

Teacher Effectiveness in the EFL Classroom and its Relationships with Students Learning: A
Case Study

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Abstract

One question was explored in this study: What features of a EFL teacher teaching seem to influence first level CLLE students' learning? To answer this question a teacher and 17 students of first level class from the Extra-Mural Foreign Languages Courses at Universidad del Atlantico participated in this study.

Classroom observations were conducted during a week and a half in seven class sessions, these classes were recorded and transcribed, a journal from the teacher was collected per class, and all this data was decoded and then analyzed using qualitative methods. In order to answer the question, there main sources to collect the data were explored. Results obtained from the patterns identify from the teacher's teaching features, such as her different practices while developing the class, her reflections about her teaching skill written on the journals, and the ethnographic information gathered during my active class observation, as well as the information I was able to gathered from those informal interviews I had with the teacher. Findings showed that between the teacher's teaching feature and students' learning there was a relation which affect learning, most of the time positively, as students were able to learn even though sometimes the teacher did not do the best practices ever.

Key word: students' learning, teaching features, classroom observation.

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Chapter 1

Introduction

Educators are always concern about the fact if they are doing a god job, and how to improve their teaching skills. Every time we face our students' results, we wonder what we could do better, as well as what we did wrong. There is always a need to do things better, to guarantee students' learning, teachers are always blamed for students' bad results, and even though it is not our fault, we feel guilty and try to look for the best way to teach to obtain the best results.

Trying to find out what features of teaching influence students' learning and how they influence teachers' practice I decided to conduct this research. I am an Academic Assistant of the Extra-mural Foreign Languages Courses at Universidad del Atlantico, and a person in charge of hiring and observing teacher, they tend to come to my office for me to give guide them in the teaching processes and to ask questions about specific situations happening in class; besides, I was supposed to lead the process of teaching and learning foreign languages in the program. This issue faced me to situations I could not always handle or solve; in order to be prepared to lead such a program and to help the community to achieve our main goal, have students to be proficient in the foreign language they choose; as one of my main concern was that students level of proficiency was getting low, I thought it was necessary to try to identify what the source of the problem, and after analyzing the results and teachers and students' demands, I noticed that maybe the problem was in the teaching practice and how the way this practice influences learning; and if it influence student's learning positively or negatively. If I were able to identify which the features are and which ones make a negative or a positive influence in the students'

learning process, maybe I could improve our endeavor, correct anything we were doing wrong, improve everything was doing correctly, and start doing those things we forgot or missed to do.

The main purpose of this research is to identify the features of teaching that influence our students' learning positively and share this with the teacher community of the program, and the whole university in order to contribute to the effectiveness of learning a foreign language process in this university and any other program that may receive this information through any media. This research may not answer all the questions this issue may involve, but it can be used as a way to conduct another research that gives educators lights about how to guarantee the effectiveness of students learning.

1.1 Rationale

For ages researchers have been trying to find out how it is that learning takes place, or why some people are faster or easier to learn than others, and the role teachers play in this process (Jessen P. , 1989) (Schmeck, 1988). A lot of research has been conducted, and loads of information has come out. But there are still some areas that haven't been explored, and numerous questions without answer have aroused; questions such as: What is the best approach to teach? How does learning happen? Why are some students better in some subjects than others? How can teachers help students to learn? How come some students learn more efficiently or effectively than others? And many others, the quest has not concluded yet, there is still plenty of work to do; this is the reason why I am conducting this research. Through my experience I have noticed that the process of learning a foreign language has been changing in positive ways. Nowadays people are more aware of its importance, the resources available to learn in different contexts and conditions are more than one knows what to do with them (internet, software, gadgets, Wi-Fi. etc.) (Bahrani, Technology as an Assessment Tool in Language Learning, 2011). Teachers' commitment to handle the target language has improved; they are more interested in updating their knowledge, improving their communicative skills or obtaining international certifications. Nevertheless, the demands are bigger and the results obtained are not the best, this makes me think that there are still some changes that need to be made. I hope this research helps to contribute with this cause.

Based on the Report of registrations and income at Extra- Mural English Courses at Universidad del Atlántico from 2008-II-2013-I, (see appendix No 1) the number of people who enroll to take English in our institute grows every semester. This growth represents a huge challenge to the university, as the demand has been increasing; the conditions offer to students

must satisfy students, teachers and administrator's expectation. Before continuing describing this research, I would like to briefly refer to the university I work with: the Extra-Mural Foreign Languages Courses at Universidad del Atlántico (CLLE), this is a well-known Public institution in the Atlantic Coast and around the country. For many years this institution has been offering foreign languages courses to the under-graduate students (Engineering, Architecture, Mathematics, Social Studies, Law, Literature.) and the community in general. Students are aged 8 and up; there is variety of schedules which goes from 2 hours daily on week days to 5 hours on Saturdays. Most of our teachers are graduates from Universidad del Atlántico (UA) and in order to be hired they pass through a process of selection. The institution currently has 103 teachers and a total of 6.503 students. And it is due to the good name the university has that a lot of people choose and consider this institution as the best place to learn English; and this has been obtained thanks to the positive results most of our students show, our students, their teachers, their parents and the entire Caribbean community are satisfied with our students' level when they exit the program. There are businesses in the city like call-centers which come constantly to our facilities to recruit our students because of their proficiency in the target language.

All of the above tells us that there is a need of learning a foreign language in this area, and it is the responsibility of the university to provide them the necessary conditions for them to achieve this goal. But there have been some constraints in the teaching and learning English process at the CLLE. These constraints have been affecting the effectiveness and efficiency of the process.

There are some cases in which students feel happy as they are able to use the target language which allows them to experience their growth in their foreign, but there is another group of students who does not show the same growth, and they only express their discontent when they are failing, or when they are assigned a very demanding teacher; when both groups (satisfied

/unsatisfied) are asked about the reasons why they think they have or have not learned, in most of the cases they praise or blame their teachers respectively. My main concern about this issue is if both parts (teachers/students) are doing the job and how my research can help them both to cope with the difficulties and succeed. It is common to listen to teachers say that their students do not care about learning English, or that they do not study as reasons to justify their students' low performance. Regarding this situation, it comes to my mind the fact that as a matter of fact they are doing their job, and what they need to do is combine their effort to achieve their goal and learn a foreign language together.

All of the commitment we have with the teaching foreign language to the community is what encourages us to improve every single day and try to do things better. That is why we decide to implement some types of teachers' evaluations in order to keep the high standards mentioned before. Some of the teacher's evaluation types we can mention are the following: classroom observations, students' teachers' evaluation, self-evaluation, and administrators' evaluation. During the first classroom observation I made, I noticed that the students' current results (their performance in the target language) and diagnoses presented by some teachers, do not make sense. It seems that some teachers tend to be more effective than others and their students learning process shows more effectiveness than in other cases. When analyzing the situation, some questions came to mind: *Why are some teachers more effective when teaching than others?* And what can we as an Institution do to help our teachers to be as effective as they can be? Where is the key? Is the teacher methodology what works? It is the students' self-engagement? Or is it the students' commitment? Do those teachers always have good students? Or is it the ability of engaging students what makes teaching and learning more effective? It shows that

there are many aspects to take into consideration for learning to happen; these aspects and their implications will be described throughout the present work.

Learning is a very complex process which implies several issues related to psychology and a series of external features which also affect it in any way. There are many situations happening around the learning process itself, related to different stages of learning and countless brain work to take into account. It would be also mandatory to go through what knowledge is, what makes teaching be effective. What are the indications of parallel knowledge? What is really happening when teacher is teaching and students are processing the information? Is learning the result of that? (Jessen P. , 1989) (Schmeck, 1988). And in my opinion I would be necessary to consider effective learning environment as well the positive and negative features of teaching and how I they influence learning.

Research Question

What features of an EFL teacher teaching seem to influence first level CLLE students' learning?

Research Objectives

General Objective

To gain understanding of ways teacher's teaching features influence CLLE first level students' learning.

Specific Objectives:

To describe

✓ Identify teacher's teaching features that seem to influence CLLE first level students' learning in a positive way.

- ✓ Identify teacher's teaching features that seem to influence CLLE first level students' learning in a negative way

- ✓ Establish possible relationships between teacher's teaching features and students' learning.

Chapter 2

Theoretical Framework

Introduction

In this section there is a revision of concepts that are significant to the discussion of my research. Concepts such as teaching, learning, communicative approach; optimal conditions for learning are reviewed, related and critiqued to provide a framework for my understanding of teaching and learning that arise out of the interaction generated by the teacher and learners nested in beyond the context of their EFL classes at CLLE and the implications that those concepts that have been widely inquired by leading theorists may have for my interpretation of the question under study.

Teaching and Learning

Teaching and learning processes have been a major topic to discuss and in order to disclose the internal relationship between teaching and learning nonetheless, there still some work to be done (Ertmer P. N., 1993); (Shank); (Spiro, 1991); (White, 1995). For many years, students were seen like a sponge (they have nothing to contribute, but a lot to learn). They were considered ignorant, and all about teaching was centered on the teachers, students performed a very passive role. They were considered to be absorbing a lot of knowledge, but they were not asked to confront any kind of information provided to them (Skinner, 1976).

Teachers were in charge of the class and they never gave students the opportunity to decide anything about their learning process, even less about their teacher's teaching skills. It could be possible to say that they were treated like objects, since they were not allowed to say anything

different than the information received. Even if they disagreed with whatever the teacher was saying, they were only allowed to remain silent. This is what we called traditional ways of developing formative process in the educational institutions. These teaching strategies were teacher-centered basically in the direction and conduction of the work done by the teachers; that is why its organization, action, development and verification of the results were the teachers' responsibility (Mondragon, *Practicas Pedagógicas en la Universidad para Construction de Ambientes de Aprendizaje Significativo*). Little by little, things have been changing and the idea of active teachers and passive students was dissolving through the years. In my opinion these changes were happening as the world was challenging people with new situations in which the kind of education people were receiving was not providing the necessary competences, people needed to survive in this changing world. To provide an idea on how teaching has been changing, I would like to refer some authors such as Kumaravadivelu (2003) and Westwood (2008), who offer some information about this change. In the first half of the twentieth century, the dominant form of methodology was almost entirely teacher-directed instruction together with heavy use of text books, drill and practice. The focus was clearly on mastery of subject matter and little thought was given to how best to facilitate such learning in students (Westwood, 2008). This approach of teaching brought as a consequence that teaching and learning were not seen as a feedback process and teacher and students were working separately, each one was trying to do their best, but they did not think of the importance of considering teaching and learning as a unique powerful and recursive, interconnected process; a process in which each participant depends on the other in order to obtain successful results (Westwood, 2008). About this matter Kumaravadivelu (2003) referred Hansen who points out teaching as a vocation comprises a form

of public service to others that at the same time provides the individual a sense of identity and personal fulfillment (Kumaravadivelu, 2003).

Westwood (2008) also outlines that the period from 1970-2000 saw a sudden growth in educational research exploring the effects of different approaches to teaching. Simultaneously, research in the field of psychology was continuing its investigation into how students learn. I consider this contribution important, as it finally presents teaching and learning as a single interconnected process in which one (teaching) complements the other (learning). Regarding this assumption, Westwood (2008) added that the combination of both types of research; (how teachers teach and how students learn) introduced the appropriateness and efficacy of a particular teaching method to be considered in relation to the type of learning it is supposed to bring about and in relation to characteristic of the learners (Westwood, 2008). A contribution I consider very relevant as it revolutionizes the education; the aspects of this revolution will be described below.

In order to understand better how teaching and learning processes have evolved I would like to present the different definitions they have adopted according to the teaching and learning tendencies and then continue with an introduction of each approach and conclude with a description of how this evolution benefits education in the twenty first century.

2.1 Working Definition of Learning

In this section, I will try to frame my understanding of learning from a perspective that reports its innate complexity. It is hard since the concept itself involves a different dimension of what learning means. I point out the three most recognized learning theories, and emphasize the one that aligns the most to the view that matches this study. Then I focus on the way teachers and students should cope with it to allow learning to take place.

Learning

There is a range of definitions of the term learning, and I will introduce some of them not to choose the most appropriate, but to understand the complexity of the term itself. I would like to start with some definitions I found quite interesting from Pritchard (2009):

- Learning is something that happens quite naturally and goes by quite unnoticed in many cases.
- Learning is something of which we have all an understanding and in which we have all participated.
- Learning is not exclusive to the domain of an education system. Learning begins a very long time before school; it continues for even longer after school; and happens rapidly, and in parallel with school, in a great number of different ways and settings (Pritchard, *Ways of Learning: learning theories and learning styles in classroom*, 2009).

The definitions presented below are more contemporary. Let's consider what Frith (2005) said about learning and then analyze those concepts.

Learning Theories

Discussions about learning have followed three traditions, the behaviorist, the cognitive and the social constructivism. Let's deliberate about how these three tendencies define learning:

	<u>Behaviorism</u>	<u>Cognitive Constructivism</u>	<u>Social Constructivism</u>
View of learning	Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement.	Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners.	Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information.

Chart No 1 A view of learning (Frith, 2005)

As presented in the table, the first tradition presents the learner as a passive participant in the learning process, so learning can be considered as an object, which in a way, in my opinion, may limit the learner's learning process as the teachers may not teach as much as they could possibly be, because the teachers may think students are prepared for learning more, or maybe they may not teach them a lot using the method of repetition. I can infer that if they did not see any improvement in students' results, they may consider learning was not taking place; or if there was any, they may decide to go ahead and teach something more.

In the foreign language learning process repetition has played an important role, as teachers use this technique in the error correction, especially when it refers to pronunciation. And it is also known that millions of people around the world learned English through this theory, for example English 600. In this research, there were not too many repetitions drills.

As a response to the behaviorism tradition, the cognitive tradition emerges; Cognitivist teaching methods aim to assist students in assimilating new information to existing knowledge, and enabling them to make the appropriate modifications to their existing intellectual framework to accommodate that information (Tracey, 2011). Learning as an object when studied under the cognitive tradition focuses on the mental world. While behaviorists maintain that knowledge is a passively absorbed behavioral repertoire, cognitive constructivists argue instead that knowledge is actively constructed by learners and that any account of knowledge makes essential references to cognitive structures. Knowledge comprises active systems of intentional mental representations derived from past learning experiences (Perry, 1999). In my opinion, this tendency gives learners the importance they deserve in the learning process; students have a more active role and whatever he learned before is considered useful and essential to learn something new. The vision they give to students is not like passive vessels but they are viewed as the ones who can bring a lot to the process and teacher are just like guides. This new perception they have of learner change the whole education in a more positive process. Learning is explained by drawing logical consequences from an experimental activity or observation, by making deductions from the event being observed (Rosado, 2012). Nowadays, students are more responsible for their process, since they do not depend too much on teachers, and teachers are not seen like the unique source of knowledge.

The third tradition is the social constructivism. Social constructivism is a variety of cognitive constructivism that emphasizes the collaborative nature of learning. Social constructivism was developed by post-revolutionary Soviet psychologist Lev Vygotsky (Vigoysky, 1978). Vygotsky accepted Piaget's claim that learners respond not to external stimuli but to their interpretation of those stimuli. However, he argued that cognitivists such as Piaget had overlooked the essentially

social nature of language. As a result, he claimed they had failed to understand that learning is a collaborative process. I think this view of learning complements Piaget's cognitivist view, in the way that Lev (1978) considered Piaget's vision of learning, and gave them a theory about this first concept can be complemented by the collaborative nature of learning. He presented learning as a need of the humankind, and their constant desire of learning something new or analyzing their surroundings to understand it. Vigotsky (1978) considered what was going on inside human's mind and the environment (partners, nature, etc.). Since my research question is focused on the features of teaching affecting learning, it is undoubtedly necessary to present a definition of this concept. Next I will present an understanding of teaching, focusing on some theories which allow me to identify some findings in this research.

2.2 Working Definition of Teaching

In this section, I will try to define my understanding of teaching from the context of this research process, based on the analysis of the different existing theories of it.

Teaching

Teaching cannot be referred to without considering learning, and as in learning it is also hard to define as these two processes are not easily tangible. There are some theories of teaching and learning and some of them are contemporary theories and others are traditional ones. I would like to present what Dennis Fox (1983) said about teaching and learning. "Teaching and learning are elusive concepts, very difficult to put down. Teaching is helping students, guide them or encourage them to develop. The process of teaching is like helping students on a journey through unfamiliar and often tough terrain, encouraging and helping them in their personal growth and development" (Fox, 1983)." I agree with Fox when she considers teaching as a guiding process which only makes sense when is related to learning. Teaching needs learning so teaching can

take place as Davis, Summara and Luce (2008) said, to them teaching is any event or experience that prompts learning. Teaching is not about what the teacher does, it is about what happens to the learners (B., D., & R., 2008) . They basically said that teaching without learning is not teaching. But before continuing reflecting on these two concepts I would like to present the concept of teaching based on the three main tendencies of teaching. (Frith, 2005)

	<u>Behaviorism</u>	<u>Cognitive Constructivism</u>	<u>Social Constructivism</u>
Implications for Teaching	Correct behavioral responses are transmitted by the teacher and absorbed by the students.	The teacher facilitates learning by providing an environment that promotes discovery and assimilation/ accommodation.	Collaborative learning is facilitated and guided by the teacher. Group work.

Chart No 2 Implications of teaching Firth (2005)

As it could be seen in the chart above, the concept and the role of teaching changes as the concept of learning and the role the teachers play changes in each view. In the case of Behaviorism, the teacher seems to be a very important since the classes tend to be teacher-centered and the learner focuses on drilling by implementing the Total Physical Response technique (Frith, 2005). It would also be possible to infer that without teaching, learning may or may not take place. Meanwhile the cognitive tradition presents the teacher as a facilitator, some

who provides the conditions for learning to take place. Teaching is also important, but it is not everything. The last tradition shows teaching as another participant in the active process of learning, it gives importance to the teaching, but the learner and his/her partners are also relevant in the process. It complements the cognitive tradition. I think that it is not only the learner, and the teacher, but everyone around them plays an important role in the learning process.

According to Davis et al (2005), teaching is characterized in terms of chains of interpretation in which the teacher prompts the student towards one interpretation, and then the teacher interprets the students' interpretation to decide on the next prompt, and so on. While the constructionism follows that teaching is a matter of mediating, mentoring, modeling, initiating and enculturating; interpersonal process, social norms and cultural tools are essential (B., D., & R., 2008). I do not see them as if they were opposite; in my opinion they complement each other.

2.3 Definition of Optimal Condition for Learning

According to Judy Willis: "Brain research tells us that when the fun stops, learning often stops too" (Willis, 2007), this quote has been misunderstood as some teachers think that they may include games, songs and many other entertaining activities to their classes. Some of them even become clowns for their students. But in many cases these activities are not the only ones that entertain students. I think that teachers worry a lot about if learning takes place or not, and in most of the cases, we center our attention in the strategies, the topic and the students' motivation. And we tend to confuse motivation with entertainment; motivation is more related to engagement. In my opinion an engaged student is someone who processes information effectively, experiences pleasure for learning, and sees learning in a long-term process. Ralph Kerle (2010) said that superior learning takes place when classroom experiences are enjoyable

and relevant to students' life, interest, and experience (Kerle, 2010). I consider that is a way to motivate students. When they are able to see the connection or usefulness of what they are learning to their lives, then learning some content makes sense to them.

Many education theorists (Dulay, Burt, S, & Stephen., 1977 and 1892) have proposed that students retain what they learn when the learning is associated strongly to their surroundings. That is why Stephen (1977) insists on the affective filter control as a strategy to allow students to relax and let learning to happen. He said that students should not be pushed to participate or show improvement until they (students) decide it is time or that they are prepared. This theory is supported by Willis (2006) when she said superior cognitive input to the executive function networks is more likely when stress is low and learning experiences are relevant to learners (Willis. J, 2006). In my experience, we should provide learners with an appropriate learning environment, but in some cases students need to be made aware so they can see learning is happening and gain confidence, which is very important during any foreign language learning process.

There are many issues to consider in a classroom; the teacher's role as a guide, the learners' role as active participants and the learning conditions as Willis (2006). A lot has been said about, but considering those conditions and what they refer to, Willis (2006) suggests that there are two main instances for optimal learning, the first one in the student's mood and the second one is the methodology implemented. The students' mood or their disposition towards new information, if the student is contented, the information received will be learned easily than when the situation is the opposite. In this case teachers have nothing to do with the negative results; their explanations will not cause the desired effect. The implemented methodology plays a relevant role because it influences greatly the predisposition students have to learn (Willis, 2007). Besides these two

main aspects there are other facts teachers may consider in order to offer an optimal environment for learning. Willis (2007) also mentioned the importance of the emotions. She said they influence the memory. It means that if the emotions are pleasant, the rejection of the new information will be minimal, so as a consequence the learning will be more effective. The way the information is presented also facilitates learning, it is organized and structured, and it may call students' attention and stimulate a positive attitude. The use of graphics, maps, spider-grams etc. may help students to understand the new information easily. The last aspect mentioned by Willis (2007) is the ability to connect or activate previous knowledge, such as personal livings that students bring to class which allow them to understand better what they learned before and its relation with this new facts (Willis, 2007).

In other words what we as educators should do is: *make it relevant, give them break, create positive associations, prioritize information, and allow independent discovery learning*. When we personalize our classes or make them interesting and motivating, our students will be able to answer the question: why are we learning this?

Students tell us a lot with their gestures, so we should be wise and identify the moment in which they need at least a three minutes break. This time can be used to for a pleasurable activity, give them some time for themselves or maybe assign them an interactive activity, they enjoy talking to their peers; although they sometimes complete the activity in Spanish among them, it could be used to give them a break while doing some work, or using that time wisely

Teachers are called to avoid stressful practices like calling students who have not raised their hands. These kinds of practices stress so much our students and put them into a bad mood and in the worst of the cases they may feel frustrated or harassed.

If we teach students how to prioritize information, we help them to reduce the amount of details they need to deal with. And if learners are able to figure out the message by them, their motivation will increase, stress will diminish and they will be more likely to accept their errors and try again. We need to make sure we are not presenting too much information to the students at once, or maybe filling students with too many details they do not need to understand or learn at first hand. There is a lot of information they can learn on their own. Maybe what they just need is to awake on them the doubt, and they will do the rest.

Some educators may think that it is too much information to take into account when preparing their lessons, but we should at least to give them a try, there is nothing to lose and a lot to gain; and what begins like a hard task soon becomes a habit. I have personally tried some of them and the results have been positive.

2.4 Definition of Class Stages

One of teachers' responsibilities is to prepare their classes, they should always be prepared, class preparation should include some stages, but class preparation is not my main concern. What I really need to focus on is in the stages a class is divided. This pattern doesn't have to be standard I consider the fact that every class is different in any way; different students, different topic, different contexts, different days, and different situations etc., even though, there are some differences from one class to another, there are some stages that apply to every class or which are the same for every class.

According to Perez (2013), there are 13 stages in a class, starting from the moment the teacher walk into the classroom until the moment s/he leaves it. She marked them by using the educators and pupils' interactions the phases of a class are:

The start of the lesson
 Roll call/attendance
 Simple commands
 Eliciting/reviewing information and previous knowledge
 Setting up an activity/giving instructions for an activity
 Giving out/taking in work/books/worksheets etc.
 Checking understanding
 Encouraging students and correcting errors
 Setting homework/assignments, setting deadlines and reacting to homework ending the lesson
 Students talking to teacher
 Student talking to another student

Chart No 3 Stages of the class (Perez, 2013)

I think all of these steps happen during a class, but they do not necessarily follow this order, in some classes they may move to a different moment of the class or may just not take place. I chose this information from Perez due to the need I had to analyze the transcriptions of the classes I observed during this research. Maybe including some information about each step, would be necessary. (For more information about these stages see appendix No 2) During the analysis of the data from class observation, I wanted to simplify this process, so I decided to set those 13 stages into three main moments of the class, this way I could organize the data classifying it in three big categories all the interactions from the transcripts. The class moments I classified the stages in were: class opening, class development, and class closing; which are going to be explained in the chapter of the results as well as its moments. I group them like this:

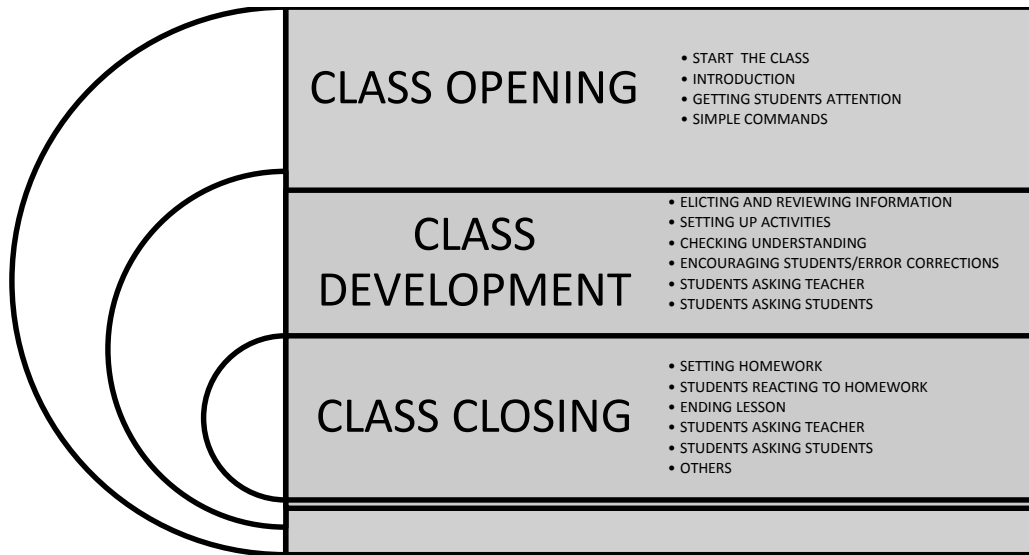


Chart No 4 Class Stages

These stages are useful for any teacher, even if they are conducting a research or not, but they can give them ideas about the way they are doing their job, and to understand their students' behavior in class and the reason why sometimes students send us messages telling us the time to change activity, or give them a break.

2.1 Classroom Discourse

For many years researchers have faced the need to gain understanding of the process of teaching and learning in an EFL classroom, and focusing on the most important tool educators and students use throughout the whole teaching and learning process; the language (Cazden, 1986). This seems to be the main object of interest in most researches conducted in education. This special interest in the language use in a classroom still remains alive nowadays, and is the central concern of this project as well. In my opinion the teacher and students' discourses play a very important role in the foreign language acquisition process. The accuracy in the teacher's utterances reinforces students' learning in different aspects such as pronunciation or intonation; learning a foreign language is a long process which requires a lot of teacher and students interaction, and these interactions provide the hugest amount of information about how teachers teach and how teaching allows students to learn. It is the reason why classroom discourse and interactions take an important place in this project; they play a significant role because as Hall and Walsh (2002) outline, "language both the object of pedagogical attention, and the medium through which learning is accomplished" (Hall & Walsh, 2002). Classroom discourse is analyzed from a classroom discourse model which understands language as a complex meaning making source (Halliday, 1993) and within an understanding of learning as an emergent complex phenomenon (Van Lier, 1996). The analysis that emerges from this case will attempt to be an important perspective or inside-observer position which aids to analyze classroom discourse by examining it in its context and it discloses the daily biases of a classroom. The inside-observer may have a wide view of many details of the actions taking place in the classroom which give him/her authority to present points of view based on specific situations or cases.

2.2 Classroom Discourse Analysis.

Classroom Discourse Analysis is an approach for examining classroom discourse which helped me to figure out how classroom teaching and learning are arranged. This approach has been changing throughout the time due to researchers' points of views of the human function or use of the language has been changing. I think that as education changes from generation to generation, teaching and learning change too, consequently the discourse used in classroom needs to be adapted so the analysis of the discourse suffers variations as well.

During the analysis of the utterances, I focused on teacher and students' interactions and the information I can obtain from them in relation to the language perspective and construction and I made sure this analysis was compatible to support a conclusion. There should emerge an agreement between the discussion of my analysis with other discourse analysis or types of researches to consider if my analysis supports my conclusion. I concentrated on the linguistic structure and the content of the interactions to examine each piece of information and its effect the teaching or learning process.

Chapter No 3

3. Methodology

“Qualitative research is an approach to inquiry that begins with assumptions, worldviews, possibly a theoretical lens, and the study of research problems exploring the meaning individuals or groups ascribe to a social or human problem” (Cresswell, 2007)

In this section, I discuss the methodology that I used in this study. I start by locating my project within its epistemological framework; then I continue to report the evolution of this perspective. Third, I give an account of my methodological design positioning my study in the qualitative paradigm and provide an exhaustive account of the chosen research design: the tactics of inquiry-ethnography- case study, my consideration as a researcher, and how ethical issues were dealt with, not forgetting the data collection strategies, data analysis procedure, and strategies to increase validity of the study.

3.1 Epistemological Framework

When deciding which framework to choose, I had the opportunity to analyse the one that suited the best this study; and everything seemed to point out the epistemological one, which is considered as one of the most difficult. In my opinion there are some aspects that make it complex. The first one is the role as a researcher, educator and an Academic Coordinator, I should adopt a very objective role; I am supposed to lessen distance between my role as a Coordinator my role as a researcher and what is being researched. Secondly, this kind of research demands from the examiner to spend as much time as possible in the field, as well as a lot of interactions with the participants (Cresswell, 2007). I consider that working as a teacher, Academic Coordinator, managing a family, reading a lot of material for my master class,

attending and preparing tutoring material, attending classes and collecting data at the same time is very hard.

This approach has been considered as a complex one, but me as an educator, I am almost always facing complexity every time we have to make professional decisions. Besides I have chosen a qualitative paradigm, this is the approach that best suits this kind of study.

3.2 The Design

When a class is taking place, there is a series of teachers and students' interactions, which can tell us a lot about what is going underlying. These phenomena are not easy to observe, so as a researcher, I have faced the need to make good decisions to deal with the complexity of this type of phenomena I am currently studying and the epistemological views I mentioned before. Now I am going to introduce the methodological concerns that guide this research.

3.2.1 An Ethnography Case Study

This project uses two inquiry strategies: ethnography and case study. Ethnography as defined by Creswell, "It focuses on an entire cultural group. Granted, sometimes this cultural group may be small, but typically large involving many people who interact over time. Ethnography is a design in which the researcher describes and interprets the shared and learned patterns of values, beliefs, behaviour and language of a cultural sharing group" (Cresswell, 2007). This is what I try to do, to observe a group in action when interacting in a classroom in order to understand how these interactions influence learning in a positive or negative way.

Ethnography design demands research to be based on observations of the specific group in action in especial contexts. Then, this project main data has been collected on EFL class observations in a single group of EFL learners and their teacher. Most of the information

gathered from this source focused on the on-going participant-observation. The data interpretation was based on the meanings and functions of their interactions, explanations, and instructions given, which were quantified and analysed statistically.

