# BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: The use of images to facilitate language learning in an EFL secondary class of third grade

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# BENEMÉRITA Y CENTENARIA
# ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

**GENERACIÓN**

**2016** **2020**

## "THE USE OF IMAGES TO FACILITATE LANGUAGE LEARNING IN AN EFL SECONDARY CLASS OF THIRD GRADE"

**ENSAYO PEDAGÓGICO**

**QUE PARA OBTENER EL TÍTULO DE LICENCIADA**(O) **EN EDUCACIÓN**
SECUNDARIA CON ESPECIALIDAD EN INGLÉS

**PRESENTA:**

MILKA DEL SOL MARTÍNEZ ORTIZ

**ASESOR** (A):

PROF. JUAN GERARDO DE LA ROSA LEYVA

**SAN LUIS POTOSÍ, S.L.P.** **JULIO DEL 2020**

Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí

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# AGRADECIMIENTOS

*Para ti que lograste terminar lo que una vez comenzaste, y por toda la gente que te ayudó a que lo lograras; familia, maestros, compañeros, amistades, e inspiraciones. Para ti que estuviste dispuesta y fuiste capaz de descubrir y aprender mucho más de lo que hubieras imaginado.*

*Y más importante, por lograr un cambio en ti, porque sé que tú eres la única que sabe cuánto significo todo esto para ti. Dejo en mi memoria gratos momentos que nunca olvidaré.*

*De mí para ti.*

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# INTRODUCTION

# I. INTRODUCTION

“Learning is often considered complete when a student can produce the correct answer to a question.” (Karpicke & Roediger, 2008, p.1) In the development of this pedagogical essay, learning is going to be seen as a process that hardly takes place definitely, since its naturalness is aimed, at a continuous process that does not end.

The title of this pedagogical essay is “The use of images to facilitate language learning in an EFL secondary class of third grade” as a result of the recompilation and analysis of my teaching practice concerning the necessities that my students presented, involving a process for the determination of the title and intention of this document. The identification of the students´ needs and likes was the first step as my inquiry activities while observing and practicing in my first period of teaching practice from August 26th to September 6th, and September 23rd to October 18th, 2019.

The observation and the practice let me identify the struggles and particular needs my groups presented based on the difficulty they had on understanding the language and so, relying on the use of L1. Therefore, I came up with the idea of using images as a facilitator in learning English attending their needs and likes, so that, the theoretical research was fundamental as a second step to know how to intervene, needing to make a planning design as my third step relating theoretical aspects with the practice itself to then analyze the information gotten. Knowing that the practice itself is not enough to notice the aspects that might happen inside the classroom, the research for evaluation tools for the students as well as the teacher trainee performance was a must as a fourth step to analyze a whole while avoiding leaving out important and relevant information for a fruitful analysis.

Therefore, students could work on the process of their learning by being helped through the use of images and the teacher just as their facilitator in the application of the activities designed as a fifth step. To then, analyze the results gotten as final step intending to determinate from all the information gotten, the conclusions while

working with images having in mind that, “The use of visual aids make the teaching learning process more effective.” (Shabiralyani, Hasan, Hamad & Iqbal, 2015, p.227)

My academic investigation purpose was to use images as a facilitator in the students´ learning process by being linked with the language itself, its content, and context intending to create a connection and so students could work with the language by communicating rather than by memorizing grammatical structures. “If knowledge is only memorized (superficial learning) it is soon forgotten, and may never affect the way that person does her/his work. If the learner is made to use the new knowledge actively, the learning becomes deep” (Prozesky, 2000, p. 60).

My personal investigation purpose was to prove that English is not limited to a way of teaching and learning, commonly seen to teach the way one was taught. I pretended to use language to communicate and learn by making it more significant for students. Then, having two investigations purposes in mind, I needed to make a proper research to know how images could be implemented and how I could apply different activities to gather pertinent information. Pretending to contrast when having all the results before assessing my classes and so, analyze the results as a whole to see how using images as a strategy in facilitating learning worked.

To know how the use of images worked on student´s learning, the development of this pedagogical essay was based, on four key questions as a guide pretending to gather and analyze the teacher trainee and students’ performance. Having as a basis and into consideration that the use of instruments would support the evidence of the teaching practice with those of the theoretical part, using in each class two evaluation tools as a minimum. Then, the methodology used for the development of the teaching practice was PPP (Presentation, Practice, and Production) based on its flexibility to gather the information that could be helpful to do a better analysis of how the implementation of images as a facilitator took place in each of the stages.

To prove the influence of images on students´ learning, I decided to use them in some classes, and in different stages of the class, and not using them at all in other classes. To then, present a contrast to the students´ responses when using images

and when not using them. I analyzed seven classes focusing on the final products in each class, to analyze, reflect and present at the end the variation students had over the classes and the activities based on the way they were presented and carried out.

In developing this document, I presented some difficulties since I had to adapt my work as I was originally working with second grade, but due to external problems, I reincorporated to work in third grade. Therefore, part of the entire process of research and the analysis of teaching practice originally started with second grades. That is why there will be parts in the writing of this document where the work done with second grades will be mentioned, and the relationship and contrast that I made in both groups and grades for a pertinent modification.

The development of this study helped me to improve and notice many aspects of the teaching practice by relating them to the theoretical part that I consider allowed me to reflect deeper on all the aspects that occurred in the teaching practice. Besides, I discovered a liking for research and analysis for the continuous improvement of teaching work, being this last mentioned one of the most fruitful aspects that I will take with me.

# Chapter 1

# II. TOPIC OF STUDY

"The essence of being an effective teacher lies in knowing what to do to foster pupils' learning and being able to do it." (Kyriacou, 1998, p.1) As one of the aspects that were taken into consideration for the development of this chapter relied on the awareness of having present that what a teacher does might affect transcendently on students. Therefore, there is a necessity to take many aspects into account to provide better learning opportunities based on a whole set that involves the students.

## 2.1. Nucleus and Topic Line

From the main aspects that were taken into consideration for the implementation of the theoretical and practical aspects, as well as the analysis, three nucleus and three topic lines were the beginning to identify what this pedagogical essay was going to focus on. From the three options in the nucleus, one is focused on the adolescents, the other on the didactic competence in teaching the specialty and the last one, on the school and the adolescent context. In the topic line, one is focused on the analysis of the teaching practice, another on the analysis of the common problematic cases within the school practice and the school functions, and the last one on the experimentation of a didactic proposal.

The nucleus of this pedagogical essay is the "Didactic competence in teaching the specialty", this as a result of seeing as a priority the development of research and the implementation of activities in classes having as a basis the transcendental role that a teacher has on students. Therefore, the analysis of the purposes of the specialty and its relationship with secondary education was developed in my practice.

Besides, the abilities and value training of the specialty, the design, organization, the application of didactic activities, and basic strategies and forms to evaluate learning were taken into consideration in my process of teaching the specialty. So that, it was intended to focus on the analysis as a teacher trainee of all the aspects

needed to guide students so they can reach specific purposes where their English abilities could improve and have a good experience with English learning.

Knowing that to achieve this, I needed to reflect on the relevance of learning English content, based on the needs the adolescents faced. Then, I needed to know the characteristics of the secondary education curriculum, the purposes, approaches, and content. All this to have the basis for my work to be grounded and take my teaching practice and my training to a formal level where I could be able to relate theoretical aspects with the teaching practice.

The planning design and the forms to evaluate learning was a priority since I focused on the results that I obtained from the application of certain activities and the analysis of those results to take action, move on, retake, and reinforce. Thus, I saw criteria, strategies, and instruments to evaluate the performance of the group and each student, having in mind it must have congruence for educational purposes. Then, my topic line was based on “The analysis of the teaching practice” since this pedagogical document is based on my experiences and in the analysis of my classes, to look for other strategies, and activities to meet the student´s needs and interests.

## 2.2. School Context and Geographical Location

The development of this study took place at the middle school No. 7 “Antonio Dias Soto y Gama”, which is located on San Luis Potosi, S.L.P, in the Fovissste neighborhood, on Eusebio Kino Street No. 6 (App. A) The school code is 24DES0072 T. The neighborhoods that the school borders with are, Manuel J. Othon, Las Piedras, and Eucaliptos. There are several places nearby, such as Walmart, Waldo´s, and a soccer center.

The general atmosphere of the school is calm since the authorities and assistants of the school present and follow a specific organization throughout the working day. Starting at the beginning with the entrance to the school, where the students are received by the principal and the assistant principal. The classes are observed at

times by the principal, and he and other assistants are always monitoring all the areas of the school at different times.

The involvement of all the teachers in school activities, as well as the parents, were very often seen at the entrance of the school, and in the intermediate hours, as well as in the last hour, either to follow-up to the daily activities of the students as well as to deal with personal matters, which I saw as one of the reasons why the school and its context, in general, is calm and help students be working in a proper environment.

### 2.2.1. School History

About the school and its beginnings, I had a conversation with the principal on October 08th, 2019 where he provided me the general information on how the school started as well as some evidence of it (App. B). The request for the creation of the school was made in June 1980, obtaining a response on August 17th, 1981. Starting with the school building in 1981. Then, it was authorized the use of the social building CATRA (labor house) in the Fovissste area, San Luis Potosi, S.L.P. Having four classrooms, offices, and other annexes such as bathrooms, and courts to its use. The personal stayed there from 1981 to 1982, then in 1985, the official use of the name “Antonio Diaz Soto y Gama” was approved being recognized as an official school.

### 2.2.2. Current Social Condition of the School

The organization and the ongoing maintenance of school facilities is one of the aspects that were always seen and in school. School maintenance is always up to date, keeping all areas of the school clean, not only areas of the school are monitored, but also the encouragement of students to follow and respect their school by keeping it clean by not leaving trash and not eating food in the classroom in the break time.

About its infrastructure, based on the teachers' school diagnostic carried out in the first Consejo Tecnico Escolar (CTE) on August 19th, 2019 (App. C) The structure of the campus is composed of five buildings, having fourteen classrooms and being equipped with a blackboard, students' chairs, and a desk, just some classrooms are equipped with multimedia equipment. There is a library, a laboratory room, a room with sixteen computers and internet access, four workshops (office automation, architectural design, dressmaking, and electrical circuit design).

There is the teachers´ room, management, and sub direction offices, administrative cubicles, bathrooms (ten for students, two for teachers, and one for administrative staff.) Eight annexes, three prefectures, an office of Service and Support Unit for Regular Education (Unidad de Servicio y Apoyo a la Educación Regular, USAER), social work, inspection, and quarters of intent. There are recreational spaces, two basketball courts (one roof, used for civic events) four garden areas, and a covered space with tables and chairs for students to consume their food during the break. The school has electricity, drainage, drinking water, pavement, telephone, and internet services.

### 2.2.3. School Personal

According to the information provided by the secretaries of the school on October 08th, 2019, there were twenty-six teachers, a principal, a deputy director, four people for administrative support, a controller, a librarian, a person for social work support, three prefects, two personal for Service and Support Unit for Regular Education (Unidad de Servicio y Apoyo a la Educación Regular, USAER), and five supervisors.

### 2.2.4. English Academy

The English Academy is composed of three female teachers, each of them are commonly assigned to work with a specific grade. Teachers follow the 2011 grade curricula "National English Program in Basic Education" (Programa Nacional de

Inglés en Educación Básica, PNIEB) for third grades, and 2017 grade curricula "Aprendizajes Clave" for first and second grades.

The purpose established in the program "Aprendizajes Clave" for Cycle 4 (first, second and third grades of secondary school) mentions students to hold interactions and adapt their performance through various oral and short text in a variety of communicative situations where they can:

1. Analyze some aspects that allow improving intercultural understanding.
2. Apply some strategies to overcome personal and collective challenges in learning a foreign language.
3. Transfer strategies to consolidate action in foreign language learning situations.
4. Employ a simple but comprehensive linguistic repertoire in a variety of known and current situations.
5. Exchange information on the current situation.
6. Perform with a neutral register in social exchanges within a varied range of situations. (SEP, 2017, pp. 167-168)

### 2.2.5. Number of Students in School

Following the teachers' school diagnostic on CTE, there were 539 students distributed in, five groups for first grade, four groups for second grade, and four for third grade. There are around thirty-five to fifty students per group; they are large and medium groups. Some classrooms are usually small as for the total number of students in each group, so free movement from row to row is complicated in some cases. Also, the variation of classroom arrangement is limited having, as a result, the necessity to adapt the activities in the space available.

For students to get involved in a learning environment to develop the daily activities of their academic education, as well as their personal development, it might depend on some extent in the classroom setting. "If not approached correctly, a classroom can be set up in a way the stifles creativity or does not promote a positive learning environment" (Hannah, 2013, p.1). Thus, finding strategies and ways to

create a better workspace where students feel motivated and confident to learn is necessary for students to be comfortable, have relevant learning, and good experience with study so that they can lose the fair of learning English.

## 2.3. Relevant Social and Academic Characteristics

Learning a foreign language is not something that can be done one day to another since it requires time, practice, and support. That is why I consider is important to know how students would like to work in class, and to know the perspective they have towards English classes.

Also, one of the tasks as a teacher is to know and have a reference for how our students are, observe, and analyzed how they are used to work. Therefore, the teacher can provide better opportunities for those specific characteristics students might have. So, students can be confident in classes letting them gain better experience in learning English.

### 2.3.1. Group Description

First of all, second grades were assigned to me at the beginning of the seventh semester, so that, I worked with groups A, B, C, and D, having 2 “C” as my group of study. However, due to external problems, I was reassigned to work with third grades. Thus, I worked my seventh semester with second grades from September 23rd, 2019 to January 24th, 2020 and I started working with third grades when starting eighth semester from February 17th to March 20th, 2020.

In second grades, there are about 31 students per group, the majority of students are girls in the groups since some boys left the school in each group for personal problems. Most of them know each other since they had been working together in first grade. There is no distinction between girls and boys communicating between each other. They are organized by rows and each of them is assigned a specific place to sit. All groups are talkative, so that, they get distracted easily because of

their peers. Most of them are very participative and willing to work on the activities mostly when activities are based on games and dynamics.

Regarding third grades, there were about 33 students per group. There is no much difference in the number of girls and boys in each group. Most of them know each other since they have been working together in first grade, and second grade, so, there is no distinction between girls and boys communicating with each other. They are organized by rows and each of them is assigned a specific place to sit. All groups are talkative, however, they are calm and attentive when it is time to work.

In comparison with second grades, third grades were more focused on their daily activities by being always aware of the completion and delivery of any activity in class, while second grades had problems when delivering activities since they were used to not doing them. Third grades are better organized within themselves letting to work faster and smoothly all the impartation of classes in contrast with second grade, were situations in which students interrupted the classes.

The group I focused on for the analysis of my teaching practice was 3 “C”. There are eighteen boys and seventeen girls, the classroom is wide enough for the total number of students, there is no projector in the classroom, having to take them to a one with a projector available if wanted to watch a video. The group is different compared to the groups, A, B, and D since they are calmer, and do not tend to get into the topics seen in classes. The reason for choosing the group was based on how they were used to work, making easier the work for both me as a teacher trainee and them as students.

### 2.3.2. Group Grade Average, Needs and Likes

The students’ age range was between fourteen and fifteen. As reported by Piaget (1969) students are in the thinking stage of formal operations (pp. 127-137). Regarding their social and physical development, they are adolescents “They go through a critical and often stormy period in their lives, confused by doubts about themselves, worried about the position they occupy among their peers, disturbed by

their physical development" (Hargreaves, Andy, Lorna Earl, and Jim Ryan, 1998, p. 92). I consider it is important to be aware of the relevance of the stage they go through since most of their actions and attitude in class has a lot to be with all the changes they are facing.

During the first two weeks of the second period of teaching work, February 24th to March 6th, 2020, 17 students out of 35 answered a survey (App. D). The purpose of the survey had the intention to know students´ likes, their experience in learning English as well as their perspective about it. Also, the relevance students have on learning English, what are the areas they struggle the most, and what they would like to focus on in their English classes. Therefore, all the information collected from the survey was intended to serve as a basis for the design of curricular activities and so provide a better learning environment to attend the needs and students´ likes.

According to the results, students find as the most complicated skill speaking, then listening, writing, and reading (App. E). They would like to focus more on listening and speaking (App. F). However, some of them are shy and would rather not participate when trying to speak in English, therefore, they would like to work in pairs or as a whole group (App. G).

Of the 17 students who answered the survey, four of them marked that they do not like English classes, mostly because of the difficulty they have in understanding. Nevertheless, all of them consider important to learn English to further their studies and get better working opportunities.

### 2.3.3. Linguistic Needs

Students took a diagnostic Exam applied during the last week of the third period of teaching work, from January 20th to January 24th, 2020, while still working with second grades. In contrast, second grade took the test from August 26th to August 30th, 2019. Also, when working with second grades, all groups took the Exam, while, 3 "C" was the only group of third grades I applied the Exam since I chose them as my group of study, and there was no time to do the same with the other groups.

The diagnostic Exam was based on the English Qualifications provided it by the Cambridge Assessment English. The Exam applied was A1 Movers Sample Papers 2018, (App. H) assessing just listening, reading, and writing. On the other hand, second grade took the Exam Pre A1 Starters.

The reason for choosing the Exam was because all of the tasks in Cambridge English Qualifications are based on authentic situations and test all four skills speaking, writing, reading, and listening. Thus, taking the exam tests skills they need inside and outside the classroom, providing a clue of the areas students need to work on.

From twenty questions in the listening part, just fifteen were applied, having three parts of five questions each. Of twenty-five questions in the reading and writing part, just twenty were applied, having four parts of five questions each, being a total of thirty-five questions. Due to time and since the last part of listening required students to use colors, it was decided not to apply it. In each part, students were required to do the following:

Listening

- Part 1: Matching (draw lines)
- Part 2: Short answer (vocabulary and numbers)
- Part 3: Multiple Choice (tick boxes)

Reading and Writing

- Part 1: Short Answer (write a word, vocabulary)
- Part 2: Multiple Choice (choose the correct answer)
- Part 3: Cloze (choose the correct word)
- Part 4: Gap-Filling (complete the sentences)

The results gotten were based on a ten, five points for Listening, and five points for Reading and Writing. The breakdown of the level given was as follows: the reference was taken from 0 to 5 points, where 0 to 1 represented, True Beginners,

2 to 3, A1- and, 4 to 5, A1. The reference was done with the listening part as well with the reading and writing part.

The results gotten in 3 “C” in the listening part 30 students out of 35 students took the test 17 were located in the True Beginner level, 6 in A1- and the rest in A1 (App. I) In the reading and writing part 3 were located in the True Beginner level, 25 in A1- and just 2 in A1 (App. J)

Regarding the results gotten in second grades in the listening part, in group “A” all students took the test, being a total of 37 students assessed 23 students, were located in the True Beginner level, and the rest 14, were located in the A1- level (App. K). Group “B” out of 33 students 29 took the test 16 students, were located in the A1- level, 13 in the True Beginner level, and a student in the A1 level. (App. L) Group “C” out of 31 students 27 took the test 14 students, were located in the True Beginner level, and the rest in the A1- level (App. M). Lastly, group “D” out of 32 students 28 took the test half of the students, were located in the True Beginner level, and the other half were located in the A1- level (App. N).

The results obtained in the reading and writing section, in group “A” from 37 students 2 students, were located in the True Beginner level, 32 in the A1- level, and 3 students in the A1 level (App. O). Group “B” from 29 students a student, was located in the True Beginner level, 20 in the A1- level, and 8 in the A1 level (App. P). Group “C” from 27 students a student, was located in the True Beginner level, 24 in the A1- level, and two in the A1 level (App. Q). Lastly, group “D” from 28 students, 25 were located in the A1- level, and 3 in the A1 level (App. R).

In second grades, students did better in the reading and writing part, getting the majority of them from two to three points out of five, in 3 “C” students presented the same statistic with minimal differences. The lowest results were gotten in the listening part for both, second grades and 3 “C”, getting the majority of them from one to two points out of five and only a student from the four groups of second grades getting four points, in contrast with second grades in 3 “C” 6 students got 4 points.

Analysis of the Results

According to the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEFR) describes what people can do in the language. From a global scale, there are three levels, and each level is divided into two. According to the Exam applied and the results got from students, they are in Basic User from.

A: Basic User

A1- Breakthrough or Beginner

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

From the breakthrough or beginner level, it can be found the Pre A1 Starters and A1 Movers range. Concerning the Cambridge English Qualifications in these two ranges, they can do the following:

Pre A1 Starters can:

- Understand simple sentences
- Respond to simple questions
- Follow very short stories in simple language
- Understand and follow simple instructions
- Understand some very simple descriptions of everyday objects
- Recognize and write the letters of the English alphabet
- Understand some very short conversations
- Copy words, phrases, and short sentences

A1 Movers can:

- Agree or disagree with someone
- Ask someone how they are and what they like doing
- Give simple descriptions of objects and actions
- Answer questions about school activities
- Understand simple written sentences
- Write simple sentences giving personal details
- Understand simple stories with the help of pictures
- Write short sentences about what they like or dislike

In general, 2 “B” and 2 “D” were the groups with the highest results with a general average of five out of ten, and the rest 2 “A” and 2 “C” a general average of four out of ten. In contrast, 3 “C” also got a general average of four out of ten.

About three to eight students out of 33 students (average of the total number of students for the four groups in second grades and 3 “C”) were the only ones who passed the Exam having as a referenced having obtained a minimum of six, being the 15% out of 100% of the students who got a considerable result (App. S) The lowest results gotten were in the listening part, showing that, they did it better in the reading and writing part.

The majority of students from the four groups in second grade and 3 “C” were located in the True Beginner level and the A1- level in the three skills applied. According to the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment” (CEFR), they have a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.

Concerning their level, they are up to focus on topics and activities related to the use of expressions based on greeting and courtesy, as well as farewells, and fairytales to associate it with emotions, and rhymes. Following instructions to form objects or to make a recipe, the identification of the body parts, members of the

family, and objects in the classroom to associate vocabulary used day by day. These topics above-mentioned presented in Aprendizajes Claves (2017) provided by the SEP for an A1- level. (SEP, 2017, pp. 178-179)

In addition, regarding their receptive preference students took the ¨Visual, Aural, Read/Write, Kinesthetic¨ (VARK) test (App. T) that was applied by the school. 3 “C” got higher on Aural, secondly Visual and lastly Kinesthetic (App. U). Students tend to be in silence when listening to instructions and listening to explanations making the work in class faster.

## 2.4. Description of the Case Being Study

First of all, I will highlight the reasons that lead me to the selection of my topic for this pedagogical essay, “The use of images to facilitate language learning in an EFL secondary class of third grade” to present how it started when working with 2 “C” and how it was modified with 3 “C” according to the characteristics of each level and group.

Starting with second grades, during my first period of teaching practice carried out from November 23rd to October 18th I worked with short readings contextualized in news articles. While reading the news in 2 “C”, I noticed how students were translating every single word that they were looking or reading. I concluded that the students were doing it to understand the context and the content in general since they were used to it.

This action happened in every single class when reading, seeing vocabulary, or trying to write something. I noticed the problem, however, I did not do anything to solve it. I let my students keep translating since that was how they were understanding and supposedly learning. Nevertheless, I was seeing how students were not retaining the information seen in previous classes since they were just understanding and ¨learning¨ at that moment. This last-mentioned as a consequence of not having anything to make connections with the content they were seeing.

Thus, thinking on a solution and according to Krashen (1983), he states that the “beginning-language teacher” provides context through “visual aids (pictures and objects)” as a way to understand easily the language input (p.2). Given that, the students were translating everything, the context and content were losing sense. Then, I can use images to guide students and help them have a reference to understand and learn the language without the necessity to rely on the use of translations.

I concluded, using images could help me more than I could have thought since I used images during all my practices while being in the major as a tool to present vocabulary, noticing how students benefit in their comprehension of what is being said, written, or read. Nevertheless, I never used it for other purposes others than presenting vocabulary since I did not see it as a transcendental way to facilitate language learning nor as a tool to avoid relying on the use of L1 to learn the language.

Then, before to start working with third grades, I took into consideration and analyzed the general characteristics of both groups, having in mind that 3 “C” got an average of four out of ten in the results of the Exam applied, and 2 “C” a five out of ten, getting both a general level of A1-. And given the characteristics, I saw when working with 2 “C” and 3 “C”, and their opinions towards English classes, then, images could help me to analyze how it works with both grades and groups.

Once I started working with 3 “C” from February, 17$^{th}$ to March 6$^{th}$, I started by working with images, having a good response in the activities. However, when not using images, they started complaining about the difficulty of the activities, claiming for the use of Spanish to understand and in their words to learn, in its case, they were not used to translate every single word as 2 “C” was, they were used to the use of L1 to understand a whole and as a way of thinking that without the use of L1 they could not understand nor learn.

## 2.5. What is Known About the Topic

The phrase “A picture is worth a thousand words” is an English language adage that refers to a complex idea being communicated by a single image, which conveys its meaning more effectively than a verbal or written description. According to Baker (2015) in recompilation of investigation of the effects of texts illustrations by Levie and Lentz (1982) she inferred that “human brain processes images quicker than it processes words, and images are more likely than text to remain in our long-term memory” (p.1), while Shabiralyan et al. (2015) state that, the “use of visual aids make teaching-learning process more effective.” (p.227) Since for my students was hard to understand content and context because of their English level, and regarding Krashen (1985), students need “extra-linguistic information (p.1), so that, having an image conveying all the information students needed to understand and learn was the first step for them.

### 2.5.1. Images

The concept of the image comes from the Latin term *imago,* referring to a visual perception that resembles a subject, usually a physical object, providing a depiction of it. According to the Cambridge website dictionary, an image is “a picture in our minds or and an idea of how someone or something is, in literature, is seen as “a mental picture or idea that forms in a reader´s or listener´s mind from the words that they read or hear.” (Dictionary, C. 2008)

Given that, people are always being surrounded by visual images wherever and at any time, in a settled view. It is seen on television, in social networks, when walking on the street, everything we see is represented with a form that stays in our minds according to the meaning and transcendence that is granted. So, seeing the impact that images contain, it saw it as a way to help my students avoid the use of L1 by being guided through the visuals to help them understand and learn the language by making connections with the language.

#### 2.5.1.1. Characteristics of Images

Among the characteristics to take into consideration while working with images, Harmer (2007) states that “pictures should be appropriate not only for the language to be learned but also for the classes they are being used for” (p. 177) Then, bringing images to the class that is not related to the topic nor interesting for students because they do not attend their necessities as students might be ending up being useless. I have noticed in last practices how bringing images that are related to current things and according to their age, catch more their attention that the ones that do not.

What is more, according to Shabiralyani et al. (2015), “illustration must be large adequate to be seen easily by the students farthest. Colors, when used, should provide clear contrast and easily be visible” (p.227). It is useless bringing a bunch of images that students cannot see because of the size: it must be visible for everyone. If not, it would not attend all the students and just some of them might benefit. Also, Hill (1990) claims several advantages of using images such as "availability, cheapness, flexibility, and variety, all of which make pictures one of the effective techniques in teaching vocabulary" (p.1)

#### 2.5.1.2. The Effects of Using Images in Classes

As implications of the use of images to facilitate language learning, there are some beliefs that its use promotes text comprehension, support vocabulary retention to a high degree, (Chacko, 1981; Ellis, 1993; Ridgeway, 2003; Shimada & Kuitajima 2006) helping solve certain language barrier problem as they provide accurate visual image and make learning easier for the student.

#### 2.5.1.3. Forms of Using Images in Classes

The use of images is not something new for teachers, it has always been a tool to enrich our classes and present students with a more pleasant environment facilitating learning. I have used images in flashcards, illustrations, and projected

slides, however, images are not limited to the form it can be presented. There are multiple forms they can be used in classes, according to Harmer (2007) there are some ways they can be used presented in a list (p.135), as follows:

- (Communication) games: “pictures are extremely used for a variety of communication activities, especially where they have games.” Since one of the aspects I am pretending to incorporate in my classes is communication in English, the use of games by using images promotes students to communicate. It provides variety to them as well as engagement.
- Understanding: “one of the most appropriate uses for pictures is for the presenting and checking of meaning.” Given that students struggle to understand context and content due to their lack of vocabulary, images are a way to help them connect meaning with text by looking at images
- Prediction: “pictures are useful for getting students to predict what is coming next in a lesson.” There are many forms to use images to predict. It helps students to think and link what could be next according to specific information given. I consider it important to let students predict for them to think, create connections, process meanings, and become it on their own.
- Discussion: “pictures can stimulate questions.” Discussions of pictures also help students to communicate and extern their ideas and to think about its real purpose in accord with the questions asked.

### 2.5.2. Language Learning

First of all, looking at the concept of learning, Schunk (1997) states that “Learning includes the acquisition and modification of knowledge, skills, strategies, beliefs, attitudes, and behaviors.” (p. 2), while Shuell (1986) states that “Learning is an enduring change in behavior or in the ability to behave in a given way as a result of practice or other forms of experience.” In both statements, it can be understood that

both believe that, learning consists of an internal change of information and behavior as a result of being exposed to an experience.

About the process of learning, Scrivener (2005) states that the process of learning often involves five steps, which are, do, recall, reflect, conclude, and prepare (p. 20). On the other hand, while talking of the learning of a new language item, he labels 7 steps, active use, noticing, ignorance, practice, exposure, and understanding (p.111). In general terms, according to Schmidt (1995) “Language learning in natural settings (both L1 and L2) takes place through interactions and the process of input” (p.4). In the three statements, it can be inferred that learning is a process that one takes coming from the input before receive, and the process of it to become it on learning in a different setting.

#### 2.5.2.1. The Use of Images in Learning

Krashen (1985) introduces an input hypothesis claiming that humans can learn a language naturally by “understanding messages” or by receiving “comprehensible input” (p.2). According to the British Council (Council, B., 2006), comprehensible input refers to the “language input that can be understood by learners despite them not understanding all the words and structures in it”. Since 2 “C” was above the level I was presenting to them in the news they were reading, they struggled to understand, in contrast with 3 “C” they struggled when not having images since it was their guide and once I took it off they started complaining thinking they could not understand without the use of L1.

Following Krashen's (1985) input hypothesis, he states that “the beginning-language teacher” provides context through “visual aids (pictures and objects)” (p.2), as a way to understand easily the language input, claiming that, “if the input is understood, and there is enough of it, the necessary grammar is automatically provided” (p.2). Given the characteristics and necessities as students for both groups, 2 “C” and 3 “C”, the input should be above their level, so, they can understand easily the language by being helped through the use of images.

In 2 “C” students were used to translating everything to understand and learn, making to lose the sense of the topics that were seen in classes, while in 3 “C” had the idea of not understanding without the use of L1. Then, concerning the use of grammatical competence, Thornbury (2005) states the term “uncovering grammar” as a way to learn the language by raising awareness through the activities provided to learners. Thus, “letting the grammar out, placing one´s trust in the emergent properties of language” (Thurnbury, 2005, p. 6).

Following the idea of language learning above mentioned by Scrivener, Schmidt, Krashen, and Thornbury, Baker (2015, pp. 3-4) states that images can be integrated into different content areas that promote an effective contribution to language learning which focuses on oral interaction, and content linked to language.

#### 2.5.2.2. Meaningful Oral Interaction

“Exploring visual images can stimulate extended linguistic production. The way we perceive pictures depends on our existing schema, a product of memories and experiences unique to each of us” (Baker, 2015, p. 3). Baker states that “interpretation of what we see is subjective” so if students interpret images, it would provide “opportunities for meaningful student-to-student interaction.” which leads to interact with doings from across the world (“global perspectives”). The result of this interaction where we see a doing from a point of view other than one´s own is associated with the “development of language”.

Following the program “Aprendizajes clave” (2017), there are some “pedagogical principles” to take into consideration while developing and performing our role as teachers and so provide better opportunities for the students learning process (pp.118-123). About what Baker (2015) states in “Meaningful oral interaction” (p.3), I saw a deep relationship with the principle “stimulate the intrinsic motivation of the student” since looking for activities, and implementing strategies can help them be motivated and have fruitful learning while creating opportunities where students can interact by using images.

Stimulate the Intrinsic Motivation of the Student.

