Proposal to Pass from One Activity to Another Successfully in an

English as a Foreign Language Context

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Abstract

This action research was focused on 4\textsuperscript{th} grade students from Cadete Arturo Prat Chacón School, located in Santiago Centro. Through the time the student - teacher worked there doing the practicum she realized that usually lost the control of the class after finishing an activity and while she was preparing the following one. Children were very motivated to learn, however they got distracted and started to behave badly every time they had the opportunity. Taking into consideration those factors that affected directly the performance of the lessons, the practicum - teacher became conscious that did not know strategies to pass from one activity to another in a successful way. Nevertheless, throughout the research she was able to apply a variety of instruments to improve her performance and students’ as well in terms of English learning. 

The results demonstrated that students responded positively to extrinsic motivations to keep themselves controlled during the lessons. There are two types of motivation: external and internal. “External motivation refers to either extrinsic motivation that arises from the desire to gain (avoid) an externally imposed reward (punishments), or controlled motivation that arises to the desire to please others” (Vohs and Baumeister, 2011, p. 118) 

External motivations are for example: songs or helpers’ cards.

Also, students reacted very well to student centered techniques such as: group work or pair group. They started to interact with their classmates. As a consequence, they were the principal developers of their learning, because they were interacting, sharing and helping each other to learn more. Furthermore, another strategy was to delegate tasks and to define roles. In that way, the practicum - teacher gave to students randomly certain tasks either in their groups or individually.

As a conclusion, the different materials, instruments and strategies were successful in this specific context which means, in 4\textsuperscript{th} grade at Cadete Arturo Prat Chacón School. Nevertheless,
these techniques and tools applied to avoid bad behavior can be used in schools with similar characteristics. For example, similar socioeconomic status, number of students, age, gender and so on.

*Keywords:* Action Research – Young Learners – Strategies - Motivation – Student centered classes.
Resumen

Esta investigación está centrada en los estudiantes de 4° básico de la Escuela Cadete Arturo Prat Chacón, ubicada en Santiago Centro. Durante el tiempo que la profesora - estudiante trabajó haciendo su práctica profesional, se dio cuenta que usualmente perdía el control de la clase luego de terminar una actividad y mientras estaba preparando la actividad siguiente. Los niños estaban muy motivados para aprender, sin embargo, se distraían y comenzaban a comportarse mal cada vez que tenían la oportunidad de hacerlo. Considerando que estos factores afectaron directamente las clases, se hizo notar que no conocía estrategias para pasar de una actividad a otra satisfactoriamente. A pesar de eso, a través de la investigación fue capaz de aplicar una variedad de elementos para mejorar el rendimiento personal y al mismo tiempo el rendimiento de los estudiantes con respecto al aprendizaje del Inglés.

Los resultados demostraron que los aprendices respondieron positivamente a motivaciones externas para mantenerse controlados durante las clases. Existen dos tipos de motivaciones: externas e internas. “Motivación externa se refiere a cualquier tipo de motivación que surja desde el deseo de conseguir (o evitar) una recompensa (o castigo) externo impuesto, o controlar la motivación que surja desde el deseo de complacer a otros” (Vohs and Baumeister, 2011, p. 118) Motivaciones externas son por ejemplo: canciones o “creencias de ayudante.”

Así mismo, los niños reaccionaron muy bien a las técnicas de aprendizaje centrado en los estudiantes, como por ejemplo: trabajo en grupo o en pares. De esa manera, comenzaron a interactuar con sus compañeros. Como consecuencia, ellos se transformaron en los principales desarrolladores de su aprendizaje, porque eran los que compartían y se ayudaban para aprender más. Además, otra estrategia aplicada fue la de delegar tareas y definir roles para los estudiantes.
De esa manera, la profesora en práctica dio al azar a los niños tareas específicas para trabajar en sus grupos o individualmente.

Como conclusión, los diferentes materiales, instrumentos y estrategias funcionaron en este contexto, es decir, en 4° básico del Colegio Cadete Arturo Prat Chacón. No obstante, éstas técnicas y herramientas aplicadas para evitar el mal comportamiento pueden ser utilizadas en colegios de características similares, tales como: situación socioeconómica, cantidad de estudiantes, edad, género, entre otros.

Introduction

By way of introduction, it is known that classroom management is one of the main concerns of teachers in most of Chilean schools. Besides, classroom management involves the two main characters in charge of education: teachers and students. On the one hand, dealing with students inside the classroom and the issue of developing a propitious environment to achieve learning are the two main concerns of teachers. On the other hand, students are responsible of their own learning, or at least they should be. Sadly, most of students do not realize the importance of learning. As a consequence, teachers have to deal with disruptive, messy, or disrespectful pupils in many classrooms in our country.

This action research was developed in a 4th grade class, which means young learners between 9 and 10 years old, at Cadete Arturo Prat Chacón School, a public school located in Santiago. The class was composed by 37 male and female students. Consequently, the practicum - teacher chose the action research method to attain her purposes because it permitted her to apply the data gathered and to reflect on the reactions of the pupils.

In this specific case, the research was focused on how to evade students’ bad behavior and the subsequent lost of the control of the class when passing from one activity to another. Otherwise, it is shown the way in which the practicum - teacher attempted to deal with her problem. First of all, it was necessary to discover the causes of misbehavior. Therefore, the field of interest is based on strategies to motivate students and avoid bad behavior in a specific part of the lesson. In addition, it was essential to look for, and collect information of strategies to avoid the problem. After all, strategies, techniques and tools were applied in a period of 4 months. Besides, the process was complicated since the beginning because young learners were accustomed to a certain system of learning English which was based on punishments and rewards
applied with the aim of controlling learners’ behavior. However, the student - teacher from Alberto Hurtado University wanted to apply a different method, precluding those behaviorist tools. Hence, throughout the investigation, new strategies and tools started to take part in the classroom, having a good reception from the students. Finally, the practicum - teacher commented some reactions and feelings of the students based on her reflections collected after classes.
Antecedents

Cadete Arturo Prat Chacón School is located in Santiago Centro, Región Metropolitana. This is an elementary public institution which accepts girls and boys from different parts of Santiago. Most of the students are from vulnerable neighborhoods and difficult backgrounds. Besides, the school receives children from Pre – K to 8th grade.

The action research was focus on 4th grade which was composed by 37 students. There were 25 boys and 12 girls, between 9 and 10 years old. In the classroom students shared and worked together, but they preferred to work with those of the same gender. Furthermore, girls were very close to each other and more organized and tidier than boys. However, in terms of learning styles, there were no big differences among boys and girls. They were both kinesthetic learners which means they learnt by moving, and carrying out physical activities.

On the one hand, students worked very well with worksheets or book activities. They liked to read individually and also to work in pairs or groups. When they worked in groups they controlled each other’s behavior, in that way, group work became a positive tool to carry out activities successfully. On the other hand, 4th graders were very disruptive when lessons were more dynamic. Actually, it was extremely complicated to work outside the classroom because they got extremely enthusiastic and anxious. As a consequence it was impossible to maintain an organized activity or explain instructions to them.