Within this ethnography perspective, I directed a case study; a case study which let me gain a wide understanding of the complexity of the learning process between learners and teachers, in a classroom environment. The main purpose of this case relies on the process of learning, the context when learning takes place, and a close look at the features which may influence learning positively or negatively.

This case study is defined considering Robert Yin, (2009) perspective of a process. “it is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009), when the limitations are out of focus as it is the case in this study: such as learners and educators’ interactions in the classroom.

In conclusion, an ethnographic case study offered me as a researcher a means of investigating in a sustained way, the complex process of learning coming from educators and learners’ interactions in the context of CLLE, to make sense of these learnings from the perspective of participants: students and teachers. An ethnographic case permitted me understanding to gain senses which lengthened my experience, and expectantly the academic community experience in this field of inquiry.

3.2.2 The Study

In this section I introduce meticulous description of the study: the setting, the participants, the data collection instruments and strategies and some concerns of my role as a researcher.

3.2.2.1 The Setting

This study took place in Extra Mural Foreign Languages Courses at Universidad del Atlantico in Barranquilla, North Coastal city in Colombia, South America. This institution is located in the city downtown and serves 6538 students including undergraduate students from the different majors the university offers as well as people from the community whose ages range from 7 to 60 and up. This program offers courses other languages such as Italian, German, French and Portuguese.

3.2.2.2 Participants

First this study was done on a single group of students from level number one, out of the six that the university offers. Most participants are teenagers, there are some adults but in a minimal number I could say that maybe 3; the whole group was conformed by 17 students.

This group is one of the 87 first level classes we have. There are 17 students; most of them are students: high school graduate students who could not start a professional career due to different issues, such as lack of money, not being accepted by the university they prefer, so young that they are not sure about what to study. There are some housewives or current high school students. Another characteristic of this group is the level of English they have. Some students seem to have good English basis, others are not as good and some who have never studied the target language before. Considering the assumptions presented before, some of them were in level A and others in A1 described by the European Framework for Foreign Languages Teaching. Even though some learners were not as good as the others, they were motivated to learn English. It was not clear if students lived far away from the university, but most of them used to arrive 10-30 minutes late to class.

The teacher for this case study was a female in her mid-twenties who holds a BA in Education in Foreign Languages from a public university in town. She is a novice teacher who has been teaching English for about 3 years and a half, six months in a private school and 3 years at the CLLE program. She follows the university syllabus which has been designed by the teachers from the same program. She uses the EFL text book chosen by the coordination after a study in which some teachers including the observed teacher participated: *Speak Out Elementary* published by Pearson. Most of the students have the book, some of them the original one and a few work with the photocopies of the whole book. Besides the book, the teacher gives them worksheets and a blog where students get some of the assignment the teacher provide for them. This book has a platform which students rarely used due to technology problems to log in.

3.2.2.3 My Role in the study

The participant number three is the researcher of this study (myself) a non-native speaker EFL educator, an observer and a examiner, an important instrument and source of interpretation in this study. As an administrator, teacher and researcher, my role was a simple observer; this position provides me a huge opportunity to collect data from different perspectives. My role was kind passive during the observations, as I did not participate in any moment of the classes, it means I was in the field to observe and record events taking into account my years of experience teaching, my role as an Academic Assistant and researcher. It does not mean I was not doing my job. As a researcher it was active as I was taking notes, analyzing students' attitude and ethnographic sings sent by them. All these perspectives help me to have a wide view of all the facts happening in the class. This represents both strength and weakness for this study; as teachers tend to correct, repeat with students, and sometimes when I notice something which was

not supposed to happen, I felt very uncomfortable. At the same time it has a positive issue which was the opportunity to practice my patience and learn that I am not in charge of everything, and that I cannot control everything around the CLLE. This observation provides me a unique opportunity to interpret the realities, such as not everything we prepare for class may like our students, some activities are not appropriate for some days, but may be appropriate for others (Marshall & Rossman, 2006). In order to recognize my role as an only observer (not interfering in the class as a teacher, coordinator or student), I strive to increase my awareness and the validity and reliability of the analysis.

3.2.3 Data Collection

Information from this ethnographic case study came from several sources: classroom observation, interviews, and documents. In the following paragraphs, I will include a description of them.

3.2.3.1 Classroom Observation

Considering that this is a qualitative research, Marshall & Rossman (2006) suggested it as the primary technique to collect data (Marshall & Rossman, 2006). I arranged to observe one single group from first level for a minimum of two units (Each unit lasts one week); they meet two (2) hours daily for a total of 10 hours a week. The reason why I decided to observe this first level it is because in my opinion first level is the most important step in a process of learning a foreign language. It is in this level where students should learn the use of the structures, the pronunciation of the words and the level in which they should have the most inspiring teacher, so

they do not get frustrated, and overcome frustration easier. Whatever students learn in the first level will mark their success in the learning process. As an administrator this was a concern I had after receiving some complaints and analyzing some data from previous levels. The data collected gave a huge picture of the process they go through. I could see how teacher and students interact and student- student interaction as well. It was interesting to see how people from different backgrounds could interact in this specific context. There were some opportunities in which some evidence of learning showed up; which matches the main purpose of this technique; to interpret the interactions generated in their EFL classroom and the learning-generating opportunities that unfold.

I was able to spend two weeks in the classroom (when the two units were developed) with the purpose of apprehending the cycle of the activities that make up a complete instructional unit covering a prolonged period of time (the end of the semester): variety of task, instructions and texts. This class met two hours a day: Mondays to Fridays from 2:00-4:00 PM. It was easy to create an atmosphere of trust among the students. They knew me from the coordination, some of them had talked to me before for different reasons, and others had been in my office to present an excuse to look for some information about the courses. I started by video and audiotaping classes (Fasse & Kolondner, 2000) and taking field notes on facts which were not visible, or easy to capture in audio or video.

As soon as I finished observations, I made some comments about my main entries or remarks on the events observed in class. The transcription of all the audio recording of the class was done. After completing the transcription, the next step was to focus on the purpose of this observation; what features of teaching influence learning positively or negatively. I started by

following the protocol with demographic information, in two columns I classified the teacher and students' utterances and for each utterance I wrote some comments from my field notes.

3.2.3.2 Interviews

This technique did not have an initial role in this study; it appeared as a need after analyzing the data collected from the class observation and the teacher's journals. These interviews were not formal. They were done spontaneously in informal conversations with the educator. During the interview I just addressed some questions related to some doubts generated from the journals and my field notes. These interviews were not videotaped or audio-recorded as they were not part of the initial plan. The information I gathered from this tool was very useful as it provided me some data which I could not obtain from the observation, my notes or the journals.

3.2.3.3 Journals

Some authors have discussed that dairies and journals are important tools in promoting both the ongoing personal-professional development and the understanding of teachers (Apple, 1995) (Bailey, 1998). Borg said that journal writing provides much insight into the processes teachers experience in their endeavor (Borg, 2001).

The teacher participant in this study was asked to keep a journal (see appendix 3) during the time she was observed. She wrote a journal for every class and sent it to me. As I was analyzing this data, I decided to talk to her and once she came into my office and took advantage and interviewed. This interview was not presented as a technique to be used. I had to use it because

there was something in the journals that did not match what I observed in the class. What was it? And how it helped me clarify my doubts will be presented in the chapter number four.

3.2.4 Data Analysis Procedures

As it was mentioned before, data collected for this study came from different sources and participants: classroom observations, interview, and journals. The classroom observations were transcribed, the journals were analyzed and stored in soft copies and kept in a safe place.

The first step in the process of data analysis was the reading of all transcribed data collected from the classroom observations, which became the main source of information. As this reading was taking place, I was trying to identify the aspects which would allow me to answer my research questions. This was a very long and time consuming process as the huge amount of data could occasionally be overwhelming. A way to control the fatigue produced from the extended exposure to such vast data was to read the needed theory emerging from this analysis. For example I read about class stages, error correction and optimal environment of learning. This gave me some points of view to consider from the data analyzed, and it also provided me some considerations which allowed me to focus the current analysis from different angles.

Once all the data was transcribed, I proceeded to analyze it by using software a tool. In this step I began by dividing the documents into quotations and then these quotations were coded, assigning as many codes as they were needed, with the aim of finding patterns and themes. In the process I did some associations. In each association I focused on the different aspects and the participants. Sometimes, I focused on data obtained from the educator, and then in the one collected from the students, I analyzed the interactions of both teachers and students' interactions. The software enabled the change of informant and the focus on parts of the

information as well as provided the probability to increase visually the relationship established between the data.

As classroom interaction was the most main source of data, I used the classroom discourse analysis as a framework in order to analyze the interactions taking place in the Classroom (see section 2.4) to increase the validity and credibility of the analysis; I added various perspectives making sure they support the conclusion. I discussed process with my tutor and the participants as well. I made sure the conclusion makes sense with what came before or after each piece of data analyzed.

Triangulation was done by verifying the results, even though the complexity of it. I was able to corroborate the patterns and themes that emerged in the case and go over them in order to verify if there was any kind of contrasted among them. This allowed me to identify the inconsistencies between the data collected in the class and the one collected from the teacher's journals. I did a traditional analysis which I reported in next chapter, and a complex one which results will be reported in conclusions.

I would also like to highlight in this section the role of the data analysis process. My tutor was of immense help during the discussions, this experience was of great importance as it was fruitful in learning. Our conversations were always useful in many ways: she helped me to put together my thoughts, and ideas to structure the research. I experienced a process of improving my academic language and writing academic reports. She was also very precise at the moment of guiding me in the search of appropriate references, techniques and sources.

3.2.4.1 Qualitative Research Software

The qualitative research software program used in this study was a very useful tool which aided me in the data analysis process. This software is called Atlas.ti (version 6.2) developed by Thomas Murh (2000). The first prototype of this program was developed in the context of a multidisciplinary research project entitled ATLAS (1989-1992) at the Technical University of Berlin, Germany. Atlas.ti serves as a powerful tool for qualitative analysis, particularly of large bodies of textual, graphical, audio, and video data. Its emphasis is on qualitative, rather than quantitative, analysis. According to the authors, Thomas Muhr and Friese (Murh & Friese, 2000), there are two principal models of working with Atlas.ti, the Textual Level and the Conceptual Level (Rosado, 2012).

The textual level was this was the one I used. According to Murh and Friese, this level includes activities like segmentation of data files; coding text, image, audio, and video passages; and writing memos (Murh & Friese, 2000). I utilized this level because it allowed me to segment documents into quotations, added comments to passages, at the same time, coded document passages and facilitate the retrieval of notes, memos and codes (Murh & Friese, 2000). This analysis was triangulated with the tutor in order to validate codes used for the categorization of the divided quotations. Later the coding and the triangulation were verified in different moments to connect them into larger categories.

The following table will summarize participants, instruments and techniques and their relation to the research objectives.

To interpret students and teacher's learning as it emerges out of the interactions generated by their learning systems in the context of the EFL classes at CLLE.			
Objective	Participants	Instruments/techniques	Focus/purpose
To identify teacher's teaching features that seem to influence first level CLLE students' learning in a positive way.	EFLTeacher	Class observation Retrospective video-generated interviews journals Documentary data analysis (journals)	Samples of: teacher's oral interactions with students. teacher's entries in her journal. Teacher's responses in the interviews.
To identify teacher's teaching features that seem to influence first level CLLE students' learning in a negative way.	EFL Teachers	Class observation Retrospective video-generated interviews journals Documentary data analysis (journals)	Samples of: teacher's oral interactions with students. teacher's entries in her journal. Teacher's responses in the

			interviews.
Establish possible relationships between teacher's teaching features and student learning.	Students in class EFL teacher	Class observation Retrospective video-generated. Documentary data analysis (journals)	Samples of: teacher' oral interactions with students teacher's entries in her journal. Teacher's responses in the interviews

Chapter No 5 Participants, Instruments and Techniques

3.3 Ethical Considerations

This research has an ethnographic emphasis, and this kind of research implies some personal aspects of the participants who may feel invaded in some way. Especially for teachers whose results in language and teaching skill may be revealed or mentioned during interviews, as a researcher I need to manage this sensitive information with caution. So to avoid any kind of misunderstanding, some measures were taken: a written permission was signed by the teacher. Video and audio recordings have been shared with the teacher, as well as the interpretations of the results. The name of the teacher will be erased from the report to guarantee her privacy.

3.5 Conclusions

In this chapter I describe the methodology used in this study, as I situated it in the qualitative approach and I also gave a complete detail of the chosen research design, the techniques used to collect data and the connection of they have with the research objectives, and how they were coherent with the research question. In the next chapter I will present the results of this study.

CHAPTER No 4

An outlook of teaching features that support learning in the classroom

"Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know it just as well as you. You are all learners, doers, teachers" - Richard Bach (1977)

Introduction

In this chapter I report the outcomes of this study in relation the research questions that direct it; results in terms of what features of teaching allowing learning in the classroom as they comes up from the teacher as a facilitator, and learners as novices acquiring a foreign language this research was developed at Extra-Mural Foreign Languages Courses at Universidad del Atlántico in Barranquilla, Colombia. What I want to do is present the results obtained from the application of the different tools and briefly explain their implication in the learning process.

Since my main concern is how teaching makes learning to take place, and teaching and learning are not measurable concepts, I need to present these results in a very organized way so the process of teaching and learning can be clearly described. I decided to organize them in the following way. First, I analyze the transcripts of the classes observed. Second, I refer to class stages to observe if the patterns described are in the theory followed in the context, this research was developed and in which way they unfolded. Third, I combine those findings of the optimal conditions for learning proposed by Judy Willis (2006) in order to identify which of these conditions happened in the classroom; I also refer to the reflections made by the teacher to

support the findings and contrast the them, to set some conclusions that could be drawn from the reflection.

According to these four organization stages to be used to present the results, first I focus on the data obtained from class observations which evidence the pattern followed by the participants (teacher and students). Eventually some new or unpatterned actions will rise from it, the idea is to have a wide view of all the events which take place in a class, and analyze what happens there from as many angles as possible in order to avoid neglecting some details which may not be recurrent but, which can provide relevant information to the research.

To abstract, to support the findings I then, triangulate the data with what the theory says about learning and the role of teaching in this process. To do so, first the case will be presented in a linear way that is data from the sources. Second, the data will be presented in terms of connecting and presenting data from different angles in interweave way, this second part will be included in chapter 5.

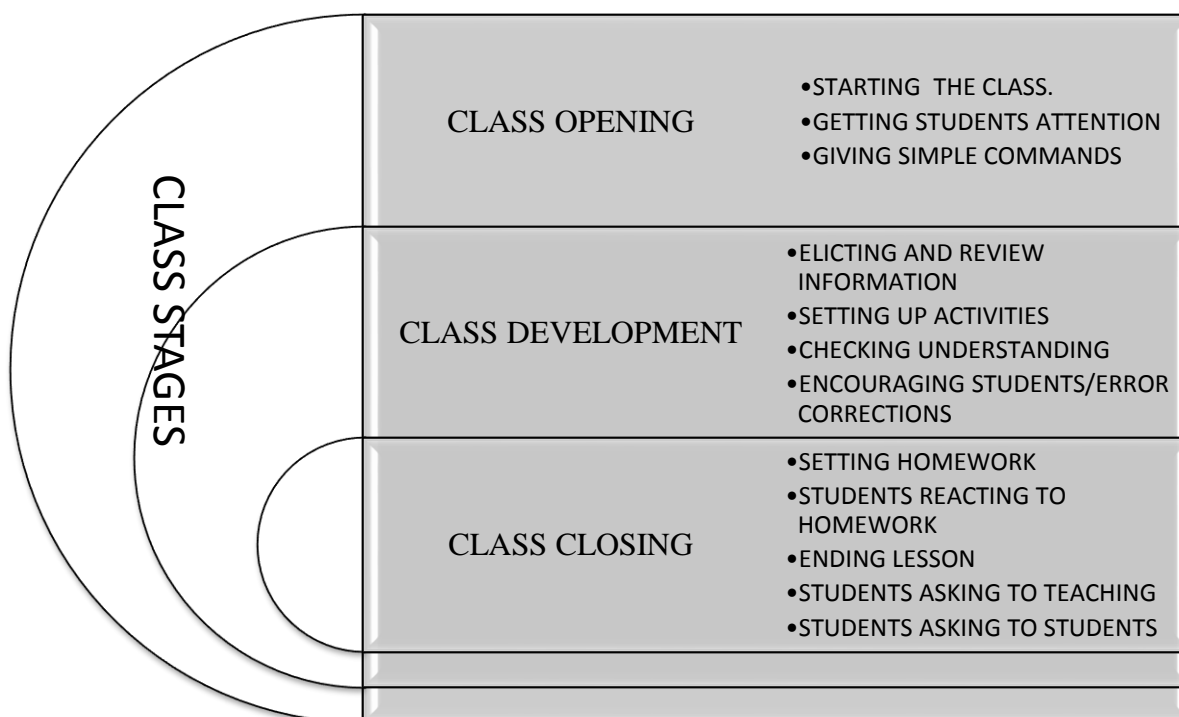
4.1. Classroom observation

In this study, classroom observation data was analyzed from several perspectives. One of them was the interaction patterns. When analyzing the classroom observation data, the results are significant in terms of quantities and quality. Furthermore, the interaction patterns identified show some important issues for this analysis: what idea of interaction the teacher has, how interaction was carried out, and if it was considered an opportunity for learning. Besides, data will be presented in terms of frequency. In order to dig more on this aspect, I focus on the class itself as the main source of information and to do deepen the analysis I concentrate on the stages

of a class and little by little I try to identify those features which ease learning to happen. To be more specific about the class stages, in the next paragraph, I will present them and I will provide some characteristics of them.

4.1.1 CLASS STAGES

EFL classes normally follow some stages as other classes do. So in order to start the analysis I divided the class in three main stages following Isabel Perez's pattern (2013): class opening, class development and class closing (see chart 5). This way could facilitate presenting the results in a linear way. Generically, classes follow a sequence to be taken into account when planning a class (Perez, 2013).



Charts No 6 Class Stages

Stages of a class

The chart above represents the three main stages I divided the class into, and next to each stage, I wrote the different activities or issues happening in each one according to Perez (2013). In the first stage: Class Opening, the teacher starts the class, by greeting students, then the teacher introduces the topic with its goals, as s/he gets students attention and then with simple commands she/he takes students to the next stage. The second stage is the class development. This is a long lasting stage, Perez declares that in this stage, the teacher reviews information, then sets up some activities to be completed by students, after that there is a checking activities moment, and there is an error correction situation (Perez, 2013). Based on my experience, this pattern does not happen once during a class, but twice or more as in a cycle. The last stage in Class Closing, in this stage the teacher sets the homework, there is a positive or negative reaction from students depending on the case, s/he ends the lesson, and then some students go straight to talk to the teacher and some others talk among them. I use this figure to analyze the class observed and to identify which of these stages took place and in which way they ease the learning process.

In my opinion classroom management represents important issues for instructions and non-instructional moments of the class and it reflects the teacher's methodology, and in some cases it determines the efficacy of the teaching process, as it engages students in learning effectively. EFL classroom as any other class may show that the teacher knows what is going on throughout the class that he/she is in charge of even though when they center the class on the students; it has to be evident in the opening stage, the development stage, and in the closing stage. This expression not only refer to the fact of keeping everybody quiet in class, it goes farther; it refers also to the fact of being fair, being prepared, bringing me everything ready before entering class,

being able to answer student's questions and so on. To sum up teacher's classroom management is part of the management and part of all the strategy system implemented in the class.

As I was analyzing the data collected from the class observation, I could see that the teacher plays a dominant role in the whole class, as most of the interactions are conducted by her. Figure 4.2 shows how the teacher is conducting the class; there are 82 teacher's interactions against 17 student's interactions in a single class. This also shows that students do not or rarely take the lead.

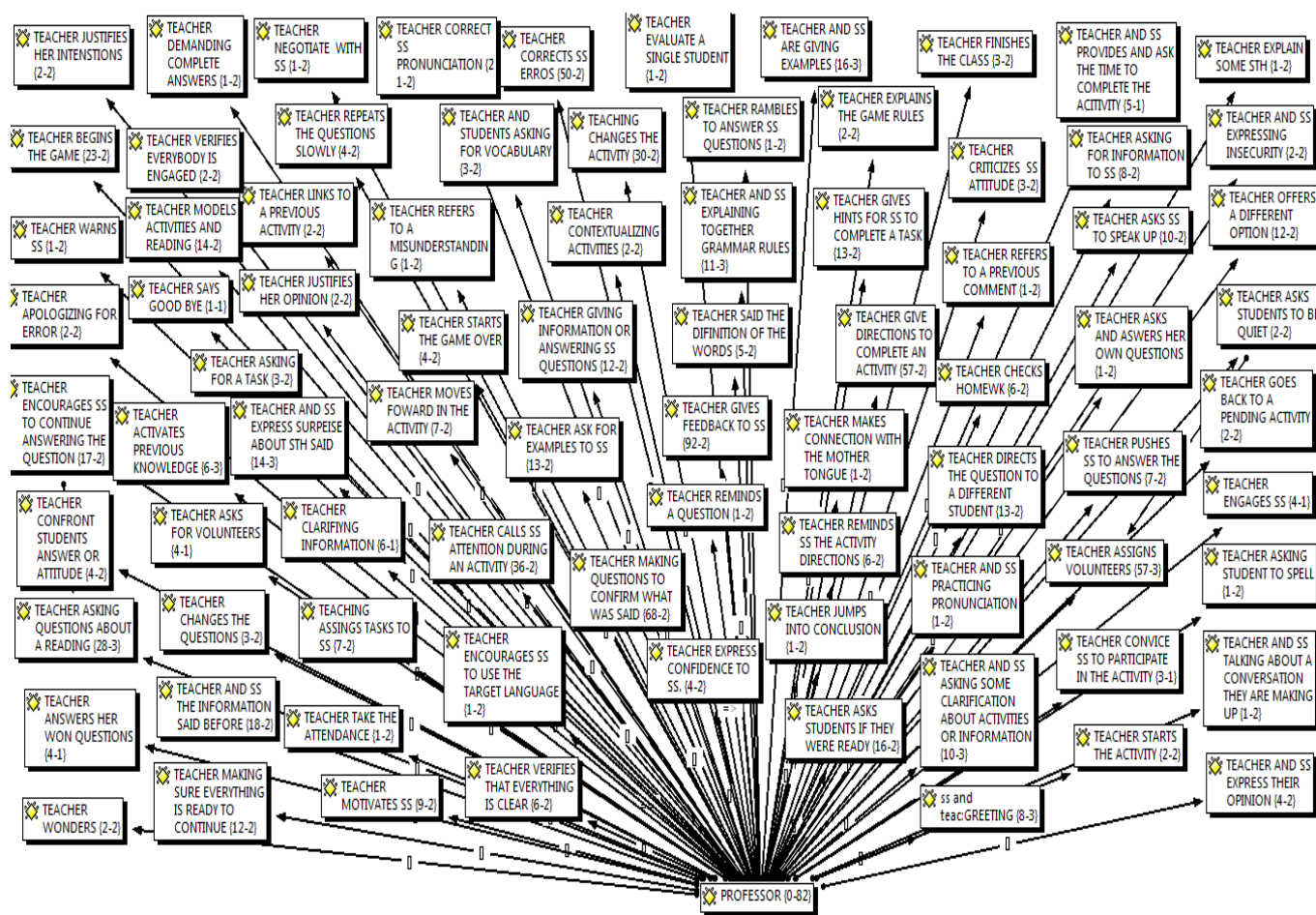


Chart No 7

Teacher's Interactions in a class

The chart No 6 shows the number of students' interactions. As mentioned above it was a total of 17, and in most of the cases it was a tendency by the teacher. They did not interact spontaneously in class. (see chart No 8)

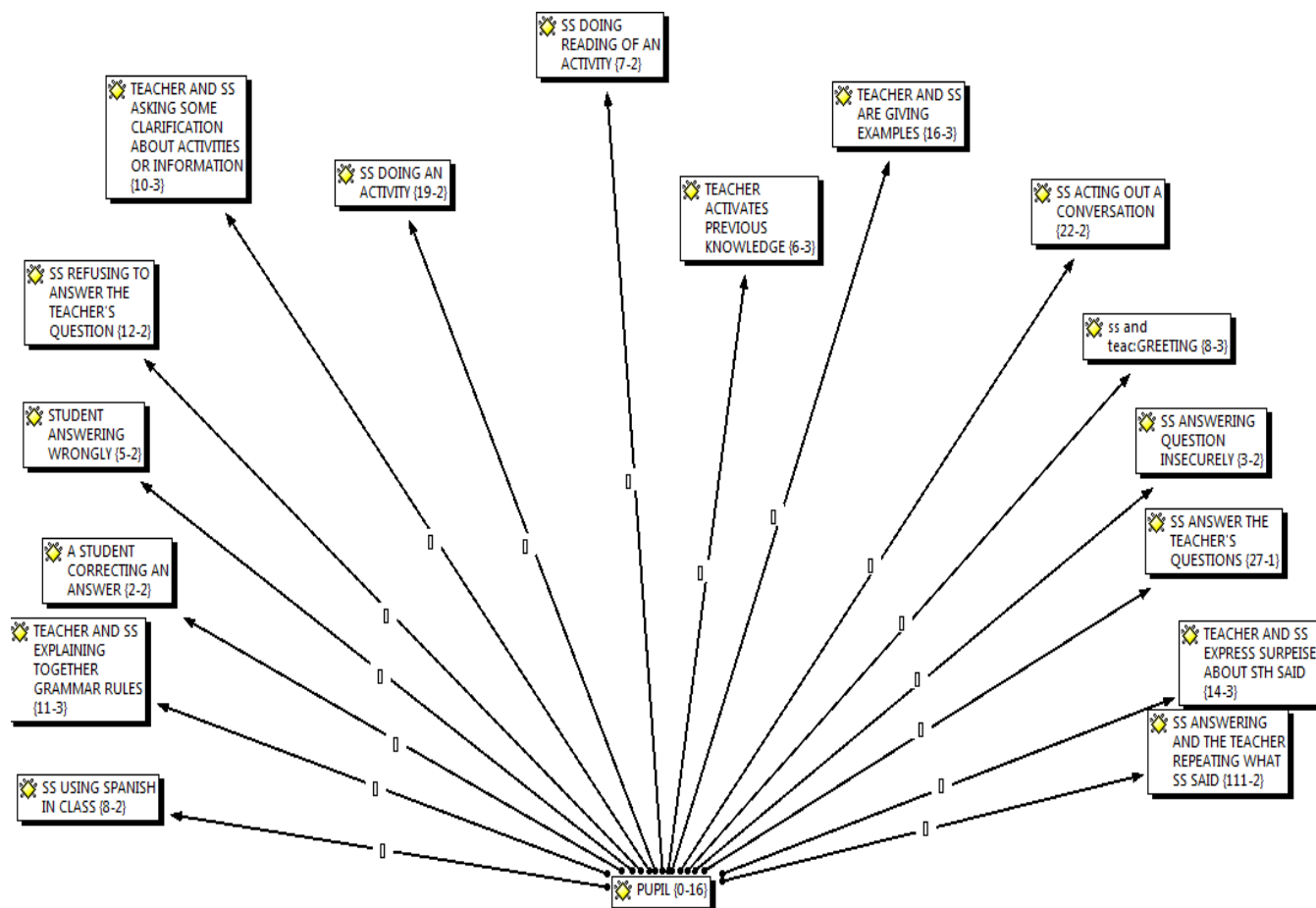


Chart No 8 Students' Interaction in a Class

4.3. Results from the classroom observation

In this section I present some quantitative data extracted from the full classroom observation transcript data.

In this case a total of 99 codes were created out of the classroom interaction, 17 interactions were generated by students and the other 82 were generated by the teacher. Considering the difference in numbers, we can infer that this class may not be very communicative, as most of the time is the teacher who talks to students, but when it is students turn to interact, they just base their interaction in single words like yes or no. Most of these interactions follow the IRF pattern (Initiation, Response and Feedback). Sometimes this pattern was not complete since in some interactions, feedback was not provided, or it was not enough to allow students to learn. The feedback seemed not to be an important part of the teaching and learning process for this particular case. The teacher was not consistent with it, she occasionally gave them feedback, but this was not something that she did constantly or with every single student. Now in order to continue with the plan, I analyze the results from the classroom observation in two main angles the quantitative angle and the qualitative angle.

4.3.1 A quantitative angle.

In this section I present quantitative data extracted from the transcripts of the classes observe. As the name of the section suggests, the main idea is to analyze the information behind the numbers. As it was mentioned before, when the interactions made by the teachers and the students, the numbers talk by themselves, it was 82 against 16 interactions from teacher to students respectively. And as I mentioned, this class did not show evidence of being a communicative one, considering that most of the time is the teacher the one who takes the lead, and students limit their role to answer questions and follow instructions. Some examples of these

will be shown later on. As there is a class stages frame, I would like to use it to explore this technique following this model; so in order to analyze the classes observed I consider pertinent to start from the beginning of the class.

4.4 Initial Stage of the lessons.

Classes usually began with greeting; there was a case in which the teacher first took the roll and greeted students, then there were some opening routines. The teacher made sure to greet students and obtained a response from them, as she occasionally greet them in general and in some cases she focused her greeting directly on some students by calling them by their names. Examples of these greeting will be introduced below.

4.4.1 Greeting and Opening Routines

Greeting routines are made up from fixed expressions students respond to mechanically. It is mostly used to call students attention, but these expressions have an instructional feature as they display linguistic content due to its informality or formality, aspects needed to be acquired in the use of the target language. Some examples of greeting opening routines are the followings.

<i>T: OK. Guys, Good afternoon.</i>	I
<i>C. Good afternoon teacher.</i>	R

<i>T. How are you?</i>	I
<i>C: Fine.</i>	R
<i>T. Luz Divina? How are you?</i>	I
<i>LUZ: Fine.</i>	R
<i>T: Fine? Remember what I told you yesterday?</i>	I
<i>Luz: Yes.</i>	R

Chart No 9 Examples of Opening Routines (class No 1)

T: Good afternoon people	I
Ss: Good afternoon	R
T: How are you, today?	I
Ss: Fine	R
T: Ok guys	I

Chart No 10 Examples of Opening Routines (class No 3)

As it was mentioned before the strategic use of the greeting to get students to focus on the upcoming class is part of the classroom management, which is significant for any teaching and learning process. Greeting also helps the teacher to create an appropriate atmosphere to prepare students for learning.

Examples of opening class routines are mostly monologist. It is the teacher in charge of this section of the lesson as students follow her speech. This discourse is full of authentic language use as the teacher's utterances declare the goals, and sequencing activities.

