

IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING LESSONS
IN THIRD GRADERS AT ATANASIO GIRARDOT
SEDE SEBASTIÁN DE BELALCÁZAR:
A NARRATIVE EXPERIENCE

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(VUAD)

LICENCIATURA EN LENGUA EXTRANJERA INGLES

SANTIAGO DE CALI-VALLE DEL CAUCA

2016

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Acceptance note

The titled research project “IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING LESSONS IN THIRD GRADERS AT ATANASIO GIRARDOT SEDE SEBASTIÁN DE BELALCÁZAR A NARRATIVE EXPERIENCE” presented by MARÍA CONCEPCIÓN LOBÓN VALENCIA as a requirement to receive the grade of Bachelor in Arts as a Foreign Language was approved.

Tutor: _____

Juror 1: _____

Juror 2: _____

Santiago de Cali, Mayo 28 de 2016

Dedications

Thanks God for allowing me to begin and finish this career.

Acknowledgment to my family.

My brother John Jairo Lobón Valencia, my parents Maximiano Lobón Mendoza, and Carmen Dorila Valencia who with love, sacrifice and effort have done possible my dream to become an English user and a future English teacher.

Acknowledgements

To the University for opening this career that allowed me to study in this prestigious university with high levels of educational quality.

To regional and national tutors who strengthened my educational background and make it possible to graduate in the English foreign language career.

Finally, my gratitude go to my parents for their unconditional support and love throughout the years of my life and study. God is my life, thanks to Him.

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Abstract

This research project emerges by applying communicative lesson in English as foreign language for basic elementary. This paper reflects on how using a Communicative Language Teaching and interactive learning can improve the communication through strategies such as pair work based on dialogues, short poem reading, building vocabulary, and speaking. This study focuses on the narrative design, and frames the practitioner research into the descriptive tradition. The Research Tradition selected is the descriptive tradition, because it responds to the investigative requirements for this type of project, which is focused in producing both qualitative and quantitative accounts of processes in the classroom and cultural phenomena; from the perspective of one who participates in the studied context, reflecting on the viewpoints of the participants. Some samples about the student's behaviors in the class during the teacher develop of the activities were taken by the author.

The research questions talk about the process that the learning communities try to provide spaces for speaking English. The general objective describes how English teaching and learning occur under the parameters of communicative language teaching (CLT) in a group of third graders at Atanasio Girardot School.

Keywords: Communicative Language Teaching, Pronunciation, Methodologies.

Introduction

In Colombia, Education has been subject to many changes and reforms through history, which has led to progress in the construction of a qualified, educational system. One of these changes is the policy of Bilingualism at schools. English has become the universal language of business, science, and technology. Therefore, in Colombia the implementation the National Program of Bilingualism is taking place in schools in order to facilitate communication of English as a second language and educate more competent students.

Through the process of globalization in our country, it is necessary that students have the opportunity to learn the English language through daily practice.

Therefore, this paper proposes new ways of teaching and learning, a constructivist line, where the teacher and student dialogue and interact constructing communicative channels.

This present work does reflect on the importance of fostering communication skills in elementary students using basic speaking ability as the core of the communication of all human beings whose expression is specific to the auditory and visual demonstrations and where language oral reaches its peak.

In the context of this research, the notion of communicative skills competition refers to having a person to express their ideas, feelings, needs, dreams and desires through oral language and the ability to understand the messages through this code. This pedagogical proposal is oriented towards the development the speaking skill in various situations of the students' everyday life.

Therefore, the study looks for gathering data with and from different life documents such as oral/written reports, photos, videos, etc. The main purpose is to construct the history of a person(s) life by describing and reflecting on data gathered for stating relevant insights for others.

The role as a researcher is to be the role of a teacher-researcher because I want to provide some strategies and implement activities in the language classroom that could help primary learners to develop communicative skills to organize pedagogical plan in order to practice pedagogical actions to improve the development of the class.

Therefore, it is desired that students of the educational institution Atanasio Girardot, Sebastian de Belalcázar third grade Headquarters learning English as a second language through various interactive oral strategies and resources to develop classroom activities should be promoted, supported with Communicative Language Teaching and interactive learning to improve and strengthen the English language.

To do a pedagogic proposal consisting of the following criteria as aims, topics, skills, activities / tasks and timing where the didactic unit is relating the lessons plans to work with its various complementary activities to develop each subject where students have the opportunities to communicate and learn English. This study becomes an opportunity for students to engage in new communication strategies and allow teachers to acquire various alternatives for developing speaking strategies in the context of teaching English as a second language.

This research project presents its justification which points out its importance and the direct impact of this project is on the research participants, and it is organized in seven chapters, thus:

In chapter 1, the problem statement and research question it guided this research project.

In chapter 2, the main theory which supports the research question. It develops concepts of communicative skills, conversation, pronunciation and communicative language teaching.

In chapter 3, describes in detail the research design applied for the present study. It includes the context, the participants and the procedures followed in the investigation. The research design shows coherence between the research question and objectives.

In chapter 4, instructional or the pedagogical design which presents relevant information about the population, the theory which support the intervention and the pedagogical objectives.

In chapter 5, data analysis and results gives reason about how the implementation was carried out; the procedures to collect it and the final categories emerged to respond the research questions, contrasting the results with the main theory consulted.

In chapter 6, the conclusions and pedagogical implications. Finally, it presents a list of references needed on this research project and the appendixes which were taken account to carry out this study.

Justification

Over the years, some methods, approaches, procedures, techniques and various strategies have been made to the teaching learning English as a second language. All this has helped in the process of teaching but more work is needed because the process is continuous and permanent. Thus, the teaching learning requires the acquisition of communication skills (speaking) and various interactive learning and Communicative Language Teaching in a way to provide opportunities to implement a methodology to promote learning and interaction between professor and student. (Brown 2006).

The General Law of Education, Article 21 (Act 115 of 1994) requires educational institutions to teach their students a foreign language from the basic level. In 2004, Dr. Saulo Quiñones Garcia, the Mayor of Buenaventura at that time opened a department called "Buenaventura Bilingual" where teachers were given a book called "Inglés para Todos" for teaching English language with the aim of improving the quality of education between teachers and students; unfortunately, the next mayor did not continue the project and the process was cancelled.

At Institución Educativa Atanasio Girardot, Sede Sebastian de Belalcázar third graders have communicative problems as in previous years they were not taught the English language. The students have to start from scratch the teaching process but some positive they observe is that they like the English, these students are mostly afros and indigenous people who are in this course. Following this problem, students do not have interaction any contact with English at their homes and classmates because nobody knows English. The Indian communities speak their language and Spanish. Afros speak only Spanish.

Afro refers to African origin marking term for the race or series of races that have texture which is characteristic of each person. <http://es.wikipedia.org/wiki/Afro>.

Therefore, the researcher wants to relate her experience as a teacher of English at Elementary school to provide opportunities in the process of teaching English language with an interactive pedagogical approach and different strategies where students will benefit from learning- teaching in relation to speaking skills.

So the student can get some speaking skills such as talking to someone face to face, by phone, a learner answering a question on class, someone giving a speech, taking part in a meeting, an exchange between a customer and an assistant in a shop, chatting to friends. Therefore, they can get more have, accuracy, and fluency to learner English.

For that reason, the teacher- researcher in the classroom needs to get learners to practice both production and interaction, to concentrate more in the fluency about speaking skills.

The school will be benefited equally in terms of new technologies and achieve national requirements for learning English with the A1 level in elementary school.

I Problem statement and research question

In the city of Buenaventura, there are few English teachers and they mainly work in high School. The teachers who work in primary do not have a certification for teaching English because they do not have a major in a second language and in many cases, there is not time to certificate an English proficiency.

Therefore, there is a big problem when teaching English as a foreign language in primary in many of the institutions. One of the most remarkable problems is based on the methodologies and strategies to teach English to elementary school students.

After doing previous observations in the practices of teaching English as a foreign language in the third-grade female students at Institution Educativa Atanasio Girardot, Sede Sebastian de Belalcázar. The PEI is focused on agro-ecotourism.

The national program of bilingualism is to teach English to children without departing from their contexts. It is also a process of peaceful, meaningful and fun learning that allows use English in a confident and effective in the classroom reality way. With this program, the school should include lessons in English starting from the reality of children, their communities and cultural background, thus making the process meaningful learning.

I identified varied shortcomings when they worked with literature texts such as short stories in the English classes. The preliminary observations took place for a period of two months and were documented with field notes. The main shortcomings detected were - The school does not have specialized teachers in the English. - The institution has some didactic resources for teaching and learning but that is not enough- The only activities they did mainly focused on

translation students presented lack of interest and enthusiasm when they had to develop the activities proposed by the teacher after reading a story.

Research Question

How did English teaching and learning occur under the parameters of communicative language teaching (CLT) in a group of third graders at Atanasio Girardot School?

General Objective

To describe how English teaching and learning occur under the parameters of communicative language teaching (CLT) in a group of third graders at Atanasio Girardot School.

2. Literature review

According to the research statement, questions and objectives of this research are taken into account some patterns such as Definition of Communicative skills, Communicative Language Teaching, The goals on CLT, Classroom Activities in CLT, Definition of Speaking skills, conversation and pronunciation, with some projects and theories of Brown, Lindsay & Knight, Harmer, Nielsen, Mohamed, Richard and Nunan in order to affiance some concepts about it.

Definition of communicative skills

Mohamed (2005) says, Communications skills shows the communicative process starting with the transmission of ideas and ending with their reception by other person. Your role as sender or receiver is an interchangeable one. For every speech you give in a speech class, you listen to perhaps fifteen or twenty others. Just think of the volumes that you read, in school, college and out, compared to the amount that you write. Obviously, reading and listening skills are as important to you as writing and speaking.

Nielsen (2008) says, having a relationship with other people is one of the most important and wonderful things in this life and one of the most difficult. If I do not know how to communicate in ways that really work, it is like trying to talk with someone who speaks a different language. We may both be good people, but a deep friendship just is not going to happen and what about the people that you do understand all too well. They may seem to be always giving you advice and not giving you any space to be yourself. Assertive communication can help you establish your right to have your own opinion, space, and life in a way that is respectful to yourself and to the other person. You may even find out that they really do or do not care about you and just did not know how to show it.

Communicative Language Teaching

Richard (2006) says, Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative Language Teaching refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language.

Brown (2007) says, the communicative language teaching also known as the communicative method is an approach that focuses its main interest in teaching the language through the interaction with the context as a way to finally get meaningful language learning. It looks at learners as partners in a cooperative venture and the practices in the classroom seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

According to the definitions of the Brown and Richard authors on Communicative language teaching, consider the communicative language teaching should be note the context, perceptive students, the activities to develop and work in pairs for both students as the teacher can bring to a good way the learning teaching English as a second language.

This position of the Brown and Richard authors relate the project since the idea is that students relate to each other and the teacher must ensure quality education to improve the ability to speak through various interactive strategies commensurate level English students are acquiring.

For this reason, choose to Brown, Gilbert, Lindsay & Knight, Nunan and Richard since those authors have common views on the development of my research. The research that have been conducted on Communicative Language Teaching, speaking skills, speaking strategies and

pronunciation all are related to the research project because what is sought is that students acquire the required level of ability to speak as required the Ministry of Education who is leading the process of bilingualism in Colombia and each of these tools help improve the process of learning English take into account an appropriate syllabus to the needs of students in each plan lesson is connected with a Communicative Objective, stages, teacher-activities, students-expected performance, resources and time.

In addition, for it must follow a curriculum guidelines ranging from the regulation of the Ministry of Education and the regional context of students with the education secretary.

In that vein, it should be clear that class teaching methodology and should be handled in learning for it is very important to be creative pedagogical approach commensurate with the demands of the ministry of education with the framework of bilingualism which interact with the regional context.

The Ministry of Education with its program of bilingualism, skills development and the national system of evaluation should lead to constructive participation students and teachers in order to improve and strengthen the teaching of English as a second language and this way to get students to have access to development and knowledge sharing with interaction and English proficiency.

The goals on CLT.

The goal on CLT is communicative competence instead of grammatical competence. This means that the nuances and meanings of the language are the focus of learning. The aim is to know how to use the language in particular situations and understand the fine details of what a person is trying to convey despite the translation of words. Richards (2006:3) presented the goals of

communicative competence as follows: Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies)

Also, Dr. Alexandra Rowe defines the following features of CLT:

- Focus on negotiation of meaning and meaningful communication (rather than linguistic structures)
- Focus on active learning and active learners (collaboration among learners and purposeful interactions)
- Focus on the affective domain of the classroom and creating a language-learning environment that supports risk-taking by the learners, i.e., a community of learners
- Focus on “whole learner,” i.e., learner with his/her own learning style + person with emotions and individual needs
- Focus on teachers as facilitators

- Use of “authentic” materials, i.e., materials aimed at native English speakers rather than ESL learners, and Realia, i.e., real objects from a native-English speaking culture, such as an advertisement
- Use of a variety of strategies, which address different learning styles and language skills
- Tolerance for errors
- Teaching of target language culture(s) to accompany language teaching

Classroom Activities in Communicative Language Teaching.

As the core philosophy of CLT is communication over grammatical or linguistic competence, consequently the activities involved are always aimed at promoting and developing that wanted communicative competence. The activities that are proposed in CLT are meant to reflect the principles of a communicative methodology. The type of activities are directed to develop fluency, to practice communication, to build meanings and the one that stands out for my investigation, authenticity activities.

Authenticity activities are those which connect the classroom to the real life; “Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT, an issue which soon emerged was the relationship between classroom activities and real life. Some argued that classroom activities should as far as possible mirror the real world and use real world or “authentic” sources as the basis for classroom learning” and “Arguments in favor of the use of authentic materials include a) They provide cultural information about the target language, b) They provide exposure to real language, c) They relate more closely to learners’ needs d) They support a more creative approach to teaching” Richards (2006: 20).

Definition of speaking skills

According to Oxford dictionary of current English (2009), speaking is “the action of conveying information or expressing ones` thoughts and feelings in spoken languages.”

Chaney (1998), in addition, considered speaking as a process. “Speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbol in a variety of contexts”.

Harmer (2001), adds that speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good reason. Their reason may be that they want to say something, they have some communicative purposes, and they select from their language store.

In language teaching and learning, speaking is considered a skill to practice and master. In this light, Nunan (2003, 48) puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning”. The discussion above concludes that speaking is the ability to express something in a spoken language. Speaking is concerning to put the ideas into words to make other people grasp the message that is conveyed. In this study, the term “speaking” will be used to refer to a skill related to language teaching and learning.

