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PRESENTA:

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INTRODUCTION

The present document narrates my experience on how activities for initiating and concluding a class favor students' learning in an EFL class. These stages will be explained as to demonstrate how they allowed me to reinforce the lesson's objective and to check students' comprehension in a meaningful way. I will also be describing the challenges faced during the teaching learning process which allowed me to grow as an English teacher.

The school that was assigned to me to carry out my teaching practice was “Técnica N°1” Secondary School. The topic of my educative essay arose from my first approach during my two week observation in August, 2013. Then and then I noticed that the English teacher in charge of the majority of the groups tended to omit warm ups and wrap ups, setting out one activity within his class until it finished giving less attention to those stages that different authors have recommended.

During my first weeks in this group I got to know the characteristics of the students in 1°B. This allowed me to get to know their organization, performance, behavior, and their interests in the English class. However, when I saw how the classes were developed I began to ask myself: What should an effective class be like? What stages and strategies should it contain in order to attend students' needs? And which of those stages are the key to help students in their learning process? These and many other questions came up when the teaching learning process was observed. As a consequence, I began the task of investigating and obtaining more knowledge in order to deepen my understanding about the use of warm up and wrap up activities and what they should contain.

To write this educative essay it was necessary to establish some purposes. This was in order to verify how warm up and wrap up activities favor students' learning process.

The purposes are the following:

- Analyzing classroom characteristics. It was with the objective of implementing warm-up and wrap-up techniques to favor the teaching learning process.
- Knowing the students English level in order to assess the situation of each of them and give special attention to students who need to be helped.
- Designing a didactic proposal taking into account students' needs. In order to develop activities that will be used during the warm ups and wrap ups.
- Evaluating students' learning process in activities used in both stages to determine if there was an improvement in their learning.

To achieve the proposals of this essay it was necessary to evaluate students' abilities through observation, their way of working, their performance in the classroom and checking their notebooks in order to identify students' strengths and weaknesses. This allowed me to prepare my classes including all the activities that are present during the 5 stages of my lesson plan (warm up, introduction, practice, production, and wrap up). But it especially allowed me to identify initiating and concluding activities as a strategy to motivate learners, check their comprehension, and the objective of the class. What was intended to be achieved through the process where the warm up and wrap up activities would be applied

was to improve students' understanding, reinforce their knowledge, and favor their learning process.

The implementation about how warm up and wrap up techniques were used in my classes will be mentioned in the present document. Afterwards, the sequences that were applied in my study group and the process involved will be described in order to respond to the problems that were faced during my teaching practice.

The main difficulty that was faced in the study group was the way that students are traditionally being taught in this subject. Students were not used to having an English class where the 5 stages are applied (warm up, introduction, practice, production, and wrap up), and thus the learning cycle was not being completed. This is reflected in the consolidation of their learning process.

Therefore, the implementation of those 5 stages consisted on engaging students into the topic where the teacher provided an activity to focus learners' attention in the lesson which involved students in using their previous knowledge. Then, the information of a new topic was presented. Next, students had to practice the knowledge acquired (as a group, in rows or in pairs). After that, students were encouraged to produce something by their own taking into account the tools given by the teacher and what they had learned. And finally, the expressions and vocabulary words are tied up in order to consolidate the class and check their comprehension through the topic.

Students' characteristics were considered in order to know what activities would best to use. The techniques that were applied during the warm up and wrap up activities were chosen carefully in each class in order to favor students' learning process and reinforce their understanding.

The suggestions about how warm up and wrap up activities have to be implemented were taken by James Andrew Framer, (2010). Checklists were designed to verify how warm up and wrap up activities favored students' learning. This was a strategy focused on giving evidence in the implementation of activities carried out during the activities of initiation and consolidation.

The information obtained through the implementation of initiating and concluding activities helped me to verify if the use of warm-up and wrap-up techniques truly concede to meaningful understanding of the English language. Also, the evidence obtained was helpful to check if those two stages favored students' comprehension and reinforced the lesson objective of each class.

The elaboration of this document was an important challenge for me because with this analysis the skills and abilities acquired during my four years of teacher trainee were demonstrated. The use of warm up and wrap up activities will be described in the following pages. Afterwards, the techniques applied will be analyzed in order to get the results about how those two stages favor students' learning.

CHAPTER I



“INITIATING AND CONCLUDING AND EFL CLASS IN ORDER TO FAVOR LANGUAGE LEARNING”

1. CHAPTER I

1.1 NUCLEUS AND TOPIC LINE

Preparing for English classes is very important in order to motivate students in their learning process. The way that teachers plan lessons depend upon the circumstances in which the lesson is going to take place and on the teacher's experience. There are some important aspects that should be included in a lesson plan; it is recommended that these aspects be divided into stages in order to have the necessary elements to give appropriate English as a foreign language (EFL) class. Each element has its own importance, but during the initiating (warm-up) and concluding (wrap-up) activities we have the possibility as teachers to reinforce the lesson's objective and provide an opportunity to motivate students in their learning process.

For that reason I began the task of investigating and obtaining more knowledge in order to deepen my understanding of **“Initiating and Concluding an EFL Class in Order to Favor Language Learning”**. The topic line that it is located in is: **“Analysis of the teaching practice”**. During this year I analyzed the influence of warm-ups and wrap-ups within my English class 1st grade “B” in “Técnica N° 1” Secondary School.

Considering the title of my educative essay “Initiating and Concluding an EFL Class in Order to Favor Language Learning” the topic nucleus of my educative essay is: **“The didactic competence in teaching the specialty”**.

I will be focusing on developing competences during the teaching learning process in the subject of my specialty that is English, checking at the same time students' understanding and reinforcing the lesson objective during warm up and wrap up activities.

1.2 DESCRIPTION OF THE CASE BEING STUDIED

During my first observations to Secondary Schools, it was seen that many teachers tended to omit warm-ups and wrap-ups when they were running out of time within their class. Later on as we were asked to develop our own lesson plans I noticed the importance that our observation and practice teacher gave to those two aspects. Then, when I began to practice I started to implement the 5 stages that are suggested in the lesson plan but honestly the use of warm ups and wrap ups were not implemented as they had to be. This was because of time, students' behavior, and my inexperience in planning, and of course because I didn't know the real purpose and the characteristics of warm-ups and wrap-ups.

1.2.1 Purpose.

The principal purpose of this educative essay titled “Initiating and Concluding an EFL Class in Order to Favor Language Learning” is: **To apply different warm-up and wrap-up techniques in the 1st grade “B” in order to see their effectiveness in the teaching learning process.** Preparing lessons that include initiating and concluding activities have an important role in motivating learners, in

captivating their attention in order to check their comprehension, and finally in giving constructive feedback.

It is necessary to mention that this pedagogical essay will serve as a tool which will allow me to think carefully about those two stages in my lessons, in addition considering the possibility to suggest new ideas in order to favor students' learning. I expect to find out if the use of warm-ups and wrap-ups truly concedes to meaningful understanding of English as a second language.

1.2.2 Characteristics of the Group

.

The following study will be done in the Secondary School “Técnica N°1”. The English subject consists of 3 hours a week in the first year with group “B”. This group has 22 students; 21 of them are girls, leaving one boy. In August, during my first 2 weeks of observation it was detected that this group had a good learning environment because they liked to participate in the majority of the activities and they were very hard working. Their attitude towards learning helped the teaching-learning process.

In the study program Foreign Language English, SEP (2009: p.11), the common European Framework of Reference for Language establishes that students' English level should be A1. It is because they are expected to understand and to use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

However, the implementation of a survey (appendix 1) showed that only 5% of students are constantly in touch with the language through private classes in different institutions. This tells me that the majority of the students in 1° “B” rely only on the amount of exposure to the language English they get in their secondary school. Yet, in general this group has the disposition to learn and demonstrates a good attitude in the class.

1.3 SCHOOL GENERAL INFORMATION

1.3.1 School and its Geographic Location

The secondary school “Escuela Secundaria Técnica Número 1” is located in Jardines del Estadio, number 895 between Mariano Jimenez Avenue and Luis Donaldo Colosio Street to the east; and to the west, Zenon Fernandez Street and Juegos Olimpicos Avenue in the city of San Luis Potosi (appendix 2).

This school has administrative spaces, building equipment, one laboratory, six workshops: car mechanic, clothing industry, electrical workshop, technical industrial drawing, secretarial, tools and machines, 1 library, 2 bathrooms, 1 media room, 1 audiovisual room, and 1 main schoolyard (appendix 3). It also has 18 classrooms; 6 per grade, and it is important mentioning that there is a classroom that is exclusively assigned for the English class.

All the classrooms have good furniture such as chairs, tables, walls and floors. Also the space is comfortable and adequate for the number of students per class. The educative materials are made up of only white boards because unfortunately there aren't any projectors in the classrooms. All the students are organized by rows and they are distributed randomly or depending on the teacher's style.

In this school there are 55 people currently employed, 36 of them are teachers, 6 tutors, 6 secretaries, 1 doctor, 1 librarian, 3 janitors, and 2 watchmen. The school has 600 students in the morning schedule and another 600 students in the evening schedule, making a total of 1,200 students.

This school constitutes a wide range of population considering students that live in the nearby area but not exclusive to it, this means that this school is attended by a diverse range of population. One common characteristic is their social class due to the fact that the majority reflects a middle class status. The “Instituto Nacional de Estadística y Geografía” (INEGI, 2013) states that a middle class family in Mexico has a computer at home, the members of the family are no more than four, the head of the family has at least middle academy preparation and the children attend public school among other characteristics.

Nevertheless during my first month of practices from September 7th to October 4th, I conducted a small survey considering both teachers and family members with reference to the reasons parents had for choosing this school. These are the results: 60% percent chose this school because it is close to their houses. 30% percent chose this school because they had studied here. And finally 10% of the parents chose this school because of the teachers and the prestige that it has.

This means that the majority of students are in this school because it is close to their houses.

1.3.2 School Background.

The secondary school was founded on May 8th, 1963. Its first name was “Secundaria Técnica e Industrial Número 57” and it was basically founded by the need to train technical workers for the industry field. This school arose from a pre-military category in which classes were given under this conception: examples of this were the pre-medical assistance, and infirmary as well as first aids classes. This school was one of the most prestigious in San Luis Potosi as the Secondary schools Jaime Torres Bodet and Damian Carmona; from this a rivalry emerges as a healthy competition more related with sports rather than in the academic field.

Many named citizens of San Luis Potosi graduated from this school such as military doctors, artist, politicians, researchers and scientists. In 1976, the Technical schools merged with the Agropecuaria Secondary school and from this sub-system emerged the Tecnológico Regional. The school received the name of “Escuela Secundaria Técnica Número 1” in 1976, because it was the first technical school that provided industrial training to students.

In 2013, the school celebrated its 50th anniversary with different cultural and sporting events. It remains as one of the main secondary schools in the entire city because of the years of service to all the youth population.

1.4 STUDENTS RELEVANT SOCIAL CHARACTERISTICS

I applied a survey to the students in order to know their interests and preferences, so that they could be used to develop different warm-up and wrap-up activities as to favor their learning process. The survey had the following questions:

- 1- Do you like the English language? Why? Why not?
- 2- How is your contact with the English language? (you can choose more than one answer)
 - a) Do you talk with members of your family who speak English?
 - b) Do you take English classes in your free time?
 - c) Do you read magazines, books and articles in the English language?
 - d) Do you like listening to music in English?
 - e) Do you play videogames and/or talk in English in web pages? (Facebook, twitter, Tmblr, instagram, etc)
 - f) Are you in touch with the English language only in the school?
- 3 - Do you think your English is good, fair or poor?
- 4 - Name two of your favorite artists
- 5 - Name two artists you do not like
- 6 - Name two of your favorite games.
- 7 -Do you know any educational games? What kind of educational games do you know?
- 8 - What would you like to learn in the English class?

The results of the survey that was applied with the 1st grade “B” had the following results:

The first question is about how students face their interest towards the English language. 77% of the students mentioned that the English language is a tool for success in their professional lives and/or traveling in the future. What called my attention is that 5% find the target language quite interesting but that it becomes hard to understand when the necessary tools for learning are not provided. On the other hand, 15% of the students mentioned that the English language is not often interesting for them because it is hard and boring. They agreed on the fact that learning English is essential for their future work. Finally, 3% expressed with certainty that they do not like the English language at all because they are not interested in including this language into their daily life.

The second question provided different options for students to establish the type of contact they have with the English language. 65% of students are in contact with English by listening to music. I consider that this is one of the main approaches that students have with the language. 15% take private lessons in the afternoon because they have in mind that the English language is essential for their future lives. Only 5% of the students are interested in reading books, articles and/or magazines in the English language which reflects that a wide percentage of students do not like reading. On the other hand, 6% of them watch movies or TV shows in English. Finally 4% of students agreed that they have contact with the English language through social networks like Facebook, Tumblr, Twitter, Instagram, etc. Regarding their English level, 50% argued that they lack knowledge of the target language considering their level as deficient. Moreover 30% of them feel that their English level is regular, taking into account that they

have had good English teachers. Finally, 20% of students think that their English is good to establish basic communication.