T: Alright OK. Ok. Guys the reason you err..., err... are, you know like this. Seated in two groups because I'm going to do an activity for you guys, you are gonna help me to do the activity, and this activity is called "shoot" this is how you guys going to err... you know be working on this activity . I need that err... you guys for examples err. Arelis, please stand up and you and Karime please stand up thanks. The teacher is going to err... say some words. Those words are related to verbs and you guys. And honestly, I'm going to, you know err... Say the verbs in present and you have to give me the past tense of the verb OK? But the activity is called shoot. So it means that you are going to pretend that you have a gun ok? You know what a gun is? Pretend this is gun

Chart No 11 Example of Authentic Language Use (Class observed No 1)

In some cases the teacher uses a false plural we, to emphasize or involve students in the mental action, for example.

T: ok guys, for now we are going to continue working unit 8. I want you to take a look around the classroom. Take a look around the classroom. What can you see?

Chart No 12 example of false plural (Class observed No 1)

T: Ok. That's so good that you guys are fine. Err..., today we are going to err... do several activities based on the unit we are working on. Unit number eight. And to deal with

I am going to ask you some questions about your weekend. Luz Divina, how are you?

Chart No 13 example of false plural (Class observed No 3)

Greeting and opening routines are of great importance to create an effective climate in the class, and students have the opportunity to be exposed to authentic language. In this specific case, the teacher was very effective in creating an effective climate to learn. Students were arriving to class and sitting anywhere as they started to talk to their peers, but once the teacher began the lesson, they were quietly paying attention to the teacher, responding her questions or commands as they were following her instructions.

4.4.2 Class Development Stage of the Class

Once greeting and opening are over, the teacher presented a variety of activities or tasks to develop the topic of the lesson. Activities which can be classified according to their purpose as: *presenting and practicing language, checking the book, pronunciation practice, read aloud, management of the class, class interactions, L1 and L2, and student-student interaction* (Rosado, 2012). Now I am going to identify which of them are present in my case and provide an analysis of each one.

4.4.2.1 Presenting and Practicing Language Activities

In this stage of the lesson, some communicative functions are realized. In the following extract the teacher presented a language structure through a reading, she exchanged personal information with the students. She directed a question to them, but they only answered with

monosyllables. In this kind of interaction students did not provide any extra information besides yes/no answers, since the questions made were of the yes/no question type. And this made me think if this was a communicative activity or not. Something that called my attention was that the teacher did not correct the answers. They did not make a correct use of the auxiliary which may be part of the answer. As she was selecting a different student, they were all answering with a simple no. the question itself seems very ambiguous as it did not specify what kind of unusual story she was talking about, or which specific situation she was taking about. In the following frame there is an example of this situation.

(1)
T: Do you have an unusual story? Laura, do you have unusual story? About meeting friends?
S: No
T: No? OK. And how about you, Melisa?
S: No

Chart No 14 Example of not correcting the use of auxiliaries (Class transcript No 1)

There were some occasions in which the students and teacher's interactions were just focused on completing the teacher's statement. I could notice that this kind of interactions were used to confirm information, to correct pronunciation, or to make sure students were able to identify in what aspect they have made a mistake. An example of these interactions is presented below.

T: We?
S: We walked
T: We?
S: I'm sorry, we walked a lot and became great friends
T: Great

Chart No 15 Examples of interactions for completing the teacher statement (Class transcript

No 1)

Another fact about the interactions happening between teacher and students may not make any sense as it was not easy to find a reason why these kinds of interactions take place in a Foreign Language Class. In most of the classes there were episodes in which as students answered the question, the teacher repeated exactly the same words said by students. This was a constant pattern in all of the classes observed. Every time a student answers a question or says an example, the teacher sounded like the echo. She was repeating and repeating. This kind of interactions has been used for different purpose I will explain later on, I want now to show an example of what this aspect.

T: Places, what kind of places do you like remember?
S: Greengrocer's
T: Greengrocer's
S: Bank
T: Bank
S: Supermarkets
T: Supermarkets
S: Drugstore
T: Ok. Drugstore
S: Museums
T: Museums
S: Baker's
T: Baker's
S: Town Hall
T: Town Hall
S: Airport
T: Airport

Chart No 16 example of the teacher repeating what students say (class transcript No 2)

In my experience I could say that the interactions described above, are very common in a Foreign Class for beginners. What we need to analyze is the effect of them in the students and the teacher's purpose. I could realize that in some cases the teacher repeated a student's interaction to correct pronunciation, I transcribed phonetically some of those episodes as precisely as possible, for example:

T: OK. Luz Divina?
S: Washed/wɔʃt/
T: What?
S: Washed
T: Washed/wɔʃtid/?
S: Washed/wɔʃt/
T: Is that OK? she said wash
S It's Washed/wɔʃt/

Chart No 17 Example of teacher correction of pronunciation

Another use of this resource was done adding a new ingredient; there were some cases in which it was done by the educator raising her voice to call students' attention. When this case took place, students lowered their voices and started to focus again in the activity. But, if the intention of this is to reinforce pronunciation, teachers' concern must concentrate on the effectiveness of it. They should ask themselves if it is really working, or if they are obtaining the desired results; if so keep doing it, if not, avoid doing these repetitions and look for a more effective strategy; in this particular case study, these repetitions were used mostly to indirectly ask students to be quiet or to pay attention.

Another important aspect to highlight is that this was a first level student class, and this class was more than 90% in English. Students were encouraged to use the target language in class, although they occasionally did, it was not a constant pattern or issue in the class. They followed all the teacher's instructions and very rarely complained about any activity introduced by the teacher. It is a belief that the more students are exposed to the target language the faster they will learn (Krashen S. , 1985).

4.4.2.2 Checking Activities from the Book

Checking activities from the book is one of the most common activities teachers complete almost every day, and in EFL classrooms are very common. This kind of activities provides teachers information about different aspects such as vocabulary, grammar structures and students' responsibility. It is also a very to assign homework or have students complete them in class alone or in groups to keep them busy or focused.

I want to point out a listening activity students were asked to complete. Here the educator started to check answer and as she was reading the questions students were calling out the answers and then again she repeated what the student said. A new ingredient here is that when a student got a wrong answer she asked the rest of the class if it was right or wrong, and it was the students the ones who correct first and then she confirmed their correctness by repeating their answer. I am not sure to what point it is appropriate or effective to have the class to correct a student when s/he makes a mistake, or let this kind of activities to the teacher as s/he is the one in charge. As we can see in some passages of some classes, there are moments in which a student makes a mistake and it is possible to hear the echoes correcting the mistake as if there were more than one teacher in class. And sometimes these corrections are not correct. These kinds of situations tend to confuse the students; as they may not know who to pay attention to. These issues such as not being consistent in correcting mistakes or becoming the students' echo are very common in novice teachers. They are still in process of feeling responsible for the class, I mean; they may think that everything happening in the class is because of them. They sometimes are not aware of the importance of correcting mistakes clearly or having the peers to complete the student's answer, and in some cases let the other students correct each other, or be like

teachers, the one in charge of correcting. In this case they are not in control of this issue, here is an example.

<i>T: good holiday, very good. So now let's move on the exercise err... 3-B. you have to underline the correct information, and then listen again and check your ideas. Do you want to listen to it again? Exercise 3- B. you have it? Ok ahhh, Hmmm. Number 1. He went camping in?</i>
<i>Ss: Canada</i>
<i>T: Canada, very good, ok. number 2, they didn't have?</i>
<i>Ss: Television</i>
<i>T: Television, number 3, he lost...</i>
<i>Ss: Passport</i>
<i>T: His passport ok. his passport. Ok, continue ahh... Maria, number four?</i>
<i>M. He had some bad...</i>
<i>T: Uh huh. The answer? Maria?</i>
<i>M: Water</i>
<i>T: He had some bad water. what do you guys think?</i>
<i>S: No.</i>
<i>S: Food.</i>
<i>T: Ok. the correct answer is ?</i>
<i>Ss: Food</i>
<i>T: Food. Ahh. Number five Christian?</i>
<i>Ch: She didn't get to Paris</i>
<i>T: She didn't get to Paris</i>
<i>Ss: She got to Paris; she got to Paris, alright. Number six err... Ivan?</i>
<i>I: She eat lunch on the train</i>
<i>S: No she didn't ate...</i>
<i>T: She what?</i>
<i>S: She eat</i>
<i>I: She ate</i>
<i>T: Past yes, ate, ate</i>
<i>I: Ate lunch (with Spanish pronunciation)</i>
<i>T: Lunch</i>
<i>L: lunch on the train</i>
<i>T: on the train is it ok?</i>
<i>Ss: no</i>

Chart No 18 Example of students correcting students

4.4.2.3 Pronunciation and Language Structure Drilling

The pronunciation drilling followed in this class was not the conventional one, listen and repeat. Most of the conventional pronunciation drill are based on the teaching saying the word and students repeating this word once and again, until the teacher is satisfy with the group pronunciation, or after he/she identify those who are not pronouncing correctly, asks them to repeat two or three times more and then move on to the next activity. This educator was correcting students as they were participating in the different activities they completed in class. When a student made a mistake in pronunciation, she repeated the word correctly and in some cases demanded the student to pronounce it and in some case she did not, pronunciation correction was not consistent all the time, in this particular case, I could also notice that sometimes pronunciation correction took a lot of time, that there was a moment in which students' attention was dispersed. Let's see an example.

<i>T: Yes. Sit down. Ok Think.</i>
<i>S: Though</i>
<i>T: Hmmm, maybe</i>
<i>S: Zough.</i>
<i>T: Zough? No</i>
<i>S: Tthrough</i>
<i>T: Through? No</i>
<i>S: Sang</i>
<i>T: No</i>
<i>S: Though, though</i>
<i>T: No. ok. listen to me. Think</i>
<i>S: Thought</i>
<i>T: Repeat?</i>
<i>S: Thogh</i>
<i>T: Thogh? No</i>
<i>T: Though</i>
<i>T: No, Raul?</i>
<i>S: Thigh</i>
<i>T: No</i>

<i>S: Though</i>
<i>S: Though</i>
<i>T: No</i>
<i>S Through?</i>
<i>T: No. THINK, THOUGHT ok?</i>
<i>Ss: Thought</i>
<i>T: Now again. Think</i>
<i>Ss: Though</i>
<i>T: Ok now you have to participate. Think. Err... Christina?</i>
<i>S: Thought</i>
<i>T: No, silence</i>
<i>Ss: Thought</i>
<i>T: No ok. Nei . sit down she said thought. Ok. Thought</i>
<i>S: Thought.</i>
<i>T: Repeat. Thought</i>
<i>Class: Thought.</i>
<i>T: Think</i>
<i>Class: Think</i>
<i>T: Thought</i>
<i>Class: Thought.</i>
<i>T: Thought</i>
<i>S: Thought</i>

Chart No 19 Example long mistakes correction

As it is evidenced in the example before, I could see that there was so much time devoted, the sense of correcting missed the point and students attention was dispersed as there was a moment in which they were just guessing as we can see the were some words which were not related to the one that was being corrected. Something as important and simple as error correction can turn into a uncomfortable experience if it is not used wisely. After the third time the verb was not pronounced correctly, call students' attention, say the correct pronunciation and keep going. Here is where I said that a very good strategy, something that works for almost everybody, can change into an useful or obsolete strategy if it is not use appropriately.

Here is an example in which error correction is not consistent, I refer here to the fact that in the first case the student's answer was wrong, and she accepted as correct and in the second case it was wrong, and the teacher identified it as a wrong one. Since the teacher corrects some

students and others are not corrected when they make a mistake, this can be understood as if she were not clear about the topic she was teaching, or maybe the objective of the activity was not clear enough why should a teacher correct some student's mistakes and others not?.

<i>T: Shhhhhh. Luis David Pay attention. Ok. one... two... three... arrive.</i>
<i>S: "PUP" arrived /arrivt/</i>
<i>T: arrived /arrivt/ is that OK?</i>
<i>Class: yes.</i>
<i>T: OK and kenia wait a minute. If I say visit, what's the past tense?</i>
<i>K: Visit.</i>
<i>T: Visit? Yeah? Visited. Ok good. All right, now all the verbs that I have you guys, practice have something in common. For example. Listen, listen, waited,</i>

Chart No 20 Example of not consistency in correction

Another drilling practice identified in this class case was in which students denied to answer a question by saying something like I don't know anybody who..., or I have never lived any experience like that. There were two specific cases in which students were not ready to participate, but they were pushed by the teacher, making of the activity something painful for them, instead of an opportunity to improve their languages skills.

<i>T: No? Or you made a mistake?</i>
<i>O: Christian nodded</i>
<i>T: You made a mistake ok, tell us what's a good holiday for you</i>
<i>Ch: Teacher I don't remember.</i>
<i>T: You don't remember? Come on, try to...</i>
<i>S: Good afternoon</i>
<i>Ss: Laughed</i>
<i>Ch: I remember sth, I go the _____</i>
<i>Ss: I go... I go?</i>
<i>T: Can you speak up? Cause I cannot listen to you and I cannot listen to him. Come on, Christian tell us your story.</i>
<i>Ch:Teacher, next I think about the...</i>
<i>T: No. Come on. Try to tell us and we can help you. Come on. We are gonna help you, come on, well, it's a story about a good holiday.</i>
<i>Ch: When I went to Valledupar with my cousin.</i>

Chart No 21 example of students denying answering a question

As we can see in the example above, the student was mocked in front of the class. Some students were laughing at him, he did not feel comfortable. I could also notice that every time the teacher called on any of these students, the rest of the group were alert, like enjoying the moment. Their faces were as if they were in panic and of course they were not enjoying the learning process and they sometimes did not come to class; here is another example.

<i>T: Luz Divina? How are you?</i>
<i>LUZ: Fine.</i>
<i>T: Fine? Remember what I told you yesterday?</i>
<i>Luz: Yes.</i>
<i>T: OK. What about this question for you. What did you do yesterday?</i>
<i>LUZ: Errr.</i>
<i>T: So Luz Divina?</i>
<i>LUZ: I was. (very low)</i>
<i>T: AH? (Very loud)</i>
<i>LUZ: I was in class (very low, lower than before)</i>
<i>T: Speak up. Speak up</i>
<i>LUZ: I was in class. (louder)</i>

Chart No 22 Example of students feeling uncomfortable when answering questions

There were also some drills the teacher was trying to implement, and it was the idea of starting her classes with a game. These games were used as a warm up to practice the vocabulary learned or to introduce a new topic. This is a very good idea as everybody like this kind of activities a lot. They seem to enjoy them and most of them demand this kind of activity from teachers. There is nothing bad about playing games in class, it is said that everybody has a child inside. I want to outlined here, that students were enjoying this games a lot, the teacher was so creative in bring in them to students. The issues was that there were about 14-17 students in class, and she wanted everybody to participate, which is good, but sometime this participation was individual and took a lot of time. What happened was that occasionally, this game lasted about 30—35 minutes, too much time I think; so some pupils were bored, other were tired and

some did not want to participate at all. She sometimes felt frustrated, she was excited about the activity, but students were not interested even though, she encouraged them to participate.

<i>T: Opposite and next to. Ok, and do you know _____ when we worked with some prepositions of place? Would you like to try again?</i>
<i>S: No</i>
<i>T: No? Once, and stand up, please. Pleeeease. Come on. Ok. Choose the partner</i>
<i>S: In groups?</i>
<i>T: Yes, choose a partner, choose a partner. Ok. Just listen and make. Ok, and your partner?</i>
<i>O: Asking to a student to seem to be alone.</i>
<i>T: Your partner, Melissa?</i>
<i>M: Here</i>
<i>T: Ok, now. Get together. One of you is gonna be called tree and the other is gonna be called monkey.</i>
<i>O: Students started to feel uncomfortable and started yelling.</i>
<i>T: You guys are so lazy. Ok. monkeys in front of the trees</i>

Chart No 23 Example of students' lack of interest in a game

4.4.2.4. Reading Aloud

Students had the opportunity to read aloud using the target language as an opportunity to be exposed to L2. In this kind of activities, the teacher had the students to listen to the audio from the CDs and they followed the pronunciation quietly. Then the teacher read again the text loudly and later divided the text or article in parts as everybody had an opportunity to read. This was a kind of activity I could not say students enjoyed a lot. I could notice that they got stressed out when reading aloud was taking place. I think this was because the error correction process during the reading turned stressful.

As students were reading, the teacher interrupted them to correct every single word they pronounce wrongly. Students rarely volunteer for this activity. They seemed to suffer as they did the reading. Another negative aspect about reading was that sometimes it took too long until all students finished reading that those who read from the beginning lost their attention and

concentrated in chatting with the one who finished, or with the forthcoming. One thing about the teacher was that she wanted everybody to participate in every single activity she prepared. This made activities to seem longer that they were and she lost students attention very often.

<i>T: Yeah, very good thank u. and Luz Divina and Andrea. Luz Divina? And the question after this.</i>
<i>L: In a garden at the café in Argentina I was on holiday and I some</i>
<i>T: Someone</i>
<i>L: Someone tok my money</i>
<i>T: Took my money</i>
<i>L: I sat in a table at a café</i>
<i>T: I sat down in a café</i>
<i>L: In a café I didn't have any money</i>
<i>T: I didn't have</i>
<i>L:Any money but I was bery hungry</i>
<i>T: Very</i>
<i>L: Very hungry then the waiter</i>
<i>T: Waitress</i>
<i>L: Waitress came to my table and sai</i>
<i>T: What?</i>
<i>L: And say</i>
<i>T: And?</i>
<i>S: Say</i>
<i>T: Luz Divina, please (cause another student answered)</i>
<i>T: And?</i>
<i>L: Said</i>
<i>T: Said /sed/</i>
<i>L: Do you need hell</i>
<i>T: Do you what?</i>
<i>L: Need hell</i>
<i>T: Uh huh.</i>
<i>L: We were beast friend</i>
<i>T: OK. Keep on practicing, Luz Divina, and Andrea</i>

Chart No 24 example of students practicing reading

I saw the educator doing this every day in her class, this was a pattern she followed class after class, and I could not see any positive result in this strategy of correcting pronunciation. The students were making the same mistake, or pronouncing wrongly the same words the teacher spent minutes correct the class before. I guess she did not notice that it was not working cause in

class number five she was doing the same thing in the same way and obtaining the same results,

4.4.2.5 Management of Class

This educator showed her leadership skills in most of the class stages. When giving directions, checking for understanding and in other situations she was able to manage the class. She lost a little bit the control of the class, when the activities where too long and when it was time to change the activity, she sometimes has problems trying to have control of the class. It was evidenced when she had to repeat the instruction two or three times. There were some moments in which she continued giving instructions even though she knew she did not have the whole class attention; as a consequence of it, she had students asking in the middle of the activity what they have to do, which page they were supposed to be working on and so on, and there were some cases in which the educator ended explaining individually what they have to do, what shows lack of classroom management, and causing that some students get distracted once they finish and wait for the other who were not paying attention to the teacher's instructions. The following charts illustrate the interactions happening when the teacher started giving instructions without getting everybody's attention.

<i>T: ok. I relax and do nothing. Ok. good. Ok guys, now I would like you to go on page...86</i>
<i>Ss: what page?</i>
<i>T: page... 8... 6</i>

Chart No 24 example of giving instructions while students are talking.

<i>T: Mistakes, holiday mistakes. What's a mistake?</i>
<i>S: Error</i>
<i>T: Is an?</i>
<i>S: Error</i>
<i>T: It's an error right? Something?... wrong. Ok, something wrong. Ok you need to match the sentence No 1 with one of the letters A, B, or C, ok; depending on the holiday mistake. So let's check No 1. In Denmark we went camping, because the hotels were expensive. What's the big mistake?</i>

Chart No 25 example of giving instructions while students are talking.

Another pattern I could identify in managing the class is that the teachers allowed students to volunteer or organize the groups they would like to work with. But sometimes, It was the teacher the one who assigned who was going to answer a question, or who was going to work with whom. The charts 19 and 20 are examples of the teacher assigning groups or volunteers.

T: you finished? Ok, guys let's read, what you guys wrote. I would like hmm Laura to read , also Keyla is gonna tell us a good story, Andrea, Ivan, Janet, and Luz Divina, ok? Keyla is gonna tell us a good story, Andrea is gonna tell us a good story, eh... Laura is gonna tell us a bad story,Janet is gonna tell us a bad story, and Melissa good story, Ivan, bad story; luz Divina good story. Ok. let's start who's first? Keyla? Keyla tell us your good holiday. Speak up, Keyla.

Chart No 26 teacher assigning volunteers

T: Or opposite the vegetables, good. Another one? Another err... student who wants to be letter A and another student who wants to be letter B? ok... Luz Divina and Andrea, try to use different words, ok? different from vegetables, fruit, bread and snacks.

Ld: Andrea, where is err... where is the cakes? Where are....the cakes?

A: The cakes are between the sweets and the juice.

T: Ok, good. And now we... err... use meat and dairy...? who wants to be letter A and another student who wants to be letter B? Keira, good, and... Ivan perfect.

Chart No 27 teacher assigning volunteers

4.4.2.6 L1 and L2

As students were not allowed to use L1 in class there is no much evidence of it. But there were two episodes in this particular case that called my attention the most. There was a moment in which the teacher was trying to explain a fixed phrase in English, and students were not able to understand the term, then she tried again by saying the same thing in the same way. She felt frustrated, the student was frustrated and at the end she was not able to decide to use L1 as a resource. She changed the topic and let the students with the doubt. In this kind of situations is

when L1 plays an important role in the language acquisition process it is an useful resource as it is part of the student's previous knowledge.

<i>T: And we have standard expressions and fixed expressions ok? Err... for example at night, at the end, ok. Now</i>
<i>S: Teacher</i>
<i>T: Yes?</i>
<i>S: Standard?</i>
<i>T: Standard? You know fixed expressions. It is like ah... for example we say in the morning in the afternoon and in the evening but we don't say we don't say in the night. We say at night, because it's a fixed expression it I standard got it?</i>
<i>S: No</i>
<i>T: Really?</i>
<i>S: Why?</i>
<i>T: Because it's English is an expression ok.</i>
<i>S: Fixed?</i>
<i>T: Fix? Fixed is sth do you, do you understand standard? Like this err... let me, let me try to find an example in Spanish it doesn't change let me tell you like this. We say in the morning, in the afternoon, you don't say in the night, because it's a fixed expression it I already fixed it's English. Ok?</i>
<i>Ss: No</i>
<i>T: Thank you. What about this one IN. we use in with countries, rooms, cities, seasons and it has to be fixed expressions and just because for example in countries we can say err... in Germany, in Colombia, in India, ok? Cities? In?</i>

Chart No 28 teacher denying using L1

The other episode was during a pair work activity. In this occasion, students were preparing a conversation and the teacher was monitoring their work. And one group was using L1 and L2 when organizing the conversation; they talked to the teacher in L1 to tell her a passage of the conversation, in this case the teacher accepted the use of L1 but as she gave them feedback she used L2.

<i>S: We travelled by car with my family did you stay I... at my cousin. Osea, ella aqui esta diciendo de que sus vacaciones ella fue a panama.</i>
<i>T: Ah... when?</i>
<i>S: You travel at Panama</i>
<i>T: Uh huh... but it that questions</i>
<i>S: Good weather, when you travel at Panama</i>
<i>T: To Panama</i>

<i>S: To Panama</i>
<i>T: Panama uh huh</i>
<i>S: Did you have a good weather? Weather</i>
<i>T: Ok, did you... did you have a good weather when you , did you have always ok. are you done? Finished.</i>

Chart No 29 teacher denying using L1

The use of L1 during the learning process of L2 sometimes is accepted, teachers must be able to identify a moment in which it is necessary, we need to know that it is not wrong; what is wrong is to teach English in Spanish for example. In my opinion, after running out of resources such as pictures, gestures, examples; then is pertinent to use L1. The worst we can do is as it is said in Spanish to sin for omission, and let the student go with the sensation, that the teacher was unable to answer a question.

4.4.2.7. Class interactions

In this case study I could identify three kinds of interactions the teacher – class interaction, teacher-student interaction and student-student interactions; in most of the cases teacher and students were working together to develop the class. The teacher used to ask students to prepare the material in advance. They were supposed to bring all the activities prepared and the vocabulary learned from home. In this particular case they were asked to read about the formation of the simple past tense of regular verbs. So after having a pronunciation game with the verbs in past, they started to discuss the rules for adding ED to the verbs in past.

<i>S: Happened</i>
<i>T: Happened</i>
<i>S: Started</i>
<i>T: Started</i>
<i>S: Arrived</i>
<i>T: Arrived. Ok. We have something in common here.</i>
<i>S: Are regular</i>
<i>T: They ARE?</i>

<i>S: Regular</i>
<i>T: Regular verbs. Very good, Karime. So, what' what the...? You know can you tell me about these verbs? They are regular. Yes? I know that, you know that. Why? Tell me something that help me identify the regular verbs.</i>
<i>S: Eh.. E D</i>
<i>T: Yes. E D. what else?</i>
<i>S: Verbs ends in ED</i>
<i>T: The verb ends in?</i>
<i>S: ED</i>
<i>T: Uh huh. It has the ED ending, right? Is that OK?</i>
<i>Ss: Yes.</i>
<i>T: Yes? And do we need several spelling rules here?</i>
<i>Ss: Yes.</i>
<i>T: Is it all the time ED?</i>
<i>S: When ends y letter Y, we drop the Y and change to IED.</i>
<i>T: You drop letter Y and add IED. Good and... do you remember a different spelling rule? Yes, Ivan?</i>
<i>S: Verbs ending in consonant plus Y</i>
<i>T: Consonant plus?</i>
<i>S: Y</i>
<i>T: Y uh huh?</i>
<i>S: Change to IED.</i>
<i>T: Ok good. It is same rule Karime mentioned. Ok, do you know a different one?</i>
<i>S: Verbs ending in consonant plus vowel plus consonant</i>
<i>T: Uh. Huh.</i>
<i>S: Doubol</i>
<i>T: Double</i>
<i>S: Double the final /final/ letter.</i>
<i>T: The final? /final/</i>
<i>T, S, class: Final letter the add ED</i>
<i>S: final letter the add ED</i>
<i>T: Good. For example? For example?</i>
<i>S: Stop</i>
<i>T: Stop, stopped. Prefer</i>
<i>S: Shoot</i>
<i>T: Shoot? Chop. Chop, ok? chop.</i>

Chart No 30 Checking students' homework.

4.4.4.7.1 Teacher Student Interaction

During this activity there was a student who wanted to participate, but he made a mistake in pronunciation, which then ends in the longest spelling correction, missing the point of the activity and losing the class control.

<i>S: Comit</i>
<i>T: Comit? Spell it.</i>
<i>S: C o m m e d</i>
<i>T: OK, pay attention to this particular verb. Christian can you spell?</i>
<i>S: C</i>
<i>T: C</i>
<i>S: O</i>
<i>T: O</i>
<i>S: M</i>
<i>T: M</i>
<i>S: M</i>
<i>T: M</i>
<i>S: E</i>
<i>T: E</i>
<i>S: D</i>
<i>T: D? Commed?comment?comment? Do you mean that's commit? Committed? Ok? That's a different, different verb. But that's not the spelling.</i>
<i>S: No?</i>
<i>T: No. repeat the spelling</i>
<i>S: Commed</i>
<i>T: Commit</i>
<i>S: C</i>
<i>T: C</i>
<i>S: O</i>
<i>T: O</i>
<i>S: M</i>
<i>T: M</i>
<i>S: M</i>
<i>T: M</i>
<i>S: E</i>
<i>T: E</i>

S: D
T: E...
S: Ed
T: No.
S: A?
T: No
S: I, I,
T: Yes. How do you pronounce that?
Ss: I
T: I. t ok? alright. Repeat it.
S: C
T: C
S: O
T: O
S: M
T: M
S: M
T: M
S: I
T: I
S: T
T: T right, and according to the rule... the ending is...? The ending? _____? Is it a consonant?
S: Yes.
T: And this
S: Vowel
T: Vowel and this?
S: Consonant
T: Ok. in order to form the past tense?
S: T
T: We double?
S: T
T: Letter t and?
S: Ed?
T: And?
S: Ed
T: And we add ED. Committed Ok. Thank you. What else? How about those verbs err... that err... ends in letter E?
S: Add D

Chart No 31 longest mistake correction

4.4.2.7.2 Student-Student Interaction

Something to outline from this case is that there was not much student-student interaction. This resource was not commonly fostered by this particular teacher. It was a teacher-centered class in which most of the interactions were based on teacher asking questions and students answering them. There was an activity students had to prepare a conversation about a holiday they had, and she gave them instructions a let them to work together for about ten minutes. During this interaction, students looked more confident, at the point that some of them risked to improvise and once again the teacher focused on cutting the conversations to make the corrections.

