

Students' performance in class through an effective time management implementing productive
lesson planning

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Abstract

This action research project was carried out to foster the students' performance and production in English class through an effective time management, designing and applying useful lesson planning that involve the four communicative language skills, in fifth grade students in the public school Juan María Céspedes, in Medellín. Data was collected through observations recorded in my journal, chronometer, students' logs, video recording and photos. Data analysis showed as a result a positive impact achieving a high progress in students' performance after implementing organized and timed lesson plans that develop the four communicative language skills with clear instructions for the students.

Keywords: Time Management, Lesson Planning, Students' Performance, Students' Production.

Degree Requirement

This action research project was developed during the second semester in 2015 and the first semester in 2016, in a public school in Medellin, Antioquia, as a requirement of the Bachelor of Education in Teaching Foreign Languages (English – French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellin, Colombia.

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Preface

As a requirement of the School of Language of the Universidad de Antioquia to get my degree in teaching foreign languages, I had to develop an action research project. This project took place in the public school Juan María Céspedes located in Medellín. The practice was carried out during my last semester with fifth grade students. This one was divided into three stages. First, during the practice I, I did an observation stage in which I had to become familiar with the institution, its policies and its context in general. For this, I observed every English class, I described and reflected it in a journal. All of this in order to identify, determined and solved the research question “How to favor the students’ performance in class through an effective time management implementing productive lesson planning?” Second, during the practice II, I began with the implementation of some action strategies in the class planning and developing. Finally, I moved to the data collection stage. It was collected according to the action strategies applied, the activities developed and the instruments used; and it was concluded according to the findings in which measured the applied strategies were important. From the observations in the first stage, I identified that class time is affected by many external and internal factors. In this way, I decided to apply two key strategies that would help me to achieve the goals of this project. The main strategy I applied was the lesson plan’s implementation for every class taking into account the distribution of time and the steps in lesson planning. Besides, I applied a strategy in which I could improve the students’ production in class according to the four main communicative language skills (writing, speaking, reading and listening). Finally, as a result, this paper with a reflection about this project development and my role as researcher, but most important as a teacher.

Description of the Context

The Institución Educativa Juan María Céspedes receives its name thanks to the presbyter Juan María Céspedes, who was the first pastor of Belén community in 1814. It was founded in 1930. In 2002, after different variations of its name, it receives the name “Institución Educativa Juan María Céspedes”, it includes the primary school, the college and the night lyceum. From 2004 begins the implementation of the System of Management of the Quality. Then, the institution was certified by the ICONTEC in Educational design and service in the levels of pre-school, basic primary, secondary, academic education in some fields and technical industrial specialization. The school has four shifts: morning, afternoon, extended-time and evening.

It is located in an official sector of the urban zone, in the neighborhood Belén Miravalle in Medellín, Colombia. It is located near to the central park of Belén. The institution has three floors. In the first one are located the pre-school's students. On the second floor, the elementary school students and on the third floor the middle and high school students.

In this institution, the organizational chart is constituted by a hierarchic way by the Rector, who presides over the Consejo Directivo and Consejo Académico. The first is formed by two teachers, two family' parents, a student in the last academic year (11°), a graduate student and a neighbor. The second is composed by coordinators, a teacher by grade or subject and a teacher by every “emphasis” or technique.

According to the school handbook (2015), The Institution is based on holistic education emphasizing in meaningful, cooperative, conceptual and experimental learning. The department of academic management is the manager of the processes of curriculum design and development, management of classes and academic follow-up. The study plan contains the description of the contents and pedagogic activities; the distribution of the time and the sequences of the

educational process; the achievements, competences and definite knowledge; methodology, indicators of performance and procedures of evaluation. Hereby, the curricula is focused on the contribution of the student's integral and cultural formation.

At the institution, the English classes are taught just two hours per week in elementary. The evaluation is based on three aspects (Saber, Hacer, Ser) and the evaluating scale goes from 0 to 5.

In my practicum I (second semester 2015), I began with fourth grade. In this class there were 47 students between 8 and 10 years old. And for my practicum II (first semester 2016) I continued fifth grade with the same class. All the students live in the nearby neighborhoods and most of them belong to a medium-low socioeconomic level.

