

EFFECTS OF SOCIAL-AFFECTIVE STRATEGIES ON CLASSROOM DYNAMICS IN
ENGLISH LANGUAGE LEARNING CLASSES WITH CHILDREN IN BASIC LEVELS
AT THE CENTRO COLOMBO AMERICANO

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UNIVERSIDAD DE LA SALLE

FACULTY OF EDUCATION

B. Ed. IN SPANISH,

ENGLISH AND FRENCH

BOGOTÁ, 2013

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

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Work submitted as a requirement to opt for the Bachelor's degree in education in Spanish,
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UNIVERSIDAD DE LA SALLE



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SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES**DEDICATION**

I am strongly grateful with my parents who gave the opportunity to be here. I think that without them I would not have been able to do this or have my degree. This is for you mom and dad! My partner David Bonell who supported me and gave me the strength to get to this point. I dedicate this to myself because I was able to do it on my own, this is a proof that when you want you can. And finally, my friends for helping me when I asked them to do it.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

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SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

TABLE OF CONTENTS

ABSTRACT	1
RESÚMEN.....	2
 CHAPTER 1	
Introduction	3
Statement of the problem.....	4
Research questions.....	6
Research objectives	6
Rationale	7
 CHAPTER 2	
Antecedents	9
Literature review	10
English Foreign Language Learning	11
Student Learning.....	12
Learning environment	13
Classroom dynamics.....	13
Teaching children	14
Cognitive Academic Language Learning Approach CALLA.....	15
Social-affective strategies.....	17
 CHAPTER 3	
Research design	21
Approach: Qualitative paradigm.....	21
Method: Action Research	22
Data collection instruments.....	25
Journals	25

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Questionnaires	25
Setting and participants.....	26
Ethical and moral issues.....	27
Researcher´s role.....	28
Validity	28
Triangulation.....	29
CHAPTER 4	
Instructional design.....	30
Session 1.....	31
Session 2.....	31
Session 3.....	32
Session 4	32
Session 5	33
Session 6.....	33
Session 7.....	34
CHAPTER 5	
Data analysis	35
Learning strategies awareness.....	39
Teacher´s challenges	41
Class expectations.....	42
Discussion	46
CHAPTER 6	
Conclusions	48
Limitations and further research.....	50
REFERENCES	51

LIST OF TABLES AND FIGURES

Table 1: Learning strategies in the classroom	18
Table 2: Coding of concepts from data collection instruments.....	37
Table 3: Categories and subcategories	39
Figure 1: Description of the problem	6
Figure 2: Oxford’s strategy classification system.....	19
Figure 3: Action research model adapted from McKernan	24
Figure 4: Sitting arrangement map in the PT1 course	27
Figure 5: Recurrences of the concepts in the data collection instruments.....	36
Figure 6: Relation among concepts and categories	38
Figure 7: Diagram of categories and subcategories	44
Figure 8: English importance for students, teacher, and class	45

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDICES

APPENDIX 1: Institution's consent	55
APPENDIX 2: Parents' consent.....	56
APPENDIX 3: Teacher's journal	57
APPENDIX 4: Students' questionnaires	57
APPENDIX 5: Lesson Plan 1	58
APPENDIX 6: Lesson Plan 2.....	60
APPENDIX 7: Lesson Plan 3.....	62
APPENDIX 8: Lesson Plan 4.....	64
APPENDIX 9: Lesson Plan 5.....	65
APPENDIX 10: Lesson Plan 6.....	67
APPENDIX 11: Lesson Plan 7.....	68

ABSTRACT

This research project examines the effects of social-affective strategies on classroom dynamics in English Foreign Language (EFL) classes with children in basic levels at the Centro Colombo Americano (CCA). The teacher-researcher implemented the use of social-affective strategies based on the Cognitive Academic Language Learning Approach (CALLA) in order to use different strategies. The CCA works with metacognitive and cognitive strategies, but no social-affective strategies were used during classes. In addition, different problems regarding the classroom dynamics were identified and in order to solve them, the social-affective strategies were the ones that could solve those problems. The teacher-researcher carried out a qualitative action research applying social-affective strategies by planning different activities through the use of lesson plans. The instruments used to gather information were the journals (made by the teacher), and the questionnaires (made by students).

The findings that emerged from the data analysis showed that the main effect was positive for students and the teacher when using social-affective strategies on classroom dynamics; the final outcome was to use English, so that it was positive. It was also noticed that the effects of using the strategies were directly connected with students, the teacher and the class, which were the most important parts of this process.

Keywords: Social-affective strategies, EFL learning, Classroom dynamics

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

RESÚMEN

Este proyecto de investigación analiza los efectos de las estrategias socio-afectivas sobre las dinámicas de clase en clases de Inglés como Lengua Extranjera (EFL) con niños de niveles básicos en el Centro Colombo Americano (CCA). El profesor-investigador implemento el uso de las estrategias socio-afectivas basado en el Enfoque Cognitivo Académico de Aprendizaje del Lenguaje (CALLA) con el fin de utilizar diferentes estrategias. El CCA trabaja con estrategias metacognitivas y cognitivas pero las estrategias socio-afectivas no eran utilizadas en las clases. Además, diferentes problemas con las dinámicas de clase fueron identificados y para resolverlos las estrategias socio-afectivas, eran las que podían resolver esos problemas. El profesor-investigador llevo a cabo una investigación-acción cualitativa aplicando estrategias socio-afectivas planeando diferentes actividades mediante el uso de planes de clase. Los instrumentos usados para recoger información fueron los diarios de campo (hechos por el profesor) y los cuestionarios (hechos por los estudiantes).

Los hallazgos que emergieron del análisis de los datos mostraron que el efecto principal fue positivo para los estudiantes y el profesor cuando se utiliza estrategias socio-afectivas en la; el objetivo final era el uso del inglés, por eso fue positiva. También se observó que los efectos de la utilización de las estrategias estaban directamente conectados con los estudiantes, el profesor y la clase, que eran las partes más importantes de este proceso.

Palabras clave: estrategias socio-afectivas, aprendizaje del inglés, dinámicas de clase

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

CHAPTER I

Introduction

Learning English has become a big and important issue for many people over the last years. Some of the reasons are that people want to have better life conditions, more job options, or a better performance at school as parents expect from their children. That is why parents want their children to learn English and one of the institutions in Bogotá to do learn it is the Centro Colombo Americano.

The Centro Colombo Americano (CCA), located in the downtown of Bogotá has been working for sixty years on helping people to develop their English acquisition by offering different kinds of programs, with learners from seven years to seventeen in the Kids and Teens Program (KTP). The KTP offers four courses depending on the age and level of English of each person. These people, the ones that take classes there, are from stratum two to four. Normally, the learners are students from any school located in Bogotá. The CCA works with Task-Based Learning (TBL) in the KTP, promoting interaction by using tasks as the main activity in the class (Willis, 1996. p. 23). In this process, The CCA also works with Cognitive Academic Language Learning Approach (CALLA), strategies to facilitate the learning process, not only at The CCA, but to apply them when necessary.

Along the development of the project some concerns as interaction, communication, and the English learning itself were noticed by the teacher-researcher regarding the classes and the different issues around it such as the classroom dynamics. That is why the teacher-researcher was able to come up with different solutions and strategies taking into account the different research procedures in order to solve those issues.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

It was determined that the use of social-affective strategies in the classes and how they might have a positive effect over the classroom dynamics.

Basically, this research project wants to analyze that the integration of social-affective strategies in basic levels in EFL classes can be possible and those are going to be useful for students, for teachers and, for the class dynamics during the process of learning to overcome issues such as interaction and communication, and for students and teacher, become better learners.

Along the document there will be different parts: a description of the problem that needed to be solved; a question to be answered; objectives to reach; a revision of the literature; the methodology that was used in the project; the different data collection procedures; an analysis of the information; the activities that were implemented in the classes; and finally, the conclusions that the teacher-researcher found.

Statement of the problem

It is common to find some difficulties on beginner students when teaching because they are not aware of the impact of the social-affective factors that may be involved in the learning processes according to Fandiño (2007). There are other factors as the metacognitive and the cognitive ones that can help students learn a foreign language in a more effective way. Unfortunately, the social-affective part is being apart, paying more attention to the mental processes that students can do in order to learn a foreign language.

During the first observations at the CCA the classes were delivered in a very organized way following the TBL approach having a pre-task cycle, task cycle, and language focus as Willis (1996), proposed, and the inclusion of learning strategies was noticed because it is a requirement for the KTP. Anyways, the teacher focused the class on the metacognitive

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

and the cognitive strategies that imply mental processes more than promoting the social-affective part between students. Every class was different but the use of cognitive strategies to remember vocabulary and English was constantly seen in the classroom. Even though the activities were created in order to interact between the students, the social-affective part was not seen in any of those activities, so that students showed different actions such as lack of attention and a bad attitude regarding the misbehavior that was displayed in the classroom by the end of the classes. The classroom dynamics were affected and the students started to present some difficulties such as lack of interest and lack of motivation regarding the learning of the target language.

The need of using different learning strategies was clearly noticed because if not, it could affect the classroom dynamics. The students might start to speak in Spanish, to misbehave, to present lack of attention, lack of interest and motivation. The other strategies worked perfectly but something was missing. The social-affective part was not on the top, and students need to be comfortable and safe, especially when they are children and they are beginners learning a foreign language.

When asking other teachers, during the process of observation in the second semester of 2011, about the use of social-affective strategies in English classes, they did not give a positive answer on the use of those strategies. Unfortunately, those strategies were not used and little has been done to solve the other difficulties regarding the use of social-affective strategies.

So that, the main problem is that some classroom dynamics are being affected for the use of metacognitive and cognitive strategies, leaving aside the social-affective part of the students in the basic levels because of the observations done during the first classes. The classroom dynamics are very important and they need to be taken into account because the

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

class runs around it; students and the teacher also have an important role there because they are directly immersed into this.



Figure 1: Description of the problem.

Research question

This research aims to answer one main question:

What are the effects of using social-affective strategies on classroom dynamics in English Foreign Language Learning basic level classes with children at the Centro Colombo Americano?

Objectives

General

To analyze the effects of using social-affective strategies on classroom dynamics in basic levels in ELL classes.

Specific

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

- To identify the perceptions of the teacher and the students regarding the use of learning strategies.
- To determine the advantages and disadvantages of using social-affective strategies in EFL classrooms.
- To characterize the impact that the use of social-affective strategies have upon classroom dynamics.

Rationale

This research was carried out at the Centro Colombo Americano with children from a beginner level in the Kids and Teens Program (KTP). The level PT1 (Pre-Teens 1) is a level where students do not know structures or grammar; they know some vocabulary related to colors and objects. During the time the classes observations in the second semester of 2011 some factors related to the use of learning strategies regarding the classroom dynamics were noticed.

Some of those factors were that teachers were not using social-affective strategies in the classes, which could affect the classroom dynamics because the relationship between social-affective strategies and learning is not clear, but a positive affective environment helps learning in general according to the British Council. Teachers and students were having some issues in the classroom and some other problems arised. In addition, the CCA promotes the use of learning strategies proposed in the CALLA model to help students learn in a more meaningful and easy way.

Taking into account those issues, this research project aims to have a better understanding of the use of social-affective strategies and their effects in English classes at the Centro Colombo Americano.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

When observing the firsts classes some problems raised and some difficulties were noticed. Anyways, when selecting a strategy that could help to solve the problems, it was noticed that no social-affective strategies were used in the classroom like the ones proposed by Chamot & O'Malley (1996), in the CALLA model, instead only the cognitive and metacognitive strategies. So that, the main idea was to start using the social-affective strategies proposed in the CALLA model the ones that promote social and affective factors among students to be better at asking each other and feeling better between them as Chamot & O'Malley (1996), said in order to see the effects of those strategies in the classroom dynamics and the teacher could do a better understanding of the use of those strategies in the CCA.

In addition, the use of those strategies with this population aimed to help students have different tools and techniques to learn a foreign language in different ways and through different activities that allow them to be social with their classmates and also affective with themselves.

