

Formative assessment and lesson planning in communicative tasks

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Dedication

To my beloved mother

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To Doctor Carolyn Leslie for all the guidance, patience and feedback provided.

To my cooperating teacher Vera Batista for opening the doors of her classroom and giving me the liberty of planning the lessons the way I saw fit.

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To each and every one of the students who participated in this study.

FORMATIVE ASSESSMENT AND LESSON PLANNING IN COMMUNICATIVE TASKS

DISSERTATION

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ABSTRACT

KEYWORDS: formative assessment; self-assessment; learn to learn; reflexive teaching; oral communication tasks

This action research investigates the role of formative assessment in informing teaching before and after communicative tasks in primary school EFL lessons. Drawing on Nikolov and Timpe-Laghlin's (2020) concepts, the study explores how diagnostic information impacts classroom practices, emphasizing the importance of success criteria. The research develops self-assessment worksheets to guide pedagogical decisions and enhance student performance, aiming to support reflective teaching practices and effective lesson planning.

The literature review is organized into thematic sections, beginning with the exploration of formative assessment's relevance to communication tasks in EFL primary education. It addresses implementation challenges and the potential of self-assessment to inform teaching practices. Drawing on definitions by Black and Wiliam (2009), it underscores formative assessment's benefits in creating dynamic, interactive learning environments. Conducted in a public primary school in Parede, near Lisbon, the study involved 26 fourth-year students and focused on oral communicative tasks in English lessons using formative and self-assessment methods. Data collection included self-assessment sheets, the teacher's journal, and lesson plans, following Burns' (2010) action research framework. Nine oral communicative tasks were designed to engage students and inform teaching practices.

The research reveals that iterative self-assessment influences subsequent self-assessment and informs teaching practices. The design and layout of self-assessment sheets significantly affect feedback quality, leading to enhancements like shifting from open-ended to multiple-choice questions. Incorporating peer feedback highlighted instructional improvement areas, such as pronunciation difficulties and task instructions clarity. This study underscores the importance of well-designed self-assessment tools in fostering student self-reflection, providing valuable insights for teachers, and promoting a responsive learning environment. It highlights the benefits and challenges of self-assessment, recommending further research on integrating peer-assessment to enhance formative assessment practices.

RESUMO

PALAVRAS- CHAVE: avaliação formativa; autoavaliação; aprender a aprender; prática reflexiva; atividades de comunicação oral

Esta pesquisa investiga o papel da avaliação formativa na orientação do ensino antes e depois de atividades comunicativas em aulas de EFL (Inglês como Língua Estrangeira) no ensino primário. Baseando-se nos conceitos de Nikolov e Timpe-Laghlín (2020), o estudo explora como as informações diagnósticas impactam as práticas de sala de aula, enfatizando a importância dos critérios de sucesso. A pesquisa desenvolve fichas de autoavaliação para guiar decisões pedagógicas e melhorar o desempenho dos alunos, visando apoiar práticas de ensino reflexivas e um planejamento de aula eficaz.

A revisão da literatura está organizada em seções temáticas, começando com a exploração da relevância da avaliação formativa para atividades comunicativas no 1º ciclo da educação básica de Inglês como língua estrangeira (EFL). Aborda os desafios da implementação da avaliação formativa e o potencial da autoavaliação para informar as práticas de ensino. Baseando-se nas definições de Black e Wiliam (2009), destaca os benefícios da avaliação formativa na criação de ambientes de aprendizagem dinâmicos e interativos. Conduzido em uma escola primária pública em Parede, perto de Lisboa, o estudo envolveu 26 alunos do quarto ano e focou em tarefas comunicativas orais em aulas de Inglês como língua estrangeira usando métodos de avaliação formativa e autoavaliação. A coleta de dados incluiu fichas de autoavaliação, o diário do professor e planos de aula, seguindo o modelo de pesquisa de Burns (2010). Nove atividades comunicativas orais foram projetadas para envolver os alunos e informar as práticas de ensino.

A pesquisa revela que a autoavaliação iterativa influencia a autoavaliação subsequente e informa as práticas de ensino. O design e a organização das fichas de autoavaliação afetam significativamente a qualidade do feedback, levando a melhorias como a mudança de questões abertas para perguntas de múltipla escolha. A incorporação de uma pequena seção de avaliação dos pares nas fichas de autoavaliação destacou áreas de melhoria instrucional, como dificuldades de pronúncia e clareza nas instruções das tarefas. Este estudo ressalta a importância de ferramentas de autoavaliação bem projetadas para fomentar a autorreflexão dos alunos, fornecer entendimentos valiosos para os professores e promover um ambiente de aprendizagem responsivo. Ele destaca os benefícios e desafios da autoavaliação, recomendando mais pesquisas sobre a integração da avaliação pelos pares para aprimorar as práticas de avaliação formativa.

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Introduction

This action research aims at investigating the role formative assessment plays in informing teaching before and after communicative tasks in EFL lessons in primary school. Just as Nikolov and Timpe-Laghlin (2020) suggest “it would be valuable to examine how teachers use the diagnostic information and how the assessments impact what teachers and YLs do in the FL classroom” (p.30). In this sense, the concepts behind formative assessment and its challenges in applying them into the classroom formed the foundation of this work.

The interest in this topic arose due to the need to understand what kind of impact success criteria can have when presented before communicative tasks. Subsequently, it was perceived that success criteria are actually part of the bigger picture of formative assessment. Black and Wiliam had already stated that “formative assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs” (1998, p. 140), meaning that, assessment may not be called formative if it does not lead to adjustments to the following lessons.

Unlike summative assessment, which typically measures how much content has been learned, formative assessment—especially in primary school—can help teachers design more engaging and effective lessons. It also aids students in developing their learning-to-learn skills. For instance, when learners self-assess or come up with the success criteria for a certain task , they are actively acknowledging what is expected from them as well as reflecting on their performance in the task.

In order to refine the focal point of the research, it is necessary to understand how these elements from formative assessment mentioned before could inform teacher’s pedagogical decisions and how it might affect students’ performance during later communicative tasks. It then led to the research questions:

1. How can teachers produce self-assessment worksheets for communication tasks?
2. What role can formative assessment play in informing teaching practice?

In order to use self-assessment about communication tasks as formative assessment, it was required to carefully produce self-assessment sheets that would inform the teacher about language contents that needed to be reinforced or even interactional difficulties that students might have had while performing the tasks. Because of that, the design of the self-assessment sheets was a crucial part of the research.

Through self-assessment, reflexive notes and lesson plans, an attempt was made to explore, and possibly provide some answers to these questions, but better yet, uncover the layers of assessment in the primary school.

The expected outcome of this action research was to demonstrate the feasibility of planning formative assessment by establishing success criteria in advance and identifying elements of formative assessment that could most frequently influence and redirect the teacher's instructional methods. Additionally, it was hoped it would help learners “become more proficient in learning” (Butler & Lee, 2010, p. 6) and promote the “need for teachers and learners to reflect on and adapt the learning process while it is happening.” (Britton, 2021, p.12) . In terms of professional growth, the development of this work served as the beginning of a journey towards being a truly reflexive teacher.

Chapter 1 Literature Review

1.1 Introduction

This review of literature is structured into thematic sections that correspond to the key ideas and methodology in my research. The initial section focuses on formative assessment where I also clarify why I chose to target communication tasks. Then it is narrowed down to assessment in EFL primary school. Next, I discuss the challenges of applying formative assessment in the classroom and finally, I talk about the potential of self-assessment in informing teaching practices.

1.2 Formative assessment

According to Black and Wiliam (2009), formative assessment is the collection, interpretation and use of evidence of students' production by teachers, learners or their peers with the purpose of making better-informed decisions in later instruction. They (2009) clarify that in their definition of formative assessment the term *instruction* is the combination of teaching and learning.

Among many others, the fundamental advantage of incorporating formative assessment in the classroom might be its alignment to the understanding of teaching and learning as a cyclical, dynamic process, unlike summative assessment which can be considered a linear process where first teachers deliver the contents, while students passively receive content eventually teachers measure how much of this content students were able to store.

In formative assessment, learners are fully aware and involved in the process of learning; they are not mere passive recipients responsible for memorizing contents their teacher chooses to deliver in that lesson. They are rather seen as competent and conscientious individuals who are capable of being partially held accountable for their own learning.

Formative assessment also allows teachers to clarify the aims of the lesson or task by helping learners understand learning objectives and the criteria for success as well as providing teachers with the liberty of adjusting their lesson plans in either real time-time or by using data collected before to address student's needs by encouraging a more interactive and participative learning environment.

1.2.1 Formative assessment in the classroom

In the classroom, formative assessment could take the form of construction of success criteria before a task, discussions of learning as a goal (not completion of tasks), teachers providing tools for students to learning how to act as a resource for one another, mini-tests about specific contents, self-assessment, peer-assessment, collecting feedback at the end of a task or the lesson and writing in a teaching journal. This is aligned with Butler and Lee (2010) when they refer to the fact that there is a learning aspect to assessment that “relates to its potential role in advancing students’ learning” meaning assessment can direct learners to “become more proficient in learning”.

Black and Wiliam (2009) also define formative assessment as ‘moments of contingency’ that can possibly be synchronous or asynchronous. By synchronous contingency they (2009) mean adjustments to the lesson plan made on the spot such as during a whole class discussion while asynchronous contingency consists of feedback provided during grading or the use of evidence from a reflection or homework to make adjustments to the following. Moon (2002) has also highlighted the necessity of discussing with learners how effective and successful an activity has been in order to provide positive feedback on interactional behaviour.

1.2.2 Assessing performance in oral communication tasks

Oliver and Philp (2014) defined oral interaction as a collaborative and reciprocal process involving spoken language between two or more people. This process requires listening and turn-taking. Even simple acts like agreeing with someone are considered forms of oral interaction. Furthermore, Oliver and Philp (2018) noted that social and linguistic goals often overlap during interactions because these exchanges frequently have an emotional and social dimension.

The authors (2018) also emphasize the benefits of teaching peer interaction, arguing that learners who are at similar stages of cognitive and social development can experience various advantages, including social, academic, and emotional gains.

Regarding speaking, the targets defined in the *Aprendizagens Essenciais* (2018) for primary school in Portugal are divided into oral interaction and oral production. When it comes to the real classroom, there seems to be a discrepancy between these two; according to Moreira et al. (2021), in primary public schools in Portugal mainland, English learning assessments for third and fourth graders still reflect a traditional assessment culture, primarily relying on written tests. This approach fail to include varied methods and involves minimal student participation, despite curricular guidelines advocating for different methods.

This scenario elucidates the reason for the ineffective handling of interactional elements beyond vocabulary and structure, for instance, considering partners' needs during interaction, such as the need of clarity or negotiation of meaning . Moon (2002) highlighted that even in their first language, children struggle with these types of interactional elements. Failing to incorporate these components into the foreign language classroom would hinder students from developing interaction-related skills.

Besides aspiring to focus on the development of interactional skills, in this report learners will self-assess after communication tasks in order to comply with Nikolov and Timpe-Laghlin (2020) suggestion that researchers should move beyond just assessing individual vocabulary words. They believe that incorporating chunks or small sentences in communication tasks would better develop communicative ability than focusing solely on single words.

1.3 Assessment in EFL in Primary School

Despite being in the spotlight of research for a while now, formative assessment poses a challenge to implement in the classroom. Fernandes (2022) points out that this might have to do with assessment cultures rooted in society where *assessing* and *measuring* are synonyms. This relates to assessing for verifying the level of proficiency achieved, which requires using mostly summative assessment to quantify what was learnt and then present the results, that supposedly would be proof that learning has happened.

The complexity of assessing English as a foreign language (EFL) is highlighted by Nikolov (2016), who notes that "stakeholders are interested in seeing results" (p. 6). In education, stakeholders such as government and regulatory bodies, school administrators, and parents and guardians expect tangible evidence of students' learning progress. This expectation

often leads to the reliance on written tests to demonstrate learners' abilities in the foreign language after a certain period of instruction, as these tests are easier to administer and quantify.

In line with this, Moreira et al. (2021) explained in their report on assessment in primary English classrooms in mainland Portugal that English teachers struggle to adopt innovative assessment practices. This is due to several factors: a lack of teacher training for young learner foreign language teachers, limited class time for the subject, and a preconceived notion that English assessment should follow the same quantitative methods used in "major" subjects like Portuguese and Math to justify results.

Moreira et al. (2021) also highlighted that in mainland Portugal's public primary schools, learners of English as a foreign language do not participate in their own assessment. Another issue raised by the authors is that these learners are primarily assessed on their ability to comprehend and produce written language, as well as their reading aloud skills.

1.3.1 Self-assessment and peer assessment in Primary School

Contrary to the scenario described above, primary education language programs generally set modest language proficiency targets for foreign languages. Instead, they aim to foster young learners' positive attitudes towards languages, language learning, speakers of other languages, and their own culture and identity (Nikolov, 2016, p. 7). These programs prioritize cognitive and metacognitive development, along with learning strategies, over merely acquiring language proficiency. This educational philosophy underscores the need for an assessment approach that aligns with these broader learning goals, rather than focusing solely on measurable language outcomes.

Ellis and Ibrahim (2015) emphasized the importance of metacognitive awareness, highlighting that alongside language awareness, providing learners with opportunities for social awareness can help them develop new skills in cooperation and positive attitudes towards sharing and working together in the classroom. This combined focus on metacognitive and social awareness can significantly enhance learners' overall ability to engage effectively in collaborative activities.

Therefore, formative assessment is more suitable for helping EFL young learners achieve success in their language learning journey. This type of assessment supports the development of learning strategies, interactional skills, and self-reflection, all of which are crucial for building a strong foundation in language learning. In contrast, summative assessment tends to emphasize the quantity of words and structures learned or memorized, creating pressure

on students and neglecting the cultivation of essential skills and attitudes. By using formative assessment, educators can better nurture students' confidence, interest in language learning, and overall cognitive and metacognitive growth, aligning assessment practices with the comprehensive goals of primary education language programs.

As mentioned in the previous section, formative assessment has the potential to help students learn to learn by reflecting on their own performance in a particular task. The feedback learners provide in self-assessment is just as important as the feedback teachers provide for formative assessment; Besides the apparent benefit of helping learners reflect on their own attitudes and decisions after performing a communication task, self-assessment is likely to shed light on aspects of language or interaction itself that need to be reinforced such as using full answers with a specific chunk of language or using the target language during the interaction. The teacher could then use the information collected to spend more or less time on a certain content, or even trying different approaches in smaller groups if the teacher sees fit.

According to Hung et.al (2016), there are few studies combining peer- assessment and self-assessment in L2 contexts, particularly among young learners. These assessments can help learners reflect on their progress and take responsibility for their learning, though they may also introduce challenges such as over- or under-marking.

Hung et.al (2016) also talk about empirical studies indicating that younger students and low achievers might struggle with peer-assessment. Moreover, cultural factors and the format of the assessments can influence their effectiveness. According to them (2016), combining peer and self-assessment with teacher feedback and involving students in creating evaluation criteria have been found to yield the best outcomes, though more research is needed, especially regarding young learners in L2 contexts.

This study will be coordinated with the discussion proposed by Black and Wiliam (2009): “the teacher’s role and the regulation of learning” (p.9) which implies adjustments made to the lesson after doing assessment in order to have better outcomes in learning .This could be manifested in adjustments made to the lesson plan and by learners self-assessing.

