TRABAJO DE FIN DE MÁSTER MODALIDAD "A"

Máster en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas 2011-2012

"Musings of a future English teacher"

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1. INTRODUCTION

i) What makes a good teacher?

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." (1)

So said William Arthur Ward, American scholar, author, editor, pastor and teacher. But before we can become Ward's *great teacher* and inspire and motivate our students we must first do some learning ourselves. We must study our students, analyse and try to understand them. Only once we have done our research can we begin to properly plan lessons for our students. No two groups are the same and so therefore no two lessons can be the same.

During the first half of this master we studied the personal and psychological aspects of teaching. We have also looked at legislation and the organization of educational centres. In the second half we have focused more on designing classes and seen different teaching methods and approaches. We have also had the opportunity to experience a real life secondary school in our teaching practice. All of these are elements which combine to form a teacher.

In this section I shall highlight those aspects of theory which I have found most interesting and relevant, especially bearing in mind my teaching practice.

ii) Understanding our students' personalities

In the first semester I had two subjects which addressed the human aspects of teaching. These courses, *Interacción y Convivencia en el aula* and *Prevención y Resolucion de Conflictos* taught me to empathise, understand and put myself in the position of the other person, in this case the student. These particular classes, *Interacción y Convivencia en el aula* and *Prevención y Resolucion de Conflictos,* didn't give us recipes for dealing with interaction in the classroom nor for resolving conflicts, instead they gave us concepts, showed us how to act and what sort of attitude to adopt towards adolescents. One of the key themes I shall take away from Professor David Gimeno's *Interaccióny Convivencia en el aula* classes is this: we must learn that sometimes it's better to do nothing, just to observe and listen. By this he meant that teachers can

sometimes overwhelm the students. Instead we should step back and give them space to breathe.

As the old adage goes: *You can take a horse to water, but you can't make it drink.* The same applies to students; if they don't want to speak about what's bothering them or to take part in class, they cannot be forced. We won't get anywhere by dictating to our students, instead we should always leave the door open for when they are ready and not rebuff them when they finally decide to cooperate. We shouldn't pre-judge and must keep an open mind, as we never know what troubles they might be having outside the classroom.

These ideas were closely linked to the subject of *Prevención y Resolucion de conflictos,* where we studied John Burton's conflict iceberg (2) and the theory that when people are involved in a conflict they never truly talk about the real reason. There are always underlying factors which they don't mention. These are called the *subaquatic* and are fundamentally important for the individual.

In a nutshell, the supra-aquatic is what we say in an argument, the position we take, while the sub-aquatic is what lies, most of the time, at the heart of the conflict, but is unspoken, and more importantly, is non-negotiable. These elements can be, for instance, religious, emotional or spiritual elements.

Negotiable positions and interests
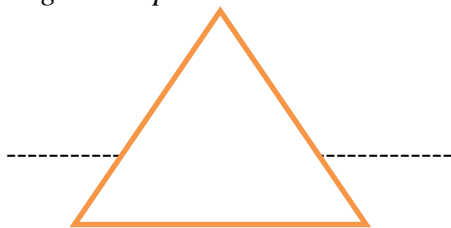
Non-negotiable needs

In *Prevención y Resolución de Conflictos* we learnt that the first step to addressing any conflict is to identify and analyse it properly. That is to say, observing and gathering information to make an informed decision on the next course of action.

In practical terms, rather than beginning confrontationally, a good question to ask is 'what do you need?' This usually dissipates the situation and generally has the effect of making the other party feel understood and calming them down to be able to talk. I have

tried this at home and found it quite successful; (instead of asking my daughters 'Why are you cross?' or 'What's the matter?', 'What do you need?' receives a much more useful response). We can apply this to the language classroom when we encounter angry or frustrated students.

Again, like *Interaccion y Convivencia en el Aula,* we learnt about how to humanize opponents, putting ourselves in their position. This is an extremely useful tool for future teachers as there may be a plethora of reasons why a student is acting in a certain way and most of these reasons will be unspoken. Certainly unspoken by teenagers!

When on teaching practice I found myself working together with the teacher of the second year PAB (Basic Learning Programme) class and the relevance of these sessions was immediately apparent. The teacher explained to me that each of the students in the PAB class was an island, that they each had a story and a hard family life at home. She said one of her main aims was for them to enjoy their English classes and look forward to coming to them. Bearing their backgrounds in mind made me more understanding and empathetic towards them and also affected the way I treated them. Instead of being too firm I tried to encourage them by offering interesting and motivating activities.

However, on one occasion, during class changeover, I witnessed another teacher come in and ask them to be quiet. The teacher's attitude towards one boy in particular, was aggressive and confrontational, something which he is clearly used to experiencing at home and this provoked a certain response. His way of dealing with that sort of attack was to answer back, creating a worse situation. But it served to show me that aggressive, confrontational behaviour leads nowhere fast. Although when students break rules, of course they should receive the correct punishment. But if we can try to avoid the conflictive situation in the first place, so much the better.

We also looked at communication, verbal and non-verbal, which has an enormous impact in the classroom but is also something which we may not be aware of. Where we sit or stand in the classroom , if we look at the students or our notes, our gestures and so on. Everything influences. While observing during my teaching practice it was interesting to compare the different gestures and different stances of the students.

iii) Analysing the group

With Professor Marta Gil, also from *Interaccion y Convivencia en el Aula,* we looked at the theory behind the group; why people form groups, what holds the group together, which roles we take on and why, what influences our behaviour as well as the different types of leader which can arise depending on the group situation and demands or personalities of the leaders. These were situations which we could all relate to but which are equally relevant to the classroom. Secondary school students are, after all, individuals like us, with their own personalities, wanting to defend their own needs. The school is in a way a micro-society. We could say that students form certain groups for the same reasons as adults, such as security or prestige. Likewise, the way students act is very much affected by the actions of their peers.

We also looked at the effect the group has on productivity and the conclusion was that the most productive situation was cooperative groups working in competition with each other. This would seem to fit well with the cooperative learning theories we have studied in *Diseño, Organizacion y Desarollo de Actividades para el Aprendizaje del Inglés* . An interesting point we discovered was that, rather ironically, as the group gets larger, so production decreases. This is because responsibility becomes diluted, a point which is very relevant to the ELT classroom when organizing activities in groups. From my own point of view, as a student this year, I have found any more than four in a group quite difficult to work with.

These ideas of group dynamics was something I bore in mind while on teaching practise and had to organise my students into groups. They became very competitive against the other groups within the class but worked very hard together, cooperatively, to do the best work they could for their group. It was also very interesting to see how giving each group a name, not just a number, also gave them a greater sense of group spirit.

iv) Understanding our students' backgrounds

In the sociological part of *Interacción y Comunicación en el Aula* we studied different theories relating to educational sociology. One that I found particularly interesting was that of social reproduction.

The idea of social reproduction, as expounded by Davis and Moore *(3)*, argued that there was a need for greater equality of opportunity and equality of access to education.

In a meritocracy the assumption is that there is upward as well as downward social mobility. The reality, in fact, is that there is mostly social reproduction. That is to say that people tend to remain within their social classes. For example, parents who went to university are more likely to have higher paid jobs and will encourage their children to go to university as well. Likewise, parents who dropped out of school will be less likely to encourage their children to achieve academic success and will obviously be less able to help them in their studies. During our teaching practice we had to do a sociological study of the area where our students came from. Part of this involved passing round a questionnaire in one of the classes asking questions on topics such as the number of books students had at home, how many hours they spent each day on homework, watching television, going out, as well as the level of studies obtained by their parents and their parents' professions. I found this an extremely interesting exercise because it not only made our studies in class more relevant, but also showed us how important it is to understand our students' backgrounds when it comes to planning classes and setting homework. Knowing a little bit about our students' home life gives us an idea of what we can hope to expect from them.

v) Education laws

In *Contexto de la Actividad Docente* we looked at the education laws from when they first began in 1857, the *Ley Moyano,* through to 'our' law, the LOE. One might ask, what's the point of learning about the past laws when we will be working under the current law? Yes, that is true and, of course, the law we have learnt the most about, without a doubt, is the LOE, but the education laws have evolved and grown, each a continuation of or a reaction to the previous. Seeing them in their political and historical context is also important to help us understand them. We as teachers will understand the present law, but the parents who come to speak to us about their children will have studied Bup and COU or EGB and it is important to be able to translate or compare their children's studies to the system that they knew.

This was also particularly useful for me as a foreigner who, when I began this course, knew nothing about the Spanish education system either past or present.

As well as the law, we looked at the different entities which exist in schools. I had heard of the school council or *consejo escolar,* but really had very little idea about what it did,

how strict the law was about how many representatives had to be appointed from each area, and I certainly had no idea about how much power it has. It seems that every decision made has to be passed by the *consejo escolar* in the last instance. Likewise, I knew very little about the role of the *claustro de profesores.* We also looked at the different management roles within a school. All this has proved extremely useful to me and when we had our first session of teaching practice it was helpful to see it in real life. It was as if all the theory 'came alive'.

Contexto de la Actividad Docente seems to me a very relevant subject as the law which applies to us during our careers will always be changing. As such it has been very worthwhile to see it in a historical context. And who knows what the new government will alter in the near future. Right now it's not looking too good with all the cuts which are being proposed.

vi) Homogeneous or heterogeneous?

During the whole course of the master the theme of heterogeneous groups has appeared from time to time, especially as it is favoured now by the Aragonese Curriculum. When I first discovered that Spanish students are grouped together heterogeneously I was amazed. Coming from an education system where students are split into homogeneous groups according to their academic results, I assumed that was the method used everywhere. In our classes of *Procesos de Enseñanza y Aprendizaje* Profesor Sandra Vazquez touched on the subject. She is a great believer in the richness of heterogeneous groupings and how it can have a positive learning effect on all students. I have listened to the arguments that stronger students will reinforce their learning being paired with weaker classmates, they will gain in competences of autonomy and learning to learn. I have tried to understand these arguments but I'm still not convinced that it is the better way of doing things. Indeed, when I found myself speaking to parents of students from the school where I did my teaching practice, I tried to convince them of the benefits of heterogeneous groups and they couldn't see the benefits either. They explained that their daughter was being held back, always being paired with a much weaker classmate. I shall examine the merits of heterogeneous or homogeneous groups later.

However, here it would be worth mentioning the *Pygmalion Effect* where the mere belief that one's students can achieve certain results makes it happen. It becomes a self-

fulfilling prophecy. Believing in ones students can be shown through encouragement, positive reinforcement or 'celebrating success' as promoted by Robert Marzano in *The Art and Science of Teaching* where he talks about Effective Teaching. But I shall examine these aspects in more detail later.

In my teaching practice I certainly witnessed heterogeneous groups but what was lacking was the motivation and the belief in the students.

vii) Methods and Approaches

In the classes of *Diseño, Organizacion y Desarollo de Actividades para el Aprendizaje del Inglés* we saw different methods and approaches for English language teaching and in order to understand them more clearly let us concentrate for a moment on the difference between a method and an approach, and then a technique. According to Richards and Rodgers (2001), quoting the American applied linguist Edward Anthony (1963), "approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching." Whereas a method is "an overall plan for the orderly presentation of language material, based on the chosen approach. An approach may contain many methods. On a smaller scale is the technique, the implementational. This is what actually happens in the classroom, and it must be consistent with the method and therefore with the approach.

Let us go back briefly in history to see why we have the chosen approach we have today. Following the rejection of the traditional ideas of teaching, like the grammar-translation method, new methods of language teaching were sought during the twentieth century, with many different methods and approaches being tried. But it became apparent that linguistic competence alone was not enough to be able to communicate in a language. What was needed was communicative competence as well, and so, during the late 1970s and early 1980s, a Communicative Approach was born. Under the umbrella of the Communicative Approach, many methods can be seen, such as task-based learning and cooperative learning.

The main focus of the Communicative Approach is, as the name suggests, on communication. The techniques employed involve the use of authentic materials, working in small groups, student-centred activities, role plays, information gap activities and at times an emphasis on fluency over accuracy. This approach has been

adopted in the Aragonese Curriculum and is what we should bear in mind whenever possible when choosing our teaching methods and our classroom techniques, although in my teaching practice I saw little evidence of this as most of the classes were teacher-fronted and organised using older methods more akin to the grammar-translation methods.

I found the Communicative Approach very interesting as it is very similar to the style of teaching I learnt when I did my CELTA (4) course. An area I particularly liked, which was completely new to me, was that of task-based learning. This is the idea that students work on a task through different activities designed by the teacher. The students are given some 'freedom' in that they can choose from a selection of tasks. But the aim is that all students reach the same end. The idea of turning an activity on its head and starting from the end, a theme, rather than a language area, really appealed to me and I hope that one day I might get the chance to put it into practice.

Let us now consider Michael Breen and Christopher Candlin's (1980) take on the communicative approach in relation to planning a communicative curriculum.

Breen and Candlin hold that if language learning is about how to communicate within certain socio-cultural groups, then social conventions are central to the learning process. As such any learning carries with it part of the social context, therefore part of the learning is socially constructed.

They believe that content is only part of the language learning process (and a secondary part at that) and that the socio-cultural attitudes, values and emotions, which are engaged when we learn a language, are of great importance.

They go on to say that the classroom, rather than being a poor imitation of the real world where pretend dialogues take place, can itself become a resource where knowledge can be shared, reflected and acted upon and that it should be exploited for its communicative potential.

They explain that all language learners are different and stress how important it is that teachers are aware of this; students are capable of arriving at the same destination through different routes.

As language learners all students are faced with the task of assimilating 'how to learn' the language in their own way. Bearing in mind that not all students learn in the same way, Breen and Candlin believe that they learn the role of negotiating between themselves, their learning processes and the object of learning.

According to them a communicative methodology is characterised by making a negotiating role. The role is shared in the classroom group and therefore becomes interpersonal.

Moving onto content, language teaching syllabuses have traditionally been a list of grammar forms or functions and vocabulary which are deemed in advance to be suitable for certain learners. When designing a communicative curriculum Breen and Candlin disagree. They place content *within* the methodology and view it as a *servant* to the learning-teaching process. They do not believe it is possible to design a curriculum either in advance or for a whole group, put another way, a one-size-fits-all is not appropriate when designing a communicative curriculum. They also view learning as a continual process for each individual rather than the accumulation of separate blocks of static knowledge.

They do not view content as an external control over the learning-teaching procedure, but see choosing directions as part of the curriculum which involves negotiation. The content cannot be predicted until the teacher knows the students, their knowledge, abilities and needs. Only then can the teacher begin to plan content which is appropriate for the differing needs of the students which it will be a series of different routes to a common target.

Evaluation, for Breen and Candlin, is most likely to be formative showing not only the successes and failures of the learners but also new and different directions to move and develop. Although they concede that there could be some summative evaluation which can be valid if it can account for the learner's progress, but it needs to concentrate on students' developing communicative knowledge, that is to say their progress, not just their manifest ability.

Jeremy Harmer in his book *The Practice of English Language Teaching (page 42)* favours a balanced activities approach. He says: "*A balanced activities approach sees*

the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and which foster learning. The programme will be planned on the basis of achieving a balance between the different categories of input and output where roughly-tuned input and communicative activities will tend to predominate over (but not by any means exclude) controlled language presentation and practice output. It is on this basis that we will effect part of our balance."

While the communicative approach was not something I saw much of during my teaching practice, I imagine this was partly due to pressures of time and meeting objectives, or a lack of knowledge and training on the part of the teachers. However, from the presentations we've seen in the *Diseño, Organzacion y Desarollo de Actividades para el Aprendizaje del Inglés classes,* a few of my classmates were in centres where it was employed and had the opportunity to use task-based learning, and their responses were positive.

Studying the different aspects of the communicative approach has been very relevant and will be extremely useful for my future career as a teacher.