This research project wanted to show that the use of these types of the strategies in the classroom can be really helpful for students and also for teachers that have to deal with the classroom dynamics and some other aspects that are involved in the teaching and learning process. Teachers can also be aware of the impact and the effects that those social-affective strategies can have over the class in general, and take advantage when applying them to see and analyze the different effects that those can have over the students, the teacher itself, and the class dynamics.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

CHAPTER 2

Literature review

Antecedents

Social-affective strategies are in the CALLA model proposed by Chamot (1996), saying that those strategies promote the social and also the affective factors in students helping them being more comfortable with their peers and with themselves. Even though they are really important, there is no a deep use of them in the English Foreign Language (EFL) classroom. The use of social-affective strategies in the classroom is not very common in the EFL classroom in Colombia. There are few authors that have talked about this concept regarding the learning of English as a foreign language. Fandiño in 2007 made a research that is very similar to this project.

In his research, he made an explicit strategy instruction of social-affective strategies in the EFL classroom at the CCA in Bogota. Fandiño (2007), said that “affective factors such as beliefs, attitudes, anxieties, motivations, are important considerations that both teachers and students need to ponder on in order to gain a deeper understanding of the nature of language learning, to develop autonomy and, ultimately, to get to know themselves better”.(p. 5)

That study aimed to use the social-affective strategies in the classroom in order to help teachers and students to have a better understanding of the affective domain in language teaching and learning; “The results are supportive of the notion that beliefs, attitudes, and anxieties are important considerations in beginner student variables, and that the explicit teaching of socioaffective language learning strategies can improve the frequency and the quality of students’ participation and interaction in class”(p. 194)

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

In addition, Serri, Boroujeni, & Hesabi (2012), talked about the use of learning strategies in the classroom, and the social-affective strategies were included according to the CALLA model. The project aimed to develop listening comprehension in EFL classes giving as a result that those strategies helped students develop skills in individual work, but social-affective strategies were omitted because the use of those types of strategies were low which meant that any student used those strategies to promote listening comprehension. In this study, there was low use of social-affective strategies as well as in CCA.

Review of the literature

Nowadays, we have realized that learning a foreign language is very important, taking into account globalization and different aspects that can help us get a better condition of life “the story of English begins more than a thousand years ago, but its global importance means it is still making history now” (British Council).

The importance of learning a foreign language, in kids, in some cases, is because their parents want them to learn a foreign language and be prepared for any situation they can face in the future. For this reason, and many others that are also important, as the willingness of learning a foreign language because it is funny or students feel interested in, it is the concern of the teacher. The way teachers want students to learn and also make it easier for them, regarding the acquisition of a new language. But, the biggest concern when teaching a new language is how to do it and which tools can be used to do this. Some researchers have provided us with these tools such as different didactics, strategies, games, etc. However, it is up to teachers to adapt and to adopt those tools to create a nice environment in the class, its dynamics, and also, students' behaviors, when teaching in using learning strategies.

There are some key concepts that are taken into account along this project. That is why they are going to be deeply developed. In the concepts will be found English Foreign

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Language Learning, Classroom dynamics, teaching children, the CALLA model, and the social affective strategies. The first concept to be developed is English Foreign Language Learning.

English Foreign Language Learning

English is very important but also is the mother tongue as Verdú, Jorda & Coyle (2002), suggested when they said that “the leaning of a second language has always been strongly influenced by the study of the learning processes of the mother tongue”. Students on beginner levels (PT1), tend to connect words, phrases and structures with their mother tongue; even though that is an interference, sometimes it is necessary during the process of learning a second language.

Learning a foreign language has a lot of implications like the ones related to the students and also the teachers; regarding the teaching aspect Muñoz (2010), said that:

"In the teaching of a foreign language is recognized that students should learn to use the language as well as learning about this, which means that learning about language refers to learners develop an awareness and sensitivity increasing on the forms and functions of language" (p.78).

Taking this into account, it can be said that children at the CCA were aware of both: the forms and the functions of the language because they have a different purposes when they go to the CCA.

According to Carless (2002), there was little practical discussion of how tasks were actually implemented in school settings, particularly where conditions may be less than ideal, in terms of one or more of the following conditions: large class sizes, cramped classrooms, lack of appropriate resources, teachers not trained in task-based methodologies, teachers with limited language proficiency and, traditional

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

examination-based syllabi. It is hypothesized that not all approaches or methods are perfect to teach a second language. Then, there is where the problems starts and the issues arise with students and also with teachers. As Carless (2002), established, teachers face all kind of situations, and it is up to them to come up with different solutions, like the use of tools or learning strategies.

Student learning

According to Opitz (2005), a teacher must understand how students learn and he must provide learning opportunities that support students' social development. The teacher must:

- A. Know how to use instructional strategies that promote student learning;
- B. Understand that a student's social and emotional development influence learning;
- C. Understand how many domains may affect performance;
- D. Use students' strengths as a basis for growth;
- E. Asses individual and group performance;
- F. Link new ideas to familiar ideas; and
- G. Use students' thinking and experiences as a resource in planning

All these recommendations were taken into account by the teacher because of the importance of the class and especially for students when learning a foreign language.

In addition, Holt (1993), proposed that students develop language in authentic social contexts as they help each other make sense of content and concepts. In accordance to this project, all this aspects needed to be taken into

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

account because of the relevance of the students' needs regarding the social-affective environments surrounded by the learning strategies.

Learning environment

Learning environment is really important when learning English because depending on the environment the different parts of the class and the process can be successful or not. Based on Opitz (2005), teachers must create learning environments that encourage positive social interaction. On the one hand, teachers have to be able to organize and support individual and group work; know how learning environments contribute to interpersonal relation; understand the principles of effective classroom management. On the other hand, organization, engagement and observation of the environment develop understanding in order to become a better teacher.

Classroom dynamics

What is classroom dynamics?

“Group dynamics is the way in which people in a group interact and relate to one another” (Hadfield, 1992).

A lot of research has been done regarding the classroom dynamics. One of those studies proposed by Hadfield (1992), showed that cognitive and affective activities build a positive group dynamic. She also said that affective activities have an emotional effect making people feel more positive or friendly. In addition, she proposed that pair and group-work could affect the class dynamics but it up to the teacher to have some control over that in order to make classes more meaningful and motivating.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Based on Lago-DeLello (1998), “educational research has identified classroom dynamics as an important variable related to school learning” this author also mentioned that the classroom dynamics could involve some factors such as “teachers' attitudes toward and perceptions of students, students' academic engaged time and students' perceptions of teachers' expectations, instructional accommodations made for students by teachers, and student-teacher and peer classroom interactions”. It is related in the sense that all those aspects needed to be taken into account because they are the ones that gave the direction to the class.

Teaching children

The project was developed with children between ten and twelve years old. There is some background that needs to be taken into account when teaching children. According to Moon (2000), children do not come to their English lessons like blank sheets of paper; which means that they have some previous knowledge regarding English. She also mentioned that students already have views about attitudes towards learning English, these attitudes are formed by the social environment in which they grow up and by the people around them.

Camero (2001), complements saying that children are often more enthusiastic and lively as learners. They want to please the teacher rather than they peer group. It was evidenced in the classes at the CCA, when some of the students were looking for the approbation of the teacher. Anyways, Moon (2000), added that older children are less interested, sometimes even hostile; they peers and youth culture may have a stronger influence on adolescents. They also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult (Camero, 2001).

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Regarding the learning of a foreign language it is important to take into account that teachers have to provide students with some input, especially when they are in basic levels and there are also occasions when the L1 is entirely appropriate (Moon, 2000), but with maturity, pupils increasingly become aware of the use of English in the outside world.

There are some statements that are also important when observing how children think and learn. According to Brewster, Ellis & Girard (1992), children are excellent observers, they tend to repeat words or phrase, they try to work on grammar rules by themselves, they like to guess and predict, they like to talk even if they do not know the language, and finally, they like to take risks and experiment. The aspects here are really connected because that was the direction that the class took; students at Colombo in the beginner level tend to do those things in order to learn English in a better and organized way. Also, teachers have to be aware of the guidance in the process of repeating, and experimenting.

Cognitive Academic Language Learning Approach (CALLA)

In a book written by Chamot & O'Malley (1996), they mentioned that Cognitive Academic Language Learning Approach (CALLA) "is an instructional model designed to increase the achievement of English-language learning (ELL) students and other students who are learning through the medium of a second language". The model was developed in 1986 and has continued to be expanded and refined as it has been implemented in classrooms. This adaptations can be seen according to Szpara (2007), when she established that students actively construct meaning with the guidance of the teacher, which is valid because, students have to follow the steps

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

proposed by Chamot (1994, p. 66-70), that are Presentation, Preparation, Practice, Evaluation and, Expansion;

Preparation: Develop students' awareness through a variety of activities.

Presentation: Teach the strategy explicitly

Practice: Provide opportunities for practicing the strategy in varied contexts.

Evaluation: Teach students to evaluate their own strategy use.

Expansion: Encourage students to apply the strategies in other learning areas.

Teachers are in charge of this part, in other words, teachers follow the guidelines and students apply this in order to use the different strategies in EFL classes or in any situation they can face at school. Regarding ELL classes at CCA Oxford (2001), talks about the use of learning strategies under a TBL approach. She relates this by saying that language in TBL focusses in the function rather than the form of the language, which is basically what strategies tend to foster: the way students can learn easily without focusing on specific aspects, but the function and what it is for as Oxford (2001), proposed. On the other hand Chamot (2009, p. 60-61), gives us three different types of learning strategies that can be used in English classes:

Metacognitive strategies: planning for learning, monitoring one's own comprehension and production, and evaluating how well one has achieved a learning objective;

Cognitive: manipulating the material to be learned mentally (as in making images or elaborating) or physically (as in grouping items to be learned or taking notes); and

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Social-affective strategies: either interacting with another person in order to assist learning, as in cooperative learning and asking questions for clarification, or using effective control to assist learning tasks.

The last one is one of the key ones I have to focus on in this project. So that, the others are not going to be developed as the third one will. Based on what is said for authors who proposed social-affective strategies in the CALLA model, the lesson plans were created and the activities were adapted in order to apply them and used them in the class.

Social-affective strategies

The social-affective strategies, based on Chamot (2009), are particularly important in second language acquisition because language is so heavily involved in cooperation and asking questions for clarification (p. 63). In addition, Epstein & Elias (1996), said that the relationships among children and between children and the world around them have become increasingly important to educators over the last several years. Many would agree that educational practices can no longer focus exclusively on academics in the traditional sense but must include basic life, social, and problem-solving skills. Social-affective strategies aimed to do that when learning different subjects and English itself. Chamot (2009, p. 63), proposed that students learning specific language functions or structures can practice these in cooperative learning setting and obtain feedback from other students on the effectiveness and coherence of efforts to communicate orally or in writing. This author also proposed a way of organizing these strategies and how to use them:

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Questioning for clarification	Ask questions	Getting additional explanation or verification from a teacher or other expert.
Cooperation	Cooperate Work with classmates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback.
Self-talk	Think positive!	Reducing anxiety by improving one's sense of competence.

Table 1: Learning strategies in the classroom. (Chamot, 1994. P. 63).

