

Project report: Communicative task as a means to Develop Primary Students'

Oral Skills

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DESCRIPTION OF THE SETTING

DIAGNOSIS

Instituto Técnico Francisco José de Caldas

The Instituto Técnico Francisco José de Caldas is a public institution located in Manizales, Caldas, on 23 street #35 – 58 in Fundadores' neighborhood. It is more commonly known as the Instituto Tecnológico Superior de Caldas.

Population: The elementary school has 952 students. It offers two shifts: morning and afternoon. It has 442 students attending classes in the mornings and 510 students attending classes in the afternoons. Some of the population of students come from other neighborhoods but most of them live in surrounding areas like: Cervantes, Campo Amor, Villa Nueva, Velez, Down Town, belonging to different socioeconomically strata 2 and 3.

Administrative Staff: The elementary school has 13 teachers in the morning, as well as 19 teachers in the afternoon and an Academic coordinator for both school-shifts; the Principal, the Psychologist and an Elementary school coordinator.

Facilities: The elementary school building has a coordinator office, a teachers' room, a small kitchen, a small office, 2 bathrooms -there are 5 toilets in the girls' place, there are 3 urinals and 4 toilets in the boys' place-, 9 classrooms, a school store, a cleaning- storage room and a playground.

In the morning shift there are three Kindergarten groups, two groups of each - First, Second, Third, Fourth and Fifth grades. The Fourth grade groups of are located near to the playground and the Fifth grades are located within the main building. In general the classrooms have good illumination, the tables and chairs are designed according to the size and needs of the students, the decoration is appropriate. There are 35-37 students in each classroom.

Institutional emblems:

Flag



Shield



School Anthem

Coro

Juventud juventud adelante
 Con valor con valor y lealtad
 Hoy la patria te sigue constante
 El trabajo que da libertad (bis)
 Disciplina trabajo y sapiencia
 Bello lema del técnico actual
 Una antorcha ilumina el escudo
 Que nos guía en la marcha triunfal

Coro

Vuelan chispas del yunque sonoro
 Funde el horno de herramientas de paz
 Y veremos el cielo estrellado
 Prodigando riqueza feraz

Coro

Viva el nombre de Caldas el sabio

Vibra el alma de la juventud

Con ardor siempre entonan mis labios

Este canto a su ciencia y virtud

English Area: English classes are given in the Bilingual Lab where there are good sources to teach English such as a big TV set, books and flashcards. Referring to the academic, English teachers meet every month and discuss relevant issues related to: English standards, academic problems, and strategies to improve disruptive behavior and important bilingualism aspects.

English area is composed by 10 teachers. There is an English teacher in each level of High School, there are 2 native speakers' teachers and one of them works in the Elementary school. English area in the Elementary School has one teacher, she holds a Bachelor's Degree in Modern Languages from Caldas University, she is a specialist in higher education. She teaches in the morning to different groups: Kindergarten, First, Second and Third grades and in the afternoon she teaches Third, Fourth and Fifth grades. (At the moment of the interview, she had two months experience with Elementary school.)

There is also student- teacher, she is an Agricultural Technician, at the moment she is studying a Childhood Pedagogy, with an A2 English level. In the afternoon she teaches English in First, Second, and Third grades (six months of Elementary school experience).

Seminario Menor de Nuestra Señora del Rosario –SEMENOR

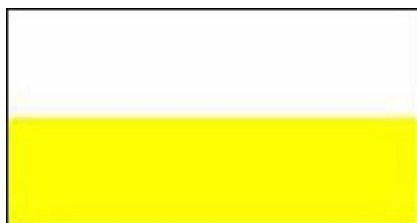
It is located in Manizales city located at Cr. 22 No 56-31 in Leonora's neighborhood. It is a private school that serves a moderate to high socioeconomic group.

Facilities: The school counts with three well-equipment buildings. It has a library, a laboratory, two computer labs, an art room, a coliseum, a staff cafeteria, five sets of bathrooms, a synthetic field, a tennis court in sand and cement. The kindergarten level area has three classrooms, three sets of bathrooms and a playground. The school has 38 classrooms for primary and high school.

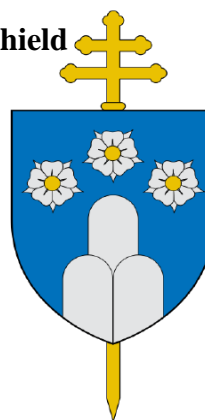
Population and administrative staff: There are 1028 students, 50 teachers, a principal -which is a Catholic Priest-, 4 psychologists, a chaplain, a receptionist, a treasurer, a secretary and 6 general Service employees.

Institutional symbols

Flag



Shield



School Anthem

I

Como faro que alumbra el abismo, de la vida sin rumbo y sin sol,
Nos señala la senda del triunfo,
SEMINARIO MENOR, ¡SEMENOR!

II

A tus puertas, vencidos llegamos con el alma, buscando el amor,
El consuelo, la luz, la justicia, la verdad, la feliz comprensión

III

Y tus puertas al hombre se abrieron, sin mirar en su piel el color,
Sin buscar en su dote o su cuna, veleidosa y falaz condición

IV

Hoy marchamos, por ti, vencedores de la vida, con rumbo y con Dios,
¡Oh, colegio de nuestra señora, del rosario, oh gran Semenor!

The English Area: The school has seven English teachers in the High school section and three English teachers in the elementary school; among them, there are five teachers holding a Bachelor's degree in Modern Languages from Caldas University. One of them has a degree in Fine Arts but focused on the English courses. There are two teachers from *Escuela Normal Superio*, who are about to finish their undergraduate program in Basic Education with Emphasis in English and there is one teacher holding a Bachelor's degree in Modern Languages and a Master's degree in Teaching English as a Foreign Language.

The English area has a lot of teaching material, such as recorders, speakers, flashcards, posters, video beam. The elementary school section works, in each level, with two books and a comic book. The English area in the Elementary section does not have a bilingual room.

Liceo Infantil Niños 2000

It is located in Manizales, Caldas in the Carmen neighborhood; it is a private institution serving to low up to moderate socioeconomic level.

Facilities: Liceo Infantil Niños 2000 is an educational institution located in a building with two floors. On the first floor it is the Principal and Secretary's office, next to it, there is the teaching aids room, which is used for Toddlers in the morning and in the afternoon. Moreover, there is a health services area, with girls and boys rest rooms, there is a teachers' bathroom and a

sink for students and teachers. On the left there is third grade classroom and there is a classroom at the end of the corridor.

On the second floor it is located the Fifth grade classroom, next to it there is the Computer's Lab, there is also a school restaurant, a library and a playground. To the left it is the health services area, next to it is the psychologist's office.

Administrative staff: The institution has a Principal, a Secretary, and 11 teachers

Institutional symbols

Flag



Shield



School Anthem

Nuestras aulas serán campo abierto
 Donde crece el sembrado ayer
 Es deber conservar este huerto y
 poder recoger el saber

Hoy debemos dar gracias al cielo
 El habernos traído a un lugar
 Donde será por siempre modelo
 La justicia y bondad de la paz
 Se ilumina la mente y el cuerpo
 De maestros y alumnos también
 Para ser de nuestro liceo
 Niños 2000 un tembló del saber

Hoy debemos dar gracias al cielo
 El habernos traído a un lugar
 Donde será por siempre modelo
 La justicia y bondad de la paz

The English Area: The school has two teachers for the primary school section. One of them studied at World School, the other one comes from *Escuela Normal Superior* and is about to finish his bachelor in the Program of Basic Education with emphasis in English. Concerning to the materials, the English area does not have specific teaching material, such as books, flashcards, etc. and there is not a bilingual room.

Liceo Aprender

Population: It is a private institution, located in Villamaria, Cl. 6 N°5-30. It serves a middle socioeconomic level and the bordering neighborhoods, which are Urapanes and Crucero. There are more than 200 students -among boys and girls- in the Kindergarten, Elementary and High school sections.

Facilities: It is located in a four floor building. On the first floor there is a kindergarten classroom, it is spacious and it is decorated by children. On the second floor there are several classrooms. On the third floor there are Elementary and High school classrooms. It has 3 sets of bathrooms along the different floors. On the fourth floor there is the Science laboratory, which is spacious and has good illumination. Outside, in the playground, there is a cafeteria and a restaurant. The access to the school building's floors is by narrow stairs.

Administrative staff: There are 14 teachers, a psychologist, a Principal, a treasurer and 2 general service employees.

Institutional symbols

Flag



Shield



School Anthem

Coro

Niños esencia de vida

Luz de un nuevo amanecer

Descubriendo cada día

En el liceo aprender

I

En el pasado se forjaron

Hombres rectos con gran virtud

Con visiones diferentes

Apuntando hacia un bien común

II

Tomando el ejemplo antepasado

Debemos de cosechar

Personas con buen carácter

Por el bien de la humanidad

III

Lo que el futuro necesita

Espíritu innovador

Contribuir al desarrollo

Con cultura y evocación

IV

El horizonte nos define

Desarrollo para crear

Descubriendo y aplicando

Aprendiendo lo que hay que amar

V

Paso a paso trasciende fronteras

Los sueños con convicción

Nacen y se desarrollan

Se forma una gran nación

VI

Esculpir gente solidaria

Que aprendan a visionar

Esa es nuestra misión

Para las metas alcanza

The English Area: There are two teachers in the English area, one of them works in the High school section and holds a Modern Languages' degree from Caldas University. The other one, who teaches in the Elementary section, went to the *Escuela Normal Superior* and she is finishing the undergraduate program in Basic Education with Emphasis in English.

Institución Educativa La Presentación

La Presentación is an Educational Institution recognized by Salamina's population thanks to its great work that have been done during 124 years, holding an educative principle: Quality and integral education. That is why the institution gives priority to the values. From its beginning, in 1891, the process was directed by a priest and religious nuns.

Population: La Presentación is a public school with population from low and middle-low socioeconomic stratum. It is located in Salamina's Town, on 7th Street with 8th Avenue number 7-46.

There are 51 students enrolled in pre-school, 240 in elementary school, and 254 High school; these students have seven hours journey; they are male and female genders.

Facilities: There are three floors, in which there are 8 classrooms for Elementary School and 7 classrooms for Junior and High School; a principal's office, a secretary's office, a psychologist's office, a library, a laboratory, two computer's rooms, a classroom for the music band martial, an auditorium, two school candy stores, two playgrounds, a teacher's room, a chapel, 10 bathrooms for Elementary section and 10 bathrooms for High school students and a teachers' cafeteria.

The classrooms are spacious and comfortable with wood floors, there are small windows in the right side of them.

Administrative staff: There is a Principal, a psychologist, a secretary, two administrative staff and twenty four teachers.

English area: There are two teachers holding a Bachelor degree in Modern languages, and the other one has a Bachelor degree in Humanities with Emphasis in English. The schedule of the classes, goes from Monday to Thursday: In the morning the Elementary section students have classes from 7:45 a.m. to 12:05 p.m, in Junior and High school sections, students have classes from 6:45 am to 12:05m. In the afternoon, they are all back at 2:00 pm to continue the day's journey, which ends at 5:00 pm. On Friday, classes are from 7:00 a.m. to 2:10 p.m. Every day's journey is composed by seven hours.

Parents support all the activities offered by the school. The teaching and educational strategies allow an appropriate educational development of the students. A high percentage of parents live in the urban area and a low percentage in the rural area.

Institutional symbols

Flag



Shield



School Anthem

En espíritu todos unidos
En abrazo fraterno de amor

Fresca savia de tronco robusto
Sueño azul de la Presentación.

De ideales conquista gloriosa
 Codiciándola está el corazón
 Cual cosecha de estrellas fulgentes
 Y trigales en constelación.
 Nuestras almas cual linfas bullentes
 Sean cáliz de todo sabor,
 Ritmo alegre y eterno que late
 Al latir de la Presentación.

Juventud, animad vuestro brazo
 Vuestro pecho se enciende en ardor
 Y marchemos las manos unidos
 Como hermana y hermano hasta Dios.

En panales de amor libar puedan
 Corazones, piedad y virtud,
 Cuando posen su planta en el mundo
 En sus huellas florezca la luz.
 Todo alumno entronice en su vida
 Esta sola palabra ¡verdad!

Sencillez el crisol de sus obras
 Y el camino de su integridad.

Del deber en el yunque sagrado
 El trabajo también redentor
 Pueda hacer nuestra vida fecunda
 Para darla y servir la hizo Dios

Tras las huellas que suben al templo
 Coloquemos del alma una flor,
 Ella es guía, modelo y ejemplo
 Y tras ella la Presentación.

Letra: Hermana Margarita de la
 Encarnación

Instituto Universitario de Caldas

Location: It is a public Institution, located in Manizales, Caldas, on Santander Avenue.

Facilities: It is composed by 33 classrooms, the principal's office, the secretary's office, coordination's office, teachers' cafeteria, teachers' restroom, 6 sets of students restrooms, the library, 4 computer's rooms, an educational aids room, a bilingual room, a tools' room, a Chemistry lab, a Physics lab, a drawing spot, a photocopy service, a nurse station, 2 audiovisual rooms, a musical rehearsing room, a museum, a students' cafeteria, a chapel, a gym, a psychology room, an auditorium, a playground and an indoor coliseum.

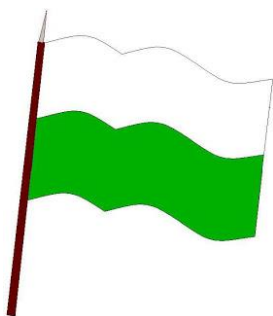
Area English:

The school has a teacher for the primary school section; she has a bachelor in Modern Languages. About the physical equipment, the room is the same bilingual staff room. The English area has no material for teaching classes such as books, flashcards.

Personal staff: 1 principal, 5 coordinators (4 coexistence coordinators and 1 academic coordinator), 93 teachers, 2 secretaries, a treasurer, a nurse, registration office staff, a general secretary, 3 technical support assistants.

Institutional symbols

Flag



Shield



School Anthem

Coro

Del colegio cantemos su
gloria Ensalcemos su emblema sin par.
Nombre ilustre ya luce su historia, Que es su
lema ascender y triunfar

I

Alma Mater del pueblo de Caldas; Clara
estirpe su cuna meció. Escondido del Ande
en sus faldas, Entre nieblas del Ruiz se

envolvió. Escondido del Ande en sus faldas,
Entre nieblas del Ruiz se envolvió.

II

El trabajo cual fuente fecunda De
riqueza, renombre y saber, En sus claustros
esplende e inunda Los viveros de ciencia y
deber.

III

Nobles lazos de amor nuestras
almas Unirán en la lucha tenaz.

Conquistando del triunfo las
palmas Lograremos la dicha y la paz.

IV

En los campos que alumbra la fama Con
fulgores de patrio esplendor, Alzaremos el
bello oriflama Que es emblema de ciencia y
amor.

DESCRIPTION OF THE PROBLEM

DESCRIPTION OF THE PROBLEM

The following situations were found through the general observations made in the English classes on each of the six Educative Institutions of the Department of Caldas used in this study.

Instituto Técnico Francisco José de Caldas

One of the most frequent problems that was noticed, has to be with the use of the native language -Spanish (L1) - in the English classroom. This problem might be happening, due to the fact that most of the homeroom teachers in Elementary Schools do not have a formal training in English and they do not teach it in an efficient way. For this reason the students do not have the possibility to communicate with classmates using the second language and to participating orally in English class.

SEMENOR

According to the observations, it was found that students need more dynamic learning activities, where they can use English in other subjects to connect the content the other areas. Besides, students do not use frequently English. This may be owing to teachers' lack of motivation for using English in their classes; sometimes it happens because students do not like to have their classes being taught in English or teachers do not feel confident to speak in English.

Liceo Infantil Niños 2000

The following situations were found through the general observations in Fifth and third grades English classes:

The English teaching is not formally established in the institution; thus, teachers do not use appropriate second language acquisition strategies. As a result of the below, students do not acquire appropriate English skills. The observations showed that teachers, in the primary section, implement strategies that do not promote the communicative competence in the students. It was evident that a high percentage of the class was spoken in the native tongue –Spanish-. Furthermore, the teacher was constantly using methodologies that do not develop students' communicative skills, such as speaking, writing, and listening. Additionally, these practices and processes in class do not foster an English interactive environment, taking into account that this is the only place where most of the students have contact with this language.

Liceo Aprender

At Liceo Aprender Institution, English classes have an hourly course of five hours per week. English is one of the areas with a large number of hours in the curriculum development, which proves that it is considered as one of the most important subjects in the Institution.

Through the general and focused observations it was observed that during 90% of the English class the teacher used his native tongue to give explanations, instructions, etc. This situation has a big influence in the students' acquisition of better communicative competencies.

Institución Educativa La Presentación

Since the Colombia bilingual program has not been implemented yet in all public institutions, there are neither sufficient resources nor qualified personnel to reach a full bilingual education. On account of this, students are not motivated.

Trough general and focalized observations from first grade to fifth grade, there have been detected some issues are part of the English class. First of all, in the students' context, English is not frequently used, since their parents do not have a good English level and their teachers only use this Language in the 40% of the class. Students do not use English in their class activities; moreover,

they do not interact by using the language in the other contexts e.g. the playground, the corridors and the school cafeteria.

Another concern has to be with the fact that a lot of students fail English subject. Students' lack of interest in learning English. Likewise, it is so difficult for them to practice what they are taught in class. As a result of these issues, they get a high frustration level and they do not want to express what they have learned in class.

