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### Facultad de la Educación, el Arte y la Comunicación

#### Pedagogía de los Idiomas Nacionales y Extranjeros

**Fostering classroom interactions through lesson study among eight graders at a public school in the city of Loja. School year 2021 – 2022**

**Mejoramiento de las interacciones de clase a través de estudio de clase en los estudiantes de octavo año de un colegio público en la ciudad de Loja. Año escolar 2021-2022**

Trabajo de Integración Curricular  
previo a la obtención del título  
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**AUTORA:**

Janeth Alejandra Sarmiento Castillo

**DIRECTORA:**

Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.

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Dra. Bertha Lucía Ramón Rodríguez. Mg. Sc.  
**DIRECTORA DEL TRABAJO DE INTEGRACIÓN CURRICULAR**

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**Firma:** 

**Cédula de Identidad:** 1105372336

**Fecha:** 11/11/2022

**Correo electrónico:** [janeth.sarmiento@unl.edu.ec](mailto:janeth.sarmiento@unl.edu.ec)

**Teléfono:** 0979337443

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**Firma:**



**Autor:** Janeth Alejandra Sarmiento Castillo.

**Cédula:** 1105372336

**Dirección:** San Pedro de la Bendita

**Correo electrónico:** janeth.sarmiento@unl.edu.ec

**Teléfono:** 0979337443

**DATOS COMPLEMENTARIOS:**

**Directora del Trabajo de Integración Curricular:** Dra. Bertha Lucia Ramón Rodríguez Mg. Sc.

### **Dedication**

This work and all the effort behind it are dedicated to my parents, siblings and friends, for all the support they provided me throughout the process, since the beginning, until the end, and in every moment I was tempted to give up. Especially, to my grandfathers Miguel and Moises, and to my godfather Francisco, who cannot watch this here with me, but I know are still watching this from heaven and feel proud.

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## **1. Title**

**Fostering classroom interactions through lesson study among eight graders at a public school in the city of Loja. School year 2021 – 2022**

## 2. Resumen

La presente investigación se enfocó en determinar cómo estudio de clase fomenta las interacciones de clase de los estudiantes de octavo año en una institución pública en la ciudad de Loja durante el año escolar 2021-2022. El estudio contó con la participación de 10 estudiantes y un profesor en pre-servicio de inglés como lengua extranjera. Con el propósito de proveer resultados consistentes, se siguieron directrices de un enfoque mixto. Por el lado cuantitativo, un pretest y posttest fue utilizado y analizado por el test de Wilcoxon, además de un T-chart que mostró en gráficos de barras y líneas los tipos de interacciones durante la intervención. Por el otro lado, un cuestionario y notas de campo estuvieron a cargo de revelar la dimensión afectiva a través de un análisis temático. El T-chart mostró como después de cada aplicación de estudio de clase, las interacciones iniciadas por los estudiantes incrementaron de 0-40 a alrededor de 100. La aplicación del cuestionario sugirió que el incremento registrado se debe al ambiente de aprendizaje más cómodo que las actividades propuestas como trabajo en equipo, actividades auténticas y retroalimentación crearon. Mientras, la narrativa de las notas de campo dejó en evidencia que aquel ambiente no podría haberse logrado sin la ayuda de estudio de clase, la cual ayudó a identificar y resolver los problemas de enseñanza encontrados. Además, al final de la intervención, la prueba de Wilcoxon afirmó ( $P \leq 0,5$ ) el mejoramiento en el aprendizaje de los estudiantes. Finalmente, estudio de clase alcanzó la meta de perfeccionar la enseñanza del profesor participante, lo que impacto directamente en las interacciones de los estudiantes, creando un ambiente de aprendizaje menos estresante y produciendo una mejora en el desempeño de los estudiantes.

**Palabras Clave:** Aprendizaje de inglés – Enseñanza de inglés – Estudio de clase – Interacciones de clase – Mejoramiento de aprendizaje – Mejoramiento de enseñanza.

## 2.1 Abstract

This research aimed to determine how lesson study fosters classroom interactions among eighth-graders at a public school in the city of Loja during the 2021-2022 school year. The research was conducted with 10 EFL students and a pre-service teacher. To serve this purpose and provide a complete view of the results of the research, it followed the guidelines of a mixed research method. On the quantitative side, a pretest and posttest were used and analyzed by the Wilcoxon test, and T-chart showed in bar and line graphs the types of classroom interactions during the intervention. On the other hand, a questionnaire and field notes were in charge of revealing the affective dimension through a thematic analysis. The T-chart showed how after every lesson study application, the students' classroom interactions increased from 0-40 to around 100. The questionnaire suggested that it was due to the more comfortable learning environment created by the proposed activities such as group work, authentic activities and feedback; which according to the field notes, would not be reached without the support of lesson study, which identified and corrected the teaching problems found. Besides, at the end of the intervention, the Wilcoxon test affirmed the significant ( $P \leq 0,5$ ) learning improvement. Altogether, lesson study reached its objective of perfecting the participant teacher's teaching, which directly impacted students' classroom interactions, creating a less stressful environment and leading to a better student performance.

**Key words:** Classroom interactions – English teaching – Lesson study – Learning improvement – Students' learning – Teaching improvement.

### 3. Introduction

The present research work named fostering classroom interactions through lesson study among eight graders at a public school in the city of Loja, considers classroom interaction between teacher and students as an inevitable process. Since it involves more than a simple process of asking and answering. Allowing students to lead their learning and co-construct their own knowledge by supporting a continuous process of reciprocity and exchange (Saputra, 2019). So that, students are allowed to ask, participate and activate their learning during the class. By this, Venisna (2019) and Mahdi and EL-Naim (2012) explain that students unconsciously create their own learning opportunities, as doubts are allowed to arise, while practicing the language into the most authentic settings they could get.

Unfortunately, the researcher has witnessed during her pre-service practices how classroom interaction is conditioned by the teacher's and students' role. Class time is mostly taken by the teachers-talk and the attempts for interacting with the students hardly get any response. Two main reasons have been spotted by the researcher, which have been also found in works like Mahdi and El-Naim (2012), Vesnina (2019), Khazaei et al. (2012) and Nisa (2014). Being the case, students' interest was easily lost when classroom activities were merely focused on book filling activities. Besides, they were afraid of participating because of the pressure the formality of the environment exercised on them. As a consequence, they underestimated their abilities with the language content and usage, which made them strangely sure that their participation was in some way ridiculous, as they considered their knowledge and proficiency not good enough.

Because of the aforementioned, the present research proposes lesson study to boost students' interactions, by providing students' interests-based activities that help students to build academic confidence and to break the formal and traditional barrier they perceive in the class, starting at the initial stage of teaching: planning. For this reason, this research considers it necessary to know what are the most useful interactive activities that improve the students' classroom interactions. How does lesson study contribute to improve the classroom interaction? And how effective is the application of classroom interactions through lesson study?

The concern about students' classroom interactions, started with Vesnina (2019) and Mahdi et al. (2012) explaining that students' interactions are the main proof of students' being engaged and interested in the class. This agrees with Nisa's (2014) perspective of teachers acting more as learning facilitators. In this way, students' interactions seen as the perfect opportunity for knowledge practice, deep understanding contribution and doubts solving. Since getting students to interact is so hard, Myers (2012) and Yennizar et al. (2020) have also worked lesson study as a strategy to raise students' interactions by first improving teachers' teaching methodology. These studies have shown how students' interests-based activities break the formal barrier that prevented them from interacting and how lesson study supports teachers to effectively recognize any possible improvement in the teaching process. (Vesnina, 2019; Mahdi & El-Naim, 2012; Nisa, 2014; Khazaei, 2012; Myers, 2012; Yennizar et al., 2020)

Despite of the fact that lesson study has been widely applied in education. It is important to highlight the fact that researchers have found some problems when it comes to classroom interaction. Nisa (2014) has stressed the necessity of including an extra analysis for teachers' elicitation activities as they are the base for initiating interaction. In addition, Khazaei (2012) suggested the consideration of class size and time period, as larger classes in students and shorter amounts of time hardly give time to interact. On the other hand, Myers (2012) explains that in the case of lesson study, it is not enough to develop what he denominates as static reflective skills, extra factors like continuous reflection are necessary to complete the research and get desirable results. Considering the lack of variety of contexts in the related literature, it is suggested to conduct further research into Ecuadorian classrooms, considering previous studies recommendations in order to understand how lesson study affects students' interactions in the national reality.

Taking into consideration the aforementioned, the scope of this research is expected to reach the educative and investigative community. It will provide pre- and in-service teachers with a new insight for raising students' interactions, which might help to generate new teaching perspectives and strategies. Affecting this, directly to students' learning, which will encounter themselves in a more encouraging and comfortable learning environment. In the same way, the present study can lead to new research issues in which lesson study can be contextualized to

other fields of the English teaching-learning process. Finally, the development of the present study is framed on the research lines proposed by the Universidad Nacional de Loja. Thus, it contributes to the creation of new knowledge that supports the design of alternatives that directly affect the educational reality processes and results, expressed in the fifth research line (Universidad Nacional de Loja, 2021, p. 44) and proposes, as in research lines 2 and 8, teaching and research strategies that promote the development of the language skills and professionals' capability (Proyecto de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, 2020, p. 33) at the Education faculty and English major level respectively. Apart from that, the research is under the social axe proposed in the sustainable development objectives, as the results obtained, in relation to the seventh objective, support the efficiency of the teaching process, promoting innovation and quality in education for all educational levels (Secretaria Nacional de Planificación, 2021, p. 70).

The researcher considers it necessary to mention that, despite all the potential benefits described, its scope is slightly limited by the time in which it was applied, considering that in a longer period of time, the influence of lesson study would vary on students' classroom interactions. Similarly, the sample is seen as relatively small, taking into consideration that 10 students will hardly represent the EFL learners' community, which clearly presents a higher variety of realities; adding the fact of the absence of a control group. It is also necessary to add the inexperience of the researcher as both teacher and researcher, contemplating the chance that any elements of the teaching or research process were omitted. Taking into account the aforementioned, the researcher calls the research community which is interested on improving the teaching-learning process, to consider a time and sample relatively higher to the one applied in the present study.

Finally, this research was aimed to determine the impact of lesson study to foster eight graders classroom interactions at a public school in Loja city. School year 2021-2022. In order to fulfill that objective, the researcher first looked to identify the most suitable interactive activities through lesson study to improve classroom interaction, so that to implement an intervention plan based on lesson study to improve classroom interactions, being able to finally explore teachers' and students' perceptions about the effectiveness of lesson study to improve

classroom interactions, all of this in the context of eighth-graders at a public school in the city of Loja during the 2021-2022 school year.



#### **4. Theoretical framework**

Recently, a considerable literature has grown up around the application of lesson study inside English learning classrooms, and how together other elements as learning study and reflective practice, have significantly boosted teachers' teaching and students learning implications. This section presents, on one hand the main elements of lesson study and complementary components added for the purpose of this study; and, on the other hand, the nature of students' interaction, elements, limitations and boosters. Supporting the information with a final summary of previous studies which have also aborded the relation between the variables before stated.

Much literature has been done around teachers' professional development, and they all point it out as the base for improvement, innovation and changing in the entire teaching-learning process at higher levels (Myers, 2012; Yennizar et al., 2020). Theorists have argued about whether the improvement needs to be done at a teacher or student's level. As an attempt to cover a wider effectiveness on reaching language learning, lesson study claims that the interaction between both actors (teachers and students) is what maintains, balances and ensures the success of teaching and learning.

The fact that lesson study is based on interaction and complementation between teacher and students is shown by Vygotsky' sociocultural theory and by lesson learning, a complement applied together through lesson study, in which the first one improves teachers' teaching and the second one focuses on learners' learning.

##### **4.1 Vygotsky's Sociocultural Theory.**

Vygotsky Sociocultural theory focuses on the fact that any learning improvement might not be reached successfully when done alone and isolated. Pathan et al. (2018) together with Balbay and Dogan (2018) support Vygotsky and claim that support from the environment and the people involved in it is necessary, as the congruence of various perspectives, knowledge and experiences might lead to a more complete proposal and outcome. Therefore, the learning that teachers experience as teaching learners is more described as a construction process rather than appropriation.

Pathan et al. (2018) claims that the sum of the teacher prior experiences in teaching will affect the methodology and philosophy applied for teaching. That is why, he also states that main difference between teachers is that they all face different realities and contexts as a consequence, their teaching will also differ. Similarly, Balbay and Dogan (2019) argues that it is impossible for teachers to cover all the educational realities and contexts during training, so when practicing the profession, new ones will appear. This is the case in which Vygotsky highlights the sociocultural interaction between teachers in order to grow professionally, so that their experiences together are likely to produce a more complete teaching process to face a new one.

Purwanti and Hatmanto (2019) as supporters of Vygotsky's perspective, claim that teachers learn through interaction with their peers, meaning that learning happens as a result of a sociocultural process. It explains how teachers tend to perfect their teaching by constantly interacting with their students and colleagues, discovering or designing new learning struggles, but also teaching strategies, giving reason to lesson study.

Based on Vygotsky's sociocultural theory and in the fact that teachers are still learners, lesson study has been developed as a strategy to help teachers to learn how to teach, by mainly getting that interaction or support from their colleges, taking advantage of the synergy created each time teachers collaborate to complete each other's knowledge gaps. However, lesson study not only looks for teachers supporting teachers, but also students supporting teachers. So that to follow the fact that also the environment is needed for reaching success.

## **4.2 Lesson Study.**

### ***4.2.1 What is Lesson Study?***

Nowadays, once teachers get into their professional field their most common concern is about how to address teaching problems that are not usually seen during training, and consequently lead to a higher level of professional development. Lesson Study supports teachers in that situation mainly by collaboration. It means that during practice, a group of teachers closely follow the lesson development of one teacher to gather data and refine the lesson until getting the expected results.

Much researchers such as Lee and Chee (2020), Yazdanifar and Khazaeenezha (2020), Yennizar et al. (2020), Orhan and Beyhan (2021) and Istikharoh (2017) claim that the main support Lesson Study brings for teachers is its cyclical process of lesson improvement. It means that unlike other techniques, in lesson study the teacher gets the support of other colleagues to identify causes, plan processes and analyze results. What is more, the process is not complete until the teachers consider the situation has been positively changed, they take the time to analyze the context based on the content, fix problems and translate their own experiences into a better lesson plan.

Gómez and Gómez (n.d.) have broken down lesson study effectiveness into three main axes. The first one relates to *observation*. By this, teachers can genuinely, observe and know students' reactions to their activities. It is important to mention that students' reactions are part of the main bases for lesson improvements, as they are the target of every lesson, being a positive reaction desired to expect students' participation, collaboration and joy of the learning process, creating more enjoyable lessons and less mechanical processes. In addition, close observation allows teachers to recognize students learning strategies, habits and struggles, that will lead lesson improvements.

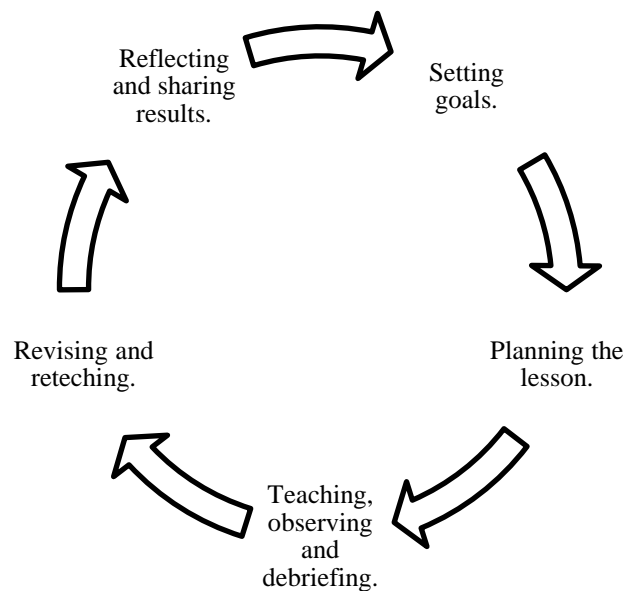
The next axis is focused on *contextualization*. Gómez and Gómez (n.d.) state that in contrast with standardized teaching processes, lesson study success comes from the simpleness and focus that one lesson provides, and the way in which it is contextualized. By this, they mean that it is better to create an effective teaching process based on the desired outcomes and perceived reality, rather than attempting to apply a standardized process to quite unexpected classroom realities.

*Collaboration* also takes part of lesson study success. Gómez and Gómez (n.d.) explain that the congruence of different teachers' experiences, perspectives, knowledge and philosophies will create discussions and therefore new knowledge, from which new teaching models appear. In the same way, taking again the observation axis, collaboration allows teacher to recognize what they did or did not do during the lesson that was crucial for learning. It is extremely difficult when the same teacher attempts to teach, observe and recognize the class.

However, when the observation is done by a collaborator, the teacher gets to teach genuinely and the observer takes special attention to given elements.

#### **4.2.2 Process of Lesson Study.**

The main aspect that makes Lesson Study suitable for teachers is its cyclical process, which allows teachers to improve their lesson the times they need until they feel satisfied. Stepanek et al. (2007) have described the process as the figure 1 shows.



**Figure 1. Process of lesson study.**

Stepanek et al. (2007) explain the process as followed, the first step needed is **setting goals**, by this, teachers will have a clear image of the problem, which provides them with a focus and guide during further steps. In addition, having a focus will allow them to address causes and processes easier than doing it with a wider problem. During the next step, **planning the lesson**, the team collaboratively creates what is called as the research lesson. Teachers usually take their experiences as a basis for this, but they also support the process with ideas they have read about or seen others use them, that is why they even describe possible students' responses.

The next step is **teaching, observing and debriefing**, during the teaching process, one serves as the lesson executor and the others as data collectors, these last ones take notes and evidence of students' learning and thinking, which will be debriefed in later discussions with the whole group. After that, teachers need to **revise and reteach** the changes they have made on the lesson, based on the discussions they have carried out after the first one. The process of revising and reteaching might be developed more than twice, if necessary, until the group feels satisfied.

The last step of **reflecting and sharing results** usually implies the team to report their research. In this way, they will facilitate the capture of their reflections and inform about lesson study influences on professional development.

#### **4.2.3 Learning Study.**

As lesson study does, learning study works based on a collaborative system among teachers. In fact, both methodologies look for enhancing learning by first improving teachers' professional performance, as it is considered the initial step for triggering teaching and learning stages within authentic classrooms. Similarly, both methodologies believe that the best way to recognize and evaluate teachers' teaching is through an organized observation and evaluation of the lesson plans, since they are the vivid evidence of what is being done inside the classroom (Cheng & Ling, 2021).

