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THE USE OF CLASSROOM LIVING TOGETHER AGREEMENTS  
IN THE EFL CLASSROOM FOR THE DEVELOPMENT OF CITIZENSHIP COMPETENCES  
IN STUDENTS FROM A COLOMBIAN STATE SCHOOL

BY

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I, Wilber Alfonso Castro Padilla, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

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## **Abstract**

This study seeks to analyse the influence of "classroom living together agreements" strategy as implemented in English lessons on the development of citizenship competences in students from fifth grade of a Colombian state school. The study additionally describes that strategy, as well as it identifies the citizenship competences the participants demonstrated during its implementation. This study follows the qualitative paradigm, and an action research design was chosen to carry it out. A master plan of three phases for undertaking a democratic construction of classroom living together agreements was designed to implement the strategy. The primary data source was the transcription of class observations but in addition, surveys, interviews, and class discussions were used in this study.

The findings show that this study represents a step into the analysis of how classroom agreements are implemented in foreign language classes, especially in Colombia. The findings revealed as well that the students had internalized the scheme of a punitive-sanctioning model of regulation and management of living together conflicts; however, the strategy proposed in this study demonstrated to be a good alternative to help with the construction of classroom agreements in order to improve the citizenship and communicative competences of the students as long as the teachers maintain their motivation to promote a change at school and the students show their disposition to accept the strategy

*I would like to dedicate this research to God, for being my support and my refuge, my comfort and my guide, my hope and my strength to carry on.*

*To my daughter, Gaëlle Jubilee, who has been the greatest source of motivation throughout this research because of her smart, spontaneous and happy way of colouring the things around her making me the proudest father in the world.*

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## **Chapter 1. Introduction**

The boom of English as a Foreign Language (EFL) in Colombia could apparently be a great incentive for Colombian English teachers, but other less positive factors may decrease their level of motivation. In many state schools, and even in some private schools, a real chaos is displayed in and outside the classrooms. Several issues make it difficult to maintain an appropriate environment for teaching and learning, especially English. In those contexts, there is usually loud noise level, overcrowding, disorder and garbage everywhere, students fighting, breaking chairs, kicking doors, getting into the classrooms to disturb lessons in progress, and other negative factors. These behaviours are totally inappropriate in an academic context and they surely affect the teacher, the students, and the teaching and learning processes, therefore, it is very important that teachers plan and implement strategies to help improve the competences of the students to be an active part of society.

Colombia is a country which comes from a period of violence largely caused by intolerance and bigotry, owing to a large extent by ideological differences in politics and by the disastrous inheritance of drug trafficking that bloodied it in past decades. But the crucial moment in which Colombia is nowadays, facilitates a growing awareness of the need for considering citizenship as the organizing axis to help strengthen living together. The school plays a significant role to consolidate that consciousness, and from the Congress of the Republic and the Government of Colombia, a series of documents have been issued to contribute to that objective: the formulation of Law 1620 (2013) that creates the National System of School Living Together and Education for the Exercise of Sexual, Reproductive and Human Rights (SRHR), and the Prevention and Mitigation of School Violence; the regulatory decree 1965 (2013) by which Law 1620 is regulated, and several policies and documents from the Colombian Ministry of

Education, e.g. Basic standards of citizenship competences - Tutorial N° 6 (2004), Primer 1 Compass: Programme of citizenship competences (2011), and Pedagogical tutorial for school living together - Tutorial No. 49 (2013) among others.

That conjunctural period and the fact that foreign language education is a natural scenario to develop awareness of cultural differences, understanding and appreciation of the position of the Other serve as rationale to show the relevance of the choice of citizenship education in English class as an important teaching focus and as a research topic.

The issues mentioned in the first paragraph, unfortunately, are part of the daily life at the institution where this research study was conducted (that henceforth will be called IED). At IED there exists an apparent environment of anarchy in and outside the classrooms. Students seem to do what they want without any evident restriction from the authorities of the school. This situation generates an environment of intolerance and lack of respect among students, causing low self-esteem to the one who suffers for that situation which impedes to grow and develop with confidence.

Research studies about citizenship, how it is taught and the effectiveness of different methodologies in subjects such as social studies, civics, or philosophy classes, have been done all over the world, and in Colombia. Nevertheless, up to date, little work has been done specifically about the influence of the establishment of agreements in the English classroom on the development of citizenship competences, particularly in students from Colombian state schools.

Constructing peaceful environments where civilized norms of coexistence are followed and where all members of the community are respected seems an important goal to achieve especially in education institutions. Following the report of the Council of Ministers of

Education of Canada (Marquardt, 2001), teachers, school board administrators, researchers, and policy-makers should recognize that “living together in a democratic, inclusive, multicultural society that is open to the world demands the skills, knowledge, attitudes, and behaviours nurtured by good citizenship education” (p. 8).

For Nord and Haynes (2000) “all schools have the obligation to foster in their students personal and civic virtues such as integrity, courage, responsibility, diligence, service, and respect for the dignity of all persons” (as cited in Shaaban, 2005, p. 201). Thus, the teacher’s role is crucial in the development of citizenship education and the use of some strategies of different methodologies helps the development of citizenship education.

Taking into account that IED in Santa Marta, Colombia, as many other schools from around the country, seems to be a context where citizenship education has been neglected and where something needs to be done, and considering that its students give little thought to the rules stated in the living together manual perhaps because they do not participate in the decision making of such norms, I decided to try a strategy to improve the situation in the school, make valuable contribution to the institution and reach the standards of citizenship competences set by the Colombian Ministry of Education. I found that classroom pacts (Rodríguez, 2013) seem a positive strategy to develop respect, honesty and solidarity. Consequently, based on it, this study explores a proposal as alternatives to help improve the competences of the students for them to be an active part of the Colombian society, to lower its levels of historical violence and increase their life quality.

The main question this study intends to address is “how the use of the “classroom living together agreements” (CLTA) strategy as implemented in English lessons in a state school influences the development of citizenship competences in fifth grade students. Two subquestions

will be addressed too: how the CLTA strategy is implemented in English lessons in fifth grade at IED, and what citizenship competences fifth grade students demonstrate during the implementation of the CLTA strategy.

Thus, this research study has as general objective to analyse the influence of "classroom living together agreements" strategy as implemented in English lessons on the development of citizenship competences in students from fifth grade of IED.

The specific objectives are:

- a) Describe and analyse the CLTA strategy implemented in English lessons in fifth grade at IED.
- b) Identify the citizenship competences fifth grade students demonstrate during the implementation of CLTA strategy in English lessons at IED

The next chapter of this paper presents the theoretical framework with a discussion of the main concepts that will serve as a foundation for the project which contribute with the understanding of the basic concepts and notions that were taken into consideration for the implementation of the study. The context in which the research was conducted is also described in this part of the research paper. It shows the characteristics of the school and its students, and gives a view of the conditions where the process was developed.

The third chapter presents the methodology. This part of the paper includes overall considerations related to the research paradigm and the methodological research design. The fourth chapter of the paper presents and discusses the results, and the last chapter is for the conclusion to bring a closure of the paper, to review the main arguments presented, pointing out remaining gaps in knowledge and limitations of the study, as well as some suggestions.

## **Chapter 2. Theoretical Framework**

Introducing and describing the theory which explains the existence of the research problem focused in this study is relevant, but so it is the explanation of its nature.

In the following lines I introduce the key concepts that served as the basis for this research study and a brief précis of the state of the art. The concepts are: citizenship; citizenship education; citizenship education in Colombia; citizenship competences, the Colombian perspective in citizenship education; school living together; student and regulations handbook or living together manual in Colombian educational institutions; the concept of rules; the concept of classroom living together agreements; and the negotiation of the agreements.

### **Citizenship**

The concept of citizenship has been evolving through human history. Different contexts and scholars have provided different definitions of the concept of citizenship. Although the origins of this term can be traced back to ancient Greece, it was the model represented by Rome which was reflected in two decisive revolutions of the history of the West in the eighteenth century, the American one in 1776, and the French one in 1789. Somehow, this model of citizenship remains valid today. By referring to the era of revolutions, Horrach (2009) stated: “in this new historical stage the language of rights [citizenship] acquires a relevance that will be never lost, regardless of the effectiveness or not of its ideas” (p. 10 [my translation]).

Following the collapse of the Roman Empire, humanity faced a backspace era that was called Middle Age, which was marked by a religious hegemony during which the concept of citizenship practically disappeared. Once the obscurantist period of the medieval world was over, a time of organization of independent city-states came. During this time, the concept that has historically linked the term citizenship to members of communities located within urban areas

was strengthened. One of the main features of this period was the status of equality among members of the city, which contradicts the inequality in rural areas where a distinction was made between masters and servants (Rojas Gomez & Sánchez, 2009).

A product of the transformations that occurred in this period was the emergence of the Renaissance era, which in turn can be said to be the seed, the lighting of an empty space destined to be reborn in the form of revolutionary ideals of a renewed concept of citizenship. That approach would imply civic, political and social rights. Since these revolutions intended to construct a society based on freedom and equality of citizens with rights, they required from their members to understand that their own rights are converted into their duties in front of the rights of their fellow citizens. That is, if citizens have the right of free expression, it is also their duty to respect the free expression of others.

Thus, the history of the concept of citizenship has been long, that is why as Mouffe (2005) points out, citizenship may be conceived in different ways, and the way we define it is strongly related to the type of society and political community we want. While some researchers define citizenship as a political condition (Ruiz & Chaux, 2005) or a political notion (Martínez Martín, 2010), which, in some way, minimizes its definition to a simple status of being a citizen of a state, from other perspectives it is defined as the way of conducting oneself “in accordance with the rights, duties, and privileges of being an inhabitant of a geographical location by means of birth or naturalization” (Huitt in Dewi, 2019, p. 74), emphasizing the ability to understand the Other (Colombian Ministry of Education, 2006; Marquardt, 2001).

In addition to the recognition of the Other to define citizenship, the Colombian Ministry of Education gives importance to the social context as a space for citizen action. “Citizen action always occurs in a context. Individuals act within structures and social contexts, and these

structures and contexts can impede or facilitate the exercise of powers” (Ministerio de Educación Nacional, 2006, p. 10 [my translation]). For the Colombian Ministry of Education, exercising citizenship promotes respect and appreciation of plurality and difference at the local, national and global levels. In turn, the Ministry of Education of Alberta (Canada) defines responsible citizenship as “understanding the role, rights, and responsibilities of a citizen in a democratic society and a citizen in the global community participating constructively in the democratic process by making rational decisions respecting the dignity and worth of self and others” (Marcquart, 2001, p. 8).

In this study, the concept of citizenship will be focused on the recognition of the Other. The meaning and practice of citizenship will be understood in the sense of the following definition by Antanas Mockus:

Citizenship is a minimum of shared humanity. ... [a citizen] generates a basic trust. Being a citizen is to respect the rights of others. ... The core for being a citizen is to think of the other. It is based on having clear that there is always an Other, and keeping in mind not only the Other who is nearby and with whom we know we will be directly related, but additionally to consider the more remote Other, the seemingly distant and unknown human being.

[Citizenship] is in favour of collective processes. A citizen is a person who is associated and organized with other citizens. [A citizen] undertakes collective actions around objectives and tasks of common interest. [The citizen] is furthermore defined by its relationship with the State. A person is a citizen of a particular country with rules laid down by a specific State. ... A citizen does not



just look at the consequences for some people, but for everyone (Mockus, 2004, p. 11 [my translation]).

Such a perspective to understand the definition of citizenship is closely linked to the definition of Milani (2005) when he asserts that:

Citizenship is a proactive attitude, which seeks to improve one's own living conditions and those of the community. This position means more than the defence of rights: it is additionally to assume responsibilities and duties. From this perspective, a citizen is a person aware of being part of a whole, and that the benefit of the collective always has an impact on the individual, and this in turn contributes to the improvement of society (Milani, 2005, p. 13 [my translation]).

### **Citizenship education**

As happens with the term citizenship, scholars do not have a unified concept about the notion of citizenship education. However, the most common definition is that of citizenship education as a subject. Broom (2011) defines citizenship education as a subject that “explores the connections between individuals and social, political and economic structures” (p. 8). Citizenship education is a living discipline, a school subject relating other subjects but with its own history, and which is strongly associated with ethical dimension (Broom, 2011).

The objectives of citizenship education are highlighted when the Ministry of Education of Alberta, Canada, asserts that citizenship education is an intentional effort to “cultivate civility, ethical behaviours, self-management skills and personal attributes that our society values in its [citizens]. It represents a consensus on certain attributes or core values such as respect, responsibility, fairness, empathy and self-discipline that transcend socioeconomic and cultural lines” (Ministry of Education of Alberta, Canada, 2005, p. 1). As those values are common to all

school subjects, citizenship education may be taught across the curriculum. Sigauke (2013) considers citizenship education as a necessary part of the school curriculum, among other reasons, because of its important role in the education of young people as part of a community. The Colombian Ministry of Education gives a special recognition to the importance of citizenship education being taught throughout the curriculum.

Citizenship education is not an isolated school subject, but a shared responsibility that cuts across all areas and levels of the school and the entire education community, comprised of school administrators, teachers, students, families, administrative staff, and other people interacting in it (Ministerio de Educación Nacional, 2006, p. 10 [my translation])

Rojas Gómez and Sánchez (2009) stated that “if the individual is a social construction, so is the citizen by definition” (p. 83 [my translation]). Thus, it is in the interactions between members of a society that citizenship is built, can and should be intervened. Although the construction of citizenship largely occurs outside the school setting, there is no denying the essential role of the school as a privileged scenario in its construction. Therefore, citizenship education for this study is a set of values and skills that are taught across the curriculum.

**Citizenship education in Colombia.** Colombia is undeniably a country with a history of violence since its independence from Spain in the second decade of the nineteenth century and it still faces a socio-economic situation of inequality. As Jaramillo and Mesa (2009) affirm, both factors, the violence apparently embedded in the country’s history and the socio-economic problems that weaken its democracy, are good reasons to create and implement “a citizenship program that can make a contribution, by peaceful means, to renegotiating Colombia’s socio-economic and political structures” (p. 468).

The current Political Constitution of Colombia promulgated in 1991 has favoured the construction of a more inclusive citizenship that fosters diversity in this pluricultural country laying the foundation for the building of a change in the policies on ethical education.

With Law 115, called Ley General de Educación [General Law of Education] (Colombia. Congreso de la República [Congress of the Republic], 1994), ethical education became one of the fundamental and mandatory subjects in Colombian schools. One of the first changes that occurred with the implementation of the new Constitution and of the General Law of Education was the end of the Catholic hegemony and its code of morality as acceptable to all. Thus, the new regulations were fertile ground to define the standards of citizenship competences (2004). A new discourse loaded with the power of notions such as peace, justice, democracy, solidarity, and participation appeared in the national context in the frame of the discussions about citizenship education.

Seen from this perspective, Cortés (2009) affirms, “for basic education, both the Constitution of 1991, as well as Law 115 (1994), are identified as important events that transformed the contents that should be taught in schools” (p. 115 [my translation]).

In the same way, the regulatory decree 1860 (1994), which refers to the living together manual and school government in Colombian educational institutions, as well as the publishing of basic standards of citizenship competences (2004) were taken as references for the construction of curricula that include citizenship education.

In 2006 the Colombian Ministry of Education expressed its position of seeing citizenship education as “a process that can be designed, based on clear principles, implemented with persistence and rigor, continually assessed, and engaged in the improvement plans of each institution” (Ministerio de Educación Nacional, 2006, p. 5 [my translation]).

Almost a decade later the promulgation of regulatory decree 1860, the Colombian Ministry of Education defined the expression “quality education” in the following terms:

[Quality education] educates citizens with ethical values, [citizens that are] respectful of [what is] public, exercising human rights, meeting their social obligations and coexisting in peace. [Quality education] involves offering an education that generates legitimate opportunities of progress and prosperity, [an education] that is competitive and helps to bridge the gaps of inequality, focusing on the educational institution, enabling and engaging the participation of the entire society in a diverse, multicultural, multiethnic context (Ministerio de Educación Nacional, 2013, p. 5 [my translation]).

That concept of quality education involving expressions like citizens, ethical values, rights, social obligations and peaceful coexistence implies strengthening the importance of the living together at school. The attainment of that goal could only be possible “through the creation of mechanisms for prevention, promotion, treatment and monitoring aimed at improving school atmosphere. [It could additionally be achievable by] reducing actions that threaten the coexistence and exercise of human, sexual and reproductive rights of the group of students, both inside and outside school” (Ministerio de Educación Nacional, 2013, p. 5 [my translation]).

The Congress of the Republic of Colombia issued one of those mechanisms on March 15<sup>th</sup> 2013. On that date Law 1620 was promulgated, and through it the “National system of school living together and education for the exercise of human, sexual, and reproductive rights and the prevention and mitigation of school violence” was created. On September 11<sup>th</sup> 2013 the Colombian Ministry of Education issued the corresponding regulatory decree (decree 1965 of 2013). That was how a framework based on the notion of citizenship was adopted in Colombia.

**Citizenship competences, the Colombian perspective in citizenship education.** In the Colombian context, citizenship competences are defined as a set of capabilities (Ruiz & Chaux, 2005), knowledge, attitudes (Ministerio de Educación Nacional, 2011), and communicative, emotional, cognitive and integrative skills related to basic knowledge (Ministerio de Educación Nacional, 2004). Those capabilities, knowledge, attitudes and skills that work in an articulated manner, morally and politically guide citizens' action and enable them to act constructively in a democratic society in order to be active social subjects of rights (Ministerio de Educación Nacional, 2011). Here is how they are defined.

Cognitive competences refer to the skill of performing various mental processes that are fundamental in the exercise of citizenship. ...Emotional competences are the skills needed for the identification and constructive response of our own emotions and those of others. ...Communication competences are those skills necessary to establish a constructive dialogue with other people. ... Knowledge refers to information that students should know and understand about citizenship action (Ministerio de Educación Nacional, 2004, pp. 12-13 [my translation]).

Detailed definitions of the three competences and the concept of knowledge with examples that clearly help to understand their relationship with the term citizenship are presented in the standards of citizenship competences.

The premise behind the program is established in the introduction to the Standards of Citizenship Competencies. In Colombia, the Standards—which could be compared to learning targets—are understood as clear, public, shared criteria that establish the basic knowledge and competences that all children in the different

regions of Colombia have a right to achieve according to their developmental levels (Jaramillo & Mesa, 2009, p. 470)

The standards published by the Colombian Ministry of Education in 2004 were divided into three groups: living together and peace; participation and democratic responsibility; and plurality, identity, and valuing of differences.

Table 1 summarizes the citizenship standards proposed by the Colombian Ministry of Education that I considered need to be improved in the students with whom the CLTA strategy was implemented.

<b>Standards 1<sup>st</sup> to 3<sup>rd</sup> grade</b>	<b>Standards 4<sup>th</sup> to 5<sup>th</sup> grade</b>
<i>Living together and peace: I understand the importance of basic values of citizenship living together such as solidarity, care, good treatment and respect for myself and others, and I practise them in my close context (home, classroom, recess, etc.)</i>	<i>Leaving together and peace: I assume, in a peaceful and constructive way, the daily conflicts in my school and family life and I contribute to the protection of girls and boys' rights.</i>
<ul style="list-style-type: none"> <li>• I understand that the rules help to promote good treatment and to prevent abuse in the game and in school life.</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that conflicts are part of relationships, but having conflicts does not mean we stop being friends or love each other.</li> </ul>
<ul style="list-style-type: none"> <li>• I know and respect the basic rules of dialogue, such as the use of the word and respect for the word of the other person. (Key: I practice what I have learned in other areas, about communication, messages and active listening.)</li> </ul>	<ul style="list-style-type: none"> <li>• I know the difference between conflict and aggression, and I understand that the aggression (not the conflicts) is what can harm relationships.</li> </ul>
<ul style="list-style-type: none"> <li>• I know and use simple strategies for peaceful conflict resolution. (How to establish a creative agreement to use our only ball at recess ... without always playing the same game?)</li> </ul>	<ul style="list-style-type: none"> <li>• I identify the occasions in which I act against other people's rights, and I understand why those actions violate their rights.</li> </ul>
	<ul style="list-style-type: none"> <li>• I posit my views and I listen to others' views, in situations of conflict.</li> </ul>
	<ul style="list-style-type: none"> <li>• I apologise to those who I have hurt (even if I had no intention), and I forgive when others offend me.</li> </ul>
<i>Participation and democratic responsibility: I participate, in my close context (with my family</i>	<i>Participation and democratic responsibility: I constructively</i>

<i>and classmates), in the construction of basic agreements on rules for the achievement of common goals, and I obey those norms.</i>	<i>participate in democratic processes in my classroom and school environment.</i>
<ul style="list-style-type: none"> <li>• I express my ideas, feelings and interests in the classroom, and I respectfully listen to those of the other members of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• I propose different options when we make decisions in the classroom and in the school life.</li> </ul>
<ul style="list-style-type: none"> <li>• I express my view when collective decisions are made at home and in the school life.</li> </ul>	<ul style="list-style-type: none"> <li>• I participate with my teachers and classmates in collective projects aimed at the common benefit and solidarity.</li> </ul>
<ul style="list-style-type: none"> <li>• I understand what a rule is and what an agreement is.</li> </ul>	
<i>Plurality, identity and valuing of differences: I identify and respect differences and similarities between others and myself, and I reject situations of exclusion or discrimination in my family, with my friends and friends and in my classroom.</i>	<i>Plurality, identity and valuing of differences: I recognize and reject situations of exclusion or discrimination in my school environment.</i>
<ul style="list-style-type: none"> <li>• I identify the occasions in which my friends or myself have made someone feel bad by excluding him, making fun of him or giving him offensive nicknames.</li> </ul>	<ul style="list-style-type: none"> <li>• I identify and reflect on the consequences of discrimination in people and in the school living together.</li> </ul>

Table 1. Citizenship standards proposed by the National Ministry of Education identified as needed to be improved in the students from fifth grade of IED. (Taken from Ministerio de Educación Nacional, 2004. [my translation]).

Following the precepts of the Colombian Constitution, each group represents a fundamental dimension for the practice of citizenship and contributes to the promotion, respect and protection of human rights (HR). Offering tools to relate to others in an increasingly comprehensive and fair way and to be able to solve everyday problems is essential in the competences classified in those three groups. (Ministerio de Educación Nacional, 2004).

Living together and peace are based on the consideration of others, and especially on the consideration of the person as a human being. Participation and democratic responsibility are oriented towards decision making in various contexts, given that such decisions must respect both the fundamental rights of individuals, such as agreements, rules, laws and the Political Constitution that govern community life.

Plurality, identity and valuing of differences start from the recognition and enjoyment of the enormous human diversity and have as limit the rights of others.

(Ministerio de Educación Nacional, 2004, p. 12 [my translation]).

The role of the school is crucial (Marquardt, 2001; Ministerio de Educación Nacional, 2004; Shaaban, 2005), but so is the recognition that living together implies the development of personal and civic virtues which should be an effort of the whole society.

The role of human relations in the construction of citizenship is undeniable. That is why daily life is a great opportunity to educate in citizenship competences and the classroom is one such opportunity, with the advantage that it can be intentionally designed to achieve fundamental societal goals. Thus, every individual can be educated in citizenship from every subject area.

### **School living together**

School violence in school contexts has increased in the world. As a result, the attention of governments, educational administrators and researchers turned into the improvement of the conditions under which children live together in educational institutions. During the last decades, the commitments made by the international community as recorded in the documents of international organizations and proposed guidelines in the field of education worldwide, coincide on the importance of being tolerant and respectful of values and HR (UNESCO, 1990). These documents additionally suggest living with others (UNESCO, 2000), namely living together, as a pillar (Delors & Al Mufti, 1997) that provides an enriching experience and fosters understanding and solidarity (OEI, 2010).

In Colombia, the recent regulations regarding school life clearly mark the government's concern for the situations that occur within educational institutions.



The National Government recognizes that one of the challenges that the country is facing lies in educating for the exercise of active citizenship and human rights.

[All this] through policies that promote and strengthen school coexistence, accepting that every experience that students live in educational establishments, is definitive for the development of their personality. [In the same way, the Government admits that each event students are subjected to] will mark their ways of developing and constructing their life project. [The National Government similarly admits] that the welfare of every child and young person, and the collective prosperity depend on the satisfaction they reach and the sense that, through learning, they give to their life (Decree 1965, 2013, p. 1 [my translation]).

Living together has been generally defined around the world as a complex phenomenon determined by interactions among members of a community and by the context in which they operate, in short, to share life with Others. In this regard, the Regional Ministry of Education of the Government of Cantabria affirms the following:

Living together is living accompanied by others. Therefore, living together means the relationship between all those comprising a community. A good living together requires mutual respect, acceptance and fulfilment of common standards, of other opinions and lifestyles, respect for diversity, and peaceful resolution of tensions and conflicts. Living together is more than just tolerate or coexist.

(Consejería de educación del Gobierno de Cantabria, 2014, p. 4 [my translation])

Similarly, Rodríguez (2011) defines coexistence as sharing life with others, but he adds that it implies "learning from the proper and from what the Other offers us" (p. 1).

As the Regional Ministry of Education of the Government of Cantabria, the Colombian Ministry of Education defines the term school living together as the “action of living in the company of Others in the school context, in a peaceful and harmonious manner” (Ministerio de Educación Nacional, 2013, p. 25 [my translation]).

For Mockus (2002) school living together synthesizes the ideal of life in common among people who are part of an educational community. He ensures that the school atmosphere should be the model of communal living, even for communities where the origin of its members is cultural, social or politically diverse. He assures that the whole community should desire and therefore assume this model in a voluntary manner.

Living together is getting to live side by side among *different* [emphasis added], without the risks of violence and with the expectation of productively exploiting our differences. The challenge of living together is basically the challenge of *tolerance to diversity* [emphasis in original] and it finds its clearest expression in the *absence of violence* [emphasis in original] (Mockus, 2002, p. 20 [my translation]).

These two aspects of the challenge i.e. tolerance to diversity and absence of violence, that according to Mockus (2002) represent coexistence, carry in turn some conditions. On the one hand, tolerance to diversity implies 1) admitting the identity of the Other, not excluding him/her, 2) accepting the possibility and convenience that many different groups with their own traditions and social projects can coexist within a single society, and 3) broadening the scope of agreements beyond the global accepted issues and customs or even the specific ones of a society. On the other hand, the absence of violence involves 1) the exclusion of violent actions through rules, and 2) the universalization of skills to peacefully resolve conflicts.

The aforementioned aspects inherent to the challenge of healthy living together and their respective conditions suggest that in a context where it develops suitably, it would be easy to fulfil the prayer that has been widely but erroneously attributed to the thirteenth-century friar Saint Francis of Assisi (Renoux, 2001). In one of the numerous analyses that have been made about the famous “Prayer of Saint Francis” Boff (2002) states that “facing misunderstanding, we must maintain a dialogue, trying to understand and accept the perspective of the Other and to forgive them if necessary. Mistakes and failures of others should not affect our goodwill towards them” (p. 107 [my translation]).

Considering the above, in this research paper the term “living together” is recognized as a process as complex as the process of building citizenship, with which it is closely related. Living together responds to the natural desire of human beings of interacting with other individuals beyond the simple coexistence in the same context, facilitating with their own actions a scenario of harmony, fraternity and peace where people think about personal welfare without damaging the tranquillity of the other.

### **Classroom living together agreements**

**Student policies and regulations handbook or living together manual in Colombian educational institutions.** The globalization process, the emergence and reliance on new information and communication technologies (ICT), the “erosion of local cultures, values, and traditions” (Zembylas & Vrasidas, 2005, p. 65), and other political and economic factors have made of the XXI century the right moment for an essential change of approach towards an integral education. Modern school has to answer to the educational expectations of people, which implies a process of permanent adaptation. The mere transmission of knowledge that was common reference of scientific subject areas in the last century seems not to be good enough for

the requirements of these times. Performing in today's world involves developing a set of basic competences among which are the social and citizenship competences, which in turn imply a great deal of development of living together.

Education in living together is a basic objective of education and an indispensable element for the success of educational processes (Constitución política de Colombia, 1991; Consejería de Educación del Gobierno de Cantabria, 2014). The Constitution of Colombia establishes peaceful living together as one of the goals that should assure to the people of Colombia a just political, economic, and social order within a legal, democratic, and participatory framework. It moreover decrees the democratic participation of the educational community in the management of the educational institutions. One way in which the educational community can participate in the management of the educational institution is the creation and adoption of the living together manual.

In accordance with Articles 73 and 87 of Law 115, all Colombian educational institutions must have a student policies and regulations handbook or living together manual that defines the rights and duties of pupils. Article 17 of Decree 1860 adds that the student policies and regulations handbook or living together manual is an integral part of the Institutional Educational Project and in addition to students' rights and duties, it defines their relationships with other sectors of the educational community. The same decree additionally establishes that the student policies and regulations handbook or living together manual contains standards and monitoring procedures geared toward improving student social living together and habits of respect for the laws that regulate the functioning of the school (Decree 1860, 1994).

This conception of living together manual puts it in the position of a mere statement of disciplinary principles that obey a hierarchical authority line, which makes it just a tool of power

and governance in the institution. This view of the living together manual furthermore moves away from the role of a curriculum strategy that promotes emotional and social development of students guaranteeing them active and democratic participation in school life. The objective of the scheme of conflict resolution that underlies the concept of the living together manual proposed by the government seems thus to be aimed at preventing the occurrence of disagreements or to avoid their increase when they have already arisen, as it promotes a “punitive-sanctioning” model of regulation and management of living together conflicts (Torrego & Villaoslada, 2004). This situation provokes a sense of distance between students and the policies and regulations handbook or living together manual and favours the emergence of simple covenant or pacts within each class.

**The concept of rules.** Like the concept of “family”, it is indisputable that the concept of “rule” has existed with the humankind throughout the history. The existence of rules is a feature of life in society. They guide humans’ interactions and people learn them by means of the process of “socialization” (Burk & LeBlanc III, 1993).

Rules are guiding principles to assess individuals’ behaviour in terms of adequate and deplorable, or right and wrong (Thornberg, 2008). Those guiding principles for individuals’ behaviour are defined in a social context (Burk & LeBlanc III, 1993). In other words, rules are normative experiences accepted in the community (Chaliès, Escalié, Stefano, & Clarke, 2012). Rules can be implicit or explicit. Implicit rules are non-formally-stated guides that define behaviour as appropriate or not. Explicit rules are formally stated regulations that define appropriate or inappropriate behaviours for the group. (Burk & LeBlanc III, 1993). Mockus and Corzo (2003a) propose a more detailed classification when drawing a distinction between law, culture and moral. To them, law are the formal rules, culture are those informal rules shared by

social groups, and moral are those informal rules by which the individual is governed. Whatever the name that scholars give to rules, they consider formal and informal rules as critical to celebrate and enforce agreements. It is noteworthy that the development of societies is somehow linked to the treatment they give to their rules. “The societies that progress faster are those whose systems of formal and informal rules, allow a greater efficiency in the conclusion and enforcement of agreements. The rules evolve in these societies to facilitate and regulate increasingly complex agreements” (Mockus & Corzo, 2003b, p. 4).

In a study on school rules and students’ reasoning about these rules, Thornberg (2008) found that five categories of school rules were constructed during the analysis of students’ responses: (a) relational rules; (b) structuring rules; (c) protecting rules; (d) personal rules; and (e) etiquette rules.

Relational rules refer to rules about how to be and how to behave in relation to other people –for example, don't bully [*sic*], don't tease others [*sic*], and be nice–. Structuring rules refer to rules aimed at structuring and maintaining the activities that take place in school (activity rules) or at structuring and maintaining the physical milieus including physical property where activities take place (milieu rules). Examples: no talking [*sic*] during deskwork, raise your hand if you want to speak, and be careful with school property. Protecting rules refer to rules about safety and health for example, don't run [*sic*] in corridors and be careful when you play on ice. Personal rules refer to rules, which call for self-reflection on one's own behaviour, and taking personal responsibility for oneself and one's actions – for example, think before acting and do your best –. Etiquette rules refer to rules which manifest customs or traditions in school (‘school etiquette’) or in society

(‘society etiquette’) about how to behave in social situations, and which are not covered in the concept of relational rules. Examples: don’t wear [*sic*] your cap in classroom and don’t swear [*sic*] or use bad language. (Thornberg, 2008, p. 40)

The findings in Thornberg’s research showed that the students’ reasoning about rules is different for each category of rules. The study indicated that relational rules were the most important for students. They considered etiquette rules like the “least important” or even unnecessary, and protecting and structuring rules like “important” because of the meaning giving to them. This seems to mean that if students perceive a rule as reasonable, they will accept it.

In Colombia, it seems that the acceptance and observance of the rules are undervalued. The spirit of personal autonomy and cultural diversity that has been strengthened since the promulgation of the Constitution of 1991, in some cases is understood as an “anything goes”. Remembering that living together implies tolerance should also mean that “in this tolerance what is *not tolerable* [emphasis added] must be discussed. In addition, the law helps to recognize those limits accurately” (Mockus, 2004, p. 12).

The observance of the rules is given by self-regulation, by mutual regulation and by formalized systems of sanction. In societies with a political system based on democracy, the latter includes guarantees for the person incriminated in improper conduct. Those guarantees are accessible using different mechanisms which in turn are additionally included in rules. Family and society in general should deal with making it clear to the members of a given society why and when punishment is necessary. Society and family must also be in charge of teaching the individuals the time, reason and the conditions under which society can culturally punish someone or one of its agencies can do it legally (Mockus, 2004). Although family and society in

general are obligated to warn and train citizens in the understanding of the consequences of the transgression of the rules, it is the school that has a privileged place to assume that responsibility.

**The concept of classroom living together agreements.** As mentioned above, the scheme of conflict resolution that underlies the concept of living together manuals proposed by Law 115 and Decree 1860 seems to promote Torrego and Villoslada (2004)'s "punitive-sanctioning" model of regulation and management of living together conflicts.

Under this model, the creation of living together manuals in Colombian educational institutions is addressed to establish a set of policies and regulations to determine the proportionate consequences as sanction or correction according to the seriousness of the violation. This view of the living together manual as a simple student policies and regulations handbook makes students reduce the importance of rules. Students do not feel comfortable with them, in many cases because they do not participate in the decision making of such norms.

One way to counteract that situation and contribute to the development of citizenship competences in students might be establishing with them "classroom living together agreements". I have coined this term following the concept of "classroom pacts" as a strategy that allows improving normative processes in order to resolve conflicts that occur within the classroom due to multiple factors, exactly as it appears in the research work entitled "Classroom pacts to develop citizenship competences" (Rodríguez, 2013).

The concept of classroom living together agreements is, more than an innovation in education, a term that teachers in many educational institutions around the world have been using for many years to establish game rules within their classes. Their background is associated with "individual learning contracts [or learning agreements] typical of more classical individualization of education systems, the project method in teaching of science subjects, or the



classroom assembly are invaluable background of [the classroom pacts]” (Luengo & Moreno, 2014, p. 163 [my translation]). These learning contracts have also been used within the practicum of health professionals to allow negotiation between the clinician and the student (Congdon et al., n.d., p. 5).

**The negotiation of the agreements.** The attainment of educational scenarios of individual and collective participation that promote the common good and a school climate of respect for Others’ rights, requires competences beyond authoritarian interactions in the classroom that make students passive actors.

This idea is based on Habermas’ (1990) three discourse ethics principles that refer to the building of norms. Principle one forces “all affected to adopt the perspectives of all others in the balancing of interests” (p. 65). In other words, this universalization tenet establishes the consideration of all stakeholders’ welfare as a condition for impartial judgment. Principle two reads “only those norms can claim to be valid that meet (or could meet) with the approval of all affected in their capacity as participants in a practical discourse” (p. 66). That is, as in the first principle the interests of all affected are a condition for the norms to be valid, in this tenet a condition for their validity is the participation and acceptance by all who are affected by them. Principle three states that the interests of each individual are only satisfied when all those affected can freely accept the consequences and side effects that may result from the general observance of a controversial norm (Habermas, 1990). In short, a condition for the achievement of consensus is the free acceptance of the consequences and side effects of a norm.

In the same way, the Colombian Ministry of Education (2006) insists on the notion of humility to listen to others (especially the student) to build society-transforming dynamics.

Mockus (2004), Rojas (2008), and Rodríguez (2013), agree on the statement that the active participation of students benefits the learning of citizenship.

Learning how to build and respect collective agreements is a complex process that involves the student's ability of moving off, take someone else's place (even those who are absent) coordinating different perspectives, arguing, discussing, listening, and taking into account the consequences that these agreements might have. This process also supposes the fact of being willing to abide to those consequences, even if sometimes they go against student's own interests (Rodríguez, 2013, p. 10 [my translation])

Another important feature of the negotiation of the rules is that students see in their participation in the construction of such norms, a major space of visualization on their interests and needs, which encourages them to respect the agreements. "The confidence received is very pleasant and feeds the commitment to comply" (Mockus, 2004, p. 12)

### **The state of the art**

Quite a number of research studies have been done all over the world and in Colombia in order to study citizenship from different points of view, and to demonstrate the effectiveness of teaching it, not only in social studies, civics, or philosophy classes, but as a significant part of other subjects. Nevertheless, up to date, little work has been done specifically about the influence of the establishment of agreements in the English classroom on the development of citizenship competences, particularly in students from Colombian state schools.

The existing literature about the development of global citizenship through teaching of a foreign language, evaluation of social and citizenship competences in standardized tests, intercultural citizenship education in an English classrooms and through the mediation of

technology, conflict resolution, and other issues is robust. Despite an exhaustive search for empirical studies, I found that very little has been done to analyse how classroom agreements are implemented in foreign language classes. So it is possible to find, for instance, the strategies teachers use to teach civics (McGuire, Stevahn & Bronsther, 2019) and their effectiveness to prepare the students for responsible, democratic citizenship (Martens & Gainous, 2012), and to understand how and why teachers implement classroom agreements and their relationship with citizenship competences (Assia, Garrido & Sierra, 2017), but it is not common to find studies identifying and analysing what citizenship competences students demonstrate during the implementation of democratically established classroom agreements in English lessons.

Sun and Shek (2012) conducted an exploratory study based on teachers' perceptions as a model of intervention used to describe and measure behavioural problems among students. The objectives of this study were to examine the conceptions of students' misbehaviour in junior secondary schools and to identify the most common and unacceptable students' problems of behaviours from teachers' views. The participants in this study were four teachers from three different Hong Kong schools who had experience in secondary grades. In terms of procedure, questionnaires and interviews were used. There were some questions to explore the interviewees' perceptions of learners' misbehaviour problems and their strategies to manage the classroom and school context. The interviews were audio-taped and carried out by two trained interviewers in Cantonese. It was found that a variety of students with problem of behaviours such as talking out of turn, interfering others and idleness, were commonly reported by secondary school teachers as the most prevalent and annoying disruptive behaviour in the United Kingdom and Australia. The breaking of rules and the abuse of implicit norms, expectations and instructions were found as inappropriate behaviours that disturb the teaching and learning processes. For Sun and Shek, the

conception of student misbehaviour is relative because it differs from one culture to the other, as well as they stated that there are discrepancies between teachers and students regarding the conception they have about misbehaviour.

In a different study carried out in Turkey, Özben (2010) entitled “Teachers’ strategies to cope with student misbehaviour” aimed to find out pupils’ misbehaviours in the schoolroom, study the strategies of the facilitators to cope with them and how these two –misbehaviours and strategies– related to gender and teaching experience. The participants were facilitators of primary and secondary schools in Izmir and the population involved 869 facilitators: 518 women and 351 male participants who worked at primary and secondary schools in Izmir during the academic term of 2008-2009. Özben used a questionnaire to collect the relevant data for this study. The study showed that there was no meaningful difference between students’ misbehaviour and the gender of the teachers, but pupils were more verbal and physically aggressive with women and with the least experienced teachers, so the most disruptive behaviours and the amount of their frequency were inversely proportional to the facilitators’ experience. Talking loudly and walking around the classroom interrupting classmates, cheating, stealing, and disobeying were some of the disruptive behaviours found in this research. The study also concluded that the strategies to handle with students’ misbehaviours vary depending on the facilitators gender.

In “Bullying and Bigotry: Teaching Literature with Tough Topics in ELT Class”, Novita Dewi (2019) sought to show the relevance of using two short stories to develop Indonesian students’ communicative and citizenship competences, conscience, and compassion. The strategy used was the discussion of the chosen documents to increase students’ critical thinking in language learning. The results showed that both short stories were suitable to be used in ELT

class because of their vocabulary level and linguistic complexity. In both stories individuals learn from early childhood to hate others by reason of their culture, habits, ethnicity and social class, which finishes in bullying and bigotry. The study proposed that reading both stories can help students to reflect on trustworthiness, respect, responsibility, fairness, care, and citizenship, which are the six golden traits of character, frequently emphasized in Indonesian curriculum.

In Colombia, Rojas (2008), in “ELT and Citizenship: Basic Principles to Raise Social Awareness Through Language Teaching”, confirmed Dewi (2019)’s conclusion about the strong relationship between ELT and teaching values and citizenship competences, but the influence of collectively and democratically constructed agreements and their teaching within the ELT class on the development of citizenship competences in students from a state school, remains obscure.

Rojas’ study showed that language teachers’ role is substantial in fostering universal democratic values and principles, closely related to the generation of a climate of tolerance, understanding of the Other, social awareness, cultural diversity, and global citizenship. With that statement, Rojas confirmed the concept of the Ministry of National Education with regard to learning a language as “learning to discover and appreciate other cultures” (Ministerio de Educación Nacional, 1999). By reason of that, he found a synergy between citizenship and language learning which can stimulate “students’ curiosity about local and global issues, especially as the content and processes of citizenship and language acquisition share common characteristics from an educational point of view” (Rojas, 2008, p. 67).

This study agrees with the above interpretation of the language teachers’ role as important mediators who help their students to develop their citizenship competences while learning the foreign language.

Calle (2017) conducted a study called “Citizenship education and the EFL standards: A critical reflection”, in which she analysed the possible opportunities for students’ improvement of UNESCO Global Citizenship Education in the EFL classroom through a documentary review of the National Standards (NS) of English, and their relation to National Citizenship Competences Standards (NCCS). Calle’s study analysed the EFL NS to identify chances for the teaching of Citizenship Education (CE). The NCCS were analysed to find the ones which could be associated with each of the EFL NS. Though Calle established connections between the GCE dimensions and the EFL NS, the strict teaching subjection to the NS does not give much possibility of developing GCE.

In “Classroom management: A persistent challenge for pre-service foreign language teachers”, Macías and Sánchez (2015) have convincingly showed classroom management as a serious problem among pre-service EFL teachers. The study was carried out in the undergraduate EFL teacher education programme at a state university in Colombia. The participants were pre-service teachers, practicum supervisors, and cooperating teachers. The methodology used implied the application of a questionnaire and an interview to the participants. Macías and Sánchez identified not only students’ misbehaviours but also other classroom management challenges, such as facility conditions, overcrowded classrooms, students’ heterogeneous level of language proficiency, etc. Findings showed the establishment of rules and negative reinforcement for poor or more inappropriate behaviours as the main approaches to classroom management. The study also proposed some alternatives for improving classroom management skills of pre-service EFL teachers.

Rodríguez (2013) conducted “Pactos de aula para el desarrollo de competencias ciudadanas”, a qualitative design study framed in an ethnographic strategy. The purposes of the

research were to understand and make a description of the practice of classroom pacts developed over 12 years by the primary school teachers from San Antonio de Padua school in Colombia. The study also sought to reveal the possible articulation between those pacts and the proposed citizenship competences published by the Ministry of National Education. It was carried out with the whole educational community, so administrators, teachers and students were participants in it. Rodríguez defines classroom pacts as a strategy for the development of citizenship competences in students. As its name indicates, an agreement between teacher and learners arises in the classroom by means of this strategy. This agreement on their expected conduct is held to ensure the well-being of the classroom community. The strategy of classroom pacts empowers students to behave as a micro-society regulated by those pacts created by them in order to respond to situations originated from their individualities that might threaten or undermine the common interests of that community.

As can be seen, in Colombia as in other countries from around the world there is concern about citizenship education and its teaching inside the EFL classroom. In Colombia, only one study was found related to the democratic construction of classroom agreements (called classroom pacts in that research) and are precisely its successful outcomes what stimulated this study.

### **The setting**

**The school.** IED is a state high school located in Santa Marta, a port city, capital of the department of Magdalena in the North of the Republic of Colombia. This institution is placed in a central residential neighbourhood of a medium stratum area according to the social status, education, and income of people who live there, but it receives children from all localities of the

city, so the social composition of the school is heterogeneous. It is easy to find students from upper, middle and lower strata in the same classroom.

IED provides educational services for boys and girls in three school shifts: morning, afternoon and evening, in the school year calendar called A (40 weeks a year from February to November). It offers academic baccalaureate with emphasis on Natural Science, Technology and Computers, and technical baccalaureate articulated with the governmental institution called Servicio Nacional de Aprendizaje (SENA) [National Service of Learning] and with Magdalena University by means of interinstitutional agreements.

This school offers educational services from preschool level (children 4 to 6 years old) to upper secondary education level (adolescents 16 to 18 years old) of the Colombian education system. In 2019 IED has about 1300 students. Each room at IED has a capacity of 15 to 40 students but while there are classrooms with 40 students, since the second semester of 2013, other rooms have been modified in order to accommodate no more than 25 to 30 students and most of them have been equipped with air conditioners. The students' English language proficiency level in this institution is, on average, A1 on the scale of the Common European Framework of Reference for Languages (CEFR), with Pre-A1 as the lowest level and B1 the highest we have had.

In 2012, a psychologist from the department of psychology of IED researched the behaviour of students in that institution. Figure 1 indicates that the results of that research showed that 58% of the students think that the rate of bullying at the school is high and 38% think it is very high (Villarruel, 2013) (see Figure 1).



## Overall bullying rate

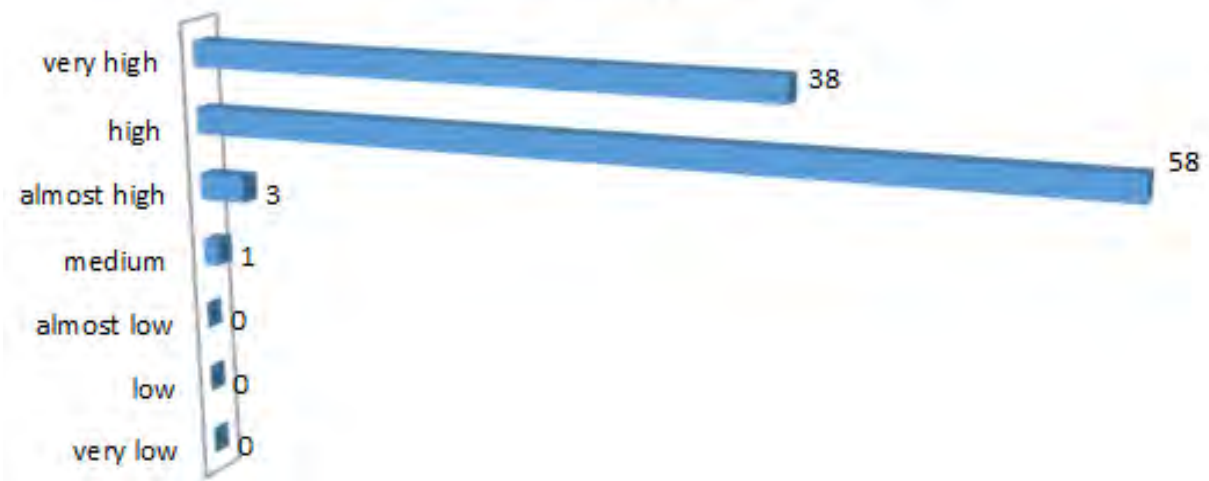


Figure 1. Overall bullying rate at IED (Taken from Villarruel, 2013 [my translation])

Many of the manifestations of bullying are signs of a poor development of values directly related to citizenship education, which impairs the normal functioning of classes and affects students' performance.

Figure 2 identifies the most common modalities of bullying at IED, which are signs of the lack citizenship education.

## Most common modalities of bullying

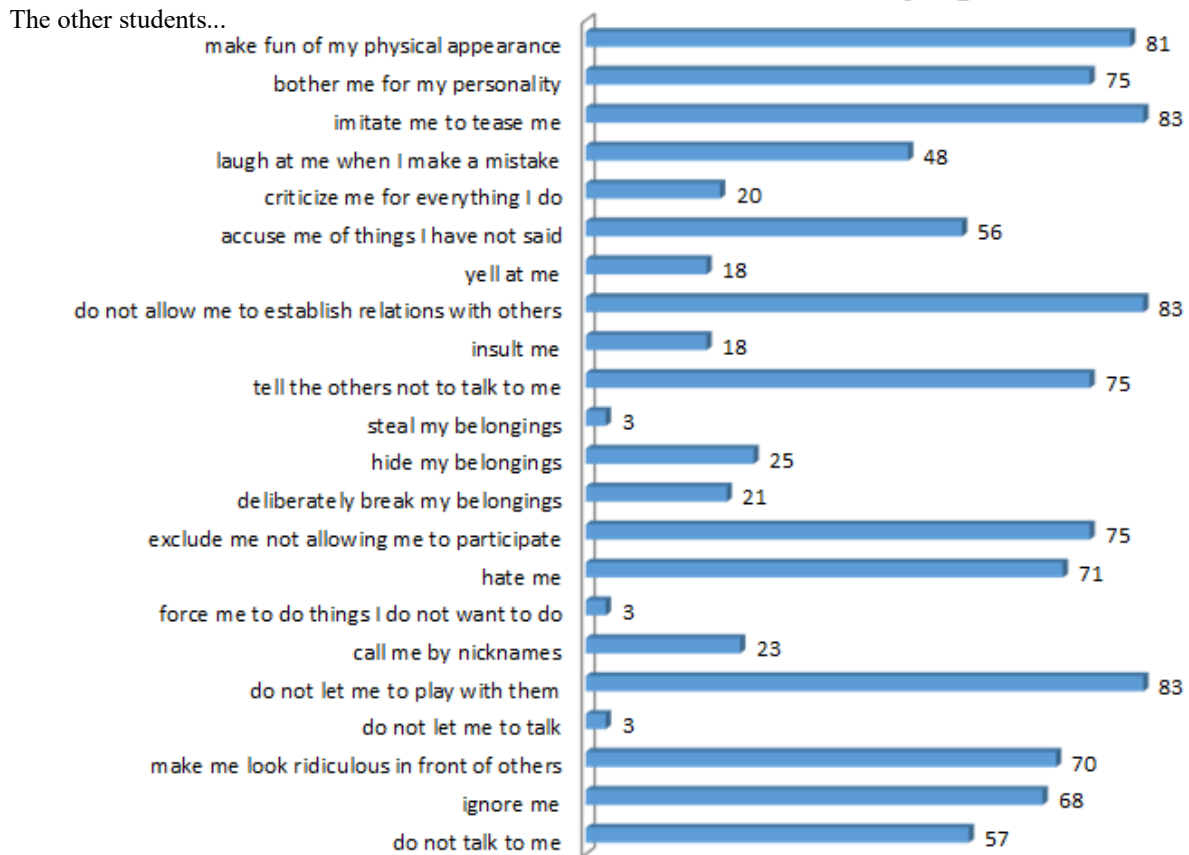


Figure 2. Most common modalities of bullying at IED (Taken from Villarruel, 2013 [my translation])

As the figure shows, students imitate or parody each other, they do not allow some classmates to establish relations with others, they exclude others not allowing them to participate in games, and they criticize each other's ways of being. These students' behaviours as well as that described in the introduction of this paper demonstrate high level of disrespect, vandalism, intimidation, violence, and lack of tolerance.