2. JUSTIFICATION

The projects I have chosen to study in this section are my Investigation Project *Games in the L2 classroom,* my Learning Unit *What would you do?* and my experiences while on teaching practice. I have chosen them as they all contain outcomes which will help me in my future career as a teacher. There are also some results, namely those of the Investigation Project, which I was proud to share with my fellow student teachers as I feel they are of particular importance. As such I shall begin with those.

a) Investigation Project : Games in the L2 classroom

For my investigation and research project I worked with three other colleagues from the Master's course. We decided to investigate games in the classroom as it is a topic which we are all interested in. As teachers we all enjoy playing games with our students and we believed they were valid tools for language teaching. We wanted to find out if the students agreed with us about using games in class and if there had ever been any previous research into the topic of games as a tool in English language teaching.

I have chosen this project to comment on now because, apart from being a subject which we are interested in, we found some surprising results which will be extremely relevant for our future careers as secondary school teachers.

The process took the following format; we each played genuine games with our classes. By this I mean the sort of games that people play at home, for example Pictionary, Donkey, Taboo, Password, Twenty Questions etc… but they had all been adapted for our students. So, for example Pictionary with words the students had used in class or Donkey using past tense verbs.

After the games session we passed round a satisfaction questionnaire (see APPENDIX I) to ask the students for their opinions. The questionnaire asked about students' normal game-paying habits, their feelings about playing games in the classroom and their thoughts about including games in future lessons.

Meanwhile my colleagues and I studied previous research that had been carried out in the field of games in the L2 classroom. Afterwards we compiled the results and compared our findings.

We were lucky enough to be able to compare adult responses with those of teenagers due to the fact that I was in a secondary school in Huesca while my colleagues were in an Official Language School in Utebo.

As I will now explain, the results not only backed up our initial thoughts and hopes for games in the L2 classroom but went further, giving us more reasons to support the use of games.

The most surprising result of all, in my opinion, was the difference in response between the students at my secondary school. I had expected all the students to be in favour of playing games, but while most were positive about them, it was the PAB (Basic Learning Programme) and Diversification groups who not only responded best in class but also gave the most positive feedback in the questionnaire (see Appendix I)

I have asked myself why it should be that games had such a positive effect on these students and I believe there are several reasons. These students are generally not the most academic and it probably takes much more effort for them to concentrate with books whereas games hold their attention better. They are probably used to not getting the best marks, but with the games they suddenly found themselves on a level playing field where they actually stood a chance of winning as the games used different skills, for example Pictionary involved drawing, Pelmanism involved memory. Several of the students have been diagnosed with ADHD and there are also several immigrants. The games we played were in teams, thus creating an atmosphere of competitiveness and I observed that with the ADHD students their energy was being channelled into an activity so they were focused and didn't have time to start being disruptive.

The other interesting aspect I observed was that much of the time the students were learning or practising things previously learnt without even realising it. For instance the fourth year Diversification group played team Pictionary with words which all came from the previous unit studied in their book. Although they were only trying to guess one particular word at a time, all the words of the unit were being bandied around the classroom during the entire game and the effort they were making to try and remember the words was clear to see on their faces, just so they could win a point for their team. But, of course, without realising it they revised most of the vocabulary from the unit.

Here was a clear example of the importance of knowing our students and what works with them and what doesn't.

Another fairly surprising result was that adults were equally in favour of games as children. Before starting the research we expected that adults might be reluctant to play, and complain, saying they were childish and not serious enough. There was just one student who felt like that but the overwhelming opinion of the adult students was that games were a good idea and that they would like to see more of them in the L2 classroom. One comment we would make here, though, is that any game used in the classroom should always have a specific purpose. By this I mean Pictionary adapted to the students' vocabulary or Guess Who when students have been studying words describing appearance, for example.

We also found that games are relevant teaching tools at any level, obviously adapting the level of the game to the level of the students.

In our research of previous studies into games we found that games do not only have to be used as warm-ups, fillers or a treat at the end of the class. Provided the game has a specific purpose it can be the main part of the lesson. Who says that the conditional has to be practised by doing exercise after exercise? A conditional chain around the class can be just as worthwhile.

We also found other reasons in support of games in the L2 classroom; they are easy to prepare and once a teacher has a collection of games they can be brought out whenever needed. Games are fun and create a relaxed atmosphere in the classroom. If students enjoy their classes they will be more likely to attend, their attention in class will be better and the learning will sink in better.

Another author we studied in researching this project was Susan El-Shami (2001: 21-24) (5) who had compiled a Top Ten list of reasons for training with games. Apart from those already mentioned here she said that games are dynamic, they provide a safe arena for practice, they reinforce learning, they encourage socialising and they also give the teacher a chance to monitor learning and observe their students.

Finally we looked at Krashen's Affective Filter Theory. The term 'affective filter' refers to the level of anxiety or frustration that a student experiences when confronted with a learning task. This anxiety may prevent a student from learning or accomplishing the

learning task. If there is a high level of anxiety or high affective filter, a student may be unable to focus on learning. Under conditions that lower the affective filter, students can concentrate on the learning task and learn what is being taught.

In this sense, teachers can provide 'low affective filter' conditions during instructions incorporating games. One of the advantages of including games in the L2 classroom is that learners are motivated to use the language when they are in the game. Students get absorbed in the game because there is a feeling of competitiveness arising, which stimulates their interest and as a result they become willing to learn. Many teachers believe that competition should be avoided because there is always a winner and a loser. However, our experience revealed the opposite, especially when students work together in small cooperative groups in competition with others.

b)   Reflections on the Learning Unit: *What would you do?*

This is the rather unusual title given to my Learning Unit. I chose this title because the main language area was the second conditional and because of the rather mixed nature of my unit. I would like to have been given a topic where I could have created a coherent unit under one theme, as I mentioned before along the lines of task-based learning, however, as I had to teach certain language and vocabulary which were in the class textbook I was limited.

At first I saw this as a disadvantage but now I believe it has been a benefit. I had to adapt material in a textbook or find certain materials which covered specific areas and that was more challenging. By being challenged in the design of my learning unit I myself have learnt from it.

I have chosen to include my teaching unit because it has helped me link all the theory we have studied since October with the practice. It has helped me clearly organise a series of lessons, in terms of aims and objectives, content and methodology according to the Aragonese Curriculum while bearing in mind the key competences.

Producing a learning unit has taught me to focus on the goals, or learning objectives of each session. I have also learnt the importance of being coherent and making sure that the contents of the learning unit reflect the objectives set out at the beginning. Likewise, I have learnt to describe a methodology or approach and to make sure this too is reflected in the activities within the learning unit.

However, the most useful tools I shall take away from having created this teaching unit relate to assessment, both self-assessment and student assessment. I had never before used a rubric until I created one to mark the writing activity in the end of unit assessment. Using it was a delight. I simply had to correct the texts and then count up the number and types of errors made by the students to get their mark. It was incredibly easy and by having clearly defined criteria it also gave me a sense of being completely fair to the students. Personally I would have put even less importance on the end of unit assessment and more on the activities carried out in class, but as the students are used to being assessed in that way, I needed to do the

same. I hope that when I have a class of my own I will be free enough to decide how and when to evaluate my students.

In terms of self-assessment I used the EPOSTL (7) document which I found thought-provoking as it forces the teacher to reflect on their own teaching skills. Sometimes we can sit down after a class and want to reflect on how it went, but have difficulty doing so. With EPOSTL, however, we are guided with some very useful and relevant questions.

I also wrote questions to myself at the end of each lesson plan which I then answered after the class. Not only did they help me self-assess, they also helped keep me focused in the lesson. However, one area of assessment was overlooked and I regret this now. I thought about carrying out a one minute paper or similar student-teacher assessment survey but didn't, for various reasons; I wasn't altogether sure about how to do it, we were always very pushed for time and the atmosphere at the school didn't seem to be one where teachers invited comments from their students. All the same, I wish I had done a one minute paper, especially as back in class in Zaragoza I have heard lots of positive feedback from fellow trainee teachers concerning these surveys and I now realise it can be as simple as asking students to write one positive thing and one negative thing from the class or teaching unit.

The very process of analysing and presenting my learning unit before my classmates in Zaragoza has forced me to examine every aspect of it carefully. It has made me aware of my weaknesses (as well as my strengths!) and helped me see how I could have done things differently. Making mistakes is how we learn, and as teachers we, of all people, should know this!

c) Teaching Practice Experience

I have chosen to examine my teaching practice experience because some of the things I saw while in my secondary school left me almost speechless. This may be because I come from England where the style of teaching and the organization of the education system is quite different from here.

While the teachers in the English department were all very friendly, treated me well and were passionate about the English language and all things British, they didn't always transmit this passion to the students, for example, there was a fairly high level of L1 spoken in class. I have a CELTA certificate in teaching English as a foreign language which I studied at Broadstairs, in the UK. On this course we had it drummed in that wherever we went in the world to teach English we must speak English and only English. This is something I have always tried to do, almost to the point of being obsessive about how much of the L1 should be spoken. While I am willing to concede that very occasionally there is a case for briefly speaking in the L1, however, in general I am a strong believer in creating the language of the classroom as that of the L2. If the students know you speak perfect Spanish and you begin speaking in that language, to speak English would feel artificial to them. So imagine my surprise when I arrived at my secondary school only to find a high level of Spanish being spoken both in class and in the English department. This attitude of teaching a language in the L1 reminded me of my own schooldays when our French classes were given in English except for occasional parts in French. I finished with a fairly low level of spoken and aural French compared to my ability for reading and writing.

I was also surprised by the fact there was no peer observation or assessment and the lack of any type of accountability, while I, in contrast, sat completing my EPOSTL self-assessment form. Nor were there any performance-related benefits for well-performing teachers. Any of these could have motivated the teachers and inspired them to give their best. In the teachers' defense though, they do have very tight schedules at times which doesn't allow much opportunity for peer assessment activities.

Another area I would like to highlight from my teaching practice is that of the debate between homogeneous and heterogeneous groups. During our classes of *Diseño, organizacion y Desarollo de Actividades para el aprendizaje del inglés and Procesos de*

Enseñanza y Aprendizaje we studied different theories as well as looking at the Aragonese Curculum where the preferred set up now is heterogeneous groupings. I grew up in the UK where most schools are organised into homogeneous groups according to academic ability. I have tried to understand the arguments in favour of this both before, during and after my teaching practice. However, after witnessing the group I taught my learning unit to I am still not yet convinced of the merits of heterogeneous groups.

However, in an attempt to understand the reasoning behind heterogeneous groups I shall now examine some of the arguments, beginning with Vygotsky (1978).

Lev Vygotsky spoke about the difference between a child's assessed mental age and the age of activities which they can achieve with help or in collaboration with peers. This difference is referred to as the *zone of proximal development* and is defined thus: "It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." (8)

He explains that the zone of proximal development refers to those functions that have not yet matured but are in the process of maturation and which, in the near future, the child will be able to do unaided. By using imitation children are able to do more collectively than they would alone. He goes on to say that any learning which addresses the skills that have already been developed is wasted, whereas learning which makes the students go that step further, stretching them, is working in their zone of proximal development, and that the best learning is the one where there is an advance in development, we might call this 'input +1' , to quote Stephen Krashen and his Input Hypothesis.

In summary, the way I understand Vygotsky's theory is that by working collectively students stretch themselves and can achieve more than they would individually.

I can see perfectly well the argument in favour of heterogeneous groupings here from the point of view of weaker students; they have a stronger mentor with whom to work and who can explain aspects of the class to them on a one-to-one basis. But does this address the question of stronger students? Does this give me the answer for my parents of the girl who was 'always being put with weaker classmates'?

Vygotsky argued that learning creates the zone of proximal development or put another way, it awakens different internal processes which can only operate when the child is interacting with those around him and working in cooperation with his peers. When these processes become internalized, they become part of the child's independent developmental achievement.

He also states that although a child's learning and development are directly related, the two never happen in parallel and that a child's development also never happens at the speed of the school textbooks or at that of her classmates. All students will learn and develop at different speeds.

So it would seem that even the stronger child is learning if she is interacting with her peers, even though her zone of proximal development is working at a more advanced level of development.

An important point to note, however, is that heterogeneous classes work best when weaker students are placed, not with the highest achieving students, but those who are slightly better, again we see Krashen's 'Input plus one'. The level of the best students might be too much of a difference. I certainly noticed this in my class, when on a couple of occasions, due to seating arrangements I found my two weakest students being partnered with my two strongest students.

However, homogeneous groupings have their supporters too. In an article by Sharon Cromwell on the website www.educationworld.com (9), the author quotes a selection of teachers, among them are those who believe homogeneous groups to be better than heterogeneous. While she gives several opinions in favour of heterogeneous groupings, she quotes one teacher who says "The idea of heterogeneous grouping is an ideal…… Truth is, in our experience the low-end kids tend to pull down the high-end kids, rather than the other way round. The class pace slows, and the teacher has to in effect devise two lesson plans for each period, one for the accelerated students and another for those who have low skills."

She also comments that the main reason in favour of homogeneous grouping is that higher-level students languish in mixed ability classes. Certain activities, like analysing plot twists in works by Shakespeare, would be almost impossible in mixed ability groups, while in higher-level groups it could be done and in greater depth.

Meanwhile, Jan Adams-Byer (Adams-Byer et al. 2004) carried out an enquiry about the perceptions of students towards heterogeneous and homogeneous groups. They found: "the participants perceived homogeneous grouping more positively with respect to academic outcomes. This was as a result of being able to move more quickly through materials and do more challenging exercises than they would have been able to do in a heterogeneous classroom. However, socially the students' feelings were mixed, unsure whether it was better to be with other students like themselves or in a socially mixed, heterogeneous group.

But in all the debates, articles and texts I have found comparing the two types of groupings, there are always more arguments in favour of heterogeneous groupings. Here are a few of the arguments cited. Teachers on the educational world website commented that when students were split according to academic ability, test scores in the lower-ability group did not improve and in the higher-ability group improved only slightly. They said that attitudes of the students in the lower-level group actually went down.

Adams-Byer et al point out the blatant injustice of homogeneous grouping due to the fact that, given finite educational resources, the higher ability students would receive the best teachers, materials and programmes, while lower-level students would be put at an even greater disadvantage than they would have been.

They propose some ways to provide enrichment to all students:

- demand excellence in the classroom

- promote exercises that foster creativity and require critical thinking

- pose 'real life' problems which makes learning more relevant in the real world

- encourage self-directed learning , self-identity and individual pacing, along the lines of the learning to learn competencies in the Aragonese Curriculum (this can go some way to stop the problem of gifted students moving at a faster pace)

- Reward risk-taking and allow student input.

Having considered the arguments in favour of both positions I tend to agree with Sharon Cromwell when she concludes that it is difficult to reach a consensus on ability grouping. She says that ability grouping can work in some areas but not in others and that flexibility is necessary so that students can move between groups. One of the main arguments in favour of heterogeneous grouping seems to be the interactive aspect and the social skills which students can gain.

After examining arguments for and against both types of groupings I now feel that in some areas heterogeneous groups benefit all students, but there are still valid arguments in favour of homogeneity both for stronger and weaker students. On my teaching practice I saw that at times classes were split in half, and one half would take an extra optional subject while those who needed it were given extra support classes in core subjects. This is a clear example of mixed heterogeneous and homogeneous groupings in action.

3. CRITICAL REFLECTION OF POSSIBLE OR EXISTING RELATIONSHIPS BETWEEN PROJECTS CHOSEN IN PART 2

I could include games in my learning unit: After carrying out my Investigation Project into games in the L2 classroom, I can see the benefits of dropping even more of the few textbook activities which I had included and replacing them with games. For instance, I could include a second conditional chain game or perhaps a version of Snap to match conditions and results. Now we have studied previous research and also done our own investigating, I can see the great benefits of games, not only as peripheral activities but as the meat of the class.