Instituto Universitario de Caldas

The observations were made at Instituto Universitario de Caldas, in the 1st, 2nd, 4th and 5th grades. Through general and targeted observations the following is found:

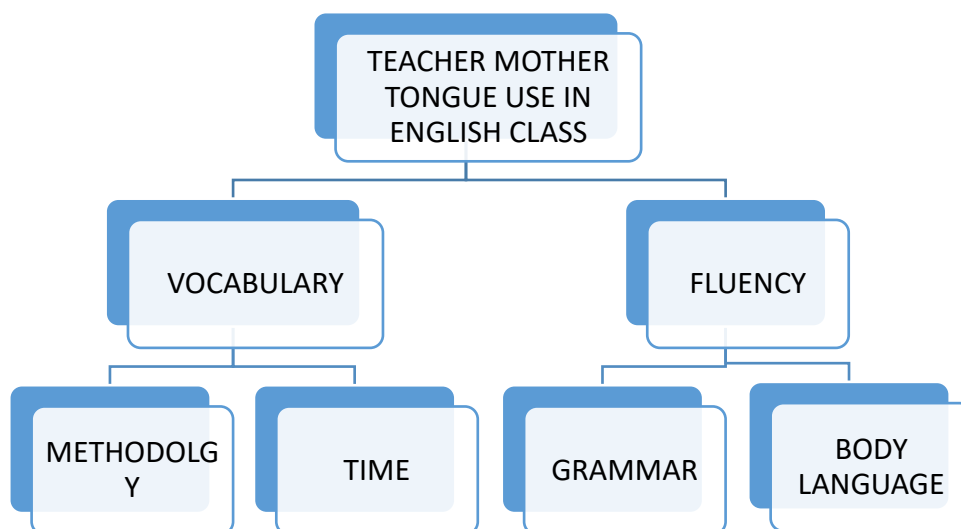
The students do not feel motivate to learn English, they do not understand when the teacher speaks in English and the English classes had little impact on the students' learning process, seeing that the implemented strategies in the classroom do not fulfill students' needs, interest and learning styles. In addition, the instructions are either given all time in Spanish or constantly translated from Spanish into English. When English language is used, it does not serve meaningful communicative purposes.

Conclusion: Analyzing the observations done in each Educational Institutions, there are two common problematic situations that will be intervened in the present study.

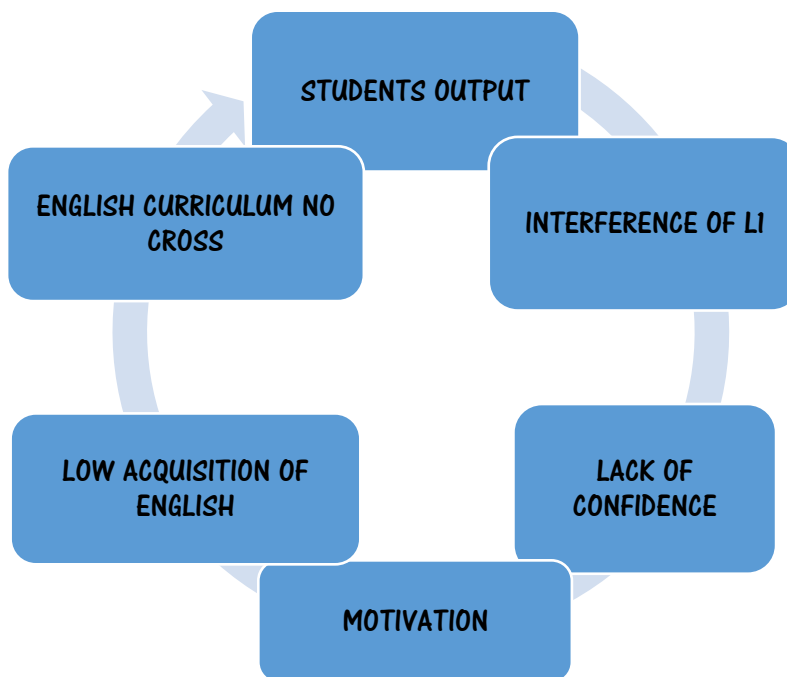
1. Teacher frequently use their native language in the English classes, they translating from English to Spanish, and using Spanish to teach English.
2. Students do not use and communicate during the classes in English.

TAXONOMY OF THE PROBLEM

Identified Common Problems Related to Teachers' Performance inside the English Classroom at Six Educative Institutions of Caldas department



Common Problems Related to Students' Performance inside the English Classroom that Have Been Identified at Six Educative Institutions of Caldas Department



TAXONOMY

According to registrations that were done in the field diary and to focalized observations made in elementary school, there were noticed some problems, which are described below, as well as the particularities in the six institutions.

Instituto Técnico Francisco José de Caldas Superior de Caldas

TEACHERS:

Vocabulary: The vocabulary used in the English class by the teachers is appropriate for children. When they teach a specific topic, they use simple words and expressions. However, when students ask something, teachers explain it using their native tongue.

Methodology: Teachers start their classes with greetings in English; for the development of the classes, they use flash cards, songs and interactive videos. Students have to write and draw in their notebooks according to teachers' instructions.

Fluency: Teachers do not use the language in a good amount because the students do not understand them. Instructions are given in Spanish.

Grammar: Students do not properly read English words. In addition, the teachers translate each word into Spanish when they are writing.

Time: Most of the time the English class is talked in Spanish. Students only have contact with the language when they sing and repeat the vocabulary from videos.

Body language: Teachers use in a 40% their corporal expression since the students do not understand them, otherwise they translate the words.

STUDENTS

Students output: There is a low level of this ability. Students do not use the second language to express their opinions or to communicate with each other.

Interference of L1: As the teachers' explanations are in Spanish, the students ask questions in L1 too. When they try to speak or read in English, they do not know how to pronounce correctly considering that they do not practice enough orally,

Low acquisition of English: The concepts that students acquire are learned momentary. Sometimes they do not learn in a meaningful way and this English concepts are not retained on their minds.

English curriculum no cross: The institution curriculum does not allow that students to improve their knowledge. In addition, English is only used during the class,

Motivation: Students do not feel motivated to learn English, given that they do not recognize the importance of speaking another language. Besides, the activities do not promote their interest in participating in class.

Intimidation inhibition: Students feel intimidated and refrain from speaking, considering that they do not know how to use the language to make a question or express any opinion and their L1 interference a lot on their pronunciation.

SEMENOR

TEACHERS

Vocabulary: The vocabulary that teachers use in classes is not enough in terms of time since that is the only moment in which they can use it. This vocabulary must be used in all classes, in order to fulfill a policy of bilingualism at school. Additionally, it is translated into Spanish.

Fluency: The use of Spanish in class is common. Instructions and expressions are given in Spanish, consequently, their speech is low. The English teaching as foreign language in the school is intended to prepare senior students for external evaluations carried out in the country.

Grammar: Teachers feel more confident in terms of grammar, since they simply teach a structure to be drilled by students.

Methodology: English teachers do not use learning strategies that strengthen the communicative competence. They keep on using traditional approaches that hamper the development of this skill, as well as communicative language skills (reading, writing, listening and speaking) resulting this in low student academic scores.

Time: Students only have the opportunity to be exposed to the language when reading instructions from a worksheet designed by the teacher. Besides, the single repetitions of phrases do not mean that the students are aware of what it really means.

Body Language: Nonverbal language is more common in the EFL class, and teachers make use of it to be understood. Moreover, it reduces students' anxiety and reduce disruptive behavior.

STUDENTS

Students output: Students do not understand what the teacher says in English, they do not make use of the speaking ability in class. The participation on the activities is not good as well as the understanding the class.

Interference of L1: Students native tongue is a marked influence in the learning of EFL. They built their own rules of language based on the ones from their L1, which makes the learning of another language to be in a mental conflict and ends up making students not knowing what is right.

Intimidation, inhibition: Many factors play an important role in the students' learning process. Some of these are they feeling inhibited or intimidated at when talking in English during class. These elements may have an impact on their low knowledge acquisition of the language, the students' mood and the characteristics of the personality or insecurities.

Low acquisition of English: English has been employed in class before, but not in a wide way, so the students have not acquire enough language abilities. On this issue, there are many factors involved, such as traditional teachers, little practice at home, use of Spanish in class and so on, which causes a merge with English.

English curriculum no cross: Mainstreaming the English language is vital in schools. It requires all teachers throughout the school to be immersed in bilingualism and to involve topics in English in other subjects to get students' ears used to it and thus, encourage them speaking.

Liceo Infantil Niños 2000

TEACHERS

Vocabulary: Teachers teaches short isolated words which causes that students do not acquire an appropriate communicative language

Methodology: The methodologies implemented in classrooms are traditional and do not enhanced students learning. Teachers do not use varied strategies to teach English.

Fluency: This component is good in English teachers; however, within the development of the English class, fluency is not enough, due to the translation of some words or the speaking in the native tongue.

Time: It must be well used to develop all the activities that are planned.

Body language: Teachers do not use body language as a teaching strategy for foreign language, in order to avoid the translation of words.

STUDENTS

Students output: Students output is not enough. It is clear that they need more tools and practice to make their performance more understandable.

English curriculum no cross: English curriculum is not articulated with other knowledge areas,

Low acquisition of English: children acquire a low level of English, since they need much permanent interaction with the language and methodologies to help improve their English.

Motivation: Motivation is an important factor influencing learning processes. In English classes students interested and motivated to learn because it is something new which calls attention to them.

Intimidation inhibition: The students sometimes prefer not to participate in class because of fears of making mistakes when pronouncing English or do not know how to say, this makes the involvement of children in English lower the level

Interference of L1: In English class students much of the class communicate in their mother tongue must use more English pronunciation because it is the only space they have to practice

Liceo Aprender

TEACHERS

Vocabulary: The teacher uses limited English vocabulary. Besides, she teacher translates almost everything into her native tongue.

Fluency: When speaking, the teacher uses very well constructed phrases and sentences in English.

Grammar: The teacher often uses grammar to teach. She expresses that memory is needed to learn some topics. She uses many written activities in which children should practice grammar rules, vocabulary, structure of the English, etc.

Methodology: The teacher uses worksheets and the board to teach the topic. Some of the activities are done individually and others in group. Students can interact and share ideas with their partners. However, the teacher rarely generates activities like role plays, presentations or conversations, which promote the development of the linguistic competence in the students.

Time: It was evinced that the teacher uses English for short time and in that moment, the teacher only repeat and translate the sentences and words in English.

Body Language: During the English class, the body language is an essential part in the learning process and in the understanding of words. In the observed classes, the teacher rarely uses the body language. Classes are given in a traditional way, the teacher stays in only one place.

STUDENTS

Students output: The output is the result of the input learning; in a second language it is an important process. It is observed that the students do not have an output process. They do not feel motivation for the communication.

Interference of L1: During class, the use of students' native language goes to a 90%. This situation interfere in the learning process of the second language, due to the fact that students do not try to speak in English. In their class' production the students use the L1.

Intimidation inhibition: Students do not feel confident to speak in a second language. In the general and focus observation, it was observed that the students do not have a real production in L2. They feel shy and afraid to make mistakes.

Motivation: Students do not feel motivated for learning a second language. During class, they do not want to be part of the activities. In addition, students feel no interest for the class or the learning.

Low acquisition of English: Since the students do not practice the language in the class, they have a low acquisition of the language. They do not feel truly motivated to learn English.

English curriculum no cross: In the school, the curriculum has no cross. Students do not have the possibility to practice the second language in the other context, different from the English class.

Institución Educativa La Presentación

TEACHERS

Vocabulary: The teacher speaks in Spanish as the students do not understand the activities or the commands in English.

Time: Only 40% of the class time is offered in English so the students cannot develop the necessary abilities to acquiring a second language. The teacher does not speak English all time, even though she might be using English for explaining the subject trough activities that promote the English uses.

Fluency: The teacher does not give an instruction clear and coherent enough in English. As a result, it is difficult for the students to follow the class. Furthermore, students' language skills as listening, speaking and reading are not encouraged.

Methodology: Students are active and dynamic. Yet, their focus and attention level are low, which is a reason for the non-internalization of the concepts for a good development of the skills. Moreover, the English-speaking environment is not promoted by the teacher, so students are only worried about the grades, instead of the enrichment of their communication process.

Body language: An effective use of body language was not seen during the English classes. For this reason, the teacher cannot express accurately and effectively his intentions. The teacher's body language do not act as a stimulating factor for the students.

Grammar: English classes are not clear regarding grammar procedures; they do not reflect an English teaching purpose and do not help to improve teaching effectiveness.

STUDENTS

Interference of L1:

There was neither a communication context nor a real interaction in the classroom.

Low acquisition of English:

Students were not able to communicate orally. They were afraid of making mistakes and speaking in front of others.

Intimidation inhibition:

The students perceived speaking as an individual activity. Besides, they did not interact using the foreign language.

Motivation:

Speaking was assimilated as an isolated product. Furthermore, the students only repeated instructions and memorized dialogues.

Instituto Universitario de Caldas

English class time: Although English classes have a certain time to start, teachers always finish this time earlier to continue with other subjects. Teachers do not consider this class important and they transmit it to students through classes that do not cultivate a habit of study for foreign language.

Fluency: While the teacher is speaking English, the students do not understand. As a result the teacher must speak in Spanish.

Vocabulary: Most of the class the teacher uses Spanish. All instructions and explanations are done in the native language and English is only used sometimes. Due to the below, students have difficulties differentiating an English class from a Spanish one.

Methodology: The activities and methodology are traditional. The teacher just uses a worksheet as methodology, which does not take into account the four skills to learn English. Consequently, activities are monotonous and do not motivate students to learn a second language.

Body language: The body language is constantly used by the teachers as it helps to transmit messages in English and Spanish and to make students understand the lesson easily.

STUDENTS

Students output: Students do not understand when the teacher speaks in English; they are embarrassed and afraid of speaking in English in front of their classmates or teacher.

Interference of L1: The use of L1 is constant. All the class and all instructions are given in Spanish. In addition, translation from Spanish to English is constant.

Low acquisition of English: When the English language is used, it does not serve for a meaningful communicative purpose.

English curriculum no cross: The present curriculum does not provide the possibility to practice the target language in the other educational spaces different from the English classroom.

Motivation: Students do not feel motivated for learning English and they do not understand when the teacher speaks in English. Besides, the English classes does not have a great impact on the students learning process since the implemented strategies do not fulfill students' needs, interest or learning styles

Intimidation inhibition: When students speak in English, they are afraid of looking ridiculous and they feel insecure; sometimes they are frustrated by their low knowledge of the second language

DATA GATHERING

DATA GATHERING

The following chart shows the applied instruments, which can help to determine the possible situations that can be formulated and improved.

Instituto Francisco José de Caldas

INSTRUMENTS TECHNIQUES	OBJECTIVE	APPLIED TO	FINDINGS
FIELD DIARY	To reflect upon the way English has been taught inside the classroom.		It shows that during the English class, the teacher constantly use his native tongue.

PEDAGOGICAL DIARY	To reflect upon the way English has been taught inside the classroom.		Possible situations to be improved in the institution.
STUDENTS' SURVERLY	To identify some factors that influence learning English.	Primary	it shows that students like the English class but they do not understand when the teacher speaks in English. Moreover, they express that when the teacher speaks, he does not use the second language.
ENGLISH TEACHERS' QUESTIONARIE	To know the teachers' experiences and the use of Spanish in the English class.	Primary English teachers	They express that it is not possible to teach all the class in English, because sometimes students do not understand

SEMENOR

INSTRUMENTS TECHNIQUES	OBJECTIVE	APPLIED TO	FINDINGS
FIELD DIARY	To reflect upon the way English has		Some situations that can be intervened and

	been taught inside the classroom.		resolve were found
PEDAGOGICAL DIARY	To reflect upon the way the English has been taught inside the classroom.		Everyday situations in the classroom or in the context class, which served as a reflection in my teaching work.
STUDENTS' QUESTIONNAIRE	To analyze students' experiences about the learning of English as a foreign language	Primary students.	It was found that students like English class in which activities that require listening are included. Besides, English teachers make little use of English in class, since students' understanding of spoken English is not good.
ENGLISH TEACHERS' QUESTIONNAIRE	To know the practices used by English teachers in the English classroom.	Primary English teachers	In the interview that was conducted, it was found that all teachers have an experience of 4 to 7 years in their field. In addition, they are all bachelors in Modern Languages. Nevertheless, they have had little contact with

			<p>English in the last 5 years.</p> <p>During their English classes, they speak 50% of the time in English, arguing that students do not understand when they do it fully in English. They claim that the most difficult skill to develop for them is the speaking, since they do not practice it.</p>
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Liceo Infantil Niños 2000

INSTRUMENTS TECHNIQUES	OBJECTIVE	APPLIED TO	FINDINGS
FIELD DIARY	To reflect upon the way English has been taught inside		Regarding the methodologies and applied strategies in

	the classroom.		class, different situations were found; specially the ones related to the English teaching process.
PEDAGOGICAL DIARY	To reflect upon the way English has been taught inside the classroom.		According to the previous experiences teaching English, it was possible to reflect and provide solutions to the problematic situations that were found.
STUDENTS' QUESTIONNAIRE	To analyze students' experiences about the learning of English as a foreign language	Primary students.	Students like English class. Yet, they have difficulties when understanding it. As a result, they ask the teacher to use Spanish, even if they choose the listening as the ability they like the most.
ENGLISH TEACHERS' QUESTIONNAIRE	To know the practices used by English teachers in the English classroom.	Primary English teachers	In the interview that was applied, it was observed that the teacher has not had an English teaching experience in the recent years. She

			stated that writing was the most difficult ability to develop in class in view of students' lack of practice. Besides, the teacher translates into Spanish when her students do not understand.
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Liceo Aprender

INSTRUMENTS TECHNIQUES	OBJECTIVE		FINDINGS
FIELD DIARY	To keep registrations about the different procedures used to teach English.		It was evinced that there was a constant use of the native tongue in the English class.
PEDAGOGICAL DIARY	To reflect upon the way the English has been taught inside the classroom.		It shown possible situations and problems in the institution.
STUDENTS' SURVEY	To analyze students' experiences about the learning of English as a foreign language	Second, third and fourth grade, Primary students.	Points of view of the students about English class process.

ENGLISH TEACHERS' QUESTIONNAIRE	To know the practices used by English teachers in the English classroom.	Primary English teachers	Methodology and strategies of the teachers in the English class and the use of Spanish among it.
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Institución Educativa La Presentación

INSTRUMENTS TECHNIQUES	OBJECTIVE	APPLIED TO	FINDINGS
FIELD DIARY	To reflect upon the way English has been taught inside the classroom.		Students are not exposed to listening communication in English.
PEDAGOGICAL DIARY	To reflect upon the way English has been taught inside the classroom.		Most of the time the classes are given in Spanish
STUDENTS' SURVEY	To identify some factors that influence the English learning.	Primary	The students express different points of view toward the English teaching.