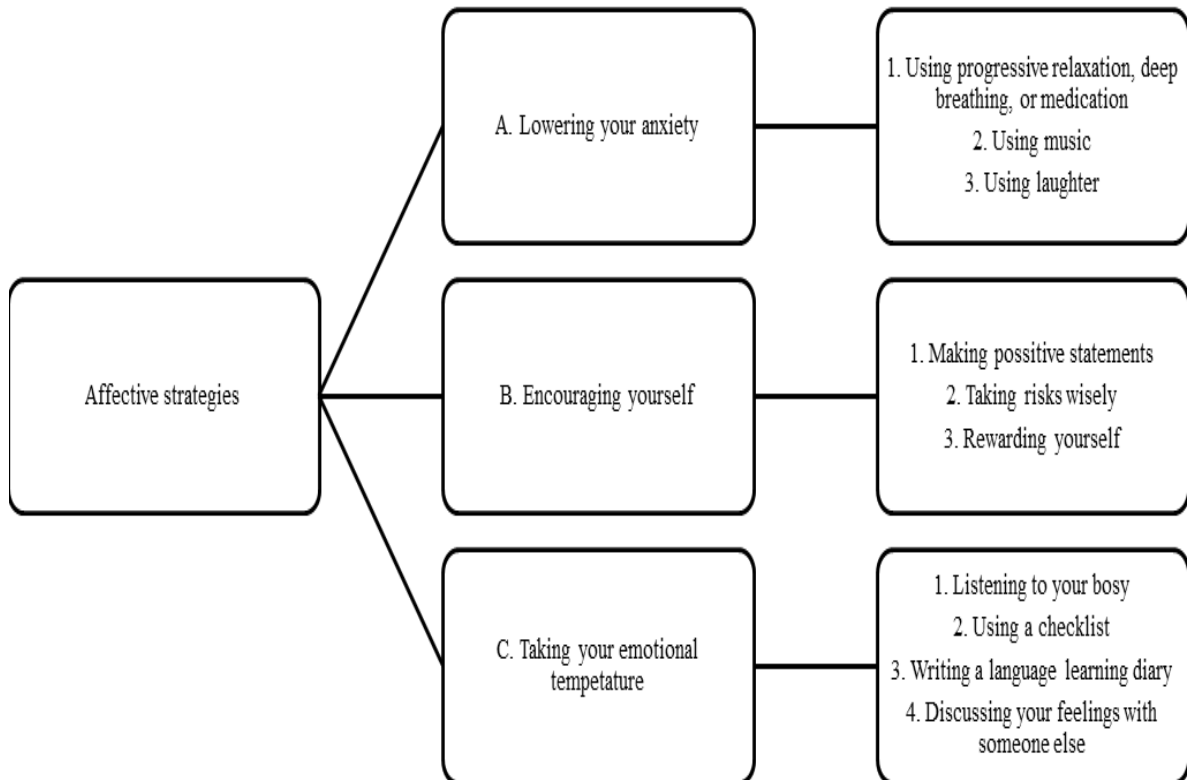
This table shows some of the social-affective strategies that teachers and students can use in the classes, their descriptions and the definition in order to have a clearer idea of what it is and somehow how to use it.

The classes at CCA are very interactive and communicative but for children in basic levels sometimes it is difficult to interact and communicate among each other; so that, social-affective strategies help break the barriers among students and help them be aware of learning English in a more meaningful and motivating way.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Oxford (1990), proposed a division of the affective and the social activities.

On the one hand, affective strategies are used for regulating emotions; and on the other hand, social strategies are used for learning with others. She proposed different kinds of activities according to the strategy such as:



SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

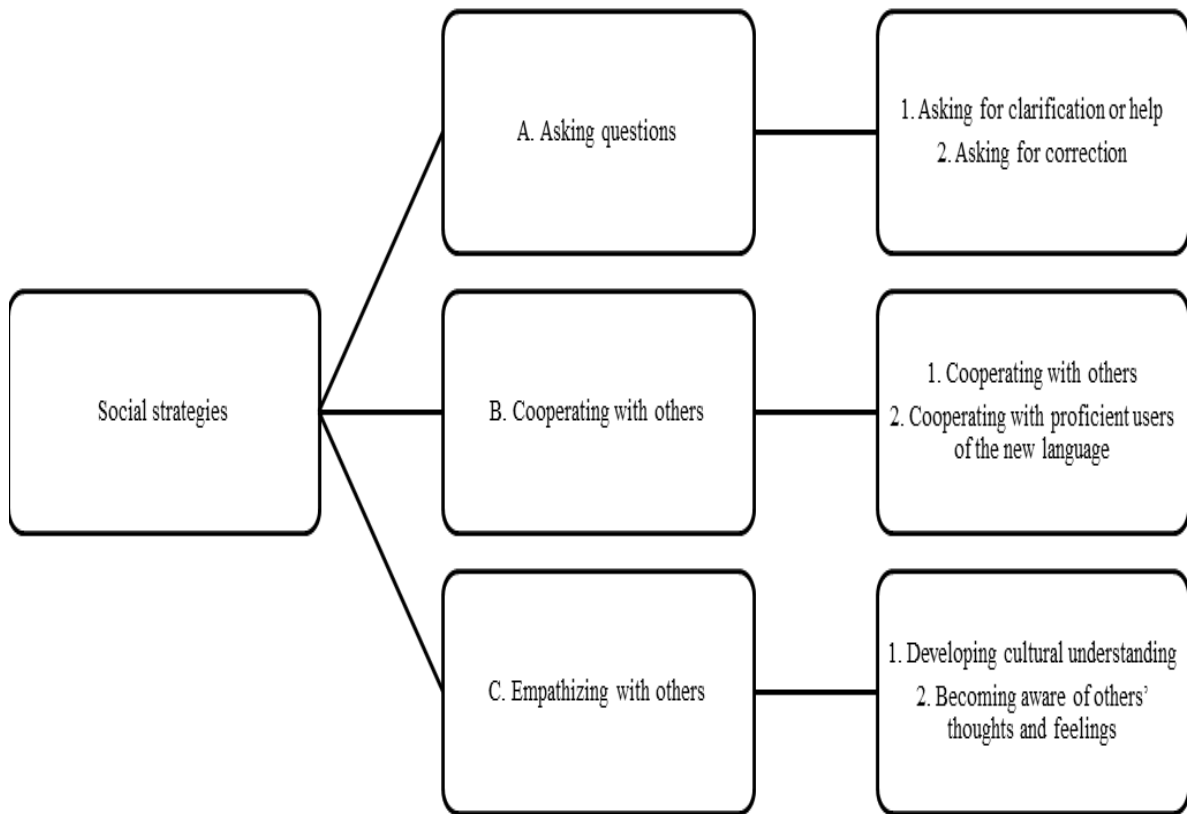


Figure 2: Oxford's Strategy Classification System.

This figure shows Oxford's Strategy Classification System, where it is found the different types of activities teachers and students can use in order to be social and affective regarding the use of the strategies.

CHAPTER 3**Methodological framework****Research Design**

This chapter gives a description of the methods and procedures that were followed in order to answer the research question and accomplish the objectives of analyzing the effects of social-affective strategies in the classroom and identifying the perceptions of students and the teacher when the social-affective strategies are used in the classroom. Also, it gives a description the qualitative approach, action research specifications and procedures as data collection instruments, ethical issues, setting and participants, and the role of the researcher in the project.

Approach:Qualitative paradigm

Qualitative research methodologies require the collection of narrative data and utilize an inductive approach to reasoning; they include phenomenology, ethnography, grounded theory, and case studies as well as the Action Research methodology which is the one used in this research project, according to Mertler (2009),that is what this project needs, to get to know the effects of some strategies and how the students react to it.

The goal of qualitative approach is to “better understand human behavior and experience (...) grasp the processes by which people construct meaning and to describe what those meaning are” (Bogdan&Biklen, 1998, p. 38), regarding this, this is the best way to work, because it is going to be seen, as mentioned before, the way students react when they are working with social-affective strategies in an English learning process.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

According to Gill (2011), qualitative approach wants to show the “why” rather than the “how” of the topics through the analysis of the information.

According to Wallace (1998), qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore subjective. Also, Mertler (2009), said that qualitative methods help to observe, gather information and answer research questions which is the main purpose regarding Action Research that is going to be explained.

Method: Action Research

Action research is very common when the teacher is the researcher in the classroom. Because of that, teachers have to do a pedagogical intervention where they have to be part of the process. According to Mertler (2009), action research is done by teachers for teachers. He also defines it as “any systematic inquiry conducted by teachers”(p. 26). In this project, the teacher plays that role; the roles of being immerse in the process and he is delivering to students the tools to use the social-affective strategies.

According to Mertler (2009), action research can provide immediate results, and it can improve educational practices in teachers. This part is really important during the process because, as teacher-researchers, we have to take advantage of every opportunity we have to improve in our teaching practices. Also, Watts (1985, p. 118), proposes that “action research is a process in which participants examine their own educational practice systematically and carefully, using techniques of research.”

In addition, Action Research, based on Elliot (1990), is a “type of research that adopts a theoretical posture where the action plan to change the situation is suspended temporally to get a deeper comprehension of the problem”; this means that the social-

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

affective strategies were used for seven sessions and then the teacher-researcher stopped using them in order to analyze the effects of the strategies in the class.

But one of the authors that talks about action research and the one that is going to be taken into account because of his relevance in this project and because of the linear model of Action Research that he has proposed is McKernan (1988), who said that Action Research is a self-reflective process to improve practice in a given problem area, where one wishes to improve practice or personal understanding, this process involves four general stages, first, to clearly define the problem; second, to specify a plan of action; including the testing of hypotheses by application of action to the problem. Evaluating, monitoring and establishing the effectiveness of the actions taken. And finally, participants reflect upon, explain developments, and communicate these results to the community of action researchers.

Defining the problem

When observing the classes the teacher-researcher was able to identify the problems on classroom dynamics regarding the use of social-affective strategies. This was possible during the second semester of 2011.

Plan of action

During the first semester of 2012 the teacher researcher was able to think about a solution for the problems that appeared in the class. The plan of action was basically the use of social-affective strategies to solve problems related to classroom dynamics by planning activities that included the social-affective strategies and students could use them.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Evaluating

Applying the activities planned with the help of the lesson plans. The teacher was able to start using the strategies to solve the problems, monitoring and establishing the effectiveness of the use of the strategies to solve the problems.

Reflecting

The teacher-researcher started to reflect on the action plans he created and their effectiveness as well as starting to analyze the effects of the social-affective strategies on classroom dynamics in the EFL classes.

In the following figure there is an adaptation of McKernan's Action Research model that was already explained:

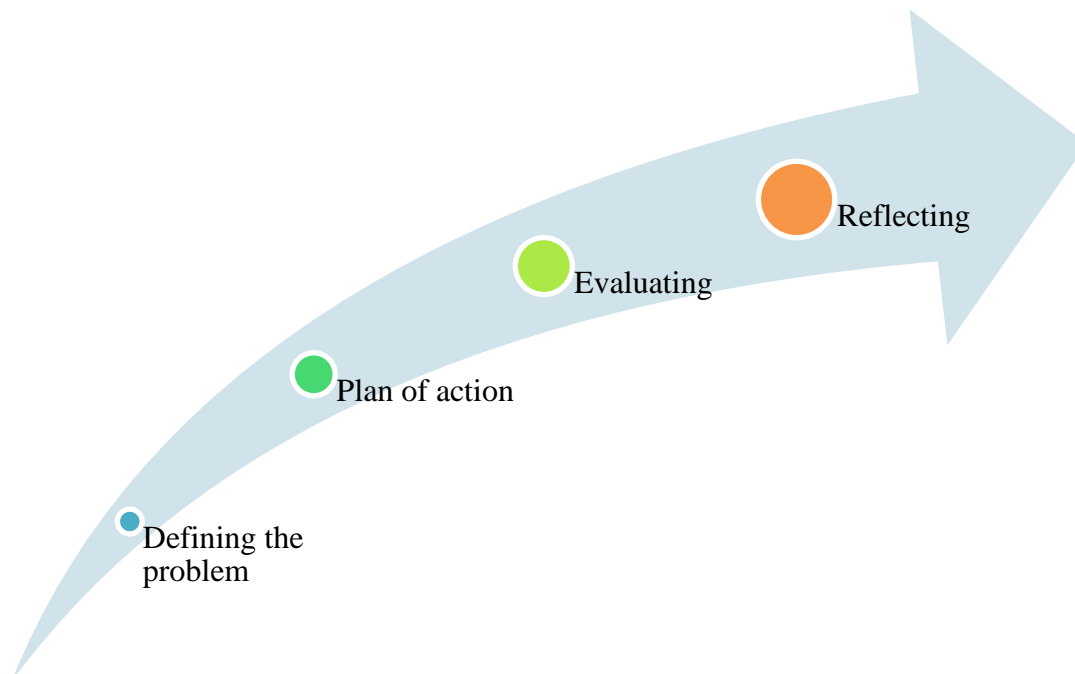


Figure 3. McKernan's Action Research model.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Data collection instruments.

According to Mertler (2009), data analysis is done during the data collection with the instruments the researcher is going to use. The instruments used in this project were: journals and questionnaires.

