



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS
UMCE CHILE

THE INFLUENCE OF TASK-BASED LANGUAGE TEACHING ON THE CLASSROOM CLIMATE

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS

AUTORES:

VANESSA ANDREA ARELLANO MUÑOZ
ATALIA BUDINI MUÑOZ
VALENTINA PAZ ESCOBAR FUENTES
CAROLINA ANDREA ESPINOZA VARGAS
EVELYN ESTER FALCÓN SOLÍS
XIMENA ALEJANDRA FUENTES FUENTES
AURORA GONZÁLEZ CARREÑO

KARIN MARITZA GONZÁLEZ VIACAVA
NICOLÁS ALEXIS MIRANDA REYES
CONSTANZA NOEMÍ MUÑOZ HERNÁNDEZ
PATRICIO ESTEBAN PARDO SOTO
CAMILO ANDRÉS SUAREZ OLIVARES
ANGEOLA ALEXANDRA TIRADO PÉREZ
NILSON BRUCE VALDOVINOS RIVERO

PROFESOR GUÍA: CRISTIAN ALBERTO SÁNCHEZ ZÚÑIGA

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RESUMEN

Estudios recientes sugieren que los estudiantes generan un aprendizaje más óptimo cuando deben poner sus conocimientos en práctica en situaciones de la vida real. Muchos han examinado cómo se comportan los estudiantes en diversos países del mundo. Nosotros examinamos el contexto chileno, por lo que hemos seleccionado diferentes niveles y colegios de Santiago para poner en práctica la metodología de aprendizaje basada en tareas en clases. Investigaciones previas sugieren que aplicar este tipo de metodología mejoraría el clima en el aula, impulsando el aprendizaje significativo. En este caso, los resultados fueron obtenidos de un contexto nacional real donde el idioma meta se enseña como idioma extranjero y no como segundo idioma. Nuestros resultados reflejan que esta metodología afecta el clima de aula de manera positiva, enfocándose en los gustos e intereses de los alumnos, donde el profesor y los estudiantes más experimentados sirven como guía.

PALABRAS CLAVE: TBLT, clima de aula, manejo de aula, inteligencia emocional.

ABSTRACT

Recent research suggests that the students acquire an optimal learning when they have to implement their knowledge into the praxis of real life situations. Several studies have examined school-students' behavior in different parts of the world. We examined the Chilean context, and we have selected different schools and grades in Santiago to test Task-Based Language Teaching inside the classroom. Previous results show that applying the actual approach would improve classroom climate and boost meaningful learning. In this case, the results were obtained from a real national context where English is taught as a foreign language. Our results reflect how the approach affects climate in a positive way, focusing on the school-students' interests, where school-teachers and more advanced school-students are the guides.

KEY WORDS: TBLT, classroom climate, classroom management, emotional intelligence.

INTRODUCTION

On this dissertation, we are going to analyze the effects that the Task-Based Learning Teaching Approach has on the climate of a real context inside the Chilean classroom. TBLT has been around for decades, and it leads to students to learn by putting them in real life situations. It takes the focus off the teachers and puts them and advanced students as a guide. This teaching approach focuses on the activities the students have to perform, allowing them to use any level of English they have in order to complete them and accomplish meaningful learning.

Since it is based on the completion of multiple kinds of tasks, the real knowledge that the students acquire will depend on how meaningful the tasks are and how relatable they can be in real life situations. With this, meaningful learning becomes a relevant part of the expected outcome. Meaningful learning can be seen when the students embed the new knowledge as meaningful and can put it to use in a real life situation.

We have inserted several student-teachers in the Chilean classroom hoping to find to what extent this approach extends in a country where the average of hours of English a week are limited and is learned as a foreign language.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Task Based Language Teaching

1.1.1 Task

Several theorists have attempted to define the term “task” throughout years. On task definition and for our research, Long and Nunan are the most relevant experts among other relevant authors who also contributed on the matter. In 1985, Long stated that tasks can be seen as:

a piece of work undertaken for oneself or for others, freely or for some reward.

Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, etc. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play and in between. (p.77-99)

A year later, Richards, Platt and Weber (1986) offered a more pedagogical definition of task, saying that is an “activity or action carried out as a result of processing or understanding the language” (p. 289). In 1998, Skehan also provided his own definition of a task, saying that it is made of five criteria: meaning, a problem to solve, relationship with real-world activities, priority on completing the task, assessment in base of outcomes (cited in Mao, 2012, p. 2431). Additionally, Nunan (2005) believes that a “task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than on form” (p.10).

Recently, Mao (2012), who took all the previous definitions to come up with his own, stated that “pedagogically, a task is a classroom activity which involves learners with the help

of the teacher in comprehending, manipulating, producing or interacting in the target language with a communicative goal” (p. 2431).

According to the gathered information, we were able to get to an agreement on our own definition of task as all the definitions have one aspect in common: tasks have purposes, there will be no successful class without a purpose. All tasks fulfill what a subject is required to do or wants to do for a certain objective. In pedagogical terms, a task represents an objective or goal, just like any common experience in which the outcome can shape people’s learning into what they may encounter in a real-world situation, where the task is strictly related to what the students need to learn in order to submerge into a new and challenging foreign language.

Following the previous idea of task, Skehan (1998) gathered literature on the matter and stated five specific characteristics for pedagogical tasks:

- 1) Meaning is primary
- 2) Learners are not given other people’s meaning to regurgitate
- 3) There is some sort of relationship to comparable real-world activities
- 4) Task completion has some priority
- 5) The assessment of the task is in terms of outcome. (as cited in Nunan 2013, p. 132)

The concept of meaning plays a fundamental role in the development of TBLT. Language and learning cannot be seen as separate linguistic pieces, they should be engaged in a process that ought to be holistic, mixing the four basic skills of language in order to master the new challenge that the learner is facing, which relates entirely to the second characteristic of the pedagogical task and its relationship with the materials used for the lesson. These materials have to be as authentic as possible in order to teach the language perceived in any given texts, spoken

or written. Tasks presented with real materials are essential in the interest of making the learning of English as a foreign language possible and relatable. The two last characteristics refer to what a task should be, highlighting the fact that the completion of the task is totally necessary in order to fulfill the class objective and that the assessment is linked to the outcome the tasks provide.

Along with these characteristics, Nunan (2013) presents five Principles of TBLT:

1. The point of departure for developing courses and materials is the development of an inventory of the learner needs rather than an inventory of phonological and grammatical items.
2. Learners develop the ability to communicate in a language by using the language rather than memorizing bits of the linguistic system.
3. Learner's' own personal experiences are central to the learning process.
4. There is a focus on learning processes and strategies as well as on language content.
5. Classroom language learning is systematically linked to learning outside the classroom (Nunan refers to as task authenticity).
6. Learners are exposed to authentic listening and reading materials (p. 132)

The characteristics of task and the TBLT principles are strictly related to the conceptual and empirical basis of the approach presented. Point one refers directly to the relationship between TBLT and the national curriculum, and how teachers have the right and responsibility to find and apply the best materials according to the students' needs. One of the key elements in TBLT is "exchanging meaning, not memorizing and repeating utterances presented by the teacher or textbook" (Nunan, 2013, p. 129). This also relates to the fact that TBLT presents a

communicative approach in which language cannot be taught as a separate unit from learning. Consequently, the learner's personal experiences and interests are crucial when planning lessons, as the class is student-centered and takes into consideration what they need for their language acquisition.

The main idea of TBLT is to comprehend the world outside the classroom by combining structured situations with real material and learning through performing activities based on task completion with a communicative focus that prefers meaning rather than grammatical forms and functions. The activities can be either focused or unfocused tasks depending on both content and class objective, which are strictly related to the students' needs and the national curriculum context.

1.1.2 Task and Text Authenticity

Task and text authenticity are fundamental since the learner needs to discover how to face real life situations. Therefore, the teacher needs to find effective materials to convey this idea of a real-life situation inside the classroom in order to complete a task. Task authenticity would be "what the learner actually or potentially needs to do in the world outside the classroom", and text authenticity "the use of spoken and written material that has been produced for purposes of communication, not for purposes of language teaching" (Nunan, 2013, p. 134-135). The idea of authenticity is strictly connected with the communicative side of TBLT that comes from the ideology of Communicative Language Teaching (CLT). Implementing authentic materials makes learning more relevant, real and close to the students. These materials, along with experiential learning, create a feeling of closeness to the L2.

1.1.3 Focused and unfocused tasks

Ellis (2009) states a difference between what focused and unfocused tasks are, which defines how much grammar the teacher is focusing on. “Focused tasks aim to induce learners to process, receptively or productively, some particular linguistic feature” and “unfocused tasks are tasks designed to provide learners with opportunities for using language in general communicatively” (p. 223). The discussion on focused and unfocused tasks and which of the two is more effective has been around for years, and the main difference is on the focus on the task; unfocused tasks aim for fluency and focused tasks are meant to emphasize accuracy on the target language. It is necessary to get into a middle ground on what type of task the teacher needs considering their context. According to Ducker, (2012):

a task is not devoid of grammar, as grammar is necessary to generate different meanings. However, developing the correct meaning takes precedence over the linguistic structure chosen, and thus learners are free to select from a range of different grammars to achieve the desired outcome – rather than using a pre-specified range of linguistic structures determined by the teacher. (p. 2).

In the previous quote, the author gets closer to a middle ground in terms of the amount of grammar a teacher needs to consider when planning, taking into consideration the students’ needs and the main characteristics of the task with meaning standing over form, but not leaving the latter behind.

1.1.4 Students and teachers' roles in TBLT

Regarding the functions fulfilled by the teacher and the students, it is essential to mention that in this approach, the teacher has the role of a guide, while the student is the main focus of the learning process. One of the unique characteristics of TBLT is that it highlights student-focused tasks as a method to gain communicative competence. As the task starts, the students work on their own and the teacher only plays the role of a guide. According to Swan (2005) “the thrust of TBLT is to cast the teacher in the role of manager and facilitator of a communicative activity rather than an important source of new language” (p.235). As the students are involved in real-life situations, they get to practice and produce the language that they need in a natural context. According to this, Willis (1996, cited in Swan, 2005) suggests that “tasks remove the teacher domination, and learners get chances to open and close conversations, to interact naturally, to interrupt and challenge, to ask people to do things and to check what they have been done” (p. 390). As a result, an emotional bond is created if the teacher trusts in the students' work and the students feel comfortable enough to develop the task in the target language.

1.1.5 A Task-based Approach for Present Practice Produce (PPP)

In order to make the definition of TBLT clear, we first need to state what Present Practice Produce (PPP) is. Traditionally, this approach is related to grammar translation and linked to a series of steps that tend to be followed in a traditional classroom; for instance, in the first stage the teacher presents the contents to be learned (in this case, grammar), then the practice stage is executed and controlled, to finally go into the last stage where students produce the language (Samuda & Bygate, 2005). PPP approach with a TBLT focus is an alternative for language teachers, where in a lesson the teacher does not predetermine the contents studied, the lesson is only based on a task and the language is predetermined by that, and it has stages (Frost, 2004).

PPP traditionally works as teacher-centered, where the focus of the lesson will always be the form. As a contrast, there are the stages of a TBLT lesson, which are clearly different in form, content and focus from those of the PPP approach.

1.1.6 Stages for PPP

1. Pre-task: the teacher gives the topic and instructions to the students, also helping them with the vocabulary required in the task. This stage can include; for example, a recording of other people doing the same task, showing the students the model they are expected to accomplish. They can take notes and take some time for preparing.
2. Task: the students complete the task in groups using the target language while the teacher monitors their progress.
3. Planning: the students are asked to share what they did during the task with the rest of the class either by speaking or writing. They work while the teacher is supervising them and giving advice about questions they may have.
4. Report: The teacher chooses students to present the task and gives them feedback. Also, the teacher may show students another recording for them to compare with their own experience (Frost, 2004).

After completing the previous stages, the teacher selects parts of the recording to analyze, with the intention of highlighting the language that the students used for the report. For further practice, according to the students' mistakes and needs from the previous stages, the teacher focuses on the weak aspects of the lesson in order to both improve performance and increase confidence in the students. The students can also make notes of meaningful vocabulary (Frost, 2004)

After explaining each one of the phases of a TBLT lesson, the differences between PPP and TBLT become more evident and noticeable. Not necessarily overshadowing one another, both approaches present different focuses, forms, ways of teaching, stages and more; however, the main purpose is common in both: the need of enabling the students' learning.

1.1.7 The Advantages and Benefits of TBLT as a Communicative Approach

When it comes to the advantages of TBLT, it is important to highlight the fact that the students are free in terms of controlling the language. Throughout all the stages, they must use the language naturally, without selecting it beforehand. Thus, the class represents an authentic context determined by the students' experiences and personalized according to what is relevant to them. According to Frost (2004), who refers to TBLT as Task Based Instruction (TBI), "TBI is a strong communicative approach where students spend a lot of time communicating" (para. 20), while traditional PPP lessons are teacher-centered. He recommends to "watch how much time the students spend communicating during a task-based lesson. It is enjoyable and motivating" (para. 20).

Throughout the years, English teaching has evolved from grammar and morphology centered to the most important aim of any language: communication. In order to achieve the main goal of communicating, learners need to develop not only knowledge about the language, but also the skills needed to fulfill the learning process. Students who are taught through the TBLT approach will be much more exposed to different elements of the language, as lexical phrases, collocations and forms.

1.1.8 Communicative Competences

These skills are described by Canale and Swain (1980) as the four dimensions of communicative competence:

1. Grammatical competence (grammar / phonological skills)
2. Sociolinguistic competence (understanding relative roles of interlocutors, appreciating shared knowledge and assumptions, identifying the purpose of interaction)
3. Discourse competence (pragmatic skills or interpreting messages and making information match in a coherent way)
4. Strategic competence (conversational skills to properly initiate / terminate / redirect).

(p. 27-28)

Unlike other approaches, where the syllabus only allows grammar; TBLT allows focused and unfocused tasks. TBLT is always suitable when we talk about developing communicative strategies as the sociolinguistic, discourse and strategic skills. Furthermore, some of the benefits from the communicational dimension of the approach are related to the fact that TBLT not only allows students to choose the content of the class, but also encourages students to communicate with their peers, trying to build an appropriate environment for learning.

Following the idea of communicative approaches, Nunan (2013) considers CLT as a big family of approaches in which “CLT addresses the question ‘why’ and TBLT answers the question ‘how’” (p.131). According to this statement, CLT considers the theoretical aspect and TBLT the practical aspect of the communicative family, which is united by the principle that language teaching has the obligation of being communicatively-approached, focusing on meaning rather than form and presenting tasks to complete the objective of learning a language.

As it has been mentioned before, TBLT stimulates learners with meaningful tasks, which mirror real-life language, in order to acknowledge what is expected from them. These tasks will produce an important number of interactions between students, as well as collaborative work, given a natural and comfortable environment where students can interact and produce the language.

1.2. Classroom climate

Since this chapter deals with the topic of classroom climate, it is appropriate to give a thorough definition. In this respect, Ambrose, Bridges, DiPietro, Lovett and Norman (2010) define it as:

...the intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interaction, and the range of perspectives represented in the course content and materials (p. 170).

The factors mentioned in this definition can be seen in regular classes, for example, when students relate with their classmates. This relationship among students is influenced by their interests, academic development and socio-economic similarities.

As mentioned before, the more the students relate with each other, the more their learning environment is perceived as positive, thus increasing learning. This is tackled by Dorman, Aldridge and Fraser(2006) who argues that students learn better when they perceive the learning environment as positive and supportive. Furthermore, teachers play an important

role in creating a safe climate, because if the environment is positive, the learning is more effective since such an environment provides more important contents (Weimer, 2009). Moreover, it is essential for a teacher to be aware of the students' thoughts and the context that surrounds the classroom whenever they plan a lesson. Teachers should understand how beneficial it is to manage all those factors in order to reach effective learning for the whole class.

1.2.1 Classroom climate and emotions

Gómez, Mir and Serrats (2000) mention two types of levels in which any class works: intellectual and affective. Ignoring one of these levels can lead to indiscipline as well as teacher exhaustion; therefore, it is not recommended to focus on one over the other. Casassus (2008) also stresses the importance of the emotions inside the classroom by stating that the neuroscience has revolutionized people's way of seeing and understanding emotions. Thus, the students will feel more confident and emotionally safe inside the classroom.

1.2.2 Fear inside the classroom

An important element to take into consideration is the psychology of fear, an approach in which teachers use fear as a mean to motivate their students by, for example, imposing deadlines and threatening students. In order to show that everybody works at a different pace under certain motives, Casassus (2008) tells the story of a boy called Pedro and a girl called Inés. Pedro works in response to fear and Inés works in response to her interests. Pedro cannot work efficiently under fear because of the high amount of pressure. On the other hand, Inés works through interest and she is able to understand the contents. He explains that with fear

students tend to learn fast and forget quickly while with interest students can learn even faster and what has been learned lasts longer because it is more meaningful for them.

1.2.3 Factors that influence classroom climate

Ambrose et al (2010) mentions four different factors:

Stereotypes, which have a negative impact in the students' learning process. Students who are stereotyped feel afraid of being judged by their peers which is defined as "stereotype threat" (Steele & Aronson, 1995). This feeling may lead students to have a disruptive attitude inside the class, or lose confidence in their abilities.

The **tone** of a lesson is the way in which the teacher communicates with the students. It deeply influences the class and has different facets which are punitive versus rewarding language, encouraging versus demotivating language and incivilities. The latter refers to the language the teacher use to handle the students' misbehavior inside the classroom (Ambrose et al. 2010).

Student-student relationship inside and outside the classroom is another factor that strongly affects climate. In order to improve the environment it is important to leave the students' interactions in their own hands, unless there is an event where the teacher is required to interfere. Besides, according to Gómez et al (2000) it is important for teachers to help their students learn how to make good use of their liberty, helping them to be conscious of their limits and possibilities. However, this does not mean that a teacher has to overlook everything the pupils do or say.

The **interaction between teacher and learner** plays an important role in setting the climate. According to Astin (1993), students who feel that their instructor is approachable, had concern for students' problems and treated students as individuals and with respect reported a

better course climate. As stated before, the relationship between learner and teacher determines the tone and the environment of the classroom, for either the worst or the best.

The last aspect that affects classroom climate is the **content**, including every kind of materials and methods used by the instructor. It is always essential to figure out what the students' needs and interests are. Every time the content involves different perspectives in terms of didactic or realia for the students, the environment is likely to be positive.

1.2.4 Techniques to maintain an appropriate classroom climate

Gazmuri, Manzi and Paredes (2015) stated that one of the main problems for parents and educators is the issue of lack of discipline in Chilean classrooms. Indiscipline can affect either positively or negatively inside the classroom, thus creating a favorable or unfavorable climate. In this scope, Gómez et al. (2000) suggest a list of techniques and sources with the aim to avoid indiscipline.

The first element to take into account is whether the teacher and students have an agreement on the rules inside the classroom, as this could lead to a disruptive behavior from the learners and a bad classroom climate. Also important is whether the normative of the school matches the one that students would like to have, in which case it would be likely that the disruptive behavior disappears.

Second, there are two options in order to potentiate the relational aspect and the classroom climate. One of them is to give opportunities for dialogue with students about their problems or even everyday things. The second one is trying to plan the lessons taking into account the students' interests.

1.3. Classroom Management

Different authors and researchers have defined the term classroom management as the events that happen inside the classroom and their impact on students and teachers' daily routines at school. According to Abbott (2014), it can be understood as the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate and enhance learning.

According to Skinner (1957), classroom management is the term educators use to describe methods to prevent misbehavior and ways to deal it. In other words, the term includes the techniques teachers use to maintain an effective learning environment inside the room. If this control inside the room is not accomplished, it could mean a reduction in the learning for the students.

Finally, Emmer and Sabornie, (2015); Everston and Weinstein (2006) state that classroom management can be regarded as the process through which teachers and schools create and maintain appropriate behavior of students in classroom settings. The main purpose of implementing classroom management strategies is to enhance a suitable performance and to increase student academic engagement.

1.3.1. 1960s Skinner's Operant Conditioning Theory

Skinner (1957) contribution to learning theory cannot be overstated. His work is based upon the idea that learning is a function of change in overt behavior. According to him, changes in behavior are a result of individuals' responses to events, or stimuli, that occur in their

environment. When a stimulus-response (S-R) pattern is rewarded, the individual is conditioned to respond similarly in the future. The key to Skinner's theory is reinforcement, or anything that strengthens the desired response. On the one hand, positive reinforcement includes praise, good grades, a reward or even a feeling of accomplishment. On the other hand, negative reinforcement occurs when a positive stimulus is withdrawn.

The central tenet of Skinner's work is that positively reinforced behavior will reoccur in the future. This is why information is presented in small amounts. Responses can be reinforced, and reinforcement will be applied to similar stimuli. Skinner's work in operant conditioning has been integrated into both classroom management and instructional development.

When applied to programmed instruction, the following should occur:

- Practice should occur in a question-answer format that gradually exposes students to information through a series of steps.
- The learner should respond each time and receive immediate feedback.
- Good performance should be paired with secondary reinforcers like praise, prizes and good grades.
- Instructors should try to arrange questions by difficulty so the response is always correct, creating positive enforcement.

1.3.2 1998's Glasser's Choice Theory

Glasser (1998) coined the term 'choice theory'. In general terms, this theory states that all we do is behave. He suggests that almost all behavior is chosen, and that we are driven by genetics to satisfy five basic needs: survival, love and belonging, power, freedom and fun. In choice theory, the most important need is love and belonging because connectedness with others is required as a basis in all other needs. Therefore, the classroom should be a place that satisfies

the students' needs. His work impacts learning theory in a variety of ways: It has been utilized in schools across the globe and it has changed the methods teachers use to deliver instruction.

Glasser (1998) identifies teachers as managers who need to work effectively if they want to successfully teach their students. The role of teachers as managers requires them to guide students in understanding that working hard and being obedient is worth it and will have a positive influence on their lives. Teachers can achieve this by developing positive relationships with students and creating active, relevant learning experiences that enable students to demonstrate mastery and success.

There are three common characteristics which should be present in classrooms and schools that apply choice theory. The first one is that coercion is to be minimized because it never inspires quality. Students are not made to behave using rewards and punishments. Instead, teachers should build positive relationships with their students and manage them. Secondly, teachers should focus on quality, and expect mastery of concepts encouraging students to redo their work and try again until they have demonstrated competence and high-quality work. The emphasis is on deep learning through application. And thirdly, self-evaluation, as students should be provided with helpful information and take responsibility for their learning by evaluating their own performance. This promotes self-confidence and helps students to reach goals while becoming skilled decision-makers who are actively involved in their own education.

1.3.3 2006's Kohn's Student Directed Learning Theory

Kohn's work criticizes many aspects of traditional education, namely the use of competition or external factors as motivation. He proposes that societies based on extrinsic motivation always become inefficient over time. It further questions the hierarchical structures at work in mainstream education. Positions of authority are unnaturally scarce, and such systems

assume that all people have a competitive nature. He further argues that positive enforcement only encourages students to seek out more positive enforcement, rather than learning outcomes, under the proposal that the ideal classroom emphasizes inquisitiveness and cooperation above everything, and that the students' curiosity should determine what is taught. Because of this, standards should be kept minimal; besides, he is critical of standardized testing. Kohn also claims that a strict curriculum and homework are counterintuitive to the students' needs. When it comes to classroom management, most teachers rely heavily on extrinsic motivation rather than on intrinsic factors. He suggests teachers must keep cooperation in mind because when curiosity is nurtured, rewards and punishments are not necessary.

To implement Kohn's approaches in the classroom, teachers should allow students to explore the topics that interest them most. The students should be able to think, write and explore without worrying about how good they are. There is too much emphasis on achievement rather than on the learning process. Not all students learn at the same pace, and standardized tests do not take this into account. In general, a classroom where the student is at the center of everything and ideally, such classrooms would feature:

- Multiple activity centers with various classroom structures for group work.
- Displays of student projects.
- Students exchanging ideas.
- A respectful teacher mingling with students.
- Students excited about learning and actively asking questions.
- Multiple activities occurring at the same time (Kohn, 2006)

As it was mentioned above, it is important that classroom management responds to the demands children have at a certain age; however, today the term classroom management is not conceived in the same way as it was before. Nowadays, teachers and schools are more receptive to consider adolescents' emotions and thoughts in their programs. The classroom environment has been changing during the last years to become more student-centered than the regular teacher-centered approach developed during the '60s, based on Skinner's Operant Conditioning theory. What is more, teachers, parents and schools are more concerned about how students learn and what may be the best way to achieve the learning objectives. Regarding that scope, we find Kohn's Student Directed Learning Theory, which heeds students' needs and opens a new research field that includes emotional intelligence and its significance in teaching in schools.

Regarding classroom management, there are other features that are important to consider. These characteristics are directly related to external factors that influence classroom management, such as adolescents' psychological and physical development. Maintaining a suitable learning environment is part of the teachers' daily tasks, and it is part of what the Ministry of Education (MINEDUC) demands to teachers in Chile.

1.4. Emotional Intelligence

The Chilean educational system gives great importance to grades rather than knowledge. Because of this, many students focus on passing their exams and not in actual learning. When students fail their exams, it does not mean that they are not aware of what they learned, it only states that they do not test well. Arguably, the reasons why students do not succeed in evaluations may vary from problems in their emotional environment to difficulties to find the connections needed to apply the content.

For that reason, students need an approach that works directly with their social and emotional cognition because, as Goleman (1996) defines it, emotions are impulses to act, to make instant plans to deal with life. Consequently, education should work in the path of reducing the gap between the intellectual and emotional scope. Thus, since the English subject works with language, and language is communication, it leads to acting and reacting in different ways. Just as Goleman states, emotion comes from *motore*, the Latin word to the verb to move, and also taking into account the prefix 'a' which suggest an implicit tendency to act. It seems imperative that EFL (English as a Foreign Language) teachers develop their students' emotions in the classroom to reach actual communication in the target language.

1.4.1 Meaningful learning

Based on the notion that the aim of the English class is that students accomplish meaningful learning, it is imperative to go deep into students' interests and needs. Ausubel (2000) defines meaningful learning as "a clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related to and incorporated within a given individual's cognitive structure" (p. 40). Students need more than mere logical reasons to become interested in a subject. When students associate their previous knowledge with new information is when they reach long term learning.

Vygotsky (1978) proposed the Zone of Proximal Development, which means that there are things that children can do, other things that they cannot do, and in between there is the zone of things you can do with the help of a teacher or more suitable peers. Wood, Bruner, & Ross (1976) took this theory and coined the term scaffolding. They define it as: "Those elements of

the task that are initially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence" (p. 90).

With this new definition, Wood et al. proposed that you need a suitable guide to take the student to the learning phase. The support at the right time will result in meaningful learning, where the students will be able to do most of the job by themselves. To accomplish an effective scaffolding, Wood et al. said that no single strategy was successful on their own. On the contrary, the combination of multiple teaching techniques was necessary to achieve long term learning.

In short, meaningful learning occurs when new information is linked to previous knowledge and inserted in the long-term memory. It also states that meaningful learning is easier to accomplish when the new information can be linked to real life situations, as well as the students' interests. Therefore, teachers have to consider all these factors when they teach a target language because students may not have real life situations outside the classroom where they need to use that knowledge.

1.4.2 Emotional intelligence (EI) in the classroom

To understand the concept of emotion, we will attach to the definition that Bisquerra coined in 2003 which states that it refers to a complex state of the organism characterized by a perturbation or excitement which likely leads to an organized answer. According to this definition, it can be induced that not only merely cognition drives our actions but emotions also lead to unexpected actions that cannot be controlled.

To further discuss the concept of emotional education, we will refer to the early study of Salovey and Mayer (1990). In this study, they refer to emotional education as the ability to "understand and express their own emotions, recognize emotions in others, regulate affect, and

use moods and emotions to motivate adaptive behaviors” (p. 100). In sum, it refers to learn how to manage our thoughts and emotions so that we are able to discern between them and direct our thoughts and actions into the same direction (Bisquerra, 2003).

Then, six years later Goleman (1996) created a developing sequence in which emotions are fully acquired:

1. To be able to recognize our emotions: to identify emotions at the same moment that they occur.
2. To be able to manage our emotions: to be conscious of our own emotions so as to express them in a suitable way.
3. To be able to motivate yourself: emotions lead to actions. Direct emotions to the achievement of goals.
4. To be able to recognize emotions in others: to tune better to what other people may want or need.
5. To be able to establish relationships between our emotions: to be able to establish good relationship with other people is related to the ability to fully comprehend our own emotions.

Finally, taking into account this developing sequence, Mayer, Caruso and Salovey (2000), established EI as a set of four interrelated branches:

- 1) Emotional Perception: emotions are perceived and expressed
- 2) Emotional Integration: emotions enter the cognitive system as signals that affect cognition.
- 3) Emotional Comprehension: emotions are comprehended and reasoning occurs upon them.

4) Emotional Management: emotions promote cognitive and personal growth.

The reason behind the reduction of constituents in the later classification is that it does not consider the ability to recognize emotions in others as a separate ability to reach an optimal EI. Mayer et. al (2000) consider this ability at the same level of emotional comprehension, taking for granted that the ability to decode both self-emotions and others occur simultaneously.

1.4.3 The importance of EI

The importance of EI lays on the connection it has to intelligence. Gardner (1983) defines intelligence as “a set of skills of problem solving -enabling the individual to resolve genuine problems or difficulties that he or she encounters” (p.60). In this definition, in order to resolve genuine problems, it is necessary to know the language used in it to decode the issue so as to fully comprehend it. Thus, EI appears as the key element to make students responsible citizens. Therefore, like in any social interaction, what you do is to ‘decode’ the emotions of others to relate with them successfully (Cohen, 2001).

The first condition for emotions to appear without restrictions is a safe environment. If students do not feel secure enough to express themselves, they will eventually remain in a passive role instead of trying to communicate effectively. According to Cohen (2001):

to the extent that you are feeling anxious, depressed, or distracted, you will-naturally-have more trouble concentrating on the words and whatever associations they generate. On the other hand, the extent to which you are feeling safe, ‘present’, focused, calm, and receptive to the idea of ‘not knowing’, you

will be more able to process, reflect upon, disagree/agree, understand, and then assess the value and meaning of the ideas (p. 29)

Therefore, if teachers work as moderators and facilitators more than instructors during TBLT activities, students will feel secure and free to express themselves and, in so doing, they will eventually improve their meaningful learning even in a country where there is little exposure to the target language. By social interaction, the emotional part of the students is inductively being unlocked, a key factor to achieve cognitive goals. As Extremera & Fernandez-Berrocal (2003) concluded, emotions serve to model and improve our thinking capability by focusing our attention towards the most significant information faster.

