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Interactive Group Activities to Create a Motivating and

Trustworthy Environment to Learn a Foreign Language

such as English with Seventh-Graders at

Liceo Experimental Bilingüe in the Third Quarter of 2018

Thesis submitted in partial fulfillment of the requirements for the degree of

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Dedication

I want to dedicate this work to my sister. She taught me the importance of always fighting for what you want and what you put effort on. She is no longer with us but she would be very proud of me, as I am about to receive my bachelor's degree. Next, I want to dedicate this to my niece who always was there for me when I needed it and always made things easier for me and supported me in every possible way.

In addition, I want to dedicate this paper to my best friend for her invaluable help, support, and inspiration during this time. Thanks to her support these four years at the university were even better than expected. I hope this friendship and sisterhood will remain the same now that we are finishing this journey and about to face new challenges.

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ABSTRACT

Interactive Group Activities to Create a Motivating and Trustworthy Environment to Learn a Foreign Language such as English with Seventh-Graders at Liceo Experimental Bilingüe in the Third Quarter of 2018 is a research study on interactive activities intended to build motivation and create a trustworthy classroom environment for students. The research deals with how to use interactive activities to master a topic in the classroom, how teachers must present themselves to students, and how to arrange the classroom so that students feel more comfortable when learning and practicing. In addition to demonstrating improved participation, the data collected in the process show that students at Liceo Experimental Bilingüe enjoyed both the activities and the researcher's approachability.

The method used on this research to collect the data was through the observation of a class, then a questionnaire was done to the teacher, and also a rubric was apply to the students in the first class and then again in the last class. From this data collected and the application of the interactive activities, the researcher was able to confirmed that these type of activities are very likeable among the students , the researcher also provided some recommendations to take into account with one of the activities in relation of the classroom arrangement, because the activity was really liked by the students, but the space and arrangement of the class could have been done differently to have the students more comfortable during the practice. Thanks to this research the researcher could apply the instruments and also get to some recommendations in case that the research continues.

Resumen

Interactive Group Activities to Create a Motivating and Trustworthy Environment to Learn a Foreign Language such as English with Seventh-Graders at Liceo Experimental Bilingüe in the Third Quarter of 2018 es una investigación basada en el uso de actividades interactivas para crear confianza y un ambiente inspirador para los estudiantes de un idioma extranjero. La investigación concluye que el uso de actividades interactivas para ayudar al estudiante a practicar un tema, el modo en que la profesora se presenta antes ellos desde un principio y la forma de acomodar el salón de clase pueden ser de gran ayuda para que los estudiantes se sientan más cómodos al momento de estar en la clase. El investigador pudo demostrar una mejora en la participación durante la clase. Asimismo, la información recolectada señala que los estudiantes del Liceo Experimental Bilingüe confirmaron que les gustaron las actividades y el modo en que la profesora se comportó y estuvo disponible para ellos.

Los métodos utilizados en la investigación a fin de recolectar los datos incluyeron observación de la clase, seguido del cuestionario para la profesora a cargo del grupo y por último la rúbrica (criterios de calificación) aplicada a los estudiantes en dos ocasiones. De esta información recolectada y de la aplicación de las actividades interactivas por parte del investigador se pudo comprobar que la reacción de los estudiantes a las actividades interactivas fue positiva. Asimismo, se obtuvieron algunas recomendaciones para tomar en consideración acerca de una de las actividades, ya que no fue la mejor opción en términos de comodidad de los estudiantes pese a que se acomodó el salón de clase. Gracias a esta investigación el investigador pudo aplicar los instrumentos y obtener recomendaciones en caso de que la misma continúe más adelante.

Chapter I

Introductory Framework

The first chapter of this research study will provide the explanation for the research and will serve to guide the readers and place them within the research context.

This framework describes the issue currently faced by schools, teachers, and students when attempting to build a trustworthy, motivating classroom environment. In addition, it will include the reasons to build this environment in order to get a good response from students.

1.1 Problem Statement

At present, students have no interest in learning a second language and they do not understand the importance of doing so for career development. In fact, they are not interested in paying attention and, as a matter of fact, they see the English class as a waste of time.

Teachers are not conducting their classes in a way that arises students' interest in learning a foreign language. They are not making students trust them and they are not explaining the importance of learning a second language. Thus, they need to move from their basic strategies to more interactive ones as students need stimulus and freedom to make mistakes without being punished. Something helpful is to arrange the classroom so that students can participate and ask questions with confidence. In addition, teachers must be more approachable, trustworthy, and student-friendly in order to build a motivating environment.

To meet these challenges, strategies to build a positive classroom environment are needed so that students can trust each other and their teachers and feel encouraged to attend class and learn instead of feeling compelled to showing up just to get a grade high enough to pass the course.

What is the effect of interactive activities and arrangement techniques to create a motivating and trustworthy environment to learn English for seventh-graders at Liceo Experimental Bilingüe in the third quarter of 2018?

1.2 Research Objectives

1.2.1 General Objective

To analyze the effect of interactive activities and arrangement techniques to create a motivating and trustworthy environment to learn English on seventh-graders at Liceo Experimental Bilingüe during the second quarter of 2018.

1.2.2 Specific Objectives

To determine the factors influencing a trustworthy, motivating classroom environment

To apply interactive activities and arrangement techniques to create a motivating and trustworthy environment

To evaluate the effect of interactive activities and arrangement techniques in creating a motivating, trustworthy classroom environment

1.3 Rationale

This research study aims to identify the strategies, methods, and activities instructors can carry out in the classroom to make students feel comfortable both with their teacher and with their peers. Those strategies will be applied to a class, after researching about what teachers can do to build trust and motivation in the classroom.

The study will involve techniques, strategies, practices, and in-depth research about the students and how to implement them and take them into consideration in the teaching process. Also, it will look into how to create learning exercises for the entire class, taking into account students' different learning styles and different degrees in their command of English.

The relevance of this research results from its contribution to identify little details we are missing in the classroom that help students to learn in a positive environment, feeling comfortable with teachers and peers. When this occurs, students enjoy their classes and learning is improved.

The research project will be conducted at Liceo Experimental Bilingüe in La Trinidad de Moravia. The researcher will observe a teacher students trust (who incidentally also taught the researcher in the past) to see what the teacher does to build trust with the students and what can be done to enhance this even more. Next, the researcher will discuss with the teacher ways to do things differently and finally will apply research instruments to the class.

1.4 Background

Known as the information checked in order to carry out the research, including former studies about the research topic, to prove research relevance.

1.4.1 Affective Component in the Learning Process of a Foreign Language

When it comes to learning a foreign language, the insecurity resulting from not being acquainted with teachers and classmates can make it difficult for some students to learn at elementary, high school, and sometimes even college level. Frequently they have not met their teachers in advance and that may lead to some nervousness. To feel comfortable, it is of the essence that students trust those around them, which will potentiate their willingness to participate, pay attention, and consequently, learn.

According to Fonseca (2005) affectivity involves memory, self-concept, beliefs, and learning styles. All these factors play a key role when learning a foreign language as they expand in the process. Students' motivation is crucial due to the socio-affective filter allowing students to be open to learn a new language (or the opposite).

The socio-affective filter impact students' culture, beliefs, communicative needs, environment, and interpersonal relationships within the classroom. Thus, from a neurobiological standpoint the affective side is an essential component of the learning process. According to Gross (1992) cited in Fonseca (2005),

“Insights into the ways in which our brains function have generated tremendous excitement in scientific and educational circles over the past decade. It is now apparent that learning can be enlivened and strengthened by activating more of the brain's potential. We can

accelerate and enrich our learning, by engaging the senses, emotions, imagination.”(Gross, 1992, p. 139.)

The social constructivism approach emphasizes that the process to learn a new language becomes more effective if the cognitive, physical, and emotional components are involved. It should include the social and affective aspects to deal with obstacles. To encourage participation, it is suggested that teachers give home work in line with students’ needs and interests. The main issue is to make the students part of the learning experience.

Teachers play a key role in the learning process because of their perspective and their view about the student's ability to learn. Also family expectations about students’ learning a foreign language impact students. Teachers need to serve as facilitators, helping students, for example, with short sentences, repetition, and non- verbal language, among others.

Some of the factors impacting the teacher's role in the classroom include the students’ beliefs about and the need for the foreign language; the beliefs about the learning process, the appropriate strategies and students’ responsibilities in order to learn the language, the beliefs about the students’ previous knowledge and their behavior and, finally, the beliefs about the teacher including the changes they need to do in order to be better teachers, the training they receive, and their role.

The affective perspective results from the idea that “everyone has the capacity to learn if the strategy used to learn is the correct one” and does not negatively affect the way the students learn. (Mora, 2002, p. 5). The existence of different learning styles has been demonstrated and can be easily observable in class on a day by day basis.

Sensorial, cognitive personality, or social facts characterize individual students and teachers need to search for specific teaching strategies to offer several different types of classwork and homework adapted to various learning styles. This will help the student find their own capacities rather than their limitations.

According to Underhill (1999) cited in Fonseca (2005) teachers can be readers, professors, and facilitators. As readers teachers demonstrate to have knowledge but they are not really concerned about the procedures to make sure students are learning correctly. As professors, teachers have knowledge and are acquainted with methods to share that knowledge with students. As facilitators, they have knowledge and apply different methods and procedures to create a highly positive learning environment (p. 6.)

1.4.2 Affective Factors Impacting Learning a Foreign Language

According to Benet (2013), motivation is relevant as it can help explain the various knowledge levels students have and reach through the learning process for example, why some students receive high grades while others do not. Do students' motivation and interest play a role in being successful? (p. 39)

Motivation can be seen as the driver to reach one's goals, in this case, facilitating learning of a foreign language in a positive environment. Motivation, however, is not the only factor, as other components of the learning process intervene in the way instructors teach and students learn.

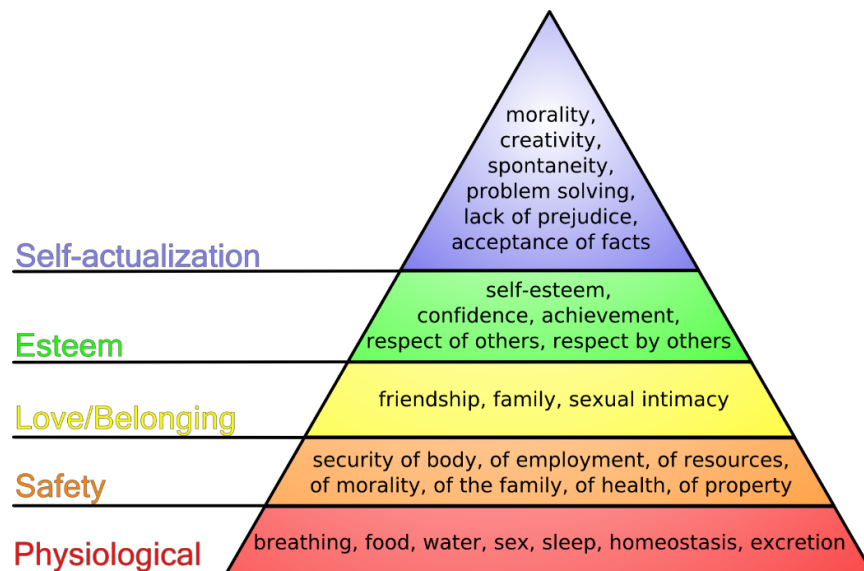
Over time, research studies have been conducted to understand the influence of human beings on motivation. According to Williams (1999), initial research on animal behavior carried out by psychologists found that "motivation to learn something was based on the biological

needs in the first ages and the reward or reinforcement offered the first few times in the attempt to learn something specific", meaning that all strategies point to an external fact, namely, reward and external experience, i.e., motivation (p. 42.)

Consequently, all views on motivation had to do with the theory of basic human needs meaning that people person act to meet their needs (Williams, 1999). Based on this, "motivation is defined as the urge to release tension and meet needs" (p. 45).

On the other hand, Abraham Maslow (1968, 1970) cited in Benet (2013) proposed a hierarchy of human needs known as the Maslow Pyramid, divided into two categories of needs, deficiency needs and growth needs. (Fonseca, 2005, p. 43.)

Illustration 1



Maslow Pyramid - (Williams, 1999)

The first four are related to the survival (deficiency) needs and the rest to the needs of growth. Williams (p. 36) mentioned that "they are related to the psychological or the biological balance of a person." Maslow's pyramid shows the importance of healthy self-esteem and a classroom environment that provides safety and confidence to students.

