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

TITULO: Incorporating Stimulus Material in an EFL Multi-sensory 2nd Grade Class of Middle school

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**2014**                                                                                  **2018**

**"INCORPORATING STIMULUS MATERIAL IN AN EFL MULTI-SENSORY**

**2nd GRADE CLASS OF MIDDLE SCHOOL"**

**ENSAYO PEDAGÓGICO**

**QUE PARA PRESENTAR EL TÍTULO DE LICENCIADO EN EDUCACIÓN**

**SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS**

**PRESENTA:**

**AMEYALLI TENORIO ELÍAS**

**SAN LUIS POTOSÍ, S.L.P.**                                          **JULIO DE 2018**

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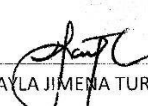
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# DEDICATORIA

El presente ensayo está dedicado a mis padres, Juan y Melka, por quienes tuve la oportunidad de recibir una educación completa y me impulsaron a ir más allá del conocimiento que se me ofrecía; mis hermanos, Bella e Ishim, y mi abuela Bellanira, pues ellos me brindaron las fuerzas necesarias para afrontar los obstáculos que se me pudieron presentar en estos últimos años. A mis tíos David, Ivette, Rocío y Leticia, quienes me tendieron desinteresadamente una mano cuando lo necesitaba y estuvieron al pendiente de mi progreso en la carrera.

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# INTRODUCTION

# I. INTRODUCTION

The following document was elaborated in order to conclude with my studies in the English major at the "Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí". It was created during my last year in the major through recurrent periods of practice in the middle school "Dionisio Zavala Almendárez", by putting into training the knowledge gathered in the former years of the career.

This pedagogical essay contains the results of my investigation concerning multi-sensory material and learners' sensorial needs. The topic is "*incorporating stimulus material in an EFL multi-sensory 2nd grade class of middle school*", and it was applied in one group of study, specifically, 2° "F".

My personal reasons for selecting this topic were that, during the first observation weeks at the school, I noticed discomfort from the students towards the way they were receiving information in English class, since the main resources seemed to be the board and their workbook. I also wanted to be able to improve my teaching skills by using of different types of materials.

In addition, I strategically used all data collected during the diagnosis stage to support the elaboration of lesson plans, material and further activities in the school year. Besides, after three years of observing and practicing in different secondary schools, I developed of interest towards incorporating the Visual, Auditory & Kinesthetic (VAK) system in schools by means of a teaching tool for English as a Foreign Language learners.

The purpose of this investigation was: **to assess my own teaching ability by including the students' sensorial needs with different types of material, thus enhancing their comprehension concerning the English language.**

Another objective was to discriminate between functional and non-functional tools through analysis and reflection on the data obtained in order to incorporate them in my future teacher performance. Thus, the data obtained suffered analysis as I reflected on the results.

Considering that the emphasis of study was the incorporation of visual, auditory and kinesthetic materials in the teaching practice, the attention would primarily rely on students' sensorial modalities, because these reflected their preference for the input that would be offered in the lessons.

Nevertheless, before having applied material and revised the data, a serie of research activities had to be established in order to organize the research. Starting in June 2017 and finishing in May of 2018, these activities began with creating surveys and applying diagnostic exams to learners. After that, I selected 2° "F" as my group of study and applied a questionnaire with personal information so that I could elaborate the class profile.

Then, I started writing the first aspects that involved the context this research, which includes the nucleus and topic line, purpose of the study, geographical information and social characteristics, what is known about the topic and questions to be answered.

Throughout September and until March of the following year, I used visual, auditory and kinesthetic material in the lessons and collected the results from data of the applied instruments. In December, I started developing the initial results using the information gathered, included in the development of the topic of study.

The analysis of results concluded in May of 2018, after having examined everything that I was able to assemble throughout the periods of practice. Yet, the editing process of the research was prolonged so that the analysis, once linked to the theoretical information presented, responded to the purpose of study.

The constraints during the elaboration of this study were: internal (obstacles presented from my own practice) and external (related to situations out of my control as a teacher). These are explored in question number three of the essay, being an

important part of my development while working with this topic. The internal hindrances found were mostly about my lack of experience as a teacher of the English language, while the external focused on the circumstances that changed the way my lesson plans were developed.

My expectation for this research was that the conclusions could be useful for my future teaching practice. Furthermore, it might lead other investigators in education to expand the research in groups within other contexts and situations to enrich what has been examined here. The ideas towards using sensorial modalities as learning preferences are questioned in benefit of teachers and students of the subject in middle school.

# CHAPTER I

# "INCORPORATING STIMULUS MATERIAL IN AN EFL MULTI-SENSORY 2° CLASS OF MIDDLE SCHOOL"

## II. TOPIC OF STUDY

### 2.1 Nucleus and topic line

During the first two observation weeks at the school "Dionisio Zavala Almendárez", following the calendar established for practice periods (Appendix A), certain characteristics about the students' performance in their classroom were identified, specifically, their reactions during the first stages of the class, presentation and practice. It became noticeable that students wanted to be exposed to more types of material, not only verbally but also implicitly through their facial and body expressions towards the input in the subject. Taking this into account, the educative problem detected was that students were not receiving enough variety of materials that engaged and fostered interest in learning the information presented.

According to the *Study Plan 2011* (SEP), the educative team of a school should not use the book as their only resource, but to employ several other materials as well in order to be closer to the goal of permanent learning (2011). In consequence, this pedagogical research needed a cognitive point of view in which the students were seen as individuals with learning needs that differ one from the other. With these means, the strategies implemented during the practice periods could be analyzed in depth and be to offer materials that helped me improve the way content was presented to students.

For these reasons, the nucleus of study was "the didactic competence in teaching the specialty" (SEP, 2002). The research offers a self-analysis of the teaching practice; as a result, the topic line selected was the "Analysis of the Teaching Practice".

### 2.2 Purpose of the study

Students never learn the same way others do. It is said that, "Every student you teach is an interesting and complex individual. […] The more you understand about

the different needs that your students have, the more confident you will feel about working with them in the most effective way" (Cowley, 2010, p. 121). Our learning processes are different from each other, and by thinking that our students have the same cognitive abilities, we tend to ignore their individual needs.

Therefore, teachers should try to provide students with different strategies that are adapted to their cognitive abilities and with this, to consider their educative needs. Using a wider range of material does not only imply the teacher's effort; it also involves the students' effort by paying attention to the material in use and understanding the information needed for the topic of the class.

The material and students' performance will always go hand in hand. The SEP (2011), mentions that besides the collections of materials found in the school and/or classroom's library, there have to be materials such as audiovisuals, multimedia and others that could generate variated and richer experiences for the pupils. (p. 30).

Nevertheless, if theory is not experienced in real situations prior to a professional practice, teachers might not have a clear idea of the results that they will obtain after doing certain activities in real time. This is why the SEP (2000) establishes six graduating profile characteristics for English language teachers, from which I focused on two because they going to be reinforced in my practice during this research:

- The understanding of the process that imply learning a second language for the adolescents and of the factors that favor or hinder it. The study of these processes will contribute to the future teachers so that they become more sensible to the students reactions in the class and identify the forms of work that best promote the achievement of the educative goals.

- The didactic competence to select, design and apply strategies and teaching resources that contribute to the development of the students' communicative abilities, as well as to organize the group work and attend difficulties or specific necessities that some students manifest in the second language learning process (pp. 9-11).

Thereby, starting from the premise that students have different learning needs, the purpose of this research was **to assess my own teaching ability by including the students' sensorial needs with different types of material, thus enhancing their comprehension concerning the English language.**

As the pre-service teacher, I focused on the application of previously selected materials and registration of the students' performance and opinions during the class. The information obtained from the practice periods was examined, and hopefully, the results and reflections will contribute positively in my future teaching practice.

Finally, this study was an *action research*. According to Scrivener () "It is a teacher's personal study of his/her own teaching or of the students' learning […] anything you do in your work that is actively seeking to help you learn and progress is a kind of action research" (p. 379). In an *action research*, the teacher should choose an area, do reading and research, decide the focus and the assessment of results, do the experiment and analyze/reflect on the results, which is the same process I followed in this pedagogical research.

## 2.3 Description of the case being studied

Considering that the main emphasis of the research is the incorporation of different materials in the teaching practice, the attention was primarily relied on the students' sensorial modalities, since they are the receptors of the varied input received. The followings are aspects that covered the case that was studied in this research.

### 2.3.1 General characteristics of the group of study

The group of study selected was 2° "F", and it had a total of 30 students, 13 boys and 17 girls, between the ages of 12 to 14 years of age at the beginning of the school year. Gradually, it became a 28 students' group. It was chosen out of 4 groups of practice mainly due to their participation during the classes and their disposition to work with different material. It was also taken in count the number of students; the

other three groups had more students and some behavior issues that could have interfered with the use of the teacher's material during the class.

It is suggested that, "the number of subjects in your investigation will necessarily depend on the amount of time you have. If you are working on a 100-hour project, you will not be able to include all mature students in the country" (Bell, 2005. p. 145). Nevertheless, this is not a big scale research, and the time required for the students to answer the criteria will usually be less than 2 minutes.

In order to analyze the results of using stimulus material in class, students and teachers answered a survey for each material (survey in Appendix B). This had the purpose to know students' personal opinions about materials, their feelings during the lesson and the teacher's performance.

After the application of the diagnostic exam in august the 23rd and 24th (Appendix C), the results showed an average for each of the three skills tested, which were for reading, A1-; writing, True Beginner; and for listening, A1-. This indicated that they had a better performance in the receptive skills than in writing (Appendix D).

As for the personal information questionnaire (Appendix E) applied at august 22nd, in learning strategies, most of the students selected more than three options from the chart suggesting that mostly any strategy could work with them to learn better, (Appendix F). Others also revealed to prefer metacognitive and social strategies; Richards' & Lockhart (1994) said that those students prefer to have autonomy over their own learning processes and to cooperate with others.

Regarding their learning styles, they showed varied responses as well with more than 2 out of 4 styles selected in the chart. Once again, this indicated that their learning style did not rely on one dimension, but they had more opportunities in learning.

The second highest learning style turned out to be communicative, and it allowed me to make a connection with their learning strategies since they like social activities and to be able to take decisions. Richards & Lockhart (1994) explained, "learners with a communicative learning style prefer a social approach to learning. They need

personal feedback and interaction, and learn as well from discussion and group activities" (p. 60). The group's English teacher was also the students' Tutor; this represented a huge advantage for me as a pre-service teacher due to the closer interaction that could be achieved not only to have a successful communication with the head teacher, but within the group as well.

The tutor applied a test known as Visual, Auditory and Kinesthetic (VAK), which, according to Chislett (2005), most of people can be placed in one of the 3 styles suggested. In this group, having in count that there were 30 students, the results of the test were as it follows; visual, 56.7%, auditory, 16.7%, kinaesthetic 23.3% and one person represented the 3.3% who got visual and auditory at the same time, (Appendix G). It is stated that "people commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles" (Chislett, 2005, p.5).

Students were talkative; they liked to participate even if they did not know the correct answer or if they were doubtful. They also liked the teacher to help and correct them whenever they were wrong. English was not their favorite subject as presented in question number 1, *Activities and Personal Interests* (included in Appendix H), but all of them expressed that they liked the language.

In question number 7, 34.5% of students listened to music in English all the time, while 44.8% said not so much. Besides, they mentioned that they do have family, friends, neighbors or acquaintances who speak English, as presented in question number 4.

A 62% of the group stated that they first begun with English at elementary school, and the rest did it at preschool and junior high school, included in question number 5. Only 6 people had taken private classes, as answered in question number 6, one of them having 6 years of experience with English courses, representing a small portion of the group that could have required activities of higher level. All of this was

beneficial considering the contact with the language (even if it was not happening in an authentic environment).

Finally, 65.5% of the students agreed that they did not know if they were good at learning languages, but they liked them and tried to make an effort in order to learn more, as stated in question number 12.

The schedule of this group was the following: Tuesdays from 9:10am to 10:00am; Wednesdays, from 9:10am to 10:00am; and Thursdays from 11:10am to 12:00 am, this last session happened right after the break. On Wednesdays, students needed to take 5 minutes of the class to read a book in Spanish; this in relation to a project the subject had for every group in the school.

That represented an obstacle in means of the time available for the class, since the Tutor also had to make a brief log of the activity they were doing. On Thursdays, one constraint of the schedule was that students were coming back from their break, so they usually took around 5 minutes to get into the classroom and stop eating. Some rules were established for this class in particular: they were not allowed to eat during the class and as soon as we were inside the room and the teacher called roll without warnings so that they were paying attention from the start.

### 2.4 School's geographical information

### 2.4.1 School's location

The school was located at Fernando De Magallanes street No. 239, Industrial Aviación 2° section, in San Luis Potosí, San Luis Potosí, with Postal Code 78140 (Appendix I). This school has two shifts: in the morning from 7:30am to 13:40pm, and at the afternoon from 14:00pm to 20:10pm (INEGI, 2013). It is sited in an inhabited zone and it is near to a busy street, which is Pedro Moreno.

### 2.4.2 Spaces near the school

Within a 400 meters radius of the school, there could be found 13 stationery stores where students had access to places an get school supplies if needed. There were 4 computer access services (cybers) where they have the opportunity to rent

a computer in order to complete their homework in case it required it. In that area, I found 2 doctors' offices and 1 medical dispensary. There were no libraries, parks or hospitals in that radius (INEGI, 2013).

### 2.4.3 School's characteristics and physical structure

According to INEGI's *Schools, Teachers and Students' census of Basic and Special Education 2013*, the school is located in an area of low social lag, which means that they count with most or all of the basic services such as electricity, telephone line, internet, and water. I have to remark that at least inside the institution, they constantly had difficulties with water supply and sometimes it was entirely unavailable for days. The school had 18 classrooms, 2 laboratories, 6 workshop rooms, 1 library, 1 room for social work, 2 sports areas, 1 civic court and a cafeteria (2013). Students not only used the workshop rooms to attend to their special scholar activities, they had to use regular classrooms as well since the space given was not enough for everyone. There was no computer room, but teachers would use workshop rooms if they needed to have access to computers and/or internet connection.

### 2.5 School's historical information

The secondary "Dionisio Zavala Almendárez" was founded in 1972, under the name of "Escuela Secundaria General No. 2", but its location was on a different place from now, at the Ipiña's portals in the city's downtown. Its first principal was professor J. Jesús Mayorga Campos, as the semblance of the school in Appendix I shows us. Dionisio Zavala Almendárez, the Mexican historical character where the name of this school was taken from, was a deputy of the constituent party born in Real de Catorce, San Luis Potosí, in 1882, and he fought for the rights of state's workers for most of his adult life (Appendix J).

### 2.6 Relevant social characteristics of the school

The institution had a total of 572 students enrolled in the morning shift with an estimated of 32 students in each classroom (Appendix K). This accommodation was

beneficial for both, students and teachers, due to the amount of space available in the rooms to walk freely between rows or to move benches.

It also had a parents' association; they got at their charge the collection of fees that the school asks yearly and voluntarily to the parents. There was a students' association selected by considering the students' votes; they communicated the pupils' opinions to authorities in school, and gave important messages to their classmates when needed.

This school provided monetary support for students in extreme poverty. That support worked as a scholarship and covered their material throughout the year. Still, teachers needed to ask for those supplies to students prior to the due date in order to have the time and resources ready.

The questionnaire helped me to notice those students that might had obstacles with homework; 4 students did not have a computer or a laptop, and 3 did not count with internet connection (Appendix L).

This meant that the time they had available to do their homework was essential to organize their activities throughout the day and be able to rent a computer.

**2.7 What is known about the topic**

**2.7.1 Multi-sensory approach and its connection with learning modalities**

The term *multi-sensory*, refers to "any learning activity that combines two or more sensory strategies to take in or express information" (Obaid, 2013, p. 75). In this methodology, the most important factor is the stimulation of more than one sense in the learning process in order to facilitate the knowledge acquisition. "Multi-sensory learning allows the learner to use his/her own approach to the learning task by utilizing strong areas, at the same time exercising faulty ones" (Teitelbaum, 1997, p.64). As stated by the Department for Education and Skills (2004), this is an approach with auditory, visual and kinaesthetic components reinforcing each other.

In accordance with Reyes, Céspedes & Molina (2017), the learning styles like visual, auditory and kinesthetic take an important part in the assimilation of new

topics that pass through each one of these channels and are saved in the brain. Barbe & Swassing (cited in Childress, 2003) explain that *Learning Modality* is any sensory channel where a person receives and preserves information; it implies not only the senses, but the perception and memory, and those three modalities are visual, auditory and kinesthetic. Therefore, the Multi-sensory approach is linked to the model that Barbe & Swassing first offered.

According to Barbe & Milone (1981), the channels that process the information more efficiently in a person are named *modality strengths*. It can take place in a single modality or it can be mixed. However, *modality strengths* are different from *modality preferences*; the first ones suggests better functioning of the modality/modalities, while the second represents the personal preference of the individual. Barbe & Milone (1981) offered a conclusion about the use of modality strengths in schools:

> The problem with this procedure is that arbitrary criteria do not necessarily imply that a true modality difference exists. Who is to say that pupils with visual scores above the median on an assessment task learn or behave differently from those whose scores are below the median? (p. 265).

As it was mentioned in Chapter I, students' results from VAK helped them to identify the modality that each one of them preferred. The information collected from their modality preferences were useful for this research, since it would have taken more time to know which modality strength they owned.

In the Multi-sensory approach, the three modalities are generally used to describe the type of learners, which according to Richards & Schmidt (2010) are:

- **Visual learner**: "a learner who finds it easier to learn things when they see them written down, rather than simply hearing them" (p. 628).
- **Auditory learner:** "a learner whose preferred learning style is to learn by listening, rather than learning in some other way, such as by reading" (p. 41).
- **Kinaesthetic learner**: "style that favors learning through carrying out a physical activity rather than learning by listening or watching" (p. 308).

Several exams exist that are applied to find out which of the above represents a learner the best; those examinations are known as Visual, Auditory and Kinesthetic tests (VAK). Chislett (2005) clarifies that the VAK learning styles model:

Suggests that most people can be divided into one of three preferred styles of learning. […] People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. […] There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style. (p. 5)

One person can have a visual preference rather than auditory or kinesthetic, but this does not mean that the individual will not learn at all when being exposed or driven to use the other two, and this is indispensable in order to understand the means of my research. Childress (2003) states that:

Learning modalities describes the various modes a person uses to remember. When people need to remember information, they use three basic modes: auditory, or hearing; visual, or seeing; and kinesthetic, or movement. Each person uses all three, but is most effective when using the strongest mode (p. 25, 26).

To support this idea, Dunn & Carbo (1981) expressed that even if teachers do not have what it requires to impart each style individually, they should be able to plan other activities that facilitate the teaching practice. "They can respond to perceptual strength simply by organizing class and homework assignments so that new information is introduced through each youngster's strongest modality and reinforced through the second, and then their third strength" (Dunn & Carbo, 1981, p. 381).

As I was presented before, the multi-sensory approach to learning has been taken as a model to describe an individual's learning style. Nevertheless, the

different modalities only represent a short view of how a person truly learns. It is not realistic to think that we are able to process, retain and use something by receiving the information in one specific type of input, because the way a person learns is far more complex than just how the information is being received. About this, *The Quality Improvement Agency for Lifelong Learning* (2008) says:

> We stray into a minefield if we try to classify learners into fixed visual, auditory or kinaesthetic stereotypes and teach them accordingly. As Coffield et al (2004) point out in a critical review of learning styles, there is insufficient evidence that such an approach is effective. […] Effective teachers select and use the most appropriate approach for the learning task and the learners' situation. (p. 2)

Although the *multi-sensory* approach uses the concept of "learning style", more authors incline to disapprove its meaning. Sharp, Byrne & Bowker (2008) discussed about the VAK model at schools and the current ideas of its use: "most teachers seemed to be relying fully on second-hand information about VAK, information passed to them by head teachers, deputy heads, school governors […] from school to school and teacher to teacher on a 'by word-of-mouth' basis" (p.89).

Moreover, Barbe and Milone (1981) indicated that:

> More study needs to be done in this area. We do not know what materials work best with students of a particular modality […]. The relationship between modality and achievement is still unclear. […] Gaining and understanding of these matters will not yield the answer to every educational question, but it should result in more effective teaching and learning (pp. 379, 380).

Taking all of that as a reference and for means of this study, the visual, auditory and kinesthetic styles were considered merely as sensorial needs, input forms or modalities, and not as learning styles.

### 2.7.2 Stimulus material

Richards and Schmidt *(2010)* offered a meaning for the term *stimulus* (*stimuli* in plural). A stimulus **"**is that which produces a change or reaction in an individual or

organism. A response is the behavior which is produced as a reaction to a stimulus" (p. 558). The stimulus produces a response in the person who receives it, being this altered by the way that the stimulus is given and how the individual interprets the information.

Stimulus material, according to the *Queensland Studies Authority* (2004) should follow certain aspects; mainly, it "needs to be drawn from a wide range of texts and media [...] stimuli should be authentic, but the use of current commercial products may have to be adapted […] The subject matter should reflect current perspectives and be factually correct" (p. 1). It is then understood that not every material can be called "stimulus", because the variety and authenticity of it is what makes it special above other types of material; the material should improve the teaching-learning process since its main goal is to leave behind the traditional teaching methods and respond to the majority of the students' needs.

### 2.7.3 Planning the lessons

Without a lesson plan, a teacher would hardly set a goal and a sequence to follow during the classes; both, the teacher and the students would be lost. A lesson plan, however, requires of certain aspects if what is expected is a clear example of how a lesson is going to be arranged, and it should be comprehensible not only for the teacher, but for other readers as well. Richards and Renandya (2002) point out that daily lesson plans are the consequence of "a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning" (p. 30).

Nevertheless, for a teacher to have the opportunity to learn and grow in every single class, a lesson plan should only be treated as a guide. Harmer (2007) refers to this as the *planning paradox*, since:

"It makes no sense to go into any situation without having thought about what we are going to do. Yet at the same time, if we pre-determine what is going to happen before it has taken place, we may be in danger not only of missing what is right

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in front of us but, more importantly, we may also be closing off avenues of possible evolution and development" (p. 364).

According to Richards & Renandya (2002), if a teacher is going to take a lesson plan from a book or another resource, it is still necessary to make decisions and changes so that they match with the students' needs. Not taking the students' context and reality into account could result in unachievable goals and students' frustration or demotivation. Scrivener (2005) suggested a number of general areas to think at the moment of planning the classes:

- Atmosphere:

- the learners;

- the aims;

- the teaching point;

- the tasks and teaching procedures;

- the challenge;

- materials and

- classroom management (pp.109, 110)

Areas like aims, tasks and procedures, and materials were considered in the lesson plans. A profile for students was included within the lessons in order to identify aspects of the group that could serve as a reference to choose activities or the types of management.

Harmer (2007) proposed that the following aspects were also taken in count inside the lesson plans:

- ✓ Assumptions;

- ✓ personal aims;

- ✓ skill and language focus;

- ✓ timetable fit;

✓ potential learner problems and possible solutions and

✓ success indicators.

One of the most important aspects of writing and organizing the lesson plans after taking in mind the aspects mentioned before is the arrangement of the stages to follow in the class. Richards & Renandya (2002) recommended five phases as the components of a lesson plan, as it can be seen in Figure 1 (Appendix L): 1) perspective, 2) stimulation, 3) instruction/participation, 4) closure and 5) follow-up. These stages were similar to those that I will present in the next section.

### 2.7.3.1 Presentation, Practice, Production (PPP) Approach

The lesson plans made for the implementation of material for this research, were based upon the *Presentation, Practice, Production* approach to language teaching (also known as PPP). This approach is one of the most recommended to trainee teachers as a teaching procedure.

Richards & Rodgers (2001, cited in Maftoon and Najafí, 2012) describe the three stages of the PPP as follows:

- **Presentation stage:** The teacher begins the lesson by setting up a situation, either eliciting or modeling some language […]. Presentation may consist of model sentences, short dialogues illustrating target items, either read from the textbook, heard on the tape or acted out by the teacher.
- **Practice stage:** Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly […] matching parts of sentences, completing sentences or dialogues, asking, and answering questions using the target language.
- **Production stage:** Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher. It can be a role-play, a simulation activity or a communication task. (p. 32)

Although the *Practice, Presentation, Production* approach can be seen as a tight proposal, the teacher should be able to modify it in case of using it to make a lesson plan, according to the students' level, working pace, and timing. Richards (2006) said that "the P-P-P lesson structure has been widely used in language teaching materials and continues in modified form to be used today" (p. 8).

Nonetheless, it is true that the PPP approach has been under a considerable amount of criticism since the 90's decade, just like any other educative model has been questioned as well. About it, Harmer (2007) expressed that:

It was, critics argued, clearly teacher-centred […], and therefore sits uneasily in a more humanistic and learner-centred framework. It also assume that students learn 'in straight lines' –that is, starting from no knowledge, through highly restricted sentence-based utterances and on to immediate production. Yet human learning probably isn't like that; it's more random, more convoluted. (p. 66)

However, the reason for using this approach in the elaboration of my lesson plan was that it is commonly used during the teacher trainee phase for the simplicity it offers at the moment of arranging ideas and phases. Moreover, PPP was the approach I had come to be familiarized and comfortable with, and changing it now would represent a double challenge to me in the realization of this investigation since it was not my topic of study. Harmer (1998, cited in Maftoon and Najafí, 2012) also stated, "novice teachers and trainees need clear models, just as computer users rely, initially, on default settings. […] trainees are offered a clear model or models to hang onto and from which they can develop and grow" (p. 34).

### 2.7.3.2 Bloom's taxonomy

The objectives of the lesson plans should be established from the beginning, being these achievable but at the same time, representing a new challenge for the students. Bloom, according to Munzenmaier & Rubin (2013) considerates three domains in his original taxonomy:

- Cognitive–knowledge-based domain;

- affective–attitude-based domain and

- psychomotor–physical skills-based domain. (p. 4)

Bloom focused on the cognitive skill development, and this I used to set the right aims of the lessons. He also listed a cognitive hierarchy as it can be seen in Figure 2 (Appendix M). The first level is knowledge, followed by comprehension, then application, analysis, synthesis and lastly, evaluation.

"The cognitive domain of Bloom's original taxonomy has six levels organized in a hierarchy. The base of the pyramid is the foundation of all cognition, knowledge. Each ascending level of the pyramid depends on the one below it […]. Knowledge and comprehension are often referred to as lower-order thinking skills. The skills above them are termed higher-order or critical thinking skills" (Munzenmaier & Rubin, 2013, p. 5).

Finally, for each level of the hierarchy I found verbs that helped me in the creation of objectives, like some examples shown in Figure 3 (Appendix N). The verbs in the aims of every lesson plan Indicated me what results I was expecting.

### 2.7.4 Teacher Assessment

Due to the objective of the present research, assessing my own performance was an important aspect to revise. When I started to practice with my group of study, I also began to wonder what could help me to reach an enriching assessment of my own teaching practice. Scrivener (2005) stated that:

If you want to move forward, you have to be clear about what it is that you do now. Do you actually know what you are doing in class? Do you ever stop and examine your actions, your intentions, your motives, your attitudes? You keep planning for the next lesson, the next day, but to look back, to recall what happened, to reflect on it; it seems harder to do. What did happen in that class? What were you like as a teacher? Did you enable learning or prevent it? Why did you do the things you did? What were the other options, the ones that you didn't take? (p. 376)

Those questions helped me to see the importance of reflection and the way a teacher can grow from past actions. They were also taken into account at the moment of writing my class journal and observation worksheets. Moreover, it is said that self-analysis of the teaching practice can be driven by having journals where teachers record their ideas about themselves and the learners (Harmer, 2007). Feedback of our lessons can come in different forms:

- From colleagues.
- From ourselves.
- Hot feedback (right after teaching)
- Cold feedback (later in the day or after having discussed the class with someone)

Most of the feedback of the lesson was given from myself, and right after teaching; however, of them were included in the observation journal and analyzed in the development of the topic of study.