Moreover, as students become more involved into **Constructive Situations**, they get a development of both their social and emotional skills (Bisquerra, 2003). This is presented in the kind of relationships fostered in TBLT, in situations where students are able to participate actively within a community. This also has been proven by several researchers as Cassidy & Shaver (1999) and Silverstein & Auerbach (1999) stating "that relationships provide the foundation for security" (as cited in Cohen, 2001, p. 30).

Not only cognition has to be fostered in the English class, but it is also important to bear in mind that a language is a means to communicate; hence, we may find ourselves in unpredictable situations that challenge our ability to remain focused such as surprises, tough arguments, unexpected conversations, etc. In those situations, there is not enough time to think on what conjugation or tense is going to be used, because "when we have powerful emotional experiences, this can complicate or interfere with our ability to think" (Cohen, 2001, p. 19); so it is infeasible to analyze the language consciously. Goleman (1996) called these situations as Emotional Mind, and defined it as impulsive and powerful, different from the rational mind,

which is analytical and slower, traditionally used within the classroom. If we want our children to become not only successful students, but also conscious citizens that will be able to respond to the unpredictable situations in life, we have to make sure to provide them with an input that resembles real life situations as much as possible.

Consequently, in unpredictable real life situations we do not only deal with communicating our message, in fact, this is the last process. First, to communicate a message, we need to think; to be more specific, we need to stop to reflect upon the things we are going to say according to certain signals from others and ourselves, i.e. "the ability to decode others and ourselves become the foundation for social and emotional competencies or modes of intelligence" (Cohen, 2001, p. 18). Therefore, the main function of Goleman's Emotional Mind (1996), is to rearrange the memory and the possible options to take. For that reason, TBLT fosters this kind of abilities because it is "the essential ingredient in meaningful communication, in general, and effective social problem solving and conflict resolution, in particular" (Cohen, 2001, p. 18). Thus, if students learn to deal with their EI with a high rate of reflective skills, teachers will be guiding them to use the second language not only as mechanical steps, answering to grammar elements, but also to reach actual connection while communicating.

Furthermore, TBLT goes beyond the social and cognitive aspects explained so far. It could also help students to prevent situations that are potentially dangerous due to its characteristic of working with emotions, promoting safe relationships among students in a protected environment. Hence, the priority of EFL teachers should be to lead students towards self-awareness. In that way, providing them with a means of primary nonspecific prevention (Bisquerra, 2003), i.e. anything that keeps them away from anxiety, depression and negative emotions that would lead them to violence, drugs, or any harming situations.

As Pizarro & Salovey suggested in 2002, the development of both intrapersonal and interpersonal emotional abilities within EI “play an enormous role in the moral development, moral judgment and moral behavior of individuals” (p. 262). Also, in 2003, Bisquerra stated that socio-emotional competences are protective factors for a variety of adjusted behaviors.

In brief, Emotional Intelligence fits perfectly with TBLT because the main goal of the approach and the EI is to accomplish meaningful learning. That is to say, the learning that TBLT looks for is the one that connects to real life situations of the students, and converts the new information into long-term memory by using their emotional factors.

1.5. Chilean Ministry of Education

This research intends to determine what happens when teachers implement TBLT in the Chilean context. For this purpose, it becomes necessary to study what the Chilean Ministry of Education (MINEDUC) has to say when it comes to different methodologies throughout the levels we intervened.

1.5.1 Current English Program 7th grade

The documents of 7th grade provided by MINEDUC state that the focus of TBLT in Chilean classrooms is to promote Second Language Acquisition by providing situations likely to happen in real life and relating them with meaningful tasks. In that way, students face situations where they truly need to communicate effectively to accomplish a goal, so what they are chasing in the task is the achievement of an objective rather than to focus on grammar and form, although certain level of accuracy needs to be reached to do so. By creating these instances, students are working cooperatively, which means they will have to be able to express and share their opinions and feelings to reach the goal. Also, MINEDUC states that the

promotion of real life situations along with peer validation and acceptance from everyone within the classroom, will increase the students' sense of security, thus optimizing communication.

To accomplish the goal expressed in this document, it is of outermost importance to develop a curriculum that takes into account that students, during this period of their lives, start to show interest in different topics and also, to express and share those interests with their peers. Therefore, the aim of the curriculum should be to promote the real need to communicate and solve problems.

1.5.2 Current English Program 8th grade

According to the curriculum, studies about Second Language Acquisition have proven that learning occurs only through real social interactions, where the objective of the interaction will give information to make it meaningful to solve or develop a challenging task. This is the reason why MINEDUC proposes the use of TBLT in this program. Additionally, the Chilean curriculum refers to the concept of task as a promoter of peer interaction that should always include feedback considering the students' needs in the different levels at school.

MINEDUC also mentions the way student behavior relates to classroom climate, but it does not provide further explanation. Students should appreciate everyone's job and respect it while working responsibly to achieve an appropriate climate in the classroom. For this level, the curriculum specifies that it is necessary that the teacher guarantees an appropriate process of learning, with the aim of maintaining the students' motivation. Also, MINEDUC recommends to create activities in which students work in groups so as to achieve the interaction required. Lastly, it is recommended to apply formative evaluations for the students to show their own abilities and what they can achieve throughout the academic year.

1.5.3 Current English Program 10th grade

For 10th grade, MINEDUC also suggests to take into consideration the specific needs that each classroom has. The number of hours the students have per week will determine the effectiveness of their learning process. Another factor is the diversity of the class, which has to do with the different levels of English that the students have. From all this, the teachers have to determine which resources are effective and which ones are not. This may include textbooks, whiteboards, markers, projectors, computer rooms, yard, and any others that can either contribute or affect learning.

To accomplish effective learning, the objectives are the most important factors of the class and these have to be student-focused and must convey a clear vision of what must be learned. The objectives have to be concrete, clear and easy to spot in the lesson and the four basic communicative skills have to be included, ideally two per week.

The MINEDUC also states that the teachers have to incorporate values and maximize critical thinking on the students. They need to be given the tools to make informed decisions, criticize in diverse circumstances, contrast criteria and choices, among others. All of this has to be included in the formative process, where learning is enriched by their knowledge and abilities.

The ministry gives a clear view of the objectives they have, and what they want to accomplish with the students of the level. However, they neither go further in explaining how the expected outcomes may be fulfilled, nor do they lead to any teaching techniques that might be more effective. This perspective gives the teachers more freedom about the contents they teach and the way they do it, but it does not consider schools where they might not have access to computers, projectors or a wider variety of resources. Therefore, the teachers face the challenge of coming up with a distinctive lesson plan for each class.

CHAPTER II: METHODOLOGICAL FRAMEWORK

2.1. Objectives

Main Objective:

- To determine the extent to which the influence of the application of TBLT and related strategies may change elements of classroom climate and classroom management in five schools in Santiago.

Specific objectives:

- To incorporate the emotional scope in the different tasks developed by students in the schools.
- To evaluate the possible changes that different strategies of TBLT may produce in five schools in Santiago.

General research question:

- To what extent does TBLT influence / affect classroom climate?

Specific questions:

- How may the emotional scope be included in the TBLT strategies?
- To what extent may TBLT produce changes in Chilean school students learning process?

2.2. Paradigm

Educational paradigms shape different teaching methodologies, giving teachers the tools to work with different approaches. A paradigm tries to explain the reality of the classroom and the students, generating the best way to accomplish meaningful learning, based on experience and pre-established models.

Among all the existent educational paradigms, constructivism is the one that best responds to the purpose of our study. Piaget (1954) first referred to it as a cognitive development, and shifted the focus from the teacher to the learner, also considering previous knowledge, past experiences and age range. Piaget highlighted the importance of teamwork and established that the teacher is not the protagonist in the classroom. The teacher and more knowledgeable students take the task of guides, and all the students take an active role. Meaningful Learning was also coined by Piaget, and refers to the acquisition of knowledge in the long term memory by linking it to past experiences.

Since our research works directly with TBLT, which is under the umbrella of constructivism, we can say that this study aligns with Piaget's principles and the paradigm itself. This idea is reaffirmed by the fact that the different stages of our study considered a co-construction of the instruments, analysis and results.

2.3. Type of study

Historically, case studies have fulfilled their purpose of gathering information from several perspectives, which provides different points of view and helps to form better conclusions and outcomes. Besides, they can contribute to future research thanks to their faculty of forming patterns with the acquired information.

We decided to carry out a case study because it provides the opportunity of getting inside a particular setting with several variables in which the data gathering comes from all the subjects involved. Furthermore, a case study would allow us to analyze human events and actions in their natural scenarios, making a holistic and complex study of social interactions (Arzaluz, 2005). Accordingly, the instruments used in our research were designed in order to guarantee that all the subjects' perspectives were taken into consideration.

2.4. Methods and techniques for gathering information

For the purpose of this case study, the first part of our research consisted in applying TBLT during six lessons in a real Chilean educational context. Each intervention was planned and implemented as follows: warm-up, presentation, isolation, practice (controlled, semi-controlled and free), and closure/sharings. Sharings were instances held at the end of each session with the aim of allowing the students to express both their feelings and opinions about the lessons in a safe environment.

For this research, we designed both qualitative and quantitative data collection methods. However, our emphasis was on the qualitative aspects. The qualitative instruments we used included interviews answered by the school teachers, focus groups applied to the school students, and weekly reflections written by the student-teachers who intervened at the schools. On the other hand, the quantitative instrument designed was an observation sheet, which was intended to be filled by the guide teachers from UMCE who evaluated the student-teachers' lessons. Although we designed this instrument, we decided not to use it. This will be further explained in the limitation section.

Regarding qualitative instruments, we designed an interview based on essential

questions to know how the process of implementing TBLT in a classroom worked out based on the school teachers' perceptions. The interview consisted of six questions which were related to the two main areas of our research: Methodology and Classroom Climate.

Another qualitative instrument was the focus group. It was applied to illustrate how students perceived the different interventions. The questions were directed towards the same two areas as the interview. The focus groups were conducted and recorded by an external student-teacher, and later on transcribed in order to analyze the school students' discourse.

The last qualitative instrument was the student-teachers' written reflections on their process. These reflections collected their personal experiences and perceptions regarding the implementation of TBLT in the classroom. The analysis of this instrument was done through discourse analysis as well.

2.5. Sample

Our research was applied on randomly selected students from 7th, 8th and 10th grade. All of the students came from five different schools in Santiago, which makes the sample heterogeneous. These five establishments are part of different socioeconomic realities, as we worked with state, semi-private and private schools.

Stratified Random Sampling:

Nombre Colegio	Ubicación	Nivel	Número de estudiantes		
			Hombres	Mujeres	Total
Colegio Polivalente de San Luis de Beltrán	El Tranque #1320, Pudahuel, Santiago, Región Metropolitana	7° Básico	24	13	37
Colegio Intercultural Trememn	Bernardo O'Higgins #431, Maipú, Región Metropolitana	8° Básico	11	30	41
Colegio Francisco Encina	Exequiel Fernández #1001, Ñuñoa, Santiago, Región Metropolitana	2° Medio	16	14	30
Pan American College	Llano Subercaseaux #3653, San Miguel, Santiago, Región Metropolitana	7° Básico	18	12	30
Colegio Rousseau	La Reforma #801, Maipú, Santiago, Región Metropolitana	2° Medio	16	29	45

2.6. Validity

As the school students had already become familiar with the sharing activities, which resembled the focus group they participated in after the intervention, we can say that our research counts with face validity, as it is understood as the subjects' familiarization with the instruments. Another type of validity present in our research is construct validity, taking into account that we created the instruments with the intention of guiding the answers to the areas that our research studied. Additionally, our research counts with internal validity. The fact that

our research was not biased is one of the main factors that proves its validity.

When talking about internal validity, there are five categories we took into account that fit our research (Mackey and Gass, 2005). The first one which makes our research not biased is the fact that the students had never been exposed to this approach before the intervention. Secondly, working with sharing instances prevented participant inattention, as the students had the opportunity to express their worries and perceptions. Thirdly, having an external student-teacher apply the focus group allowed the students' to be true to themselves, avoiding halo effect. The last two categories, mortality and maturation, were avoided since we worked on a short period of time during a regular school semester.

2.7. Reliability

When we say this study is reliable, we talk about its consistency. As it is mentioned in Mackey and Gass (2005):

Reliability in its simplest definition refers to consistency, often meaning instrument consistency. For example, one could ask whether an individual who takes a particular test would get a similar score on two administrations of the same test. If a person takes a written driving test and receives a high score, it would be expected that the individual would also receive a high score if he or she took the same written test again. We could then say the test is reliable.

(p.128)

Our research counts with interrater reliability, as the subjects who took part of our study answered three different instruments that focused on the areas of methodology and classroom climate. Even though the questions included in these instruments were open, the answers given

by the subjects were directed towards the same areas that we were aiming for, which gave our research a stronger reliability. Lastly, to measure the consistency of our study, we categorized the results according to their similarities in order to find premises that answered our research questions.

CHAPTER III: RESULTS ANALYSIS

For the analysis of the instruments used in the research, the information was classified into two areas: Methodology and Classroom Climate. The information was selected based on the following criteria: frequency and emphasis. A criterion for frequency was met when the same concept was repeated by 30% of the participants. In the case of emphasis, it occurred when one participant repeated an idea twice or more, or when somebody gave strong supporting ideas to their arguments.

In the case of the interview, the subjects were the supervisors to the student-teachers. For frequency, 30% was equal to two subjects, meaning that two of them had to state a similar idea or concept for it to become a category.

In the focus groups, the subjects were 32 students from the different classes that were intervened by the student-teachers working with TBLT. Regarding frequency, 8 students made the 30% required.

For the reflections, the subjects were the student-teachers as we analyzed their journals entries. Same as with the interviews, 30% of the participants consisted of 2 of the student-teachers repeating the same ideas.

3.1 Interviews

Topic	Premise	Quote
Methodology	Students` opinion and knowledge was taken into account at the end of each intervention.	<i>“siempre había intercambio de opiniones, aprendizajes, relaciones con el tema tratado en clases, etc.”</i>

The teacher used to pay strict attention to the participation of each student, without exceptions.	<i>“(...) monitoreando la participación. Apoyando a los menos aventajando y guiando a los de mejor desempeño.”</i>
Group work was the most meaningful task to the students’ motivation	<i>“Creo que fue más significativo aquellos trabajos en que debían organizarse en grupos o en parejas, realizar una presentación”</i>
Student’s feelings about the lessons were essential to the development of the class	<i>“Dedicó tiempo en entender y aprender de los estudiantes y realizó actividades monitoreando la participación de todos los integrantes.”</i>
The methodology implemented helped to enhance even more the participation of the class, it turned out being successful.	<i>“El curso, en general, es bastante activo y participativo lo que se vio incrementado favorablemente con la metodología utilizada [TBLT]”</i>
As the methodology implies a lot of talk, sometimes the class was too noisy.	<i>“Si debo mencionar algún aspecto negativo, creo que el ruido dentro de la sala fue algo constante. Es entendible que en una clase de idiomas hablen para favorecer el proceso comunicativo, pero en ocasiones esto salía de control”</i>
The majority of the students of each grade were totally involved and willing to participate in the project.	<i>“La mayor parte de las clases, el grueso del curso estuvo comprometido...”</i>
Throughout the lessons, students had a great time which helped to their learning process.	<i>“La experiencia fue positiva con muchas cosas a favor y otras por mejorar... Las intervenciones docentes fueron adecuadas, a veces exploratorias, sin embargo, siempre atingentes. El balance es favorable luego de estos meses de práctica[...].”</i>
The methodology used was positive overall.	<i>“Así que bastante bueno y positivo porque, la realidad es que el proyecto ayudó bastante a los alumnos a organizarse entre ellos, respondieron bastante, en forma oportuna con todos los trabajos que el profesor pedía”.</i>

	The teacher took into account different types of learning and ways to teach which resulted effective for the students”	<i>“Utilizando también diferentes herramientas como visuales, orales tomando y considerando todos los estilos de aprendizaje de los alumnos.”</i>
	Teamwork was improved during and after the lessons.	<i>“al comienzo hubo un poco de problemas de organización pero rápidamente se solucionó el problema y ellos tenían que aprender también a respetar la opinión de los demás o a unificar criterios en grupo.”</i>
	In some cases, the methodology led to misbehaving attitudes.	<i>“pero en ocasiones esto salía de control y quizás algo por mejorar, el monitoreo de modales de los alumnos que en ocasiones no eran adecuados para una clase, que se obviaron en pos de las instancias comunicativas.”</i>
	Teamwork was improved, and students learn to organize their ideas.	<i>“Creo que fue más significativo aquellos trabajos en que debían organizarse en grupos o en parejas.”</i>
	The students were involved through games they liked	<i>“Era muy divertido porque eran muchos juegos, ellos pidieron muchos juegos.”</i>
	Using sharing helped to improve classroom climate	<i>“Estos momentos del sharing que hace (el profesor), entonces se lo exigían también o se fijaban en la hora de cuándo ya tenía que venir de manera que se respetaran.”</i>
	As students were not used to learn through games, it was difficult for them to realize they were learning	<i>“Les cuesta distinguir de que de verdad están aprendiendo a través de algún juego.”</i>
	TBLT as methodology worked. Nevertheless, there should be include other strategies so the students can realize they are learning	<i>“Funciona, es muy efectivo, porque hace que los estudiantes construyan y que se den cuenta de qué es lo que están aprendiendo. Sin embargo creo yo que es necesario mezclar a lo mejor, varios approaches, para que sea más diverso”</i>

Climate	The approachable attitude from the teacher influenced positively students' response towards the activities	<i>“Constantemente la profesora buscaba instancias de cercanía para conversar sobre los intereses, estados y emociones de los estudiantes y en el inicio de las clases y al cierre de estas siempre había intercambio de opiniones, aprendizajes, relaciones con el tema tratado en clases, etc.”</i>
	Teamwork offered students possibilities to develop social skills	<i>“Los estudiantes comprendieron el valor de trabajar en equipo, relacionarse entre pares, comprometerse con el desarrollo de actividades y valorar el trabajo docente.”</i>
	The teacher implemented different strategies in order to enhance students' participation	<i>“cuando se daba cuenta de alguien que no trabajaba, que no hacía...él personalmente hablaba con los chiquillos y fue bastante bueno, porque tuvo un enganche así como súper importante”</i>
	TBLT activities created instances to explore students' backgrounds and emotions	<i>“Ciertamente la que más los marcó fue el “Show and Tell” donde pudieron hacernos partícipes de sus mundos particulares y distintos. Se sintieron cómodos y lo disfrutaron.”</i>
	TBLT increased students' active participation and disposition to the activities	<i>“los estudiantes respondieron mostrando interés y motivación frente a las actividades planteadas, la mayoría trabajó y cumplió responsablemente y se dio cuenta de sus logros.”</i>
	TBLT was implemented considering students' emotional response and their needs and likes	<i>“Si, por supuesto que lo consideró (cómo se sentían los estudiantes). Él primero, observó a los cursos y de acuerdo a las características en particular de estos dos cursos que él tuvo que son bastante opuestos. Él consideró tareas para ellos, entonces trajo dinámicas como para preparación de la clase, para presentar los temas. Trajo actividades también para ellos participaran en construir su aprendizaje.”</i>
	As the lesson included games, it resulted in a disruptive behaviour from the students	<i>“entonces el juego se transformaba de repente en un desorden”</i>

Students' attitude towards the activities the teacher did had a noticeable change through the sessions	<i>"Ellos demostraron cambio importante de actitud hacia las actividades que el (profesor) traía"</i>
Pupils showed to have a positive relation with the student teacher creating a meaningful bond	<i>"Él personalmente hablaba con los chiquillos y fue bastante bueno, porque tuvo un enganche así como súper importante."</i>
Students' feelings towards the activities developed were rather negative when they considered content more important than performance	<i>"Los niños sienten que es 'ya pero no aprendimos nada'"</i>

3.2 Focus Group

Topic	Premise	Quote
Methodology	The consideration of emotional aspects was beneficial for the students' learning process.	<i>"También lo que me he dado cuenta es que sus clases no están solamente enfocadas al término de 'aprendizaje' sino que también están enfocadas mucho en la parte emocional de nosotros porque aparte de decir todas las cosas en inglés, hablar en inglés y todo eso, empezamos a analizar también sobre lo que pensábamos, lo que sentíamos, pero en inglés. Entonces igual era una mezcla de todo, o sea de lo psicológico y lo que podías aprender."</i>

Dynamic lessons promoted learning.	<i>“inglés lo odiaba estaba siempre con el celular debajo de la mesa. Pero ahora con la profe es como todo distinto, es como “¡Ah viene inglés, viene inglés!”. Y no es por que vaya a hablar inglés, es porque sus actividades son súper entretenidas y aprendo caleta.”</i>
Teachers’ effort motivated students’ participation.	<i>“No solo eso, como que llevaba ya las actividades hechas y las realizaba pero no con el fin de que le beneficiaran a ella, a pesar de que muchas veces las actividades que iba a hacer eran como... quizás puede ser como aburrido para ella o algo así, pero al final como que buscaba el bien de nosotros.”</i>
Promoting speaking enhanced student’s involvement	<i>“Entonces yo opino que hablar es una cuestión muy importante porque en las clases anteriores lo que hacíamos era anotar, aprendernos las reglas, pero el hecho de que fuera más interactivo nos obligaba a hablar. O sea no nos obligaba pero nos decía “¡si tú puedes, dale inténtalo!”.</i>
Games boosted students’ participation.	<i>“El profe buscaba como varias formas de hacernos la clase, con juegos, con eso, para que pusiéramos atención y los jugábamos y todo eso entonces era súper bueno.”</i>
Sharings enhanced confidence in students to give their opinions	<i>“el primer día que llegó ella hizo el círculo y preguntó ¿cómo a ustedes les gustaría aprender inglés? Y nosotros dijimos que nos gustaría interactuar, hablar. Y ella nos dijo que el inglés sea aprende practicando, y desde ahí propuso que habláramos más, que hiciéramos los círculos todos los días. Me gusta mucho porque ella toma muy en serio la opinión de los demás.”</i>
TBLT based activities were more meaningful for the students.	<i>“lo de la cocina, que es algo obviamente que se sale fuera de lo tradicional, es original po’, por ejemplo, yo creo que a ninguno se le ocurrió a aprender a través de la cocina el inglés ... tecnología o arte... o historia.”</i>
Constant monitoring was beneficial for the	<i>“Se aseguraba de que todos entendieran lo que estaba explicando. Si alguien no entendía podía</i>

	students learning process.	<i>estar ahí harto rato tratando de que comprendieran. Y si no, no se iba”.</i>
	Innovative lessons enhanced students’ commitment	<i>“que el profe cambió como el concepto de las clases, que eran como todas monótonas de sacar el cuaderno, escribir, copiar de la pizarra, y el que no tenía preguntaba y si, te quedabas con esa duda no más y te equivocabas no más po’ entonces el profe lo cambió totalmente y nos adaptamos a que inglés fuera así”.</i>
Climate	Positive classroom climate improved students’ participation	<i>“También trataba que los desordenados participaran y toda la cosa. Entonces participaba casi todo el curso en las actividades. Al principio no tanto, pero cuando las clases avanzaron si”</i>
	Boasting students’ confidence improved classroom climate	<i>“Yo también me sentí cómoda y creo que también se generó como un ambiente de más determinación en el curso. Porque como resaltamos anteriormente que el profesor consideraba como nos sentíamos y eso también nos dio determinación para responder preguntas y todo eso.”</i>

	A positive student-teacher relationship improved classroom climate.	<i>“Si siento que todos se sentían más cómodos en el curso con ella ahí, por su edad. Porque por ejemplo ahora, que llegó y teníamos música en la sala, ella empezó a cantar con nosotros. Como que se unió a nosotros. Y creo que todos se sentían más cómodos con ella porque era alguien más cerca a nuestra edad que se podía relacionar con nosotros.”</i>
	A positive classroom climate helped enhance group bonding	<i>“Y algo que logró ella es que nos uniéramos como grupo. O sea, ha logrado que todos nos unamos, seamos apegados. Porque ella llega y todos estamos como separados, entonces como que ella ha hecho que todos nos tengamos cariño, hablemos.”</i>
	Student-teacher negotiation boosted student’s commitment	<i>“Y la profe nunca nos obligó a hablar. Nunca dijo “yo los voy a obligar a hablar” pero nos hizo un trato. Y dijo “sé que a ustedes no les</i>

		<i>gustan los trabajos escritos. No vamos a hacer nada de eso, pero ustedes tienen que prometer que vamos a hablar más, y vamos a hacer más actividades. Y eso fue exactamente lo que hicimos”.</i>
	Student-teacher respect improved students’ commitment	<i>“Fue muy impresionante porque muy pocas veces, casi nunca en verdad la escuchado decir “cállense” y esas cosas. Porque el curso entero, menos muy pocas personas, están súper involucrados en la clase y cuando la profe hablaba al tiro nos callábamos. Y si hablaban era muy bajo y igual prestaban atención.”</i>

3.3 Reflections

Topic	Premise	Quote
Methodology	Relationship between the training teacher and students improved classroom climate	<i>“This time, I put a lot of effort in planning two good lessons for 7th grade. I think that this is directly related with the improvements in classroom management that class meetings enabled me to achieve. I have now a better relationship with them now.”</i>
	Pre activities to check previous knowledge worked for the students to understand what they were learning	<i>“We did a pre reading activity, we watched a video, revised vocabulary, we read the book as a group, and so on. I believe that all of these activities helped them a lot to understand the book.”</i>
	Task Based Language Teaching was	<i>“On Tuesday, we began with the final project, which will be the instance where I will apply the</i>

	implemented using personal experiences and real world tasks to engage student's interests with focused or unfocused grammar activities	<i>task-based lessons plus sharings at the end of the lesson for my seminar. (...) This first step was to introduce the final project: This will be a music review made by students in video format. They will have to create different parts of it during the lessons and presented at the end of the semester. (...) At the end of the class students shared how they felt about this project at most of them answer positively about it."</i>
	Self-evaluation on the teacher performance helped improving teaching and creating new techniques inside the classroom	<i>"I really believe that the key is not only, the way you treat the student in the formative assessment, but also in how you respond to what they have to say and the answers you give them. Is it relevant the wrong answer if they dare to contribute something out loud? would you dare to make fun of it? It is evident that depends on the relationship you build with the students."</i>
	The teacher created a unique strategy for a specific classroom and it improved climate	<i>"Moreover, we have not equal interests neither affairs. So for that reason, I have incorporated artistic and physical tasks inside the planning. Taking advantage of those forgotten areas I thought I could implement them in early steps in the planning."</i>
	The TBLT structure worked to give the teacher tools to create context related to the content	<i>"Talking about TBLT, transitions among activities was an issue that I could not discover if it had not been for the approach applied. Now I understand the importance of the task to achieve the lesson's objective and the transitions among them. The level of comfort with the second language is directly joint with previous frustration experiences."</i>
	The teacher functioned as a facilitator and not a boss	<i>"After their reflections, I felt that even though we failed in the evaluation, they are developing other aspects and skills to improve not only their works but the way in which they deal with problems or unexpected situations in life. I felt that this was a challenging task and that they must get used to it in order to take advantage of their potential."</i>

Teamwork helped accomplish meaningful learning	<i>“When the class was about to finish, we asked group by group to evaluate their process and how they perform that day and other groups’ performance, taking into account that peer-evaluation was another point in the rubric. My idea was to develop their critical thinking and abilities to provide suggestions and assess others’ work. Surprisingly, they had mature opinions about them and their classmates. They provided useful suggestions like add music, images or some pieces of clothes. On the other hand, they were critical of their own performance”</i>
Warm ups about the students’ personal interests were proven effective to motivate students	<i>“I planned as a warm up a question game for them to practice the structure ‘do you like/hate/love something’. I put a list to help them and they started creating and asking. Those who did not pay attention or who failed in creating the questions would have to say a tongue twister once the game was finished. Once it finished, I asked the assistants to say a tongue twister each. The students were delighted by this ability.”</i>
A variety of short monitored activities were proven effective to maintain the student's’ interest	<i>" Considering some negative incidents, I observed during the preparation for the English day, I divided the evaluation into smaller tasks that they have to present every class. These tasks constituted one criteria of the rubric I presented.”</i>
The Student-teacher and school-student relationship improved when the teacher showed interest on the students’ personal interests or current trends	<i>“Students liked the activity because they had the opportunity to listen to their favorites tunes in class.”</i>
Motivation improved when activities involved meaningful learning	<i>“We did three exercises of completing with their knowledge of grammar and vocabulary some comparative sentences, creating one and exposing it in front of the class. It took a great deal of a time, but they seemed to have fun with it and learn. They were very participative and receptive during that class.”</i>

	Motivation on students increased when the teacher showed significant preparation	<i>“I could not find an appropriate input for this class. Therefore, I recorded myself with my cell phone talking about my favorite song and giving reasons. Students were shocked and appreciated that I did something special for them.”</i>
	Sharings as a self-evaluation tool for assessment worked as bonding exercise and let the students talk about topics that were important to them	<i>“Again, I shortened the lesson and move on to the sharing, because I needed to know what was happening to them. Most of them said it was because they were tired of school and wanted their winter break, and we agree in doing warm ups that could help them to relieve stress.”</i>
	Sharings made the students forget their fears and/or to feel more comfortable when they made mistakes	<i>“When we finished the activity we had a sharing, and they gave me feedback on the activity, so I knew they had a good time and learn. One student said that the greatest part of the class, is that he was not afraid to make mistakes because he had their team support, another girl said that she discovered something she did not know.”</i>
	Self-evaluation and peer evaluation helped the students to interiorize the knowledge	<i>“Besides, we checked the worksheet together, I let them correct the wrong answers and explain why in order to see if they are memorizing or learning. Hopefully, most of them know how to explain the reasons, they have their own way of understanding, and that amazed me because I thought they were learning in the way I teach but they have created their methods, so when they explain to their classmates, they are reaching the highest step of Bloom's Cognitive taxonomy; creating and being able to explain to others.”</i>
	Formative assessment worked as a discipline tool and to check their understanding	<i>“At the end of the class, I asked again the phrases to anyone in the audience; for example, I asked students I ‘would you like something to drink?’ and that person answered using the book or their own imagination. In that way, I could have an idea of the level of understanding they got.”</i>
Climate	Students learned by playing	<i>“Complementing what Jeremy Harmer suggests in his book The practice of English</i>

		<i>Language Teaching (“our job, therefore, must be provoke student engagement with material which is relevant and involving”) I shall say that we have to awake the little child we all have inside. And the most appropriate and gently way of learning is through the game and the interaction we build with others while playing.”</i>
	The implementation of a good classroom climate enhanced the participation from the students	<i>“...there were a couple of shy students who had issues with saying a tongue twister in front of everyone, nonetheless the whole class cheered them up and the obstacle was overcome. The results were certainly beyond my expectations.”</i>
	Group work took the pressure off individual students and improved their performance	<i>“Dividing a class into small ones enable students to move forward step by step, and not to feel overwhelmed by a big amount of contents at once.”</i>
	Effective presentation of the activities caused effective participation from the students	<i>“On Friday, we had an amazing class. First, I introduced the question ‘How do you feel for the test?’ and they threw the pig (of Emotions), and did comments about their concerns and insecurities. Then, I provided a ppt presentation and I used two super heroes, to establish the differences between countable and uncountable nouns. They reacted with a lot of enthusiasm... After this presentation, I made the question again, and they screamed “bieeeeeeen”, so I knew it was effective, they took photographs of the material, some of them drew the examples, etc.”</i>
	Experiences during the placement process are useful for future lessons	<i>“the controlled practice took a lot of time to students, and that was not the idea since they spent so long that the free practice was in a way limited and also the final sharing, in which they only could share one word before they go. Most of them said happy, so I will have to provide more word for the following lessons to explore a little more on what they felt.”</i>
	Creating bonds with the students improved their	<i>“One of my favorite parts of the lessons are sharings (and my students too) because I feel</i>

	participation and motivation	<i>they have helped me in many different ways... I really enjoy seeing that my students do not want to leave the circle after I have dismissed the class."</i>
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CHAPTER IV: CONCLUSIONS

4.1 Conclusion

Teachers are expected to constantly search for new methodologies that can help students relate contents to their lives. This is why we implemented this methodology, to focus on factors that have been previously overlooked in order to accomplish meaningful learning. We brought TBLT into the classroom to see the extent to which this approach would help classroom climate and to help students accomplish meaningful learning and a more critical thinking. We incorporated the students' emotional scope and the relationship between the agents inside the classroom.

