



## **UNIVERSIDAD ALBERTO HURTADO**

**“What teaching strategies can I implement to improve my lesson plans and time management in order to optimize my 6<sup>th</sup> grade students’ learning at Colegio San Antonio?”**

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### **Abstract**

During second semester 2016, I developed my final practicum in a subsidized school located in Santiago, called Colegio San Antonio. For the time being at school I found out that I have problems with my lesson planning and time management skills, for that reason, I decided to carry out this research in a 6<sup>th</sup> grade and try to solve both problems using some teaching strategies. In this research participated my students, my host teacher and I, my students and I were involved because we were the principal affected with those problems, and my host teacher was the main spectator of how my classes were developed.

Durante el Segundo semestre de 2016, desarrollé mi práctica final en un colegio particular subvencionado ubicado en Santiago llamado Colegio San Antonio. Durante el tiempo que estuve en el colegio, noté que tenía problemas con mis habilidades para planificar clases y con el manejo de tiempo, por este motivo, decidí to desarrollar esta investigación en un 6° básico para resolver ambos problemas. En esta investigación participaron mis estudiantes, mi profesor guía y yo. Mis estudiantes y yo estábamos involucrados debido a que éramos los principales afectados con esos problemas y mi profesor guía era el principal espectador de cómo se desarrollaron mis clases.

**Key words:** Teaching strategies, time management, lesson planning.

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## **Introduction**

During the second semester 2016, I developed my final practicum into a 45 sixth grade students at Colegio San Antonio. At the moment of delivering a class, I realized that I was having some problems inside the classroom. Those problems are related specifically with time management. Moreover, I thought that my lesson plans were also a problem because I noticed that I had just one or two activities for a one-and-a-half-hour class.

Because of what was mentioned above, I decided to carry out this research based on those problems. I will try to find possible strategies to improve my time control when I am delivering classes. To achieve this solution, I will base this research on different authors that have multiple theories about lesson planning and classroom management.

In order to collect data, I will use different strategies. For example, I am going to use my own lesson plans, in order to analyze and improve them. Furthermore, I will use my journal of two different classes; one at the beginning of this process, and the other at the moment of doing a final intervention. After that, I will analyze the results of the data collected with the intention of elucidating if the problems were or were not solved.

## Context

Colegio San Antonio (CSA) was founded in 1927 as a dominical school with the purpose of alphabetizing workers' sons and daughters. It is a subsidized, catholic and mixed school located in Santo Domingo #2314, Santiago. It houses grades from K to 12<sup>th</sup> with 45 students each grade. However, up to 8<sup>th</sup> grade there are two classes for each (A and B), and from 9<sup>th</sup> grade onwards there is only one class for each level. That is to say, CSA houses 990 students that come from different parts of Santiago, such as Maipú, Pudahuel, Quinta Normal, and La Florida.

In terms of English classes, students begin their foreign language learning in 3<sup>rd</sup> grade at the age of 8 or 9 years old approximately. Nonetheless, the focus of this action research will be on 6<sup>th</sup> grade A, where I am doing my teaching training.

As it was specified before, every grade houses 45 students. Withal, 6<sup>th</sup> grade has English lessons twice a week, two modules on one day and one on the other.

During the classes I taught to 6<sup>th</sup> grade students at Colegio San Antonio, I noticed that I was not managing time during classes. That is to say, students spent more time than they are supposed to doing an activity. Moreover, during my classes, I observed that I had to give more minutes for developing different activities in classes because I found myself running out of activities. Consequently, I started to distrust lesson plans I prepared for different classes. In my lesson plans, it is stated the period of time that I was supposed to spend for every activity and parts of the class, including greetings, monitoring or delivering instructions. Nonetheless, that time was not accomplished since I did not plan the class in order to cover the whole period of time because of the few activities prepared for the lesson. Therefore, I am not giving my students enough opportunities to practice English as a foreign language inside the classroom I am

teaching. Consequently, most of times I was not able to check if my students achieve the objective of the class or to give feedback about the last activity done during the class because I ran out of time.

