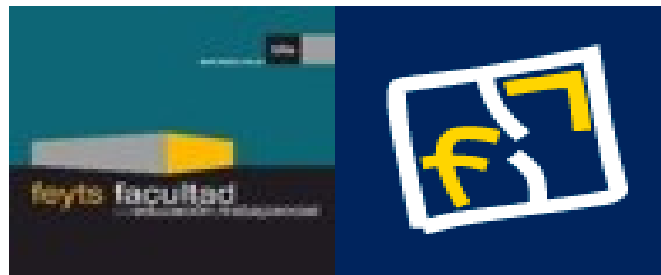# Methodology and techniques for oral skills development

MASTER'S FINAL PROJECT

Universidad de Valladolid

MASTER DE PROESFOR DE EDUCACION SECUNDARIA OBLIGATORIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS

TÍTULO: METHODOLOGY AND TECHNIQUES FOR ORAL SKILLS DEVELOPMENT

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1.- Introduction

The objective of this Master Final Project is to define the adoption of a teaching methodology for foreign language class which attends the reality of the students, trying to understand how the good habits and behaviors can ease the learning process to the development of oral skills.

For this purpose there will be an introductory part in which some concepts involved in the learning process will be analyzed. Once those concepts are analyzed the work proposes a datum collection sheet to be used in the classroom before the teaching, which can help the teacher to focus their teaching approach. The next part will deal with the methodological research which would lead to the understanding and the key factors of this Master Final Project.

And finally a didactic proposal will be elaborated basing on the previous theoretical research.

2.- Methodological considerations

The starting point of this Master Final Project commenced in Practicum phase, in which I had the chance to observe and analyze two different English classes.

In the first compulsory secondary education classroom, a great difference was found between the attentive students (with good English competences) and the distracted students, who didn't participate because of the low motivation provoked by their lack of skills in English language.

The classroom of 3rd year of compulsory secondary education belonged to the bilingual program, it was a group that have been taught by the same teacher from 1st year of compulsory secondary education. The results were very good even the most energetic students paid attention in class and also the students were able to speak adequately using the English language.

This dynamic was developed by all the students who were really attentively in every exercise and they had a high grade of motivation, which promoted a faster and significant learning because they were able to understand and use the knowledge they learnt in that class in a natural way and with easiness.

But how does this case engage with the methodology? To solve this question, it is compulsory to delve into the concepts that were marked: *attention*, *participation* and *motivation*.

2.1 Attention

Attention is one of the most important learning functions in which the student starts to construct knowledge, because it prepares the student for the learning process.

Attention has an important role for enabling long term memory, which helps the student to organize, systematize and finally produce an automated knowledge that can be recalled in the learning process.

This idea is explained by Schmidt (1995): "..there is no learning without attention. This claim is often related to models of memory; it is argued that unattended stimuli persist in immediate short-term memory for only a few seconds at best, and attention is the necessary and sufficient condition for long term memory storage to occur"

For that same reason Garcia Ros (2010) wrote about the activation of attention as the preinstrucional phase in the learning process, in which students are exposed to some contents and the activation of attention is made by the creation of contents that can be interesting, relevant or familiar to promote their participation.

2.2 Participation

Participation is the process in which students take an active part in the learning process through which they can solve problems. In the case of foreign language classroom, solve linguistic problems.

The importance of participation was expressed by Long (1985) in his "interaction hypothesis" by which the learning process is meaningful thanks to the communication. This idea was a change of mentality in language teaching, because it removed the idea of the teacher as the "intellectual guide", this also was expressed by Barr and Tagg (1995) by the creation of a new paradigm in which: "the students now were the protagonist of their learning process, a process in which they construct their knowledge".

These two concepts engage with the idea of motivation, without motivation, attention and participation could never happen.

2.3 Motivation

But what is motivation, and which types of motivation exist? To answer the first question there is a special need of recalling the etymological origin of motivation; motivation's etymology comes from Latin word "motivus" that means movement and "tion" is a suffix that implies an action so can be described as that force that drives someone to do something. In education it can be understood as the force that drives the students to participate actively in the class dynamics, but also that helps the student to embrace a more active view on their learning process.

Belen Navarrete (2009) divides motivation in four types:

-_Intrinsic motivation_: It is the motivation related to the task, or the subject. The teacher has to be aware how to teach one topic, which methodology and resources they can use, in order to make that subject or that lesson more attractive for the students.

There are topics that arise greater interest than others, and some despite being compulsory for the process of learning may not be interesting for the students, that reason promotes teacher innovation and creativity to promote the interest in that subject for developing the student's motivation

- _Extrinsic motivation_: It is the motivation related to the attainment of the external rewards for achieving some educational goals.

This type of motivation has been broadly used in the primary school where the other kinds of motivation take place. This type of motivation is promoted as a leading motivation type during primary school stage.

Students who have an external motivation may not feel attracted to the task or the subject but the reward is more motivating than the task itself. This kind of motivation is used notoriously in the suggestopedian method Lozanov (1978) and the rewards given can be material (a prize) or abstract (extra points) for assuring the happiness and the absence of tension. The second type of rewards is particularly interesting for the teacher due to the importance of linking participation and motivation.

2.3.1 Motivation through utility

Zolt´n Dörnyei (1998) refers to motivation through utility as "extrinsic utility value motivation"

 Some of the educative routines in foreign language teaching bore the students, but moreover they don't find the point of the activities. When the students find a use for their grammatical learning they find it more interesting and feel more motivated than a pointless activity in which they are repeating the same structures.

This will be developed deeper in the methodological research related to the communicative methodology and the use of real materials with useful content developed in enjoyable activities.

2.3.2 Motivation through the lesson topic

Although textbooks as well as activity books have a good and analyzed distribution of topics and linguistic content (vocabulary, tenses, etc) they have lots of limitations because most of that content is repeated every year with slight differences.

Teachers have to seek the motivation of the student in multiple ways and one of those ways is the lesson topic. If teachers manage to create a new topic on their own specially planned for them, they will appreciate the effort and work harder. But also that motivation can go further if the topic lesson introduced that serve as conductive thread of the didactic unit is relatively new for them, it merges the motivation for solving a challenging and new situation, which leads to a higher degree of involvement in their academic learning

2.3.3 Emotional motivation

- *Motivation related to social approval:* This type of motivation is linked to the emotions and feelings of the students. Most of them feel motivated for achieving good marks in order to feel respected by their classmates or teachers. That kind of motivation drives the students to work harder, to pay attention in class, to study or to do the daily exercises.

- *Motivation related to oneself:* In this type of motivation the impact of terms like "self concept" and "self esteem" is included.

Self concept is understood at two levels, the self perception of ourselves and the perceptions than other people get from us. However self concept is a broad term, it's compulsory then, to refer only to the academic self concept.

The academic self concept is part of the general self concept, and it is not an immutable term because it changes depending on many factors, age, gender, social class,etc, and it is merely a descriptive term. The self esteem, whereas it is an appreciatory term and deals about what the person think of himself or herself.

The impact of these two concepts in education is an important issue. On the one hand the self concept help the student to have a good knowledge of their strengths and weaknesses so he/she can direct their learning process in a way or another, and the task of the teachers is to promote the positive value of the self concept by constructing a good learning context.

The self esteem related to education, helps the students to focus at their task, think positively in their abilities in order to promote a better learning process. In this sense, one of the most important theories that deal about the self-esteem and self concept, is the affective filter theory.

2.4 Motivation and social-affective theoretical background

The "affective filter hypothesis" is one of the main theories proposed by Krashen (1982). It is one of the most important social-affective educative theories because it identifies some emotional matters that are present in the learning process.

Krashen took this term (affective filter) from Dulay and Burt(1974) who showed that the students who have a lower affective filter receive a bigger input and that input is acquired better by these students. Consequently it can be referred also as the social-affective barrier that can block the learning of knowledge, so in order to facilitate the learning process the teacher must lower the affective filter.

Krashen(1982) states three categories that influence in the lowering of the affective filter, which finally ends up in an improvement of the acquisition, but also can influence the learning process. They are:

Motivation: If the students are motivated, they are more likely to develop their skills in second language acquisition than the students who don't find motivation in the subject

Self confidence: Students who have a better personal image tend to acquire better the language, in part because of they feel confident enough to take risks, try alternatives and in most cases are a powerful force in classroom dynamics.

Anxiety: The fear to failure is a common feeling in the acquisition process because it avoids the implication of the student as well as the participation in class dynamics, but overall because a student that feels anxious to participate will not make any mistake but also will not learn from their errors.

An author that is connected with the Affective Filter hypothesis is Lozanov, who develops as key-terms concepts such as motivation, or relax.

The suggestopedian method has received many critiques by their lack of scientific evidences. However there are a few things that would be useful for the purpose of this paper.

The relaxing part of the suggestopedian method is interesting because it is closely related to the affective filter theory and the reducing of ~~the~~ anxiety. If some student is relaxed, they will avoid feeling anxious when they have to participate actively in a class task or activity.

But the strategies that suggestopedian trace to achieve relax are not entirely satisfactory for this purpose, the music or the relaxing activities are a source of relax but an excessive relax can drive to failure in the learning process.

The idea of motivation is interesting for the purpose of this paper, because it's a cross-curricular topic within the whole paper. In the didactic proposal there will be a reference to this method.

3.- Data collection:

The selected paradigm for this study is the interpretative paradigm because it analyzes a particular phenomenon happened to particular students in a particular context –a phenomenon that is unique and cannot be mechanically extrapolated to other contexts.

Because the object of study is the student and the teaching relationship between them with the teacher , as researchers we must think about how the data must be collected.

The unanswered questions lay on matters like motivation and learning styles, for this purpose a questionnaire that takes in account these topics has been designed. It consists of open questions to be answered freely, it was not anonymous because it was meant to be a personal document, which was called student ID, in order to ease the teacher's previous analysis of the students and elaboration the teaching method.

Because of the embracement of the interpretative paradigm, there are qualitative answers, which do not seek to know the amount of students with x or y motivation neither x or y learning style. It is made to make a general and wide idea of the students that the teacher has in the class, and the teacher can change, adapt or add new things to the didactic unit.

The datum collection categories would be motivation and learning styles, in motivation we can find (the intrinsic-extrinsic and the "emotional motivation")

Questions related to the intrisic motivation

- ¿Qué es lo que más te gusta de la clase de inglés? ¿Y lo que menos? ¿ Por qué?

If data like the preferences or the things they enjoy most are answered, we can guess the degree of motivation that this student would feel in a particular context.

Extrinsic utility value motivation

- En tu opinión, ¿para qué sirve conocer un idioma?

- ¿Has viajado a algún país donde se hable inglés? ¿Hablaste mucho? ¿Qué tal fue?

- ¿Qué es lo que más te gusta hacer cuando estás solo y tienes tiempo libre?

Questions about the strengths and weaknesses and learning styles

- ¿En qué crees que eres bueno/a en inglés? ¿Y peor?

- ¿En qué crees que destacas o eres bueno/a?

