

**IMPLEMENTATION OF VIDEOS AND ROLE-PLAYS AS A TOOL TO IMPROVE  
STUDENTS' ORAL COMPREHENSION AND ORAL PRODUCTION IN 9<sup>th</sup> AND 10<sup>th</sup>  
STUDENTS AT JOSÉ RAFAEL FARÍA BERMUDEZ INSTITUTION**

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PAMPLONA

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*Dedication and Acknowledgments*

First and foremost, I would like to thank my Maker, this would not have been possible without his help. I also thank the people that have been the most important and influential in my life, my family. My mum Blanca, this undergraduate research project is for you, my dad Pacho, my brother José, my sister Karen and the Vera Villamizar family, I wouldn't be where I am today without your love, support and patience, thanks so much for not giving up on me. I love you.

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**APPROVAL NOTE**

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**Practicum Committee Signature**

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**Cooperative Teacher Signature**

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This following research project was carried out in the first semester of 2018 in a private high school in the city of Pamplona. The researcher undertook two weeks of classroom observation in order to identify a problematic presented in the courses he was going to teach. Following, he was assigned one week to prepare and present the proposal of this project, which once it was approved the researcher started to implement it (in this case videos and role-plays) and to collect data during his teaching stage. Ten weeks after, the researcher had to analyze the data gathered and write his findings, which made this research be more complete.

This research is divided into six sections, the overall Introduction, the institutional observation and four components, the pedagogical, the research, outreach and administrative (each component has its own introduction, justification objectives, methodology, results and conclusion).

Firstly, the introduction, statement of the problem and the setting of the objectives, which shows the reader what is the main purpose of this research.

Second, the institutional observation, in which the reader will find relevant aspects about the institution described in detail, including a brief description of the facility. Moreover, the learning and teaching goals of the high school, its teaching approach, its board of directors, its mission and its vision are thoroughly shown.

As a third section, the pedagogical component is shown, which is the core of this research and whose main focus is to show the reader about the problematic the researcher identified and how it was overcome. Moreover, the reader can find the reason why role-plays and videos were implemented in this study. In addition, the methodology and implementation were precisely described.

The fourth section is the research component, which is linked to the implementation of the reflection as a tool for enhancing the teaching process in pre-service teachers.

In the fifth section, the outreach component, it is shown the work done by the training teacher out of the common schedule he was assigned. This complementary work was done through tutoring sessions, which were a complement for the classes established that the training teacher conducted. The process and the results of these sessions are shown in this component.

Finally, in the administrative component, the researcher expressed and showed what his role as a teacher was, but outside the classroom. What his responsibilities and his duties were; but especially, how he had to associate with the school and his students.

## **Introduction**

Being a teacher is defined as one of the greatest and most important professions in the world, since a teacher is the one who transmits knowledge and “forms” the rest of the professionals. Teaching and learning a foreign language is a process in which the teacher and the student are involved in a collaborative environment and influenced by the strategies used for the foreign languages acquisition. In terms of training, the pedagogical practicum of practicing teachers have been implemented in order to prepare the future teacher to face and experience the real classroom setting.

In Colombia, the Ministry of Education (MEN) has created the program called (*programa Nacional de Inglés: Colombia very well*) in which it is expected to enhance English as a foreign language teaching and prepare citizens to be competent in the English language with a total command. As a result, the government has implemented a curriculum for bachelors to get a B2 English level. Moreover, the high school institution where this project was carried out centers education on students (learning) more than on the teacher (teaching). For this reason, it was considered to formulate and implement a research project that focuses on students’ more important needs related to the practice and development of the listening and speaking skills at José Rafael Faria Bermudez institution and the analysis of teachers’ teaching methodology in order to find which weaknesses they have. Therefore, the study implements the appropriate approach to solve such weaknesses.

### **Problem.**

After having conducted 10 classroom observations of 9<sup>th</sup> and 10<sup>th</sup> grades, several aspects were identified. Firstly, the use of the target language is really limited due to students' low English level, which forces the teacher to use the native language (L1) around 80% of the class, especially when explaining the grammar topic and the instructions to develop some activities. Furthermore, the researcher observed that the teacher answered in L1 even when students asked questions in English. Even though she used interactive strategies to explain grammar, she did not demand students to speak in English and she used translation every time she spoke in the target language instead of trying to use body language or didactic material. In addition, the teacher focused more on the grammar explanation and the students' training for the vocabulary event, than on the implementation and development of the English skills. To exemplify this case, filling in tasks and activities such as completing crosswords are generally assigned. Because of these aspects, the researcher noticed that students are not totally in contact with English, which leads to pronunciation mistakes, misunderstanding when the teacher speaks in English and lack of vocabulary.

Finally, as a main aspect, the researcher observed that there is not a socio-cultural objective to be developed during the classes, since all the tasks and activities done are not related or based on the Anglophone culture, which means that students are not in contact with it either.

### **Justification.**

In Colombia, people deal with difficulties when speaking and listening to a foreign language, most of them avoiding the contact with the Anglophone culture, since they cannot understand or express their ideas and opinions in that language. It is evident that inside the institution, the students have problems due principally to their lack of vocabulary and their low learning habits. Most of the time, they are not motivated to learn this Anglophone culture because they are not able to place themselves in an Anglo-cultural context since because they do not have the appropriate knowledge in terms of vocabulary and English skills development. This proposal is totally based on a question posed in the Institutional Educational Project (PEI) of the institution, *why do students at Provincial San José High school in Pamplona fear speaking in English?* For this reason, this project aims at enhancing the listening and speaking skills through the pedagogical use of videos, which helped them get in contact not only with the real English language but also with different Anglophone cultures, accents and lexicon. On the other hand, the objective of this proposal gave students the opportunity to show their abilities when playing a role in different situations. These previous strategies helped the improvement of the English learning and teaching processes. It is necessary to clarify that this project was implemented with the students of 10<sup>th</sup> and 9<sup>th</sup> grade, which allowed them to enhance their oral comprehension skill and to develop the oral production skill.

## **Objectives**

### ***General Objective.***

- ✚ To implement short videos and role plays as tools to improve 10<sup>th</sup> grade students' oral comprehension and oral production skills at José Rafael Faría Bermudez High School.

### ***Specific objectives.***

- To promote in the Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.
- To foster a tutoring space that help students reinforce their weaknesses in English language.
- To become part and to participate in all the activities and events carried out in the institution.

### **Institutional Observation**

This Project was carried on in a public secondary school located in 8<sup>th</sup> street N° 6-61 in Pamplona, Norte de Santander, Colombia. And which is a branch belonging to the main high school institution “Provincial San José”, which is located in 5<sup>th</sup> street N° 4-19. According to the departmental Decree N°, 004 published on July 26<sup>th</sup> 2002 established that Provincial San José High School is one of the four High Schools set in Pamplona. In complying with the 715 law 9° article, The Departmental Education Secretariat published the Decree N° 0128 on January 28<sup>th</sup> 2003 that stated that Provincial San José High School is a set of different scholar institutions, which are “Cede Central Provincial”, “sede Escorial de niñas”, “sede Joaquin FarIa”, “Sede José Rafael Faría Bermudez”, Sede Santa Cruz”, “Sede La Salle” and “Sede Gabriela Mistral”. Nonetheless, actually the Provincial San José High School is formed by the main and the last four facilities previously mentioned.

### **Institution General Authorities**

<b>NAME</b>	<b>OCCUPATION</b>
ALIRIO MONTAÑEZ VERA	Rector
MARTÍN CUY	Coordinador Sede central
LUIS ERNESTO SUAREZ	Coordinador sede José Rafael Faría Bermudez
SANDRA LUCIA CASTELLANOS	Supervisora

*Figure 1: institucional general authorities chart*

## **Institutional objectives**

### ***General objective***

- To train in an integral way, facilitating human, scientific and technological development.

### ***Specific objectives***

- To provide solid academic training, which allows the student to enter to a higher education and its effective incorporation into society as a change agent.
- Promote respect and the promotion of values, stimulating the development of the socio - affective processes.
- Experience the resolution of conflicts within the classrooms, respecting individual differences and plurality as elements makers of peace.
- Develop communicative competencies and the appropriate use of new technologies and research practices.
- To promote the conservation of the physical and mental health of the person through the rational use of free time.
- To instill respect, proper use and conservation of the environment as a common heritage.
- To promote research practice in different fields of knowledge as pedagogical strategy that contributes to the construction of the knowledge supported by tics.
- To invigorate the transversal pedagogical projects defined in the law of education, taking into account the conditions of the institutional context.

The school community of Colegio Provincial San José de Pamplona formed by the students, Students' parents, the Board of Directors, Teachers, Administrative staff and former students, guided by the Proyecto Educativo Institucional (P.E.I) and the Plan de Mejoramiento Institucional that are ruled by the “Manual de Convivencia”, which is an instrument that provides pedagogical strategies and basic training tools for the appropriate cognitive, socio-affective, and psychomotor development of boys, girls and teenagers, the maintenance of an adequate ambiance, the strengthening of human rights and the prevention of school violence.

Likewise, the purpose of this manual is to establish standards that guide all the members of the community to generate ambiances, which foster an adequate and healthy emotional training and the responsible use of freedom. This coexistence must be evidenced day by day in behaviors, attitudes and habits that lead to the personal fulfillment of the students, the development and strengthening of the community and the self-recognition & recognition of neighbor in the respect, tolerance and responsibility, through the raising of excellent people, taking into account the current needs of education in the city, the region and the country, in the framework of a globalized society and opened to challenges of the current world.

The Provincial San José high school bases its doctrine on the following philosophy:

### **Mission**

The educational institution Colegio Provincial San José de Pamplona, of a character official, guarantees the education service at the preschool, basic and middle level, with the purpose of forming integral, competent beings, with investigative spirit and citizens of peace, in a pluralistic

and globalized society in permanent change, respectful of human rights, individual freedoms and values of human dignity, based on the principles of Santander and Lasallians: Honor, Science and Virtue.

### **Vision**

The Educational Institution San José de Pamplona Provincial College, by the year 2020 will continue to be recognized for offering a quality educational service, based on humanistic, pluralist principles, on healthy coexistence and permanent updating of its pedagogical and investigative practices, in response to the challenges of the current era, the demands of the environment and the commitment to building peace.

### **Infrastructure**

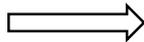
The institution is composed of three stages. The first stage is comprised of five classrooms, one auditorium, a courtyard, one bathroom, the principal office, the cafeteria, the nursing, and the sports center. The second floor contains seven classroom, the teachers' room, one bathroom, the library, one virtual laboratory and the foreign languages laboratory. Finally, the last floor has four classroom, a second virtual laboratory and a chemical laboratory.

### **Institutional Organization Chart**

According to the 115 law of 1994, Article 142, the school government of all the public schools in Colombia must be organized in this way:

**PRINCIPAL**

**BOARD OF THE DIRECTORS**



- Representatives of the teachers.
- Representative of the students “personero escolar”
- Representatives of the parents
- Representatives of the former students

**ACADEMIC COORDINATORS**

*Figure 2 Institutional Organization Chart*

**Institutional schedule.**

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES <b>Marzo 2018</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
				1	2	
4 EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 5º GRADO	5 ELECCION DE LOS RESPRESENTANTES DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	6	7 JORNADA PEDAGOGICA ELECCION DE LOS RESPRESENTANTES DE LOS DOCENTES AL	8 IZADA DE BANDERA SECUNDARIA ORGANIZA SEXTO GRADO IZADA SEDE MISTRAL ORGANIZA 4 GRADO ORGANIZA IZADA SEDE SALLE ORGANIZA 3er	9 JORNADA ELECTORAL ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL	
11 ELECCION SENADO Y CAMARA	12 TRIDUO SAN JOSE ASISTE SEDE SALLE HORA: 6:00 P.M	13 ELECCION DE LOS RESPRESENTANTES DE LOS ESTUDIANTES AL CONSEJO DIRECTIVO - TRIDUO SAN JOSE ASISTE SEDE	14 TRIDUO SAN JOSE ASISTE SEDE PRINCIPAL HORA: 6: 00 P.M	15 INAUGURACION JUEGOS INTERCLASES	16 DIA SAN JOSE DESFILE Y EUCARISTIA, CONFIRMACIONES ORGANIZA SEDE	
18	19 FESTIVO	20	21 JORNADA DEPORTIVA SEXTOS GRADO REUNION POR SEDES	22	23	
25	26 SEMANA SANTA ASISTE SEDE FARIA	27 SEMANA SANTA ASISTE SEDE CENTRAL Y ADMINISTRATIVOS	28 SEMANA SANTA ASISTE SEDE SALLE	29 DIAS SANTOS ASISTE SEDE MISTRAL Y SANTA CRUZ	30 DIAS SANTOS	



COLEGIO PROVINCIAL SAN JOSÉ  
CRONOGRAMA DE ACTIVIDADES

## Abril 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
1	2	3	4	5	6
8	9	10	11	12	13
15	16 PRUEBA EFICACIA PRIMER TRIMESTRE	17	18	19	20 DÍA DEL IDIOMA
22 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 5º GRADO	23 IZADA DE BANDERA SEDE MISTRAL ORGANIZA 3er GRADO	24 CIRCUITO POLIMOTOR PREESCOLAR	25 COMITÉ DE EVALUACION PRIMER TRIMESTRE	26 ENTREGA DE PLANILLAS A COORDINADOR	27 FIN DEL PRIMER TRIMESTRE
29 EUCARISTIA ASISTEN 6º A 8º SEDE PRINCIPAL ORGANIZA 7º GRADO	30 INICIO SEGUNDO TRIMESTRE				

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## Mayo 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
		1 DÍA DEL TRABAJO FESTIVO	2 REUNION POR SEDES	3 CONCURSO DE LECTURA POR SEDES	4 DÍA SANTANDERINO
6 EUCARISTIA ASISTEN 9º A 11º SEDE PRINCIPAL ORGANIZA 10º GRADO	7	8 ENTREGA DE BOLETINES PRIMER TRIMESTRE PRIMARIA	9 ENTREGA DE BOLETINES PRIMER TRIMESTRE SECUNDARIA	10	11
13	14 FESTIVO	15 DÍA DEL MAESTRO	16	17 JORNADA DEPORTIVA SEPTIMOS GRADOS	18
20 EUCARISTIA ASISTEN 6º A 8º SEDE FARIA ORGANIZA 7º GRADO	21	22	23	24 IZADA DE BANDERA SECUNDARIA ORGANIZA SEPTIMOS GRADOS	25 IZADA DE BANDERA SEDE SALLE ORGANIZA 5º GRADO
27 JORNADA ELECTORAL PRESIDENTE	28	29 ESCUELA DE PADRES	30	31	

Figure 3 Institutional Schedule.

<b>Supervisor Teacher Schedule</b>					
Hour	Monday	Tuesday	Wednesday	Thursday	Friday
1	English 9-04	English 10-05	English 9-04	English 10-05	
2	English 11-03	English 9-04	English 10-04	Ethics 10-05	
3		English 11-03	English 11-03	English 9-04	Ethics 10-04
4		English 10-06	English 10-05	English 10-04	English 10-04
5	English 10-06			English 11-03	English 10-05
6				English 10-06	English 10-06
7		English 10-04			
8		Ethics 10-06			

Figure 4 Supervisor Teacher Schedule

## **Planning principles**

The training teacher prepared two plans per month, one for each grade. The structure of the lessons plans contained the following aspects: group, level, date, subject, activity description, skills, materials, objectives (communicative, linguistic and sociolinguistic), and the stages (Beginning warm-up, presentation, Development, Closure and evaluation) (Annex 0),

### *Beginning*

Warm-up: during this stage, the training teacher usually greeted the students and prayed. Next, he carried out different activities to catch students' attention and to introduce the new topic. Activities such as "Simon says" or students picked a piece of paper with an action they had to mime and their classmates guess using the topics studied.

Presentation: once the activity was done, the training teacher started present the topic already introduced by asking students about what they had understood and with their help, he constructed examples.

### *Development*

This part of the class was used for all the activities proposed, listening, writing and reading. Moreover, the pre-service teacher assigned exercises he guided and supervised using the vocabulary and the grammar structure recently studied. Afterwards, the training teacher gave feedback and corrected the activities indicating them the mistakes did and giving them suggestions in order to improve. Sometimes, this section lasted two or three classes.

### *Closure*

During this section of the class, the training teacher assigned the homework about the topic studied.

Evaluation: When the teacher finished the topic, he had to evaluate students by using some process as matching, complete and write short compositions, necessarily the evaluation contained from 10 to 20 points.

## **Chapter I: Pedagogical Component**

### **Introduction**

Nowadays, the English language has been defined as “the universal language”, since it is the gate for communication around the world. (Universia) Moreover, this is due to its importance, relevance and dominion on the scientific, economic and technological fields. Likewise, English is considered as a professional and cognitive advantage that facilitates access to knowledge of all kinds. For this reason, strengthening the command of the English language is essential for any society interested in being part of any academic, cultural, economic and scientific global dynamics. More importantly, it is necessary to improve the levels of communication in the English language of a particular society or population that leads to the emergence of opportunities for its citizens, the recognition of other cultures and individual and collective growth. This may increase the possibilities of social mobility and more equal conditions for development. Accordingly, the recognition of the importance of English resulted in the implementation of the program “programa Nacional de Inglés: Colombia Very Well!” by the Ministry of Education (MEN) as a strategy for improving the quality of English teaching in Colombia and as a strategy to the promotion of the competitiveness of the citizens.

Regarding the main aim of this program, which is assisting secondary students to get a B1 English level by 2025 and according to the Common European Framework of Reference for Languages (CEFRL), this project aims at implementing videos and role plays as techniques to enhance students’ listening and speaking skills for them to be able to achieve the competences established on the CEFRL, which are: being able to participate spontaneously in a conversation that deals with daily topics of personal interest or that are relevant to daily life (for example,

family, hobbies, work, travel and current events); and being able to understand the main ideas when the speech is clear and normal, and everyday issues that take place at work, at school that are dealt with. Thus, by the use of videos the researcher expects students to develop the listening comprehension skill, to learn new vocabulary and to understand accents and English spoken by native speakers. Likewise, role-plays help students interact and use English in different contexts and situations.

### **Statement of Problem**

During the ten classroom observations carried out at the José Rafael Faría Bermudez headquarters, several common aspects presented during the English classes were observed and posteriorly analyzed. As a result, the practicing teacher found three main aspects: firstly, the teacher doesn't use the target language more than 20% of the class. Secondly, students are not demanded to speak in English, they always ask questions in their mother language. And finally, neither oral comprehension nor oral production activities are done. Since, the teacher focuses more on grammar, tests and activities related to their grammar comprehension. For this reason, it was difficult to determine what English level students have. Furthermore, the supervisor teacher allowed the practicing teacher to grade some quizzes and he realized that students present difficulties in topics studied in previous courses. Thus, based on the question *how can videos and role plays enhance the listening and speaking skills?* This project focuses on developing techniques and strategies, which change the monotony of the English classes, foster students' interest for the language thanks to the use of videos and role plays.

## **Justification**

Through some observations, students' needs were identified. First of all, the monotony presented when conducting the class. Second, the implementation of activities or strategies that favor the contact with English and the development of English skills especially, listening and speaking for students to be more related to real life, where they can implement knowledge as a routine, taking into account the level and the institution contents. And finally, the English laboratory, which has a projector and sound system but that is not commonly used. In order to overcome these previous difficulties this project was implemented.

## **Objectives**

### ***General Objective.***

- ✚ To implement short videos and role-plays as tools to improve 9<sup>th</sup> and 10<sup>th</sup> grade students' oral comprehension and oral production skills at José Rafael Faría Bermudez High School.

### ***Specific objectives.***

- To foster students' vocabulary by implementing didactic videos and role-plays.
- To motivate students to speak in English by playing roles in different situations.
- To improve students' pronunciation and accent by the implementation of role-plays and videos.