Cheng and Ling (2021) claims that the main difference between lesson and learning study, is their initial base, even though they share their final target. So that, while lesson study makes emphasis on classroom management and teaching strategies application, learning study starts asking the researcher how can x topic be taught and stresses the learning experience. It raises from the conception that lesson study when focusing more on applying strategies, tends to lose the principal and initial purpose of teaching, that is reaching learning.

Lee and Cheng (2020) point out that the main failure on both, lesson and learning study is their departure point, being both unnecessarily separated to focus and learning as they were independent educational factors. Being the case, the present study attempts to reach a balance between learning and lesson study, so that to make an emphasis on both the teachers' and also

the students experience during the educational process, in order to design a more complete and effective teaching-learning process.

#### **4.2.4. Reflective Practice in Lesson Study.**

Even though Lesson Study has broadly been described with positive results, Suryani and Rismiyanto (2021) noticed that it should be accompanied by other supportive aspects as Reflective Practice, as they found that lesson improvement is usually done content-based rather than experience-based. However, they clearly state that reflective practice should not be used instead of Lesson study, but as a combination of both.

Based on Suryani & Rismiyanto (2021) observations and in Stepanek et al. (2007) Lesson Study process, Ambady (2018) explains that reflection should not be entirely done on what researchers collected about students' thinking or learning, but also in self-examination and self-evaluation about teachers' performance. Which means that improvement is not reached by raising students learning, but teachers teaching.

### **4.3 Classroom interaction.**

#### **4.3.1. What Encompasses Classroom Interactions?**

Classroom interaction, also referred as classroom discourse; encompasses the processes of conversations or exchanges that occur among teacher and students (Babativa, 2012). Those exchanges promote language learning (instructional) and language usage (communicative) in terms of talking, questioning, answering, requesting, negotiating and feedback, mostly initiated and maintained by teachers, but involving students.

Unlike what is commonly explained, Saputra (2019) claims that classroom interactions go further than action (question) and reaction (answer). In fact, they involve acting reciprocally, acting upon each other. It means to reach a balance between TTT (Teacher Talking Time) and STT (Student Talking Time), but prioritizing meaningful communication and interaction during the class. Inside the classroom, it is vital for teacher to prepare students to talk, initiate a chain reaction and provide opportunities for students to think about what they need to say and how to do it; so that the interaction will not be cut right after the teacher finishes speaking.

Classroom interaction at this point counts any conversation or reaction between teacher and students, but do not necessarily contribute to the teaching-learning process. That is why, the classroom interaction sought in this work also includes what is known as separate components, students' participation and rapport.

Petress (2006, as cited in Hernández et al., 2021) claimed that “**classroom participation** is composed of three evaluative dimensions: quantity, dependability, and quality” (p.1). Quality is a reference for equal opportunities of expression, dependability a call for appropriateness in students' contributions, and quality a sign of student's awareness of the class development. They all might be found directly and in an explicit way throughout the lesson, but they will certainly appear in different moments of the class.

One of the benefits of participation in EFL settings, and more specifically, in the context of this study, is that students who are active participants have the opportunity to practice the target language. Additionally, students take responsibility for their learning when they are encouraged to participate in classroom tasks. Thus, it can be safely argued that learners develop their communicative and analytical presentation skills through their interactions with peers and teachers. As a group, they develop their collaborative and team-working skills.

Studying now **rapport**. The Oxford English Dictionary defines it as a close and harmonious relationship in which there is common understanding. Adel (2011) defines rapport as "the relationship or connection you establish with your students, a relationship built on trust and respect that leads to students' feeling capable, competent, and creative." Similarly, She explains that rapport is the bond between a teacher and students that allows them to work and learn well together.

Although emphasized by many as an important aspect of a teaching and learning process, rapport has been fairly disregarded so far. Teachers are constantly told that any emotional bond with the students would negatively affect students learning. However, Rizvic and Dubravac (2017) have reported how building rapport from the first lesson creates comfortable environments, which were directly related to a positive impact on students learning and learning, as the process becomes more enjoyable and interesting.

Numerous scholars have emphasized the impact of student-teacher rapport on students' behavior in the classroom, leading to much better overall academic achievements. For instance, Clark (2014) as cited in Rizvic and Dubravac (2017) asserts that positive relationships with teachers can help those behaviorally at-risk students learn more adaptive behavior. She argues that research indicates that students who develop rapport with a teacher experience fewer classroom behavior problems and better academic performance. Much attention should be paid to this issue since a poor school student achievement is a concern for most school systems for behavioral reasons as well as a predictor of further school achievement.

Rapport building starts from the very first lesson. Students make first impressions about their teachers by the way they present themselves to a class and how they initially set the class climate. In this occasion, teachers should be cheerful and enthusiastic, should make eye contact with students and give some personal information, should ask students to introduce themselves, etc. However, building rapport is not one time event, but rather it is an ongoing process that requires a lot of effort and positive energy, reflected much of the time in lesson planning.

Unlike what is commonly explained, Saputra (2019) claims that classroom interactions go further than action (question) and reaction (answer). In fact, they involve acting reciprocally, acting upon each other. It means to reach a balance between TTT (Teacher Talking Time) and STT (Student Talking Time), but prioritizing meaningful communication and interaction during the class. Inside the classroom, it is vital for teacher to prepare students to talk, initiate a chain reaction and provide opportunities for students to think about what they need to say and how to do it; so that the interaction will not be cut right after the teacher finishes speaking.

#### ***4.3.2. Types of Interaction Based on Participants.***

Classroom interactions are co-constructed by teacher and students. They can be either initiated by the teacher or students and directed to a single actor or to an entire group. As cited in Babativa (2012), Johnson (1995) explains that interactions can happen as follows:

- **Teacher-students:** The interaction is initiated by the teacher, he/she controls the content and the structure of the use of the language. In this type of interaction, the teacher insists students participate, take turns and use the language.



- **Students-teacher:** The interaction is initiated by the student, he/she/they volunteer to provide either content or doubts for the language use or learning. It means students create their own opportunities for interactions.
- **Students-students:** The interaction is initiated by students and they balance their own prompted learning with the one taught by the teacher. The teacher creates opportunities for students to use the language but do not interact directly.

Julana (2018) has added to interaction roles, important elements such as turn taking and talk time. If the teacher gives chance for the students to talk, the classroom interaction will be dominated by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be dominated by teacher. This means that behind participative students, there is a teacher who provides time for students to talk and guide their participations for reaching productive ones.

#### **4.3.3. Techniques for Starting Interaction.**

Depending classroom interactions mostly on teachers, they use some techniques for eliciting the language from students, from simple repetition to more personalized activities; reducing or increasing the teacher's talk as necessary. As cited in Ginting (2017), Sinclair & Coulthard (1975) present the following opening moves:

**Teacher elicits:** The most common way to start an interaction is elicitation. Mostly carried out by questioning, which can be formed in terms of repetition, false statements, chaining or even personalization. They are usually formulated looking for practice or affirming whether students are following the lesson or not. A sub category is check, which uses the same techniques, but for checking on how well students are assimilating the lesson.

**Teacher directs:** Unlike teacher elicits, this way expects a non-verbal answer from students. Here, the interaction is framed into the instructional use of the language, so that the teacher expects students to do but not to say. Therefore, the student's response is doing what was said in the direction/instruction given by the teacher. Feedback is not labeled as target, but might happen frequently.

**Re-initiation:** There are two situations for re-initiate an interaction or re-formulate the elicitation. First, when the opening move has no response; re-formulating or changing the

interaction is necessary. Second, when the response given is wrong, the teacher either reformulates the interaction with the same student or keeps the interaction with other students.

**Repetition:** Teachers use it frequently when students do not hear or just to make sure everybody catches up the interaction. As teacher directs, this way does not require responses from students, in some cases simple phrases for yes or no will appear.

Sánchez et al. (2007) has agreed with Ginting (2017) in relation to interactive activities. However, they state that the nature of instructional activities is also encompassed on the topic. Being the case, they propose games and activities inside real life-like framework for being considered during the activities described by Ginting (2017).

Games are claimed by Sánchez et al. (2007) as the perfect suit for interactive activities. They describe games as an activity in which learning is reached through amusement and competition. Being amusement and competition, the key terms for understanding games as interactive and motivational. Amusement supports students to not feel pressured by the formality of education and to intrinsically learn during the lesson, which means that book filling activities are not welcomed in this approach. Competition, on the other hand, fosters the valuable interaction fueled by the student's desire of winning. However, games need to be applied carefully, as some students might perceive the game results as a little discouraging, leading negative feelings about their learning capacity.

Sánchez et al. (2007) has affirmed that games are best booster and support for students learning:

“Games stimulate students’ participation and give them confidence.” This is when students free themselves in order to participate to get the best score or even to be the best in the class. They usually feel much more confident with their performance and this makes them learn and practice new structures, learn from their mistakes, and fulfill the goals of the class (Sánchez et al., 2007, p. 4)

They also support the fact that games reduce and softens the authoritarian and dominant role students perceive from teachers. Teachers are required to guide, observe and provide feedback, which reduces their talking time and gives students a push to talk, interact, question, etc.

Authentic activities have been also proposed as an approach for teachers to plan and design their activities, so that to leave the book filling approach. Arianie (2017) explains that authentic activities break the limits of sentence making and provides students opportunities to read, listen, write and speak the language as it is usually found in real contexts. It is necessary to highlight those authentic activities that are said to increase students' motivation, as their goal is changed from making sentences to write paragraphs or hold a conversation.

#### ***4.3.4. Why are Teachers Interested in Classroom Interactions?***

Taking Ginting's (2017) literature, the communicative purpose of teaching English is only reached by interaction, highlighting how important is for students, to interact in a controlled environment before facing the real world. Teachers started to promote more classroom interactions because of two main factors which according to Mahdi (2012), Nisa (2014), Khazaei et al. (2012), Vesnina (2019), Scherr et al. (2006) and Devi (2008) lead to a successful teaching-learning process. Firstly, classroom interactions have emerged as a powerful factor that provides evidence of students' engagement and motivation. For instance, several studies have documented how students are more open and disposed to start an interaction when the activities are led by them and have no pressure from the teacher. What is more, researchers recognized that students' curiosity about their own learning increased when they set the environment to interact. (Khazaei et al., 2012; Mahdi, 2012 and Scherr et al., 2006)

Secondly, the more students interact, the more opportunities they have for practicing the language, sharing ideas and leading their own learning. Studies carried out by Nisa (2014), Khazaei et al. (2012), Turley and Graham (2019) and Vesnina (2019) showed that students-fronted activities are a great opportunity for students to gradually produce the language and potentiate their interaction. Students are able to set topics, share their ideas and discuss opinions using their own ability to produce the language, which means students will be reaching the main goal of the EFL classroom, provide them with real settings of production.

#### ***4.3.5. What is Affecting Students' Classroom Interactions?***

Previous studies have widely reported that most classroom interactions are produced by teachers and students' interactions are limited to single word/phrase answers or repetition drills (Scherr et al., 2006). This situation has suggested that the shift to more student-fronted

activities will make students experience classroom anxiety. In fact, Mahdi (2012), Nisa (2014) and Khazaei et al. (2012) noted that when more students-fronted activities were included in the lesson plan, students struggled to interact with their classmates or even with the teacher. The conducted interviews showed that due to the little or null experience they have had interacting they did not know how to do it and they were afraid of talking.

Another aspect researchers noticed was students' proficiency, as with repetition drills students' actual production is not required, they have not been exposed to a real setting of language production. That is why even though students wanted to interact, they were not sure about their language abilities to do it.

#### ***4.3.6. Creating Informal Learning Environments.***

Previous studies before analyzed (Vesnina, 2019; Mahdi & El-Naim, 2012; Nisa, 2014; Khazaei, 2012; Myers, 2012; Yennizar et al., 2020) pointed out learning environment as the global reason for the alarmingly low student interactions. So that, following the principal of lesson and learning study, the application and integration of the elements for creating more comfortable learning environments before analyzed are evidenced in the development of the class. It was also seen that informal environments boosted students' interactions as their performance is not graded, not in front of a superior (teacher) and they had the support and confidence of error making. Devi (2008) and Vesnina (2019) highlighted the scope group activities have on students' interactions, as they create the conditions of an informal environment that Mahdi and El-Naim (2021) proposes as crucial for getting students to interact. In addition, these types of activities created opportunities to also reduce classroom anxiety by having their classmates to support the interaction and directing it to topics in which they all might be interested.

Myers (2012) and Yennizar et al. (2020) have proposed that planning is the base for creating those informal and more comfortable learning environments Vesnina (2019), Mahdi and El-Naim (2012), Nisa (2014) and Khazaei et al. (2012) have found effective on students' interactions. Gagne (1965) and Kadjooi et al. (2011) have also agreed on the role planning plays for getting proposed results. Since lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time,

instructional strategies, and assistance in the classroom. In fact, Gagne's 9 planning stages present a combination of students' interests, practice and authentic production, necessary for meaningful lessons in which teacher and students interaction left the mechanical approach.

Gagne's planning stages start by *gaining students' attention*. It is strictly necessary for teachers as students' interest is the base for reaching learning. Here is when students' confidence starts to be built and teacher - students bond is strengthened. This is because, students' confidence about the topic gets to be fueled by their curiosity, interests or previous knowledge. Added to that first step, is *informing students of the learning objective*, so that they collaborate with the class activities, as they found them necessary for reaching what you expect from them at the end of the class.

Immediately, Gagne proposes *stimulating students' previous knowledge*, so to do not run aggressively into the classes' topic. Associating previous knowledge is considerably beneficial for students learning, as it supports students to build up their language proficiency as a whole, connecting topics and classes. *Presentation*, is the stage in which students get in touch with the new material, it is also suggested to attempt personalization based on students' interests, pictures and videos might help.

The practical part of the lesson is crucial for students to reach learning and for teachers to enhance interactions and help students to co-construct their knowledge. Gagne proposes a primary stage of *guided practice*, here the teacher presents and explains what is considered as a correct performance and how to achieve it. This stage mainly calls for observation. However, it does not mean interaction has been degraded to passive. In fact, Ginting (2017) explains that the role of observer that students play, is constantly collecting and processing the knowledge that will allow them to actively participate during the next activities, framing the interaction to one in which teacher directs and students solve doubts.

After observing, Gagne suggests students to *practice independently*, as teachers leave the role of directing and move on to eliciting. This stage, in the frame of classroom interaction is the peak of the process for building students' confidence. Here the knowledge and skills they were getting and the confidence they were building up since the beginning of class is confirmed and refined with activities in which they get the support of their classmates and the benefit of

error making. At this point, *feedback and scaffolding* is extremely needed for preventing students to give up after mistakes. The process of practice and feedback is constantly carried out until the teacher considers, the students have clearly taken the learning path.

The final stage of planning is *assessment*, which gets combined with the fact of *enhance retention*. Authentic material and activities are necessary for the lesson success, as it provides real life – like activities. Here, it is necessary that students have successfully completed the previous stage of practicing, so that their language proficiency and skills will back up their confidence to move on and interact in a more demanding activity.

The first element that needs to be described is the way teachers present the new material. Much literature has been done around the topic and people still argue about whether students better learn when they are told or when they discover by themselves. Kadjooi et al. (2011) has stated that students being told grammar rules is not strictly wrong. However, when they have the opportunity to discover the new target knowledge their confidence about their capability of leading their learning increases and boosts their classroom participation, as well as interaction, as they now consider themselves as capable of telling what the target of the class is, breaking the passive role enhanced by explicit grammar.

On the other side, even though, it is not explicitly mentioned in Gagne's planning stages, they are strongly linked to a process that happens simultaneously, but more focused to the classroom management. This is the gradual interaction students are required since the new knowledge/material is presented. During the first two stages of planning, students' activities can be done individually or in groups. However, the third stage marks an initial point in which students first, understand by themselves, then they reinforce that knowledge being interdependent with their peers during pair or group work. In this way, they unconsciously build their confidence of interaction and participating, as their peers provide that comfortable and less formal learning environment they need, being supported by the fact that they are allowed to make errors and those errors are at the same time scaffolded by the teacher.

Vesnina (2019) has shown that cooperative learning can help students develop skills in communication. Cooperative learning is the opportunity for groups to work together and support knowledge and correct error making. Activities framed into cooperative learning are

expected to create a positive learning environment for students and allows students to have more opportunities for communication. According to Daniels (2005) as cited in Vesnina (2019), cooperative learning structures give students a framework of support for their language learning experience. Within this framework, students will facilitate confidence in their language skills, so they will be comfortable in their learning environment and therefore they will become more eager to speak out in class. They have to talk to succeed in the task and they are motivated to succeed through the task being interdependent.

In the same way, teachers' instructional practices can shape the extent of student engagement. That is why, personalization during instructional activities and games are recommended by Vesnina (2019), Mahdi and El-Naim (2012), Nisa (2014) and Khazaei et al. (2012). Especially for building classroom rapport, games are the perfect way to change the authoritarian image students have of teachers, so that to present teachers are guiders and supporters of their learning, and not merely reciters of knowledge. Here, is when teachers give priority to students' questions and participations, making them feel their contributions are significantly valuable for the class, inviting them to keep participating.

Another element considered for building more informal and comfortable environments is scaffolding. It has been proven as a powerful instructional technique that helps students to assimilate the one that has been presented and construct their own, helping them to get ready for a more independent practice. Taking Khadjooi et al. (2011) literature, scaffolding encourages learning to take place and allows communication skills related to interaction to foster among learners. Furthermore, it provides a non-threatening learning environment which encourages EFL learners to overcome their apprehension in communicating and expressing their points of view in a foreign language.

The final aspect to mention is the nature of the activities. Much literature has been done in relation to whether students need to fill books to demonstrate knowledge or more authentic activities can be done instead. Sánchez et al. (2007) together with Ariaine (2017) have stated that interactive and more authentic activities tend to trigger teacher-students' interactions as their confidence and motivation is primarily boosted. Nisa (2014); Khazaei et al. (2012); Vesnina (2019) and Mahdi and El-Naim (2012) have applied interactive activities as Sánchez et al. (2007)

and Ariaine (2017) proposed, getting positive results on students' confidence and therefore their learning.

Similarly, Kilickaya (2004), as cited in Arianie (2017), defines authentic materials as the exposure to real language, as it is found in native speaking communities. Apart from the demand native community has on non-native speakers, authentic materials are used with the purpose of students learning and confidence, students will have a sense that the real language for communication is being learnt, they feel more moved by those activities, as they know their knowledge surpasses the process of making sentences, as normal grammar books and lessons have been working. Authentic materials are intrinsically more active, interesting and stimulating.

Games have also been proposed by Sánchez et al. (2007) in order to decrease the pressure of the formality of the environment, as the main goal of games is making students learn and practice without necessarily noticing they are doing so. In this case, the amusement students get while learning, hides in some way, the fact they are learning. The competition element of games pushes students to ask and look for support from the teacher or peers without fearing of any undesirable reaction. In the same way, while students play, it gives the teacher some time to spot students weaknesses and reinforce performance when providing feedback.