To sum up, this survey provided information in reference to the perception of students of the English language. It is important to know what students' needs are and their abilities and preferences regarding the English subject (appendix 1).

1.5 WHAT IS KNOWN ABOUT THE TOPIC?

1.5.1 Who is the Teacher in the Classroom?

In the book *Foreign Language English* (2006: p. 65) Jeremy Harmer states that:

Dictionaries give a variety of messages for teaching. According to the Cambridge International Dictionary of English “teaching means to give (someone) knowledge or instruction or training (someone). Whereas the Longman Dictionary of contemporary English suggests that it means to show somebody how to do something or to change somebody’s ideas.

Jeremy Harmer used the term “facilitator” to describe the role of a teacher. He mentions that the teacher adopts and designs activities which help students to learn. After all, the roles of a teacher take on the aim to facilitate students’ progress in some way or another.

1.5.2 Preparing an EFL Class.

According to Harmer, J. (1991) cite by Richards, J.C. (2002: p. 27) “planning is often viewed as a key aspect of teaching a successful lesson”. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and evaluation. Planning includes the following elements in a lesson plan:

- a) description of a class
- b) recent work
- c) objectives
- d) contents (context, activity, class organization, aids, language, and possible problems and solutions).

In the subject of observation and teaching practice III, I obtained more knowledge about how to elaborate useful lesson plans based on students’ needs. Later, I got more experience during my teaching practices and I noticed the importance of including and following all the elements previously mentioned within my lesson plan.

Even though a lesson may have already been planned by the textbook, the teacher will still need to make decisions that relate to the needs of his or her specific class, adapting the lesson from the book in different ways to make it better to suit the class. This process of planning and adapting is a crucial dimension of teaching because during this process the teacher makes many decisions that are essential for a successful lesson. Planning can be regarded as

a process of transformation during which the teacher creates ideas for a lesson based on the understanding of the learner’s needs, problems, interest, and of the lesson itself, Richards, J.C. (2002: p. 27)

In my plannings I used the book not only as my material resource; it provided a guide for me in what contents or topics I had to tackle in each class. It also helped me to do different activities during the practice and production stage.

Many teachers teach successful lessons based on mental plans or on brief lessons notes. Compared with my teaching practice I currently plan with brief notes in order to guide the class and include the 5 stages (warm-up, introduction, practice, production, and wrap-up) with the purpose of not forgetting some aspects during the class.

According to Richards, J.C. (2002: p. 31) “lessons plans help the teacher think about the lesson in advance to solve problems and difficulties”. It renders a structure for a lesson to provide a map for the teacher to follow and to supply a record of what has been taught.

During the VI semester in the subject of observation and teaching practice III, I learned how to consider possible problems and corresponding solutions. It helped me to notice that during the 5 stages of a lesson plan there could be different problems where students might need teacher intervention.

There are also internal and external reasons for planning lessons. According to McCutcheon, (1980) cite by Richards, J.C. (2002: p.31):

Teachers plan for internal reasons in order to feel more confident, to learn the subject better, to enable lessons to run more smoothly, and to anticipate problems before they happen. Teachers plan for external reasons in order to satisfy the expectation of the principal or supervisor and to guide a substitute teacher in case the class needs one.

So, according to Richards, “planning for internal reasons helps to be more confident in what is being taught”. I identify with this idea because I write my objectives and activities for each class. I can also anticipate problems before they happen, taking into account possible problems and solutions.

Daily lesson planning can benefit English teachers in the following ways:

- A plan can help the teacher think about content, materials sequencing, timing, and activities.
- A plan provides security in the form of a map.
- A plan is a log of what has been taught.

1.5.3 How to Plan a Lesson.

An effective lesson plan starts with appropriate and clearly written objectives. An objective is a description of a learning outcome. Objectives describe the destination we want our students to reach. Clear-well written objectives are the first step in daily lesson plan. These objectives help state precisely what we want our students to learn, help guide the selection of appropriate activities, and help provide overall lesson focus and direction. They also give teachers a way to evaluate what their students have learned at the end of a lesson, Richards, J.C. (2002: p. 32).

Writing the objectives in my lesson plans helps me describe what students will be able to do in each class taking into account that all the activities have to follow a rational sequence in order to reach the objective.

During my first practices at different secondary schools I noticed that writing clear objectives on the board allowed students to know what was expected from them. So, writing the objectives and the topic in each class helped students to be prepared and to know what the class would be about.

In my VI semester in the subject observation and teaching practice III, I learned how to create an EFL lesson plans which follow this format:

- 1- Warm up
- 2- Presentation

- 3- Practice (controlled activity)
- 4- Production (free activity)
- 5- Wrap up (feedback)

This format helped me to facilitate students' English learning because I was able to follow a sequence where different strategies were implemented during the controlled practice providing important tools in order for students to be able to produce something by themselves. Therefore implementing the 5 stages in my lesson plans have been effective during my teaching practices in Secondary School in the English subject because they contain the most common features that have to be considered in each stage.

In the book ESL New Teacher Resource Guide Keins, T. (2006: p.5) states that there are six stages in the EFL lesson plan:

- a) Before beginning the teacher has to set an objective, he determines what learners will be able to do upon completion of the lesson.
- b) Now the teacher has to plan the lesson.
 - 1- **Warm up:** the teacher provides an activity to focus learner attention on the lesson objective and/or an activity that encourages learners to use previously taught skills/vocabulary that tie into the lesson.
 - 2- **Introduce:** the teacher establishes the purpose of the lesson by stating the objective and relating it to the learner's own life. "after this lesson you will be able to.."
 - 3- **Present:** the teacher presents new information and checks for comprehension.
 - 4- **Practice:** learners are provided opportunities to practice the knowledge that has been presented.

- 5- **Evaluate:** the teacher provides an activity that assesses individual learners on their attainment of the lesson objective.
- 6- **Apply:** learners use the language/information/material in a new situation.

During the subject of observation and teaching practice I, II, and III, I noticed that different lesson plan formats exist. All of them have different styles and elements. So I began to ask myself: what should an effective lesson plan look like? What elements should it contain? And which one of them fits best for my students?

During the III and IV semester I did not consider the necessary elements to give an EFL class because I didn't carry out warm ups, semi controlled, and free activities, as they should have been done. On the other hand, possible problems and solutions were not included during my first lesson plans until the teacher of observation and teaching practice III told me that this aspect was very important because anticipating possible problems and solutions could help me to have a successful class.

Afterwards, in the VI semester our teacher of observation and teaching practice asked us to develop our own lesson plan according to our students' needs. It was very useful because we created a lesson plan with all the elements that we had to take into account in an EFL class. It contained The 5 stages: (warm up, presentation (controlled activity), practice (semi-controlled activity), production (free activity) and wrap up (feedback), each one of them had its own activity/procedure, skills to develop, visual aids, interaction patterns, evidence competence and possible problems and solutions.

1.5.4 Initiating an EFL Class (Warm-up).

According to Framer, J. A. (2010) a warm-up in the EFL classroom “is an effective way to get the students thinking in English, it allows them to relax and start thinking towards the topic”. It also gives teachers a chance to monitor their abilities and perhaps reassess their lesson plan.

The warm up can be as simple as telling a short story or asking students questions, it can also be a more thought out activity such a playing a song or drawing a picture related with the topic. While it’s fine to start a lesson with a simple “how are you”, it is much better to tie the warm-up into the topic of the lesson.

To carry out warm up activities in the EFL class it is recommended to take between 3 to 5 minutes, it serves to focus students on a new topic, open up creative thinking, and help them to apply the learning objective in new ways. Also instructions should be very brief and clear to achieve this goal. It should always be connected to the language objectives and involve relevant language in order for students to feel motivated and understand the purpose of the class. Moreover you can implement the class with flashcards, posters, text, and visual aids or just questions which help the teacher engage students into the topic.

At the end of the VI semester in the subject of OPD IV, I learned how to design lesson plans and I noticed the importance of setting the time in each stage in order to carry out all the activities planned and reach the objective of the lesson.

In teaching practices I have implemented warm ups using visual aids, performances or just questions. They helped me in the teaching learning process because it connects students with what is about to happen.

1.5.5 My Experience with Warm-ups in an EFL Class.

During my first observations at secondary schools it was seen that many teachers tended to omit warm ups when they were running out of time within their class. Later, as we were asked to develop our lesson plans I noticed the importance that our observation and teaching practice teacher gave to this aspect. This lead me to question the effect that warm ups and wrap ups have within the learning process of my students. I have begun the task of investigating and obtaining more knowledge in order to deepen my understanding.

It is inevitable when students are with a lack of energy, feel pressured or have reached a saturation point. When students come into their first lesson in the morning their energy level could be low, they may be half awake, their minds may be full of last night's problems or they could be tired, for these reasons it is important to begin the class with a short, not long warm-up activity which will energize pupils putting them in the mood for learning.

In the book Lesson Planning: Standard Lesson Structure, the Association for Supervision and Curriculum Development (ASCD: p 79) states that:

Students who know what they are learning perform 27 percentile points higher than students who cannot articulate what they are learning. Therefore to open the class with a warm-up activity helps students to connect their knowledge related with the previous classes.

1.5.6 Concluding an EFL Class (Wrap-up).

A wrap-up also called cool down is used to give a quick review to the expressions and vocabulary words, using visual aids, asking questions, giving a quiz, handing out a work sheet, or just using body language in order to check students' comprehension of what they are learning during the lesson. Having a solid idea of what students picked up will help the teacher with future lessons.

To carry out wrap up activities in the EFL class teachers should take between 3 to 5 minutes in order to prepare students for the transition of leaving the class. Instructions should be very brief and clear to achieve the goal. Also It should always be connected to the language objectives and involve relevant language in order for students to feel motivated and understand the purpose of the class. Wrap up activities could be implemented with flashcards, posters, text, visual aids, or just questions which can help the teacher to consolidate the class knowing what students learned in the class and reemphasizing and/or clarifying the objective of the class.

The purpose of wrap-up is to close the class in an appropriate and meaningful way. It also helps students bring home the point of a given study. According to James Andrew wrap-ups mean to students that the class will soon be over and gives the lesson a clear end. An effective wrap-up will also leave the class with a clear understanding of what they learned giving an opportunity for teachers to address any loose ends.

1.5.7 My Experience of Wrap-ups in an EFL Class.

During my first observations of secondary schools I noticed a common misunderstandings teachers have towards the last minutes of class that is to appreciate the importance of the end of a lesson. The majority of the time they let an activity run through to the end of the class.

Later, when I was asked to plan my own class I noticed that it was very important to end the class in order to check students' understanding. Then I began to see this stage as my unique opportunity to wrap things up in a way that benefits student's learning. According to Farmer, J.A. (2010 p: 1) “this final stage of the lesson plan reinforces the lesson objective and provides an opportunity to check for students understanding”. This led me to question the effect of wrap-ups during the learning process of my students.

For this reason at the end of a lesson it is necessary to spend time on the opposite process called “cooling down or wrap-up”. Lessons can often end very unexpectedly breaking off an activity as the bell rings, and hurriedly setting

homework. If two or three classes end like this, the effect can make students feel hurried and under pressure during the class. As a result it is important to give students time to reflect on what they have learned, done or acquired.

1.5.8 Why Teachers Should Use Warm-ups and Wrap ups.

According to Cotter, C. (2013: p: 1) teachers should use warm-ups because it is the first activity of the lesson; it sets the atmosphere and expectations of the lesson. A warm-up should be part of every lesson plan and of course after greetings, it is the first thing that teachers have to do with the English Foreign Language students. On the other hand students need a chance to settle down in the class and get their minds focused on the lesson ahead. For that reason starting with a warm-up is important.

However, Farmer, A. (2010: p: 1) mentions that the use wrap ups are a great opportunity to facilitate correction. Teachers should take notes of any mistakes with the target language; mistakes can include pronunciation, vocabulary, grammar and appropriateness of use, and address them during the wrap up activity. Correcting during the wrap-up has the advantage that the whole class can benefit from the correction.

There is no need to correct every mistake during the wrap-up. Teachers should choose the major mistakes, 3 or 5 is a manageable number, and put them on the board. Draw the class attention to each one eliciting the correction. In the case of poor pronunciation, the teacher can model trouble words aloud with the poor

pronunciation to elicit the correct one. However, correction shouldn't end here. The teacher should follow up a quick activity to reinforce the correct form and elicit one or two example sentences.

The wrap-up is achieved through giving correction, reviewing the lesson, and/or giving constructive feedback and motivation, Farmer, A. (2010: p. 1). Now I remember that some of my teachers of the BECENE did this and it was a meaningful way to give a quick review of the topic seen and to give feedback at the same time.