## **Theoretical Framework**

This proposal aims at enhancing students' listening and speaking skills through the implementation of videos and role-plays as teaching techniques. For better understand this objective, it is necessary to take into account and highlight some essential concepts related to listening comprehension, oral production, educational videos and role-plays. In this section, these previous key concepts are presented and supported by previous studies.

There are different definitions of the term "listening comprehension." First, Nadig, 2013 (as cited in Pourhosein Gilakjani & Sabouri, 2016) defined listening comprehension as a myriad of processes of understanding the spoken language. These include knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences. On the other hand, Hamouda (2013) defined listening comprehension as the understanding of what the listener has heard and it is his/her ability to repeat the text. According to these previous authors, it is essential that students have the appropriate amount of vocabulary required to strengthen their English level, since listening comprehension is the foundation of oral production.

Speaking is considered as one of the most important skills; it is labeled "oral production" and is one of the skills students are to learn in their language development. Redondo (s.f) stated that "Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct". By the same token, Bula (2015) (as cited in Bygates, 1991 and O'Malley & Valdez, 1996) defined this term as "the ability to produce sentences in different

contexts and the way people share information about things they are familiar with taking into account the conversation's context". For this reason, the role-play is one of the most appropriate and useful technique for developing the oral production skill among students based on these authors' definition.

A technique that is commonly implemented by teachers in the classroom in order to create an agreeable ambiance when developing the speaking skill is the role-play. Defined by Joseph, Phil and Baskaran (2011:4) it is an original and motivating technique in which students must play roles different from those of their personality and that is attractive to them. Moreover, it helps them break personal barriers such as shyness, and it is a good method for oral communication improvement in English. An advantage of role-plays is that it is more probable that students retain the knowledge they learned, since they find it as interesting, unique and engaging.

The use of the didactic video as a pedagogical support arises as a need of having a resource that suits to the requirements of the teacher in his educational practicum. For this reason, defining educational video is not easy. Bravo (1996) points out it as "the one that fulfills a didactic objective previously formulated". In addition, videos have been divided into five types based on the didactic objectives that can be achieved through their employment:

- Instructive, whose mission is to instruct or achieve that students dominate a certain content.

- Cognitive, if videos intend to make known different aspects related to the subject they are studying.
- Motivators, to positively dispose the student towards the development of a certain task.
- Modelers, who present models to imitate or follow.
- Ludic or expressive, designed so that students can learn and understand the language of audiovisual media. (Bravo, 1996. as cited in M. Cebrián, 1987).

### **Literature review**

Nowadays, education and its methodology are changing. Even though education and technology are different fields, both act together for developing students' learning, motivation and knowledge. This fact is supported by Figueroa (2015) who undertaken a research in sixth graders students in a basic education school in 2014 stated that students feel disappointed in the English Learning, since they didn't have the appropriate background of comprehension skills, which became a disadvantage to develop the production skills. Besides, they only developed their English skills by the use of books. Thus, students would need additional activities using technology. In previous decades, students were not too close to technology as today's students are. For Ekmekçi (2016) students are "digital-natives" who are difficult to motivate if modern technology they are familiar with is not utilized effectively in the classes. This author carried out a research in a state university in Turkey and he found that the use of technology within the class motivated and excited students. They also stated that learning through technology reduced their anxiety and they preferred assessment techniques using technology than traditional ones. In addition, current generations are growing in an environment of a lot of color and dynamism in the transmission of information; they are

accustomed to the information being transmitted to them through animations, flashy colors, music, etc. Therefore, new teaching strategies and techniques different from the traditional ones have to be implemented in today's educational institutions. Thus, the implementation of educational videos is a great option due to the audiovisual impact that they have. Furthermore, students prefer them because videos catch their attention and the knowledge acquisition is more significant than learning through the board and notebook.

Nevertheless, Morales & Guzmán (2015) found that using didactic video in the classroom allows the teacher to present a certain concept in a different way to the students, giving the class a dynamic learning environment since he uses the option of pause, rewind and follow to clarify terms that are contained in it. Furthermore, students are open to discussing concepts using didactic videos. The same video can be presented to different groups and each group will have a different perspective of the video. Also, the teacher must take into account students' opinions and suggestions about the videos in order to improve them. Nonetheless, these authors also concluded that the presentation of the video should not be seen as a technique to entertain the students. A didactic objective must be formulated before the playing of the video since, learning is not based on the ambiance, but essentially on the strategies and techniques applied to it. Moreover, the attitude and the didactic strategies that the teacher has when presenting the video as a didactic material is also very relevant, since through it a great part of the learning is conveyed to the students.

A study undertaken in a school in India by Joseph, Phil y Baskaran (2011) revealed that the implementation of videos in classrooms is proved to be an effective teaching aid in English language classrooms and it is a great help for the foreign language teachers in stimulating and facilitating the target language. Furthermore, it promotes critical thinking and reflection and thereby enhances learning development. It actually enhances learners' motivation and interest in course material. In addition, making use of video materials combines both fun and pedagogic instructions in authentic materials that reflect real interaction.

Likewise, it is important to highlight an aspect that these authors defined as *setting the ambiance*, in which the teacher who wants to implement videos in his/her class has to be convinced of the usefulness of such videos, because they play a role and they are not just time consumers. Also, these authors found that "the teacher's enthusiasm and students' readiness are not quite enough. The environment in which the task will take place has to be set".

Once the ambiance is "set" the procedure to follow for the development of an English class based on the use of video is composed of three phases established by Joseph, Phil y Baskaran (2011) (fig 5)

Pre-viewing activities	While viewing activities	Post-viewing activities
<p>They are activities carried out before the viewing and whose main purpose is to introduce the topic that will be presented in the video and make students familiar with it. Generally, these activities are carried out through questions about the presented topic.</p>	<p>They are activities developed throughout the viewing. They can be questions based on the action taken in the video or activities that involve answering multiple choice questions like filling in the blanks, drawing inferences, and listening for the gist</p>	<p>In this last phase, students can express their opinions and practice oral skills. The teacher should encourage the communicative environment. The activities planned in this stage are oral, such as talking in groups or in pairs or role-playing</p>

*Figure 5 stages when working on videos chart*

The oral comprehension is the “gate” towards the oral production, since students can improve the language accent and use the vocabulary learned, just like language idioms. But, this role plays must be suited to students’ level and a context they are familiar with due to it would be impossible for a student to play a role he/she does not know. Giraldo (2014) concluded that during the research process students realized they were lacked vocabulary, presented pronunciation mistakes, they had a terrible accent and they felt they needed to learn about other cultures. For that reason, the researchers implemented role-plays finding that students preferred them over other techniques but they established four categories when playing a role:

- ✓ Attitude and Kinesthetic Language category: it is the level of interaction of the students regarding the empowerment of the role, that is, if they believed the character they interpreted and assumed the position of that character, that is, its identity.
- ✓ Oral production and verbal language category: it is the level of production of dialogues in the language, fluency assessment, pronunciation and grammar evaluation.
- ✓ Oral comprehension category: it is the ability to listen to their classmates to be able to interact on their turn and respond opportunely, that is, if they talked, the ability to argue or contradict (this depends on the type of dialogue and interrelation), and the ability to listen to the teacher's corrections,
- ✓ Interference category: it is the interference with the mother language (L1) students might present when speaking, whether is pronunciation of words with L1 phonetics, inclusion of L1 words during the speech, and pronouncing sentences with the L1 grammar structure.

## **Methodology**

This project was carried out in a public institution in Colombia with the 10<sup>th</sup> grade students. The project aims at implementing videos and role plays as techniques to enhance students' listening and speaking skills. For this reason, the study follows a qualitative approach defined by Alasuutari, P. (2010) as a broad methodological approach that encompasses many research methods whose aim may vary with the disciplinary background, such as a psychologist seeking to gather an in-depth understanding of human behavior and the reasons that govern such behavior. For this reason, Creswell, J. W., & Creswell, J. D. (2017) stated that the researcher seeks to establish the meaning of a phenomenon from the views of participants by

observing their behaviors during their engagement in activities. Furthermore, the action research design is adopted, since it provides access to a more complex understanding of phenomena, defined as a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems, (Stringer, E. T. 2013). The participants selected are two 10<sup>th</sup> grade courses and one 9<sup>o</sup> grade course of the same institution, which were assigned to the researcher.

In terms of the instruments for the data gathering process, non-participatory observations were implemented for two weeks. Besides, during ten weeks in the first semester of the year 2018 interviews and recordings complemented this process.

The first instrument used was the non-participatory observation. Observation was defined by Hatch (2012) as a technique of collecting field data, which was analyzed afterwards, using a variety of media for analyzing the natural setting, but without upsetting it, here is where the researcher observes the processes and participants' behaviors that occur within the setting in a determined period.

As a second instrument, visual and audio recordings were used to ensure data accuracy when conducting the classes related to the purpose of this study (Creswell, 2007). This instrument look for gathering the entire information that was needed during the analysis process and enhance the quality of the analysis report without missing important details about the phenomenon.

Finally, De Clerck, Willems, Timmerman, & Carling (2011) define the interview as the basis of the first data analysis. In this regard, semi structured interviews, which combine the flexibility of the unstructured, open-ended interview with the directionality and agenda of the survey instrument was implemented in casual conversations.

### ***Data Analysis and interpretations***

During this project, ten non-participatory observations programmed for two weeks in the first semester of the year 2018 were carried out. Through these observations, the researcher observed how the classes were developed and in which skill students presented more weaknesses. Thus, the researcher had the chance to clarify the purpose of the study and understand how to overcome it. To do it, the triangulation method was implemented, which is a metaphorical term that represents the researcher's objective in the search for convergence patterns in order to develop or corroborate a global interpretation of the phenomenon of the research. (Benavides, M. O., & Gómez-Restrepo, C. 2005; as cited in Mays N, Pope C. 2000). In addition, the triangulation involves the use of several strategies when studying the same phenomenon, in this case the use of non-participatory observations, recordings and interviews to five participants. In doing this, it is believed that the weaknesses of each particular strategy do not overlap with those of the others and that their strengths do add up instead. (Benavides, M. O., & Gómez-Restrepo, C. 2005; as cited in Patton M. 2002). However, the verification and comparison of the information had to be obtained at different times through the different methods. One aspect to mention is that the supervisor teacher suggested the training teacher not to give permission letters for the participants, the permission was done orally.

		Febrero				Marzo				Abril			
ETAPAS Y ACTIVIDADES		MES 1 SEMANA				MES 2 SEMANA				MES 3 SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	Formulación Proyecto												
2	Socialización												
3	implementación												
	Aplicación de instrumentos												
		Mayo											
ACTIVIDAD		MES 4 SEMANA				MES 5 SEMANA				MES 6 SEMANA			
		I	II	III	IV	I	II	III	IV	I	II	III	IV
1	implementación												
2	Aplicación de instrumentos												

### Proposal Making and Data Gathering Chronogram.

Figure 6 Proposal Making and Data Gathering Chronogram.

### Data Gathered

### Limitations

As previously mentioned, the high school where I carried out this Project had an English laboratory equipped with computers, speakers and a projector, which made the working by using the videos easier. However, during the 10 weeks this project was carried out only two videos were worked with 10<sup>th</sup> and 9<sup>th</sup> grade students, the most relevant difficulty presented was the loss

of classes, especially due to events, whether they were sportive, cultural or religious, strikes, teachers' meetings or meetings with parents. Because of all these aspects, a considerable amount of classes could not be undertaken and the potential dates and works had to be changed. For these reasons, the data collected was less than the one proposed, since it was expected to work on a video and a role-play each week, but it was impossible since the training teacher had to give priority to the topics explanation.

For this reason, the final schedule with the days when there was no class is shown.

WEEKS	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1, March</b> <b>12<sup>th</sup>-14<sup>th</sup></b>					
<b>2, March</b> <b>19<sup>th</sup>-23<sup>rd</sup></b>					
<b>3, April</b> <b>2<sup>nd</sup> – 6<sup>th</sup></b>	x				
<b>4, April</b> <b>9<sup>th</sup> – 13<sup>th</sup></b>			X		
<b>5, April</b> <b>16<sup>th</sup> – 20<sup>th</sup></b>	X	X	X		
<b>6, April</b> <b>23<sup>rd</sup> – 27<sup>th</sup></b>	X		X		

<b>7, April</b> <b>30<sup>th</sup> May</b> <b>4<sup>th</sup></b>	X	X			
<b>8, May</b> <b>7<sup>th</sup> – 11<sup>th</sup></b>			X	X	
<b>9, May</b> <b>14<sup>th</sup> – 18<sup>th</sup></b>	X	X			X
<b>10, May</b> <b>21<sup>st</sup> – 25<sup>th</sup></b>					

*Figure 7 final class chronogram*

### ***Videos & Role-Plays***

The videos chosen for both grade students were A1 level and were suited to students' interests and preferences. Moreover, the role-play topics were pretty simple and easy dealing with situations whose length rate was from one to two minutes, since it was noticed that most of the students had never had either a listening comprehension activity or a speaking one, especially undertaking a role-play and all of them were done by pairs. In addition, the video topics were related to the topics studied in class and the role-plays were based on the video thematic.

### ***Videos 10<sup>th</sup> graders***

The first video implemented for tenth grade students was based on the modal verb “can”, the video length was 2:38 minutes (Annex 1) it was played twice with an one minute hiatus. In the

video we can see five pumpkins speaking about abilities they can and cannot do by answering a question posed “what can you do?” Furthermore, all the actions mentioned were visually supported for students to better recognize and understand the action. Students knew most of the verbs mentioned in the video and the teacher gave them the new vocabulary during previous classes and during the pre-listening activity in which the teacher asked students the question “what can you do?”

As while-listening activity, students had a chart divided into five lines. One for each pumpkin, and they had to write what they could and could not do; there were 20 actions. Finally, the post-listening activity was going to be the role-play. Nonetheless, it was assigned as a homework because, there was no enough time to develop it in class.

The second video implemented was based on the modal verbs “have to” and “must”, its length was 3.49 minutes (Annex 2) It was only played once. The video was about section of the movie “Monsters University” in which the monsters had to grab a flab inside a library but attempting not to make any noise for avoiding being caught by the librarian. The teacher did the pre-listening activity by asking students about what people have to and must not do when being in a library. Besides, he introduced vocabulary such as “flag” and “quiet”. While watching the video, students had to write on their notebooks what the characters were doing. Finally, after the video, students had to create and write four sentences about what the characters did but using the modal verbs studied. In addition, they were asked to speak about the situation of the video.

### ***Role-plays 10<sup>th</sup> graders***

The first role-play followed the vocabulary and sentences shown in the first video, for instance “what can you do?” (Annex 3) Student A had to assume the role of a famous character and student B had to be an interviewer. Both characters had to interact, thus there was a greeting and a farewell but the interview was focused on the three modal verbs studied during the last two weeks *can, could and to be able to*. In addition, the training teacher gave all the questions and they were centered in sharing about abilities this character can do in the present, could do in the past and will be able to do in the future.

The second role-play was based on the situation presented in the second video. Student A had to assume the role of a librarian and student B had to be a reader who was breaking one rule of the library. Students were free to select their character’s attitude and to create the full dialogue. Nonetheless, the dialogue was focused in the modal verbs studied that represented prohibition and obligation.

### ***Videos 9<sup>th</sup> graders***

The first video implemented was about a movie segment of the movie *Despicable Me*, which the main character told three little girls three rules they had to follow (Annex 4) Even though the information was given through complex sentences “you will not cry or laugh or whine or giggle” the video had closed caption. The video length was 1.20 minutes and it was played thrice. Before

playing the video, the training teacher asked questions about what kind of things annoy the students. Besides, the teacher shared answers whose vocabulary was presented on the video. While watching, students had to complete a chart divided into three lines, one assigned to each rule. Finally, the first role-play was assigned, which was related to the questions worked on class related to the personal information and the answers given in the video, they had to present it next class.

The second video implemented was easier in comparison to the first one, since this time there was a boy who introduced himself and his family (Annex 5) The information included name, occupation, place of work and the mean of transport they take. Nonetheless, this time the video did not include closed caption. All the topics in the video including *the Saxon possessive* were studied in class. Before playing the video, the training teacher explained and give examples about the vocabulary presented in the video such as “this is my mom” In addition, he introduced the means of transport and thought students the ones included in the video. While watching the video, students had to complete a chart including the personal information about the boy and his four family members, the information included 20 aspect in total. Nonetheless, students were not allowed to use their notebooks this time. Finally, students were assigned a second role-play in which they had to include all the topics studied and the information given in the video, they had to present it next class.

### ***Role-plays 9<sup>th</sup> graders***

The first role play’s thematic was about a formal interview in which student A was a famous character who was interviewed by student B. The questions were constructed by the students and

they were related to the personal information and the aspects presented in the first video (the rules). Nonetheless, information as the e-mail, phone number, and address had to be added. In addition, students had to include a greeting, a farewell and the things that annoy them, as they watched in the video. Moreover, they were free to select which famous character they wanted to play.

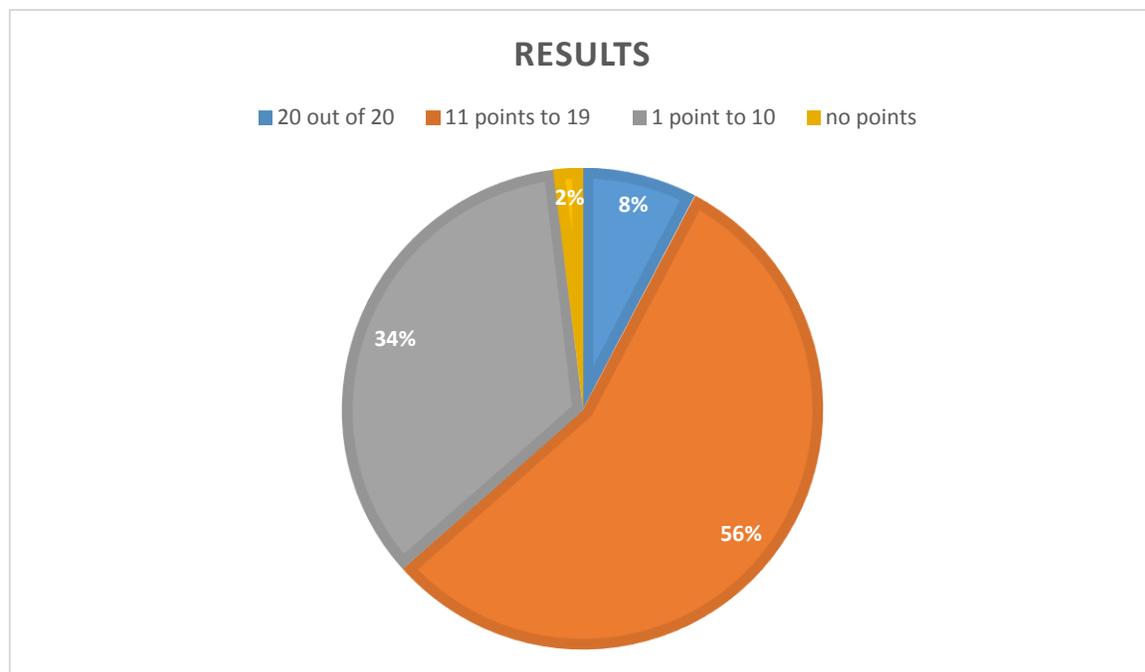
The second role-play followed the thematic of the second video shown in class. Nonetheless, this time students had to play themselves, since it was a blind date in which both students meet each other and start asking questions in order to know each other better. For the role-play students had to include a greeting, a farewell, questions using the Saxon possessive such as “what are your parents’ occupation?”, questions asking about the family & jobs, and originality when presenting.

## **Findings**

In this section the overall results of the participants are given. Firstly, the main two factors observed during the classroom observations revealed. First, that students were not assigned any listening or speaking exercise or activity; and second, that students did not speak in English in a 95% of the classes. For this reason, the researcher tended to implement simple, easy and non-complex videos and role-plays, which were previously described and which students could develop satisfactorily. Thus, every result and aspect found in each video and role-play is shown next:

### *Tenth graders' First video*

When grading the exercise of the first video the researcher noticed that a 55% of the students got 10 or more out of 20 points (*fig 8*), showing that even though it was the first time they had a listening comprehension activity and some students wrote actions in slots where they did not belong to, this skill is not as weak as the researcher expected. In addition, only one student got no points while four students got 20 out of 20 points. On the other hand, the researcher observed that students presented a difficulty when carrying out the activity, since it was difficult to watch, recognize and write even though the video speed was not too fast they were not use to do this kind of activities.