The methods/approaches employed and seen in teaching practice don't use methods/approaches I've used in my learning unit. Classes are mostly teacher-fronted and grammar-translation in style with very little pair or small group work: This is more of a reflection of a lack of relation between the teaching theories mentioned in my learning unit and what I saw in my teaching practice. For instance, I used pairwork, groupwork and cooperative learning, but only once did I witness groupwork while on teaching practice. The reason could be that as the exams students sit don't require them to speak or work in pairs, teachers don't tend to use these methods or simply that students are easier to manage working individually.

An exception to this would have to be the second year PAB class I observed and taught on several occasions. The teacher, Pilar, was very encouraging and enthusiastic with her students, and either knowingly or unknowingly she used several of the theories we studied in Zaragoza. For instance she used the ideas of motivating and celebrating success as expressed by Marzano (10) and believing in her students, Pygmalion Effect (11). She also appreciated their different abilities as expressed in Howard Gardner's theory of Multiple Intelligences (12).

Why is there this lack of synthesis between methods and approaches used by new student-teachers and the teachers we observed on teaching practice? As an observer I can only comment on what I saw while on teaching practice, but what I witnessed was an absolute lack of any type of on-going teacher-training or peer observation. The teachers themselves are not to blame. The attitude comes from above. Schools are inspected but as far as I am aware the inspectors do not enter the classrooms to check

the quality of teaching. And if they did, and didn't like what they saw, what could they actually do? Many of these teachers are *'funcionarios'* and have a secure job until retirement, so, in my opinion, have very little motivation to give their best. Human nature tells us that job satisfaction alone is not always enough to spur an individual to try harder. An occasional observation session would go a long way, in my opinion.

I grew up in an England where there is no such thing as a job for life anymore. We have Ofsted inspections (13), accountability and Sats (14), and bad teachers are removed from teaching. In Spain it is nigh on impossible to remove a bad teacher from his or her job in the public sector and the teachers themselves know that. In the UK bad teachers can be removed within a term now. The time has been shortened because it is believed that children don't have time to wait, their education is too important to be wasted on incompetent teachers. But until the attitude within the Spanish education system changes and a wind of accountability blows in, I fear nothing will change and that the 27% (25% in Aragon) failure rate will continue to hold.

Questionnaire gives other useful data which could be used for future learning units: The information gained from the questionnaire of my investigation project could be used to give a slight insight into our students' homelife. This can help us understand them better, for instance do they tend to play games with their family or not, and can also help us plan future lessons.

The sort of teacher I want to be: Having carried out the EPOSTL self-assessment and observed other teachers in my secondary school , I now have a firmer idea of the sort of teacher I want to be. And, by default, the sort of teacher I don't want to be:

I hope to: - inspire and motivate my students

- use continual self-assessment

- give relevant lessons which interest my students

- be organized both in terms of materials and time management

- be fair in assessment by using rubrics, a new revelation to me during
   this master

- endeavour to continue speaking only English whenever possible

With regards to this last point about using the L2 whenever possible, I had always been led to believe that the best approach was to use the L2 entirely and never use the L1 at all if possible. However, having seen the amount of time teachers have to get through large quantity of materials, the number of students in a classroom, it won't always be worth giving long L2 explanations of a piece of vocabulary or a short expression, when in a second the word can be translated directly to the students' own language.

Brief switches like this to the L1 are acceptable if the teacher quickly returns to the L2. This is an argument supported in the article *Myths and Misconceptions About Second Language Learning: What Every Teacher Needs to Unlearn* by Barry McLaughling which emphasizes the importance of L1 suppport for learners of foreign languages. Although this article is talking about bi-lingual and monolingual programmes, it is still relevant here. The author says : "Exiting children who are not ready for the all-English classroom may be harmful to the children's academic success."

4. CONCLUSIONS AND THOUGHTS FOR THE FUTURE

* Do use games more in class especially with PAB and Diversification groups

* Work on time management

* Appreciate the value of games, not only as warm-ups, fillers and treats

* Be sure to do continual self-assessment

* The Spanish education system. It's the system we have so try to do the best we can from within that system.

* The happier the students, the better they learn

* Neither heterogeneous nor homogeneous but a middle way, a mixture of the two

* Learn how to deal with mixed level, mixed ability groups both in terms of preparing materials and managing classroom groups

* Be passionate about the subject

* Keep the lessons student-centred. Our favourite film is always the one where we play the starring role.

5 REFERENCES

Notes

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2. John Burton's conflict iceberg

3. Davis and Moore

4. CELTA – Certificate in English Language Teaching to Adults

5. Pages 21-24 SHAMY, Susan. 2001. *Training Games.* Canada: Estylus Publishing.

6. Krashen's Affective Filter Theory

7. EPOSTL

8. Lev Vygotsky reprinted in Readings on the Development of Children.

9. www.educationworld.com

10. Effective learning is a theory explained by Robert Marzano in *The Art and Science of Teaching* where he sets out four main aspects; have high expectations, establish and communicate goals, track progress and celebrate success. The idea of having high expectations is closely linked with believing in one's students, *The Pygmalion Effect.*

11. Pygmalion Effect - (sometimes known as Rosenthal Effect) refers to the phenomenon where the greater the expectation placed on people, often children, students or employees, the better they perform. The Pygmalion Effect is a self-fulfilling prophecy, which says that people who are given negative labels internalize them and become what they have been labelled. The theory states that the same is possible for positive labels, ie. if teachers tell students they can achieve academic

success, they will. The Pygmalion Effect is named after the Cypriot sculptor from Greek mythology who fell in love with a female statue he had carved, after it become human from his wishes.

12. Howard Gardner's Multiple Intelligences Theory. In 1983 Gardner presented his theory of Multiple Intelligences which separates intelligence into various different aspects rather than measuring everybody by the same general ability. The implications for education are that we each have different intelligences, for instance people who are skilled with the spoken or written word would be described as having linguistic intelligence, while a person who works well with others could be described as having interpersonal intelligence.

13. Ofsted – the UK Office for Standards in Education, Children's Services and Skills. Ofsted is independent and impartial, reporting directly to parliament. Ofsted inspects and regulates services which care for children and young people, and those providing education and skills for learners of all ages.

14. Sats – Standard Assessment Tests, a series of tests given to children in the UK, starting at the end of infant school.

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APPENDIXES

APPENDIX I   Investigation Project: Authentic games in the L2 classroom

APPENDIX II   Learning Unit: *What would you do?*

Authentic games in the L2 classroom

Curso 2011-2012

Máster en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

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1. INTRODUCTION

In this study we will try to observe how genuine games are integrated in the L2 classroom. Firstly we will look at games in three different textbooks (*New English File Intermediate*, *Outcomes Intermediate*, and *New English Alive*, all published by Oxford University Press). Secondly, we will introduce "genuine games" in our teaching and analyse how they work in the Official Language School of Utebo and in Ramón y Cajal, a Secondary School in Huesca.

We have chosen this topic because we consider that authentic materials should be implemented in the L2 classroom, a principle set out in the Aragonese curriculum. As for the purpose of this research, we will try to demonstrate that textbooks do not offer real games at all but role-play situations which are unreal in most cases. In addition, we believe that introducing a "genuine game" in the classroom would be a motivating experience for our students, the idea being that if they are having fun they will learn better.

Finally, we will pass round a satisfaction survey among our students to collect data and reflect on the use of "genuine games" in a learning environment. We hope this experience helps us to improve future teaching and go some way to finding the value of games in the classroom.

2. PREVIOUS LITERATURE ON GAMES

"You must train the children to their studies in a playful manner and without any air of constraint with the further object of discerning more readily the natural bent of their respective characters" said Plato (*ca.* 428 a. C. /427 a. C. – 347 a. C.). In other words, teachers must train their students in a relaxed and "close to life" atmosphere encouraging them to develop their own attitudes towards life.

Following this trend, foreign language teaching has always been a source of debate. Throughout history, there have been many approaches and teaching methodologies in the study of second language acquisition. However, not all of them considered a communicative side of the target language. Nowadays, there is an increasing demand of communicating in a second language and most of the current teaching methods are based on the communicative approach.

In this sense, games help teachers to create contexts in which the language is useful and meaningful. Therefore, in the following statements we will focus on the reason why games are effective tools, the contributions that games can make, the way we can use them, at which level they can be put into practice, real games in everyday life, and how games contribute to create a good classroom atmosphere. After this first analysis, we will focus on the Communicative Approach and the Affective Filter Theory in order to support our ideas.

First of all, as we mentioned above, games help the teacher to create contexts in which the language is useful and meaningful. As A. Wright

(1979: 1) suggests, students want to be part of the language lesson. In this sense, games give students the opportunity to initiate the communication, in contrast to teacher-fronted lessons. This is the main contribution that games can make in the L2 classroom.

It is very important to take into account how we use these games in order to make them meaningful. We agree with A.Wright (1979:3), when he states: "it is essential to choose games which are appropriate to the class in terms of language and type of participation". This links with our beliefs on using games for specific purposes, which implies being more specific about the type of games for which aspects of language learning. For instance, games for vocabulary acquisition, fluency development or specific grammar points.

After carrying out exhaustive research, we noticed that most of the articles we found referred to games to be implemented with children or Primary students. However, we implemented games with both teenagers and adults and the results were satisfactory. This goes along with Wright's thoughts on creating games according to the students' level. On the other hand, games benefit from small group work and the interaction between students. We base our thoughts on the use of games in the L2 classroom on two well-known theories on second language acquisition: Krashen´s Affective Filter Theory and Motivation and Communicative approach respectively.

The term "affective filter" refers to the level of anxiety or frustration that a student experiences when confronted with a learning task. This anxiety may prevent a student from learning or accomplishing the learning task. If there is a high anxiety level, or high affective filter, a student may be unable to focus on learning. Under

conditions that lower the affective filter, students can concentrate on the learning task and learn what is being taught.

In this sense, teachers can provide "low affective filter" conditions during instructions incorporating games. One of the advantages of including games in the L2 classroom is that learners are motivated to use the language when they are in the game. Students get absorbed in the game because there is a feeling of competitiveness arising, which stimulates their interest and as a result they become willing to learn. Many teachers believe that competition should be avoided because there is always a winner and a loser. However, our experience tells us the opposite, as we will comment on in our conclusions.

The use of games in the L2 classroom echoes many of the principles of another theory: the Communicative Approach. This is reflected in the use of games, because when you play a game with your students the understanding and use of the language is necessary, whereas the analysis of the language itself is not. Also, when playing a game another principle of communicative methodology arises because the teaching situation must be learner-centred.

In addition, Communicative Language Teaching makes use of real-life situations that need communication. When introducing games in the classroom, the teacher sets up a situation that students are likely to encounter in real life. In this sense, learners are often more motivated with this approach as they have an interest in what is being communicated. What is more, playing games students seem to learn new vocabulary or grammar structures quicker and better than in a usual classroom situation.

3. GAMES IN OUR SCHOOLS´ TEXTBOOKS

***Outcomes Intermediate*, Huge Dellar and Andrew Walkey**:

The textbook contains sixteen lessons and eight lessons at the end which teach different styles of writing. Each lesson has a model text as well as speaking tasks to do in pairs or groups. There are lots of grammar and vocabulary exercises. As for games, there are four Review Units in which the students can only practice grammar and vocabulary of the previous four units. The first two pages of these reviews contain a board game, always the same in each Review Unit, a quiz and work on collocations and pronunciation.

On the other hand, the teacher's book offers a detailed plan of the lessons. It contains the answer key of each exercise, extra help for the teacher´ s management of the class and some tips, additional activities for early finishers and web pages for practising and revising the contents of the units. There is a complete absence of games and there are no additional activities implying cooperative work. Every activity is so guided that the teacher never has the opportunity of choosing between different options.

New English File Intermediate

There are some examples of games that teachers can find in *New English File Intermediate.* As seen, most of them are authentic games adapted to students' levels. They are given as grammar and vocabulary revision. However, they can sometimes be used as warm-up, follow-up and even introduction of a topic or grammar point. The teacher's book

is an excellent guide for teachers but, at the same time, it gives a lot of freedom to the teacher to implement other activities.

English Alive 3 and 4 **Ben Wetz**

The textbooks contain nine units plus a starter unit and three Curriculum Extra units. Each unit is packed with activities which build from presenting the language to providing productive practice. At the end of each section there is also Practical English and either a section on Culture or a song. While there is some pair work there are no role plays or games.

4. METHOD

4.1. PARTICIPANTS

The participants in this study are students in 4º E.S.O., First Intermediate and Second Intermediate Levels, from two different schools:

- **EOI Utebo:** The EOI of Utebo is an Official Language School in a rural area of Zaragoza. It is located in a quiet area close to a bank, a theatre, a primary school and some shops. This school offers three levels (Basic, Intermediate and Advanced) of English, German and French as well as That´s English for distance learning English. It is a small school with two floors. However, every classroom is equipped with a computer with Internet access, a CD player, a projector and an interactive whiteboard. The library, apart from books, dictionaries and films, also has three computers with Internet access for the students.

- **IES Ramón y Cajal, Huesca:** This secondary school is located very close to the centre of Huesca, and is surrounded by shops, bars and government buildings. There are just under 900 students and nearly 80 teaching staff. There are 56 immigrant students of 23 different nationalities. The school is spread between two separate buildings with 1º, 2º and 3º ESO in one and 4º ESO and Bachillerato in the other. Classes are from 8.30am until 2.30 pm and Ramón y Cajal is also the only centre in Huesca which offers afternoon/evening Bachillerato classes for older and repeating students. Almost all the ESO classrooms have an interactive whiteboard and in the library there are four computers with internet access available for students during break times. There is also internet on the computers in the computer room. There is Wifi within the school but not freely available, just for teachers who are given the password.

Some of the characteristics of these groups are:

- **First Intermediate Level (EOI Utebo):** It is a big group of around 30 students who range in age from 21 to 70 but there are no students at all from 45 to 55. Their ability in spoken English doesn´t correspond to their level. Adults and retired people do the activities at home before coming to class. They usually work together according to their age and they are not very fluent. Their learning goals are completely different; young people are more interested in getting a certificate whereas retired people are more interested in learning.

- **Second Intermediate Level (EOI Utebo):** In this class there are 28 students, the amount of women is higher than men. Their age ranges between 25 and 56 years old. Generally speaking we can say that they have a positive attitude towards learning English and their knowledge of English corresponds to the course they attend. Although some differences in the students´ levels can be noticed.

- **3º ESO (IES Ramón y Cajal):** This is a class of 20 students (12 girls and 8 boys) aged 14 and 15, who are very participative and at times quite competitive. With the exception of four students (one is repeating, two will repeat next year and one is lazy) the level of the class is good and in the evaluation students demonstrated they had learnt the language taught.

- **1º PAB (IES Ramón y Cajal):** This is a class of nine students (four girls and five boys) aged between 13 and 15. There are two immigrant boys (African and Moroccan) and two with attention deficit problems. All the students have a very low level of English, but are participative and very noisy. They have trouble concentrating on activities, especially silent or written work and are very easily distracted and as a group quite rowdy.

- **2º PAB (IES Ramón y Cajal):** This is a small group of just seven students (two girls and five boys) aged between 14 and 16. There are two immigrant boys (African and Moroccan) and one boy who have a bad hearing problem. They are very participative and talkative, but also have problems in concentrating and behaving. They are easily distracted.

- **4º ESO (Ramón y Cajal):** This is a group of 20 Students aged between 15 and 17. They are participative and have a mixed level of English.

- **4º Diversificación (Ramón y Cajal):** This group is a group of 13 students aged between 16 and 18. There are five immigrant students from South America. They are very lively and participative although their level of English is not particularly high, certainly not 4ºESO level.

4.2. INSTRUMENTS

The questionnaire was designed by the authors. It consists of a series of questions, the aim of which was to find out the students´ perception about the use of authentic games in English lessons by means of general questions regarding the use of games in the classroom (6, 8, 9, 10 and 11) and some other questions (1, 2, 3, 4, 5, and 7) in relation to their personal habits when playing games at home.

