

# **THE VALUE OF DRAMA IN ENGLISH LANGUAGE LEARNING**

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## **Abstract**

The main goal of this project is to analyse how drama techniques play an important role in foreign language learning, especially in English. In order to carry out this research I present theoretical information about English Language Learning, Motivation, Drama Techniques and Drama to enhance motivation. For this reason, in order to analyse these topics, I carried out an experimental research action in a Primary School called "Els Quatre Vents", through drama techniques with the fifth grade students. In order to assess them, I used a written test and a video about animal shadows. Moreover, through the results obtained from these tests and a feedback interview, I established some conclusions related to the value of Drama in English Language Learning.

**Key words:** Drama Techniques, Foreign Language, English Language Learning, Primary Education.

El principal objectiu d'aquest treball és observar com les activitats dramàtiques tenen un paper important en l'aprenentatge d'una llengua estrangera, en concret l'Anglès. Per tal de dur a terme aquest projecte, a l'estudi tracto els temes de l'aprenentatge de la Llengua Anglesa, la Motivació, les Tècniques Dramàtiques i el Drama per promoure la motivació. Per aquest motiu, per tal d'analitzar-ho, he portat a terme una recerca experimental a l'Escola de Primària "Els Quatre Vents", a través d'una sèrie d'activitats dramàtiques, amb els alumnes de cinquè. Així doncs, a partir dels resultats obtinguts dels exàmens i de l'entrevista final, he establert unes conclusions relacionades amb la importància del drama en l'aprenentatge de la llengua Anglesa.

**Paraules clau:** Tècniques dramàtiques, Llengua Estrangera, Aprenentatge de la Llengua Anglesa, Educació Primària.

## **Theoretical Framework**

This final degree project is related to my action research that I did in the school “Els Quatre Vents” in Manlleu. For this reason, I am going to comment about some aspects that are related to Drama techniques, which are the following ones, English Language learning, Motivation, Drama Techniques and finally the value of Drama to enhance motivation.

Nowadays, the value of Drama is really integrated in the schools, because as in a recent research about Drama effects on Motivation and Self-Confidence (Neal, 2012), states that using Drama in the foreign language classroom can significantly increase student's confidence and self-esteem.

### **English Language Learning**

First of all, there is a clear difference between foreign language learning and second language acquisition. In the school where I did my action research, they did English as a foreign language and Spanish as a second language. This does not mean that all the students had the Spanish as a second language, because for some students Spanish was their first language, and some students neither Spanish or Catalan was not their first language. It is important to differentiate a foreign language to a second language, because there in the school, I worked with the foreign language learning. On the one hand, according to Bill Vanpatten and Alessandro G.Benati (2010), foreign language learning refers to the language that is usually not spoken outside the classroom, like English in Spain. On the other hand, a second language is related to the language that is normally spoken outside the classroom, like Spanish in Spain. So according to Broughton, Brumfit, Flavell, Hill and Pincas (1980) “of the 4.000 to 5000 languages, English is by far the most widely used.” (p.1) Therefore, they say that English in schools is taught as a foreign language because it is considered a foreign language in many regions of the world.

In order to learn a language, some factors have to be taken into account. One of these factors are the four skills, Listening, Speaking, Reading and Writing. Moreover, other important factors are the Errors and the Assessment. When I did my action research I worked with Drama techniques and through them we could work with the four skills. In addition, I am going to speak about the errors and assessment because I took them into account in order to evaluate the students.

According to Rivers and Temperley (1978), Listening is the capacity to comprehend what others are saying. As Raluy (2015) points out:

It is quite unrealistic to expect young children to understand everything they hear. Listening is not a passive activity. Asking children to simply listen and remember tends not to develop listening skills. It is much more effective to engage children in purposeful activities while they are listening. Children need to know that it is not important to understand or remember every word of a message. Teachers need to encourage their pupils to use their background knowledge or context clues to make sense of what they hear.

Raluy (2015) says, "Writing in English is very difficult for pupils because production is more difficult than comprehension." Moreover, Dawson (1984) indicates that:

Writing practice for absolute beginners consists of getting used to English script. [...] At this early stage straightforward copying exercises are necessary. Up to low intermediate level, the writing needs to be fairly controlled, copying phrases and sentences which have been mastered orally and constructing sentences partly or wholly from a grid or substitution table, constructing sentences from a few words, dictation of familiar sentences, [...] and completing a dialogue (between two people, where what one person says is already given). (p. 47)

Raluy (2015) says that at the beginning of the learning period, there is not much involuntary speech. Nearly all English, is learned through repetition. This author (2015), states, "the use of repeated patterns will soon make children realize that requests can be done in another language." Moreover, this author (2015) indicates that:

Children start learning "formulaic English", for example routines *Good morning, hello, my name is... I am 8 years old* and so on which, at this stage, is useful to communicate. They also learn a lot of classroom language and ways of asking for permission. This is good as they do not have to worry about formulating what they want to say.

Raluy (2015) indicates that children should bring some English speaking at home, like simple messages in order to show it to their families. Moreover, he indicates that:

It is important to offer different activities to avoid a situation in which it is always the teacher who asks questions and the whole class who repeats. Thus, activities should range from those that require one word to those that require sentences and dialogues.

Finally, Raluy (2015) points out that doing speaking in groups, lets students increase their confidence because they have more chances to speak in a small group instead of the entire class.

The last skill is reading. As Raluy (2015) says, "comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading." Furthermore, this author (2015) indicates that students have to advance with their listening skills before they see the written word and words must be written in context using some percussion in order to acquire rhythm.

Another aspect related to language learning are the errors that students may make while they are learning. Broughton, Brumfit, Flavell, Hill and Pincas (1980) indicate that:

As the student learns a new language, very often he does not know how to express what he wants to say. So he makes a guess on the basis of his knowledge of his mother tongue and what he knows of the foreign language. The process is one of hypothesis formulation and refinement, as the student develops a growing competence in the language he is learning. He moves from ignorance to mastery of the language through transitional stages, and the errors he makes are to be seen as a sign that learning is taking place. Errors will always be made, and have direct implications for remedial work because they are by their natural systematic infringements of the normal rules of the language. (p. 135)

In fact, errors are an expected and relevant part of the process of language learning. As these authors (1980) mention above indicate, that not all the problems are related to the mother tongue language. Some of them appear, because students generalise a rule that they know, and they use it for all the situations. It is important to consider the errors as a part of the learning and use the appropriate correction. Broughton, Brumfit, Flavell, Hill and Pincas (1980) point out "correction might also come from another source apart from the student himself and the teacher. The other members of the group can correct both written and oral work." (p. 141)

As Dawson (1984) states, "testing your students can be informal or formal. It can be done for diagnostic purposes at the beginning of a course, or as a mean of checking process." (p.51) On the one hand, in the book called Teaching English as a Foreign Language a practical guide, (Dawson 1984) points out that Informal testing is an essential part of teaching. It consists in asking oral questions and answering them, ask pupils to reiterate or explicate again something and ask some questions to be answered in a quickly way. On the other hand, the formal tests are handed out to students, usually at the beginning of the course in order to make some groups, during the course to get a mark of their development, and finally, at the end of the course to get a certificate. In the book mentioned above, (Dawson, 1984) indicates that it is important to know what the teacher wants to ask in the formal tests using the appropriate questions.

So all the questions must be understanding, students need to know about the punctuation of the marks and they should know the results at the earliest.

## Motivation

Another aspect that is related to Drama techniques is motivation. While I was doing my action research, I observed and analysed how Drama techniques could motivate students in English Language learning. Dörnyei and Schmidt (2002, p.30) state, "motivation transforms a number of separate reactions into a significant action." According to the research related to Motivation and second Language acquisition (Dörnyei and Schmid, 2002) state that the study of language learning motivation, should focus on qualitative and quantitative methods.

On the one hand, these authors (2002) mentioned above point out that:

As a quantitative variable, motivation may be equated with a conceptualization of measurable activity that involves energy and persistence, such as how much effort students put into their learning, how long they persevere at a task, how active they are, or how strong their level of arousal for learning seems to be. (p.96).

Moreover, they say (2002), "within a quantitative perspective, goal-directed activity is translated into "time-on-task" (p.96-97), resulting in the depiction of students being "highly motivated" or "not motivated"." Furthermore, Dörnyei and Schmidt (2002) point out that:

The focus of interest is not on whether the more motivated students prove to be the more successful, but on how students differ in the way they value and interpret goals and how such differences in motivational thinking may affect their involvement in learning. (p.97)

On the other hand, as Dörnyei and Schmidt (2002, p.96) state, "A qualitative research approach [...] is defined by the nature of its theoretical focus and empirical purpose."

They say that:

As a qualitative variable, motivation may be defined not in terms of observable and measurable activity, but rather in terms of what patterns of thinking and belief underline such activity and shape students' engagement in the learning process. (p.96)

In addition, they (2002) argue, "within a qualitative perspective, on the other hand, goal-directed activity refers to the content of students' thoughts." (p.97) They also state that:

As a qualitative concept, motivation may be viewed as a whole complex of cognitive-meditational processes, whereby how students think, what they believe, and how they interpret relevant experience, will determine the choice, level, and quality of their involvement in learning. (p.97)

According to Dörnyei and Schmidt (2002), “attitudes and motivation are related to how well individuals learn a second/foreign language.” (p.281) Therefore, these authors (2002) agree in the fact that “high levels of motivation promote success in learning a language.” (p.281) In Motivation and second Language acquisition, (Dörnyei and Schmidt, 2002) analyze motivation through some tests. In order to analyze students’ motivation while I was doing my action research, I did a test adapted and based on the AMTB mentioned by Dörnyei and Schmidt. As they (2002) point out:

There is a test called AMTB (Attitude/Motivation Test Battery) (see appendix 1, p.3), which measures three primary concepts: Motivation, Integrativeness, and Attitudes toward the Learning Situation. Motivation refers to a combination of the learners’ attitudes, aspirations, and effort with respect to learning the foreign language. [...]

Integrativeness reflects the individual’s willingness and interest in social interaction with members of other groups. [...] The third component, Attitudes Toward the Learning Situation, refers to the student’s reaction to formal instructions. (p.283)

## Drama Techniques

Next term related to Drama techniques is Drama, because in fact, Drama techniques implies using some strategies in Drama activities. My action research was related to Drama techniques. We did several Drama activities in order to get enough information about the value of Drama in English Language Learning.

Drama is any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation: "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person. (Holden, 1982, p.1 cited in Davies, 1990, 87)

According to Zalta (2006),

Dramatizing is part of children’s lives from an early age. They play at being adults in situations that are part of their lives. Many of these day-to-day situations are predictable. Children try out different roles in make believe play. They rehearse the language and the “script” of the situation and experience the emotions involved, knowing that they can switch back to reality whenever they want to. Such pretend play prepares children for the real-life situations they will meet later on: it is a rehearsal of the real thing. Make-believe encourages their creativity and develops their imagination and

at the same time gives them the opportunity to use language that is outside their daily needs. (p.25)

He (2006) also, indicates that:

Drama helps children build skills in group's dynamics. Children often work in groups or pairs when dramatizing. Children have to make decisions as a group, listen to each other, and value each other's suggestions. They have to cooperate to achieve their aims, find ways of settling their differences, and use the strength of each member of the group. (p.25)

It is important to choose the right activity if the teacher wants to use Drama in the classroom.

When planning drama activities, teachers should take into account: (1) the learners' interests, (2) the learners' needs, (3) the learners' ages, (4) and even the time of the day. If an activity does not correspond to students' interests, if the learners are tired because they had a physical training lesson or a test right before the activity, it could be waste of time. (Zalta, 2006, p.26)

Once these aspects have been taken into account, it is important to start with a small activity. For this reason, Zalta (2006) points out:

Not all children are good at acting, especially if drama is not part of their first language curriculum. But most children like drama activities. Introduce drama into your classroom in small steps. Start with easy, guided activities (miming), and move on to less controlled activities (plays) as the children gain confidence. (p. 26)

Then, it is important to give feedback to children. Zalta (2006) states that it is important to:

Give feedback on what the children have done, not only the end product and language but also the process they went through, the way they cooperated with each other, and how they came to decisions. Always find something positive to comment on. For participation in a drama activity, and especially in a performance. (p.26)

Davies (1990) points out "[...] drama includes mime, role-playing, extended role-playing (or improvisation), simulation, interaction activities such as various dialogues, and dramatized story-telling." (p.88) Moreover, Davies (1990) indicates, "an atmosphere must be established in which both teacher and class can feel secure in the knowledge and expectation that they will enjoy and benefit from Drama activities." (p.88)

The first type of Drama techniques is miming, and this was part of the activities that I did in my action research in the school. One type of miming activity was called Adders, as Corominas (2016) states in the description of this activity, "one pupil is going to mime an animal. The pupil to his left is going to mime the same animal and a new one. The round continues this way until the last pupil is miming all the animals and adding

his/her new one". Another miming activity that I did in my action research was called Crazy Sentences. As Corominas (2016) indicates, in Crazy Sentences:

One pupil is going to act out one sentence and the rest of the pupils in the circle are going to guess what the sentence says. The sentences are simple linguistically speaking but very difficult to mime. This helps the pupils to think about the structure of sentences, that is, they have to know that after a subject there comes a verb, after an adjective there comes a noun, etc.