1.3.2 Producing self-assessment sheets about communication task

Self -assessment in primary school is usually carried out at the end of a series of classes about the same topic. Proof to that is that in Andersson and Palm (2017) research, students filled out self-assessment sheets designed by the teachers at the end of each unit or area covered in the math classes. Some textbooks even provides some sort of self-assessment by the end of the

unit but they are usually designed in similar ways, for instance, “Start the Magic 4” (Silva & Costa, 2023) has got a section at the end of each unit where students are invited to check their progress by self-assessing. It usually has 4 can-do statements where students should color the circle of the contents they think they can handle.

These can-do statements cover content only and are completed after each unit, as mentioned before which means that in a year, students who use the book “Start the Magic 4” (Silva & Costa, 2023) are very likely to self-assess 6 times in a school year. Besides that, these material provided in the textbook are not aligned with any expectation set before with learners such as success criteria or after the task by setting learning goals.

Self-assessment of communication tasks with the purpose of helping students learn to learn as well as learning to reflect on their interactional skills requires the teacher to

1. design questions in the self-assessment sheet about a particular task and
2. consistently use questions that gives students the opportunity to reflect on their interactional skills.

1.4 Previous relevant research

The next section of this Literature Review will present two studies carried out recently on the topic and relate them to the action research in question. The first study centers on formative assessment practices, while the second focuses on young learners self- assessing.

1.4.1 Formative assessment

Andersson and Palm’s study (2017) on formative assessment analyzed changes made by 22 mathematics teachers that significantly improved students achievement in the subject in year 4 in a middle-sized Swedish city in the school year 2011-2012. Before the intervention at the school, teachers attended a teacher training program about formative assessment. Some of the activities learned during the training and that were later implemented by teachers consisted of clarifying learning goals or success criteria by using rubrics, emphasizing learning as a goal (instead of completing the tasks) and encouraging students to help each other (p.113). The methods for the data collection were recordings made during unannounced classroom observations twice during the school year and teacher semi-structured interviews after the intervention. The results from the study showed that teachers implemented more formative assessment activities after they took part in the teacher training about the topic, students became more independent from the teacher when performing the tasks, the time between assessment

and the teacher taking action to address concerns revealed in the assessment was reduced and finally, the time in the classroom was used more efficiently for learning

Although containing some clear differences to the research in question, Andersson and Palm's (2017) study relates to the second research question in the present study: *What role can formative assessment play in informing teaching practice?* It differs in terms of subjects the teachers taught and in the training in formative assessment the teachers had before the beginning of data collection, although there are comparisons to the aspiration in this study to gather information from formative assessment, then make changes to teaching and observing the effects it has on learning.

1.4.2 Self -assessment and young learners

Butler and Lee (2010) attempted to understand the challenges around implementing self-assessment in schools, with the aim of discovering if students' abilities to self-assess would improve over time and if it would influence learners' attitude towards studying English as a Foreign Language. The participants were 254 sixth grade students at two public schools in South Korea. The context of public school with a large group of students in a classroom is similar to this report. In order to collect the data, a general self- assessment activity was administered at the beginning of the semester and then at the end in addition to a series of self-assessment activities specifically designed for each lesson unit.

The researchers (2010) reported comments teachers made on how they changed the way they planned a certain task after feedback given by learners in self – assessment. They (2010) also pointed out that the items on the self-assessment should have been discussed with learners beforehand and also why they were self-assessing. Butler and Lee (2010) also mentioned that feedback must be given. Finally, the methods applied should have been focused on the process and not on the results provided by the two objective tests (oral portion of Cambridge for Young learners and the test developed by the Seoul City Elementary School) (p. 25). Their research partially focused on analyzing the effects of self-assessment in terms of outcome in standardized tests whereas the Action Research in question is targeting learners ability to reflect on how they learn and what they need to improve.

In sum, Butler and Lee's (2010) report showed that after self- assessing for six months, learners began to take this type of assessment more seriously. This could mean that by consistently using self-assessment in lessons, the teachers may also benefit from the information learners provide.

This literature review attempted to provide an overview of the definitions and approaches to formative assessment and its benefits to the EFL Primary Classroom by discussing two recent studies with the purpose of contrasting this study to what has been studied in the area so far . Next, the methodology applied to this action research will be presented.

Chapter 2 The action research

2.1Context

This study was conducted in a public primary school in the region of Parede, near Lisbon. Although the rooms in general were not large, the classrooms had an interactive board with a computer and Internet access and were very well lit by natural light coming in from big windows. The play area around the building was remarkable for being particularly small; There was not much space or nature for students to explore and run around, especially during break time, when all students were sharing the space.

The staff working at the school during the development of this study were incredibly helpful and friendly. It was clear that they were used to having trainees around. Additionally, the leadership was approachable and, probably because of that, the atmosphere was very relaxed.

Before starting and also while developing the study, it was possible to take part in miscellaneous projects developed by the English teacher and carried out by the pedagogical staff. Highlights included the Halloween Day activities, the Pancake Day and the Christmas song performance for the Christmas party.

The third and fourth year had two hours of English lessons per week. The book adopted by the school was “Start the Magic” (Silva & Costa, 2023). which was a new project by a Portuguese Publisher. This book was a great asset to the English lessons because its approach is mostly communicative, with many great up to date communicative activities and written tasks, appropriate for the context and age level.

Regarding English lessons, the same teacher taught both the third and the fourth year. The approach to teaching was mostly communicative and formative assessment played an important role in assessment. Students were assessed through mini tests, sometimes carried out on Plickers.com (online individual quizzes), observations of performance during communication tasks and also show and tell presentations. Students also did peer-assessment during their classmate’s show and tell. Since the beginning of third grade, when students started

having English lessons, they were accustomed to working in pairs as well as following consistent routines and rules.

The learners in the fourth year group where this study was carried out were academically strong, mostly curious and participative. There were 26 participants, 17 girls and 9 boys between the ages of 9 and 10 years old. Although having English as a first language, Ramos (names are pseudonyms), who is Australian, spoke Portuguese very well; Luffy II and Chocolate presented difficulties in understanding the tasks but with some extra help provided by peers or the teacher, were able to perform most of the tasks satisfactorily. Although there were no students with special needs, Primo do Pão was designated as having special Education Needs, but was able to perform the tasks with some help. Taylor S. and Raposa were usually distracted during instructions but managed the tasks well.

2.2 Methodology

This study used action research methodology. Burns (2010) defines Action Research as teachers investigating their own context in order to develop new ideas and alternative techniques to the classroom. These alternative techniques referred to different or additional methods, approaches, or strategies that teachers develop and implement in the classroom based on their investigation of their own context through action research. Geared towards enhancing teaching practices or tackling specific challenges in the classroom, they offer diverse avenues for improvement.

This type of research involves the teacher serving as both the researcher and a participant in the study. The teacher is responsible for engaging in reflective practice before, during, and after conducting the research.

Before starting the data collection itself, the school director signed a consent letter (Appendix A) containing the title and purpose of the research and the data collection tools to be used. Besides that, the parents were also sent a letter of consent (Appendix B) explaining that learners were not obliged to take part but in case they did, their participation would be anonymous. The learners also received a letter of consent (Appendix C) where they were informed that they could withdraw from the study at any time if they would like without facing any consequences.

2.2.1 The tasks

In each of the 9 tasks outlined below, the teacher first introduced and discussed the success criteria with the students before they engaged in the communication task. After

completing the task, the students promptly filled out a self-assessment sheet specifically focused on the communication task.

Activity 1. Envelope hunt- places around the school: In this lesson the objective was to practice the places around the school. In groups, students had to go to specific places around the school by following a set of instructions and find 5 envelopes. Back to the class, students had to build up sentences and questions related to places around the school with the words inside each envelope. Then, they worked in pairs on an information gap activity (appendix D), which means that each one of them held an information their partner needed. They needed to take turns asking: “Where is Tomas?” or “Is Tomas in the canteen?” and the partner had to provide the piece of information from their worksheet.

Activity 2. Telling the time – craft clock): This lesson was the introduction of “telling the time”. Students were taught to use the “(hour) o’clock” and “ half past (hour)”. They practiced the question “ What time is it?” in open pairs by using the clocks displayed at the board. Students extracted the Big Ben cutout from their books (appendix E). Next, in pairs, students took turns moving the clock hands and asking and answering “What time is it? It’s (hour)”.

Activity 3. Dominoes- routine: In this lesson, chunks of language related to routine were introduced. For the communication task, in pairs, students took turns asking and answering: “What time do you (routine chunk)?”. The routine chunk they had to use was defined according to the domino card they placed on the desk. The domino card was cut out from their material before they performed the task.

Activity 4. Present your routine: In the previous lesson (appendix F) learners were asked to cut out the clocks from their materials and prepare them to present in the following lesson. Before they started the presentation, the teacher displayed the success criteria on the interactive board and discussed it with them. Then, students presented their work to a classmate.

Activity 5. Describe the famous cartoon character: In this lesson, parts of the face and description of hair was introduced. For the communication task, in pairs students took turns describing a famous character from their text book for their partner to guess who it was. (appendix G) .

Activity 6. Who is the classmate? In this lesson the objective was to practice the parts of the face and the question “What’s s/he like?”. In the communication task, each pair of

students received a bag with names of students from the class. They took turns describing colleagues face and guessing who the classmate was (appendix H).

Activity 7. Flipbook collage -In the previous lessons students were taught the body parts and assigned the monster flipbook cutout as homework. In this lesson, the teacher reviewed the body parts and students worked in pairs taking turns and describing their versions of the monster's flipbook face and body (appendix I).

Activity 8. paper plate monster. In this lesson, the objective was to review the parts of the body and connect with the new structure and vocabulary related to food. For the communicative task, first students wrote sentences describing their monster which had been designed before and hung at the walls of the classroom. Next, they had to describe their monster to a classmate and the classmate had to find the monster among the others on the wall (appendix J)

Activity 9. Role-Play- At a restaurant: In this lesson students created a menu and practiced sentences that are used when ordering and serving food at a restaurant. In the communication task, students took turns being the customer and the waiter in the restaurant using the menu and the sentences they had practiced before (appendix K).

2.2.2 Data collection

The data collection tools included the self-assessment sheets, the lesson plans and the teacher's journal. Data collection happened before, during and after the lessons. It was collected almost every lesson (with exception to the days when the lesson plan had to be adapted on the spot) with learners filling out the self-assessment. Then, reflexive notes were written after each lesson. The next lesson was planned considering both the reflexive notes and the self-assessment.

Self-assessment

The objective of the self-assessment tool was to have the students' assessment perspective about the communicative tasks and learn what difficulties they had during the task, whether it was with vocabulary or grammar they were expected to use, interactional difficulties or pronunciation. It also informed the teacher about possible gaps not addressed during the lessons, as well as helping to decide if learners needed further reinforcement in the contents being learnt or more challenge.

In the self- assessment forms, the first questions were related to the use of structure and vocabulary required to perform that specific task, then, there was a question about the use of English to manage the task. Next, there was a question about the kind of help needed, if any, such as the use of the book or the board for reference, the peer explanation of what they had to do or if the peer helped providing vocabulary needed.

The next set of questions were related to the quality of their own pronunciation and volume of voice used. In this section, students also provided their perspective on their partner’s interactional skills.

Below is an example of one of the success criteria displayed at the board and a self-assessment sheet. Question 1a (and 1b) in the self-assessment (SA) sheets were designed according to the vocabulary and structure expectation for that specific task:

Figure 1: Example of success criteria

Success Criteria:

- Use the question: What’s **she/he** like?
- Answer: **She/He** 's got long blond hair and small brown eyes.
- Use English: Your turn! Repeat, please.
- Use a good volume of voice.
- Listen and help your classmate.

Figure 2: Example of self-assessment sheets 4, 5, 6, 7, 8, and 9

Name:		date:	
1a. Did you use (expected structure or vocabulary) ?	Yes	Sometimes	No
1.b Did you use (expected structure or vocabulary) ? (for some tasks)	Yes	Sometimes	No
2. Did you use English? (<i>Your turn! My turn! Repeat, please!</i>)	Yes	Sometimes	No
3. Did you need help to present ? (<i>Precisaste de ajuda na apresentação?</i>)	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? (<i>Foi fácil compreender o que dizias?</i>)	Yes. Eu usei um bom volume de voz.	No. Eu falei muito baixo.	

	Yes. Tive uma boa pronúncia das palavras.	No. Minha pronúncia das palavras não foi boa.
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente
Extra information:		

An “extra information” section was included at the end in order to ensure students would have a space to communicate external factors that might have affected their performance.

In order to answer the RQ 2, learners' self-assessments were analyzed quantitatively, by focusing on the relevant answers student provided by task, which enabled the identification of key issues for the teacher to address during the subsequent communicative task.

Teacher’s Journal

The teacher’s journal aimed at registering feedback and/or questions students had raised during the lesson and also the teacher’s impressions about the task. The entries were usually typed 30 minutes to 1 hour after the class and contained reflections of things that worked well or not during the lesson. Sometimes, suggestions were recorded for the next lessons. The journal entries were analyzed qualitatively and relevant excerpts are presented in the results.

Lesson plans

The lesson plans (Appendix N) as a data collection tool served to determine whether or not the teacher was able to make adjustments to the following lesson based on the Teacher’s journal entries and the self-assessment responses. Other formative assessment tools were planned there before the lesson such as the success criteria and the set of questions about the lesson to ask students at the end of the lesson. The Lesson plans were analyzed qualitatively and are available in the appendices from D to L.

Chapter 3. Results

The objective of this chapter is to present and analyze the data collected and how they answer the research questions: 1. How can teachers produce self-assessment worksheet for communication tasks? And 2. What role can formative assessment play in informing teaching practices?

Research question 1: Producing self-assessment worksheet for communication tasks

3.1 Self- assessment feeding back into subsequent self- assessment

The first results that emerged from the self-assessment sheets had to do with the design of the layout. The self-assessment sheets 1 (appendix D), 2 (appendix E) and 3 (appendix F) served as a beacon that led to the format of questions that would be able to be used in formative assessment made by the teacher, especially answers that were delivered as open answers.

3.1.1 Self- assessment 1 feeding into self – assessment 2

In self-assessment (SA) worksheet 1, students were asked, "Was this activity easy or difficult?" and had to explain their choice. Four students said it was difficult because they did not understand the task, while two others found it easy because they did understand it. The teacher realized that unclear instructions might significantly impact students' success in future communication tasks. Therefore, in SA sheet 2, this issue was addressed by including an option in question 4a (appendix E): "Did you help your classmate? - Yes, I explained the task.". The initial thought was that a student chose this option, it would mean that he understood the task and was able to help his partner understand it, if it was the case. However, this adjustment was not enough and was discussed in later section of the text.

From the answers in SA worksheet 1, it was also noted that the layout of the questions needed adjustment to better categorize responses. This would help the teacher identify patterns in the answers and make changes to the lesson plan if necessary.

Another observation by the teacher, regarded the commitment of aligning the self-assessment to the success criteria; In this sense, the question mentioned earlier about the difficulty of the task, was removed. Because of these reasons, in addition to removing the question: "Was this activity easy or difficult?" , it was decided that it would be more appropriate to provide students with multiple-choice options for each question (see appendix), instead of open-ended responses. Additionally, a field was left at the bottom for students to make comments if they desired.

Another section that required some reframing was the question "How did you help your classmate?". When going over the self- assessment with students during the lesson, the teacher noticed that there was some sort of confusion, possibly because the question was unclear or was highly cognitively demanding for students at that age to answer. In SA sheet 2, this question was divided into: **4a: I helped my classmate** with the 3 options: I spoke Portuguese; I said the

words in English; I explained the task. And **4b: I didn't help my classmate** with 4 options: He/she didn't need help; I didn't know how to help; I didn't want to help; He/she had to help me. The options provided were based on answers given in SA sheet 1. However, later adjustments had to be done in order to make sure the question was clear. These adjustments are explained in the following sections.