Lindsay & Knight (2006) says, we speak for many reasons to be sociable, because we want something, because we want other people to do something, to do something for someone else, to respond to someone else, to express our feelings or opinion about something to exchange information to refer to an action or event in the past, present, or future the possibility of something happening and so on because Speaking is a productive skill.

Brown (2007) says, Speaking is a means of communication in expressing ideas, information and feeling to others. It is the most essential way in which the speaker can express himself through a language. The speaking is literally defined as to say things, express thought aloud, and uses the voice. Spoken language and speaking are similar in meaning that how people use the voice loudly that occurs in time cannot go back and change, and it is produced and processed on line.

According the definition of Nunan, Lindsay & Knight. Oxford dictionary, Harmer and Brown is necessary the students have a good interaction between students-students. Students-teacher in order to give opportunities to learn their speaking skills with the communicative language teaching, interactive learning and role play in order to during the classes they feel good and the teacher stimuli the students for learning the English such second language. The students need to be sociable because they need to communicate, respond and express their opinion or idea about something.

In addition, the teacher must build confidence in students to talk and a very playful way Pedagogical correct mistakes found in them to improve learning English as a second language because the priority of this research is that students they can communicate in their context and out of it reaching the communication A1 in primary school level.

Conversation

Research on teaching conversational skills (McCarthy & O'Keefe, 2004; Tarone, 2005) historically describes two major approaches for teaching conversation. The first is an indirect approach in which learners are more or less set loose to engage in interaction.

The second is a direct approach that "involves" planning a conversation program around the specific microskills, strategies, and processes that are involved in fluent conversation (Richards, 1990, pp.76-77). The indirect approach implies that one does not actually teach conversation, but rather that students acquire conversational competence, peripherally by engaging in meaningful tasks. A direct approach explicitly calls students' attention to conversational rules, conventions, and strategies.

Pronunciation

Brown (2006) says, the pronunciation should therefore be more realistically focused on clear, comprehensible pronunciation. For that reason, the teacher need to be emphasis intonation features, voice quality phonetic to perfectly imitate a native speaker.

Gilbert (2008) says, whatever time is available should be spent on elements of pronunciation that provide the most impact. Another way to put this is to make simplicity the key to the curriculum. Too much of a learning burden decreases the impact of a lesson. This means that the teaching focus should be on core elements.

The authors Brown and Gilbert say about the pronunciation that working intonation and simplicity when it comes to communication. I consider it is very important the constant repetition of the words and phrases correctly, the difficulty of the students third grader at Atanasio Girardot, Sede Sebastián de Belalcázar in the pronunciation is because in previous years they had not had an English teacher also our context we have problems because we do not complete the words to say them and we remove them. Therefore, this is a challenge to change the mindset of students and teachers to improve pronunciation and speaking ability.

Other important factors in pronunciation are familiarity with the sounds of words and the teacher should identify the difficulties students have to emphasize to correct the pronunciation given the phonetics and intonation.

Theoretical support: evidences from literature and existing research projects.

There are some projects references my research project.

The project, "Using play activities and audio-visual aids to develop speaking skills" developed in a bilingual school describes how visual aids and activities such as chorus work, mechanical drills, meaningful practice, dialogues, games, songs and poetry support the development of speaking skills, Casallas and Londoño (2000).

The project, "Improving speaking through roles plays and dramatization" developed in San Luis S.O, a school that is located in the Southeast of Bogotá in Los Libertadores describes how plays and dramatizations related to the issue: greetings, family photo album, fashion show, speaking by telephone and free dramatization support the development of speaking skills, Cardenas and Robayo (2001).

The project, " Development of communicative skills in the new school" presents the findings of a researcher project which intended to verify the impact of a didactic strategy of socio-constructivist character (supported by the use of Information and Communication Technologies (ICT's) and some printed material), in the development of communicative skills (reading, writing, speaking and listening) by basic education students, under the new school approach, Monsalve Upegui, Franco, Monsalve Ríos, Betancourt and Salazar (2009).

The project, "Proposing an interactive speaking improvement system for EFL learners" this paper proposes a web-based interactive speaking improvement system for EFL learners. Using

fuzzy matching, the system automatically compares the learner's and the system's pronunciation and immediately provides corrective interaction whereby the student can improve speaking via continuous imitation and practice at the computer, Hsu, Mei-Hua (2010).

I find those projects connected to my research topic because I can identify to mixed class with varied abilities, expectations, motivation level, knowledge using, different learning styles supported by the use of information and communication Technologies (ICT's). Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.

3. Research design

This chapter describes in detail the research design applied for the present study. It includes the context, the participants and the procedures followed in the investigation. The research design shows coherence between the research question and objectives. This study focuses on the narrative design, and frames the practitioner research into the descriptive tradition.

According to Clandinin and Huber (1999) Narrative inquiry, is a relative new qualitative methodology. Under the new research perspective in classroom research at Licenciatura en Lengua Extranjera at VUAD, this design, encloses better in the descriptive tradition. The Research Tradition selected is the descriptive tradition, because it responds to the investigative requirements for this type of project, which is focused in producing both qualitative and quantitative accounts of processes in the classroom and cultural phenomena; from the perspective of one who participates in the studied context, reflecting on the viewpoints of the participants. Besides, this choice was due to the kind of designs that descriptive tradition provides, which suits better to the project objectives, through the application of a Narrative Research Design.

Narrative inquiry follows a reflexive process of moving from the field and allows and it allows to think narratively about experience through inquiry. In this study, the researcher thought narratively and reflected on aspects already depicted in the problem statement.

Even though living in the stories of the class is not easily undertaking, narrative design let me enter into my own experience as an English teacher in the 3rd primary level and understand the situation narratively and reflectively. In addition, narrative different stages allowed me analyzed the data and answered the main question and reach the main objective and change my own teaching practices.

Context and Participants

The present study was carried out at Institución Educativa Atanasio Girardot; section Sebastian de Belalcázar, vereda Campo Hermoso, Buenaventura-Valle del Cauca in the third grade of elementary school. The age of the students are between 8 and 12 years old approximately. This classroom has 12 students, 4 girls and 8 boys. The population taken into account for this study presents an interesting feature that is there are 9 Afro – Colombian students, and 4 native Guambianos students. Guambiano refers to the indigenous people of the department of Cauca in Colombia. Their language is also known as Guambiano. The language of the Guambiano has been classified within the Guambino-Kokonuco Group of the larger Chibcha Language Family. This particularity brought me to reflect that at least four of my students in the English class have already spoken two languages and English was the third language.

This group of students belongs to the Formal Education, specifically at the elementary level. In theory, this means that the level of English corresponds to the lineament depicted in the school program. Which are based on the standards established by the Ministerio de Educación Nacional. The level is explained in the table below. Ministerio de Educación Nacional República de Colombia- Formar en Lenguas Extranjeras (2006. P, 14 and 15)

| Grados | Primero a Tercero | Principiante | A1 |
|------------------------|--------------------------|---------------------|-----------|
| 1 a 3 | Cuarto a Quinto | Básico 1 | A 2.1 |
| Básica Primaria | Sexto a Séptimo | Básico 2 | A 2.2 |
| Principiante | Octavo a Noveno | Pre intermedio 1 | B 1.1 |
| (A1) | Décimo a Undécimo | Pre intermedio 2 | B 1.2 |

Table 1

Data Collection and instruments

In Narrative research design, there are multiple ways to gather, compose and create field texts (data) from studying the experiences of participants. These narrative qualities of lived and told stories arise from the temporal nature of experience in which people are simultaneously participants in and tellers of their life stories (Carr, 1986). In this study, the researcher include observations of the teacher and researcher English classes during a moth from February to March 2015. Whether the narrative inquirer wanted to be was observing her own teaching practices, she decided to take a second instrument to collect data and be more objective. It was use the journals

Observation

Observation and journal.

The researcher observed English classes from February to march 30, 2015. Because I was the teacher in this grade, I had to say that I carried out observation in my own classes. I could had the opportunity to reflect on my own practice as an English teacher. This allowed me to analyze the students' English learning in the classes and identified the difficulties.

The observation was carried out systematically , this to avoid distortion views of what happens in class and so that its benefits are tangible, it needs to be followed through properly, not something done once and leading nowhere.

During the observation, I as the researcher tried to answer the questions below.

1. What do I did today in the English lesson?
2. What activities, strategies worked effectively in this lesson?
3. What things went wrong in my lesson? Why did it happened?
4. What can I do better next time?

Journal

The journal gave me the teacher and researcher the opportunity to write in detail each academic fact that occurred in my classroom. Brown (2007) says, Journals can have a number of purposes: language-learning logs; grammar discussions, responses to readings, self-assessment qualities of journal writing have assumed an important role in the teaching-learning process. Because journal writing is a dialogue between student and teacher, journals afford a unique opportunity for a teacher to offer various kinds of feedback to learners.

4. Instructional or pedagogical design

This chapter aims to implement an instructional design about the ability to speak where important topics were considered.

First, this pedagogical intervention it was performed in the school Atanasio Girardot, Sede Sebastián de Belalcázar are located in the City of Buenaventura, Valle del Cauca on the sidewalk bathed in beautiful countryside Dagua River, with the participation of 12 students in order to apply 8 workshops for the ability to speak with different activities to improve the level of English. Students had to understand short dialogues of their interest about daily routines. It attempted to promote teacher-students interaction through communicative activities and to read texts in order to promote communicative skills.

Second, the description of the method was Communicative Language Teaching (CLT) because emphasis on the ability to communicate or interact with the context and involved and social interaction activities such as conversation and discussion sessions, dialogue and reading of short poems.

Third, the pedagogical intervention had three procedures pre-speaking, while speaking and post speaking during the class in order to facilitate the process of learning for the teacher and students to improve the development of the class, for that reason, was done through a didactic unit where I compiled all the lessons that were applied.

Brief information about the institutional PEI

The school setting

The school setting is Atanasio Girardot, Sede Sebastián de Belalcázar that is located in the City of Buenaventura, Valle del Cauca on the sidewalk bathed by the Dagua River. This school offers pre-school, primary and secondary services. Its resolution number of foundation is 0388 April 12, 2007, NIT 835001699-01, DANE 276109001266.

According to the PEI, the school philosophy attempts to develop a comprehensive educational, permanent, continuous and humanistic process framed in the respect for the values, cultural practices and environment stewardship. It has an Agro- ecotourism mode because the prospects offered by the place itself. The aim of the institution is to promote a comprehensive training through a coexistence agreements and pacts to develop the processes of democratic participation critically and creatively. It is expected that with the implementation of bilingualism be taken into account teaching English to elementary school students in this school.

In addition, the students in this pedagogical intervention were intended to get these purposes.

1. To have students understand short dialogues of their interest about daily routines activities.
2. To promote teacher-students interaction through communicative activities.
3. To read texts in order to promote speaking skills.

In this pedagogical intervention were applied speaking skills where the teachers gave the students explanation about the activities they were worked in each workshop since students were not working on things to do and did not have a good pronunciation of words and dialogues.

This pedagogical intervention was about the application of eight workshops on speaking skills for students of English as Foreign Language (EFL). In each workshop was carried out different activities about speaking. Twelve students participated in the pedagogical intervention. This pedagogical intervention was designed in response to the student necessity.

For that reason, the typical lesson I developed as part of the implementation was “the animals”, the students were very funny with this lesson because they repeated after listen the video several times the animals are found in the village, such as turtle, snake, chicken and pig.

The guessing games were fun for them because mimicry discovered the names of the animals; they discovered the animal is very fast. In the dialogue, they changed the names of the animals according to their preference. They left that task to strengthen the names of animals. What worked was effectively guessing games activity because students were performing mimic animals and when they found the corresponding animal.

The decisions I made in english as a foreign language (EFL) classroom was the authenticity activities which connect the classroom to the real life; “Since the language classroom is intended as a preparation for survival in the real world and since real communication is a defining characteristic of CLT with interactive workshops, videos (songs), dialogues, reading of short poem and guessing games where the students interact between themselves.

Plans should be made to use the language as a means of instruction and communication in class, students should be given the opportunity to have communicative and significant interaction. Regarding the increase in hours of exposure, content-based teaching should be considered a possibility and work should be done on the area of changing motivation and attitudes toward the study of an English as a Foreign Language (EFL). As Lightbown (2000)

Description of the method / approach behind the pedagogical proposal

The specific method which explains how practical actions of the pedagogical proposal take place is Communicative Language Teaching CLT. In the following paragraphs, there is some background on what authors say about it.

It is also known as the communicative method as an approach that focuses its main interest in teaching the language through the interaction with the context as way to finally get meaningful language learning. It looks at learners as partners in a cooperative venture and the practices in the classroom seek to draw on whatever intrinsically sparks learners to reach their fullest potential. Richard (2001).

According Lindsay and Knight (2006) say, CLT emphasis on the ability to communicate or interact it was also influenced by developments in the way the language was describe-talking into account the communicative function of language, that we use language to do things like suggest, invite, agree, request, criticize and predict.

Communicative language teaching uses almost any activity that engages learners in authentic communication. Functional communication activities in which communication is involved and social interaction activities, such as conversation and discussion sessions, dialogue and reading of short poems.

Communicative Language Teaching

The syllabus is based primarily on;

The didactic unit, lesson plan and the activities were designed about the age of the student and the level of them. Because it is the first time that, they are learning English as a second language.

For that reason, the Students practice using the new activities individual the teacher question and the student try to answer and in pairs, the teacher try the students to encourage communication, to promote Students' interaction, to create a real-life communicative setting in order to develop or facilitate to carry out the speaking skills. Then, the students practice using the information in order to develop fluency.

The teacher will ask the students socialize what they found in the activities. Finally the teacher encourages students continue practicing at home.

For that reason, they are the Key principles behind Communicative Language Teaching.

The goal is to learn to communicate in the target language, There is an emphasis on meaning and using the language rather than on the structure and form of the language, Oral and written activities may be used from the start, for example, dialogues, guessing games songs and problem solving, One role for the teacher is that of a “facilitator” who helps learners to communicate in English and motivates them to work with the language, Learners often interact with each other through pair or group work and The fours skills are developed simultaneously. Lindsay with Knight (2006).

Communicative Approach

I also supported this pedagogical proposal with the natural approach according Brown (2007), says the goal was to build the basic personal communication skills necessary for everyday language situations daily conversations, shopping, listening to the radio and the like. The initial task of the teacher was is that is, spoken language that is understandable to the learner or just a little beyond the learner's level. (P.31), for that reason, these activities are important to introduce in this proposal in order to help the students and the teacher to learn English as a second language for giving a good speaking skills.