ENGLISH TEACHERS' SURVEY	To know the teachers' experience and the use of Spanish in the English class.	Primary teachers	English	The teacher writes some instructions and vocabulary in English but he immediately writes the translation into Spanish.
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Instituto Universitario de Caldas

	OBJECTIVE		FINDINGS
FIELD DIARY	To keep registrations about the different procedures used to teach English.		It was shown that in the English class, the teacher use constantly his native tongue
PEDAGOGICAL DIARY	To reflect upon the way English has been taught inside the classroom.		Possible situations to be improved in the institution.
STUDENTS' SURVEY	To analyze students' experiences about the learning of English as a foreign language	Second, third, fourth, Primary students.	Students like English class; however, some of them answered that the teacher speaks little English in the classroom and they

			do not understand when it happens.
ENGLISH TEACHERS' QUESTIONNAIRE	To know the practices used by English teachers in the English classroom.	Primary English teachers	Even though it is necessary to have a constant contact with English, teachers answered that there is not possible to talk the whole class in English, considering the number of students in her classroom.

Students' questionnaire #1

This technique was applied to children of elementary school.

Universidad de Manizales

Objetivo: Identificar algunos factores que influyen en el aprendizaje del inglés.

Licenciatura en Educación Básica con Énfasis en Inglés

Somos estudiantes de IX semestre de la universidad de Manizales. Con esta encuesta queremos determinar ciertos factores que inciden en el aprendizaje del idioma del inglés. Ninguna respuesta es buena o mala, solo necesitamos que escojas una de las opciones.

1. ¿Te gusta la clase de Inglés?

Mucho Poco Nada

2. ¿Qué te gusta hacer en las clases de Inglés?

Hablar Escribir Escuchar Leer

Porque: _____

3. El profesor de Inglés habla Inglés en el aula?

Mucho Poco Nada

4. Entiendes cuando tu profesor habla en Inglés?

Mucho Poco Nada

5. Qué actividades utiliza tu profesor para enseñar Inglés:

Diálogos Simulaciones Juegos de roles

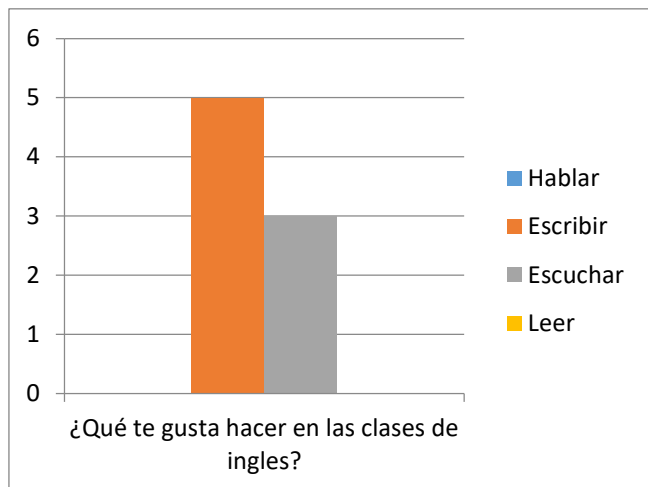
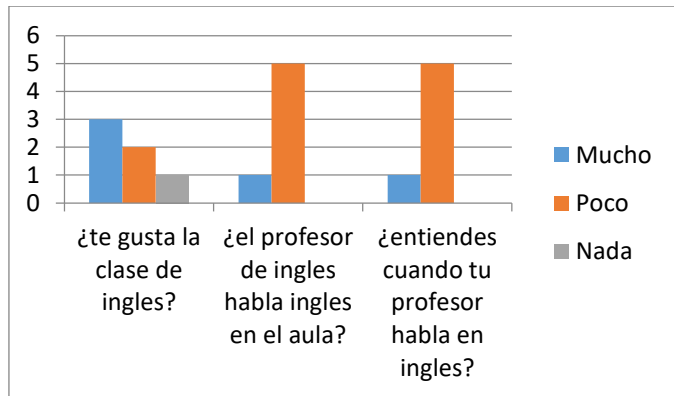
Has terminado la encuesta, ¡muchas gracias por tu ayuda!

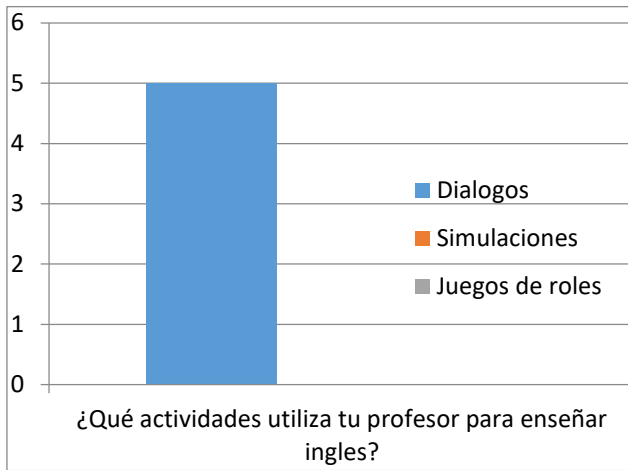
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DATA ANALYSIS AND INTERPRETATION

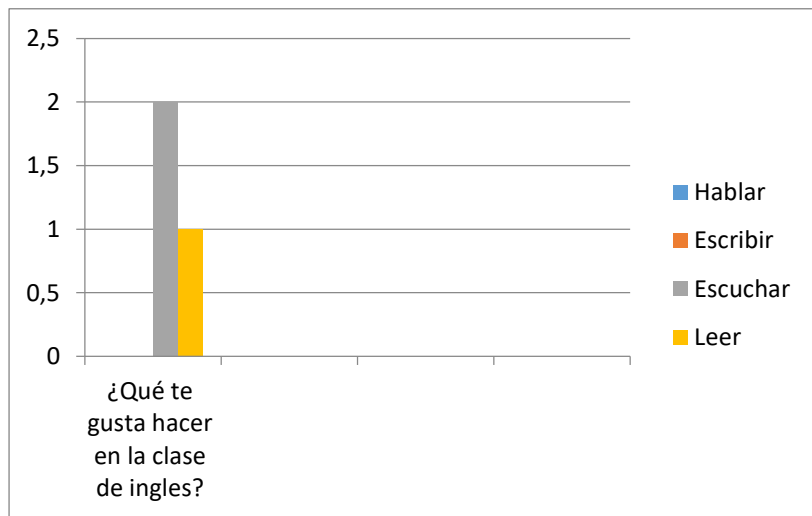
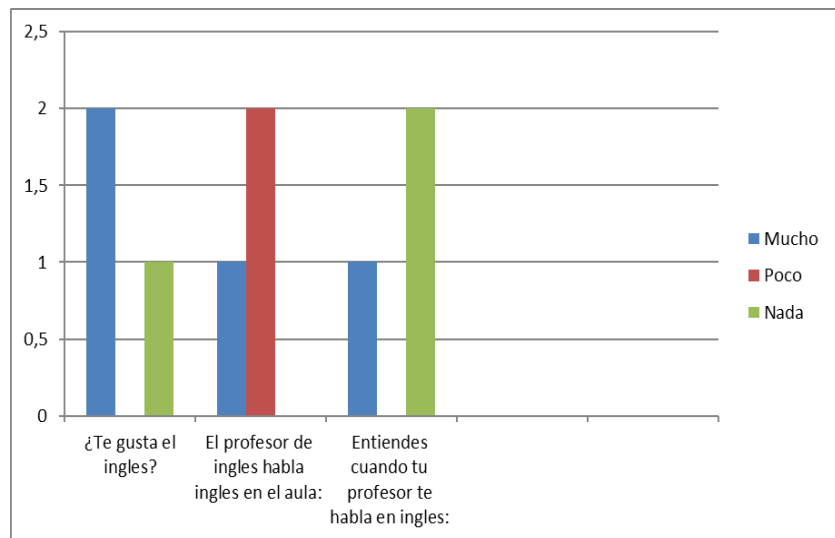
The following questionnaire was applied to three Second graders, resulting in the following analysis:

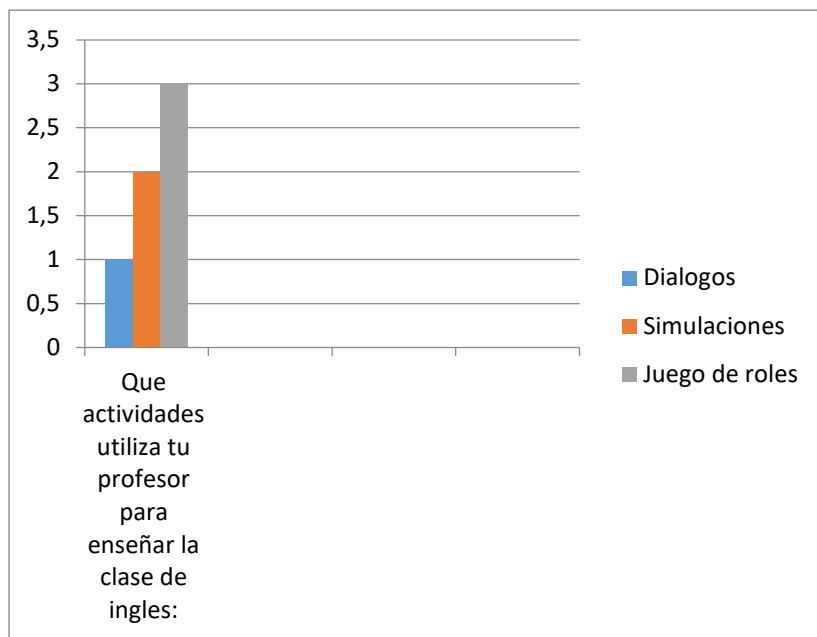
Students from Instituto técnico Francisco José de Caldas





Students from SEMENOR





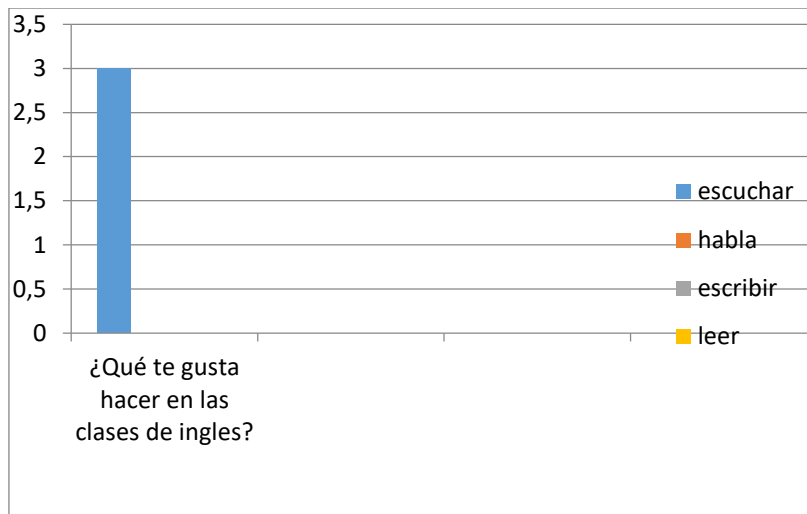
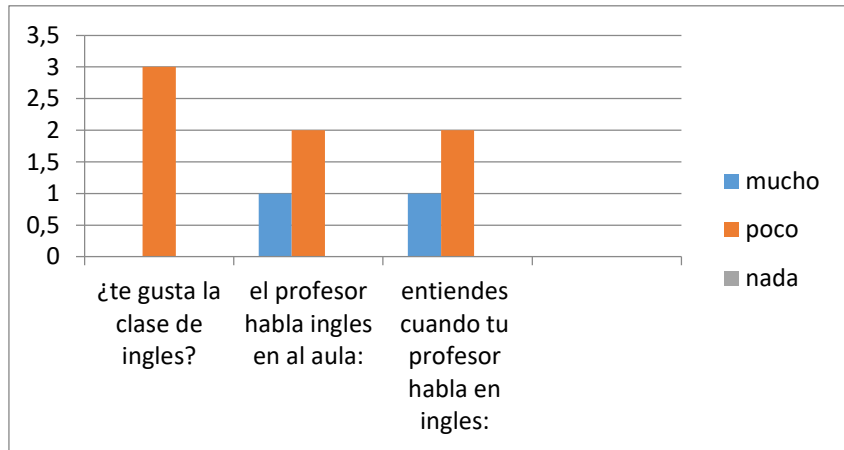
Regarding the questions mentioned in the chart, students show great preference for English, since most of the answers pointed out that they really like the English class and only one of them does not like English.

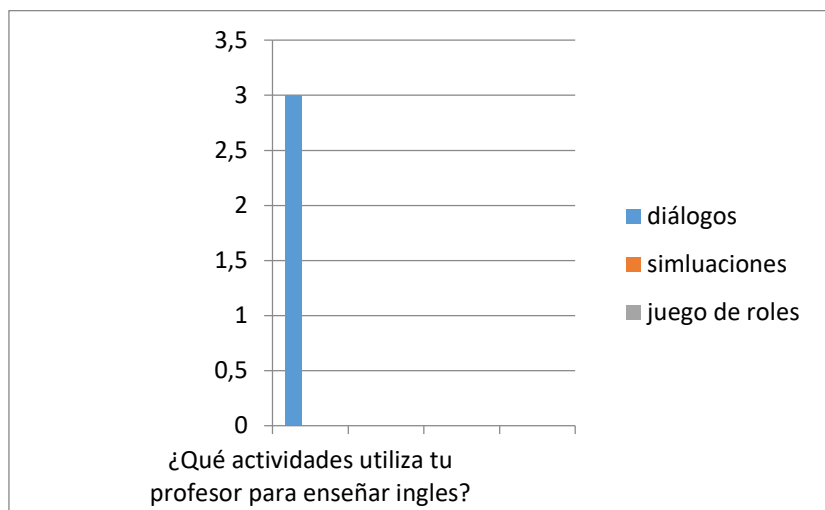
In question number 2, students' responses showed that most of the teachers speak little English in their classes, only one of the students replied that the teacher speaks a lot. In question number 4, it was reflected that students might understand if the teacher speaks English in their classrooms. The majority of the answers showed that students understand little. Only one of them said understands a lot.

In question number three, students referred they like to do funny activities in the English class. For this part, most of the students chose listening as the right ability to promote his kind of activities. Nevertheless, one of them chose reading. Speaking and writing they were not chosen by any of the students.

In the last question, students pointed out that one of the most used activity by the English teacher was the role play. Besides, two students talked about simulations and, one of them, about dialogues.

Students from Liceo Infantil Niños 2000

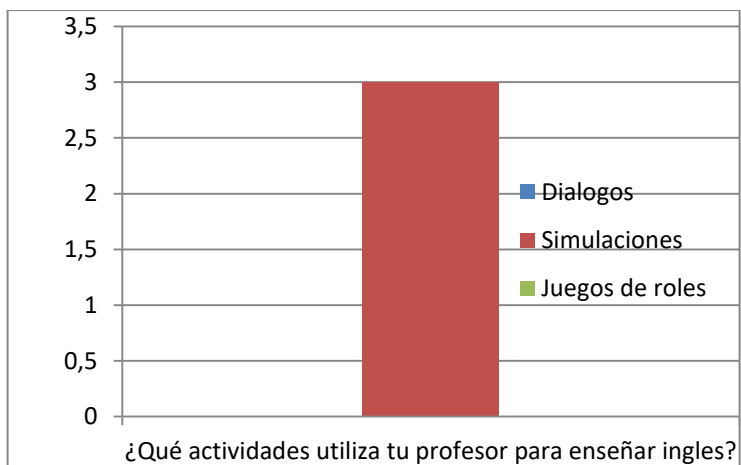
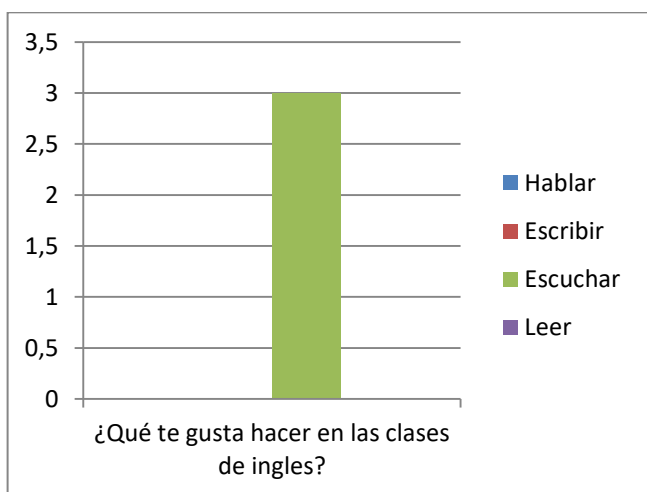
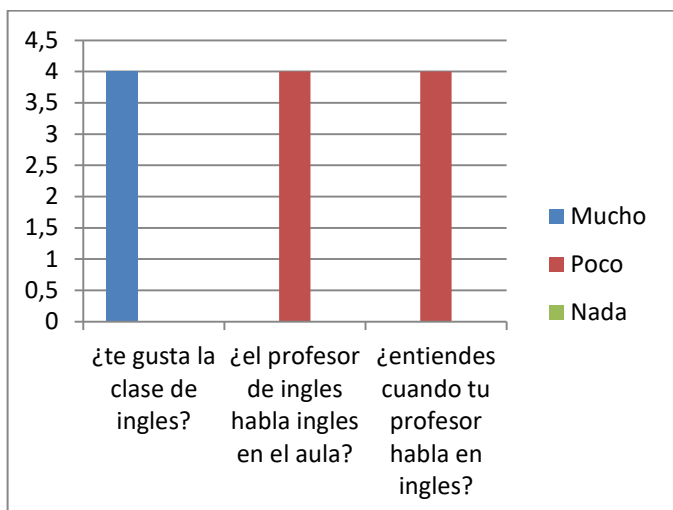




The last questionnaire was applied to 3 students of Third grade. According to what was found, only some of the students like English class and can understand when the teacher speaks. Considering it, it can be said that the use of English is little and the methodologies used are not varied or attractive enough for the students. Nonetheless, they seem to like listening to, which means they are curious and want to learn this language. The problem is that during the classes students are not given the tools to acquire the competences in the language, such as appropriate activities that develop in the students the different skills: writing, listening, speaking, reading with a communicative proposes.