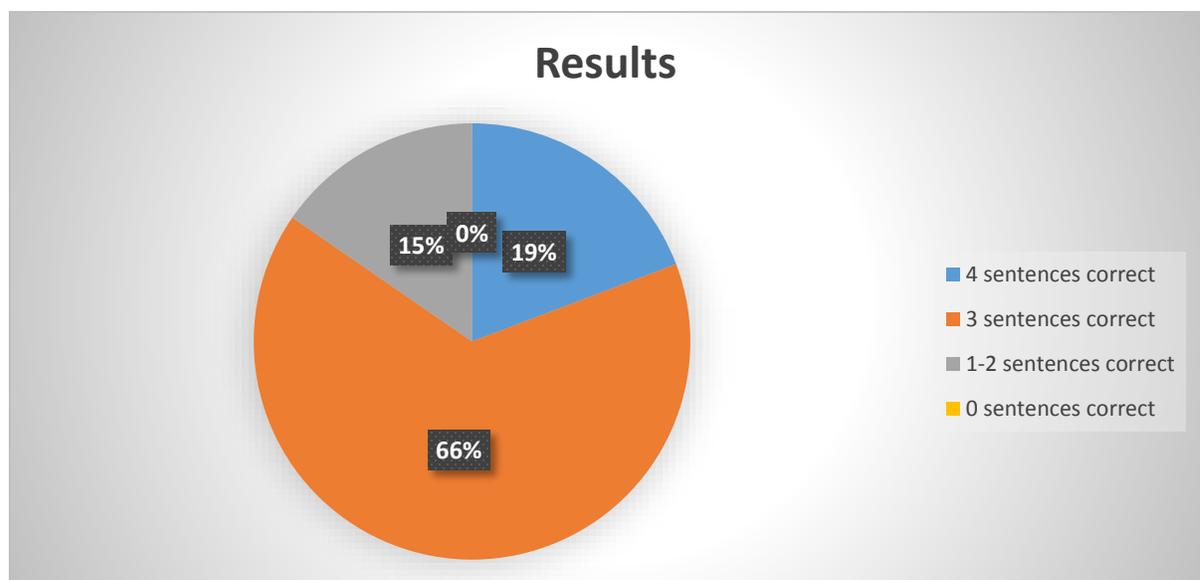
*Figure 8 tenth graders first video results*

Finally, one aspect to highlight is the fact that there was a visual support, because different accents were presented during the video, which made more difficult to identify the verbs. For instance, the verbs *swim* and *swing* whose pronunciations is quite similar. However, when

watching the pumpkin swimming students immediately identified the verb *swim*, aspect that would have been considerably more difficult if there had not been a visual support.

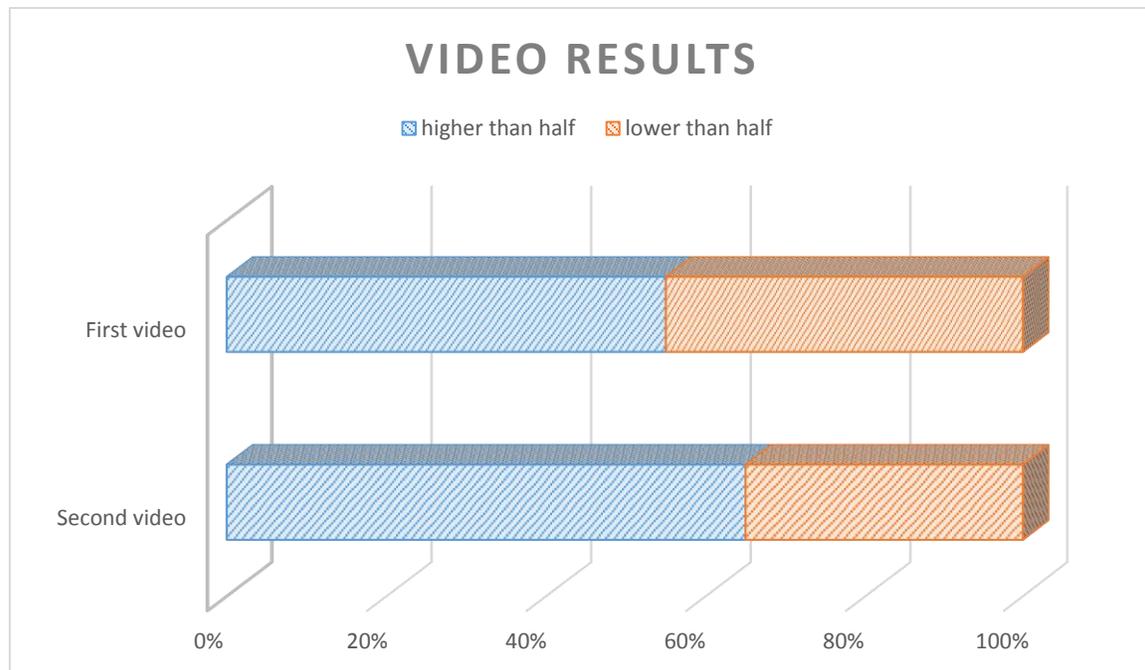
### ***Tenth graders Second video***

When grading the second exercise the researcher noticed there was an improvement in comparison to the first one, since this time a 65% of the students created correct sentences including the information presented on the second video, which meant they got half or more of the grade. Ten students wrote all the sentences correctly and there was no student who had wrote all of them incorrectly (*fig 9*). Furthermore, when asking students if they had understood the video completely, only two of them answered “no”. Nevertheless, even though they did not understand everything, they had a strong idea about it. On the other hand, the mistakes presented in the sentences were related to grammar structure non-related either to the modal verbs studied or the information given in the video.



*Figure 9 tenth graders second video results*

Once again, the visual support helped students better understand the situation and the characters as well and in relation to the first video activity, when they could not understand what it was said they watched the image to recognize and identify the situation.



*Figure 10 contrast in tenth grade students videos results*

### ***Tenth graders first role-play.***

The researcher expected this role-play to be prepared and done in the classroom but it was assigned as a homework, which allowed students to search on internet and better prepare it. The researcher wanted to know students' knowledge, weaknesses and strengths when speaking. Nevertheless, even though all the role-plays lasted one minute or less, the researcher identified that 95% of students presented pronunciation difficulties that are directly linked to the L1

interference, since they pronounced words they might not know what its correct pronunciation is as they would pronounce the words in the Spanish language. For instance, words such as *future*, *could* and *you*.

In comparison to the first video activity, only one student presented no mistakes during the role-play and only nine had less than 10 pronunciation mistakes. On the other hand, grammatical structure mistakes were not as common, since only 12 students had them. Mistakes such as adding extra words *I can play will soccer*.

### ***Tenth graders second role-play.***

This second role-play was presented in the classroom but prepared at home. This time the length was about two minutes and in comparison to the first role-play, students still presented mistakes related to the interference with L1 in terms of the pronunciation, since this time no student pronounce a word in Spanish but they still pronounced some English words as they would be pronounced in Spanish. Once again, the word “you” was the most common and other words such as “talk” and “librarian” In addition, grammar and structure mistakes were presented such as *you must smoking* but they were not as common in comparison to the first role-play. Only six students maintained these mistakes.

Contrasting this role-play and the first one, one pair presented a perfect role-play because there was no mistake. Moreover, there were two students with only one pronunciation mistake

and four with only two mistakes related to the pronunciation as well. An important aspect presented was the interaction, which was difficult for some students due to their nervousness.

### ***Ninth graders first video.***

When revising the results of the first video, the observer identified that nine students out of the 27 completed the chart correctly and ten got 2 out of 3 correct points. On the other hand, 14 students presented mistakes when identifying some words of the rules such as *will*, *anything*, and *whine*. Regarding the writing, eleven students wrote these previous words incorrectly, since they wrote them as they are pronounced. No more mistakes concerning the writing were found. In addition, the researcher observed that even though the video speed was not too fast, a myriad of students, just like tenth graders, presented a difficulty when carrying out the activity since, it was difficult to watch, recognize and write at the same time, because they were not use to do this kind of activities.

### ***Ninth graders second video.***

The results of this second video changed considerably in comparison to the first one. This time, the researcher noticed that only two students completed the chart correctly. However, only six got less than 10 correct answers (fig 11). This time, accents played an important role, since students presented more difficulties trying to understand and identify the names such as *Katie* and *Karol*, because these were more difficult than the previous ones. Moreover, the researcher identified that 13 students switched the words *metro* and *train*, due to they were more familiar to the word *train*, thus when watching the video and the picture they watched a metro but they thought and wrote *train* instead of *metro*, that was the same case with the words *chef* and *cook*.

Nonetheless, this mistake was seen just in two students. Regarding the writing, the researcher identified that seven students did not know how to write the word *officer*, since they wrote it only with one *f* and the word *rocket*, which eleven students wrote wrongly. This fact was presented because students associate the words to Spanish and they did not study the words correct grammar.

Finally, one aspect to highlight was that the speed of this video was higher than the first one, but the researcher did not perceive that students had had difficulties when completing the chart, since generally speaking, the results were a little better in this second video because less students failed the activity.

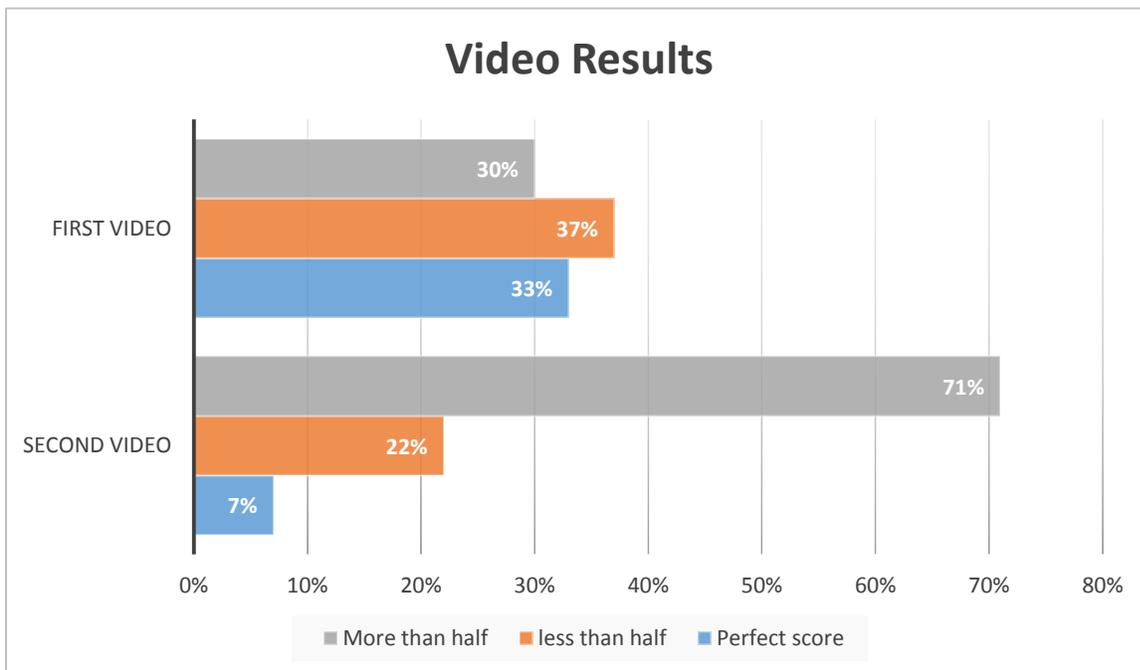


Figure 11 contrast in ninth grade students videos results

*Ninth graders first role-play.*

First of all, it is necessary to mention that both role-plays' preparation were assigned as a homework, which allowed students to search on internet and better prepare it and the presentation were done in class. This first role-play length rate was about one minute and one minute & a half. The researcher identified that 84% of the students presented pronunciation mistakes related to the interference with the L1, because they pronounced as the word would be pronounced in Spanish. The most common mistake was the number *three*, which was pronounced as the word *tree*, just because in Spanish the letter *h* is soundless, or the word *birthday*, which revealed that students had a difficulty to pronounce the *th* sound. Besides, students presented mistakes related to the grammar and the structure of sentences, since they pronounced the order of the sentences following the structure used in Spanish. For instance, the adjectives in English are placed before the noun they qualify. In terms of interaction, it was quite low because some students did not interact actively with the partner, since they just tended to speak and finish.

#### ***Ninth graders second role-play.***

This role-play was more difficult to prepare because the situation was more complex in terms of the amount of dialogue and it required more interaction. In comparison to the first role-play, there was an improvement in all the students' speaking skill. However, only one student was able to develop it with no mistake. Once again, the pronunciation mistakes were presented, because students tended to pronounce the words they did not know, as they would be pronounced in L1. For example, the words *job and dream*. Moreover, five students tended to switch the plural and singular form of the verb *to be* when speaking about some nouns. For example, "what

is your parents' names?" On the other hand, five students omitted the Saxon possessive when speaking, since they pronounce *mother's* omitting the *s* sound at the end.

In addition, laughs and nervousness affected students' performance because most of them forgot their dialogues or changed them, which created confusion among students and affected the role-play.

Even though students faced these skills for the first time, the researcher found that tenth and ninth grade students presented more difficulties and weaknesses when speaking than when listening. Nonetheless, the fact that these role-plays were not spontaneous and students had the opportunity to prepare indicated that the speaking level could have been even lesser.

In order to complement these previous results but taking into account the participants' insights, opinions and feelings about the videos and role-plays, the researcher carried out one semi-structure interview (Annex 6) comprised of five main questions, but following the process of this type of interview, sub-questions emerged based on the participants' answers. The analysis was done and one main theme emerged: students' experience working with videos & role-plays, which was divided into two categories: positive aspects when working on videos & role-plays and difficulties presented while working on videos & role-plays.

### ***Students' experience working with videos & role-plays***

Ninth graders alleged they had never worked with a listening comprehension activity or exercise before in contrast to tenth graders who did have worked on listening comprehension but only audio tracks. In contrast, none of them had done a role-play during their scholar process. This fact revealed that working with videos and role-plays was a new experience for all the participants in both courses. The participants agreed that they felt glad and excited when working on this pedagogical tools, since activities such as the role-plays allowed them to use their imagination and creativity when presenting a task; and the videos that made the class a little bit more “active” and “interesting” This new experience changed the monotony that students were working with. Students’ experiences were divided into two main factors: positive aspects and difficulties:

#### *Positive aspects when working on videos and role-plays*

During the ten weeks the researcher worked with the three courses, he implemented non-visual audio tracks in some listening comprehension activities. Students expressed the videos were more useful when doing a comprehension activity due most of the time to the images shown, since they facilitated the recognition of words and the comprehension of the main topic of the video. The participants stated that when they listened to a word without a visual support they needed at least two, three or four repetitions to understand it. Nonetheless, with the visual support, they watched the image and the recognition of the word was easier, even if they did not know the correct pronunciation of the word or if the pronunciation of two words were similar, which means they just needed one or maximum two repetitions to understand it. In addition, students told they felt comfortable with the videos, because they understood their topics even though they had not have fully understood the audio. For instance, when watching the film

segment in which five monsters were doing a mess inside a library, students alleged they knew and identified the situation even if they had not understood what was being told completely. In the end, they were able to develop the activity proposed next getting a considerable grade, in comparison to the grades obtained during the activities with non-visual audios, which were not as good as this one..

In relation to the role-plays, the participants affirmed that the most important aspect is working with a partner, because they gave them more confidence when presenting, since they stated that they prefer role-plays to other speaking activities or tasks such as oral presentations due to they do not feel prepared to do it individually. Moreover, sharing ideas and knowledge complementation was an advantage of working with the partner, as one participant said, “Unity makes us stronger” Besides, role-plays facilitated the imagination when performing, which caused funny role-plays that fostered an amusing class ambiance and happy attitudes among students.

#### *Difficulties presented when working with videos and role-plays.*

In terms of difficulties, there is one that was present in both courses in both aspects: the lack of vocabulary. The participants stated that their low amount of vocabulary was an important inconvenient when watching the videos and when preparing the role-plays. During the videos, the participants alleged the lack of vocabulary impeded understanding it completely. For this reason, they needed the use of the visual support to get the main idea. Even though the researcher provided students with the enough and appropriated vocabulary for the videos, all depended on

students' autonomy for reviewing and studying at home. A second difficulty expressed by four of the participants when working on videos was the accents of the audio, since they were not accustomed to listening to the different accents, only the American. For these reason, they presented difficulties attempting to recognize words they knew but pronounced in other accents. For instance, the word *water* pronounced in American and British accent; and the word *drink* pronounced in American and South African accent. Finally, the participants agreed that the speed of the videos was too fast in the beginning but, this did not affected the fully comprehension as they had the aid of the images. Nonetheless, during the second time they listened the comprehension was better, because they paid special attention to what they did not understand first. One participant stated he had no difficulty during the videos due to his high English proficiency.

The difficulties expressed by the participants when working with role-plays were four, which are linked: firstly, as previously mentioned the lack of vocabulary, which led students to memorize the dialogue, since four of them alleged not to be prepared for role-plays if they had to improvise them. Secondly, the pronunciation level, which was low, even when the researcher gave feedback and corrected them, students repeated them once again. For instance, during a role-play, some ninth graders did not pronounce the -s when using the Saxon possessive, and even when the researcher focused on that mistake and corrected it, they continued to repeat it. This fact might be caused by insecurity and the third aspect, nervousness. All the participants alleged this was the first time they presented a role-play, which caused nervousness especially, because they did not want to get a bad grade and get laughs by their classmates. Finally, the last difficulty was evident during the presentations and it was highlighted by the participants:

forgetting the dialogue. This fact was important because it affected the development of the play given that, when a student forgot or changed the dialogue; his/her partner lost the “string”, which affected the performance.

## **Conclusions**

The aim of this study was to enhance ninth and tenth graders’ listening and speaking skills through the implementation of videos and role-plays. This process was unexpected, even though linking the subjects of class subject with the project was difficult, it was easy to declare that due to students’ needs the project was a success. The researcher analyzed the population and decided to implement A1 level videos and chose videos and situations of interest for the students. Nevertheless, students presented difficulties such as lack of vocabulary and pronunciation failures, which impeded their improvement. Moreover, it was the first time they faced these skills and these kind of activities, which might have caused a new difficulty. However, the researcher noticed and all the participants agreed that they felt an improvement in their listening and speaking skills, as students showed a positive attitude towards these activities and showed interest about learning. Even though the training teacher attempted giving students materials, guidance and more important transmitting knowledge, the improvement of any skill and getting knowledge depend on students’ autonomy and desire for learning, because if they do not practice, study and review, they will not improve their English proficiency as it is expected.

## **Recommendations**

Even though this project was successful, in order to complement it, further researchers may conduct similar studies focusing on the same skills, on the same graders but on contexts and populations as well, since the problem of students who fear speaking in English and whose listening level is low, is present in all the courses in high school. Moreover, future researches may focus on exploring other strategies that foster these skills, because one main difficulty found is the monotony of the classes.

## **Chapter II: Research Component**

### **Introduction**

In the context of foreign language teaching training, the final practicum stage of the would-be English teacher is emerging as one of the focuses of interest and update to study and document for the improvement of teaching-learning processes, for the qualification of education.

Even though, there is a clear interest in the evident need to understand and to transform the pedagogical professional practicums, so is it the fact that a good part of the local studies focus especially on the problematic of learning more than teaching.

It has been considered pertinent to formulate a project that establishes a reflexive approach about professional practicums as a way to objectify knowledge, behaviors and attitudes over guiding the teaching work; also as an internalization exercise, of immersion and conscious exploration of the teacher's own subjectivity, through the formulation of questions and search of information for troubleshooting and for self-recognition.