Additionally, in this class one of the biggest problems was that boys were very violent among themselves. In fact, there were some boys that suffered bullying, this means that they received insults or/and discrimination from their classmates. On the contrary, girls were closer to each other, less disruptive and less disrespectful. Nevertheless, boys and girls were extraordinarily curious and asked many questions all the time.
Associated to students’ families, it was noticeable that there were differences among them. These differences were for instance, that some of them lived with their mother and father; some others just lived with their mothers and others live with uncles, aunts or grandparents. As a practicum teacher she did not have enough time to investigate or to know more about students’ upbringing because the student - teacher had only one class per week. Additionally, she had not the opportunity to know deeply about the relationship between parents and the school.
Problem

**Problem Description:**

Education in Chile is an issue. Actually, this year has been complicated in terms of demands from students to the system. Many people in our country think that the system is unfair because of the money that is invested in education. Some people have the privilege of having good teachers but others do not have the same opportunities. In general, public schools are not prepared economically to develop better classes. On the one hand, they may not invest resources to hire good teachers. On the other hand, there are just a few that have technological tools in order to improve students’ learning. The experience of the student teacher is that she had realized that those technological instruments are very useful for teachers. Besides, it is extremely important to take advantages of those elements to improve the lessons in order to motivate and develop interest from the learners to the subject. Nevertheless, when schools do not have technological resources, teachers have to prepare and develop their lessons in the best way they are able to do it without those elements that work as an external motivation to students. In this specific case, Cadete Arturo Prat School does not have enough resources for teachers to prepare better lessons. Consequently, most of educators have to search for their own means to improve their classes.

As English teacher at the school the practicum - student had to deal with having unmotivated students and limited resources. These two big obstacles provoked that students did not pay attention, were disrespectful during the lessons and finally the environment of the classroom was a place not proper to develop (give) the lesson planned.

One of the problems that the student teacher had to deal with was that students had teachers who were more focus on their behavior than their learning. Furthermore, classes were developed with a behaviorist approach. Accordingly, children were accustomed to those
behaviorist strategies such as: give them negative and positive reinforcements because of their behavior. At the end, students were more worried about those reinforcements and less worried about their learning.

At the beginning of the semester was difficult to deal with this behaviorist approach. Despite of this, the student teacher did not apply that kind of discipline. Besides, she did not punish students when they were misbehaving. As a result, students took advantages and started to get disruptive during the lessons when the practicum - teacher was preparing some materials or activities for them, when they were supposedly working on a task. Also they got distracted when one activity finished and student - teacher had to set up the following activity. This last situation became the biggest problem to the practicum student because she did not know how to control students’ behavior. That problem affected her performance because at the beginning of the class students were interested, motivated and willing to participate, but after she left some minutes without doing anything, they took benefit of it and started to play, to fight and to be messy. Consequently when the internship student tried to take the control of the class back, was extremely complicated. Therefore, as students lost their interest on the lesson, her objectives of the class were not accomplished.

**Problem statement:**

Since the semester began I started to work with 2\textsuperscript{nd} grade and 4\textsuperscript{th} grade. It was important for me and my experience to make a comparison between the two classes. In that way I realized that it was easier to work with students from 2\textsuperscript{nd} grade. At that point I started to question myself what I was doing wrong that I had problems trying to create a good environment with 4\textsuperscript{th} grade students. After some classes, I became conscious that those students got distracted rapidly while I was changing from one activity to another. In almost all the lessons when one activity ended and I
started to get the materials to initiate another one, my students got distracted and it was very
difficult to get their attention and interest again.

**Research Question:**

My research question is: What can I do to avoid losing control among 4th B grade students
when I change/pass from one activity to another at Cadete Arturo Prat Chacón School?

**Hypothesis:**

If I use strategies to make transitions between one activity and another, I will not lose the
control of the class and I will keep a good environment in which students will be motivated and
interested in learning English.
Objectives

Considering this work as action-research, one of the most important objectives was to develop a sense of self control and self discipline in the students. In that way, the practicum-teacher believed that the aim was totally possible to obtain applying the correct strategies.

Specific Objectives

- Identify why the student-teacher lost the control of the class when one activity finished and the other began:
  
  This was related to each activity that was planned in the lessons. One aim was to acquire any technique that prepares students to be respectful when the following activity had to be explained.

- Apply strategies to keep a good environment during the lesson:
  
  Taking into consideration violence as one of the most important factors that generated disruptiveness and mess in the classroom the aim was to apply strategies that improve the environment in order to do work in groups or in pairs to avoid mistreatment among children.

- Apply strategies to keep students motivated during the activities:
  
  As an aim to each class the student-teacher considered that all the students had to be motivated with the subject. In that sense she preferred to use the kind of activities that keep students working and enjoying the English class at the same time. To achieve this, she considered learning styles of the students. In this case, the practicum-teacher realized that the majority of the learners were kinesthetic; therefore she applied strategies focused on this type of learners.

- To use strategies of Student centered classes in order to avoid bad behavior:
In this particular context, students were familiar with teacher centered classes, where the focus is the teacher performance or teaching practices. In this type of classes bad behavior is punished and good behavior is rewarded, and students became conscious that the punishments and rewards were always the same. As a result and specifically with disruptive students, there was no change in their behavior because at the end punishment means nothing for them.

Since the student – teacher experience was very common that if she gave freedom to students they misbehaved immediately. Therefore, it was needed to look for strategies in which teachers would guide students and gave them the opportunity to be developers of their own learning. That did not mean they can do whatever they want, but to get agreements and conversations with the practicum teacher.
Theoretical Framework

In order to establish the bases of this action research it was important to define some key concepts as classroom management, strategies for young learners and student centered classes. To the student - teacher, classroom management meant to keep a good environment in order to accomplish the objectives set in the lesson plan. Consequently the teacher should be the principal guide to maintain students motivated and willing to participate in the variety of activities. Also, it is important to establish a set of rules in agreement with pupils and present them their teacher’s expectations. Thus children can feel they are considered as an important part of the classroom. Besides, it was important to consider that this action research was based on 4th grade from Cadete Arturo Prat Chacón School. Accordingly the investigation was focused on young learners’ strategies. Finally, as these students were habituated to the teacher centered approach, one of the objectives was related to change this approach for a student centered focus which was researched and applied during the semester.

- Classroom management

One of the most important concepts for this research was classroom management which is closely related to discipline. Therefore, the practicum - teacher had to establish what she wanted for her classroom. In this case, effective classroom management will be her principal aim. When we talk about effective classroom management it is necessary to talk about an effective teacher and positive discipline.

Classroom management and effective teachers

On the one hand, as Richard T. Scarpaci (2007) points out in A case study approach to Classroom Management: “to apply an effective management in a classroom, teachers must understand the types, categories, and causes of misbehaviour” (p.3). Likewise, after the student -
teacher reflections she understood as one of the causes of misbehaviour, the lack of strategies to pass from one activity to another. Besides, there were some points that the author mentions as necessary to be an effective teacher, such as: “to meet students’ psychological needs, the importance of pedagogical methods and the need for high student expectations, to have a teaching personality that successfully engages their students” (Scarpaci, 2007, p. 7), and so on.