Students from Liceo Aprender

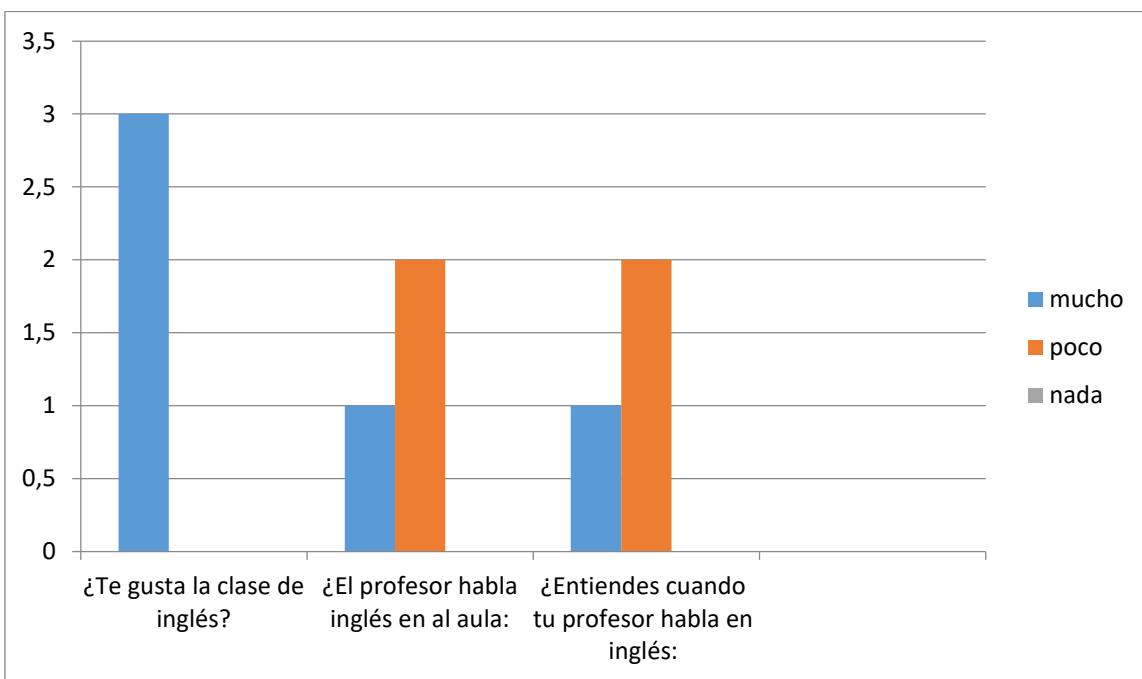
The students' questionnaire was applied to 3 students of primary section.



In the applied questionnaire, the students of primary section, it was evinced a great preference for the English classes. Regarding this class, it can be said that the activity students prefer the most is to listen to songs. They express that it allows learning through songs.

However, English is rarely used by the teacher in the English classroom. Furthermore, when the teacher uses English, they do not understand very well. For what concerns to the activities, the one that the teacher uses more often are role play games for enhancing the learning.

Students from La Presentación



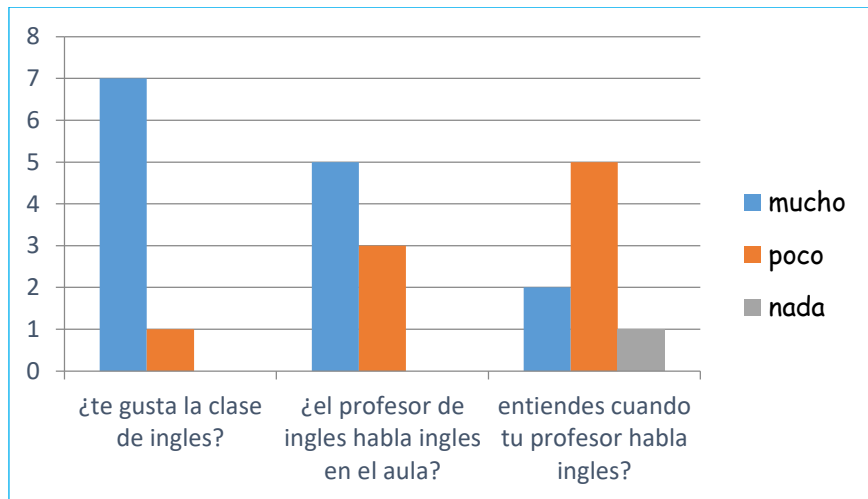


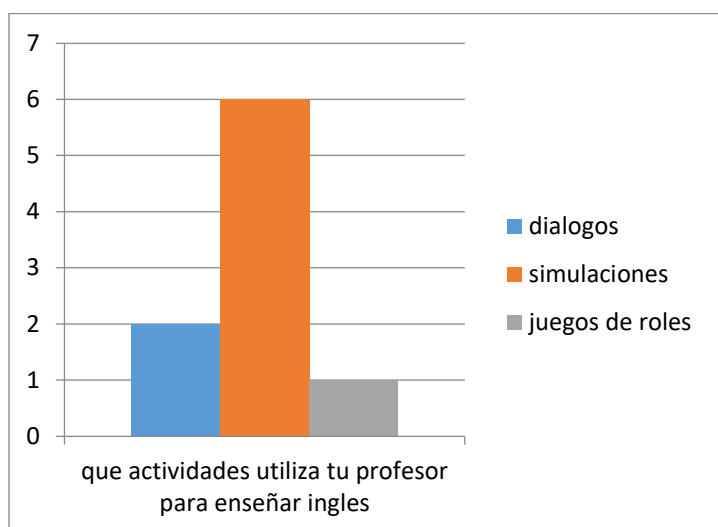
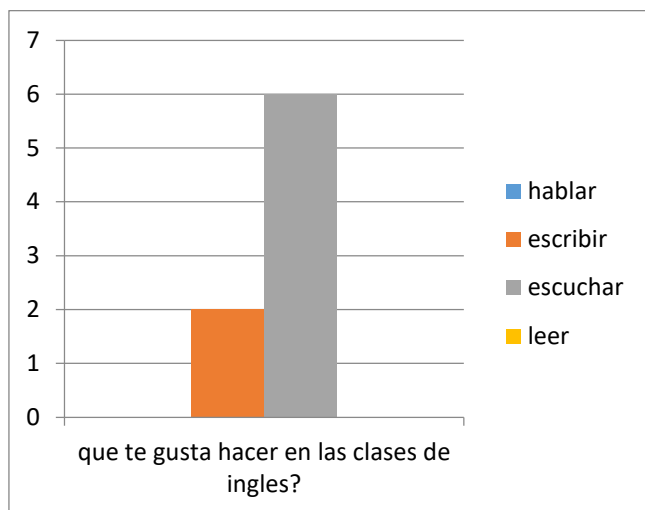
The survey was carried out with three students of the Educative Institutional La Presentaciòn de Salamina-Caldas. Taking into account the given answers, it may be understood that, in general, all students like English classes. Furthermore, it was found a similarity between the three respondents,

who were in favor of activities that are done through listening. Notwithstanding, two of the three respondents reported that the teacher does not speak much in English during the classes. On the other hand, one respondent reported that the teacher talk much but two of the respondents mentioned that they understand little. Only one of them pointing the option much.

According to the gathered information, it is clear that most of the activities are carried out through dialogues. The below was pointed out by them in the last item of the survey, in which only one respondent assumed that the activities used by the teacher are done through simulations.

Students from Instituto Universitario de Caldas





The questionnaire was applied to 8 students from Instituto Universitario de Caldas, the results showed that most of the students like English class, although one student replied that he dislikes it. On the other hand, five students answered that the teacher speaks much English in the classroom, but 3 students responded that they speak little English in the classroom and most of the students understand little when the teacher speaks in English. Regarding the abilities, 6 students answered they prefer listening skills and only two answered they preferred the writing ability as they consider it the only way to learn.

In the survey, 5 students answered the teacher uses more simulation activities, 2 said dialogues and 1 student replied role play.

TEACHER'S QUESTIONNAIRE

This technique was applied to English teachers of elementary schools.

Universidad de Manizales

Licenciatura en Educación básica con Énfasis en Inglés

Objetivo: Conocer la experiencia del maestro de inglés con respecto a su desempeño lingüístico.

Somos estudiantes de IX semestre de la Universidad de Manizales. Con este cuestionario queremos determinar ciertos factores que inciden en el aprendizaje del idioma Inglés. Ninguna respuesta es buena o mala, solo necesitamos que escojas una de las opciones.

1. ¿En qué institución se preparó?

2. ¿Hace cuánto se preparó?

3. ¿En los últimos años que contacto ha tenido con el inglés fuera de las clases?

4. ¿Qué estudios con énfasis en inglés ha tenido recientemente?

5. ¿Tiene la oportunidad de hablar toda la clase en inglés?

6. ¿De qué manera le piden los estudiantes que oriente la clase de inglés?

7. ¿Cuándo está orientando la clase en inglés, los estudiantes le comprenden?

8. ¿Cuál es la habilidad en inglés que más se le dificulta? ¿Por qué?

9. De las siguientes estrategias, cuáles promueve en clase:

Diálogos Simulaciones Juego de roles

10. En qué porcentaje da las explicaciones en Inglés: 10% 50% 80%

Teachers from Instituto Técnico Francisco José de Caldas

This is the analysis of the answers found after administering the questionnaire to two English teachers. First of all, it must be said that they have not been recently focused themselves on studying English. However, they state that outside the classrooms they have contact with the language through social networks. Besides, they express that it is not possible to teach all the class in English, because sometimes students do not understand. Their concerns are related to the development of English skills such as listening and speaking due to the fact that they do not live in the context. For doing so, the activities that they promote in the English class are interactive videos and dialogues.

One of the teachers said that a 10% of the class is spoken in English, while another teacher said that an 80% is spoken in English. According to the observations, most of the time, the class is given in Spanish, especially with what concerns to the explanations and instructions.

Teachers from SEMENOR

In the questionnaire that was conducted to English teachers, it was found that all of them have a teaching experience of 4 to 7 years; they are all bachelors in Modern Languages and they have had little contact with the English in the last 5 years. Referring to the use of English during the class, they speak 50% in English, arguing that students do not understand when they teach their classes fully in English. Additionally, they claim that the most difficult skill to develop for them is speaking as they do not practice it.

Teachers from Liceo Infantil Niños 2000

Taking into account the answers given in the questionnaire, it can be evinced that the teacher's English class, she does not use the target language because the students ask for the use of the Spanish, so she ends up in speaking in their mother tongue. It shows few strategies used in class to avoid the use of the Spanish; teacher know that students prefer in class is the use of activities using the technology, in the observations was not evidenced the use of these or the communicative activities.

Teachers from Liceo Aprender

In the questionnaire that was applied to one English teacher from high school, it was evident that her educational background in the English field is good. The teacher holds a Bachelor in Modern Languages and has some preparation through virtual courses. Regarding the speaking of English, she claims that she has the chance to speak in English but students do not understand what is being said and ask her to speak in Spanish; in fact, only a few of them understand the language and translate it for their partners in their native tongue. The below shows that the English language is rarely used in the English classroom

Teachers from La Presentación

The interview was conducted to an English teacher of the Institución Educativa La Presentación located in Salamina-Caldas in charge of the area of English in primary basic.

The interviewed teacher has a bachelor degree in Modern Languages acquired five years ago. Nonetheless, since she left her program, she does not have had any contact with additional preparation in English. Besides, it was noticed that the chances of carrying the whole class in English are minimal, due to the fact that students prefer their classes to be developed through activities such as crosswords, letters, songs and karaoke. The teacher stated in the interview that activities that she guides in English are always understood by her students. Yet, according to her, it is difficult to carry out role-plays. Concluding the interview the teacher assumed that the average of the explanations given in class in English is 50 percent.

Teachers from Instituto Universitario de Caldas

In the questionnaire it can be seen that their former undergraduate program was in the same place, Caldas University. Teachers have a range between 4 and 1 year of getting the degree. They argue that they have contact with English outside their classes also they hold Master's degrees in English, but one of the teachers answered that she does not have a chance to talk the whole class in English due to the number of students in her classroom.

Teachers pointed out during the survey that their students understand when they speak in English and one of them replied that reading comprehension is difficult to teach to children. The strategies used by teachers in their English classes are simulations and role play games, explaining in English between 50% and 80%

General analysis teachers questionnaire

The best area for training in a foreign language is in the educational context; for this reason the schools are potentiated for good results. Taking into account that as long as time goes by, the needs of the new world makes an urge to meet challenges that our mother tongue has not offered. Moreover, the addition of English as a foreign language in the curriculum of the Institutions can lead and promote social abilities and improve students' lives; therefore, it might have a great impact in our society.

Students feel curious for learning new thing, especially a foreign language like English, of which they do not know much, but are eager to learn more and more. In fact, students show a great interest and preference towards the English class among the other subjects taught in a journey.

Conclusion

Analyzing the different problems emerged from the six institutions -SEMENOS, Instituto Técnico Francisco Jose de Caldas, Liceo Aprender, Liceo Infantil Niños 2000, Instituto Universitario de Caldas- it could be seen the lack of English use inside the classrooms, which affects mainly the students' communicative skills. It is very important to promote the interaction between each other and acquisition of a language. For this reason there will be applied some workshops with the target population to develop and improve oral skills in the students

RESEARCH QUESTION

What type of communicative tasks develop primary students' oral skills?

GENERAL OBJECTIVE

To develop primary students English oral skills.

SPECIFIC OBJECTIVES

1. To awake the interest of the students towards the English learning.
2. To foster communicative tasks in the language classroom.
3. To promote oral participation in the English class.

THEORETICAL FRAMEWORK

The human being has the most incredible mental structure, which allows him to develop different abilities throughout life and live in interaction with the environment and with the agents that participate on it. One of the most amazing activities that our mental structure can do is to communicate with others through gestures, signals and of course, speech.

Before birth, the human being is exposed to a big variety of sensorial stimulus, which provides him with essential information for his biological and neurological development. This information enriches abundantly our learning; although, we have a perfect disposition to learn, it is necessary to get external information that completes our natural faculty of learning. In order to understand this, we can ask ourselves how human being reaches the development of different communicative abilities, how we acquire a language or what elements influence on doing so. This problem is an object studied for uncountable theoreticians that had studied how we acquire our native language (L1) and also how we use it referring to the physical, personal and social circumstances where those take place.

Vygotsky, one of the biggest scholars and psychologists, proposed the theory of human cultural and bio-social development, considering how the human being acquires the language and how he uses it like the best tool for thinking; and what items of the surroundings are involved on it. Considering the below, this author states:

"The language has a specific development with roots in the pre-linguistic communication and does not necessarily depend of the cognitive development, but the interaction with their environment. From this we can say that language is a function that is acquired through the relationship between the individual and its environment because, biologically, possesses the tools to create signs of verbal communication structures". (Vygotsky 1934)

For Vygotsky the human development is produced through different processes that allow the exchange of knowledge in a communicative and social –cultural- environment. We already know, as humans, we have an amazing biological disposition for learning a language. Nevertheless, the structure itself cannot do anything if it does not receive external stimulation or information. For this reason, he talks about the significance of interaction with the environment; given that, the surrounding gives information from which we take items that allow us to acquire the language from our context, at a certain stage of development. Therefore language acquisition depends considerably on what the environment gives to us.

On the other hand, it is very important to keep in mind other elements based on the meaningful process of the human being, as the reaching of high levels of thinking and the ability to express ideas, listen, understand and give sense to others' expressions. Owing to this, Piaget -epistemologist, biologist and psychologist- contributed with a great quantity of studies about childhood and the intelligence's theory. He though not only in the intrinsic need of the person to learn a language, but also on how to explain the relationship between thinking and language; and how the child gives meanings and significances to little items of the language from his/her first years of life.

"The source of knowledge, according to Piaget, is action, and the body acts as soon kicks in with the environment that embraces it." (Piaget, 1926). In this way, we can recognize that language is fully developed socially, since it gives many cognitive tools to the child's thinking.

Therefore, the process of the second language acquisition cannot be excluded; considering that SLA is like a subconscious process developed by the necessity to communicate with others. There are many theories in the field of learning or the acquisition of foreign languages. One of those is the *Natural Approach*, which is about oral communication. Communication skills on this approach are

based on acquiring knowledge, which means that it requires a comprehensive learning first, where it is not expected the student to answer in a fluent English. Students will start to produce simple words and phrases, where beginner students will be able to talk about themselves and their families.

Krashen (1995) argued that “The natural approach is designed to develop basic personal communication skills- both oral and written” he identifies the term *Natural Approach* as an approach to teach a language based on the use of language in communicative situations. Furthermore, he argues that there is a natural acquisition order of the native language which is known as the acquisition of grammatical structures. Referring to a second language it exists also. However the order and the processes are different.

Another theory about second language acquisition is the one of *Universal grammar*, which states that all human beings share similar fundamental structures language that are attributed to an innate process, Chomsky (1995) argues that “Universal grammar is usually defined as the “*system of categories, mechanisms and constraints shared by all human languages and considered to be innate*”. The learning process cannot be simply reduced to the development of a few stimuli, since when there is a new phrases, it is a combination of words which creates an infinite number of grammatical structures. The language is characterized by rules and principles which have an acquiring order that agree the level of the person, first time students are expected processing and learn structures in a logical order, as they learned their native tongue

Through this author’s explanation, we can see that children learn these structures is because everyone has an innate knowledge that guides to develop the skills of the language. Chomsky (1995) says “(...) the idea that human languages, share some fundamental similarities, and that these are attributable to innate principles unique to language”.

When people learn a language, they need to develop four skills to have a complete communication. The four skills are related in two ways: the direction of communication (listening – reading) and the method of communication (speaking- writing). The activities classroom must be directed to develop these four skills. In the project we will consider the out skills. One of this is the oral skill, which is considered one of the most complicate skill to develop.

ORAL AND LISTENING SKILLS

P. Safont & M.C Campoy propose this on their book about oral skills: “Resources and Proposals for the Classroom”. In the chapter speaking in the Language Classroom, they state about oral skills “It is greatly conditioned by the time factor, it involves language produced spontaneously with false starts, repetitions, self-corrections and, under normal circumstances, it disappears, leaving no record but traces in memory” here the author indicates that in an oral production, interact certain factors and aspects that allow the message to be transmitted. Another situation that the author highlights in his book that the message is transmitted to a specific audience; here, the speaker needs to have a face-to face contact with the listener(s). Moreover, “Another important distinction is that it is generally directed at a specific audience in a face-to-face situation where the speaker can make use of the here-and-now and can get immediate freedback from the listener(s)”.