### 2.7.5 The Learning Process

According to Richards & Schmidt (2010), learning is "the process by which change in behavior, knowledge, skills, etc., comes about through practice, instruction or experience and the result of such process" (p. 328). For the learning process to take place in schools, it needs two actors participating: learner and teacher.

Scrivener (2005) refers to the learning process as a cycle that contains five steps which is shown in Figure 4 (Appendix O):

1. Doing something;
2. recalling what happened;
3. reflecting on that;
4. drawing conclusions from the reflection and
5. using those conclusions to inform and prepare for future practical experience (p. 20).

Accordingly, what the authors proposed matched with my work during the research. This process turned out to be part of my teaching practice, not only that of my students; after each lesson I had to recall what happened in the class and to reflect on my students and my own actions. Only that way, I was able to draw conclusions and find them a use for my upcoming experiences as a teacher.

### 2.7.5.1 Learning the language vs. acquiring the language

In education, learning and acquisition need to be differentiated by teachers before referring to the language learning process of a student. Thornbury (2006) provides us with a definition for each word:

- Language acquisition: means the nonconscious and 'natural' process of internalizing the rules of language, as in first language acquisition. This is what popularity called 'picking up the language'.
- Language learning: Involves conscious, usually classroom, study, including attending to rules of grammar. (p. 113)

Moreover, the SEP (2011), states that:

There are two processes by which it is possible to achieve bilingualism at some point: acquisition and learning. The first one refers to an unconscious process where the need for communication and the constant exposure to a specific language allow the learner to communicate in that language, called target language […]. Learning, on the other hand, is a conscious study of the target language, usually with fewer opportunities of exposure to it and in formal environments, like school. (p. 98)

The separation of both concepts is important in order to understand why learners of English as a second or foreign language, cannot have the same opportunities of exposure towards the language and its authentic practice. Krashen (1981) suggested that "conscious language learning, […]is thought to be helped a great deal by error correction and the presentation of explicit rules […] it is maintained, helps the learner come to the correct mental representation of the linguistic generalization". (p. 2)

2

In addition to the acquisition process, Krashen (2013) sustained that "while it is happening, we are not aware that it is happening. […] Once we have acquired something, we are not usually aware that anything has happened; the knowledge is stored in our brains subconsciously" (p. 1).

Therefore, I identified that my students were following a learning process, as they were conscious of the process during the lessons. Besides, they were not in an authentic context at home or at school that could have favored them to pick up the language. .

### 2.7.5.2 The role of memory in the learning process

The human brain is designed to store and dismiss information everyday, and it is not always our conscious decision to decide what stays and leaves. Richards & Schmidt (2010) conceive *memory* as "the mental capacity to store information, either for short or long periods. Two different types of memory are often distinguished: a) Short-term memory […]. b) Long-term memory" (p. 359).

- **Short-term memory (STM):** "an essential component of cognition and is defined as the maintenance of information over a short period of time (seconds). […] involves a conscious maintenance of sensory stimuli over a short period of time after which they are not present anymore" (Lozano & Hallett, 2013, p. 696).

- **Long-term memory (LTM):** "mechanism by which acquired memories gain stability or are strengthened over time, and become resistant to interference […] Consolidation is assessed as a change in performance between testing and retesting […] and provides a direct measure of "offline" changes" (Lozano & Hallett, 2013, p. 696).

Therefore, my students needed to activate their LTM if I expect them to retain information and use it in the future, but first I have to make use of their STM and retest it timer after, to be sure that they could store the knowledge for more time. Scrivener (2005) said that "new learning is constructed over the foundations of our

own earlier learning. We make use of whatever knowledge and experience we already have in order to help and understand new things" (p. 21).

### 2.7.5.3 Learning styles

There is a model that can explain the cognitive styles, holding to the views of how learners study another language. According to Keefe (1979, cited in Richards & Lockhart, 1994), cognitive styles are defined as "characteristic cognitive and psychological behaviors that serve as relatively stable indicator of how learners perceive, interact with, and respond to the learning environment. (p. 59)

Knowles (1982, cited in Richards and Lockhart, 1994) proposed the following learning styles:

- *Concrete learning style.* "Learners […] use active and direct means of taking and processing information. They are interested in information that has immediate value. […] They dislike routine learning and written work, and prefer verbal or visual experiences".

- *Analytical learning style.* "Learners […] are independent, like to solve problems, and enjoy tracking down ideas and developing principles on their own. […] prefer a logical, systematic presentation of new learning material. […] vulnerable to failure".

- *Communicative learning style.* "Learners […] prefer a social approach to learning. They need personal feedback and interaction, and learn well from discussion and group activities. They thrive in a democratically run class".

- *Authority-oriented learning style.* "Leaners […] are said to be responsible and dependable. They like and need structure and sequential progression. […] They prefer the teacher as an authority figure. They like to have clear instructions and know exactly what they are doing".

### 2.7.6 Input

We know there are four language skills that best describe the way we use language –reading, writing, speaking and listening. These four skills are divided in

two types. *Receptive skills* is the term used for reading and listening, while *productive skills* is used for speaking and writing.

Input in this research is perhaps the most important aspect to take into account for this study along with the receptive skills, since the material used will be mostly introduced as input during the presentation and practice stage, where the receptive skills tend to take place. Input is "the spoken or written language that learners are exposed to. You cannot learn a language without input. Less clear is whether input alone is enough, and what sort of input is the best" (Thornbury, 2006, p. 105).

Harmer (2007) **gives** a clear idea of how input should be used in the classroom:

What we say or write is heavily influenced by what we hear and see. Our most important information about language comes from this input. […] This input takes many forms: teachers provide massive language input, as does audio material in the classroom and the variety of reading texts that students are exposed to. Students may read extensively or listen to podcasts. They may interact with other English speakers both inside and outside the classroom. (p. 266)

As Krashen said, "talking is not practicing. […] thus, more output, more speaking (or writing) will not result in more language acquisition. If you speak French out loud to yourself every morning while driving to work, your French will not improve" (2013, p.4). Although for means of this inquiry I was not using the word *acquisition* (because I was referring to foreign language learning), learning happened to be the same way that it is represented in the example. Being active in output gave me an impression of the level of learning that students obtained from the learning process, but it was not helpful to the learners to increase their knowledge towards the language if it was not balanced with new input.

Input in this research, as mentioned before, was selected based on the learners' sensorial needs in order to analyze their reactions towards the stimulus materials used in the lessons. According to Richards and Renandya (2008), the learner:

Receives the kind of input needed to facilitate learning. It is proposed that classroom tasks […] can be used to facilitate practice of both of language forms

and communicative functions. Research is intended to enable designers to know what kinds of tasks can best facilitate acquisition of specific target-language structures and functions. (p. 20)

The first step of the investigation, which was to know the students modality preferences through the VAK test, was concluded at first so that during the next stages (the implementation of stimulus material and its analysis) would part from there with reliable information.

### 2.7.6.1 Receptive skills

Harmer (2007) explained that reading and listening "demand considerable language activation on the part of the reader or listener. We cannot access meaning unless our brains are fully engaged with the texts we are interacting with" (p. 265). This is the main reason why productive skills become the main concern in language classes.

Nonetheless, teaching over receptive skills leaving the productive ones aside was not going to provide y students the opportunities to learn and use the language fully and adequately. As Thornbury (2006) mentioned, "practicing productive skills apart from receptive skills and vice versa, presents a distorted view of how language is really used" (p. 206).

### 2.7.6.1.1 Listening input

Listening is one of the two so-called "passive" skills; however, it is not correct to provide them a meaning of passivity since they should be taught as goal-oriented activities. Thornbury (2006) stated that listening is the ability of:

Understanding spoken language. It is also the name given to classroom activities that are designed to develop this […] involving not only processing of the incoming speech signals (called *bottom-up processing*) but also the use of prior knowledge, contextual clues, and expectations (*top-down processing*) in order to create meaning. (p. 123)

### 2.7.6.1.2 Reading input

Reading is another receptive skill alongside listening. Quoting Richards & Schmidt (2010), reading is:

The processes by which the meaning of a written text is understood. […] Employs many different cognitive skills, including letter and word recognition, knowledge of syntax and recognition of text types and text structure. Comprehension that is based on clues in the text is referred to as *bottom-up processing*, and comprehension that makes use of information outside the text is known as *top-down processing* (483).

Moreover, when readers are about start a new task, they will already have some type of assumptions based merely on what we have lived before, from our experiences, from how we learned them; here, I am referring to the *schemata*. According to Nuttall (2005), a **schema** is "a mental structure. It is abstract because […] it derives from all the particular experiences we have had. It is a structure because it is organized; it includes the relationships between its component parts" (p. 7).

As a result, these skills do have a main characteristic in common: they are not "passive"; both require exercising the comprehension (of certain information or/and at a certain level) if an individual is looking to learn meaningfully from the information that he/she is being exposed to.

### 2.7.7 Output

On the other hand, output is related to the product that learners make at the end of a lesson. Richards and Schmidt (2010) define output as "language produced by a language learner, either in speech or writing" (p. 416). In the language hypothesis, Thornbury (2006) said that:

"If learners are simply exposed to comprehensible input, they may understand the message but overlook the way the message is formulated. On the other hand, if they are 'pushed' to produce language at a level slightly beyond their present

level, they are forced to pay attention to features of the grammar that they might otherwise not notice" (p. 152).

### 2.7.7.1 Productive skills

Harmer (2007) expressed that "the key factor in the success of productive-skill tasks is the way teachers organize them and how they respond to the students' work" (p. 275). Then, the product, whether it is written or spoken, needs to be carefully planned at the moment we think of our input as well; the more linked it is to the initial input, the easier it becomes for the students to achieve.

### 2.7.7.1.1 Writing output

Thornbury (2006) said that writers need to be able to:

- Produce grammatically accurate sentences;
- Correct and punctuate these sentences;
- Select and maintain an appropriate style;
- Signal the direction that the message is taking;
- Anticipate the reader's likely questions so as to be able to structure the message accordingly (pp. 248, 249).

Harmer (1998) exposed that "the reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right" (p. 79). According to Ur (2009), teaching writing differs from teaching speaking, "mainly because they differ in the characteristics of the permanence, explicitness, density, detachment, organization, slowness of production, speed of repetition, standard language, a learnt skill and sheer amount and importance of the language" (pp. 159, 160).

### 2.7.7.1.2 Speaking output

According to Thornbury (2006), the speaking skill:

"Is generally thought to be the most important of the four skills. The ability to speak a second language is often equated with proficiency in the language […]

some of the main difficulties, of course, is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap." (p. 208).

Ur (2009) held that "classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of language course" (p. 120). Speaking is thought as the most important skill in EFL, not only for teachers, but for students as well, but it still represents a great challenge to find a situation that can be represented inside a classroom to foster the speech.

Speaking is more than pronunciation and stress; is the ability to use the language in a wide range of strategies. Harmer (2007) presented three of them:

- Conversational rules and structure;
- survival and repair strategies and
- real talk (p. 344).

### 2.7.8 The use of materials in the classroom

### 2.7.8.1 The book

During my practices at the school, I had to include the coursebook assigned for the subject in my lesson plans. However, there are different points of view for and against the use of a coursebook. Penny Ur (2009) shared some positive and negative aspects of its use:

*The positive:*

- The coursebook includes an organized framework for teachers and learners, and it guides both through the course in easy steps.
- It offers tests and activities related to the students' level.
- The economy is less affected by the use of a book that already has material for the lessons.
- Learners can use the coursebook in a more autonomous way than with other types of material. If students do not have a coursebook, the teacher is more likely to have more responsibility for the students' learning process.

*The negative:*

- Coursebooks are not made to cover different needs or different types of classes; it is a traditional method. Its homogeneity barely allows the teacher and the learners to vary the level of the abilities, strategies, knowledge and/or learning styles.
- Topics may not be interesting or relevant for the learners.
- The creativity of the coursebook's tasks is limited giving the strict and repetitive structure of the lessons it offers.
- The teachers become into pure mediators without initiative, provoking that at a long rate, they stop planning the lessons taking the students level or learning needs into account.

Nevertheless, I could not have made the book aside since it is also one of my responsibilities as a teacher to work with the materials that the school provides us and students.

## 2.7.8.2 Digital Learning Resource (DLR). Slide Presentation Software: PowerPoint.

A *digital learning resource* (stylized as DLR) according to *The University of Auckland*, "is used to refer to materials included in the context of a course that support the learner's achievement of the described learning goals" (2009, para. 1). The digital format of such materials are varied, and *The University of Auckland* suggest that they include:

- Graphics images or photos,

- audio and video,

- simulations,

- animations or

- prepared or programmed learning modules (2009, para. 2)

Therefore, the Slide Presentation Softwares take part in this type of resources. The use of PowerPoint software is not new, but it does not have a long track in English teaching due to the lack of technologic resources in schools. This institution provided spaces and materials that students could use in order to have variety and to be in touch with technology. That is why I initially selected it as a material to take in count for the lessons.

Gordon (2017, cited in Alkash & Al-Dersi, 2013) explained that PowerPoint is a technology in which:

One of the most important uses […] is that it makes it easy for instructors to incorporate various multimedia into their teaching and instructions. It is a Presentation Software (PS) which is easy to use and easily available. […]Presentation software (PS) is an authoring computer application that makes it possible to combine text, graphics, images, and sound to create sophisticated multimedia presentations. (p. 5)

Then, PowerPoint is a tool that can be handled in the educative field, and it represents a non-traditional form of teaching. Segundo and Salazar (2001, cited in Samiei, 2014) stated that "Power-point presentations could be used for presenting new structures to students, practicing and drilling, or for reviewing language structures which have already been taught" (p. 1673).

However, the most special part of using PowerPoint during a lesson, is the level of attraction that students develop towards it. Alkash and Al-Dersi (2013) withstanded that:

In English as a foreign language classroom, it is very difficult to attract and sustain the attention of the learners […]. However, PowerPoint Presentation can contribute a lot in achieving this. Various graphic, visual and audio-visual features embedded in the use of PowerPoint Presentation help attract and sustain the much required learners' attention. […]. With various practical benefits and advantages embedded in its use, PowerPoint Presentation can surely be a great help and boon for an EFL teacher and also for the learners. (p. 6)

Therefore, the success of my classes using PowerPoint Presentations would depend on how I prepared the presentation, what my expects were form learners, and what the final products would look like.

### 2.7.8.3 Audio recordings

By listening to audio recordings, students would get the chance to recognize the use of the language in varied forms and different accents. It also would help them to have a closer view of authentic forms of the speaking if I selected appropriate and authentic contexts. Harmer (1998) offered six principles for the use of audio recordings in the class:

- Principle 1: The tape recorder is just as important as the tape.
- Principle 2: Preparation is vital.
- Principle 3: Once will not be enough.
- Principle 4: Students should be encouraged to respond to the content of a listening, not just the language.
- Principle 5: Different listening stages demand different listening tasks.
- Principle 6: Good teachers exploit listening texts to the full. (pp. 99-101)

These principles were proposed thinking of a class with students of different needs. I understood that not only the recording needed to be in good sound conditions and in order, but students needed to be prepared to what they were going to listen to, and they also required to have a task in which they could be working on; if not, the audio would not have a meaningful purpose to them.

Referring to the use of audios, Ur (2009) said that only a "small proportion of listening is done 'blind' […]we have something to look at that is linked to what is being said […] often other visual stimuli as well – for example a map, scene or object, or the environment in general" (p.107). This told me that audios should not be used isolated from a visual stimuli, this to provoke a more complete reaction towards what was being taught.

### 2.7.8.4 Puzzles

The use of puzzles in EFL has not been researched in depth, but the few authors that have wrote about it take its use as a 'game' inside the classroom. A puzzle, in accordance to Oxford (2002, cited in Soliman & Kamel, 2013) is defined as "a game that tests your knowledge, skill intelligence" (p. 48). It is also said a puzzle is a game that people think about with care to answer it. To sum up, a puzzle is in fact, a game that requires a mental ability form the player's part; this characteristic permits it to be used in an educative form (Oxford, 2017).

Richards and Schmidt, (2010) accept the use of puzzles as problem-solving tasks for English teaching, since these are "simple tasks, often involving word puzzles or simple drawings, used to stimulate pair work and oral discussion among small groups of second language learners" (p. 459).

### 2.8 Questions the case will be attending

Taking into account that the topic of this research is based on the incorporation of stimulus material into the classes, I wrote the following questions in order to answer the objective stated at the beginning.

1. How was the stimulus material selected?

2. How was the stimulus material applied in class?

3. What was the detected impact of the stimulus material used?

4. What factors influenced the development of the lessons where stimulus materials were applied?

# CHAPTER II

# III. TOPIC DEVELOPMENT

Teachers should use varied resources in their classes in order to respond to their students' necessities. The SEP indicates that "lessons should include other materials such as audiovisual aids that can offer a wider experience to the learners (2011). In this chapter, I present my results after having selected, applied and analyzed the use of the materials.

## 3.1 Question 1: How was the stimulus material selected?

The factors behind my selection of certain types of material were based on my observations, and in theories or concepts from several authors that I collected in the first phases of the investigation. One of those aspects was the term *multi-sensory*, which refers to any kind of activity that stimulates physical senses in order to assist the learning process. Therefore, using *stimulus* material in a group with preferences in the three modalities, (visual, auditory and kinesthetic) enabled me to respond to their needs and to what the SEP suggests that teachers do regarding the use of varied material.

The tutor applied the VAK test to the learners, registering their results in a chart and sharing the information with me (Appendix G). 17 students were placed in the visual need; seven more got kinesthetic results; five other learners in auditory, and one student preferred visual and auditory channels at the same time.

I planned to use visual material more times than the rest since most of learners preferred that modality; however, if I had put more attention in one modality, the sensorial needs of the other 13 students in the group would have not been taken into account. Therefore, I decided to provide stimuli in all modalities equally as to not disfavor any of my students.

As I started to look through and discriminating the visual material that I would use, I had to consider the definition of each type of learner and how the material could enhance a particular stimuli preference. This lead me to create a checklist

based on Richards & Schmidt (2010) that was used to determine if the material selected could comply with the specific needs.

Visual material should incorporate:

- Written texts
- Images
- Lectures

Using a Slide Presentation Software would give me the opportunity to incorporate those three aspects in the lesson. Initially, the material chosen for pupil's with visual need was a *digital learning resource*, specifically, a Slide Presentation Software (PowerPoint), because I wanted students to have more contact with digital resources inside the school.

This was going to be used in two lessons like with the other selected materials. However, while implementing such resource, various problems like the organization of the school's audiovisual rooms and the amount of teachers that needed them at the same time I did, led me to change it for another material in the second application, which was a *diagram*. The diagram was picked since it allows displaying data in an organized format, which would give students an opportunity to see how to organize main information and practice it afterwards.

The auditory material selected for two more lessons was *audio recording*. I designed another checklist based on Richards & Schmidt (2010) in order to know which material could help me to take in count the students' needs.

Auditory material should have:

- A spoken discourse to listen to.

Thornbury (2006) also added the following aspects to auditory material:

- Goal-oriented activities.
- Involve prior knowledge
- Speech signals

3

- Contextual clues

That is why recordings were chosen over other resources; I would have more opportunities to generate them according to the topic of the lesson and the students' level of the language and needs.

Finally, for kinesthetic, I did another checklist based on Richards & Schmidt. Tactile material should:

- Involve the learner in physical activity.
- Have a educative goal to achieve at the end of the activity

The material I selected was *puzzle*. This modality in particular represented a challenge; any object that students handled inside the classroom could have represented a form of distraction, and if it was not used with specific/strict purposes and rules, the management and behavior in the room could have easily been lost. Puzzles turned to be an achievable opportunity for me and for the learners due to the facility of its management and adaptation to the topics, while using other objects would have been more expensive than puzzle and not as relatable with the topics.

The methodology used for the creation of the lesson plans was the *Presentation, Practice, Production* approach. While developing them, I decided to introduced the stimulus materials selected during Presentation stage, specifically as the *input*, since it characterizes the exposition to the language being taught.

Then, I proceeded to plan the lessons by adding each one a section to specify what type of material I was using and the modality it was responding to. This helped me to maintain a vision over the lessons' development and not to lose track of my research. That is why I made use of Bloom's Taxonomy while elaborating aims for the lessons; it offered me a hierarchy to decide which verbs represented what I expected students to achieve. It also helped me to consider their base knowledge to make the goals reachable, but also to be challenged towards new knowledge.

I also had to make a distinction between *acquisition* and *learning*, and it made me reflect on why students of this group were learning the language and not

acquiring it. In their case, English was being taught as a second language, and they did not have too many opportunities to pick the language up due to the amount of exposure of the language in their context. Moreover, they were conscious of their learning process, while the term *acquire* refers to a process that happens subconsciously and in an authentic setting.

The following step implemented was the application of a **survey** (Appendix B), in order to increase the information and provide evidence for the questions of this research. Students and the head teacher (or, in case he was not present, the pre-service teacher) answered them for each material used. This allowed me to understand and analyze my students reactions with each type of material applied; it also led me to a comparison of each activity and students' sensorial needs that were identified. The students' survey contained the following statements, pupils had to answer with 'yes' or 'no'. See table 1.

Statements:

1. I liked the material, I felt interested since the class started.
2. The material motivated me to participate during the class.
3. The material helped me out in each one of the stages of the lesson.
4. The material was easy for me to understand.
5. The material helped me to carry out the activities.
6. I felt secure and confident of my own abilities during this class.
7. The material helped me to dispel the doubts I had.
8. I would like the Teacher to use this type of material again in other classes.

Table 1. *Results from students' surveys about materials.*

| PERIOD: | 1° | 1° | 1° | 2° | 3° | 4° |
|---|---|---|---|---|---|---|
| DATE: | 28/09/17 | 03/10/17 | 04/10/17 | 15/11/17 | 17/01/18 | 22/02/18 |
| # of students | 30 | 30 | 30 | 30 | 29 | 28 |
| # of surveys answered: | 26 | 27 | 26 | 28 | 22 | 24 |

| MATERIAL: | | Power Point | Puzzle (Pictures) | Diagram (map) | Audio Recording (Description) | Audio Recording (Instructions) | Puzzle (Sentences) |
|---|---|---|---|---|---|---|---|
| TYPE: | | Visual | Kinesthetic | Visual | Auditory | Auditory | Kinesthetic |
| 1 | Yes | 73.3% | 70% | 73.3% | 80% | 72.4% | 82.1% |
| 1 | No | 13.3% | 20% | 13.3% | 13.3% | 3.4% | 3.5% |
| 1 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 2 | Yes | 53.3% | 53.3% | 53.3% | 50% | 34.4% | 60.7% |
| 2 | No | 33.3% | 36.6% | 33.3% | 43.3% | 41.3% | 25% |
| 2 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 3 | Yes | 63.3% | 80% | 63.3% | 90% | 72.4% | 78.5% |
| 3 | No | 23.3% | 10% | 23.3% | 3.3% | 3.4% | 7.1% |
| 3 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 4 | Yes | 60% | 70% | 73.3% | 63.3% | 41.3% | 64.2% |
| 4 | No | 26.6% | 20% | 13.3% | 30% | 34.4% | 21.4% |
| 4 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 5 | Yes | 73.3% | 70% | 66.6% | 60% | 51.7% | 67.8% |
| 5 | No | 13.3% | 20% | 20% | 33.3% | 24.1% | 17.8% |
| 5 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 6 | Yes | 43.3% | 53.3% | 46.6% | 60% | 51.7% | 50% |
| 6 | No | 43.3% | 36.6% | 40% | 33.3% | 24.1% | 35.7% |
| 6 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 7 | Yes | 43.3% | 63.3% | 50% | 70% | 58.6% | 60.7% |
| 7 | No | 43.3% | 26.6% | 36.6% | 23.3% | 17.2% | 25% |
| 7 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |
| 8 | Yes | 76.6% | 80% | 76.6% | 76.6% | 75.8% | 82.1% |
| 8 | No | 10% | 10% | 10% | 16.6% | 0% | 3.5% |
| 8 | Unspecified | 13.3% | 10% | 13.3% | 6.6% | 24.1% | 14.2% |

The students' results were gathered in the chart through percentages, taking in count that at the moment of their application some students were not in the classroom or did not answered because they did not attend to certain classes.

Statements one and two make reference of the students' preferences and will be added in the answer for the second question of this research, while three, four and five refer to the students' general performance in the class and will take part in

question three. The last three statements express the students' feelings towards their own abilities in the class and the Teacher's use of material; they are going to be added in question four.

There were also more tools used to get information about my practice. The **tutor's journal**, in which he made comments about my practice with the group of study; **my class journal**, which was based on my performance with the group of study and included observation worksheets answered by the head teacher or me, and video recordings about those classes. Finally, due to the need for comparing their sensorial needs and the stimulus material, the **results obtained by the head teacher from the VAK test** had to be included as well (Appendix G).

Questions number two and three are to be answered in the development of the following activities. This, only for means of organization of the information gathered from the resources of this research.

### 3.2 Activity 1: Slide Presentation Software: PowerPoint

This <u>visual material</u> was used in Class 3, in September 28th, 2017 during the first practice period. Its goal was, *"to understand a reading through the discovery of new vocabulary" (*Appendix P).

### 3.2.1 Question 2: How was the stimulus material applied in class?

Firstly, according to the lesson plan, students made a quick review about the last chapter of "Five children and It" in their books. The Power Point slides were used to present the summary and then they were introduced to new vocabulary, first with images; they guessed, then the word was shown and finally they repeated the words (Appendix Q).

Then, an image was shown about chapter 2 in the slides, and while most of them were reading in their books and in couples while doing a short task, others used the slide because they did not bring their books with them. We all read the chapter aloud and checked the task using the slide and the books.

Lastly, they stopped using the slides and went to the book to finish some exercises (two out of three), and they finished with a summary of the chapter as a product with an example in a slide of the presentation. The class could not be finished due to misunderstandings about the use of the room with other teachers that made us lose at least 10 minutes.

A 73.3% of the learners answered in their survey (Appendix R: Students' survey results) that they liked the material used in the class, and they felt interested since the class began, against 13.3% that reacted negatively. On the other hand, 53.3% of the students participated during the class, while 33.3% did not. This last result turned out to be positive, although we were only talking about half of the group approximately, because not always this amount of students participated in other classes.

### 3.2.2 Question 3: What was the detected impact of the stimulus material used?

According to what I registered in the observation worksheet in my journal (Appendix S: Class Journal, Third Class. First practice period) I did not provide enough examples during the presentation and production stages; I also noticed how I had enough space to arrange their seating differently through the different stages and to keep manage larger rows. Finally, I overused translation, which means that my class was teacher-centered and students did not have much time to talk.

For the third statement, 63.3% of the pupils expressed that they found the material useful in each stage of the class. It became noticeable throughout the stages that students were not answering the exercises correctly; they asked me several questions and started talking to their peers about other topics instead.

A 26.6% of the learners answered that they did not find the material easy to understand against a 60% that said they did. Considering what I shared before in this activity, the Teacher-Talking-Time exceeded the time left for students to interact with the material provided, and it worked as an obstacle in their learning process.

In the fifth statement, those that assured that they had finished their activities correctly were a 73.3%. This number did have an evidence on their performance in the class since 86.6% of students finished the summary that was left for homework according to the scores incorporated in the list as notebook work, with date of September 28th (Appendix T: Class Journal. First period's list). Those students delivered their homework in order and in a structured way, including the instructions given. I noticed in this first period of practice, that students were regularly asked to translate everything they produced in order to "understand" (Appendix U).