In addition, some research about the Use of Drama in English Language Teaching (Davies,1990) states that using mime as a tool for teaching English, can help students in terms of memory because they associate an image with something related to the language, so it is easier to memorize. Another Drama technique is role-playing, and I used this technique in my action research in which students had to create some dialogues for their animal stories. Davies indicates that "role-play normally involves students playing imaginary people in an imaginary situation. [...] Open-ended dialogues provide a frame for starting the role-play, with students free to decide how to develop the dialogues further. "(1990, p.92)

Then there is the improvisation technique, which I adapted in some of the activities done in the school during my action research. Davies indicates that "[...] thoughts, feelings, and the language arising from them are emphasized in improvisation, and learners create people and relationships by acting out situations using speech and movement." (1990, p.94) Furthermore, he states that:

There are two main types of improvisation, an open-ended process initiated by the teacher to help his or her class discover the meaning behind language and behaviour. Learners are presented with a situation and challenged to respond to it. The teacher introduces the situation and attempts to create a drama in which all the students can become involved and can willingly suspend their disbelief. The second type of improvisation is prepared improvisation, where a class makes up a complete play starting from a basic theme or situation, and during the improvisation the class should develop its ideas, selecting, shaping, and organizing them into a communicative structure. (p.94-95)

Moreover, games are a useful tool to work with Drama techniques, and nearly all the activities done in my research project were related to games. For this reason, Davies (1990) indicates that:

Drama and language games can serve as a natural introduction to dramatic activities proper and as preparation for role-play, improvisation, and other drama experiences. Because they involve concentration, listening, memorization, observation, interaction,

and interpretation. Language games extend the word power of learners, and increases their agility, fluency, and flexibility in the use of English. (p.96)

Apart from the activities mentioned before, there is another useful Drama technique, which I used in my action research, which was called Sort Out. Corominas (2016) states that in this Drama technique, “students in groups sort their items into sets.” Moreover, she states that this is a good technique to enhance co-operation and collaboration and develop social skills.”

Finally, another useful tool is puppets. This was the last technique that I used in my action research, in which students had to act out a story using animal shadows. As Davies (1990) says, “the teacher could either use hand-puppets, card-puppets, or even his or her hands and paint them into a puppet. The main point here is to bring in a variety of techniques so that the students do not get bored.” (p.96) In addition, Zalta (2006) points out that:

If you give these children special roles, it encourages them to be those characters and to abandon their shyness or embarrassment. This is especially true when you use puppets and masks. The teacher can use roles to encourage children who would otherwise hold back and to control children who dominate the weaker ones. (p. 25)

Moreover, according to the research about Using Drama with Children (Zalta, 2006) points out that Drama can be worked in different aspects, not just in a linguistic way. Therefore, Drama can be used in different topics, so it is useful for cross-curricular content.

In fact, Drama activities are useful for all the learners. As Zalta (2006) argues:

Dramatizing appeals to all kinds of learners. We receive and process information in different ways; the main ones are through sight, hearing, and our physical bodies. One of these channels tends to be dominant in each of us. When children dramatize, they use all the channels, and each child will draw on the one that suits him or her best.

This means all the children in a class will be actively involved in the activity, and the language will “enter” through the channel most appropriate for each of them. All drama activities can be used at a variety of levels. Even if an activity is designed to be an elementary activity, it can be enjoyable for intermediate or more advanced students; conversely, even a drama activity designed for intermediate students may be used with elementary students. You will naturally choose activities and plays that are generally age appropriate and appropriate for your students’ level, and also perhaps because the chosen activities help to reinforce the practise of particular language areas from the course you are teaching. (p.25)

Related to this, Zalta (2006) indicates that “Drama helps children to activate language and have fun. Using Drama activities has clear advantages for language learning.” (p.24)

Moreover, this author (2006) mentioned above, states:

It encourages children to speak and gives them the chance to communicate, even with limited language, using nonverbal communication, such as body movements and facial expressions. The use of drama can reduce the pressure that students feel, so they become ready to talk sooner. A number of other factors also make drama a powerful tool in the language classroom. Reading dialogue aloud from a textbook is different from acting out the same dialogue. Drama involves children at many levels—through their bodies, minds, emotions, language, and social interaction. (p.24)

Apart from helping children learning the language, Drama also helps them with the language personalization.

Dramatizing allows children to add an emotion or personality to a text that they have read or listened to. Take any word, sentence, or short dialogue (two to four lines) and ask children to practice saying it “in character.” By interpreting the words, children make them their own. This also makes language memorable. Children especially enjoy interpreting the words with a puppet in hand. (Zalta, 2006, p.25)

According to a research about Using Drama for ESL teaching (Hu, 2011) states that Drama has been used as an instrument to communicate feelings and emotions.

[...] some researchers argue that drama can be an effective strategy using in the English as a Second Language class. Drama is becoming more and more popular in the English as a Second Language classroom. One aspect of educational drama is that students are given a stimulus by the teacher and the students produce ideas and decide how to put them together and create a scene with its own characters and situations, which is meaningful to them and sometimes to others. (p.1)

Apart of working with emotions, Drama activities can create a good atmosphere during the lesson. Zalta (2006) indicates that:

Drama can add a change of pace or mood to the classroom. It is especially appropriate for young learner’s short attention spans. Dramatizing is learner-centered, so you can use it to contrast with the more teacher-centered parts of your lesson. It is active, so you can use it to make a class livelier after quieter or individual work. (p.26)

To end up, according to Zalta (2006, p. 46) “Drama activities also develop students’ intelligence by stimulating their imagination and creativity. The more Drama the children do, the better language learners they will become.”

## The value of Drama to enhance motivation

Finally, the last aspect related to Drama techniques, is the value of Drama to enhance motivation. Through all the activities that I did in my action research, and a feedback interview (see appendix 2, p.4), I could analyze how Drama enhances motivation in the English language learning. In addition, Zalta (2006) points out that

Dramatizing a text is motivating, and it's fun. The same activity can be done at different levels, which means that all the children can do it successfully. Most children like drama activities. English language skills will be developed successfully if students are motivated. When designing an activity, the most important consideration is probably the degree of interest and involvement it generates. (p.24)

As Neal (2012) indicates, [...] "using drama in the foreign language classroom can significantly increase students' confidence and self-esteem." (p.2) Moreover, this author (2012) says, "learning activities based on drama increase student's motivation." (p.2)

Using Drama in EFL classroom implies some benefits for students. Neal (2012) points out that:

Drama is well-suited to support the aims of both Total Physical response, it releases the stress that is normally associated with the language learning classroom, students increase motivation for reading and writing tasks and most importantly, students increase confidence. [...] Drama activities provide opportunities for authentic communication and can build learners' confidence in speaking English. (p. 3)

Drama exercises can be presented in a way where students feel like they are playing, as opposed to working the learning process becomes more positive and enjoyable, knowledge will be more readily retained and students will be more motivated to learn. [...] Motivation is seen to be the major affective individual-difference variable contributing to achievement in learning another language. (Neal, 2012, p.7)

Neal (2012) indicates that:

Some studies show repeatedly that motivation is linked to self-confidence. A student in a role-playing situation has the opportunity to use the target language as someone else. This removes the pressure on the learner and in turn builds her self-confidence for using the target language in real life. Additionally, removing the right answer/wrong answer format of the traditional classroom lesson allows learners to take risks and build their self-confidence. In drama there is no wrong answer, every effort is correct and every language misuse is an opportunity to learn. (p.7-8)

Finally, Zalta (2006) states, “by taking on a role, children can escape from their everyday identity and lose their inhibitions. This is useful with children who are shy about speaking in general and especially shy about using English, or who don’t like joining in group activities.” (p.25)

## **Methods and Study**

### **Methods**

After having defined the concepts related to Drama techniques, this section is going to focus on the action research that I did and the results I obtained. To start with, I based this final degree project on the action research that I did in the school called “Els Quatre Vents”.

In this research, my objectives were to observe how English was done in that school, in order to know if they used Drama techniques or not to teach English. In addition, another objective was analyse the value of Drama in English Language Learning. So there, I analysed the value of Drama in English Language Learning through some experimental research related to Drama techniques activities and through the results that I obtained from the written test, the animal shadows video and the feedback interview.

### **School**

“Els Quatre Vents” was a public School located in Manlleu, a town from Osona. The School had two levels per grade and some school years were divided into three levels. The School offered Pre-school Education from three years old to six years old, and Primary Education from six years old to twelve years old. There, the first language was Catalan and the majority part of the learning was done in this language. The second language was Spanish. Finally, the foreign language was English.

### **Participants**

In order to analyse this, I used experimental research. The sample of this action research were the both fifth classes of the school mentioned above. In total there were forty-nine students taking part in this study. In one of the classroom where I did my action research, there were twenty-four students, eleven girls and thirteen boys. In this classroom, there were two black students; six Muslim students and the rest were Catalan students. The other fifth level were twenty-five students, twelve boys and thirteen girls. In this classroom, there were three black students; five Muslim students and the rest were Catalan students. In fact, both classrooms were multicultural.

The majority of the samples came from Manlleu, and there were few children that came from towns nearby Manlleu.

### **Instruments**

In order to do my action research, first I observed how the English classes were done in that school. By observing this, I realized that they did not use Drama techniques to learn English. I could observe that they worked with the four skills but without using Drama activities. So, children acquired the language by the recast made by the teacher when they got wrong, the short writings that they did in their English notebooks, the book for the listening and readings, some worksheets for the vocabulary and games to acquire simple questions in order to reinforce speaking.

Once I had observed this, I started my experimental research. I carried out eleven sessions related to Drama activities in order to explore the strength of relationships between Drama techniques and English Language Learning. Once we finished the sessions, we did a test in order to assess their knowledge. Finally, I gave them a feedback interview, in order to analyse if Drama activities had motivated them.

The instruments that I used in order to carry out my action research were the following ones. First of all, observation in order to know if they did Drama activities to learn English. Then the Drama activities, we did five miming activities, one improvisation activity, two role-playing activities, three game activities and two sort out activities. I used these Drama activities, in order to analyse their effect on the English Language Learning. Another tool that I used was a writing test in order to assess the concepts that we have been working on and obtain some data collection. In order to show the results of these writing tests, I have used circular graphics, which show the results. Moreover, I used a feedback interview, as a qualitative research to obtain more data collection in order to analyse if Drama activities had helped and motivated students in English Language Learning.

### **Study and Results**

To start with, my action research in the school called “Els Quatre Vents” was about eleven sessions for both fifth classes. I started on the 23<sup>rd</sup> of January, and we finished on the 21<sup>st</sup> of March. We worked the topic of animals through Drama techniques, in order to analyse the value of Drama in English Language Learning. I did the same activities for fifth A and fifth B, but this is the explanation of the activities made in fifth B.

The first session was on the 23<sup>rd</sup> of January. The first activity that we did was called “Animal gesture”. First, students made a big circle and every student had to say: “My name is...and I like...” By the time, they were saying the animal they had to mime it. First, students were a little bit shy of miming the animals because it was the first miming activity. Moreover, I realized that the animals that they knew were the following ones: dog, tiger, rabbit, elephant, hamster, cat, bird, horse, wolf, monkey and lion.

Next activity that we did was “Animal sentences”. In order to do this activity, students were in groups of five. One student of each group had to take a sentence and mime it to the group. These sentences were related to animals, some adjectives and some parts of the animal body. So the vocabulary included was the following one, the animals were: “Canary, Cat, Cheetah, Dog, Flamingo Guinea Pig, Hamster, Iguana, Rabbit, Snail, Snake, Stick insect, Spider and Tortoise”. The adjectives were “Big, Brave, Fast, Fierce, Greedy, Long, Noisy, Short, Shy and Tall”. Finally, the parts of the animal body were “Ears, Legs, Wings, Tail and Teeth”. By doing this activity, I realized that the majority of the students did not know some of the vocabulary involved in the sentences, specially “Snail, Cheetah, Shy, Brave and Noisy”. Finally, students copied the sentences that they had mimed in order to have all the vocabulary worked in their notebook.