1.6 QUESTIONS THIS CASE WILL BE ATTENDING

The questions that are intended to be answered in this educative essay are the following:

- How can warm-ups and wrap-ups be integrated in my Lesson Plan?
- How did warm-ups and wrap-ups affect my students when using different resources?
- What reasons do I have for using warm-ups and wrap-ups?
- In what way do warm-ups and wrap-ups help students in their learning process?

I will attend these questions in the following chapter. In order to answer these interrogatives I had to research and look for different authors that could provide me with the bibliography reference needed to support my educative practice. I will be describing the activities used and how I carried out these activities in order to favor English language learning in my classes.

CHAPTER II



“INITIATING AND CONCLUDING AND EFL CLASS IN ORDER TO FAVOI
LANGUAGE LEARNING”

CHAPTER II

This chapter will explain my experience with warm-up and wrap-up activities, how the implementation of such techniques were used in my classes, and the challenges faced during the teaching learning process. Furthermore, it will also explain what factors influenced my classes during the first and last minutes of the class to achieve the objective of the lesson. What is more, taking into account the purpose of this educative essay which is: to apply different warm-up and wrap-up techniques in the 1st grade "B" in order to know the teaching learning process.

The results were analyzed through the development of complete didactic sequences implementing warm-up and wrap-up activities. Consequently, they provided concise information about how the interaction between students was during those stages. Firstly, if students were engaged in the topic at the beginning of the class, and secondly, if they acquired the comprehension expected taking into account and if the feedback was constructive in their new learning.

The activities applied were divided in the following sequences: during the first week I focused my attention on warm-up activities while in the second week on wrap-up activities; it was considered this way in order to obtain concrete results of each stage and to find out if warm-up and wrap-ups activities truly favored my students' learning. In addition this sequence helped me to obtain the results in an independent way of each stage. The information obtained will be presented within this educative essay in the same chronological order as it occurred in my practices.

First of all, the classroom characteristics were taken into account in order to know what activities should be used. This is a group of 22 students; 21 of them are girls,

leaving only one boy. In reference with this, it was noticed that the presence of 1 boy among girls had a positive influence on the boy. The girls were very respectful, participative and responsible, so as consequence the boy reflected a positive behavior. Hence, this group allowed implementing a wide range of techniques because of their appropriate disposition.

On the other hand it is worth mentioning that three students tended to be a bit slower than their classmates when they carried out some of the activities. Despite their slower performance, classroom arrangement and students' disposition helped to facilitate students' learning. This was reflected when students worked in teams and they helped each other. As a result, they were able to work individually, in pairs, or as a group.

The warm-ups activities were chosen carefully in order to focus the learners' attention on the lesson objective. The group characteristics were considered to encourage learners to use previously taught skills and developed vocabulary that tied students into the lesson. One example of this was the use of activities which were implemented with questions, flashcards and audios. The reason for choosing such activities was to help students in the teaching-learning process considering that they encourage students to connect what was going to happen and secondly, because such activities facilitated students' learning. According to James Andrew Framer, (2010) “a warm-up in the EFL classroom is an effective way to get students thinking in English, it allows them to relax and start thinking towards the topic”.

In reference to wrap-ups; visual aids, work sheets, the notebook and questions were used to provide a quick review to the expressions and vocabulary words that were seen in class. The reason why those activities were chosen was because

they helped students to reflect on their own performance providing an excellent moment for students to correct their own mistakes.

Furthermore, in the following lines I will consider the main questions which are intended to be answered in this document and provide information from general to specific in the development of the sequences. The gathered results from this experience will be shown in the same way.

2.1 HOW CAN WARM-UPS AND WRAP-UPS BE INTEGRATED IN MY LESSON PLAN?

According to Harmer, (1991) planning is often viewed as a key aspect of teaching a successful lesson. During the planning phase, the teacher makes decisions about goals, activities, resources, timing, grouping, and evaluation.

As I have gained more knowledge about the warm up and wrap up activities, a checklist was designed in order to verify how warm ups and wrap ups favored students' learning. This checklist was applied during my teaching practices. It was designed to obtain results and evaluate the evidence obtained about the aspects that warm-ups and wrap-ups activities should contain.

Those aspects were taken into account in order to obtain concrete results about how warm-ups and wrap-ups activities favor students' learning (*appendix 4*). On the other hand the implementation of this checklist led me to answer **How warm ups and wrap ups can be integrated in my lesson plan?**

The aspects included in the checklist that were focused on warm up and wrap up activities contained the following aspects based on the recommendations done by Farmer Andrew, 2010 (*appendix 4*). The results obtained of the checklists and how they were used will be mentioned after analyzing the classes described below.

Through the month of practice from January 13th to January 24th, the 3rd unit in the 1st grade group “B” called: “Hobbies, Leisure and Sports” was carried out. Its principal purpose was to enable students to express their personal interests around the topic of hobbies, leisure and sport, and to make and respond to invitations to events and places related to the topic.

The first class analyzed was applied on January 14th, 2014 (*appendix 5*). It was applied to have results about how warm ups and wrap ups can be integrated in my lesson plan. This topic was based on the 3rd unit “Hobbies, Leisure and Sports”. It consisted in the lesson number one called: “*Asking about likes and dislikes*”. The objective of this class was to enable students to express preferences. The class was attended by the tutor and the 22 students who form part of this group.

Students seemed to look a bit tired and exhausted because it was Friday and in the previous class they had physical education. When students arrived to the classroom they were allowed to drink liquids before starting the class. Next, in order to give them time to be relaxed and continue with the class the teacher took attendance.

Afterwards, students were asked to say if they liked sports and what kind of sports they enjoyed the most. Those questions were in order to engage students into the topic and then they began to talk about their preferences. A big poster about sports was pasted on the wall (*appendix 6*). So students mentioned what kind of sports they enjoyed the most. I considered that this poster was a useful strategy to encourage students to think and talk in the target language focusing on the topic of the class because it showed the vocabulary that was to be used in class.

The class started with the warm-up which consisted on showing flashcards which expressed emotions: *love*, *like*, *don't like* and *hate* (*appendix 7*). Therefore, students would be able to identify which activities they enjoyed the most. So, the class began when the teacher asked the students what activities they liked to do; the students were asked to give some examples using the flashcards which expressed emotions *love* and *like*, then, pupils mentioned some of the activities that they liked to do, example: I *love* playing basketball, I *like* playing football.

Next, students were asked to participate, but now they gave examples about the activities they didn't like or they hated doing, in this part I used the emotions which expressed *don't like* and *hate*, in particular it was noticed that students had in mind the difference between *like-love*, and *don't like-hate* because of the use of flashcards.

When the activity started, I felt that it would be more difficult for students to understand the difference between love- like and don't like-hate. For that reason, I thought that it could be a better beginning to ask students in the warm up what activities they enjoyed the most. Thus, when the flashcards which expressed emotions were showed some students gave their first examples easily.

During the application of this lesson plan, I had the opportunity to find out how students react when visual aids are integrated. I consider that visual resources have been used to favor their learning process. So, the flashcards used in this class were a good resource to facilitate students' participation. It was noticed because when the teacher showed students some flashcard which expressed emotions (*appendix 7*) and asked for students' participation to produce some sentences to talk about their preferences, they identified how to talk about the activities they enjoyed the most.

The second class I will describe was applied on January 16th, 2014, “Talking about peoples' activities” (*appendix 8*). The objective of this class was to enable students to express preferences, likes and dislikes. The class was attended by the tutor and the 22 students who integrate this group, at that moment the context of the classroom was pleasant and comfortable because students arrived to the classroom quietly, just some students arrived talking to each other.

Afterwards, when everyone had arrived, students were asked to keep quiet but it didn't work the first time. Moreover, when I said “stop” everyone kept silence. The word “stop” in the majority of the cases worked as a strategy to keep the group controlled and/or when students' attention was required. Then, I was allowed to continue with the class. This day I discovered a strategy that helped me obtain classroom management.

I believe that this strategy worked very well because when I came to the front of the classroom and I said "stop". Students noticed that I was watching them with a

facial expression that showed that I was going to say something. So, the result was that I got the students’ attention. This allowed me to continue and to begin the class.

The class started with the warm-up activity. A box was brought during this activity which contained sentences with grammatical mistakes (*appendix 9*). The teacher divided the group into teams (by rows), so it was not necessary to move the chairs, next, students were asked to participate, only one person of each row had to pick out a sentence from the box and read it aloud.

The grammatical mistake had to be detected only by the students who picked out the sentence without the help of his/her group. If the pupil got it correct, his/her team was given one point. With the participation of another student of the following row the activity continued and so on.

The activity was chosen this way because I wanted to detect if the purpose of the previous class was achieved. The advantage of starting the activity with students’ participation by rows was that students who barely participate in other classes were asked to do so. There was more opportunity to verify whether learning was acquired by asking 2 or 3 students by rows to correct the grammatical mistake in the sentence that they had picked out.

When the activity began I felt nervous because I didn’t know if the implementation of sentences with grammatical mistakes would work. The main concern I had was if the whole group would pay attention to their classmate who was going to read the sentence with the grammatical mistake. But, when the instructions were given

to the students and the activity began, I observed that students' attention had been caught by the activity.

On the other hand, students' participation made me feel that the purpose of the warm-up activity was working as was expected. Students were able to identify grammatical mistakes on how we talk in first and third person simple present. With this it became evident that the objective of this warm up activity had been reached since students were able to produce information as the following; students read: she **like** playing videogames/ He **love** reading books/ I **does not** like eating vegetables, students corrected by saying: she **likes** playing videogames/ He **loves** reading books/ I **do not** like eating vegetables.

I'm inclined to believe that this activity favored students' learning because students' understanding was noticed in this stage. However, even though some students had a wrong answer, they thought for a moment and then they got the corrected answer on their own. Besides, students' contribution helped to correct themselves without the teacher's help. In this case I took the role of monitor, it was very helpful because students were able to talk and reflect about what was seen in the previous class.

As a consequence the warm-up activity applied in this class helped me to verify students' learning about what they had learned during the previous class, but at the same time it prepared students with what was going to happen during the class. Students' abilities were monitored by the teacher and as a result it was detected that the majority of students acquired the expected content.

It was noticed that when a student was chosen to participate to read the sentence aloud and came up with his/her answer with the grammatical mistake, the majority of students rose their hands and they wanted to correct the sentence. But it was not allowed unless the student who was chosen to participate did not know what the grammatical mistake was.

However, there were a few students who had grammar doubts at that moment but with the warm-up activity carried out in this session students' learning was favored in reinforcing their knowledge acquired. For that reason I am inclined to believe that the warm up activity benefited the whole group at the moment of the correction when students were asked to participate and read aloud the sentence with the grammatical mistake.

Something that helped me do the things well was that instructions were given very briefly and clearly; it was in order to achieve the goal expected. Instructions were always connected to the language objectives and involved relevant language in order for students to feel motivated and understand the purpose of the warm-up.

The class ended with the wrap up activity which consisted in eliciting students to give some examples and expressions about what they had learned in the class. After that, if students had grammatical mistakes they were asked to correct them and give feedback on their own.

Notes about some mistakes with the target language were taken throughout the whole lesson; mistakes included pronunciation, vocabulary, grammar and appropriateness of use. So, a few minutes before the class finished the mistakes were addressed. However, correction didn't finish here, after students were asked

to correct their own mistakes, they were asked to give two or three example sentences. It was the purpose of letting students go with a clear understanding of what was seen in the class.

According to Jeremy Brophys, “this final stage on the lesson plan reinforces the lesson objective and provides an opportunity to check for students understanding. Correcting during the wrap-up has the advantage that the whole class can benefit from the correction”. The principal purpose of wrap-up activities is to close the class in an appropriate and meaningful way in order to give an opportunity for teachers to address any loose ends.

Analyzing what was done in this stage, I feel very strongly that the warm-up activity favored students’ learning. Pupils were able to talk about peoples’ preferences, identifying that an “s” is placed at the end of a verb to indicate third person singular when talking about habits and general information.

On the other hand, the wrap up activity was useful to consolidate the class taking into account students’ needs. It was noticed when students were asked to give some examples about expressions and vocabulary words which were seen in class allowing the teacher to check students’ comprehension.

During the application of this lesson plan, I had the opportunity to learn how important it is to give clear and brief instructions during warm-ups and wrap-ups. It was considered this way because clear instructions helped me carry out the activities applied as they were expected. So, students were able to give examples

in the target language when they were asked to participate. Thus, students reinforced their knowledge and the whole class was benefited from the examples and the corrections.

The third class to be discussed was applied on February 25th, 2014 (appendix 10). It consisted in the lesson number 4 in the second week of practice from February 24th to February 28th. It was based on the topic established on the Study Program Foreign Language English (2009), Unit 4 “Daily Life”. The objective of this class was to enable students to describe actions that happen daily or periodically in their life. The class was attended by the tutor and the 22 students who form part of this group. The atmosphere of the class was pleasant because it was their first class which began at 7:00 am. Students arrived to the classroom quietly.