3.1.2 Self- assessment 2 feeding into self – assessment 3

In spite of the adjustments made from the insight collected in SA sheet 1, some features of the SA handout structure and contents were still not ideal. The teacher included in her journal (14/11/23) that some students did not speak loud enough while others did not have a good pronunciation of the words in the communicative tasks. The teacher decided that, in order to perform the tasks well, it would be important that learners were able to reflect on these elements after the task.

In order to address the issue, the question: “Did you understand your partner?” was added altogether with the options: Yes. His/her pronunciation of words was good; Yes. I was listening carefully; No. She/he didn't have a good volume of voice; No. His/her pronunciation of words weren't good; No. I wasn't listening carefully.

3.1.3 Adjustments leading to the final version of self- assessment sheet

In SA sheet 3, the teacher identified the need of recollecting who was paired up with whom in the communicative task in order to compare what impressions the learners had about their own performance and what their assigned partner perceptions were. The choice of including the partner's perception of the performance was grounded on the discussion by Butler (2016) who says that self-assessment can also be designed for more collaborative work (p.311).

In order to gather the information by using collaborative work, two last question were added: 4. “Were you clear?” The options given were: Yes, I used a good volume of voice; Yes, I had a good pronunciation of words; No, I spoke too quietly. No, my pronunciation was not good. And question 5: “Did you understand your partner?” with the same options as the previous question but directed to the partner's interaction.

Besides that, students were asked to write the name of the student with whom they had performed the communication task.

Another crucial change made to the latest version was to replace the question "Did you help your classmate?" with "Did you need help?" because the teacher noticed that students were

reflecting on their classmates' performance rather than their own. This issue primarily led to the decision not to consider SA sheets 1, 2, and 3 in the analysis of the results.

One last adjustment made to the structure of the table of the self-assessment sheet was made on SA sheet 7 where the teacher noticed that Carla was not selecting any of the options about her pronunciation. The solution was to draw a line splitting the options about volume and pronunciation in two (see appendix J).

3.2 Effectiveness of self- assessment by question

The total responses by question collected throughout the period brought up interesting reflections about the way the questions were designed. Table 1, makes it possible to visualize these numbers and interpret their implications when the self-assessment sheets were produced for that particular classroom. It also organizes all the responses gathered from SA sheets 4, 5, 6,7,8 and 9. Each of the 5 questions were answered 150 times (25 students X 6 tasks) considering these 6 SA sheets.

Table 1- Responses considered relevant per question asked (N=150)

Question	Answers considered relevant	Number of responses
1. Did you use the structure and/or vocabulary expected?	Sometimes or No	26
2. Did you use English? (Repeat. Thank you!)	Sometimes or No	72
3. Did you need help?	a- Yes. I had to read from the book or board.	24
	b- Yes. My classmate explained to me what we had to do.	8
	c- Yes. My classmate helped me remember the words in English.	18
4. Were you clear?	a- No. I didn't speak loud enough.	3
	b- No. My pronunciation was not good.	20
5. Did you understand your partner?	a- No. My partner didn't speak loud enough.	19
	b- No. My partner didn't have a good pronunciation of words.	27
	c- No. I wasn't listening actively.	2

Table 1 is further analysed below.

3.2.1 Structures of language and vocabulary usage

To evaluate the effectiveness of the initial set of questions in the self-assessment worksheet, responses from self-assessment questions 4 to 9 were analyzed. By adding the questions from the 6 SA sheets considered, a total of 11 questions were concerned with the language content.

Out of the 175 responses given through these 6 tasks, only 26 responses were **did not use** or **sometimes** used the language expected. The other 149 responses were “yes, I used the expected language and/or vocabulary”, meaning that only few learners and few times were able to identify issues with the language and structure used during the tasks.

During the lessons, the responses to this set of questions did not inform teaching on their own and had to be used in conjunction with the teacher's observations of the students while they performed the tasks.

The layout of the tasksheet was not changed because the objective of the self-assessment was primarily *for* learning and not about the contents being learned. In order to serve as formative assessment and inform teaching more precisely, these type of questions needed to be designed in alignment with the objectives of the lesson and be concerned with accuracy.

3.2.2 Support needed

The self-assessment worksheets 4, 5, 6, 7, 8, 9 were considered in order to look deeper into the results suggested by the responses from the question “Did you need help?” getting started or while they performed the tasks. Out of the 150 answers collected, 46 learners admitted they needed support to perform the task while the others said they did not need help. The information collected from this question suggested that the final version of this question was effective and collected the data needed.

3.2.3 Interactional Features

The results presented in table 1, questions 4 and 5 focused on the feedback provided by learners regarding both their own and their partner’s performance. Specifically, this feedback pertains to the intelligibility of the structures and vocabulary they were practicing in the given task. In this part of the self-assessment sheets, learners were asked if they thought they had been clear and then, if they considered that their partner had been clear. Again, self-assessments 4, 5, 6, 7, 8 and 9 were considered as they had the same questions.

It is important to note that when answering about their own performance, students had the criteria of volume of voice and then quality of pronunciation, meaning they had to answer as individual questions. Regarding their partner indication, they could choose the option of “yes” or “no” for each criteria. The results stated here focused solely on the students indication of difficulties within the interaction, which could have been more than one regarding their own as well as their partner’s intelligibility.

In line with the numbers shown in table 1, it appears that learners in the class were better at identifying when their partner was not clear than identifying when they themselves were not. Out of the 150 answers collected (25 students X 6 tasks), only 3 answers came back that they had not been loud enough when performing the communication task while 19 answers indicated that their partner was not loud enough. The other 128 answers collected indicated the opposite.

Keeping both questions: *Were you clear?* and *Did you understand your partner?* in the sheets helped reinforce the argument that when it came to formative assessment, peer assessment provided relevant evidence about learners' performance during the task.

Research question 2: Formative assessment informing teaching practices

3.3 Lesson planning and journal entries

The entries in the teacher's journals constantly informed the teacher concerning what had to be done in the following lessons. For instance, the journal (appendix M) entry from 6/12/23, made the teacher use error correction after communication tasks more frequently as she noticed that students responded really well to that.

“Messi Jr. was saying the sentences perfectly in the correct order and even self-correcting. I believe this is a result from yesterday's lesson where I asked ss about the correct order of adjectives, during the error correction at the board, after the communication task.”

Another example surfaced in the entry from 29/11/23. Many students did not bring their assigned homework which ended up interfering in their performance in the communication task that day. It was then registered in the journal that in case students were required to prepare any kind of materials at home to be used in a communicative task, the teacher needed to assign it as homework in the lesson plan a week before in order to have as fewer students as possible without the material:

“For the ones who were absent and hadn't done their homework because they didn't know there was one, I asked to complete the writing about themselves on page 36 (we had done that exercise in the previous lesson), For the ones who just didn't do their homework, I said they would read what they had done as writing on the previous lesson. It was a bit stressful having to deal with these students who hadn't done the activity but I also could not just let them hang while the others were presenting. Another thing to consider is the homework deadline. Next time, I need to set this homework a week before in hopes to have less stress to deal during the task.”

Overall, these journal entries served as a robust example how teachers could use journals in the process of formative assessment. The teacher's systematic use of observations to inform and enhance instructional strategies highlights the value of ongoing reflection and adjustment in promoting effective teaching and learning. By using journal data to anticipate and address student needs, the teacher effectively turned reflective practice into actionable improvements, thereby fostering a more responsive and supportive learning environment.

In the same entry on the 29/11/23, the teacher also mentions the need of providing students with some individual time to practice the presentation before actually presenting it for a classmate:

“Students had some difficulties remembering the sentences. Next presentation, I need to give them some time to rehearse their presentation before”

In the following presentation, the teacher took that into account when planning the lesson and students seemed more confident in their speaking than in the previous one.

Based on examples, writing and often revisiting the entries in a Teacher's Journal could possibly answer research question 2 in the sense that it helps teachers to keep track of what they have observed or heard in the lesson and act on it by making adjustment to later lesson plans in order to support learning.

3.4 Self – assessment and lesson planning

The self-assessment attempted to answer the second research question when the written responses fed back into the teaching in the way, both the success criteria and the self-assessment sheet were designed for the next lesson. Besides that, when considering the individual responses of each student, the teacher was led to reflect on the patterns each student used to assess their performance.

Formative assessment played an important role for the lesson planning during the period of the data collection because the results of self- assessment led to changes in planning based on learners' needs. Besides that, each self-assessment sheet was designed aligned with the success criteria (see appendices D to L) planned beforehand and was then discussed with students before each task. In total, students filled out 9 self-assessment sheets after performing communication tasks. They were completed in 9 different dates, towards the end of the lesson as indicated in the methodology section.

A concern emerged from self-assessment sheet 4 where students had to present their routine to a classmate: the teacher noticed that out of the 25 responses, 7 students signalled that

their pronunciation had not been good while 8 indicated that their partner had had poor pronunciation. The teacher then decided to include in the lesson plan of 12/12/23 (lesson plan 7) some strategies attempting to help students address the pronunciation difficulties as stated below (see appendix J):

Stage 4: T explains that some self – assessment worksheets have advised about difficulties in pronunciation (T uses Portuguese here).

T reads the sentences with ss (slide 4) and asks them to write down words they consider difficult to pronounce. T recommends that sts associate with a word with similar sound in Portuguese or write down the pronunciation of the words as if they were Portuguese words. For example: ear = *iar*. T gives 2 minutes for ss to write down.

Considering the type of task at hand which was to present their routine to a classmate, it would be tempting to conclude that the strategies applied to help students with pronunciation was successful in lesson plan 7 because in the following task where students had to present their work to a classmate, only 3 students mentioned in their self -assessment sheet that their pronunciation had not been good as well as 3 who indicated that their partner had poor pronunciation. However, between the date of the SA 4 and the strategies being presented to the students in the 12/12/23, 2 other communication tasks (which were not about presenting a work to a classmate) had been performed by the students; In these 2 communication tasks, the number of students indicating their own or their partner’s poor pronunciation had already dropped as shown in Table 3. Therefore, it was not possible to determine if the measure added to the LP and applied to the classroom was genuinely effective or not in such short term.

Table 2- Chronology of implementation of pronunciation strategies (N=25)

Date of SA	No. of students indicating own poor pronunciation	No. of students indicating partner’s poor pronunciation	
SA 4 - 29/11/23	7	8	Noticing of difficulties in pronunciation
SA 5- 05/12/23	3	2	Information gap Task
SA 6- 06/12/23	3	5	Information Gap Task
SA 7- 12/12/23	3	3	Presentation of strategies
SA 8- 09/01/24	3	3	
SA 9- 17/01/24	1	2	

3.4.1 Self-assessment by task

The main objective of using self-assessment in this research was to understand if self-assessment could be used to inform following lessons plans. After each lesson, the teacher

interpreted the information on the self-assessment worksheet and made decisions for the next lesson.

In general, the self- assessment worksheets (as well as the success criteria presented beforehand) could be divided into three sections; first, the one dealing with the vocabulary and/or structures expected to be used during the task (questions 1 and 2). The second had to do with the amount of help each learner needed in order to perform the task (question 3) and the third, about clarity of language used during the task (questions 4 and 5).

The results of tasks 2, 3, 4, 5, 6, 7, 8 and 9 demonstrated in table 3 below were used in the following sections in order to help the reader compare the results for each one of the 5 questions in each SA sheet.

Table 3- Self -assessment results by task (N=25)

Question		SA 2	SA 3	SA 4	SA 5	SA 6	SA 7	SA 8	SA 9
1.a Did you use the structure and/or vocabulary expected? (answers: sometimes or no)		0	2	7	4	1	2	4	7
1.b Did you use the structure and/or vocabulary expected? (answers: sometimes or no)		0	1	-	-	-	-	4	-
2. Did you use English? (Repeat. Thank you!) (answers: yes)		17	13	-	11	15	11	-	3
3. Did you need help? (answers: yes)				10	10	8	8	3	7
4. Were you clear? (answers: no)	a. I didn't speak loud enough.			1	0	0	2	0	0
	b. I didn't have a good pronunciation of words.			7	3	3	3	3	1
5. Did you understand your partner? (answers: no)	a. My partner didn't speak loud enough.			4	5	3	2	3	1
	b. My partner didn't have a good pronunciation of words.			8	2	5	3	3	2

3.4.1.1 Tasks related to routine and telling the time

Self -assessment tasksheets 2, 3 and 4 dealt with language related to telling the time and routines. SA worksheet 4 was filled out the end of unit presentation where student had to present their routine and the time they do the actions to a classmate.

The teacher was surprised to see the number 7 (table 3, SA 4, question 1.a) indicating the number of students who said that they **did not use** or **sometimes** used the full sentence but she checked and confirmed that actually all the 7 students said that they **SOMETIMES** used the full sentence. This information was relevant because she did not notice any struggles while students were performing the task. Consequently, no changes were made to the following lesson plan and the teacher decided it was time to move to the next topics in the year 4 curriculum.

3.4.1.2 Tasks related to describing face and body

In self-assessment task sheets 5, 6, 7 and 8, structures and language focused on describing face and body parts. The communication task 8, specifically required students to describe the paper plate monster to a classmate. That task was executed very well because the teacher took into account the insights she had written in the journal entry after the previous presentation (SA sheet 4) when writing the lesson plan, which incorporated several strategies to address potential difficulties students might encounter. One key strategy was displaying sample sentences containing the learned language and structures on the board. The teacher included the use of full sentences in both the success criteria and the self-assessment, emphasizing the importance of complete and accurate language use. Learners were instructed to write these sentences in their notebooks, adapting them to match the characteristics of their paper plate monsters.

In addition to writing the sentences, students were given a few minutes to prepare for their presentations. This preparation time allowed them to rehearse and become more confident in their use of the language structures. When it came time to present, some students successfully used the sample sentences from the board to describe their monsters, demonstrating their understanding and application of the lesson content. Others read directly from their notebooks, ensuring they could convey the information accurately, even if they were less confident in speaking without prompts.

The results collected from the self-assessment apparently showed that the strategies presented in the previous paragraph worked because only 3 students said they needed help to perform the task. In the other tasks related to the same topic, students indicated that they needed help more than 8 times (Table 3).

3.4.1.3 Tasks related to food

Although part of SA sheet 8 required that students mentioned food vocabulary – they had to say what their paper plate monster liked to eat - in the SA worksheet the questions about structure and language only asked if students said “at least 5 body parts of the monster”. The teacher decided to do so because she had already planned to work on food vocabulary throughout the following lessons, so there was no need to focus the formative assessment on that content in that moment. Talking about what their monster liked to eat served to link the contents of food to the body part and it made sense to the learners.

In task 9, precisely, students practiced vocabulary related to vegetables, fruit, beverages and meals and were introduced to the language used to serve or order food at a restaurant. Seven out of twenty six students indicated that they did **not** use or **sometimes** used the “sentences we practiced”. The explanation for such high number, could have to do with the fact that the teacher should have asked about the vocabulary used instead of the structures because the structures had been presented in that lesson, which probably led students to feel not so confident when producing those structures. If there had been another lesson following this one, these results would have prompted the teacher to adjust the subsequent lesson plan. Specifically, the question "Did you use the expected structure and/or vocabulary?" on the self-assessment sheet would have been aligned with the overall objective of the lesson.