Williams (1999) uses a model indicating individuals are motivated by their own thoughts and feelings, being impacted by affective variables and different amounts of pressure and building perspectives, motivations, goals, and actions accordingly (p. 37).

1.4.3 Learning English Vocabulary Using the Sims 4 Game

Technology has proven useful in foreign language learning, For example, the Sims 4, a game simulating real life experiences, can help students learn vocabulary if used long enough. Pachón (2015) used The Sims 4 as a tool to learn English vocabulary. Children learning their mother tongue begin to understand and develop the syntax of the language by learning about three hundred words and understanding about a thousand (p. 4.) Thus, learning vocabulary contributes significantly to acquiring a second language.

Vocabulary learning is related to the use of strategies such as repetition, translation, and memorization, which really do not contribute to retain vocabulary in the long-term. This research helps describe the impact of using The Sims 4 to learn a foreign language, as the game was applied with positive results.

Pachón (2015) describes the experiences of players engaging in the game in their leisure time in an exploratory fashion, rather than as a homework, with the observer simply acting if they had questions about the language. According to Pachón the affective filter was low, which contributed positively to the learning process, since students did not feel under pressure and their levels of anxiety were low (p. 62).

1.4.4 English from a Pedagogy of Emotions

According to Meléndez (2014) English has become one of the most important foreign languages to learn. To do so, the use of emotions helps stimulate student learning through innovative strategies that value their freedom to learn in a reliable, happy and positive environment (par 1).

The pedagogy of emotions has been applied to learning processes and consolidates pedagogical actions based on the sensitivity of students, who get excited when they learn something that will be useful in their lives.

UNESCO suggests that education must be based on four different pillars: learning to know, learning to do, learning to be, and learning to live together. Thus, educational procedures focus on recognizing the human and social sensitivity of students to develop skills to live in society, and this is why teachers need to teach and manage students' emotions to ensure emotional and social balance and development. The pedagogy of emotions guides teachers to build and link students' personal growth and development through kindness, good feelings and understanding.

Teachers are key to building a positive learning environment. To do so they must be emotionally intelligent and open to change. Also, they must accept the students as they are, boost their abilities and help them improve where needed (Meléndez, p. 9).

The pedagogy of emotions translates into an active, loving, affective, and sensitive disposition of teachers allowing them to identify students' needs, abilities and interests and simultaneously create a respectful environment for them (Meléndez, p. 12). Teachers must go the extra mile to find a way to make students comfortable in class and willing to learn rather than having to learn.

1.5 Scope

This research aims to analyze the effects of interactive activities and arrangement techniques to create a motivating, trustworthy environment to learn English. Based on observation, the researcher will attempt to identify the attitudes teachers need in order to build trust in students and will contrast them with the behavior of another teacher resulting in failure to build confidence. After observing and interviewing teachers, the researcher will examine classroom organization and the interactive activities that will be applied in class to develop that

confidence in students. The researcher wants to prove that the strategies and techniques used to give the class are more interactive, the students They would like to go to English classes and they will learn because they want and they love the language and not because it is another issue to approve. As the research will be qualitative, the researcher will observe to determine and be able to answer the research question.

Chapter II

Theoretical Framework

The theoretical framework of this project involves the background information for the research. This portion will describe the concepts in order to understand the theoretical information, develop associations with the problem and identify it through interviews, observations and research.

2.1 Creating a Motivating Classroom Environment

Motivation is what inspires someone to action and it will always be different for everyone. For example, some students can be inspired and feel motivated to read in class because they like to read, others will be inspired by a more interactive class, playing, and spending time at school without feeling they have to be there.

The characteristics of a motivated classroom are expertise, empathy, energy, enthusiasm, ease of understanding, community, clear expectations, control, choice, chances to succeed and credit for effort and achievement. As a result, anything including these characteristics will create a positive environment and will make students feel better in the classroom. The following paragraphs explain every characteristic in sequence.

Expertise is knowledge teachers have instead of what teachers need to know to instruct students. Teaching can take place thanks to familiarity with the subject matter and well prepared lesson plans to address different learning styles in the classroom. Through empathy teachers can

meet students' expectations, arrange the instructions to meet different learning styles, and approach students for instance, sharing appropriate jokes with them, share current events related to the topic and provide individual attention to each student.

When it comes to energy teachers must be energetic and able to share knowledge with students appropriately. Teachers need to "sell" information in such a way that students can "buy" it. Energetic teachers must be able to show credibility by using out-of-the-box strategies and interaction to teach their topics.

Enthusiasm involves delivering information positively, with the appropriate emotions. Information must never be conveyed in a negative way. Even if needed, this must be done appropriately, using the correct words.

Ease of understanding has to do with good usage of language and organization to deliver the information. Teachers can do this by giving the instructions in a clear way, taking into consideration students' learning styles and the personalities and making sure all students understand.

To enhance understanding teachers must use the right vocabulary with terms and references students can easily relate to in their daily life. In addition, teachers can establish relationships with the topic. They can impact motivation by giving students choices and allowing them to input their own decisions. In doing so, they need to provide students with options to take ownership and responsibility for their choices. Students will feel more comfortable if they feel they have options to choose, combined with a sense of control and personal participation.

Teachers should set expectations by letting students know what teachers, classmates and school expect from them and what can happen in case of good or bad outcomes.

2.2 Teaching Strategies to Build Student Confidence

Confident learners always tend to speak and go straight to the point. However, students lacking confidence see this as a new challenge since they usually doubt their ability, pronunciation, speed and so on. It is precisely at that that teachers can help them build confidence. A trustworthy environment facilitated by teachers will help students feel comfortable and free to speak. This will no doubt favor shy students and will teach the rest of the students respect for the way others learn.

Teachers gain students' confidence and simultaneously boost students' self-confidence by creating positive environments where students feel comfortable. This way, students feel free to make mistakes and learn from them without being punished. In addition, getting students to trust each other will be much easier as they enjoy the learning process and they know they don't have to be ashamed about anything because the classroom is a safe place. The latter is important since making students feel happy and comfortable will contribute to their successful learning.

As a class strategy teachers can acknowledge student's accomplishments, both publicly and in private. It is of the essence to always start with the good job done and then point out what needs to be improved. Teachers should correct students according to their level. It is important not to correct every single mistake students make and always wait until the end in order not to harm students' confidence. As Cox (2016) mentioned, confidence can also be achieved via some creative teaching strategies to help students feel proud of themselves and of what they are able to achieve.

Another strategy teachers can pursue is to set goals since the beginning of the year. This will provide a way for students to measure improvement to and to continue learning. Achieving

goals contribute to boost students' self-confidence. Also giving students a chance to choose the topics they wish to learn will show them teachers trust them and will make them feel comfortable.

It is very important for teachers to always let students know they deserve their attention. A positive attitude even when dealing with difficult topics will most likely contribute to students' giving their best thanks to positive position class environment. Also teachers must give students the opportunity to build on their own strengths and give them the chance to talk about what they know. Students will trust teachers once the latter show they trust them.

One more recommendation for teachers is to help students recognize and appreciate their growth. In the case of elementary school students, teachers should challenge them to identify what they can and cannot do. Another useful practice with these students is to make them draw or paste a picture of themselves on a piece of paper and ask them to write what they like about themselves. Every time they like something new about themselves, they need to add a new picture related to that new thing they like (Cox, 2016).

In the case of middle school students, teachers must challenge them to select one thing they would like to improve and give them a timeframe to do so. Also estimate the time they could take to finish that task, since when students know since the beginning the time they have to finish a task their confidence in the future will grow if they do finish before the appointed time.

High school students need to hear from teachers how hard they work and how they are succeeding. Teachers are advised to begin with discussion involving the entire class and then ask the students with the best recent grades to share with the class how long it took them to prepare for the test. This way the class will have a chance to see that success requires hard work. At the

end of each class teachers can ask students what they think went well or what stressed them out. Sharing students' opinions appropriately will contribute to show the class how class members solve problems. Also, it can foster students' confidence to speak in public and will help them bind with each other and with the teacher in a very positive way.

Learning a foreign language (L2) requires a positive attitude towards the community and a desire to belong to it (Dailey, 2009). For example, living in a foreign country involves the need to communicate there, so a new language is needed. This is what Gardner and Lambert identify as instrumental motivation to learn a foreign language. Since foreign language learners have less exposure to native speakers of the foreign language, instrumental motivation may not be a key factor in their case. However, it may work differently, for instance, in the case of people learning a foreign language in order to obtain a salary raise.

On the other hand intrinsic motivation, that is, being motivated by the pure joy of gaining competence in a language and the pleasure mastering the new language can produce, is an important factor to consider when learning a language. The real importance of this is that students who feel inspired to learn a foreign language for their own sake are more likely to continue studying the language in the future (Dailey, 2009).

Students with higher levels of intrinsic motivation have a better chance of furthering their L2 competence. On the other hand, when motivation is short-term (for instance, when students take a language course just in order to fulfill an academic requirement) more likely they will cease studying in the future.

When L2 learners sit in classroom environments under extrinsic pressures, they cannot be blamed for losing intrinsic motivation. External pressure seems to prevent enjoyment of the

learning process, which by the way is the primary factor in intrinsic motivation. According to Clement and Kruidenier as cited by Dailey (2009) self-confidence is the most significant motivational factor to learn a foreign language. They also mention three “possible selves” in relation to motivation when it comes to learning a foreign (L2) language.

The first one is the ideal L2 self, which stands for the characteristics the students aspire to acquire. The second one, the ought-to L2 self, relates to the abilities students feel they should have to meet expectations. The third one, L2 learning experience, refers to the motives in connection with the learning environment and experience students undergo when learning a second language. This experience can be good or bad and involves teachers, curriculum, and classmates.

It has been suggested that the mix of thoughts and the vision people have of themselves as second language learners might play a role in the external pressures they experience. On the other hand, a positive environment will be a powerful contributor to learning a second language. The common factor in intrinsic and extrinsic motivation is that both help students to continue studying and help them partake in activities to enhance the pleasure of learning a language.

The teacher's role as a facilitator in motivating students is to encourage enjoyment in learning the language. Sometimes a parental figure can be a very strong factor regardless of whether or not students are motivated to learn the second language because they impose on them the need to do so. Ideally, they should set a good example for students through a good attitude towards the L2 community. However, that is not always the case and it is then that teachers should play that role.

Also language teachers play a key role in fighting the idea that it is not necessary to study English at home as, for example, is the case for biology or math. It is here that teachers are needed to help students and improve their motivation through good example, interest, and enthusiasm about the L2 community as well as by sharing personal experiences. Teachers can even bring native English speakers to the class to show how great it is to be able to communicate with other cultures by learning a second language.

Also teachers can help motivate students by taking into consideration their interests, for example, by creating classes involving games and activities that students find challenging but enjoyable.

Teachers can try as well to boost learner's autonomy to minimize external pressure and encourage teamwork between teachers and students. To do so teachers must pursue strategies, study habits, and create activities to develop the students' analytical abilities. However, in spite of all the work teachers can do, it will never be possible to motivate every single student. Still, teachers must assist students lagging behind and never stop motivating them.

Chisholm (2016) mentions giving rewards to students to keep their motivation and as a classroom management technique. Teaching in a game-like manner will help students enjoy the class and remain engaged. An additional advantage of this technique is that it is applicable to students of any age.

Also teachers can have students listen to songs as a way to learn the second language, at least one time per week when they meet with their class several times in a week. They can earn this by good behavior or by spelling words correctly.

Reward charts can be used for individual encouragement. This will allow students to track their progress and improve in addition to providing a visible goal (Chisholm, 2016). Individual student charts can be used to reward good behavior, attendance, participation or volunteering, with prizes awarded once students complete a specific number of stickers.

Teachers can implement lucky draws, i.e., raffles to offer all students the same incentive. This binds them together and creates friendly competition. Teachers can do this by giving tickets to students every time they do something outstanding. It is very important to have students write their names on the back of the ticket and keep the jar visible to students so they see how it gets full.

In case all the previous recommendations fail, teachers still have sugar. However, they must be careful with this and able to provide healthier options or even cheap school supplies as an alternative. Having incentives in the classroom since the first day of classes contributes to encourage students to learn since the beginning of the course. If teachers have the opportunity to take students out of the classroom this may contribute to enhance their confidence and to trust their teachers even more as students will be working in a different environment, which may lead to learning even faster and may increase participation.