- The teacher designs strategies that make knowledge relevant, foster the student's appreciation for himself, and the relationships established in the classroom. In this way, it helps the student to take control of their learning process.
- It also promotes metacognitive interrogation so that the student knows and reflects on the learning strategies he uses to improve. (SEP, 2017, pp. 119-120)

2.5.2.3. Linking Content with Language

"Using images in the classroom is one way to enhance the content so that students interact with language to communicate about a particular concept rather than memorizing grammar or vocabulary in ways that may seem arbitrary" (Baker, 2015, p. 4). The intention for using images if for students to connect specific topics where they will see sentence structures, vocabulary, etc. in a specific context altogether (uncovering grammar). Therefore, there is no necessity to rely on giving grammar explanations but using content instead where they can see the structures on it, so they can start processing how the language is being used, by being guided through the use of images.

According to "Aprendizajes clave" (2017), by recognizing the social nature of knowledge, teachers help to provide social interactions by exchanging ideas, which following what baker states, linking content with language help students to interact with it. Thus, it is not just to learn isolated items as it happened in my classes if not, link the language with content to make it communicative.

Recognize the Social Nature of Knowledge.

- Social interaction is irreplaceable in the construction of knowledge. Therefore, it is essential to foster collaboration and foster environments in which group work is central.

- Collaborative work allows students to debate and exchange ideas, and that the most successful contribution to the training of their peers. Thus, the emotional development necessary to learn to collaborate and live in a community is encouraged. (SEP, 2017, pp. 119-120)

When providing input to my students through the use of images, either showing them directly or by providing a text and adding images to it related to a specific situation. I intend students to interact with each other and start thinking about the input provided, while each expresses his thoughts and relate information with images.

These two principles are the ones I see as essential for the development of my topic of study without leaving behind the rest of the principles mentioned in the program. I consider that having them in mind is going to be crucial for my development as a teacher trainee, and for me to be able to provide better opportunities and experiences to my students in the process of learning a foreign language.

The areas mentioned are essential and go in hand with the process of language learning. Also, as mentioned by Baker (2015), images can be used as an intermediary support for students who have not yet mastered particular vocabulary or sentence structures (p. 4). Since I am going to be focusing on using images to facilitate language learning, vocabulary, and sentence structures will be a priority. They will be immersed in the content presented in specific topics, and which will be seen through the use of short readings, conversations, and dialogues all this mentioned, by providing “comprehensible input” and “uncovering grammar”.

## 2.6. Key Questions this Case will Attend

- What did I need for the development and analysis of teaching practice?
- What relationship was established between images and uncovering grammar?
- How did images influence students to complete the tasks?
- How did the images attend the learners´ needs and interests?
- How did images influence students´ learning?

# Chapter 2

# III. TOPIC DEVELOPMENT

## 3.1. The Development and Analysis of Teaching Practice

The development of this chapter is on the basis that the use of instruments to evaluate the own performance as a teacher and students inside the classroom might lead to generating an overall to analyzed better all the aspects that took place in classes. Then, the analysis of the questions this pedagogical essay will attend can be better explained.

### 3.1.1. The Use of Instruments to Develop the Analysis of the Teacher Trainee´s Performance

“Professional practice is a process of problem-solving. Problems of choice or decision are solved through the selection, from available means, of the one best suited to establish ends” (Schön, D. 1983, p. 40). One of the aspects of the teaching practice is the reflection of it, in the sense that, it is necessary for the professional development of the personal performance of each person. For Schön (1983) reflective practice is something that we do, not something that we sit down and think about afterward, reflective practice means reflection in practice, or what Schön more usually refers to as, reflection-in-action (p.141).

Practice in complex domains involves understanding, skill, relationship, and identity to accomplish particular activities with others in specific environments. According to Richards (1994), “the teacher who has more extensive knowledge and deeper awareness about the different components and dimensions of teaching is better prepared to make appropriate judgments and decisions in teaching”(p. 3). Thus, having a wider range of experience and awareness of own practice will provide more opportunities to reflect on teaching. However, there is no certain thing that what one is doing can be one hundred percent accurate, so that, the use of different instruments can provide information that might be unseen at certain moments.

Teaching itself is a process that involves many aspects and in which, many situations may happen consciously or unconsciously and one as a teacher may never notice it, “teachers are often unaware of the kind of teaching they do or how they handle many of the moment-to-moment decisions that arise”. (Richards, 1994, p. 3). Besides, Richards (1994) states that experience is not enough for the teaching development, “While experience is a key component of teacher development, in itself it may be insufficient as a basis for professional growth” (p.4).

Within the instruments that can be used to provide information on one own practice, there are journals, lesson reports, surveys and questionnaires, audio, and video recordings. Each of them, recovering a different kind of information that can show many perspectives of how the teaching practice in class. The following instruments were taken into consideration to the analysis of each class:

- Lesson reports. The purpose of a lesson report is to give the teacher a quick and simple procedure for regularly monitoring what happened during a lesson, how much time was spent on different parts of a lesson, and how effective the lesson was. Its two main purposes are: Events and ideas are recorded for later reflection, and the process of writing itself helps trigger insights about teaching.

- Surveys and questionnaires. Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning. Surveys and questionnaires are useful ways of gathering information about affective dimensions of teaching and learning. The surveys and questioners used were focusing on the students´ reactions to the classes, and general questionnaires focused on the questions to attend in this document answered by the head teacher (App. V).

- Audio and video recordings. Recordings of a lesson, or part of a lesson. One of the advantages of recording a lesson is that it allows a choice of focus this could be the teacher or a particular group of students. Audio-visual recordings are powerful instruments in the development of a lecturer's self-reflective

competence. They confront him or her with a mirror-like "objective" view of what goes on in class. Moreover, class recordings, which are kept for later use, can give valuable insight into an individual teacher's growth in experience over the years. (Richards, 1994, pp. 6-11)

### 3.1.2. The Use of Instruments to Develop the Analysis of the Students´ Performance

Among the considerations to evaluate and analyze the students' performance in classes, two aspects were taken into consideration, evaluation criteria, and evaluation tools. To begin with, the evaluation criteria are set by the head teacher, prioritizing the daily activities, which include the participation of the students in each class and the project of the unit that complements and ends all the work done during all the units.

Regarding the daily activities, each activity was checked, and the results obtained in each activity were given continuity, analyzing the good or bad results that occurred in each of them being noted in a checklist, having as a reference a rubric (App. W). All this to see how students were reacting and doing the activities according to the information, activities, and material presented to them, so that, it can be analyzed how it is influencing the students´ learning.

The project had the intention to see all the results and a final product of all that was seen in the classes and so students can put into practice their knowledge and present it as their final evaluation. Their performance is going to be evaluated based on a rubric (App. X)

### 3.1.3. Criteria for the Development of the Analysis of the Teaching Practice

For the development of the questions this case will attend, each question will be analyzed in a section, however, it does not mean they have developed apart since all of them are related. The purpose of having a section for each question is to present a batter analysis of them, avoiding missing important information.

In three questions, the analysis is composed of two classes, and in one, it is just composed of a class, this to present a contrast of the students' development in each class. Also, the analysis of each class is composed of three sections; lesson goal and steps taken, students' reaction to the lesson, and action plan.

## 3.2. Relationship Established Between Images and Uncovering Grammar

Language learning is broadly defined as developing the ability to communicate in the second/foreign language. Also, L2 communication is defined as a "readiness to enter into discourse at a particular time with a specific person or people, using an L2". (MacIntyre, Clément, Dörnyei & Noels, 1998, p. 547). However, communication and learning not just involve using the language in a way that can be perceived, such as holding a conversation with another person, it involves other aspects that might be seen as nonverbal situations.

This section is intended to answer the relationship established between images and uncovering grammar that took place in classes to see how the impact of using images was. So that, the analysis of students working with the language to see if they start working with it that might have been not perceived as oral communication but might be seen in nonverbal situations presented in the activities done. This by analyzing the results gotten in the activities done by the students and by analyzing the observations tasks, answered by my head teacher.

### Lesson goal and steps taken

First of all, I would like to highlight the analysis of this section by giving continuity to the activities done by the students in lesson No. 2 (App. Y) on February 18th, 2020, and lesson No.3 (App. Z) on February 19th, 2020. Given that, lesson No. 2 was the beginning for students to start working with uncovering grammar, and the sequence of the same structure presented (uncovering grammar) was followed in lesson No. 3. Thus, to see how was the impact of the use of images in both classes and if students presented better results or not in the following activities (lesson No. 3) the

analysis of both lessons will be presented. The lesson goals and steps taken were the following:

Lesson No. 2 By the end of the lesson, students should be able to identify central sense of exchanges in daily situations.

Lesson No. 3 By the end of the lesson, students should be able to anticipate main ideas of unfortunate incidents.

In lesson No. 2 first, students were given a short conversation between two neighbors, two students passed in front of the group and represent the two people in the conversation. Then, one more time as a whole class, we read it, and by doing mime and having a general image students got the get the conversation and the situation.

The purpose was for students to understand the central sense of the text by answering certain questions of a conversation presented, so, two questions were on the board. To this point, most of the students understood the questions and were conscious of the answer, since they were able to answer "no". However, they did not know how to answer them using grammar structures. I intended to provide examples for them to notice how they could answer them. “If learners are not given opportunities to explore grammar in context, it will be difficult for them to see how and why alternative forms exist to express different communicative meanings” (Nunan, 1998, p. 102).

Following the practice stage, this time students had two conversations and needed to match them with its corresponding image according to each conversation. Once they finished it, following the production stage, they needed to answer several questions to know the central sense of the story, and for me to check out comprehension. Due to time, the class was finished by telling them to continue the next class.

According to the results obtained, 32 students out of 35 presented the activity, from those 32 students, just 26 students presented their notebooks to be checked in

the following sessions. From the 26 students who presented the activity where they needed to match the conversations with its corresponding image, 22 students did it correctly, 3 students did it incorrectly, and a student did not do the activity (App. AA). In the last activity, they knew the answer since most of them answered correctly yes or no, but the following structure of the tense was incorrect in most of their answers, 6 students were correct, and the rest were incorrect about grammar (App. AB).

In lesson No 3, first, students did a word search, there were verbs that then students were going to see in the activities. Once students did it, the verbs were seen as a whole class. Then, students saw four images on the board, they needed to put them to give it a sequence and a logic story, and there were three main possible ideas for the story. 45% of the students shared their answers, being correct when being questioned about the story, the rest were partial. The three main possible ideas contained the structure we were focusing on, simple present (the same as in class No. 2). Then, students were told to write down the examples presented.

In the practice section, students had a description of four images of a specific situation, they needed to cross the image that did not match the actions presented in the description. Once they finished, they had another situation, this time they needed to read the situation by having images to help them understand, and four main ideas. They had to select the one that matched the situation presented. The class ended by trying to continue with the following grammatical structure, present continuous.

According to the results obtained, 30 students presented their notebooks, in the first activity where they needed to cross an image that did not represent the actions presented in a situation 25 students did it correctly, 3 students did it incorrectly, and 2 students did not do it (App. AC) In the following activity where they needed to choose the main idea of the text 17 students did it correctly, 8 students did it incorrectly, and 5 students did not do it (App. AD)

Analyzing the results, they did it better in the first activity, I do not consider that in the other activity the results were lower because of the challenge, if not because they got confused in the last activity. The instructions were not understood by some of them since the worksheet presented did not help in the understanding of the activity. They thought it was the same as before done. I could notice this because I saw how they tried to give sequence to the images as we did it in the presentation stage because the images had small boxes as to write the number of a sequence when that was not what they needed to do.

Students´ reaction to the lesson

In session No. 2. I could notice students were confused about the structure when asking them directly, and looking at the results in the questions done in the production stage, they were not able to do it grammatically correct; however, they knew the answer because they answered at least correctly, yes and no. Thus, with the information recovered in this part, I got to the conclusion that the input provided was not clear enough for them, since, “if input is understood, and there is enough of it, the necessary grammar is automatically provided” (Krashen, 1983, p. 2).

In session No. 3, students did it better in the first activity and I would say it was because the instructions and the images provided confused them affecting the results. “When teachers give instructions, they need to check that the students have understood what they are being asked to do” (Harmer, 1998, p. 4.) However, in general, in both sessions, students were participating and I would say the problem was the input presented and some details in the activities that I did not notice and I did not think could affect the results.

Action Plan

Following the problem presented in session No. 2 about the use of grammatical structures, according to the head teacher, one of her comments in the observation tasks in session No. 3 was to provide the structures in the materials (App. AE). Analyzing it, I did not notice when doing my material, since I focused on the input as

a way to present the structures by asking questions, but not as a way to present in there the structures.

I have presented the grammatical structures in the input provided to the students in last practices, but this time I completely forgot it, since I focused more on other aspects such as formulating questions and giving the examples of how to answer them pretending them to notice the structures. However, it could have been more significant to see the structures in the materials and just complementing them by asking questions as I was pretending at first. Thornbury (2001) states the term “uncovering grammar” as a way to learn the language by raising awareness through the activities provided to learners (p. 6).

“To set up learning activities efficiently, lessons need to get off to a prompt start, pupils must be kept involved in the learning activities, and transitions between activities should be handled smoothly.” (Kyriacou, 1998, p.88) For the next sessions, I made changes to present a better input for students, so, the use of images by uncovering grammar could be more efficient and significant for the students. Also, I paid attention to details in the activities presented to the students for them not to get confused.

### 3.3. The Students’ Tasks

As implications of the use of images to facilitate language learning, there are some beliefs that its use promotes text comprehension, support vocabulary retention to a high degree, (Chacko, 1981; Ellis, 1993; Ridgeway, 2003; Shimada & Kuitajima 2006) helping solve certain language barrier problem as they provide accurate visual image and make learning easier for the student. Considering this information, if presenting images is a way to help students to understand the language being taught by solving the barrier students have with the language. I made my analysis based on contrasting the influence of using images and not using them, while students were completing the tasks in class to see the influence it had on students to complete the tasks.

Regarding a previous analysis I made by using images in classes and in the tasks required to be completed by the students, the results obtained were favorable, having more than half of the total of the students who did the tasks correctly. Thus, in this section question, how images influence students to complete tasks will be analyzed.

The classes that are going to be analyzed in this section are, lesson No. 4 (App. AF) carried out on February 25th, 2020 and lesson No. 5 (App. AG) on February 26th, 2020 to see the procedure followed and contrast the use of images in both lessons. First, in Lesson No. 4 students did not have images to complete their tasks, but they had them in the presentation stage. In contrast, in Lesson No. 5, they did not have images in the entire class.

The lesson goals and steps taken were the following:

Lesson No.4 By the end of the lesson, students should be able to determine the place where exchange occurs.

Lesson No.5 By the end of the lesson, students should be able to identify and write descriptions of unexpected situations.

In lesson No. 4, the purpose was for students to identify the places a certain situation was taking place, so, in the presentation stage students looked at various situations set in images while filling a chart recovering not just the place of the situation but also another information they saw in previous classes for them to start understanding and processing all the information presented, Dudley & John (1998) (cit. by Erfani, 2012) maintain that key graphic representations such as lists, columns, tables, matrices, tree diagrams, charts and mind maps can be very helpful in extracting and reorganizing information (p.165).

Then, in the practice stage, students were required to match certain vocabulary fitting a specific place representing them with an image; it was with the intention for students to see which vocabulary was related with which place, lastly in the production stage students needed to identify the place a situation was taking place

without having any image, just by reading the statements, each statement contained vocabulary they saw in the previous activity.

In the activity where students had to match vocabulary with an image (specific place), 20 out of 35 students presented their notebooks to be checked, 13 did the activity correctly, 5 were half correct, and two had problems relating correctly all the vocabulary with each place (App. AH). In the following activity, just 4 students did the activity correctly, 8 did it half correct, and the rest did it incorrectly or in its case did not do it (App. AI).

In lesson No. 5, the class started by playing “tripas de gato”. Originally was planned for students to play a memory game, but due to time, and the total of verbs intended to be seen, I decided not to apply it. In the activity, there were verbs in brown in its present tense and verbs in red in its past tense, students needed to match the verb in its present and past form. Once students finished the activity, they reviewed the verbs as a whole class. “Introducing vocabulary through a visual/oral context is very effective, especially with lower-level students” (Gower, Phillips & Walter, 1983, p. 146).

In the presentation, students were told they were going to read a ghost story. It was presented in a flipchart paper and was pasted on the board. I started reading it by miming the whole reading. After that, and by looking at the faces of the students, I knew just 5% of the class understood but the rest were lost. One more time, we read it and by giving some clues in specific parts of the story, students were able to understand a little more the reading.

Once we read the ghost story, I made a chart by recovering specific information using wh-questions. I did it with the help of the students while they were telling me what was about the story “Whether written or oral, activities that involve readers and writers in the interpretation, expression, and negotiation of meaning are in and of themselves communicative” (Savignon, 2006, p. 676). The practice stage was modified to what was originally planned, playing random games and asking students

to use verbs in a sentence and in its case to transform the verb in present to its past form.

Then, in the production stage, students were given another reading, they had the verbs in its past tense highlighted in the reading, also there were verbs they saw at the beginning of the class “Let students induce or discover grammar rules” (Richards, 2005, p.13). According to the results obtained in the production stage, just 15 students out of 30 presented their notebooks to be checked being all of them incorrect and just two to three students correct (App. AJ).

At the end of the class, I asked three random students to answer a survey about the general perception of the class, to see how they felt about the content, the topic, and the material used. According to the results, they saw the material presented as clear, precise, and engaging but it did not help in the development of the activities, the topic of the class was interesting and challenging, making it relevant for two of the ones who answered the survey. (App. AK)

Students´ reaction to the lesson

At the end of lesson No. 4, I noticed how the attitude of the group changed towards the classes imparted in contrast to classes before imparted. Students started giving their opinion regarding the use of L1, saying they needed it to understand, and taking an attitude of not wanting to do the activities just because they did not understand them. When imparting lesson No. 5, I felt how the environment and their attitude was even worse since they were demanding the use of L1 many times, saying that they learn better by saying in English and then in Spanish, comparing that class with other classes they had had, where the teacher explains in Spanish and English.

The negative attitude they took not just affected them but also me, given that, with other groups, it did not happen, and all of them had the same content, the same activities, and the same instructions. Thus, my attitude towards them was also affected unconsciously, creating a negative learning environment. Also, because of all the above mentioned, the results were not favorable in contrast with the classes before analyzed. I noticed how much can affect the way of how the information is

presented, and the use of appropriate materials, since it might affect the environment but also the students learning and attitude.

Action Plan

According to the observations made by the head teacher (App. AL) among their suggestions missing in the materials in lesson No. 4. Instructions should be written on the board whenever possible, concerning this recommendation, I noticed I gave them two to three instructions at the same time, writing them on the board, thinking they were going to understand them because I was specifying what they needed to do in each step. However, I consider I should have changed it since it did not work with them, and instead of that, I should have written step by step, with this I mean, saying and writing and instruction and waiting for them to complete it and then giving the following instruction.

Another suggestion was about the format of the materials presented since I repeated the way of presenting them, making it predictable and boring for the students. Thus, I changed many of the activities and ways of presenting the information in the following classes to bring more variety and engage students to start building a better attitude towards the class and me as their teacher.

Also, I noticed I let my students do the activities all by themselves when they could have done them as a whole class without having the necessity to affect the results. This conclusion came from analyzing why I did what I did since I focused on letting the students do the activities and see whether they were going to do them correctly or not. However, I notice I could have helped them by just simply reading the information presented and then letting them complete the rest of the task and it was not going to affect the results but perhaps their attitude to a positive one.

What is more, among all the actions that were taken into consideration in the following classes, I consider there is another one that is as important as the other ones, which is, my attitude as a teacher. At the end of the last class, I ended up disappointed and sad because of my performance as a teacher, and because of the students´ attitude to the point to think, it was my entire fault.

I consider a student is not going to cooperate if he does not feel any connection or enthusiasm for the classes if the teacher does not transmit an aura of self-confidence and love for his profession. Instead, if the teacher stills as a systemic one and indifferent, students will feel it and will respond in the same way.

Following the program “Aprendizajes clave” (2017), there are some “pedagogical principles” to take into consideration while developing and performing our role as teachers to provide better opportunities for students to develop their learning process. Which is, “stimulate the intrinsic motivation of the student” so that it is necessary to look for different activities that can help them be motivated and have fruitful learning to create opportunities where students can interact by using images.

To conclude this section, images influenced students to complete their tasks, positively when having them, and negatively when not using them, this about all the classes analyzed so far. Also, it did not influence just in the realization of the activities but also their attitude, the delivery of the activity was less and their attitude became aggressive towards me.

### 3.4. The Learners Needs and Interests

This section will present the analysis based on lesson No. 7 (App. AM) carried out on March 2nd, 2020 to answer the question, how images attended the students’ needs and interest, following the continuity of all the lessons before imparted to present the results obtained and analyze a whole.

“If a lesson is to be effective, the teacher needs to make decisions in these areas before the lesson” (Zahorik, 1970, p. 143). First of all, lesson No. 7 was changed completely due to the students' responses they had in the last classes. I decided to change it because the students’ attitude towards the class was not favorable. They were complaining about the use of L1 in classes to understand better, and what is more, about the complexity of the information given in the activities required.

This happened since I did not use any kind of resource to help them understand the content of all that was seen contrary to other classes, in which I used images. Thus, originally was planned no to use images to continue seeing the impact of these in classes. However, I saw necessary its use but no as a way to help them understand the structures of the content as used in other classes, but as a way to catch their attention. The lesson goals and steps taken were the following:

Lesson No. 7 By the end of the lesson, students should be able to ask questions to get information of famous people dead.

In lesson No. 7, the class started by asking students if they knew some people while showing them the images of nine famous people dead, I showed them, and students responded to me by saying their names. Then, students were told the topic of the class (famous people) and that they were going to focus on Michael Jackson. After that, I made two small charts, with pronouns and the verb to be in present and its past form. I showed some examples of their meaning, and I told them that, when I pointed my thumb back it meant it was something in the past.

Then, as a whole class, they read a small biography of Michael Jackson highlighting the verbs in its past tense by pointing my thumb back, and several questions were asked about all the read. I answered the questions with the help of students on the board for the students to take notes of the examples.

Following the practice stage, I told them they were going to play a game, I set a chair in front of the class, I sat and I told them that, the person who was going to sit there needed to guess the character I was going to show to the rest of the class behind his back. Thus, the rest needed to give some facts of the person dead, such as, you were a singer, you were an actor, etc. Finally, in the production stage, students were given the biography of another famous person dead, they needed to answer several questions on their own.

Regarding the results, 19 out of 35 students did the activity, taking into consideration the students who were absent that day, and the people who did not give their notebooks to be checked. Of the 19 students whose notebooks were

checked, 13 students did it, and the rest did not do it. Regarding the students who did it, 90% got the correct information by using the correct grammar structures with minor details. (App. AN)

At the end of the class, I asked three random students to answer a survey about the general perception of the class, to see how they felt about the content, the topic, and the material used. According to the results, they saw the material presented as clear, precise and engaging helping in the development of the activities, the topic of class was interesting and challenging, making it relevant for two of the ones who answered the survey, in contrast with the previous analysis, this time the results were favorable being present not just on their activities done but also their comments about the class. (App. AO)

Students´ reaction to the lesson

In this lesson, the response was completely different, I perceived how students interacted with each other and were engaged with the activities since a classmate was being involved rather than just the teacher as usual. The attention automatically focused on that classmate, and the student being the center got the attention, performing an active role stimulating his self-stem, and his learning and what is more, a better experience with learning English. “Classroom interaction cannot be separated from the teacher and students, because the teacher and students are the factors that establish classroom interaction. Both of them must be in balance” (Pratiiwi, 2018, p.2)

Besides, this time, images were not used as usual since I did not use them to present vocabulary, structures nor to help them understand the content. It was a tool to catch their attention and as a way to communicate with it. Students did not even notice that they did the activities by themselves correctly and without problems. To this point, the structures that were seen in previous classes were already processed and performed in this lesson correctly.

I consider images attended their necessities by taking into account their English level, the expectations towards English classes, and their interests since at the

beginning of the first lessons imparted by using images their response was positive. Then, when not attending their necessities and interests they started complaining even if they extern the topics seen were interesting, however, it was most important for them to understand that the topic itself. Besides, the comments by the head teacher over the lesson were also positive, commenting students were motivated and had enough time to pay attention to meaning. (App. AP)

Once incorporating the use of images, the response changed completely to a positive taking into account images were not used as usual and that the students were able to do their activities without problems even if the images were just used to catch their attention and promote interaction. “The student-centered classroom is the one where the students can participate more actively. Besides, they can direct and develop the classroom activities by interacting among themselves, and where the teacher is a facilitator of the learning process” (Fernandez, M. 2004, p. 4)

Action Plan

For the following classes, taking into consideration the group profile, I intended to implement more dynamics, where they could work in groups or pairs for them to help in the use of language “Working together to achieve a common goal produces higher achievement and greater productivity than does working competitively or individualistically” (Johnson, D & Johnson, R. 2014, p. 843). Also, it had the purpose to bring more variety to the class, and with this a better experience with learning English. Cooperative learning involves a focus on students co-laboring to accomplish a learning task, a social product, together, making their meaning.

> As the term “cooperative learning” implies, students help each other learn, share ideas and resources, and plan cooperatively what and how to study. The teacher does not dictate specific instructions but rather allows students varying degrees of choice as to the substance and goals of their learning activities, thus making students active participants in the process of acquiring knowledge. (Sharan & Sharan, 1990, p. 21)

Regarding my teaching performance, there were some details I saw as not relevant but that could make such a difference in the students´ response. Thus, I was careful to analyze those aspects to not miss important information that could provide me information in the following classes to improve my performance.

## 3.5. Students´ Learning

One of the hardest parts when teaching a foreign language is for the teacher to prove students´ learning. At least, personally, it is one of the areas, I consider is important and meaningful to analyze to move on and provide better opportunities to the students´ learning. To conclude with all the questions, this section will present the analysis of all the results got in previous lessons, as well as the last lessons, lesson No. 11 (App. AQ) carried out on March 10th, 2020 and lesson No. 12 (App. AR) on March 11th, 2020 which were the final part to conclude with all the analysis of students learning.

The lesson goals and steps taken were the following:

Lesson No. 11 By the end of the lesson, students should be able to report a heard, read or witnessed an unexpected situation.

Lesson No. 12 By the end of the lesson, students should be able to give a testimonial about an unexpected situation

In lesson No. 11, the class started by playing a small game, broken telephone. Students were told a student per row was going to hear a verb, the row who wrote it correctly was going to win a point. Then, students were asked about the topic we were focusing on for the unit, and that was time for them to work on their project of the unit. I gave them the requirements and the criteria to evaluate their project for them to take into consideration what they needed to have and so, organize themselves. I gave them the entire class to work on that, and at the end of the class, I asked them to show me what they did.

In lesson No. 12, it was time for students to present their project, the order of each presentation was random, some of them passed voluntary, and some of them were chosen by their classmates and other ones by playing some games. In each presentation, students were asked about the content by answering wh- questions and the verbs they heard.

About the results, 22 students out of 35 students present their project, the majority getting from 2 to 2.5 points out of 3 points. Using phrases and structures they saw in previous classes (App. AS).

At the end of the next classes, students answered a survey based on how they saw all the classes imparted to see whether they felt it was helpful for them or not. Most of their answers were favorable saying they improved their English. (App. AT)

Students' reaction to the lesson

There were some comments made by my tutor in Lesson No. 11, which made me think and analyze about my teaching in general, that cut off a better students´ response to the class, such as being clear when students need to start working on the activities and letting know the consequences of not doing it. "Students should be aware of their working rhythm and should learn to organize their activities according to all factors influencing performance". (Indreica, Cazan & Truta, 2011, p.1097). I consider I did not specify clearly how and when they needed to organize themselves and start working.

To this point, according to Scrivener (2005) and the five steps for learning to take place, which are, do, recall, reflection, conclude and prepare (p. 20) Students started always by doing something in the presentation stage while receiving input; putting in order images, reading, etc. Then they recalled what happened since they were always asked for what they read, saw, or thought. In the practice stage, they reflect on what they saw and how the activities were linked with how it was done in the presentation stage to do it correctly in other activities. Finally concluding the reflection led them to use those conclusions to prepare for future situations, in this case, their final project.

Besides, the head teacher made their final comments over the lessons imparted where she pointed out the use of the four abilities used in classes as well as the use of English in most of the class, creating a good learning environment. (App. AU)

Analyzing all the sequences, and taking into account the teacher´s and students´ comments towards the classes, I consider students learned since they used what they saw in classes most of the time correctly. Even if they did not understand everything in all the classes, they got to understand what they were doing, and what we were focusing on. About their project, it was something of their personal experience contextualized in unexpected situations and so, the topics seen were not isolated from their real lives, which I consider, made it meaningful, and as a result, in learning. The general results of all the lessons imparted were favorable, having better results when having images than when not having them. (App. AV)

# CONCLUSION

# CONCLUSION

The use of images to facilitate English learning in an EFL classroom required a whole process, where many aspects were needed to take into consideration to prove what the statement is implying. It allowed me to use and put into practice all that I have been learning in the major to analyze the theoretical aspects with the practice to reflect what I obtained the results gotten based on how the process took place and was developed.

First, having to change and adapt my work when reincorporating with third grades helped me a lot, as I was initially working with second grades by being more focused on what I was aiming for, avoiding, and remanding the mistakes I did wrong when working with second grades. Besides, changing groups and working with other grades helped me to notice that a strategy can work with several groups and grades and that it just has to be adapted to the characteristics of each group.

Once I made the pertinent changes to fit my new group of study needs and likes, my strategy of using images as a facilitator in learning English was implicit in the activities presented to the students by discussing, predicting, playing, and collecting information while answering questions. Having images to those activities to be developed by helping students in the understanding of the topics and activities seen, letting me notice how using images in students´ learning was working, taking into consideration my five key questions as a guide to know how to work, by having a research base, planning design, and evaluation tools.

According to the aspects of the graduating profile of the degree established in the 1999 study plan, there are specific competencies expected for the new teacher in five fields. Which are specific intellectual abilities, mastery of the purposes and content of secondary education, didactic competences, professional and ethical identity, and the ability to perceive and respond to the social conditions of the school environment. (SEP, 2010, pp. 10-13) Concerning my performance as a teacher trainee, I found out many aspects of my teaching that lead me to the results obtained related to the graduating profile in each stage while developing this document.

In my specific intellectual abilities, I noticed that I was able to pose, analyze and solve problems based on my observations and teaching practice while identifying my students´ needs and likes focused on the difficulty they had on learning the language due to the complexity and lack of practice and so, relying on the use of L1. Leading me to the desire of researching to find out an appropriate option to meet those needs, having to propose and test answers for critical reflection.

In the mastery of the purposes and content of secondary education, I adapted my work by taking into consideration the purposes, content, and focus of teaching English while being aware of the stage the students in secondary education go through to meet their needs as well as to follow their educational process. About my didactic competences, my organization when planning and imparting classes was key for the development of this document since it guided me to notice many aspects that happened in classes thanks to the way I planned, taught, evaluated, and applied my strategy of using images.

Besides, there are other aspects in all the five fields, which I consider I was able to develop to a certain point since I consider there is still a lot more way to go. Then, I noticed some aspects to be improved as my areas of opportunity concerning the characteristics of each group, this given that, sometimes I applied games with some groups and with other groups I did not. However, I played more with the groups whose characteristics were not appropriate to do it, and I did not play with the groups I could have done it and even promote a better learning environment. I consider I need to be more careful to analyze those particularities in each group and so, take the best decisions.

According to the analysis of the results gotten in each lesson, students did it better when having images than when not having them. What is more, their attitude changed when I did not have anything to help them understand and started complaining about the use of L1 in the following classes. Once I reincorporated the use of images, students responded better, and the results were also positive, that is

why I consider that the planning helped me to collect the information so I could make a better analysis.

I noticed how making connections with the content students were going to see by being helped through images helped me increase English interactions and decrease the use of Spanish by providing them a guide of understanding the content and context of what they were supposed to learn. Then, students started working with the language by themselves, avoiding the use of L1 by having images instead.

On the other hand, I noticed that when using images one needs to be careful of how they are being used for since using them, in the same way, can bring boredom to the students by making it predictable, which were one of the aspects that happened to me and that I noticed thanks to my head teacher comments. Therefore, there is a necessity to look for many ways in which they can be used apart from the ones that we already know, so students can look or do their activities differently.

Finally, all the process of the elaboration of this pedagogical essay was very significant and transcendent for me, I learned a lot about theoretical aspects related to the practice, the teaching practice itself, and about me. That is why, there are some aspects in which the strategy of using images to facilitate English learning can go even deeper for students learning and that I noticed while developing this document, which are the following:

- The use of key examples related to content and context by using images to make meaningful learning.
- Promoting participation and interactions by discussing stories with the use of images.
- The use of students´ drawings to explain and discuss several topics of their interest by using the language.

