Trabajo de investigación presentado como requisito

parcial para optar al título de:

Licenciada en Lenguas Extranjeras

Autor
Leidy Johana Flórez Bohórquez

Universidad de Antioquia
Escuela de Idiomas
Medellín, Colombia
2016

How to improve the Students' Language Performance through effective coherent Classroom
Task Instructions?

Leidy Johana Flórez Bohórquez

Universidad de Antioquia

Thesis, Research and Practicum Advisor

Sergio L. Escudero Betancur

Medellín

Junio 2016

Abstract

This study was an AR project focused on how to improve the students' language performance through effective coherent classroom task instructions, aiming to know different strategies to be applied in third grade´s English classes at the school Vida para todos. The results of the research were collected through class tasks, observations reports, logs-pictures, interview/ transcription, inquiry for students and CT, videos and lesson plans. The methodology of the action plan was based on "The Floor Plan Module" (Mager, 1997) that proposed an instructional sequence to be systematic, clear, concise and consistent in the moment to explain a task or an activity to students. Even though the action plan allowed fostering an English environment in the class and students were used to read and follow instructions; there was a difficult that affected the process, it was the interference of the students' modern tongue, which was faced using the code switching as a way to generate a meaningful communication inside the class.

Key words: Language Performance, Instructional Sequence, Time Management.

Degree Requirement

This action research project is submitted 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.

Acknowledgements

First of all, I want to thank to my family for its company and support, for allowing me to reach my goals as an English teacher.

In second place, it is important to acknowledge the guidance of Sergio Escudero, because he was an excellent advisor during the development of this project.

Finally, I appreciate the assistance of Oscar Cortez, who let me be part of his class, for learning and improving my performance as a teacher.

Table of Contents

Preface

Teaching and learning language models have suffered significant transformations in the last years, which have allowed evolve in different ways to carry out the process, focusing on the student and developing meaningful strategies oriented to discover new knowledge. In this sense, the new teaching and learning approach requires teachers to transform their role; allowing students to be central character in building their own knowledge.

This is why the present action research seeks to improve the quality of learning English in the official education sector, identifying their needs and therefore the best strategies to enable opportunities for academic and cultural enrichment.

In this case, on the research question: How to improve the students' language performance through effective coherent classroom task instructions? Based on a systematic plan to implement scaffolding and guidance to support students during a task/activity and reduce the difficulty during the practice time.

Context Description

The name of School "Vida para todos" figured from the first project to be presented to the administration and was thought to be located in the "Núcleo de Vida Ciudadana" of Caicedo neighborhood. The area faces social problems as violence (armed conflict, forced displacement, drug addiction, family breakdown, etc.) where most of the students are from low-income families with great cultural deprivation. Around the school there are a church, a Cultural house, a Coliseum and two soccer fields.

The school Vida para todos was established by Resolution No. 16373 on November 27, 2002. This started the academic activities on January 20th with serious administrative difficulties. Vida para todos is a beautiful place in which students can learn and enjoy, in different facilities that the institution offers to provide an adequate education service. The school is divided into two floors, in the first floor there are: offices, the teachers' room, the school store, the court, the library, three classrooms and the park. In the second floor there is an office, also the school restaurant, another small park, two computers room, the multiple room and five more classrooms.

The physical structure of the school is in proper condition to perform academic, sporting and cultural activities. Each classroom has TV and DVD; In addition it has a laptop room for the development of classes.

The pedagogical model adopted by the institution is based on the principles of Social Pedagogy, which seeks the development of human being in society not only to adapt to it, but to transform it from his/her action; This approach takes real life situations to deal with them

effectively and creatively in a critical position; emphasizing the development of contextualized social realities.

The class in which it will be developed the action research project is 3°3, it is integrated by 30 students, they are between 9 and 11 years old, they live near to the school in the neighborhoods Caicedo, Villatina, La pastora and La Sierra. Their families are constituted mostly by both parents and children, but there are many students that live with their grandmothers or aunts because their parents work away from home. The socio-economic stratus is 2 or 3; most families do not have sufficient financial resources since they have low income-jobs, in which they do not earn enough money to support themselves.

The cooperative teacher is Oscar Cortez Gomez; he is graduated in basic education with emphasis in Spanish, has studied English in the Educational secretary program of Medellin, but only the basic level. Works in the school since 1995; he has always taught different subjects and has been home room teacher. Loves English language, but he assumes that it is difficult to understand and he thinks that his pronunciation is not good

The school curriculum offers the English teaching as a foreign language, they teach two hours per week, most of the teachers do not have a specific methodology to teach; but they look for strategies to follow the syllabus and allow to students to know about the language. The teachers use worksheets or do activities in the notebook. They also propose games, videos, music and handcrafts in order to make funny classes.