Giving students the chance to work outside the classroom shows them that teachers trust them. Teachers must set clear rules about what they can and cannot be done while working outside the classroom. If those rules are broken, that practice may be suspended for a while, until students have earned back teachers' confidence.

Teachers can plan each class with plenty of time in advance to be able to set expectations both for themselves and for students. As a result, since the beginning of the class they will

explain class content and expectations. This will make it easier for teacher to manage their classes and their time and also let students to know the topic. Also, it will help teachers identify if students know something about the topic.

One last strategy recommended will be to show students why they need to learn a second language. This can be done by bringing to class people like customer service representatives, doctors, or lawyers to share with the students their experiences, why they decided to learn a second language, how that has been useful for them and for how long they studied to speak fluently.

This will show students that regardless of their jobs (customer service representatives, doctors, or lawyers) the second language will be always important to find a better job, earn more money, travel and communicate with others, and even to pay your college fees by working a place where you have the chance to earn a little bit of more money than with other jobs.

2.3 Interactive Activities to Build a Trustworthy Environment

Activities that require children to use practical equipment can help bring children's learning to life. Interactive learning can take place in many different ways. Students strengthen their critical thinking and problem-solving skills using a much more holistic approach to learning. Interactive learning can take place across the curriculum without technology.

Teachers can use a large number of interactive activities to make it easier for students to learn a second language. One of those activities is Entry Cards. According to Jones, (2016) that is an activity useful to focus students' attention on the day's topic or to ask students to recall

knowledge relevant to the day's lesson. On the other hand, Exit Cards collect feedback on students' understanding at the end of a class and provide students with an opportunity to reflect on what they have learned.

These means can be helpful in prompting students to begin to synthesize and integrate the information gained during a class period. Teachers can use a generic card for any topic, which can be personalized as well. According to Jones, (2016) there are different types of entry and exit cards that teachers may use. For example, the first type is the Thermometer of Understanding used to gauge students' understanding as it is very easy and quick to complete by students.

It may be easier to use this type of activity at the end of the class. Ideally, about five minutes before the class ends teachers must have students complete the thermometer by coloring it up to the point showing their understanding or confidence. Students will explain what went well and what can be improved. This self-assessment is very helpful for students struggling to express what they have learned.

Another type of entry / exit activity is the Percentage Plenary which according to Jones, (2016) is inspired on the previous type of entry / exit. It is not a numeracy task, but students will be able to assess their level of understanding during the class explain using percentages. This can help students focus on a specific goal in the next lesson because they will understand better what they need to work on. In addition, this is a good tool for teachers since it gives more visibility on how they can further assist each student.

One exit card that is very creative and popular among students is the Super Hero Ticket. This is a chart where depicting a super hero image and questions, such as, "What was your

superpower today?” Also, “What was your super achievement today?” This way students will enjoy answering the questions and linking the super hero powers to their own when learning a second language.

There is also a popular exit card, the Social Media Template that can be used in different ways to reflect on lessons. It is very well-liked because of the theme and very easy to use. Teachers only need an image of a telephone. On the screen of the phone they will place the logo of a social media network such as Snapchat, Facebook or Instagram. Then they leave space for students to fill with their name and comments about the lesson.

Still one more type of interactive activity is the Free Writing/Minute Paper/Question of the Day Exercise where “Instructor guides free writing 1- minute paper or response-to-prompt to help students focus on past and future topics. Following up with think-pair-share activities enhances comprehensive review of materials and promotes class discussion.” (Cox, 2016.)

The next interactive activity that teachers can use to build trust and motivation is icebreakers to encourage students to talk to each other. Jan Brinn (2014) states that they can be used to build trust at the beginning of a meeting by familiarizing participants with each other, in the middle of a meeting to enhance group problem solving or team building, or at the end of a meeting to solidify the bond that has being established.

A trust-building type of icebreaker is when you create relationships with a group of individuals; you need to bound at least a little with that person. Almost all the time icebreakers are related to personal questions to get know the other person involved. Some examples that Jan Brinn (2014) mentioned are chairs in a circle, which consist on creating a circle with chairs. A participant must stand in the middle and remove his/her chair to have one less chair than the

number of participants. Then the student in the middle shares something about him/herself the rest of students can potentially relate to. If there`s someone who has lived the same experience he/she must stand up with the student in the middle and then try to sit on the chairs again. At the end the last person without a chair becomes the next leader in the middle.

Other interactive activity that Jan Brinn (2014) mentions is the tower of trust, which consists on dividing the students into groups. Next, the teacher or facilitator gives each group two newspaper sheets, one foot of tape, five paper clips, one foot of string and a pair of scissors. Teachers can add challenges, for example, to complete tasks with one only hand or without speaking; the time given is fifteen minutes to build the tallest tower before measuring each tower to determine who built the tallest one. This activity helps teachers to make students to understand by themselves that they can work as a team with the other classmates.

Icebreakers are bonding, teaching, and learning tools that teachers can use anytime. It is good to start the school year with an icebreaker to make students know each other. In view of the large number of icebreakers in existence, they do not need to be related to personal or professional life as in the examples mentioned above. Teachers can use any interactive icebreaker just to connect the students by playing or creating something from scratch.

As mentioned before in this research there are many types of interactive activities that teachers can carry out in the class. While some of them will work others will not be interesting to students or perhaps they will not like them. However, teachers must keep trying until they notice that students are closer during the class and helping each other. Students need to feel they can count on teachers and classmates and feel free and confident. When teachers manage to have well-knit classes everything will be smoother.

One last popular interactive activity is Jigsaw which is a cooperative exercise where students work as teams to solve a problem. It can be done in two ways, either one team works on completing a different portion of the assignment and then share their knowledge, or within each group one student is assigned to apportion the assignment.

The advantage of Jigsaw is that it contributes to engage all the students with the information, the material and the process of working together. Jigsaw will show students to learn from each other, and share critical analysis about different ideas.

2.4 Arrangement Techniques

Classroom arrangement is one of the key decisions teachers need to make when they begin a new school year, with a positive or negative impact on students. Teachers need to keep in mind that some students may know each other and at that time teachers ignore whether or not they will behave properly when they are together.

A key issue teachers must consider when arranging classrooms is teacher's desk placement as this will impact eye contact and visibility of to the whole class. Teachers' desks must be placed to give students easy access to teachers and close to the door to have control in case students are working outside the classroom or in emergencies. Additionally, less motivated students will choose to sit at the back of the classroom even if the teacher's desk is placed there.

Once desk placement is resolved, teachers need to consider classroom arrangement and placement of students' desks. Depending on number of students and size of the class, teachers can sit them in groups, rows or pairs. Teachers can arrange the class in rows for the first time and after getting to know students and group type they can consider other ways to arrange the class.

Classroom arrangement is important to avoid distraction. Also, teachers may have one or more students with special needs and classroom arrangement may have either a positive or a negative impact on them, for example, students with visual impairment who need to be closer to the board than other students or students with suffering from anxiety who need to be close to the door or other situations making classroom arrangement a significant factor to create a motivating, trustworthy environment.

Classroom arrangement normally involves setting the desks in straight lines. Another way to arrange desks is in a large circle; this provides a good opportunity for interaction but hinders use of the board. Students also can sit in pairs, with both desks touching or facing each other, still allowing teachers walk down the rows helping students. One more way is to set desks in groups of four with students facing each other, which gives them the opportunity to work as a team.

A final step in relation to classroom arrangement is deciding where students will sit and with whom. When teachers don't know students they ignore which students should be seated next to each other. Thus, a couple of ways to set up an initial seating chart are alphabetical order (a way that makes sense and can help teachers learn student names) and alternating girls and boys (a simple way to divide the class). Many teachers allow students to choose their own seats, then the teacher marks this down and this becomes the seating chart. The final option is to have no seating chart at all, but this may result in teachers losing some control and a powerful way to learn students' names.

Chapter III

Methodological Framework

Before starting a research project, researchers need to select techniques and approaches to use in the process and develop them carefully. This chapter will describe the methods, techniques and population involved in the research.

3.1 Research Method and Scope

Research methods are defined as “systematic and objective analysis and recording of controlled observations that may lead to development of organization, principles and possibly ultimate control of events” (Best, 2016). Using research method is helpful as it helps solve problems. Research methods are based upon observable experience or empirical evidence. They involve accurate observations and description, gathering information from primary sources or using existing data for a new purpose and they assist the quest for answers to unsolved problems.

When researchers choose a research method, this should be related to the purpose of the research. For example, those looking for methods, activities and strategies to pursue to enhance students’ confidence and motivation must create a list including games, interactive activities, classroom arrangement, and others. Then researchers will collect information and will choose their favorite methods. However, they need to take into account what the population involved prefers and make some interviews to find out the reasons for that preference.

Good research implies a clearly defined purpose, procedural design carefully planned to estimate their effect, adequate, authentic data collected for analysis and a proper method of analysis (Cooper & Schindler, 2004).

There are two main types of research methods: qualitative and quantitative methods. The method used will depend on the nature of the research (Bryman, 2015). The quantitative research, according to Herbst (2004) “describes, infers, and resolves problems using numbers. Emphasis is placed on the collection of numerical data, the summary of those data and the drawing of inferences from the data” (p. 15). In line with the qualitative method (Herbst, 2004) “information is considered qualitative in nature if it cannot be analyzed by means of mathematical techniques. This characteristic may also mean that an incident does not take place often enough to allow reliable data to be collected” (p. 13). So we can conclude that the difference between both types of research is that the qualitative research is primarily exploratory, and it is used to uncover trends and opinions to dive deeper into the problem, and the quantitative research is used to quantify the problem by numerical data which can be transformed into statistics; this method includes various forms of surveys such as online surveys, paper surveys and mobile surveys (Franzo, 2011, p. 1).

The information comes from a sample which is used to generalize or make predictions about the population. According to Stephanie (2016) this has to do with “collecting and analyzing data to explain phenomena.” Even though there are questions that are easily answered such as What percentage of...? How many...? and also some rates, not all the time information comes from numbers and researchers may like to answer other type of questions about opinions and thoughts. These types can be turned into quantifiable questions by assign them numbers, for example, by creating a survey with the following responses: Strongly agree, Agree, No opinion, Disagree, Strongly disagree.

Stephanie (2016) mentions several types of qualitative research methods. The first one is the Anthropological Method by which researchers study people in their natural environment,

sometimes immersing themselves in foreign cultures for years. With the Auto Ethnography Method researchers use their own experiences to address a cultural, political or social issue. Critical Social Research explores problems and finds their root causes; Ethical Inquiry is the research method used in philosophy to answer ethical questions, and the Ethnographic Research studies people in their own environment through participant observation and face-to-face interviewing. Field Research is research outside the lab in a natural setting, usually involving first-hand note-taking; the Grounded Theory Research can be applied to qualitative or quantitative research and involves a number of rigorous procedures; the result is a set of conceptual data categories. Naturalistic Research Method is the opposite of a lab environment, because it does not manipulate anything in the environment. With Participant Observer Research researchers participate in the activity and record observations; it differs from Naturalistic Research because researchers actually participate in the activity being researched. Finally, the Phenomenology Method studies the perception of an individual or event.

According to Stephanie (2016) the qualitative Research Method has some advantages such as being useful to find more about complex situations, the data is based on the participant's views of the world, and it can be used to learn how people interpret concepts such as fear or IQ.

This project will use qualitative research because the researcher aims to analyze how the teaching strategies build a trustworthy, motivating environment using interactive activities in the classroom to improve students' interest in attending English classes, learning by themselves, and participating in the class.

There are three types of qualitative research, namely, Survey Research which is the method used to ask questions to sample of the population; Correlational Research, which values

naturally occurring relationships (a minimum of two different groups are required to successfully have results), and Experimental Research, based on one or more theories and conducted by proving or disproving the statements (Bhat).

According to Bhat, survey research includes brainstorm survey questions, relevant surveys sent to a relevant audience, distribution of the surveys and wait for feedback and comments which is the most important portion. Feedback is analyzed in real time to identify answering patterns in order to organize them more easily. Bhat also offers some tips to create research surveys correctly, e.g., stating what the researcher wants to achieve with the surveys and results expected, choosing the right questions for the research, beginning the survey with a general question as it provides a good introduction followed by selecting the 15-20 most relevant questions and dividing them by question type. Researchers can choose the question type to use such as multiple choice, rating scale, open ended, and others. Once all the questions are ready, it is very important to test the survey in all electronic devices to make sure it will work properly when interviewers receive it. After that the surveys are distributed through e-mail, online communities, social media and other means.