3.4.2 “Did you use English?” question

Self-assessment sheets 2, 3, 5, 6, 7, and 9 (table 1) were included because, while the results of SA sheets 2 and 3 could not be applied to other questions, they already contained the question: "Did you use English?". Self-assessment sheets 4 and 8 did not feature this question because in both tasks, learners were presenting their work to each other and did not depend on interaction with their partner to complete the task successfully.

In this case, the responses **no**, **sometimes** or **so so** appeared 72 times out of a possible total of 104, possibly meaning that students were better at identifying a lack of use of English while they performed the tasks. By looking at table 3, question 2, it is possible to see that, over the tasks, there was a decrease of the responses where students recognized they had not used English during the task.

The journal entry as well as the LP from these lessons failed in suggesting an explanation for the higher numbers in SA sheets 2 and 6 (in table 3, question 2) whereas the smaller number in the non-use of English in SA sheet 9 could be justified by the type of task carried out in that lesson; In role-play tasks, students play the role of someone who speaks English only because they pretend to be in some kind of role such as a waiter, a cashier. Therefore, they do not need to use much language to manage the task such as: “your turn; my turn; roll the dice” and this might have had some impact on the selection of language they used while playing that role.

In summary, this question was valuable for communication tasks, but it required the teacher to clarify to students that there should be no confusion between the language expected

for task completion and the language used for task management such as: “ Your turn! My turn. Repeat please! Roll the dice.”

3.4.3 “Did you need help?” question

After each SA , it was interesting to analyze the number of times students needed help because it could inform the teacher if the instruction had not been clear, or if the amount of practice before the task did not suffice or even difficulties that specific student might have had with that specific task.

To gather this data, on self-assessment sheets 4,5,6,7,8 and 9, students had to select from 3 options if their answer was yes:

- A. Yes, I had to read from the board or the book;
- B. Yes, my classmate had to explain to me what we had to do;
- C. Yes, my classmate helped me remember the words in English.

It is necessary to note that on the student’s sheet, the options were in Portuguese to avoid misunderstandings and students sometimes chose more than one option per task.

In SA 8 the numbers of students who needed help was smaller than the others, probably because students had extensively practiced the contents of face and body parts in previous classes. Another factor that might have helped students not need extra support was that before presenting their work, students wrote the sentences and had time to practice the sentence before saying them to a classmate. The statements above informed teaching in the sense that the teacher felt that students were ready to progress further in the curriculum.

In SA 9, again the indication of support needed was higher probably because, although students knew the vocabulary related to food, it was the first time they practiced and used language related to ordering food in a restaurant. It would have been more suitable to ask how many food items or drinks they were able to say if the goal was to be accurate.

3.4.4 The ‘extra information’ section

It is not uncommon that learners did not find the space to voice the struggles they faced and how they felt during a lesson. Providing an “extra information section” proved to be valuable to the depiction of the bigger picture of what was happening aside from what the teacher actually saw and noticed during the task.

Consequently, another potential benefit of self-assessment observed during the data collection period was the opportunity, particularly through open-ended responses, to gain

deeper insights into the learners' thoughts during the task. This also provided the teacher with valuable information for making classroom management decisions.

Example of that, the teacher was led to reflect about the amount of time learners had to complete all the steps required to perform the task. For instance, in SA worksheet 8 Mia said “I didn’t do the activity because I didn’t finish writing the sentences”. In the same self-assessment, four other students wrote comments about the same issue, which led the teacher to believe it was crucial to provide students with more time to accomplish the task in later lessons.

It is also possible to gather students’ opinion about the task, for instance, in SA sheet 6 Bluey suggested that we did the “game” more times, Morte mentioned that the activity was very good”, Mia and Ronaldo said they liked the activity.

3.4.5 Self- assessment and individual learning

When looking at the individual responses given in the self- assessment over the 9 tasks during the period of the data collection as displayed in Table 4 it is possible to see the following: For question 1, 15 students out of 25 said they had problems using the expected structure or vocabulary; in question 2, 19 students mentioned not using English to manage tasks; In question 3, 16 students admitted needing help to perform the task; In question 4, a surprising number of only 10 students admitted having a poor pronunciation when performing a task while 3 mentioned not speaking loudly enough. When it came to question 5, 12 students were indicated by their partner as having poor pronunciation and 10 were mentioned by their partner for not speaking loudly enough.

These numbers could indicate that the participants in this Action Research were not able to notice when they had not been loud enough during the task. In terms of formative assessment, this informed the teacher that some students felt insecure when speaking meaning that the teacher had to act by providing more support to students who needed it, praise them more often in order to boost their confidence or even asking them what could be done to help them feel more confident to perform the task.

The actions suggested in the paragraph above could not be applied to the classroom due to the limited amount of time available to conclude the study, therefore, they did not inform the lesson planning.

Table 4 - Relevant responses by learner (sheets 4,5,6,7,and 8)

Learner	1. Not using expected structure/ Vocabulary	2. Not Using English to manage tasks	3. Needed Help to perform task	4. Own indication of lack of clarity (tasks)		5. Partner's indicated lack of clarity (tasks)	
				Poor Pronunciation	Not speaking loud enough	Poor pronunciation	Not speaking loud enough
Messi Jr.	1	2	5	8	7	-	-
Primo Pão	3	3	3	6	4	5, 6	4, 5, 6
Neymar Jr.	-	2	4	-	-	-	8
Emily	-	3	2	4, 6	7	6	-
Luna	1	2	2	4	-	4 (x2)	-
Ornitoxinim	1	2	1	-	-	6, 7	-
Carla	-	-	-	-	-	4, 5, 6, 7	4, 5, 6, 7, 8
Emma W.	1	2	-	-	-	-	-
Morte	2	2	-	4	-	-	-
Emily V.	1	2	2	-	-	-	-
Chocolate	-	-	4	7, 8	-	7, 9	9
Ramos	2	3	-	-	-	-	-
Taylor S.	-	5	3	-	-	-	-
Jenna O.	3	2	1	5	-	-	-
Luiza	3	4	1	4	-	4	5
Olivia R.	-	-	-	-	-	-	-
Mia	1	1	-	-	-	-	7
Bluey	1	-	-	-	-	4 (x2), 6	4
Rosé	-	-	-	-	-	4	-
Barbara T.	1	4	1	-	-	4, 8, 9	-
Luffy	-	1	2	4	-	-	-
Raposa	-	4	4	-	-	-	-
Bianca	3	4	5	4, 5, 6, 7, 8, 9	-	4, 8	5, 6
Ronaldo	2	1	3	-	-	-	-
Luffy II	-	1	4	4, 5, 7	-	8	5, 7, 8
Benedita	-	-	-	-	-	4	4
No. of students who mentioned	15	19	16	10	3	12	10

More interestingly, in Table 4, questions 4, out of the 25 learners, only Primo do Pão, Emily, Luna, Chocolate, Luiza, Bianca and Luffy II own indication of lack of clarity had their partner sharing the same perception (Table 4, question 5). These numbers might suggest that when it came to assessing communicative tasks, learners from this class were better at assessing their peers performance than themselves or simply that it was easier for them to identify their peer's difficulties than their own. It could also suggest that they were more positive when talking about their own performance. This informed the teacher that the SA by itself, without the partner perspective would not suffice to build the whole picture of how the task went for that specific pair of students.

Regarding individual self-assessment, some of the learners presented some compelling results; Carla, who is very imaginative and quite often daydreams in class, did not mention having any difficulties regarding clarity, her peers, however, in 5 out of the 9 tasks done, reported that Carla did not have a good pronunciation or that she had not been loud enough. Additionally, the teacher had noticed that, although always providing perfect answers when working in open pairs, Carla took her time when performing the task in pairs and often looked distracted, which might explain the reason her peers usually mentioned that she was not clear.

If there had been time, the teacher would have given Carla some feedback that she might need to speak louder or even look at her classmates when performing the task in order to be better heard.

In the last task, Carla's partner did not mention any difficulties concerning clarity.

Additionally, the teacher closely observed Carla's performance in the task for SA 9 and documented an entry in the journal (24/01/24) noting her creativity and spontaneity during the activity. This observation suggests that role-play activities may enable Carla to effectively utilize her imagination alongside her exceptional English skills. Therefore, planning a variety of communication tasks could help the teacher address the different learning needs of the students.

Bianca was also the case of a more thorough consideration; In every SA sheet, she checked that her pronunciation had not been good but only twice, her classmates indicated the same. It could mean that she did not feel confident about her pronunciation. If there had been more time available, the observation of this pattern in Bianca's response would have led the teacher to try to understand it in more detail by talking to Bianca herself.

In this sense, these results could answer research question 2 when the responses from the self-assessment informed the teacher about the need to approach this specific learner and guide her to improve her conversation skills.

4 Discussion

Many factors played a significant role in the process of developing the research, for instance, the complexity of assessing communicative tasks and the validity of students' responses within the self-assessment. The preparation, the gathering of the data and the interpretation of the results in this research attempted to answer the research questions: 1. How can teachers produce self-assessment worksheets for communication tasks? 2. What role can formative assessment play in informing teaching practices?

The production of self -assessment sheets for communication tasks

Producing the self-assessment sheets about the communication tasks was a challenge in itself; Initially, it was crucial to comprehend how such tasks could be evaluated, determine the appropriate criteria, and formulate them in a manner that 9-year-old students could effectively apply to reflect on their speaking practice in the foreign language.

As an example of that, Bianca said in every self-assessment that she had had poor pronunciation. It was not possible to determine if she understood what that meant, or maybe if she needed some reassurance that she was actually performing well. Interviewing some students might have helped clear out some of these questions, improve and eventually, make changes to teaching as well.

An interesting matter surfaced during the first three self-assessment sheets. Due to the age of the group, the self-assessment for communication tasks not only included the students' own views of their performance but also sought their partner's perspective. This was because the peer's performance likely influenced individual performance, as the tasks required communication skills from both students.

In other words, by interpreting the feedback students provided in the first self-assessments, the teacher decided that it was necessary to include the question: **“Did you understand your partner?”** in the self-assessment sheets (Table 1, question 5). By doing that, the teacher was able to assess if there had been any hindrance to the communication of that specific pair of learners.

The potential of self-assessment in lesson planning

It was necessary to understand what the responses from the self-assessment meant for each group or individual learner before incorporating it into the lesson plan. Only after this could the effectiveness of the changes be analyzed for that particular group of students.

It is undeniable, however, that consistently planning the success criteria aligned with the self- assessment sheets probably had an impact on the way students understood what was expected of them during the communication tasks. Proof of that is the lesson of 3/01/24 where the teacher planned to ask students what they thought the success criteria for the communication task was going to be and, as a group, they were able to come up with all the items on the list of criteria for that task by themselves.

Even though the teacher could not be sure that students understood the connection between the success criteria and the self-assessment, it was clear that learners knew how to anticipate what language and interactional skills were required of them to perform the task well because the teacher was constantly assessing how learners dealt with challenges.

Evidence of this appeared between self-assessments 4 and 5. When the teacher introduced the communication task, instead of presenting the success criteria directly, she asked the students to state it. The students were able to do so accurately, suggesting that formative assessment plays a significant role in influencing learning.

For other classrooms contexts the results presented can serve as encouragement for teachers to start reflecting on how oral production is done and is assessed in the classroom.

Self-assessment in communication tasks

The teacher identified the potential of self-assessment in assisting the teacher to understand which pair of students would work better together in communication tasks, based on the analysis of the results from the clarity questions (table 1, questions 4 and 5).

Had there been continuance to the work done so far, the teacher would have a stronger foundation on who would be an asset to whom when performing the tasks.

It is also relevant to state that in order to answer research question 2, had there been suitable time, it would have been riveting to work on helping students to set goals for the following communication tasks. This might have given them purpose to learn to work on their difficulties.

Although in this research self-assessment has proved its value in helping students learn *to* learn, for future research, it would be interesting to see the self-assessment being used as self- assessment *of* learning. Butler (2016) says the last one is more product-oriented and this case, it might enrich the discussion of how self-assessment can be used to inform teachers on

how to improve their lesson plan in terms of contents and identify the contents that might need to be reinforced.

Another suggestion for future research is to investigate the use of peer-assessment in communication tasks for the purpose of formative assessment.

Conclusions

As outlined in the introduction of this work, the initial idea for this research originated from the researcher's desire to examine formative assessment and its significance in lesson planning, particularly regarding the extent to which success criteria would impact learning.

The decision of including a section on peer-assessment within the self-assessment worksheets was necessary given the case that communication tasks were used; Communication requires the other and the performance of the peer certainly impacts on the assessment of the self. However the plan of collecting self-assessment sheets as main tool of data collection reinforced the initial statement of assessment for learning how to learn.

Since formative assessment influences many classroom decisions, attempting to interpret data and translate it into explicit actions for lesson planning was enlightening. Often, the process of data collection seamlessly integrated with the actions that needed to be taken, requiring a great deal of reflection. While the results themselves are not conclusive, the teaching value of formative assessment in developing this practical and critical writing work is undeniable.

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Appendices

Appendix A - Letter of consent to school board



Lisboa, 25 de setembro de 2023

Janny Soares Muniz
Mestranda, Universidade Nova de Lisboa

Diretor do Agrupamento de Escolas de Parede Rua
Almeida Garret, 95. Parede

Exmo. Sr. Diretor José Guerreiro

No âmbito do protocolo estabelecido entre a Universidade Nova de Lisboa e este Agrupamento para realização do meu estágio em Ensino de inglês no 1º ciclo, solicito a vossa autorização para a realização do projeto de investigação que constitui parte do relatório final do mestrado. O meu trabalho intitula-se *Formative assessment and lesson planning in communication tasks [Avaliação formativa e planeamento de aulas em atividades comunicativas]* e irá decorrer entre setembro de 2023 e janeiro de 2024, durante o meu estágio com a turma 4B da Escola Básica Afonso do Paço. O estudo tem como objetivos explorar como a avaliação formativa pode direcionar o planeamento de aulas e ajudar o educando a aprender a aprender durante as aulas de Inglês.

A recolha de dados será efetuada mediante observação em sala de aula, excertos do meu diário de professora e entrevista em grupo com os educandos.

A informação obtida será analisada e utilizada no meu relatório final de mestrado e, eventualmente, em artigos académicos e conferências. Serão igualmente solicitadas autorizações aos alunos e encarregados de educação. A qualquer momento do decorrer da investigação os envolvidos poderão escolher não participar.

A instituição, todos os seus professores, funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens da instituição ou das crianças.

Agradeço desde já a vossa colaboração para proceder a implementação do estudo em causa e manifesto a minha disponibilidade para qualquer esclarecimento através de e-mail jannysoaresmunizmail.com. Solicito, igualmente, que a autorização seja concedida até 1 de outubro.

Janny Soares Muniz
FCSH, Universidade Nova de Lisboa

Professora Doutora Carolyn Leslie
Orientadora de Estágio
FCSH, Universidade Nova de Lisboa

Eu, _____ Diretora do Agrupamento de Escolas de Parede declaro que fui informada dos objetivos do projeto *Formative assessment and lesson planning in communication tasks [Avaliação formativa e planeamento de aulas em atividades comunicativas]* e autorizo os educandos da turma 4B da Escola Básica Afonso do Paço, Parede a participarem no estudo.