According to the profile, the high school English teachers' have specialization or have a degree in this field. Nevertheless, the elementary school English teachers teach according to the academic assignment by the department of academic management. The institution has four English teachers in elementary school; they follow the plan proposed by the institution and the Ministerio de Educación. During practicum I, my cooperating teacher was the home-room teacher and she taught different subjects in primary school. She has a degree in physical education focused on basic primary education. She does not have any study in English language, so, the English class was developed in Spanish language all the time. The classes were traditional, and were based on the grammar translation method. In practicum II, my cooperative teacher has a Master degree in Basic Primary Education and a Master in Education. She teaches different subjects in primary school.

Statement of the Problem

Currently, managing the use of time is important in any situation and for any person. However, the reality is that most people have many difficulties to begin to control the use time and to plan the daily activities. In terms of education, time management is essential to improve the students' performance and production, to accomplish the purposes of the institution, to get better results in academic fields, to improve the quality of education and in general terms to achieve short and long-term goals. In some public institutions in Colombia, time management is a present problematic where class time is affected by many external and internal factors like general teachers' meetings, lack of qualified teachers, Ministry of education decisions and serious discipline problems among students.

This way, many local schools face difficulties in terms of accomplishing quality in educational goals. Public schools in Medellin live these situations daily and make it increasingly difficult the correct development of classes, besides hindering the students' learning process. Most of these institutions have on average per week, one teacher's meeting, two or three events in the school, the diverse Ministry of Education decisions to follow and many discipline issues.

During the class observations, it has been observed that many times, students do not have class because of different meetings between administrators and teachers or different school events taking place, for example, in one of my observations I wrote in the class description (August 24th, 2015) "Before arriving to the classroom, my CT told me that she had a meeting and she could not teach the class." Even in some classes, as in the English class, that is interrupted continuously because of some school announcements. These announcements at the beginning of the classes usually take much time because the teacher or the students give a series of information related to the institution and other classes different from the English class. In my

observations I wrote some descriptions and reflections about class time: (August 3rd, 2015) “The English class began 10 minutes later because the teacher gave some information about school events.” And (July 27th, 2015) “...I think that it is very little time because the students have only 55 minutes for the English class, of which they got missed the first 15 minutes because of other activities.”

In addition, it was possible to observe that during several classes where the students only worked on a short activity affecting the teacher's schedule and a lesson planning.

According to this scenario, this action research will be developed taking into account themes as “Students' performance through an effective time management”, “Implementation of productive lessons planning” and “Active students' production to achieve a better use of time”.

Theoretical Background

This action research was carried out taking into account that currently, to make effective use of time is essential for any person and any situation but at the same time is hard to do it. This statement was deeply related to the problem that I face in my research project because in the institution mentioned above, especially in my English class, it was necessary to control the use of time and to profit it. Therefore, this section provides a definition of time management, some issues associated with it and its importance. It also includes a brief description of lesson planning as a strategy to achieve it in class, some strategies to promote and improve students' production and performance in class.

Most of the time, time management is seen in a wrong way because a person cannot manage the time, it can only be controlled. Time management is to organize, distribute and

control the use of time. And it is one of the most important topics not only in the daily life, but also in learning and teaching field. According to Nadinloyi et al. (2013), "time management constitutes one of the most traditional topics in the field of learning and study strategies, occupying a central position in the courses and numerous handbooks on study skills". From this, we can see the importance of controlling the time in classes. It helps students to use it more productively doing tasks on time, identifying useless activities and, as affirmed by Academic Advising & Career Centre, 2010, reducing postponement and stress, completing all the tasks and appreciating free time. In fact, it is possible to see many authors and studies that demonstrated that manage the use of time has a positive impact in the education field. Nadinloyi et al. (2013) cited Indreicaa et al. (2011) who said "Time management has a positive impact on academic performance. Academic success has, on another perspective, a positive impact on motivation (generating motives) and on work time (which will be shorter if the task aims rapidity, and longer if the task is complex and requires continuous effort) performance".