In this specific project the researcher will observe a class, identify what the teachers does, how she treats students, and what type of activities she carries out in class to make students like her class and stir their interest in the English language. While observing the class the researcher will take notes about the teacher's behavior and how she handles the class. Based on those notes the researcher will create a to-do list about how she conducts the class and will identify if there is something that she is doing differently to create a trustworthy and motivating environment.

While at Liceo Experimental Bilingüe the researcher will apply during different types of interactive activities to practice the topics taught in class. As the content selected is listening and speaking skills the teacher must concentrate more on those contents and practice them. For that reason, the types of games and practices will be intended to make students speak and improve their listening.

Teachers can use memory games, bingo, Pictionary, charades, debates, dialogues, jigsaw and Jeopardy to rise student's interest in learning. To create a trustworthy, motivating environment students' behavior and attitude must be taken into account. Teachers can have students work together to encourage mutual confidence and praise them for their work.

Teachers need a variety of activities in the classroom to prevent students from getting bored or losing their interest. Also, sometimes they can arrange the classroom differently. In addition, they can let students know how the topic is important. This can be done by using examples of real life.

3.2 Information sources

The seventh grade group consists of 30 students divided into two groups of fifteen students each. The reason to divide Liceo students this way is that one half is learning reading and writing skills while the other half is dealing with listening and speaking skills.

The number of students makes it easier for the teacher to teach and handle the group. Almost all of the students come from Colegio México, Escuela Porfirio Brenes and Escuela La Trinidad. The very few coming from a private school know some English so they can understand and follow instructions in English. By way of exception, one student coming from a very good

private school does not know English and neither likes to try. However, the teacher encourages her to ask in English for what she needs.)

The researcher was part of the teaching process in some classes so she pasted on the desk the eight basic phrases they need to know and use in the classroom, such as May I go to the bathroom? How do you say _____ in English? and others.

There is a wide array of students' personalities in the classroom; talkative students, girls who are very quiet but who still participate in activities and students who like to talk but suddenly become quiet when they have to work in class.

3.3 Analysis Categories

As mentioned above, games and arrangements can be applied in the classroom, as itemized below.

3.3.1 Memory games.

These can be used in two different ways, either including images in both cards or using pictures on one card and words on the other to make sure students understand, recognize and pronounce correctly.

3.3.2 Bingo.

This helps students to improve their listening skills because they have to listen to the teacher, recognize the sound of the word or phrase and search.

3.3.3 Jeopardy

This game can be used to ask students the same type of information in different ways, for example, with prepositions, students can be asked what is next to the bank? or what is another word used instead of next to? and so on. Students will be able to handle different vocabulary items and different ways to ask for the same thing and to answer correctly.

3.3.4 Classroom Arrangement.

The researcher and the teacher need to arrange the class depending on the activity they are going to carry out, for example, if the activity will be a debate, the classroom must be arranged into two groups facing each other.

Also the teacher's desk location is very important for visibility from the whole class and easy access to students. According to Oviedo, (2013) data analysis is the visible element in relation with other elements. Types of analysis include meaning, paper, practices, groups, organizations, communities, and lifestyle, among others.

Data analysis is required to identify the type of instrument needed to collect information; another recommendation is to use a specific type of data analysis to obtain the information required (Villafuerte, 2011). Researchers need to establish a period and indicate the time they need.

Methods, techniques and instruments include asking questions, which is of the essence. Observation can be direct (when the researcher registers immediately what he/she observes) and indirect, which needs some mediation to understand the questions.

To build an observation guide it is important to organize the questions depending on the case and it is also important to consider their quantification. Once that is done, information must be picked up, processed, and analyzed.

A sample of the population must be interviewed with previous explanation of the objective of the survey and the time it will take. When asking questions researchers need to make sure they are not offensive, respect the privacy of interviewees. Interviews must be conducted in calm, friendly environments and questions must be straight to the point. Interviewers must search for complementary information, and find a point where they can restate the questions. Also, they must consider question types such as yes/no questions or multiple choice questions. These questions can be answered very quickly and are easier to review in order to collect data. Open questions offer the chance to answer more broadly and they offer a more open vision of the answer and different points of view.

The chronogram relates to the time elapsed since the beginning to the end of the research until it finishes. It must show the activities to be carried out and the time each one will take. On the other hand the budget describes all sources and uses for both financial and human resources.

3.4 Data Collection Instruments

The instruments to be used in the research are surveys to teachers in the whole school about opinions with open questions to identify what they think about how to create a motivating and trustworthy environment using interactive activities. The researcher will also use the observation and note-taking while the instructor teaches to identify what is she doing or what can be done differently at the time the researcher teaches. Once the researcher has her notes, she will make a to-do list to follow those points while she is teaching in order to identify what is needed and what is not. Next, students will receive a rubric about their experience with the researcher as teacher and what they think about using interactive activities to learn at the class.

This is very important because the researcher is intended to benefit students' needs and what they desire in their environment to make them like English and facilitate their learning.

3.5 Data collection process and data analysis

Data will be directly collected by the researcher because she is the one who will take the notes, interview the teachers, create and apply the rubric to students, and teach the classes using interactive activities.

First once she has the notes from the observation of the teacher, the researcher will read them to identify point by point what the teacher is doing and what she would do differently when she (the researcher) teaches. After that she will give the survey to all the English teachers at that school to collect their views and thoughts about how they would use interactive activities in their classrooms and will create the to-do list to follow it when teaching to identify what is still missing and what needs to be removed or added. Finally she will apply the rubric to the students asking very easy questions to know their opinions. Thus, data would be collected through note-taking, surveys and rubric which will be applied to teachers and students alike.

Chapter VI

Data Analysis

This chapter analyzes in depth the information gathered through the research. According to (Sridhar, p. 12) there are several ways to analyze information analytically or statistically using various tools to have access to useful data, with steps to follow in order to obtain results.

Set objectives to meet and even exceed the goals since most of the decisions made in the process will be based on how clear objectives are. Write useful questions in relation to the issue at hand; this will help to have a more open mind and expand the topics to analyze in order to reach a conclusion.

Data must be taken from appropriate sources; when information is collected from surveys as is the case with this research, the questions must be appropriately structured in line with the method used. Data analysis is where clean, aggregated information is studied using analysis tools. This step is highly significant as it is here that if- questions can be asked.

Drawing conclusions and making predictions is part of the final analysis; conclusions can be drawn from the data collected. In the theoretical part of the research predictions can be made; afterwards the final report is written for end users to understand the data gathered.

In relation to how to process the data correctly LaMarco (2018) states,

“A data analysis report is an executive technical summary of the results from a series of experiments and tests. It’s typically divided into four sections: description of data preparation,

descriptive statistics formed from experimental studies, inferential statistics derived from quantitative studies and a qualitative analysis that explains the results and sums up the conclusion.”

When writing data make sure that all the information has been verified several times and that the methods used to find the information have also been checked repeatedly. Also, that the methods used are adequate to deal with the subject matter.

4.1 Analysis and Interpretation of Results

The first part of this chapter describes what data collection is and that it must be done correctly. The instruments to be used in this research include questionnaires for both teachers and students. In addition, from the data collected on the teacher`s questionnaire the researcher created a checklist/to-do list about what a teacher needs to have or do to create a trustworthy environment. The students` questionnaires were applied two times during the process to analyze how students were feeling during the classes with interactive activities, classroom arrangement, and behavior of the researcher.

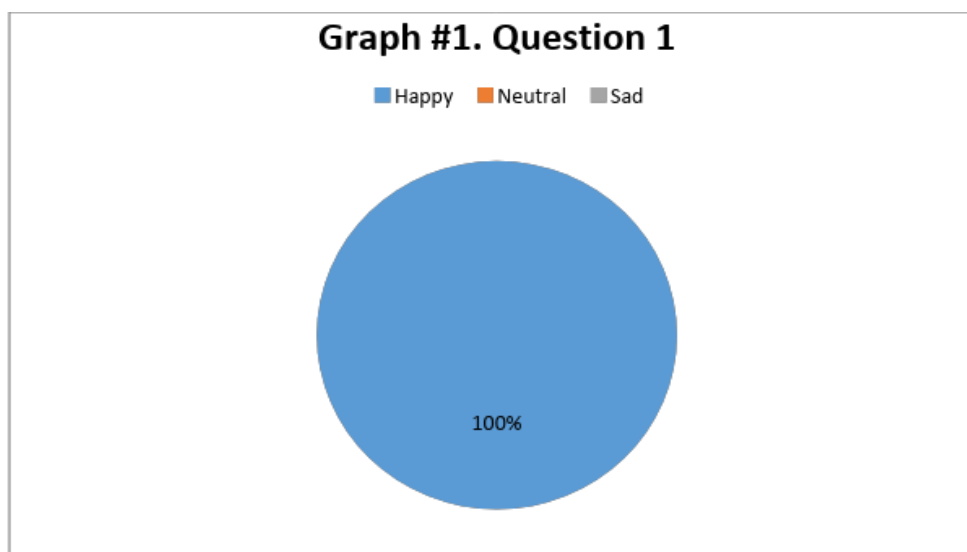
4.1.1 Rubric

The first instrument used by the researcher was the rubric, defined as “An evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course.”(Glossary of Education Reform, 2013.)

At the beginning of this research a rubric was delivered to students; this same rubric was applied one more time at the end of the period. This was done to identify how the students felt, if the strategies used were working and, most important, if the environment was appropriate or not. The rubric contained six questions for students to answer with their opinions. They also had to answer in relation to their feelings during the class by selecting either a neutral, happy, or sad face.

The first question asked had to do with how students felt about the researcher, if they had a chance to meet her and if she was open to help them during the class. Students answers are shown in graph #1.

Did you feel that the teacher give you a chance to meet her and that she was open to help you during the class?



Graph 1
First Student Rubric

Source: Rubric applied to students

All fifteen seventh-graders selected the happy face to describe how they felt about the teacher giving them a chance to meet her and help them. The answer was always the same. However, there were different comments on each response, for instance, student number one commented on how helpful the assistance of the teacher was in spite of his/her shyness.

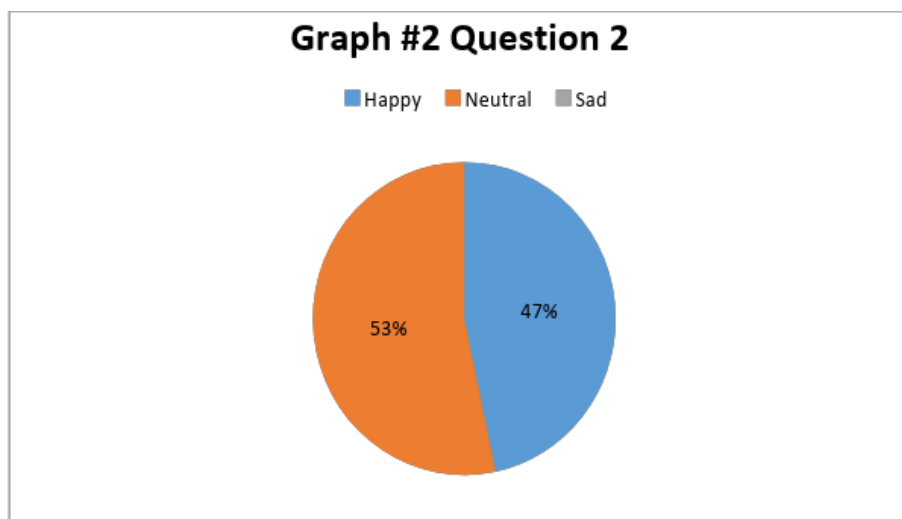
Another positive answer the researcher found had to do with approachability and openness. About half the students mentioned those qualities in their comments. The researcher also found that her flexibility and way to introduce herself to them and make them introduce themselves to the rest of the class actually worked, because they felt better about each other. This was used by the teacher as a warm-up and icebreaker to set the appropriate mood to introduce the topic to the class and continue with the activity later on.

The second question on the first students' rubric was about the activity carried out to practice the topic (community places). At the same time the researcher reviewed a former topic about prepositions of place. The researcher first divided the class into four groups to play Jeopardy, adapted by the researcher to the topic at hand.

The researcher gave a tablet to each group and sat them facing each other to leave room for the tablet between the desks. Then she explained the game which consisted of guessing the correct answer to the questions selected on the screen. Students answering correctly won virtual money. At the end of the game the participant with the largest amount of virtual money won the game.