### **Justification**

The formulation of this project in the context of the final stage practicum of foreign language students, is part of the professional conception of practicum as a spearhead to improve educational processes in the field of application where the professional practicum is executed. It is considered that giving importance to the role of reflection in the teaching process is the first step to understand the difficulties of the profession, the own actions and to be interested in the

knowledge of the models and approaches to attend a problematic situation and to establish an analytical insight on the fact.

We justify the need for this project to provide students with analysis and self-observation tools that allow them to distinguish between routine action and reflective action by following Jhon Dewey, a forerunner in the field of reflective thought applied to teaching. We believe that a reflexive approach protects agents from the traditional context of inertia and authority that permeate the school.

### **Problem**

At the school, fundamental aspects of the curriculum and of the institutional life without questioning are assumed; they are seen as imprints, stable and invariable features that are part of the identity and school culture. When the events unfold without major alteration, the teacher is at risk of implementing a monotonous methodology that does not allow the pedagogical evolution and the renovation of the school culture.

A practice lacking reflection does not encourage the recognition of problematic situations; those realities are ignored, they are invisible. Seen in this way, THE pedagogical practicum is assumed from reproductive codes that install teachers in a traditional way of cultural reproduction becoming a barrier for the emergence of emerging practices tending to generate transformations of thought and knowledge, to meet the needs social. Seen in this way, pedagogical practice is assumed from reproductive codes that install teachers in a traditional way

of cultural reproduction becoming a barrier to the emergence of emergent practices tending to generate transformations of thought and knowledge, to meet the social needs.

Because of this situation, which affects teachers to a greater or lesser extent, it is required that the process of teacher training Encourages a critical and reflective spirit in the teacher in training that contributes to the improvement of their pedagogical practicum, they are essential elements that impact and transform their work and their future professional performance.

In the case of the Bachelor of Foreign Languages at the University of Pamplona, reflection is conceived as a fundamental exercise for students who perform their final stage practicum, to self-assess and to provoke a critical and constructive view of their work in the teacher role. To start this study, the following guiding questions are formulated:

*How does the implementation of reflection contribute to the transformation of the proper pedagogical processes of the development of the integral practicum?*

*How does the exercise of reflection influence the development of the critical spirit of the Students-practitioners in the analysis of their pedagogical work?*

## **Objectives**

### ***General Objectives***

- ✚ To implement reflection as a transformative tool of the proper pedagogical processes of integral practicum.
- ✚ To promote in the Student-Practitioners the development of a critical spirit that allows them to analyze their pedagogical work.

### ***Specific Objectives***

- To consolidate a group of teachers-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the current problems in their pedagogical practice.
- To socialize criteria, share ideas and guidelines that they assume in their pedagogical practice and insert themselves effectively in the institution.
- To identify and analyze the strategies that the student uses in their pedagogical practice.
- To implement reflection workshops and development of teaching units that guide the reflection of Student-Practitioners.
- To analyze one's own beliefs about teaching work and about students.

## **Theoretical Framework**

The theories regarding the teaching profession, reflection, reflective practice and pedagogical practice constitute the conceptual framework of the present study. To have a greater degree of clarity about the concepts covered in close relation with this research project, we present an approximation to each one of them.

### ***The teaching Profession***

One of the fundamental members of any educational institution is the teacher, who has the function of conveying knowledge framed in a certain science or art, but who also has within their responsibilities the integral formation of the students.

The teaching profession requires a series of competences, which currently constitute a conceptualization and a way of operating in the planning and management of human resources aimed at facilitating an articulation between management, work and education. This is how we find that every teacher must comply with some competencies in the discipline that allow him to have mastery of a set of knowledge and skills in the specific area, since the first intellectual requirement of a professional is the level in which he develops his activity.

### ***The Reflection***

Talking about reflection, implies addressing different conceptions about this notion. For this reason, to deepen its definition, two aspects will be taken into account: reflection as a process, and reflection as a theme. (Correa Molina et al 2010).

#### ***The Reflection as a Process***

The reflection is made based on a series of stages that cyclically result in a process. According to Schön (1983) cited by Correa Molina et al (2010) reflecting on experience implies "a kind of reflective dialogue with the situation, where language would favor access to the individual's experiences, which would allow extracting a new structure of the situation".

### *The Reflection as a Theme*

The concept of reflection is based on a topic that is related to this concept. For this and taking as reference Grimmet et al (1999) cited by Correa Molina et al (2010), the reflection is based on three perspectives: reflection as an instrumental mediation of action, reflection as a deliberation and reflection as reconstruction of the experience. Being for the first two perspectives, the external aspects, the source of knowledge that allows reflecting; and the contextual aspects that allow the exercise of reflection in the third perspective. In turn, these perspectives have mediators for this process to be executed; in the first instance there is the action, the context, the colleagues and the same person who reflects.

### **The Reflective Practicum**

Updating and qualifying the academic proposals in the University and orienting the learners towards new ways of relating to the world, it is necessary that the teacher questions himself about his own practice and about the repercussion that it has generated; that it is able to objectify his behaviors, and to assume the different roles in the pedagogical relationship.

The teacher plays a central role in the current educational world; acts in a complex space subjected to a constant change determined by the interaction of various factors and conditions. The teaching profession demands that: "teachers develop their professional knowledge in relation to changing circumstances" (Ebutt and Elliot: 1986). In this context, the problem of practice and class space demands a particular treatment oriented towards understanding and social interaction.

The need of articulating the changing social reality to our pedagogical work, is evident in the existence of numerous attempts to try to explain school phenomena and in the search for ways to address these phenomena, to make school work effective.

This study serves the participating professors to reflect on their methodological processes in the light of reflection as the only rational and ethical mode of intervention. (Sacristan 1998)

According to Van Manen (1997) there are different levels of reflexivity, in a first level in the classroom there is the effective application of skills and technical knowledge .; the reflection is applied to the selection and appropriate use of the teaching strategies that the teacher will use.

On a second level, the reflection takes on the implicit assumptions in the specific classroom practices. The consequences of the adopted strategies, curricula, and practices are then analyzed. it is then opted for the application of educational criteria to the practice of teaching to make pedagogical decisions adapted to the institutional reality and to the contexts . Third, Van Manen establishes an exercise of critical reflection; at this level, he formulates the most elaborate reflection, a questioning of ethical, normative and moral criteria directly or indirectly related to the classroom.

### ***Pedagogical practicum***

For the analysis and reflection on the practicum it is considered appropriate to resort methodologically to a conceptual operation of classification of the practicum; for this purpose

the proposal of Zeichner is assumed, who has established several modalities of practice as follows:

### *Academic Practicum*

It is aimed at preparing professors capable of reflecting on the courses they teach, so that they become structures understandable to students.

### *Social Efficiency Practicum*

The aim is to achieve an effective teaching through the application of didactic techniques that are deduced from general principles to which pedagogical research has come. In this case, the reflection consists of a strategic decision: "select among the range of available techniques which is considered most effective".

This is the way of proceeding from technical rationality.

### *Developmental*

The teaching is based on the interests and development of the students, and, at the same time, considers the development of the teacher as a teacher and as a person

### *Social reconstruction*

The object of the reflection is the social, economic and political context, to promote truly democratic relations in the classroom, and fair and just in the social sphere.

### ***Generic***

The programs allude to reflection in a generic way, but without specifying the pretensions of the programs or the contents on which they should reflect or the strategies to promote reflective learning.

### ***Activators of reflection***

According to Schulman (1987), these triggers are the teacher's cognitive foundation on classroom life; they are essential because they constitute the element of reflective thought that contributes in the process of the own knowledge that a good teacher needs to make decisions in the classroom.

### ***Critical element of reflective thinking***

This element of reflective thought relates to "the moral and ethical aspects of compassion and social justice" as proposed by Sparks-Langer and Colton (1991: 39). Interest in what concerns social justice and ethics in education.

These authors established classification categories of knowledge:

1. Knowledge of the content
2. General pedagogical knowledge
3. Curricular knowledge (materials, programs, etc.)
4. Teaching knowledge and proper professional configuration
5. Knowledge of the students and their characteristics

6. Knowledge of educational contexts

7. Knowledge of fundamentals: philosophical, historical, and axiological

According to George Spark-Langer and Amy Colton, the narrative element is another element of reflective thinking that is included in the present study as an instrument. This relates to the teacher's narratives, to encourage stories of their experiences in the classroom. They persist in many forms and fulfill diverse functions in subjectivity, and in the constitution of subjectivity. In this component are the teaching journals in which the writing triggers the elaboration of reflective thinking of the teacher, on their experiences of practice, objective - subjective and inter-subjective.

### **Methodology.**

The main objective of the proposed methodological strategy is the continuous reflection that additionally contemplates the holding of meetings to strengthen the practice collective as an initial space for tackling the educational and labor problems. The principles of organization are autonomy, planning and self-observation.

To review the incidence of the reflection proposal on this practice process, a process of socialization and systematization of the same will take place.

This study is part of the qualitative research approach, from the perspective of reflection as a professionalizing space that will contribute greatly to the description, identification and analysis of the pedagogical practice itself.

For the collection of data in this project, the application of the following instruments is proposed:

### ***Reflection workshops***

The fundamental purpose of the reflection workshops is to guide the process of reflection of the student-practitioners, but at the same time to socialize and share their own experiences in order to enrich their process and insert new tools to transform their pedagogical practicum.

### ***Objectives***

- To consolidate a group of teacher-practitioners with a critical spirit that reflects and presents proposals and alternative solutions to the educational problems of their pedagogical practice.
- To socialize criteria, share ideas and guidelines to assume their pedagogical practice.
- To qualify, facilitate and effectively insert the educational center.

### ***Self-observation card***

The main objective of the self-observation card is to guide the student-practitioner towards a view of his / her practice as a teacher and of his / her role in the classroom and in the environment of the educational community of which he / she is a part.

### *Narrative*

The reflection exercise will allow the student to express himself about his work from the narrative of his experience as a way of giving meaning to the daily life of the teacher.

### *Class records*

Having evidence of the actions of student-practitioners in the classroom, will allow reflection on different aspects of the teaching / learning process of foreign languages that may have been taken into account or not by the teacher in training in their exercise of reflection. These registers will allow an external and constructive view of their pedagogical practicum.

### **Reflections chronogram**

Self-reflections Narratives	Date delivery	Self- observation card	Reflective Workshops
1	March 16 <sup>th</sup>	March 29 <sup>rd</sup>	April 16 <sup>th</sup>
2	March 23 <sup>rd</sup>	April 19 <sup>th</sup>	May 7 <sup>th</sup>
3	April 6 <sup>th</sup>	May 19 <sup>th</sup>	May 22 <sup>th</sup>
4	April 13 <sup>th</sup>		
5	April 20 <sup>th</sup>		
6	April 27 <sup>th</sup>		
7	May 4 <sup>th</sup>		
8	May 11 <sup>th</sup>		
9	May 18 <sup>th</sup>		
10	May 25 <sup>th</sup>		

*Figure 12 reflections activities chronogram*

## **Findings**

Reflection has been an essential tool in the professional development of the training teacher, since due to the reflective workshops, classes recordings, self-reflections and the feedback provided by the supervisor, the training teacher has known what his strengths and weaknesses were when conducting the classes, and more importantly how to overcome them. Among these aspects, the training teacher was able to see how he addressed to students when conducting the class, his voice level, the appropriate use of English, his posture, the body language, the dominion and control of the class, the methodology, the interaction and activities proposed. All these previous reflection methods are explain as follows.

### ***Personal reflections.***

This final practicum stage lasted 10 weeks. Thus, 10 narratives were done and delivered weekly (Annex 7). The training teacher did not focus the narratives on one single aspect; he highlighted the aspects he considered were present and important during that week. In addition, each week the training teacher assigned himself a “task” concerning a weakness presented that had to be overcome during the following weeks. It is necessary to mention that the personal reflections have been the most rewarding method taking into account the previous tools, because when the training teacher criticized himself, he realized about more weaknesses to be overcome and strengths to be improved. Furthermore, all the reflections were done in Spanish in order to attempt to avoid the omission of any kind of aspect.

### ***Video recordings***

The training teacher recorded two 10-minute class segments during different weeks (Annex 8). He watched and analyzed the first one to identify strengths and weaknesses. Next, he recorded, watched and analyzed the second video in order to know if there was any improvement or if possible new strengths and weaknesses emerged. The use of recording material facilitated the process of reflection, because the training teacher could analyze the videos through different perspectives. For instance, after a class in which he did not use English to explain the class topic, as he should have. He was able to think and reflect about how he would explain the new topic using English and using a strategy that makes the explanation easier. In addition, the training teacher was assigned to watch and analyze one colleague's class recording and vice versa (Annex 9). This technique was useful for the training teacher to contrast his class and his colleague's in order to get new strategies, techniques and methodologies, which he implemented to his own purposes. On the other hand, the training teacher could identify mistakes committed by his colleague, which he avoided when conducting posterior classes. In addition, the pre-service teacher received his feedback from his colleague with suggestions, advice and recommendations useful for future classes.

### ***Reflective workshops***

Four reflective workshops were undertaken during the practicum stage. The training teacher and his training colleagues discussed and shared their experiences during the practicum. This fact was quite beneficial since the teacher in training knew different contexts and situations that his colleagues faced in their respective high schools; including the strategies they used in order to overcome them. For instance, one colleague controlled students by speaking lower when they were not paying attention or they were doing things not related to the subject. Then, students

could not listen to the teacher's voice. Therefore, they had to stop making noise and pay attention. Thus, the training teacher is allowed to use those strategies if he faces these contexts and situations in the future. On the other hand, these workshops allowed the training teacher to receive advice and suggestions in order to solve the difficulties he faced when undertaking the classes.

Finally, the feedback given by the supervisor and the practicum tutor was highly important due to their teaching experience, which helped the teacher in training improve his teaching skills. Moreover, since the supervisor and tutor had different perspectives and ideas, the training teacher re-shaped his strategies basing on what he considered was the best for teaching.

One aspect to take into account was the methodology used in the class; the training teacher had to adapt his methodology to the supervisor's and the high school standards. Nonetheless, he took the best characteristics of both methodologies and developed a single one in which the main aim was the active approach, which meant that the teacher focused on learning through participation and didactic activities during the classes. By the same token, the class planning was related to this approach but the training teacher decided to implement activities and exercises concerning the four English skills, as at Faría facility the English class was focused on the grammar and writing, keeping the other skills apart.

When the teacher in training started conducting classes, he used to implement warm-up activities before starting the explanation. However, when reflecting, he realized that these

activities were time consuming. For this reason, the training teacher decided to explain the topic by using activities or games, which caught students' attention ever more. Similarly, the teacher tended to bring different kind of activities for the class by using resources presented in the English laboratory such as projector, a computer and speakers. Furthermore, the training teacher used materials as cardboards, soccer balls and cellphones in order to make the classes more interesting and funnier. However, he was assigned to work on the book assigned by the Ministry of Education called "English please". He worked on all the activities proposed. The advantage was that the book presented activities for working on the four English skills. Nevertheless, it was difficult to find activities that all the students liked, since several of them were alike and the classes turned monotonous. Thus, the training teacher gave candies in order to keep the interest and the participation during the classes. On the other hand, in order to control students' behavior, the training teacher implemented a method in which there was a general grade, which started being a 5.0 (the highest grade). Nonetheless, if a student was making noise, was not paying attention, was disrespecting the classmates or was doing other kind of indiscipline, that grade decreased and affected all the students. Due to this strategy, the students controlled the discipline within the classroom by themselves.

## **Conclusions**

Reflection is an essential part of the personal and professional growth of the training teacher, since there is not a better "judge" than himself. In addition, reflection allows the improvement of the practicum development, because the training teacher could express what he felt and his opinions about his performance, which led to overcome weaknesses and enhance strengths. On the other hand, the reflective workshops are an important part of the reflection itself, since all the

training teachers helped among them by sharing experiences, giving advice, suggestions, techniques, methods and strategies; the training teacher was able to re-shape his teaching methods and strategies in order to get his performance even better.

## **Chapter III: Outreach Component**

### **Introduction**

The Government of Colombia aims at achieving international standards in their educative system. For this reason, it has implemented a policy that commits students to work at least two hours on their own PER each hour of class at their educative institution. Nonetheless, most of the students often struggle while attempting to embrace independent study outside the classroom. In other words, students seem not to be autonomous at home, since they are limited to doing only the tasks that have been assigned to them and do not search for more information and preparation. After more than a decade, this situation seems still to be present in the Colombian educative context, thus provoking the students to be less proficient while learning a foreign language due to their lack of practice. Hence, exploring new strategies and methodologies would naturally fill this gap. Thus, “extra-classes” known as tutoring sessions are undertaken at primary and high school institutions in order to better prepare students. During these sessions, the teachers support students who have difficulties when learning by clarifying doubts and the reinforcement of topics that are difficult to understand.

### **Justification**

Through a myriad of observations carried out the researcher observed that a considerable amount of ninth and tenth grade students presented difficulties when developing activities and taking quizzes done by the teacher. After having analyzed the results of these activities and quizzes, the researcher realized that these students did not have a mastery of the Basic English language topics. These topics were *verb to be* and *progressive tenses*, which are studied in sixth or seventh grade. Furthermore, the teacher affirmed that she has to follow the curriculum of ninth

and tenth grade whereby she has to continue with the topics assigned to these grades. As a consequence, the students would have to study autonomously in order to reinforce their weaknesses. Nonetheless, in order to prevent sloth and to assure this reinforcement, the practicing teacher, and with the help, guide and support of the supervisor teacher, carried out tutoring sessions that helped students improve their weaknesses in the foreign language.

## **Objectives**

### ***General objective***

- ✚ To foster a tutoring space that help students reinforce their weaknesses in English language.

### ***Specific objectives***

- To guide students in the development of their autonomy.
- To create a harmonious, dynamic and interactive ambiance when developing the tutoring sessions.

## **Theoretical Background**

Tutoring has been described by Vygotsky (1978) as a collaborative work between the teacher and the students that occurs outside the classroom in which students can develop and enhance their language skills by the implementation of strategies while performing a specific task or activity. Besides, Vygotsky used the term Zone of Proximal Development (ZPD) for describing this sort of situations, in which less experienced individuals have a determined proficiency when performing a task, and the more experienced one contributes to improve their performance of

that task. Consequently, a series of inquiries conducted by Vygotsky's apprentices led to the creation of a new concept entitled scaffolding.

## **Findings**

The tutoring sessions were divided into different schedules, on Mondays and Wednesdays from 3 pm to 5 pm and during the 30-minute breaks of the normal class schedule. 40 tutoring hours were carried out during seven weeks inside the high school facilities, because during the first three weeks, the tutoring sessions were not possible since there was not a place assigned.

The tutoring topics were the topics studied in class and the only objective was to reinforce students' weaknesses about grammar and the four skills. The training teacher focused on explaining foundation topics and different basic vocabulary he thought students may need. For instance, when explaining the present continuous he used examples containing the prepositions, adverbs, articles, and so on. Thus, he focused on those topics to explain them and clarify doubts by the use of worksheets and slides (Annex 10). Afterwards, he developed several kind of activities in order to assure a better understanding. Among these activities, the training teacher focused on the speaking skill in which students had to share what they had learned but orally, Furthermore, the teacher in training decided to give participation points to the attendance, which helped them with the subject's final score.

The tutoring sessions were useful to complement and reinforce students' knowledge, which was an aid for the classes, to make them easier. Furthermore, the training teacher got experience about working with a minor population, since the rate of students who assisted was about five to ten, because these sessions were not obligatory.

### **Conclusions**

Tutoring sessions are really important for the training teacher and the students. Firstly, the training teacher must face a minor population but focusing on specific weaknesses. For these reason, he had to prepare a different class with specific supporting material different from the one implemented in normal classes. On the other hand, students can reinforce their knowledge by enhancing their weaknesses. Nonetheless, even though all the sessions were satisfactorily carried out, it is necessary to highlight that these session should have been obligatory for students who presented more difficulties in class too, because these sessions allowed them work and learn in a different context to the one they are accustomed to.