In the same chapter, P. Safont & M.C Campoy make emphasis on the importance of the speaking skills, whivh are a central process of our thinking. They mention that not in all cases when we know and learn a language, we can to speak it and present an example for this aspect “The speaking skill is so central to our thinking about language learning that when we refer to speaking a language we often mean knowing a language. For example, we might hear some one say “ask Olga to help you with your translation of Tolstoy- she speaks Russian””, here what is really meant is knowing the

language and the speaking skill is not involved at all. Of course, you can know a language but not actually be able to speak it, just as you could know the rules for playing football but not be able to put that knowledge to practical use by playing the game yourself’.

Chastian (1998) quoted by these authors in the same book says “Speaking is using background and linguistic knowledge to create an oral message that will be meaningful for the intended audience”; it explains that speaking is a skill where the students need to use background, know about the area or topic that they also will speak and they need a linguistic knowledge, identify vocabulary and rules to speak in this language, using these two aspects, the message sender can create and transmit a good message for the receiver.

Looking for different and effective ways to teach foreign languages where the students can improve their performance and become more fluent in their speaking, several techniques have been created. One of the most recognized methods is the *Total Physical Response (TPR)* which was very novel in the 70’s, and today still has an impact in our ESL/EFL classroom.

According to Richards & Rodgers (1987), “Total Physical Response (TPR) is a language-teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (pág. 87). This method was developed by James Asher, who was professor of psychology at San Jose State University, California. In his work, Asher says that this method was designed to accelerate listening comprehension of a foreign language by having subjects giving a physical response when they heard a foreign utterance. From his experiments he describes the following example: “for example, if the Student heard in Russian the command, 'Stand, run to the table and pick up the green book,' the Student immediately responded by standing, running to the

table and picking up the green book” (Asher, 1968). He emphasizes the relationship between actions and works. This relationship promotes the language comprehension

Asher (1968) started to study this situation in class because he considered that it was unrealistic to expect fluency in listening, speaking, reading and writing with only an hour per day of training. In fact, he considered that a more effective strategy could be to concentrate the students only on one skill, especially in the first stage of foreign language training. (Asher, 1968, pág. 37). The skill he recommend was listening comprehension. “If the student achieves a high level of listening fluency, then the transition to speaking may be graceful and non-stressful” (Asher, 1968). Thus, the main objective of *Total Physical Response - T.P.R-* is to teach oral proficiency at a beginning level (Richards & Rodgers, 1987); for this reason, it is so important in the first levels to learn a language in this case English, promote in class listening and speaking skills

This method is based on how children acquired their native tongue. The British Council (2002) posted an article about *T.P.R* and mentioned how parents have 'body-language conversations' with their children, “(...) the parent instructs and the child physically responds to this. The parent says, "Look at mummy" or "Give me the ball" and the child does so. These conversations continue for many months before the child actually starts to speak itself. Even though it can't speak during this time, the child is taking in all of the language; the sounds and the patterns”. TPR attempts to mirror this effect in the language classroom.

Nonetheless, it is also important to take into account the teacher’s and learner’s role, as Richards & Rodgers (1987) who describe them as:

Teacher roles

The teacher plays an active and direct role in *Total Physical Response* "The instructor is the director of a stage play in which the students are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. The teacher is encouraged to be well prepared and well organized so that the lesson flows smoothly and predictably. Asher recommends detailed lesson plans: "It is wise to write out the exact utterances you will be using and especially the novel commands because the action is so fast-moving there is usually not time for you to create spontaneously" (Asher, 1977 in Richards & Rodgers (1987)

Learner roles

In *Total Physical Response*, learners have the primary roles of listening and performing. They listen attentively and respond physically to the commands given by the teacher. Learners are required to respond both individually and collectively. They have little influence over the content of learning, since content is determined by the teacher, who must follow the imperative-based format for lessons. Learners are also expected to recognize and respond to novel combinations of previously taught items.

Besides, learners are required to produce novel combinations on their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to do it - that is, when a sufficient basis in the language has been internalized (Richards & Rodgers, 1987, pág. 93).

Referring to this, there are some recommendations from the specialized web page Proliteracy (s.f):

Since you will be modeling the action as you speak, it will be especially important to use gestures and facial expressions. With beginner students, first teach commands that call for simple body

movements and no props: stand up, sit down, walk, and turn around. Starting with such basic commands gives students a welcome feeling of accomplishment and helps them become comfortable with *TPR* right away. Students can go on to more advanced *TPR* activities in which they interact with props and people in the learning environment. Examples of commands to use at this stage are touch the, point to, pick up, put down, and give me. These are especially useful for teaching both the names of objects in pictures and of objects that are in the immediate environment, some of which may be out of reach

TPR can be used for the following purposes:

- To review and reinforce vocabulary you have already taught using non-TPR methods
- To have missed previous lessons in which new material was introduced
- To provide students with an enjoyable, relaxing break during a lesson

Communicative approach

Communicative Approach has its origins in both, linguistics and in language teaching as a reaction against the view of language as a set of structures (Plocková, 2010). Before, language teachers were mainly interested in grammatical correctness: the form rather than the meaning. In fact, communication does not imply just composing correct sentences but using them to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, to make requests, to give orders. Plocková (2010) describes how it had been found that knowing grammar rules does not enable students to use the language for communicative purposes sufficiently.

Given that, the communicative approach is, perhaps, the most used nowadays in our classrooms; Teachers have realized the importance of daily activities and global tendencies like traveling,

studying abroad and knowing about other cultures, as in these situations is where students will use the language. Thus, make that people understand us is sometimes the most important goal in many situations of our lives.

Furthermore, according to Richards (2006, pág. 3), 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)

Communicative approach with children

There are many ways of promoting the participation and interaction of students. Center for Applied Linguistics (s.f) describes some tips for achieving this purpose as follows: Keep teacher talk to a minimum. It is explained as much as possible by demonstrating the process, explaining in different ways, and repeating. Don not worry if not every learner understands every part of an activity. Move on when the majority of the learners get the idea, and then circulate and help as needed—unobtrusively. One way to gauge the success of a class for English language learners is to

observe how much or how little the students are depending on the teacher. The more learners are working independently, in pairs, or in small groups, the more successful the class is. Besides, it is important to have fun, design communicative activities to be lively and interactive. This could make possible that learners feel more comfortable. An active, cooperative class is a class where a great deal of learning—social, cultural, and linguistic—is evident. (Center for Applied Linguistics, s.f.) There are some important elements for learning to take place in a class, like a good body language, audio visual tools, correct use of vocabulary and pronunciation. The interaction and approach with the students is an important factor for acquisition of the language

Developing oral skills through communicative tasks

In our context, foreign languages' learners usually do not like to speak the L2 and most of the time they show a passive attitude in class. Training in oral skills let them communicate and interact in a meaningful and fruitful form, that is, exchanging information, negotiating meaning, supporting ideas, facing oral defenses, is a way to motivate students to see the foreign language as a vehicle for social interaction.

Humans are social beings who are in continuous communication and interaction with each other. Seeing that, it is important to foster situations in which learners can face real communication in a foreign language. An argument that supports this view is found in Bygate, who states: “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends.” (1987. p.1)

“In interaction students can use all they possess of the language, all they have learned or casually absorbed in real life exchanges” (Rivers, quoted in Brown, 1994, p.159). This quote addresses the importance of real interaction, which gives the learners the opportunity to demonstrate what they can do in the foreign language. Interaction is the basis of human communication and all the elements of communicative and interactive competence -grammar, discourse, sociolinguistics, and pragmatics- are involved in human interaction. They must work together for successful communication to take place.

On the other hand, it is important to create a positive environment to encourage the learners' interaction. As such, they can express their ideas, feelings and opinions without feeling afraid of making mistakes. Students can also carry out communicative tasks in an effective way. Willis (1996) states that creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication and through interaction learners have the chance to acquire discourse skills. Willis also highlights the essential conditions for effective language learning, such as exposure, use, and motivation. With this view of language, task-based learning offers many advantages in the designing of communicative activities and the development and improvement of oral skills. Nunan (1991. p.279) says that task-based learning views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve. Task-based teaching involves an approach where communicative tasks are important because students need to engage in interactions inside and outside the classrooms.

This view changes the approach of designing tasks to be developed in the classroom. It means, teachers and students must be engaged in tasks, which involves meaningful contexts where learners use the foreign language in a real form not only for a grade but for their daily life. Task-based

learning lets the students develop a set of discourse strategies such as opening and closing conversation, introducing a topic, etc. Moreover, learners have the opportunity to interact in different situations, in different groups and audiences.

IMPLEMENTATION STAGE

INSTITUCIÓN EDUCATIVA LA PRESENTACIÓN AND SEMENOR

WORKSHOP N° 1



TOPIC: LIKES AND DISLIKES

TIME: 2 HOURS

DATE: 07-09-2016

GROUP: 2nd GRADE



TOPIC: LIKES AND DISLIKES

TIME: 2 HOURS

DATE: 08-09-2016

GROUP: 2nd GRADE

COMMUNICATIVE OBJECTIVE

- a) Talking about likes and dislikes.
- b)

LINGUISTIC OBJECTIVES

- a) Using: Do you like...? Yes, I do, No I don't.
- b) Identifying like, love, hate.

STRATEGIES:

- Total Physical Response
- Role play

- Dialogues
- Ludics

FORMATIVE OBJECTIVE

Promoting respect among the students.

WARM UP

“Simon says” Game

The teacher will say to the students that they must bring any fruit to the class previously.

The teacher will play the game “Simon says” e.g.

Simon says dance with your apple.

Simon says put your orange in your head.

The teacher will continue with other crazy and different instructions.

PRESENTATION

The teacher will introduce the topic by fixing on the board the following pictures showing I like, I don't like, I love, I hate.



I LIKE CHOCOLATE



I DON'T LIKE ONION



I LOVE APPLE



I HATE

Then, the teacher will write down on the board the following dialogue:

Tomas: I like chicken. And you?

Dylan: Yes, I like chicken too.

Hanna: Do you like cookies?

Ana: Yes, I do. And you?

The students will play the conversation.

PRACTICE

The teacher will divide the class into two teams.

- And the teacher will ask a volunteer from one team to come to the front.
- The teacher will ask a question to the volunteer: e.g. *“Do you like tomato?”* the student should not say his answer aloud, the instruction is that he must write his answers in a piece of paper: *“Yes, I do”* or *“No, I don’t”*.
- The opposite team will have thirty seconds to discuss what the volunteer has answered in the paper.
- The volunteer and the team will read the answers aloud. If they match, the team wins a point.
- The teacher will play again with the other team.
- The team with the most points at the end wins.

PRODUCTION

- The students will play a conversation created by themselves, they are to imagine that they are at the supermarket.
- They are to put into practice the language studied so far. e.g.

Sofia: Hi

Juan José: Hello, how are you?

Andres: Great! And you?

Sofia: Do you like cucumber?

Juan José: No, I don't like, I hate it.

Andres: I love carrots.

Sofia: Yes, I love too.

Juan José: I love chicken.

Andres: I like chocolate.

Everybody: bye bye! See you later

HOMEWORK

The students will do a matching worksheet about the topic.

EVALUATION

The students will be evaluated on their participation in class, their responses to the questions asked and the worksheets completed in class.

TEACHING AIDS

- Flashcards about faces.
- Images about foods.

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REMARKS:

WORKSHOP N° 2



TOPIC: Farm Animals

TOPIC: Farm Animals

TIME: 2 HOURS

TIME: 2 HOURS

DATE: 16thSeptember – 2016

DATE: 15thSeptember - 2016

GROUP: 2ndGRADE

GROUP: 2ndGRADE

COMMUNICATIVE OBJECTIVE

- a) Describing farm animals through finger puppets

LINGUISTIC OBJECTIVES

- a) Asking: What is your name? What do you eat? Are you swimming?
- b) Using adjectives
- c)

STRATEGIES

- Listen and repeat
- Puppets
- Ask for information

FORMATIVE OBJECTIVE

The students will practice the value of respect in their lives.

WARM UP

Video

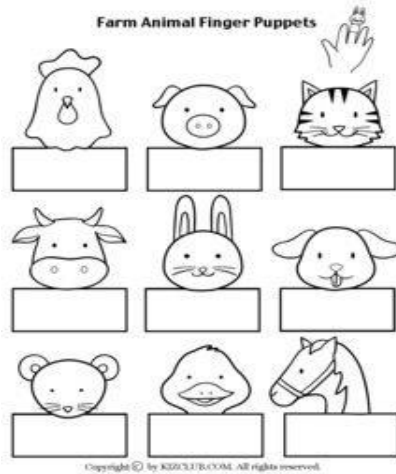
The teacher will present a video; the students will repeat the song and identify the vocabulary:

- ✓ <https://www.youtube.com/watch?v=LIWbUjHZFTw>

PRESENTATION

- ✓ Teacher will present a conversation between two farmers with finger puppets.
 - Susan: Hello Old MacDonald, how are you?
 - Old MacDonald: Hello Susan, I am very happy and you?
 - Susan: I am fine, Thank you. Do you have animals?
 - Old MacDonald: yes, I do and you?
 - Susan: me too
 - Old MacDonald: great! I´m going to tell you ...I have a pretty chick, a sweet hen and an old rooster
 - Susan: I have a strong horse and a big pig.
 - Old Macdonald: That´s fantastic! I have a lazy sheep and a talkative duck
 - Susan: wow. I have a fat cow and I angry goat (teacher will show the picture)
 - Old MacDonald: Wonderful !! would you like to come with me and know my animals?
 - Susan, ok, let´s go

- ✓ After that students will make their own finger puppets and they will create a conversation with the finger puppets.



FINGERS PUPPETS DIALOGUE:

Saray: Hi, my rabbit; how are you?

Valeria: Hi, I am very good, and you?

Saray: I am fine thanks.

Valeria: What's your name?

Saray: I am Lola.

Valeria: It's nice to meet you Lola, I am Max.

Saray: Where do you live?

Valeria I live in James' house

Saray: do you like carrots?

Valeria: oh, yes I do I love them.

Saray: what is your favorite meal?

Valeria: I like cheese.

Saray: see you later!

Valeria: ok see you!

PRACTICE

- ✓ The teacher will play the “Apple, Apple, Lemon” game, the student who stay with the object when the game stops, take out a piece of paper with a question about farm animals in it and he/she will answer it with: Yes, it is or No, it isn’t.

QUESTIONS:

- Is the pig red or pink?
- The horse eat meat?
- The farmer feed the farm animals?
- Thesheepgiveswool?

PRODUCTION

In a bag will be the names of the students, one of the students will take a piece of paper, the students selected will go in front of the class, they will name and describe 5 farm animals in front of the class with their finger puppets.

HOMEWORK

The Students will write sentences on the notebook, they will use adjectives like “big, small, nice, fast” to describe the animals.

EVALUATION

The students will ask between them and complete a chart according to the presentation with the finger puppets, they will write the animal and the adjective for each one.

	Animal	Adjective
Susan		
Susan		
Susan		
Susan		
Old Macdonald		
Old Macdonald		
Old Macdonald		
Old Macdonald		
Old Macdonald		

TEACHING AIDS

- Puppets
- Laptop
- Box
- Charts

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REMARKS:

WORKSHOP N° 3



TOPIC: THE MONTHS OF THE YEAR

TME: 2 HOURS

DATE: 22-09-2016

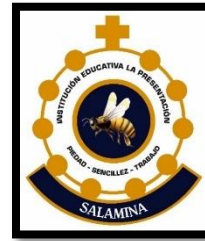
GROUP: 2nd GRADE

COMMUNICATIVE OBJECTIVE

- a) Speaking about the months

LINGUISTIC OBJECTIVES

- a) Writing the months.



TOPIC: THE MONTHS OF THE YEAR

TIME: 2 HOURS

DATE: 23-09-2016

GROUP: 2nd GRADE

STRATEGIES

- Total Physical Response
- Role play
- Dialogues
- Activities

FORMATIVE OBJECTIVE

The students will practice the friendship in the classroom.

WARM UP

Game: Changes your chair

The students will sit down in a circle with their chair.

The teacher will start the game.

Eg. The teacher will say:

“Change chair with a classmate that his/ her birthday is in January”.

“Change chair with a classmate that likes Halloween”.

PRESENTATION

- a) The teacher will show a calendar and ask what month it is now
- b) The teacher will ask students to point at holidays such as Christmas and to point out their birthdays.
- c) The teacher will ask:
 - “The month of Christmas is in _____”
 - “Months for holidays are in _____”

PRACTICE

- a) The teacher will put the students in pairs and give each pair a set of mixed up cards.
- b) The pairs will put the months in order on the table.
- c) The students will touch each card and repeat after the teacher a chorus the months of the year.

PRODUCTION

- The teacher will put the students in groups of two or three students.
- The teacher will give a month's poem to each group.
- The students will say a poem about months.

January
Written by Kathleen Pedersen
Tune: Good King Wenceslas

J-A-N-U-A-R-Y
 I love January!
 Sledding, skiing, ice skating
 Hot chocolate when you're
 done!
 J-A-N-U-A-R-Y
 First month of the year
 31 days of snowy fun
 A new year has begun!

February
Written by Kathleen Pedersen
Tune: Aoume

F-E-B-R-U-A-R-Y
 February is the second month.
 The shortest month in all the year.
 Loving those that we hold dear!

Presidents!
Presidents! (echo)
Groundhog's Day!
Groundhog's Day! (echo)

Oh oh oh ooh!

F-E-B-R-U-A-R-Y
 February is the second month!

march
Tune: Bingo
Written By: Kathleen Pedersen

There is a month with 31 days and March is
 its name-o

M-A-R-C-H
 M-A-R-C-H
 M-A-R-C-H

And March is its name-o.

Leprechauns and shamrocks too
 Spring is almost here!

M-A-R-C-H
 M-A-R-C-H
 M-A-R-C-H

And March is its name-o.

April
Written by Kathleen Pedersen
Tune: Sing a Song of Sixpence

Sing a song for April

- P - R - I - L

the fourth month and spring is
 here as well,
 we're getting warmer, the flowers
 start to sprout.

- P - R - I - L

That's what April's all about!

may
Written by Kathleen Pedersen
Tune: Farmer in the Dell

M-A-Y spells May
 M-A-Y spells May
 The 5th month of the year
 M-A-Y spells May.