The activity was appreciated by the students and they participated quite willingly. Without even noticing it, the students played and learned at the same time.

Did you enjoy the activities the teacher carried out during the class to practice the topic? If so, which was your favorite activity?



Graph 2

First Student Rubric

Source: Rubric applied to students

The student's response was more neutral with eight students selecting that option and seven students selecting the Happy option. There was no sad response leading the researcher to conclude that students were feeling comfortable enough to learn and give their opinion about the activity, even if the response to the question was not always the happy one. After this the researcher reviewed students' comments to see how they felt (see next table for responses).

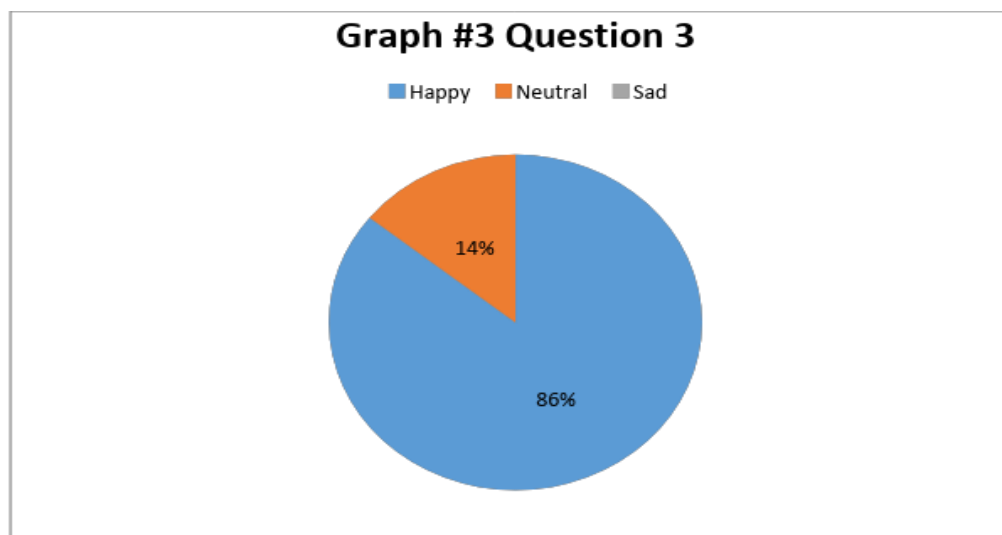
After reviewing students' responses the researcher was able to identify how they felt about the main activity to practice using an interactive activity. Just one student did not like to

activity based on student eight responses. (Personal communication, 2018.) Also one student answered in a neutral way. (Personal communication, 2018).

Also the researcher noticed the response from student fifteen: “Liked the game, but we have different ways to learn” (Personal communication, 2018), leading the researcher to think this student liked the activity but maybe others did not and mentioned the different ways to learn every person has. The rest of the students responded very positively to the activity. In fact, two of them mentioned how they liked to play with the rest of the class and also to compete among themselves.

The third question related to how students felt about using games to practice the topic and if doing so made the topic easier to learn. With this question, the researcher wanted to know students opinion. The following graph shows how students answered.

Did you feel that using games to practice the topic is a good technique? Did the game made it easier for you to learn a topic?



Graph 3

First Student Rubric

Source: Rubric applied to students

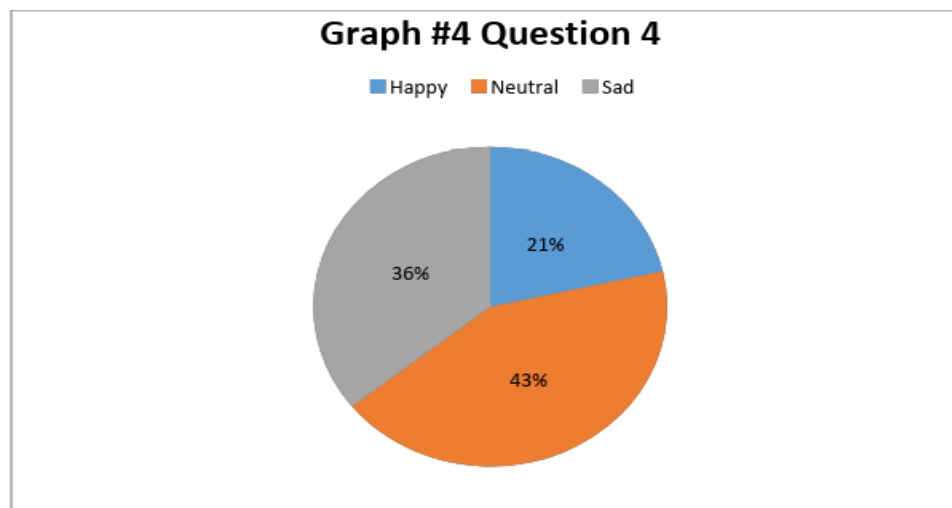
Students' responses to the third question were more positive; the most neutral response was from student two who answered "Same" (Personal Communication, 2018).

Something interesting about students' responses to the third question was that nearly all of them mentioned something related to interactive activities making it easier for them to learn, which is the main goal of this research, i.e., see how students react to interactive activities and if they facilitate the learning process for them.

The researcher appreciated a comment from student fourteen who said, "Yes, it helped, it arouses the students' interest in learning" (Personal communication, 2018.) The researcher particularly liked the fact that the student mentioned that the activity helped arouse interest in learning, which means that student was actually learning and enjoying the way he / she has been taught.

The fourth question was related to students' opinion about whether they prefer normal practices, such as dialogues or worksheets to practice in class and why. To that the students responded in the positive to interactive activities but in the negative to regular practices. Their answers are reflected in graph # 4.

Do you prefer normal practices, such as dialogues or worksheets to practice in class? Why?



Graph 4

First Student Rubric

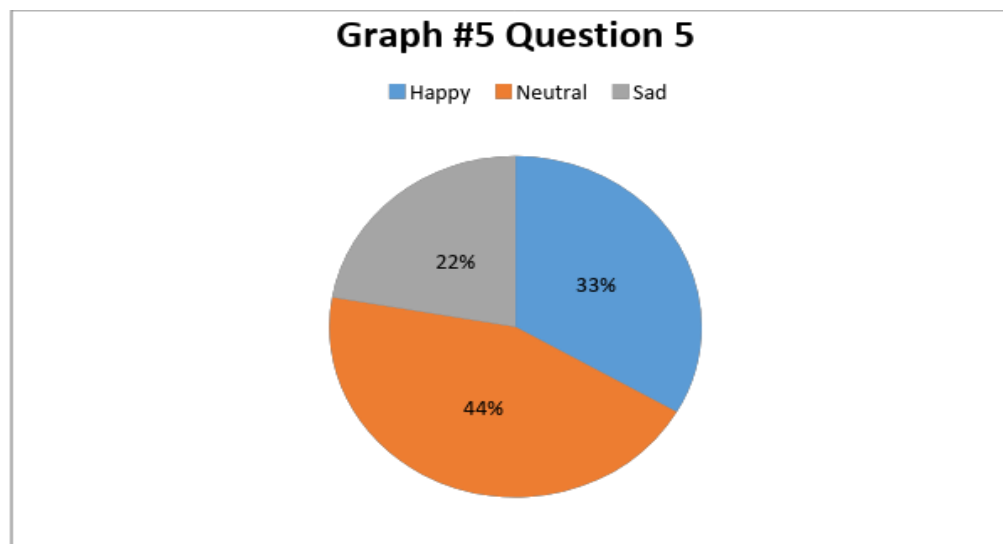
Source: Rubric applied to students

As graph 4 shows, there were sad responses for the first time as well as neutral and happy responses, with the latter were followed by good comments from the students such as “We learn more” or “No, I like to have fun and learn” (Personal communication, 2018).

This was a positive response, as expected by the researcher, to the interactive activities to make a trustworthy environment for students. This way they will be learning willingly, not because they have to. The researcher intended students to feel excited about attending class to learn and have fun at the same time.

The fifth question in the questionnaire was about what students would like to change in the classroom environment. To this they responded mostly in the neutral.

What would you like to change in the classroom environment?



Graph 5

First Student Rubric

Source: Rubric applied to students

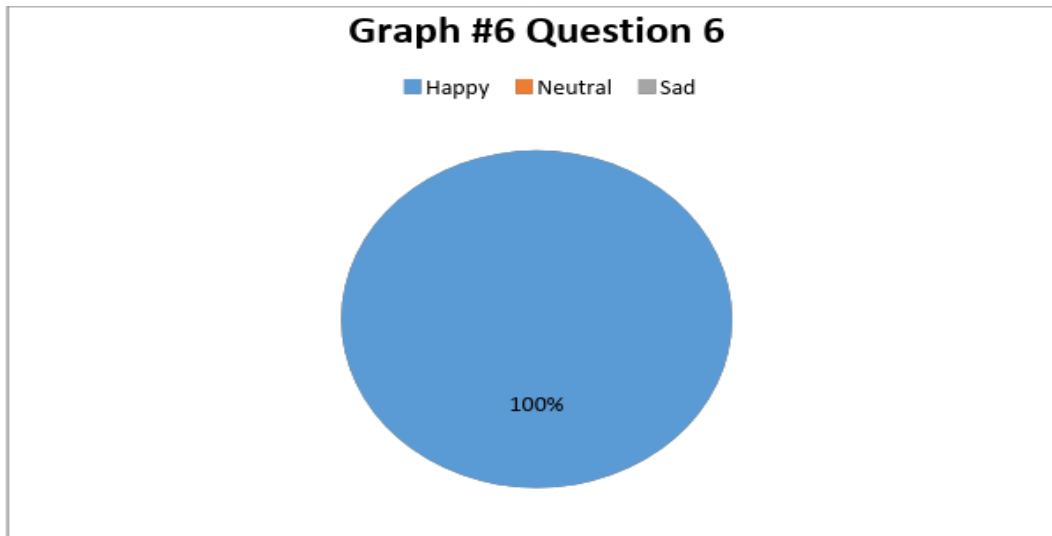
Most of the students answered by asking for more room to carry out the activity. This was understandable as the students had to cut, paste, use boxes and large pieces of paper, so they needed more room to be more comfortable at the moment of working together. Besides that, the neutral response was "nothing" leading the researcher to confirm, based on the face they selected as well as on the rubric, that they felt comfortable during the activity and that space was not a concern for them.

The students also asked for snacks, which the researcher mentioned before on this research, when talking about giving prizes to students. To motivate students in this type of activity teachers can include some snacks for the students to have while they practicing.

While giving prizes to students was mentioned as part of this research this is not mandatory and there are other prizes besides snacks. Instead, teachers can use the same activities as prizes to learn and have fun at the same time. Another prize can be letting the students work outside of the classroom so they feel more comfortable when practicing in a better environment.

The sixth question was related to the teacher`s behavior and approachability as well as openness to students` questions during the class. This question was aimed to help the researcher find out how students felt in relation to teacher`s behavior.

Was the teacher approachable? Did she make you feel confident to ask questions during the class?



Graph 6

First Student Rubric

Source: Rubric applied to students

From this question the researcher realized that building students' confidence by introducing herself differently, letting them know something from her life and then practicing by playing a game or engaging in an interactive activity led students to feel more relaxed in class and to participate and pay more attention.

Student three said, "She was very approachable. I felt free to ask her questions and she was very polite, respectful and nice." (Personal communication, 2018.) This response showed the researcher that the work done during the class was successful. The researcher wanted them to feel comfortable with her in her teacher's role because the students did not know her and as a result may have felt shy or unwilling to participate.

Due to the above, the researcher first introduced herself and had students introduce themselves. The researcher noticed that from then on they felt more comfortable. It is important

to start a new class this way because teachers will gain students' confidence since the beginning and that will make it easier for them to participate.

4.1.2 Questionnaire

The second instrument used by the researcher was the questionnaire "...a written list of questions which are answered by a lot of people in order to provide information for a report or a survey" (Collins Dictionary.)

The questionnaire was given to the teacher to collect her opinion about the research, a valued opinion from an expert who does this every day and thus can provide a critical view from her daily experience in the classroom.

The first question asked was if she thought that including interactive activities would result in students wanting to learn a foreign language. The teacher's answer was, "Yes I do. It is my belief that interactive activities help create the appropriate environment that students need when learning a foreign language." (Personal communication, 2018.)