Journals

Field notes are very important in Action Research. According to Wallace (1998), this group of techniques ranges from the making of field-notes while one is teaching to keeping diaries, journals and personal accounts. In this project it was important to keep track of the class dynamics and students behaviors. Wallace (1998), also proposed that these procedures are by their nature private rather than collaborative. The teacher was the only one who saw those notes. The procedures also tend to be qualitative or illuminative/heuristic because they reveal people's attitudes and private thoughts (Wallace, 1998. P. 46). Along this project, the teacher-researcher made a total of seven field notes that were divided into five parts: the date of the observation, the learning strategy that was used, a description of the activities done with the strategy, an interpretation, and finally, a reflection of the use of the strategies. (See appendix 3).

Questionnaires

Questionnaires and interviews are always linked but here only questionnaires were used. According to Wallace (1998), questionnaires involve eliciting something from informants: factual information about themselves and their teaching situation or attitudes. During the implementation of the instruments, the questionnaires made from students by filling in the gaps had four parts: the name of the strategy, the most

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

interesting part of the class and why, how was the use of the strategy and why, and the importance of the use of the strategy when learning English and why. It was used just once because of the timing implications the teacher researcher had. (See appendix 4)

Setting and participants.

The Centro Colombo Americano (CCA), located in the downtown of Bogotá has been working for sixty years on helping people to develop their English acquisition by offering different kinds of programs, with learners from seven years and older. The Saturday program offers four courses depending on the age and level of English of each person. These people, who take classes there, are from stratum two and so on. Normally, the learners are students from any school located in Bogotá. Since last year, The CCA is working with Task-Based Learning (TBL) in the Saturday program, promoting interaction by using tasks as the main activity in the class.

The population this project works with is eighteen children on a Basic 1 course (PT1), between nine (9) and thirteen (13) years old. In this classroom, there are fifteen (15) girls and four (3) boys. This class has some high achievers who make the class easier and creative, but the majority of the class is low achievers, which makes class uncomfortable for the others, even though, they are all in the same level. This students tend to use a lot of Spanish when interacting, asking the teacher and, doing all the activities during the class, because they do not have enough vocabulary to express themselves. As a matter of fact, teacher has to provide students with some conversation models for them to start familiarizing with the language. These children have created friend-relations which make them feel comfortable in the class, but sometimes, they do not pay attention to the teacher because of those relationships they created.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

The sitting arrangement in the class played an important part because that allowed students to interact, communicate and also use the strategies according to the activities planned for the teacher. The following figure is the map of the sitting arrangement in the PT1 course.

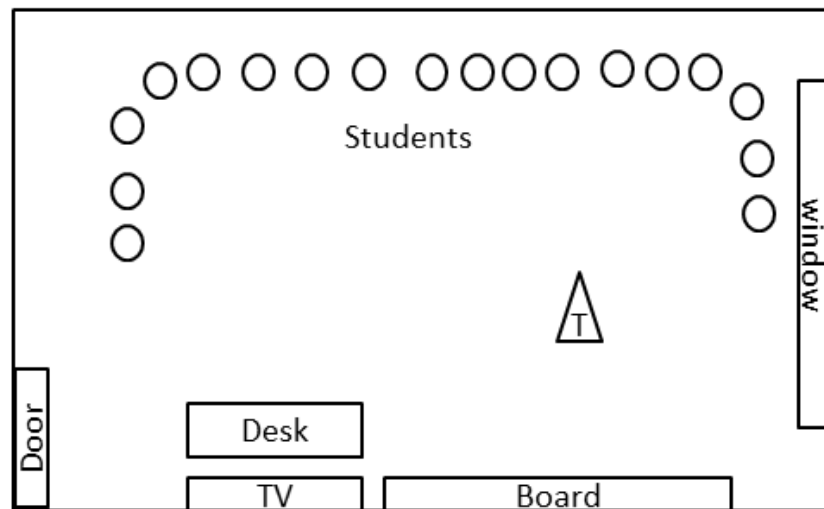


Figure 4: Sitting arrangement map in the PT1 course

The figure shows that students were always in a shoe-horse shape and in front of them was always the teacher. This is how regularly teachers at the CCA deliver their classes because it allows students to interact in pairs when comparing exercises and communicating each other. Also, in front of them was always the board and the TV for them to see better.

Ethical and moral issues.

According to Shamoo&Resnik (2009), some important points need to be taken into account when doing research: Honesty, objectivity, integrity, carefulness, openness, respect

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

for intellectual property, confidentiality, responsible publication, responsible mentoring, respect for colleagues, and social responsibility.

The teacher-researcher asked the institution for a permission to develop the project there. In the letter of consent the teacher-researcher ask for the permission of using the social-affective strategies in the PT1 level on Saturdays from 10am to 12m (See appendix 1). He also asked the parents for permission to allow their children been part of the research process. Also, the teacher-researcher explained the purpose of using the strategies and implementing the strategies with the children, and in case the teacher-researcher could needed, he asked for permission to take pictures and video, but it was not necessary. (See appendix 2).

Role of the researcher.

Based on Berg (2004), the approach a researcher takes when conducting an action research, must be holistic, with a combination of some aspects of relationships and interactions among the researcher and the participants.

Based on Action Research models, the researcher has to be immerse during the investigation, in other words, the role of the researcher is to be part of part of the process. In this case, the teacher is going to be the researcher. Berg (2004),said the researcher is a partner with the study population. For this research project the teacher-researcher was immerse in the class as well as the students. He was observing but at the same time he was the one who delivered the classes, planned and created the activities in order to use the social-affective strategies.

Validity

There is a main question that a researcher has to ask himself when doing Action Research according to Burns (2010), "*How can I make sure that what I am finding results in*

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

reasonable judgments and conclusions?”(p. 130). This question was constantly taken into account by the teacher-researcher according to the Action Research guidelines. In order to have a good validity, the piloting process was carried out with students from the PT1 level at the CCA in the second semester of 2011. Regarding Burns (2010), aspects as the direction and focus of the research was not missed; the strategy used was pedagogically related; and finally, the information from the instruments was clear, and it was analyzed with enough time being objective.

Triangulation

CHAPTER 4**Instructional design**

This chapter allows the reader to see the different activities that the teacher-researcher implemented in the EFL classroom.

Along the project, the teacher-researcher needed to plan different activities in order to include the social-affective strategies in the class. With the purpose of gathering information the teacher-researcher had to modify, change and adjust some activities in order to implement the strategies proposed in the CALLA model and also, following the guidelines that the CCA demands. Those guidelines, based on the CALLA model proposed by Chamot & O'Malley (1996), are the five steps that should be followed to use the strategies: *Presentation, Preparation, Practice, Evaluation, and Expansion*.

The description of the activities as well as their outcomes is reflected in the sessions. There were seven sessions where the teacher applied the social-affective strategies in the EFL classes. Each session had one moment where students were able to pay attention and use the strategies.

When planning the activities some aspects were taken into account: the activities had to be planned according to the age and the level of the students to get better results and a better implementation of the strategy.

In each session the reader will find the objectives of the class, the strategy used in the class, and finally a description of the activity related to the use of the strategy. For applying so, they prepared and implemented a lesson plan for each class; applying and reflecting on social-affective strategies. In the paragraphs below, researchers explained and illustrated with

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

some of the activities the application of these strategies in the class. (See the complete and corresponding Lesson Plans in the Appendices).

Session 1

Objectives: Talk about favorite stars using he's and she's

Strategy: Discussing your feeling with someone else.

Activity: With the pieces of paper they had written, Ss are going to use the strategy. For this, they have to select who is their favorite character of all. And they have to give a reason, regarding their feelings. For example: *My favorite cartoon character is Spiderman. He is a hero for me/ I want to be like him.* They have to ask to four different classmates and they are going to take notes about their classmates' opinions. (See appendix 5)

Session 2.

Objectives: Talking about birthdays and numbers using How old...?

Strategy: Rewarding yourself

Activity: Ss are going to go to page 22 ex. 1-B. where they are going to listen. T is going to do picture exploitation. Ss are going to listen and compare in pairs. Then, they are going to go over ex 1-C. (Practice and Evaluation) Ss are going to close their books. T is going to do a dictation of the numbers. T is going to do it just once. They have to check the correct answers they have and they are going to reward themselves with candies according to the number of correct answers they have. They are going to take notes of their weaknesses and strengths. (See appendix 6)

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Session 3

Objectives: Talk about countries and e-pals using where...from?

Strategy: Taking risks wisely.

Activity: In this part, Ss are going to practice the strategy. For this, T is going to ask Ss to take the risk to go to the board and write complete sentences using the vocabulary, and they are going to be in pair. Every pair has to go to the board and write complete sentences as *She is Rihanna, she is from the U.S.*, but to make funnier, T is going to take the time of each S and the winner is going to be the one who takes the less time doing it, by disqualifying people. (Practice and evaluation). (See appendix 7)

Session 4

Objectives: To do a general review of the topics (verb to be, questions) to discover who knows the most.

Strategy: Asking for clarification and help.

Activity: T is going to start doing a general review, regarding the topics they can see in the Quiz. Here they are going to apply the strategy by asking about the doubts they have and T is going to answer to those questions (practice ad evaluation). Then, T is going to ask Ss to go over the game in the book on page 104. (See appendix 8)

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Session 5

Objectives: Talk about thing in my bag using this is/that's

Strategy: Making positive statements

Activity: Ss are going to close their books. Individually, Ss are going to create sentences by using the strategy. For this, T is going to give a model: *Your pencil is really cute / That _____ is really _____. / This _____ is really _____. Then, they are going to choose 3 classmate and they are going to tell these statements. They have to take notes about the things they classmates selected, and they have to report by using the model: *Maria choose a pencil case, and backpack and she say they are really cute.* (See appendix 9)*

Session 6

Objectives: Talking about cool things using a/an

Strategy: Asking for correction

Activity: Ss are going to go to page 33, ex.2-A (language focus). They are going to listen to the conversation, and they have to underline the next words: *a/an/this/that*. T is going to explain grammar chart. Then they are going to go to ex 2-B (controlled practice), then in pair they are going to work in pairs, asking for their classmates correction (practice-evaluation). (See appendix 10)

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Session 7

Objectives: talk about my favorite things using these/those

Strategy: Using music

Activity: Ss are going to listen to the song "*part of me – Katy Perry*" which includes grammar related to this/that. They have to circle these words in the lyrics provided by the teacher. First, they are going to listen to the song, and watch the video, they are going to try to say what the video is about. Then, they are going to circle the words *This/That*. Finally, they are going to follow the lyrics, underline 3 unknown words and look them in the dictionary. Ss compare the words they have by using the model. At the end teacher is going to play the son again, and they are going to be able to follow, at least, the chorus of the song. (this is going to help them reinforce grammar, pronunciation, and it is going to be a way to introduce the new grammar) (Practice – Evaluation). (See appendix 11)

CHAPTER 5**Data analysis**

In this chapter, the teacher-researcher is going to talk about the analysis of the data collection instruments, the procedures, the systematization of the information as well as the codes taken from the instruments and the categories that emerged from them. All that, in order to analyze the effects of social-affective strategies in the classroom and to identify the perceptions of the teacher and the students regarding the use of the strategies to learn English.

To analyze the data in this project the teacher-researcher chose the grounded approach that was used to analyze the journals and the questionnaires. The *grounded approach* created by Glaser & Strauss (1967), is a systematic process using inductive thinking, characterized for leading the researcher to find vital information to answer the research question instead of beginning with the hypothesis; doing abstraction of data, used deduction, searching for concepts that will explain people's actions.