To begin the class I greeted the students. Then, students were asked to give some examples about what they had learned in the previous class; the question that was used in this part was: What do you usually do every day? It was in order to verify students’ learning and come up with their answers. In the previous class students learned how to describe actions that happen daily or periodically in their life (in first person) with frequency adverbs, for instance: I always get up early, I often take a shower at 6:30 pm, I never go to bed late. Next, during the warm-up activity students were asked to go to page 118 of their books exercise 1. Students read and corrected the parts of Gabriel’s essay circled in red (*appendix 11*).

In this reading students had to correct the mistakes circled in red. The use of capital letters, frequency adverbs and the use of “s” in third person were some of the words circled. The first problem that students faced was the use of “s” in third person, for instance; she lives in Puebla, She works very hard. And secondly the frequency adverbs, few students had difficulty in noticing that frequency adverbs

are usually placed before the verb, for instance; “He usually reads the newspaper in the morning”. I state a few students, because in the previous class students had learned how to describe actions that happen daily or periodically in their life. So, the use of frequency adverbs had been explained.

However, it was noticed that some students felt confused because they didn't know what to do. It was because in the previous classes they went over how to describe actions that happen daily or periodically but in their life, for instance; I always get up early, I usually take a shower at 6:30, etc. Therefore, students were asked to see Gabriel's essay in the page 118 of their book and say why the words circled in red were wrong (appendix 11). The words circled were verbs that had to be in third person, frequency adverbs, days of the week, and words which had to be in capital letter.

Consequently some students rose their hands and they said that when we talked about other people (in third person) we add an “s” at the end of a verb. Then, they gave some examples in first and third person, for example; I usually work all day, she works all day. As a result, students who didn't understand the first time could identify in the text the grammatical mistakes. In particular, it was noticed that students' participation facilitated their classmates' understanding when they gave some examples comparing how we describe actions that happen daily or periodically in their life or in the lives of other people (first and third person). It was expected for students to able to talk and describe actions in third person at the end of the class.

Analyzing how the warm up was developed in this class I am inclined to believe that it was not a reading activity as it was planned in my lesson plan. I have come to this conclusion because instead of coming to the class and asking students to

silently begin with the reading activity immediately and then with the questions it was done the other way around. I mean, first I began with a brainstorm eliciting students to say what was seen in the previous class and then they were asked to go to page 118 to read the Gabriel's essay. So, first I used questions and then the reading.

At that moment I felt that it would be more difficult for students to understand that an “s” is placed at the end of a verb to indicate third person singular (e.g. she works very hard). Nevertheless, with the participation of some students who already had this knowledge and the activity applied as a warm up, it was possible to teach the pupils how to describe actions that happen daily or periodically in the lives of other people. On the other hand, it was thought that this activity would make students analyze why the words had grammatical mistakes and that this reading would elicit students to reflect without help. But it was not so, as some students had to intervene to give an explanation to their classmates in order for them to understand.

I consider that this activity could be implemented in another way because it was the first time that the topic was presented to students. Although the objective of the class had been achieved at the end of the class personally I believe that the warm up activity was not totally successful because starting a new topic the way I did made students feel confused.

As was previously stated, it was supposed to be a reading activity but few minutes into the class I decided that it was not appropriate to begin the class with a text without giving them a clue about what was expected for them at the end of the class. So, the following question was used in order to immerse students with what was going to happen: What do you usually do every day? By the implementation

of this question students were able to give some examples about what was seen in the previous class (I often play videogames / I always watch TV) they used frequency adverbs and talked about what they usually do.

I dare to confirm the activity started better than how it had been planned. I consider that I had to adapt my warm up this way so I could feel more confident to begin class and to obtain the objective of the class. So, in order to make the connection between the previous topic and the new one into the warm up activity (describe actions that happen periodically in their life - describe actions that happen periodically in the lives of other people) students were asked to read a text which contained grammatical mistakes.

Within the wrap-up activity, some images about daily routines were shown (*appendix 12*) and others of frequency adverbs (*appendix 13*). Students had to say orally two sentences using the frequency adverb and the image of daily routine shown, the first one in first person singular and the second one in third person singular. For instance; always/go to bed late: I always **go** to bed late/ she always **goes** to bed late. With this activity students had the opportunity to reinforce their learning and gave the teacher the time to tie up loose ends. As a result, when flashcards were used students' participation was easier. Also, students were encouraged in the context of the activity when the images were presented.

Taking everything into account, at the end of the class students achieved the goal expected because they were able to describe actions that happen daily or periodically in their life and in the lives of other people. So, the evidence that verified that warm ups and wrap ups implemented with visual resources helped me to reinforce students' learning and/or to tie up loose ends was by implementing the checklist previously mentioned (*appendix 4*).

The fourth class analyzed was applied on March 11th, 2014; it consisted in lesson number 10 in the fourth week of practice from March 10th to March 14th (appendix 14). It was based on the project established on the Study Program Foreign Language English (2009), Unit 4 “Daily Life”. The principal purpose of this project was to enable students to describe actions that happen daily or periodically in their life or in the lives of people and animals they are interested in.

During the three days this project was applied, students were familiarized with useful expressions to ask and tell the time and give information about daily activities. The class was attended by the tutor, my assessor, my classmate Carolina and the 22 students who form part of this group.

When everyone had arrived, silence was asked for students but it didn't work the first time. But, when I said “cross your arms and listen” “don't do anything! Just pay attention!” everyone kept silence. These are strategies implemented in the majority of the cases in order to keep the group controlled and/or when students' attention is required. Thus, I was allowed to continue with the class.

On the first day of the project, the class started with the warm-up activity which consisted of asking students to say what they had learned during the whole month. Students were asked to answer the following questions “Do you remember everything we saw on previous classes? Do you remember what the purpose of this unit is? and waited until students came up with their answers.

Next, students gave some vocabulary expressions and examples seen in previous classes. However, it was noticed that they didn't remember all the contents. As a consequence, a lot of time was spent in the warm up activity. The interaction pattern was a whole group activity and the skill developed was speaking. In this stage, asking students what they remembered of the unit didn't work as a strategy because they did not react rapidly. However, I used the board to write the vocabulary expressions and examples given by students but nevertheless too much time was spent.

After that, two posters of daily routines were pasted on the board (*appendix 15 and 16*), the first one in first person, and the second one in third person. Those posters were checked in routines, activities, time: 10:40 am. and frequency adverbs. When students noticed the difference between both posters the teacher gave a brief description of the information given. Students were asked to make a draft about the teacher's example but students had to write their own paragraph with their own activities.

When the warm up activity began I felt confident because students were asked to say what they had learned during the whole month. Students told me all the contents seen in previous classes with examples. I felt confident because in other classes it had worked very well and students' participation helped in the activity. On the other hand, the teacher's intervention using Spanish wasn't necessary, in that moment I felt a little bit nervous because I thought that in this way they would react faster, but it wasn't so. The warm up activity was extended by 10 minutes because a lot unnecessary time was spent on asking students to try to remember by their own the contents seen throughout the month.

I'm inclined to believe that this activity was not quite right but despite the fact that the students did not quickly recall the contents seen in previous classes I felt a little bit confident because when the two posters were shown, students were able to notice what was expected from them at the end of the class: The principal purpose of this project was to enable students to describe actions that happen daily or periodically in their life or in the lives of people and animals they are interested in and at the end they were able to do so.

The class ended with the wrap up activity which consisted in asking students to share their productions. It was in order to detect and give corrections on their own. Some students noticed few grammatical mistakes in their classmates' project, then, they gave their own feedback. The teacher monitored the pupils' project and also took notes during the whole class about their paragraphs. Thus, after students were asked to participate and loose ends were addressed.

Personally I believe that in this part students were able to give constructive feedback in order to improve their work. Finally, the teacher signed the draft and students were asked to bring to the following class the material needed to produce their projects (colored paper, scissors, glue, and whiteboard markers).

With the wrap up activity I felt excited because of the students' participation. During the application of this wrap up I had the opportunity to learn how important it is to give constructive feedback. So, this final stage is considered very important because students were allowed to check their understanding and identify on their own their possible mistakes. The purpose of having the activity end this way was

that students could identify their mistakes on their own and it helped them to reflect on the content and the structure (appendix 17).

This class was acceptable but I considered that some aspects could be better if I had applied other strategies in order to not have spent so much time in the warm up activity. On the other hand, the wrap up activity was better because students were able to share their own points of view about their projects' classmates. They considered what they had learned during the whole month and they demonstrated it when they told each other the mistakes made by their classmates. So, personally I believed that the goal of this unit was achieved: students were able to describe actions that happen daily or periodically in their life or in the lives of people they are interested in.

Considering the events that took place and the procedures implemented the following questions will be attended taking into account the results obtained through the implementation of the checklist:

2.2 HOW DID WARM-UPS AND WRAP-UPS AFFECT MY STUDENTS WHEN USING DIFFERENT RESOURCES?

First of all, it is necessary to explain the intention of the checklist and how it was used during the warm up and wrap up activities, during the months of teaching practices where the sequences before mentioned were developed. In order to answer this question the checklist applied was useful to compare how visual resources worked in the development of warm-up and wrap up activities. The different resources used in both stages were the following:

- ✓ Posters
- ✓ Texts
- ✓ Visual aids (flashcards)
- ✓ Questions
- ✓ Audios
- ✓ Body language

According to James Andrew Framer, (2010): "telling a short story, asking students questions, playing a song, giving a quiz, handing out a work sheet, or just using body language are good options to be implemented during warm-up and wrap-up activities". So the implementation of different visual resources was useful to apply during the warm up and wrap up activities within my EFL classes.

Considering the first class "Talking about peoples' activities" a box which contained sentences with grammatical mistakes was applied as a warm up. This resource helped me to verify if students had achieved the goal in the previous class which was that students were able to talk about preferences, likes and

dislikes in first and third person. By implementing this resource students were able to produce information as the following; students read: She like eating vegetables/ We does not like watching TV/ She hate playing videogames, students corrected by saying: She likes eating vegetables/ We do not like watching TV/ She hates playing videogames. Furthermore, it was considered that this activity helped students to reinforce their knowledge and for me to verify students' comprehension.

This resource was very helpful because when students were asked to participate and pick a sentence from the box to read it aloud it was noticed that it favored students' learning process involving them in the lesson more actively.

Taking into account the second class “Asking about likes and dislikes” the result obtained was that the use of flashcards and a poster during the warm up and wrap up activities favored students participation involving them into the topic. It was noticed that students became more participative and easily set in the context of the activity when the images were presented.

On the other hand, the poster favored students' participation and as a result they were able to express what activities they enjoyed the most expressing their preferences in the target language. The flashcards and the poster were good resources to motivate students to begin speaking in English. They played an important role in this class because they optimized my time during the warm up and wrap up activities as they have facilitated students' learning. Now I am inclined to believe that the use of flashcards and posters helped me to favor students' learning.

During the third class, the use of questions and body language were used to brainstorming the topic in the warm up activity. The questions were very useful to ask for students' participation to give some of their examples about what they had learned in the previous class. On the other hand, in the wrap up activity the use of flashcards helped students to write some sentences using the vocabulary expression learned that day. The evidence obtained showed that students' previous knowledge (they knew how to talk in first person) facilitated to associate what they already knew with the new information. In addition the questions used at the beginning of the class and the flashcards used in the wrap up facilitated students to be engaged in the topic and at the end to reinforce their new knowledge acquired.

Finally, in the fourth class the use of the board, questions, and body language were taken as visual resources to support this class during the warm up activity. The questions were very useful when students were asked to mention the vocabulary, grammar and expression used during the 4 unit “daily Life”. The questions used in this stage were:

- ✓ Do you remember what we saw all the previous classes? (Students mentioned the vocabulary expressions and examples seen in the whole month; example: frequency adverbs, (I always play videogames) frequency of activities (I go to the church ones a week/ twice a week/ three times a month, etc.), daily routines: (I always take a bath at 6:00pm), etc.
- ✓ Do you remember what the purpose of this unit is?

The board was used in order to write the information given by students. It was divided into two parts; the first half of the board was used to write important information (the grammar and vocabulary expression seen in the unit) and the second half was used to paste the posters, to write the examples given by students or by the teacher, and to write instructions or important information during the five stages of the class that could be borrowed at any time.

During my VI semester in my subject of observation and teaching practice I learned how to use the board in different ways. The board was an additional tool in my favor; it was always organized and divided into two sections. In the left section of the board there was the information that could be wiped of and used again. While, the right section was used to write important information that would be used during the whole class such as: vocabulary, grammar, and expressions.

On the other hand the date and the topic of the classes were always written before students arrived to the classroom; it was a habit that I started with my students with the purpose that when they wanted to check their notebooks they knew what grammar and content were used in specific topics. Furthermore, it was very helpful for me because it optimized my time and connected students with what is going to happen.