Statement of the Problem

At the present time the English language teaching is an issue that educators have been investigated in order to improve the teachers' role and to foster the best learning opportunities to

guarantee a successful process. Not far from this reality, Student- teacher has the challenge to find the outstanding way to implement strategies to strengthen the students' language performance, understood as the way students use the language in concrete situations. Therefore, they must identify the different factors that allow students to engage in their learning process. Because most of the teachers of the schools do not have the knowledge to teach English by appropriate ways, they do not have the professional development in this field and they are not sufficiently prepared to help students to use the language with a communicative purpose. For this reason teachers teach English in their native language, so, they do not use the commands and they do not give the tasks instructions in the target language. As a consequence, most of the time students do not understand how they should do a task, when they need to put into practice their English knowledge.

During the class observations, it was evident that the students were confused and uninterested when the teacher assigns an activity without written guidelines and does not explain and conduct the procedure or the development of a task. Due to the lack of instructions and sequence plan, the students do not feel confident to communicate in the target language and most of the time they did the activities because the follow their classmates or interpret the pictures to do the tasks. Considering those aspects I noticed the necessity to improve the students' language performance through effective and coherent instructions, in order to make sure students understand the teacher instructions, implementing scaffolding to support students and reduce the difficulty of the task during the practice time.

Theoretical Framework

Today the teaching of English as a foreign language is a challenge for education in Colombia, as it seeks to make students competent citizens in communicative skills, which allow them to operate in a social context that increasingly demands different knowledge, the majority of which can be accessed through cultural exchange with other countries. The foreign language teaching in primary schools does not count on well prepared teachers for this subject; majority of them do not speak English and do not know about the basic skills standards in foreign languages or about teaching methods. Therefore, the duty of future teachers as key players in the challenge of guiding such learning is to search tools to facilitate the development of these components, which lead them to investigate and reflect on their teaching practices, with the aim to identify the students' needs and / or the difficulties that should be strengthened. For this reason, this project is focused on observations on issues regarding classroom instructions. These would encompass the importance of effective instructions, teacher's roles in delivering the instructions well and checking on the students' needs and understanding on the instructions.

To start the analysis, it is necessary to clarify the concept of *language performance*, because the main objective of this action research is to improve the way students use the language in concrete situations. As (Noam Chomsky, 1986) proposes "The term linguistic performance describes the actual use of language in concrete situations". It is used to describe both the production, sometimes called *parole*, as well as the comprehension of language. Performance is defined in opposition to "*competence*"; the latter describes the mental knowledge that a speaker or listener has of language. Also it is important to recognize the *Roles of Instructions in the Classroom*. The issue of classroom instructions falls mostly on the teachers' role since they are the ones who give the instructions. While there are other things to be

considered such as the students' level of proficiency, types of activity and classroom setting, the teachers' ability to make the instructions as effective as possible has always been on top of the priority. The purposes of instructions being set by teachers were to increase concern of specific issues and needs, to show useful strategies, to provide essential feedback, to direct students in learning and keep them on track at the same time.

In other words, the importance of instructions to students is that the effective instructions would be beneficial for them to obtain specific guidance, focused and clear instructions which lead to successful accomplishment of learning tasks. Supporting this idea, (Kinoshita, 2003) affirms that "the importance of instructions as the medium for raising students' awareness while learning. The effective instructions are claimed to be significant in providing learners with systematic practice, reinforcement and self-monitoring of their learning strategies use while attending activities in classroom". That is to say, when a teacher provides the adequate and sufficient strategies to promote the development of a task, the students are engaged to reinforce the way they learn, because they feel the necessity to accomplish a specific objective. So, they search the best manner to do it, gaining major self confidence and hence a better class performance.

Based on previous observations about different case studies, there are many suggestions on strategies and ways toward delivering effective classroom instructions. The first stage to deliver instructions is to plan on how the teacher is going to give the instructions. This is appropriate since an inadequate instructions plan would lead to students' confusion and make them feel not confident to do a task. As the plan is well structured, the second stage is be carried out in classroom; dealing with the students. (Cohen, 1998) as cited in (Kinoshita, 2003) claims that "giving instructions should be effective for students to explore 'how', 'when' and 'why'

they need to deal with the given classroom tasks". Those stages imply an effective teacher`s communication to make clear the explanations about the procedure to do a workshop, a game or different dynamics that requires the students' work.