All this is perceived as a problem for many members of the school community whose reaction is an attitude of indifference. IED teachers still do not often see citizenship education as an important part of their objectives and lack concrete strategies to foster it. In this case it seems

that it is not just about solving the problem of noise or garbage in classrooms and corridors of the school. Nor is the lack of disciplinary regulations in the “living together manual” of the institution. The problem is more fundamental and it is related to students’ families, the school environment, the teachers’ teaching techniques, the institutional education policies, the social problems in the students’ neighbourhoods e.g., violence, micro-traffic, drug consuming, prostitution, bunches of hooligans, and robberies (Villaruel, 2013).

**The teachers at IED.** The teaching staff in this school consists of BAs and MAs in education, and professionals of different areas. The average age of the teachers in the whole school is 44. The youngest is 25 and the oldest 63. An increasing number of these teachers are hired under the 1278 decree which rules that teachers in Colombia have to be selected according to the results of the examination of skills and knowledge done by the Government. There are ten English teachers at IED, eight in the morning, one in the afternoon, and one in the evening school shift. All of them are BAs in Modern Languages or similar. Though the beliefs about education of many teachers from IED are that this is an arid field and they do not do their best to try to change it, others think in a different way. They work hard and try to get new activities to the students to keep them engaged to the classes.

**Role of English at IED.** In a strategy to give more independence to foreign language education in the school, the Academic Council of IED decided in December 2010 to include it in the school curriculum as an individual subject area, separated from the subject area of Spanish. This policy was implemented as soon as the Board of Directors of the institution approved it in 2011.

The role of English as a foreign language education in this school seems to matter to few people (the Principal, the English teachers and few teachers of other subjects). The rest of the

educational community seems to be very little interested in this academic area. When this study started in August 2014, English as a foreign language education had 1 to 4 teaching hours per week from preschool level to upper secondary education level. In 2016, this subject area started having 6 hours per week from 9th to 11th grade. But since 2018, 6 hours per week were given to teach English from 6th to 9th grade, but the weekly hourly intensity in 10th and 11th grade dropped again to 4 hours. Only since 2014, there is a well-qualified English teacher for the elementary school section but there are not enough materials and resources to help guiding the learning and teaching process of English in that section of the school.

The school's syllabus of English as a foreign language education should aim at the development of both communicative competence and the four communicative skills, not necessarily connected to the technical subjects of the institution but closely connected to the ministerial dispositions posed in the English standards and Basic Learning Rights (BLR).

In spite of the communicative approach stated in its English as a foreign language education syllabus, the reality of the school is different because most of the English teachers focus more on the development of the linguistic competence than on the oral and written skills (listening, speaking, reading and writing).

One of the most important achievements of English as a foreign language education at IED is that it was selected by the Colombian Ministry of Education to be part of the National Bilingualism Programme, with all the benefits that such condition implies in terms of provision of teaching material, teacher training and incentives to teachers and students. Additionally, another attainment is that every year the apparent interest of students and teachers from other subject areas towards activities for improving L2 communicative skills in the school is more

evident. It is clear that this is not the case of all students but that of an increasing number of them.

**The group.** During the development of this research I was in charge of teaching English to two different groups of students who participated in it, during the years 2014 and 2015. Both chosen groups belonged to 5th grade of primary education.

The process of data collection initiated with the fifth graders of 2014. Two surveys (see Appendixes B and D) and an interview (see Appendix C) were held with these students in order to establish the socio-demographic characterization of the students, to know their thoughts about the living together situation of students inside their classroom, and to determine how much they knew about key concepts of this study such as rules and agreements.

Numerous drawbacks forced me to start the process again in 2015 with another group of fifth graders, with whom I applied a similar survey to carry out the socio-demographic characterization of the new participants.

The students' English language proficiency level in this group is Pre-A1 on the scale of the Common European Framework of Reference for Languages (CEFR).

### **Chapter 3. Methodology**

As it was said before, this research set out to answer the question of how the use of “classroom living together agreements” (CLTA) strategy as implemented in English lessons at IED influences the development of citizenship competences in fifth grade students.

The subquestions are:

- a) How is the CLTA strategy implemented in English lessons in fifth grade at IED?
- b) What citizenship competences do fifth grade students demonstrate during the implementation of the CLTA strategy in English lessons at IED?

This research study has as general objective to analyse the influence of "classroom living together agreements" strategy as implemented in English lessons on the development of citizenship competences in students from fifth grade of IED.

The specific objectives are:

- c) Describe and analyse the CLTA strategy implemented in English lessons in fifth grade at IED.
- d) Identify the citizenship competences fifth grade students demonstrate during the implementation of CLTA strategy in English lessons at IED

#### **Overall considerations about methodology**

Hatch and Farhady (1982) describe research as “a systematic approach to find answers to questions” (p. 1). Nunan (1992) defines it as “a process of formulating questions, problems, or hypotheses; collecting data or evidence relevant to these questions/problems/hypotheses; and analysing or interpreting these data” (p. 2). In the same way Glanz (2003) categorizes research as a ‘disciplined inquiry’. For Cohen, Manion and Morrison (2007) research is “the systematic and scholarly application of the principles of a science of behaviour to the problems of people within

their social contexts” (p. 48). If research is a ‘systematic’ process (Nunan, 1992), approach (Hatch & Farhady, 1982; Glanz, 2003), or scholarly application of the principles of a science (Cohen et al., 2007), that means that it should be the consequence of a procedure, which is, in turn, a series of steps taken to accomplish an end.

Below the reader will find the research paradigm, the methodological design used in the study including data collection and analysis methods, strategies, instruments.

**Research paradigm.** Research involves asking and answering “relevant and researchable questions” (Boeije, 2010, p. 1) or as Hatch and Farhady (1982) affirm, “ask appropriate questions, to select the best and optimally the shortest way to find answers and to interpret the findings in a way which we can justify” (p. 3). That means that to carry out a research, the researcher “must make a series of decisions about the way the research questions can best be answered by the investigation” (Terre Blanche, Durrheim & Painter, 2006, p. 39).

Some particular philosophical ideas or assumptions about the world or the nature of knowledge on which they are based lie behind the way the researcher looks for answers and explains the results (Holloway & Wheeler, 2002). In words of Boeije (2010), “the choice of research method, either quantitative or qualitative, tells us something about what we think research (...) should look like” (p. 6). Those philosophical assumptions are the major dimensions of research paradigms.

Paradigms are all-encompassing systems of interrelated practice and thinking that define for researchers the nature of their enquiry along three dimensions: ontology, epistemology, and methodology. Ontology specifies the nature of reality that is to be studied, and what can be known about it. Epistemology specifies the

nature of the relationship between the researcher (knower) and what can be known. Methodology specifies how researchers may go about practically studying whatever they believe can be known (Terre Blanche et al., 2006, p. 39).

In that sense, every discipline is led by a system of beliefs and practices. “Such a framework for thinking about research design, measurement, analysis and personal involvement that is shared by members of a specialty area is called a ‘paradigm’” (Morgan as cited in Boeije, 2010, p. 6). Thus, the paradigm defines the research because it is implicit in the core of the inquiry and justifies the decisions the researcher makes on data collection and analysis methods, in other words, the way to solve what is to be studied. “A paradigm then consists of theoretical ideas and technical procedures that a group of scientists adopt and which are rooted in a particular worldview with its own language and terminology” (Holloway & Wheeler, 2002, p. 6).

Nunan (1992) considers that a binary distinction is commonly made between quantitative and qualitative research as two of the major contrasting research paradigms. In an attempt to define these contrasting paradigms, David Nunan summarizes the characteristics of one and another.

Quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented, and assumes the existence of ‘facts’ which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralizable studies are justifiable (an ungeneralizable study is one in which the insights and outcomes generated by the research cannot be applied to contexts or situations beyond those



in which the data were collected). In metaphorical terms, quantitative research is 'hard' while qualitative research is 'soft' (Nunan, 1992, p. 3).

This brief description of both paradigms reflects that they both represent different ways of interpreting our reality. In the following lines, I describe the main features of each paradigm.

**Quantitative research.** In quantitative research, a proposition is required before the study starts; it means that this approach involves forming 'preconceived' research hypotheses (Burns, 1999) deduced from literature and previous selected theories (Boeije, 2010), which in turn implies testing those theories (Hancock, 1998; Boeije, 2010). The deductive reasoning underpinning quantitative research hypotheses has its basis on the Aristotelian contribution to formal logic termed "syllogism", which simplest structure comprises a major and a minor premise, and a conclusion. Its assumption posits that "through a sequence of formal steps of logic, from the general to the particular, a valid conclusion can be deduced from a valid premise" (Cohen et al., 2007, p. 6).

The object of study is typically seen in quantitative researches as compound by two aspects, the "units of analysis" (Terre Blanche et al., 2006) or "building blocks" (Boeije, 2010) and the variables (Terre Blanche et al., 2006; Boeije, 2010). Those two aspects are implicit in the Aristotelian syllogism form consisting of an a priori or self-evident proposition (major premise), a particular instance (minor premise) and a conclusion on which all hypotheses formally depend. The units of analysis are the focus of investigation and the variables are features or attributes of the units that are to be observed or measured (Terre Blanche et al., 2006).

Variables play an important role in quantitative research. Their function goes far beyond the description of the object of study.

The researcher intervenes in the research context with a view to detecting cause and effect relationships between the phenomena they wish to investigate. In order to identify these relationships objectively, the researcher controls or eliminates variables in the research context which may affect the outcomes; quantitative researchers work with a limited number of variables which are specifically identified as part of the research procedure. (Burns, 1999, p. 21).

In short, the ability of the researcher to identify a set of variables is crucial in the development of quantitative research (Hancock, 1998). A study fully developed under the assumptions of the quantitative paradigm can be replicated and compared to other studies on the same subject undertaken by other researchers in different contexts because of the control of variables (Burns, 1999).

Quantitative research uses widely accepted (Burns, 1999) standardized measures (Boeije, 2010) for observations made during the process, and expresses the results by statistical criteria, using numerical data (Glanz, 2003) to determine whether those results support the hypothesis (Burns, 1999).

**Qualitative research.** In qualitative research, the researcher does not need a hypothesis to initiate the study. “The project commences with a single focus on an issue or problem rather than a hypothesis or the supposition of a causal relationship of variables. Relationships may emerge later, but that is open” (Cohen et al., 2007, p. 173). The priority in qualitative research lies in data ‘to develop and refine hypotheses’ (Burns, 1999), being so, there is no default theoretical framework but it is derived directly from the data (Holloway & Wheeler, 2002).

The finding of theoretical viewpoints and the understanding of what occurs in the field are goals in the qualitative paradigm. The above implies that the social phenomenon of interest

for researchers can be approached by finding ‘proper concepts’ (Boeije, 2010). This is consistent with the aforementioned about the hypothesis as not necessary to initiate the study because “theory is the end point of the research, not its starting point.” (Cohen et al., 2007, p. 173). This reflects the inductive thinking approach underlying qualitative research with which the researchers study social observable ‘facts’ (Burns, 1999) with the end goal to discover the start of a theory in the form of empirical patterns.

The qualitative paradigm uses data “to develop concepts and theories that help us to understand the social world” (Hancock, 1998, p. 2). In this sense, the approach to the theory from the qualitative paradigm point of view is opposite to the quantitative position. The inductive assumption posits that the approach to knowledge implies a sequence of steps going from the particular to the general, ‘from the data to theory or description’ (Holloway & Wheeler, 2002, p. 11), ‘from observation to hypothesis’ (Cohen et al., 2007, p. 6). That is, while applying qualitative research the researcher begins finding ‘empirical patterns’ (Boeije, 2010) as of specific observations and measures, subsequently formulates a supposition about the ‘social phenomenon’ (Cohen et al., 2007), and finally elaborates some generalizations or theories (Boeije, 2010).

In the 1600s, Francis Bacon introduced the ‘method of inductive reasoning’. Cohen et al. (2007) explain this method in the following way:

The study of a number of individual cases would lead to an [sic] hypothesis and eventually to a generalization (...). Bacon’s basic premise was that, with sufficient data, even if one does not have a preconceived idea of their significance or meaning, (...) important relationships and laws would be discovered by the alert

observer (...). In qualitative research the researcher is involved in a back-and-forth process of induction. (Cohen et al., 2007, p. 6)

The generation of theory is the ultimate end in some qualitative studies (Glaser & Strauss in Holloway & Wheeler, 2002). However, many other scholars explain the aim of qualitative approaches as the supply of descriptions, interpretations and clarifications of “participants’ experiences, describing ‘the characteristics and structure of the phenomenon’ under study” (Tesch in Holloway & Wheeler, 2002, p. 11) in their own ‘naturalistic social contexts’ (Burns, 1999). Thus, it is clear that the most important supplier of data is the natural location of participants, and that “the data suggest the theory rather than vice versa” (Cohen et al., 2007, p. 168). In that sense, qualitative research requires from the researcher to be immersed in the ‘real world’ of the participant (Holloway & Wheeler, 2002), and to interpret human behaviour from participants’ perspectives (Burns, 1999), becoming in that way, part of the researched world (Cohen et al., 2007).

While in the quantitative paradigm, researcher manipulates the object of study and the variables of the hypothesis, qualitative research does not attempt to do so. As mentioned above, by using the qualitative paradigm the researcher has to consider and explore all factors of the ‘naturalistic cultural settings’ (Burns, 1999) rather than a limited number of variables (Cohen et al., 2007), which means that there is no control of variables as in the quantitative paradigm. Instead, the role of qualitative researchers implies description, analysis and interpretation of data, in other words, the use of a ‘thick description’ (Holloway & Wheeler, 2002).

In qualitative research, observable social phenomena are verbally described in detail (Glanz, 2003) as they take place naturally (Burns, 1999), that is, “events and actions are studied

as they occur in everyday, 'real life' settings” (Holloway & Wheeler, 2002, p. 11). The aforementioned immersion of the researcher in the real world settings of the participants should be conducted “with as little intrusiveness as possible” (Cohen et al., 2007, p. 168). The description of the social phenomena observed in such contexts has the condition of being linked to what Holloway and Wheeler (2002) named the ‘subjective nature of social reality’ which can be read as the representation or the interpretation of the social reality. That means to understand the research context from the inside. That kind of representation of the social reality is called the ‘emic perspective’ (Holloway & Wheeler, 2002, p. 10) and implies the views, perceptions, meanings and interpretations done by people involved in the research. The observable social phenomena offer ideas that must be presented from the perspective of participants rather than researcher’s (Cohen et al., 2007). Researchers explore ‘the insiders’ view, they put themselves in participants’ position to see things as their informants do (Holloway & Wheeler, 2002, p. 12). Qualitative research deals with people’s situations, opinions, experiences, feelings, and behaviours that in the end construct their subjective reality (Hancock, 1998; Burns, 1999).

In short, qualitative research focuses on the description, analysis and interpretation that researchers do of the observable phenomena that occur in participants’ context by immersing themselves in it “to discover the meaning that people award to their social worlds and to understand the meaning of their social behaviour” (Boeije, 2010, p. 12).

Because it is developed from the data and the context, immersion in the ‘real world’ of the participants is useful for researchers to employ the strategy named ‘thick description’ (Burns, 1999; Holloway & Wheeler, 2002; Cohen et al., 2007). Denzin (1989) defines this term as “deep, dense, detailed accounts of problematic experiences (...) [that] present detail, context, emotion and the webs of social relationship that join persons to one another.” (Denzin, 1989 in Holloway

& Wheeler, 2002, p. 13). Researchers who approach research from the qualitative paradigm, do not use statistical criteria nor numerical data or mathematical expressions to precise the results (Glanz, 2003). “The findings consist of descriptions of the field using the various relevant, theoretical concepts necessary to interpret the participants’ view of their social world and their behaviour.” (Boeije, 2010, p. 5). The descriptive feature of the way findings are expressed in qualitative research is why Holloway and Wheeler (2002) call researchers who use this paradigm as ‘storytellers’.

**Paradigm adopted in this research.** Since “qualitative research is concerned with developing explanations of social phenomena” (Hancock, 1998), and taking into account that this study relates to the development of citizenship competences in students, the qualitative paradigm is appropriate to contribute to the understanding of the context and the phenomena related to a group of students inside a school. It also helps to explain why students behave the way they do and how they are affected by the events that occur around them. The choice of the qualitative paradigm as the philosophical framework for this research is justified with Boeije’s (2010) assertion that “the starting point for a qualitative inquiry, and thus for a qualitative analysis, is to discover the meaning that people award to their social worlds and to understand the meaning of their social behaviour”. Similarly, Burns’ (1999) assertion that a qualitative researcher “interprets human behaviour from participants' perspectives”, is a rationale for the choice of qualitative research as the philosophical pillar of this study.

The strategies of the researcher’s immersion in the complex world of a classroom life and the participants’ understanding of the events that occur inside it are better accounted from the perspective of the qualitative than from the quantitative paradigm. A ‘thick description’ of the phenomena under study that considers the view of the participants and their understanding of the

multifaceted dimensions underlying their behaviours may be a more appropriate way to express the findings of a research about the development of citizenship competences in the participants than the statistical or mathematical expressions used in quantitative researches. In short, observation, description and analysis of the social phenomenon, commonly used in qualitative researches could better fit the purpose of this research than quantitative strategies could do.

**Methodological design.** Cohen et al. (2007) consider that the notion of ‘fitness for purpose’ governs research design. They use the following example to account the way a study’s methodology and design are determined by the purposes:

If the purpose of the research is to map the field, or to make generalizable comments then a survey approach might be desirable, using some form of stratified sample. If the effects of a specific intervention are to be evaluated, then an experimental or *action research* [emphasis added] model may be appropriate. If an in-depth study of a particular situation or group is important then an ethnographic model might be suitable. (Cohen et al., 2007, p. 78)

Following that line of thought, the choice of the research methodology and procedures depends not on the ease of the methodology or on how interesting it is for the researcher (Holloway & Wheeler, 2002). It depends on the previous decisions made by the researcher regarding the complexity of the phenomenon under study. Another reason by which it is appropriate to adopt a kind (methodology) of research includes “the nature and type of the research question, the epistemological stance of the researcher, the skills and training of the researcher, [and] the resources available for the research project” (Holloway & Wheeler, 2002, p. 21). For this study an action research design was chosen.

**Action research.** It is considered a ‘powerful tool’ for ‘improvement at the local level’ (Cohen et al., 2007) and ‘change in social situations’ (Burns, 1999). Action research is appropriate for being used in almost any scenario in which a social phenomenon is taking place and where the situation requires it, because its action sphere is broad and it “can be undertaken by the individual teacher (...) working (...) within one school, or a teacher or teachers working alongside a researcher (...) in a sustained relationship, possibly with other interested parties” (Cohen et al., 2007, p. 297).

Glanz (2003) considers a research project carried out by a teacher without the involvement of others, as one of the three forms of action research (individual, collaborative, and school wide) that allow teachers to study social phenomena in their classrooms or schools. He argues that “all action research projects begin with an individual educator who has the necessary knowledge, skills and desire to carry out such an enterprise”. (Glanz, 2003, p. 8)

It is risky to affirm that there is a single definition for the concept of action research. Cohen et al., (2007) synthesize some of other scholars’ definitions of action research to account for what that methodology is about, e.g., Hopkins (1985, p. 32) suggests that action and research combine in a personal attempt to understand, improve and reform practice; for Ebbutt (1985, p. 156), it is also a systematic inquiry of action and reflection to improve practice; Cohen and Manion (1994) define it as ‘a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention’ (p. 186); Corey (1953, p. 6) states that it is a process to scientifically study problems and thus evaluating, improving and directing decision-making and practice; for Bogdan and Biklen (1982), it is “the systematic collection of information that is designed to bring about social change” (p. 215). Others include a reflection component:



Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out (Carr & Kemmis 1986, p. 162). (Burns 1999, pp. 29-30)

Creswell (2014) defines action research as a practical design with which the agents of an educational setting act as researchers using data collection focused on seeking to develop a solution to specific and practical issues or problems they face.

These definitions put together can be assumed as structural features that define action research.

The purposes of action research include the following:

To plan, implement, review and evaluate an intervention designed to improve practice/solve local problem. To empower participants through research involvement and ideology critique. To develop reflective practice. To promote equality democracy. To link practice and research. To promote collaborative research. (Cohen, et al., 2007, p. 85)

Thus, action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2011). Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyse data, and implement changes based on their findings. In some cases, researchers address a local, practical problem,

such as a classroom issue for a teacher. In other situations, researchers seek to empower, transform, and emancipate individuals from situations that constrain their self-development and self-determination.

Action research has inestimable benefits, product of the mentioned features. The following are some of the advantages of this kind of research when it is properly used:

Action research provides for an intelligent way of making decisions.

[Furthermore, it] promotes reflection and self-assessment, instils a commitment to continuous improvement, creates a more positive school climate in which teaching and learning are foremost concerns, [and] impacts directly on practice. [Finally, action research] empowers those who participate in the process. Educational leaders who undertake action research may no longer, for instance, uncritically accept theories, innovations, and programs at face value. (Glanz, 2003, p. 19)

Several scholars (Kemmis & McTaggart, 1988 in Burns, 1999; Nunan, 1992; Glanz, 2003) coincide in that the process through which action research occurs ends with reflection, its return to the beginning, and the extension of the initial inquiry that the researcher does which in turn makes of the process an ongoing cycle.

Different authors (Nunan, 1992; Burns, 1999; Glanz, 2003; Cohen et al., 2007) propose different phases to the process by which action research occurs.

Nunan (1992) proposes a cycle of seven stages 1) initiation, 2) preliminary investigation, 3) hypothesis, 4) intervention, 5) evaluation, 6) dissemination, and 7) follow-up. Glanz (2003) suggests five guiding steps for those who are interested in applying action research: 1) reflection, 2) selection of a focus, 3) data collection, 4) analysis and interpretation of data, and 5) taking

action. Kemmis and McTaggart (1992, p. 10 in Cohen et al., 2007, p. 297), and Burns (1999, p. 32), propose planning, action, observation and reflection as the steps for action research.

An action research design allowed me to study and evaluate the living together inside my class, and also to plan, implement and evaluate an intervention in order to try to reach a change in my students' citizenship competences, which is a real problem they face at IED.

**Participants.** As it was said before, the process started with participants from fifth grade in 2014. The process was interrupted due to many negative aspects which forced me to start the process again in 2015 with another group of fifth graders. In 2014 as well as in 2015, fifth grade at IED was divided into 2 groups, 5th-1 and 5th-2.

Since most of the process occurred with fifth grade students of 2015, the characterization given below refers to them and not to those of 2014.

In 2015, group 5th-1 had 28 children and group 5th-2 had 30 children, 58 in total. 5th-1 consisted of 11 females and 17 males, and 5th-2 consisted of 12 females and 18 males. That is 23 females and 25 males (see Figure 3).

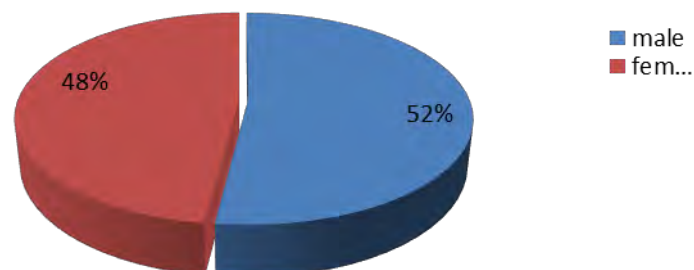


Figure 3. Gender of students in the classroom

The demographics of the students show that most of them were born in Santa Marta; the rest in different towns of the department and other cities of the Caribbean region (see Figure 4).

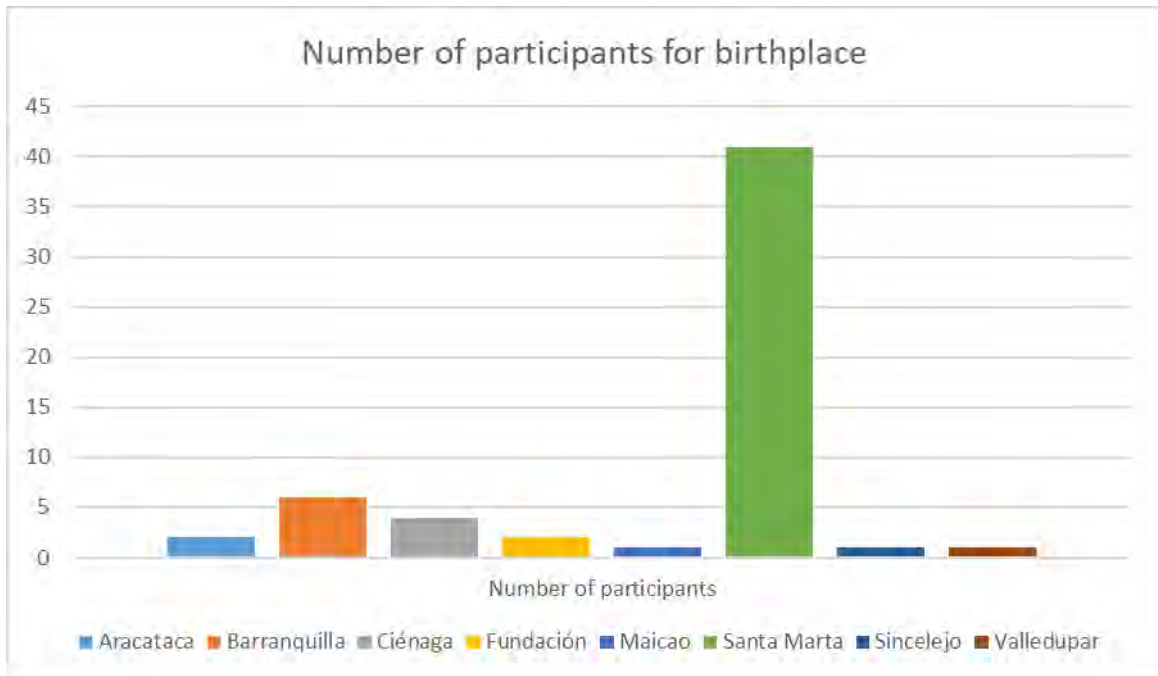


Figure 4. Birthplace of the participants

21 students were new in the school, the rest of them had been studying in the institution for at least one year, several of them from first grade of primary education or even since preschool.

Some of the new students had received EFL lessons in their schools of origin and for three of them this was their first experience with the foreign language. For the rest of students, it was the second year having English lessons with a teacher with a B.A. in Modern Languages because in previous years they had been having English lessons with a teacher who had knowledge of the language but who was not an English teacher.

The official nature of IED is sharply reflected in the biographical profile of students from that group, because there were students from social strata 1 to 5, which reflects that the social status of this class was not homogeneous. The ages of those students ranged from 11 to 14.

This group was composed of students who were under level A1 (CEFR) of English language proficiency. As their English teacher, I usually used a booklet called My Green English Handbook, a book that I wrote and designed and which was published by Open Learning Institute, a languages centre, in order to support my teaching activities. I also used photocopies of tutorials that I designed for the lessons.

These participants were selected based on the problem, objectives and research questions of this study, therefore it would not have been appropriate to select other educational agents (e.g. teachers or educational administrators) to act as participants in this research. As this is a qualitative research, and it is specifically an action research study, where I worked as a teacher collecting data to find an alternative of solution for a social phenomenon in a particular educational setting, my knowledge of that context and its students allowed me to decide what group to choose among the groups where I taught English. Since this research implies the negotiation of classroom agreements, not every group of students with which I was working in 2015 would have responded to the questions in the surveys or actively participated in the discussions that were held throughout the process.

**Steps in action research applied in this work.** The general purpose of this research is to analyse the influence of the “classroom living together agreements” strategy as implemented in English lessons for the development of students’ citizenship competences. Both Kemmis and McTaggart (as cited in Cohen et al., 2007, p. 297), and Burns (1999) propose four guiding steps which offer a suitable model to implement and evaluate the living together agreements in the given context.

The initial stage is called Planning. It starts with the awareness of a field where adjustments or improvements should be made to have a possible impact on the context, the

reasons that cause those changes and a fact-finding about them. Once the situation to be intervened has been identified and evaluated, a research problem is identified as well as the subsequent research questions to be answered which, in turn, give rise to the formulation of the objectives. This leads the researcher to a plan of action to reach the identified objectives.

In the second stage the researcher implements the action plan. The third stage, which often happens during the implementation stage, is for the researcher to monitor the effects of the previous one by using a set of methods of data collection. New data to be evaluated appear in this stage so that the general plan should be improved if needed.

The last stage concerns the interpretation of the data and reflection; it entails inferences about them, a review of the results as well as an evaluation of the overall process of implementation (mistakes, a general summing up, recommendations, etc.), and, if needed, a replanning is made.

These stages were developed as follows:

*First stage. Planning.* Being involved in the context of IED allowed me to observe the social phenomena that occurred in it. All issues described in the setting as part of the daily life at IED, in and outside the classrooms, helped me choose citizenship competences as the theme for this research. Given the documental information collected in this process and since the spectrum of situations related to the issue of citizenship competences is very broad, I decided to narrow down the subject of the inquiry, namely school living together and to choose the fifth grade students as the participants of the study. Thus I started a more specific process of data collection.

While data collection is the gathering of information in order to reveal the findings, the techniques used to register data that typify participants' perspectives and experiences are named

‘instruments’ (Glanz, 2003) or ‘tools’ (James, Milenkiewicz & Bucknam, 2008). Action research studies generally use qualitative techniques in nature (Nunan in Burns, 1999).

James et al. (2008) affirm that data can be collected as “written or visual images and report findings as words. (...) These data are particularly informative to answer questions of *meaning, context, understanding of process, and causal relationships* [emphasis in original]” (James et al., 2008, p. 66-68). Yet, as they declare, data collection techniques include more than just conversations, records, or observations.

Different scholars have proposed many categorisations of data collection methods. In this study I decided to use Burns’ (1999) proposal, who categorised methods of data collection in action research into observational and non-observational methods.

“Non-observational tools result in data that are essentially introspective, that is, they invite personal and individual accounts of events, attitudes and beliefs” (Burns, 1999, p. 117). One of the techniques of this kind of data collection used in this stage of the research was the survey. Surveys use a fixed order for a list of preplanned questions. Unexpected answers, views and beliefs cannot be easily covered when using surveys. They appear as an alternative for interviews inasmuch as they involve much more carefully preplanned questions. “The informants can also usually respond more rapidly to the questions and, as the responses are supplied in written form, the researcher does not need to further record them with supplementary techniques such as recordings or notes” (Burns, 1999, p. 129). A survey can provide preliminary ideas for more in-depth interviews.

In this research three surveys were held, two with fifth graders of the year 2014, and one in 2015, also with fifth grade students from IED. The first survey was held, not only in order to establish the target group socio-demographic characterization, but also to explore the

participants' opinion about certain situations of disruptive behaviours which can be present in any grade of the school, as well as their position and the teachers' attitude when they face them (see Appendix B). A second survey was applied with the same group, by using a list of negative behaviours to know students' opinion about whether these behaviours were present in their classroom or not (see Appendix D). The third survey was held with students from fifth grade of the year 2015 before initiating the process, as it is described in the session labelled with the number zero in Table 3. This survey was applied to carry out the socio-demographic characterization of the new participants, and to verify if the situations of disruptive behaviours identified in the group of the year 2014 were also present in their group (see Appendix B).

Interviews are a very used instrument of data collection in qualitative research. They can be carried out with a single interviewee or a group of them. There are three variants of interview structured interviews, semi-structured interviews, and classroom discussions, but in this study I used only the second option.

Semi-structured interviews use open-ended questions, so that they are more pliable than structured interviews. The interviewer uses prepared guide questions in no fixed order. That feature "allows the emergence of themes and topics which may not have been anticipated when the investigation began" (Burns, 1999, p. 120). The semi-structured interview applied in this stage of the study was held with five students from fifth grade of the year 2014 chosen at random. During this activity, participants had to answer questions to determine how much they knew about rules and agreements (their definition, their usefulness, who decrees them, the importance of following them, etc.). The interview was video recorded and undertaken in an informal environment for students to feel comfortable.



To carried out the aforementioned instruments I obtained the consent from their parents and after that, the children's assent, following the necessary ethical considerations: giving them the right to have all the information regarding the purpose and benefits of the study and their participation, the right to decide whether they wanted to participate or not, to withdraw at any time without any repercussions, and the right to the protection of their identity. The participants had the opportunity to ask questions about the role they had to play in this research.

The information gathered was fundamental to determine the citizenship standards of the Colombian Ministry of Education with which I worked in this research.

All these helped me to formulate and reformulate the research questions and objectives using the principle of action research, which states that as a process this model includes to choose among three possible ways, 1) continue, 2) disband or 3) modify researcher's plans in some way.

During this step I proceeded, as Glanz (2003) proposes researchers should do, by examining "the literature for ideas about school renewal or improvement (...) and find[ing] ways to implement innovative ideas that could work in [their] school or district" (p. 22). That exploration of best practices led me to think of the classroom pacts (Rodríguez, 2013) as a possible solution to the problem of low development of citizenship competences of students.

Numerous drawbacks forced me to start the process again in 2015 with another group of fifth graders. After obtaining the necessary consents from parents and assents from the students, I applied similar surveys to carry out the socio-demographic characterization of the new participants.

After that, I designed a three-phases guideline to undertake the collective construction of Classroom Living Together Agreements in a democratic way.

The plan in Table 2 not only shows the three aforementioned phases (awareness, negotiation, and application), but their objectives and actions, as well as some instruments to be implemented. In addition to the guideline designed for the intervention carried out in this study I planned a ten sessions teaching sequence to implement the phases that comprise it.

<b>Plan for undertaking a democratic construction of CLTA</b>				
<b>Teaching sequence</b>	<b>Procedure for a democratic construction of CLTA</b>			
<b>sessions</b>	<b>Phase</b>	<b>Objectives of the phase</b>	<b>Actions</b>	<b>Instruments and/or materials</b>
<b>1</b>	<b>Awareness</b>	Identify the behaviours that show low development of citizenship competences	Use observational and non-observational techniques of data collection to be aware of the behaviours that show low development of citizenship competences.	Surveys, interviews, observations and video recordings
<b>2</b>	<b>Awareness</b>	Define the concept and importance of rules	Assign roles to two students for them to represent a case that resembles reality where a disruptive behaviour takes place	Role-plays, pictures
			Discuss as a class about the concept and importance of rules, based on the situation represented in the role-play	
		Identify the differences between conflict and aggression	Discussion about the concept of conflict to identify the differences between conflict and aggression	
		Define the concept of conflict	Define the concept of conflict as a normal disagreement or argument between people	
<b>3</b>		Provide feedback on the collected information	Feedback on the behaviours that show low development of citizenship competences	List of behaviours that show low development of

			Give the students a workshop with a list of the ten most frequent disruptive behaviours in the classroom, identified by the 5th graders of the previous year	citizenship competences
			Discuss on which of those behaviours should have the CLTA	
			Students decide the order of the first five disruptive behaviours on the list	
4 – 5	Negotiation	Write by consensus the CLTA	Based on the analysis of each one of the disruptive behaviours in the top five, students and teacher conduct a discussion where they negotiate (firstly in Spanish) the writing of a Classroom Leaving Together Agreement - CLTA for each one of those behaviours that show low development of citizenship competences	List of top five behaviours that show low development of citizenship competences
4 – 5	Negotiation	Write by consensus the CLTA	By using mimics, pictures, and verbal situations, the teacher elicits the translation of the CLTA from the students, based on what they already know about the language	Easy tales in English narrated with pictures.
			The students use the dictionary when needed	
		Write by consensus the CLTA	The teacher models the pronunciation in English of the agreed writing of each CLTA in order to teach them to the students	
			The teacher uses mimics for students to better memorize the CLTA	
6		Practise the agreed CLTA in English	Teacher says the Classroom Leaving Together Agreements, one by one, and uses mimics to reinforce their memorization	

			The students repeat the CLTA and their correspondent mimics after the teacher	
		Diffusion of the CLTA exposing them in visible places	Teacher hangs up the CLTA on the walls of the classroom for students to see them every day	Posters and photocopies of the CLTA
		Decide on the corrections or consequences facing the breach of the CLTA	Workshop “Si llego tarde” (If I arrive late) on the consequences and corrections of the breach of the CLTA	Photocopies of the workshop
		Decide on the procedure to apply when a student breaches a CLTA	Brainstorming to define the procedure to apply when a student breaches a CLTA	
		Decide on the effective date, revision and modification forms of the CLTA	Debate about effective date, revision and modification forms of the CLTA.	
<b>6</b>	<b>Negotiation</b>	Establish a period of adaptation to the CLTA (pedagogical subpoenas)	Discussion where students and teacher negotiate the period of implementation of pedagogical subpoenas to students who breach the CLTA	
<b>7</b>	<b>Application</b>	Implement the CLTA during the agreed period of adaptation	Students use a red flag or card when a partner breaches a CLTA	
			Teacher asks the class what CLTA was breached which caused that a partner showed a red flag or card	
<b>8-9</b>	<b>Application</b>	Apply all agreed	The students use a red flag or card when a partner breaches a CLTA.	Red flags or cards when a partner breaches a rule
			The students follow the procedure to finally apply the sanction for the breaching of the CLTA	
<b>10</b>		Conduct the revision of the status of the process and discuss the modifications to implement when needed	Workshop to revise the status of the process and discuss the modifications to implement when needed	

Table 2. Plan for undertaking a democratic construction of CLTA. [My own creation]

*Second stage. Action and observation.* In this stage I implemented the intervention by following the actions planned in the guideline. The time to accomplish with the planned was not enough because of teachers' strikes and several issues related to the living together situation at IED, consequently I could not carry out the ten sessions planned in the teaching sequence shown in Table 2. These drawbacks to carry out the last three sessions of the plan in Table 2 represented an obstacle to collect more information about the effectiveness of the strategy.

Table 3 shows the seven sessions of the teaching sequence that were carried out and the actions that were implemented in each of the sessions. The action described in the session labelled with the number zero refers to all those activities that I carried out with the fifth grade students of the year 2014 specifically the two surveys (see Appendixes B and D) and the interview (see Appendix C), when I collected the initial information from where the 10 disruptive behaviours that most occurred in that group came out. This part of Table 3 additionally includes the survey (see Appendix B) held with fifth graders of the year 2015 to obtain their socio-demographic information as well as their appreciation of the living together environment in their classroom.

<b>Implementation of the CLTA strategy</b>		
<b>Teaching sequence</b>	<b>Procedure for a democratic construction of CLTA</b>	
<b>sessions</b>	<b>Phase</b>	<b>Actions</b>
<b>0</b>	<b>Awareness</b>	Teacher used observational and non-observational techniques of data collection to be aware of the behaviours that show low development of citizenship competences
<b>1</b>		Teacher assigned roles to two students for them to represent a case that resembles reality where a disruptive behaviour takes place
		Teacher discuss as a class about the concept and importance of rules, based on the situation represented in the role-play
<b>2</b>		Teacher and students discussed about the concept of conflict to identify the differences between conflict and aggression
	The students understood the term conflict as a normal disagreement or	

		argument between people
3		Teacher provided feedback on the behaviours that showed low development of citizenship competences
		Teacher gave the students a workshop with a list of the ten most frequent disruptive behaviours in the classroom, identified by the 5th graders of the previous year that are still evident in the group
		Teacher and students discussed on which of those behaviours should have the CLTA
		Students decided the order of the first five disruptive behaviours on the list.
4 – 5	Negotiation	Based on the analysis of each one of the disruptive behaviours in the top five, students and teacher conducted a discussion where they negotiated (firstly in Spanish) the writing of a Classroom Leaving Together Agreement - CLTA for each one of those behaviours that showed low development of citizenship competences
		By using mimics, pictures, and verbal situations, the teacher elicited the translation of the CLTA from the students, based on what they already know about the language
		The students used the dictionary when needed
4 – 5		Teacher modelled the pronunciation in English of the agreed writing of each CLTA in order to teach them to the students.
6	Negotiation	Teacher used mimics for students to better memorize the CLTA
		Teacher said the Classroom Leaving Together Agreements, one by one, and used mimics to reinforce their memorization
		The students repeated the CLTA and their correspondent mimics after the teacher
		Teacher hung up the CLTA on the walls of the classroom for students to see them every day
		In small groups, the students completed the workshop “Si llego tarde” (If I arrive late) on the consequences and corrections of the breach of the CLTA
		Teacher conducted with the students a brainstorming to define the procedure to apply when a student breaches a CLTA
		The students debated about effective date, revision and modification forms of the CLTA.
The students expressed to the teacher their proposal concerned to the period of implementation of pedagogical subpoenas to students who breach the CLTA		
7	Application	Students used a red flag or card when a partner breached a CLTA. Teacher asked the class what CLTA was breached which caused that a partner showed a red flag or card

Table 3. Implementation of the CLTA strategy [My own creation]

During the implementation of the CLTA strategy I monitored its effects on the students' behaviour and I gathered information to answer the research questions of the study.

The observational data collection method and its correspondent instrument used in this research was video recording (transcriptions). Video recording is “a technique for capturing in detail naturalistic interactions and verbatim utterances” (Burns, 1999, p. 94). Its use in action research is invaluable because it provides accurate data on patterns of interactional behaviour and implicit beliefs. Although it is a very time-consuming activity, after video recording the lessons, I decided to transcribe them. “Transcription allows researchers to scan particular classroom episodes relatively quickly without the need to review the whole recording” (Burns, 1999, p. 98). For this study I transcribed seven lessons that were video recorded (see Appendix G).

The video recording of those lessons was crucial to the subsequent documentation of students' responses. The objective of collecting information by means of this instrument was to compare and clarify the changes in the conceptions of the students about the rules and agreements, and their perspective facing the problems of living together that occur in the classroom, before and after the intervention.

Table 4 shows the data collection methods and instruments used in this research and their reference to the specific objectives.

<b>Data collection methods and instruments and their reference to the specific objectives</b>		
<b>Specific objective</b>	<b>data collection method</b>	<b>Instruments</b>
Describe and analyse the CLTA strategy implemented in English lessons in fifth grade at IED	Classroom observations	Video recordings
		Transcriptions
Identify the citizenship competences fifth grade students demonstrate during the implementation of CLTA strategy in English lessons at IED	Classroom observations	Video recordings
		Transcriptions

Table 4. Data collection method and instruments used in this research

*Third stage. Reflection.* The transcriptions were used in this research to obtain information about the participants' verbal and non-verbal behaviours, initially when they were identifying misbehaviors, the notions of conflict, norm, etc., and later when solving their living together problems inside the classroom during the intervention, to compare it with what they did in the last day of the implementation of the CLTA strategy.

To answer the questions of this study, transcriptions helped me to establish relevant categories describing patterns of students' behaviour or patterns of their verbal or non-verbal interaction derived from the approaches defined in theoretical framework, especially from the citizenship standards of the Colombian Ministry of Education, with which I worked in this research. Other categories were inferred from the data collected also with the purpose of identifying patterns or meaningful representations in the process of developing citizenship competences through the implementation of the CLTA strategy.

Given the research objectives of this study, and according to the information provided by the transcriptions, another broad group of categories was arisen, namely teacher strategies. These categories deal with the teacher's actions or verbalizations that suggest any strategy that I used for promoting citizenship competence.

Table 5 shows the categories that derived from the standards of the Colombian Ministry of Education, the group of those standards, and the grades where the standards should be applied. The table also shows the subcategories inferred from the data collection.

<b>Categories about citizenship competences development derived from theoretical framework that promote appropriate living together environment</b>				
<b>Standards</b>		<b>Grades</b>	<b>Categories</b>	<b>Subcategories</b>
<b>Group</b>	<b>Standard</b>			



<i>Living together and peace</i>	I understand that the rules help to promote good treatment and to prevent abuse in the game and in school life.	<b>1<sup>st</sup> to 3<sup>rd</sup></b>	Promotion of good behaviour	Pupils express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
				P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
				Pupils express feelings and views regarding the outcomes of observing the rules
				Pupils apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)
	I know and respect the basic rules of dialogue, such as the use of the word and respect for the word of the other person. (Key: I practice what I have learned in other areas, about communication, messages and active listening.)	<b>1<sup>st</sup> to 3<sup>rd</sup></b>	Interaction and communication	Pupils respect basic rules of dialogue
				Pupils evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations
				Pupils respond properly to classroom management strategies
	I posit my views and I listen to others' views, in situations of conflict.	<b>4<sup>th</sup> to 5<sup>th</sup></b>		Pupils comply with instructions, commands or tasks given / answer questions
	I know and use simple strategies for peaceful conflict resolution. (How to establish a creative agreement to use our only ball at recess ... without always playing the same game?)	<b>1<sup>st</sup> to 3<sup>rd</sup></b>	Conflicts and relationships	Pupils show understanding and knowledge of conflict resolution strategies

	I understand that conflicts are part of relationships, but having conflicts does not mean we stop being friends or love each other.	4 <sup>th</sup> to 5 <sup>th</sup>		Pupils do not take conflicts personally
	I know the difference between conflict and aggression, and I understand that the aggression (not the conflicts) is what can harm relationships.	4 <sup>th</sup> to 5 <sup>th</sup>		Pupils understand the difference between conflict and aggression Pupils express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.) P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
	I identify the occasions in which I act against other people's rights, and I understand why those actions violate their rights.	4 <sup>th</sup> to 5 <sup>th</sup>	Recognition of misbehaviours	Pupils recognize improper behaviour (in themselves and in others) Pupils recognize the real or potential negative effect or outcomes of improper behaviour
	I apologise to those who I have hurt (even if I had no intention), and I forgive when others offend me.	4 <sup>th</sup> to 5 <sup>th</sup>	Regret and forgiveness	Pupils apologise Pupils forgive affronts
<i>Participation and democratic responsibility</i>	I express my ideas, feelings and interests in the classroom, and I respectfully listen to those of the other members of the group.	1 <sup>st</sup> to 3 <sup>rd</sup>	Contributions and involvement	Pupils express feelings and views
	I propose different options when we make decisions in the classroom and in the school life.	4 <sup>th</sup> to 5 <sup>th</sup>		Pupils propose options
	I express my view when collective decisions are made at home and in the school life.	1 <sup>st</sup> to 3 <sup>rd</sup>		Pupils participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions,

	I participate with my teachers and classmates in collective projects aimed at the common benefit and solidarity.	4 <sup>th</sup> to 5 <sup>th</sup>		etc.)
	I understand what a rule is and what an agreement is.	1 <sup>st</sup> to 3 <sup>rd</sup>		Pupils understand the difference between rule and agreement
<i>Plurality, identity and valuing of differences</i>	I identify the occasions in which my friends or myself have made someone feel bad by excluding him, making fun of him or giving him offensive nicknames.	1 <sup>st</sup> to 3 <sup>rd</sup>	Empathy	Pupils identify cases of discrimination
	I identify and reflect on the consequences of discrimination in people and in the school living together.	4 <sup>th</sup> to 5 <sup>th</sup>		Pupils regret wrongdoing and feel sorry because of their acts
				Pupils express empathy (get in someone else's shoes)
<b>Categories about citizenship competences development inferred from data collection that promote appropriate living together environment</b>				
<b>Description</b>		<b>Categories</b>		
		P identify proper behaviour		
Students feel comfortable to express their happiness and excitement for the activities or content of the lesson, but evidencing an ideal behaviour		P show excitement without falling into misbehaviour		
<b>Categories about citizenship competences development inferred from data collection that do not promote appropriate living together environment</b>				
Students do not raise their hand to show interest in participating, do not respect their turn in the use of the word, do not listen respectfully to the person who is talking, do not evidence to show tact (think before speaking), etc.		Pupils do not respect basic rules of dialogue		

Students do not recognize non-prosocial behaviour (in themselves, in others, in examples, in role-plays, etc.) that interrupts their own and their partners' academic commitment, as well as the establishment of an orderly environment, neither than that behaviour can generate aggression and violates others' rights	P do not recognize improper behaviour
Students evidence to be sensitive to others' words or actions, taking them as an insult by interpreting them in a negative way	Pupils take (or express they would take) conflicts personally
Students do not accept responses or concerns about their statements, and feel them as a personal attack	
Students do not interpret others' rudeness as part of living together	
Students evidence minor poor behaviour which causes class interruption or the interruption of their personal learning process (dragging chairs, making fun, making noise, frequently walking around the classroom, playing and eating inside the classroom, etc.), or even more improper behaviour (intolerance, ostracism, scorn, mischief, bullying, bigotry, loathe, vandalism, etc.) that violates other people's rights.	Pupils show minor poor behaviour or more improper behaviour
Students do not express feelings of sorry to those who I have hurt (even if they had no intention)	Pupils do not apologise
<b>Categories about teacher's strategies inferred from data collection</b>	
<b>Description</b>	<b>Categories</b>
Teacher assigns turns and encourages students to use basic rules of conversation to actively participate by expressing their thoughts in class discussions	Teacher promotes orderly and respectful participation
Teacher acts in a worldwide labelled manner as socially valid and uses politically correct language to model his students how to proceed in different situations and to repeat that positive behaviour	Teacher uses polite discourse/good manners (leads by example)

Teacher encourages students to reflect on their own feelings and the feelings of others (put themselves in someone else's shoes), on suitable behaviour to assume during conflict situations (how to handle the confrontation), about the negative outcome of conflict situations and on rules as alternatives of solution	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
Teacher promotes the active participation of shy students, and of those who are less incorporated into the social structure of the class, in order to eliminate misbehaviours such as discrimination and exclusion, and to maintain peaceful living together.	Teacher encourages participation to prevent segregation of those students with integration difficulties (Ministerio de Educación y Ciencia, 1992)
Teacher fosters students thoughts about rules, conflicts, aggression, sanctions, concerning their definition, nature, significance, purposes, effects, consequences, etc.	Teacher promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
Teacher promotes the participation of his students in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)	Teacher encourages participation in collective projects
Teacher asks questions to foster students' verbal and/or non-verbal communication to be involved in the lesson or class discussion	Teacher fosters pupils' participation
Teacher implements different strategies to foster students' verbal and non-verbal communication to be involved in the lesson or class discussion (eliciting feelings, beliefs, views, knowledge, vocabulary, etc.; motivational and behaviour-reinforcement techniques, praising for academic effort and/or behavioural progress; assessment for learning; carrying out instructions and commands, etc.), and in other teaching activities that seek for academic engagement, the establishment of an orderly environment, and their academic success.	Teacher uses classroom management strategies
Teacher avoids or controls (potentially) disruptive behaviour	
Teacher expresses happiness for his job, and maintains a friendly disposition when students are excited because of their motivation towards the content or topic of the lesson	Teacher maintains a kind attitude (Burnett, 2010)

Teacher briefs students or explains them, superficially or thoroughly, the procedure especially in preparation for a task or other teaching activities that seek for academic engagement, the establishment of an orderly environment, or their academic success	Teacher gives instructions/explains procedure
	Teacher encourages reflection on feelings and views regarding the outcomes of observing the rules
	Teacher promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)

Table 5. Categories derived from theoretical framework and arisen from data collection [My own creation].