Those questions were implemented in order to verify students' understandings about the topics seen during the whole month of my teaching practice in this group. The implementation of questions during the warm up activity helped students to reflect on the contents seen in previous classes and for the teacher to check students' understanding.

In order to obtain results about how warm ups and wrap ups affect my students, when different resources are used, the application of the checklist was applied and the results were the following:

- ✓ Visual resources were useful to optimized my time
- ✓ They helped students to reinforce their knowledge
- ✓ They favored students' learning process involving them in the lesson more actively.
- ✓ Pupils became more participative and easily set in the context of the activity.

So, visual resources implemented during the warm up and wrap up activities benefited students' understanding encouraging them to participate in the activities used in both stages (appendix 6, 7, 9, 11, 12, 13, 15, and 16).

2.2 WHAT REASONS DO I HAVE FOR USING WARM-UPS AND WRAP-UPS?

The reasons why I am inclined to use warm up activities in an EFL class are because during my teaching practice experience using warm ups I noticed that if this initiating activity begins well it serves to focus students on a new topic. To begin a lesson in an appropriate way it is important to take into account that students' attention has to be caught during the first minutes of the class. Therefore warm ups help learners put aside their daily distractions and focus on English.

In order to get students' attention I have observed that the use of different activities like brainstorming, describing pictures, using questions, visual resources, flashcards, posters, texts, audios, or just using body language are useful to get students encouraged in the topic and start thinking and speaking in English. As a consequence, the use of warm up activities allow students to reinforce their learning taking into account what they have learned in previously classes.

Farmer, J. (2010: p. 1) states that:

A warm-up in the EFL classroom is an effective way to get the students thinking in English, it allows them to relax and start thinking towards the topic. It also gives teachers a chance to monitor their abilities and perhaps reassess their lesson plan.

On the other hand, the reason why I am inclined to use wrap up activities in an EFL class is because it is important to bear in mind that it is the unique opportunity to effectively wrap things up in a way that benefit students' learning. So, I had the opportunity to consolidate classes, considering what they had learned for the day.

A class with no wrap up has a very abrupt ending. If students are permitted to work on an activity until the bell rings, it gives a sudden and abrupt ending to the lesson; it may also come across as disorganized and improvised. The wrap up activity, however, clearly shows students that this is the way how the lesson is planned in order to end the class in a meaningful way.

I feel very strongly that my reasons for using warm-ups activities is that they give students a chance to settle down into the class and get their minds focused on the

lesson ahead. In particular it is noticed when a class is started with a short activity and it allows students to connect their minds into the new topic considering their previous knowledge. As a consequence, it involves relevant language in order for students to feel motivated and understand the purpose of the class.

Finally, the class was ended asking for students' participation to give a few examples about what they had learned. This way students reinforce their learning acquired while the teacher has the opportunity to check for students understanding and address any loose ends.

2.4 IN WHAT WAY DO WARM-UPS AND WRAP-UPS HELP STUDENTS IN THEIR LEARNING PROCESS?

In the following lines I will explain what the English learning process consists of, how the activities of initiation and consolidation favored students' learning process, how constructive the learning process during the elaboration and application of a lesson plan was, and finally the evidence that was obtained during the wrap up activity.

Learning, according to Illeris, 2000 and Ormorod, 1995 is “a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one’s knowledge, skills, values, and

world views”. So, learning process is focused on what happens when the learning takes place.

The way students’ learning process was planned was during the elaboration of the lesson plan. When these were made, the main purpose was to design warm ups activities which favored students’ learning. Those warm-ups activities were chosen carefully in order to focus the learners’ attention on the lesson objective. The group characteristics were considered to encourage learners to use previously taught skills and developed vocabulary that tied students into the lesson. One example of this was the use of activities which were implemented with questions, flashcards and audios. The reason for choosing such activities was in the first place because they helped students in the teaching learning process considering that they helped connect students with what was going to happen and secondly, because such activities helped facilitate students’ learning.

Selecting teaching strategies during planning, the educator selects appropriate teaching methods to deliver content to the learners. “A teaching strategy is the way that a teacher delivers information and is based on the learning needs of the people receiving the information”, Teresa Banks (2000).

In the first place, students’ learning process began during the warm up activity where they were in contact with the target language. In the different sequences the topic was presented in order to encourage them to participate and begin to construct their knowledge. In this stage students’ abilities and skills were monitored by the teacher in order to verify students’ learning.

Secondly, the presentation phase was the following stage of the lesson. It was when the teacher introduced new information and guided the presentation. In this stage different material resources were used like the book, visual aids, posters, flashcards, power point presentations or just the board. They had the purpose of using different teaching strategies and attending the different learning styles.

As we know there are four learning styles: visual learners, auditory learners, tactual learners, and Kinesthetic learners. According to Teresa Banks (2000), “to be effective in the classroom, educators must understand learning style differences among the learners”. In this stage new vocabulary and grammatical structures with reference to their contextualized use was introduced. It was a controlled activity where students were completely guided by the teacher because the topic was barely presented to them.

The practice stage was the third stage of the lesson plan. The lesson moved from controlled activity to semi-controlled activity. It was when the teacher gave the opportunity to students to practice on what was presented in the previous stages in order to facilitate students’ comprehension.

It is important to bear in mind that at the production stage (the fourth stage), the students were encouraged to produce something by themselves taking into account what they had learned. For that reason it was important for the teacher be aware of what he/she was doing in his/her teaching in order for students to produce something on their own. Important tools like expressions, vocabulary words, and structures were given to students during the previous stages in order

for students to be able to carry out the task asked by the teacher. This is called scaffolding.

In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Within my experience this process facilitated not only the learning process but also my teaching practice.

Finally, during the wrap-ups; visual aids, work sheets, the notebook and questions were used to provide a quick review to the expressions and vocabulary words that were seen in class. The reason why those activities were chosen was firstly, because they helped students to reflect on their own performance providing an excellent moment to correct on they own and secondly because the teacher had the opportunity to check students' comprehension.

As it was previously mentioned, the purpose of the wrap up activity consisted in eliciting students to give some examples and expression about what they had learned in class. After that, if students had grammatical mistakes they were elicited to correct and give feedback by themselves. Notes about some mistakes with the target language were taken by the teacher throughout the whole lesson; mistakes included pronunciation, vocabulary, grammar and appropriateness of use. So, few minutes before the class finished the mistakes were addressed them. However, correction didn't finish here, after students were asked to correct their own mistakes, they were asked to give two or three example sentences.

From this evidence obtained of the use of warm ups and wrap ups activities applied some adaptations and adjustments were made in few of the activities used

into the four sequences previously described. The reason was because when students' understanding was evaluated during the wrap up activity and it was noticed that some students still had doubts. This required adjustments to the warm up of the following class in order to favor students' learning. To be clear adaptations were made in the following class during the warm up activity. It was because students' understanding was interrupted for different factors that influenced in the students' learning process. The factors that interrupted their learning process in some of the cases were the following:

- When time was not enough to finish class in order to check students' comprehension.
- When students continued with doubts about some expressions, structure, or vocabulary words seen in the previous class.
- When the teacher considered it necessary to carry out in the following class as a warm up an activity which let students reinforce their comprehension.
- When the class ended in an abrupt way.

All things considered and analyzed I feel very strongly that the use of warm-up and wrap up activities favored students' learning process. While, the use of warm up activities allowed the teacher to checked students' understanding, the use of wrap up activities allowed students to leave the classroom with a clear understanding of what they had learned giving an opportunity for the teacher to address any loose ends. It was also considered that the wrap up activity allowed to check students' comprehension of what they had learned and was the best way to consolidate the class taking into account students' needs.

3. CONCLUSION

Designing and implementing teaching strategies and resources that contribute to the development of communication skills with adolescents is one of the approaches that an English teacher should have. Furthermore, it is important to organize the activities applied and attend to the students' needs and to the difficulties that are manifested by them in the learning process of a foreign language.

Students require special support by the activities implemented during the class. But considering the five stages that are included in an EFL class (warm up, introduction, practice, production, and wrap up) especially two of them give important evidence of students' learning process. Those two stages are the warm up and the wrap up activities because at the beginning and at the end of the class there is the possibility to reinforce students' learning and check their comprehension about the topic presented.

Starting with a warm up activity is important for a number of reasons. Students need a chance to settle down into the class and get their minds focused on the lesson ahead. So, the advantages of using warm ups activities are that they help students encourage the whole group to focus on the topic ahead and put aside their daily distractions to focus on the target language. On the other hand using wrap up in an EFL class has the advantage that students have time to reflect on what they have learned during the class. Furthermore, consolidating the class is helpful for the teacher in order to not end the class in an abrupt way. So, students' comprehension is verified in this last stage of the class.

The use of different resources was applied during both stages as strategies to favor the learning process. The result obtained by the implementation of the checklist was that the use of different visual resources like posters, flashcards, audios, questions or just the board and the use of body language were useful to engage students' learning and reinforce their knowledge at the beginning and/or at the end of the class. As a consequence when visual resources were used students' motivation, participation, and comprehension through the topic were more noticeable.

Finally, the development of this document was a big challenge which allowed me to reflect on the use of these two initial and concluding stages in an EFL class. I had the opportunity to deepen my understandings on the importance of these stages and what the advantages of implementing such techniques with my students were. On the other hand, it verified that students felt more confident when the teacher applied different strategies in order to develop the four skills (speaking, listening, reading, and writing) during the activities of initiation and consolidation. As a consequence students' participation was more active while a good environment for learning was created by students.

Now I am aware of the implementation of warm up and wrap up activities into my EFL class and how they should be used in order to favor students' learning. As a conclusion I consider that designing warm up and wrap up techniques into my lesson plans is very important to engage student understanding actively and to create a good learning atmosphere in my English classes.

It is worth mentioning that the goal of this educative essay was achieved in the Secondary School “Tecnica N°1” which was: to apply different warm ups and wrap

ups techniques in the 1st grade group “B” in order to know the teaching learning process which was big challenge but it was a success.

However, the development of this study has raised new questions which in future studies I would like to answer in the area of teaching English as a second language. Personally, I believe that the area of teaching is immense; therefore I would like to continue my investigation and deepen my understanding of new techniques and strategies to favor students' learning.

- Which ELT techniques favor students' learning process?
- How do visual resources favor students' participation and learning differently to other kind of didactic material?
- What strategies help the teacher maintain group management?
- How can ice breakers be applied in my class?

This is how I conclude my document which left me a personal satisfaction and new learning that during this school year I reinforced. Furthermore, my teaching practices allowed me to develop my competences as an English teacher. Skills that are reflected not only in the class but that also transcend into my own person.

I have learned how to investigate, and how to apply in my practice the new information obtained. My level of English has also been favored. I recognize that there is still a long road ahead of me filled with the learning experiences. The tools the BECENE have provided me with are only the beginning of my teaching career, of what my future has for me. For that reason I see myself with challenges to face in my professional life in order to become the English teacher that can provide the appropriate guide to my future students whom I will devote my life and enthusiasm.

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APPENDIX

Appendix 1

Survey applied to the students in order to know their interests and preferences.

Responde las siguientes preguntas de forma breve y oportuna.

- 1- ¿Te gusta el idioma inglés? Sí, no ¿Porque?
Sí, porque aprendes cosas importantes y palabras que querías conocer.
- 2- Tu contacto con el idioma inglés está más enfocado.
(puedes elegir más de un opción):
 - a) Hablo con familiares del extranjero en inglés.
 - b) Tomo clases particulares.
 - c) Leo y me interesan libros, revistas, artículos, etc.
En el idioma inglés.
 - d) Escucho música en el idioma inglés.
 - e) En juegos y/o redes sociales (Facebook, twitter, Tmblr, instagram, etc.)
 - f) Solo la escuela.
- 3- ¿Consideras que tu nivel de inglés es bueno, regular o deficiente? Bueno.
- 4- Menciona dos de tus artistas favoritos :Gloria Trevi y Jenni Rivera.
- 5- Menciona dos artistas que no te gustan :Porta y Ana Barbara.
- 6- Menciona dos de tus juegos favoritos.
Purple Place y Panda.
- 7- ¿conoces los juegos educativos? ¿Cuáles? Sí, el de el laberinto.
- 8- ¿Qué te gustaría aprender en la asignatura de inglés?
Como traducir una canción que me gusta al inglés.

Appendix 1

Survey applied to the students in order to know their interests and preferences.

Encuesta

Responde las siguientes preguntas de forma breve y oportuna.

9- ¿Te gusta el idioma inglés? Sí, no ¿Porque?
 Sí, porque quiero aprender otro idioma.

10- Tu contacto con el idioma inglés está más enfocado.
 (puedes elegir más de un opción):

- g) Hablo con familiares del extranjero en inglés.
- h) Tomo clases particulares.
- i) Leo y me interesan libros, revistas, artículos, etc.
 En el idioma inglés.
- Ⓚ Escucho música en el idioma inglés.
- k) En juegos y/o redes sociales (Facebook, twitter, Tmblr, instagram, etc.)
- Ⓛ Solo la escuela.