That requirement is further extended by the explanation of direct and integrated instruction in which the teacher informs learners of the value and purpose of learning strategies and helps learners to use, identify and develop learning strategies in a systematic way. Similarly, the format of instruction should be direct and explicit as such natures of instruction are believed to contribute to improving students' language performance and proficiency. In fact, there is a suggestion based on this study which is highly recommended for all teachers while dealing with giving instructions in classroom. (O'Malley & Chamot, 1995, p.153 as cited in Kinoshita, 2003) coined this strategy as giving instructions based on "Instructional sequence where teachers need to present, model, explain and provide practice for students while all these four items are to be conducted sequentially; one after another". Delivering instructions not only supposes to tell a series of steps to follow or ask students to read a guidance; but also assume a position of an advisor, in order to help learners to understand, follow examples and create their own productions; based on effective and coherent training.

The strategy of instructional sequence was later agreed upon by another research finding by (Novodvorsky and Weinstein, 2011). They have also insisted on giving explicit instructions with a clear, organized manner which encompasses the teachers to explain what to do, how to get assistance, what to do when they have finished, and how much time is allocated for particular task. Besides, these two findings have also found few important things or norms which are applicable to classroom instructions including starting from the very beginning of the classroom activity. Teachers are reminded that giving instructions is related to time management and that is

why it is important to minimize transition time between activities. They suggest that "the teacher halt the first activity, announce the transition, monitor the transition as to make sure that everybody is attentive to switch to the next activity". In fact, other studies have also agreed on the need for students to be attentive before the instructions are given.

Teachers should explain the instructions and get the students carry out them part by part. (Novodvorsky and Weinstein, 2011) have found that if the transition requires a series of movement for one activity, the students want to move as soon as they are given the first instruction and the teacher allows this, they will not listen to the rest of the directions. However, it could be assumed that if the series of movement is only one or at most three simple series such as "go back to your seat, choose the adjectives and write your sentences", the instructions could be delivered in one shot, as long as these been given explicitly, with simple and comprehensible language style. Instructions should be clear to prevent students lose their way in the activities, and maintain the interest to do each activity correctly.

Also, it is essential to check for students' understanding on the classroom instructions; teachers should always 'show how' and get the students to show it again. In other words, the checking for understanding is done best if the students could demonstrate their understanding to the teachers. For instance, in activities involving games, the students demonstrate the way how the game should be carried out in front of the class. Another suggested method is to insist on double checking the students' understanding, by asking them to repeat the instructions.

Another widely highlighted issue pertaining to check for students' understanding is the "Do you understand"; a question favoured by most teachers worldwide. While (Novodvorsky and Weinstein, 2011) claimed that such question is 'as good as useless', stated that it 'rarely

yields useful information' to check for students understanding. This was also agreed by many teachers; because nine out of ten students would say 'yes' even though they do not understand. Whatever means of instructions the teachers might want to apply, most studies suggested that the instructions should be well planned, organized, well informed with the use of explicit and as simple language style as possible, sequential, considering the nature of activities as well as the students' needs; before the students understanding is checked.

All the previous mentioned aspects allow the teachers to provide a series of strategies to engage students into the language learning, making sure students understand their instructions, implementing guidance to support them during the practice time and as a consequence reducing the difficulty of the tasks.

Based on the statement of the problem and the objectives for this action research, the methodology to attempt the effective coherent instructions in language classroom, consists on drafting the instructions after the lesson plan has written. And this is known as "The Floor Plan Module" (Mager, 1997). The module suggests seven steps toward effective instructions which will be adapted for classroom in this context.

The key concept of this strategy as proposed is to make things go on in sequence. Thus, for this study, the plan was contextualized and applied by the teacher as a strategy for giving instructions in an English classroom. Moreover, this plan is very flexible in nature that it could be suited for any lessons since different lessons will have somewhat different floor plans, simply because the objectives are different and need different module components to accomplish them. But the components would revolve about the same sequence. In simple words, the components to be carried out are suggested in the following details:

- Big picture: Reminds or shows students where they are in the larger scheme of the course.

- Objective: Shows them the objective they are to accomplish, in terms they can understand.

- Skill check description: Describe what students will have to do to demonstrate mastery of the objective.