After transcribing the recordings, I started the analysis of the classroom discourse based on relevant categories derived from the theoretical framework and also inferred from the data collected with the purpose of identifying patterns or meaningful representations in the process of citizenship education.

All that allowed an interpretation of relevant data on the relation between the discourse and the application of the citizenship standards proposed and published by the National Ministry of Education identified as needed to be improved in the students from the target group with the purpose of arriving at some decision.

## **Chapter 4. Findings and discussion**

This chapter presents the analysis of the data collected and the interpretation of the results as part of the last stage of the research process. The findings obtained from the application of the theory, the qualitative approach chosen, and the techniques and instruments used for data collection helped me to have an idea of the effectiveness of the strategy that I proposed in this study for the democratic construction of Classroom Living Together Agreements. The analysis was guided by the main question of this research, which was how the use of CLTA strategy as implemented in English lessons in this context influences the development of citizenship competences in fifth grade students at IED.

The first subquestion is connected to the actions I did as a teacher to implement the CLTA strategy, and the second subquestion is related to the citizenship competences the participants demonstrate during the implementation of the CLTA strategy. Only the most relevant categories and subcategories for the purpose of this study are discussed in this chapter.

The findings about the actions I did to implement the CLTA strategy are presented in three sections according to each one of the three phases that I proposed as a procedure for a democratic construction of CLTA, namely awareness, negotiation, and application.

The citizenship competences the students demonstrated during the implementation of the CLTA strategy were classified into three types, namely Promotion of good behaviour, Conflicts and relationships, and Recognition of misbehaviours, all of these related to the seven main categories derived from the EFL NS of the Colombian Ministry of Education.

Table 6 summarizes the categorization of the interactions registered in the classroom observation transcriptions (COT) of the seven lessons video-recorded for this study and the

frequency of apparition of each category or subcategory. This classification is done simply to have an overall idea of what happened throughout the teaching sequence.

<b>Categories related to the first subquestion</b>		
<b>Strategies used by the teacher</b>		<b>Frequency</b>
Teacher fosters pupils' participation		199
Teacher promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)		143
Teacher promotes orderly and respectful participation		127
Teacher gives instructions/explains procedure		99
Teacher uses classroom management strategies		36
Teacher uses polite discourse/good manners (leads by example)		34
Teacher maintains a kind attitude		32
Teacher encourages participation in collective projects		13
Teacher encourages reflection on feelings and views regarding the outcomes of observing the rules		13
Teacher promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution		12
Teacher encourages participation to prevent segregation of those students with integration difficulties		7
Teacher promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)		4
<b>Categories related to the second subquestion</b>		
<b>Citizenship competences development related to living together environment</b>		<b>Frequency</b>
<b>Categories</b>	<b>Subcategories</b>	
Promotion of good behaviour	Pupils express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)	125
	Pupils express feelings and views regarding the outcomes of observing the rules	21
	Pupils show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)	16
	Pupils apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)	4
Interaction and communication	Pupils comply with instructions, commands or tasks given / answer questions	226
	Pupils respect basic rules of dialogue	136
	Pupils evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations	10



	Pupils respond properly to classroom management strategies	1
Conflicts and relationships	Pupils express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)	46
	Pupils show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)	13
	Pupils show understanding and knowledge of conflict resolution strategies	5
	Pupils understand the difference between conflict and aggression	3
	Pupils do not take conflicts personally	0
Recognition of misbehaviours	Pupils recognize the real or potential negative effect or outcomes of improper behaviour	68
	Pupils recognize improper behaviour (in themselves and in others)	56
Regret and forgiveness	Pupils apologise	0
	Pupils forgive affronts	0
Contributions and involvement	Pupils express feelings and views	322
	Pupils participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)	169
	Pupils propose options	36
	Pupils understand the difference between rule and agreement	0
Empathy	Pupils express empathy (get in someone else's shoes)	5
	Pupils regret wrongdoing and feel sorry because of their acts	2
	Pupils identify cases of discrimination	0
<b>Categories about citizenship competences development inferred from data</b>		<b>Frequency</b>
Pupils do not respect basic rules of dialogue		189
Pupils show excitement without falling into misbehaviour		38
Pupils identify proper behaviour		22
Pupils do not apologise		15
Pupils show minor poor behaviour or more improper behaviour		14
Pupils take (or express they would take) conflicts personally		7
P do not recognize improper behaviour		5

Table 6. Frequency of appearance of categories and subcategories.

Interactions were analysed and categorised according to the procedure described in the previous chapter. The transcriptions were written in Spanish and English as both the students and the teacher used each language in the video-recordings. The use of the target language in this process was limited in order to avoid students' misinterpretations while receiving commands and

explanations, and to foster their participation in the discussions when negotiating the living together agreements.

The interactions in the transcriptions are numbered using the code COT for classroom observation transcript, followed by two numbers, the first of them represents the number of the transcription, and the second represents the number of the turn in the interaction, e.g. COT 1 83 refers to turn 83 in the classroom observation transcript 1. Other conventions used in the transcripts are the following: T for teacher, SF for student female, SM for student male, Ss for students, G for group (small group of students), C for class, S for silence, X for unclassifiable.

### Findings on the implementation of the CLTA strategy

**CLTA phase of awareness.** Based on a conflict represented by two students in a role-play in the first session of the teaching sequence, in this part of the intervention the teacher promoted reflection on the definition of rules [1], their nature [2], purpose [3], importance [4], and consequences of using them [5] and of non compliance to them [6].

[1]

COT1 83	T	OK. Les pregunto algo ahora... ¿Qué piensan ustedes de las normas? ¿Qué son las normas? A ver acá (pointing to SF4 to give her the floor because she was raising her hand) Greys. ¿Qué son las normas?
COT1 84	SF4	Es lo que hay que seguir para que haya orden y tranquilidad.

[2]

COT1 87	T	Ajá. ¿Las normas siempre las pone un superior?
COT1 88	Ss	No.
COT1 89	T	¿No? A ver ¿por qué dicen ustedes qué no? (Pointing to SF1 to give her the floor because she was raising her hand) ¿a ver Melisa por qué no?
COT1 90	SF1	Porque a veces las normas las pueden decir un niño, si no, se ... se pone así como ...

[3]

COT1 85	T	(pointing to SM1 to give her the floor because he was raising his hand) ¿Qué piensas, Jesús?
COT1 86	SM1	Una norma es una regla que alguien superior a ti, de nivel, de nivel, eh... Presidente o alcalde, porque la verdad es que todos los humanos somos iguales y ninguno está encima de otro sino que todos somos iguales... a lo que yo me refiero es que la regla es algo que todos debemos respetar para que haya paz en la, en la calle, que te pone un superior a ti, el alcalde o Presidente.

[4]

COT3 51	T	OK. Bueno, entonces, como decíamos en las clases pasadas, las normas son las que nos ayudan a ¿comportarnos? (Questioning face)
COT3 52	SF1	En la sociedad.
COT3 53	T	En la sociedad. Nos ayudan a establecer hasta dónde puedo llegar yo haciendo lo que quiera hacer. Hay personas que dicen “yo hago lo que me dé la gana”. ¿Será que todos podemos hacer lo que nos dé la gana?
COT3 54	Ss	No.
COT3 55	T	No. No podemos hacer lo que nos dé la gana. ¿Por qué?
COT3 56	SF1 SM1	Porque hay normas que se deben de cumplir. (Talking at the time that SF1) Porque hay normas que se deben cumplir.

[5]

COT7 117	T	(Repeating) Porque estamos aplicando las reglas que nosotros mismos creamos. (To the C) ¡Miren! Santa Marta, hace algunos años no era lo mismo a como es ahora... Y no es que yo esté hablando de política, porque... ah, como soy amigo del alcalde o lo que sea, no... sino que hay que ver la realidad. Santa Marta ha cambiado bastante. Ese cambio de Santa Marta también implica una gran cantidad de responsabilidad de parte del ciudadano. Tiene que poner uno de su parte... Y eso se llama competencia ciudadana. Entonces miren como todos ahora nos sentimos en un espacio más amable, nos sentimos en un espacio más adecuado y uno se siente feliz... Yo me siento feliz... yo no lo he ido a ver todavía pero me dicen que el mercado público quedó (emphasizing the word) “hermoso”...
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[6]

COT4 72	T	Cuando... cuando yo les digo a ustedes “hay unos comportamientos, unos comportamientos negativos que, se estaban presentando el año pasado pero que este año todavía se siguen dando en cualquier salón de clases del colegio, esos comportamientos, así como les dije, hay que... a esos comportamientos hay que establecerles unas reglas. Esas reglas, esas reglas... no pueden ir primero los castigos porque usted dirá “pero, ajá, ¿por qué me están castigando a mí?” Primero hay que poner las reglas y después sí vienen las sanciones. Por ejemplo, como les decía, en fútbol. Si usted comete una falta en fútbol, ¿qué le pasa?
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COT4 73	SM9	(Talking without asking for the floor) ¡Lo pueden expulsar!
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The teacher promoted reflection on the concept [7], nature [8], and outcomes [9] of conflicts.

[7]

COT2 38	T	(Pointing to SM2 to give her the floor because he was raising his hand) ¿Qué dices tú? ¿El conflicto es una guerra?
COT2 39	SM2	El conflicto es una guerra que puede ser en... por países, por ciudades, por regiones...
COT2 40	SF1	Se puede convertir en guerra, pero no es una guerra

[8]

COT2 110	T	Yo creo que aquí está pasando algo... y lo que está pasando aquí puede generar un conflicto. Un conflicto entre, el que quiere participar y los que, no lo dejan participar o un conflicto entre los estudiantes y el profesor. ¿No les parece?
COT2 111	Ss	¡Si!
COT2 112	T	¿Qué cosa puede generar el conflicto? A ver

[9]

COT2 119	SM6	No. Mr. Castro que mientras tanto que ella habla, (pointing to the G in the back of the classroom) ellos están hablando y no dejan que usted entienda a ella.
COT2 120	T	Ajá... Ah, muy bien. ¿Eso sería lo que genera el conflicto? Lo que lo causa ¿Y cuál sería la consecuencia de ese conflicto?
COT2 121	SF1	¡Que le saque un uno!

In this phase, the teacher also fostered the identification of differences between conflict and aggression [10].

[10]

COT2 99	T	OK. Bueno, yo les digo algo, les pregunto algo. ¿Qué es? Perdón. ¿Cuál es la diferencia entre conflicto y agresión?
COT2 100	SM7	Yo levanté la mano primero. El conflicto es cuando es más que todo hablando, pero la agresión es cuando ya se va a... a otra cosa, a los puños, a golpearse.

The discussion about rules, conflict and aggression was wrapped up by the teacher [11] after his explanations and when the students expressed their points of view, so that all the concepts became clear especially for those who had not participated. The teacher gave the précis of the discussion in the following way:

[11]

COT3 84	T	<p>Pero, en serio. No podemos ir por el mundo como si no hubiera reglas. En todas partes hay normas que seguir. Las reglas están hechas para el bien común y empezamos a aprenderlas desde que somos pequeños para que nuestra relación con los demás no se vuelva un conflicto o mucho peor que no se genere después una agresión.</p> <p>Bueno, hasta aquí tenemos claro, como repaso de lo que ya hicimos en las clases pasadas que las personas no pueden ir por el mundo haciendo lo que quieran, en el sentido de la expresión “hacer lo que se me dé la gana”, porque puede que algo de lo que quiera hacer vaya en contra de las normas que han sido impuestas por la comunidad para que sus miembros puedan convivir en paz. También dijimos que no respetar las reglas, como por ejemplo algunas tan elementales como las normas de cortesía, como saludar, ser amable con quien me habla, pedir las cosas por favor, dar las gracias, etc., no respetar eso puede generar conflictos. Aprendimos que los conflictos a veces pueden generar agresión pero que uno y otro no son lo mismo. Que tener un conflicto con algún compañero, amigo o familiar no significa que vayamos a dejar de querernos o de seguir con la amistad.</p> <p>Bien, ahora voy a hablarles de lo que pasa al interior de esta pequeña comunidad. La que conforman ustedes junto a mí en esta clase. Y de lo que debemos hacer para que la convivencia en ella sea buena. ¿Recuerdan que desde el año pasado veníamos tratando de establecer unas reglas en inglés? Nosotros tenemos unas reglas en la clase de inglés. Me recuerdan esas reglas, por favor.</p>
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From the beginning of this implementation phase and throughout the whole teaching sequence, the teacher used a number of strategies to manage the class in order to avoid or control evident or potentially disruptive behaviour (e.g. by giving the floor to a student who was talking to a classmate [12]), and to promote the development of citizenship competences when leading by the example, not only by using polite discourse and good manners [13], but also to promote orderly and respectful participation [14].

[12]

COT1 71	T	<p>¡Ah, caramba! (To the C) Bueno, ¿qué más? (pointing to a G of Ss talking) ¿Qué piensan por acá? (no person participates in that side of the classroom) ¿Nadie más que opine?</p> <p>¡Ay, caramba! Bueno... (To the C) ¡Ah, mira! (pointing to SM5 to give him the floor</p>
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		because was talking to another student) Estiven ¿qué piensas?.
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[13]

COT1 2	T	Good morning!
COT1 3	Ss	(Ss stand up) Good morning Mr. Castro!
COT1 4	T	How are you today?
COT1 5	Ss	Fine, thank you. And you?
COT1 6	T	I'm fine thanks. Please, sit down
COT1 7	Ss	Thank you.
COT1 8		(T sits down, opens his bookbag and takes out his laptop. After that, he starts to check the list. As he says their names, Ss stand up and say "present". If a S did not attend, Ss say "absent".
COT1 9	T	(T stands up in front of the C) OK. I want you, please, take out your notebook, open your notebook and copy the heading. (A S stands up and closes the door) (To the S) Thank you
COT1 10		(Ss follow T's commands. They take out their notebook, open it and seemed to be prepared to start copying)

[14]

COT4 101	T	Ah, bueno. Listo. Regla número dos, perdón, comportamiento número dos. ¿Qué regla le pusieron a ese comportamiento? Decía, "Jugar en clase con otros compañeros". Algo así, ¿verdad? (To SM12 who is raising his hand to ask for the floor) Espera. Primero acá (pointing to SM10), después (pointing to SM12) Dylan y (pointing to SF1) Dayana. (Pointing to SM10 to give him the floor because he was raising his hand) Alan.
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The following examples taken from the sixth observation, show the teacher's (non-verbal [15] and verbal [16]) intention of preventing segregation of shy students by fostering them to participate in the discussion.

[15]

COT6 132	T	(To the C) No, ¿por qué?
COT6 133		(Several Ss raising their hands to ask for the floor. T looks around the classroom seeking for a S who has not participated. This time, as almost all the previous ones, immediately T starts looking for a person to participate Ss put their hands down)
COT6 134	T	(Pointing to SF7) ¿Por qué dices que no, Greys, a ver?

[16]

COT6 152	T	(To the C) Esa es mi pregunta, la pregunta es esa, pero la estoy poniendo como algo sencillo... Vamos a darle paso a los que casi no han hablado... (Pointing to SM6 who was raising his hand to ask for the floor) Keiner.
COT6 153	SM6	Hay que orientarlos a que no hagan eso

**CLTA phase of negotiation.** The following examples can attest that the teacher promoted a discussion where he and the students negotiated (firstly in Spanish) the writing of a Classroom Living Together Agreement - CLTA for each one of the top five behaviours that showed low development of citizenship competences.

The negotiation of the first [17] and second [18] CLTA was carried out in the fourth session of the teaching sequence.

[17]

COT4 81	T	El primer comportamiento negativo es... (reading) "Levantarse del pupitre sin permiso en el desarrollo de las clases" Me preguntaba ¿aquí hacen eso?
COT4 82	SM2	(Talking without asking for the floor) ¡Y bastante!
COT4 83	Ss	¡Sí!
COT4 84	T	Sí... ¿Y cómo fue que dijo allá...? (pointing to SF1 to give her the floor because he was raising his hand) ¿John Lionel?
COT4 85	Ss	¡Y bastante!
COT4 86	T	¡Y bastante! ¡Y bastante! Como dijo John Lionel. Entonces, ¿Cuál regla creen ustedes que debe ir para ese comportamiento negativo?
COT4 87	SM2	Levantar la mano para levantar...
COT4 88		(Several Ss talking at a time make it difficult to understand what SM2 has said. Some of them raise their hand to ask for the floor but are talking anyway)
COT4 89	T	(To the C) Levantar la mano, ¿para?... (questioning face)
COT4 90	Ss	¡Levantarse! (Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway) (...) Para poder pararse y caminar (...)
COT4 91	T	Ah... Para pedir permiso ¿Y?...
COT4 92	Ss	(...) ¡Caminar!

[18]

COT4 168	T	Bueno, yo traje tres diccionarios. Organicémonos para repartirnos estos tres que traje. Les quiero pedir que, por favor, vamos a buscar, primero. Antes de buscar en el diccionario me van a decir a mí, ¿cómo sería la regla?
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COT4 169		(Silence)
COT4 170	SF1	(Talking without asking for the floor) Prestar atención...
COT4 171	T	(Repeating) Prestar atención... ¿Y?... (questioning face)
COT4 172	SM14	(Talking without asking for the floor) Prestar atención y... y en el momento y en el lugar.
COT4 173	T	(To SM14) Sí, pero... ¿Cuál es ese momento y ese lugar?
COT4 174	SM16	¡En el recreo!
COT4 175	T	(To the C) Entonces, “prestar atención en clase”. ¿Y? (questioning face)
COT4 176	Ss	Jugar en el recreo
COT4 177	T	(Repeating) Jugar en el recreo, en el momento del descanso. Bueno, ¿cómo diríamos eso en inglés? Sin el diccionario primero.

The third [19], fourth [20], and fifth [21] CLTA were discussed in the fifth session of the teaching sequence.

[19]

COT5 52	T	¿Cómo así? ¿Y qué está haciendo el profesor entonces, mientras el estudiante está hablando? ¿El profesor qué está haciendo?
COT5 53		(Several Ss talking at a time make it difficult to understand what SM6 is trying to say. None of them raise their hand to ask for the floor but they are talking anyway)
COT5 54	T	(To the C) Si él (talking about the T) está... si él (talking about the T) está dando una explicación ¿qué es lo que está haciendo?
COT5 55	SF1	(Without raising her hand to ask for the floor) Está hablando
COT5 56	T	(Repeating) Hablando. ¡Ah! Entonces, ¿nosotros conocemos una regla parecida a esa?
COT5 57	Ss	¡Sí!
COT5 58	T	(Repeating) ¿Sí? ¿Cuál?... De las reg... (interrupted by several Ss talking at the same time. Some other Ss are raising their hands to ask for the floor) (Pointing to SM7 who was raising his hand to ask for the floor)
COT5 59	SM7	Rule number one
COT5 60	T	(To SM7) Uh-huh?
COT5 61	Ss	Listen when the teacher is talking
COT5 62	T	¡Ah! OK. Ya teníamos una regla parecida. Pero bueno, este comportamiento incluye también cuando estamos trabajando en grupo, lo cual indica que... no es importante escuchar solamente ¿a quién? (Questioning face)
COT5 63	Ss	¡Al profesor!
COT5 64	T	(Repeating) Al profesor... sino también ¿a quién? (Questioning face)
COT5 65	Ss	¡A los compañeros!

[20]

COT5 100	T	OK. La cuarta regla... perdón el cuarto comportamiento negativo ¿cómo era que decía?
COT5 101	Ss	(Talking while looking for the information in their notebooks) Bostezar... cantar...



		jugar...
COT5 102	T	(To the C) ¡Léanlo! (Pointing to SM2 who was raising his hand to ask for the floor) Alan
COT5 103	SM2	Bostezar inapropiadamente, causar ruidos con las sillas, útiles escolares, aplaudir cuando no es debido o golpear con los pies
COT5 104	T	(To the C) Muy bien. ¿Qué...? ¿Qué pudieron ustedes... pensar acerca de eso? ¿Qué regla le podemos poner a eso? (Pointing to SM3 who was raising his hand to ask for the floor)
COT5 105	SM3	No hacer ruidos mientras se está progresando la clase
COT5 106	T	(Repeating) No hacer ruidos mientras se está desarrollando la clase... Bien. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM9 who was raising his hand to ask for the floor) Estiven.
COT5 107	SM9	(...)
COT5 108	T	OK. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM2 who was raising his hand to ask for the floor) Alan
COT5 109	SM2	Alzar la silla para moverse a otro lugar
COT5 110	SM4	(Without raising his hand to ask for the floor) Taparse la boca.

[21]

COT5 349	T	(Repeating what Ss have said) A-N-D (T writes the word “and”, on the board) OK. Ahora sí... “beber” en inglés... ¿Quién se acuerda? (Questioning face)
COT5 350	SM7	¡Yo!... Drink
COT5 351	T	(Repeating) Drink... OK. How do you spell “drink”?
COT5 352	Ss	D-R-I-N-K
COT5 353	T	(Repeating) D-R-I-N-K (To the C. Pointing to the board) Ahí estamos Armandó la regla... ¿En qué momento?
COT5 354	Ss	En recreo...
COT5 355	T	(To the C) ¿Se acuerdan cómo se dice “en recreo”? “En la hora de recreo” (Questioning face)
COT5 356	Ss	Break!
COT5 357	T	(To the C) Break, ¿qué?
COT5 358	Ss	In break (mispronouncing the word “time”, saying “team”) [time]
COT5 359	T	Time... ¿Y se dirá “IN” (Questioning face) “In break time”?
COT5 360	Ss	No...
COT5 361	T	(To the C) ¿Cómo fue que dijimos que se...? (Interrupted by Ss)
COT5 362	Ss	“At break time” At!
COT5 363	T	(Repeating) At... OK. Entonces, ¿cómo sería? ¿Cómo sería la regla? Eat...
COT5 364	Ss	(With the T) Eat and drink at break time

After the democratic construction of the CLTA, the teacher used mimics and the repetition of their pronunciation to reinforce their memorization. The students repeated the

CLTA and their correspondent mimics after the teacher [22]. The negotiated CLTA written and learnt in English were posted in a visible place of the classroom for all students to remind them. After that, the teacher conducted a workshop on the consequences and corrections of the breach of the CLTA [23].

[22]

COT6 2	T	(T Writes the title of the lesson on the board). OK. Classroom rules. (Sticking on the board a poster with pictures and the rules in English) Well, we have over there the rules in English. Tell me, rule number one...
COT6 3	Ss	Rule number one. Raise your hand for permission to walk.
COT6 4	T	Rule number two...
COT6 5	Ss	Rule number two. Pay attention in class and play at break time.
COT6 6	T	OK. Rule number three...
COT6 7	Ss	Rule number three. Listen when the teacher and others are [talking]
COT6 8	T	Talking.
COT6 9	Ss	(Correcting the pronunciation) Talking
COT6 10	T	(Making a hand gesture for again) Again, rule number three...
COT6 11	Ss	Rule number three. Listen when the teacher and others are talking.
COT6 12	T	Rule number four
COT6 13	Ss	Rule number four. Use your manners. Make noises is bad choice.
COT6 14	T	Rule number five...
COT6 15	Ss	Rule number five. Eat and drink at break time.
COT6 16	T	OK. Esas son entonces, las reglas en inglés. (Making a hand gesture for again) Now I want you, please, say them again.
COT6 17	Ss	Rule number one. Raise your hand for permission to walk. Rule number two. Pay attention in class and play at break time. Rule number three. Listen when the teacher and others are talking. Rule number four. Use your manners. Make noises is bad choice. Rule number five. Eat and drink at break time.

[23]

COT6 18	T	OK. Cada una de esas reglas, entonces, por lo que habíamos visto, necesitamos establecer para ellas una... sanción. ¿Listo? Pero antes de eso, vamos a hacer un pequeño taller, vamos a hacer un pequeño ejercicio. I need you please, stand up, and... (Making a hand gesture for wait, because it seems Ss understood that as an imminent order to follow) Wait! Wait! And after that I want you, please, get into groups of five people... (Repeating) Get into groups of five.
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As in Rodríguez (2013), in this intervention the teacher fostered students' democratic participation during the negotiation of sanctions [24]. The teacher allowed students' views and reflections within a free and respectful climate of participation [25].

[24]

COT6 174	T	(To the C) Las sanciones que tienen que escribir son (pointing to the poster on the board) sobre cada una de esas reglas que están aquí. ¿Qué le pasa...? ¿Qué le pasa a la persona que no levanta la mano para pedir permiso para caminar? ¿Qué es?, ¿qué se le hace, pues?, ¿qué hace el profesor? o ¿qué hacemos todos en el curso con esa persona que nunca pide permiso para caminar? (To G1) ¿Qué deciden ustedes acá)
COT6 175	SM4	Dejarlo parado siquiera por cinco minutos.
COT6 176	T	(To the C) ¡Ah, mire! Dejarlo de pie siquiera por cinco minutos.
COT6 177	SF1	(To the T) ¡Ay, profe! Nosotros también teníamos y que “dejarlo de pie”
COT6 178	T	(To G1) Escríbanla también, no importa. (Pointing to SM3 who was raising her hand to ask for the floor) Dylan.
COT6 179	G3-SM3	Dejarlo afuera por... diez minutos, pegarle un regañón para que sepa que lo que hizo estuvo mal.
COT6 180	T	Sacarlo y dejarlo allá un rato
COT6 181	G1-SM5	Profe, así... (making a gesture for statue).
COT6 182	T	Que se quede de pie...OK.
COT6 183	G1-SM6	Profe, es mientras que usted termine de pasar la lista.
COT6 184	T	(To SM6) ¡Ah...! OK. Bueno, listo. (To the C) ¿Qué haríamos...? Lo que haríamos entonces, la sanción para los que incumplan la primera regla será entonces, dejarlo de pie por un minuto. Anoten... ¡No! Antes de escribir... How do you say “sanción” in English?
COT6 185	Ss	(Guessing) [Sanction]!
COT6 186	T	(Eureka face) Yes! (Modelling the correct pronunciation) Sanction. Pero hay otra que ustedes también conocen y que la escuchan mucho en fútbol, sobre todo cuando un defensa le comete una falta al atacante en... (interrupted by Ss)
COT6 187	Ss	¡Un “penalty”!
COT6 188		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)
COT6 189	T	Bien, copien entonces (writing on the board) “Penalty for rule number one”, quedarse de pie un minuto por cada vez que se levante. OK. La segunda... la segunda. ¿Qué le haremos a una persona...? (To the C) Ojo con lo que estamos diciendo... ¿Qué le vamos a hacer a una persona que...que no presta atención al profesor ni a la clase? ¿Qué le haremos a esa persona? (Ironically, Ss are not paying attention to what T is saying. Too much noise of all Ss talking at the same time make it difficult to understand what they are saying) (To the C) ¿Qué le hacemos a la persona que no está prestando atención, (pointing to the poster on the board) como dice allá, en la clase? (Pointing to G2 whose members are raising their hands to ask for the floor) ¿Qué dice aquel grupo?
COT6 190	G2-SF2	No dejarlo participar en ninguna clase y (pointing to a corner of the classroom) ponerlo de pie en un rincón o... dejarlo ahí en toda la clase.

[25]

COT6 120	SF2	Profe, (...) Si llega tarde al colegio no lo dejarían entrar porque se quedaría afuera o en la reja y dejaría de asistir a la primera clase, no podría entrar al curso.
COT6 121	T	(To SF2) Muy bien. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM3) Dylan y... (pointing to SM4) Jesús.
COT6 122	SM3	Este... porque no... No lo dejarían entrar a la vez a... No lo dejarían pasar a la clase sino que se quedaría afuera, le podrían mandar chapola, suspenderlo, (...)
COT6 123	T	(Pointing to SM4) Jesús.
COT6 124	SM4	Depende de la jornada que esté, de mañana o tarde. Si es de la mañana... si es de mañana, no te dejan entrar, pero si es de la tarde, después de la segunda hora puedes entrar.
COT6 125	T	OK. (To the C) Les tengo otra pregunta... El hecho de que los profesores, lleguen tarde al colegio, que los coordinadores lleguen tarde, o que toquen el timbre tarde, ¿eso justifica que tú llegues tarde al colegio, también?
COT6 126	SM13	(Without raising his hand to ask for the floor) ¡No! (Raises his hand to ask for the floor)
COT6 127	T	(Trying to decide to whom give the floor because there are several Ss raising their hands) A ver... eh... (Pointing to SM2) Alan.
COT6 128	SM2	Eso no tiene que ver, que uno llegue tarde, sino que se les pasó la hora... tenía que ir donde el médico...
COT6 129	SM5	(Without raising his hand to ask for the floor. Talking about the teachers) Estaban ocupados haciendo algo...
COT6 130	T	(To the C) Pero... estoy hablando de que si... que pasen esas cosas, ¿eso justifica que usted llegue tarde aquí al salón de clases?
COT6 131	Ss	¡No!

The teacher conducted with the students a brainstorming strategy to define the procedure to apply when a student breaches a CLTA [26]. The teacher carried out a debate in which the students agreed on the effective date to start the application of the sanctions, and if they want or not a period of implementation of pedagogical subpoenas to students who breach the CLTA [27].

[26]

COT6 257	T	(Satisfaction face) Excellent! OK. Ahora vamos a hablar acerca del (emphasizing the word) “procedimiento”. El procedimiento para aplicar esas sanciones... ¿o será que cuando alguien se equivoque e incumpla (pointing to the rules in the poster) una de esas reglas, enseguida le aplicamos el “penalty”? es decir, en este momento cuando apenas estamos aprendiéndonos las reglas y acostumbrándonos a que ellas existen ¿se las aplicamos de una vez? Las sanciones (question face)
COT6 258	Ss	¡No!

COT6 259	SM11	(Without raising his hand to ask for the floor) No Mr. Castro. Primero le advertimos
COT6 260	T	(To the C) ¡Ah, miren! Aquí (pointing to SM11) Juan Esteban dice que primero le advertimos. ¿de qué manera les podemos advertir a esos estudiantes que cometan la falta?
COT6 261	SM4	(Raising his hand to ask for the floor) ¡Como en fútbol! Profe... Mr. Castro... como en fútbol
COT6 262	T	(To the C) ¿Cómo es eso?
COT6 263	Ss	¡Con tarjeta amarilla! ¡Tarjeta roja! (Laughs)
COT6 264	T	(To the C) Ah... con tarjetas y colores.
COT6 265	SF5	(Raising her hand to ask for the floor) Mr. Castro también el semáforo... en el semáforo hay el Amarillo que los carros no pueden pasar
COT6 266	Ss	¡Eso es el rojo! Pero es que... Profe, cuando uno va a caminar es verde
COT6 267		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)
COT6 268	T	OK. Entonces, ¿qué colores usamos?
COT6 269	SM5	Mr. Castro, vea. Podemos usar la roja cuando ya es el castigo. La amarilla es que se le advierte y le ponemos una verde... (interrupted by SM4)
COT6 270	SM4	(To SM5) No, mira... Así como tú dices, amarilla y roja pero la primera, azul. Queda amarillo, azul y rojo
COT6 271	SF2	(Raising her hand to ask for the floor) Profe... la azul es la primera porque (...)
COT6 272		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)

[27]

COT6 273	T	Bueno, entonces quedamos así... La primera es la azul que significa "advertencia". Si sigue haciendo eso, que no respeta las reglas, viene la amarilla que es (questioning face) segunda advertencia y última oportunidad. Ya lo último es sacarle la... (question face) roja que es la de la sanción. Otra cosa es que,, cada quien puede sacarle tarjeta al otro ¿o cómo hacemos?
COT6 274	Ss	¡Sí!
COT6 275	T	Bueno, bien. ¿Y cuándo empezamos a aplicar eso? ¿Enseguida?
COT6 276	Ss	¡La otra clase! ¡Profe, la otra semana! ¡El otro año!
COT6 277	T	(To the C) En serio, ¿cuándo? Porque yo puedo decir que como todo esto lo hicieron ustedes mismos vamos a empezar ya.
COT6 278	SM5	(To the T) Sí [hombe'] profe, de una, porque después se nos olvida y no hacemos nada.

**CLTA phase of application.** During the lessons observed the teacher promoted reflection on the disruptive behavior they engaged in. Before the establishment of the rules the teacher's strategy consisted of describing the behavior [28]. Even after the rules had already been

established through the agreement, mostly students were not engaged in the class discussion, many of them tried to participate but they did not do it in an orderly manner [29].

Even during the last session, after the agreements and before the application of the sanctions began, some students still violated the rules, so the teacher reminded the students of the norms and their own participation in the democratic process of construction of the rules and in the establishment of the sanctions [30].

[28]

COT2 63	T	Vamos a analizar lo que está pasando aquí... Hay unos compañeros que están hablando porque están participando, pero mientras están participando hay otros compañeros que están haciendo otras cosas. ¿Y qué son esas cosas que están haciendo? Algunos están hablando sobre el mismo tema... Están de pronto... preguntando o comentando con el compañero, pero hay otros que no están haciendo eso. Están molestando, están haciendo cualquier otra cosa menos lo que estamos trabajando aquí.
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[29]

COT6 119	T	(To the C) Pero miren lo que está pasando aquí... No podemos escuchar lo que dice (pointing to SF1) Dayana, porque están muchos hablando al mismo tiempo. ¿Listo? (To SF1) Muchas gracias Dayana. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SF2) Lina.
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[30]

COT7 39	T	(To the C) Resulta que tenemos las reglas (pointing to the poster with CLTA) aquí... y ustedes mismos ayudaron a construir esas reglas. Salieron de ustedes, de lo ustedes propusieron también. Y están proponiendo unos... (pointing to the poster with CLTA) unas sanciones... pero miren que ustedes mismos están violando las reglas que han ayudado a construir.
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But, at the end of the teaching sequence, the teacher pointed out the effectiveness of the CLTA strategy to foster an improvement of the students' citizenship competences [31], congratulated the students because of their good behaviour additionally invited them to propose

the strategy to be implemented in other contexts [32], and encouraged them to apply in their lives what they have learned through the CLTA strategy [33].

[31]

COT7 81	T	(To the C) Miren qué diferencia hubo entre la primera vez cuando les pedí que se agruparan, el escándalo que hubo para alzar las sillas, para ubicarse en grupo, en comparación con lo que sucedió ahora que ya teníamos unas reglas establecidas y que ya tenían unas sanciones establecidas... ¿Cierto? (Pointing to SF2 who was raising her hand to ask for the floor)
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[32]

COT7 169	T	(To the C) Chicos, déjenme felicitarlos porque... miren lo que está pasando, en realidad esto es, para mí, muy satisfactorio, es asombroso y quisiera que todo el tiempo estuvieran haciéndolo, no solamente en la clase de inglés porque esto que hicimos fue para que ustedes lo puedan seguir cumpliendo en todas las clases y que, si ustedes le proponen al profesor o la profesora de las otras materias, “profe, nosotros tenemos unas reglas aquí en el salón de clases, que son esta, esta, esta y esta y tenemos un procedimiento, y sacamos unas tarjetas y la persona tiene que cumplir con unas sanciones”, si ustedes les explican eso, de pronto los profesores pueden asumirlas y ellos entonces dirán “oye, mira cómo se está portando de bien el quinto dos”
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[33]

COT7 173	T	La última intervención... (Trying to decide to whom give the floor because there are several Ss raising their hands). (Pointing to SF4 to give her the opportunity to participate) Lina
COT7 174	SF4	Mr. Castro que no se debe aplicar sólo aquí en el salón sino en todas las partes
COT7 175	T	Mira ¡qué bien! (repeating) no solamente aquí
COT7 176	SF2	Como en la casa y en el parque
COT7 177	T	(To SF2) Bien. Bueno, miren. Si en el parque nosotros cumplimos las reglas... (To the C) ¿Cuáles serán las reglas del parque?
COT7 178	Ss	No dañar los objetos. No tirar basura. No dañar lo culumpios... ¿Cómo se llama ese que da vueltas?
COT7 179	T	(To the C) Entonces, lo que estamos aprendiendo aquí lo podemos trasladar también a nuestra vida por fuera del colegio, ¿cierto?
COT7 180	Ss	¡Sí!
COT7 181	T	(To the C) Bueno, chicos, espero que queden con eso ya presente, como tarea, que lo tengan para su vida y sigan aplicándolo en adelante. Los felicito nuevamente. OK. Class is over. Good-bye!
COT7 182	Ss	(Clapping) Good-bye!

## **Findings on the citizenship competences the participants demonstrate during the implementation of the CLTA strategy**

The analysis and reflection of the interactions shown below served as an interpretative horizon to understand what students did in terms of citizenship competences throughout the teaching sequence before and after the implementation of the CLTA strategy, to know what aspects of the CLTA strategy worked well and which ones must be strengthened to achieve the objective of the intervention.

**Promotion of good behaviour.** With respect to the student's behavior and compliance with rules, throughout the teaching sequence the participants evidenced that their understanding of what rules are progressed from a narrow to wider concept, but it is interesting to see how one student had initially thought that rules have to be imposed by someone with power [34]. It seems that the student did not know there are agreements that are or can be reached as a result of consensus. There were some students that justified the violation of a norm because of the authority that others have based on their hierarchy (teacher, parents, monitors, etc.) [35].

[34]

COT1 86	SM1	Una norma es una regla que alguien superior a ti, de nivel, de nivel, eh... Presidente o alcalde, porque la verdad es que todos los humanos somos iguales y ninguno está encima de otro sino que todos somos iguales... a lo que yo me refiero es que la regla es algo que todos debemos respetar para que haya paz en la, en la calle, que te pone un superior a ti, el alcalde o Presidente.
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[35]

COT6 145	SM4	Profe, depende porque es que los grandes... no importa tanto, no importa tanto... como los profesores, eh... pueden estar haciendo algo... pero los niños... (interrupted by T)
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On the other hand, students seem aware of severe punishments imposed by the adults (teachers and parents) [36]



[36]

COT6 189	T	Bien, copien entonces (writing on the board) “Penalty for rule number one”... Quedarse de pie un minuto por cada vez que se levante. OK. La segunda... la segunda. ¿Qué le haremos a una persona...? (To the C) Ojo con lo que estamos diciendo... ¿Qué le vamos a hacer a una persona que...que no presta atención al profesor ni a la clase? ¿Qué le haremos a esa persona? (Ironically, Ss are not paying attention to what T is saying. Too much noise of all Ss talking at the same time make it difficult to understand what they are saying). (To the C) ¿Qué le hacemos a la persona que no está prestando atención, (pointing to the poster on the board) como dice allá, en la clase? (Pointing to G2 whose members are raising their hands to ask for the floor) ¿Qué dice aquel grupo?
COT6 190	G2-SF2	No dejarlo participar en ninguna clase y (pointing to a corner of the classroom) ponerlo de pie en un rincón o... dejarlo ahí en toda la clase.
COT6 191	T	(Astonished) Bueno ¿y ustedes de dónde sacaron esa... esos castigos así como tan... (T seems trying to look for the right words) tan severos?
COT6 192		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)
COT6 193	G2-SF1	De la seño de preescolar... Ella siempre me ponía (imitating her preschool teacher) “[pa’l] rincón para allá atrás, o se queda viendo a la pared”
COT6 193	G2-SF1	De la seño de preescolar... Ella siempre me ponía (imitating her preschool teacher) “[pa’l] rincón para allá atrás, o se queda viendo a la pared”

All this reflects, what Torrego and Villaoslada (2004) called a ‘punitive-sanctioning model of regulation and management of living together conflicts’.

However, there are other students who, by expressing their nonconformity with the way the rules are imposed, seem to be clear that norms can be the product of a collective agreement in which children can also participate [37], implying that adults should also follow the rules because otherwise it would be unfair. They seem to acknowledge, to a greater or lesser extent, the importance of their participation beyond the authoritarian imposition of rules. This can be connected to Habermas’ (1990) second discourse ethic principle that conditions the validity of norms to the participation and acceptance by all who are affected by them.

[37]

COT1 90	SF1	Porque a veces las normas las pueden decir un niño, si no, se ...se pone así como ...
COT1 91	SM2	Como, ajá ... como tramposo, solo a los niños

Students' acknowledgment of the aforementioned situation suggests that the lack of social and emotional development through active democratic participation in school life and lack of explicitness about its importance in the living together manual provokes in learners a sense of distance from that document.

The analysis also showed that the students did not observe the rules in spite of the fact that they had created them democratically [38]. Only when the sanctions began to be strictly enforced did they start to comply with the rules [39].

[38]

COT7 16	T	OK. Vamos a hacer el taller que les traje... stand up, and get into groups of five people.
COT7 17		(Ss do not move)
COT7 18	T	(Making a hand gesture for fast) Let's do it! Hurry up! Stand up and get into groups of five.
COT7 19		(Ss stand up)
COT7 20	T	(To the C) But pick up your chair, please! Pick up your chair...
COT7 21		(Ss stand up and drag their chairs. All Ss talking at the same time make it difficult to understand what they are saying)
COT7 22	T	(Trying to catch Ss attention) Claaaaass?... claaaass!...
COT7 23	Ss	Yeeees!
COT7 24	T	(To the C) ¿En qué habíamos quedado sobre arrastrar las sillas?
COT7 25		(Some Ss continue dragging their chairs and talking aloud)

[39]

COT7 75	T	(To the C) Les voy a poner una... para ver quién se gana... la primera tarjeta azul... en la siguiente tarea...
COT7 76	Ss	(Ss are nervously waiting)
COT7 77	T	(To the C) En la siguiente tarea, vamos a ver quién se la gana. Your task is, you have to stand up, you have to pick up your chair, and after that you have to... set the classroom up. Do it! Stand up and pick up your chair...
COT7 78		(Ss follow T's commands)
COT7 79	T	(To the C) Vamos a ver quién se la gana...
COT7 80		(Ss follow the instructions to accomplish the task. They do not make too much noise and almost all Ss pick up their chairs. If a S does not pick up his chair, tries to be as quite as possible. Ss set the classroom up and sit down silently)

The examples illustrate about the change in students' behaviour and how because of threat of punishment they comply. This may be related to the fact that the sanctions were significant and close to them, sanctions that they had established by consensus. This also demonstrates that these students have internalized the scheme of a punitive-sanctioning model of regulation and management of living together conflicts, in which, if there is no strict sanction or if the authority does not demonstrate the intention and constancy to apply it, students would consider that the rule is not important and therefore it is susceptible of being violated without repercussions.

The interaction analysis shows the recurrence of the subcategory “*Pupils apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)*”, which demonstrates the effectiveness of the implementation of the CLTA strategy [40]. This can be seen from my comments [41] when the videorecordings were transcribed.

[40]

COT7 74	(Ss are working in a good way. Not too much noise in the classroom. It seems none wants to speak loudly as they are used to do it)
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[41]

COT7 80	(Ss follow the instructions to accomplish the task. They do not make too much noise and almost all Ss pick up their chairs. If a S does not pick up his chair, s/he tries to be as quite as possible. Ss set the classroom up and sit down silently)
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Some interactions suggest that students think that the agreements they have created for the English class ought to be applied in other contexts [42], which also demonstrated the effectiveness of the implementation of the CLTA strategy.

[42]

COT7 174	SF4	Mr. Castro, que no se debe aplicar sólo aquí en el salón sino en todas las partes
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**Conflicts and relationships.** Throughout the teaching sequence carried out for this research participants talked about significant aspects of conflicts and aggression, giving a narrow [43], flexible [44] or wider concept [45] of these two terms, their nature [46], their differences [47], and outcomes [48].

[43]

COT2 102	SM8	Conflicto es, por ejemplo, una conversación como la de Ronaldo y [Jésu] que Ronaldo lo ignoraba, o sea, eso es un conflicto y agresión es como irse a la violencia.
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[44]

COT2 39	SM2	El conflicto es una guerra que puede ser en... por países, por ciudades, por regiones
COT2 40	SF1	Se puede convertir en guerra, pero no es una guerra
COT2 41	SM2	Es una Guerra
COT2 42	SF1	No es una Guerra
COT2 43	SM2	Es una Guerra
COT2 44	SF1	No es una guerra.
COT2 45	SM2	Eso es una guerra.
COT2 46	SM3	¿Qué es una guerra? A ver ¿qué es una guerra?
COT2 47	SM2	¿Qué es una guerra? Es como si las dos cosas están compitiendo

[45]

COT2 91	T	Pero, pelear, cuando tú dices pelear, tú te refieres a... ¿a golpearse?
COT2 92	SF3	Pues exactamente pelea de palabras... porque yo, o sea yo ofendo a alguien (...)
COT2 93	T	Cuando uno ofende a otra persona empieza un conflicto... ¡mmmmmmjum!

[46]

COT2 79	T	(Repeating what SF2 has said) Sino que simplemente es algo natural. ¿Qué querrá decir esa persona, que escribió eso, diciendo que el conflicto no es algo, ni bueno ni malo sino que es algo natural? ¿Qué será lo que quiere decir con eso?
COT2 80	SF1	O sea, que en la vida siempre habrá conflicto, pero que es algo natural. Que en la vida siempre se va a presentar ese conflicto que alguien, eh... la vida nos pone problemas, conflictos que, los tenemos que... superar o solucionar.
COT2 81	T	Muy bien. (Pointing to SF2 to give her the floor because she was raising her hand) Melissa.
COT2 82	SF2	Que siempre va a haber peleas entre unos y otros.

[47]

COT2 99	T	OK. Bueno, yo les digo algo, les pregunto algo. ¿Qué es? Perdón. ¿Cuál es la diferencia entre conflicto y agresión?
COT2 100	SM7	Yo levanté la mano primero. El conflicto es cuando es más que todo hablando, pero la agresión es cuando ya se va a... a otra cosa, a los puños, a golpearse.

[48]

COT2 104	SM3	O sea, o sea, es que... agresión es diferente porque agresión es como cuando no me controlo la ira y hay veces que puedo hacerle daño a un [pelao] con la fuerza con la que tengo. O sea le puedo hacer un daño, (touching his chin) le puedo partir esto al [pelao], o sea, lo jodo feo y uno no debe hacer eso al otro.
COT2 105	SM6	Las veces que se meten con uno, uno puede decir... eh, acusarlo en la rectoría.

Participants also showed some understanding and knowledge of conflict resolution strategies [49], which shows that, to a greater or lesser extent, their understanding of conflict and aggression improved.

[49]

COT1 80	SM1	Las dos personas ser [amable]. Aaaaa Que, si la otra no quiere empezar una conversación con la otra, eeee llegue hasta un punto de conversación y le dice, “nooo, eh... tengo algo que hacer” o algo para, si no quiere continuar con la conversación.
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**Recognition of misbehaviours.** When analysing the interactions given throughout the lessons of the teaching sequence of this study, the recognition of disruptive behaviours emerged as a category to which I had to give importance because, although from the first lessons, the students were able to recognize what was negative in their own behaviours or in those of others [50], it does not matter that they were potential (such as those that occurred in the role-play or those that were put as an example) or real (such as those that occurred during the video-recording), only in the last lessons it was evident that such recognition happened as a reflection based on what they had learned during the CLTA construction process.

[50]

COT7 112	SM1	Mr. Castro, lo que pasa es que... o sea, cuando nosotros no teníamos aplicadas las reglas, lo que hicimos fue... desorden. Pero ahora que cada uno tiene que usar las reglas, nadie la quiere cometer porque sabe que nadie la quiere... o sea, que le pongan su falla... Y ahora nos sentimos como más abiertos, como más ampliados como para no estar pegados como hicimos cuando rodamos las sillas, que hacíamos ruido, nos levantábamos y eso a cada uno no le gustó.
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The interactions also showed that the students recognized the negative effect (real or potential) or outcomes of improper behaviour [51].

[51]

COT2 164	SM8	Profe, lo que dice Dayana... este, ¿cómo es? si, hasta que ella no me hable, esteeee, yo no... yo no le... pienso hablar, pero si la amiga con la que [pevió] también piensa lo mismo No pero yo digo que si yo pienso eso, pero la otra persona piensa lo mismo ¿Cómo se van a volver a hablar?
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## **Chapter 5. Conclusion**

The general objective of this research study was to analyse the influence of "classroom living together agreements" strategy as implemented in English lessons on the development of citizenship competences in students from fifth grade of a Colombian state school. To reach it I described and analysed the CLTA strategy implemented in English lessons in a group of fifth graders and identified the citizenship competences they demonstrated during the implementation of the aforementioned strategy. The CLTA strategy demonstrated to be a good alternative to help improve the citizenship competences of the students. Bearing in mind that from the literature review it is evident that very little has been done to analyse how classroom agreements are implemented in foreign language classes, especially in Colombia, this study represents a step into that way.

Among the main arguments presented in this research, living together deserves a special place not only because it is part of the object of this study, but for its definition, which as well as the one of citizenship or rules, has been approached from different perspectives. In this research paper the term "living together" is recognized as a process as complex as the process of building citizenship, with which it is closely related. Living together responds to the natural desire of human beings of interacting with other individuals, beyond the simple coexistence in the same context, facilitating with their own actions a scenario of harmony, fraternity and peace where people think about personal welfare without damaging the tranquillity of the other.

Based on the research topic and on the results obtained through the analysis and interpretation of the data collected, the following were the conclusions according to the objectives.