Considering those facts is why I decided to develop this research based on the following question: *“What teaching strategies can I implement to improve my lesson plans and time management in order to optimize my 6<sup>th</sup> grade students’ learning at Colegio San Antonio?”*



## **Rationale**

I decided to carry out this research based on time management and lesson planning since us as teachers need lots of practice to improve those elements of a class. Moreover, time management is my own actual problem because I am not able to cover a whole class with my class planning since I believe that the number of activities I want to develop during classes are insufficient to cover the complete lesson. In addition, as far as I am concerned, I am not giving my students the opportunities to practice English as a foreign language since I am not delivering enough activities in classes.

As a consequence of what was mentioned above, it is probable that my students are not really learning English, but just repeating structures. For that reason, I want to improve my time management and, as part of it, my lessons plans. Furthermore, I expect that this research will lead me to develop better lesson plans, and as a consequence to a better time management inside the classroom because of a well-planned class.

Furthermore, I expect that my students do not focus their learning only on structures, but they can apply in context what they have already learned. Moreover, I pretend that this research helps other teachers that may have a similar complication. By reading this paper, they would be able to use different tools presented in this study to improve their own lesson plans.

In addition, I want to help my students to optimize their learning because of an achievement of the class' learning objective, that is to say, their English knowledge will increase due to the given feedback after completing the different activities of the class.

Finally, it is expected that other teachers may use some of the ideas stated on this research in order to apply them into their own context. Furthermore, I expect that the teachers

that read this paper may be able to develop new ideas or strategies to complement them with the ones presented on this research.

## Literature review

To better understand this project, it is necessary to mention the literature that is going to be used. This is going to be related to lesson planning and classroom management, specifically how to better manage time.

First of all, it is noteworthy to mention that there are multiple theories of authors that refer to what lesson planning is. However, I am going to focus on James Scrivener, Douglas Brown and Marianne Celce-Murcia who are the most important exponent of those theories, and also, what this authors exposed on their writings is closely related to what I am researching.

On one hand, according to Celce-Murcia (2014) lesson planning is a process in which teachers take everything they know about students in order to create a road map for a certain period of class. Furthermore, Celce-Murcia (2014) states that lesson planning involves seven interconnected elements, which are second language acquisition theory, methodology, skill, audience, focus, context and philosophy of learning and teaching. This definition is also accepted by Brown, 2015.

On the other hand, Scrivener (2011) states that “planning is imagining the lesson before it happens. It involves prediction, anticipation, sequencing, organizing and simplifying” (pp 123). Furthermore, Scrivener (2011) establishes that there are some areas that must be covered through lesson planning such as atmosphere, learners, aims, teaching point, tasks and teaching procedures, challenge, materials and classroom management.

Finally, in relation to lesson planning, during this research we are going to consider lesson planning as the process in which teachers use their knowledge to define a road map for a certain period of class, that is to say that we align with Celce-Murcia definition about this topic.

This is relevant to this research because this definition for lesson plan states the whole process that a teacher does before delivering a class, that is to say, think about how students are going to acquire new language, how are you going to deliver the class or what is the context of the class itself. However, Celce-Murcia left behind two important elements of planning behind that Scrivener consider: predicting and anticipating. Both of them are crucial at the moment of planning because, and once you already know the context of the class, you are going to start thinking about the possible problems that you might face during the class, for instance misbehaviour, UTP interventions, etcetera.

In relation to classroom management, Brown (2015) states that it is an interweaving of art and science that covers physical arrangement of a classroom, teaching styles and philosophy. It covers from observable to intangible skills.

However, Scrivener (2011) stands that classroom management is the most important job as a teacher because it is the way in which we create the conditions in which learning takes place in the classroom. Moreover, Scrivener affirms that “an important part of this is to do with your attitude, intentions and personality and your relationships with the learners” (pp 54).

