

A N N E X E S

(Remember, to upload to ADDI you will have to collect them in another document)

Annex 1 (Didactic Unit)

SHEET FOR THE INTERVENTIONS IN THE CLASS (2)

Context

This was the second intervention I prepared and implemented in my internship. In this case, it was prepared for the 4th grade of Primary Education in the subject of the first foreign language, English. The intervention began the 20th of March of 2023 and ended the 31st of March of 2023, consisting of 6 sessions of 45 mins: 20/03/2021, 21/03/2021, 24/03/2021, 27/03/2021, 28/03/2021 and 31/03/2021. In these classes, they also implement the past in questions while learning about good and bad habits, but this time through CLT. Moreover, I taught some vocabulary from the unit, it was about good and bad habits.

Structure of the unit/lesson

- **Warm-up**

First of all, I decided to start the unit with vocabulary since it is more motivating for students. To check their previous knowledge towards this topic, I wrote “Healthy Habits” in the middle of the board and students would come to write the habits they knew.

- **Sequencing of activities**

21/03 (45 minutes)

Apart from that, we worked on more habits. First, with the intention of working on reading and grammar from another perspective, I decided to work on a text through a game. The game consisted of arranging the paragraphs to form a meaningful text. To do this, I gave them 15 minutes. Among the members of the group they had to read the papers and talk among themselves to put an order in common (see [annex 7.2.1](#)). Once

all the groups had finished, group by group we read each paragraph and corrected the order. Finally, in groups they created a table with the good habits that appeared in the text.

24/03 (45 minutes)

Continuing with the activity, once they had made the list of good habits found in the text, they proceeded to create another list of bad habits. Secondly, individually they had to fill in a sheet I prepared for them in which they had to talk about their habits; 4 good and 4 bad habits (see [annex 7.2.2.](#)). It is important to mention that the text is intentionally chosen to work unconsciously on one of the 17 objectives; quality education.

27/03-28/03 (90 minutes)

To continue with the activity on the 27th of March. I prepared a CLT activity that mixed all the knowledge from the unit, both vocabulary and grammar. In order to do it, once they have filled out the sheet I gave them, which will come in useful as a guide for the oral presentation, they will start with the final product. For this, I gave them a blank sheet of paper and eight colored post-its (see [annex 7.2.3.](#)). On them, they had to write on one side the 4 good and 4 bad habits and draw pictures about them. With this, they understood a way of using the present tense and the questions in the past tense.

31/03 (45 mins)

Afterwards, I told them that once the project was finished they should practice it and present it in front of the class. To finish the class, I took the presentations as an evaluation tool.

Competences

- Competence for verbal, non-verbal and digital communication.

- Competence in learning to learn and think.
- Competence to live together.
- Competence in linguistic and literary communication.

Aims

- To understand oral, written and audiovisual speeches, regarding situations of communication of the school environment, related to their experiences and interests, and interpret them to respond effectively to different communicative situations.
- To express themselves and interact orally and in writing with a respectful and cooperative attitude in order to respond with adequacy, coherence and correction enough to communicative situations on topics previously discussed in the classroom and with the help of models.

Contents

- Comprehension (compare, classify, sequence, analyze and synthesize), memorization and expression (describe, define, summarize, expose ...) of the information.
- Participation, with linguistic support, in real or simulated communicative situations, related to personal experiences and interests and to learning.
- Interest in being informed, communicating and learning through written texts.

(Basque Government, 2014)

Materials

- Digital board.
- Worksheets.
- Paper sheet with the guide.

Methodology

For this second intervention, I used CLT due to all the advantages it has in Primary Education. According to Richards, communicative language teaching is a set of principles that includes the goals of language teaching. In fact, it bottles up how students learn a language, the more effective activities to be done and teachers' and pupils' roles. It could be said that the main goal of CLT is to teach communicative competence which includes aspects such as the next ones: knowing how to use a language for different purposes or in different situations, knowing how to understand and produce different kinds of texts and so on. In addition, teachers' and students' roles are changed, students have to participate in cooperative activities and teachers become facilitators and monitors (2006). So, for this intervention, I implemented 2 CLT based activities, an information gap activity and a task-completion activity.