- Relevance: Explain and/or demonstrates why the accomplishment of this objective is important to them.

- Demonstration: Shows what students will look like when performing the objective.

- Instructions: Teaches students what they need to know before they can practice the objective.

- Practice/Feedback: Provides practice in the objective, along with timely information about performance and progress.

- Self-check: Provides students a way to check whether they are ready to demonstrate their ability to perform as the objective requires.

*Teachers can use whatever combination of module components to get students to reach the goal of the lesson.

In the same way the idea is to foster a meaningful learning environment, as well as Brian Cambourne (1988) proposed "children acquire early facility with oral and written language

most easily when certain conditions are present in their environments" but emphasizing most on immersion and demonstration conditions.

Immersion—Children need to be surrounded by interesting, high-quality children's books and different kinds of text (e.g., charts, labels, newspapers, magazines). Read aloud every day to children, sing to them, play word games, and use movement and dance to generate lively engagement in language, literacy, and stories.

Demonstration— Model reading and writing for children. Let them see you writing notes. Show them how to hold a book, turn the pages, and read aloud.

Engagement—Help children become active learners who see themselves as potential readers and writers. Set up a risk-free environment so they can experiment with language and literacy.

Approximation—Accept children's mistakes when they are learning to talk, read, and write. Congratulate them on their accomplishments.

Use—Create a climate for functional and meaningful uses of oral and written language. Encourage children to read along with you; help you write notes, letters, and lists; and engage in lots of conversations.

Response—Listen to children, welcome their comments and questions, and extend their use of oral and written language.

Additionally, the use of Code switching as a supporting strategy to help students in the classroom tasks, takes an important place to help them to reduce the difficulties during the practice time. For this reason it is important to know the implications of code switching for

language teaching and learning, because it would be a useful tool to develop between the action plan.

In the first place, Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Being able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning. Code-switching can also be defined as: "the alternation of two languages within a single discourse, sentence, or constituent"(Jamshidi & Navehebraim 2013).

In the second place, there are several functions of code-switching such as filling linguistic gaps, expressing ethnic identity and achieving particular discursive aims (Bullock & Toribio 2009:2). These different functions can be divided into two dominant approaches; the sociolinguistic approach and the grammatical approach (Auer 1998:3; Hamers & Blanc 2000:260). The sociolinguistic approach to code-switching focuses on variables such as: "the topic of conversation, the participants, the setting, the affective aspect of the message" (Hamers & Blanc 2000:266).

Finally, in the context of language teaching Code- switching is seen to be a useful tool in assisting English language teaching and learning process, especially at the moment of helping them about what to do, how to do it and when to do it. Therefore, at the moment of delivering the classroom instructions; because the exposure to code- switching at the early stages of learning enables learners to gain a head start towards effective and successful learning and gradually become proficient speakers of English language. Also, it facilitates learners to enjoy their learning due to their ability to comprehend the teachers input. The comprehensible input also

allows them to feel less stressful and to become more comfortable to learn and participate in classroom practice and activities more successfully.

Research Question

How to improve the students' language performance through effective coherent classroom task instructions?

General Objective

- To avoid the Ss' frustration with clear and effective task instructions.

Specific Objectives

- To identify and develop learning strategies in a systematic way (Instructional sequence).
- To reduce the difficulty of the task during the practice time.
- To implement scaffolding and guidance to support students during a task/activity.

Action Strategies

Based on the problem statement and the objectives of the action-research, the strategies would encompass all the elements included in the action plan (appendix 1), that aims to develop a procedure in which students are engaged to understand, follow and practice the teachers

instructions, through specific tasks, games, activities and exercises that allow them to improve

their language performance, therefore to progress in the development of their communicative

skills.

This action plan is based on the The Floor Plan Module" (Mager, 1997) and some

principles of Meaningful learning environment Cambourne (1988). In which the idea is to carry

out a plan to give explicit instructions with a clear, organized manner which encompasses the

teachers to explain what to do, how to get assistance, what to do when the students finish, and

how much time is allocated for particular task.

The action plan is organized keeping in mind four principal strategies, a methodology for

them, the corresponding activities to develop the actions, the needed resources, the allocated time

and some general ideas about the findings the teacher obtain during the development of this

project.

Development of Actions

At the beginning of the process the real students´ difficulty was evident during the

practice time; although the teacher spoke in Spanish they did not have clear instructions to

develop a task. Also, the activities did not have a communicative purpose; they just aimed to

identify vocabulary to be translated into Spanish. It was the reason that led these research actions

to search and implement different strategies and tools to improve the students' language

performance through effective coherent classroom task instructions.