-¿Cuándo tienes que estudiar, que haces para memorizar? (Subrayar, hacer resúmenes y/o esquemas, leer en alto los apuntes, pasar los apuntes a limpio. P.D Pueden ser varios)

4. Methodological research

In the questionnaire there are some questions that deal with topics like motivation, learning styles, etc, and others related to the type of methodology that is developed in the English class.

When analyzing the results, some unsolved questions may arise, they need to be defined in order to make a correct and adequate didactic proposal.

The first point links the motivation concept seen in the 2nd part of this Master Final Project with the learning styles, remarking the relationship bounds that connect those terms.

4.1 Motivation-Dispositions and the Learning styles relationship

Learning styles has been a prolific debate topic for educational researchers, which have analyzed how these learning styles influence the teaching and learning process. The learning styles have been expressed in many different ways as disposition, preferences, tendencies or abilities

The idea that will be taken for this paper will be the idea of disposition (Pask, 1988) understood as that force that leads someone to do or not do something. This idea is closely related to the idea of motivation, which is one of the main ideas explained in this project. It is an obvious matter that the students that feel attracted to some activities, subjects or topics will perform it better or will behave more attentively in class what will ease their learning process.

As Pat Burke and Stephen Granger state (1998) there exist some supposals about the learning styles, which are:

-The ownership of our own style

-The neutrality of the styles

-The stability of styles

-The relativity of styles

-The styles don't mean competence

-The observation of our own style ease the observation of others.

This work will take the relativity of styles, the ownership of a unique style, the fact that the styles don't mean competence and the observation of oneself to understand the other's styles.

- Unique style: The students have their own learning style which defines their learning process in a different way from others.

- Neutrality and relativity of styles**:** Every student is different, because the combination of their abilities, preferences, and experiences. These experiences influence how the students face their learning process and where they find more difficulties.

Is this sum of experiences, abilities or preferences what is tested in some situations, where they have to face different activities and they have to discover how to solve them.

Due to the nature of this work, it is understood that most of the students will face new and challenging situations and activities which they will have to solve in order to fulfill them successfully.

But apart from supposals there are also <u>principles of the learning styles</u> (Sternberg, 1997), which help us to know how the learning styles work to ease the understanding of these styles and to ease, also, the inclusion of them in a didactic proposal. The principles that will be analyzed deeper in this paper are, the socialization of styles, the measure of styles, the variability of styles depending on the situations and the tasks, the styles can be taught and the existence of different profiles or patrons of styles

- Different patrons or profiles of styles: As it has been explained in the supposals of learning styles, every student is different and has different situations that place him/her in a different learning process from other student.

- Variability of styles according the tasks and situations**:** This links to the relativity of the styles, these different patrons or profiles of styles can be used in different contexts, that produce that depending on the moment the learner use one strategy or another adapting their own style to the requirements of the task.

- Socialization of styles**:** This idea related to the learning process explains why students learn from each other, identifying their learning styles and also the learning techniques and try to adapt them to their own style.

- Teaching of learning styles: The students are used to do their tasks in one way, or few of them, depending on their context. But if the teacher achieves to introduce a new method in the class dynamics the students will have to evolve and improve, adapting their styles to the situation.

- This process helps the student to be open minded as regards their styles of learning, and how they learn or they can learn.

- Measurability of styles: As we make the students conscious how they learn the researcher or the teachers can analyze the different realities that have in their classrooms.

If the students are aware of this they can answer some questions referring to their learning styles, which can/might help the teacher in his job.

4.2 Cognitive styles (field dependent theory)

One of the biggest cognitive theories is the field dependent and independent theory (Witkin, H. A., P. K. Oltman, E. R. y S. A. Karp (1977)This theory explained that there exist two types of people, the field dependent, who perceive something globally and the field independent, who perceive the different parts of a whole.

These cognitive styles not only influence how we perceive or analyze the different phenomena that can take place in our lives, and more specifically in the academic context, but also determine our personality, our psychic and cognitive processes, etc. Lozano (2005) classifies the habits or tendencies (referred to the learning styles) of the field dependent and independent theory, based on criteria such as how they memorize the social information, the necessity of instructions, the preference of team work among others

The field dependent students present these features:

- Memorize the social information better: In this sense, the field dependent style corresponds to students who learn better in social environment.

- Needs instruction for developing a task: The students need to be guided in any way, to successfully develop an activity. Here the teacher has to be especially careful because needing help is not a clear case of field dependent students, it is also influenced by the degree of skill development the students themselves have and the confidence they have in their skills.

- The preference of team work: The field dependent students are more likely to enjoy working with partners than the field independent because these ones prefer to work on their own.

But because the main goal of this paper is not only to remark the theoretical aspects that influence speaking production, but also to elaborate a didactic proposal, the role of the teacher is also relevant. In this sense Lozano(2005) classifies the different features of field dependent and field independent teachers in aspects as classroom climate, promotion of participation, supervision of the learning process of the students, the target of their approach and the reaction to the mistakes and errors.

The field dependent teachers present these features :

- Classroom climate and reaction to mistakes and errors: The field dependent teachers are more likely to create a nice classroom climate, in order to ease the learning process. This strategy also links with the affective filter theory explained before. A good way to lower the affective filter is understanding the learning process as a difficult process in which students can make mistakes, and trying to correct the mistakes in a constructive way, so the students can feel less anxious when facing the participation in one challenging task in which they are supposed to fail.

- Promotion of participation and target of the learning process: The field dependent teachers tend to develop a teaching methodology based on the figure of the student. As it was seen previously the importance of participation in second language learning is one of the most important features that ease the learning process. So for this purpose, the teachers tend to create class situations where the students can communicate with each other.

As it can be observed the features of the field dependent students and teachers are closely related to a communicative and cooperative approach where the students can use

the language not as a goal, but as a process and also as a channel to achieve some linguistic goals.

The skills in foreign language can be classified into two different groups, the receptive and the productive ones, the receptive are the listening and reading skills while the productive are the writing and speaking.

The use of a communicative approach (which will be deeply analyzed further) focuses on the developing of the productive skills as writing or speaking. However the intention of this paper is to analyze which factors can influence to the use of techniques and methodologies that promote the oral skill.

Taking this into account, a question merges, how can we produce a complete development of the different second language skills by focusing only in one? And moreover, does the speaking and listening stimuli (framed in a communicative approach) influence every student in the same way?

4.3 Learning styles and stimuli perception (VARK)

The answer for both questions lays on the **VARK questionnaire** based on Fleming and Mills's (1992) proposal.

The VARK inventory showed that there is not only one preference of learning styles but there are four types of learning styles depending on the nature of the information.

The V of VARK refers to the Visual preferences, these type of preferences are given in the students who tend to learn better by using conceptual maps, observing videos, slides, photographs etc.

These students receive the visual stimuli better and can understand and acquire the information given in that format more easily than other students.

The A of VARK refers to the auditory preferences, these types of preferences are given in the students who tend to learn better in two ways, by listening to information given in soundtracks, dialogues, music etc, but also by speaking. These students acquire in a better way the information when it is given in a spoken format, when some debates or discussions take place or when they share their ideas with other partners.

The R of VARK refers to the Read but also Written information in classroom, the students that have this learning style are good in writing and reading activities and they can acquire the information in these formats better than others.

The K of VARK refers to the Kinesthetic style. This style is owned by those students that enjoy working in group dynamics, but also they like to participate in role-play situations and performances where they can take an active role.

As it has been said previously, style and abilities are not synonymous, one can lead to the other, by a logical way, if someone uses the same learning style every time although they are not remarkably good, eventually they will manage to control it better and ease their learning processes.

This learning styles engage with the different skills that are promoted in foreign language, reading, writing, listening and speaking, but even the purpose of the investigation is to make a didactic proposal that can develop the oral skill, it is important to settle a whole and complete learning taking into account the different skills that exist in foreign language learning.

4.4 Teaching styles and methodology

As it was said before there exist teaching styles which are important to be aware of. These styles as the learning styles are not absolute styles, the teachers do not belong exclusively to one group, but can have features of the rest of the teaching style types.

Lozano (2005) divides the *teaching styles* in four groups:

Group 1: Teaching based on the figure of the teacher, conferences, etc

Group 2: Teaching based on role plays, work in groups, tutoring and guide or demonstration of strategies to think or to do things

Group 3: Guided lectures, learning based in problems, laboratory projects, etc

Group 4: Independent investigations, riddle solving and group work and group discussions

4.5- Development of the learning styles through oral skills focused methodology

Taking into account the methodology that will be used and the target students, the chosen teaching style will be a mixture of group 2 and group 4 trying to embrace both communicative approach and cooperative learning.

The inspiration for the big part of this bibliographical research has been Stephen Krashen, who defends the natural approach as the best teaching methodology.

4.6 Natural Approach

Natural approach is based on part of the Chomsky's ideas about innate language, because it confronts the ideas of acquisition vs. learning

The acquisition is the unconscious process that takes place when the kids start to communicate. Krashen(1982) remarks the importance of fluency, as the main speaking type activity against the correction.

The fluency is given naturally within an spontaneous context while accuracy implies a certain degree of language expertise that is asked to the students basing on some grammatical contents. This idea is interesting because Krashen argues that the fluency activities allow the acquisition process while the accuracy allows the learning process.

The acquisition is then, an unconscious process which is given in the middle of the language development in a natural context, while the learning is a planned process by the educational authority and assumed by the students which have a determined context and a determined goal within a global learning process.

The idea of acquisition was revolutionary, but one of the most evident critiques to Krashen is that the human mental evolution led us to another level of psychological evolution, the way we perceive the reality, the way we can express ourselves.

If we refer to acquisition there are also some needs at the grammar level, because Krashen gives little importance to the grammatical aspect of language, because we learn to speak without rules, but that's not entirely correct.

Although we are able to speak without knowing the grammar rules, when we grow up and we learn the grammatical rules, we learn to speak properly, which is also very important.

Taking the academic context into account, there is a clear need for the teaching of grammar content, but the way of focusing it is one of the aspects that configures the methodology.

4.7 Communicative Language Teaching

In this sense communicative methodology fits perfectly in class dynamics because despite the clear evolution of the language teaching methodologies, there are some linguistic needs that are not covered in the language educative system.

Communicative methodology develops the communicative or productive competences as writing and, overall, speaking. But what Communicative language teaching (CLT) is?

Richards refers to the teaching of a communicative competence. As it has seen further in his book, this concept has a theoretical origin in foreign language methodology.

The foreign language teaching methodologies have changed and evolved during many years in which the contradictions between the theoretical part and the material reality have been revealed.

The concept that were present among the 1960s was the "Grammatical competence" understood as the basis of language learning, being able to develop the grammatical competence and consequently the grammatical uses of foreign language the learning process would be successful.

But Richards(2006) made a light critique " They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling"

Those beliefs were indeed beliefs because it left out all the content related to how people communicate (ideas that would be expressed by the socio-linguists in the 1970s) and had a mechanical idea of the learning process as a unique and common process shared by every learner.

These mechanic views on the learning process were shown up by some of the features of this educative school of thought.

The main features of this traditional approach were:

- The deductive grammar approach

This approach is rooted in the idea of the traditional foreign language methodology. It is the grammar approach given in textbooks and is the easiest way of teaching grammar from theory to practice.