This case study started with the assumption that TBLT could truly make a difference within the climate and the interactions of the subjects involved in the learning process in the Chilean classrooms. After the interventions on schools, student-teachers, guide teachers and most importantly the school students, reacted positively towards this methodology and all of our goals were met.

The focus of the research was the students' learning process and not their academic outcomes. Consequently, at the beginning we established one general objective and four specific ones, being the general objective to improve the climate on the classrooms through TBLT.

Benefits of the research

Throughout the analysis of the instruments, we noticed that the subjects (teachers, student-teachers and/or school students) referred to the fact that student-teachers took into account school students' opinions as one of the main benefits of the interventions. Punctually, they referred to two different moments in which this happened: as the activities were going by

or at the end of the classes with the sharings. During the course of the classes, students noticed that their opinions on the activities and even their reactions towards them were considered in subsequent classes. At the end of every session, sharings enhanced students' confidence to the point that they felt a sense of belonging. Moreover, sharings turned out to be helpful tools for both teachers and students. as those instances were developed in a safe and respectful atmosphere, and subjects were likely to freely share their worries and concerns with their peers and with the teacher, promoting effective communication among all participants.

Along the same line, the subjects discussed the issue of emotions as a fundamental part during the TBLT classes. Once again, sharings offered students a supporting network for both emotional and academic purposes. This safe environment allowed students to forget their inhibitions and acquire a more tolerant way to deal with frustration and failure, mainly because the affective filter decreased, thus improving their communication channels. In addition, the fact that students were provided with instances to explore their feelings and emotions, enhanced their awareness towards themselves and others. All of the above led to an improvement in the classroom climate.

Among the diverse strategies offered by TBLT, the benefits of group work were highlighted in all three instruments. The two main findings mentioned by the subjects were motivation and peer interaction as both increased student bonding. Moreover, the subjects stated that students learned to work cooperatively, respecting others, being proactive and also developing their social skills. Finally, this strategy contributed to reduce students' pressure and fear to make mistakes.

As the threatening atmosphere was reduced, the students were more willing to play an active role inside the classroom. One of the factors that improved student participation was

teacher-student negotiation. Since the students perceived a comfortable environment, they could relate with the teacher more easily. The fact that the teacher was constantly monitoring resulted in all the students taking part in the class. The school students not only appreciated the relationship with the student-teacher but also the effort that was put into the implementation of the class. Furthermore, the subjects felt that TBLT was an innovative approach that motivated student participation from the presentation to the closure through different activities such as games, sharings and so on.

The application of TBLT allowed students to relate in-class tasks to real life situations. Therefore, the subjects agreed on the success of TBLT as a methodology that enhances meaningful learning. As it was mentioned before, students appreciated the variety of the activities, since they broke the traditional structure of the lessons, which led them to be more motivated and engaged during the interventions. Additionally, when it came to assessing their classmates and themselves during the activities, students did it thoroughly committed and motivated, thus increasing their critical thinking.

To sum up, the implementation of the Task-Based Language Teaching approach was successful when it came to our main objective. Since the student-teachers took into account the students' interests, not only did the school students felt more engaged in the lessons, but also they accomplished meaningful learning and it gave them the opportunity to think critically. All of this allowed the students to evaluate themselves and their peers with an objective perspective. Furthermore, the methodology was applied giving the students real-life situations that fulfilled their interests using focused and unfocused grammar activities, which resulted in an improvement of learning and climate. Additionally, the bonding experiences created between the students and the student-teacher gave the pupils more confidence to participate in an active

way, as they were not afraid of making mistakes because they felt safe and comfortable inside the classroom. Overall, the results were satisfactory, hoping to lead to future investigations and to be able to get similar results in other, if not all, Chilean contexts.

4.2. Further research

As mentioned before, one of the specific objectives of this research was to establish a student-teacher support system that would help them deal with the problems they faced inside the classroom. Implementing this system evidenced how essential it is for student-teachers to have the opportunity to share with people that are going through the same process and what a beneficial experience it was to be able to give and receive feedback from other classmates. We hope our research project opens and leads the way to further research on this field.

4.3. Limitations

When applying the TBLT approach, we found several limitations that, even though did not affect the outcomes of our research, are worth mentioning in order to inform future researchers of these issues. First, some teachers and/or school coordinators were reluctant/might be reluctant to the application of TBLT because the noise might be too loud for the average Chilean classroom. Second, we decided not to consider the quantitative instrument we had designed as the UMCE supervisors only observed two or three lessons and they did not always coincide with the interventions of our research.

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APPENDIX

1. FOCUS GROUP

1. ¿Crees que el profesor consideró como se sentían ustedes en las clases? ¿Cómo lo hizo?
2. ¿Cómo te sentiste durante las clases? ¿Hubo cambios en ti O en tus compañeros respecto a cómo normalmente se sienten en clases?
3. ¿De las tareas realizadas en clases, ¿cuáles te resultaron más significativas para tu aprendizaje?
4. ¿Cómo promovió el profesor la participación de TODOS los estudiantes?
5. ¿Qué tan involucrado crees que estuvo el curso durante las clases?
6. ¿Cuáles son tus impresiones luego de las clases?

1.1 TRANSCRIPTION OF FOCUS GROUPS

1.1.1 COLEGIO VALENTINA ESCOBAR: FRANCISCO ENCINA

1. ¿Crees que el profesor consideró como se sentían ustedes en las clases? ¿Cómo lo hizo?

P1: Como para empezar, creo que la profesora se preocupó mucho de cómo nosotros nos sentíamos. Durante los círculos al final de la clase, siempre preguntaba cómo nos sentíamos con la clase, durante la clase nos preguntaba si entendíamos, cómo nos iba... y, yo creo que lo que le preocupaba más que hacer lo que ella tenía que hacer era saber que nosotros estábamos aprendiendo felices.

P2: Además una de las cosas que ella se preocupó mucho por nosotros con respecto a las clases. Ella más que hacernos aprender, quería hacernos sentir cómodos en la clase, por eso nos hacía sentir cómodos, que no tuviéramos miedo de hablar, que no tuviéramos miedo de participar. Yo creo que eso igual es súper bueno, porque nosotros generalmente tenemos miedo a participar en las clases, por qué no todos aportan, pero ahora con esto hemos aprendido a aportar más a no tener miedo de hablar, a expresar nuestra opinión.

P3: Yo siento que igual ha sido incluso súper constante en el sentido de que era todas las clases que preguntaba “¿cómo se sintieron en esto? ¿qué les gustó y que es lo que no? Y así ir mejorando porque en realidad si lo hacía una vez no tiene mucho sentido, pero eran todas las clases y era como nos sentíamos nosotros y respecto a que nos había gustado etc.

P4: No solo eso, como que llevaba ya las actividades hechas y las realizaba, pero no con el fin de que le beneficiaran a ella, a pesar de que muchas veces las actividades que iba a hacer eran como... quizás puede ser como aburrido para ella o algo así, pero al final como que buscaba el bien de nosotros.

P5: También se preocupaba mucho si nos entretenía en la clase que hacía. Y de alguna u otra manera aprendíamos sin nosotros darnos cuenta, entonces, ella siempre decía “¿les gustó la clase? Y nosotros siempre decíamos “sí nos gustó”. Y si no nos gustaba ella buscaba otra manera de que todos participamos. Buscaba algo interesante para que todos participamos.

P1: Si ella era muy sorprendente cuando... Cada clase era algo diferente, no sabíamos que era materia. Yo sabiendo inglés dije esto es como un gasto de tiempo, pero cuando llegamos a la última clase y nos dijo que todo eso era materia, fue muy sorprendente, y como que sentí que hasta yo aprendí más que en una clase normal.

P4: De hecho, fue muy sorpresivo cuando nos dio el temario de la prueba, porque todos estábamos preocupados de qué iba a entrar en la prueba y después nos dimos cuenta que habíamos aprendido sin como que hubiera sido completamente obligatorio. Como que no nos imponía la materia y pensábamos que estábamos como puro divirtiéndonos y esas cosas, pero al final como que aprendíamos todo, pero de una manera súper distinta a la común y mucho más didáctica, innovadora y entretenido.

P6: Era entretenido por que como que te agarraba la clase y te mantenía todo el rato atento. Era súper entretenido.

P3: Como que todos reconocemos el esfuerzo que ella hacía en el sentido de que uno dice “ay es para que puro se entretengan” pero en verdad es como que el esfuerzo de estar recortando todos los papeles. Pasamos una materia como con un rompecabezas entonces es un esfuerzo extra que ella podría pasarlo en PowerPoint, pero es como súper monótono y fome en verdad.

P4: Yo creo que, como curso, nunca habíamos respetado y querido tanto a una profe y ella como que logró hacer todo eso con nosotros. Le agarramos mucho afecto.

P1: De hecho, llegamos a no querer que se vaya porque cada clase, hasta la gente que odiaba inglés o que no es bueno para el inglés, como que esperaban las clases porque era bacán estar con ella.

P7: Además yo aprendí hartito con esta metodología de andar como jugando entre la clase y todo eso.

P8: Sí además se preocupaba bastante de ver cómo iba nuestro progreso en cada clase y ayudaba para ver que tenía que tratar en otras clases.

P6: Iba preguntando puesto por puesto siempre y era súper bacán. Yo antes no hablaba nada, entendía, pero no hablaba nada. Y cada vez como que hablaba más fluidamente y cosas así. Ahora no hablo fluido, pero mucho mejor que antes

P1: Y el círculo era lo más importante en eso de estar cómodo con la profe. El círculo que hacíamos al final de cada clase...

P4: Por qué nos ponía a todos en un mismo nivel.

P1: Sí y no solo nos unía como curso, sino que nos unía... no teníamos que hablar en inglés en ese momento pero... nos unía en el hecho de que estábamos todos aprendiendo, todos sabíamos que estaba pasando y nos sentíamos más unidos a la profe y como curso.

2. ¿Cómo te sentiste durante las clases? ¿Hubo cambios en ti o en tus compañeros respecto a cómo normalmente se sienten en clases?

P3: Yo creo que a todos nos pasa que no es “oh toca inglés” si no que es una cosa como más “¡ah la profe Vale!” de hecho siempre es como “¡ay viene la profe Vale!” porque es entretenido y como es tan divertido siempre sentimos que podemos participar. Incluso, yo cuando puedo

hablo español porque me da vergüenza hablar en inglés, pero últimamente lo hago porque sí, ya no lo evito tanto porque como que todos lo intentan, todos lo hacen. Y si no te sale no se molestan. Por el miedo mayor es a que te molesten porque pronuncias mal, porque hiciste mal la frase. Y se ha creado un ambiente como más de amigos entre todos, y más de juego.

P1: Algo que yo siempre he notado es que yo siendo extranjero que habla inglés fluidamente... en cada clase que he estado hablando inglés a la gente le pone nerviosa hablar en inglés al lado mío, porque soy un nativo hablando y como que se avergüenzan. Entonces como que yo caché que la profe Vale hizo que todos de alguna forma hablaran. Si yo estoy al lado de ellos hablarían. Y yo trataba de limitar cuánto tiempo hablaba, pero igual no tenía que hacerlo porque la profe sacaba de alguna manera las palabras de la gente sin obligarlos. Y era muy divertido.

P6: A mí me pasaba por ejemplo que me ponía feliz cuando tocaba historia, matemáticas o cosas así pero inglés lo odiaba estaba siempre con el celular debajo de la mesa. Pero ahora con la profe Vale es como todo distinto, es como “¡Ah viene inglés, viene inglés!”. Y no es por que vaya a hablar inglés, es porque sus actividades son súper entretenidas y aprendo caleta.

P2: Yo opino que... o sea al principio como experiencia personal, a mí no me gustaban mucho las clases porque igual a mí me cae súper bien el profe anterior, a pesar de que igual nos hacía como materia, nos muestra PowerPoint etc., a mí me gustaba eso porque yo igual aprendía así. Aprendía más claramente, es por eso que al principio no me gustaba eso de jugar pensaba como “uy pero eso es de cabro chico”. Pero después me di cuenta que, aunque sea de cabro chico uno igual aprende por qué los niños aprenden jugando la mayoría de las veces, y a medida de que pasa el tiempo uno va como adquiriendo los papeles, anotando, tomando apuntes. Y esto es algo distinto, quizás es aprender como niños, pero se aprende súper bien. Al principio no me gustaba porque era como latero, pero después me di cuenta que, si era muy entretenido, que todo el rato

cambiaba y mi disposición a las clases igual cambió, porque antes era inglés y era como “arg” pero ahora es entretenido. Y ojalá siga siendo así.

P4: A mí me pasaba que me daba mucho miedo hablar inglés. O sea, me sigue pasando, pero porque es algo de mi esencia, pero con la profe ya no era tanto. De hecho, como que le hice una pinky promise de que iba a hablar más inglés. Y ¿qué profe va a aceptar una pinky promise? ¿qué profe va a aceptar ocupar tus mismos términos con los que te relacionas con los demás? Entonces, eso era algo que también pasaba con la profe, que le podías hablar como si fuera un compañero, un amigo algo así. Entonces si el profe se pone a tu mismo nivel, no sientes que alguien te está como obligando a meter la materia en la cabeza, o algo así.

P5: Yo soy extranjera también, soy de Venezuela. En la escuela donde estaba el inglés era extremadamente difícil. Y siempre repasando materia, listening, writing y todo eso. Pero con la profe Vale como que es más... divertido, porque ella hace que te guste el inglés, de una manera que no te des cuenta que estás aprendiendo. Yo también al principio pensaba “ah, pero no estamos haciendo nada” pero... el leer la mano con el will, hacer las poses de la foto esas cosas, y ponerte a escribir así, no importa que esté malo, pero ella igual te decía “no importa está malo, pero lo intentaste” entonces eso me gustó mucho de la profe.

P5: La profe tiene, así como un espíritu de niña todavía, ósea se parecía mucho a nosotros, y creo que eso también ayudó mucho a que se haya incorporado tan rápido al grupo. En el sentido de que teníamos este ambiente de niños, pero igual ella sigue siendo la profesora, aunque no lo parece. Parece una más de nosotros. Creo que eso también ayuda a que todos dijéramos “¡ah viene la profe Vale” y estemos dispuestos a aprender y participar.

P1: Si siento que todos se sentían más cómodos en el curso con ella ahí, por su edad. Porque por ejemplo ahora, que llegó y teníamos música en la sala, ella empezó a cantar con nosotros. Como que se unió a nosotros. Y creo que todos se sentían más cómodos con ella porque era alguien más cerca a nuestra edad que se podía relacionar con nosotros.

P3: Lo otro importante yo creo que más que la edad, era como la actitud. Porque ella no llegaba “hola yo soy su profesora y me tienen que hacer caso, porque yo estoy aquí en conocimiento y ustedes están más abajo”. Si no que ella llegó en buena onda, así como “chiquillos somos todos iguales, aprendamos todos juntos”. Y eso a uno le da confianza. Como que le quita el miedo al hablar, o que el profesor te va a juzgar o que se yo. Era como estar con un amigo hablando... pero con respeto.

P7: Anteriormente yo también me aburría en las clases y todo eso. Pero desde que llegó la profesora he puesto más atención, he mejorado. Igual yo he cambiado mucho, ahora hablo un poquito más fluido, pero he cambiado mucho, sí.

P8: Yo siento que el que haga las clases más interactivas entre todos nosotros, ayuda bastante a que muchos se interesen en el inglés.

3. ¿De las tareas realizadas en clases, ¿cuáles te resultaron más significativas para tu aprendizaje?

P2: Yo opino que una de las cosas más importante para todos es el hecho de que nos haga hablar. Una de las cosas que generalmente le cuesta a los chilenos, y mucha gente que habla inglés, no es entender, entienden perfectamente. Lo que les cuesta es hablar. Ya sea por miedo, por como pronuncian, a que te juzguen por lo que sea. Pero el hecho de que la profe llegara y nos dijera “no importa está bien, estamos todos aprendiendo, estamos todos al mismo nivel y da lo mismo

la pronunciación porque eso se va practicando con el tiempo”. Entonces yo opino que hablar es una cuestión muy importante porque en las clases anteriores lo que hacíamos era anotar, aprendernos las reglas, pero el hecho de que fuera más interactivo nos obligaba a hablar. O sea, no nos obligaba, pero nos decía “¡si tú puedes, dale inténtalo!”. Yo siempre he sido buena en inglés, pero lo que más me cuesta es hablar, y ahora no me cuesta para nada.

P4: Antes, con el profesor Raúl pasaba que siempre hacía hablar a las personas que sabían más inglés, entonces siempre las otras personas no hablaban y al final tenían ese miedo de hablar porque nunca lo habían intentado. En cambio, la profe Vale hacía que todos habláramos por igual y yo creo que lo que tiene que hacer un profesor es enseñar al que menos sabe porque ¿de qué te va a servir enseñarle al que más sabe si es que ya sabe? Entonces claramente hacerlos mejorar sus habilidades, pero tener ese equilibrio entre los que no saben y los que saben. Y eso es muchas veces lo que los profes no hacen que le sacan el potencial máximo a las personas que más saben y a las otras como que los dejan aprender lo que pueda.

P5: Una cosa que me gusta mucho de la profe es que pregunta tu opinión, toma mucho en cuenta la opinión de todos. Por ejemplo, el primer día que llegó ella hizo el círculo y preguntó ¿cómo a ustedes les gustaría aprender inglés? Y nosotros dijimos que nos gustaría interactuar, hablar. Y ella nos dijo que el inglés sea aprende practicando, y desde ahí propuso que habláramos más, que hiciéramos los círculos todos los días. Me gusta mucho porque ella toma muy en serio la opinión de los demás y si ella se equivoca lo va a arreglar porque es la opinión de ella.

P1: Cuando yo aprendí español lo hice solo, simplemente hablando y escuchando a la gente. Y aunque mi español no es perfecto ahora, está bien cerca de eso. Y creo que esa es la mejor forma y la profe utiliza esa forma de siempre hablar, siempre hacernos hablar. Normalmente cuando hay practicante, no hacemos los videos que el profe Raúl siempre nos hace hacer. Ella nos hizo

hacer el video porque hablar es importante. Ella nos hizo hacer el show and tell porque hablar y presentar es importante.

P4: Porque es lo que menos hacemos.

P1: Si. Y nunca hablamos, como dijo mi compañera. Nunca hablamos. Siempre estamos escribiendo o haciendo trabajos. Y el único trabajo donde hay que realmente hablar es en el video.

P6: Y son como dos semestrales.

P4: Lo otro es cuando el profe hace hablar a los que más sabe.

P1: Entonces el hecho de que nos hiciera hablar... esa fue la mejor tarea que pudo hacer.

P3: Otra cosa que igual ha disminuido es el miedo a hablar. Porque antes nos pedían que leer algo del libro y era como “no no quiero” o pedíamos que lo hiciera otra persona o leíamos muy bajito para que nadie te escuchara. Mientras que ahora es leer, es hablar, es como más normal. Se nos ha hecho como más común a todos y más fácil. Quizás no lo hacemos todavía tan bien pero el hecho de practicarlo más es súper importante especialmente para la gente que le da mucha vergüenza. Por ejemplo, cuando hacíamos presentaciones antes y presentaba la gente que hablaba muy bien, después el resto como que se cohibía de presentar porque la pronunciación no es buena.

P4: De hecho, cuando antes nos molestamos cuando uno hablaba mal como que uno se sentía mal. Pero si ahora nos molestamos por hablar mal, por las clases y por lo que la profe nos ha enseñado uno ya no se siente mal porque prácticamente todos hablan mal y la profe nos ha hecho darnos cuenta de eso y lo que ha hecho ha sido mejorar eso.

P1: Una técnica que usa la profe que yo me di cuenta hace unos días simplemente pensándolo es que la mayoría de nosotros por la vergüenza que les da hablar no hablaban. Entonces la profe se ponía en nuestro lugar y se avergonzaba sola. Por ejemplo, traía fotos de ella cuando chica, cuando tenía 12 años y cosas así y se avergonzaba para que nosotros nos sintiéramos más cómodos con ella y así habláramos más. Y es una técnica muy rara, pero funcionó.

P6: Como que se humillaba ella para que nosotros no nos sintiéramos mal.

P3: Por eso se ponía a nuestro nivel.

P1: Y fue súper lindo eso.

P8: Cuando nos enseñaba como hablar eso ayudaba para cuando nosotros tengamos que hablar inglés no necesariamente en clases sino en cualquier parte.

P7: Otra gente que era miedosa en hablar inglés era... pronunciar mal y algunos se reían, pero ahora al hacerme hablar como que ya he mejorado

P8: ¿El vocabulario?

P7: El vocabulario y ahora recuerdo más palabras y hasta que perdí el miedo.

P4: Hasta la gente que no pesca los profes, que está ni ahí con los profes, la pesca a ella. Entonces, yo creo que eso no cualquiera lo logra.

P3: Cuando mi compañero nombró lo del vocabulario, me acordé que antes era como “vocabulario: transportes” entonces aprendíamos el auto y no sé qué. Y ahora me di cuenta que, especialmente en el video que sabía palabras que no sé por qué las sabía y era así como “¡oh las sé!”. Y me di cuenta que las sabía por qué las estábamos hablando, no porque me las dieron o porque me la memoricé, y era muy sorprendente saberlas.

4. ¿Cómo promovió el profesor la participación de TODOS los estudiantes?

P1: jajá lo dijimos todo en verdad

P2: Lo respondimos en la otra

P4: Con eso de humillarse

P3: Y nos hizo prometer como “entre amigos” que íbamos a hablar más inglés. Íbamos a intentarlo.

P6: Yo creo que la forma en que motivó a todos para que hablaran y participaran fue con los juegos, porque nadie pesca cuando es pura materia, materia. Los juegos motivaron a todos y todos aprendimos muchísimo.

P1: Y la profe nunca nos obligó a hablar. Nunca dijo “yo los voy a obligar a hablar” pero nos hizo un trato. Y dijo “sé que a ustedes no les gustan los trabajos escritos. No vamos a hacer nada de eso, pero ustedes tienen que prometer que vamos a hablar más, y vamos a hacer más actividades. Y eso fue exactamente lo que hicimos.

P5: Cuando hacíamos los círculos y a veces no teníamos la capacidad o las palabras para hablar nos dejaba hablar en español, pero la próxima teníamos que hablar en inglés. O sea, te daba la opción de hablar en español y uno en su cabeza pensaba como podría decirlo. Entonces eso también ayudaba mucho.

5. ¿Qué tan involucrado crees que estuvo el curso durante las clases?

P6: También la respondimos

P4: Yo creo que como curso nunca habíamos querido tanto a un profe. Porque era un profe que literalmente es como un amigo o un compañero porque tiene actitudes súper similares a

nosotros. No como actitudes de niños pequeños sino como niños de nuestra edad, usa vocabulario como nosotros o conoce las mismas cosas que nosotros entonces como que se pone al mismo nivel que nosotros, pero.... Uno no trata mal a sus amigos o la gente que te cae bien. Entonces el hecho de que se pusiera a nuestro nivel y más encima que nos cayera bien nos hacía como respetarla harto y quererla.

P1: Fue muy impresionante porque muy pocas veces, casi nunca en verdad la escuchado decir “cállense” y esas cosas. Porque el curso entero, menos muy pocas personas, están súper involucrados en la clase y cuando la profe hablaba al tiro nos callábamos. Y si hablaban era muy bajo y igual prestaban atención.

P3: Y si no lo hacíamos callar el resto.

P1: Y como dijo mi compañera, la profe era muy como “amiga” de nosotros a pesar de que era la profesora. Y también es porque ella hace mucho las cosas que nosotros hacemos, le gusta toda la música que a nosotros nos gusta...

P4: ¡Nos entiende!

P1: Si nos entiende

P5: Se ríe con nosotros

P3: Se ríe mucho. Pero no ha llegado al punto de ser ... Porque hay profes que son como muy estricto y ella no es así. Pero hay profes que son como muy... de mucho leseo, mucho juego, pero en el sentido de juego... como que no es respetable. Como que ese profe viene a puro lesear. O que no se respeta. Pero ella es como el límite, porque como es buena onda, carismática entonces cae muy bien

P4: ¡Se gana el respeto!

P2: Una cosa también es que cada vez que han venido practicantes, nosotros odiamos al practicante. Porque el practicante primero nos saca como de la rutina. Como que nos hace cosas muy diferentes y generalmente siempre son peores.

P3: Nosotros admiramos a los profes acá

P6: Desde 7mo que no queríamos tanto un practicante. El practicante de inglés de 7mo me acuerdo que le tuvimos mucho cariño, pero tampoco se comparaba con esto que fue mucho, mucho, mucho.

P2: Además que ese profe igual hacía casi lo mismo que Raúl solamente que era como simpático.

P3: Es que el punto es que acá nosotros igual consideramos inteligentes a los profes. Entonces que venga otra persona nos hace sentir que no es igual. Por ejemplo, yo admiro mucho al profe de historia, siento que es muy inteligente y cuando explica le entiendo muy bien, pero desde el momento en que llegó el practicante dejé de entenderle, eran puras guías, le entendía la mitad. Y con eso sentía que estaba aprendiendo menos y como que entré en crisis. Mientras que con la profe es distinto yo siento que es como lo mismo y mejor.

P2: Sí, el hecho de que esta practicante fuera diferente nos hizo a todos como tener curiosidad por que es diferente no es lo que hacemos siempre. Y terminó gustándonos más. Nos metimos más en la clase, nos interesamos más y participábamos más.

P1: Si como dijeron cuando vemos un practicante y siendo un colegio de alto rango, con nuestra exigencia y todo... si a nosotros nos exigen, nosotros exigimos también profesores de una alta calidad. Tenemos profesores muy buenos entonces, cuando llega un practicante es lo peor

porque nos estamos acostumbrados a eso. Pero llegó la profe Vale y al tiro todos se engancharon porque era diferente, era más entretenido, aprendíamos y honestamente como que se involucró demasiado con nosotros.

P5: Y algo que logró ella es que nos unieramos como grupo. Osea ha logrado que todos nos unamos, seamos apegados. Por que ella llega y todos estamos como separados, entonces como que ella ha hecho que todos nos tengamos cariño, hablemos. Entonces eso es muy importante.

P4: También lo que me he dado cuenta es que sus clases no están solamente enfocadas al término de “aprendizaje” sino que también están enfocadas mucho en la parte emocional de nosotros porque a parte de decir todas las cosas en inglés, hablar en inglés y todo eso, empezamos a analizar también sobre lo que pensábamos, lo que sentíamos pero en inglés. Entonces igual era una mezcla de todo, osea de lo psicológico y lo que podías aprender.

P3: Igual como el colegio es de excelencia son muy pocos los espacios que realmente nos dan para hablar, uno se mete a talleres para hacer eso. Y acá ella además de ser simpática, los juegos a uno lo sacan de la rutina, que en nuestro caso es siempre estar pensando en la prueba del otro día, pensando en que vas a estudiar a pesar de que estás recién en segundo medio, preocupada del NEM, y los juegos te sacan de lo que haces siempre, de lo que te estresa y que además como dijo mi compañero, no es solo ver los verbos, es ver como influye el celular en tu vida pero inglés, y para eso ocupamos todo lo que hemos visto en el año. Entonces, eso ha sido muy diferente.

P1: No se si esto cuenta pero, si ella va a ser una profesora creo que el amor a sus estudiantes ayuda mucho, y que sus estudiantes la amen. Entonces estar dispuesto a ayudar a los estudiantes afuera de la clase es lo mejor que puede hacer una profesora, y ella ha hecho eso. Ha hablado

con una amiga y la ha ayudado. Y yo creo que eso muestra que tan cercana está al curso en un solo semestre, porque está ayudando a estudiantes con problemas emocionales, problemas internos que no hablan ni con sus amigos.

6. ¿Cuáles son tus impresiones luego de las clases?