During the process the base of the action plan was "The Floor Plan Module" proposed by

Mager (1997) and the principles of Meaningful learning environment suggested by Cambourne

(1988). These theories were developed through four specific strategies: **(I.S)** Instructional

sequence, **(D.I)** Direct and integrated instruction, **(S.L)** simple and comprehensible language style, **(T.M)** Time management. In which were conducted different games, worksheets, competences, group work, listening exercises, reading time, etc. To make evident a plan on how the teacher was going to give the instructions, through an instructional sequence where the teacher needs to present, model, explain and provide practice for students.

The first strategy was the **(I.S)** Instructional sequence: it consisted on follow a series of steps to carry out the instructions, teacher present, model, explain and provide practice for students. In this strategy it was developed different activities with the whole group in order to familiarize them with the vocabulary for giving instructions and commands inside the classroom like: listen, repeat, write, read, organize in groups, pay attention, etc. Also to habituate them to follow a plan in the class in which it is necessary to listen and watch the teacher in order to understand the topics, the examples, and the tasks.

The second strategy was **(D.I)** Direct and integrated instruction: taking into account the previous strategy in this step the students had the opportunity to explore how, when and why they need to do the tasks. It was an opportunity to allow them to discover their abilities and feel confident during the practiced time, but always with the teacher´s support, because this must foster a meaningful learning environment at the moment of doing individual tasks.

The third strategy was **(S.L)** simple and comprehensible language style: here the teacher gave explicit instructions with a clear and organized manner using as less as simple words to facilitate the students' comprehension, in order to reduce the difficulties when they were working and allow them to make a self evaluation about their possible errors or achievements. In this step, it was implemented common and new vocabulary for students, in order to reinforce their

previous knowledge and immerse them in an English environment from the use of useful expressions, commands and action verbs.

The last strategy was the **(T.M)** Time management: in which the teacher stated the allocated time for each activity, announcing and monitoring the transition during the activities, to make an efficient use of the time and meet the lesson plan.

This strategy involved the teacher and students communication, because they were worried about the time and the way they did the tasks, which required the teacher to implement scaffolding to guide and support the students in the developing of several activities.

Even the action plan had a specific time for each strategy, it is important to clarify that this action research was carried out through a cyclical process, because most of the time it was necessary to integrate the strategies in order to accomplish the objectives and have enough evidences and findings to analyze the development of this project. The evidences were collected through different instruments like: Class tasks (worksheets), observations reports, lesson plan, logs (pictures), interview/ transcription, inquiry and videos.

Findings and Interpretations

Thinking about how to improve the students' language performance during the English classes, one of the most outstanding aspects to take into account is to develop a strategy to give the instructions by orally and written. It was the starting point of this AR project, to implement an *Instructional sequence***,** in which it was carried out an organized plan to explain to students what, how and when they need to deal with the classroom tasks.

In the first part of the action plan the teacher familiarized the students with class commands like pay attention, listen to, open your notebook, etc. Also, when teacher was going to introduce a topic or explain an activity started giving key words like write, read, match, complete, etc. And used different ways to be clear e.g. showing posters and giving examples; moreover used some resources like books, computers, flascards, etc. (See appendix 2). These actions made possible that 90% of students understood the tasks and felt more confident in the moment to do an exercise or participate in the class. The other 10% had difficulty to follow the tasks instructions and did not like to listen to the teacher speak in English all the time. Also this strategy allowed generating class habits that were established from each lesson plan; there was always a sequence to develop the class. (See appendix 3)

In the second part of this project teacher allowed students to explore how to do a task, teacher chose some students to present their job to the classmates and explain how they did the activity e.g. (see appendix 4). During this time it was evident the teacher´s support, guiding them in the practice time, *direct and indirect instruction* helped the 100% of students to enjoy the class and reduce the difficulties to work inside the class.

As it was mentioned at the beginning, *the use of simple and comprehensible language style* favored the students' understanding; but 20% of students did not get the ideas when the teacher spoke in English. This was the reason teacher implemented the *code switching* to support those students who has low English proficiency and fostered the group work, giving autonomy to those students that evidenced to understand, being helpers with their partners, because they interpreted what teacher said and looked for the way to communicate inside the class.(See appendix 5)

All along the process another important strategy was the *time management*, the teacher always set the time for each activity from the planning of the lesson until the development of the class. Even the teacher anticipated some difficulties that students could face during the practice time, 10% of students exceed the time limit to finish the tasks. Sometimes because they did not pay attention during the explanations, they did not understand the meaning of different words or simply because of their misbehavior.