The steps that are followed to apply this approach are coding, grouping, naming and displaying based on Glaser & Strauss (1967). The process the teacher-researcher followed with the journals while analyzing them through the grounded approach was to begin with the data collection, then he coded by using letters and number to the recurrences that had relationship with the social-affective strategies.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

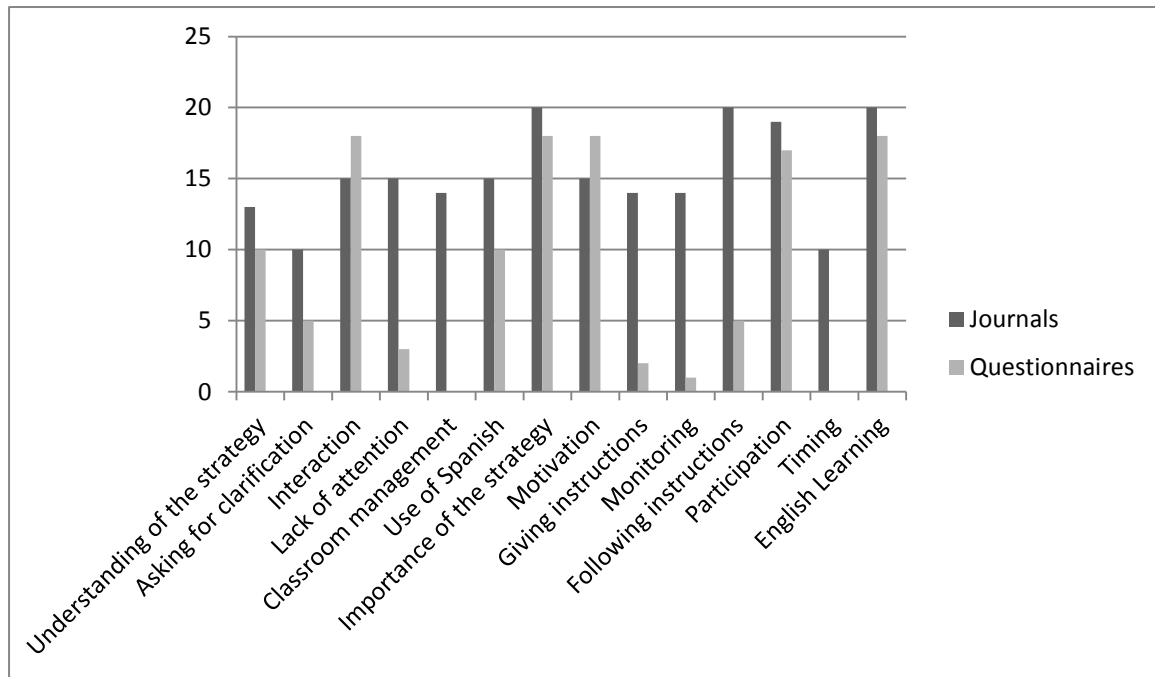


Figure 5. Recurrences of the concepts in the data collection instruments.

Then, the recurrences had a name and those names were grouped according to their nature and similarities. Those recurrences can be found in the following table:

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Concept	Code
Understanding of the strategy	US1
Asking for clarification	AC2
Interaction	In3
Lack of attention	LA4
Classroom management	CM5
Use of Spanish	US6
Importance of the strategy	IS7
Motivation	Mo8
Giving Instructions	GI9
Monitoring	Mo10
Following Instructions	FI11
Participation	Pa12
Timing	Ti13
English Learning	EU14

Table 2: Coding of concepts from the journals and the questionnaires

Finally, the teacher-researcher grouped the concepts; these groups got a name and they turned into categories of analysis. The organization of the concepts and categories can be found in the following figure:

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

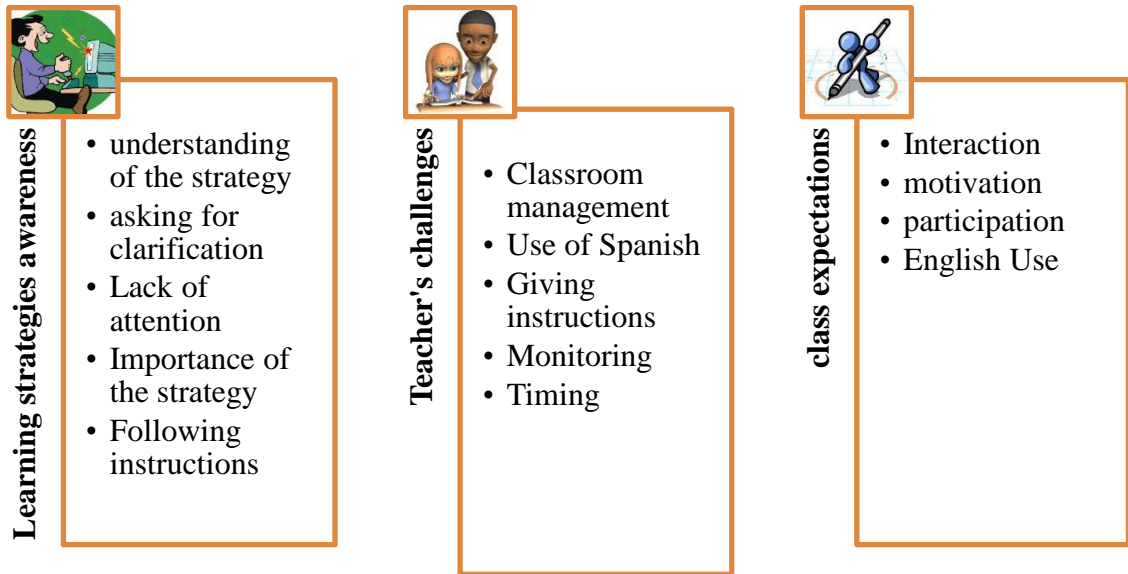


Figure 6: Relation among concepts and categories.

Finally, the teacher-researcher triangulated the journals with the questionnaires in order to support the categories that emerged. The following categories emerged from the analysis of the teacher's journals and the students' questionnaires:

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Category	Subcategory	Code
Learning strategies awareness	Understanding of the strategy	US1
	Asking for clarification	AC2
	Lack of attention	LA4
	Importance of the strategy	IS7
	Following instructions	FI11
Teacher's challenges	Classroom management	CM5
	Use of Spanish	US6
	Giving Instructions	GI9
	Monitoring	Mo10
	Timing	Ti13
Class expectations	Interaction	In3
	Motivation	Mo8
	Participation	Pa12
	English Learning	EL14

Table 3: Categories and subcategories

Learning strategies' awareness

This category emerges from how students see the strategy along the class and how they start relating it with learning English. *Understanding of the Strategy (US1)* and *Asking for Clarification (AC2)* show how the students can understand the strategy and if not, they can ask for clarification in order to make it clearer for them and apply it in the class. This show them some *Importance of the Strategy (IS7)* when they can realize what is the strategy about, how it works and what is the purpose of using the strategy as it is shown in the excerpt taken from the teacher's journal: "*The strategy works in a proper way because*

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

students feel motivated to participate and take the risk no matter if they are right or wrong”(Journal 3).

Most of the times, in the classroom, it is evidenced that the students' awareness goes beyond two concepts that are very important. On the one hand, the *lack of attention (LA4)* that is a negative aspect; in the classroom it is important to be able to keep students engaged and be able to reach the objectives of the class, and be able to perform in an appropriate way along the class. It is reflected on the teacher's journal when it is said that: *“When the students were using the strategy some were focus, and some others were not”*(Journal 1); *“Because of that, students who understood are able to do it in a successful way, but the ones who were not paying attention, do the activity without establishing an importance”*(Journal 1).

On the other hand, following instructions is very important according to Chamot & O'Malley (2009), who established the five steps that need to be followed in order to use learning strategies properly: *Presentation, Preparation, Practice, Evaluation, and Expansion*; it can be positive and also negative, it depends on the direction the class takes. *Following instructions (FI11)* is very important in this part, because on it falls the effectiveness of the strategy in order to make students follow the steps they need to follow to use the strategy in the classroom as it says in another excerpt taken from the teacher's journal: *“The students that were doing the activity as the teacher said were able to understand the topic and also to communicate and interact with their classmates”*(Journal 2).

This category also comprises the ability that students have when using the strategy. It is evident that students are really aware of the importance of the strategy and the use of the strategy. This category allows the researcher to go beyond what was seen in the classroom but also, what students feel, think and how they react to the use of new strategies in the

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

classroom, that allow them to interact, express themselves and take into account that, when learning English, there are some added things that they have to take in order to learn it in an effective way.

So that, students are able to follow the learning strategies proposed in the class; they respond and react to the use of them and they can interpret the different dynamics that are around the class. The effect in this category is positive because in the process of learning English by using the social-affective strategies students were aware of the importance of the strategies, how to use them, and the purposes of using them to learn English.

Teacher's challenges when using the social-affective strategies

This category emerges from looking at the issues that the teacher faced when delivering the class and also when making students use the strategy in the different activities that were performed along the class. Most of the issues are related to the *classroom management (CM5)*, in other words, catching students' attention when *giving instructions (GI9)*. This is a very important part of the class because it is the mayor interference among the communication between the teacher and the students as shown in the excerpt taken from the teacher's journal: "*Students start to misbehave because of the lack of organization and instruction of the teacher*"(Journal 4).

The communication is interrupted by the *Use of Spanish (US6)* of the teacher and also of the students. In order to follow a process when learning English, strategies should not be explained in Spanish, students are not allowed to use Spanish and neither the teacher according to the KTP principles and guidelines. This issue has to be taken into consideration because it is the main aspect that affects the effectiveness of using the strategies properly it is reflected in the excerpt taken from the teacher's journal: "*Also, the use of Spanish when explaining the learning strategy is a problem, because next time they are not going to*

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

understand what it is about if teacher explains it in English”(Journal 5). Even though the KTP wants students to speak in English all the time, Verdú et al. (2002), said that it has to be a connection between the mother tongue and the foreign language, so that, students in the PT1 level have to make connections and they use the Spanish to learn easier.

In addition, one of the issues that are taken into account is the *Timing (Ti13)*. This factor does not allow students to fulfill the objectives of the class as shown in the journals:

“The use of the strategy is really superficial, in this case they were ask to use the strategy but some steps of the CALLA model were missing because of the time”(Journal 4).

Monitoring (Mo10) also takes part in this category because the teacher is not aware of the importance of monitoring students when using the strategies as shown in the excerpt taken from teacher’s journal: *“Next time, the instructions and the monitoring part is going to be clearer”*(Journal 5)

So that, there are some factor that interfere in the class. Some of those factors affect the teacher in a direct way and in an indirect way the dynamics of the class are affected, too. The effect in this category was negative because those challenges and issues that the teacher had to face affect the use of the strategies in some activities. On the other hand, it is a great opportunity to identify those problems where the teachers can improve on.

Class expectations

Based on the concepts that emerged from the instruments, this category shows what the teacher and also students expect from the class and especially from the use of the strategies.

The first expectation that we see here is the one related to *interaction (In3)*. It is very important to interact in these classes because it is going to make students be in real situations

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

and also have the ability to communicate with others in a foreign language; for example students said in the questionnaires: *“uno se expresa con las demás personas”*; *“interactuamos entre compañeros”* (Questionnaire 1). *Motivation (Mo8)* also plays an important role in the classroom. Students see this as an important concept because that is what is expected from the class and from the activities that are performed in the class in order to learn English in a meaningful way which leads, as proposed by Muñoz (2010), to take into account the forms and the functions of the language; for example in the journal it is found: *“teacher asks students if they enjoy the activity and student answer they did”* (Journal 6).

Students are expected to participate (*Participation <Pa12>*) along the class when using the strategy; this expectation comes from the teacher. Teacher allows the participation of the students as shown when the journal says that: *“teacher motivates students to participate and use the strategy through a competition”* (Journal 2). This is also related to the strategies.

The last but not least concept that needs to be taken into account is *English Use (EU14)*. Here, it is important to see that students want to learn English, no purposes are shown but it is reflected that students want to learn and they know that the strategies are going to help them to learn English. As well as students, teacher also expects that students learn English as in the excerpt taken from the journal: *“they were interactive and promoting social and also affective strategies in order to learn English”* (Journal 7), going beyond interaction that is the main purpose of using the strategies and creating the activities that are going to be performed in the class.

So that, the expectations of the class are the ones who determine the main purpose of the class such as being involved in it in order to learn and use English in a meaningful way and with a purpose. The effect in this category is positive because the students and also the

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

teacher took into account the different outcomes and expectations of the class as well as the main outcome when learning English that is, of course, using English.

In the next diagram, it is evidenced that EU14 is the most important outcome for students, the teacher, and the class. Other subcategories are also important because they are part of two categories at the same time. Anyways, when developing the analysis and the interpretations, EU14 shows more importance for all categories.