Furthermore, Scrivener (2011) states that as teacher, it is necessary to have certain organisational skills and techniques. Those items are usually grouped together in different areas, for instance, activities, grouping and seating, authority, critical moments, tools and techniques and working with people. Those different areas are subdivided into different topics:

- Activities: Setting up activities, giving instructions, monitoring activities, timing activities, bringing activities to an end.

- Grouping and seating: Forming groupings, arranging and rearranging seating, deciding where you will stand or sit, reforming class as a whole group after activities.
- Authority: Gathering and holding attention, deciding who does what, establishing or relinquishing authority as appropriate, getting someone to do something.
- Critical moments: Starting the lesson, dealing with unexpected problems, maintainin appropriate discipline, finishing the lesson.
- Tools and techniques: Using the board and other classroom equipment or aids, using gestures to help clarity of instructions and explanations, speaking clearly at an appropriate volume and speed, use of silence, grading complexity of language, grading quantity of language.
- Working with people: spreading your attention evenly and appropriately, using intuition to gauge what students are feeling, eliciting honest feedback from students, really listening to students.

The definition considered about classroom management for this paper is going to be the one that Scrivener states, that is to say, that this is the form in which we create the conditions for learning. In addition, it is related to our attitudes, intentions, personality and relationship with students.

### Research methodology

To collect information for this action research, the methods that are going to be used are journal entries, lesson plans, a survey answered by students, a survey answered by the host teacher, and students' marks. In addition, the plan that I pretend to follow is the following:

Activity	Month	August				September				October				November				December			
	Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Observation		■	■	■																	
Regular Classes					■	■	■	■	■	■											
Finding problem					■	■	■														
Developing and modifying AR question						■					■				■				■		
Finding literature								■	■	■	■										
Interventions												■	■	■							
Collecting data															■						
Analyzing data																■	■				

Furthermore, journal entries are going to be used with the intention of having an evidence of my class development. I expect that I would be able to observe improvements in relation with

my classroom management problem. It is intended to write class by class, however, I am going to consider two entries, which are before and after of the intervention process.

Moreover, my lesson plans are also part of this research since I am not making appropriate use of time in the classroom. I hope that, after I complete my interventions, I would be able to observe an improvement on my lesson plans. That is to say, appropriate use of it. As a consequence of writing lesson plans for every class at school, I am going to attach them before the intervention, during intervention and after intervention. The purpose of using my planning for this process is that I want to analyse them before and after every class in order to confirm if the time is the appropriate for every activity and lesson. Furthermore, if I realize that the time I am using is inappropriate at the moment of analyse my lesson plans, I will modify them in order to improve my planning skills.

Furthermore, a survey to collect students' answers (appendix A) in relation to the classes will be analysed. This is because I want to corroborate if the different teaching strategies implemented during the semester in classes were or were not fruitful in order to optimize my students' learning. Moreover, what I expect with this survey is to know what my students think about the classes I taught during this semester and about their own learning and experience. The focus of this survey is on students' knowledge before and after my classes, time management, lack of time problem, learning objective achievement, amount of activities, organization of the class, differences between first and last classes, and improvement of students' marks.

In addition, the host teacher of Colegio San Antonio will also answer a survey (Appendix E). This survey is focused on what she observed during the semester that I taught at the school. The main point of this survey are related to students' learning, organization of the class, time

management, students' marks, students' achievement of learning objective, amount of activities, and differences between first and last classes.

Finally, students' marks will be also analysed. In order to have a clear view of what students answered in their surveys, I will assay the marks they have obtained before I began teaching and during the time I was teaching in this course.

Considering the problems mentioned before, the interventions I want to do are modifying my lesson plans and control time while students are doing the different activities during classes. In relation to my lesson plans, I will add more activities gradually class by class. And, in relation to time management I am going to use a stopwatch in order to better control time.



### Data analysis

To begin with, it is necessary to mention that I did my planning considering less time because I always have some interventions during classes. That is to say, during my 90-minute class, I lost time because students in the morning pray before classes. The students use 10 minutes of the class for praying, approximately.

In the following lesson plan we can observe a 45-minute class.