<i>T: Ok, pay attention, guys. Luz Divina and Andrea are going to participate. Ok, pay attention.</i>
<i>Ld: Hello, Andrea.</i>
<i>T: Wait a minute, please. I'm sorry Luis David, Luis David, pay attention. Yes, at one, two three</i>
<i>Ld: Hello, Andrea.</i>
<i>A: Hello, Luz Divina</i>
<i>Ld: Tell me about your holiday?</i>
<i>A: Ok.</i>
<i>Ld: When and where did you go?</i>
<i>A: I was in Cartagena last year, for two years</i>
<i>Ld: Did you go alone, with friends or with your family?</i>
<i>A: I was with my family</i>
<i>T: I was with my family? I WENT with my family? I went with my family ok.</i>
<i>Ld: How did you travel?</i>
<i>A: We travel, travelet</i>
<i>T: We travelled</i>
<i>A: We travelled, by bus, by bus.</i>
<i>T: By bus. Yes.</i>
<i>Ld: Where did you stay?</i>
<i>A: I stayed in my aunt's house.</i>
<i>Ld: Did you has good weather?</i>
<i>A: Yes, the weather was good.</i>
<i>Ld: What did you do?</i>

T: What did you do?
A: I saw old buildings and I went to the beach
Ld: Wi did you like it?
T: Why?
Ld: Why did- you- like -it?
T: Why did you like it? (intonation)
Ld: Why did you like it? Why- did- you- like- it?
A: Eh... I like it
T: I
A: I like it
T: I liked it (liason)
A: I liked it because it was fantastic.
T: I liked it because it was fantastic. Thank you, ok good
Ld: Bye
A: Bye
T: Thank you, who wants to go next? Next? Oh, good Mary and Kenia. Pay attention
M: Hi Kenia
K: Hi, Maria, how are you?
M: Fine and you?
K: Fine. How did you travel?
M: I travelled to c/gena with my family.
K: Great
T: How did you travel?
M: I travelled to C/gena with my family
T: I travelled to C/gena with my family and the question was? How did you travel? How? By bus... by....
M: Bus
T: I travelled by bus. Continue
K: What did you do on holiday?
M: I visit place in C/gena.
K: Did you went alone or with your friends?
T: Did you go?
K: Did you go ____?
T: Did you go alone or with friends or family? Repeat, please, repeat
K: Did you went
T: Did you go
K: Did you go
T: Alone
K: Alone
T: Or with friends
K: Or with friends

<i>T: Or family</i>
<i>K: Or family</i>
<i>M: I went my friends</i>
<i>T: I went?</i>
<i>M: I went my friends</i>
<i>T: With</i>
<i>M: With my friends</i>
<i>T: With my friends, ok, good. Keep on working thank you very good. Elizabeth</i>
<i>E: Hello, Melisa. How are you?</i>
<i>M: Hello, Eli. Fine, and you?</i>
<i>E: Fine. How was your holiday? Where and when did you go?</i>
<i>M: I went to Coveñas last year</i>
<i>E: Did you go alone or with friends or family?</i>
<i>M: I was with my family</i>
<i>T: I went with my family.</i>
<i>M: I went with my family.</i>
<i>E: How did you travel?</i>
<i>M: I do travel by bus</i>
<i>E: Did you have a good weather?</i>
<i>M: I stay in the house of my family.</i>
<i>T: Repeat, please.</i>
<i>E: Did you have a good weather?</i>
<i>M: I have a good weather of my family.</i>
<i>T: Hmmm, no... listen to the question. Repeat the question, Eli.</i>
<i>E: Did you have a good weather?</i>
<i>M: Yes, yes I did.</i>
<i>T: This one did you have a good weather</i>
<i>M: Yes, I did. I was a good time.</i>
<i>T: Yes, it was.</i>
<i>M: A good time</i>
<i>T: Good.</i>
<i>M: Time</i>
<i>T: Weather. Ok</i>
<i>E: What did you do?</i>
<i>M: I meet a lot of places</i>
<i>T: I want?</i>
<i>M: I meet a lot of places</i>
<i>T: I met</i>
<i>M: A lot of places.</i>
<i>T: Ok.</i>
<i>E: What did you like it?</i>

<i>M: Yes, because I met much</i>
<i>T: Many</i>
<i>T And M: many places and beautiful beach</i>
<i>T: And the beautiful beach</i>
<i>S: When and where did you go?</i>
<i>S: I went to C/gena, last year</i>
<i>S: How did you travel?</i>
<i>S: I travelled by bus.</i>
<i>S: What did you do?</i>
<i>S: I swam in the pool, I went to the beach, I met the central Center, etc.</i>
<i>S: Ok. Bye</i>
<i>S: Bye</i>
<i>T: Ok, bye, bye. Thank you, good. Ok, Leidy and Leida the rest, please pay attention.</i>
<i>La: Hi, Leidy.</i>
<i>Le: Hi Lida, how are you?</i>
<i>La: Find and you?</i>
<i>Le: Fine.</i>
<i>La: Where and when did you go on holiday?</i>
<i>Le: I travel to Panama last year.</i>
<i>La: Did you go alone, or with friend or family?</i>
<i>Le: I went my family.</i>
<i>T: I went?</i>
<i>Le: My family</i>
<i>T: With my family</i>
<i>La: How did you travel your last holiday?</i>
<i>Le: I travel by car with my family.</i>
<i>La: Where did you stay?</i>
<i>T: Where did you STAY?</i>
<i>Le: I stay at my cousin house</i>
<i>La: Did you have a good weather, when you travel to Panama?</i>
<i>Le: The weather was great</i>
<i>T: Great</i>
<i>Le: Great</i>
<i>La. What did you do?</i>
<i>Le. I went to a bar.</i>
<i>La: Why did you like Panama?</i>
<i>Le: Because the country is beautiful</i>
<i>T: Ok, very good. Thank you, ok. go ahead. Pay attention Luis David.</i>
<i>L: Hi man, when and where did you go on holiday?</i>
<i>T: Where did you go?</i>
<i>K: I went to Cancun, and you</i>

<i>L: On holiday, I stayed my home relax</i>
<i>K: Really?</i>
<i>L: Yes, man. Hey man, What did you stay?</i>
<i>K: In a Otel</i>
<i>L: Great</i>
<i>T: Really?</i>
<i>K: And what did you do?</i>
<i>L: Practice the piano with my teacher.</i>
<i>T: Ok.</i>
<i>L: Thank you.</i>
<i>T: Ok, good it was nice. Yeah. Hey man... hey man... and I would like you to err... go on the blog, ok, you have to visit the blog and find some information there you're going to read the information about prepositions of place. Ok, you remember the ones I asked you to, you know, describe, like turn left, turn right. Please, organize the chairs and see you tomorrow.</i>
<i>Ss: Bye</i>

Chart No 32 Example of student-students interaction

In general I can conclude that the findings arising from the classroom interactions can be summarized as this:

- More than 80% of the interactions were directed by the teacher.
- Less than 10% of the interactions were student-students interaction
- There was not so much evidence of communicative approach in class interactions.
- All kind of interactions were strongly marked by error correction.
- Most of the interaction lack of feedback or rewarding phrases.

The journals

In this research, I had the opportunity to analyze the teacher's point of view about her teaching skills. The teacher was asked to write a journal answering the following question: What did I do today that allows my students to learn? When analyzing the data collected with this

technique, and comparing it with the data gathered from the classroom observations I was able to notice some inconsistencies I want to present next.

I could identify some inconsistencies between what she was expecting from the class to do and what she was guiding them to do in class. She wanted them to speak freely in class, but as I pointed out before she was not giving them so many interactive activities which allow students to gain confidence in speaking in class. Here is one example of what I am saying.

Today's lesson was about, regular -irregular verbs, places and prepositions of place. Luz Divina Rodríguez keeps on working on an oral exercise; she is asked a question, daily. She just wouldn't speak or participate when it comes to individual oral practice. This time she didn't answer the question at once, why? Perhaps I was too persistent just on helping her out and wanted her to speak at once that I just made her feel uncomfortable and too much under pressure. I told her I would repeat the question later on and she needed to think about the answer. We, the whole class were practicing and when I asked her again, she answered but she was reluctant or maybe just nervous or shy. I suppose I could use more questions and just keep asking until I'm pretty sure she can answer by her own. I am not quite sure about how this might take side effects on the rest of the Ss, for better or worse they might know now how important speaking is in our classes.

Chart No 33. Teacher describing an event occurred in class

Chart No 33 is an example of an inconsistency between what the teacher expected and what she was doing. She was concern because one of her first level students was not able to speak, or to answer her questions right after she is asked. There are some issues which called my attention here. First, she was in first level, first level students are not independent speakers. Second, during the observations I could not see activities which prepared students to achieve this teacher's goal. Third, the way she was trying to take students to this stage was not working as sometimes this particular student did not come to class to avoid being asked a question every day; an activity which was not done to the other students in class which were maybe in the same conditions. Fourth, the teacher was aware of this issue as she expressed in her journals, but there was no evidence of any intention of changing the strategy, let's see the following reflection:

Today we continued our yesterday's lesson. To begin with, Luz Divina Rodríguez didn't show up which at first made me think I was too persistent last class that she didn't want to feel like that again. Ss made comments, assumptions and smiled at the situation when I was particularly looking for her to ask her the first question. But then again, I called different students and they all had good phrases to answer about things they had done the day before, which made think about the possibility that they had understood that Luz Divina wasn't the only one to be asked in class and they all needed to practice. I have to make sure of this though. So, they all said things they did and I asked them to remember everyone's activities so I could elicit the questions: what did she/he do yesterday? They had problems when remembering so we tried it again and it went a lot better that time. All Ss participated. This activity was a good example to get them to speak about themselves and others.

Chart No 34 Teacher's reflection about her strategy

Chart No 34 shows that the teacher is aware of the situation, she is pushing too hard on the student, this student is not feeling comfortable in class and the whole class has noticed the issue, which puts the teacher in an uncomfortable situation with the class and with herself.

I could notice another aspect that did not match, it was the fact that the teacher identified some issues that needed to be changed or corrected, but she was not able to make any change. For example, she knew that long activities make students to lose the main goal of the activity, even though she continued as she thought that was what she should do, to finish the activity even when it is not making sense to the class. I would like to present an example of this particular aspect below in chart No 35

To practice irregular verbs, Ss stood up and they could only go back to sit when they pronounced the right irregular form of the verbs we had studied before. This second activity I used was a good one at some points, however, Ss got tired and all they wanted was to sit down as soon as possible. Even though this activity encouraged them to pay attention and it also intensified the participation, it let me know that they were focused on getting back to sit down and not to participate. They made pronunciation mistakes, very common, but just the idea of making a mistake and not going back to sit, made them feel frustrated. I managed the whole situation though and it went well but it was definitely not what I expected. Maybe with the fact that they could find a candy on the chair, the whole tiring thing would just go away and then the only reason they would want to sit down would be the participation or get the candy. I think I'll give it a try and check the difference.

Chart No 35. Teacher reflecting on an activity which lost the aim.

I would like to remind that this particular teacher is a novice teacher; she has been working for about three years. Base on this information I try to understand her disability to make some corrections on the development of the class. Maybe this condition is what takes her to be unable to self- assess, and sometime what she did was to blame her students when thing did not go right, here is an example.

I felt slightly disappointed at first because the students didn't seem able to participate or even stand up from their chair. But then while doing the exercise things changed a bit.

Chart No 36. Teacher blamed students

Another example of the inconsistencies I noticed was the fact that the teacher recognized she did not manage a topic, but after she explained it. If the teacher is not clear enough about a topic, how she dared to explain it. In my opinion she should not even try to explain something that was not clear for her, she should even try to divide the topic in parts to make it easier for her and for her students. Chart No 37 will show the evidence of this issue.

When I presented the vocabulary on how to ask for and give directions, I felt it was too much vocabulary and also I, myself got confused few times with the topic because I still having problems when teaching it. I felt sometimes I lost track of the activities and I wasn't so sure if they had understood what I was trying to explain them.

The exercises worked pretty well in the class; students used the textbook and practiced with the suggested material, and dialogues. However, when we practiced the vocabulary and I gave directions to the students so they could follow them and find the way to the places on the map, we used for the activity, they were confused and I think it was because of the map and the vocabulary I gave them. With some words of the vocabulary they could use more than 2 ways of saying one direction. For example: go up, go ahead, go straight on etc.

Chart No 37. Reflection about an explanation that went bad

The Journals were not of great help as the teacher missed to focus on the question asked and she just presented a brief description of what she and the students did in class. I was able to find some reflection about what she did wrong or right, but what she did to allow to them learn, she did not mention it in any journal. Chart No 38 is an example of the description of the activity.

The students worked on different types of exercises, they listened to dialogues, they matched sentences, they completed conversations, and they asked each other questions using the vocabulary on food and the prepositions of place and practice them to act them out. They did a good job and they were allowed to use the language in their own contexts.

Chat No 38. Description of an activity completed in class

As the journals were not clear about the information I wanted to obtain, I took advantage of a moment in which the observed teacher passed by my office, and interviewed her about the fact that she did not focus her journals in the question, I also asked her to write some journals again and try to be more critic about her job, but the results were the same, some brief descriptions of the activities completed in class and some reflections about what she did wrong, and what she should do better or correct.

The interview

The interview was not included in the initial action plan for this research, as there was not much time; I did not considered it at the beginning, but due to the necessity I decided to take advantage of an opportunity I had when the teacher visited me in my office and started to ask me about my findings in the classroom observations. Then, I stepped forward and started asking her about some issues such as the reason why she explained or started a topic in a specific way or what she expected from some actions taken in class.

The information I obtained through this informal interview gave a wider view of the information I was looking for in the journals and I could only get through this conversation. She explained me for example why she was pushing so much this girl, the reason why she was repeating every answer students gave her, as well as the lack of awareness of what is going on in class; I could notice that she did not notice some issues happening in her class, as some of her attitudes in class.

Chapter No 6

Findings

In this chapter I am going to report the results obtained after analyzing and contracting all the data and triangulate it with the theories. I will refer to the teacher's teaching features implications in the learning process, as well as the type of implication; the positive or negative influence of them. I order to present these results; I will focus on some theorists, their thoughts, and the connection with the findings.

5.1 Teaching

As Summara and Luce (2008) said *“teaching is any event or experience that prompts learning. Teaching is not about what the teacher does, it is about what happens to the learners during the teaching and learning process.”* (Bent, Summara, & Luce-Kapler. R, 2008)

In relation with this idea of understanding how students are able to learn even in contexts or environments in which what most people expect to happen, it is not. What I mean is that in some cases in which the teacher is teaching something wrong, they are able to choose the best from that teaching practice and obtain some more knowledge. I mentioned this specific example, because during the observation I could see that the teacher was sometimes pronouncing a word wrongly and sometimes the word was pronounced correctly. Even though it was a constant in the class, students were never heard saying the word in the wrong way, I was able to write the phonetic transcription of the word in this particular case.

T: Alright OK. Ok. Guys the reason you err.., err... are, you know like this. Seated in two groups because I'm going to do an activity for you guys, you are gonna help me to do the /ðʌ/ activity, and this activity is called "shoot" this is how you guys going to err... you know be working on this activity . I need that err... you guys for examples err. Arelis, please stand up and you and Karime please stand up thanks. The /ðʌ/ teacher is going to err... say some words. Those words are related to verbs and you guys. And honestly, I'm going to, you know err... Say the /ðʌ/verbs in present and you have to give me the past tense of the /ðʌ/ verb OK? But the activity is called shoot. So it means that you are going to pretend that you have a gun ok? You know what a gun is? Pretend this is gun.

Chart No 39 description of an activity complete in class

I highlighted the word. During the interview, I asked the teacher about this variation, and she said that she did not notice as she was changing the pronunciation of the word, so she was not able to give a good reason why. At the beginning I was very concerned about this issue considering this was a first level class, a level in which students absorb a lot from their teachers, and whatever is not taught correctly may become into a vice hard to leave in the coming semester. I could say that in this case students were not influenced wrongly by the teacher, maybe because they heard or learned this word in their previous class in high school, and this is one of the first English words we learn in our lives. This example matches Summara and Luce's (2008) point of view, learning is more about how students learn; as the example shows they made the right decision, as the possibility of changing the pronunciation of the word was latent it sometimes happens.

5.2 Learning

I think learning and teaching are hard to measure concepts, as the results may vary from one individual to another. Students learn from good teachers, bad teachers, committed teachers, lazy teachers, experienced teachers and from novice teachers. Learning cannot be seen taking place, but it can be evidenced in the results obtained as well as in the change of attitude; this happens silently, as Rosado (2012) said:

“Learning is explained by drawing logical consequences from an experimental activity or observation, by making deductions from event being observed” (Rosado, 2012).

Considering this theory, students in this class learned a lot. They were not allowed to use L1, so they need to find a way to communicate their needs, their ideas, and their participation. The observations took place at the end of the semester and as we can see in the class transcripts, they communicated more than 90% using L2. They made a lot of mistakes, the teacher was there to correct or confirm them they were right, but how they achieved this proficiency level is uncertain. Little by little students were getting used to the L2. They were completing activities, participating, asking questions, using L2 a lot in class. This fact evidences that learning was taking place, and that there was a moment in which they had to make deductions, for example: if the teacher did not correct me, it may be right. They may have been observing teacher’s attitude to judge their learning process. In this case Rosado (2012) is right. Lots of deductions and observations needed to be made during a learning process.

Learning is a very complex process which depends on different aspects. What students bring to class, what the teacher brings to class and what the environment provides to the class play a very important role in the learning process, it is what Vygostky (1978) called a collaborative process. A process in which not only the two main characters (students and teachers) allow it to happen; the environment in which the class is developed, not only what teacher and students do in class, but their background, and the whole context plays a specific role in the process. All the elements mentioned before add something or influence learning in any way. Let’s see an example from class transcript No 2.

T: At the end she said that she spoke a little. Ok guys, now uh... you are going to tell me your story about a good holiday and the bad holiday that you guys had. So? A good holiday or a bad holiday. Err... Karime? Can you tell us all about your story about a good holiday? Good holiday.

Chart No 40 Example of teacher activating students' previous knowledge

In the instructions above the teacher is asking students to talk about a good holiday or a bad holiday. In order to complete the activity, they need to know what a holiday is, what is good and what is bad; and students needed to learn some vocabulary before about describing holidays, to complete the activity. Before assigning the task students did some listening and reading activity about situations people face during a holiday, they were discussing if those situations were good or bad and why. This is the kind of previous knowledge students need to have to complete their task. They need to have had a holiday; they may have had uncomfortable and pleasant situations so they can talk about in the English, besides, the topic needs to be related to the class, they were working on past events, which is the context that makes this kind of activities meaningful to them, so they can complete it. As we can see teachers and students are not the only important in a teaching learning process.

Another issue considered of great importance is the “socio affective filter” by Stephen Krashen (1981). He presented this principle as a mandatory aspect to follow for an effective process of a language acquisition.

“Performers with high or strong filters will acquire less of the language directed at them, as less input is allowed in to the language-acquisition device” (Krashen S. , 1981).

In my opinion Krashen may be right when he said that performers acquire less of the language directed to them when his affective filter is too high or strong. But what I disagree the most is that less input is allowed in to the language acquisition device. It is hard to me to understand as

the input may not be stopped on the way, it may reach the gap, I guess what happens here is that the results obtained are not the desired ones; but students either with high or low filters are exposed to the same amount and kind of input, it is the individual himself who consciously or unconsciously decides not to let it in. In the class I was observing I could see some moments in which the teacher pushed so much the student that I thought she was not going to her again in class. But she came back, and the teacher pushed her again, and she continued coming to class and then her participations in class became better, and more spontaneous; maybe because she notice that the teacher was not going to give up. I would like to remind that this observations took place at the end of the semester, it means the teacher had been providing a lot of input, and waiting for the students to put out what she had learned in class; as the process was not happening as expected the teacher had to act and engage her or push hard on the students as she started to feel more confident to participate in class. And this usually happens in foreign languages classes, students received a lot of input for such long time, but there must be a moment in which they need to start showing that they learned; this has to happen naturally, but when it does not happen, the teacher has to be more active and find a way to have the students to put out all that knowledge he or she has inside. I would like to show some examples in which the student was pushed hard and examples when she was participating more freely in the class.

Student being pushed hard:

<i>T: Luz Divina? How are you?</i>
<i>LUZ: Fine.</i>
<i>T: Fine? Remember what I told you yesterday?</i>
<i>Luz: yes.</i>
<i>T: OK. What about this question for you. What did you do yesterday?</i>
<i>LUZ: err.</i>
<i>T: So Luz Divina?</i>
<i>LUZ: I was. (very low)</i>

<i>T: AH? (Very loud)</i>
<i>LUZ: I was in class (very low, lower than before)</i>
<i>T: speak up. Speak up</i>
<i>LUZ: I was in class. (louder)</i>
<i>T: Ah uh. What else? What else? What else? (lower and insistively) and you know I need you to? To speak. OK? Come on. Say something. For example, yesterday I went to visit my best friend. What about you?</i>
<i>O: after some time of silent.</i>
<i>T. Luz Divina?? We're waiting for you.</i>
<i>O. silent</i>
<i>T: so Luz Divina? OK. Listen to me. This is what you are going to do. You know that I need you to speak. You really have to start speaking English, OK? So I'm gonna give you some time to think /θIn/ about what you need to answer. The question is what did you do yesterday? Ok? I'm going to give you some minutes to think about it. And then, I'm gonna ask you again OK? Clear?</i>
<i>S: Nodded</i>

Chart No 41 Example of a student being pushed hard

Student participating more confidently

<i>T: our plane was at 11:00 so we got to the airport at quarter past ten. Good. And how about No 2... Luz Divina and No 3 sheira. Al right Luz Divina...</i>
<i>Ld: I didn't book a hotel because I didn't have time.</i>
<i>T: thank you very much Luz Divina. I didn't book a hotel because I didn't have time. Ok, and you Sheira?</i>
<i>Sh: we went to New Zealand</i>
<i>S: New Zealand</i>
<i>Sh: New Zealand in July because we have school holiday in the summer</i>
<i>T: ok, thank you so much. We went to New Zealand in July because we had school holidays in the summer. Very good. And No 4... Maria?</i>

Chart No 42 Example of a student participating confidently

In the two examples above, show two different moments of the class. In the first one the students participated because the teacher encouraged her to do. In the second one the students was participating in class, but I cannot notice any kind of stress in her or in the teacher as well, as it is visible in the first example.

What makes students learn more or less is not always the amount of input, or the meaningful of it, but in any way is the student the one who allows the process to follow its course. This makes me ask the following questions: How can a teacher control students' feelings? Is the teacher responsible for the level of this affection? Does the filter go up and down because of the teacher, or because of the student's nature and personality? I have had students who are very bad at speaking English, but they do not care so much about, they participate in class as much as those who do it better; what I mean is that in some cases this issue has to do more to the student personality than to the teacher's attitude or temper.

In both cases students are learning, and they are the one who can control how much they learn, and in which way or when they show what they are learning. Some students learn faster than other and it does not mean that the teacher is not providing the student a sane and calm environment for them to learn. This particular teacher was so concern about her student getting behind the rest of the class as she expressed on her reflections in the journal she wrote for that class, as a matter of fact, she recognized she should not push her so hard.

"Today's lesson was about, regular -irregular verbs, places and prepositions of place. Luz Divina Rodríguez keeps on working on an oral exercise; she is asked a question, daily. She just wouldn't speak or participate when it comes to individual oral practice. This time she didn't answer the question at once, why? Perhaps I was too persistent just on helping her out and wanted her to speak at once that I just made her feel uncomfortable and too much under pressure. I told her I would repeat the question later on and she needed to think about the answer. We, the whole class were practicing and when I asked her again, she answered but she was reluctant or maybe just nervous or shy. I suppose I could use more questions and just keep asking until I'm pretty sure she can answer by her own. I am not quite sure about how this might take side effects on the rest of the Ss, for better or worse they might know now how important speaking is in our classes."

Chart No 43 Teacher reflecting about pushing a student so hard

In my opinion it was a desperate practice as one of the main teachers' concerns is to have their students to learn, and when they do not show that they are making progress, it is the

teacher's responsibility to look for different strategies to move them to the next stage. I conclude that the teacher's practice may not been the most appropriate one, but the change was positive. And in this kind of situations I would dare to say that when students are not able to put out all they have receive it is not because the conditions were not given, but because of student's fears or personality.

Another issue to analyze was the fact about optimal conditions for learning presented by Judy Willis (2007). As I was observing the classes, I notice that the teacher most of the time had a game for her students, some of this games were used as a tool to practice vocabulary, memorize some verbs or to connect previous knowledge to link it with the new topic. In this sense she was bringing fun to the class, she was so worried about having students to have fun in class and learn at the same time; as Willis points out about this particular issue, she said that learning was connected to fun.

"Brain research tells us that when fun stops, learning often stops too" (Willis, 2007).

Trying to connect this quote with what was happening in class, I could say that the environment was learning was optimal. But during the observations, I could see that the practice itself is very interesting and the results could be amazing, as students are able enjoy learning and show progress at the same time. I noticed that when the practice is not used wisely, it can become into our enemy. Sometimes in the class this kind of games, were too long, that the teacher lost control of the class, and students' curve of attention turned down. Another aspect to consider when bringing this kind of activities to class is the student's likes, interests, personalities and of course the classroom space; if the game is demanding students to move fast around the classroom, it must be wide enough, so students do not get hurt, or they do not deny

participating because they feel threatened. There was a case in which students was about to beg students to participate in the activity, as they did not feel motivated. It was very rare that they did not want to play a game; what made me think that maybe there were too many games class after class, that this kind of activities did not motivate them a lot; I wonder if the teacher was abusing from the games, it was the one of the few times I heard a group of students saying they did not want to play, let's see the example of this situation and how the teacher managed it.

<i>T: Opposite and next to. Ok, and do you know _____ when we worked with some prepositions of place? Would you like to try again?</i>
<i>S: No</i>
<i>T: no? once, and stand up, please. Pleeeease. Come on. Ok. Choose the partner</i>
<i>S: In groups?</i>
<i>T: Yes, choose a partner, choose a partner. Ok. Just listen and make. Ok, and your partner?</i>
<i>T: Your partner, Melissa?</i>
<i>M: Here</i>
<i>T: Ok, now. Get together. One of you is gonna be called tree and the other is gonna be called monkey.</i>
<i>T: You guys are so lazy. Ok. monkeys in front of the trees</i>
<i>T: Monkeys next to the trees.</i>
<i>T: Monkeys behind the trees.</i>

Chart No 44 the teacher begging students to participate

As we can see in the example, students did not want to play this game, I knew this game was played by them before, and they had a good time, but in this opportunity, they refused to, and the teacher was like No?, she could not believe it neither could I. I know they like this as they feel that the time goes fast and they can have some time off. I inferred that they did not want to play this game because they were exposed to a similar game at the beginning of the class and that game lasted a lot, it was one of the longest games I had seen students played in class. t was about 40 to 45 minutes I the first activity of the class, enough time to make them feel tired of this kind of activities. It was so evident, that the teacher wrote the following sentence on her journal that day:

"I felt slightly disappointed at first because the students didn't seem able to participate or even stand up from their chair. But then while doing the exercise things changed a bit."

Chart No 45 Teacher reflecting on a played game in class

The fact here was that having fun in class allows learning to happen, may have not been like that. Students were disappointed, the teacher was too; the activity was completed, but the feelings at the end of it were not the best one, there was a sensation of let's complete this to move on. This practice should be a very useful resource in class if their usage is measured, and the objective clear, what really concerns me is the fact that most teacher just focus on bringing games as a way to have fun; it is good, but there seem be the only way to have fun in class. There may exist many other ways to have fun while learning in the classroom, which can be very fruitful at the moment of teaching, reviewing, or evaluating students. Sometimes just have students to draw something no matter how old they are can be fun and they can learn at the same time. To sum up, I would say that having fun make learning easier and faster, but the way to bring fun to class should not be limited to games, teachers should vary this practice, have students to lead this kind of activities, most of the time they know how to do it, and what to bring to make it interesting. When I said have the students to lead the activity, I refer to let them work in groups and without focusing all the actions on the teachers; let them to interact more, maybe not only review vocabulary, or structures, but work on their communicative skills, like having discussions, interviews or maybe just give then the chance to read something they like and them have them to present their readings to small groups instead of the whole class, for example.

In conclusion as mentioned before one of the all teachers' concerns is to have their students to learn, they may in some cases make mistakes which may affect or not affect the students' learning process. In order to guarantee that learning to happen is to get to know their students as

much as possible, so they do not prepare something they may not like or enjoy. The more we know our students the more we will teach them. It means we will prepare activities that will help them to learn in an appropriate environment. We will be able to know when push them and how hard to push them, when they need a change in the activity or when to play a game. Not all the topics need to be taught through a game, and games are not the only way to have fun in class. Teachers need to be creative, studious of the group of students they are in charge of; we need to know when to stop an activity and understand students' signals.

Conclusions

This research project contributed to identify the features of teaching that seem to influence students' learning process.

I found that there were many features of teaching that seem to influence learning in any way that I could not go deep in all of them, so I decided to only focus on some of them, since the time was running out and letting them for future research projects. I particularly noticed that the most notable features of teaching that influence student's learning in this study were focused on the way students learn from all kind of input. This special finding allowed me to understand how students were able to learn or to classify what they learn, even when they were exposed to wrong input; in this study case, the teacher was making some mistakes in the kind of input she was sharing with students, and even though she was confused about this, her students never made the same mistake they were receiving in the input. And the teacher did not notice that she was doing it, and that her students were doing it correctly.

Another important fact I could understand from this research was the ability of the students to make deductions when they are exposed to a target language they did not know before. I think that in this case the teacher plays an important role, her body language and attitude are what students are going to use to find meaning of what she is saying; it means it is not only the input the one which provide students issues to learn, but through observations they can make sense of what they are learning, this also gives them the ability to infer and connect knowledge and judge what they are listening, and observing in order to decide what to learn, or was needed to understand the information he or she is receiving.

I considered all the aspects mentioned before to conclude that there are many issues to consider in a teaching learning process, it is not only what the teacher and students do or say in class, it has also to do with how they interact with environment in which the class is developed, and the way students and teachers do the things, how they interact among themselves and the previous knowledge both bring to class. By using or activating previous knowledge students and teachers are able to learn and teach more effectively.

Another issue I discussed in this research was the one related about the Krashen (1981) theory about affective filter. In this case study I could understand how students with high or strong filter are able to learn, and that learning in this kind of environments, does not depend on the teacher, but on the students' fear and personality; I also understood that there is a moment in which the teacher needs to push on the student so hard so that they can start showing progress, or getting confidence. I concluded that it is the student who decides what and when to learn, as all students are exposed to the same input. And students with the same difficulties can be divided in two groups, the ones who hide behind their fear and shy personality, and need to be pushed hard, and the ones who do not care so much about making mistakes, they just take an active role in the class and do not feel a shame of not being as good as the others.

It is being said that learning must be related to fun Willis (2007). I consider that when fun is present in teaching and learning environments, the process flows, and both parts gain. When it comes to understand how this feature works in real contexts, I noticed that fun is directly related to games. Most teachers consider that the only way to provide this type of environment is through games; and they want to implement this strategy in every stage of the class, and they have the belief that students want to play games all the time. I would suggest that teachers may use games in the classes, but not every day, not even two or three times during the class,

especially if they are working with teenagers. Besides, they may identify through students' signs, what is the precise moment in which a game is pertinent. Another aspect to consider is that there are different ways to have fun, it is not only through games, there are other activities and topics students enjoy as much as well, as other areas they can explore implementing them in class, as music, or maybe a movie or just a simple group discussion for example.

6.1 Limitations of the study

I did this research at Universidad del Atlantico in an Extra-mural program. In this place I am not a teacher, I am an Academic Assistant. This mean I am her immediate the boss. This limited my research in the sense that I could just choose any teacher and told him or her that I was going to conduct this research in his/her class, and they could not deny, or may feel uncomfortable denying, I decided to talk to some teachers and let them know that is was not mandatory, that is was optional, the first group did not want their boss in their classes every day for two weeks; and they just say no, or refuse to say anything. then, I remember a teacher who was always asking me for advice about how to improve her teaching skills, or how to teach a specific topic. I explained everything to her and she accepted.

There were also some personal issues I think limited my study was the fact that I had two jobs, I was receiving classes at the same time and I am a single mother of a teenager. This makes hard to respond effectively in every of the environment mentioned before. I had to wake up at 2:30 A.M. to read the material for the Master classes and prepare the writings I was supposed to submit, and then I started to work at 5:45 at Universidad del Atlantico, as Academic Assistant, I had also to teach English at the Foreign Language program three days a week in the afternoon , and the go home prepare everything, verify everything was perfect, share time with my daughter,

prepare classes, check exams, write reports for my boss etc. this made this process kind of hard, of course it was hard to me to manage the time.