In this way, one of the main strategies proposed by different authors to carry out effectively the use of time in class is "lesson planning". Scheduling is essential in classes, every class needs to be clearly well-considered, organized and planned to achieve a better effect and to fulfill the aims of every class. There are several reasons for creating a lesson plan, one of these is that it aids to be focused, to have a clear objective for the lesson and especially to have a good use of time. The lesson plan is a tool that develops step by step a class and it contains different criteria to do it, it guides the teacher to stick to the guidelines during the class as explained by Cerezal (1989). As In-Service Training, 2012 described that lesson planning has many advantages, it gives an adequate framework for proficient teaching, lets a better organization, provides a guide according to the syllabus, allows to the teacher to be convince and comfort

applying the lesson among others. According to different authors, there are several formats to carry out an effective and productive lesson plan. According to this, Jensen (s.f.) states that most of the lesson plans share some characteristics. In a lesson plan, we must consider an opening, a middle and a final stage. At the same time, it is important to consider the students' previous knowledge, the lesson objectives, the skills to develop, the activities and materials, the time for the class and for each activity or stage, and the coherence and cohesion among previous, present and future lessons. Briefly, the lesson plan is an excellent strategy that allows a good development and productivity of the class controlling the time and achieving more effectiveness.

In the class planning it is important not only to develop every stage of a lesson plan, but also to propose into the lesson plan different activities that incite the student to the production and comprehension of four main communicative language skills, it means, writing, speaking, listening and reading skills and, in this way, to improve the students' performance in class. These four skills are involved in the development of the communicative competence and in its complex process. They are essential for the learning process of the students, but the quality of these depends on a direct or indirect way of the resources, the teacher, the students, but especially the time. The production of these skills was directly proportional at the time that this had to generate the task, nevertheless, it does not want to say it was effective. So, it is necessary to know some strategies that help to improve the production and performance of the students keeping in mind the different skills, the efficiency of these and especially the time controlled to do it. This four skills can be used in a simultaneous way to achieve an integral communication and to support the learning and producing process of the students as Oxford (2001) cited Oxford (1996) claims "Common strategies help weave the skills together. Teaching students to improve their learning strategies in one skill area can often enhance performance in all language skills".

To develop each communicative skill is essential in the language learning. When these are correctly integrated, the students achieve an effective communication. Hereby, Oxford (2001) suggests that making a good selection of material and tools that support the integration of the four communicative language skills. Likewise, if a class is focused to only one skill, this one can join with other through different aims in next classes.

Research Question

How to favor the students' performance in class through an effective time management implementing productive lesson planning?

Objectives

General Objective

To design productive lesson plans to improve the students' performance in class through an effective time management.

Specific Objectives

- To design useful lesson plans to foster the students' performance in class.
- To implement time management strategies for increasing the students' production.

Action Strategies

The action strategies mentioned in the chart (see Appendix A) were deeply linked to the main topic of this action research project "Time management". Each strategy was selected in agreement with the objectives and the theoretical framework of the research project. The first strategy described in the chart, was the most important because in a direct or indirect way, it was

the base to carry out the other strategy. The implementation of the lesson plan had a duration of two academic school terms, but only the lesson plan from March to June were taken into account for the research. The methodology that was carried out for the first strategy (Implementation of a lesson plan for each class) was prepared and developed step by step the lesson plan stages that I decided to implement with the objective to distribute better the time and to improve the students' performance. According this, the included stages in the lesson plan were: warm up, input, guided practice, independent practice and closure. All the stages had to be timed during every class as an instrument to measure the strategy. At the same time, by means of class observations and journals, the efficiency of the strategy was measured up. Besides distributing better the time and improving the learners' performance, every stage of the lesson plan was done with the intention of taking advantage of the own characteristics of everyone. The warm up stage, for example, it was developed in order to raise the levels of energy, to create a positive and entertaining environment for the students. Moreover, to have the students relaxed and engaged in the class and to get students into "English mode ". The input stage was carried out to present the new information and to focus the students' attention on the class objective and the students' comprehension of the new material and activities that they will do. The guided practice stage was implemented to provide opportunities to practice what students learned with the teacher guidance. In this stage, the students had the chance to ask and solve doubts with the teacher and classmates help. The independent practice was applied in favor to give to the students the opportunity to demonstrate what they learnt, to implement all the tools that they acquired and to fulfill the purpose set. And the closure stage was developed with the intention to close the topic and check or assess students in a general way about the class topics. The last strategy was about students' production in class, it means, production and comprehension in the four communicative

language skills (writing, speaking, reading and listening) using clear instruction for allocating better the use of time and to develop a well students' performance in their learning process. This strategy was implemented around eight classes favoring each communicative skill by two classes along the term. These activities were timed and measured by means of different instruments selected previously as journals, students' logs, class photos and class video recording.

