

**Promoting Oral Interaction in the Fourth Grade Students From Marymount School,
Barranquilla.**

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Contextualization:

This research took place at *Corporación Marymount*, also known as *Colegio Marymount*, which is the first Catholic bilingual school in Barranquilla. Marymount is an international school that operates as a non-profit educational institution created for the sole purpose of providing schooling for Preschool, Elementary and High School levels. This school, accredited by NEASC (2010) and CIS (2011), is part of the *Religious Sacred Heart of Maria* (RSHM) community comprised of schools in Bogotá, Medellín, U.S.A., Ireland, and México. Since its initiation in 1953, Marymount has envisioned a world-class education for its students, but with the clarity of challenges and opportunities of the local context, creating a learning environment that fosters the development of the skills students need in order to become the entrepreneurial leaders demanded by today's society.

Marymount is characterized for its solid values education which is well established in their "*Marymount Way*", and is described as "*A way of living in Excellence*". However, the school has recently launched their new and improved Marymount Way that aims to offer, in the school community, the best education in values (Excellence, Respect, Honesty, Spirituality, and Responsibility; Global Competence (academic excellence, 21st-Century abilities, learning how to learn, creating connections), and an educational model with the objective to educate inspirational and acting Entrepreneurial Leaders.

The High School campus has now moved to the "Promised Land" in the outskirts of Barranquilla. Students, teaching and administrative staff are now in a more spacious campus

with modern facilities to promote the development of the mind, body, and spirit. The Elementary school is now operating in the former High School building in Barranquilla, and Preschool is in a separate building across the street from the Elementary school, so the school is now temporarily split up in three different campuses. The construction of the new Elementary school building will be ready in August 2019.

From a curriculum perspective, Marymount is a school guided currently by international standards, but at the same time responsive to the Colombian national requirements. Marymount was recently accepted as part of *Cambridge International Schools*. Therefore, the school is working towards transitioning to broadening its curriculum in the inclusion of international standards. In Language Arts (LA) the new curriculum is based on two main sources: *Common Core State Standards (CCSS)* and *Cambridge Curriculum Framework*. The school has an English intensive curriculum. The students enter the school at the age of 3 years old in Nursery and for two consecutive years receive only instructions in English. Then, in the third instructional year, when they are 5 years old in Kinder and 6 years old in Transition, they continue their immersion into English with only 3 hours per week in Spanish in Kinder and 5 hours in Transition. This immersion operates similarly until 5th grade. In High School, the number of instructional hours in English decreases as more subjects are being taught in Spanish in that area, but English is still the main language of communication in the community. As a result, the students are characterized for their strong language proficiency.

Furthermore, once graduated, the majority of the students stay in Colombia to pursue their undergraduate degree, but there are some students that decide to go abroad for their university experience. The current curriculum prepares students well for both of these options. On the other hand, the school's budget permits the governing body to invest in tools and exams that can map the students' learning project. The students from Kinder to 8th grade sit the *NWEA MAPTest* to identify the strengths and areas for improvement of each student in Maths and Language Arts. As a Curriculum Integrator, my role in the institution is to operate as a Department Head of the English and Spanish team to guide the process and analyze the curriculum of both areas and find a balance which aims to foster a development of communication skills in both languages. I mainly work with teachers supporting them in different aspects such as planning, methodologies, observations, and facilitating the understanding of the curriculum. Nevertheless, for this study, I worked with a group of 26 students from 4th grade who are 10-11 years old and with a solid language background in English.

I decided to work with this group as they were working with a new teacher from England, Nicholas Page, who was just adjusting to the Marymount context. Therefore, I considered my research could also benefit the teacher as he could also find answers to some teaching practices he may want to reinforce. In fact, this research enabled me to observe his classes, interview him about the process and support his teaching process by showing him different strategies that could be beneficial for him and his students.

Research Statement

To start, I carried out a Needs Analysis to determine the students' strengths and areas for improvement. To do so, I decided to do a formative assessment in two key moments. First, I did a class observation where I could identify the teacher-student role in the teaching and learning process in this 4th grade (yellow) class at Colegio Marymount, (See Appendix B - Observation). Apart from the observation, I interviewed the English teacher from that group to get more information about the teaching and learning process of this group. (See Appendix C - Interview). After that, I carried out a mini-lesson from the Balanced Literacy program from Ph.D. Lucy Calkins called "We are all experts on something". I was confident this mini-lesson would help me build connections and collect all the data needed. I knew I needed to open up and tell them a catching story so it would motivate them to participate and get engaged in the task. (See Appendix A - Needs Analysis).

The results obtained from the needs analysis (the observation, interview and mini-lesson) showed certain patterns in the group. In regards to their strengths, the observation helped me identify a good rapport between the teacher and the students. Moreover, I could witness how the early immersion students have since Nursery helps them be proficient in English in order to have a solid understanding of the class content. All in all, the students had the linguistic tools to understand the instructions and, at a certain level, communicate successfully in this foreign language. On the opposite, there were some areas for improvement that needed to be developed to consolidate the learning process of the students. The main area to work on was related to the Interactive Communication. For instance, the methodology used by the teacher showed that the

Teacher Talking Time (TTT) was significantly higher than the Students Talking Time (STT), which was reduced to a Teacher-Student interaction. Additionally, the fact that the students take several standardized tests throughout the year, (*Scholastic LitPro*, *NWEA MapTest*, and soon the *Cambridge Standardized tests*) had a visible impact on the teaching practices as sometimes the teacher focused more on preparing the students for the different Standardized test, rather than on the learning process. Apart from that, while the students were communicating with the teacher, there were some grammatical mistakes in their sentences that were constantly repeated and which did not permit the message to be fully understood, such as subject-verb agreement, present perfect, and adjectives. Moreover, despite having a native English teacher, there was a remarkable tendency from the students to reply to the teacher in Spanish rather than in the Target Language. In the interview, the teacher indicated the use of a Communicative Approach, but sometimes he switched to a Grammar-based approach to reinforce certain structures. As a result, the students did not have enough opportunities to speak in the target language during class, which also impeded them to receive feedback on their oral production as there was little oral production in the target language from the students' side. In fact, there were activities that could have a better impact if done through peer interactions, self-assessment, and peer-assessment. Based on the aforementioned factors, I considered it paramount to do a pedagogical intervention to stimulate the students' Interactive Communication. Therefore, the research question of this research is *How can the Interactive Communication be promoted in 4th-grade students at Marymount School in Barranquilla?*

Theoretical Framework

According to the British Council (2018), *the 21st-century skills to develop in the students are critical thinking and problem solving, collaboration and communication, creativity and imagination, citizenship, digital literacy, and leadership*. At Marymount, each stakeholder is considered to be part of a learning community in constant learning. Among its main academic goals, the development of 21st-Century skills in its students is an essential target. Therefore, it was necessary to establish the skills embedded in the term 21st-Century skills.

These skills are clearly connected to “*The Marymount Way*” based on three main pillars the school aims to develop in the students: Values, Entrepreneurial Leadership, and Global Competence.

Regarding Global Competence, this last pillar is defined by the *Asia Society* (2018) as “the ability to investigate the world, recognizing one’s own and other’s perspectives to engage effectively with others in order to take action that promotes sustainable development in the world”. Hereby, there was a clear connection between the goals of the school and the main area to reinforce obtained from the Needs Analysis; mainly promoting more opportunities for Interactive Communication in the students.

The next step was to have a clear definition of Interactive Communication. To have a reliable source, I referred to the *University of Cambridge*, which is the second-oldest university in the English-speaking world. Likewise, *Cambridge Language Assessment* is one of its main venues that since 1965 has led the process of designing standardized language proficiency tests implemented around the world. Taking into account that the English level of the fourth-grade

students is in average A2, I decided to analyze the Key English Test (KET) handbook (2016), which is an A2 standardized Language Proficiency test from Cambridge Language Assessment. In this handbook, Interactive Communication is defined as the Development of Interaction, Initiating and Responding, Prompting and Supporting, Turn and Simple Exchanges. To start, the Development of Interaction is simply the active development of conversation. Initiating refers to the way the speaker starts a new turn by introducing a new idea or topic, while Responding is replying or reacting to the other speaker with a suggestion or question about further developing of the topic. Prompting is when the interlocutor repeats or uses a backup prompt or gesture in order to get the candidate to respond or make a further contribution. Supporting is when one candidate helps another candidate. Finally, Turn is everything someones says before another person speaks. Simple Exchange is a brief interaction which typically involves two turns in the form of an initiation and a response.

