

RELATIONS 1

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**Annexes**

**Annex 1**

*Conventions for the transcriptions*

Conversations are organized in chronological order

At the beginning:

Assigned task

Date of the recorded session

Number of participants in the conversation

Gender of the participants

When a line in the conversation is under a previous line, it indicates that a first speaker stopped talking and another speaker has the turn to speak in the conversation. On the contrary, when someone interrupts, a space in blank is left and the speech of the person who interrupts is set in that space, but in a line below and using interruption symbols. (//)

Writing the same letter in a word, continuously (cabaaaaallo): It means that a specific letter from the word was pronounced during a long period of time.

Italics: Low voice volume

Uppercase Lettering: Increasing in voice volume

Italics and Uppercase Lettering: High voice volume

Bold: Emphasis and stress in a word

Underlining: Emphasis and stress in a sentence

*Symbols:*

Parenthesis: They can indicate an action performed during the conversation or when someone speaks specifically to someone else.

¿? The speaker uses the tone of a question

//Someone interrupts the speaker

. A pause in speech

... A long pause in speech

, Regular speech pause

## Annex 2

*Transcriptions of the recordings*

*April 06*

*Conversation 1 (Michael 1, Brayan 2 and Andres)*

Students organized in groups of four people, and they had to imagine that one of them is a famous character that they prefer, so they supposed that they were going to give a lecture about tips to become a healthy and famous sports person. They had to think about what this character is going to say by using gerunds as a subject, for example, “practicing tennis is good for your agility”.

1. Brayan 2: (Talks to the video recorder) *A la profe, a la profe... hágase el que está tomando el pelo*

2. Andres: *¿Si coinciden? ¿Si escribió? se escribe Valderrama, el pibe Valderrama*

3. Brayan 2: *aaaa el Pibe Valderrama*

4. Andres: Pero no escribieron Valderrama sino Palderrama

Silence period and the bell rings

5. Brayan 2: (talks to the teacher) PARA LA PROXIMA CLASE

6. Michael 1: eem entrenar es bueno para nosotros (unhearable words)

7. Andres: Terminemos mari... terminemos

8. Brayan 2: ENTREGUEMOS

*April 13*

*Conversation 1*

In this conversation, students were talking about a recent movie (Fast and furious)

1. Brayan 1: (He's whistling)

2. Hernando: Este es mucha... y sale el carro

3. John: //Y SALE EL CARRO (imitates sounds of a car)

4. Brayan 1: (he laughs)

5. John: La vieja... la vieja

6. Brayan 1: (Calls the Hernando's attention) //Uy papá tengo ganas (starts singing very fast, and something unhearable) (HE LAUGHS) QUIERO SALTAR

7. Hernando: (He laughs) // ¡BUENO YA! (unhearable)

8. Brayan 1: ¡Villa! ¡Villa! (he's calling someone)

*Conversation 2:*

1. Andres: Venga William! Deme una oración

2. William: (Talks to the person recording) Parcero (and shows his notebook to Andres)  
mire...

3. Andres: ¡Ahi que dice?

4. William: eeh (he reads his notebook)

5. Brayan 1: (Talks to William) Présteme el esfero (Brayan 1 takes the pen from the  
William's hand)

*Conversation 3:*

(Nathalie 1, Carolina 1, Jhonathan) They are playing a dice game about the use of  
conditionals.

1. Jhonathan: You say, NOT (He laughs)

2. Carolina 1: NOT

3. Nathalie 1: (Talks to Jhonathan) Ya, DELE

4. Carolina 1: Eso no se ve nada

5. Jhonathan: (He throws the dices) Hay seis... vea, "ache"

6. Carolina 1: //Vea “headache”, (she starts talking very fast) ¿se acuerda que él dijo que terminaba en “ache”? entonces que si usted le supe, tiene dolor de cabeza...eso es... ¿tiene dolor de cabeza?... Ahora dele usted (she talks to Nathalie 1)... este otro lugar... es “travel”... Profe, ¿Qué es “travel”?

*April 27*

In this moment of the class, I gave to each group a piece of butcher paper in which they had to draw a first aid kit and some sentences about what they had to do if they were in an emergency. (by using conditionals) so they had to discuss what to add to the kit and how to add it. In the task-development stage, they drew the items and wrote the sentences on the butcher paper and in the report stage, the teacher selected one student per group in order to present their drawings, using the target language topic

*Conversation 1* (Participants: Michael 1, Rasmiya, Lina, Jessica)

1. Jessica: ¿Que más toca hacer?
2. Lina: Pues seguir pensando que más. Que más llevamos para una emergencia (points to the butcher paper)
3. Rasmiya: ¿Una carpa? (asks to Lina and does not receive any answer)
4. Jessica: ¿Una carpa?
5. Rasmiya: Oiga si, si
6. Lina: ¿Pero cómo va a dibujar una carpa?
7. Jessica: Pues asi (Starts drawing)

*Conversation 2:*

1 Ivonne: (Talks to Jenny) Esta se escribe consent

2 Brayan 1: La cruz roja (he laughs) el botiquín (he moves affirmatively his head)

3 Ivonne: // eeeeeemmm ¿Qué mas? //eeeh que más ponemos comida, porque uno no va a vivir así

4 Jenny: (unhearable)

5 Ivonne: es que es una emergencia.

(The recorder leaves the scene)