OBJECTIVE(s)	LESSON STEPS	STRATEGIES	ACTIVITIES	ASSESSMENT	TIME
Ss will be able to write sentences about habits and routines using vocabulary such as drive, ride, write, eat, drink and buy.	1. Pre Present Motivate Activate Engage	<ul style="list-style-type: none"> <li>➤ Teacher will make questions to students.</li> <li>➤ Review</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will recall previous class by making a short summary of present simple.</li> </ul>	Formative	5 minutes
	2. While Comprehension	<ul style="list-style-type: none"> <li>➤ Re-teach</li> <li>➤ Expository</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will re-teach concepts and ideas about present simple.</li> </ul>	Formative	10 minutes
	3. Post Productive skills Lang. awareness Practice	<ul style="list-style-type: none"> <li>➤ Independent practice.</li> <li>➤ Creating sentences</li> </ul>	<ul style="list-style-type: none"> <li>➤ SS will rearrange sentences related to present simple.</li> <li>➤ SS will write sentences about their habits and routines.</li> </ul>	Formative	15 minutes

	<b>Function</b>				
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We observe a short pre-activity, in which students had to answer questions related to the previous class. This activity was intended to be done in 5 minutes. Furthermore, during while activity I explained again some concepts that were taught in the previous class. I pretended to do it in 10 minutes. Finally, the post activity was composed by two activities that for a short class may be the correct amount of tasks for one lesson.

Moreover, the following lesson plan corresponds to a 90 minutes class.

OBJECTIVE(s)	LESSON STEPS	STRATEGIES	ACTIVITIES	ASSESSMENT	TIME
Ss will be able to write a new dialogue for a character about morning routines.	<b>2. Pre Present</b>  <b>Motivate</b>  <b>Activate</b>  <b>Engage</b>	<ul style="list-style-type: none"> <li>➤ Flashcards</li> <li>➤ Guessing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss will guess about what the video is going to be about.</li> <li>➤ Ss will match pictures with meaning.</li> </ul>	Formative	10 minutes
	<b>2. While</b>  <b>Comprehension</b>	<ul style="list-style-type: none"> <li>➤ Videos</li> <li>➤ Story sequence</li> <li>➤ Guessing</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss will watch a short video about morning routines.</li> <li>➤ Ss will play “what happens next?”</li> <li>➤ Ss will check predictions.</li> <li>➤ Ss will put in</li> </ul>	Formative	25 minutes

			order sentences related to the video.		
	<p><b>3. Post</b></p> <p><b>Productive skills</b></p> <p><b>Lang. awareness</b></p> <p><b>Practice</b></p> <p><b>Function</b></p>	<ul style="list-style-type: none"> <li>➤ Writing</li> <li>➤ Independent practice</li> <li>➤ Integrate topic and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ss will write a new dialogue to the main character of the video using present simple and morning routines vocabulary.</li> </ul>	Formative	35 minutes

In this lesson plan, we observe in the pre-activities a task related to matching different words with their meaning, and also, students had to guess about what the video was related to. They had to develop this activity in 10 minutes. In addition, while-activities were related to watching a video, a game called what happen next, after that, students had to put in order different moments of the video. Finally, in the post-activity, students had just one post activity, that is to say, plenty of leftover time. In this post activity they had to write a dialogue about morning routines.

Finally, the last lesson plan considered for this research shows the differences between before and final lesson plans intervention.

OBJECTIVE(s)	LESSON STEPS	STRATEGIES	ACTIVITIES	ASSESSMENT	TIME
Ss will be able to give instructions about how to get to a certain place	<b>3. Pre Present Motivate Activate Engage</b>	<ul style="list-style-type: none"> <li>➤ Picture</li> <li>➤ Defining.</li> <li>➤ Pair work.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will create their own definition of the following concepts (places): hospital, cinema, police station, library, restaurant, school and bus stop.</li> </ul>	Formative	10 minutes.
	<b>2. While Comprehension</b>	<ul style="list-style-type: none"> <li>➤ Provide information</li> </ul>	<ul style="list-style-type: none"> <li>➤ Teacher will explain common phrases to give directions and will give some examples about how to use them. E.g. turn left and right, as far as, walk straight on.</li> </ul>	Formative	10 minutes
	<b>3. Post Productive skills Lang. awareness Practice Function</b>	<ul style="list-style-type: none"> <li>➤ Pair work</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students will give directions on how to get to: Plaza Brasil, Cumming Subway station, Instituto Alonso de Ercilla, Museo de la educación Gabriela Mistral.</li> <li>➤ Students will create their own map of a city. Then they will have to give</li> </ul>	Formative	30 minutes