## **Chapter IV: Administrative Component**

### **Introduction**

The administrative component concerns about all the cultural and academic activities that were developed from the third week of February until May 24<sup>th</sup>. During this component, the practicing teacher was part and know about all the aspects related to administrative procedures and the educational facility.

### **Justification**

This process was possible through the observations realized during two weeks, in which the practicing teacher knew and got used to all the spaces and characteristics that the institution has. Besides, he observed that the José Rafael Faría institution, although it is not too large in comparison to the Provincial facility, has classrooms, an auditorium, a cafeteria, virtual laboratories and a foreign languages laboratory. This aspect is taken into account when referring to the institution's students' progress, not only in the English subject but in all of them; to the development of the institution ambiance in terms of students' behavior in and out the facilities.

### **Objectives**

#### ***General Objective***

- ✚ To become part and to participate in all the activities and events carried out in the institution.

### ***Specific Objectives***

- To help all the teacher, administrative staff and students with all the events and activities of the institution.
- To collaborate in order to the successful achievement of the events and activities proposed in the institution.

### **Methodology**

As another member of the school community, the practicing teacher was involved in all the events organized in the institution. Moreover, he was sure that these events were developed as best as possible and achieving the obligations he was assigned. These obligations included institutional ceremonies, parades, sport events, watching students during the break and helping other teachers maintain the discipline. However, the practicing teacher had to achieve all this by giving and demanding the respect from students, the administrative staff and teacher colleagues.

### **Findings.**

During these ten weeks of the practicum stage, the training teacher accomplished all the objectives set in this component, as he participated in all the events, including masses, sport events and parades (Annex 11). Nonetheless, only when he was required to assist. In addition, he kept his role as a teacher by fostering all the values and obligations students had to have during these events. Similarly, during one week, the training teacher was assigned to watch over the students during the break, he had to be sure that nobody was inside the classrooms and trying to

avoid potential conflicts. Furthermore, he was in charge of the door, he had to close the door when the bell rang indicating the start of classes and closing it when the studying day was over.

### **Conclusions.**

Through this component, the training teacher realized that belonging to an educative community is not only being a person that teaches inside a classroom but also being part of all what concerns the high school outside the classroom such as institutional events and activities. Moreover, this kind of events helped the training teacher be closer to his students and colleagues, since it allowed him to share and to engage not as an authoritarian individual but as a friend, which helped him grow as a person.

## Activities Chronogram

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES <b>Marzo 2018</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	
				1	2	
4 EUCARISTIA ASISTEN SEDE MISTRAL Y SANTA CRUZ ORGANIZA 5º GRADO	5 ELECCION DE LOS RESPRESENTANTES DEL SECTOR PRODUCTIVO AL CONSEJO DIRECTIVO	6	7 JORNADA PEDAGOGICA ELECCION DE LOS RESPRESENTANTES DE LOS DOCENTES AL	8 IZADA DE BANDERA SECUNDARIA ORGANIZA SEXTO GRADO IZADA SEDE MISTRAL ORGANIZA 4 GRADO ORGANIZADA SEDE SALLE ORGANIZA 3er	9 JORNADA ELECTORAL ELECCION DE PERSONERO Y CONTRALOR ESTUDIANTIL	
11 ELECCION SENADO Y CAMARA	12 TRIDUO SAN JOSE ASISTE SEDE SALLE HORA: 6:00 P.M	13 ELECCION DE LOS RESPRESENTANTES DE LOS ESTUDIANTES AL CONSEJO DIRECTIVO - TRIDUO SAN JOSE ASISTE SEDE	14 TRIDUO SAN JOSE ASISTE SEDE PRINCIPAL HORA: 6:00 P.M	15 INAUGURACION JUEGOS INTERCLASES	16 DIA SAN JOSE DESFILE Y EUCARISTIA, CONFIRMACIONES ORGANIZA SEDE	
18	19 FESTIVO	20	21 JORNADA DEPORTIVA SEXTOS GRADO REUNION POR SEDES	22	23	
25	26 SEMANA SANTA ASISTE SEDE FARIA	27 SEMANA SANTA ASISTE SEDE CENTRAL Y ADMINISTRATIVOS	28 SEMANA SANTA ASISTE SEDE SALLE	29 DIAS SANTOS ASISTE SEDE MISTRAL Y SANTA CRUZ	30 DIAS SANTOS	

 COLEGIO PROVINCIAL SAN JOSÉ CRONOGRAMA DE ACTIVIDADES <b>Abril 2018</b>						
DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	
1	2	3	4	5	6	
8	9	10	11	12	13	
15	16 PRUEBA EFICACIA PRIMER TRIMESTRE	17	18	19	20 DIA DEL IDIOMA	
22 EUCARISTIA ASISTEN SEDE SALLE ORGANIZA 5º GRADO	23 IZADA DE BANDERA SEDE MISTRAL ORGANIZA 3er GRADO	24 CIRCUITO POLIMOTOR PREESCOLAR	25 COMITÉ DE EVALUACION PRIMER TRIMESTRE	26 ENTREGA DE PLANILLAS A COORDINADOR	27 FIN DEL PRIMER TRIMESTRE	
29 EUCARISTIA ASISTEN 6º A 8º SEDE PRINCIPAL ORGANIZA 7º GRADO	30 INICIO SEGUNDO TRIMESTRE					



**COLEGIO PROVINCIAL SAN JOSÉ**  
CRONOGRAMA DE ACTIVIDADES

## Mayo 2018

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES
		1 DÍA DEL TRABAJO FESTIVO	2 REUNION POR SEDES	3 CONCURSO DE LECTURA POR SEDES	4 DÍA SANTANDERINO
6 EUCARISTIA ASISTEN 9° A 11° SEDE PRINCIPAL ORGANIZA 10° GRADO	7	8 ENTREGA DE BOLETINES PRIMER TRIMESTRE PRIMARIA	9 ENTREGA DE BOLETINES PRIMER TRIMESTRE SECUNDARIA	10	11
13	14 FESTIVO	15 DÍA DEL MAESTRO	16	17 JORNADA DEPORTIVA SEPTIMOS GRADOS	18
20 EUCARISTIA ASISTEN 6° A 8° SEDE FARIA ORGANIZA 7° GRADO	21	22	23	24 IZADA DE BANDERA SECUNDARIA ORGANIZA SEPTIMOS GRADOS	25 IZADA DE BANDERA SEDE SALLE ORGANIZA 5° GRADO
27 JORNADA ELECTORAL PRESIDENTE	28	29 ESCUELA DE PADRES	30	31	

Figure 13 high school activities chronogram

## **Project General Conclusions.**

Generally speaking, this research can be considered as a success, since it was appropriately implemented in ninth and tenth grade students at José Rafael Faría high school concerning the difficulties present in students learning process, such as lack of vocabulary and low English proficiency; and external factors, such as the loss of class time, Which impeded the original activities to be carried out. Nonetheless, the implementation of videos helped the training teacher identify how he had to conduct the class in order to use them as best as possible. For example, to get new vocabulary and to create new activities based on them.

The data gathered was enough in order to achieve this research's aim. Among the results obtained, the researcher identified advantages and difficulties present when working with videos and role-plays:

- The most relevant advantages of working with videos are the change of monotony in the classroom, because students had never worked with videos before. A second aspect is the learning interest they have towards the videos, since they considered them as interesting. In fact, it is necessary to highlight that the video's topics must catch students' attention and be of their interest. Finally, students alleged they felt they comprehended English better through the use of visual supports, due to they were not use to listening activities.

In terms of the role-plays, even though it was the first time students spoke in English and even facing a dialogue and a public, they expressed working on role-plays was the best speaking activity for them, due to the could work with a

classmate who supported them and vice versa. Besides, the researcher observed that during the presentations, students helped each other when having problems and he noticed that in the second role-play, most of the students presented an enhancement of their speaking proficiency in comparison to the first one.

- Among the difficulties found, the most relevant is the low reinforcement of the English skills in class, due to the main focus on grammar and the preparation for the ICFES test, which causes that students' English proficiency is low in terms of the skills. In addition, students do not study at home and do not review the topics. For this these reasons, students' present a low amount of vocabulary, which was another difficulty when listening and speaking.

These results showed that high schools should expand the subject schedule and try to implement activities related to the reinforcement of the English skills and the acquisition of vocabulary.

As a second conclusion of this study, the reflection is essential for a pre-service teacher who wants to forge himself as a teacher and to improve his teaching methods and strategies. Sometimes, self-reflection might be disadvantageous because the training teacher may ignore some weaknesses or things he did not do appropriately. Thus, the collaborative workshops and his class' analysis done by a colleague are a complement; since the pre-service teacher receives suggestions and advice that help him improve and "re-shape" his methods and even his attitude.

This study also showed that tutoring sessions are a complement for the classes, because these spaces are used to reinforce their weaknesses, which in this case are directly linked to their lack of vocabulary and “gaps” they got during the explanations. Moreover, these sessions allowed students to collaborate each other, since when the teacher corrected a mistake or gave feedback they learned. The students who attended to the sessions commonly were better prepared in class and developed the activities a little better than the one who did not. Besides, the motivation was exploited because the training teacher gave students points that were useful in exams and that were grades.

Finally, the experience working in a high school taught the pre-service teacher how the role of a teacher is, the duties and responsibilities. The experience was really beautiful because a teacher not only teaches his students but he learns something different from each one of them that helps him construct his personality.

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## Annexes

### Annex 0

*Example of a lesson plan.*

**AREA:** FOREIGN LANGUAGES

**SUBJECT:** ENGLISH

**GRADE:** NINTH

**TOPIC:** FAMILY MEMBERS/NUMBERS 0-100/POSSESSIVE ADJECTIVES/SAXON ('S)/JOBS/VERB TO BE/ADJECTIVES.

**BEGINNING DATE:** ON MARCH

**ESTIMATED TIME:** 12 HOURS (THREE WEEKS)

#### **PURPOSES OF LEARNING:**

- **TO KNOW TO DO:** TO BE ABLE TO TALK ABOUT BASIC INFORMATION OF THE FAMILY MEMBERS USING APPROPRIATELY THE SAXON ADJECTIVE.
- **TO KNOW TO BE:** TO RESPECT THE CLASSMATES AND THE TEACHER WHEN SPEAKING.
- **TO KNOW TO LEARN:** TO USE ENGLISH FOR COMMUNICATING AND EXPRESSING WITH THE CLASSMATES AND THE TEACHER.

#### **LEARNING EXPERIENCES:**

- **BEGINNING**

Ice-breaker

The teacher will show students a family tree without the family names (Appendix 1).

Then, the teacher will ask students about all the names of the members in order to know which family members they already know. It doesn't matter if they do not know all of them, the teacher will complete the tree with all of them. *Father, mother, brother, sister, grandmother, grandfather, son, daughter, uncle, aunt, cousin, parents, husband, wife, nephew and niece.*

Once the tree is complete, the teacher will work on the pronunciation of each word and will emphasize on the singular and plural forms.

Likewise, by using four pictures of families and four sentences the teacher will introduce the *possessive adjectives* highlighting that these adjectives are used to indicate possession and that don't change neither for plural nor singular.

Besides, the teacher will write sentences in order to emphasize these pronouns and to indicate which pronoun they belong to.

*My parents are from Colombia.*

*Your dog is cute.*

*His daughter is tall*

*Her friends are French  
Oh! A cat, its tale is long.  
Our classroom is big  
Your cousin is American  
Their sisters are lovely.*

### **Numbers.**

In order to realize if students know the numbers from 0 to 100, the teacher will divide the numbers into tens and he will make ten lists for students to complete. They must write the number in letters and symbol on their notebooks. The students will change the notebooks among them and will grade their classmates' lists.

- 0 zero, 1 one \_\_\_\_\_
- 11 eleven \_\_\_\_\_
- 21 twenty one \_\_\_\_\_
- 31 thirty one \_\_\_\_\_
- 41 forty one \_\_\_\_\_
- 51 fifty one \_\_\_\_\_
- 61 sixty one \_\_\_\_\_
- 71 seventy one \_\_\_\_\_
- 81 eighty one \_\_\_\_\_
- 91 ninety one \_\_\_\_\_

### **Saxon possessive.**

The teacher will explain the Saxon. For doing this, he will use the Simpson family tree he showed students at first. He will select one member (Bart) and will ask, *who is Bart?* (*Pointing out Homer*) the purpose is that students say *Bart is Homer's son*, if they do not answer, the teacher will give more examples using the rest of the members until they get the topic. Furthermore, the teacher will use L1 if necessary. He will explain that the Saxon indicates possession and that it is not the contracted form of *is*.

### **Examples:**

Lin is Selma's daughter.  
Lisa and Maggie are Bart's sisters.

Besides, the teacher will emphasize that the sentence *Lin is Selma's daughter* is correct. While, saying *Lin is the daughter of Selma* is wrong.

Afterwards, the teacher will elucidate that when there are two or more pronouns that "own" the "s" is added only to the last pronoun.

### **Example**

Marge is Bart, Lisa and Maggie's mother.  
Abraham is Homer and Herb's father.

The teacher will explain that when the pronoun is plural the Saxon is not added. We only add the apostrophe '.

### **Examples:**

My parents' names are Juan and Blanca.  
My aunts' hometown is Pamplona.

However, when a singular word ends with s we do add the Saxon. He will play an audio with its pronunciation.

### **Examples.**

She is Carlos's sister  
Chronos' sons are Zeus, Hades and Poseidon

### **Jobs.**

In order to explain the jobs, the teacher will start asking students "*what's a job?*" Next, he will say "I am a teacher, my occupation is teacher my job is to teach," afterwards, he will continue saying "teacher Sandra's job is teacher too".  
Now, the teacher will show students 10 images of jobs.

Doctor – firefighter – police officer – secretary – engineer – pilot – chef – lawyer – dentist – waiter/waitress

He will drill the pronunciation and will do a game in which he will divide students into two groups, Boys vs Girls. The jobs pictures will be posted on the board making a line, one boy starts naming each job from right to left and one girl does the same at the same time but from left to right. When they meet together, they will play "rock, scissor and paper" the winner (the girl) will continue naming the jobs and the loser (the boy) will have to sit down. However, immediately another boy starts naming the jobs from right to left from the beginning until he meets with the girl and both play "rock, scissor and paper" again. The goal is that one student names all the 10 jobs. That team will win.

Now, he will introduce the question "what is your job?" and the answers "my job is teacher" and "I am a teacher", "we are students" "my job is student"  
Moreover, he will introduce the question "what is your father's job?" "What is your mother's job?" and will ask students by helping them answer correctly, "my father's job is...", "my mother's job is..."

- **DEVELOPMENT**

### **Family members and numbers.**

After having done the number lists, the teacher will ask students two questions: *how many students are there in 9-04?* And *How many letters are there in your names?*

The teacher will guide students to correctly answer them. Now, these questions will be useful to introduce the quantifier *how many* and the expression *there are*. The teacher will emphasize that *how many* is used to ask about the number of things existing in a place, but highlighting that it is only used with countable objects or persons.

On the other hand the teacher will explain that *there are* is used to indicate the number of things presented in a place, that it is only used when referring to two or more things and how to write it in a question and in an answer..

Following, the teacher will ask other three questions.

*How many English teachers are there in your school?*

*How many classrooms are there in Faria facility?*

*How many people are there in your house?*

### **Listening.**

The teacher will play an audio for students to contrast numbers ending in *-teen* and *-ty*. He will repeat the numbers pronunciation with the emphasis on the correct syllable (fifteen, fifty, thirteen-thirty and so on). Students will listen to eight short conversations and have to write down on their notebook the numbers they listen to. Nonetheless, sometimes they will hear two numbers in the same dialogue, so they must listen carefully as only one will be correct. The audio will be played thrice and once it is finished, the teacher will demand students to change the notebooks again to grade the exercise.

Sentences.

a. A: My cousin is 15.

B: 50?

A: No, 15 years old.

b. A: I have 20 cousins.

B: 20 cousins?

A: Yes!

B: That's great.

c. A: Today is my grandmother's birthday!

B: Oh really? How old is she?

A: She's 70.

d. A: How old is your teacher?

B: Mr Brown? I think he's 30.

- e. A: How old is your grandfather?  
B: He's 90 and he's very active. Look he's swimming.
- f. A: How old is your aunt?  
B: She's 16.  
A: Wow – that's young!
- g. A: How old are you?  
B: I'm 14.
- h. A: Please tell me the last two numbers of your ID card.  
B: Mmmm ... 80.  
A: Is that 18?  
B: No, it's 80.

Afterwards, the teacher will ask three questions:

*How old is your mother?*

*How old is your father?*

*How old is your grandmother?*

These questions will be the foundation for the reading activity.

### **Reading.**

Students will be given a short text, an email (Appendix 2). He will start by asking: *Who is it from? (Laura) Who is it to? (Anna)*. Before students read the email in more detail, the teacher will explain unknown expressions, he will drill the pronunciation.

Expressions.

- My family is great!
- What about your family?
- Write back soon.

Students will read the email with the aid of the teacher.

Then, students will complete the chart (appendix 2) individually. After having completed it, students will change the notebooks once again to grade.

### **Saxon**

After having done the explanation, the teacher will write the question "who are Homer's parents?"

He expects students to answer "Abraham and Mona are Homer's parents" students will write it on their notebooks.

“Who are Mona’s grandchildren? Bart, Lisa and Maggie are Mona’s grandchildren”

“Who is Ling’s grandfather? Clancy is Ling’s grandfather”

Next the teacher will tell students to invent and write five questions and answers following the model. He will give a point to the first 5 in showing and having them correctly.

Finally, the teacher will write two sentences on the board and will ask students to write them on their notebooks.

*“Marge, Patty and Selma are my daughters” (Clancy)*

*Clancy is Marge, Patty and Selma’s father.*

The teacher will explain students that he will write four sentences as the first one and they will have to write four sentences as the second one.

Besides, the teacher will explain that students must start the sentences with the name of the person in brackets, this member is the one who says the sentence.

*“Lin is my niece” (Marge)*

*Marge is Lin’s aunt.*

*“Maggie is my cousin” (Lin)*

*Lin is Maggie’s cousin.*

*“Marge is my wife” (Homer)*

*Homer is Marge’s husband.*

*“Abraham and Clancy are my grandfathers” (Lisa and Bart)*

*Bart and Lisa are Abraham and Clancy’s grandchildren.*

The teacher will clarify that the sentences must be written down on the notebooks to count the point.

### **Page 26 to 29 exercises**

The teacher will make a short review about the Saxon adjective, he will give to students a family tree “the Williams family tree” (appendix 3). He will check if students remember all the family members, including the words *grandson*, *granddaughter* and *grandchildren*. Afterwards he will use this tree to introduce new words and try that students guess the translation *mother-in-law (suegra)*, *father-in-law (suegro)*, *parents-in-law (suegros)*, *brother-in-law (cuñado)* and *sister-in-law (cuñada)*.

Next to the family tree, students will find five sentences, each one with three options. He will ask them to find Lucy and then look at the three options (A Rudy, B Lilly, C Gloria). Next he'll ask *who is Lucy's grandmother?* Expecting students to answer *Rudy*. Students will complete the other sentences. Students will exchange the notebooks to grade and the teacher will ask them to say the whole sentences *Lucy's grandmother is Rudy*.

The teacher will remember the rules for the Saxon adjective.

Next the teacher will write these sentences on the board and answer only the first one.

- a. Who are Michael's parents? *George and Lilly are Michael's parents.*
- b. Who is Joe's nephew?
- c. Who is Steve's sister?
- d. Who are Sarah's grandparents?
- e. Who is Lola's granddaughter?

He will drill the pronunciation of all of them and will tell them they have to answer them on their notebooks. Students will exchange the notebooks to grade and the teacher will ask them to say the whole sentences.

As an extra activity the teacher will pick a pair to do it. One student must give a clue from the family tree and the other student has to guess the person. The teacher will show his fists with a piece of paper inside one of them. The student who finds the paper will ask. The winner will get a point.