*Conversation 3*

Participants: Andres, Hernando, John, Natalie, Cristian (recorder) and Brayan 2

1. Andres: (talks to Cristian N and looks at the screen of the camera) Deje ver deje ver que se ve

2. John: (Talks to Hernando) No, hagale así

3. Andres: ¡Nando, te amo! (all of them laugh)

4. Hernando: (unhearable)

5. Natalie: ¿A quien? Hable

6. John: Que no se note que esta tragado. (Directs to Natalie and Andres)

7. Andres: noo que tristeza

8. Natalie: (laughs) ¿Que dijiste?

9. John: Que no se note que esta tragado.

10. Andres: noo que tristeza

11. Hernando: ¿Esta tragado de quién?

12. John: Lleva como media hora desde alla (touches Hernando's head)

13. Hernando: //YA ya

14. Natalie: //Noooo, si él quiere a la novia (she  
laughs)

15. Cristian N: Obvio

16. Natalie: Pero él sabe que canción le queda

(Everybody remain quiet and concentrated on the task)

*May 11, 2011*

Task: By groups of four people, students have to discuss how is the ideal person like, in the socialization students have to describe him/her using second conditional and adjectives.

*Conversation 1*

1. Brayan 2: Venga le digo, Venga le digo carinea

2. Fabian: Hagasen aca



3. Brayan 2: Hagasen aca (The other students do not move)
4. Brayan 1 // Que no me...
5. Brayan1: Ponga los cachos (he stands up and hides from the camera) Noo ñeero no...  
¿Comenzamos? (Bryan asks to Jenny)
6. Jenny: Ya voy en la tercera, ¿Cuántas vienen?
7. Brayan 1: Cuarenta
8. Jenny: //William, hazte ahí para que no quedes incomodo (William moves)
9. Brayan: //Pretty, pretty
10. Jenny: ¿pretty?
11. Brayan 1: Hermosa, bonita
12. William: No salgas en la cámara, Jenny (Jenny turns her head away)
13. Brayan 1: ijiii jajaja (The recorder asks them to record him, William takes the camera for a moment and records that person as well as all the classroom in general)
14. William: (Talks to Brayan 1) ¡No, pero no le ponga la mano!...
15. Ivonne: (talks to William) Dame permiso
16. William: pere, pere (talks to the recorder)... ajaja ¡el costeño!

*Conversation 2: (Andres, Hernando, Daniela)*

1. Daniela: Son diez. ¿cierto?

1. Andres: Si
2. Daniela: Pero hay ocho (looks at Andres)... Ay dejémosla así
3. Hernando: Son ocho ahí
4. Daniela: Hay ocho
5. Andres: Pero es que hay que hacer diez oraciones completas
6. Daniela: pues hacen hay pero es que esa es otra, esta es la de la intermitente, así que...
7. Andres: //aja
8. Daniela: Entonces... agregamos las palabras.

*Conversation 3 (Participants of the conversation: Ivonne, Brayan 1, William, Jenny, Fabian M.)*

1. Ivonne: Bueno pongan... yo digo que buenos sentimientos que buenos sentimientos para mi... no se pa usted...
2. //Brayan 1: uy gordo, ¡va a salir en también caerás!  
  
(Long silence)
3. Brayan 1: hágame (He stops talking)
4. Ivonne: // porque si no tiene buenos sentimientos ¡de que sirve todo eso!
5. William: aaaah

*Conversation 4*

1. Ivonne: ONE
2. William: *Funny*
3. Daniela: ¿Funny? (Daniela is writing the descriptions that her classmates propose for the sentences)
4. Ivonne: ONE
5. William: *Funny*
6. Ivonne: ONEE
7. William: FUNNY
8. Daniela: ¿así?
9. Ivonne: ONE
10. William: *Funny*
11. Ivonne: ONE
12. Andres: Listo, ya, ya lo colocamos en la que faltaba
13. William: //CAAALM
14. Andres: ¿Calmado? Ajá
15. Ivonne: //good... good feeling
16. Daniela: Espere primero hago todo
17. Ivonne: //GOOD FEELING... eeeh Daniela, good feeling

18. Daniela: //espera espera

19. Jenny: (directs to Ivonne) Espera espera

20. Ivonne: Good feeling

21. Jenny: Good feeling.

*May 18th*

*Conversation 1*

In this conversation, students were discussing about a future soccer match, and the main problem that they faced was that one of the members of the team did not have shorts for the match

1. Brayan 1: ¿Y pantaloneta?... Ay menos mal yo traje vea (he directs to all the group)

2. Brayan 2: La mía aquí esta

3. Brayan 1: Por eso, pues entonces se consigue las medias (he directs to Fabian)

4. Fabian: Pero yo como voy a jugar si es que mire, por lo menos el pantalón (unhearable)

5. Brayan 1: //

pues como...