			clear instructions about how to get to different places.		
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First, we observe as pre-activity one main task based on creating definitions, in which the students had to create their own definition about different places. This part, was considered to be done in 10 minutes. Then, I taught some useful expressions to give directions such as turn left, turn right or walk straight on. In my lesson plan, I considered 10 minutes for teaching those expressions. Finally, in the post-activities, there are two different tasks. The first one is related to give directions about how to get to different places near to the school. And, the second one is about to create their own map of a city with the different places learned during the classes, and give directions about how to get to those places. This part was expected to last 30 minutes.

Furthermore, the students' surveys will be analyzed by part. First of all, I am going to analyze question related to class organization and lesson planning. Finally, questions related to language learning will be also analyzed. This survey was answered by 40 out of 45 students.

The results in table 1, shows that the students noticed a difference in the classes' structure. 36 out of 40 students answered "suficiente" or "mucho" to the question "siento que la clase está más organizada que al inicio del semestre". This means, that there was an improvement in terms of class structure. Moreover, 36 out 40 students noticed that during classes were more activities than at the beginning of the semester.

Table 1

*Students' survey results. Class organization and lesson planning*

	Nada	Poco	Regular	Suficiente	Mucho	No responde
Siento que la clase tiene más actividades que al inicio del semestre	1	1	2	8	28	
Siento que la clase está más organizada que al inicio del semestre	0	0	4	14	22	

In table 2, we observe the results about questions related to English learning.

Table 2

*Students' survey results. English learning*

	Nada	Poco	Regular	Suficiente	Mucho	No responde
¿Cómo considera su conocimiento de inglés antes de que el profesor iniciara sus clases?	1	11	15	10	3	
¿Cómo considera su conocimiento de inglés después de que el profesor terminara sus clases?	0	0	3	19	17	1
¿Cuánto considera que ha aprendido con las clases del profesor?	0	0	4	11	25	
¿Le fue útil que el profesor fijara límites de tiempo para trabajar en clases?	0	2	6	8	24	
¿Considera que el no revisar las actividades al finalizar la clase fuera un problema para su aprendizaje?	7	15	10	5	3	
¿Cuánto considera que mejoro su aprendizaje cuando se lograban revisar las actividades de la clase?	1	2	7	17	13	
Siento que logré el objetivo de la clase	1	2	5	13	19	

We observe that most of students state that they have learned during the period that I taught at school. Moreover, they answered that their English knowledge is higher than before I started my classes, that is to say that the pupils learned more during the period I taught. Furthermore, at the moment of checking activities I realized that my students achieve the learning objective of the class, and this is also shown in the survey answers. However, my students considered that not checking post activities was not a problem for their learning.

In addition, teacher's survey will be analyzed in the same form as students' survey. First of all classes organization in table 3 and students' learning in table 4.

Table 3

*Teacher's survey results. Class organization and lesson planning*

	Muy desacuerdo	Desacuerdo	Neutral	De acuerdo	Muy de acuerdo	No responde
Las clases del profesor están más organizadas en comparación con el inicio.				X		
El profesor mejoró su manejo de tiempo en comparación con el inicio de sus clases.			X			
La clase cuenta con más actividades que al inicio del semestre				X		



In table 3, we observed that my host teacher observe an improvement in my classroom organization. That is to say, she noticed that there were more activities and it was more organize, but still not perfect. However, my host teacher did not observed any improvement or failing in my time management skills.