Penny Ur (1991) gives some hints for teachers concerning discipline in the classroom:

1. Know and use students’ names.
2. Prepare lessons thoroughly and structure them firmly.
3. Start the lesson with a “bang” and sustain interest and curiosity.
4. Speak clearly.
5. Make sure your instructions are clear.
6. Make work appropriate (to pupils’ age, ability, cultural background, etc).
7. Vary your teaching techniques.
8. Anticipate discipline problems and act quickly.
9. Clarify fixed rules and standards, and be consistent in applying them.
10. Show yourself as supporter and helper to the students.
11. Choose topics and tasks that will activate students. (p. 263)
Classroom management and discipline

On the other hand, regarding discipline, Scarpaci (2007) mentions “the goal of discipline is self – discipline” (p. 3) that means internal control of the student. Hence, it is fundamental that teacher can trust their students before imposing “external controls that may produce unwanted results” (Scarpaci, 2007, p. 3). Nevertheless, the number one problem in classrooms is not the lack of discipline but the lack of procedures (Scarpaci, 2007, p. 3). That shows how teachers do not investigate how to improve their performances in terms of having a positive discipline in their classroom in order to keep a good environment of respect from all the components. An ineffective teacher punishes (negative discipline) a classroom (Scarpaci, 2007, p. 3). Then, it was crucial to consider, as Scarpaci states “students choose their behaviour and teachers their management style” (preface xiii) that teachers have the power of their classrooms.

However, the concept of discipline by Penny Ur (1991) can be defined with a list of words, for instance: control, respect, rules, routine, power, smooth, consistent, responsibility, punishments, authority, cooperation, etcetera (p. 259) Furthermore, some characteristics of a discipline classroom are: teachers and students are cooperating smoothly, the lesson is proceeding according to the plan, teacher and students aim to the same objective, the teacher has natural charismatic ‘authority’ (p.261), and so on. As well as, Wendy A. Scott and Lisbeth H. Ytreberg in the book Teaching English to Children (1990) point out that the professors have to be respectful with pupils and be realistic about what they can do at an individual level. As a result teachers’ expectations will be realistic too (p. 9)

Moreover, when pupils feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of the language (Wendy A. Scott and Lisbeth
H. Ytreberg, 1990, p. 10) Finally, it is imperative to realize that “discipline do not guarantee that learning is taking place in the classroom” (Penny Ur, 1991, p. 261)

- **English Language Teaching: Strategies for Young Learners**

As we know, there are several differences among teaching children, adolescents and adults. In this specific situation, the investigation was centered on strategies for Young Learners because the research was made with 4th grade. In that way, it was important to define some characteristic of these learners in order to apply the correct strategies according to their age, because that factor can determine their way of learning.

In terms of language development between the age of 8 and 10 children are competent users of their mother tongue and they are also aware of the main rules of syntax. Besides, students can understand abstracts, understand symbols (beginning with words) and generalise and systematise (Scott and Ytreberg, 1990, p. 4)

According to Jeremy Harmer (2001) “Student understanding comes not just from explanation but also from what they see and hear, and crucially, have chance to touch and interact with.” (p. 38) In addition, Scott and Ytreberg (1990) state “most activities for the younger learners should include movement and involve the senses” (p. 5) Specifically, in this class students were mostly kinaesthetic, therefore they really learned as was pointed out before. Besides, Harmer (2001) states that “children generally display enthusiasm for learning and a curiosity about the world around them” (p. 38) Also, “teachers have to play with language; make up rhymes, sing songs, tell stories. Playing with language is a very natural stage in the first stages of foreign language learning” (Scott and Ytreberg, 1990, p. 5) Besides, these young learners have a limited attention span, this is one characteristic that teachers cannot avoid when performing their lessons
because probably this would be the biggest obstacle to achieve students’ focus and subsequent learning. Moreover, this would be probably the cause of misbehaviour.

Professors need to plan according to those characteristics. Additionally, “they need to prepare a range of activities for a given period and be flexible enough to move on to the next exercise when they see their students getting bored” (Harmer, 2001, p. 38)

Another essential thing in this context was that professors had to deal with creating or adapting the materials available. However, this process cannot be arbitrary, “probably you will have a number of questions or criteria in your mind which guide your decision whether to use the particular activity, to reject it or to adapt it” (Jayne Moon, 2000, p. 90)

Nonetheless, as teachers we have to experiment different types of activities considering, learning styles of the students, materials provided by the school, time, students’ character, and so on. Moreover, it has to be considered to teach the 4 principal skills (reading, writing, listening and speaking) and also, vocabulary. In terms of reading, to do it in groups or pairs can be enjoyable for children because they can help each other and share ideas (Jones, 2007, p. 28).

To make listening activities easier and student centered, these can be performed in groups or pairs. Besides, “comprehension tasks or questions may help students to understand better” (Leo Jones, 2007, p. 29). In that sense, further discussions and comparing answers may facilitate the tasks.

Regarding writing and speaking, role plays are one of the best options for students to interact among themselves and be motivated to participate. Of course, you may choose the topics carefully and according to students’ preferences or interests. In the case of young learners, dialogues should be short and teachers have to give all the grammar structures and vocabulary.
Student centered classes

As Jones (2007) point out, the ideal class to have student centered approach is around 12 students. However, the larger the class, the more necessary it is to have student centered class. Teachers may rearrange the seats in order to monitor all the students occasionally because it is difficult to monitor all the students at the same time when teachers have large classes. Furthermore, in a very large class (more than 30 students) it is not feasible to get around to all the groups in a lesson, and spend a few moments listening to each group and make notes. (p. 4)

Taking into consideration that the 4th grade was a large class, the practicum – teacher realized that in general students learnt in the same way. However, they presented different abilities as they were different human beings. According to Leo Jones (2007) it is important to mix students with different abilities (p. 5). Hence, there were some children whom were good at reading, listening, speaking or writing but it is fundamental to know how to mix them. The author mentions that teachers may “vary the way you pair your students – sometimes put weaker and stronger students together; sometimes group students with others of the same ability” (Jones, 2007, p. 5)

Anyway, students may need training in the methods used in a student-centered classroom. If we are going to ask them to work together, we need to explain to them why this is desirable and how they can benefit from this and also, why the other alternative: teacher-focused lesson is not as effective as the other one.

We cannot assume that students will share our beliefs and try to impose those beliefs on them. (Leo Jones, 2007).
Research Methodology

a. Research Design

Concerning research methodology, Eileen Ferrance (2000) refers to Action Research as a “disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future” (p. 9). Furthermore, in accordance with Kemmis and McTaggart, “the essential features of this method is trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching and learning” (qtd. in Ferrance, 2000 p. 26). In view of that, action research entails teachers to look for information in order to solve real problems in their classrooms and/or improve their performances. Besides, there are mention five phases of inquiry: Identification of the problem area, collection and organization of data, interpretation of data, action based on data and reflection (Ferrance, 2000, p. 9). Those phases were developed throughout this investigation.

Particularly, it was necessary to apply a qualitative research method. Thus, the practicum - teacher gathered information in the classroom through field notes (observation of the students’ behavior), and lesson plans.

b. Research Site

This action research was carried out at Cadete Arturo Prat Chacón School, located in Santiago Centro. This is a mixed (there are boys and girls) public school that was founded in 1856. The school has about 800 students from pre-kinder to 8th grade. Besides, there are 2 or 3 classes per level.