These skills are divided into levels based on the Common European Framework of Reference (CEFR). These levels are A1, A2, B1, B2, C1, and C2. The Needs Analysis showed that the students from 4th grade at Marymount had a language proficiency in average that corresponded to an A2 level. Based on the Global Oral Assessment Scale from Cambridge, a student with an A2/B1 Proficiency level *“relates basic information on, e.g. work, family, free time etc. Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but*

may systematically make basic mistakes”. Besides, there were also students with a B1 level. Corresponding to the same scale, a student with this level *“relates comprehensively the main points he/she wants to make. Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected sequence to give straightforward descriptions of a variety of familiar subjects within his/her field of interest. Reasonably accurate use of the main repertoire associated with more predictable situations.”*

On the other hand, since the goal of the study was to promote Interactive Communication among the students in the target language, it was paramount to start from the results obtained in the Needs Analysis. One of the aspects identified in the methodology implemented by the teacher was that, due to the different standardized test students take throughout the year, the teacher sometimes focused more on preparing students for a test, rather than reinforcing the learning process. According to Meador (2016) standardized tests objectivity, not subjectivity, enables teachers and institution to determine if the student fully grasps the concepts they are learning and to make the appropriate comparisons. Besides, Cambridge Educational Services indicate that standardized tests provide data that drive instructions and helps school close achievement gaps. This data then allows differentiation, meaningful feedback, and well-established formative assessment.

Nevertheless, standardized testing also has its drawbacks. Thomas Armstrong in ASCD (2013) indicated that “due to the emphasis placed on standardized test results these days,

teachers are spending more and more time “teaching to the test.” Most of the classroom time consists of either taking the tests or preparing for the tests, and this shuts out the possibility of learning anything new or important”. Consequently, teachers focus on preparing for an exam, teaching the content that will be evaluated in the test, rather than developing skills and competencies that are more beneficial on the short, medium, and long-term. This phenomenon was observable in the 4th-grade class studied at Marymount where the teacher indicated in the interview that he focuses on the content of the standardized test and teaching test-taking skills. In conclusion, this snowball make teachers deviate from their main objective: provide students with the skills and competencies needed to succeed in life challenges. Thus, schools should rather design and adapt the material to bring meaningfulness to the learning process.

Research Design:

This research was developed in the form of an action research as proposed by PhD Anne Burns (2015). Therefore, I decided to follow the action research cycle of *Plan-Act-Observe-Reflect* (NSW Department of Education and Training, 2010, p.3). To do so, I designed a didactic unit based on the results obtained in the Needs Analysis. During the implementation of the research, I made use of a journal to reflect on the factors I could observe. Hereby, this research aimed to develop a pedagogical innovation to design new resources to reinforce the learning process. For this reason, this pedagogical research fit into the research field 1: Teaching and Learning of English as a Foreign Language. The research Macro Project 1: Innovative practices in English teaching and learning: practices of LLEI pre-service teachers.

Given the nature of this research, it can be concluded that this study belongs to the subproject of Pedagogical innovations resulting from the implementation of /approaches, methods, methodologies in English learning and teaching. To do so, a didactic unit has been designed for the students which integrate a combination of methodologies to make sure students would benefit from it.

The researcher's role in this study varied throughout the process. At first, my responsibilities as an observer included the analysis of the participants as they engaged in class activities, interact through informal conversations with key informants outside the class, create a relationship with key informants, and discover context and previously hidden factors. The main goal of the observation was to do a Needs Analysis where I could determine the main

characteristics of this group. I decided to complete this data with an interview with the LA teacher as his input would be vital to design the lessons.

The results from the *Needs Analysis* indicated that the general research objective of this research was to promote the Interactive Communication in the target language in the 4th-grade students at Colegio Marymount. Therefore, its specific research objectives were

(1) to determine to what extent the students were exposed to opportunities for Interactive Communication in a class period. (2) To identify, based on the context and students' needs, which were the appropriate set of methodologies and resources to promote Interactive Communication in this population. (3) To evaluate how Interactive Communication has been increased through the implementation of the didactic unit.

After this important step, I decided to define the data collection instruments that I would use to keep a running record while performing the analysis. These data collection instruments were:

- 1. Observations:** Taking into account the cycle of Action Research, Planning, Acting, Observing, and Reflecting, the observation was a key element of the research as it helped me collect data on a daily basis and in a very practical form. (See Appendix B for the Observation form). Another form of observation use was the **Video** as this instrument was used to record part of the lessons being implemented throughout the didactic unit. This material served as evidence and data to analyze the behavior of the students and

compare it with the initial behaviors and findings collected during the first observation.

(See Appendix F - Video Top10 Inspectors).

2. **Interview:** this academic procedure took place after the observation to collect information from the teacher in charge of the class. (See Appendix C - Interview).

Another form of interview used is through a **Focus group**: At the end of the process, I used this strategy to collect data from the students related to the increase in the opportunities for Interactive Communication.

3. **Journal:** this journal was done in a Google doc I could access everywhere to make sure all the important information was recorded successfully for a good analysis. (See Appendices E,G and H - Journal forms and lesson plans in appendices I,J and K).

Implementation and Data Analysis:

At this stage, I had a clear vision of the elements of the didactic unit. It focused on the Interactive Communication determined by Cambridge Language Assessment.

Didactic Unit - Stage 1: Balanced Literacy.

Based on the results from the Needs Analysis, the observation, and the interview, I decided to design a didactic unit to have a clear structure of my research where I could always have the end in mind: the promotion of Interactive Communication between students. This unit was divided into three scaffolded stages. As the Balanced Literacy program from Ph.D. Lucy Calkins represented a successful start during the Needs Analysis, I decided to use it again in the stage 1 of my didactic unit with three different mini-lessons, one of reading and two of writing. This program enabled me to make an impact on my students as they had the chance to be treated as readers and writers in order to extend their vocabulary, feel confident to participate, and express their ideas, thoughts, and feelings. As Calkins, L. indicated “Reading and writing are intertwined processes and both have their foundation in oral language development. To become successful reading and writers, young children, even preschoolers, need to have lots of experience with the oral language, phonological awareness, alphabetic principle, concepts about print, and comprehension.” These lessons invited them to write about familiar topics following my model provided. There is no doubt this lessons helped me build rapport with them while extending their vocabulary, helping them express their ideas effectively, and support it with coherent arguments.

Didactic Unit - Stage 2: Interactive Communication using a Board Game “*Top10 Inspectors*”.

The second stage of the Didactic Unit was based on Interactive Communication through a board game. To increase the students' opportunities to participate, their motivation, and allow a feedback which could help them reflect on the learning process, I decided to create a board game called “*Top10 Inspectors*”. This pedagogical innovation has elements of problem-solving, teamwork, Task-based learning, and it is based on questions from the KET exam from Cambridge. Since the main goal of the study is to promote Interactive Communication in the students and the Needs Analysis also showed that there were some grammatical aspects to improve, I decided to use this game as a formative assessment tool which reinforces Interactive Communication, grammar, reading comprehension, vocabulary, pronunciation, and general knowledge.

Didactic Unit - Stage 3: C.L.I.L. and T.B.L.

The third stage of the Didactic Unit is based on **C.L.I.L.** and **Task-Based learning**. To do so, it was necessary to identify methodologies to use in this study. Different researches came on board at this point, but I opted for the Content Language Integrated Learning (C.L.I.L.) approach from Ph.D. David Marsh, (1994). Doctor Marsh indicated that "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign

language." I decided to use C.L.I.L. as it enabled me to use content from different subjects to extend the content knowledge and content obligatory language of the students who saw their participation (student-talking time) be increased in a significant way.

With this in mind, I included three CLIL lessons with content from Art, Science, and Math respectively. To do so, during lessons 6, 7 and 8, I worked closely with the Arts, Maths, and Science teacher in designing lessons that included content knowledge from these three subjects. They helped me design subject-related tasks. For instance, in Arts, the task required the students to sketch based on an oral description of certain suspects. In Maths, it was based on measurements and problem solving focusing on the description of the place. In Science, it had to do with DNA and the tried to solve the case based on some clues provided. All this content was also part of the curriculum of this subjects, which made it easier for my colleagues as they were teaching something related to their curriculum.