Moreover this approach is indeed counter-natural because it have been revealed that the language learning process is given first by understanding some rules and then applying that rules.

Opposed to this idea is the inductive grammar approach, in which students can learn but overall understand the grammar rules by given examples in which they can infer the rules.

- Four competences

The idea of developing both the productive competences(speaking and writing) and the receptive competences(listening and reading) is a correct idea of understanding the whole process of language learning.

But the problem is identified by Richards (2006) " The four skills were introduced, usually in the sequence of speaking, listening, reading and writing" .Here it is seen the mechanical view that was commented in the introduction of this traditional approach previously. Later have been revealed that students do not learn in the same ways and they react differently to the different stimulus that can be given in foreign language class that motivates the development of a class methodology with a fixed input and output order. This can be counterproductive because every person reacts in a different way depending to the stimulus.

-Techniques: Techniques in these traditional language teaching methodologies (which have as best examples the Situational Language Teaching and the Audio-lingual method) are settled around the idea of the repetition activities where the speaking activities were mostly guided towards the acquirement- of a specific grammatical content.

In the 1970's there were developed other educative schools of thought and consequently new terms appeared. The concept of communicative competence was much deeper

because it lead to the realization that the grammatical competence didn't count of factors like the context, the individuals in a interaction, etc.

Referring to the communicative competence, Richards(2006) stated: "This was a broader concept that of grammatical competence, and as we saw in Chapter 1, included knowing what to say and how to say it appropriately based on the situation, the participants and their roles and intentions"

This approach led to the early conception of the importance of language pragmatic. This paradigm change produced a great effect on the educative teaching methods. Those changes are summed up by Richards (2006) in these features:

- -Purpose: The idea of purpose as a core part of the pragmatic element of language learning is introduced in the new communicative competence methodologies. This idea will link with the rest of features but mainly with the setting, the role or the communicative events

- Setting: The setting is another core element of the language learning, understanding a defined context can produce a more accurate learning in terms of purpose

- Communicative events: In this approach is understood the different situations where can be given communication and how people handle that situations for an effective use of language.

- Role: In every situation, in every communication event there are some interlocutors with specific roles, understanding the roles can help the learners how to address to someone in a determined context

- -Functions and notions: Notions refer to what the learner would need to learn and the functions what he/she can do by the use of the linguistic content learned.

- The grammatical and lexical content that will be needed: These features that are attended in the communicative competence teaching have a great importance on the language teaching in compulsory secondary education because the learning planning needs some grammatical and lexical curricular contents that have to be taught in order to be used appropriately by the students.

Richards (2006) classifies the <u>principles of nowadays communicative language</u> teaching methodology:

-Real communication, use of different skills and tolerance towards the errors: The textbooks usually offer a didactic proposal where the communicative content is limited and where it is given doesn't offer a good and effective proposal for real communication

Richards(2006) talks about this when referring "The push for authenticity", which deal about the debate of using everyday content, it is a better exposure to real language and overall is better for learner's needs.

But when he writes about Widdowson(1987) he introduces the argument defended by him which explained that the authenticity is not as important as it is believed. For this reason created materials can be superior and equally motivating for learners.

Communicative methodology also seeks the use of different skills because in real languages they are not divided in isolated competences or skills but they are developed simultaneously although at different rhythms. And because in real use of language, in spontaneous context there are committed some errors ,the best strategy to promote the fluency activities is to avoid being intolerant towards student's errors which can provoke a decrease of the motivation on speaking activities.

-Let students induce or discover grammar rules.

The communicative methodology tries to fix a problem that is through practice understanding what is the reason for using one tense or other, or some expressions or others. And this is not made by learning by heart the theory and then taking that theoretical knowledge to the field of practical language, but inferring to later understand the grammar rules and how is constructed language.

- Provide opportunities for learners to experiment and develop both accuracy and fluency

There are two types of activities that can be created for communicative purposes for a foreign language class.

Fluency activities which are remarked by Richards(2006)

- Reflect natural use of language and the language may not be predictable

In the fluency activities is given the natural production of language in a natural context and consequently because the natural use of language is spontaneous cannot be fully planned and there can happen linguistic situations that cannot be predicted.

- Focusing on achieving communication

Most of the formal education as the school and high school ones, the speaking focus is aimed through the acquirement of some grammatical content not to the real use.

On the contrary, in this activities the main goal is to achieve communication where the language content is not aimed as a goal but as a process that can facilitates the communicative exchange.

- Require the use of communication strategies

Those strategies can be divided, in metacognitive, cognitive and social-affective. Teachers try to use those strategies as tools this communicative methodology, remarking the importance of non-verbal language.

- Require meaningful communication

Meaningful communication refers to the idea of taking real and useful language learning that can be used in everyday contexts. This concept is related with the different kinds of practice that can be given in an English class lesson, explained by Richards(2006): The concept of mechanical practice where spoken language is controlled and the task is done even if the interlocutors don't understand the language they are using.

And finally the communicative practice is referred to activities where is given a real communication situation and the language can't be predicted. To have a good control degree over this activities is compulsory the previous development of the competences.

Opposed to fluency activities are accuracy activities, whose features are marked by Richards (2006) , features like:

- Reflect classroom use of language and the control choice of language

- Practice language out of context

- Practice small samples of language

- Do not require meaningful communication

4.8 How can students work together?- Cooperative Learning

In the previous sections of this theoretical explanation, the importance of group work both in the learning styles and in the teaching style has been remarked. It has been explained how field dependent students work better in groups or how communicative approach can be used for group work, as well as the group 2 and group 4 teaching styles involve group work.

For promoting accurateness in this paper, it is compulsory to explain what a group is. Lobato (1998) defines a group as " *un conjunto de individuos que comparten un fin común y que se caracteriza por una relación de interdependencia entre sus miembros"*

The concept of interdependence will be a key term in cooperative learning because it implies a nexus with the other students. Lozano also establishes the different types of groups:

The primary group is a closed and small group between 3-15 members within which relations of interaction are given, and the secondary group is a bigger group where indirect relations are given. The chosen group that will be the core of the cooperative work will be the first group. But the groups have some features that have to be attended to understand how can be used in a classroom dynamic.

Lozano(1998) explains a group work, where we can identify these features:

- In a group work the students work in a small group: For promoting the participation of every member of the group by providing them a clear and defined task.

- In a group work there is a dependence between its members: This is explained by the necessity of the work done by their partners to advance in their own work in the group

- In a group there is a change of mind in student involvement: The students that are in a group work have to assume a new role in their education process, they change their status from educational subject to agents, they interact with their students and within

some instructions and goals have the "power" to work on their own that implies participation and motivation. But although this methodology can be useful for didactical purposes, there are moments in which inserting group work dynamics in a classroom can lead to a disaster, because students have to learn to work in groups.

This is done by doing the group work effective, the markers that Lobato(1998) mark as influencial are:

- Existence of a purpose/objective: If a group work does not seek a purpose the task is meaningless and does not produce any educational benefit

- Dynamic coherence and causality: If these features are activated there are created conditions that ease the learning like the communication, socialization or interdependence.

- Individuals and group as active subjects and co-responsible: If a group is the sum of all the members is directed to the fulfill of one task and the group works, the students have become active subjects of their own learning process.

Following this guiding thread Lobato (1998) divides the objectives of the group work into two different types: Intellectual and social

The intellectual objectives are conceptual learning, creative resolution of problems, intellectual abilities of superior level and oral expression. The objectives that better fits in our paper are the creative resolution of problems and the oral expression:

- Creative resolution of problems: One of the most evident deficiencies in the nowadays educative system is the lack of creativity that the children have to develop, moreover in foreign language class where the students have to do some kind of "traditional" exercises that are focused in writing and in grammar learning.

The students do not learn from what they actually know, or by doing every time the same techniques. They have to open their mind and make some different tasks that force them to think different and in that sense when non-defined problems are settled in , the group can work better because the different views, opinions or thoughts of the sum of all the individuals within a group can be the key to the successful completion of the task.

- Oral expression: The benefit of a group work can lay on the same process and not only in the product of that group work.

In the social objectives Lobato (1998) remarks two objectives:

-Interpersonal relationships

The social relationships are promoted positively by the group work based on the common goals and the dialogue between its members.

-The preparation to role performing

Letting the students to take their own decisions within a group promotes the process of risk taking and teaches them to work within a group, as a collective and not as individuals

In a communicative approach as the one we have explained, the group work tasks are beneficial for the academic purposes because they make the communicative process a need to solve the task. When they are facing a challenging task like that one, the motivation emerges and the students work together even helping them to promote the bounds of solidarity and partnership within a group.

We have seen the importance of the group work but the theory that compiles all these concepts that were previously explained is Cooperative Learning.

As Lobato(1998) states:

"En términos genéricos se define el Aprendizaje Cooperativo como un movimiento basado, por un lado, en un conjunto de principios teóricos y una modalidad de organización de los grupos, según los cuales los/as estudiantes deben trabajar para conseguir resultados más significativos para todos/as. Y por otro, en estudios e investigaciones experimentales que, confrontando los resultados obtenidos aplicando las tres modalidades didácticas- cooperativa, competitiva e individual-, se proponen lograr un aumento motivacional, un mejoramiento del clima del aula y un desarrollo de las habilidades sociales.

As it can be read this quote sums up, most of the key terms of this paper, as the motivation, the class climate and the development of the social skills.

-Motivation: In this paper the importance of the motivation as one of the decisive factors that influence the learning process has been explained. The students that work within a cooperative work approach, feel highly motivated because it breaks with the idea of the class as individual dynamics in which they are supposed to do and correct some exercises, but they are working with their partners in a different kind of task.

-Improvement of the class climate: By working within a cooperative learning framework the students are supposed to work together to achieve some specific goals so they have to solve their personal problems (if there was anyone) to focus on the task or even the belonging to one group creates a belonging feeling in the students who try to give their best to be the best group and create a healthy competitive feeling.

There exist two approaches to the cooperative learning, the social and the cognitive.

Social approach: One of the main points of this approach is the existence of rewards or group goals.

As it was explained in the theoretical frame of this paper, the motivation is a decisive part of the learning process. One type of motivation is the extrinsic one which implies the achieving of external rewards.

In a cooperative learning the rewards can be material, like the mark they got from their job, or abstract, like the satisfaction feeling when they have fulfilled their group goal or the fact of learning. This motivation leads the students to have a good behavior within the group dynamics, which is important to compensate some needs of the group like the lack of motivation or the lack of skills in foreign language by helping each other.

Cognitive approach: The importance of cooperative learning does not only lie in the social involvement of the group, but also in the formation of knowledge in the cognitive sphere.

The traditional teaching style which confronts the student and the teacher in a cognitive sphere has some serious deficiencies because the teacher has traditionally adopted the role of authority, not only moral but linguistic, academic authority. The teacher is supposed to have more knowledge than the student, that is why the students do not discuss with their teachers, they only ask questions in order to know the answer.

But if we move to the peer relationship (relationship between students) they recognize each other as their pairs, in equal conditions, that relationship produces cognitive conflicts, they confront their knowledge by discussing and by explaining their thoughts.

