué use "some"? Ss don't answer so T explains using Spanish the actual reason. While T is doing this 3 students are talking about things not related to the class. T realizes that and immediately goes over them and stand next to these Ss although they see her they continue talking so T looks at them and says "por favor muchachos respeten que su compañera esta dandoles un gran aporte a la clase de hoy" Ss don't stop talking and T decides to let them talk and go to the front of the class.

Next, T says "bueno ya que entendimos y no hay preguntas vamos a hacer una actividad diferente OK?" then, T numbers Ss from 1 to 5 and says " cuando diga 3 en total silencio y lo mas rápido posible quiero ver que se organicen en los grupos tal como han sido numerados" After forming the groups T using her hands and movements with her body gives instructions for the activity and then asks Ss to tell in Spanish what they have to do. Not all the Ss understood the instructions so teacher explains them again until they are clear enough and then says "you can begin" and Ss understood that immediately. In this activity Ss develop a worksheet to review vocabulary and grammar patterns, each Ss has a worksheet and in the groups they begin to solve the exercises individually but then T explains that is a good idea but as a group they had to get to an agreement and hand in only one worksheet with the answers that as a group

T praise her students and gives them confidence encouraging them to forget their fears and try to do their best. This is very good. Besides, T now knows, that she must make sure her students are on task during the activity and it could be seen she tried to applied one of the strategies suggested in the lesson breakdowns action plan; but she shouldn't have let her Ss continue talking, she should have found another way to make them respect the class and pay attention to her classmate.

the instruction was given in Spanish, may be because she is aware of her students' low, level of English but she should have motivate them to listen and try to understand; however a positive thing to say here is that at least by saying this she is preparing her Ss for the next activity and in this way they are aware of the fact that the activity they were doing is already finished and that they have to get ready for the next one. T uses also a good strategy to avoid noise and to make SS get together quickly, which shows an improvement in her classroom management at least for forming groups which in previous lesson were a nightmare. Verifying understanding of the task using double checking was another excellent idea because you can know with that they way students perceive their task and you can explain again if there are misunderstandings. You can also use Spanish to make sure the

they reached. Some Ss are laughing and talking loudly in the groups so when T sees that she goes to the group and ask them to focus on the work and stays there for some minutes also monitoring their job. One all the groups have finished T says she will check answers and 4 Ss rise their hands and other S said "teacher empiece por aqui yo kiero leer" but she said that this time she will check the exercise by asking some Ss that always remain in silent to read their answers. Although some of them were reluctant to do it she encourage them saying "Yo se que todos podemos hacerlo, solo necesitamos concentrarnos y confiar en lo que contestamos como grupo, si no tienen la respuesta correcta, ara eso es esta corrección lo importante es que compartamos el trabajo". At the end T collects each group's worksheets.

T prepares students for the next activity telling Ss that they will do a final group activity, which consists on filling their own fridge with six drawings of the food they want, then describing the fridge in a written way according to a model shown in the worksheet and finally explaining to their classmates in an oral way what there is and there isn't in their fridge. T gives instructions but she realizes that one S is talking while she was explaining so she ask him to explain the whole class the instructions, since he is not able to do it another girl sitting next to him does it, but missing important aspects so T uses Spanish to make sure it is clear for the whole class. Ss begin the activity in the same groups and they quickly finish drawing and listing the food they want in their fridges, so T ask one member or each group to read and show their work. Here the class finishes and the 2nd and 3rd point of the task is left to be finished in the next class.

activity is clear enough. This shows T realizes the importance of giving her Ss a comprehensible input if she wants the activity to work well. In the development of the activity T was really concerned with monitoring the groups she tried her best to make them be focused on their job and she even gave the Ss who never participate the opportunity to do it and encourage them to loose their fears with nice confident words.

T should have pace instructions, that is to say explain each task one by one, but it was good that she checked understanding and at the same time controls her class.

DOMAIN ANALYSIS

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

- T asking Ss about the weather
- T asking Ss about the time.

Semantic relationship

is a way to

Cover Term

do a proper opening of a class

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

- T showing Ss the same pictures about places in town she used last class and asking yes no questions: is this a park?

Semantic relationship

is a way to

Cover Term

do a brainstorming Act.