In the same way that games fit perfectly for students' interaction and learning. They need to be designed and applied carefully. As the same competition element that fosters interaction, might bring student's confidence to the ground. It is due to the fact that, when games are stated with winners and losers, students who lose, tend to feel their language proficiency is not good enough as their classmates'. In this case, more than supporting learning, wrongly applied games can destroy students' confidence and motivation to interact and learn.

#### **4.4 Summarizing Previous Studies**

The following section reports about previous studies which have already addressed the application of lesson study and the nature of students' classroom interactions. By means of this section, it is expected to support and strength the assumptions in this study presented about



lesson study success on students' classroom interaction and its contribution for EFL teaching improvement.

Six scientific articles (table 1) were selected for the analysis. They specifically focused on Lesson Study for improving teachers' performance, with an emphasis on increasing students' classroom interactions. It was identified with specially concentration in Asian contexts, such as Indonesia, Iran, Ukraine and Saudi Arabia. However, a study in the United Stated provided a clear image of the occidental one. Regarding to research methods and educational levels, the chosen studies provide a quite wide range of possibilities for the present research. Although most of them were conducted with a qualitative approach, quantitative and mixed methods were also included. Being most of the studies carried out in high school environments, they all showed positive results concerning the application of lesson study and the possibility of increasing students' interactions.

**Table 1**cles studying the application of lesson study and increasing students' classroom interactions.

<i>Study</i>	<i>Country</i>	<i>Population</i>	<i>Method</i>	<i>Level of Education</i>
<b>Nisa (2014)</b>	Indonesia	1 teacher 25 students	Qualitative	University
<b>Khazaei et al. ( 2012)</b>	Iran	30 students	Quantitative	High School
<b>Vesnina (2019)</b>	Ukraine	4 students	Qualitative	High School
<b>Mahdi and El-Naim (2012)</b>	Saudi Arabia	50 students	Mixed	University
<b>Myers (2012)</b>	United States	20 teachers	Qualitative	High School
<b>Yennizar et al. (2020)</b>	Indonesia	10 teachers	Mixed	High School

*Note: Scientific articles studying the application of lesson study and increasing students' classroom interactions.*

The studies were also considered because of the diverse points of view they offer in relation to lesson study and increasing students-initiated interactions. For instance, while Vesnina (2019), Mahdi and El-Naim (2012) considered students' interactions as a result of teacher's performance, Nisa (2014) and Khazaei et al. (2012) looked into less teacher-modified situations such as the class size and the formality of the environment. On the other hand, Myers (2012) and Yennizar et al. (2020) explored the application of lesson study as a process including also reflection.

Vesnina (2019) together with Mahdi and El-Naim (2012) consider that students interactions are a clear sign of students' engagement, attention and therefore learning. However, the formal environment that students perceive at the school has been preventing them from taking any initiative to learn. Consequently, researchers have been looking into new strategies to improve that situation. Even though both researchers were into the same path, Vesnina (2019) preferred a focus on understanding how the Initiation– Response–Feedback (IRF) format would help students. Meanwhile Mahdi and El-Naim (2012) chose to study what effect computer–mediated communication would have on students' interactions.

Even though researchers agreed on a qualitative approach Mahdi and El-Naim (2012) also applied a quantitative method to extend the vision. Thus, videotaping and interviews were used along questionnaires respectively. Vesnina (2019) found a strong positive direct relation between the IRF format and the students' willingness to interact. It seems that the IRF format was useful to make students comfortable inside the classroom and they started to initiate interactions. Which corroborates Mahdi and El-Naim (2012) findings regarding computer – mediated interaction and students' interaction. It also reduced the formality of the environment, especially because of the support the internet provided while preparing their interaction.

Even though Nisa (2014) and Khazaei et al. (2012) agreed with Vesnina (2019), Mahdi and El-Naim (2012) when considering students' classroom interactions as the main sign of learning, Nisa (2014) and Khazaei et al. (2012) claimed that the poor interactions students initiate do not rely entirely on the teachers' teaching, but in less teacher-modified situations like the formality of the environment and the class size, respectively. That is why Nisa (2014) studied how students interact within quite formal and informal learning environments. Meanwhile Khazaei et al. (2012) were more interested on recognizing how students in large and small classes interact.

Researchers have both acknowledged the use of the experimental and qualitative approach. So, observation was the main tool for classroom immersion and understanding. Nevertheless, Nisa (2014) considered that simple observations limit the researchers to the most obvious situations. Thus, videotaping and non-structured interviews were added to deepen the

understanding. Both studies showed what the researchers had predicted, formal environment and larger classes negatively affected the students' willing to interact. Which was quite different from what was observed in the classrooms with informal environments and smaller classes, where students were more active and their recorded interactions were considerably higher.

Regardless of whether the aspects affecting students' interactions come from conditions either under or out of teachers' control, Myers (2012) and Yennizar et al. (2020) stated that teachers sometimes are limited by their active role during the class, that they cannot see everything going on while teaching. Thus, they need extra support from other colleagues to find mistakes and fix them. That is why they have studied to what extent the application of lesson study affects teachers' reflection and consequently, their teaching quality.

Myers (2012) and Yennizar et al. (2020) agreed in qualitative research for understanding the lesson study effects on teachers, applying interviews and class observations for the studies. Researchers found quite positive results with the application of lesson study, teaching mistakes were found and fixed, recognizing the supporting role colleagues provide when it comes to deeply understanding and analyzing what happens in a classroom when teaching.

The literature review of the present study aimed to provide the reader; all the information necessary to broaden their knowledge about 1. professional development within a context of social support and 2. Classroom interaction encompassing more than teacher's questions and student's answers. Boarding lesson study and its complements was necessary to identify that Language learning improvements is not merely teachers' job, but is supported by learners and that the more teachers involved in the institution. An open discussion is still going around the effectiveness of teachers supporting teachers, while some theorists see other teacher's support as an excuse to lose focus. Regarding classroom interaction, the present literature reviewed explained how it involves more than mechanical process of asking and answering, being this directly related to students learning and strongly affected by the learning environment, anxiety and students' proficiency. Based on the aforementioned, lesson study appeared as an appropriate tool for teachers to improve learning through lesson plans, which at the same time support the process of creating more comfortable environments to boost students' meaningful classroom interactions.

## **5. Methodology**

This study sets out to determine the impact of lesson study to foster eight-graders classroom interactions at a public school from the city of Loja during the 2021- 2022 school year. Specifically, issues such as what are the most useful interactive activities that improve the students' classroom interactions? How does lesson study contribute to improve the classroom interaction? and how effective is the application of classroom interactions through lesson study? were addressed throughout the development of the research. In the present section, the methodology of the study is presented in terms of research setting, procedure and data analysis.

### **5.1 Research Setting**

The present study took place at one public educational institution of the Zona 7 of education in Ecuador, which includes Zamora Chinchipe, Loja and El Oro. The research was carried out, specifically in the center of Loja city, coordinates: -3.9920471452, -79.2060606325. The activities were implemented during the 2021 – 2022 academic year, being the intervention schedule and teaching topics, assigned by the institution.

It is also important to highlight the fact that the institution was chosen since it is located at the same city the researcher is, and it offered more administrative facilities, being the fact that it has previously signed a cooperation letter in which it allows Universidad Nacional de Loja's students to do their pre-professional practices at the institution. Also, it counts on an afternoon section and more manageable-sized classrooms, as recommended for the study.

### **5.2 Procedure**

#### **5.2.1 Research Methods**

This study took the form of a pre-experimental research, with a pretest and posttest design, which based on Rogers and Révész's (2019) literature in the Handbook of Research, it takes an experimental group as part of a treatment, that is to say lesson study to foster classroom interaction, consisting of multiple training sessions. Besides, a mixed approach (quantitative and qualitative) was also used to provide a wide perspective about students' performance and attitudes after the treatment.

Considering the mixed approach of the research, on one hand, quantitative research was used in order to notice any knowledge improvement related to the application of lesson study. Being this the case, an achievement test was applied before and after the intervention, so that it was possible to recognize an impact on students' learning. In addition, a T-chart recorded all classroom interactions, in relation to teachers' techniques and the type of interaction triggered.

On the other hand, and to complement the information given by the quantitative instruments, a qualitative approach was useful to recognize students and teachers' behavior and attitudes towards lesson study and in relation to classroom interaction. Students were asked to complete a questionnaire in order to record their final experience about the treatment. Apart from that, field notes took part of an autobiographical narrative inquiry, considering the classroom events from a participant and non-participant perspective, being these completed by a collaborator, during the application of lesson study to improve students' classroom interactions.

The intervention plan consisted of the application of lesson plans based on contents provided by the Ministry of Education, until reaching 8 weeks of intervention, which means that they were focused on the use of lesson study to foster students' classroom interactions. The lesson plans were constructed in relation to what Gagne (1965) has described as essential for an effective plan. The first component is the learning objective, following Bloom's taxonomy for greater specification and better effectiveness of the activities planned. The next component involves the practice activities, planned to reach the learning objectives by starting guided practice and then independent activities, depending on the educational reality. Finally, in order to recognize any learning progress, assessment activities were also included.

The study was carried out taking advantage of the cooperation agreement between the Universidad Nacional de Loja and the Coordinación Zonal de Educación de la Zona 7, which allowed the researcher to develop their practical skills inside educational institutions covered by the zone 7. The process followed, once the institution agreed to collaborate with the researcher, is described and summarized in three stages: designing, application and evaluation.

The present study started with the stage of designing, which consisted of designing and planning the lesson plans applied during the treatment, taking into consideration the contents

and components aforementioned. It is important to mention that because of the nature of lesson study, the lesson plans experienced some improvements throughout the research until the researcher got the expected results.

During the stage of application, the researcher started the direct interaction with the students by applying the lesson plans during students' regular English classes. At this stage the data collection instruments were conducted during 8 weeks. First, regarding to the influence of lesson study on students' learning, a pre-test and post-test was applied by the researcher during the first and last lesson respectively. Second, in order to record students' attitudes and reactions towards lesson study and how it was influencing their classroom interaction during the lessons, a T-chart was completed by a collaborator, in which the interactions were classified into teachers' technique and types of interaction. Additionally, field notes were completed by a collaborator throughout the lesson and by the researcher at the end. The contact with the students concluded by a questionnaire, in which students had the opportunity to show their perceptions about the intervention.

The process of systematization was the last stage and it included the processes of tabulating and organizing data for the analysis, which was done framed on the before mentioned techniques.

### ***5.2.2 Data collection sources and techniques***

The data collection process of the present study followed the guidelines of a mixed approach in order to get greater understanding of the effect of lesson study on students' classroom interaction. Being the case, the cognitive as well as the affective dimension were measured in a qualitative and quantitative way so that it was possible to notice any improvement and/or positive reaction.

As part of the quantitative design, techniques inside the paper and pencil method (Airasian et al., 2012) were applied. In this case, an achievement test was conducted under the supply design. The test was based on what the students were taught during the treatment according to the English textbook provided by the Ministry of Education and in relation to reading, listening, grammar and vocabulary, so it was graded following the national scoring system (see Annex 5). In the same way, classroom interactions were recorded with a T-chart in

the sense of utterances counted, so that every interaction was registered and classified into teacher's technique and type of interaction.

Additionally, in order to measure the affective dimension, the researcher gathered data by direct observation, from non-participant and participant perspectives, with the help of a collaborator in the case of the first one (Airasian et al., 2012). In order to record those observations, a questionnaire and field notes were conducted; they described the main events and people's attitudes towards the activities used with lesson study. In the case of the questionnaires, they were conducted by the researcher. However, the field notes were written by both, the researcher and a collaborator, taking perspectives from in and out the teaching process.

### **5.2.3 Research participants**

The research participants were selected throughout the method of cluster sampling, due to its capacity to provide homogeneous samples of a considerable big population as English learners are. The process took into consideration the process presented by Airasian et al. (2012). Being that the case, the target sample was EFL students from the afternoon section in the schools from the city of Loja during the 2021 – 2022 school year, from which one course was the desired sample. The major characteristic that allowed the researcher to divide the population in subgroups was its language proficiency, that goes from A1 to B1.

The target of the present study were 10 eight grade students, 3 male and 7 female, randomly selected and willing to take part of the study. According to the Ministry of education, they were framed in the A1.1 English level described by the Common European Framework of Reference for Languages and aged between 12 and 13 years old. As part of the population profile, most of them came from not privileged houses, in which the public English education is the only learning source they have ever had accessed to.

### **5.3 Data analysis**

In the same way that the data collection instruments were combined, their analysis was too. First, the data gathered by the achievement test and the T-chart were understood by using statistical formulas, they were tabulated and showed in frequency tables to better visualize.

Thus, the Wilcoxon signed-rank test was used to state students' knowledge variety, and credit statistical significance to the students' grades.

Regarding to the questionnaire, the thematic analysis was used in order to understand students' affective dimension. Here, categories such as group activities, practical activities, feedback, and rapport appeared. Field notes were analyzed also under the same thematic design, in which students' reaction to the class styles were grouped and analyzed as group or individual; explanatory or discovery and authentic or book filling activities.

Even though the data was collected in a separated way, their analysis was completely linked because of the triangulation of the data. By this, the qualitative data supported and gave deeper and more complete understanding to the results gathered by the test and the T-chart, as both, the cognitive and affective dimension of students towards lesson study and their classroom interactions were covered.



## 6. Results.

The effect of lesson study on students' classroom interactions, was obtained through quantitative and qualitative data collection sources applied throughout the intervention. The present section presents the results obtained from those sources, regarding to students' and teachers' cognition as well as perception: Firstly, pretest and posttest grades, that allowed a clear identification of students' English language proficiency before and after the intervention. Second, T-chart counts, that showed the frequency of teacher's interaction techniques and interaction types throughout the lesson. Finally, field notes and questionnaires redactions that exposed teachers' and student's perceptions, accordingly, about lesson study intervention. Tables, graphs and quotations are displayed for better understanding.

### 6.1 Pretest and posttest results

The pretest results supported the researcher decision to implement an intervention plan based on lesson study to improve eighth-graders' classroom interactions at a public school in the city of Loja during the 2021-2022 school year. From this source, the researcher noticed cognitive changes on students after the application of lesson study, as it can be seen in table 2 and 3.

**Table 2. Wilcoxon test on students' pretest and posttest grades.**

N°	Pretest	Posttest	Difference (Pretest – Posttest)	Ranks
UEPJA8A01	6	8	-2	2
UEPJA8A02	4	8	-4	4
UEPJA8A03	3	5	-2	2
UEPJA8A04	4	9	-5	6
UEPJA8A05	7	9	-2	2
UEPJA8A06	4	10	-6	8
UEPJA8A07	2	10	-8	10
UEPJA8A08	3	10	-7	9
UEPJA8A09	2	7	-5	6
UEPJA8A010	5	10	-5	6

*Note: The table presents the Wilcoxon test on students' pretest and posttest grades.*

**Table 3. Wilcoxon test summary.**

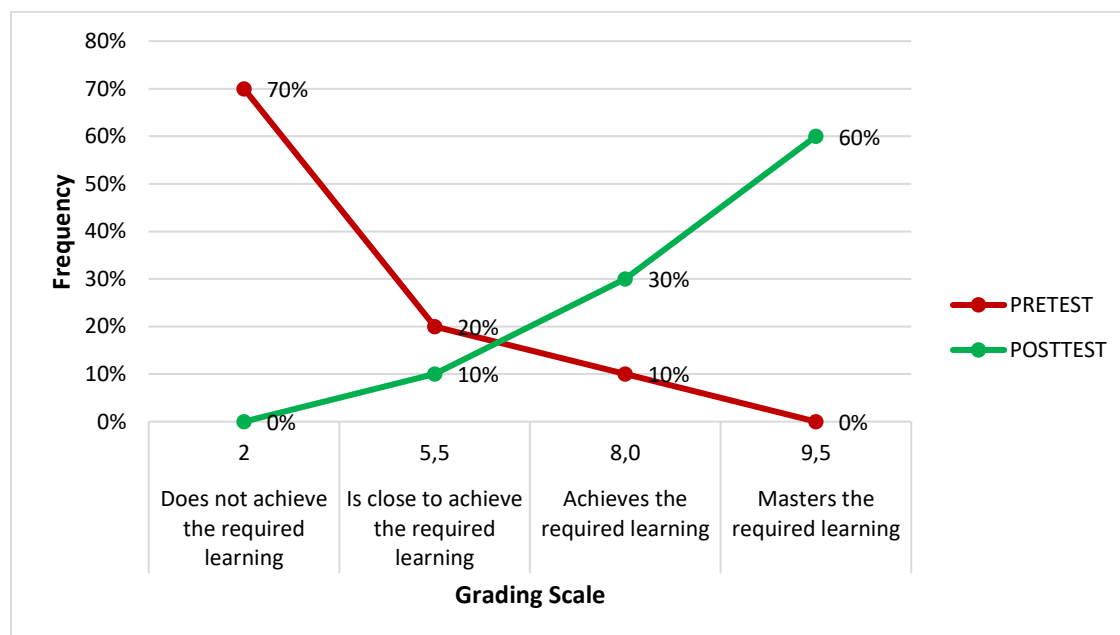
Pretest scores	Ranks	N°	Sum of ranks
Posttest scores	Negative difference	10	55

Positive difference	0	0
Total population	10	
<b>Critic value</b>	<b>8</b>	
<b>P≤0,5</b>		

Note: the table presents the summary for the Wilcoxon test applied on students' grades.

Students' proficiency grades in reading, listening, vocabulary and grammar structures before and after the intervention are shown in table 2, together the Wilcoxon test applied on them (see table 3). In fact, it showed how all students performance about the mentioned English skills during the posttest certainly increased. The Wilcoxon test, affirmed that the results obtained on the pre and posttest were statistically significant, since p was found lower than the critical value ( $P \leq 0,5$ ). Even though, the test attributes a 95% of effectiveness to lesson study, there is still a 5% chance that the change was not completely because of the intervention. For that reason, further results from questionnaires, field notes and T-chart will corroborate the fact that the change on students' English proficiency was due to the application of lesson study.

Figure 2 shows the comparison between students' pre and posttest grades, before and after the intervention plan.