5. RESULTS AND DISCUSSION

1. - How often do you watch quiz shows on TV?
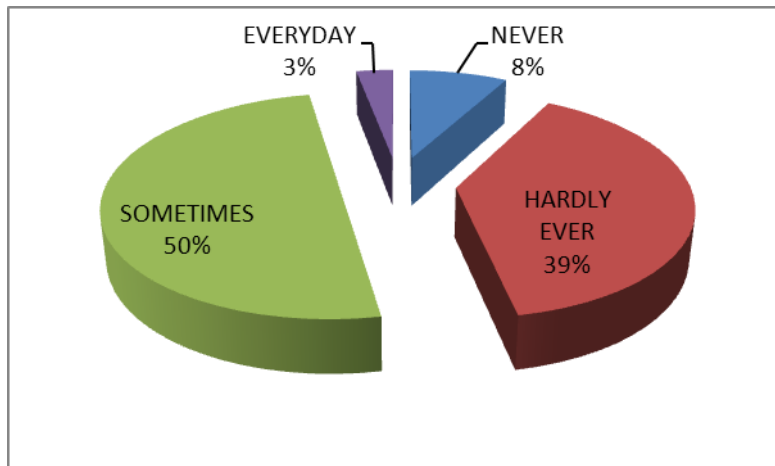
As we can see in this graphic, half of the students we asked sometimes watch quiz shows on TV. We can assume that they like watching them in their spare time, so quiz shows are not new for them.

However, a large amount of students are not used to watching these kinds of TV programmes in their free time. They like doing something different.

2. - Do you like playing game versions of quiz shows at home?
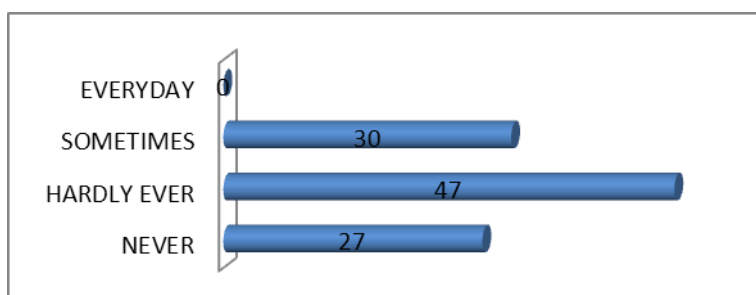
Our students play game versions of quiz shows at home from time to time, but we cannot consider this as a habit for them.

3. - How often do you play genuine games at home?

As expected, we saw that as people grow up, they played games less frequently. However, we were extremely surprised that twelve-year-old students mostly answered they never played games. We do not

understand this result as we expected that students of this age would play as a way of interacting with others.

1ST PAB

2 33%

4 67%

2ND PAB

4 14%

2 29%

1 57%

3RD A

4 5%

1 11%

3 26%

2 58%

4th year

4 18%

2 32%

3 50%

Adults

7% 7%

43% 43%

■ ONCE A WEEK
■ ONCE A MONTH
■ ONCE A YEAR
■ NEVER

4. - Who do you usually play with? (Here you can choose more than one option)

■ FAMILY ■ FRIENDS ■ COMPUTER

22%

40%

38%
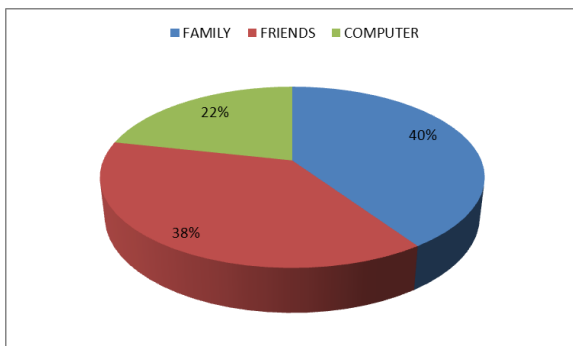
 The answer to this question does not depend on the age or the social level. Most of students play both with their families and their friends. Surprisingly, only 22 per cent of them play on computers.

5. - Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)
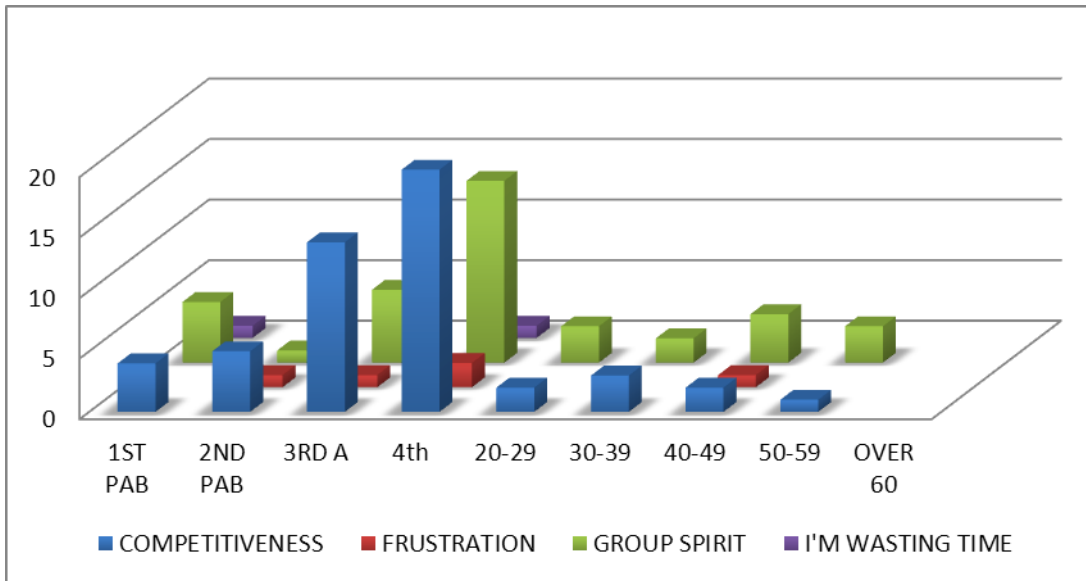
Competitiveness and group spirit are the feelings which arise when they play. Furthermore, only a small group feels they are wasting their time.

6. - Which feeling arises when playing genuine games in class?
(Here you can choose more than one option)
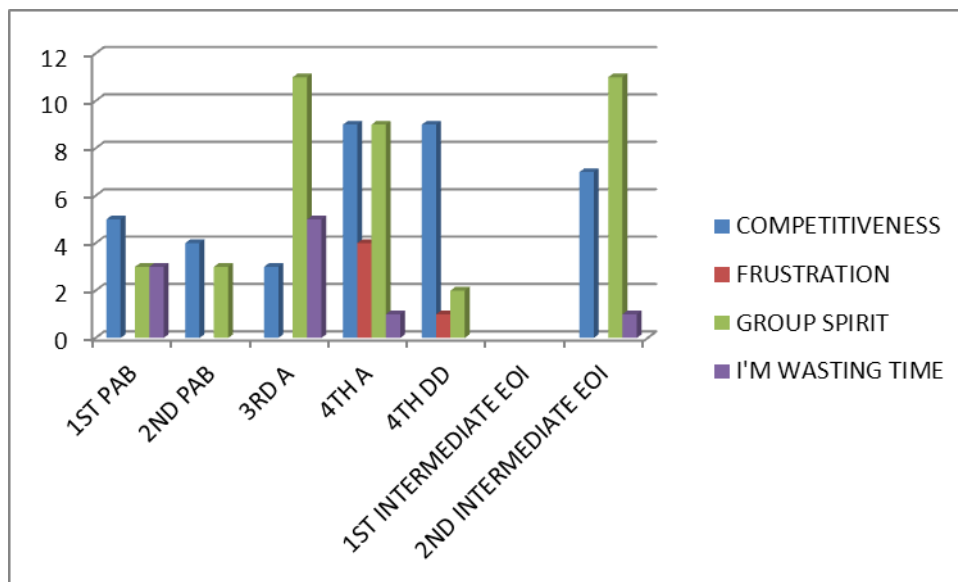
Contrary to what we had thought at first, first year PAB and third year ESO students considered games to be a waste of time. Meanwhile, very few adults considered it a waste of time when they were playing games in class.

In general, all of them agreed that games encourage group spirit and competitiveness.

7. - Where do you prefer playing genuine games?
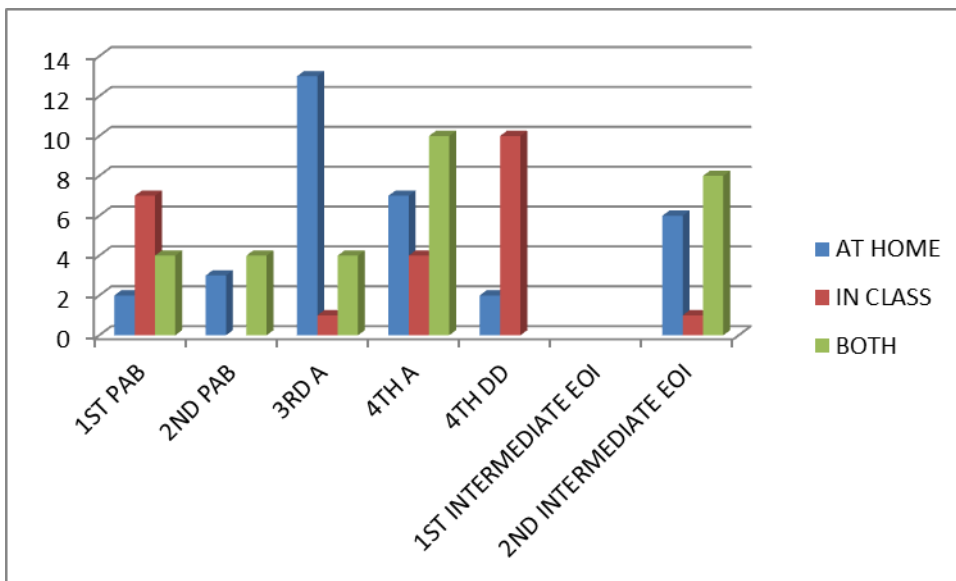
We are not sure if the third year group can be taken as representative of their age, but they are largely against games in class.

We have found it more interesting to compare the answers of both fourth year groups. As we can see in the graphic, group A prefers playing games both at home and in class whereas DD group mainly answer in class. This answer could be either misunderstanding the meaning of both or the vindication of games at school. It is also interesting to note that when we implemented games in our classes, we obtained the best response in 4th DD students.

8. - Were "genuine games" a worthwhile learning experience?
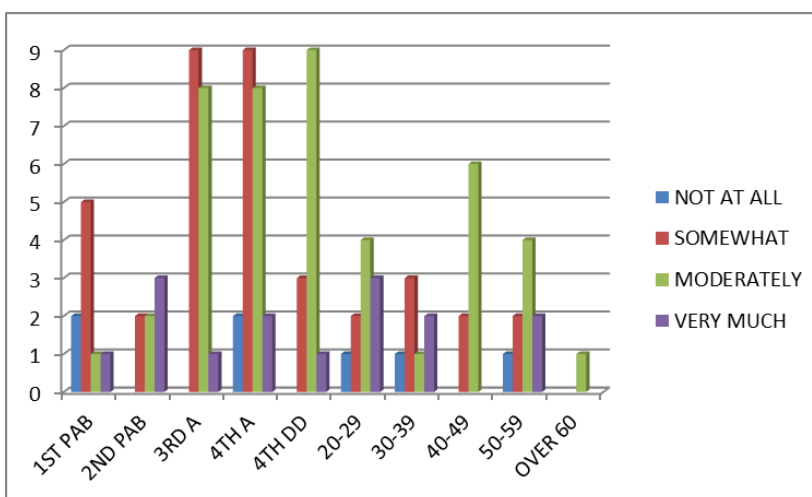
Despite saying that they preferred playing games at home, the third-year-ESO students overwhelmingly found games worthwhile, as did both the fourth-year groups.

9. - How often would you include "genuine games" in your English classroom?
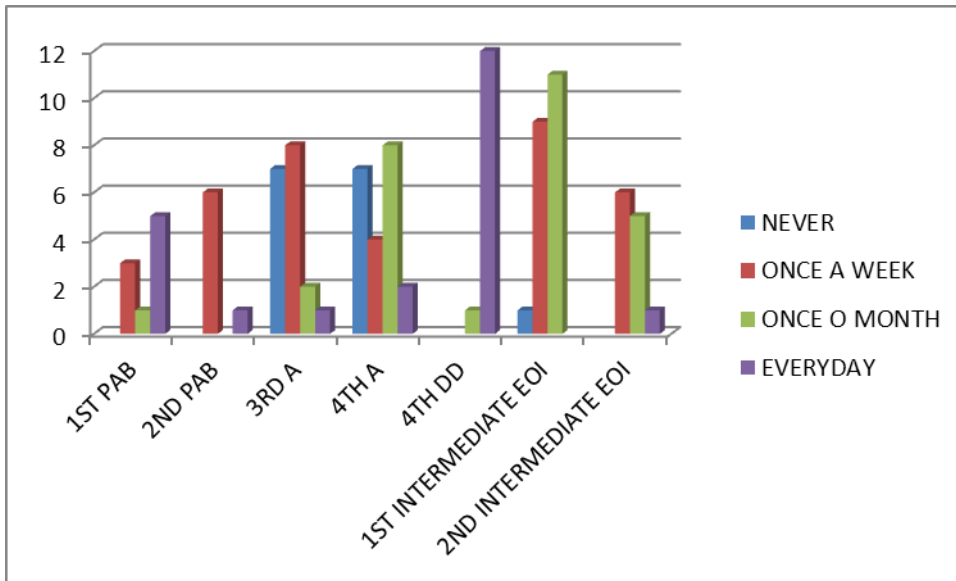
The fourth-year diversification group, who responded better than any others in class, wanted to include games every day. Students at the EOI liked the idea of games and generally agreed they should be included regularly, perhaps once a week or once a month.

10. - Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)
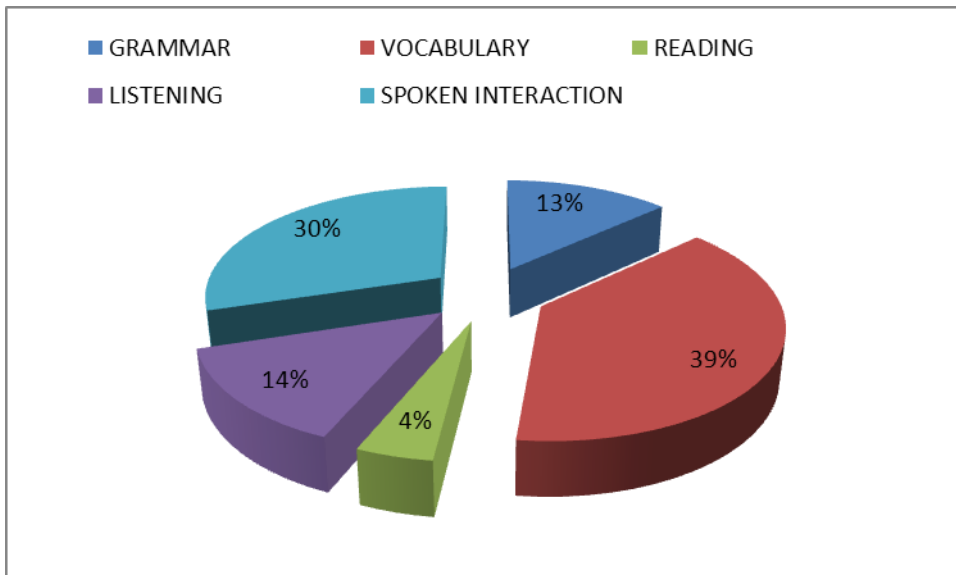
It is interesting to see the students' perception of the skills which were practised during the games sessions. Although all the games involved spoken interaction, students felt they were practising vocabulary most.