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

- Moving around the classroom
- Monitoring group activities

Semantic relationship

is a way to

Cover Term

monitor an activity

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

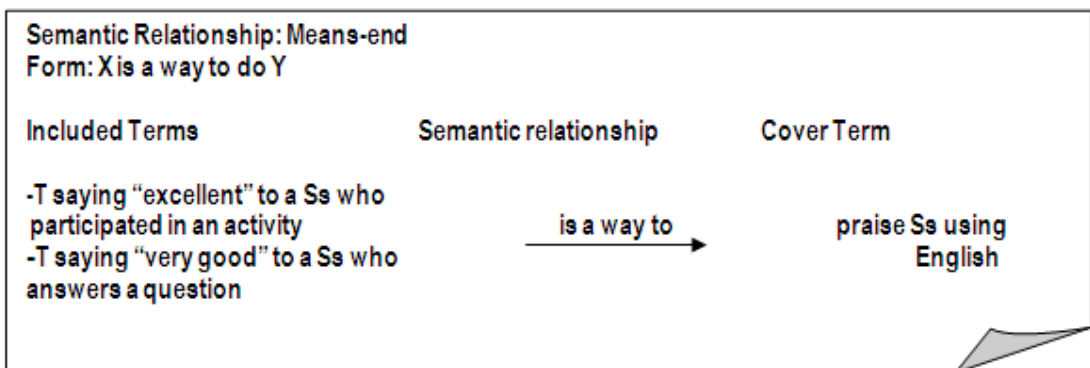
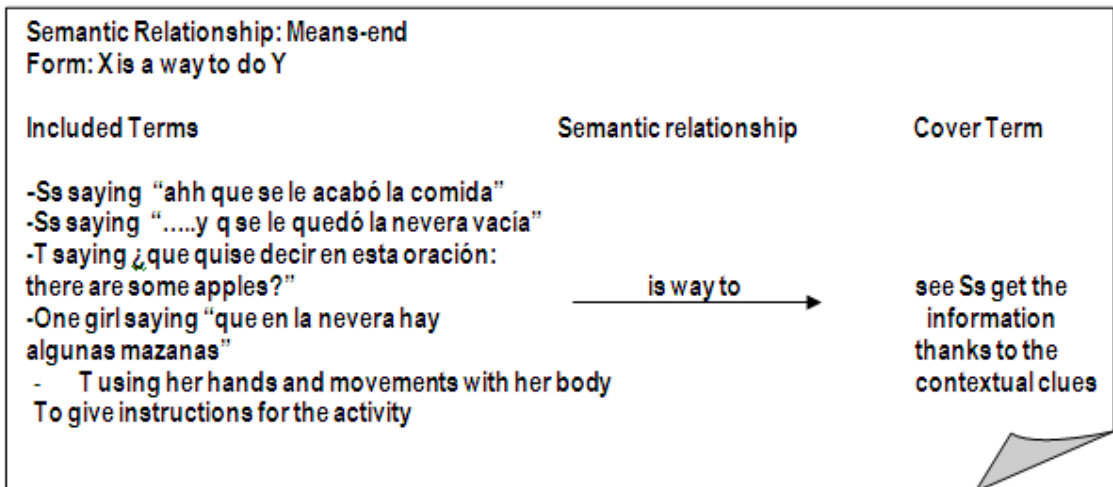
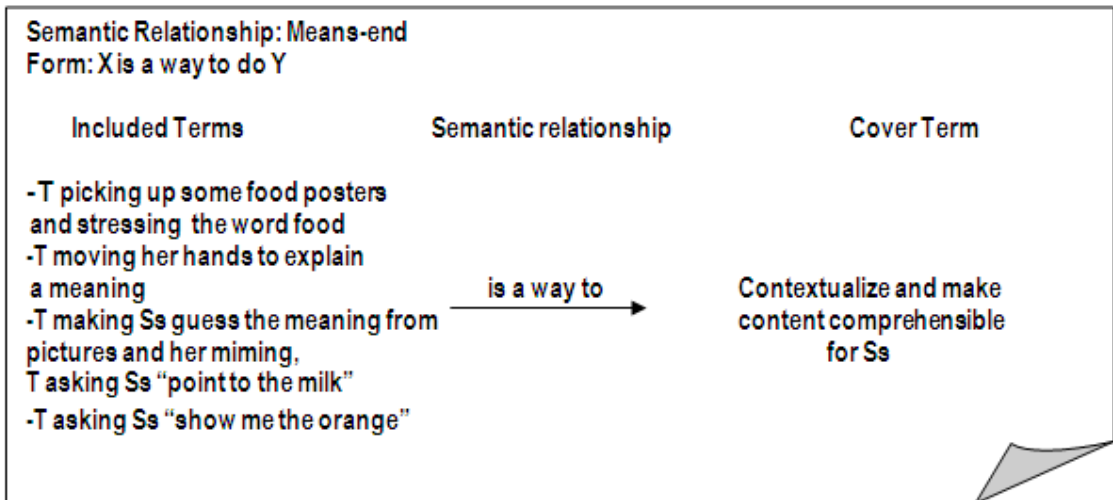
- Ss saying ¿Qué?
- Ss saying ¿Qué dijo?