The second session was on the 24<sup>th</sup> of January. To start that session, first, I asked the students some vocabulary related to the previous session, in order to realize what they could remember. In fact, all the students remembered the most part of the vocabulary worked in the last session, except of “Shy, and Cheetah”. Then, we finished writing the four sentences about the last session. Next, I delivered some flashcards about animals (see appendix 3.1, p.6), parts of the animal body (see appendix 3.2, p.9) and adjectives (see appendix 3.3, p.10) to each student. Then I divided the blackboard in three parts: “Animals”, “Parts of the animal body” and “Adjectives”. The aim of this activity was to sort out the different flashcards in these three columns (see appendix 3.4, p.12). In order to do that, students in groups of four, had to decide in which column their flashcards should go. Then group by group sorted out the different flashcards in the corresponding column. Once all the groups finished, we checked if all the flashcards were in the correct place, by doing this we revised again the vocabulary. Next activity was “Animal actions”. In this activity students played the game “Simon Says....” related to animals. “Simon Says” is a game in which the teacher gives some instructions to students saying: “Simon Says....” and students have to imitate it. If the teacher does not say “Simon says...” students do not have to imitate the action, if they do it, they will be eliminated. The game was related to the animals worked in the previous session,

and their actions. The actions were the following ones: Walk like a tortoise, run like a hamster, climb like an iguana, run like a guinea pig, walk like a spider, sing like a canary, stand like a stick insect, slither like a snail, jump like a rabbit, slide like a snake, bark like a dog, scratch like a cat, stand like a flamingo and run like a cheetah. By doing this activity, I realized that some students when they were asked to mime an animal action, they copied and imitated other students.

In order to work this individually, I stopped the activity, and we made a miming competition (see appendix 3.5, p.12). Students in groups of four were asked to mime some animals and answer a question related to the game "Simon says...". If they answered all correct, they had 2 points. While one group was miming, the rest of students in groups of four had to draw an animal worked in the classroom and indicate the parts of the body.

The third session was on the 30<sup>th</sup> of January. First, I introduced the comparatives and we did one activity of the book (see appendix 4.1, p.13). In this activity, students had to make comparatives sentences with the animals and the adjectives that we had been working in the previous lessons. When we finished that, we played the game of the statues (see appendix 4.2, p.14). In order to do this activity, we went in the playground. One student was near the wall and the rest of the students were on the other side. The student on the wall had to say an animal, and then he or she had to turn around and say "One, two, three, statues", the other students had to imitate the animal, move forward and try to touch him or her. When the student on the wall turned around again, the rest of students had to remain immobile until the other student turned around again. If one of the students who were imitating the animal made any movement when they were stopped, they had to start again from the beginning. In order to have all the students' attention when we were in the playground, we went there with the half of the students, and the other half were in the classroom with the tutor doing book activities related to the animals' theme.

After the break, we did the fourth session that was also on the 30<sup>th</sup> of January. First, I introduced the superlatives and we did one activity of the book related to it (see appendix 5.1, p.15). In this activity, students had to complete some questions using superlatives adjectives and then match them with the pictures. Next activity was "Animal massages" (see appendix 5.2, p.15). Students in pairs had to make a massage at the back of his or her classmate, imitating the tracks of different animals. I started saying some animals, then, one by one, the students that were making the massage decided which animal track they were going to imitate. When we finished doing the

massage, we made another activity called “Adders”. In this activity, students had to stand in a circle. I divided the class in two groups in order to make it easier to play. One student had to mime an animal and it had to be guessed by the rest of the students. Then, the student on his or her left had to mime the same animal and add a new one. The activity finished when the last student in the circle was miming all the animals.

The fifth session was on the 31<sup>st</sup> of January. First, I delivered some flashcards about adjectives, superlative adjectives (see appendix 6.1, p.16) and comparative adjectives (see appendix 6.2, p.18) to each student. Then I divided the blackboard in three parts: “Adjectives”, “Comparative adjectives” and “Superlative adjectives”. The aim of this activity was to sort out the different flashcards in these three columns. In order to do that, students in groups of four, had to decide in which column their flashcards should go. Then, all the students that had adjectives flashcards, comparatives adjectives and superlative adjectives stacked them under the corresponding column one by one. Then we started talking about how to create a story. First, we saw a video about Chinese shadows to have an idea. Next, we decided to write some steps in order to follow some instructions to build a story. The steps were the following ones, first, each student had to choose an animal, and then they had to describe it using adjectives, parts of the body, comparatives, and superlatives.

The sixth session was on the 7<sup>th</sup> of February. In this session, we started describing the animals according to the steps that we have chosen on the last session. So students in their shadows groups started to describe the animals that were going to appear in their stories.

The seventh session was on the 13<sup>th</sup> of February. In this session, we continued working with the activity called “Animal shadows”. First, students finished the descriptions of their animals. Then, they cut the animal shadows. I realized that I had some animal shapes that were left over, so I told students that they could choose two or three more animals. Once, each group had all the animals, they started thinking about the dialogue that would appear in their stories.

The eighth session was on the 16<sup>th</sup> of February. In this session, students finished their dialogues for their stories. The aim of this activity was to ensure the writing of the vocabulary that we had been working and some describing structures like, it is..., it has..., its name is..., and its colour is.

The ninth session was on the 21<sup>st</sup> of February. First, we started playing a spelling game about the animals. I spelt an animal and children had to guess it. Then students in the same groups as the animal shadows, one by one, had to mime their descriptions about

the animals, and the rest of the students had to guess sentence by sentence. Then, when they finished, we played another game about miming and describing, but this time with the whole pupils. One student in front of the classroom had to mime or describe an animal, and the rest of students had to guess it.

By doing this, the aim was to work some structures like: It is..., is it...?. Finally, we finished with a video about animals, and I asked them some questions related to the video.

The tenth session was on the 20<sup>th</sup> of March. I took all the groups one by one and we practice their stories. We took into account the pronunciation, the intonation, and the movements that they could do with their animals' shadows.

Finally, the eleventh session was on the 21<sup>st</sup> of March. We recorded the stories in groups of four pupils. In order to do that, we used a white sheet, some cellophane paper, a lamp and the animal shadows. Children hid behind the sheet and the lamp was behind them, which shone a light on the animal shapes and they became shadows on the other side of the sheet. Then they acted out they stories and I recorded them.

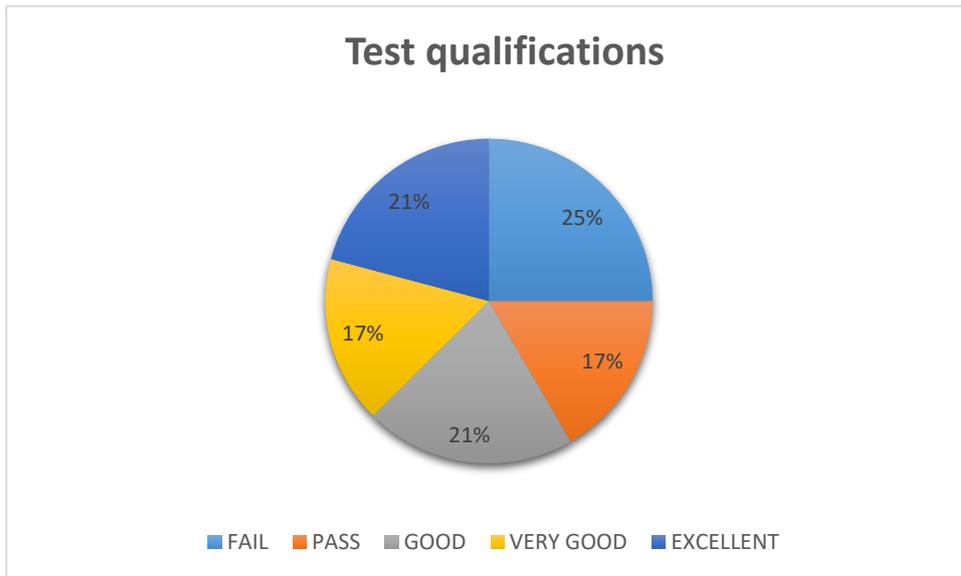
I obtained the results from my action research through three types of sources. First of all, a writing test, then the stories form the animal shadows video and finally the feedback interview.

In order to assess the concepts that we had been working during these sessions, first, we did a writing test (see appendix 7.1, p.20) in which I asked them questions related to the vocabulary and grammar that we had been studying. The test was about five questions and two points for each question.

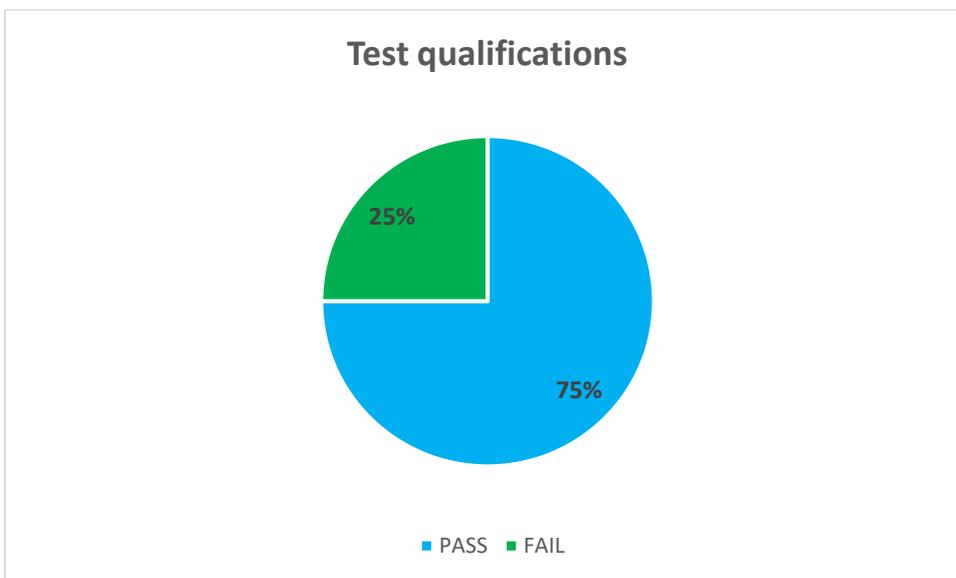
<b>Tests' Marks</b>	<b>Qualification</b>
0,8	FAIL
0,8	FAIL
1	FAIL
1	FAIL
3,5	FAIL
4,1	FAIL
5	PASS
5,5	PASS
5,8	PASS
5,8	PASS

6	GOOD
6	GOOD
6,4	GOOD
6,5	GOOD
6,8	GOOD
8	VERY GOOD
8,5	VERY GOOD
8,5	VERY GOOD
8,5	VERY GOOD
9	EXCELLENT
9	EXCELLENT
9,5	EXCELLENT
9,5	EXCELLENT
10	EXCELLENT
Average: 6.06	GOOD

These were the qualifications about the writing test, the sample were the twenty-four fifth B students. As it can be seen, the average was 6.06 equivalent to a Good qualification. Having analysed all the written tests, I observed that seven students out of twenty-four, had difficulties with the third exercise in which they had to use the verb “have got” to describe an animal and its parts of the body. They did not know in which position the verb was, they did not know about the sentence structure, because there was a double sentence or they forgot to use the verb or the part of the body (see appendix 8.1, p.23). Ten students out of twenty-four, did not write the part of the body, they got confused and they wrote an adjective (see appendix 8.2, p.25). The other exercise that I realized that they had some difficulties was the fourth one in which they had to use comparative adjectives. Eleven students out of twenty-four confused the comparative adjectives to the superlative adjectives, or they forgot to add –er + than at the end of the adjective (see appendix 8.3, p.26). I might say that these mistakes were probably caused because they did not read carefully the formulation of the question because in the exercise two, they had to complete a table using adjectives, comparative adjectives and superlative adjectives, and the majority of the students did it well without any confusion.



Moreover, this circular graphic, indicates that twenty-five per cent of the students failed the exam, seventeen per cent of the students passed the exam, the twenty-one per cent got Good qualifications, another seventeen per cent got Very Good qualifications and another twenty-one per cent got Excellent qualifications.



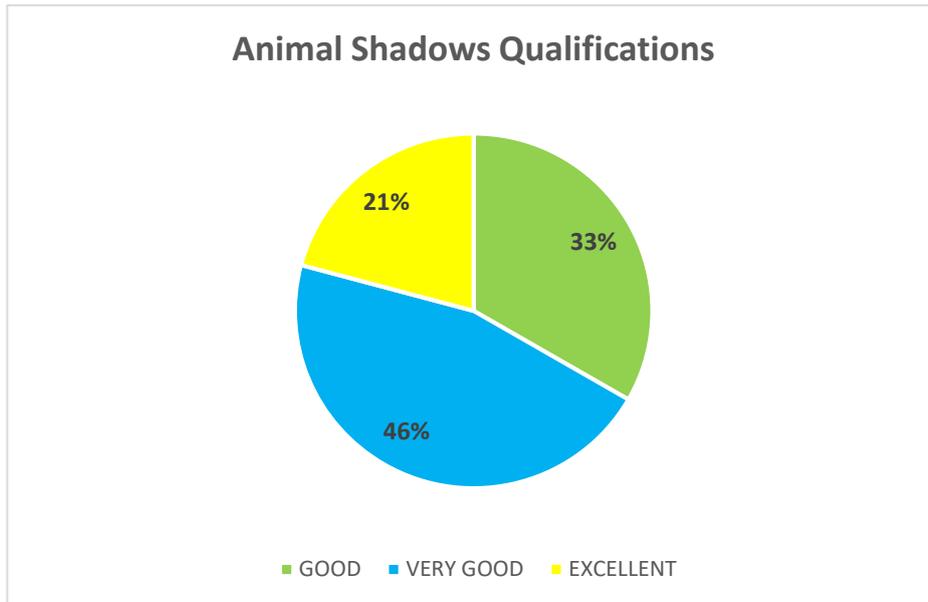
This circular graphic shows the percentage of students who passed the exam and the percentage of students who failed the exam. As it can be seen, the seventy-five per cent of the pupils, passed the exam, and the twenty-five per cent of the students failed.