How do you feel when playing a "genuine game" in class?
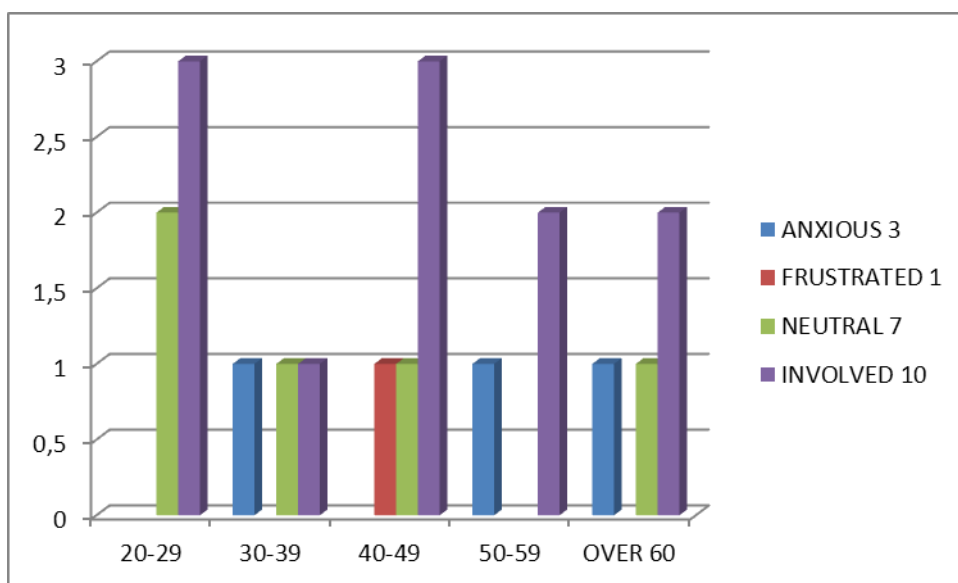
This question was only asked in the First Intermediate group. Due to the fact that we adapted the questionnaire. This question appeared in the first questionnaire. However, we would like to say that most of the students felt involved when they play games in class.

Important factors to consider: not all the same games were played with each group.

1st and 2nd year PAB played Pelmanism/Memory and Taboo (adapted for their level).

3rd year ESO played a selection of board games, including Scrabble and Half Minute Topics.

4th year ESO played 20 Questions in teams.

4th year Diversification played team Pictionary (adapted for their vocabulary content).

6. CONCLUSIONS

The following conclusions are based on our experiences in our teaching placements, which were IES Ramón y Cajal (Huesca) and EOI Utebo (Zaragoza). Firstly, we will explain the difference we found when implementing games with our students. Secondly, we will mention some of the advantages R. Ellis states when "doing small-group work and interaction" that we can apply to games as well. Finally, we will conclude with two main proposals for future teaching.

IES Ramón y Cajal Huesca vs. EOI Utebo:

In the IES Ramón y Cajal, games were particularly successful with PAB and Diversification groups. These groups tend to be considered low-ability and less 'academic' students but by introducing games they were taken out of the usual routine and able to use different skills. We will remember this for our future teaching careers and if we find ourselves teaching these groups, we will try to use games whenever appropriate. Adult learners from EOI Utebo responded very well to games, although at the beginning we were afraid of their reactions. What is more, in general students seemed to learn new vocabulary or grammar structures quicker and better than in a usual classroom situation.

As we mentioned above, R. Ellis states some advantages of working in small groups and we observed a clear relationship between his words and our teaching experience. One of these advantages is the fact that anxiety can be reduced; since games create a relaxed atmosphere and sometimes teachers need to plan some activities just for fun. Another positive aspect of group work is that group activities help students to become independent learners because each of them has a responsibility within the group and at the same time working as part of a team enables them to get to know each other.

Our proposals for future teaching will mainly be the following two:

"Games are not just time-filling activities, but have great educational value":

We believe that games should be treated as central, not peripheral to the foreign language teaching syllabus, as we also believe in a student-centred classroom. Probably teachers use games as time fillers, because they think they take too long to prepare and they have no time to do that. However, new technologies make it easier for us and we encourage teachers to use games for revising, introducing a

new topic or even to assess their students at the end of a learning unit.

"Games are also equally valid learning tools for teaching teenagers and adults, but they need to have a specific didactic purpose":

Games are more interesting than traditional language instruction. Course books rarely offer any games or ideas for real situations in the classroom, neither additional ideas for games in the teacher's books. For classes that have motivation problems, such as PAB and Diversification, it would be beneficial to introduce a gaming situation because it will increase opportunities for learning. In the case of adults they need to know what the aims are and what they are learning when playing the game in order to appreciate the use of games in the classroom.

Following these trends, our research tries to demonstrate that games have an educational value and that they can provide a meaningful context for language use. Surveys have been very useful tools to strengthen our beliefs,

since they have provided us with real data of their habits and opinions about how they learn best.

7. REFERENCES

Articles:

- (2011) *Effectiveness of using games in teaching grammar to young learners*; Gülin YOLAGELDİLİ & Arda ARIKAN.

- (2011) *Digital culture and Education (DCE)*; Hayno Reinders (Middlesex University) & Sorada Wattana (Dhurakij Pundit University).

- *Games to teach English learners* by International Teacher Trainer Organization (Date and place not available).

- *Learning Vocabulary through Games*; Nguyen Thi Thanh Huyen & Khuat Thi Thu Nga Asian EFL Journal. December, 2003

Books:

- (2001) El-Shami, Susan.: *Training Games: Everything You Need to Know About Using Games to Reinforce Learning*;

- (1982) Wright, Andrew*; Games for Language Learning.* Cambridge University Press.

WEBS RESOURCES:

- http://teachingenglishgames.com/adults.htm
- http://www.superteachertools.com/millionaire/

8. APPENDIX (SATISFACTION QUESTIONNAIRES)

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ Female _✗_ Age _28_ Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____   Female ✓   Age __25__   Course _1º Intermedio_

How often do you watch quiz shows on TV?

Never   <u>Hardly ever</u>   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   <u>Hardly ever</u>   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   <u>Moderately</u>   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   <u>Neutral</u>   Involved

How often would you include "genuine games" in your English classroom?

Never   <u>Once a week</u>   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

<u>Grammar</u>   Vocabulary   Reading   <u>Listening</u>   <u>Spoken interaction</u>

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

<u>General Instructions</u>: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male   **Female** x   **Age** _24_   **Course** _1 Intermedio_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _X_   Female _____   Age _42_   Course _1 Bachinerato_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male __X__   Female_____   Age __5 5__   Course __1° Intermedio__

How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

Do you like playing game versions of quiz shows at home?

(Never)   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

(Not at all)   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   (Involved)

How often would you include "genuine games" in your English classroom?

Never   (Once a week)   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   (Spoken interaction)

Comments

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _✕_   Female _____   Age _7º_   Course _1ª plementaire_

How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   Everyday

Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

How do you feel when playing a "genuine game" in class?

Anxious   Frustrated   Neutral   Involved

How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _X_ Female_____ Age _20_ Course_2º_

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   (Once a month)   Once a year   Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family)   Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

7.- Where do you prefer playing genuine games?

(At home)   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   (Spoken interaction)

Comments

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ **Female** ✗___ **Age** _29_ **Course** _2° INTERMEDIATE_

1.- How often do you watch quiz shows on TV?

Never   (Hardly ever)   Sometimes   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   Hardly ever   (Sometimes)   Everyday

3.- How often do you play genuine games at home?

Once a week   (Once a month)   Once a year   Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family Friends Computer)

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

(Competitiveness) Frustration (Group Spirit) You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

7.- Where do you prefer playing genuine games?

(At home)   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   (Somewhat)   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   (Spoken interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ **Female**___✗___ **Age**__55__ **Course**__2ⁿᵈ INTERMEDIATE__

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? [Here you can choose more than one option)

(Family) Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? [Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness) Frustration   Group Spirit   You are wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   (Once a week)   Once a month   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

(Grammar   Vocabulary) (Reading   Listening) (Spoken interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

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General Instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ **Female**_ ✕ _ **Age**_ 5 8 _ **Course**_ 2ª Intermedio _

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

Never   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? (Here you can choose more than one option)

(Family)   Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   You are wasting time

6.- Which feeling arises when playing genuine games in class? [Here you can choose more than one option]

Competitiveness   Frustration (Group Spirit)   You are wasting time

7.- Where do you prefer playing genuine games?

At home   In class (Both)

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? [Here you can choose more than one option]

Grammar   Vocabulary (Reading)   Listening (Spoken Interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male_____ Female **X** Age **15** Course **4°**

1.- How often do you watch quiz shows on Tv?

Never   Hardly ever   (Sometimes)   Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never)   Hardly ever   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family   (Friends)   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

(Competitiveness)   Frustration   (Group Spirit)   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   (Group spirit)   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

Not at all   (Somewhat)   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   (Once a month)   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   (Listening)   (Spoken interaction)

Comments:
_____

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male **No** Female **Yes** Age **15** Course **4° A**

1.- How often do you watch quiz shows on Tv?

Never   Hardly ever   Sometimes   Everyday

2. Do you like playing game versions of quiz shows at home?

Never   Hardly ever   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   Once a year   Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family   Friends   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   Group Spirit   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

Competitiveness   Frustration   Group Spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   Moderately   Very much

9. How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   Vocabulary   Reading   Listening   Spoken interaction

Comments:
_____

THANKS FOR YOUR PARTICIPATION

38

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from ECI students to develop a research project on "how genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

(Male) _____ Female _____ Age _15_ Course _4th_

1.- How often do you watch quiz shows on TV?

Never   Hardly ever   Sometimes   (Everyday)

2.- Do you like playing game versions of quiz shows at home?

Never   Hardly ever   (Sometimes)   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   Once a year   (Never)

4.- Who do you usually play with? (Here you can choose more than one option)

Family   (Friends)   Computer

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   In class   (Both)

8.- Were "genuine games" a worthwhile learning experience?

(Not at all)   Somewhat   Moderately   Very much

9.- How often would you include "genuine games" in your English classroom?

(Never)   Once a week   Once a month   Everyday

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   Listening   Spoken Interaction

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from ECI students to develop a research project on "how genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male _____ Female _X_ Age _17_ Course _Universidad (Graduada)_

1.- How often do you watch quiz shows on TV?

Never   (Hardly ever)   Sometimes   Everyday

2.- Do you like playing game versions of quiz shows at home?

(Never)   (Hardly ever)   Sometimes   Everyday

3.- How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4.- Who do you usually play with? (Here you can choose more than one option)

Family   Friends   (Computer)

5.- Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group Spirit)   I am wasting time

6.- Which feeling arises when playing genuine games in class? (Here you can choose more than one option)

(Competitiveness)   Frustration   Group Spirit   I am wasting time

7.- Where do you prefer playing genuine games?

At home   (In class)   Both

8.- Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much

9.- How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   (Everyday)

10.- Which skill do you think you practised playing "genuine games" in the classroom? (Here you can choose more than one option)

Grammar   (Vocabulary)   Reading   Listening   (Spoken Interaction)

Comments

_____

THANKS FOR YOUR PARTICIPATION!

Satisfaction survey

This questionnaire has been created by students from Máster de Profesorado de Educación Secundaria from the University of Zaragoza to collect data from EOI students to develop a research project on "How genuine games work in the L2 classroom".

General instructions: Please complete the blank spaces with the specific information required or underline the option that suits you better. Please note the results of this questionnaire are confidential.

Male __X__ Female _____ Age _18_ Course _4° D₂D_

1. How often do you watch quiz shows on TV?

Never   (Hardly ever)   Sometimes   Every day

2. Do you like playing game versions of quiz shows at home?

(Never)   (Hardly ever)   Sometimes   Everyday

3. How often do you play genuine games at home?

Once a week   Once a month   (Once a year)   Never

4. Who do you usually play with? (here you can choose more than one option)

Family   Friends   (Computer)

5. Which feeling arises when playing genuine games in your leisure time? (Here you can choose more than one option)

Competitiveness   Frustration   (Group spirit)   I am wasting time

6. Which feeling arises when playing genuine games in class? (here you can choose more than one option)

(Competitiveness)   Frustration   Group spirit   I am wasting time

7. Where do you prefer playing genuine games?

At home   (In class)   Both

8. Were "genuine games" a worthwhile learning experience?

Not at all   Somewhat   (Moderately)   Very much.

9. How often would you include "genuine games" in your English classroom?

Never   Once a week   Once a month   (Everyday)

10. Which skill do you think you practised playing "genuine games" in the classroom? (here you can choose more than one option)

Grammar   (Vocabulary)   Reading   (Listening)   (Spoken interaction)

Comments
_____

THANKS FOR YOUR PARTICIPATION!

Diseño, organización y desarrollo de actividades para el aprendizaje del inglés

LEARNING UNIT

What would you do?

Catherine Dolan

Tutors: Ana Artiga y Vicky Gil

May 2012

Master en Profesorado de Educación Secundaria

INTRODUCTION

Justification

The learning unit was loosely based on Unit 8 of *English Alive 3*, the class textbook of my group. I was given free reign to include the activities I wanted, as long as I covered the grammar, vocabulary and language functions of that unit in the book. As the book didn't include any songs, games, pairwork or small group activities I decided to include them. I tried to adapt a few of the activities from the book as the students are used to using their books. It was also important to cover the areas of the unit because, although the textbooks were provided by the school, the students had all bought the accompanying workbook and they needed to be able to do the exercises there.

Contextualization

I carried out my learning unit at the secondary school, IES Ramón y Cajal, Huesca. It has just under 900 students and around 80 teachers. There are 56 immigrant students of 23 different nationalities of which most are Latin American, Romanian and African. The majority of the students come from middle class families, the children of public sector workers, small business owners and service sector employees.

The school offers secondary education up to the second year of *Bachillerato*, both daytime and evening as well as Professional Training in sound technology. The centre is divided between two buildings and nearly all the ESO classrooms are fitted with interactive whiteboards, however, the computer room is located at the top of the older building, where first, second and most of third year ESO students study. Sadly not my group, we were in the other building.

I was fortunate to have a class of 20 students in third year ESO who were lively, participative and generally interested in learning. I didn't have any immigrants or students with physical disabilities. There were no particular behavioural problems, even with a student who had just been suspended for a few days when I arrived.

I did however, have two girls in the front row who, while well-behaved, cooperative and participative, took longer to grasp ideas and needed extra help. My tutor told me they will most likely be repeating next year. I was advised that two particular boys should not sit together, to

avoid possible disruptive behavior, which I bore in mind. I was also told that two students who sat together were a couple, so I tried to separate them as much as possible as well.

Attendance was excellent, in part due to the system in place at the school which monitors attendance and takes absenteeism very seriously. Although punctuality was not always their strong point but this was often due to the fact that the students came from other parts of the school.

Organization of Learning Unit

My learning unit was divided into six sessions of 50-55 minutes plus the evaluation session. This was what my tutor was able to allow me in terms of time.

As the students had looked at the first conditional in the previous unit, I decided to begin with the second conditional, building on their knowledge and comparing the two.

Following on from this I decided to introduce some of the danger vocabulary and combine it with practice of the second conditional by saying what they would or wouldn't do in certain situations.

When I met the students during the earlier part of my teaching practice, we spoke about England and London, and my tutor asked if we could make the most of my being English and perhaps show the students some shots of the capital. This is why I designed the powerpoint presentation about London and the activity to plan a two-day itinerary. I thought it lent itself well to the second conditional, even though the vocabulary area was not that of danger and was starting to detract from the thematic coherency of the unit.

In the fourth session I decided to create a running dictation using a reading text from the book, but with my own comprehension questions. Then we analysed the text to introduce some simile expressions and danger adjectives which we later converted into adverbs.