6. William: Juegue sin medias

7. Brayan 2: O juegue así, sin me sin el pantalón

8. Brayan 1: Pero yo tapo, yo tapo.... Mire

9. William: ¿Qué?

10. Brayan 1: ¡AAAAAHH! (grita)

11. Brayan 2: Yo tengo esta

12. Brayan 1: Pero yo tapo

13. Fabian: Pero yo puedo jugar en sudadera, ¿no? (he directs to the group)

14. Brayan 2: Yo tengo esta pero esta manchada

15. Brayan 1: Hágale

16. William: Hágale, juegue

17. Brayan 2: Vea como la manché

18. Brayan 1: Pero es que como usted no juega nada

### *Conversation 2*

In this conversation, the group of participants are concentrated on the development of the task, Camilo is the recorder and he decides to interact with them.

1. Camilo: Pues, pues muchachos, pues ¿yo puedo decir lo que entiendo? (A direct question to everybody)

2. Andres: (He nodded) aja

3. Camilo: Pues muchachos, (long silence) pues muchachos, lo que yo entiendo es que ya el profesor les dio dos hojas, ¿cierto?

4. (Andres Shows a sheet of paper)

5. Camilo: ¿Y la otra hoja donde esta?

6. Andres: (Points at Hernando)

7. Camilo: ¿Me la prestas un momento, por favor?

8. Hernando: (Gives the other sheet of paper to student 1)

9. Camilo: Yo lo que entiendo es que en esta hoja ... voy...que pena, están los condicionales, ¿cierto? Están los ejemplos de los condicionales, con esta hoja podemos saber lo de lo, lo del tercer condicional y sabiendo lo del tercer condicional, podemos hacer esto, armar, armar esto, armar la historia, ¿si me entienden? Yo creo que yo creo que es así, ¿no?

10. (Andres nods)

*Conversation 3:*

1. Camilo: ¿Cómo hiciste la primera? Explícame

2. Carolina 1: Pues... simplemente leí esto y supe que tocaba colocarle esto

3. Camilo: Claro, muy buena explicación (He says it in a sarcastic way)

4. Carolina 1: /¡Copie! ¡Copie! (The other students from the group laugh)

5. Camilo: ¿Me subes los pantalones por favor?

6. Carolina 1: ¿Ah?

7. Camilo: No nada, nada

8. Camilo: (talks to William) Cuidado rulos... ¡Rulos! ¿Ya entendió?

9. William: No muy bien

10. Camilo: ¿Qué?

11. William: No muy bien, algo

12. Camilo: ¿Qué entendio?

13. William: pueees... nooo (giggles)... que no me graben o sino me pongo arrozudo jaja  
ja ja

*Conversation 4:*

(The speakers are laughing)

1. Jhonatan: Ay y ahora nos van a grabar (He covers his face and continues laughing)

2. Daniela: //pero...

3. Nathalie 1: //What is thr...(unhearable) Si la niña...

4. Daniela: //¡Pero es que es un niño! Es un  
niño

5. Jhonatan:

//Si es un niño

6. Camilo: ¡Es una niña!

7. Daniela: Es un niño

8. Nathalie 1: //Si es una niña

9. Camilo: ¿Cuál? ¿Cuál? ¿Cuál?

(Nathalie points to a picture)

10. Jhonatan: Este que está robando

11. Daniela: / /Es un niño

12. Jhonatan: Mire, este este

13. Camilo: (he silently looks at the sheet of paper)

14. Daniela: Eso, eso, graba para allá.

15. Nathalie 1: Es una niña (she laughs)

16. Jhonatan: ¿Pero es que eso es que? (he laughs)

17. Daniela: ¿Cierto que es un niño?

18. Camilo: Si. (Talks to Daniela)

*Conversation 5: (Andres, John, Brayan 2, Hernando)*

1. Andres: ... Pues el que le di tonto. Por decir, si no hubiera estado...mucho tiempo en el computador, hubiera podido jugar más con él, porque acá no hay nada más, eso...entonces ya le di la idea principal (Looks at Hernando) ahora hágale (he gives the paper to Hernando)

2. Hernando: ¿Qué?... yo coji la hoja, ahora usted escribe, va (he gives the paper to Andres he doesn't receive it)...



3. Brayan 2: Yo escribo y ustedes me dicen

4. Andres: ¡Camilo! No me grabe, voy a preguntar una cosa (he asks something unhearable to the recorder)

5. Brayan 2: ¿Asi está bien? (Talks to Andres)

*Conversation 6:*

1. Andres: ¡Pues el que le dije tonto!, por decir, yo estaba en el computador, ¿si? Entonces se dice, dice, si no hubiera, si no hubiera dejadoo hasta para tan tarde la tarea, no, no estuviera aquí pegado tanto rato, asi. (Hernando is writing and the rest of the members of the group, look at him)

2. Andres: HAD (directs to Hernando)

3. Hernando: ¿had?

4. John: //had

5. Hernando: ¿Had?

6. Andres: (Yelling at Hernando) haaad!

7. Hernando: (Yelling at Andres) haaad!

8. Brayan 2: (spells the word in Spanish)

9. John: (spells the word in Spanish)

10. Andres: Estúpido

*Conversation 7:*

1. Andrés: Ahí esa...

2. Brayan 1: ¿De la victoria? No, llevaba, llevaba, ya vamos a alcanzar... ya hicimos todo ese...

3. Camilo: //¿No tienen  
¿Calor? ¿Con ese solazo ahí y no tienen calor?

4. Hernando: No pero es que estamos cuatro aquí abrazaditos

5. Camilo: (Laughs)... ¿Quién dijo entre-piernados?

(Andres and Hernando point at John)