### 3.3 Activity 2: Jigsaw Puzzle

This kinesthetic material was used in Class 4, October 3rd, 2017 during the first practice period. Its goal was, *"Use present perfect in a text to express actions that happen in an indefinite time in the past"*, (Appendix V).

### 3.3.1 Question 2: How was the stimulus material applied in the class?

The first step was to present the material with students formed in six teams, each one with a different image that they had to assemble. Once they had it ready, learners started to read in pairs the chapter from the book, and then, they were asked to look for a sentence that represented their image in the story and to underlined it (Appendix W).

I repeated the sentence that the teams should have underlined, and after that, pupils passed to the front to put the images on the board according to their order in the story. I asked them to look for things that the sentences had in common, and some of them answered about the use of "*have*" in them. We looked for two more examples of the sentences in the chapter before revising their use and meaning.

During the practice, students answered present perfect exercises in pairs. We went on to the production, where I gave an example of sentences with present perfect and they had to complete two by themselves (using *yet* and *already*), but the class finished and I asked them to finish it as homework.

In the first statement of their surveys, 70% of the students said that they liked the material used by the teacher, only 20% affirmed they did not (Appendix X). For the second statement, 53.3% of learners confirmed their participation in the lesson, which shows that at least half of the students gave their opinions and answers in the activities.

### 3.3.2 Question 3: What was the detected impact of the stimulus material used?

Within the journal (Appendix Y: Class Journal. Fourth Class. First practice period), I expressed how I did not feel confident about using this type of material because my experience with the other three groups of practice was not positive; besides, I had not used it before in my teaching practice. I noticed that the puzzles could have been more complete and meaningful if they had the sentence in them, just so that students could find more relation towards both and then they could read and look for it in the book easily.

An 80% of students expressed that the material was helpful in each one of the stages of the class (Appendix X), with only a 10% answering the opposite. The puzzle was merely visual, with only images in it to try to accompany the chapter that they were reading, so it might have helped them to understand those parts of the story better.

Moreover, in the fourth statement, 70% of pupils shared that they understood the material easily, which gives another hint of how they felt during the class by using this type of material.

The goal was not reached due to the final task I gave to students. In accordance to the lesson plan of the class, students were supposed to complete a short text written by the teacher on the board, but the time was running out and I decided to go for a shorter task. They copied two sentences and filled in the blanks with the right form of the modal verb and adverb. Students' productions were practically null and there was not a clear function of the language (Appendix Z). 90% of the students however, delivered their notebook's work completely, this according to the notebook

work registered in the list with date of October 3rd (Appendix T: Class Journal. First period's list).

### 3.4 Activity 3: Diagram

This underline visual material underline was used in Class 5, in October 4th, 2017 during the first practice period. Its goal was, *"to identify the main ideas from a text"* (Appendix AA).

### 3.4.1 Question 2: How was the stimulus material applied in the class?

The lesson plan for this class was simple to arrange, since learners only had to identify the main ideas of the text, a task that, at the beginning, seemed to be an easy task to achieve. In the presentation stage, students started by answering two questions and then, I showed some vocabulary before they started reading the new chapter of the story, this way, they were able to find and underline those words in the text.

For the practice stage, they answered an exercise about main ideas and characters in the book, were they simply had to find the correct ones and write them down, and then we went to the production stage. I showed them an extract of the script of *Toy Story*, and an example of a diagram to order main ideas (Appendix AB). We filled the diagram with their answers on the flip-chart, and then they received a worksheet in order to do their own map.

A 73.3% of the group answered in their surveys that they felt interest towards the material used by the teacher (Appendix AC). For the second statement, 53.3% of them said that they participated in the class against a 33.3% that said they did not, which again, I perceived as a high number of students participating in one class.

### 3.4.2 Question 3: What was the detected impact of the stimulus material used?

As it was indicated beforehand in this research, the learner "receives the kind of input needed to facilitate learning. It is proposed that classroom tasks […] can be used to facilitate practice of both of language forms and communicative functions" (Richards & Renandya, 2008, p. 20). Therefore, input should be the first part of the

class, since it is from that point that students need to identify the language and purpose that they are going to put in practice.

Nevertheless, at the moment of doing the lesson plan, I did not notice that I left the input in the very last stage (production). Supporting my thoughts, in the third statement of their surveys, 23.3% of the students answered that the material did not help them in each one of the stages of the lesson. Nevertheless, 63.3% stated the contrary, and it represents the majority of the group.

On the other hand, 73.3% of the students expressed that they found the material easy to understand. This showed me that even if I did not use the material as it could be expected, it was simple but meaningful and it could be understood just at one look. However, in the fifth statement, a 66.6% of learners said that they finished their activities correctly against a 20% that expressed they did not.

The goal was reached; they were able to find the main ideas from a text, but the lesson could have been more significant if they had the example of what the product was going to be like from the beginning (Appendix AD). Nevertheless, only 50% of students handed in the product in time and form, as it can be seen in the second worksheet column of the list (Appendix T: Class Journal First period's list)

### 3.5 Activity 4: Audio Recording: Description

This <u>auditory material</u> was used in Class 2, November 15th, 2017 during the second practice period. Its goal was, *"to use simple past to describe people's actions"* (Appendix AE).

### 3.5.1 Question 2: How was the stimulus material applied in class?

Students had to start their project (a play) in that class due to the tight teacher schedule, considering that they had to deliver final grades of the unit. We only had approximately twenty minutes available to cover the lesson, so I decided not to start the class with a warm-up and to go straight to the presentation stage).

The visual material from another class was recycled here, accompanying the audio about a Mexican woman during the Revolution epoch and the script was

displayed to the students on a flip-chart as well (Appendix AF). I first asked them about the information they remembered of the woman and then, they listened to the audio while completing a comprehension exercise.

After that, they copied information of each character from the board in their notebooks. That was the very last thing they did for the lesson in that hour. However, they did not reach the goal until the following session, where I was able to finish the following stages.

For the practice stage, I made an example using some characters to refer to the use of "*was*" and "*were*" in past, then, they made their own sentences using the rest of the people. Students passed to the board and wrote sentences to show their examples and we checked them as a group; after that, I was asked to allow the group to assist to a conference at the auditorium, which cut us 10 minutes of the class.

In the survey, 80% of students expressed that they liked the material (Appendix AG). During the class, students showed plenty of interest towards the character that was being presented to them, because it was a female Mexican revolutionary they did not know.

For the second statement, 50% of pupils answered that they participated during the class. The number here might have been just a little lower than in past classes, but the two classes that had to be used for this lesson lost a lot of time due to external causes, so they were rushed and it can be a reason for their participation to be lower.

I also wrote in the observation worksheet in my journal (Appendix AH: Class Journal. Third Class. Second practice period), that students worked individually through the entire class and it made it hard for them to get involved in the lesson. I also needed to perform the role of a monitor, since I spent most of the lesson (in the two classes that it took to teach it) at the front of the room.

### 3.5.2 Question 3: What was the detected impact of the stimulus material used?

In the third statement of the survey, 90% of the students said that they found the material helpful in the stages against only a 3.3% that claimed they did not. The auditory material was accompanied by visual material, which could be a reason for the material to be this helpful.

However, a 30% of the learners expressed that they did not understood the material with ease, while 60% said they did found it easy, I was concerned, since I initially thought that the visual aids, including the script, were going to be a good help for students to understand the topic and the language in practice through the listening input. In the fifth statement, 33.3% of the students said that they did not finish their class' activities correctly.

However, the aim was accomplished during the second class used for the lesson. 83.3% of the learners finished and handed in their product to me with barely or no mistakes at all (Appendix AI). Students wrote abbreviations for the names of the people that they were referring to even though I did not ask them to, because just a page before they had the information of the characters written in order and complete.

### 3.6 Activity 5: Audio Recording: Instructions.

This auditory material was used in Class 1, January 17th, 2018 during the third practice period. Its goal was, *"to write a set of instructions"* (Appendix AJ).

### 3.6.1 Question 2: How was the material applied in the class?

Firstly, for the warm-up, learners payed *hangman* with imperative verbs, and we started the topic with four pictures of different machines. Once they discovered the names of each machine, I displayed a flip-chart paper with the script of the audio recording (Appendix AK), they received a worksheet with exercises and we listened to the audio. In the first exercise, they had to find the verbs that were used in the audio while listening to it. We checked the exercise in group.

For the practice stage, pupils completed the next exercise, a chart; they had to identify, for example, which one of the two machines' instructions referred to communication, which to money, etc. After that, they identified and wrote the words that they had to use when giving instructions (adverbs of sequence).

Finally, in the production stage, students had to write their own set of instructions. I presented eight more options of machines, devices and services and assigned a different one to each row; then I provided my own example of one, and they started their own. Once they had finished it, they changed their notebooks with other classmates and checked that in the work they made use of a title, five instructions, adverbs of sequence and verbs.

In the survey, 72.2% of students replied that they liked the material and felt interested in the class, against only a 3.4% of pupils that answered negatively (Appendix AL). Students might have felt more attracted to it because we were talking about machines and devices that they know well and were cognates (e.g. telephone, bank, etc.)

Yet, only 34.4% of the learners felt that the material motivated them to participate during the class. The audio was a recorded through an automatic voice since in the presentation stage students had to listen to machines' messages; the voices used in the two recordings had different accents, one was an Australian accent, and the other one was British, and they listened to them three times. I realized during the listening that the pace of the recordings was too fast for their level (although simple), and that students are not used to listen to other accents of the English language besides the American.

### 3.6.2 Question 3: What was the detected impact of the stimulus material used?

According to the results of the surveys in the third statement, a 72.4% of students indicated that the material helped them in each of the stages of the lesson. The audios and scripts were related to the following exercises, because they worked

firstly as information resources, and in production stage, as examples for the final writing.

But then again, there were mixed answers in the results. In the fourth statement, 41.3% of pupils said that they did not understand the material with ease. Moreover, in the following statement, 51.7% of them answered that the material helped them to complete the activities, while 24.1% expressed the opposite. Students were able to reach the goal when they finished their instructions for the material they picked. The fact that they has the opportunity to select the material, but to also worked with examples in the presentation stage, and another one from the teacher before starting the writing task, facilitated the achievement of the aim although they expressed later that they had problems to complete the activities.

At this moment, the number of students changed from 30 to 29, and 34.4% of then did not hand in the notebook when it was asked. Another 48.2% of the students handed in the notebook and had finished their product correctly, and the other 17.2% delivered their notebook without the activity finished as shown in the activity of January 17ᵗʰ in my journal (Appendix AM: Class Journal. Third period's list).

Students had their work checked by two other classmates in the class; they helped me to check that their peers products actually had the elements that were asked from the beginning. They noticed mistakes like a missing title or incorrect verb tenses, so they made a note in their peers notebook (Appendix AN).

### 3.7 Activity 6: Sentence Puzzle

This <u>kinesthetic material</u> was used in Class 1, in March 22ⁿᵈ, 2018 during the fourth practice period. Its goal was, *"to recognize the use of phrasal verbs"* (Appendix O).

### 3.7.1 Question 2: How was the material applied in the class?

Based on the lesson plan for this lesson, students first played *Yes, No, Stand-up* during the warm-up time answering by standing up or sitting down to random questions done by the teacher. The presentation stage needed to be changed

because the material prepared for it was going to take more time to work with than the estimated in the plan, so the puzzle was shortened from 7 sentences of the story to only 3, with at least 7 pieces of the puzzle each one (Appendix AP).

Students passed to the board and tried to complete the puzzle correctly, each one having just one opportunity to select a piece of it, or changing the form of the part of the puzzle that was already formed in that sentence. When they finished, I asked them to check the sentences formed and they helped me voluntarily to correct the story's puzzle. They finished it and then copied the result; later, they identified the phrasal verbs and underlined them,

For the practice stage, pupils received a worksheet where first, they had to match the verbs with a particle to form the phrasal verbs that one of the images shown represented. Students passed to the front and wrote their answers on the board, we then checked the answers as a group.

Finally, the production stage consisted in a controlled activity in their worksheets where they had to complete some sentences with the missing phrasal verbs. Students checked the exercise as a group. The wrap-up could not be finished due to the time lost at the beginning of the class, which was of about 15 minutes (due to external reasons).

According to the surveys answered by the learners, a 75% expressed that they liked the material used by the teacher, against a 3.5% that said the opposite. (Appendix AQ). I had to link these percentages with the results of the second statement, where 60.7% of the students confirmed that the material motivated them to participate during the class as this last one had the highest positive result compared with the rest of the materials applied in the previous lessons.

Students, at the beginning of the class, did not seem to be confident enough to join in the puzzle activity and I had to start picking some of them to stand up and try. After at least two rounds of selecting people to pass to the front, they appeared more eager to participate and asked me to let them solve the puzzle. They feared to face

the challenge, but they felt encouraged by their peers' participation when they realize they were not being judged or punished for their mistakes.

### 3.7.2 Question 3: What was the detected impact of the stimulus material used?

In the third statement, a 75% of pupils said that the material used helped them in each stage of the lesson plan. For the fourth statement, 60% of them expressed that the material was easy to understand, while a 17.8 declared it was not. Lastly, in the next statement, a 64.2% of students said that the material did not help them to carry out the subsequent activities.

These answers reflect the form the lesson plan was constructed and the way I carried the lesson. On one hand, material was well presented and they were interested into putting their hands action, as it was shown in the observation worksheet of my journal, (Appendix AR: Class Journal. Class 1. Fourth practice period). On the other hand, there was not a context set were they could link the activities and find a real function of the language they were being taught (phrasal verbs); they just practiced vocabulary.

Therefore, I have to state that the goal of the lesson was not achieved. They did not even had a chance to produce something meaningful by their own because I focused the production in a fill-in-the-blanks activity that, again, did not have a proper context set.

This was the final application of material selected for this research, and I noticed during the analysis of the lesson that I became better at applying and selecting material for the classes. However, I lost track of the quality of content of the material and how the lesson needed only one context, in order to give meaningfulness to the language taught.

**3.8 Question 4: What factors influenced the development of the lessons where stimulus materials were applied?**

In order to answer this question, I need to make reference to the relationship between teachers' beliefs and practices. Teachers' beliefs are not always something that can be demonstrated through the practice, since according to Richards & Schmidt (2010) a belief system is composed by "ideas and theories that teachers and learners hold about themselves, teaching, language, learning and their students" (p. 52). These beliefs serve the teachers for different aspects: to "(1) filter and interpret information, (2) frame a specific problem or task […], and (3) guide immediate action" (Buehl & Beck, 2014, p. 67). It means that my beliefs as a teacher influenced the practice with students because they represented the assumptions I sustained about teaching and learning, therefore my immediate actions were affected by them.

Nevertheless, my teaching beliefs are still in formation and in constant change due to my lack of experience as a teacher. Buehl & Beck (2014) also stated that "the teacher's level of development and expertise is one factor that may contribute to the congruence of beliefs" (p. 71). Being a pre-teacher, I had limited access to the groups I worked with and my job was not as ample as an in-service teacher; as a result, my teaching beliefs were susceptible to be inconsistent and not represented in my actions through the practice, but they should gain congruence in time.

Buehl & Beck (2014) proposed then, a system of internal and external supports and hindrances (p.74) for the relationship between the teacher beliefs and practices. The aspects that I made reference to according to the research results are mostly from the internal circle, which are included in the *classroom factors*, while from the external supports I only included the *school factors*.

**3.8.1 Internal Factors**

Buehl & Beck (2014) identified four main factors within the *Internal Supports and Hindrances*, which are *other beliefs*, *experience*, *knowledge*, and *self-awareness* and *self-reflection* (see figure 5, Appendix AS). Utami (2016) said that "teachers

probably view this as challenge and in this manner these factors support them to enact their beliefs, otherwise, these hinder them to employ their beliefs into their teaching practices" (p. 141).

Although I felt that the situations that I had to go through regarding to activities in the school were important hindrances in my practice, these internal factors were the ones that revealed to me how my own thoughts and level of experience as a teacher affected my performance during the lessons.

### 3.8.1.1 Other beliefs

Teachers lean towards having their own ideas about learning and teaching prior to going into a real practice, and follow certain paths of work depending on how much they rely on those beliefs. Richards & Schmidt (2010) sustained that the teacher belief systems:

> Are thought to be stable constructs derived from their **experience**, **observations**, **training** and **other sources** and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. Beliefs also serve as the source of teachers' classroom practices. Beliefs form a system or network that may be difficult to change. In teacher education, a focus on belief systems is considered important since teacher development involves both the development of skills and knowledge as well as the development or modification of belief systems (p. 586).

In my journal, (Appendix AT: Class Journal. Teaching Speaking), referring to translation I wrote that "I thought that my students needed to understand the instructions and the only possible form was to do it in Spanish". It was the initial belief that I had after short experiences in the past teaching the language, where I wanted to save up time and make myself clear by spoon-feeding the pupils. It is noticeable then, that my belief was represented in my actions, but it does not mean it is correct just because they are related.

Currently, I recognize that my students needed to receive the instructions in English but in a short and a brief way, using mimicry, examples or written text as well

to avoid using L1 in the class. That shows how my belief has changed, and in the latest classes my instructions were shorter and given in L2. About it, Potari and Georgiadou-Kabouridis (2009, cited in Buehl & Beck, 2014) acknowledged in a four-year case study of an elementary teacher how:

> The teacher's initial beliefs about teaching elementary students the concept of number were challenged, and ultimately modified, during her student teaching and first-year teaching experiences. The changes in her beliefs influenced future teaching decisions and prompted her to seek out additional opportunities to develop mathematics teaching (p. 71).

### 3.8.1.2 Knowledge

Before thinking of teaching a subject, we should be aware of the things we must know about it in order to improve favor the students' skills development. Richards and Schmidt (2010) refer to *Knowledge About Language* (KAL) as:

> Any kind of knowledge about language that teachers make use of in their teaching, such as knowledge of grammar, language use, and second language learning. An important issue in teacher education is the kind of KAL that should form part of the knowledge base of language teacher education as well as the extent to which teachers access and use such knowledge in their teaching (p. 308).

Knowledge about the topics of a subject is the most indispensable aspect for a teacher to develop through the practice. Notice how I refer to it as something to "develop", since even the most experienced teacher may have opportunity areas to work on all along their practices.

In this aspect, I did not find obstacles throughout the lessons because every time I planned the lessons, I did it checking that my knowledge about the language that I was going to teach was correct. When students made questions about L2 that I did not know, I would always rely on their dictionary, and if it was not there, I would use my cellphone and explore together.

### 3.8.1.3 Self-awareness and self-reflection

As Buehl & Beck (2014) explained, "a lack of self-awareness may allow teachers to enact practices that are not aligned with their beliefs" (p. 76). Throughout my journal and during the reflection *in* and *on action* of my practices, I was able to notice how my initial beliefs differed from the work I did with students. For example, I overused translation although I believe that it is possible to explain and be understood through simple instructions, visual additions or mimicry. Even the tutor wrote in his journal (Appendix AU: Tutor's Journal. September 27th, 2017): "try to explain your rules in English […] you did, however, it is not necessary to translate".

Reflection, as Richards & Schmidt (2010) proposed, is "the process of thinking back on and considering experiences, in order better to understand the significance of such experiences" (p. 491). In my case, the reflection of the lessons helped me to notice the discrepancy between my ideas and my actions and it gave me an impulse to try to establish a connection. At the beginning of this research I described how as a teacher trainee I still have a lack of experience in my teaching practice and my beliefs are not consolidated yet, but will be in time.

Moreover, it is said that "teachers are more likely to act on their beliefs about content and various aspects of instruction when they believe in their own capability to do so" (Buehl & Beck, 2014, p. 75). When I first began the practice periods, I had the constant fear of failing during class and the effect it would have on my students; mostly, my fear was directed towards the pupil's learning process during the lessons, because I believed that I had to help them constantly to avoid gaps.

The tutor also noticed it, and he said that the activities could be better if the students worked alone, since in one of the groups (not my group of study) the activity of that day worked well with them doing it alone (Appendix AV: Tutor's Journal. October, 2017). Therefore, in my class with my group of study, students worked by themselves in their projects with little or no interventions from me, and they successfully finished the activity.

Finally, Buehl & Beck (2014) also sustain that "the teacher must believe in his or her ability to implement a practice, view […] herself as responsible for student's learning, and believe that students are capable of learning for beliefs about content and instruction to be implemented in practice" (p. 25).

### 3.8.2 External factors

Based upon the Teachers' beliefs and practices model presented before (see figure 5), we have two different factors known as "possible facilitators or impediments to teachers enacting their beliefs in practice" (Buehl & Beck, 2014, p. 76). Those factors are the *classroom factors* and the *school factors*, conformed at the same time by other aspects such as the class size, school and culture community, the student ability and the time available.

### 3.8.2.1 Classroom-context factors

Students in middle school are starting to face the adolescence. Teenagers "are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they are engaged, adolescents may well be the most exciting students of all" (Harmer, 2007, p. 83). In the teachers survey (Appendix AW: Teacher's survey results) it was registered that the learners was engaged in all of the activities where the material selected was applied, and they were also participating during the class.

Ur (2009) stated that for teachers without experience, "classes of adolescents are perhaps the most daunting challenge. Their learning potential is greater than that of young children, but they may be considerably more difficult to motivate and manage, and it takes longer to build up trusting relationships" (p. 290).

According to Buehl & Beck (2014), teachers express how:

Classroom management issues determine the extent to which teachers act on their beliefs. […] middle school teachers cited student's misbehavior as a barrier to implementing developmentally appropriate instruction (Teague et al., 2012)

[…]. Large classes have also been noted to limit the implementation of practices" (p. 77).

When I made the diagnostic of the group of study, I learned that 30 students integrated the group in a classroom that had enough space to move benches and monitor in case needed. Pupils were talkative, being this the main characteristic that I noticed through observation and the tutor's comments, but it taken mainly as a positive aspect when I needed them to participate and get involved in the class.

Nevertheless, the group reduced its number to 28 students and they became more talkative and somehow restless during the class, which I attributed to their classmates departure and the change of their tutor (recalling that the English teacher was their tutor). Because of that, it was harder for me to control them during the lessons, conducting me to change the order of certain activities and the interaction planned for them depending on their behavior of the day. "For preservice teachers, working in another teacher's classroom or under supervision of a cooperating or mentor teacher may present additional challenges for acting on their beliefs about teaching" (Buehl & Beck, 2014, p.77).

### 3.8.2.2 School-context factors

During the teaching practices, I also faced some difficulties that changed the way I planned to work with the group. About it, Buehl and Beck (2014) expressed that "administration, parental support, and colleagues as well as the available resources in a school can support or hinder the relationship between the teachers' beliefs and practices" (p. 77).

One of the main limitations was the use of the audiovisual room and library. I expected to use the projector at least two times to be able to apply PowerPoint material. However, I was only able to use it once and took a negative experience out from it; the projector was not working properly and I had to hand in a cable that other teachers needed, so the projection of the slides was very small and unclear.

I also had to postpone many of my classes in my second, third and fourth period of practice because the school had planned several activities, conferences, contests

and festivals for students and teachers. This derived in the modification of my lesson plan and the cancellation of some classes. Yet, Buehl & Beck (2014) shared that "the greatest emphasis should be given to addressing the internal barriers that prevent teachers from acting on their beliefs in the current context" (p. 80, 81).

# CONCLUSIONS

## IV. CONCLUSIONS

Throughout the process of this research, my objective remained as **to asses my own teaching ability by taking into account the students' sensorial needs through different types of material, thus enhancing their comprehension concerning the English language**. Parting from the fact that the group of study was *multi-sensory* because it had students in the three types of modalities (visual, auditory and kinesthetic), I selected stimulus material in order to enhance their comprehension of the English Language, an aspect that I will extend later on this conclusion.

During the first periods of practice, the main task of the research was to find information that could help me explain the main objective and to obtain data about students. Therefore, my knowledge of the multi-sensory approach and the sensorial needs expanded; based on the new information obtained, I was able to support my lesson plans on theory about multi-sensory approach, stimulus material, a model to plan lessons, language skills and use of materials, and knowing these aspects to select the material intended to be used.

In the first period, I felt confident of my skills because I owned this information and I was making use of it, but as I proceeded with the lessons and the analysis alongside my assessor and tutor, I was able to notice the difference between having the knowledge and putting it into practice. I felt insecure and vulnerable during the following periods of practice, since my plan was not working as I expected and the results that depicted my own teaching ability showed my lack of experience.

However, as I mentioned, I included the data I had into my teaching practice, and after some months of frustration I finally got to comprehend that my final objective was to asses my ability as a teacher, but not until I experienced this complete process did I became aware of my students' sensorial needs. Therefore, this essay helped me to relate the explicit knowledge that authors showed me with the tacit knowledge obtained in, during and after the practice. This leads me to synthetize the

answers to the questions formulated to gather the information I found within this essay.

The first question, which refers to the incorporation of material into the lesson, included factual information about the practice, this, to present evidence of my work and students' performance in the lessons where the material selected was applied. Therefore, I was capable to answer and analyze the results of the questions.

For the second, which referred to the detected impact of the material used, I got information that was directly linked to the way I applied the material and how I dealt with complications during the procedure. This lead the answer to be provisional, since the results were focused on one particular group and the results would change if applied in any other group. I bring this up, because it was hard for me to identify if the learners benefited from one of the materials used that was correlated to one of their sensorial needs.

If we look at the table 1, *results from students' surveys about materials,* we can appreciate that if the percentages of one statement in the visual materials are high, later in the same materials but with another statement it can be low. Thus, we cannot perceive if one type of material specifically helped that sensorial need that the student was putting into practice. This becomes even more surprising if we remember than the visual need was bigger that the kinesthetic and auditory in the group of study.

Nevertheless, far from looking at this as a negative result, I rather see it as an educational experience. Taking only my own results from this research, I see that there was no sensorial need in specific that was benefited more than the rest. The theory stated that if I applied a particular type of material to practice a sensorial modality, learners should get an enhanced retention of the information presented. Having in mind that every pupil's brain works differently, I learned that I could only handle the way material and the students work in class. After I identified their needs, there is a point where I cannot manage the way or at what grade the learners understand and retain information.

In the third question of the research where I identified other factors that influenced the development of the class I discussed the *teachers' beliefs and practices model* by Buehl & Beck (2014) applied to my own practice. The authors offer the teachers a tool for the analysis of the initial beliefs and their connection (or disconnection) with the practice. Several aspects were included for revision, such as the classroom factors and school factors that can support or block our beliefs in our practices. The answer to the question could also be the experience of the researcher as an educator. Thanks to this model, I had the opportunity to emphasize some facets of my practice that I noticed during my stay in the secondary school, which I had previously ignored. Nonetheless, they turned out to be an important part of my investigation.

I also detected the amount of external variables that made my investigation have the results it got, and that they were not directly linked to my performance in the classroom. For example, the time and school culture were aspects that affected my lesson plan more times than I could have predicted.

The initial problem identified during the observation weeks was that students desired to be exposed to more types of different materials in the different subjects they were being taught, instead of just using one resource such as the book and the whiteboard. Here is why I recall the students' comprehension concerning the English language; for that means, I added the results from the second application of the diagnostic exam which took place in March (Appendix AX).

Compared with the initial results in Appendix D, students seemed to improve their level of the language. In reading, there were less people in the true beginner level, and in A1, A1- and A2- increased in the group and the same amount remained in A2. In writing, there were less students in the true beginner level and a1-; A2- increased and A2 stayed the same with no one in the level. Finally, in the listening skill, students enhanced their listening comprehension; I registered less learners in the true beginner and A1- levels, the same amount stayed in A1, and more students were identified in A2- and A2 levels-.

In general, the level of English language in the group was increased, although I have to add that two students were taking English classes during the school year. Nevertheless, I cannot deny that their comprehension towards the language increased and consequently, their performance in the language as well. I also want to complement this by saying that the speaking skill should be taken into account if the time and space needed is available for such evaluation.