For the fifth session I decided to teach modals of obligation with the idea of a problem page and letters of advice.

The sixth session was a time to tie up loose ends and revise the topics seen in class. I also included a couple of activities which I hadn't had time to complete in the previous sessions.

Time was the enemy throughout my learning unit, as each class was either 50 or 55 minutes long. The amount of real teaching time, after getting students seated, quietened down and so on, the amount of time on task, was nearer 30 minutes or less.

The seventh session was the evaluation.

Although, my unit covered the areas in the book, by adding the class on London, and letters to a problem page, the theme of danger was rather lost, hence the title *What would you do?*

LEARNING UNIT OF WORK

Contribution to the key competences

My learning unit primarily developed the students' **competence in linguistic communication** as my main methodology was the communicative approach. At every opportunity students worked in pairs or small groups to be able to speak as much as possible. This was, however, once they had been given the model or a topic to practise. There was also written communication in the form of the problem page letters and replies which they wrote and received.

Their **social and civil competence** was also developed through activities connected with giving advice and following rules. These activities focused the students on aspects such as living together and respecting other human beings as well as interacting with and helping others.

In the activity to plan a two-day trip to London they worked on their **cultural competence** as we looked at monuments in central London and in their groups the students had to evaluate the large quantity of places to visit and decide which to include in their itinerary. The use of the song *Hero* by Enrique Iglesias and the presentation of famous people in session 6 raised the students' awareness of popular culture.

The London activity also encouraged students' **autonomy and learning to learn competences** because they had to make decisions for themselves. If this lesson could have been carried out in a computer room, there would have been even more emphasis on these competences as students would have had to look for information themselves on the internet. Unfortunately, as I mentioned previously, the computer room was far away.

In review activities such as inner circle/outer circle the students enhanced their **learning to learn competence** by explaining a topic seen in class to a classmate, thus reinforcing their own learning.

<u>Objectives</u>

To recognise and use the second conditional to talk about possible (as compared to probable) situations and to give advice. *All four macro skills.*

Become familiar with vocabulary connected to danger and some extreme sports.

To distinguish and use certain phrasal verbs (those from Unit 8 of English Alive 3).

Reading and speaking

To recognise and use certain adverbs (those from Unit 8 of English Alive). *Speaking*

Plan an itinerary for a two-day trip to London. *Reading, speaking and writing*

Be able to write a brief letter of advice. *Writing*

To use modal verbs for giving advice and writing rules.

<u>**Contents**</u>

The second conditional used for talking about possible situations and for giving advice. Building on and contrasting with the first conditional for probable situations, studied in the previous unit.

Extreme sports/danger vocabulary: roller coaster, sharks, skiing, spiders, zip wire, bungee jumping, horse riding….

The phrasal verbs: put on, take off, stand up, sit down, get into, get out of, get on, get off, fall off, look after, turn on, turn off, pick up, put down,

Adverbs, especially some connected to extreme sports and danger: calmly, dangerously, fast, slowly, well, badly, happily, angrily, hard, quietly, safely, noisily, carefully, quickly, luckily, intelligently.

An itinerary for a two-day trip to London: using the second conditional to persuade/negotiate eg. We could see the changing of the guard, if we went to Buckingham Palace in the morning…..

A letter to a problem page and an advice letter: I think you should, in my opinion you ought to, I think you must, you have to …….lack of obligation: you don't have to…..

Modals of obligation for writing rules: should, must, have to, mustn't, can, can't…..non-obligation of don't have to.

Methodology

As set out in the Aragonese Curriculum, my teaching unit used the **communicative approach**. The students worked in pairs and small groups wherever possible and there was interaction between individuals and pairs/groups, both written and spoken.

The language of the classroom was always English with only very occasional words being explained in Spanish. I strongly believe that the language of the classroom should be well established as being English. We should create a need to speak English among the students, whichever their level. If the students get into the habit of using their L1 to speak to the teacher this need will not be created. Furthermore, I believe that any time spent giving instructions in the L1 is an opportunity of practising the L2 which is wasted. There was one instance when I did check students' understanding of the meaning of the second conditional by giving them the correct Spanish form of four sentences.

In my learning unit I divided my students into groups using different methods, like fruit, cars etc…rather than just numbers. This was a suggestion from a classmate from Zaragoza and was a great idea as it gave the groups a sense of identity and team spirit.

I also employed **cooperative learning,** for instance in the activity of planning a trip to London, where the students needed to work together to plan their itinerary. Likewise the problem page letters and replies were done cooperatively in pairs.

If I had been able to use the computer room for the lesson planning a trip to London, I would have been using **task-based learning** as the students would have been given a task to complete, ie an itinerary for two days in London, which they could have researched relatively freely. However, at the secondary school I was in, it was logistically very difficult to take students to the computer room, so I provided information, thus making it a much more controlled activity.

Evaluation

The evaluation carried out in my learning unit was two-fold, not simply the students but also the teacher. I believe it is also fundamental to reflect on and evaluate one's role as a teacher. Teaching is a profession where self-assessment should be continual.

Student evaluation

The student evaluation was divided in the following way:

Participation and speaking in class   20%

Planning a trip to London   20%

End of unit test   60%

The writing part of the assessment was carried out with a rubric. It was the first time I had used one and I really enjoyed it. It made marking much easier and gave me a sense that I was being very fair to all the students. In future I will use rubrics for evaluating the other sections as well.

Teacher evaluation

In the lesson plan template I used there was a section for writing down doubts, concerns, worries about the lesson and ideas for the future. In each lesson plan I completed this section before class with some concerns I had and afterwards answered my own questions. This was a very helpful way of reflecting on how successful my class had been.

I also used the EPOSTL document for more detailed self-reflection. I shall hold on to this and use it when I finally start teaching.

I also had a good relationship with my tutor and talked over my classes with her at the end of each session or morning. I would also like to have had the opportunity of peer assessment.

I wish I had used a one minute paper at the end of my teaching practice, but we were always so pushed for time that I didn't. I was also a little unsure as to how to carry it out and the atmosphere of the school wasn't one which invited student criticism, be it positive or negative. However, since I've been back in Zaragoza listening to my classmates' presentations I see it can be as easy as asking students to write one positive thing and one negative thing.

<u>Conclusions</u>

The biggest challenge for me when I begin teaching in secondary school will be time. During my teaching practice I was constantly up against the clock, so I will have to become firmer with myself, make realistic time plans and stick to them. However, I do think that perhaps some of the activities I did with the students took longer because they weren't used to this type of interaction; moving around into different groups, standing up for songs, doing running dictations etc…. but I hope that when I have some groups of my own they will get into the habit of doing communicative activities and setting them up should become quicker.

Before going on the first teaching practice in December we had heard all manner of horror stories about how unruly secondary school students can be, so it was with some trepidation that I went on the first TP session. Fortunately, it became apparent that teenagers were not the beasts I had feared, rather they are young people with their own ideas who should be valued. My second session of TP has only helped to reinforce this feeling and make me sure that this is what I want to do. I had a lovely group of students who participated and were keen to learn English. However, there were difficult elements within the group, and it was with the helpful comments from my tutor that I managed to avoid them causing any trouble. But on the whole teenagers are not so bad. Yes, they sometimes have lots of energy, it just needs to be channeled in the right direction and possible troublesome elements within the group need to be nipped in the bud.

Another aspect which I saw firsthand during my TP was the Spanish education system and the way distribution of teachers is organized. It is so wholly different to the system in the UK that I can't help comparing the two. Many of the teachers I met spoke about how they had come to be teaching in their current posts and how they were happy with where they had ended up. The most important aspects for them seemed to be having a job for life and not being too far away from home. Quite understandable goals I suppose.

But the idea of *a job for life* is so completely alien to me. In England this would be almost unthinkable. My understanding is that in the UK teachers apply directly to the schools rather than being appointed by the state and likewise poorly performing teachers can be removed (it can take a while, up to a term I believe, but it's certainly possible). Working in such an environment the teachers are motivated to give their best, while in Spain, where the teachers know they are secure until retirement, there is no motivation and it's very easy for them to become complacent and stuck in their ways.

One way to try and tackle this would be regular peer observation and assessment between teachers, but I witnessed none of this in my TP. The closest was a seminar they attended with other English teachers from schools across the city, where they exchanged language activity ideas. As an individual going into a job where this may well be the case, I will try and regularly self-assess and reflect on my own teaching. I think it is very important for teachers to continually self-assess and even to continue learning themselves.

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Learning Unit Lesson 1 - Would you be my hero?

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …vocabulary from song *Hero* by Enrique Iglesias Know …how 2nd conditional is formed Be able to …distinguish between 1st and 2nd conditionals	**Materials Needed** • Paper • Pencil
Critical input (Give and/or demonstrate necessary information)	**Review 1st conditional:** Eg. If I go to London, I'll visit Big Ben. If + present will + infinitive Probable situations: most likely going to England this summer or thinking about it **Elicit/teach 2nd conditional:** Eg. If I went to London, I would visit Big Ben. If + past would + infinitive Possible situations: not planning to go to London soon, but if I did….this is what I might do. NOTE: Condition and Result are interchangeable.	**Other Resources** (e.g. Web, books, etc.) Song *Hero* by Enrique Iglesias Gapfill copies of song Lines of song enlarged on coloured paper Class book *English Alive 3*
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Warm-up: One minute to tell person next to them how to make the first conditional. (studied last session) (5) 2. Elicit/explain grammar (whole class) (10) 3. Page 80 ex 1 and 2 (pairs and whole class) (10) 4. Song: (individually and whole class) a) Gapfill – pre-teach given vocab, b) check answers and new vocab, c) listen for their line and get in order, d) mime their lines (20) 5. If time left over Hangman or Pictionary to recap today's vocab or previous units.	**Homework assigned** Exercise 3 and 5, page 80 of class book.
Verification (Steps to check for student understanding)	Ex 1 and 2 - Monitoring students and checking as a class Hangman or Pictionary	
Summary (what has been achieved and what needs to be reinforced in future lessons)	Did Ss participate in miming? *Unfortunately we ran out of time so only did ordering, but they were keen and would have* Did I explain grammar clearly enough? *I think so, they managed to complete the box with the rules* How were María and Marina? Did they follow the class? *They participated in everything and seemed happy enough. I made sure their song lines weren't too tricky and prompted them when they needed to get in line.*	**Additional Notes** María and Marina will be separated and sat with slightly stronger students

Learning Unit Lesson 2 - What scares us?!

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …Phrasal verbs from page 78 of book Know …more vocabulary for scary situations/extreme sports Be able to …join two parts of 2nd conditional with would/wouldn't	**Materials Needed** • Paper • Pencil **Other Resources** (e.g. Web, books, etc.) Class book *English Alive 3 plus CD for listening* Sentence halves activity Photo of me on zip wire!
Critical input (Give and/or demonstrate necessary information)	**Introduce** phrasal verbs they don't know. **Elicit** onto board scary situations: dark streets, horror films, sharks, rollercoaster, skiing, spiders, zip wire, bungee jumping, Enrique Iglesias…..	
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Inner circle/outer circle – how to form the 2nd conditional (10) whole class 2. Phrasal verb activities on page 78 of book ex 1, 2, 3 and 4 (15) – if it's taking too long, drop ex 3 and/or 4. whole class 3. What scares us? – eliciting onto board (5) whole class 4. Sentence halves (small groups, 3 groups of 4 and 2 groups of 3). Ss take turns to take one of each paper and make sentences about what they would/wouldn't do. Eg. *If I watched a horror film, I would hide behind the sofa.*(15) Source: own 5. If there's time left. Discuss: What could you do to overcome your fear in these situations? (in pairs or groups, depending if they've all finished or not)	**Homework assigned** Learn phrasal verbs for next class!!
Verification (Steps to check for student understanding)	Monitor Ss in groups to check form of phrases. Make sure I hear at least one correct phrase from each student.	
Summary (what has been achieved and what needs to be reinforced in future lessons)	How well organized was inner circle/outer circle? *We didn't do it, instead we checked the homework from yesterday* Did my sentence halves activity work? *Yes, quite well, once they got the idea. I should have had one group do a couple of sentences of the activity and the others watch. But they participated, were well-behaved and I managed to hear a correct sentence from each student.*	**Additional Notes** If Ss finish sentence halves activity early they can invent their own 'better' endings!

Learning Unit Lesson 3 – London calling!

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …2nd conditional for negotiating/suggesting Know …more sights of London Be able to …roughly plan a weekend in London	**Materials Needed** • Paper • Pencil **Other Resources** (e.g. Web, books, etc.) PPT of London Language to use for negotiating to display on projector Map of London for each group (6) Opening times of main sights
Critical input (Give and/or demonstrate necessary information)	**PPT** of photos of London **Language for negotiating**: - we could see/visit/go to…… - If we went to …..first, then we could visit….. - If we got the tube, we would arrive at Oxford Street. - If we went to Buckingham Palace in the morning, we would see the changing of the Guard.	
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Review phrasal verbs quickly with team Pictionary (5) (and wake Ss up!) 2. PPT of photos of London (15) whole class 3. Introduce language needed for the activity (10) whole class 4. Plan itinerary for a two-day trip to London (10) Ss work in 6 groups of 3 (using fruit to separate them randomly) 5. Present to class or to another group (10) 'If we went to London we would visit…… We would go to….then we would see….If we had lunch in Covent Garden, we could watch street performers….'	**Homework assigned** Write up itinerary of trip (if not done in class) Work book Unit 8 first 2 pages
Verification (Steps to check for student understanding)	Monitoring Ss in groups and the final presentation to the class.	
Summary (what has been achieved and what needs to be reinforced in future lessons)	Were Ss interested in London? *Yes, very. Some had been there before and others are planning to go.* How was PPT? (I'm not very good with ICT!) *Went very smoothly.* How were the presentations? *Fruit separation worked surprisingly well! Short of time so each group just presented one day.* *Students discussed and negotiated itinerary but perhaps it was too free. If it had been more controlled they would have spoken more English in the negotiation part.*	**Additional Notes** If all goes very quickly, could do hangman/2nd conditional chain around the class

Learning Unit Lesson 4 – It's not as scary as you think!

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …expressions 'as….as…' and 'not as….as….'. Know …a little about the history of roller coasters Be able to…..use adverbs and make adverbs from adjectives	**Materials Needed** • Paper • Pencil **Other Resources** (e.g. Web, books, etc.) Running dictation text (printed), plus blu tak
Critical input (Give and/or demonstrate necessary information)	After running dictation highlight simile expressions and adjectives in the text. Ask Ss to convert adjectives into adverbs. Dangerous – dangerously, safe – safely, scary – scarily (and here point out the +ily when there is a y) Also point out irregulars: hard, fast and well Highlight and explain 'as …..as…..' and 'isn't as …..as …….' (see notes)	Comprehension questions (on pen) Adverbs on slips of paper. Slips of paper for Ss to write actions. Word document with answers and examples of adverbs etc.. (on pen)
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Running Dictation with first half of text from page 79 (15). Read again for comprehension questions. (5) In groups of 4 2. Highlight simile expressions and adjectives. Give critical input (10 , but try to be quicker) Whole class 3. Exercises on page 81, ex 6, 9, 10, 11. (10) whole class 4. Adverb game. Go through adverbs, check understanding. Each Ss writes an activity 'put on jeans', washing up' etc… Put list of adverbs on board. Ss take turns to come to front of class and mime an action. Other ss are in teams and take turns to ask 'Are you washing up quickly?', 'Are you putting jeans on calmly?' etc… (adapted from *Grammar Games by Peter Watcyn-Jones) (15)*	**Homework assigned** Page 81 ex 12. Relevant work book pages (page 106)
Verification (Steps to check for student understanding)	Do ss make correct questions in adverb activity? Comprehension questions for reading text	
Summary (what has been achieved and what needs to be reinforced in future lessons)	How well organised was the Running Dictation? *Students did it well once they got the idea. But we ran out of time and had to cut it short. Normally I do this activity in pairs but here I did it in groups of 4 as we did in Zaragoza. I'm not sure if pairs isn't better….* Did students answer comprehension questions correctly? Yes Did students manage to convert adjectives into adverbs? *We looked at them briefly but didn't have time to do the adverb game*	**Additional Notes** Make sure María and Marina are in groups with other stronger students

Learning Unit Lesson 5 – Dear Sue, what should I do?