The researcher agreed with the teacher since in fact why the research is focused on trust and how to make the environment better for students. Students who feel comfortable are likely to learn. For example, when teachers explain a topic to the class and students feel comfortable enough to ask questions even if they have to change from English to Spanish that accounts for an improvement since students are asking questions and participating.

In the second question the teacher was asked to choose an interactive activity and think about what it takes to carry out the activity in the classroom. She responded with very interesting information as follows, "Planning ahead to make sure that we have all of the materials or

instruments and the time. The best attitude possible, teachers must show interest and invest in the activity so students are more engaged in it." (Personal Communication, 2018.)

The teacher mentioned that to have a great attitude and show interest and invest in the activity will result in students engaging in it, meaning that a positive attitude and interest from the teacher will raise students' interest.

The third question made to the teacher required her to think about what she needs to do or have to develop an interactive practice activity during the class. Her answer was very assertive: "Make students relate to all of the activities you have planned for the day. Students have to understand how the interactive activity is related to the topic that the teacher is explaining during the class." (Personal Communication, 2018.)

This will result in a trustworthy environment because first of all students will know what they are going to learn. Also when they understand the activity they will be able to see how it will help them learn the topic and remember it for life. It is like establishing an emotional link between the activity and the students since they are having fun and everything learned is easier to remember.

The fourth question had to do with what can be done if the teacher wants to use interactive activities but students don't want to participate. To this the teacher answered as follows, "When teachers get to know their students, they come to realize what topics will interest students; this way they will know how to engage them in the activities they have planned for the day." (Personal communication, 2018.)

This is a good way to see things because by knowing what arouses the interest of the students, teachers can use that information to create the interactive activities for the class. This way they will pay attention to the activity and will be willing to participate on it.

The fifth question was related to the teacher's opinion about using group interactive activities to improve the learning process or continue using the current way. Her answer was, "I think teachers should have the opportunity to develop more of this type of activities. It will certainly help improve the learning process of students even more and also develop other areas of a student's personality." (Personal communication, 2018.)

The researcher agrees with this response as well, and mostly she liked the last part of the teacher's answer, about developing students' personality while they participate in the interactive activities. The teacher is right. By participating and sharing time with the other students, shy student or those separate from the rest of the class will learn how to treat people and how to develop those skills to interact with people and be confident.

The sixth question related to what teachers need to do differently during the class to gain students' confidence. To this the teacher responded, "Always show them that you care about them genuinely. Create a positive environment where students feel free to share their thoughts and questions." (Personal communication, 2018.)

The researcher agreed with the teacher because ideally teachers should make students and even parents feel that more than a job what you have is a passion and that the most important thing for you to do besides teaching is caring about students' welfare.

The seventh question was connected to warm-ups to start the class by creating a motivating environment, to what she answered, "Warm-ups that are not only related to the topic

to be taught during the class. The first activity of the day can be directed to wake up their energy, to bring something positive to the day, or just to laugh a little to start the morning." (Personal Communication, 2018.)

Teachers are aware that spending around eight hours learning different things can be tiresome. That is why warm-up activities help the teacher to set the mood in the classroom before starting the learning process.

The next question was about how she would arrange her classroom differently. To this she responded, "I feel that to gain students' confidence (and among themselves), it is important that students can see each other during the class. Personally I like to sit students in a circle where they can see the teacher's and classmates' faces." (Personal communication, 2018.)

The researcher believes this is a good selection of classroom arrangement to create a trustworthy environment during the class for the students because by seeing each other they would need to build mutual trust.

The ninth question was about using games to help students learn a topic instead of repetition or memorization. She said, "Everyone learns in a different way, both repetition and memorization are important during the learning process. However, if a student can learn better from a game, it is the teacher's duty to ensure that all of her students will be able to fully understand the topic." (Personal communication, 2018.)

What the teacher mentioned about making sure that all of the students get the information and fully understand it is important. If the combination of memorization, games, and repetition ensures understanding of the topic by the entire class then the teacher should feel free to do so.

The final question was about time management to avoid waste during the class if the teacher decides to use games as a strategy to practice in the classroom. To this the teacher replied, “Plan to explain the topic as briefly and concisely as possible. Depending on the topic you can play with the length of the activities.” (Personal communication, 2018.)

The researcher agreed on planning to explain the topic as briefly as possible. This can be done by having the instructions written down on the board since the beginning of the class. This way it would be easier for the teacher to give the instructions and the students will have access to them if needed. Also, setting the time for each part of the activity since the beginning would help students to calculate the time; the teacher can use a chronometer to let students know every time a period of the activity is over.

The purpose of this research was not only to know the teacher's point of view but also to compare the theoretical information collected with a real-time class and observe a professional while she teaches. It also helped to conclude that today the use of interactive activities is well received. It also confirms that at least part of the information provided on this research is applied by teachers during the class. For example, the teacher answered that she likes to sit the students in a circle to create a good environment for the students.

4.1.3 Observation

The next instrument used during the research was the observation of the class which is defined by the Glossary of Education Reform (p. 13) as follows,

“Formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Typically conducted by fellow teachers, administrators, or instructional specialists, classroom observations are often used to provide teachers with

constructive critical feedback aimed at improving their classroom management and instructional techniques.”

Class observation was important in this research since it allowed the researcher to take notes about the teacher`s method and strategies during the class. The researcher needs to recognize and note different events that happened while pursuing these strategies including reactions, behaviors, and progress shown by students before, during, and after pursuing the strategies, as well as other important details.

The following information is from the notes taken by the researcher during class observation at Liceo Experimental Bilingüe. These lessons were taught in October 22-26, 2018 on Monday, Tuesday, and Thursday for forty-five minutes each day.

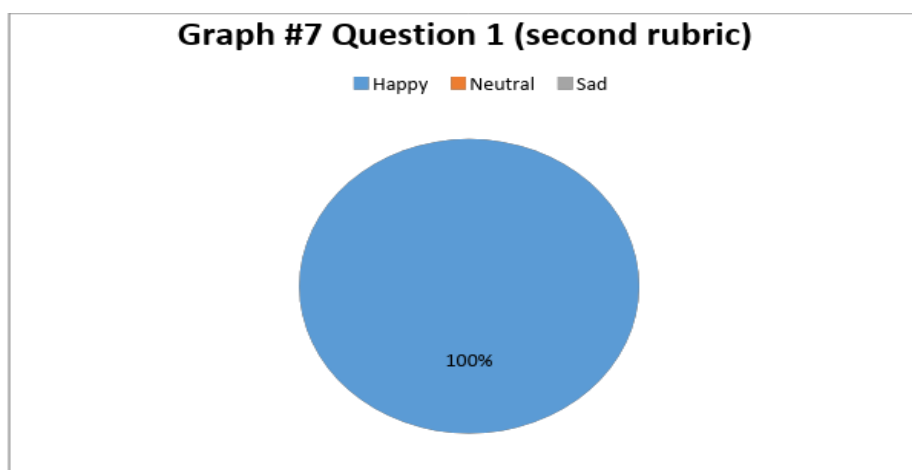
The topic was prepositions of place and the teacher used flashcards to explain it with images for students to relate objects placed and preposition meaning. The activity included a listening exercise where the students had to choose the correct option.

The teacher was not able to carry out the rest of the practice due to the time, so she asked the researcher to come up with an activity to practice prepositions of place in the next class. As a result, brought an activity about building a city for students to practice the new topic (community places) and prepositions of place by asking each other questions about where a place was or next to what it was. This way students remembered the prepositions and learning about community places.

4.1.4 Rubric

The fourth instrument to gather information was the student's rubric, used for the second time to see how students were feeling on the second class with the researcher teaching. The questions are the same as in the first rubric; the answers are the ones that the researcher will need to understand how they progressed from one class to another.

Did you feel that the teacher give you a chance to meet her and that she was open to help you during the class?



Graph 7

Second Student Rubric

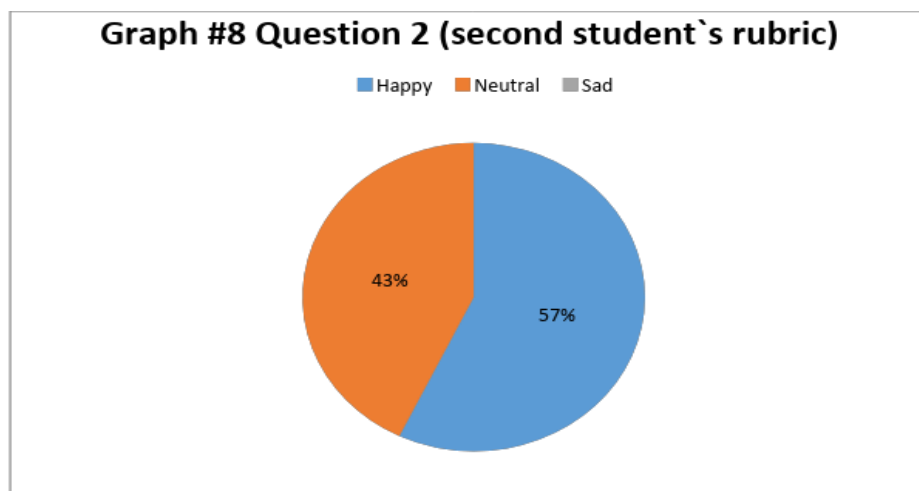
Source: Rubric applied to students

This second time the question was made the students answered positively and confirmed they were happy with the researcher's attitude.

There was only one comment with a neutral response faces and a comment saying: "Yes she was, but was more so with some students" (Personal communication, 2018). This response made the researcher realize that even though she was walking around the class and talking to the students during the activity, this made some students feel not so comfortable, because a student felt left behind.

Another response was, “Yes, always showed excitement about the activity” (Personal communication, 2018). From this response the researcher realized that showing excitement about the activity encouraged students’ excitement as well. When the researcher explained the activity and showed students the materials to use, they worked very orderly during the process. The only thing they felt needed to be done differently had to do with space since the activity took place in the classroom, and they the possibility of carrying it outside due to space concerns.

Did you enjoy the activities the teacher carried out during the class to practice the topic? If so, which was your favorite activity?



Second Student Rubric

Source: Rubric applied to students

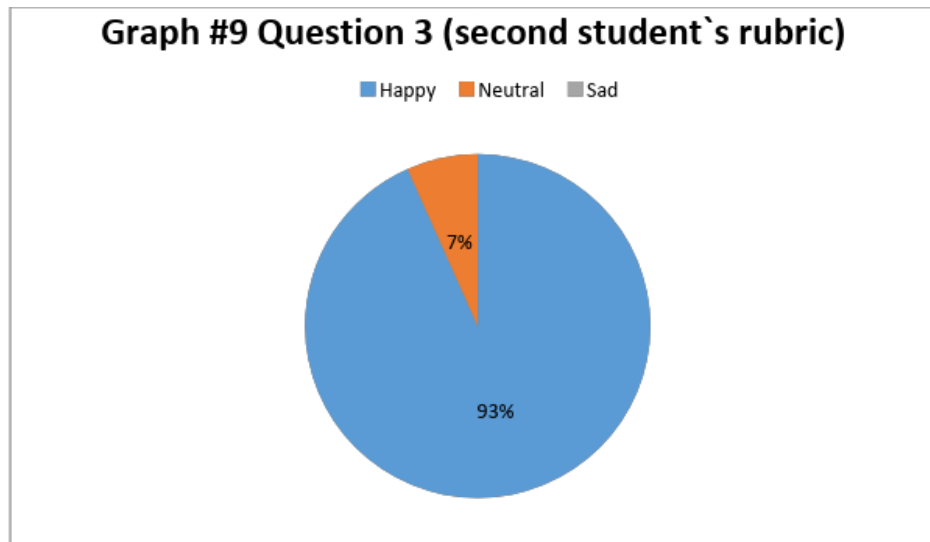
This second question was strictly related to the activity. In this case the activity was about building a city with boxes and paper, so students needed to include the places they studied during the class such as drugstore, theater, grocery store, and then they show it to the class by making questions among themselves about where a place was, or next to what it was.

This way the researcher was able to have the class practice vocabulary and prepositions of place as requested by the teacher in the previous class. There was just a negative comment from students and it was "Did not love it" (Personal Communication, 2018), but student eight mentioned that using games facilitated practice, so the researcher concluded that the student did not as the specific activity, but still he likes to practice using games or interactive activities.