Finally, throughout my practice with the group I noticed that I was capable of assessing my own teaching ability by including the sensorial needs of the students with auditory, kinesthetic and visual material. I had to make use of different tools that helped me to analyze the results and link them with the theory that I got.

What I can also say is that an investigation of this matter could be improved if:

- ✓ The material selected was applied more times than the used here.
- ✓ The teacher organizes the projects of the unit for the implementation of the three types of sensorial needs in order to gather a general outcome of the students' performances.
- ✓ The teacher identifies those students who have special needs and takes their needs into consideration when working with the materials and producing from them.
- ✓ The teacher pays the same amount of attention to the productive as to the receptive skills.
- ✓ The teacher preferably finds the balance for a group of study between a low number of students and high levels of energy.
- ✓ The teacher takes the speaking skill into account.

Even with all of these recommendations, other situations could hindrance our investigation. Moreover, it could be that the group we selected does not react at all to our material, or that we do not get to have a safe learning environment with them, which is essential during a research of this kind when we have to collect opinions and information.

After completing the analysis of the four questions of this research, I discovered one fact that was a huge constraint during my practice: the use of L1 in class and translation, this involving my students but mostly myself. Although I alluded many times in this research to my continuous use of L1 and translation in the lesson, and that I had in mind that I should be communicating in English inside the classroom, I still faced some common insecurities within my own performance that prevented me from doing it. Those where:

- Underrating my students' abilities towards the understanding of the language.
- My own fear of failing at giving instructions.
- Long instructions (which evolved into more simple ones but still needed to be improved).
- My own pressure to finish in time and to be able to give feedback.

Of course, avoiding translation was not a main goal in this research, but it was one of many tools that where there to help me reaching it successfully. Therefore, this problem remains as the central challenge in my future formal practice as a teacher of the English language, and I will keep in mind that it will not represent a threat for my positive performance with other groups.

This experience allowed me to learn about sensorial preferences and gave me the opportunity to explore different teaching strategies. Yet throughout the process, I have started to become aware about different situations of the teaching practice in general. These new topics arouse questions, such as:

- ➢ What is the difference between learning preferences and sensorial preferences?
- ➢ Why do teachers insist on using the VAK model as learning preferences instead of sensorial preferences?
- ➢ How could students become aware of their learning needs and develop strategies to attend them?
- ➢ Can a student obtain and understand information better through sensorial preferences that are not the ones identified during the diagnosis?

➢ How could the teacher's own sensorial preference affect the way he/she selects and applies the multi-sensory material?

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# APPENDIX

## APPENDIX A: PRACTICE CALENDAR

This calendar shows in blue, the periods of practice in which I attended to the school and worked with the group of study.

BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
DE SAN LUIS POTOSI
DIRECCION ACADEMICA
**CALENDARIO DE ACTIVIDADES DE 7° SEMESTRE**

BECENE-DA-CC-PO-01-01
REVISIÓN 1

LICENCIATURA: EN EDUCACIÓN ESPECIAL, EDUCACIÓN FÍSICA Y EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN ESPAÑOL, MATEMÁTICAS E INGLÉS

Ciclo Escolar: 2017 - 2018

| MES | SEMANA/ FECHA | ACTIVIDAD |
|---|---|---|
| AGOSTO | 1 14 - 18 | Organización de actividades escolares. Reunión de consejo técnico escolar |
| AGOSTO | 2 21 - 25 | Inicio de clases en la escuela de educación básica. Actividades preparatorias para el Trabajo Docente. |
| AGOSTO | 3 28 - 1 | Inicio de clases en la escuela de educación básica. Actividades preparatorias para el Trabajo Docente. |
| SEPTIEMBRE | 4 4 - 8 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I |
| SEPTIEMBRE | 5 11 - 15 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I |
| SEPTIEMBRE | 6 18 - 22 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I |
| OCTUBRE | 7 25 -29 | Primer Periodo de Trabajo Docente. Escuela de Educación Básica |
| OCTUBRE | 8 2 - 6 | Primer Periodo de Trabajo Docente. Escuela de Educación Básica |
| OCTUBRE | 9 9 - 12 | Primer Periodo de Trabajo Docente. Escuela de Educación Básica |
| OCTUBRE | 10 16 - 20 | Primer Periodo de Trabajo Docente. Escuela de Educación Básica |
| OCTUBRE | 11 23 - 27 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I Escuela Normal |
| OCTUBRE | 12 30 - 3 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I Escuela Normal |
| NOVIEMBRE | 13 6 - 10 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I Escuela Normal |
| NOVIEMBRE | 14 13 - 17 | Segundo Periodo de Trabajo Docente. Escuela de Educación Básica |
| NOVIEMBRE | 15 20 - 24 | Segundo Periodo de Trabajo Docente. Escuela de Educación Básica |
| NOVIEMBRE | 16 26 - 1 | Segundo Periodo de Trabajo Docente. Escuela de Educación Básica |
| DICIEMBRE | 17 4 - 8 | Segundo Periodo de Trabajo Docente. Escuela de Educación Básica |
| DICIEMBRE | 19 11 - 15 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I Escuela Normal |
| DICIEMBRE | 18 18 - 20 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I Escuela Normal |
| | VACACIONES 21 DE DICIEMBRE – 5 DE ENERO | |
| ENERO 2018 | 20 8 - 12 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente I. Escuela Normal |
| ENERO 2018 | 21 15 - 19 | Tercer Periodo de Trabajo Docente. Escuela de Educación Básica |
| ENERO 2018 | 22 22 - 26 | Tercer Periodo de Trabajo Docente. Escuela de Educación Básica |

BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
DE SAN LUIS POTOSI
DIRECCION ACADEMICA
CALENDARIO DE ACTIVIDADES DE 8º SEMESTRE

BECENE
Sistema de
Gestión de
la Calidad

BECENE-DA-CC-PO-02-02
REVISIÓN 1

LICENCIATURA:   LICENCIATURAS EN EDUCACIÓN ESPECIAL,
EDUCACIÓN FÍSICA Y EDUCACIÓN SECUNDARIA CON
ESPECIALIDAD EN MATEMÁTICAS Y ESPAÑOL

Ciclo Escolar:                    2017 - 2018

| MES | SEMANA/ FECHA | ACTIVIDAD |
|---|---|---|
| FEBRERO | 1 5 – 9 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente II y Taller de análisis del trabajo docente y diseño de propuestas didácticas II Escuela Normal |
| FEBRERO | 2 12 - 16 | |
| FEBRERO | 3 19 – 23 | Primer Periodo de Trabajo Docente II. Escuela de Educación Básica. |
| FEBRERO | 4 26 – 2 | |
| MARZO | 5 5 - 9 | |
| MARZO | 6 12 – 16 | |
| MARZO | 7 19 – 23 | |
| | | VACACIONES DEL 26 DE MARZO AL 6 DE ABRIL |
| ABRIL | 8 9 – 13 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente II .Escuela Norma |
| ABRIL | 9 16 – 20 | |
| ABRIL | 10 23 – 27 | Segundo Periodo de Trabajo Docente II. Escuela de Educación Básica |
| MAYO | 11 30 – 4 | |
| MAYO | 12 7 – 11 | |
| MAYO | 14 14 – 18 | |
| MAYO | 15 21 - 25 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente II Escuela Norma |
| MAYO | 16 28 – 1 | |
| JUNIO | 17 4 – 8 | Tercer Periodo de Trabajo Docente II. Escuela de Educación Básica |
| JUNIO | 18 11 – 15 | |
| JUNIO | 19 18 – 22 | Actividades del Taller de Diseño de Propuestas Didácticas y Análisis del Trabajo Docente II Escuela Normal |
| JUNIO | 20 25 - 29 | |
| JULIO | 21 2 – 6 | |
| JULIO | 22 9 – 13 | |

# APPENDIX B: SURVEY FOR MATERIAL

Both surveys were used to evaluate the use of material by both, the teacher and students.

***The Teacher evaluates material.***

**Teacher:**_____**Group:**_____**Date:**_____

*Instrucciones: Marca con una **X** en SI o NO, dependiendo del aspecto en la parte izquierda de la siguiente tabla.*

**Material utilizado por el maestro:**_____**Tipo:** _____

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | | |
| 2. Los alumnos participaron aportando a la clase | | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | | |
| 4. El material fue de fácil entendimiento para los alumnos. | | |
| 5. Los alumnos entregaron su producto con resultados favorables. | | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | | |
| 7. El material ayudó a disminuir las dudas sobre el tema. | | |
| 8. Se recomienda el empleo este tipo de material en otras clases. | | |

━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━  ━━

***The student evaluates material.***

**Name:**_____**Group:**_____**Date:**_____

*Instrucciones: Marca con una **X** en SI o NO, dependiendo del aspecto en la parte izquierda de la siguiente tabla.*

**Material utilizado por el maestro:**_____**Tipo:** _____

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. El material me gustó, me sentí interesado desde que la clase comenzó. | | |
| 2. Participé durante la clase. | | |
| 3. El material me fue de ayuda cada una de las etapas de la clase. | | |
| 4. El material me fue fácil de entender. | | |
| 5. Terminé mis actividades de la clase y sé que está bien hechas. | | |
| 6. Me sentí seguro y confiado de mis habilidades en esta clase. | | |
| 7. Me surgieron muchas dudas con el material utilizado. | | |
| 8. Me gustaría que el maestro volviera a utilizar éste tipo de material en otras clases. | | |

# APPENDIX C: DIAGNOSTIC EXAM

This exam was used in order to identify students' level in the English language. KET mock exam; adapted from University of Cambridge ESO Examinations: http:/dystefl.eu/fileadmin/user_upload/Units/Unit10/Appendix10.1pdf. Retrieved in July 10th, 2017

## DIAGNOSTIC EXAM (A2)

### READING PART 1
Which notice (A - D) says this (1 – 4)?
For questions 1 to 4, mark the correct letter A to D on your answer sheet.

Example: 0 You cannot use your phone. Answer:    E
E on the answer sheet

TURN OFF ALL MOBILES DURING LESSONS
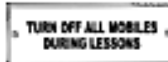
1- You should put things back in the right place. _____

2 -Go here if you have lost something. _____

3- You cannot go in through here. _____

4 -These students do not have a lesson. _____

**A**
FOUND
Student's bag
See Mrs Wade in office

**B**
Class 4B
No history class today
Teacher ill

**C**
NO ENTRANCE TO ART ROOM
USE OTHER DOOR

**D**
Study Centre
Please return all books
to correct shelf

### READING – PART 2
Read the sentences about an Internet café. Choose the best word (A, B or C) for each space. For questions 5-8, mark A, B or C on your answer sheet.

Example: 0 Last month an Internet café ............ near Ivan's house.
a) opened    b) began    c) arrived                    Answer: a

5- The Internet café quickly became ............ with Ivan and his friends.
a) favorite    b) popular    c) excellent
6- Ivan often ............ his friends there after school.
a) waits    b) meets    c) goes
7- The café has different ............ of computer games that they can play.
a) things    b) ways    c) kinds
8- Ivan thinks there is a lot of ............ information on the Internet.
a) certain    b) sure    c) use

### READING – PART 3
Read the conversation. Choose the best word (A, B or C) for each space. For questions 9-12, mark A, B or C on your answer sheet.

Example:
0    Where do you come from?    A New York    B School    C Home

9-Why didn't you come to the pool yesterday?
a) I didn't see them there.    b) It was a great time.    c) I was doing something else.
10-I have to go home now.
a) Have you been before?    b) It's still quite early.    c) How long was it for?
11- Whose phone is that?
a) It's not there.    b) Wasn't it?    c) I'm not sure.
12- Do you want to play that new computer game?
a) It's all right.    b) Yes, I do.    c) If you can.

## READING - PART 4

Complete the telephone conversation between two friends.
What does Josh say to Matt? For questions 13-16, mark the correct letter **A - E** on your answer sheet.

*Example:*
*Matt: Hi, Josh. It's Matt.*
*Josh:*   **C**   *(Hi. You are calling early!)*

Matt: Oh, sorry. I'm phoning about the skateboarding competition this afternoon
Josh: 13-_____
Matt: Really? There was some information about it in our club magazine.
Josh: 14-_____
Matt: Just from 2.30 till 5 pm. They give out the prizes at 6 pm.
Josh: 15-_____
Matt: The prizes are better this time. The top prize is a skateboard.
Josh: 16-_____
Matt: Great! Then, let's go.

| |
|---|
| A- I did not know that was today. |
| B- I didn.t see it. Is the competition on all afternoon? |
| ~~C- Hi. You are calling early!~~ |
| D- I haven't got one of those. |
| E- Do the winners get CDs like last year? |

## READING - PART 5

Questions 17-20
Read the article about a young swimmer. Are sentences 17 - 20 , Right (a) or Wrong (b)?

### Ana Johnson

Ana Johnson is a 13-year-old swimmer who lives in Melbourne in Australia. Her dream is to swim for Australia in the next Olympics.
She swims in both long and short races and she has already come first in many important competitions.

As well as spending many hours in the pool, Ana also makes time for studying and for friends. 'I have lots of friends who swim and we're very close. It's much easier to have friends who are swimmers because they also have to get up early to practise like me and they understand this kind of life. But I'm not so different from other people my age. In my free time I also enjoy going to the movies and parties. There are also some good things about swimming for a club. I travel a lot for competitions and I've made friends with swimmers from other Australian cities and from other parts of the world.'

17- Ana hopes she will become an Olympic swimmer.                    a) Right    b) Wrong

18- It is difficult for Ana to make friends with other people who swim.    a) Right    b) Wrong

19- Ana likes doing the same things as other teenagers.              a) Right    b) Wrong

20- Ana has met people from different countries at swimming competitions.   a) Right    b) Wrong

## WRITING ✎ PART 6

Read the two e-mail messages.
Fill in the information on the visa application form.
For questions 21 - 25, write the information on the answer sheet.

| To: | Churchill Language School, Oxford |
|---|---|
| From: | Alice Silveiro |

I would like to study at your school. I work in the reception of a hotel in my home town, Sao Paulo, Brazil, and English is important for my job.

Where can I stay in Oxford? I shall spend two months in Britain.

Alice Silveiro

| To: | Alice Silveiro |
|---|---|
| From: | Churchill Language School, Oxford |

We have six-week courses for people who want to study English. There is a house for students next to the school, in Park Road, at number 26.

You will need a visa.

Churchill Language School

## VISA APPLICATION FORM

| NAME: | ALICE SILVEIRO |
|---|---|
| NATIONALITY: | 21 _____ |
| JOB: | 22 _____ |
| ADDRESS IN LONDON: | 23 _____ |
| WHY ARE YOU VISITING BRITAIN? | 24 _____ |
| HOW LONG WILL YOU STAY? | 25 _____ |

WRITE ON YOUR ANSWER SHEET

## WRITING ✎ PART 7

Read the email from your English friend, Alex.

| From: | Alex |
|---|---|
| To: | |

It's great you can come to my house this evening to watch a DVD. What time can you come? Which DVD do you want to watch? What would you like to eat?

Write an email to Alex and answer the questions.
Write 25 to 35 words.    Write the email on your answer sheet.

## LISTENING - PART 8

You will hear three (3) short conversations. You will hear each conversations twice.
For questions (1-3), choose the correct answer *in your answer sheet.*

**(2:19) 1. What animals does Sue have?**

A ☐  B ☐  C ☐

**(2:59) 2. What time will they go to the cinema?**

| 5:30 | 8:30 | 10:00 |
|------|------|-------|

A ☐  B ☐  C ☐

**(3:40) 3. What is Joe going to do at the weekend?**
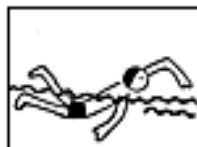
A ☐  B ☐  C ☐

## LISTENING - PART 9

Listen to Steve telling Olga what presents he got for his birthday. What present did each person give Steve?
For questions 4-9, match (**A - F**) next to each number *in your answer sheet*. You will the conversation twice
(2x).

| PEOPLE | PRESENT |
|--------|---------|
| 4- Mary | a) Pen |
| 5- Harry | b) Sweater |
| 6- Linda | c) Socks |
| 7- Thomas | d) Jacket |
| 8- Victoria | e) Camera |
| 9- James | f) Video |

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## LISTENING - PART 10

You will hear a conversation at a Sports Centre. Listen and choose the correct option *in your answer sheet.*

| Sport Centre Registration Form | |
|---|---|
| **Name:** _____Mary_____ | |
| **10- Surname:**<br><br>a) Lawlor<br>b) Lalaw<br>c) Lawlu | **13- Lesson days:**<br><br>a) Mondays & Fridays<br>b) Tuesdays & Thursdays<br>c) Wednesdays & Thursdays |
| **11- Sport:**<br><br>a) Volleyball<br>b) Basketball<br>c) Tennis | **14- Price of lessons:**<br><br>a) £365<br>b) £375<br>c) £475 |
| **12- Course starting date :**<br><br>a) September 3<sup>rd</sup><br>b) September 6<sup>th</sup><br>c) September 7<sup>th</sup> | **15- Price for key**<br><br>a) £5<br>b) £15<br>c) £25 |

## ANSWER SHEET:

NAME: _____ GROUP AND GRADE: _____

### READING – PART 1

| 1- | |
|----|----|
| 2- | |
| 3- | |
| 4- | |

### READING – PART 2

| 5- | |
|----|----|
| 6- | |
| 7- | |
| 8- | |

### READING – PART 3

| 9- | |
|-----|----|
| 10- | |
| 11- | |
| 12- | |

### READING – PART 4

| 13- | |
|-----|----|
| 14- | |
| 15- | |
| 16- | |

### READING – PART 5

| 17- | |
|-----|----|
| 18- | |
| 19- | |
| 20- | |

### WRITING - PART 6

| 21- | 22- | 23- | 24- | 25- |
|-----|-----|-----|-----|-----|
| | | | | |

### WRITING - PART 7

26-30

_____
_____
_____
_____
_____
_____
_____
_____

☺

### LISTENING - PART 8

| 1- | |
|----|----|
| 2- | |
| 3- | |

### LISTENING - PART 8

| 4- | |
|----|----|
| 5- | |
| 6- | |
| 7- | |
| 8- | |
| 9- | |

### LISTENING - PART 10

| 10- | |
|-----|----|
| 11- | |
| 12- | |
| 13- | |
| 14- | |
| 15- | |

# APPENDIX D: RESULTS FROM DIAGNOSTIC EXAM

Results from the first application of diagnostic exam in 2° "F". The speaking test was not applied due to the time available.



**READING**
- TRUE BEGINNER 7%
- A2 4%
- A2- 10%
- A1 31%
- A1- 48%

**LISTENING**
- A2 4%
- A2- 14%
- TRUE BEGINNER 21%
- A1 18%
- A1- 43%

**WRITING**
- A1 0%
- A2 0%
- A2- 3%
- A1- 29%
- TRUE BEGINNER 68%
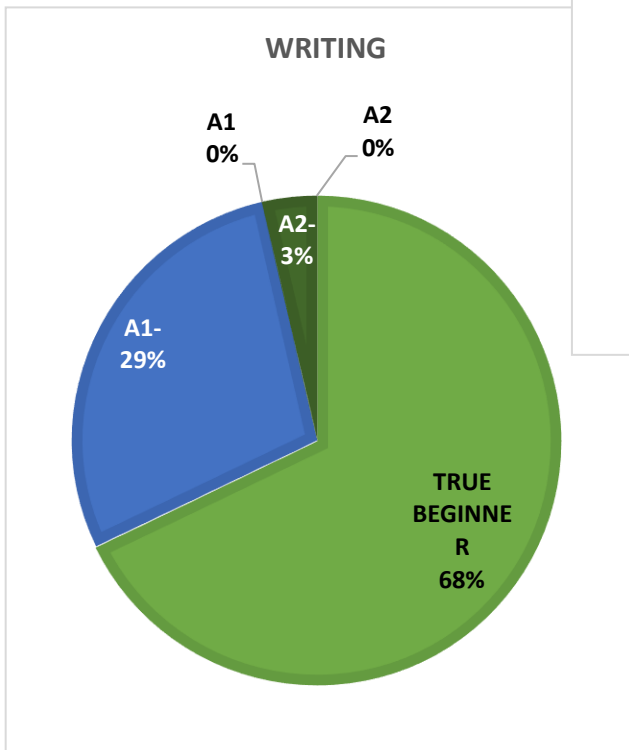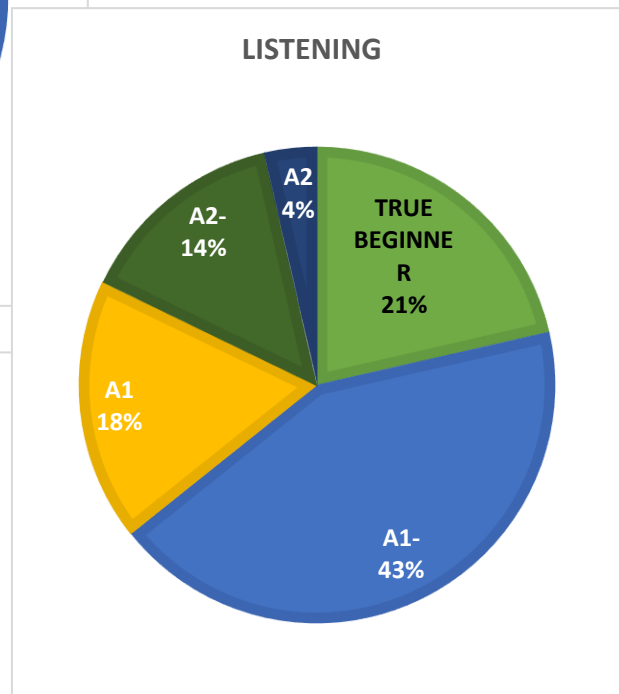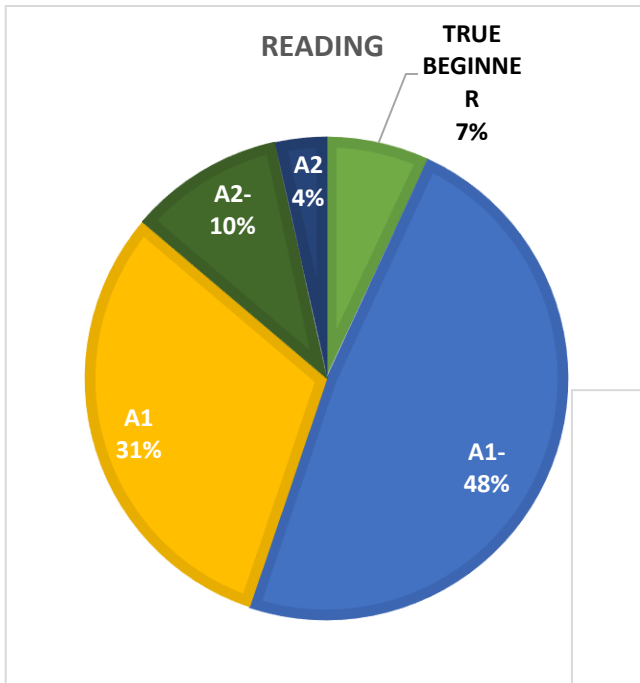
# APPENDIX E: QUESTIONNAIRE

Personal information and opinions about the learners were taken from this questionnaire in order to collect data about their social context and their needs.

BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO

LICENCIATURA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA: INGLÉS

BECENE Inglés

## CUESTIONARIO PARA ALUMNOS

DOCENTE QUE APLICA: _____

Este cuestionario es confidencial. Se utilizará exclusivamente para conocer mejor a cada alumno, con el objetivo de utilizar la información como una guía que ayude a mejorar la enseñanza y el aprendizaje. Es por ello que se te pide que seas lo más honesto/a posible con tus respuestas.

*Instrucciones: Lee detenidamente las siguientes preguntas, contesta o subraya el inciso que mejor exprese tu respuesta.*

### DATOS PERSONALES

Nombre: _____ Sexo: Masculino___ Femenino___ Fecha: _____ Grado y grupo: _____ Edad: _____ Lugar de nacimiento: _____

En mi hogar cuento con una computadora o laptop:     a) Sí          b) No

En mi hogar cuento con internet:     a) Sí          b) No

Medio de transporte que uso para ir a la escuela: _____

### INFORMACIÓN ACADÉMICA

1. ¿Eres alumno de nuevo ingreso en esta secundaria?     a) Sí          b) No
2. ¿Estás repitiendo el año escolar?     a) Sí          b) No
3. ¿Qué materia te pareció la más difícil en el último año?
   a) Español
   b) Matemáticas
   c) Inglés
   d) Otra:_____
4. ¿Presentas algún tipo de padecimiento que te impida realizar satisfactoriamente ciertas tareas dentro del salón de clase? (Incluye cognitivas, de audición, visuales o físicas.)
   a) Sí
      ¿Cuál? _____
   b) No

### ACTIVIDADES E INTERESES PERSONALES

1. ¿Cuál es tu materia favorita? _____
2. ¿Cuál estrategia de estudio practicas más seguido?
   a) Memorizar lo que vendrá en el examen
   b) Repasar lo que vi en clase por las tardes
   c) Hacer acordeones o tarjetas de estudio
   d) Otra: _____
3. Marca con una X las actividades te gusta realizar en tu tiempo libre (puede ser más de una):
   ___Practicar un deporte                          ___Ver la TV/películas, escuchar música.
   ___Practicar un idioma                           Otro: _____
   ___Practicar un instrumento
4. ¿Qué género musical prefieres? (sólo escoge uno)
   a) Rock
   b) Pop
   c) Reggaetón
   d) Otro: _____
5. ¿Cuál es tu cantante o grupo favorito? _____

6.  ¿Te gusta leer?          a) Sí          b) No

En caso de responder Sí, ¿qué género literario te gusta más? _____

7.  ¿Qué tan seguido escuchas música en inglés?

    a)  Todo el tiempo            c)  Casi nunca

    b)  Algunas veces            d)  Nunca

8.  Cuando ves películas extranjeras, ¿En qué idioma las prefieres?

    a)  En español                 b) En inglés (o su idioma de origen) con subtítulos

## OPINIONES SOBRE LA MATERIA DE INGLÉS

1.  ¿Te gusta el inglés?          a) Sí          b) No

2.  ¿Crees que aprender inglés es importante?          a) Sí          b) No

3.  ¿Por qué estas aprendiendo inglés?

    a)  Para pasar la materia

    b)  Para poder comunicarme con otras personas que hablen el idioma

    c)  Porque mis padres creen que es importante e insisten en que lo aprenda

    d)  Porque así tendré mayor oportunidad de conseguir un trabajo en el futuro

    e)  Porque me gusta mucho y es sólo un reto personal

    f)  Otra razón: _____

4.  Marca con una X. Personas que conozco que hablan inglés (puede ser más de uno):

        ____Amigos ____Familia ____Vecinos o conocidos cercanos

5.  Sin tomar en cuenta clases particulares, ¿a partir de qué nivel escolar comenzaste a recibir clases de inglés?

    a)  Preescolar

    b)  Primaria

    c)  Secundaria

6.  ¿Has estudiado inglés en clases particulares? (fuera de la escuela)     a) Sí          b) No

Si respondiste que Sí, contesta la siguiente pregunta:

    ¿Cuánto tiempo has estado estudiando inglés en clases particulares?

    a)  1 año            c)  3 años

    b)  2 años           d)  Otro: _____

7.  En cuanto a experiencias con el idioma inglés creo que:

    a)  Me gustaría mucho tener contacto con extranjeros que sepan inglés.

    b)  No me siento listo/a para tener contacto con extranjeros que sepan inglés, pero me agradaría poder intentarlo.

    c)  No me gustaría tener contacto con extranjeros que sepan inglés.