Development of Action Strategies

The last year, in practice I, some action strategies were proposed according to the research project goal to be carried out this year in practice II. Nevertheless, some changes were made on the objectives and action plan. As a consequence, the strategies were not applied from the beginning of the second practice. So, the action strategies could be applied from March to June in every class. Once stated the strategies, the activities and the instruments, this started being developed. Before applying each action, the cooperating teacher and the students were informed about the strategies that would be applied and the goals set for every class. They agreed and were engaged with this project. In order to do so, two action strategies were applied with the goal to improve the students' performance in English class through an effective time management. To start, the school syllabus and the Malla curricular proposed by Secretaria de Educación were taken into account as a guide about the grammar notions and topics on which the lesson plan must be based on. However, as a consequence of the changes (of CT and schedule), it was necessary to make some modifications in the action plan because several classes were reduced in time by internal and external factors. The first strategy was developed and measured during all the class from March to April (six classes) and the second strategy from May to June (six classes). Each lesson plan was prepared for a complete session of class (1 hour and 50

minutes per week) but in some cases, I only could teach a half session per week. For the CT and the students this situation was normal.

The lesson planning strategy was divided into five stages (warm up, input, guided practice, independent practice and closure), each one was observed and timed in two classes, it means, two activities by stage. Initially, when this strategy was applied, especially in warm up and closure activities, the students' reaction was positive because they enjoyed the activities, everybody took part of each activity and their contribution was meaningful and spontaneous. The appropriation of the language at the moment to initiate the class was the key of each stage, although the beginning was a bit difficult because of the fear of making mistakes, very few students tried to do it in English. Nevertheless, it was achieved and every day more students were encouraged to participate. Likewise, it was difficult to control the use of time because they were pretending to play all the time, when the activity had to finish they continued playing. However, through the time, they learned to identify the objective of each stage and to respect the activities time.

On the input stage, the new information was presented by means of two activities, a brainstorm to present the adjectives and a flashcard presentation about common verbs of a daily routine. At the first moment, I could notice that most of the students were feeling lost with the information and the explanations completely spoken in English. Even, when the topic and the lesson aim were presented students were trying to translate it and they were saying that they not to understand anything and they were asking if it would be explained in Spanish. Some others were asking their classmates what the teacher was speaking about, others were speaking about external topics to the class or they were dedicating to do another type of activities. The time expected to develop the first activity (Brainstorming) was not achieved because this topic needed

more depth in the explanation and this activity was not sufficient to introduce the topic. As a consequence, the explanation took more time and it was necessary to support on other means, like the computer and many written examples. Nevertheless, when the second activity (Flashcards presentation) was applied, the students understood better the new information and they felt focused and work-oriented, consequently, the estimated time was good.

The guided practice was an important stage in the lesson plans. The first activity (worksheet) was an opportunity to work in pairs. At the beginning of the school year, working in groups or in pairs was a messy. However, in this activity the pair-work was successful because between they themselves solved doubts and practiced what they learnt before asking to the teacher. They learned to trust in their classmates. On the contrary, in the second activity (writing paper), they had to work individually and this one was developed in a good way, but the time for this activity was not accomplished because the learners felt insecure what they were doing and all the time they asking if their work was correct or wrong and they demanded the teacher to check on their work during all the activity. At the end of each activity, students understood better the topic presented in the stage before. The objective of every activity was fulfilled, the individual and group work allowed the students have a more meaningful learning. Their reactions were great, they could not believe their performance and they were feeling motivated and eager to produce much more.

In the independent practice two activities were proposed, a description and illustration of a chronological line of a daily routine according to a reading (group work) and the other one was a students' oral presentation of their own daily routine (individual work). Both activities could not be developed in the estimated time due to internal factors. Considering that the previous activity took more time and some difficulties to work in groups, the first activity was not finished

at time. For the second activity, students felt anxious, scared, and insecure and some of them did not present their work on time, therefore, it was necessary to continue the next class, because the time was not enough to develop all the students' oral presentations, still the students' production was good, both activities achieved their objectives inside the communicative language skills purpose.