Apart from that, I decided to include the Task-based learning (TBL) methodology to have a complete didactic unit. In TBL, the teacher does not pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson had different stages such as a pre-task, where the teacher introduced the topic and gave clear instructions. Then, there was a task students completed in pairs using the language resources that they had as the teacher monitored and encouraged them. After that, students did the planning, which was to prepare a short oral or written report to tell the class what happened during their task. The next step was to

report back to the class orally or read the written report. Then followed an analysis where the teacher highlighted relevant parts from the text for the students to analyse. Finally, the students practiced based on the needs of the students and what emerged from the task and report phases.

The main elements of Task-Based Learning were included in the didactic unit to make sure the closure of the unit was demanding and it would be where the students would have more chances to interact making good use of Interactive Communication. Elements of TBL such are Collaboration, Critical Thinking, Case Solving, Decision Making, and Opinion Exchange where all included in the last stage of the didactic unit.

The timeline performed during this research is shown below.

Stages	Activity	
Step 1	Class observation	September - December 2017
Step 2	Interview teacher	
Step 3	Needs analysis	
Step 4	Didactic Unit Stage 1 - Mini-lessons (1-3)	
Step 5	Didactic Unit Stage 2 - TOP10 Inspectors (lessons 4-5)	
Step 6	Didactic Unit Stage 3 - CLIL lessons and TBL (Case solving) (6-10)	
Step 7	Focus group	
Step 8	Implementation and Data analysis	February - November 2018
Step 9	Conclusions	
Step 10	Presenting research results.	December 2018

At the moment of the study, the school had recently been approved as a *Cambridge International School*. Due to that, as part of my functions as a Curriculum Integrator, I had to carry out a curriculum analysis that helped me identify the correlation between the former curriculum being used, Common Core State Standards (CCSS), and the new curriculum (Cambridge Curriculum Framework). The goal was not to replace the Common Core with the

Cambridge Curriculum but rather analyze each standard so I could design a new curriculum which would clearly establish which standards were going to be taught in the academic year in 4th grade in English. The new curriculum I designed for Speaking and Listening based on the Common Core and Cambridge standard is shown below:

English Language Arts Curriculum- Marymount Barranquilla	
Grade	MM: 4th Grade /CCSS: GRADE 5 / CAMB: STAGE 6
Strand	Speaking/Listening
Comprehension, Collaboration, and presentation of ideas.	4.SL.1 Speak confidently in formal and informal contexts
	4.SL.2 Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions.
	4.SL.3 Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose, and context.
	4.SL.4 Structure talk to aid a listener's understanding and engagement
	4.SL.5 Reflect on variations in speech, and appropriate use of standard English.
	4.SL.6 Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas
	4.SL.7 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	4.SL.8 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	4.SL.9 Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement
	4.SL.10 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	4.SL.11 Use spoken language well to persuade, instruct or make a case, e.g. in a debate
	4.SL.12 Help to move group discussion forward, e.g. by clarifying, summarising
	4.SL.13 Follow agreed-upon rules for discussions and carry out assigned roles.
	4.SL.14 Prepare, practise and improve a spoken presentation or performance
	4.SL.15 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

The analysis showed the following results:

Factors Affecting the Promotion of Interactive Communication		
Factors	Cause (Interview-Observation)	Suggestion
Limited Students' Talking Time	The Teacher' talking time during the instructional part, or new information, was extended in a way that limited the students' opportunities to participate and practice their communication skills. Teacher (T): This was something the teacher was partially aware of as manifested in the interview.	Student-centered class.
Students' motivation and engagement.	Some of the content of the lesson was not appealing to the students. The vocabulary was worked in isolation, the topics were chosen without taking into account the students' interests. Teacher (T): the teacher mentioned in the interview the desire to improve his classroom management as he felt he lost their attention in some parts of the lessons.	CLIL. Language games.
Poor grammar structures	When the students answered specific questions to the teacher, it was noticeable that they lacked some reinforcement in sentence structure and some grammar tense such as past tense, present perfect, irregular verbs. Teacher (T): Time seemed to be an issue as he finds it difficult to cover the curriculum in the lesson periods.	Work grammar implicitly in students' engaging tasks.
Methodology - teaching for the test	Teacher (T): Due to the importance of acquiring good results in the standardized tests, the teacher was focused on preparing students for a test, rather than developing skills. As the Standardized test is in reading (Scholastic LitPro), the Interactive Communication was not fully developed.	Task-based learning.
Little to no feedback	Since there was little oral production from the students, they also received little to no feedback from the teacher. Teacher (T): The lesson was more focused on teaching content than skills. I opted for CLIL as a solution as in CLIL, the last stage of every session is a feedback. This also helped me build a routine so at the end of each session I could	CLIL..

	provide some individual and group feedback.	
Frequent use of L1 (Spanish)	Even though the students had the language skills to reply in the target language, they opted for speaking Spanish instead. The teacher always used the target language but did not reinforce the use of English in the students. Teacher (T): The teacher used different strategies such as ClassDojo, extra points or even including Speaking the target language in class as a performance for the bimester.	Reinforce class rules and remind them when needed. Reinforce positive behaviors.
Teacher-student was the single interaction observed.	As the Teacher talking time was too high, even when it was the time for the students to produce, the teacher always kept control of the communication channel. Teacher (T): The teacher indicated that he would like to learn other ways to teach as he is in a learning process as well.	Include Peer interaction, self assessment, peer assessment.

Based on the results of this Needs Analysis, I decided to design a didactic unit that showed how the different actions I would perform were intertwined to build the path to find the answer to the research question. In addition to that, I decided to base my intervention on the cycle of Action research which would guide me through the data collection process by scaffolding the stages of the study following the sequence of *Planning, Acting, Observing, and Reflecting*. To make sure I could adapt my didactic unit based on the data I was collecting along the way, I divided the didactic unit into three stages that were clearly connected. The first stage needed to be based on the findings of the Needs Analysis.

Due to the successful experience I had in my first encounter with the students using *Balanced Literacy*, I opted for repeating the same strategy in the first stage which cover lessons 1, 2, and 3. (See Appendix D-didactic unit and journals). It is important to highlight that to promote Interactive Communication among the students in the target language, I first needed to

reinforce the students' vocabulary and confidence when using the target language. This is the reason why I opted for starting with a Reading Mini-lesson in the first class as a perfect input to extend their vocabulary. Lessons 2, and 3 were focused on written production and building relationships with the students. After having planned, acted, and observed, I analyzed the data collected in the journal to reflect on my the appropriate design of the next stage of the didactic unit. See Appendix E -journal #1 for results of the first stage of the didactic unit.

Summary Journal # 1 (Stage 1 - Balanced Literacy)

Conclusions
1. The methodology used in the Mini-Lessons of “I do” (Modeling), “We do” (Let's try together), and “You do” (Now it is your turn) seemed to be very effective. The students had more opportunities to participate and that increased their engagement and motivation in class. 2. The more they participated, the easier it was to collect data that enabled future adjustments in the process to make sure the learning process remained the main goal of the research. 3. Working reading and writing from the beginning helped me build a solid input for the next stages of the didactic unit. 4. The students were eager to continue learning but were expecting different strategies than the ones used by the official teacher in the classroom. Therefore, I needed to combine a variety of strategies that helped me keep their interest. 5. The main elements to reinforce their Interactive Communication has to do with grammar and vocabulary, pronunciation, discourse management, and global achievement.