Objective 1

- The CLTA strategy was implemented by following three phases named awareness, negotiation, and application.
- The process of construction of the classroom living together agreements was participative and democratic.
- The teacher consistently promoted the reflection and discussion about significant aspects (nature, definition, purpose, use, importance, benefits, outcomes, etc.) of terms like rule, conflict, aggression, and sanction.
- The classroom management strategies used by the teacher helped him to avoid or control evident or potentially disruptive behaviours, and to promote the development of citizenship competences.
- The use of mimics and the repetition of the pronunciation of the CLTA helped the students to reinforce their memorization.

## Objective 2

- Students' change their behaviour while the CLTA strategy was implemented
- The students understood, to a greater or lesser extent, that English class is a propitious space for the teaching of citizenship competences, but so is the involvement of the entire educational community.
- Participants' interactions confirm the fact that a living together manual which does not promote emotional and social development of students guaranteeing them the active and democratic participation in school life provokes in learners a sense of distance from that document.
- Participants have internalized the scheme of a punitive-sanctioning model of regulation and management of living together conflicts in which, if there is no strict



sanction or if the authority does not demonstrate the intention and constancy to apply it, students tend to consider that the rule is not important and therefore susceptible of being violated without repercussions.

- Some interactions suggest that students think that the agreements they have created for the English class ought to be applied in other contexts.
- CLTA strategy supported the recognition of disruptive behaviours.

It is important to say here that teacher's motivation to promote a change at IED and students' disposition to accept the CLTA strategy contributed to obtain the results above presented. During the implementation of the CLTA strategy, especially in the last lesson, when it was tested to a certain extent while working in teams or even individually, the students demonstrated the application of the citizenship competences proposed by the Ministry of National Education that were chosen for this study.

This study was carried out with two groups of students from fifth grade but only the data obtained from the application of the CLTA strategy in one group was analysed. Besides, the plan was not applied to the end so only very little evidence about its efficacy was collected. It is necessary to apply the complete sequence initially with one group and later with participants with other characteristics (age, level, teachers, educational administrators). Another limitation was that the interviews which were done after applying all the teaching sequence were lost due to a computer failure. The importance of developing a reliable way of saving data is one of the lessons learnt during this research process. It would have been ideal if more information about the effectiveness of the strategy had been collected, but the strikes and several more difficult drawbacks related to the situation of living together at IED impeded to implement the ten planned sessions. So it is a pity that I lost the opportunity to collect information on the students

applying the CLTA strategy while engaged in a task in English, or while discussing a content or language point.

As an English teacher it is important to develop a methodology that allows a more communicative use of English during the CLTA negotiation and rule writing. Here the focus was on translation of isolated words using all types of strategies. Better preparation for this moment could be achieved with previous activation of needed language. This could be done with the help of readings or videos and the corresponding language teaching.

Some implications that may be of interest not only for English teachers but for those of other subjects as well as for the schools that want to apply the strategy proposed in this study, are:

The study allowed the development of a three-phase guideline to undertake the collective construction of Classroom Living Together Agreements in a democratic way, summarized in a master plan of ten sessions teaching sequence.

The abovementioned phases of the plan carried out in this study can provide guidance so that subsequent research or implementation of this strategy in other grades of IED or in other contexts can achieve a further elaboration of a framework for the collective construction of CLTA in a democratic way and for their teaching within the English as a foreign language class.

The CLTA is a promising strategy that may be replicable in more elementary grades of IED or even in the whole school or in other schools from the city.

This study may motivate other teachers to strengthening their teaching competences by using the CLTA strategy in order to promote the development of citizenship competences among their students.

As recommendations for the school I can suggest an immediate change in the approach of its living together manual into a document that promotes the emotional and social development of the students, because some of them demonstrated that they have internalized the living together manual as a punitive-sanctioning model of regulation and management of living together conflicts. Another suggestion is to implement a strategy (e.g. CLTA strategy or other), for the improvement of the citizenship competences among the students.

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## Appendixes

### Appendix A. Consentimiento informado

#### *The Use of "Classroom Living Together Agreements" Strategy in an EFL Class to Develop Citizenship*

#### *Competences in Students from a Colombian State School*

Yo, \_\_\_\_\_, mayor de edad identificado con la cédula de ciudadanía número \_\_\_\_\_ de \_\_\_\_\_, en mi calidad de representante legal de \_\_\_\_\_, de \_\_\_\_\_ ( ) años de edad, quien es mi \_\_\_\_\_, estudiante del grado 5-3 de la IED Francisco de Paula Santander de la ciudad de Santa Marta D.T.C.H., Colombia, expreso mi libre consentimiento al profesor Wilber Castro Padilla para que mi representado participe en todas las actividades del proyecto de investigación que el docente realiza como requisito para obtener el título de Magíster en Enseñanza del inglés y que él lleva a cabo para analizar la influencia de la estrategia "acuerdos de convivencia en el aula", aplicada en las clases de inglés, en el desarrollo de las competencias ciudadanas en los estudiantes del grado antes mencionado.

Certifico que he sido informado(a) en lenguaje comprensible para mí, con claridad y suficiencia respecto al ejercicio académico al que se ha invitado a mi representado(a) a participar de manera activa y que tanto él (ella) como yo actuamos libre, consecuente y voluntariamente.

Declaro también que se me ha informado de la autonomía que tenemos mi representado(a) y/o yo para tomar la decisión de que él (ella) deje de participar en las actividades de esta investigación u oponernos a su desarrollo, cuando lo estimemos conveniente, sin que se nos requiera justificación alguna.

Expreso libremente también que estoy informado(a) de que no se trata de una intervención psicológica ni cualquier otro tipo de tratamiento que conlleve daños físicos ni psicológicos en mi representado(a). de la misma manera afirmo que se respetará la buena fe, la confidencialidad y la intimidad de la información que mi representado(a) proporcione y por lo tanto el profesor investigador se compromete a dar un trato profesional a los datos suministrados y a mantenerme informado(a) de los pormenores del desarrollo de la investigación en los tiempos por él planeados o cuando yo lo solicite.

Doy constancia de que he formulado todas las preguntas que he considerado necesarias sobre esta investigación y las respuestas que me dieron fueron satisfactorias. He leído y entiendo cabalmente el presente

formulario de consentimiento informado y con mi firma declaro estar completamente de acuerdo con los todos aspectos que lo conforman.

Firmas

---

Representante legal del estudiante  
C.C.

---

Lic. Wilber Castro Padilla  
C.C. 85469680 de Santa Marta

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Estudiante  
T.I.

Manifiesto no saber leer ni escribir o tener una discapacidad que me impide hacerlo y por lo tanto se me leyó el presente formulario de consentimiento informado, el cual comprendí en su totalidad y con la impresión de mi huella dactilar declaro estar de acuerdo en todo lo que el mismo contiene.

---

Representante legal del estudiante  
C.C.

---

Testigo  
C.C.

## Appendix B. Encuesta sociodemográfica y de convivencia escolar en el colegio y en el salón de clases

### ENCUESTA SOBRE CONVIVENCIA ESCOLAR

Apreciado(a) estudiante, esta encuesta es para saber cómo te va y cómo te sientes en la sección de primaria del colegio. Toda la información que nos proporciones será únicamente para tratar de mejorar las condiciones de convivencia en la escuela. Como lo que se quiere es saber tu opinión, en esta encuesta todas tus respuestas serán buenas. Para que estés seguro(a) de que nadie en el colegio, ni siquiera los profesores se enterarán de lo que escribas aquí, por favor **NO ESCRIBAS TU NOMBRE**. Por eso te pido que seas totalmente sincero(a) al contestar las preguntas.

Responde las siguientes preguntas escribiendo lo que se te solicite o marcando una equis (X) sobre la línea que corresponda a la opción que consideres más apropiada porque se parece más a lo que pasa en tu vida o porque se da con más frecuencia en tu salón.

Gracias por tu colaboración.

1. ¿Con quién vives?

- Con mis padres (y mis hermanos y hermanas)
- Sólo con mi mamá (y mis hermanos y hermanas)
- Con mi mamá y su pareja (y mis hermanos y hermanas)
- Sólo con mi papá (y mis hermanos y hermanas)
- Con mi papá y su pareja (y mis hermanos y hermanas)
- Con otras personas diferentes a mi mamá y mi papá

2. ¿Qué otras personas viven en tu casa?

- Mi abuelo       Mi abuela       Mi abuelo y mi abuela
- Mis tíos       Mis tías       Mis primos(as)       Otra(s) persona(s)

3. Si vives con otras personas ¿quiénes son?

---

4. ¿Cuántos hermanos(as) tienes (sin contarte a ti)?

- Ninguno       1       2       3       4 o más

5. ¿Cuántos de esos hermanos(as) viven contigo?

- Ninguno       1       2       3       4 o más

6. ¿Vives en el mismo barrio de tu colegio? Sí       No

7. Si tu respuesta es que NO vives en el mismo barrio de tu colegio, ¿en cuál barrio vives?

---

8. ¿Estás feliz en tu colegio? Mucho       Más o menos       No

9. ¿Por qué?

- Porque los profesores me tratan: bien       mal
- Porque mis compañeros me tratan: bien       mal

10. ¿Cómo te llevas con tus compañeros?

Muy bien  Bien  Regular  Mal

11. ¿Los niños(as) del colegio pelean entre sí?

Demasiado  Mucho  Normal  Muy poco  No se pelean

12. Cuando los niños(as) se pelean, ¿qué hacen los profesores?

Los separan y los castigan  Los separan y los regañan   
Hablan con ellos  Nada

13. ¿Cómo tratan los niños(as) a los profesores? Bien  Regular  Mal

14. Si crees que hay niños(as) que tratan regular o mal a los profesores, ¿cuál crees que es la razón por la cual se comportan así?

Porque son estudiantes mal educados  Porque se divierten haciéndolo   
Porque los profesores(as) los han tratado mal y reaccionan de esa manera   
Para hacerse los graciosos  Para hacer que los profesores(as) les tengan miedo   
Porque ven a los estudiantes de bachillerato comportarse así con sus profesores(as)   
Por interrumpir las clases y que no hagamos nada  No lo sé

15. ¿Qué suelen hacer los profesores cuando los estudiantes se comportan mal?

Nos castigan  Nos regañan  Hablan con nosotros  Nada

16. ¿Cómo tratan los estudiantes a las personas mayores del colegio que no son los profesores? (los porteros, aseadoras, secretarias, etc.)

Bien  Regular  Mal

17. ¿Cómo crees que se llevan los profesores y profesoras entre ellos?

Bien  Normal  Regular  Mal

18. ¿Cómo crees que se llevan tu papá y tu mamá con los profesores y profesoras del colegio?

Bien  Normal  Regular  Mal

19. ¿Cómo tratan los (las) estudiantes el material del colegio?

Bien  Normal  Regular  Mal

20. ¿Qué hacen los profesores y profesoras cuando los niños y niñas dañan el material del colegio?

Nos castigan  Nos regañan  Hablan con nosotros  Nada

21. ¿Hay alguna persona mayor que tú que a veces insulte o maltrate a los (las) estudiantes del colegio?

Nunca he visto a ningún adulto hacerle eso a algún(a) niño(a)   
Un profesor  Una profesora  La mamá de otro(a) niño(a)   
El papá de otro(a) niño(a)  Un estudiante de bachillerato   
Otra persona

22. ¿Cuántas veces ha pasado esto desde que empezó el año escolar?

Ninguna  muy pocas (1 o 2)  Algunas veces (3 o 4)  Muchas veces



23. Y a ti, ¿te ha insultado o maltratado alguna persona mayor que tú en el colegio?

No, nunca me ha pasado eso  Sí, un profesor  Una profesora

Sí, la mamá de otro(a) niño(a)  Sí, el papá de otro(a) niño(a)

Sí, un estudiante de bachillerato  Sí, otra persona

24. ¿Por qué crees que algunas personas mayores que tú insultan o maltratan a los niños y las niñas?

Porque son malas personas  Porque esos niños se han portado mal

Lo hacen por el bien de los niños  No lo sé

25. ¿Hay niños(as) que insultan y se meten con otros niños(as)? Sí  No  No sé

26. ¿Quiénes suelen insultar a sus compañeros(as)?

Sobre todo los niños  Sobre todo las niñas  Niños y niñas por igual

27. ¿Cuántas veces has visto que los (las) niños(as) insulten a sus compañeros(as) desde principios del año escolar?

Ninguna  muy pocas (1 o 2)  Algunas veces (3 o 4)  Muchas veces

28. ¿Hay niños(as) que pegan o maltratan a otros niños(as)? Sí  No  No sé

29. ¿Quiénes suelen pegar o maltratar a sus compañeros(as)?

Sobre todo los niños  Sobre todo las niñas  Niños y niñas por igual

30. ¿Cuántas veces has visto que los (las) niños(as) les peguen o maltraten a sus compañeros(as) desde principios del año escolar?

Ninguna  muy pocas (1 o 2)  Algunas veces (3 o 4)  Muchas veces

31. ¿Hay niños/as que siempre están solos y que nadie quiere jugar con ellos?

Sí  No  No sé

32. ¿Quiénes suelen estar solos(as) y sus compañeros(as) no quieren jugar con ellos?

Sobre todo los niños  Sobre todo las niñas  Niños y niñas por igual

33. ¿Cuántas veces has visto que los (las) niños(as) sean apartados y que nadie quiera jugar con ellos o ellas desde principios del año escolar?

Ninguna  muy pocas (1 o 2)  Algunas veces (3 o 4)  Muchas veces

34. ¿Hay niños(as) que quitan las cosas a sus compañeros(as) o que les obligan a dárselas?

Sí  No  No sé

35. ¿Cuántas veces has visto que los (las) niños(as) les quiten las cosas a sus compañeros(as) o que les obliguen a dárselas desde principios del año escolar?

Ninguna  muy pocas (1 o 2)  Algunas veces (3 o 4)  Muchas veces

36. ¿Quiénes suelen quitar las cosas a sus compañeros(as) o les obligan a que se las den?

Sobre todo los niños  Sobre todo las niñas  Niños y niñas por igual

37. ¿Por qué crees que unos niños o unas niñas hacen todas esas cosas a sus compañeros(as)?

Porque se divierten haciéndolo  Para hacerse los graciosos

Para hacer que les tengan miedo y que no se lo hagan a ellos

Por hacerles daño a los demás porque son mal educados

Porque los han provocado y reaccionan de esa manera

38. ¿Te ha pasado alguna vez algo de esto? Sí  No

39. Si te ha sucedido algo de esto alguna vez ¿qué haces?

Nada

Me quedo callado

Lloro mucho

Se lo cuento a mis padres  Se lo cuento a algún profesor(a)

Se lo cuento a algún otro adulto de mi confianza

## Appendix C. Entrevista sobre construcción de acuerdos de convivencia

¿Para ti qué son las reglas?

¿Para qué sirven?

¿Quiénes construyen las reglas?

¿Qué opinas de las reglas que existen en tu colegio? ¿Son buenas? ¿Son malas? ¿Por qué?

¿Para ti es importante cumplir con las reglas? ¿Por qué?

¿Crees que las reglas ayudan a tener un mejor ambiente de estudio y de convivencia?

¿Qué son los acuerdos?

¿Para qué sirven?

¿Qué reglas hay en la clase de inglés?

¿Cómo es el respeto en la clase?

¿Los niños se agreden? ¿Cómo? ¿Cuándo?

¿Los niños se prestan las cosas?

¿Los niños juegan todos con todos o hay algunos niños que son apartados y no son integrados?

¿Los niños cuidan su colegio?

¿Cómo es el vocabulario en el recreo?

¿Cómo es el vocabulario en la clase?

¿Puede mejorar ese vocabulario?

¿Qué haces tú cuando un niño maltrata a otro? ¿Cuando alguien daña algo?

Dime un caso concreto de algo malo (destrucción, maltrato, violencia, rabia) que hubieras visto y que no hiciste nada. ¿Por qué actuaste así? ¿Crees que pudiste haber hecho algo? ¿Qué podrías hacer? ¿Qué se debería hacer?

¿Las reglas de la clase de inglés te han ayudado a resolver problemas?

## Appendix D. Encuesta sobre los comportamientos negativos más frecuentes en el salón de clases

### ENCUESTA SOBRE LOS COMPORTAMIENTOS NEGATIVOS MÁS FRECUENTES EN EL SALÓN DE CLASES

Apreciado(a) estudiante, la siguiente es una lista de comportamientos negativos<sup>1</sup> tomados del manual de convivencia de la institución, que pueden presentarse en cualquier grado de la escuela. También funciona como una encuesta para saber tu opinión sobre si esos comportamientos se presentan en tu salón de clases o no. Toda la información que nos proporciones será únicamente para tratar de mejorar las condiciones de convivencia en la escuela. Como lo que se quiere es saber tu opinión, en esta encuesta todas tus respuestas serán buenas. Para que estés seguro(a) de que nadie en el colegio, ni siquiera los profesores se enterarán de lo que escribas aquí, por favor **NO ESCRIBAS TU NOMBRE**. Por eso te pido que seas totalmente sincero(a) al contestar las preguntas. Escribe una equis (X) sobre la palabra SÍ, en caso de que hayas visto o sepas que alguno de tus compañeros(as) de grado se haya comportado así o haya hecho lo que se menciona en la siguiente lista. Escribe una equis (X) sobre la palabra NO, si estás seguro(a) que eso no se da en tu salón. Escribe una equis (X) sobre la frase NO SÉ si no has visto eso o no sabes si se haya dado esa situación en tu salón de clases. **Nota:** Si consideras que falta(n) algun(os) comportamientos que te parecen negativos y que creas que deberían aparecer en esta lista, por favor escríbelo(s) en los espacios en blanco que están al final de la hoja.

1	Causar daño a las pertenencias de los compañeros, planta física, muebles, ayudas educativas, etc.	SÍ	NO	NO SÉ
2	Comportarse inadecuadamente dentro o fuera del plantel en actos cívicos, religiosos, culturales, deportivos, buses, parques, avenidas, etc.	SÍ	NO	NO SÉ
3	Provocar desorden y no velar por el aseo de las aulas y del plantel en general.	SÍ	NO	NO SÉ
4	Faltar al respeto a profesores, directivos, personal administrativo y de servicios generales de la institución	SÍ	NO	NO SÉ
5	Utilizar un vocabulario indecente y demostrar malos modales dentro o fuera de la institución (Usar palabras soeces y hablar o escribir vulgaridades).	SÍ	NO	NO SÉ
6	Faltar al respeto, desobedecer y no tratar bien a los guías, monitores y voceros escolares.	SÍ	NO	NO SÉ
7	Faltar al respeto a los símbolos institucionales (uniforme, bandera, escudo)	SÍ	NO	NO SÉ
8	Pelear o propiciar peleas con lo compañeros dentro o fuera de la Institución.	SÍ	NO	NO SÉ
9	Hacer bromas pesadas a los compañeros dentro o fuera de la Institución.	SÍ	NO	NO SÉ
10	Ausentarse de la Institución, de la clase o de actos programados sin la debida autorización.	SÍ	NO	NO SÉ
11	Fumar o ingerir bebidas alcohólicas o sustancias psicoactivas en la Institución o en las actividades programadas por ésta.	SÍ	NO	NO SÉ
12	Agredir psicológica, física o verbalmente a cualquier miembro de la Institución.	SÍ	NO	NO SÉ
13	Portar, usar o suministrar en la Institución armas blancas y/o de fuego, licores, drogas alucinógenas o presentarse al plantel embriagado o bajo el efecto de sustancias psicoactivas.	SÍ	NO	NO SÉ
14	Portar accesorios o revistas pornográficas.	SÍ	NO	NO SÉ
15	Inducir o promover prácticas satánicas, juegos espirituales y hechicería.	SÍ	NO	NO SÉ
16	Dibujar o escribir letreros que atenten contra el buen nombre, contra la moral y las buenas costumbres.	SÍ	NO	NO SÉ

<sup>1</sup> Adaptado del manual de convivencia de la IED

17	Realizar comentarios inmorales o indebidos (chismes, líos, injurias, calumnias, mentiras, etc.) contra un miembro de la comunidad santanderista.	SÍ	NO	NO SÉ
18	Acosar sexualmente a un miembro o miembros de la comunidad santanderista.	SÍ	NO	NO SÉ
19	Consumir alimentos en el aula.	SÍ	NO	NO SÉ
20	Protagonizar manifestaciones amorosas de carácter lascivo, morboso o degradante.	SÍ	NO	NO SÉ
21	Enfadarse violentamente y perder el control	SÍ	NO	NO SÉ
22	Desobedecer constantemente las instrucciones dadas y las normas de la clase	SÍ	NO	NO SÉ
23	Levantarse del pupitre sin permiso en el desarrollo de las clases	SÍ	NO	NO SÉ
24	Jugar en clase con otros compañeros	SÍ	NO	NO SÉ
25	Hablar mientras se está desarrollando la explicación de la lección, mientras se realiza algún trabajo individual o grupal cuando no se le ha autorizado	SÍ	NO	NO SÉ
26	Interrumpir las explicaciones con preguntas constantes sólo por alterar el desarrollo de la clase (hacerse el gracioso), realizar bromas o comentarios fuera de contexto para provocar risas.	SÍ	NO	NO SÉ
27	Gritar en el salón de clases causando así alboroto	SÍ	NO	NO SÉ
28	Cantar, silbar o reírse en momentos inapropiados	SÍ	NO	NO SÉ
29	Bostezar inapropiadamente, causar ruidos con las sillas, útiles escolares, aplaudir cuando no es debido o golpear con los pies	SÍ	NO	NO SÉ
30	Enfrentarse a los profesores (contestar groseramente, hacer gestos, encararseles o discutir	SÍ	NO	NO SÉ
31				
32				
33				
34				
35				

## Appendix E. Taller sobre los diez comportamientos negativos más frecuentes en el salón de clases

### TALLER: LOS 10 COMPORTAMIENTOS NEGATIVOS MÁS FRECUENTES EN EL SALÓN DE CLASES

1. Reúnanse en grupos de cinco integrantes.
2. Lean atentamente las instrucciones.
3. Levanten la mano para participar.
4. Decidan quiénes de ustedes van a cumplir las siguientes funciones dentro del grupo:
  - a) el que va a leer
  - b) el que va a escribir
  - c) el que va a dar la palabra y va a orientar la discusión
  - d) el que va a tomar el tiempo de participación de los compañeros y
  - e) el que va a representar al grupo cuando tomen su decisión final.

Recuerden que todos deben participar activamente dando su opinión sobre lo que se pregunta.
5. Desarrollen el taller:
  - Lean los cinco primeros de los diez comportamientos negativos que se identificaron en el grado quinto del año pasado como los más frecuentes y que aún continúan presentándose en el colegio.
  - Cópielos en su libreta de inglés.
  - El orden en el que aparecen, es el que indica la frecuencia con que esos comportamientos se presentaban en el salón de clases.
  - En el número tres, se encuentran tres comportamientos negativos que obtuvieron igual número de votos el año pasado. Escriban al lado de cada uno de esos tres comportamientos negativos, un número del uno al tres, indicando con el uno el que más se da en este curso y con el tres el que menos se presenta.
  - Levanten la mano para indicarle al profesor que ya terminaron.
  - Cuando el profesor lo diga, el representante de cada grupo deberá reportar a la clase sus resultados.
  - Entre todos decidiremos el ranking definitivo para este curso.

*Comportamientos negativos identificados como los más frecuentes en el grado quinto del año pasado y que aún se observan en el grado quinto de este año*

1	Levantarse del pupitre sin permiso en el desarrollo de las clases	
2	Jugar en clase con otros compañeros	
3	Hablar mientras se está desarrollando la explicación de la lección, mientras se realiza algún trabajo individual o grupal cuando no se le ha autorizado	
3	Interrumpir las explicaciones con preguntas constantes sólo por alterar el desarrollo de la clase (hacerse el gracioso), realizar bromas o comentarios fuera de contexto para provocar risas.	
3	Cantar, silbar o reírse en momentos inapropiados	
4	Bostezar inapropiadamente, causar ruidos con las sillas, útiles escolares, aplaudir cuando no es debido o golpear con los pies	
5	Consumir alimentos en el aula.	
6	Gritar en el salón de clases causando así alboroto	
7	Desobedecer constantemente las instrucciones dadas y las normas de la clase	
7	Enfrentarse a los profesores (contestar groseramente, hacer gestos, encarárseles o discutir	
8	Provocar desorden y no velar por el aseo de las aulas y del plantel en general.	
9	Causar daño a las pertenencias de los compañeros, planta física, muebles, ayudas educativas, etc.	
10	Faltar al respeto a profesores, directivos, personal administrativo y de servicios generales de la institución	

- Cuando ya hayan establecido cuál de los comportamientos negativos que quedaron en el tercer lugar es el que más se presentan en su salón de clases, esperen hasta que el profesor les diga para que presenten ese resultado al resto de la clase.
- Pónganse de acuerdo para establecer una regla para cada uno de los cinco primeros comportamientos negativos.
- Cuando el profesor lo solicite, compartan con el resto de la clase las reglas que redactaron.

## Appendix F. Si llego tarde. Reflexión sobre la importancia de las reglas

### SI LLEGO TARDE. REFLEXIÓN SOBRE LA IMPORTANCIA DE LAS REGLAS

Completa las siguientes frases indicando lo que tú consideras que puede ser una consecuencia de ello. Por ejemplo:

Causa	Efecto (las respuestas pueden variar)
Si llego tarde al aeropuerto...	pierdo el vuelo
Si llego tarde al médico...	pierdo el turno
Si llego tarde al cine...	no entro
Si llego tarde a la parada de buses...	pierdo el bus y llego tarde a mi destino

Ahora tú...

Causa	Efecto (las respuestas pueden variar)
Si llego tarde al aeropuerto...	
Si llego tarde al médico...	
Si llego tarde al cine...	
Si llego tarde a la parada de buses...	

Para reflexionar:

¿Qué nos hace pensar que si llegamos tarde al colegio no perdemos nada?

¿El hecho de que los profesores lleguen tarde al colegio, que los coordinadores lo hagan o que toquen el timbre tarde, justifica que tú llegues tarde al colegio?

## Appendix G. Transcriptions

### CLASS OBSERVATION TRANSCRIPT 1

DATE: 8 September, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT1 1		(This is a class of 29 students seated in front of the teacher. He is located next to the board. Today there is not possibility to turn-on the air conditioner because it is damaged. The classroom is very hot and opening the door and windows is not enough to improve the inside conditions. It has been months since the last time it rained in the city. The location of this classroom in the school does not offer enough opportunity for the wind to get inside to refresh the temperature. The chairs are not comfortable and both artificial and natural lighting are very good neither.	X
COT1 2	T	Good morning!	T uses polite discourse/good manners (leads by example)
COT1 3	Ss	(Ss stand up) Good morning Mr. Castro!	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations
COT1 4	T	How are you today?	T uses polite discourse/good manners (leads by example)
COT1 5	Ss	Fine, thank you. And you?	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations
COT1 6	T	I'm fine thanks. Please, sit down	T uses polite discourse/good manners (leads by example)
COT1 7	Ss	Thank you.	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations
COT1 8		(T sits down, opens his bookbag and takes out his laptop. After that, he starts to check the list. As he says their names, Ss stand up and say "present". If a S did not attend, Ss say "absent".	T uses classroom management strategies  P respond properly to classroom management strategies
COT1 9	T	(T stands up in front of the C) OK. I want you, please, take out your notebook, open your notebook and copy the heading. (A S stands up and closes the door) (To the S) Thank you	T uses polite discourse/good manners (leads by example)  T gives instructions/explains procedure
COT1 10		(Ss follow T's commands. They take out their notebook, open it and seemed to be prepared to start copying)	P comply with instructions, commands or tasks given / answer questions
COT1 11	T	Mmmmmm ... OK. (to the C) Tell me, where do you go to school?	T fosters P's participation
COT1 12	Ss	Institución educativa distrital Francisco de Paula Santander (T writes on the board while	P comply with instructions, commands or tasks given / answer questions



		Ss respond)	
COT1 13	T	What date is it today? (writing on the board the word “date”)	T fosters p’s participation
COT1 14	SM1	Eight	P comply with instructions, commands or tasks given / answer questions
COT1 15	Ss	Eight	P comply with instructions, commands or tasks given / answer questions
COT1 16	T	The eighth of... which month? (T writes on the board)	T fosters p’s participation
COT1 17	Ss	September	P comply with instructions, commands or tasks given / answer questions
COT1 18	T	What year?	T fosters p’s participation
COT1 19	Ss	Two thousand fifteen	P comply with instructions, commands or tasks given / answer questions
COT1 20	T	Ok two thousand fifteen (T writes the number of the year on the board) ... what day of the week is it today?	T fosters p’s participation
COT1 21	Ss	Tuesday	P comply with instructions, commands or tasks given / answer questions
COT1 22	T	(Writing on the board) Tuesday (T writes on the board the word “subject”) And... What subject is it this?	X T fosters p’s participation
COT1 23	Ss	English A1	P comply with instructions, commands or tasks given / answer questions
COT1 24	T	(Writing on the board) En... glish ... And ... what grade is it this?	X T fosters p’s participation
COT1 25	Ss	(T writes on the board the word grade) Grade five ...	P comply with instructions, commands or tasks given / answer questions
COT1 26	SM1	(Interrupting his partners) Fifth... grade, fifth, and group, two	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT1 27	T	(Approving with his head) Fifth...and (writing on the board) group two.	X
COT1 28	T	OK. What session is it today? (T writes on the board the word “session”)	T fosters p’s participation
COT1 29	Ss	Four	P comply with instructions, commands or tasks given / answer questions
COT1 30	T	Four... How do you spell four?	X T fosters p’s participation
COT1 31	Ss	(Spelling) F-O-U-R	P comply with instructions, commands or tasks given / answer questions
COT1 32	T	(Repeating the spelling of Ss and writing on the board at the same time) F-O-U-R. Yes. Today is session four “P” three (T writes on the board 4 P3, next to the word session) OK... Well, such as I told you last time, today we’re going to talk about the rules... rules and some other things that we need to ... to handle with conflicts. We have now some problems with another country... called Venezuela and you know that Venezuela and Colombia have a conflict... (T forms a closed fist with his two hands and then	T gives instructions/explains procedure T uses polite discourse/good manners (leads by example)

		lightly tap the front of his fists together, making a fist bump to show “conflict”)... yes? We have a conflict (bumping his fists)... yes ? But is not ... is not with guns (T makes a finger gun gesture, using his hands to mimic a handgun) ...no, no. but we have a conflict because our President and Venezuela’s President they are not ... mmm ... in the same, in the same line... (Making the gesture of being in the same level) ... they don’t think the same thing (make the gesture of thinking). OK ... ¿Qué quiero que hagamos el día de hoy? vamos a hacer un juego de roles. We are going to play ... we are going to do a role-play. I need a... two students and I say amm ... for example Ronaldo, please come (making a come here gesture), and... (pointing to SM1 like trying to verify if the surname is right) ¿Navarro?	
COT1 33	SM1	(Approving with his head) Yes	P comply with instructions, commands or tasks given / answer questions
COT1 34	T	OK, thank you.	T uses polite discourse/good manners (leads by example)
COT1 35	SM2	(Talking to SM1) Stand up! (SM1 stands up)	X
COT1 36	T	Well, look at this... come, please (pointing to SM1) and come (pointing to SM3)...(SM1 and SM3 go to the board and stand next to the T). (Talking to the C) Miren lo que vamos a hacer. Ellos van a hacer una conversación y ustedes van a analizar qué es lo que sucede en esa conversación. ¿OK? Nosotros vamos a salir un momentico y yo les voy a dar las instrucciones a cada uno de qué es lo que tiene que hacer, pero no le voy a decir que es lo que tiene que decir solamente lo que tiene que hacer y ellos van a hacer eso ustedes van a ver cómo actúa el uno y cómo actúa el otro. ¿Entendido? ...	T gives instructions/explains procedure
COT1 37	Ss	Yes	X
COT1 38	T	OK. ¿Listo? Bueno, salimos. (T goes out with SM·)	T gives instructions/explains procedure
COT1 39	T	(Talking to SM3) Lo que vas a hacer ahora es, tú vas a entrar, y... vas a reaccionar a lo que él te diga, pero no le vas a prestar atención, como quien no se interesa por lo que le están diciendo. ¿Entendiste?	T gives instructions/explains procedure
COT1 40	SM3	(Approving with his head)	P comply with instructions, commands or tasks given / answer questions

COT1 40-1	T	¿Sí? OK. (Making a silence gesture and inviting SM· to get in the classroom) (making a come here gesture to invite SM1 to go out of the classroom)	T gives instructions/explains procedure
COT1 41	T	What you have to do is, you have to go inside of the classroom and you have to initiate a conversation. You have to say a greeting, I don't know, may be "hello" or something like this. And you have to give your name, you say your name, and you have to ask for the name of the other person. OK? (Making a that's all gesture) That's all.	T gives instructions/explains procedure
COT1 42	SM3	(Approving with his head)	P comply with instructions, commands or tasks given / answer questions
COT1 43	T	Let's go. (Inviting SM3 to get in the classroom) (Talking to the C) Vamos..., vamos ahora a analizar qué es lo que sucede, qué sucede en esta conversación. Todo el mundo por favor a prestar atención a lo que está pasando acá. ¿OK? Bueno.	T gives instructions/explains procedure
COT1 44	SM1	(Showing a friendly actitud) Hi!	P comply with instructions, commands or tasks given / answer questions
COT1 45	SM3	(Making an arm-cross gesture and turning his head) Hello	P comply with instructions, commands or tasks given / answer questions
COT1 46	SM1	(Utterly confused about what had just happened). (Looking everywhere like trying to find an answer to his partner's attitude) What's your name?	X P comply with instructions, commands or tasks given / answer questions
COT1 47	SM3	(Not keeping eye contact with SM1 and searching for anything around him to play with as gesture that shows boredom, may be not interested or not that excited about the conversation or the person who is talking to him) Ronaldo	P comply with instructions, commands or tasks given / answer questions
COT1 48	SM1	(Evidently more confused than before, like waiting for the expected answer but without knowing why his partner did not want to respond his questions with the obvious simple answers) (Trying to seize the day) My name is Jesús.	P comply with instructions, commands or tasks given / answer questions
COT1 49	SM3	(Makes a "don't care" gesture shrugging his shoulders in apathy)	P comply with instructions, commands or tasks given / answer questions
COT1 50	T	OK. Thank you.	T uses polite discourse/good manners (leads by example)
COT1 51	T	(To the C) Tell me, díganme ¿qué fue lo que ustedes vieron en esa conversación? Eeeee mmmmm, (pointing to SF1 to give her the floor because she was raising her hand) Melissa	P respect basic rules of dialogue T promotes orderly and respectful participation
COT1 52	SF1	¿Yo?	X
COT1 53	T	Sí	X
COT1	SF1	¿Me paro?	X

54			
COT1 55	T	Ajá	X
COT1 56	SF1	Estaban comenzando a (...) 1 (pointing to SM3 estaba haciendo un poco de groserías cuando él (pointing to SM1) estaba hablando.	P recognize improper behaviour (in themselves and in others)
COT1 57	T	¿Ah, estaba siendo grosero? Y... (pointing to SF2 to give her the floor because she was raising her hand) ¿Tú qué piensas?	P respect basic rules of dialogue  T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution  T promotes orderly and respectful participation
COT1 58	SF2	Yo pienso que estaban... él (pointing to SM1) él le preguntó el nombre y ... como es obvio, estaba, 'taba tratando, o sea estaba conociendo y (pointing to SM3) él como que, como que con grosería y groserías, groserías.	P recognize improper behaviour (in themselves and in others)
COT1 59	T	(To SF2) ¿Sí? ¡Ah caramba! (To the C) ¡Bueno! ¿Ustedes qué piensan? Si eso les pasa a ustedes en una conversación ¿qué sentirían? Bueno, preguntémosle al actor. ¿Qué sentiste, Jesús?	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT1 60	SM1	Encarte porque casi no me, casi no me prestó atención y si me prestaba atención me contestaba de mala gana.	P express feelings and views  P recognize improper behaviour (in themselves and in others)
COT1 61	T	¿Y cómo se sentiría usted? (pointing to SM4 to give him the floor because he was raising his hand)¿cómo te sentirías?	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT1 62	SM4	Yo me sentiría cabrero, triste porque cuando estoy hablando con una persona, me estoy presentando o alguien se está presentando, no debería contestar a mal tomo, porque si uno le contesta en mal tono los dos pueden salir de pelea o pueden salir... no hablándose más.	P express feelings and views  P express empathy (get in someone else's shoes)  P identify proper behaviour  P recognize the real or potential negative effect or outcomes of improper behaviour
COT1 63	T	¡Muy bien! Y... (pointing to SF3 to give her the floor because she was raising her hand) Lina ¿qué piensas?	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and

			alternatives of solution
COT1 64	SF3	Que me daría mucha pena porque él me saludó y yo no hice nada, dijo buenas [tarde] y yo no hice nada. Como si tuviera ... rabia de algo.	P express feelings and views P express empathy (get in someone else's shoes) P identify proper behaviour P recognize improper behaviour (in themselves and in others)
COT1 65	T	Ajá. (Pointing to SF1 to give her the floor because she was raising her hand) ¿Qué piensas, Melissa?	P respect basic rules of dialogue T promotes orderly and respectful participation T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT1 66	SF1	Me sentiría ignorada	P express feelings and views P express empathy (get in someone else's shoes)
COT1 67	T	Ignorada	X
COT1 68	SF1	Yo le estoy diciendo algo pero él me ignora.	P express feelings and views P recognize improper behaviour (in themselves and in others)
COT1 69	T	Ajá. (Pointing to SF2 to give her the floor because she was raising her hand) ¿Qué piensas, Dayana?	P respect basic rules of dialogue T promotes orderly and respectful participation T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT1 70	SF2	Sentiría mucha rabia porque yo le estoy hablando de buenas maneras y no me contesta, pero si yo lo saludo de buenas maneras, bueno saludeme de buenas maneras también aunque sea, listo, todo bien.	P express feelings and views P recognize the real or potential negative effect or outcomes of improper behaviour P identify proper behaviour P recognize improper behaviour (in themselves and in others) P express empathy (get in someone else's shoes)
COT1 71	T	¡Ah, caramba! (To the C) Bueno, ¿qué más? (pointing to a G of Ss talking) ¿Qué piensan por acá? (no person participates in that side of the classroom) ¿Nadie más que opine? ¡Ay, caramba! Bueno...	T encourages participation to prevent segregation of those students with integration difficulties S

		(To the C) ¡Ah, mira! (pointing to SM5 to give him the floor because was talking to another student) Estiven ¿qué piensas?.	P do not respect basic rules of dialogue T uses classroom management strategies
COT1 72	SM5	(Surprised and a bit scared) No. Yo no levanté la mano.	P do not apologise
COT1 73	T	OK. Bueno, ahora... ahora lo que quiero que me digan es ¿qué creen ustedes que pasaría?... así como estaba diciendo de pronto, eh ... Dylan... si esas personas, en la vida real se encontraran así y (pointing to SM1) él trata de ser amable y (pointing to SM3) la otra persona es grosera... ¿Cómo resultaría eso? Al final ¿qué pasaría?	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT1 74	Ss	Sale una pelea	P express feelings and views P recognize the real or potential negative effect or outcomes of improper behaviour
COT1 75	T	¿Cómo? (Repeating what Ss have said) Sale una pelea, ah... Bueno.	X
COT1 76	SF2	Si no me habla ... [¡gwey!] (making a don't care gesture) Quédate así	P express feelings and views P recognize improper behaviour (in themselves and in others)
COT1 77	T	¿Qué dice Dylan?	T promotes orderly and respectful participation T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT1 78	SM4	Se formaría como que, más que todo no amistad, sino más odio. Entre los dos podría haber problemas, o sea, no... tampoco se hablarían. Pueden darse a los puños, que ya sería... más allá avanzado. No serían amigos... y así no aguanta, porque ¿cómo uno le habla normal? ¿[pa'] que él lo venga a ignorar? Uno se sentiría con rabia o molesto.	P express feelings and views P recognize the real or potential negative effect or outcomes of improper behaviour P express empathy (get in someone else's shoes)
COT1 79	T	¿Qué piensan ustedes que se necesita para que una situación así no se dé? ¿Qué se necesita?... (pointing to SM1 to give him the floor because he was raising his hand) Jesús.	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations P respect basic rules of dialogue T promotes orderly and respectful participation
COT1 80	SM1	Las dos personas ser [amable]. Aaaaa Que, si la otra no quiere empezar una conversación con la otra, eeee llegue hasta un punto de conversación y le dice, "nooo, eh... tengo algo que hacer" o algo para, si no quiere continuar con la conversación.	P express feelings and views P identify proper behaviour P recognize improper behaviour (in themselves and in others)

			P show understanding and knowledge of conflict resolution strategies
COT1 81	T	Es decir, ¿ustedes creen que para que no se dé una situación como esa, existe alguna regla o norma o un patrón como para que las personas no tuvieran que enfrentarse a esa, a esa situación tan incómoda? (Pointing to Ss) ¿Cómo? ¿Cuál regla crees tú que hay? ¿Qué es lo más normal que puede hacer una persona cuando el otro le pide... eh... se quiere presentar? A ver, acá... (pointing to SM4 to give him the floor because he was raising his hand) Dylan.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT1 82	SM4	Profe, o sea... la regla normal que existiría sería como entre compañeros... porque se pueden, a la vez conocer y el otro, si no se quiere conocer con la otra persona, es mejor que sea amable ya que si la otra persona se quiere presentar y no le contesta, se irían a los puños y quedarían... entre tumba o entre hospital.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P identify proper behaviour  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT1 83	T	OK. Les pregunto algo ahora... ¿Qué piensan ustedes de las normas? ¿Qué son las normas? A ver acá (pointing to SF4 to give her the floor because she was raising her hand) Greys. ¿Qué son las normas?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT1 84	SF4	Es lo que hay que seguir para que haya orden y tranquilidad.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT1 85	T	(pointing to SM1 to give her the floor because he was raising his hand) ¿Qué piensas, Jesús?	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT1 86	SM1	Una norma es una regla que alguien superior a ti, de nivel, de nivel, eh... Presidente o alcalde, porque la verdad es que todos los humanos somos iguales y ninguno está	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use,

		encima de otro sino que todos somos iguales... a lo que yo me refiero es que la regla es algo que todos debemos respetar para que haya paz en la, en la calle, que te pone un superior a ti, el alcalde o Presidente.	importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT1 87	T	Ajá. ¿Las normas siempre las pone un superior?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT1 88	Ss	No.	P express feelings and views
COT1 89	T	¿No? A ver ¿por qué dicen ustedes qué no? (Pointing to SF1 to give her the floor because she was raising her hand) ¿a ver Melisa por qué no?	T promotes orderly and respectful participation  P respect basic rules of dialogue  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT1 90	SF1	Porque a veces las normas las pueden decir un niño, si no, se ... se pone así como ...	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT1 91	SM2	Como, ajá ... como tramposo, solo a los niños	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT1 92	T	Ah, bueno, puede ser ... (Giving the floor to SF3 because she was raising her hand) Lina	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on rules (definition,



			purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT1 93	SF3	Profe a veces las nomas nos pueden poner, pero porque la gente decide cambiarla por otra.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT1 94	T	Ah... ah... o sea que las nomas también pueden ser concertadas... (To the C) ¿es decir que también puede ser que muchos se pongan de acuerdo para que exista una norma?	Teacher promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT1 95	Ss	¡Sí!	P express feelings and views
COT1 96	T	Ah, ya entiendo. Bueno, muchas gracias, mañana... Mañana vamos a seguir y quiero que para mañana por favor busquen... busquen lo que es noma y lo que es conflicto, copien por favor... norma y conflicto... ¿Qué es una norma? y ¿qué es el conflicto? Y mañana seguimos hablando acerca de eso... Good-bye	T gives instructions/explains procedure  T uses polite discourse/good manners (leads by example)
COT1 97	Ss	Good-bye Mr. Castro	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations
COT1 98		(T puts his belongings away and leaves the room)	X

### CLASS OBSERVATION TRANSCRIPT 2

DATE: 16 September, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int.	Transcript	Categories of description
COT236	T	OK...Díganme qué fue lo que encontraron acerca de lo que son normas, lo que son conflictos, ¿cuál es su importancia? Bueno... ¿Qué pueden decirme sobre eso? (Pointing to SF1 to give her the floor because she was raising her hand) Dayana.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT237	SF1	Las, las normas son... casi... eh... las normas es una, eh... como unas... unas reglas que impone la sociedad para cumplirlas. Es algo que debemos hacer. Y el conflicto es... un conflicto entre dos personas o más que puede llevar a la guerra.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature,

			its outcomes, etc.)
COT238	T	(Pointing to SM2 to give her the floor because he was raising his hand) ¿Qué dices tú? ¿El conflicto es una guerra?	<p>P respect basic rules of dialogue</p> <p>T promotes orderly and respectful participation</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT239	SM2	El conflicto es una guerra que puede ser en... por países, por ciudades, por regiones...	<p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT240	SF1	Se puede convertir en guerra, pero no es una guerra	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT241	SM2	Es una Guerra	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT242	SF1	No es una Guerra	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT243	SM2	Es una Guerra	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p>
COT244	SF1	No es una guerra.	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p>
COT245	SM2	Eso es una guerra.	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p>
COT246	SM3	¿Qué es una guerra? A ver ¿qué es una guerra?	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT247	SM2	¿Qué es una guerra? Es como si las dos cosas están compitiendo	<p>P express feelings and views</p> <p>P do not respect basic rules of dialogue</p>

			P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT248	T	Y, y... Bueno, a ver. Supongamos que hoy jugara Colombia, ¿cierto? Ellos están compitiendo para ganar un puesto ¿Entonces eso es una guerra?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T fosters P's participation
COT249	SM3 SF2	(Talking to another MS without asking for permission to do it) Es una batalla. (Talking at the time that SM3) Son rivales, entre dos personas o más.	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT250	T	Son rivales.	X
COT251	SM3	O sea, lo que usted está diciendo es que... son, son rivales de diferentes equipos pero es una batalla entre, entre cualquiera de los dos puede ocupar un puesto para pasar.	P express feelings and views  P do not respect basic rules of dialogue  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT252	SF2	Pero es que... sí juegan fútbol, pero, por cada país. Ahí juegan fútbol, patean a quien sea pero para ganarse su equipo.	P express feelings and views  P do not respect basic rules of dialogue  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT253	T	(To SM3 who is talking to a SF) Dylan... ¿Qué tienes que decirnos? A ver. ¿Qué le estabas comentando a... a Kelly?	T uses classroom management strategies  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT254	SF1	Profe, como lo que está pasando entre Colombia y Venezuela... (talking to SM2) eso es un conflicto que ellos tienen, pero, o sea, no es una guerra. Se puede convertir en guerra, pero no es una guerra. Es un conflicto, no una Guerra	P express feelings and views  P do not respect basic rules of dialogue  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT255	SM4	Es una batalla	P express feelings and views  P do not respect basic rules of dialogue  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)

COT256	SF1	No, no es batalla. Es un conflicto que tenemos (...) (several Ss talking at the same time make imposible to understand what SF1 is saying) ... pero no es una guerra	P express feelings and views P do not respect basic rules of dialogue P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT257	SM4	Es una (...)	P do not respect basic rules of dialogue
COT258	SF1	No, no es una guerra. Se puede convertir en guerra.	P express feelings and views P do not respect basic rules of dialogue P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT259	T	A ver, aquí está pasando algo interesante. Hay una persona que dice que un conflicto no es una guerra que no es igual a una guerra y hay otras personas que afirman que conflicto sí es guerra, que conflicto es una batalla... Mmmmm. .. ¿Qué piensan los demás? (The rest of the Ss seem to be shy as they do not want to participate) ¿Qué es lo que tienen, lo que tienen ustedes allí en su tarea? ¡Léanlo! ¿Qué fue lo que encontraron?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.) T encourages participation to prevent segregation of those students with integration difficulties S
COT260	SF2	Yo tengo algo.	P respect basic rules of dialogue
COT261	T	(To SF2 giving her the floor because she was raising her hand) ¿Qué tienes? A ver.	T promotes orderly and respectful participation
COT262	SF2	Dice: (reading) “el conflicto no es algo bueno”... pero también dice que... (reading) “o malo”... “sino que simplemente es algo natural... si nos ponemos a... nos ponemos a pensar, en nuestra (...) nos encontramos con muchos conflictos”.	P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT263	T	Vamos a analizar lo que está pasando aquí... Hay unos compañeros que están hablando porque están participando, pero mientras están participando hay otros compañeros que están haciendo otras cosas. ¿Y qué son esas cosas que están haciendo? Algunos están hablando sobre el mismo tema... Están de pronto... preguntando o comentando con el compañero, pero hay otros que no están haciendo eso. Están molestando, están haciendo cualquier otra cosa menos lo que estamos trabajando aquí.	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT264	SM5	Un conflicto es una discusión entre dos o más personas.	P do not recognize improper behaviour P do not apologise P do not respect basic rules of dialogue P express feelings and views

			P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT265	T	¿Cómo decías? Un conflicto es una discusión entre dos o más personas.	T fosters P's participation
COT266	SF2	(To the T) Mr. Castro	P respect basic rules of dialogue
COT267	T	(To SF2 giving her the floor because she was raising her hand) Ajá...	T promotes orderly and respectful participation
COT268	SF2	(Reading) “Muchas veces somos parte de ellos [o] otras veces, testigos o espectadores (...)”	P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT269	T	Sí... Ella decía, lo que leía ahí decía que, el conflicto puede ser (interrupted by SM3) malo...	X
COT270	SM3	¡Es malo!	P do not respect basic rules of dialogue P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT271	T	Lo primero que decía... (To SF2 giving her the floor because she was raising her hand) ¿Cómo dice? Lee la primera frase, que me llamó la atención.	P respect basic rules of dialogue T promotes orderly and respectful participation T gives instructions/explains procedure
COT272	SF2	(Reading) Muchas veces somos parte de ellos... otras veces testigos, otras, espectadores.	P comply with instructions, commands or tasks given / answer questions
COT273	T	Al comenzar, cuando comenzaste todo. Tú dijiste algo interesante. Cuando empieza todo, todo, todo.	T gives instructions/explains procedure
COT274	SF2	¿Esto?	X
COT275	T	Sí, lo primerito.	T gives instructions/explains procedure
COT276	SF2	(Reading) El conflicto no es algo bueno o malo.	P comply with instructions, commands or tasks given / answer questions
COT277	T	El conflicto no es algo bueno o malo... (T makes a carry on gesture)	T fosters P's participation T gives instructions/explains procedure
COT278	SF2	(Reading) “Sino que es algo natural”	P comply with instructions, commands or tasks given / answer questions
COT279	T	(Repeating what SF2 has said) Sino que simplemente es algo natural. ¿Qué querrá decir esa persona, que escribió eso, diciendo que el conflicto no es algo, ni bueno ni malo sino que es algo natural? ¿Qué será lo que quiere decir con eso?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT280	SF1	O sea, que en la vida siempre habrá conflicto, pero que es algo natural. Que en la vida	P express feelings and views

		siempre se va a presentar ese conflicto que alguien, eh... la vida nos pone problemas, conflictos que, los tenemos que... superar o solucionar.	P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT281	T	Muy bien. (Pointing to SF2 to give her the floor because she was raising her hand) Melissa.	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT282	SF2	Que siempre va a haber peleas entre unos y otros.	P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT283	T	Que siempre va a haber peleas entre unos y otros.	X
COT284	SM2	Que el conflicto no es algo nuevo. Que... siempre ha venido desde antes. Eso pasa por cantidad de cosas, por rabia, por el pan, una bolsa de arroz. Por cualquier cosa pasa un conflicto.	P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT285	T	(To SM2) Pero tú precisamente estabas diciendo que el conflicto es una guerra, que es una guerra, que es una batalla, y hay otros compañeros que te estaban apoyando en esa, en esa opinión. (To the C) ¿Qué es verdaderamente un conflicto?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT286		(Silence)	S
COT287	T	¿será que conflicto es lo mismo que guerra?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT288	Ss	No.	P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)