Cadete Arturo Prat School depends on the Municipality of Santiago and receives economical support from the Rotary Club of Santiago. That support allows the school to accept students with special needs and gives them what is necessary to help them with their difficulties.
Besides, the school had a variety of sport workshops for those students whose parents work all day and are not able to take their children home earlier. In addition, the school is concerned about the religious differences among students and gives the opportunity to choose between catholic education and evangelical.

Related to the educative project, the mission of the school is to help students to discover and take a set of values that allow them to live in agreement among its peer group, family and other adults. Moreover, Cadete Arturo Prat School wants to create opportunities for active participation with the family and the whole community.

Regarding the classes and subjects, it is important to mention that the school has a special intensive program of English since pre-kinder. There are 26 teachers, two teachers of English. There are two psychologists, and one speech therapist.

In terms of infrastructure, the school has a gymnasium, a library and a computer laboratory where students have access all the time. Regarding the classroom, this was organized in 3 rows, in which students were sitting in pairs and the teachers’ desk was in front of the class. Besides, the classroom equipment consisted of the whiteboard, a radio, a television and a bulletin board. In addition, there was one data projector which was not available all the time but teachers were allowed to take it to their classrooms and there was another data projector in the dining room which had to be asked some days before you needed it.

c. Participants

In this part of the investigation it is necessary to describe the main characteristics of the students and their classroom settings. This was a 4th grade composed by 37 students, 25 boys and 12 girls, between 9 and 10 years old. Their proficiency level of English was beginners. It is important to mention that most of the girls were advanced students. Moreover, they were very
close to each other. As a consequence they preferred and enjoyed working together. In that way, the slower students also worked together and had the tendency to show a weaker performance. In general, the students of this class were very talkative, a little messy but very motivated to participate in classes. In terms of learning styles there were no large differences among boys and girls, they were both principally kinesthetic learners that means they learn by moving, and carrying out physical activities.

In terms of resources, students were able to work with materials asked by the head teacher in all their subjects. Furthermore, the classroom was well decorated and had a bulletin board which was used to publish interesting things for students and also to highlight those children that had the best grades and behavior.

d. Procedure

This action-research was developed through the use of the lesson plans of the practicum-teacher. At the beginning, when the practicum-teacher received the textbook from the school, she had to prepare some lesson before starting this research. That is why lesson plans changed in terms of applying some strategies. Taking into consideration some of the strategies mentioned before and most of the theory researched, the student-teacher started to apply those things and reflect about how students were reacting with the new tools. In addition, when the practicum-teacher noticed that students enjoyed the new ways of performing the class she also got more enthusiastic to adapt materials provided by the institution. Additionally, the practicum student took notes as reflections firstly of the students’ learning outcomes and secondly about students’ behavior.
Furthermore, the practicum - teacher was asked to use the textbook that students had, though she started to create and to carry out my own materials produced according to the students’ interests and likes. Obviously, the student - teacher could not give all the students what they wanted, instead she could be more flexible about contents and more democratic, that means to talk, to discuss and to get to agreements with the majority of the class.

Finally, the practicum - teacher decided to make a questionnaire to students in which they had the opportunity to say their preferences, and also if they liked, enjoyed or learned with the new tools and strategies applied.

**e. Data collection instruments**

The data was gathered through lesson plans, reflection notes and a questionnaire. 

- **Lesson Plans:**

  The Lesson Plan Format was given by the University (See in Appendix 1). Each lesson plan had to present the topic, the objectives of the lesson, the main vocabulary, the materials or resources to be used. Besides, there was required to explain the pre-assessment, introduction, activities and conclusion. Finally, the tutor from the University asked us to write our expectations of the class. In addition, the student teacher had to present the lesson plans a week before the class. Appendix 1 contains also some of the lesson plans developed during the semester. The last classes were reviews of the Units checked before. As a consequence, they are not in the Appendix 1.

- **Reflection notes:**

  These reflections were written by the practicum - teacher after classes. At the beginning were written when new tools were not applied yet, then you can read the reflections of the lessons
in which new things were applied. On the one hand, notes were related to how students reacted to those new rules or activities and on the other hand, the reflections had as an aim noticed how classroom management was changing and also making changes on pupils’ behavior. (Appendix 2)

- Questionnaire

This questionnaire was created in order to obtain impressions and opinions from the students. The expectations were that pupils could answer in completely liberty without influences from their classmates or other teachers. The questionnaire consisted of seven questions asked to all the students from 4th grade. (See the questionnaire in Appendix 3)

f. Data analysis description

The data was gathered in order to look for strategies and new things to motivate students and avoid bad behavior between the activities. In particular, the focus was to find tools and strategies to pass from one activity to another successfully in an EFL context. Therefore, the research was closely related to classroom management, teaching English to young learners and student centered classes.

Firstly, throughout the lesson plans, the practicum - teacher was applying the strategies and new tools in order to accomplish her objectives. As the pupils were accepting the new rules, tools, strategies and started to demonstrate their joy in the classes, the objectives of controlling bad behavior were accomplished. Lesson plans showed how the process was taking place in the classroom. Throughout them, it was possible to know what were the best strategies and tools to apply in the teaching.

Secondly, the reflections showed two different things. On the one hand, it was possible to notice the position or stance that the student - teacher had while applying the new things. Also,
she noticed the results of her actions after dealing with the problem. On the other hand, the practicum teacher had to take notes regarding the attitude of the students. Especially their behavior after the lesson was fundamental. Moreover, she reflected about the classroom management in general.

Finally, it is necessary to show the analysis of the questions asked to students. The questionnaire consisted of seven questions. Besides, these were asked in Spanish, because the aim was not measure their proficiency level or English comprehension but to know what they feel or think about the lessons. Another important thing is that all the students were asked (37 pupils).

Regarding to some strategies applied in the classroom to motivate students and avoid misbehavior while passing from one activity to another, the practicum - teacher made two (2) questions. The next graph shows students’ answer to the question: 1. Do you like to sing in English? 23 students answer: Yes, a lot. (62.16%), 14 students answer: Yes, but little. (37.84%)

The student - teacher inferred that most of the students got motivated with the songs that she taught them. Moreover, she saw their improvement of their behavior class to class, as a consequence, it could be said that pupils enjoyed and liked English songs. Furthermore, the fact
that the 62.16% of the pupils answered that they liked to sing in English also motivated the student - teacher to keep going on looking for new songs to teach them.

In question 2: Do drawings help you to understand instructions? The majority of the class answered Yes (30 students) and the rest answered No (7 students). It was deduced that students, who said yes, are the ones that at the same time are visual in terms of learning style. At their age (9 -10) students pay attention and enjoy visual resources in their classes. Additionally, with this answer the practicum - teacher got motivated to create and use these types of tools.

The following two questions are related to the students’ preferences about grouping. Question 3: Do you like to work in group? 35 students answered Yes (94.59%) and 2 students answered No (5.4%) This answer permitted the teacher in charge to adapt some activities in order to motivate students. Despite group work involved a little messy, the student - teacher monitored pupils all the time during the activities, in that way, students behave properly and they enjoyed working in group.
In the fourth question: Do you like to work in pairs? The practicum - student had to explain to students that does not mean with their classmate from the desk but any other classmate. In this part, 32 students answered Yes (86.48%) and 5 students answered No (13.51%).