8.  Para practicar el idioma inglés, creo que es más importante enfocarse en:

    a)  Ver y escuchar películas y música en inglés.

    b)  Leer artículos o libros en inglés.

    c)  Cantar en inglés, leer en inglés en voz alta.

d) Escribir frases cortas en inglés todo el tiempo y en donde sea.

e) Todas las anteriores.

9. Pienso que los maestros/as de inglés deberían:

   a) Enseñar más gramática

   b) Permitir que los alumnos trabajen en equipos

   c) Corregir siempre que alguien cometa un error

   d) Hablar mucho inglés

10. La mejor forma de aprender inglés es:

    a) Memorizar todas las reglas gramaticales

    b) Practicarlo todos los días, oyendo, escuchando, leyendo o escribiendo un poco

    c) Tener contacto con personas que sepan inglés

11. Durante la clase de inglés, creo que lo más importante para los alumnos debería ser:

    a) Preguntar y responder lo más posible en inglés

    b) Hacer sus propios trabajos, no copiarlos

    c) Permanecer sentado en su lugar, no pararse sin permiso

    d) Respetar a mi maestro/a y compañeros.

12. ¿Con cuál de las siguientes ideas te identificas más?

    a) Soy bueno/a aprendiendo idiomas, me es natural

    b) No sé si soy bueno/a aprendiendo idiomas, pero me gusta y me esfuerzo

    c) No soy bueno/a aprendiendo idiomas, se me dificulta

13. Mi meta principal en el inglés es:

    a) Poder hablarlo                    c) Leerlo

    b) Escribirlo                        d) Entender lo que escucho

## ESTILOS DE APRENDIZAJE

14. En cada uno de los aspectos del cuadro, marca con una X sólo aquellos con los que te sientas identificado/a. Puede ser más de uno.

| APRENDIZAJE CONCRETO | APRENDIZAJE ANALÍTICO |
|---|---|
| __ Soy una persona curiosa, no le tengo miedo a los retos.<br>__ Me gusta la variedad, odio la rutina.<br>__ Necesito estar en constante movimiento, no puedo mantenerme en un lugar por mucho tiempo.<br>__ Me desagradan las clases en las que el maestro es el único que habla. | __ Me atraen las actividades de lógica y orden.<br>__ Prefiero trabajar yo solo.<br>__ Me gusta tener la oportunidad de descubrir por mí mismo/a lo que se me está enseñando.<br>__ Suelo ser muy duro/a conmigo mismo/a, por ello, tengo miedo a cometer errores. |
| APRENDIZAJE COMUNICATIVO | APRENDIZAJE ORIENTADO A LA AUTORIDAD |
| __ Soy una persona sociable; hago amigos con facilidad.<br>__ Me gusta más trabajar en parejas o equipos que solo.<br>__ Me gusta que los maestros me digan cuáles son mis errores y cómo pueda solucionarlos.<br>__ Me atraen las discusiones en grupo y los debates. | __ Me considero una persona responsable y organizada.<br>__ Me gusta que el maestro explique mucho.<br>__ Necesito instrucciones claras y que se me diga paso por paso lo que tengo que hacer, pues yo solo no lo entendería.<br>__ No me gustan los debates en grupo u opinar. |

## ESTRATEGIAS DE APRENDIZAJE

15. En cada uno de los aspectos del cuadro, marca con una X sólo aquellos con los que te sientas identificado/a. Puede ser más de uno.

| ESTRATEGIAS DE MEMORIA | ESTRATEGIAS COGNITIVAS |
|---|---|
| __ Suelo recordar las cosas por medio de imágenes, sonidos, olores, etc. <br> __ Suelo estudiar hasta aprenderme las cosas de memoria. <br> __ Tengo una estrategia definida para recordar temas de una materia, por ejemplo, hacer acordeones, seleccionar palabras clase, etc. | __ Prefiero practicar a estudiar. <br> __ Cuando leo, suelo buscar por las ideas principales para entender mejor. <br> __ Me gusta tomar notas en clase y/o hacer borradores antes de escribir un trabajo. |
| ESTRATEGIAS DE COMPENSACIÓN | ESTRATEGIAS METACOGNITIVAS |
| __ Por lo general, no me es suficiente lo que aprendo en la escuela, por lo que debo estudiar o repasar por mi cuenta. <br> __ Cuando no sé cómo se dice una palabra en inglés, lo expreso con lenguaje corporal o mímica. <br> __ Cuando no sé cómo se escribe una palabra en inglés, utilizo un sinónimo o algo que se le parezca en ese mismo idioma. | __ Cuando estudiamos un nuevo tema, suelo ligarlo con otros que ya vimos. <br> __ Al principio de cada ciclo escolar (o bloque) me propongo objetivos, como mejorar mi escritura, aprender nuevo vocabulario, etc. <br> __ Al final de cada ciclo escolar (o bloque) estoy al tanto de mi desempeño y me doy cuenta de las cosas que tengo que mejorar. |
| ESTRATEGIAS AFECTIVAS | ESTRATEGIAS SOCIALES |
| __ Cuando estoy ansioso/a o estresado/a, hago alguna actividad para relajarme. <br> __ Por lo general me motivo a mi mismo para aprender el idioma inglés. <br> __ Me es necesario hablar con los demás acerca de cómo me siento. | __ Cuando algo no me quedó claro, hago preguntas. <br> __ Me gusta intercambiar mi conocimiento con otros, ya sea para ayudarlos o para aprender de ellos. <br> __ Me gusta escuchar a los demás y me es fácil entenderlos y ponerme en sus zapatos. |

# APPENDIX F: QUESTIONNAIRE RESULTS

Students' learning strategies and learning styles detected from the questionnaires.

Four groups appear here, 2° "F" is marked in a rectangle.

## ESTRATEGIAS DE APRENDIZAJE

■ Memoria  ■ Cognitivas  ■ Compensación  ■ Metacognitivas  ■ Afectivas  ■ Sociales  ■ Neutro (más de 3)

## ESTILOS DE APRENDIZAJE

■ Concreto  ■ Analítico  ■ Comunicativo  ■ Orientado a la autoridad  ■ Neutro (más de 2)  ■ Autoridad y comunicativo  ■ Concreto y comunicativo
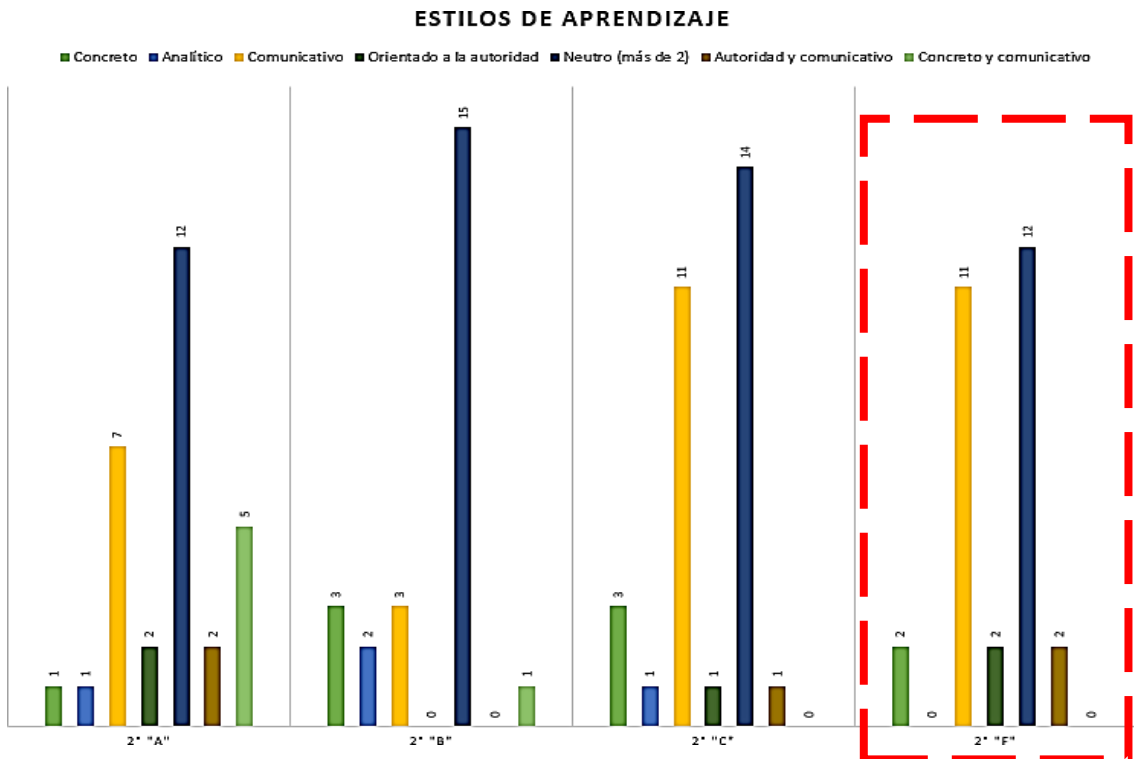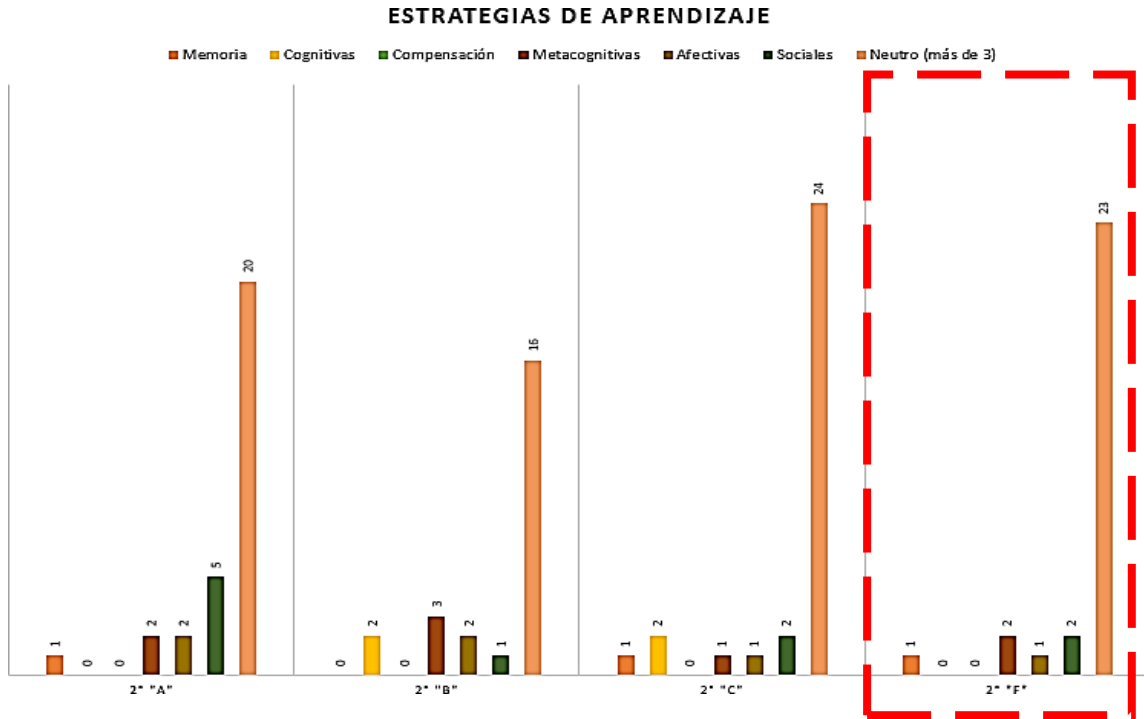
# APPENDIX G: VAK TEST RESULTS

These results correspond to 2nd grade group "F", and it displays the students' sensorial needs in letters V, A, and K, in the first column next to their names.

CT: 24DES0018Z  DIONISIO ZAVALA ALMENDAREZ

ASIGNATURA:

DOCENTE: A. Carlos Flores U.

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO DE SAN LUIS POTOSÍ
DIRECCIÓN DE EDUCACION BÁSICA

CICLO ESCOLAR: 2017-2018
GRUPO: 2-F
MOMENTO:
FECHA: 05/09/2017

| No. | NOMBRE DEL ALUMNO | Estilo de Aprendizaje | A | B | C | D | E | F | G |
|---|---|---|---|---|---|---|---|---|---|
| 1 | ALMENDAREZ VAZQUEZ ITZEL DANIELA | V | | | | | | | |
| 2 | ALONSO RODRIGUEZ FERNANDO HAZAEL | K | | | | | | | ✔ |
| 3 | CABRIALES MARTINEZ MARCO ANTONIO | A | | | | ✔ | | | ✔ |
| 4 | CALVILLO ESPARZA LUZ JAZMIN | V/A | | | | | ✔ | ✔ | |
| 5 | CAMACHO VENTURA MA. CELESTE | V | | ✔ | ✔ | | | | |
| 6 | CANUL CAMARILLO JOSHUA ALEJANDRO | V | | | | | ✔ | | |
| 7 | CASTILLO RAMIREZ JOSE MANUEL | V | | ✔ | ✔ | | | ✔ | |
| 8 | CONSTANTINO CASILLAS SOPHIA MICHELLE | V | | | ✔ | | | | |
| 9 | FLORES ZUÑIGA MARIA FERNANDA | V | | | | | ✔ | | |
| 10 | GARCIA VALENCIA ALDO ESTEBAN | V | ✔ | | ✔ | | | | |
| 11 | GAYTAN QUINTERO KEVIN RAFAEL | K | | | | ✔ | | | ✔ |
| 12 | GOMEZ RAMIREZ EDWIN ALEJANDRO | V | | ✔ | | | ✔ | | |
| 13 | GUERRERO VARELA EMILY | A | | | | | | | ✔ |
| 14 | HERMOSO MARTINEZ CARLO ESTEBAN | V | | | | | ✔ | ✔ | |
| 15 | HERNANDEZ ROJAS SAUL | A | | | | | ✔ | ✔ | |
| 16 | HERNANDEZ VAZQUEZ EDGAR MANUEL | V | | | | | ✔ | | |
| 17 | JUAREZ ALMANZA EDITH | K | | | | | | ✔ | ✔ |
| 18 | LARA RODRIGUEZ GERARDO EMMANUEL | V | | | ✔ | ✔ | | | |
| 19 | MARTINEZ TENORIO ARELY GUADALUPE | V | | | ✔ | ✔ | | | |
| 20 | MAYORGA MIRAMONTES LEONARDO | V | | | | | | | ✔ |
| 21 | MEDINA MARTINEZ ASHLY AMERICA | V | | | ✔ | ✔ | | | |
| 22 | MENDEZ ALEMAN NADIA YURIDIA | V | | ✔ | ✔ | | ✔ | ✔ | |
| 23 | MORENO PEREZ LUIS FERNANDO | V | | ✔ | | ✔ | ✔ | ✔ | |
| 24 | NAVA GUERRERO MARLENE ESTEFANIA | K | | | ✔ | | | | |
| 25 | PARRA HIPOLITO NAHOMY JARELY | K | | | ✔ | | | | |
| 26 | RAMIREZ CARRIZALES GABRIELA ALEJANDRA | A | | | | | | | ✔ |
| 27 | RODRIGUEZ ZAVALETA ANGELICA FERNANDA | K | | | | | ✔ | | |
| 28 | TOVAR NAVARRO ALEXA NAOMI | K | | ✔ | | | | | |
| 29 | VAZQUEZ MARTINEZ DIANA EDITH | A | | | | | | ✔ | |
|  | Hernandez Alondra Abli | V | | | | | | | |

V → Visual
A → Auditivo
K → Kinestésico

A → Int. verbal lingüística
B → Int. lógico-matemática
C → Int. visual espacial
D → Int. kinestésica corporal
E → Int. musical rítmica
F → Int. Intrapersonal
G → Int. Interpersonal

## APPENDIX H: QESTIONNAIRE ANSWERS

These answers correspond to aspects that influenced the way learners reacted towards English subject.

| Most relevant aspects about students' interests towards the subject | | | |
|---|---|---|---|
| I have access to a computer or a laptop in my home | | Yes: 26 | No: 4 |
| I have access to internet in my home | | Yes: 27 | No: 3 |
| Question 1, *Activities and Personal Interests.* | What is your favorite subject? | | Spanish: 17 Science: 11 English: 2 |
| Question 4, *Opinions about the English Subject.* | People I know that communicate in English | | -28 students indicated that they had a relative who spoke English. -16 students stated that they knew friends who spoke English. -8 students said that they knew someone who spoke the language. |
| Question 5, *Opinions about the English Subject.* | In which school level did you start learning English (in the school)? | | Preschool: 3 Elementary school: 19 Middle school:8 |
| Question 6, *Opinions about the English Subject.* | Have you studied English in a private institution? For how long? | | Yes: 6 4 of them less than one year, one for about 6 years  No: 24 |
| Question 7, *Activities and Personal Interest.* | How often do you listen to music in English? | | All the time: 11 Not so much: 14 Not at all: 5 |
| Question 12, *Opinions about the English Subject.* | Which one describes you the best? a) I am good at learning languages. b) I do not know if I am good at learning languages, but I like it and I do my best. c) I am not good at learning new languages. | | a) 1 b) 20 c) 9 |

# APPENDIX I: SCHOOL'S LOCATION

In the red circle, the middle school where the research was made. Retrieved September 20th, 2017, from:

https://www.google.com/maps/place/Escuela+Secundaria+General+Dionisio+Zavala+Alm endarez/@22.1678042,100.9904134,17z/data=!3m1!4b1!4m5!3m4!1s0x842a9f5b14d6244 f:0xbeeec322fa1ae367!8m2!3d22.1678042!4d-100.9904134



ESC. SEC. GRAL. DIONISIO ZAVALA ALMENDÁREZ

# APPENDIX J: SCHOOL'S SEMBLANCE

The information of this semblance contains part of the historical background of the middle school. The administrative staff of the institution provided it to me.

## SEMBLANZA

### ESCUELA SECUNDARIA GENERAL "DIONISIO ZAVALA ALMENDÁREZ"

Dionisio Zavala Almendárez, Diputado Constituyente años 1916-1917 por el V Distrito Electoral (Matehuala, S.L.P.), nació en el Real de Catorce, S.L.P., el día 8 de abril de 1882, donde cursó sus primeros estudios ya que de muy joven se dedicó al trabajo de la minería, que fue la pasión favorita de toda su vida, se significó como líder obrero, ya que participó en los movimientos de organización sindical de los obreros y en la lucha contra las dictaduras Porfiristas y Huertistas, pues en 1910 se incorpora al modernismo y en 1913 con D. Venustiano Carranza para combatir al General Victoriano Huerta. Gozó de gran popularidad, por lo cual en el año de 1916, fue electo diputado al Congreso Constituyente de Querétaro por el V Distrito Electoral de Matehuala, teniendo como suplente al Sr. Enrique Córdova Cantú.

En su gestión como Diputado Constituyente tuvo importantes intervenciones en las discusiones sobre el texto de los artículos 27 y 123 Constitucionales, pero su preocupación más grande fue luchar particularmente para que en el Artículo 123 se estableciera el Derecho de los Trabajadores a participar en las utilidades de las empresas. Regresó a San Luis Potosí e intervino en la política local. En 1921 fue nombrado jefe de talleres de la Escuela Industrial "Benito Juárez" (hoy internado Damián Carmona); mencionándole como uno de los Directores más entusiastas, mas honrados y más combativos que ha tenido esa Institución. Alternando esta actividad con el puesto popular de Tercer Regidor del H. Ayuntamiento de la Capital (1921-1922).

Se retiró a la vida privada y publicó algunos artículos sobre cuestiones laborales. En sus últimos años radicó en Aguascalientes, desempeñando una comisión en la Secretaría del Trabajo y Previsión Social en el ramo de minería.

Falleció en Aguascalientes, Ags. A los 91 años, el miércoles 11 de julio de 1973, habiéndole sobrevivido su esposa Sra. D. Virginia Ibarra de Zavala, 14 hijos, 65 nietos y 40 bisnietos.

En su honor la Escuela Secundaria General No. 2 lleva el nombre de este ilustre Constituyente potosino; al inicio de sus actividades estuvo funcionando en el colonial edificio de los portales Ipiña desde su fundación en su año de 1972, la Escuela Secundaria General "Dionisio Zavala Almendárez", actualmente se encuentra en la calle Fernando de Magallanes 239 en la segunda sección de la Colonia Industrial Aviación su prestigio los ha llevado a destacar en las actividades académicas, deportivas y culturales.

Su primer Director fue el Profr. J. Jesús Mayorga Campos y actualmente dirigida por el Profr. Enrique Arévalo misma que cuenta con un total de 639 alumnos en el turno matutino y 476 alumnos del turno vespertino siendo la maestra Natividad Francisca Hernández López y Efrén Reyna Martínez los Subdirectores en cada turno; para atender a los alumnos se cuenta con un total de 118 trabajadores al servicio del educando.

Escuela con 44 años sirviendo a la sociedad potosina; su banda de guerra fue creada el 29 de agosto del 2011 a iniciativa del Profr. Jorge Augusto González Valladares, obteniendo con sus participaciones los siguientes reconocimientos: Ocho primeros lugares

- ✓ Concurso Copa Halcones (Secundaria General ("Julián Martínez Isaís")
- ✓ Concurso Estatal organizado por la FEMEXBAN.
- ✓ Copa Saucito de Oro.
- ✓ Copa Soledad de Graciano Sánchez 2013 y 2014 (Bicampeones).
- ✓ Copa Escuela Primaria "16 de Septiembre", categoría Secundarias.
- ✓ Escuela Primaria "Rosario Castellanos", categoría Secundarias.
- ✓ Concurso Estatal de Bandas de Guerra, Ciudad del Maíz, Julio 2014.
- ✓ Copa Tangamanga

# APPENDIX K: SCHOOL'S POPULATION REPORT

In the first picture, the number of students in the school. In the second, the number of employees. It was provided by the administrative staff of the institution.

SECRETARÍA DE EDUCACIÓN DE GOBIERNO
DEL ESTADO DE SAN LUIS POTOSÍ
DIRECCIÓN DE EDUCACIÓN BÁSICA

CT: 24DES0018Z  ESCUELA: DIONISIO ZAVALA ALMENDAREZ  CICLO ESCOLAR: 2017-2018  TURNO: MATUTINO
NIVEL: SECUNDARIA  DIRECCIÓN: FERNANDO DE MAGALLANES NUM. 239  SECTOR: I  ZONA: 3
MODALIDAD: SECUNDARIA GENERAL  FECHA: 27/09/2017

## REPORTE DE POBLACIÓN ESCOLAR

| GRADO | GRUPO | MUJERES | HOMBRES | TOTAL |
|---|---|---|---|---|
| 1 | A | 14 | 15 | 29 |
| 1 | B | 16 | 13 | 29 |
| 1 | C | 16 | 14 | 30 |
| 1 | D | 13 | 16 | 29 |
| 1 | E | 14 | 16 | 30 |
| 1 | F | 13  86 | 17  91 | 30  177 |
| 2 | A | 18 | 14 | 32 |
| 2 | B | 17 | 15 | 32 |
| 2 | C | 14 | 19 | 33 |
| 2 | D | 16 | 13 | 29 |
| 2 | E | 20 | 11 | 31 |
| 2 | F | 17  102 | 13  85 | 30  187 |
| 3 | A | 15 | 21 | 36 |
| 3 | B | 21 | 14 | 35 |
| 3 | C | 22 | 13 | 35 |
| 3 | D | 18 | 16 | 34 |
| 3 | E | 14 | 19 | 33 |
| 3 | F | 20  110 | 15  98 | 35  208 |

Número de Mujeres Inscritas: 298    298
Número de Hombres Inscritos: 274    274
TOTAL de Alumnos Inscritos: 572    572

TURNO MATUTINO
DIRECTIVOS
2

Administrativos
6

Intendecia
4

T.S.
1

PREFECTURA
2

LABORATORIO
1

AULA DE MEDIOS
1

DOCENTES
44

TOTAL DE PERSONAL T.M.
62

**APPENDIX L: FIGURE 1**

| Lesson Phase | Role of Teacher | Role of Students |
|---|---|---|
| I. *Perspective* (opening) | Asks what students have learned in previous lesson | Tell what they've learned previously |
| | Previews new lesson | Respond to preview |
| II. *Stimulation* | Prepares students for new activity | Relate activity to their lives |
| | Presents attention grabber | Respond to attention grabber |
| III. *Instruction/ Participation* | Presents activity | Do activity |
| | Checks for understanding | Show understanding |
| | Encourages involvement | Interact with others |
| IV. *Closure* | Asks what students have learned | Tell what they have learned |
| | Previews future lessons | Give input on future lessons |
| V. *Follow-up* | Presents other activities to reinforce same concepts | Do new activities |
| | Presents opportunities for interaction | Interact with others |

*Figure 1*. Generic Components of a Lesson Plan. Both participants, students and the teacher, take a role as part of the teaching-learning process. Reprinted from: *Methodology in Language Teaching. An anthology of Current Practice* (p. 33), by Richards J. C. & Renandya W., 2002, Oxford, Cambridge University Press. Copyright (2002) by Richards J. C. & Renandya W.

**APPENDIX M: FIGURE 2**



*Figure 2*. Cognitive Hierarchy. Six levels are visible in the pyramid with an ascendant organization. Reprinted from: *Bloom's Taxonomy: What's old is New Again* (p. 6), by Munzenmaier C. & Rubin N., 2013, Santa Rosa, California. eLearningGuild. Copyright 2013. Retrieved December 10th, 2017, from: http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1). pdf

## APPENDIX N: FIGURE 3

|  | Skill | Definition | Verbs |
|---|---|---|---|
| Level 1 | Knowledge | Recall information | Identify, describe, name, label, recognize, reproduce, follow |
| Level 2 | Comprehension | Understand the meaning, paraphrase a concept | Summarize, convert, defend, paraphrase, interpret, give examples |
| Level 3 | Application | Use the information or concept in a new situation | Build, make, construct, model, predict, prepare |
| Level 4 | Analysis | Break information or concepts into parts to understand it more fully | Compare/contrast, break down, distinguish, select, separate |
| Level 5 | Synthesis | Put ideas together to form something new | Categorize, generalize, reconstruct |
| Level 6 | Evaluation | Make judgments about value | Appraise, critique, judge, justify, argue, support |

*Figure 3.* Bloom's Taxonomy cognitive levels. It is indispensable for the teachers to know the definition of each skill before deciding which verbs to use in the objectives. Reprinted from: *Bloom's Taxonomy: What's old is New Again* (p. 10), by Munzenmaier C. & Rubin N., 2013, Santa Rosa, California. eLearningGuild. Copyright 2013. Retrieved December 10th, 2017, from: http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1).pdf
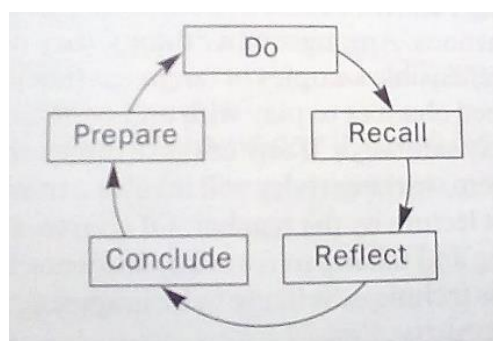
## APPENDIX O: FIGURE 4



*Figure 4.* Experiential Learning Cycle. Learning takes place in a five steps cycle that should always keep going on. Reprinted from *Learning Teaching: The Essential Guide to English Language Teaching* (p. 20), by J. Scrivener, 2005, Oxford. Macmillan Publishers Limited. Copyright (2005) by J. Scrivener.