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# REFERENCES


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# APPENDIX

Appendix A:

"School location"

Source: Google Maps, 2020.

Appendix B:

"Information of school history gather in photographs"

SE INICIA LA CONSTRUCCION DEL EDIFICIO QUE NOS ALBERGA 1981

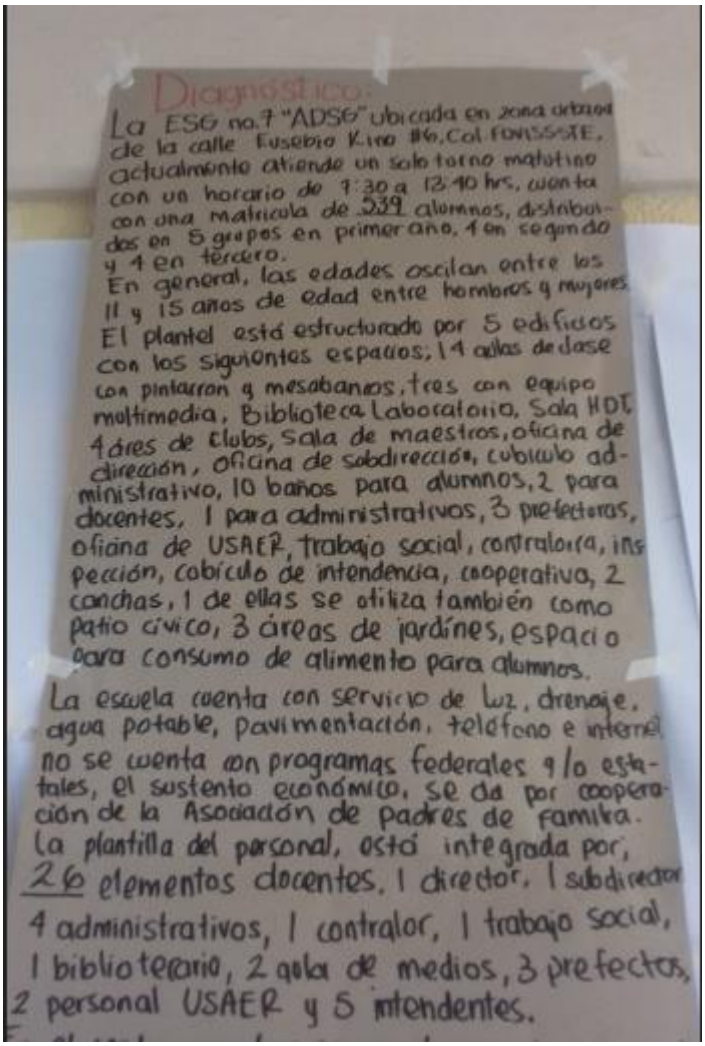
HEMOS CUMPLIDO CON LA MISION DE FORJAR LA IDENTIDAD NACIONAL FOMENTANDO EL AMOR Y LA LEALTAD A LA PATRIA. PRIMEROS PASOS, PRIMERA GENERACION: EL EDIFICIO SOCIAL "CATRA" DIO ABRIGO A NUESTRA ESCUELA SECUNDARIA EN SEPTIEMBRE DE 1981.

EN SU VISITA
(1982)
Inaugura la 1era. Etapa de la construcción de nuestra Escuela Secundaria.

Source: photos taken from the photo album of the school "Antonio Diaz Soto y Gama" by Milka del Sol Martinez Ortiz

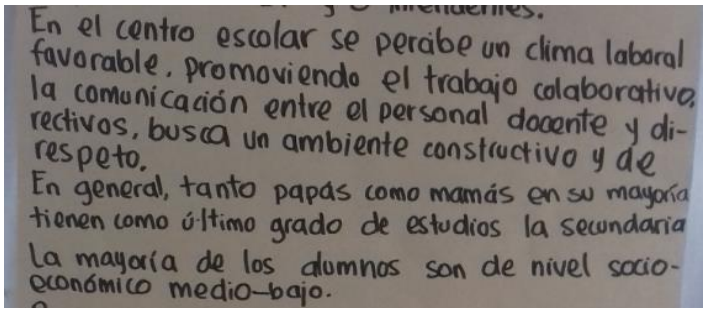
Appendix C:

"Teacher´s diagnostic of the personal and school building"

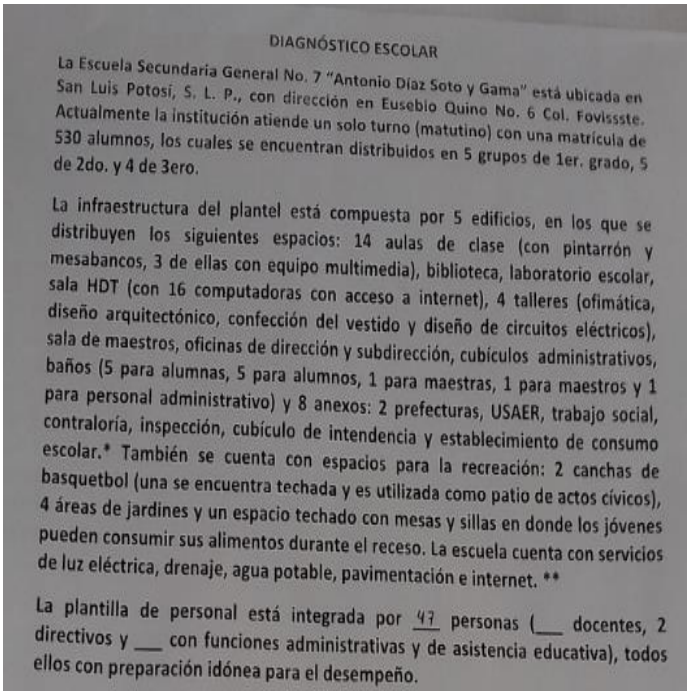


Diagnóstico:

La ESG no.7 "ADS6" ubicada en zona urbana de la calle Eusebio Kino #6, Col. FOVISSSTE, actualmente atiende un solo turno matutino con un horario de 7:30 a 13:40 hrs. cuenta con una matrícula de 539 alumnos, distribuidos en 5 grupos en primer año, 4 en segundo y 4 en tercero.
En general, las edades oscilan entre los 11 y 15 años de edad entre hombres y mujeres
El plantel está estructurado por 5 edificios con los siguientes espacios; 14 aulas de clase con pintarron y mesabancos, tres con equipo multimedia, Biblioteca Laboratorio, Sala HDT 4 áres de Clubs, Sala de maestros, oficina de dirección, oficina de subdirección, cubiculo administrativo, 10 baños para alumnos, 2 para docentes, 1 para administrativos, 3 prefecturas, oficina de USAER, trabajo social, contraloría, inspección, cubículo de intendencia, cooperativa, 2 canchas, 1 de ellas se utiliza también como patio cívico, 3 áreas de jardines, espacio para consumo de alimento para alumnos.
La escuela cuenta con servicio de luz, drenaje, agua potable, pavimentación, telefono e internet no se cuenta con programas federales y/o estatales, el sustento económico, se da por cooperación de la Asociación de padres de familia.
La plantilla del personal, está integrada por, 26 elementos docentes, 1 director, 1 subdirector 4 administrativos, 1 contralor, 1 trabajo social, 1 bibliotecario, 2 apoyo de medios, 3 prefectos, 2 personal USAER y 5 intendentes.



En el centro escolar se perabe un clima laboral favorable, promoviendo el trabajo colaborativo, la comunicación entre el personal docente y directivos, busca un ambiente constructivo y de respeto.
En general, tanto papás como mamás en su mayoría tienen como último grado de estudios la secundaria
La mayoría de los alumnos son de nivel socioeconómico medio-bajo.



DIAGNÓSTICO ESCOLAR

La Escuela Secundaria General No. 7 "Antonio Díaz Soto y Gama" está ubicada en San Luis Potosí, S. L. P., con dirección en Eusebio Quino No. 6 Col. Fovissste. Actualmente la institución atiende un solo turno (matutino) con una matrícula de 530 alumnos, los cuales se encuentran distribuidos en 5 grupos de 1er. grado, 5 de 2do. y 4 de 3ero.

La infraestructura del plantel está compuesta por 5 edificios, en los que se distribuyen los siguientes espacios: 14 aulas de clase (con pintarrón y mesabancos, 3 de ellas con equipo multimedia), biblioteca, laboratorio escolar, sala HDT (con 16 computadoras con acceso a internet), 4 talleres (ofimática, diseño arquitectónico, confección del vestido y diseño de circuitos eléctricos), sala de maestros, oficinas de dirección y subdirección, cubículos administrativos, baños (5 para alumnas, 5 para alumnos, 1 para maestras, 1 para maestros y 1 para personal administrativo) y 8 anexos: 2 prefecturas, USAER, trabajo social, contraloría, inspección, cubículo de intendencia y establecimiento de consumo escolar.* También se cuenta con espacios para la recreación: 2 canchas de basquetbol (una se encuentra techada y es utilizada como patio de actos cívicos), 4 áreas de jardines y un espacio techado con mesas y sillas en donde los jóvenes pueden consumir sus alimentos durante el receso. La escuela cuenta con servicios de luz eléctrica, drenaje, agua potable, pavimentación e internet. **

La plantilla de personal está integrada por 47 personas (___ docentes, 2 directivos y ___ con funciones administrativas y de asistencia educativa), todos ellos con preparación idónea para el desempeño.

.

Source: photos taken by Milka del Sol Martinez Ortiz on first C.T.E on August 19th, 2019.

## Appendix D:

## "Survey to know students' needs and interest"

Encuesta

---

Edad: Grado y grupo:
Sexo: Femenino ( ) Masculino ( )

Instrucciones: Marca con una X tu respuesta

1. ¿Te gustan las clases de inglés?
   Sí( ) No( )
   ¿por qué?

2. ¿Consideras que es importante aprender inglés?
   Sí( ) No( )
   ¿por qué?

3. ¿Llevas clases particulares de inglés?
   Sí( ) No( )

4. En tú opinión, ¿Qué es más importante aprender en la clase de inglés? Enuméralas de 1 a 6 siendo 1 la más importante y 6 la menos importante
   Escuchar( ) Hablar( ) Leer ( ) Escribir( ) Gramática( ) Vocabulario( )

5. ¿En qué habilidad lingüística encuentras mayor dificultad? Enuméralas de 1 a 4 siendo 1 la más difícil y 4 la menos difícil
   Escuchar( ) Hablar( ) Leer ( ) Escribir( )

6. ¿En qué te gustaría enfocarte en tus clases de inglés?
   Escuchar( ) Hablar( ) Leer ( ) Escribir( )

7. ¿Qué tipo de actividades en clase prefieres?

8. ¿Qué tipo de actividades no te gustaría ver en tus clases de inglés?

9. ¿Qué tipo de temas te gustaría que se vieran en la clase de inglés?

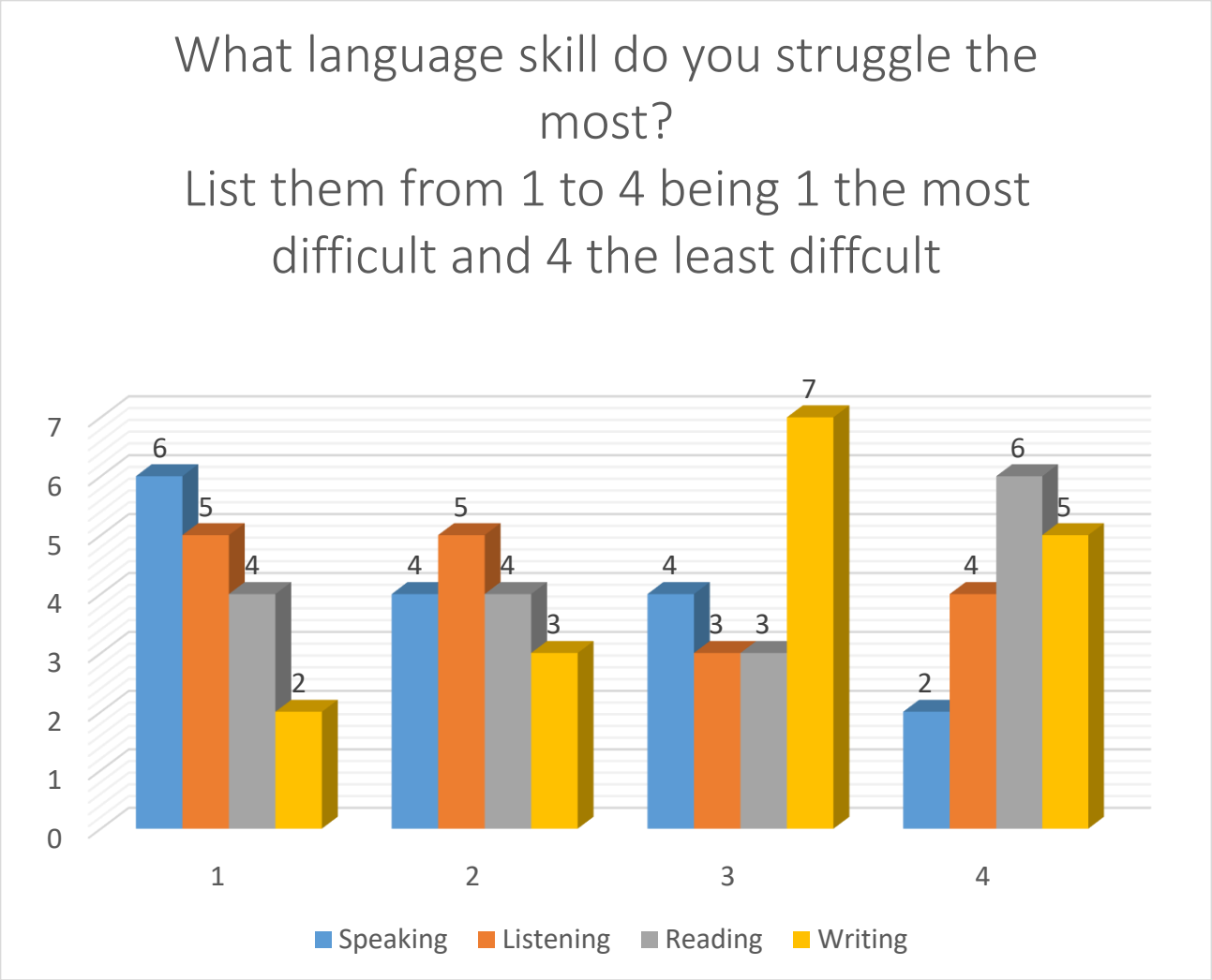
10. ¿Cuál forma de trabajo prefieres en clases?
    Grupal( ) Indivual( ) En parejas( )

11. Comentarios o sugerencias para la clase de inglés:

Source: created by Milka del Sol Martinez Ortiz.

Appendix E:

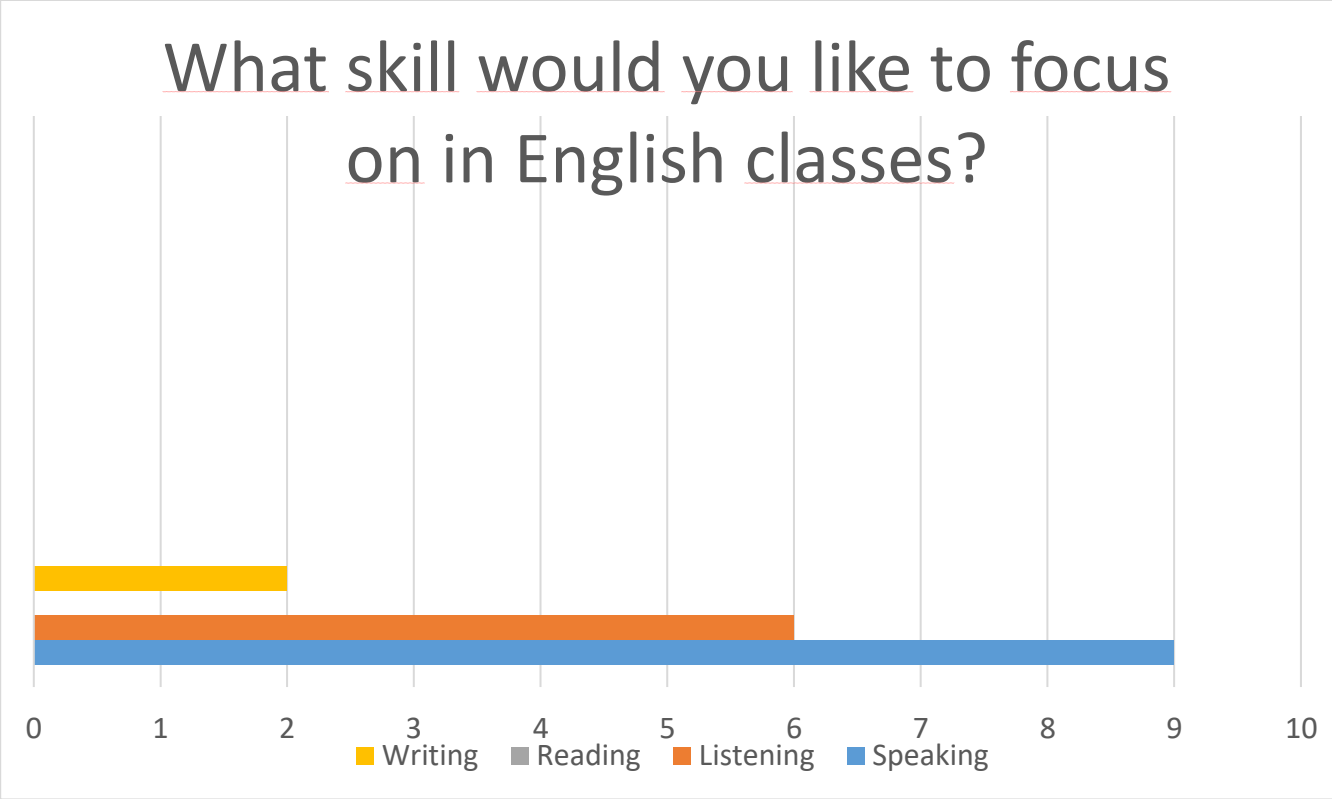
"Results of: the most complicated language skill for students"




Source: created by Milka del Sol Martinez Ortiz.

Appendix F:

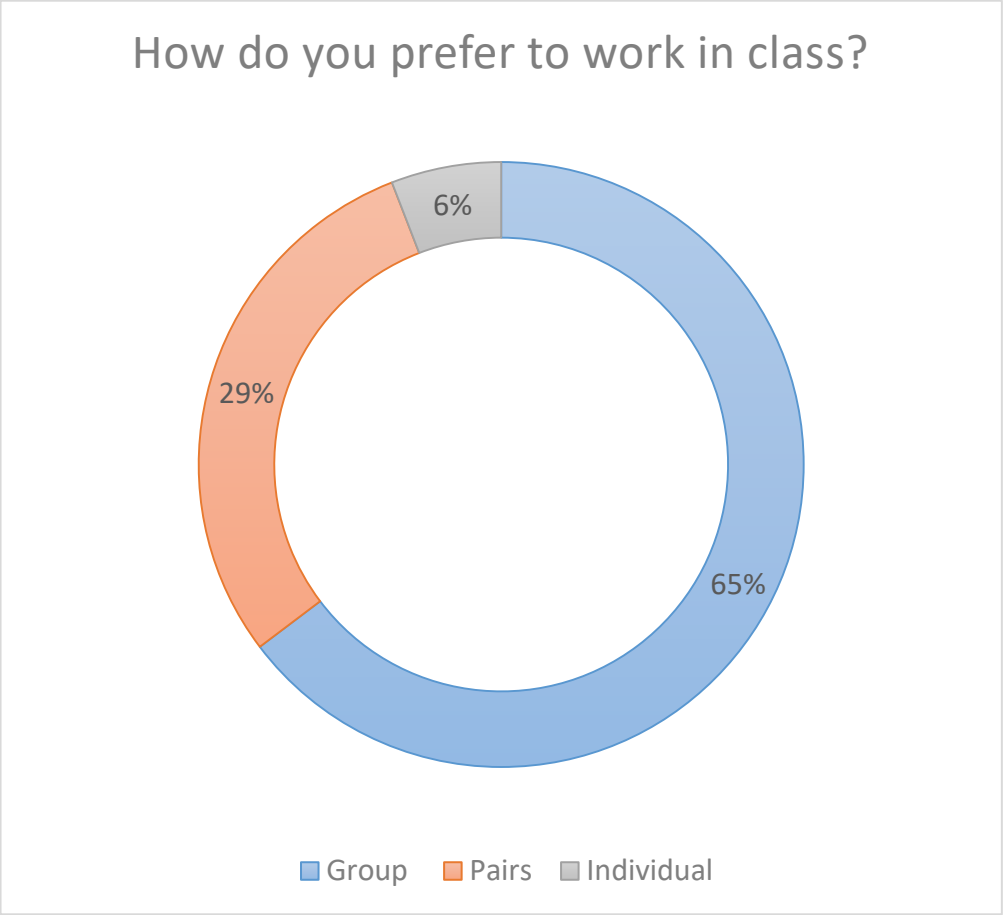
"Results of: the skill the students want to focus on"




Source: created by Milka del Sol Martinez Ortiz.

Appendix G:

“Results of: preferred way to work in class”




Source: created by Milka del Sol Martinez Ortiz.

Appendix H:

"Diagnostic Exam"

**LISTENING**
**-PART 1-**

INSTRUCTIONS: **listen** and **draw** lines. There is one example.

Ben Sally Nick Kim

Jane Paul Mary

**-PART 2-**

INSTRUCTIONS: **listen** and **write.** There is one example.

**GOING TO THE ZOO**

Going to zoo today by: train
1. Name of the zoo: Jungle
2. Number of different kinds of animals: _____
3. Can give food to: _____
4. Animal food in store next to: _____
5. Food on train: and lemonade

**-PART 3-**

INSTRUCTIONS: **listen** and **tick** (✓) the box. There is one example.

What is the DVD about?

A ☑ B ☐ C ☐

1. Who is Vicky´s piano teacher?

A ☐ B ☐ C ☐

2. What clothes does Nick want to wear at school today?

A ☐ B ☐ C ☐

3. Where did Peter find the shell?

A ☐ B ☐ C ☐

4. What is Daisy doing now?

A ☐ B ☐ C ☐

5. What sport did Anna get a cup for?

A ☐ B ☐ C ☐

**READING AND WRITING**
**-PART 1-**

INSTRUCTIONS: **look** and **read**. **Choose** the correct words and write them

Example

The people in this sometimes sing or play guitars. a band

1. This person helps people who aren't well in hospital. _____

Adapted from: Cambridge Assessment English. English Qualifications, Sample papers (2018)

2. Some people put milk or lemon in this drink. _____
3. There are lots of cars, buses and people in this busy place. _____
4. You can put cheese or meat between bread to make this. _____
5. This is part of a farm where you often see vegetable plants. _____

**-PART 2-**

INSTRUCTIONS: **read** and **choose** the best answer.

Example
Paul: What did you do last night, Daisy?
Daisy: A) I watched television.
B) I'm watching television.
C) I don't watch television

1.
Paul: Did you see the film about pirates?
Daisy: A) Yes, so do I.
B) Yes, it was great.
C) Yes, that's him.

2.
Paul: Which was your favorite pirate in the film?
Daisy: A) I liked it best.
B) She was a pirate.
C) Ben Bluebeard.

3.
Paul: Was he the one with long, curly hair?
Daisy: A) No, he hasn't.
B) Yes, that's right.
C) He's got one.

4.
Paul: I like films which are funny.
Daisy: A) Me too.
B) It's all right.
C) Do they?

5.
Paul: How about going to see 'Treasure Train' at the cinema? That's very funny.
Daisy: A) It's nice.
B) What a good idea!
C) Fine, thank you.

**-PART 3-**

INSTRUCTIONS: **Read** the text. **Choose** the right words and **write** them on the lines. There is one example.

Example:

**DOLPHINS**

Dolphins are part .....of..... the whale family.

1. They are smaller ..... most whales and they have small teeth.

2. Dolphins are very clever animals. They learn things very ..... and a dolphin can make noises to 'talk' to another dolphin.

3. Dolphins live with their families. They like to play in the water and to jump ..... of the water and back in again.

4. A lot of people ..... sail boats say that dolphins like to be near people.

5. They come very near to boats and sometimes they ..... with the boats for days.

| | | | |
|---|---|---|---|
| Example: | in | (of) | by |
| 1. | then | that | than |
| 2. | quick | quickly | quickest |
| 3. | out | from | up |
| 4. | which | what | who |
| 5. | swam | swim | swimming |

**-PART 4-**

INSTRUCTIONS: **Read** the story. **Complete** the sentences about the story.

**DAISY AT THE FARM**

Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm. 'It's so quiet there!' Daisy's Mum said. 'I like working outside!' her father said. 'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Example: Daisy's home was ____in the city____.

1. Daisy's family went to the _____by car every weekend.

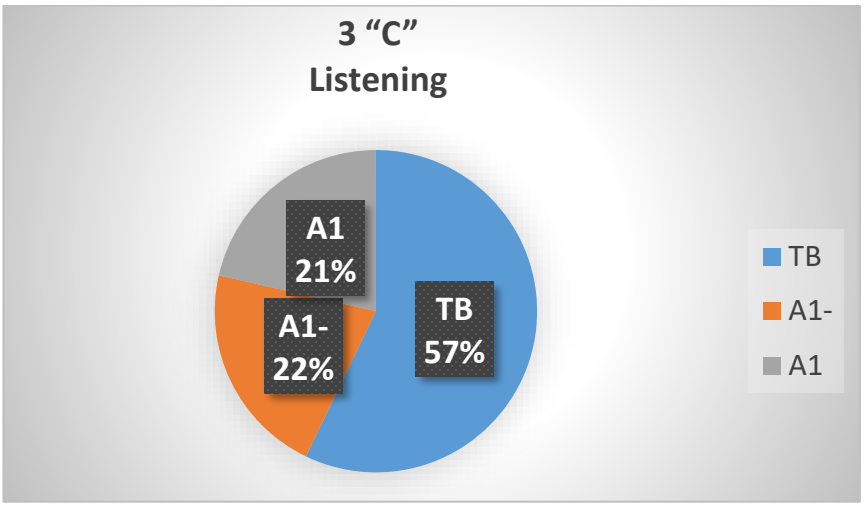
2. Daisy's mother liked the farm because it was a _____place.

3. Daisy enjoyed working with _____ on the farm.

Adapted from: Cambridge Assessment English. English Qualifications, Sample papers (2018)

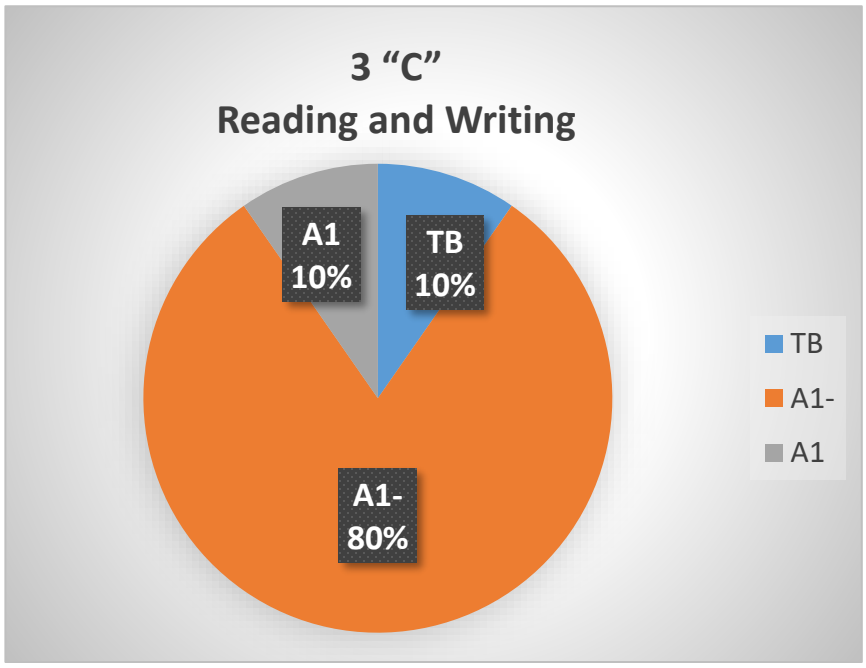
Appendix I:

"Results of: diagnostic exam, listening part, 3 "C"




Appendix J:

"Results of: diagnostic exam, reading and writing part, 3 "C"

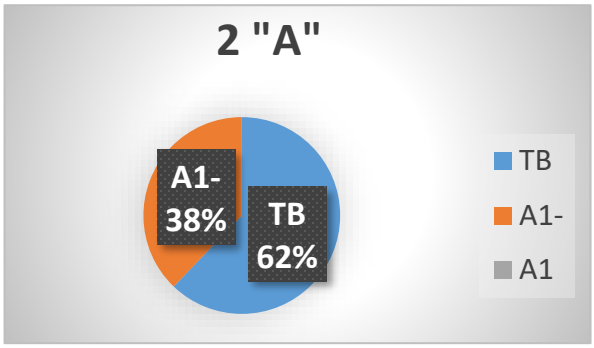



Source: created by Milka del Sol Martinez Ortiz.

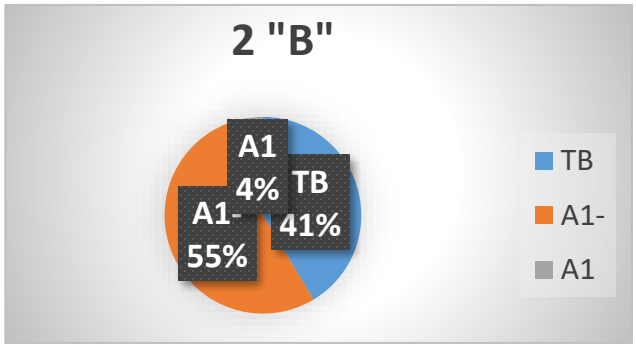
Appendix K, L, M, N:

“Results of: diagnostic exam, listening part, second grades”

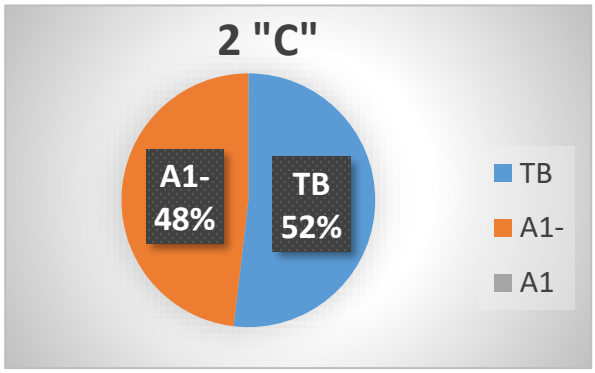
K



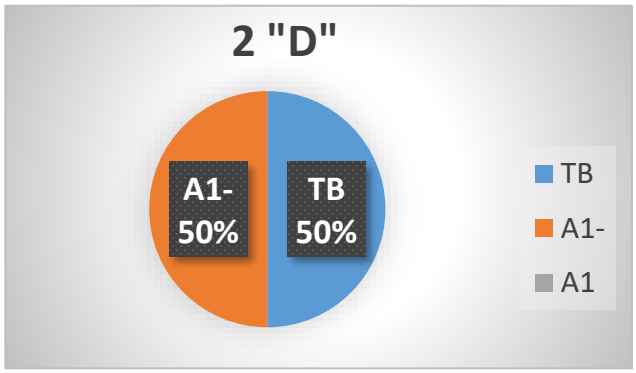

L




M




N

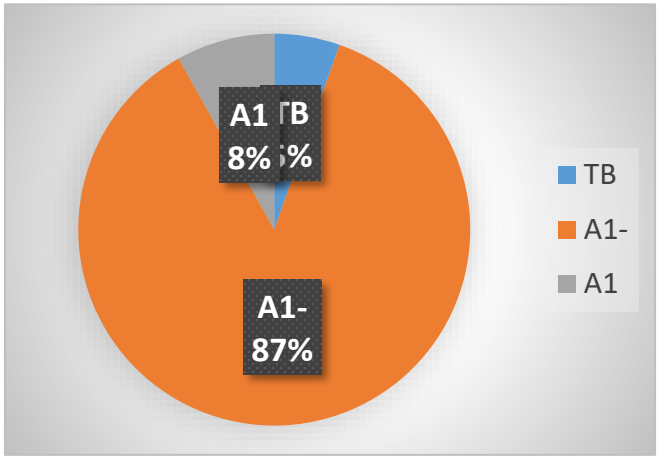



Source: created by Milka del Sol Martinez Ortiz.