**Figure 2. Pretest and posttest comparison.**

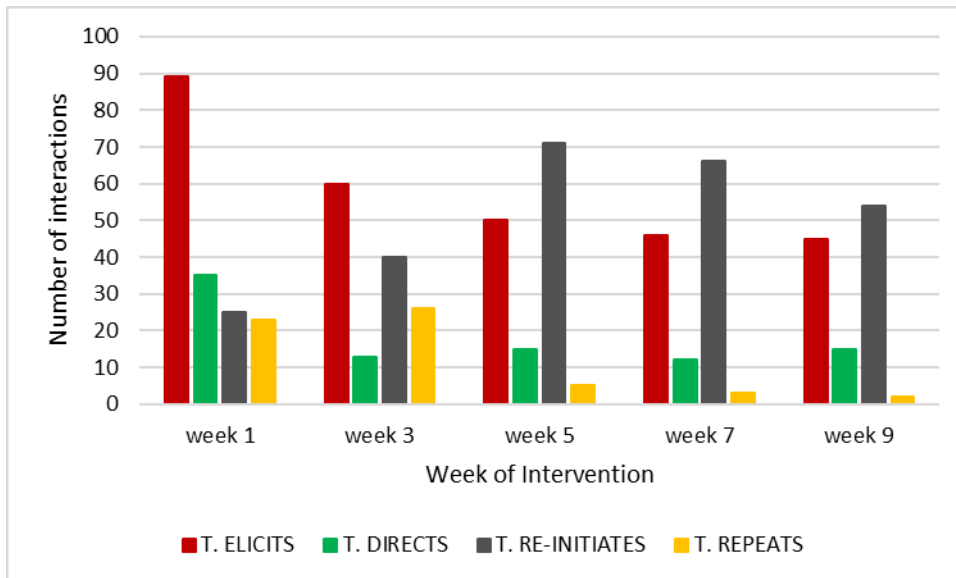
In the same way, the results from the pre and posttest, regarding to reading, listening, vocabulary and grammar structures, at the beginning and at the end of the intervention, can be compared in figure 2. Being the case of the pretest, only 10% of the students had an average

level before starting the intervention. For 90% of students left, they could not reach a grade above the average, and were placed below 5,5 points. The results left in evidence students' struggle for identifying the gist and simple information from elementary written and spoken texts. Besides of their little understanding about the use of basic grammar, in both structure and meaning.

Contrary to what the pretest presented, figure 2 demonstrates students' performance improvement in relation to reading, listening, vocabulary and grammar after the intervention. 90% of students got placed above the average and, even 60% of them, master the required learning. Unfortunately, 10% of the population, meaning one student, still got placed below the average during the posttest. The results suggested that students had little difficulty identifying the gist and simple information from spoken and written texts. Additionally, even though the structure for present simple tense still had errors regarding to third person rules, student's understanding of general grammatical rules and meaning showed great improvement.

## **6.2 T-chart results**

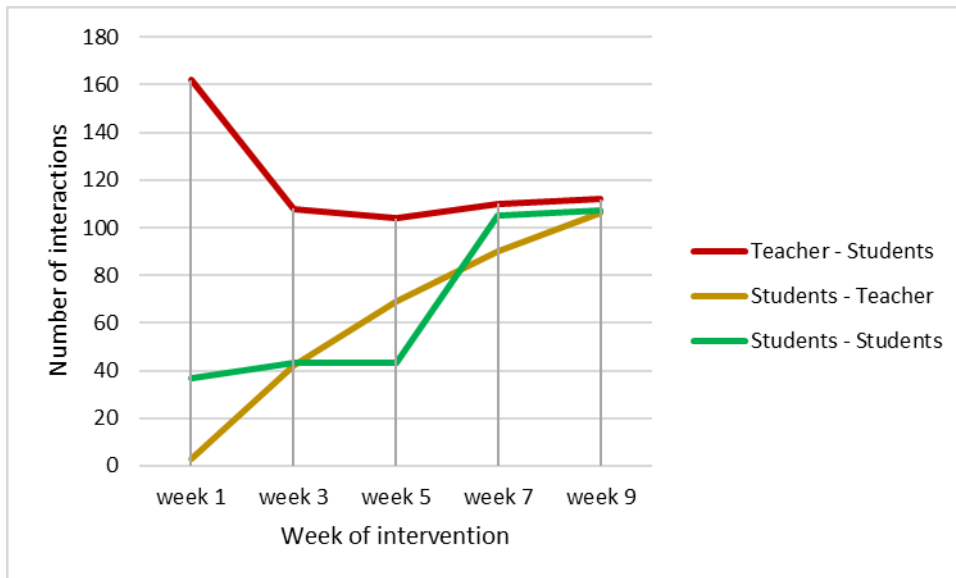
In the present research, teacher's interaction techniques are of great concern, as at some point of the learning process, they set the starting point for classroom interaction. In this case, teacher's interaction techniques helped to identify the most suitable interactive activities through lesson study to improve the classroom interaction among eight-graders at a public school in the city of Loja during the 2021-2022 school year. Being the case, Figure 3 and 4 show the teacher's interaction techniques and the types of classroom interactions' evolution, respectively.



**Figure 3. Teacher’s interactive techniques used during the treatment.**

Figure 3 shows the progress of teacher’s opening moves to start classroom interactions. The graph illustrates that elicitation techniques decreased significantly for the third week, from almost 90 to 60, and from that point, they remained constant until the end. This suggests the normalization of the teacher’s talk time, as before week 3, this technique took the majority of the classroom interactions. Interestingly, while teacher’s elicitation techniques decreased, teacher’s re-initiation techniques started to be higher. It reached its peak at week five with more than 70 and remained stable for the rest of the intervention in a higher level. This proposes that in the third week, the teacher’s role was strongly focused on supporting students with feedback, rather than trying them to speak.

Turning now to the direction-type of interaction, it suffered a minimum change for the third week, and it was kept from 10 to 20 until the end of the treatment, which is not necessarily alarming, but surprising. As a matter of fact, since teacher’s direction techniques are done when instructing the activities, the reduction and stabilization of them verified that clearer and more effective instruction was reached. And, it is supported by the serious reduction of repetition-type of techniques throughout the intervention. Remarking that, at the final week of treatment, the teacher had almost no need to re-instruct the students on what they need to do, but in what they are learning. The greater focus on providing feedback ensures that students are having the support needed while learning.



**Figure 4. Types of interactions registered during the treatment.**

The effectiveness of the interactive techniques used during the treatment was expected to bring all type of interactions at the same level. Figure 4 shows that the activities in fact normalized and balanced all types of classroom interactions to a same proportion between 100 and 120. It can be seen that students'-initiated interactions with the teacher and their peers were quite reduced during the first weeks of intervention, as they only went from 0 to 40. Contrary to what was registered regarding teacher-students' interactions, which was reported as the highest one with 160 interactions. This suggests that, at the beginning of the intervention, classroom activities were strictly started by the teacher and students had little participation, as almost no response was received at the students' part; evidencing a very passive role on the last ones.

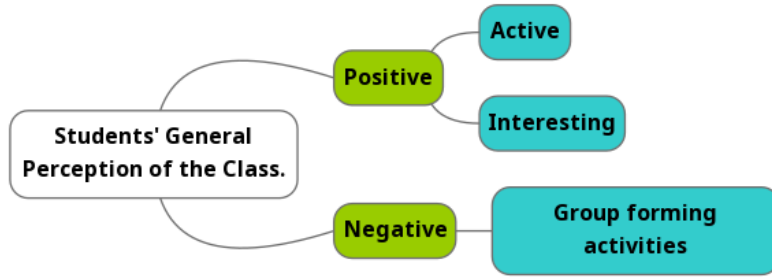
After week 5, Figure 4 shows how all interactions started to cluster between 100 and 120. Since students-teacher interactions raised together students-students' interactions, teacher-students interaction decreased. It indicates that teacher's and students' talk time got a balance; having both, space and initiative to interact during the lesson. What is more, the rise of students-students' interactions from 40 to 100 proposed that group work accomplished its objective for learning support and meaningful interaction. Considering that group work tends to be developed in an individualized way, the elevation of it suggests that students actually supported each other during the activities.

The information presented by the graph above, states that all types of interaction were done almost equally during the class time. Being the case, since teacher-students and students-teacher interaction clustered together, the teacher's and students' talk time was balance, having both an active role during the learning process, which sets a perfect environment for learning. In the same way, the increase on students-students' interactions from 0 to 100 means that students got a support source for their learning on their peers. Which sets a more comfortable environment for them to ask about what they are learning.

### **6.3 Questionnaire results**

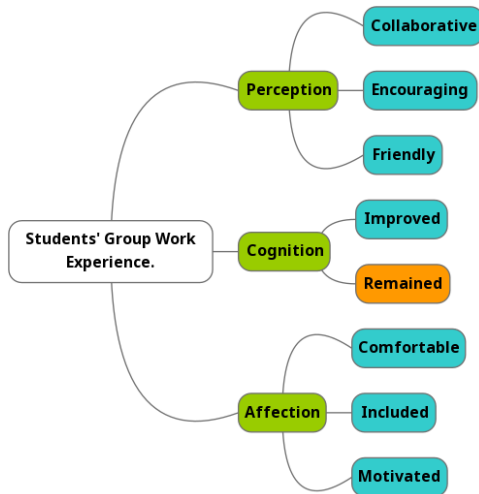
After the intervention, it was necessary to explore teachers' and students' perceptions about the effectiveness of lesson study to improve classroom interactions among eighth-graders at a public school in the city of Loja during the 2021-2022 school years. Serving that purpose, a final questionnaire was used to uncover student's perceptions towards the elements used to foster their interactions, which were already displayed previously. In the same way, field notes were written throughout the intervention, in order to record the teachers' experience applying lesson study. Thus, a thematic analysis is presented regarding students' and teacher's perceptions.

Starting with the questionnaire results, they were mainly focused on showing students' perception about lesson study, how they felt and considered their knowledge. So that, to establish a relation in which students felt comfortable during the class and improved their English learning. In the frame of this research, on the one hand, group work, feedback and the practical activities were the main keys through which, it was expected to foster student's classroom interactions. And, on the other hand, classroom interactions considered also students' participations and rapport, as the T-chart presented students' classroom interactions and participation. Now, the questionnaires complement the information focusing on rapport.



**Figure 5. Students' general perception of the classes.**

As Figure 5 reports, students' general perception of the class was divided, it was found both, positive and negative considerations during the treatment. Some students described the class as active and interesting. They justified their answers by stating that they hardly or never carried out any of the activities included in the treatment on a daily basis. "We did not play that often" "We never sang" or even "I never had the opportunity to use Doraemon" are just some of the answers they wrote. However, some students considered that the group forming techniques did not fit their expectations, as they mentioned that they hoped to be grouped with their closest friends.

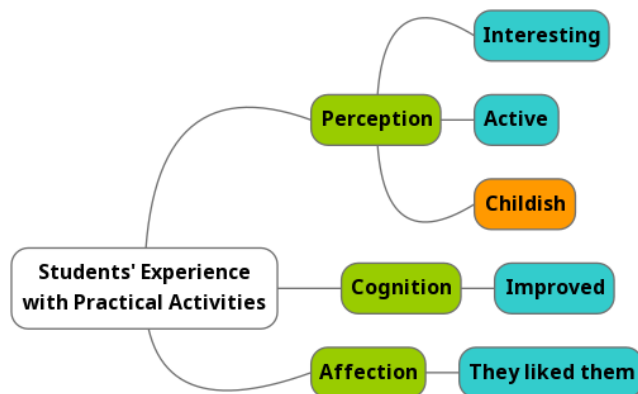


**Figure 6. Students' experience working in groups.**

Group work was a key aspect for breaking the formal environments and reduce the pressure from students. Figure 6 shows that students' perception and affection was positively described by students regarding this type of learning. However, their consideration about how

helpful group works were for their understanding still had students with no changing experiences. In this case, they stated that they understood at the first time, and during the group works, rather than be supported, they were the ones supporting their classmates.

In the frame of this research, group work was expected to support students' cognition by providing a propitious learning environment. During this time, students had the opportunity to support each other and strengthen their individual knowledge. In fact, the activities were qualified as collaborative, encouraging and friendly, making students feel comfortable, included and motivated. These promising answers evidence that an informal environment was effectively created by group works, and consequently students felt encouraged.



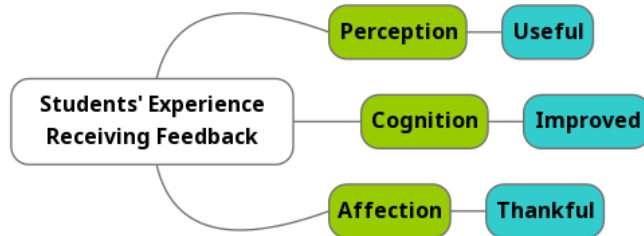
**Figure 7. Students' experience with practical activities.**

Another important aspect during the intervention, was the authenticity of the activities, their focus on having students to play and find themselves in more authentic practice activities, guiding them into not only funny frames, but into significant ones that foster their learning. Unfortunately, Figure 7 demonstrates that despite the fact that the activities were characterized as active and interesting, there was also a position which considered the activities as childish, recalling how difficult it is to get the activity fit all students' interests and needs.

Regarding now, to the cognition and affection, all students agreed that the activities supported their cognition and knowledge improvement. It was also mentioned that they liked the fact that worksheets application was considerably reduced. Activities like jeopardy, scenes, charades and 4 corners were stated as their favorites. This sustains the effectiveness of

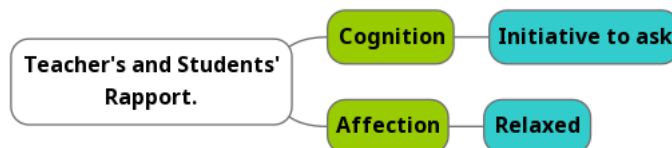


authentic activities on creating informal and supportive environments that lead them to interact, and therefore, to learn.



**Figure 8. Students’ experience receiving feedback.**

Feedback was another remarked aspect from the application of lesson study, in order to actually get students to learn, by considering the opportunity of being supported while practicing. Fortunately, the figure above states that students’ perception, cognition and affection reacted positively for the feedback provided. They considered the feedback useful and were thankful about it, as they consider it helped them to completely understand the topic. In this case, it is important to mention how at the beginning, feedback was merely started and provided by the teacher. Then, students had the initiative to ask during the learning process. They expressed the following in relation: feeling such as: “I prefer doing activities and have somebody to help me...”, “After I was corrected, I was prized for doing well”, “I understood at the second time”, “The teacher had no problem explaining me again” and “It was easier after the teacher told me”



**Figure 9. Teacher’s and students’ rapport.**

Rapport was considered together student’s participation and classroom interaction itself, as part of the classroom interaction looked to be improved. Figure 9 shows how students had the initiative to talk about their understanding, phrases like: “Teacher, could you come and

see whether it is okay or not”, “Teacher, can I tell you mine”, “Teacher, what happens when...” and “Teacher, can I use...”.

Those phrases were started by the students, did not require any teacher elicitation and supported the learning process. Students stated that they felt relaxed when asking or sharing any idea with the teacher. This suggests that the pressure of an extremely formal environment was taken down, giving green light to students’ – initiated interaction to appear. Which at the time, set the perfect spot to support their learning and provide feedback.

#### **6.4 Field notes results.**

The questionnaire and field notes explored teachers’ and students’ perceptions about the effectiveness of lesson study to improve classroom interactions among eighth-graders at a public school in the city of Loja during the 2021-2022 school years. Lesson study was present throughout all the process of the intervention, including planning, teaching, and adding some other steps for revising and re-teaching.

In the frame of the research, lesson study helped the teacher/researcher to improve the lesson plans through which classroom interactions were expected to be fostered. The first steps for lesson study to successfully accomplish learning, are: ***planning and setting the goals*** previously, what is going to be taught? Why? and How? In this case, the researcher started by planning the classes prior to the intervention stage. During this step, group work and authentic activities, which included games were of great importance to plan the lesson.

Following the collaborative element of lesson study, the lesson plans suffered a considerable change at this initial stage. The researcher was advised by her group to delimitate her objectives, as specify what she was doing, and how she expected her students to show her their learning, so that students will not be overwhelmed by having to learn too much at once. The objectives evolved from being general, to be specific and measurable. A for example, the objective was: *to learn how to identify specific information from a simple text*, and it was improved: *to identify specific information from simple texts by focusing on key words*. The researcher must admit, that once her objectives were corrected, the process of designing activities was lighter, as she had a specific path to reach a determined goal.

After planning the lessons and considering the observations made by group members, the researcher finally started the **teaching** process. Every two weeks, the researcher had a collaborator to come with her, who observed her classes and took notes of what happened while she taught. During the **observation** stage, the collaborator supported the research by completing the T-chart, taking notes and evidence of students' genuine reactions, which served in after discussions as the base for improving the lesson plans.

The **debriefing** of the collaborator's notes was done every two weeks in study groups. The first week left in evidence the problem already stated on students' classroom interactions, as they were not significantly open to interact with the teacher or answer any elicitation, the collaborator observed how students only could see each other, check their notebooks or hold their hands with nervousness, but did not answer. The group advised: first, to keep the activities and give them some time to get accustomed to the researcher's teaching and second, to take advantage of their mother tongue and re-build their English confidence from there. As the collaborator stated that during the time students were given to prepare their interventions, they were able to write them down. In fact, a considerable number of students said that they were able to answer the researcher, but they were not confident about saying them aloud. "Teacher, I did, but I do not know if it is okey" was the elicitation key for understanding students' initial feelings.

Interestingly, during the second observation, the collaborator noticed how students were more open to ask and answer as well. Even though, students still have doubts about their proficiency at that point, they were confident enough to participate and took the risk of error making, or asked for help instead. For example, students commonly said: "Teacher, is it okey?", "Teacher, can I tell you mine" or "Teacher, could you repeat". Despite of the progress on students' participation, some problems were stated regarding to the activities. First, the collaborator remarked how the group activities, especially games were creating bad feelings on the students. The researcher was not aware of it, but the collaborator noticed how during the games, the students who were at a disadvantage started to feel discouraged and an interesting elicitation made us understand the consequences games were producing. As for example, one student said: "What is the point of playing if either ways I am losing, I lose every time" In this

case, the researcher was advised to re-design the games to keep the scene of joy, but deleting the element of winners and losers.

Secondly, the researcher also had some feedback about her guided practices, her group considered that students needed more prompts to develop them, as the collaborator noticed some students a little confused about what they were asked to do. The collaborator stated that the direction techniques were quite high and the researcher spent a significant time in directing students for the activities. They advised the researcher to include one or two models more before starting the activity. In the same way, the researcher tried to previously describe the instructions to the group, with the purpose to have an initial reaction before saying them to the students.

Finally, Despite of presenting authentic activities, they did not serve to get the lesson objectives and sometimes students lost the focus. Since in some cases, the students demanded the knowledge of other topics that were not the target. Role play is a remarkable example. Students were asked to play an FBI agent and a suspect. So that to practice past simple questions and answers. However, the collaborator noticed how they sometimes asked themselves regarding the past progressive tense. Thus, for further lessons the researcher started re-designing the activities so that they strictly require the target knowledge.

The process of *revising* was always helpful, all suggested changes were included and re-designed in a significant and organized way. During the *re-teaching* process, the researcher could observe a significant change since the first re-organization of the lesson plans. However, despite of having positive results after revising the lesson plans, the success of them was gradually gotten, so that, considering the same aspects aforementioned, they were improved after every observation, refining little aspects.