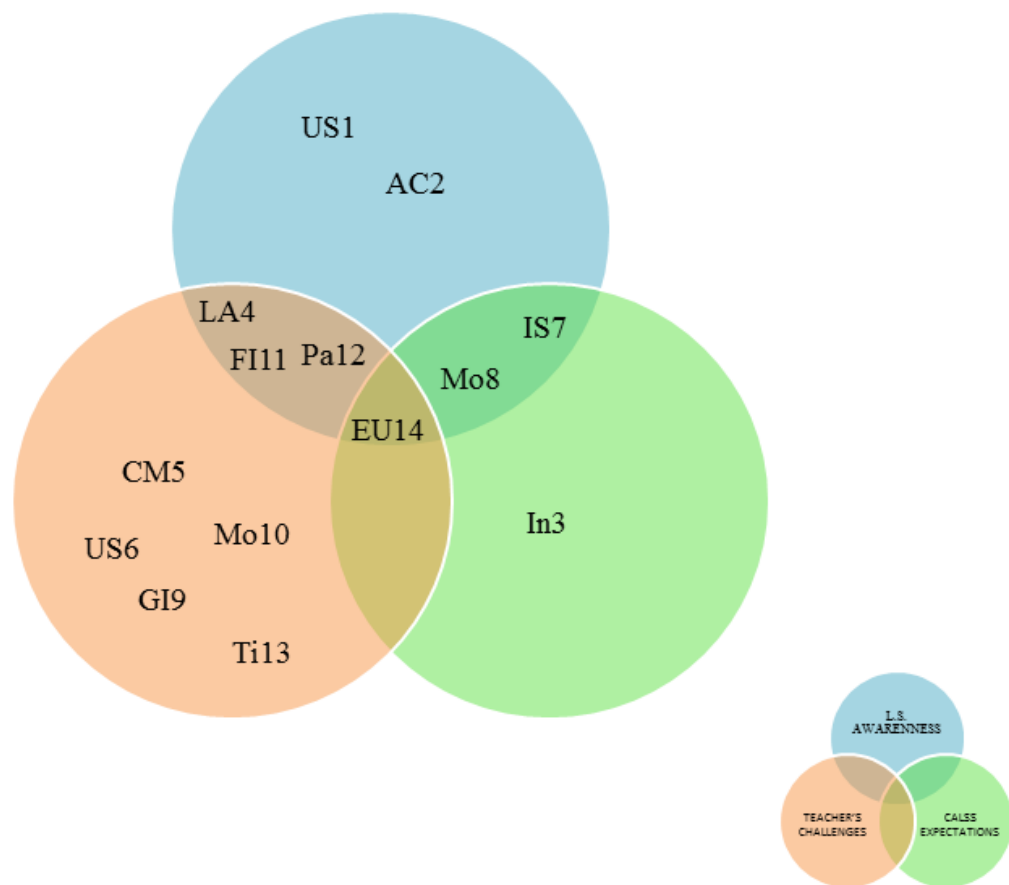


Figure 7: Diagram of categories and subcategories.

When grouping the concepts into the different categories the teacher-researcher found that the concepts were part of other categories, too. Taking into account what was said, it is evidenced that the LA4, FI11 and Pa12 are part of the *Learning strategies awareness* and the

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Teacher's challenges which means that even though students are aware of the strategies the teacher still needs to find ways to call students' attention in order to create a more effective awareness of the strategies as well as finding ways to make them follow instructions and motivate them to participate.

Other evidence is having Mo8 and IS7 being part of the *Learning strategies awareness* and *Classroom expectations*; having these concepts means that students expect to be motivated and based on that they can establish the importance needed to the strategies.

Finally, as mentioned before, there is one concept that is part of the three categories: English Use; for students, for the teacher, and for the class the main and final outcome is to use English as much as possible, and the social-affective strategies allow the students to do it in a simple and successful way, helping them inside and outside the classroom as discussed with the students when evaluating and asking them about the use of strategies.

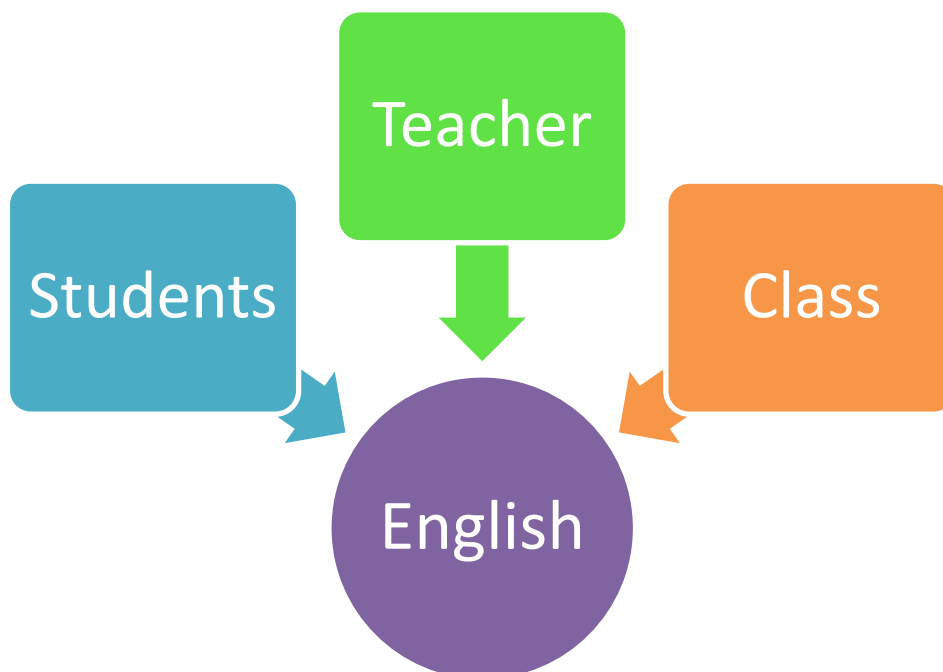


Figure 8: English importance for the students, the teacher and the class.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Discussion

Some authors proposed different meanings, and different studies about the social-affective strategies use in the classroom. Even though, Chamot (1996), said that social-affective strategies are mainly to encourage students to work harder and feel good with themselves. But along this research I found that social-affective strategies can go beyond those two aspects I already mentioned. On the one hand, social-affective strategies were used to encourage students to interact with their classmates and break the different barriers that some children may have when talking to others. On the other hand, strategies were used to use the language they are learning in a more meaningful way through different activities that were meaningful and connected to their age and their level. Also, using social-affective strategies in the classroom helped me realize other factors such as the student's awareness for the use of the strategies (considering they are in a basic level), and also, that teachers have problems when delivering their classes. In addition, the steps or stages that Chamot (2009), proposed were followed properly for students and that made that most of the strategies worked in a successful way. Students were aware of the importance of the strategies and how to use them to learn English and sharing with their classmates. Chamot (2009), proposed that learning strategies help students to become better learners, and in accordance to what was stated in the first category about students' awareness, I saw that it was accomplished for students when they became better learners.

Carless (2002), talked about the issues that teachers and students have in the classroom, from environment to attitudes. These two aspects were clearly evidenced in the second category about teacher's issues. In the classes delivered by the teacher, students tended to misbehave, and have a bad attitude in front on the class and that created topics around classroom management, lack of attention and also, motivation. So that, the way

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

teachers integrate the environment with the dynamics of the class with the students are very helpful for teachers to develop and deliver better classes. In addition, the category of teacher's issues was connected to other aspects as giving instructions, and problems teachers can face in different classes.

The last category that was recognized was the one about classroom expectations. As Epstein & Elias (1996), proposed about the importance of students being comfortable in classes, in this category we see what the teacher and he students expect from the class. I was some concepts as motivation and interaction. That is what students are aimed to do; to feel motivated with the strategies and the activities related to them, and interact between each other to break different barriers they have when talking to different people in a classroom.

CHAPTER 6**Conclusions**

The implementation of social-affective strategies at the Centro Colombo Americano led the teacher-researcher to some conclusions that are vital to answer the purpose of this project. Firstly, the PT1 level that was observed fulfill most of the purposes proposed in the CALLA model created by Chamot & O'Malley (1989), and re-stated by Oxford (2001); those purposes were mainly that social-affective strategies help students feel better with themselves and also leads the socialization of them in different situations by using English. One of the goals of this project was to analyze the effects of using social-affective strategies on classroom dynamics; based on the meaning of the social-affective concept the teacher-researcher can say that he achieved this goal in the class taking into account the data presented and the finding related to learning strategies awareness and class expectations, as well as the teacher's challenges.

In addition, students and the teacher-researcher who participated in this Action Research showed their perceptions regarding the use of social-affective strategies when they gave their points of view in the journals and the questionnaires that were collected. Those perceptions helped identify the effects of using the strategies in the classroom.

Moreover, the advantages and disadvantages that the teacher researcher found were the ones that were taken into account to improve teaching practices; as Szpara (2007), stated the guidance of the teacher is vital for students, and those advantages and disadvantages showed how the teacher can help students during their process when learning English.

The impact that the social-affective strategies have upon the classroom dynamics is positive because as Hadfield (1992), said that classroom dynamics are related to social and

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

affective factors to interact and relate to others. That was basically what the social-affective strategies did to students.

The effects that social-affective strategies had on classroom dynamics with children in the PT1 level when learning English were both positive and negative; the positive effects that the strategies had were the ones related to the learning strategies awareness and the class expectations. On the one hand, the positive effect related to the learning strategies awareness led the teacher-researcher to see that students were able to understand the strategies; students also identify aspects as why the strategies are important, how to use them and what the strategies are about. In addition, the steps presented by Chamot & O'Malley (1994), *Presentation, Preparation, Practice, Evaluation, and Expansion* were followed by the students. On the other hand, the positive effect related to the class expectations led the teacher-researcher to identify the different aspects that students and the teacher indirectly agreed on, for example interaction to use English. Regarding the negative effect that social-affective strategies had were the ones related to the teacher's challenges; aspects as classroom management, timing, monitoring, and the use of Spanish were the ones who affected the development and use of the strategies because sometimes it did not help the teacher to develop the activities and did not help students to fulfill the outcomes of the activities.

Upon reflection teachers researchers concluded that using social-affective strategies is an intensive process that needs knowledge of the learning expectations and a deep understanding of the individual learners, but that once developed, gives confidence to teachers, makes the teaching-learning process easier, increases students awareness and expectations and makes them more social and affective towards their own academic and personal development, as well as the use of English.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

Limitations and further research

One of the biggest limitations this project may have is that the KTP does not use a lot of social-affective strategies because of the time, planning, and the principles of the program do not allow teachers to do it. In addition, the use of the other type of strategies as the metacognitive and cognitive ones are better for teachers to make a clearer understanding in the English learning process. Also, sometimes the lessons of the books or the contents do not have any relation with social-affective strategies.

Other limitation the teacher-researcher found was the effectiveness when planning because the use of the social-affective strategies demand extra-planning and take into account the time and the relation with the topics and the age of the students. The interests of the students are also an important part when choosing the type of activities teachers plan using the social-affective strategies because it is difficult to placed all students at the same time and keep them engaged during the class.

Further research should be done regarding the use of the social-affective strategies in different situations that important for the CCA as the assessment part and interaction and communication. Also, use the strategies on different courses as the K courses or T courses in order to see the effectiveness of those strategies applied to different ages and levels.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

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SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDICES

APPENDIX 1: Institutions' consent

LETTER OF CONSENT FOR THE INSTITUTION

February 2012

Dear Mrs. PILAR BRAVO:

Saturday Program Coordinator
Centro Colombo Americano de Bogotá

As you may already know, I am pursuing my Bachelor's degree in Licenciatura en lengua castellana, inglés y francés at Universidad De La Salle. As part of my graduation project, I would like to make a pedagogical intervention to see the effects of social-affective strategies in class dynamics and students behaviors with basic courses.

I am asking for your authorization to carry out the validation of this innovation at this institution, the Centro Colombo Americano de Bogotá, downtown branch in the Saturday Program. This process will take place during four months, from March to June 2012, and I would like to work with the group of students in the Basic 1 (B1) that I am assigned in the 10:00 – 12:00 shift.

The data I will collect for this study will be taken from the students' written outcomes and reflections that will result from the implementation of social-affective strategies. I will also keep a personal journal to record my perceptions on the effectiveness of the strategies I will implement. In addition, I will take photos and record videos when students are using the strategies in the class.