Kids go out and play
 All through the month of May
 31 days of sunny fun
 And then the month is done!

June
Written by Kathleen Pedersen
Tune: When the Saints go Marching In

J-U-N-E
 J-U-N-E

June is the sixth month of the
 year
 30 days of sunshine and fun
 J-U-N-E is when it's done!

JULY
Written by Kathleen Pedersen
Tune: Addams Family

j-u-l-y (snap, snap)
 j-u-l-y (snap, snap)
 j-u-l-y, j-u-l-y, j-u-l-y
 (snap, snap)

The 7th month is here
 With lots of fun and cheer
 Fireworks and hot dogs
 Fun for 31 days

j-u-l-y (snap, snap)
 j-u-l-y (snap, snap)
 j-u-l-y, j-u-l-y, j-u-l-y
 (snap, snap)

August
Tune: I Love You, You Love Me
Written by Kathleen Pedersen

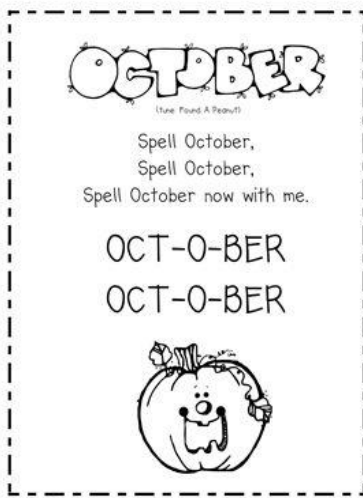
A-U-G-U-S-T
 31 days for you and me

Warm, sunny days and back to
 school we go.

August is the 8th month - yo!

S-E-P-T-E-M-B-E-R
 September is the 9th month
 Thirty days in all.

S-E-P-T-E-M-B-E-R
 Learning and thinking every
 day
 We love school HOORAY!



HOMEWORK

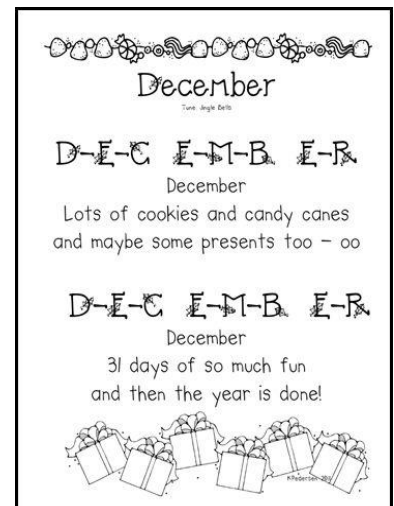
The students will ask their parents, brothers and sisters the months of their birthdays.

EVALUATION

The teacher will pull a balloon upwards and where it falls, the student will take a question from the bag.

- What month is it now?
- What month is it next month?
- What month was last month?
- Which month is your birthday?
- What month is Christmas?
- What month do you go on a holiday?
- What months is the mother's day?
- What month is the father's day?
- What month do you like the best?
- What month does school start?
- What month does school finish?

TEACHING AIDS



Calendar

Flashcards

REFERENCES

<https://es.pinterest.com/pin/228768856051304187/>

<http://iteslj.org/questions/months.html>

REMARKS

WORKSHOP N° 4



TOPIC: WHAT ARE THEY DOING?

TIME: 2 HOURS

DATE: 29thSeptember – 2016

GROUP: 2ndGRADE



TOPIC: WHAT ARE THEY DOING?

TIME: 2 HOURS

DATE: 29thSeptember - 2016

GROUP: 2ndGRADE

COMMUNICATIVE OBJECTIVE

- a) Recognizing the actions that are in progress.

LINGUISTIC OBJECTIVES

- a) Using present progressive tense.

STRATEGIES

- Total Physical Response
- Role play
- Dialogue

FORMATIVE OBJECTIVE

The students will practice the value of respect in their lives.

WARM UP

- ✓ The students will dance following a song played by the teacher. They should stop when the song stop too, then they should simulate whatever action they choose.

PRESENTATION

- ✓ The teacher will write on the board different actions. The teacher will do the action and she will explain the class how to express such an action in English.
- ✓ The teacher will write on the board the means of the present continuous.

The Present Continuous generally refers to actions that are in progress that is, occurring at the _____ right time when we are talking about. _____

- ✓ The teacher will write some examples.

Manuel is studying English.

I am talking to Javier.

They are always watching TV.



- ✓ The teacher will write on the board the structure of present continuous.

Suj.+To Be+(Verbo)-ing

Eg: I am speaking inglés

- ✓ The teacher will write on the board the following conversation.

TEACHER: What are you doing?

STUDENT: I am cooking.

STUDENT: And you?

TEACHER: I am studying.



- ✓ The students should practice the conversation among them.

PRACTICE

- ✓ The teacher will give to some students an action for them to mimic. The other students should guess what action the partner is performing.
- ✓ The teacher will show some actions. The students should make sentences with those actions. Present continuous tense have to be used.



PRODUCTION

- ✓ The teacher will show flash fix on the board some flash cards related to specific actions. Then she will give to some students' sentences corresponding to the pictures for them to put the sentence below the adequate flash cards.
- Maria is sleeping.
- Santiago is running.
- Carlos and Sara are dancing.
- The teacher is singing.
- The student is reading.
- Camilla is cooking chicken.

HOMEWORK

The teacher will make five working groups. The teacher will give a big puzzle. The students should find some verbs in present continuous.

present continuous

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

- DANCING
- DRINKING
- EATING
- PLAYING
- READING
- SLEEPING
- STUDYING
- TALKING
- WALKING

EVALUATION

The students will write 5 sentences with 2 words taken from the previous puzzle

TEACHING AIDS

- ✓ Flash cards about some actions.

REFERENCES

- ✓ <http://sopadeletras.kokolikoko.com/crearsopas.php>
- ✓ <http://es.slideshare.net/Carito2706/actividad-para-ensear-el-presente-continuo-en-ingls>

REMARKS

WORKSHOP N° 5



TOPIC:HI, MY NAME IS MARÍA

TOPIC:HI, MY NAME IS MARÍA

TIME: 2 HOURS

TIME: 2 HOURS

DATE: 6thOctober – 2016

DATE:6thOctober - 2016

GROUP: 2ndGRADE

GROUP: 2ndGRADE

COMMUNICATIVE OBJECTIVE

- b) Asking for personal information.

LINGUISTIC OBJECTIVES

- a) Identifying WH questions.

STRATEGIES

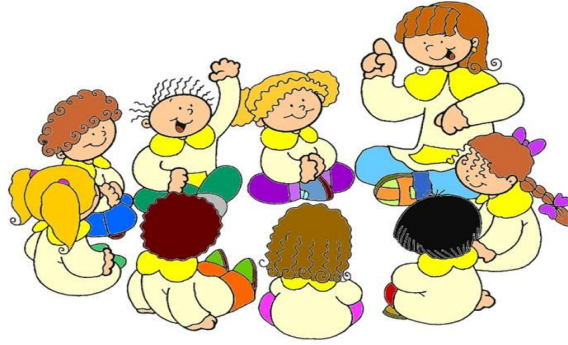
- Total Physical Response
- Dialogue
- Asking for information

FORMATIVE OBJECTIVE:

The students will practice the value of autonomy in their lives.

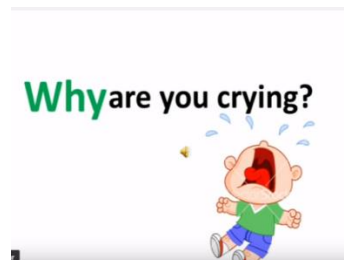
WARM UP

- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will throw a ball to a student and she will ask ‘What’s your name?’
- ✓ The student will throw the ball to another student and ask the same question.
- ✓ The teacher will throw the ball again with a different question, e.g. “Where do you live?”, ‘Who do you live with?’, ‘What do you do?’.



PRESENTATION

- ✓ The teacher will show a video, to introduce the questions for information:
<https://www.youtube.com/watch?v=Im4FAakSVg>



PRACTICE

- ✓ The students will ask three different friends for their personal information, using the phrases from the dialogue.
- ✓ They will write the three friend's names and their information give it in a chart.
- ✓ The students will socialize their information.

Questions	Classmate 1	Classmate 2	Classmate 3
What it's your name?			
How old are you?			
Where do you live?			
Do you like play station?			
When is your birthday?			

PRODUCTION

- ✓ The students will performance the dialogue between them.

Emiliano: Hi, What is your name?

Santi: Hi. My Name is Santiago and, what is your name?

Emiliano: My name is Emiliano

Santi: Where do you live?

Emiliano: I am live in Sierra Verde, and you?

Santi: I live in Villa Pilar



Emiliano: Its grate. And how old are you?

Santi: I am seven years old, and you?

Emiliano: What is your favorite fruit?

Santi: My favorite fruit is kiwi.

Emiliano: great. Bye, bye.

Santi: see you later.

HOMEWORK

- ✓ The students will ask personal information in their families and will write the questions and answers in their notebooks.

EVALUATION

- ✓ The teacher will hide questions and answers on the playground about personal information.
- ✓ The students will make groups of three students.
- ✓ The students will look for the question with the correct answer.

What it's your name?	My name is Sarah
How old are you?	I am eight years' old
Where do you live?	I live in Fatima
Do you like candies?	Yes, I like candies.
When is your birthday?	My birthday is in May.

TEACHING AIDS

- ✓ Video Beam
- ✓ Copies
- ✓ Ball

REFERENCE

- https://esol.britishcouncil.org/sites/default/files/questions_lesson_plan.pdf
- Cool Kids 2. Richmond Page 90.

REMARKS:**WORKSHOP N° 6****TOPIC:** WHERE IS MY BOOK?**TIME:** 2 HOURS**DATE:** 20th October 2016**GROUP:** 2nd GRADE**COMMUNICATIVE OBJECTIVE:**

- c) Locating objects in the classroom.

**TOPIC:** WHERE IS MY BOOK?**TIME:** 2 HOURS**DATE:** 20th October 2016**GROUP:** 2nd GRADE

LINGUISTIC OBJECTIVES:

- a) Using have/has in affirmative, negative and interrogative forms.

STRATEGIES:

- Total Physical Response
- Ask for information
- Conversation
- questionnaires

FORMATIVE OBJECTIVE:

The students will practice the value of responsibility in their lives.

WARM UP:**Video**

The teacher will present a video about some prepositions of place (in, on, under, by) the students will answer where is the spider? And repeat the vocabulary

On In Under By Song: <https://www.youtube.com/watch?v=DHb4-CCif7U>

PRESENTATION

- ✓ The teacher will show to the students a box and a spider and she will sing the song of the video with these objects, then the students will learn the movements that appear in the video about on, in under, by.

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

On!

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

In!

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

Under!

On, in, under, by.

On, in, under, by.

On, in, under, by.

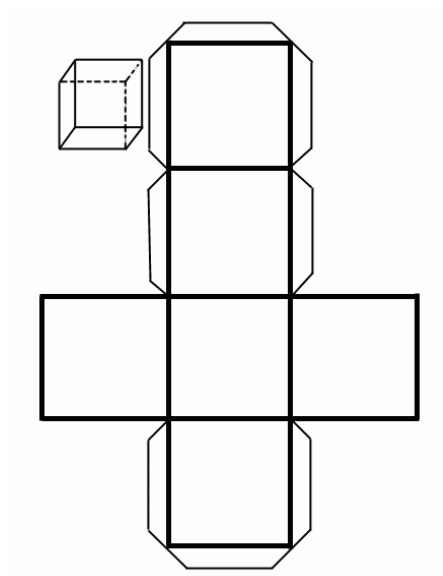
Where is the spider?

By

- ✓ The teacher will ask “where is the...” using some school supplies and the prepositions, students will try to put it in the correct place.

PRACTICE:

- ✓ The teacher will give to the students the sofa and dog drawings, the students will should put the dog in different positions related with the sofa, paste it in the notebook and write the sentence.
- ✓ The students will assemble a square, and then with this shape, they will have to put the shape in the correct preposition. E.g. teacher says “put the cub on the chair” “put the cub under the chair”



- ✓ The teacher will play “Simon says”. The students will have to do the actions that “Simon says” e.g.: “Simon says students on the chair” “students under the chair”


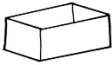
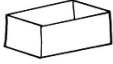
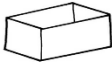
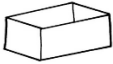
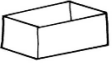
PRODUCTION:

The students will make a worksheet, they will cut and paste the ball where correspond, also they will complete the sentence


9 Activity: Prepositions

Name: _____ Date: _____

Cut and paste the toy where correspond

 the ball is on the box	 in
 under	 in front of
 by	 behind

✂ _____



EVALUATION:

- ✓ The teacher will show the students a computer and a cat, they will repeat the vocabulary and then they will make a worksheet. They will answer the questions based on the position of the cat.

	1) Where is the cat ? <u>It is on the computer...</u>
	2) Where is the cat ?
	3) Where is the cat ?
	4) Where is the cat ?
	5) Where is the cat ?
	6) Where is the cat ?
	7) Where is the cat ?

- ✓ **HOMEWORK:**In the notebook the students will draw a box and the spider according with the preposition seen in class.

TEACHING AIDS:

TV

Videos, song

Pictures

Worksheets

REFERENCES:

On In Under by Song taken from <https://www.youtube.com/watch?v=DHb4-CCif7U>

<http://cristinaroglez.blogspot.com.co/2013/04/prepositions-in-on-under.html>

REMARKS:

WORKSHOP N° 7



TOPIC:I HAVE A BEAUTIFUL DOG

TIME: 2 HOURS

DATE:28-10-2016

GROUP: 2nd GRADE

COMMUNICATIVE OBJECTIVE:

a) Expressing possessions.

LINGUISTIC OBJECTIVES:

a) Using have/has in affirmative, negative and interrogative forms

STRATEGIES:

- Total Physical Response
- Role play
- Dialogues



TOPIC:I HAVE A BEAUTIFUL DOG

TIME: 2 HOURS

DATE: 28-10-2016

GROUP: 2nd GRADE

FORMATIVE OBJECTIVE:

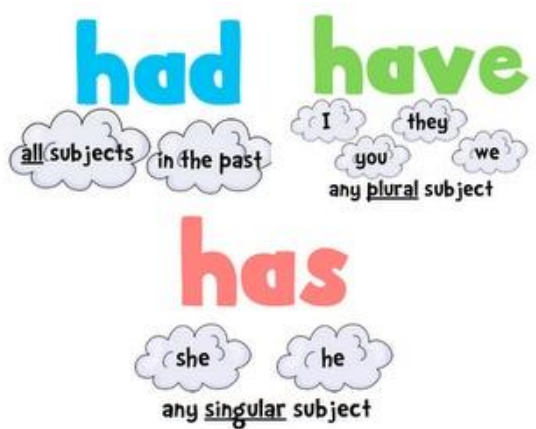
The students will practice the value of tolerance in their lives.

WARM UP:

- The students will make a circle.
- The students will say a sentence, “I have a dog” one by one.

**PRESENTATION:**

- The teacher will show some examples, to introduce the topic.



She has beautiful dress

He has a red cap

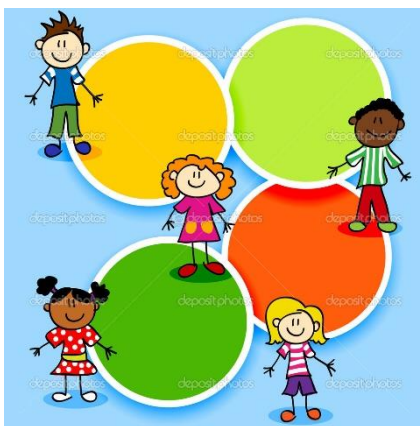


They have bicycle

I have a book

- Same and Different.
- The students will working in pairs, they have taking notes on a Venn diagram about how they are the same and different.
- They can then use the notes as they describe the traits they have, or don't have, in common to the class.

For example, students might say, I have brown eyes and she has blue eyes. Or, we both have red shirts.



PRACTICE

- Add a Sentence.
- The students listen to the Hear It, Say It feature again. This time, tell them to add a sentence to what Ben says.
- Their sentences should use the verb have/has, and be about the images.



PRODUCTION

- My Name Is and I Have....
- The students will say their names and an object that they have.
- Each student will add his own name and object, and then repeats what the previous people have said.

Example:

Student 1: My name is Sam. I have glasses

Student 2: My name is Kim. I have a pencil case. Sam has glasses.

Student 3: My name is Ben. I have a banana. Kim has a pencil case, and Sam has glasses...

For an extra challenge, encourage every third student to say something he or she doesn't have, such as "My name is Julie. I don't have ruler. I have sharpener."

HOMEWORK:

The students will write a list about things that have their family

EVALUATION:

Describe and Draw.

- The students will draw a picture of a person and include as many details as they can.
- The teacher will tell them NOT to show their pictures to their partners.
- When they have finished, one student describes the picture, using have/has, and the partner draws it. Once completed, they compare the two drawings. Partners then switch roles and do it again.

TEACHING AIDS:

- School supplies

- Colors
- Papers
- Objects

REFERENCES:

<https://educators.brainpop.com/lesson-plan/1-4-4-lesson-plan/>

REMARKS:

INSTITUTO TÉCNICO FRANCISCO JOSÉ DE CALDAS AND LICEO INFANTIL

NIÑOS 2000

WORKSHOP N° 1



TOPIC: SUBJECT – DAYS OF THE WEEK

TOPIC: SUBJECT – DAYS OF THE WEEK

TIME: 2 HOURS

TIME: 2 HOURS

DATE: 8th September – 2016

DATE: 6th September - 2016

GROUP: 3th GRADE

GROUP: 3th GRADE

COMMUNICATIVE OBJECTIVE

Talking about days of the week and subjects: math, Spanish, physical education, English, science, social studies.

LINGUISTIC OBJECTIVES

Using: what is your favorite subject? In what day do you study ...?

STRATEGIES

- Total Physical Response
- Role play
- Dialogues
- Ludic

FORMATIVE OBJECTIVE

The students will practice the value of respectful in their lives.

WARM UP:

“Simon says” Game

The teacher will say to the students that they will do some actions according with the days of the week.

The teacher will play the game “Simon says”e.g.

Simon says Monday (dance)

Simon Tuesday (jump)

The teacher will continue with other crazy and different instructions.