6. Hernando: El

(Camilo laughs)

*Conversation 8*

(Andres is searching a word in the dictionary)

1. Andres: Menos...less, less, menos

2. John: Eso es lo que estoy haciendo

3. Andres: Nooo, era doble ese

*Conversation 9*

1. Andres: (Imitates to another student) ¿Cómo se escribe esto? (Directs to Jhon) ¡Tonto!  
¡La tres!

2. Camilo: ¡Bonito cuaderno!

3. Andres: Oh mi amor... mire, mire (kisses the notebook)... ya.

*May 25th*

*Conversation 1 (Carolina 1, Carolina 2, Tatiana)*

1. Carolina 2: (...) Si estaba buena (...).

2. Carolina 1: Y después viendo las Martirio (she laughs)... y yo aaah, viendo noticias... bueno, si yo soñara más o menos la (...) en esta clase o en esta clase... (Asks to Carolina 2) ¿Cómo es las? (They remain silent for a long period, while Carolina 2 searches a Word in the dictionary) (She laughs) como ellas mandando el sueño, que boleta... (reads the worksheet) si yo soñara, en clase anoche... ¿cómo así?

3. Tatiana: No, no, es, si yo soñara con una persona de la clase, mas o menos

4. Carolina 1: (in a sarcastic way) claro, claro.

*Conversation 2 (Steve, Brayan 1, Brayan 2)*

1. Steve: Présteme el celular

2. Brayan 1: (talks to the recorder) Que parece, ¿le guste? (he laughs)

3. Steve: Es que dice el profesor que lo único de (...) y es que Es que dice acá frases (unhearable) como esta mire

4. Brayan 1: To be, to be y es to have

5. Steve: No porque vea que aca no dice

6. Brayan 2: //¿Cómo va?

7. Steve: Vea que acá dice una palabra que no (...) (Brayan 2 and Steve are Reading something in the dictionary)

(Long silence)

8. Brayan 1: No, ya váyase (he laughs and directs his words to the recorder)... profe venga le digo (...)

*Conversation 3*

(Carolina 1, Carolina 2 and Tatiana, however, Tatiana does not participate during this conversation)

1. Carolina 2: (...)

2. Carolina 1: ¿A tu celular?

3. Carolina 2: En el face

4. Carolina 1: Aja y... ¿de quién era el mensaje?... ay oyee (she talks to the recorder, who gets too close to her)

5. Carolina 2: Era un man ahí

6. Carolina 1: Perooo ese man que era, ¿amigo oo novio tuyo, o que?

7. Carolina 2: Amigo

8. Carolina 1: ¿Y el que te mando?

(The recorder leaves the group)

*Conversation 4 (Camilo, recorder, Cristian, Santiago)*

These students are reluctant to the presence of the camera; however, they try to make jokes in front of the camera.

1. Camilo: Y pues analizando la posibilidad de que un niño o un joven...(looks ate the camera) aaah mi querido compañero, estábamos hablando sobre la relatividad de que un triángulo es igual a mas menos cinco dividido en dieciséis... pero pensándolo bien, sería mejor si utilizáramos una salchicha y una arepa (silently laughs)

2. Recorder: //UY, ¿QUE ES ESA VAINA?

3. Camilo: Para para (he laughs)

4. Cristian: //vender arepas

5. Camilo: (He laughs) claro es lo mas obvio

6. Recorder: //obvio, obvio

7. Camilo: Mí querido compañero

8. Santiago: //Y chorizo

9. Camilo: Interesante pero discutible (everybody laughs) tengo mis bases muchachos, tengo mis bases...

10. Cristian: (talks to the recorder) Chao

11. Recorder: (talks to Camilo) ¿de chorizo? ¿o qué?

12. Camilo: Bueno, entonces sí, si, si golpeáramos al que está grabando. Sería excelente la verdad (he stands up and makes a mimic to the student who is recording.)