If these cognitive conflicts are settled in a methodology that does not promote the cooperative learning, there happens that the confrontation is a battle for showing who knows most or who is right, but if they work together in a cooperative procedure they see each other as pairs and partners, and that confrontation turns into a further discussion.

The idea of how the knowledge is built by that relation is explained by Vigotsky(1979). Vigotsky analyzed the linguistic behavior of the children. In this case a kid was tested to take a candy with the help of a stool and a stick as possible tools. As she was thinking, she was talking with the investigator about which candy she had to take, how could she do it, etc.

As *Vigotsky* (1979) got two conclusions:

- For the child talking is as important as acting to solve a goal

- The more difficult the task is, the more important the role of language.

If we think how this can be adapted to educative goals, it is important to turn back into the cooperative work. In cooperative work, where students have to perform task based actions, the need of a communicative method is important to solve the problems.

There are obviously some problems, as the degree of skill of the students who sometimes do not know how to express something in foreign language, but as Vigotsky states, and moreover in challenging situations, in social interaction the language is the process and the product, because through discussions and testing their skills they can reach the solution of a problem while they improve their oral skills

The amount of benefits the cooperative work causes are observable, but how must the group dynamics be structured to be useful?

Lobato(1997) states four different conditions.

- Structure the objectives so it can only be solved by collaboration and cooperation between the members of a group.

- Sharing materials and resources

- Establish an interdependent distribution of roles

- Articulate interdependence in the reward or final evaluation.

If all these conditions are settled up the learning process will be more meaningful and the students would feel better, so it would promote a good classroom climate.

However the teacher has a decisive role in the evolution and development of cooperative learning.

Lobato(1997) remarks different roles as:

- Being a facilitator of the cooperative learning process by:

- Preparing carefully the materials

- Take care of the composition of the groups

- Helping to set out problems, tasks and giving the most adequate tools and instruments

- Verify that each member know the objectives of the task.

- Helping to solve problematic situations in groups.

- The observation of groups

- Systematically focusing their attention on certain aspects or external conducts

- Give feedback to every group

- Establishing channels of communication which can reduce the misunderstandings.

But although cooperative learning has some notorious benefits there are some disadvantages, marked by Lobato (1998) that must be attended in the previous work of this topics by the teacher, some of this disadvantages are.:

- Different work and academic level rhythm

- Learning and individualist noticeable behavior

-Difficulties to find parameter and modalities of evaluation

These three problems that can be found in cooperative learning take place in the core of the method but making a good preparation and planning of the class, the class organization or a reflexive thought of how they could evaluate their students, could solve this problem in advance.

5.-Didactic Proposal

After observing the strengths and weaknesses, and the types of activities that the students prefer and feels more motivated by, and taking the basis of the methodological research, a didactic proposal has been designed to illustrate how oral skills can be improved through attention to learning styles and the use of cooperative work .

First of all is important to frame the class methodology, in this sense, the class methodology would be changed into a communicative methodology. For the purpose of this work that is the promotion and development of the oral skills, the communicative methodology is the best choice because it encourages the communicative use of language through a series of different dynamics.

Although it has been remarked that the communicative methodology does not exclusively deal with the oral skills because the written skill is also a way of communication, the focus will be on planning some activities that will encourage the use of the spoken English as a channel but also as a goal.

Anyways it may arise some difficulties in the process, because the didactic proposal is made for students of the first year of compulsory secondary education, it is understood that the development of the oral skills is relatively low, but counting on that, the embracement of a methodology that challenge the student's limits will motivate them to work harder.

 It is difficult also to produce a complete and integrated didactic unit in which the oral competence is the dominant without isolating the other competences, which has to be treated for achieving the complete development of the students.

But to achieve this, a working method that can ease this process has to be planned. Communication is a process that can end fruitfully or fruitlessly depending on several factors as the skill level, the awareness of the social rules, the dominance of the non verbal language, but it has a decisive and compulsory element in communication, the existence of interlocutors.

Consequently the class dynamics would be changed into a different one in which the individual routine would be changed into a cooperative routine basing on cooperative learning principles.

The cooperative learning principles, which have been broadly explained in the bibliographical research part, have to be adapted to the teaching methodology. The cooperative learning in a communicative methodology has to function as a tool for the oral interaction between the members and for that purpose the activities have to be planned for the students to achieve a satisfactory communicative learning.

In this cooperative learning the roles within a group or a couple should also be explained in order to promote the □eveloping of every member of their own role understood in a group dynamic to avoid situations where the main work is done by few members but not the whole group

The cooperative learning process helps to lower the affective filter which affects mainly the confidence, the anxiety and the motivation. The teaching duty is to assure the participation of all the members of the group remarking the importance of every member so even the most insecure students can find their place in the classroom dynamics.

Anxiety is a key factor in a foreign language class dynamics, where the students do not participate to avoid committing mistakes in front of the students. Related to the confidence if these students who often do not participate in class begin to work in the confidence of a small group where their exposure is reduced, there will also increase their self confidence and eventually they will start to participate in class.

But the key factor that leads this process is motivation, if the students are not motivated enough there are few chances of success, the students have to be aware of their learning process and they have to increase their involvement. Because of this reasons cooperative learning seems the best working method for achieving these purposes.

With cooperative learning there comes the importance of the class climate. In order to ease the development of good academic relationships within the class groups, the class division will be changed, moving and forming new groups.

These groups will be based on both tangible elements, as the previous marks and the Student ID that was completed by the students. Trying to combine the students who have complementary learning styles but also the students with the best marks and with the worst marks with other students.

Although this decision can provoke the idea of some prejudices towards the students, it is intended to develop powerful forces of synergy between the students, trying to combine in the couple work some students with language needs and some students that can help them in order to fulfill the task.

Going back to motivation, it will be developed at different levels.

Instrinsic motivation: That is the motivation related to the interest a task can arise, in this sense creating dynamic and interesting activities can motivate them to work together and achieve their goals.

Intrinsic motivation related to topic and the tasks: This will be made by changing the topic of the didactic unit for a didactic unit in which the mystery will be the conductive thread of the topic. Because it offers more possibilities for communicative tasks than other repetitive topics that are studied every year.

Intrinsic motivation related to a challenging situation

Extrinsic motivation**:** The extrinsic motivation will be developed in two ways:

Extrinsic motivation related to external rewards: In this case and taking the suggestopedian idea of motivation there will be produced an evaluation in which the students have to pass the subject through the achievement of some points to a maximum of 16 points, to promote their effort and daily work, and even the healthy competitive feeling that can arise in a harder effort in English.

Extrinsic motivation related to utility: After analyzing most of the results of the Student ID the idea of the utility as a source of motivation, will be developed. In these activities would be included examples of grammar inference and grammar goal achievement but also the purpose of making every task and activity suitable for the development of oral skills and communicative use of language.

And a final feature of the didactic proposal that must be attended will be the learning styles.

First is important to remember that the cognitive learning style that will be applied in this proposal will be the field dependent one in order to promote the application of a methodology that gives a special importance to the cooperative learning, in which

students can work with each other and construct through the comparison and union of their strengths the best possible learning.

And second the learning styles referred to the stimuli that are perceived by the students will be another key factor of the didactic proposal.

Those learning styles related to the reception and development of those stimuli would base on VARK theory, trying to provide a whole and complete didactic proposal that can reach every student.

The didactic proposal, in order to include all these aspects and to explain the importance of oral skills, will deal with the speaking activities firstly introducing the pure speaking activities to advance with the activities which would not be typically addressed to the oral production but it would be in this case.

And the final feature to be aware of, is the type of speaking practice (accuracy vs fluency) and also the explanation of how those activities are meaningful activities.

The following table is the didactic unit general table where the contents, the evaluation criteria and the learning standards focused towards oral production are included.

5.1. General table

	Content	Evaluation Criteria Students should be able to…	Learning Standards Students will…
Stage, level and course 1st year of Compulsory Secondary Education	Narration of usual and unusual past events.	Participate effectively, despite making mistakes, in role-playing oral activities such as general simulations, role playing, of certain length, having the opportunity to prepare their performances.	4) Take part adequately, even though asking for repetitions or clarifications, […] showing their points of view, justifying their opinions coherently to some extent […]
	Rely on and make the most of previous knowledge (using "pre-manufactured" language, etc.)	Demonstrate fluency enough to keep communication going and reach the communicative aim of the message, despite pausing or hesitating when expressing some complex ideas, by using prosodic strategies, body language or attention drawing techniques, and overcoming fear of speaking in public.	3. Take part effectively in face to face informal conversations […], in which the student will describe facts and experiences with detail; will tell stories and/or plots from short fictional stories''
Time 6 sessions (50 minutes each)	Distinction of types of understanding (general meaning, essential information, main issues, relevant details, implications from a written or oral text	Identify main ideas, relevant information, the guiding theme, and general implications in text to some extend long and well-organised, and with slightly complex linguistic structures, in a neutral tone, uttered at normal speed, whether spoken or sung, whether accompanied by visual aids or not.	7. Be able to follow the plot of fictional stories and short novels clearly structured, with easy and straightforward style, in a standard variety of the language, and will be able to understand the characters' features and relations, when described clearly and in detail to promote the oral interaction for communicative purposes

Objectives of the stage	**Activities**
b) To develop and consolidate discipline, study, individual and team work habits as a necessary condition to carry out effectively the assignments of the learning process and as a medium for personal development. *g) To develop the entrepreneurial spirit and confidence selfconfidence, participation, critical sense, personal initiative and the capacity to learn to learn, plan, decision making and assuming responsibilities.* *i) To understand and express oneself in one or more foreign languages in a proper manner.*	

Key Competences *Según Recomendación del Parlamento Europeo y del Consejo, de 18 de diciembre de 2006, sobre las competencias clave para el aprendizaje permanente.*	• Communication in a foreign language • Learning to learn • Sense of initiative and entrepreneurship

Taking these contents, evaluation criteria and learning standards into account, there are proposed some activities that have as its primary target the development of oral skills but also the development of other skills like reading, listening and writing which will be present as activities too, but in this case these activities will be focused on the oral production

5.2 *Speaking activities*

I. <u>Group speaking activities</u>

In this case students will develop two similar activities whose main focus is the use of language in order to achieve some goals.

I.1. Mindtrap

- ACTIVITY TITLE: Mindtrap

- TYPOLOGY: Reinforcement

- TIME: 20-25 minutes

- CLASS ORGANIZATION: Small group work.

- TYPE OF ACTIVITY: Fluency activity

- MATERIALS: See attached documents(1st)

- DESCRIPTION: This activity is based on the popular game Mindtrap in which many mysteries are given in order to be solved. In this game there are multiple and different kinds of mysteries from purely scientific or logic cases, to fictional crime cases.

In this sense the teaching work would be the selection and translation of the different cases, choosing the ones that can best develop their creativity and their creative thinking but also trying to not select the most difficult cases because the intention is that they feel that is a challenging activity but is a possible activity, so a balance must be found.

The given material will be some flashcards containing two different kinds of information, a visual information of the introductory text but overall a strong speaking input that is developed by the figure of the helper.

-STRATEGIES:

-Motivation:

Intrinsic motivation--> Interesting and attractive task for students

Extrinsic motivation--> Extra points for groups depending if they complete the task.