On the other hand, the students' production with the clear instruction strategy was developed in the frame of the first strategy, it means, activities that developed the four communicative language skills in the lesson planning implementation. Every communicative language skill developed two activities. The production in the activities of speaking and writing was very well implemented, though there was better performance in some ones than in others. For example, in the writing activities (daily routine paper and culture poster), the students' production was excellent, the class and the strategy aim were fulfilled and the students felt satisfied with their performance, they demonstrated excitement and engagement to develop these activities. In spite of the emotions that generated the oral presentation in public as scare, insecurity, nerves and the exaltation of the students, they were able to have a good performance in the proposed activities (individual oral presentation about daily routine and group oral presentation about culture). In the individual oral presentation, most of the students expressed to feel scared and nervous at the beginning of the oral presentation but once they started to speak the fear disappeared. But, in the group oral presentation they felt more sure and calm to speak during all the presentation.

On the contrary, the students' comprehension in listening and reading activities had a regular performance. The production in these activities was not the expected. In the first listening activity (following the listening instruction to develop a chronological daily routine) most of the

students understood the instructions but someone did not do it. As consequence, the work in group was a bit interrupted since the students were not putting in agreement easily. In the second activity (listening comprehension worksheet about culture) the students were very attentive and carefully to the listening and in order to this one they answered a few questions of comprehension. Though in the first listening, they demonstrated not to understand any things, after listening for the second time only some little asked to repeat the audio. This activity was developed well, they felt calm during the activity and their attitude was satisfying. Nevertheless, in the first reading activity (reading comprehension worksheet), the students did not show interest, even some of them without read the text, they were demonstrating they would not do the activity, they did not want to read and said they did not understand anything. To develop this activities was very hard because of students' attitudes. However, most of them developed it without enthusiasm, only by the grades. The second reading activity was better because the students were more prepared to develop the activity. This activity was shared in groups and some students comments were: "it is easy but it is very boring", "we do not like this activity but we need to do it because of grades.

Data Collection and Analysis

The method for this project was an Action Research (AR) and the approach was qualitative. Data was collected from different sources to have a clear picture about students' performance from different perspectives. Therefore, this extract will explain what kind of data was collected and how it was analyzed it. First, I observed the English classes during two academic terms (practice I -2015); these observations gave me a view of what students needed to work on and what was the most relevant problem. At the same time, in a journal was wrote the

description of each class with the aim to reflect on emergent aspects I considered relevant to take into account. Then, the problem was identified and some bibliography sources were checked and gathered to support the theoretical framework. From this, the action strategies to solve the problem was stated and it was applied during the second practice (Academic terms 1 – 2, 2016). Through different instruments as a journal (divided in two sections: A class description and a reflection), observations, and chronometer both strategies and all the activities were timed and measured. Some of the activities required other instruments as students' logs, video recording and photos do more evident and forceful the results. Once applied the strategies, data were collected and analyzed. For the data analysis, I implemented the model proposed by Johnson (2005), where the first step was gathered all the instruments that used to collect the data. The second step was used an inductive method to select in three categories the information: 1) Relevant not repetitive data, 2) Repetitive data and 3) Not relevant data, that I get from my journals. Finally, the relevant and repetitive categories were analyzed and removed to other subcategories of which only those who were giving response to my research question were taken into account. Briefly, the triangulation of data collected allowed to establish a comparison in the students' performance and production through the time managing from the beginning and at the end of the academic practice and to valid this AR.

Findings and Interpretations

As a result of diverse activities implemented during this AR project, students showed a high progress in their foreign language learning process, a developing engage in English class activities and contents and, an increasing students' production through the forceful use of time. The general objective of this project was to design productive lesson plans to improve the

students' performance in class through an effective time management. In order to do it, I applied two key strategies.

The lesson plan implementation strategy had a positive impact letting at the students and at the teacher to be more focused and to have a clear objective in the lessons, it helped to identify useless activities and to use more productively the time reducing postponement and stress. This first strategy allowed learners to profit of a little time that they have for the English class building a vast background of meaningful learning through connected and directed activities to an intention, to foster students' performance. It gave an adequate framework for proficient teaching and it was a guide according to the syllabus to let me be more convincing and comforted applying the activities. Likewise, thanks to the time distribution and to the activities and materials organized in the lesson plan, students took advantage of the aim of each stage (warm up, input, guided practice, independent practice and closure) allowing coherence and cohesive among previous, present and future lessons. In the application of each stage of the lesson plans, I could notice several positive attitudes that were a big support for the development of these. Most of time, students were feeling enthusiastic, energetic, motivated, involved, excited, engaged by the activities, and especially they were focused on the lesson aims. Initially, when the activities were applied, the classes were difficult to control because all the students wanted to take part of the activities and were claiming more time to continue with it. However, through the time, they learned to identify and respect the objective and time of the activities. In addition, it was easy to achieve that they developed the activity in the target language because in the middle of the activity they were feeling calm and were asking without fear. The body language communication was very useful in this strategy. One of the principal advantages to

achieve the aim of this AR was to explain to the students and to the CT from the beginning what was the problem I had found, which the strategies were and how these were going to be applied.