Therefore, the activities will be designed to teach language which allow student interact in oral conversations.

According Agudelo and Florez (2000) say, didactic activities are designed, planned and prepare in order to students learn English such as second language.

The end of the lesson the students will be able:

- To interact in oral conversation.
- To ask and answer

In that case, the didactic unit, lesson plan and the activities were designed about the age of the student and the level of them. Because it is the first time that, they are learning English as a second language.

Features of CLT:

Focus on meaning, communicative competence is the desired goal, learner-centered, fluency is the primary goal, students are expected to interact with other people, either in oral practice, through pair and group work, or in their writings, dialogues, if used, center around

Communicative functions, intrinsic motivation will spring from an interest in what is being communicated by the language and task-based.

Communicative language teaching, as an approach has some key components:

1. Overall goals: CLT suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic and Strategic) of communicative competence. Goals therefore must intertwine the organizational (grammatical, discourse) aspects of language with the pragmatic (functional, sociolinguistic, strategic) aspects.
2. Relationship of form and function: Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.

3. Fluency and accuracy: A focus on students' flow of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learner meaningfully engaged in language use.

4. Focus on real-world contexts: Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Autonomy and strategic involvement: Students are given opportunities to focus on their own learning Process through raising their awareness of their own styles of learning and through the development of appropriate strategies for production, comprehension and speaking.

6. Teacher roles: is that a facilitator and guide, not an all-knowing Font of knowledge. The teacher is a empathetic coach who values the students speaking skills.

7. Students roles: Students in communicative language teaching class are active participants in their own learning process because they need to improve their speaking skills with many activities the CLT presented such as (songs-videos, dialogues, reading of short poems, guessing games) in order to improve the English level.

There are some advantages of CLT,

1. The interaction between students and teachers.

Communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students develop the subject, initiative and become increasingly important.

Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship.

2. To inform the basic knowledge and ability to skillfully combine the development.

Traditional classroom teaching of English in the main body of the expense of home study, only emphasized the teachers on the knowledge of the systematic and integrity, which is a teacher-centered, knowledge-centered from the medieval "scholastic" teaching methods inherited One consequence of the neglect of student ability. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

3. Greatly improved the student's interest.

Communicative teaching students to participate in, sometimes accompanied by scenes or simulated scenarios, so that students more close to life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure.

Specific Approach

This research is supported by Habermas's Theory of Communication (1984) "the ability of communication" according to him the communication has great meaning for transmitting knowledge, opinions, critics, ideas in a specific way (p.10).The teacher can give to students in depth explanation about the interactive workshops propose in each sessions.

Therefore, the uses of interactive strategies were included in the interactive workshops for improving the English level, all in order to solve the activities individual or in pair.It involves instilling a love of speaking skills, problem-solving and critical thinking in the process of learning in English as a second language.

Pedagogical objective

To involve the students in speaking workshops on speak strategies in order to foment their speaking skills.

Specific objectives.

- To prepare the students to speak English through interactive strategies in order to describe their daily routine and preferences.
- To promote teacher-students interaction through interactive strategies.
- To read texts in order to promote speaking skills.

.Theoretical assumptions inspiring the pedagogical proposal.

The application of this proposal was developed and based on some theories, previous studies that relate the interaction among teacher-students for improving the English level.

The “Sociocultural Theory” by Vygotsky (1934) says that “social interaction leads to continuous step-by-step changes in children’s thought and behavior that can vary greatly from culture to culture” (p. 151-152).

Vygotsky's theory states that development depends on interaction with people and tools that the culture provides to help training the citizens.

Bernal, (2007) say: “one of the most important issues in teaching-learning English is through among parents-children interaction” (p.14). In her research called (how children learn a foreign language (English). According to this research the teacher provides to her/his students real events through interactive games and videos, job sharing, showing cards with cartoons (listen and repeat).

Bernal (2007) says, that “children between 7 and 10 years who acquire a second language through interaction with speakers of a foreign language where they get skills of speaking and listening easily through games, songs, and interacting with their classmates, parents, or people around them” (p.24).

According to Ausubel ----- it says that no interest is more essential and urgent, in the present state of our knowledge that the need to distinguish clearly the main types of learning as rote, discovery and repetition. (p. 156).

Ausubel says that these three types of learning in children help to improve mental ability to perform self-discovery and have greater cognitive maturity for meaningful learning. (p. 158).

Connection between the Research question and Pedagogical implementation.

The importance of interaction among teacher-students for knowing to participate, communicate and answer the questions and objectives, it was designed the implementation of eight interactive workshops in a didactic unit divided for sessions and each session has a lesson plan, at the end to get the final results. (See below the didactic unit to teach interactive workshops). In the next paragraphs show the interactive workshops were developed in each intervention.

Lesson teaching Procedures

Pre speaking. In each lesson plans the students are invented to listen to songs(videos), dialogues, reading of short poems, guessing games, then ask question to the students the activities that the teacher introduce in this procedure.

Example, what are we going to talk about today? Students are asked to make guesses about the purpose of the lesson.

While speaking. Students practice using the new activities individual the teacher asked question and the student try to answer and in pairs, the teacher tried to encourage communication, to promote Students' interaction, to create a 'real-life' communicative setting in order to develop or facilitate the speaking skills.

Post speaking. The students practice using the information in order to develop fluency. The teacher will ask the students socialize what they found in the activities. Finally the teacher encourages students continue practicing at home.

Brown (2007) says, a less directive role might be described as facilitating the process of learning, of making learning easier for students helping them to clear away roadblocks to find shortcuts to negotiate rough terrain. The facilitating role requires that you step away from the managerial or directive role and allow students, with your guidance and gentle prodding to find their own pathways to success.

For that reason, I consider the author Brown has a reason, when he says, the role of the teacher is that of facilitator, because the teacher needs to be a guide and give opportunities to develop autonomous learner capable of continuing to learn the language beyond the classroom and the course.

My role as a researcher

I want to play the role of a teacher-researcher because I want to provide some strategies and implement activities in the language classroom that could help primary learners to develop communicative skills, to organize a pedagogical plan in order to practice pedagogical actions to improve the development of the class. According Smith and Lytle (1993) say, the teacher researcher is reflexive on their every class and try to solve the situation in their classroom.

As a teacher research, I was observed, analysed the necessity of the students about the syllabus, problem identification, participants, (Take notes of outcomes), Analysis of assessment, Class design and Evaluator.

Evaluator

- Constant assessment of the communicative outcomes in contrast with the activities.
- Constant assessment of the effectiveness of the materials
- Constant reflection on the teaching strategies

As a researcher, I will be involved in collecting and analyzing data and to give the conclusions. The teacher researcher designs a plan an act and make a reflection in order to improve the speaking skills.

Contents syllabus design (organization)

The syllabus has a general aim.

According Brown (2007) says, the syllabus is a sequential list of objectives, topic, situation, skills and forms to be taught, it is often helpful to carry out a review of options in materials textbooks and resources.

In addition, the syllabus is a good help to the teacher to prepare excellent classes and to create different activities in order to organize their ideas in sequential list for reviewing every day the classes and analyze very well.

Didactic Unit

Identify the main topic of the unit and mention the most important aspects of this didactic unit. This learning unit will be made to carry out teaching practice and run with those required for implementation and development activities with students considering their skills content.

This teaching unit is composed of lessons they are made taking into account a given period which are accompanied by General aim, Communicative and grammatical topics, skills, activities/tasks, resources and timing and according to the needs analysis you conducted in the school, mention the most important reasons to carry out this didactic unit because the students need to work more on communicative skills. For that reason, the election of these topic is because the students in this level they are deciding which experiences they like and which do not for that reason, our students are still fond of talking about themselves and their preferences without inhibitions which will facilitate our job throughout this unit. Hence, we can conclude that our pupils will approach the topic with a previous interest.

Lessons

Brown (2007) says the term lesson is popularly considered a unified set of procedures that cover a period of classroom time, usually ranging from 45 to 120 minutes. These classroom time units are administratively significant for teacher because they present steps in a curriculum before which and after which you have a hiatus in which to evaluate and prepare for the lessons.

For teachers who have never thought before, it is often very useful to write a script of your lesson plan in which your exact anticipated words are written down and followed by exactly what you would expect students to say in return. Scripting out a lesson plan helps you to be more specific in your planning and can often prevent classroom pitfalls where you get all tangled up in explaining something or students take you off on a tangent. Writing a complete script for a whole hour of teaching is more practical and instructive for teaching. Variety, sequencing, pacing and timing as you are drafting step by step procedures you need to look at how the lesson holds together as a whole. Four considerations come into play here:

a. Must successful lessons give students a number of different activities during the class hour, keeping minds alert and enthusiasm high.

b. Ideally elements of a lesson will build progressively toward accomplishing the ultimate goals. Easier aspects will usually be placed at the beginning of a lesson; tasks that require knowledge gained from previous exercises will be sequenced appropriately.

c. The activities are neither too long nor short. You need to anticipate how well your various techniques flow together. You normally plan two silent speaking activities in a row. You have to pacing also is a factor of how well you provide a transition from one activity to the next.

d. In the activities of the lesson plan you need to control the number of minutes in the class hour. It is not unusual for new teachers to plan a lesson so tightly that they actually complete their lesson plan early but after just a little experience, it is more common that we do not complete our lessons within the planned time allotment.

The topics are organized within didactic unit. The activities to carry out the classes is designed considering English level, age of the students according to the communicative topics of syllabus, skills, activities and task. Examples: Dialogues listen and repeat the pronunciation, guessing games, reading of short poems, songs (videos), and complete the word.

From the theory of Communicative language teaching the type of activities choose to include in the classes were videos Reading of short poems, guessing games and dialogues with the purpose to improve the level of English as a second language to elementary school students with speaking skills because it allows continuous interaction and communication between students and students with the teacher.

Table 2A didactic unit to apply interactive workshops

Didactic Unit

ASSESSMENT CRITERIA

**CRITERIA: This didactic unit will be presented twice. The grades will be divided into 1. 40%
2. 60% over total of the didactic unit grade.**

GENERAL ASPECTS

Title: LEARNING ENGLISH

Level: 3º

Term: II

Temporalisation: from February to November 2015

Author: MARÍA CONCEPCIÓN LOBÓN VALENCIA

INTRODUCTION

(Identify the main topic of the unit and mention the most important aspects of this didactic unit)

This learning unit will be made to carry out teaching practice and run with those required for implementation and development activities with students considering their skills content.

This teaching unit is composed of objectives which are accompanied by criteria of linguistic communication, attitudinal, functional content, grammar, socio cultural, cross-cutting issues in other application areas.

The pedagogical practices will be held at the Educational Institution Atanasio Girardot, Sebastian Belalcázar, rural area, with the third grade, with total of 12 students, 4 girls and 8 boys.

JUSTIFICATION

According to the needs analysis you conducted in the school, mention the most important reasons to carry out this didactic unit because the students need to work more on communicative skills. For that reason, the election of these topic is because the students in this level they are deciding which experiences they like and which do not for that reason, our students are still fond of talking about themselves and their preferences without inhibitions which will facilitate our job throughout this unit. Hence, we can conclude that our pupils will approach the topic with a previous interest.

OBJECTIVE

Communicative To promote students' learning skills through a creative process of

discovery and construction knowledge through interaction context taking into account their age level and addressing topics such as the body, numbers, the City, family, transport, clothes , professions, places, animals, days of the week and months of the year to strengthen comprehensive training through the dialogue.

What students learnt about language were basically grammatical aspects, vocabulary such as

Lesson 1. Days of the week

Lesson 2. Months of the year

Lesson 3. Animals

Lesson 4. Part of the body

Lesson 5. Professions

Lesson 6. The numbers (How old are you?)

Lesson 7. Clothes

Lesson 8. Family

Attitudinal

The students are expected to learn in terms of social skills and affective factors, for example, learning to work in groups.

The students are going to learn in terms of social skills and affective factor, learn to work in pairs, in-group.

Learn to be tolerance among classmates and teachers.

CONTENTS

Functional content

The students need to learn to ask for a collaborative each other and asking for a favor in order to improve in their studies.

Greeting people

Talking about routine

Describing people

Identifying the main message in a text.

Grammatical content

Question and short answer

Answer classroom command for teacher and student

Common noun

Lexical content

Use excuse me

| | |
|--------------------------------------|--|
| | Do me a favor Use and you |
| Socio-cultural aspects | The aspects to be implemented in the classroom are respect and value the opinions of others. |
| Previously acquired knowledge | Consider previous knowledge that students need to have to develop the activities that will be part of your didactic unit. Listening and reading Names Places Family Numbers |
| RESOURCES | Materials: Among the materials used in the classroom, we can mention the following: Flash cards, Board, Markers, Laptop, videos, Speakers, Handouts. Books: Santillana 3°book. Education: Bilingüismo, Ministerio Nacional de Educación <u>Online resources</u> The materials which contributed to the development and practice of the topics are listed as follows. Songs& videos Month of the year https://www.youtube.com/watch?v=HWJcbKA0iok https://www.youtube.com/watch?v=La8V8WfpkLw Part of the body https://www.youtube.com/watch?v=LwSKdW5su5k https://www.youtube.com/watch?v=k7PVYQrB5So The animals https://www.youtube.com/watch?v=u4hEojBs0Q4 https://www.youtube.com/watch?v=oVrfINmBYXg The numbers https://www.youtube.com/watch?v=e0dJWfQHF8Y The days of the week https://www.youtube.com/watch?v=NscOFmaWSz0- rap |

<https://www.youtube.com/watch?v=oXdKqUnnhWg>

Clothes

<https://www.youtube.com/watch?v=taoCF1cKZSY>

https://www.youtube.com/watch?v=CdLW5t_akl8

The family

<https://www.youtube.com/watch?v=Ib1gYDsXO1U>

<https://www.youtube.com/watch?v=mjFcrv6Lfx8> finger family

Professions

123 dialogues2 publicado el 30 de agosto de 2014 recuperado de

<https://www.youtube.com/watch?v=WBInXasRBrA>

<https://www.youtube.com/watch?v=FFwFAWAuN5k>

LESSON 1

| AIM | ACTIVITIES /TASKS | TIMING | RESOURCES | SKILLS |
|--|-----------------------|---------|----------------|-----------|
| The students will be able to know about the days of the week. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASKS | | Pencil | |
| | Word search | | Pen | |
| | | | Eraser | |
| | | Ruler | | |
| | | | Flash cards, | |
| | | | Board, | |
| | | | Markers, | |
| | | | Laptop, | |
| | | | Speakers, | |
| | | | Handouts | |

Methodology of the Research Proposal

In this research proposal were carried out eight interactive workshops in a didactic unit divided in sessions and each session has a lesson plan, for the development of the interactive workshops the students received copies of the material, listened the videos and real objects according the activity to develop. Therefore, all the students involved in each strategy developed with the help of the teacher.