Another issue that could be considered a limitation if the idea of objectivism, since I was observing a teacher from the program I was in charge of, occasionally I got furious during the observation, when I noticed she was not doing it right, according to my belief, or when she was not able to manage the class, or to answer a student question clearly. This issue affected the way I saw things at the beginning, and it wasn't until in a conversation with my tutor, who guided me in this process, that she indicated me a way how to be objective in this case and turn apart my role as this teacher boss; and think of me as a researcher. It was kind of hard, but it helped me see things in a different way from then on.

6.2 Impact of the study

Through this research I could understand how some features of teaching influence students' learning, I could also understand how these features influence learning positively, as well as how learners' role in this process is more important than the teacher's one; to the point that it can make teacher feels frustrated, or may think he/she is not doing a good job. I understand that those things the teacher misses doing affect also learning, this affection tends to be negative, as maybe some knowledge is not presented, but it can also be positive in the sense that this can make very critic students, students who are not expecting the teachers to provide them everything, but active ones in their own formation process.

This study provided me the opportunity to learn about different daily situations happening in a class and how to deal with them, the importance of not giving anything from granted when teaching; but something I learned some strategies to improve the evaluation process of the

teachers I am in charge of, and how to guide them to make from them excellent professionals, I personally consider this issue relevant to move to the next stage as an administrator; I now see teachers differently.

I would like teachers to be much more critics about their teaching skills and how they allow their students to learn all the time they spend in the classrooms and outside them. With this study I would like to advice all colleagues that learning sometimes is not a matter of teaching, but it is the purpose of it; and that if learning happens or not it is not always their fault, but if they have the chance to guaranteed it happens let's do it effectively. Educators are called to educate our future generations and the more we know these people the better job we will do. I would like to invite all teachers in Colombia, especially in Barranquilla to study, in order to be prepared for next generation.

To conclude I want to express that this is not the end, that I do not need anything else. I still need to learn more about the issues happening while a class is developing and try to understand as many as I can in order to be prepared to guide the huge group of teachers I am currently preparing and the one I am responsible for. There is a lot to read about theories related to teaching and learning, and about learning environment as well. I was not able to cover all the issues I wanted to as time is a huge limitation, but I would like to continue increasing my understanding about those issues, I want to find out more about error corrections and its implications in their learning process, as well as the importance of measuring the amount of information we can give to students per class, and to know when teachers exceed the limit and when it is not pertinent.

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Appendix No 1 Número de estudiantes matriculados 2008-2011 CLLE.

Chart No 1

Número de estudiantes matriculados

Años 2008-II, 2009-I, 2009-II, 2010-I, 2010-II, 2011-I

2011-II, 2012-I, 2012-II y 2013-I.

Años y periodo	Estudiantes Matriculados
2008-II	2831
2009-I	3220
2009-II	3149
2010-I	3716
2010-II	3893
2011-I	5199
2011-II	4795
2012-I	5839
2012-II	5224
2013-1	6173

Appendix No 2 Stages of a lesson

Classroom Language

Stages in the lesson

The start of the lesson

Good morning everyone,

Hi everybody

Good morning, how are you doing?

How are you today?

Did you have a good weekend?

Let's start with the lesson now.

I think we can start now.

Is everybody ready to start?

Roll-call / Attendance

Let's take attendance, shall we?

I'm going to (gonna) take attendance

I'll call the roll

Who's not here today?

Who's absent? Who's absent today?

What's wrong withtoday?

Getting everyone's attention

Listen to me, please.

Be quiet/Quiet down, please.

Silent, please.

Can I have your attention, please?

Could you all listen to me, please?

Would you pay attention, please?

Luis, are you with us?

Simple commands

Come in.

Go out.

Stand up.

Sit down.

Come on, we haven't got all day!

Wake up.

Be quiet. /Quiet.

Switch on the lights / the computers

Switch off.....

Can you plug the *CD player/beamer* for me, please? The socket is behind you.

Settle down and let's get started. Let's settle down and get started.

Noelia, please, come to the front of the class.

Open your books to page

Turn to page ...

Look at activity five.

Eliciting / reviewing information and previous knowledge

Isabel Pérez at IES Moraleda de Zafayona Based on notes from a course with Deborah Robson

and from <http://www.finchpark.com/courses/links/classroom.htm> Classroom Language

Who can remember what we were talking about at the end of last lesson?

Does anyone remember

Who can tell me

Could you tell me what you remember from our last lesson?

Who would like to get extra *marks/credit* today?

Setting up an activity / Giving instructions for an activity

I'd like you to get into pairs for this activity

.....to work with a partner

.....to work *alone / in group of four*

Please, get into *pairs / groups of four*

Can you 4 team up?

I want you to share a photocopy and work together

What I want you to do is to

First, let's go over *the homework / the explanation* on page 25 together.

Those of you that have finished exercise 5 can *move on / go on* to exercise 6 and 7.

When you finish you can.....

I want you to finish the exercises on page 16 *now / at home*.

What I want you to do is to

Go on / get on / continue with your work.

Could you turn it (the volume) *up/ down*.

We can't hear it from here. / It's too loud.

Giving out / taking in work / books / worksheets, etc.

Do you mind collecting the compositions for me, please?

Fran, would you *take in / get/collect* everyone's *writings/essays* for me, please?

Juan, can you *hand out / give out / distribute* these copies, please?

Take one and pass them on.

Take one *between the two of you/for the two of you*.

Would you pass the dictionaries / exams to *the front / the back*, please?

Checking understanding

Do you understand?

Are you with me?

OK so far?

Do you get it?

Do you have any questions?

Let's check the answers.

Encouraging students and correcting errors

Very good.

That's very good.

Well done.

Great job

Isabel Pérez at IES Moraleda de Zafayona Based on notes from a course with Deborah Robson and from <http://www.finchpark.com/courses/links/classroom.htm> Classroom Language

That's correct

Excellent

Yes, you've got it.

You've got the idea.

That's correct

You need more practice with this.

You'll have to spend some more time with this.

Good, you're getting better.

Your answer is *very good / almost right*.

Ok, that's not the right answer, but let me help you with it.

Let me explain again.

Not exactly, *have another try / try again*.

Have a guess.

Guess.

Setting homework / assignments, setting deadlines and reacting to homework

This is your homework for tomorrow.

There is no homework today.

Don't forget your homework.

Do exercise 10 on page 23 for your homework.

Prepare the next two pages for Monday.

Before next lesson, I want you to read the story on page 15.

Take a worksheet as you leave.

Ending the lesson

It's time to finish.

Have you finished yet?

Are you done?

Let's stop now.

Stop now.

This is all for now

That's all for now, see you Monday

Goodbye.

See you tomorrow

That's all for today, enjoy the weekend

OK, you can put away your things. See you next week.

Students talking to the teacher

Excuse me. I'm sorry I'm late.

May I come in?

Can I go to the toilet (bathroom), please?

Isabel Pérez at IES Moraleda de Zafayona Based on notes from a course with Deborah Robson

and from <http://www.finchpark.com/courses/links/classroom.htm> Classroom Language

I'm sorry, I left my *book/homework* at *home/ in the classroom*.

I forgot my homework.

I didn't have time to do my homework. I'm sorry.

Sorry, I don't understand that.

Could you speak more slowly, please?

Can you repeat that please? I didn't understand.

Can you explain that again, please?

How do you say 'tenedor' in English?

How do you spell 'wonderful'?

What's the difference between "latitude" and "longitude"?

What does "pressure" mean?

What's the meaning of "pressure"?

How do you pronounce "pressure"?

Student talking to another student

Have you done your homework? Did you do your homework?

What's the/for homework?

What page is it on? What page are we on?

Can you help me do this exercise?

What do we have to do now?

Can I share your book with you?

Excuse me, that's my book.

Can you lend me a pen?

Can you pass me the rubber/eraser, please?

We have to work in pairs, Don't we? Do we have to work in pairs?

Who's going to start?

Whose turn is it?

It's my turn now.

We have to compare our work.

Isabel Pérez

Appendix No 3 Teacher's Journals

English class first level 1F

DATE: May 9th

2013

TIME: 2:00PM-4:00PM

TEACHER:

Today's lesson was about, regular -irregular verbs, places and prepositions of place. Luz Divina Rodríguez keeps on working on an oral exercise; she is asked a question, daily. She just wouldn't speak or participate when it comes to individual oral practice. This time she didn't answer the question at once, why? Perhaps I was too persistent just on helping her out and wanted her to speak at once that I just made her feel uncomfortable and too much under pressure. I told her I would repeat the question later on and she needed to think about the answer. We, the whole class were practicing and when I asked her again, she answered but she was reluctant or maybe just nervous or shy. I suppose I could use more questions and just keep asking until I'm pretty sure she can answer by her own. I am not quite sure about how this might take side effects on the rest of the Ss, for better or worse they might know now how important speaking is in our classes.

Today Ss practiced Regular verbs through a game called "Shoot!" initially they had to pretend to have a gun and take aim at one of their classmates to shoot first and answer what the past form of the regular verb I mentioned, was. However, I changed the activity because I noticed they

were a little bit uptight, maybe nervous or possibly not willing to participate on the first instructions. So I thought about a “shooting competition as in the old west kind of activity” instead and after, I realized that somehow, it changed the activity into a good, funny way to participate and learn. Ss participated; some others laughed and made sounds as if they were in the old west. After Ss acknowledged all the verbs were regular ones they started telling me all the spelling rules and common characteristics that helped them to identify them. Here I realized they could understand the topic and make affirmative sentences. This was a good thing I did and made me feel proud of them and I think I have to do it more often.

To practice irregular verbs, Ss stood up and they could only go back to sit when they pronounced the right irregular form of the verbs we had studied before. This second activity I used was a good one at some points, however, Ss got tired and all they wanted was to sit down as soon as possible. Even though this activity, encouraged them to pay attention and it also intensified the participation, it let me know that they were focused on getting back to sit down and not to participate. They made pronunciation mistakes, very common, but just the idea of making a mistake and not going back to sit, made them feel frustrated. I managed the whole situation though and it went well but it was definitely not what I expected. Maybe with the fact that they could find a candy on the chair, the whole tiring thing would just go away and then the only reason they would want to sit down would be the participation or get the candy. I think I'll give it a try and check the difference.

We started unit 8 and it was about places, they recalled all the places we had studied and started to create sentences in past which was pretty awesome for me to listen to them and watched them making progress on this topic. We answered some questions using real facts for

example. Where did you meet your boyfriend? Girlfriend? Husband? We did the feedback on the mistakes and it went pretty well.

A reading activity followed the introduction of the unit and I think it was a tremendous success this time. I think that the more I use this activity the more they practice and correct their pronunciation mistakes. But I don't want this to become boring at a some point so I think I will have to create or add new things to have them read in a different way and see how it goes. I still have some inconvenient with Kenya, I sat next to her this time because she didn't have a partner and I could notice some improvements, she needs to practice even more though; I am going to try to do it more and check results. With Arelis who needs to focus on fluency as well as Ivan, Luz divina and Elizabeth, I will try the same next time with them.

The grammar section on this lesson went well but I needed to be ready for everything and I think that I wasn't. Leidy asked me a question related to the meaning of "fixed expression" I was trying to find something similar into Spanish that would let her understand the term and context but it was impossible, I wasn't ready for that. Later I tried to tell her it was something that couldn't change because it was like that, something standard and that she needed to remember it was a different language she was learning. The expression on her face let me know she wasn't sure about my answer or why it was like that. I learnt that even when Ss had previously found more information about the prepositions of place on the blog, it might not work completely. I think this previous knowledge helps the Ss to be prepared in the class, to avoid some questions and invites students to explore the concepts that will be presented. But obviously it doesn't work all the time, so next time, I will try to make assumptions on the possible questions and terms I am using for this level and the way I should explain them to the Ss.

Finally when the Ss practiced on the book, I realized they spent less time on doing the exercises which is a good thing, we checked the answers they participated a lot and I could assess some students by asking them some past forms and prepositions and they had faster responses.

English class first level 1F

DATE: May 10th

2013

TIME: 2:00PM-4:00PM

TEACHER:

Today we continued our yesterday's lesson. To begin with, Luz Divina Rodríguez didn't show up which at first made me think I was too persistent last class that she didn't want to feel like that again. Ss made comments, assumptions and smiled at the situation when I was particularly looking for her to ask her the first question. But then again, I called different students and they all had good phrases to answer about things they had done the day before. Which made think about the possibility that they had understood that Luz Divina wasn't the only one to be asked in class and they all needed to practice. I have to make sure of this though. So, they all said things they did and I asked them to remember everyone's activities so I could elicit the questions: what did she/he do yesterday? They had problems when remembering so we tried it again and it went a lot better that time. All Ss participated. This activity was a good example to get them to speak about themselves and others.

After that, Ss didn't have their book and I asked them what the text we read in the previous class was about and they all had something to say about the different situations and places. E.g. Where did Cynthia meet Anne? , Where did Oliver meet Darnell? Who met Li in hospital? Why did Claudia give Alison some money? We checked their answers and the homework: guessing who the people were by reading two of the stories retold by the characters mentioned in the texts. Finally we made corrections about it.

On the other hand, Ss spoke when I gave them each a piece of paper with a word or fixed expressions written on it (___ School/ _____ the beach/ ___ New York etc.). They needed to add the right preposition and also write a sentence. They did it, and then they told the class their sentences. I asked them questions such as: Where were you? They answered by telling me: I was on the beach or I was at school etc. It was a nice activity they spoke in English all the time and I noticed they didn't ask their partners for help at all.

We continued working on the book. The student did some exercises; they built sentences using interrogative forms in past simple tense. The questions had a lot to do with holidays. After building the sentences, they answered them and we started talking about their holidays. They described some pictures did some exercises on the book. When the students were talking about their holidays they made use of some ideas they had written in previous classes. They also had the opportunity to speak by telling us all what their favorite type of holiday was. They chose some of the selections on the book.

I think I would have done this activity way too differently with some other pictures about holiday activities. Using more types of holidays related to their culture and contexts. I think I need to improve this part of the class and provide students with more common activities they are familiar with. The results might turn out a lot better.

The students spent about 45 minutes taking a quiz to assess the previous unit. They didn't have questions and seemed to understand the instructions.

English class first level 1F

DATE: May 14th

2013

TIME: 2:00PM-4:00PM

TEACHER:

After greeting the students to start the class, students played hangman then I presented the topic, I asked some questions to remind them of the previous class. The students talked about the activities they did when they were on holidays. They were given some examples of possible answers to follow the model. (On holiday, I always... read about the place, take a lot of pictures, etc.)

I had a good feeling with this class because the students talked about their lives and things they did on vacations. They had also started a writing process, in which they had to write about their last vacations and all the things that happened. They made mistakes but during the process they improved a lot. They rewrote it 4 times in different classes and then they could talk about this same topic in the class with more confidence.

To continue with the class, the students wrote sentences making use of the grammar and also did exercises on the textbook. They also listened to a radio program about good and bad holidays and they did some exercises based on that. On the other hand, they wrote about a bad holiday story and listened to some examples on the textbook.

After having explained the grammar topic for this class, some students were confused and most of them seemed to understand the examples and explanation, they even use some examples

about big mistakes to make use of so/because. e.g.(In Barcelona, we were hungry at 6p.m. so we looked for a restaurant. Big mistake - they only open at 9p.m.!)

However, I had bad feelings about this class as well. I thought that I could have used a better strategy to explain the grammar. So/Because. Even though they seemed to have understood and they had to research the information on the blog, in class, I think I could have explained better.

English class first level 1F

DATE: May 15th

2013

TIME: 2:00PM-4:00PM

TEACHER:

To begin with, I greeted the students and they answered some questions about how their days had been like. After that, they were taught the prepositions of place, they had had the opportunity to practice these prepositions on the blog created for this first level of English.

So they seemed to have practiced them when I asked them. They also did a funny exercise called “Monkeys on the Trees” consisting of two students (one monkey, one tree). Students who played the monkeys, needed to follow the instructions with the prepositions, given by me. They needed to move behind the trees, next to them, opposite, in front of them, under and on the tree. It is a fast exercise which makes them feel excited and competitive.

I felt slightly disappointed at first because the students didn't seem able to participate or even stand up from their chair. But then while doing the exercise things changed a bit.

When I presented the vocabulary on how to ask for and give directions, I felt it was too much vocabulary and also I, myself got confused few times with the topic because I still having problems when teaching it. I felt sometimes I lost track of the activities and I wasn't so sure if they had understood what I was trying to explain them.

The exercises worked pretty well in the class, students used the textbook and practiced with the suggested material, and dialogues. However, when we practiced the vocabulary and I gave directions to the students so they could follow them and find the way to the places on the map,

we used for the activity, they were confused and I think it was because of the map and the vocabulary I gave them. With some words of the vocabulary they could use more than 2 ways of saying one direction. For example: go up, go ahead, go straight on etc.

I could I have done this activity differently if only I had taught the prepositions the textbook suggested, but I think that I will do it in a similar situation next time if I give the students basic information and less vocabulary.

English class first level 1F

DATE: May 16th

2013

TIME: 2:00PM-4:00PM

TEACHER:

After greeting my students, the class started when I placed some categories of food on the wall. (Meat, vegetables, Fruit, Bread, Sweets, Fish, Drinks, Snaks, Dairy Products) Students talked about the things they could find in the supermarket and then they started naming the items that belonged to each food category on the wall.

This part of the class made me feel good. I felt really good with this activity because it allowed students to remember previous vocabulary they had studied and also confidence when participating and they showed a positive attitude in the class.

I consider that what worked well in this class was the fact that students knew the vocabulary on food and they could participate actively. They also were asked some questions that involved the prepositions of place suggested by the textbook. For example: Where are the sweets? The students needed to answer by making use of these prepositions and based the answers on the positions the food categories had on the wall. (The sweets are opposite the vegetables.)

The students worked on different types of exercises, they listened to dialogues, they matched sentences, they completed conversations, they asked each other questions using the vocabulary on food and the prepositions of place and practice them to act them out. They did a good job and they were allowed to use the language in their own contexts.

Maybe using some pictures of food items is what I could have done differently in this class because it could have given the class a lot of visual aids to support the topic and the activities based on it.

I have learnt that we teachers can help students to remember what they already know if we find the way of bring them back again in a different class with a different topic. If so, students can feel more confident and willing to participate.

English class first level 1F

DATE: May 17th

2013

TIME: 2:00PM-4:00PM

TEACHER:

Today we continued we yesterday's lesson. Students learnt about Ordinal Numbers and their usage on dates and months. They also kept practicing the past simple tense using past simple time expressions : last night, yesterday, two days ago etc. to work on a story about a bad holiday. They needed to write their experiences in such a holiday and share it with the classmates.

To write the story they used the vocabulary on the unit about adjectives and expressions such as: Awful, terrible, not very good....etc) They also were taught about the punctuation in writing.

Students worked on some extra copies related to the topics on this unit. They spent time working on the copies and completing sentences with the verb to be, the prepositions, verbs in past. They listened to some exercises suggested by the textbook and spent most of the time working on the exercises.

I checked the exercises, and did the feedback. The students were asking me for help or asking me to help them with some words, at a point of the activity, Leidy asked me how she could say in English: feria. I wasn't sure about it I mentioned what I remembered but I was wrong I said fairy and not fair. I asked her to look the word up though.

After that, the students seemed very committed in writing their stories. This activity became part of the writing process we had started previously in class. It was good to know that they had plenty of the activity done because they had been working on similar exercises.

Appendix 4 class transcriptions

Transcript No 1

T: Stands for the teacher

S: stands for students

O: observer appreciation

C: class

Ss: A group of students

T: OK. Guys, Good afternoon.

C. Good Afternoon teacher.

T. How are you?

C: Fine.

T. Luz Divina? How are you?

LUZ: Fine.

T: Fine? Remember what I told you yesterday?

Luz: Yes.

T: OK. What about this question for you. What did you do yesterday?

LUZ: Err.

T: So Luz Divina?

LUZ: I was. (very low)

T: AH? (Very loud)

LUZ: I was in class (very low, lower than before)

T: Speak up. Speak up

LUZ: I was in class. (louder)

T: Ah uh. What else? What else? What else? (lower and insistively) and you know I need you to? To speak. OK? Come on. Say something. For example, yesterday I went to visit my best friend. What about you?

O: After some time of silent.

T. Luz Divina?? We're waiting for you.

O. Silent

T: So Luz Divina? OK. Listen to me. This is what you are going to do. You know that I need you to speak. You really have to start speaking English, OK? So I'm gonna give you some time to think /θIn/ about what you need to answer. The question is what did you do yesterday? Ok? I'm going to give you some minutes to think about it. And then, I'm gonna ask you again OK? Clear?

S: Nodded

T: Alright OK. Ok. Guys the reason you err., err... are, you know like this. Seated in two groups because I'm going to do an activity for you guys, you are gonna help me to do the activity, and this activity is called "shoot" this is how you guys going to err... you know be working on this activity . I need that err... you guys for examples err. Arelis, please stand up and you and Karime please stand up thanks. The teacher is going to err... say some words. Those words are related to verbs and you guys. And honestly, I'm going to, you know err... Say the /ðI/verbs in present and you have to give me the past tense of the /ðI/ verb OK? But the activity is called shoot. So it means that you are going to pretend that you have a gun ok? You know what a gun is? Pretend this is gun

O: Said the teacher by representing one with her hand)

T: And "PUP" something that you use to you know to kill err... you know, people "pup". OK. so and you have to shoot the first one in saying the past form of the verb is going to get point for participation ok? For example, if I say hmmm, look.

S: Looked. pup

T: No. like this ok. let's try again, the same verb. Ok? this is at the same time, you have to pay attention. One, two, three. Look.

S: Look

T: Ok. something like that. But what's the pronunciation?

S: Looked /luded/

T: Looked? Is that the pronunciation?

S: Looked /lukt/

T: Looked /lukt/ ok? so yes, obviously you are not going to die until you pronounce it ok.

alright. You guys over there. Ok? So let's try with err... Laura and Christian, Ok. Yes. Ok if at least you know , you are like... like when you don't want to work today. Why?. Ok let's do it.

Ok let's try to make something different then, I just, I just... something like this. Christian? Get here please. Good you know what I am trying to do? To the count of three. Christian you have to walk ok? To the count of three and the you shoot yourself. Ok. One, you have to walk, ok? one... two... three... laugh

O: T and S: laughed at the same time because the student was lost.

T: Laugh

C: Laugh

T: Uh hah, what's the past?

S: Laghed/læft/

T: What's the past tense?

C: Laugh

T: Laugh or laughed?

C: Laughed

T: OK. Good. Kill yourself, kill yourself. Ok. so it is something like that ok? just two
 _____ you know ... _____ so and Janet? What about you and... Jasie ok. one...
 two... three. Work.

Ss: Worked /wɔrkd/(and they laughed)

T: What's the pronunciation?

S: Worked /wɔrkt/

T: Guys is that ok?

S: Yes it's ok worked. /wɔrkt/ thank you.

T: Ok and... what about you Ivan and? Maria _____

The first one in shooting is the one who is going to say the verb in past. Ok. err... ok. one, two.
 One... two... three stop.

S: "PUP"

T: Shoot, you have to shoot.

O: The student shot

T: And what's the past?

S: Stopped

T: Stop is that OK? yes it's OK. good Ivan, what about Leyda and Andrea

O: There was a lot of students' noise (everybody talking at the same time)

T: Oh, yes. One... two... three happen

S: "PUP" happened /happent/

T: Is that correct? Yes good. Leyda, you're quiet, why? OK. Luz Divina and Alison.

One.. good. thank you one... two... three wash

S: "PUP"

T: OK. Luz Divina?

S: Washed/wɔʃt/

T: What?

S: Washed

T: Washed/wɔʃtid/?

S: Washed/wɔʃt/

T: Is that OK? she said wash

S It's Washed/wɔʃt/

T: Yes. Ok. washed, right? Good Luz Divina. I got the right answer right?

_____ and let's try now... let's say Leidy and ... Elizabeth one...

two... three wait.

S. "PUP" waited

T: Good, waited. Good Elizabeth. ok. Who's in here Luis David and Raul ok. one... two... three
start

S: "PUP" starret

T: Hmm, guys is that ok?

Class: No

T: No. what's the right pronunciation?

Class: Started

T: Started or started/starIt/OK? Good. And... Kenia nad Karime, please.

S: Una bala perdida...

T: Shhhhhh. Luis David Pay attention. Ok. one... two... three... arrive.

S: "PUP" arrived /arrivt/

T: Arrived /arrivt/ is that OK?

Class: Yes.

T: OK. And kenia wait a minute. If I say visit, what's the past tense?

K: Visit.

T: Visit? Yeah? Visited. Ok good. All right, now all the verbs that I have you guys, practice
have something in common. For example. Listen, listen, waited,

S: Write, wrote.

T: The ones that we practice

S: Happened

T: Happened

S: Laughed

T: Laughed

S: Worked

T: Worked

S: Happened

T: Happened

S: Started

T: Started

S: Arrived

T: Arrived. Ok. we have something in common here.

S: Are regular

T: They ARE?

S: Regular

T: Regular verbs. Very good, Karime. So, what' what the...? You know can you tell me about these verbs? They are regular. Yes? I know that, you know that. Why? Tell me something that help me identify the regular verbs.

S: Eh.. E D

T: Yes. E D. what else?

S: Verbs ends in ED

T: The verbs ends in ?

S: ED

T: Uh huh. It has the ED ending, right? Is that OK?

Ss: Yes.

T: Yes? And do we need several spelling rules here?

Ss: Yes.

T: Is it all the time ED?

S: When ends y letter Y, we drop the Y and change to IED.

T: You drop letter Y and add IED. Good and... do you remember a different spelling rule? Yes, Ivan?

S: Verbs ending in consonant plus Y

T: Consonant plus?

S: Y

T: Y uh huh?

S: Change to IED.

T: Ok. Good. It is same rule Karime mentioned. Ok, do you know a different one?

S: Verbs ending in consonant plus vowel plus consonant

T: Uh. Huh.

S: Doubol

T: Double

S: Double the final /final/ letter.

T: The final? /final/

T, S: Class: Final letter the add ED

S: Final letter the add ED

T: Good. For example? For example?

S: Stop

T: Stop, stopped. Prefer

S: Shoot

T: Shoot? Chop. Chop, ok? chop.

S: Comit

T: Comit? Spell it.

S: C o m m e d

T: OK, pay attention to this particular verb. Christian can you spell?

S: C

T: C

S: O

T: O

S: M

T: M

S: M

T: M

S: E

T: E

S: D

T: D? Commed ? Do you mean that's commit? Committed? Ok? That's a different, different verb. But that's not the spelling.

S: No?

T: No. repeat the spelling

S: Commed

T: Commit

S: C

T: C

S: O

T: O

S: M

T: M

S: M

T: M

S: E

T: E

S: D

T: E...

S: Ed

T: No.

S: A?

T: No

S: I, I,

T: Yes. How do you pronounce that?

Ss: I

T: I. t ok? alright. Repeat it.

S: C

T: C

S: O

T: O

S: M

T: M

S: M

T: M

S: I

T: I

S: T

T: T right, and according to the rule... the ending is...? The ending? _____? Is it a consonant?

S: Yes.

T: And this

S: Vowel

T: Vowel and this?

S: Consonant

T: Ok. in order to form the past tense?

S: T

T: We double?

S: T

T: Letter t and?

S: Ed?

T: And?

S: Ed

T: And we add ED. Committed ok. thank you. What else? How about those verbs err... that err... ends in letter E?

S: Add D

T: We add? Letter?

S: D.

T: We add letter D, for example?

S: Dance

T: Danced ok. Danced

S: Like

T: Liked

S: Love

T: Loved

S: Live

T: Lived. Ok good.

S: Arrive

T: Arrived, very good ok. and since we are talking about regular verbs . let's try to remember some irregular verbs, which ones do you know?

S: Write

T: What?

S: Write

T: Ok. The past tense?

S: Wrote

T: Wrote alright.

S: Forge, forge

T: Forget. Forgot. Ok

S. Eat

T: Eat. Ate. ?

S: Come

T: Be

S and T: Was were

S: Come

T: Come, came

S: Do. Did

T: Do. Did

S: Have

T: Have

S and T: Had.

T: Ok

S: Think

T: Think, past?

S: Thought

T: Thought. Yes.

S: Leve

T: Catch

S and T: Caught

S: Leve

T: Leve?

S: Leave

T: Leave

S: Left

T: Left . leave, left. Ok. good. Now the second activity is something we already practice for the irregular verbs . I really need you guys to stand up. Or do this. And, no you're not gonna need the list. Ok you only sit down if you can tell me the past tense of the verbs. Ok? and fast, fast.

If you... pay attention. Pay attention. Luis David? You have to, you know, tell me the right pronunciation of the verbs. Ok? because if you say err... write and you say wrote. You are not to sit down ok?

S: Yes

T: Ok. so here we go.

O: Students knocking at the door.

S: Good afternoon.

T: Good afternoon. Ok. this is the activity pay attention. One, two, three spend

S: Spent

T: Ok. sit down. Meet

S: Mit

T: No.

S: Met

T: Met. You may sit down come, girls first.

S: Come

T: No. Melissa?

S: Come

T: No.

S: Came

T: Came. Good Andrea, sit down. Take, Ivan?

S: Tok

T: No

S: Took

T: Yes. Sit down. Ok Think.

S: Though

T: Hmmm, maybe

S: Zough.

T: Zough? No

S: Through

T: Through? No

S: Sang

T: No

S: Though, though

T: No. ok. Listen to me. Think

S: Thought

O: (the teacher did not listen to this students)

T: Repeat?

S: Thogh

T: Thogh? No

T: Though

T: No, Raul?

S: Thigh

T: No

S: Though

S: Though

T: No

S: Through?

T: No. THINK, THOUGHT ok?

Ss: Thought

T: Now again. Think

Ss: Though

T: Ok now you have to participate. Think. Err... Christina?

S: Thought

T: No, silence

Ss: Thought

T: No ok. Nei . sit down she said thought. Ok. thought

S: Thought.

T: Repeat. Thought

Class: Thought.

T: Think

Class: Think

T: Thought

Class: Thought.

T: Thought

S: Thought

T: Ahhh, the next verb is break. Luz Divina.

S: Break

T: No, luz Divina. Ok again ___ one, two three, silence break

S: Broke

T: Broke. Ok. good. Sit down . ready? Do

S: Did

S: Di

S: Did

T: Ok- good this is very easy. Go

S: Went

T: Ok. it's good . This one is easy. Have

S: Had

T: Had. Ok good. This one is easy. Say.

S: Soud

T: No

S: Said, said

T: Pay attention

O. Unaudible

T: Janet pay attention please. Say?

S: So

T: No say

S: Sad

T: Sad? No

S: Said

T: You need to say it first that's the rule. Sit down. Ok. Shhhhhh... five, four, three, two ... one

S: Teacher?

O: (some students laughed) this changing in the counting, can be understood as she warning them)

T: Drink.