P2: Yo tengo que decir que antes cuando estabas en clases de inglés era una clase de inglés más. Pero después de tener clases con la profe como que me daban ganas de aprender más. Me daban ganas no solamente de aprender, si no como de hablar. A veces me pasaba eso, llegaba a la clase y tenía ganas de hablar, de escribir y es por eso que me encantaban tanto las actividades habladas como el show and tell, los videos y todo eso. Y como que me daban ganas de aprender inglés, por que me doy cuenta de que no es solamente materia y aprenderse cosas es todo.

P6: Pasa ahora que cuando no hablo inglés en la clase como que me pico porque como que necesito hablar inglés. La única clase que no salió una buena discusión fue cuando hablamos de los celulares, encontré muy mala esa cosa. Pero, hoy día mismo hicimos eso de cual fue nuestro momento favorito y el peor momento y la que se repitió más fue la del celular y el show and tell.

P4: Quedábamos con la impresión de que íbamos a hacer la siguiente clase. Uno por flojo o por distintos factores, no está con las ganas de estudiar, de aprender, como que esta cansado de la vida. Y con la profe no pasaba eso uno quedaba esperando la siguiente clase. Eso no cualquiera lo logra.

P5: Otra cosa es que te da como intriga saber lo que pasará la otra clase, porque siempre trae algo distinto: fotos, el teléfono, música. Por ejemplo, hubo una clase que nos enseñó cómo leer

la mano y todo quedamos como “¿Leer la mano? ¿Esto como nos va a ayudar en el inglés?”. Otra fue que nos puso sonidos a ver como nos sentíamos, si teníamos miedo, tristeza. Entonces siempre estamos como expectantes por la próxima clase. Y así te dan como ganas de estudiar y aprender más con ella.

P1: Algo que yo siento que todo el colegio hace es mirar el celular para ver la hora porque todos quieren salir de la clase, La profe casi nunca nos pedía los celulares y casi nunca vi a la gente revisar la hora por que todos estaban involucrados, todos tenían esas ganas de seguir en la clase y seguir después y venir a la siguiente clase y yo creo que ese es el objetivo de cada profesor, no solo enseñar a sus estudiantes, sino que sus estudiantes quieran estar en su clase. Y ese fue el objetivo que ella realmente cumplió.

P6: Hay algo que me gusta de la profe que nunca nos puso reglas, por que cuando te ponen reglas, las reglas son para romperlas. Si dicen “no usen el celular” todos lo usan. La profe no, como que a veces saco el celular y veo algo rápido y la profe ve y lo comenta, pero no te impone cosas y eso como que te amarra más por que decirte no sé por ejemplo que no puedes usar el celular y tienes que ponerlo en la caja. No sé porque pero la profe como que te engancha no poniendote reglas.

P3: De hecho creo que fue el mismo respeto. Es que uno lo está pasando bien, uno está prestando atención entonces uno no necesita el celular. Sumado a que nosotros tenemos horarios divididos, y hay días en que nos tocan dos clases de inglés pero separadas por otra clase, y cuando ella se va le gritamos “¡No se vaya!”. Y a un profe que siempre dice “la quieren más a ella”.

P4: Lo mismo que decían mis compañeros, nadie está viendo la hora siempre es como “¿ya se va, tan rápido?!”. Ha hecho que nos involucremos mucho en el inglés, y eso es como su logro principal.

P4: Yo creo que el mecanismo de hacer clases mucho más lúdicas puede funcionar o no. El que funcione va muy ligado al profesor, a como está el profesor, a como realiza las clases porque uno puede hacer las actividades didácticas para entretenerse pero tener como cero espíritu de entretención. En cambio la profe es como que ella también se quiere entretener.

P6: Para completar lo que dice mi compañera igual tiene mucho que ver con el profe. Por ejemplo en historia el profe Ormeño pasa materia y muchas guías, pero todos aprendemos y nos va bien. La nota más baja del año va a ser un 5, a todos nos va bien. Y es porque el profe es bueno porque pasando materia y guías es muy bueno. Pero por ejemplo el profe practicante que es lo mismo pero de menor calidad. Hace exactamente lo mismo pero nos va más mal porque es culpa del profe. Pero con la profe Vale que es simpática, sabe, tenemos esa cercanía porque la agarramos desde el principio, es muy distinto.

P2: Más que el profe sepa mucho de la materia, no solamente basta con saber mucho del tema, sino tener ganas de enseñar y tener el espíritu para enseñar. Por ejemplo, Ormeño a parte de que sabe mucho también le gusta la materia y da datos divertidos, anécdotas y son entretenidos, nosotros escuchamos todo lo que hace. Pero si un profe no tiene las ganas de enseñar, si le da lata, si sus clases son aburridas no va a resultar. Yo creo que a la profe Vale lo que la hace tan buena es que le gusta enseñar inglés, le gusta ser cercana a los alumnos como todos han dicho. Entonces yo creo que también depende mucho del espíritu de la persona.

P3: Como dicen ellos es como la pasión de enseñar la materia porque cuando un profe está como para cumplir la hora se nota mucho. Se nota mucho porque de verdad hacen lo mismo, no sienten la materia. Al profe de historia se le nota que cuando habla de guerra está sufriendo, cuando de que alguien ganó se emociona. El profe de matemática igual como que siente la matemática. Y eso es importante porque si ellos no lo sienten es como ¿porqué lo tengo que sentir yo?. Y la profe Vale hace como eso y además nos nivela en el sentido de “a mi igual me cuesta esto, no se tienen por qué sentir mal” Te hace sentir que no tienes por qué saberlo, tienes que aprenderlo.

P1: También algo que yo creo es que esto es el tipo de clases que la profe Vale quisiera haber tenido cuando era chica, de hacer actividades, hablar con todos, juegos, pero igual aprendiendo la materia. Y yo creo que esas ganas de hacer lo que ella hubiese querido, le da más ganas de hacer clases.

P5: Cuando yo estaba en Venezuela las clases de inglés se dividían en dos grupos I y PI. En I estaban todos los que sabían mucho inglés y el PI eran los que no sabían nada. Entonces los que estábamos en PI pensábamos ¿para que vamos a estudiar si somos todos brutos?. Pero aquí la profe Vale como que nos ponía a todos iguales y eso me impactó mucho porque yo pertenecía al grupo PI y siempre me daba como flojera. Pero aquí no, aquí me gusta el inglés. Y creo que eso es lo más importante, que todos somos iguales y no hay preferencia.

P8: Yo quería decir que a mí me gustó como enseñó la profe, a mí nunca me habían enseñado como ella lo ha hecho y cada clase me dejaba el pensamiento de como me enseñará la próxima clase.

P7: A mí también me gustó ese modo de estar jugando a aprender. A mí siempre me ha gustado jugar. Jugando aprendo más entonces aprendí mucho, ahora me siento más culto y eso.

P3: Otra cosa importante es el lenguaje que los profes usan para referirse a los alumnos. Cuando alguien te dice “los que son más lentos, los que les cuesta más” uno se queda con la sensación de que uno es lento y le cuesta más, y nunca la he escuchado a ella decir eso. Por que uno de verdad se queda con la idea de si uno se saca un 4 es porque es más lento, y eso no está bien porque te hace pensar que tienes características que quizás en la realidad no tienes. Y uno se conforma mucho con el 5 que podría haber sido un 7 porque alguien más definió que era así. Y ella nunca categorizó ni dividió, nunca separó entre mejores y peores.

1.1.2 FOCUS GROUP NILSON VALDOVINOS: COLEGIO ROUSSEAU

1.- ¿Crees que el profesor consideró cómo se sentían ustedes en las clases? ¿Cómo lo hizo?

P1: Preguntándonos a cada uno como... si aprendió, eh, si le quedaba algo, por ejemplo cosas así.

P2: El profe igual como que se preocupaba caleta de nosotros y nos preguntaba que si entendíamos, que si... o sea nos explicaba a cada rato lo que no entendíamos, y todo eso, como por ejemplo, yo le preguntaba y me explicaba todo así, le entendía super bien.

P3: Los días que teníamos clase con el profe, eh, había un día en que hacíamos un círculo, y nos preguntaba qué aprendimos en la clase, y había otro día que también nos tocaba y hacíamos otro círculo para como nos sentimos en la clase.

2.- ¿Cómo te sentiste durante las clases? ¿Hubo cambios en ti O en tus compañeros respecto a como normalmente se sienten en clases?

P2: Yo me sentí bien porque aprendía con el profe, o sea, como que entendía, le entendía y lo que no sabía con mi compañera, como que el profe... Y si hubo cambio en mí, en mí si hubo

cambio porque aprendí un poco, algo de lo que te explica él y todo eso. Y con mis compañeros, igual son desordenados, y a veces no le ponían atención y todo eso, y eso igual perjudicaba al que estaba poniendo atención.

P3: ahh... que no nos sentíamos como cuando antes era como “ay inglés” y nos sentíamos como que íbamos a estar toda la hora callados y sin hablar y ahora nos, como que compartíamos ideas, el profe nos hacía más actividades y eso igual era mejor, así aprendíamos más.

P2: El profe buscaba como varias formas de hacernos la clase, con juegos, con eso, para que pusiéramos atención y los jugábamos y todo eso entonces era super bueno.

P1: La forma que resultaba más para aprender, como una vez (nos) hizo que salir a la cancha y hacer un circulo y nos empezó a preguntar cosas, nos hacía salir a la pizarra, cosas así.

P4: nos hacía salir fuera de lo común de las clases, y las hacía más divertidas y eso llama más la atención de las clases.

P1: También nos hizo cocinar, para aprender de los ingredientes y cosas así.

P2: En cambio en otros profes hacen todas las clases así... fomes, aburridas y con éste profe no,nos hacía de todo así, buscaba como varias formas y la mejor forma y lo hacía como de nuevo.

P5: Lo mismo que dijo (mi compañera)... que buscaba las formas para que no sea tan fome las clases.

3.- ¿De las tareas realizadas en clases, cuáles te resultaron más significativas para tu aprendizaje?

P1: porque hacia actividades que nos gustaran a nosotros, nos preguntaba y nos hacía elegir como las actividades que nosotros queríamos. Y ahí aprendíamos más porque le estábamos poniendo más empeño y algo que nos gustara. (La actividad de) la cocina, porque teníamos que

hacer un menú, en inglés, y como un restaurante y nosotros ser los meseros, preguntarle a los profes y eso, en inglés.

P6: fue una manera más entretenida igual nos ayudaba a modular mejor ya que los meseros tenían que hablarle en inglés a los profes. Y aparte igual fomentó el trabajo en equipo, porque lo teníamos que hacer en grupo.

P1: también hizo ejemplos de actuar, había que actuar la ... hizo como... en inglés que había que actuarlo y ahí nuestros compañeros tenían que adivinarle ¿qué otra cosa?

P2: también nos hizo salir a la pizarra para armar un cuento de la caperucita roja... como que me llamó la atención porque eran como frases, teníamos que ordenarlas y después teníamos que salir a la pizarra con un grupo de gente así a ordenar como el cuento.

P5: ...el cuento en inglés.

P 4: lo de la cocina, que es algo obviamente que se sale fuera de lo tradicional, es original po, por ejemplo, yo creo que a ninguno se le ocurrió a aprender a través de la cocina el inglés ... tecnología o arte... o historia

4.- ¿Cómo promovió el profesor la participación de TODOS los estudiantes?

P3: que no estuviéramos todo el rato sentados, mirando a la pizarra y escribiendo, sino que nos paráramos que compiteramos sanamente en realidad con el otro pero como para lograr un objetivo así como, hacer el cuento.

También nos hizo salir a la cancha y con las manos como hablar en inglés y ir cambiar de lado así y todos teníamos que hacer lo mismo y todos estábamos concentrados, no estábamos solo escribiendo sentados todos.

P5: también lo hacía para que nosotros participáramos y entendamos de que se trata el tema.

P6: igual a veces cuando no entendíamos, o por ejemplo habían muchos que no participaban porque no entendían y él se acercaba grupo por grupo preguntando las dudas, siempre, entonces era más fácil.

P8: yo creo que, una también que nos hacía participar a todos era cuando hacía como una bola de papel y hacía que se la tiráramos a alguien para que participara, respondiera unas preguntas, le tocara leer parte del libro en inglés, entonces es como que no todos los profesores hacen la misma... hace algo distinto a todo.

P2: primera vez un profe hace esto, c para que los niños se motiven y no sé, yo no pescaba nunca inglés y como con el profe yo sí pescaba inglés porque me gustaba y me entretenía la clase.

5.- ¿Qué tan involucrado crees que estuvo el curso durante las clases?

P1: igual el curso participó más, el profe hacía como cosas divertidas, pero como que derrepente no lo escuchaban, porque como que eran las clases fáciles, nos hacían juegos, no todos lo pescaban, pero todos tratábamos como de prestarle atención cuando la necesitaba, en quedarnos callados, pero siempre hacíamos juegos y eso como que nos involucraba más, el curso... porque eran más divertidas las clases.

P 2: o sea, el curso igual era desordenado así, en general todos éramos desordenados así, y yo creo que porque el profe al principio no...no como, que no conocían tanto al profe, como que ya decían entonces como que este profe nos va a pasar materia fácil decían. Entonces después con el tiempo empezó a hacer juegos y ahí se empezó a involucrar con él y a hacer interesante las clases. Después ahí como que algunos le sean, juegan. Y el profe al principio no retaba, no decía oye cálmate, no nada de eso, pero después como que fue tomando confianza y empezó a decir oye ya para.

6.- ¿Cuáles son tus impresiones luego de las clases?

P3: que el profe se daba el tiempo de... se dio el tiempo todas clases como de, que ninguno estuviera con una cara de amurrado, o que ninguno estuviera hablando y que todos estuvieran prestando atención y logró captar toda la atención de nosotros... eh, con los juegos. Porque el llegó y como que todos pensamos 'ah en total este profe va a hacer trabajos y no sé qué y lo pasamos fácil po, o copiamos' y todo eso, y como que nos íbamos interesando en las actividades que hacía y como que al final todos se fueron metiendo en sus actividades y le agarramos cariño, después como cada vez que, todas las clases le preguntábamos qué vamos a hacer y no llegábamos con la cara 'ah inglés' o no se que. Y el profe es entero simpático.

P2: que deberían haber más profes así, porque obviamente a los niños le llama la atención este tipo de profesores, y diciendo que no hay, que los profes solo pasan materia y pasan, pasan para mirar la pizarra y igual es fome para un niño estar así sentado en cambio esto nos divertía y lograbamos captar su clase.

P5: sabíamos el concepto de su clase; los otros profes hacen como su trabajo, que nosotros tendríamos que hacer en la pizarra, pero el profe nos hacía entender a cada uno de nosotros que entenderíamos ese concepto

P1: que fue bueno porque nosotros tuvimos no más la posibilidad de estar con el profe y otro curso, creo no sé, pero no todos tuvieron la oportunidad de hacer estas cosas con el profe, cocinar. Porque otros cursos que también escuchaban que cocinamos y todos querían cocinar po, pero no podían, porque era solamente con el profe, y eso que bueno que el profe haya ido y con eso me voy a quedar que no va a haber otro profe así.

P4: que el profe después cuando termine ya su proceso, ya se transforme a ser un docente, ojalá el colegio le de la oportunidad de estar aquí, porque igual es un buen profe, no hay duda de eso. Ojalá que en el futuro igual le valla bien, no lo hace para nada mal.

P2: por ejemplo yo era una alumna ahh... como super desordenada así, y como que inglés no pescaba nada así, y con este profe como que me veía así, amurra y se acercaba, me preguntaba oye estay bien, quieres aguita, siendo que ningún profe lo hace así como que se ve la preocupación detrás y yo no, no profe, si estoy bien y todo eso, ah ya hagamos la actividad, lo hacíamos juntos, me ayudó en un cuento también.

P3: que el profe cambió como el concepto de las clases, que eran como todas monótonas de sacar el cuaderno, escribir, copiar de la pizarra, y el que no tenía preguntaba y si, te quedabas con esa duda no más y te equivocabas no más po entonces el profe lo cambió totalmente y nos adaptamos a que inglés fuera así.

P5: bueno, también el punto del profe era que nosotros aprendamos que salgamos de la sala y salgamos, pucha que aprendí hartó en la clase en inglés y eso.

1.1.3 FOCUS GROUP NICOLÁS MIRANDA: TREMENM 8ºBÁSICO

1. ¿ Crees que el profesor consideró cómo se sentían en las clases? ¿Qué hizo?

P1: Sí, porque cada vez que, por ejemplo, alguien se sentía enojado él te trataba como con más, era más tranquilo contigo. Si uno estaba feliz intentaba cómo ser un poco más estricto para que no anduvieras corriendo por las mesas.

P2: Todos teníamos un ánimo individual así, pero al final siempre nos preguntaba, al final de la clase nos preguntaba cómo nos sentimos sobre lo que hicimos en la clase y todas esas cosas.

P3: Algunas veces por ejemplo, cuando iba así como preguntando por la tarea también preguntaba cómo te sientes, cómo estai' así.

P2: ¿ Cómo se sentían ustedes durante las clases?

P4: Yo me sentía muy cómoda con las clases del profe. En general todo lo que él hacía porque era como diferente a las demás tipos de clase. Eran como fuera del contexto de clases normales, eran como distintas y eran como más cómodas, era mucho mejor.

P3: Yo también me sentí cómoda y creo que también se generó como un ambiente de más determinación en el curso. Porque como resaltamos anteriormente que el profesor consideraba como nos sentíamos y eso también nos dio determinación para responder preguntas y todo eso.

P5: Sí también nos sentaba en grupo entonces uno se sentía más cómoda.

P2: También no era tan estricto como los otros profesores y profesoras porque no sé, hay profesores que a penas te preguntan cómo te fue en el día.

P6: Yo me sentí cómoda porque no era tanto como los otros profesores, o sea cambiaba mucho porque los otros profesores eran como materia, materia, materia todo el rato y este profe era como una actividad y gracias a esa actividad te hacía responder toda la materia.

2. ¿Hubo algún cambio con respecto a cómo se sentían antes cuando llegó este profe nuevo como en su sentir? ¿ Algo cambió?

P5 : Si, con la profesora que estábamos antes me aburrían sus clases, sinceramente. Por ejemplo, si me tocaba en la mañana yo me intentaba quedar dormida en cambio con el profe como que me gustaban sus clases porque él era más animado o decía frases que están de moda.

P2: Y aparte era como más ordenado, porque la profe que tenemos ahora escribe cosas como una cosa en la pizarra, otra por acá y no se entendía mucho. En cambio ahora se entendía mucho mejor.

P4: También las clases que teníamos antes eran como super aburridas y super normales entonces el profe como que volvió todo más activo, el curso se unió más y entonces fue como mucho más entretenido.

P7: No yo tengo que felicitar al profe porque fue un cambio muy bueno para este año y nos ha dado mucha más entretención y mezclando eso con el aprender.

3. Las tareas más significativas para su aprendizaje ¿ Qué tarea o que actividad recuerdan que se les quedó en la mente todavía?

P2: El Kahoot porque era divertido, todo el curso se unía y no se quedaba uno no haciendo nada.

P3: Yo diría que el Kahoot no sirvió solo para la formación de aprendizaje sino que también para la de persona, como aprender a trabajar en equipo.

P5: El Kahoot era un juego que él nos mostraba y nosotros teníamos que adivinar tipos de música o películas, distintos temas. Entonces si nos sentaba en grupo era mucho más fácil.

P8: Cuando estábamos trabajando un libro, teníamos que hacer informes, entonces así todo el grupo que estaba trabajando tenía que tener algo anotado, entonces así hacía que todos trabajáramos y todos entendieramos.

P3: Además al no ser así la típica prueba monótona del libro también, eso fue mas emocionante. El profe implantó otras cosas y no la clase monótona de todos los días.

P1: Yo quería hablar del libro, que como era con nota todos estaban más interesados en hacerlo. Si no había nota nadie lo hacía.

4. ¿Cómo promovió la participación de todos los estudiantes? ¿Creen ustedes que el curso completo participó en las clases?

P6: Yo encuentro que el profe y bueno la mayoría de los profesores cuando hacen clases se paran adelante y adelante explican. Pero el profe se paseaba por toda la sala, asegurándose que participaran.

P4: Se aseguraba de que todos entendieran lo que estaba explicando. Si alguien no entendía podía estar ahí un rato tratando de que comprendieran. Y si no, no se iba.

P3: Que también, él le pedía la opinión a cada uno pero no así por ejemplo a cada uno literal. También les dio confianza a los alumnos como para que también dijeran su opinión y opinar a los que hablaban menos.

P5: Pero me gustaba cómo hacía las clases. Por ejemplo si veía que alguien se había sentado al fondo porque se sentía mal o algo así. En cambio si veía a alguien adelante con más ánimo les decía tú lees esto, responde esto. En cambio a los del fondo se aseguraba de que entendieran, les pedía la opinión pero pero no los hacía participar de una forma así como a los otros, se interesaba de que estuvieran más cómodos con la clase.

P7: también había otras actividades que demostraban que no siempre una clase íbamos a estar sentados. Algunas actividades nos hacían movernos por la sala. Cosas para que todos se entretuvieran y darnos algo diferente.

5. ¿Qué tan involucrado estuvo el curso durante las clases?

P8: en una escala el curso estuvo en un ocho, la mayoría de las clases en promedio porque siempre estaba la gran parte del curso que eran los que trabajábamos, anotaban todo y había una parte super pequeña de los que eran los que jugaban, se distraían, los desordenados.

P2: También trataba que los desordenados participaran y toda la cosa. Entonces participaba casi todo el curso en las actividades. Al principio no tanto, pero cuando las clases avanzaron sí.

P3: Pero los desordenados él también los incluía en la clase y también hacía que participaran.

6. ¿Cuáles son sus impresiones luego de las clases?

P5: Yo me llevaría una buena impresión porque como que es joven y quiere ser profesor y tiene ánimo de ser profesor. Hay algunos que quieren ser profesor porque quieren plata. Él tiene ánimo de ser profe. En cambio la profe que teníamos antes, como era fome yo creo que ahora se dio cuenta que con clases más divertidas iban a participar más e iban a aumentar las notas entonces yo creo que si cambian la forma de las clases , me gustaría que la hiciera como el profesor N.

P2: A mi me gustaron hartito las clases que él hizo porque aprendí mucho mas, con respecto a la otra profe y entonces me gustaría que siguiera pero no se puede .m

P4: Yo me quedo con una buena impresión de las clases del profe N, eran muy diferentes y me encantaban. Eran más entretenidas, más desestresantes.

P3: Yo también me llevo una excelente impresión del profe N porque además de darnos el aprendizaje, también nos dios como formarnos como persona, nos dio varios valores y también eso se aprecia mucho. Siempre nos vamos a quedar con eso.

P6: Yo me llevo una muy buena impresión porque aprendí a trabajar en grupo porque yo me acuerdo que el profe cuando hizo los grupos del libro, no era con tus amigos, lo decidía él. Entonces yo quedé con un grupo que nunca hablaba y me di cuenta que son super simpáticos.

P7: Tengo que admitir que una vez después de clases, en recreo yo había dicho, se me había pasado por la mente que nunca me había dado cuenta que todos se habían entretenido tanto en una clase y que todos la pasaban bien. Yo había dicho en esos momentos que que bueno que haya llegado el profe y que es obvio que todos lo queríamos y queremos que se quede, le hemos ofrecido, le hemos dicho de buena onda que se quedara y aún así va a quedar en una buena parte del corazón del curso.

P8: Yo me quedo con una muy buena impresión de las clases que nos ha dado el profe porque son una forma distinta de como nos han enseñado y con todo lo que han dicho ustedes de que hemos podido entender más que con las otras formas que nos hacía la profesora, el profesor fue más didáctico.

P1: Yo me quedo también con una buena impresión ya además como el profe era joven sabía más o menos nuestros gustos y trataba de incorporarlo a las clases. Como lo último que hicimos del video, con una canción que nos gustara.

1.1.4 FOCUS GROUP ANGEOLA TIRADO: COLEGIO SAN LUIS BELTRÁN

1. ¿Crees que el profesor consideró cómo se sienten ustedes en las clases? ¿Cómo lo hizo?

P1: Yo creo que bien.

P2: (interpelando a hablante 1) ¿Por qué?.

P1: Porque... Si alguien se sentía mal y se daba cuenta que estaban mal, no sé les pedía que vaya al baño, que se relaje.

P3: Yo encuentro que, si, que si... Nos consideraba en las clases porque cuando las clases no funcionaban, ella nos cambiaba pensando en nosotros, osea en cómo las clases funcionaban, en cómo aprendíamos en las clases.

P4: Sí, porque consideró que si estábamos, no sé aburridos, hacía que las clases fueran más divertidas.

2. ¿Cómo te sentiste durante las clases? ¿Hubo cambios en tí o en tus compañeros respecto a cómo normalmente se sienten en clases?

La pregunta no se entendió, por lo tanto la profesora solicitó a una de los hablantes que la repitiera

P5: ¿Cómo te sentiste durante las clases? ¿Hubo cambios en tí o en tus compañeros respecto a cómo normalmente se sienten en clases?

P1: Yo si porque no me aburría tanto. Porque a veces la otra profesoras nos hacía solamente escribir. La profesora en cambio, no sé po, nos hacía hacer videos, sopas de letras y otras cosas.

P6: ¡más fuerte!

P3: Yo me sentí bien, porque la profe... Como las clases las adaptaba a nosotros, las clases nunca se hicieron aburridas o latosas.

P7: Yo creo que si porque, osea, en las clases yo me sentía bien con la profesora y... Yo vi hartos que cambiaron desde que empezamos a trabajar con la miss Angeola. Como que, la miss Angeola, dejaba que, a veces que nos sentáramos juntos o como que...

P1: O daba unos minutos para después empezar la clase para los que tenían que conversar.

P5: Si como diez minutos...

P7: si o como que incluso...

P6: y para jugar...

3. De las tareas realizadas en clases ¿Cuáles te resultaron más significativas para tu aprendizaje?

P6: A mí me gustó la música.

P1: A mí me gustó hacer el video.

Todos: ¡sí, a mí igual!

P1: o ese cartel que nos hicieron hacer de las cosas que nos gustan.

P9: también.

P7: si, también. Esas reacciones...

4. ¿Cómo promovió el profesor la participación de TODOS los estudiantes?

P7: ¿Qué es eso, promover?.

P9: Cómo hizo que todos trabajáramos cuando hacíamos las actividades del círculo y todas esas cosas

P8: De las redes sociales...

P7: Organizándonos

P1: ¿Organizándonos por qué? ¿Dando tiempo pa' conversar... qué?

P7: No nada que ver,

P1: Dilo bien po'

P3: de repente le preguntaba a las personas que no participaban tanto en la clase.

P7: Es que la miss Angeola igual se tomaba el tiempo para preguntarnos qué es lo que nosotros queríamos para que nosotros pudiéramos trabajar bien. Como que se daba el tiempo de preguntarnos qué queríamos que hiciera en las clases para que pudiéramos trabajar o para que fueran más divertidas.

P3: Y en eso al final terminábamos trabajando todos porque nos gustaba lo que estábamos haciendo.

P9: sí.

5. ¿Qué tan involucrado crees que estuvo el curso durante las clases?

P8: Mucho.

Entrevistadora repitió la pregunta.

P6: Mucho.

Todos: Mucho.

P5: Y sobre todo cuando hacíamos el círculo... Ahí todos participaban.

P1: Si ahí casi todos participaban.

P10: Son pocos los que no participaban.

P3: Si pero están hablando de clases de Inglés po'.

P7: No po', no casi todos. Casi siempre eran los mismos los que participaban y ...

P8: Pero igual participaban hartos más.

P3: No sé, el curso se interesaba caleta o sea le, cuando la profe hablaba la mayoría la escuchaba o la entendía. O eso intentaba por lo menos.

6. ¿Cuáles son tus impresiones luego de las clases?

P4: Buenas porque trabajaban todos y hacíamos todo lo que nos gustaba.

P7: Me quedo con el comentario de que, con la profesora que más bien me he llevado y con la única que ha llegado hasta al final para entendernos a cada uno del curso.

P5: Explicaba como 100 veces.

P1: Y más.

P7: No como las otras profesoras que te explican una o dos veces y era, te ponen la nota al tiro. Como que la profesora, o sea la miss Angeola se daba el tiempo de darnos más de dos oportunidades para que nosotros no nos fuera mal.

P3: Y si en esas oportunidades fracasábamos, igual insistía en enseñarnos.

P9: Si.

P5: No se rendía.

P10: Que puedo decir, bueno la tía, una de las mejores profesoras.

P7: Yo creo que más de alguno, desearía que la miss Angeola fuera profesora Jefe.

Todos: si.

P1: O que viniera a hacer clases acá.

P5: O que venga todos los días.

P7: bueno pero tampoco tenemos que olvidarnos de la profesora Natalia.

P1: Que termine la carrera y se venga a hacer clases aquí.

P4: Si, nos llevaríamos bien

P3: Comparado con otras profesoras de Inglés que hemos tenido

P7: Con el del año pasado

P9: La profe le supera le gana al tiro.

P3: La queremos mucho tía.

P5: La vamos a extrañar.

P6: Tía, no lo mande a Youtube.

2. INTERVIEWS

1. ¿Cómo crees que el profesor en formación consideró cómo se sentían los estudiantes en las clases? ¿Cómo lo hizo?

2. ¿Cómo crees que respondieron actitudinalmente los estudiantes durante las clases?

3. De las tareas realizadas en clases ¿Cuáles cree usted resultaron más significativas para el aprendizaje de los estudiantes?

4. ¿Cómo promovió el profesor en formación la participación de todos los estudiantes?

5. ¿Qué tan involucrado cree que estuvo el curso durante las clases?

6. ¿Cuáles son sus impresiones luego de las clases?

2.1 TRANSCRIPTIONS OF INTERVIEWS

2.1.1 ENTREVISTA VALENTINA ESCOBAR

1. ¿Cree que el profesor en formación consideró como se sentían los estudiantes en las clases? ¿Cómo lo hizo?

Sí, en todo momento. Dedicó tiempo en entender y aprender de los estudiantes y realizó actividades monitoreando la participación de todos los integrantes.

2. ¿Cómo cree que respondieron actitudinalmente los estudiantes durante las clases? ¿Observó cambios en ellos respecto a como normalmente interactúan en clases?