The application of interactive strategies was based on communicative skills according to the students' interest, needs and age. The students participate actively in order to apply the activities proposed for each interactive workshop.

The researcher played an active role since explains the interactive workshop and the way the students use the strategies. After the teachers explain the strategies, the role of the teacher is a facilitator in order to check student's work during the process.

Vanegas and Bernal (2012) say that the teacher is a facilitator who support, help and solving problems. Hence, the material that the researcher used provides real situations where the goal is interact of natural way in the teaching-learning process.

Materials

The materials developed in this educational intervention consisted on copies and cardboard where the activities to be performed in each session, dialogues, poems are designed by the teacher, accompanied by several videos that are related to each topic.

Evaluation criteria

The pedagogical proposal focuses on enhancing communicative skills in learners, that's why the evaluation criteria is going to be centered through the implementation of speaking activities

according to the Communicative Language Teaching (CLT), record videos, fluency, communication-listening comprehension, intonation, pronunciation, and vocabulary choice words in order to complete the statement, like role-plays, dialogues, pair works and group works according to the attitude, behavior and progress of improving outcome proposed.

| SKILLS | ACTIVITIES | QUANTITATIVE 1-5 |
|-----------------|--|-------------------------|
| Speaking | Fluency | |
| Speaking | Communication- Listening comprehension | |
| Speaking | Intonation Pronunciation | |
| Speaking | Vocabulary | |

5. Data analysis and results

Data analysis

Systematizing information in the data analysis

According to Polkinghorne (1995), the analysis of narratives makes part on the paradigmatic cognition. Paradigmatic cognition produces cognitive networks of concepts that allow people to construct experiences as familiar by emphasizing the common elements that appear over and over, and on the analysis the data analysis which goes around some themes or categories which can portray what I did during my research study and pedagogical implementation.

Thus, the data analysis may be a description of both the story and themes that emerge from. That is the analysis of narratives and narrative analysis or the categorization of themes where findings would be arranged around descriptions of themes that are common across collected stories, just like many other qualitative research studies do. Polkinghorne (1995).

Polkinghorne's analysis of narratives (paradigmatic mode of analysis) can be summarized as follows:

1. It describes the categories of particular themes while paying attention to relationships among categories;
2. It uncovers the commonalities that exist across the multiple sources of data; and
3. It aims to produce general knowledge from a set of evidence or particulars found in a collection of stories, hence underplays the unique aspects of each story.

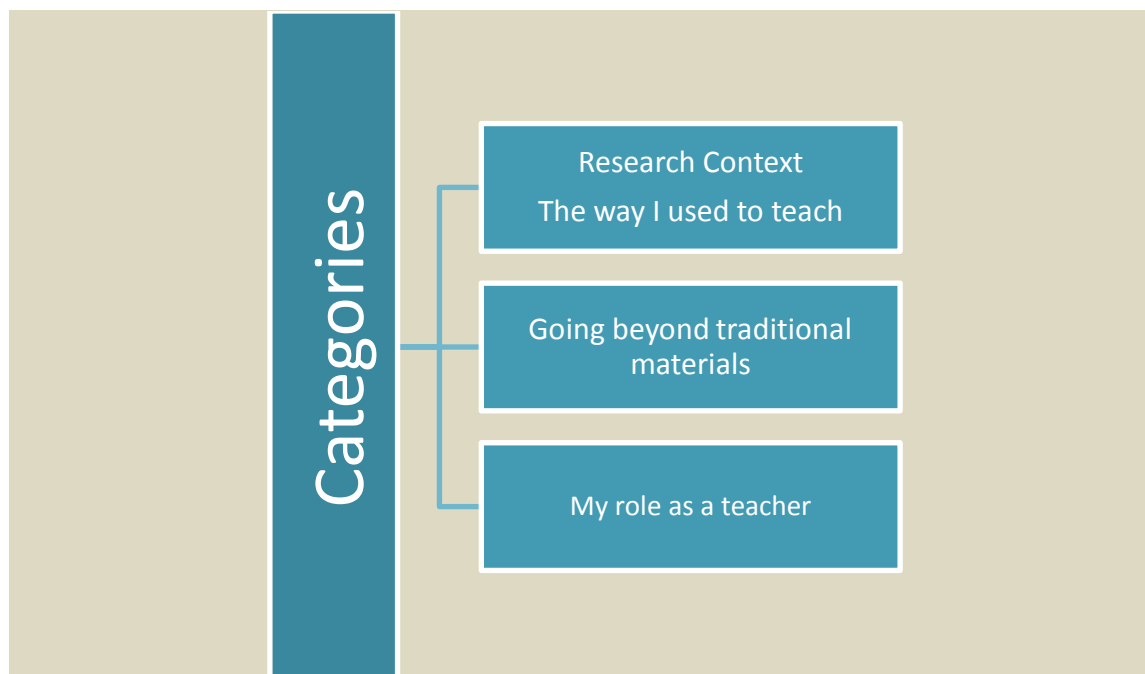


Table 3

Description, analysis and interpretation of results

Research Context: Difficulties & Challenges

Category 1. The way I used to teach

I carried out the present research project with the third grade of elementary school. The students are 12 years old. The students' behavior towards learning English was very positive because they liked to learn English.

When I began to teach English, I did not prepare my classes. I used to write in a notebook all the activities to develop during the classes. Three years ago, my classes were just talking about a topic. For example: The colors, kids repeated the colors, wrote colors on board, color some pictures in the notebook and then I asked question about the colors, what color is it?, the students answer the question then, they look up in the dictionary other colors. Even though, this poor methodology to learn, the students' behavior towards learning English was very positive. Some

of them were nervous because they could not speak or pronounce words in English, they felt excited and thought English was very funny for them and they tried to understand what the teacher said. In summary, they liked to learn English. As it was written in the previous paragraph, their attitude always was encouraging.

Besides the conditions of teaching they were not the best and I had no right pedagogy for teaching English language as only I taught students to pronounce words using the dictionary for the word search and copy those words in notebook thus were all kinds, "my God today I cannot believe that my students have not been bored with these classes. What a pity! Profile as English teacher was badly wrong as they never consider changing the class activities because at the time I thought that everything is super good, That mistake!, as not really caught my attention in the institution of the form as I worked with my students.

Suddenly, something changed. I started to study Licenciatura en Lengua Extranjera Ingles in a distance program and I had to face different teaching subjects like: curriculum and material design, English didactic, pedagogical practice, Research Foundation and Action research and this fact allowed me to realize I was doing things wrong. I taught traditional classes, where the focus was on grammar, vocabulary, repetition of vocabulary and word search in the dictionary. The students only interact with the teacher to answer questions. Once I realized that my way to teach changed and suffered a transformation. I constantly was searching methodologies and strategies to teach English better than before.

After reflection on the way to teach English, I thought that I could change the approach and decided to design a didactic unit. A didactic unit is based with some general aspects, introduction, justification, objectives, resources using a lesson for each theme which give a logical organization and dynamics for the design and development of interactive activities. The

didactic unit is made taking into account the context of students, age, level of learning for this reason, subjects such as Days of the week, Months of the Year, Animals, Part of the body, Professions, The numbers (How old are you ?), Clothes and Family to help improve their communication through their body language, movements using gestures and mimic. The didactic unit promoted students learning skills through a creative process of discovery and construction knowledge through interaction to strengthen comprehensive training through the communicative. For that reason, the students are expected to learn in terms of social skills and affective factors, for example, learning to work in groups, respecting other's opinions and points of view.

For the didactic unit see, (Appendix A Pedagogical materials worked during the Implementation).

The most significant improvements of the process for the participants were basically the improvement of the students' learning process. During the implementation the students participated more actively in learning English as a foreign language, they were more attentive in every class, and they help each other. When they did not understand a topic or could not pronounce words, they asked for help. They also ask for videos for each class and participated in the activities. They almost always ask questions and gave answers in English. When the teacher explains a topic, they associated ideas with some kind of English of previous classes they had received. Example: If they are learning in mathematics the numbers, they pronounce the numbers in English. My students' attitudes and reactions towards their learning within CLT

- The students showed positive attitudes and reactions during the lessons. For instance, after listening, the names of the animals, they repeated them and asked question about the animals as, turtle, snake, chicken, cat and dog.

“Nos gusta los juegos de adivinanzas porque la profesora hace mímica y emite sonidos cuando se trata de animales, nos divertimos mucho y no paramos de reír”.

- In this interactive workshop was possible share information among teacher-students using videos. The students tried to speak in English. In the same way, the researcher observed that students were very motivated and anxious for developing the interactive workshops. So they wanted to use English to communicate.

- Students understood through gestures, asking when they did not understand and laughed at their dialogues and pronunciation.

“Ahora tenemos más confianza con la maestra porque ella nos pronuncia lentamente los nombres de los animales porque era difícil para nosotros la pronunciación”.

- I noticed that the pedagogical proposal simulated real situations in the domain the communicative skills is in order to improve their level. In a communicative activities, the parts of the body, the students said:

“Esta actividad sobre las partes del cuerpo fue muy interesante ya que pudimos relacionarlas con las partes de nuestros propios cuerpos”.

About a different activity, some of the students said:

“La actividad de los poemas nos pareció muy buena ya que pudimos repetirlos varias veces”.

To fasten with this project by CLT and support of my regional and national tutors therefore, after doing my pedagogical implementation I changed several things in my teaching context. For instance, today I prepare funny classes using games, videos, songs, short poems and guessing

games where students they can interact with each other, ask questions and respond in English, the students themselves.

Today my classes have improved according to my research, now, I use Communicative Language Teaching, then, I teach with songs, videos, dialogues, the students develop several activities such as completing exercises, word searches, reading of short poems and Guessing games. In other word, I intend my students learn English in a communicative and contextualized way.

Definitely, the studies in English opened a new perspective and meaning to me, to my students and to the English classes. I am now more active in my role as an English teacher also changed. I do research, and I exchange ideas with other teachers who made me understand that in researching you can strengthen the teaching and learning process in benefit of your students and you yourself.

The students started to use English progressively, for instance when they arrive they say hello or when going home they say goodbye in English. This method CLT promote language learning process because is performance-based to learning and promote the development of real-life language skills by engaging the learner in contextualized, meaningful and communicative learning.

Doughty(2003) defines methodological principles as a list of design features that can be generally regarded as being facilitative to second language acquisition. The following list, serves as a guideline for implementing communicative language teaching CLT practices.

Some of them that captured my attention or that you found relevant to change my teaching practice were.

- Promote Learning by Doing.

- Input Needs to Be Meaningful, Comprehensible, and Elaborated
- Promote Cooperative and Collaborative Learning.

Category 2. Going beyond traditional materials

As it was depicted in the early paragraphs one of the difficulties I had in Institución Educativa Atanasio Girardot, Sede Sebastian de Belalcázar were the materials. First, because it is necessary to make many copies to teach and work, the teacher should spend money.

Maybe because the activity was not planned and the teacher did not have a clear objective, Bingo's activity was quite disorganized and the students did not pay attention, when I told them in order to cancel the activity the behavior improved.

In the classrooms, there is not electricity for that reason; in the classes we did not use a projector. To work with a computer is impossible and the internet connection is not always available. Sometimes it was possible to watch a video however this was a very odd section; since some students watch the video sit down and the others stand up.

The materials I used were English Dictionary, board, eraser, marker and notebooks of students to write what they studied in class. At that time, I thought everything was good but today I have realize it was a mistake to work that way now I am improving the lesson activities to generate enthusiasm in the students.

I remember one day I taught singing greetings and they were excited and then, children sang the song the rest of the lesson, it was all I did at the time. I consider my methodology was not appropriate. Things started to change when studied the subjects of Pedagogy and language teaching, English didactics, curriculum and material design and pedagogical practice and Research project. All the knowledge I acquired in those subjects let me realize that I had to

improve the teaching of English as a foreign language, then I intended to the change with my research project.

Category 3 - My role as a teacher and as researcher.

As I said before, at the beginning of my career as a teacher I only taught grammar and made students repeat the themes of each class. I asked the students to look at the English dictionary for unfamiliar words. I did not use to give feedback or students asked me whether or not understood.

Therefore, my role as a teacher and as researcher has changed. As I teacher I offer some strategies and implement interactive activities in the classroom to help students for learning. I use a pedagogical plan using the Communicative Language Teaching to facilitate the learning of English Language Learners.

Thus, as a teacher I try to be a guide and provide opportunities to the students to develop independent learning so that they continue learning the language beyond the classroom and the course but the interesting thing about this project is that I had the opportunity to interact with others who have helped me realize in detail what I need for the organization.

Therefore, as my tutors, partners teachers, school administrators and my students with their desire to interact with the English language have helped me strengthen this research every day.

The categories are summarized in the table 3.

How did English teaching and learning occur under the parameters of communicative language teaching (CLT) in a group of third graders at Atanasio Girardot School?

| | Before | After |
|-------------------------|--|---|
| The way I used to teach | Before I did things wrongly because I taught traditional classes, where I focused on grammar, vocabulary, repetition of vocabulary and word search in the dictionary, the students only interact | Now, I prepare funny classes using games, videos, songs, short poems and guessing games where students they can interact with each other, ask |

| | |
|--|--|
| | <p>with the teacher, the teacher asked and the students answered or the students asked and the teacher answered too, never the students work in pairs.</p> <p>questions and respond in English, the students themselves.</p> <p>The students started to use English progressively, for instance when they arrive they say hello or when going home they say goodbye in English. Students and teachers act differently in our classroom and beyond as students between them speak, greet, ask and bid farewell in English</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Going beyond traditional materials</p> <p>The materials I used were English Dictionary, board, eraser, marker and notebooks of students to write what they studied in class.</p> <p>I thought everything was good but today</p> | <p>Didactic unit design.</p> <p>The didactic unit promoted students learning skills through a creative process of discovery and construction knowledge through interaction to strengthen comprehensive training through the communicative.</p> <p>As I teacher I offer some strategies and implement interactive activities in the classroom to help students for learning. I use a pedagogical plan using the Communicative Language Teaching to facilitate the learning of English Language Learners.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">The transformation of my role</p> <p>I did not prepare classes. I wrote in a notebook only the activities to develop</p> | <p>Altitudinal-</p> <p>A well prepared teacher in language and in pedagogy. Definitely, I am now more active in my role as an English teacher, I am researching as I can give each item according to the plan we have in the institution with my partners, exchange ideas and designs classes this, allowed to change the way work was a</p> |

Licenciatura programs accompanied by teachers who made me understand that in researching this new path towards strengthening the learning for our students and teachers.