Semantic relationship

is a way to

Cover Term

realize Ss are not getting the information



Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- T saying "por favor muchachos respeten que su compañera esta dándoles un gran aporte a la clase de hoy",
- T going over Ss who are talking
- T standing next to the off task Ss
- T seeing some Ss talking during a group act so she goes to the group and ask them to focus on the work and stays there for some minutes also monitoring their job.

is a way to →

make Ss be on task again

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- T saying "vamos a hacer una actividad diferente OK?"
- T explaining Ss again until instructions are clear enough
- Telling Ss " now we will do a final group activity"

is a way to →

do proper transitions

Semantic Relationship: Means-end

Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- T asking Ss to tell in Spanish what they have to do
- T asking a S to explain the whole class the instructions she gave
- T using Spanish to make sure the instructions are clear for the whole class

is a way to →

check understanding of a task or act

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- 4 Ss rise their hands to let T know they want to participate.
- "teacher empiece por aquí yo quiero leer"

is a way to →

Ss are motivated and interested in participating

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- T numbering Ss from 1 to 5 and saying "cuando diga 3 en total silencio y lo mas rápido posible quiero ver que se organicen en los grupos tal como han sido numerados"

is a way to →

show improvement of classroom management avoiding noise making Ss get together quickly

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

Semantic relationship

Cover Term

- 4 Ss raise their hands to let T know they want to participate.
- "teacher empiece por aquí yo quiero leer"

is a way to →

Ss are motivated and interested in participating

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

-T saying "this time she will check the exercise by asking some Ss that always remain in silent to read their answers"

Semantic relationship

is a way to →

Cover Term

let Ss participate

Semantic Relationship: Means-end
Form: X is a way to do Y

Included Terms

-T saying "Yo se que todos podemos hacerlo, solo necesitamos concentrarnos y confiar n lo que contestamos como grupo, si no tienen la respuesta correcta, para eso es esta corrección lo importante es que compartamos"

Semantic relationship

is a way to →

Cover Term

encourage SS to loose their fears

APPENDIX U: TEACHER'S LAST INTERVIEW

SEMI-STRUCTURED INTERVIEW

DATE: January 29th, 2009

1. Did you see any change between the former classes and the ones developed based on the proposed solution strategy? Describe the possible changes if any.

One of the most positive changes was the students' motivation and participation. I could observe they were more engaged with their activities and they were more encouraged to pronounce, to repeat and to speak in English.

2. Did you witness any positive change related to Ss' attitude towards the lessons and to their English learning process?

Their attitude was more positive because they were more encouraged to participate, to interact with teacher. They wanted to pay attention.

3. Taking into account previous experiences, did the lesson breakdowns diminish or did they increase? Describe the breakdowns if any. How did the proposed strategies to solve breakdowns influence the classes?

Breakdowns generally diminished because the proposed activities ~~had~~ did not let the sts to lose their attention. The instructions were easier to understand, and sts were more motivated to participate.

4. How was the first and last Ss' reactions over the greater use of L2?

The students weren't so ashamed of repeating and pronouncing because the materials and the proposed activities encouraged them to participate.

5. What can you tell about Ss confidence on themselves when developing the activities and looking for the exercises' answers?

The students feel more confident when taking part in contests, repeating, giving oral answers, drawing. However, listening activities made sts feel nervous.

6. How was the Ss reaction over the topics and content presentation?

Their reaction was generally very positive and of happiness. They enjoyed working with realia materials, Flash cards. They were happy to review parts of the house and study parts of the city.

7. According to your personal point of view, did the Ss participation increase or diminish? Yes, no, why?

I honestly consider that their general participation increased a lot. Those students who never participated were encouraged to participate this time.

8. How was your personal reaction about the developed lessons, the solution strategy and the proposed strategies to diminish lesson breakdowns?

I was really happy to apply new teaching strategies and techniques. I felt comfortable and happy and I really noticed that real materials, different sequences of activities and new strategies were a great help to motivate sts to use their L2 in classes.