Through these 2 previous questions, the student - teacher noticed that there were problems among students and those issues affected the environment of the classroom and the management as well, because the practicum teacher had to deal with the pupils when they did not want to work
together or when they discriminated their classmates. Moreover, there were more students that preferred to work in groups than the ones that wanted to work with a partner.

Regarding the different skills, the practicum teacher asked students their preferences about working in groups, in pairs or individually specifically in activities based on receptive skills (Reading and Listening). The next graphs show pupils’ answers related to reading comprehension and listening comprehension. In Reading Comprehension students preferred to work in pairs more than in groups or individually. On the contrary, in Listening Comprehension they preferred to work individually more than in groups or pairs.

In the next graph there are the preferences to Question 5: Regarding Reading Comprehension, what do you prefer? The options were: Group work, pair work or individual work.

![Comprehension Lectora](image)

In the case of reading comprehension 20 students showed as their preference to work in pairs and 14 students said that they preferred to work in groups. It is important to say that most of the children that chose group work as their favorite are the ones that present less proficiency level.
PROPOSAL TO PASS FROM ONE ACTIVITY TO ANOTHER SUCCESSFULLY

of English. As Jones (2007) mentions, to work in groups or in pairs can be enjoyable for children because they can help each other and share ideas (p.28)

To question 6: Regarding Listening Comprehension: What do you prefer? The options were: Group work, pair work or individual work. In this case, 19 students showed as their preference to work individually. To that answer, the practicum student inferred that the majority of the students were worried about paying attention to the recording and to have the correct answers. Working individually, children are more concentrated and willing to listen to the recordings. On the contrary, 12 students answered they preferred to work in pairs, in that way they could help each other to answer. The student - teacher inferred that those students were less secure about their ability of listening, consequently they needed a partner to feel secure. Lastly, 6 students said that their preference was to work in groups. The student - teacher noticed that some of these children were the most disruptive during the lessons.

Finally, the last question was related to the feeling of the students in the class. It was fundamental for the student – teacher to ask students if they were satisfy and happy with her lessons. She decided to ask them if they like to participate. In that way, she could infer if they like
the activities, topics and her performance in the classroom. To question 7: Do you like to participate in classes? 20 pupils said: Yes (54.05%), 9 children answer: Sometimes (24.32%), and 8 students answer: No (21.62%)

The practicum teacher conjectured that her lessons were interesting and motivated for the majority of the children. Related to the students that said “No”, there were various reasons for that answer. To the student–teacher viewpoint, some of the pupils were very shy. They were afraid to go to the front of the classroom or to talk out loud in front of their classmates. Another reason could be that some of them were not interested in participate because they were insecure and scared of making mistakes and maybe others were not motivated by the way of performing of the practicum student.
Results

The principal focus of this research was to look for and find strategies to pass from one activity to another successfully in an EFL context. Consequently, those strategies were closely related to classroom management, positive discipline, student centered classes, and were specifically related to young learners.

At the beginning of the semester the situation was complicated because students were accustom to the rules and ways of performing the lessons of the other English teacher. Besides, as practicum teacher without sufficient experience it was difficult to impose another system very different from what they had before. When the student – teacher thought about changing the system, she thought “to impose” the new strategies. However, starting the research she realized that getting an agreement with students was the best option. Moreover, she became aware of the main cause of misbehavior, in that way was easier to put all the focus to the same objective.

The results of this action research were mainly positive. Firstly, applying the particular strategies for young learners given by the authors such as using songs, word games and pictures and also taking into consideration the learning style of the majority of the class, which was kinesthetic and visual, the environment in which the lessons were performed, improved positively. Since the perspective of the practicum teacher, positive discipline was implicitly a big factor that helped to that improvement. Specifically, students started to respect their classmates and the teacher when the instructions were given. Furthermore, pictures and songs caught their attention. As a consequence it was easier to keep them concentrated. Also, images were a very good tool to make them understand the instructions. This fact was proved by one of the questions asked to students. As it was mentioned before, most of students were visual learners that really liked the images that the practicum teacher presented in the lessons.
Secondly, as the student centered approach suggested strategies of grouping these facilitated the environment in general. On the one hand, the student teacher had to be careful when making groups or pairs. For example: the practicum student had to take into consideration pupils’ behavior, friendship and proficiency level, in order to put into groups students in the best way. Furthermore, the violence among students in my class decreased considerably because they started to share more, for instance, to do their homework and assignments together. Additionally, the activities in which students had to work all together helped boys and girls to join themselves in order to achieve an aim. Definitely group work was a good strategy to make students work successfully in classes. Nevertheless, in the classroom there were 2 students that suffered bullying since the beginning of the year. As a consequence, they did not want to work in group and one of them did not want to work even with a partner. This situation was difficult to deal with because the student’s mind was closed to change and the opportunities the practicum teacher had to talk to him, he was totally uncommunicative. Sometimes, she pushed him to work in groups but he was incapable to integrate himself in them.

Another successful strategy was to integrate the students in the class with the aim of giving them responsibilities and delegate specific tasks. Due to this fact, it was created a “Helper Card”. In that way the helper had a variety of tasks. He or she had to monitor their rows to maintain the order. Also they were responsible of handing out the worksheets and materials needed in the lessons, and so on. It is important to mention that all the students wanted to be the “Helper” and they tried to behave properly to achieve this goal.

At the end of the process, it was developed in most of the students, more in girls than boys, a sense of self control. Consequently it was not necessary to scold them to start the lesson.
Moreover, the most of the classes started with a video or a song so it was undemanding to ask them to pay attention or be quiet. They got use to that routine.

To conclude, techniques given by the different authors were applied and well received by the majority of the students. Although the time of the process was short because the school missed some classes, the practicum teacher used all the resources in order to achieve self control on their children, as a consequence, students memorize the songs to pass from one activity to another. Besides, helpers assisted the practicum teacher in the organization of the activities with the purpose of making the transition quicker, in consequence, pupils did not have time to get distracted and they seem to be interested and happy during the lessons.
Conclusion

To achieve the principal aim of this research, it was necessary to take into consideration many factors that affected the environment of the classroom. Not only to look for techniques that facilitated the transitions from one activity to another, but also, to develop on the students self discipline, respect, motivation, interest on learning English and so on. Besides, it was fundamental to create a good environment in which students felt secure and willing to participate. In that way, the objectives were totally achievable because the practicum teacher was patient and applied the correct strategies. Moreover, teachers may bear in mind intrinsic and extrinsic motivation, rules, seating arrangement, group structures, psychological needs of the students, and gender to achieve their goals in terms of classroom management. To do that, the first step is to think about the causes of your problem, investigate and adapt the information gathered to your specific context.

In terms of students’ reactions, at least 35 students showed that they learnt how to work in groups and they expressed their interest of reaching their assignments. Besides, most of them demonstrated happiness when singing and dancing in the lessons. At the end, the practicum teacher felt that students wanted to have English classes and that predisposition was crucial to improve her performance and students’ as well. Undoubtedly performing the tasks appropriately, young learners will increase their proficiency level of English as a Foreign Language.