Table 3

6. Conclusions

The way of teaching and learning English under the parameters of communicative language teaching (CLT) was made taking into account the interactive workshops through a didactic unit and lessons plans were designed for a group of third graders at Atanasio Girardot based videos (songs), dialogues, reading of short poems and guessing games that helped students improve their ideas, opinions where students can interact with each other, ask questions and respond in English between themselves.

Thus, the didactic unit promoted students learning skills through a creative process of discovery and construction knowledge through interaction to strengthen comprehensive training through the communicative.

As I teacher I offered some strategies and implement interactive activities in the classroom to help students for learning. I used a pedagogical plan using the Communicative Language Teaching to facilitate the learning of English Language Learners.

6.1 Pedagogical implications

After doing my pedagogical implementation, I changed several things in my teaching context. Today my classes have improved according to my research, now, I use Communicative Language Teaching, then, I teach with songs, videos, dialogues, the students develop several activities such as completing exercises, word searches, reading of short poems and Guessing games where students they can interact with each other, ask questions and respond in English,

the students themselves. In other word, I intend my students learn English in a communicative and contextualized way.

Definitely, the studies in English opened a new perspective and meaning to me, to my students and to the English classes. I am now more active in my role as an English teacher also changed. I do research, and I exchange ideas with other teachers who made me understand that in researching you can strengthen the teaching and learning process in benefit of your students and you yourself.

When the teacher is working English classes with students from the third grade other students from other grades peek out the door and the window to observe classes and some students come to the classroom in order to participate the classes.

Due to the pedagogical implementation that took place with students from the third grade of the school Atanasio Girardot, sede Sebastián de Belalcázar, the school director will make a project to bring it to the District Department of Education of students elementary to receive English lessons in order that students improve their English because the rector liked the pedagogical implementation.

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Appendix A. Pedagogical materials worked during the implementation.

| LESSON 2 | | | | |
|--|-----------------------|--------------|----------------|-----------|
| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
| The student will be able to know about the month of the year. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASKS | | Pencil | |
| | Complete the word | Pen | | |
| | | Eraser | | |
| | | Ruler | | |
| | | Flash cards, | | |
| | | Board, | | |
| | | Markers, | | |
| | | Laptop, | | |
| | | Speakers, | | |
| | | Handouts | | |
| LESSON 3 | | | | |
| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
| The students will be able to talk about the animals in their context. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil | |

Pen
Eraser
Ruler
Flash cards,
Board,
Markers,
Laptop,
Speakers,
Handouts

LESSON 4

| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
|--|-----------------------|---------|--|-----------|
| The students will be able to know and pronounce the part of the body. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil Pen Eraser Ruler Flash cards, Board, Markers, Laptop, Speakers, Handouts | |

LESSON 5

| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
|---|-----------------------|---------|-------------------------|-----------|
| The students will be able to know the professions. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil Pen Eraser | |

Ruler
Flash cards,
Board,
Markers,
Laptop,
Speakers,
Handouts

LESSON 6

| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
|--|-----------------------|---------|--|-----------|
| The students will be able to pronounce their age and ask the question. How old are you? | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil Pen Eraser Ruler Flash cards, Board, Markers, Laptop, Speakers, Handouts | |

LESSON 7

| AIM | ACTIVITIES/TASKS | TIMING | RESOURCES | SKILLS |
|--|-----------------------|---------|--|-----------|
| The student will be able to know and pronounce the names of some clothes. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil Pen Eraser Ruler Flash cards, | |

| | | | |
|--|--|--|--|
| | | | Board, Markers, Laptop, Speakers, Handouts |
|--|--|--|--|

Lesson 8

| | | | | |
|--|-----------------------|---------|--|-----------|
| The students will be able to know and pronounce the names of the family member. | Dialogue | 2 hours | Piece of paper | Listening |
| | Reading of short poem | | Computer | Writing |
| | Guessing games | | Sheet | Reading |
| | Songs (videos) | | Colors | Speaking |
| | TASK | | Pencil Pen Eraser Ruler Flash cards, Board, Markers, Laptop, Speakers, Handouts | |

ASSESSMENT, EVALUATION CRITERIA

This didactic unit focus is main interest to enhance speaking skills in learners thus why the evaluation criteria is going to be centered of speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works.

EVALUATION CRITERIA

| SKILLS | ACTIVITIES | QUANTITATIVE 1-5 |
|-----------------|--|-------------------------|
| Speaking | Fluency | |
| Speaking | Communication-Listening comprehension | |
| Speaking | Intonation Pronunciation | |

Speaking

Vocabulary

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PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
EDUCACIÓN ABIERTA Y A DISTANCIA
Personería Jurídica 3645 del 6 De Agosto de 1965

LESSON PLAN # 1

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER: 1

DATE OF THE CLASS: May 15,2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to;

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration

6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS: INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.
- Monólogos: Menciono lo que me gusta y lo que no me gusta.
- Conversación: Participo activamente en juegos de palabras y rondas.

METHODOLOGY

This lesson plan lesson focus is main interest to enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) like role-plays, interviews, pair works and group works. "CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities" (Nunan, 1991).

And also will use "listen activities" to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know the days of the week

What the day do you like more and why?

What day is it?

What day is today?

Vocabulary: days of the week, pay attention, silent, sit down.

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Samples

| Stages | <i>Teacher –activities</i> | Students - expected performance | Resources | Time |
|---------------------------------|---|--|--|------|
| P R E S | After greeting, classroom arrangement, calling rolls and warm up: The student repeat after the teacher the days of the week. Each student pronounces the days of the week after teacher. | - The students will listen the days of the week they know during the game. | | 30' |
| P E A K I N G | Will be put on the board to memorization. | - They will listen the song about days of the week then, they write the names in a pieces of paper and the teacher correct the mistake them. | Flash cards Board Markers | |
| W H I L E | -I will write the days of the week with students help. - Then I will use a record to practice a listening and pronunciation. Student will look in the computer with different names the days of the week. | They will listen a vocabulary and check the days of the week they hear. | Laptop Speakers handouts | 60' |
| S P E A | I will ask the students What the day do you like more and why? What day is it? What day is today? | They play bingo the days of the week. The student individual and in pair complete the | Pair work Samples written on the board or on pieces of paper | |

| | | | |
|---|---------------------------|---------------------|------------|
| K | They answer the question. | word about the | |
| I | | days of the week | Handout |
| N | | in a piece of paper | (appendix) |
| G | | and the teacher | |
| | | check how they are | |
| | | writing. | |
| | | Complete. What | |
| | | the day is it? The | |
| | | students listen the | |
| | | day and write | |
| | | in a piece of pap | |
| | | Dialogue | |
| | | Word search. | |

| | | | | |
|---|--|--------------------------|---------|-----|
| P | The teacher will ask the students make a | The teacher will ask the | | |
| O | row and socialize what they found in the | students make a row and | In pair | 30´ |
| S | activity. The teacher starts introducing | socialize what they | | |
| T | an X student and then this one | found in the activity. | | |
| S | introduces another until everybody | The teacher starts | | |
| P | speaks. | introducing an X student | | |
| E | Finally The teacher encourages students | and then this one | | |
| A | continue practicing a home. | introduces another until | | |
| K | | everybody speaks. | | |
| I | | Finally The teacher | | |
| N | | encourages students | | |
| G | | continue practicing a | | |
| | | home. The students | | |
| | | will socialize what they | | |
| | | found in the activity by | | |
| | | introducing themselves | | |
| | | and with other persons. | | |

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

CONCLUSION

At the end of each class students were expected to practice in their daily contact what was taught.

ACTIVITIES SUPPORTS

OPENING THE CLASS

LISTEN THE VIDEO

<https://www.youtube.com/watch?v=NscOFmaWSz0-> rap

<https://www.youtube.com/watch?v=oXdKqUnnhWg>

LISTENING AND PRONUNCIATION- Days of the week

BINGO LISTEN THE DAYS OF THE WEEK AND PUT IT ACCORDING THE NUMBER

WRITING ACTIVITIES



COMPLETE THE WORDS- individual

COMPLETE THE WORDS

By pairs

M__ND__Y

T__ESD__Y

W__DN__SD__Y

TH__RS__A__

F__ID__Y

S__T__RD__Y

S__ND__Y

COMPLETE WHAT DAY IS IT?

This day is sunny

I am happy

Because I am at home

With my daddy and my mommy.

What day is it? _____

MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY, SUNDAY

DIALOGUE

A. Good morning

B. Good morning

A. How are you?

B. Fine

B. And you?

A. Fine

B. What day is it?

A. It is Friday

B. Ohhhh great

A. Bye

B. Bye

HOMEWORK

WORD SEARCH 3° ENGLISH

FIND THE WORDS. MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY,
SATURDAY, SUNDAY

| | | | | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % | “” | M | H | C | H | E | C | L | P | M | P | Ñ | M | A | P | R | A |
| S | I | F | O | S | D | O | T | A | N | P | N | E | E | A | C | R | C |
| R | X | M | A | N | T | T | J | T | T | E | Y | S | C | O | H | C | S |
| L | E | A | C | C | D | A | Y | Y | L | E | A | I | M | L | A | U | O |
| L | N | T | P | U | E | A | A | M | K | F | D | P | E | R | N | A | O |
| O | O | W | N | R | D | D | Y | N | A | I | S | I | I | D | B | I | S |
| R | R | K | E | S | I | T | O | S | E | T | R | A | A | I | R | A | E |
| B | M | R | E | D | R | D | D | C | F | P | U | Y | G | L | T | O | T |
| E | P | U | F | C | N | I | Y | D | E | R | H | L | N | U | S | O | A |
| Y | T | E | T | P | T | E | O | P | D | M | T | I | R | N | L | A | T |
| R | N | O | U | I | S | O | S | R | E | S | B | D | O | D | R | N | S |
| A | N | I | B | M | O | L | R | D | A | O | A | E | A | Q | O | O | N |
| R | O | C | A | T | W | C | D | M | A | Y | J | O | R | Y | E | L | R |
| S | M | M | A | F | J | R | X | U | O | Y | E | N | N | M | D | S | A |

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Journal reflection about the lesson plan 1

MAY 15. 2015

LESSON PLAN NUMBER 1.

THE DAY OF THE WEEK

The class began about the days of the week, the students began to sing and perform mimicry that made the video. When the video ended, students asked to repeat it and the Indians participated since they are usually silent, afros students are more communicative.

In the song of the days of the week, the video Young said one, two, three, four and students repeated the numbers the same way as for the young video.

The young video at the end gave his name and asked them to name the students and they said their names all the time and made a lot of noise.

At the end of the song you mentioned and ask what they said while the days of the week and the numbers one, two, three and four and the name of each one of us.

In the second video, Karol Yadira Rodallega Mondragon and Duvan Estiven Cuero Angulo stopped singing and clapping. Maicol Garcés Mondragón, Deison Granja Caicedo and feet were mimicry, the other students repeated the days of the week. Jeferson Ruiz Gonzáles was quiet, after finishing the video began to sing the days of the week.

In the individual pronunciation Juan David Chocho Valencia, he was lively. Karol Yadira Rodallega Mondragón pronunciation well Monday and Saturday without help.

Maria Ruby Quintero Ortiz delivered very well Monday and Tuesday.

Nadalí Garcés spoke very well Monday, Tuesday, Friday, Saturday and Sunday, had difficulty with Wednesday and Thursday.

Deison Granja Caicedo delivered very well Monday, Tuesday, Saturday and Sunday.

Jeferson Ruiz Gonzáles, spoke very well Mondays.

Duvan Estiven Cuero Angulo, spoke very well Saturday on Monday said in Spanish.

At work in pairs, they were concentrated doing the activity and errors are corrected to complete the words.

Activity what day is it?

Each student selected a day

Ruby Ortiz Maria Quintero had a difficult pronunciation about Saturday. Deison Granja Caicedo Wednesday, Chocho Juan David Valencia, had excellent pronunciation Sunday. Nadalí Garcés, Friday.

Wilfran Barqueño Valencia, Monday and Maicol Garcés Mondragón, Tuesday.

In activity of the dialogue they were very concentrated but with difficulty pronouncing certain days of the week.

When give them the bingo table each student they repeated the days of the week that best pronounced.

The difficulty is in on Wednesday and Thursday.

I told the students that we played table L and some shouted us to play full Karol Yadira Rodallega Mondragon told Deison Granja Caicedo and Duvan Estiven Cuero Angulo to stop the noise for us to play.

Students who completed the Bingo were Duvan Estiven Cuero Angulo.

Activities to complete the students were more assertive, Nadalí Garces and Juan David Chocho Valencia.

Duvan Estiven Angulo Cuero, for each activity changed place.

In the activity of the Bingo Duvan Estiven Angulo Cuero corrected Juan David Chocho Valencia.

When I told them that the activity of the Bingo had ended, I did not like.

Reflection of session one

I started with a video the days of the week, the students asked to repeat the video. Bingo was done with the days of the week in L and full table, words are full, the teacher read a poem then continued the student reading one by one, then were instructed to conduct the dialogue in pairs.

What it worked effectively in the lesson was video song they liked much to students.

When the students began to play bingo, they made a lot of noise because they had difficulty understanding the Wednesday and Thursday.

Next time should be pronounced slow day that students cannot pronounce and have billboards illustrating those days.



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LESSON PLAN #2

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER: 2 **DATE OF THE CLASS:** June 2 and 5,2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to;

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS:

INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focus is main interest to enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language

Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. “CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities” (Nunan, 1991). And also will use “listen activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The students review the salutation.