9. Do you consider that the proposed solution strategy was effective or helpful for your own classroom management, as well as for the Ss' learning process and autonomy? Yes, No. Why?

When students are given appropriate instructions, input, they can work more independently. These lessons were motivating, enjoyable because students worked with pleasure, so I felt really comfortable.

DOMAIN ANALYSIS

Semantic Relationship: Cause-effect
Form: X is a result of Y

INCLUDED TERMS

- A positive change in the Ss' motivation and participation
- Great Ss' engagement with the proposed activities
- High Ss' motivation to pronounce, repeat and speak in English
- High Ss' positive attitude towards the classes
- Increase of Ss' motivation to interact with the teacher
- Ss' willingness to pay attention

is a result of →

COVER TERM

the application of the proposed solution strategy

Semantic Relationship: Rationale
Form: X is a reason for Y

INCLUDED TERMS

- Ss' motivation to participate
- Increase of Ss' motivation to interact with the teacher
- Ss' willingness to pay attention

is a reason for →

COVER TERM

considering that Ss' attitude towards the lessons was more positive

Semantic Relationship: Rationale
Form: X is a reason for Y

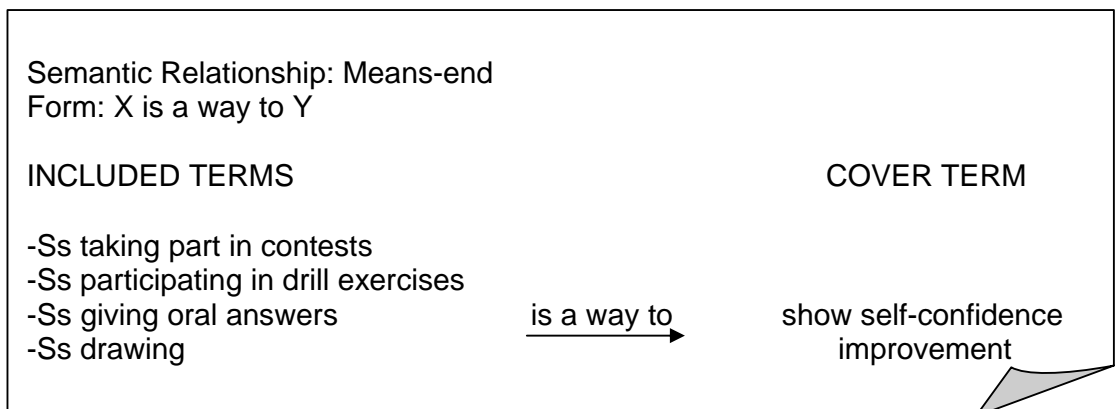
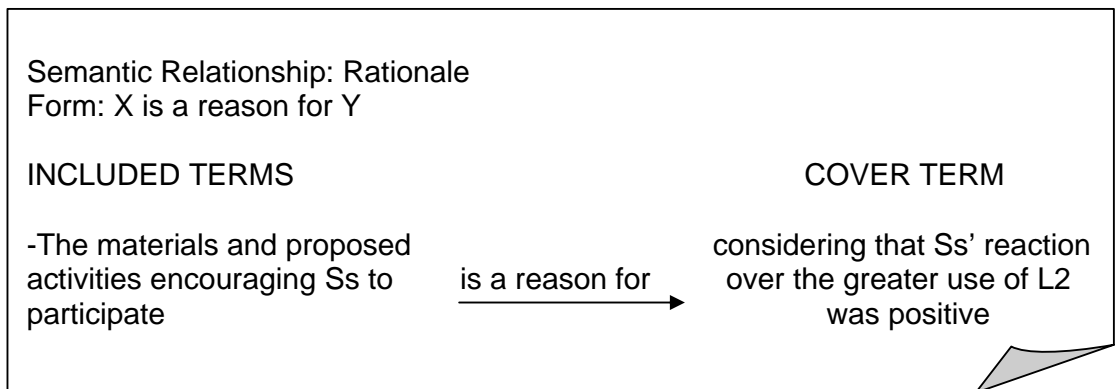
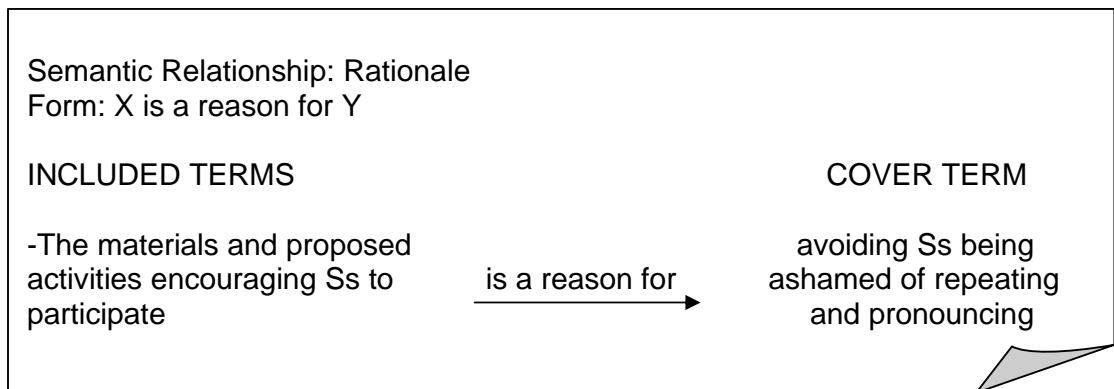
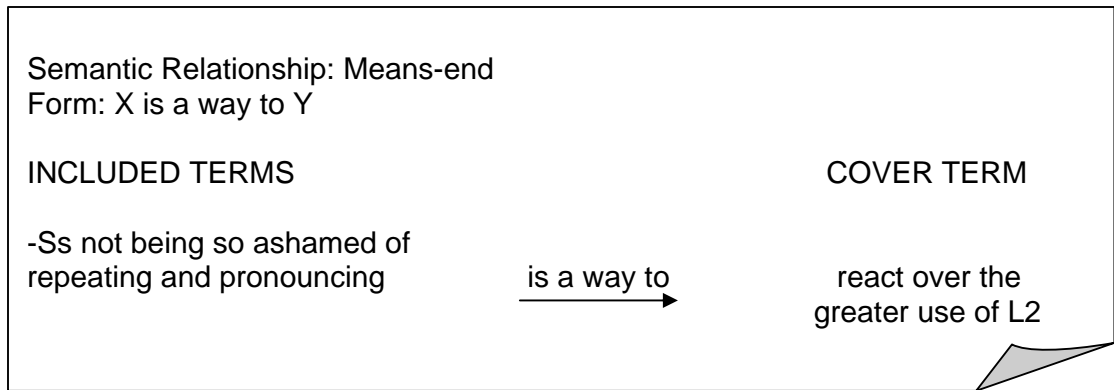
INCLUDED TERMS