The rest of the comments was very positive including, "I loved to build my own city, it was very funny"; "Yes, a very funny activity"; "Yes, for sure the best activity" (Personal

communication, 2018). From these answers the researcher confirmed that in general students enjoyed the activity, as student five said, “Yes I liked the city and how we presented it” (Personal communication, 2018). This student liked the final presentation, even though they had to speak English before the whole class, which confirmed that the activity was successful in relation to motivation and confidence.

Did you feel that using games to practice the topic is a good technique? Did the game made it easier for you to learn a topic?



Graph 8

Second Student Rubric

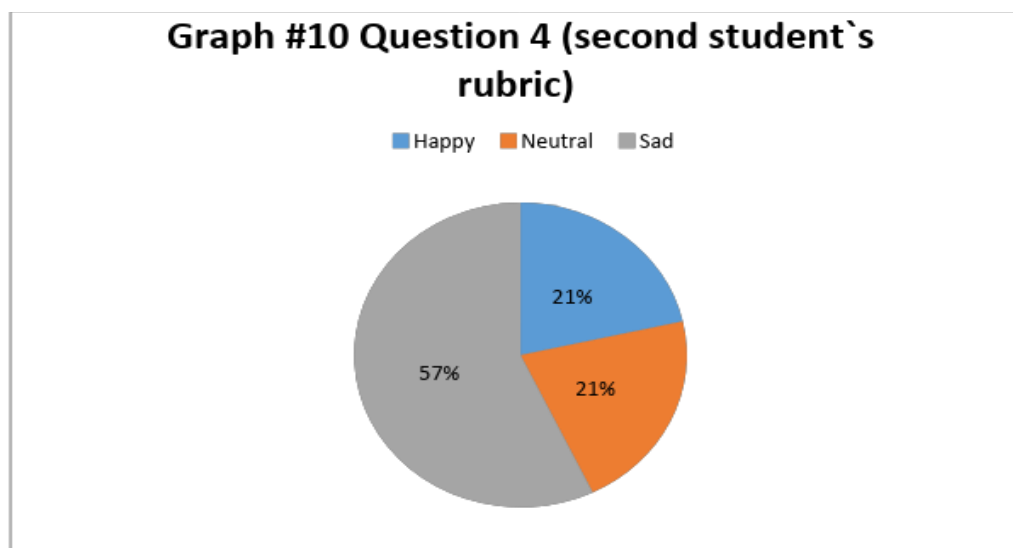
Source: Rubric applied to students

Students answered with very positive comments; most of the responses in graph #9 included happy faces; some were neutral but included positive comments. Only one response was "Neutral" (from student two).

There were some good comments from students leading the researcher to confirm that this type of activities are very popular among students and that they actually learn from them; for example, student eleven said, "It helped me pay more attention." Student five said, "Yes, we had fun and it was easier to learn the new contents" (Personal communication, 2018).

Student number three mentioned the following, "An excellent technique. We learn and also had fun" (Personal communication, 2018), making the researcher think that they know that the teacher is using some kind of strategy or technique and that is not just a game to spend the time until break time again. This is also a positive because they do not mind being in class if they are having a good time while learning.

Do you prefer normal practices, such as dialogues or worksheets to practice in class? Why?



Graph 9

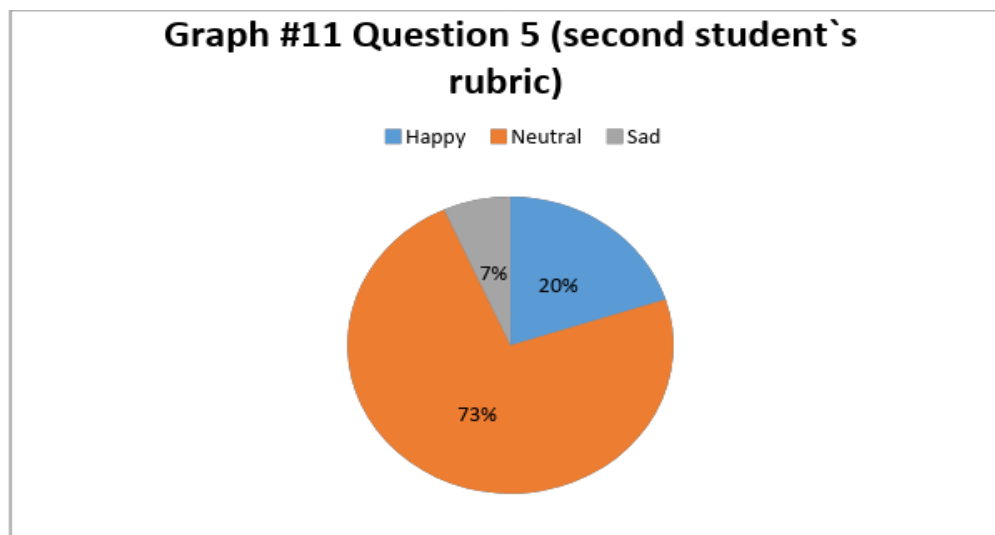
Second Student Rubric

Source: Rubric applied to students

From the responses to this question the researcher confirmed that to practice a topic students prefer interactive activities rather than regular practices. To reach this conclusion the researcher did not take into account the selection of faces in the rubric, but rather the comments on the rubric because the selection of faces did not match the comments. Students were responding positively on the comments but negatively through the selection of faces. For that reason the researcher chose to focus on the comments. From these the researcher confirmed once again that interactive activities are preferred by the students than usual practices.

For example, student number four commented, “Not at all, I prefer to play games to learn and time goes faster” (Personal communication, 2018). This student that he/she is learning through games as a strategy and the reason why the time goes faster is because they are having a good time, which is what the researcher needed them to understand.

What would you like to change in the classroom environment?



Graph 10

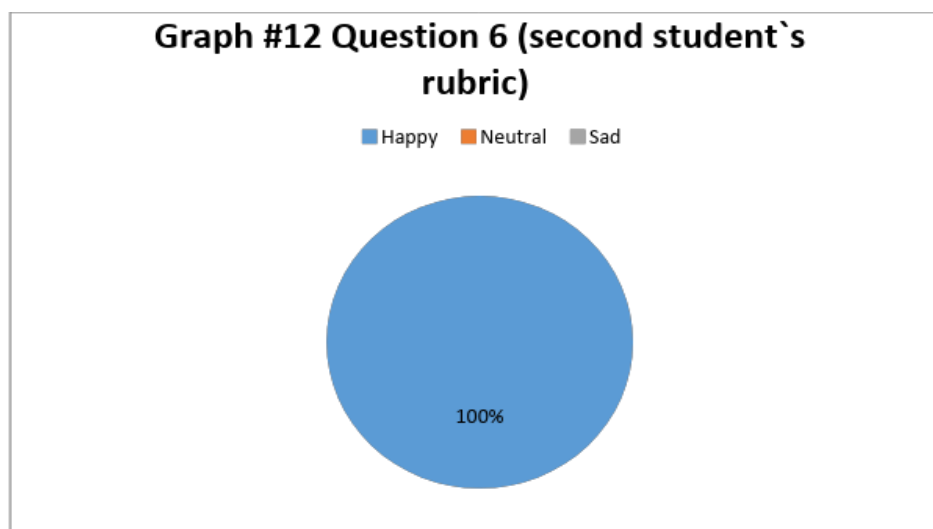
Second Student Rubric

Source: Rubric applied to students

For this question the researcher gathered different responses about the changes students would make to the classroom. The researcher noticed that most of the students would like to carry out the activity outside of the classroom due to space concerns.

One of the responses was, "I would not really like to change anything in particular" (Personal communication, 2018) which is good for the research because the researcher did not have any negative responses in relation to the activity itself. Rather, they were related to classroom arrangement of space availability.

Was the teacher approachable? Did she make you feel confident to ask questions during the class?



Graph 11

Second Student Rubric

Source: Rubric applied to students

Here the researcher received very good comments, not to mention a hundred percent of happy faces selections from the rubric which is what the researcher was looking for when carrying out this type of activities. The researcher wanted to make sure about the use of

interactive activities to make students feel comfortable and free in the classroom. Comments like “Friendly, helpful and caring about us”, “Yes, all the time very nice and friendly”, “Great teacher, I love her” (Personal communication, 2018) make the researcher be sure about the research.

Through the use of these instruments the researcher confirmed that when a teacher knows how to treat students and what strategies to use they will respond positively. The researcher also noticed that having prizes for them and carrying out activities outdoors also motivated them.

Chapter V

Conclusions and Recommendations

Chapter five will show the conclusions the researcher reached after analyzing the information collected during the process as well as the progress the participants have shown after the researcher taught. Also the objectives will be reviewed to find out if they were achieved. The researcher will also make some recommendations, especially if this research continues in the future.

5.1 Purpose of the Conclusion

This concluding section summarizes and explain research outputs. The researcher restates the whole research and gives a final impression. Also makes the project scannable in order to facilitate for other readers to get an idea of what the research is about.

5.2 Conclusions

The researcher states a series of conclusions after analyzing the data collected as presented in the previous chapter. For this reason specific objectives mentioned in chapter one are reiterated to if the objectives have been met.

5.2.1 Identification of factors influencing a motivating, trustworthy environment for students

To list these goals the researcher looked into critical aspects influencing the creation of a motivating, trustworthy environment for students. For example, the researcher found that there were some points that instructors could consider when teaching such as effectiveness (involving memory), self-concept, learning styles, and anxiety.

Using an icebreaker activity to introduce herself and to know how students. The researcher started talking a little bit about her life to gain students confidence. Students were supposed to do the same thing and to include both the teacher and the researcher in the conversation. This helped the researcher to introduce the topic softly and to take out students' anxiety.

The teacher also found out that another factor influencing students' motivation and contributing to create a trustworthy environment in the classroom was the type of activity to practice the topics and the way to carry them out. The teacher examined reactions to two interactive activities such as Jeopardy and building a city; both activities were used to practice the same topic and provided good opportunities for the researcher to compare reactions. On both activities the students worked and helped each other.

The researcher compared the first class with the last one and the reasons why one interactive activity was more popular among students than another. The first thing the researcher noticed based on students' responses was that the first activity was a game in the tablet so they

did not need a lot of space to carry it out. When building a city space was a real concern. The researcher noticed that between the game and the hands-on activity the latter was more popular.

The reason for the preference was that students were building something from scratch, working as a team and sharing time together. On the other hand Jeopardy was more competitive. This showed that games were not as interactive as other type of activities as well as the importance of selecting the right activities and knowing the class to provide the right classroom environment to the class and meet students` expectations. Also, it is important to keep in mind that every task carried out during the class will help students throughout their learning process.

5.2.2 Use of interactive activities and classroom arrangement techniques to create a motivating and trustworthy environment

The researcher confirmed that in classroom arrangement is not the sitting what requires teachers' attention. For example, the classroom arrangement worked perfectly for the first activity because students did not need so much space to play Jeopardy; they just needed to sit in small groups, leaving space to walk in case of an emergency or for the teacher to walk around the class to answer questions. Teachers must make sure that the middle of the class is free of desks, backpacks, or any other objects. This also helped the teacher to assist all the students and make sure all of them were paying attention.

For the city-building activity the teacher did not take into account that they could feel more comfortable working outside the classroom. She thought that sitting them in groups with the desks together would be enough to carry out the activity without inconvenience. After reading the comments on the rubric, the researcher realized that that space distribution was not optimal and that although students were not upset or uncomfortable with the activity they could

have felt even better if they had had more space as they needed to cut, glue, work with paper, boxes and a number of materials.

5.2.3 Assessing the effect of interactive activities and arrangement techniques to create a motivating and trustworthy environment in the classroom

Motivation can be defined as the driver prompting students' desire to learn rather than having to learn. Therefore, it is a major factor in creating a stimulating environment. If students trust their teachers and feel comfortable in the classroom, the rest will go on smoothly.

The researcher noticed that since she introduced herself and shared with students they began to feel more relaxed. By the time they started introducing themselves they were talking and making jokes among themselves and included the researcher and the teacher too, which proved they were feeling fine with the researcher around.

When the researcher started the activities and explained the topic they were paying attention. They went to the researcher, not the teacher, with their questions, indicating they perceived the researcher was in charge.

Students' reaction to the activities in general was positive. Even students giving neutral responses favored interactive activities over customary ones, meaning that wise use of activities by teachers will bring about positive results.

5.3 Restatement of Research Question

What is the effect of using interactive activities and applying some strategies, techniques, and classroom arrangements to improve the confidence and motivation of seventh-graders at Liceo Experimental Bilingüe de la Trinidad during the third quarter of 2018?