Finally, to have a general idea about the recurrence in which was developed each strategy, taking into account the students and cooperative teacher´s perceptions, feelings and lived experience, made an inquiry (see appendix 6) that allowed collecting data and getting the next results:

The first and second strategy: Instructional sequence and Direct and integrated instruction, were carried out in a 100%, all the answers pointed that the teacher always applied an organized plan to give the instructions, before to start the practice time. It means that teacher delivered the instructions avoiding interrupt students with instructions or talk in the middle of activity, giving time for students to grasp the instructions, checking students' understanding and getting students' attention before delivering instructions.

The third strategy: Delivering the instructions in simple and comprehensible language style, it was applied in a 96%, some answers evidenced that teacher sometimes did not use as simple and as less words as possible to be explicit or maybe teacher did not be aware of speech speed.

The fourth strategy: Time management, had a 88% of recurrence, indicating that teacher sometimes did not state the allocated time for each activity or did not stop the students when the time was over for the activity.

According to these data, the action plan was carried out in a 94%, which indicates that the strategies were effective and consistent, as they allowed fostering the students' motivation, increasing their vocabulary and reducing the difficulties to understand simple and short task and, therefore improving their language performance during the activities. (See appendix 7)

Conclusions

There is not a magic way to guarantee the foreign language learning; but there are many strategies for teachers to teach and foster an effective communication inside the class. One of them is the action plan carried out in this AR project "The instructional sequence". With this strategy was possible to develop some learning strategies due to the use of different resources and the development of several activities, where teacher could identify that students are more visual and kinesthetic learners. This led to the implementation of different games, competitions and worksheets full of pictures and specific oral and written tasks.

Also, with this systematic way students had the opportunity to be immersed in the English environment, they were exposed to listen to and read instructions, explanations and teacher and classmates' demonstrations to understand the topics and take an active role in the class. Consequently, a dynamic of communication was established using common expressions for generating a good relationship between teacher and students and thus to make easier the practice and evaluation time.

The scaffolding was too an appropriate way to guide the process to the goal of improving the students English performance, because it let to check students' understanding, apply the same instructions to all students, give instructions for every new task and set the time according to earlier instructions.

Reflection

I was always sure to be a teacher because I am convinced that the best way to share what I am and what I know is through the children´s education. Foreign language teaching became a challenge in my life since I was studying in high school; from 2005 I started my experience as a teacher, but nowadays I can face the major challenge " the public education". No matter the lack of resources, the social and cultural problems, the family difficulties, learners´ special educational needs or conditions for learning; I always have a useful tool to foster a better environment and improve the context, which is the language, a language that transcends borders, because every day is enriched with gestures, movements, pictures, and tone of voice, music, games and use of technology. Different elements combined to generate communication as a way to explore and feel the world.

In the other hand, with this action research I am even more convinced about my vocation as a teacher and the role I need to play to promote the students´ language learning; implementing sequential and consistent instructions plan, which allow to foster the communication and guide the students during the development of their tasks.

References

Badrul H. A, Kamaruzaman J. (2009). Teachers' Code Switching in Classroom Instruction for Low English Proficient Learners. *English language teaching, 2, 2*, 49-52.

Cambourne, B. (2000). Observing literacy learning in elementary classrooms: Nine years of classroom anthropology. *The Reading Teacher, 53, 6,* 512-515.

Chomsky, N. (1986). *Knowledge of Language*, New York: U.S.A. Praeger.

Cohen A. D, Weaver S. J. (2006). Styles and Strategies based Instruction: A Teachers'Guide, *Carla working paper series*, Center for Advanced Research on Language Acquisition. Retrieved from https://stylesandstrategiesi.files.wordpress.com/2011/05/cohen-weaver.pdf

Duran, L. (1994), Toward a Better Understanding of Code Switching and Interlanguage in Bilinguality: Implications for Bilingual Instructions. *The Journal of Educational Issues of Language Minority Students*, *14,* 69-88.

Kinoshita, C. (2003), "Integrating language learning strategy instruction into   ESL/EFL lessons", *The Internet TESL Journal, Vol. IX, 4*. Retrieved from http://iteslj.org/Techniques/Kinoshita-Strategy.html

Mager, R. F. (1997). *Making instruction work or skillbloomers: A step-by-step guide to designing and developing instructions that works*, (2nd ed.), Atlanta, U.S.A, The Center for Effective Performance, Inc.