- The proposed activities avoiding Ss losing their attention
- Instructions being easier to understand
- The rise in Ss' motivation to participate

is a reason for →

COVER TERM

considering that lesson breakdowns diminished



Semantic Relationship: Means-end
Form: X is a way to Y

INCLUDED TERMS

-Ss feeling nervous about listening activities

is a way to →

COVER TERM

show that there is still left some work to improve self-confidence

Semantic Relationship: Means-end
Form: X is a way to Y

INCLUDED TERMS

-Ss being happy when looking at the topics and content presentation
-Ss enjoying working with realia, the proposed materials and flash cards
-Ss feeling happy when reviewing parts of the house and studying parts of the city

is a way to →

COVER TERM

react over the topics and content presentation

Semantic Relationship: Means-end
Form: X is a way to Y

INCLUDED TERMS

-Teacher considering that Ss' general participation increased a lot
-Teacher stating that Ss who never participated were encouraged to participate during the proposed lessons

is a way to →

COVER TERM

show that Ss' participation increased rather than decreased

Semantic Relationship: Means-end
Form: X is a way to Y

INCLUDED TERMS

- Teacher being really happy to apply new teaching strategies and techniques
- Teacher feeling comfortable with the development of the lessons
- Teacher noticing that realia materials, different sequences of activities and new strategies were a great help to motivate Ss to use their L2 in class

is a way to →

COVER TERM

show that the developed lessons, the solution strategy and the proposed strategies to diminish lesson breakdowns were effective

Semantic Relationship: Means-end
Form: X is a way to Y

INCLUDED TERMS

- Teacher realizing that Ss can work more independently having the appropriate instructions
- Teacher highlighting that the proposed lessons were motivating and enjoyable since Ss worked with pleasure
- Teacher feeling really comfortable with the solution strategy

is a way to →

COVER TERM

show that the proposed solution strategy helped improving teacher's classroom management and Ss' learning process and autonomy