Concerning the advantages of this approach, firstly, as it is a student-centred and situation-oriented language teaching practice, teachers can create significant activities for students. Moreover, although the speaking might not have a strong focus on grammar and accuracy, students increase their understanding and knowledge of the language. Secondly, CLT fosters the interaction between teachers, students and peers. This approach lets teachers and students transfer their traditional teaching and learning beliefs into an innovative teaching and learning approach. At last, it normally increases the interests of students due to their participation and the significance of the activities.

Procedure

· Classroom arrangement

For this intervention, the class was arranged normally. The teacher was seated in front of the class and the students were in groups. However, in order to carry out the reading activity, students were free to move around the group to communicate with each other. Moreover in this case, the teacher was walking through the class to be able to help students if they needed it.

· **Grouping**

As mentioned before, students had to sit in groups for the activity. For this purpose, they sat in groups of 4-5 students.

· **Use of strategies**

In addition to the silence strategies that I normally used when the students spoke very loudly such as raising my hand, I also tried to motivate them to speak more among them and to use the language, since this intervention had quite communicative activities. In order to do this, if I saw that someone did not feel comfortable in the group or that he/she was not allowed to participate a lot, I would approach that group and propose that student a task related to the activity. In this way, the student saw that he/she could do something significant for the group. After these proposals, the students made an effort to do what I told them. As for participation in class, although I normally allowed it to be voluntary, if I saw someone who did not speak at all, I asked students questions that would encourage them to answer.

Evaluation criteria

- Acts in response to orders or instructions given to carry out various activities.
- Express their own ideas and experiences in an intelligible way, substituting basic elements of the model given and previous memorization.
- Plans, in a guided way, the content of the speech, using notes, diagrams or scripts.
- Uses the structures, expressions and vocabulary studied in the classroom.
- Expresses himself/herself understandably with proper pronunciation, rhythm and intonation.

Instruments

- Participation in class.

- Oral speech in CLT activities.
- Oral presentation of the project (see [annex 7.2.4.](#)).

Annex 2 (rubric)

WORD	TEACHER		STUDENT		
	ERROR	CORRECTION	ERROR	CORRECTION	NO ANSWER

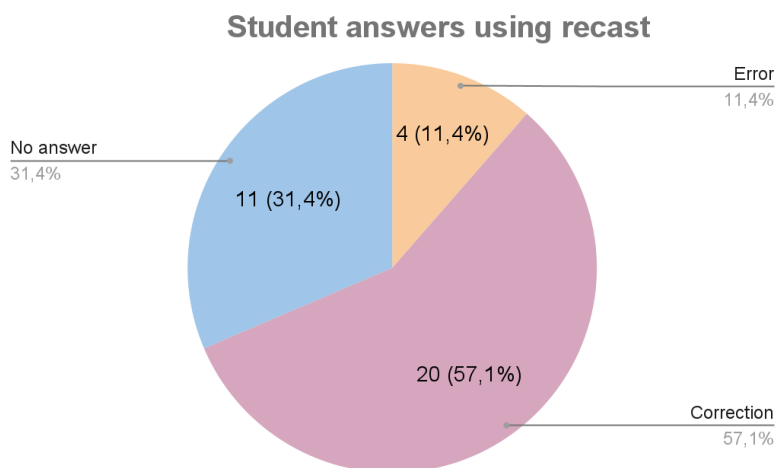
Annex 3 (rubric used in 4.A /Corrective feedback used: recast)

ORAL FEEDBACK → RECAST (4.A)