Another tool that I used to assess the students was the video (see appendix 9.1, p.29) that I recorded with the stories that they did using the animal shadows. Therefore, I used these stories in order to evaluate the speaking skill. In total, there were six groups of four students each.

I used a grid with four variables (see appendix 9.2, p.29) to evaluate their stories, and each one counted two points and a half. The first variable was the pronunciation, vocabulary and grammar. I took into account if they mispronounced some words and if they did some vocabulary or grammar errors while they were speaking. The second variable that I considered was the originality of the story, if it was short, long, if they used right sentences and specific vocabulary, if all the characters had the same length of speaking and the topic. The third variable was the acting out. I observed if they moved correctly the puppet when they were speaking to emphasize the character that was speaking. Finally, the last variable that I took into account was the intonation. I observed if they changed their characters' voice and if they did it, I took into account if the message was clear and understanding.

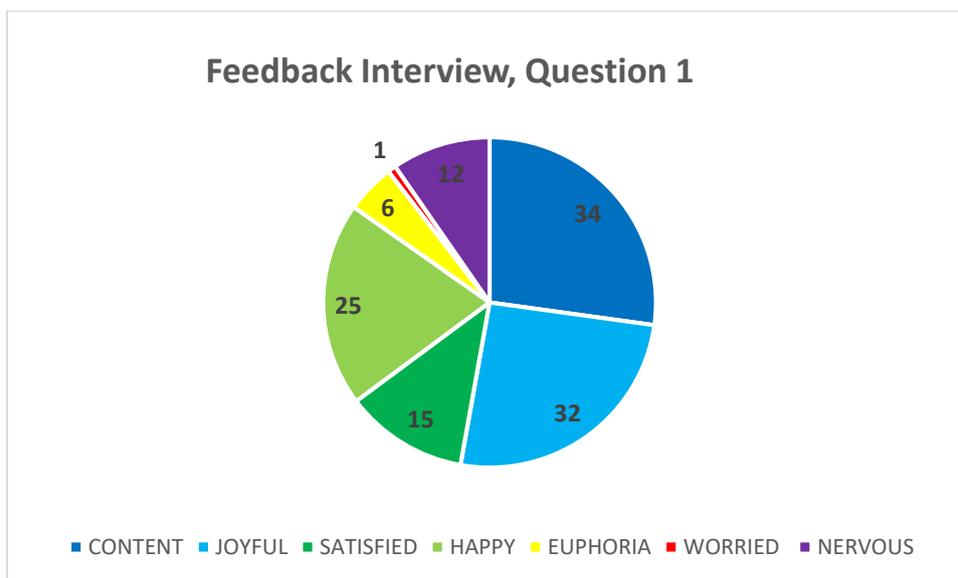
<b>Animal shadows' Mark</b>	<b>Qualification</b>
6	GOOD
6,5	GOOD
6,5	GOOD
7	VERY GOOD
7,5	VERY GOOD
7,5	VERY GOOD
7,5	VERY GOOD
8	VERY GOOD
8	VERY GOOD
8,5	VERY GOOD
9	EXCELLENT
9	EXCELLENT
9	EXCELLENT
9,5	EXCELLENT
9,5	EXCELLENT

These, were the final marks that the students got from the animal shadows stories.



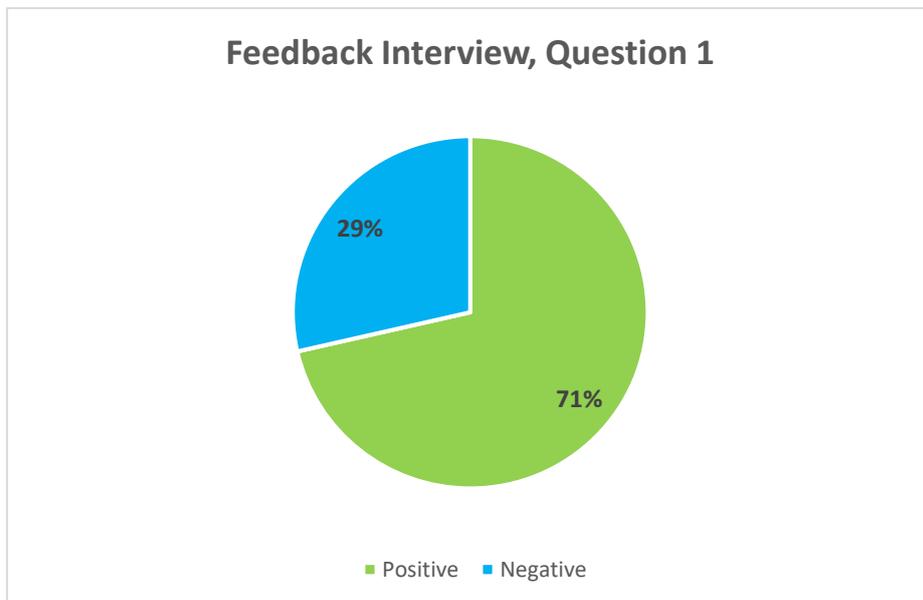
The previous circular graphic, shows that the twenty-one per cent of the students got an Excellent qualification, the forty-six per cent of the students got a Very Good qualification and finally the thirty-three per cent of the students got a Good qualification. This time, nobody failed and nobody got a Pass qualification, all the marks were between Good and Excellent qualifications.

Furthermore, I did a feedback interview in Catalan (see appendix 10) in order to see what students thought about the activities that they had been doing. I did this survey in both fifth classes, so it was out of forty-nine students.



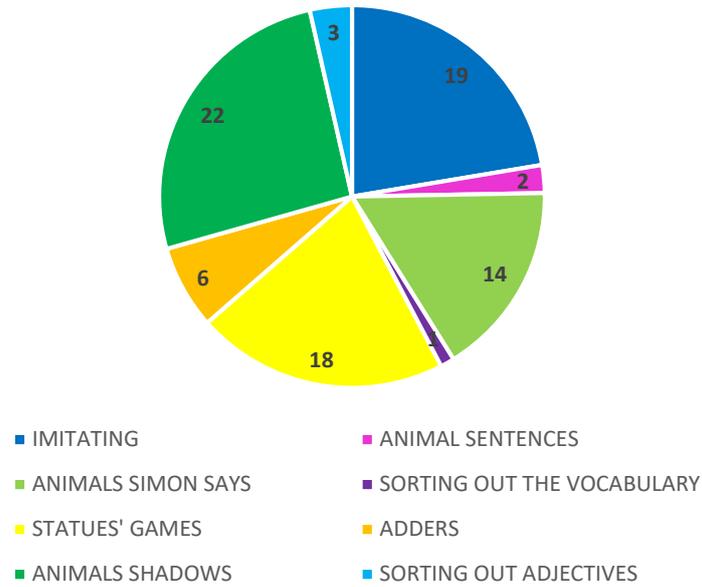
Having on account that in question one and two, students could choose more than one option, in question number one, I asked them to choose how did they feel about all the activities that we had been doing and in which moment, the answer was the following

one. As it can be seen, thirty-four students felt content, thirty-two felt joyful, fifteen felt satisfied, twenty-five felt happy, six felt euphoria, one felt worried and twelve nervous. Students felt these feelings in the following situations. Fifteen students felt this when they were with their classmates all together, fourteen when they learned new things and because they liked doing English. Fourteen more students, when they were having a great time and six students when they were imitating. The students that felt nervous and worried did it when they were imitating some animals because they were ashamed, because they felt that they did not know enough about the topic. In addition, when we were recording the animal shadows story they got nervous.



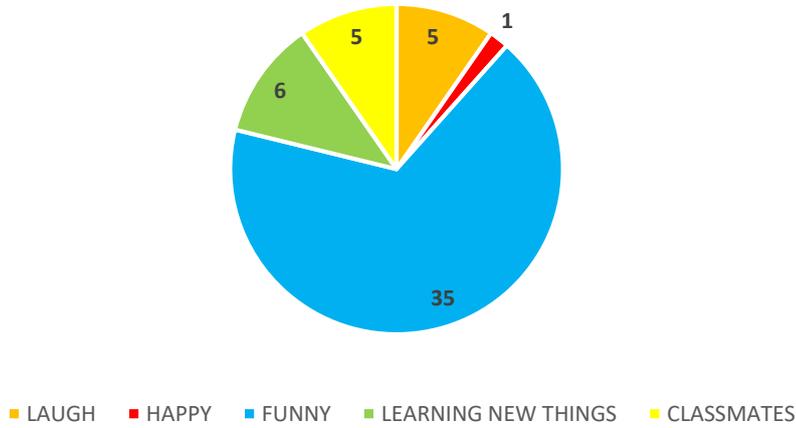
As it can be seen, in this graphic above, the seventy-one per cent of students felt good feelings and just the twenty-nine per cent felt negative feelings.

## Feedback Interview, Question 2



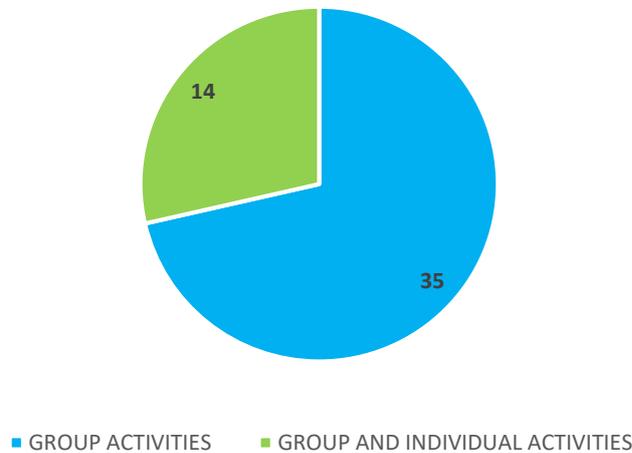
In question number two, I asked them which was their favourite activity and why. The graphic shows that nineteen students chose imitating an animal, two students chose imitating the Animal sentences, fourteen chose the animals Simon Says game, one chose sorting out the vocabulary flashcards on the blackboard, eighteen chose the Statues' game, six chose the Adders game, three chose the sorting out activity about comparative and superlative adjectives and twenty-two chose the Animal shadows activity.

### Feedback Interview, Reasons question 2



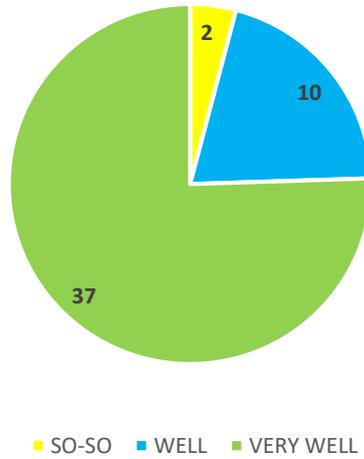
The reasons were the following ones. Five students chose it because they make them laugh, one because they make him or her feel happy, thirty-five because they were funny, six because they learned new things and five because they did it with their classmates.

### Feedback Interview, Question 3



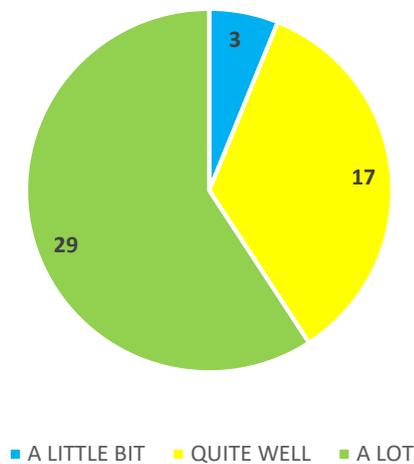
In question three, as the graphic shows, thirty-five students chose that they preferred doing the activities in groups and fourteen students chose that they liked doing the activities individually and in groups.

### Feedback Interview, Question 4



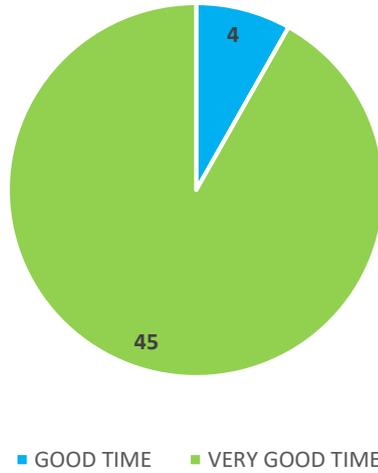
This graphic indicates that in question number four, two students chose that they felt so-so when they had to imitate an animal, ten students felt well and thirty-seven students felt very well.