El curso, en general, es bastante activo y participativo lo que se vio incrementado favorablemente con la metodología utilizada, animando a los estudiantes a participar y generando un ambiente propicio para el intercambio de ideas. Si debo mencionar algún aspecto negativo, creo que el ruido dentro de la sala fue algo constante. Es entendible que en una clase de idiomas hablen para favorecer el proceso comunicativo, pero en ocasiones esto salía de control y quizás algo por mejorar, el monitoreo de modales de los alumnos que en ocasiones no eran adecuados para una clase, que se obviaron en pos de las instancias comunicativas.

3. ¿De las tareas realizadas en clases, cuáles cree usted resultaron más significativas para el aprendizaje de los estudiantes?

Ciertamente la que más los marcó fue el “Show and tell” donde pudieron hacernos partícipes de sus mundos particulares y distintos. Se sintieron cómodos y lo disfrutaron.

4. ¿Cómo promovió el profesor en formación la participación de TODOS los estudiantes?

Monitoreando la participación. Apoyando a los menos aventajando y guiando a los de mejor desempeño. Creando actividades atractivas para los estudiantes y siendo empática en todo momento.

5. ¿Qué tan involucrado cree que estuvo el curso durante las clases?

La mayor parte de las clases, el grueso del curso estuvo comprometido, sin embargo siempre existen casos aislados de estudiantes que no quieren participar. Pero la profesora se encargó de motivarlos e incluirlos.

6. ¿Cuáles son sus impresiones luego de las clases?

La experiencia fue positiva con muchas cosas a favor y otras por mejorar. Los estudiantes comprendieron el valor de trabajar en equipo, relacionarse entre pares, comprometerse con el desarrollo de actividades y valorar el trabajo docente. Las intervenciones docentes fueron adecuadas, a veces exploratorias, sin embargo siempre atingentes. El balance es favorable luego de estos meses de práctica.

2.1.2 ENTREVISTA NICOLÁS MIRANDA:

1. ¿Cómo crees que el profesor en formación consideró cómo se sentían los estudiantes en las clases? ¿Cómo lo hizo?

Bueno N, creo que siempre consideró o tuvo presente como los alumnos se sentían en las clases, puesto que al final de cada clase que él realizó, él reflexionaba o analizaba "bueno esta clase me funciono, me funciono bien o tengo algo que cambiar para la siguiente clase. Creo que él siempre preparó buenas instrucciones, le entregó buenas instrucciones a los alumnos, buenas, digamos una organización. Se notó y se observó que él planificaba muy bien y diseñaba muy bien la clase, con anticipación.

2. ¿Cómo crees que respondieron actitudinalmente los estudiantes durante las clases?

En un comienzo, cuando N recién empezó, bueno, son niños por lo tanto, es un octavo básico están en una edad en que ellos son bulliciosos, inquietos, pero de a poquito N fue aplicando algunas estrategias y fueron bastante positivas y los alumnos al final obedecían y acataban cuando él quería ser escuchado. Yo creo que ellos respondieron bastante bien durante el proceso de la práctica, en una forma bastante positiva. De hecho, al final, se manifestaban diciendo que lo van a extrañar.

3. De las tareas realizadas en clases ¿Cuáles cree usted resultaron más significativas para el aprendizaje de los estudiantes?

Bueno de todas las tareas realizadas creo que al final, porque ya hubo un proceso ¿no?, N conocía más a los alumnos, en diferentes ámbitos y creo que el proyecto que realizó fue bastante bueno, pues los alumnos trabajaron en grupo, además que fueron organizados de cierta manera de acuerdo a los niveles que ellos tenían y el tema que él eligió para este proyecto fue bastante

significativo para ellos pues era la música. Así que bastante bueno y positivo porque, la realidad es que el proyecto ayudó bastante a los alumnos a organizarse entre ellos, respondieron bastante, en forma oportuna con todos los trabajos que N pedía. Igual hay alumnos, excepciones que se van ausentando a todo este trabajo, pero rápidamente se integraban y bueno también al final los alumnos faltaron por ausencia o enfermedad pero se logró el objetivo.

4. ¿Cómo promovió el profesor en formación la participación de todos los estudiantes?

Con una buena planificación, preparado y organizado, entregando oportunas instrucciones, claras, precisas, concisas para que los alumnos entendieran lo que él quería lograr al final de este proyecto. Eso fue bastante bueno y positivo. Utilizando también diferentes herramientas como visuales, orales tomando y considerando todos los estilos de aprendizaje de los alumnos. Así que bastante bien en ese sentido, que además él subía toda la información a la plataforma del colegio donde también los apoderados y alumnos pueden observar o ver en qué están trabajando. Así que yo creo que, se promovió bastante bien en ese sentido, bien organizado entregando la información en forma oportuna.

5. ¿Qué tan involucrado cree que estuvo el curso durante las clases?

Yo creo que bien en ese sentido. Como el tema era para ellos bastante significativo, era la música por lo tanto al comienzo hubo como un problema entre los mismos alumnos porque claro, fue difícil elegir la canción puesto que hay diferentes gustos, a unos les gusta el rock a otros otro tipo de música entonces al comienzo hubo un poco de problemas de organización, pero rápidamente se solucionó el problema y ellos tenían que aprender también a respetar la opinión

de los demás o a unificar criterios en grupo. Así que, bien el curso en un comienzo, como digo fue un poco el problema de elegir el tema de la canción, pero después rápidamente se integraron bastante bien y se involucraron de una manera óptima en el proyecto.

6. ¿Cuáles son sus impresiones luego de las clases?

Bueno, los chicos lo pasaron bastante bien, aparte que al comienzo de cada clase, N mostraba un juego utilizando la tecnología, donde ellos podrán hacer uso del celular. Así que partían bien motivados como para poder organizarse y trabajar. Entonces, yo creo que primero las impresiones luego de estas clases es que tendré que preparar proyectos el segundo semestre a lo mejor, porque N dejó la vara bastante alta por lo tanto voy a tener que organizar y preparar un buen proyecto para el segundo semestre con estos alumnos que ya quedaron muy motivados para poder trabajar en este mismo sistema. Utilizando proyectos en base a tareas.

2.1.3 ENTREVISTA NILSON VALDOVINOS:

1. ¿Cree que el profesor en formación consideró como se sentían los estudiantes en las clases? ¿Cómo lo hizo?

Si, por supuesto que lo consideró. El primero, observó a los cursos y de acuerdo a las características en particular de estos dos cursos que él tuvo que son bastante opuestos. Él consideró tareas para ellos, entonces trajo dinámicas como para preparación de la clase, para presentar los temas. Trajo actividades también para ellos participaran en construir su aprendizaje. Él por ejemplo hizo, running dictation que era parte de darles la tarea para que ellos construyeran el contenido que teníamos que revisar, entonces fue bastante diverso en seleccionar

actividades o dinámicas que propusieran que los estudiantes adquirieran el conocimiento o los estudiantes se interesaran por él.

2. ¿Cómo cree que respondieron actitudinalmente los estudiantes durante las clases? ¿Observó cambios en ellos respecto a como normalmente interactúan en clases?

Lo que pasa es que los niños no están acostumbrados a eso, somos más conductistas que nada, entonces actitudinalmente, al principio, para los chiquillos era, en octavo, era muy divertido porque eran muchos juegos, ellos pidieron muchos juegos, pero era un curso muy desordenado, entonces el juego se transformaba de repente en un desorden, eso fue al principio, después se acostumbraron. Ellos demostraron cambio importante de actitud hacia las actividades que el (profesor) traía. Segundo medio siempre se mantuvo plano, ellos al principio estaban bastante interesados en, y después ya como que se acostumbraron a siempre tener momentos... no sé, estos momentos del sharing que hace (el profesor), entonces se lo exigían también o se fijaban en la hora de cuándo ya tenía que venir de manera que se respetaran, y esos son los cambios, cierto, en relación a los estudiantes.

Pero para ellos todavía es muy importante, escribir en el cuaderno, ‘ya po profe ¿qué tenemos que escribir?’, ‘no po, no aprendimos nada hoy día, porque jugamos’ entonces ahí les cuesta distinguir de que de verdad están aprendiendo a través de algún juego.

3. ¿De las tareas realizadas en clases, ¿cuáles cree usted resultaron más significativas para el aprendizaje de los estudiantes?

Bueno segundo medio, no sé si te diste cuenta delante, cuando ellos dijeron cocinemos profe... para ellos fue muy importante, porque ellos tuvieron, ese trabajo fue bastante extenso.

Primero (el profesor) les presentó el tema, y el vocabulario, el contenido, a través de una lectura que era comer en un restaurant, revisaron vocabulario y después ellos tuvieron que, inventar un restaurant y un menú que ellos quisieran en el restaurant. Después tenían que intercambiarse entre ellos y corregir, después elaborar este producto y después al final jugar al restaurant. Muchos no entendieron...bueno, en realidad no muchos, muchos entendieron que era jugar al restaurant, pero otros pocos grupos no entendieron y pensaron que era una exposición más no más, sin embargo, para los que entendieron, fue bastante simpático, sobre todo porque tuvieron que cocinar y comer; pero esa fue la más significativa de segundo medio. Y de octavo, todos los juegos, porque a ellos les encanta jugar, cada vez que el (profesor) les presentaba un juego, para ellos era muy divertido.

4. ¿Cómo promovió el profesor en formación la participación de TODOS los estudiantes?

Lo que él hacía, era hablar con ellos directamente. Acá los estudiantes son bastante diversos, hay de todo. En realidad eh, lo que él hizo fue eh, bueno, se interesaba con ellos en grupo, pero cuando se daba cuenta de alguien que no trabajaba, que no hacía...él personalmente hablaba con los chiquillos y fue bastante bueno, porque tuvo un enganche así como súper importante.

5. ¿Qué tan involucrado cree que estuvo el curso durante las clases?

Yo no sé si te diste cuenta ahora con el segundo medio, ellos pensaban que (el profesor) iba a estar todo el año, entonces creo yo que estuvieron muy, muy, muy involucrados segundo medio y octavo también, sobre todo cuando el tiempo que yo no estuve, entonces no lo veían como el profe reemplazante lo veían como el profe de inglés. Y de eso me enteré después yo

cuando volví, por los comentarios de los niños hacia él y porque fueron responsables al entregar los trabajos con él, en cumplir las tareas que tenían con él, entonces la verdad fue algo que fue bastante importante el lazo que hicieron entre ellos.

6. ¿Cuáles son sus impresiones luego de las clases?

Creo yo que él va a ser un muy buen profesor. Es básico creo yo y considera el sobretodo el construir con ellos, para mí eso no cae en el conductismo, que muchas veces es muy necesario, porque yo en realidad soy bastante, menos tolerante que él. En el sentido del respeto, la clase, la normalización de la clase, pero siento que él tiene mucho potencial como profe, de hecho, ellos lo ven como profe ya po, no hay problema, para ellos no es el practicante, siento yo que él hizo un muy buen trabajo. Y que logró...bueno, a veces él salía bastante derrotado con las actividades que trajo en relación al approach pero dice ‘ah, no importa, si sé que resultará’, le pasó mucho, sobre todo con octavo, que es la conducta del octavo, la actitud del curso, pero en general él está bien motivado con implementar el enfoque.

(TBLT) funciona, es muy efectivo, porque hace que los estudiantes construyan y que se den cuenta de qué es lo que están aprendiendo. Sin embargo creo yo que es necesario mezclar a lo mejor, varios approaches, para que sea más diverso. Porque a veces pasa, en mi opinión, que los niños sienten que es ‘ya pero no aprendimos nada’, como que no aprendiste mira; les cuesta todavía. Porque además donde son adolescentes, tomar conciencia de que de verdad están aprendiendo y que no es necesario que tengan que estar con el libro o con el cuaderno tomando apuntes para aprender.

2.1.4 ENTREVISTA EVELYN

1. ¿Cree que el profesor en formación consideró cómo se sentían los estudiantes en las clases? ¿Cómo lo hizo?

Constantemente la profesora buscaba instancias de cercanía para conversar sobre los intereses, estados y emociones de los estudiantes y en el inicio de las clases y al cierre de estas siempre había intercambio de opiniones, aprendizajes, relaciones con el tema tratado en clases etc.

2. ¿Cómo cree que respondieron actitudinalmente los estudiantes durante las clases? ¿Observó cambios en ellos respecto a como normalmente interactúan en clases?

Los estudiantes respondieron mostrando interés y motivación frente a las actividades planteadas, la mayoría trabajó y cumplió responsablemente y se dio cuenta de sus logros, sólo algunos tuvieron dificultad para terminar sus tareas y cumplir con los desafíos planteados.

Hubo más interacción entre ellos en comparación con otras clases.

3. ¿De las tareas realizadas en clases, ¿cuáles cree usted resultaron más significativas para el aprendizaje de los estudiantes?

Creo que fue más significativo aquellos trabajos en que debían organizarse en grupos o en parejas, realizar una presentación, desarrollar una conversación, etc. Responder preguntas

4. ¿Cómo promovió el profesor en formación la participación de TODOS los estudiantes?

se promovió la participación de los estudiantes al realizar inicio o término de clases en círculo, sentarse en el suelo, pasarse un objeto para que todos respetaran el turno de hablar, realizar trabajos en grupo, formular preguntas acerca de un tema.

5. ¿Qué tan involucrado cree que estuvo el curso durante las clases?

Creo que el curso estuvo bastante interesado e involucrado en las actividades planteadas, en algunas ocasiones hubo un par de estudiantes que participaban parcialmente en las clases, sin embargo, la mayoría demostró interés.

6. ¿Cuáles son sus impresiones luego de las clases?

Creo que esta metodología aplicada en las clases es muy favorable para el logro de aprendizajes e involucra las distintas formas de aprender de un estudiante, permite motivación frente a los temas a tratar y modifica la estructura tradicional del trabajo en sala,(TBLT) sin embargo en ocasiones se presta para desorden y el profesor debe insistir en mantener un ambiente propicio para el aprendizaje y si bien no hay mucho registro de contenidos formal, se puede incluir en las guías o presentaciones de contenido algunos apuntes que den cuenta de lo que están estudiando.

3. REFLECTIONS

REFLECTIONS ANGEOLA TIRADO

Seventh week, May 8th (first session)

Since I started my internship I have felt the need of creating an affective bond with my students, so that I can teach. Well, of course that is not the only reason but it is the final one. In order to create this bond I have tried to make use of some spaces in classes such as counselling, “consejo de curso” and some classes. In this spaces what I really have tried to do has been “class meetings”. Here goes my results.

I am pretty sure that I have not implemented these class meetings properly and I am certain too, and it shames me to say so, that I have not planned my classes properly. However, what I do have tried and succeeded in doing is trying to get to know my students and that they get to know me. I believe that this way of preparing the classes enables me and them, to have a good relationship and consequently, teach each other more things.

Approximately I have used two to three occasions to do these class meetings in 7th grade “A”. From this, twice only I have been truly satisfied with the results. I have the feeling that after these class meetings my lessons with 7th grade have been more successful. I must confess that the most successful ones are the counselling classes, I reckon that this has to do with those classes being in Spanish.

I bring this information up for I think that the success of this week classes in 7th grade is in direct relation to the class meetings sessions.

This time, I put a lot of effort in planning two good lessons for 7th grade. I think that this is directly related with the improvements in classroom management that class meetings enabled

me to achieve. I have now a better relationship with them now. Anyway, both lessons had many aspects to practice; a reading section, listening section, pronunciation, etc. The variety of activities was quite useful to maintain the students interested. On Monday for example, we worked on “the jungle book” reading. We did a pre reading activity, we watched a video, revised vocabulary, we read the book as a group, and so on. I believe that all of these activities helped them a lot to understand the book. After that, we did The”thumbs up” formative assessment, this time it worked very well and I could get a glimpse of how well they all understood the book. “Thumbs up” is a formative assessment in which students show one or five of their fingers to indicate how well they understood the contents seen in classes, by raising five fingers the students indicate that they fully understood and they are able to explain the contents to their classmates whereas by raising only one, they signal that they need further explanation. Normally in this class the students have answered very well to this formative assessment and I have been able to get an idea of what are the contents that are not clear.

The final activity we did on Monday was related to the project or at least, related to what I have understood for the project so far; which it is that the project is a youtube channel containing different sections and videos related to topics of their preference. Besides that, the project is the final evaluation in the English subject for this term.

Even after many questions to Natalia, (7th grade Head and English teacher) I never fully understood what she wanted them to do specifically in the video, or what contents to put on it . To be honest, I believe that she still has not got a clue of what she wants them to do. Therefore, when planning and giving the lesson I was unsure of what to ask them. I handled this situation by asking very simple tasks for this first session which kind of worked. I asked them for a topic, a possible title, and a possible picture. I also told them to use the strategies we used for the pre

reading activity, therefore the title and the picture would help the viewer to have a better understanding of the main idea of their videos before watching them.

As I said, it kind of worked. There were chiefly two factors that contributed to the “failure” of this part of the class; time and instructions. I think that I did not give them enough time to do it and as I was not sure of what to put on the video myself, I could not provide a proper guidance in this process. This resulted in some of them working but feeling at a loss when doing it, not knowing what kind of topic they could focus on, what contents that topic would enable them to show on the video and so on. Apart from, of course, those who did not even bother in trying to do something, which were at least 10. So the time passed by with me trying to monitor the students progresses and trying to explain what was unclear about the task. Some of them accomplished despite of everything described above, and many others did not.

Third session, May 10th (second session)

On Wednesday again I was supposed to work with the project. As everything was as clear as it was on Monday, the same situations happened once again during the project creation.

As a warm up, I used the question “what kind of youtube channels exist?”. Many of them answered and we listed what they mentioned on the board. After that, I showed them a video that was a challenge as an example of a type of video and channel and also as an input for vocabulary. This took much more than that I expected which of course was quite detrimental for the class because Wednesday sessions last only 45 minutes. Again, my time management skills cause problems with my classes.

After that, due to time issues I changed my planification completely and asked to keep working

on what I asked on Monday so that the teacher and I could check on their progresses. In spite of the time, they did even not try too hard in creating what I asked them to do. I expected them to work and they did not. They did not feel the need of it, that is why they did not.

I realised that there was not time for a closure or sharing when it was too late. So, again, I could not do any of them. I really need to start working on that more seriously.

Eight week, May 15th (third session)

7th grade classes are going pretty good. Students are very responsive and willing to participate. I can see that they have learnt many things of what I taught them. There has been something that keeps troubling me though; they are too noisy and many times it takes me twenty minutes or more to get them to listen to me, which only works for a few minutes. I am not sure of what to do. Actually when this has happened (almost every class) Natalia interrupts the lesson, which I consider insulting, not because she “tries to help” but because of the way in which she does it. She yells at the students in an extremely aggressive way. Once she even went as far as to call some students parents *in situ*. I felt outraged. She has explicitly said to the students that I have the same power as she. However, every time that she tries to give me “power” through the fear they have for her, she is taking away whatever authority I could have had. I know, and it has happened already, that this only makes them “respect” me when she is present. If she is not, many times they choose to misbehave.

Apart from that, I am still having issues with time management. I have not been able to do a proper closure yet with this class. I suppose that this has to do with the quantity of time that I put on the presentation which has not been working effectively either. I have been suggested by my thesis group to do shorter presentations, which would allow me to do it more efficiently

without having too many behaviour issues for students who get bored easily. This at the same time, would allow me to have more time to develop the closures properly.

Another matter that I consider important to mention is that so far, the best formative assessment or the one that gives better results is the “thumbs up” activity. I think that this has to do with while I am giving the instructions orally, pictures are being shown in a slide supporting what I explain.

Good examples of what I have described above are the Monday and Wednesday lessons I gave this week.

On Monday, I started the class by showing a map of the world and asked the students to locate where the story took place, this was thought as a warm up. They did it very well. I asked them a round of questions about the country where the story takes place, India, and we could share some informational background about it.

After that I asked them questions about what had been happening in the book last time we read it. At the beginning not all of them dared to answer, nonetheless, once a couple of them started giving ideas, all the rest of them tried too. Once I checked that everyone had understood the same, by using the “thumbs up” formative assessment, I started with the contents for that day’s class.

Here is when things started to fail because I was not as aware of time as I should and, therefore, the following stages before the activities took me more than half of the class.

As a presentation, I showed them a video about interesting places that you could visit in Chile (describing and comparing places was the topic for that day). I had to played it twice, for it was

in English and they complained that they did not understand it very well.

I then focalised in some of the vocabulary that was present in the video. I explained the words with their assistance and told them that they needed to make notes. One mistake that I did with this part of the class was that I chose too many words for one class only. They could not learn then nor memorise them. Once that was finished, I showed them the grammatical formula for the comparatives.

That took me the rest of the class, which was tiring and fruitless. Although I tried by showing them as many examples I could - related to the previous video of course- they did not understand. The quantity of examples, I must add, proved to be one of the aspects that made my explanation ineffectual, with a couple of clear examples it would have been enough.

I used the usual formative assessment only to realise that only some of them had understood the contents.

May 17th (fourth session)

Wednesday session, was the example of the other side of this class. They did not pay attention at all and Natalia did what she thought best for the purposes of class management. No further descriptions required to be added, for what she did, was exactly what I described above. She called parents in situ.

After that what I tried to teach, was almost useless. They were not noisy but they were not paying attention either. Only some of them did, and I could not check how much they had grasped during the session for there was not enough time.

Ninth week, May 22nd (fifth session)

I did the same mistake again.

On Monday morning I had my class with 7th grade “A”. I prepared a game for a warm up, a word search puzzle. The idea was that they could move and stretch a little so that we could start the class very energised. Nonetheless, I had to rearrange the activity. I asked them to stand up and make a row before telling them what they were supposed to do in the game which resulted in an absolute mess. When I realised of what was happening I had to think as fast as I could in a way that the activity could be good enough to get them ready for the rest of the session. Once they were again sitting on their chairs, the activity was carried out successfully. In detriment of time, of course.

They were very participative and focused until one pedagogical hour had passed. Then it became noisier and therefore harder to call their attentions. Due to this, there were some topics and activities that could not be addressed during the class. I strongly believe that this happened because I again could not help giving a long presentation of the contents. When it was time for the activities, many of them were already bored and worn out.

The formative assessments that I do with this class works perfectly well. For that much I am grateful.

May 24 (sixth session)

They had a summative assessment on Wednesday, a test which was a fiasco. I created it (Natalia asked me to) but she was supposed to send it to the photocopy. She never did, and on Wednesday she said that she thought that I would do it. I suggested to reschedule, she said no. There she had the students copying the test with the projector. The students were quite troubled by this

because they only had 45 minutes to do everything. They started but I noticed that It was taking them a lot of time to do this, even worse, there were many that just could not see what was appearing on the board and have already given up the exam. In the end, and against Natalias wishes, I started dictating them what I thought were the most important items of the test. The situation improved.

Nonetheless, once I started checking the tests, I advised Natalia either to repeat the test or not to take into consideration the results because they were not good, which was no surprise, for all the problems occurred by the time of the test.

Tenth week, May 29th (seventh session)

Natalia said that students should have the “the Jungle book” test on Monday, in the last 45 minutes. She again asked me to do it and I told her that she had to print it. Monday morning she did not bring the test, therefore it was moved to “consejo de curso” hour.

I gave the lesson almost the same way as I planned except for the first activity which implied that students rearrange the room into a big circle. Because even when I know that they love doing the circle, it was going to be too hard to get them back once we were organised like that.

We did three exercises of completing with their knowledge of grammar and vocabulary some comparative sentences, creating one and exposing it in front of the class. It took a great deal of a time, but they seemed to have fun with it and learn.

They were very participative and receptive during that class.

May 31st (eighth session)

On Wednesday it was even better, as the class was a review for the book that they were going to have the test on Friday, it worked perfectly well.

I used a video that I subtitled myself as a warm up. I was just too eager to use it. It was perfect for the class. Every activity we did worked pretty well. I am getting used to a certain level of noise.

The activities were direct and short; to identify characters of the book and their personalities by linking a picture and the most suitable description, and stating a favourite character using the structure “my favourite character is”. We did the “thumbs up” activity. There were really no major situations that class.

It was this day that my supervisor came to the class. Although I felt comfortable with his presence, I made very silly mistakes which have never happened to me before like showing a slide on a written board. I also had not realised until that day that I was doing something very useless to maintain the discipline in the classroom. I was shushing all the time as all teachers do, knowing that it does not work.

After a word with my supervisor I made up my mind and chose another strategy (a useful one), which had been lingering in my thoughts for a few weeks: “the silent signal”. This proposes that once the teacher raises his/her hand, all students have to do the same while they start getting quiet at the same time.

Eleventh week, June 07th (ninth session)

These week there were activities for the students day, so classes were not regularly given.

Monday 7th Grade and their head teacher organised the students' day for Friday 16th.

On Wednesday 7th Grade class we started "new content": expressing preferences. Which I learnt in that class that they had already studied. Natalia asked me to teach it anyway. This class was to show them some vocabulary of objects of daily usage and the expressions "I like", "I love", "I hate" and "I don't like".

They were quite unwilling to pay me any mind in the presentation stage. I did my best in trying to explain but this hour on Wednesdays is too often fruitless. After that, I showed them an example of a poster for them to guide themselves for they have to create their own poster as summative assessment next class. Some of them started working after that, some others did not do anything.

I tried to ask them for their opinions at the end of the class but break time arrived and they were too annoyed at me for always taking minutes of their break for their misbehaviour during classes. Therefore, I just let them out.

Twelfth week, June 12th (tenth session)

On Monday morning, the teacher took some time to talk to the 7th grade students about many things, amongst them an outing they had fixed for Thursday. This took 15 minutes or more from my class.

I took that time to write the date and objectives on the board. Once I could start the class, I explained what we were supposed to do today and I read the objectives. Writing and reading the objectives are two things that teachers had required from me many times.

The students were attentive at first, but then it became harder every minute to call their attention.

I showed them contextualised vocabulary about daily objects which people seem to cannot live without and four idioms. All of these were present in an online article and a blog with funny images and gifs. The idea was that they could use one of those idioms in context with one of their own objects/activities written on the poster (the poster they should have started working with) .

The students found difficult to be presented this content and then work with it. I tried to look for an interesting article for them to read and a topic that could have been of their interest, but it did not seem to work. The students spent the whole class working on their lists of activities they liked, disliked, loved and hated. After that, they started choosing the most suitable idioms for them.

At the end of the class, I felt that the class did not work the way I expected it to. Even when I tried to do a shorter presentation and input, it was necessary that they were shorter still.

Apart from this, I could not manage the time so that every single task I planned could have been carried out, even worse, we could not get to the sharing. I felt terribly frustrated when there were only fifteen minutes left and they did not even carried out one single task. I really need to focus on this. I certainly need to put a timing for everything, even for my explanations.

I could not evaluate either how much or how well did they learn what we worked with today. I just asked them to bring their poster finished next class so that I could grade it. Next class I am going to show them the rubric again so that they can add whatever is missing.

Thirteenth week, June 19th (eleventh session)

Today's class was amazing, seriously. Everything worked out perfectly well. It is not that they

were completely quiet, but they really paid attention and did everything I asked. They practiced and learnt, that was plain to see.

They were noisy as any Monday they would, but still I managed to get their attention throughout the class. It was very helpful that for this lesson I invited the Scottish assistants to motivate and work with them.

I planned as a warm up a question game for them to practice the structure “do you like/hate/love something”. I put a list to help them and they started creating and asking. Those who did not pay attention or who failed in creating the questions would have to say a tongue twister once the game was finished. Once it finished, I asked the assistants to say a tongue twister each. The students were delighted by this ability. After this, students were less terrified of making mistakes, the assistants were there to help them. Despite of this, there were a couple of shy students who had issues with saying a tongue twister in front of everyone, nonetheless the whole class cheered them up and the obstacle was overcome. The results were certainly beyond my expectations.

Then I showed them the stages of a dialogue in a video. They copied it. No exception. This was all thanks to the good warm up we used. I was on cloud nine by then.

Then, as they knew questions and the elements of a dialogue, they could create their own.

Most of them did it. Next to that I asked to present the dialogues in front of the class and so they did.

Once that activity was finished, I asked them to work in their dialogues for their project. They tried but not all of them did.

As a closure we did the thumbs up activity to find out if anyone was at a loss with the contents.

No one seemed to be.

Finally as a sharing, I asked them to give five opinions about the class. Most were positive.

3.2 REFLECTIONS VALENTINA ESCOBAR

Intervention 1

With year 10 things were very tough this week. It has been difficult for them and for me to go back to a normal class, considering we took a whole week doing the show and tell. They were more talkative, restless and non-participative. Furthermore, the teacher said he would do his show and tell, and I considered only five minutes in my lesson plan; however, he talked for twenty minutes. Therefore, I was left with only 25 minutes of class, so I explained we were going to start talking about the future and asked them what structure they related to the future.

Afterwards, I asked them to do one activity from the book related to will and after that, I showed them a picture of a man almost falling from a balcony and they had to make predictions of what was going to happen to the man. Although all of them did the activity, I could tell they were not really motivated to do the activity, some of them, even did it at the moment I asked them. I felt very sad to see they were bored in my class and I felt that I had taken for granted the good relationship I had with them.

As I saw they were bored, I decided to finish the lesson a bit early and start the sharing. I remind them that we would be seeing future for a month or so, and asked each of them how they felt about their own future. Although there are always four students who never want to

participate in the sharing, most of them said that their future made them feel anxious, depressed, sad, concerned, uneasy and many other things that were not very good. Even though they are very good students and are part of an academic excellence school, the school puts so much pressure on them that they think they will not be able to be “someone” in life or will be living on the streets. To wrap up the lesson, I told them not to fear the future, because fear only limits you and that I was sure they were able to do everything they put their minds to. I felt that sharing their concerns about the future, and seeing that everybody had the same concerns help them to feel less overwhelmed about the topic.

Intervention 2

On Friday, we watched a video that talked about what people would do if money were not an object; however, they said the video was too idealistic and that they were willing to have a job they did not like only to have money. Afterwards, I asked them to make their life map not taking into account money, so they could draw whatever they wanted to. Most of them imagined themselves as failures, homeless, living on the streets, and some other married to celebrities, millionaires or with a lot of animals around. During the sharing, I asked them if this lesson helped in any way to make them feel less anxious and concerned about the future, and though some of them said no, one student said that everyone complained when he said he wanted to be a musician and that it was nice for once to have somebody to support him.