The processes of *reflecting and sharing* results were considerably enriching for the researcher's performance improvement. It was satisfying how the collaborator reported positive results after the changes done. At the same time, it was challenging when the collaborator stated that improvements were still needed. Personally, it is necessary to acknowledge the fact that, first the researcher was always expecting the group's feedback, as it resulted quite interesting how they concluded such important things that the researcher barely

realized while she was teaching and second, the corrections on her lesson plans started to be minimal after some weeks of study groups, making her feel proud of her progress on planning learning. The researcher can say that she grew up professionally, situations that could not see by herself were identified and she sure it will serve during her future performance.

## 7. Discussion

The present study was carried in order to understand how does lesson study foster classroom interactions among eighth-graders at a public school in the city of Loja during the 2021-2022 school year. The results were analyzed considering that lesson study helped the researcher to carry out correctly the interactive activities integrated on the lesson plans to foster students' classroom interactions. Expecting that this will have an impact on students' EFL learning.

At the beginning of the study, it was necessary to state what are the most useful interactive activities that improve students' classroom interactions among eight-graders at a public school in the city of Loja during the 2021-2022 school year. In the light of that question, games and authentic activities were proposed with a group work and feedback format. The current study found out that in fact, the activities proposed fostered students' classroom interactions, and this was evidenced on the T-chart results. It was registered that teacher's elicitation techniques were considerably reduced from 90 to 40. While re-initiation moves took more presence during the lesson, which together the raising of students'-initiated interactions from 0 to 100 suggest that a balance was achieved between teacher's and student's talk time. From these results, it is important to highlight that the target of the teacher's interactive techniques shifted from making students participate to provide them feedback, as it was not necessary to invite students to actively participate, students-teacher as well students-students interaction raised from being almost null, to take the same proportion as teacher's-initiated interactions between 100 and 120. These results might be explained by Vesnina (2019), Mahdi and El-Naim (2012), Nisa (2014) and Khazaei et al. (2012) findings, in which interactive activities were the responsible for breaking down the formality of the education and provided a more comfortable for students to take initiative and interact during the learning process.

The fact that the activities provided students with a more comfortable environment for learning and that fostered their classroom interactions is corroborated by the questionnaire results. Students found the activities presented active and interesting. Jeopardy, scenes, charades, role plays and 4 corners were stated as their favorites, and they claimed that they barely carried out activities of that type during their regular English classes. In the same way,

the group work and the feedback formats used for supporting the activities, were positively received by the students, who expressed that they felt motivated, included and comfortable during the process. These results reflect those of Vesnina (2019), Mahdi and El-Naim (2012), Nisa (2014) and Khazaei et al. (2012) who also got students to interact more, by making the learning environment less stressful for the students. However, there was a perspective which did not agree with the activities presented, as they were stated as childish and the group forming techniques were not welcomed. Thus, further studies are needed to explore deeper students' interests before the intervention process to successfully encompass students' expectations.

The raising of students' interactions was not a merely consequence of the application of interactive activities. Considering the fact that the teacher is in pre service, lesson study helped the teacher to successfully take advantage of the proposed activities. So that, it was necessary to ask how does lesson study contribute to improve the classroom interactions among eight-graders at a public school in the city of Loja during the 2021-2022 school year? With respect to the questions, it was found a strong relationship between lesson study application and the effectiveness of the interactive activities proposed to foster students' classroom interactions. The field notes completed by the teacher gave reason to lesson study considerable contribution.

The most obvious finding to emerge from the analysis of those field notes is that lesson study guided and supported the teacher to get the expected results from the interactive activities. Vesnina (2019), Mahdi and El-Naim (2012) previous analysis revealed that teachers'-modified activities were the main element responsible for students' classroom interactions. In that way, a poor teacher's performance directly related to low classroom interactions. In this research, lesson study was found to improve teachers' performance by the feedback produced on study groups, raising the effectiveness of the interactive activities applied. During the debriefing of the collaborator's notes, some problems were stated regarding the lesson objectives, format and content of the activities. Surprisingly, none of them were directly noticed by the teacher, and required an observer to be found. During the study groups, it was advised that objectives needed to be more specific and activities re-designed to require the target knowledge and provide comfort. After the changes were done, the collaborator reported how

the improvements of the lessons were gradually fostering classroom interactions and students were confident enough to take the initiative and participate. Similarly, the T-chart register showed that after every revision and re-teaching stage, the types of classroom interactions started by students clustered a bit more to those started by the teacher. These results are consistent with the data obtained by Myers (2012) and Yennizar et al. (2020) in which the collaborative element of lesson study supported teachers' performance and therefore students' learning, by considering several perspectives on analyzing one lesson, identifying problems and suggesting solutions.

Based on the aforementioned, it can be suggested that with the application of lesson study, the interactive activities used effectively accomplished their goal of fostering students' interactions. However, this study might be incomplete if students learning was not affected by classroom interactions. That is why, it is necessary to analyze how effective is the application of classroom interactions through lesson study among eight-graders at a public school in the city of Loja during the 2021-2022 school year. In this case, the results of the achievement test applied before and after the intervention were statistically significant ( $P \leq 0,5$ ), students' grades were higher in the post test, showing a cognitive improvement, which is also supported by the questionnaire results, even though some of them state that after group works, their cognition remained the same. Most students perceived that they got greater understanding of the topic after working in groups and receiving feedback, stating that they were grateful having someone to discuss their initial understanding, which in sometimes was corrected or strengthened. This agrees with Vesnina (2019), Mahdi and El-Naim (2012), Myers (2012) and Yennizar et al. (2020) who also reported a better students' performance after raising classroom interactions. Confirming their ideas of classroom interactions as a proof of students' active engagement on their learning process. However, despite of the positive results on the present study, Further investigations are required to provide a greater insight into the effects of lesson study on students' classroom interactions, as the sample took consisted of 10 EFL students, which might not be enough to draw generalizations over the EFL community.



## 8. Conclusion

Classroom interactions are being recently considered as one of the main factors for teaching success, functioning as a sign of students' engagement on the process, allowing the identification of teaching problems that can be improved. The main goal of the present study was to determine how does lesson study foster classroom interactions among eighth-graders at a public school in the city of Loja during the 2021-2022 school year. Interactive activities were proposed and applied within the lesson study guidelines, being its impact analyzed considering teacher's and students' cognitive and affective dimension.

The balance between teacher's and students' talk time was considerably increased according to the T-chart results. It was observed that students' classroom interactions raised meaningfully thanks to the activities proposed, naming group work, games, authentic activities and feedback, which created a comfortable learning environment. Students' interactions with their classmates and teacher reached the same level as their teacher's, between 100 and 120. Even though their application needed to be re-designed, the activities reached their purpose of inviting students to interact actively during the teaching process.

The application of the activities before stated were successfully guided by lesson study. The results from the field notes reflected how the constant improvement and re-design of the activities in terms of content and form were keys for overcoming problems and reaching objectives. In the case of games, the element of competition was deleted and authentic activities were fixed to only demand the target knowledge. It was evident in the T-chart results how students' classroom interactions increased class by class with the support of the model of lesson study. This evidence suggests that lesson study played a fundamental role for the activities proposed success of creating informal learning environments by perfecting the teacher's performance.

Finally, teacher's and students' perceptions were modified positively towards the application of the proposed interactive activities, with the support of the stages of lesson study. The questionnaire showed how students welcomed the activities proposed, which were described as active and interesting; creating in students, feelings of motivation, inclusion and relaxation. Even though in some cases the group forming techniques were not well received, the affective dimension still effected directly students' cognition. In fact, the Wilcoxon test applied

on the pre and post test results evidenced a significant ( $P \leq 0,5$ ) learning improvement on students. A similar effect was found on the teacher, the field notes narration confirmed how the stages of lesson study guided her to a better performance and professional growth. Thus, the participants' affective as well as cognitive dimension reacted favorably to the raising of students' classroom interactions by lesson study, corroborating the initial statements of classroom interactions as a sign of students learning, and lesson study as a professional growth booster.

## 9. Recommendations

Considering that in the present study, group work, games, authentic activities and feedback successfully created a more comfortable learning environment for students and triggered their classroom interactions up, those activities are recommended for pre and in service teachers as an alternative to foster students' active learning role by providing them opportunities in which they can learn by themselves, but also be supported in some way that they do not feel pressured.

Similarly, being lesson study the base for the activity's success, identifying problems and giving solutions inside collaborative groups. It is highly suggested for EFL teachers as a professional growth tool, to take advantage of all the benefits that well applied teaching activities offer to teacher's teaching and students' learning.

Finally, it is proposed for EFL teachers the use of interactive activities, the fostering of students' classroom interactions and the application of lesson study as a way to get better results on students' learning and teachers' performance. As the study showed how students and teacher affection reacted positively to those aspects and it directly affected their performance. However, it also recommended to take a greater consideration for students' interests before setting the format and content activities, as this study reported some problems related when applying the activities.

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## 11. Annexes

### Annex 1: Pertinence certification.

Loja, 27 de abril de 2022

Mg.

Paola Moreno Ordoñez

**DOCENTE DE LA CARRERA DE IDIOMA INGLÉS Y PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

Para los fines pertinentes, me permito informar que luego de haber revisado el proyecto de tesis denominado **FOSTERING CLASSROOM INTERACTIONS THROUGH LESSON STUDY AMONG EIGHT GRADERS AT A PUBLIC SCHOOL IN THE CITY OF LOJA. SCHOOL YEAR 2021-2022**, a cargo de **JANETH ALEJANDRA SARMIENTO CASTILLO**, en el que se ha podido evidenciar que la autora ha incorporado todas las sugerencias y observaciones. Por lo tanto, se emite el informe favorable en cuanto a la Estructura, Coherencia y Pertinencia, puesto que cumple con los elementos establecidos en el Art. 226 del Reglamento de Régimen Académico de la Universidad Nacional de Loja.

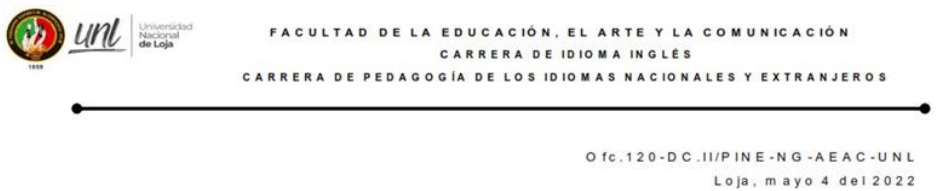


Mg. Sc. Bertha L. Ramón R.

**DOCENTE CARRERA IDIOMA INGLÉS Y PEDAGOGÍA  
DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**



## Annex 2: Director certification.



Doctora M.Sc.  
Bertha Lucía Ramón Rodríguez,  
**DOCENTE DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS DE LA FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN DE LA UNIVERSIDAD NACIONAL DE LOJA;**  
Ciudad

De mis consideraciones:

De conformidad con el Art.228 del Reglamento de Régimen Académico de la Universidad Nacional de Loja, me permito designarle **DIRECTORA** del Trabajo de Integración intitulado: **FOSTERING CLASSROOM INTERACTIONS THROUGH LESSON STUDY AMONG EIGHT GRADERS AT A PUBLIC SCHOOL IN THE CITY OF LOJA. SCHOOL YEAR 2021 – 2022**, de autoría de **JANETH ALEJANDRA SARMIENTO CASTILLO**, estudiante del Ciclo 8 de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Facultad de la Educación, el Arte y la Comunicación, correspondiente al período académico Abril 22/2022 – Septiembre 9 /2022.

Aprovecho la ocasión para expresarle los sentimientos de mi especial consideración y estima.

Atentamente,

**EN LOS TESOROS DE LA SABIDURÍA  
ESTÁ LA GLORIFICACIÓN DE LA VIDA**



Lcda.M.Sc. Rosa Paola Moreno Ordoñez,  
**DIRECTORA ACADÉMICA**

Elaborado por:  
Dra.M.Sc. Nela Aguilera Asanza,  
**ANALISTA DE APOYO A LA GESTIÓN ACADÉMICA**

Ciudadela Universitaria "Guillermo Falconí Espinosa"  
Campus A, Bloque 4B, Piso 3, Ambiente, 14

### Annex 3: Pretest and posttest.

As part of the research project: *Fostering classroom interactions through lesson*. I gently ask you to complete the following test, which is aimed to measure your overall English skills. Confidentiality will be kept and no personal information will be shared. The test consists of four parts: reading, listening, vocabulary and grammar. You have 20 minutes to complete the test.

#### READING.

##### **10. To extract the gist and simple information from short texts.**

Read the following passage, choose and underline the best option for each question. (3 points)

##### The House

Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah. The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom. The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.

**1. Who are the family in the story?**

- A. The Smiths.
- B. The Sarah.
- C. The Jhon.

**2. Who plays with the dog?**

- A. John.
- B. John and Sarah.
- C. Sarah.

**3. Where does the father cook?**

- A. In the bedroom.
- B. In the garden.
- C. In the kitchen.

#### LISTENING.

##### **20. Extract the gist and information item from simple informational items.**

Listen to the audio twice and select the best option for each question. (2 points)

1. **What is the person's name?**
  - A. Jenny.
  - B. Jhon.
  - C. Hellen.
2. **Where does the person come from?**
  - A. China.
  - B. Albania.
  - C. Parramatta.

**VOCABULARY.**

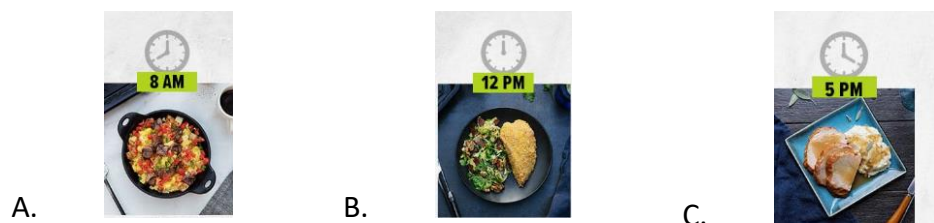
**30. To be able to understand the meaning of vocabulary related to dairy activities.**

**Read the following questions, choose and underline the best option. (2 points)**

3. **Choose the picture that best represents the sentence: I play soccer.**



4. **Choose the picture best represents the sentence: I eat breakfast.**



**GRAMMAR.**

**40. To demonstrate knowledge about formulating sentences using the present simple.**

**Considering the present simple, look at the pictures and complete the sentences with the correct verb. (3 points)**



1. I ..... to school every day at 7 am.



2. Alex ..... breakfast.



3. Fanny ..... basketball.

**SCORING GUIDE.**

Reading.	Listening.	Vocabular	Grammar.
		y.	
1. A	4. A	6. A	8. GO.
2. B	5. A	7. A	9. EATS.
3. C			10. PLAYS/LOVES/ENJOYS.

**Annex 4: T-chart.**

Date: .....

<b>Teacher's technique.</b>	<b>Type of interaction.</b>
Teacher elicits:	Teacher – students
Teacher directs:	Students-Teacher
Teacher re-initiates:	Students – students
Teacher repeats:	

**Annex 5: Questionnaire.**

**1. ¿Cómo describes, en general, las clases recibidas?**

Activa. ( ) Dinámica. ( ) Aburrida. Interesante. ( ) Poco interesante. ( )

**2. ¿Disfrutaste los juegos desarrollados durante la clase? Escribe ¿por qué?**

Si ( ) No ( )

.....

**3. ¿Hubo algún elemento de la clase que no disfrutaste? Escriba ¿Por qué?**

Si ( ) No ( )

.....

**4. ¿Cómo consideras las actividades grupales desarrolladas?**

Colaborativas. ( ) Alentadoras. ( ) Amigables. ( ) Molestas. ( ) Aburridas. ( ) Abusivas. ( )

**5. ¿Cómo te sentiste durante las actividades grupales?**

Cómodo. ( ) Incluido. ( ) Aburrido. ( ) Excluido. ( )

**6. ¿Cómo te sentiste al recibir retroalimentación?**

Agradecido. ( ) Satisfecho. ( ) Molesto. ( ) Humillado. ( )

**7. ¿Sentiste que la retroalimentación fue hecha a tiempo y te ayudó a corregir errores?**

Si. ( ) No. ( )

.....

**8. ¿Te gustaron las actividades de práctica? Escribe ¿Por qué?**

Si. ( ) No. ( )

.....

**9. ¿Cómo consideras las actividades de práctica?**

Interesantes. ( ) Dinámicas. ( ) Activas. ( ) Infantiles. ( ) Difíciles. ( ) Aburridas. ( )

**¿Preguntaste al profesor todas tus dudas?**

Si. ( ) No. ( )

.....