Data: _____ Assinatura: _____

Appendix B – Letter of consent to parents



Pedido de autorização aos Encarregados de Educação

Caros Pais e Encarregados de Educação,

O meu nome é Janny Soares Muniz, e é com muito gosto que irei estagiar com o seu educando durante o 1º período deste ano letivo. Estou a fazer um Mestrado em Ensino de Inglês no 1º Ciclo, na Faculdade de Ciências Sociais e Humanas na Universidade Nova de Lisboa. O mestrado implica que durante o estágio faça um pequeno projeto de investigação, que será incluído no meu relatório final. O meu trabalho intitula-se: *Formative assessment and lesson planning in communication tasks* [Avaliação formativa e planeamento de aulas em atividades comunicativas].

Assim, venho por este meio solicitar a vossa autorização para poder incluir o seu educando neste projeto que vai decorrer entre setembro e janeiro de 2023, durante o meu estágio. Depois de pedida autorização ao seu educando para a/o incluir no meu estudo, a recolha de dados será efectuada mediante o uso de questionários, realização de fichas de trabalho e trabalhos feitos em pares ou em trios. A instituição, todos os seus funcionários e as crianças permanecerão anónimas em qualquer circunstância. Nunca serão tiradas fotografias nem obtidas imagens, nem da instituição nem das crianças. Informo que a qualquer momento o seu educando pode escolher não participar nas atividades, e que as informações obtidas serão referidas no meu relatório final de mestrado e eventualmente em artigos académicos e conferências.

Se tiver questões a colocar, agradeço que me contactem pessoalmente através da professora titular da turma. Ficarei muito grata se der autorização para que o seu educando possa participar no meu estudo.

Solicito que esta autorização seja assinada e entregue tão brevemente quanto possível.

Subscribo-me atenciosamente
Janny Soares Muniz

Lisboa, 26 de setembro de 2023
Janny Soares Muniz

Professora Doutora Carolyn E. Leslie
Orientadora de Estágio
FCSH, Universidade Nova Lisboa

Eu, _____

Encarregado de Educação de _____
declaro que fui informado(a) dos objectivos do projeto intitulado *Formative assessment and lesson planning in communication tasks* [Avaliação formativa e planeamento de aulas em atividades comunicativas]. e autorizo o meu educando a participar no estudo.

Data: _____

Assinatura: _____

Appendix C – Letter of consent to students

Querido aluno(a),

Eu sou a teacher Janny Soares Muniz. Lembra-se de mim? Estive a observar algumas de suas aulas de inglês no 3º ano. Neste ano acompanharei sua turma no 1º período.

Assim como você, eu também sou aluna, mas em um curso que qualifica professores para ensinar Inglês e estou a desenvolver um trabalho para apresentar na minha universidade (Universidade Nova de Lisboa) em Março de 2024.

Porém, para conseguir realizar esse trabalho, preciso recolher informações durante atividades desenvolvidas a pares na sala de aula. Essas informações serão analisadas e possivelmente ajudarão a mim e outros professores a preparar aulas de inglês mais eficazes para os alunos.

Sendo assim, gostaria de saber se posso utilizar as informações onde você esteja incluído (não usarei seu nome). Seu encarregado de educação também receberá uma carta parecida como esta para explicar sobre meu trabalho. Caso tenha dúvidas, terei o maior gosto em esclarecer.

Muito Obrigada!

Eu _____

(escreva seu nome na linha)

autorizo

NÃO autorizo

(faça um círculo ao redor da sua decisão)

o uso das informações coletadas durante as aulas de inglês.

Data: ____/____/____

Appendix D – Lesson plan 1 and SA sheet 1

Date: 7th November	Name of school: Afonso do Paço
<p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> - find 5 envelopes in different places around the school by following a checklist in group. - match 3 open-ended and 3 close-ended questions to their answers by completing the “to be verb scheme”. - orally ask and answer 4 questions by doing an information gap task with a classmate. 	
<p>Timetable fit (why you are teaching this content at this point in the course).</p> <p>Three lessons ago I have introduced the places at school. Then, last week, we had the Halloween activities and a holiday (no class). So, this lesson is going to help ss recall the vocabulary and structures from three lessons ago. Next lesson we are going to introduce “telling the time”.</p>	
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson</p> <p>Students may not remember the places at school we learned 3 lessons ago. I am going to reveal the images slowly in order to remind them the words.</p> <p>In order to avoid the groups from arriving at the same place at school for the envelope hunt, I am going to handout a checklist with a different order of places to go for each group.</p> <p>Some students may only follow the group in order to find the envelopes. I am going to handout one checklist of places visited for each student in the group in order to try to get each one of them to actively participate in the hunt. For the same reason, after the envelope hunt, I am going to instruct each member of the group to build up the sentences from one of the envelopes (there will be 5 envelopes per group). This is likely to prevent some students from not actively participate in the task. It might be too easy for some students to build the questions. So, I am not going to include the question mark with the words inside the envelope. Only after they try to build the sentences for the first time, will I show them the colours of the sentences which are questions on the to be verb scheme.</p>	
<p>Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised)</p> <p>Language being reviewed: Gym, canteen, classroom, library, playground</p>	
<p>Language content: Structures/Grammar</p> <p>Structures being reviewed:</p> <p>Where’s _____?</p> <p>She/He is in the_____.</p> <p>Is _____ in the classroom?</p> <p>Yes, he/she is.</p> <p>No, he/she isn’t</p>	

Other relevant information:













On the information gap activity, I want to try if ss are able to navigate between one type of question and the other.




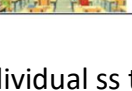



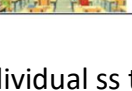



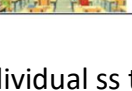
On the self-assessment, I will ask ss specifically about this.

Areas I would like my coop teacher/supervisor to focus on while observing:

I would like my cooperating teacher to focus on my position in the class during the lesson. I want to check if students on the back are working, so I am going to use a presentation pointer in order to not stand in front of the class the whole lesson when presenting content

Stage and time	Aim	Procedure	Interaction
1 Opening 3'	Open the lesson	T displays the date and plan for the day. T asks " What were the places at school we learned ?"	T- Ss
2 Engage 3'	Review places at school	T displays slide 3 and slowly reveals each picture. The student who remembers the place at school it represents, says it. T says students are going to go for an envelope hunt around the school.	T-Ss
3 Preparation 5'	Give instructions for the hunt	T displays slide 4 with the next activity. T explains the objective and the instructions. T asks the difference between COOPERATION and COMPETITION. T says students are going to cooperate not compete. T shows slide 5 and ask ss where they should go first according to the checklist displayed.	T-Ss
4 Performing 5'	Follow the checklist in order to collect the envelopes	Ss go around the school in groups to pick up the envelopes. T stays in the playground to monitor students. Ss go back to the classroom when they pick up the 5 envelopes	Ss
5.Preparation 2'	Give instructions	T displays slide 6 and explains what ss are supposed to do next. They are going to build up sentences using the slips inside the envelope. Each students is going to build up 3 sentences then, help their classmate.	T-Ss
6 Performing 5'	Build up sentences	Ss perform the task with their groups.	Ss
7. Preparation 2'	Give instructions	T displays slide 7 and explains that now, ss should place the sentences in the correct spot (according to the color) making sure the questions have their correct answers.	T-Ss

8. Performing and follow up 7'	Set up the “to be-scheme”	<p>Ss perform the task in groups. T displays slide 8 and ask ss to check their work. T then displays CCQ one by one (slide 9):</p> <ul style="list-style-type: none"> • What’s the difference between red questions and blue questions? • What’s the difference between pink answers and green and orange answers? • What’s the difference between red questions and blue questions? • What happens to ARE and IS when they are in a question? 	<p>Ss T-Ss</p>										
9. Performing 7'	Consolidate the to be verb structure	<p>T displays slide 10 and explains the example. Ss perform the tasks individually. T displays the answers on the board. Ss check. T ask ss to do task 2 in pairs. T checks on the board</p>	<p>T-Ss S S-S T-Ss</p>										
10. Preparation 3'	Model the task	<p>T asks a student to come to the front. T models the activity. T emphasizes that ss have 2 options of questions. : “Where?” Or “Is/are?” T presents Success criteria:</p> <ul style="list-style-type: none"> • Ask the question: Where is/are...? Or Is/arein the? • Listen and answer accordingly: Where is/are...?is in the Is/ are.... in the? Yes/No,is/are. • Listen and help your classmate 	<p>T-S T-Ss</p>										
11. Performing 5'	Speak	<p>Ss perform the task in pairs</p> <table border="1" data-bbox="467 1357 1209 1704"> <thead> <tr> <th data-bbox="467 1357 730 1391"><u>You</u></th> <th data-bbox="730 1357 1209 1391"><u>Your classmate</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="467 1391 730 1473"> <u>Inês</u>  </td> <td data-bbox="730 1391 1209 1473"> <u>Tomas?</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td data-bbox="467 1473 730 1547"> <u>José and Maria</u>  </td> <td data-bbox="730 1473 1209 1547"> <u>Luisa?</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td data-bbox="467 1547 730 1630"> <u>Benny</u>  </td> <td data-bbox="730 1547 1209 1630"> <u>Your teacher and Bob?</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td data-bbox="467 1630 730 1704"> <u>You</u>  </td> <td data-bbox="730 1630 1209 1704"> <u>Your classmate?</u> Canteen Playground Library Gym Classroom </td> </tr> </tbody> </table>	<u>You</u>	<u>Your classmate</u>	<u>Inês</u> 	<u>Tomas?</u> Canteen Playground Library Gym Classroom	<u>José and Maria</u> 	<u>Luisa?</u> Canteen Playground Library Gym Classroom	<u>Benny</u> 	<u>Your teacher and Bob?</u> Canteen Playground Library Gym Classroom	<u>You</u> 	<u>Your classmate?</u> Canteen Playground Library Gym Classroom	<p>S-S S-S-Ss</p>
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<u>Benny</u> 	<u>Your teacher and Bob?</u> Canteen Playground Library Gym Classroom												
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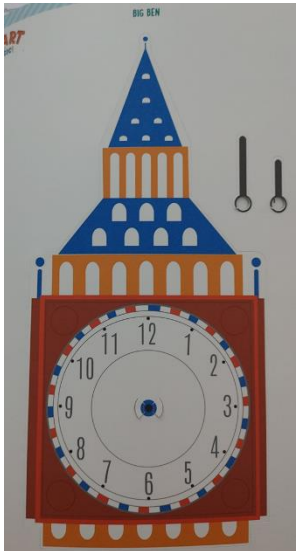
		<table border="1"> <thead> <tr> <th><u>You</u></th> <th><u>Your classmate</u></th> </tr> </thead> <tbody> <tr> <td> <u>Your teacher and Bob</u>  </td> <td> <u>Benny</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td> <u>Luisa</u>  </td> <td> <u>Inês</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td> <u>Tomas</u>  </td> <td> <u>José and Maria</u> Canteen Playground Library Gym Classroom </td> </tr> <tr> <td> <u>You</u>  </td> <td> <u>Your classmate?</u> Canteen Playground Library Gym Classroom </td> </tr> </tbody> </table> <p>T asks individual ss to do open pair in order to check their answers.</p>	<u>You</u>	<u>Your classmate</u>	<u>Your teacher and Bob</u> 	<u>Benny</u> Canteen Playground Library Gym Classroom	<u>Luisa</u> 	<u>Inês</u> Canteen Playground Library Gym Classroom	<u>Tomas</u> 	<u>José and Maria</u> Canteen Playground Library Gym Classroom	<u>You</u> 	<u>Your classmate?</u> Canteen Playground Library Gym Classroom	
<u>You</u>	<u>Your classmate</u>												
<u>Your teacher and Bob</u> 	<u>Benny</u> Canteen Playground Library Gym Classroom												
<u>Luisa</u> 	<u>Inês</u> Canteen Playground Library Gym Classroom												
<u>Tomas</u> 	<u>José and Maria</u> Canteen Playground Library Gym Classroom												
<u>You</u> 	<u>Your classmate?</u> Canteen Playground Library Gym Classroom												
12. Follow up 5'	Reflect on the lesson	T asks ss to fill out the self -assessment worksheet.	T-Ss										

Name:		Self - Assessment : Speaking Activity	7 th November
Which question did you use? (Qual <u>pergunta</u> usaste?)		Where is/are...? Is/Are ... in the ...?	
Did you listen to the question attentively? (Ouviste a pergunta com atenção?) Example: Where is Joana? She is in the canteen. Is Joana in the canteen? Yes, she is.		Yes No	
How did you help your classmate? (Como <u>ajudaste</u> teu colega?)		Write:	
Was this activity easy (<u>fácil</u>) or difficult?		Easy Difficult	
Why? (Por que?)		Write:	

Appendix E – Lesson plan 2 and SA sheet 2

Trainee: Janny Soares Muniz
Class profile (a brief description of the class) There are 26 students in this group. 17 are girls and 9 are boys. The learners are full of energy and are eager to learn. They also learn things very quickly and are participative, however, they are not very good listeners. They have been trying really hard to improve this skill during our lessons and they are succeeding. I have been able to work with them really well. Jasper is Australian, so he can speak English very well. He is usually a good partner when modelling a activity. Livia is Brazilian, she has been in Portugal for a while, is very participative and bright. Helena and Constança have a slower pace than the rest of the group. Victor Fialho came from Brazil not long ago. He needs lots of support to perform the speaking activities. He seems to be insecure and disorganized with his belongings. Afonso has lots of difficulty to understand the instructions. He is under “Medidas Universais de apoio a aprendizagem”. Constança can be very childish when she is not sure her work is correct, she might even cover her work not to share it with her classmate. Inês can be very slow to connect contents.
Aims for the lesson (language/skills/other aims): By the end of the lesson students should be able to: <ul style="list-style-type: none">- Use “o’clock” and “half past” by saying the time to a classmate using a craft clock;- Draw the time on the clock by listening to the audio from the book.
Timetable fit (why you are teaching this content at this point in the course). The previous lesson was about places at school. Telling the time is the content that is going to make the “bridge” of school places and routines on the following lessons.
Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised) Language being reviewed: numbers from 1 to 12. Language being introduced: o’clock; half past
Language content: Structures/Grammar Structures being introduced: What time is it?