S: Drank.

T: Drunk? No

S: Drink, drank

T: Drank _____ you said drunk.

S: No

T: You say, drunk. Ok. One, two, three drink

O: Students are used to talk at the same time and during activities inaudible moment.

T: Again. See

S: Sau

T: No

S: Saw, saw

T: Saw. Saw ok. Next speak

S: Spoke

T: Spoke ok. Uh hmmm next verb know, know. Like I don't know

S: Knew /kniu/

T: Knew? Ok repeat it?

S: Knew

T: Knew. Ok, good sit down. This verb please, get

S: Gat

T: No, no you don't have to sit down. Uh huh

O: A student tried to sit without completing the activity.

S: Get

T: Get?

S: Gave

T: Gave?... what's the past tense of the verb give?

S: Ah?

T: Past form of give

S: Give? Give

T: Past form?

T and s: Gave- gave ok. Uh... eat? Eat

S: At

T: No

S: A

T: No

S: ATe

T: Eighteen? What's that? Ate ok repeat it.

S: Ate

T: Ok. Good. Ok. Silence. This one is ... is easy. Sit. Sit?

S: Sau

S: Saw

T: No

S: Six

T: Come on you can do it.

S: Set

T: Set no. ok. What's the past of sit

Ss: Sat

T: Sat. and what about this one? Err... bring.

S: Bring

T: Bring?

S: Brought /brout/

T: Brought. Ok. Good bring brought. Alright, good alright guys and... pay attention. Do we need any rule in order to form the past tense of irregular verbs? Do we have rules?

S: No

T: No, why?

S: No

T: We don't have spelling rules?

S: No

T: Do we need rules to form the past tense of the irregular verbs?

S: No

T: The reason is because they are?

S: Irregulars

T: Irregular ok? So we need to learn to learn the verbs by heart. Ok? And also you have to practice, in order to remember all the verbs. So err... now you guys are going to open your books. Open your books on page 83 please? 83

S: Teacher what page?

T: 83. Yes the unit is called 83, 83. Called places ok? What kinds of places do you like remember?

S: What?

T: Places, what kind of places do you like remember?

S: Greengrocer's

T: Greengrocer's

S: Bank

T: Bank

S: Supermarkets

T: Super?

T: And s: markers

S: Drugstore

T: Ok, drugstore

S: Museums

S: Hospitals

T: Museums

S: Theater

S: Baker's

T: Baker's

S: Town hall

T: Town halls

S: Airport

T: Airport ok.

S: Police station

T: Police station

S: Airport

T: Airport ok. And the place you are going to learn something? What's that place?

S: School

T: The school and the place for you ... err... you know keep your car?

S: Parking lot

S: Parking lot

T: Parking lot ok. Parking lot.

S: Post office

T: Do you park your car in a post office? I didn't know that. If you have a car, if you have a car, you know can you park your car in a port office?

S: No

S: Butcher's

T: Butcher' good.

S: I thought

T: You thought what?

S: I thought cinema was different.

S: Teacher? Cinema

S: Police station

S: Library

S: Museums

T: Train station. Good.

S: Sport center

T: Sport center good. Alright pay attention. So all these places, all these places err... are a common places and _____ you know we can meet people you know... in one of these places right? Yes or not?

S: Yes.

T: For example, if you are in a restaurant. You can meet someone ok? This someone you like right? And two weeks later you guys can have a relationship. It's possible. Or not? Can people

meet in places such as restaurants, after that, you know err... have a good relationship? Or not?

No? Janet, do you a boyfriend?

S: Yes

S: Oh, yes

T: Where, where did you meet your boyfriend? Where?

J: I ... I meet, met my boyfriend in... in the university

T: and Jasiel? Do you have a boyfriend?

J: Yes.

T: Yes? And where did you meet him?

J: Err... I meet my boyfriend

T: I what?

J: I met

T: What's the past time of meet?

S: Met

T: Met uh huh.

J: I Met my boyfriend at gym

Ss: At the gym

T: Wow! Ok, in the gym. Ok. And... how about David, Do you have a girlfriend?

S: No, I don't

T: Ok. Try something else. Do you have a best friend? Hmmm you must have a best friend. Your best – friend. Best friend?

S: No

T: No? a friend? Ok, your English teacher

Ss: Laughed

T: Where did you meet your English teacher? Uh huh? Ok. Where –did- you- meet- your- English- teacher? Ok. In a different way. Where did you meet me? The place? The place?

Ss: Where? Where?

T: Where, uh huh?

S: Where university.

T: Yes, but the whole sentence

S: I ...

T: I ...

S: Meet?

T: I ?

S: Met (said by a different student?)

S: I met

T: Uh huh met is past form of the verb meet. Ok?

S: I met

S: You

S: I met you where?

T: I met you

S: I met you in the classroom

T: I met you in the classroom. Ok. And... Andrea. Do you have a boyfriend?

S: Yes

T: Yes, Andrea you're only 16

Ss: Laughed

T: Ok. Andrea where did you meet him?

A: I ... I met my boyfriend in the

S: In your house

A: In the school

T: At the school

A: Yes

T: Ok. I'm gonna tell your mom... alright and you know this is a different question. Arelis, err... where did you meet your husband?

A: I meet

T: I what?

A: I met

T: Uh huh.

A: In my house.

T: I met

S: I met mi

Ss: My

T: Who?

A: Husband

T: I met

A: I met may husband

T: I met my?

A: Husband

T: Uh huh.

A: In my house

T: Really?

Ss: Laughed

T: Why? It must be, it must be an interesting ? it must be an interesting story. ok? we are eager to listen to it. Alright. This is what we are going to do. We are going to... we are going to read. We are going to read the text on page 84. On page 84 we have 4 short texts and the title 4 paragraphs. The title is unusual stories. Luis David, pay attention. Unusual stories and you know unusual is something that is not err... common. Ok? So I'm going to read unusual stories in a holiday for two where you met your best friend

On a bridge in Northern Ireland. I walked on one side and another woman walked down on the other side. We met in the center and we were both very scared. We were there for half an hour, finally a guy came _____--- after that half an hour we were friends for life said Cynthia.

Next... in a taxi in NYC I was a taxi driver in NY IN 1990 and I worked at night I was at the car and I took Jim home at 4:00AM every night. I thought he was a really nice person. We talked a lot and became great friends, Albert. Next... in a hospital in china I was in a car accident and broke my leg. I went to hospital and I was there for a week. There was a Chinese guy in my room we had a lot of time to talk and became best friends. Next... in a café in Argentina I was on holiday and someone took my money. I sat down in a café, I didn't have any money, but I was hungry. A waitress came to my table and said: hi. I'm Claudia do you need any help? We are since then best friends, _____ ok. These are really good stories about life. About uh..

Meeting people. Ok?

T: Yes, and

S: Best friends

T: Best friends, good, and uh... these stories are unusual because they are not common, right?

S: Not in Colombia

T: Not here, in Colombia? Oh, maybe. Do you have an usual story? Laura, do you have unusual story? About meeting friends?

L: No

T: No? ok. And how about you, Melissa?

M: No.

T: How did you meet your best friend, Melisa? How – did- you- meet- your- best- friend? Was unusual story? Or sth common? Ok. So?

M: I meet, I met

T: I met

M: I met my best friend in the church.

T: In the church. Ok. Oh, that's unusual. Do you think that's unusual?

S: No

T: No? well, maybe for example... in some cases that might be unusual. Do you go to church on weekends?

S: Sometimes

T: Sometimes is unusual. Maybe for you. No because you go to church every err... weekend. _____ but for some other people it might be sth unusual. So you remember yesterday. We speak about err... re _____ ok. Now in pairs you guys are going to practice these texts.

I'm going to give you 5-3 minutes. 4 minutes _____ in order to practice. And _____ and _____ you guys are going to have the first and Melissa and Janet second story. Laura and Karime, third story; Andrea and Luz Divina fourth story, and Elizabeth you have to move this... ok.

O: The teacher moved her chair close to another student in the class

T: Ok please sit down next to Arelis, and Maria and Jessie, first story, Leyda and Luis David second story, Leidy and Christian, Third story; Raul and Elizabeth 4th story

S: Teacher?

T: Yes?

S: I'm working with?

T: Oh, I'm sorry you and me 4th story.

O: People were reading in pairs

T: Ok guys, you are ready?

O: No body answer

T: One more minute?

S: Yes

T: Ok, one more minute.

Ss: Ready

T: Are you ready?

S: Yes.

T: You ready, you too, you too, right? Which group starts hmmm, yes, number one? Pay attention, please. Pay attention so you can err... notice the... what we say and we cannot make this mistake. Text No 1

S: Unusual story

T: Unusual stories.

S: Win err... a holiday for two ,tell us where you met your best friend

T: Tell us

S: Tell us where you meet your best friend.

T: Best friends

T: Uh huh,

S: On a long bridge

T: Bridge

S: Bridge in northern Ireland

T: Ireland

S: Ireland I walked from

T: I what?

S: Wal

T: I what?

S: I walk

T: I walk? What is the right pronunciation of walk?

S: Walked

T: Walked, I walked

S: I walk on one sid

T: Side

S: One side and another women

T: Another?

S: Women

T: Woman

S: Woman and walk from the other side. We meet

T: Ok, and walked from the other side full stop, you make a pause and then continue.

S: We met in center

T: We met in the center

S: And we were both bery scared

T: And we were both very

S: Very

T: Scared

S: We were there for half an hour- finally arrive men and help ius

T: Help us. And help us

S: And help us aster that we have together

T: Together

S: We were friends for life since then.

T: Ok, good _____ pay attention Raul

S: In a holiday for

T: Unusual stories

S: Were in holiday

T: Unusual stories

S: Unusual stories in a holiday for two tell us where you meet

T: Where you?

S: Met

T: Uh, huh

S: Your best friend. On a long bridge in the northern Ireland I walk from one side and onther woman and wal from the other side

T: Another woman?

S: And

T: Huh huh

S: Wal

T: Walked

S: Walked from the other side. We met in the center

T: Center (American pronunciation)

S: Center and we were both bery scare

T: Very scared (emphasizing V)

S: Scare we were there both for half and hour, finally a guy

T: A guy? Come

S: Came and help us

T: Ok

S: After that moment, we were friends for life.

T: Ok, Thank you, continue, start

S: In my taxi in NYC, I was a taxi driver in NY in 1990. I worke, I work as a driver, worke at night and I tok

T: And i?

S: I tok

T: And i?

S: Took

T: Took

S: I took him home at 4:00 am every day, I thought, he was a really nice person and I talk a lot, we became best friends

T: Great friends

S: Great friends

T: Ok. Thank you

S: In my taxi in NYC, I was a taxi driver in NY in 1996 I work at night. I took him at 4:00 am every night I saw he was a really nice person. We walk

T: We?

S: We walked

T: We?

S: I'm sorry, we talked a lot and became great friends

T: Great

S: Great friends for life

T: Ok, Thank you so much. Ok. Next group. Ok let's continue and that would be text No 3 right?

Laura? Ok just start.

L: One day in China, I was in a car accident and I broke my leg. I went to a hospital and stay there for a week. There was a Cheenese

T: There was?

S: There was a Cheenese guy

T: A what?

S: Chinese in my room. We have a lot of time to talk we became best friends.

T: Ok. Good. We had a lot of time to talk and became great friends and..

S: In a hospital in China I was in a car accident. I went to a hospital and stay there for a week.

There was a Chinese guy in my room, we had a lot of time to talk and became good friends

T: Yeah, very good thank u. and Luz Divina and Andrea. Luz Divina? And the question after this.

L: In a garden at the café in Argentina I was on holiday and I some

T: Someone

L: Someone tok my money

T: Took my money

L: I sat in a table at a café

T: I sat down in a café

L: In a café I didn't have any money

T: I didn't have

L: Any money but I was very hungry

T: Very

L: Very hungry then the waiter

T: Waitress

L: Waitress came to my table and said

T: What?

L: And said

T: And?

S: Say

T: Luz Divina, please (cause another student answered)

T: And?

L: Said

T: Said /sed/

L: Do you need hell

T: Do you what?

L: Need hell

T: Uh huh.

L: We were best friend

T: OK. Keep on practicing, Luz Divina, and Andrea

A: In a café in Argentina, in Argentina, I was on holiday and someone took my money. I set, I sat down in a café. I didn't have any money, but I was very hungry. A waitress came to my table, and said Hi. I'm Claudia, do you need hell? We were best friend.

T: _____ - ok, Thank you. Good and ___ ok. Go

S: On a long bridge

T: On a long bridge

S: On a long bridge in northern Ireland

T: Ireland

S: I walk from

T: Walked

S: Walked one side and other woman

T: And another woman

S: And another woman walk

T: Walked

S: Wal from the other side. We meet

T: We what?

S: We meet in

T: We what?

S: We walked

T: We?

S: Meet

T: Met

S: We met in the center and we were very scar

T: We were?

S: We were was very

T: We were?

S: Both

S: Both bery scare

T: Very scare.

S: We were for half and hour, finally

T: Finally arrive

S: A guy a guy and came

T: Came and help us came, repeat

S: Came

T: And?

T-S: Help us

T: Help us--- help us OK

S: And after a half

T: After passed

S: After passed half an hour togeder

T: Together- together

S: Together we were friend for life-

T: We were friend for life ok keep on practicing Kenia. No 2

K: In a taxi in NYC, I was a taxi driver in NY in the 1990

T: 90s

K: 90s and I worked at night and I took him at 4:00pm

T: Am

K: Am. Every night I though

T: I what?

K: Though

T: I thought

K: Thought, he was a really nice person and we talked a lot and became great friends.

T: Ok. Repeat thought

K:Tthought.

S: In a taxi in NYC, I was a taxi driver in the 90s

T: 19?

S: 90s

T: 1990s

S: 1990s and I worked at night I work

T: I work at night full stop, make a pause uh huh?

S: I worked at night there.... I tok

T: I ?

S: And I took him home at 4:00am every night

T: Every

S: Every night I thought he was a really nice person

T: Really

S: Really nice person we talk

T: We what?

S: We talk

T: We talked

S: Talked a lot and become

T: Became

S: Became great friends

T: Great?

S: Friends

T: Friends

S: Friends

T: Friends

S: Friends

T: Repeat, friends

S: Friends

T: Ok. And text No 3 Dossie right?

D: In a holiday in china. I was in a car accident and I broke my leg. I went to a hospital and was there for a week. And was there for a week. There was a Chinese guy in my room with me we had a lot of time to talk and became great friends.

T: Ok. Very good. Maria

M: In a holiday in china I was in a car accident and broke my leg I went to a hospital and stayed there for a week, there was a Chenese

T: Chinese

M: Chinese guy in my room. We had a lot of time to tal

T: To what?

M: To tal

T: To? Letter L doesn't sound talk

M: Talk and became great friends.

T: And became great friends That's Christian right? And you? _____ that would be err... ok
sorry Leidy

L: In a holiday in china I was in a car accident. I went to a hospital and stayed there for a week, there was a Chinese guys in my room we had a lot of time to talk and became great friends.

T: Ok. Great friends. Christian?

Ch: I was in

T: Ah? Please speak up, I can't listen to u.

Ch: In a holiday in China

T: Speak up

Ch: In a holiday in china I was in a car accident I broke my leg. I went to a hospital and was there for a week. There was a Chinese guy in my room. We had lot of time to talk and became great friends

T: Ok, good friends, finally you have the last text. That could be for you Arelis start

A: In a café in Argentina

T: Argentina

A: Argentina I was on holiday and someone tok my money

T: And someone?

A: Took my money. I sat down in a café. I didn't have any money but I was very hungry. A waiters

T: Waitress

A: Waitress come

T: Camre

A: Came to my table and said. Hi my name is Claudia, do you need help? We were best friends since then.

T: Ok Hansel.

H: In a café in Argentina I was on holiday and someone took my money. I sat down in a café I didn't have any money, but I was very hungry

T: Very hungry

S: Hungry the waiters

T: The waiters came to my table

T: To my what?

S: Table

T: Table

S: Table and said. Hi.. I'm Claudia. Do you need help?

T: Do you need?

S: Do you need help? We were best friends since then.

T: Ok. Good. Very nice guys you need keep on practicing right? And ok, good. So here we could find some places right? In the stories, there were mentioned different places for example in the center, what else?

S: Taxi

T: In a taxi

S: Hospital

T: In a hospital

S: Café

T: In a café ok? So we are err... err... we are using stuff err... prepositions of place. The prepositions in this case is?

Ss: In

T: In ok, however, you know, we can make use of different prepositions err... when we talk about places for example

S: At

T: At

S: On

T: On. Ok what about other prepositions? You guys know do you remember monkeys and the trees?

O: This was a game students played in class to practice prepositions.

Ss: Laughed

T: Ah?

S: In front of

T: In front of

S: Opposite

T: Opposite

S: Behind

T: Behind

S: Above

T: Above

S: Next to

T: Ok. And monkeys on the trees. Ok. Uh huh. Ok I forget to ask Luz Divina the question

What did you do yesterday?

L: I visit my mom. I had dinner

T: Uh huh

L: I worked

T: Ok. Alright, tomorrow I won't give you time to think ok? As soon as I ask you the question, you have to answer, alright? Ok so let's go back to the prepositions of place on the board, you may find some prepositions we have the prepositions AT, we have the preposition IN and we have the preposition ON. Ok? But first focus on these 3 sentences. The first sentence said: I was in the classroom yesterday. The second sentence says. She worked at a university last year. And the sentence No 3, it says: they were on the second floor. Ok? So let me explain sth for you.

When we use the preposition of place IN is because we are talking about a place that is enclosed ok? It is, you know, maybe

S: Inside.

T: Yes, inside, and ah... it is like you have 4 walls. Ok. For example, right now, we are? in the classroom and it's enclosed ok? And then we have preposition AT. We use the preposition AT when we want to refer to a specific place ok? Or when you take it as a reference ok? And then the third sentence we should use preposition ON, we use it to talk about err... surfaces; for example we are? we are?

S: On the second floor

T: On the second floor. So here let me tell you. The uses that we have, you know, pay attention we use this for inside places (in) at for specific places and directions and we also have fixed expressions, they are standard ok? And for example common places home, ok. Home, school, work, university, bank, concerts, ok. We say I am

S: At

T: At home, I was

S: At

T: School at?

S: School

S: At work

T: At work

S: At the bank

T: At the bank

Ss: At concert

T: At the???

O: (pointing At the board)

class library ok. And now we have specific places ok? For example Universidad del Atlantico.

We use, we are?

S: At

S: At Universidad del Atlántico

T: Universidad del Atlántico ok? And they also use specific place at Kennedy airport ok? How about err... direction Murillo street, at Murillo street, at the third?

S: Third avenue

T: And we have standard expressions and fixed expressions ok? Err... for example at night, at the end, ok. Now

S: Teacher

T: Yes?

S: Standard?

T: Standard? You know fixed expressions. It is like ah... for example we say in the morning in the afternoon and in the evening but we don't say we don't say in the night. We say at night, because it's a fixed expression it I standard got it?

S: No

T: Really?

S: Why?

T: Because it's English is an expression ok.

S: Fixed?

T: Fix? Fixed is sth do you, do you understand standard? Like this err... let me, let me try to find an example in Spanish it doesn't change let me tell you like this. We say in the morning, in the afternoon, you don't say in the night, because it's a fixed expression it I already fixed it's English. Ok?

Ss: No

T: Thank you. What about this one IN. we use in with countries, rooms, cities, seasons and it has to be fixed expressions and just because for example in countries we can say err... in Germany, in Colombia, in India, ok? Cities? In?

Ss: NY

T: In Madrid in

Ss: Baranquilla

T: In Barranquilla, good. Rooms, my house has six rooms, the kitchen, the living room, the dining room, the bathroom, and what else? My parent's room, ok. We say in the classroom, in the kitchen, in the living room, in the dining room, etc. ok? Because is a room in the house. We use in the sea, in the ocean, in the river, in the pool, ok. In the pool, but we say on the beach, what about, seasons, seasons have to do with the weather ok? A time of the year and summer- we say in the summer

S: In the spring

T: In the spring

S: Winter

T: In the winter

S: In the fall

T: In the fall. Ok? And these are expressions because they are like that and we have in the morning, in the afternoon, ok? In the night?

Ss: No

T: Why?

S: It's at night.

T: At night. Good. And there is another preposition of place ON. We use on to talk about surfaces for example: now we are on the third floor. We use it to talk about transport, parts of the body, directions, fixed expressions. The first example belong to surfaces on the floor, on the

table, on the desk and err... what about on the map, on the beach, and what about transport, you say on?

S: Plane

T: On a plane, on the bus ok? On my head, my leg, my arm, my shoulder and directions but this time it's different than this (pointing at the board) ok? We say on the left, on the right, like this on the left on the right for example. And finally we have fixed expressions we say... on the radio, teacher I listen to music on the radio.

S: No

T: No, in Spanish we say in the radio, but in English is a fixed expression. We use the preposition ON ok. I listen to music on the radio. On the TV, and on the internet. I'm talking on the phone ok? Yes, and do you have any questions?

Do you Laura?

L: I'm analyzing

T: You're analyzing, oh, if you have yo describe this on

S: Teacher? There was sb at the door.

O: There was another teacher chatting with kate.

T: Pay attention, now you guys are going to do the exercise on page 85 that's the exercise 4-A it says: underline the correct alternative. You have to underline the correct alternative, you have 2 options, you have to choose one. Exercise 4-B you need to complete the word with the prepositions IN-On or AT. And then would be exercise 5-A

O: Students work on the activity quietly.

Class transcript No 2

T: Ok, guys, good afternoon

S: Good afternoon.

T: How are you?

Ss: Fine.

T: Ok. That's so good that you guys are fine. Err..., today we are going to err... do several activities based on the unit we are working on. Unit number eight. And to deal with I am going to ask you some questions about your weekend. Luz Divina, how are you?

LD: Fine (very lowly)

T: Ah? (very loudly)

LD: Fine (very lowly)

T: Sorry? How are you?

LD: Fine.

T: Fine. I'm fine ok. good. Luz Divina could tell all what did you do during your weekend?

LD: Whshshshshs

(She started to speak very low, inaudible words)

T: Ah?

LD: I, I was in my house. I went, I went

T: Speak up please

LD: I went in my house.

T: I went? I went my house Luz Divina?

LD: I was.

T: I was. I was home. Uh huh, what else? What did you do at home? What activities... uh huh tell me... what activities you did at home?

LD: Sleep.

T. I Slept-

LD: I slept.

T: Uh huh, what else?

LD: I ... watch TV

T: I watched TV hmm hmh.

LD: And that's it?

T: Ok. Thank you Luz Divina. And Leidy, what about you?

L: I went ...

T: Yeah.

L: I went ...

T: I went ?

L: Friends' house

T: I visited

L: I visited a friend's house

T: A friend's house. Hmmm hmh

L: And I did my homework. And... and that's it.

T: And you... Karime? What did you do? Speak up please

K: I... visited my grandmother and my aunts. I Played with my cousins. I ...

T: So you didn't eat, you didn't drink anything like water or anything like that?

K: I eat like everyday

T: Ok or I do that every day, right? Ok. And you Melissa?

M: I went to Paul.

S: Pool

M: Pool

T: Pool. Ok. Went to the pool

M: And I went to church (Spanish pronunciation)

T: Church uh huh?

M: I dancid in the church

T: I ?

M: Danced

T: Danced

M: Danced

T: I danced

M: In the church

T : Ok. good. Ok. let's just continue because the activity, this listening activity, this activity. You guys are going to listen to a track I am going to play for you. And you have to answer or tick some of the options you have. You have like seven, seven questions, and you have three options per questions. Ok. so you have to tick the correct one. So...

S: Teacher, wait a minute.

T: Wait a minute. Let's try to remain, let's try to remain silence so we can listen to it.

Ss: Saying nonsense

T: Silence.

O: The teacher had students to listen to the tape recorder. After a while...

T: Ok. just repeat it. Just repeat it.

O: The teacher had students to listen to the tape recorder again. After a while...

T: Wants to listen it again?

Ss: Yes.

T: Ok. last time.

O: The teacher had students to listen to the tape recorder for the third time. After a while...

T: Ok. ok let's check the... the answers. So number one. My holiday are in?

Ss: Whispered

T: In?

Ss: August

T: August. Good. Number two... I hope to be?

Ss: Beach

T: Beach. In Spain. Perfect number three... I was in?

Ss: Spain

T: Spain with? With?

Ss: My family

T: My family, good. Number four err... keyra?

K: At the beach you can play volleyball and tennis

T: Ok. very good. You can play volleyball and tennis. Err... number five Christian.

Ch: There isn't a jungle

T: There isn't a jungle. Good. Melissa, number six.

M: I was in los picos de Europa last year.

T: I was in los Picos de Europa last?

T And ss: year. Ok very good. Number seven, Arelis?

A: This is me and my family at a waterfall

T: Good. This is me and my family at a waterfall ok. Good. Ahhh. Alright, that was the activity, the first activity. Now I would like you to take a look at the walls. Here you guys are going to find err.. nine pictures with different activities than you guys can do on holidays, we have go shopping, see old buildings, eat lot of food, go to the cinema, relax and do nothing, go to the beach, go to the museums, and travel to, err.. Cartagena, travel to err... Bogota etc. so ahh... this side of the wall, you have the questions: which activities do you do when you are on holiday? You have two examples; first one says: when I on holiday, I travel to Cartagena with my family, I eat lot of food, etc. or you can also answer this way: on holiday I always take bus to the river, and take a lot of pictures, or photos or be another place etc. ok? what you guys are gonna do? You are going to answer this question. Which activities do you do when you are holidays? Ok? These are just examples that you can use, if you want to include other activities, you can do it. Ok? Think about it, your answers as in the first or second example. And let us know what you guys do on holidays. Good! Two minutes

O: The teacher talks to a student who did not understand what to do.

T: You know what to do Christian?

Ch: No.

T: No? great. Look at the walls, you have err... several activities, you have to use them to answer the question. What you do guys on holiday. ok?

S: Teacher, que es?

T: In English.

O: T and S talked very low

T: Ok. Janet, which activities you do when you are on holiday, Janet?

J: I no finish

T: You haven't finished?

J: No.

T: And you err... Keyla? Did you finish? Keyla, keyla, did you finish?

K: I no.

T: You can't do it! Ok. tell us which activities do you do when you are on holidays

K: Err... when I'm on holiday

T: When I'm on holiday... uh huh?

K: I ... travelled to Valledupar and visit

T: To visit.

K: To visit my family and play games with my friends, and... and... go to museums and I went to see err... how do you say ferias? How do you say ferias?

T: What else?

K: I went there with my grandparents and... and... stayed

T: My stay. Ok.

K: And went to the party. err... with my parents and vecinos. How you say vecinos

T: Neighbors

K: Neighbors

T: Ok. good, thank you. The questions were related to all the activities that you do, when you are on holiday ok? what you said was good because it was sth that you did err. In the past. Alright?

Ss: Yeah

T: Ok that's an action. And Andrea? What about you?

A: On holiday I always visit my grandmother's house. And I play with my cousins, I go shopping with my partners, I go to the cinema with my cousins, and I sometimes relax at home.

T: Ok. Very good. And you, Raul?

S: No,

T: Can you see the question?

S: Yes.

T: Ok. what is this? What verb time is this

S: Present

T: Present. Ok.

S: When I'm on holiday, I usually go to beach, I cooking, I _____ and it's very good. err...
I also take a lot of _____ I like to _____ sometimes I go out with my family. I talk to my
parents

T: You talk to your parents. Ok. good, and you, err.. Keyla.

K: When I'm on holiday I travel to Panama, visit my family, I visit (with stress in sit)

T: Visit.

K: I visit err... beach. Eat lot of food

T: And eat

K: With my mom.

T: Lot of food

K: Go

S: Went:

T: Go ...

K: I go , I go shopping. _____ I love _____ pool

T: Go

K: I go to the pool. I relax and do nothing

T: And do?

K: Nothing

T: Ok. and... Melissa, Melissa what about you?

M: When in my holiday,

T: When I'm on.

M: When I am on holiday, I go shopping. I go to the cinema, I relax and do nothing.

T: Uh huh.

M: I errr.. I travel to Santa Martha. I practice err... ballet.

T: You practice?

M: Ballet.

T: Ballet ok. and Janet. How about now? Are you ready?

O: Janet nodded

T: Ok. Go ahead

J: When I'm on holiday I travel to Santa Martha with my mothers, sister, or friends. Sometimes I travel to Bucaramanga or Bogota

T: Hmm huh

J: On holidays I always go to gym

T: To the gym.

J: To the gym, or shopping

T: Uh huh?

J: I _____ in many _____

T: In what?

J: I _____ many _____

T: Uh huh

J: I relax

T: You relax

J: Relax

T: And do nothing

J: No

T: Ah... ok well, doing nothing and relaxing is like the favorite activity on holiday, right? Ok.

and Elizabeth, which activities do you do when you are on holidays?

E: On the holiday I go to the shopping.

T: I go shopping

E: I go shopping, I go to a museum

T: Museum

E: I like eat local food.

T: I eat local food

E: I go to the cinema

T: Ummm hummm. What else?

E: I am to relax and do nothing in my house

T: Ok. I relax and do nothing. Ok. good. Ok guys, now I would like you to go on page...86

Ss: What page?

T: Page... 8... 6

O: For a moment the teacher was trying to find a track on the tape recorder and students were talking

T: Ok. We are going to work on the exercise 3-A ok.- we are going to listen to about a radio program about good and bad holidays. You have to write G for good and B for bad. Ok? next to the holidays in exercise 2-A, alright

O: The teacher played the tape. Students were listening.

T: Ok, did you guys get it? Yes? Ok. let's check your... err... answers. How about the holiday A? It could be a holiday with you family is it a good holiday or a bad holiday?

Ss: Good

T: Good holiday. Ummm huhmm. That's right. And letter B? a holiday in Sidney Australia

Ss: Bad holiday.

T: Bad... holiday. Ok good. And letter C? a weekend in Paris France?

Ss: Bad. Bad holiday

T: Bad holiday, good. And D? letter ? two months in China alone.

S: Good

T: Was it good or bad?

Ss: Good

T: Good? Why?

O: Nobody answer.

T: It was bad. You said bad because...? She said that it was? That I was nice good. She didn't speak English, but you know she did a little Chinese so... they liked that. Right? So it was a good holiday. And a walking holiday in Peru with a friend.

Ss: Good

T: Good holiday, very good. So now let's move on the exercise err... 3-B. you have to underline the correct information, and then listen again and check your ideas. Do you want to listen to it again? Exercise 3- B. you have it? Ok ahhh, Hmmm. Number 1. He went camping in?

Ss: Canada

T: Canada, very good, ok. number 2, they didn't have?

Ss: Television

T: Television, number 3, he lost...

Ss: Passport

T: His passport ok. his passport. Ok, continue ahh... Maria, number four?