### Feedback Interview, Question 5



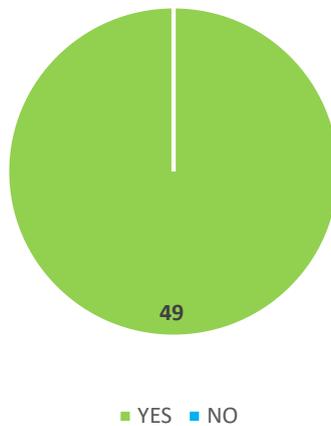
In question number five, as it can be seen, three students chose that Drama techniques had helped them a little bit in learning and remembering better the vocabulary, seventeen chose quite well and twenty-nine students chose a lot.

### Feedback Interview, Question 6



Next question, number six, the graphic shows that four students answered that they spent a good time doing the activities and forty-five chose that they spent a very good time.

### Feedback Interview, Question 7



Finally, last question, number seven, as it can be seen, the forty-nine students answered that they would repeat these activities next year.

## Conclusions

The present study was done to determine the value of drama in English Language Learning. After the six weeks spent in the school “Els Quatre Vents”, I could see how drama techniques helped the pupils learn English. I worked with different drama techniques in order to prove that this kind of resource helped children acquiring the vocabulary and the grammar. First of all, planning is an important factor that helps in language learning. I started with short activities such as miming and every session I gave the pupils feedback about the vocabulary or grammar worked on in the previous sessions. I realized that giving feedback everyday helps students memorize the vocabulary. Finally, we finished with a more complex activity, which was role-playing using animal shadows.

On the one hand, by doing the written test, I could observe that some students had difficulties with the position of the verb “have got” and they created a double sentence using the verb two times in one sentence, so that means that they did not acquire how to use the verb “have got” correctly. In addition, I have observed that some students got confused with the comparative and the superlative adjectives when they had to use them in a sentence in order to compare two animals. Conversely, I also realized that in the second exercise, which was also about comparative and superlative adjectives and in which students had to fill in a table, the majority of the students did it well. This signifies that students knew the theory but they did not know how to use it in sentences. That was probably because when I was doing my teaching practice in the school, I gave more importance to the theory of the comparative and superlative adjectives than to the practice. When we were working with the comparative and the superlative adjectives, we did a grid on the blackboard using flashcards, which is probably the reason why the students knew how to do the theoretical exercise and not the practical one. Furthermore, as the results of the tests indicate, seventy per cent of the students passed the exam, and just a twenty-fifth per cent of them failed. I would like to highlight, that in this last twenty-fifth per cent, there were some students with language difficulties and one student had arrived recently and was learning Catalan and English for the first time. Therefore, the students that had difficulties with the first language spoken in the school, in this case Catalan, had more difficulties in the English language learning. Apart from the lack of practice, this difficulty with the language was another factor that made some students fail the exam. If I had to do it again, once the students had understood the theory, I would reinforce the practice, by doing oral activities in order to let them know how to use the theory in a practical situation.

On the other hand, analyzing the results of the videos, I could observe that all the students got a higher qualification when I used an oral drama activity to evaluate them. As the circular graphic about the video qualifications indicates, all the students passed and the qualifications that they got were between Good and Excellent. This means that while they were doing this drama activity they were concentrated and enjoying it, because they made few errors while they were acting out. I realized that the majority of students did not move the puppet while they were acting out and probably this happened because they were holding the paper with the dialogue in one hand and the puppet with the other. This is another aspect that I would change if I had to do it again. It is important to have time to practice before students start acting out. If I had had more time, we could have practiced the dialogues for a longer period of time. Therefore, the students would have had the chance to make a better use of the puppets.

Moreover, the results obtained in the feedback interview show the positive effect of the drama techniques that I did during my action research. The graphic corresponding to question one shows that seventy-one per cent of the students felt positive feelings doing drama techniques activities. Just twenty-nine per cent of them had negative feelings, like nervousness and worry because they were not sure if they were doing the right things in each activity. Therefore, this means that drama techniques generate good feelings to students and this increases their self-esteem. In the second question from the feedback interview, I realized that the activities that children enjoyed the most were animal shadows and imitating animals. Then they liked the statues game and the Simon says game about animals. Finally, the classifying activities were the less motivating for them. Therefore, I can say that the role-playing, miming and games activities are the Drama techniques in which children enjoyed the most. Consequently, learning things through these activities is a good way to acquire the language. As the graphic related to the reasons of question number two indicates, they enjoyed those activities, first, because they were good fun and they learned new things, then because these activities made them have a good time, and they enjoyed doing them with their classmates. Referring to the results obtained in question number three, thirty-five per cent of the pupils preferred doing group activities. This signifies that drama techniques let students spend a good time and have fun. In addition, drama techniques, allowed all the children to participate in the majority of the activities. Moreover, if there were shy students, they could feel more comfortable in group activities because they do not feel controlled and this is a good way to make them feel more confident. Therefore, it is a good methodology to create cohesion between students.

Moreover, the learning process is better if the drama activities are done in groups because children do not only learn from the teacher. In addition, the graphic related to question four shows that the majority of students felt very well when they had to imitate an animal. This is related to next graphic about question five, the majority of students said that having worked the topic about animals through Drama activities had helped them to acquire and remember the vocabulary. Therefore, this means that if children have fun while they are learning the acquisition of the knowledge is better. In addition, forty-five per cent of the pupils said that they spent a very good time doing drama techniques and all of them would repeat these activities next year. This means that they are a good tool to motivate children in their learning process.

To conclude, drama techniques are a good method to work with children in schools. They are a great tool to use in English Language Learning because through them the four skills can be worked on, in an entertaining way. Consequently, using more dynamic activities like Drama techniques, will provide a more significant learning, and that will help them to remember better the concepts. Finally, if they are motivated, the higher attention they are going to have, and the better results they are going to achieve. Therefore, my conclusion is that the value of Drama plays an important role in English Language Learning, because they are a good tool to reinforce the theoretical knowledge. This means, that the practical knowledge needs to be worked on more efficiently in order to provide a complete language learning.

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Zalta, G. (2006). Using Drama with Children. *English Teaching Forum*. No.2, 24 – 46.

The webgraphy that I used to do my final degree project was the following one:

Michael Kellogg (1999). *Word Reference*. From <http://wordreference.com/>

[Veevid4u]. (2015, February 17). Shadow Puppet Show: Chinese Zodiac Animals [Video File]. Removed from <https://www.youtube.com/watch?v=9PxtxmvTq8A>

# APPENDICES

Treball final de Grau en Mestre d'Educació Primària

Tània COLL i CÀCERES

4rt curs del Grau en Mestre d'Educació Primària

Treball Final de Grau

Facultat d'Educació, Traducció i Ciències Humanes

Universitat de Vic- Universitat Central de Catalunya

Vic, Maig del 2017

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## Appendices

### Appendix 1: Example of AMTB

- |     |  |                   |                     |                   |                |                  |                |
|-----|--|-------------------|---------------------|-------------------|----------------|------------------|----------------|
| 8.  | Studying English is important because it will allow me to be more at ease with people who speak English. | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 9.  | I have a strong desire to know all aspects of English.   | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 10. | My English class is really a waste of time.  | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 11. | I would get nervous if I had to speak English to a tourist.  | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 12. | Studying foreign languages is not enjoyable.   | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 13. | I make a point of trying to understand all the English I see and hear.                                   | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 14. | I don't think my English teacher is very good.   | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 15. | Studying English is important because I will need it for my career.                                      | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 16. | I never feel quite sure of myself when I am speaking in our English class.                               | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
| 17. | Knowing English isn't really an important goal in my life.   | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |

This is an example of the AMTB whose questions are related to learning a foreign language, in this case English.

## Appendix 2: Example of the Feedback Interview

### Qüestionari sobre els “Animals”

1. Com t’has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d’una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

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2. Quina és l’activitat que més t’ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d’animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d’animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels “Comparatives and superlatives adjectives” a la pissarra.
- Animal shadows (Ombres xines).