Accordingly to the hypothesis “If I use strategies to make transitions between one activity and another, I will not lose the control of the class and I will keep a good environment in which students will be motivated and interested in learning English”. The student teacher is able to say that initially students did not pay attention enough to the tools she presented to them between one activity and the following. Whereas, the perseverance of the practicum teacher provoked that students got attracted to the new things offered in the lessons. Furthermore, since her viewpoint
young learners are more willing to change their behavior and manners if teachers demonstrate truly interest, concern and love to them. Then, when the student teacher did not lose the control of the class because students got motivated and interested to follow the songs and pay attention to the pictures, the environment became positive and influenced on the pupils’ learning. Nevertheless, the respect had to be reciprocal. In that way, when students were disrespectful and did not follow the rules, they accepted that the activities would not be carried out.

To summarize, it is essential to say that all the techniques, strategies and tools had to be carefully organized in the lesson plans in order to apply them correctly. At the end of the process, for the most part of the children there was a positive change and an improvement on their behavior and interesting on learning English. Lastly, through the impressions of the students the practicum teacher inferred they expressed to be happy in the English class.
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Works cited


Waxler, Adam. “Classroom Management. The Proactive Approach” Teaching Tips Machine, LLC.
Appendix

Appendix 1

Lesson Plan Format

<table>
<thead>
<tr>
<th>Lesson Plan</th>
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<tbody>
<tr>
<td>School:</td>
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<th>Theme/Topic:</th>
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<td>Pre-assessment:</td>
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Introduction:

a. Teacher greets students and performs the routine.
b. Teacher asks students the date.
c. Teacher presents the objective of the class for the students:
d. Teacher presents the menu of the class.
e. Teacher shows keywords (remind of last class)

What you say and do/what students say and do?

1st activity
2nd activity
3rd activity
4th activity
(The number of activities may vary)

Closure:

Post-assessment:

Expectations:
Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: Circus  Date: Aug. Tuesday 23rd  Grade: 4th B

Objectives: Sts will be able to name their favorite performance/character of the circus.

Language: Clown – Magician – Acrobat – Juggler – Vendor

Social/affective: Sts will respect each other opinion

Materials: flashcards, worksheet.

Pre-assessment: T asks students what they know about the circus.

Introduction:

a. Teacher greets students and performs the routine.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students: “Today you will share your favorite performance or character from the circus”

d. Teacher presents the menu of the class.

- Match.

- Questions.

- Worksheet time.

- The Hangman.

e. Teacher shows the keywords and does mimicry to help students guess the meaning.

What you say and do/what students say and do?

1st activity
a. Teacher chooses some students to match the pictures on the whiteboard with the corresponding words that the teacher has already shown. For example: in the whiteboard is written “magician” and the student has to stick the corresponding flashcard.

b. Teacher repeats the words after each student do the matching, in order to practice the pronunciation with the whole class.

c. Teacher explains each character work in the circus and then asks questions to students. For example: Does the magician do tricks? Expected answer: No, he doesn’t.

2\textsuperscript{nd} activity

a. Teacher says that is the worksheet time and gives the instructions to students to do the worksheet. Teacher gives students the worksheet and then does the first as an example.

b. When most of the students finish, the teacher checks the 10 words of the searching. Then the teacher asks students to match each character with a concept related to each. For example: Vendor – Sells / Clown – Laugh (because the clown makes people laugh)

3\textsuperscript{rd} activity

a. Teacher says that is the time for the “Hangman”. Teacher shows the hangman and explains the game. The teacher picks one word from the new vocabulary and writes on the board the first letter of it. Then students from each row go to the whiteboard and complete the word.

4\textsuperscript{th} activity

a. Teacher asks students to ask their partner for their favorite performance/character of the circus. After they ask each other the teacher asks some students: what is the favorite performance/character of your partner?

Expected answer: His/her favorite character is the magician.

Closure:
Post-assessment:
Teacher asks students to ask their classmate what they learnt today. Then the teacher asks some students for their classmates’ answers.

Expectations: I hope students behave well.

Lesson Plan
Escuela Cadete Arturo Prat

Theme/Topic: Circus       Date: Aug. Tuesday 30th       Grade: 4th B

Objectives: Sts will be able to talk about the story.


Social/affective: develop self-esteem/self confidence by reading out loud.

Materials: worksheet, flashcards

Pre-assessment: T asks students what they remember about last class.

Introduction:

a. Teacher greets students and performs the routine.
   - Hello song.
   - Days of the week song.
   - Rolly polly song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students:”Talk about Katherine’ story”

d. Teacher presents the menu of the class.
   - Match.
   - Worksheet time (Reading)
   - Mimics.
- Tongue twisters’ time.

e. Teacher shows keywords (from the reading) Teacher shows flashcards of each word and its written form.

**What you say and do/what students say and do?**

**1st activity**

a. Teacher sticks the flashcards on the board and asks students to match the pictures with words. Teacher asks some students to read the words out loud.

**2nd activity**

a. Teacher shows and explains the reading worksheet. First students have to underline the cognates. After that, they have to read the text and organize the pictures according to the story. At the end, students will read out loud.

b. Teacher asks students some questions about the reading.

**3rd activity**

a. Teacher asks students to work in pairs. Each student has to choose one character of the circus and perform his/her work. When the partner has guessed they change roles. (Teacher monitors this activity)

**4th activity**

a. Teacher brings tongue twisters related to the circus. Teacher shares with the class. Students read and repeat the tongue twisters.

**Closure:**

**Post-assessment:** Teacher asks students to say what they learn today to their elbow partner.

**Expectations:** I hope students enjoy the tongue twisters.
Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: He doesn’t ride a pony (Circus)  Date: Sept. 6th  Grade: 4th B

Objectives: Sts will be able to talk about what people at the circus do.


Social/affective:

Materials: ppt, worksheet, student book.

Pre-assessment: T asks students what they did last class.

Introduction:

a. Teacher greets students and performs the routine.
   - Hello song.
   - Days of the week song. (new)
   - Rolly polly song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students: “Talk about what activities people at the circus do”

d. Teacher presents the menu of the class.
   - Tongue twisters.
   - Cut and glue.
   - The riddle. (Worksheet)

e. Teacher shows the vocabulary of the unit. Shows flashcards and asks students to name them out loud.
What you say and do/what students say and do?

1st activity

a. Teacher shows tongue twisters and asks students to read them.
b. Students read the tongue twisters and practice them.
c. Teacher asks volunteers to repeat them.

2nd activity

a. Teacher asks students to work on their student’s book. (Students without book have to work with a classmate)
b. Teacher asks a volunteer to read the instruction. Then, teacher asks students to read each sentence and show the correct picture.
c. Finally, students have to cut and glue the pictures in the correct spaces.
d. Teacher checks students’ answers.

3rd activity

a. Teacher hands in the worksheets with the riddle and explains the instructions.
b. Teacher asks volunteers to read each sentence.
c. Finally, teacher checks students’ answers.

Closure:

Post-assessment: Teacher says to students they have to ask their partner what they learnt today.

Expectations: I hope students like the new song and the activities.

Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: Does Mars have moons? Date: Sept. Tuesday 13th Grade: 4th B
Objectives: Sts will be able to talk about the solar system.


Social/affective:


Pre-assessment: What do you know about the solar system?