COT289	T	(Pointing to SF3 to give her the floor because she was raising her hand) ¿Por qué no? Lina.	P respect basic rules of dialogue  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT290	SF3	(...)	X
COT291	T	Pero, pelear, cuando tú dices pelear, tú te refieres a... ¿a golpearse?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT292	SF3	Pues exactamente pelea de palabras... porque yo, o sea yo ofendo a alguien (...)	P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT293	T	Cuando uno ofende a otra persona empieza un conflicto... ¡mmmmjum!	X
COT294	SF2	El conflicto de una manera competitiva. Se ponen ahí a competir en unas... cosas... y ahí se van poniendo así, enojados porque uno le ganó así... entonces celoso porque él no ganó	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT295	T	Celoso porque el otro le gana.	X
COT296	SM6	O como por ejemplo, Mr. Castro, mire así vea. Si Colombia le gana a Uruguay (...)	P do not respect basic rules of dialogue  P express feelings and views
COT297	T	(To SM6 giving him the floor because he was raising his hand) No te escuché bien. Otra vez, por favor. Esto está interesante, dale.	P respect basic rules of dialogue  T uses polite discourse/good manners (leads by example)  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT298	SM6	Por ejemplo que Colombia le llegase a ganar a Uruguay allá, los hinchas colombianos les dicen a los uruguay que Colombia ganó en Uruguay.	P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature,

			its outcomes, etc.)
COT299	T	OK. Bueno, yo les digo algo, les pregunto algo. ¿Qué es? Perdón. ¿Cuál es la diferencia entre conflicto y agresión?	T uses polite discourse/good manners (leads by example)  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2100	SM7	Yo levanté la mano primero. El conflicto es cuando es más que todo hablando, pero la agresión es cuando ya se va a... a otra cosa, a los puños, a golpearse.	P respect basic rules of dialogue  P identify proper behaviour  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)  P recognize improper behaviour (in themselves and in others)  P understand the difference between conflict and aggression
COT2101	T	A los puños a golpearse.	X
COT2102	SM8	Conflicto es, por ejemplo, una conversación como la de Ronaldo y [Jésu] que Ronaldo lo ignoraba, o sea, eso es un conflicto y agresión es como irse a la violencia.	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)  P recognize improper behaviour (in themselves and in others)  P understand the difference between conflict and aggression
COT2103	T	Agresión sinónimo de violencia. (Pointing to SM3 to give him the floor because he was raising his hand) Dylan.	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT2104	SM3	O sea, o sea, es que... agresión es diferente	P express feelings and views



		porque agresión es como cuando no me controlo la ira y hay veces que puedo hacerle daño a un [pelao] con la fuerza con la que tengo. O sea le puedo hacer un daño, (touching his chin) le puedo partir esto al [pelao], o sea, lo jodo feo y uno no debe hacer eso al otro.	<p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P identify proper behaviour</p>
COT2105	SM6	Las veces que se meten con uno, uno puede decir... eh, acusarlo en la rectoría.	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P show understanding and knowledge of conflict resolution strategies</p>
COT2106	T	Muy bien.	X
COT2107		(Several Ss talking at the same time)	P do not respect basic rules of dialogue
COT2108	T	Perdón... Claaass!	<p>T uses classroom management strategies</p> <p>T promotes orderly and respectful participation</p>
COT2109	Ss	Yes!	P comply with instructions, commands or tasks given / answer questions
COT2110	T	Yo creo que aquí está pasando algo... y lo que está pasando aquí puede generar un conflicto. Un conflicto entre, el que quiere participar y los que, no lo dejan participar o un conflicto entre los estudiantes y el profesor. ¿No les parece?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2111	Ss	¡Si!	P express feelings and views
COT2112	T	¿Qué cosa puede generar el conflicto? A ver	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T fosters P's participation</p>
COT2113	SF1	Violencia.	<p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>

COT2114	T	¿Qué causa? ¿Qué causa el conflicto? No, a ver ¿qué provoca el conflicto en este momento?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2115	Ss	(...)	X
COT2116	T	No, no. Perdón. Yo no estoy hablando de las consecuencias, o sea, lo que pasa después del conflicto. Yo les estoy hablando de qué es lo que ocasiona, lo que motiva a que empiece ese conflicto entre los estudiantes y el profesor.	T uses polite discourse/good manners (leads by example) T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2117	SM2	No estar de acuerdo con la respuesta.	P do not respect basic rules of dialogue P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.) P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT2118	T	¿No estar de acuerdo con la respuesta... será lo que está pasando aquí en este caso?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2119	SM6	No. Mr. Castro que mientras tanto que ella habla, (pointing to the G in the back of the classroom) ellos están hablando y no dejan que usted entienda a ella.	P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.) P recognize improper behaviour (in themselves and in others)
COT2120	T	Ajá... Ah, muy bien. ¿Eso sería lo que genera el conflicto? Lo que lo causa ¿Y cuál sería la consecuencia de ese conflicto?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2121	SF1	¡Que le saque un uno!	P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT2122	T	(In a kindly tone) ¿"Que le saque un uno"?	T maintains a kind attitude
COT2123	Ss	(laughs)	P show excitement without falling into misbehaviour
COT2124	T	Ha, ha, ha, ha ¡Ahhhh, caramba! Bueno, les pregunto otra cosa... según, según lo que estaba leyendo por acá Melissa,	T maintains a kind attitude T promotes reflection on rules (definition,

		cuando afirmaba que los conflictos son algo...	purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2125	SF1	Natural.	P express feelings and views
COT2126	T	Natural. ¿Sí? Que no es que sean buenos o malos, es algo natural y de acuerdo a lo que ustedes me estaban diciendo ennnnn, entendemos que los conflictos hacen parte ¿de las? relaciones ¿cierto? De las relaciones	X  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2127	SF2	De las amistades	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT2128	T	(Repeating what SF2 have just said) Amistades. Yo les pregunto algo. Ustedes creen que... Mmmm, digamos, digamos, ustedes piensen bueno piensen en su mejor amigo o amiga	X  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2129	Ss	Mi mejor amiga es mi mamá ¡Juan! ¡María!	P do not respect basic rules of dialogue  P express feelings and views
COT2130	T	¿En algún momento usted ha tenido una diferencia con esa persona?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2131	Ss	Si, muchas	P do not respect basic rules of dialogue  P express feelings and views
COT2132	T	Bueno. ¿Esa diferencia, ese conflicto, esa dificultad en la relación, a ustedes les ha llevado a dejar de ser amigos?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2133	SF1	Si, a veces.	P do not respect basic rules of dialogue  P express feelings and views
COT2134	SF3 SF1	Pero tratamos de no dejar perder la amistad. (Talking at the time that SF3) No nos hablamos.	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)

			<p>P identify proper behaviour</p> <p>P take (or express they would take) conflicts personally</p>
COT2135	SF2	<p>Yo, por ejemplo, una vez [pelié] con una [pelá] y yo como que... (pretending to give a slap) y le pegué una [cachetá], y... (simulating a fight) la [pelá] y que...y la [pelá] (making onomatopoeic noises) wham, wham! ¡duro! ... y nos dejamos de hablar.</p>	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P take (or express they would take) conflicts personally</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2136	T	<p>Espera un momento tu esas hablando de algo diferente... (to the C) eso que pasó con ella ¿qué fue? ¿fue conflicto o fue agresión?</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT2137	Ss	<p>Agresión!!</p>	<p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)</p> <p>P understand the difference between conflict and aggression</p>
COT2138	T	<p>Agresión. ¿Y les ha pasado en algún momento que ustedes han tenido un conflicto con alguien, pero no dejan de ser amigos?</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT2139	SF2	<p>No. Me dejo de hablar con esa persona.</p>	<p>P express feelings and views</p> <p>P take (or express they would take) conflicts personally</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2140	T	<p>Es decir, cada vez que tienes un conflicto, tú dejas de ser amigo de esa persona.</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT2141	SF2	<p>Le dejo de hablar hasta que esa persona me hable, yo no le hablo, o sea, yo no tengo que hablarle, porque ella me tiene que hablar primero a mí, yo no a ella.</p>	<p>P express feelings and views</p> <p>P take (or express they would take) conflicts personally</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2142	SM6	<p>Mira que depende porque tú, a veces eres la que deja de hablar.</p>	<p>P do not respect basic rules of dialogue</p>

			<p>P express feelings and views</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT2143	T	<p>A ver... Les pregunto más... cuando tenemos un conflicto... (To SF2 who is whispering something) miren, no se vayan a los casos extremos, por favor... Porque es que también nos estamos yendo a casos extremos, sino que, quiero que, por favor piensen en algún momento en el que usted ha tenido una dificultad con su mamá, que es su mejor amiga... o con su hermano que sea su mejor amigo, o con su compañero de clase que pueda ser su mejor amigo o con un vecinito, que pueda ser su mejor amigo o mejor amiga con quien ha tenido diferencias... ¿eso ha causado que ustedes ya dejen de ser amigos? O sea, usted tuvo un conflicto con su mamá, ¿ya ella no es más su mamá?</p>	<p>T uses classroom management strategies</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution</p>
COT2144	SF2	<p>No profe pero yo no le hablo hasta que ella me hable.</p>	<p>P express feelings and views</p> <p>P take (or express they would take) conflicts personally</p>
COT2145	SF3	<p>No profè, es que ella, ella es la que me lo ha dado todo, porque ella... o sea, si fuera mi mamá, en el caso mío yo siempre le hablara, porque ella fue la que me dio la vida. Pero, si... un ejemplo (pointing to SM7) si fuera Alan, yo no le hablo hasta que nos pongan algo que sea en grupo, así sí</p>	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P identify proper behaviour</p> <p>P take (or express they would take) conflicts personally</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2146	SF1	<p>Aguántate, lo que pasa es que...</p>	<p>P do not respect basic rules of dialogue</p>
COT2147	SM3	<p>(Interrupting SF1) O también cuando se disculpen los dos no nos hablamos hasta que nos disculpemos los dos</p>	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2148	T	<p>Y después de eso ¿qué pasa?</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>

COT2149	SF1	Se hacen amigos	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p>
COT2150	T	Se hacen amigos otra vez. (Pointing to SF1 to give her the floor because she was raising her hand) ¿Si? Diga, Melissa.	<p>P respect basic rules of dialogue</p> <p>T promotes orderly and respectful participation</p>
COT2151		(Several Ss talking at the same time do not let SF2 to participate. SF2 turns her head towards the Ss talking and turns back curling her lip and frowning in disapproval).	<p>P do not respect basic rules of dialogue</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT2152	T	(Giving the floor to SF1 because she was raising her hand) Melissa.	<p>P respect basic rules of dialogue</p> <p>T promotes orderly and respectful participation</p>
COT2153	SF1	Profe, es que, a veces se enojan los amigos por algo ahí y... es como si fuera también... a veces están hablando de otra persona que suele ser la hermana de la otra. ¡Ah! Y le dicen, (imitating to someone) “¡Huy! [Esa pelaita] sí frieeega”... entonces, (like changing of carácter) “No, esa [pelá] es mi hermana”. Y ahí empiezan los conflictos, por estar hablando de otros.	<p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2154	T	(To SF1) OK. Gracias. (To the C) Bueno, la pregunta es entonces... Cuando hay conflicto,... ustedes me dicen que es diferente a una agresión... Cuando hay conflicto, ¿significa necesariamente que dejan de ser amigos?	<p>T uses polite discourse/good manners (leads by example)</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT2155	Ss	No	P express feelings and views
COT2156	T	No necesariamente. Aunque demoren tiempo sin hablarle, aunque tú seas terco o terca y entonces (imitating to someone) “no, que hasta que no me hable a mí yo no...”. ¿Será que es así?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2157	Ss	No.	P express feelings and views
COT2158	T	¿Será que también nos tenemos que poner en esa posición tan firme, tan testaruda a veces de... de decir, (imitating to someone) “yo no voy a hablarle a esa persona hasta que no me hable a mí? ¿Será que nos podemos poner en esa posición todo el tiempo?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2159	SM3	(Raising his hand to ask for the floor) O sea, profe, o sea... Mr. Castro, o sea...(interrupted by SF1)	P respect basic rules of dialogue
COT2160	SF2	(Without raising her hand to ask for the	P do not respect basic rules of dialogue

		floor) No, pero si le hacen algo a uno ¿cómo le voy a hablar? Se tienen que disculpar.	<p>P express feelings and views</p> <p>Pupils recognize improper behaviour (in themselves and in others)</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P take (or express they would take) conflicts personally</p>
COT2161		(Several Ss raising their hands to ask for the floor)	P respect basic rules of dialogue
COT2162	SM3	(Raising his hand and imitating the sound of a steam engine horn to show his resignation and disapproval of SF1's behaviour, who did not ask for the floor) Choo-choo! (smiling)	<p>P respect basic rules of dialogue</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT2163	SM6	Ella sí habla.	<p>P do not respect basic rules of dialogue</p> <p>P show minor poor behaviour or more improper behaviour</p>
COT2164	SM8	Profe, lo que dice Dayana... este, ¿cómo es? si, hasta que ella no me hable, esteeee, yo no... yo no le... pienso hablar, pero si la amiga con la que [peleó] también piensa lo mismo No pero yo digo que si yo pienso eso, pero la otra persona piensa lo mismo ¿Cómo se van a volver a hablar?	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT2165	T	Exacto, (several Ss talking at the same time) Bueno miren, pasa algo, (T tries to give his opinion) pasa algo allí. ¿Usted cree que agresión es solamente cuando tú golpeas al otro?	<p>P do not respect basic rules of dialogue</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT2166	Ss	No.	P express feelings and views
COT2167	T	En este caso, agresión también es ¿qué?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2168	SF1	Verbalmente	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on conflicts/aggression (narrow, flexible or wider concept, its nature,</p>

			its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT2169	T	Bueno, hasta ahora hemos llegado a una conclusión y es que, según todo lo que hemos dicho, los conflictos son algo natural en el ser humano, porque cada uno de nosotros piensa de manera diferente y al pensar diferente por ser personas diferentes lo más seguro es que va a llegar un momento en el que tú, hablando con la otra persona sobre algo, encuentren que no están de acuerdo.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2169-1	Ss	Sí, profe	P express feelings and views
COT2170	T	Eso es un conflicto, ¿cierto? Uno. Dos que los conflictos hacen parte de la relación, porque cada vez que estamos relacionándonos con alguien (Interrupted by SM2)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2171	SF2	Vamos a tener conflictos.	P do not respect basic rules of dialogue  P express feelings and views  P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of conflicts/aggression (narrow, flexible or wider concept, nature, outcomes, etc.)
COT2172	T	Va a haber algún momento en que se genere un conflicto. Otra conclusión es, que... mmmmm lo estaban diciendo, que los conflictos no necesariamente deben generar agresión o eso no significa que si tenemos un conflicto vamos a dejar de ser amigos o dejar de querernos. ¿Estamos de acuerdo?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT2173	Ss	Yes	P express feelings and views
COT2174	T	OK. En la próxima clase vamos a seguir hablando acerca de lo que son las normas y su importancia. See you next class. Good-bye!	T gives instructions/explains procedure  T uses polite discourse/good manners (leads by example)
COT2175	Ss	Good-bye, Mr. Castro!	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations



### CLASS OBSERVATION TRANSCRIPT 3

DATE: 23 September, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT3 51	T	OK. Bueno, entonces, como decíamos en las clases pasadas, las normas son las que nos ayudan a ¿comportarnos? (Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 52	SF1	En la sociedad.	P express feelings and views
COT3 53	T	En la sociedad. Nos ayudan a establecer hasta dónde puedo llegar yo haciendo lo que quiera hacer. Hay personas que dicen “yo hago lo que me dé la gana”. ¿Será que todos podemos hacer lo que nos dé la gana?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 54	Ss	No.	P express feelings and views
COT3 55	T	No. No podemos hacer lo que nos dé la gana. ¿Por qué?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 56	SF1 SM1	Porque hay normas que se deben de cumplir. (Talking at the time that SF1) Porque hay normas que se deben cumplir.	P do not respect basic rules of dialogue P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.)
COT3 57	T	Normas que se deben cumplir.	X
COT3 58	SF1	En la casa nos, las madres nos ponen unas normas que debemos cumplir o si no... (making a neck cut gesture) zájate!	P do not respect basic rules of dialogue P express feelings and views P express view on conflicts/aggression (narrow, flexible or wider concept, its nature, its outcomes, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 59	T	OK. (To SM1 giving him the floor because he was raising his hand) ¿Qué dice allá? Juan	P respect basic rules of dialogue T promotes orderly and respectful participation
COT3 60	SM1	Hay etapas donde uno puede hacer las cosas que uno quiera.	P express feelings and views P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)

			P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 61	T	Tú dices que hay etapas donde uno puede hacer las cosas que uno quiera, ¿después ya no puede hacer lo que uno quiera?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T fosters P's participation
COT3 62	SM1	Después ya, uno queda... (making a gesture of enfeebled body) ahí.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 63	T	Ah, ¿pero tú estás hablando de no hacer cosas porque hay normas o de no hacer cosas porque el cuerpo ya se lo impide?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 64	SM1	Las dos cosas.	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 65	T	Las dos cosas. Cuando estás pequeñito se vale que no haya normas, que rompas todas las reglas ¿sí?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 66	SM1	Sí.	P express feelings and views
COT3 67	T	¿Sí se puede? ¿Cuándo estás pequeñito?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 68	SF1	Se puede ensuciar el pañal, se puede comer hasta la hora que tú quieras, (laughing) dormir hasta la hora que tú quieras, despertarte a la hora que tú quieras, hahahaha.	P show excitement without falling into misbehaviour  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 69	T	(To the C) ¿Y cuándo empiezas a tener normas entonces?	T maintains a kind attitude  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 70	SF1	Desde cuando ya...(...)	P do not respect basic rules of dialogue

			<p>P express feelings and views</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT3 71		(several Ss talking at a time make it difficult to understand what SF1 has said. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT3 72	SF2	Mr. Castro, ya cuando vaya sabiendo las cosas. (Talking more confidently because the rest of the C is starting to keep silence) Ya cuando vaya sabiendo las cosas	<p>P express feelings and views</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT3 73	T	Cuando uno va, ya sabiendo las cosas es cuando empieza a tener reglas.	X
COT3 74	SM2	Cuando tenga la capacidad de entender	<p>P express feelings and views</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT3 75		(Several Ss talking at a time make it difficult to understand what SM2 has said. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT3 76	T	Es decir, cuando tenga la capacidad ¿de qué?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 77	Ss	De entender De pensar	<p>P do not respect basic rules of dialogue</p> <p>P express feelings and views</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT3	T	De entender, de pensar. Ah, muy bien. Bueno,	T promotes reflection on rules (definition,

78		me parece perfecto lo que están diciendo muchachos. Pero recordemos que los niños también deben cumplir con unas reglas. Ya lo decía (pointing to SF1) Dayana, que si uno no sigue la regla de la mamá, ¿cómo era? (trying to imitate SF1's neck cut gesture and onomatopoeia) bomp!	purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 79	Ss	(laughing) ¡Zácatas! ¡Zuaz! Hahahahahahahahaha	P show excitement without falling into misbehaviour  P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 80	T	(Smiling) ¡Zaz! Hahahahahahaha	T maintains a kind attitude
COT3 81	SF1	¿Cómo era? ¿Cómo fue que dije? Que hice... hahahahaha Se me olvidó.	P show excitement without falling into misbehaviour
COT3 82	T	Bueno, la cosa es que, si no haces lo que dicen las reglas de la mamá, te va mal. ¿Cómo es que dice el grafiti? Regla número uno, mamá siempre tiene la razón; regla número dos, si mamá se equivoca lea la regla número uno.	T maintains a kind attitude  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 83	Ss	(Laughing) hahahahahahaha síiiiiiii	P show excitement without falling into misbehaviour
COT3 84	T	<p>Pero, en serio. No podemos ir por el mundo como si no hubiera reglas. En todas partes hay normas que seguir. Las reglas están hechas para el bien común y empezamos a aprenderlas desde que somos pequeños para que nuestra relación con los demás no se vuelva un conflicto o mucho peor que no se genere después una agresión.</p> <p>Bueno, hasta aquí tenemos claro, como repaso de lo que ya hicimos en las clases pasadas que las personas no pueden ir por el mundo haciendo lo que quieran, en el sentido de la expresión “hacer lo que se me dé la gana”, porque puede que algo de lo que quiera hacer vaya en contra de las normas que han sido impuestas por la comunidad para que sus miembros puedan convivir en paz.</p> <p>También dijimos que no respetar las reglas, como por ejemplo algunas tan elementales como las normas de cortesía, como saludar, ser amable con quien me habla, pedir las cosas por favor, dar las gracias, etc., no respetar eso puede generar conflictos.</p> <p>Aprendimos que los conflictos a veces pueden generar agresión pero que uno y otro no son lo mismo. Que tener un conflicto con algún compañero, amigo o familiar no significa que vayamos a dejar de querernos o de seguir con la amistad.</p> <p>Bien, ahora voy a hablarles de lo que pasa al interior de esta pequeña comunidad. La que conforman ustedes junto a mí en esta clase. Y</p>	<p>T maintains a kind attitude</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T uses polite discourse/good manners (leads by example)</p>

		de lo que debemos hacer para que la convivencia en ella sea buena. ¿Recuerdan que desde el año pasado veníamos tratando de establecer unas reglas en inglés? Nosotros tenemos unas reglas en la clase de inglés. Me recuerdan esas reglas, por favor.	T fosters P's participation
COT3 85	Ss	(Talking at a time) Rule number one, listen when the teacher is talking. Rule number two, follow directions quickly. Rule number three, respect others, respect yourself, respect your school. Rule number four, raise your hand for permission to speak. Rule number five, raise your hand for permission to walk.	P comply with instructions, commands or tasks given / answer questions
COT3 86	T	OK. Esas reglas fueron unas que nosotros establecimos aquí en el salón de clases, pero esas reglas fueron, de alguna manera, digamos, impuestas por mí. Ahora vamos a “ponernos de acuerdo” en cuáles reglas verdaderamente ustedes creen que son necesarias para la convivencia en el salón de clases. En la clase de inglés. De acuerdo a las cosas que ustedes ven que se hacen más y que deberían tener reglas. Y eso, deberían tener una regla, pero deberían tener también ¿una? (questioning face) sanción. Como en fútbol. Si cometes una falta te sacan una tarjeta... (questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T encourages participation in collective projects  T gives instructions/explains procedure
COT3 87	SM1	Amarilla o roja	P do not respect basic rules of dialogue  P express feelings and views  P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 88	T	Amarilla	X
COT3 89	SM2	O también roja	P do not respect basic rules of dialogue  P express feelings and views  P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 90	T	¡Exacto! Y si cometes otra falta, te sacan enseguida ¿la tarjeta? (questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 91	SF3	Roja	P do not respect basic rules of dialogue  P express feelings and views  P recognize the real or potential negative effect or outcomes of improper behaviour

COT3 92	T	Roja ¿y? (questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 93	SF3	¡[Pa'] fuera!	P do not respect basic rules of dialogue  P express feelings and views  P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 94	T	Y sales expulsado.	X
COT3 95		(Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT3 96	T	Si sacan, si te sacan dos tarjetas amarillas...(Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 97	SM1	Una roja	P do not respect basic rules of dialogue  P express feelings and views  P recognize the real or potential negative effect or outcomes of improper behaviour
COT3 98	T	Una roja en seguida... si te sacan una tarjeta amarilla en este partido y te sacan otra tarjeta amarilla en el siguiente partido...(Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 99	Ss	(Puzzled faces) No. (Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway) No vale.	P do not respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 100	T	No puedes jugar en el otro partido. (Looking at Ss' faces who are making a disapproval gesture) ¿No es así?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT3 101	Ss	No. (Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway) Eso no. (What's that faces)	P do not respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT3 102	T	¿No? Anda. (Smiling) Esa me la inventé yo, pues. Bueno, vamos a hacer algo, resulta que, en este momento, como les estaba diciendo, vamos a tratar de establecer esas reglas que	T maintains a kind attitude  T encourages participation in collective projects

		<p>nos van a ayudar a seguir mejorando nuestra convivencia. Ya habíamos establecido algunas y esas que establecimos, nos ayudaron bastante. De pronto podemos, dejar las mismas o las modificamos un poco.</p> <p>Pero ¿vamos a partir de qué?</p> <p>De los diez comportamientos negativos que se identificaron en el grado quinto del año pasado pero que este año todavía se siguen dando en el salón de clases, en cualquier salón de clases de acá, del colegio.</p> <p>Acá les traigo este taller para que lo realicen en grupos de a cinco estudiantes.</p> <p>Por favor reúnanse como les dije y... (Ss stand up and drag the chairs) Pero por favor no rueden las sillas (T makes a resignation face)</p>	<p>T gives instructions/explains procedure</p> <p>P show minor poor behaviour or more improper behaviour</p> <p>P do not apologise</p>
COT3 103		<p>(Ss get into small groups and T hands out the workshop. Some Ss raise their hands to ask for a copy of the workshop)</p>	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations</p>
COT3 104	T	<p>OK. Ahí tienen los diez comportamientos negativos que se identificaron en el grado quinto del año pasado y que me he dado cuenta que todavía siguen dándose este año en el colegio. Ustedes tienen que seguir las instrucciones para cumplir la tarea.</p> <p>Cuando su grupo acabe me llaman y yo les daré más instrucciones.</p>	<p>T encourages participation in collective projects</p> <p>T gives instructions/explains procedure</p>
COT3 105		<p>(Ss start the workshop.</p> <p>T monitors the C walking around the room and giving help, as Ss need it.</p> <p>Since from the list of negative behaviours identified by fifth graders of last year as the most repetitive ones but which still are appearing in the classroom, there are three of those behaviours that were ranked in the third place, Ss have to discuss in order to establish which one is the most common in their classroom.</p> <p>All Ss in the groups talk without raising their hand to ask for the floor.</p> <p>Several Ss talking at a time make it difficult to understand what they are saying.)</p>	<p>T uses classroom management strategies</p>
COT3 106	SM1	<p>(Talking to SM3 who has received the piece of paper) Lee lo que dice.</p>	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P propose options</p>
COT3 107	SM3	<p>(Reading) Primero, (interrupted by SM1)</p>	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>

			P comply with instructions, commands or tasks given / answer questions
COT3 108	SM1	¡No! Lee desde el principio	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 109	SM3	¡Por eso! Primero, reúnanse en grupos de cinco integrantes. Segundo, lean atentamente las instrucciones. Tercero, levanten la mano para participar. Cuarto, decidan quiénes de ustedes van a cumplir las siguientes funciones dentro del grupo: a) el que va a leer, b) el que va a escribir, c) el que va a dar la palabra y va a orientar la discusión, d) el que va a tomar el tiempo de participación de los compañeros, y e) el que va a representar al grupo cuando tomen su decisión final. Recuerden que todos deben participar activamente dando su opinión sobre lo que se pregunta. Quinto, desarrollo del taller. (Interrupted by SM1)	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT3 110	SM1	¡Espera! Vamos a escoger primero a todos esos que dice ahí.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 111	SM2	Sí. Para poder empezar a hacer todo.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 112	SM6	¡Yo leo!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 113	SM5	¡Yo soy el del tiempo!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 114	SM1	No, mira. Yo digo el que habla. Omar está leyendo entonces que siga leyendo él.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options



COT3 115	SM3	[¡Nombre!] yo no quiero leer más. Deja a Keiner que dijo que quería leer.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views  P propose options
COT3 116	SM1	¿Y entonces? ¿Para qué cogiste el papel?	P express feelings and views
COT3 117	SM3	(Making a gesture of annoyance) ¡Qué va!	P express feelings and views  P show minor poor behaviour or more improper behaviour
COT3 118	SM1	Bueno, entonces, Keiner, tú lees y Mejía coge el tiempo... [Jesu], tú escribes bien. Dylan habla bastante y se sabe eso, entonces él que... (interrupted by SM2)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 119	SM2	¡Ayyyyy! ¿Y por qué no vas tú que estás hablando ahí?	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT3 120	SM3 SM4 SM5 SM6	(Laughs)	P show excitement without falling into misbehaviour
COT3 121	SM3	(To SM2) Hey, en seri... (interrupted by SM1)	P express feelings and views
COT3 122	SM1	Oye, Dylan, deja de molestar. Vamos a hacer así. Mira, tú lees, (correcting himself) nooo, no, (the rest of the group laughs) (To the group) ¡Hey, ya! (To SM2) Tú sales al frente a hablar lo que decimos aquí; (SM2 makes a resignation face) Keiner lee; Mejía es el del tiempo; yo, digo el que habla y [Jesu] escribe, y Omar participa también porque todos tenemos que opinar.	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options  P show excitement without falling into misbehaviour  P recognize improper behaviour (in themselves and in others)  P propose options
COT3 123	SM3	Claro. Bueno, ya. Dale. (To SM6, giving him the copy of the workshop) Toma Keiner, (pointing to the last part he had read) mira, voy por aquí.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)

			P express feelings and views
COT3 124	SM6	<p>(Reading) Quinto, desarrollo del taller. Lean los cinco primeros de los diez comportamientos negativos que se identificaron en el grado quinto del año pasado como los más frecuentes y que aún continúan presentándose en el colegio. Cópíenlos en su libreta de inglés.</p> <p>El orden en el que aparecen, es el que indica la frecuencia con que esos comportamientos se presentaban en el salón de clases.</p> <p>En el número tres, se encuentran tres comportamientos negativos que obtuvieron igual número de votos el año pasado. Escriban al lado de cada uno de esos tres comportamientos negativos, un número del uno al tres, indicando con el uno el que más se da en este curso y con el tres el que menos se presenta.</p> <p>Levanten la mano para indicarle al profesor que ya terminaron.</p> <p>Cuando el profesor lo diga, el representante de cada grupo deberá reportar a la clase sus resultados.</p> <p>Entre todos decidiremos el ranking definitivo para este curso.</p> <p>Comportamientos negativos identificados como los más frecuentes en el grado quinto del año pasado.</p> <p>Primero, levantarse del pupitre sin permiso en el desarrollo de las clases.</p> <p>Segundo, jugar en clase con otros compañeros.</p> <p>Tercero, hablar mientras se está desarrollando la explicación de la lección, mientras se realiza algún trabajo individual o grupal cuando no se le ha autorizado.</p> <p>Otro tercero, interrumpir las explicaciones con preguntas constantes sólo por alterar el desarrollo de la clase (hacerse el gracioso), realizar bromas o comentarios fuera de contexto para provocar risas.</p> <p>Otro tercero (smiling) cantar, silbar o reírse en momentos inapropiados.</p> <p>Cuarto, bostezar inapropiadamente, causar ruidos con las sillas, útiles escolares, aplaudir cuando no es debido o golpear con los (interrupted by the T) pies.</p>	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT3 130	T	(Clapping) Class!	T uses classroom management strategies
COT3 131	Ss	Yes!	P comply with instructions, commands or tasks given / answer questions
COT3 132	T	Please, pay attention! (Making a that's all gesture) We have to finish because the time is almost over.	T uses polite discourse/good manners (leads by example)

		<p>Continuamos en la próxima clase, pero como no alcanzamos a terminar el trabajo, voy a tener que preguntarles individualmente lo que opinan.</p> <p>Copien los cinco primeros comportamientos negativos que se identificaron en el grado quinto del año pasado. Los que en el taller aparecen numerados de uno a cinco. Ese fue el orden en que se daban esos comportamientos el año pasado, pero como en el número tres quedaron empatados, por coincidencia, tres comportamientos negativos, ahora quiero saber cuáles de esos tres es el que ustedes consideran que más se dan en este curso, este año. Y que por lo tanto será el tercer comportamiento negativo.</p> <p>Cópienlos y a los que tienen el número tres, ustedes les escriben al lado los números del uno al tres como dije, al lado de cada uno de ellos teniendo en cuenta que el uno será el que más ven ustedes que se da en este curso y el tres el que menos se da de ellos.</p>	T gives instructions/explains procedure
COT3 133	SM3	(To his G) ¡Apurenses! Vamos a copiar.	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P propose options</p>
COT3 134	T	Ok. ¡Trabajen!	T encourages participation in collective projects
COT3 135		<p>(Ss work in groups. In general, in each G, a student reads and the others write.</p> <p>Almost five minutes later, T asks Ss for their ranking. He calls their name in the order of the attendance list and they give their opinion.</p> <p>Most of Ss decided to leave the order of the behaviours as it was in the workshop.</p> <p>T writes Ss choices in his laptop)</p>	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>T encourages participation in collective projects</p> <p>T promotes orderly and respectful participation</p>
COT3 136	T	<p>OK. That's all for today!</p> <p>Nos vemos en la próxima clase.</p> <p>Tienen como tarea, escribir una regla a cada uno de esos comportamientos negativos que anotaron.</p> <p>Vamos a ver quién sale primero. La hilera que esté mejor sentada sale primero.</p>	<p>T gives instructions/explains procedure</p> <p>T uses classroom management strategies</p>
COT3 137		<p>(Ss sit down properly.</p> <p>T says which row can leave the room.</p> <p>Ss say good-bye as they are called to leave)</p>	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>T uses classroom management strategies</p> <p>P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations</p>

### CLASS OBSERVATION TRANSCRIPT 4

DATE: 30 September, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT4 43	T	OK. Para hoy vamos a seguir hablando de las reglas ¿se acuerdan?	T gives instructions/explains procedure
COT4 44	Ss	Síiiiiiiii	P express feelings and views
COT4 45	T	¿Recuerdan que en la clase estábamos trabajando en un taller donde veíamos una lista de diez comportamientos negativos que los estudiantes de grado quinto del año pasado identificaron como los más repetitivos y que observando el comportamiento de los estudiantes del colegio, este año, siguen siendo los mismos?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 46	Ss	¡Sí!	P express feelings and views
COT4 47	T	¿Recuerdan también que en el tercer puesto habían quedado “empatados” tres de esos comportamientos?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 48	Ss	Yes!	P express feelings and views
COT4 49	T	OK. Yo les pedí a ustedes póngales qué número... en qué posición cree usted que se da eso, la que más se da... y ustedes me... lo que ustedes empezaron a votar, ¿se acuerdan la vez pasada que votaron? Bueno, lo que ustedes votaron, que algunos dijeron “no, se queda igual como usted los escribió”, nos dio un ranking que ustedes hicieron de eso, es decir, como fue que ustedes dijeron, bueno el primer..., el primero..., o el que es... o el comportamiento negativo de esos tres que se manifiesta más en el salón es este, y ustedes me dijeron cuál de esos tres comportamientos consideraban que eran los que más se... se daban más en el salón de clases de los que yo les había manifestado. Y ese ranking quedó así: El comportamiento que quedó en el tercer lugar, según ustedes lo votaron fue (reading) “Hablar mientras se está desarrollando la explicación de la lección, mientras se realiza algún trabajo individual o grupal cuando no se le ha autorizado”.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 50	SM2	(SM2 talks without asking for the floor) Mr. Castro, a los que hacen eso hay que ponerles un castigo.	P do not respect basic rules of dialogue P propose options
COT4	T	(To the C) A ver, por allá atrás estaba	Teacher promotes orderly and respectful

51		diciendo, por allá estaba diciendo, (pointing to SM2 who was talking without asking for the floor) John Lionel que mmmm, que, hay que ponerles una... una... ¿Cómo fue que dijiste John Lionel?	participation  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 52	SM2	(To the T) Que los castiguen.	P comply with instructions, commands or tasks given / answer questions  P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 53	T	(To the C) ¡Un castigo! Ehhhh. Bueno, yo les pregunto a ustedes, ¿será justo que a uno le pongan un castigo sin decirle cuál es la regla?	X  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 54	Ss	Nooo	P express feelings and views
COT4 55	T	Por ejemplo, que yo ahora, de repente diga... ¿qué será?... (pointing to SM3) ¡Castro! (Interrupted by SM4)	Teacher promotes orderly and respectful participation
COT4 56	SM4	(Smiling and talking without asking for the floor) Está castigado.	P do not respect basic rules of dialogue  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 57	T	(Simulating being angry) ¡Vaya para allá, para la coordinación que traiga, que le pongan una citación a los padres de familia! ¿Qué será lo que dice Castro?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 58	Ss	¿Por quééééé?	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 59	T	¿Por quééééé? (Ss laugh)	X  P show excitement without falling into misbehavior
COT4 60	SM5	(Talking without asking for the floor) Se pone rabioso.	P do not respect basic rules of dialogue  P express feelings and views
COT4 61	T	¿Qué más preguntará?	T fosters P's participation
COT4 62	Ss	(Laughing)	P show excitement without falling into misbehaviour
COT4 63	SM6	(Laughing. Talking without asking for the floor) ¡Ñerda, Castro!	P do not respect basic rules of dialogue  P show excitement without falling into misbehaviour
COT4 64	T	¿Qué más preguntará Castro?	T fosters P's participation

COT4 65	SM7	¡Yo no he hecho nada!	P do not respect basic rules of dialogue  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 66	T	(To SM7 giving him the floor because he was raising his hand) ¿Cómo? (Repeating what SM7 has said) ¡Yo no he hecho nadaaa! ¿Y qué preguntará? ¿Entonces?	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 67	SM8	¿Yo qué hice?	P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 68	T	(To SM8 giving him the floor because he was raising his hand) ¿Cómo? (Repeating what SM8 has said) ¿Y yo qué hice? ¿Cierto?	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 69	SM8	¿Y yo por qué tengo que ir al coordinador?	P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 70	T	Bueno, ...	X
COT4 71		(Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT4 72	T	Quando... cuando yo les digo a ustedes “hay unos comportamientos, unos comportamientos negativos que, se estaban presentando el año pasado pero que este año todavía se siguen dando en cualquier salón de clases del colegio, esos comportamientos, así como les dije, hay que... a esos comportamientos hay que establecerles unas reglas. Esas reglas, esas reglas... no pueden ir primero los castigos porque usted dirá “pero, ajá, ¿por qué me están castigando a mí?” Primero hay que poner las reglas y después sí vienen las sanciones. Por ejemplo, como les decía, en fútbol. Si usted comete una falta en fútbol, ¿qué le pasa?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)

COT4 73	SM9	(Talking without asking for the floor) ¡Lo pueden expulsar!	P do not respect basic rules of dialogue P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 74	Ss	(Several Ss talking at a time make it difficult to understand what they are saying. None of the Ss raise their hand to ask for the floor but are talking anyway) ¡Roja! ¡Tarjeta roja! ¡Lo sacan! ¡Amarilla!	P do not respect basic rules of dialogue P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 75	T	Le sacan una amarilla... Y si vuelve a hacer otra falta ¿qué le hacen?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 76	Ss	¡Roja!	P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 77	T	Le sacan una roja y... lo expulsan enseguida. Bueno, ahora quiero que ustedes me digan entonces, cuál consideran que debe ser la regla, la norma que se le va a poner a esos comportamientos negativos. ¿Entendido?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 78		(Silence)	S
COT4 79	T	Las que hicieron de tarea ¿Entendido? ¿Hicieron esa tarea?	X
COT4 80	Ss	Sí	X
COT4 81	T	El primer comportamiento negativo es... (reading) “Levantarse del pupitre sin permiso en el desarrollo de las clases” Me preguntaba ¿aquí hacen eso?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 82	SM2	(Talking without asking for the floor) ¡Y bastante!	P do not respect basic rules of dialogue P recognize improper behaviour (in themselves and in others)
COT4 83	Ss	¡Sí!	P express feelings and views
COT4 84	T	Sí... ¿Y cómo fue que dijo allá...? (pointing to SF1 to give her the floor because he was raising his hand) ¿John Lionel?	P respect basic rules of dialogue T promotes orderly and respectful participation
COT4 85	Ss	¡Y bastante!	P comply with instructions, commands or tasks given / answer questions
COT4 86	T	¡Y bastante! ¡Y bastante! Como dijo John Lionel. Entonces, ¿Cuál regla creen ustedes que debe ir para ese comportamiento negativo?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 87	SM2	Levantar la mano para levantar...	P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction,

			etc.)
COT4 88		(Several Ss talking at a time make it difficult to understand what SM2 has said. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT4 89	T	(To the C) Levantar la mano, ¿para?... (questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 90	Ss	¡Levantarse! (Several Ss talking at a time make it difficult to understand what they are saying. Some of them raise their hand to ask for the floor but are talking anyway) (...) Para poder pararse y caminar (...)	P propose options  P do not respect basic rules of dialogue  P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 91	T	Ah... Para pedir permiso ¿Y?...	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 92	Ss	(...) ¡Caminar!	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 93	T	Caminar... (Pointing to SM10 to give him the floor because he was raising his hand) Tú decías, Alan. ¿Cuál fue la regla para el comportamiento de levantarse del pupitre sin pedir permiso?	P respect basic rules of dialogue  T promotes orderly and respectful participation  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 94	SM 10	(Reading) Pedir permiso para levantarse.	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 95	T	Pedir permiso para levantarse, muy bien. (Pointing to SM11 to give him the floor because he was raising his hand) Ronaldo, ¿qué decías tú? ¿Cuál tienes tú?	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4 96	SM11	Yo tengo la... “rule number five”	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4	T	Rule number five? Ah, OK. In English. Tell	T promotes orderly and respectful



97		me.	participation
COT4 98	SM11	Rule number five, raise your hand for permission to walk.	P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 99	T	Ah, OK. Yes! and... immediately, immediately we have the rule in English. OK?	X
COT4 100	Ss	(Approving with their head)	X
COT4 101	T	Ah, bueno. Listo. Regla número dos, perdón, comportamiento número dos. ¿Qué regla le pusieron a ese comportamiento? Decía, “Jugar en clase con otros compañeros”. Algo así, ¿verdad? (To SM12 who is raising his hand to ask for the floor) Espera. Primero acá (pointing to SM10), después (pointing to SM12) Dylan y (pointing to SF1) Dayana. (Pointing to SM10 to give him the floor because he was raising his hand) Alan.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.) T promotes orderly and respectful participation
COT4 102	SM10	(Reading) “Pedir permiso para jugar con mis amigos en momentos libres”	P respect basic rules of dialogue P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 103	T	(Approving with his head) Mmmmm jum! (Pointing to S12 to give him the floor because she was raising her hand) Dylan.	T promotes orderly and respectful participation
COT4 104	SM12	No jugar en clase	P respect basic rules of dialogue P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 105	T	(Pointing to SF1 to give her the floor because she was raising her hand) Dayana	P respect basic rules of dialogue T promotes orderly and respectful participation
COT4 106	SF1	Que... pedir permiso para jugar en clase, pero...prohibido jugar dentro del aula, del salón	P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 107	T	¡Ah! OK. Bueno, yo les pregunto algo... (stopping his	T promotes orderly and respectful participation

		idea because SM13 he was raising his hand to ask for the floor) Dame un segundo... dame un segundo... Bueno, (pointing to SM13 to give him the floor) Juan, termina, a ver.	
COT4 108	SM13	(Reading) “No jugar en clase con otro compañero sin pedir permiso”.	P respect basic rules of dialogue  P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 109	T	(To the C) Les voy a preguntar algo. ¿Qué sera lo que se entiende de malo en ese comportamiento de “jugar en clase sin pedir permiso”? ¿será que... será que lo que el profesor no quiere es que ustedes jueguen en clase?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 110	Ss	No	P express feelings and views
COT4 111	T	(To the C) ¿Será que es eso verdaderamente lo que él no quiere? Cuando yo le... cuando el profesor les llama la atención porque ustedes están jugando en clase, ¿qué será lo que quiere el profesor verdaderamente?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 112		(Several Ss talking at a time make it difficult to understand what SM14 has said. Some of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT4 113	T	(To SM14 giving him the floor because he was raising his hand) ¿Cómo?	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4 114	SM14	Que presten atención	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 115	T	Que presten atención. (Pointing to SF2 to give her the floor because she was raising her hand) ¿Tú qué dices?	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4 116	SF2	Que presten atención para que después puedan hacer bien la actividad que el profesor está explicando.	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 117	T	¡Ah! Pues, mira, bien. (Pointing to S1 to give her the floor because she was raising her hand) ¿Qué más dice Dayana?	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4	SF1	Porque es de mala educación hablar mientras	P recognize improper behaviour (in

118		una persona mayor está hablando.	themselves and in others)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 119	T	Muy bien. (Pointing to SM12 to give him the floor because he was raising his hand) ¿Qué dices?	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4 120	SM12	Mr. Castro, lo que hace también es impedir que la clase prosiga, porque ellos tienen que comprender que interfiere la clase, el profe lo empieza a regañar y la clase no se termina completamente.	P recognize improper behaviour (in themselves and in others)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 121	T	¡Ah! bueno, mira. Muy bien. (To SM12) Tú dices que... la idea es que no estén haciendo ese tipo de cosas porque el profesor tiene que interrumpir la clase para llamar la atención y con eso se pierde tiempo. Muy bien. Bueno, entonces ahora, que ya sabemos que verdaderamente lo que el profesor pretende no es que ustedes no jueguen en la clase, sino el verdadero trasfondo de eso que es que... (To SM14 giving him the floor) ¿Cómo fue que dijiste?	T uses classroom management strategies  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT4 122	SM14	Que presten atención.	P comply with instructions, commands or tasks given / answer questions
COT4 123	T	(Repeating what SM14 has said) Que presten atención. Gracias Keiner... entonces... dígame... (pointing to SM15 who is drawing something) Juan Esteban. ¿qué regla, entonces, le pondría usted a eso? A ver.	T uses polite discourse/good manners (leads by example)  P do not respect basic rules of dialogue  P show minor poor behaviour or more improper behaviour  T uses classroom management strategies  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)

COT4 124	SM15	Este... Le pondría... Eso es “no jugar en el salón” ¿Verdad?	P do not recognize improper behaviour P do not apologise P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 125	T	Yo no sé, yo creo que tú estabas allá escribiendo algo. ¿No era? ¿Era de eso?	T maintains a kind attitude
COT4 126	SM15	No. Era un número de teléfono, de mi mamá.	P comply with instructions, commands or tasks given / answer questions P do not recognize improper behaviour P do not apologise
COT4 127	T	(Puzzled face) ¿El número de teléfono de tu mamá?	T maintains a kind attitude
COT4 128		(Ss smile)	P show excitement without falling into misbehaviour
COT4 129	T	¿Y estábamos haciendo eso, ahora en la clase?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 130	SM15	(...)	X
COT4 131		(Several Ss smiling and talking all together make it difficult to understand what SM15 has said. None of them raise their hand to ask for the floor but are talking anyway)	P do not respect basic rules of dialogue
COT4 132	SM14	No Mr. Castro, si no, es que se distrae y no presta atención a lo que estuvieran hablando.	P recognize improper behaviour (in themselves and in others)
COT4 133	T	¡Ah! Bueno, mira. (Pointing to SM13 to give him the floor because he was raising his hand) ¡Diga, Juan!	P respect basic rules of dialogue T promotes orderly and respectful participation
COT4 134	SM13	Este... No interrumpir el desarrollo de la clase.	P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 135	T	(Repeating what SM13 has said) No interrumpir el desarrollo de la clase. Puede ser.	X
COT4 136	SF1	(Talking without asking for the floor) Prohibido jugar en horarios de clase.	P do not respect basic rules of dialogue P propose options P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 137	T	(Repeating what SF1 has said) Prohibido jugar en horarios de clase. (Pointing to SF3 to	P respect basic rules of dialogue

		give her the floor because she was raising her hand) Dígame.	T promotes orderly and respectful participation
COT4 138	SF3	Jugar en el recreo porque la hora de clase es para estudiar y no para jugar.	P propose options  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 139	T	(Approving with his head) Mmmmm, bueno.	X
COT4 140	SF3	Pero en realidad el recreo se hizo fue para descansar la mano.	P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT4 141	SF1	(Approving with his head)	X
COT4 142	T	(Repeating what SF3 has said) En realidad la hora de recreo es para descansar la mano. ¡Ah! Bueno, mira. (To the C) Recuerden. ¿Qué era lo que decíamos? ¿Cuál es el comportamiento, entonces, que estamos?... No tanto el de “jugar”, sino era el otro... (To SM14 giving him the floor) ¿Cuál era?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT4 143	SM14	Prestar atención.	P comply with instructions, commands or tasks given / answer questions
COT4 144	T	(Repeating what SM14 has said) Prestar atención. Entonces, ¿qué creen que debemos hacer? ¿Una regla sobre qué? (Pointing to SM12 to give him the floor because he was raising his hand)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT4 145	SM12	O sea, este... cuando uno esté en las clases... para no... para no hablar en clase, o jugar con... con los demás compañeros cuando se está dando la clase. Porque lo que están haciendo es no prestar atención y así a la vez, si él está hablando no pueden escuchar lo que dice el profesor y puede (...)	P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT4 146	T	Bueno, discúlpeme un momentito allí. Tenemos dos cosas... tenemos dos cosas aquí, importantes. Primero, (pointing to SM14 who had had the idea) prestar atención y la segunda es, el sitio donde sí se puede jugar.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)