What the month is it? The month is _____

What number is the month of January? _____

Vocabulary: The month, number

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | Teacher –activities | Students - expected performance | Resources | Time |
|--------|---|---|-------------|------|
| | After greeting, classroom arrangement, calling rolls and warm up: “What month is it? Select a student and stick it on his back the month of each other. | - The students will listen the month they know during the game. | | 30’ |
| P | Each student out of a bag the month of the year | They will agree the | | |
| R | and find the partner who has it and ask the | month of the year. | Flash cards | |
| E | question and the other answer the month you | -They will repeat the | Board | |
| - | have. | vocabulary written | Markers | |
| S | Then, all students will repeat the month of the | on the board. And | | |
| P | year with your partner. | then, they will | | |

| | | | |
|---|---|-------------------------|------------|
| E | Will be written on the board to memorization. | answer the question | |
| A | | asked by the teacher. | |
| K | | They will listen for | |
| I | | the vocabulary and | |
| N | | check the month of | |
| G | | the year you hear. | |
| | | -They will do | |
| | | reading of short | |
| | | poem about of the | |
| | | month of the year | |
| | | with the teacher. | |
| | | Then they read | |
| | | along. | |
| | -I will write month of the year with students help. And students will repeat pronunciation. | They will listen a | Laptop |
| | - Then I will use a record to practice a listening comprehension. | vocabulary and check | Speakers |
| | | the month of the year | handouts |
| | | they hear. | 60' |
| W | Student will check some month of the year | They will practice | Pair work |
| H | in a piece of paper while they listen a record | questions and answers | Samples |
| I | and after well check it together. | in pair. | written on |
| L | I will ask the students what month it is? | The student listen | the board |
| E | They answer the question. | guessing games about | or on |
| - | I will ask the students what number is the | the month of the year | pieces of |
| S | month of January? | and they try to | paper |
| P | They answer number is 1 | discover the name. | |
| E | Then, the students in pair ask the question | The student practice | Handout |
| A | together. | the dialogue with their | (appendix) |
| K | | partner. | |
| I | | | |
| N | | | |
| G | | | |

| | | | | |
|--|---|---|---------|------------|
| P O S T - S P E A K I N G | The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks. Finally The teacher encourages students continue practicing a home. | The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks. Finally The teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons. | In pair | 30' |
|--|---|---|---------|------------|

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION (SONGS-VIDEOS)

<https://www.youtube.com/watch?v=HWJcbKA0iok><https://www.youtube.com/watch?v=La8V8>

WfpkLw

INSTITUCIÓN EDUCATIVA ATANASIO GIRARDOT

SEDE SEBASTIÁN DE BELALCAZAR

GRADO TERCERO

NAMES. _____

LISTENING COMPREHENSION

Listening for the vocabulary and check the month of the year you hear

___ JANUARY ___ FEBRUARY ___ MARCH ___ APRIL

___ MAY ___ JUNE ___ JULY ___ AUGUST

___ SEPTEMBER ___ OCTOBER ___ NOVEMBER ___ DECEMBER

READING OF SHORT POEMS

ABOUT THE MONTHS OF THE YEAR

(to the tune of “ten little Indians”)

January, February, March, and April

May, June, July, August and September

October, November, and December

These are the months of the year.

GUESSING GAMES

Month of the year

- I am thinking of a month that begins with father's day is in this month. It comes after.
- I am thinking of a month that begins with mother is honored in this month. It comes after.

DIALOGUE

A. Good morning

B. Good morning

A. How are you?

B. Fine

B. And you?

A. Fine

B. What day is it?

A. It is Friday

B. Ohhhh, great

A. In what month did you go to Freddy's party?

B. I was in February

A. ok, thank you

B. Good bye

A. Good Bye

NOTE: the students change the dialogue in order to practice the month of the year.

TASK

WORD SEARCH 3° ENGLISH

FIND THE WORDS. JANUARY, MAY, JUNE, JULY, DECEMBER, APRIL

| | | | | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % | “” | M | H | C | H | E | C | L | P | M | P | Ñ | M | A | P | R | A |
| S | I | F | O | S | J | O | T | A | N | P | N | E | E | A | C | R | C |
| R | X | M | A | N | A | T | J | T | T | E | Y | S | C | O | H | C | S |
| T | E | A | C | C | N | A | Y | Y | L | E | A | I | M | L | A | U | O |
| F | N | T | P | U | U | A | A | M | K | F | D | P | E | R | N | A | J |
| R | O | W | N | R | A | D | Y | N | A | I | S | I | I | D | B | U | S |
| E | R | K | E | S | R | T | O | S | E | T | R | L | A | I | N | A | E |
| B | M | R | E | D | Y | D | D | C | F | P | I | Y | G | E | T | O | T |
| M | P | U | F | L | N | I | Y | D | E | R | H | L | N | U | S | O | A |
| E | T | E | U | P | T | E | M | P | P | M | T | I | R | N | L | A | T |
| C | N | J | U | I | S | O | S | A | E | S | B | D | O | D | R | N | S |
| E | N | I | B | M | O | L | R | D | Y | O | A | E | A | Q | O | O | N |
| D | O | C | A | T | W | C | D | M | A | Y | J | O | R | Y | E | L | R |
| S | M | M | A | F | J | R | X | U | O | Y | E | N | N | M | D | S | A |

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Journal reflection about the lesson plan 2

JUNE 2 - 5. 2015

LESSON PLAN NUMBER 2.

THE MONTH OF THE YEAR

I began the class with a video about the months of the year; the students began to pronounce the names of the months of the year. The videos were repeated twice each, the turnout was good.

When the videos were, completed Jefferson Ruiz Gonzales then repeated some names did the other fellow.

Duvan Estiven Cuero Angulo, found it difficult to pronounce August and April equally to Deison Lanier Granja Caicedo and Juan David Chocho Valencia.

In reading the poem, they were concentrated all students when they were wrong in one word repeated.

In the dialogue will collaborate the pronunciation knew each other because a few months, others not.

Upon completion of the class, students asked us to play bingo but told them that the lesson was not scheduled for the bingo activity.

Reflection of session two

I began with several videos of the months of the year, which students repeated excited, continued to hear vocabulary and selected the real month, then the teacher read a poem and then each student read, some students asked about the pronunciation of a few months, which cost them difficulty as February, April and August. Guessing games were laughing fun students of mimicry that by the teacher.

In the dialogue, students helped each other in pronunciation. They were allowed task to strengthen the months of the year.

What worked effectively in the lesson was guessing games that the students were fun and the dialogues because they helped each other in pronunciation.

In the pronunciation of some months February, April, and August students were wrong and asking for help. Next time I pronounce slowly and drop a video that rule one by one without song the month of the year.



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Personería Jurídica 3645 del 6 De Agosto de 1965

LESSON PLAN # 3

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER: 3 **DATE OF THE CLASS:** July 15 and 17, 2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to;

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS:

INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.

- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focus is aimed at enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. “CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities” (Nunan, 1991). And also will use “listen activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know names of different animals

What animal is it?

What animal do you like?

Vocabulary: names of the animals, personal pronounce.

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | Teacher –activities | Students - expected performance | Resources | Time |
|---|--|---|---|------|
| P R E - S P E A K I N G | After greeting, classroom arrangement, calling rolls and warm up: The student listen a video and say what they listen and pronounce after de the teacher the names of the animals. Each student pronounces the animal´s name after teacher. Will be written on the board to memorization. | - The students will listen the names of the animals and repeat the pronunciation. | Flash cards Board Markers | 30' |
| W H I L E - S P E A K I N | -I will write the animal´s names with students help. And students will repeat pronunciation. - Then I will use a record to practice a listening the names of the animals in order to memorize. Student will look in the computer with the of the different animals. I will ask the students what animal is it? They answer the question. The students in pair ask the question together What animal is it? They answer and interchange the question. Then, they And put in the board with a piece of paper the name of the animal depend of the picture they will see. | -They will do reading of short poem about the animals with the teacher, then they reading along. The student listen guessing games about the names of the animals and they try to discover the name. They will listen a vocabulary and check the names of | Laptop Speakers handouts Pair work Samples written on the board or on pieces of paper Handout (appendix) | 60' |

| | | |
|---|---|--|
| G | <p>the animal they hear.</p> <p>They will practice questions and answers in pair.</p> <p>The student in pair complete the word the name of the animals in a piece of paper and the teacher check how they are writing.</p> <p>The students practice the dialogue with their partner.</p> | |
| <p>P</p> <p>O</p> <p>S</p> <p>T</p> <p>-</p> <p>S</p> <p>P</p> <p>E</p> <p>A</p> <p>K</p> <p>I</p> <p>N</p> <p>G</p> | <p>The teacher will ask the students to make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home.</p> | <p>The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally, the teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons.</p> <p>In pair 30'</p> |

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION-SONGS (videos)

<https://www.youtube.com/watch?v=u4hEojBs0Q4>

READING OF SHORT POEMS

The zoo

At the zoo we saw a bear

He had long, dark fuzzy hair.

We saw a lion in a cage

He was in an awful rage.

We saw the big, long-necked giraffe,

And the silly monkeys made us laugh.

But my favorite animal at the zoo,

Is the elephant-how about you?

GUESSING GAMES

This animal like to stay at home and it is the best friend of the man (dog)

This animal has a long fingernails, his eyes change color when they have their children do not agree that the touch. Your sound is miau (cat)

DIALOGUE

A. Good afternoon

B. Good afternoon

A. How are you?

B. Fine

A. and you?

B. Fine

A. What is it?

B. This is my cat

A. Your cat

A. I like dog

B. Good

B. Bye bye

A. Bye bye

DIALOGUE

A. Good evening

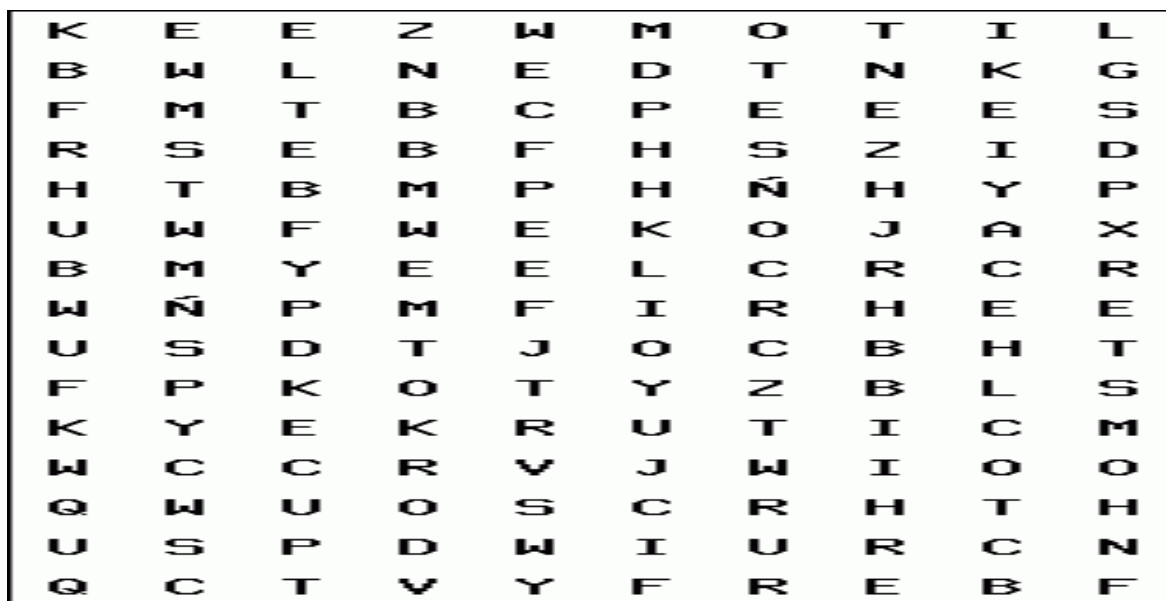
B. Good evening

A. Do you like animals?

B. Yes, I like so much

A. What animal do you like more?

B. I like Turtle



kokolikoko.com

REFERENCES

Nunan (1991). Communicative Language Teaching (CLT).

Hammer, (2005). Listening activities

Joan Saslow & Allen Ascher, (2005). Book: Top Notch Fundamental.

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Journal reflection about the lesson plan 3

JULY 15-17, 2015

LESSON PLAN NUMBER 3

THE ANIMALS

Students at the beginning of the class were quiet; they did not pronounce the names of animals. When I asked for the names, ages, greetings, encouraged, and started again with pronunciation of the names of animals. After the videos heard concerning animals and repeated.

When the video pronounce turtle, snake, pig and hen the student ask to me to repeat twice because those animals are in the context.

In dialogue, partners conducted several times and chose different names of animals especially the sidewalk. (Turtle, snake, chicken and pig), these animals are found in the village.

In the dialogue will give each student a sheet for them to practice and after practice Maicol Garces Mondragon, stuck it behind the desks and other partner did the same.

Juan David Chocho Valencia, ask to me frequently how pronounce turtle because he likes this animal and has one in his house.

In the concentrate, the group consisting of Nadalí Garces had good memory.

Reflection session three

Several songs about animals began, students asked about the pronunciation of the animal environment as turtle, snake, dog, cat, and hen then continued with a poem about animals each student read the poem and asked difficulty pronouncing frequently. Guessing games were fun for them because mimicry discovered the names of the animals; they discovered the animal's name to mime. In the dialogue, they changed the names of the animals according to their preference. They left that task to strengthen the names of animals. What worked was effectively guessing games activity because students were performing mimic animals and when they found the corresponding animal.

What was wrong with the lesson was the pronunciation of animals like the turtle and snake for that reason, placed them on the board the pictures of the animals with their spelling and pronunciation to improve the speak skills. Next time they should leave the names and the pictures of the animals that are difficult to pronounce and everyday talk with them about these animals to improve pronunciation.



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LESSON PLAN # 4

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER:4 DATE OF THE CLASS: August 11 and 14, 2015

COMMUNICATIVE OBJECTIVE:To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:**Students will be able to;**

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS:**INGLÉS**

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focus is main interest to enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. "CLT often takes the form of pair and group work requiring negotiation and cooperation

between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities” (Nunan, 1991). And will use “listen activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know the part of the body

What part of the body is it?