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

Teacher Guide		
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …what a problem page is Know …the language of rules Be able to …give advice using second conditional and modals of obligation	**Materials Needed** • Paper • Pencil **Other Resources** (e.g. Web, books, etc.) Classbook Flashcards depicting rules A magazine with a problem page Dear Sue activity cut up and blank paper cut up
Critical input (Give and/or demonstrate necessary information)	Modals of obligation and grammar box: You must, should, ought to, could, have to etc…(see attached document for presenting modals of obligation and expressions of advice) Page 82 of book/stick rules in order on board Vocabulary: Problem page, agony aunt	
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Elicit/teach modals of obligation, building on Ss' own knowledge. With my flashcards from Penny Ur 'Grammar Practice Activities' (whole class) 2. Do grammar box and exercise 4, page 82 of class book (whole class) 3. 'Dear Sue, what should I do?' (from Reward Intermediate teachers' resource pack). In pairs or groups of three, Ss complete problems then exchange and write replies.	**Homework assigned** Page 84 class book quiz 'Are you streetwise?' Page 84 ex 6,7,8,9 Relevant workbook pages
Verification (Steps to check for student understanding)	I will monitor Ss while they write problems and replies. I'll also take letters and replies home, correct them and give them back to students.	
Summary (what has been achieved and what needs to be reinforced in future lessons)	Did students use their imagination to write problem letters? *Yes, they did. It might have been a good idea to also focus on the structure of letters a bit, Dear……Regards/All the best…..* Was timing any better? *Yes, we managed to get several replies for each letter*	**Additional Notes** If need more activities: Problem Guessing (I write a problem and one student acts it out or describes without naming it. Others guess).

Learning Unit Lesson 6 - Revision time!

Grade Level: 3º ESO   **Subject:** English   **Prepared By:** Catherine Dolan

	Teacher Guide	
Learning goals (Specify skills/information that will be learned.)	At the end of this lesson students will: Understand …what they need to study for the mini test Know …the second conditional better Be able to …use adverbs in questions	**Materials Needed** • Paper • Pencil
Critical input (Give and/or demonstrate necessary information)	When checking adverbs highlight irregulars: good/well, hard/hard and fast/fast For mini-test: phrasal verbs, adverbs, second conditional, modals for giving advice	**Other Resources** (e.g. Web, books, etc.) PPT of Famous Faces Adverb miming activity Class books
Learning Activities (Describe the activities to reinforce learning and how they will be organized i.e whole group, pairs, CL, individual)	1. Give back problem page advice letters (10) In pairs 2. Ask if Ss have had any problems with homework (10) Whole class 3. Adverb game. Ss write actions on slips of paper (encourage them to use morning routine and phrasal verb activities). Look at adverbs together as whole class. In teams (names of cars- Jeep, Ferrari, Porsche, Mercedes, Ford) Ss ask what they are doing. *Are you putting your pyjamas on carefully? Are you getting out of bed slowly? Etc…* (15) whole class/team consultation 4. Guess the famous face second conditional activity. Derived from a lesson by Carmen Plana, teacher at Ramón y Cajal, Huesca (15) whole class	**Homework assigned** Revision for mini test: phrasal verbs, adverbs, second conditional, modals for giving advice
Verification (Steps to check for student understanding)	Do students form correct questions in the adverb game? Do students form correct questions in Guess the famous face Make sure all students participate, don't let the same students shout out all the time.	
Summary (what has been achieved and what needs to be reinforced in future lessons)	Do students seem prepared for the mini test? *Yes, they seem happier now we've revised. They're very competitive!* Did they take part in miming the activities? Or were they too shy? *Yes, very well. They were very competitive.* Were the famous faces appropriate for the students? *Yes, they knew them all, except for poor María who didn't guess David Beckham, despite lots of easy clues, although she didn't seem too bothered.*	**Additional Notes** If need more activities: 2nd conditional chain, pictioinary or hangman to revise vocabulary and adverbs

Appendixes

Lesson 1 – *Would you be my hero?*

Hero – Enrique Iglesias

Would you dance
If I _____ you to dance?
Would you run
And never look back?
Would you cry
If you _____ me crying?
And would you save my soul, tonight?

Would you tremble
If I _____ your lips?
Would you laugh?
Oh please tell me this.
Now would you _____
For the one you loved?
Hold me in your arms, tonight.

I can be your hero, baby.
I can kiss away the _____.
I would stand by you forever.
You can take my _____ away.

Would you _____
That you'll always be mine?
Or would you lie?
Would you run and _____?
Am I in too deep?
Have I lost my _____?
I don't care
You're here tonight.

I can be your hero, baby.
I can kiss away the _____.
I would stand by you forever.
You can take my _____ away.

Oh, I just want to hold you.
I just want to hold you.
Am I in too deep?
Have I lost my mind?
I don't care
You're here tonight.

I can be your hero, baby.

I can kiss away the pain.
I will stand by you forever.
You can take my breath away.

I can be your hero.
I can kiss away the pain.
And I will stand by you forever.
You can take my breath away.
You can take my breath away.

I can be your hero.

Complete the gaps with the following words:

asked	saw	touched	die	pain (X2)
breath (X2)		swear	hide	mind

Screen grab of lines ready to print for ordering activity

Would you dance If I asked you to dance? Would you run And never look back?	Would you cry If you saw me crying? And would you save my soul, tonight?	Would you tremble If I touched your lips? Would you laugh? Oh please tell me this.
Now would you die For the one you loved? Hold me in your arms, tonight.	I can be your hero, baby. I can kiss away the pain. I would stand by you forever.	You can take my breath away. Would you swear That you'll always be mine?
Or would you lie? Would you run and hide? Am I in too deep? Have I lost my mind?	I don't care You're here tonight. Oh, I just want to hold you.	

Lesson 2– *What scares us?!*

Sentence halves

Conditions (printed on red paper)

see a spider

meet a shark

go on a rollercoaster

walk along a dark street

go skiing

watch a horror film

hear an Enrique Iglesias song

fall off my bike

go on a zip wire

ride a motorbike

ride a horse

play football

do a bungee jump

Results (printed on blue paper)

run away

scream

phone my mum

cry

be scared

break my leg

hide behind the sofa

get a headache

feel very excited

be terrified

put on a helmet

take off my jacket

be very happy

Me, on a zip wire in Costa Rica

Page 78, exercise 1 and 2,(maybe 3 and 4)

8 Danger!

Vocabulary   Verb + preposition

1 Find the meaning of the words. Then look at the pictures and complete the groups of words in 1–6.

> turn off   take off   fall off   look after
> get into . get off   stand up   pick up

1 put on, … your helmet.
2 get on, … , … a skateboard.
3 … , put down, … a spider.
4 get out of, … a submarine.
5 sit down, … on a mountain.
6 turn on, … a DVD.

2 Think of more examples for each group of words.

1 put on your shoes, take off your jacket

3 Listen to the sound stories and order the words. Then listen again and write the sentences.

1 A girl put on her helmet. She …
1 A girl … (fall off / get on / look after / put on)
2 The friends … (sit down / turn off / turn on)
3 The criminal … (get into / put down / take off)

4 Listen to the instructions and mime the actions.

> **Word Bank** Workbook page 126

Reading

5 (17) What do you know about roller coasters? Write *true* or *false*. Then read and listen.

1 They can travel at more than 100 km per hour.
2 They are now called 'Russian Mountains'.
3 They have existed for more than 500 years.
4 There are a lot of accidents on roller coasters.
5 Roller coasters are safer than buses.

6 Read the text again. Choose the best option.

1 A The writer enjoyed the ride, but he didn't feel good afterwards.
  B The writer felt bad during the ride and after it.
  C The writer enjoyed the experience.
2 A The girls felt safe on the roller coaster.
  B The girls weren't really scared.
  C The girls were scared, but they did it again.
3 A Roller coasters must be safe and scary.
  B Roller coasters mustn't be too safe.
  C Roller coasters mustn't be too scary.
4 A The writer thinks that life is boring.
  B The writer needs more excitement.
  C The writer doesn't like danger in general.

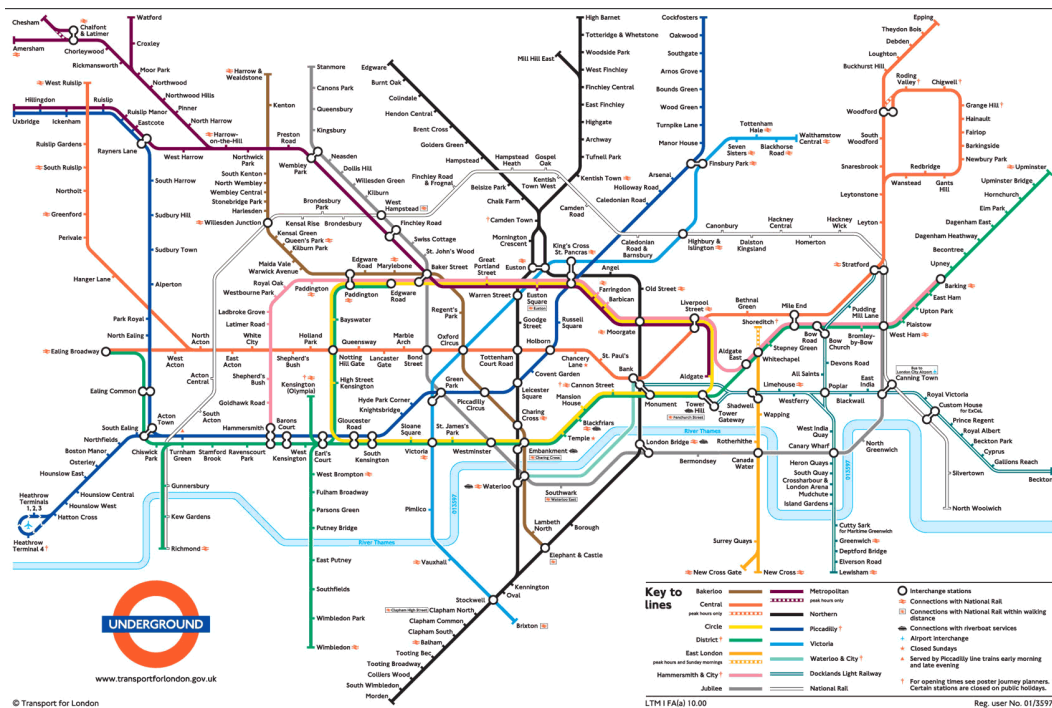**7** **WORD SEARCH**   Translate the similes from the text. Are the expressions the same in your language?

1 My heart was beating like a drum.
2 My legs were like jelly.
3 It isn't as high as a mountain.
4 They have to be as safe as buses.

8 Match 1–5 with a–e.

1 She was as quiet as …   a as rock.
2 The cake is as hard …   b like a baby.
3 I was flying …   c like a bird.
4 It was as dark as …   d a mouse.
5 I was scared and I cried …   e night.

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Lesson 3– *London calling!*

Language presentation on whiteboard

Using the second conditional to negotiate

- We could visit/see/go to…..
- If we went to …….first, then we could visit……..
- If we went by ……(bus/train/tube), we would arrive at……..
- If we went to……..in the morning we could see the changing of the guard
- If we got up early, we would…..

Presenting our itinerary

If we went to London, we would visit…….on the first day. We would go to……,
then we would see…….If we had lunch at ……we could watch …….
On the second day we would……

London maps and information given to students

Changing of the guard at Buckingham Palace: Takes place between

11.30 and 12pm, but guards start arriving from 11.15am. See http://www.changing-the-guard.com/chaging-the-guard-schedules-times.html

Oxford Street

General Oxford Street opening times:

Monday - Friday 9.00am — 8.00pm

Thursday   9.00am — 9.00pm

Saturday   9.00am — 7.00pm

Sunday   12.00pm — 6.00pm

See http://www.oxfordstreet.co.uk/

Tower of London

Opening Times:

1st March to 31st October

Tuesday to Saturday: 09.00-18.00

Sunday to Monday: 10.00-18.00

1st November to 28th February:

Tuesday-Saturday: 09.00-17.00

Sunday-Monday: 10.00-17.00

http://www.londonpass.com/london-attractions/tower-of-london.html?aid=19&gclid=CKvgkOqur68CFWwntAodAzn3mg

Westminster Abbey

Main Abbey Church

Monday, Tuesday, Thursday, Friday 9.30am - 4.30pm

(last admission 3.30pm)

Wednesday 9.30am - 7.00pm

(last general admission 6.00pm, last group admission 3.30 pm)

Saturday 9.30am - 2.30pm

(last admission 1.30pm)

June - September last admission 3.30pm

Sunday Worship only - No Tourist Visiting

See http://www.westminster-abbey.org/visit-us/opening-times/general-opening-times

St Paul's Cathedral

- St Paul's Cathedral is open for sightseeing from Monday to Saturday between 8.30am - 4pm.
- Last tickets are sold at 4pm and the cathedral closes for sightseeing at 4.30pm.
- On Sunday the cathedral is open for worship only and there is no sightseeing.

http://www.stpauls.co.uk/Visits-Events/Sightseeing-Times-Prices

Harrods Knightsbridge Store: Opening Times

Main Store

Monday to Saturday: 10am - 8pm

Sunday: 11:30am* - 6pm

Selected Food Halls open

Monday to Saturday: 9am - 9pm

Sunday: 11:30am* - 6pm

Please note that we are closed Easter Sunday.

Browsing only between 11.30am and 12 noon on Sundays

Lesson 4 – It's not as scary as you think!

Running Dictation

'Ladies and gentlemen, please take off any hats, scarves, necklaces and earrings. Thank you.' My heart is beating like a drum. I check my pockets and sit down. Ten seconds later, I'm travelling at 110 kilometres an hour on a roller coaster called Millennium Force. Two girls behind me are screaming with fear. I can't scream because I'm too scared, and when I get off, my legs are like jelly.

Roller coasters have got a long history. In the 1700s, people in Russia made artificial 'mountains' of ice and travelled down them in metal boxes. This invention, called the Russian Mountain in Europe, later evolved and became the 'roller coaster' in the USA in the 19th century. Now there are 'hyper-coasters' and 'giga-coasters', like Millennium Force. At 94 metres, Millennium Force isn't exactly as high as a mountain, but it's high enough for me.

Cut from page 79 of textbook

ROLLER COASTER
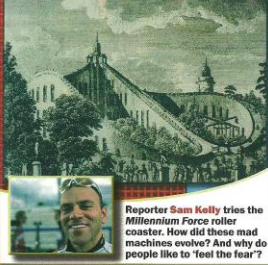
Reporter **Sam Kelly** tries the *Millennium Force* roller coaster. How did these mad machines evolve? And why do people like to 'feel the fear'?

'Ladies and gentlemen, please take off any hats, scarves, necklaces and earrings. Thank you.' My heart is beating like a drum. I check my pockets and sit down. Ten seconds later, I'm travelling at 110 kilometres an hour on a roller coaster called Millennium Force. Two girls behind me are screaming with fear. I can't scream because I'm too scared, and when I get off, my legs are like jelly.

Roller coasters have got a long history. In the 1700s, people in Russia made artificial 'mountains' of ice and travelled down them in metal boxes. This invention, called the Russian Mountain in Europe, later evolved and became the 'roller coaster' in the USA in the 19th century. Now there are 'hyper-coasters' and 'giga-coasters', like Millennium Force. At 94 metres, Millennium Force isn't exactly as high as a mountain, but it's high enough for me.