		¿Cuál? O el momento. (Questioning face)	
COT4 147	SF1	(Talking without asking for the floor) En recreo.	P do not respect basic rules of dialogue P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 148	T	(Repeating) En recreo... ¿En dónde?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 149	Ss	En el patio.	P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT4 150	T	(Repeating) En el patio. Entonces, vamos a sacar el diccionario de inglés y vamos a hacer una regla que diga... algo más o menos así como... ¿Cómo sería, entonces? ¿La regla cómo sería?	T gives instructions/explains procedure T fosters P's participation
COT4 151		(Silence)	S
COT4 152	SF4	(Talking without asking for the floor) ¿En inglés?	P do not respect basic rules of dialogue X
COT4 153	T	(To SF4) En español, en español. ¿Cómo sería en español? (Questioning face) ¿Primero?	T gives instructions/explains procedure T fosters P's participation
COT4 154	Ss	Prestar atención	P express feelings and views
COT4 155	T	(Repeating) Prestar atención... ¿Y?	T fosters P's participation
COT4 156	SM12	(Talking without asking for the floor) El lugar donde debemos jugar.	P do not respect basic rules of dialogue P express feelings and views
COT4 157	T	(To the C) Jugar... ¿En dónde?	T fosters P's participation
COT4 158	Ss	En el patio.	P express feelings and views
COT4 159	T	(Repeating) En el patio... ¿En qué momento?	T fosters P's participation
COT4 160	Ss	¡En recreo!	P express feelings and views
COT4 161	T	¡Ah! Bueno. Entonces, hagamos... saquen el diccionario y vamos a hacer ese ejercicio... saquen su diccionario de inglés... (Ironic tone) Lo trajeron ¿Verdad?	T gives instructions/explains procedure
COT4 162	Ss	(Smiling) No, Mr. Castro. Hahahahahahaha	P show minor poor behaviour or more improper behaviour P do not recognize improper behaviour P do not apologise

COT4 163	T	(Ironic tone) Mira... ¡Qué bonitas caras! Todo el mundo trajo su diccionario, ¡qué bueno!	T maintains a kind attitude
COT4 164		(All Ss looked shamefaced because of their action. Several Ss talking at a time make it difficult to understand what they are saying. Many of them are giving giggles more than smiling)	P regret wrongdoing and feel sorry because of their acts  P do not apologise  P do not respect basic rules of dialogue
COT4 165	SF1	(Disappointed. Like thinking out loud. Talking without asking for the floor) Hoy que no lo traje, piden el diccionario.	P do not respect basic rules of dialogue  P express feelings and views
COT4 166	T	Todos los días lo traen. Precisamente el día que no lo trajeron fue cuando yo lo pedí.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 167		(All Ss looked shamefaced because of their action. Several Ss talking at a time make it difficult to understand what they are saying. Many of them are giving giggles more than smiling)	P regret wrongdoing and feel sorry because of their acts  P do not apologise  P do not respect basic rules of dialogue
COT4 168	T	Bueno, yo traje tres diccionarios. Organicémonos para repartirnos estos tres que traje. Les quiero pedir que, por favor... vamos a buscar, primero... Antes de buscar en el diccionario me van a decir a mí, ¿cómo sería la regla?	T gives instructions/explains procedure  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 169		(Silence)	S
COT4 170	SF1	(Talking without asking for the floor) Prestar atención...	P do not respect basic rules of dialogue  P express feelings and views
COT4 171	T	(Repeating) Prestar atención... ¿Y?... (questioning face)	T fosters P's participation
COT4 172	SM14	(Talking without asking for the floor) Prestar atención y... y en el momento y en el lugar.	P do not respect basic rules of dialogue  P express feelings and views
COT4 173	T	(To SM14) Sí, pero... ¿Cuál es ese momento y ese lugar?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 174	SM16	¡En el recreo!	P express feelings and views
COT4 175	T	(To the C) Entonces, "prestar atención en clase". ¿Y? (questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 176	Ss	Jugar en el recreo	P express feelings and views
COT4 177	T	(Repeating) Jugar en el recreo, en el momento del descanso. Bueno, ¿cómo diríamos eso en inglés? Sin el diccionario primero.	T fosters P's participation  T gives instructions/explains procedure
COT4		(Ss looked up and opened their eyes in	X

178		disbelief)	
COT4 179	T	¿Cómo decimos prestar atención?	T fosters P's participation
COT4 180	SF1	(Smiling) [Prestar atension]	P express feelings and views
COT4 181		(Ss laughing)	P show excitement without falling into misbehaviour
COT4 182	T	(To SF1) ¿Ah?(Repeating what SF1 has said) [prestar, ¿prestar?]	T uses classroom management strategies
COT4 183	Ss	(Laughing) [¡Atension!] hahahahahahahaha	P show excitement without falling into misbehaviour P express feelings and views
COT4 184	T	¿Ah? ¿Sí recuerdan cuando yo les digo? ¿Cómo... cómo es esa expresión que uso yo para pedirles que presten atención?	T maintains a kind attitude T fosters P's participation
COT4 185	SM11	(...)	X
COT4 186	T	(To SM11 giving him the floor) ¡Dígallo! dígallo, Ronaldo. ¿Cómo es?	T promotes orderly and respectful participation
COT4 187	SM11	(Silence)	S
COT4 188		(Several Ss talking at a time make it difficult to understand what SM15 is trying to say. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 189	T	Recuerden que estamos tratando de resumir muy, muy... poner la regla muy, muy cortica para poder grabarnos la regla. Y, entre más cortas las reglas sean, es más fácil de grabar. ¿Listo? Bueno. ¡Ah! Entonces me decían ¿cómo se diría eso en inglés? "Prestar atención".	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.) T gives instructions/explains procedure
COT4 190	SM16	(Talking without asking for the floor ) [Presteishon]	P do not respect basic rules of dialogue P express feelings and views
COT4 191	T	Ammmm [Presteishon]. No, [presteishon], no. Pero, pero suena... me... cuando alguien lo estaba diciendo me sonó como si lo hubiera dicho bien. La primera palabra ¿es cuál?	T fosters P's participation
COT4 192	Ss	[Pres]	P express feelings and views
COT4 193	T	Pres ¿qué?	T fosters P's participation
COT4 194	Ss	Prestar.	P express feelings and views
COT4 195	T	Prestar. Entonces. (Writing on the board) In English that is "pay"	X
COT4 196	SM11	(Without raising his hand to ask for the floor) Pay attention	P do not respect basic rules of dialogue P propose options



COT4 197	T	Pay, what?	T fosters P's participation
COT4 198	Ss	Attention.	P comply with instructions, commands or tasks given / answer questions
COT4 199	T	Attention. OK. How do you spell "attention"?	T fosters P's participation
COT4 200	Ss	A...	P comply with instructions, commands or tasks given / answer questions
COT4 201	T	(Writing on the board) A...	X
COT4 202	Ss	T...	P comply with instructions, commands or tasks given / answer questions
COT4 203	T	(To the Ss) Double T	X
COT4 204	Ss	Double T	P comply with instructions, commands or tasks given / answer questions
COT4 205	T	(Writing on the board two letters "T") Yes!	X
COT4 206	Ss	E-N-T	P comply with instructions, commands or tasks given / answer questions
COT4 207	T	(Writing on the board the letters E, N, and T) T... Very good!	X
COT4 208	Ss	I-O-N.	P comply with instructions, commands or tasks given / answer questions
COT4 209	T	(Writing on the board the letters I, O, and N at the time Ss say them) (To the Ss) Entonces ¿Cómo se dice eso?	X T fosters P's participation
COT4 210	Ss	Pay attention	P comply with instructions, commands or tasks given / answer questions
COT4 211	T	Pay attention. OK. Pay attention... ¿Qué sigue después?	T fosters P's participation
COT4 212		(Silence)	S
COT4 213	T	Pay attention... Where?	T fosters P's participation
COT4 214	SM12	(Without raising his hand to ask for the floor) ¡En clase!	P do not respect basic rules of dialogue P express feelings and views
COT4 215	T	En clase. How do you say "en clases"?	T fosters P's participation
COT4 216	Ss	In class!	P express feelings and views
COT4 217	T	How do you spell "in"?	T fosters P's participation
COT4 218	Ss	I-N	P comply with instructions, commands or tasks given / answer questions
COT4 219	T	How do you say "clase"?	T fosters P's participation
COT4 220	Ss	C...	P comply with instructions, commands or tasks given / answer questions
COT4 221	T	(Interrupting Ss) How do you say, say "clase"?	T fosters P's participation
COT4 222	SM11	(Without raising his hand to ask for the floor) Class!	P do not respect basic rules of dialogue P express feelings and views

COT4 223	T	What?	T fosters P's participation
COT4 224	Ss	Class!	P comply with instructions, commands or tasks given / answer questions
COT4 225	T	(Repeating) Class! OK, class. How do you spell "class"?	T fosters P's participation
COT4 226	Ss	C-L-A-S	P comply with instructions, commands or tasks given / answer questions
COT4 227	T	(Questioning face)	T uses classroom management strategies
COT4 228	Ss	Double S	P comply with instructions, commands or tasks given / answer questions
COT4 229		(Ss show satisfaction faces)	X
COT4 230	T	(Repeating) Double S. OK. Pay attention in class. ¡Ah! OK. ¿Qué más decíamos de la regla? ¿Qué más era lo que íbamos a ponerle?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT4 231		(Silence)	S
COT4 232	T	Pay attention in class... (Questioning face)	T uses classroom management strategies
COT4 233	Ss	Y...	P comply with instructions, commands or tasks given / answer questions
COT4 234	T	¿Y? How do you say "Y" in English?	T fosters P's participation
COT4 235	Ss	(Pronouncing the name of letter "Y" in English) Wye /' wai/	P express feelings and views
COT4 236	T	No. (Some Ss say another thing) ¿Ah?	T promotes orderly and respectful participation
COT4 237	Ss	And!	P express feelings and views
COT4 238	T	And! And. How do you spell "and"?	T fosters P's participation
COT4 239	Ss	A-N-D	P comply with instructions, commands or tasks given / answer questions
COT4 240	T	(Repeating what Ss have said) A-N-D (T writes the word "and" on the board) OK. Pay attention in class, and? (Questioning face) ¿Qué era lo que decía lo otro?	T fosters P's participation
COT4 241	SM2	(Without raising his hand to ask for the floor) Jugar en la... (Interrupted by the T)	P do not respect basic rules of dialogue
COT4 242	T	(Repeating) Jugar, jugar How do you say "jugar" in English?	T fosters P's participation
COT4 243	SM6	(Without raising his hand to ask for the floor) Game	P do not respect basic rules of dialogue P express feelings and views
COT4 244	T	Game! Eso es "juego", pero ¿"jugar"? (Like trying to find the right words for Ss to understand) When you are, when you are... When you want to use your, your (deliberately mispronouncing the word) ple-la-la station?	T fosters P's participation

COT4 245	SM6	(Without raising his hand to ask for the floor) Gamer, los jugadores	P do not respect basic rules of dialogue P express feelings and views
COT4 246	T	(Repeating) Gamers, los jugadores... (encouraging SM6 to continue with the idea) ¡Ajá!	X
COT4 247	SM6	Game...	P express feelings and views
COT4 248	T	Game, es el juego. Game over! (Making a that's all gesture) Game over... ¿Cuál es "Game over"?	T fosters P's participation
COT4 249	Ss	¡Juego terminado!	P express feelings and views
COT4 250	T	(Making a neck cut gesture) Se acabó el juego. ¿Y entonces cómo será "empezar a jugar"? o "jugar"	T fosters P's participation
COT4 251	SM11	(Without raising his hand to ask for the floor) Play!	P do not respect basic rules of dialogue P express feelings and views
COT4 252	T	(Eureka! Face. To SM11) What?! Play! Play. very good! Well, how do you spell "play"?	T fosters P's participation
COT4 253	Ss	P-L-A-Y	P comply with instructions, commands or tasks given / answer questions
COT4 254	T	(Repeating what Ss have said) P-L-A-Y (T writes the word "play" on the board). Play, OK. Play. (Reading and pointing to what he had written on the board) "and play" (Questioning face) ¿Cómo es? "And play", where?	T fosters P's participation
COT4 255	Ss	¡Patio!	P express feelings and views
COT4 256	SM12	(Without raising his hand to ask for the floor) Prestar atención en clase y jugar (emphasizing the phrase) en el descanso.	P do not respect basic rules of dialogue P express feelings and views
COT4 257	T	(Repeating) ¡En el descanso! En la hora del descanso.	X
COT4 258	SM2	(Without raising his hand to ask for the floor) ¡En el patio!	P do not respect basic rules of dialogue P express feelings and views
COT4 259	T	En la hora de descanso... Vamos a dejarlo hasta "en la hora de descanso" porque sabemos que el descanso lo tenemos que hacer en el patio. Para hacerlo más corto le vamos quitando algunas cositas. Entonces, ese "en", no lo vamos a decir... (like stopping the idea) ¿Cómo sería el "en"?	T gives instructions/explains procedure T fosters P's participation
COT4 260	Ss	In!	P express feelings and views
COT4 261	T	"In". Bueno. No lo vamos a decir así, sino que lo vamos a decir... "at" y en otra clase yo les	T gives instructions/explains procedure T fosters P's participation

		explico por qué...”at”. How do you say “recreo”? “Hora de recreo”	
COT4 262		(...) (Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 263	T	How do you say “hora”?	T fosters P’s participation
COT4 264	SM12	(Without raising his hand to ask for the floor) [Teim]	P do not respect basic rules of dialogue P express feelings and views
COT4 265	T	(Eureka! face) What?!	T fosters P’s participation
COT4 266	Ss	(Repeating what SM12 has said) [Teim!]	P comply with instructions, commands or tasks given / answer questions
COT4 267	T	(Deliberately mispronouncing the word) [Teim?] or “time”?	T uses classroom management strategies
COT4 268	Ss	Time!	P comply with instructions, commands or tasks given / answer questions
COT4 269	T	¡Ah! Time! OK, “time”. How do you say “recreo”? (To the C) ¿Usted sabe, usted sabe por qué se llama “recreo”?	T uses classroom management strategies
COT4 270	SF1	No. (Several Ss repeat what SF1 has said)	P comply with instructions, commands or tasks given / answer questions
COT4 271	Ss	(Ss shrug and show an “I don’t know” face) No.	P comply with instructions, commands or tasks given / answer questions
COT4 272	SM16	(Raising his hand to ask for the floor) El recreo es cuando se recrea la gente	P respect basic rules of dialogue P express feelings and views
COT4 273	T	(To SM16) ¿Y qué es recrear?	T fosters P’s participation
COT4 274	Ss	¡Comer!	P express feelings and views
COT4 275	T	(To the C) Recrear no es comer. ¿Qué es recrear?	T fosters P’s participation
COT4 276	Ss	Descansar	P express feelings and views
COT4 277	T	(Repeating) Descansar, mmmmm (Pointing to SM13)	X T promotes orderly and respectful participation
COT4 278	SM13	(Raising his hand to ask for the floor) Descansar es como... descargar la energía	P respect basic rules of dialogue P express feelings and views
COT4 279	T	(Repeating) Descargar la energía... ¿O más bien, “recargar energía” estás diciendo? Mmmm ¡Espera, espera! Si estás diciendo “recargar”, ¿qué significa “recargar”? El “re-” ¿qué significa? (To the C) ¿Qué significa “re-”? Ese “re-” cargar...	T fosters P’s participation
COT4	Ss	(...)	P do not respect basic rules of dialogue

280		(Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	
COT4 281	T	¿Cómo?	T fosters P's participation
COT4 282	Ss	(...) (Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 283	T	(To the C) Alguien lo dijo...	T fosters P's participation
COT4 284	SM15	(Without raising his hand to ask for the floor) Volver.	P do not respect basic rules of dialogue P express feelings and views
COT4 285	T	(Repeating) Volver, OK. Volver... entonces, (like explaining) "volver a cargar". ¿Y qué será "recrear"? Volver... (questioning silence)	T fosters P's participation
COT4 286	SM12	(Without raising his hand to ask for the floor) ¡A recargar!	P do not respect basic rules of dialogue P express feelings and views
COT4 287	Ss	(Like correcting SM12) ¡Volver a crear!	P express feelings and views
COT4 288	T	(Repeating) Volver a crear. Entonces, ¿qué es lo que hacemos con la jornada de clases cuando hay un descanso? ¿qué pasa con la jornada? ¿Se...? (Making a hand gesture similar to the Vulcan salute used by Mr. Spock in Star Trek. T holds the palm of his left hand outwards while placing the fingers in a "V" shaped by separating the middle and ring fingers with his right hand in a knife shape)	T fosters P's participation
COT4 289	Ss	¡Se divide!	P express feelings and views
COT4 290	T	(Repeating) Se divide. O sea que ¿se...? (Questioning face)	T fosters P's participation
COT4 291	Ss	Parte en dos	P express feelings and views
COT4 292	T	(To the C) Se parte. ¿Y ustedes saben cómo se dice "partir" en inglés? Partir de "romper"	T fosters P's participation
COT4 293	SM3	(Without raising his hand to ask for the floor) Rompi!	P do not respect basic rules of dialogue P express feelings and views
COT4 294	T	(Repeating) Rompi! No...	X
COT4 295		(Several Ss laughing and talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue

COT4 296	T	Bueno, se dice... se dice de una manera que ustedes también conocen en inglés, por... por una cosa que ustedes, comen (Questioning silence)	T uses classroom management strategies
COT4 297	SM15	(Without raising his hand to ask for the floor) ¡Comida!	P do not respect basic rules of dialogue P express feelings and views
COT4 298	T	(Smiling) Wow!	T maintains a kind attitude
COT4 299		(Several Ss laughing and talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 300	SM4	(Without raising his hand to ask for the floor) [¡Raspa'o!]	P do not respect basic rules of dialogue P express feelings and views
COT4 301	T	(Deliberately mispronouncing the word) [Raspa'o], no. ¿Eso es en inglés? Es en inglés. Ustedes saben el nombre en inglés de eso que ustedes comen... Que es de... (interrupted by SF1)	T fosters P's participation
COT4 302	SF1	(Without raising her hand to ask for the floor) Sandwich!	P do not respect basic rules of dialogue P express feelings and views
COT4 303	T	(To the C) Que es de... ¡chocolate!	T fosters P's participation
COT4 304	Ss	¡Café! ¡Raspa'o! ¡Helado! ¡Cacao! ¡El agua! ¡Helado de chocolate!	P do not respect basic rules of dialogue P express feelings and views
COT4 305	T	(Tired) Chocolate...	T fosters P's participation
COT4 306		(...) (Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 307	T	(To the C) Un producto cuyo nombre es en inglés y el producto es de chocolate. Un producto de chocolate cuyo nombre es en inglés.	T fosters P's participation
COT4 308	Ss	¡Choco-cono! ¡No, no, no, Mix (...)! ¡Chocolatina Jet!	P do not respect basic rules of dialogue P express feelings and views
COT4 309	T	(To the C) Jet! Bueno, "jet" digamos, sí, pero no es "jet"	T fosters P's participation
COT4 310	Ss	(Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway) ¡Profe, profe! ¡Vainilla!	P do not respect basic rules of dialogue P express feelings and views
COT4 311	SF1	(Without raising her hand to ask for the floor. To a SM) ¿Esos que vienen en potecitos?	P do not respect basic rules of dialogue P express feelings and views
COT4	T	(To the C) Es de chocolate.	T fosters P's participation

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COT4 313	Ss	(...) (Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway) Choky (...)	P do not respect basic rules of dialogue P express feelings and views
COT4 314	T	(Eureka! face) ¿Choky? (Questioning face) ¡Ah! Por ahí va la cosa... Cho... (Questioning face) Choco... (Questioning face)	T fosters P's participation
COT4 315	SM3	(Without raising his hand to ask for the floor) ¡Listo!	P do not respect basic rules of dialogue P express feelings and views
COT4 316	T	(To the C) Choco-Listo, no está en inglés. Choco...(Questioning face)	T fosters P's participation
COT4 317	SM10	¡Milo!	P do not respect basic rules of dialogue P express feelings and views
COT4 318		(All students laugh. Even T is smiling)	P show excitement without falling into misbehaviour T maintains a kind attitude
COT4 319	SM3	¡Choco-Break!	P do not respect basic rules of dialogue P express feelings and views
COT4 320	T	(Eureka! face) What?!	T fosters P's participation
COT4 321	Ss	(Repeating what SM3 has said) ¡Choco-Break!	P comply with instructions, commands or tasks given / answer questions
COT4 322	T	(To the C) ¿Por qué cree usted que se llama Choco-Break?	T fosters P's participation
COT4 323		(...) (Several Ss talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT4 324	T	(To the C) Porque es un chocolate que te comes ¿en el? (Questioning face)	T fosters P's participation
COT4 325	Ss	Break!	P express feelings and views
COT4 326	T	(Repeating) Break. ¿Y qué es el break? ¿el? (Questioning face)	T fosters P's participation
COT4 327	Ss	Recreo	P express feelings and views
COT4 328	T	Exactly! Entonces... How do you say "recreo" o "descanso"?	T fosters P's participation
COT4 329	Ss	Break!	P comply with instructions, commands or tasks given / answer questions
COT4 330	T	(Repeating) Break! How do you spell "break"?	T fosters P's participation
COT4 331	Ss	B-R-E-A-K	P comply with instructions, commands or tasks given / answer questions

COT4 332	T	(Repeating what Ss have said) B-R-E-A-K (T writes the word “break” on the board). Break. How do you say “hora”?	T fosters P’s participation
COT4 333	Ss	Time!	P express feelings and views
COT4 334	T	(Repeating) Time. How do you spell “time”?	T fosters P’s participation
COT4 335	Ss	T-I-M-E	P comply with instructions, commands or tasks given / answer questions
COT4 336	T	(Repeating what Ss have said) T-I-M-E (T writes the word “time” on the board). Time. Muchachos, ahí está la regla en... inglés. ¡Y la hicieron ustedes! ¿Listo? ¡Los felicito!	T uses classroom management strategies
COT4 337	Ss	(Ss show satisfaction faces)	P express feelings and views
COT4 338	T	I want you please, copy that. Copy. OK. Copy this title, please. (Dictating) Classroom rules. And we have the rule number one... for these (emphasizing the word) “new” classroom rules. OK? The first rule was about (making a walking hand gesture with his index and middle fingers) this. What was that “rule number one”?	T uses polite discourse/good manners (leads by example) T gives instructions/explains procedure T fosters P’s participation
COT4 340	Ss	(As a C) Raise your hand for permission to walk	P comply with instructions, commands or tasks given / answer questions
COT4 341	T	OK. What is “rule number two”?	T fosters P’s participation
COT4 342	Ss	Pay attention in class and play at break [tame]	P comply with instructions, commands or tasks given / answer questions
COT4 343	T	Very good! (Deliberately mispronouncing the word) [Tame?] (Questioning face)	T uses classroom management strategies
COT4 344	SM11	Break time	P do not respect basic rules of dialogue P express feelings and views
COT4 345	T	(Repeating what SM11 has said) Time, break time, break... OK. Again! (Pointing to the rule written on the board) Pay..	T fosters P’s participation
COT4 346	Ss	(Reading with the T) Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT4 347	T	(To the C) Now you!	T gives instructions/explains procedure
COT4 348	Ss	Pay attention in class and play at break time	P comply with instructions, commands or tasks given / answer questions
COT4 349	T	OK. (Looking at the clock of his mobile phone) Oops! (Making a that’s all gesture) We have to finish because time limit of this class has passed. Continuamos en la próxima clase.	T gives instructions/explains procedure T uses polite discourse/good manners (leads by example)



		Vayan buscando cómo serían las otras reglas en inglés. Traigan propuestas. Y traigan su diccionario. Good-bye!	
COT4 350	Ss	Good-bye, Mr. Castro!	Pupils use well-bred social behaviour (good manners)
COT4 351	T	(While Ss are leaving) No se les olvide lo que les pedí de tarea, copiarlo en la clase de hoy.	T gives instructions/explains procedure

### CLASS OBSERVATION TRANSCRIPT 5

DATE: 13 October, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT5 2	T	(T Writes the title of the lesson on the board) OK. Para hoy vamos a seguir hablando de las reglas. (Pointing to the board and reading what he has written there) Classroom rules. ¿Se acuerdan?	T gives instructions/explains procedure
COT5 3	Ss	¡Sí!	P comply with instructions, commands or tasks given / answer questions
COT5 4	T	(To the C) ¿Recuerdan que en la clase pasada estábamos haciéndoles las reglas a los cinco comportamientos negativos que más se dan en este curso, sacados a su vez de una lista de diez, que los estudiantes de grado quinto del año pasado identificaron como los más repetitivos y que observando el comportamiento de los estudiantes del colegio, este año, siguen siendo los mismos?	T promotes reflection on rules (definition, purposes, importance, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 5	Ss	¡Sí!	P comply with instructions, commands or tasks given / answer questions
COT5 6	T	(To the C) Ya habíamos analizado los dos primeros comportamientos y les habíamos hecho una norma a cada uno ¿Recuerdan que las habíamos hecho hasta en inglés?	T promotes reflection on rules (definition, purposes, importance, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 7	Ss	¡Sí!	P comply with instructions, commands or tasks given / answer questions
COT5 8	T	(To the C) Can you tell me the (emphasizing the word) “new” rule number one?	T fosters P’s participation
COT5 9		(Silence)	S
COT5 10	T	(To the C) You can read it if you want.	T gives instructions/explains procedure
COT5 11	SM1	Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT5 12	T	Is it that correct? (Questioning face)	T fosters P’s participation
COT5 13	Ss	¡No!	P express feelings and views
COT5	T	Uh-huh!	T fosters P’s participation

14		That is the rule number two. What is rule number one?	
COT5 15	Ss	(Without raising his hand to ask for the floor. Reading) Raise your hand for permission to walk.	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions
COT5 16	T	Yes! (Repeating what Ss have said) Raise your hand for permission to walk. (To the C) And, what is the rule number two? (Pointing to SM1) Ahora sí.	X  T promotes orderly and respectful participation
COT5 17	SM1	Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT5 18	T	Yes... (To the C) What is the rule number two?	T fosters P's participation
COT5 19	Ss	Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT5 20	T	(To the C) Bueno, yo les pedí de tarea traer propuestas de reglas para los comportamientos negativos que nos faltaron. ¿La hicieron?	T fosters P's participation
COT5 21	Ss	¡Sí! ¡No! (Several Ss laughing and talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions
COT5 22	T	(To the C) ¿Y trajeron el diccionario?	X
COT5 23		(Several Ss laughing and talking at a time make it difficult to understand what they are saying. None of them raise their hand to ask for the floor but they are talking anyway)	P show excitement without falling into misbehaviour  P do not respect basic rules of dialogue
COT5 24	T	OK. ¿El tercer comportamiento, entonces es?	T fosters P's participation
COT5 25	SF1	(Reading) “Hablar mientras se está desarrollando la explicación de la lección, mientras se realiza algún trabajo individual o grupal cuando no se le ha autorizado”	P comply with instructions, commands or tasks given / answer questions
COT5 26	T	(Repeating) Hablar mientras se desarrolla la clase... Así como más resumido. Analicemos también este comportamiento. ¿Qué será... lo que el profesor ve... digamos equivocado en el estudiante, que se necesita? ¿Para qué el profesor...? O ¿Por qué el profesor cree que si usted habla en la clase... eso es un mal comportamiento? (Pointing to SF1 who was raising her hand to ask for the floor)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT5 27	SF1	Porque es de mala educación.	P respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction,

			etc.)
COT5 28	T	(Repeating) Porque es de mala educación. (Pointing to SM2 who was raising his hand to ask for the floor)	T promotes orderly and respectful participation
COT5 29	SM2	Porque están interrumpiendo la clase.	P respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 30	T	(Repeating) Porque están interrumpiendo la clase. (Pointing to SM3 who was raising his hand to ask for the floor)	T promotes orderly and respectful participation
COT5 31	SM3	Porque no dejan seguir la clase.	P respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 32	T	(Repeating) Porque no dejan seguir la clase. (Pointing to SF2 who was raising her hand to ask for the floor)	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT5 33	SF2	Puede ser que al estudiante no le importe la clase que están dando o que no quiere prestar atención	P respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 34	T	(Repeating) Como que no le importa la clase o no quiere prestar atención... (Pointing to SM4 who was raising his hand to ask for the floor)	T promotes orderly and respectful participation
COT5 35		(SM4 gives the floor to SF3 who was also raising her hand to participate)	P respect basic rules of dialogue
COT5 36	SF3	Porque... porque... (showing a shy smile)	X
COT5 37	T	(Smiling) ¡Se le pasó!	T maintains a kind attitude
COT5 38	Ss	(laughing)	P show excitement without falling into misbehaviour
COT5 39	SM4	El niño, hay niñitos que no les interesa la clase... y como no le interesa la clase, quiere instigar a otro para que a él tampoco le interese	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5	T	(To SM4) “Instigar” bueno...yo creo que la	P do not respect basic rules of dialogue

40		palabra “instigar” allí está... (Interrupted by SM4 who is saying something without letting the T to finish his phrase)	
COT5 41	SM4	(...)	X
COT5 42	T	(Trying to follow the response of SM4 who interrupted T again) Pero es como... “incitar” o... (interrupted by SM4). Bueno, listo. (To SM5 who was doing something with his notebook) ¿Qué dice acá? Juan	T uses classroom management strategies
COT5 43	SM5	No estaba prestando atención	P recognize improper behaviour (in themselves and in others) P do not apologise
COT5 44	T	Eh... (Turning his attention to SM6 who asked for the floor) ¿Cómo?	Teacher promotes orderly and respectful participation
COT5 45	SM6	¿Cuál era la pregunta que...?	X
COT5 46	T	(To SM6 but also talking to the C) Estamos hablando del tercer comportamiento que más... eh, “negativo” ¿no? Comportamiento negativo que más se ha repetido, que era... “Hablar mientras se está desarrollando la explicación de la lección” Si el estudiante habla mientras se está desarrollando la explicación o si el estudiante habla mientras están haciendo un trabajo en grupo... Y hablemos de que... está hablando... sabemos, lógicamente que es de algo que no tiene que ver con la clase... Está hablando de algo que no tiene que ver con la clase, algo que puede distraer a los compañeros como ustedes estaban diciendo. Bueno, ¿si eso pasa? Si él habla, ¿qué es lo que él no está haciendo?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 47	SF1	(Without raising her hand to ask for the floor) Puede ser... estudiando	P do not respect basic rules of dialogue P express feelings and views P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 48	T	¿No está estudiando?	T fosters P’s participation
COT5 49	SM6 Ss	(Without raising their hands to ask for the floor) ¡Prestar atención!	P do not respect basic rules of dialogue P express feelings and views P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5	T	(To the C) No están prestando atención... ¿A	T fosters P’s participation

50		quién?	
COT5 51	Ss	¡Al profesor!	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 52	T	¿Cómo así? ¿Y qué está haciendo el profesor entonces, mientras el estudiante está hablando? ¿El profesor qué está haciendo?	T fosters P's participation
COT5 53		(Several Ss talking at a time make it difficult to understand what SM6 is trying to say. None of them raise their hand to ask for the floor but they are talking anyway)	P do not respect basic rules of dialogue
COT5 54	T	(To the C) Si él (talking about the T) está... si él (talking about the T) está dando una explicación ¿qué es lo que está haciendo?	T fosters P's participation
COT5 55	SF1	(Without raising her hand to ask for the floor) Está hablando	P do not respect basic rules of dialogue  P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 56	T	(Repeating) Hablando. ¡Ah! Entonces, ¿nosotros conocemos una regla parecida a esa?	T fosters P's participation
COT5 57	Ss	¡Sí!	P comply with instructions, commands or tasks given / answer questions
COT5 58	T	(Repeating) ¿Sí? ¿Cuál?... De las reg...(interrupted by several Ss talking at the same time. Some other Ss are raising their hands to ask for the floor) (Pointing to SM7 who was raising his hand to ask for the floor)	P do not respect basic rules of dialogue  T promotes orderly and respectful participation
COT5 59	SM7	Rule number one	P respect basic rules of dialogue  P express feelings and views
COT5 60	T	(To SM7) Uh-huh?	T fosters P's participation
COT5 61	Ss	Listen when the teacher is talking	P express feelings and views
COT5 62	T	¡Ah! OK. Ya teníamos una regla parecida. Pero bueno, este comportamiento incluye también cuando estamos trabajando en grupo, lo cual indica que... no es importante escuchar solamente ¿a quién? (Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 63	Ss	¡Al profesor!	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)

COT5 64	T	(Repeating) Al profesor... sino también ¿a quién? (Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 65	Ss	¡A los compañeros!	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 66	T	(Repeating) A los compañeros	X
COT5 67		(Silence)	S
COT5 68	T	(Pointing to SF1) Tú lo dijiste...	T promotes orderly and respectful participation
COT5 69	SF1	(Making a “really? Me?” face)	X
COT5 70	T	(Encouraging SF1 to repeat what she had said) Porque es ¿de?... (Questioning face)	T fosters P’s participation
COT5 71	Ss	¡Mala educación!	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 72	T	(Repeating) Mala educación... (Questioning silence)	T fosters P’s participation
COT5 73	SF1	(Finishing the sentence T had initiated) Hablar mientras la otra persona está hablando	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 74	T	(Repeating) Hablar mientras la otra persona está hablando... no escuchar lo que el otro está diciendo... ¿Por qué? (Answering himself) ¿Nos sentimos? (Questioning face)	T fosters P’s participation  T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT5 75	SF1	(Without raising her hand to ask for the floor) Este... como hablando solos ... como que ... el loco...	P do not respect basic rules of dialogue  P express feelings and views
COT5 76	T	(Repeating) Como si estuviéramos hablando solos, como si el otro no nos quisiera prestar atención...	X
COT5 77	SM8	¡Ignorados!	P express feelings and views
COT5 78	T	(Eureka! face) Ignorados... ¡Muy bien! Alguien por ahí dijo “ignorado” (SM8 raises his hand and T looks at him) ¡Eso! ¡Muy bien! Ignorados... Y ese no es un sentimiento muy agradable ¿Verdad? Bueno, entonces, ¿cómo podríamos hacer de esto una regla en inglés?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)

COT5 79		(Silence)	S
COT5 80	Ss	No ignorar a... No ignorar a la persona que habla	P express feelings and views  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 81	T	(To the C) Ya habíamos dicho... habíamos dicho que teníamos una regla como para eso... en inglés ¿cuál era?	T fosters P's participation
COT5 82	Ss	Listen when the teacher is talking	P comply with instructions, commands or tasks given / answer questions
COT5 83	T	Bueno, en este momento dijimos también que no es solamente al "teacher", sino que vamos a incluir ¿a?... (Questioning silence. Making a hand gesture to show "all of us")	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 84	Ss	¡A todos! ¡A los compañeros!	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 85	T	A los comp... a todos. OK. Entonces, podríamos decir... ¿empezamos cómo?	T fosters P's participation
COT5 86	Ss	Listen when the teacher... (interrupted by SM7)	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 87	SM7	¡And the student!	P do not respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 88	T	(Approving with his head) ¡Sí, señor! Tiene toda la razón. (Writing on the board) Listen when the teacher	X
COT5 89	SM7	Listen when the teacher and the student is talking	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 90	T	OK. (Writing on the board what SM7 has said) Listen when the teacher and ... students... (Questioning face)	T fosters P's participation
COT5 91	Ss	Is talking	P comply with instructions, commands or tasks given / answer questions

COT5 92	T	Is? (Questioning face) is... (Questioning silence)	T uses classroom management strategies
COT5 93	Ss	Talking	P comply with instructions, commands or tasks given / answer questions
COT5 94	T	Nuh-uh!... Are!... porque son varios, "is" es cuando es uno solo... "are", es cuando son varios. Entonces, (writing on the board) "Listen when the teacher and (emphasizing the word) "others" ... y allí incluimos a todos... And others... (Questioning silence)	T fosters P's participation
COT5 95	SM4	Are	P comply with instructions, commands or tasks given / answer questions
COT5 96	T	Are... (Questioning silence) Are playing?	T fosters P's participation
COT5 97	Ss	Talking!	P comply with instructions, commands or tasks given / answer questions
COT5 98	T	Talking. OK. Are talking. OK. (pointing to what he had written on the board) Write that in your notebook, please.	T gives instructions/explains procedure  T uses polite discourse/good manners (leads by example)
COT5 99		(Ss follow T's command)	P comply with instructions, commands or tasks given / answer questions
COT5 100	T	OK. La cuarta regla... perdón el cuarto comportamiento negativo ¿cómo era que decía?	T fosters P's participation
COT5 101	Ss	(Talking while looking for the information in their notebooks) Bostezar... cantar... jugar...	P comply with instructions, commands or tasks given / answer questions
COT5 102	T	(To the C) ¡Léanlo! (Pointing to SM2 who was raising his hand to ask for the floor) Alan	T promotes orderly and respectful participation
COT5 103	SM2	Bostezar inapropiadamente, causar ruidos con las sillas, útiles escolares, aplaudir cuando no es debido o golpear con los pies	P respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions
COT5 104	T	(To the C) Muy bien. ¿Qué...? ¿Qué pudieron ustedes... pensar acerca de eso? ¿Qué regla le podemos poner a eso? (Pointing to SM3 who was raising his hand to ask for the floor)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT5 105	SM3	No hacer ruidos mientras se está progresando la clase	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 106	T	(Repeating) No hacer ruidos mientras se está desarrollando la clase... Bien. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM9 who was raising his hand to	P respect basic rules of dialogue  T promotes orderly and respectful participation



		ask for the floor) Estiven.	
COT5 107	SM9	(...)	X
COT5 108	T	OK. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM2 who was raising his hand to ask for the floor) Alan	T promotes orderly and respectful participation
COT5 109	SM2	Alzar la silla para moverse a otro lugar	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 110	SM4	(Without raising his hand to ask for the floor) Taparse la boca.	P do not respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 111	T	(Repeating) Alzar la silla para moverse a otro lugar... taparse la boca... (Pointing to SF2 who was raising her hand to ask for the floor) Lina.	X  T promotes orderly and respectful participation
COT5 112	SF2	Este... la regla es que no pueden hacer ruido porque interrumpen la clase y no puede seguir la clase porque él estaba chiflando o cantando (...) y él sigue... y no puedo (...) porque (...)	P respect basic rules of dialogue  P express feelings and views  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT5 113	T	Bien. Les voy a... (Realizing that there are several Ss who want to participate) ¿Quién más tiene algo que decir? (Pointing to SF4 who was raising her hand to ask for the floor)	P respect basic rules of dialogue  T promotes orderly and respectful participation
COT5 114	SF4	No hacer ruidos para seguir desarrollando la clase.	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 115	T	(Repeating) No hacer ruidos para seguir desarrollando la clase. (Pointing to SF3 who was raising her hand to ask for the floor) Melissa	T promotes orderly and respectful participation
COT5 116	SF4	(Reading) No (...)	P respect basic rules of dialogue

COT5 117	T	(Showing that he could not hear what SF3 has said) ¿Qué dijiste, a ver? Dígame	T promotes orderly and respectful participation
COT5 118	SF3	(Reading) Not making [noises] in class.	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 119	T	OK. (Repeating) Not making noises in class. OK. (To the C) ¿Alguien más había levantado la mano? (Pointing to SM4 who was raising his hand to ask for the floor) Jesús.	T promotes orderly and respectful participation
COT5 120	SM4	No hacer ruidos a menos que el profesor te dé permiso	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 121	T	(Repeating) No hacer ruidos a menos que el profesor te dé permiso. (Pointing to SF1 who was raising her hand to ask for the floor) Dayana	T promotes orderly and respectful participation
COT5 122	SF1	Pedir... pe... pedir permiso para hablar	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 123	T	(Repeating) Pedir permiso para hablar (Pointing to SF5 who was raising her hand to ask for the floor)	T promotes orderly and respectful participation
COT5 124	SF5	No hablar mientras se está desarrollando la clase	P respect basic rules of dialogue  P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 125	T	(Repeating) No hablar mientras se está desarrollando la clase... pero esa me parece como que otra cosa, como que nos estamos saliendo del tema porque el asunto era, ruidos, bostezar, rodar las sillas, silbar mientras se hace la clase... Bueno. Les pregunto una cosa... (interrupted by SM10) perdón... (Pointing to SM10)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes orderly and respectful participation
COT5 126	SM10	(Without raising his hand to ask for the floor) O cantar	P do not respect basic rules of dialogue

			P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 127	T	(Repeating) O cantar... Bueno... les pregunto... les pregunto sobre esto, ¿ustedes creen...? O, mejor dicho, así no es la pregunta, ¿qué creen que muestra una persona que estando en la clase sale bostezando de esa manera escandalosa que algunas veces lo hacen? ¿Qué piensan de esa persona?	T promotes reflection on feelings and behaviour during conflict situations / on the negative outcome of conflict situations and alternatives of solution
COT5 128		(Several Ss raising their hands to ask for the floor)	P respect basic rules of dialogue
COT5 129	SM6	Que es mal educada.	P recognize improper behaviour (in themselves and in others)
COT5 130	T	A ver... una persona que rueda la silla... (Questioning silence)	T fosters P's participation
COT5 131	SM2	Es irrespetuosa	P recognize improper behaviour (in themselves and in others)
COT5 132	T	(Repeating) Es irrespetuosa... (Trying to decide to who give the floor because there are several Ss raising their hands) A ver... allá (Pointing to SM11 who was raising his hand to ask for the floor) Juan Esteban...	T promotes orderly and respectful participation
COT5 133	SM11	Tiene malos hábitos	P respect basic rules of dialogue P express feelings and views P recognize improper behaviour (in themselves and in others)
COT5 134	T	(Repeating) Tiene malos hábitos... Bueno, bueno. Por allí entonces quiero que organicemos eso porque... a ver... (Trying to continue with the idea, but many Ss raising their hands to ask for the floor do not let him to organize very well what he is seeking to say) porque... porque, bueno, (Surrendering to pressure from Ss) vamos a hacer así... allá (Pointing to SM3 who was raising his hand to ask for the floor) Dylan... (Pointing to SM5 who was raising his hand to ask for the floor) Juan y (Pointing to SF4 who was raising her hand to ask for the floor) Yeimis.	T promotes orderly and respectful participation
COT5 135	SM3	Mr. Castro es que en su casa él hace lo que le da la gana. No le enseñan modales en su casa.	P respect basic rules of dialogue P express feelings and views P recognize improper behaviour (in themselves and in others) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction,

			etc.)
COT5 136	T	(Repeating) En su casa hace lo que le da la gana, no le enseñan modales en la casa... ¿Qué dices tú? (Pointing to SM5 who was raising his hand to ask for the floor) Juan	T promotes orderly and respectful participation
COT5 137	SM5	La verdad es que no hacerlos en el momento apropiado.	P respect basic rules of dialogue P express feelings and views P recognize improper behaviour (in themselves and in others)
COT5 138	T	(Repeating) No hacerlos en el momento apropiado... (Pointing to SF4 who was raising her hand to ask for the floor) Yeimis...	T promotes orderly and respectful participation
COT5 139	SF4	Que es... que es una persona irresponsable	P respect basic rules of dialogue P express feelings and views P recognize improper behaviour (in themselves and in others) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT5 140	T	(Repeating) Es una persona irresponsable... Mmmmmmm irresponsable... Bueno, vamos a ver, estamos hablando entonces ¿de? ¿los?	T fosters P's participation
COT5 141	Ss	Modales	P express feelings and views P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT5 142	T	(Repeating) Modales En este punto estamos hablando ¿de?... comportarse bien. Tener modales. Mostrar que en la casa le han ¿enseñado? (Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 143	Ss	Modales	P comply with instructions, commands or tasks given / answer questions
COT5 144	T	Entonces, vamos a buscar, cómo se dirá "usar tus modales". Busquen a ver, cómo se dice... eh, armen esa frase ustedes también allí en inglés	T gives instructions/explains procedure
COT5 145	SF1	¿Cuál?	X
COT5 146	T	(To the C) Usar o "usa tus modales" (Some Ss have brought their dictionaries and star looking for the words) (To the C) ¿Cómo creen ustedes...? antes de usar el diccionario, ¿cómo creen ustedes que será la palabra "usar" en inglés? (SM7 raises	T gives instructions/explains procedure T promotes orderly and respectful participation

		his hand immediately) (Pointing to SM7) ¿Cómo?	
COT5 147	SM7	(Raising his hand to ask for the floor) [Us]	P respect basic rules of dialogue  P express feelings and views  P comply with instructions, commands or tasks given / answer questions
COT5 148	T	(Deliberately mispronouncing the word) [Us] eh.... Bueno, ¿cómo? (writing the letter “U” on the board) me van a decir aquí, ¿cómo se llama esta letra en inglés, entonces?	T fosters P’s participation
COT5 149	Ss	(Pronouncing the name of letter “U” in English) U /'ju:/'	P comply with instructions, commands or tasks given / answer questions
COT5 150	T	(Pronouncing the name of letter “U” in English) U /'ju:/' Entonces, así es como empieza esa palabra que ustedes dijeron. ¿Cómo será entonces?	T fosters P’s participation
COT5 151	Ss	Use!	P comply with instructions, commands or tasks given / answer questions
COT5 152	T	(Eureka! face) What?!	T fosters P’s participation
COT5 153	Ss	Use!	P comply with instructions, commands or tasks given / answer questions
COT5 154	T	Ah! Excellent! Very good! Use. (Writing on the board) Use... (To the C) ¿Cómo será “tus”? ¿Se acuerdan?	T fosters P’s participation
COT5 155		(Silence) (Ss look for the word in the dictionary)	S
COT5 156	SM5	(Pointing to the board) Profe, eso está mal escrito	P express feelings and views
COT5 157	T	(To SM5) ¿Será? ¿Será que no va ahí? ¿En qué palabra...? Perdón, ¿en qué expresión ustedes utilizan “tu”?	T promotes orderly and respectful participation  T fosters P’s participation  T uses polite discourse/good manners (leads by example)
COT5 158	SF1	¡Tú! Tú me caíste mal... tú me caíste bien...	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions  P show minor poor behaviour or more improper behaviour
COT5 159	T	(Interrupting SF1) Perdón... perdón, estamos hablando cosas serias. Vamos a ponernos serios en este asunto. (To the C) Les pregunto nuevamente... ¿En qué expresión, de las que ya conocemos en inglés, ... es?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P do not apologise

		(Changing the idea) La primerita que aprendimos a decir... “tu, tal cosa”	T fosters P’s participation
COT5 160	SM7	You	P comply with instructions, commands or tasks given / answer questions
COT5 161	T	(Repeating) You! Mmmmm ¿Pero será que yo estoy diciendo... (pointing to people in the classroom) I, you, he, she? ¿será que yo me refiero a eso? Bueno, no... no me refiero a eso... Les pregunto, ¿en qué oración nosotros utilizamos la palabra “tu” pero para referirnos a algo que le pertenece a la otra persona?	X T fosters P’s participation
COT5 162		(Silence)	S
COT5 163	T	¿En cuál oración? La primerita oración que aprendimos prácticamente en la clase (Questioning face)	T fosters P’s participation
COT5 164		(Silence)	S
COT5 165	T	(To the C) Por ahí ya lo escuché...	T promotes orderly and respectful participation
COT5 166	SF1	[Tuesday!]	P comply with instructions, commands or tasks given / answer questions
COT5 167	Ss	(Laughs) [Tuesday?] hahahahahahaha	P show excitement without falling into misbehaviour
COT5 168	T	¿Cuál, por favor? Díganme, a ver, ¿cuál es esa pregunta que nosotros hacemos en una conversación de primer contacto?	T maintains a kind attitude T fosters P’s participation
COT5 169		(Several Ss were looking for the word in the dictionary or in the text book and when they hear “primer contacto” immediately raise their eyes to the T)	P comply with instructions, commands or tasks given / answer questions
COT5 170	Ss	Hello!	P comply with instructions, commands or tasks given / answer questions
COT5 171	T	(Repeating) Hello. OK. Después de eso ¿qué más preguntamos?	T fosters P’s participation
COT5 172	Ss	(Answering) What’s your name?!	P comply with instructions, commands or tasks given / answer questions
COT5 173		(SM5 stands up, takes the marker from the desk and starts to write something on the board)	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 174	T	(Eureka! face) ¡¿Cómo?!	T fosters P’s participation
COT5 175	Ss	(Answering) What’s your name? Your! What’s your name? What’s your name?	P comply with instructions, commands or tasks given / answer questions
COT5 176	T	Ah, esa es la pregunta. Entonces, cuando decimos... cuando decimos, “What’s your name?”... ¿Qué estamos preguntando en español?	T fosters P’s participation
COT5 177	Ss	¡El nombre! ¡¿Cuál es tu nombre?! ¡¿Cómo te llamas?!	P comply with instructions, commands or tasks given / answer questions

COT5 178	T	(Eureka! face) ¡¿Perdón?! (Pointing to SF5 who was raising her hand to ask for the floor but talking at the same time. Repeating one of the Ss' answers) ¿Cómo fue que tú dijiste? ¿Dime tu nombre?	T fosters P's participation T uses polite discourse/good manners (leads by example) P do not respect basic rules of dialogue T promotes orderly and respectful participation
COT5 179	SF5	(Answering) ¿Cuál es tu nombre?	P comply with instructions, commands or tasks given / answer questions
COT5 180	Ss	(Answering) ¡¿Cuál es tu nombre?!	P comply with instructions, commands or tasks given / answer questions
COT5 181		(SM5 sits down)	X
COT5 182	T	(Repeating Ss' response) ¿Cuál es tu nombre? ¿Y cuál de todas esas palabras en... "What's your name?", será la que corresponde a "tu"?	T fosters P's participation
COT5 183	SM6 SM7	Your!	P comply with instructions, commands or tasks given / answer questions
COT5 184	T	(Repeating) Your... How do you spell "your"?	T fosters P's participation
COT5 185	Ss	Y-O-U-R	P comply with instructions, commands or tasks given / answer questions
COT5 186	T	(To the C) Again, please!	T fosters P's participation
COT5 187	Ss	Y-O-U-R	P comply with instructions, commands or tasks given / answer questions
COT5 188	T	(T writes on the board the word "your" while Ss spell it) Ah... OK. ¡Ahora sí! Vamos a buscar cómo se dice "modales"	T gives instructions/explains procedure
COT5 189		(T reads what SM5 has written on the board)	X
COT5 190	T	(While the C is looking for the word "modales", T talks to SM5) Juan, yo creo que (pointing to the Word "unite" that SM5 has written on the board) en esa palabra te equivocaste. ¿Será que así sí se dice "usar"? Unite? ¿Será que se dice así? Unite?	T fosters P's participation
COT5 191		(SM5 looks for the word in his dictionary)	P comply with instructions, commands or tasks given / answer questions
COT5 192	T	U-N-I-T-E?	T fosters P's participation
COT5 193		(SM5 continues looking for something in his dictionary)	P comply with instructions, commands or tasks given / answer questions
COT5 194	T	(To the C) Bueno, estamos buscando "modales"	T fosters P's participation
COT5 195	SM5	(Standing up) Falta la "D" (SM5 writes a "D" at the end of the word)	P comply with instructions, commands or tasks given / answer questions
COT5 196	T	¿Falta la "D"? OK. (Reading from the board) United	X
COT5	SM6	Ahí dice "unidos"	P express feelings and views