The second strategy, the implementation of activities which intended to develop the four communicative skills (listening, speaking, writing, reading), with clear instructions for the students was applied almost at the same time of the first one, since both were complementing each other. The application and the integration of these in the lessons allowed the students to have a meaningful production and comprehension in each one of the main pillars of the communication. For example, in writing, the students were able to write about their own daily routine using simple present sentences in 40 minutes timed (see Appendix B). Moreover, they were able to design a poster describing (simple sentences using the verb to be and simple present) with some information about a cultural place of Medellin according to a reading done before. In speaking, they had to present their daily routine in oral way, taking into account the exercises of pronunciation done in each class with the corresponding topic. Besides, they had the opportunity to present a simple description of a cultural place of Medellin supporting on the poster. In listening, the students' comprehension was significant since the results were more than expected. In the listening comprehension activities, the students had to listen the simple instructions to describe, through pictures and simple sentences, a specific daily routine. It had to be described in a chronological line taking into account the order of the instructions. The other activity was a listening comprehension worksheet, where the students had to answer some questions according to a text read by the teacher. Finally, in the reading comprehension activity, they read a reading about culture and they had to develop a worksheet where the first point was to highlight the main ideas and then answer some simple question about the reading. Up to this point, it is possible to see that the skills were integrated by the intention of achieving a whole

communication and knowledge. As a result of this integration, these skills were connected, it means, the contents kept coherence and cohesion among them letting students be able to use the language and to develop completely different tasks and activities in English language using simple sentences, common expressions constructed by themselves. In order to get in a future lesson a better and effective language construction.

Conclusions

The main goal of this paper was to find a solution to this question: How to favor the students' performance in class through an effective time management implementing productive lesson planning? This AR verified itself the impact of the strategies implemented in the English classes. The design and application of the productive lesson plan to foster the performance and production of the students through an effective time management was positive. Both strategies achieved to motivate the students from their needs allowing them to carry out didactic activities and tasks that not only called their attention, but also let them enjoy while learning. From this, they obtained an integrated learning of English as a foreign language, not only from an isolated skill, but from a set of communicative language skills that facilitated a production and a deeper comprehension.

The teacher' advantages of lesson plan implementation were to be more focus on the lessons aims and activities, it helped to identify the useless activities and to use more productively the time reducing postponement. Moreover, it helped to have better distribute of time for each lesson planning stage and each communicative skill according to the complexity or the students' needs

and to apply in a coherent and cohesive way the communicative language skills. It allowed to identify a suitable context for proficient teaching.

Reflection

I consider the development of this research project and in especial this academic practice had been an excellent experience not only because it represents the end of my ungraduated studies and the accomplishment of my goal, but also because it gave me the possibility to learn as a researcher and as a teacher. It allowed me to identify and explore a lot of concepts and facts in real life teaching. In this way, it improved my role as teacher through a new look towards the process of a foreign language teaching and learning and the humans being education, where my students were the main actors.

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Appendix

Appendix A

| ACTION STRATEGY | METHODOLOGY | ACTIVITY | MATERIALS & RESOURCES | INSTRUMENTS | DEADLINE |
|---|---|---|--|--|--|
| Lesson plan's implementation for every class. | Preparation and development of every stage of the lesson plans in each session: <ul style="list-style-type: none"> - Warm up - Input (New information) - Guided Practice - Independent practice - Closure | Warm Up: <ul style="list-style-type: none"> -Memory game (Adjectives) -Matching game (Daily routine) Input: <ul style="list-style-type: none"> - Brainstorm (Adjectives) - Flashcards presentation (Daily routine) Guided Practice: <ul style="list-style-type: none"> - Worksheet (Simple present) - Writing presentation (Daily routine) Independent practice | Pictures (Adjectives) Flashcards (Daily routine) Color sheets of paper Color markers Flashcards Students' handout Students' script (Daily routine) | <ul style="list-style-type: none"> - Chronometer - Journal - Class photos <ul style="list-style-type: none"> - Chronometer - Journal - Class photos <ul style="list-style-type: none"> - Chronometer - Journal - Students' logs | Along the term: <ul style="list-style-type: none"> March (last week) April (third week) <ul style="list-style-type: none"> March (last week) April (third week) <ul style="list-style-type: none"> May (first week) May (second week) |