*Conversation 5 (Carolina 1, Tatiana and Carolina 2)*

1. Carolina 1: There es hay, si quiere búsquelo

2. Tatiana: ¿hay? (searches in the dictionary)

3. Carolina 1: //búsquelo

4. Carolina 1: Todavía nos faltan 1,2,3,4,5, hemos hecho nueve, y son 25 (she laughs)

5. Tatiana: Mire (and shows the dictionary)

6. Carolina 1: aaaaay busque there, no busque hay

7. Tatiana: aaaay (she laughs) (unhearable) usted dijo busque hay

8. Carolina 1: Yo dije busque there, asi que no

9. Tatiana: //usted dijo busque hay

10. Carolina 1: No, no

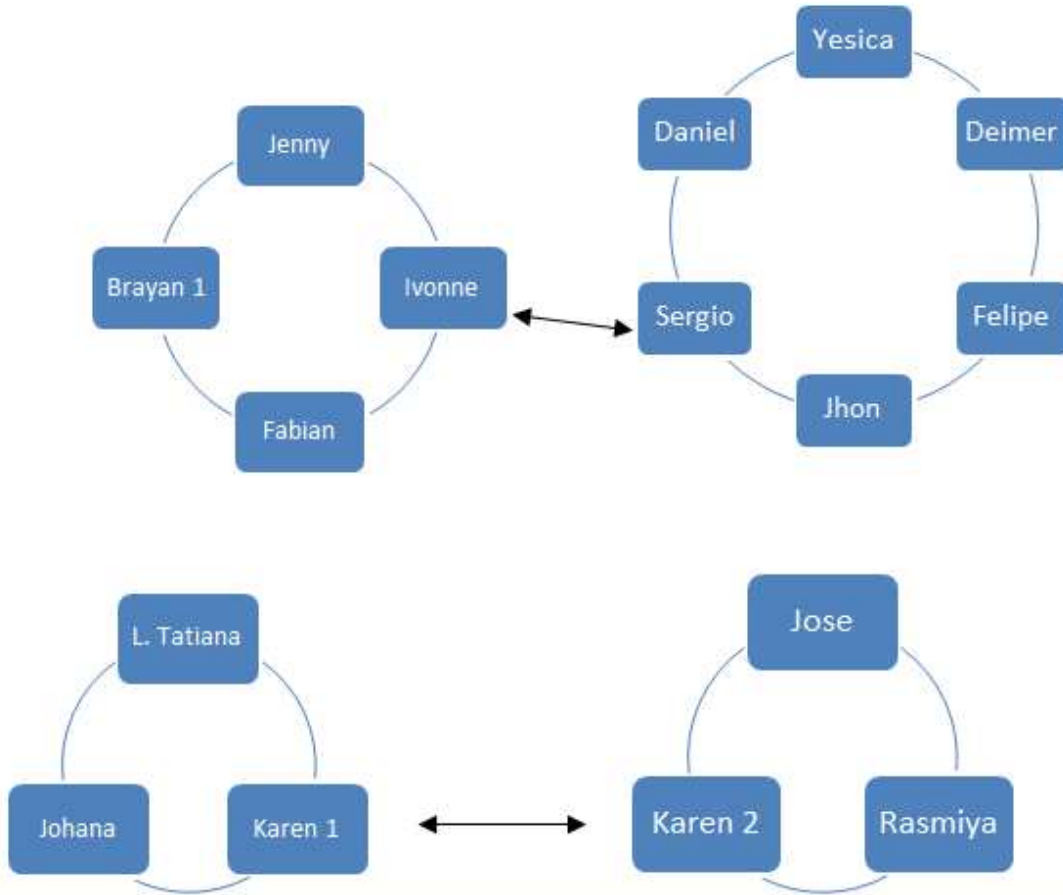
11. Tatiana: //ay, que vaaa

12. Carolina 2: No, si ella

13. Tatiana: //¿si?
14. Carolina 2: Ella no dijo busque hay
15. Carolina 1: There, hay hay hay, si veee (she laughs) bueno
16. Tatiana: //si hay
17. Carolina 1: Si hay, (looks at Carolina 2) ¿esto es tener?
18. Carolina 2: ¿Si hay tener?
19. Carolina 1: ¡Pues calmesel!, toca acomodarla ¿no dice usted?
20. Carolina 2: Pero es que si hay tener
21. Carolina 1: (Talks to Tatiana) has, busque have... este es el... esta es la  
tercera
22. Carolina 2: //tercera
23. Carolina 1: persona
24. Tatiana: ¿Cómo?
25. Carolina 1: Have, have (she writes the word on a piece of paper)
- (The bell rings and Tatiana sighs)
26. Carolina 1: Busque have
27. Tatiana: HABER, HABER (unhearable) (she gives the dictionary to Carolina 1 and  
laughs) es had, es had, es had

28. Carolina 1: Have, haber es haber.... No, así no.

**Annex 3: Sociogram**





**Annex 4**

Consent form

I.E.D. José Asunción Silva

Universidad Distrital Francisco José De Caldas

Facultad De Ciencias y Educación

Licenciatura En Educación Básica Con Énfasis En Inglés

Solicitud de autorización

Estimados acudientes y/o padres de familia:

El motivo de este comunicado es informarles que se realizará en el Colegio Distrital José Asunción Silva un proyecto de investigación titulado: *El rol de las relaciones de poder en la clase comunicativa de inglés como lengua extranjera*, (nombre original: *The Role of Power Relations in the Communicative EFL Class*) la cual es de carácter pedagógico, dicho proyecto es dirigido por el estudiante de la Universidad Distrital Francisco José de Caldas, Jonathan Alexander Delgado Ochoa, que actualmente ejerce como docente de inglés en esta institución.

Por lo cual, solicitamos su colaboración para el exitoso desarrollo de esta investigación, autorizando a su hijo(a) \_\_\_\_\_, quien será filmado en video durante 6 clases por 1 hora cada clase. Las horas de video no serán presentadas a ningún ente externo a la investigación. Asimismo, es de resaltar que la participación en este estudio es de carácter voluntario.

Tenga en cuenta que la participación de su acudido en este estudio será de gran beneficio para el mejoramiento de la calidad educativa que los estudiantes reciban, para nuestro desarrollo profesional docente y para el colegio en general, ya que así se podrá saber qué obstáculos impiden el libre ejercicio de la comunicación cuando los estudiantes practican una lengua extranjera. Esta información servirá para desarrollar mejores estrategias de convivencia e interacción social que mejoren la participación de los estudiantes en el contexto escolar.