Manual de convivencia and PEI, Institución Educativa Vida para Todos. (2015).

Olcay, S. (2005). The Functions of Code Switching in ELT Classroom: *The Internet TESL Journal*, *Vol.XI nº8*. Retrieved from http://iteslj.org/Articles/Sert-CodeSwitching.html

O`Malley J. M & Chamot, A. U. (1990). *Learning Strategies in Second Language Acquisition*, New York, U.S.A, Cambridge University Press.

Weinstein, C. S, Romano, M, Novodvorsky, I. (2010). Middle and Secondary Classroom Management: Lessons from Research and Practice, New York: U.S.A, Publisher: McGraw-Hill Education; 4 edition.
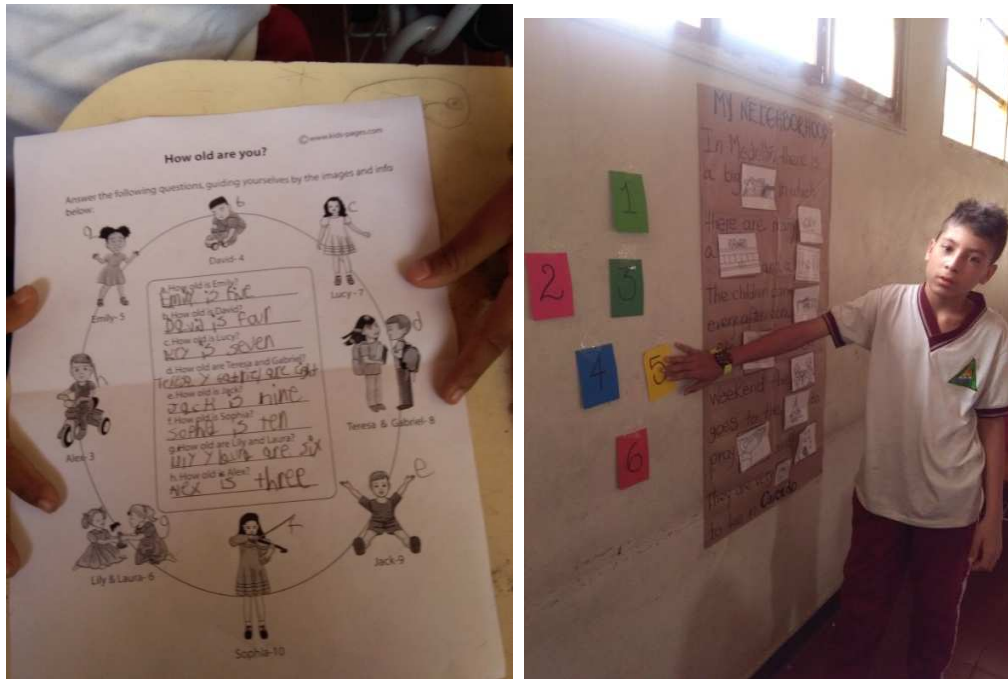
Appendix 1 (Action Plan)

ACTION STRATEGY	METHODOLOGY	ACTIVITY	MATERIALS & RESOURCES	INSTRUMENTS	DEADLINE	FINDINGS
(I.S) Instructional sequence, (an organized plan to carry out the instruction).	Present, model, explain and provide practice for students.	1. Game Simon says. 2. Drawing instructions. 3. Matching words with pictures. 4. Word elimination game.	Board Markers Posters Worksheet Flashcards Block paper	- Class tasks(worksheets) -Observations (class reports and reflections) -Logs (pictures)	5 classes from February 10th to March 1st	-Most of the students feel more confident in the classes, they understand the class commands. Even so, there are other students who have difficulty to follow the tasks instructions and do not like to listen to the teacher speak in English all the time.
(D.I) Direct and integrated instruction.	Allow students to explore how, when and why they need to deal with the given classroom tasks.	1. Fast answer race. 2. Listening about songs. 3. Worksheets associate words with pictures.	Pictures Video-beam worksheets	Interview/ transcription	5 classes From March 10th to March 31st.	The use of code switching has been a good strategy to support those students who has low English proficiency.
(S.L) Delivering the instructions in simple and comprehensible language style.	Giving explicit instructions with a clear, organized manner to explain what to do, how to get assistance,	1. Vocabulary board scrambles. 2. spin picture game 3. Worksheets to complete	Board Markers Letter-cards Worksheet	-Class tasks (worksheets) -Observations (class reports and reflections)	5 classes From April 5th to April 28th.	Some students follow simple instructions when the teacher uses known vocabular