<p>It's __ o'clock. It's half past ____.</p>			
<p>Intercultural content Time zones</p>			
<p>Materials: Ppt presentation, Student's book, activity book and self-assessment sheet</p>			
<p>Extra activities (for early finishers) They can help their classmate.</p>			
<p>Homework</p> <ul style="list-style-type: none"> • Activity book: up to page 14 • Fun home: up to page 10 • Picture Dictionary: up to page 9 			
<p>Assessment (self/peer assessment or teacher assessment) Success criteria Self- assessment CCQs (Assessing ss understanding of "half" and the order that the time is said).</p>			
<p>Areas I would like my coop teacher/supervisor to focus on while observing: I would like my cooperating teacher to focus on my position in the class during the lesson. I want to focus on steps I haven't described on the LP but made a decision to do on the spot.</p>			
Stage and time	Aim	Procedure	Interaction
1 Opening 2'	Open the lesson	T asks ss to say the date and displays the plan for the lesson on the board.	T-Ss
2 Engage 3'	Engage ss on the topic of the lesson	T displays a picture of the Big Ben on the board and asks (slide 3): -What's this? -Where is it located? T elicits the answer. T displays an image of the clock at the Big Ben and ask ss "What time is it?" T displays the answer.	T-Ss
3 Preparation 6'	Prepare ss for the open pair.	T displays two clocks on the board (slide 4) and ask ss to repeat: "o'clock and half past." <u>T drills the question: "What time is it?" with ss. First as a group, then boys, then girls, then, smaller groups from near</u>	T-Ss T-Ss- S-S

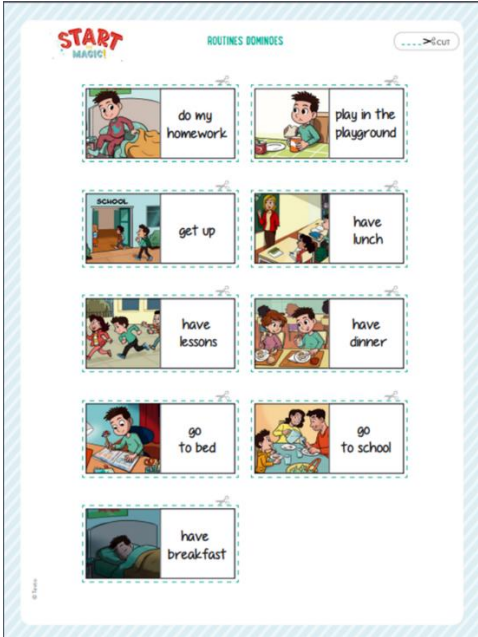
		<p><u>desks, next, in pairs, then individually. (part used in the reflection)</u></p> <p>T displays clocks one by one showing different times. Ss are going to chant the question “ What time is it?” then they try to “read” the time on the clocks.</p>	Ss- S
4 Performing 7’	Controlled practice	<p>T displays 12 clocks on the slide (slide 6) identified by a letter.</p> <p>T drills the question: “What time is it in clock ___?”. Next, the T asks the question to a student. Then, the T asks another ss to ask the question to another friend. T does this open pair practice a few times.</p>	T-S-S
5.Performing 7’	Listen, read and write the time	<p>T displays page 14 of the AB and tell ss they need to listen and check.</p> <p>T displays page 30 on the board (slide 8). T asks a ss to explain the task. Ss write a tick or a cross next to each clock.</p> <p>T ask ss to check in pairs.</p> <p>After that, T asks ss to go to page 30 on their books.</p> <p>Ss listen and then write the time.</p> <p>T displays the correct answers.</p>	T-Ss Ss T-Ss
6 Preparation 7’	Practice telling the time	<p>T displays the Big Ben Craft on slide 10. T asks ss to detach the clock from their books.</p>  <p>T asks a ss to come to the front and model the activity.</p> <p>T asks two ss to model the activity: One ss displays the time on the clock and asks the partner: What time is it? And the partner answers: “It’s...”</p> <p>T presents Success criteria :</p> <ul style="list-style-type: none"> • Use The question: What time is it? • Answer: It’s ... 	T-Ss T-S-S T-Ss

		<ul style="list-style-type: none"> • Use English: Repeat, please. It's your turn. • Listen to your classmate and help. 	
7. Production 5'		<p>Ss perform the task.</p> <p>T goes over Success criteria with ss in order to reflect on their performance.</p> <p>Ss self-assess.</p>	<p>S-S</p> <p>T-Ss</p>
8. Performing' 5'	Present a cultural note	<p>T asks if ss know what "time zones" are. T asks if the time zones on the image (slide 12) are for countries or cities.</p> <p>T does some open pairs with ss: one asks, another, answers.</p>	<p>T-Ss</p> <p>S-S-S</p>
9. Performing 5'	Further practice	(if time) T displays the song from page 30.	Ss

Name:		Self -assessment: Clock	
14/11/2023			
1.I used the question: What time is it?	Yes	No	
2.I answered: It's..	Yes	No	
3.I used English (Repeat, please! It's my turn. It's your turn.)	Yes	So so	No
4a.I helped my classmate Eu ajudei meu colega	<p>I spoke Portuguese. (Eu falei o significado de algumas palavras em Português)</p> <p>I said the words in English. (Eu lembrei meu colega como dizer as palavras em Inglês)</p> <p>I explained the task. (Eu expliquei o que ele/ela tinha que fazer)</p>		
4b.I didn't help my classmate Eu não ajudei meu colega	<p>He/she didn't need help. (o colega não precisou de ajuda.)</p> <p>I didn't know how to help. (Eu não sabia como ajudá-lo.)</p> <p>I didn't want to help. (Eu não quis ajudá-lo)</p> <p>He/she had to help me. (o colega teve de ajudar a mim.)</p>		
Extra information			

Appendix F- Lesson plan 3 and SA sheet 3

<p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> - Listen and identify 9 school routine by playing Simon Says ; - Orally ask and answer “What time do you_____?” by playing dominoes in pairs. 															
<p>Timetable fit (why you are teaching this content at this point in the course). On the previous lesson I have introduced how to say the time. In this lesson, students are going to review the time and are going to learn school days routine.</p>															
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson Students might not remember how to say the time so, they are going to listen to the time from page 33. Students may not know how to play dominoes so, I will make sure to model how to play the game on the board with another ss. Ss may say “ What time do you do MY homework?” Instead of saying YOUR. I will display this question on the slide 7 to make sure they see the difference.</p>															
<p>Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised) Language being reviewed: o'clock; half past New language: get up; have breakfast; go to school; have lunch; have lessons; play in the playground; do my homework; have dinner; go to bed</p>															
<p>Language content: Structures/Grammar New Structure: What time do you _____? I (action) at (time).</p>															
<p>Intercultural content</p>															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Stage and time</th> <th style="width: 15%;">Aim</th> <th style="width: 55%;">Procedure</th> <th style="width: 15%;">Interaction</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1 Opening 3'</td> <td style="padding: 5px;">Open the lesson</td> <td style="padding: 5px;">T displays the day and activities for the lesson. T asks ss what the word ROUTINE means.</td> <td style="padding: 5px;">T- Ss</td> </tr> <tr> <td style="padding: 5px;">2 Engage 15'</td> <td style="padding: 5px;">Introduce new lgg</td> <td style="padding: 5px;">T introduces the new language on the board. Ss listen. T asks ss to repeat the words. T does several movement with the body for ss to associate with the new language: get up; have breakfast; go to school; have lunch; have lessons; play in the playground; do</td> <td style="padding: 5px;">T-Ss</td> </tr> </tbody> </table>	Stage and time	Aim	Procedure	Interaction	1 Opening 3'	Open the lesson	T displays the day and activities for the lesson. T asks ss what the word ROUTINE means.	T- Ss	2 Engage 15'	Introduce new lgg	T introduces the new language on the board. Ss listen. T asks ss to repeat the words. T does several movement with the body for ss to associate with the new language: get up; have breakfast; go to school; have lunch; have lessons; play in the playground; do	T-Ss			
Stage and time	Aim	Procedure	Interaction												
1 Opening 3'	Open the lesson	T displays the day and activities for the lesson. T asks ss what the word ROUTINE means.	T- Ss												
2 Engage 15'	Introduce new lgg	T introduces the new language on the board. Ss listen. T asks ss to repeat the words. T does several movement with the body for ss to associate with the new language: get up; have breakfast; go to school; have lunch; have lessons; play in the playground; do	T-Ss												


		<p>my homework; have dinner; go to bed. T repeats the movements and the words but now ss repeat the words.</p> <p>T says the words and ask ss to do the movement.</p> <p>Then, T does the movement and asks ss to do the say the words.</p> <p>T models the Simon Says game.</p> <p>T plays Simon Says with ss.</p>	<p>Ss- T</p> <p>T- Ss</p>
<p>3 Preparation 12'</p>	<p>Prepare ss to ask and answer what time do you...?</p>	<p>T asks ss to go to page 33 on their Activity Book. Teacher asks what time ss see on the clocks.</p> <p>T asks ss to listen and answer.</p> <p>T displays instructions for ss to detach the dominoes from the book.</p>  <p>Ss detach the pieces.</p> <p>T drills the Question and answers: what time do you...?</p> <p>T does some open pairs to make sure ss understand how to ask and answer.</p> <p>T asks a ss to model how to play dominoes on the board.</p> <p>T presents success criteria:</p> <p>Use the question: What time do you _____?</p> <p>Say the full answer: I _____ at _____.</p> <p>Use English: Repeat, please! It's your turn. My turn</p> <p>Listen and help your classmate.</p> <p>Use a good volume of voice</p>	<p>T-Ss</p> <p>S</p> <p>S-S-S</p> <p>T-S-Ss</p> <p>T-Ss</p>
<p>4 Performing 10'</p>	<p>Perform the dominoes</p>	<p>Ss play in pairs.</p> <p>T displays the Self- Assessment sheet and goes over the questions.</p>	<p>Ss</p>

	game by asking and answering the questions	Ss fill out the self – assessment sheet.	T-Ss Ss
5.Performing 5'	Write the routines and times	Ss look at page 32 and write the sentences.	Ss
6 Performing 10'	Read and write the routines	T asks ss to look and listen to the text on page 36. T asks ss to use their fingers on the text in order to follow the audio. T displays exercise 3 and ask ss to complete about them. Ss perform the task.	Ss T- Ss Ss
7.Reflection 2'	Reflect about the lesson	T asks ss: What was your favorite activity? What was the most difficult activity?	T-Ss

Name:		Self -assessment: Dominoes 21/11/2023	
1. Did you use the question: What time do you _____?	Yes	No	
2. I answered:	I _____ at _____.		At
3. I used English (Repeat, please! It's my turn. It's your turn.)	Yes	So so	No
4. Did you help your classmate? (Ajudaste teu colega?)	Yes. I spoke portuguese. (Eu falei o significado de algumas palavras em Português) Yes. I said the words in English. (Eu lembrei meu colega como dizer as palavras em Inglês) Yes. I explained the task. (Eu expliquei o que ele/ela tinha que fazer) No. He/she didn't need help. (o colega não precisou de ajuda.) No. I didn't know how to help. (Eu não sabia como ajudá-lo.) No. I didn't want to help. (Eu não quis ajudá-lo) No. He/she had to help me. (o colega teve de ajudar a mim.)		
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?)	Yes. She/he had a good volume. (o colega usou um bom volume de voz) Yes. His/her pronunciation of words was good. (o colega tinha uma boa pronúncia das palavras) Yes. I was listening carefully. (Estive a ouvir o colega atentamente) No. She/he didn't have a good volume of voice. (o colega não usou um bom volume de voz) No. His/her pronunciation of words weren't good. (o colega não tinha uma boa pronúncia das palavras) No. I wasn't listening carefully. (não estive a ouvir atentamente)		
6. Did you finish the task? (Terminaste o jogo?)	Yes	No	
Extra information			

Appendix G – Lesson plan 4 and SA sheet 4

Trainee: Janny Soares Muniz
<p>Aims for the lesson (language/skills/other aims):</p> <p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none"> - Talk about 6 routines and the time they do them by presenting their routines clock. - Reflect on the quality of their presentation by self-assessing.
<p>Timetable fit (why you are teaching this content at this point in the course).</p> <p>On the previous lesson, students have done some reading and writing about routines and telling the time. So, this is going to be the end lesson on the topic. On the next lesson, we are going to start talking about “body”.</p>
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson</p> <p>I will explain what pronunciation means in order to make sure students self-assess accordingly.</p>
<p>Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised)</p> <p>Language being reviewed: o'clock; half past; get up; have breakfast; go to school; have lunch; have lessons; play in the playground; do my homework; have dinner; go to bed</p>
<p>Language content: Structures/Grammar</p> <p>Structure being reviewed: What time do you _____? I (action) at (time).</p>
<p>Intercultural content:.</p>
<p>Materials:</p> <p>Ppt presentation, Student’s book, self -assessment.</p>
<p>Extra activities (for early finishers)</p> <p>I will leave instructions for them to go to their Student’s book and complete some tasks.</p>
<p>Homework</p> <p>▶ AB page 62, 63</p>
<p>Assessment (self/peer assessment or teacher assessment)</p> <p>Summative assessment : Listening , Reading and writing</p> <p>Success Criteria</p> <p>Self-assessment</p> <p>Reflection at the end</p>
<p>Other relevant information:</p>
<p>Areas I would like my coop teacher/supervisor to focus on while observing:</p>

I would like my cooperating teacher to focus on the transitions between lessons			
Stage and time	Aim	Procedure	Interaction
1 Opening 3'	Open the lesson	T displays the date and the plan for the lesson.	T- Ss
2 Assessment Listening 5'	Assess listening skill	T asks displays a slide with instructions for the assessment. T plays the listening twice.	
3 Assessment Reading and writing 15'	Assess Reading and Writing Skills	T displays instructions for the 2 nd part of the assessment (slide 2). Ss work individually.	T-Ss
4 Preparation 10'	Prepare ss to present their routine	<p>T shows ss how to set up the routine with clocks (slide 3). T Plays the listening on page 39 as an example (slide 4).</p> <p>T asks ss to get their clocks for the showtime.</p>  <p>T presents Success Criteria:</p> <ul style="list-style-type: none"> • Say the sentences in full • Make sure your classmate can see the images • Speak clearly 	T-Ss

		<ul style="list-style-type: none"> • Use a good volume • Present to at least 2 classmate 	
5.Performing 6'	Present their routine to a classmate	Ss stand up and present their work.	S-S
6 Self-assessment 10'	Self-assess their speaking presentation	T goes over the self-assessment sheet. Ss self-assess. T collects the worksheets.	T-Ss
7.Reflection 2'	Reflect on the lesson	T displays the questions and listen to the Ss: <ul style="list-style-type: none"> • What part of the lesson was the most difficult? • If could change on thing in the lesson, what would it be? 	T-Ss

Name:			
Self -assessment: showtime routine 29/11/2023			
1. Did you say the full sentences ?	Yes	Sometimes	No
2. Did you point to the images?	Yes	Sometimes	No
3. Did you need help to present ? (Precisaste de ajuda na apresentação?)	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? (Foi fácil compreender o que dizias?)	Yes. Eu usei um bom volume de voz. Yes. Tive uma boa pronúncia das palavras.	No. Eu falei muito baixo. No. Minha pronúncia das palavras não foi boa.	
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente	
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente	
6. How many classmates saw your presentation? Para quantos colegas apresentaste?			
Extra information			


Appendix H – Lesson plan 5 and SA sheet 5

Trainee: Janny Soares Muniz
Aims for the lesson (language/skills/other aims): By the end of the lesson students should be able to: <ul style="list-style-type: none">- Match the description with its image by listening to the audio;- Describe a famous character hair and eyes by speaking to a classmate.
Timetable fit (why you are teaching this content at this point in the course). This lesson is the introduction to unit about the body, the focus is on describing face. Next lesson, they will be learning about body parts.
Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson Ss might forget the order when saying the adjectives to describe “eyes” and “hair” so will leave an example at slide 6 for ss who need help, have the reference at the board. Ss may not realize the difference between using “I or she or he” so, I will asks them the question when transitioning from the previous activity (step 5 in the LP)
Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised) Language being reviewed: eyes, brown, blue, black, big, small New language: hair, mouth, face, ears, tooth, teeth, nose, long, short
Language content: Structures/Grammar Structure being reviewed: I’ve... New Structure: I/she/he’s got (length/size) (colour) hair/eyes.
Materials: Ppt presentation, activity book’s book, audio, self- assessment worksheet, character slips.
Extra activities (for early finishers)
Homework <ul style="list-style-type: none">▶ Activity Book:▶ Page 20, 21 and 22
Assessment (self/peer assessment or teacher assessment) Success criteria Self- assessment Reflection at the end.