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO

### Appendix 3: Second session

These were the flashcards that I used to introduce all the concepts

#### 3.1 Animals' Flashcards



Tortoise



Hamster



Iguana



Spider



Guinea Pig



Canary



Stick Insect



Snail



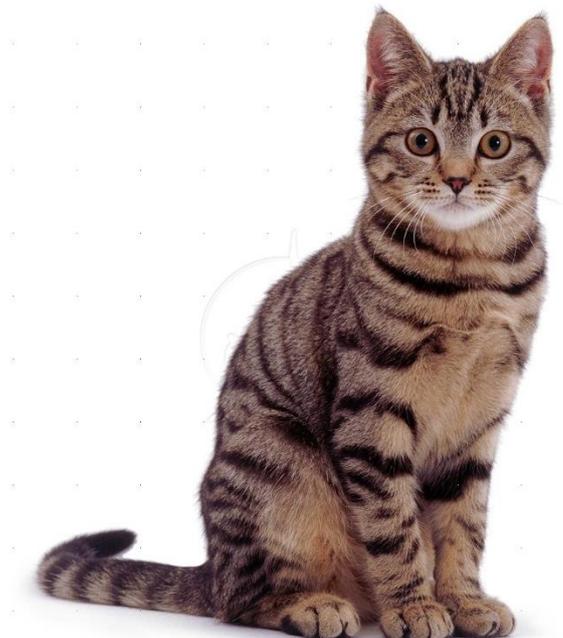
Rabbit



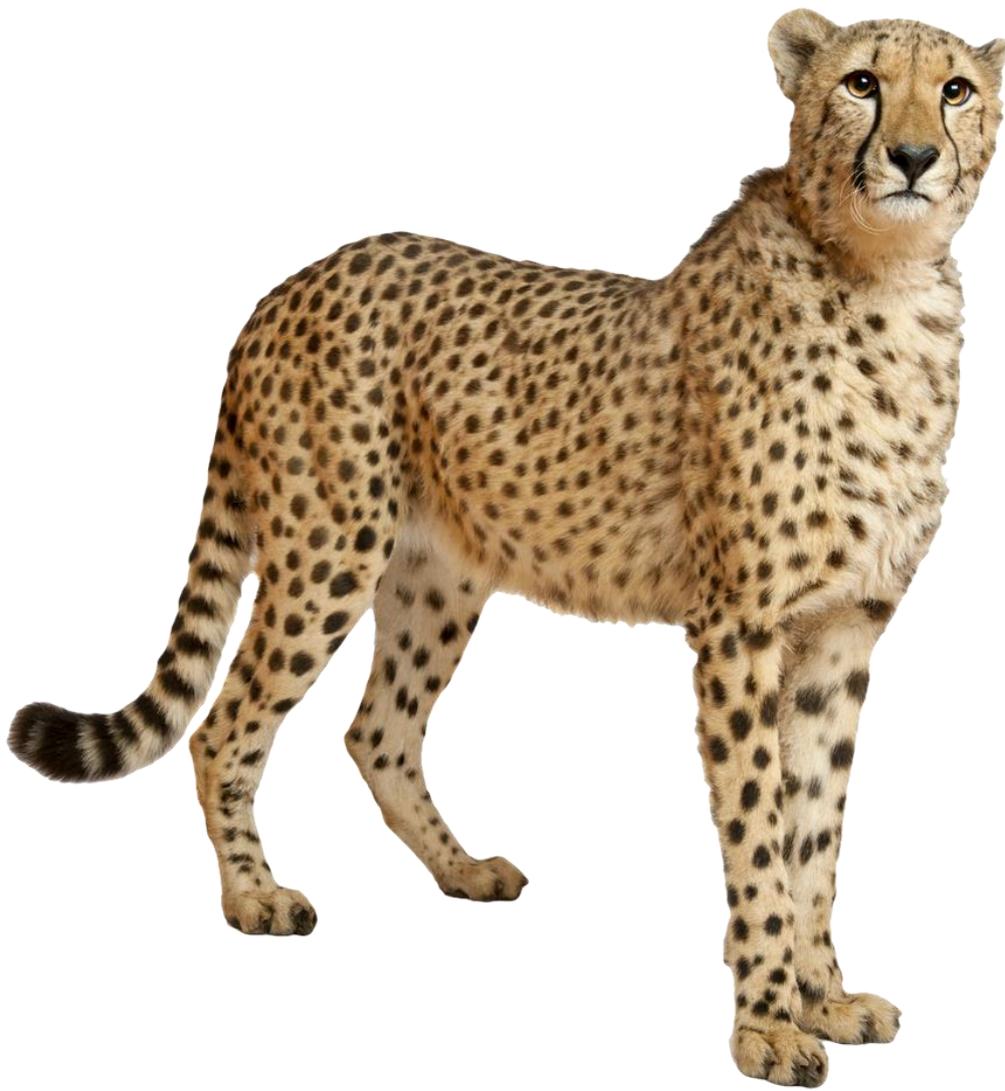
Snake



Dog



Cat



Cheetah



Flamingo

3.2 Flashcards: Parts of the animal body

**Ears**

**Legs**

**Wings**

**Teeth**

**Tail**

3.3 Flashcards: Adjectives

**Long**

**Fast**

**Short**

**Tall**

**Big**

**Fierce**

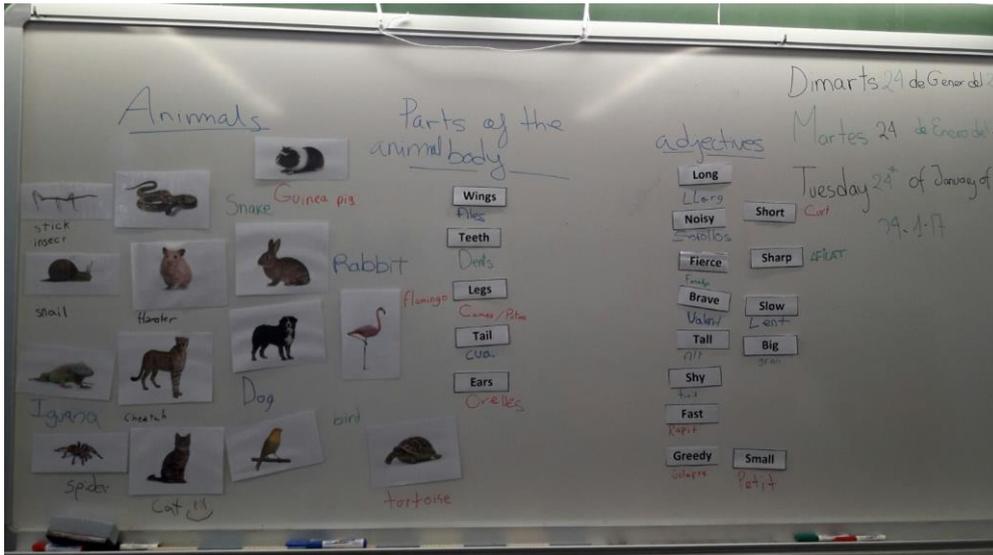
**Greedy**

**Noisy**

**Shy**

**Brave**

### 3.4 Sort out the animals



This image shows the activity that we did called “Sort out”. Students in groups sorted out these flashcards in Animals, Parts of the animal body or Adjectives. Through this activity, we could revise and learn some vocabulary.

Source: Tània Coll

### 3.4 Miming competition



This picture reflexes the miming competition that I did before we played “Simon says”, in order to know what students know individually. Therefore, I asked them to imitate some animals and some questions related to it.

Source: Tània Coll

## Appendix 4: Third session

### 4.1 Comparative adjectives

**Grammar**

## Comparative adjectives

**How to compare two things or people**

A butterfly	is	bigger	than	a rabbit.
A tortoise		smaller		a stick insect.
A guinea pig		longer		a canary.
An iguana		slower		a hamster.
A snail				a spider.
A gorilla				a monkey.

**How to make questions to compare two things or people**

Which is	faster,	a cheetah or a cat?
Who's	taller,	Liam or Josh?

**Tip!**  
Add *er* to the adjective to make comparative adjectives.  
tall – taller   slow – slower   long – longer  
But look! big – *bigger*

**1 Write sentences.**



1 (small) *A butterfly is smaller than a canary.*



2 (big) \_\_\_\_\_



3 (tall) \_\_\_\_\_



4 (fast) \_\_\_\_\_



5 (slow) \_\_\_\_\_



6 (long) \_\_\_\_\_

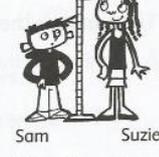
**2 Write the questions.**



1 *Who's shorter, Carla or Bea?*



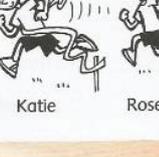
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

97

We did the first exercise from page 97, from the book called Great Explorers Activity Five, and students had to use the comparative adjectives to compare the animals.

## 4.2 Statues' Game



These three pictures show how students were playing the statue's game, and they had to do it imitating the animals that we had been working.

Source: Tània Coll

## Appendix 5: Fourth session

### 5.1 Superlative adjectives

**2** Complete the questions. Then match the answers.

1 (fast) Which is the fastest animal in the world?  c

2 (small) \_\_\_\_\_ bird in the world?

3 (long) \_\_\_\_\_ river in the world?

4 (tall) \_\_\_\_\_ mountain in the world?

5 (short) \_\_\_\_\_ month in the year?

6 (big) \_\_\_\_\_ country in the world?

a Nile → Africa

b Everest

c cheetah

d Russia

e Calendar February

f hummingbird

We did the second exercise from page 98, from the book called Great Explorers Activity Five. Students had to complete the sentences using superlative adjectives and then match them with the correct answer.

### 5.2 Animal Massages



These images show how students were doing the activity called “Animal Massages”. They had to imitate the tracks of the animals that we had been studying.

Source: Tània Coll

**The fastest**

**The slowest**

**The shortest**

**The longest**

**The smallest**

**The biggest**

**The tallest**

**The shortest**

**Faster than**

**Slower than**

**Longer than**

**Shorter than**

**Shorter than**

**Bigger than**

**Smaller than**

**Taller than**

Appendix 7: Assessment

7.1 Writing test

	<h1>ENGLISH</h1>	<h2>QUALIFICACIÓ</h2>
<b>CURS 2016 – 2017 5TH LEVEL</b>		<b>LIST NUMBER</b>
<b>NAME SURNAME</b>		<b>DATE:</b>

1. Write a short description

<b>Kind of animal:</b> Flamingo
<b>Name:</b>
<b>Colour:</b>
<b>Description:</b>
<b>Lives:</b> In.....
<b>Eats:</b> Fish and...
<b>Drinks:</b> Water
<b>Likes:</b> Flying and....

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2. Complete the table:

Adjective	Comparative form	Superlative form
Small		
	Bigger than	
		The fastest
Short		
	Slower than	
		The longest

**3. Write a sentence for each animal using HAS GOT and PARTS OF THE BODY:**



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.



\_\_\_\_\_.

**4. Write sentences using Comparatives:**



(Fast) \_\_\_\_\_.



(Slow) \_\_\_\_\_.



(Long) \_\_\_\_\_.



(Tall) \_\_\_\_\_.

**5. Translate the following sentences:**

- **Cheetah is the fastest animal in the world**

---

- **The gorilla isn't the biggest animal in the world**

---

- **The snake is the longest animal**

---

- **The tortoise is the shiest animal**

---

## Appendix 8: Study results

### 8.1 Writing test: Third exercise: Wrong verb position, double sentence or forget to use it.

3. Write a sentence for each animal using HAS GOT and PARTS OF THE BODY:

Canary has got two wings  
Has got a canary it a two legs . ?  
Guinea pig has got four legs . ?  
Has got a guinea pig has body is black, brown and white  
Has got stick insect has body is tall.  
Has got a tortoise it is strong . ?  
Has got a iguana has got four legs . ?

This exercise shows how the student got confused with the verb position and sentence structure, because there is a double sentence.

3. Write a sentence for each animal using HAS GOT and PARTS OF THE BODY:

The canary has got four legs and wings.  
The guinea pig has got four legs.  
The stick insect has got six legs  
The tortoise has got four legs  
The iguana has got four legs and...

In this case, the student forgot to use the verb has got in the sentences

3. Write a sentence for each animal using HAS GOT and PARTS OF THE BODY:



Canari has got two legs. ✓



Guinea pig has got small nose. ✓



Stick insect has got ~~two~~. ✗

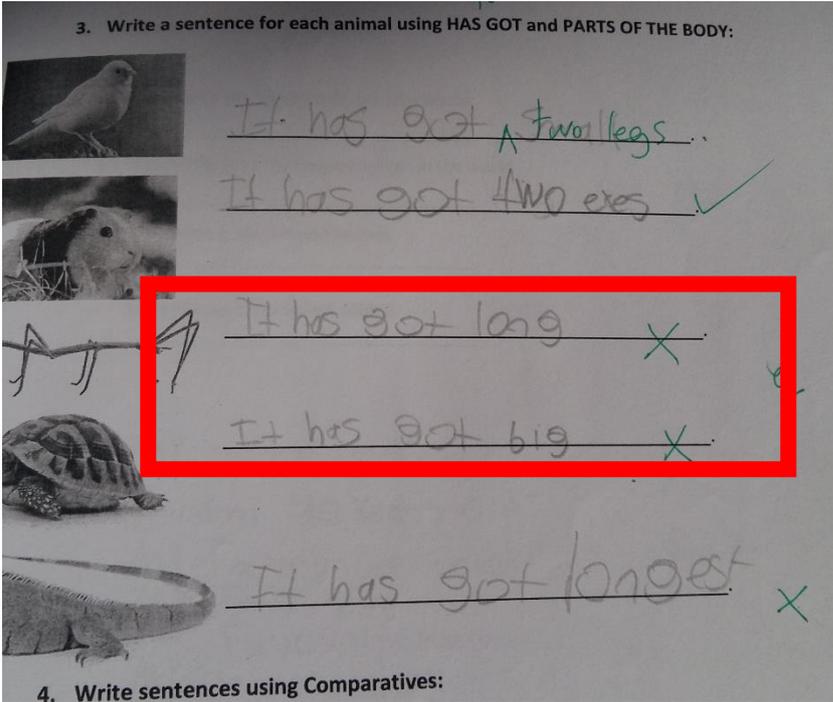


tortois has got ~~two~~. ✗

In this case, the student did not write the parts of the body.

## 8.2 Writing test: Third exercise: Confusion between parts of the body and adjectives

3. Write a sentence for each animal using HAS GOT and PARTS OF THE BODY:



It has got a two legs ~~..~~

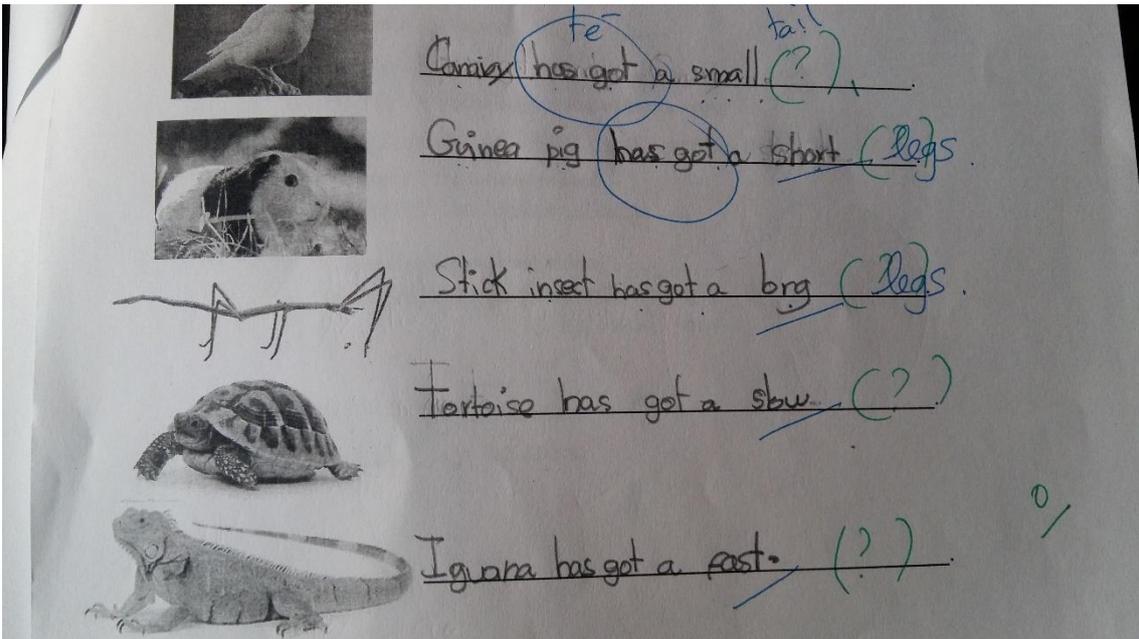
It has got two eyes ✓

It has got long ~~..~~

It has got big ~~..~~

It has got longest ~~..~~

4. Write sentences using Comparatives:



Canary has got a small <sup>fe</sup> (?)

Guinea pig has got a short <sup>tail</sup> (legs)

Stick insect has got a big (legs)

Tortoise has got a slow (?)

Iguana has got a fast (?)

0/

In these two examples of the third exercise, the students confused the part of the body with the adjectives.

### 8.3 Writing test: Fourth and second exercise: Confusion between comparative and superlative adjectives

It is iguana "is longest has got a color green.

4. Write sentences using Comparatives:

(Fast) Spider is faster <sup>than</sup> the snail.

(Slow) Tortoise is slower <sup>than</sup> the cheetah.