STUDENT	TEACHER	STUDENT		
ERROR	CORRECTION	ERROR	CORRECTION	NO ANSWER
J ealthy /jɛlθi/	Healthy /'hɛlθi/		X	
G oing /'gəʊɪŋ/	Going /'gəʊɪŋ/		X	
E ating /'i:tɪŋ/	Eating /'i:tɪŋ/			X
F ruit /froi:t/	Fruit /fru:t/			X
J ank /jɒŋk/	Junk /dʒʌŋk/		X	
L ate /lɒtə/	Late /leɪt/		X	
E at /eɪt/	Eat /i:t/		X	
P lay /plɔɪ/	Play /pleɪ/		X	
T alk /tɒlk/	Talk /tɔ:k/		X	
Posture	Posture /pɒstʃə/	X		

/pɒstʊrə/				
_abits /æbɪts/	Habits /'hæbɪts/	X		
Tim /tɪm/	Time /taɪm/		X	
Smuk /smʊk/	Smoke /sməʊk/		X	
Firstly /'fɜːstli/	Firstly /'fɜːstli/			X
Sleep will /sliːp wɪl/	Sleep well /sliːp wel/		X	
Brushing /'brʊːʃɪŋ/	Brushing /'brʌʃɪŋ/		X	
Doing /'dɔɪŋ/	Doing /'duːɪŋ/			X
Eight /eɪt/	Eat /iːt/			X
God /gɒd/	Good /gʊd/			X
Hobits /'hɒbɪts/	Habits /'hæbɪts/		X	
Smuki /smʊki/	Smoke /sməʊk/		X	
Hans /hænz/	Hands /hændz/			X
Slep /slep/	Sleep /sliːp/		X	
Jiunk /dʒɪʊŋk/	Junk /dʒʌŋk/	X		
Water /'wætər/	Water /'wɔːtə/	X		
Jellow /jɛ'ləʊ/	Hello /he'ləʊ/		X	
Tich /tɪk/	Teeth /tiːθ/		X	
Fud /fʊd/	Food /fuːd/			X
Brush /brʊʃ/	Brush /brʌʃ/			X
Fankiu /fæŋk juː/	Thank you /θæŋk juː/		X	
Smuk /smʊk/	Smoke /sməʊk/		X	
Hans /hænz/	Hands /hændz/			X
Slep /slep/	Sleep /sliːp/		X	
Jiunk /dʒɪʊŋk/	Junk /dʒʌŋk/		X	
Night /nɪt/	Night /naɪt/			X

Graph 1 (Students Answer/type of feedback: recast)



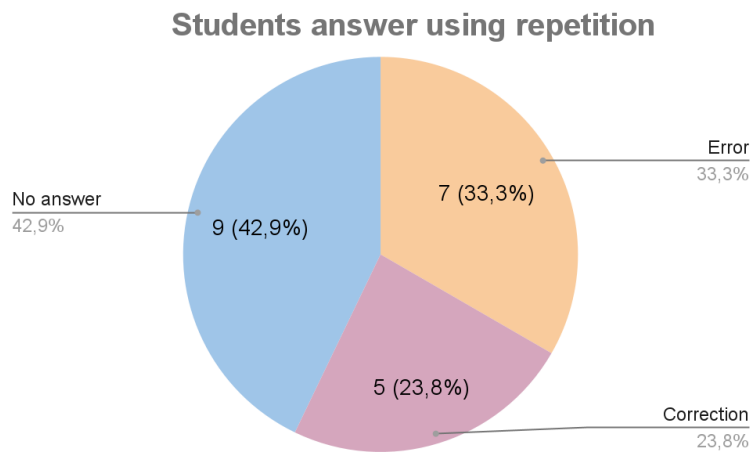
Annex 4 (rubric used in 4.B /Corrective feedback used: repetition)