M. He had some bad...

T: Uh huh. The answer? Maria?

M: Water

T: He had some bad water. what do you guys think?

S: No.

S: Food.

T: Ok. the correct answer is ?

Ss: Food

T: Food. Ahh. Number five Christian?

Ch: She didn't get to Paris

T: She didn't get to Paris

Ss: She got to Paris; she got to Paris, alright. Number six err... Ivan?

I: She eat lunch on the train

S: No she didn't ate...

T: She what?

S: She eat

I: She ate

T: Past yes, ate, ate

I: Ate lunch (with Spanish pronunciation)

T: Lunch

L: Lunch on the train

T: On the train is it ok?

Ss: No

T: The answer is... she ate?

Ss: Dinner

T: Dinner on the train. And number 7 Luz Divina.

LD: She meet

T: She what?

LD: She met chines

Ss: Chinese

LD: Chinese people

T: Chinese?

LD: People.

T: She met Chinese people. And number 8. Err... ah... Melisa.

M: She didn't speak Chinese

T: She didn't speak Chinese, Chinese, is that ok?

Ss And T: no

T: At the end she said that she spoke a little. Ok guys, now uh... you are going to tell me you story about a good holiday and the bad holiday that you guys had. So? A good holiday or a bad holiday. Err... Karime? Can you tell us all about your story about a good holiday? Good holiday.

K: I went to Cartagena with my friends.

T:Uh. Huh?

K: I went to the beach. I... I...

T: Uh huh,

K: I played with my friends. I did many things

T: Many?

K: Many things, funny activity.

T: Many what?

K: Funny activities.

T: Many funny activities ok. For _____ you _____ err... _____ but a good holiday ok.
ah... and what about a bad holiday?

K: I went to Valledupar and I ... fall

T: I?

K: I fell

T: Fell

K: On a bike

T: Ok. You were riding on a bike?

K: A bike and fell

T: And you fell down. Ok you got injured?

K: Laughed

T: It was really bad ok, and... Christian, remember that Christian consider that a bad holiday is
spending time with his family is that true?

O: Christian shook his head

T: No? Or you made a mistake?

O: Christian nodded

T: You made a mistake ok, tell us what's a good holiday for you

Ch: Teacher I don't remember.

T: You don't remember?

Come on, try to...

S: Good afternoon

Ss: Laughed

O: A student walked into the class 30 minutes late.

Ch: I remember sth, I go the _____

Ss: I go... I go?

T: Can you speak up? Cause I cannot listen to you and I cannot listen to him. Come on, Christian tell us your story.

Ch: Teacher, next I think about the...

T: No. come on. Try to tell us and we can help you. Come on. We are gonna help you, come on, well, it's a story about a good holiday.

Ch: When I went to Valledupar with my cousin.

T: Uh, huh

Ch: And... we... we go out and

T: We went.

Ch: We went out a day and, and... err... we went to the river and went to tropical park.

T: Ok, so, that was a good holiday and what about a bad holiday?

Ch: When I estay in my home

T: When you?

Ch: En mi casa

T: When you stay home

Ch: Home

T: Uh huh, what happened? Why you consider was a bad holiday? Weren't you happy at home?

Ch: Uh... err... everything in home I don't like

T: At home, ok spending every day

Ch: Everyday no bad, err... some days but err... hmmm went out and inside.

T: Ok. thank you. Now this is what you guys are gonna do; you need err... sometimes err... in order to write the story of a good holiday and a bad holiday ok? on the notebook ok? you are going to write a story about a good holiday and a story about a bad holiday. I'll give you some minutes to do that activity this cannot after that you are gonna read what you write... you wrote, so please, start writing.

O: Students worked on the activity, they seemed to be engaged.

T: May go to the bathroom

O: Teacher came back from the WC

T: Ok.

S: True story?

T: True story about a good holiday and a bad holiday.

Ch: Two stories?

T: Yes, ok. pay attention

S: T-shirt

T: What?

S: On story, history

T: Story

S: True or false

T: A real story, for example karime's story was real, so she is going to write about it, Christian is going to write about it, and everybody has to write about it.

S: Teacher? Explain that again

T: Sorry?

S: Explain

O: Silence

S: Teacher in past?

T: Yes, in past, if you are gonna tell a story about a good holiday obviously it is a year past, so it is in past simple, ok? Luz Divina? Are you working?

LD: Yes

T: Ok, one minute left.

T: You finished?

S: No,

T: No? Ok, let me check

M: Teacher?

T: Tell me Melissa...

M: Finished

T: You finished? Ok, guys let's read, what you guys wrote. I would like hmm Laura to read , also Keyla is gonna tell us a good story, Andrea, Ivan, Janet, and Luz Divina, ok? Keyla is gonna tell us a good story, Andrea is gonna tell us a good story, eh... Laura is gonna tell us a bad story, Janet is gonna tell us a bad story, and Melissa good story, Ivan, bad story; Luz Divina good story. Ok. let's start who's first? Keyla? Keyla tell us your good holiday. Speak up, Keyla.

K: A good holiday I ... I went to my cousin to Cartagena we visited or family

T: Our

K: Our family, we plei

T: We what?

K: Played all the time with our friends and cousins we went to dance and to places in Cartagena.

T: Ok. we went to dance

K And to

T: To what?

K: To dance

T: Wk and thank you. And what about... who's next? Andrea a good holiday right?

A: When I was on holiday I was in Cartagena with my family, I saw some buildings, I went to the beach, I play

T: I played

A: I played with my cousins, I ate local food and when I was in Barranquilla I visited my grandmother house and I went to the cinema with all my friends

T: Gk ok, Andrea, good. And next Laura, Laura you are gonna tell us a bad story

L: Good

T: A bad story, I remember it was a bad story

L: My bad story was... es que estoy enferma de la garganta. My dad holiday was, went my mother tell us to Venezuela. I always stay a long, because I could not go

T: I could not?

L: Go

T: Uh huh

L: It was terrible, I cried in the morning, in the afternoon, in the evening every day. I didn't do nothing on holiday, I was very sad and bored. I always was in my house, now I don't want to repeat.

T: Ok I was always ok? home and ...

L: I was always home

T: Ok and I didn't do anything ok?

L: Yeah.

T: And I didn't do anything ok. that is a bad holiday without your mom thank you, and next? I think it is ... who's next? Ivan.

I: What I read

T: Bad story

I: Not ready

T: well, your next, ok?

I: Este, that history

T: That story

I: I don't know bad story

T: You don't know your bad story? And do you have a good one?

I: Good story, I travelled to Santander. I visited my grandfa, my grandparents I went to Chica Mocha Park.

I: Took telesferic tour I eat local foot

T: I ate.

I: I ate local foo and see building (Spanish Pronountion)

T: And saw

I: I saw buildings

T: I bought traditional clothes and I ate

T: I ate

I: And I ate lunch and I ate breakfast in a restaurant

T: Ok, or I had breakfast in a restaurant ok. Melissa and you?

M: Good... bad story?

T: Bad story

M: In bad holidays, I was in Cartagena with my family, but I was sick and my family too.

Because err... how do you... because we ate bad foot.

T: Get poisoned food

M: And final we returned to Barranquilla

T: We returned

M: Return to Barranquilla

T: Thank you. Did you feel better when you get here? Did you feel better when you get here?

Did- you- feel- better- when- you- get- here? To your city?

M: Yes.

T: Ok, that's a bad thing and next, Luz Divina, ok , Luz Divina... a good story. Luz Divina?

Ld: On holiday I went to the beach in Cartagena

T: I went to the beach

Ld: To the beach in C/gena on holiday with my boyfriend and my mom. I went shopping with my mom and my boyfriend a mall

T: To a mall

Ld: I was... I was happy because they were first holiday with my boyfriend and my mom joint

T: Because they were my first

Ld: My first

T: Holidays with my boyfriend and my mom

Ld: My mom

T: Uh, huh...

Ld: Joint and my mom joint

T: Joint

Ld: It was fastastic.

T: It was?

Ld: Fantastic

T: Ok, and Janet?

J: On bad holidays I was at home, I didn't leave because I didn't have money

T: Uh huh... I didn't have money.

J: It's bored of the day did haus hols

T: It? It was? Boring

J: It was boring

T: Because... it was boring because....

J: All the day did haus hols

T: Because I ?

J: I ...

T: Did

J: I did

T: The house holds

J: When I felt furious

T: And I felt?

J: Furious

T: Furious why? You need to help you mom.

J: No... laughed, I didn't have money.

T: I didn't have money ok.

J: It's boring

T: Ok, Kenia, Kenia wants to participate, good

K: I got a

T: Shhhhhh

K: I got a visit a mal

T: I what?

K: Visit the a mall

T: I went

K: I went visit

T: To visit

K: A mall

T: A mall

K: A mall, I eat local food

T: I ate local food

K: I took a big, I was

T: I was?

K: I was the party

T: To a party, wow, kenia.

K: I went visit a stepmother

T: I visited my stepmother

K: My stepmother, I went sleep

T: I slept

K: I went birthday party in de my cousin

T: I went to a birthday party. Ok my cousin's birthday party.

K: It's boring it's boring

T: And it was

K: Boring

T: It was boring? Ok well, thank you, ok good. Guys now since we have talked about good and bad stories let's continue on page 91, page 91. The exercise 4-A page 91.

O: Teacher is supposed to be looking at the pictures ok, exercise 4-A.

T: You need to look at the pictures and it is a story of a bad holiday ok? so you need to look at the pictures and tell us what did the man have a bad holiday. Use the words or phrases in the box below. The words are... bored, it rained, noisy, expensive, miss the plane, sorry missed the plane.

O: The track sounded

T: You got it? Why did the man have a bad holiday? What happened?

Ss: Missed the plane

T: First he missed the plane uh huh...then...

Ss: The weather bad

T: The weather?

S: Was

T: Was bad because

Ss: Rain

T: It rained. Uh huh... next?

Ss: He stay in hotel was noisy

T: Ok, good. He stayed in a hotel and all day it was?

Ss: Noisy

T: Noisy. What else? Comes to this story?

S: Teacher

T: Yes

S: He was bored.

T: He's bored. Hmmm what about _____?

Ss: The restaurant

T: The restaurant?

Ss: Expensive

T: Was expensive. The restaurant was expensive. Hmm uh. The last picture? No?

S: Go home

T: _ He was very happy to go home. Ok , now, we are going to move on exercise 4-C ok? You are going to listen again to the track and tick the 2 phrases you hear. For example, you have these three options for the first phrase: I missed my plane, I missed the train, or I missed the bus. ok, so listen to the track again and tick the correct one thing here ok. the key phrases are I missed my....?

Ss: Plane

T: Plane, good, second?

Ss:I arrived

T: I arrived late?

Ss: One day late

T: Late one day late, good. And Melissa, continue, please Melissa? Raul? Ok Raul No 1 I missed my plane, No 2, I arrived one day late, No 3?

S: Hard story

T: No it's not hard. What about the next, Andrea?

A: It rained for days

T: It rained for the first three days, good. Luz Divina Luz Divina speak up, cause I cannot listen to you

Ld: Stay hotel room

T:I Stayed in my hotel room.

Ld: All day

T: All day, ok. next one... err... Leidy

L: The hotel was noisy

T: The hotel was ?

S: Noisy

T: Noisy and next? Luis David?

L: The food was expensive

T: The food was expensive good and? Chirstian?

O: Christian Shook his head

T: Why not?

Ch: No _____

T: Ok good to know that. And Arelis? How about you?

A: He was very happy to go home.

T: He was very? Sorry? I was ... I was very happy to go home. Ok, thank you. Now on the exercise 6-A same page, read the story and underline 6 positive things. Read the story and underline six positive things

O: After a few minutes...

T: Ready?

S: Yes.

T: Yes, ok, listen the first positive thing that you guys underlined

S: The food was great

T: The food? Was? Great, perfect No 2?

S: The waiter was very kind.

T: The waiter, was very nice. Uh huh... Ivan, No 3.

O: Ivan say he didn't finish with his finger

T: And ivan you haven't finished, let's check Andrea.

A: The weather was

T: The weather sa

A And T: good

T: No 4... err... Maria

M: I don't, no ready.

T: Ok, err... keyla? Keyla, can you please speak up

K: The placed was beautiful

T: The place was beautiful ok, Leidy

L: They were happy

T: They were happy? No... right? Ok, let's find another positive thing

S: Our hotel was not _____

T: Our hotel was not _____. Ok, another positive thing, ok, Janet?

J: The people were friendly

T: The people were friendly, ok. very good. Now guys I want you to get in pairs and go to page err.... 87, 8-7 with your partner, your partner you guys are going to answer the following questions: why did you like it?, where and when did you go?, Did you go alone or with your family?, how did you travel?, Where did you stay?, Did you have a good weather?, and What did you do? You're going to talk about holidays ok?. So, in pairs you need to talk and answer all these questions, ok? Right, now please get in pair.

T: Ok, Leidy, start working please.

O: During the activity, the teacher walked through the class, monitoring students' work.

T: Did you guys finish and you need to practice.

S: Hmm uh.

T: You, finish

S: No

T: And you?

S: No

T: You finished

Ss; Yes

T: Leidy, did you finish?

L: Leidy, did you finish?

L: No

T: No, not yet?

O: The teacher checking students' work

S: We travelled by car with my family did you stay I... at my cousin. Osea, ella aqui esta diciendo de que sus vacaciones ella fue a panama.

T: Ah... when?

S: You travel at Panama

T: Uh huh... but it that questions

S: Good weather, when you travel at Panama

T: To Panama

S: To Panama

T: Panama uh huh

S : Did you have a good weather? Weather

T: Ok, did you... did you have a good weather when you , did you have always ok. are you done? Finished.

O: After a while...

T: Ok, pay attention, guys. Luz Divina and Andrea are going to participate. Ok, pay attention.

Ld: Hello, Andrea.

T: Wait a minute, please. I'm sorry Luis David, Luis david, pay attention. Yes, at one, two three

Ld: Hello, Andrea.

A: Hello, Luz Divina

Ld: Tell me about your holiday?

A: Ok.

Ld: When and where did you go?

A: I was in Cartagena last year, for two years

Ld: Did you go alone, with friends or with your family?

A: I was with my family

T: I was with my family? I WENT with my family? I went with my family ok.

Ld: How did you travel?

A: We travel, travelet

T: We travelled

A: We travelled, by bus, by bus.

T: By bus. Yes.

Ld: Where did you stay?

A: I stayed in my aunt's house.

Ld: Did you has good weather?

A: Yes, the weather was good.

Ld: What did you do?

T: What did you do?

A: I saw old buildings and I went to the beash

Ld: Wi did you like it?

T: Why?

Ld: Why did- you- like -it?

T: Why did you like it? (intonation)

Ld: Why did you like it? Why- did- you- like- it?

A: Eh... I like it

T: I

A: I like it

T: I liked it (liason)

A: I liked it because it was fantastic.

T: I liked it because it was fantastic. Thank you, ok good

Ld: Bye

A: Bye

T: Thank you, who wants to go next? Next? Oh, good Mary and Kenia. Pay attention

M: Hi Kenia

K: Hi, Maria, how are you?

M: Fine and you?

K: Fine. How did you travel?

M: I travelled to c/gena with my family.

K: Great

T: How did you travel?

M: I travelled to C/gena with my family

T: I travelled to C/gena with my family and the question was? How did you travel? How? By bus... by....

M: Bus

T: I travelled by bus. Continue

K: What did you do on holiday?

M: I visit place in C/gena.

K: Did you went alone or with your friends?

T: Did you go?

K: Did you go ____?

T: Did you go alone or with friends or family? Repeat, please, repeat

K: Did you went

T: Did you go

K: Did you go

T: Alone

K: Alone

T: Or with friends

K: Or with friends

T: Or family

K: Or family

M: I went my friends

T: I went?

M: I went my friends

T: With

M: with my friends

T: With my friends, ok, good. Keep on working thank you very good. Elizabeth

E: Hello, Melisa. How are you?

M: Hello, Eli. Fine, and you?

E: Fine. How was your holiday? Where and when did you go?

M: I went to Coveñas last year

E: Did you go alone or with friends or family?

M: I was with my family

T: I went with my family.

M: I went with my family.

E: How did you travel?

M: I do travel by bus

E: Did you have a good weather?

M: I stay in the house of my family.

T: Repeat, please.

E: Did you have a good weather?

M: I have a good weather of my family.

T: Hmmm, no... listen to the question. Repeat the question, Eli.

E: Did you have a good weather?

M: Yes, yes I did.

T: This one did you have a good weather

M: Yes, I did. I was a good time.

T: Yes, it was.

M: A good time

T: Good.

M: Time

T: Weather. Ok

E: What did you do?

M: I meet a lot of places

T: I want?

M: I meet a lot of places

T: I met

M: A lot of places.

T: Ok.

E: What did you like it?

M: Yes, because I met much

T: Many

T And M: many places and beautiful beach

T: And the beautiful beach

S: When and where did you go?

S: I went to C/gena, last year

S: How did you travel?

S: I travelled by bus.

S: What did you do?

S: I swam in the pool, I went to the beach , I met the central Center, etc.

S: Ok. bye

S: Bye

T: Ok, bye, bye. Thank you, good. Ok, Leidy and Leida the rest, please pay attention.

La: Hi, Leidy.

Le: Hi Leida, how are you?

La: Find and you?

Le: Fine.

La: Where and when did you go on holiday?

Le: I travel to Panama last year.

La: Did you go alone, or with friend or family?

Le: I went my family.

T: I went?

Le: My family

T: With my family

La: How did you travel your last holiday?

Le: I travel by car with my family.

La: Where did you stay?

T: Where did you STAY?

Le: I stay at my cousin house

La: Did you have a good weather, when you travel to Panama?

Le: The weather was grit

T: Great

Le: Great

La: What did you do?

Le: I went to a bar.

La: Why did you like Panama?

Le: Because the country is beautiful

T: Ok, very good. Thank you, ok. go ahead. Pay attention Luis David.

L: Hi man, when and where did you go on holiday?

T: Ehere did you go?

K: I went to Cancun, and you

L: On holiday, I stayed my home relax

K: Really?

L: Yes, man. Hey man, What did you stay?

K: In a Otel

L: Great

T: Really?

K: And what did you do?

L: Practice the piano with my teacher.

T: Ok.

L: Thank you.

T: Ok, good it was nice. Yeah. Hey man... hey man... and I would like you to err... go on the blog, ok, you have to visit the blog and find some information there you're going to read the information about prepositions of place. Ok, you remember the ones I asked you to, you know, describe, like turn left, turn right. Please, organize the chairs and see you tomorrow.

Ss: Bye

CLASS TRASNCRIPT No 3

T: Good afternoon people

Ss: Good afternoon

T: How are you, today?

Ss: Fine

T: Ok guys

S: May go to the bathroom?, may go to the bathroom?

T: Ok guys, for now we are going to continue working unit 8. I want you to take a look around the classroom. Take a look around the classroom. What can you see?

S: Words

T: Words

S: About the food

T: Words about the food, uh huh. So we have, err. This side we have vegetables

Ss: Fruit

T: Fruit

Ss: Meat

T: Meat

Ss: Sweet

T: Sweet

Ss: Fish

T: Fish

Ss: Drinks

T: Drinks

Ss: Dairy

T: Dairy

Ss: Bread

T: Bread

Ss: Snacks

T: Snacks. Ok good. Can you tell me, err... some words, related to vegetables?

Ss: Potato

T: Potato

Ss: Onions

T: Onions

Ss: Cylinder

T: Yes.

Ss: Celery

T: Celery ok

S: Potato

T: Potato, good. How about fruit?

Ss: Grapes

T: Grapes

Ss: Piñapol

T: Pineapple, good

Ss: Watermelon

Ss: Melon

T: Watermelon

Ss: Apple

T: Melon, apple. And what about meat?

Ss: Steak

T: Stake...

Ss: Beef

T: Beef...

S: Lamb

T: Lamb, good. What else?

S: Chicken

T: Yes, chicken. And sweets....

Ss: Chocolate

T: Chocolate, candies, good. Ok, good. How about drinks?

Ss: Drinks

T: Drinks

S: Soda

S: Beer

T: Beer... soda...

S: Juice

T: Juice

S: Water

T: Water

S: Milk.... Shake

T: Milkshake, good, and fish?

S: Fish

T: Fish, ok, what else we have? We have seafood. We have seafood

S: Cocktail...

S: Shrimps

T: Shrimps. And we have you know err... something, we can prepare salad, tuna. And how about dairy?

S: Milk

T: Milk

S: cheese

T: Dairy, we have sth else than milk?

S: Cheese

T: Cereal

S: Cheese

T: Cheese

S: Eggs

T: Eggs, good, and bread, what you have for bread?

S: Croissants

T: Croissants

S: French

T: And snacks, snacks?

S: Chocolate

T: Chocolate? Is part of snacks

S: Nuts

T: Nuts ok.

S: Peanut

T: Peanut, ok peanut. And biscuits, biscuits

S: Yeah,

T: Good

S: French fries

T: French fries?

S: No

T: No, maybe err... crisps or potato chips, ok? maybe, alright, err... are you guys _____ to go on page 88. Page 88. And you guys are going to listen to three conversations here, right? Let's read err... instructions, exercise 3- A giving directions, listen to three conversations; what does the person try to find? Write the number of the conversation next to the food ok? remember, how many conversations are you guys supposed to listen to? How many?

S: 2

T: How many conversations?

S: 3

T: 3 conversations, ok and if you think for example that it the mention the word vegetable, err... in conversation No 1, you are going to write No 1 next to the food, ok? clear? Ok.

O: The teacher had students to listen to the three conversations

T: Do you guys need to listen to it again?

S: Yes

T: Yes? Ok

O: They listen to the conversation once again.

T: Ok guys. So we had three conversations, ok. And you had to write the number next to the food, ok? so how about vegetables?

Ss: 1

T: Number?

Ss: 1

T: One, good. And how about bread?

Ss: 2

T: Conversation No 2. And fish?

Ss: No, no

T: It's not mentioned

Ss: No,

T: Err... Cereal?

Ss: Conversation 3

T: Conversation? Three. And what about cakes?

Ss: Conversation 3

T: Three, and how about nuts?

Ss: Conversation 2

T: 2? And three. And how about meat?

Ss: No mention

T: Was not mentioned. Ok, good, now you guys are going to listen to the track again; ok, and you are going to match the places from letter A to letter F with the food, ok? Do not use 2 of the places. Ok, two of the places here are not going to be used. Ok? Listen to the track again, and match the places with the food; that's exercise three. Did you guys get it?

S: Yes,

T: Yeah? And you?

S: So so

T: Ok, as in the example letter F

S: Fruit

T: Fruit. Ok, that's fruit, what about letter bread?

Ss: E

T: Letter?

Ss: E

T: Good, and... what about cereal?

Ss: Letter D

T: Letter d. and cakes?

Ss: D

Ss: A

T: A. and where are the snacks? Where are the snacks?

S: Opposite of fruit

T: Opposite?

S: Of fruit

T: Opposite. The... fruit?

S: Yes.

T: Opposite the fruit. The snacks are opposite the fruit. Ok. and where is the bread? Where is the bread?

Ss: Next to the snacks

T: Ok, good next to?

Ss: The snacks

T: The snacks or?

Ss: In front of

T: On the right, on the right ok. on the right of ?

T and Ss: The snacks. Ok, and where... where are the cakes?

S: Next to

T: Where are the cakes?

S: Next to cereal

T: Next to?

Tand ss: The cereal ok, near?

S: Vegetables

T: Near the vegetables or?

S: Snacks

T: Maybe, Elizabeth, near?

E: Snacks

T: The snacks. Ok, near the snacks, good. Alright... now I want you to do. Err... look at the board. Ok, here we have a short conversation and it says like this: where is the fruit? Where is the fruit? The fruit is... next next to the? Next to the ? vegetables.

S: Vegetables

T: Can you look at the vegetables? Ok, now look at the fruit, where is the fruit?

Ss: Next to the vegetables

T: Next to the? Vegetables, now I want you to use all the words that you can guys see around the classroom, and do something similar, ok? Similar to the conversation. Who wants to participate Who wants to be letter A, and who wants to be letter B? ok, Melissa wants to be letter A, who wants to be letter? No one? Ok... let's ask Joseph. You're letter B, ok. you have to follow the same example, however you can try to use different categories or different kind of food, ok? Melissa you are letter A.

M: Where is the snack?

S: The snack is next to the bread

T: Ok, good. Where re the snacks? The snacks are next to the bread.

S: Opposite vegetables

T: Or opposite the vegetables, good. Another one? Another err... student who wants to be letter A and another student who wants to be letter B? ok... Luz Divina and Andrea, try to use different words, ok? different from vegetables, fruit, bread and snacks.

Ld: Andrea, where is err... where is the cakes? Where are....the cakes?

A: The cakes are between the sweets and the juice.

T: Ok, good. And now we... err... use meat and dairy...? who wants to be letter A and another student who wants to be letter B? Keira, good, and... Ivan perfect.

K: Where is the ... meat?

I: The meat...?

T: Meat.

I: The meat is next to the fruit.

T: Uh, huh...

I: Between the fruit and the sweets

T: And the?

S: Sweets

T: The sweets, ok. or near, the meat is near the?

T And Ss: sweets

T: Oppiste?

S: Bread

T: The bread or?

S: The dairy

T: The dairy, and where , where is the dairy?

S: Near the fish

T: Good near? The fish, Ok, now we are going to work on page 89, 89; and that's part ok, of the homework, complete the conversation with the words in the box. Leidy? You are letter A and Raul are letter B... what?

L: No

T: Oh, you didn't do the homework, why?

L: Cause I didn't have time... ok. hmmm, Karime did you do the homework?

S: Yes,

T: Ok, can you do the letter A?

S: Yes,

T: Ok

S: Excuse me, where's the fruit?

R: Do you see the vegetables? Over there.

T: Yes,

R: The vegetables are in front of the fruit, over there.

K: The fruit is behind the vegetables

R: Yes, that's right

T: Ok, very good. Let me check the fruits behind the vegetables. Ok? Vegetables... alright, now continue with exercise for this unit, let's move on exercise 5-A this exercise is about completing the conversation; you are going to listen to conversation and you are going to complete the missing words. ok?

O: The teacher played the tape recorder.

T: You get it this time? Ok, let's check your answers. Hmmm, Maria, you are letter A, and Elizabeth you're letter B. ok, that's for the first conversation.

S: No teacher

T: No what? You couldn't listen?

S: No

T: You couldn't listen to it? Ok, raise your hand if you couldn't understand the conversation.
Raise your hands

O: Many students did

T: OK, I am going to play it again.

O: This time the teacher plays the conversations one by one.

T: OK, vegetables...

S: What are they?

T: What are they? Ok, continue ok, how about, Maria?

M: No.

T: No? OK, and you Elizabeth?

O: Elizabeth nodded

T: OK, Elizabeth you are letter A, and Laura you're letter B. for this conversation.

A: Vegetables? What are they?

L: Vegetables like potatoes, tomatoes carrots

A: Oh, vegetables...

T: Ok, good. And... how about conversation... number... two. Number 2. Arelis you are letter B this time and ah... , Leyda you are letter A.

L: Do you see the snacks?

A: Snacks? I don't know snacks.

L: Snacks, for example chocolate, nuts and crisp

A: Oh, I understood

T: Ok thank you. Snacks, for example chocolate, nuts and crisp. Oh. I understand, and No 3?

Janet, you are A, and Ivan, you're B.

I: Cereal, what's that?

T: It was the other way around. But keep going

J: Cereal, like corn flakes

T: Ok, good. Now I want you to err... look at the words again, ok? and this time you are going to use them. You are going to use them as in the next example, for the next exercise in the book.

Ok? so pay attention. That would be the exercise 5-B, ok? There some conversations, goes like this... where's the meat? Meat? For example? You know, It is chicken, beef, lamb. Oh, meat. It is next to the fruit. Ok? or opposite, err... the bread, clear? Ok, you are going to follow this same example, ok, so that's why I am going to ask you to get in pairs, please and follow the example, the instructions.

O: The teacher had the student to practice the conversation at the time she supervised their work.

T: Ok, pay attention, you guys are ready? This is really short. Errr... Melissa, pay attention; Laura, pay attention, Ivan, pay attention, Kevin, pay attention, please.

S: Where's the fruit?

S: Fruit? For example, you know, Apple, strawberry, plump

S: Oh, fruit...

T: And where is it?

S: Is between the vegetables and meat.

T: Ok, good. Ok, you know err... strawberries, err... plumps, and apple. Good, and you? It is between vegetables and meat

S: Meat

T: Good vegetables and meat, good. And.... Now, let's continue with... Janet

S: Where's the vegetables?

J: Vegetables? For example?

S: You know, tomatoes, potatoes, carrots, onions.

J: Oh, vegetables, they are next to fruit or opposite the snacks

T: Ok, good; they are next to the fruit or opposite the snacks. Ok, and Luz Divina...

S: Where are the drinks

T: Luz Divina, where are the drinks

Ld: Drinks? For example...

S: You know, water, sodas, beers

Ld: Oh, drinks, the drinks are between the sweets and the fish

T: Good, water... ok?

S: Water, soda

T: Ok, good. And Ivan

I: Where is the drinks?

S: Drinks? For example...

I: You... water, whisky, beer, soda

S: The drinks between fish and sweets.

T: Ok, good thank you. Where ARE... the drinks? Ok, they are between the fish and THE sweets. And now I want you to practice on next exercise, that would be exercise 6-A. Let's read the instructions here. Write six types of food in your supermarket diagram; you have eh... 6 categories, it says meat, sweets, fish, bread, dairy and fruit: so you have a supermarket, and your partners have different supermarkets, so you are going to place or write the categories on different places, ok, the place that you want, for example if you want to write meat here, you can do it. Ok? and your partner is going to do the same, and then guys you are going to use, eh.. questions , like you know, the examples, and you are going to answer, ok, where are, for example if I write meat here. Where is the meat, you start here, ok, and you answer it is... directions, clear? Ok.

O: The teacher gave them some time for them to complete the activity.

T: Ok, guys, this time we are going to ask Leyda, show us the way you worked with eh... Jasiel. Come on girls!

J: Where is the meat.

L: The meat is opposite the cereal

J: Where is the fish?

L: The fish is next to the cereal

L: Ya.

T: Just two? Ok, good. Laura and Elizabeth...

L: Where is the fruit?

E: Vegetables

L: Where is the fruit?

E: The fruit is next to the vegetables. Laura, where is the drinks?

L: The drinks are next to the

T: Next to?

L: The dairy

T: The dairy, ok. where ARE the drinks? Good, and... Karime and Arelis?

A: Where is the fruit?

T: Can you speak up please?

A: Where is the drinks?

K: The drinks is next to the weets, opposite...

T: Opposite, uh huh?