Based on these results and the goals that emerged from the analysis, I planned the second stage of the didactic unit. Based on the theories learned from Ludwig Wittgenstein about Language Games and based on Dornyei (2001) who emphasizes on the importance of presenting engaging tasks that motivate learners and have a significant impact on their students, I included the pedagogical innovation I had been working on since two years ago. It is a Board game called

“TOP10 Inspectors”. This game would help me increase the Interactive Communication in the students while playing during class time. The procedure and the results were the following:

Stage 2: TOP10 Inspectors (Lessons 5 and 6)



How to Play: Students, named inspectors in the game, are divided into 5 groups keeping a balance among them in terms of language proficiency and peer support. I played the role of a Master Inspector (M.I.) and was in charge of guiding the game by asking questions and giving points to the groups. Each box has a circle with a specific color to give the group a question based on the KET exam. Those colors are coherent with the areas of improvement identified in the Needs Analysis and first journal: **PINK:** Grammar - **YELLOW:** Vocabulary - **GREEN:** Pronunciation - **PURPLE:** Reading Comprehension - **BLUE:** Speaking - **BROWN:** General Knowledge. The boxes that are completely BLUE are aids, The boxes that are completely RED are threats, The boxes with a magnifying glass are **riddles** for developing thinking skills.

The reason why I decided to include the game at this second stage of the didactic unit was to break the traditional routine the students were used to. By creating this positive impact on them, I had them reinforcing their areas for improvement while playing a game. During the lessons, all the groups were asked questions of the different sections mentioned before. Yet, the most important was that I could use each question as an opportunity to make corrections, provided positive feedback and maintained motivation. Taking turns, each group tossed the dice and got a question they discussed together in the group using the target language. If they were heard speaking in Spanish, they had to pay 5 points. Furthermore, when I came across a question I considered the whole class needed to work on, I stopped the game and explained it to the class. This was how their grammar, vocabulary, and pronunciation was being reinforced at this stage. Besides, their interaction was already being used in group discussions.

Before starting to play, I read the case aloud to all the groups while the inspectors (the students) took notes of the most relevant information. In this part of the game, the students worked on listening, also built memory in a foreign language in order to summarize the information, identified the main idea and essential details of a piece of information. (See standard 4.SL.8 *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*) These were very important factors to improve their oral comprehension. Also, the fact that there was a case to solve encourage students to develop their high order thinking skills (HOTS), critical thinking and cognition. Regarding how to win the game, there were two ways of claiming victory. One was by

answering all the questions until the group gets to the Trial (box 100). The other possible way was by gathering 50 points and solving the case, but the inspectors had to be careful as they could lose all points if they did not give the right answer. These two options kept all the players motivated because the winner was not necessarily the group leading the game but at any moment of the game, another group could gather the 50 points and solve the case to beat their opponents. It is also important to mention that the duration of this game was approximate 3 hours which in this case took two sessions. (See video in the Appendix F to see how the game was played in class). (See Appendix G -journal 2 for results of the second stage of the didactic unit).

Summary of Journal # 2 (Stage 2 - Board Game Top10 Inspectors) (See Appendices)

Conclusions
1. Using TOP10 Inspectors helped me design a complete student-centered lesson. 2. I saw positive behaviors such as the decrease in the use of L1 (Spanish) in the class, the increasing participation of the different members of the class and their interaction in English. 3. The students needed to work more on sentence structure. 4. The students needed to learn more vocabulary from other subjects to make sure their Lexile increased and their comprehension and communication skills as well. 5. Using a case to solve was an assertive move. In my next stage, I needed to keep this intriguing part of the lesson.

Stage 3: C.L.I.L. Lessons (7, 8, 9 and 10).

As mentioned in the journal 2, the former experience with the board game was effective in promoting Interactive Communication as students had the opportunity to interact with each other, exchange opinion, and make decisions while solving a case. However, the reflection also showed the necessity to deepen into the academic fields to teach a more formal register when

speaking, along with remaining using the case solving strategy to develop critical thinking and maintain their engagement. This was the reason why Content Language Integrated Learning (C.L.I.L.) from Ph.D. David Marsh came on board to integrate content from different subjects to increase the opportunities for Interactive Communication. Nevertheless, I needed to design a context where all this new content would fit. With this in mind, I included Task-Based Learning and C.L.I.L. in a case the students needed to solve. It included C.L.I.L. because I designed three lessons with content from Arts, Maths, and Biology respectively. Besides, the case was a task the students needed to solve in the three lessons they would be working on. In the Appendixes E,G and H (journals 1, 2, and 3), you will find the detailed lesson plans of these three classes. In general lines, the students needed to solve the following case:

“A couple was eating in a restaurant when the husband stood up to answer a phone call and the wife went to the bathroom. After 5 minutes, when they both came back to their table, they found out that someone had taken her purse. To find the thief, you will have to interview people (other students) who will provide you with physical descriptions of the people present in the place.”

This third stage of the didactic units was based on solving this case. Lesson number 6 was centered on Arts content. As described in the lesson plan (See journal), the students worked on describing a picture of the scene to another classmate who would proceed to sketch the physical appearance of the people in the pictures. As for lesson 7, the content was based on Maths measurements since the “scene” was set up and the students needed to collect data and record measures based on the distance from one table to another to identify how much it would have taken each of the people involved in the scene to get to the table, get the purse and leave the

place without being noticed. In lesson number 8, it was the turn to integrate content from Biology. This time, the students were exposed to different pictures of the setting and some physical evidence they had to examine and give an oral report based on their findings. Among the evidence provided, the students found hairs, clothes, footprints, lipstick, and an armband. At the end of each lesson, the students provided orally a hypothesis of the case to develop communication skills but this time using the new vocabulary learned in the lessons.

Lesson 9 was for discussing in the group all their findings and come up with the answer to the case. The students did not get to know which was the correct answer, but they rather got prepared for the assembly, where the students had to present their findings to an authentic audience: students from other grades. This final lesson was meaningful to the students as they lost the fear to speak in public, improved their discourse management, and built their confidence when using the target language. In fact, the language used on their presentation was occasionally of a more formal register. Apart from that, they learned that there were different theories of the possible thief of the purse, as long as their arguments are solid and coherent with their data collected.

At the end of the sessions, the students provided their opinion based on the experience through a focus group. The results were compared to identify if the students had witnessed some improvement in terms of the promotion of Interactive Communication between the students.

The rubric used for the oral presentations in the lessons 9-10 is based on the KET speaking part:

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below band 1		

Compared to the criteria of Interactive Communication from Cambridge Language Assessment, I could provide a feedback based on a clear metric which helped the students see how the Interactive Communication is increased throughout the didactic unit.

Summary of Journal # 3 (Stage 3 - Board Game Top10 Inspectors) (See Appendices)

Conclusions
<i>It was also very helpful to work along the math teacher and plan together about the content to teach and connect both subjects. When working in Science, DNA, I needed the assistance of the Science teacher. We came to the agreement on how to develop the lesson. The science teacher focused on content, while I focused on language development and communicative skills. At the end of the exercise, we both agreed it was something enriching for the students and for us and it was worthy of repeating it.</i> <i>During lessons 9 and 10 the students used all the new knowledge to discuss the answer to</i>

the case. They connected all the content in a case they were all engaged and willing to work hard to solve the case. Definitely, it was the most important lesson of the unit. Students were all engaged, focused on presenting their hypothesis and doing their best to defend their opinion.

Curriculum Analysis:

After designing the didactic unit, it was important to connect the standards to the different activities that took place throughout this unit.

Activity #9-10	Lesson #10. Students presented their final findings in the assembly.
4.SL.1 Speak confidently in formal and informal contexts.	
4.SL.2 Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions.	
4.SL.3 Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.	
4.SL.4 Structure talk to aid a listener's understanding and engagement	
4.SL.5 Reflect on variations in speech, and appropriate use of standard English.	
4.SL.7 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
4.SL.11 Use spoken language well to persuade, instruct or make a case, e.g. in a debate	
4.SL.12 Help to move group discussion forward, e.g. by clarifying, summarising	
4.SL.14 Prepare, practise and improve a spoken presentation or performance	
Lessons #4-5	TOP10 Inspectors, taking note of a case read aloud and peer work.
4.SL.6 Pay close attention in discussion to what others say, asking and answering questions.	

4.SL.8 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
4.SL.13 Follow agreed-upon rules for discussions and carry out assigned roles.	
Activity #10	CLIL lessons art, maths, and biology to set up the scene to find answers.
4.SL.9 Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement	
4.SL.10 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	

Conclusions:

Marymount is a well-known school in Barranquilla which is recognized for its solid formation in values and its high academic standards. At this institution, students start a full immersion in English since the age of three that enable them to successfully develop their language proficiency in English. The effect of this high exposure to the target language since the early years was easy to witness during my observations to the fourth-grade group of this school where there was a native English teacher speaking in the target language 100% of the time and the students were able to understand and follow his guidelines at ease.