Intervention 3

During the afternoon, we started to prepare the video. In order to do this, we made a matching exercise from the book; however, they could not see the connection between the video

and the exercises and most of them were very restless. We move on to the preparation of the product, nevertheless, when it was time for them to create the dialogues, most of the groups told me that they were used to 'improvise' their dialogues as they recorded the video; therefore, they did not see the point in doing it the other way around. I tried very hard to convince them of the benefits that creating the dialogues prior the recording of the video would bring to them, but it was impossible. Therefore, I told them they could give me a guideline of the video, so I could know what would happen to it. In spite of this, they worked during the whole time very sloppily, and I felt they were not enjoying it.

Again, I shortened the lesson and move on to the sharing, because I needed to know what was happening to them. Most of them said it was because they were tired of school and wanted their winter break, and we agree in doing warm ups that could help them to relieve stress. Nonetheless, I consider that having three lessons (almost 4) dedicated to the show and tell made them very used to not having lessons, and it has been difficult to go back to the usual pace of the lessons.

Intervention 4

However, with year 10 the video did not work very well. It was very odd since the students from year 10 were very happy and excited when I told them about the video; however, as I said before, they were extremely unwilling to prepare it. That week I had planned to give them 45 minutes to keep working on their videos, and although I knew they were not working, I was not allowed to change the plans, because the teacher had told me that I had to give them two weeks to work on it. I showed them a video similar to the one they had to do and gave them

the rest of the lesson to keep working on their video. This time (although they did not write anything) I was able to listen how they were organising the recording of the videos, and although they did it in Spanish, I thought they were giving the time I gave them a good use.

Intervention 5

As I had to give them time to record the video, and I had seen they were not really interested in preparing it, I decided to move on with the contents. The unit we were supposed to be seeing was future, most specifically will. I was concerned about how to present the input of the lesson because as always, the book did not have a specific vocabulary related to the unit. I got the idea of teaching them how to read palms and then I asked them to read their partner's hand and make six predictions for the partner's future. Although it was a lot of content to review, the students were captivated with the information, and trying to find their mind, heart and life line, or trying to predict how many children or lovers they would have. The part where they had to read their partner's hand was also hilarious since many students called me and asked me very seriously about their lines and what they represented.

In the sharing, they talked about the predictions they had made for their classmates and I used that moment to reinforce the use of will and to correct mistakes that they made when using will. I also asked about what were the things that they enjoyed about the lesson, and they talked about how weird it was to be learning 'content' without writing it on the board or practising with the exercises from the book. Some of them also talked about how stupid it was to be learning something like that, although at the end of the lesson they came to me to read their palms.

Intervention 6

I was terrified about the other lesson I had with year 10 that day. I had to teach the difference between present continuous and going to and I myself was not very sure about it. I researched in different books, including the student's' book but I was not able to see the difference; moreover, the difference between them varied from book to book. I finally decided to make it as simple as I could, which worked at the moment of explaining, but did not when the students made exercises from the book. They got as confused as I was with the exercises because they were ambiguous and had not had context. It was frustrated to realise that I was not able to solve many of their questions; moreover, that there was no coherence between what the book said and the answers to the exercises.

We moved on to the other activity which was a decision-making task (Nunan, 2004), in which they had to find a suitable day for 4 people to go to the cinema, taking into account everyone's schedule. I was concerned about this too because I knew it was a difficult activity to explain and we have never done such a thing. Furthermore, the photocopies I had asked for were not ready that day and I had to improvise. I split the class into two groups (A and B) and I asked group B to close their eyes; I showed groups A their schedule and asked them to take a picture of it with their cellphones, and then I did the same with the other group. The problem was that (surprisingly) not everybody got their cell phones with them and they started sharing the picture on their WhatsApp group and everybody could see the different schedules; therefore, there was nothing to find out. I realised

that they were sharing the image and I decided to stop the activity there because it made no sense to continue with it if the purpose was lost.

The only activity that actually worked that day was planning a welcome party for my best friend. I told them about our friendship and the things that she enjoys doing and asked them to plan a welcome party taking into consideration many things such as music, food, activities etc. and using the correct tense. In TBLT using learners' own personal experiences are central to the learning process (Nunan, 2004); moreover, using such a personal information that was real, made the students very engaged on the task of preparing some very cool theme parties. At the end of the lesson, the students explained their parties and I decided which one was the best one.

I gave the sharing a more 'content related' approach because I felt that the students were very concerned about what we have seen. The first thing they told me was how concerned they were for the test, and that they were not very sure about their knowledge yet. I asked them what they needed me to do in order for them to understand better, and they asked for a worksheet that would prepare them for the test, especially related to present continuous and going to.

One of my favourite parts of the lessons are sharings (and my students too) because I feel they have helped me in many different ways. Although this time the sharing was more related to contents (which is something that does not happen very frequently) I really enjoy seeing that my students do not want to leave the circle after I have dismissed the class. After this sharing, for example, my students started to ask me about my best friend and when she was coming back, and also about my supervisions and how my placement was going. During the

sharings, I always feel very loved and I am glad to see that my students feel confident enough to speak their minds, and also to talk to me on a more ‘personal level’. Moreover, it helps me to understand what my students need from me, in an academic and emotional way.

Different to what I thought at the beginning of this process, having a closer relationship with the teacher, made it easier for the students to express their needs and concerns. And after almost an entire semester doing sharings, I feel we have come to a moment in our relationship that we feel confident enough to express ourselves without fear.

Intervention 7

We had a very beautiful lesson with year 10 on Wednesday. I had planned that lesson for a long time ago, but I was not able to do it due to different and unexpected changes in the agenda. The topic of the lesson was animal rights. I was a bit afraid because I introduced the lesson with a very powerful and explicit video about responsible pet ownership, and I knew it would have strong responses in my students; furthermore, I was not sure if I was going to be able to deal with those kinds of emotions inside the classroom. At the end, even though the video was very strong and explicit it produced in my students a lot of interest and opinions. Many of them cried, but one was especially touched by the video. I must confess generally, I am one of those people who do not know what to do when someone is crying and I just ignored them. However, last year I was lucky enough to participate in a “training process” which was part of a research that Mister Sánchez was conducting.

The training was done by Miss Mejías and it was based on emotional education. One of the things we were lucky to learn was the message of caring, proposed by Positive Discipline (Nelsen, Lott, Glen; 2000). Thanks to that I am now convinced that ignoring a situation does not help anybody and that although it is very hard for me, I have to do something. Therefore I approached her and asked her how she was, and what she needed (another thing I learnt from the learning process). We talked a bit about how sensitive she was about these kind of subjects, and how difficult it was for her to understand these kinds of behaviours.

After the video, I asked them to read a short text about animal testing. It was very explicit too but it did not have the same impact on them (maybe because it was written and not an image). They discuss in couples some questions related to the text and unlike the last time, the discussion worked very well. It might be because the topic was introduced with a very powerful video and it was controversial and interesting for them (which I was not expecting).

I used the sharing this time for the students to comment on their answers to the question they were discussing early. Most of them were very well informed about animal rights and especially animal testing. We also talked about the industry does not take these things into consideration and allows animal abuse from big companies, especially cosmetics. Some of them also express that a situation like this will never happen if the government forbids animal testing, and encourages small entrepreneurs to develop products which are cruelty-free.

Intervention 8

On Friday I prepared a worksheet to prepare the test as they asked me. It was a very short one but it helps us all to raise the questions that were still unanswered. I decided to ask the American student if there was really a difference between present continuous and going to and he answered that he knew there was because he has studied grammar, but that there was no difference at the moment of speaking; moreover, he said that they choose between one another as they spoke. The truth is that we were all a bit confused about the use, including the teacher, although he helped me to explain it and of course, he did a better job than I did explaining it.

The worksheet also included a listening part, because the test included one item of listening comprehension and I thought we had not worked on it a lot. I mean, we had worked on listening, but not with listening especially prepared for EFL students, mainly because TBLT suggests that we should use authentic input (Nunan, 2004). The listening was a bit harder than they were used to and they panicked.

They started to complain about it and to ask how similar to the listening on the test this recording was; all of a sudden they were all complaining and horrified by the audio. I asked them to calm down and explained that the listening of the test was much easier in terms of the level of English, though the questions were not so literal but more tricky. The teacher also supported me on this and told them that the test was entirely based on things we have seen and done during our lessons.

Intervention 9

For the next lesson, I prepared a game to review the contents of the test. The idea was to divide the class into groups of 5 people and give one question to each person. They had to answer

the question and pass it to the person to their right, and repeat the process until every person of the group had answered every question. After they had all answered the questions, they had to compare their answers, choose the best one, write it on a post it and stick it on the whiteboard. As they did this, I gave them their grades of the video. One guy from the groups that presented their videos later, included many curse words on their video and although they were censured, it was obvious that the beep sound was put after the curse word; therefore, everybody was able to understand the word. I thought his attitude to be a bit offensive and disrespectful since I had said previously that curse words were forbidden, unless they were extremely necessary and they had to be properly censured. I decided to take points from him and he got very angry because of this situation. He was not violent or anything; however, he took a very passive aggressive attitude and started to send hints of his discontent on the posts it. I chose not to talk about the situation during the lesson in front of everybody, but I waited for the lesson to end before we addressed the situation. In fact, it was one of his classmates, who came to me to ask me to reconsider his classmate's grade since he was the one who created the script and he had helped everyone in the group. I was aware of that situation and actually willing to change the grade, but I thought it was necessary for me to discipline his behaviour in some way, not only to punish him for it but to generate a possibility to talk about it. When this student heard his classmate talking about the situation with me, he was sitting on the floor and said something from the back of the class to me. I told him that he could come and we could talk about it. We did and I told him what I thought about his behaviour and how I felt about this, I was very honest with him and told him that I did not consider curse words as a terrible thing, but that context was to be taken into consideration when using language, and he had not done it, and that I felt he had done this on purpose, aiming to rebel against the rules. I tried to show him that I was not against him

just because I was his teacher, but that taking those things into consideration is important. Finally, he said sorry and I promised him to change his grade.

I was monitoring the activity when I realised one of the group had no questions on their tables. I had printed 5 copies of the questions and cut them to give one to each person of the group. Of course, I had printed and photocopied them with my money, because the school did not supply with photocopies whilst the students were doing their final exams. I asked them where the questions were, and most of them ignored my question. Only two of them answered and they said they did not know where they were. I got distraught with the situation, because I felt very disrespected by their attitude. I kept on asking what was going, but the other three kept on ignoring me, and the other two kept on lying to me. I knew they had either broken it or throw it somewhere. I told them I was upset because I had printed those things with my money, and I had taken time and put effort into doing every material, and that I thought very inconsiderate to throw it away or damage the materials that I made for them. Furthermore, I was upset because they were lying to me, and somewhat underestimating my ability to deduce what has happened with the papers. Now that think about it, it would have been better to take them out and talk to them personally, or waiting until the end of the lesson to talk to the group, but I was so disappointed with the behaviour that I had to do it there. They never told me what they had done; therefore, I only told them that I expected they started to work on what I had asked for, and I moved on to another group. As I was furious at them I waited a bit before going back to that group to monitor them. When I did, they were working, with the papers all broken into pieces. I was expecting them to say sorry or to assume what they were doing, but at least they were working.

That day I felt that it was easier for me to realise what things bother me inside the lesson. Mostly the things that I cannot stand are related to respect. I would say I was somehow afraid of dealing with these kinds of situations before because I thought it might damage the relationship I had with them, and it is actually something that happens with every relationship that I have. However, on one of the sessions that we had with Mr Sánchez and Miss Mejías this year, we talked about boundaries and how important they are inside a classroom. How a teacher who has clear boundaries and defends them, is an important role for the students to create their boundaries and defend them. The first session we had on this was very improvised, and it consisted only on Miss Mejias pushing our arms in a very annoying way. The idea was for us to stop her, but I was only able to cry. I understood how difficult was to defend my limits, and how that could be an awful example for my students.

When I was a child I was very aware of my limits and boundaries, but as I grew up I started to think that I should change and be more flexible with my limits because otherwise, nobody would like me and nobody would want to be my friend. That was why it was so hard for me to defend my limits; somehow I knew how to defend them, and I was able to recognise that somebody was trespassing my limits, and my body responded but my mind told me not to do anything because it would have bad consequences. As we all had a lot of work to do, we did another session related to this. This session helped me to reconnect with my old self, and I actually felt empowered and comfortable defending my boundaries and understanding and expressing what I felt and what I needed. Moreover, I understood, that our limits and our need are closely related. I felt alive after that session, in a way that I have not feel it a long time. I am sure that if I have felt that way during my entire placement, the results would have been much better. I have been told that I should feel empowered in the classroom during my placement, but

I have never been taught to feel empowered. I truly believed that those two sessions especially, had a great impact on my performance as a teacher and that without those two sessions I would not have been able to address those two situations that happened in my lessons.

3.3 REFLECTIONS NICOLÁS MIRANDA

5th – 6th – 8th June

This week, on Monday, at the eighth grade, students presented their comic strips. They had to share their creations with their classmates while the rest of the class was paying particular attention and asking for any doubts that they might have had. Every group made a considerable effort, and I could notice it. Mostly, because they are always afraid to speak English in front of the class and they certainly achieved it. Besides, I had extra time at the end of the presentations to introduce sharings with the class.

If it was not for this sharing, I could not realize that students appreciated this working style, instead of having a final test about the book. Also, they shared that it was a superb opportunity to work with irregular classmates instead of making groups with their friends. As a result, they were more focused on finishing the tasks that were commanded.

On Tuesday, we began with the final project, which will be the instance where I will apply the task-based lessons plus sharings at the end of the lesson for my seminar. On previous “regular” lessons, it was impossible for me to implement this methodology because my teacher worked with PPP (presentation, practice, production) and there were fixed lessons in which with revise the contents or apply tests. Therefore, to use this methodology, I proposed the change in the final project, so students would have regular lessons without losing continuation and the head teacher will respect the structure of the class.

This first step was to introduce the final project: This will be a music review made by students in video format. They will have to create different parts of it during the lessons and presented at the end of the semester. I believe that, with this structure, the students will learn and have fun at the same time. Moreover, the fact that they will record a video will work as a reminder that they are capable of produce the language. For this project, they worked in groups of four random students. The head teacher suggested modifying some groups to have an even English level in all of them. I think it was great because they will help each other to improve and participate.

At the end of the class students shared how they felt about this project at most of them answer positively about it. Some other were afraid if their groups would work well.

On Thursday, we began officially with the project. The first step was to choose a band or solo artist. As a warm-up the class shared their favorite artist in an open discussion, giving the reasons why they like it. Next, we moved on to the input. They watched a video for the “React” channel, property of some famous YouTubers in which several teenagers talked about their favorite band or solo artist of all time (link in the PPT) while students had to pay attention to the artist mentioned and the expression that they used. In isolation, I asked students for some examples of the video and kept those phrases on the board to use them later and clarify some meanings. As control practice, Students filled in the blanks with extracts from the video. This part was a mess. I made it extremely long, and since we were using an authentic material, it was difficult for the kids to follow what they said correctly. I would have to reconsider or pay more attention to this type of exercise. On the bright side, during the semi-controlled practice, students were able to brainstorm information about the artist that they choose perfectly. Some of them were even looking on the internet to have precise information. Finally, on the free practice, students wrote their first “script” for the video. I offered a “model” made by myself for them to follow a structure although this activity was as free as they wanted.

After this class, the most challenging situation was managed time properly. For example, the controlled practice took a lot of time to students, and that was not the idea since they spent so long that the free practice was in a way limited and also the final sharing, in which they only could share one word before they go. Most of them said happy, so I will have to provide more word for the following lessons to explore a little more on what they felt.

On the bright side, it was very positive to give a “grade” for the work done in class, because previously, this group mentioned me that they did not participate unless the activity is graded. I could notice it because, in this class, everyone managed to finish on time. I wish the following lesson will flow as well as this one and this project could be a success.

12-13-15 June

This week with the eighth grade, we created the core of our project. On Monday, the objective was to write the script for the final video about their favorite song of the band or artist that they choose. As a warm-up, they picked a piece of paper and wrote their favorite song. Then I randomly selected some of their choices, and later I played them on the computer while doing that I asked the class If they knew the artist or band and what they think about that song. I used some of the expressions and wrote them on the board to use them later. Students liked the activity because they had the opportunity to listen to their favorites tunes in class.

Then, I could not find an appropriate input for this class. Therefore, I recorded myself with my cell phone talking about my favorite song and giving reasons. Students were shocked and appreciated that I did something special for them. While watching the video, students and I isolated the expressions used to describe my favorite song.

Apart from that, it was important for me to show them that they should not be afraid of speaking in English in a video for all their classmates because we were all doing the same. This situation built a trusted environment that I needed for this project. Of course, it took a lot of extra time to record these videos at home, but it was worth time. Next, we move on immediately to a semi-controlled task, because I took the advice that my teacher and classmate from the seminar gave me regarding last class: if students took a lot of time doing something effortlessly, I should skip the controlled task and gave them more space to develop their ideas efficiently in class. Thus, students started planning the contents immediately for the video, brainstorming their ideas following some guide questions such as why you like the song? How does the song make you feel like? etc. Finally, they wrote their script about their favorite song while I provided a model for the ones that had more difficulties or anyone that needed it. At the end of the class, students shared that they were mostly happy with this class because they had a great time participating and talking about things they liked.

On Tuesday, the objective was to analyze the lyrics of the song that they choose in order to have this as another part of the video. I introduced a new resource thanks to my guide teacher named kahoot. This app helped the teacher to involve cell phones in an educational and fun way to the classroom by making quizzes about different topics. Since we were dealing with music, I made students played a guess the song quiz in teams. They loved it and were engaged playing it. Then we moved on to our input: a youtube video about a girl analyzing short lyric of different songs. Students got it and highlighted with me the expressions used by the girl on the video. Then, in a semi controlled practice, they brainstorm what the selected song meant for them, what was the theme or what they thought about it. And finally, they wrote their script of this part of the video as a group. At the end of the class, they shared how they felt after this lesson. Almost all of them

said that the Kahoot was awesome and they wished they could play next class again. It is something that I am going to take in consideration for further lessons.

On Thursday, it was time for the students to choose their final group activity for the video. I began the class remembering them that they better keep recording their videos at home with the information that we had so far in order to make it in time. Then, to warm-up, we played kahoot again guessing different songs because of the popularity that the game had among students last class. Next, I used as an input several youtube videos showing options for them to make their videos like lip dubs, fan or parody videos, etc. In isolation, students had to identify the relevant part of each video in case that they choose it as an option. As a semi controlled task, students brainstorm ideas about the project that they were going to do, considering roles, materials, time, ideas, etc. For the free task, they had to explain their idea on a sheet of paper with the materials that they were going to use, the place where they were going to record it, the dates and the roles of each member of the team in this activity. Finally in the sharing, although I used a chart with words to express feelings, almost all students kept saying that they are happy with this class because they played and worked in groups and that made everything easier for them, and I agreed with them.

19th – 20th – 22nd June

This week was the last one before the presentation of the final project. On Monday, we worked with introductions and closures. Now that they knew all the contents from their videos, it was time to organize the information that will appear on them. I had to re-record myself to use it as an input for the kids. I do not know why but they liked watching me in those videos, so

they paid particular attention to details and language, therefore, it was useful. After that, during the semi controlled task, they worked well and came out with different ideas that I have not even considered for an introduction and closure of their videos. I also like that they talked and planned different things in order to make their videos more original. Then, during the free task, they wrote short phrases to present and close their videos. I think this was one of the easiest lessons of the project because it was short and they were familiarized with the vocabulary that they needed it. At the final sharing, most of them felt happy about the activities because they were not feeling the pressure of regular lessons while in other subjects, they were struggling with the finals. That encouraged me to think in the future about different types of evaluations especially for these days in which students were overload with assessments and at the same time, I felt proud of making this decision and know that students appreciated it.

On Tuesday, the objective was to get to the computers lab and edit the videos that they have recorded with the help of free programs that I provided or any other tool that students brought. I encouraged students that knew how to use programs properly to share the information with their classmates that had lower computer skills. Sadly, only some of the students brought their videos while others have not recorded anything yet. To overcome this situation, the head teacher and I decided to take all the groups that did not bring their videos to go to record some of them in other individual rooms that the school had near the computers room. As a consequence, I had to monitor both groups and, at the same time, tried to help them as much as possible. This scene was challenging for me because I planned everything to work efficiently. Luckily, these students were committed to having everything on time, and they worked hard to focus on finishing on time.

I am not going to lie; I was frustrated because not all of the kids brought videos, some of them not even recording them yet and I was afraid they were going to fail because of that or that the

project was a mistake. But then, thanks to the sharing, I understood that they were at their finals in all subjects, without much time to record the videos at home. Once again, the sharings help me as a teacher to identify those situations and act more properly about it.

Finally, taking into consideration what happened last class, on Thursday we offered the time of the class to our students to either record some of the videos that they were lacking so far or work on their written report of this project as well. They worked well and had fun doing it while I was monitoring to help them stay focus on their tasks. On the sharing, students thanked us for the time because it is hard to get together after school or have a place where they could record the videos. I liked that we had the capability to be flexible with the group because they legitimately need it.

I finished with the intervention this week because next week we are going to watch the results of the videos. I heartily appreciate the help of my classmates that each Friday inspired me to do something different in the meetings. Without their help or my teachers at the seminar, it would not be possible to me to start thinking outside the box and apply this methodology as I did. I am aware now and full of ideas thanks to these resourceful discussions that we had each week and I hope I will keep working using task based in the future.

3.4 REFLECTIONS NILSON VALDOVINOS

First intervention

Year ten This week I started with the interventions. Therefore I expected to engage the attention of the students who were actively involved in the lessons during the first weeks.

Indirectly, I opened the process with a finger gym, trying to give a chance for students to learn different sort of exercise for different parts of the body; in this case the brain. However, the use of the ball for the warming was an activity extremely direct, I was afraid of implementing it and make the students feel bad or embraced. It was complex because they were forced to utter a message using their second language knowledge. But the central key was first to listen to the preparation steps and take the risk and dare. Finally, I felt it was a good activity to reflect the contents studied with the help of the entire class.

I thought that if I presented them a known story, that maybe was familiar in Spanish, it would be a safe step to understand the second language. I knew the risk was huge, they could think either I consider them dumb people and because of that, I was showing them cartoons, or maybe label them as not well-prepared learners for more complex content than the one I was presenting.

However, I liked the issue of their repairs towards the video, because they were standing on a higher step in the Bloom's taxonomy, such as examining or differentiating their likes or dislikes. Although I thought the level of complexity of the video was not much far from their comfort area, I felt they could not accomplished the task with no feeling frustration and they looked for the help of their classmates.

Second intervention

Year ten I have noticed some students that took part during the lesson, now show signals of being bored. While some others have shown levels of interest towards the content. Even when my guide teacher have talked with them and their behaviour, I do not consider them a disrespectful group, but quite restless.

Luisa had helped me increasingly in many aspects. She had told me that she has been aware of the problems to carry out the lesson and that she knows she should not take part. If I am explaining she checks if people are paying sufficient attention or directly she asks them to be quiet. Besides, I have noticed that I must be constantly on the students, observing WHETHER they are working or they are lost from the lesson's focus. All were welcomed tools given by her that accompanied by my "relaxed mood" results in a well model or ideal role for a teacher like me.

But it is obvious that I have not dared to embody the evil role of an angry teacher who asks for either silence or respect. I always let other people take responsibility on the issue.

Third intervention

Year ten It has not been so easy to find the perfect activities for each phase of the approach as I have awaited. Even though, I know that idea of the order of the tasks is to gradually increase difficulty. I could realize that the activities I planned for each phase needed a complex and a higher thinking process. Giving room for possible frustration with the tasks. Based on that, I think I would either decrease the level of complexity in the future or find better 'pre-tasks' to prepare them to achieve the central goal.

I have found that if I based the class on one communicative skill, it would be easier to find well-prepared 'steps' (*tasks*) to develop that specific skill. On the other hand, I think that it is my own level of comfort which determines if I rather use or leave a certain ability aside.

Moreover, we have not equal interests neither affairs. So for that reason, I have incorporated artistic and physical tasks inside the planning. Taking advantage of those forgotten areas I thought I could implement them in early steps in the planning.

Fourth intervention

Year ten It has been a huge challenge to be able to separate Grammar as the central topic of the class. On one hand, I do not want to do the same things as they have been done. However, it is extremely difficult when the final objective is centred on an accurate grammar use.

I would love to know the main stone on their roads that prevented or made them be late on their works. Nevertheless, as I could not implement peer-evaluation, I found a second opportunity for that. I wanted them to be in front of a message, which they needed to use their second language knowledge.

Fifth intervention

Year ten I have noticed the power of the group inside the classroom, students who participate invite in a way or in another to make them part of the class too. As it is the case of the opposite face; students who do not participate invite the rest to do the same.

Afterwards I noticed that I have not been able to increase the input using artistic or physical activities and not cognitive.

Sixth intervention

Year ten In my guiding teacher's own words, year ten has been lazy lately. She makes no hesitation at the time of saying it to them. She even reminds them that I am going to go and that she will not accept those restless and careless behaviours.

When you are just focused on doing, you rarely give yourself enough time to think about what you just have done or the events you have lived. One thing I am strongly grateful of this period

is the obligation to reflect on our own performance. However, the impact becomes stronger just at once and real when the feedback comes from the students about the performance. Not only the sharing at the end, but also exit slips have given opportunities to receive direct opinions.

Seventh intervention

This extra week has been to finish the process completely with the students as well as with the teachers, and even with the parents; because I was invited to host an extracurricular activity in which there were parents involved.

Complementing what Jeremy Harmer suggests in his book *The practice of English Language Teaching* (“*our job, therefore, must be provoke student engagement with material which is relevant and involving*”) I shall say that we have to awake the little child we all have inside. And the most appropriate and gently way of learning is through the game and the interaction we build with others while playing.

FINAL REFLECTIONS

It is extremely difficult could reflect on the process that has just finished, because of several reasons. A starting point would be to state the different levels of interest towards both grades. I dedicated more time to think and plan the lessons for year ten rather than for year eight. Even when I was aware of it, I felt handcuffed with the order of the events and my emotional environment. I am afraid about my own behaviour towards the process. Hence I hope my ideas and what I preferred not to say or not to address have caused a problem for them or for the teacher. In a way, I was the disruptive inside the room, with all the crazy ideas in my mind.

I felt that the students could catch the majority of the lessons’ objectives, but it took more time than the estimated. However, I would not have had the time and the enough creativity for

planning. By the end of the certain lessons, I could be the receptor of their opinion, using exit slip and with the sharing by the end of the process. I also think I listened to my students, so I could incorporate their opinions in the classroom.

The material I tried to select, was related to their context, however, I expected sometimes a more direct help from them, now I realise that I am the one who has to be in charge of catching those clues up.

Talking about TBLT, transitions among activities was an issue that I could not discover if it had not been for the approach applied. Now I understand the importance of the task to achieve the lesson's objective and the transitions among them. The level of comfort with the second language is directly joint with previous frustration experiences.

About the managing during the lessons, I have to repeat the fact that I cannot channel the anger when an issue affects my emotionality inside the classroom. For that reason, I think that if I could do something differently from this experience, would it be to have the contents clear for the grade to start planning the possible activities properly. In that way some aspects would be already planned, in order to be open and ready for unexpected matters. Another issue I would change is the fact of address the problems which affect and dull the learning environment.

I really believe that the key is not only, the way you treat the student in the formative assessment, but also in how you respond to what they have to say and the answers you give them. Is it relevant the wrong answer if they dare to contribute something out loud? would you dare to make fun of it? It is evident that depends on the relationship you build with the students. The most important factor is to make them feel listened, and that they are an essential part of

the class. Thanks to their contributions the class becomes gradually richer and richer. Now it comes to my own criticism since I cannot assure my formative assessment was neat and encouraging.

In relation to the motivation; the participation in the class was touched only because of in-class working ticket, that with the time they could collect them and increase their grade.

I felt quite insecure about the fact that students did not know my personality for teaching. It was a fact that my treatment towards them was utterly incongruous compared with the techniques used by my guide teacher; complimentary though.

One of my inner conflicts has been the way how I can develop in the rest, the sense of responsibility and self-government without being imposed. Even though I looked for alternatives techniques to put in practice during the activities, I think they were not so much effective because of my personality. I am not the kind of person who orders or gives directions to fulfil them as mandatory tasks, along with the training students are used to in the daily routine just following what others want them to do. Perhaps, the methodological strategies I implemented did not show major results on the students. Nevertheless, I do think I gained their 'respect' and trust.

Finally, It was hard to carry out a plan with the weight of the constant believes that the activities might not result as wished. As expected I could not reach the whole class attention, while some people were willing to participate, some others did not. I did not force them to participate, I was sure that with the activities they would feel motivated to participate. In short, complementing what Jeremy Harmer suggests in his book *The Practice of English Language Teaching* ("our job, therefore, must provoke student engagement with material which is relevant

and involving”) I shall say that we have to awake the little child we all have inside. And the most appropriate and gentle way of learning is through the game and the interaction we build with others while playing.

This process was as similar as the metaphor of looking at both sides before crossing the street. Being a Pre service teacher placed me in the rare and strange position of being nothing, neither a teacher nor a student. That was maybe the main reason of the difficulties for improving the second language acquisition; somehow, because of the technique used by the guiding teacher, students expected the Spanish explanation after English instruction.

3.5 REFLECTIONS EVELYN FALCON

Intervention 1

During this week, I had a difficult time with the Seventh grade. Firstly, I had to suspend my initial games momentarily because they were disrespectful with each other. Then, during the main activity, one of the task was to go to the front and share their results, but it was a disaster, they did not pay attention to each other. I was surprised, since they do pay attention to me, but it is not the same when is one of the who is at the front.

Nonetheless, I was able to apply my first activity using the TBLT structure. And I can say that there is a dramatic difference when you provide students with contexts. Besides, the fact that they have clear and useful objectives and steps to follow, facilitate their performance, since they know exactly what to do. Besides, group work is again a positive factor, since they complement their knowledge, and interact with each other. However, at the end of the class, we

had the incident I mentioned at the beginning, so I will have to look for new strategies to promote respect.