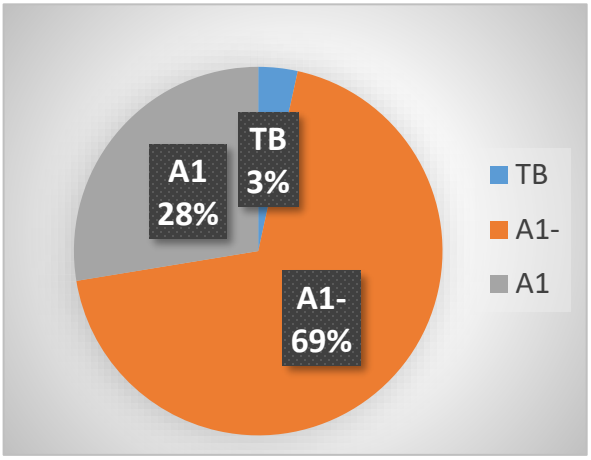
Appendix O, P, Q, R:

“Results of: diagnostic exam, reading and writing part, second grades”

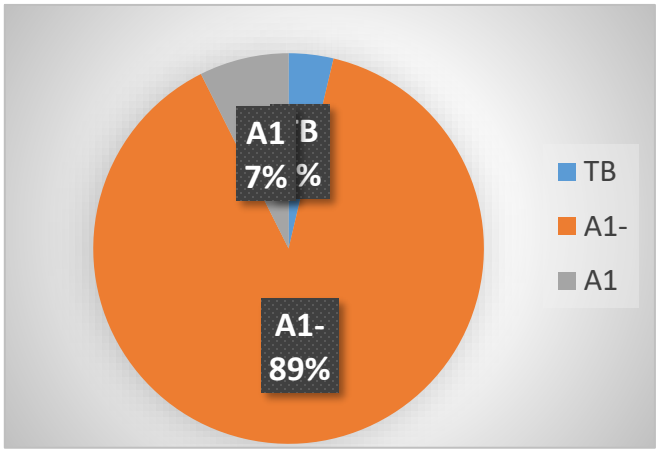
O



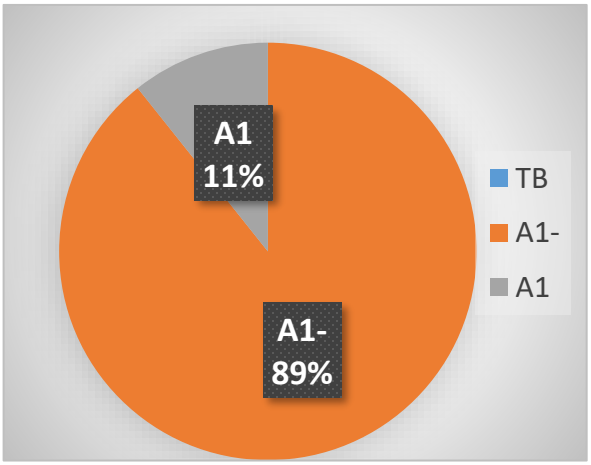

P




Q




R




Source: created by Milka del Sol Martinez Ortiz.

Appendix S:

"Breakdown of results of students who passed the diagnostic exam"

DIAGNOSTIC EXAM 3 "C"

| | Listening | | | | | R & W | | | | | | points | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 15 | 5 | 1 | 2 | 3 | 4 | 20 | 5 | 35 | 10 |
| 1 | 5 | 2 | 5 | 12 | 4 | 5 | 3 | 4 | 3 | 15 | 4 | 27 | 8 |
| 2 | 2 | 0 | 3 | 5 | 2 | 5 | 2 | 0 | 1 | 8 | 2 | 13 | 4 |
| 3 | 2 | 0 | 0 | 2 | 1 | 5 | 2 | 2 | 1 | 10 | 3 | 12 | 3 |
| 4 | 2 | 0 | 1 | 3 | 1 | 5 | 3 | 2 | 0 | 10 | 3 | 13 | 4 |
| 5 | 3 | 0 | 1 | 4 | 1 | 5 | 3 | 1 | 0 | 9 | 2 | 13 | 4 |
| 6 | 1 | 0 | 2 | 3 | 5 | 2 | 2 | 0 | 0 | 4 | 1 | 7 | 2 |
| 7 | 5 | 2 | 4 | 11 | 4 | 3 | 2 | 1 | 1 | 7 | 2 | 18 | 5 |
| 8 | 0 | 0 | 0 | 0 | 0 | 5 | 3 | 1 | 0 | 9 | 2 | 9 | 3 |
| 9 | 1 | 0 | 1 | 2 | 1 | 1 | 0 | 1 | 0 | 2 | 1 | 4 | 1 |
| 10 | 2 | 0 | 1 | 3 | 1 | 5 | 3 | 0 | 0 | 8 | 2 | 11 | 3 |
| 11 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 7 | 2 | 7 | 2 |
| 12 | 0 | 1 | 1 | 2 | 1 | 5 | 2 | 2 | 0 | 9 | 2 | 11 | 3 |
| 13 | 3 | 3 | 5 | 11 | 4 | 5 | 3 | 2 | 1 | 11 | 3 | 22 | 6 |
| 14 | 2 | 0 | 0 | 2 | 1 | 5 | 2 | 1 | 0 | 8 | 2 | 10 | 3 |
| 15 | 4 | 0 | 0 | 4 | 1 | 5 | 4 | 3 | 1 | 13 | 3 | 17 | 5 |
| 16 | 3 | 1 | 1 | 5 | 2 | 5 | 2 | 1 | 1 | 9 | 2 | 14 | 4 |
| 17 | 4 | 1 | 4 | 9 | 3 | 5 | 3 | 1 | 0 | 9 | 2 | 18 | 5 |
| 18 | 4 | 2 | 3 | 9 | 3 | 5 | 3 | 2 | 1 | 11 | 3 | 20 | 6 |
| 19 | 4 | 4 | 1 | 9 | 3 | 5 | 4 | 3 | 1 | 13 | 3 | 22 | 6 |
| # | 5 | 4 | 4 | 13 | 4 | 5 | 4 | 4 | 2 | 15 | 4 | 28 | 8 |
| 21 | 2 | 0 | 2 | 4 | 1 | 5 | 2 | 0 | 0 | 7 | 2 | 11 | 3 |
| # | 2 | 0 | 1 | 3 | 1 | 5 | 2 | 1 | 1 | 9 | 2 | 12 | 3 |
| # | 2 | 0 | 1 | 3 | 1 | 5 | 1 | 3 | 0 | 9 | 2 | 12 | 3 |
| # | 5 | 4 | 2 | 11 | 4 | 5 | 4 | 3 | 1 | 13 | 3 | 24 | 7 |
| # | 1 | 0 | 3 | 4 | 1 | 5 | 1 | 0 | 0 | 6 | 2 | 10 | 3 |
| # | 4 | 0 | 4 | 8 | 3 | 5 | 1 | 2 | 0 | 8 | 2 | 16 | 5 |
| # | 5 | 4 | 3 | 12 | 4 | 5 | 4 | 2 | 0 | 11 | 3 | 23 | 7 |
| # | 3 | 0 | 1 | 4 | 1 | 4 | 3 | 3 | 0 | 10 | 3 | 14 | 4 |
| # | 1 | 1 | 1 | 3 | 1 | 4 | 0 | 0 | 0 | 4 | 1 | 7 | 2 |
| # | 3 | 0 | 0 | 3 | 1 | 3 | 3 | 1 | 0 | 7 | 2 | 10 | 3 |
| | | | | | | | | | | General Avarage | | | 4 |

DIAGNOSTIC EXAM 2 "A"

| Listening | | | | | R & W | | | | | | Points | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | 15 | 5 | 1 | | | | 20 | 5 | 35 | 10 |
| 0 | 2 | 3 | 5 | 2 | 5 | 4 | 3 | 1 | 13 | 3 | 18 | 5 |
| 0 | 0 | 1 | 1 | 0 | 3 | 2 | 0 | 0 | 5 | 1 | 6 | 2 |
| 0 | 1 | 2 | 3 | 1 | 5 | 4 | 3 | 0 | 12 | 3 | 15 | 4 |
| 0 | 1 | 4 | 5 | 2 | 4 | 4 | 2 | 0 | 10 | 3 | 15 | 4 |
| 0 | 0 | 1 | 1 | 0 | 4 | 3 | 4 | 0 | 11 | 3 | 12 | 3 |
| 0 | 0 | 1 | 1 | 0 | 5 | 0 | 1 | 0 | 6 | 2 | 7 | 2 |
| 1 | 1 | 2 | 4 | 1 | 2 | 4 | 4 | 0 | 10 | 3 | 14 | 4 |
| 0 | 2 | 1 | 3 | 1 | 3 | 4 | 5 | 0 | 12 | 3 | 15 | 4 |
| 0 | 0 | 2 | 2 | 1 | 5 | 4 | 0 | 0 | 9 | 2 | 11 | 3 |
| 3 | 3 | 2 | 8 | 3 | 5 | 5 | 5 | 0 | 15 | 4 | 23 | 7 |
| 0 | 0 | 2 | 2 | 1 | 4 | 4 | 2 | 1 | 11 | 3 | 13 | 4 |
| 1 | 0 | 3 | 4 | 1 | 5 | 4 | 3 | 0 | 12 | 3 | 16 | 5 |
| 3 | 2 | 0 | 5 | 2 | 5 | 4 | 3 | 1 | 13 | 3 | 18 | 5 |
| 4 | 2 | 3 | 9 | 3 | 5 | 5 | 5 | 5 | 20 | 5 | 29 | 8 |
| 1 | 1 | 3 | 5 | 2 | 5 | 4 | 2 | 0 | 11 | 3 | 16 | 5 |
| 2 | 0 | 1 | 3 | 1 | 4 | 2 | 1 | 1 | 8 | 2 | 11 | 3 |
| 3 | 2 | 0 | 5 | 2 | 4 | 2 | 3 | 2 | 11 | 3 | 16 | 5 |
| 2 | 3 | 3 | 8 | 3 | 4 | 1 | 3 | 0 | 8 | 2 | 16 | 5 |
| 0 | 0 | 1 | 1 | 0 | 2 | 2 | 5 | 0 | 9 | 2 | 10 | 3 |
| 0 | 1 | 1 | 2 | 1 | 5 | 2 | 4 | 0 | 11 | 3 | 13 | 4 |
| 1 | 1 | 2 | 4 | 1 | 4 | 5 | 1 | 0 | 10 | 3 | 14 | 4 |
| 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 6 | 2 | 6 | 2 |
| 3 | 1 | 1 | 5 | 2 | 5 | 2 | 5 | 1 | 13 | 3 | 18 | 5 |
| 0 | 3 | 2 | 5 | 2 | 5 | 3 | 3 | 0 | 11 | 3 | 16 | 5 |
| 3 | 1 | 2 | 6 | 2 | 0 | 4 | 1 | 0 | 5 | 1 | 11 | 3 |
| 1 | 0 | 3 | 4 | 1 | 2 | 4 | 4 | 0 | 10 | 3 | 14 | 4 |
| 0 | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 0 | 6 | 2 | 6 | 2 |
| 1 | 0 | 1 | 2 | 1 | 2 | 4 | 3 | 0 | 9 | 2 | 11 | 3 |
| 0 | 0 | 3 | 3 | 1 | 3 | 2 | 0 | 1 | 6 | 2 | 9 | 3 |
| 4 | 0 | 1 | 5 | 2 | 4 | 4 | 4 | 0 | 12 | 3 | 17 | 5 |
| 0 | 2 | 2 | 4 | 1 | 3 | 2 | 0 | 1 | 6 | 2 | 10 | 3 |
| 0 | 1 | 2 | 3 | 1 | 0 | 2 | 5 | 0 | 7 | 2 | 10 | 3 |
| 1 | 1 | 1 | 3 | 1 | 5 | 4 | 1 | 0 | 10 | 3 | 13 | 4 |
| 0 | 0 | 1 | 1 | 0 | 5 | 4 | 0 | 1 | 10 | 3 | 11 | 3 |
| 3 | 2 | 1 | 6 | 2 | 5 | 3 | 3 | 0 | 11 | 3 | 17 | 5 |
| 5 | 2 | 3 | 10 | 3 | 5 | 4 | 5 | 1 | 15 | 4 | 25 | 7 |
| 2 | 1 | 0 | 3 | 1 | 2 | 4 | 1 | 0 | 7 | 2 | 10 | 3 |
| | | | | | | | | | General Avarage | | | 4 |

DIAGNOSTIC EXAM 2 "B"

| Listening | | | | | R & W | | | | | | Points | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | 15 | 5 | 1 | | | | 20 | 5 | 35 | 10 |
| 1 | 1 | 3 | 5 | 2 | 5 | 2 | 4 | 0 | 11 | 3 | 16 | 5 |
| 0 | 0 | 3 | 3 | 1 | 3 | 4 | 3 | 1 | 11 | 3 | 14 | 4 |
| 4 | 3 | 3 | 10 | 3 | 5 | 4 | 5 | 3 | 17 | 4 | 27 | 8 |
| 4 | 5 | 4 | 13 | 4 | 5 | 5 | 5 | 5 | 20 | 5 | 33 | 9 |
| 3 | 2 | 1 | 6 | 2 | 5 | 4 | 4 | 0 | 13 | 3 | 19 | 5 |
| 0 | 1 | 3 | 4 | 1 | 2 | 4 | 1 | 1 | 8 | 2 | 12 | 3 |
| 3 | 1 | 0 | 4 | 1 | 3 | 4 | 3 | 1 | 11 | 3 | 15 | 4 |
| 0 | 2 | 0 | 2 | 1 | 3 | 4 | 1 | 2 | 10 | 3 | 12 | 3 |
| 1 | 1 | 3 | 5 | 2 | 4 | 3 | 3 | 1 | 11 | 3 | 16 | 5 |
| 0 | 1 | 1 | 2 | 1 | 5 | 2 | 2 | 2 | 11 | 3 | 13 | 4 |
| 3 | 1 | 4 | 8 | 3 | 5 | 5 | 2 | 1 | 13 | 3 | 21 | 6 |
| 1 | 3 | 3 | 7 | 2 | 5 | 4 | 5 | 0 | 14 | 4 | 21 | 6 |
| 1 | 1 | 2 | 4 | 1 | 5 | 3 | 4 | 2 | 14 | 4 | 18 | 5 |
| | | | | | | | | | | | | |
| 1 | 2 | 2 | 5 | 2 | 4 | 4 | 4 | 1 | 13 | 3 | 18 | 5 |
| 0 | 0 | 4 | 4 | 1 | 3 | 2 | 3 | 0 | 8 | 2 | 12 | 3 |
| 1 | 1 | 5 | 7 | 2 | 1 | 4 | 0 | 0 | 5 | 1 | 12 | 3 |
| 3 | 2 | 1 | 6 | 2 | 5 | 5 | 2 | 3 | 15 | 4 | 21 | 6 |
| 0 | 1 | 0 | 1 | 0 | 4 | 4 | 3 | 0 | 11 | 3 | 12 | 3 |
| 2 | 2 | 2 | 6 | 2 | 4 | 4 | 5 | 1 | 14 | 4 | 20 | 6 |
| 4 | 2 | 2 | 8 | 3 | 2 | 5 | 4 | 0 | 11 | 3 | 19 | 5 |
| 1 | 0 | 2 | 3 | 1 | 5 | 2 | 3 | 0 | 10 | 3 | 13 | 4 |
| 4 | 1 | 2 | 7 | 2 | 4 | 2 | 4 | 4 | 14 | 4 | 21 | 6 |
| | | | | | | | | | | | | |
| 3 | 2 | 2 | 7 | 2 | 5 | 2 | 4 | 0 | 11 | 3 | 18 | 5 |
| 3 | 1 | 2 | 6 | 2 | 5 | 4 | 3 | 1 | 13 | 3 | 19 | 5 |
| 2 | 1 | 1 | 4 | 1 | 4 | 2 | 4 | 0 | 10 | 3 | 14 | 4 |
| 1 | 1 | 2 | 4 | 1 | 5 | 5 | 4 | 0 | 14 | 4 | 18 | 5 |
| 3 | 2 | 4 | 9 | 3 | 4 | 3 | 4 | 1 | 12 | 3 | 21 | 6 |
| | | | | | | | | | | | | |
| | | | | | | | | | General Avarage | | | 5 |

Source: created by Milka del Sol Martinez Ortiz.

| DIAGNOSTIC EXAM 2 "C" | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listening | | | | | | R & W | | | | | | | Points | |
| 1 | 2 | 3 | 15 | 5 | | 1 | 2 | 3 | 4 | # | 5 | | 35 | 10 |
| 1 | 2 | 1 | 4 | 1 | | 4 | 3 | 0 | 2 | 9 | 2 | | 13 | 4 |
| 2 | 1 | 3 | 6 | 2 | | 3 | 3 | 3 | 0 | 9 | 2 | | 15 | 4 |
| 3 | 1 | 4 | 8 | 3 | | 4 | 4 | 5 | 2 | 15 | 4 | | 23 | 7 |
| 2 | 2 | 1 | 5 | 2 | | 3 | 4 | 4 | 2 | 13 | 3 | | 18 | 5 |
| 0 | 2 | 3 | 5 | 2 | | 5 | 3 | 4 | 0 | 12 | 3 | | 17 | 5 |
| 0 | 1 | 3 | 4 | 1 | | 5 | 2 | 1 | 1 | 9 | 2 | | 13 | 4 |
| 2 | 1 | 0 | 3 | 1 | | 1 | 3 | 5 | 0 | 9 | 2 | | 12 | 3 |
| 0 | 2 | 3 | 5 | 2 | | 4 | 3 | 2 | 0 | 9 | 2 | | 14 | 4 |
| 0 | 2 | 1 | 3 | 1 | | 5 | 3 | 4 | 1 | 13 | 3 | | 16 | 5 |
| 0 | 1 | 3 | 4 | 1 | | 5 | 3 | 4 | 1 | 13 | 3 | | 17 | 5 |
| 2 | 1 | 0 | 3 | 1 | | 4 | 2 | 0 | 2 | 8 | 2 | | 11 | 3 |
| 1 | 3 | 2 | 6 | 2 | | 2 | 3 | 2 | 1 | 8 | 2 | | 14 | 4 |
| 1 | 3 | 1 | 5 | 2 | | 3 | 4 | 1 | 0 | 8 | 2 | | 13 | 4 |
| 0 | 2 | 2 | 4 | 1 | | 4 | 0 | 2 | 1 | 7 | 2 | | 11 | 3 |
| 1 | 4 | 4 | 9 | 3 | | 4 | 4 | 3 | 1 | 12 | 3 | | 21 | 6 |
| 2 | 0 | 2 | 4 | 1 | | 2 | 1 | 4 | 1 | 8 | 2 | | 12 | 3 |
| 0 | 2 | 3 | 5 | 2 | | 5 | 4 | 3 | 1 | 13 | 3 | | 18 | 5 |
| 0 | 2 | 2 | 4 | 1 | | 4 | 2 | 2 | 0 | 8 | 2 | | 12 | 3 |
| 1 | 2 | 2 | 5 | 2 | | 5 | 4 | 3 | 1 | 13 | 3 | | 18 | 5 |
| 0 | 0 | 0 | 0 | 0 | | 1 | 2 | 0 | 0 | 3 | 1 | | 3 | 1 |
| 1 | 1 | 2 | 4 | 1 | | 3 | 5 | 4 | 5 | 17 | 4 | | 21 | 6 |
| 2 | 1 | 3 | 6 | 2 | | 2 | 2 | 3 | 4 | 11 | 3 | | 17 | 5 |
| 0 | 1 | 1 | 2 | 1 | | 3 | 2 | 1 | 0 | 6 | 2 | | 8 | 2 |
| 2 | 1 | 3 | 6 | 2 | | 3 | 2 | 2 | 0 | 7 | 2 | | 13 | 4 |
| 5 | 3 | 2 | 10 | 3 | | 3 | 4 | 4 | 1 | 12 | 3 | | 22 | 6 |
| 0 | 2 | 1 | 3 | 1 | | 3 | 5 | 1 | 0 | 9 | 2 | | 12 | 3 |
| 0 | 0 | 2 | 2 | 1 | | 4 | 4 | 3 | 1 | 12 | 3 | | 14 | 4 |
| | | | | | | General Avarage | | | | | | | | 4 |

| DIAGNOSTIC EXAM 2 "D" | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Listening | | | | | | R & W | | | | | | | points | |
| 1 | 2 | 3 | 15 | 5 | | 1 | 2 | 3 | 4 | 20 | 5 | | 35 | 10 |
| 1 | 1 | 2 | 4 | 1 | | 5 | 1 | 3 | 0 | 9 | 2 | | 13 | 4 |
| 1 | 2 | 4 | 7 | 2 | | 5 | 3 | 5 | 0 | 13 | 3 | | 20 | 6 |
| 1 | 3 | 1 | 5 | 2 | | 5 | 3 | 4 | 0 | 12 | 3 | | 17 | 5 |
| 5 | 1 | 1 | 7 | 2 | | 5 | 3 | 2 | 0 | 10 | 3 | | 17 | 5 |
| 1 | 1 | 2 | 4 | 1 | | 3 | 5 | 4 | 0 | 12 | 3 | | 16 | 5 |
| 0 | 4 | 4 | 8 | 3 | | 3 | 4 | 3 | 0 | 10 | 3 | | 18 | 5 |
| 1 | 0 | 4 | 5 | 2 | | 2 | 4 | 3 | 2 | 11 | 3 | | 16 | 5 |
| 0 | 1 | 3 | 4 | 1 | | 4 | 4 | 5 | 0 | 13 | 3 | | 17 | 5 |
| 2 | 2 | 2 | 6 | 2 | | 5 | 1 | 3 | 0 | 9 | 2 | | 15 | 4 |
| 0 | 1 | 1 | 2 | 1 | | 4 | 5 | 4 | 0 | 13 | 3 | | 15 | 4 |
| 2 | 2 | 1 | 5 | 2 | | 5 | 5 | 4 | 2 | 16 | 4 | | 21 | 6 |
| 3 | 2 | 3 | 8 | 3 | | 3 | 3 | 4 | 2 | 12 | 3 | | 20 | 6 |
| 0 | 1 | 2 | 3 | 1 | | 3 | 4 | 4 | 0 | 11 | 3 | | 14 | 4 |
| 3 | 2 | 3 | 8 | 3 | | 5 | 5 | 4 | 2 | 16 | 4 | | 24 | 7 |
| 1 | 1 | 3 | 5 | 2 | | 4 | 4 | 1 | 1 | 10 | 3 | | 15 | 4 |
| 0 | 1 | 2 | 3 | 1 | | 3 | 3 | 5 | 0 | 11 | 3 | | 14 | 4 |
| 0 | 0 | 0 | 0 | 0 | | 3 | 1 | 2 | 2 | 8 | 2 | | 8 | 2 |
| 3 | 2 | 4 | 9 | 3 | | 5 | 5 | 4 | 0 | 14 | 4 | | 23 | 7 |
| 2 | 1 | 1 | 4 | 1 | | 5 | 4 | 2 | 1 | 12 | 3 | | 16 | 5 |
| 0 | 1 | 3 | 4 | 1 | | 3 | 2 | 2 | 0 | 7 | 2 | | 11 | 3 |
| 2 | 1 | 3 | 6 | 2 | | 5 | 2 | 1 | 0 | 8 | 2 | | 14 | 4 |
| 0 | 0 | 1 | 1 | 0 | | 4 | 4 | 3 | 0 | 11 | 3 | | 12 | 3 |
| 0 | 1 | 4 | 5 | 2 | | 5 | 2 | 5 | 1 | 13 | 3 | | 18 | 5 |
| 1 | 0 | 2 | 3 | 1 | | 3 | 4 | 1 | 0 | 8 | 2 | | 11 | 3 |
| 3 | 1 | 2 | 6 | 2 | | 5 | 4 | 2 | 0 | 11 | 3 | | 17 | 5 |
| 1 | 1 | 2 | 4 | 1 | | 4 | 3 | 1 | 0 | 8 | 2 | | 12 | 3 |
| 1 | 0 | 2 | 3 | 1 | | 5 | 4 | 1 | 1 | 11 | 3 | | 14 | 4 |
| | | | | | | | General Avarage | | | | | | | 5 |

Source: created by Milka del Sol Martinez Ortiz.

Appendix T:

"Learning style test"

Elija las respuestas que mejor expliquen su preferencia y encierre con un círculo la letra de su elección. Puede seleccionar más de una respuesta a una pregunta si una sola no encaja con su percepción. Deje en blanco toda pregunta que no se apliqué a sus preferencias.

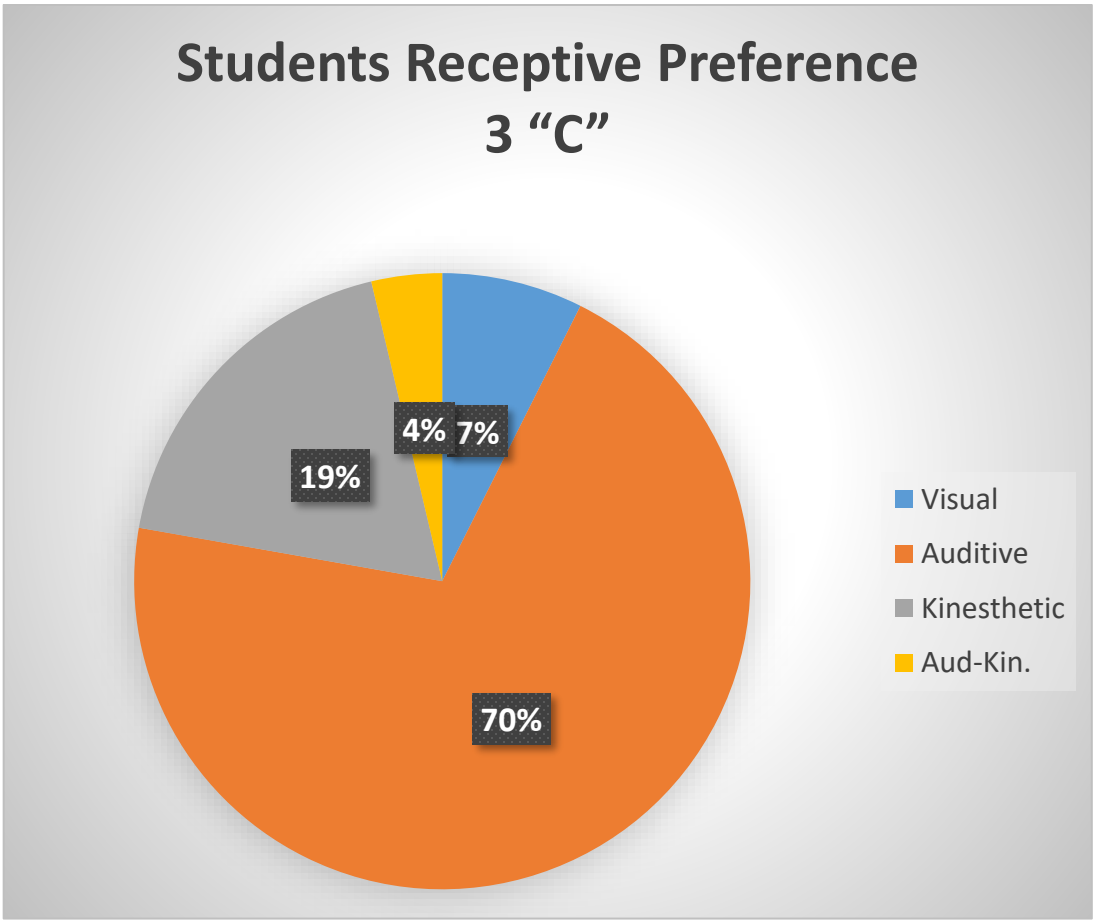
1. Está ayudando a una persona que desea ir al aeropuerto, al centro de la ciudad o a la estación del ferrocarril. Ud.:
    a. iría con ella.
    b. le diría cómo llegar.
    c. le daría las indicaciones por escrito (sin un mapa).
    d. le daría un mapa.
2. No está seguro si una palabra se escribe como "trascendente" o "tracendente", Ud.:
    a. vería las palabras en su mente y elegiría la que mejor luce.
    b. pensaría en cómo suena cada palabra y elegiría una.
    c. las buscaría en un diccionario.
    d. escribiría ambas palabras y elegiría una.
3. Está planeando unas vacaciones para un grupo de personas y desearía la retroalimentación de ellos sobre el plan. Ud.:
    a. describiría algunos de los atractivos del viaje.
    b. utilizaría un mapa o un sitio web para mostrar los lugares.
    c. les daría una copia del itinerario impreso.
    d. les llamaría por teléfono, les escribiría o les enviaría un e-mail.
4. Va a cocinar algún platillo especial para su familia. Ud.:
    a. cocinaría algo que conoce sin la necesidad de instrucciones.
    b. pediría sugerencias a sus amigos.
    c. hojearía un libro de cocina para tomar ideas de las fotografías.
    d. utilizaría un libro de cocina donde sabe que hay una buena receta.
5. Un grupo de turistas desea aprender sobre los parques o las reservas de vida salvaje en su área. Ud.:
    a. les daría una plática acerca de parques o reservas de vida salvaje.
    b. les mostraría figuras de Internet, fotografías o libros con imágenes.
    c. los llevaría a un parque o reserva y daría una caminata con ellos.
    d. les daría libros o folletos sobre parques o reservas de vida salvaje.
6. Está a punto de comprar una cámara digital o un teléfono móvil. ¿Además del precio, qué más influye en su decisión?
    a. lo utiliza o lo prueba .
    b. la lectura de los detalles acerca de las características del aparato.
    c. el diseño del aparato es moderno y parece bueno.
    d. los comentarios del vendedor acerca de las características del aparato.
7. Recuerde la vez cuando aprendió cómo hacer algo nuevo. Evite elegir una destreza física, como montar bicicleta. ¿Cómo aprendió mejor?:
    a. viendo una demostración.
    b. escuchando la explicación de alguien y haciendo preguntas.
    c. siguiendo pistas visuales en diagramas y gráficas.
    d. siguiendo instrucciones escritas en un manual o libro de texto.

8. Tiene un problema con su rodilla. Preferiría que el doctor:
    a. le diera una dirección web o algo para leer sobre el asunto.
    b. utilizara el modelo plástico de una rodilla para mostrarle qué está mal.
    c. le describiera qué está mal.
    d. le mostrara con un diagrama qué es lo que está mal.
9. Desea aprender un nuevo programa, habilidad o juego de computadora. Ud. debe:
    a. leer las instrucciones escritas que vienen con el programa.
    b. platicar con personas que conocen el programa.
    c. utilizar los controles o el teclado.
    d. seguir los diagramas del libro que vienen con el programa .
10. Le gustan los sitios web que tienen:
    a. cosas que se pueden picar, mover o probar.
    b. un diseño interesante y características visuales.
    c. descripciones escritas interesantes, características y explicaciones.
    d. canales de audio para oír música, programas o entrevistas.
11. Además del precio, ¿qué influiría más en su decisión de comprar un nuevo libro de no ficción?
    a. la apariencia le resulta atractiva.
    b. una lectura rápida de algunas partes del libro.
    c. un amigo le habla del libro y se lo recomienda.
    d. tiene historias, experiencias y ejemplos de la vida real.
12. Está utilizando un libro, CD o sitio web para aprender cómo tomar fotografías con su nueva cámara digital. Le gustaría tener:
    a. la oportunidad de hacer preguntas y que le hablen sobre la cámara y sus características.
    b. instrucciones escritas con claridad, con características y puntos sobre qué hacer.
    c. diagramas que muestren la cámara y qué hace cada una de sus partes.
    d. muchos ejemplos de fotografías buenas y malas y cómo mejorar éstas.
13. Prefiere a un profesor o un expositor que utiliza:
    a. demostraciones, modelos o sesiones prácticas.
    b. preguntas y respuestas, charlas, grupos de discusión u oradores invitados.
    c. folletos, libros o lecturas.
    d. diagramas, esquemas o gráficas.
14. Ha acabado una competencia o una prueba y quisiera una retroalimentación. Quisiera tener la retroalimentación:
    a. utilizando ejemplos de lo que ha hecho.
    b. utilizando una descripción escrita de sus resultados.
    c. escuchando a alguien haciendo una revisión detallada de su desempeño.
    d. utilizando gráficas que muestren lo que ha conseguido.
15. Va a elegir sus alimentos en un restaurante o café. Ud.:
    a. elegiría algo que ya ha probado en ese lugar.
    b. escucharía al mesero o pediría recomendaciones a sus amigos.
    c. elegiría a partir de las descripciones del menú.
    d. observaría lo que otros están comiendo o las fotografías de cada platillo.
16. Tiene que hacer un discurso importante para una conferencia o una ocasión especial. Ud.:
    a. elaboraría diagramas o conseguiría gráficos que le ayuden a explicar las ideas.
    b. escribiría algunas palabras clave y práctica su discurso repetidamente.
    c. escribiría su discurso y se lo aprendería leyéndolo varias veces.
    d. conseguiría muchos ejemplos e historias para hacer la charla real y práctica.