**10. ¿Cómo te sentiste cuándo preguntaste al profesor por alguna duda?**

Seguro. ( ) Tranquilo. ( ) Miedo. ( ) Nervioso. ( )

**Annex 6:** Field notes.

Observation # Date: Time: Class:	
<b>Descriptive notes.</b> <i>(Physical setting, interactions, non-verbal communication, collaboration)</i>	<b>Reflective notes.</b> <i>(what worked, what did not work and why)</i>

**Annex 7:** Lesson Plans

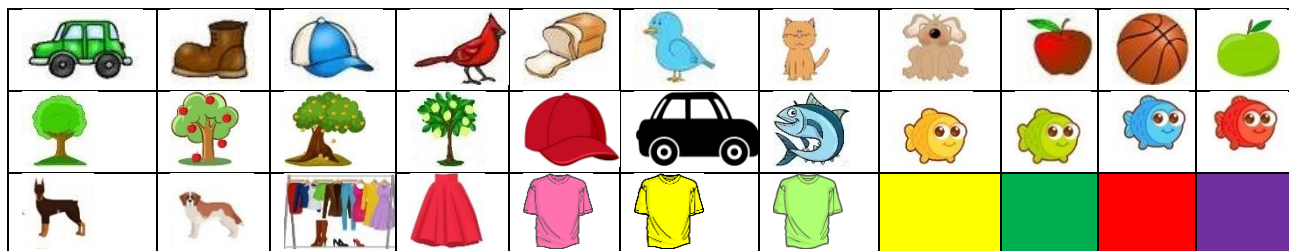
**11.2.1 Lesson Plan 1**

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Article (a-an-the).	
Date: May 5th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
<ul style="list-style-type: none"> <li>To recognize the students' English general proficiency before the intervention plan.</li> </ul> <p>Students will be able to recognize articles and use them correctly to introduce nouns.</p>	<ul style="list-style-type: none"> <li>❖ Marker.</li> <li>❖ Whiteboard.</li> <li>❖ Warm up flashcards.</li> <li>❖ Articles poster.</li> <li>❖ Song lyrics.</li> <li>❖ Elicitation pictures.</li> <li>❖ What is missing? Worksheet.</li> </ul>	
Warm-up and Objective Discussion		
<p>Teacher puts in front of the class a bunch of flashcards about food, animals and people. In order to explain generality and specificity of nouns. Students get into two groups and go to the back of the class. Teacher says the picture "car" "blue car" "cars" and students need to go and pick the correct picture and paste it in the board. Teacher explains that they will</p>		T-S

learn how to use articles correctly, when they are specific or general, emphasizing its necessity when forming sentences, especially in the present simple that they will learn the next class. (Annex 1) <b><i>(Individual work)</i></b>	
<b>Instruct (teach) and Model</b>	
Administer the pretest. <b>Instruct</b> Introduce the articles. Explain using a poster the articles usage. (Annex 2) Introduce the song and explain new vocabulary. <b>Model</b> Teacher provides a sheet with the lyrics of the song “Worlds Greatest” by R. Kelly. Students listen to the song twice and complete the lyrics with the articles they listen. (Annex 3) <b><i>(Individual work)</i></b> Then, they get in pairs, compare and hear again the last time to complete everything. <b><i>(Group work)</i></b>	T-S  T-S  S-S
<b>Guided Practice</b>	
What do you see? Students look at a picture and teacher asks “what do you see?” students describe the specific noun they are looking at. “a chef” “the sun”. (Annex 4) <b><i>(Individual work)</i></b>  Odd one out. Students get in pairs and receive each pair a piece of paper with five lists. Students drop out the noun that does not use that article. (Annex 5) <b><i>(Group work)</i></b>	T-S S-T  T-S S-T
<b>Independent practice</b>	
What do you have? Students take a picture and analyze which article goes with the picture. The teacher starts to ask what do you have? (Annex 1) <b><i>(Individual work)</i></b>	T-S S-T
<b>Assessment</b>	
Students look at the pictures and write the noun that is missing using articles. (Annex 5) <b><i>(Individual work)</i></b>	S-S

**Annex 1.**

**Warm up flashcards.**







## Annex 2.

### Articles poster.

**Articles : A / AN / THE** 02 Page

**1 A "Indefinite Article"**

A is used when the next word begins with a **consonant** sound (b, c, d, f, g, h, j, k etc).

a book	✓	an book	✗
a table	✓	an table	✗
a clock	✓	an clock	✗

---

**2 An "Indefinite Article"**

AN is used when the next word begins with a **vowel** sound (a, e, i, o, u).

an apple	✓	a apple	✗
an elephant	✓	a elephant	✗
an umbrella	✓	a umbrella	✗

---

**3 The "Definite Article"**

We use **THE** with:

- Something that is **unique** or there is **only one**.  
the sun / the moon / the internet.
- **Second time** you talk about the same noun.  
I bought a shirt. The shirt is red.
- **Directions** (cardinal points).  
the west / the east / the north / the south

Learn English With Abd El Karim

## Annex 3.

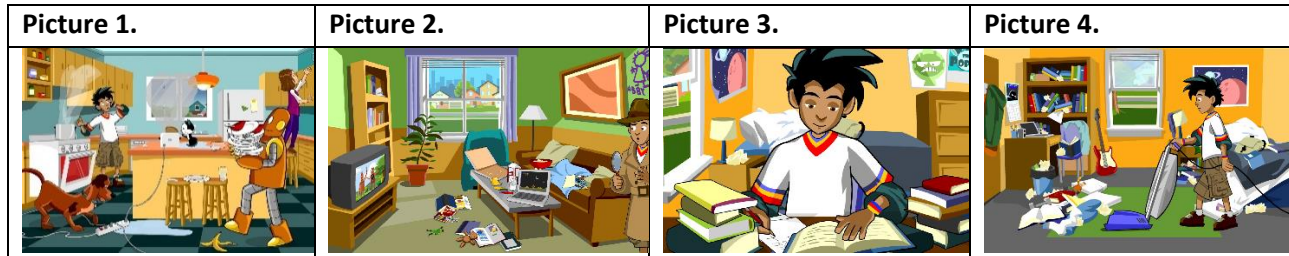
### World Greatest Lyrics.

I am ..... mountain  
 I am ..... tall tree, oh  
 I am ..... swift wind  
 Sweeping ..... country  
 I am .... river  
 Down in the valley, oh  
 I am ..... vision  
 And I can see clearly  
 If anybody asks you who I am, just stand up tall, look 'em in the face and say  
 I'm that star up in the sky  
 I'm that mountain peak up high  
 Hey I made it, hmm  
 I'm the world's greatest  
 I'm that little bit of hope  
 When my back's against the ropes  
 I can feel it, hmm  
 I'm ..... world's greatest  
 I am ..... giant  
 I am .... eagle, oh  
 I am .... lion

Down in ..... jungle  
 I am .... marching band  
 I am ..... people, oh  
 I am a helping hand  
 I am .... hero  
 If anybody asks you who I am, just stand up tall look 'em in the face and say  
 I'm that star up in the sky  
 I'm that mountain peak up high  
 Hey I made it, hmm  
 I'm the world's greatest  
 And I'm that little bit of hope  
 When my back's against the ropes  
 I can feel it, hmm  
 I'm the world's greatest  
 In the ring of life

**Annex 4.**

**Elicitation pictures.**



**Annex 5.**

**Odd one out.**

<p><b>The...</b>          Planet.          Earth.          World.          Insect.          Air.</p>	<p><b>A...</b>          Cat.          Bird.          Doctor.          Boy.          Umbrella.</p>	<p><b>An...</b>          Phone.          Apple.          Egg.          Ant.          Elephant.</p>	<p><b>The...</b>          Sun.          Moon.          Hour.          President.          Director.</p>	<p><b>An...</b>          Table.          Aunt.          Old man.          Uncle.          Orange.</p>
--	---	--	---	---

**Annex 6.**

**What is missing?**






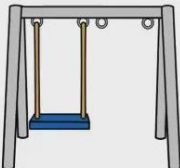
**WHAT IS MISSING?**

Student's name:.....

Class:.....

Date:.....

**1. Look at the picture and complete the noun that is missing. Use articles.**

<p>What's missing?</p> 	<p>A lion.</p>	<p>What's missing?</p> 	<p>.....</p>	<p>Who is missing?</p> 	<p>.....</p>
<p>What's missing?</p> 	<p>.....</p>	<p>What's missing?</p> 	<p>.....</p>	<p>What's missing?</p> 	<p>.....</p>

**11.2.2 Lesson Plan 2**

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: May 6th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to describe people and daily activities by using the present simple tense in positive and negative forms.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Daily activities flashcards.</li> <li>❖ Melina's daily routine.</li> <li>❖ Flipchart celebrities' template.</li> </ul>	
Warm-up and Objective Discussion		
Divide students in two groups. Provide them with scrambled pictures representing daily activities. Students order the pictures creating a daily activity sequence. Meanwhile, teacher explains that during the class, they will learn how to describe the daily activities they just ordered using the present simple tense. (Annex 1) <b><i>(Group Work)</i></b>		S-S T-S
Instruct (teach) and Model		

<p><b>Instruct</b> Explain the usages of present simple (daily activities and facts). Explain the structure of positive and negative sentences in present simple tense.</p> <p><b>Model</b> Present students Melina’s daily routine reading, explain vocabulary and ask them to identify what she does and in at what time. (Annex 2) <b><i>(Individual Work)</i></b></p>	<p>T-S</p> <p>T-S</p>
<b>Guided Practice</b>	
<p>Using the lead-in daily routine and Melina’s example, students now describe the daily routine they created before. <b><i>(Group Work)</i></b></p> <p>Students are given a specific day time. They all complete a day. They are asked to create a routine for the teacher. They need to say what the teacher is supposed to do at the time they were given, using the present simple tense and the third person rule. <b><i>(Individual Work)</i></b></p>	<p>S-S</p> <p>S-T</p>
<b>Independent practice</b>	
<p><b>Four corners.</b></p> <p>In each corner of the class, there is a big blank flip chart with four different celebrities and some basic information and three sections (morning, afternoon and evening). Students get in four groups and write in each flip chart the first activity they think that person would do. They rotate until completing 2 activities in each section. (Annex 3) <b><i>(Group Work)</i></b></p>	<p>S-S</p>
<b>Assessment</b>	
<p>Over the next few lessons, students will learn how to ask using the present simple. So, they will interview a classmate and narrate his/her daily routine.</p>	

**Annex 1.**

**Warm up flashcards.**



**Annex 2.**

**Melina’s daily routine reading.**



READING COMPREHENSION

My Daily Routines



This is my daily routine. My name is Melina and I get up at seven o'clock. In the morning, I brush my teeth and take a shower. At eight o'clock, I have a sandwich and fruit for breakfast.



Every day, I study online classes at home from nine o'clock to one o'clock.



In the afternoon, I have lunch and do my homework. At six o'clock, I play video games with my brother.





My family and I have dinner at night and we watch TV. At ten o'clock, I go to bed.



Annex 3.

Celebrities Flip Chart Template.

	<p><b>LudaCris.</b>  <b>He is a rapper and actor.</b>  <b>He is 44 years old.</b>  <b>He participates in the Fast and Furious movie.</b></p>	
<p><b>Morning.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		
<p><b>Afternoon.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		
<p><b>Evening.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		



**Leonel Messi.**  
**He is a soccer player.**  
**He is 34 years old.**  
**He plays at Paris Saint Germain.**



**Morning.**

- -
- -

**Afternoon.**

- -
- -

**Evening.**

- -
- -



**Adele.**  
**She is a singer.**  
**She is 34 years old.**  
**She gets her albums #1 at the charts.**



**Morning.**



- -
- -

**Afternoon.**

- -
- -

**Evening.**

- -
- -

	<p><b>Angelina Jolie.</b>  <b>She is an actress.</b>  <b>She is 46 years old.</b>  <b>She participates in Maleficent movie.</b></p>	
<p><b>Morning.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		
<p><b>Afternoon.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		
<p><b>Evening.</b></p> <ul style="list-style-type: none"> <li>• -</li> <li>• -</li> </ul>		

### 11.2.3 Lesson Plan 3

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Adverbs of Frequency.	
Date: May 9th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Monday – 16h00 – 16h35. Time per lesson: 35 minutes.	
<b>Lesson Objectives</b>	<b>Resources</b>	<b>Type of interaction</b>
Students will be able to describe people and daily activities by using the present simple tense in positive and negative forms.	<ul style="list-style-type: none"> <li>❖ Marks.</li> <li>❖ Whiteboard.</li> <li>❖ Last class flipcharts.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Two trues, one lie. Teacher introduces her daily routine. One activity a lie; students need to find out which one. After the teacher explains that students will learn to describe themselves as the teacher did. <b><i>(Individual Work)</i></b>		T-S
<b>Instruct (teach) and Model</b>		
<b>Instruct</b> Teacher recalls how to describe daily routines in present simple using the flipcharts the	T-S	

students made the last class.	
<b>Guided Practice</b>	
Students create their own flipchart, like the ones they completed the last class. <b><u>(Group work)</u></b>	S-S/S-T
<b>Independent practice</b>	
Students made a paragraph describing what they wrote on their flipchart. <b><u>(Group work)</u></b>	S-S/S-T
<b>Assessment</b>	
Students go in front of the class and share their ideas with their classmates. <b><u>(Group work)</u></b>	S-S/T-S

#### 11.2.4 Lesson Plan 4

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Adverbs of Frequency.	
Date: May 12th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
<b>Lesson Objectives</b>	<b>Resources</b>	<b>Type of interaction</b>
Students will be able to use frequency adverbs with the present simple.	<ul style="list-style-type: none"> <li>❖ flashcards.</li> <li>❖ A broken heart lyric.</li> <li>❖ Speaking cards.</li> <li>❖ Adverbs of frequency template.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher writes the days of the week and pastes pictures under them, some of them are repeated. Teacher asks which one is repeated the most and which the least, explains that adverbs of frequency are used for that and they will learn how to use them. (Annex 1) <b><u>(Individual Work)</u></b>	T-S/S-T	
<b>Instruct (teach) and Model</b>		
<b>Instruct</b> Explains the adverbs of frequency and its use with the verb be and other verbs. (Annex 2) Explains the question How often? <b>Model</b> Students listen to the song "a Broken Heart" a song by Alan Smith Robertson. They complete the lyrics of the frequency adverbs. Students get together, listen a last time and then work to recognize the patterns used on the song. (Annex 3) <b><u>(Group work)</u></b>		
<b>Guided Practice</b>		
I disagree. Students are given some cards with a sentence describing an improbable situation. They change the sentence with the correct adverb according to their reality. Teacher shares the original sentence and they stand up and say the new one according to		



their reality. (Annex 4) <b><i>(Group work)</i></b> Students use speaking cards to exchange questions and answers with a partner. (Annex 5) <b><i>(Group work)</i></b>	
<b>Independent practice</b>	
Students complete a table in which they mark with a cross the days in which they do the activities. Then, they describe their own table. (Annex 6) <b><i>(Individual work)</i></b>	S-T
<b>Assessment</b>	
Students go in front of the class and share their work.	

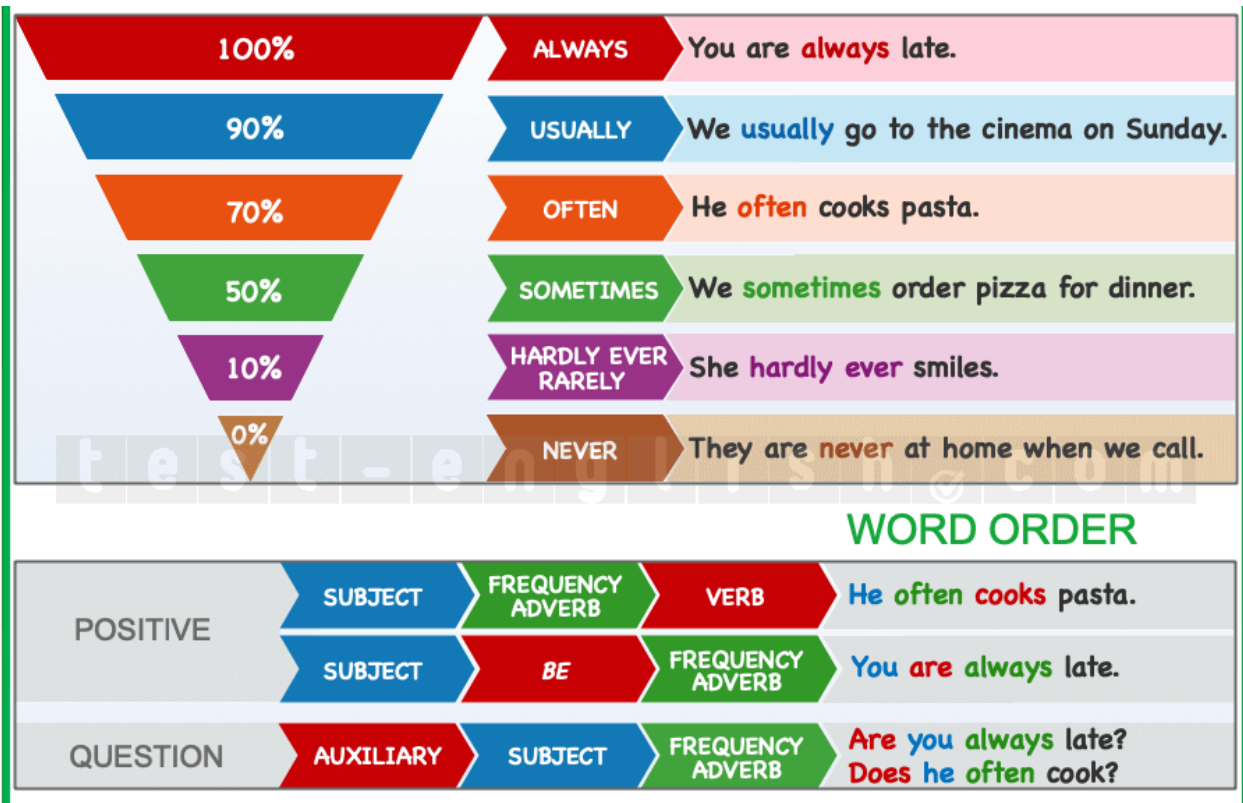
**Annex 1.**

**Warm up flashcards.**



**Annex 2.**

**Adverbs of frequency.**



### Annex 3.

#### A broken heart.

Once in a while, although she would smile,  
 It usually meant she was thinking of him.  
 Though sometimes we talked, more often than not,  
 I didn't really hear what she had to say.

Now and then  
 Since we're apart  
 I wonder how to mend a broken heart

I was ..... there, when she needed me,  
 And constantly I was out drinking with friends.  
 I was ..... the one who was out having fun,  
 Yet she ..... complained about being ignored

Now and then  
Since we're apart  
I wonder how to mend a broken heart

Occasionally she sits under our tree,  
Often to see if I come back to her.  
By now she should know that I'm not coming home,  
In fact now I ..... think about her

But now and then  
since we're apart  
I wonder how to mend  
her broken heart

#### **Annex 4.**

You never take a shower.
You always pray for good luck.
You rarely brush your teeth.
You never take the bus to school.
You are often sleepy on classes.
You occasionally cheat on your school tests.
You usually copy all your tasks.
You always dance at midnight.
You often sing when taking a shower.
You sometimes do prank calls.

#### **Annex 5.**

**Speaking cards.**



**Annex 6.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Eat breakfast.					
Go to the park.					
Visit the uncle.					
Go to the doctor.					
Go to the beach.					

**11.2.5 Lesson Plan 5**

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present Simple.	
Date: May 13th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to describe a person's schedule by using the present simple tense in positive and negative forms.	<ul style="list-style-type: none"> <li>❖ Marks.</li> <li>❖ Whiteboard.</li> <li>❖ Warm-up template.</li> </ul>	
Warm-up and Objective Discussion		
Teacher draws a table a week schedule and two specific hours. Students are given a specific day and hour. Students go to the board and write (routine activity) what they do at that given day and hour. Teacher says that they are going to learn how to describe a person's schedule. (Annex 1) <b><i>(Individual Work)</i></b>		T-S

Instruct (teach) and Model	
<p><b>Instruct</b></p> <p>Recalls present simple structure for positive and negative sentences. Recalls the usages asking students about the previous activity.</p> <p>Presents reading vocabulary with flashcards. (Annex 2)</p> <p><b>Model</b></p> <p>Students read “Annas Routine”. They are given a picture of every activity Anna does, they need to paste every activity under the correct day Anna does that activity in the board.</p> <p><b>(Group work)</b> (Annex 3)</p>	<p>T-S/S-T</p> <p>T-S</p>
Guided Practice	
<p>Students complete their own week schedule with one activity per day. Teacher helps and monitors students’ work. <b>(Individual work)</b></p>	<p>S-S/T-S</p>
Independent practice	
<p>Students interchange their schedules and describe the weekly routine of their classmate. <b>(Group work)</b></p>	<p>S-T/S-S</p>
Assessment	
<p>Students go in front of the class and share the routine they described for their classmate. <b>(Group work)</b></p>	<p>S-S</p>

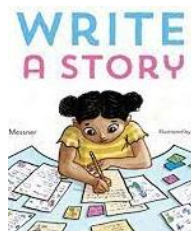
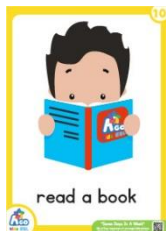
**Annex 1.**

**Warm up template.**

Hour.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
11h00							
16h00							

**Annex 2.**

**Reading vocabulary.**



**Annex 3.**

## Anna's reading.

### IT'S TIME TO READ!



She is Anna.