### **Example.**

She is Joe's mother. (Lola)

They are Lilly's nieces (Sarah and Lauren)

The teacher will continue with a listening activity in which students will be looking at four pictures (appendix 4) the teacher will give to them and they'll have to say how many people are in each one. Also, they'll try to guess the people's ages. The teacher will give students some tips before listening, such as *"take notes"* and *"it doesn't matter if you do not understand everything"*

Now, the teacher will play the first audio and will develop it as an example. He will ask students which picture it describes (*picture 3 Felipe's family*) and will focus on the Saxon. The teacher will play the rest of the audios and pausing it after each dialogue.

Afterwards, the teacher will draw a chart on the board focusing on the first dialogue *Michele's brother*, then the teacher will explain that students will listen to the dialogue

again and will complete the chart by writing the names of each member, which member they are and their respective ages.

Students will exchange the notebooks to grade and the teacher will complete the chart with their aid.

	Name	Age
Father	Felipe	30
Mother	Laura	25
Brother	José	3
Sister	Pili	5

Following, the teacher will write on the board eight family members. (*Brother, sister, niece, nephew, sister-in-law, wife, mother and aunt*). The teacher will tell 8 sentences which students will have to complete by

using these eight members.

Now, the teacher will write the names of the people on the board as follows:

Michelle Felipe + Laura

Pili José

Next, he will point out to Michelle and Felipe and will ask *who is Felipe? Felipe is Michelle's?* (completing the first sentence)

- a. Felipe is Michelle's
- b. Michelle is Felipe's
- c. Laura is Felipe's
- d. Laura is Michelle's
- e. Pili is Michelle's
- f. José is Michelle's
- g. Michelle is Pili and José's
- h. Laura is Pili and José's

Afterwards, the teacher will tell students to close their notebooks and will ask questions related to the previous exercise.

Who is Felipe's wife?

Who is Laura's sister-in-law?

Who is Michelle's niece?

Who is Jose's father?

Who is Felipe's sister?

Now, the teacher will give students two pieces of paper, in the first one they will find a text about a girl (Sandy) talking and describing her family and a family tree, which they have to complete based on the information given in the text (appendix 5).

The second sheet has the shape of a tree, (appendix 6) students will have to translate the text and write the translation on the back part of the tree. Students must decorate the tree as best as possible. For this reason, they can write the translation on another sheet.

The teacher will read the first sentence of the text, and ask students to start completing the tree. He will ask *which number is Nancy and Jose?* Expecting the answer 5 or 6. Students will keep reading aloud but they will complete on their own.

Afterwards, the teacher will introduce some adjectives by using the text students worked on previously.

Kind - good - funny - great - lovely - nice - amazing - clever

Now, the teacher will ask students if they know what these words are, expecting they say they're adjectives. Next, he'll ask what they are used for expecting students answer to describe people and things. Following, the teacher will elucidate that adjectives in English are placed before the noun and will write two examples.

They are intelligent people.

My grandmother is an extraordinary woman.

Besides, the teacher will explain the use of the indefinite articles *a* and *an*, which are used to point out there is just one noun, when referring to singular pronouns and that *a* is used when the following word starts by consonant, and *an* when the following word starts by vowel.

### **Examples.**

He's a teacher

It is an elephant

Now he will stick ten sentences on the board as follows:

- |  |   |
|--|---|
| 1. <b>A.</b> She is a nice person.         | <b>B.</b> She is a person nice.         |
| 2. <b>A.</b> My uncle is funny.            | <b>B.</b> He's an uncle funny.          |
| 3. <b>A.</b> They are grandparents lovely. | <b>B.</b> They are lovely grandparents. |
| 4. <b>A.</b> He's a amazing man.           | <b>B.</b> He's an amazing man.          |
| 5. <b>A.</b> My cousin is great.           | <b>B.</b> Is great my cousin.           |

Students will choose which sentences are correct and will write them on their notebooks. Besides, the teacher will drill the pronunciation and clarify doubts

Next, students will listen to 5 sentences and they'll write on their notebooks what they understand, the sentences will be played thrice. Now, the teacher will play the first sentence in order to know what students understood, then he'll do the same with each sentence. Finally, he'll work on the pronunciation of them and the meaning.

- a. Richard's brother is Ken.
- b. My father's family is big.
- c. Jenny is Carlos's sister.
- d. The children's aunts are in the park.
- e. Chris's niece is my daughter.

The teacher will deliver to students a sheet with a questionnaire as follows:

What is / are...

- a. your parents' names?
- b. your mother's father's name?
- c. your mother's mother's name?
- d. your father's father's name?
- e. your father's mother's name?
- f. your father's brothers' and sisters' names?
- g. your mother's brothers' and sisters' names?
- h. your brothers' names?
- i. your sisters' names?
- j. your cousins' names?

The teacher will explain that they have to complete the questions adding whether is *what is* or *what are* in order to construct logic questions. Next, they must answer them. They'll have seven minutes to complete the questionnaire and by pairs they will pass, students a will ask and student b will answer. The teacher will give feedback.

Finally, the teacher will say students they have to bring scissors, glue, pictures of their families or from magazines, a cardboard and elements they'll use to decorate.

They'll have to make a family tree on the cardboard and decorate it as they wish. They must include pictures with the names of the members (Father, mother, brother, on so on).

## Jobs.

### Page 30 to 33

The teacher will paste five disorganized questions on the board. The teacher will rearrange the first one. Then he will ask students to organize and answer the rest (participation will be graded). Furthermore, he will elicit the potential unknown vocabulary such as, pet.

- |  |                                       |
|--|---------------------------------------|
| 1. mother / a / Is / teacher / your ?      | A. Yes, she is. B. No, she isn't.     |
| 2. you / student / Are / a ?               | A. Yes, I am. B. No, I'm not.         |
| 3. old / 40 / your / years / Is / father ? | A. Yes, he is. B. No, he isn't.       |
| 4. a / pet / cat / your / Is ?             | A. Yes, it is. B. No, it isn't.       |
| 5. happy / your / friends / Are ?          | A. Yes, they are. B. No, they aren't. |

Afterwards, the teacher will explain students that when we ask questions using the verb *to be* the intonation goes up at the end of the question while in an affirmative or negative sentence there is not a strong intonation in any word.

Therefore, he will play an audio with the pronunciation of the previous questions. The teacher will ask for each queue in the classroom to repeat one of the questions. (Track 29)

Now, the teacher will play another audio (Track 30) in which students will listen to five sentences, during the first listening they will determine if they are questions or not, and the teacher will play the audio twice more for them to discover and write the sentences they listened to. The teacher and the students will correct the sentences. Then, he will drill the pronunciation and intonation.

Following, the teacher will give students a piece of paper about a blog, Tina's blog (appendix 7). Besides, there will be seven questions and answers they'll have to complete by using the information in the blog. The teacher will read the email. Once they are done, the teacher will ask students to tell the full questions and their respective answers. In addition, the teacher will ask students to change the questions for b-e so that the answers are negative.

### Example

- Is she in class 8A? (No, she isn't.)
- Is her teacher Anna? (No, she isn't.)
- Is her favorite sport football? (No, it isn't.)
- Is her favorite color orange? (No, it isn't.)

Next, he will remind the question "What is your mother's job?" "Where are you from?" "How old is you father?" The teacher will contrast both kind of questions and will ask for

the difference. He will clarify that when using the *verb to be* in a question, it is a *yes/no* question. In addition, when using the *WH questions* we do not answer with *yes or no*, but giving information.

### Listening

Now, the teacher will give students a registration form (appendix 8), in which they will complete it with the correct information based on a conversation between Kiara Gomez and a secretary of Green Day School that they will listen to (audio 27).

The teacher will explain that they will listen the audio thrice. Nonetheless, before starting he will elicit vocabulary, such as *registration, place of birth, occupation, home telephone number and mobile telephone number, can I take personal details?, could you give me more details?, can you give me your phone number?*.

However, this audio will be played as necessary. Later on, the teacher will complete the form by asking students and grading the participation.

Next, along with the form students will find two columns. The first one with six questions and the second one with six answers, which they will have to match with the appropriate question.

- |                                     |                     |
|-------------------------------------|---------------------|
| a. Is Kiara a student?              | 1. Yes, he is.      |
| b. Are Pablo and Elena her parents? | 2. Yes, they are.   |
| c. Is Pablo 25 years old?           | 3. Yes, she is.     |
| d. Is Elena a chef?                 | 4. No, she isn't.   |
| e. Is Pablo a teacher?              | 5. No, they aren't. |
| f. Are they Chilean?                | 6. No, he isn't.    |

Now, the teacher will demand students to close their notebooks and he will start asking the questions in order to find if they remember the answers. Once again, he will grade the participation.

Following, the teacher will give students a short text (appendix 9), which they will have to complete by using some words in a box. Before starting filling in the teacher will ask some question such as, "how old is he?", "is he married?" and "where is he from?"

Next, he will elicit what capital letters are and when they are used. Next, students will re-read the text, find the mistakes related to capital letters and correct them.

Afterwards, students will write their own text based on a famous character they select. They must follow the text previously worked.

They must write about

Name

Age

Place of birth  
Occupation  
Marital status  
Home  
Email  
Phone

(The teacher will teach vocabulary related to the marital status)

### **Reading**

Finally, students will receive an e-mail written by Katie to Sandra. Firstly, the teacher will ask students about what is happening on the picture. After, he will introduce three words: *manager, engineer and nurse*.

Now, students will read the text silently, then as a class, they will share unknown vocabulary.

Next, all the students will read the text loudly; each one will read a sentence.

Afterwards, they'll complete a chart about the family using the information of the text. (Some information is missing).

Finally, the teacher will complete the chart and will grade the participation and will ask some true-false questions in order to know if students understood the reading.

- a. Fer is a student. \_\_\_\_\_
- b. Mary is married. \_\_\_\_\_
- c. Javier is Chilean. \_\_\_\_\_
- d. Claudia is a doctor. \_\_\_\_\_

- **CLOSURE**

After each topic has been explained, developed, practiced and worked, the teacher will assign some homework that students have to carry out. There will be two homework in total.

Firstly, Students will have to write an email addressed to a friend, they will select five family members and write information about them including the age, favorite color and all the vocabulary previously learnt. The teacher will emphasize that students cannot copy the e-mail worked on in class. The teacher will give to students his e-mail address and they will deliver the homework via internet.

This homework will be assigned on Tuesday April 3<sup>rd</sup> and the deadline will be on Friday April 6<sup>th</sup>.

As a second homework, students will have to present an oral presentation in which they'll describe the family members and tree they made in class. The description must contain the age and the job, also they must use the Saxon adjective as they wish. The presentation must last from 1 to 2 minutes. (There's not an assigned date yet)

In the third homework, students will use the e-mail they wrote for the first homework. However, this time, they will add information such as the job, nationality, marital status and place of birth. They must write about the five members they wrote. If they did not, they have to do it. Besides, the previous information: name, age and favorite color must be added too.

### Appendix 1 Simpson family



### Appendix 2

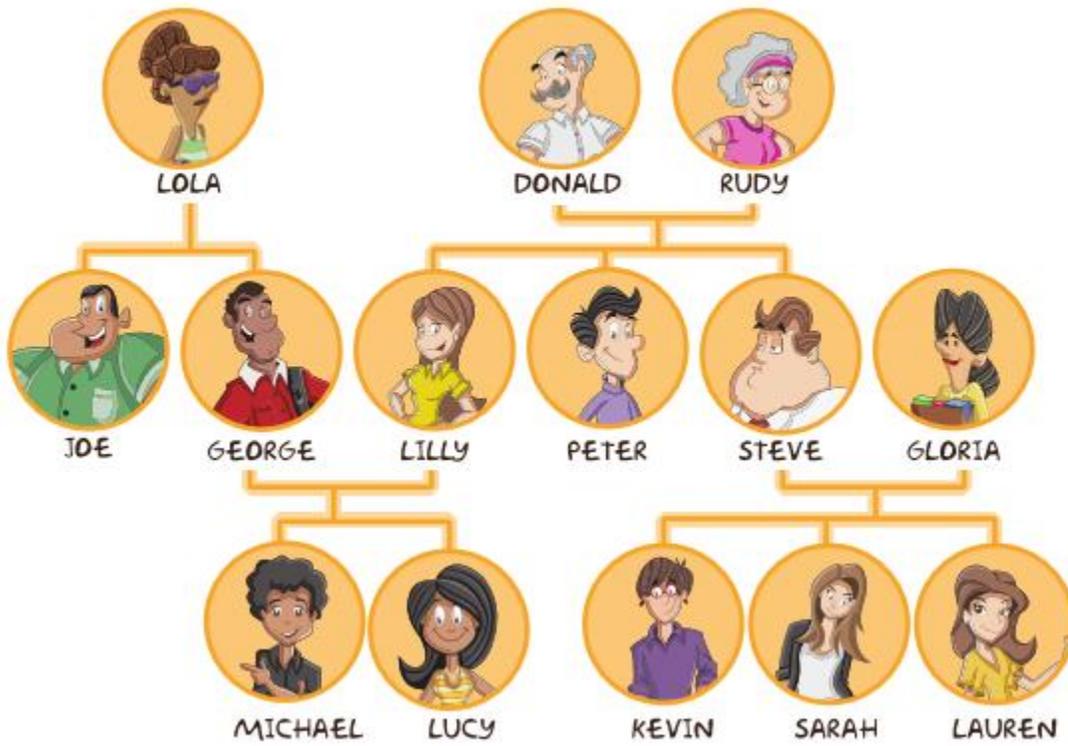


Hi Anna,  
 My family is great! My father is 42 years old. His name is Cesar.  
 My mother is Angie and she's 39 years old. My brother Richard is  
 seventeen and my sister Jenny is thirteen. What about your family?  
 Write back soon!  
 Laura

	Name	Age
Father		
Mother		
Brother		
Sister		

Appendix 3

The Williams Family



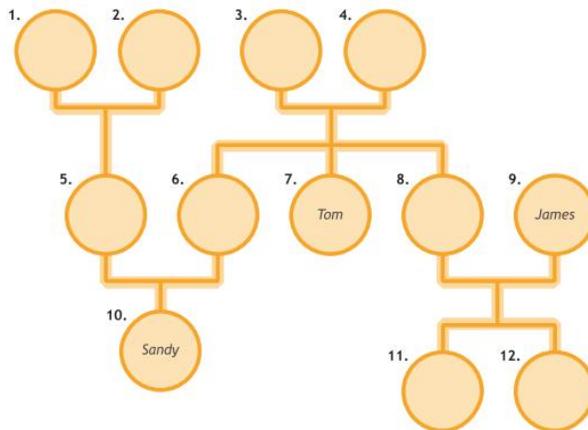
Appendix 4

- a. Felipe's family    b. Caroline's family    c. Jenny's family    d. Mateo's family.



Appendix 5

Hi, I'm Sandy and this is my family tree. My parents are Nancy and José. They are good parents. I'm an only child, but I have two twin cousins. Carlos is very clever and Cesar is funny. They are my Aunt Patricia's sons. She is very nice. Uncle James is their father. My mum's brother is Tom and he is single. He's my favourite uncle. He's great. Doris and William are married. They are my father's parents. Martha and Juan are my mother's parents. They are divorced. My grandmothers are both lovely and kind. My grandfathers are amazing!!



Annex 1



Annex 2



Annex 3

Complete the following Interview answering the questions and using the studied modal verbs.

Int: well, \_\_\_\_\_ everybody. I'm here in \_\_\_\_\_ accompanied by a world famous character who will answer some questions I will ask.

\_\_\_\_\_. How are you?

F.C: \_\_\_\_\_

Int: I'm fine, thanks. I know you have some amazing abilities. What can you do?

F.C: \_\_\_\_\_

Int: what can't you do?

F.C: \_\_\_\_\_

Int: Next question. What couldn't you do when you were 10 that you can do now?

F.C: \_\_\_\_\_

Int: What could you do when you were a child?

F.C: \_\_\_\_\_

Int: What will you be able to do in the future?

F.C: \_\_\_\_\_

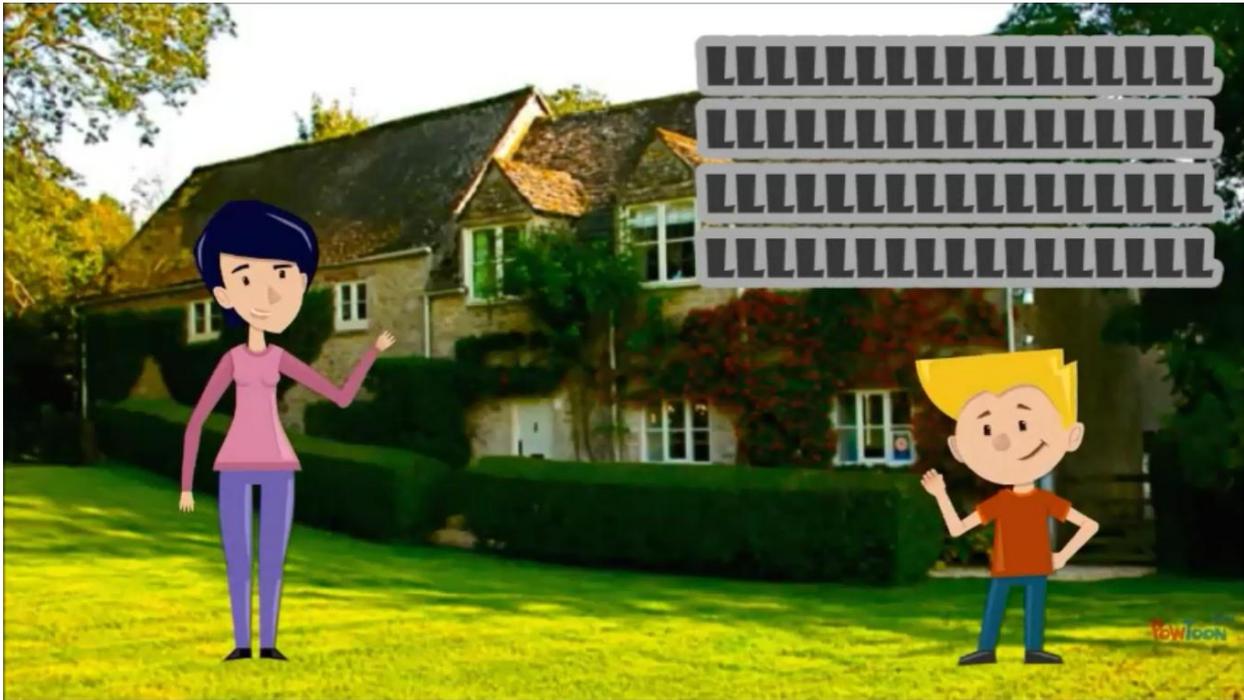
Int: O.k that's all. Thanks so much. Good bye.

F.C: \_\_\_\_\_

Annexe 4



## Annex 5



## Annex 6

### Entrevista

#### OBJETIVO:

Recolectar información acerca de la percepciones y opiniones de los estudiantes sobre el uso de role plays y videos como herramientas pedagógicas al igual que sobre su proceso de aprendizaje con los mismos.

1. ¿cuál fue su experiencia trabajando con videos en clase?
2. ¿Podría hacer un contraste entre el primer y segundo video?
3. ¿Considera que con los videos se facilita la comprensión de una lengua extranjera hablada?
4. ¿Cómo fue su proceso de preparación de los role-plays?
5. ¿cuál fue su experiencia al presentar el role-play?

## Annex 7

### Reflexiones semanales

#### Primera Semana. Del 12 al 14 de marzo 2018

La presente fue la primera semana del proceso de práctica integral en la sede José Rafael Faría. Debido a eventos llevados a cabo en la semana anterior no pude comenzar con los temas que me habían sido asignados para los grados 10° y 9°. Sin embargo, mi supervisora me asignó el tema de *presente y pasado continuo* para realizar una clase de repaso el día martes para los cursos de 10°, y para el curso de 9° debía supervisar un quiz de verbos. Además, hay que aclarar que el lunes no hubo jornada académica debido a la jornada electoral realizada el día anterior.