All the information obtained during this observation will be kept confidential and the students' names will not be displayed since I will use pseudonyms. The results of this survey will only be presented as a summary of all results. The students will never be directly identified in any way. Also, their participation in this project is completely voluntary.

Finally, a copy of the research results can be submitted to the institution upon request, after this project is completed.

- I have read and understood the above information and **grant** you the permission for this study to take place at this institution only under the conditions you stated.

Signature

Date

- I have read and understood the above information and **do not** grant you the permission for this study to take place at this institution.

Signature

Date

Thank you very much for your kind cooperation and support.

Yours sincerely,

Jorge Esneyder Alemán Rojas

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 2: Parents' consent

Bogotá D.C.

Abril21 de 2012

Estimados padres de familia:

La presente tiene como fin solicitar su autorización para grabar y tomar fotos a sus hijos con el objetivo de implementar y analizar un proyecto educativo de acuerdo al convenio entre la Universidad De La Salle y el Centro Colombo Americano relacionado con el uso de estrategias socio-afectivas en el aprendizaje de inglés como lengua extranjera que facilitarán los procesos cognitivos de sus niños.

Agradecemos su atención y colaboración.

Cordialmente

Jorge E. Alemán Rojas. Docente Centro Colombo Americano.

Acepto Firma del acudienteNo acepto _____

Bogotá D.C.

Abril21 de 2012

Estimados padres de familia:

La presente tiene como fin solicitar su autorización para grabar y tomar fotos a sus hijos con el objetivo de implementar y analizar un proyecto educativo de acuerdo al convenio entre la Universidad De La Salle y el Centro Colombo Americano relacionado con el uso de estrategias socio-afectivas en el aprendizaje de inglés como lengua extranjera que facilitarán los procesos cognitivos de sus niños.

Agradecemos su atención y colaboración.

Cordialmente

Jorge E. Alemán Rojas. Docente Centro Colombo Americano.

Acepto Firma del acudienteNo acepto _____

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 5: Lesson Plan 1

LESSON PLAN TEMPLATE			
Jorge Alemán			
COURSE: B120	DATE: 10-03-12	# of Ss: 19	MODULE/UNIT/LESSON: Connect 1- U2- L6/pages 18-19
OBJECTIVES			
COMMUNICATION: Talk about favourite stars LANGUAGE: He's and She's... TASK: Who is he/she? LEARNING STRATEGY: Discussing your feelings with someone else.			
SPECIAL NEWS FOR THE DAY			
PROCEDURE	T.O.I	TIME	MAT
WARM UP AND HOMEWORK HW – page 9 Ss are going to check homework by using the model <i>what do you have for number _? I have ____</i> . Then T is going to correct some exercises. Warm up – guess the character T is going to show Ss a picture of characters they know on the TV. But, T is going to show just parts, so they can guess who the character is. They are going to work in pairs using these models: <i>-Who is that? – I think is ____/I don't know.</i> The couple with more correct answers is going to be the winner.	S-S S-S	10 mins 15 mins	TV
FEEDBACK			
TRANSITION Let's check our objectives for today			
PRE-TASK ACTIVITY 1 REA__ LIS__ VOC__ L. F.___ Ss are going to open their books on page 18, ex 1. T is going to do some picture exploitation. Then they are going to complete with the words in the box and they are going to listen to check the answers, also they have to compare in pairs. Then Ss are going to compare each character with characters they know. In a piece of paper they are going to create sentences with each item they have on the book: <i>Messi is a soccer player</i> . Then, they share their answers in pairs.	T-S S-S	20 mins	Ssbook
TRANSITION. Let's practice our strategy with this vocabulary			
ACTIVITY 2 REA__ LIS__ VOC__ L. F.___ With the pieces of paper they had written, Ss are going to use the strategy. For this, they have to select who is their favorite character of all. And they have to give a reason, regarding their feelings. For example: <i>My favourite cartoon character is Spiderman. He is a hero for me/ I want to be like him</i> . They have to ask to four different classmates and they are going to take notes about their classmates' opinions.	S-S	20 mins	Paper
TRANSITION Let's check the grammar for today			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

<p>ACTIVITY 3 REA__ LIS__ VOC__ L. F.__</p> <p>Ss are going to open their books on page 19, ex 2-A (language focus). T is going to do picture exploitation. Ss are going to listen to the conversation and they are going to answer these questions: <i>Who is a model? – Who is a soccer player?</i></p> <p>They have to show the images. Then Ss are going to practice the conversation and then, they are going to look at the grammar chart. T explains it. Finally, they are going to do exercise 2-B.</p>	T-S	20 mins	Ssbook
TRANSITION Let's apply what we learnt today.			
<p>TASK</p> <p>Who is she/he ...</p> <p>In this game, T prepares cards with famous people's names on them. T tapes one card on the back of each S. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front. S are going to follow the model:</p> <p><i>Is she/he a <u>soccer player</u>? Yes, she/he is.</i> <i>She/He is <u>a model</u>. Is she/he _____.</i></p>	S-S	15 mins	Paper and images
OUTCOME the best guesser			
WRITTEN REPORT (IF ANY)			
<p>FEEDBACK</p> <p>SELF_x_PEER__ TEACHER__</p>			
<p>HOMEWORK</p> <p>Page 10 on workbook</p>			
COMMENTS AND OBSERVATIONS			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 6: Lesson Plan 2

LESSON PLAN TEMPLATE			
Jorge Alemán			
COURSE: B120	DATE: 17-03-2012	# of Ss: 19	MODULE/UNIT/LESSON: Connect 1/U2/L7/
OBJECTIVES COMMUNICATION: Talking about numbers and birthdays LANGUAGE: <i>How old ...? He's not / She's not...</i> TASK: Find the most common age in the classroom LEARNING STRATEGY: Rewarding yourself			
SPECIAL NEWS FOR THE DAY			
PROCEDURE	T.O.I	TIME	MAT
WARM UP AND HOMEWORK			
HW: Ss are going to check the homework by using the model: <i>What do you have for number __? I have __.</i> Then T is going to correct some exercises.	S-S	10 mins 10:00-10:10	Workbook
Warm up – Moving T is going to say a number. When the T says the number, Ss with that age are going to change their sits. But, there is going to be one chair missing, so that, the S that doesn't get a chair is going to say the number and so on. Then, Ss are going to stay in those sits.	T-S S-T	15 mins 10:10-10:25	Chairs
FEEDBACK			
TRANSITION Let's check our objectives for today			
PRE-TASK			
ACTIVITY 1 REA__ LIS_x__ VOC_x_L. F.___ Ss are going to open their books on page 22. They are going to do exercise 1-A (Numbers). They are going to listen and practice the numbers until 20. Then, they are going to have a piece of paper with some numbers and the IPA symbols. They are going to work in pairs, so one S has even numbers, and the other has uneven numbers. So, they are going to ask for the numbers that are missing in each paper. They follow this model: <i>What do you have in number _?</i> <i>I have __.</i>	S-S	20 mins 10:25-10:45	Ssbook Paper
TRANSITION – Ana is 10 years old. And you?			
ACTIVITY 2 REA__ LIS_x__ VOC_x_L. F.___ Ss are going to go to page 22 ex. 1-B. where they are going to listen. T is going to do picture exploitation. Ss are going to listen and compare in pairs. Then, they are going to go over ex 1-C. (Practice and Evaluation) Ss are going to close their books. T is going to do a dictation of the numbers. T is going to do it just once. They have to check the correct	T-S S-S	15 mins 10:45-11:00	Ssbook

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

answers they have and they are going to reward themselves with candies according to the number of correct answers they have. They are going to take notes of their weaknesses and strengths.			paper
TRANSITION - How old are you, ___?			
ACTIVITY 3 REA__ LIS_x_VOC__ L. F. _x_ Ss are going to go to page 23, ex 2-A. T is going to show a picture on the TV related to the conversation and T is going to do picture exploitation. Then, they close their books and they are going to answer: <i>How old is Dan? Is he thirteen?</i> Then, they practice the conversation in pairs. Then, T explains grammar chart and finally they do ex. 2-B (controlled practice) At the end, Ss are going to do ex. 3-A, where they have to listen and complete with the information in page 22, and compare in pairs)	T-S S-S T-S S-S	20 mins 11:00-11:20	Ssbook
TRANSITION – Let’s apply what we learnt today			
TASK Ss are going to have a chart with 5 names, their classmates’ names. They have to go to the ones they have in the chart and ask about their age following the model. <i>A: How old are you, ___?</i> <i>B: I’m ___, and you?</i> <i>A: I am ___.</i> <i>B: Is Valentina 13?</i> <i>A: yes she is/ no she’s not 13.</i> Then they are going to count how many people are 9, 10, 11, 12... and they are going to choose the most common age.	S-S	20 mins 11:20-11:40	Charts
OUTCOME Find the most common age in the classroom.			
WRITTEN REPORT (IF ANY) Ss are going to “write an e-mail” to their best friend. In this, they have to include information as: greeting, name, age, favourite star and a conclusion.			
FEEDBACK			
SELF_x__ PEER__ TEACHER__			
HOMEWORK			
Workbook page 11, 12			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 7: Lesson Plan 3

LESSON PLAN TEMPLATE			
Jorge Alemán			
COURSE: B120	DATE: 24-03-2012	# of Ss: 19	MODULE/UNIT/LESSON: Connect 1/U2/L8 – pages 24,25,26
OBJECTIVES COMMUNICATION: Talk about countries and e-pals LANGUAGE: <i>Where... from? And you're/I'm not</i> TASK: My e-pal is from USA LEARNING STRATEGY: Takings risks wisely			
SPECIAL NEWS FOR THE DAY			
PROCEDURE	T.O.I	TIME	MAT
WARM UP AND HOMEWORK HW. Ss are going to check model in pairs by using the model <i>What do you have for number ___? I have ___</i> . Then T checks with the class. Warm up. T is going to show images that are in disorder. These images are flags from some countries they know. Ss are going to make groups and they are going to look at the images, run to the board and write the name of the country. The winner is going to be the group with more countries.	S-S T-S S-S	10 mins 10:00 – 10:10 15 mins 10:10 - 10:25	Workbook TV Images
FEEDBACK			
TRANSITION – Ok guys, you know a lot of countries. Let's check our objectives for today. (presentation)			
PRE-TASK ACTIVITY 1 REA___ LIS_x_VOC_x_L. F.___ Ss are going to open their books on page 24, exercise 1-A (vocabulary). T is going to do some picture exploitation and they are going to complete the sentences they have in the exercise. Then they are going to compare in pairs and then they are going to listen to the pronunciation of the countries. T is going to ask students to look for the IPA of each country in their dictionaries and they are going to take the risk to write it on the board (preparation). Finally, they are going to do exercise 1-B where they have to match the e-pals with the corresponding friends, then they compare in pairs.	T-S S-S S S-S	20 mins 10:25 – 10:45	Ssbook Dictionary
TRANSITION – You're experts with countries. Let's practice with our strategy.			
ACTIVITY 2 REA___ LIS___ VOC_x_L. F.___ In this part, Ss are going to practice the strategy. For this, T is going to ask Ss to take the risk to go to the board and write complete sentences using the vocabulary, and they are going to be in pair. Every pair has to go to the board and write complete sentences as <i>She is Rihanna, she is</i>	S-S	20 mins 10:45 – 11:05	Board

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

<p><i>from the U.S.</i>, but to make funnier, T is going to take the time of each S and the winner is going to be the one who takes the less time doing it, by disqualifying people. (practice and evaluation)</p>			
<p>TRANSITION You use the strategy well. Let's check our grammar for today.</p>			
<p>ACTIVITY 3 REA_x_LIS_x_VOC__L. F._x_ Ss are going to go to page 25, exercise 2-A (language focus). Ss are going to look at the picture in ex. 1, again, and they are going to close their books and answer the questions: <i>Where's Mike from? Is Jenny from Canada?</i> Then, T explains grammar chart, gives examples and ask Ss to practice the conversation in pairs. As soon as they finish, Ss are going to do ex. 2-B (controlled practice). Finally, Ss are going to go to page 26 (reading) and they are going to read, and answer to the questions in that exercise.</p>	<p>T-S S-S</p>	<p>20 mins 11:05 – 11:25</p>	<p>Ssbook</p>
<p>TRANSITION – You know a lot of the grammar for today. Let's apply everything in our task.</p>			
<p>TASK In a chart, Ss are going to have the name of their classmates. They have to go to those classmates and ask them about their e-pals. They are going to follow the model and they are going to take notes. <i>A: Where are you from?</i> <i>B: I'm from ____.</i> <i>A: Where is your e-pal from?</i> <i>B: He/She is from ____ . Are you from ____ ?</i> <i>A: Yes, I am/ No, I'm not.</i></p>	<p>S-S</p>	<p>15 mins 11:25 – 11:40</p>	<p>Paper</p>
<p>OUTCOME – the most common country</p>			
<p>WRITTEN REPORT (IF ANY)</p>			
<p>FEEDBACK</p>			
<p>SELF_x_PEER__ TEACHER__</p>			
<p>HOMEWORK</p>			
<p>Workbook page 13</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 8: Lesson Plan 4

LP – March the 31st, 2012

Jorge Aleman

B120

of Ss: 19

Connect 1/Units 1-2/Lessons 1-8

Objectives

- **To do a general review of the topics (verb to be, questions) to discover who knows the most**
- **L.S: Asking for clarification and help (presentation)**

HOMEWORK – 10 minutes – S-S

Ss are going to check homework (page 13) in pairs by using the model *What do you have for number ___? I have ____*. Then, teacher is going to check some exercises with the class.