Adapted from: Fleming, N., & Baume, D. (2006). El cuestionario VARK.¿Cómo aprendo mejor.

Appendix U:

"Result of learning style test"




Source: created by Milka del Sol Martinez Ortiz.

Appendix V:

"Registration tools to gather information of the teaching performance"

OBSERVATION TASK Focus: The Teacher

**Conditions for learning**

Task: *As you observe this lesson, consider the following questions:*
What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning?
*There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.*

| Positive factors | Negative factors |
|---|---|
| The classroom | The classroom |
| The activities | The activities |
| The teacher | The teacher |
| The students | The students |

Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Source: Scrivener,J. 1994 .Learning Teaching. Heinemann

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OBSERVATION TASK Focus: The Material

Do you think the balance of activities was right or would you like to change it?

Did the accuracy practice activities motivate the learners to want to be accurate?

Did they have enough thinking time available to pay attention to form?

Did the fluency activities attempt to simulate real-life language use and did the learners pay attention to meaning?

Was there any built-in need to interact?

What insights into the lesson did this activity provide?

Source: Somogyi-Tóth, K. (2000). Observation tasks: A workbook for student teachers. *Pázmány Péter Catholic University. Piliscsaba.*

**OBSERVATION TASK** **FOCUS: The Students**

**The information and activities presented to the students.**

1. What procedure or sequence of work did the learner have to follow in order to be successful at the task?

2. Which types of task seem to be most conducive to learning?

3. Which helpful ways of learning seem to be missing from the tasks provided in the materials?

Adapted from: Breen, M. P., & Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and development*. P.15

**OBSERVATION TASK** **FOCUS: The Material**

**Relationship between the materials and the language presented in class**

1. What guidance for using language appropriately were offered in the materials?

2. What did the materials offer for the learners to know the task?

3. What did the materials offer for the learners to be able to do the task?

4. What was missing from the materials?

Adapted from: Breen, M. P., & Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and development*. P.14

**OBSERVATION TASK** **FOCUS: The Students**

**The learners' needs and interests**

1. How far did the materials directly call on what the learners already know of and about the language?

_____
_____
_____
_____

2. How far did the materials meet the immediate language learning needs of the learners as they perceive them?

_____
_____
_____
_____

3. In what ways did the materials involve the learners' attitudes and feelings?

_____
_____
_____
_____

4. Which subject-matter (topics, themes, ideas) in the materials were likely to be interesting and relevant to the learners?

_____
_____
_____
_____

5. How much time and space, proportionately, was devoted to the learners interpreting meaning?

_____
_____
_____
_____

Adapted from: Breen, M. P., & Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and development*. P.16

**Surveys:**

INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

1. De las clases de inglés que has tenido, ¿cuál es la clase que más recuerdas?
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro:_____
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   A) Sí ¿por qué? _____
   B) No ¿por qué?
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés?
6. ¿consideras que ahora sabes un poco más de inglés?
   A) sí, ahora sé un poco más
   B) no, no aprendí nada
   C) sigo igual o peor
   D) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   A)Sí
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular?

Adapted from: Somogyi-Tóth, K. (2000). Observation tasks: A workbook for student teachers. *Pázmány Péter Catholic University. Piliscsaba.*

INSTRUCCIONES: contesta de la manera más honesta posible

| | De acuerdo | Parcialmente de acuerdo | En total desacuerdo |
|---|---|---|---|
| 1. El material presentado en la clase fue claro y preciso | | | |
| 2. El material ayudó al seguimiento de las actividades | | | |
| 3. El material hizo las explicaciones más atractivas y claras | | | |
| 4. El tema de la clase fue interesante | | | |
| 5. He encontrado la clase intelectualmente estimulante | | | |
| 6. La clase de hoy me aportó nuevos conocimientos | | | |

Algún comentario o sugerencia con respecto al material usado, los temas de la clase, y la forma en que fueron impartidas las clases:

Adapted from: Barrado, C., Gallego, I., & Valero-García, M. (1999). Usemos las encuestas a los alumnos para mejorar nuestra docencia. *Departament d'Arquitectura de Computadors Universitat Politècnica de Catalunya*, 7-9.

## Appendix W:

"Evaluation tool to gather information of the students'´ daily activities"

| Rubric for daily activities | | | | |
|---|---|---|---|---|
| Criteria | Qualitative | | | |
| | GOOD 3 pts | FAIR 2 pts | POOR 1 pts | SCORE |
| Spelling, word use | No spelling errors. Has used a wide vocabulary throughout. | 1-2 spelling errors. Has attempted a variety of words. | 3 or more spelling errors. Has used a limited vocabulary. | |
| Grammar, sentence structure | Every sentence has a subject (noun) and predicate (verb) and makes a complete thought. (0-1 grammatical errors). | Most sentences have a subject (noun) and predicate (verb) and make a complete thought. (2-3 grammatical errors.) | Some sentences have a subject (noun) and predicate (verb) and makes a complete thought. (4 or more grammatical errors.) | |

Adapted from: Al-Jarf, R. (2011). Creating and sharing writing iRubrics. *Asian EFL Journal. Professional Teaching Arficles, 51*, 41-62.

## Appendix X:

"Evaluation tool to gather information of the students' project"

| Rubric for Project | | | |
|---|---|---|---|
| Criteria | Qualitative | | |
| | Poor 1pt | Good 3pts | Excellent 5pts |
| Use of tenses seen in classes (mistakes, grammar, spelling) | Sometimes, the student makes occasionally mistakes | Usually, the student uses all the grammatical forms correctly | The student uses all the grammatical forms correctly |
| Use of vocabulary seen in classes | Sometimes, the student uses known vocabulary presented in class in his work | Usually, the student uses most of the vocabulary seen to present his topic | The student uses the vocabulary presented in classes to present his topic |
| Use of phrases and key questions | Sometimes, the student uses some of the phrases or expression in his product | Usually, the student uses phrases and key questions in his topic | The student uses all the phrases and questions seen in his topic |
| Opinions presented about the topic | Sometimes, the students use forms to share his opinion | Usually, the students use forms to share his opinion | The students shares his opinions has seen in classes |

Adapted from: Al-Jarf, R. (2011). Creating and sharing writing iRubrics. *Asian EFL Journal. Professional Teaching Arficles, 51*, 41-62.

Appendix Y:

"Lesson No. 2"

**ESL/EFL Lesson Plan**
**Lesson Number: 02** **Topic: Daily situations**
**Objective/Aim: By the end of the lesson, students should be able to identify central sense of exchanges in daily situations**
**Previous topics seen in class: verb to be**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | Stretching<br>Students will stretch their bodies, inhale, exhale and relax | Listening | | s-s<br>t-s | Engage student´s attention. | |
| Presentation 12 minutes | Students will read a short conversation of two neighbors discussing about some personal issues.<br>APPENDIX 2.1<br>There will be also two images to help them understand the content and context. Students will see what is the central sense of their discussion Do they argue because of their dogs? Do they look happy? Etc | Reading Speaking | Images, reading | t-s<br>s-t | Students to read and start determining central sense of exchanges | |
| Practice 10 minutes | Students will have two short conversations, and will have some pictures in relation to each conversation. They will need to match them and in each conversation highlight the word or verbs that gave them the clue to identify the connection and the sense<br>APPENDIX 2.2 | Writing | Worksheet | s-s<br>t-s | Students to relate exchanges with images regarding the situation | Check list: register students´ work |
| Production 15 minutes | Students will choose one conversation of the ones before seen.<br>APPENDIX 2.2<br>Now they will need to answer several questions in order to identify the central sense of the exchanges. | Writing | Worksheet | s-s | Students to identify central sense of exchanges | Check list: register students´ work |
| Wrap up 5 minutes | In pairs, students will look and example already seen but this time with a grammatical error, they will need to decide whether it is correct or not. | Writing | | s-s<br>t-s | Students to land the topic | List: register participation |

**APPENDIX 2.1**

Neighbor 1: Turn off the music, it's 8 am and I want to rest even one day.
Neighbor 2: well then you, control your dog
Neighbor 1: my dog? My dog is very calm
Neighbor 2: So, who always wakes me up in the morning with their barking?

**APPENDIX 2.2**

INSTRUCTIONS: Read the two conversations and match each image with its conversation

Daughter: Daddy, my birthday is on July 23rd
Father: yes honey, I know. I am your father, remember?
Daughter: I always have a birthday party on my birthday
Father: yes honey, I know
Daughter: This year, I want to have my party at the waterpark
Father: I don´t know honey, the waterpark is expensive
Daughter: oh, I didn´t know the waterpark is expensive. What about the zoo? I want to have my party at the zoo
Father: I don´t think so. Not everyone likes the zoo
Daughter: dad!

Daughter: Daddy, I want a big party on my birthday
Father: do you have any idea?
Daughter: yes, I want a circus to come
Father: I don´t know honey, we can go to the circus, but to bring it...
Daughter: please dad, I am a good daughter
Father: yes honey, I know
Daughter: my friends like to see shows, and a circus is so much fun
Father: well honey, we have time to plan it.
Daughter: yes dad, eleven months left...

Source: created by Milka del Sol Martinez Ortiz.

Appendix Z:

"Lesson No. 3"

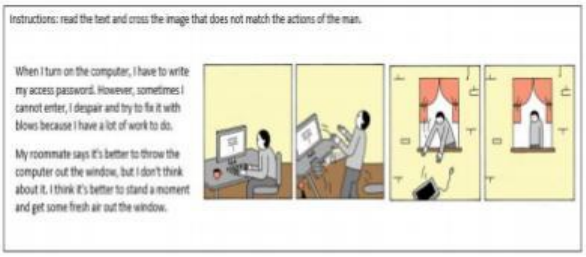
**ESL/EFL Lesson Plan**
**Lesson Number: 03** **Topic: Unfortunate incidents**
**Objective/Aim: By the end of the lesson, students should be able to anticipate main ideas of unfortunate incidents**
**Previous topics seen in class: simple present**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | Word search<br>Students will see some vocabulary on the word search than then will be seen during the class<br>APPENDIX 3.1 | Writing | Worksheet | s-t | Engage student´s attention. | |
| Presentation 12 minutes | Students will see several pictures on the board in disorder representing an unfortunate incident.<br>APPENDIX 3.2<br>They will need to put them in order to find out the story. In each picture, they will brainstorm ideas describing what is happening. e.g Is she looking at him? Is he waiting in line?<br>Then, from three different ideas, they will choose the one who matches better the situation | Writing<br>Speaking | Images, phrases | s-s<br>t-s | Students to identify the main idea of an incident | |
| Practice 12 minutes | Students will have a short reading of an incident, they will have four pictures representing the actions in it, They will need to choose one who does not have any relationship with the incident.<br>APPPENDIX 3.3 | Writing | Worksheet | s-s | Students to deduce main ideas | List: register students´ work |
| Production 15 minutes | Students will have a short reading of an incident and some pictures; they will need to add the main idea from four available.<br>APPENDIX 3.4 | Writing | Worksheet | s-s | Students to anticipate main ideas of unfortunate incidents | List: register students´ work |
| Wrap- Up 3 minutes | In pairs, students will answer two questions regarding the actions presented in a picture<br>APPENDIX 3.3 | Writing | | s-s<br>t-s | Students to land the topic | List: register participation |

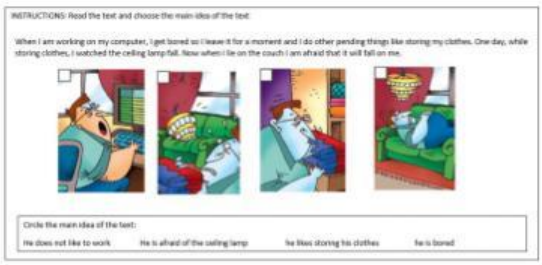
**APPENDIX 3.1**

**APPENDIX 3.2**

**APPENDIX 3.3**



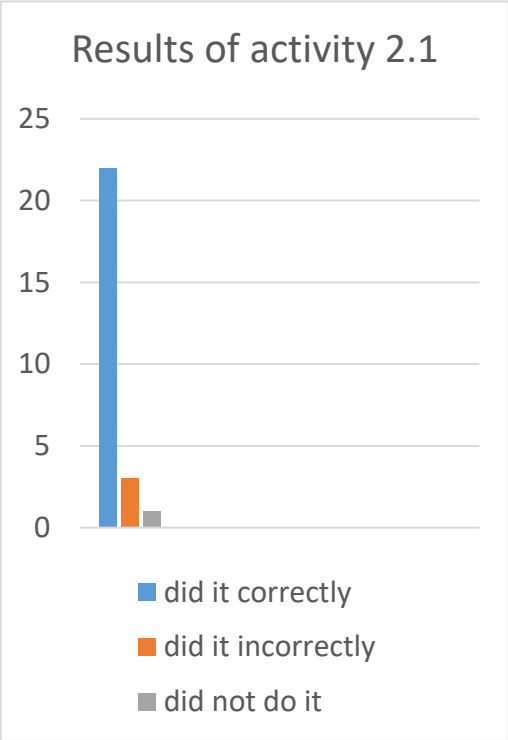

**APPENDIX 3.4**



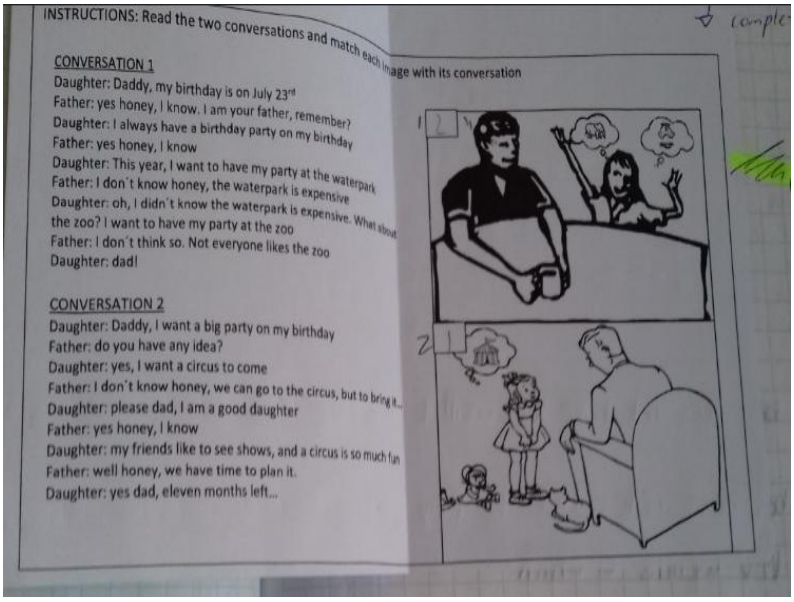

Source: created by Milka del Sol Martinez Ortiz.

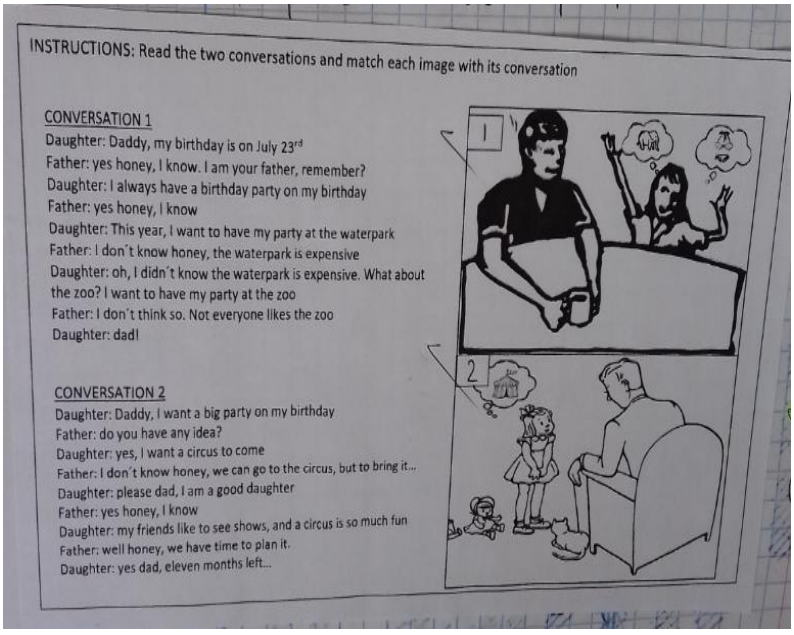
Appendix AA:

"Students´ activities results and evidence, lesson No. 2"




Source: created by Milka del Sol Martinez Ortiz.

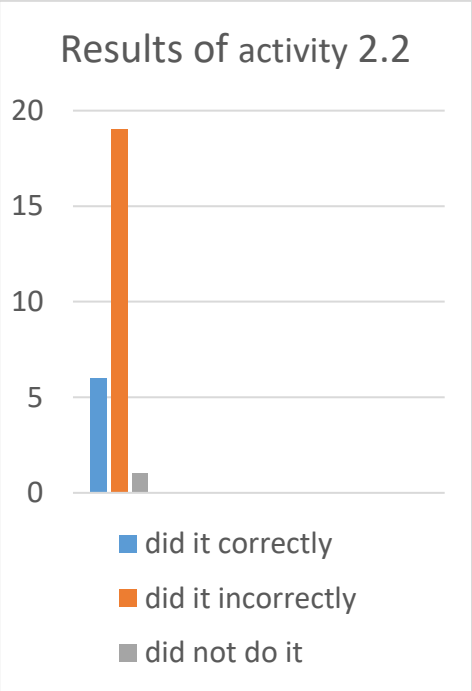


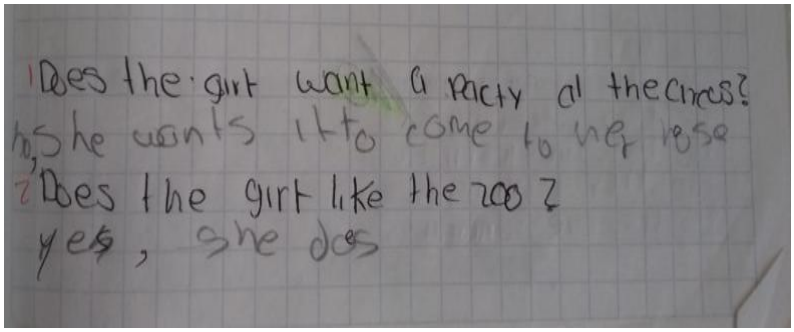



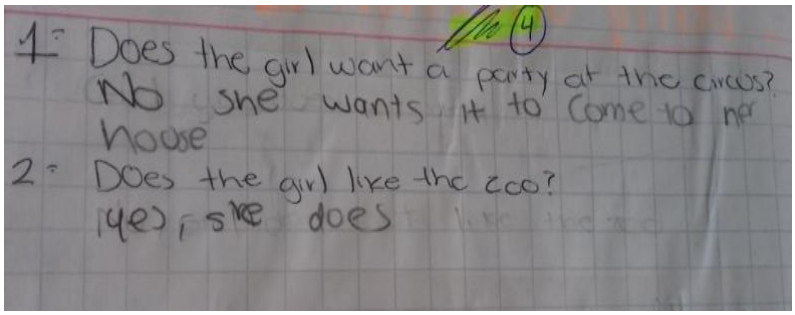

Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

Appendix AB:

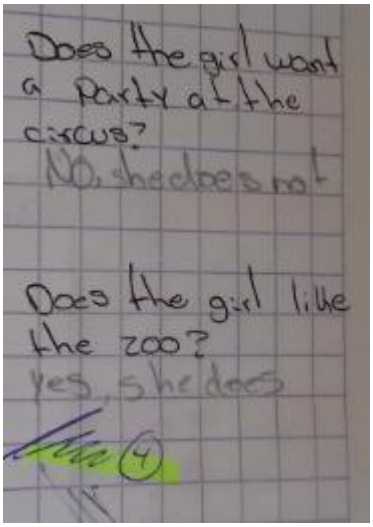
"Students´ activities results and evidence, lesson No. 2"

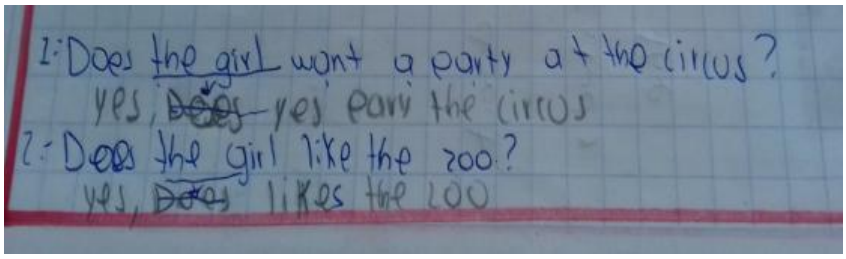


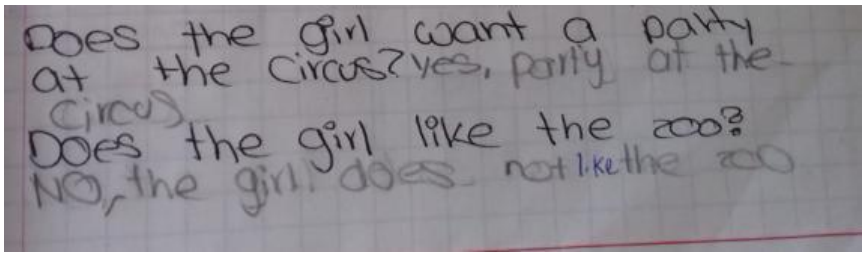




Source: created by Milka del Sol Martinez Ortiz.



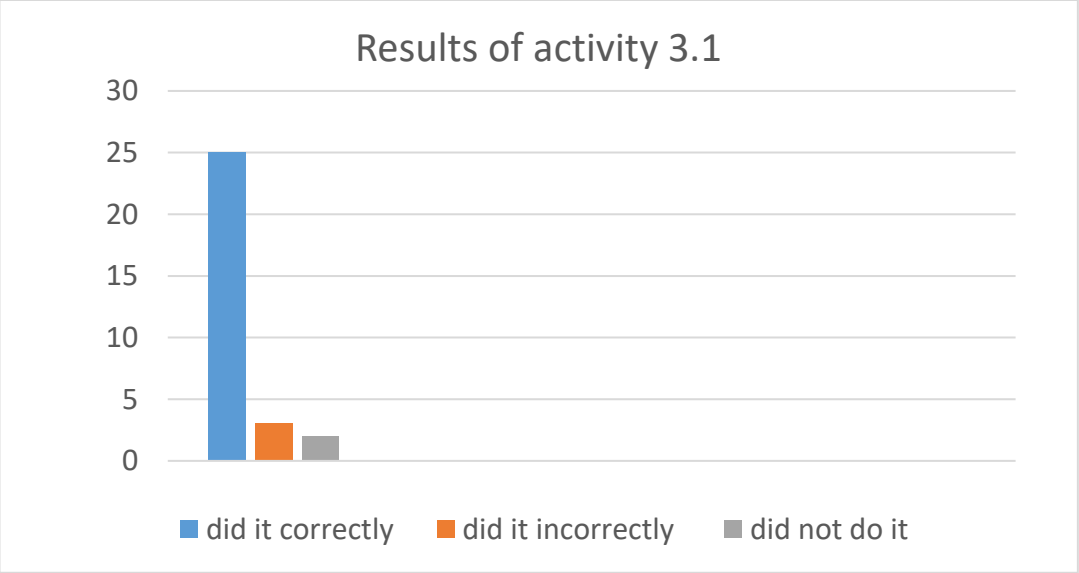



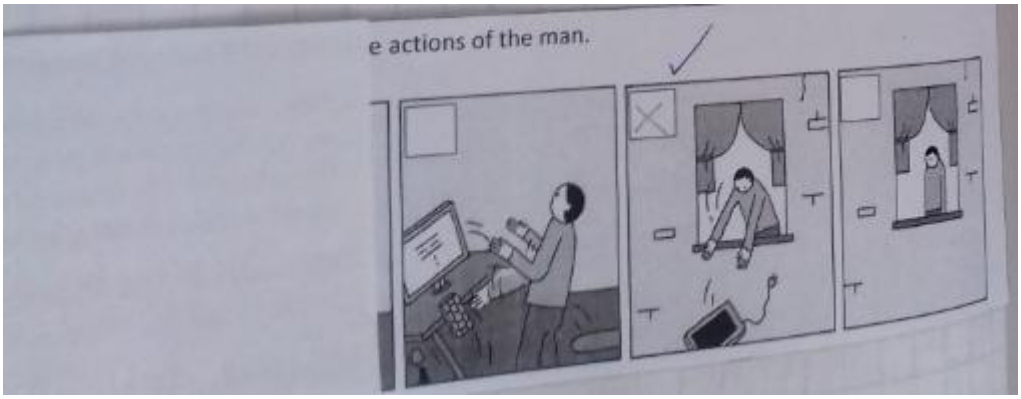

Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

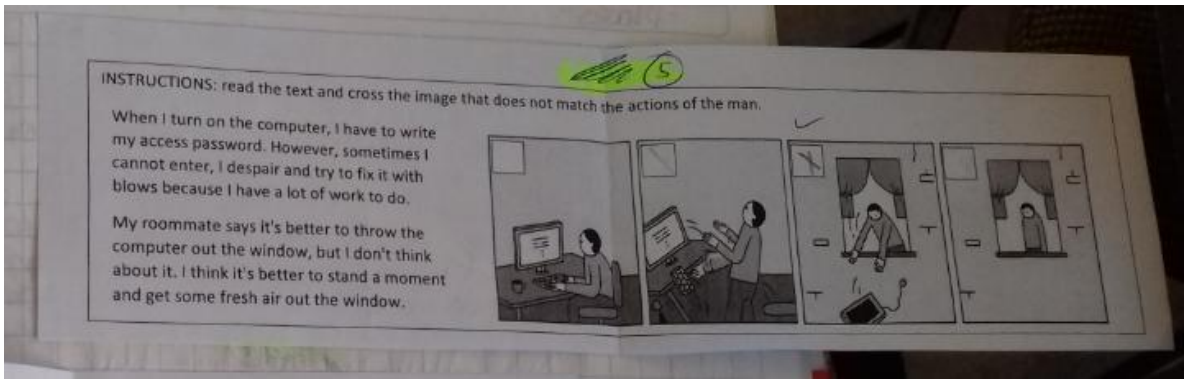
Appendix AC:

"Students´ activities results and evidence, lesson No. 3"




Source: created by Milka del Sol Martinez Ortiz.

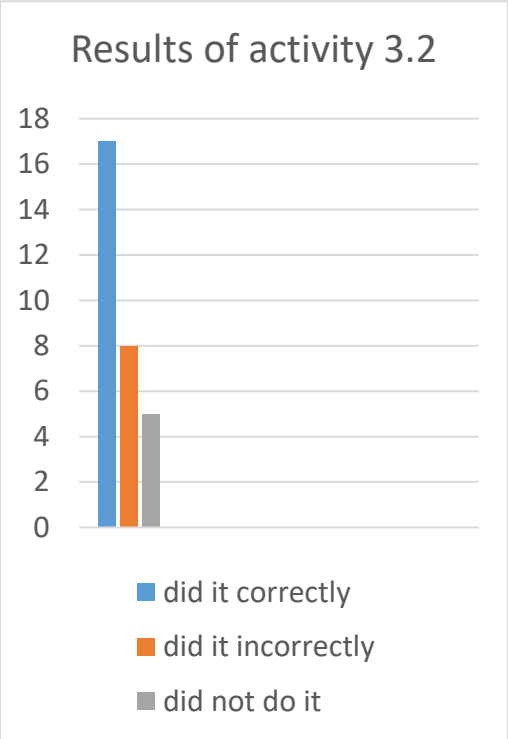


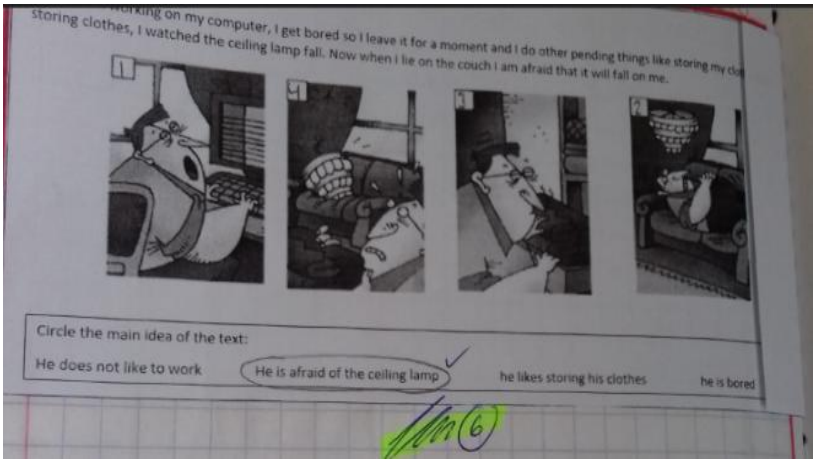

Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

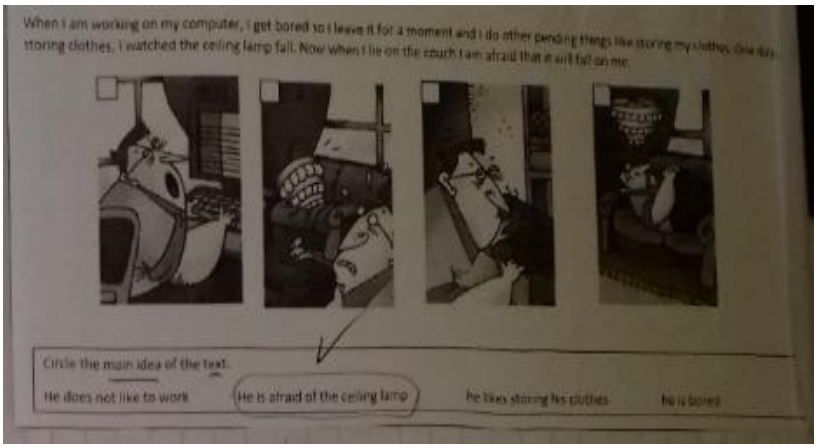
Appendix AD:

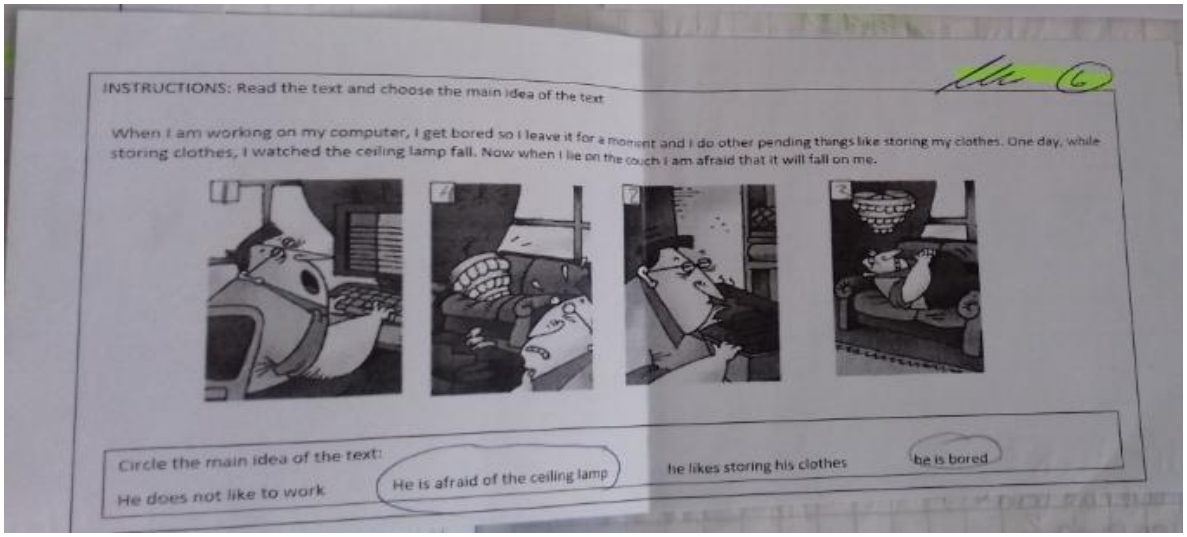
"Students´ activities results and evidence, lesson No. 3"




Source: created by Milka del Sol Martinez Ortiz.