	what to do when they have finished.	information. 4. Questioner dice (evaluate identification of words and their pronunciation).				y.
(T.M) Time management.	Announce the transition; monitor the transition as to make sure that everybody is attentive to switch to the next activity.	1. Scavenger hunt. 2. Video and questions. 3. Jigsaw puzzle. 4. worksheet (unscramble words and answer questions) 5. Reading a story through an online audio book.	Video beam Puzzles Worksheets Computers	-Video -Lesson plan -Inquiry for Ss and the CT.	5 Classes From May 3rd to May 31st.	Students did the activities in the corresponding time, only one group make some troubles to finish the jig saw puzzle, because they did not identify the picture.

Appendix 2 (Resources and implemented Tools)
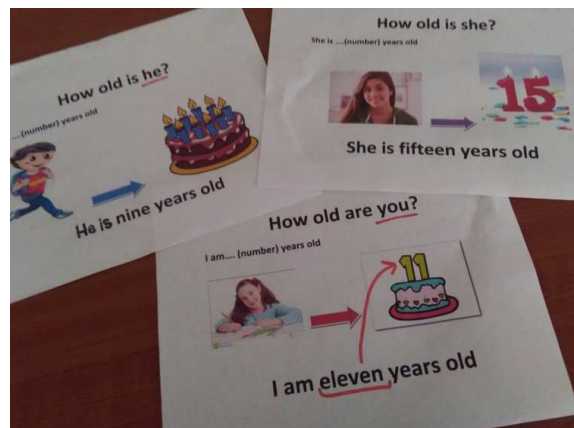
Appendix 3 (Lesson Plan)

 Date: April 21st, 2016 **Time:** 12:30-2:00

Topic: parts of the body, family members, birthday vocabulary.

Aim: evaluate the students' performance, listening and following task instructions.

Resources: word flashcards and worksheets.

STAGES	PROCEDURE/DESCRIPTION
Warm-up Time: 12:30-12:45	Giving explicit instructions for students participate in a competition by groups, in which they draw or write the element the teacher shows in a flashcard. The group that does not make mistakes is the winner. (The flashcards are about the topics mentioned on the top of this paper).
Presentation Time: 12:50-	T explains the unknown vocabulary from the test, in order to reduce the difficulty of the task during the practice time. (Use pictures and actions).

1:00	
Practice Time: 1:00-1:40	Ss listen and follow the instructions step by step, while the T explains and gives examples about what to do, how to do it and what to do when they finish.
Feedback Time: 1:40-2:00	Socialize the test, reading the questions and allowing the Ss to say the answers. Make a correction when it is required.

Appendix 4 (Students' Jobs)

Appendix 5 (Class Report and Reflection)

Ninth Class Report (April 21st, 2016)

The class started giving explicit instructions for students participate in a competition by groups, in which they drew or wrote the element the teacher showed in a flashcard. The group that did not make mistakes was the winner. (The flashcards were about the topics mentioned on

the top of this paper). After that, T explained the unknown vocabulary from the test, in order to reduce the difficulty of the task during the practice time. She used pictures and actions to be clearer. Later, Ss listened to and followed the instructions step by step, while the T explained and gave examples about what to do, how to do it and what to do when they finish. Finally, they socialized the test, answering the questions and making the corresponding oral correction when it was required.

Reflection:

This class made an impact on my role as a teacher because I had the opportunity to evaluate myself from a class video, and I could realize about one important aspect that affects the class development. It was the **code switching**, because both teacher and students had the necessity to alternate the language t

o have a meaningful communication.

From the beginning of the class it was required to use some words and expressions in Spanish for allowing students to understand the test and guide them in its development. But, it only was a strategy to support the way to give the instructions, help students to carry out the task and, thus to increase their level of confidence to participate in a more spontaneously way in the classroom.

At the end of the class, I analyzed those positive aspects of code switching, but I considered too the negative consequences; since the excessive use of code switching could affects the real aim of a foreign language class, that is to foster the environment to enjoy and learn about other culture and other way to express needs, thoughts, feelings and knowledge.

Appendix 6 (Inquiry)

Appendix 7 (Data Collection and Result about the Inquiry)