Table 4

*Teacher's survey results. Class organization and lesson planning*

	Muy desacuerdo	Desacuerdo	Neutral	De acuerdo	Muy de acuerdo	No responde
Considera que los estudiantes han aprendido con el profesor.				X		
Las notas de los estudiantes han mejorado.			X			
Los estudiantes logran el objetivo de la clase.				X		

In table 4, we observed that my host teacher considered that most of students have learned during the period that I have been teaching at school. Nonetheless, she considered that marks have not changed, even though, students have achieve the class learning objective most of times.

Picture 1

C I O N E S		11/07	10/08	09/09	21/11	X	X	X	Calificación final
1	ACUNA	58	63	46	56	58	59	58	56
2	AGUILERA	58	52	50	40	53	55	54	54
3	BRAVO	58	58	27	33	44	40	42	42
4	BUSTAMANTE	58	48	35	50	48	57	48	48
5	CACERES	58	44	56	41	45	40	43	43
6	CACERES P	58	33	36	20	37	52	45	45
7	CALDERIN	58	51	55	43	54	58	56	56
8	CHAVILLAN	58	38	37	33	42	46	44	44
9	CHAVILLAN	58	27	35	40	40	46	43	43
10	CHAVILLAN	58	44	43	40	46	40	46	46
11	CHAVILLAN	58	44	40	52	42	44	46	46
12	CORREA	58	36	50	55	45	33	39	39
13	COSER	58	38	42	39	44	43	44	44
14	CRUZ	58	42	47	38	46	50	48	48
15	CALLEJILLOS	58	70	38	43	52	44	48	48
16	DEPADO	58	68	49	50	55	57	56	56
17	BUMBARDO	58	54	46	49	53	57	58	58
18	GUAYMA	58	38	30	40	44	58	40	40
19	GUAYMA B	58	38	30	40	44	40	42	42
20	GUAYMA L	58	40	37	40	44	40	42	42
21	GUAYMA L	58	51	67	57	58	70	67	67
22	GUAYMA L	58	51	67	57	58	70	67	67
23	LEILA	58	40	30	40	42	37	38	38
24	LOPEZ	58	45	40	40	52	34	42	38
25	MILAUDA	58	35	39	52	46	50	49	49
26	MOLINA	58	48	51	40	49	49	49	49
27	MONSALVE	58	66	44	56	56	58	56	56
28	MORA	58	51	60	58	56	58	56	56
29	NAPUAEZ	58	48	38	37	45	53	45	45
30	PALMOS	58	36	36	27	40	43	40	42
31	PALMA	58	36	36	27	40	43	40	42
32	QUINERO	58	48	35	37	44	49	44	47
33	RAMOS B	58	40	35	38	43	50	43	47
34	RAMOS S	58	35	40	30	41	51	47	46
35	ROSCO	58	40	42	33	43	46	43	45
36	RUSNICH	58	63	45	40	52	46	51	51
37	RUZ	58	50	60	52	53	58	52	53
38	SAMEDIA	58	50	60	52	53	58	52	53
39	SEAL	58	58	57	47	54	58	54	55
40	SILVA	58	58	57	47	54	58	54	55
41	SOLIZ	58	59	36	33	47	44	47	46