From the research conducted about the effect of motivation and trust as well as the importance of classroom arrangement the researcher learned the importance of each of these factors, how they are related, and how they are essential in carrying out interactive activities correctly.

As mentioned above in this chapter, it is not just a matter of thinking about games and playing them in the class; there is so much more about it including selecting activities, making sure they are appropriate for the topic, ensuring adequate classroom space or finding a better location. Additional considerations include impact on students and whether or not students will like the activity, among other things.

This project allowed the researcher to demonstrate that type of activities, introduction of topic, and teacher behavior during the class will impact the entire mood of the class, with good or bad results for students.

This research is intended to contribute to improve the teaching of English as a foreign language by improving students' participation during the class. Most of the participants were interested in attending class, getting back on time from breaks, and showed excitement about the activities when explained by the teacher. Their confidence also grew as a result of the activities conducted and the techniques applied.

5.4 Recommendations

The final section of this chapter aims to provide a number of recommendations the researcher feels are important for further research. The first recommendation that the researcher feels important to mention before beginning fieldwork is to be aware of the school's activities. Even if teachers put all their effort into finding the correct interactive activity for the class, if the

school has another activity such as soccer games or other school activities bringing students out of the classroom, students will clearly be thinking about those activities and will choose them over the class, which incidentally is totally understandable. Knowing about out-of-class may help teachers organize their schedules better and make a better selection of activities, depending on the time available for each group.

Another important recommendation is to start working before the class, especially if the class needs some sort of arrangement. Some instructions should be written and all the students need must be provided. The researcher also recommends that it is important to be aware of any special condition preventing someone from participating in the activities to learn a topic.

It is also important to take into account that depending of the activity, in some cases teachers may need resources that usually depend on the school; however, if the school is not able to provide them they will need to find the way of getting what they require or ultimately change the strategy or the activity.

An important fact to take into consideration when teaching a foreign language to young students is their willingness to participate in activities involving games, songs, poems, or other actions usually performed in language classes. Researchers need to consider this because the younger the students the easier it is to involve them in class.

A final recommendation will be to let students know since the beginning of the class that practice will take place differently in order to catch their attention while the teacher explains the topic. Of course, it is not recommended to use interactive activities through the whole course. Students should be able to concentrate in the class and work on the routine classes as well.

Appendixes

This section includes the instruments the researcher used to collect the information for the analysis.

Appendix 1. Lesson Plans

Liceo Experimental Bilingüe La Trinidad

October 2018

Teacher: Marcela Ramirez A.

Seventh Grade

Listening / Speaking

Term: Second	Level: Seventh	Unit: Diagnostic	Week: Oct 22 nd – 26 th , 2018
<p>Domain: Socio-interpersonal</p>	<p>Scenario: Hanging out in my community</p>	<p>Topics:</p> <ol style="list-style-type: none"> 1. MyFunFavorites 2. Fun Places Around Town 3. Fun – Free and Otherwise 	

Enduring Understanding: Fun activities shared with others make life better.		
Essential Question: What makes our life enjoyable?		
Learn to Know	Learn to Do	Learn to Be and Live Together
Grammar & Sentence Frames <ul style="list-style-type: none"> ● Prepositions ● Possessive and personal pronouns ● Prepositions, common ● Prepositions of place ● Prepositions of time, including in/on/at ● There is/are <p><i>Fun Places Around Town</i> (Directions, time)</p> <p>Skate park, Playground, Shopping mall, Dog park, Arcade, Basketball court, Tennis court, Gymnasium/gym, Soccer field, Movie theater, Church, Theater, Swimming pool, Library,</p>	Functions <ul style="list-style-type: none"> ● Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc. ● Asking for and giving the spelling of familiar words ● Using numbers related to personal information ● Asking for and telling time and date 	Psycho-social <p>Demonstrating openness towards other interests and new experiences/ideas.</p> <ul style="list-style-type: none"> – Showing awareness of using positive communication skills and ethical practices when having fun. – Being aware of self-monitoring positive attitude when reacting in class.

<p>Restaurant, Diner, Walking trail, Riverbank, Ice cream parlor</p> <p><u>Where and When Is the Fun?</u> (prices, numbers)</p> <p>Could you tell me how to get to the ____?</p> <p>Where is the ____?</p> <p>What time is the ____?</p> <p>Go past...</p> <p>Go across...</p> <p>Take the next right turn</p> <p>Go right, not left.</p> <p>The bank is next to the...</p>	<p>Discourse Markers</p> <ul style="list-style-type: none"> - Hesitation (Let me see...) - Asking for clarification (Can you repeat please...?) 	<p>Socio-cultural</p> <ul style="list-style-type: none"> - Willingness to participate in leisure activities (hobbies, sports, reading habits). - Valuing social interaction in community building. - Showing respectful behavior when interacting and using humor.
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<p>U turn, across the street, in front of, inside, outside, beside, behind, between, over, under</p> <p>Phonology</p> <ul style="list-style-type: none"> - long /ow/ and short /ɔ/ - long/u/ and short /ʊ/ - interdental consonants /θ/ and /ð/ - post-alveolar consonants /ʃ/ and /ʒ/ 			
<p>Assessment Strategies & Evidences of Learning</p> <p>(Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Pedagogical Mediation/ Didactic Sequence</p>	<p>Time</p>
<p>Learner</p>	<p>Learner can</p>	<p>Pre-teaching</p>	<p>5 lessons</p>

<p>L.9. Interprets basic information from a variety of sources on topics related to fun favorites, fun places around town, locations and times</p>	<p>L.3. Understand simple information about places, if the speaker speaks slowly and clearly, possibly with accompanying gestures.</p>	<p>1. Teacher asks about places in their community, and plays a video related to community places.</p> <p>https://www.youtube.com/watch?v=JpmCWVrTP5o</p> <p>2. Teacher presents the prepositions that are usually used to locate places.</p> <p>Oral Comprehension</p> <p><u>Listening to Speak</u></p> <p>Planning / Pre-listening</p> <p>1. Students make a list of the places they have in their neighborhoods.</p> <p>Monitoring / Listening for the first time.</p> <p>Students engage in a set of listening exercises to get information about the location of places in a community.</p>	
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Pair/Group feedback

Students share answers with their partners

Listening for the second time

Students listen to get specific information about locations

Post listening:

Students use a self- assessment rubric to check how much they understood from the audio

Oral Production**Planning and Organizing**

1. Students help the teacher to build a community with some boxes on the classroom tables.

2. Teacher will put some things on a table, let the students see where the objects are and then the teacher will change the positions of the objects

Rehearsing

1. Students arrange the city and understand what every box in that community stands for.
2. Students pay attention to the position of the objects, determine where they are and explain their positions.

Producing

1. All the students sit around the tables where the community is and start asking each other where the places are located.
2. Students will notice the position of the objects and after that the teacher will change their position and students have to explain with prepositions where the objects are and where they were.

		Evaluating Students discuss about their performance and do some self-assessment.	
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Liceo Experimental Bilingüe La Trinidad

October 2018

Teacher: Marcela Ramirez A.

Seventh Grade

Listening / Speaking

Term: 2	Level:7th	Unit:	Week: Oct 22th –26th,2018
Domain: Socio-interpersonal and socio-transactional	Scenario: Hanging out in my community	Theme: <ul style="list-style-type: none"> 4. Prepositions of place 5. Where is my stuff? 6. 	
Enduring Understanding: Fun activities shared with others makes life better.			
Essential Question: What makes our life enjoyable?			

Learn to Know	Learn to Do	Learn to Be and Live Together
<p>Grammar & Sentence Frames</p> <p>Prepositions</p> <p>Possessive and personal pronouns</p> <p>Prepositions, common</p> <p>Prepositions of place</p> <p>Prepositions of time, including in/on/at</p> <p>There is/are</p> <p>Vocabulary</p> <p><u><i>Fun Places Around Town</i></u> (Directions, time)</p> <p>Skate park, Playground, Shopping mall, Dog park, Arcade, Basketball court, Tennis court, Gymnasium/gym, Soccer field, Movie theater, Church, Theater, Swimming pool, Library,</p>	<p>Function</p> <ul style="list-style-type: none"> ● Asking for and giving personal details such as name, age, address, names of relatives and friends, occupation, etc. ● Asking for and giving the spelling of familiar words ● Explain how an object is located. <p>Discourse Markers</p> <p>- Hesitation (Let me see...)</p> <p>Asking for clarification (Can you repeat please...?)</p>	<p>Psycho-social</p> <ul style="list-style-type: none"> – Demonstrating openness towards other interests and new experiences/ideas. – Showing awareness of using positive communication skills and ethical practices when having fun. – Being aware of self-monitoring positive attitude when reacting in class. <p>Socio-cultural</p> <ul style="list-style-type: none"> – Willingness to participate in leisure activities (hobbies, sports, reading habits). – Valuing the social interaction in community building.

<p>Restaurant, Diner, Walking trail, Riverbank, Ice cream parlor</p> <p><u>Where and When Is the Fun?</u> (prices, numbers)</p> <p>Could you tell me how to get to the ___?</p> <p>Where is the_____?</p> <p>Go past...</p> <p>Go across...</p> <p>Take the next right turn</p> <p>Go right, not left.</p> <p>The bank is next to the...</p>		<p>– Showing respectful behavior when interacting and using humor.</p>
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<p>U turn, Across the street, In front of, Inside, Outside, Beside, Behind, Between, Over, Under</p> <p>Phonology</p> <ul style="list-style-type: none"> - long /ow/ and short /ɔ/ - long/u/ and short /ʊ/ - interdental consonants /θ/ and /ð/ - post-alveolar consonants /ʃ/ and /ʒ / 			
<p>Assessment Strategies & Evidences of Learning</p> <p>(Diagnostic, formative, summative)</p>	<p>Goals</p>	<p>Pedagogical Mediation/ Didactic Sequence</p>	<p>Time</p>
<p>Learners recognize the means of transportation</p>	<p>Learner can identify the means of transportation</p>	<p>Pre-teaching</p>	<p>5 lessons</p>

<p>they need to arrive to certain places</p>	<p>they need to go to different places</p>	<p>1.The teacher shows pictures depicting different means of transportation</p> <p>Oral Comprehension</p> <p><u>Listening to Speak</u></p> <p>Monitoring / listening for the first time.</p> <p>Teacher provides flash cards to recognize every preposition by showing an image on the flashcard.</p> <p><i>Pair/Group feedback</i></p> <p>Students ask each other where the objects of the class are using prepositions.</p> <p>Listening for the second time</p> <p>Student`s play Jeopardy in groups to practice prepositions of place.</p>	
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		<p>Post listening:</p> <p>Students will be requested to ask questions from the game from group to group and they should be able to answer correctly.</p>	
Integrated Mini-Project			Time
Phase			
Reflective Teaching			
What worked well	What didn't work well	How to improve	
Enduring Understanding Reflection			




Appendix 2. Teacher`s Questionnaire







1. What do you think a teacher needs to do differently during the class to build trust with students?
2. What type of classroom arrangement would you use differently in your classroom?
3. What type of warm ups do you think are appropriate to start the class by creating a motivational environment for the rest of the lesson?
4. Do you think games help students to learn a topic better than repetition or memorization?
5. How would you manage the time during the class to avoid wasting it if you use games as a practice strategy in the classroom?







Appendix 3 Student`s Rubric:




Answer the following questions based on the experience you had during this four past months with the teacher.

Take into account that the happy face  means that you enjoy the situation,  the neutral face means that you did not notice any change and that you feel it was the same and the unhappy face  means that you did not like any of the experience.

<p>Did you feel that the teacher give you a chance to meet her and that she was open to help you during the class?</p>	<p> Comments:</p>	<p> Comments:</p>	<p> Comments:</p>
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<p>Did you enjoy the activities the teacher carried out during the class to practice the topic? If so, which was your favorite activity?</p>	<p> Comments:</p>	<p> Comments:</p>	<p> Comments:</p>
<p>Did you feel that using games to practice the topic is a good technique? Did the game made it easier for you to learn a topic?</p>	<p> Comments:</p>	<p> Comments:</p>	<p> Comments:</p>

Do you prefer normal practices, such as dialogues or worksheets to practice in class? Why?	 Comments:	 Comments:	 Comments:
What would you like to change in the classroom environment?	 Comments:	 Comments:	 Comments:

<p>Was the teacher approachable? Did she make you feel confident to ask questions during the class?</p>	<p> Comments:</p>	<p> Comments:</p>	<p> Comments:</p>

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