-Roles:

First phase: The students divide the case and the roles, one look for some words on the dictionary while the other members of the group try to identify the key elements to solve the case.

Second phase: When the whole group has understood the case and how they are going to do it they ask questions to the student from other group that help them to solve the case.

-Learning style developed: Auditory and Reading Learning style

-INPUT:

Ok guys, as we have been doing during all these classes you have been working with the partner that is next to you, but now you will work with the students that are also in your back and in your front, in groups of 4. Remember than this group is the group you have to work with for final task.

As I've told you the first day, we'll work on some communicative games, in this communicative game we will include some role play. But first of all, do you know Mindtrap?

Ok, Mindtrap is a game in which you have to solve some cases, thinking different but also with logic. In these cases you will be the playing the role of Inspector Suspicion, who knows that Mr Evildoer, or other villain is lying, but you have to guess why he is lying.

This can sound pretty difficult but it's not that hard, for making this easier to you, one student in each group will know how Inspector suspicion discovered the guiltiness of the villain. And you will get extra points for solving the case and also for being the first

group who solve it. But that student, that partner of yours will not belong to your group, we will change some students from one group to another.

And if it is not enough motivation, you will get some points for helping other group, so if your group manages to solve the case and you help successfully to other group to solve theirs you will get lots of points that will rise your final mark.

Ah, one final issue, Spanish is 99% forbidden, I don't want to see anyone speaking Spanish.

I.2. Black stories:

- ACTIVITY TYTLE: Black stories

- TYPOLOGY: Reinforcement

- TIME: 20-25 minutes

- CLASS ORGANIZATION: Small group work

- TYPE OF ACTIVITY: Fluency activity

- MATERIALS: See attached documents (2nd)

- DESCRIPTION: This activity is based on the popular game Black Stories in which there are some cases that need to be solved thinking logically but also being creative. This activity was specially designed for this group, choosing the most adequate cases, taking into account the didactic unit conductive thread of the "mysterious cases" , which fits perfectly and they have only 20-25 minutes to solve it.

-STRATEGIES

-Motivation:

Intrinsic motivation--> Interesting and attractive task for students

Extrinsic motivation--> Extra points for groups depending if they complete the task.

-Roles:

First phase: The students divide the case and the roles, one look for some words on the dictionary while the other members of the group try to identify the key elements to solve the case.

Second phase: When the whole group has understood the case and how they are going to do it they ask questions to the student from other group that help them to solve the case.

-Learning style developed: Auditory,reading and visual learning styles

-INPUT

Ok students, we are going to do an activity like Mindtrap we did yesterday. But in this case, you are the inspectors and you have to guess what happened before the information you got in the flashcards.

This task requires you to be more creative and to solve the case within your group. The amount of extra points for helping and solving the cases are like yesterday. And the organization will be similar too.

Also remember that you have just 20-25 minutes and you have to solve the case in order to get the extra points.

As you know Spanish is 99% forbidden you can only ask me in Spanish to me, only in the case you don't know how to ask me in English.

I.3. Final role playing task

- ACTIVITY TITLE: Final role play-Mysterious cases

- TYPOLOGY: Reinforcement

- TIME: 50 min

- CLASS ORGANIZATION: Group work task, group participation.

-TYPE OF SPEAKING PRACTICE: Accuracy activity

- MATERIALS: Materials: Found in attached documents (3rd)

- DESCRIPTION: In this task they had to develop basing on the vocabulary, ideas, and also grammatical content seen in the class a small theatrical role play, which have to be developed by them.

Each group has to perform a dialogue and a story in a role play game and to perform it also, in front of their partners. This dialogue will be based in the examples provided to them previously as a source of inspiration.

-STRATEGIES

-Motivation:

Intrinsic motivation--> Interesting and different task for students

Extrinsic motivation--> External reward(important test for final evaluation)

Affective emotional motivation--> Increasing of the self esteem and self confidence, and the strengthening of the self concept through the work within the security of a group

-Roles:

It is a role-play task in which they have to do work by a task based working method to divide their roles and to divide also which role will do everyone, so are different stories, and the roles depend on each group and each story.

In the previous stage before planning and making the theatrical plays, the job of the teacher was to encourage the groups and some particular students(who were the "responsible" of the group) to distribute roles to ensure the whole participation of all the group members.

-Learning style developed: Auditory and Reading Learning style

-INPUT: Hear everyone! Today is the day! You have worked so hard during all this sessions and you have learned a lot. Today you have to show us all, try to do it as best as you can because as you know this task is a substitute of the exam.

I know you can do it really good, as you know this task will be valued over 5 positive points so if you do it with perfection, you'll be really close to pass the subject.

Try to enjoy what you are doing, don't feel nervous and make your partners enjoy too.

But overall, keep silence and respect towards your partners.

II. <u>Pair speaking activities</u>

II.1. Our spoken diary

- ACTIVITY TITLE: Our spoken diary

- TYPOLOGY: Reinforcement

- TIME: 10 minutes

- CLASS ORGANIZATION: Couple work, whole class participation

-TYPE OF SPEAKING PRACTICE: Fluency activity

- MATERIALS: Found in attached documents (3rd)

- DESCRIPTION: In this pair task, the students are given some flashcards with a brief information of what someone did on the seven days of the week.

This material is prepared for the teacher with two intentions, they create communication through the use of past simple knowledge, but also to give them the tools for preparing the Amnesia task(which is going to be explained later)

In this task every pair and every student of the classroom had a different flashcard with different events of a week planning.

By performing this task, the teacher is trying to create a extrinsic   utility value motivation because of two reasons, the first one was explained before, that is giving the students the tools for a latter task, but also to perform some grammatical content that they have to use, but it is not controlled.

This grammatical content is the questions and wh-questions in past simple, and the activity although it could be focused to produce accurate activities in which the students could practice and repeat some structures, a fluency approach to this task fits better in the methodology because by this way students can create communicative situations that end in a meaningful learning.

- STRATEGIES:

-Motivation:

Internal motivation--> Interesting task for students

External motivation--> Extrinsic utility value (can be used in everyday situation)

-Roles:

Two main roles: The asker and the asked student, they have to exchange information in form of past simple questions to guess what he did on that week.

-Learning style developed: Auditory and Reading Learning style

-INPUT: Now we are going to spend the last 10 minutes in a communicative game. Ok as I've promised this is the first communicative game and will be useful for a latter task that you'll have to do on your Holy week holidays and bring it when we rejoin the classes again.

First of all, I'll give you these flashcards, for everyone who doesn't know what flashcard means, a flashcard it's a small piece of paper which contains an info that can be used for a speaking activity.

In this case you'll work with the partner that is next to you, and you'll have 2 different kind of papers, with different information, you have to ask them what they did in that week, using the past simple tenses but also the wh- questions.

Once you have finished you change your roles and the one that was asking questions about his partner life, now will be the asked student so he/she will have to answer properly.

Remember that if you have any doubt you can ask me, whenever you want, but the main objective here is that you speak with your partner.

5.3 - Oral production through listening

As it was stated previously the purpose of this didactic proposal is the promotion and development of the oral skills by following the communicative methodology which understand the communicative process as a combination of the four competences, writing, reading, listening and speaking.

In this case an activity to promote the oral skill through the use of a listening comprehension task is proposed.

I.1 Rose Tattoo

- ACTIVITY TITLE: Rose tattoo

- TYPOLOGY Reinforcement

- TIME: 5-8 min

- CLASS ORGANIZATION: Task based activity, whole class participation

- TYPE OF ACTIVITY: Fluency activity

- MATERIALS: See attached documents (5th)

- DESCRIPTION: This song by Dropkick Murphy's was used for the Pronunciation and Communication Workshop. The content of the task was to understand and recognize the phonetical elements which have been revised in a song.

In this activity is attended the auditory learning style because it is an activity directed to the students who receive better the auditory stimulus and consequently can answer better the questions that will be make afterwards.

In this way this practice is a meaningful activity because the students have some materials and some experiences that helps them to complete and make the task in a correct way.

- STRATEGIES

-Motivation:

Intrinsic motivation--> A relaxing activity through the use of a song

-Roles: Normal roles in an activity in which they share impressions and construct a common knowledge.

-Learning style developed: Auditory

-INPUT: We have been seeing some phonemes that will help us to pronounce correctly but could you find them in a song context?

You have to read and then talk the song with your partner and then change information, so you can decide where did you find the phonemes we have seen today, and why do you think are that phonemes.

5.4 Oral production through reading

I.1 Kidnap at Seaworth's Mansion

- ACTIVITY TITLE: Kidnap at Seaworth's Mansion

- TYPOLOGY: Grammar introduction

- TIME: 10-12 min

- CLASS ORGANIZATION: Individual work, whole class participation

- TYPE OF ACTIVITY: Fluency activity

-MATERIALS: Attached document(6th)

- Description: In these activities the students are presented a brief text which was written by the teacher with a specific purpose, that is the inferring of the grammar rules of past simple.

This activities include a series of sentences in affirmative, negative, interrogative and wh- questions sentences.

The inferring process is built by the interaction of teacher and students but also the discussion between some students.

-STRATEGIES

-Motivation:

Extrinsic motivation--> Extrinsic utility value

-Roles: Normal roles in an activity in which they share impressions and construct a common knowledge.

-Learning style developed: Reading learning style and auditory learning style(brainstorming and sharing ideas between all the students)

-INPUT: Okay as you know in this didactic unit is developed the past simple tense. But instead of receiving the grammatical content as you have always received it, I want you to read this text talk with your partner if you want, and then I will ask you some questions related to the past simple tense.

You will see that this way you will be much more aware of the grammatical content than before.

Materials: Attached document(6th)

5.5.Oral production through writing

I.1 Amnesia

- ACTIVITY TITLE: Amnesia

- TYPOLOGY: Reinforcement

- TIME: 10-15 min

- CLASS ORGANIZATION: Couple work, whole class participation

- TYPE OF ACTIVITY: Fluency activity

- MATERIALS: Own student writing paper (See attached documents 7th)

- DESCRIPTION:

The goal of this task is to promote the spoken interaction based on a writing.

The piece of writing in this activity is settled by the teacher's previous requirement of one day routine of a special day they have lived or they could create it, to the development and use of the past simple structures.

-Motivation:

Intrinsic motivation- -> A couple interesting activity

-Roles: This task is called Amnesia because they have to play two different roles. The activity takes place in an imaginary doctor office where the patient ask what he did in the previous day because he/she suffered amnesia and the doctor(the other student) have to answer and give hints of what he did or what he did not do.

-Learning style developed: Writing -reading learning style

-Input: Do you remind that last day I asked you to do a day routine for homework? Now it is the time you get it out of your school bag and use it. In this communicative game you'll work with your partner in couple work.

I explain you what you have to do for this activity: You are a amnesic patient who don't remember anything of what you did last day. You have to get your own papers and then try to guess it. for example if I am your partner(look a specific student) you'll have to

guess what you did basing on my writing paper because in that context I'm the doctor and you are the patient who wants to know some information.

Once you have finished you change your roles and begin to work with your partner's writing paper.