***Cordialmente,***

***Jonathan Delgado.***

Yo, \_\_\_\_\_, acudiente del estudiante \_\_\_\_\_, **SI**  **NO**   
AUTORIZO LA PARTICIPACION DE MI ACUDIDO EN LAS FILMACIONES DE  
ESTA INVESTIGACION.

\_\_\_\_\_

Nombre del estudiante

\_\_\_\_\_

Firma del Acudiente/ Padre de Familia

### **Annex 5**

#### Teacher's Journals

*February 16th, 2011*

This was the first time that I met with those students, so the homeroom teacher introduced me to the class. I told them about the purpose of my research project. At that moment, the homeroom teacher left the classroom and some students started to talk. That day, there were approximately 28 students, two of them were repeating the course, and as I had taught to tenth grade students the last year, they already knew me.

The teacher asked the students to be quiet and then, we started an “Ini mini mani mo” activity in which the student, who had the tango turn, had to say two sentences using the present simple. However, most of the students did not follow the instructions in a right way, for instance, the first student that had to answer, did not know what he should answer, and he used an example with verb to be instead of any other action. Then, I corrected him and another student helped him.

Then, the activity continued and another student committed the same mistake and did not seem to be motivated to participate, as in the previous case, another student helped her. Hence, I said the instructions for the next activity, which consisted on writing a script by pairs using present simple. I had to repeat the instructions because many students did not understand what they had to do. When students started working, I answered questions about vocabulary, instructions (once again) and I verified how students' work was going.

When students were organizing by couples, some of them asked me if they could work in groups of three, despite the fact that there were enough classmates to work with, but anyways I told them to work by couples. In addition to this, some students declared to the teacher that they did not know anything about English language, so I tried to motivate them telling them that learning that language could be something funny and enjoyable if they want to.

When some groups finished their work, I asked students to write down their names on a piece of paper and put it on their desks so that I could remember their names. The next and final activity was to solve a worksheet about present perfect. For this activity, I explained to them the topic twice with exemplification. Students started to work with that topic. As this activity was a multiple choice answer selection, it was easier for the students than the previous one.

*March 02, 2011*

When I started the class, students were disorganized and talking. One student, “Bryan”, decided to help me to paste some pictures on the walls. That student told me that he was helping me because he did not want the homeroom teacher to call his parents. The warming up activity started. However, there was no USB connection in the audio recorder, so the activity did not go as I expected. Despite this situation, students were not reluctant to participate. There were some volunteers to participate in the activity, and when I asked all the class to read aloud, they did so.

The pictures that Bryan pasted on the walls were about different technological items, so the teacher introduced them to the class students knew most of these items. Then, I explained the task to the students, I asked them to work in pairs, but there was a group of three students and another of four students, they told me all the time that they could work in a better way like that.

I noticed that some students worked faster than others did, On the other hand, there were some students that did not understand my instructions. In spite of this situation, I could perceive that most of them worked cooperatively. They were asked to think about the actions that people could do with those technological items and then write them on the board. Most of the couples worked. However, there were some couples with only one member of the group working on the task.

Students in general wrote the sentences on the board in an organized way and taking turns, some of them had grammatical errors and some others called me to check if their sentences were written in an appropriate way and to ask me about the meaning of words. As the time went by, the second hour started and they had to go to a school meeting in the yard from the school. Then I deleted what students had written on the board,

Finally, there was no any meeting due to the rain, so students went back to the classroom and in that moment, we continued with the activity. As students could remember some of the things that people could do with those technological devices, I wrote a brief conversation model on the board for the next activity, which consisted in buying and selling those technological devices among them, so the students could use the sentences that they had previously written to be able to sell those objects.

When they were developing that activity, some of the students who had to sell the objects went to talk to the buyer students, they talked loudly and moved from one side to another, while there were others that remained in the same place. Once again, students started calling me to ask about the meaning of some words and to check if their sentences were correct. When most of the

students had finished this task, I reminded them how the grammatical structure of present perfect was. by that time, the class was over.

*March 16th*

When the class started, the students were not in their chairs and they were talking. I called attendance and they started paying more attention to me. I started explaining the instructions for the warm up activity, but then another student knocked the door; he gave a message from their chemistry teacher to the students of my class. I think this event distracted them, because when the other student left, I continued explaining the instructions for the activity, but some of the students were talking and I asked them to be quiet but after a short moment, they continued talking, one of the girls shouted, asking them to be silent and they did it. Thus, I was able to continue telling them the instructions.

For that activity, they should be organized in groups of four, and then I would assign a country to each group, later I wrote the name of each one of those countries on the board, leaving a space for each country to write something else. After that, I asked students to write all what they could remember from the country that they were assigned in four minutes. Therefore, I noticed that when they started doing this activity (in which there was a very good participation of most of the students) two of the members of the group went to the board, while there was one or two of them that remained on their chairs looking for words in their dictionaries, in other groups. One of the members of the group was a messenger that checked the found word and then told the people next to the board how to write the word, while some others simply shouted the spelling of the words from their desks.