**ORAL FEEDBACK→ REPETITION-(PROMPTS) 4.B
(same word/intonation change)**

WORD	TEACHER		STUDENT		
	ERROR	CORRECTION	ERROR	CORRECTION	NO ANSWER
Healthy /'hɛlθi/	Jealthy /jɛlθi/	Jealthy ?	X		
water /'wɔ:tə/	Water /'wætə/	Water?			X
Going /'gəʊɪŋ/	Going /'gəʊɪŋ/	Going?		X	
Hello /hɛ'ləʊ/	Jello /jɛ'ləʊ/	Jello?	X		
Firstly /'fɜ:stli/	Firstly /'fɜ:stli/	Firstly?			X
Listening /'lɪsnɪŋ/	Listening /'lɪsnɪŋ/	Listening?			X
Have /hæv/	Jave /jæv/	Jave?		X	
Talk /tɔ:k/	Talk /tɔ:lk/	Talk?			X
Washing /'wɒʃɪŋ/	Washing /'wɒʃɪŋ/	Washing?		X	
Down /daʊn/	Down /dəʊn/	Down?	X		

Late /leɪt/	Leat /leɪt/	Leat?	X		
Eat /i:t/	eight /eɪt/	eight?			
Warm up /wɔ:m ʌp/	_arm up /ɔ:m ʊp/	_arm up?			X
Daily /'deɪli/	Daily /'dɔɪli/	Daily?	X		
Late /leɪt/	Lit /lɪt/	Lit?			X
Muscles /'mʌslz/	Muscles /'mʊsl ez/	Muscles?			X
Watch /wɒtʃ/	Watch /wɔ:tʃ/	Wach?			
habits /'hæbɪts/	Jabits /jæbɪts/	Jabits?		X	
Sleep /sli:p/	Slep /slep/	Slep?		X	
Junk /dʒʌŋk/	Junk /dʒʊŋk/	Junk?			X
Vegetables /'vedʒtəb·lɪz/	Vegetables /'vegetæblɪz/	Vegetables?	X		
Smoke /sməʊk/	Smoke /sməke/	Smoke?	X		
Hands /hændz/	Hans /hænz/	Hans?			X

Graphic 2 (Students Answer/type of feedback: repetition)



Annex 5 (Pre-test and post-test)

Nombre: _____

Curso: _____

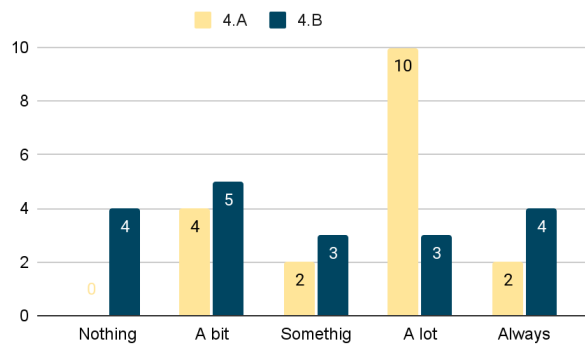
Rodea en cada caso del 1 al 5 dependiendo de lo de acuerdo que estés con cada una de las oraciones.