K: The drinks, the drinks are in front of the bread, next to the fish

T: Ok, good. Where ARE the drinks? Ok, where are the drinks? They are... next to the sweets

K: Opposite

T: Opposite?

K: The bread.

T: The bread, ok, let's continue on page 133, 133 the page is conformed on past simple tense.

And the first exercise requests the following instructions: complete the sentences with the correct form of the verbs in bold. For example... They didn't come to class on Monday, but they came on Tuesday. Who wants to participate with the second exercise? Ok, Stephanie, Stephanie?

S: He took a taxi, he didn't take a bus.

T: Very good. No 3...

S: He said hello, but he didn't say your name.

T: Very good. No 4? Andrea.

A: She didn't think the film was good. But he thought it was great.

T: Ok, very good. She didn't THINK the film was good. But he THOUGHT it was great. Laura?

L: I didn't come a nurse, I became a doctor.

T: Ok, very good. Next? No 6, Raul?

R: We didn't sit here, we sit over there.

T: Ok, good. We didn't sit here, we SAT over there. Good, and the next part exercise B? complete the story with the past form of the verbs in the box. Errr... Ivan?

I: 2?

T: Exercise B

I: I meet.

T: I met

I: I met my wif Manuela one weekend on a mountain in Scotland. On that Saturday morning the wether was good. And I...

Ss: Laughing

T: OK, let's _____. It goes like this... I MET my WIFE Manuela one weekend on a mountain in Scotland. On that Saturday morning, the WEATHER was good and I

S: Went out

T: Went out at 8:00 ok. thank you. Who wants to continue? Err... who wants to continue?

O: A student rose his hand

T: Ok, very good

S: But around 2:00 the weather became very well, at 5:00 I was lost, cold, very hungry, and scare.

T: Ok, thank you. Eh... would you like to continue, Janet? Try to.

J: I don't know

T: Try to. And.... Janet? Start reading. Janet? Read, please.

J: Teacher, no la hice

T: Read it

J: Then I

T: Uh, huh, then I...

J: Saw someone on the mountain

T: Ok, then I SAW someone on the mountain. Ok, thank you, Janet. Andrea?

A: It was Manuela she didn't have any food but she had some chocolate and some water

T: Ok, thank you, continue Elizabeth.

E: She broke the chocolate in two and

T: And what? Speak up please.

E: She broke the chocolate in two and gave me a half

T: Good, continue, eh, Melisa.

M: I didn't the homework

T: You didn't do the homework? Ok, and Maria?

M: No señor.

T: No? ok, second one. Ok, Arelis, what about you? Number 9 we...

A: We ate the chocolate and... talked talked. Then she helped me down the mountain. She had a car

T: She what?

S: She had a car and she drove me.... Me back to my hotel. I asked her to dinner and that was the beginning of our story.

T: Ok, Thank you so much. We ate a chocolate and... talked. Then she helped me down the mountain, she had a car, and she drove me back to my hotel. I asked her to dinner, and that was the beginning of our story. Ok, good. And, how about the second item? Item 8-2. You have to complete the conversation with the past form of the verbs in brackets, you have 6 exercises. Exercise No 2 is for you Raul, and Janet. Exercise No3 is for you Christian and Ivan. No 4 is for you, Leidy.

L: Four?

T: No 4, and err... Sheira. No 5 for you Luz Divina and Andrea, and No 6 Laura and Melisa. Ok, No, 2.

R: Did you meet David at school?

J: No, I didn't. we met last year at work.

T: Ok, thank you. And No 2, how about No 3? No 3 uh huh?

Ch: Did you dance at the party?

I: Yes, I did. I danced with Sally , and Anne and Julia.

T: Ok, very good. Luz Divina, please pay attention. No 4

L: Did you see Mike yesterday afternoon?

M: What is the answer?

T: No 4

M: Inaudible

T: Did you see Mike yesterday afternoon?

M: No I didn't. I saw him in the morning

T: No, I didn't, but I saw him in the morning. Ok, No 5.

L: Did you write this email?

Sh: Yes I did. I wrote it yesterday. Is there a problem.

T: Goo, I wrote it yesterday. Hmm... No 6?

Ld: Did you have a good time in Uruguay?

S: Yes, I did. We had a fantastic time thanks.

T: Ok, and the next exercise would be 8-B write the questions about the underline information. I met an old friend. Who did you meet? Ok, the underlined information is an old friend. And how about No 2, Maria

M: When did you arrived?

T: Read the sentence, first.

M: We went to a restaurant

T: Uh huh?

M: Where did you go?

T: Very good, thank you. No 3? Elizabeth.

E: We ate pizza, what did you do? What did you eat?

T: Ok, very good. Uh, No 4, Karime?

K: We drank mineral water. what did you drink?

T: Very good, mineral water, No 5, Ivan?

I: No

T: Ok, How about eh... leyda.

L: Number?

T: No 5

T: We saw, we saw a film. you didn't do the Homewk, jasiel .

J: What did you see?

T: What did you see, ok that's the answer. Errr... Luz Divina.

Ld: I come, cam home at midnight. Where... when I come home?

T: Ok, thank you. What time did you come home? Or when did you come home? Ok, put on your shoes, Luz Divina, put on your shoes. Ok, you guys are going to read a text, ok. and you are going to order some questions and that is on page 93, here you guys are going to read an article and you are going to find out what happened to Jim Black, alright? Well, the first exercise, 1-A. read the article and find out what happened to Jim Black, ready? Ok, listen to me. Businessmen 35, dies in hotel. This morning, Rose Green, a cleaner at Adolf Hotel, Edinburg, found millionaire businessman Jim Black dead behind the hotel. Police think he died between 10.00 and midnight last night. Mr. Black and his wife, Carla, were at the hotel with Black's business

partner, Mike brown. Ok, now you 're going to read the text again and order the questions that the police ask to Mike Brown. Ok? for example: we have the No 1 be/you/Jim/ friends? The right question would be... were you and Jim friends? Ok, _____ under the question No 2

O: After a while.

T: Ok, what is the right question?

S: Did you see?

T: Uh huh,

S: Did you see to...

T: What did you say?

S: Jim.

T: Uh, huh did you see Jim yesterday?

S: Yesterday.

T: Afternoon.

S: Afternoon

T: Good. And No 3?

T: Uh huh?

S: Did you have dinner with Jim and Carla?

T: Good, did you have dinner with Jim and Carla. No 4?

S: What time did you go to your room?

T: Hmm uh, What time did you do to your room? Finally, last question.

S: Where

S: Was

T: Where

S: Was

T: Hmm huhmm.

S: You between 10:00 and midnight?

S: Where were you between 10:00 and midnight?

T: Good, ok, those are the possible questions that the police might have err... might ask, right?

Now we are going to read the police witness statement and answer the questions 1-5 above. Ok, guys the questions you just correct. WITNESS STATEMENT: Jim Black was a good friend and we were business partners. We sometimes visited places together at weekends... me, Jim and his wife Carla. Carla didn't like me, and she wasn't happy with Jim. I think Carla killed Jim.

Yesterday afternoon I played tennis with Jim for an hour. We started at 2:00 and then half past three; we went to our rooms in the hotel. I met Jim and Carla at 7:00 in the restaurant. Jim was very quiet, but Carla talked a lot. I think she was angry with him. We ate dinner together and after that I went to my room at 10:00. I think Jim went out. I didn't go to bed. I wasn't tired and so I listened to the radio. I went to bed at half past eleven. Mike Brow, so based on this information or this statement, you guys are going to answer the questions from above.

O: The students had some time to complete the activity.

T: Hey guys, pay attention, let's answer the first question and next class we will continue with the rest of the questions and the rest of the exercises, ok? and the first question is... Were you and Jim friends?

Ss: Yes. We were good friends.

T: Yes, we were?

Ss: Good friends.

T: And business partners ok. Listen to me, please. Eh... we will continue next class. Err. This, err... weekend, I'm going to post some information on the blog, ok? And we are going to re-schedule err... the quiz, ok? it is going to be on the 21st, ok? that's on Tuesday. You have to visit the block, because there are some exercises you practice on line. And I want to thank you all for everything and all we did today, it was very nice. See you next week

TRANSCRIPT No 4

T: Alfred,

S: Present

T: Arrieta,

S: Present

T: Cervantes

S: Present

T: Gomez

S: Present

T: Gonzalez

S: Present

T. MACIAS

S: Present

T: Martinez... Mejía?

S: Present

T: Meza

S: Present

T: Quiroz...

T: Rodriguez

S: Present

T: Santiz

S: Present

T: Samuel

S: Present

T: Guerrero

S: Present

T: Ascanio

S: Present

T: Ok, guys, ok, so how was your day? Your morning how was it? How was it?

S: Fine. I was study

T: Very good, and... how was your morning?

S: Good

T: Good?

S: Yes, it was good.

T: Luz Divina, How about yours?

Ld: I was... I was

T: Did you have a good morning?

Ld: Well

T: Tell me...

Ld. It was fine.

T: Sorry, can you speak up, please?

Ld: I was good

T: I was good. My morning was

Ld: My morning was

T: Was good, ok and you Hailyn? How about you?

H: Good

T: Good?

H: I was studying hmm, seasons.

T: Wow!

H: It was interesting

T: It was... interesting(correcting pronunciation) and you, ehhhh. Jasiel? What did you do?

What did you do in the morning?

J: I was studying

T: Ok, did you have lunch?

J: Yes,

T: Yes, what? Yes?

J: At 12:00.

T: Yes, I did. Great? Ok, guy, what we gonna do is ahh... help me to find the missing words.

Ok, I'm gonna write, I'm gonna write some letters and some missing spaces and you have to guess what the word is. Or what the activity is ok, this one... ok, what is it?

S: C- O- buidings.

T: C-o builidings, thank you, thank you so much. How about this one?

S: Mexico

S: M x

T: I made a mistake, I'm sorry

O: Everybody laughed and the teacher apologized. Then there was somebody whistling.

T: Ok how about this one? This one...

S: Whispering

T: Keyra?

S: Whisper

T: Yes, Keyra, very good. You're participating, It's a good thing. Eat the local? Eat the local?

Ss: Food.

T: Alright, hmm...

Ss: Have a....

T: Elizabeth?

E: Have a good time

T: Have a good time. Good, thank you Elizabeth. How about that one? How about that one?

S: Go back

T: No, keep trying.

T: Go what?

T: Christian you have any idea?

Ch: No

T: No?

T: Janet? , Mary?

S: Madrid

T: No. ok. Let me give you a hint or a clue. If you go to Sta Martha, you want to go on a tour.

You go and visit, eh... eh... Tayrona, Tayrona Park. ok, so

S: You can go water sport

T: No, ok, in Tayrona, you have bed to sleep on?

S: No

T: No? ok, perfect, now you are , you are at the park. _____

S: Camping.

T: Go camping. Ok, perfect. Now I would like you to tell me eh... I 'm going to write two sentences right here, and they belong to activities of holiday, and you guys are going to tell me which one belong to a good holiday and which one belong to a bad holiday. Ok?

O: The teacher took some time to write down the sentences on the board

T: Can you read the two sentences? The first one says: we walked because there were no buses. Second sentence says: that was a great summer, Christian pay attention, please. That was a great summer so I stayed one month in Paris. So which one is a good thing happening on holiday, and which one a bad thing happening on holiday?

S: First one.

T: The first one?

Ss: Bad holiday

T: A bad holiday. Ok, and what about the second one?

Ss: Good holiday

T: Ok, a good holiday. Alright, now, could you take a look at the two sentences? You guys are going to notice that you are joining two actions together, right? Or two sentences together or we

are using because and so, ok? so, when do we need to make use of because? Because answers the questions WHY? Ok? it answers the question why? And it indicates a reason, alright? So what's the reason, what's the reason we walked?

Ss: Because there were no buses.

T: There were?

Ss: There were no buses

T: No buses. Alright? Do you guys understand?

Ss: Yes,

T: Alright. And what about so? Ok, So indicates a simple cause and effect; ok? cause and effect.

For example can you identify the cause here? What's the cause?

S: Stay in Paris

T: No,

S: That was...

T: That was a great summer. Ok, and the effect ... and the effect of this is?

S: I spent

T: I spent?

S: One month

T: One month

Ss: In Paris

T: Very good. So we use because, when we want to answer the question why. And it indicates a reason. And we use so when? We have...

S: Cause

T: Cause and effect. ok, good. Now, let's check some other examples. Pay attention to these two examples. The first one says: we didn't drink the water because it was dirty. Ok, dirty, opposite of?

S: Clean

T: What?

S: Clean

T: Clean, ok, good so we didn't drink the water because it was clean, it was dirty. Can you identify what is the reason?

S: We didn't

T: We didn't drink the water

S: Because it was dirty

T: Because?

S: Because it

T: It was?

S: Dirty

T: Dirty, ok, was dirty. Ok and here we identify the cause. So, what was the cause?

S: The water was dirty

T: The water?

Ss: Was dirty.

T: And the effect?

Ss: We didn't drink it.

T: We didn't drink it. So thank you so much, we didn't drink it. Thank you, I really appreciate it. You didn't drink it, ok? so guys do you have any questions? About the uses of because and so?

S: no

T: Good. Really? Now I want you to create two sentences, one sentence using because and sentence No 2 using... so. Remember: because answer the question why; and use so for cause and effect.

O: Students had some time to complete the activity. After 6 minutes...

T: Ok, guys, let's check.

O: Students remained doing the activity, they did not pay attention to the stop signal the teacher made. One minute later

T: Ok, check the answers

O: The situation repeated again, students remained doing the activity. two more minutes passed.
She started talking without asking everybody to listen to her

T: Thank you, I was, I was in the house two days because I was sick. Is because right in that sentence?

S: Yes.

T: Yes. What's the reason I was in the house?

Ss: You was sick.

T: Because?

T And ss: I was sick, good.

T: My daughter, my daughter studied for the exam so she can, so can win it. I recommend you to use so, she could pass the exam, could pass the exam. My daughter studied for the exam so she could pass it. Ok, passed. So in that case what's the cause? What's the cause?

S: Study for the exam

T: Ok, study for the exam, ok and the effect?

S: She passed

T: She could pass.

Ss: Pass it

T: Ok she could pass it. Ok, now, I would like you to go on page 87 please, and work on the following exercises; exercise 7-A and 8- A. page 8... 7, page 8... 7. I repeat, exercise 7-A and 8-

A: ok, in the first exercise you guys are going to match the sentences 1,2,3 with the letters , form letter A to letter C. and the in exercise 8-A you are going to ask so and because to the sentences.

Ok, guys, you got it? Did you understand? No? Ok, I repeat, Exercise 7-A match sentences from 1-3 these sentences, Janet; these sentences with the sentences from letter A to letter C, ok? Holiday mistakes, you have to match, ok? and the exercise 8-A, you have to add so or because to the sentences. You have 4 sentences, and you need to use so and because to? Join them together. Questions about the exercises? No?

O: Two minutes later...

T: Ok, guys pay attention for a minute. The exercise 8-A the sentence No 2 you guys find the word, book, right? Well, we are not talking about a book itself; in this case we are talking about hotels, that's the context, so book refers to making a reservation, ok? this case not the book itself. Ok?

O: Then students continued working on the assigned activities. There were some students who didn't know what to do. At this point the teacher had to go individually and repeat the instructions again. Four minutes later...

T: Ok, guys check your answers. Christian, ready? Finish?

Ch: Yes

T: Ok, exercise 7-A... it says, match the sentences 1 to 3 with the letters A to C. holiday mistakes, holiday mistakes. What's a mistake?

S: Error

T: Is an?

S: Error

T: It's an error right? Something?... wrong. Ok, something wrong. Ok you need to match the sentence No 1 with one of the letters A, B, or C, ok; depending on the holiday mistake. So let's check No 1. In Denmark we went camping, because the hotels were expensive. What's the big mistake?

S: It was cold at night.

T: It was a big mistake...

Ss: Because

T: Because it was?

S: Cold at night.

T: Now, do you understand?

S: Yes

T: Ok. eh... what about No 2 Jasiel?

J: In Hong Kong, I thought the city was dangerous so I didn't go out at night. Eh... big mistake they only open at 9:00.

S: Letter A.

T: Hmm huh.

S: We went out last night and it was great.

T: Good. In Hong Kong, I thought the city was dangerous so I didn't go out at night big mistake because we went out last night and it was great. Ok, and the last one... Elizabeth?

E: In Barcelona, we were hungry at 6:00pm, so we looked for a restaurant, big mistake it was cold at night.

T: Ok, good thank you. In Barcelona we were hungry at 6:00Pm, so we looked for a restaurant. Big mistake, they only; or because they only open...

S: At 9:00

T: At 9:00, 9:00 pm. Ok, good. How about the next exercise? Exercise 8-A, add so or because to the sentences. Who wants to participate? Ok, go Andrea No 1.

O: Andrea raised her hand

A: Our plane was at 11:00 so we got to the airport at quarter past ten.

T: Good, thank you. So is the right link? Or not?

Ss: Yes.

T: Our plane was at 11:00 so we got to the airport at quarter past ten. Good. And how about No 2... Luz Divina and No 3 sheira. Al right Luz Divina...

Ld: I didn't book a hotel because I didn't have time.

T: Thank you very much Luz Divina. I didn't book a hotel because I didn't have time. Ok, and you Sheira?

Sh: We went to New Zealand

S: New Zealand

Sh: New Zealand in July because we have school holiday in the summer

T: Ok, thank you so much. We went to New Zealand in July because we had school holidays in the summer. Very good. And No 4... Maria?

M: We didn't find

T: Mary?

M: We didn't find any mineral water because we drank the local water.

T: Ok, thank you. We didn't find any mineral water

S: So

T: So we drank the local water. ok, Mary is so better in this case. Ok, guys let's move on the next page, that would be page 88. And the title of the unit is where's the fruit. Where's the fruit? As you can eh... see, we have a vocabulary based on the prepositions of place, right? Which ones do you have? Which ones do you have?

S: On the right

T: On the right...

S: On the left

T: On the left

S: In front of

T: Hmm huh...

S: Near

T: Good.

S: Between

T: Hmm huh. Between

S: Next to

S: Opposite

T: Opposite and next to. Ok, and do you know _____ when we worked with some prepositions of place? Would you like to try again?

S: No

T: No? once, and stand up, please. Pleeeeee. Come on. Ok. Choose the partner

S: In groups?

T: Yes, choose a partner, choose a partner. Ok. Just listen and make. Ok, and your partner?

O: Asking to a student to seem to be alone.

T: Your partner, Melissa?

M: Here

T: Ok, now. Get together. One of you is gonna be called tree and the other is gonna be called monkey.

O: Students started to feel uncomfortable and started yelling.

T: You guys are so lazy. Ok. monkeys in front of the trees

O: Students moved one in front of the other.

T: Monkeys next to the trees.

O: Students were following directions

T: Monkeys behind the trees

O: Students did so

T: Monkeys opposite the trees

O: Student did so.

T: Monkeys next to the trees.

O: Students did so.

T: Monkeys under the tree

O: Students did so.

T: Monkeys, monkeys next to the trees...

O: Students did so.

T: Monkeys on the chair

O: Students did so.

T: Monkeys on the chair

O: Student did so.

T: Trees on the chairs.

O: Students did so.

T: Go back to chairs. Ok. what other prepositions, you guys remember?

S: Of place

T: Yeah, other preposition you have studied

S: At

T: At...

S: On

T: On... in...

S: Below

T: Below...

S: Between

T: Between

S: Above

T: Above, ok, good. Now I want you to tell me, where the marker is, ok? where's the marker?

Ss: On the desk.

T: On the desk. On the desk the marker, the marker is on the desk. Ok, now, where are the students?

S: In the class

T: They are or we are in the classroom. Ok, good. Where is the eraser?

S: On the

S: The floor

S: On the desk

T: The eraser

Ss: The eraser is on the floor

T: On the floor ok.

S: Under the desk

T: Under?

S: The desk

T: The desk, very good. Now, where is the... Where is the dictionary? Where IS the dictionary?

S: On the chair.

T: The dictionary...

S: On the chair

T: Is on the?

S: Chair

T: On the chair. And where is Arelis?

S: Arelis is behind...

S: In front of...

S: Between...

T: Ok, christian would you like to try

Ch: Is between Karime and Janet

T: Good. Arelis is between Karime and Janet. Ok, another possibility? Laura. Laura?

L: Arelis is behind karime

T: Arelis is behind karime, ok. another possibility? Jaiel and then Andrea, Jasiel?

J: Arelis is next to Melisa

T: Melissa, Arelis is next to Melissa. Ok, Andrea.

A: Arelis is in front of janet

T: Good, Arelis is in front of Janet. Very good, so you guys know pretty well the preposition of place. Ok, look at the tree questions that we have on the board. Where is the school? How do I get to the supermarket? What's the best way to the post office? So when do we need to make use of this type of questions? Any ideas?

S: Directions

T: When we are talking about?

Ss: Directions

T: Good. When we are talking about directions. Ok, so we can make use of these three examples in order to ask, ok, ask for directions. The first sentence I repeat is: where is the school? Repeat please

Ss: Where is the school?

T: Where is the school?

Ss: Where is the school?

T: Good, how do I get to the supermarket?

Ss: How do I get to the supermarket?

T: Good, what's the best way to the post office?

Ss: What's the best way to the post office?

T: Good, remember these three sentences can be used to ask for directions.

S: directions

T: Well, not how do we answer these questions? How can we answer these questions? When you guys are going to give directions, you can use the following, eh... you know vocabulary

O: Teacher started to write the vocabulary on the board.

T: Ok, guys this. Pay attention, please. This is what we have. Where is the school? It's on the left of the supermarket, for example, or it's on the right of the post office. And how about how do I get to the supermarket? Well, take the first, what's the meaning of take the first? Imagine that you guys are located to right here.

O: The teacher showed the place as she pointed at the map.

T: Ok. this is the first street, ok? and here you have... go straight right? And the second street. So you are here. Where is the school? Ok, well ehh... go along, go along this street, go along go straight on... go straight on Murillo street, take the first, ok. let's call the first street eh... let's call it Helm street, ok? so where is the school? _____ where is the school?

S: Go along on Murillo Street...

T: Go along on Murillo Street...

T: Uh huh.

S: Take the first.

T: Take the first, ok that would be Helm Street. And here you can find the school

S: The school

T: Ok, let's try again. Where is the school?

Ss: Go along on Murillo Street,

T: Go along on Murillo Street.

Ss: Take the first.

T: Take the first uh huh? Where's the school?

S: School is

T: Is...

S: Near

T: Is next to... uh huh?

S: The post office

T: It's next to the post office. Ok, that was just an example for you to understand this... take the first. Now if you say go along or go straight of, it means that? You know you have to go like this

O: At this point the teacher showed with her arm along way, ok? You are not going to cross; you are not going to... turn right or to turn left, ok? Just straight on? We can also say turn right or turn left; ok? Go along means this (go straight ahead), turn right. Ok we move this way (moving to her right) or go along on Murillo Street , turn left; I move this way (moving to her left) here, really? Ok. walk pass no we have three places. The mall, the school and the supermarket, ok? walk pass... is doing this (as she pass by a place) I want to get to Buena Vista Mall, so go straight on and I walk pass the supermarket. I walk past ...

S: School

T: School and I get to the mall ok, I get to the mall. Do you understand walk pass? Yes or not? S. yes

T: Or something like this... I walk pass Karime, I walk pass Arelis, I walk pass Janet and I get to the ____ another one could be go back, listen to me please. How can I get to the supermarket?

Ok, go straight down on Murillo Street, go straight on Murillo Street. No, no, no, go back, ok? clear? Ok, go ahead... do you remember this one... go along, go straight on yes? If I say go ahead... it's kind of the same thing, ok? go ahead on Murillo Street. Go ahead on Murillo Street and walk pass two blocks. What's the meaning of blocks?

S: Block

T: 2 blocks. For example, err... Portal del Prado, ok how do I get to the Portal del Prado? Ok, you are here... at UA, and you can walk how many block?

S: 3

T: Three blocks, ok. Three blocks from here. Ok, here we have the vocabulary to give directions and here the questions when asking directions, ok? I would like you to practice now, making use of this map. You are going to work in group of.... group of, in pair.

O: The teacher started to organize the class in pair and assigned a partner to some students

T: Ready? Ok. so you have a picture of a map. You have the picture of the map. And we have, we have three places here, ok? in this neighborhood, you have the picture of the neighborhood, what's a neighborhood, for example La Victoria is a neighborhood. San Jose is a neighborhood. Err... what else? Other neighborhoods?

S: Chiquinquira

T: Chiquinquira... ok guys, those are neighborhoods. Ok, this is a neighborhood and we have some places here, for example, we have the school, the chemist's the post office, the bus stop, some place the supermarket, the train station, the newsagent, the theater, the cinema, the museum, the butcher's, the greengrocer's the baker's, the garage, the hotel, the restaurant, and

the bank. So what are you guys gonna do? I am going to dictate some directions to the places and you have to tell me what the place is. Ok? Can you see this reference? Ok, you are located right here.

O: Pointing out at the you are here reference.

T: Ok? let's start. The first example goes like this... go straight on, take the second, go straight on, take the second, turn right. go straight on, take the second, go straight on, take the second, turn right, walk pass the newsagent's, go back, cross the street, is on the corner.

S: library

T: What is that?

S: Supermarket

T: The supermarket, ok?

O: Anstructions were not clear.

T: Again, again, go straight on, take the second, turn right, walk pass the newsagent's, go back, cross the street, it's on the corner. What is it?

S: Supermarket

T: The supermarket, ok, No 2 go straight on George Street, go straight on George Street, take the first, turn left, go ahead, turn right. Go ahead, take the second, turn right, cross the street where is it?

S: Newsagent's

T: News, newsagent's, ok? do it again. go straight on George Street, go straight on George Street, take the first, the first is?

S: George

T: The first is Manor Road, ok. turn left, go ahead, turn right. Go ahead, take the second, turn right, cross the street. Is?

S: The newsagent's

T: The newsagent's now you are going to do the same exercises, No 3, pay attention, No3 go straight, go straight on, err... George Street, go straight on George Street, take the first, take the first, ok, turn right, walk pass the garage, it's on the corner.

S: Butcher's

T: The butcher's, good. No 4 take the first, turn right, walk pass the restaurant, walk pass the baker's, walk pass the greengrocer's what is it?

S: butchers

T: The what?

Ss: Butcher's

T: Ok, next; go straight on George street, go straight on George Street, walk pass the bank, the garage, it's on the corner of park Road. What is it?

Ss: Library

T: Library, good. Now from the item No 6 to the item No 12 you guys are going to answer the following questions: No 6. Where is the Cinema? Where is the cinema? That's question No 6. Where is the cinema? Pay attention, this is what you have to do. Where is the cinema? At this item you have to write or give the directions ok, to get to the cinema, ok? that's the first question or question 6. Item 7, what's, what's the best way, what's the best way to the post office? What's the best way to the post office? No 8: where, where is the museum? Where is the museum? No 9, 9: how can I get, how, how can I get, how can I get, how can I get to the train station? No 10: where, where is the hotel? Where is the hotel? 11: how do I get, how do I get, how do I get to the theater? How do I get to the theater? Finally No 12, where, where, where is the school? Where is the school? Ok, guys, now you are going to give the directions. To get to the places.

O: Students have some time to work on the activity. As they were working, some students called the teacher for her to repeat them some of the questions after 16 minutes....

T: Ok, guys let's check your answers; No 6 where is the cinema? Who wants to participate, where is the cinema? Luz Divina?

Ld: The cinema is go straight on George Street,

T: Go straight on George Street,

Ld: Take the second right, walk pass the library, library and you get the cinema.

T: And you get?

Ld: The cinema.

T: To the cinema. Another possibility? Jasiel?

J: You take along George Street, take the second, turn right, and walk pass the library

T: Walk pass the library, that's the same one. It was the same. _____ do you have a second possibility?

S: Six?

T: 6.

S: Go along George Street, take the second street, turn right, it's between Library and Museum

T: Good. It's between the library and?

S: The museum

T: The museum ok, how about the question No 7? What is the best way to the post office?

Melissa? Pay attention

M: Go straight on George Street, take the second, turn left

T: Turn left,

M: It's next to the supermarket.

T: It's next to the supermarket. Right, good and No 8? That would be where is the museum?

Where is the museum? Andrea?

A: Go along on George, take the first, turn right, walk pass the butcher's and it is the museum.

T: Ah... is that alright? Do you have a second possibility? Do you have a second possibility?

Ivan?

I: Go ahead, George Street, take the second turn right, walk pass the library, walk pass the cinema, it's on the corner.

T: It's on the corner. Good, is there any other possibility? Ok, how about the next question, how can I get to the train station? How can I get to the train station? No one? Ok, keyla?

K: Go along on Gorge Street, turn right, between the museum and theater.

T: Ok, go straight on George Street, turn right, it's between the theater and the museum. Ok, good. Err... No 10, where is the hotel? Where is the hotel?

S: Go ahead George Street, take the first, turn right, walk pass the restaurant, is on the corner.

T: Walk pass the restaurant is on the corner. Very good. Now go on or straight on...?

S: Go ahead

T: Ok, go ahead. Good go ahead, and ... the next? The question is How do I get to the Theater? How do I get to the theater? Arelis?

A: Go ahead on George Street ,take the second, turn right, is next the museum.

T: It's next to the museum. Next to? The place is the theater... How do I get to the theater?

S: Go along on George Street, take the second

T: Take the second uh huh?

S: Turn right.

T: Turn right

S: It's next to the newsagent.

T: It's next to?

S: Newsagent's

T: The newsagent's, the news agent's

S: Next the train station

T: Next to?

S: The train Station.

T: Train station. Next to the train station, ok? the train station is between the newsagent and the theater. So the theater is next to the train station. And last question. Where is the school? Keyla?

K: In front of the bank.

T: It's in front of?

S: The bank.

S: That's an easy way.

S: It's on the left

T: It's on your?

S: Your left.

T: It's on your left. Ok, good. Another possibility is go straight on George, take the first, turn left, it's?

S: School.

T: It's on the corner or it's...? Opposite the Hotel. Ok, guys this exercise on page 88. Exercise 1-

A

S: 1?

T: 1-A

O: After a while

T: Ok, let's check your answers. We have the preposition, the suggested exercise says match the preposition in the box with pictures A to H. picture A... what's the picture? What preposition is it?

S: On the left

T: On the left.

Ss: Of

T: On the left of, good, how about picture C?

S: Next to

T: Next to... good, picture D?

Ss: Near

T: Near, picture E?

Ss: In front

T: In front

Ss: Of

T: In front of f?

Ss: Opposite

T: Good G?

Ss: Between

T: Between, h?

Ss: Behind

T: Behind. you guys are having these exercises as your homework exercise 2-A, exercise 4- A and we are going to do the exercises on the page, on the page 100, 133. The item A-1 and A-2 that's it. Byeeeeeeeeeeeeeeee