11- ¿Consideras que tu nivel de inglés es bueno, regular o deficiente? Es bueno

12- Menciona dos de tus artistas favoritos
 Fun, One direction

13- Menciona dos artistas que no te gustan
 Lady Gaga y Beyoncé

14- Menciona dos de tus juegos favoritos.
 Turista Mundial
 Serpientes y escaleras

15- ¿conoces los juegos educativos? ¿Cuáles?
 Uno que otro, el basta escolar, entre otros

16- ¿Qué te gustaría aprender en la asignatura de inglés?
 A tener un vocabulario mejor y poder comunicarme con mis amigos con este idioma.

Appendix 1

Survey applied to the students in order to know their interests and preferences.

Encuesta

Responde las siguientes preguntas de forma breve y oportuna.

- 1- ¿Te gusta el idioma inglés? Sí, no ¿Porque?
Sí, me gusta todo sobre N.Y, incluyendo el idioma y quiero aprender bien para ir
- 2- Tu contacto con el idioma inglés está más enfocado.
 (puedes elegir más de un opción):
 - a) Hablo con familiares del extranjero en inglés.
 - b) Tomo clases particulares.
 - c) Leo y me interesan libros, revistas, artículos, etc. En el idioma inglés.
 - d) Escucho música en el idioma inglés.
 - e) En juegos y/o redes sociales (Facebook, twitter, Tmblr, instagram, etc.)
 - f) Solo la escuela.
- 3- ¿Consideras que tu nivel de inglés es bueno, regular o deficiente? *bueno*
- 4- Menciona dos de tus artistas favoritos
Selena gomez, Taylor swift
- 5- Menciona dos artistas que no te gustan
Justin bieber, S-Kan
- 6- Menciona dos de tus juegos favoritos.
GTA 5, minecraft, rush
- 7- ¿conoces los juegos educativos? ¿Cuáles?
no
- 8- ¿Qué te gustaría aprender en la asignatura de inglés?
las reglas gramaticales

Appendix 2

The secondary school “Escuela Secundaria Técnica Número 1” is located in Jardines del Estadio, number 895 between Mariano Jimenez Avenue and Luis Donaldo Colosio Street to the east; and to the west, Zenon Fernandez Street and Juegos Olimpicos Avenue in the city of San Luis Potosi



Appendix 3

School Infrastructure

Thematic classroom



Media room

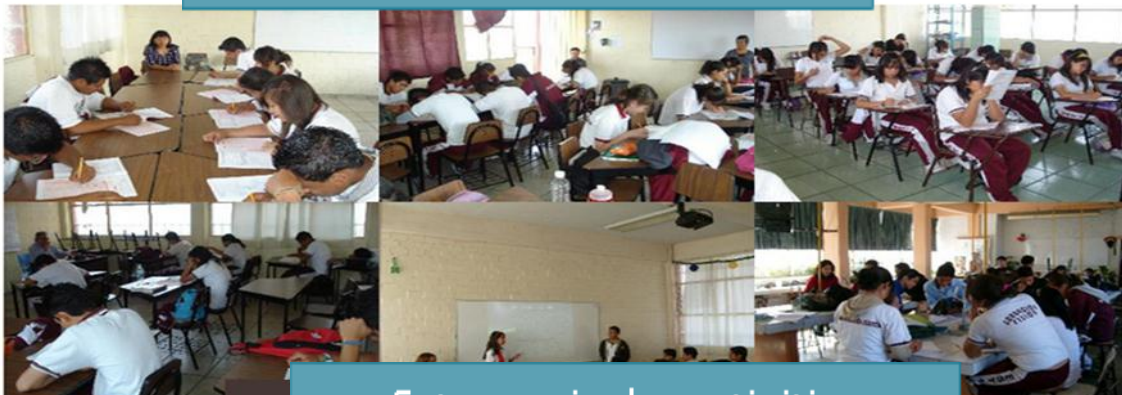


Appendix 3 School Infrastructure

Workshops



Didactic classrooms



Extracurricular activities



Appendix 4

Checklist designed in order to verify how warm ups and wrap ups favored students' learning.

WARM-UP ACTIVITIES by Farmer Andrew, 2010.	Yes	No	Evidence												
❖ Did it set the atmosphere and expectations of the lesson?															
❖ It was useful and helpful for students to start thinking and talking in English focusing on the topic of the class?															
❖ It connected the language objectives and involved relevant language in order for students to feel motivated and understand the purpose of the class?															
❖ What resource did I use to development the warm-up: <table border="1" data-bbox="224 877 618 1297"> <tr> <td>Poster</td> <td></td> </tr> <tr> <td>Text</td> <td></td> </tr> <tr> <td>Visual aids</td> <td></td> </tr> <tr> <td>Questions</td> <td></td> </tr> <tr> <td>Body language</td> <td></td> </tr> <tr> <td>Audios</td> <td></td> </tr> </table>	Poster		Text		Visual aids		Questions		Body language		Audios				
Poster															
Text															
Visual aids															
Questions															
Body language															
Audios															
❖ Did it help me to engage my students into the topic?															
❖ What previous knowledge did students associate with this class?															
WRAP-UP ACTIVITIES	Yes	No	Comments												
❖ Was it useful to give a quick review to the expressions and vocabulary words seen in class?															
❖ Did it facilitate sts' correction? Did it give me an opportunity to address any loose ends?															
❖ Was the warm-up useful to check the students' comprehension of what they learned during the lesson?															
❖ What knowledge will sts be able to recycle in future classes?															

Appendix 5

Lesson Plan 1st class analyzed on January 14th, 2014.

Lesson Number: 1/ first week **Topic:** Asking about likes and dislikes **Objective/Aim:** to enable students to express preference, likes and dislikes. **Level** - A1 **Grade & de Group:** 1 °A **Group characteristics:** 25 students (girls) they are very quiet but the like participate in English classes. A1 **Grade & de Group:** 1 °B 20 students (all of them girls and 1 boy) they are very workers and quiet. Group of teenager between 12-13 years old.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Evidence / competence	Possible Problems and Solutions
Warm-Up 8 min	T will begin the class mentioning the purpose of the unit: in this unit you will learn to... Do you like sports? What kind of activities do you like to do? What activities don't you like to do? <u>*use: Love- Like – Don't like – Hate</u>	Listening and speaking	Board	T-Sts	Students' participation	Maybe sts don't feel confident to express themselves in English.
Presentation 10 min	T will show some flashcards: I like playing baseball She likes fruit She doesn't like vegetables I hate football She loves walk every day They love dance salsa We don't like mathematics	Listening Speaking Writing	Flashcards	T- Sts	Students' participation and sts' identifying third person (loves, hates, likes, doesn't)	Maybe sts feel confused with the use of "s" in third person (loves, hates, likes). T have to explain and elicit sts to do some examples

	<p>she hates sing</p> <p>(bring a big poster using do/does, like/likes, hate/hates, love, loves, etc).</p>					
<p>Practice</p> <p>5 min</p>	<p>Ask sts go to page 83 exercise 2.</p> <p>Sts will ask about their preferences using a chart which instructions say: ask your classmates about the activities they like or don't like to do. Write their names in the table.</p> <p>They have to use the conversation as an example.</p>	<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p>	<p>Book rally on 1</p>	<p>S-S</p>	<p>Students' participation to talk in English</p>	<p>Maybe sts not feel confident to express in English</p>
<p>Production</p> <p>10 min</p>	<p>Now sts have to write the conversation in their notebooks according with their partner's answer.</p>	<p>Reading</p> <p>Writing</p>	<p>Notebook</p>	<p>Individual</p>	<p>Student's ability to talk about preferences, likes and dislikes</p>	<p>Maybe students don't know how to begin to write (but it will be the same activity as the practice stage, but now sts have to write the information given)</p> <p>T will explain them with a small example</p>
<p>Wrap- Up</p> <p>10 min</p>	<p>Ask sts to write in their notebooks 2 activities that they prefer or like to do and 2 that they don't like.</p> <p>Check quickly sts answers.</p>	<p>Reading</p> <p>Writing</p>	<p>Notebook</p>	<p>Individual</p>	<p>Student's ability to talk about preferences, likes and dislikes</p>	<p>Sts might feel confused. They could write in third person</p> <p>Give them a quick feedback</p>

Appendix 6

Date: January 14th, 2014.

Topic: “Asking about likes and dislikes”.

Material: poster about sports.



soccer/football



baseball



(American) football



golf



basketball



ice hockey



rugby



field hockey



volleyball



Appendix 7

Date: January 14th, 2014.

Topic: “Asking about likes and dislikes”.

Material: flashcards which expressed emotions: love, like, don't like and hate.

Warm-up.



Appendix 7

Date: January 14th, 2014.

Topic: “Asking about likes and dislikes”

Material: flashcards which expressed emotions: love, like, don't like and hate.

Warm-up.



Appendix 8

Lesson Plan 2nd class analyzed on January 16th, 2014.

Lesson Number: 2/ first week **Topic:** Topic: talking about people’s activities. **Objective/Aim:** to enable students to express preference, likes and dislikes. **Level** - A1 **Grade & de Group:** 1 °A **Group characteristics:** 25 students (girls) they are very quiet but the like participate in English classes. A1 **Grade & de Group:** 1 °B 20 students (all of them girls and 1 boy) they are very workers and quiet. Group of teenager between 12-13 years old.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Evidence / competence	Possible Problems and Solutions
Warm-Up 8 min	T will bring a box. This should contain sentences with grammar mistakes. T will divide the group into teams (by rows) then T will ask the participation the first person who is setting in the row, if they get it correct, their team is given one point. This continues with the next person who is sitting in the row.	Reading Listening Speaking	Box Sentences Board	T-Ss	Students’ ability to identifying mistakes and correct them.	Sts’ might feel confused with the mistakes. T will give feedback and corrections in order that the whole group is cbenefited.
Presentation 10 min	Ask sts go to page 84 exercise 2. T will read the e-mail which its instructions say: look at Rita’s board read the e-mail and circle the correct option in each sentence. *reflection on language: doesn’t.	Reading Writing	Book page 84	T - Ss	Students’ ability to identifying third person and its negative form.	Sts might don’t know the meaning of some words. Sts might know the meaning in 3 different ways: by the context of the sentence, using the dictionary or by the help od they partners.
Practice 5 min	In this part sts will talk about activities that they like and don’t like using <i>and, but, and or</i> . Ex: I like action movies, but I don’t like love stories I love listening pop music, but I	Speaking Listening	_____	Ss-Ss	Students’ ability to express in English and the ability to talk about likes and dislikes using:	Sts might not feel confident to express in English. Motivate sts to try it.

	<p>hate reggae music.</p> <p>I like basketball and volleyball</p> <p>I don't like tennis or football.</p>				<i>and, but, and or.</i>	
<p>Production</p> <p>10 min</p>	<p>In your notebook write about activities you like and don't like (x). Using: Love, hate, like, don't like, <i>and, or, and but.</i></p> <ul style="list-style-type: none"> - Reading: magazines, comics, books, newspapers. - Listening to: music, the radio. - Playing: video games, sports. - Watching: TV, movies, videos. - Going: camping, shopping, to parties. <p>Ex: I love reading magazines but I don't like go camping.</p> <p>I hate going camping and play video games.</p>	<p>Reading</p> <p>Writing</p>	<p>Notebook</p>	<p>Individual</p>	<p>Students' ability to express in English and the ability to talk about likes and dislikes using: <i>and, but, and or.</i></p>	<p>Sts might not feel confident to express in English.</p> <p>Motivate sts to try it.</p>
<p>Wrap- Up</p> <p>10 min</p>	<p>During this stage T will give feedback and correction about the sts' mistakes. It's important for the teacher to take notes during the class and make the corrections in this part, in this way the whole group will be benefited.</p>	<p>Listening</p> <p>Speaking</p>	<p>-----</p>	<p>Whole group</p>	<p>Students' ability to reflect about their performance</p>	<p>Sts might not feel confident to express in English in case they have a doubt.</p> <p>Motivate sts to try it.</p>

Appendix 9

Date: January 16th, 2014.

Topic: "Talking about peoples' activities"

Material: .A box which contained sentences with grammatical mistakes.

Warm-up

He don't like
watching TV

She hate
Reading books

Whe likes
playing soccer

Andrea love
cooking

You loves
eating fruits

They doesn't
like eating
vegetables

Appendix 9

Date: January 16th, 2014

Topic: "Talking about peoples' activities"

Material: .A box which contained sentences with grammatical mistakes

Warm-up

I doesn't like
dancing salsa

They doesn't
like cleaning
their room

He hate
washing the
dishes

She don't like
dancing

John hate
listening to
music

Marcos don't
like writing
letters

Appendix 10

Lesson Plan 3rd class analyzed on February 25th, 2014.