In the activity, students had to plan a farewell party for a friend of mine who is living next week. I think this activity was effective because of three main reasons. Firstly, I set the mood, I provided them with context, with a description of my friend, a description of the guests that will attend the party and the elements they have to include. Secondly, everything was possible, they could express their creativity to organize the party, so they create thematical parties such as an “Electro tea party”, “Flour party” “80’s party”. Thirdly, group work, allows them to develop social skills, they had to express their ideas, share it with the rest of the group and evaluate the one they will choose, so I think it was not only an artificial task but a real world one.

Intervention 2

In my second intervention using the TBLT structure, students pretended to be at a restaurant and they had to order food. However, I had some difficulties presenting the vocabulary because some students translated the words, instead of learning them in the second language; for example, when I said “the person who brings food is the...” (while the word waiter was written on the board) and the answered “mesero”. In that moment, I asked again, until they finally said the answer in English.

Then, as a semi-controlled activity, students filled in a dialogue in the book with useful phrases for ordering food. When we practice those phrases orally, using group repetition, I realized that they do not have problems to speak in English, because they offered themselves as volunteers to do it alone.

Later, in the semi-controlled 2, students worked in pairs. They had to write a dialogue between a waiter and a costumer using the phrases we practiced before. I realized that most of them had problems using the structures (What would you like to eat? Anything else? Etc.), because they did not know where to put them in the dialogue. Nevertheless, the book helped me a lot to explain the order, and the possible answers to a question. I did a couple of demonstrations and then they offered their own examples.

When students finished their dialogues, volunteers went to the front and read the task, then I asked them to change roles to see how prepare they were, and it worked. In general, the activity did not have major problems, mainly because they had the proper language input at the beginning, and supporting materials. Besides, I had visual support in the whiteboard and as we worked repetition of the phrases before the dialogue performance, they were more confident at speaking.

At the end of the class, I asked again the phrases to anyone in the audience; for example, I asked students 1 “would you like something to drink?” and that person answered using the book or their own imagination. In that way, I could have an idea of the level of understanding the got. After that, we watched a video as a follow-up, in which there were more useful phrases related with the topic.

Intervention 3

During the rest of classes, I delivered this week, I could apply my TBLT structure and I am still surprised how well it worked. In the Seventh-grade students had to plan an itinerary for a person who is travelling to a city. I provided them with some touristic places recommended in the city and they had to fit them with the person’s preferences included in the description.

At the beginning, they had some problems with the organization since it was an activity made to be done in groups and there were some dominant students who were doing the task by themselves, while others were doing something unrelated. Hence, I had to talk with those two groups, and give each student a significant task. Once addressed the point of belongingness, they worked devotedly.

At the end of the class, 2 students per group had to go to the front and share the itinerary planned by the group. The previous time I made students share their works in front of the class, it was a chaos, since the rest did not pay attention while other groups were presenting, on the contrary, they were finishing their tasks. So, this time I asked all groups to go to the front at the same time, so that the rest did not have other distractions. As a result, the rest who were sat, were supportive and the ones who were in front, were more confident.

Intervention 4

On Thursday, I had an activity prepared but I realized that due to the English Day, most of them have forgotten everything, so I had to recap the topic again. I had to use a variation of an activity I used as an introduction to this topic and then, we could move to a semi-controlled activity in the book. In this activity, students had to plan activities for the weekend, and then include a friend in some of them. First, they remembered the task, and in that, they remembered the content. At the beginning, they use the grammatical structure with difficulty, but then as they worked cooperatively, they incorporated the previous learning to achieve the objective.

On Friday, we started with some examples provided by them from the previous class. I used their own examples as a mean of formative assessment to continue with the following steps.

Every time I wrote a sentence on the board, I asked them to evaluate it. In that way, I could notice in which aspect I need to put more emphasis.

Also, I used the lesson plan I had for last week since I could not use it before. When the free-practice activity time came, they had to use their favourite cartoon to write and draw a short comic about invitations. After this class, I realized that these students are better at performing, and by this, I mean, they are good at producing and doing rather than remembering specific structures. Besides, when they use their own preferences, they are more willing to do the task because they feel secure about 50% of the job and then they are more confident to add content.

Intervention 5

On Wednesday, I had to change my English class with my counselling class because I had my final evaluation. This week, I introduced a new element in both grades for the last part of the class.

I used a green pig from the angry birds and I called it the Pig of Emotions. At the end of the class, I asked them to create a circle around the middle row. Surprisingly, the Seventh grade did it in a couple of seconds. I was amused because, at the beginning of the semester, I was not able to conduct correctly activities like this. When they were ready, I presented the Pig of Emotions with a question “How are you today?” they had to say one classmate’s name, throw it and ask the same question, but there was only one requirement, the answer “fine” was forbidden. During this dynamic, we had a lot of fun; however, I could notice that some students were afraid, nervous, and uncomfortable. Nonetheless, they did not want to share the reasons of those stares. And I could not force them to do the opposite, because at the beginning I set the rules saying that I was not an obligation to share the reasons.

I consider that this new element was successful because it introduced a space for them to work on their emotional intelligence, an aspect which is usually left out. Particularly, in the Seventh grade, due to their interpersonal relationships climax, the activity was more effective and more meaningful as they decided to be part of the circle and listened respectfully to the response of the rest.

As I mentioned it before, there was a situation which was producing certain discomfort in the atmosphere, and I would like to address it briefly because the sharing part allowed me to detect it. There is another student-teacher with this grade, but as he is an elementary teacher, he spends all Wednesday with them, and some girls felt that he has some suspicious attitudes with them. I do not know for sure what those attitudes are but if he is creating this type of atmosphere, I think it is an issue. Some measures were taken to it during the day, however, I think this kind of activities, in which students have the space to share in a protected environment, allow teachers to detect problems which are affecting the group and do something about it.

Intervention 6

During June, students were reading a book once a week, we used the audio and complete the activities of that the book includes. After they finished the story, I had to plan an evaluation. However, a test did not seem appropriate to me considering the strategies I am using to increase active participation. Hence, I presented the evaluation as a short performance of one of the chapters of the book. Consequently, in groups, students will have to select the chapter, adapt the text and present.

Considering some negative incidents, I observed during the preparation for the English day, I divided the evaluation into smaller tasks that they have to present every class. These tasks constituted one criteria of the rubric I presented.

In the Seventh grade, students are having those typical problems that group work carries. There is one group, which is doing nothing at all. During the class we had on Thursday, they were supposed to have a final rehearsal for the next day; however, this group had nothing. They said that they forgot their drafts at home, that they are a bit lost in the task, and that they have no idea how to perform the dialogue. I would have provided more support to this group if I would not see them on their cell phones, taking selfies all the time. There was only one student willing to work, but the rest was consuming his energies in the process. After a while, I took a device created to keep all cell phones in the class, and I walked around picking theirs one by one. At first, they refused to give me their cell phones, in that moment I felt I must be firm with them, so I spoke taught but gently, explaining that these were affecting their work and so their marks. Besides, they were not giving them a good use, because they could have been looking up for words they do not know, or ideas, or images to use in the presentation, but instead, they were taking selfies. At the end of my little speech, they were a bit ashamed of their behaviour, they apologized and gave me their cell phones. When I turned, this student who was trying to work all the time, told me that he wanted to leave the group and do the task alone. I said that the idea of the task was to overcome those problems and to develop their group-work skills. But again, he asked me to let him do something different. Hopefully, there was a group in which a student will not be able to attend the day of the presentation because of personal issues. So, student X spoke with people in this group and they all agree with the motion. On the other hand, the group he left did not show any advance.

On Friday, the day of the presentation was raining cats and dogs so half of the groups were incomplete. I asked them to present anyway, but their presentations were with no enthusiasm either motivation. My guiding teacher and I gave them feedback, and we agreed that for the quality of their presentation that day, they would only have a four. When there was only one group left, I said that we would leave that as a final rehearsal and on Tuesday next week, all groups must present and that that would be the final instance to do it.

When the class was about to finish, we asked group by group to evaluate their process and how they perform that day and other groups' performance, taking into account that peer-evaluation was another point in the rubric. My idea was to develop their critical thinking and abilities to provide suggestions and assess others' work. Surprisingly, they had mature opinions about them and their classmates. They provided useful suggestions like add music, images or some pieces of clothes. On the other hand, they were critical of their own performance. They recognized their lack of organization and preparation, moreover, they said that having this instance of peer-evaluation allows them to compare their works with their classmates to see how much they can improve or how to deal with certain things. After their reflections, I felt that even though we failed in the evaluation, they are developing another aspects and skills to improve not only their works but the way in which they deal with problems or unexpected situations in life. I felt that this was a challenging task and that they must get used to it in order to take advantage of their potential.

Intervention 7

The rest of the week, we began with the recap unit. As a supporting material, I created a worksheet for this grade and the Ninth grade. Before we do an item, I introduce the topic again to refresh their memory; however, sometimes it is not necessarily because they do it, by

remembering the way I introduced it previously, saying an example, or by linking the content with an activity they did before. When we developed the first item of the worksheet in which they had to circle with one colour countable nouns and with other uncountable, we check it all together, when it was time to do it and I changed my mind on the spot and introduced a new dynamic. I said that for countable they had to stand up and raise their arms and for uncountable, they had to go down to the floor. So we started, and while they were doing it, I realized that it was a perfect stress relief and a good instance for them to calm down relieving energy.

Then, we moved to the main activity which was even more successful. In groups, they had to make two rows, the first student had a bag with food and drinks items in it. On the board, they had to write one by one, the elements that were inside using “there’s/ there’re”. Even though I never said that I would give them rewards or a price for it, they play willingly. They work in groups but as a team, they helped their classmates, they did not judge the ones who did not know the answer, the whole class participated, even those students who are reluctant to share with the rest did it. And at the end of the activity, when we check the answers they wrote, I let them do it and correct their answers, as an instance of formative diagnostic assessment. Consequently, I could identify the aspects I should reinforce for following classes.

Intervention 8

In the Seventh grade, classes were affected by evaluations from other subjects so I had only two classes this week. On the one hand, we finished with the worksheet and started doing the class work evaluation of their books and notebooks. Besides, we checked the worksheet together, I let them correct the wrong answers and explain why in order to see if they are memorizing or learning. Hopefully, most of the know how to explain the reasons, they have their own way of understanding, and that amazed me because I thought they were learning in

the way I teach but they have created their methods, so when they explain to their classmates, they are reaching the highest step of Bloom Cognitive taxonomy; creating and being able to explain to others.

On Friday, we had an amazing class. First, I introduced the question “How do you feel for the test?” and they threw the pig, and did comments about their concerns and insecurities. Then, I provided a ppt presentation and I used two super heroes, to establish the differences between countable and uncountable nouns. They reacted with a lot of enthusiasm and asked me about the comic, and I provided more examples related to the movie to explain for example invitations or ordering food in a restaurant. After this presentation, I made the question again, and they screamed “bieeeeeeen”, so I knew it was effective, they took photographs of the material, some of them drew the examples, etc. Secondly, I introduced the game, which was for me an instance of formative diagnostic assessment to see how prepared were them to answer test questions. The name of the game is “Who wants to be millionaire” when I introduced the game I thought “Do they know this? Maybe they are too young, oh my god they don’t know this, I failed” however after I named the game I projected the popular logo and music and they reacted immediately, I gave the instructions and we started to play. I had the music for questions, for time and for the right answer so I created the atmosphere for that so we were all involved in the game. In two teams, the first one of each row answer the alternative in a piece of paper and I read it and we gave points, then, they change with the next classmate.

Final reflection

The greatest benefit of this kind of activities is that all students participate in one way or another, some of them in the game, other writing the score and others directing the teams. And most important, they were playing, and learning at the same time, with no threatens nor anxiety,

they brain was more permeable to learn and to retain knowledge. Besides, learning was meaningful as they created their own examples to explain and to answer. Finally, when we finished the activity we had a sharing, and they gave me feedback on the activity, so I knew they had a good time and learn. One student said that the greatest part of the class, is that he was not afraid to make mistakes because he had their team support, another girl said that she discovered something she did not know.

Nevertheless, implementing TBLT strategies allowed me to overcome most of the difficulties mentioned before. Dividing a class into small ones enable students to move forward step by step, and not to feel overwhelmed by a big amount of contents at once. Besides, providing a context facilitates the connection between pedagogical tasks with real-world ones. Moreover, the fact that contents are hidden under dynamics and communicational activities respond to the well-known approach “learning by playing”.

As I said, TBLT was my loyal friend during this process, however, as I was still part of a different system, in which the only valid knowledge is the one that comes from grammar, when I had to design the global test, it was a challenge for me to be consistent with my teaching practices during the entire semester and to fit in the expectations of the UTP boss. Nevertheless, I think I overcame this successfully because I could mix both, it was not easy when I planned the evaluation but students reacted well because it was 50% my style and 50% the one they were used to. As a consequence, I realized that it will be a laborious path to be loyal to what I believe is effective and try to fit in the system.

Another good friend I had was formative assessment. Even though I had *Sharings* to evaluate the effectiveness of my lessons and strategies, other instruments helped me to measure students' understanding class to class, in order to improve my practices. For example, thumbs-

up and 5 stars, allow me to know not only their level of understanding but also how they manage to explain it to others. This, also reinforces autonomy and self-confidence, as they feel, the teacher is not the only person who knows it and explains it all, and that they are active participants of the class. Besides, I could verify the authentic opinions of the whole class, because I asked them to close their eyes when they raise their hands so, they were not afraid to be the only ones admitting they got 1 or a thumbs-down. Additionally, it provided mine with a panorama of the results I will obtain from a summative evaluation.

Above all lessons I learned during this process, I highlight the way I learned to incorporate emotional education. *Sharings* were the major implementation I applied, and undoubtedly, the most effective one. One of the most significant problems that are affecting education nowadays are emotions and how to deal with them as these are not considered in the current curriculum. Most of the affective domain is always at the lowest level, students only get to receiving, they act as empty containers, and they are the complete opposite. However, *sharings* increases considerably their responses, which are influenced by their values and beliefs, and expressing their own world-view.

As I said at the beginning, this process helps me to enrich my personality as a teacher because it is quite difficult to evolve from a student to a teacher and to see the whole world from another perspective. Hence, when I stand on in front of the class, the attitudes that tend to emerge are the ones that surrounded my education when I was at school; for example, the response when a student is behaving disruptively, the solution that I was used to is to send students out of the classroom. However, when I had the time to think about it I realized that it was not the solution I want to aim to, in my construction as a professional. Hopefully, these experiences allow me the possibility to evaluate my goals and objectives.

4. LESSON PLANS

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
DEPARTAMENTO DE INGLÉS

LESSON PLAN N°15

STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 45 minutes

DATE OF CLASS: May 31st, 2017

DAY OF CLASS: Wednesday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able to make predictions	LEXICAL: Verbs such as send, drive, get etc GRAMMATICAL:	Perspective: The Head Teacher will do his own show and tell Warm up: The students brainstorm words related to future Presentation:	Book	Formative: -Sharing	W: 20min

STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 90 minutes

DATE OF CLASS: June 2nd, 2017

DAY OF CLASS: Friday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able to create a product and begin planning the advertisement	LEXICAL: Expressions used to make decisions, promises, offers, requests, apologies etc. GRAMMATICAL: Will and going to Present Tense	Warm up: The ss will watch the video “A Pep Talk from Kid President to you” Presentation: - The T will ask the ss to match the dialogues with the functions presented on page 30. After that the T will ask the ss to recognize the	Video Book Paper Pencils	Formative: Sharing	W: 5 min P: 20 min - 10 min

	<p>Past Tense</p> <p>FUNCTIONAL:</p> <p>Creating a product</p> <p>Describing a product</p> <p>Persuading other to buy</p>	<p>grammatical structure used in every dialogue. The T will explain the different uses of will.</p> <ul style="list-style-type: none"> - The T will explain that in groups the students will have to create a product to help solve the situations presented on page 30, and will create a video advertising the product. The T will explain the requirements of the evaluation. <p>Task 1:</p> <p>The ss will get together in groups of 5 people and come up with characteristics of their product. They will have to answer the following questions:</p> <ul style="list-style-type: none"> - What will be the name of the product? What will it be? - Who will be the target audience of the product? - How will it work? - How much will it cost? <p>Task 2:</p>			<p>- 10 min.</p> <p>1. 20 min</p> <p>2. 10 min</p> <p>3. 20 min</p>
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		<p>The T will give one piece of paper to each group, they must represent the device physically taking into account that the device will have to be shown in the video. Therefore, it must be something they can make in real life.</p> <p>Task 3:</p> <p>The ss will start creating the dialogue of the video. By the end of the lesson they must hand in a draft.</p> <p>Closure:</p> <p>Sharing</p> <p>Follow up:</p> <p>The students will decide on the deadline for the video</p>			<p>C:</p> <p>10min</p> <p>F:5min</p>
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STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 45 minutes

DATE OF CLASS: June 7th, 2017

DAY OF CLASS: Wednesday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able to create an advertisement for a product.	<p>Lexical: Expressions used to make decisions, promises, offers, requests, apologies etc.</p> <p>Grammatical: Will and going to Present Tense</p> <p>Functional: Creating a product</p>	<p>Warm up: The ss will watch a video similar to the one they have to record.</p> <p>Instruction Participation: The ss will finish the dialogue and the preparation of the video.</p> <p>Closure: Sharing</p> <p>Follow-up:</p>		<p>Formative: Sharing</p>	<p>W: 5 min</p> <p>1. 25 min</p> <p>S: 10 min</p> <p>F:2m</p>

	Describing a product	The teacher will remind the students the deadline of the video			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
DEPARTAMENTO DE INGLÉS

LESSON PLAN N°19

STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 45 minutes

DATE OF CLASS: June 9th, 2017

DAY OF CLASS: Friday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able to predict their	LEXICAL: marriage, lovers, children etc GRAMMATICAL:	Warm up: The Ss will watch the video “5 Nostradamus Predictions for 2017”. The T will asks the students if they believe in those predictions, and if they have had their fortune told.	Video PPT	Formative: Sharing	W: 5 min

classmates' future.	<p>Will</p> <p>FUNCTIONAL: Making predictions.</p>	<p>Presentation: The T will teach the students how to read their hands on simple steps, with the help of a PPT.</p> <p>Task 1 for controlled practice: The T will show a picture of a hand, the students will have to make predictions of it and write it on their notebooks.</p> <p>Task 2 for semi controlled practice: In pairs the students will try to read their partners hand. They will have to say 3 things they will do or have in the future and 3 things they won't do or have.</p> <p>Closure: Sharing</p> <p>Follow up: The T will tell the students that next class they will learn how to make arrangements.</p>			<p>P: 10 min</p> <p>T1: 5 min</p> <p>T2: 10 min</p> <p>S: 10 min</p> <p>F: 5min</p>
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STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 90 minutes

DATE OF CLASS: June 9th, 2017

DAY OF CLASS: Friday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able to plan a welcome party.	<p>LEXICAL: Vocabulary related to parties such as music, food, etc.</p> <p>GRAMMATICAL: Present continuous for future arrangements Be going to</p>	<p>Warm up: The ss watch the video “Nature is speaking” and discuss about it.</p> <p>Presentation: The T explains the use of be going to and present continuous for future arrangements.</p> <p>Task 1 for controlled practice: The ss complete activity 5 page 29</p>	<p>Projector</p> <p>Video</p> <p>PPT</p>	<p>Formative: Sharing</p>	<p>W: 5min</p> <p>P: 5 min</p> <p>1. 10min</p>

	FUNCTIONAL: Making arrangements for the future	Task 2 for controlled practice: The ss complete activity 6 page 29			2.10min
		Task 3 for semi controlled practice: The T will split the class into two. Both groups will be given a timetable, with activities that they and some other friends are doing on the weekend. The students will read it and check the vocabulary. Then, they will get together in pairs and come up with a day in which they can all go to the movies, by asking questions about their classmate's timetable and their friends'.			3.15 min
		Task 4 for free practice: The T will explain that her best friend will be coming back from Ireland on the following day, and will give information as to what things she likes. In groups, the ss will have to plan a welcome party for the T's best friend, taking into consideration the things that she likes, and also plan the music, food, activities, time, invitations etc. Finally, the Ss will explain the party they have planned and the T will choose a winner.			4. 20min
		Closure: Sharing			C: 10min F: 3min

		Follow-up: The teacher will explain that the following class they will talk about animal rights			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
DEPARTAMENTO DE INGLÉS

LESSON PLAN N°21

STUDENT-TEACHER: Valentina Escobar Fuentes

SCHOOL: Colegio Francisco Encina

SCHOOL ADDRESS: Av. Exequiel Fernández 1001 , Ñuñoa

COURSE: Year 10

TIME: 45 minutes

DATE OF CLASS: June 14th, 2017

DAY OF CLASS: Wednesday

SCHOOLTEACHER: Raúl Vásquez Ramírez

SUBJECT: Idioma Extranjero: Inglés

UMCE SUPERVISOR: Luz Díaz Silva

SIGNATURE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O
By the end of the class the students will be able discuss about animal rights.	LEXICAL: Vocabulary related to animals; expressions of agreement and disagreement (I agree with you/ disagree with you; You have a	Warm up: The ss watch the video 'Gift'. After the video the T asks the students how many of them have pets and what they think about animal rights.	Projector Speakers Computer Video Questions	Formative: Sharing.	W: 5 m PR:5m

	<p>point; I understand what you are saying, but... etc)</p> <p>GRAMMATICAL:</p> <p>Present Simple</p> <p>FUNCTIONAL:</p> <p>Talking about society issues</p>	<p>Pre Reading: The T will ask the students what they know about animal testing</p> <p>While Reading: The Ss will find some keywords in the text.</p> <p>Task 1 for controlled practice:</p> <p>The Ss complete a short True or False activity.</p> <p>Task 2 for semi controlled practice:</p> <p>The T will project the following questions: What is the purpose of having these tests on animals?, What is your opinion? Is it useful?, What would happen if we did not do it? Should we allow it? What should we do about it?. The students discuss about it with their partners and share their opinions.</p> <p>Closure:</p> <p>Sharing</p> <p>Follow up:</p> <p>The teacher will remind the students that all videos should be handed in the following lesson</p>	Photocopies		<p>WR:5m</p> <p>1. 5 min</p> <p>2. 5 min</p> <p>3. 10min</p> <p>S: 10min</p> <p>F: 2m</p>
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

LESSON PLAN N° 20

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú

COURSE: 8°B CLASSROOM N°:

TIME: 08:00-9:30

DATE OF CLASS: 6/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES (number)	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to plan the final project.	<p>Lexical: music vocab : artist, songs, lipdub, interview, parody, etc.</p> <p>Grammatical: several tenses</p> <p>Functional: planning a project</p>	<p>Warm-up: Students play Kahoot to identify different popular songs using their cellphones. They also study expressions that appeared through the game.</p> <p>Presentation: T tells SS that they are going to create music reviews as their final project. This videos will include: information about the artist, information about the song, analysis of the lyrics and one final group activity (it could be singing live, an interview, a lip dub, parody video, etc) Then explains that each part will be work in class and then recorded in a final video.</p> <p>Controlled task: grouping. SS get together in teams of four</p> <p>Semi controlled task: Plan the contents of the video: choose an artist, a song and the grupal activity: brainstorm what you want to add to your video on each part.</p> <p>Sharing: SS share how they felt about this class</p>	<p>Projector, computer Speakers</p> <p>PPT Project: music review instructions (pendrive 6-6)</p>	<p>Formative: sharing about the class</p> <p>Summative: Paragraph about my favorite band or solo artist.</p>	<p>Reading: 10m</p> <p>Warm-up: 20m</p> <p>Presentation: 10m</p> <p>Controlled task: 20m</p> <p>Semi controlled task: 20m</p> <p>Closure: 10m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú

COURSE: 8°B CLASSROOM N°:

TIME: 08:00-9:30

DATE OF CLASS: 8/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N° 21

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES (number)	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to write their first part of the video: "favorite band or solo artist"	<p>Grammatical: Several verb tenses collocation e.g play at/in</p> <p>Lexical: vocabulary related to bands or solo artist such as record, writer, composer, started, records, single, famous, etc.</p> <p>Functional: Expressing preferences and likes.</p>	<p>Warm-Up: SS share their favorite artists with the class. Input: SS watch a video of people talking about their favorite bands or solo artist (link in ppt). T asks them to recognize as many words as they can about how they express their preferences. Isolation: T shows the structure to show preference with examples for the video e.g I love this band. Also, T shows different adjectives that they could use e.g His music is extraordinary. Controlled practice: SS fill in the blanks with extracts from the video. Semi-controlled practice: SS research about what they know about the artist that they choose e.g origins, popular songs, audience and style. Free-Practice: SS in groups write their paragraph about the artist that they choose to talk about in the final video. They may add words that learned during the class or any other. T shows a model in a ppt. Sharing: students share how they feel with this class.</p>	<p>Computer, projector and speakers.</p> <p>PPT with instructions and examples. My favorite artist (pendrive 8-6)</p> <p>Worksheet "My favorite band or solo artista"</p>	<p>Formative: sharing</p> <p>Process mark: work in class paragraph about favorite artist.</p>	<p>Reading: 10m W-up: 10m Input: 15m Isolation: 10m Controlled practice: 10m Semi-controlled: 10m Free: 15 Closure: 10m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú

COURSE: 8ºB CLASSROOM N°:

TIME: 08:00-9:30

DATE OF CLASS: 12/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N 23

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES (number)	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to write a script about their favorite song.	<p>Grammatical: Simple present tenses. Past tenses.</p> <p>Lexical: Vocabulary related to songs such as rhythm, lyrics, listen to, etc. Expressions such as like, believe, it makes me feel, etc.</p> <p>Functional: Expressing preferences in songs. Talking about feelings.</p>	<p>Warm-up: T asks students to write their favorite song in a piece of paper. Then, T collects them and choose some of them randomly. T plays the songs at the computer and ask for student's opinions about it: do you like it? Why? What it makes you feel? etc. T writes comments and expressions on the board.</p> <p>Input: T shows a video about himself talking about his favorite song. T requests students to pay attention to the information being given.</p> <p>Isolation: T with SS isolate the contents of the video and the expressions used such as I like this song BECAUSE... I LISTEN TO this when... I believe this song is ABOUT... etc.</p> <p>Semi-controlled task: SS plan the contents for the script individually considering: Why you like the song?</p>	<p>Computer, speakers and projector.</p> <p>Board and markers.</p> <p>PPT with instructions, images and digital resources.</p>	<p>Formative: work in class. T gives a "check" to all the groups that complete the last activity. This is going to be part of a final process mark.</p>	<p>W-up: 15m Input: 5m</p> <p>Isolation: 10m</p> <p>Semi-controlled task- 20m</p> <p>Free task: 25m</p> <p>Sharing: 10m</p>

		<p>How does the song make you feel like? When/ Where do you like to listen to it? What is the song about?</p> <p>Free task: SS write their script in a short paragraph format using the information previously planned. T shows a model created by himself for SS with difficulties organizing the information.</p> <p>Sharing: SS share what they consider difficult about this class and why. T makes notes and consider them for further lessons.</p>			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememñ

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú COURSE: 8°B CLASSROOM N°: TIME: 08:00-9:30

DATE OF CLASS: 13/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N° 24

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to analyze the lyrics of a song.	Grammatical: Several verb tenses. Lexical: Words associated with the story of the song, for example, story, about,	Warm-up: T plays kahoot with students. in groups of 4-5 students. This time is about guessing the song in the short time possible. At the end, the application will count points and decide the winners.	-PPT with instructions and audiovisual material. -Video of the girl analyzing lyrics: https://www.youtub	Formative: work in class: T gives a "check" to all the groups that complete the last activity. This is going to	W-up: 20m Input: 2m

	<p>means, shows, explain, etc.</p> <p>Functional: interpretation of a song. Expressing feelings with music. Associate words with feelings.</p>	<p>Input: SS watch a video of a girl analyzing short parts of popular songs</p> <p>Isolation: T analyzes with SS the interpretation of extracts presented in the PPT. Also, T differentiates the literal meaning and a personal interpretation of the phrases on the board.</p> <p>Semi-controlled task: SS in their groups work with their song thinking about: What is the theme of the song?</p> <p>What do you personally think of this song? Both supported with extracts from the lyrics.</p> <p>Free Task: SS in groups write their analysis considering the criteria above. T shows a model in the PPT as a guidance for the ones that may need it. Once they finish, they have correction plus feedback.</p> <p>Sharing: SS share how do they feel with this class using a chart presented in the PPT with words related to feelings.</p>	<p>e.com/watch?v=KH4VFLs9DVI</p> <p>-Board and markers -Lyrics of the songs selected (brought by students)</p>	<p>be part of a final process mark.</p>	<p>Isolation: 8m</p> <p>Task 1 20m</p> <p>Free task: 30</p> <p>Sharing: 10m</p>
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú

COURSE: 8°B CLASSROOM N°:

TIME: 08:00-9:30

DATE OF CLASS: 15/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N° _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to plan the group activity of the final video.	<p>Grammatical: present tense, past tense, present and past continuous.</p> <p>Lexical: Words related to organization such as roles, everyone, materials. Group task such as lip dub, choral singing, fan-mad video, etc.</p> <p>Functional: Organization of a group task.</p>	<p>Warm-up: SS play team mode Kahoot about guessing the song.</p> <p>Input: SS watch four videos about different options for the group part of the video. The videos options are: singing, lip dub, fan video or parody video.</p> <p>Isolation: SS watch and identify the parts of each one of them and what they need to record them.</p> <p>Semi-controlled task: SS share and discuss which project they are going to make for the final video. They must consider: roles, materials, time and place to record it.</p> <p>Free- task: SS write down an explanation of the decision to choose one of the activities. They must consider what they share in their groups e.g. roles, materials, time and place. T shows a model in the PPT</p>	<p>Ppt with instructions and videos.</p> <p>Board and markers.</p> <p>Computer, projector and speakers.</p>	<p>Formative: writing the organization for the group task. This is part of the elements for the process mark at the end of the project.</p>	<p>Reading: 10m</p> <p>W-up: 15m</p> <p>Intro: 10m</p> <p>Isolation 10m</p> <p>Task1: 15m</p> <p>Free task: 20m</p>

		Sharing: SS share how they felt this week in academic or emotional terms. T shows the chart with the feeling words for them to express themselves.			Closure: 10m
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú COURSE: 8ºB CLASSROOM N°: TIME: 08:00-9:30