Nevertheless, the Needs Analysis, the observation and the interview with the teacher pointed out a possible domino effect in terms of Interactive Communication. Since there was a high teacher talking time plus the use of Spanish on the students' side, these two components led to little to use of the target language from the students. This also led to little to no feedback on their oral skills as there were few opportunities for Interactive Communication. Therefore, I focused this research on finding the answer to the researchable question of this study which is ***How can the Interactive Communication in the target language be promoted in 4th-grade students at Marymount School in Barranquilla?***

Each factor mentioned under the frame of Interactive Communication required a different methodology to develop throughout the study. To start, the Needs analysis was performed using a mini-lesson from Balanced Literacy which helped me break the routine, have a positive impact on the students from the beginning as it was the first time they were exposed to such a

student-centered methodology. During this mini-lesson, the students had the chance to be part of the class, listen to my stories, think, turn-and-talk with a partner and then express their thoughts. This strategy proved to be effective to identify the students' strengths and areas for improvement.

Based on these findings, I proceed to design a didactic unit which was divided into three different stages. Lessons 1-4 were based on Balanced Literacy for Reading and Writing using the Units of Study from Ph.D. Lucy Calkins. Stage 2, lessons 5 and 6, was the time where the students played the board game "TOP10 Inspectors" as a strategy to address each of the areas of improvement mentioned before. The last stage, lessons 7-10, included 3 C.L.I.L. lessons with content from Maths, Biology, and Arts plus a Task-Based Learning lesson where the students had to solve a case and give their final results in a general assembly. As a result, each factor that impeded the consolidation of Interactive Communication in the students was explicitly worked and reinforced with different strategies to keep a constant formative assessment that helped me track their improvement.

In general lines, the didactic unit changed the learning environment and helped to create more interest from the students' side to learn. It also enabled the promotion of the Interactive Communication skills through the student-centered lessons, as well as during the peer interaction that took place in the different stages. Besides, students received feedback along the way to reinforce their oral production and grammar structures.

Additionally, the board game TOP10 Inspectors as a tool for formative assessment proved to be an assertive move as it enabled the students to work with authentic material that was adapted to their needs to create authentic opportunities to analyze each student in an inviting and friendly learning environment. The students were focused on the game, they enjoyed playing and considered every question as a challenge to move forward in the game. They were less afraid to make mistakes and wanted to understand why an answer was wrong. It was in here where the feedback played an important role as every student was paying attention because they considered it was important information that would help them to win.

All the students were involved during the unit as they worked in groups and there was peer support to correct mistakes and motivate them to stay focused to win the game or solve the final case. Motivation and collaborative were two main elements that facilitated the learning process in the students. The students also worked on their critical thinking through group discussions to solve the case presented. I consider that the fact the competitiveness of the game also made them aware of the need to speak the target language in class as they did not want to be penalized for using Spanish.

Finally, the last stage of the didactic unit which included features of CLIL and Task-Based Learning helped me expose them to a more formal register to extend their vocabulary. At this stage, students were totally connected with the goals of the lessons and their Interactive Communication was at their peak.

Overall, it could be said that the students went through a different language learning experience due to the increase in the opportunities for Interactive Communication that took place through the implementation of different strategies such as Balanced Literacy, a board game to address the students' areas for improvement and the last stage of task-based learning where they used their language skills to solve the case. It was at the end of the didactic unit and during the final focus group that I could witness how meaningful the different opportunities for Interactive Communication had been. This occurred when the students mentioned how impressed they were by their own results since they realized they had been able to produce in the target language during the different stages of the didactic unit and even communicated in the target language between peers. They used this as a motivation source.

I strongly consider that the findings of this research could be of great help to different audiences. On the one hand, as it occurred in this study, the students' participation in class using the target language was increased significantly with the different strategies that were put in place. Besides, the exposure to more challenging tasks which required higher-order thinking skills was also a positive aspect of the study as it helped the students improve their vocabulary, comprehension skills and experience a different language learning process. However, to benefit from this type of task, the students need to be at least A2 in their language proficiency so they have the vocabulary to complete the tasks.

On the other hand, teachers face different challenges on a daily basis. Therefore, the findings in this analysis will definitely help them to acquire different strategies that will optimize

their teaching practices. In different places in Colombia, English is still being taught using a grammar-based approach which results in students taking exams where they have to complete sentences using the correct verb tense but they are not capable of taking part in Interactive Communication. In my opinion, if teachers were equipped with different strategies such as Balanced Literacy mini-lessons where they follow a methodology of *I do it first, let's do it together, and now you try it on your own*, they could achieve better results in the students as modeling plays an important part in the teaching-learning process. Also, including different tasks and content from other subjects will help them avoid teaching vocabulary in isolation and rather connect it to a context where the students can develop high-order thinking skills and lose the fear to make mistakes in the target language. In addition to that, Universidad Santo Tomas can also gain more research information and analyze the results from this exercise to share it with research students and students doing pedagogical practices.

Finally, this research could enrich the research field by adding a new pedagogical innovation; enlarging the data gathered in terms of the opportunities for Interactive Communication. Besides, the changes brought in the classroom and its effectiveness can contribute to the improvement of teaching practices of English in the local area.

Regarding future implications, there is one achievement I would like to point out which is related to the board game “TOP10 Inspectors”. Based on the positive impact it had on the students, I believe that this tool could be beneficial for other purposes such as preparing students for standardized tests. Currently, at Marymount, this game is currently being adapted to use it to

prepare the Senior students at Marymount for Pruebas Saber 11°. To do so, I am working with the Academic Coordination to make the questions for each section of Pruebas Saber in order to have the students getting prepared for the exams while playing the game.

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Appendices

Appendix A: Needs Analysis

Writing/Speaking Mini-Lesson: We Are All Experts on Something.

Objectives	
1. Express information about a topic we are knowledgeable about. 2. Authorial skills. Production. 3. Brainstorming, drafting, prioritizing, communicating. 4. Think before you answer; turn and talk; express your knowledge.	
Activities Mini-Lesson Writing We Are All Experts on Something. Connection: Did I tell you before that I was a professional soccer player? Yes, I am an expert in soccer. In fact, I dream of becoming a coach one day. Let me tell you how it is to play soccer. First, you have to train very hard to be in shape. Second, you cannot eat whatever you want, you need to follow a strict diet which indicates what to eat and when to eat it. Third, you have to be very punctual as you are not allowed to arrive late to the meeting point. The coach will penalize you with a fine if you arrive late and it is very probable that you will not play. Finally, you have to be mentally strong to make the right choice at the right moment. You also have to stay grounded no matter what the result of the match was. Teach: Writers, today we will learn that we are all experts on something. In the same way that writers write about something they know, today we will share information about something we are knowledgeable about. Apply: Let's do it together. Think for a moment about something you feel you are an expert on. Now, proceed to turn and talk to your peer and share with him or her what you are going to write about. I heard that some of you are experts on plants, others are experts on legos, and I heard one person who is an expert about fortnite.	Timing: Mini-Lesson 15 Minutes

Now, organize your ideas in a sequence. Remember how I explain to you that First, Second, Then, etc. Link: Remember that we are all experts on something. You are going to write about that field you are an expert about. Off you go! Students went to write their texts for 20 minutes. As they were writing, I monitored and provide support to those who had questions. This was the perfect moment to measure their language skills, vocabulary, sentence structure, grammar, and coherence. If a student finished, I asked them to revise it and add more details to it. If frequently asked the question: Do you think this is the best work you can do? Then, they went back to add more details to it. After that, we came to the sharing. At this stage, while some of them continued working on their writing, I asked them to teach me about the field there were experts on. With this activity, I was able to measure their Interactive Communication. I closed the lesson with a positive feedback to reinforce their great effort and to encourage them to keep doing their best in the coming lessons we were going to work on.	Writing 20 Minutes Sharing 14 Minutes. Closing: 1 Minute.
Resources A blackboard, sheets of paper, markers.	
Assessment Formative assessment for their writing and speaking. It is important to highlight that I focused on the Authorial skills rather than on the Secretarial skills. This means that I did not stop them when I saw a word which was misspelled or incorrect placed, I focused first on developing writers who were able to express ideas in details with coherence and cohesion, writers who are able to catch the reader's attention with their way of writing. The more they produced, the more data I collected to determine what the needs of this group were	