After deciding what group was the winner I asked them if they could remember something about the topic that we studied the previous class, but they did not remember anything, besides I did not go to the school the last week due to a lecture I had to attend. So I wrote two examples of present perfect progressive on the board. At that point, I explained to them the instructions for the task; they were supposed to think about the things that a country needed to become the ideal country. So they had to organize in groups of four again and draw their idea of the ideal country in a piece of newsletter paper and present it by using sentences in present perfect progressive, for that exercise, I wrote a sentence as an example of what I expected from them.

When students were working on that task, I realized that not all of them were working on it. A few of them were just paying attention to what their classmates were doing, and on the other hand, some of them seemed to be the leaders of the groups because they used to tell their peers what to draw in the poster. Moreover, there were some others that I considered as neutral since they did not show a special role in the groups neither leaders, nor silent students.

### *March 23th*

As usual, students were talking when the class started, so I called attendance and then I told them that we would have to go to a different room in order to watch a video about environmental problems, so they took their stuff and went to the multimedia room. We started to watch a mute video in which students could see the consequences of harming the environment. So I showed them some images of environmental problems, and by groups of two, they should tell me the name of the environmental problem. In this case, not all of the students were working, so I had to ask them to do so.

Then, I wrote some examples of problems with the environment using relative clauses, for instance People cut a lot of trees, which creates more pollution. Then, one of the students let me know that this topic seemed difficult for her and she asked me to explain in more detail, at that time another student said that her classmate was right and she also asked me the same, so I wrote more examples and explained with more detail this topic.

As the main task, students were supposed to create a campaign to protect the environment, creating a visual message and writing sentences with relative clauses on a piece of newsletter paper. As the room where we were at that moment did not have desktops, we decided to stay there in order to have more space to work.

This time, I noticed that when the students were planning what to add to their campaigns, some of them expressed their ideas, but they were rejected by other students, while there were some other students, whose ideas were accepted with no discussion. Maybe the ideas that were rejected could be out of context, for example, I remember that one of the denied ideas that I heard, was to include some police officers hitting people.

When it was time for students to present their campaigns, I asked two members of each group to stay with the poster they created and explain to their classmates what it was about and I also asked the other two students of each group to rotate around the posters and listen to the presenters of each group. As I knew that the English level in general was poor, I told them that the most important was to try to describe the poster by using the sentences with relative clauses that they had created.

At that moment, most of the groups started deciding who would present, which was the most difficult role, when discussing about it, some students that were selected by the other

members of the group opposed to that decision, but at the end they stayed there and explained to the others what their campaign was about.

After some minutes working on that activity, I asked students to pay attention to me. So I corrected some grammar and pronunciation mistakes that I heard from some of the students and asked some general questions about relative clauses, these questions were answered by the people that had a high English proficiency compared to the rest of the class. I think this was a really nice class and students in general worked cooperatively. They seemed to have assumed roles when they were preparing the poster because while some of them wrote sentences and looked for words in the dictionary, the others were working on drawing pictures for their campaigns.

**Annex 6**

Needs analysis questionnaire and Results



**I.E.D. José Asunción Silva**

**Cuestionario de análisis de preferencias**

Apreciado(a) estudiante, a continuación encontrará una serie de preguntas enfocadas hacia la creación de materiales educativos más acordes con sus necesidades y preferencias.

Enumere de 1 a 5 en las siguientes preguntas de acuerdo con su nivel de interés, siendo 1 ningún interés y 5 máximo interés.

1. ¿Cuál de los siguientes temas resultaría de interés para usted en clase de inglés?  
(seleccione dos opciones)

- |   |                  |
|---|------------------|
| • Tecnología ___                                  | • Ciencia ___    |
| • Deportes ___                                    | • Religión ___   |
| • Sexualidad ___                                  | • Arte ___       |
| • Problemas ambientales ___                       | • Literatura ___ |
| • Problemáticas sociales ___                      | • Salud ___      |
| • Géneros musicales y subculturas urbanas ___     | • Otros          |
| • Conocimiento sobre otras culturas del mundo ___ | _____            |
|   | _____            |
|   | _____            |