42	URIBE	58	59	36	33	47	44	47	46
43	VALDIVIA	58	68	35	50	52	55	58	59
44	VERDE	58	55	39	45	49	55	56	53
45	VILLALBA	58	63	46	43	53	57	53	53
46	VILLALBA	58	63	46	43	53	57	53	53
47	VILLALBA	58	63	46	43	53	57	53	53
48	VILLALBA	58	63	46	43	53	57	53	53
49	VILLALBA	58	63	46	43	53	57	53	53
50	VILLALBA	58	63	46	43	53	57	53	53
51	VILLALBA	58	63	46	43	53	57	53	53
52	VILLALBA	58	63	46	43	53	57	53	53
53	VILLALBA	58	63	46	43	53	57	53	53
54	VILLALBA	58	63	46	43	53	57	53	53
55	VILLALBA	58	63	46	43	53	57	53	53
56	VILLALBA	58	63	46	43	53	57	53	53
57	VILLALBA	58	63	46	43	53	57	53	53
58	VILLALBA	58	63	46	43	53	57	53	53
59	VILLALBA	58	63	46	43	53	57	53	53
60	VILLALBA	58	63	46	43	53	57	53	53
61	VILLALBA	58	63	46	43	53	57	53	53
62	VILLALBA	58	63	46	43	53	57	53	53
63	VILLALBA	58	63	46	43	53	57	53	53
64	VILLALBA	58	63	46	43	53	57	53	53
65	VILLALBA	58	63	46	43	53	57	53	53
66	VILLALBA	58	63	46	43	53	57	53	53
67	VILLALBA	58	63	46	43	53	57	53	53
68	VILLALBA	58	63	46	43	53	57	53	53
69	VILLALBA	58	63	46	43	53	57	53	53
70	VILLALBA	58	63	46	43	53	57	53	53
71	VILLALBA	58	63	46	43	53	57	53	53
72	VILLALBA	58	63	46	43	53	57	53	53
73	VILLALBA	58	63	46	43	53	57	53	53
74	VILLALBA	58	63	46	43	53	57	53	53
75	VILLALBA	58	63	46	43	53	57	53	53
76	VILLALBA	58	63	46	43	53	57	53	53
77	VILLALBA	58	63	46	43	53	57	53	53
78	VILLALBA	58	63	46	43	53	57	53	53
79	VILLALBA	58	63	46	43	53	57	53	53
80	VILLALBA	58	63	46	43	53	57	53	53
81	VILLALBA	58	63	46	43	53	57	53	53
82	VILLALBA	58	63	46	43	53	57	53	53
83	VILLALBA	58	63	46	43	53	57	53	53
84	VILLALBA	58	63	46	43	53	57	53	53
85	VILLALBA	58	63	46	43	53	57	53	53
86	VILLALBA	58	63	46	43	53	57	53	53
87	VILLALBA	58	63	46	43	53	57	53	53
88	VILLALBA	58	63	46	43	53	57	53	53
89	VILLALBA	58	63	46	43	53	57	53	53
90	VILLALBA	58	63	46	43	53	57	53	53
91	VILLALBA	58	63	46	43	53	57	53	53
92	VILLALBA	58	63	46	43	53	57	53	53
93	VILLALBA	58	63	46	43	53	57	53	53
94	VILLALBA	58	63	46	43	53	57	53	53
95	VILLALBA	58	63	46	43	53	57	53	53
96	VILLALBA	58	63	46	43	53	57	53	53
97	VILLALBA	58	63	46	43	53	57	53	53
98	VILLALBA	58	63	46	43	53	57	53	53
99	VILLALBA	58	63	46	43	53	57	53	53
100	VILLALBA	58	63	46	43	53	57	53	53