Lesson Number: 4 /2nd week **Topic:** Asking about habitual activities. **Objective/Aim:** to enable students to describe actions that happen daily or periodically in their live. **Level** - A1 **Grade & de Group:** 1 °A **Group characteristics:** 25 students (girls) they are very quiet but the like participate in English classes. A1 **Grade & de Group:** 1 °B **Group characteristics:** 20 students (all of them girls and 1 boy) they are very workers and quiet. Group of teenager between 12-13 years old.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Evidence / competence	Possible Problems and Solutions
Warm-Up 8 min	Ask sts go to page 118 of their book exercise 1. Sts will read and correct the parts of Gabriel’s essay circled in red. Then compare sts answers.	listening Reading Speaking.	Book page 118	Individually Whole group	Sts´ ability to detect mistakes in the text.	In case sts don´t know what is the correct word ant the end of this activity give feedback and elicit sts to say what the correct word is.
Presentation 10 min	In order to understand better the meaning of frequently adverbs, teacher will show them a chart in which they have to observe what Ann and John do when they are on Holidays. *give them 1 minute t copy the chart in their notebooks. *see some examples – Ann sometimes goes to disco – John never goes to disco.	Reading.	Poster	Whole group	Take notes. Participation.	Ss can understand the idea in other way if it is the case teacher has to emphasize that numbers are in order to recognize the frequency of the word.
Practice 10m (controlled practice, accuracy)	Sts will write in their notebook all the sentences using the chart. Ann usually plays computer games John often plays computer games. Check sts answers	Reading. Writing. Speaking.	Poster	Work in pairs	The Questions. The text and identification of the FA.	If Ss have problems again with the third person because of Pablito (he) so teacher has to make emphasize in the verb walk”s” in order to have correct sentences.

	Group- aisles- individual.					
<p>Production</p> <p>10 min</p> <p><i>(freer practice, fluency)</i></p>	<p>Ss will write in their notebook three things that they usually do on Saturdays and Sundays and three things that they never do.</p>	<p>Writing.</p> <p>Reading.</p>	<p>Notebook.</p> <p>Poster.</p>	<p>Ss</p>	<p>Exercise with sentences.</p> <p>Take notes.</p> <p>10 sentences.</p>	<p>Ss cannot understand the order in the sentences teacher has to implement a sequence of participation Ss have to complete the exercises with their own ideas.</p>
<p>Wrap- Up</p> <p>10 min</p> <p><i>(consolidate, tie up loose ends)</i></p>	<p>T will show them an image of daily routine and a FA, sts have to elaborate a sentence using the 3rd person and a frequency adverb.</p> <p>Ex: Diana always go to bed late.</p>	<p>Speaking</p> <p>Listening</p>	<p>Images of daily routines</p>	<p>Whole group</p>	<p>Sts' participation.</p>	<p>In case they don't remember this information elicit students to remember.</p>



Appendix 11

Date: February 25th, 2014

Topic: “Asking about habitual activities”


Material: reading

Warm-up

 **What do you usually do every day?** 

Read and correct the parts of Gabriel's essay circled in red. Compare with a partner.

Subject: English
Student: Gabriel Carrasco
A person I admire

 **Strategic Competence**
You can help your classmates to correct their texts and confirm that they make sense.

A person i admire very much is my grandmother Juanita. She is 70 years old and she live in Puebla. She work very hard. My grandmother do not work in an office, she sells mexican food in the market. Every day from monday to saturday she gets up at 6:00 in the morning. She eats always in the market. She work all day and go home late. In the night she cook the food for the next day. She works usually 8 to 10 hours a day.

Handwritten corrections:
lives works does not
Mexican
Monday to Saturday She always eats
works goes At night cooks
She usually works

Prepare an essay about someone you admire. In your notebook, answer the following questions to organize your information.

- 1 What is the person's name?
- 2 What is the person's occupation?
- 3 Where does he / she work?
- 4 Does he / she always get up early?
- 5 How many hours does he / she usually work?

Reflect on text process and production

Read Gabriel's essay again and answer.

- What kind of mistakes did he make?
What can you do to avoid making those mistakes when writing an essay?

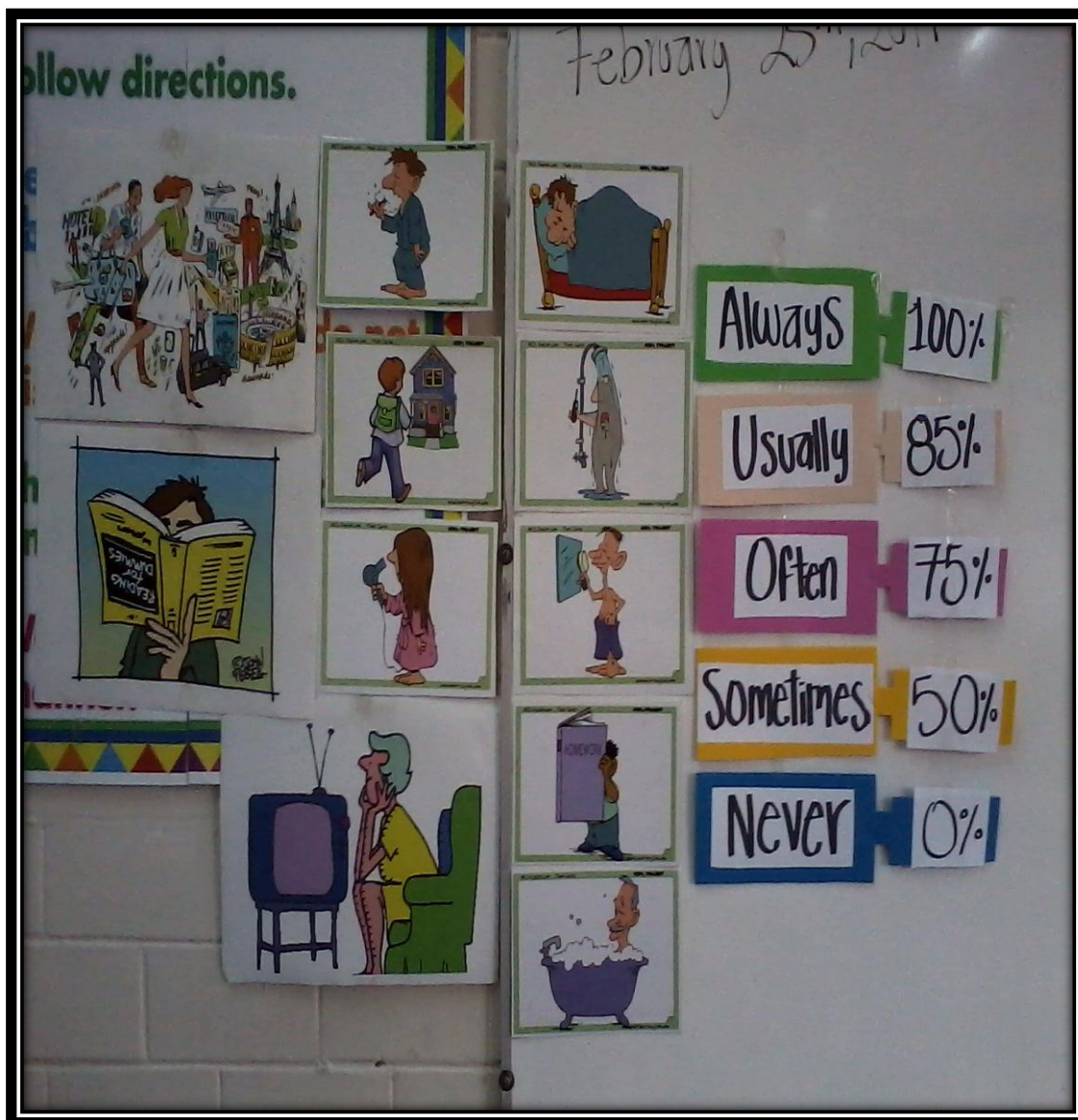
Appendix 12

Date: February 25th, 2014

Topic: “Asking about habitual activities”

Material: flashcards about daily routines

Wrap -up



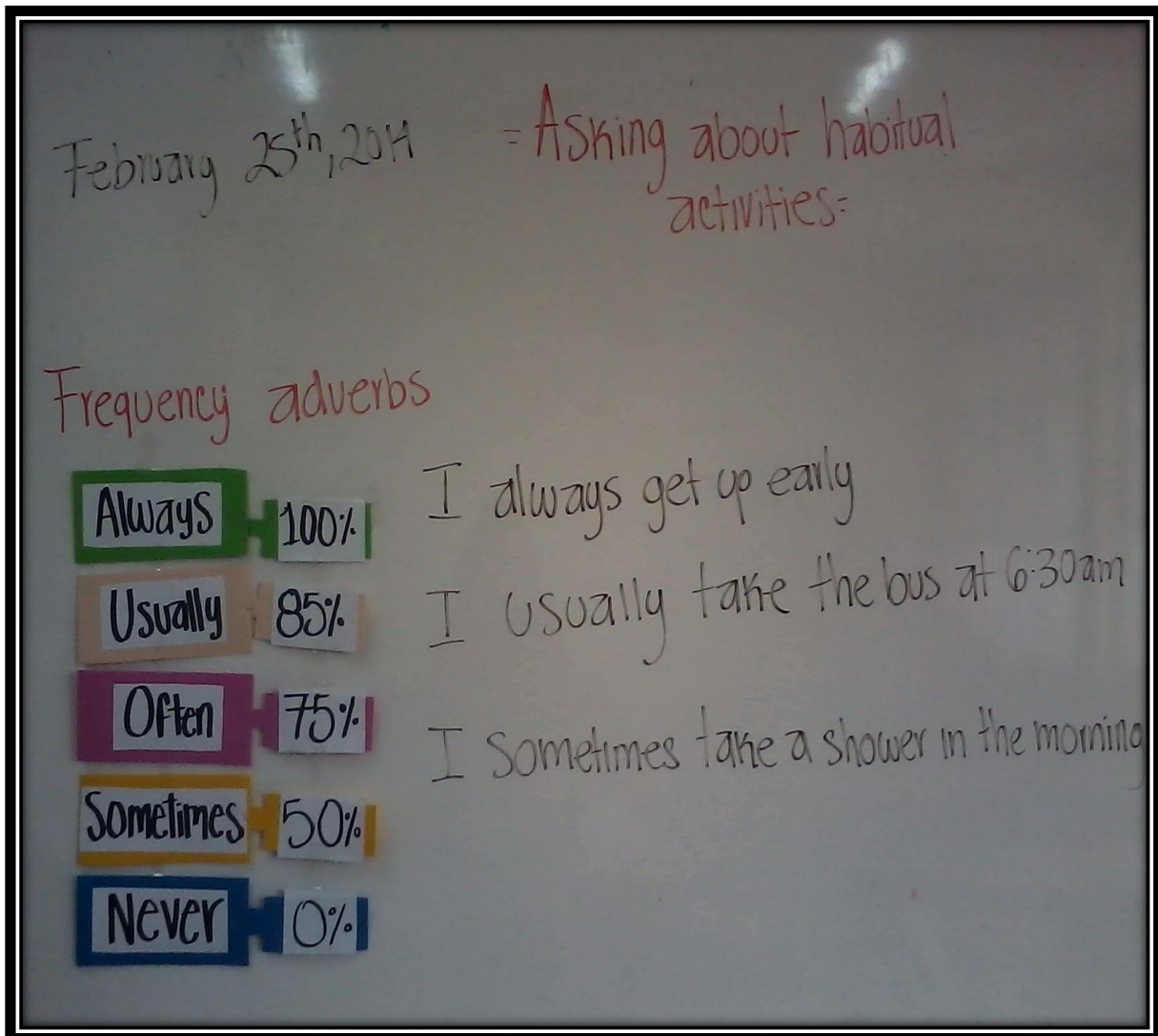
Appendix 13

Date: February 25th, 2014

Topic: "Asking about habitual activities"

Material: flashcards of Frequency Adverbs

Wrap -up



February 25th, 2014 = Asking about habitual activities:

Frequency adverbs

Always	100%	I always get up early
Usually	85%	I usually take the bus at 6:30am
Often	75%	I sometimes take a shower in the morning
Sometimes	50%	
Never	0%	