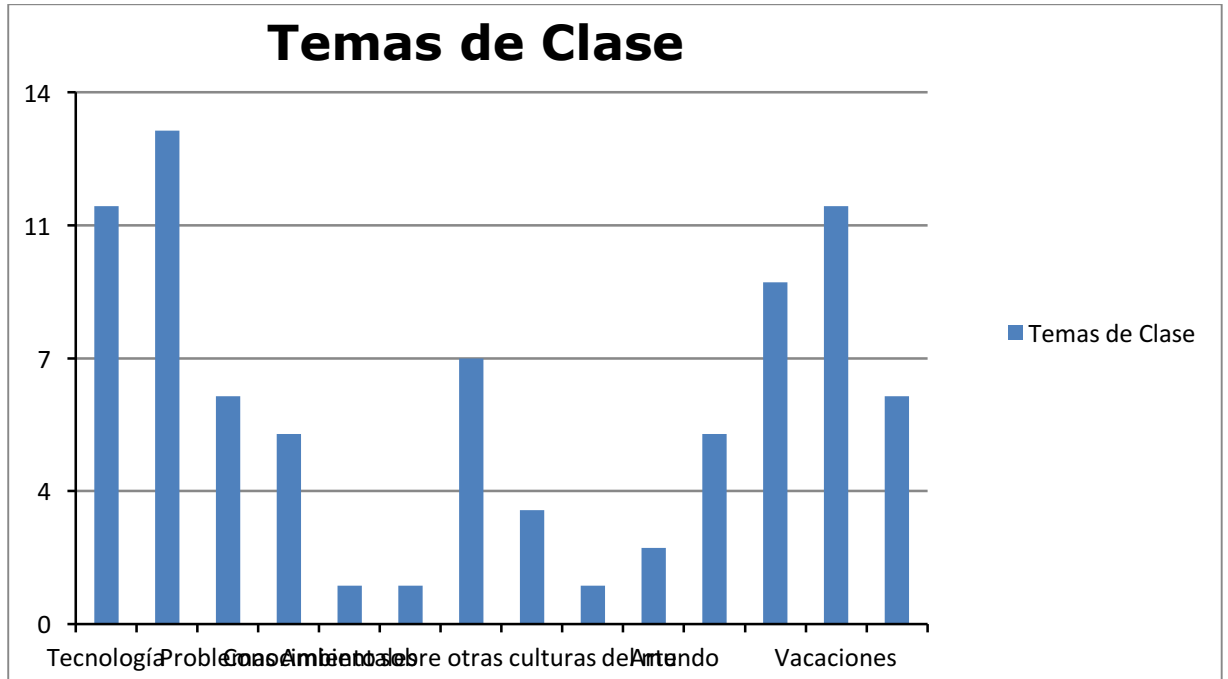
2. ¿Cómo se siente usted más cómodo(a) cuando trabaja en clase? (Marque con una x al lado de la opción que seleccione)

Individualmente

- Por parejas \_\_\_
  - Grupos de tres personas \_\_\_
  - Grupos de cuatro personas \_\_\_
  - Grupos de cinco personas \_\_\_
3. ¿Con qué tipo de habilidad se siente más cómodo trabajando? (Marque con una x al lado de la opción que seleccione)

- Actividades de escuchar \_
- Actividades de conversación\_\_
- Actividades de lectura \_\_\_
- Actividades de escritura

Muchas gracias por su colaboración.



Temas de Clase	Número de votos
Tecnología	11
Deportes	13
Romance	6
Problemas Ambientales	5
Problemas Sociales	1
Música y culturas urbanas	1
Conocimiento sobre otras culturas del mundo	7
Ciencia	3
Religión	1
Arte	2
Creatividad	5

Salud	9
Vacaciones	11
Fantasía	6



**Annex 7**

Sample of Lesson Plans

UNIVERSIDAD DISTRITAL FRANCISCO JOSÈ DE CALDAS

COLEGIO DISTRITAL JOSÈ ASUNCIÓN SILVA I.E.D.

PEDAGOGICAL PROJECT I

PRE-SERVICE TEACHERS: Jonathan Alexander Delgado Ochoa GRADE: 1002 SESSION: 4 DATE: Wednesday 23 -03 - 2011

CONTENT OBJECTIVES: 1.To make students interact using relative clauses 2.To reflect about global warming. 3. To raise awareness about environmental problems.

LANGUAGE OBJECTIVES: 1. To make students more confident with communicative skills, especially oral communication. 2. To improve students' listening comprehension through meaningful activities.

STUDENTS' BACKGROUND	TOPIC	PREPARATION	ACTIVITIES	TIME	SUPPLEMENTARY MATERIALS

	<p><b>Describing people with relative clauses</b></p> <p><b>Environmental problems</b></p>	<p>Warm up:</p>	<p>Teacher will greet students, call attendance and will ask the homework. Then, teacher will give some flash cards to some students that will be in front of the class, so the teacher will ask the rest of the students to develop an activity called find someone who..., and they will have to ask their classmates “are you _____?” using the descriptions that they can see on the flash cards. The first to complete the activity will receive a candy as a prize.</p>	<p><b>m</b></p> <p><b>10</b></p>	<p>Students’ homework.</p> <p>Students’ dictionaries</p> <p>Flashcards about personality</p> <p>Sheets of paper.</p>
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	<p style="text-align: center;"><b>Relative clauses</b></p>	<p>Development:</p>	<p>Students will watch a video about environmental problems but without sound, meanwhile, the teacher will write some sentences on the board, using relative clauses, for example “We are who are destroying the environment”. Then, students will have to discuss in groups what would they say if they were presenting that video. Then, they will share to the rest of the class their own script for the video while it is played on the DVD.</p>	<p style="text-align: center;"><b>m</b> <b>30</b></p>	<p>Students’ English dictionaries. The video about environmental problems</p>
		<p>Closing:</p>	<p>Later on, students will watch a video about relative clauses that helps them understand how to use them. Students will be organized in groups of three or four and the teacher will give a large piece of paper and some markers. Students will have to write some recommendations for environmental care using relative clauses.</p>	<p style="text-align: center;"><b>m</b> <b>55</b></p>	<p>Students’ English dictionaries. Video about relative clauses Large pieces of paper Markers</p>

FLUCTUATION OF POWER RELATIONS 40

		Extra activity:	Students must write some sentences about their favorite sport, using relative clauses (at least 10 sentences)	<b>m</b>	<b>5</b>	
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Based on the SIOP model for planning.