Moreover, in relation to marks, we can observe in picture 1 that most of students have maintain their marks. This reflects what my host teacher states in the survey she answered.

Finally, I can state that there was an improvement on lesson planning skills because I was able to plan a class in which there was not waste of time. Furthermore, the data collected shows that the strategies used –including more activities and the use of stopwatch – were fruitful at least in terms of lesson plan. However, at the moment of teaching, I found that my time management it is still a problem since most of times I was not able to check final activities.

## Reflections

After concluding this process of collecting data, I would say that the objective of this research was partially achieved. That is to say, I improved my lesson planning skills, but there is still a huge amount of things to learn in this aspect. For example, I have learnt how to imagine a class, how to plan it and the amount of activities needed in order to cover the whole class. However, I still have to consider possible problems that I may face during my classes, for instance misbehavior or disruptions related to different contexts or activities that the school may have, such as school celebrations, inspectors' interventions or other teachers' interventions. Furthermore, my students have noticed that the amount of activities during the different classes while and after interventions have increased in comparison with my first classes at school.

Moreover, as part of the interventions planned for this action research, I decided to use a stopwatch to control time during the activities that my students did during classes. This part of my interventions was not as successful as I expected to be. Even though I used the stopwatch to check time during the activities, most of times I lost control of the length of the exercises because I spent time answering doubts or questions related to the topic of the class. I can state that this interventions was not successful enough because my students and host teachers noticed that I was controlling time, but I spent more time than the expected for each activity.

Finally, further considerations to have in mind in relation with this topic are to keep practicing on how to plan a class because as I wrote before, there are some things that I had not considered at the moment of planning my classes. In addition, I know for sure that I have to improve my time management inside the classroom, for that reason, as far as I am concerned one

idea that I may put into practice is to use a countdown timer in order to have an alarm that let me know that the activity time is already finished.

## Conclusion

During this research I tried some strategies to improve my lesson planning and time management skills. I realized that in terms of lesson plan there was an improvement, but time management skills still need to be boosted. Furthermore, through the process of researching, one of the complications that I could confront was related to conformism or a false feeling of accomplishment. That is to say that at the moment of writing a lesson plan, I may think that I am covering a ninety or forty-five minutes class by doing one or two activities. Nonetheless, I will be just filling empty spaces of the class through the extension of the time that students will have to develop the activities in classes or with feedback about the last activity done. As a consequence of it, I would be solving neither my planning problems nor my time management.

In addition, as far as I am concerned, it is mandatory to re-think the strategies used during this research. That is to say, in terms of time management skills, just using a stopwatch most of time is not sufficient because I, as teacher, am aware of solving students' doubts or dealing with misbehavior, for that reason, I believe that using some alerts that let me know that time is up to continue with the following activity or part of the class. As a consequence of it, I would like to develop a new research in relation to time management sin I consider that it is still my weakest point at teaching, even though, I still have to improve other skills such as how to better teach listening or reading skills.

## Appendices

### Appendix A

### Encuesta

D) Marque con una X la opción que encuentre más correcta en relación a las clases de inglés dadas por el profesor Mario Vásquez. Donde 1 corresponde a nada y 5 a mucho.

		1	2	3	4	5
		Nada	Poco	Regular	Suficiente	Mucho
1	¿Cómo considera su conocimiento de inglés antes de que el profesor iniciara sus clases?					
2	¿Cómo considera su conocimiento de inglés después de que el profesor terminara sus clases?					
3	¿Cuánto considera que ha aprendido con las clases del profesor?					
4	¿Le fue útil que el profesor fijara límites de tiempo para trabajar en clases?					
5	¿Considera que el no revisar las actividades al finalizar la clase fuera un problema para su aprendizaje?					
6	¿Cuánto considera que mejoró su aprendizaje cuando se lograban revisar las actividades de la clase?					
7	Siento que logro el objetivo de la clase					
8	Siento que la clase tiene más actividades que al inicio del semestre.					
9	Siento que la clase está más organizada que al inicio del semestre.					

II) Responda las siguientes preguntas:

1. ¿Ha notado algún cambio entre las primeras clases y las últimas? Mencione cual o cuales.

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2. ¿Sientes que tus notas han mejorado? ¿A qué se debe?

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**Appendix B**

**Encuesta**

D) Marque con una X la opción que encuentre más correcta en relación a las clases de inglés dadas por el profesor Mario Vásquez. Donde 1 corresponde a muy desacuerdo y 5 a muy de acuerdo

		1	2	3	4	5
		Muy desacuerdo	desacuerdo	Neutral	De acuerdo	Muy de acuerdo
1	Considera que los estudiantes han aprendido con el profesor.					
2	Las clases del profesor están más organizadas en comparación con el inicio.					
3	El profesor mejoró su manejo de tiempo en comparación con el inicio de sus clases.					
4	Las notas de los estudiantes han mejorado.					



5	Los estudiantes logran el objetivo de la clase.					
6	La clase cuenta con más actividades que al inicio del semestre.					

II) Responda las siguientes preguntas:

1. ¿Ha notado algún cambio entre las primeras clases y las últimas? Mencione cual o cuales.

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