# APPENDIX P: LESSON PLAN (POWERPOINT)

| TOPIC: | Reading comprehension (vocabulary) | UNIT: 1B | LESSON NUMBER: 3 | DATE<br>Thursday Sept. 28th, 2017: 2° "C" 7:30 – 8:20am<br>2° "A" 9:10 – 10:00am<br>2° "B" 10:00 – 10:50am<br>2° "F" 11:10 – 12pm |
|---|---|---|---|---|
| Main Aim of the lesson: | By the end of this lesson: Students should be able to understand a reading through the discovery of new vocabulary. | | | |
| Assumptions: | Students have started the Unit 1B during this week; in this class, they will continue progressing with the characters' descriptions. | | | |
| Sensorial need into practice: | Visual (Material: Power Point slides) | | | |

| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Introduction<br>10 minutes | T: Calls the roll and hands in the folders of each student at the same time.<br><br>Sts move to the library with their book, notebook, dictionary and supplies. | -Attendance list<br>-Folders | Group<br><br>Individual | T annotates attendance on the list. |
| Presentation<br>-Recalling previous knowledge<br>15 minutes | Sts recall the first chapter of the tale.<br>T: "Help me to recall the first chapter of "Five Children and It".<br>T presents vocabulary.<br>T: "Before we start with Chapter 2, let's check some vocabulary. Write the words you see here on your notebooks."<br>Sts read Chapter 2.<br>T:"Open your book in page 17. We have Chapter 2 here. In exercise number one, you are going to read the Chapter and then fill in the blanks of the 6 phrases below. "You have 10 minutes."<br>T: "Let's change notebook with a peer. We are going to check the answers." | -Book<br>-Projector<br>-Laptop<br>-Power Point Slides (Appendix 1.9) | Individual | Group assessment: Sts check their answers as a group. Peer assessment: Sts check their answers and correct if needed. The teacher checks if the work was finished on the list. |
| Practice<br>-Putting new knowledge into practice<br>10 minutes | Sts continue the 2° part of the exercise.<br>T: "Look at the next part of the exercise. We have to match the words with their meaning. You already know most of them. You have 5 minutes."<br>T: "Change your notebooks again. Let's check." | -Book | Individual | Peer assessment: Sts check their answers and correct if needed. The teacher checks if the work was finished on the list. |
| Production<br>-Using new vocabulary<br>15 minutes | Sts write.<br>T: "Look at the slides. Let's check the vocabulary.<br>T: "Now, look at my example." "In 5 sentences, write your own summary of Chapter 2. You have 10 minutes."<br>T: "Someone wants to participate? Share your summary with us." | -Notebook<br>-Projector<br>-Laptop<br>-Power Point Slides (Appendix 1.9) | Individual | Evaluation of material: 2 students answer the criteria. |
| Wrap-up<br>-Closure<br>5 minutes | Sts share.<br>"I need you to share with me these 2 Chapters, but I need you to do it in Spanish to see if you have understand this story." | - | Individual<br>Group work | Teacher's assessment. |

| Guinea | Babysitter |
|--------|------------|
| Coin | Treasure |
| Several | Carriage |
| Pocket | |

## Summary: Chapter 2, "Golden Guineas"

*Instructions: In 5 sentences, <u>write</u> a summary from Chapter 2 (Five Children and It).*

| SUMMARY | |
|---------|---|
| 1° | |
| 2° | |
| 3° | |
| 4° | |
| 5° | |

**APPENDIX R: STUDENTS' SURVEY RESULTS (POWER POINT)**

## MATERIAL: VISUAL (POWER POINT SLIDES)



Legend: YES (blue), NO (orange), UNSPECIFIED (grey)

| Question | YES | NO | UNSPECIFIED |
|---|---|---|---|
| 1. I LIKED THE MATERIAL, I FELT INTERESTED SINCE... | 73.30% | 13.30% | 13.30% |
| 2. THE MATERIAL MOTIVATED ME TO PARTICIPATE... | 53.30% | 33.30% | 13.30% |
| 3. THE MATERIAL HELPED ME OUT IN EACH ONE OF... | 63.30% | 23.30% | 13.30% |
| 4. THE MATERIAL WAS EASY FOR ME TO UNDERSTAND. | 60% | 26.60% | 13.30% |
| 5. THE MATERIAL HELPED ME TO CARRY THE... | 73.30% | 13.30% | 13.30% |
| 6. I FELT SECURE AND CONFIDENT OF MY OWN... | 43.30% | 43.30% | 13.30% |
| 7. THE MATERIAL HELPED ME TO DISPEL THE DOUBTS I... | 43.30% | 43.30% | 13.30% |
| 8. I WOULD LIKE THE TEACHER TO USE THIS TYPE OF... | 76.60% | 10% | 13.30% |

# APPENDIX S: CLASS JOURNAL. THIRD CLASS. FIRST PRACTICE PERIOD

**INSTRUCTIONS:** Check (√) the statement that you consider appropriate according to your criteria.
...owing scale.

| | | | 13. | Eff |
| Clearly evident ☼ | Evident ☺ | Some evidence ☻ | 14. | R: |
| | | | | C |

Little or no evidence/needs work ♡

| | Planning and Preparation | ☼ | ☺ | ☻ | ♡ | Observation notes |
|---|---|---|---|---|---|---|
| 1. | Lesson plans according to number of students and language level. | √ | | | | |
| 2. | Clear and specific objectives for lesson. | √ | | | | |
| 3. | Selection of equipment and materials according to the objectives of the lesson. | | √ | | | I think I could have incorporated more material, like an extra activity to match the vocabulary with images |
| 4. | Time planning according to the objectives of the lesson and the activity(s) presented. | | | √ | | It took more time to get the students in the room (than the planned) |
| 5. | Steps for the lesson | √ | | | | |

| | | ☼ | ☺ | ☻ | ♡ | |
|---|---|---|---|---|---|---|
| | ...e of teaching techniques ...ording to the objectives (e.g. error ...rection, instructions, explanations, ...dback and evaluation, etc.) | | √ | | | The...were drawing... new vocabulary, but at the time of... practice I used translation app... |
| | ...e and promotion of meaningful communication (Use real-life examples) | | √ | | | |
| | ...arners actively involved in the ...ss | | √ | | | Students were involved and engaged, but one of them didn't want to do their books |
| | **Speech** | | | | | |
| | ...fective transitions | | | √ | | Again, I conducted the transitions from one stage to the other, in L first in English, then translating |
| | ...odeling | | | √ | | |
| | ...ear explanations | | | √ | | I felt that my explanations were clear, but during the practice part of them kept doing the material could have been used during the practice with new vocabulary |
| | ...ovides enough examples | | | √ | | it happened only during the presentation stage, but I don't that I did in the rest. I need to talk slower. |
| | ...fective elicitation | | | √ | | |
| | ...ythm and speed of speech | | √ | | | |
| | **Classroom Management** | ☼ | ☺ | ☻ | ♡ | Observation notes |
| | ...udent groupings according to ...tivities. | | √ | | | I shouldn't have let them sit the way they wanted to control them better |
| | ...ppropriate use of equipment ...eeded for the class. (effective ...se of the board, projectors, tape ...ecorders, etc). | √ | | | | |
| | ...Appropriate use of materials needed for the class. (printed, visuals, wall charts, flashcards, etc. book, worksheets) | | √ | | ✗ | I needed more examples during the practice and production stages |
| | Pace and time management through the development of the class. | | | √ | | We took a lot of time just to start the presentation. the projects needed an extension that |
| | Ability to deal with management issues that arose | √ | | | | ...of activities, so the moon... delivered |

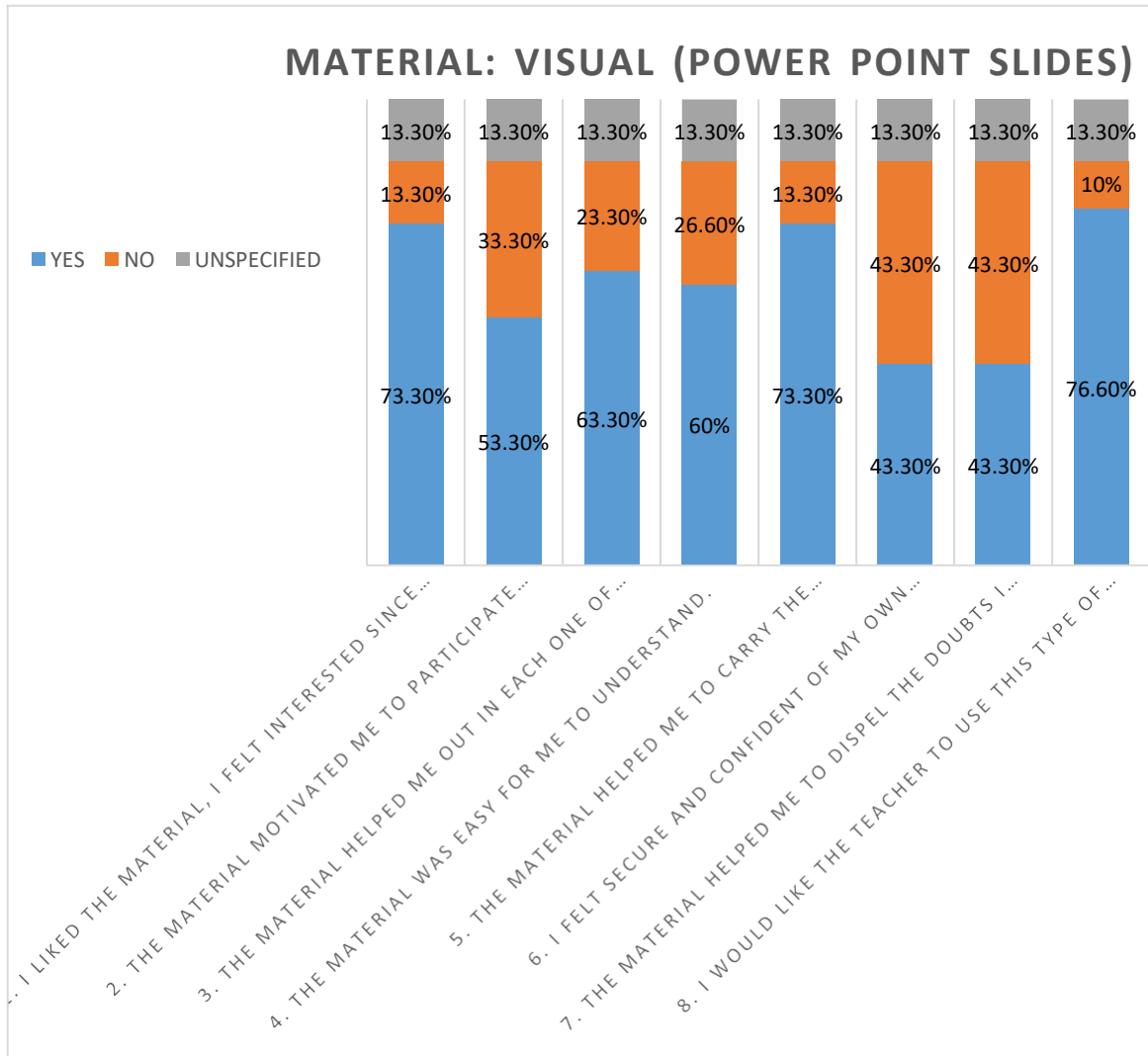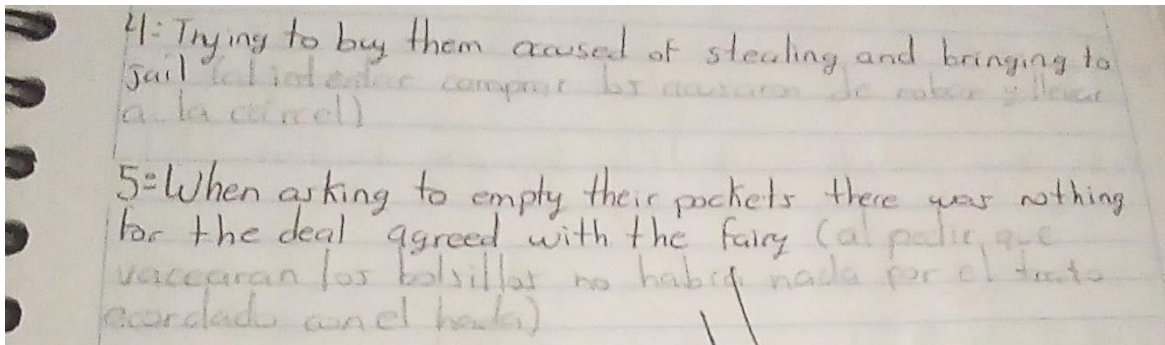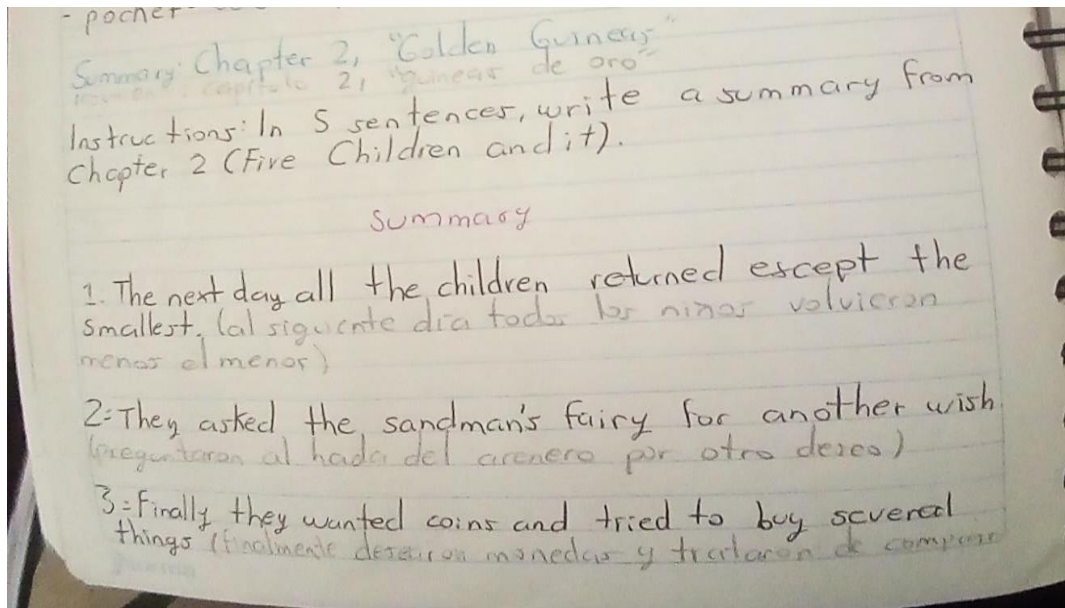**APPENDIX T: CLASS JOURNAL. FIRST PERIOD'S LIST**

# APPENDIX U: EVIDENCE (POWER POINT)



Summary: Chapter 2, "Golden Guineas"

Instructions: In 5 sentences, write a summary from Chapter 2 (Five Children and it).

**Summary**

1. The next day all the children returned escept the smallest. (al siguiente dia todos los niños volvieron menos el menor)

2. They asked the sandman's fairy for another wish (preguntaron al hada del arenero por otro deseo)

3. Finally they wanted coins and tried to buy several things (finalmente desearon monedas y trataron de comprar



4. Trying to buy them accused of stealing and bringing to jail (al intentar comprar los acusaron de robar y llevar a la cárcel)

5. When asking to empty their pockets there was nothing for the deal agreed with the fairy (al pedir que vaceara los bolsillos no había nada por el trato acordado con el hada)

# APPENDIX V: LESSON PLAN (JIGSAW PUZZLE)

| TOPIC: | Present perfect, adverbs of time (yes & already) | UNIT: 1A | LESSON NUMBER: 4 | DATE<br>Monday Oct. 2nd, 2017: 2° 5A° 8:20 – 8:10am<br>2° °C° 9:10 – 10:00am<br>2° °B° 11:10 – 12:00pm<br>Tuesday Oct. 3rd, 2017: 2° °F° 8:10 – 10:00am |
|---|---|---|---|---|
| Main Aim of the lesson: | By the end of this lesson: Students should be able to use present perfect in a text. | | | |
| Assumptions: | Students have already started to describe the characters. This class, they will go on with the lecture and start reviewing present perfect tense. | | | |
| Sensorial need into practice: | Kinesthetic (Material: Puzzles) | | | |

| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Warm-up<br>-Starting positively<br>6 minutes | Sts play 'the hot seat'. T places a chair facing the class.<br>T: *We'll play 'the hot seat'! I need a volunteer!*<br>T places a chair facing the class.<br>T: *I'll write a verb on the board and you tell him/her or act something so they can guess the verb, don't say the word or speak in Spanish.*<br>T calls the roll. | -Chair<br>-Markers | Group work | - |
| Presentation<br>-Introducing the chapter<br>14 minutes | Sts receive a puzzle piece in teams.<br>T: "You have puzzle piece here. Form them into one" "Which images did you get?" "What do they mean?" "These images represent scenes from the Chapter. What do you think is the order if them?" "Come and paste them on the board."<br>Sts get I pairs and read.<br>T: "Open your book at page 18. In exercise 6 we have some sentences, let's read them." "Are the pictures in right order? No?" "Someone wants to help me with the first one?"<br>Sts identify present perfect tense.<br>T: "Look at the board, we have 2 sentences here that are on the book, look for these 2 and underline them." "What does already and yet mean? Look for them in your dictionaries." "What do these sentences mean?" "In which verbal tense are these verbs?"<br>T: "Look for more sentences like this in your book and underline them." "Which ones did you find? | -Puzzle (Appendix 2.1)<br>-Notebook<br>-Book<br>-Markers | Team Work<br><br>Pair work | Group assessment: Sts check their answers as a group.<br>Peer assessment: Sts check their answers and correct if needed.<br>The teacher checks if the work was finished on the list. |
| Practice<br>-Setting the language in context<br>10 minutes | Sts answer the second part of the exercise.<br>T: "Look at the next exercise. Answer these questions with your peer." "Let's check your answers in group" "Now, when do we use present perfect?"<br><br>T: "Let's go through exercise 7. We have here 4 sentences. Write an F or a U if the actions are finished or unfinished."<br>T: "Let's check your answers." | -Notebook<br>-Book<br>-Markers | Pair work | Peer assessment: Sts check their answers and correct if needed.<br>Teacher checks if work was finished on the list. |
| Production<br>-Using the language<br>15 minutes | Sts fill in the blanks.<br>T: "Look at the board. Copy this. You have 5 minutes."<br>T: "Let's read it." "Now, you have to answer this with what it asks you. You have 5 minutes."<br>T: "Now, with your pairs, check your answers and compare."<br>T: "Let's check your answers". | -Notebook<br>-Markers<br>-Flashcards (Appendix 2.2) | Individual<br><br>Pair work | Teacher checks work was finished on the list.<br>Evaluation of material: 2 students answer the criteria. |
| Wrap-up<br>-Closure<br>5 minutes | Sts complete some sentences.<br>T: "Look at the board. Copy these 2 sentences and write the adverb they need." "Let's check." | -Markers | Individual | Group assessment. |

# APPENDIX W: MATERIAL SAMPLE (JIGSAW PUZZLE)

The images were cut as a jigsaw puzzle; then, each tem received them to assemble them.

**APPENDIX X: STUDENTS' SURVEY RESULTS (JIGSAW PUZZLE)**

## MATERIAL: KINESTHETIC (PUZZLE)

■ YES    ■ NO    ■ UNSPECIFIED

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% |
| 20% | 36.60% | 10% | 20% | 20% | 36.60% | 26.60% | 10% |
| 70% | 53.30% | 80% | 70% | 70% | 53.30% | 63.30% | 80% |

1. I LIKED THE MATERIAL, I FELT INTERESTED...
2. THE MATERIAL MOTIVATED ME TO...
3. THE MATERIAL HELPED ME OUT IN EACH ONE...
4. THE MATERIAL WAS EASY FOR ME TO...
5. THE MATERIAL HELPED ME TO CARRY THE...
6. I FELT SECURE AND CONFIDENT OF MY OWN...
7. THE MATERIAL HELPED ME TO DISPEL THE...
8. I WOULD LIKE THE TEACHER TO USE THIS...
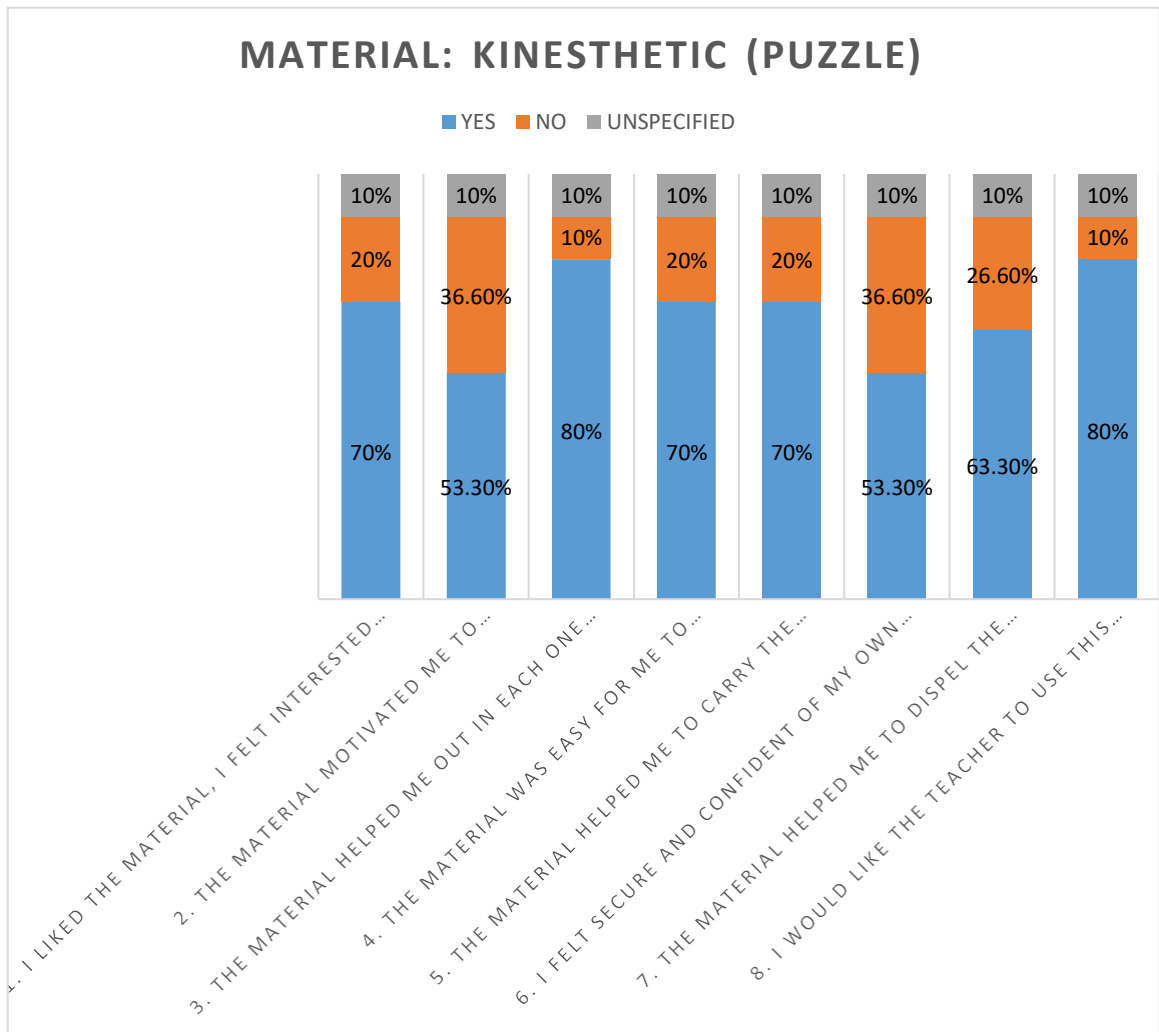
Class 4

Topic: Present Perfect, adverbs of time.

Goal: Use present perfect in a text to express actions that happen in an indefinite time in the past.

Selected stimulus material (Puzzle)

I didn't feel completely confident by using this material, because one of my other groups didn't pay attention and took a lot of time just doing the puzzle. I lost 5 minutes of class at the beginning, but I still tried to follow the class I had prepared and managed to reach the production stage.

Did sts reach the goal? They didn't use present perfect in a text, but they did use it, so it was reached partially. ⟶ How

What did I discover? That this activity with the puzzle could have been better if the phrases of the book that were related to the images if they were puzzles as well, or at least more visual (like on a cardboard) and then find their connection with each puzzle,

# APPENDIX Z: EVIDENCE (JIGSAW PUZZLE)

Notice that although this was meant to be the product of the class, students were asked to complete a few sentences, not making something from their own.