Introduction:

a. Teacher greets students

b. Teacher explains new rules and signs for the classes.

c. Teacher performs the routine.
   - Hello song.

d. Teacher asks students the date.

e. Teacher reads the objective of the class for the students: “Talk about the solar system”

f. Teacher presents the menu of the class.
   - Hangman.

   - Video about the solar system.

   - Read and glue. (page 46)

   - Solar system game. (*)

g. Teacher shows keywords. Teacher asks sts if they know the images. Then teacher says the words and students repeat them.

What you say and do/what students say and do?

1st activity

a. Teacher explains the game. Hangman. Teacher uses words related to the unit.
2nd activity
a. Teacher shows a video of the solar system.

3rd activity
a. Teacher asks students to open their books to page 46. Teacher asks some volunteers to read out loud and then they have to work in pairs.
b. Teacher gives copies for the students that don’t have the book.

(*) If there is time left.

Solar system Game
Teacher explains the game. One student will be the sun and the rest of the children have to represent a planet according to their friendship. For example the best friend of the sun will be who stands in Mercury’s place.

Closure:

Post-assessment: Teacher asks students what they like about the class.

Expectations: I hope students behave well.

Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: Does Mars have moons? Date: Sept. Tuesday 27th Grade: 4th B

Objectives: Sts will be able to talk about the Solar System


Social/affective:


Pre-assessment: T asks students what they remember from last class.

Introduction:

a. Teacher greets students and performs the routine.

- Hello song.
- Solar System song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students: “Talk about the solar system”

d. Teacher presents the menu of the class.

- Students’ Presentations.

- Check homework.

- Hangman.

e. Teacher shows keywords (remind from last class) Teacher shows the pictures and asks the Sts if they remember, then she repeats the words and shows the written form.

**What you say and do/what students say and do?**

**1st activity**

a. Students’ presentations. Teacher gives a worksheet with a chart that students have to complete while their classmates are presenting. Teacher explains the chart and says that at the end of the class they have to give it back. Finally, teacher asks for volunteers to present.

**2nd activity**

a. Checks homework.

**3rd activity**

a. If there is time left, teacher plays hangman with students.

**Closure:**

**Post-assessment:** Teacher asks students to say what things they liked about the presentations.

**Expectations:** I hope all the students bring their presentations.
Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: Does Mars have moon? Date: Tuesday, Oct. 11th Grade: 4th B

Objectives: Students will be able to deduce a title of a reading. S ts will be able to identify specific information about a text.


Social/affective: To value group work.

Materials: Student book

Pre-assessment: T asks students questions about the solar system.

- How many planets are there in the Solar System?
- Name some of them.
- What planets have water? Moons? Rings?

Introduction:

a. Teacher greets students and performs the routine.
- Hello song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class: "Work in group"

d. Teacher presents the menu of the class.
- Work in groups

e. Teacher shows keywords. Teacher shows pictures and students guess what they are. Teacher says the words and students repeat.

What you say and do/what students say and do?
1\textsuperscript{st} activity

Teacher asks some questions to students. Teacher gives points to the rows that answer correctly.

2\textsuperscript{nd} activity

a. Teacher asks students to open their books to page 49. Some students will read the text. After that teacher asks students to form groups of 4-6. Teacher asks students to read again and add a rhythm to the text. Every group has to sing in front of the class.

Closure:

Post-assessment: Say a word you learnt today.

Expectations: I hope students can work in groups. Behave well working in groups, every student participates and respects each other’s opinion.

Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: What does it eat? Date: October 18\textsuperscript{th} Grade: 4\textsuperscript{th} B

Objectives: Sts will be able to name different insects.

Language: Ant – dragonfly – bee – butterfly - fly

Social/affective:


Pre-assessment: T asks students what they know about insects.

Introduction:

a. Teacher greets students and performs the routine.
   - Hello song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students: “Name insects”
d. Teacher presents the menu of the class.
  - Video (song) about insects / Match!
  - What are insects – Page 52
  - Hangman / Tongue twisters

e. Teacher shows pictures (key words) and says the names and students have to repeat them.

**What you say and do/what students say and do?**

**1st activity**

a. Teacher plays a song related to insects. After that, teacher asks students to participate in the match.

**2nd activity**

a. Teacher asks students: what are insects? T writes students answers on the board. Then, T asks sts to open their books to page 52, sts have to read the text. After that, T checks sts answers and checks the predictions.

**3rd activity**

a. Teacher says: now is time to play hangman. Teacher chooses a word and students participate by rows.

**4th activity**

a. Teacher shows some tongue twisters related to insects and motivates students to say them out loud.

**Closure:**

**Post-assessment:** Teacher asks students what their favorite insect is.

**Expectations:** I hope students like the topic and behave properly.
Lesson Plan

Escuela Cadete Arturo Prat

**Theme/Topic:** What does it eat?  
**Date:** October, Tuesday 25th  
**Grade:** 4th B

**Objectives:** Sts will be able to name different insects and say its characteristics.

**Language:** Grasshopper – cockroach – beetle – wings - antennae

**Social/affective:**

**Materials:** flashcards, video, sts’ book.

**Pre-assessment:** T asks students what they did last class.

**Introduction:**

a. Teacher greets students and performs the routine.
   - Hello song.
   - Rolly polly song.

b. Teacher asks students the date.

c. Teacher reads the objective of the class for the students: “Name insects”

d. Teacher presents the menu of the class.
   - Video about insects
   - Read, cut and glue (Page 53)
   - Hangman in groups
   - Word search
   - Tongue twisters

e. Teacher shows new key words and reviews keywords from last class. Teacher shows pictures and asks students about them. If they don’t know, teacher says the name and they have to repeat.

**What you say and do/what students say and do?**
1st activity  
a. Teacher plays a video related to insects.

2nd activity  
a. Teacher asks students to open their books to page 53. Reads and explains the instructions. Those students that do not have the book have to work with a classmate.

3rd activity  
a. Teacher says it’s time to play hangman. T asks students to form groups. They will play in groups, asking for insects.

4th activity  
a. Teacher gives a word search to sts about insects and its characteristics.

5th activity  
a. Teacher reminds the tongue twisters of last class. Some students have to say them out loud.

b. Then, teacher asks students to rehearse the tongue twisters with their partners.

c. At the end, teacher asks some volunteers to say them out loud.

Closure:

Post-assessment: Teacher says to sts they have to ask their partner: What is your favorite insect? Name its characteristics.

Expectations: I hope students behave correctly.

Lesson Plan

Escuela Cadete Arturo Prat

Theme/Topic: What does it eat? Date: Nov. Tuesday 8th. Grade: 4th B

Objectives: Sts will be able to talk about themselves.

Language: review of the unit.
Social/affective:

**Materials:** flashcards, worksheet, memorize cards, ball.

**Pre-assessment:** T asks students what they did last class.

**Introduction:**

a. Teacher greets students and performs the routine.
   - Hello song.

b. Teacher asks students the date.

c. Teacher presents the menu of the class.
   - Vocabulary review.
   - Memorize.
   - Throw the ball.
   - Worksheet time.

d. Teacher shows the flashcards and asks students to say the names of the insects.

**What you say and do/what students say and do?**

**1st activity**

a. Teacher gives to students the memorize cards. Students have to play in groups of 4-5.