On Monday, she reads books.

On Tuesday, she writes stories.

On Wednesday, she studies English.

On Thursday, she plays with the ball.

On Friday, she goes to the park.

On Saturday, she eats pizza.

On Sunday, she sleeps all day.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday



study

sleep

write

go

read

play

eat

### 11.2.6 Lesson Plan 6

Class: 8vo "A"	School year: 2021-2022	
N° Students: 10		
Language Level: A1.1	Topic: Present Simple.	
Date: May 16th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Monday – 16h00 – 16h35. Time per lesson: 35 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to describe people and daily activities by using the present simple tense in positive and negative forms.	<ul style="list-style-type: none"> <li>❖ Marks.</li> <li>❖ Whiteboard.</li> <li>❖ Warm-up template.</li> </ul>	
Warm-up and Objective Discussion		
Students watch and sing with a video about daily activities. Teacher explains that they will be described daily routines for cartoons. (Annex 1)		
Instruct (teach) and Model		
Model	Students watch a video about Shrek's routine and brainstorm ideas of what he does.	

(Annex 2) <b><i>(Individual work)</i></b> <b>Instruct</b> Teacher recalls the present simple and using the students' ideas, described Sherk's routine.	T-S/S-T
<b>Guided Practice</b>	
Students brainstorm ideas of the daily routine of a character they like. <b><i>(Group work)</i></b>	S-S/T-S
<b>Independent practice</b>	
Students join their ideas and write the daily routine they brainstormed. <b><i>(Group work)</i></b>	S-T/S-S
<b>Assessment</b>	
Students go in front of the class and share the routine they created. <b><i>(Group work)</i></b>	S-S

### Annex 1.

#### Warm up video.

<https://www.youtube.com/watch?v=VlkJRzAwqd0>

### Annex 2.

#### Sherk's daily routine.

<https://www.youtube.com/watch?v=RVsa1ETTXrA>

### 11.2.7 Lesson Plan 7

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: May 19th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to ask for specific information using present simple structures.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Johnny Bravo's video. (Annex 1)</li> <li>❖ Grammar Sheet. (Annex 2)</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher introduces Johnny Bravo to the students and asks what they want to know about him (brainstorming). Then Teacher says that they will learn how to ask for that information using the present simple yes/no and wh- questions. <b><i>(Individual work)</i></b>		T-S / S-T
<b>Instruct (teach) and Model</b>		
<b>Model</b>		

Present students with a video about Johnny Bravo. Asks students what they saw or learned about Johnny. (Annex 1) <b>(Individual Work)</b> <b>Instruct</b> Teacher asks what students want to know when first meet somebody. Explain yes/no and wh- questions and answers structure using students' ideas.	T-S/S-T  S-T
<b>Guided Practice</b>	
Students formulate questions to Johnny and the teacher answers. <b>(Individual work)</b> Teacher pastes 5 celebrities on the board. Students go and leave a question under the one they like. Teacher asks back students' questions for them to answer. <b>(Individual work)</b>	S-T S-T
<b>Independent practice</b>	
Students get in groups of three. Two interviewers and the other one is a celebrity. They need to plan and practice with a 3-questions interview for the celebrity during the red carpet. <b>(Group work)</b>	S-S
<b>Assessment</b>	
Students go in front of the class and act out the role play they organized. <b>(Group work)</b>	S-S

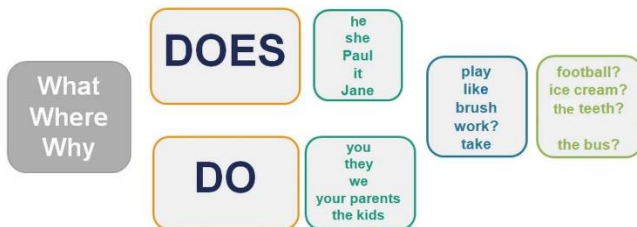
### Annex 1.

#### Johnny Bravo video.

<https://www.youtube.com/watch?v=9BEGlqpmSPQ>

### Annex 2.

#### Questions and answers grammar sheet.



### 11.2.8 Lesson Plan 8

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: May 26th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to ask for specific information using present simple structures.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Tonight, show video.</li> </ul>	



	❖ Red carpet interview.	
<b>Warm-up and Objective Discussion</b>		
Teacher presents a video of the Tonight show. Teacher asks students if they like the host's job. Teacher explains that with they know how to use present simple and how to ask questions like the host. So, they will practice the host's job. (Annex 1)		T-S
<b>Instruct (teach) and Model</b>		
<b>Model</b> Students watch a video of a red-carpet interview. Students with the teacher find out what celebrities are asked at the red carpet. (Annex 2) <i>(Individual Work)</i>		S-T/T-S
<b>Instruct</b> Teacher re-constructs the previous interview questions recalling present simple questions.		
<b>Guided Practice</b>		
Teacher plays as Selena Gómez. Students formulate and ask questions for her, teacher answers. <i>(Individual Work)</i>		S-T
<b>Independent practice</b>		
Students formulate questions they would ask a celebrity during a red-carpet. One plays as the interviewer and the other as the celebrity. <i>(Individual Work)</i>		S-S/S-T
<b>Assessment</b>		
Students go in front of the class and play the interview they prepared. <i>(Group work)</i>		S-S

### Annex 1.

#### The tonight show interview.

<https://www.youtube.com/watch?v=Uv8Ss3yn0d0>

### Annex 2.

#### Red carpet interview.

[https://www.youtube.com/watch?v=LDiqxKu\\_YRk](https://www.youtube.com/watch?v=LDiqxKu_YRk)

### 11.2.9 Lesson Plan 9

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: May 27th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 14h20 – 15h40. Time per lesson: 80 minutes.	
<b>Lesson Objectives</b>	<b>Resources</b>	<b>Type of interaction</b>

Students will be able to ask and answer questions using the present simple in order to make personal judgements.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher presents the picture of five characters and students guess who the teacher is describing. The explains that they will be able to make their own judgements, like deciding who is a specific person.		S-T
<b>Instruct (teach) and Model</b>		
<b>Model</b> Watch a video of a questioning in “Rush Hour”. Students brainstorm the context and recognize the questions used. <i>(Individual work)</i>		S-T
<b>Instruct</b> Teacher recalls the questions formulating rules using the students’ ideas.		
<b>Guided Practice</b>		
Students brainstorm questions for completing the questioning in the modeling video. Students ask the teacher. <i>(Individual work)</i>		S-T
<b>Independent practice</b>		
Considering the same context as the modeling video. Students prepare the questioning and answers. <i>(Group work)</i>		S-S/S-T
<b>Assessment</b>		
Students perform their questioning in front of the class. <i>(Group work)</i>		S-S

### 11.2.10 Lesson Plan 10

Class: 8vo “A” N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Adjectives.	
Date: May 30th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Monday – 16h00 – 16h35. Time per lesson: 35 minutes.	
<b>Lesson Objectives</b>	<b>Resources</b>	<b>Type of interaction</b>
Students will be able to describe a person or a thing using the adjectives properly.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Pictures.</li> <li>❖ Flashcards.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher presents two celebrities and ask students to brainstorm adjectives. Teacher explains that they will learn how to use adjectives to describe people, as the next class they will use them to compare. (Annex 1) <i>(Individual work)</i>		S-T

Instruct (teach) and Model	
<p><b>Instruct</b> Explains how adjectives describe the noun and the order they go. Presents new adjectives using flashcards. (Annex 2)</p> <p><b>Model</b> Students look at some pictures and what they have to say. (Annex 3)</p>	T-S
Guided Practice	
Students look at some pictures of 101 dalmatians and describe them. (Annex 4) <b><u>Individual work</u></b>	S-T
Independent practice	
Students look at a picture, choose a person and describe the person for their classmates to guess. (Annex 5) <b><u>Group work</u></b>	S-S
Assessment	
Students will use the adjectives for comparatives and superlatives in the next classes.	

**Annex 1.**











**Warm up pictures.**



**Annex 2.**

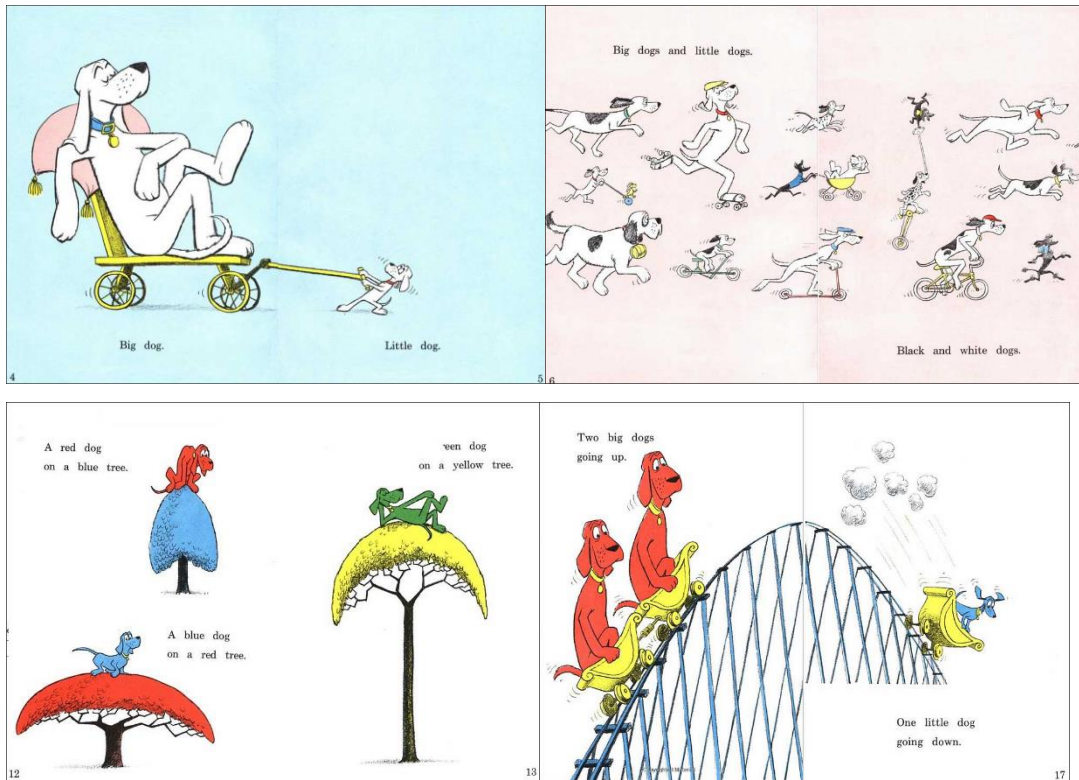
**Adjectives flashcards.**

Happy.	Scary.	Old.	Young.	Beautiful.
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<b>Ugly.</b>	<b>Funny.</b>	<b>Modern.</b>	<b>Good.</b>	<b>Bad.</b>
				

**Annex 3.**

**Modeling pictures.**



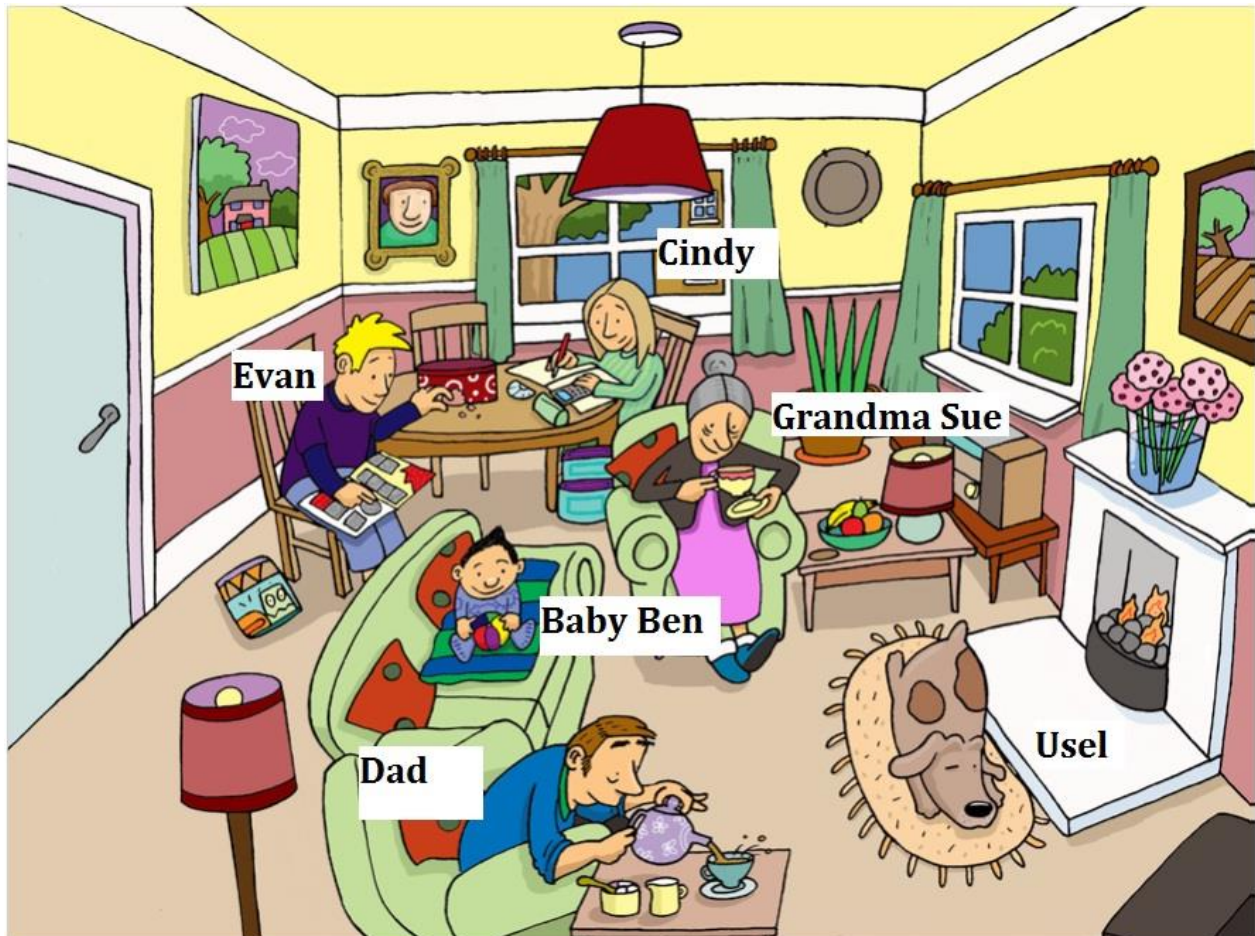
**Annex 4.**

**Guided practice pictures.**



**Annex 5.**

**Independent practice picture.**



**11.2.11 Lesson Plan 11**

<p>Class: 8vo "A" N° Students: 10</p>	<p>School year: 2021-2022</p>
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Language Level: A1.1	Topic: Comparatives.	
Date: June 02nd, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to compare two things using more and the endings -er and -ier.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Posters.</li> <li>❖ Jeopardy card.</li> <li>❖ Comparatives cards.</li> </ul>	
Warm-up and Objective Discussion		
Right or left. Teacher presents two opposites pictures and asks students to say right or left to choose the one they like. Teacher asks why they liked that specific picture. Teacher explains that they will learn to express comparisons like the ones they made using three rules. (Annex 1)		S-T/S-S
Instruct (teach) and Model		
<b>Instruct</b> Explains the use of comparatives and the rules for more, -er and -ier. (Annex 2) <b>Model</b> Teacher looks at the comparative chain and identify which rule each one is using.		T-S
Guided Practice		
Students are given some cards and create comparative sentences. (Annex 3) <b><i>(Group work)</i></b>		S-S
Independent practice		
Students choose 10 things and create a comparative chain among them. <b><i>(Group work)</i></b>		S-S/S-T
Assessment		
Jeopardy. Students choose a card and apply the correct rule for make the adjective a comparative. (Annex 4) <b><i>(Group work)</i></b>		S-S

**Annex 1.**

**Warm up picture.**



**Annex 2.**

**Comparative rules.**

**Comparative Adjectives**  
(Used to compare 2 things)

“The elephant is **bigger than** the mouse”

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add er	Two or more syllables
Form: <b>+er than</b>	Form: <b>+ier than</b>	Form: <b>More ... than</b>
<b>Bigger than</b> <b>Smaller than</b>	<b>Easier than</b> <b>Busier than</b>	<b>more beautiful than</b> <b>more dangerous than</b>

**Annex 3.**

**Comparative cards.**

snakes	dogs	kangaroos	bees	ducks	penguins	are more interesting than	are more dangerous than	are more beautiful than
crocodiles	cats	camels	polar bears	parrots	chickens	are thinner than	are friendlier than	are scarier than
giraffes	horses	mice	pandas	tigers	goldfish	are bigger than	are shorter than	are more colourful than
monkeys	elephants	spiders	frogs	turtles	sharks	are slower than	are taller than	are stronger than
lions	zebras	dolphins	owls	hippos	butterflies	are faster than	are smaller than	are longer than

**Annex 4.**

**Jeopardy.**

<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>
------------	------------	------------	------------

<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>
<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>
<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>
NOISY	NICE	IMPORTANT	DIFFICULT
DIRTY	TALL	EASY	BRAVE
BEAUTIFUL	SHORT	FRIENDLY	FUNNY
BORING	GOOD	BAD	GREEN

### 11.2.12 Lesson Plan 12

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: June 03rd, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to compare two things using more and the endings -er and -ier.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Gina's reading.</li> <li>❖ Fighter song lyrics.</li> </ul>	
Warm-up and Objective Discussion		
Teacher starts a chain in which one says a comparative and the other says another. For example. S: I am better; S: well, I am smarter... Teacher explains that they will reinforce their knowledge to compare two things.		S-T/S-S
Instruct (teach) and Model		
<b>Model</b> Students listen to the song Fighter by Christina Aguilera and complete the lyrics. (Annex 1) <b>Instruct</b> Using students' answers teacher recalls the rules for comparatives.		T-S
Guided Practice		
Students read about Gina's friend. Recognize the comparatives, the structure and how they are used in the reading. (Annex 2)		S-S/S-T
Independent practice		
Using the previous reading and write about their best friend. <b>(Group work)</b>		S-S
Assessment		