Present Perfect tense - yet
- Already

Rule: Use present perfect to express actions that happened at an indefinite time in the past

(+) We have already wished for beauty and wealth
→ subject + have / has + verb in past participle

(-) We haven't made a wish yet
not
haven't

(-) I have not made my homework yet
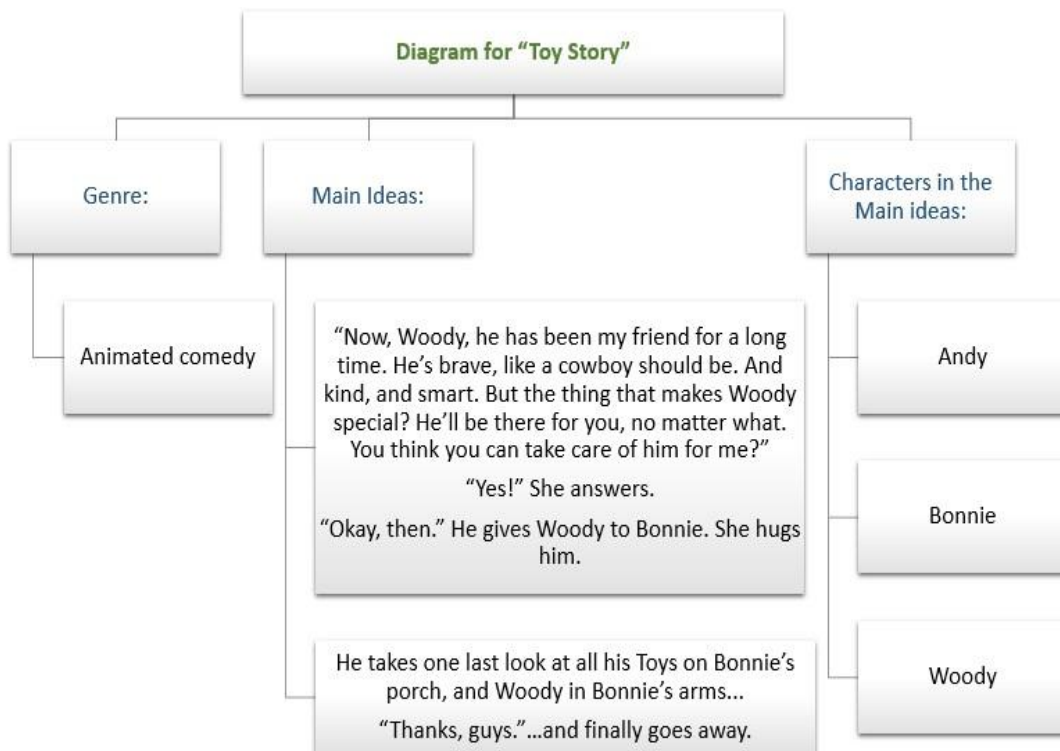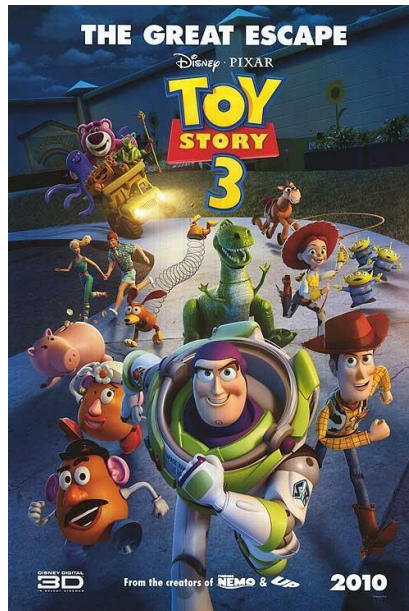have / has
Already + yet
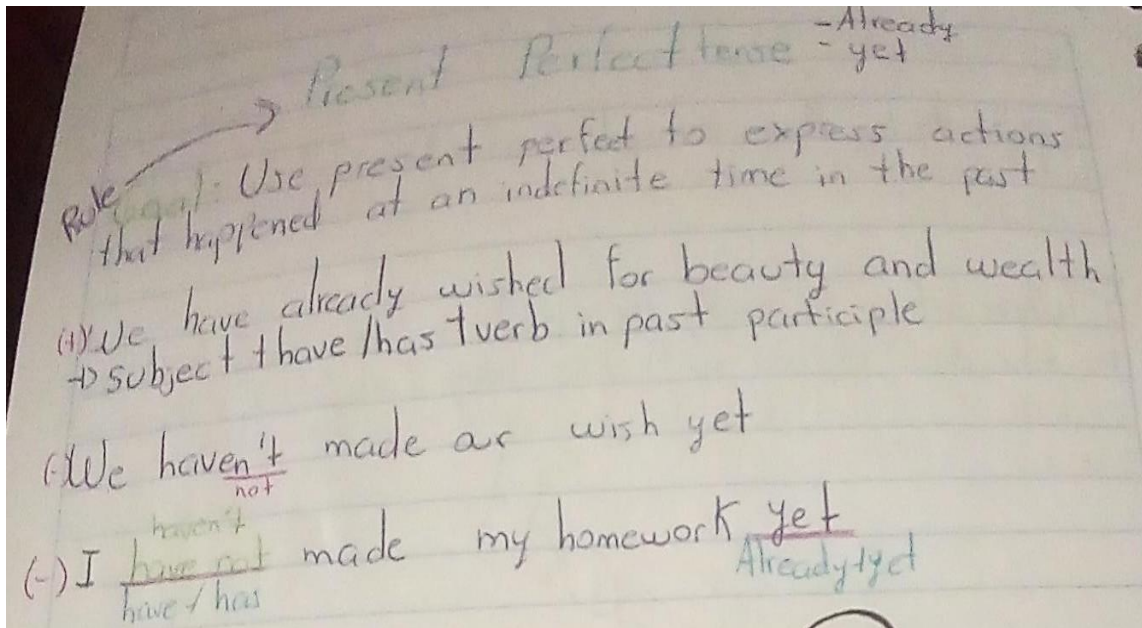
# APPENDIX AA: LESSON PLAN (DIAGRAM)

| TOPIC: | Main ideas from written texts. | UNIT: 1A | LESSON NUMBER: 5 | DATE<br>Tuesday Oct. 3rd, 2017: 2° "C" 10:00 – 10:50am<br>Wednesday Oct. 4th, 2017: 2 "A" 8:20 – 9:10am<br>2° "F" 9:10 – 10:00am<br>2° "B" 10:00 – 10:50am |
|---|---|---|---|---|
| **Main Aim of the lesson:** | By the end of this lesson: Sts should be able to identify the main ideas from a text. | | | |
| **Assumptions:** | Last class, they started reviewing present perfect tense. This class, they will distinguish the main ideas of a text. | | | |
| **Sensorial need into practice:** | Visual (Material: Diagrams) | | | |

| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Introduction<br>-Attendance<br>3 minutes | T calls the roll. | -Attendance list | Individual | - |
| Presentation<br>-Beginning new chapter<br>15 minutes | Sts read.<br>T: "Open your book at page 19." "Look at the questions, you have 2 minutes to answer them". "Let's check."<br>T: "Look at these words I have here, let's check their meaning."<br>T: "Read chapter 4 and underline the words you just saw. You have 8 minutes." | -Book<br>-Flashcards<br>(Appendix 2.3) | Individual | Self-evaluation: Sts check their answers while group comments.<br>The teacher checks if the work was finished on the list. |
| Practice<br>-Answering predictions<br>10 minutes | Sts answer the last exercise in pairs.<br>T: "Look at the questions below. Answer them in pairs." "You have 5 minutes."<br>T: "Let's check your answers." | -Book | Pair work | Self-evaluation: Sts check their answers while group comments.<br>The teacher checks if the work was finished on the list. |
| Production<br>-Identifying main ideas.<br>17 Minutes | Sts look at an example of a main idea.<br>T: "Look at his example. This is an extract of *Toy Story 3*. "Do you know what a main idea is?" "Now, Which sentence do you think represents one main idea in the text?"<br>T: "Now, you choose two main ideas from this chapter." "Which ones did you get?"<br>T: "With this main ideas I made my own diagram about this extract,"<br>Sts receive a worksheet.<br>T: "Now, in this worksheet you do your own diagram using this same example but with chapter 4. You will have 10 minutes."<br>T: "Ready? Let's change our worksheets and check our peers work." | -Book<br>-Extract from story<br>(Appendix 2.4)<br>-Diagram example<br>(Appendix 2.5)<br>-Diagram worksheet<br>(Appendix 2.6)<br>-Evaluation criteria<br>Appendix 2.6) | Individual | Peer assessment: Sts check that their peers' work has all the requirements.<br>Teacher checks evaluation criteria, grades the production and annotates the result on the list.<br>Evaluation of material: 2 students answer the criteria. |
| Wrap-up<br>-Closure<br>5 minutes | Sts get one main idea for every chapter.<br>T: For chapter 1, 2 & 3 of "Five children and it", Underline one main idea and write them on your notebook." "Let's see what you chose." | -Book<br>-Notebook | Individual | The teacher checks if the work was finished on the list. |

**APPENDIX AB: MATERIAL SAMPLE (DIAGRAM)**

The following diagram was presented with the representative image of the movie, "Toy Story 3".



Diagram for "Toy Story"

**Genre:**

Animated comedy

**Main Ideas:**

"Now, Woody, he has been my friend for a long time. He's brave, like a cowboy should be. And kind, and smart. But the thing that makes Woody special? He'll be there for you, no matter what. You think you can take care of him for me?"

"Yes!" She answers.

"Okay, then." He gives Woody to Bonnie. She hugs him.

He takes one last look at all his Toys on Bonnie's porch, and Woody in Bonnie's arms...

"Thanks, guys."...and finally goes away.

**Characters in the Main ideas:**

Andy

Bonnie

Woody

MATERIAL: VISUAL (DIAGRAM)

YES   NO   UNSPECIFIED

| | YES | NO | UNSPECIFIED |
|---|---|---|---|
| 1. I LIKED THE MATERIAL, I FELT INTERESTED... | 73.30% | 13.30% | 13.30% |
| 2. THE MATERIAL MOTIVATED ME TO PARTICIPATE... | 53.30% | 33.30% | 13.30% |
| 3. THE MATERIAL HELPED ME OUT IN EACH ONE... | 63.30% | 23.30% | 13.30% |
| 4. THE MATERIAL WAS EASY FOR ME TO... | 73.30% | 13.30% | 13.30% |
| 5. THE MATERIAL HELPED ME TO CARRY THE... | 66.60% | 20% | 13.30% |
| 6. I FELT SECURE AND CONFIDENT OF MY OWN... | 46.60% | 40% | 13.30% |
| 7. THE MATERIAL HELPED ME TO DISPEL THE... | 50.00% | 36.60% | 13.30% |
| 8. I WOULD LIKE THE TEACHER TO USE THIS TYPE... | 76.60% | 10% | 13.30% |

## APPENDIX AD: EVIDENCE (DIAGRAM)

This is an example of the product of the class, which had for objective to find the main ideas in a text.

# APPENDIX AE: LESSON PLANS (AUDIO RECORDING: DESCRIPTION)

| TOPIC: | Simple past (was/were) & adjectives | UNIT: 2 | LESSON NUMBER: 2 | DATE<br>Tuesday Nov. 14th, 2017: 2° "C" 7:30-8:20am<br>Wednesday Nov. 15th, 2017: 2 "A" 8:20 – 9:10am<br>2° "F" 9:10 – 10:00am<br>2° "B" 10:00 – 10:50am |
|---|---|---|---|---|
| Main Aim of the lesson: | By the end of this lesson: Students should be able to use past simple to describe people's actions. | | | |
| Assumptions: | Sts have already finished the book; this week they will start with adjectives, past simple in order to get ready for the unit's final project. Next week, they will continue with past perfect. | | | |
| Sensorial need into practice: | Auditory (Material: Audio) | | | |

| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Warm-up<br>-Starting positively<br>8 minutes | Sts play A-Z using adjectives.<br>T calls the roll. T writes on the board: date, topic, & example of the topic (was & were).<br>Sts refer to their list of verbs and adjectives. | -Markers | Team work | Group assessment: Sts check their answers as a group. |
| Presentation<br>-Recalling the topic<br>10 minutes | The T pastes the flashcards from last class on the board<br>T: *Who are they? What did They do?*<br>T pastes flip-charts on the board with information of the characters.<br><br>Sts get in pairs. Listen to an audio about Matilde Montoya while reading at the script and answer the questions.<br>T: *Let's check your answers.* | -Notebook<br>-Flashcards (Appendix B)<br>-Flip-charts with information (Appendix D)<br>-Audio script (Appendix E)<br>-Audio (Recording)<br>-Speakers | Pair work | Group assessment: Sts check their answers as a group.<br>The teacher checks if the work was finished on the list. |
| Practice<br>-Setting a context<br>15 minutes | Sts complete a chart.<br>T: *Copy this chart. Write on the chart the phrases in the right place. Look at my example with Matilde.*<br>T writes the answers on the board with the students help.<br><br>Sts write sentences for each character.<br>T: *Write sentences for each thing you wrote in the chart. Look at my example.*<br>Students pass to the front and write one sentence for each character.<br>T places the characters in couples and asks students for adjectives.<br>T: *Tell me one adjective for these couples.*<br>T gives an example of descriptions with *were.*<br>T: *Write one sentence like this with one of the adjectives you picked.*<br>Students pass to the front and write one sentence for each couple. | -Markers<br>-Notebook<br>-Flashcards (Appendix B)<br>-Flip-charts (Appendix D)<br>-Audio script (Appendix E) | Pair work | Group assessment: Sts check their answers as a group.<br>The teacher checks if the work was finished on the list. |
| Time for project's organization | T explains that sts will be presenting a project on November the 29 & 30th.<br>Sts are divided in 2 different teams. T presents 3 different options of tales and ask them to pick only 1. Sts chose the leader and the T gives him/her a copy of the Tale.<br>Sts are asked to divide the roles of the play and take a copy for each member.<br>T writes on the board the time that the plays will take (10 min. to get ready, around 10-20 minutes for the play, no more), and that they can use scenography and costumes (something very simple).<br>Sts get the date of their presentation randomly.<br>Sts are asked to invite their parents to the play. | -Tales (Appendix F)<br>-Markers<br>-Notebook | Team work | .- |

**APPENDIX AF: MATERIAL SAMPLE (AUDIO RECORDING: DESCRIPTION)**

The following text is the script used for the recording that students heard in the lesson; an image of the historical character was included in the presentation of it.



Appendix (figures)

## Audio script: Matilde Montoya

Matilde Montoya was a <u>Mexican</u> doctor. She was the first female in becoming a doctor in 1887; Matilde was a <u>smart</u> woman. She was not a <u>beautiful</u> girl and she was very <u>short</u>, but she *studied* for many years and *learned* languages just to get her degree. Matilde was a <u>brave</u> person.

Questions:
1. What was Matilde's profession?
2. Why did she learn different languages?

## MATERIAL: AUDITORY (AUDIO RECORDING)

■ YES  ■ NO  ■ UNSPECIFIED

| | 1. I LIKED THE MATERIAL, I FELT INTERESTED… | 2. THE MATERIAL MOTIVATED ME TO PARTICIPATE… | 3. THE MATERIAL HELPED ME OUT IN EACH ONE… | 4. THE MATERIAL WAS EASY FOR ME TO… | 5. THE MATERIAL HELPED ME TO CARRY THE… | 6. I FELT SECURE AND CONFIDENT OF MY OWN… | 7. THE MATERIAL HELPED ME TO DISPEL THE… | 8. I WOULD LIKE THE TEACHER TO USE THIS TYPE… |
|---|---|---|---|---|---|---|---|---|
| UNSPECIFIED | 6.60% | 6.60% | 6.60% | 6.60% | 6.60% | 6.60% | 6.60% | 6.60% |
| NO | 3% | 43.30% | 3.30% | 30% | 33.30% | 33.30% | 23.30% | 16.60% |
| YES | 80% | 50% | 90% | 63.30% | 60% | 60% | 70% | 76.60% |

# APPENDIX AH: CLASS JOURNAL. THIRD CLASS. SECOND PRACTICE PERIOD

In this observation worksheet of the journal, I explain that I could have used more material during the class.

# APPENDIX AI: EVIDENCE (AUDIO RECORDING: DESCRIPTION)

"P.D. was a general"

"V.C. was a politician"

"M.M. was a doctor"

"P.D. was a general"

"V.C was a farmer"

"F.I. was a politician.


"They were brave"

"They were president"

"They were revolutionaries"

# APPENDIX AJ: LESSON PLAN (AUDIO RECORDING: INSTRUCTIONS)

| TOPIC: | Instructions (Imperatives) | UNIT: 3B | LESSON NUMBER: 1 | DATE<br>Monday, January 15th: 2° "A" 8:20am-9:10am<br>2° "C" 9:10am-10:00am<br>2° "B" 11:10am-12:00pm<br>Tuesday, January 16th: 2° "F" 8:20am-9:10am |
|---|---|---|---|---|
| Main Aim of the lesson: | By the end of this lesson: Students should be able to write a set of instructions | | | |
| Assumptions: | Students have already started unit 3, We are going to close the topic this week. Nest week, we are going to finish unit 2 | | | |
| Sensorial need into practice: | Auditory (Material: Recording) | | | |

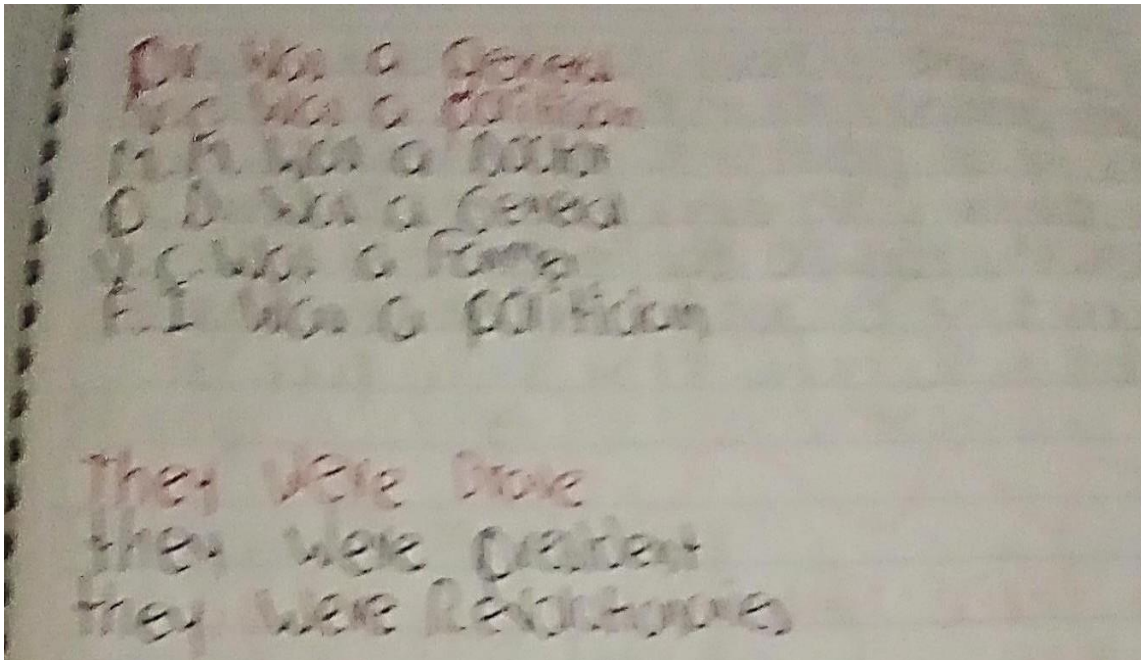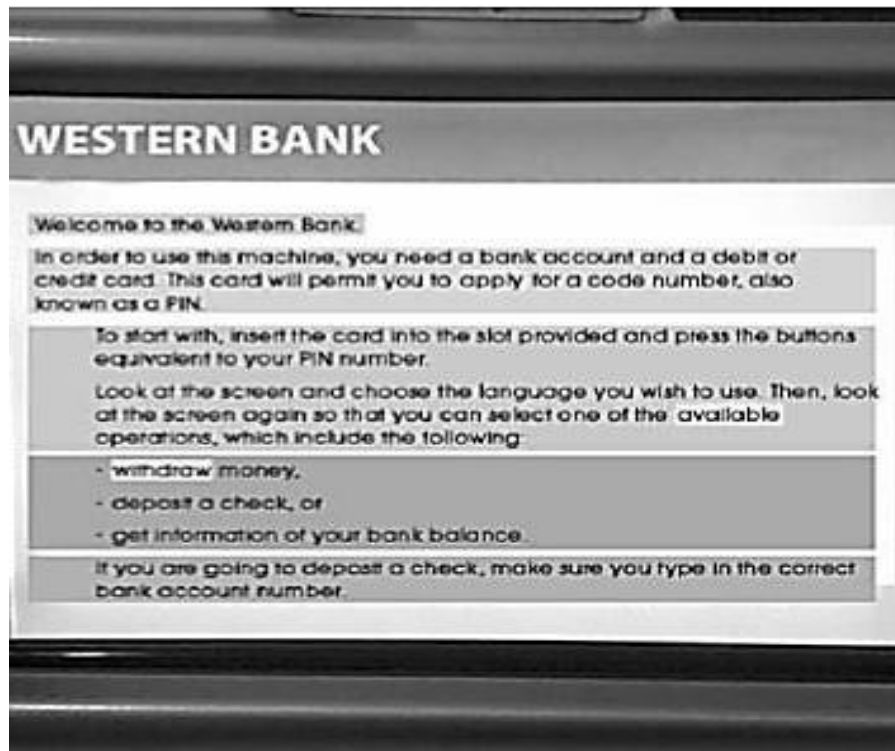| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Warm-up<br>-Starting the class<br>10 minutes | T calls roll.<br>T writes on the board: date, topic, & example of the topic.<br>Sts refer to their list of verbs.<br>Sts play "Hangman" with imperative verbs. The teacher passes 1 students to the board and selects people to say a letter randomly. | -Markers | Group work | T checks participation on the list. |
| Presentation<br>-Opening the topic<br>10 minutes | T introduces the topic.<br>T: *Before we start today, I have some pictures here. Look at them. Now, answer, What are the names of the machines in the pictures? Pick one from the board.*<br>Sts receive a worksheet and listen to an audio.<br>T: *I want you to listen two sets of instructions. While we listen, try to find the verbs that we have in the worksheet.*<br>Students listen 2 more times with the script to make sure. They check as a group. | -Flashcards (Appendix A)<br>-Markers<br>-Audio recording<br>-Flip chart of Audio Script (Appendix B)<br>-Flip chart with verbs (Appendix C)<br>-Worksheet (Appendix D) | Individual | Group assessment. Sts check their answers as a group. The teacher checks if the work was finished on the list. |
| Practice<br>-Using the language in context<br>10 minutes | Sts complete the chart.<br>T: *First, let's write the names of the machines.*<br>T: *Look at the sentences on the left... in each one you have to draw a tick if the instructions talk about this. Look at my example.*<br><br>Sts organize finish a last exercise<br>T: *Look at the final exercise. First, there's a question. What words do we use when we give instructions? First, then, next, after that, finally... write them on the lines.* | -Worksheet (Appendix D)<br>-Markers<br>-Flip chart of chart (Appendix E) | Individual | Group assessment. Sts check their answers as a group. The teacher checks if the work was finished on the list. |
| Production<br>-Using the language in context<br>15 minutes | Sts write their own set of instructions.<br>T presents a 6 or 7 different images of machines.<br>The T provides an example of instructions using adverbs of sequence.<br><br>Sts are assigned a machine randomly according to their rows.<br>Sts write their own set of instructions following the example; the set need to include: NAME OF THE SET, ACTIONS USING A SEQUENCE (ADVERBS).<br>Sts compare their set of instructions with the row changing notebooks. They assess their peers work and check that they have finished it | -Flashcards of machines (Appendix A)<br>-Folder<br>-Markers<br>-Notebook | Individual | Peer assessment. Sts check their answers and correct if needed. The teacher checks the work, grades it and check it on the list. |
| Wrap-up<br>-Closure<br>5 minutes | Sts play hangman again but this time with the adverbs of sequence. | -Markers | Individual | - |

**APPENDIX AK: MATERIAL SAMPLE (AUDIO RECORDING: INSTRUCTIONS)**

These were the scripts used for the automatic voice recordings. They were presented on a flip-chart as well.

## WESTERN BANK

Welcome to the Western Bank.

In order to use this machine, you need a bank account and a debit or credit card. This card will permit you to apply for a code number, also known as a PIN.

To start with, insert the card into the slot provided and press the buttons equivalent to your PIN number.

Look at the screen and choose the language you wish to use. Then, look at the screen again so that you can select one of the available operations, which include the following:

- withdraw money,
- deposit a check, or
- get information of your bank balance.

If you are going to deposit a check, make sure you type in the correct bank account number.

## ITC

Welcome to ITC customer service.

If you would like to get the assistance of an operator, please press 3.

First pick up the receiver in order to start your call.

Wait for the dial tone.

Put coins into the coin slot or dial your card access number.

Dial the number of the person you wish to call.

If you are going to call a number abroad, please make sure you dial the country code and the city code first.

When you have finished, just hang up.

Thank you for using ITC.

**APPENDIX AL: STUDENTS' SURVEY RESULTS (AUDIO RECORDING: INSTRUCTIONS)**
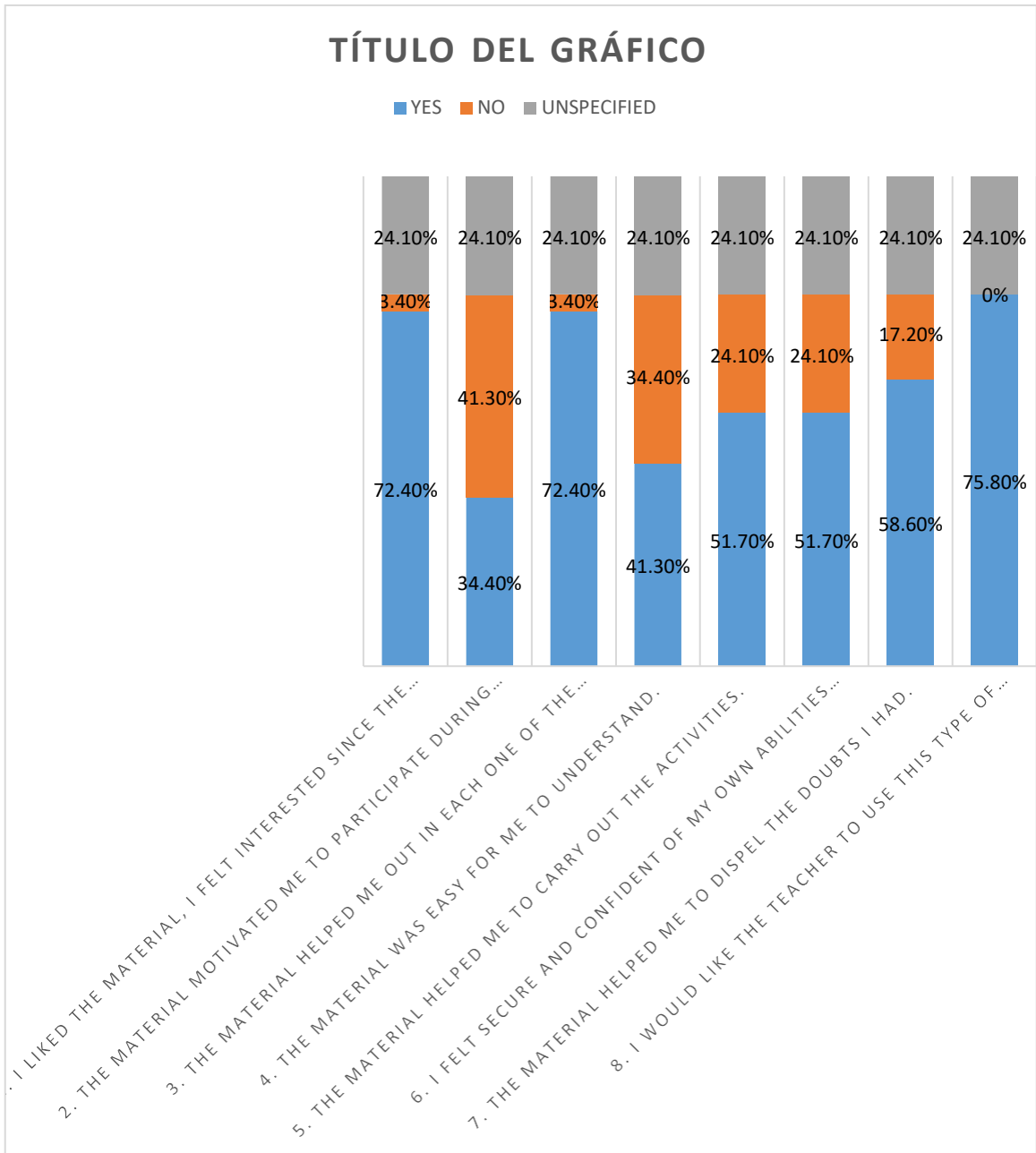
## TÍTULO DEL GRÁFICO

■ YES  ■ NO  ■ UNSPECIFIED

| | YES | NO | UNSPECIFIED |
|---|---|---|---|
| 1. I LIKED THE MATERIAL, I FELT INTERESTED SINCE THE… | 72.40% | 3.40% | 24.10% |
| 2. THE MATERIAL MOTIVATED ME TO PARTICIPATE DURING… | 34.40% | 41.30% | 24.10% |
| 3. THE MATERIAL HELPED ME OUT IN EACH ONE OF THE… | 72.40% | 3.40% | 24.10% |
| 4. THE MATERIAL WAS EASY FOR ME TO UNDERSTAND. | 41.30% | 34.40% | 24.10% |
| 5. THE MATERIAL HELPED ME TO CARRY OUT THE ACTIVITIES. | 51.70% | 24.10% | 24.10% |
| 6. I FELT SECURE AND CONFIDENT OF MY OWN ABILITIES… | 51.70% | 24.10% | 24.10% |
| 7. THE MATERIAL HELPED ME TO DISPEL THE DOUBTS I HAD. | 58.60% | 17.20% | 24.10% |
| 8. I WOULD LIKE THE TEACHER TO USE THIS TYPE OF … | 75.80% | 0% | 24.10% |

SECRETARÍA DE EDUCACIÓN DE GOBIERNO
DEL ESTADO DE SAN LUIS POTOSÍ
DIRECCIÓN DE EDUCACIÓN BÁSICA

SLP | SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO

CT: 24DES0018Z  DIONISIO ZAVALA ALMENDAREZ
ASIGNATURA: Ingles
DOCENTE: Ameyalli Tenorio Elias

CICLO ESCOLAR: 2017-2018
GRUPO: 2-F

MOMENTO: Enero 2018
FECHA: 02/Octubre/2017

| No. | NOMBRE DEL ALUMNO |
|-----|-------------------|
| 1 | ALMENDAREZ VAZQUEZ ITZEL DANIELA |
| 2 | ALONSO RODRIGUEZ FERNANDO HAZAEL |
| 3 | CABRIALES MARTINEZ MARCO ANTONIO |
| 4 | CALVILLO ESPARZA LUZ JAZMIN |
| 5 | CAMACHO VENTURA MA. CELESTE |
| 6 | CANUL CAMARILLO JOSHUA ALEJANDRO |
| 7 | CASTILLO RAMIREZ JOSE MANUEL |
| 8 | CONSTANTINO CASILLAS SOPHIA MICHELLE |
| 9 | FLORES ZUÑIGA MARIA FERNANDA |
| 10 | GARCIA VALENCIA ALDO ESTEBAN |
| 11 | GAYTAN QUINTERO KEVIN RAFAEL |
| 12 | GOMEZ RAMIREZ EDWIN ALEJANDRO |
| 13 | GUERRERO VARELA EMILY |
| 14 | HERMOSO MARTINEZ CARLO ESTEBAN |
| 15 | HERNANDEZ ALONDRA ALELI |
| 16 | HERNANDEZ ROJAS SAUL |
| 17 | HERNANDEZ VAZQUEZ EDGAR MANUEL |
| 18 | JUAREZ ALMANZA EDITH |
| 19 | LARA RODRIGUEZ GERARDO EMMANUEL |
| 20 | MARTINEZ TENORIO ARELY GUADALUPE |
| 21 | MAYORGA MIRAMONTES LEONARDO |
| 22 | MEDINA MARTINEZ ASHLY AMERICA |
| 23 | MENDEZ ALEMAN NADIA YURIDIA |
| 24 | MORENO PEREZ LUIS FERNANDO |
| 25 | NAVA GUERRERO MARLENE ESTEFANIA |
| 26 | PARRA HIPOLITO NAHOMY JARELY |
| 27 | RAMIREZ CARRIZALES GABRIELA ALEJANDRA |
| 28 | RODRIGUEZ ZAVALETA ANGELICA FERNANDA |
| 29 | TOVAR NAVARRO ALEXA NAOMI |
| 30 | VAZQUEZ MARTINEZ DIANA EDITH |

El dia 16 no estuve presente por enfermedad.
Algunos alumna entregaron trabajos sin nombre

For this product, students were assigned with different machines, devices or services and wrote five instructions for their use.