**2nd activity**

a. Teacher explains the game. Each student has a question that has to ask to another classmate throwing the ball.

b. Teacher begins with the first question and throws the ball to one student that has to answer. Then, the student has to read his/her question and throw the ball to any other classmate that has to answer.
3rd activity

a. Teacher shows and explains the worksheet. Teacher gives a star to the students that finish the worksheet on time.

Closure: Post-assessment:

Game: “Throw the ball”. Each student takes a question from a box and he/she has to read the question out loud and throw the ball to another classmate that has to answer.

Expectations: I hope each student ask and answer a question.
Appendix 2

Reflections after classes

First day at school. August, Tuesday 16th. 4th Básico.

Today is my first day. I’m just observing. I’m very anxious to meet this class actually I have very high expectations of them. I’m happy with the teacher, she seems to be very generous and at the same time serious so I think that my work will improve with her pieces of advice. Related to the class I like them. I think that I will have a good experience with them. I hope. Sts are very violent among themselves, I mean they insult each other, most of the time I am wondering what can I do to make them be more respectful with their peers… Why some of them bother just one child? However, I’m happy because most of the students are very clever and participative.

August, Tuesday 23rd. 4th Básico.

Today was my first day of teaching and I felt kind of frustrated because students were very talkative. However they worked very well with the worksheet. I think it was a good advantage. Despite, I believe I have to do something more eye-catching at the beginning. Another thing was that the teacher gave me feedback. She told me positive things and also gave me some pieces of advice that I think will be very useful. I have to look for some new things in order to call pupils attention.

August, Tuesday 30th. 4th Básico.

Today I felt very frustrated. First of all, last week I talked to the teacher to work in another room with the data projector, she said ok. So I prepared my lesson to work with the data but we couldn’t go because the person in charge was not in the school. Fortunately, I also prepared other materials
to work in the classroom. At the beginning, students were participating in the routine, singing and doing mimicry, everything was ok. Also, I showed them the keywords for the text and they participated in the matching activity. I was happy because they were working well. Then, I gave them the reading activity (worksheet) but it didn’t work. I couldn’t explain the instructions because they were talking, playing, and fighting. I told some students off and I tried to keep a good environment. Maybe I should have tried to sing again, but to be honest I felt sad in that moment and I didn’t know what to do. I tried to explain, just the instructions, but they didn’t listen. I could explain to some of them, but most of the class wasn’t paying attention. Finally, I walked around and one by one I explained the instructions and those students started to work. The classroom was a mess. At the end, they gave me back the worksheet but the majority didn’t do anything. For next class I will prepare some messages which explain what I want while they are working. For example: a cartoon that is reading a book with a message related to be quiet. Also I thought about a traffic light to try to keep a good environment in the classroom. I will explain the messages at the beginning of next class.

**September, Tuesday 6th. 4th Básico.**

Today I had prepared new things for the students, considering that last class was a mess I created new rules and pictures to help students understand more in English. For example I wanted them to read and I showed them a cartoon who was reading, I hoped this could work. However, I got to the school and my students were going to a trip so I couldn’t perform the class. The English teacher didn’t know that the students were going out so she couldn’t tell me in advance. Next week I will show them all the things I brought today.
September, Tuesday 13th. 4th Básico.

I started the new unit about Planets. My expectations were not that high because I had the feeling that students would get bored with the topic, but it wasn’t like that. Actually they really liked the theme. They were very talkative and enthusiastic about it. I felt happy about that and I thought that the class would work but it wasn’t like that. Their interest lasted about 20 minutes. And I couldn’t present them the posters I brought last class. After some minutes, the English teacher started to give students instructions for the presentations that they had to prepare during the holiday. They didn’t behave well with her either. In general, they were very restless that day. After her instructions we went to another room to watch a video of the solar system they were paying attention so I felt a little better but then when I had to explain the instructions for the activity they didn’t pay attention (page 46). I think changing the room was a disadvantage after all. I lost some minutes connecting all the things to watch the video, so students had time to distract themselves. And that was one of the problems I had to deal with. In this “free time” (while I was connecting the projector and the speakers) students took advantage and behave bad.

September, Tuesday 27th. 4th Básico.

Today students had to bring their presentations. Most of them did. A few students wrote their papers in Spanish but they have to bring it again in English. The class was not as disruptive as other classes. I’m happy because some students did a very good presentation. I couldn’t check the homework because there was no time. (“la formación” took about 15 minutes of the class) I think that students need to do this kind of work which is interesting for them. They got motivated and happy presenting their posters. They applied the vocabulary seen in my classes and their pronunciation was, in general, very well.
October, Tuesday 11\textsuperscript{th}. 4\textsuperscript{th} Básico.

This time I decided to give to students a task to perform in groups. Moreover, it was an activity that I thought they would enjoy and would be interested in. Fortunately, everything worked well in terms of the group work. However, sometimes I still lost for some minutes the control of the class but with the new songs I taught them, they got enthusiastic and I could continue the lesson. I am very happy because some of them told me that they like the activity and I believe that some of the groups understand that all of them are important to achieve one goal.

October, Tuesday 18\textsuperscript{th}. 4\textsuperscript{th} Básico.

Today I had 15 students in the class because of the national strike. It was like paradise, except from one fight, that I couldn’t solve. The English teacher gave some pieces of advice related to “how to solve difficult situations” I believe that will help me a lot. Students were very participative; actually the number of students was very positive because all of them participated. Despite of my expectations, they liked the topic about insects. I believe that this topic is close to them so they were more interest in learning the vocabulary. It wasn’t necessary to sing the “playing games time” song, because they were very quiet and participative.

October, Tuesday 25\textsuperscript{th}. 4\textsuperscript{th} Básico.

Today I was nervous because of the observation. However, I felt that students behaved well most of the class, except when they had to form groups to play hangman. I forgot to sing the song to play and this time the attendance was a 100\% so it was difficult to work in groups. Something that made me feel sad was when one of the students refused to work with any of the groups and started to cry. I didn’t know what to do. I just talked to him and gave him the following activity. After the
mess of the groups, students liked the activity and worked very motivated. At the end of the class I was kind of tired but happy because they liked the activities and enjoyed the topic.

November, Tuesday 8th. 4th Básico.

Today I felt happy because students got motivated with the topic and they behaved very well. Of course there were some exceptions but I talked to those students out of the classroom and they realized that their behavior was not the best so they changed their attitude. We worked in groups again, this time was better than the last time. I asked them to work at their seats. They just had to turn around. They liked the game “throw the ball” and also I checked that they knew the vocabulary of the unit.
Appendix 3

Students’ questionnaire Sample

1. ¿Le gusta cantar en Inglés?
   a) Sí, poco
   b) Sí, mucho
   c) Nada

2. ¿Los dibujos le ayudan a entender instrucciones?
   a) Sí
   b) No

3. ¿Le gusta trabajar en grupo?
   a) Sí
   b) No

4. ¿Le gusta trabajar en parejas?
   a) Sí
   b) No

5. Comprensión Lectora ¿Qué prefiere?
   a) Individual
b) En grupo

c) En parejas

6. Comprensión Auditiva ¿Qué prefiere?

a) Individual

b) En grupo

c) En parejas

7) ¿Le gusta participar en clases?

a) Si

b) No

c) A veces