| | | | | | |
|--|--|---|--|---|--|
| | | <ul style="list-style-type: none"> - Students' oral presentation (Daily Routine) - Students' oral presentation (Culture) <p>Writing:</p> <ul style="list-style-type: none"> - Students' writing presentation (Daily routine) - Poster (Culture) <p>Reading:</p> <ul style="list-style-type: none"> - Reading comprehension: (Medellin Culture) - Reading comprehension worksheet (Medellin Culture) | <p>Students' posters</p> <p>Students' paper</p> <p>Students' posters</p> <p>Reading Highlighter</p> <p>Students' worksheet</p> | <ul style="list-style-type: none"> - Chronometer - Journal - Class video recording <ul style="list-style-type: none"> - Chronometer - Journal - Students' logs <ul style="list-style-type: none"> - Chronometer - Journal - Students' logs | <p>May (second week)</p> <p>May (fourth week)</p> <p>May (second week)</p> <p>May (third week)</p> <p>May (third week)</p> <p>May (fourth week)</p> |
|--|--|---|--|---|--|

FINDINGS: The implementation and the integration of the four communicative language skills in the lessons allowed the students a meaningful production and comprehension in each one of the main pillars of the communication (writing, speaking, listening and reading). As a result of integration the four skills in lesson plans, these were connected, it means, the contents kept coherence and cohesion among them letting students be able to use the language and to develop completely different tasks and activities in English language using simple sentences, common expressions constructed by themselves. They achieved to make more than one activity by class using different skills in the same time that the first observed classes were developing.

Appendix B

My Daily Routine Oral presentation 4.7

I am alis qosuy Garado. Maria. I wake up evening morning at 5 o'clock but, I get up at 5:05, Then, I take a shower and I get dressed at 5:10. At 5:20. I have breakfast and I brush my teeth at 6 o'clock. I go to school and at 12 o'clock, I have lunch. Then, I go to back to home and I play and do homeworks. At 7 o'clock

My Daily Routine Oral presentation 4.8

I am Mariana Castro, I wake up evening morning at 6:20 O'clock but I get up at 6:30. Then, I take a shower and I get dressed. At 6:45 o'clock, I brush my teeth. At 6:58, I go to school and at 12:00 o'clock I have lunch. Then, I leave out school at 4:10, I go back to home 4:20 and I play and do homeworks. At 7:30 I have dinner with my family. Finally, I go to bed at 10:30

My Daily Routine Oral presentation 4.9

My name is Samuel Franca. I wake up every morning at 5:30am but I get up 6 o'clock, then, I take a shower and I get dressed at 6 o'clock have breakfast and I brush my teeth. At 6:50 I go to school and at 12 o'clock I have then, I go to back to home and I play and do homeworks. At 8 o'clock have dinner. At 11:45 o'clock

My Daily Routine Oral presentation 4.8

I am Mariana Castro, I wake up evening morning at 6:20 O'clock but I get up at 6:30. Then, I take a shower and I get dressed. At 6:45 o'clock, I brush my teeth. At 6:58, I go to school and at 12:00 o'clock I have lunch. Then, I leave out school at 4:10, I go back to home 4:20 and I play and do homeworks. At 7:30 I have dinner with my family. Finally, I go to bed at 10:30

My Daily Routine Oral presentation 4.8

I am Melissa Gómez Sahaza. I wake up evening morning at 6 o'clock but, I get up 6:05. Then I take a shower and I get dressed at 6:10. At 6:20, I have breakfast and I brush my teeth. At 6:30 I go to school and at 12 o'clock I have lunch. Then, I go to back to home and I play and do homeworks. At 7 o'clock. I have dinner with my family and at 8 o'clock I watch tv. Finally, I go to bed at 9:00.