1: Nada**2: Un poco****3: A veces****4: Mucho****5: Siempre**

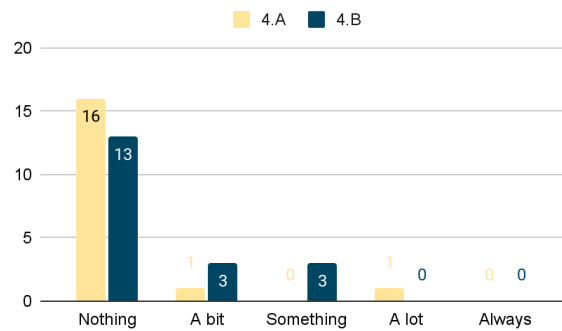
1. Me frustró cuando no entiendo lo que dice el profesor en clase de inglés.	1	2	3	4	5
2. Me siento seguro cuando hablo en clase de inglés.	1	2	3	4	5
3. Me siento muy cohibido/a al hablar en inglés delante de otros estudiantes.	1	2	3	4	5
4. Me pongo nervioso y me confundo cuando hablo en clase.	1	2	3	4	5
5. Me preocupa cometer errores de pronunciación en las clases de inglés.	1	2	3	4	5
6. Me enfado cuando no entiendo lo que corrige el profesor/a.	1	2	3	4	5
7. Tengo miedo de que mi profesor/a de inglés me corrija cada error de pronunciación que cometo.	1	2	3	4	5
8. Me gusta que el profesor/a me corrija cuando cometo errores de pronunciación.	1	2	3	4	5
9. Me gusta aprender de mis errores de pronunciación.	1	2	3	4	5
10. Me da vergüenza que me corrijan delante de los compañeros.	1	2	3	4	5
11. Me gusta que me corrijan de forma individual.	1	2	3	4	5
12. Me gusta que mi profesor/a me corrija cuando no pronuncio bien las palabras.	1	2	3	4	5
13. Cuando pronuncio mal una palabra, me gusta que mi profesor/a me diga cómo se pronuncia.	1	2	3	4	5
14. Cuando pronuncio mal una palabra, me gusta que mi profesor/a me dé pistas para corregirla yo sólo.	1	2	3	4	5

Graphs of the pre-test

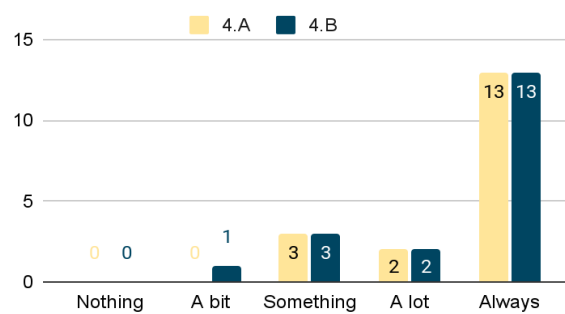
Graph 3: *I worry about making pronunciation errors in English classes*



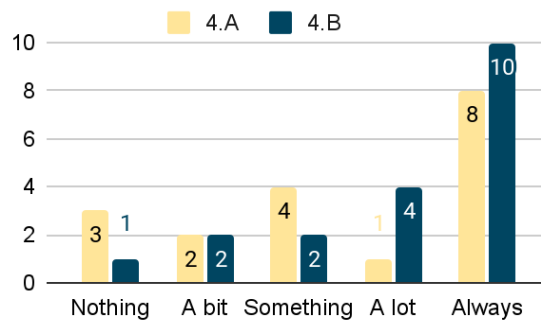
Graph 4: *I get angry when I do not understand what the teacher corrects (pre-test)*



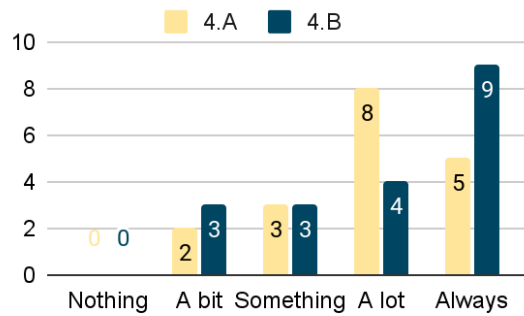
Graph 5: *I like to learn from my pronunciation mistakes (pre-test)*



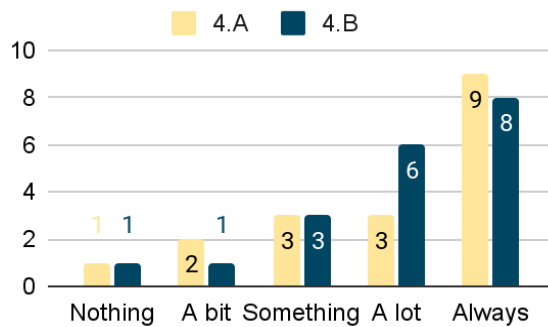
Graph 6: *I like to be corrected on an individual basis (pre-test)*