**Annex 1.****Fighter lyrics.**

After all you put me through  
You'd think I'd despise you  
But in the end, I wanna thank you  
'Cause you made me that much .....  
Well, I thought I knew you  
Thinkin' that you were true  
Guess I, I couldn't trust, called your bluff  
Time is up 'cause I've had enough  
You were there by my side  
Always down for the ride  
But your joy ride just came down in flames  
'Cause your greed sold me out in shame  
After all of the stealing and cheatin'  
You probably think that I hold resentment for you  
But uh-uh, oh no, you're wrong  
'Cause if it wasn't for all that you tried to do  
I wouldn't know just how capable I am to pull through  
So I wanna say thank you  
'Cause it makes me that much .....  
Makes me work a little bit .....  
Makes me that much .....  
So thanks for making me a fighter  
Made me learn a little bit .....  
Made my skin a little bit thicker  
Makes me that much .....  
So thanks for making me a fighter  
Oh, oh, oh, oh, oh-oh-oh, yeah, yeah, yeah ohh  
Never saw it coming  
All of your backstabbing  
Just so you could cash in on a good thing  
Before I realized your game  
I heard you're goin' 'round playin' the victim now  
But don't even begin feeling I'm the one to blame  
'Cause you dug your own grave  
After all of the fights and the lies  
Guess you're wanting to hold me  
But that won't work anymore (no more, aha, it's over)  
'Cause if it wasn't for all of your torture

I wouldn't know how to be this way now and never back down  
 So I wanna say thank you

**Annex 2.**

**Gina's reading.**



**11.2.13 Lesson Plan 13**

Class: 8vo "A"	School year: 2021-2022	
N° Students: 10		
Language Level: A1.1	Topic: Present simple.	
Date: June 06th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Monday – 16h00 – 16h35. Time per lesson: 35 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to compare things against a group using superlatives rules most, -est and -iest.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Posters.</li> <li>❖ Gunnies world records.</li> </ul>	

<b>Warm-up and Objective Discussion</b>		
Teacher presents a group of super heroes and asks students which one is the best and why. Teacher explains that students will learn how to compare one thing against a group. (Annex 1)		S-T/T-S
<b>Instruct (teach) and Model</b>		
<b>Instruct</b> Explains what superlatives and used for and the three rules: most, -est and -iest. (Annex 2)		T-S
<b>Guided Practice</b>		
Students look at the world record Guinness read the descriptions and match. (Annex 3) <b><i>(Individual work)</i></b>		S-S
<b>Independent practice</b>		
Students compare themselves to their classmates and write their own class superlatives. <b><i>(Individual work)</i></b>		S-S
<b>Assessment</b>		
Students will use superlative in next classes for comparing. <b><i>(Group work)</i></b>		

**Annex 1.**

**Warm up picture.**



**Annex 2.**

**Superlatives.**

# Superlative Adjectives

(Used to compare 3 or more things)

"The blue whale is **the biggest** animal in the world"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add est	Two or more syllables
Form: <b>the ...+est</b>	Form: <b>the ...+iest</b>	Form: <b>the most ...</b>
<b>the Biggest</b> <b>the Smallest</b>	<b>the Easiest</b> <b>the Busiest</b>	<b>the most</b> beautiful <b>the most</b> dangerous









### Annex 3.

### Record Guinness.

## Guinness World Records

PRESENTS THE **WEIRDEST** WORLD RECORDS

Match the titles to the correct record:

 <b>1. LARGEST FEET</b>	 <b>2. LONGEST NOSE</b>	<p>A baby boy, who later died, was born in London in 1924 with 14 fingers and 15 toes. <input type="checkbox"/></p> <p>A sofa powered by a Mini 1300cc motor has a top speed of 140 km/h. It is steered by turning a pizza pan. <input type="checkbox"/></p> <p>Matthew McGrory from the USA wears size 28½ shoes. <input type="checkbox"/></p> <p>Flossie Bennett was 97 years old when she was a bridesmaid at wedding in the UK in 1999. <input type="checkbox"/></p> <p>Thomas Wedders from a circus in England in the 1770s had a nose 19 cm long. <input type="checkbox"/></p> <p>Li Jian Hua from China lifted 50kgs of bricks clamped to his ear and held the weight for 9.3 seconds in 1998. <input type="checkbox"/></p> <p>Shadow the dog regularly goes diving with his owner to a depth of 4 metres. They share an air tank. <input type="checkbox"/></p> <p>Yim Byung Nam held a piece of metal heated to a temperature of 487.7°C in his mouth for 14 seconds. <input type="checkbox"/></p>
 <b>3. MOST FINGERS AND TOES</b>	 <b>4. HEAVIEST WEIGHT LIFTED BY EAR</b>	
 <b>5. HOTTEST METAL IN THE MOUTH</b>	 <b>6. OLDEST BRIDESMAID</b>	
 <b>7. DEEPEST SCUBA DIVE BY A DOG</b>	 <b>8. FASTEST FURNITURE</b>	

**USING SUPERLATIVES**

ISLCollective.com

### 11.2.14 Lesson Plan 14

Class: 8vo "A"	School year: 2021-2022
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N° Students: 10		
Language Level: A1.1	Topic: Present simple.	
Date: June 09th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to compare things against a group using superlatives rules most, -est and -iest.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Find who.</li> <li>❖ Superlative reading.</li> <li>❖ Superlative Olympics.</li> </ul>	
Warm-up and Objective Discussion		
Students walk around the class with some statements asking their classmates to compare to them. Teacher explains that they will reinforce their knowledge about superlatives. (Annex 1) <b><i>(Individual work)</i></b>		S-S
Instruct (teach) and Model		
<b>Model</b> Students read the introduction for the city of Mumbai and Japan recognize superlatives. (Annex 2) <b>Instruct</b> Recalls how to formulate superlatives using students' previous ideas.		T-S/S-T
Guided Practice		
Students play the superlative Olympics. (Annex 3) <b><i>(Group work)</i></b>		S-S
Independent practice		
Students brainstorm ideas for the superlative they won the Olympics, describe their ability using superlatives. <b><i>(Group work)</i></b>		S-S/S-T
Assessment		
Students go in front of the class and share their Olympic superlative. <b><i>(Group work)</i></b>		

### Annex 1.

#### Find who.

Ask questions and write the name of the student in the box



Find someone who.....

...is <b>older</b> than you	...is <b>younger</b> than you	...is <b>the tallest</b> in the class	... is <b>the oldest</b> in the class
...lives <b>further</b> from school than you	...lives <b>the closest</b> to school	...is <b>shorter</b> than you	...is <b>heavier</b> than you
..has <b>lived</b> in Australia longer than you	...is the <b>oldest</b> child in their family	..has lived in Australia the <b>longest</b>	...is the <b>youngest</b> child in their family
...got up <b>earlier</b> than you this morning	..went to bed <b>later</b> than you last night	.....lives in a <b>bigger</b> house than you	.....got up the <b>earliest</b> this morning

## Annex 2.

### Superlatives reading.

#### HIGH-SPEED TOKYO

Tokyo has a population of 35 million people. It is the largest city in the world. It is also one of the most exciting. Everything moves fast here. It has one of the biggest and busiest railway systems in the world. Every day, 11 million commuters use it to get to and from work. People earn the highest salaries, and they spend the most money. They wear the latest fashions, and have the most up-to-date phones. It is the world's most expensive city.



#### MUMBAI A CITY OF EXTREMES

Mumbai is India's largest city with a population of 22.8 million. It is also India's most important commercial centre. Mumbai was part of the British Empire until independence in 1947. It was called Bombay until 1995, when it was renamed Mumbai after a Hindu goddess, Mumba Devi.



## Annex 3.

### Superlative Olympics.

<https://slideplayer.com/slide/13705659/>

#### 11.2.15 Lesson Plan 15


Class: 8vo "A"	School year: 2021-2022
N° Students: 10	
Language Level: A1.1	Topic: Present simple.

Date: June 10th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 13h00 – 14h20. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to describe actions at the moment of speaking using the present progressive.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Table game.</li> <li>❖ Modeling reading.</li> <li>❖ Grammar poster.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher asks students to think of the job a soccer narrator has. Teacher explains that will be able to narrate something that is happening, just like soccer narrators. <b><i>(Individual work)</i></b>		S-T
<b>Instruct (teach) and Model</b>		
<b>Instruct</b> Explains the structure for present progressive in positive and negative forms. (Annex 1) <b>Model</b> Students read the passage and identify the -ing structures. Students give context to the reading, when is it being said? (Annex 2) <b><i>(Individual work)</i></b>		T-S/ST
<b>Guided Practice</b>		
Students play a table game and in order win they need to describe the picture the dice chooses. (Annex 3) <b><i>(Group work)</i></b>		S-S/T-S
<b>Independent practice</b>		
Students imagine themselves in a specific place and describe what people is doing around them at that moment. <b><i>(Group work)</i></b>		S-S
<b>Assessment</b>		
Students go in front of the class and share the description of their place for their classmates to guess. <b><i>(Group work)</i></b>		

### Annex 1.

#### Present progressive.

POSITIVE FORM			
Sbj + am/is/are + Ving			
I	+	am	+ starting
He She It	+	is	+ starting
You We You They	+	are	+ starting
 <b>Ex:</b> I am crying.			

NEGATIVE FORM			
Sbj + am/is/are + NOT + Ving			
I	+	am not	+ starting
He She It	+	is not isn't	+ starting
You We You They	+	are not aren't	+ starting
 <b>Ex:</b> She is not (isn't) crying.			

Annex 2.

Modeling reading.

Can you see a man with a tie and a boy with a cap? The man and the boy are eating a pie. The man is my dad. The boy is my pal Sam. My dad and Sam say the pie is not bad. My dad has a cup of tea. He is drinking his tea. My pal has a cup of tea too. Sam is drinking his tea too. I'm eating a bun with jam. I'm not eating the pie. The pie is too hot for me.

Annex 3.

Table game.



## Present Progressive Tense Board Game



### 11.2.16 Lesson Plan 16

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: June 13th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Monday – 16h00 – 16h35. Time per lesson: 35 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to describe actions at the moment of speaking using the present progressive.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Mr. Bean show.</li> <li>❖ Hamster video.</li> </ul>	
Warm-up and Objective Discussion		
Teacher presents a video about Mr. Bean; students describe what he is doing while watching the video. Teacher explains that they will describe the actions people is doing when they are speaking. (Annex 1) <b><u>Group work</u></b>		S-T
Instruct (teach) and Model		

<b>Model</b> Students watch a little hamster describing its day as it happens. Students take notes of what structures the hamster uses. (Annex 2)	T-S/S-T
<b>Instruct</b> Using students' previous ideas, the teacher recalls the structure for present progressive.	
<b>Guided Practice</b>	
Students look at the teacher and describe what she is doing. ( <i>Individual work</i> )	S-T
<b>Assessment</b>	
Students will practice to describe actions at the moment of speaking in next classes. ( <i>Group work</i> )	

### Annex 1.

#### Mr. Bean video.

<https://www.youtube.com/watch?v=zu1IQ7Nryqc>

### Annex 2.

#### Hamster video.

<https://www.youtube.com/watch?v=GLF0IHOrTIs>

### 11.2.17 Lesson Plan 17

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: June 16th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Thursday – 14h20 – 15h40. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will be able to ask about actions happening at the moment of speaking using the present progressive.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> <li>❖ Pictures.</li> <li>❖ Mr. Bean show.</li> </ul>	
<b>Warm-up and Objective Discussion</b>		
Teacher presents students the weirdest jobs and ask to describe the. Teacher explains that	S-T/T-S	

when they will learn how to ask for something that is happening at moment, like them trying to ask what the people are doing. (Annex 1) <b><i>(Individual work)</i></b>	
<b>Instruct (teach) and Model</b>	
<b>Instruct</b> Recalls how to formulate questions in present progressive.	T-S/S-T
<b>Model</b> Students read the description of a family. Students identify the structures used. (Annex 2)	
<b>Guided Practice</b>	
Students look at some pictures and describe what is happening. (Annex 3) <b><i>(Individual work)</i></b>	S-T
<b>Independent practice</b>	
Students look at Mr. Bean show and describe what he is doing. (Annex 4) <b><i>(Group work)</i></b>	S-S
<b>Assessment</b>	
Students go in front of the class and share with the class their descriptions. <b><i>(Group work)</i></b>	

**Annex 1.**

**Warm up pictures.**



## Annex 2.

### Reading



#### Who are they? Where are they? What are they doing?

Now Janet is in her house. She is sitting on a wooden chair. She is holding a coat. She is fixing it.

James is Janet's husband. He is sitting in front of her. He is fixing clothes too.

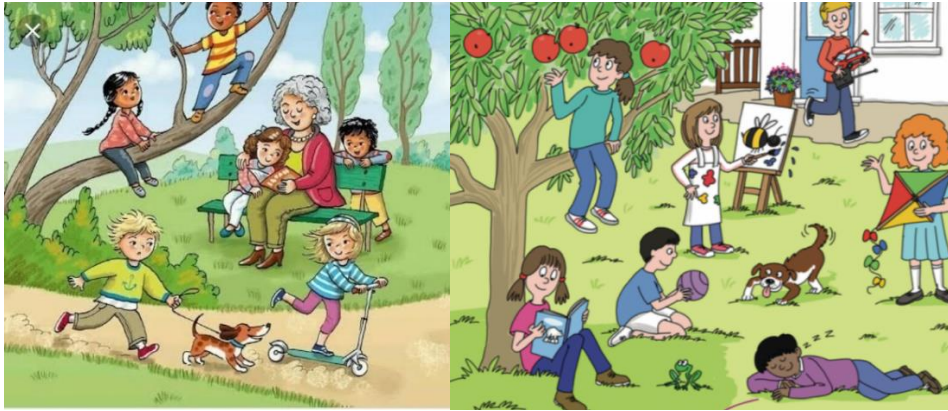
Elizabeth is sitting next to James. She is Janet's sister. Right now she is helping Janet and James. They are working together. They are fixing clothes.

At this moment a man is coming in. He is wearing dark clothes. He is carrying a pile of clothes. They are all working very hard.

## Annex 3.

### Describing pictures.





**Annex 4.**

**Mr. Bean show**

<https://www.youtube.com/watch?v=pBtyWvqS-98>

**11.2.18 Lesson Plan 18**

Class: 8vo "A" N° Students: 10	School year: 2021-2022	
Language Level: A1.1	Topic: Present simple.	
Date: June 17th, 2022.	Type of institution: public.	
Teacher Student: Janeth Sarmiento.	Schedule: Friday – 13h00 – 14h20. Time per lesson: 80 minutes.	
Lesson Objectives	Resources	Type of interaction
Students will demonstrate their cognitive change during the treatment regarding reading, listening, vocabulary and grammar.	<ul style="list-style-type: none"> <li>❖ Markers.</li> <li>❖ Whiteboard.</li> </ul>	
Students take the posttest. (Annex 1) Students complete the questionnaire. (Annex 2)		

**Annex 1.**

**Posttest.**

As part of the research project: **Fostering classroom interactions through lesson**. I gently ask you to complete the following test, which is aimed to measure your overall English skills. Confidentiality will be kept and no personal information will be shared. The test consists of four parts: reading, listening, vocabulary and grammar. You have 20 minutes to complete the test.

**READING.**

**10. To extract the gist and simple information from short texts.**

Read the following passage, choose and underline the best option for each question. (3 points)

The House

Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah. The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom. The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.

**1. Who are the family in the story?**

- A. The Smiths.
- B. The Sarah.
- C. The Jhon.

**2. Who plays with the dog?**

- A. John.
- B. John and Sarah.
- C. Sarah.

**3. Where does the father cook?**

- A. In the bedroom.
- B. In the garden.
- C. In the kitchen.

**LISTENING.**

**20. Extract the gist and information item from simple informational items.**

Listen to the audio twice and select the best option for each question. (2 points)

**4. What is the person's name?**

- A. Jenny.
- B. Jhon.
- C. Hellen.

**5. Where does the person come from?**

- A. China.
- B. Albania.
- C. Parramatta.

**VOCABULARY.**

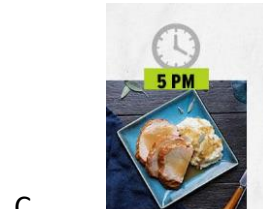
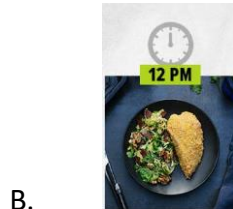
**30. To be able to understand the meaning of vocabulary related to dairy activities.**

Read the following questions, choose and underline the best option. (2 points)

**6. Choose the picture that best represents the sentence: I play soccer.**



7. Choose the picture best represents the sentence: I eat breakfast.



### GRAMMAR.

**40. To demonstrate knowledge about formulating sentences using the present simple.**

Considering the present simple, look at the pictures and complete the sentences with the correct verb. (3 points)



8. I ..... to school every day at 7 am.



9. Alex ..... breakfast.



10. Fanny ..... basketball.

### Annex 2.

#### Questionnaire.

1. ¿Cómo describes, en general, las clases recibidas?

Activa. ( ) Dinámica. ( ) Aburrida. Interesante. ( ) Poco interesante. ( )

**2. ¿Disfrutaste los juegos desarrollados durante la clase? Escribe ¿por qué?**

Si ( ) No ( )

.....

**3. ¿Hubo algún elemento de la clase que no disfrutaste? Escribe ¿Por qué?**

Si ( ) No ( )

.....

**4. ¿Cómo consideras las actividades grupales desarrolladas?**

Colaborativas. ( ) Alentadoras. ( ) Amigables. ( ) Molestas. ( ) Aburridas. ( ) Abusivas. ( )

**5. ¿Cómo te sentiste durante las actividades grupales?**

Cómodo. ( ) Incluido. ( ) Aburrido. ( ) Excluido. ( )

**6. ¿Cómo te sentiste al recibir retroalimentación?**

Agradecido. ( ) Satisfecho. ( ) Molesto. ( ) Humillado. ( )

**7. ¿Sentiste qué la retroalimentación fue hecho a tiempo y te ayudó a corregir errores?**

Si. ( ) No. ( )

.....

**8. ¿Te gustaron las actividades de práctica? Escribe ¿Por qué?**

Si. ( ) No. ( )

.....

**9. ¿Cómo consideras las actividades de práctica?**

Interesantes. ( ) Dinámicas. ( ) Activas. ( ) Infantiles. ( ) Difíciles. ( ) Aburridas. ( )

**¿Preguntaste al profesor todas tus dudas?**

Si. ( ) No. ( )

.....

**10. ¿Cómo te sentiste cuándo preguntaste al profesor por alguna duda?**

Seguro. ( ) Tranquilo. ( ) Miedo. ( ) Nervioso. ( )