PRESENTATION:

The teacher will introduce the topic by fixing on the board the following pictures showing the subject: mathematics, Spanish, science, social studies, ethic, physical education, English





Then, the teacher will write down on the board the following dialogue:

Tomas: I like mathematics, what is your favorite subject?

Dylan: I love social studies

Hanna: in what day do you study social studies?

Ana: on Mondays

The students will play the conversation.

PRACTICE:

The teacher will divide the class into two teams.

- And the teacher will ask a volunteer from one team to come to the front.

- The teacher will ask a question to the volunteer: e.g. *“what is your favorite subject? Or In what day do you study Spanish?”* The student should not say his answer aloud, the instruction is that he must write his answers in a piece of paper: *“science, physical education, Monday, friday...”*.
- The opposite team will have thirty seconds to discuss what the volunteer has answered in the paper.
- The volunteer and the team will read the answers aloud. If they match, the team wins a point.
- The teacher will play again with the other team.
- The team with the most points at the end wins.

PRODUCTION:

- The students will play a conversation created by themselves,.
- They are to put into practice the language studied so far. e.g.

Sofia: Hi

Juan José: Hello, how are you?

sofia: fine! And you?

Juan jose: fine thank you

Sofia: what is your favorite subject?

Juan José: my favorite subject is math.

Sofia: what day do you study math.

Juan José: I study math on Wednesday.

Everybody: bye bye! See you.

HOMEWORK:

The students will do a matching worksheet about the topic.

EVALUATION:

The students do an schedule with the days of the week and the subjects .

TEACHING AIDS:

- Flashcards about subjects.
- Images about days of the week.

REFERENCES:

(Ferrare, british council)

(Bonilla, y otros)

REMARKS:**WORKSHOP N° 2**

TOPIC: Hi, My name is Maria

TIME: 2 HOURS

DATE: 15thSeptember – 2016

GROUP: 3dh GRADE



TOPIC: Hi, My name is Maria

TIME: 2 HOURS

DATE:13thSeptember - 2016

GROUP: 3dh GRADE

COMMUNICATIVE OBJECTIVE

Talking about personal information

LINGUISTIC OBJECTIVES

Using : what is your name? How old are you? Where are you from?

STRATEGIES:

- Listen and repeat
- Puppets
- Asking for information
- questionnaires

FORMATIVE OBJECTIVE

The students will practice the value of responsibility in their lives.

WARM UP**Video**

The teacher will present a video; the students will repeat the vocabulary

- ✓ <https://www.youtube.com/watch?v=pNKNI-2TfE4>

PRESENTATION

- ✓ The teacher will tell to the students about her personal information

e.g.: I am Natalia

I am 22 years old

I am a teacher

I am from Manizales

I am a girl

- ✓ The teacher will show to students two characters, a boy and a girl, she will introduce them, then the teacher will ask questions to students and she will report this information

e.g.: What is your name? *I am Sara*

How old are you? *I am 8 years old*

Are you a boy or a girl? *I am a girl*

Where are you from? *I am from Manizales*

She is Sara, she is 8 years old, she is a girl and she is from Manizales

PRACTICE

- ✓ The teacher will ask them the questions and she will write on the board, then the students will repeat it. After that, the teacher will have a box with the questions, they will play “apple, apple, lemon” with a ball the student will have the ball take a paper with the question and a paper with a name, and he/she will ask to the person the question.

e.g.: Felipe: where are you from Camila?

Camila: I am from Manizales

- ✓ The students will try to tell to their partners the same information, after that they will report the information of other

e.g.: She is Sara

She is 9 years old

She is a student

PRODUCTION

In a bag will be the names of the students, one of the students will take a piece of paper, the students selected will go in front of the class, they will introduce themselves and introduce two classmates (a boy and a girl) using “she is” and “he is”

HOMEWORK

The students will report on their notebooks some personal information about their family.

EVALUATION

The students will ask to others and complete a chart about the personal information of 5 partners

Questions	What is your name?	How old are you?	Are you a boy or a girl?	Where are you from?
Name				
Answer				

TEACHING AIDS:

REFERENCES:

(scott & Ytreberg,)

REMARKS

WORKSHOP N° 3



TOPIC: Let´s know our bodies

TIME: 2 HOURS

DATE: 22thSeptember – 2016

GROUP: 3dh GRADE



TOPIC: Let´s know our bodies

TIME: 2 HOURS

DATE:21stSeptember - 2016

GROUP: 3dh GRADE

COMMUNICATIVE OBJECTIVE

Identifying some parts of the body.

LINGUISTIC OBJECTIVES

Getting familiar with vocabulary related to the body.

STRATEGIES

- Total Physical Response
- Role play
- Dialogue

- Activities

FORMATIVE OBJECTIVE

The students will practice the friendship in the classroom.

WARM UP

Game: Changes your chair

The students will sit down in a circle with their chair. The teacher will start the game.

Eg. The teacher will say:

“Change chair with a classmate that has black hair”.

“Change chair with a classmate that has brown eyes”.

PRESENTATION

- a. The teacher will introduce the topic using flashcards. The students will see some pictures. The teacher will do sentence with parts of the body. E.g:

[body.ppt](http://www.eslgamesplus.com/flash-cards-ppt/) (taken from <http://www.eslgamesplus.com/flash-cards-ppt/>)

“I have ten fingers in my hands”

“I have two brown eyes”

“I have long hair”

And she will ask to students:

How many fingers do you have?

How many eyes do you have?

How is your hair? Long/ short/ black/ blonde/ brown

PRACTICE

The teacher will role play a conversation.

The teacher will play an English song. The students will walk around the classroom, when the music stops, the student will find a pair. They will star a conversation.

Eg.

Camilo: how many fingers do you have?

Sara: I have ten fingers

Sara: how many teeth do you have?

Camilo: I have twenty four teeth.

The teacher will play the music again; the students will start to walk. When the music stops, the students will find another partner.

PRODUCTION

The students will form a circle. Each one will describe their parts of the body

The teacher starts "I will be a teacher". The first student will repeat the teacher sentence and he/she will answers the question. Eg." The teacher will be a teacher". "I will be a dentist". The

second student will say what the first and second person said and he/she will answer the question.

The last students will say the all answers.










EVALUATION

The students have 10 minutes to read a worksheet about “what will you be when you grow up?”, then they will answer questions regarding the story.

My Body My name is _____

Taken from:

How many ___ do you have?

I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	
I have	<input type="checkbox"/>	

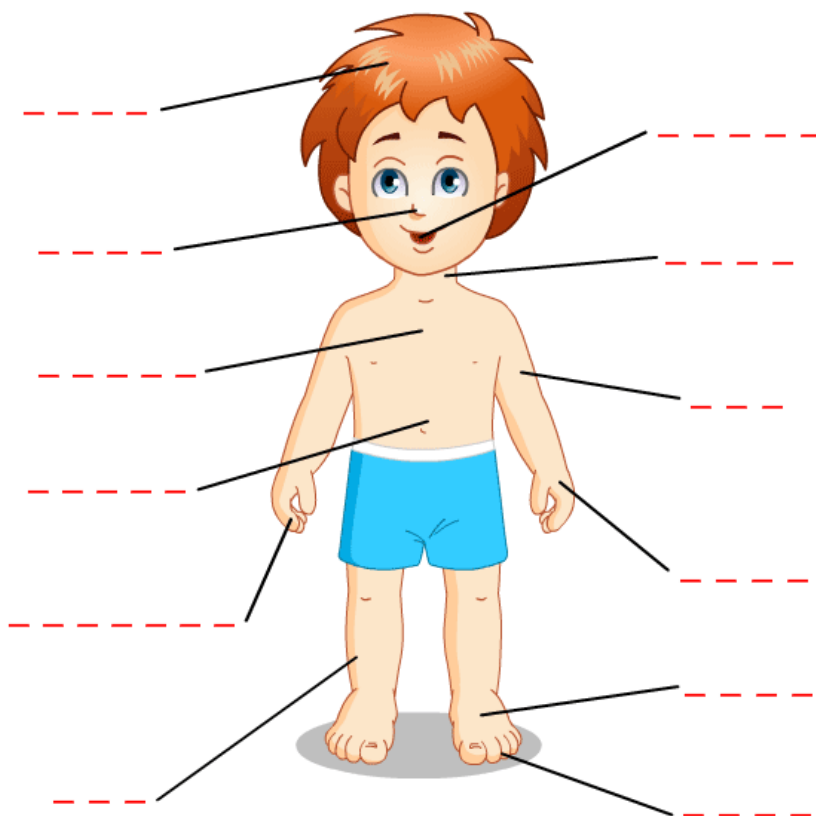
1	2	3	4	5	6	7	8	9	10
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<https://recursoseducar.files.wordpress.com/2013/04/family-body.pdf>

Taken from: <https://www.turtlediary.com/worksheet/human-body-parts.html>

Label the different parts of our body using the words in the box.

head	mouth	chest	fingers	arm	foot
nose	neck	tummy	leg	hand	toes



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HOMEWORK

- For the next class. The students will ask 3 people “what they will be when they grow up?”, and report this in the next class.

TEACHING AIDS

- Flashcards
- Pictures

REFERENCES

- Parrado,N.E., (2007) *clappingtime*.Bogota, Colombia: Norma.
- Zailda (2011)islcollective
[.https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_will_you_be_when_you_grow_up__jobs_present_simple_and_future_will_2_tasks_2_pages_editable/future-tenses-jobs/3224](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_will_you_be_when_you_grow_up__jobs_present_simple_and_future_will_2_tasks_2_pages_editable/future-tenses-jobs/3224)

REMARKS

WORKSHOP N° 4



TOPIC: clothes

TIME: 2 HOURS

DATE: 29th/sep/16

GROUP: 3dh GRADE



TOPIC: clothes

TIME: 2 HOURS

DATE: 27th/sep/16

GROUP: 3dh GRADE

COMMUNICATIVE OBJECTIVE:

Recognizing clothes that we wear.

LINGUISTIC OBJECTIVES:

Acquiring vocabulary about clothes.

STRATEGIES:

- Total Physical Response
- Role play
- Dialogue

FORMATIVE OBJECTIVE:

- The students will practice the friendship in the classroom.

WARM UP

- ❖ The students will dance following a song played by the teacher. They should stop when the song stops too, then they should touch some clothing.

PRESENTATION

- ❖ The teacher will write on the board different clothes. The teacher will show the picture and she will explain how to express clothing in English.
- ❖ The teacher will write on the board the vocabulary and then she will ask for a volunteer and him/her stand at the front of the class with her. The teacher will tell class that the volunteer is going to get dressed with as many different types of clothes as possible, pull out the first clothing item (e.g. a t-shirt) and the students will repeat the vocabulary.
- ❖ The teacher will write some examples about the exercises

Manuel is wearing a hat.

I am wearing a dress.

She is wearing a shirt.

- ❖ The teacher will write on the board the following conversation.

TEACHER: What are you wearing today?

STUDENT: I am wearing a new dress.

STUDENT: And you?

TEACHER: I am wearing my new hat

STUDENT: I like it!

- ❖ The students should practice the conversation to each other

PRACTICE

- ❖ The teacher will show to the students pictures about clothes, they will say what is it and they will show where they wear the clothes
- ❖ The teacher will show some clothing. The students should make sentences with those clothing using “she is wearing...”



jacket



coat



dress



boots



shirt



jeans

Taking from: <http://joinandenjoyenglish.blogspot.com.co/2014/03/clothes-3.html>

PRODUCTION

- ❖ The teacher will show flashcards on the board related to specific clothes. Then she will give sentences to some students corresponding to the pictures for them to put the sentence below the adequate flash cards.
 - She is wearing a pink dress
 - They are wearing blue pants
 - He is wearing red socks.
 - She is wearing a yellow blouse

EVALUATION

- ❖ The teacher will make five working groups. The teacher will them give a big puzzle. The students should find some clothes



hat	jeans	dress	underwear
gloves	shoes	socks	pajamas
shirt	boots	shorts	clothes
T-shirt	coat	suit	vest
pants	sweater	tie	turtle neck

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WORKSHOP N° 5

TOPIC: Healthy food

TIME: 2 HOURS

DATE: 6th/oct/16

GROUP: 3dh GRADE



TOPIC: Healthy food

TIME: 2 HOURS

DATE: 6th/oct/16

GROUP: 3dh GRADE

COMMUNICATIVE OBJECTIVE

Asking for likes and dislikes about fruits and vegetables.

LINGUISTIC OBJECTIVES

Using vocabulary about fruits and vegetables.

STRATEGIES

- Total Physical Response
- Dialogue

- Asking for information

FORMATIVE OBJECTIVE

The students will practice the value of autonomy in their lives.

WARM UP

- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will throw a ball to a student and she will ask 'do you like apple?'(she shows the image)
- ✓ The students will throw the toy to another student and ask the same question.
- ✓ The teacher will throw the toy again with a different question, e.g. "what is your favorite fruit?"



PRESENTATION

- ✓ The teacher will show a video, to introduce the vocabulary about fruits and vegetables <https://www.youtube.com/watch?v=frN3nvhIHUk>
<https://www.youtube.com/watch?v=eIz9q7tbXJA>

The teacher will ask questions to students and they will answer according with the video

Teacher: Hi, What is your name?

Student 1: Hi. My Name is Santiago

Teacher: what is your favorite fruit?

Student 1: my favorite fruit is apple,

Teacher: what is your favorite vegetable?

Student 2: my favorite vegetable is avocado

Teacher: Do you like onions?

Student 3: no, I don't,

Teacher: do you like orange?

Student 4: yes I do

PRACTICE

- ✓ The students will ask three different friends for their favorite fruit and vegetable, using the phrases from the dialogue.
- ✓ They will write the three friend's names and their information give it in a chart.
- ✓ The students will socialize their information.

Questions	Classmate 1	Classmate 2	Classmate 3
What is your favorite fruit?			
Do you like onions?			
Do you like bananas?			
Do you like grapes?			
Do you like tomato?			

PRODUCTION:

- ✓ The students will performance the dialogue between them.

Emiliano: Hi, What is your name?

Santi: Hi. My Name is Santiago and, what is your name?

Emiliano: My name is Emiliano

Santi: what is your favorite fruit?

Emiliano: my favorite fruit is apple, what is your favorite vegetable?

Santi: my favorite vegetable is avocado

Emiliano: Its grate. Do you like onions?

Santi: no! I don't like it, do you like orange?

Emiliano: yes! I love orange juice

Santi: Me too, ok, bye bye

Emiliano: Bye

**HOMEWORK:**

- ✓ The students will ask about the favorite fruit and vegetable in their families and will write the questions and answers in their notebooks.

EVALUATION:

- ✓ The teacher will hide questions and answers on the playground about fruits and vegetables.
- ✓ The students will make groups of three students.
- ✓ The students will look for the question with the correct answer.

Do you like bananas?	No, I don't like bananas
Do you like pineapple?	Yes, I like pineapple
Do you like lettuce?	No, I don't like lettuce
Do you like carrot?	Yes, I like carrot.
Do you like grapes?	No, I don't like grapes

TEACHING AIDS:

- ✓ Video Beam
- ✓ Copies
- ✓ Ball

REFERENCES

- https://esol.britishcouncil.org/sites/default/files/questions_lesson_plan.pdf
- Cool Kids 2. Richmond Page 90.

REMARKS

WORKSHOP N° 6



TOPIC: Where is my book?

TOPIC: Where is my book?

TIME: 2 HOURS

TIME: 2 HOURS

DATE: 19th October 2016

DATE: 19th October 2016

GROUP: 3rd GRADE

GROUP: 3rd GRADE

COMMUNICATIVE OBJECTIVE:

Locating objects in the classroom.

LINGUISTIC OBJECTIVES:

Using: in, on, under, in front of, behind

STRATEGIES:

- Total Physical Response
- Asking for information
- Conversation
- questionnaires

FORMATIVE OBJECTIVE:

The students will practice the value of responsibility in their lives.

WARM UP:**Video**

The teacher will present a video about some prepositions of place (in, on, under, by) the students will answer where is the spider? And repeat the vocabulary

On In Under By Song:<https://www.youtube.com/watch?v=DHb4-CCif7U>

PRESENTATION

- ✓ The teacher will show to the students a box and a spider and she will sing the song of the video with these objects, then the students will learn the movements that appear in the video about on, in under, by.

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

On!

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

In!

On, in, under, by.

On, in, under, by.

On, in, under, by.

Where is the spider?

Under!

On, in, under, by.

On, in, under, by.

On, in, under, by.

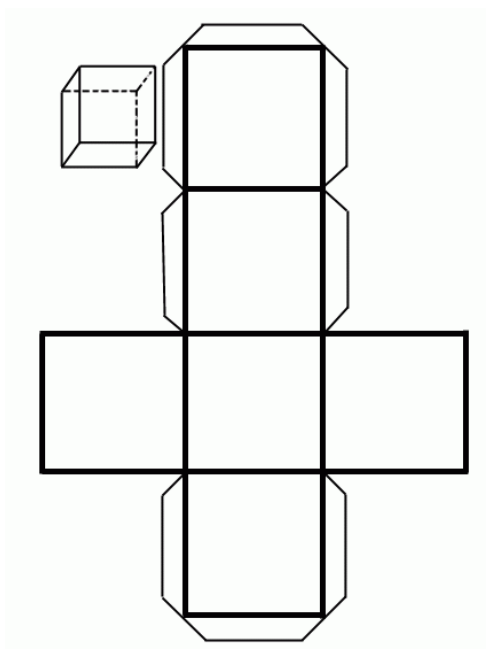
Where is the spider?

By

- ✓ The teacher will ask “where is the...” using some school supplies and the prepositions, students will try to put it in the correct place.