6.- Data analysis and feedback

The selection of questions is made in order to try to get some personal and academic information from the students, to know which motivation leads to the learning of language (2nd question), which activities they enjoy the most and ones the least, and logically they can feel more or less motivated(1st question) and the ones which deal about the learning styles

In order to assure the compliance of the goals marked by the factors previously collected in the first questionnaire it will be given a final questionnaire, that would be anonymous, to promote the sincere critique.

This questionnaire would collect datum in two different ways, quantitative and qualitative way, by making two different types of questions, numeric questions and free questions, which deal about the different learning styles, the motivation, etc

Motivation through utility

He aprendido contenidos gramaticales y como usarlos.

1	2	3	4	5

He aprendido como usar el Ingles de forma comunicativa(diálogos, role plays, etc).

1	2	3	4	5

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	4	5

¿Cuál ha sido la clase que te ha parecido más útil? ¿Y la menos útil?

Intrinsic motivation

He disfrutado de las clases.

1	2	3	4	5

Me veo reforzado/a en mi nivel de Inglés tras estas clases.

1	2	3	4	5

Las clases me han parecido difíciles

1	2	3	4	5

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Learning styles

Hemos realizado muchas actividades de diferente tipo.

1	2	3	4	5

El profesor ha utilizado de forma útil y eficaz para el ritmo de la clase los recursos digitales(pizarra digital, ordenador, equipo de musica etc)

1	2	3	4	5

Teacher feedback

dedicación del profesor a las clases y a los alumnos ha sido buena

1	2	3	4	5

¿Qué cosas habrías cambiado de las clases?

¿Qué cosas habrías cambiado de las clases?

¿En qué crees que podría mejorar el profesor?

¿Qué te ha parecido lo mejor que ha hecho el profesor?

Alguna sugerencia o algo que no se recoja en las preguntas anteriores

This survey was completed by the students the last day of class. Basing on these results there can be settled a difference between the questions. There are questions that could be classified and analyzed in a quantitative way and others that could be classified in a qualitative way.

In the survey's first page the data can be analyzed in a quantitative way taking into account how they valued from 1 to 5 the questions, in which 1 means complete disagreement with the statement, 3 means neutral towards that statement and 5 means complete agreement with that statement.

Before the datum analysis starts it is important to say that the last day there were 5 students from 32 missing, so the analysis is based on the responses of 27 students.

The first statement which referred to the learning of grammatical content and the use of that content. 6 students marked 3 as their answer (22'22%), 11 students marked 4 as their answer (40'75%) and 10 students marked 5 as their answer(37'03)
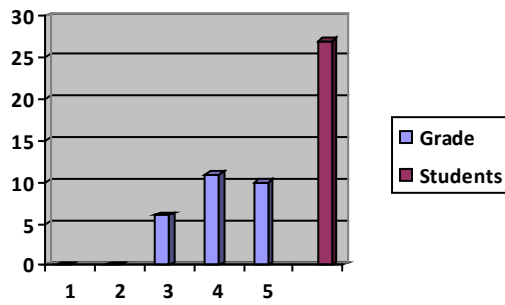
The second statement which referred to degree of satisfaction they got from the classes, 4 students marked 3 as their answer (14'82%), 1 student marked 4 as his answer(3'70%), and 22 students marked 5 as their answer(81'48%).
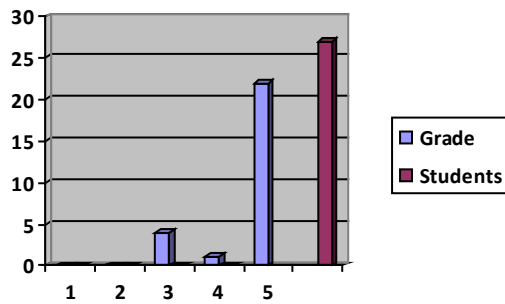

The third statement that referred to the learning of English in a communicative way. 2 students marked 2 as their answer(7'4%), 4 marked 3 as their answer (14'82%), 12 students marked 4 as their answer (44'45%) and 9 students (33'33%) marked 5 as their answer.
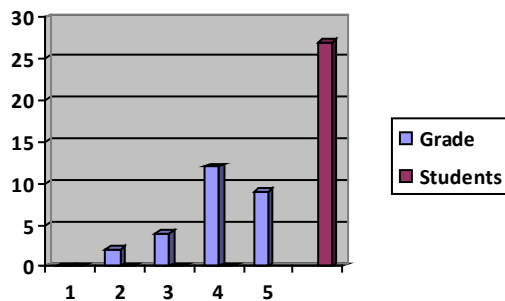
The forth statement that referred to the effective and useful use (by the teacher) of the digital resources. 1 student marked 1 as his answer(3'70%), 1 marked 3 as his answer(3'70%), 11 marked 4 as their answer (40'74%) and 14 marked 5 as their answer (51'86%).
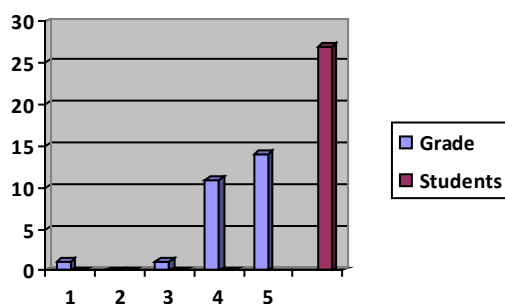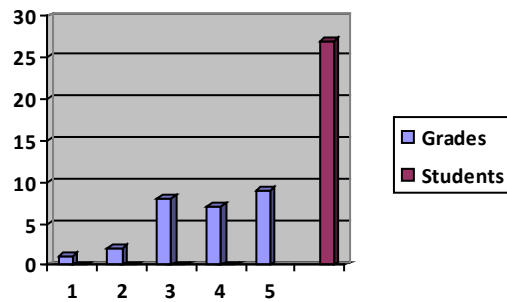

The fifth statement which referred to the useful and effective use (by the teacher) of digital resources, 3 students marked 2 as their answer(11'11%) 3 students marked 3 as their answer(11'11%), 6 students marked 4 as their answer (22'22%) 15 students marked 5 as their answer(55'56%).
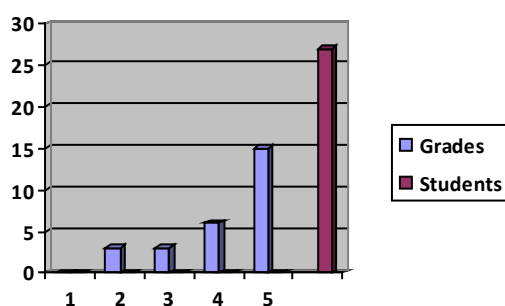

The sixth statement which referred to their change of attitude to the English subject (if they thought that those classes reinforced them for the English subject), 1 student marked 1 as his answer(3'70%), 1 student marked 2 as his answer (3'70%), 5 students marked 3 as their answer (18'5%),7 students marked 4 as their answer (25'92),13 students marked 5 as their answer (48'18%).
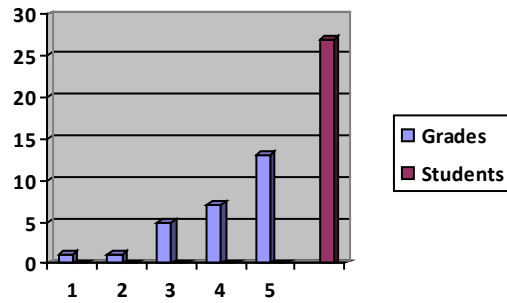
The seventh statement which referred to the discovery of new ways of learning that can be applied outside of the school context. 1 student marked 1 as his answer(3'70%), 2 students marked 2 as their answer(7'40%), 8 students marked 3 as their answer(29'63%), 7 students marked 4 as their answer(25'93%), and 9 students marked 5 as their answer(33'33%).

The eighth statement which referred to the difficulty of the classes, 15 students marked 1 as their answer (55'55%), 6 marked 2 as their answer (22'22%), 5 students marked 3 as their answer (18'518) and 1 marked 4(3'70%) as his answer.
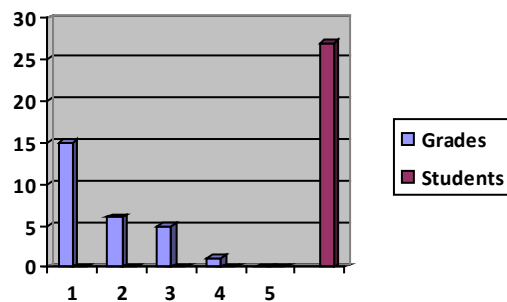
The other side of the survey paper contained several questions that they had to answer based on their personal opinion.

That is why those answers cannot be divided in a quantitative way as it was done previously with the first side of the survey paper.

The first question which referred to the most useful or useless classes, there were plenty of answers, few of them answered that the most useful classes were the ones in which a video was shown, other students thought that the most useful classes were the ones in which they work in pairs and groups to speak in English, and most of the students thought that most useful classes were the activities in which grammar was presented in different kind of activities and also the pronunciation and communication workshop. While the answers of the most useless classes remained almost empty because a great majority of the students seemed to perceive as useful every class.

The second question which referred to which aspects of the class they would have changed almost every student answered that they would have not changed anything, other students answered that the evaluation system and other students answered that they would have changed the amount of time that the teacher speaks in English(both answers were collected, more time and less time speaking in English)

The third question which referred to which aspects the teacher could improve most of them assured that there were not any negative aspect and some of them answered that the teacher should be more relaxed to avoid got tangled up while talking.

The forth question which referred to which aspects the teacher performed better, most of them answered that the teaching method because it made the English subject more interesting and they learned through making communicative games, other students answered that the aspect the teacher performed better was the pronunciation, or the activities themselves.

The fifth question which referred to which activities did the students enjoy, most of the answers remarked the communicative games, other students remarked the final role-play activity, other students preferred the videos and music. In this question is where there were found the greatest differences.

The sixth question which referred to any suggestion or anything they would have changed, it remained almost empty.

7.- Conclusion

It is important to remark that the objective of the paper was to define an optimal methodology and to develop the right techniques to the promotion of the oral skill in English class.

The first step was the observation stage in which were noticed some ideas that could be helpful for further research, the observation of the impact of motivation, attention or participation was key for this Master's Final Project.the second step was the data collection to analyze which elements could be adapted to the language class (section 3). The third step was to analyze as deeply as possible the main features and didactic implications of the marked key concepts (section 4). And the final step was to combine that theoretical knowledge with a complex but useful methodology for the English class and how that methodology can promote the development of the oral skill of the students.

As we can see analyzing the results obtained in the student surveys, by following this method, advantages like the following were found:

-Increasing of motivation: Many of the students remarked as a positive aspect of this approach, that thanks of this approach they got more motivated with the English subject. Even the students who in previous evaluations got lower marks, because their lack of interest or lack of skills, made a great effort to solve that and tried to work together with their partners.

- Different learning styles, complete learning process: Thanks to this approach students with different learning styles had a chance to learn in the same way, which produced an increase of the average skill level of the students.

-Promotion of every skill in English language: The five English skills which are listening, reading, writing, speaking and oral interaction are developed, with a greater importance of the speaking and listening in order to promote the communication process.