WARM UP – JEOPARDY – 15 minutes - S

T is **going** to show images with sentences of the topics they have seen so far. Ss have to create the question. They are going to work individually. So that, each S is going to run, touch a bell and create the question to each answer. The winner will be the one that has more correct answers. (preparation)

OK guys, let's check our objectives for today.

ACTIVITY 1 – 15 minutes – T-S

T is going to start doing a general review, regarding the topics they can see in the Quiz. Here they are going to apply the strategy by asking about the doubts they have and T is going to answer to those questions (practice ad evaluation). Then, T is going to ask Ss to go over the game in the book on page 104.

OK, Let's practice a little bit more before the Quiz.

TASK – 10 minutes – S-S

T is going to do a competition. In this Ss have to create complete sentences. T is going to give the topic and Ss, in pairs, are going to discuss the answer and they are going to run to the board and write the sentence. (Discover who knows the most)

Quiz – Second hour of class.

Homework: Units review parts in the student book.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 9: Lesson Plan 5

LESSON PLAN TEMPLATE			
Jorge Alemán			
COURSE: B120	DATE:14/04/2012	# of Ss: 19	MODULE/UNIT/LESSON: Connect 1/U3/L9
OBJECTIVES			
COMMUNICATION: Talk about things in my backpack			
LANGUAGE: Going over <i>This is/That's</i> and <i>possessive</i>			
TASK: Is that yours?			
LEARNING STRATEGY: Making positive statements			
SPECIAL NEWS FOR THE DAY			
PROCEDURE	T.O.I	TIME	MAT
WARM UP AND HOMEWORK			
HW Ss are going to check homework by using the model: <i>What do you have for number ___? I have ___</i> . Then T will correct some exercises.	S-S	10 ' 10:00-10:10	Workbook
Warm up Ss are going to be divided into 4 groups. T is going to show images of a backpack, a pencil case, book, eraser, etc. Ss have to run to the board and write the name of those objects, as soon as they see them. The winner is going to be the team with more correct answers. (As not all of them know the words, they can use the dictionary).	S-S	15 ' 10:10-10:25	TV Board Markers
FEEDBACK			
TRANSITION – Let's check our objectives for today (presentation - preparation)			
PRE-TASK			
ACTIVITY 1 REA___ LIS___VOC_x_L. F. ___ Ss are going to open their books on page 31, ex. 1-A (vocabulary). T is going to do some picture exploitation to contextualize the topics. Ss are going to recognize some objects related to the ones they practice on the warm up. Then they are going to list the objects in exercise A and they are going to do the listening part to practice pronunciation by repeating and using IPA symbols. Finally, Ss are going to do exercise B, where they have to say if the statements are true or false.	T-S	15 ' 10:25-10:40	Ssbook
TRANSITION – Ok guys, it's time to use our strategy (practice - evaluation)			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

<p>ACTIVITY 2 REA__ LIS__ VOC_x L. F.__</p> <p>Ss are going to close their books. Individually, Ss are going to create sentences by using the strategy. For this, T is going to give a model: <i>Your pencil is really cute / That _____ is really _____. / This _____ is really _____</i>. Then, they are going to choose 3 classmate and they are going to tell these statements. They have to take notes about the things they classmates selected, and they have to report by using the model: <i>Maria choose a pencil case, and backpack and she say they are really cute.</i></p>	S-S	15 ' 10:40-10:55	Paper
TRANSITION – Let's check our language objective for today			
<p>ACTIVITY 3 REA__ LIS_x VOC__ L. F._x_</p> <p>Ss will open their books on page 32. They are going to listen to the conversation in exercise 2 part A (language focus). Then they are going to practice the conversation in pairs by using this model: <i>What do you want to be? "A" or "B"?</i> <i>I'll be "A" you can be "B"</i></p> <p>T will explain grammar chart, and will ask for examples. Finally, Ss are going to do exercise B (controlled practice), and then they are going to compare answers.</p>	T-S S-S S	15 ' 10:55-11:10	Ssbook
TRANSITION – Now we are going to do our task, are you ready?			
<p>TASK</p> <p>Ss are going to put some things in the centre of the classroom. They are going to have some sheets of papers where they have to write the thing that belongs to each classmate by asking them. They have to use the next model: <i>-Is that yours?</i> <i>-Yes that's mine / NO, That's Leidy's _____</i> <i>-It is really _____</i> <i>-Is this yours?</i> <i>-Yes this is mine / No, This is Diego's _____</i> <i>-It is really _____</i> <i>(expansion)</i></p> <p>Finally, They are going to say what the most common object is.</p>	S-S	15 ' 11:10-11:25	Paper Things in the backpacks
OUTCOME The most common object			
<p>WRITTEN REPORT (IF ANY)</p> <p>Correction and expansion of the written report</p>	S	15 ' 11:25-11:40	Paper
<p>FEEDBACK</p> <p>SELF_x__ PEER__ TEACHER__</p>			
<p>HOMEWORK</p> <p>Workbook page 16</p>			
<p>COMMENTS AND OBSERVATIONS</p>			

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 10: Lesson Plan 6

Lesson Plan

April 21st 2012

B120

19 Ss

Book: Connect 1 / U3 / L10

Objectives:

Communicative: Talk about cool things

Language: Go over *a/an* and *What's this/that?*

Task: Choose the coolest thing

L.S.: Asking for correction (presentation)

Homework. Ss are going to check homework by using the model: *What do you have for number ___? I have ___*. Then T checks some exercises.

10' – S-S – Workbook

Warm up. Ss are going to play a Stop game. For this T is going to draw a chart on the board. Ss have to complete with the necessary information. Then, the one that finishes first is going to have a point.

This/That	_____’s	Thing
This is	Valentina’s	pencil

10' – S-T – Paper**Let's check our objectives for today**

Activity 1. Ss are going to open their books on page 32, exercise 1 (vocabulary) part A. They are going to complete the sentences with the words in the box. Then Ss are going to compare their answers in couples by using the model: *What do you have for number ___? I have ___*. (*preparation*). Then teacher is going to explain the grammar chart about *a/an* and they are going to do exercise B to practice the topic.

10' – S-S – Ssbook**Let's use our strategy for today**

Activity 2. Ss are going to go to page 33, ex.2-A (language focus). They are going to listen to the conversation, and they have to underline the next words: *a/an/this/that*. T is going to explain grammar chart. Then they are going to go to ex 2-B (controlled practice), then in pair they are going to work in pairs, asking for their classmates correction (practice-evaluation).

15' – S-S – Ssbook**Let's choose the coolest thing guys.**

Task. Ss are going to choose a cool thing they have in their backpacks. Ss are going to ask to two classmates the next questions:

- *What's this/that?*

- *It's a/an _____*.

Then, they are going to choose the coolest thing (outcome)

10' – S-S –

Homework. Workbook page 17

Parents Meeting: Second hour of class.

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

APPENDIX 11: Lesson Plan 7

LESSON PLAN TEMPLATE			
Jorge Alemán			
COURSE: B120	DATE:28/04/12	# of Ss: 19	MODULE/UNIT/LESSON: Connect 1/U3/L11 pages 36-37
OBJECTIVES COMMUNICATION: Talk about my favorite things LANGUAGE: Going over <i>What are these/those?</i> TASK: My favorite things are LEARNING STRATEGY: Using music (presentation)			
SPECIAL NEWS FOR THE DAY			
PROCEDURE	T.O.I	TIME	MAT
WARM UP AND HOMEWORK			
HW: Ss are going to check page 17 o workbook by using the model <i>What do you have for number ___? I have ___</i> . Then, T is going to correct some exercises with the group.	S-S	10' 10:00-10:10	Workbook
Warm up-competition Ss are going to work in couples. T is going to show images of the vocabulary related in this lesson (bicycle, comic books) and they have to run to the board and write them in order to know it. If they don't know a word they are going to use the dictionary. The fastest group is going to be the winner.	S-S	15' 10:10-10:25	TV Board
FEEDBACK – Previous lesson “this/that”			
TRANSITION – Let's check our objectives for today			
PRE-TASK			
ACTIVITY 1 REA ___ LIS _x_ VOC _x_ L. F. ___ Ss are going to go to page 36, exercise 1-A (vocabulary). T is going to do some picture exploitation and then Ss are going to complete by using the words in the box, and they compare their answers in couples. Then, they listen and repeat. T is going to ask Ss to go to exercise 2-A (pronunciation), here, T is going to explain some plurals, and then, Ss are going to repeat to the one syllable sounds and two syllables sounds. Finally, they are going to do ex. 2-B, where they have to listen and underline the two syllable sounds.	T-S S-S T-S S	15' 10:25-10:40	Ssbook
TRANSITION – Let's use our strategy for today (preparation)			
ACTIVITY 2 REA _x_ LIS _x_ VOC ___ L. F. ___ Ss are going to listen to the song “ <i>part of me – Katy Perry</i> ” which includes grammar related to this/that. They have to circle these words in the lyrics provided by the teacher. First, they are going to listen to the song, and watch the video, they are going to try to say what the video is	T-S	25' 10:40-11:05	TV

SOCIAL-AFFECTIVE STRATEGIES IN EFL CLASSES

about. Then, they are going to circle the words <i>This/That</i> . Finally, They are going to follow the lyrics, underline 3 unknown words and look them in the dictionary. Ss compare the words they have by using the model. At the end teacher is going to play the son again, and they are going to be able to follow, at least, the chorus of the song. (this is going to help them reinforce grammar, pronunciation, and it is going to be a way to introduce the new grammar) (Practice – Evaluation)	S-S S		Video Song Lyrics
TRANSITION – Now we listen to the song, let’s check our grammar for today			
ACTIVITY 3 REA__ LIS_x__ VOC__ L. F.__x__ Ss are going to open their books on page 37, ex. 3-A. T is going to do some picture exploitation. Ss are going to listen to the conversation and they have to underline the words <i>These/those</i> . Then, T is going to explain grammar chart. After, Ss are going to take the lyrics of the song and they are going to change the word <i>This</i> for <i>these</i> and they are going to add the plural to the words that follow <i>this</i> . At the end of this, Ss are going to practice the conversation in pairs. Finally, they are going to do ex. 3-B (controlled practice).	T-S S S-S	20’ 11:05-11:25	Ssbook Lyrics
TRANSITION – Let’s ask our classmates about these things			
TASK T is going to show an image with Ss’ favorite things. Then, they have to ask to 5 classmates: <ul style="list-style-type: none"> - <i>What are these?</i> - <i>They’re _____.</i> - <i>What are those?</i> - <i>They’re _____. They’re my favorite things.</i> Then, they change roles, and they have to take notes of the favorite things of their classmates. Then, they share the information with the class.	S-S	15’ 11:25-11:40	TV Paper
OUTCOME – The most common favorite things			
WRITTEN REPORT (IF ANY)			
FEEDBACK SELF_x__ PEER__ TEACHER__			
HOMEWORK Workbook – pages 18 and 19			
COMMENTS AND OBSERVATIONS			