Name:		Self -assessment:	
Body 05/12/2023			
1. Did you use: She/he's got _____ hair/eyes. ?	Yes	Sometimes	No
2. Did you use English? (Repeat. Your turn. Yes.)	Yes	Sometimes	No
3. Did you need help ? <i>(Precisaste de ajuda?)</i>	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? <i>(Foi fácil compreender o que dizias?)</i>	Yes. Eu usei um bom volume de voz. Yes. Tive uma boa pronúncia das palavras.	No. Eu falei muito baixo. No. Minha pronúncia das palavras não foi boa.	
5. Did you understand your partner? <i>(Percebeste bem o que teu colega dizia em inglês?)</i> Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente	
Extra information			

Appendix I – Lesson plan 6 and SA sheet 6

Trainee: Janny Soares Muniz			
Aims for the lesson (language/skills/other aims):			
By the end of the lesson students should be able to:			
<ul style="list-style-type: none"> - Orally ask and answer the question “what’s he/she like?” by describing some classmates in pairs. - Listen and point to body parts by playing Simon Says. 			
Timetable fit (why you are teaching this content at this point in the course).			
The previous lesson was the introduction to the unit about the body, in this lesson the focus is on the body parts.			
Language content: Vocabulary			
(state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised)			
Language being reviewed: eyes, brown, blue, black, big, small, hair, mouth, face, ears, tooth, teeth, nose, long, short			
New language: legs, arms, knees, fingers, toes, shoulders, hands, arms, foot, feet, head.			
Language content: Structures/Grammar			
Structure being reviewed: I/she/he’s got (length/size) (colour) hair/eyes.			
New Structure: What’s he/she like?			
Materials:			
Ppt presentation, activity and student’s book, audio, self- assessment worksheet, name of ss in a bag.			
Homework			
▶ Colour the monsters			
Assessment (self/peer assessment or teacher assessment)			
Success criteria			
Self- assessment			
Reflection at the end.			
Areas I would like my coop teacher/supervisor to focus on while observing:			
I would like my cooperating teacher to focus on learning strategies used in the lesson.			
Stage and time	Aim	Procedure	Interaction
1 Opening	Open the lesson	T displays the date on the board and ask ss: <ul style="list-style-type: none"> • What day of the week is it? 	T-Ss

5'		<ul style="list-style-type: none"> • What day of the month is it? • What month is it? <p>T presents the plan for the lesson. T plays the Christmas song.</p>	
2 Engage 8'	Review lgg learned in the previous class	T gives each ss a blank sheet of paper and asks ss to get green and brown pencil. T tells ss to listen and draw. (T advises no drawing is going to be the same, so ss shouldn't be picking at each other's work)	T-Ss
3 Preparation 12'	Present the question "What's he/she like?"	T displays page 47 on the board – slide 4 T asks ss <ul style="list-style-type: none"> • What do you think this listening is about? • what can you do before the listening to make it easier to listen? <p>T ask ss to describe the kids eyes and hair. Ss listen and complete the task. T asks ss to compare their answers. T displays the correct answers on the board.</p>	T-Ss Ss S-S
4 Performing 15'	Practice "She/he's got..."	T asks ss what question is used to describe people in the audio. T displays some options – slide 5. T asks a ss to come to the front and model the dialogue with her. T asks the student to pick up a name from the bag: <ul style="list-style-type: none"> • A: Is it a boy or a girl? • B: It's a girl. • A: What's she like? • B: She has got long blond hair and small brown eyes. • A: Vera? • B:Yes! 	T-Ss TS-Ss T-Ss S-S
40'		T presents sucess Criteria <ul style="list-style-type: none"> • Use the question: What's she/he like? • Answer: She/He 's got long blond hair and small brown eyes. • Use English: Your turn! Repeat, please. 	


		<ul style="list-style-type: none"> • Use a good volume of voice. • Listen and help your classmate. <p>T elicits what the success criteria is for.</p> <p>T hands out a bag with ss' classmates names for each pair and Ss work in pairs.</p> <p>T hands out the self-assessment worksheet. Ss fill it out.</p>	
5.Preparation 5'	Present some body parts.	<p>T displays slide 9 and asks ss who is in the picture (Roy). T says the numbers from the image and the body parts. Ss listen. T says the body parts and ss say the corresponding numbers. T says the numbers and ss say the body parts. T asks ss to stand up say the body parts. Ss point to that body part. T plays Simon says with ss.</p>	<p>T-Ss</p> <p>Ss-T</p> <p>T-Ss</p>
6. Performing 10'	Listen and match	<p>T displays slide 10 and tell ss that this is a listening activity. T asks ss what they can do before listening to make it easier. T plays the listening. T displays the answers on the board. T displays page 49 on the board- slide 11 and asks ss to circle the correct option. T elicits the correct answer. T asks ss to do task 4 on the same page. T displays the answer.</p>	T-Ss
7.Reflection 3'	Reflect about the lesson	<p>T presents the reflection questions. T presents the homework for next week.</p>	T-Ss

Name:			
Self -assessment: question description 06/12/2023			
1. Did you use the question: What's he/she like?	Yes	Sometimes	No
2. Did you use English? (Repeat. Your turn. Yes.)	Yes	Sometimes	No
3. Did you need help ? <i>(Precisaste de ajuda?)</i>	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? <i>(Foi fácil compreender o que dizias?)</i>	Yes. Eu usei um bom volume de voz. Yes. Tive uma boa pronúncia das palavras.	No. Eu falei muito baixo. No. Minha pronúncia das palavras não foi boa.	
5. Did you understand your partner? <i>(Percebeste bem o que teu colega dizia em inglês?)</i> Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente	
Extra information			

Appendix J – Lesson plan 7 and SA sheet 7

Trainee: Janny Soares Muniz
Aims for the lesson (language/skills/other aims): By the end of the lesson students should be able to: <ul style="list-style-type: none">- Orally describe a monster by presenting a flipbook;- Create a page of a class book following the structure of the story: “From Head To Toe” by Eric Carle.
Timetable fit (why you are teaching this content at this point in the course). In the previous lessons ss were introduced to vocabulary related to parts of the body. Next lesson we are going to introduce the 5 senses including sentences using can/can’t
Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson I will make sure to review the parts of the body before moving into tasks. I will have the “he/she” image displayed on the slide during the speaking activity. I will do the movements from the picture book with the kids before moving to the task to create the book. I want to make sure ss will remember at least some of them. I will try to elicit first, but will have the pets displayed on the slide so ss can use see and remember them.
Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised) Language being reviewed: eyes, brown, blue, black, big, small, hair, mouth, face, ears, tooth, teeth, nose, long, short legs, arms, knees, fingers, toes, shoulders, hands, arms, foot, feet, head. cat New language (picturebook): penguin, giraffe, buffalo, monkey, gorilla, seal, crocodile, donkey, elephant, turn (my head), bend (my neck), wave (my arms), raise (my shoulders), clap (my hands), thump (my chest), arch (my back), wriggle (my hips), bend (my knees), kick (my legs), stomp (my foot), wiggle (my toe).
Language content: Structures/Grammar Structure being reviewed: I/she/he’s got (length/size) (colour) hair/eyes. I am a (animal). New Structure (picture book) : I can (verb) with my (part of the body). Can you do it?
Materials: Ppt presentation, activity and student’s book, book: “From head to toe” (by Eric Carle), self- assessment worksheet, worksheet for “our book” .
Homework ▶ Create a paper monster.

Assessment (self/peer assessment or teacher assessment)			
Success criteria Self- assessment Reflection at the end.			
Areas I would like my coop teacher/supervisor to focus on while observing:			
I would like my cooperating teacher to focus on pronunciation strategies I am teaching this lesson.			
Stage and time	Aim	Procedure	Interaction
1 Opening 5'	Open the lesson	T displays the date on the board and ask ss: <ul style="list-style-type: none"> • What day of the week is it? • What day of the month is it? • What month is it? T presents the plan for the lesson. T plays the Christmas song.	T-Ss
2 Engage 3'	Review parts of the body	T displays slide 2 with Roy and arrows with numbers pointing to body parts. T points to the numbers and elicits the body parts. T does this several times. T calls out some sts names and asks them to say individually.	
3 Preparation 6'	Listen to sentences	T displays slide 3 containing page 23 from the Activity Book. T asks sts what strategies they can use before the listening task in order to make it hoping to elicit “ write the numbers of hands, legs beside each monster” . T plays the audio. Ss perform the task. T displays answers on the board. Ss check.	T-Ss
4 Performing 15'	Describe monsters from their flipbook	T provides 5 minutes for ss to set up the flipbook. (Ss had to colour the monsters as homework). T explains that some self – assessment worksheets have advised about difficulties in pronunciation (T uses Portuguese here). T reads the sentences with ss (slide 4) and asks them to write down words they consider difficult to pronounce. T recommends that sts associate with a word with similar sound in Portuguese or write down the pronunciation of the words as if they were Portuguese words. For example: ear = <i>iar</i> . T gives 2 minutes for ss to write down.	T-Ss


		<p>T says sts are going to present their monster to a classmate. T calls out a student to model the activity.</p> <p>T presents Success Criteria:</p> <ul style="list-style-type: none"> • Use: She/He ‘s got long blond hair and small brown eyes. • Describe at least 5 parts of the body. • Use English: Your turn! Repeat, please. • Use a good volume of voice. • Listen and help your classmate. <p>Ss perform the task.</p>  <p>Ss self-assess.</p>	<p>TS-Ss</p> <p>S-S</p>
5.Preparation 5’	Prepare ss for story time	<p>T displays slide 7 to transition to the next activity:</p> <ul style="list-style-type: none"> • Monsters are part of our imagination • Monsters are usually inspired by animals • Because animals are amazing! <p>On slide 8, T displays the sentences students will use during the reading of the book: Can you do it? I can do it! Using the body to emphasize the question. This will help tell the story.</p>	T-Ss
6. Performing 10’	Listen to and take part in a story	<p>T takes ss outside (if possible) and reads the book. Ss take part by saying the question, the “I can do it!” sentence and also doing the movement pictured on the book.</p> <p>T asks ss to repeat some of the movement read in the book.</p>	TSs
7. Production 10’	Write down a sentence in pairs following the structure of the story	<p>T elicits other animals students know (in 3rd year they learned about pets). T elicits other action verbs for the body.</p> <p>T says: “we are going to create our book now”. T hands out a worksheet for ss to create one page in pairs (following the structure shown in the book: I am a ___ and I can _____. Can you do it? I can do it!)</p> <p>T collects the worksheets.</p>	<p>T-Ss</p> <p>S-S</p>
8. Reflection 3’	Reflect on the lesson	<p>T displays questions and discuss with ss:</p> <ul style="list-style-type: none"> • What part of the lesson was the most difficult? • What can the teacher do about it? • What can you do about it ? 	T-Ss

Name:		Self -assessment: flipbook	
12/12/2023			
1. Descreveste ao menos 5 partes do corpo do monstro?	Yes		No
2. Did you use English? (Repeat. Your turn. Yes.)	Yes	Sometimes	No
3. Did you need help ? (<i>Precisaste de ajuda?</i>)	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? (<i>Foi fácil compreender o que dizias?</i>)	Yes. Eu usei um bom volume de voz. Yes. Tive uma boa pronúncia das palavras.	No. Eu falei muito baixo. No. Minha pronúncia das palavras não foi boa.	
5. Did you understand your partner? (<i>Percebeste bem o que teu colega dizia em inglês?</i>) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente	No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente	

Appendix K – Lesson plan 8 and SA sheet 8

Trainee: Janny Soares Muniz
Aims for the lesson (language/skills/other aims): By the end of the lesson students should be able to: <ul style="list-style-type: none">- Act out a story in pairs by following the speech bubbles;- Identify the paper plate monster on the wall after listening to a classmate describe it.
Timetable fit (why you are teaching this content at this point in the course). In the previous lesson students learned some fruits and vegetables and talked about the ones they liked or not. So now, they are going to report what one of their classmates said on the survey so I can introduce the 3 rd person of the verb like. Besides that, we are going to review body parts so I can start the evaluations about unit 3. Next class I intend to evaluate students' listening and reading skills.
Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson Ss might not remember the body parts very well so I am going to present the video from the book so we can recall the contents.
Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised) Language being reviewed: Body parts, fruits and veggies, 5 senses New language: No new language
Language content: Structures/Grammar Structure being reviewed: He/she's got... He/she can/can't touch/taste/smell/see/hear with his/her (body part) New Structure: He/she likes (fruits/vegetables)
Materials: Ppt presentation, self-assessment sheet, video from the digital book: A strange body, Student's book.
Assessment (self/peer assessment or teacher assessment) Success criteria Self- assessment Reflection at the end.
Areas I would like my coop teacher/supervisor to focus on while observing:

I would like my cooperating teacher to focus on how successfully learners come up with the Success Criteria items.			
Stage and time	Aim	Procedure	Interaction
1 Opening 2'	Open the lesson	T displays the date and plan for the lesson (slide 1).	T-Ss
2 Engage 8'	Review contents from last class and connect to this lesson	T elicits answers to the question: What did we do last class? T displays an example of the survey ss made and asks them to make a sentence about a classmate using the structure: (classmate's name) likes (fruit or veggie) and (fruit or veggie). (slide 2) T asks ss to find their paper plate monster on the wall and image what food it likes. T elicits some answers. (slide 3)	
3 Preparation 7'		T says ss are going to watch a video and displays the questions they should try to focus while watching. (slide 4) <ul style="list-style-type: none"> • What parts of "Body" can you see in the story? • He hasn't got _____ or _____. • The "Body" can touch with his _____ <p>T plays the video. Students listen. T goes back to the questions about the video and elicits answers.</p>	T-Ss Ss T-Ss
4 Performing 10'	Practice saying the new words (listening and speaking)	T displays slide 5 and does some drilling of the sentences lines from the story. T calls out a student who is very spontaneous to come to the front. T and student act out the story as modelling. Ss act out the story in pairs.	T-Ss T-S S-S
5.Preparation 10'	Give ss confidence to describe the monster.	T says that now ss are going to focus on the description of their paper plate monster.	T-Ss Ss

		<p style="text-align: center;"><u>Introduce your monster to your classmate</u></p> <p>His/Her name is _____.</p> <p>He/ she 's got <u>3 blue arms</u> and <u>2 orange legs</u>.</p> <p>He/she hasn't got <u>hair</u>.</p> <p>He/she's got <u>2 small eyes</u> and <u>2 big mouths</u>.</p> <p>She/He can <u>smell</u> with <u>her/his eyes</u>. He can't <u>touch</u> with <u>her/ his hands</u>.</p> 	
6. Performing 15'	Listen to the description of a monster and identify it on the wall	<p>T models the activity with a student.</p> <p>T asks what the success criteria might be. T displays Success Criteria:</p> <ul style="list-style-type: none"> • Say your monster's name • Say at least 2 sentences with " He/she's got..." • Say at least 1 negative sentence: He/she hasn't got hair. • Say at least 2 sentences with can/can't • Speak clearly • Use a good volume • Listen and help your classmate <p>Ss perform the activity. Ss self-assess.</p>	T-S T-Ss S-S Ss
7. Reflection 3'	Reflect on the lesson	T present the question and discuss with students. Slide 10	T-Ss