DATE OF CLASS: 19/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N° _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to create the introduction and closure of their final video project.	<p>Grammatical: Present and past simple. Present and past continuos. Tenses brought by context.</p> <p>Lexical: word for intros and closure such as talk about, finally, show, enjoy, discover, appear, in front of, etc.</p> <p>Functional: Creating intros and closure for a video. Writing a short part of a "script"</p>	<p>Warm-up: Students play Kahoot in team mode. This time is about guessing the song because of the thematic of the project.</p> <p>Input: SS watch a video made by teacher in a ppt about introductions and closure and make notes about the components of them.</p> <p>Isolation: SS identify the parts of each video (intro and closure) and check with teacher. Also, they identify the words and expression use on each video e.g "to talk about"</p> <p>Semi-controlled task 1: SS think about their own presentation. They plan, how they are going to introduce themselves, the contents of their videos and a final phrase. Also, if they decide if they want to add anything special to the intro.</p> <p>Semi-controlled task 2: SS share ideas about the closure of their videos. They share ideas about what they have learnt, how they felt with this project and a way to finish the video. Also, they think about anything special that they may add in the closure.</p>	<p>Ppt with instructions and videos.</p> <p>Board and markers.</p> <p>Computer, projector and speakers.</p>	Process evaluation: SS write an intro and a closure for their videos.	<p>Reading: 10m</p> <p>Warm-up: 10m</p> <p>Input: 10m</p> <p>Isolation 10m</p> <p>Task1: 10</p> <p>Task2: 10m</p> <p>Free-task: 20m</p> <p>Sharing: 10m</p>

		<p>Free-task: Students write and organize their ideas in a short paragraph that later on, is going to be the script for their videos. T shows a model to help SS in a ppt.</p> <p>Sharing: SS share how they feel with this class in academic and emotional terms. T shows the chart with the words to express how they feel.</p>			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

LESSON PLAN N° _____

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú COURSE: 8°B CLASSROOM N°: TIME: 08:00-9:30

DATE OF CLASS: 20/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to edit their final videos.	Lexical: Vocabulary related to editing such as: edition, software, program, etc.	<p>Warm-up: SS play kahoot about guessing the song.</p> <p>Input: Student discuss and present some free programs to edit their videos.</p> <p>Free task: SS work in the computer room editing their final videos with help of teacher or classmates. Students that do not bring their videos to edit them, must go to special rooms in the dependencies of the library to record them. Teacher monitors them to help them with pronunciation or ideas.</p> <p>Sharing: T' makes a register of the work done. SS share how are they doing with their project so far.</p>	<p>Computers of the computers lab.</p> <p>Tutorials with free programs to edit videos share in a google doc document.</p>	Participation register for the final process mark.	<p>Reading: 10m Input 15m</p> <p>Free task: 50m</p> <p>sharing 15m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

LESSON PLAN N° _____

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú COURSE: 8°B CLASSROOM N°: TIME: 08:00-9:30

DATE OF CLASS: 22/6/2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to finish their videos.	NOT CONSIDER FOR THIS SESSION.	<p>Warm-up: students play kahoot related to music.</p> <p>Intro: T talks about how students are doing so far with the videos.</p> <p>Free task: Considering that not all the groups presented videos for edition last class, SS will have this time to record their final parts or any individual video missing. They will use the special classroom near to the library for to teacher to evaluate them.</p> <p>Sharing: T checks groups that work today keeping score for the process mark.</p>	<p>Students' cellphones.</p> <p>Script of previous lessons.</p>	<p>Process mark: checking of work to add score to the process mark.</p>	<p>Reading: 10m</p> <p>Warm-up: 20m</p> <p>Intro 10m</p> <p>Work in videos: 40m</p> <p>Closure: 10m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememmn

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú

COURSE: 8ºB CLASSROOM N°:

TIME: 08:00-9:30

DATE OF CLASS: 27 /6/ 2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

LESSON PLAN N° _____

OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to watch and revise their final videos.	NOT Consider	<p>Intro: teacher compiles the videos brought by students, saving them in the personal laptop or downloading from YouTube. If any group do not bring their videos, they will be able to present on last class but with less score according to the rubric.</p> <p>Production: SS watch and comment the final videos from themselves and their classmates. After each video, they may give an opinion about what they watch. T uses the rubric to evaluate SS while they watch.</p> <p>Closure: SS comment the process and how they feel with the videos.</p>	<p>Computer, project and speakers.</p> <p>Videos of students.</p> <p>Rubric to evaluate them.</p>	Summative: final video project	<p>Reading: 10m</p> <p>Intro: 20m</p> <p>Production: 50m</p> <p>Closure: 10m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES - METHODOLOGY

STUDENT-TEACHER: Nicolás Miranda Reyes

SCHOOL: Colegio Intercultural Trememn

LESSON PLAN N° _____

SCHOOL ADDRESS: Bernardo O'Higgins #431 Maipú COURSE: 8ºB CLASSROOM N°: TIME: 08:00-9:30

DATE OF CLASS: 29 /6/ 2017

SCHOOLTEACHER: Gilda Padilla

SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Emilio Cornejo

SIGNATURE: _____ DATE: _____

OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to watch and revise their final videos.	NOT CONSIDER	<p>Intro: Teacher invites 8 SS to participate in a focus group. Also, T gives them a permission that must be sign by parents to be part of this activity next Tuesday.</p> <p>Teacher compiles the videos brought by students, saving them in the personal laptop or downloading form YouTube. If any group did not bring their videos again, they will have to talk with Miss Gilda to solve the situation because this is the last day with Mr. Miranda.</p> <p>Production: SS watch and comment the final videos from themselves and their classmates. After each video, they may give an opinion about what they watch. T uses the rubric to evaluate SS while they are watching.</p> <p>Closure: SS comment the process of recording, the difficulties and the project in general. T gives a final words to the students.</p>	<p>Computer, project and speakers.</p> <p>Videos of students.</p> <p>Rubric to evaluate them.</p>	Summative: final video project	<p>Reading: 10m</p> <p>Intro: 20m</p> <p>Productio n: 50m</p> <p>Closure: 10m</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 23rd May 2017

DAY OF CLASS: Tuesday **SCHOOL TEACHER:** Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to read people's experience practicing extreme sports.	Grammatical: Present perfect Lexical: Words related to sport Functional: Reading comprehension	<ul style="list-style-type: none"> • Warm up: Students play finger gym. • Opening: (<i>task 1 controlled</i>) Matching words on their book (page 36) • Practice: (<i>task 2 controlled</i>) Students scramble disorganised sentences (<i>task 1 semi-controlled</i>) Students state if true or false according to what they think • (<i>task 3 controlled</i>) Students read "extreme challenges" from their book on page 38 • Closure: Students give their opinions towards the lesson. 	Book Ppt	Formative:	10 min. 15 min 15 min 20 min 20 min 10 min

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 25th May 2017

DAY OF CLASS: Thursday **SCHOOL TEACHER:** Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to draft a short story and draw its main character	<p>Grammatical: Present perfect</p> <p>Lexical: verbs</p> <p>Functional: Establishing guidelines</p> <p>Expressing one's thoughts or feelings</p>	<ul style="list-style-type: none"> • Warm up: At the time students receive a ball, they say what they have recently done. • Practice: (<i>task 1 controlled</i>) Students read experiences of some extreme sports. (<i>task 1 semi-controlled</i>) Students pear up and answer some questions that will guide their short story. (<i>task 1 free</i>) Students draw their main character. • Closure: Students show their drawings and say what they have learnt 	White sheet of papers Pencils Paper ball Book	Formative:	<p>15 min.</p> <p>20 min</p> <p>20 min</p> <p>25 min</p> <p>10 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 30th May 2017

DAY OF CLASS: Tuesday

SCHOOL TEACHER: Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to draft a short story.	<p>Grammatical: Present perfect</p> <p>Lexical: Questions</p> <p>Functional: Establishing guidelines and deadlines for the completion of actions</p>	<ul style="list-style-type: none"> • Opening: Students write as many words as possible from a word's letters. • Practice: (<i>1 controlled</i>) Students answer closed questions. (related to their story) (<i>1 semi-controlled</i>) Students complete some questions and answer them. (related to their story) (<i>1 free</i>) Students draw a possible character for its story. • Closure: Students share what they have learnt/draw. 	White sheets of paper	<p>Formative:</p> <p>Summative: in-class-working</p>	<p>10 min.</p> <p>15 min.</p> <p>20 min.</p> <p>35 min</p> <p>10 min.</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 1st June 2017

DAY OF CLASS: Thursday

SCHOOL TEACHER: Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to write and read a story with actions in the past which have a connection to the present.	Grammatical: Present perfect Lexical: Connectors and common words in present perfect. Functional: Making suggestions	<ul style="list-style-type: none"> • Warm up: Each student goes writing one word or phrase, creating a collective story. • Opening: The class remember studied connectors. • Practice: (<i>task 1 controlled</i>) Students join the answers they had come up. (<i>task 1 semi-controlled</i>) Students add connectors and common words used in present perfect. (<i>task 1 free</i>) Students read two stories from their classmate and give them feedback. • Closure: students share how the felt. 	Ppt stories	Formative: Students feedback Summative: In class work	15 min
					15 min
					15 min
					10 min
					25 min
					10 min

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 6th June 2017

DAY OF CLASS: Tuesday

SCHOOL TEACHER: Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to read one classmate's story and give it feedback.	<p>Grammatical: Present perfect</p> <p>Lexical: Connectors and common words in present perfect.</p> <p>Functional: Making suggestions</p>	<ul style="list-style-type: none"> Practice: (<i>1 semi-controlled</i>) Students finish their stories giving it coherence and cohesion by adding connectors and words we use in present perfect to enrich the text. <i>(task 1 free)</i> Students read a story from their classmate and give them feedback. Closure: Students share how they felt. 	Group feedback sheet	<p>Formative: Group feedback.</p> <p>Summative: The story which has a feedback from their classmates obtains 5 points.</p>	<p>50 min</p> <p>30 min</p> <p>10 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

DEPARTAMENTO DE INGLÉS - METHODOLOGY

STUDENT-TEACHER: NILSON VALDOVINOS RIVERO **SCHOOL:** Centro Educacional Rousseau

SCHOOL ADDRESS: Avenida Jorge Alessandri 624, Maipú Santiago **COURSE:** Year 10 **CLASSROOM N°:** 15 **TIME:** 90 minutes

DATE OF CLASS: 13th June 2017

DAY OF CLASS: Tuesday

SCHOOL TEACHER: Luisa Campos Martinez

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to use verbs in present perfect context	<p>Grammatical: Present perfect</p> <p>Lexical: Verbs</p> <p>Functional: Asking and giving information</p>	<ul style="list-style-type: none"> • Opening: Students play “What has it changed?” • Practice: (<i>task 1 controlled</i>) Students using present perfect structure create affirmative, negative and questions sentences. (<i>task 2 controlled</i>) Students transform verbs from its infinitive form to its past participle form. • Closure: Students share their difficulties towards the lesson 	Ppt Student book	<p>Formative:</p> <p>Summative:</p>	<p>20 min.</p> <p>25 min.</p> <p>25 min.</p> <p>10 min.</p>

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: El Llano Subercaseux 3653 COURSE: Seventh grade CLASSROOM N°: _____ TIME: 90 minutes

DATE OF CLASS: April 28th DAY OF CLASS: Friday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to create their own food journal	<p>Grammatical: past simple, present simple</p> <p>Lexical: vocabulary related to food and drinks</p> <p>Functional: writing a food journal</p>	<p>Warm up: Simon says</p> <p>Presentation: the teacher will show students her food journal from yesterday</p> <p>Practice:</p> <p>Controlled: students will work on page 55.</p> <p>Semi-controlled: using the structure provided by the book, students will create their own food journal for the weekend. Later, students will share and compare it with their classmates'.</p> <p>Closure: students will pass a ball saying one word they learned and one thing they did not understand from the class</p>	<ul style="list-style-type: none"> • Notebook • Projector • Ppt • Book 	Formative	<p>15</p> <p>20</p> <p>20</p> <p>20</p> <p>15</p>

LESSON PLAN N° 10

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: El Llano Subercaseux COURSE: Seventh grade CLASSROOM N°: _____ TIME: 90 minutes

DATE OF CLASS: April 27th DAY OF CLASS: Thursday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to plan a farewell party	Grammatical: quantifiers, countable and uncountable nouns	Warm up: pass the sound	Projector Ppt	Formative Peer assessment	10
	Lexical: food and drinks	Presentation: the teacher will talk about a friend of her who is leaving Chile this month, and will ask students for help to plan a farewell party			15
	Functional: listing the items they will need to organize the party	Practice: the teacher will project a description of her friend and a list of food and drinks suggested for the event.			20
		In groups, students will define the date, type, hour, food and drinks for the party. Then, they will present their ideas in order			30
		Closure: every group will present their suggestions and the whole class will define which is more appropriate			20

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: EL Llano Subercaux 3653 COURSE: Seventh grade CLASSROOM N°: _____ TIME: 90 minutes

DATE OF CLASS: May 4th DAY OF CLASS: Thursday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

LESSON PLAN N° 13

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to order food	<p>Grammatical: modal verbs (can, would, will)</p> <p>Lexical: vocabulary related to food and drinks</p> <p>Functional: offering and requesting food in a restaurant</p>	<p>Warm- up: jigsaw task with food</p> <p>Presentation: students will read a short dialogue between a waiter and a customer in a restaurant</p> <p>Isolation: students will practice questions and answers when ordering food</p> <p>Semi- controlled practice: in pairs, students will create a dialogue between a waiter and a customer, the later will be ordering food in a restaurant. Then, students will present their scripts in front of the class.</p> <p>Closure: “5 stars” using their fingers, students will evaluate how much they understood</p>	<p>Projector</p> <p>Video</p> <p>Dictionaries</p>	Formative	<p>10</p> <p>10</p> <p>10</p> <p>30</p> <p>20</p> <p>10</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: El Llano Subercaseaux 3653 COURSE: Seventh grade CLASSROOM N°: _____ TIME: 90 minutes

DATE OF CLASS: May 11th DAY OF CLASS: Thursday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

LESSON PLAN N° 15

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class, students will be able to plan appointments	<p>Grammatical: present continuous (for future)</p> <p>Lexical: activities and places in a city</p> <p>Functional: making appointments</p>	<p>Warm-up: students will walk around following instructions (go up, down, walk slowly, etc)</p> <p>Pre-task: students will read a text on page 60 and will answer reading comprehension questions</p> <p>Task: first, each student will fill a timetable with activities for the weekend, Then, in pairs, they will agree on an activity together according to their plans.</p> <p>Post-task: students will plan an activity together the day they agreed. Later, some students will share their plans with the class.</p> <p>Sharing: students will share questions related to language and the teacher will provide feedback (supporting material on page w32)</p>	Book	Formative	<p>10</p> <p>20</p> <p>10</p> <p>15</p> <p>20</p> <p>15</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: Llano Subercaseaux 3653 COURSE: Seventh grade CLASSROOM N°: _____ TIME: 90 minutes

DATE OF CLASS: May 12th DAY OF CLASS: Friday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

LESSON PLAN N° 16

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to plan an itinerary	Grammatical: Present continuous (for future)	Warm-up: Tarzan- Jane-Lion	People's descriptions	Formative	10
	Lexical: activities, likes, preferences related to food, drinks and adjectives of personality	Pre-task: students will read an example of an itinerary made according to someone's preferences	Description of places		15
	Functional: planning and organizing activities	Task: In groups, students will plan an itinerary for people with different characteristics	Book		30
		Post-task: students will present their itineraries in front of the class			20
		Sharing			15

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Evelyn Falcón SCHOOL: Pan American College

SCHOOL ADDRESS: El Llano Subercaseaux COURSE: Seventh grade CLASSROOM N°: _____ TIME: 45 minutes

DATE OF CLASS: May 25th DAY OF CLASS: Thursday

SCHOOLTEACHER: Carla Pacheco SIGNATURE: _____ DATE: _____

UMCE SUPERVISOR: Olga Mella SIGNATURE: _____ DATE: _____

LESSON PLAN N° 20

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
By the end of the class students will be able to invite and make arrangements	Grammatical: Present continuous (for future)	Warm-up: Pictionary	Book Speakers	Formative	5
	Lexical: activities (go swimming, go to a concert, etc.) and expressions (are you free on...? / let's do something together.../ How about going to.../etc.)	Pre-task: students will be asked about their plans for the weekend. Then, they will listen to a dialogue and choose the correct alternative. After that, volunteers will read the dialogue again with the correct alternatives.			10
	Functional: inviting people to do an activity	Task preparation: students will listen to a conversation and answer true or false. Then, students will answer using the expressions from page 64.			10
		Task realization: students will make 5 arrangements using a clock and the expressions practiced before.			10
		Sharing			

LESSON PLAN N° 8

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 7th grade CLASSROOM N°: ____ TIME: 90 minutes

DATE OF CLASS: May 22nd DAY OF CLASS: Monday

SCHOOLTEACHER: Paulina García SIGNATURE: English DATE: May 20st

UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: May 20st

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
<ul style="list-style-type: none"> To describe and compare places using the comparative structures of English 	<p>Grammar comparatives More than, -er, the most, est. As.. As.</p> <p>Lexical adjectives for comparing places</p> <p>Functional comparing places</p>	<p>Greetings</p> <p>Warm up</p> <p>“Word find puzzle” based on the vocabulary presented in previous classes about places. The activity is instructed to be done in teams. Team A and B. The team that finds more words wins. After this is done, Teacher roughly checks that students know the language.</p> <p>Presentation</p> <p>Teacher shows the grammatical structure of the comparatives. Teacher gives a couple of examples of more than, -er.</p>	<p>Board</p> <p>PPT</p> <p>Worksheet</p>	<p>Formative evaluation</p> <p>“thumbs up” and</p> <p>“Exit card”</p>	<p>Greetings 5 minutes</p> <p>Warm up 6 minutes</p> <p>Presentation 15 minutes</p> <p>Controlled practice 1 7 minutes</p> <p>Controlled practice 2 7 minutes</p> <p>Presentation 2 15 minutes</p> <p>Controlled practice 3 10 minutes</p> <p>Semi controlled practice 10 minutes</p> <p>Closure 10 minutes</p> <p>Follow up 5 minute</p>

		<p>Then asks students to do the first activity</p> <p>Controlled practice 1 Students complete Item 1 of the workshop teacher brought them last class.</p> <p>Controlled practice 2 Teacher shows places of Chile and instructs students to pick up six places and compare them using the words from the word search and the structures “more than” “er”.</p> <p>Once finished, teacher asks students if they have understood everything so far using the “thumbs up “formative evaluation.</p> <p>Presentation Students are shown the comparative and superlative structures as, as and most/est by using images of the same places they have been working with.</p>			
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		<p>Controlled practice 3 Students are asked to complete the final part of the worksheet.</p> <p>Semi controlled practice. Students are shown an example using all the comparatives and superlatives seen today. They are asked to do the same with a place of their own choice</p> <p>Closure/Sharing Students are asked to share their opinions to what they learnt today and what was the hardest part of the class writing in a sheet of paper called exit slips.</p> <p>Follow up Teacher tells students that next class they have the test</p>			
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STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 9th grade CLASSROOM N°: ____ TIME: 90 minutes

DATE OF CLASS: May29th DAY OF CLASS: Monday

SCHOOLTEACHER: Natalia Moraga SIGNATURE: English DATE: May28th

UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: May28th

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
<ul style="list-style-type: none"> - Use vocabulary about places by comparing them - Summative evaluation 	<p>Grammar comparatives, simple present</p> <p>Lexical places</p> <p>Functional comparing places</p>	<p>Greetings After greeting them, teacher asks them to make a circle.</p> <p>Warm up For reminding and contextualising students about places vocabulary and comparatives seen in classes, teacher tells students to complete the sentence “_____ is more _____ than _____” orally with places that they know. Each turn is going to be indicated by throwing and catching a ball. Before they start, teacher puts a reminder of adjectives and places in the board.</p>	<p>board</p> <p>markers</p> <p>data</p> <p>ppt</p> <p>test</p>	<p>Summative assessment, Reading comprehension test</p>	<p>Greetings 3 minutes</p> <p>Warm up 7 minutes</p> <p>Semi controlled task 10 minutes</p> <p>Checking answers 10 minutes</p> <p>Semi controlled practice, Text review 15 minutes</p> <p>Reading comp test 30 minutes</p> <p>Closure 10 minutes</p> <p>follow up 5 minutes</p>

		<p>Semi controlled practice, teacher asks students to support one out of three comparisons that are showed on the board.</p> <p>“Give three reasons Why X is more X than X”. For example: Santiago is more interesting than the Indian Jungle for:</p> <p>it is _____</p> <p>it has _____</p> <p>it is _____</p> <p>and then she asks them to present it.</p> <p>Checking test answers Teacher checks along with the students their results in the test. She clarifies any questions they might have.</p> <p>Teacher discuss with them suggestions to improve their learning process.</p> <p>Text review</p>			
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		<p>Teacher reviews some clarifying vocabulary about the “Jungle book” text.</p> <p>She also reminds them what vocabulary they worked in class, how many important characters there were in the text. their name and one characteristic.</p> <p>Then she writes some structures such as “the book is about” “my favorite character is” “because ...” to help students write better their ideas.</p> <p>Reading comprehension test “the jungle book”</p> <p>Closure/Sharing Teacher asks them how was the test. Teacher asks them how they have felt in the two tests they have had so far.</p> <p>Follow up</p>			
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		Teacher tells them that on Wednesday they should start with some new content			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 9th grade CLASSROOM N°: ____ TIME: 90 minutes

DATE OF CLASS: May 31st DAY OF CLASS: Wednesday

SCHOOLTEACHER: Natalia Moraga SIGNATURE: English DATE: May 30th UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: May 30th

LESSON PLAN N° 10

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
<ul style="list-style-type: none"> - Comparing places using the vocabulary seen in classes - Identifying animals and characters from “the jungle book”. 	<p>Grammar simple present</p> <p>Lexical vocabulary about “the jungle book”</p> <p>Functional comparing places</p> <p>-</p>	<p>Greetings</p> <p>Warm up</p> <p>Teacher shows a short video about the jungle book with English subtitles. She asks them what characters appear in the video?</p> <p>Controlled practice</p> <p>She shows an incomplete set of definitions that suit one character only. She asks the students to complete each definition according to its corresponding character</p> <p>Semi Controlled practice</p> <p>Teacher asks them then what is their favorite character. She then teaches them the structure</p>	<ul style="list-style-type: none"> - Board - Markers - Data 	<p>Formative assessment,</p> <p>“thumbs up”</p>	<p>Greetings 5 minutes</p> <p>Warm up 7 minutes</p> <p>Controlled practice 10 minutes</p> <p>Semi controlled practice 15 minutes</p> <p>Closure 5 minutes</p> <p>Follow up 3 minutes</p>

		<p>“my favorite character is x because he/she is more ----- than -----.” and asks them to complete that structure with their own favorite character.</p> <p>Closure/Sharing Teacher uses the formative “thumbs up” activity to clarify questions.</p> <p>Follow up Teacher wishes them good luck on the test</p>			
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DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 9th grade CLASSROOM N°: ____ TIME: 45 minutes

DATE OF CLASS: June 7th DAY OF CLASS: Wednesday

SCHOOLTEACHER: Natalia Moraga SIGNATURE: English DATE: June 5th UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: June 5th

LESSON PLAN N° 10

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
- Create a poster where they write activities and objects that they like, love, hate, dislike.	<p>Grammar simple present</p> <p>Lexical vocabulary about hobbies. (they have previously worked on this), vocabulary about favorite daily objects.</p> <p>Functional Expressing preferences</p>	<p>Greetings</p> <p>Warm up Students brainstorm all hobbies and objects that they like and love. They brainstorm some activities they hate, dislike.</p> <p>Semi Controlled practice Teacher shows them an example of a poster with a list of I love, I hate, I like, I don't like activities/objects. They have to create their own this class and expose it in the next one.</p> <p>Therefore, teacher shows them a rubric which they have to base their posters on.</p>	<ul style="list-style-type: none"> - Color cards - Markers - objects - scissors - adhesive 	<p>Summative evaluation, “poster”</p>	<p>Greetings 5 minutes</p> <p>Warm up 8 minutes</p> <p>Semi Controlled practice 20 minutes</p> <p>Closure 5 minutes</p> <p>Sharing 5 minutes</p> <p>Follow up 2 minutes</p>

		<p>Teacher instructs them to start creating the posters and suggests them to leave some space in it for they will be adding some expressions next class.</p> <p>Closure</p> <p>Teacher asks them one new word that they have learnt and asks three students to write a sentence expressing preference using one word each time.</p> <p>Sharing</p> <p>Teacher asks some students opinions about the classes they have had so far</p> <p>Follow up</p> <p>Teacher tells them that they will have to keep working on their posters next class.</p>			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 9th grade CLASSROOM N°: ____ TIME: 90 minutes

DATE OF CLASS: June14th DAY OF CLASS: Wednesday

SCHOOLTEACHER: Carmen Gloria Rizzo SIGNATURE: English DATE: June12th UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: June12th

LESSON PLAN N° 13

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
- Identify elements in a dialogue	<p>Grammar simple present</p> <p>Lexical vocabulary about dialogues</p> <p>Functional expressing themselves</p>	<p>Greetings</p> <p>Teacher greets them and then checks along with the students that all information that she asked in the rubric is present in their posters.</p> <p>Semi-controlled task</p> <p>She gives them some time to finish their poster</p> <p>Warm up</p> <p>Teacher and students brainstorm what we need for writing a dialogue</p> <p>Presentation</p> <p>Teacher presents a video with a short dialogue</p>	<ul style="list-style-type: none"> - Video - Board - Data - Markers 	Formative evaluation “Thumbs up”	<p>Greetings 10 minutes</p> <p>Semi controlled practice 1 5 minutes</p> <p>Warm up 5 minutes</p> <p>Presentation 5 minutes</p> <p>Controlled practice 8 minutes</p> <p>Sharing 10 minutes</p> <p>follow up 2 minutes</p>

		<p>Controlled practice</p> <p>Students are asked to complete chunks of the dialogue that they have just seen in the video</p> <p>Sharing</p> <p>Teacher asks them to share their views over English classes this term.</p> <p>Follow up</p> <p>Teacher tells them that next class they are going to start working on their projects dialogue.</p>			
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UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION

DEPARTAMENTO DE INGLES

STUDENT-TEACHER: Angeola Alexandra Tirado Perez SCHOOL: Colegio Polivalente San Luis de Beltrán

SCHOOL ADDRESS: El tranque #1340 St. COURSE: 9th grade CLASSROOM N°: ____ TIME: 90 minutes

DATE OF CLASS: June19th DAY OF CLASS: Monday

SCHOOLTEACHER: Natalia Moraga SIGNATURE: English DATE: June19th UMCE SUPERVISOR: Daniel Ortiz SIGNATURE: English DATE: June19th

LESSON PLAN N° 14

	CONTENTS RELATED TO PERFORMANCE	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE	EVALUATION	SUGG. TIME FOR P.O.
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PERFORMANCE OBJECTIVE(S)	OBJECTIVE: (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)		INSTRUCTIONAL STRATEGIES		
<ul style="list-style-type: none"> - Identify the necessary elements of a drama presentation - Create a dialogue using all the elements seen in classes 	<p>Grammar Simple present</p> <p>Lexical Drama elements</p> <p>Functional Asking questions</p>	<p>Greetings</p> <p>Teacher greets them and instructs them to create the circle but this time by standing around the class.</p> <p>Warm up:</p> <p>Questions and answers game. Teacher introduces the question “Do you like/hate/love?” and a list of activities and objects in English which they can use to create their own questions. They have to ask these questions to their classmates one each, without answering yes or no to the previous question. Who loses receives an “X” in their notebooks. The person who receives three “Xs” has to stand in front of the class and say aloud a tongue twister in English.</p> <p>Presentation</p> <p>Teacher shows them a video about drama elements</p> <p>Isolation</p> <p>Teacher sums up with the students the elements that appeared on the video, the elements of the drama presentation</p> <p>Controlled practice</p>	<ul style="list-style-type: none"> - Board - Markers - video - Data the 	<p>Formative assessment</p> <p>“presenting the dialogue”</p>	<p>Greetings 3 minutes</p> <p>Warm up 7 minutes</p> <p>Presentation 5 minutes</p> <p>Isolation 5 minutes</p> <p>Controlled practice 20 minutes</p> <p>Semi controlled practice 20 minutes</p> <p>Closure 10 minutes</p> <p>Sharing 10 minutes</p> <p>Follow up 10 minutes</p>

		<p>Teacher shows a dialogue on the board which they will have to fill in according to what they have seen during classes</p> <p>Semi controlled practice</p> <p>Later, in pairs, students would have to add the four preferences questions they have learnt so far and then four couples are asked to present in front of the class.</p> <p>Closure</p> <p>Teacher answers questions to students regarding what they worked with today. She does the thumbs up activity with them</p> <p>Sharing</p> <p>Teacher asks them to share their experiences during the lessons in Spanish.</p> <p>Follow up</p> <p>Teacher shows them the specifications for the video which they will have to keep working with next class.</p>			
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Título de la tesis,

memoria o seminario :

The influence of Task-based
language teaching on the classroom climate

Fecha : jueves 14 de Diciembre, 2017.

Facultad : Historia, Geografía y Letras

Departamento : Inglés

Carrera : Inglés

Título y/o grado : Licenciado en Educación C/M en Inglés
y Pedagogía en Inglés

Profesor guía/patrocinante : Cristian Sánchez Zúñiga

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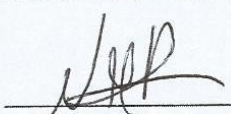
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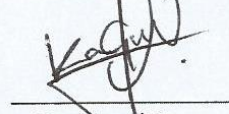
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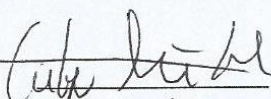
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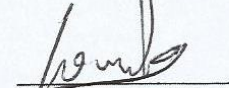

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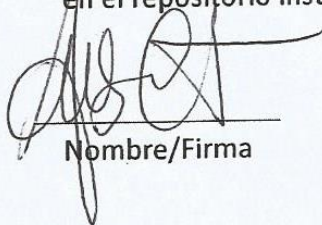
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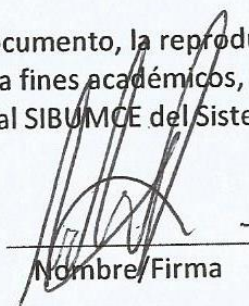
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