El martes trabajé con todos los cursos. La supervisora trabajó con la mitad de estudiantes de cada curso en el aula mientras que yo trabajé con el resto en el laboratorio de lenguas., Llegué, me presenté y les expliqué todo el proceso que voy a tener en estas 10 semanas, todo lo dije en Inglés y me di cuenta que muchos no entendieron, así que lo repetí todo pero más resumido, hablando más despacio y usando más el lenguaje corporal. Esta vez la gran mayoría entendió lo que dije. Una vez que llegó la supervisora, ella les dijo de qué se iba a tratar la clase y lo de la división del curso en español. Así que me dirigí al laboratorio con 13 estudiantes. Las reglas de clase las dije en español, y luego procedí a hablar en inglés el resto de la clase, hablando claro, pausado y usando el español cuando era necesario. Para el repaso de gramática usé el tablero, yo les hacía preguntas como *what am i doing now?* Alguien respondía *talking* y yo le decía que dijese una oración completa, para lo cual terminaba diciendo *the teacher is talking*. Durante esta primera parte de la clase traté de que toda fuese una interacción entre los estudiantes y yo más que simplemente ponerme a escribir. Les hacía preguntas como *what are they doing?* O *what is she doing?* Siempre buscando que me respondieran. Incluso, cuando lo hacían en español les

decía que lo dijese en inglés. De la misma manera explique el presente y pasado continuo en sus tres formas afirmativo, negativo e interrogativo, además de hacer un repaso de la conjugación del verbo *to be* en presente y pasado. Luego, dividí a los estudiantes en dos grupos e hice un concurso de dos etapas: en la primera, ellos debían seleccionar un participante a quien le mostraba una imagen y debía escribir la acción en el tiempo continuo y en las tres formas. En la segunda fase, había siete imágenes pegadas en la pared de gente realizando alguna acción, cada grupo seleccionaba un participante, yo leía la oración en inglés, por ejemplo, *he is writing a letter*, y ellos al mismo tiempo debían correr, el primero en tomar el marcador, señalar la imagen correcta y escribirla correctamente en el tablero obtenía un punto. Así la clase acabó.

Esta misma secuencia la llevé a cabo en los dos cursos de 10° que tengo.

Como aspectos para mejorar, algo que no hice en la primera clase fue pedirles que tomaran apuntes ya que caí en cuenta al final, pero sí lo hice para la segunda. También, el uso del tablero, ya que mi letra es muy grande y tan solo con escribir tres oraciones ya ocupaba la mitad de este. Por otra parte, cuando le preguntaba a alguien que me hablara en inglés y no lo hacía, simplemente le preguntaba a alguien más. Por esta razón, para futuras explicaciones deberé insistir o dar motivación especialmente a los estudiantes que no hablan.

Como último, el uso del inglés. Al comienzo de ambas sesiones lo utilicé al 100% sólo usando el español para hacer hincapié en aspectos necesarios. No obstante, en ambas sesiones al verme “cogido” del tiempo, decidí hacer la última fase del concurso en español para que los estudiantes entendieran todo. Por eso, para clases futuras no debo dejar de un lado el inglés así el tiempo no me alcance ya que los estudiantes van a perder el contacto con la lengua.

Aspectos positivos, tuve un total control de las clases, ya que controlé los nervios y a los estudiantes, y que todo lo que preparé para las sesiones se pudo hacer. También, el uso del video beam me fue muy útil y el concurso, lo cual hizo que las clase fuese más divertida, dinámica y participativa.

Por otra parte, para el grado 9°, me presenté y expliqué todo mi proceso de práctica y mis reglas de juego. Sin embargo, esta vez todo lo dije en español ya que pensé que no perdería tiempo. En esta clase, ellos tenían una presentación oral de un dialogo el cual debía calificar. Pero antes, yo debía explicar cómo se decía el número telefónico y el correo electrónico.

Comencé por mostrar mi celular, preguntar *what is this?* Y *what do i use it for?* A diferencia de los décimos, este curso me participaba más así fue más fácil la explicación. Usé el inglés en un 90% y el español para clarificar la explicación. También, fomenté que los estudiantes me leyeran mi correo y mi número de celular, además que ellos escribieran los suyos y que dos los leyeran. El resto de la clase fueron los diálogos.

Al comienzo di el feedback en inglés, pero al ver que cometían los mismos errores cada vez, decidí hacer feedback en español.

De nuevo debo mencionar el uso del tablero, debido a mi letra ocupo mucho espacio. También para futuras clases debo encontrar la manera de hacerme entender en inglés para así no recurrir tanto al español.

El resto de la semana tanto para 10° como para 9° el miércoles y jueves fueron la presentación de dos exámenes, los cuales supervisé y el día viernes no hubo jornada académica debido a la celebración del día de san José.

## **Segunda semana. Del 19 al 23 de Marzo 2018.**

Durante esta semana, de las 12 horas de clase sólo pude realizar cuatro y además, no pude dictar ninguna hora al curso de 10-06, ya que el día lunes fue día festivo, el miércoles se llevó a cabo una jornada de paro, el día jueves no se realizó la última hora de clase debido a que el papá de una de las profesoras falleció y todos los estudiantes salieron más temprano y el día viernes se realizó un viacrucis y no se llevaron a cabo las tres últimas horas.

Considero que esta semana estuve más tranquilo al momento de realizar las clases ya que había trabajado con los tres cursos la semana anterior y ya sabía a qué me enfrentaba. Comencé con un tema nuevo y traté de hablar lo que más pude en inglés, aunque al ver que los estudiantes no podían entender algunas cosas aunque me esforzaba por hacerme entender, ya sea con expresión corporal debía recurrir al Español debido principalmente a que como sólo contaba con dos horas esta semana debía completar el tema y no podía demorarme mucho tiempo.

Como segundo aspecto, esta semana mejoré el uso del tablero aunque aún me falta mucho por mejorar ya que mi letra es muy grande y a veces me doy cuenta q ocupo el tablero con poca información. Así que decidí hacer planas en el tablero del laboratorio en mis horas libres.

Por otra parte, en términos de la indisciplina ya controlo a los estudiantes que molestan, aunque cuando un estudiante me llama me enfoco solo en él y los demás vuelven a hacer indisciplina. Entonces, he decidido fomentar una estrategia nueva para la siguiente semana de clase con miras a controlar aún más el desorden y la indisciplina, y la participación, debido a que muchos estudiantes no participan en clase aunque ya logré que participen más en relación a las clases pasadas.

Además, esta semana implementé una estrategia en la cual los estudiantes participaran más activamente en la clase y que no sólo sea yo el que habla y ellos escriban. También, sigo con la táctica de los puntos la cual fomenta la motivación y participación de los alumnos ya que estos puntos son un premio para ellos porque representan una mejor calificación.

Finalmente, como aspectos a mejorar, el dominio del tablero, y el control del desorden.

### **Tercera semana. Del 2 al 6 de abril de 2018.**

A comparación de las dos primeras semanas en las que he dictado clase, considero que esta semana ha sido la mejor en muchos aspectos. Sin embargo, como primer aspecto debo mencionar que el día lunes no hubo jornada académica y el resto de la semana sí tuve todas las horas completas. Considero que esta semana estuve mucho más tranquilo al momento de dictar las clases aunque durante toda la semana con el curso de 10-06 noté que la mayoría de estudiantes estaban “metidos” en la clase y aunque les llevé juegos y nuevas actividades, varios de ellos mostraban gestos de disconformidad o disgusto. En adición, debo mencionar que esta fue la primera semana completa en la que tuve clase con ellos ya que en la primera y segunda semana había perdido casi un 100% de las horas con ellos. Por esta razón, he decidido desarrollar una nueva estrategia de enseñanza para ver cómo reaccionan.

Por otra parte, pienso que he avanzado en mi proceso de mejora en la utilización del tablero durante las clases, ya que empleé el método de dividir el tablero en dos porque así me queda más fácil no sólo escribir derecho sino utilizar el mayor espacio posible .y en cuanto la letra también la he mejorado aunque a veces se me olvida y escribo grande.

Como tercer aspecto, me di cuenta que la mayoría de los muchacho de los tres cursos no tienen mucho vocabulario lo cual se les hace muy difícil entender lo que les hablo en Inglés así use lenguaje corporal o imágenes, entonces con mi supervisora implementamos trabajos de traducción para que ellos aprendan nuevas palabras, también he llevado lecturas para que ellos lean en voz alta y así mejorar la pronunciación tanto individual como colectiva.

Durante la semana santa pensé en la estrategia para que los estudiantes participen más en clase y para controlar la indisciplina. Decidí que le iba a dar a cada uno una nota de cinco hasta el final del periodo, y este cinco debían mantenerlo y si no participaban o molestaban en clase este iba a bajar más nunca subiría. Entonces, mi supervisora me sugirió que en vez de que sea una nota individual esta fuera colectiva, así si un estudiante fomenta la indisciplina, no participa cuando se le pedía, llega tarde, no cumple con trabajos signados, dice groserías, todo esto bajaba la nota general del curso. Así entre los mismos estudiantes se controlan la disciplina y ellos mismos se “obligan” a trabajar más activamente en clase.

Por otra parte, esta semana comencé a trabajar en todas las competencias que más pude con los grupos, con 9° y 10-05 trabajé escucha, lectura y escritura, y se les asignó una tarea en la cual deben hacer un podcast y enviármelo. Para ellos fue difícil ya que no están acostumbrados a ejercicios de escucha ni a las lecturas pero decidí seguirlas haciendo para que ellos las mejoren y aprendan nuevo vocabulario que les va a servir para las pruebas Saber 11.

Como aspecto que debo mejorar, considero que a veces al momento de hablar uso vocabulario que no es el adecuado para las clases, como jergas o ciertas expresiones. Aunque no son groseras pero si no son las más convenientes.

#### **Cuarta semana. Del 9 al 13 de abril de 2018.**

Primero debo mencionar que el día miércoles no hubo jornada académica. Por otra parte, esta cuarta semana fue muy productiva ya que mi supervisora y yo estuvimos a cargo de la disciplina, en la cual debíamos estar pendientes de los alumnos durante la entrada, la salida del colegio y durante el descanso.

La disciplina fue un poco dura ya que muchos de los estudiantes a los cuales no les dicto clase aún no me ven como una figura de autoridad como al resto de los docentes, así que tuve que ser muy serio y pararme firme, por ejemplo al momento de decirles que se salieran de los salones, que no molestaran o que hubiese respeto hacia los compañeros. Sin embargo, mantuve mi posición e hice que me hicieran caso, ya que si no lo hacía iba a perder la poca autoridad que tenía en ese momento.

Como segundo aspecto, la semana pasada mencioné que tenía dificultades con un curso el cual pensé que no le gustaba la clase de inglés. Entonces, esta semana decidí ser más dinámico con ellos e incluso se habló con ciertos estudiantes que eran la causa de este problema. Y durante las clases ellos estuvieron más activos y con una mejor actitud que la vista la semana pasada.

Además, hoy viernes durante una clase que ellos tenían libre, entré al salón para cuidar un trabajo que estaba adelantando una estudiante y aproveché para hablar con ellos de temas no-académicos, les pregunté cosas de ellos y ellos me preguntaban a mí, nos reímos y todo fue genial. Pienso que esto me sirvió mucho para romper el hielo y para mostrarles que yo no soy la persona que ellos pensaban que era, un chico amargado. Esto ocurrió antes de la última clase y durante esta vi un mejoramiento del 100% de los alumnos, ya me participaban más, preguntaban, estaban más animosos; aunque aún hay algunos que no lo hacen pero pienso que esto se logrará poco a poco.

Y con los otros cursos ya he podido romper el hielo y tengo una buena relación con todos, pero manteniendo mi rol como docente, aunque a veces tiendo a llegar a cierto límite ya que como yo me expreso en mi vida cotidiana no es la adecuada al dirigirme a un alumno.

Como tercer aspecto, ya he mejorado la utilización del tablero en un 100%, he mejorado mi escritura y ya no escribo chueco, aunque aún tengo que mejorar.

Como cuarto aspecto, he visto que los estudiantes me comprenden más cuando uso el inglés. No obstante, mi supervisora les pregunta en español y eso hace que ellos ya no piensen el Idioma que están aprendiendo.

Finalmente, he decidido implementar ejercicios basados en las cuatro competencias tanto para decimo como para noveno para que los estudiantes las mejoren y tengan un contacto más profundo con el inglés así sea poco a poco.

#### **Quinta semana. Del 16 al 20 de abril de 2018.**

Esta semana solo dicté cuatro horas de clase ya que el señor rector del colegio falleció el día lunes y debido a ello solo hubo clase los días jueves y viernes.

Esta semana las clases estuvieron muy entretenidas ya que llevé diversos tipos de actividades para los alumnos. Además, debido a que ya rompí el hielo con todos los cursos y que llevé dulces los alumnos estuvieron más activos y participaban más en las clases.

No obstante, durante las clases utilicé el inglés en un 90% de las clases pero mi supervisora preguntaba en español y me dijo que tratara de usar más la L1 en la clase, lo cual me incomodó

un poco ya que pienso que es más provechoso usar el inglés en un 90% de la clase y solamente usar la L1 para explicaciones concretas.

El día viernes no se hizo la clase normal sino que se les asignó a los cursos un taller de una sopa de letras la cual duró la hora de clase.

Finalmente, considero que he mejorado muchísimo en todos los aspectos, el tablero, la confianza al dictar, el cómo me dirijo a los estudiantes, el dominio de la clase y las explicaciones.

### **Reflexión de la Sexta semana. Del 23 al 27 de abril de 2018.**

Esta semana solo dicté cuatro horas de clase ya que el día lunes se llevaron a cabo las pruebas de eficacia del primer trimestre. El miércoles, los cursos estaban en un evento de Educación Física, el jueves la profesora utilizó las horas de inglés para desarrollar actividades de la materia de Ética y el viernes hubo un concurso con ambos cursos.

Durante las clases que dicté esta semana me di cuenta que los cursos de décimo se sienten más motivados a participar cuando llevo dulces que cuando se ofrecen puntos de participación. He visto que su actitud ha mejorado considerablemente a diferencia del curso de noveno el cual siempre ha sido muy activo y participativo en la clase.

El día martes mi tutora fue a observarme, y el tenerla a ella junto a mi supervisora calificándome al mismo tiempo me hizo sentir un poco nervioso. Pero traté de no mirarlas para sentirme más tranquilo. Esa clase fue muy entretenida ya que llevé una actividad que a mis profesoras les

gustó. No obstante, considero que fallé al momento de supervisar el trabajo que les puse a hacer a los chicos y también con la cinta que llevé para pegar las actividades que llevé.

En términos del idioma, usé el inglés lo que más pude e usé el español sólo cuando lo creí necesario. Además, me di cuenta que la mayoría del curso me entendió cuando hablé en inglés y los que no, entendieron un poco, no estaban tan perdidos.

Otro error que me di cuenta fue que no medí muy bien el tablero cuando pegué los ejercicios ya que el espacio no me alcanzó y tuve que pegar en la pared.

Como aspecto positivo, pienso que en mi metodología de enseñanza me gusta hacer que los estudiantes hablen lo que más puedan en inglés, así no sea mucho pero que al menos lo intenten para luego corregirlos. Así fue que manejé las actividades del día martes.

Como aspecto a mejorar, considero que debo analizar bien los materiales que voy a utilizar y el cómo los voy a usar para evitar inconvenientes tales como los de la pared.

### **Reflexión de la Séptima semana. Del 30 de abril al 4 de mayo de 2018.**

Esta semana no hubo jornada académica los días lunes y martes; y junto a la supervisora se decidió comenzar de nuevo los talleres que se habían comenzado a llevar a cabo con todos los tres cursos. Así que esta semana estuvo destinada a realizar y concluir los talleres y las actividades, las cuales todas fueron hechas satisfactoriamente.

Este hecho me sirvió mucho para volver a instruir las actividades teniendo en cuenta los errores que había cometido la primera vez, como por ejemplo, la buena distribución del tablero y el orden del taller en sí.

Con el curso de noveno trabajé con dos actividades de escucha y dos de comprensión de textos, así que tuve que trabajar en mis capacidades para hacerme entender cuando explico a fin de que todos los estudiantes entendieran. Pienso que logré mi cometido ya que al ver las calificaciones me di cuenta que todos los estudiantes realizaron correctamente lo que se debía hacer aunque su calificación no hubiese sido la mejor.

Por otra parte, un aspecto que me di cuenta en un curso de decimo fue que hay estudiantes muy distraídos y aunque explique lo que haya que hacer y lo repita y lo repita muchas veces, y luego pregunte en español si entendieron, ellos no dicen nada y luego durante el desarrollo de la actividad interrumpen preguntando “¿qué hay que hacer?”. Además, esta semana les coloqué a hacer la segunda traducción del año, en la cual les fue muy bien a comparación de la primera.

Como aspectos para mejorar, mi supervisora me dijo que al comenzar la clase debo explicar lo que se debe hacer antes de entregar el material para evitar que los estudiantes presten atención y no se distraigan, ya que pues quería ahorrar tiempo y expliqué mientras entregaba.

Por otra parte, durante una clase vi un error que un estudiante hizo y me pareció chistoso y pues me reí, aunque no lo hice con mala intención o con burla pero el estudiante lo tomó así y se quejó con mi supervisora. Entonces este sería mi nuevo aspecto a mejorar.

**Reflexión de la Octava semana. Del 7 al 11 de mayo de 2018.**

Esta semana no hubo jornada académica los días miércoles y jueves. Durante esta semana se llevó a cabo la explicación del tercer grupo de verbos modales y se hizo el respectivo taller con los grados decimo.

Como primer aspecto a mencionar, mi supervisora me indicó que con miras a que me rindiera el tiempo tratara de usar menos el inglés para las explicaciones para evitar que perdiera el tiempo haciéndome entender cuando los estudiantes no entendieran. Por eso, pienso que esta fue la principal razón por la cual el tiempo rindió más. No obstante, la manera en como expliqué, teniendo en cuenta el tablero, los ejemplos y el material didáctico más que en el uso del Español, fue la mejor que he hecho en todo el proceso de prácticas, ya que la gran mayoría sino todos los estudiantes entendieron debido a que el tema no era difícil pero si de cuidado y complejo. En la parte del desarrollo del taller tuve que improvisar un poco debido a que el video beam del aula de inglés se dañó y que el día viernes no hubo luz durante toda la mañana, así que tuve poner la información de las diapositivas en el tablero y cartulina.

Sin embargo, pese a todas las dificultades todas las actividades propuestas fueron desarrolladas exitosamente. También, debo mencionar que he mejorado mucho en el uso del tablero y en relación al incidente de la risa, sólo lo hice cuando los estudiantes lo hacían, de resto mantenía una actitud sería cuando me enfrentaba a una situación similar.

Por otra parte, en el grado noveno realicé la última parte del taller y llevé a cabo la segunda traducción. Aunque también se me limitó el uso del inglés con este curso, ellos me entienden mucho más que los grados decimo cuando les hablo en inglés. Por ende con noveno sí intercalaba ambos idiomas. Además, tomé en cuenta lo que mi tutora me había corregido durante la observación y decidí no perder mucho tiempo pegando los materiales en el tablero y supervisar a los estudiantes durante el desarrollo de sus actividades.

Finalmente, debo recalcar que me sentí muy cómodo y “relajado” mientras conducía todas las clases ya que finalmente aprendí a cómo controlar a todos los cursos manejando mi tono de voz y regañando, debido a que antes me preocupaba si los estudiantes pensaban que era un cascarrabias o algo parecido.

### **Reflexión de la Novena semana. Del 14 al 18 de mayo de 2018.**

Esta semana no hubo jornada académica los días lunes, martes y viernes. Durante esta semana llevé a cabo la explicación del cuarto y último grupo de verbos modales y se hizo el respectivo taller con los grados decimo.