Name:			Self -assessment: paper plate monster 09/01/2024		
1. Disseste ao menos 3 frases com "he/she's got.." ou " He/she hasn't got..." para descrever o monster?	Yes		No		
2. Disseste o que o monster can/can't do?	Yes		No		
3. Did you need help to present ? (Precisaste de ajuda na apresentação?)	Yes. Eu tive de ler do quadro ou do caderno. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.			No	
4. Were you clear? (Foi fácil compreender o que dizias?)	Yes. Eu usei um bom volume de voz. Yes. Tive uma boa pronúncia das palavras.		No. Eu falei muito baixo. No. Minha pronúncia das palavras não foi boa.		
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente		No. O colega não usou um bom volume de voz. No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente		
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz. Yes. O colega tinha uma boa pronúncia das palavras. Yes. Estive a ouvir o colega atentamente		No. O colega não usou um bom volume de voz No. O colega não tinha uma boa pronúncia das palavras. No. Não estive a ouvir atentamente		
Extra information					

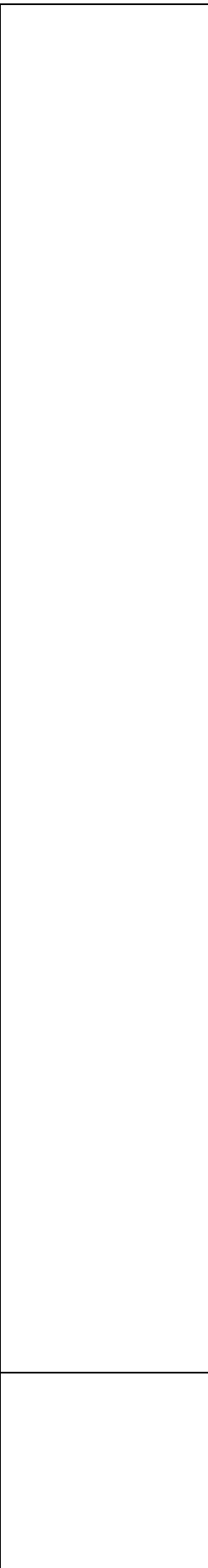
Appendix L – Lesson plan 9 and SA sheet 9

<p>Aims for the lesson (language/skills/other aims):</p> <p>By the end of the lesson students should be able to:</p> <ul style="list-style-type: none">- Categorize food and drinks by creating a menu.- Recognize customer and waiter roles at a restaurant by organizing a dialogue.
<p>Timetable fit (why you are teaching this content at this point in the course).</p> <p>In the previous lesson we had some plickers assessment to finish unit 3 and I introduced the second group of food items from unit 4. In this class, we are going to role play a restaurant scene.</p>
<p>Anticipated problems and possible solutions (language/behaviour/ other things that might affect your lesson</p> <p>Instructions for the role play are going to be tricky. In order to mitigate problems, the teacher is going to display the roles on the board for student A and B.</p>
<p>Language content: Vocabulary (state clearly in this and the following section on structures/ grammar if this is new language being introduced or if the language is being revised)</p> <p>Language being reviewed: Fruits and veggies, rice, spaghetti, cheese, fish, meat, eggs, bread, cake, chips, yoghurt, cereal, soup, breakfast, lunch, dinner, dessert, drinks.</p> <p>New language: Waiter Customer Check</p>
<p>Language content: Structures/Grammar</p> <p>I like... Just a minute, please!</p> <p>New Structure: Here is the menu. Can I have the ___ please? Yes, Here you are!</p>
<p>Intercultural content</p>
<p>Materials: Ppt presentation, self-assessment sheet, flashcards, minicards, paper plate, paper cups, napkins, waiter tag.</p>
<p>Assessment (self/peer assessment or teacher assessment)</p> <p>Self- assessment Reflection at the end.</p>

5.
Preparation
10'

40'

6.
Performing
12'



T displays on the board the images of a waiter and customer of a restaurant. T checks understanding by asking ss to say the words in Portuguese.



T hands out other sentences that are part of the dialogue between the waiter and the customer.
T asks ss to split one sentence from the other by cutting them.

Good morning! Here's the menu.
The ____ is <u>delicious / awful!</u> Can I have the check, please?
Can I have the _____ and _____ to drink, please?
Yes. <u>It's 38.98</u>
Yes! Just a minute, please.

T asks ss to organize the dialogue in pairs and hands out the worksheet for that.

	Here you are!

Ss put the dialogue in the correct order.
T displays the correct sequence of the dialogue on the board and drills it several times with ss

	• Good morning! Here's the menu.	At the restaurant:
	• Can I have the _____ and _____ to drink, please?	
	• Yes! Just a minute, please.	
	• Here you are!	
	• The _____ is delicious / awful! Can I have the check, please?	
	• It's 38.98	
	• Here you are.	
	• Thank you! Have a good day!	

T says that it is almost time for them to role-play the restaurant service.
T present the **success criteria** on the board and go over it with ss:

- Listen to your classmate

T-Ss

S-S
T-Ss

T-Ss

		<ul style="list-style-type: none"> • Use the sentences we practice • Use English: Repeat, please! Thank you! • Speak clearly • Use a good volume of voice. <p>T explains that ss are going to work in pairs and take turns being the waiter/waitress and the customer. T provides a cup and a paper plate for each pair and a tag saying: waiter/waitress. Ss use their flashcards to be the pretend food and drinks. T asks ss to use the menu their created to talk about the restaurant options. Ss take turns role-playing the situation.</p>	S-S
7. Self-assessment 5'	Reflect on their performance on the communication task	Ss fill out the self-assessment sheet.	S
8. Reflection 3'	Reflect on the lesson	<p>T displays the question for reflection at the board:</p> <ul style="list-style-type: none"> • What role did you prefer to perform: the role of waiter or customer? Why? <p>Ss give their opinion.</p>	T-Ss Ss -T

Name:	17/01/24		Role-play-food:
1. Usaste as frases que praticamos?	Yes	Sometimes	No
2. Did you use English? (Repeat. Thank you! Yes.)	Yes	Sometimes	No
3. Did you need help ? (Precisaste de ajuda?)	Yes. Eu tive de ler do quadro ou do livro. Yes. Meu colega explicou-me o que era suposto fazer. Yes. Meu colega ajudou-me a lembrar as palavras em Inglês.		No
4. Were you clear? (Foi fácil compreender o que dizias?)	Yes. Eu usei um bom volume de voz.	No. Eu falei muito baixo.	
	Yes. Tive uma boa pronúncia das palavras.	No. Minha pronúncia das palavras não foi boa.	
5. Did you understand your partner? (Percebeste bem o que teu colega dizia em inglês?) Classmate: _____	Yes. O colega usou um bom volume de voz.	No. O colega não usou um bom volume de voz.	
	Yes. O colega tinha uma boa pronúncia das palavras.	No. O colega não tinha uma boa pronúncia das palavras.	
	Yes. Estive a ouvir o colega atentamente.	No. Não estive a ouvir atentamente.	
Extra information:			

Appendix M – Teacher’s journal

24/01- Role -play – restaurant

For the last day of collecting data I decided that it would be fun and useful to practice language related to a restaurant by role- playing the situation. It was interesting to see how well prepared students were to use language in a not so controlled environment.

Eva said to her partner “ Sorry , I don’t have beans” as her partner answered: “No problem”

10/01 – Plickers

The plickers sentences were difficult. Students did not perform well. This means they need to do more written work individually. If I had time, I would ask ss to do some homework and redo the plickers. I think it would make a great difference to their performance. Students were aware during the reflection at the end.

09/01/24 – Paper plate monster presentation

In this lesson I left a bit frustrated because I think it was too difficult for students to write about their monster. They had built the monster before the winter break. It would have been ideal to follow the dynamic I used in this lesson had the students built the monster recently. What I think was good was that I was able to present the strategy of writing the sound under the image in order to pronounce the words better. I think it was great that I was able to connect the previous lesson about food to this one. Vitor worked well on this lesson. He wrote the text pretty well. Francisco didn’t write the text.

03/01/24: Fruit and Vegetables

I was very proud of my students! They were able to create the success criteria by themselves! I linked the lesson to the previous one by using the 5 senses to the food I was going to present and asked about Christmas and use the Let’s detox sentence to introduce fruit and vegetable.

12/12/23- Flip book

The main teacher has rearranged the sitting arrangement. Joana and Mariana are doing better at Listening.

The activity didn’t go so well because the material provided from the book was not well designed so stds had difficulty going back and forth with the body parts on the paper. Stds loved the story. It was really bad that we didn’t have the time to read the book outdoors and do the movement and then do out book. Next time, LEAVE IT FOR ANOTHER CLASS.

6/12/23 – who’s she/he ?

I started the lesson with the drawing activity. It was really to see that ss remembered the parts of the face really well. Next time, I want to experiment having the learners describing a

monsters to their classmate so they will have a chance to practice speaking instead of just listening.

I used some amount of time to ask ss if they had any listening strategies for the listening. It was interesting because they had no idea. What I usually do before the speaking is to have ss describe what they see on the images and in fact, it is really helpful because most of times they do the listening pretty well. This listening was quite long but I decided they should listen 2 times specially because I would ask them what question was used in the audio. Maybe next time I can ask ss who have completed the task on the first time to focus on the question. I should have done that but I forgot what was coming next in the lesson.

The speaking activity to describe a classmate went beautifully. Ss loved it. There was no need for much instructions but what was interesting here was to ask ss what the success criteria servers for. I had to reformulate my question a few times until a student said SC serves to : “fazer bem a atividade”. It’s a long path to make them aware of things because they are used to doing things implicitly.

I did some TPR to introduce other parts of the body and played Simon Says with ss. I didn’t have time to start the listening on this topic because I spared the time at the begging of the lesson to see if they were aware of how to use the strategies for listening. Messi Jr. was saying the sentences perfectly in the correct order and even self -correcting. I believe this is a result from yesterday's lesson where I asked ss about the correct order of adjectives, during the error correction at the board, after the communication task.”

5/12/23: Introduction -face:

In order to introduce parts of the face ss pointed . This first part went well. They did the TPR successfully and then describe the characters. They picked up the sentences and pronunciation really quickly. During the speaking task I noticed Helena struggling to say hair and ears, although these words were displayed on the board, I need to speak to her next class to suggest that she writes the sound of words when we are drilling.

About the speaking: She/he’s got...: I think it was great that I was writing incorrect sentences I heard during their performance on the board and then asked ss what was wrong. They were able to find the mistakes and correct them, Abot the adjective order, Eva said: “ The words brown and long are switched”. I was amazed!

It was interesting that Sara and Joana who are usually lost after I give instructions, in this class, seemed a little bit more attentive; their main teacher had moved them to a different spot of the class (not better in relation to the board or the teacher) but they were closer to my cooperating teacher, which I guess, have motivated them to pay attention during instructions.

29/11/23: Showtime- clocks;

For the first task: Jamie's video, I asked Joana to explain what they were supposed to do, after I gave the instructions. She was intimidated by me asking and didn't say anything. I don't know what to do about her.

Victor, Sara, Joana and Afonso didn't do their homework. Constança and Helena didn't prepare the clock because they didn't come the previous lesson. It was a struggle to get them on board of the activity. For the ones who were absent and hadn't done their homework because they didn't know there was one, I asked to complete the writing about themselves on page 36 (we had done that exercise in the previous lesson), For the ones who didn't do their homework, just "because", I said they would read what they had done as writing on the previous lesson. It was a bit stressful having to deal with these students who hadn't done the activity but I also could not just let them hang while the others were presenting.

Another thing to consider is the homework deadline. Next time, I need to set this homework a week before in hopes to have less stress to deal during the task. Students had some difficulties to remember the words. Next presentation, I need to give them some time to rehearsal their presentation before.

28/11/23 - Reading and writing, video Jamie

When I started the lesson, I presented the plan to students and went on to the memory game online (from the book) . The listening went well but Sarah was lost and didn't know what to do. Next class, I may ask her to explain what they are supposed to do after I give the instructions.

For the first writing task I asked ss to say the sentences following the images (I had planned to ask ss to say the sentences to each other) I believe this was a very good strategy because when they went on to do the writing, they already knew the sentences by the sound. It was also good that I encouraged them to look at their books in order to find the words they needed.

It was good that I asked ss who the boy on the picture was. I asked them to read individually and answer the question " What time does Ben have lunch?". Most of them were able to answer. I later asked them to show me their finger and follow the audio and the text by pointing their finger to where the audio was. I walked around and reminded 3 ss who were not pointing to the text, what they were supposed to be doing. In the end I asked them why I asked them to point. They were able to say that it was for them to read, I insisted that it had many goals.

Then I asked them Who the text was about and then showed them the exercise they would have to complete with their own information. Even after I asked ICQ, Sara, Joana (sitting next to each other) and Leticia didn't start because they didn't know what to do. I will start asking them what they are supposed to do in the exercise because this has also happened in previous classes, in one of them, Sara and Joana didn't work because "they didn't know what to do".

The questions about the video went really well. I will finish it next class.

21/11/23: Routines – dominoes

The lesson went well overall. Students were able to repeat the new vocabulary in the first activity and the decision of having them doing the movement to the classmate to say what it was was wise. They needed that reinforcement in order to remember the new vocabulary. They were engaged in some students struggled (Vitor, Leticia) . The open pairs showed me that I need to use this strategy a bit more

14/11/23 :Big Ben

In this lesson the objective of having ss saying the “o’clock” and the “ half past “. It was a good choice to start with the cultural note of the big ben and ask them the time on the big ben clock itself. When we practice telling the time in different clocks on the board worked really well because I asked students themselves to ask the question “what time is it?” and they tried to answer by looking at the clock. I went on to do the open pairs and they performed really well the question and answer. Because of that, I decided to ask them to ask each other the times displayed on the board using the question” What time is it in clock A?” Some ss struggled but the great majority was able to do it. While I walked around on the listening activity, I would risk to say all ss got most of the answers right although some students did not speak loud enough and others did not have a good pronunciation of the words.

On the speaking activity using the Big Ben clock students worked well together. 2 or three couldn’t remember the words and I interfered showing the page on the student book for those ss only as a reference.

08/11/23: Exercises about to be verb

This lesson intended to put into practice the speaking activity that was missing from the previous lesson.

It felt that this lesson was too divided, students felt the way the lesson was different. I tested asking students to practice speaking without practicing the sentences too much, the way we usually do. Students were able to do the speaking but their struggle was clear: they didn’t understand why they were doing those exercises and it was too demanding for them to use the “Where is ...? And “ Is she in the canteen?”. What went surprisingly well was the information gap activity. I think having the model on the board was a great strategy to use while modeling the task. I don’t think there was a problem for ss to understand the task, the struggle was with the structure of the lesson itself.

07/11/23: The envelope hunt

For this lesson I had a bold plan. Learners would go around the school following a checklist in order to pick up 5 envelopes and bring back to the class, The next step was to build up 3 sentences from each envelope and set them up to a scheme poster. The learners would work in groups of 5 . What did work in this lesson was the first stage where the instructions were clear which led ss to work autonomously in groups. They did pretty well and followed the checklist plan. The struggle took shape when they started building up the sentences. I concluded that the challenge posted by this task was too big for ss to handle. There were too many sentences

to be built and ss had different sentences to work on, for most of the ss it was hard to see the objective of the task and work on it.

When I realized ss struggle, I decided to give them more time to work on the sentences even though I knew it would take up much more time of the lesson than I had anticipated. With the extra time given, it was still too confusing for them to complete scheme , so I projected the answers on the board in order to give ss some sense of accomplishment, even though the prior goal of the task had been changed because of this attitude (the initial goal was to experiment with the parts of the sentence in order to figure out the correct form of building it), Now, with the answers displayed on the board, the goal was to read and copy.

After that, I decided that learners wouldn't be ready to go to the speaking activity, so I decided to move it to the next lesson and move to the written activities on the book.

I decided that for the following lesson I would structure the contents with ss instead of doing the lesson I had planned for the next lesson.