Vocabulary: names, part of the body, personal pronounce

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | <i>Teacher –activities</i> | Students - expected performance | Resources | Time |
|--------|---|---|---------------------------------|------|
| | After greeting, classroom arrangement, calling rolls and warm up: The student listen a video and say what they listen and pronounce after de the teacher the part of the body. Each student pronounce the part of the body after teacher. Will be put on the board to memorization. | - The students will listen in the video song about the part of the body they know during the game. | Flash cards Board Markers | 30' |
| P | | - -They will repeat | | |
| R | | the vocabulary | | |
| E | | they see on the | | |
| - | | board. And then, | | |
| S | | they will answer | | |

| | | | |
|--|--|---|--|
| P E A K I N G | | the question asked by the teacher. They will do reading of short poem about of the month of the year with the teacher. Then they are reading along. | |
| | -Then I will use a record to practice and listen the pronunciation. Student will look in the computer the part of the body . | Students listen guessing games about the names of the professions and they try to discover the name. | Laptop Speakers handouts 60' Pair work Samples written on the board or on pieces of paper |
| W H I L E - S P E A K I N G | They put on the picture name about the part of the body, the teacher check out how they do and correct the mistake. I will ask the students what part of the body it is? They answer the question. Then, the students in pair organize the part of the body and pronounce the name. | They will practice questions and answers in pair. The student practices the dialogue with their partner. | Handout - appendix |

| | | | | |
|--|---|--|---------|------------|
| P O S T - S P E A K I N G | <p>The teacher will ask the students to make a row and socialize what they found in the activities. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally, The teacher encourages students to continue practicing a home.</p> | <p>The teacher will ask the students make a row and socialize what they found in the activities. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons.</p> | In pair | 30' |
|--|---|--|---------|------------|

FINAL NOTES

Evaluation it was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class, students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION-SONGS (VIDEOS)

<https://www.youtube.com/watch?v=LwSKdW5su5k>

<https://www.youtube.com/watch?v=k7PVYQrB5So>

READING OF SHORT POEMS

My body

Ten fingers,

Ten toes,

Two eyes

And a little nose.

GUESSING GAMES

If it blows, the air to the face comes. Who is bald it does not have (hair)

I made two cheeks go with her all day and some to insult my name often used. (face)

A lady, you will always drive and wet (tongue)

DIALOGUE

A. Hello

B. Hello

A. What's happen in your leg.

B. I broke my leg

A. When on Monday

B. I was practice football

B. ohhh, take care

A. yes,

B. See you

A. See you, thank you

NOTE: the students change the dialogue in order to practice part of the body.

TASK

COMPLETE THE WORD

L---G ----AN---- K---EE F---O--- A---KL-----
 ---LB---W ST---MA---H A---M T--- ---NK H---I---

BIBLIOGRAPHY

Nunan (1991). Communicative Language Teaching (CLT).

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Journal reflection about the lesson plan 4

AUGUST 11-14, 201

LESSON NUMBER 4

THE PARTS OF THE BODY

The class began with several videos on the parts of the body where the students identified the body parts of each.

Each student said body parts when selecting body parts with sheets home the students began to ask how penis and vulva said.

Truth does not wait to be told that but that sheet should not place them because they caused laughter among them and was diverting the class.

With dialogue, it was easy because with their own body parts made the clear identification asked for the names of some body parts.

With the puzzle were concentrated in the search for the names of body parts.

Reflection session four

It began with several videos on the body parts where students were encouraged and did mimicry regarding the issue, and then the teacher read a poem slowly and followed the students all at once, then one by one read and corrected their pronunciation. With the student guessing games, Nadalí Garces answered all guessing games and peers out to make facial expressions. What worked effectively in the videos that lesson was quickly identified the names of body parts with their physical identity. What was wrong with the lesson was when I showed them a sheet that had the penis and vulva started laughing and making jokes, I very diplomatically changed the blade on the other. Next time the teacher needs to be careful with the choice of working material.



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LESSON PLAN #5

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER:5 DATE OF THE CLASS: August 18 and 21, 2015

COMMUNICATIVE OBJECTIVE. To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to;

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration

6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS: INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focus is main interest to enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. "CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities" (Nunan, 1991). And will use "listen activities" to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know the professions

What profession do you like to study?

What profession is this?

Vocabulary: professions, pay attention, silent, sit down.

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | <i>Teacher –activities</i> | Students - expected performance | Resources | Time |
|--|--|--|--|------|
| P R E - S P E A K I N G | <p>The student listen a video and say what they listen and pronounce after the teacher the professions.</p> <p>Each student pronounces the professions after teacher.</p> <p>Will be put on the board to memorization.</p> | <p>- The students will listen the professions they know during the game.</p> <p>- They will agree the name numbers.</p> <p>- They will repeat the vocabulary written on the board. And then, they will answer the question asked by the teacher.</p> <p>-They will do reading of short poem about the professions with the teacher. Then they reading along.</p> | <p>Flash cards</p> <p>Board</p> <p>Markers</p> | 30' |

| | | | | |
|---|---|--|--------------------------------|-----|
| | -I will write the professions with students help. And students will repeat pronunciation. | They will listen a vocabulary and check the numbers they hear. | Laptop Speakers handouts | |
| | - Then I will use a record to practice a listening and pronunciation. | | | 60' |
| W | Student will look in the computer with | | Pair work | |
| H | different names of the professions. | They will practice | Samples | |
| I | I will ask the students what profession do you | questions and | written on | |
| L | like to study?. | answers in pair. | the board | |
| E | They answer the question. | | or on | |
| - | | The student listen | pieces of | |
| S | | guessing games | paper | |
| P | | about the names of | | |
| E | | the professions and | Handout | |
| A | | they try to discover | (appendix) | |
| K | | the name. | | |
| I | | | | |
| N | | The student practices | | |
| G | | the dialogue with | | |
| | | their partner. | | |

| | | | | |
|--|--|--|----------------|------------|
| P O S T - S P E A K I N G | <p>The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home.</p> | <p>The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons.</p> | <p>In pair</p> | <p>30´</p> |
|--|--|--|----------------|------------|

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class, students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION-SONGS (VIDEOS)

<https://www.youtube.com/watch?v=OgL-V087fe0>

<https://www.youtube.com/watch?v=FFwFAWAuN5k>

READING OF SHORT POEMS

The professions

The professions are good

But I would like to be an engineer may be doctor

Or musician any all the professions are good. Je, je, je

GUESSING GAMES

Heal the sick (doctor)

DIALOGUE

A. Good afternoon

B. Good afternoon

A. What are you doing?

B. I am painting a boat

A. great, you paint good

B. I am going to be a painter

A. I am going to be a nurse

B. Excellent

B. Bye

A. Bye

NOTE: the students change the dialogue in order to practice the professions

TASK

COMPLETE THE WORD

D---OC---OR

---EN---IS---

N---R---SE

L---WY-----

AR---CH---TE---T S---N---ER ---USI---IA--- ---ETEC-----E

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Journal reflection about the lesson plan five

The class began with videos about the student Duvan Estiven Cuero Angulo professions, said it would study doctor when he hear the word doctor, students Nadalí Garces and Mary Ruby Quintero Ortiz, said they will study nurse, Liviston Caicedo Angulo, said John Jaan Chocho Valencia and Jefferson Ruiz Gonzales they said, to study police. Other students said they knew they wanted to study later. The pronunciation of some professions as engineer, nurse and architect students were wrong for that reason, was due to the proposed adjustment. A guessing game is made, students Duvan Estiven Angulo Cuero and Miryei Daniela Martinez said guessing games were difficult to discover for that reason, the teacher did more easily for them. When the teacher made the mimicry of a person coughing Juan David Chocho Valencia said a doctor and the other classmates were sad.

Reflection session five

It began with several videos about the professions where students were happy and did mimicry regarding the issue, and then the teacher read a poem slowly and followed the students all at once, after one to one read and correct their pronunciation. Nadalí Garces answered all guessing game and classmates out to make facial expressions. What worked effectively in the videos that lesson was quickly identified the names of professions with their physical identity. What was wrong with the lesson was when the dialogue was conducted because in some professions they were wrong and became tempered. Next time, I think I

should do the test pronunciation and after that student perform with their classmates and teachers be aware of the concerns of students.



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EDUCACIÓN ABIERTA Y A DISTANCIA
 Personería Jurídica 3645 del 6 De Agosto de 1965

LESSON PLAN #6

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER:6 DATE OF THE CLASS: September 7 and 9, 2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to:

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS:

INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.

- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focuses on enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. “CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities” (Nunan, 1991). And will use “listen activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The students review the salutation.

What number is it? The number is _____

How old are you? I am _____

Vocabulary: The numbers, the age.

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | Teacher –activities | Students - expected performance | Resources | Time |
|--|--|---|--|------|
| P R E - S P E A K I N G | After greeting, classroom arrangement, calling rolls and warm up: “What number is it? Select a student and stick it on his back the numbers of each other. | - The students will listen the numbers they know during the game. | | 30’ |
| | Each student takes out of a bag a number and pronounce it. Then, all students will repeat the number of your partner. Will be written on the board to memorization. | -They will repeat the vocabulary written on the board. And then, they will answer the question asked by the teacher. They will do reading of short poem about of the month of the year with the teacher. Then they reading along. | Flash cards Board Markers | |
| W H I L E - S | -I will write numbers with students help. And students will repeat pronunciation. - Student will check some numbers in a piece of paper while they listen a record. and after well check it together. | They will listen a vocabulary and check the numbers they hear. | Laptop Speakers handouts | 60’ |
| | I will ask the students what numbers it is? They answer the question. | They will practice questions and answers in pair. | Pair work Samples written on the board or on pieces of paper | |
| | I will ask the students how old are you?. They answer their number age | The student listen guessing games about | | |

| | | | | |
|---|---|---|-----------------------|-----|
| P E A K I N G | Then, the students in pair ask the question together how old are you? | the month of the year and they try to discover the name. | Handout (appendix) | |
| P O S T - S P E A K I N G | The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks. Finally The teacher encourages students continue practicing a home. | The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks. Finally The teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons. | In pair | 30' |

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class, students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION.SONGS (VIDEOS)

La mansión del ingles-curso de iniciación lección 1 pag. 4-numbers

A.J Jenkins-kids.(2011). Retrieved from <https://www.youtube.com/watch?v=e0dJWfQHF8Y>

WRITING ACTIVITIES

INSTITUCIÓN EDUCATIVA ATANASIO GIRARDOT

SEDE SEBASTIÁN DE BELALCAZAR

GRADO TERCERO

NAMES. _____

LISTENING COMPREHENSION

Listening for the vocabulary and check the number, you hear

____ ONE _____TWO _____THREE _____ FOUR

____ FIVE _____SIX _____ SEVEN _____EIGHT

____ NINE _____TEN _____ELEVEN _____TWELVE

_____THIRTEEN _____FOURTEEN _____FIFTEEN _____SIXTEEN

_____SEVENTEEN _____EIGHTEEN _____NINETEEN _____TWENTY

READING OF SHORT POEMS

Numbers

Zero, two, four, six, eight

Being even is just great.

One, three, five, seven, nine

Being odd is just fine.

GUESSING GAMES

I duck shaped, arched and I am round (2)

It is a strange case because it always remain the same lot or worthless, according to the website going. (0)

Two perfectly round and very moored (8)

DIALOGUE

A. Good morning

B. Good morning

A. How are you?

B. Fine

B. And you?

A. Fine

B. What day is it?

A. It is Friday

B. Ohhhh great

A. How old are you?

B. I am 8 years old

A. And you?

B. I am 9 years old

A. Good Bye

B. Good Bye

NOTE. NOTE: the students change the dialogue in order to practice the month of the year.

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Hammer, (2005). Listening activities

Joan Saslow& Allen Ascher, (2005).Book: Top Notch Fundamental.

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La mansión del ingles-curso de iniciación lección 1 pag. 4-numbers

A.J Jenkins-kids.(2011). Retrieved from <https://www.youtube.com/watch?v=e0dJWfQHF8Y>

Journal reflection about the lesson plan six

SEPTEMBER 7-8, 2015

LESSON PLAN NUMBER 6

Began with a video in English about the numbers, some numbers already know them and they were speaking with those who know the other numbers were quiet.

All the students ask about the numbers and ages of their parents.

The question How old are you? Some students answer their ages, but John Jaan Chocho Valencia, Juan David Chocho Valencia, Maria Ruby Quintero Ortiz and Deison Lanier Granja Caicedo do not answer the ages because they do not know the number, when the teacher said them the number, Students do not show high self-confidence when participating.

When asked about the numbers the teacher correct them because in order to improve their pronunciation. But overall they were attentive and actives during the class

When they do, the activity of listening some asked to be uttered them again.

In the bingo, there was disorder because they repeated the numbers incorrectly and the teacher decide stop for a moment in order to the student pay attention the teacher.

Reflection session six

In the class about the numbers the teacher began with a video students pronounced after hearing the numbers each they pronounce. Activity hear a number and selected the student he believed was right in guessing games was difficult for them after the students infer and guess meaning from context. This activity should improve, as it was difficult for them. In dialogue the students were very happy and they helped each other, they said the ages and asked the number when do not know.

Should it continue to practice the numbers and ask them about the age. This activity about the number should be asking them daily Easily Because They forget what is Studied.



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LESSON PLAN #7

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER: 5 **DATE OF THE CLASS:** September 16 and 22, 2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:**Students will be able to;**

1. Develop student's speaking skills
2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS:**INGLÉS**

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focuses on enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. "CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays

in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities” (Nunan, 1991). And also will use “listen activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know the names of some clothes

What clothes do you wear?

What clothes do you like to wear?

Vocabulary: clothes, pay attention, silent, sit down, raise your hand

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | <i>Teacher –activities</i> | Students - expected performance | Resources | Time |
|----------------------------|---|---|--|------|
| P R E - S P | <p>After greeting, classroom arrangement, calling rolls and warm up: The students see some clothes and asks question about the names of the clothes.</p> <p>Each student pronounces the name of the clothes after teacher.</p> <p>Will be put on the board to memorization.</p> | <p>- The students will listen the clothes words they know during the game.</p> <p>-The student will repeat the vocabulary written on the board. And then, they will answer the question asked by the teacher.</p> | <p>Flash cards</p> <p>Board</p> <p>Markers</p> | 30' |

| | | | | |
|--|---|---|---------|------------|
| E A K I N G | | They will do reading of short poem about clothes with the teacher. Then they read along. | | |
| | | Listening for the vocabulary and check the clothes you hear | | |
| | -I will write the names of some clothes with students help. - The student pronounces the names of some clothes in order to memorize. | They will practice questions and answers in pair. | 60 | |
| W H I L E - S P E A K I N G | -The teacher asks some question about the clothes. What the name of these clothes? What clothes do you like to wear? They answer the question. | They will listen a vocabulary and check the names of the clothes they hear. The student listen guessing games about the clothes and they try to discover the name. The student practice the dialogue with their partner. | | |
| P O | The teacher will ask the students to make a row and socialize what they found in the activity. The teacher starts introducing an X | The teacher will ask the students to make a row and socialize what | In pair | 30' |

| | | |
|----------|--|-------------------------|
| S | student and then this one introduces another | they found in the |
| T | until everybody speaks. | activity. The teacher |
| - | Finally The teacher encourages students | starts introducing an X |
| S | continue practicing a home. | student and then this |
| P | | one introduces another |
| E | | until everybody |
| A | | speaks. |
| K | | Finally The teacher |
| I | | encourages students |
| N | | continue practicing a |
| G | | home. The students |
| | | will socialize what |
| | | they found in the |
| | | activity by introducing |
| | | themselves and with |
| | | other persons. |

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class, students were expected to practice in their daily contact with what was taught.

ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION-SONGS (VIDEOS)

<https://www.youtube.com/watch?v=taoCF1cKZSY>

https://www.youtube.com/watch?v=CdLW5t_akl8

LISTENING COMPREHENSION

Listening for the vocabulary and check the clothes you hear





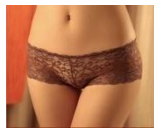














READING OF SHORT POEMS

Clothes

Old Abram brown is dead and gone

You will never see him more

He used to wear a long brown coat

That buttoned down before.

GUESSING GAMES

Round like a casserole, has a wing and cannot fly (Hat)

Although I've been hiding I'm also very important if you put me off the winter cold instantly (T-shirt)

All girls and ladies wear them (skirt)

DIALOGUE

A. Good afternoon

B. Good afternoon

A. Do you have a beautiful blouse?

B. Yes, thank you

A. Where do you buy?

B. I buy in the store

B. Ohhhh, but you have beautiful pants

A. Thank you

B. See you

A. See you

NOTE: The dialogue change it for different clothes

TASKS

COMPLETE THE WORDS:

P__NTS __OC__ D__E__S __H__ES

B__O__SE T__E S__K__RT P__NT__

WORDSEARCH 3° ENGLISH

FIND THE WORDS. UNDERPANT, T-SHIRT, SKIRT, BLOUSE, PANTY, SOCK, DRESS,

SHOES, TIE

| | | | | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % | “” | P | H | C | H | E | C | L | P | M | P | Ñ | M | A | P | R | A |
| S | I | F | A | S | D | O | T | A | N | P | N | E | E | A | C | R | C |
| R | X | M | A | N | T | T | J | T | T | E | Y | S | C | O | H | C | T |
| L | E | A | S | C | T | A | S | Y | L | E | S | I | M | L | A | S | O |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | N | O | P | U | E | O | A | M | K | S | F | P | E | R | H | A | O |
| O | H | U | N | R | C | D | T | N | E | I | B | I | I | I | B | I | U |
| S | R | K | O | K | I | T | O | R | E | T | L | A | R | I | R | N | E |
| B | M | R | A | R | R | D | D | C | I | P | O | T | G | L | D | O | T |
| E | P | L | F | C | I | S | Y | D | E | K | U | L | N | E | S | O | A |
| Y | A | E | T | P | E | T | O | P | D | | S | I | R | N | L | A | T |
| R | N | O | U | O | S | I | E | R | E | S | E | P | O | D | R | N | S |
| A | N | I | H | M | O | L | T | C | A | O | A | E | A | Q | O | O | N |
| R | O | S | A | T | W | C | D | M | H | N | J | O | R | R | E | L | R |
| S | M | M | A | F | J | R | X | U | T | Y | E | N | N | M | D | S | A |

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Journal reflection about the lesson plan seven

SEPTEMBER 16-22, 2015

LESSON PLAN NUMBER 7

THE CLOTHES

The class began with a video about the clothes, the student listen very careful the names of the clothes and they asked the teacher to repeat it.

The men ask about the clothes for them and the women ask question about the clothes for them too.

With guessing games they were confuse, the men ask about the clothes for women and the women laugh,

the same were for men. When I spoke the clothes were easy to identify.

The organization of the names of the clothing was easy for the students because they had to face the corresponding sheets of each garment.

Activity join names clothing with the drawings was easily identified.

By completing the words on there was a mistake.

Reflection session seven

In class began with several videos about the clothes, the students were attentive and enthusiastic, after an activity where students should select the clothes listening writing numbers 1 to 9, was held corrected this activity since it was concentration and listening. The teacher read a poem and then all the students pronounced, pronunciation was corrected then, one by one, he read the poem with difficulty in guessing games some clothes the other not identified quickly. The dialogue was correct pronunciation.

You must practice pronunciation as errors that occurred because the students said they did not listen well the video for it, you must place better volume. The next opportunity I should practice one by one the clothes to improve the pronunciation.



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LESSON PLAN #8

INSTITUTION TUTOR: MARÍA CONCEPCIÓN LOBÓN VALENCIA

COURSE: 3°

WEEK NUMBER: 8 **DATE OF THE CLASS:** October 1 and 13, 2015

COMMUNICATIVE OBJECTIVE: To foster students' speaking skills and in the primary EFL classroom by creating a 'real-life' communicative setting.

ENABLING OBJECTIVES:

Students will be able to;

1. Develop student's speaking skills

2. Encourage asking and giving directions in English
3. Develop student's speaking micro skills
4. Raise student's communicative skills
5. Achieve skills integration
6. Enhance student's collaboration

ESTÁNDARES BÁSICOS DE COMPETENCIAS EN LENGUAS EXTRANJERAS: INGLÉS

- Escucha: Identifico objetos, personas y acciones que me son conocidas en un texto descriptivo corto leído por el profesor.
- Lectura: Asocio un dibujo con su descripción escrita.
- Escritura: Describo los rasgos personales de gente de mi entorno.
- Monólogos: Busco oportunidad para usar lo que se en inglés.
- Conversación: Respondo a preguntas personales como nombre, edad, nacionalidad y dirección con apoyo de repeticiones cuando sea necesario.

METHODOLOGY

This lesson plan lesson focus is main interest to enhance speaking skills in learners thus why is going to be implemented some speaking activities according the Communicative Language Teaching (CLT) or Communicative Approach, like role-plays, interviews, pair works and group works. "CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities" (Nunan, 1991). And also will use "listen

activities” to train the ear for understanding and have better response for requests (Hammer, 2005). This lesson plan focuses on speaking and organizing the words.

LANGUAGE PATTERNS AND VOCABULARY

The student needs to know the names of their family member.

What the name is it?

Vocabulary: the family, pay attention, silent, sit down.

MATERIALS AND EQUIPMENT

Laptop, speakers, handouts, flash cards.

PROCEDURE (Sample)

| Stages | <i>Teacher –activities</i> | Students - expected performance | Resources | Time |
|--|---|---|--|------|
| P R E - S P E A K I N G | <p>The student listen a video and say what they listen and pronounce after the teacher.</p> <p>Each student pronounces the names of the family member after teacher.</p> <p>Will be put on the board to memorization.</p> | <p>- The students will listen the family member they know during the game.</p> <p>- They will repeat the vocabulary written on the board. And then, they will answer the question asked by the teacher.</p> <p>What´s name is it?</p> <p>They will do reading of short poem about family with the teacher. Then they reading along.</p> | <p>Flash cards Board Markers</p> | 30' |

| | | | | |
|---|---|---------------------|-----------------|----|
| W | -I will write the names of the family member | They will listen a | Laptop | 60 |
| H | with students help. And students will repeat | vocabulary and | Speakers | |
| I | pronunciation. | check the names | handouts | |
| L | | of the family | | |
| E | - I will use a record to practice a listening and | member they hear. | Pair work | |
| - | pronunciation. | | Samples | |
| S | Student will look in the computer with different | | written on the | |
| P | names of the family member. | | board or on | |
| E | | The student listen | pieces of paper | |
| A | -I will ask the students what name Is it?. | guessing games | | |
| K | They answer the question. | about the clothes | Handout | |
| I | | and they try to | (appendix) | |
| N | | discover the name. | | |
| G | | The student | | |
| | | practice the | | |
| | | dialogue with their | | |
| | | partner. | | |

| | | | |
|--|--|--|--------------------|
| P O S T - S P E A K I N G | <p>The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home.</p> | <p>The teacher will ask the students make a row and socialize what they found in the activity. The teacher starts introducing an X student and then this one introduces another until everybody speaks.</p> <p>Finally The teacher encourages students continue practicing a home. The students will socialize what they found in the activity by introducing themselves and with other persons.</p> | <p>In pair 30'</p> |
|--|--|--|--------------------|

FINAL NOTES

Evaluation was carried out during the whole class, every time the students require feedback on pronunciation, language management etc.

I evaluated the students with quizzes, dialogue, writing and homework.

APPENDIXES

CONCLUSION

At the end of each class, students were expected to practice in their daily contact with what was taught.

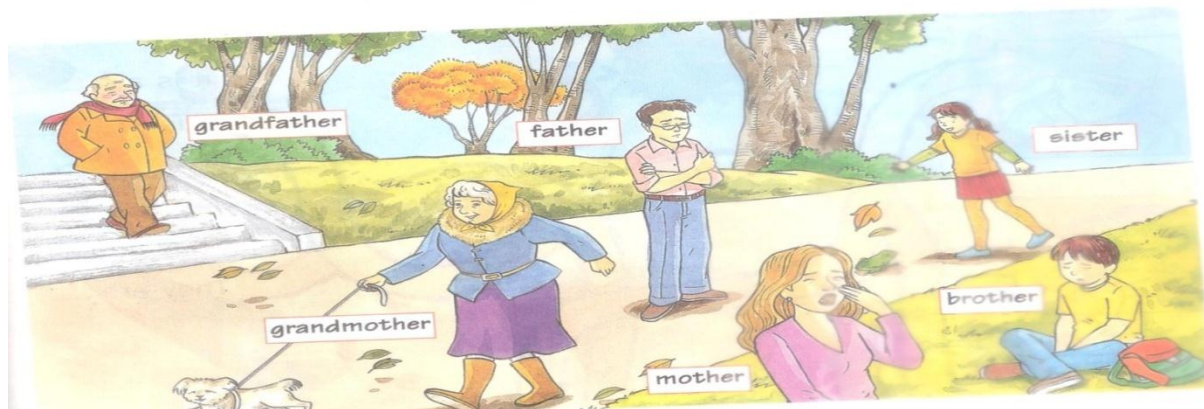
ACTIVITIES SUPPORTS

LISTENING AND PRONUNCIATION-SONGS (VIDEOS)

<https://www.youtube.com/watch?v=Ib1gYDsXO1U>

<https://www.youtube.com/watch?v=mjFcrv6Lfx8>

3 Look and write.



READING OF SHORT POEMS

The family

Here is the family

This is my family

My brother, my sister,

My father, my mother and me

We live happy together.

GUESSING GAMES

Sleeps well in his crib is sometimes a crybaby, but also smiles bottle feeding (baby)

Your uncle is sister, is the daughter of your grandparents and who loves you most like you
(mom)

It looks like my mother but is older, have other children my uncles are. (Grandmother)

DIALOGUE

A. Good afternoon

B. Good afternoon

A. Who do you live?

B. I live with my parents

A. and you?

B. I live with mother, my two brothers and my grandmother

B. ohhh, you live with a big family

A. yes,

B. See you tomorrow

A. See you tomorrow

NOTE: the students change the dialogue in order to practice the members of the family.

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Journal reflection about the lesson plan eight

OCTOBER 1-13, 2015

THE LESSON PLAN NUMBER EIGHT**THE FAMILY**

The class started with video relating the names of the families, Students' interest arise on daily life communicative situations Besides the student Deison Lanier Granja Caicedo said the stepfather and stepmother also were part of the family and wanted to know how they are pronounced and written. After hearing the videos and pronounce the names of the family who had copies, I wrote on the board the names of the stepparent, stepchild, niece, nephew, uncle and aunt.

Dieson Lanier Granja Caicedo said that all these names are related to the family and which should work in class. After conducting dialogue Deison Lanier Farm Caicedo, he told to the teacher to change the names that were in dialogue as in the poem.

Reflection session eight

This class start listening several videos on the names of the family, just as the names of families with photocopies are pronounced, the teacher read a poem, students read one on one poem in guessing games was difficult for students, were participate in dialogue. This class was very interesting because the student Deison Lanier Granja Caicedo, Students manifest curiosity and desire to know beyond the topic of the lesson. He also asked that the dialogue and the poem changed by other names.

Next time to include other names that belong to the families not only mom, dad, brother and sister.

This class was effective because a student was very interested to know different names that are part of families.

Appendix B. Category 5 (The most significant improvements of the process and pedagogical implementation for further improvement in my Teaching practices)

Positive reactions of the students

- Most of the students said, “les gusta juegos de adivinanzas porque la profesora hace mímica y emite sonidos cuando se trata de animales, nos divertimos mucho y no paramos de reír”.
- Some students said, “esta actividad fue divertida porque se aprendido acerca de los nombres de los animales de mi contexto, aunque fue muy difícil de pronunciarlos”.
- Some students, manifested, “ahora tenemos más confianza con la maestra porque ella nos pronuncia lentamente los nombres de los animales porque era difícil para nosotros la pronunciación”.
- The students said, “esta actividad sobre las partes del cuerpo fue muy interesante ya que pudimos relacionarlas con las partes de nuestros propios cuerpos”. Some of the students said, “la actividad de los poemas nos pareció muy buena ya que pudimos repetirlos varias veces”.
- Several students said, “esta actividad fue agradable ya que pudimos interactuar con nuestro maestro”.
- Some students said, “que el tema de la familia estaba relacionada con sus familiares y era bueno porque podían llamarlos con el nombre que le correspondía a cada uno de los miembros de sus familias”.

Appendix C. Communicative material on line

SONGS (videos)

Month of the year

<https://www.youtube.com/watch?v=HWJcbKA0iok>

<https://www.youtube.com/watch?v=La8V8WfpkLw>

Part of the body

<https://www.youtube.com/watch?v=LwSKdW5su5k>

<https://www.youtube.com/watch?v=k7PVYQrB5So>

The animals

<https://www.youtube.com/watch?v=u4hEojBs0Q4>

<https://www.youtube.com/watch?v=oVrfINmBYXg>

The numbers

<https://www.youtube.com/watch?v=e0dJWfQHF8Y>

The days of the week

<https://www.youtube.com/watch?v=NscOFmaWSz0-> rap

<https://www.youtube.com/watch?v=oXdKqUnnhWg>

Clothes

<https://www.youtube.com/watch?v=taoCF1cKZSY>

https://www.youtube.com/watch?v=CdLW5t_akl8

The family

<https://www.youtube.com/watch?v=Ib1gYDsXO1U>

<https://www.youtube.com/watch?v=mjFcrv6Lfx8> finger family

Professions

<https://www.youtube.com/watch?v=OgL-V087fe0>

<https://www.youtube.com/watch?v=FFwFAWAuN5k>