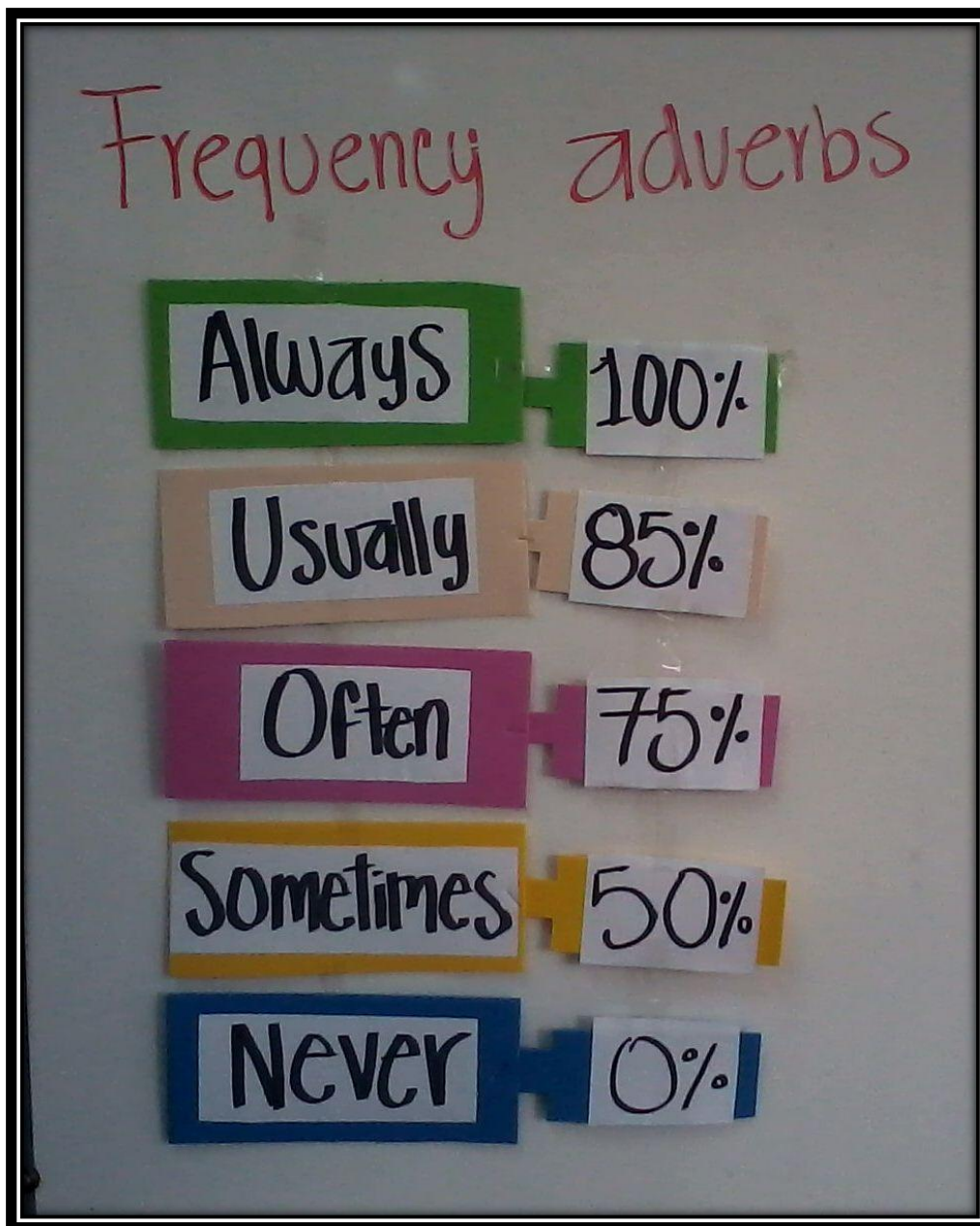
Appendix 13

Date: February 25th, 2014

Topic: "Asking about habitual activities"

Material: flashcards of Frequency Adverbs

Wrap -up



Appendix 14

Lesson Plan 4th class analyzed on March 11th 2014

Weekend activities.

Description:

To apply this project you need almost 3 days, this is based in the 3rd Unit called “Daily life”.

At the end of this planning you will find materials you will need in order to evaluate this project.

Unit Purpose:

The purpose of this unit is to enable students to describe actions that happen daily or periodically in their life or in the lives or people and animals that they are interested in.

Grammar used:

*Vocabulary

-seven o'clock, a quarter past seven, half

Past seven, a quarter to eight.

-do you....?

- celebrations/important dates

-get up/take a shower/cook/exercise/

Study/watch TV/ walk/wash the dishes. Etc..

*Grammar

-Verb to be (Short answers, Questions, Affirmative and negative sentences)

- on/in (in May- on May 1st)

-what time do you ..? I usually_____

at 10:00pm

- sequence of events: next, after that, later, & then

Materials:

-Colored papers, Scissors, Glue,

-Magazines, (Recycled materials)

-Photographs

-Markers.

Size

*Letter Sized Paper

Social Practice

Asking and telling the time and asking for and giving information about everyday activities.

Evaluation criteria

1st day 30% (draft)

90 2nd day 20% (material and project finished)

3rd day 50% (presentations)

- she usually/often/never cooks (**3rd person**)

Procedure

-1st day-

The teacher will ask the students the grammar they have remembered in order to create a Brainstorm.
(Look at the grammar they will need in this project)

*The teacher will paste on the board an example of the Clark's weekend activities in which it will include the following: (Check Poster example)

- routines

- activitie

- Time:

- Frequency adverbs: he usually/often/never cooks

*Then the teacher will give a brief description of the information given

*The students are going to make a draft about the teacher's example but with sts will elaborate their own paragraph with their own activities.

*The teacher will write on the board the materials the students are going to bring the next class.

*The teacher will check and sign at the end of the class the performance the students have developed.

-2nd day-

*The teacher will call role and in the same time, He/She will check out the material the students have brought

*The teacher will paste on the board the same poster he/she used the last class.

*The teacher will check if students bring their materials, if not take out points.

*The teacher will walk between the lines, He/ She will check the student's information, if the teacher have found a student's grammar problem, He /She could explain again.

*The teacher will check and sign at the end of the class the performance the students have developed.

-3rd day-

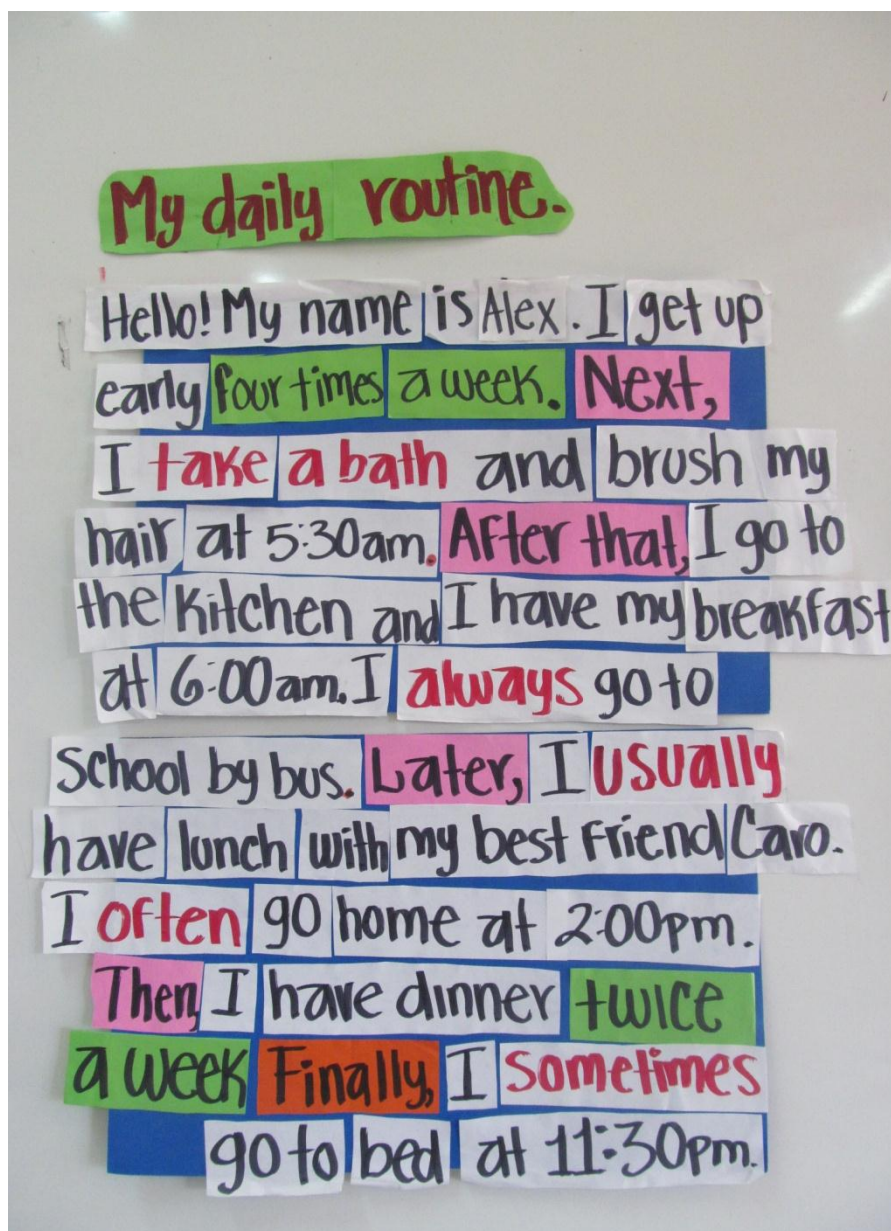
*The teacher will call the role and checking if each student has finished their project.

*(According with the number of students) The teacher will call each one to explain the project, I recommend you to take the project, select one person and then let the student explain it in front the classroom.

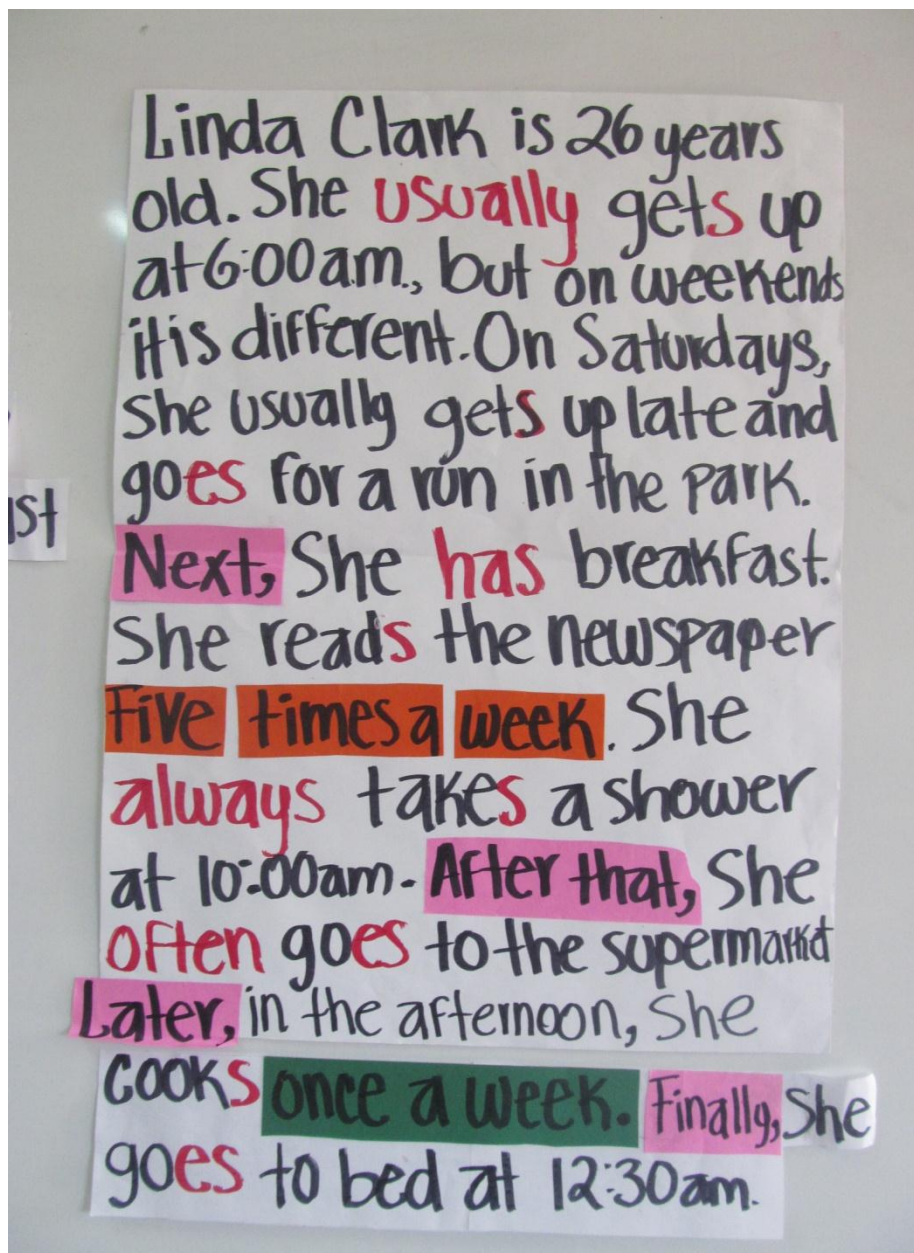
*Look at the Check list.

*At the end, ask the students How do you feel with this project? Was it easy for you? What was the best project?

Appendix 15

Example of poster about daily routines (1st person)

Appendix 16

Example of poster of daily routines (3rd person)

Appendix 17

Example of students' drafts