It drinks a water ✓  
 It is like flying and play ball.

2. Complete the table:

Adjective	Comparative form	Superlative form
Small	smaller than	The smallest
big	Bigger than	The biggest
fast	faster than	The fastest
Short	shorter than	The shortest
slow	Slower than	The slowest
long	longer than	The longest ✓

In exercise four, this student forgot to add -er + than, conversely in the second exercise the same student did it well.

4. Write sentences using Comparatives:

(Fast) Spider is the faster than snail. ✓

(Slow) Tortoise is the slower than cheetah. ✓

(Long) Snake is the longer than rabbit. ✓

(Tall) Flamingo is the taller than hamster. ✓

2. Complete the table:

Adjective	Comparative form	Superlative form
Small	Smaller than Bigger than	the smallest
Big fast	faster than	The fastest
Short	shorter than Slower than ✓	the shortest ✓
slow long ✓	longer	slowest The longest

In this case, the student in the exercise four, confused the comparative adjective with the superlative, because this student added "the" before the adjective like in the superlative form, but wrote the correct form of the verb in comparative. Again, the same student did it well in the second exercise.

(Fast) Snail is faster <sup>than</sup> of spider

(Slow) Tortoise is slower <sup>than</sup> of cheetah

(Long) Snake is longer <sup>than</sup> of rabbit.

(Tall) Flamingo is taller <sup>than</sup> of hamster.

My flamingo likes flying and running.

My Flamingo is my favourite animal.

2. Complete the table:

Adjective	Comparative form	Superlative form
Small	Smaller than	The Smallest
big	Bigger than	The Biggest
Fast	faster than	The fastest
Short	shorter than	The Shortest
Slow	Slower than	The slowest
long	longer than	The longest

In this case, the student in the exercise four, forgot to add -er + than at the end of the adjective. Moreover, this student confused the comparative form of long with the superlative form because instead of adding -er, the student added -est. Conversely, the same student in the second exercise did it well.

## Appendix 9: Animal Shadows

### 9.1 Animal Shadows Video

At the end of this project there is a CD which contains the whole videos of the stories that we recorded in the eleventh session.

### 9.2 Animal Shadows grids

Group 1	Mark			
<b>Pronunciation Vocabulary and Grammar.</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2,5 Good pronunciation	2,5 Good pronunciation	2 Mispronounces the word "your". The student said "you (see appendix 9.1, minute 00.41)	2,5 Mispronounces the word "forgiven" (see appendix 9.1, minute 01:08)
<b>Originality of the story</b>	2 The story is short, but they use specific vocabulary like play hiding.			
<b>Acting out</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,50 The student does not move the puppet a lot, it is not clear who is talking.	1,50 The student does not move the puppet a lot, it is not clear who is talking.	1,50 The student does not move the puppet a lot, it is not clear who is talking.	1,50 The student does not move the puppet a lot, it is not clear who is talking.
<b>Intonation</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2 The student does not change the voice for the character.	2,5 This student changes the voice for the character.	2 The student does not change the voice for the character.	2,5 This student changes the voice for the character.
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	8	8,5	7,5	8,5

<b>Group 2</b>	<b>Mark</b>			
<b>Pronunciation, Vocabulary and Grammar.</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2,5 Good pronunciation. No vocabulary and grammar errors.	2,5 Good Pronunciation. No vocabulary and grammar errors.	2,5 Good Pronunciation. No vocabulary and grammar errors.	2 Good pronunciation This student changes the word "eating". Instead of saying "I'm eating...", the student says "I'm eat" (see appendix 9.1, minute 01:49) No vocabulary errors.
<b>Originality of the story</b>	2,5 The story is long and they use a correct dialogue using the question "What do you...?" and the correct answer using the verb in present continuous.			
<b>Acting out</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2 This student forgot one part of the dialogue (see appendix 9.1, minute 01:55)	2 The student moves a little the puppet to indicate that the character is talking.	2 The student moves a little the puppet to indicate that the character is talking.	2 The student moves a little the puppet to indicate that the character is talking.
<b>Intonation</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2 The student does not change the voice for the character.	2,5 This student changes the voice for the character.	2 The student does not change the voice for the character.	2,5 This student changes the voice for the character.
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	9	9,5	9	9,5

<b>Group 3</b>	<b>Mark</b>			
<b>Pronunciation, Vocabulary and Grammar.</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2  Good pronunciation No vocabulary mistakes. The student changes the dialogue. Instead of saying "There was...", says "There is..." (see appendix 9.1, minute 02:43)	2  Good Pronunciation No gramma mistakes. The student gets confused with the time. The student has to say "At five forty-five" and says "At six past four" (see appendix 9.1, minute 04:05)	2,5  Good Pronunciation No vocabulary and gramma errors.	2  Good Pronunciation This student skips the word "to" in the sentence "Can we go to celebrate a party?" (see appendix, minute 03:51) This student mispronounces the word "idea" (see appendix 9.1, minute 04:02) No vocabulary errors.
<b>Originality of the story</b>	2,5 It is a long story, and they use past simple at the beginning of the story. They use some greetings and the modal verb can correctly.			
<b>Acting out</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.
<b>Intonation</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2,5 The student changes the character's voice.	2,5 The student changes the character's voice and adds some onomatopoeias related to the animal.	2,5 The student changes the character's voice.	2,5 The student changes the character's voice.
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	8,5	8,5	9	8,5

Group 4	Mark			
<b>Pronunciation, Vocabulary and Grammar.</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,5 Good pronunciation The student mispronounces the word "Lives" (see appendix, minute 05:36) and the word "Eyes" (see appendix 9.1, minute 05:41) No vocabulary and grammar errors.	1,5 Good Pronunciation The student mispronounces the word "Fierce" (see appendix, minute 05:57) The student forgets the "s" in the word "run(s) and eat(s)" (see appendix 9.1, minute 06:00) No vocabulary errors.	1,5 Good pronunciation This student mispronounces the word "strong" (see appendix, minute 04:56) and the word "mind" (see appendix, minute 07:27) The student forgets to say "the" in the sentence "the rainforest" (see appendix 9.1, minute 05:02) No vocabulary errors.	1,5 Good pronunciation This student forgets the "s" in the verb "eat(s)" (see appendix, minute 05:16) The student mispronounces the word "dangerous" (see appendix 9.1, minute 05:23)
<b>Originality of the story</b>	2 There is a short introduction of each animal before they start acting out the story which is a little bit short. They use right sentences to introduce their characters while the animals are speaking like "My name is...".			
<b>Acting out</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2 The student moves a little the puppet to indicate that the character is talking.	2 The student moves a little the puppet to indicate that the character is talking.	2 The student moves a little the puppet to indicate that the character is talking.	2 The student moves a little the puppet to indicate that the character is talking.
<b>Intonation</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	2 This student changes the character's voice, but does not use too much emphasis in some parts. (see appendix 9.1, minute 06:24)	2 This student changes the character's voice, but does not use too much emphasis in some parts. (see appendix 9.1, minute 06:24)	2,5 This student changes the character's voice.	1,50 This student changes the character's voice, but the student speaks too quickly and high-pitched that it is hard to understand.
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	7,5	7,5	8	7

<b>Group 5</b>	<b>Mark</b>			
<b>Pronunciation, Vocabulary and Grammar.</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,5 This student mispronounces the word "eyes" (see appendix, minute 07:51), the word "lives" (see appendix 9.1, minute 07:55), the word "jungle" (see appendix 9.1, minute 07:57), the word "eats" (see appendix 9.1, minute 08:00), and the word "he" (see appendix 9.1, minute 08:03). No vocabulary and grammar errors.	1,5 This student mispronounces the word "eyes" (see appendix, minute 07:51) and the word "lives" (see appendix 9.1, minute 08:19) This student skips the "a" in the sentence "this is (a) cheetah" (see appendix 9.1, minute 08:08) No vocabulary errors.	1,5 This student mispronounces the word "eyes" (see appendix 9.1, minute 08:15), the word "climbs" (see appendix 9.1, minute 08:38), the word "jungle" (see appendix, minute 08:41) and the word "eats" (see appendix 9.1, 08:41) No vocabulary and grammar errors.	2 This student mispronounces the word "slides" (see appendix 9.1, minute 08:56) and the word "lives" (see appendix 9.1, minute 08:58)
<b>Originality of the story</b>	1,5 They do a short description of each animal before the story. The story is very short and not all the characters have the same length in speaking			
<b>Acting out</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.
<b>Intonation</b>	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	1,5 The student does not change the voice for the character.	1,5 The student does not change the voice for the character.	1,5 The student does not change the voice for the character.	1,5 The student does not change the voice for the character.
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	6	6	6	6,5

<b>Group 6</b>	<b>Mark</b>			
<b>Pronunciation, Vocabulary and Grammar.</b>	<b>Student 1</b> 1,5 This student mispronounces the word "lives" (see appendix 9.1, minute 09:58), the student says "you" instead of "yours" (see appendix 9.1, minute 10:58) and this student skips the "l" in the sentence "Can (l) start?" (see appendix 9.1, minute 11:17)	<b>Student 2</b> 2 Good pronunciation This student mispronounces the word "it" (see appendix 9.1, minute 10:09). No vocabulary and grammar errors.	<b>Student 3</b> 1,5 This student mispronounces the word "water" (see appendix 9.1, minute 10:27) and the word "fourth" (see appendix 9.1, minute 11:51) No vocabulary and grammar errors.	<b>Student 4</b> 1,5 This student mispronounces the word "lives" (see appendix 9.1, minute 10:41) the word "meat" (see appendix 9.1, minute 10:48) and the word "third" (see appendix 9.1, minute 11:48) This student adds letter "a" in the sentence "It eats (a) meat" (see appendix 9.1, minute 10:47) No vocabulary errors.
	1,5			
<b>Originality of the story</b>	It is a short story, the topic is different from the rest of the stories because it is about a race, not about any party. In addition, all the characters have the same length in speaking.			
<b>Acting out</b>	<b>Student 1</b> 1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	<b>Student 2</b> 1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	<b>Student 3</b> 1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.	<b>Student 4</b> 1,5 The student does not move the puppet a lot, sometimes is not clear who is talking.
	1,5			
<b>Intonation</b>	<b>Student 1</b> 1,5 The student does not change the voice for the character. Conversely this student emphasizes some sentences.	<b>Student 2</b> 1,5 The student does not change the voice for the character. Conversely this student emphasize some sentences.	<b>Student 3</b> 1,5 The student does not change the voice for the character. Conversely this student emphasize some sentences.	<b>Student 4</b> 1,5 The student does not change the voice for the character. Conversely this student emphasize some sentences.
	1,5			
<b>Final Mark:</b>				
	<b>Student 1</b>	<b>Student 2</b>	<b>Student 3</b>	<b>Student 4</b>
	6	6,5	6	6

## Appendix 10: Feedback Interviews' results

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLESTAT	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

En tots moments i molesta perquè no m'agradaven les aranyes.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Totes perquè amb va agradar tot perquè tenia cada cosa diferent

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<input checked="" type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X					X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Nervios perquè avant vam vindre els  
inglesos.

Alegre: Avant vam fer les ombres xineses.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè hi feiem amb tota la classe.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Ens ho hem passat molt bé. Esperem que tornis.

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: Quan vam fer l'"Animal Shadows".  
Alegre: Quan va arribar la Fània.  
Satisfet: perquè vam aprendre molt.  
Feliç: Quan ens van donar el CD.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
- Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè tot ha estat molt divertit.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: retallant les ombres  
Alegre: era divertit  
Inquiet: quan estabam grabat  
~~Nerviós: quan estabam grabat~~

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Tot ha set molt divertit

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		<input checked="" type="checkbox"/>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
	<input checked="" type="checkbox"/>		

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		<input checked="" type="checkbox"/>	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X			X		X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Alegria: escribia l'obra  
Eufòria: fent l'obra  
Nervios: fent l'obra

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

el pica paret de animals

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
	X		

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

MOHAMED KRIM



Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
						X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

PER QUE ERA DIVERTIT

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

PER QUE ERA MUY CHULO Y DIVERTIDO

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Contenta en tot moment.  
Alegre quan feia gràcia  
Felice també en tots els moments.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- 6 • Imitar un animal.
- 5 • Imitar les frases dels animals.
- 4 • Simon says d'animals.
- 7 • Classificar les cartes dels animals, adjectius a la pissarra.
- 3 • El pica-paret d'animals.
- 8 • Massatges animals.
- 2 • Imitar animals en cercle i cada cop afegir un nou animal.
- 9 • Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- 1 • Animal shadows (Ombres xines).

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Al moment de fer les ombres i a dins de la classe.

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.

⑥ Animal shadows (Ombres xines).

Perquè era molt divertit i canviar de veu i quan ens van grabar interpretant els papers.



Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
	X	X							

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

No m'ha agradat gens

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Res

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Feliç quan miraven com ens va caure el video.  
Contenta quan ens vas donar el ~~cd~~ cd.  
Alegria quan estavam ~~tant~~ gravant.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
- Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
  - Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perque m'agrada aquest tipus de coses.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<del></del>	<del></del>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del></del>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		<del></del>	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del></del>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<del></del>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan vam grabar el vídeo amb va agrada molt per ser que ens em equivocant amb frases i lletres amb angles per va ser molt divertit.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

M'agrada imitar a un animal perquè la Tània amb va dir que fes una veu forta com un gorila hi ha mi amb va agrada i també m'agrada fer les ombres xineses.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<input checked="" type="checkbox"/>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<input checked="" type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Al moment de fer les activitats i quan entrava per fer  
anales

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè la Tania i ho feia tot molt divertit

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			MOLTBÉ Super be!!! X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X			X	X		

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

En tots moments perquè m'ho passava supèrb però  
sobretot en les ombres perquè teníem de fer el diàleg  
i organitzar-nos bé.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

M'agrada molt perquè teníem de fer una obra  
i posava una mica perquè teníem de organitzar-nos  
molt bé i a l'hora de fer.





3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

En tots els dies

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perque no he pasat molt de i he treballat amb acip

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<del>X</del>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X		X	✓

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

En fer les ombres xineses sobre tot  
en imitar ~~la~~ la veu!!!

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

M'ha agradat tots són molt  
maques les activitats.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X		X		X		

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Perquè m'ho vaig passar massa bé fent les activitats

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- X • Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- X • El pica-paret d'animals.
- X • Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- X • Animal shadows (Ombres xines).

Perquè era molt divertit i m'ho passava molt bé

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				✓	✓	X	X		

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan en va dir que fariem la representació

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Em va agradar totes ja que esen molt divertides

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X			X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:



Imitar un animal.

- Imitar les frases dels animals.



Simon says d'animals.

- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X					

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		<del>X</del>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del>X</del>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<del>X</del>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del>X</del>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<del>X</del>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X		X	X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan era la veritat ~~de~~ els animals  
Quan veia

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

totes perquè m'he passat molt bé

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X	X		

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan actüavem

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Animal shadows perquè era divertit.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X						X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content perquè va anar amb que faria amb el grup.  
Nerviós com faria les ombres.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
  - Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
  - Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
  - Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
  - Animal shadows (Ombres xines).

perquè era un de joc i m'aprendia molt bé.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
	X		

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

FELIÇ i ALEGRE; quan ben grobar i totom Felic  
i content i sempre heig heit molt i content

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Per que s'as qom se senten els actors de benitat

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<input checked="" type="checkbox"/>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<input checked="" type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
	<del>X</del>			X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Que  
Quan ens feia de mestra la Tania

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Animals shadows era molt divertit.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		<del>X</del>	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
						X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Ho vaig sentir en totes les estones.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

El pica-paret d'animals

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Julia G.

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan vam fer els jocs per grups, bueno la veritat es que me agrada tot!

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Imitar animals en cercle i cada cop afegir un nou animal. Perquè va ser molt antetentida i divertida! no tenia ganes de acabar el joc mai!

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		<del></del>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del></del>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<del></del>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del></del>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<del></del>	

↳ m'encantaria tornar a repetir les activitats l'any que ve!

Avoní 6.  
Thursday, 23rd March 2011

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			<del>X</del>	<del>X</del>	<del>X</del>	<del>X</del>			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Amb en Sean perquè ens entenem molt bé  
i no ens barallobem.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Em divertia molt ja que deia un animal  
i teniem que venir imitant-la.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLT BÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLT BÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X					

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Alegre: durant tots els dies que va durar, perquè  
moncaven els animals. ❤️

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

perquè era molt divertit 😊

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Sara Hernández 23-3-77

Questionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X						

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan estem un parat amb grups i  
vam jugar al picaparet.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè era molt relaxant.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Asil El Aalyaovi  
23-03-17  
5è.A

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: el dia que vam tenir de penja el noms d'animals.

Alegre: en totes les classes.

Feliç:

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
- Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
  - Massatges animals.
  - Imitar animals en cercle i cada cop afegir un nou animal.
  - Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
  - Animal shadows (Ombres xines).

Perque, no ens sortiar molt bé i ens ho pasabam molt bé.

El Simon era molt divertit de jugar!



Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: quan feiem foc  
 Alegre: quan feiem activitats  
 Felix: quan vam fer el joc de Ricard  
 Satisfet: per les classes

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Simon says: perquè era molt divertit  
 Massatges animals: perquè em vaig relaxar  
 Pica paret: perquè era dels focs que m'agraden més.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		<input checked="" type="checkbox"/>

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<input checked="" type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

Gerard Rerengueras 5è A

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X					

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Alegre perquè estava molt agust amb  
tot l'ho que ens feies fer

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè aquest joc matibacu sempre,

però magrada molt

El pica-paret perquè amb divertia molt  
i reiem amb els companys

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<del></del>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		<del></del>	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<del></del>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del></del>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<del></del>	

Noe Montero Castillo.

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X						

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan treballàvem tots junts i ens hi passàvem bé.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
- Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
  - Massatges animals.
  - Imitar animals en cercle i cada cop afegir un nou animal.
  - Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
  - Animal shadows (Ombres xines).

Perquè vam riure molt i ens hi vam passar molt bé, i també vaig aprendre coses que no sabia.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Gemís  
23/3/17  
52A

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X		X				

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: Quan vam fer jocs en grup.  
Satisfet: Quan he acabat veient que aquest curs he après moltíssimes coses noves.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

El pica-paret d'animals perquè va ser molt divertit i vaig aprendre molts animals nous com cheetah, guineapig, etc...

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<input checked="" type="checkbox"/>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		<input checked="" type="checkbox"/>	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			<input checked="" type="checkbox"/>

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<input checked="" type="checkbox"/>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<input checked="" type="checkbox"/>	

## Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X					

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Perque amb sentria be amb el grup

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2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perque feia gracia.

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3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	<del>X</del>	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

*pero nervios*

GENS	UNA MICA	BASTANT	MOLT
		<del>X</del>	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			<del>X</del>

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
<del>X</del>	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

El treball en grup a la de les activitats que  
 ens va donar una mica de nervis.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
  - Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
  - Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
  - Animal shadows (Ombres xines).

Perquè em va agradar de jugar al pica-paret  
 perquè amb els jugadors a nivell individual ens  
 va donar una mica de nervis i imitar l'animal ens va  
 donar una mica de nervis i imitar

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLT BÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLT BÉ
		X	

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Miquel Márquez Ruiz  
5èA  
23/3/17

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Alegre quan em sabia l'animal que era.  
Feliç perquè he après coses noves.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- X • Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Em va agradar Simon says d'animals  
perquè era molt divertit veure els  
demés com imitaven els animals.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Miriam. I. Ch

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan va venir la Tania. I quan em van ensenyar cases noves, els noms ~~de~~ dels animals en Anglès.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

X Imitar un animal.

- Imitar les frases dels animals.

2X Simon says d'animals.

- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.

3X Animal shadows (Ombres xines).

Perquè quan algu imitava algun animal em feia molta gracia i va ser molt divertit. 2 Perquè tenies que escoltar molt i també perquè era divertit. 3 No

ho em fet però crec que segur que ens ho ~~se~~ auríem passat molt bé

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X						X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Quan estabem jugant al joc de l'estop i el d'imitar el animals dient el teu animal favorit. I també molt ho de massatges d'animals. I també el Simon Says dels animals.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

M'ha he passat molt bé de les ombres xines ha set molt divertit.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVATS INDIVIDUALS	ACTIVATS EN GRUP	DE LES DUES MANERES
	✕	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		✕	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
	✕		

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			✕

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
✕	

## Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X					X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Vaig estar molt contenta i alegre com vam fer el Pica-Paret d'animals.

I vaig estar una mica nerviosa quan tenia que imitar un animal a deuen de tots però ve ser molt divertit.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
  - Imitar les frases dels animals.
- Simon says d'animals.
  - Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
  - Imitar animals en cercle i cada cop afegir un nou animal.
  - Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
  - Animal shadows (Ombres xines).

Van ser moments molt divertits i  
a mi amb ve agrada esperar repetir-lo

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X Si esta ca tonia	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X	X		

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content: quant vam fer el picaparet de animals.  
 Alegre: Quant vam fer l'història dels 4 animals.  
 Satisfet: Quant vam fer algun de imitar els animals.  
 feliç: Quant per grup vam jugar al joc d'animals.  
 Eufòric: Abans de fer aquestes activitats

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal. ✓
- Imitar les frases dels animals. X
- Simon says d'animals. ✓
- Classificar les cartes dels animals, adjectius a la pissarra. X
- El pica-paret d'animals. ✓
- Massatges animals. ✓
- Imitar animals en cercle i cada cop afegir un nou animal. ✓
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra. X
- Animal shadows (Ombres xines). No heu em fet

Imitar un animal perquè vam jugar.  
 Simon says perquè feia riure.  
 Pica-paret perquè podies ser "llibre".  
 Massatges d'animals perquè em vaig relaxar.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Gràcies ha set molt divertit!

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
									X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Tots els dies Parque em costa veure en tenda  
lingües però u intentava

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

El Pica-paret d'animals m'ha agradat perquè  
m'he vaig posat ve imitant els animals i perquè  
en vaig divertir en els meus amics

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
		X	

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	<del>X</del>					X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Nerviós perquè no se com d'ere (és a dir com amb sentires).

Content perquè quan m'he fet he vist que era una mica fasil.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè així més omeg seia aprenic a imitar els animals i quan m'he fet ells eses podie delectar-me i mes omeg seuer com amb pacièn esgarar-me si mi ecosto.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
X			

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
	X		

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Mariam Kone Diabate  
5th  
23-03-17

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X	X	X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content - Quant vaig conèixer a la Tania.

Alegre - Quant feiem jocs i ens ho passàvem bé.

Satisfet - Quant entenia els exercicis.

Feliç - Quant feiem treballs amb grup.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

~~(Imitar un animal)~~ Totes les activitats, perquè  
eren totes molt xules i ens ho passàvem molt  
bé.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Ruben Lopez Ortiz  
5èA 23-3-2017

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Content perquè m'agrada fer anglès.  
Alegre perquè aprenc un nou idioma.  
Feliç perquè tothom està en silenci.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Imitar un animal. Perquè em feia  
gràcia.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Richarda Sarpong

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATSFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X	X		X			

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Docs quan vam començar perquè va ser molt divertit i sense la Tania i la Nuria no ho havíem pogut fer aquesta activitat.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè imitar animals és molt divertit i així pot saber els soroll que fan els animals.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
				X					X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

Nerviós / Quan imitava els animals.  
Alegre / Quan la Tania jugava amb nosaltres.  
\_\_\_\_\_  
\_\_\_\_\_

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Imitar un animal, Simon says d'animals i classificar les cartes dels animals, adjectius a la pissarra.  
\_\_\_\_\_  
\_\_\_\_\_

Salma Abd-manje  
5thA  
23-03-2017

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
	X	

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	

Qüestionari sobre els "Animals"

1. Com t'has sentit fent totes aquestes activitats per treballar els animals? Pots marcar més d'una opció.

MOLEST	ENFADAT	TRIST	CONTENT	ALEGRE	SATISFET	FELIÇ	EUFÒRIC	INQUIET	NERVIÓS
			X						X

De les opcions que has marcat, descriu en quin moment vas sentir aquesta emoció:

content de vagades perquè em fa riure quan o faig.

De vegades estic nerviós perquè em fa vergonya fer aquest animal.

2. Quina és l'activitat que més t'ha agradat? Perquè?

\*Recordatori de les activitats fetes:

- Imitar un animal.
- Imitar les frases dels animals.
- Simon says d'animals.
- Classificar les cartes dels animals, adjectius a la pissarra.
- El pica-paret d'animals.
- Massatges animals.
- Imitar animals en cercle i cada cop afegir un nou animal.
- Classificar les cartes dels "Comparatives and superlatives adjectives" a la pissarra.
- Animal shadows (Ombres xines).

Perquè el pica-paret d'animals em sento alegre i s'està divertit.

Imitar un animal perquè em feia riure als que imitaven alguns.

3. Quan et senties millor, quan fèiem activitats individuals, en grup o de les dues maneres? Marca-ho amb una creu.

ACTIVITATS INDIVIDUALS	ACTIVITATS EN GRUP	DE LES DUES MANERES
		X

4. Marca amb una creu la casella que indiqui com et senties quan havies d'interpretar o imitar un animal.

MALAMENT	REGULAR	BÉ	MOLTBÉ
		X	

5. Treballar els animals a partir de jocs i imitacions, t'ha servit per aprendre i recordar millor el vocabulari i estructures?

GENS	UNA MICA	BASTANT	MOLT
			X

6. Com t'ho has passat fent aquestes activitats?

MALAMENT	REGULAR	BÉ	MOLTBÉ
			X

7. Tornaries a repetir aquestes activitats l'any que ve?

SÍ	NO
X	