Appendix B: Observation Form-Results

OBSERVACIONES DE CLASES GANAG	
Date: September 20th, 2017	Subject: ELA
Teacher: Nicholas Page	Grade: 4th grade

Standard:	4.SL.6 Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.	
Structure	Performance	Recommendations.
Exposure to Target Language (TL)	English is always used by the Teacher. Students understand the teacher's instructions but they tend to respond in Spanish. The vocabulary the teacher uses is adapted to the students' English level.	
Methodology Used.	English is taught as a First Language. However, his Teacher talking time is too high. He likes to use visual aids and to narrate stories to the students. Students do not have enough opportunities to interact with each other and improve their communication skills. This could be measured using the time frame suggested by PhD Jane Pollock that indicates that the instructional time from the teacher should not exceed 25% of the class time. However, in the class observed, I could measure the time and identify that the teacher spent around 30 minutes in his instructions and modelling. This represents 60% of the class time. Therefore, the time given for students' production was reduced in a significant way.	
Student-student interaction	The student-student interaction is mostly in Spanish. Students interact in English only with the teacher. There are few peer interaction tasks.	
Participants' information.	This is a fourth-grade class with 26 students. The English level is A2, even though there are some students who are B1. The teacher is involved and doing his best to get his students to talk but needs more tools and strategies to achieve this goal	
Facilities-class development.	The classroom is big enough for the 26 students. The classroom feels comfortable. It has a small classroom library in the back.	
Behavior towards class.	There is a good rapport between students and teacher. They behave well and are eager to learn. The students respect each other. There are some moments when the teacher loses control but he gains it back by calling their attention.	
Motivation (subjective interpretation).	Students seem very interested in learning, doing their best and completing the activities. However, they also look bored and they may prefer a more dynamic class with more interaction and practice.	

Identify key informants.	For the research, it is important to address the teacher and the students.
Establish questions for interviews.	The Methodology used by the teacher. I would like to know his point of view. Sometimes, I feel he is preparing students for a test, rather than developing skills. I would like to know if he thinks in the same way. If that is the case, what is the reason behind that behavior?

Appendix C: Interview with the Teacher:

Questions	Answers
1. What methodologies do you use in your classes?	I try to model what I expect my students to do and have the, communicating using the target language. However, sometimes I need to focus on grammar since they have some poor structures.
2. What form do you use for planning?	I use the GANAG form from Jane Pollock.
3. What strategies do you use for the development of communication skills?	I have the students discussing, practice pattern sentences and also work writing.
4. How do you differentiate your students?	There is no clear data to differentiate, I divide them more focused on the English level. Sometimes I assign a stronger student with a one with a lower level. In other cases, I put the ones advance ones together and the others in another activity.
5. Do the students sit any standardized test? How do you prepare them for those tests?	Yes, they take the Scholastic LitPro, which is for reading and it measures their Lexile. They also take the NWEA Maptest. What I sometimes do is prepare them for the test so they can improve their Lexile. They also take some quizzes in the Scholastic Platform.
6. What areas would you like to reinforce in your teaching?	I would like to have more strategies to get my students to talk. Sometimes I just run out of ideas.
7. What teaching material is used in the classroom?	We do not have a textbook, but we have internet and the students always bring their laptops based on the BYOD (Bring Your Own Device) policy.
8. How long have you been teaching?	I have been teaching for 3 years so far, but this is my first year at Marymount.

9. Is there a curriculum or syllabus that teachers follow?	Yes, we work with the Common Core Standards. I heard we are also going to work with the Cambridge framework.
10. What are your goals with this group at the end of the semester?	I want them to speak more, improve their communication skills and writing.

Appendix D: Didactic Unit

General Aspects	
Title of the Unit: TOP10 Inspectors Level: 4th Grade School: Marymount International School Author: Kenneth Steenhuisen	
Introduction and Justification	
Even though the students have an excellent English level, there is a significant need for integrating skills and subjects as a way to promote Interactive Communication. Hereby, we will also be able to enrich their vocabulary and reinforce critical thinking.	
Objectives	
4 Types of Objectives	Promote Interactive Communication in the students through daily life situations and a case.
Communicative	Different grammatical topics and tenses will be worked implicitly through the solving of a case.
Linguistic	There will be, in general lines, some collaborative work. There will be student-teacher interaction, student-student and independent work. There will also be a journal to track the learning process.
Learning strategies	Games tend to increase the motivation in the students. It will help to extend their attention span, improve their behavior and keep them engaged with the activity.
Attitudinal and sociocultural aspects	Increase peer interaction among them.
Contents	
Functional contents	Storytelling, personal narratives, research, main ideas, discussions, riddles.
Grammatical contents	Present simple, past simple, present continuous, past continuous, present perfect, past perfect, future simple, conditionals, modal verbs, adjectives, adverbs, quantifiers.
Lexical contents	Riddles, police department, parts of the house, Street signs,
Pronunciation aspects	Set of words based on Cambridge vocabulary for A2. Teacher checks pronunciation. Phonics and phonemic awareness.
Socio-cultural aspects	Culture, respect, silence, intensive listening, opinion Exchange, decisión making, collaborative work, teamwork, citizenship, values.
Transverse themes	DNA, distance measurement, sketch, face recognition, discourse analysis, history, fingerprints.
Previously acquired knowledge	Speaking at A2 level based on CEFR. Measurements, adjectives, describing physical features.

Classroom language	I think, in my opinion, I agree or disagree. Wh-questions. Linking words.
Methodology	
Each phase has a specific methodology:	
1. Balanced literacy: To develop communicative skills. 2. Language Games TOP10 Inspectors. 3. C.L.I.L. Integrated skills and integrated content from other subjects and TBL.	
Project	
Students will go through the following process:	
A. Development of communicative skills through balanced literacy. B. Case solving. C. C.L.I.L. D. T.B.L.	
Assessment, Evaluation Criteria	
A. Formative assessment. B. Summative assessment. C. Conclusions.	

Appendix E: JOURNAL #1

Description	Reflection/ Analysis
Read aloud: This exercise is based on the methodology dictated in the Balanced Literacy program created by Lucy Calkins and which is very helpful when reinforcing the four macro skills. I entered the classroom, greeted the students and told them I was going to read a story for them. I asked them to sit on the floor and listen carefully. However, before starting to read, there were to very important aspects to inform: 1. Setting the groups for a turn and talk. I assigned the couples so when I said Turn and talk they knew who they were going to turn to in order to talk. 2. Sign for readiness. I taught them that I would give them some thinking time and when they knew the answer, instead of raising their hands, they were going to put their thumbs on their hearts. Then they were ready. I had already prepared the story "the Brave Witch". I had also written some questions between the pages to remember what and when was the right moment for asking the questions. The aim of the question was to check to understand, have them analyzing the story and predicting the next move. Whenever I asked them a question, I told them to think about the answer and use the sign to indicate they were ready. Then, I told them to turn and talk and share their answers with their partner. The questions were: What are you afraid of?, why were witches afraid of humans?, what do you think is going to happen now between the witch and the human?, What have you learned from the story?, What would you change from the story?. After that, I have them sharing their answers with the rest of the class and making a mind map with all the key facts from the story.	Lesson 1: Read Aloud: The exercise went well in general lines. The fact I had received the training beginning August from the school external consultant Vincent Ventura helped me to see a good model of how to perform it inside the classroom. I have also read the story several times before doing the read aloud and had written some questions between pages to get their attention and keep them focus. However, I think for next time I will select another story, maybe non-fiction as a way to work with more realistic stories so they can identify themselves in the story in an easier way. In conclusión, it was a very good exercise, the students answered the questions and were engaged in the story. But, of course, there is plenty of work to do to continue improving and learning more.
Lesson 2: Mini-Lesson writing 1: Think, Sketch, Write. Mini-Lesson Writing (Think – Sketch – Write). Students saw some slides with a picture and then a word.	Lesson 2: Writing Mini-Lesson – Think, Sketch and Write. This was a very interesting lesson. I learned to have them thinking and preparing their