 -Strengthening of the student's affective bounds: This teaching methodology uses Cooperative learning as the main working strategy. Firstly it supposes a revolution in class, because it breaks the routine and makes the students free to talk on many occasions. And secondly when this freedom is given, elements as compromise,

solidarity and effort begin to rise in the students, helping one each other in order to get some educational objectives.

New times need new changes in educational paradigm, we cannot teach as our teachers taught us. The different studies revealed the different kinds of student there can exist in a classroom, and the teacher's duty is to adapt that multiplicity of learning styles to a cooperative learning in which the students can learn from their teacher but also from their partners too.

This methodological change can be useful not only for academic purposes but also for acquiring other personal values like compromise and hard work of the student's towards their learning process but also a promotion of some interpersonal values like teamwork, cooperation or solidarity towards their partners.

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Attached Documents

Attached Documents Index

Instructions

- A crime has been committed ,and Inspector Suspicion as always knows that someone is lying. Why? You have to guess it.
- You will do this activity with your group(4 people) but you will be removed one person of your group and you will get a person from other group
- If your team solves the mystery, you get a positive point. And if your team helps other team to solve the mystery will be rewarded with one positive point too.
- If you solve the first the mistery you will get 2 extra points, and the person of the people that helped to solve that mistery will get 1 positive point extra.
- Time for this activity: 20 minutes

It was 4: 00 PM and it was a hot day. <u>Inspector suspicion</u> **lead to** <u>Evildoer</u> when he was only wearing a pair of jeans and a **wristwatch**. "Two hours ago a rob took place" said the Inspector, "and the thief respond to your description" <u>Evil</u> laughed and **laid over** his **truck's hood**. "This truck and I, we have just arrived here from Sierra Vista 10 minutes ago. And you know, Sierra Vista is 500 km away from here. You can call my cousin, who lives there, if you want to **verify** my **testimony**. <u>Suspicion</u> asked him: When did you leave Sierra Vista? and <u>Evil</u> responded: " I think it was 8:00 AM when I left Sierra Vista. "You **lie**" replied the inspector. How did he know?

Lead to: dirigirse(se dirigió)   Lie: Mentir

Wristwatch: reloj de pulsera

Laid over: tumbarse

Truck: camión

Hood: capó

Verify: Verificar

Testimony: Testimonio

If <u>Evil</u> had been driving during the last 8 hours, the **hood** of his **truck** would have been so hot that it would be impossible **laying over** it without **burning** his **naked back**

Hood: capó

Truck: Camión

Lay over: Tumbarse

Burning: quemar(quemarse)

Naked: desnuda

Back: espalda

Black Stories-Instructions I

- This game is similar than the one we did yesterday, we have to solve a mistery but know we have less information.
- Now we have a mistery and we have to guess, not why someone knew that a person was lying, you have to guess what happened previously of that moment you have the hint.
- Time: 50 minutes
- The method will be the same than previous communicative activity we made yesterday

Black Stories Instructions II

- You have to solve the mistery, but in this case you will have to answer this to your partners.(Yes, no and not relevant)
- For example: Phone call accident
- The evaluation will be 1 point for each group if they help other team to solve the mistery and if they solve it too.
- The extra will now be 1 for solving and 1 for helping to the first team.

The fall

Information:

A man fell and some hours later he died.

Fell: Caer

Solution:

The man was working for a petrol station, when he went into the water, he regretted because he had no way to get up to the platform and finally died of exhaustion

Petrol station: Plataforma petrolífera

Regret: Arrepintió

Final role-play-Mysterious cases

(Examples given to the students for inspiring them)

1ˢᵗ case: The rob of the Wakanda's jewel

Facts: Someone robbed the world's biggest jewel that in metropolitan museum

Characters: Detective West, Jonathan Sullivan A.K.A (also known as) The Black Cat, William Richmond (director of the museum), Peter Johnson (security guard)

2ⁿᵈ case: The twin burglars

Facts: Hand-lifting in a shop

Characters: Simon and George Best (twins), police Ronald McHale, Charles Barkley(owner of a clothing shop)

3ʳᵈ case: The surprising case of Draymond Green

Facts: Murder of Draymond Green in his mansion

Characters: Patrick and Eve Green(Draymond's Green children), Jaime ''the Butler'' and the gardener Larry Oldman

4ᵗʰ case: Kidnap at Wayne's Mansion

Facts: Damian Wayne (Bruce Wayne's son) was kidnapped

Characters: The housekeeper Alfred Pennyworth, Bruce Wayne ex-wife and mother of Damian, Talia Al'Ghul, and their neighbor Jared Letto

5ᵗʰ case: Who wanted to be a millionaire

Facts: Carlos Sobera, winner of the contest ''who wants to be a millionare'' was found dead in his home in strange circumstances

Characters: Nuria Roca (detective), Juan y Medio (friend), Gabino Diego (actor) and Paz Vega (neighbor)

6ᵗʰ case: Kidnap at the Upper East Side

Facts: Donald Rose was kidnapped when he was buying in the most expensive market of this neighborhood

Characters: Joe Johnson (the salesman), the police Kyra Andrews, unknown kidnapper and the cleaner Roy Hibbert.

7ᵗʰ case: Night dissappearing

Facts: Amanda Parks dissappeared at night.

Facts: Amanda Parks dissappeared at night.

Characters: Rose Parks(Mother), Cindy Bellamy (her best friend), Thomas Middleton (her boyfriend) and Rosemund Pike (private detective)

Final role-play-Mysterious cases

8th case: Work mistery

Facts: Moses Malone (who lived alone)left his work, and never came back.Characters: Julius Erving(owner of the enterprise where Moses worked), Connor O'Bryant and Lucy Thunder (their workmates) and Timothy McRich (owner of the rival enterprise)

Our spoken diary

40 CASANOVA'S DIARY

Elementary Communication Games, © J Hadfield 1984

1
Monday — Art class 6.30
Tuesday — drink (Red Lion) with Pat
Wednesday — "Star Wars"
Thursday — Folk Club (meet John outside 6pm)
Friday — Tom's party with John
Saturday — Tennis club dance
Sunday — dinner with Alice + Pete 8pm

2
Monday — guitar class 6pm
Tuesday — Tim & Sue to dinner
Wednesday — 6.30 meet John in 'Red Lion'
Thursday — 6pm meet Jane at station
Friday — Tom's party with John.
Saturday — Tennis club dance
Sunday — drink with Sally & Jane 'Black Horse' 7pm

3
Monday — Dinner with Sarah
Tuesday — Dinner at Luigi's with John
Wednesday — Dentist 3p.m.
Thursday — Drink with Mary – Red Lion 6.30
Friday — Tom's Party – meet John 7.30
Saturday — Drink with Sue
Sunday — Folk club.

4
Monday — 'Star Wars' – Meet John (Odeon foyer: 7pm)
Tuesday — dinner with Pam
Wednesday — cookery class 6.30pm
Thursday — guitar class 6.30
Friday — Tom's party with John.
Saturday — Tennis club dance
Sunday — Folk club

5
Monday — Yoga 7.30
Tuesday — dinner with Mike
Wednesday — Dentist 2.30
Thursday — Guitar class 6.30
Friday — Tom's party (with John)
Saturday — Dazzler's Disco 8pm !
Sunday — Picnic

6
Monday — Art class 6.30
Tuesday — coffee evening
Wednesday — doctors 2pm
Thursday — Star Wars 7.30pm
Friday — Tom's party with John
Saturday — Boppers disco – meet John 8.30
Sunday — drink with Anna ('Black Horse' – 7pm)

7
Monday — meet Sue (Red Lion) 7pm
Tuesday — Pottery class – 6.30
Wednesday — Dentist 2pm
Thursday — Guitar lesson 6.30
Friday — Tom's party! (With John)
Saturday — Tennis club dance
Sunday — Dinner with John

8
Monday — 'Star Wars' 7pm (Odeon Cinema)
Tuesday — 'Luigi's' 8pm
Wednesday — Red Lion 6.30pm.
Thursday — 6pm – Folk Club
Friday — Tom's party
Saturday — Boppers' disco 8.30
Sunday — Dinner

Thames: Nelson.

9
Monday Star Wars 7pm (Odeon Cinema)
Tuesday Luigi's 7pm
Wednesday drink with Mike Queens Head 7.30
Thursday 6pm meet Tony outside White Swan
Friday Tom's party
Saturday Dazzlers' disco
Sunday drink with Bill - Black Horse 8.30

13
Monday Dinner with Pat and Chris
Tuesday Luigi's 7p.m.
Wednesday 6.30 drink with Sue + Tony Kings Arms
Thursday 6pm meet Chris at coach station
Friday Tom's party
Saturday Dazzlers disco 8 pm
Sunday Star wars (Odeon)

10
Monday Star Wars - 7.30 (Odeon)
Tuesday Luigi's 8.30
Wednesday drink with Pete - Crown 9pm
Thursday 6pm meet Sarah outside Jones's
Friday Tom's party
Saturday Boppers disco
Sunday Folk club

14
Monday dinner with Alex + Jeff
Tuesday Luigi's - 8 p.m.
Wednesday drink with Mary King's Head 6.30
Thursday meet Steve at station 6 pm.
Friday party
Saturday Dazzlers' disco 8 pm
Sunday Star Wars 7.30.

11
Monday 'Star Wars' 7.30 (Odeon)
Tuesday Luigi's
Wednesday Meet Bob 'White Swan' 7.30
Thursday 6pm meet Tony outside White Swan
Friday Tom's party
Saturday Dazzlers disco 8pm
Sunday dinner with Mary and Clive

15
Monday Dinner with Mike + Jully
Tuesday Luigi's 9 p.m.
Wednesday Drink with Sam Red Lion 6.30
Thursday 6pm. meet Susie at station
Friday Tom's party
Saturday Disco 8 p m
Sunday Star Wars 7.30pm

12
Monday Folk Concert
Tuesday Luigi's
Wednesday meet Tom Kings Head 6.30
Thursday 6pm meet David in Red Lion
Friday Tom's party
Saturday Boppers' disco 8.30
Sunday Star Wars 7.30 (Odeon)

16
Monday Star Wars Odeon 7.30
Tuesday Luigi's - 8.30 pm
Wednesday Black Horse — 8pm
Thursday 6pm meet Bob outside college
Friday Tom's party
Saturday disco 8 pm
Sunday dinner with Mary

Exercise taken from: Hadfield, J. (1985). *Elementary communication games*. Walton-on-Thames: Nelson.