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COT5 198	T	(Eureka! face) ¡¿Cómo es?! ¿Ahí qué dice?	T fosters P's participation
COT5 199	SM6	Unidos	P comply with instructions, commands or tasks given / answer questions
COT5 200	T	(Repeating) Unidos... Como... (Questioning face) como el país...	X
COT5 201	Ss	¡Estados Unidos!	P express feelings and views
COT5 202	T	United (Questioning face) States	X
COT5 203	SM7 T	The United States	P express feelings and views
COT5 204	T	(To SM5) Entonces, Juan... Creo que... No salió bien	X
COT5 205	SM5	(Standing up) No... le falta la "D" aquí (pointing to the word "use")	P express feelings and views
COT5 206	S?	¡[Nombre], Juan! ¡Siéntate!	P show minor poor behaviour or more improper behaviour
COT5 207	SM4	Modals!	P express feelings and views P comply with instructions, commands or tasks given / answer questions
COT5 208	SM6	¡Está cerquita!	P express feelings and views
COT5 209	T	Está cerquita, sí, porque se parece a "modales"	T fosters P's participation
COT5 210	SM4	Profe, yo encontré otro término de "modalidad" aquí.	P express feelings and views
COT5 211	T	Otro término de modalidad... un sinónimo...	T fosters P's participation
COT5 212	SM4	Buenas costumbres	P express feelings and views
COT5 213	T	(Repeating) Buenas costumbres	X
COT5 214		(Ss are looking for the word "modales")	P comply with instructions, commands or tasks given / answer questions
COT5 215	T	(To the C) A mí me da la impresión de que ustedes están buscando es... en la parte de... primero inglés y después español.	X
COT5 216	SM2	Profé, ¡yo la estoy buscando en inglés!	P express feelings and views
COT5 217	T	(To SM2) No. No la busques en inglés, búscala en español, a ver. La palabra modal... modal, modales... o maneras	T gives instructions/explains procedure
COT5 218	SM11	Yo encontré fue "[habit]"	P express feelings and views
COT5 219	T	(Deliberately mispronouncing the word) [Habit]. OK. (Pronouncing the word correctly) Habit Pero esa mmmm... no, no creo. ¿Usa tus hábitos? Bueno, listo. Modales. ¿Qué encontraron por "modales"?	T promotes orderly and respectful participation



		También, estaba preguntando por acá (pointing to SM4) Jesús, ¿qué otra palabra es como... (emphasizing the word) “sinónimo” de “modales”? También se dice... “maneras”, las “maneras”, una persona de buenas maneras. ¿Qué será eso? “Una persona de buenas maneras”	
COT5 220	Ss	¡Educada!	P comply with instructions, commands or tasks given / answer questions
COT5 221	T	(Questioning face) ¿Una persona? Educada... Ah, muy bien. Bueno, utilicemos esa palabra. Busquen maneras Maneras	T gives instructions/explains procedure
COT5 222	SM12	Manners!	P comply with instructions, commands or tasks given / answer questions
COT5 223	T	(Eureka! face) ¡¿Cómo?! Manners... OK. Manners. How do you spell manners?	T fosters P’s participation
COT5 224	Ss	M-A-double N-E-R-S	P comply with instructions, commands or tasks given / answer questions
COT5 225	T	(Repeating and writing on the board) M-A-double N-E-R-S OK. Use your manners. Ahora busquen... (interrupted by Ss’ laughs) (Realizing that Ss are laughing because of T’s calligraphy) ¿Ah? Me salió torcida la letra, hahahahahahaha	P show excitement without falling into misbehaviour T maintains a kind attitude
COT5 226	Ss	(Laughing) Anda profe... (Talking about a neighbourhood in Santa Marta) ¡Va [pa’] Chimila!	P show excitement without falling into misbehaviour
COT5 227	T	(Smiling) Va [pa’] Chimila... hahahahahaha OK. Ahora busquemos, en la parte de inglés y vamos a verificar. Busquemos en la parte de inglés esta palabra “manners”. (To the C) En la parte de inglés, busquen así en inglés, “manners”	T maintains a kind attitude T gives instructions/explains procedure
COT5 228	S?	¡Aquí está todo revuelto!	P express feelings and views
COT5 229		(Silence) (Ss look for the word in the dictionary)	S P comply with instructions, commands or tasks given / answer questions
COT5 230	SM11	Aquí encontré en “mannerly”...	P comply with instructions, commands or tasks given / answer questions
COT5 231	T	(Reading from SM11’s dictionary) Manners, de Buenos modales, bien educado... OK. Use your manners. O sea que “manners” sí nos sirve para eso porque “maneras”, cuando dicen “maneras” es porque están hablando (Questioning face) ¿acerca de? Los buenos hábitos que tiene la persona “Manners” es maneras, modos... sí, pero estamos hablando es de este otro término, o de	T fosters P’s participation

		esa otra... ese otro significado que para ellos en inglés tiene esa palabra. ¿Cuál es? Les estaba diciendo, cuando dicen “maneras” cuando ellos utilizan ese término lo utilizan como refiriéndose ¿a? ¿buena?	
COT5 232	Ss	Educación	P comply with instructions, commands or tasks given / answer questions
COT5 233	T	Educación. Muy bien. OK. Ahora yo le voy a agregar, a esta partecita de la regla, algo parecido a lo que nos dijo por allá (pointing to SF3) Melissa. Melissa decía, “making noises...” (Questioning face)	T fosters P’s participation
COT5 234	SF3	In class	P express feelings and views
COT5 235	T	(To the C) In class... Yo le voy a agregar a eso para que agilicemos un poco y vamos a... vamos a buscar en el diccionario así (making a hand gesture for fast) rápido, vamos a ver... (pointing to Ss in the first row) los que tengan de este lado van a buscar “hacer”, (pointing to Ss in the second and third rows) los que tengan de este la... esta hilera, perdón, van a buscar “ruido”, (pointing to Ss in the fourth row) los que tengan de este... que están en este lado, que tengan diccionario van a buscar... malo o mala... (pointing to Ss in the last row) y ustedes de acá, de este lado que tengan diccionario, van a buscar... emmmm, opción. (T points to each row just as he mentioned them before) Hacer... ruidos... es mala... opción, o ¡idea! (To the C) ¿Por qué será que hacer ruidos será mala idea o una mala opción? Porque eso denota que nosotros no tenemos... (Questioning face)	T gives instructions/explains procedure  T promotes reflection on rules (definition, purposes, importance, etc.) / conflicts (concept, nature, outcomes, etc.)
COT5 236	Ss	¡Modales!	P express feelings and views
COT5 237		(Silence) (Ss look for the words in the dictionary)	S  P comply with instructions, commands or tasks given / answer questions
COT5 238	T	Empezamos (Pointing to the first row) aquí...¿Cómo se dice “hacer”?	T fosters P’s participation
COT5 239		(Silence)	S
COT5 240	T	(To Ss in the first row) ¿No lo encontraron todavía? (Silence) (Pointing to SM7 who was raising his hand to ask for the floor) Aquí de este lado, ¿qué tienes acá?	X  S  T encourages participation to prevent segregation of those Ss with integration difficulties

COT5 241	SM7	Option	P respect basic rules of dialogue P express feelings and views
COT5 242	T	(Repeating) Option. OK. Otra forma de decir "option"	T fosters P's participation
COT5 243		(Silence) (Ss look for the word in the dictionary)	S P comply with instructions, commands or tasks given / answer questions
COT5 244	T	Busquen esa palabra, por favor.	T gives instructions/explains procedure T uses polite discourse/good manners (leads by example)
COT5 245	SF2	¿En español o en inglés?	X
COT5 246	T	(To SF2) En inglés... (To the C) Busquen esa palabra en inglés, a ver qué les dice...	T gives instructions/explains procedure
COT5 247	SF2 SM4	Option	P comply with instructions, commands or tasks given / answer questions
COT5 248	T	(To the C) ¿Qué les dice?	T fosters P's participation
COT5 249	Ss	Option	P comply with instructions, commands or tasks given / answer questions
COT5 250	T	(Repeating) Option. OK. Ahora busquen esa palabra pero en la parte de inglés.	T gives instructions/explains procedure
COT5 251	SM10	¿Cuál?	X
COT5 252	T	(Pointing to SM10) Tú, lo tuyo, ¿cómo se dice "hacer"? Hacer, ¿qué es hacer?	T gives instructions/explains procedure T fosters P's participation
COT5 253	SM4	¡Elección!	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 254	T	(Repeating) Elección. Bien. Elección, ¿qué más dice? ¿Solamente "elección"?	T fosters P's participation
COT5 255	SM4	Opción...	P comply with instructions, commands or tasks given / answer questions
COT5 256	T	(Repeating) Opción (To the C) ¿Sí ven? ... bueno.	X
COT5 257	SM4	Selección, opción, alternativa	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 258	T	(Repeating) Selección... opción...	X
COT5 259	SM4	(Talking at the same time that T is talking) Alternativa...	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 260	T	Y la primera que dijiste, ¿cuál fue?... elección, bueno... (Repeating what SM4 has said) Alternativa...	T gives instructions/explains procedure

		Bueno, entonces sí nos sirve esa palabra para la, para la frase. (To the Ss in the first row) ¿Cómo era entonces? “Hacer”... (Pointing to Ss in the fifth row) Busquen entonces los que ya terminaron de buscar la otra palabra, busquen “hacer”. (Pointing to Ss in the second and third rows) Aquí, los que estaban buscando “ruido”... ruido... ¿Ya lo encontraron?	
COT5 261	SF5	Mr. Castro, ¿hay que buscarla en español o en inglés?	X
COT5 262	T	(To SF5) En español, mi amor, en español. (To the C) Ruido, ruido. Tienen que buscarlo en la parte de español	T gives instructions/explains procedure
COT5 263		(Silence) (Ss look for the word in the dictionary)	S P comply with instructions, commands or tasks given / answer questions
COT5 264	T	(To the C) Si yo les digo una palabra en español y les digo “busquen esta palabra”, es porque tienen que buscarla en el lado de español. Si la palabra que les digo, está en inglés, es porque la tienen que buscar en el lado de inglés.	T gives instructions/explains procedure
COT5 265	SM11	¡Hacer!	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 266	T	(Pointing to SM11) Bueno, “hacer” (Questioning face)	T fosters P’s participation
COT5 267	SM11	Make	P express feelings and views
COT5 268	T	(Repeating) Make, muy bien. Entonces, ya tenemos la primera parte... “Hacer”. So is... (Questioning face) “make” How do you spell “make”?	T fosters P’s participation
COT5 269	Ss	M	P comply with instructions, commands or tasks given / answer questions
COT5 270	T	(Repeating and writing on the board) M	X
COT5 271	Ss	A	P comply with instructions, commands or tasks given / answer questions
COT5 272	T	(Repeating and writing on the board) A	X
COT5 273	Ss	I	P comply with instructions, commands or tasks given / answer questions
COT5 274	T	(Questioning face)	T uses classroom management strategies
COT5 275	SM7 Ss	K! K	P comply with instructions, commands or tasks given / answer questions
COT5 276	T	(Repeating and writing on the board) K	X
COT5 277	Ss	E	P comply with instructions, commands or tasks given / answer questions

COT5 278	T	(Repeating and writing on the board) E. OK. (To the C) Busquen entonces “ruidos”... “ruido”	T gives instructions/explains procedure
COT5 279	SM7	Noise	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions
COT5 280	T	(Eureka! face) Noise! OK. How do you spell “noise”?	T fosters P’s participation
COT5 281	Ss	N	P comply with instructions, commands or tasks given / answer questions
COT5 282	T	N	X
COT5 283	Ss	O	P comply with instructions, commands or tasks given / answer questions
COT5 284	T	O	X
COT5 285	Ss	I	P comply with instructions, commands or tasks given / answer questions
COT5 286	T	I	X
COT5 287	Ss	S	P comply with instructions, commands or tasks given / answer questions
COT5 288	T	S	X
COT5 289	Ss	E	P comply with instructions, commands or tasks given / answer questions
COT5 290	T	E... Pero como es en plural ¿qué tengo que hacerle?	X  T fosters P’s participation
COT5 291	SM9	Se le pone una (saying the name of the letter in English) -S	P comply with instructions, commands or tasks given / answer questions  P express feelings and views
COT5 292	T	(To SM9) Le agrego ¿una? (To the C. Questioning face)	T fosters P’s participation
COT5 293	Ss	-S	P comply with instructions, commands or tasks given / answer questions
COT5 294	T	¡Muy bien! ¿Cómo diría “es”?...	T fosters P’s participation
COT5 295		(Ss make puzzle faces)	X
COT5 296	T	“Es”... la palabra “es” ¿cómo es?	T fosters P’s participation
COT5 297		(Silence)	S
COT5 298	T	(Surprised) ¡Ay! (Questioning face) Mi nombre es... ¿Cómo dirías tú ese “es”?	T fosters P’s participation
COT5 299	SF4	Is!	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions  P express feelings and views
COT5	T	(Eureka! face) ¡¿Cómo?!	T fosters P’s participation

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COT5 301	Ss	Is...	P comply with instructions, commands or tasks given / answer questions
COT5 302	T	Hu-huh! (Writing on the board) Make noises is... Y ahora falta... (Questioning face) "Mala"...	T fosters P's participation
COT5 303	SM7	Bad!	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions
COT5 304		(It seems T did not hear SM7)	X
COT5 305	T	"Mala"...	T fosters P's participation
COT5 306	SM1	¿En inglés?	X
COT5 307	T	(To the C) En español... en español... "Mala"	T gives instructions/explains procedure
COT5 308		(Silence) (Ss look for the word in the dictionary)	S P comply with instructions, commands or tasks given / answer questions
COT5 309	T	(To the C) Ustedes conocen esa palabra...	T fosters P's participation
COT5 310	Ss	Bad!	P express feelings and views
COT5 311	T	(Eureka! face) ¡¿Cómo?!	T fosters P's participation
COT5 312	Ss	Bad!	P comply with instructions, commands or tasks given / answer questions
COT5 313	T	(Writing on the board, next to the phrase written before) Bad... Y ahí está... (Interrupted by Ss spelling)	X
COT5 314	Ss	B-A-D	P comply with instructions, commands or tasks given / answer questions
COT5 315	T	(To the C) Yes! B-A-D. Ahí tienen entonces... ¿Cómo será? Léanmelo ustedes	T gives instructions/explains procedure
COT5 316	Ss	Use your manners. Make noises is bad choice.	P comply with instructions, commands or tasks given / answer questions
COT5 317		(T repeats each word as Ss say them)	X
COT5 318	T	(To the C) Use your manners. Make noises is bad choice. Bueno. Ahora veamos la última regla... Esa... lo más seguro es que ya se la saben... ¿Cómo es "comer"?	T gives instructions/explains procedure T fosters P's participation
COT5 319	SM11	Estoy... [hungi]	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 320	T	(To SM11) Eso es... "hambre", "hungry" (Making a hand gesture for hungry) I'm hungry...	X

COT5 321	SM12	Coming	P express feelings and views
COT5 322	T	No...	X
COT5 323	SF5	(Laughing) Come in	P show excitement without falling into misbehaviour P express feelings and views
COT5 324	T	Comer	T fosters P's participation
COT5 325	SM12	(Evoking a television advertisement of an Online English course) ¡Coman mamey!	P show excitement without falling into misbehaviour
COT5 326	Ss	(Laughs)	P show excitement without falling into misbehaviour
COT5 327	T	(smiling) ¡¿Cómo?!	T maintains a kind attitude
COT5 328	SM11	Eat!	P express feelings and views
COT5 329	T	(Eureka! face) Eat! ¡Muy bien! Eat How do you spell "eat"? ¿Recuerdan? O ¿cómo piensan ustedes que se...? (interrupted by Ss)	T fosters P's participation P do not respect basic rules of dialogue
COT5 330	Ss	(Pronouncing the name of letter "I" in English) I /'ai/	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 331	T	(Pronouncing the name of letter "I" in English) I /'ai/ ¿Será con "I"? Eat? Yo les digo la palabra y ustedes tratan de deletreármela. ¿Cómo será que se deletrea en inglés?	T fosters P's participation
COT5 332	Ss	(Pronouncing the name of letter "I" in English) I /'ai/	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 333	T	(Pronouncing the name of letter "I" in English) I /'ai/ ¿Será con "I"? Eat?	T fosters P's participation
COT5 334	Ss	(Spelling) A-T	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 335	Ss	(Pronouncing the name of letter "E" in English) E /'i/	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 336	T	(Pronouncing the name of letter "E" in English) E /'i/ (Questioning face. T makes a hand gesture for carry on)	T fosters P's participation
COT5 337	Ss	A-T	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5	T	E-A-T	T fosters P's participation

338		¿Cómo decimos, entonces? (pointing to the board) Ahí dice... (Questioning face)	
COT5 340	Ss	¡Comer!	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 341	T	(Repeating) Comer (Making a hand gesture for drinking) ¿Y cómo será esta?	T fosters P's participation
COT5 342	Ss	¡Beber!	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 343	T	Beber... (To the Ss, pointing to the board) ¿Cómo será? Comer... ¡Y! ¿Cuál sigue ahora? ... La palabra (pronouncing the name of letter "I" in Spanish) "I" /'i/	T fosters P's participation
COT5 344	Ss	(Pronouncing the name of letter "Y" in English) Wye /'wai/	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 345	T	Eh... Pero en inglés. ¿Cómo se dice (pronouncing the name of letter "I" in Spanish) "Y" /'i/ en inglés? (Some Ss say another thing) Ustedes me están diciendo la letra... cómo se llama la letra "Y" (/je/) en inglés, yo les estoy preguntando es... ¿cómo se escribe la palabra (pronouncing the name of letter "I" in Spanish) "Y" /'i/, en inglés?	T fosters P's participation
COT5 346	Ss	And! A	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 347	T	A	X
COT5 348	Ss	N-D	P comply with instructions, commands or tasks given / answer questions
COT5 349	T	(Repeating what Ss have said) A-N-D (T writes the word "and", on the board) OK. Ahora sí... "beber" en inglés... ¿Quién se acuerda? (Questioning face)	T fosters P's participation
COT5 350	SM7	¡Yo!... Drink	P express feelings and views
COT5 351	T	(Repeating) Drink... OK. How do you spell "drink"?	T fosters P's participation
COT5 352	Ss	D-R-I-N-K	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 353	T	(Repeating) D-R-I-N-K (To the C. Pointing to the board) Ahí estamos Armandó la regla... ¿En qué momento?	T fosters P's participation



COT5 354	Ss	En recreo...	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 355	T	(To the C) ¿Se acuerdan cómo se dice “en recreo”? “En la hora de recreo” (Questioning face)	T fosters P’s participation
COT5 356	Ss	Break!	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 357	T	(To the C) Break, ¿qué?	T fosters P’s participation
COT5 358	Ss	In break (mispronouncing the word “time”, saying “team”) [time]	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 359	T	Time... ¿Y se dirá “IN” (Questioning face) “In break time”?	T fosters P’s participation
COT5 360	Ss	No...	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 361	T	(To the C) ¿Cómo fue que dijimos que se...? (Interrupted by Ss)	T fosters P’s participation
COT5 362	Ss	“At break time” At!	P do not respect basic rules of dialogue P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 363	T	(Repeating) At... OK. Entonces, ¿cómo sería? ¿Cómo sería la regla? Eat...	T fosters P’s participation
COT5 364	Ss	(With the T) Eat and drink at break time	P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT5 365	T	(To the C) OK. That’s all for today. Thank you very much. Good-bye	T uses polite discourse/good manners (leads by example)
COT5 366	Ss	Good-bye, Mr. Castro	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations

### CLASS OBSERVATION TRANSCRIPT 6

DATE: 21 October, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT6 2	T	(T Writes the title of the lesson on the board) OK. Classroom rules. (Sticking on the board a poster with pictures)	T gives instructions/explains procedure

		and the rules in English) Well, we have over there the rules in English. Tell me, rule number one...	
COT6 3	Ss	Rule number one. Raise your hand for permission to walk.	P comply with instructions, commands or tasks given / answer questions
COT6 4	T	Rule number two...	T fosters P's participation
COT6 5	Ss	Rule number two. Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT6 6	T	OK. Rule number three...	T fosters P's participation
COT6 7	Ss	Rule number three. Listen when the teacher and others are [talking]	P comply with instructions, commands or tasks given / answer questions
COT6 8	T	Talking.	X
COT6 9	Ss	(Correcting the pronunciation) Talking	P comply with instructions, commands or tasks given / answer questions
COT6 10	T	(Making a hand gesture for again) Again, rule number three...	T fosters P's participation
COT6 11	Ss	Rule number three. Listen when the teacher and others are talking.	P comply with instructions, commands or tasks given / answer questions
COT6 12	T	Rule number four	T fosters P's participation
COT6 13	Ss	Rule number four. Use your manners. Make noises is bad choice.	P comply with instructions, commands or tasks given / answer questions
COT6 14	T	Rule number five...	T fosters P's participation
COT6 15	Ss	Rule number five. Eat and drink at break time.	P comply with instructions, commands or tasks given / answer questions
COT6 16	T	OK. Esas son entonces, las reglas en inglés. (Making a hand gesture for again) Now I want you, please, say them again.	T uses polite discourse/good manners (leads by example)  T gives instructions/explains procedure
COT6 17	Ss	Rule number one. Raise your hand for permission to walk. Rule number two. Pay attention in class and play at break time. Rule number three. Listen when the teacher and others are talking. Rule number four. Use your manners. Make noises is bad choice. Rule number five. Eat and drink at break time.	P comply with instructions, commands or tasks given / answer questions
COT6 18	T	OK. Cada una de esas reglas, entonces, por lo que habíamos visto, necesitamos establecer para ellas una... sanción. ¿Listo? Pero antes de eso, vamos a hacer un pequeño taller, vamos a hacer un pequeño ejercicio. I need you please, stand up, and... (Making a hand gesture for wait, because it seems Ss understood that as an imminent order to follow) Wait! Wait! And after that I want you, please, get into groups of five people... (Repeating) Get into groups of five.	T promotes reflection on rules (definition, purposes, importance, etc.) / conflicts (concept, nature, outcomes, etc.)  T uses polite discourse/good manners (leads by example)  T gives instructions/explains procedure  P comply with instructions, commands or tasks given / answer questions

			T encourages participation in collective projects
COT6 19		(Some Ss making number five with their fingers)	P comply with instructions, commands or tasks given / answer questions
COT6 20	T	OK? (Making a hand gesture for fast) Let's do it. Come on, stand up and get into groups of five.	T gives instructions/explains procedure
COT6 21		(Ss stand up)	P comply with instructions, commands or tasks given / answer questions
COT6 22	T	Pick up your chair, please! Pick up your chair... (Making a hand gesture for fast) Come on, do it! Hurry up!	T uses polite discourse/good manners (leads by example) T gives instructions/explains procedure
COT6 23		(Ss stand up and start moving their chairs. Ss do not pick their seats up; they drag them. All Ss talking at the same time make it difficult to understand what they are saying)	P show minor poor behaviour or more improper behaviour P do not apologise P do not respect basic rules of dialogue
COT6 24	T	(Trying to catch Ss attention) Claaaaass?... claaaass!...	T uses classroom management strategies
COT6 25	Ss	Yeeees!	P comply with instructions, commands or tasks given / answer questions
COT6 26	T	I want you please, pick up your chairs.	T uses polite discourse/good manners (leads by example) T gives instructions/explains procedure
COT6 27		(Some groups have exceeded the maximum number of members requested by the teacher)	X
COT6 28	T	(To a G of more than five Ss) Only five... five	T encourages participation in collective projects
COT6 29		(Several Ss dragging their chairs and talking at a time make it difficult to understand what they are saying inside each G)	P show minor poor behaviour or more improper behaviour P do not apologise P do not respect basic rules of dialogue
COT6 30	T	(To SF5, asking her to move from a G of six Ss to another one of just three) Juliana, go over there, please.	T encourages participation in collective projects T uses polite discourse/good manners (leads by example)
COT6 31	SF5	(Making an "are you talking to me?" face)	X
COT6 32	T	Yes, Juliana (T makes a hand gesture for go)	T gives instructions/explains procedure
COT6 33		(SF5 moves into the place T says)	P comply with instructions, commands or tasks given / answer questions
COT6 34	T	(T a G of six Ss) I need one of you... I need one of you to come to this group because... (pointing to the G of four) there are (counting Ss in the G) one, two, three, four.	T gives instructions/explains procedure
COT6 35		(One S moves from the last G of six into the G of four)	P comply with instructions, commands or tasks given / answer questions
COT6	SF3	We are (counting) one, two, three, four, five	P comply with instructions, commands or

36			tasks given / answer questions
COT6 37	T	(Trying to catch Ss attention) Claaaaas!	T uses classroom management strategies
COT6 38	Ss	Yees!	P comply with instructions, commands or tasks given / answer questions
COT6 39		(To catch Ss attention, T claps his hands several times and says "class". Ss respond clapping their hands the same number of times T did it. Ss answer "yes!")	T uses classroom management strategies P comply with instructions, commands or tasks given / answer questions
COT6 40	T	Well, what we are going to do now is... (making a hand gesture for "read") read!, read, the instructions I'm going to give you in a workshop. (To the C) Pay attention to this... Voy a darles a ustedes el material (handing out a piece of paper) a cada grupo... y luego, van a seguir las instrucciones que dice allí. Cuando el grupo termine, de hacer lo que dice allí, ustedes levantan la mano... el grupo que termine, levanta la mano y yo les digo qué más van a seguir haciendo. Empiecen a trabajar	T gives instructions/explains procedure
COT6 41	G1- SM6	(Reading) Si llego tarde. Completa las siguientes frases indicando lo que tú consideras que puede ser una consecuencia de ello. Si llego tarde al aeropuerto...	P comply with instructions, commands or tasks given / answer questions P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 42	G1	(Laughing because of the task in the workshop)	P show excitement without falling into misbehaviour
COT6 43	G1- SM13	(Laughing) Me deja el avión.	P show excitement without falling into misbehaviour P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P comply with instructions, commands or tasks given / answer questions P express feelings and views
COT6 44	G1- SM5	(Laughing) Se va el avión. (To SM6) ¿Y qué dice la última?	P show excitement without falling into misbehaviour P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P comply with instructions, commands or tasks given / answer questions P express feelings and views

COT6 45	G1- SM6	(Reading) Si llego tarde a la parada de (...)	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 46	G1- SM5	(Smiling) ¡Se va el bus!	P show excitement without falling into misbehaviour  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 47	G1	(Laughing because of the task in the workshop)	P show excitement without falling into misbehaviour
COT6 48	G1- SM6	(To the T) ¿Qué ponemos ahí, eso?	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 49	T	(To G1) Sí, escriban allí lo que ustedes consideren. Lo que ustedes piensan lo escriben allí.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 50		(Several Ss talking at a time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 51	G1- SM6	(To his G) Entonces, ¿quién escribe?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 52	G1- SM13	¡Alan! Él escribe.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT6 53	G1- SM6	Yo sigo leyendo (...)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT6 54		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 55	G2-SF1	(To the T) Lo que se escribe ¿es en español o en inglés?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 56	T	(To G2) En español	T gives instructions/explains procedure

COT6 57	G2-SF1	(Repeating) En español. Listo.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 58	G2- SM7	(To his G) Porque si fuera en español, acá (...)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 59	T	(To SM7) ¿Cómo dices...? Que si estuviera... (Questioning face)	T fosters P's participation
COT6 60	G2- SM7	(Pointing to the heading part of the workshop in the paper) Que si tuviéramos que responder en inglés, (pointing to the questions) esto también debería estar en inglés.	P express feelings and views  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 61	T	Exacto.	X
COT6 62	G3-SF4	(Asking for the T to go to her G) Mr. Castro!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 63	T	(To SF4) ¿Cómo?	X
COT6 64	G3-SF4	Que si podemos escribir con lápiz.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 65	T	(To G3) Sí, claro.	X
COT6 66		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 67	G4	(Almost all Ss from this group are talking at the same time and that makes it difficult to understand well what they are saying)	P do not respect basic rules of dialogue
COT6 68	G4- SM4	(To his G) ¿Y qué pasa si esa cita es de una mujer embarazada...? Y si pierde la cita, ¡pierde el bebé!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 69		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 70	G4- SM4	(To the T) ¿Podemos escribirlo con lápiz?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 71	T	(To G4) Con lo que ustedes quieran. Con lapicero o con lápiz.	X
COT6 72		(G4-SM12 takes a pencil and starts writing something)	X

COT6 73	G2-SF2	(Pointing to the workshop) Aquí... (To her G) “Si llego tarde al cine” (Questioning face)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 74	G2-SF6	¡No puedo entrar!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 75	G2-SF1	(To G2-SF6) No, porque tú puedes pasar... mira ve... (interrupted by G2-SF6)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 76	G2-SF6	Pero no te ves la película	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 77	G2-SF1	(To G2-SF6) No te ves toda la película completa	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 78	G2-SF2	(To G2-SF1) ¡Pierdo la película!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 79	G2-SF1	(To G2-SF2) No porque tú puedes entrar...	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 80	G2-SF2	(To G2-SF1) Entonces incompleta	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 81	G2-SF1	(Inviting G2-SF2 to write) Veo la película incompleta	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6		(G2-SF2 writes what G2-SF1 has said)	P participate in collective tasks or projects

82			(e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 83	G1-SM13	(Asking for the T to go to his G) Mr. Castro! (Showing the T what his G has written in the workshop) Si llego tarde a la parade del bus... Me deja el bus, Keiner (referring to the punctuation mark) coma (talking about himself but using his nickname) Chino...	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 84	G2	(Raising their hands) Mr. Castro, ¡ya!	P comply with instructions, commands or tasks given / answer questions
COT6 85		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying. After a few minutes, members of all G raise their hands showing they have finished)	P do not respect basic rules of dialogue  P comply with instructions, commands or tasks given / answer questions
COT6 86	G5-SM11	Finish!	P comply with instructions, commands or tasks given / answer questions
COT6 87		(Ss insist on writing their names in the piece of paper even though T says it is not necessary)	X
COT6 88	T	(To the C. Clapping his hands twice) Class, class!	T uses classroom management strategies
COT6 89	Ss	(Clapping their hands twice) Yes, yes!	P comply with instructions, commands or tasks given / answer questions
COT6 90	T	(To the C. making a hand gesture of silence) A bubble in your mouth.	T uses classroom management strategies  T gives instructions/explains procedure
COT6 91	Ss	(Filling their cheeks of air, holding it inside their mouth), and making a hand gesture of silence) A bubble in your mouth.	P comply with instructions, commands or tasks given / answer questions
COT6 92	T	(To the C) Bien. Les voy a leer algunas de las respuestas del efecto, la consecuencia (pointing to the pieces of papers where is the workshop each G has already done) que dice acá en lo que ustedes hicieron, se pusieron de acuerdo y... y... Bueno, (reading the workshop of one G, without identifying to whom it belongs) ustedes dicen aquí que... “si llego tarde al aeropuerto... lo deja el avión...	T gives instructions/explains procedure
COT6 93	G1	(Laughing and pointing to SM5) ¡A Latorre!	P show excitement without falling into misbehaviour
COT6 94	T	(To the C) ... Y Latorre no se puede ir.	T maintains a kind attitude
COT6 95		(All Ss laugh)	P show excitement without falling into misbehaviour
COT6 96	T	(To the C. reading another workshop) “Si llego tarde al aeropuerto... pierdo el vuelo.	T maintains a kind attitude  X
COT6 97	SM4	Pierdo el vuelo y tengo que esperar el próximo vuelo que salga.	P do not respect basic rules of dialogue  P express feelings and views
COT6 98	T	(To the C. reading another workshop) “Si llego tarde al aeropuerto... no podré viajar.	X



		<p>(To the C. reading another workshop) “Si llego tarde al aeropuerto... pierdo el vuelo, pierdo el vuelo y tiene que esperar el siguiente vuelo.</p> <p>(To the C. reading another workshop) “Si llego tarde al médico... depende de la enfermedad que tenga, por ejemplo, si tiene embarazo, puede perder el bebé y también puede perder la cita.</p> <p>(To the C. reading another workshop) “Si llego tarde al médico... pierdo el cupo y la consulta.</p> <p>(To the C. reading another workshop) “Si llego tarde al médico... se me cancela la cita.</p> <p>(To the C. reading another workshop) “Si llego tarde al médico... pierde la cita médica.</p> <p>(To the C. reading another workshop) “Si llego tarde al médico... pierde la cita ¿Alan?</p>	
COT6 99		(All Ss laugh)	P show excitement without falling into misbehaviour
COT6 100	T	<p>Y... (To the C. reading another workshop) “Si llego tarde al cine... no se puede ver la película, ¡Edwin!</p> <p>(To the C. reading another workshop) “Si llego tarde al cine... veo la película incompleta.</p> <p>(To the C. reading another workshop) “Si llego tarde al cine... no podré ver la película desde el comienzo y no la entenderé.</p> <p>(To the C. reading another workshop) “Si llego tarde al cine... me pierdo la película.</p> <p>(To the C. reading another workshop) “Si llego tarde al cine... se pierde la película.</p> <p>(To the C. reading another workshop) “Si llego tarde a la parada de bus... pierdo el bus y tiene que esperar el siguiente.</p> <p>(To the C. reading another workshop) “Si llego tarde a la parada de bus... pierdo el viaje.</p> <p>(To the C. reading another workshop) “Si llego tarde a la parada de bus... no podré montarme al bus par aver a mis padres.</p> <p>(To the C. reading another workshop) “Si llego tarde a la parada de bus... pierdo el bus.</p> <p>Y...</p> <p>(To the C. reading another workshop) “Si llego tarde a la parada de bus... se le va el bus a Keiner y el chino... (Questioning face) ¿Se le va el bus a Keiner y el chino?</p>	<p>X</p> <p>T maintains a kind attitude</p>
COT6 101	Ss	(All Ss laugh)	<p>P show excitement without falling into misbehaviour</p> <p>T maintains a kind attitude</p>
COT6 102	SM4	(Raising his hand to ask for the floor) La de nosotros tuvo más sentido.	<p>P respect basic rules of dialogue</p> <p>P express feelings and views</p>

COT6 103	T	(Repeating) La de ustedes tuvo más sentido... (Questioning face) Bueno, me parece que todas tuvieron mucho sentido	T uses classroom management strategies
COT6 104		(Too much noise of all Ss laughing and talking at the same time make it difficult to understand what they are saying)	P show excitement without falling into misbehaviour P do not respect basic rules of dialogue
COT6 105	T	OK. Ahora quiero que se pongan a pensar en lo siguiente... ustedes estaban hablando de consecuencias de violar una norma que es universal... ¿Cuál es esa norma?	T maintains a kind attitude T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 106	SM5	(To the T) Profè, ¿qué es universal?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) X
COT6 107	T	(To the C) ¿Cuál es esa norma? (To SM5) Universal es que en todas partes es la misma... (To the C) ¿Certo? ¿Cuál es esa norma?	X T fosters P's participation
COT6 108	SM3	(Raising his hand to ask for the floor) Llegar a tiempo	P respect basic rules of dialogue P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express feelings and views
COT6 109	T	(Repeating) Llegar a tiempo... Esa es una norma (emphasizing the word) "universal". Es de buena educación llegar a tiempo y se supone, se supone que debemos llegar a tiempo... Y mire las consecuencias de no llegar a tiempo, (pointing to the workshops) aquí ustedes las estaban citando. Ahora les pregunto, y vamos a entrar ahora en un dilema... un dilema moral, vamos a escuchar esto... (Reading from his laptop) ¿Qué nos hace pensar a nosotros...? (interrupting his reading because of some Ss talking) presten atención por favor, (to the C) ¿qué nos hace pensar a nosotros que si llegamos tarde al colegio no perdemos nada?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 110	T	(Trying to decide to whom give the floor because there are several Ss raising their hands) Mmmmm (Pointing to SM5) Latorre...	T promotes orderly and respectful participation
COT6 111	SM5	Profè, lo primero que tenemos que tener es (referring to a memorandum for parents) una chapola... y si toca (referring to T) con usted	P respect basic rules of dialogue P participate in collective tasks or projects

		no podemos entrar porque nos da pena... A mí me da pena, profe...	<p>(e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 112	T	OK. (Pointing to SF1) Allá levantó... Dayana (Questioning face)	T promotes orderly and respectful participation
COT6 113	SF1	(Raising her hand to ask for the floor) Nosotros creemos que no nos pasa nada porque... porque... este... igual la explicación que él dijo (pointing to SM7) que (imitating someone) “¡Ay! El amigo mío me va a prestar la tarea (...)	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT6 114		(Too much noise of Ss talking at the same time make it difficult to understand what SF1 is trying to say)	P do not respect basic rules of dialogue
COT6 115	T	(To the C. Clapping his hands twice) Class, class!	T uses classroom management strategies
COT6 116	Ss	(Clapping their hands twice) Yes, yes!	P comply with instructions, commands or tasks given / answer questions
COT6 117	T	(To the C. Asking Ss to say the rule) Rule number three.	T uses classroom management strategies
COT6 118	Ss	(All together) Rule number three. Listen when the teacher and others are talking.	P comply with instructions, commands or tasks given / answer questions
COT6 119	T	(To the C) Pero miren lo que está pasando aquí... No podemos escuchar lo que dice (pointing to SF1) Dayana, porque están muchos hablando al mismo tiempo. ¿Listo? (To SF1) Muchas gracias Dayana. (Trying to decide to whom give the floor	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T uses polite discourse/good manners (leads</p>

		because there are several Ss raising their hands) Eh... (Pointing to SF2) Lina.	by example) T promotes orderly and respectful participation
COT6 120	SF2	Profe, (...) Si llega tarde al colegio no lo dejarían entrar porque se quedaría afuera o en la reja y dejaría de asistir a la primera clase, no podría entrar al curso.	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 121	T	(To SF2) Muy bien. (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (Pointing to SM3) Dylan y... (pointing to SM4) Jesús.	T promotes orderly and respectful participation
COT6 122	SM3	Este... porque no... No lo dejarían entrar a la vez a... No lo dejarían pasar a la clase sino que se quedaría afuera, le podrían mandar chapola, suspenderlo, (...)	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 123	T	(Pointing to SM4) Jesús.	T promotes orderly and respectful participation
COT6 124	SM4	Depende de la jornada que esté, de mañana o tarde. Si es de la mañana... si es de mañana, no te dejan entrar, pero si es de la tarde, después de la segunda hora puedes entrar.	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative

			effect or outcomes of improper behaviour
COT6 125	T	OK. (To the C) Les tengo otra pregunta... El hecho de que los profesores, lleguen tarde al colegio, que los coordinadores lleguen tarde, o que toquen el timbre tarde, ¿eso justifica que tú llegues tarde al colegio, también?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 126	SM13	(Without raising his hand to ask for the floor) ¡No! (Raises his hand to ask for the floor)	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT6 127	T	(Trying to decide to whom give the floor because there are several Ss raising their hands) A ver... eh... (Pointing to SM2) Alan.	T promotes orderly and respectful participation
COT6 128	SM2	Eso no tiene que ver, que uno llegue tarde, sino que se les pasó la hora... tenía que ir donde el médico...	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT6 129	SM5	(Without raising his hand to ask for the floor. Talking about the teachers) Estaban ocupados haciendo algo...	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 130	T	(To the C) Pero... estoy hablando de que si... que pasen esas cosas, ¿eso justifica que usted llegue tarde aquí al salón de clases?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 131	Ss	¡No!	P participate in collective tasks or projects (e.g. identification of improper behaviours

			and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 132	T	(To the C) No, ¿por qué?	T fosters P's participation
COT6 133		(Several Ss raising their hands to ask for the floor. T looks around the classroom seeking for a S who has not participated. This time, as almost all the previous ones, immediately T starts looking for a person to participate Ss put their hands down)	P respect basic rules of dialogue  T encourages participation to prevent segregation of those students with integration difficulties
COT6 134	T	(Pointing to SF7) ¿Por qué dices que no, Greys, a ver?	T promotes orderly and respectful participation
COT6 135	SF7	No, porque realmente el estudiante llega más tarde que el profesor.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT6 136	T	(Repeating) El estudiante llega más tarde. (Pointing to SM3) Dime a ver, Dylan.	T promotes orderly and respectful participation
COT6 137	SM3	(Raising his hand to ask for the floor) No profe, porque es que, como... no es culpa del alumno ni del profesor, porque hay veces que el profesor se entretiene haciendo otra cosa y se distrae. Por eso hay veces que no llega y no oye la campana, entonces eso ya sería como... no estar pendiente al timbre.	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 138	T	Hu-huh! (Pointing to SF1) ¿Qué dice por allá... Dayana?	T promotes orderly and respectful participation
COT6 139	SF1	(Raising her hand to ask for the floor) Este que... no debemos tomar los malos ejemplos que nos dan los profesores, (laughing)	P respect basic rules of dialogue  P participate in collective tasks or projects

		tenemos que tomar los buenos ejemplos que nos dan los profesores.	(e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P recognize improper behaviour (in themselves and in others)  P show excitement without falling into misbehaviour
COT6 140	T	(To SF1) Sí, estamos de acuerdo. (Pointing to SF3) ¿Qué dice... Melissa?	T uses polite discourse/good manners (leads by example)  T maintains a kind attitude  T promotes orderly and respectful participation
COT6 141	SF3	Sabe, también porque... (interrupted by SM8)	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 142	SM8	(To the C) Shhhhh!	P recognize improper behaviour (in themselves and in others)
COT6 143	SF3	Bueno, mira. Cuando tocan la campana solamente el monitor puede llegar... tarde... Uno debe preguntar la hora de entrada a clase. Si no viene temprano ¿entonces qué más se puede hacer?	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT6 144	T	OK. (Pointing to SM 4 who was raising his hand to ask for the floor) Jesús.	T promotes orderly and respectful participation
COT6 145	SM4	Profe, depende porque es que los grandes... no importa tanto, no importa tanto... como los profesores, eh... pueden estar haciendo algo... pero los niños... (interrupted by T)	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)
COT6	T	(To SM4) Eh... (Making a hand gesture for	T gives instructions/explains procedure

146		wait) Espera un momento, espérame un momentito y ya sigues... (To the C) Miren... piensen bien en lo que estamos diciendo. La pregunta es así: ¿es justificable que porque los demás hagan algo malo, tú también lo tengas que hacer?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 147	Ss	¡No!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 148	T	(To the C) O sea que como todo el mundo tira basura al piso, ¿tú también puedes tirar basura?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 149	Ss	¡No!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 150	T	(To the C) Como hay gente que roba, ¿entonces tú también puedes robar? Y como hay gente que le hace daño a los demás, ¿entonces tú también tienes derecho a hacerle daño a los demás?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 151	Ss	¡No!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 152	T	(To the C) Esa es mi pregunta, la pregunta es esa, pero la estoy poniendo como algo sencillo... Vamos a darle paso a los que casi no han hablado... (Pointing to SM6 who was raising his hand to ask for the floor) Keiner.	T encourages participation to prevent segregation of those students with integration difficulties  T promotes orderly and respectful participation
COT6 153	SM6	Hay que orientarlos a que no hagan eso	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show understanding and knowledge of conflict resolution strategies
COT6	T	(Repeating) Hay que orientarlos a que no	X



154		hagan eso.	
COT6 155	SM5	Profe, para mí si ellos lo hacen, yo no tengo que hacer lo mismo... Si yo lo voy a hacer es que (emphasizing the word) “quiero” hacerlo. Yo no tengo que dejarme llevar por él.	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P identify proper behaviour</p>
COT6 156	T	(To the C) Cada quien escoge...	X
COT6 157	SM12	Cada quien escoge su destino	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express feelings and views</p>
COT6 158	T	Lo que va a hacer... Cada quien escoge su destino. (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SM11) Juan Esteban	<p>P respect basic rules of dialogue</p> <p>T promotes orderly and respectful participation</p>
COT6 159	SM11	Uno también puede ser la exac.. eset... epsección... (Questioning face asking for help)	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P identify proper behaviour</p> <p>P show understanding and knowledge of conflict resolution strategies</p>
COT6	T	(To SM11) Excepción	T uses classroom management strategies

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COT6 161	SM11	Y también a ser esa excepción puede tener cambio a los demás...	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P identify proper behaviour</p> <p>P show understanding and knowledge of conflict resolution strategies</p>
COT6 162	T	(To SM11) Explicáte bien que no he entendido muy bien.	T promotes orderly and respectful participation
COT6 163	SM11	Uno no puede, no debe como que... cambiar a las personas si no lo hacen, ni decirles que no lo hagan	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 164	T	<p>¡Ah! Uno puede decirles a las otras personas que no lo hagan y ponernos de ejemplo y también dar ejemplo, sin decir, a veces, nada. Bueno.</p> <p>(To the C) Lo que vamos a hacer ahora, en el grupo donde estamos, así como hicimos, establecimos las consecuencias de llegar tarde, así mismo vamos a establecer las consecuencias de... “no levantar la mano para pedir permiso para caminar”.</p> <p>Vamos a establecer las consecuencias de... “no prestar atención en clase y no jugar en el recreo, sino jugar dentro del salón”</p> <p>¿Sí? Vamos a sacar las consecuencias de eso... ¿Qué pasa si tú no prestas atención a la clase? ¿Qué pasa si tú no levantas la mano para pedir permiso?</p> <p>Vamos a sacar las consecuencias de eso.</p> <p>Una consecuencia de que usted llegue tarde a la cita médica es que pierda la cita y si pierdes la cita, la sanción que le ponen, porque te ponen una sanción por no llegar a</p>	<p>T gives instructions/explains procedure</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>

		<p>tiempo a la cita, la sanción que te ponen es que el médico no te atiende todo el tiempo que te iba a dedicar a ti. El médico generalmente lo atiende a uno, unos quince minutos, si llegas tarde, el médico te atiende nada más los cinco minutos que de pronto llegaste... y en cinco minutos el médico no te puede atender muy bien. Si tú perdiste la cita te toca pagar una multa en dinero.</p>	
COT6 165	SM3	<p>Una multa que cuesta casi treinta... treinta mil pesos...</p>	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 166	T	<p>Treinta mil pesos (to the C) ah... ¿Cómo?</p>	X
COT6 167	SM3	<p>Porque a mi mamá le pasó lo mismo con una cita mía porque yo ese día no pude asistir porque estaba acá en clase, cuando yo llegué aquí me dijeron que no podía ir y a mi mamá le tocó pagar una multa de casi treinta mil pesos.</p>	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 168	T	<p>OK. (To the C) Miren... ya tenemos aquí un ejemplo, lo está diciendo un compañero de ustedes que dice que a la mamá le pasó lo mismo. Pero (pointing to the classroom) aquí no vamos a poder poner multas de dinero... ¿Qué tipo de sanciones? ¿Qué tipo de multas vamos a poner? Entonces, en grupos van a escribir ahora, escriban ahora... (handing out pieces of paper) cada grupo va a escoger, va a escribir, perdón... escriben cuál sería la sanción para cada una de (pointing to the poster with the pictures and rules) estas... muy cortica (making a hand gesture for small) así, la sanción...</p>	<p>T gives instructions/explains procedure</p> <p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT6 169	SM6	<p>¿Dónde Mr. Castro?</p>	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT6 170	T	<p>(To SM6, pointing to the back of the piece of paper) Acá atrás, en la parte de atrás. ¿Para cada una de esas reglas cuál sería la sanción?</p>	<p>T gives instructions/explains procedure</p>

COT6 171		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 172	T	(to the C) Las sanciones que tienen que escribir son... (Trying to continue with the idea, but too much noise of all Ss talking at the same time make it difficult to to organize very well what he is seeking to say) (To the C. Clapping his hands twice) Class, class!	P do not respect basic rules of dialogue T uses classroom management strategies
COT6 173	Ss	(Clapping their hands twice) Yes, yes!	P comply with instructions, commands or tasks given / answer questions
COT6 174	T	(To the C) Las sanciones que tienen que escribir son (pointing to the poster on the board) sobre cada una de esas reglas que están aquí. ¿Qué le pasa...? ¿Qué le pasa a la persona que no levanta la mano para pedir permiso para caminar? ¿Qué es...? ¿Qué se le hace, pues? ¿Qué hace el profesor? o ¿qué hacemos todos en el curso con esa persona que nunca pide permiso para caminar? (To G1) ¿Qué deciden ustedes acá)	T gives instructions/explains procedure T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.) T promotes orderly and respectful participation
COT6 175	SM4	Dejarlo parado siquiera por cinco minutos.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 176	T	(To the C) ¡Ah, mire! Dejarlo de pie siquiera por cinco minutos.	X
COT6 177	SF1	(To the T) ¡Ay, profe! Nosotros también teníamos y que “dejarlo de pie”	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 178	T	(To G1) Escribanla también, no importa. (Pointing to SM3 who was raising her hand to ask for the floor) Dylan.	T gives instructions/explains procedure T promotes orderly and respectful participation
COT6 179	G3- SM3	Dejarlo afuera por... diez minutos, pegarle un regañón para que sepa que lo que hizo estuvo mal.	P respect basic rules of dialogue P participate in collective tasks or projects