Como primer aspecto a mencionar, esta semana conduje las clases sin que mi supervisora hiciera ninguna interrupción ni comentario en ningún momento, eso significaba que estaría sólo en la clase ya que normalmente ella remarca cosas que yo digo o dice cosas que yo olvido decir. Esto hizo que estuviese nervioso durante un minuto de la clase, así que hice algo que sólo hice durante las primeras dos semanas y que mi supervisora me había dicho q tratara de no hacer más, una actividad. Esta no era de warm-up ni estaba basada en algo académico, era simplemente una dinámica cuyo objetivo era generar risa y hacer el ambiente más agradable. Esto le dio un giro de 180° a la clase ya que los chicos la empezaron con más entusiasmo. La explicación como tal fue rápida y sencilla, ya que la hice en su mayor parte en español tal y como me lo había indicado la supervisora. Mi dominio con el tablero fue mejor aunque tuve problemas con el tamaño de la letra, pero esto lo mejoré durante la misma explicación pero al otro decimo. Los estudiantes entendieron y la siguiente clase, en el caso de 10-05, fue el taller en el cual a la gran mayoría les fue muy bien. En el caso de 10-06, sólo se hizo la explicación del tema, una vez más me sentí

muy cómodo mientras explicaba ya que, controlaba a todos los estudiantes manejando mi tono de voz y regañando.

En el curso de noveno las clases fueron más sencillas ya que en la primera hora ellos debieron hacer una producción escrita basada en todos los temas vistos. Yo los supervisaba y aclaraba sus dudas y al calificar me di cuenta que la mayoría del curso tiene un buen nivel de inglés siendo esta la primera de ellos en hacer una producción escrita en el año.

Finalmente, durante la segunda hora desarrollaron un listening con un video el cual les serviría para desarrollar un juego de roles que será una nota. Antes de ello, les expliqué como era la dinámica del video, qué debían hacer, cómo lo debían hacer y el vocabulario & gramática desconocidos que iban a enfrentar. Considero que la explicación fue muy buena ya que los estudiantes expresaron conformidad al culminar el video.

### **Reflexión de la Décima semana. Del 21 al 25 de mayo de 2018.**

Esta semana llevé a cabo todas las horas de clase en las cuales concluí exitosamente todos los temas propuestos con los tres cursos, en el caso de décimo grado los verbos modales y con noveno la lección 5 y 6 del libro del ministerio de educación colombiano.

Durante la semana estuve muy calmado y ansioso ya que esta era mi última semana en la cual sería profesor. También, mientras dictaba las clases se me notaba un poco la tristeza ya que le había cogido cariño a los estudiantes y al colegio.

A comparación de la primera semana y esta, considero que mejoré en un 100% en todos mis aspectos, aunque considero que aún puedo aprender y mejorar. Además, esta experiencia me

ayudó a formar mi perfil profesional ya que me aprendí que es ser un profesor y cómo este se debe comportar en el contexto.

Estoy muy feliz con mi progreso, mis experiencias y mis aprendizajes.

## Annex 8



Annex 9

**FICHA PARA ANÁLISIS DEL VIDEO DE LA SECUENCIA DE CLASE**

**NOMBRE ESTUDIANTE QUE DESARROLLA LA CLASE:** Manuel Alejandro Delgado

**NOMBRE ESTUDIANTE QUE ANALIZA EL VIDEO:** Emerson Smith Baños Siza

**TIEMPO DE CLASE OBSERVADA:** 19 minutos 34 segundos

<b>CRITERIO A OBSERVAR</b>	<b>COMENTARIOS DE LOS ASPECTOS OBSERVADOS DE LA CLASE</b>	<b>ASPECTOS POSITIVOS</b>	<b>ASPECTOS POR MEJORAR</b>
<b>METODOLOGÍA</b>			
Número de actividades implementadas	<b>Dos actividades implementadas en la clase</b>	Hizo uso del tablero – marcador  Hizo uso de unos carteles en el tablero	Debe involucrar más los estudiantes a la clase y no solo él solo.  Me gustó que puso a trabajar a dos estudiantes juntos y no lo dejó por fuera de la clase.
Qué habilidad se trabajó más	<b>El docente trabajó Gramática, vocabulario, and pronunciación también.</b>	Me gusta que aclara dudas de los chicos.	Debe reforzar lo que explica con el uso de la lengua materna ya que en algunos casos se evidenció que los chicos no entendían por completo en Ingles.
Evidencia un plan de clase. Utiliza actividades que evidencian la apertura y cierre de la clase	<b>No hay un cierre de clase ni un plan dicho al principio que evidencie lo que se va a desarrollar durante la clase.</b>	Hace uso del Inglés con un lenguaje básico lo que es muy bueno.	Hacer uso de un Warm-up con el tema que se iba a tratar por ejemplo: Llevar unos carteles o unas flashcards que ilustren el significado de cada adjetivo

La clase evidencia un trabajo de los objetivos lingüísticos, comunicativos y sociocultural	<b>Se evidencia claramente el objetivo lingüístico como lo es la enseñanza de la gramática, el comunicativo ya que da comandos de algunas expresiones y el hecho de repetir lo que el profesor dice;</b>	<b>Buen uso del tablero</b>	<b>Creo que es primordial llevar un video o un cartel que capte la atención de los chicos al enseñar adjetivos.</b>
Desarrolla actividades que privilegian los objetivos lingüísticos, comunicativos y sociocultural	<b>Solo noté uso del tablero y unos carteles para ilustrar lo que había explicado con anterioridad.</b>		<b>Se debería dejar como tarea profundizar más sobre el tema en casa o asignar una consulta para evaluar la próxima clase.</b>
Desarrolla las competencias subyacentes (fonética, sintáxis, etc)	<b>Corrige a los estudiantes inmediatamente el error es cometido</b>	<b>Explica excepciones, factor que es fundamental en el aprendizaje de una lengua extranjera</b>	<b>Presenta algunos errores al momento de pronunciar ciertas palabras</b>
Utiliza variedad de material didáctico	<b>No mucho, se centró mucho en el uso del tablero</b>	<b>Los carteles estaban llamativos</b>	<b>Debería escribir un poco más grande y otro tipo de material como videos, imágenes, diapositivas</b>
Emplea material auténtico	<b>No se evidenció material autentico</b>		
Tiene en cuenta los diferentes estilos de aprendizaje	<b>Ni se evidenció mucho</b>		<b>Tener muy presente otros estilos de aprendizaje</b>
Centra el desarrollo de la clase en sí mismo			
Centra el desarrollo de la clase en los estudiantes	<b>Incentiva a los chicos a participar en la clase</b>		<b>Se enfoca y se esmera que los estudiantes aprendan el tema.</b>
Tipos de actividades desarrollas en la clase	<b>Estuvo enfocado mucho tiempo en el tablero – marcador.</b>		

	<b>Solo dos actividades con relación al tema</b>		
<b>INTERACCIÓN</b>			
Facilita la participación de los estudiantes	<b>Si, de hecho los incentiva a participar</b>		<b>Muchos de ellos se sentían cohibidos al momento de hablar porque no entendían debido al exceso del Inglés en la clase</b>
Da instrucciones precisas a los estudiantes			
Da tiempo suficiente a los estudiantes para que respondan a las actividades propuestas			
Propicia actividades que involucran el trabajo en grupo			
Orienta el trabajo de los estudiantes (individual y grupal)			
Corrige los errores de los estudiantes	<b>Hace su respectiva corrección una vez cometido el error</b>		
Refuerza continuamente el aprendizaje de los estudiantes	<b>Refuerza el tema en varias ocasiones</b>	<b>Se interesó en clarificar las dudas de los estudiantes.</b>	
Circula por el aula atendiendo las necesidades de los estudiantes			<b>Estuvo mucho tiempo en el tablero y poco pasó por el salón observando los chicos.</b>
Usa elementos paraverbales y no verbales para facilitar la		<b>Utiliza muy bien elementos paraverbales.</b>	

comprensión de los estudiantes		<b>Hace uso de elementos no verbales para ilustrar algunas cosas y captar la atención de los estudiantes</b>	
<b>COMPETENCIAS COMUNICATIVAS</b>			
Domina los contenidos trabajados durante la clase		<b>Domina muy bien los contenidos trabajados en clase</b>	
Se expresa correctamente en forma oral o escrita en la lengua extranjera		<b>Se expresa bastante bien en la forma oral. En la escrita casi no se evidenció en la clase</b>	
Alternar el uso de la lengua materna y la extranjera	<b>Mucho uso del inglés y poco de la lengua materna</b>		<b>Debe hacer una mezcla entre ambas ya que los chicos no entendían mucho</b>
<b>EL ESTUDIANTE</b>			
Participa individual o grupalmente de forma activa durante la clase	<b>Los chicos mostraron empatía hacia la clase y participaban de manera individual y grupal</b>		<b>Debe involucrar más a que los estudiantes participen</b>
Participa activamente en actividades orales o escritas	<b>Muchos de ellos participaron de manera individual y en promedio normal</b>		<b>Debería promover con notas o bombones a que los chicos se interesen a participar o en algunos casos escoger al estudiante y hacer la pregunta</b>
Sigue las instrucciones del profesor	<b>Los estudiantes muestra respeto e interés hacia la clase y al docente</b>	<b>Se evidencia el respeto de ambas partes en la clase</b>	
Muestra respeto y disciplina hacia el profesor y sus compañeros	<b>Se evidencia un claro respeto de los estudiantes para con el profesor</b>		
<b>ASPECTOS EMERGENTES</b>			

Aspectos que influyeron en el desarrollo de la clase		<b>La clase lleva el mismo ritmo y esto hizo que los estudiantes se tornen un poco aburridos</b>	
Otros aspectos a mencionar que no están contemplados en la parte superior			



# May/might

He	May, might		know, be ill
He	May, might	be	playing football
He	May, might	have	fallen ill



**Paraphrase the sentences with may/might.**

1. It is possible that he took his children to the Zoo.
2. Perhaps he is at home but I'm not sure.
3. Try this delicious drink: perhaps you will like it.
4. It is possible that the work has been carried out for a long time.
5. Perhaps there was a chance for him to win the match.
6. Perhaps Peter was capable as the old workers but he was given no chance to show his skills.
7. Don't call her. She is preparing for exams.

**Fill in may/might and appropriate Infinitive:**

1. Don't scold her: the task ... (to be) too difficult for her.
2. If they don't miss the train they ... (to arrive) in time.
3. I don't know where the money has gone. It ... (to steal).
4. She asked me if ... (to turn) on the light.
5. It's raining cats and dogs. I'm afraid it (not to stop) raining by the morning.
6. Don't throw the rest of the birthday cake. It ... (to want) for dessert.

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Name: .....  
Surname: .....  
Number: .....



# modal verbs



**CAN:** ability in the present, asking permission.

**COULD:** ability in the past, polite requests, asking permission politely

**MUST:** internal obligation  
**MUSTN'T:** prohibition

**HAVE TO:** external obligation  
**HAD TO:** obligation in the past

**NEEDN'T, DON'T HAVE TO,**  
no necessity

**WOULD:** polite or formal requests

**WILL:** offers, opinions, hopes, warnings, fears, suggestions, promises

**SHALL:** questions, offers with I and WE

- ✓ Fill in the blanks with proper modal verbs
- 1) When Susan was five, she \_\_\_\_\_ read and write.
  - 2) I \_\_\_\_\_ get up early today. Because it is Sunday.
  - 3) Birds \_\_\_\_\_ fly but lions \_\_\_\_\_.
  - 4) This bag is too heavy for you. \_\_\_\_\_ I help you?
  - 5) I \_\_\_\_\_ wear school uniform at my school.
  - 6) You \_\_\_\_\_ smoke here. It is forbidden.
  - 7) \_\_\_\_\_ you turn on the lights, please?
  - 8) I \_\_\_\_\_ help my mother with the housework. She is tired.
  - 9) If you go to bed late, you \_\_\_\_\_ be late for the school.
  - 10) You \_\_\_\_\_ do your homework if you want to go out.
  - 11) \_\_\_\_\_ you help me with the cleaning?
  - 12) I \_\_\_\_\_ drive to work last year but now I \_\_\_\_\_ as I moved to a new apartment.
  - 13) \_\_\_\_\_ we go out tonight?
  - 14) She \_\_\_\_\_ walk because she has broken her leg.
  - 15) Rose \_\_\_\_\_ obey the rules but she didn't.
  - 16) You \_\_\_\_\_ pay the taxes regularly otherwise you \_\_\_\_\_ be punished.
  - 17) You \_\_\_\_\_ park here. You \_\_\_\_\_ find a parkland.
  - 18) She \_\_\_\_\_ win the match because she was ill.
  - 19) We \_\_\_\_\_ buy tickets for the concert. Susan has already bought them.
  - 20) My father is very talented. He \_\_\_\_\_ paint very well.
  - 21) It is hot outside. You \_\_\_\_\_ wear your jacket.
  - 22) It is raining heavily. You \_\_\_\_\_ take your umbrella.
  - 23) You \_\_\_\_\_ use your mobile phone at the cinema.
  - 24) My mother \_\_\_\_\_ go to the dentist. She has a terrible toothache.
  - 25) \_\_\_\_\_ I borrow your camera tonight?
  - 26) You \_\_\_\_\_ touch it. It is too hot.
  - 27) You \_\_\_\_\_ be careful while driving.
  - 28) When I was a young man, I \_\_\_\_\_ run fast.
  - 29) \_\_\_\_\_ elephants jump? No, they \_\_\_\_\_.
  - 30) You \_\_\_\_\_ pick up these flowers. Otherwise, my mother \_\_\_\_\_ get angry with you.



# MUST-MUSTN'T-CAN-HAVE TO-DON'T HAVE TO

**MUST:** WE USE MUST WHEN WE FEEL AN OBLIGATION TO DO SOMETHING  
**EXAMPLE:** I MUST PHONE MY SISTER FOR HER BIRTHDAY

**MUSTN'T:** WE USE MUSTN'T WHEN WE ARE NOT ALLOWED TO DO SOMETHING  
**EXAMPLE:** YOU MUSTN'T EAT IN CLASS

**HAVE TO:** WE USE HAVE TO WHEN THE OBLIGATION COMES FROM EXTERNAL FACTORS  
**EXAMPLE:** I HAVE TO PAY TAXES

**DON'T HAVE TO:** WE USE DON'T HAVE TO WHEN WE ARE NOT OBLIGED TO DO SOMETHING  
**EXAMPLE:** I DON'T HAVE TO WRITE A LONG LETTER.

**CAN:** WE USE CAN TO TALK ABOUT OUR ABILITY TO DO SOMETHING  
**EXAMPLE:** I CAN SWIM

## CHOOSE THE RIGHT OPTION

- 1- I MUST / HAVE TO VISIT MY FRIEND. IT IS HER BIRTHDAY.
- 2- SAM HAS TO / MUST WEAR UNIFORM AT SCHOOL.
- 3- YOU DON'T HAVE TO/ HAVE TO GO TO THE SUPERMARKET. I'LL DO IT.
- 4- YOU DON'T HAVE TO / MUSTN'T SWIM IN THIS PART OF THE RIVER. IT IS VERY DANGEROUS
- 5- YOU MUST / DON'T HAVE TO DRINK A LOT OF WATER IN HOT WEATHER.
- 6- I CAN / MUSTN'T SWIM VERY FAST.
- 7- SHE DOESN'T HAVE TO / CAN'T BRING AN UMBRELLA. IT ISN'T RAINING.
- 8- I HAVE TO / MUST TIDY MY ROOM THIS WEEKEND.
- 9- WE HAVE TO /MUSTN'T ARRIVE LATE AT SCHOOL.

## REWRITE THE SENTENCES USING THE WORDS GIVEN

- 1- YOU ARE NOT ALLOWED TO TALK DURING THE TEST (MUSTN'T)  
.....
- 2- IT ISN'T NECESSARY TO BRING FOOD (DON'T HAVE TO)  
.....
- 3- I'M OBLIGED TO FINISH THIS LETTER BEFORE MIDDAY (HAVE TO)  
.....
- 4- YOU ARE NOT ALLOWED TO LEAVE THE CLASSROOM WITHOUT PERMISSION (MUSTN'T)  
.....
- 5- IT ISN'T NECESSARY TO PAY FOR THE TICKETS. THEY ARE FREE (DON'T HAVE TO)

# Up Close: What could that be? (1)

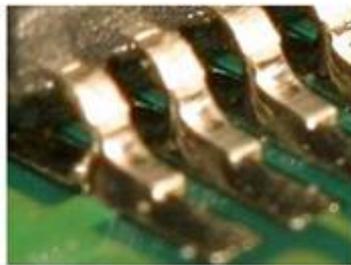
- Work in a team. Try to find out what the pictures represent.
- If you don't know, guess.
- Give a definition and write a brief description of the object.



Your answer: .....

Definition: .....

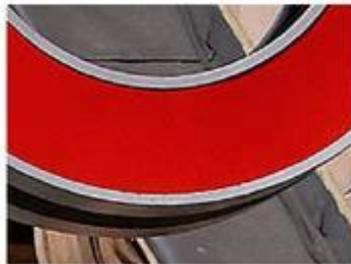
Example sentence: .....



Your answer: .....

Definition: .....

Example sentence: .....



Your answer: .....

Definition: .....

Example sentence: .....



Your answer: .....

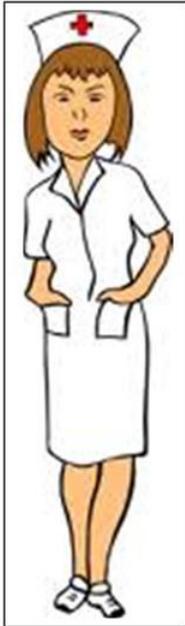
Definition: .....

Example sentence: .....

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Read and answer the questions please.



This is Nelly. She's a nurse. She's tall and thin. She works at the hospital. She looks after sick people.

She gets up at six o'clock in the morning. She takes a shower and puts on her clothes. Then she eats breakfast at half past six. At seven o'clock, she drives her car to the hospital.

Nelly starts work at eight o'clock. She cleans the rooms in the hospital. Then, she helps the doctors. At twelve o'clock, she has lunch. She goes home at five o'clock.

At home, she takes a shower and she cooks dinner. She has dinner at half past six in the evening. Then, she watches TV. At ten o'clock, she goes to bed.

1. What's her name? \_\_\_\_\_
2. What is she? \_\_\_\_\_
3. **Where** does she work? \_\_\_\_\_
4. **Is she** fat? \_\_\_\_\_
5. **Can she** drive a car? \_\_\_\_\_
6. **Does she** get up at six o'clock? \_\_\_\_\_
7. **Does she** eat breakfast at seven o'clock? \_\_\_\_\_
8. **Does she** cook dinner at the hospital? \_\_\_\_\_
9. **Does she** help the doctors? \_\_\_\_\_
10. **Does she** go to bed at night? \_\_\_\_\_
11. **What time** does she have lunch? \_\_\_\_\_
12. **What time** does she have dinner? \_\_\_\_\_
13. **What time** does she go to bed? \_\_\_\_\_

**DOG**



**MOUSE**



## Present simple 3<sup>rd</sup> person exercises

Fill the gaps with the verbs in the correct *Simple Present* form.

1. Anne (*work*)  in a school.
2. She (*be*)  a teacher.
3. She (*teach*)  English.
4. Her students (*come*)  from Colombia.
5. My brother's daughter (*go*)  to a good school.
6. she (*have*)  two brothers
7. He (*think*)  about her mother.
8. Our daughter (*take*)  pictures of birds.
9. Jose (*study*)  English and Spanish at the university.
10. The boy (*use*)  the computer every day.

Put in the correct auxiliary and the verb form into the gaps.

1.  you  mineral water? (*to drink*)
2.  Sarah and Linda  their pets? (*to feed*)
3.  your teacher  your homework? (*to check*)
4.  they  in the old house? (*to live*)
5.  the cat  on the wall in the mornings? (*to sit*)
6.  Nina  computer games? (*to play*)
7.  your parents  TV in the afternoon? (*to watch*)
8.  your grandmother  the phone? (*to answer*)
9.  Andy  the shopping? (*to do*)
10.  Garry and Ken  a cup of tea in the afternoon? (*to have*)