Rose tattoo

The pictures tell the story

This life had many shades
I'd wake up every morning and before I'd start each day
I'd take a drag from last night's cigarette
That smoldered in its tray
Down a little something and then be on my way

I traveled far and wide
And laid this head in many ports
I was guided by a compass
I saw beauty to the north
I drew the tales of many lives
And wore the faces of my own
I had these memories all around me
So I wouldn't be alone

Some may be from showing up
Others are from growing up
Sometimes I was so messed up and didn't have a clue
I ain't winning no one over
I wear it just for you
I've got your name written here
In a rose tattoo

In a rose tattoo
In a rose tattoo
I've got your name written here
In a rose tattoo

This ones for the mighty sea
Mischief, gold and piracy
This ones for the man that raised me
Taught me sacrifice and bravery
This ones for our favorite game
Black and gold, we wave the flag
This ones for my family name
With pride I wear it to the grave

Some may be from showing up
Others are from growing up
Sometimes I was so messed up and didn't have a clue
I ain't winning no one over
I wear it just for you
I've got your name written here
In a rose tattoo

In a rose tattoo
In a rose tattoo
I've got your name written here,
In a rose tattoo
In a rose tattoo

In a rose tattoo
I've got your name written here
In a rose tattoo

This one means the most to me
It stays here for eternity
A ship that always stays the course
An anchor for my every choice
A rose that shines down from above
I signed and sealed these words in blood
I heard them once, sung in a song
It played again and we sang along

You'll always be here with me
Even if you're gone
You'll always have my love
Our memory will live on

Some may be from showing up
Others are from growing up
Sometimes I was so messed up and didn't have a clue
I ain't winning no one over
I wear it just for you
I've got your name written here

In a rose tattoo
In a rose tattoo
I've got your name written here,
In a rose tattoo
In a rose tattoo
In a rose tattoo
With pride I'll wear it to the grave for you
In a rose tattoo
In a rose tattoo
I've got your name written here,
In a rose tattoo
In a rose tattoo
In a rose tattoo
Signed and sealed in blood I would die for you

Kidnapping at Seaworth's mansion

The Sunday night, me and my assistant, Mr Stockton went to the old mansion of Seaworth's family. A kidnap was reported by the old widow Seaworth, who was sleeping at the estimated hour of the kidnap. When she woke up, she got closer to their babies bed, and then she felt terribly worried about their disappearing.

We arrived at 4:30 am, the deep darkness that covered the mansion was creating an atmosphere of fear and anxiety and the extreme cold of that night definitely wasn't really helpful.

When we reached the house, the door was opened by Edward the butler of Ms Seaworth, a old bald men, he worked for the Seaworth's family for 20 years, he didn't say to us more than a "Welcome". He was the only company of Ms Seaworth, after the death of her heir, William Seaworth, 7 years ago in one of his trips in Brazil.

When we finally met with Ms Seaworth, she told us:

- Finally! I was waiting for you for 2 hours.

- The police doesn't always come in time. Anyways Ms Seaworth, where were you 3 hours ago?

- I was sleeping, I told it to the police when I called to your telephone office.

- I understand.

- Ms Seaworth could you make a brief description of your babies? asked Mr Stockton.

- They were three, one was brown, the other was white and the smallest was black and they have large moustaches.

- Babies with moustaches? Are they cats?

- Of course they are.

- You could have started telling that to the police, we thought that we were looking for some human babies.

- Ms Seaworth, do you have any enemy or someone that wants to make you suffer?

- Absolutely not, you can ask everyone and you'll see that I haven't any enemy, at least, that's what I think.

After that me and Mr Stockton, started to investigate all over the house, next to the door we found black fur on the carpet, whoever kidnapped the cats escaped at the main door. That was suspicious, how could someone escaped from the house through the main door placed in the main hall of the mansion that moreover that hall was illuminated enough.

After we talked with the house members and investigated the Seaworth's mansion, the evidences led us to believe to think that the kidnapper was one from the Seaworth's staff, because we didn't find any broken window or any forced locker, so Mr Stockton and I decided to ask Ms Seaworth which one of their mansion employees had the keys of the house.

-Did you say that one of my employees could be the guilty? That is impossible they have been working for me during 20 years- Ms Seaworth said.

- Did you do something lately that could encourage them to kidnap your cats?

- No, I don't think so.Hmmmmm.. well..... i was preparing my testament.

- Aha, who was going to inherit your wealth?

- My cats, i wanted them to live in this house for ages.

- So maybe some of your employees found that an injustice for their job.

- Absolutely not, they worship my cats. Even Edward the butler who is allergic to cats, but he solve it with a vaccine.

Edward seemed as guilty, he was the housekeeper and also Ms Seaworth told us that he was allergic to cats and moreover he wasn't going to receive any money from Ms Seaworth's testament. So we started to ask him.

- Where were you last night?- I asked

- In my room, I was watching a series

- Which serie did you watch? -Mr Stockton asked.

- I was watching Sherlock- Edward replied

- Did you like the plot?- I asked him

- Nah it wasn't a great episode.

You shouldn't lie to us, Edward, Sherlocks episode are shown on Thursday, and yesterday was Wednesday.

Eeeeehhhh, i mean... hmmm, it was a recorded episode from last week- Edward argued

As soon as I realized that his alibi was falling apart, I started to look into that room, trying to get an evidence, suddenly, I saw a half opened wardrobe where it was a scratched jersey, and a pair of boots covered in mud

- We found this Edward- we showed him the evidences- you are under arrest-

Student's surveys

Esta encuesta es una encuesta anónima en la que tenéis que evaluar al profesor en prácticas del 1 al 5, siendo 5 muy de acuerdo y 1 en total desacuerdo.

He aprendido contenidos gramaticales y como usarlos.

1	2	3	4	5

He disfrutado de las clases.

1	2	3	4	5

He aprendido como usar el Ingles de forma comunicativa(diálogos, role plays, etc).

1	2	3	4	5

Hemos realizado muchas actividades de diferente tipo.

1	2	3	4	5

El profesor ha utilizado de forma útil y eficaz para el ritmo de la clase los recursos digitales(pizarra digital, ordenador, etc)

1	2	3	4	5

Me veo reforzado/a en mi nivel de Inglés tras estas clases.

1	2	3	4	5

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	4	5

Las clases me han parecido difíciles.

1	2	3	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

La interpretación de diálogos en Ingles. La de la pronunciación

¿Qué cosas habrías cambiado de las clases?

La duración

¿En qué crees que podría mejorar el profesor?

En la forma de explican (que este más tranquilo)

¿Qué es lo que el profesor ha hecho mejor?

Proponernos distintas juegos para entender mejor las clases

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Mindtrap. La de los ordenadores

Alguna sugerencia o algo que no se recoja en las preguntas anteriores

Ninguna

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1	2	3	**(4)**	5

He disfrutado de las clases.

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1	2	3	**(4)**	5

Hemos realizado muchas actividades de diferente tipo.

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El profesor ha utilizado de forma útil y eficaz para el ritmo de la clase los recursos digitales(pizarra digital, ordenador, etc)

1	2	3	**(4)**	5

Me veo reforzado/a en mi nivel de Inglés tras estas clases.

1	2	3	**(4)**	5

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	**(4)**	5

Las clases me han parecido difíciles.

(1)	2	3	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

La más útil la de las ordenadores.
La menos útil ninguna.

¿Qué cosas habrías cambiado de las clases?

Nada.

¿En qué crees que podría mejorar el profesor?

En nada, me gusta la forma que tiene el profesor y de enseñar.

¿Qué es lo que el profesor ha hecho mejor?

Hacer que el Inglés sea más divertido y que da ganas de estudiar y que las clases no sean aburridas.

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Me han gustado todas.

Alguna sugerencia o algo que no se recoja en las preguntas anteriores.

No.

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1	2	3	(4)	5

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	(4)	5

Las clases me han parecido dificiles.

(1)	2	3	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

La más útil en la que vimos Castle.
La menos la de resolver casos.

¿Qué cosas habrías cambiado de las clases?

Más juegos.

¿En qué crees que podría mejorar el profesor?

No tartamudear tanto ya que aveces nos confunde.

¿Qué es lo que el profesor ha hecho mejor?

Su pronunciación, pienso que es exigente pero a la vez
es muy agradable y majo y siempre intenta ayu-
darte.

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

+ El teatro.
- Los deberes.

Alguna sugerencia o algo que no se recoja en las preguntas anteriores

No

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1	2	3	4	X

He disfrutado de las clases.

1	2	3	4	X

He aprendido como usar el Ingles de forma comunicativa(diálogos, role plays, etc).

1	2	3	4	X5

Hemos realizado muchas actividades de diferente tipo.

1	2	3	4	X

El profesor ha utilizado de forma útil y eficaz para el ritmo de la clase los recursos digitales(pizarra digital, ordenador, etc)

1	2	3	4	X

Me veo reforzado/a en mi nivel de Inglés tras estas clases.

1	2	3	4	X

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	4	X

Las clases me han parecido difíciles.

1	2	X	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

Todas me han parecido muy útiles y no hay ninguna que me haya parecido menos útil.

¿Qué cosas habrías cambiado de las clases?

Ninguna.

¿En qué crees que podría mejorar el profesor?

Que no dudara tanto de sí mismo porque el sabe que puede hacerlo bien.

¿Qué es lo que el profesor ha hecho mejor?

Enseñarnos ingles con juegos y de forma divertida

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Todas me han gustado y no hay ninguna que no me haya gustado

Alguna sugerencia o algo que no se recoja en las preguntas anteriores

No.

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He aprendido contenidos gramaticales y como usarlos.

1	2	3	4	(5)

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1	2	3	4	(5)

Las clases me han parecido difíciles.

(1)	2	3	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

las que hemos trabajado con frases de pasado simple.

Ninguna

¿Qué cosas habrías cambiado de las clases?

No cambiaría nada.

¿En qué crees que podría mejorar el profesor?

En nada, todo bien.

¿Qué es lo que el profesor ha hecho mejor?

Llevar el ritmo de las clases y hablar con los alumnos.

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Las de las frases y la obra.
La que menos la de calle.

Alguna sugerencia o algo que no se recoja en las preguntas anteriores

No, nada.

Esta encuesta es una encuesta anónima en la que tenéis que evaluar al profesor en practicas del 1 al 5, siendo 5 muy de acuerdo y 1 en total desacuerdo.

He aprendido contenidos gramaticales y como usarlos.

1	2	3	④	5

He disfrutado de las clases.

1	2	3	4	⑤

He aprendido como usar el Ingles de forma comunicativa(diálogos, role plays, etc).

1	2	3	④	5

Hemos realizado muchas actividades de diferente tipo.

1	2	3	④	5

El profesor ha utilizado de forma útil y eficaz para el ritmo de la clase los recursos digitales(pizarra digital, ordenador, etc)

1	2	3	4	⑤

Me veo reforzado/a en mi nivel de Inglés tras estas clases.

1	2	3	4	⑤

He descubierto nuevas formas de aprender Inglés que puedo aplicar en mi día a día(fuera de clase).

1	2	3	④	5

Las clases me han parecido dificiles.

①	2	3	4	5

¿Cuál ha sido la clase que te ha parecido mas útil? ¿Y la menos útil?

La mas útil→cuando emos realizado el trabajo. La menos útil→ninguna

¿Qué cosas habrías cambiado de las clases?

NADA

¿En qué crees que podria mejorar el profesor?

NADA Me parece que lo hace bastante bien

¿Qué es lo que el profesor ha hecho mejor?

Nos ha ayudado mucho a pronuncias y a querer mas el ingles

¿Cuáles son las actividades que más te han gustado? ¿Y las que menos?

Lo que más: hacer el trabajo porque puede pasar más tiempo con mis compañer y pasarmelo muy ben y la que menos:

Alguna sugerencia o algo que no se recoja en las preguntas anteriores   NINGUNA

NO NINGUNA