Graph 7: *When I mispronounce a word, I like my teacher to tell me how to pronounce it (pre-test)*

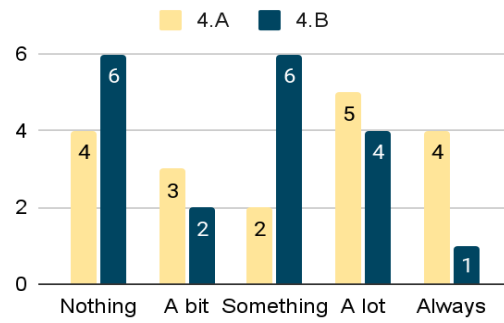


Graph 8: *When I mispronounce a word, I like my teacher to give me hints to correct it on my own (pre-test)*

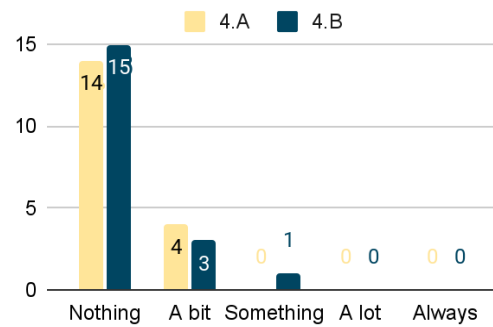


Graphs of the post-test

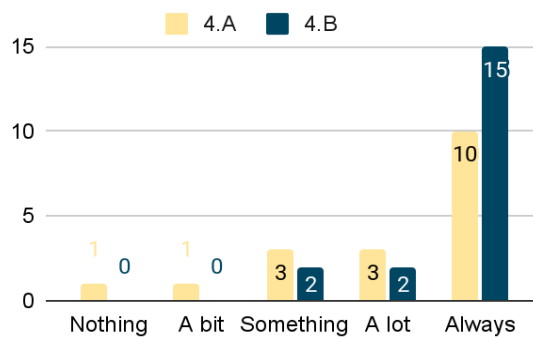
Graph 9: *I worry about making pronunciation errors in English classes (post-test)*



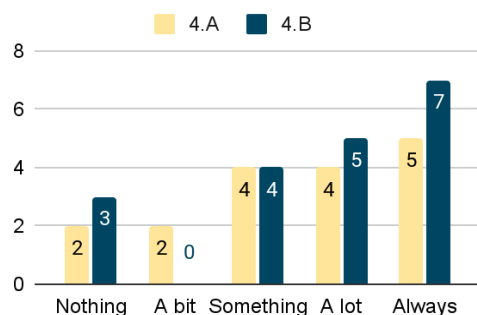
Graph 10: *I get angry when I do not understand what the teacher corrects (post-test)*



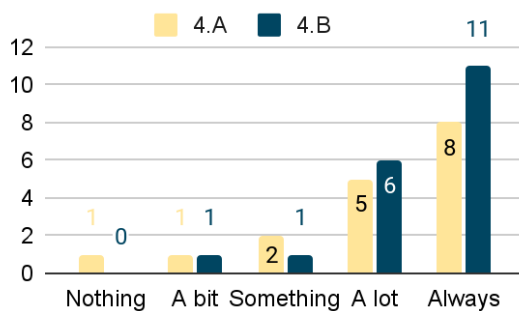
Graph 11: *I like to learn from my pronunciation mistakes (post-test)*



Graph 12: *I like to be corrected on an individual basis (post-test)*



Graph 13: *When I mispronounce a word, I like my teacher to tell me how to pronounce it (post-test)*



Graph 14: *When I mispronounce a word, I like my teacher to give me hints to correct it on my own.*