The first one is a boy thinking. The students were asked to turn and talk to tell their partner what they see in the picture. They have to predict what the boy is doing. The first answer is THINK. Another picture is shown, this time the boy is SKETCHING. The third picture is a boy WRITING. This teaching point is reinforced in the students. In order to write a story, the three steps are: THINK, SKETCH and WRITE. Now the Teacher models how to write a story going through the three steps. Check my story. What am I going to write about? Shall I write about me going to the park to play with my brother? Maybe, I should write about me going to the mall to buy new clothes or maybe I will write about my last vacation. Mmm, No, I think I will write about me going to the park. Now I am going to do my sketch. Check, this is me, this is the slide and here is my brother. Here is the Sun, etc. Now I am going to write the story. Last Saturday, I went to the park with my brother to play there. I played in the slides while he stayed playing football with some other children.	answers before jumping with their hands up and not respecting the turns. They also learned to be silent and do the whole process of preparing their ideas before writing. The final results showed the success of the lesson. Improvement: It was necessary to reinforce on the thinking time. Students are not used to listening to their peers' answers. They just say the answers before even thinking about what to say. Besides, they also need to continue working on following instructions. Authorial Vs Secretarial: As a teacher, especially in Colombia where English teaching is still grammar-based, it is difficult to see the students making a mistake in their spelling or grammar and not stopping them to correct it. However, I was very proud to see full stories written by my students, with their sketch and with the details they put into it. I know in another lesson I will focus on the secretarial skills of capitalization, spelling, punctuation, and grammar. But this time, I broke that paradigm and focused on having them working on their characters and the story even if they made mistakes. It was not easy and I even take the risk of having parents saying that I did not check their work or I did not correct them, but with Lucy Calkins, I will have enough research to support my point of view.
Mini-Lesson: Writing Feelings. Connection: The Teacher shows different pictures of boys doing several activities and showing their feelings about it. One is afraid, the other is happy, another one is excited and the last one is sad. The students will talk about the feelings they can interpret from the gestures. TEACH: Now, I (the teacher) am going to write my own story about something I felt. I show a chart full of feelings and then I pick up the feeling I want to write about. I am going to write about a day I was very excited. I remember I was going to see my mother after many	Lesson 3: Writing Feelings. In Balanced Literacy, I learned about the thread that an empty sheet represents to a child when he is asked to write a story and no ideas come to his mind. He knows he has to fill in that empty sheet but does not know where to start. Now, taking into account students had already learnt to Think, Sketch and Write. This time I wanted them to learn to express their feelings. It was a very good lesson and I

years and I was at the airport waiting for her to arrive and the gate kept going open and close and every time it went open many people came out and I thought my mother was there but she did not come out... It went on in this way until finally, I saw my mother after 5 years. Is that a good story? Maybe, I will write about the day my dog disappeared (sad). She ran out because she was scared of Fireworks. Yes, I think I will write about that. Now, Here I write it. It was on December 24th and I was with some Friends eating out and suddenly I felt like I had to go home. I went back home with one friend and I noticed Lune, my dog, she did not come running to say hello to me. So, I looked for Luna in the bathroom, bedroom, kitchen, etc. All of a sudden, my friend yelled at me: "You must see this" The backyard door was left open and Luna had run away as she was scared of the Fireworks. I felt sad, devastated and disappointed. Now it's your turn to go and write your story. You will go to your seats but then you will do the process. THINK, SKETCH AND WRITE ABOUT YOUR STORY AND YOUR FEELINGS.	think I got them engaged because I told them a real story and expressed my own feelings. The main difficulty was to keep them concentrated and guide them to think about a real situation and what they felt at that time. Then, they knew the story and the idea they wanted to write about, but they missed that next step to start writing about it. It was then necessary to show them to organize their ideas.
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Evaluation: What I might do in further sessions to get better results. Suggestions I do myself to improve further lessons

Lesson 1: Turn and talk: I think I succeeded at assigning the groups and having them talking when I said turn and talk. Nevertheless, I should take into account the characteristics of the students in order to differentiate them better. For example, I have to think into account if they are talkative, their English level, etc.

Lesson 2: Next time, I will work on launching the culture of silence and turn and talk.

Lesson 3: For my next exercise of this type, I will work on adjectives so I can extend their vocabulary and they are able to give more details regarding the situation they are writing about.

Appendix F: Video of workshop playing the game with students.

<https://www.youtube.com/watch?v=fcw6zQ5fkdE&t=826s>.

Appendix G: Journal #2

Description	Reflection/ Analysis
Lessons 4-5: Board Game TOP 10 Inspectors. Since students have already worked on Reading, writing and speaking and have learned to describe and express their feelings. It was time for a board game that would integrate the four macro skills and work on cognitive skills. The game is called TOP10 INSPECTORS. <i>TOP10 INSPECTORS</i> is an innovative pedagogical game to improve the English level of the students at the same time that they get prepared for International Tests. To do so, students, called inspectors, were divided into groups of two where communication and leadership took an important role to solve a case. In order to move through the boxes, inspectors had to answer 5-point questions based on grammar, vocabulary, speaking, reading comprehension, pronunciation and general knowledge required in an A2 English level according to the Common European Framework of Reference. To win, inspectors had to overcome many obstacles, solve some riddles, face threats and use helps to reach the final box or gather 50 points and give the correct answer to the case. So, students played the game during two classes. Then, the students finished the game by answering the questions and solving the case. The communication among peers was all the time in English and I gave constant feedback.	Lessons 4-5: Positive Aspects: It was fantastic to see students who used to answer all the time in L1, using the target language during the whole game as they knew that they would lose points if they spoke in Spanish during the game. Undoubtedly, games have a motivational driving force that helped them to improve their English level. Students were able to discuss in groups, get out of the traditional class routine and be engaged for hours in a game. Critical thinking was developed and opinion Exchange. Aspects to Improve: If students were able to use the Target Language during the whole game, why can't they do the same during the regular English classes? I need to get them to know a bit better to reach them and be more successful in my teaching-learning process. As the game includes questions of grammar, Reading, pronunciation, vocabulary, speaking, and culture, I could identify that they still confuse sometimes the present and past tense and the comparatives.

Evaluation: What I might do in further sessions to get better results. Suggestions I do myself to improve further lessons

Lesson 4-5:

I will spend one lesson reinforcing the present and past tense as well as the comparatives and superlatives. I will find more dynamic activities that increase their motivation to use the target language and be more involved in the process.

Appendix H: Journal #3

Description	Reflection/ Analysis
Lesson 6: Drawing Facial Characteristics. This lesson looked more like an art class indeed. I considered this something positive as they were interested since they did not know what to expect from the activity. That unexpected effect caused them to pay attention and follow instructions. The main objective of the lesson was to integrate skills from this subject to develop communicative skills in the target language. I presented different pictures of faces and students had to identify the person based on the face. I then asked them to give details regarding the characteristics of the faces. Students even compared the different faces. Students watched afterward a video about sketching faces and then proceeded to describe the facial features of the characters in a picture while there was a student taking note and drawing the description. Then, The student who listened to the description matched it with some pictures to identify which character was being described by his classmate. Each student got then a picture of a face. There was also a word bank with adjectives. The students had to describe the face to another student who was sketching based on the instructions (input task). Then the students compared the sketch with the drawing. After that, students wrote down the steps learnt to sketch a face and describe it.	Lesson 6: Positive Aspects: I found in CLIL the way to be more dynamic, integrate skills and keep their interest at the highest level as they were curious about the process taking place during the lesson. They were exposed to another form of input rather than grammar based and that helped me to increase the students' talking time and improve their production. Lessons 6, 7 and 8 are very important for the final project and the fact this first lesson of this package was a full success, helped me to reinforce the basic knowledge they will need in the coming lessons. Aspects to Improve: Students kept asking why they were learning about face descriptions and sketching if it was an English class. I had to explain to them that they would have to write a report of the lesson at the end of it. It was more a journal than a report but I knew they were not familiar with that term, so I used the second one. Many students are not very skilled in drawing but that did not impede the development of the lesson. Students are more motivated in participating but their vocabulary is still not as extensive as I wish it were.
<i>During these final classes, the final stage of the</i>	<i>Lesson 7: When working in Science, DNA, I</i>