Handwritten notebook page:

- Write your set of instructions
*5 instructions
Example:
1- First turn on the camera
2- Next go to the menu and search the option "Photo".
3- Then Choose: Day or Night. Zoom etc.
4- After that take the photo
5- Finally edit your photo.

Celeste

Teacher: ...lli Tenorio
checked

Araly
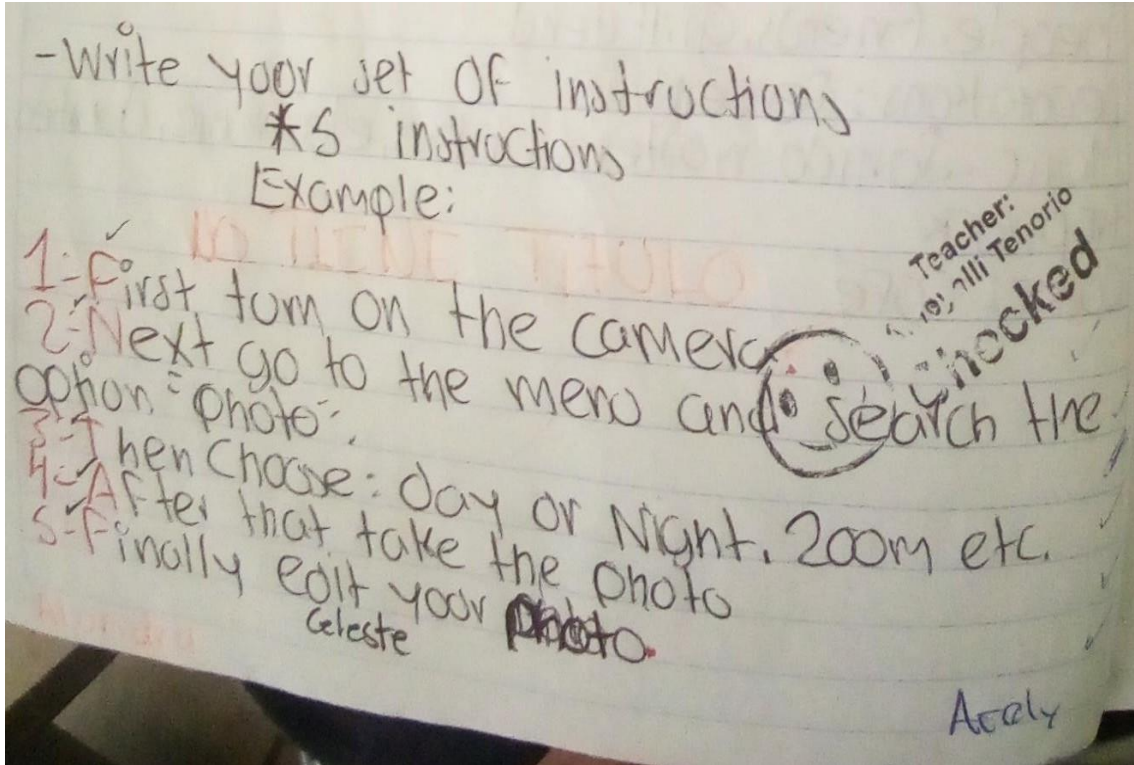
# APPENDIX AO: LESSON PLAN (SENTENCE PUZZLE)

| TOPIC: | Phrasal Verbs | UNIT: IV | LESSON NUMBER: 3 | DATE<br>Thursday, February 22nd: 2° "C" 7:30am-8:20am<br>2° "A" 9:10am-10:00am<br>2° "B" 10:00am-10:50am<br>2° "F" 11:10am-12:00pm |
|---|---|---|---|---|
| Main Aim of the lesson: | By the end of this lesson: Students should be able to recognize the use of phrasal verbs. | | | |
| Assumptions: | Students are just starting Unit 1, this is the first topic. Next week, they will start with "dealing with leisure situations". | | | |
| Sensorial need into practice: | Kinesthetic (Material: Puzzle) | | | |

| STAGE/ AIM / TIME | PROCEDURE | MATERIAL | INTERACTION | EVALUATION |
|---|---|---|---|---|
| Warm-up<br>-Starting the class<br>10 minutes | Students play "Yes, No, Stand-up". The T explains that sts have to answer questions by standing up or sitting down. Standing up means yes, and sit down means no.<br><br>T calls the roll.<br>T writes on the board: date, topic, & example of the topic.<br>Sts receive a list with phrasal verbs. | -Markers<br>-Phrasal verbs list (APPENDIX B) | Team work | – |
| Presentation<br>-Introducing the topic<br>12 minutes | Students work by rows.<br>Each row will have a place on the board to unscramble a sentence<br>T: Each member of the rows is going to come here one by one, and put one word in the right place, only one.<br>Sts check their answers as a group.<br><br>Each sentence together unveil a short story, which students read voluntarily.<br>Sts copy the final result and underline each phrasal verb that they find. | -Markers<br>-Phrasal verbs list (APPENDIX B)<br>-Reading puzzle (APPENDIX C)<br>-Image for the reading (APPENDIX D) | Team work | Group assessment: Sts check their answers as a group.<br>The teacher checks if the work was finished in the list. |
| Practice<br>-Identifying the new language.<br>10 minutes | Sts receive a worksheet.<br>Sts complete phrasal verbs in their correct form.<br>T: Look at exercise 1. Here we have to match the verbs with the words on the right to make them phrasal verbs. You have 2 minutes.<br>Sts check their answers voluntarily.<br><br>T: Then, we have to match the image that represents the phrasal verb. You have 2 more minutes for this part.<br>Sts change their worksheets and check their answers. | -Worksheet (APPENDIX E)<br>-Makers | Individual | Peer assessment: Sts check their answers and correct if needed.<br>The teacher checks the score and annotates the work in the list. |
| Production<br>-Completing sentences.<br>12 minutes | Sts continue with a controlled production.<br>T: In this exercise, you have to read the sentences. Now, complete with the words that are missing. Check your list of phrasal verbs to guide yourselves.<br><br>Students change their worksheet before checking ass a group. | -Worksheet (APPENDIX E)<br>-Makers | Individual | Group assessment: Sts check their answers as a group.<br>The teacher checks if the work was finished in the list. |
| Wrap-up<br>-Closure<br>5 minutes | Sts write one sentence with one phrasal verb on their notebooks.<br><br>They pass voluntarily to the board and write to check. | -Markers<br>-Notebook | Individual | The teacher gives feedback on the notebook and annotates the work in the list. |

# APPENDIX AP: MATERIAL SAMPLE (SENTENCE PUZZLE)

Each of the following sentences were cut by words and students passed to the front one by one on teams in order to unscramble the sentence. They had to identify the phrasal verb.

'PENDIX C (for puzzle).

## Nick's sleeping problem.

1. For almost every day, Nick has never been able to **get up** early.
2. He sets the alarm clock for 6:00 AM, but it does not **wake up**.
3. When Nick was in high school, he **turned** it **off** and sleep again.
4. Nick **kept on** doing the same thing over and over until college.
5. Their parents didn't want to **let** him **down**, so they searched for answers.
6. Nick's mother **made up** her mind to look for a sleep specialist.
7. Nick's mom **found out** about a specialist for her son's condition.
8. Nick knows that he can **rely on** their parents whenever he needs help.

# APPENDIX AQ: STUDENTS' SURVEY RESULTS (SENTENCE PUZZLE)



## MATERIAL: AUDITORY (AUDIO RECORDING)

Legend: ■ YES ■ NO ■ UNSPECIFIED

| Question | YES | NO | UNSPECIFIED |
|---|---|---|---|
| 1. I LIKED THE MATERIAL, I FELT INTERESTED SINCE… | 82.10% | 3.50% | 14.20% |
| 2. THE MATERIAL MOTIVATED ME TO PARTICIPATE… | 60.70% | 25.00% | 14.20% |
| 3. THE MATERIAL HELPED ME OUT IN EACH ONE OF THE… | 78.50% | 7.10% | 14.20% |
| 4. THE MATERIAL WAS EASY FOR ME TO UNDERSTAND. | 64.20% | 21.40% | 14.20% |
| 5. THE MATERIAL HELPED ME TO CARRY THE… | 67.80% | 17.80% | 14.20% |
| 6. I FELT SECURE AND CONFIDENT OF MY OWN… | 50.00% | 35.70% | 14.20% |
| 7. THE MATERIAL HELPED ME TO DISPEL THE DOUBTS I… | 60.70% | 25.00% | 14.20% |
| 8. I WOULD LIKE THE TEACHER TO USE THIS TYPE OF… | 82.10% | 3.50% | 14.20% |

# APPENDIX AR: CLASS JOURNAL. CLASS 1. FOURTH PRACTICE PERIOD

This observation worksheet was answered by the Tutor, regarding the use of material in the classroom.



**RESOURCE 2C.1: TEACHER'S USE OF VISUAL AIDS (OBSERVATION SHEET)**

| Visual aids | Description | Use |
|---|---|---|
| Yourself | Miming | To show the meaning of some verbs (shower, have breakfast). |
| The blackboard | Different colour markers and material. | To focus in... information... to form ideas |
| Real objects (realia) | — | |
| Drawings, pictures | Pictures/images (a man sleeping) | To help to link ideas. To elicit students to find or to guess the story |
| Flashcards | — | — |

| Charts, Maps, Posters | Phrasal verb... | To help ss to... phrases... |
| Other | worksheets Didactic material (puzzle activities) | To develop the class, each student works individually and in teams. To start the class in a playful way |
| PowerPoint or other projection | | |

For any of the visual aids above that you used (or are considering using for another lesson), think about these questions:

- About how much time did you spend locating and/or preparing the visual aid?
- Could all the learners see your display, projection, etc. Was the use of the visual effective? How do you know?
- In general, how do you think the visual enhanced the lesson and the students' learning?
- Do you expect to use it again? What will you use it for?
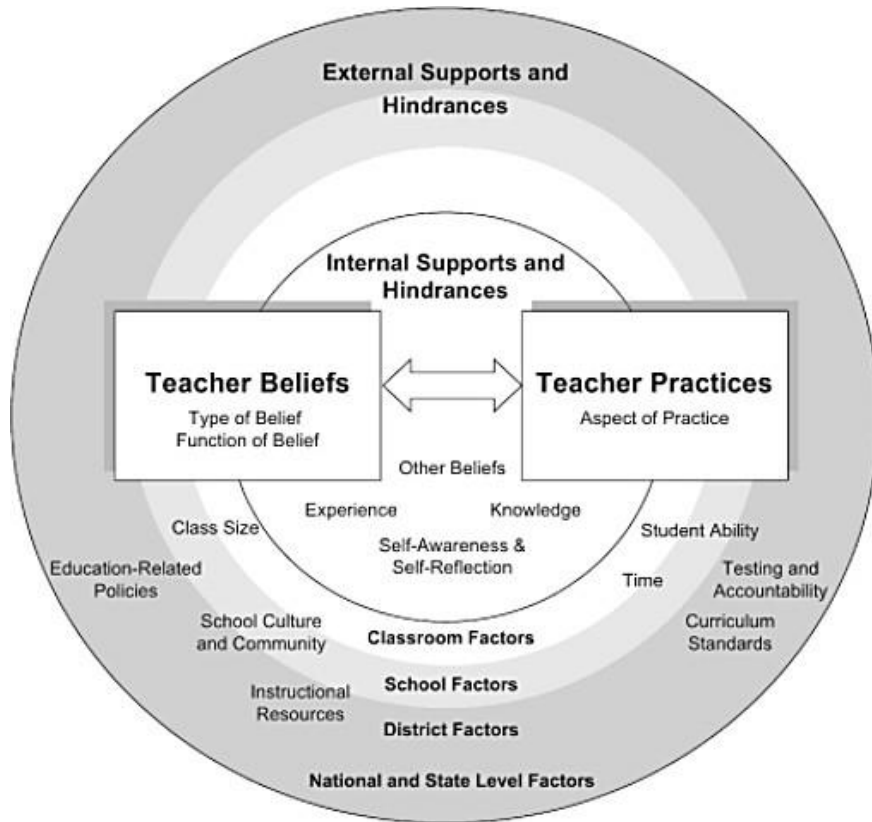
*Figure 5.* Teachers' beliefs and practices model. The Internal and External Supports and Hindrances are represented in different levels depending on their contact with the teachers' beliefs and practices. Reprinted from *The Relationship between Teachers' Beliefs and Teachers' Practices*, in Fives, H., Gregorie Gill, M. (Eds.), *International handbook of research on teachers' beliefs* (p. 74), by Buehl M. & Beck, J., 2014, New York, NY. Routledge. Copyright (2014) by Buehl M. & Beck, J

**APPENDIX AT: CLASS JOURNAL. TEACHING SPEAKING**

My reflections about the use of translation in the classes.

Teaching Speaking (Oct 23rd, 2017) Reflective forum

Aspects I got more interested in.

Techniques
The expert recommends to start the class with a warmer, and it should initiate students into the class, maybe by connecting the topic with the warmer, or if they will work in groups during the class, to set them in the groups through the warmer;
Also, he said that the best thing to do prior to the class, is to present the vocabulary that is going to be used. Another good technique is to keep instructions clear & concrete so that the translation isn't necessary.
During my practices, I've had the translation problem a lot, thinking that my students needed to understand the instructions and the only possible form was to do it in spanish; now I think I will have to be careful with my instructions and to keep them simple. I will also use the warm-ups in a more meaningful and simple way.

Fluency ...

In this post, the author gives ideas that there
has to be a controlled oral practice or group
before the students practice on their own. Choral
repetition and drilling are good examples.
The information and material used during an
activity should be recycled during the entire
class and even during further classes; this way,
the content is not confused and the students
retain the knowledge of a longer term.
During the oral practice, have students that finish
early to keep working but making them change
seats and to work with others or give them
another task.

I have students that always finish earlier than the rest,
so I have to keep an eye on them and to have
an extra task ready for them.

I have to say that I didn't believe in drills and
choral repetition because I thought they weren't
authentic practice of the language, but this way they
memorize some language and get samples of the
language form and pronunciation.

## APPENDIX AU: TUTOR'S JOURNAL. SEPTEMBER 27TH, 2018

Comments from the tutor about the use of translation in the lesson.
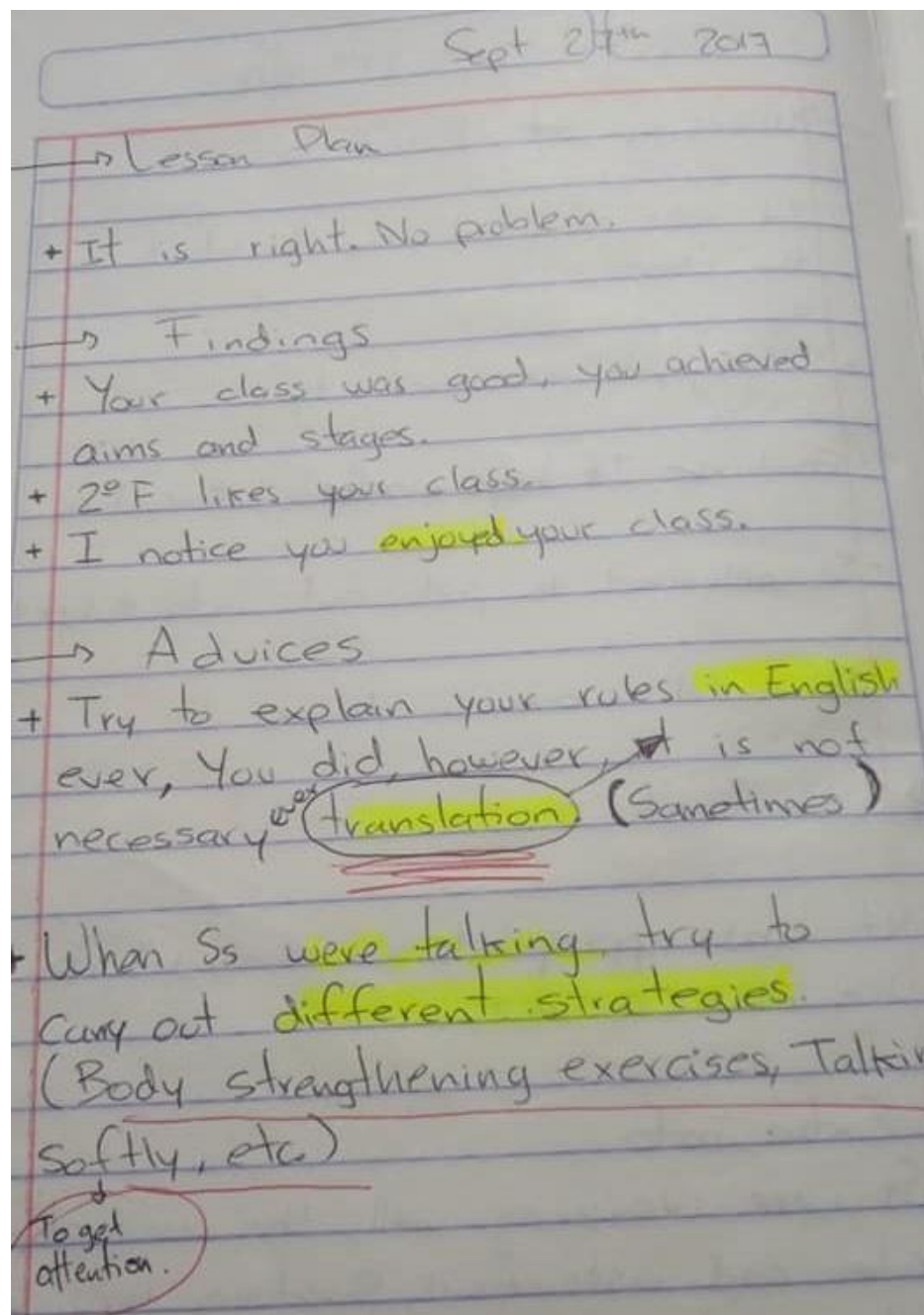
Comments from the tutor about my interaction with students while working in the classroom.

Project/Assessment

You achieved Ss wrote a comic in English. It was incredible! Ss enjoyed that, because they used their skills to create a story. Ss used their own images about their likes and It elicited them.

Results were great. Good job!

Next time could be better each student work alone. In 2°B It worked well!

You gave your feedback to each Ss in his own comic. It was nice!
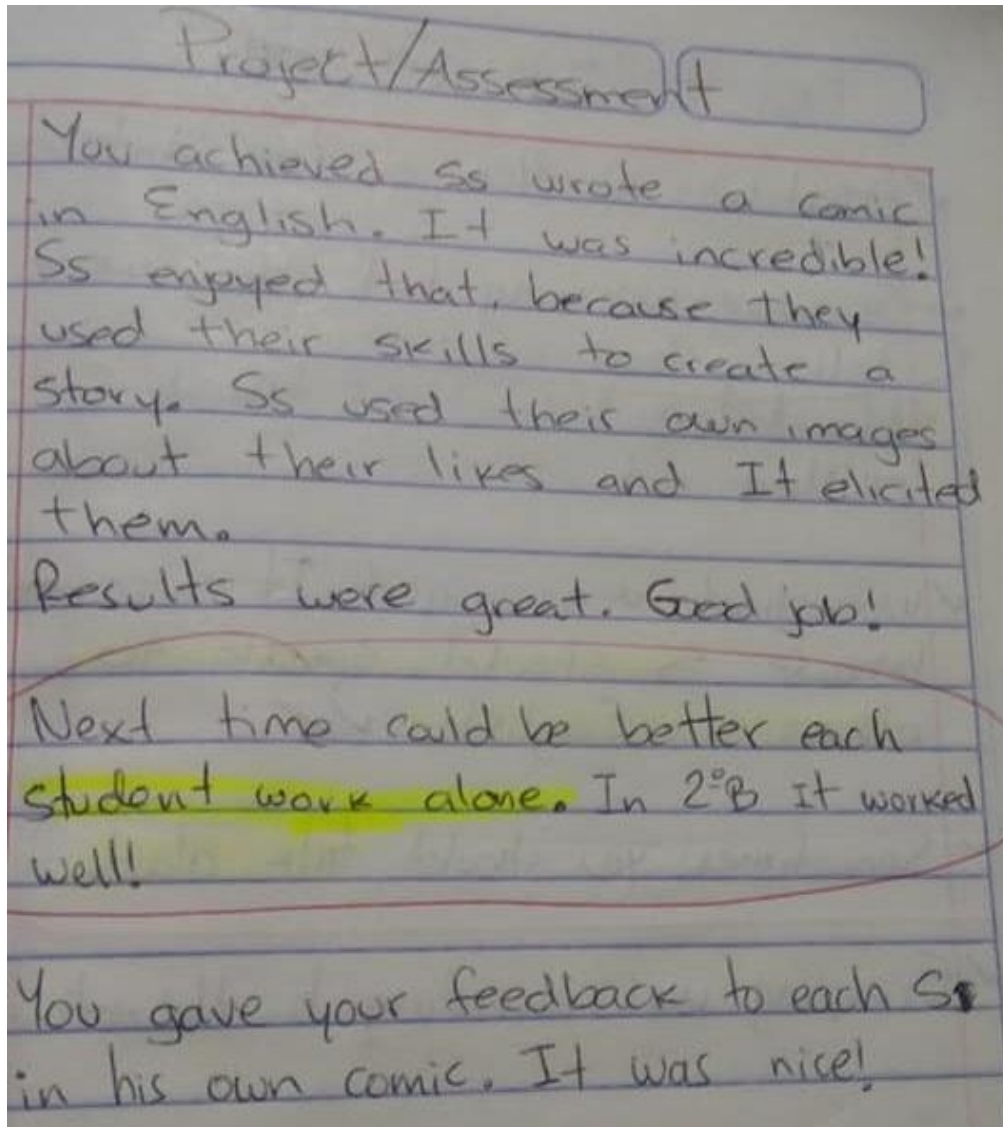
# APPENDIX AW: TEACHER'S SURVEY RESULTS

The following surveys were answered in some occasions by the head teacher and by myself, this due to the activities that he had to do in school and I had to assess myself.

### *The Teacher evaluates material.*

**Date:** September 28th, 2017
**Practice period:____1°____**
**Material utilizado por el maestro: Power Point Slides  Tipo: Visual**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | | X |
| 4. El material fue de fácil entendimiento para los alumnos. | X | |
| 5. Los alumnos entregaron su producto con resultados favorables. | X | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | | X |
| 7. El material ayudó a disminuir las dudas sobre el tema. | | X |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

**Date:** October 3rd, 2017
**Practice period:____1°____**
**Material utilizado por el maestro: Puzzle  Tipo: Kinestésico**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | X | |
| 4. El material fue de fácil entendimiento para los alumnos. | X | |
| 5. Los alumnos entregaron su producto con resultados favorables. | X | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | X | |
| 7. El material ayudó a disminuir las dudas sobre el tema. | X | |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

**Date:** October 4th, 2017
**Practice period:____1°____**
**Material utilizado por el maestro: Diagrama (mapa)  Tipo: Visual**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | | X |
| 4. El material fue de fácil entendimiento para los alumnos. | | x |
| 5. Los alumnos entregaron su producto con resultados favorables. | X | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | X | |
| 7. El material ayudó a disminuir las dudas sobre el tema. | | X |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

**Date:** November, 15th, 2017
**Practice period:** ___2°___
**Material utilizado por el maestro: _Audio recording_ Tipo: _Auditivo___**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | X | |
| 4. El material fue de fácil entendimiento para los alumnos. | X | |
| 5. Los alumnos entregaron su producto con resultados favorables. | X | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | | X |
| 7. El material ayudó a disminuir las dudas sobre el tema. | | X |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

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**Date:** January 17th, 2018
**Practice period:** ___3°___
**Material utilizado por el maestro: _Audio recording_ Tipo: _Auditivo___**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | X | |
| 4. El material fue de fácil entendimiento para los alumnos. | | X |
| 5. Los alumnos entregaron su producto con resultados favorables. | X | |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | | X |
| 7. El material ayudó a disminuir las dudas sobre el tema. | X | |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

- - - - - - - - - - - - - - - -

**Date:** _February 22nd, 2018___
**Practice period:** ___4°___
**Material utilizado por el maestro: _Puzzle___Tipo: _Kinestésico___**

| ASPECTO | SÍ | NO |
|---|---|---|
| 1. Los alumnos mostraron interés en el material y la clase. | X | |
| 2. Los alumnos participaron aportando a la clase | X | |
| 3. El material fue de ayuda tanto para el maestro como para los estudiantes en cada una de las etapas de la clase. | X | |
| 4. El material fue de fácil entendimiento para los alumnos. | X | |
| 5. Los alumnos entregaron su producto con resultados favorables. | | X |
| 6. Los alumnos mostraron confianza en el trabajo durante la clase. | X | |
| 7. El material ayudó a disminuir las dudas sobre el tema. | | X |
| 8. Se recomienda el empleo este tipo de material en otras clases. | X | |

# APPENDIX AX: RESULTS FORM DIAGNOSTIC EXAM, 2° APPLICATION

The following results correspond to the second application of the diagnostic exam that was used at the beginning of the research.



**READING**
- TRUE BEGINNER 4%
- NA 4%
- A2 4%
- A2- 11%
- A1 23%
- A1- 54%

**LISTENING**
- A2 11%
- NA 7%
- TRUE BEGINNER 14%
- A1- 32%
- A1 18%
- A2- 18%

**WRITING**
- A2 0%
- A2- 4%
- A1 15%
- NA 7%
- A1- 15%
- TRUE BEGINNER 59%