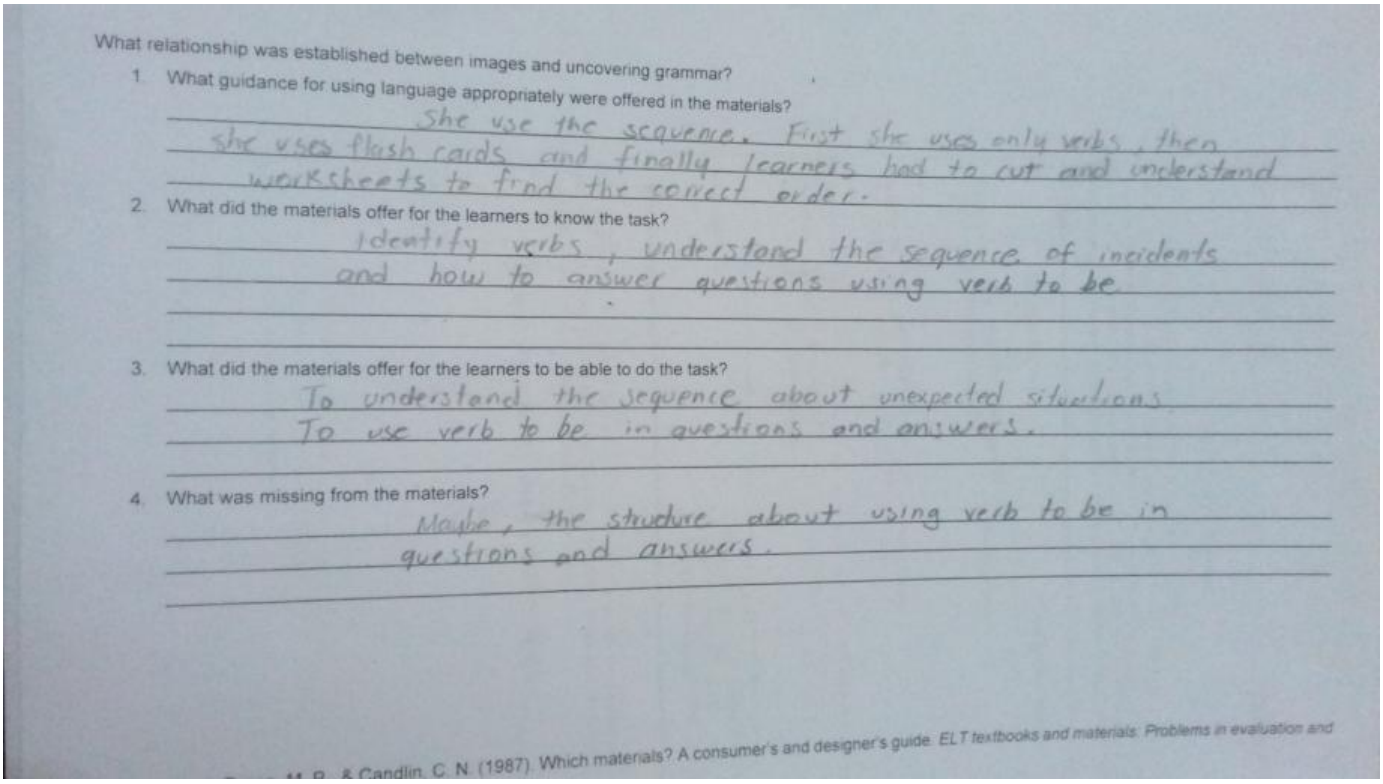




Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

Appendix AE:

"Head teacher comments over lesson No. 3"



What relationship was established between images and uncovering grammar?

1. What guidance for using language appropriately were offered in the materials?

She use the sequence. First she uses only verbs, then she uses flash cards and finally learners had to cut and understand worksheets to find the correct order.

2. What did the materials offer for the learners to know the task?

Identify verbs, understand the sequence of incidents and how to answer questions using verb to be.

3. What did the materials offer for the learners to be able to do the task?

To understand the sequence about unexpected situations.
To use verb to be in questions and answers.

4. What was missing from the materials?

Maybe, the structure about using verb to be in questions and answers.

& Candlin, C. N. (1987). Which materials? A consumer's and designer's guide. *ELT textbooks and materials: Problems in evaluation and*

Source: photo taken by Milka del Sol Martinez Ortiz

Appendix AF:

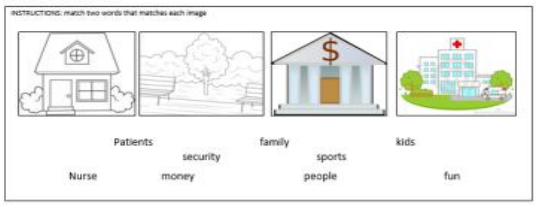
"Lesson No. 4"

**ESL/EFL Lesson Plan**
**Lesson Number: 04** **Topic: Places**
**Objective/Aim: By the end of the lesson, students should be able to determine the place where an exchange occurs**
**Previous topics seen in class: present continuous**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | Trust on me<br>Students will close their eyes and will need to follow certain actions | Listening | | t-s<br>s-t | Engage student´s attention. | |
| Presentation 10 minutes | Students will see a short comic strip, they will be asked certain questions related to what they can see in the picture focusing in the place the scene is taking place and the actions, is he at the park? No, he isn´t, is he at school? Yes, he is. is he walking? Etc<br>APPENDIX 4.1<br>They will start filling a chart by using wh questions, who, what, where | Writing | Images | t-s<br>s-t | Students to identify where an exchange takes place | |
| Practice 10 minutes | From a list of vocabulary, students will need to match them with 4 different places<br>APPENDIX 4.2 | Writing | Worksheet | t-s<br>s-t | Students to relate vocabulary with places | List: register students´ work, |
| Production 20 minutes | From 3 different statements, students will determine the place where the exchange is taking place, and will answer certain questions by filling a chart as the one before done in presentation<br>APPENDIX 4.3 | Reading Writing | worksheet | s-s<br>t-s | Students to determine the place where an exchange occurs | List: register students´ work, |
| Wrap- Up 5 minutes | In pairs, students will listen to three statements, they will need to identify whether they are true or false | Listening | | t-s<br>s-s | Students to land the topic | List: register participation |

**APPENDIX 4.1**

**APPENDIX 4.2**




**APPENDIX 4.3**

INSTRUCTIONS: read the sentences and write a place that matches each situation

1. I like running and playing, one of my dreams is to become in the fastest woman in the world. _____
2. When I take care of my patients for a while, I begin to get fond of them to the point that I see them as my family_____
3. When I go to this place I know I cannot take out my cellphone because is dangerous. _____

Source: created by Milka del Sol Martinez Ortiz.

Appendix AG:

"Lesson No. 5"

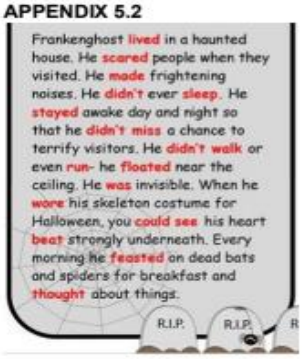
**ESL/EFL Lesson Plan**
**Lesson Number: 05** **Topic: Unexpected Situations**
**Objective/Aim: By the end of the lesson, students should be able to identify and write descriptions of unexpected situations**
**Previous topics seen in class: present continuous**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes minutes | Memory game<br>Students will need to find out the pairs of verbs in its present and in its past form<br>APPENDIX 5.1 | Listening | Memory game | t-s-<br>s-t | Engage student´s attention. | |
| Presentation 10 minutes | Students will read a short ghost story;<br>APPENDIX 5.2<br>They will be asked to highlight the actions and will be asked some questions in order to know how much they understood the story. As a whole group, students will fill a chart as previous done but now adding more information. Who, where, when, what<br>The examples are going to be presented by making a contrast between simple present and simple past | Listening<br>Reading | Reading | t-s<br>s.t | Students to see how to describe a situation presented | |
| Practice 10 minutes | Students will have another short reading, with some spaces in blank; they will fill it with some verbs but in its past tense.<br>APPENDIX 5.3 | Reading<br>Writing | Worksheet | s-s<br>t-s | Students to identify the use of different tenses | List: register students´ work, |
| Production 20 minutes | With the same reading, students will make another chart, adding the wh-questions in order to describe what happened in the story.<br>APPENDIX 5.3<br>There will be some comprehension questions. | Reading<br>Writing | | t-s<br>s-t | Students to write the descriptions of an unexpected situation | List: register students´ work, |
| Wrap- Up 5 minutes | There will be two statements on the board containing a mistake, students will need to find out the mistake to correct it. | Listening | | t-s<br>s-s | Students to land the topic | List: register participation |

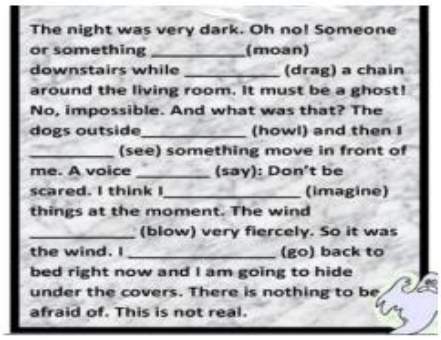
**APPENDIX 5.1**

| Go | See | Think | Say |
|---|---|---|---|
| went | Saw | Thought | said |

**APPENDIX 5.2**



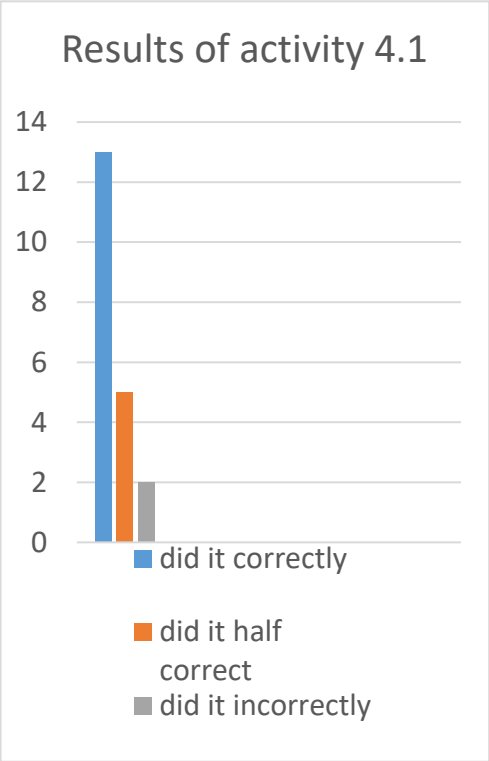

**APPENDIX 5.3**



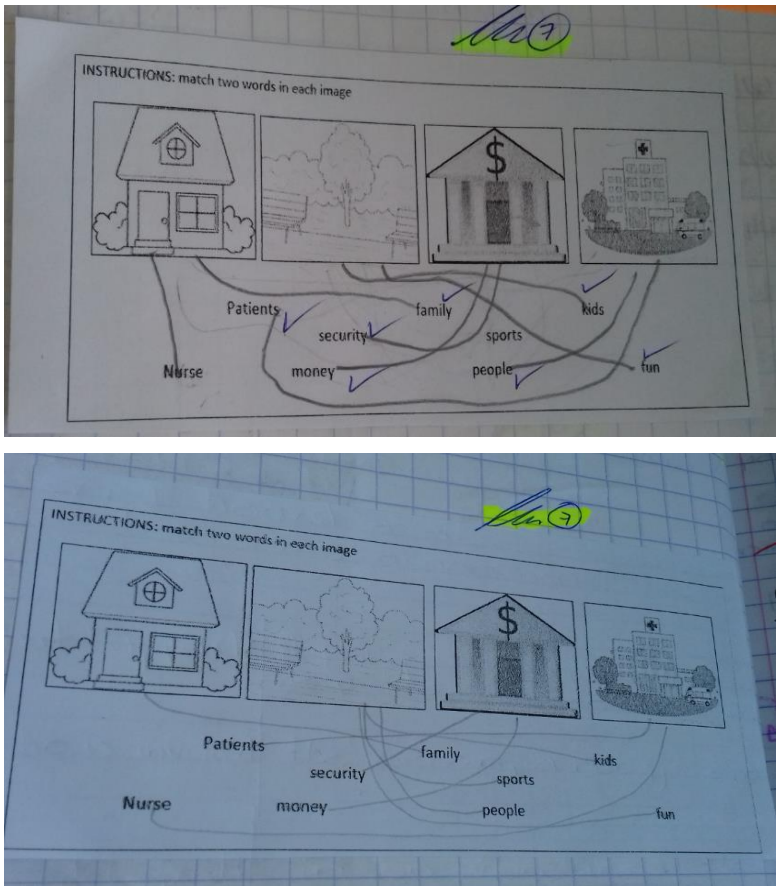

Source: created and adapted by Milka del Sol Martinez Ortiz.

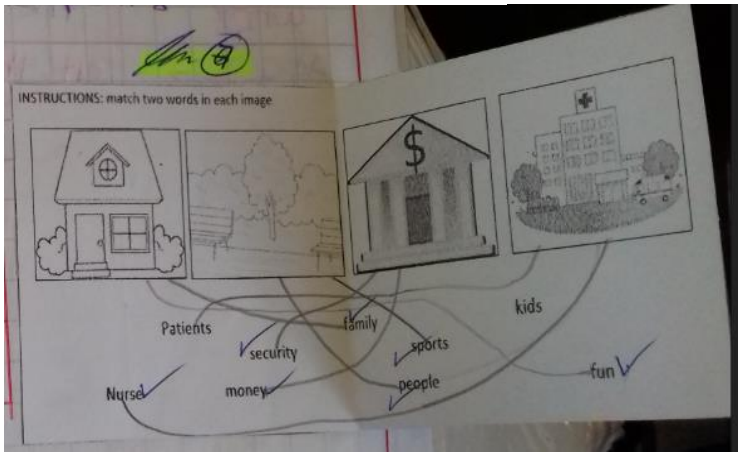
Appendix AH:

“Students´ activities results and evidence, lesson No. 4”




Source: created by Milka del Sol Martinez Ortiz.

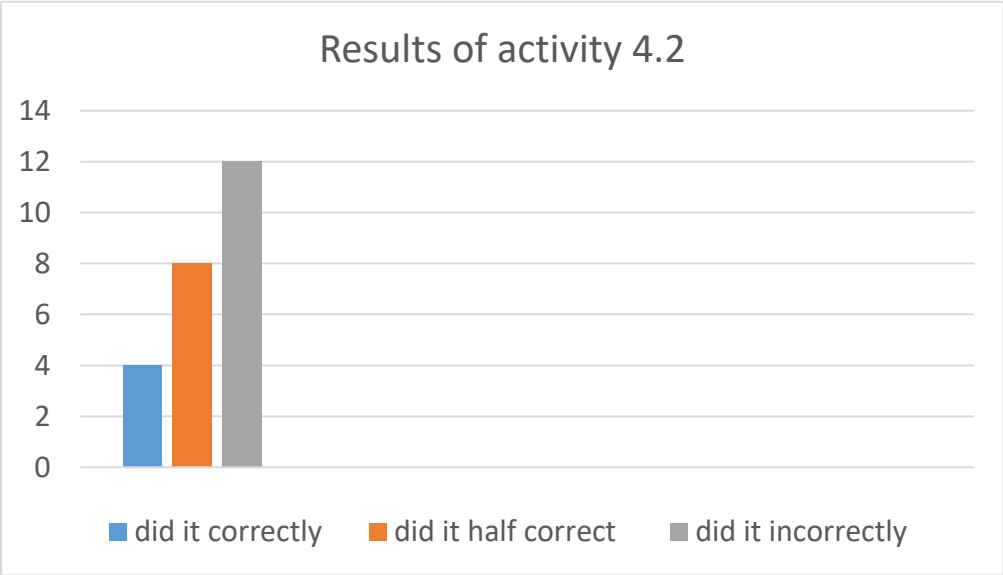


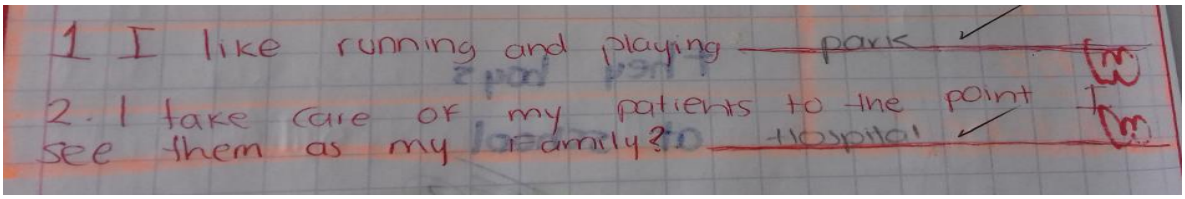

Source: photos taken by Milka del Sol Martinez Ortiz from students’ notebook

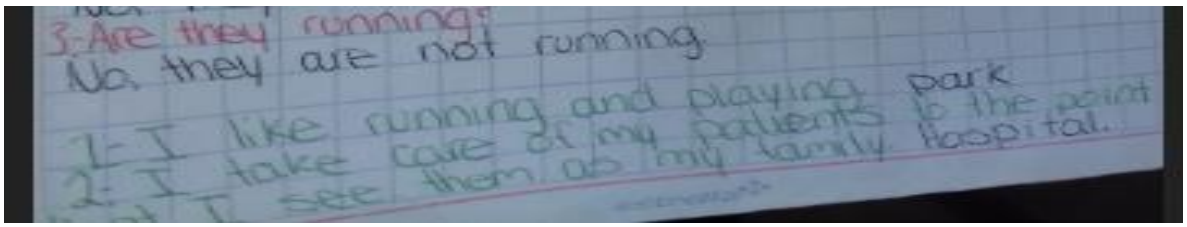
Appendix AI:

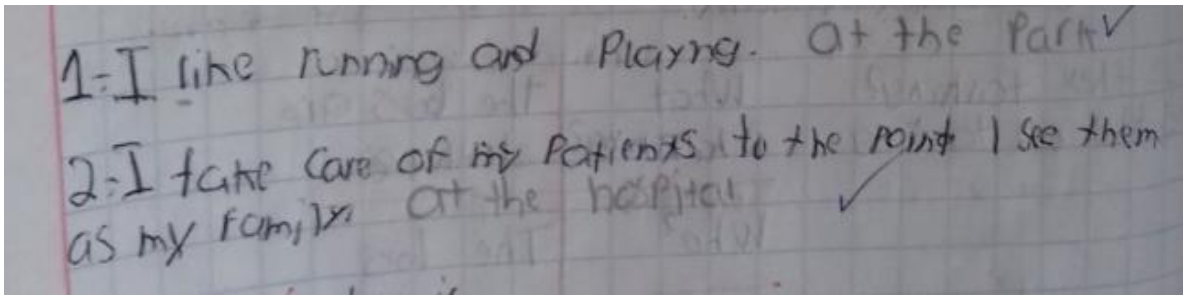
““Students´ activities results and evidence, lesson No. 4”




Source: created by Milka del Sol Martinez Ortiz.



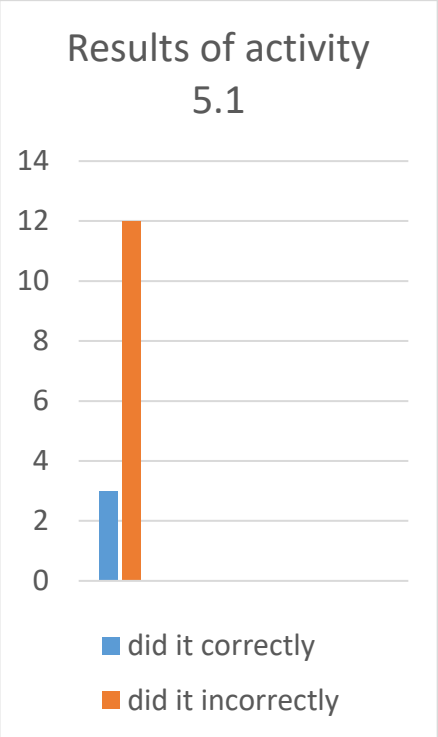



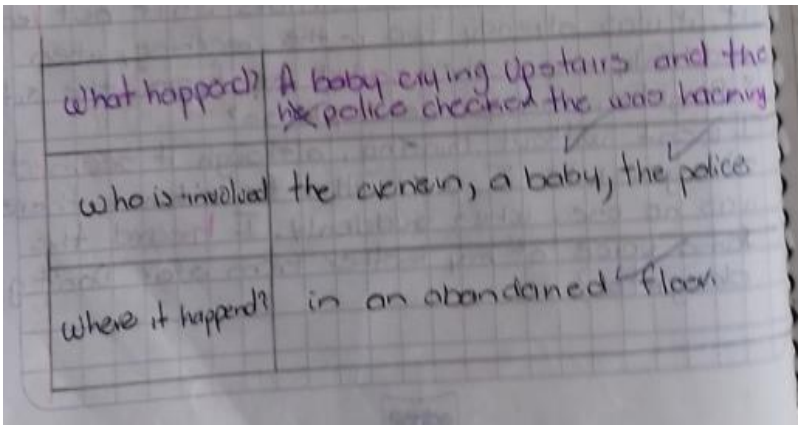

Source: photos taken by Milka del Sol Martinez Ortiz from students’ notebook

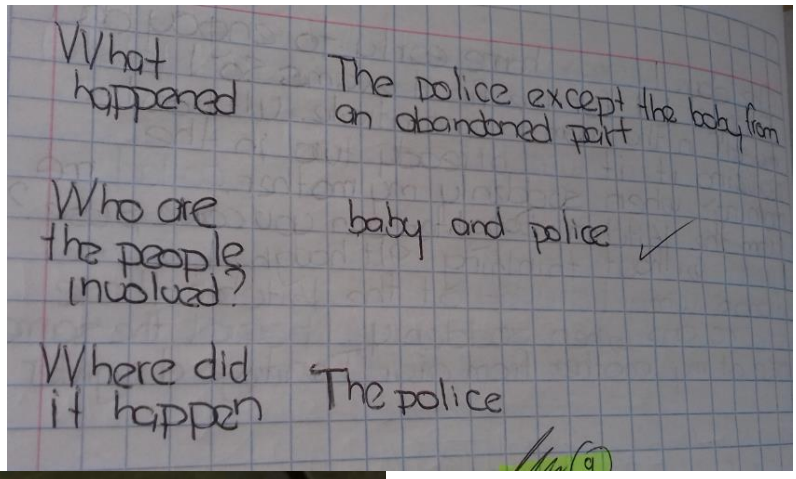
Appendix AJ:

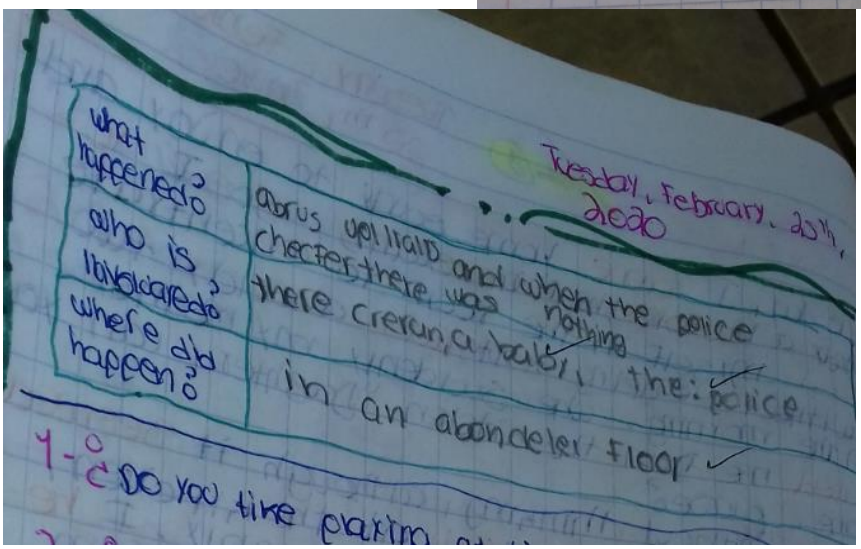
““Students´ activities results and evidence, lesson No. 5”




Source: created by Milka del Sol Martinez Ortiz.



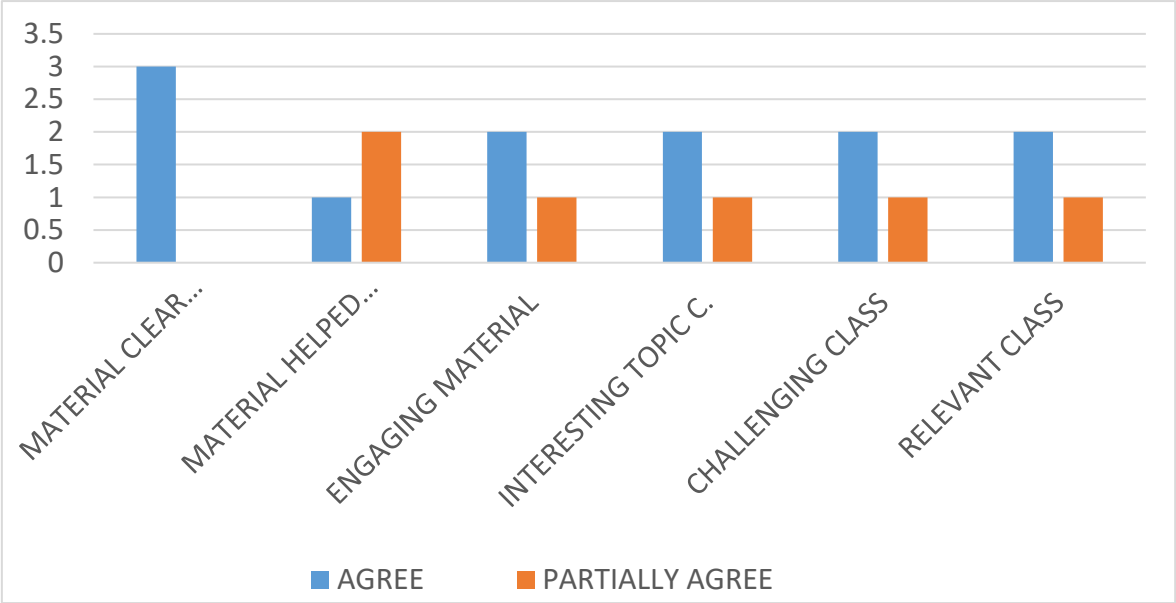



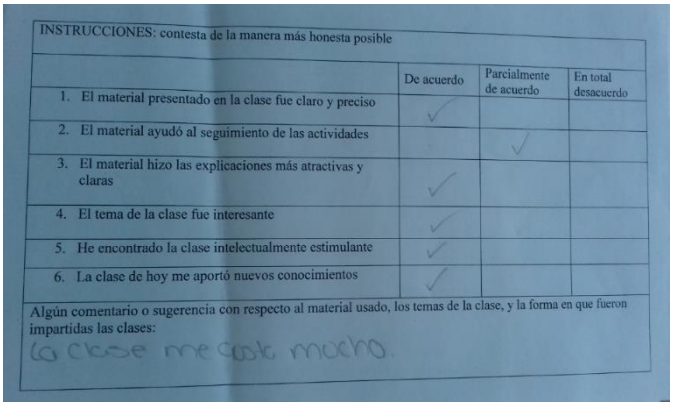

Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

Appendix AK:

"Students´ survey results and evidence over general perceptions of lesson No. 5"



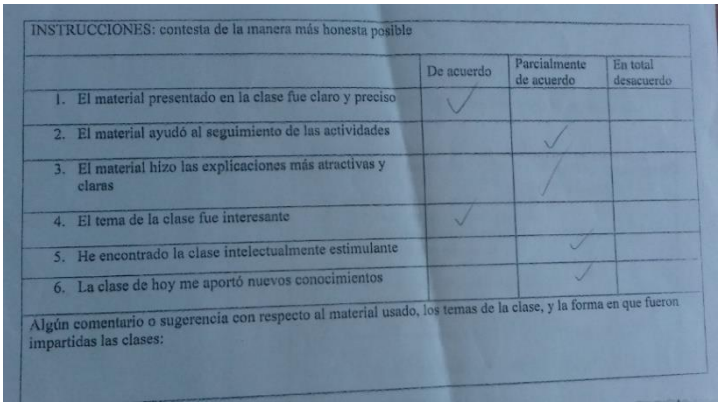

Source: created by Milka del Sol Martinez Ortiz.



INSTRUCCIONES: contesta de la manera más honesta posible

| | De acuerdo | Parcialmente de acuerdo | En total desacuerdo |
|---|---|---|---|
| 1. El material presentado en la clase fue claro y preciso | ✓ | | |
| 2. El material ayudó al seguimiento de las actividades | | ✓ | |
| 3. El material hizo las explicaciones más atractivas y claras | ✓ | | |
| 4. El tema de la clase fue interesante | ✓ | | |
| 5. He encontrado la clase intelectualmente estimulante | ✓ | | |
| 6. La clase de hoy me aportó nuevos conocimientos | ✓ | | |

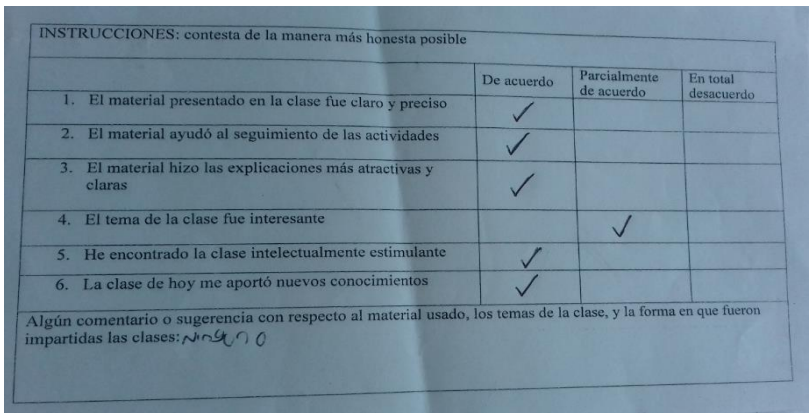
Algún comentario o sugerencia con respecto al material usado, los temas de la clase, y la forma en que fueron impartidas las clases:
La clase me gusto mucho.