In the USA, roller coasters have to be as safe as buses: the laws for roller coasters and buses are the same. But in reality buses are more dangerous. The chance of having an accident on a roller coaster is one in 15 million. If roller coasters were really dangerous, people wouldn't get on them. But they have to be scary – people want to feel out-of-control. It's the same when you watch a horror film at the cinema – it's scary, but you're perfectly safe.

Here at the theme park, I'm feeling terrible, but the screaming girls are waiting to get on the roller coaster again. Psychologists think that there are two types of people. Some people love danger and excitement. If they didn't have excitement, their lives would be too boring. Other people prefer to have their feet on the ground!

9 **(RECYCLE)** **Talking about experiences**

Ask questions about your partner's experiences. Use the present perfect and past simple.

A *Have you ever been on a roller coaster?*
B *Yes, I have. I went on ...*

1 (visit) a theme park? 3 (watch) a horror film?
2 (feel) scared? 4 (scream) in public?

10 **TALKING POINT** Ask and answer the questions.

1 Are there any theme parks in your area?
2 Would you like to go on *Millennium Force*?
3 Do you think that some people 'like' being scared?
4 Do you prefer safe or exciting experiences?
5 What was your scariest experience?

Unit 8 Danger! 79

Roller coaster comprehension questions (displayed on Interactive whiteboard):

1. How fast does Millenium Force go?
2. Why were these attractions called *Russian Mountains*?
3. According to the article, which is more dangerous, a roller coaster or a bus?
4. Psychologists say there are two types of people, what are they?

Roller coaster comprehension questions + answers

1. How fast does Millenium Force go? **110 km/hour.**
2. Why were these attractions called *Russian Mountains*? **In the 1700s some people in Russia made artificial mountains of ice which they travelled down in metal boxes.**
3. According to the article, which is more dangerous, a roller coaster or a bus? **Buses (the chance of having an accident on a roller coaster is one in 15 million).**
4. Psychologists say there are two types of people, what are they? **Those who love danger and excitement and those who prefer to have their feet on the ground.**

Spanish translation for me:

Activity 6 page 81

Translations:
1. Son tan seguro como el autobus
2. No es tan alto como una montaña
3. Es tan alta como yo
4. No es tan inteligente como yo

Presentation of adverbs and adjectives (on whiteboard):

Adjectives:
(more) dangerous
Scary
Safe

Adjectives – describe nouns
Adverbs – describe verbs (actions)
We change an adjective to an adverb by adding **–ly**
Words ending in y, we add **-ily**

Adjectives	→	adverbs
Dangerous	→	dangerously
Scary	→	scarily
Safe	→	safely

Page 81, exercises 6, 9, 10 and 11

(not) as ... as

6 Translate the examples.

1 They are as safe as buses.
2 It isn't as high as a mountain.
3 She's as tall as me.
4 She isn't as intelligent as me.

3 ⊃ B

Grammar Bank > Workbook page 106

7 Compare the roller coasters. Use *as ... as* or *not as ... as.*

Sky-hi / Kingda Ka (old)
Sky-hi is as old as Kingda Ka.

1 Kingda Ka / Sky-hi (exciting)
2 Kingda Ka / Sky-hi (long)
3 Sky-hi / Kingda Ka (high)
4 Sky-hi / Kingda Ka (fast)
5 Kingda Ka / Sky-hi (popular)

	Sky-hi	KIngda Ka
Made in	2005	2005
Excitement (points)	8.5	8.5
Length (metres)	2,010	950
Height (metres)	94.5	139
Speed (km / hour)	148	206
Visitors per hour	1,400	1,400

Activate your English

8 Write your opinions. Use *(not) as ... as.*

Britain / Spain (cold)
Spain isn't as cold as Britain.

1 tennis / football (fast)
2 English / maths (difficult)
3 cars / motorbikes (dangerous)
4 theme parks / Internet cafés (interesting)
5 I / my best friend (old)
6 roller coasters / horror films (scary)

Vocabulary Adverbs

9 Read the sentences and choose the adverbs. Which are true for you?

1 I'd live more **calmly** / **dangerously** if I had the choice.
2 I'd speak English **well** / **badly** if I lived in Hollywood.
3 I'd drive **fast** / **slowly** if I had a big car.
4 I'd work **hard** / **happily** if they paid us at school.
5 I'd speak **quietly** / **angrily** to someone who was violent.

B ⊃ 3

10 Complete the table with the adjectives in the box and adverbs from exercise 9. How do we form adverbs? Which adverbs are irregular?

dangerous happy quiet calm slow
hard good angry bad fast

Adjectives	Adverbs
dangerous	*dangerously*

11 Add adjectives 1–6 to the table and write the adverbs.

1 safe
2 noisy
3 careful
4 quick
5 lucky
6 intelligent

12 Complete the sentences with one or more adverbs.

1 If I was President, I'd act ...
2 I get annoyed when people speak ...
3 We must try to live ...
4 I admire people who do things ...
5 People in my town drive ...
6 I usually work ...

Word Bank > Workbook page 126

To be displayed on whiteboard:

The Adverb Game

accurately
affectionately
anxiously
angrily
badly
calmly
carefully
carelessly
cautiously
cheerfully
dangerously
energetically
fast
furiously
gently
happily
hard
loudly

nervously
noisily
quickly
quietly
sadly
self-consciously
seriously
shyly
silently
sleepily
slowly
superstitiously
suspiciously
violently
well

<u>Language form to be practised:</u>

Are you putting your trousers on slowly?

Are you riding your bike furiously?

Are you eating lunch calmly?

Lesson 5 – *Dear Sue, what should I do?*

Presentation/eliciting of modals of obligation

Grammar Practice Activities – Penny Ur

BOX 36a

Symbols (likely to be obvious or familiar)

© Cambridge University Press 1988

Key to meanings (not exemplifying any specific grammatical form)
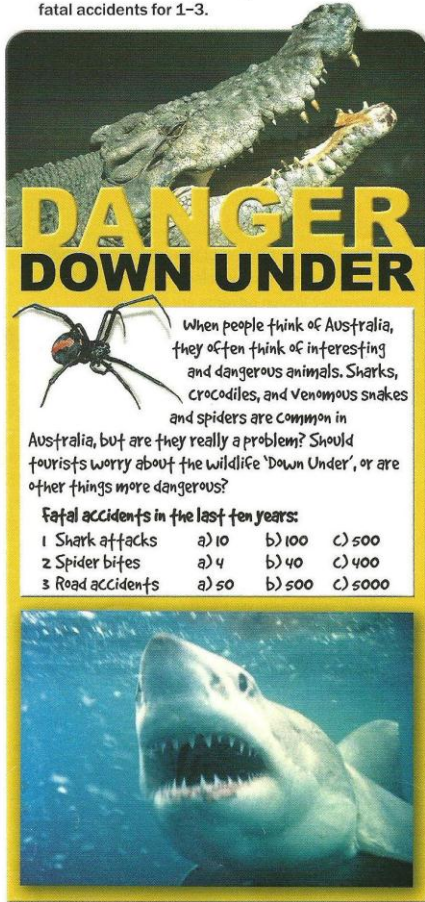1 Stop, no entry   2 Don't drink the water   3 Dogs allowed   4 No smoking   5 Pass either side   6 Danger   7 Camping site
8 View or camera point   9 Cold spring   10 Maximum speed
11 Parking/waiting   12 Telephone   13 Stairs, up or down
14 Pedestrian crossing   15 No dogs   16 Compulsory stop
17 Put out campfires   18 Poison   19 Direction to be followed
20 Smoking permitted

Dangerous wildlife

Listening

1 Read the information. Then guess the number of fatal accidents for 1–3.

DANGER DOWN UNDER

When people think of Australia, they often think of interesting and dangerous animals. Sharks, crocodiles, and venomous snakes and spiders are common in Australia, but are they really a problem? Should tourists worry about the wildlife 'Down Under', or are other things more dangerous?

Fatal accidents in the last ten years:
1 Shark attacks   a) 10   b) 100   c) 500
2 Spider bites   a) 4   b) 40   c) 400
3 Road accidents   a) 50   b) 500   c) 5000

2 Listen to the programme and check your answers to exercise 1. What other problem do they mention at the end of the programme?

3 Complete the sentences. Then listen again and check.

> the sun   the water   a doctor   nature
> sun cream   animals   a lifeguard   spiders

1 We should always respect ...D.
2 We shouldn't be scared of ...A
3 You have to go to a beach where there's ...L
4 If necessary, you must get out of ... calmly.
5 You don't have to worry much about ... .
6 If a venomous spider bites you, you must go to ... .
7 You don't have to stay out of ... .
8 You must always wear ... .

Grammar   *should*, *must* and *have to*

4 Translate examples a–f. Then complete the table with *important*, *not obligatory* and *obligatory*.

Strong obligation

a You **must** wear a helmet.
b You **have to** sit down.
c You **mustn't** cycle here.
Rule: This is (1) … or it is a rule or law.

Recommendation

d We **should** be careful.
e We **shouldn't** listen to him
Rule: We recommend this. It is (2) … but it isn't a rule.

No obligation

f You **don't have to** worry about it.
Rule: This is (3) … .

Grammar Bank ▸ Workbook page 106

Pronunciation   *could, would, should*
Pronunciation Bank ▸ Workbook page 135

5 **DICTATION** Listen to five sentences. Then listen again and write the sentences.

Presentation on whiteboard

Modals of obligation

You may.....

You might........

We can......

We could........

You should......

We shouldn't.....

You ought to......

They must.....

They mustn't........

You have to......

BE CAREFUL!!!

You don't have to...... is not an obligation like*.....you have to......*

*You don't have to.....*it's your decision, you can if you want to. There is no obligation.

Giving advice

If I were you, I would…..

I think you should/ ought to…..

In my opinion, you should/ought to…..

Only use ***must/ mustn't/have to*** when you feel very strongly about something.

Dear Sue
I'm 21 and in the next few days I've got to make a decision about my future career.

What should I do?

Dear Sue
I've fallen in love with someone who also seems to be attracted to me, but there is a problem.

What do you suggest?

Dear Sue
I've fallen out with my parents because of a stupid argument.

Can you give me some advice?

Dear Sue
While I was on holiday last month I got involved with someone.

Should I stay in touch or should I break it off now?

Dear Sue
I'm in love with two people.

Which one should I choose?

Dear Sue
I'm getting married next month and everything's arranged but I can't forget what happened at my sister's wedding two years ago.

How can I make sure the same doesn't happen again?

Lesson 6 – *Revision time!*

Adverbs game from Lesson 4

Powerpoint presentation for *Guess the famous face* game

Instructions on interactive whiteboard:

Guess the famous face game

* Take turns to come to the front of the class.

* Listen to clues from your classmates to help you guess the celebrity

* Give your classmates clues to help them guess the identity. For example:

If you were a colour you'd be…….

If you were a country you'd be…….

If you were a drink you'd be…….

If you were a song you'd be…….

If you were a film you'd be…….

If you were an item of clothing you'd be….

If you were a type of food you'd be…..

If you were music you'd be……

If you were a car you'd be…….

Lesson 7 – *Evaluation time!*

Evaluation 3ºA   Tuesday 24th April 2012

A Vocabulary

1 Complete the text with verbs + prepositions.

In the morning you (1) _____ of bed, (2)_____ your pyjamas, (3) _____ the shower and (4) _____ the water. When you've finished your shower, you (5)_____ the water, (6) _____ of the shower, get dried and (7) _____ your clothes. After breakfast, you (8) _____ your bike and cycle to school. Cycle carefully to school and don't (9) _____ your bike! At school, (10) _____ your bike and go into your classroom. (11) _____ on your chair and (12) _____ your pen. Now you're ready!

1 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 12

2 Complete the table.

Adjectives	Adverbs
1 happy	_____
2 good	_____
3 fast	_____
4 bad	_____
5 dangerous	_____
6 intelligent	_____

1/2 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 3

3 Complete the sentences with a suitable adverb.

1 The man was shouting a_____ .

2 Dad's working h_____ at the moment.

3 Can you listen to your music q_____ , please?

4 You have to drive s_____ near the school.

5 I admire people who do things c_____ .

1 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 5

B Grammar

4 Complete the second conditional sentences with the correct form of the verbs.

1 If you _____ (not play) computer games, you _____ (have) more time.

2 People _____ (not fly) if aeroplanes _____ (be) safe.

3 If I _____ (like) football, I_____ (watch) the match.

4 Kelly _____ (not go out) with you if she _____ (not like) you.

5 If Josh _____ (win) the lottery, he _____ (buy) a house.

6 I _____ (text) you if I _____ (have) your number.

7 If Jess _____ (know) the result, she _____ (tell) me.

8 We _____ (go) to that bar if the food _____ (be) too expensive.

9 If they _____ (want) a new car, they _____ (buy) one.

10 She _____ (speak) to me if she _____ (understand) what I was saying!

1 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 10

C Listening

5 Listen to two conversations. Circle the correct names.

Conversation 1

1 **Ana / Jake** thinks that bikes are better than Vespas because you can do more exercise.

2 **Ana / Jake** thinks that Vespas are better because they're faster than bikes.

3 **Ana / Jake** says that bikes are cheaper than Vespas.

Conversation 2

4 **Dave / Emma** might leave school and look for a job.

5 **Dave / Emma** thinks she must think about the decision very carefully.

6 **Dave / Emma** thinks that people have more opportunities if they go to university.

1 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 6

6 Listen again to the first conversation. What are the advantages?

Write V (Vespa) or B (bike).

1 Get fitter ___

2 Go faster ___

3 Get up later ___

4 Cheaper ___

1/2 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 2

7 Listen again to the second conversation. Tick the four advantages you hear about university.

1 More opportunities ___

2 Easier to find a job ___

3 Interesting courses ___

4 Meet new people ___

5 Do new things ___

6 Live in another town ___

1/2 MARK FOR EACH CORRECT ANSWER. TOTAL ___ / 2

D Writing

8 Read the letter to a problem page and write a reply giving advice, between 50 and 100 words. Use the second conditional and expressions for giving advice. ___/20

Dear Jane,

I've had an argument with my best friend and now she isn't speaking to me. We've been friends since we were 10 years old and it makes me very sad that we've fallen out.

We had a big argument over a boy and we both said some horrible things.

Usually we go everywhere together but now I have to go alone.

I feel so miserable, please help!

Unhappy of Huesca.

Dear Jane Advice Letters – Marking rubric

CATEGORY	4	3	2	1
Content	The letter from Dear Jane accurately answers the problem with useful, relevant advice. There are five or more good details.	The letter from Dear Jane provides advice and shows at least 3-4 good details	The letter from Dear Jane includes some suggestions to solve the problem. There are 1-2 details.	There is no clear advice in the letter.
Conventions	Writer makes no errors in spelling, capitalization, punctuation or grammar.	Writer makes 1-2 errors in spelling, capitalization, punctuation or grammar.	Writer makes 3-4 errors in spelling, capitalization, punctuation or grammar.	Writer makes more than 4 errors in spelling, capitalization, punctuation or grammar.
Length	The letter is 8 or more sentences long.	The letter is 7-8 sentences long	The letter is 5-6 sentences long	The letter is less than 4 sentences long.
Language focus	Second conditional and expressions for giving advice are correctly used with no errors	Second conditional and expressions for giving advice are correctly used with 2-3 errors	Writer attempts to use Second conditional and/or expressions for giving advice but there are 4 or more errors	Second conditional and expressions for giving advice are not used
Neatness	Letters are clean, and easy to read with no distracting corrections	Letters are hand written and easy to read. There are 1-2 distracting corrections.	Letters are hand written, but it is messy and has 3-4 distracting corrections.	Letters are hand written, but it is messy and has more than 4 distracting corrections.