			<p>(e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 180	T	Sacarlo y dejarlo allá un rato	X
COT6 181	G1-SM5	Profe, así... (making a gesture for statue).	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 182	T	Que se quede de pie...OK.	X
COT6 183	G1-SM6	Profe, es mientras que usted termine de pasar la lista.	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 184	T	(To SM6) ¡Ah...! OK. Bueno, listo. (To the C) ¿Qué haríamos...? Lo que haríamos entonces, la sanción para los que incumplan la primera regla será entonces, dejarlo de pie por un minuto. Anoten... ¡No! Antes de escribir... How do you say “sanción” in English?	T fosters P’s participation
COT6 185	Ss	(Guessing) [Sanction]!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules,

			sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT6 186	T	(Eureka face) Yes! (Modelling the correct pronunciation) Sanction Pero hay otra que ustedes también conocen y que la escuchan mucho en fútbol, sobre todo cuando un defensa le comete una falta al atacante en... (interrupted by Ss)	T uses classroom management strategies  T fosters P's participation
COT6 187	Ss	¡Un "penalty"!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT6 188		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 189	T	Bien, copien entonces (writing on the board) "Penalty for rule number one"... Quedarse de pie un minuto por cada vez que se levante. OK. La segunda... la segunda. ¿Qué le haremos a una persona...? (To the C) Ojo con lo que estamos diciendo... ¿Qué le vamos a hacer a una persona que... que no presta atención al profesor ni a la clase? ¿Qué le haremos a esa persona? (Ironically, Ss are not paying attention to what T is saying. Too much noise of all Ss talking at the same time make it difficult to understand what they are saying) (To the C) ¿Qué le hacemos a la persona que no está prestando atención, (pointing to the poster on the board) como dice allá, en la clase? (Pointing to G2 whose members are raising their hands to ask for the floor) ¿Qué dice aquel grupo?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  P do not respect basic rules of dialogue  T gives instructions/explains procedure  T promotes orderly and respectful participation
COT6 190	G2-SF2	No dejarlo participar en ninguna clase y (pointing to a corner of the classroom) ponerlo de pie en un rincón o... dejarlo ahí en toda la clase.	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 191	T	(Astonished) Bueno ¿y ustedes de dónde sacaron esa... esos castigos así como tan... (T	T promotes reflection on rules (definition, purposes, importance, correction or sanction,

		seems trying to look for the right words) tan severos?	etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 192		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 193	G2-SF1	De la seño de preescolar... Ella siempre me ponía (imitating her preschool teacher) “[pa’] rincón para allá atrás, o se queda viendo a la pared”	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 194	G3-SM3	(Raising his hand to ask for the floor) Mr. Castro... este... regañarlo y no ponerle... (pointing to SF1) así como fue a ella, bueno así cuando llega a la dirección que ya van tres veces que le (...)	P respect basic rules of dialogue P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 195		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 196	T	(To the C) A ver... (Pointing to G4 whose members were raising their hands) ¿Qué dice este grupo?	T promotes orderly and respectful participation
COT6 197	G4-SM12	Ponerlo a que recoja todos los papeles del curso	P respect basic rules of dialogue P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.) P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 198	T	(To the C) A que recoja todos los papeles del curso ¿por? (Questioning face) Por no prestar atención... ¿Será que si él se pone a recoger todos los	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)

		papeles del curso puede estar prestando atención?	
COT6 199	G1- SM5	(Raising his hand to ask for the floor) Ponerlo a hacer el aseo a la salida, profè.	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 200	T	(Repeating) Ponerlo a hacer el aseo a la salida	X
COT6 201	G5- SM11	(Without raising his hand to ask for the floor) Ponerlo a que él... dé la clase...	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 202	T	(Too much noise of all Ss talking at the same time make it difficult to understand what SM11 is saying) ¡¿Cómo?!	<p>P do not respect basic rules of dialogue</p> <p>T promotes orderly and respectful participation</p>
COT6 203	G5- SM11	Que él esté leyendo el libro y tiene que darle clase a los compañeros	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent,</p>



			<p>development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 204	T	<p>(To the C) Ah, miren... Esto está como interesante...</p> <p>(Pointing to SM11) I dice “si esta persona no presta atención a la clase, sino que se pone a estar jugando en la clase, en vez de jugar allá (pointing to the yard) en el recreo... “ ¿Qué le hacemos?</p> <p>Dice (pointing to SM11) “lo ponemos a que él dé la clase o lo ponemos a que él tome el libro y les dicte a los compañeros”.</p> <p>De esa manera, por lo que dice (pointing to SM11) Juan Esteban, de esa manera el estudiante tendría que prestar atención. Ahí está prestando atención, ahí está aprendiendo también.</p> <p>Ese es el tipo de sanciones que yo quiero que me ayuden a establecer.</p> <p>(To SM11) Muy bien, ¡así!</p> <p>(To the C) Sanciones que sean de un aprendizaje para el estudiante.</p> <p>¿Listo?</p> <p>(Pointing to SF1 who was raising her hand to ask for the floor) ¿Qué dice Dayana?</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T gives instructions/explains procedure</p> <p>T promotes orderly and respectful participation</p>
COT6 205	G2-SF1	Ponerlo a hacer una tarea bien larga	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 206	T	(Repeating) Ponerlo a hacer una tarea bien larga...	X
COT6 207	G2-SF1	Y que la use con diapositivas	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use,</p>

			importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 208	T	(To SF1) Y que ¿qué?	X
COT6 209	SF1	Que haga un tema... de... de... donde... dé la clase.	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 210	T	(To the C) Que exponga un tema de una clase. OK. Parece que todos coinciden en que esa es la sanción apropiada para quienes incumplan la regla dos. Por favor cópienla. (Writing on the board) Penalty for rule number two, exponer el tema de la siguiente lección... No... mejor (deleting what he had written on the board) “exponer, en la siguiente clase, ejemplos de cómo usar lo aprendido en la lección donde se distrajo” Ahora pensemos en la regla número tres... ¿Qué le pasa a una persona que no escucha al profesor ni escucha a los compañeros cuando están hablando? ¿Qué le hacemos a esa persona? (Trying to decide to whom give the floor because there are several Ss raising their hands) Eh... (pointing to SM11 raising his hand to ask for the floor)) Juan Esteban	T uses polite discourse/good manners (leads by example)  T gives instructions/explains procedure  T promotes orderly and respectful participation
COT6 211	G5-SM11	Como no está escuchando, no entiende. Entonces, ponerlo a que dé un ejemplo de lo que se trata la clase	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)

			<p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 212	T	<p>(Repeating) Como no está escuchando, no entiende. Muy bien. ¿Qué dice... (Pointing to SM4 who was raising his hand to ask for the floor) Jesús?</p>	<p>X</p> <p>T promotes orderly and respectful participation</p>
COT6 213	G4-SM4	<p>Como él está hablando, como muchos dijeron, no quiere... eh... cuando él alce la mano para pedir atención, dejarlo de último</p>	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 214	T	<p>(To the C) Ah... como él no está prestando atención, cuando los demás hablan, entonces... la sanción, dice (pointing to SM4) Jesús, que cuando él levante la mano para participar, no le demos oportunidad que participe, sino que participe de último. Bueno, me parece muy bien. OK. Copien esa sanción. (Writing on the board) Penalty for rule number three, tomar la palabra sólo hasta que el último estudiante que quiera participar termine de hablar. Ahora la número cuatro. ¿Qué le hacemos a una persona que sea mal educada? ¿Qué le hacemos a una persona que sea mal educada, que haga ruidos, que ande bostezando a cada rato, que no levante la silla, que ruede la silla y que ocasione todo ese ruido espantoso, que se la pase gritando en clase? Miren, (translating into Spanish at the same time that reads the rule number four which is written in English in the poster) “hacer ruidos es mala opción” OK?... “No es una buena idea” ¿Qué castigo?</p>	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p> <p>T promotes orderly and respectful participation</p>
COT6 215	G5-SM11	<p>(Raising his hand to ask for the floor) Yo tengo uno fuerte</p>	<p>P respect basic rules of dialogue</p>

			<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 216	T	(To SM11) Fuerte, a ver... (Questioning face)	T fosters P's participation
COT6 217	SM11	Amarrémoslo a la silla y pongámosle algo en la boca para que no hable..	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 218	T	No... así no... (Pointing to SM3) A ver... (Questioning face)	<p>T maintains a kind attitude</p> <p>T fosters P's participation</p>
COT6 219	G3-SM3	Este... regañarlo y hablar con los padres de familia porque eso es de mala educación. La buena educación viene de parte de la familia que lo está educando.	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT6 220	T	(Repeating) De parte de la familia... (Pointing to SM4 who was raising his hand to ask for the floor) Jesús.	T promotes orderly and respectful participation
COT6 221	G4-SM4	Eh... como él se... eh... no se sabe comportar, entre todos los compañeros y los profesores, enseñarlo a comportarse en la clase y en su casa.	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules,</p>

			<p>sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT6 222	T	Bien	X
COT6 223	G2-SF1	Profe, ponerlo a leer un libro de buenos modales y que lo explique.	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 224	T	(Repeating) Ponerlo a leer un libro de buenos modales y que lo explique. (Pointing to SF2) Lina.	T promotes orderly and respectful participation
COT6 225	G2-SF2	Si uno tiene malos modales es porque la familia se lo enseñó...	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 226	T	(Asking for SF2 to repeat) Si tiene malos modales... (Questioning face) Si tiene malos modales ¿es porque la familia te lo enseñó a ti? O lo ve y entonces acá lo repite (Questioning face)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 227		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6	T	(To the C) Pero miren, qué curioso... estamos	T promotes reflection on rules (definition,

228		hablando de esas (pointing to the rules in the poster) reglas y la gran mayoría aquí está violando esas reglas.	purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T maintains a kind attitude
COT6 229	Ss	¡Así es! Yo no Mr. Castro. (Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views  P recognize improper behaviour (in themselves and in others)  P identify proper behaviour
COT6 230	T	Están hablando unos compañeros y mientras el compañero habla, ustedes están hablando también, están molestando y no se puede escuchar, no se puede escuchar... Bueno, entonces a los que tengan malos modales les podemos poner la sanción que estaban diciendo en (pointing to G2 and G5) estos dos grupos de acá, que expongan a los compañeros sobre el tema de buenas maneras que ese estudiante no aplica en su vida. Y que lo haga como algo práctico. OK. Copien eso. (Writing on the board) Penalty for rule number four, exponer sobre el tema de buenos modales que el estudiante no aplica en su vida.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T gives instructions/explains procedure
COT6 231		(Ss stop talking)	P comply with instructions, commands or tasks given / answer questions
COT6 232	T	(To the C) ¿Y qué hacemos en la regla número cinco? La persona que esté comiendo o que esté bebiendo algo en el salón de clases, que no sea en el recreo... ¿Qué le hacemos a esa persona? (Trying to decide to whom give the floor because there are several Ss raising their hands) A ver... (pointing to SM10) Alguien que no ha participado.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T encourages participation to prevent segregation of those students with integration difficulties  T promotes orderly and respectful participation
COT6 233	G4-SM10	Quitarle lo que está comiendo en clase y entregarlo al final del día	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction,

			<p>etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 234	G4-SM4	(Raising his hand to ask for the floor) Quitarle lo que está comiendo y al final de clase entregárselo.	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 235	T	(Repeating) Quitarle lo que está comiendo y al final de clase entregarlo... (Trying to decide to whom give the floor because there are several Ss raising their hands) A ver...(pointing to SF4) Yeimis	T promotes orderly and respectful participation
COT6 236	G3-SF4	Quitarle lo que está comiendo y no entregárselo porque va a seguir comiendo	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p> <p>P recognize improper behaviour (in themselves and in others)</p>
COT6 237	T	(To SF4) Ah, bien. (Pointing to SM3 who was raising his hand to ask for the floor) Dylan	T promotes orderly and respectful participation
COT6 238	G3-SM3	(Raising his hand to ask for the floor) Este... quitarle la comida y lo que está bebiendo porque lo que está haciendo es que... o sea, (...) lo que está haciendo es indisciplinado porque lo que puede hacer es que el profesor se lo quite y hace que el profesor nos regañe y le puede dar rabia con uno porque el profesor no lo regaña a él, nos regaña es a todos.	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative</p>

			effect or outcomes of improper behaviour  P recognize improper behaviour (in themselves and in others)
COT6 239	G3-SF3	(T gives the word to SF3 who was raising her hand to ask for the floor) De pronto es porque no tiene... porque no comió en la casa, desayunó porque tenía hambre, de pronto.	T promotes orderly and respectful participation  P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 240	T	(To the C) Pero... así tenga hambre, ¿comer dentro del salón de clases está bien?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 241	Ss	¡No!...	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 242	T	Y ya tenemos una regla que dice que no debemos comer en el salón de clases...	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 243	G3-SF3	(To the T) Tiene que esperar hasta que salga a recreo	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P identify proper behaviour
COT6 244	T	(Repeating) Tiene que esperar hasta que salga a recreo. Bien. Entonces quedamos así... para aquel que incumpla la quinta y última regla, la sanción será que se le quite lo que estaba comiendo y sólo se le entregue cuando vaya a salir a recreo. Pero hay una (pointing to SM11 who had had problems to pronounce this word) excepción, si el niño no ha desayunado, debe avisar y entonces el profesor le dará permiso para salir para que tome sus	T gives instructions/explains procedure  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)



		<p>alimentos, puede ser en el patio... porque todavía no tenemos comedor.</p> <p>Bueno copien esta. (Writing on the board)</p> <p>Penalty for rule number five, entregar lo que está comiendo para que se lo devuelvan al salir a recreo.</p> <p>OK. Ahora yo les voy a pedir algo...</p> <p>(pointing to G1 and G2) Estos dos grupos van a decirme las reglas en inglés y a cada regla que ellos digan, (pointing to G3, G4, and G5) estos otros tres grupos van a decir la sanción que acordamos aquí.</p> <p>¿Vale?</p>	
COT6 245	Ss	¡Sí!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 246		(As T points to each rule in the poster, Ss from G1 and G2 say them)	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 247	G1-G2	Rule number one. Raise your hand for permission walk	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT6 248	G1-G2-G3	Penalty for rule number one. Quedarse de pie un minuto por cada vez que se levante	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT6 249	G1-G2	Rule number two. Pay attention in class and play safely at break time.	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT6 250	G1-G2-G3	Penalty for rule number two. Exponer, en la siguiente clase, ejemplos de cómo usar lo aprendido en la lección donde se distrajo.	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT6 251	G1-G2	Rule number three. Listen when the teacher and others are talking.	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules,</p>

			sanctions, etc.)
COT6 252	G1-G2- G3	Penalty for rule number three. Tomar la palabra sólo hasta que el último estudiante que quiera participar termine de hablar.	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 253	G1-G2	Rule number four. Use your manners. Make noises is bad choice.	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 254	G1-G2- G3	Penalty for rule number four. Exponer sobre el tema de buenos modales que el estudiante no aplica en su vida.	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 255	G1-G2	Rule number five. Eat and drink at break time.	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 256	G1-G2- G3	Penalty for rule number five. Entregar lo que está comiendo para que se lo devuelvan al salir a recreo.	P comply with instructions, commands or tasks given / answer questions  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT6 257	T	(Satisfaction face) Excellent! OK. Ahora vamos a hablar acerca del (emphasizing the word) “procedimiento”... El procedimiento para aplicar esas sanciones... ¿o será que cuando alguien se equivoque e incumpla (pointing to the rules in the poster) una de esas reglas, enseguida le aplicamos el “penalty”? es decir, en este momento cuando apenas estamos aprendiéndonos las reglas y acostumbrándonos a que ellas existen ¿se las aplicamos de una vez? Las sanciones (question face)	T gives instructions/explains procedure  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 258	Ss	¡No!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views

COT6 259	SM11	(Without raising his hand to ask for the floor) No Mr. Castro. Primero le advertimos	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P show, to a greater or lesser extent, development of the understanding of significant aspects of rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 260	T	(To the C) ¡Ah, miren! Aquí (pointing to SM11) Juan Esteban dice que primero le advertimos. ¿de qué manera les podemos advertir a esos estudiantes que cometan la falta?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 261	SM4	(Raising his hand to ask for the floor) ¡Como en fútbol! Profe... Mr. Castro... como en fútbol	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 262	T	(To the C) ¿Cómo es eso?	T fosters P's participation
COT6 263	Ss	¡Con tarjeta amarilla! ¡Tarjeta roja! (Laughs)	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p> <p>P show excitement without falling into misbehaviour</p>
COT6 264	T	(To the C) Ah... con tarjetas y colores.	T maintains a kind attitude

COT6 265	SF5	(Raising her hand to ask for the floor) Mr. Castro también el semáforo... en el semáforo hay el Amarillo que los carros no pueden pasar	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 266	Ss	¡Eso es el rojo! Pero es que... Profe, cuando uno va a caminar es verde	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT6 267		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 268	T	OK. Entonces, ¿qué colores usamos?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 269	SM5	Mr. Castro, vea. Podemos usar la roja cuando ya es el castigo. La amarilla es que se le advierte y le ponemos una verde... (interrupted by SM4)	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT6 270	SM4	(To SM5) No, mira... Así como tú dices, amarilla y roja pero la primera, azul. Queda amarillo, azul y rojo	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>

			P recognize the real or potential negative effect or outcomes of improper behaviour
COT6 271	SF2	(Raising her hand to ask for the floor) Profe... la azul es la primera porque (...)	P respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT6 272		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue
COT6 273	T	Bueno, entonces quedamos así... La primera es la azul que significa "advertencia". Si sigue haciendo eso, que no respeta las reglas, viene la amarilla que es (questioning face) segunda advertencia y última oportunidad. Ya lo último es sacarle la... (question face) roja que es la de la sanción. Otra cosa es que,, cada quien puede sacarle tarjeta al otro ¿o cómo hacemos?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 274	Ss	¡Sí!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT6 275	T	Bueno, bien. ¿Y cuándo empezamos a aplicar eso? ¿Enseguida?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 276	Ss	¡La otra clase! ¡Profe, la otra semana! ¡El otro año!	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P show minor poor behaviour or more improper behaviour  P do not apologise
COT6 277	T	(To the C) En serio, ¿cuándo? Porque yo puedo decir que como todo esto lo hicieron	T maintains a kind attitude

		ustedes mismos vamos a empezar ya.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT6 278	SM5	(To the T) Sí [hombe'] profè, de una, porque después se nos olvida y no hacemos nada.	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views  P recognize improper behaviour (in themselves and in others)
COT6 279	T	(To the C) OK. Entonces desde la próxima clase. Copien de tarea, traer tarjetas de los tres colores. That's all for today. Thank you very much. Good-bye	T gives instructions/explains procedure  T uses polite discourse/good manners (leads by example)
COT6 280		Good-bye, Mr. Castro	P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations

#### CLASS OBSERVATION TRANSCRIPT 7

DATE: 29 October, 2015

Observed teacher: Lic. WILBER CASTRO PADILLA

Observer: Lic. WILBER CASTRO PADILLA

	Int	Transcript	Categories of description
COT7 2	T	(Writing the title of the lesson on the board) OK. Classroom rules. (Sticking on the board the poster with pictures and the rules in English and next to it, another poster with the sanctions facing the breach of the Classroom Living Together Agreements, CLTA) Well, we have here (touching the poster with the CLTA) the rules in English and over here (pointing to the corrections or consequences facing the breach of CLTA) the penalties for the students who (making a hand gesture for break) break the rules. Let's start (making a hand gesture for read) reading the rules. (Pointing to the first rule) Rule number one...	T gives instructions/explains procedure
COT7 3	Ss	Rule number one. Raise your hand for permission to walk.	P comply with instructions, commands or tasks given / answer questions
COT7 4	T	(Pointing to the second rule) Rule number two...	T fosters P's participation
COT7 5	Ss	Rule number two. Pay attention in class and play at break time.	P comply with instructions, commands or tasks given / answer questions
COT7	T	(Pointing to the third rule) Rule number	T fosters P's participation

6		three...	
COT7 7	Ss	Rule number three. Listen when the teacher and others are talking.	P comply with instructions, commands or tasks given / answer questions
COT7 8	T	Rule number four	T fosters P's participation
COT7 9	Ss	Rule number four. Use your manners. Make noises is bad choice.	P comply with instructions, commands or tasks given / answer questions
COT7 10	T	Rule number five...	T fosters P's participation
COT7 11	Ss	Rule number five. Eat and drink at break time.	P comply with instructions, commands or tasks given / answer questions
COT7 12	T	OK. (Pointing to the poster with CLTA) Those are the rules in English for this class. Now, the penalties... Tell me (pointing to the poster with sanctions) the penalty for each rule...	T gives instructions/explains procedure
COT7 13	Ss	Penalty for rule number one. Quedarse de pie un minuto por cada vez que se levante Penalty for rule number two. Exponer, en la siguiente clase, ejemplos de cómo usar lo aprendido en la lección donde se distrajo. Penalty for rule number three. Tomar la palabra sólo hasta que el último estudiante que quiera participar termine de hablar. Penalty for rule number four. Exponer sobre el tema de buenos modales que el estudiante no aplica en su vida. Penalty for rule number five. Entregar lo que está comiendo para que se lo devuelvan al salir a recreo.	P comply with instructions, commands or tasks given / answer questions
COT7 14	T	(To the C) ¡Muy bien! Ahora sigamos con la actividad que les dije la vez pasada que íbamos a hacer... ¿trajeron las cartulinas?	T gives instructions/explains procedure
COT7 15	Ss	¡Sí!	P comply with instructions, commands or tasks given / answer questions
COT7 16	T	OK. Vamos a hacer el taller que les traje... stand up, and get into groups of five people.	T gives instructions/explains procedure T encourages participation in collective projects
COT7 17		(Ss do not move)	P show minor poor behaviour or more improper behaviour
COT7 18	T	(Making a hand gesture for fast) Let's do it! Hurry up! Stand up and get into groups of five.	T gives instructions/explains procedure T encourages participation in collective projects
COT7 19		(Ss stand up)	P comply with instructions, commands or tasks given / answer questions
COT7 20	T	(To the C) But pick up your chair, please! Pick up your chair...	T gives instructions/explains procedure
COT7 21		(Ss stand up and drag their chairs. All Ss talking at the same time make it difficult to understand what they are saying)	P show minor poor behaviour or more improper behaviour P do not apologise

			P do not respect basic rules of dialogue
COT7 22	T	(Trying to catch Ss attention) Claaaaass?... claaaaass!...	T uses classroom management strategies
COT7 23	Ss	Yeeees!	P comply with instructions, commands or tasks given / answer questions
COT7 24	T	(To the C) ¿En qué habíamos quedado sobre arrastrar las sillas?	T maintains a kind attitude
COT7 25		(Some Ss continue dragging their chairs and talking aloud)	P show minor poor behaviour or more improper behaviour P do not apologise P do not respect basic rules of dialogue
COT7 26	T	(To the C) OK. Sit down... ahora...	T gives instructions/explains procedure
COT7 27	SM1	(To the T) Mr. Castro, ¿los mismos grupos de ese día?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT7 28	T	(To SM1) Sí... (To the C) Miren, es en los mismos grupos de la última clase, no hay por qué armar nuevos grupos. Quédense como estaban la vez pasada.	T gives instructions/explains procedure T encourages participation in collective projects
COT7 29		(SM1 moves into another G to look for his partners. Too much noise of all Ss talking at the same time makes it difficult to understand what they are saying. T hands out a piece of paper with the instructions of what Ss are going to do)	P do not respect basic rules of dialogue
COT7 30	T	(To the C) Ok. Empiecen con la lectura (pointing to the papers) como dice allí.	T gives instructions/explains procedure
COT7 31	G1- SM2	(To his G) ¿Seguimos igual que antes? Yo leo... (Reading) Reúnanse en grupos de a cinco integrantes... (To SF1) Anda Kelly (laughing) te toca salirte, hahahahah	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.) P respect basic rules of dialogue P express feelings and views P show excitement without falling into misbehaviour
COT7 32	G1	(Laughs)	P show excitement without falling into misbehaviour
COT7 33	G1-SF1	(Asking for the T to go next to her) Mr. Castro es que yo no vine la vez que hicieron eso y ahora somos seis. ¿Cómo hago ahora?	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT7 34	T	(To SF1) No te preocupes... (to G1) presten atención trabajen los seis. (To the C) Hay grupos que van a quedar de a seis. No importa. Lo que pasa es que algunos que no vinieron la vez pasada, en esta clase si llegaron, por eso ahora hay más pero trabajen	T gives instructions/explains procedure T encourages participation in collective projects



		de a seis, lo que no quiero es un grupo de a cuatro y otro de a siete estudiantes. ¿Entendido?	
COT7 35	Ss	¡Sí!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views
COT7 36	T	(To the C) Bueno, trabajen. (Making a hand gesture for fast) Hurry up!	T gives instructions/explains procedure
COT7 37	G1- SM2	(Reading) Luego repártanse las cartulinas de colores y recorten tarjetas de bolsillo. Una de cada color para cada uno de los miembros del equipo.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT7 38		(Too much noise of all Ss talking at the same time make it difficult to understand what they are saying)	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT7 39	T	(To the C) Resulta que tenemos las reglas (pointing to the poster with CLTA) aquí... y ustedes mismos ayudaron a construir esas reglas. Salieron de ustedes, de lo ustedes propusieron también. Y están proponiendo unos... (pointing to the poster with CLTA) unas sanciones... pero miren que ustedes mismos están violando las reglas que han ayudado a construir.	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T maintains a kind attitude
COT7 40		(Ss are silent on what T is saying)	S
COT7 41	T	(To the C) vamos a hablar acerca del procedimiento. Habíamos dicho... (To G2) ¿Qué procedimiento vamos a utilizar?... Vamos a utilizar, ¿qué será? ¿Unas?...	T gives instructions/explains procedure
COT7 42	Ss	(Showing their coloured cards) Tarjetas	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT7 43	T	(Repeating) Tarjetas, bueno listo, tarjetas. (To the C) ¿Qué colores vamos a utilizar en las tarjetas?	T fosters P's participation
COT7 44	Ss	¡Amarillo, azul y rojo!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT7 45	T	(Repeating) Amarillo, azul y rojo. La primera sería la (questioning face)...	T fosters P's participation

COT7 46	Ss	¡Azul! ¡Amarillo!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P propose options
COT7 47	T	(To the C) Azul... bueno, la azul que significa ¿qué?	T fosters P's participation
COT7 48	Ss	¡Advertencia!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT7 49	T	(Repeating) Advertencia... La segunda sería la (questioning face)	T fosters P's participation
COT7 50	Ss	¡Amarilla!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT7 51	T	(Repeating) Amarilla... ¿Y esa qué es?	T fosters P's participation
COT7 52	Ss	¡Le falta una! ¡Que le falta una! ¡Última oportunidad!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)
COT7 53	T	(Repeating) Le falta una, segunda advertencia, última oportunidad, porque si no cumple con eso (question face)	T fosters P's participation
COT7 54	Ss	¡Le sacan la roja! ¡[Pa' fuera]!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize the real or potential negative effect or outcomes of improper behaviour
COT7 55	T	(To the C) Te toca ya... roja es la última... (questioning face) La roja es la (questioning face)	T fosters P's participation
COT7 56	Ss	¡La sanción!	P participate in collective tasks or projects (e.g. identification of improper behaviours

			<p>and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT7 57	T	<p>(Repeating) La sanction. ¿Listo? Bueno, vamos a empezar entonces a aplicar esas reglas en este momento.</p>	T gives instructions/explains procedure
COT7 58		(Ss show astonished faces)	P express feelings and views
COT7 59	T	<p>(To the C) Vamos a ver, vamos a ver si se puede cumplir, por lo menos en este momento. ¿Listo?</p>	T fosters P's participation
COT7 60		(T takes away the poster with the sanctions)	X
COT7 61	T	<p>En la parte de atrás de la hoja del taller que les entregué, van a ponerse de acuerdo y van a escribir las sanciones que estábamos mencionando aquí. ¿Listo? Vamos a escribir las sanciones que estábamos mencionando aquí... Y el procedimiento... Pero, al mismo tiempo, vamos a estar pendientes, si usted le saca una tarjeta azul a alguien (questioning face)</p>	T gives instructions/explains procedure
COT7 62	G1-SM3	Le estamos advirtiéndolo algo	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p>
COT7 63	T	<p>(To the C) Vemos advertencia. ¿Por qué le estará sacando esa tarjeta azul?</p>	T fosters P's participation
COT7 64	Ss	¡Porque está haciendo algo malo!	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)</p> <p>P recognize improper behaviour (in themselves and in others)</p>

			P recognize the real or potential negative effect or outcomes of improper behaviour
COT7 65	T	(To the C) Porque está incumpliendo con alguna de esas (questioning face)	T fosters P's participation
COT7 66	Ss	¡Reglas!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P comply with instructions, commands or tasks given / answer questions
COT7 67	T	(To the C) Ok. ¿Listo? Vamos a hacerlo entonces... cada grupo saca su hoja y empezamos entonces a estar pendientes de la aplicación de las (pointing to the CLTA in the poster) de las reglas esas y las sanciones que toca aplicarle porque no está cumpliendo con las reglas. ¡Empecemos!	T gives instructions/explains procedure
COT7 68	G1- SM3	(Asking for the T to go to his G) Mr. Castro! Si yo puedo anotar (pointing to his cards) a (pointing to SM1) Dylan... está molestando, lo anoto, le llevo la tarjeta a usted y usted lo apunta.	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour  P propose options
COT7 69	T	(To SM3) Puede ser.	T uses classroom management strategies
COT7 70	G1- SM3	(Pointing to a S from other G) No está prestando atención, le saco una tarjeta, lo anoto, le llevo la tarjeta al profe... el profe lo puede apuntar	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express view on rules (nature, concept (narrow, flexible or wider), purpose, use, importance, benefits, correction or sanction, etc.)  P recognize improper behaviour (in themselves and in others)  P recognize the real or potential negative effect or outcomes of improper behaviour  P propose options

COT7 71	T	(To the C) Así no se interrumpe la clase todo el tiempo... Me parece bien. (To the C) Escriban aquí (pointing to a piece of paper) en la parte de atrás... escriban las sanciones.	T gives instructions/explains procedure
COT7 72	G2	(Raising their hands) Mr. Castro, ¡ya!	P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)
COT7 73	T	(To G2) ¿Cada sanction? ¿Ya escribieron las sanciones? Ah... muy bien. Mientras entonces, estemos pendientes de lo que está sucediendo en el salón.	T gives instructions/explains procedure
COT7 74		(Ss are working in a good way. Not too much noise in the classroom. It seems none wants to speak loudly as they are used to do it)	P comply with instructions, commands or tasks given / answer questions  P apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 75	T	(To the C) Les voy a poner una... para ver quién se gana... la primera tarjeta azul... en la siguiente tarea...	T fosters P's participation
COT7 76	Ss	(Ss are nervously waiting)	P express feelings and views
COT7 77	T	(To the C) En la siguiente tarea, vamos a ver quién se la gana... Your task is, you have to stand up, you have to pick up your chair, and after that you have to... set the classroom up. Do it! Stand up and pick up your chair...	T gives instructions/explains procedure
COT7 78		(Ss follow T's commands)	P comply with instructions, commands or tasks given / answer questions
COT7 79	T	(To the C) Vamos a ver quién se la gana...	T fosters P's participation
COT7 80		(Ss follow the instructions to accomplish the task. They do not make too much noise and almost all Ss pick up their chairs. If a S does not pick up his chair, tries to be as quite as possible. Ss set the classroom up and sit down silently)	P comply with instructions, commands or tasks given / answer questions  P apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 81	T	(To the C) Miren qué diferencia hubo entre la primera vez cuando les pedí que se agruparan, el escándalo que hubo para alzar las sillas, para ubicarse en grupo, en comparación con lo que sucedió ahora que ya teníamos unas reglas establecidas y que ya tenían unas sanciones establecidas... ¿Cierto? (Pointing to SF2 who was raising her hand to ask for the floor)	T encourages reflection on feelings and views regarding the outcomes of observing the rules  P respect basic rules of dialogue  T promotes orderly and respectful participation
COT7 82	SF2	(Smiling proudly) Yes	P express feelings and views

COT7 83	SM1	(Raising his hand to participate) Nadie se la quiso ganar	<p>P respect basic rules of dialogue</p> <p>P express feelings and views regarding the outcomes of observing the rules</p> <p>P recognize the real or potential negative effect or outcomes of improper behaviour</p>
COT7 84	SF2	Y alzaron la silla.	<p>P express feelings and views regarding the outcomes of observing the rules</p> <p>P identify proper behaviour</p>
COT7 85	SM3	Yo tengo reporte de los que rodaron la silla	<p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT7 86	T	(To the C) Tiene reporte de algunos que no cumplieron con todo... Pero en general, ¿cómo se sintieron ustedes ahora, en comparación con ese escándalo?	<p>T encourages reflection on feelings and views regarding the outcomes of observing the rules</p>
COT7 87	Ss	¡Bien!	<p>P express feelings and views regarding the outcomes of observing the rules</p>
COT7 88	T	(To the C) Bien... (Giving the floor to SF2 who was raising her hand to participate)	<p>T promotes orderly and respectful participation</p>
COT7 89	SF2	Nos sentimos bien, porque había como... menos bulla...	<p>P respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p> <p>P express feelings and views regarding the outcomes of observing the rules</p> <p>P identify proper behaviour</p>
COT7 90		(Ironically, Ss are not paying attention to what SF2 is saying. All Ss talking at the same time make it difficult to understand what SF2 is saying)	<p>P do not respect basic rules of dialogue</p> <p>P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)</p>
COT7 91	T	(To the C) Seguimos aplicando las reglas... las seguimos aplicando... ¿Quién está hablando?	<p>T uses classroom management strategies</p>
COT7 92	Ss	(Pointing to SF2) ¡Yeimis!	<p>P comply with instructions, commands or tasks given / answer questions</p>
COT7 93	T	(To the C) ¿Y qué deberíamos estar haciendo?	<p>T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)</p>
COT7 94	Ss	¡Silencio!	<p>P comply with instructions, commands or tasks given / answer questions</p> <p>P identify proper behaviour</p>
COT7 95	T	(Repeating) Silencio... Escuchando... prestando atención	<p>T fosters P's participation</p>

		(questioning face)	
COT7 96	SF3	¡Al profesor!	P express feelings and views
COT7 97	T	(To the C) ¿Al profesor? Está hablando (pointing to SF2) Yeimis	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT7 98	Ss	¡A quien está hablando!	P express feelings and views
COT7 99	T	(To the C) Ah... (Pointing to SF2) ¿Por qué? Por ... respeto ¿Cierto? Porque cuando yo vaya a hablar, siendo yo un estudiante, ¿qué quisiera yo que hicieran los demás cuando yo estoy hablando?	T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 100	Ss	¡Que hicieran silencio! ¡Que me prestaran atención!	P express feelings and views regarding the outcomes of observing the rules
COT7 101	T	(Giving the floor to SM1 who had talked, but without raising his hand to ask for permission to participate) ¿Cómo dice Dylan?	T encourages reflection on feelings and views regarding the outcomes of observing the rules  T promotes orderly and respectful participation
COT7 102	SM1	Que me prestaran atención.	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views regarding the outcomes of observing the rules
COT7 103	T	(Repeating) Que me prestaran atención, que me escucharan.	X
COT7 104	SM3	(Without raising his hand to ask for the floor) Todas las personas buscan eso.	P do not respect basic rules of dialogue  P participate in collective tasks or projects (e.g. identification of improper behaviours and their outcomes, negotiation of rules, sanctions, etc.)  P express feelings and views regarding the outcomes of observing the rules
COT7 105	T	(Repeating) Todas las personas buscan eso... (To SM3) ¿Y por qué entonces...? Si todas las personas buscan ese respeto, ¿por qué entonces nosotros no respetamos si yo también estoy buscando que me respeten?	T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 106	SM3	Porque todo el mundo quiere hablar, profe... (Pointing to SM1) Él pide la palabra, (pointing to SF2) ella pide la palabra, (pointing to himself) yo pido la palabra...	P respect basic rules of dialogue  P express feelings and views regarding the outcomes of observing the rules
COT7 107	T	(To SM3) Por eso, pero estamos en una microcomunidad donde todos nos respetamos... (emphasizing the expression) “deberíamos respetarnos”. ¿Cierto?	T encourages reflection on feelings and views regarding the outcomes of observing the rules

COT7 COT7 108	SM3	(Nodding)	P comply with instructions, commands or tasks given / answer questions
COT7 109	T	(To the C) Entonces, vamos a escuchar lo que dice (pointing to SF2) Yeimis... Y mientras tanto, mientras ella esté hablando, vamos a prestar atención... y también estamos, enseguida, mirando quien es el que no va a cumplir con esa regla. ¿Listo? (Pointing to SF2 to give her the floor) Yeimis, me pareció interesante lo que estabas diciendo... continúa.	T gives instructions/explains procedure T promotes orderly and respectful participation
COT7 110	SF2	Que nos sentimos muy... este... muy ordenados haciendo las reglas esas para que no haya tanto ruido en el salón.	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules
COT7 111	T	(To SF2) Muy bien... Ok. Acá (pointing to SM1 who was raising his hand to participate) Dylan levantó la mano, bien...	T promotes orderly and respectful participation
COT7 112	SM1	Mr. Castro, lo que pasa es que... o sea, cuando nosotros no teníamos aplicadas las reglas, lo que hicimos fue... desorden. Pero ahora que cada uno tiene que usar las reglas, nadie la quiere cometer porque sabe que nadie la quiere... o sea, que le pongan su falla... Y ahora nos sentimos como más abiertos, como más ampliados como para no estar pegados como hicimos cuando rodamos las sillas, que hacíamos ruido, nos levantábamos y eso a cada uno no le gustó.	P respect basic rules of dialogue P recognize improper behaviour (in themselves and in others) P recognize the real or potential negative effect or outcomes of improper behaviour P express feelings and views regarding the outcomes of observing the rules
COT7 113	T	(To the C) Es decir, cuando nosotros cumplimos las reglas que se nos dan en esa sociedad que tenemos, la comunidad que hemos creado...	T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 114	SF3	(Without raising her hand to ask for the floor) Nos sentimos más cómodos.	P do not respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules
COT7 115	T	(Repeating) Nos sentimos más cómodos... ¿Qué quiere decir... (pointing to SM3 who was raising his hand to ask for the floor) Juan?	T promotes orderly and respectful participation T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 116	SM3	Porque estamos aplicando las reglas que nosotros mismos creamos	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules
COT7 117	T	(Repeating) Porque estamos aplicando las reglas que nosotros mismos creamos. (To the C) ¡Miren! Santa Marta, hace algunos años no era lo mismo a como es ahora... Y no es que yo esté hablando de política, porque... ah, como soy amigo del alcalde o lo que sea, no... sino que hay que ver la realidad. Santa	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)



		Marta ha cambiado bastante. Ese cambio de Santa Marta también implica una gran cantidad de responsabilidad de parte del ciudadano. Tiene que poner uno de su parte... Y eso se llama competencia ciudadana. Entonces miren como todos ahora nos sentimos en un espacio más amable, nos sentimos en un espacio más adecuado y uno se siente feliz... Yo me siento feliz... yo no lo he ido a ver todavía pero me dicen que el mercado público quedó (emphasizing the word) “hermoso”...	
COT7 118	Ss	¡Sí! ¡Sí, profe! ¡Yo sí fui!	P express excitement without falling into misbehaviour  P express feelings and views
COT7 119	T	(Continuing with his speech) Que parece un centro comercial... (interrupted by Ss who are talking and nodding)	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT7 120	Ss	¡Sí, profe! ¡Se parece al centro!	P show excitement without falling into misbehaviour  P do not respect basic rules of dialogue  P express feelings and views
COT7 121	T	(Repeating) ¿Se parece al centro?	T maintains a kind attitude
COT7 122	SF2	(Raising her hand to ask for the floor) A mi mamá la pasaron para allá	P respect basic rules of dialogue  P express feelings and views
COT7 123	T	(To SF2) ¿Cómo? (Repeating) ¿A tu mamá la pasaron para allá? ¡Ah! ¡Qué bueno!	X
COT7 124	SM1	(Raising his hand to ask for the floor) Mr. Castro... Los puestos que estaban así (making a hand gesture for “both sides”), todo eso lo dejaron solo. Eso parece una carretera normal y... hicieron un edificio (making a hand gesture for huge) todo grandote, eso está bacano	P respect basic rules of dialogue  P express feelings and views
COT7 125	T	(To SM1) Es cierto. (To the C) ¿Y cómo se siente usted como (emphasizing the word) “ciudadano”...? (interrupted by several Ss who want to participate)	T fosters P’s participation
COT7 126	SM4	(Without raising his hand to ask for the floor) Hay dos (using the Spanish acronym for Centro de atención inmediata, "immediate reaction center", a kind of micro police station where a few policemen are located to serve the jurisdiction of a particular sector of the city) CAI de policía ahora	P show excitement without falling into misbehaviour  P do not respect basic rules of dialogue  P express feelings and views
COT7 127	T	(Repeating) ¡Hay dos CAI de policía ahora! ¿Cómo te sientes? (pointing to SF3 who was raising her hand to ask for the floor) Dayana. Qué dices?	T maintains a kind attitude  T promotes orderly and respectful participation

COT7 128	SF3	Más cómodo porque antes me daba como algo ir al mercado	P respect basic rules of dialogue P express feelings and views
COT7 129	T	(Repeating) Antes le daba algo ir al Mercado porque era como que daba miedo. (Pointing to SF4) ¿Qué dice... Lina?	X T promotes orderly and respectful participation
COT7 130	SF4	Daba algo porque olía mucho a pescado, a carne... carne podrida, entonces, como ya quitaron todo eso que tenía mal olor, entonces ya uno puede pasar por todo el espacio libre.	P respect basic rules of dialogue P express feelings and views
COT7 131	T	(To SF4) Muy bien. (To the C) Pregunto una cosa, ¿quién ha visitado los parques que están haciendo ahora en Santa Marta? Hay una cantidad de parques...	T fosters P's participation
COT7 132		(Several Ss raise their hands to ask for the floor)	P respect basic rules of dialogue
COT7 133	T	(Pointing to the whole C) Mira cómo levantan la mano y miren cómo se ven esas caras de felicidad de ustedes. Antes esos parques no existían... Y ¿saben qué? Les digo algo...	X
COT7 134		(Ss insist on raising their hands to ask for the floor)	P respect basic rules of dialogue
COT7 135	T	(To the C) Bajen la mano un momento y (making a hand gesture for wait) esperen ahí que les voy a terminar la idea... (Talking about a neighbourhood) ¿Cómo se sentían las personas que iban, por ejemplo, al parque de la Ciudadela 29 de julio? O a los parques, por ejemplo... No sé ¿cuál parque han visitado ustedes que ya están bien bonitos? (Trying to decide to whom give the floor because there are several Ss raising their hands) Mmmm. (Pointing to SM5) Tú, Alan.	T gives instructions/explains procedure X T promotes orderly and respectful participation
COT7 136	SM5	El de la Ciudadela	P respect basic rules of dialogue P express feelings and views
COT7 137	T	(Repeating) ¿El de la Ciudadela? (To SM5) ¿Cómo quedó?	X T fosters P's participation
COT7 138	SM5	¡Bien bacano!	P express feelings and views
COT7 139	T	(Repeating) Bien bacano... (To the C) Ahora tiene una cancha, la cancha tiene un techo todo chévere... Yo he visto las fotos, no es que haya ido.	X
COT7 140	SM5	(Without raising his hand) Hasta hay un tobogán	P do not respect basic rules of dialogue P express feelings and views
COT7 141	T	(To SM5) ¿Hay qué? (Repeating) Un tobogán (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF2) Yeimis	X T promotes orderly and respectful participation

COT7 142	SF2	Hay juegos para niños chiquitos y para los niños grandes	P respect basic rules of dialogue P express feelings and views
COT7 143	T	(Repeating) Hay juegos para niños chiquitos y para adultos. (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SM1)	X T promotes orderly and respectful participation
COT7 144	SM1	Hay cosas para hacer ejercicios, porque como yo fui con un amigo, por eso es que yo me llevo... por eso es que yo me llevo mis guantes, porque (pointing to his lifting gloves) mira ve... me encuentro con unos amigos, eso sí es bacano allá, profe, allá es muy chévere, eso sí es bacano, vaya para que vea usted.	P respect basic rules of dialogue P express feelings and views
COT7 145	T	(To the C) Voy a ponerles ahora en su cabecita otra pregunta... Miren lo que está sucediendo ahora, aquí...	T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 146		(Silence)	S
COT7 147	T	(To the C) Sí, díganme... ¿qué está pasando en este salón de clases, ahora mismo en esta clase? (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF2)	T encourages reflection on feelings and views regarding the outcomes of observing the rules T promotes orderly and respectful participation
COT7 148	SF2	(Smiling proudly) Están respetando las reglas	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules P identify proper behaviour
COT7 149	T	(Repeating) Están respetando las reglas. (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF5) ¿Qué dices, Greys?	X T promotes orderly and respectful participation
COT7 150	SF5	(Disappointed. Pointing to SF2) Eso	P comply with instructions, commands or tasks given / answer questions
COT7 151	T	(Repeating) Eso, pero ¿qué más puedes decir?... Di más	T encourages participation in collective projects
COT7 152		(SF5 makes a dismissive gesture)	P express feelings and views P show minor poor behaviour or more improper behaviour P do not recognize improper behaviour
COT7 153	T	(To the C) Alguien que no haya hablado en todos estos días. (Trying to decide to whom give the floor because there are several Ss raising their hands)	T encourages participation to prevent segregation of those students with integration difficulties T promotes orderly and respectful

		(Pointing to SM6) Lazcano	participation
COT7 154	SM6	Hay más orden	P express feelings and views regarding the outcomes of observing the rules P identify proper behaviour
COT7 155	T	(Repeating) Hay más orden. (To the C) ¿Y cómo se sienten ustedes ahora que hay más orden?	X T fosters P's participation T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 156	Ss	¡Mejor!	P express feelings and views regarding the outcomes of observing the rules
COT7 157	T	(To the C) Ahora que no están todos gritando al mismo tiempo, ¿cómo se sienten?	T fosters P's participation T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 158		(Several Ss raise their hands to ask for the floor)	P respect basic rules of dialogue
COT7 159	T	(Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SM7 to give him the opportunity to participate) Castro	T promotes orderly and respectful participation
COT7 160	SM7	Mejor	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules
COT7 161	T	(Repeating) Mejor... (To the C) ¿Por qué se siente mejor?	X T encourages reflection on feelings and views regarding the outcomes of observing the rules
COT7 162	SM2	Porque uno no se cansa la garganta	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules
COT7 163	T	(Repeating) Porque no se gastan la garganta (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF5 to give her the opportunity to participate) Greys	X T promotes orderly and respectful participation
COT7 164	SF5	Al fin me salvé de mi dolor de cabeza	P express feelings and views P express feelings and views regarding the outcomes of observing the rules
COT7 165	T	(To the C) ¡Ah, mira! Al fin se salvó de su dolor de cabeza. Sufre de dolor de cabeza y el escándalo le impide a ella estar tranquila. (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF2 to give her the opportunity to participate)	X T promotes orderly and respectful participation T encourages participation to prevent segregation of those students with integration difficulties
COT7	SF2	Profe, porque el curso está ordenado y no... y	P respect basic rules of dialogue

166		no hay desorden ni nadie está gritando.	P express feelings and views regarding the outcomes of observing the rules P identify proper behaviour
COT7 167	T	(To SF2) Muy bien, me parece perfecto. (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SM1 to give him the opportunity to participate)	T promotes orderly and respectful participation
COT7 168	SM1	Mr. Castro, ahora que se está cumpliendo la regla hay más orden y hay como una conversación más civilizada.	P respect basic rules of dialogue P express feelings and views regarding the outcomes of observing the rules P identify proper behaviour
COT7 169	T	(To the C) Chicos, déjenme felicitarlos porque... miren lo que está pasando, en realidad esto es, para mí, muy satisfactorio, es asombroso y quisiera que todo el tiempo estuvieran haciéndolo, no solamente en la clase de inglés porque esto que hicimos fue para que ustedes lo puedan seguir cumpliendo en todas las clases y que, si ustedes le proponen al profesor o la profesora de las otras materias, “profe, nosotros tenemos unas reglas aquí en el salón de clases, que son esta, esta, esta y esta y tenemos un procedimiento, y sacamos unas tarjetas y la persona tiene que cumplir con unas sanciones”, si ustedes les explican eso, de pronto los profesores pueden asumirlas y ellos entonces dirán “oye, mira cómo se está portando de bien el quinto dos”	T promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 170	SF2	Nos van a entender	P express feelings and views P express feelings and views regarding the outcomes of observing the rules P identify proper behaviour
COT7 171	T	(To SF2) Muy bien. (To the C) Bien, cortemos aquí y... yo quiero, nuevamente, después de felicitarlos, quiero pedirles que por favor continúen haciendo esto, es su tarea de ahora en adelante. Es una tarea continua seguir haciendo esto, seguir comportándose así de bien, seguir cumpliendo con esas reglas...	T gives instructions/explains procedure T promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 172		(Many Ss insisting on asking for the floor make it difficult for the teacher to finish his idea)	X
COT7 173	T	La última intervención... (Trying to decide to whom give the floor because there are several Ss raising their hands) (Pointing to SF4 to give her the opportunity	T promotes orderly and respectful participation

		to participate) Lina	
COT7 174	SF4	Mr. Castro que no se debe aplicar sólo aquí en el salón sino en todas las partes	P respect basic rules of dialogue  P apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 175	T	Mira ¡qué bien! (repeating) no solamente aquí	X
COT7 176	SF2	Como en la casa y en el parque	P apply in class the negotiated and learned CLTA/seem potentially aware to apply the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 177	T	(To SF2) Bien. Bueno, miren. Si en el parque nosotros cumplimos las reglas... (To the C) ¿Cuáles serán las reglas del parque?	X  T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)
COT7 178	Ss	No dañar los objetos No tirar basura No dañar lo culumpios ¿Cómo se llama ese que da vueltas?	P express feelings and views
COT7 179	T	(To the C) Entonces, lo que estamos aprendiendo aquí lo podemos trasladar también a nuestra vida por fuera del colegio, ¿cierto?	T promotes reflection on rules (definition, purposes, importance, correction or sanction, etc.) / conflicts (concept, nature, outcomes, etc.)  T promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)
COT7 180	Ss	¡Sí!	P express feelings and views
COT7 181	T	(To the C) Bueno, chicos, espero que queden con eso ya presente, como tarea, que lo tengan para su vida y sigan aplicándolo en adelante. Los felicito nuevamente. OK. Class is over. Good-bye!	T promotes the application of the CLTA in other contexts (with other teachers, at home, at the park, etc.)  T uses polite discourse/good manners (leads by example)
COT7 182	Ss	(Clapping) Good-bye!	P show excitement without falling into misbehaviour  P express feelings and views  P evidence understanding and knowledge of polite discourse and good manners and use them in communicative situations

### **Author's Biography**

**Wilber Alfonso Castro Padilla** was born in Santa Marta, Colombia, in 1974. He has a BEd degree in Modern Languages and a diploma in University teaching from University of Magdalena, Colombia. He studied He has experience in teaching English at all levels offered by the Colombian Education System. He is, additionally, a former lecturer of the Foreign languages degree programme at the University of Magdalena where he taught English and French. He is also the founder and director of a languages centre in Santa Marta. Over the last four years he has become involved in the Programa Colombia bilingüe. In 2018 he participated in the International Teacher Development Programme carried out in both Colombia and the United Kingdom. He is the founder and general director of the English Time Festival, a festival of student theater in English.

He recently participated as a speaker in the Primer encuentro nacional de innovación e intercambio de experiencias pedagógicas of the Innovation and exchange network of pedagogical experiences - RIIEP, with the significant experience entitled Learning English Through Theater. In 2019, he was delegated as connection of the Santa Marta Education Secretariat with the National Bilingual Programme. For two consecutive years (2017 and 2018) he received Honorable Mention as an exalted Teacher from the Santa Marta Education Secretariat, for his work performance, his significant academic contributions and his leadership in the work undertaken with the learning communities formed with his support in state schools of the city.