INSTRUCCIONES: contesta de la manera más honesta posible

| | De acuerdo | Parcialmente de acuerdo | En total desacuerdo |
|---|---|---|---|
| 1. El material presentado en la clase fue claro y preciso | ✓ | | |
| 2. El material ayudó al seguimiento de las actividades | | ✓ | |
| 3. El material hizo las explicaciones más atractivas y claras | | ✓ | |
| 4. El tema de la clase fue interesante | ✓ | | |
| 5. He encontrado la clase intelectualmente estimulante | | ✓ | |
| 6. La clase de hoy me aportó nuevos conocimientos | | ✓ | |

Algún comentario o sugerencia con respecto al material usado, los temas de la clase, y la forma en que fueron impartidas las clases:



INSTRUCCIONES: contesta de la manera más honesta posible

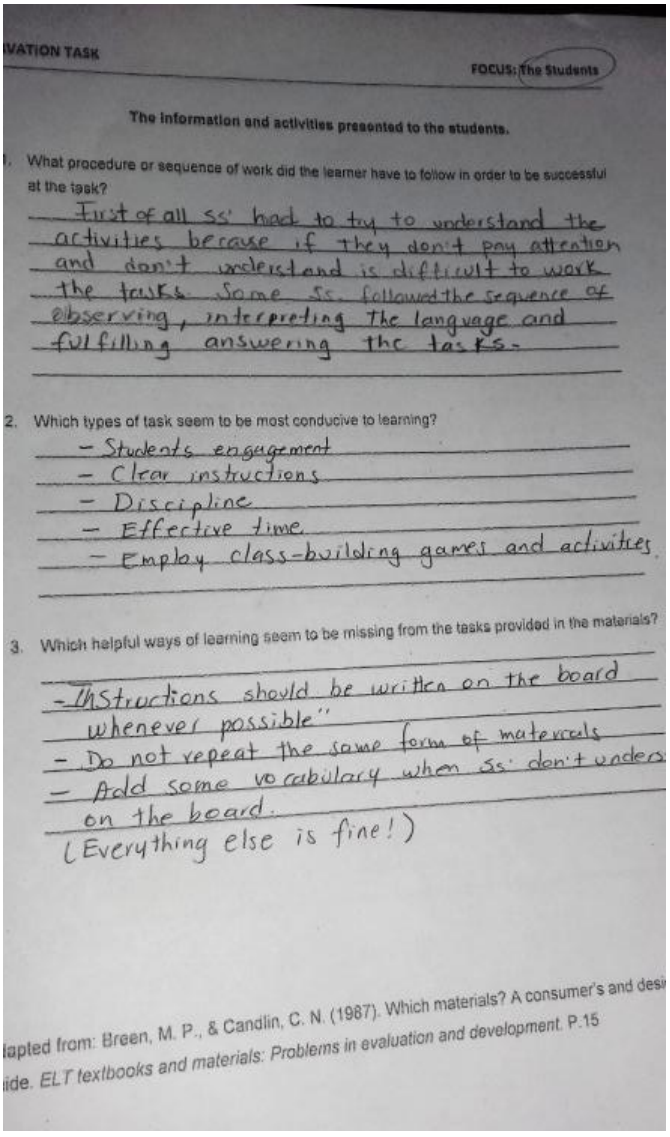
| | De acuerdo | Parcialmente de acuerdo | En total desacuerdo |
|---|---|---|---|
| 1. El material presentado en la clase fue claro y preciso | ✓ | | |
| 2. El material ayudó al seguimiento de las actividades | ✓ | | |
| 3. El material hizo las explicaciones más atractivas y claras | ✓ | | |
| 4. El tema de la clase fue interesante | | ✓ | |
| 5. He encontrado la clase intelectualmente estimulante | ✓ | | |
| 6. La clase de hoy me aportó nuevos conocimientos | ✓ | | |

Algún comentario o sugerencia con respecto al material usado, los temas de la clase, y la forma en que fueron impartidas las clases: Ninguno

Source: photos taken by Milka del Sol Martinez Ortiz

Appendix AL:

"Head teacher comments over lesson No. 5"



VATION TASK

FOCUS: The Students

**The information and activities presented to the students.**

1. What procedure or sequence of work did the learner have to follow in order to be successful at the task?

First of all ss' had to try to understand the activities because if they don't pay attention and don't understand is difficult to work the tasks. Some ss. followed the sequence of observing, interpreting the language and fulfilling answering the tasks.

2. Which types of task seem to be most conducive to learning?

- Students engagement
- Clear instructions
- Discipline
- Effective time
- Employ class-building games and activities

3. Which helpful ways of learning seem to be missing from the tasks provided in the materials?

- Instructions should be written on the board whenever possible"
- Do not repeat the same form of materials
- Add some vocabulary when ss' don't unders on the board.

(Everything else is fine!)

apted from: Breen, M. P., & Candlin, C. N. (1987). Which materials? A consumer's and desi ide. *ELT textbooks and materials: Problems in evaluation and development*. P.15

Source: photo taken by Milka del Sol Martinez Ortiz

Appendix AM:

“Lesson No. 7”

**ESL/EFL Lesson Plan**
**Lesson Number: 07** **Topic: famous people**
**Objective/Aim: By the end of the lesson, students should be able to ask questions to get information of famous people dead**
**Previous topics seen in class: simple past**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | Draw me<br>Playing by rows a student will need to go to the board to draw something the teacher is going to tell them, example: category actions: write<br>The person who has the drawing closest to what was said will be the winner | Listening | Board | s-s | Engage student´s attention. | |
| Presentation 15 minutes | Students will read a short text related to the biography of a famous person dead, then students will see how to gather information about him, using wh-questions.<br>APPENDIX 7.1 | Writing Speaking | Reading | s-s<br>t-s | Students to see how to ask questions to get information | |
| Practice 10 minutes | Students will play charades, a person will come in front of the class and the rest of the students will need to give him the clues to know who is the character.<br>APPENDIX 7.2 | Writing Speaking | Images | s-s | Students to give information in order to guess a specific character. | List: participation, register students´ work |
| Production 10 minutes | Students will be given more information about two famous people, they will need to answer questions about them by filling a chart as before done in the presentation stage<br>APPENDIX 7.3 | Writing Speaking | Images | s-s | Students to ask questions to get information. | List: participation, register students´ work |
| Wrap- Up 5 minutes | Students will answer a question about one person before seen | Writing | | t-s<br>s-s | Students to land the topic | List: register participation |

**APPENDIX 7.1**

My name is Michael Jackson. I was a famous singer, usually known as the king of pop. I had three children and I died in 2009 due to poisoning in Los Angeles, California.

Who was involved?

Did he have children?

Where did he die?

Why did he die?

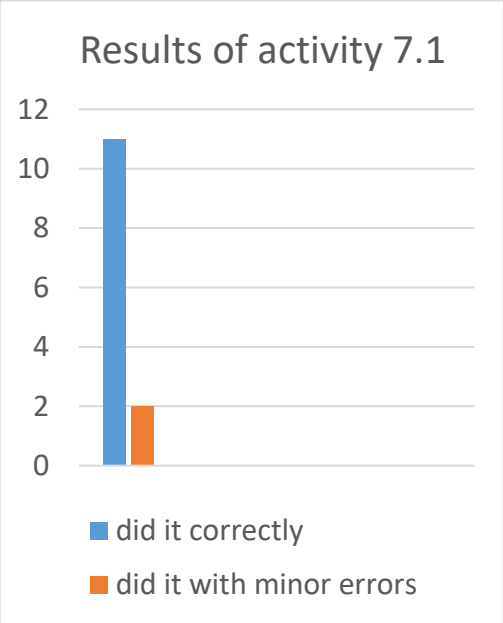
**APPENDIX 7.2**

**APPENDIX 7.3**

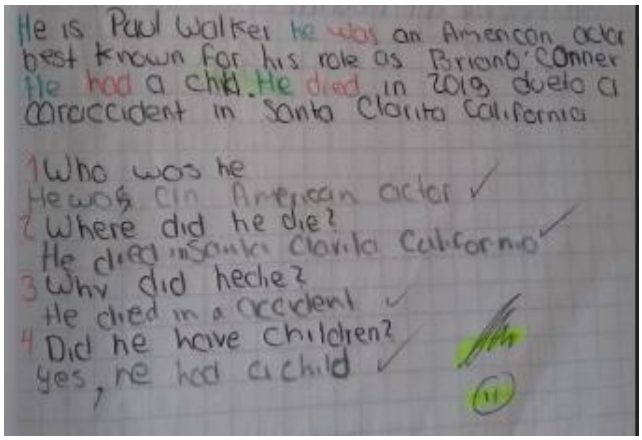
Source: created by Milka del Sol Martinez Ortiz.

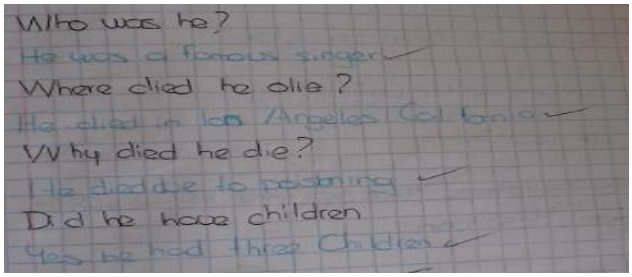
Appendix AN:

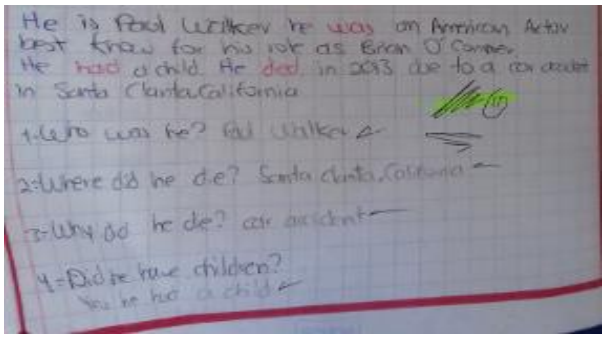
"Students´ activities results and evidence, lesson No. 7"

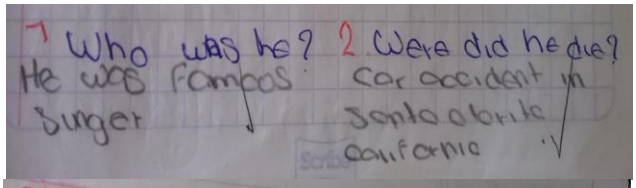


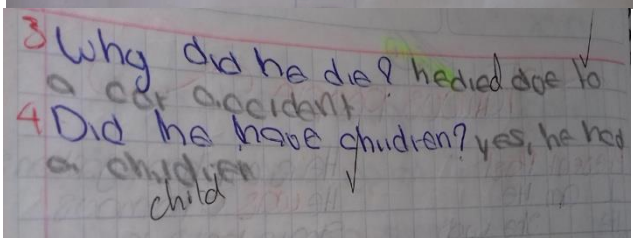

Source: created by Milka del Sol Martinez Ortiz.

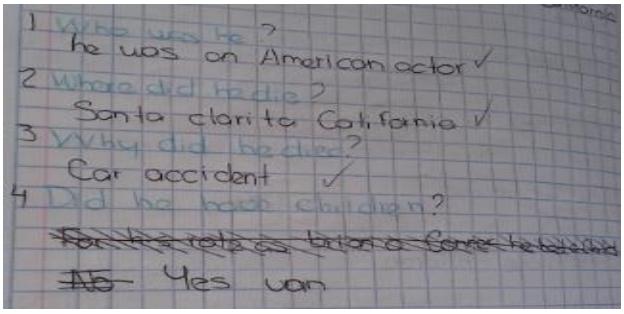


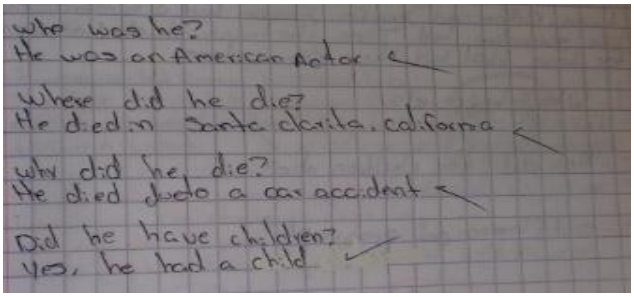



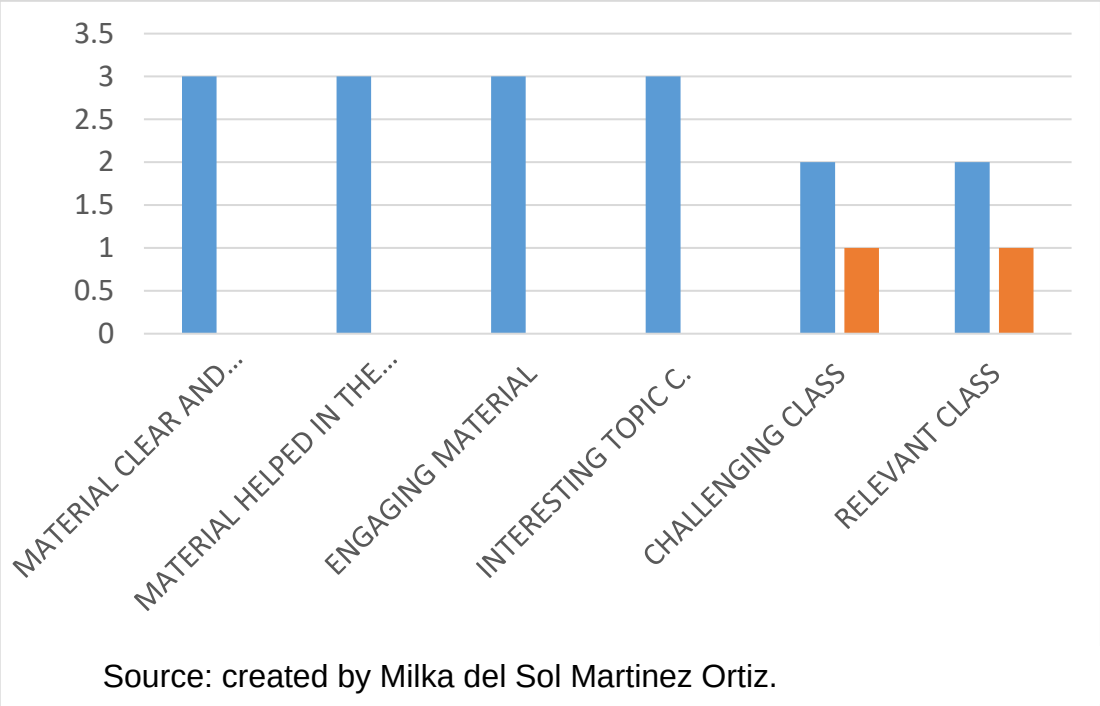



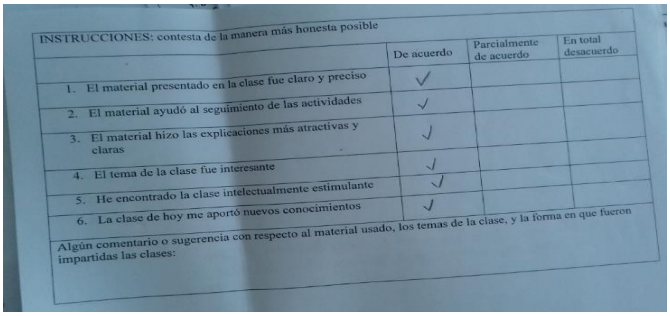

Source: photos taken by Milka del Sol Martinez Ortiz from students' notebook

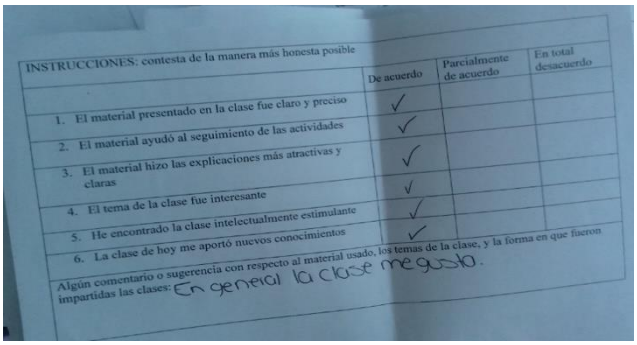
Appendix AO:

"Students´ survey results and evidence over general perceptions of lesson No. 7"

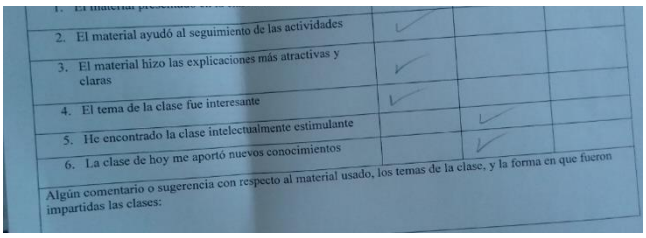



Source: created by Milka del Sol Martinez Ortiz.



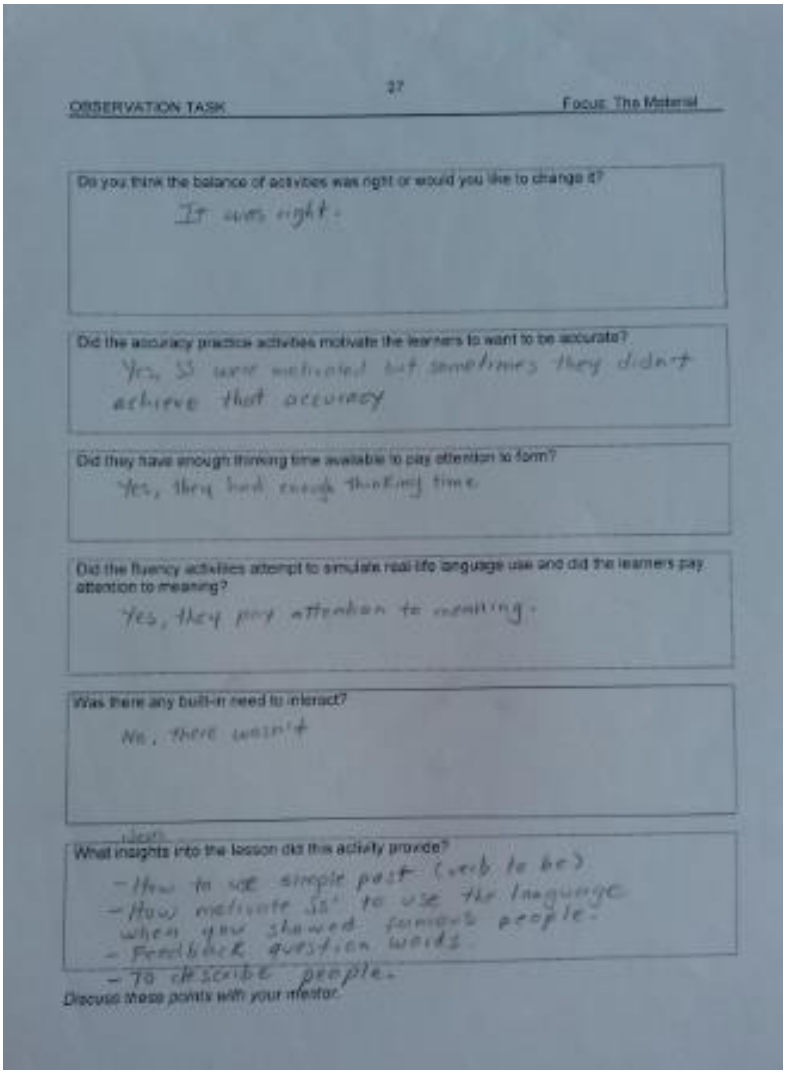




Source: photos taken by Milka del Sol Martinez Ortiz



Appendix AP:

"Head teacher comments over lesson No. 7"



27

OBSERVATION TASK — Focus: The Material

Do you think the balance of activities was right or would you like to change it?
It was right.

Did the accuracy practice activities motivate the learners to want to be accurate?
Yes, SS were motivated but sometimes they didn't achieve that accuracy

Did they have enough thinking time available to pay attention to form?
Yes, they had enough thinking time.

Did the fluency activities attempt to simulate real life language use and did the learners pay attention to meaning?
Yes, they pay attention to meaning.

Was there any built-in need to interact?
No, there wasn't

What insights into the lesson did this activity provide?
- How to use simple past (verb to be)
- How motivate SS to use the language when you showed famous people.
- Feedback question words.
- To describe people.

Discuss these points with your mentor.

Source: photos taken by Milka del Sol Martinez Ortiz

Appendix AQ:

"Lesson No. 11"

**ESL/EFL Lesson Plan**
**Lesson Number: 11** **Topic: My experience**
**Objective/Aim: By the end of the lesson, students should be able to report a heard, read or witnessed unexpected situation**
**Previous topics seen in class: indirect speech**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | "Broken phone" The first student of each row will listen to a word (verb that will be seen during the class) and will pass it to their classmates behind them. The row that get the correct word will win | Listening | Board | s-s | Engage student´s attention. | |
| Presentation 7 minutes | Students will be given the requirements in order to prepare their report: • 2 people • Choose a heard, read or witnessed situation • Make a list of vocabulary • Make a list of phrases • Make a chart with the wh questions • Answer the wh questions • Start writing the report • Write your opinion about the situation • Start writing • It must be a page, or half page with all the mentioned above APPENDIX 11.1 | Writing Speaking | | s-s t-s | Students to see the requirement to write their report | |
| Production 30 minutes | Students to report a heard, read or witnessed unexpected situation | Writing Speaking | | s-s t-s s-t | Students to report a unexpected situation | List: register students´ work |
| Wrap- Up 5 minutes | Students will be asked about all the topics seen in all the classes | | | t-s s-t | Students to land the topic | List: register participation |

**APPENDIX 11.1**

Requirements:
- 2 people
- Choose a heard, read or witnessed situation
- Make a list of vocabulary
- Make a list of phrases
- Make a chart with the wh questions
- Answer the wh questions
- Start writing the report
- Write your opinion about the situation
- Start writing
- It must be a page, or half page with all the mentioned above

Source: created by Milka del Sol Martinez Ortiz.

Appendix AR:

"Lesson No. 12"

**ESL/EFL Lesson Plan**
**Lesson Number: 12** **Topic: testimony**
**Objective/Aim: By the end of the lesson, students should be able to give a testimonial about an unexpected situation**
**Previous topics seen in class: personal experiences**

| Stage & Timing | Activity/Procedure | Skill | Material, Equipment or Aids | Interaction Patterns | Purpose | Evaluation |
|---|---|---|---|---|---|---|
| Warm-Up 5 minutes | Vocabulary game<br>Teacher will say a letter and a student per row will pass at the board and will write a word starting with that letter. The first person who does it correctly and finish first will win. | Listening | Board | s-s | Engage student´s attention. | |
| Presentation 5 minutes | Students will be informed of the criteria to evaluate their presentations:<br>• Vocabulary (verbs) 2 points<br>• Phrases 2 points<br>• Wh questions 2 points<br>• Opinion 2 points<br>• Mistakes(grammar, spelling) 2 points<br>APPENDIX 12.1 | Writing | | s-s<br>t-s | Students to see the criteria to be evaluated | |
| Production 30 minutes | Randomly some pairs will be chosen to present their testimony, not all of them will pass, just some of them.<br>Each pair will have 5 minutes to present their testimony. The rest will need to pay attention and write a statement heard during the presentation of each pair. | Writing<br>Speaking | | s-s<br>s-s | Students to give a testimonial | List: register students´ work |
| Wrap- Up 5 minutes | Students will answer a small survey regarding all the seen in classes<br>APPENDIX 12.2 | | Survey | t-s<br>s-s | Students to land the topic | |

**APPENDIX 12.1**

EVALUATION:

- Vocabulary (verbs) 2 points
- Phrases 2 points
- Wh questions 2 points
- Opinion 2 points
- Mistakes(grammar, spelling) 2 points

**APPENDIX 12.2**

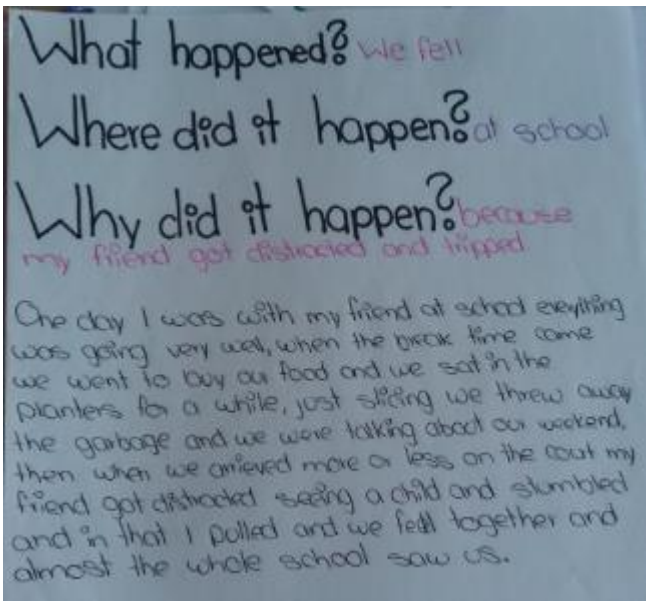
INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

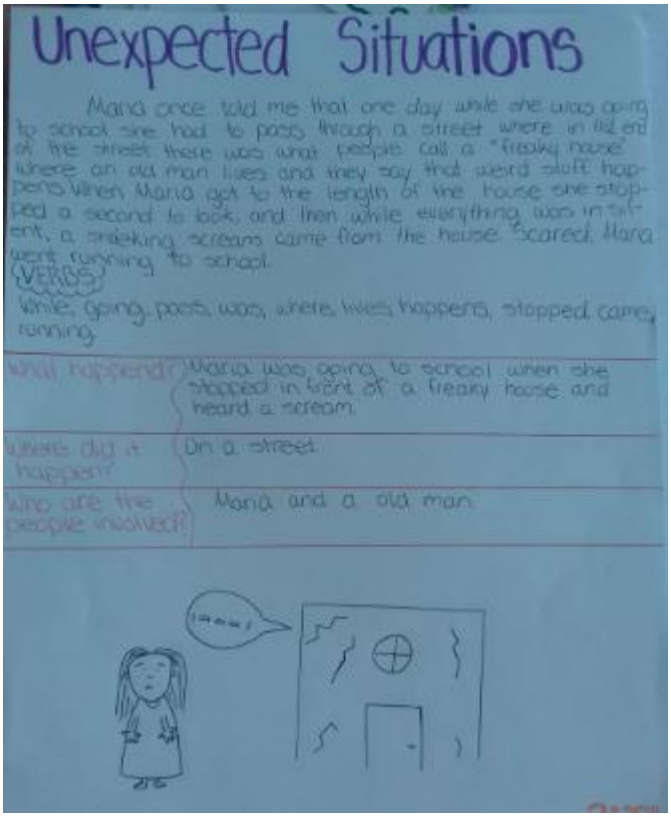
1. ¿Cuál es la clase que más recuerdas?
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro:_____
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   A) Sí ¿por qué? _____
   B) No ¿por qué?_____
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés?
6. ¿consideras que ahora sabes un poco más de inglés?
   A) sí, ahora sé un poco más
   B) no, no aprendí nada
   C) sigo igual o peor
   D) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   A)Sí
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular?

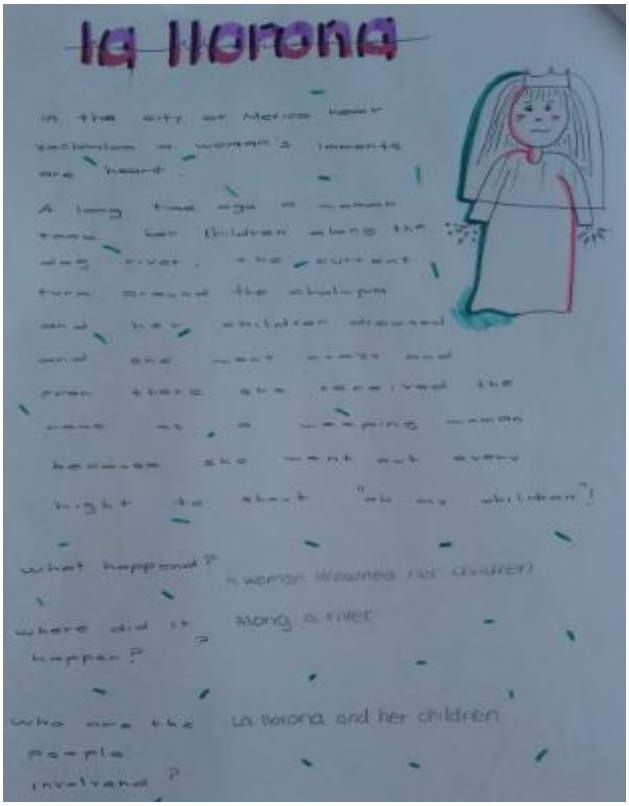
Source: created by Milka del Sol Martinez Ortiz.

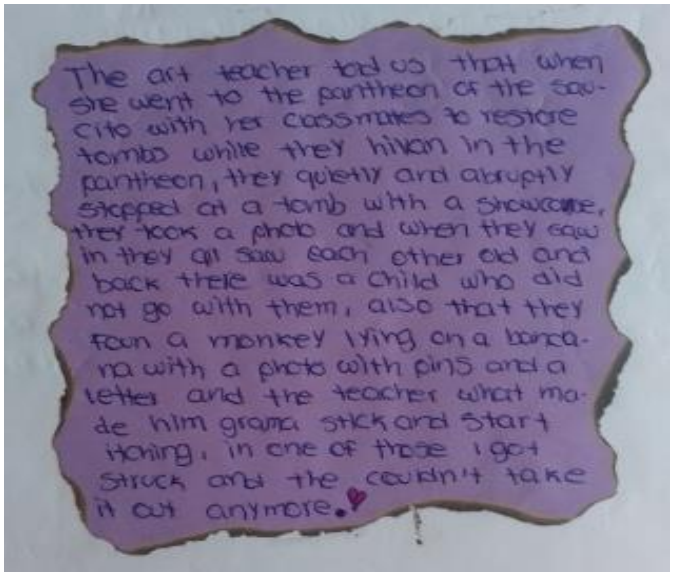
Appendix AS:

"Students´ activities results and evidence of final product, project

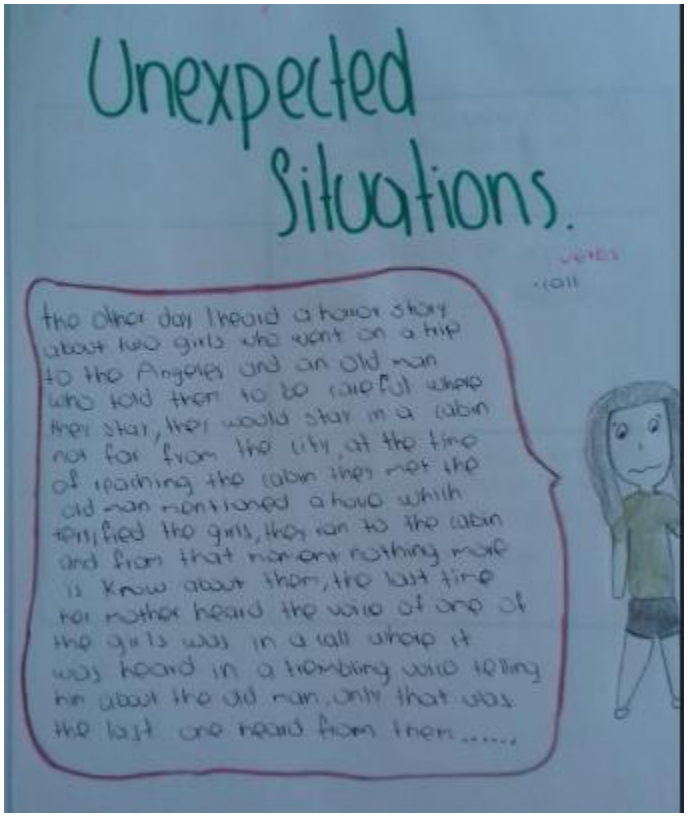


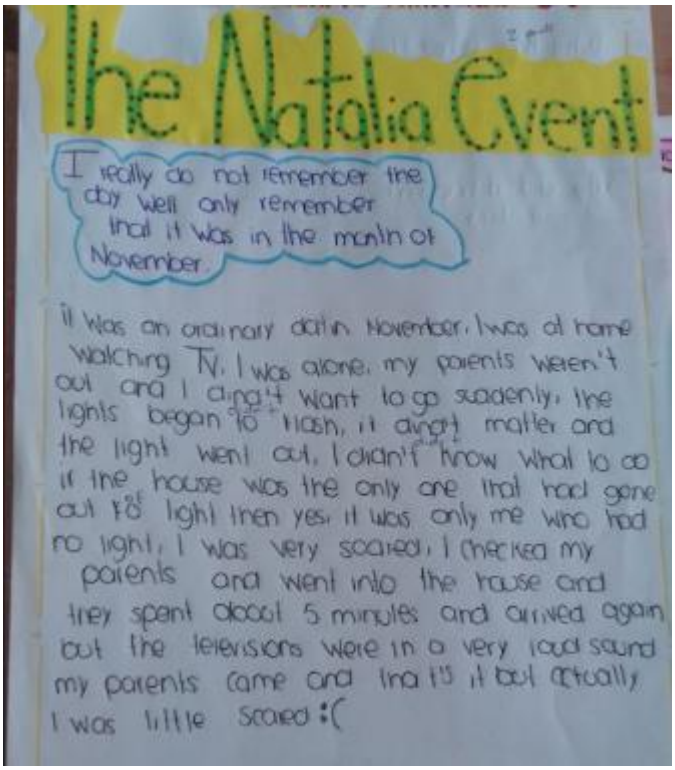



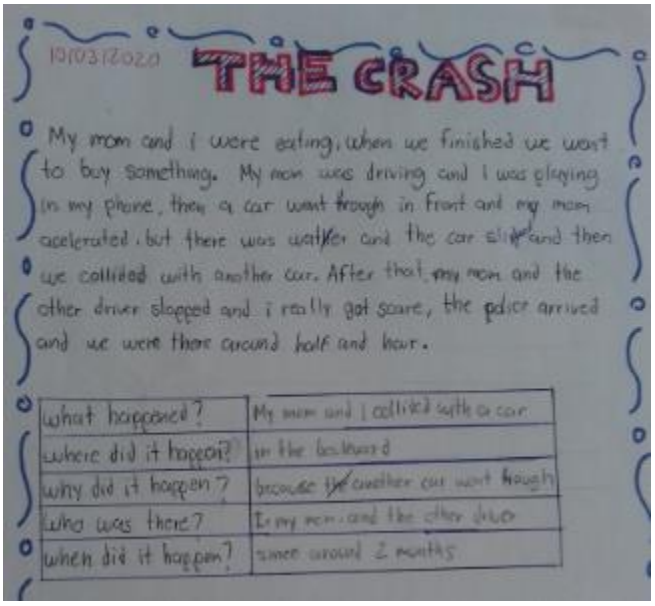



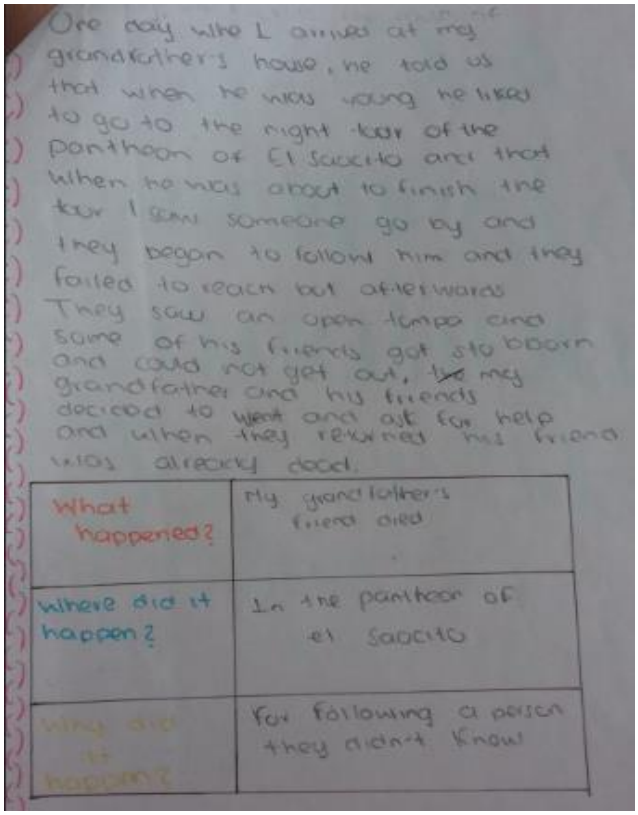




Source: photos taken by Milka del Sol Martinez Ortiz from students' project



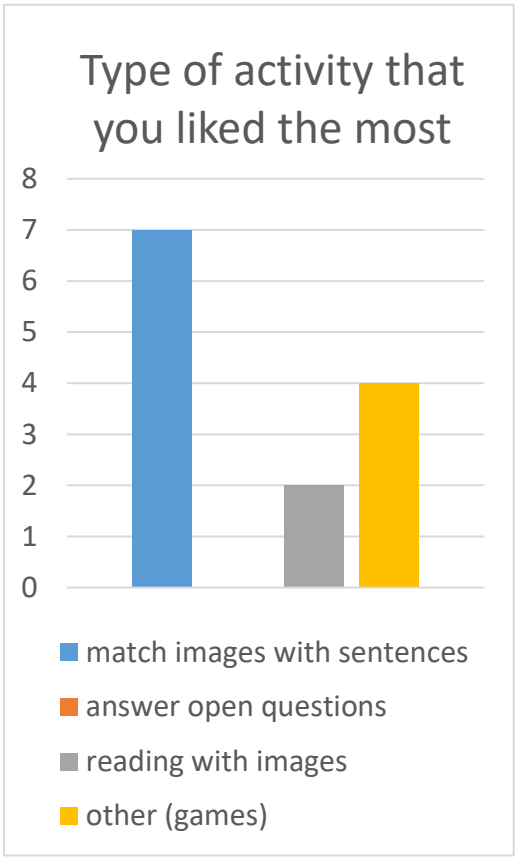



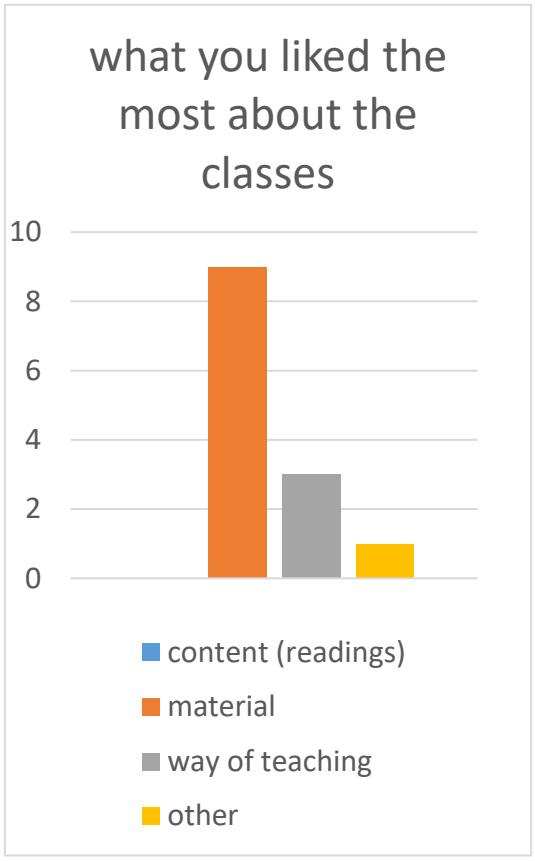



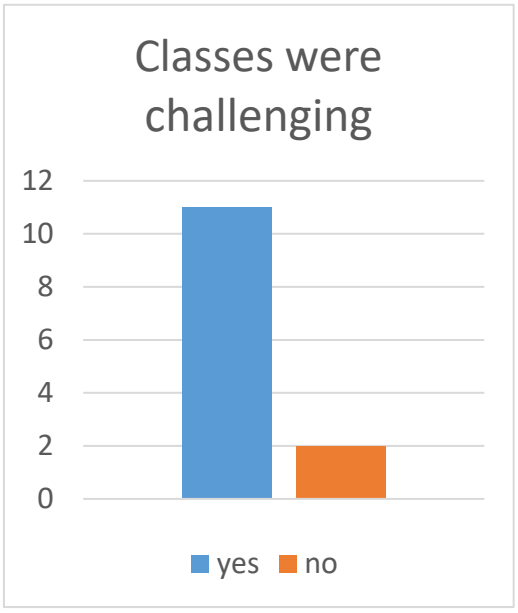

Source: photos taken by Milka del Sol Martinez Ortiz from students' project

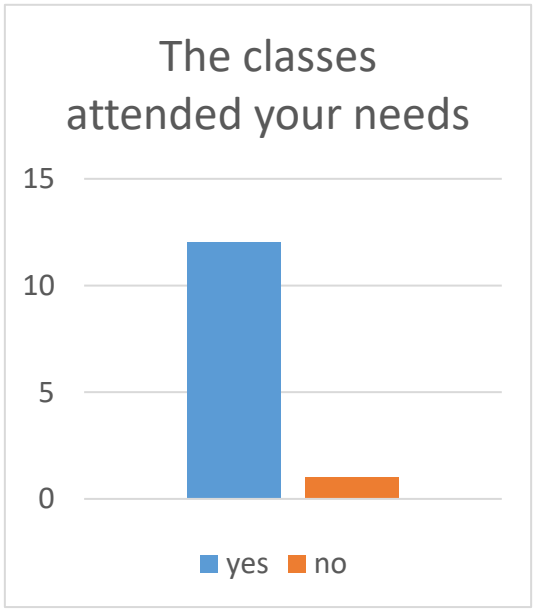
Appendix AT:

"Students´ survey results and evidence over all the classes imparted"

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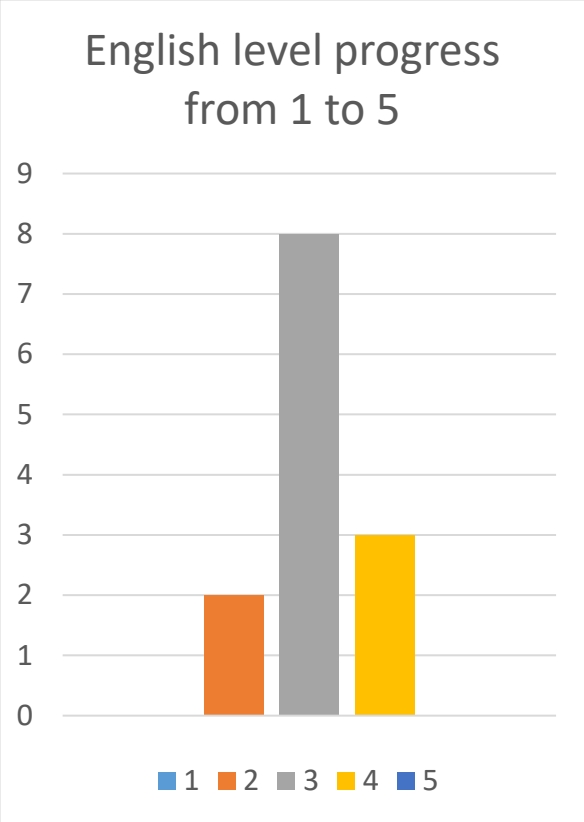
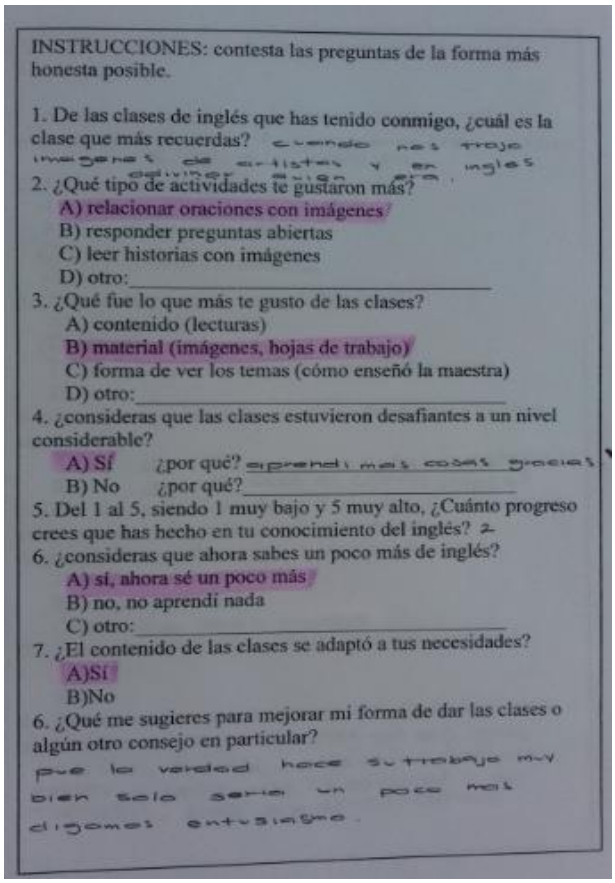
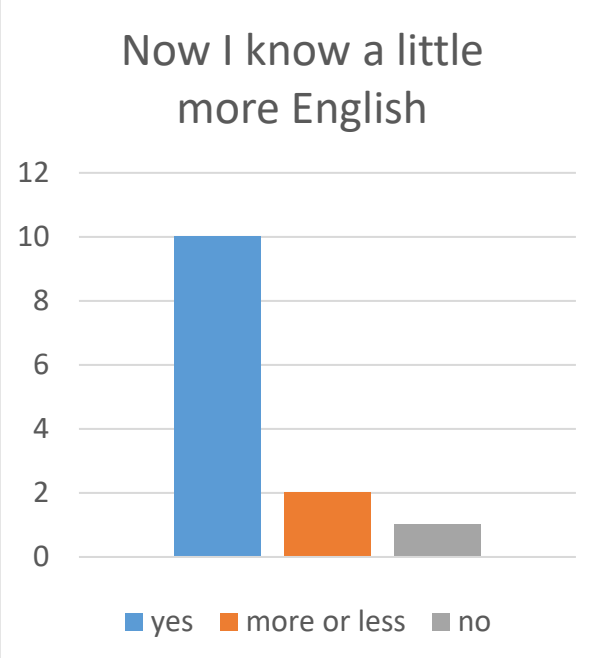
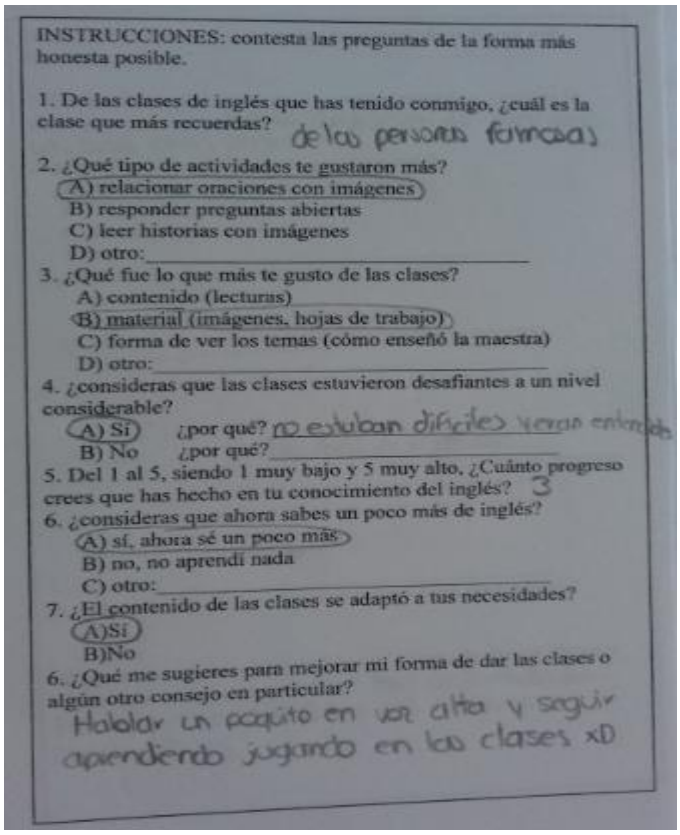


INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

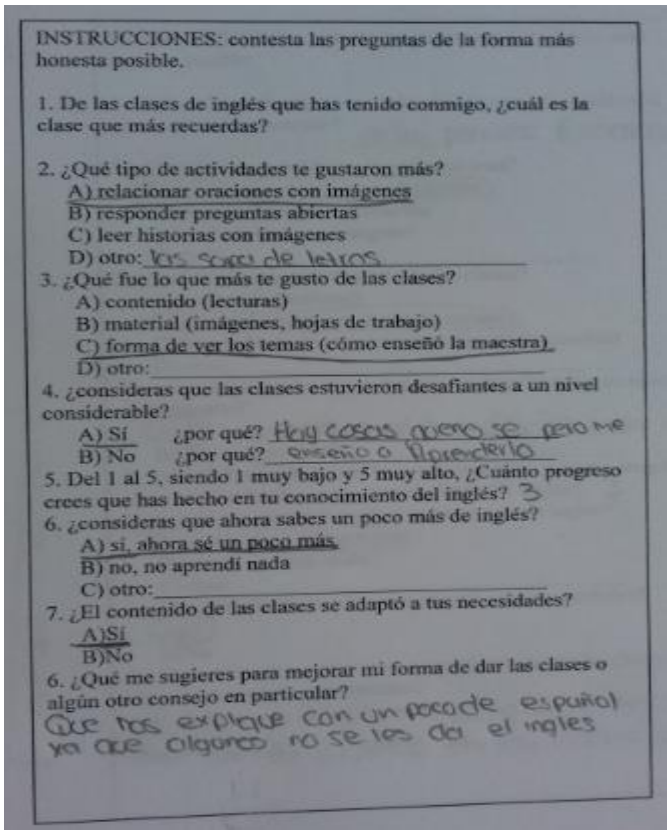
1. De las clases de inglés que has tenido conmigo, ¿cuál es la clase que más recuerdas? cuando nos trajo imagenes de artistas y en ingles dijiste algo asi.
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro:_____
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   A) Sí ¿por qué? aprendi mas cosas nuevas
   B) No ¿por qué?_____
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés? 2
6. ¿consideras que ahora sabes un poco más de inglés?
   A) sí, ahora sé un poco más
   B) no, no aprendí nada
   C) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   A)Sí
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular?
pue la verdad hace su trabajo muy bien solo seria un poco mas digamos entusiasmo.





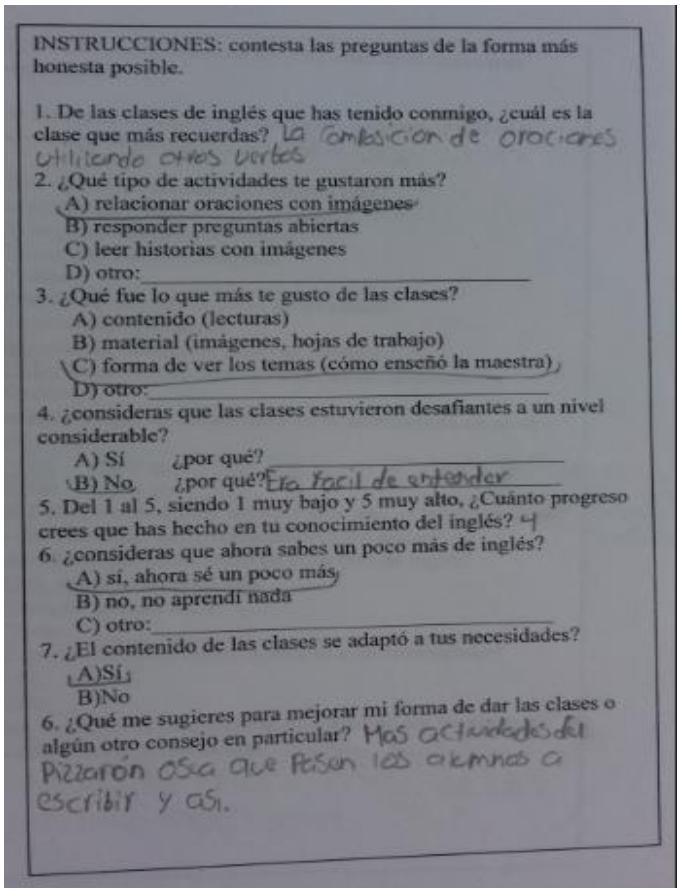
INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

1. De las clases de inglés que has tenido conmigo, ¿cuál es la clase que más recuerdas? de las personas formadas
2. ¿Qué tipo de actividades te gustaron más?
   (A) relacionar oraciones con imágenes)
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro:_____
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   (B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   (A) Si) ¿por qué? no estubaan difíciles
   B) No ¿por qué?_____
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés? 3
6. ¿consideras que ahora sabes un poco más de inglés?
   (A) sí, ahora sé un poco más)
   B) no, no aprendí nada
   C) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   (A)Sí)
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular?
   Hablar un poquito en voz alta y seguir aprendiendo jugando en las clases xD



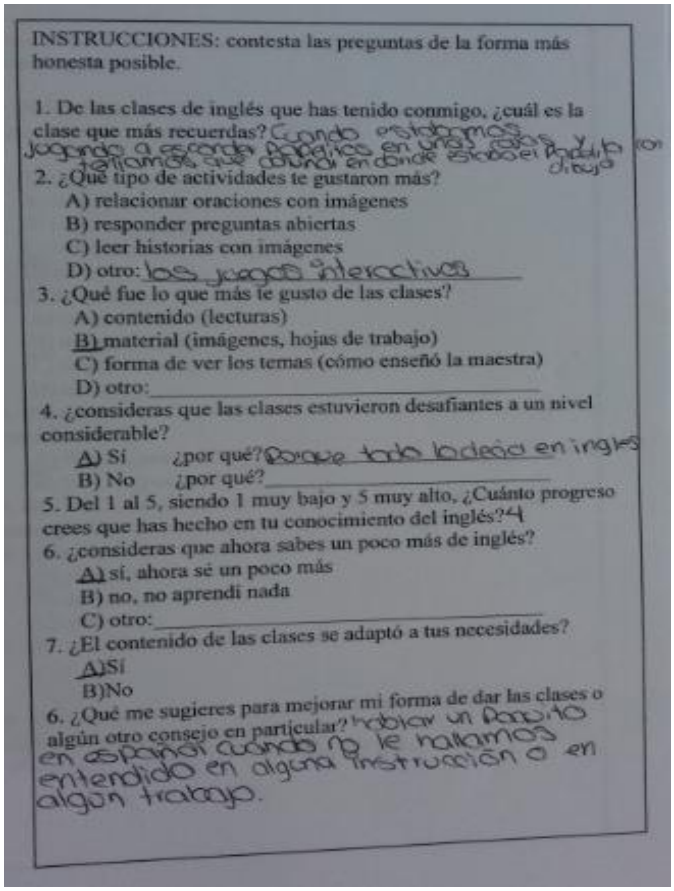
INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

1. De las clases de inglés que has tenido conmigo, ¿cuál es la clase que más recuerdas?
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro: las sopas de letras
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   A) Sí ¿por qué? Hay cosas nuevo se pero me
   B) No ¿por qué? enseño o florecido
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés? 3
6. ¿consideras que ahora sabes un poco más de inglés?
   A) sí, ahora sé un poco más
   B) no, no aprendí nada
   C) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   A)Sí
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular?
   Que nos explique con un poco de español ya que algunos no se les da el ingles



INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

1. De las clases de inglés que has tenido conmigo, ¿cuál es la clase que más recuerdas? La conclusión de oraciones utilizando otros verbos
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro:_____
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   B) material (imágenes, hojas de trabajo)
   (C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   A) Sí ¿por qué?_____
   (B) No ¿por qué? Era facil de entender
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés? 4
6. ¿consideras que ahora sabes un poco más de inglés?
   (A) sí, ahora sé un poco más)
   B) no, no aprendí nada
   C) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   (A)Sí)
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular? Mas actividades del Pizzaron osea que Pesen los alumnos a escribir y así.



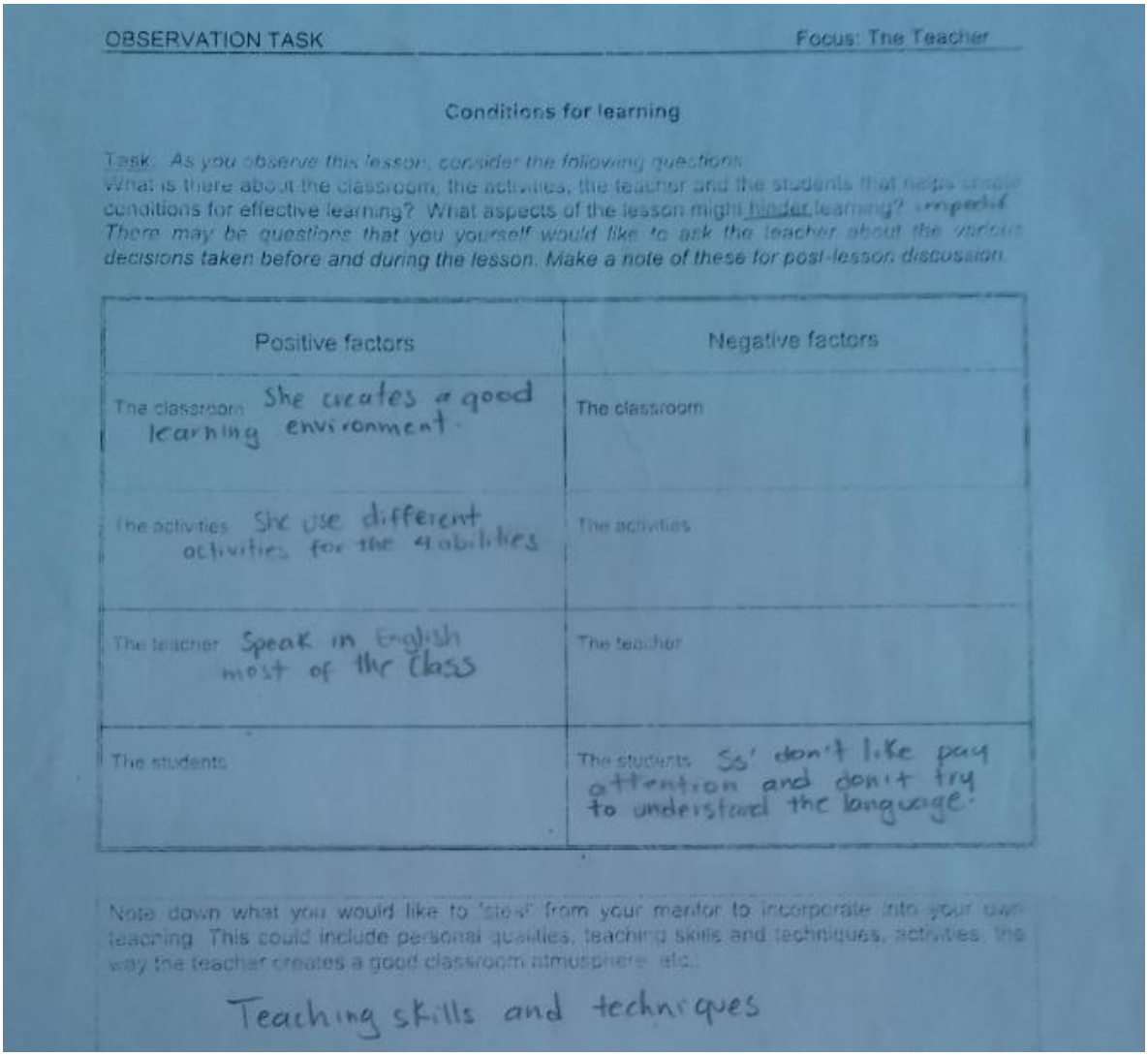
INSTRUCCIONES: contesta las preguntas de la forma más honesta posible.

1. De las clases de inglés que has tenido conmigo, ¿cuál es la clase que más recuerdas? Cuando estabamos jugando a esconder Pokémon en unas clases y tenamos que adivinar en donde estaba el Pokémon
2. ¿Qué tipo de actividades te gustaron más?
   A) relacionar oraciones con imágenes
   B) responder preguntas abiertas
   C) leer historias con imágenes
   D) otro: los juegos interactivos
3. ¿Qué fue lo que más te gusto de las clases?
   A) contenido (lecturas)
   (B) material (imágenes, hojas de trabajo)
   C) forma de ver los temas (cómo enseñó la maestra)
   D) otro:_____
4. ¿consideras que las clases estuvieron desafiantes a un nivel considerable?
   (A) Sí ¿por qué? Porque todo lo decía en inglés
   B) No ¿por qué?_____
5. Del 1 al 5, siendo 1 muy bajo y 5 muy alto, ¿Cuánto progreso crees que has hecho en tu conocimiento del inglés? 4
6. ¿consideras que ahora sabes un poco más de inglés?
   (A) sí, ahora sé un poco más
   B) no, no aprendí nada
   C) otro:_____
7. ¿El contenido de las clases se adaptó a tus necesidades?
   (A)Sí
   B)No
6. ¿Qué me sugieres para mejorar mi forma de dar las clases o algún otro consejo en particular? Hablar un poquito en español cuando no le hallamos entendido en alguna instrucción o en algún trabajo.

Source: photos taken by Milka del Sol Martinez Ortiz

Appendix AU:

"Head teacher comments over the lessons"



OBSERVATION TASK — Focus: The Teacher

Conditions for learning

Task: *As you observe this lesson, consider the following questions:*
What is there about the classroom, the activities, the teacher and the students that helps create conditions for effective learning? What aspects of the lesson might hinder learning? *impede*
*There may be questions that you yourself would like to ask the teacher about the various decisions taken before and during the lesson. Make a note of these for post-lesson discussion.*

| Positive factors | Negative factors |
|---|---|
| The classroom: She creates a good learning environment. | The classroom |
| The activities: She use different activities for the 4 abilities | The activities |
| The teacher: Speak in English most of the class | The teacher |
| The students | The students: Ss' don't like pay attention and don't try to understand the language. |

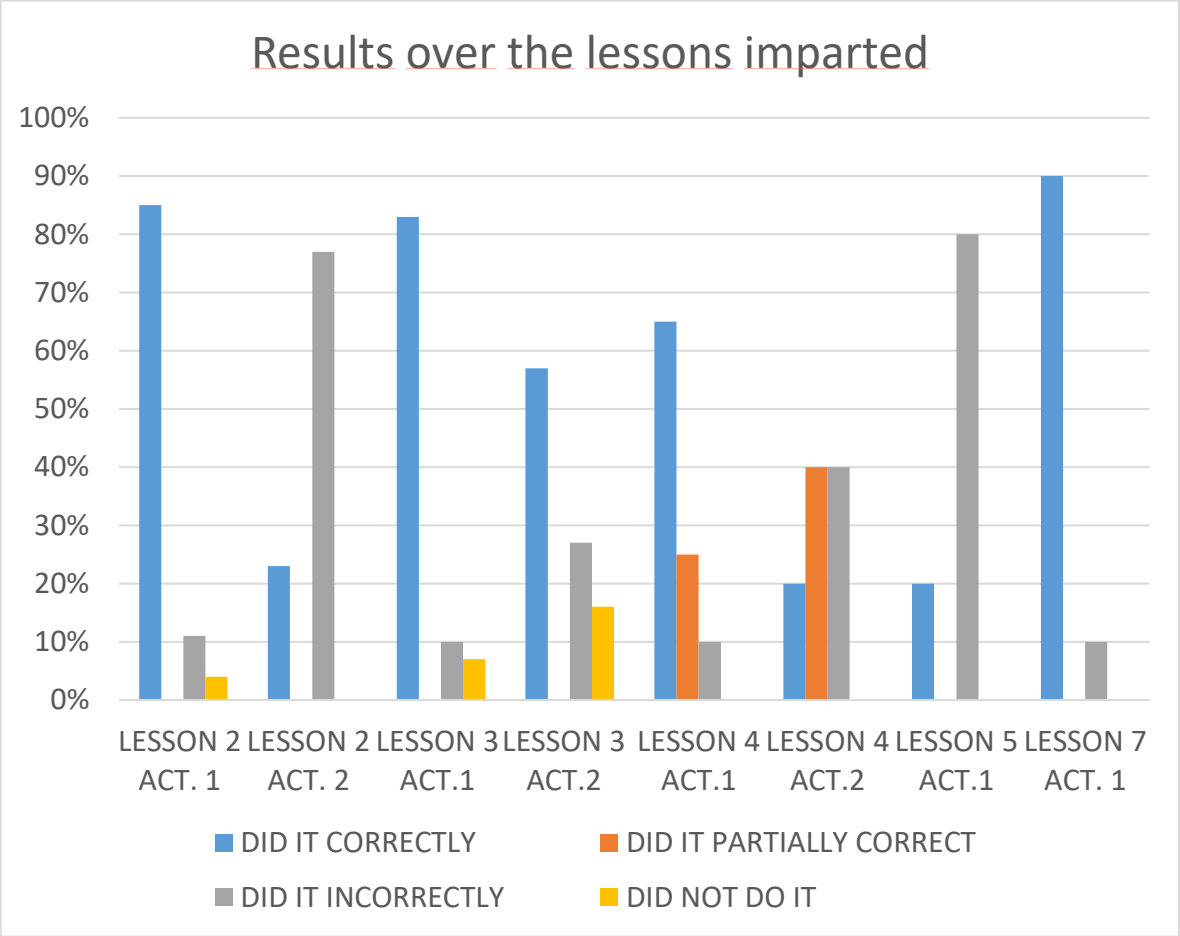
Note down what you would like to 'steal' from your mentor to incorporate into your own teaching. This could include personal qualities, teaching skills and techniques, activities, the way the teacher creates a good classroom atmosphere, etc.:

Teaching skills and techniques

Source: photo taken by Milka del Sol Martinez Ortiz

Appendix AV:

“Analysis of the development and improvement of all the activities done in classes”




Source: created by Milka del Sol Martinez Ortiz.