<i>project will take place in a series of CLIL lesson that includes Math content, Science Content, Case study and role play in an attempt to have students producing in the target language and developing communicative skills.</i> <i>In lesson number 7, students developed vocabulary about measure, distance, and all this content was used in order to solve the case that will be presented in lesson 9.</i> <i>To be more specific, during lesson 7 students were asked to measure the distance between tables, analyze the speed needed and the time spent to move from one table to the other and keep record. Again, this will help them to solve the case at the end of the unit.</i> <i>During unit 8, they will be studying content from DNA and working in the lab, they will analyze the food process, ways to identify a person and unique human characteristics. With this lesson, they will be able to identify the possible suspect of the case presented in lesson 9.</i> <i>During lesson 9, students will be presented the case which is described in the lesson plan number 9. Students worked during the lesson in solving the case and were able to connect the dots to put all the knowledge of previous classes into practice.</i> <i>Finally, during lesson number 10, students presented the results of their research and their hypothesis of who the possible guilty is. In fact. Lesson number 9 and 10 were the most important ones as they enabled students to put everything learned during the unit into practice, developing communicative skills and critical thinking.</i>	<i>needed the assistance of the Science teacher. We came to the agreement on how to develop the lesson. The science teacher focused on content, while I focused on language development and communicative skills. At the end of the exercise, we both agreed in was something enriching for the students and for us and it was worthy of repeating it.</i> <i>During lesson 8, it was the most special one. I was able to show students how everything learned during the lessons connected with the case. They forgot the normal routine and connected all the content in a case they were all engaged and willing to work hard to do solve the case. Definitely, it was the most important lesson of the unit.</i> <i>Finally, the lesson number 10 was the perfect opportunity to have students producing their best performance and show everything they learned during the whole unit. Students were all engaged, focused on presenting their hypothesis and doing their best to defend their opinion.</i>
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Evaluation: What I might do in further sessions to get better results. Suggestions I do myself to improve further lessons

The final result was impressive and showed the increase of Interactive Communication and the impact this had on the students on the students. At the same time, students were all engaged in the project, showed great interest in the lessons and kept speaking in the target language. Finally, I would have invited more people to see the final results of the project so the impact of this project would have been extended.

Appendix I: Lesson plan #2. Mini-lesson (writing) Think-Sketch-write.

LESSON 2	
OBJECTIVES: Learn to think and sketch their ideas before producing a writing. Developing Authorial skills for written production. Extending vocabulary for Interactive Communication.	
ACTIVITIES MINI LESSON WRITING (THINK – SKETCH – WRITE). Students saw some slides with a picture and then a word. The first one is a boy thinking. The students were asked to turn and talk to tell their partner what they see in the picture. They have to predict what the boy is doing. The first answer is THINK. Another picture is shown, this time the boy is SKETCHING. The third picture is a boy WRITING. This teaching point is reinforced in the students. In order to write a story, the three steps are: THINK, SKETCH and WRITE. Now the Teacher models how to write a story going through the three steps. Check my story. What am I going to write about? Shall I write about me going to the park to play with my brother? Maybe, I should write about me going ot ht email to buy new clothes or maybe I will write about my last vacation. Mmm, No, I think I will write about me going to the park. Now I am going to do my sketch. Check, this is me, this is the slide and here is my brother. Here is the Sun, etc. Now I am going to write the story. Last Saturday, I went to the park with my brother to play there. I played in the slides while he stayed playing football with some other children. Now, let´s do it together. Remember, first we THINK, then we SKETCH and then we WRITE. Think now about what you are going to write about. When you are ready, place your thumb in your chest. Now, turn and talk to your partner about what your story will be about. Now let´s sketch your stories in the air. Very good! I see there is a beautiful tree and a car. Now let´s wirt in the air the story. Oh!, I see a big S and another A over there.	TIMING 30 MINUTES

Now it's your turn to go and write your story. You will go to your seats but then you will do the process. THINK, SKETCH AND WRITE.	
RESOURCES Power Point Presentation, A blackboard, sheets of paper, markers.	
ASSESSMENT Summative. Check their writing in an AUTHORIAL way and not secretarial. There will be no penalties for wrong grammar or spelling yet since the goal is to have them producing in the target language.	

Appendix J: Interactive Communication using a board game (TOP10 Inspectors)

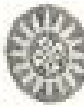
LESSON 5	
OBJECTIVES: To express a point of view, ask questions and give reasons in target language. To reinforce different grammar tenses, vocabulary, pronunciation, listening, Reading comprehension and speaking. To increase the Interactive Communication for a sustained amount of time through a challenging game. Respect, collaborative work, rules.	
ACTIVITIES GAME TOP10 INSPECTORS: Since students have already worked on Reading, writing and speaking and have learnt to describe and express their feelings. It is time now for a board game that will integrate the four macro skills and will work on cognitive skills. The game is called TOP10 INSPECTORS. <i>TOP10 INSPECTORS</i> is an innovative pedagogical game to improve the English level of the students at the same time that they are getting prepare for International Tests while having fun. To do so, students, called inspectors, are divided in groups of two where communication and leadership take an important role to solve a case. In order to move through the boxes, inspectors must answer 5-point questions based on grammar, vocabulary, speaking, reading comprehension, pronunciation and general knowledge required in an A2 English level according to the Common European Framework of Reference. To win, inspectors must overcome many obstacles, solve some riddles, face treats and use helps to reach the final box or gather 50 points and give the correct answer of the case. <i>TOP10 INSPECTORS</i> is a tool to transform the classroom.	TIMING 50 MINUTES.

SO, students will play the game during two classes and solve the case.	
RESOURCES TOP10 INSPECTORS GAME	
ASSESSMENT FORMATIVE ASSESSMENT. Students get 5 points for a good answer and when they get it wrong the teacher corrects it and reinforces that topic.	

Appendix K: Case solving (Task-Based Learning).

LESSON 10	
Gather and analyze information to form their own point of view. Different grammar tenses, lexical resources, register. Collaborative work, decisión making, opinion Exchange. Teamwork.	
ACTIVITIES CASE SOLVING: CASE: A couple was eating in a restaurant when the husband stood up to answer a phone call and the wife went to the bathroom. When both came back to their table, they found out that someone had taken her purse. To find out who did it, you will have to interview people (other students) who will provide you physical descriptions of the people present in the place. Students work in peer to solve the case building their answers on their prior knowledge from the previous lessons from the didactic unit. They have to use the target language all the time. They will have to write a report on their findings and support it with an oral presentation.	TIMING 2 periods of 50 minutes.
RESOURCES Table, hairs, cellphone, clothes, restaurant setting and recourses used in previous weeks.	
ASSESSMENT In fact, as a crosscurricular Project, each subject could assess their own content (maths, biology, arts, Language arts). However, the main focus is communicative skills. In fact, to be engaged in all the activities the student will need to participate in the target language. Nevertheless, it is important that students present their point of view clearly, give strong arguments and use a formal register.	

Appendix L: Consent Form.

 **UNIVERSIDAD SANTO TOMÁS**
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

Bogotá, D. C. Agosto 30 de 2017

Señor (a):
Susan Kumnick
Ciudad

Respetado (a) señor (a):

La Universidad Santo Tomás a través del Programa de la Licenciatura en Lengua Extranjera Inglés presenta al maestro en formación: Kenneth Johan Gerardo Steenhuisen Cera identificado con C.C. 1140846518 quién actualmente se encuentra cursando la práctica pedagógica V que consiste en desarrollar observaciones de clases y análisis del proceso de lectoescritura de los estudiantes de la básica primaria durante el periodo académico 2017 II. Por lo tanto se solicita el apoyo de la institución permitiéndole como mínimo 40 horas para su desarrollo.

El maestro Maryluz Molina de la Universidad realizará las visitas de acompañamiento, seguimiento y retroalimentación a las actividades propias de la práctica. De igual manera se solicita el acompañamiento por parte de un maestro o persona encargada en la institución o comunidad.

Estamos seguros de poder realizar un trabajo en equipo que beneficie a ambas partes y agradecemos la colaboración que nos pueda brindar en la formación de maestros que le apuestan a la calidad de la educación.

Atentamente,

Director (a) o Coordinador de CAD
Programa:
Tel. 5950000 Ext.