PRACTICE:

- ✓ The teacher will give to the students the sofa and dog drawings, the students will should put the dog in different positions related with the sofa, paste it in the notebook and write the sentence.
- ✓ The students will assemble a square, and then with this shape, they will have to put the shape in the correct preposition. E.g. teacher says “put the cub on the chair” “put the cub under the chair”



- ✓ The teacher will play “Simon says”. The students will have to do the actions that “Simon says” e.g.: “Simon says students on the chair” “students under the chair”

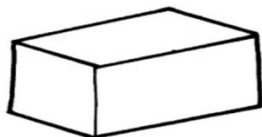
PRODUCTION:

The students will make a worksheet, they will cut and paste the ball where correspond, also they will complete the sentence

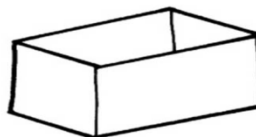
9 Activity: Prepositions

Name: _____ Date: _____

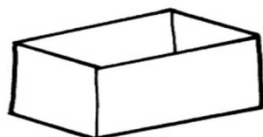
Cut and paste the toy where correspond



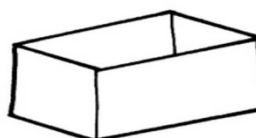
the ball is on the box



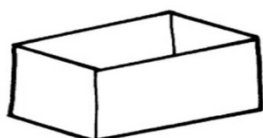
in



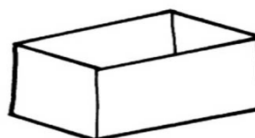
under



in front of



by










behind



EVALUATION:

- ✓ The teacher will show the students a computer and a cat, they will repeat the vocabulary and then they will make a worksheet. They will answer the questions based on the position of the cat.

	1) Where is the cat ? <u>It is on the computer.</u>
	2) Where is the cat ?
	3) Where is the cat ?
	4) Where is the cat ?
	5) Where is the cat ?
	6) Where is the cat ?
	7) Where is the cat ?

- ✓ **HOMEWORK:** In the notebook the students will draw a box and the spider according with the preposition seen in class.

TEACHING AIDS:

TV

Videos, song

Pictures

Worksheets

REFERENCES:

On In Under by Song taken from <https://www.youtube.com/watch?v=DHb4-CCif7U>

<http://cristinaroglez.blogspot.com.co/2013/04/prepositions-in-on-under.html>

REMARKS:

WORKSHOP N° 7



TOPIC: what are you doing?

TIME: 2 HOURS

DATE: 1stNovember – 2016

GROUP: 3th GRADE



TOPIC: what are you doing?

TIME: 2 HOURS

DATE: 1stNovember – 2016

GROUP: 3th GRADE

COMMUNICATIVE OBJECTIVE

Recognizing the actions that are in progress.

LINGUISTIC OBJECTIVES

Using present progressive tense.

Recognize the following structure.

- a. She is swimming
- b. I am eating.
- c. He is running

STRATEGIES

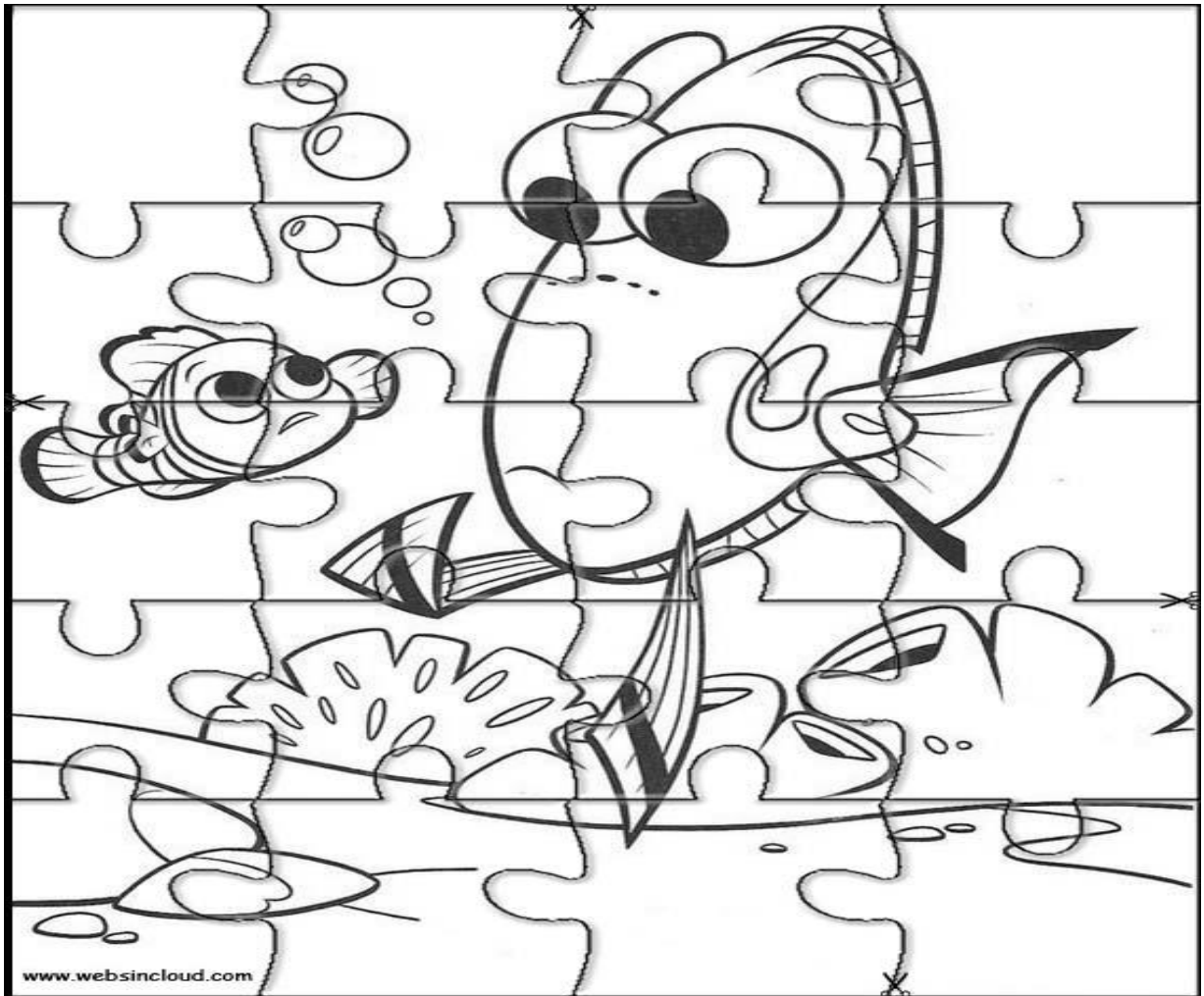
- Total Physical Response
- Dialogue
- Role pla

FORMATIVE OBJECTIVE

The students will practice the value of tolerance in their lives.

WARM UP

- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will give to the class a puzzle. Each student will have a piece of the puzzle.
- ✓ The teacher will give to the class a ball, and she will throw it a student. The student that has the ball will answer the question what are you doing? Are you playing? Are you sleeping? The students will answer the question and will throw the ball to the other partner.
- ✓ The student that answers in a right way the question will put the piece of the puzzle that he/she have.



PRESENTATION

- ✓ The teacher will show some examples, to introduce the topic.

He is eating he is sleepingShe is running



PRACTICE The students will make two groups. Each students of the group will have a piece of a domino. In this, the students will practice the language studied. They will make the domino using sentences as the ones taught in class.

HE'S NOT FEELING WELL	THEY'RE GETTING MARRIED	HE'S TEACHING
THE BABY IS CRYING	THE NURSE IS HELPING THE BOY	HE'S SWIMMING AT THE CLUB

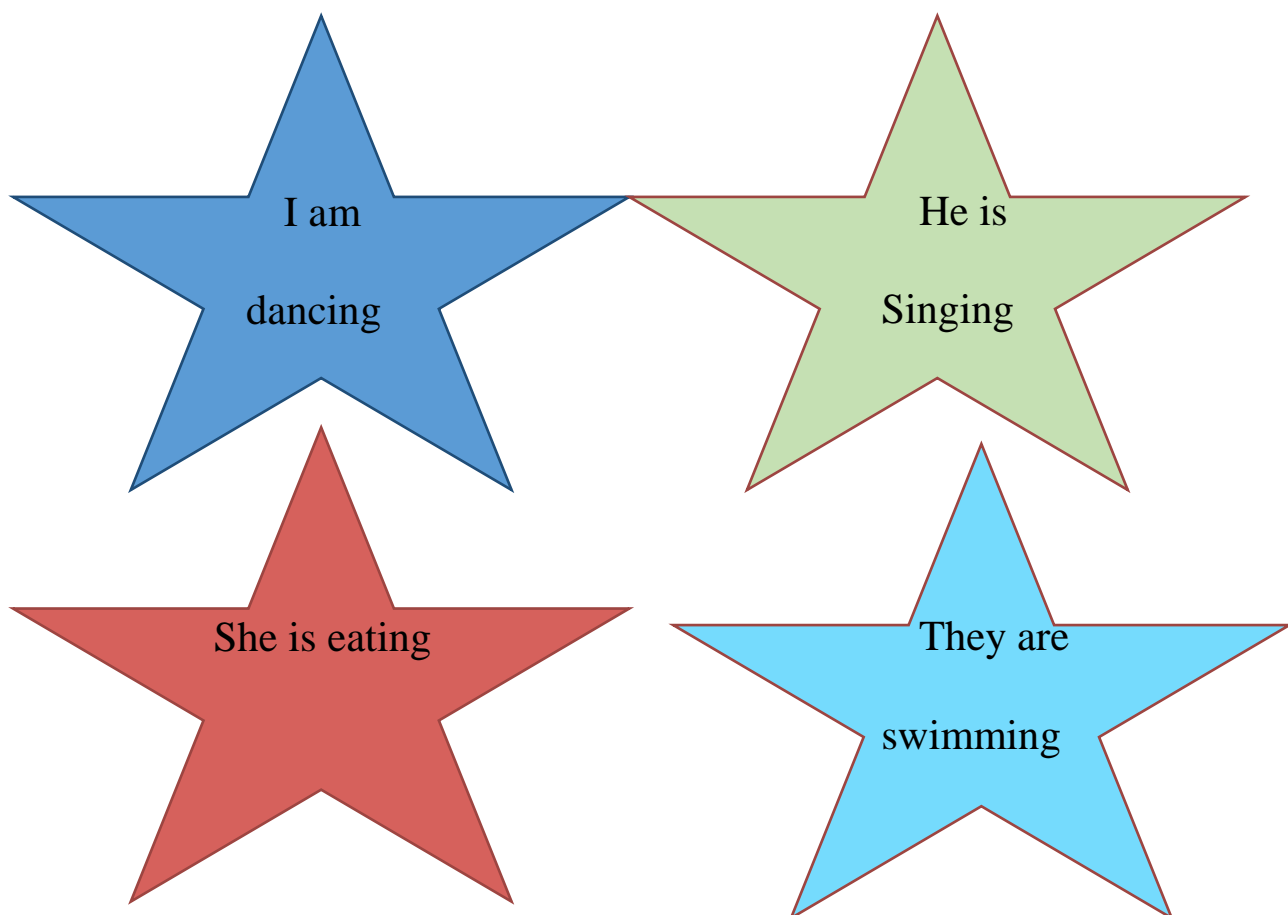
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THEY'RE DANCING THE WALTZ	HE'S WORKING VERY HARD	SHE'S SINGING KARAOKE
SHE'S DRINKING COFFEE	SHE'S SHOPPING FOR GROCERIES	SHE'S DRIVING A NEW CAR

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PRODUCTION

- a. The students will play the game “reach the stars”. The teacher will put in a part of the board starts with sentences that star for “I am, she is... And in the other part sentences that complete it. The students will need to take two that form a complete sentence.



- b. The students will performance the dialogue between them.

Juan: hi Daniel.

Daniel: hello

Juan: What are you doing?

Daniel: I am eating a hamburger

Daniela: hello

Karen: Hi

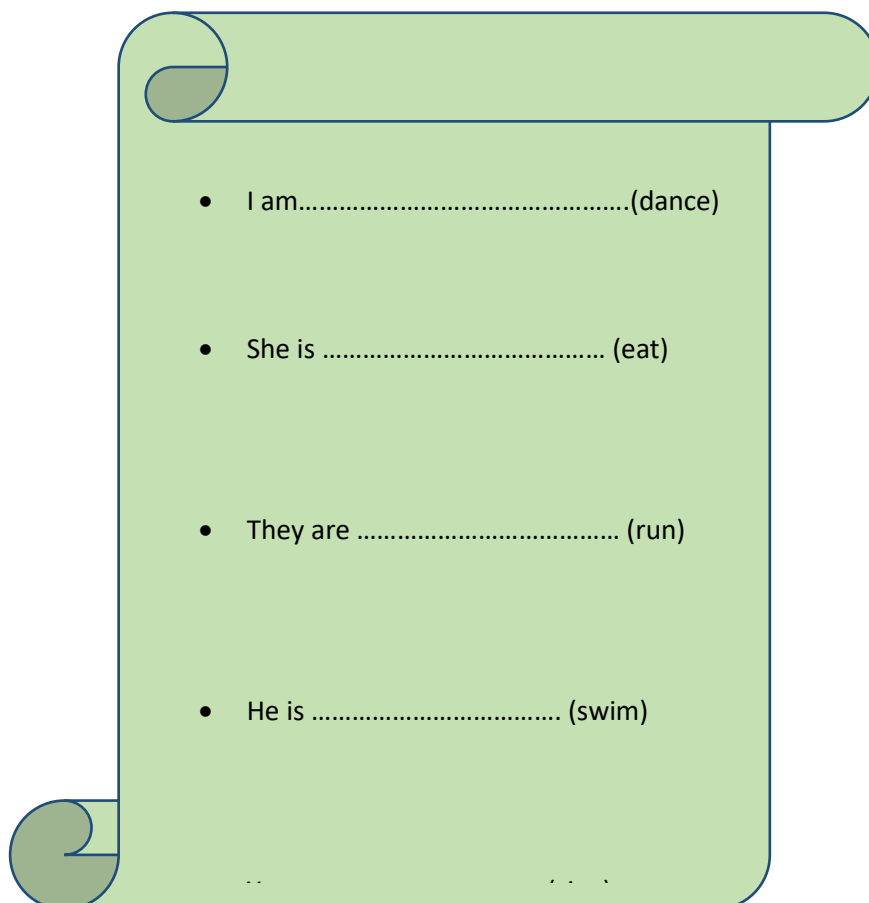
Daniela: what are you doing?

Karen : I am dancing salsa, and you?

Daniela: oh! I am drinking coffee

EVALUATION

The teacher will write down on the board the following words for the students to complete. Thus, the students will have the opportunity to put into practice everything they learn through this lesson.



- I am.....(dance)
- She is (eat)
- They are (run)
- He is (swim)

HOMEWORK

✓ The students will report four sentences making in the evaluation state for the next class.

TEACHING AIDS

Video bean

Puzzle

Stars

Worksheet

REFERENCES:

<http://k37.kn3.net/taringa/6/3/4/5/9/4/5/matrix12reloaded/257.gif?1645>

<http://www.canalgif.net/Gifs-animados/Personas/Durmiendo/Imagen-animada-Durmiendo-15.gif>

<https://s-media-cache-ak0.pinimg.com/originals/60/78/0e/60780e365691686780091aad64d968f4.gif>

REMARKS

LICEO APRENDER

WORKSHOP N° 1



TOPIC: There is a flower in the classroom

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

d) Talking about quantities.

LINGUISTIC OBJECTIVES

- b) Using: Is there? Yes, there is....., No there is not.... Are there.....? Yes there are, No there are not.
- c) Identifying there is, there are in affirmative, negative and interrogative way.

STRATEGIES

- Total Physical Response
- Role play
- Dialogues
- Ludics

FORMATIVE OBJECTIVE

Promoting respect among the students.

WARM UP**“Simon says” Game**

The teacher will say to the students that they must bring any object's pictures to the class previously.

The teacher will play the game “**Simon says**”e.g.

Simon say “put on your head three pictures.”

Simon says “put on your hand a picture that have yellow color.”

The teacher will continue with other crazy and different instructions.

PRESENTATION:

The teacher will introduce the topic by fixing on the board the following pictures showing there is- there are.

THERE IS A
APPLE

THERE ARE
THREE APPLES

THERE IS

IS THERE

THERE ARE

ARE THERE

THERE ARE 12 HEARTS



THERE IS A STAR



ARE THERE FIVE MONKEYS?



THERE IS AN ELEPHANT?



PRACTICE

The teacher will give to the students two pictures. The students will work by pairs.

- One student describes his/her picture to his/her partner. He/ She should use: There is..... There are..., Is there.....?, Are there...?
- The students will should create a dialogue based on the previous picture. Following this model:

<i>CONVERSATION 1</i>	<i>CONVERSATION 2</i>
<p>NICOLAS: Is there a guitar?</p> <p>CAMILO: Yes there is.</p> <p>CAMILO: Is there a piano?</p> <p>NICOLAS: No there isn`t</p>	<p>NICOLAS: Are there three books?</p> <p>CAMILO: Yes, there are.</p> <p>CAMILO: Are there two lamps?</p> <p>NICOLAS: No there aren`t</p>



The students will play the conversation.

PRODUCTION

1.
 - a. The teacher will ask a volunteer from one team to come in front of in the classroom.
 - b. Each team will have a zoo's picture.
 - c. The student will have three second to see the picture.
 - d. The opposite group will make question: e.g. *"are there three giraffes?"* the student will have a minute to think the answer: *"Yes, there are"* or *"No, there aren't"*.

If the answer is correct, the team wins a point. The teacher will play again with the other team. The team with the most points at the end wins.



2The students imagine they are at the zoo .they will read this conversation. They will do this task by couples.

After thatthey should fill in the following sentences taken from the conversation.

Sofia: Hi

Juan José: Hello, how are you?

Andres: Great! And you?

Sofia: very good

Juan José: look! There are four elephants.

Andres: they are very beautiful.

Sofia: Yes, and look. Is there a hippo?.

Juan José: yes there is.

Andres: there is a giraffe, too.

Everybody: bye bye! See you.

_____ four elephants

_____ a hippo?

_____ a giraffe.

EVALUATION

The students will write sentences about some elements at home. They should use the language studied in class.(There is- There are).

Furniture - There is / There are

Match the words with the right images, by writing the correct number inside the circle:

- | | | | |
|------------|------------|------------|--------------|
| 1.armchair | 4.painting | 7.wardrobe | 10.books |
| 2.table | 5.lamp | 8.desk | 11.fireplace |
| 3.shelf | 6.drawers | 9.bookcase | 12.chair |



Write sentences with "there is" / "there are" using the words above:

There is a table in the room.

- There
- There
- There
- There
- There
- There
- There
- There
- There
- There
- There

EVALUATION:

- a. The students are asked to read the sentences written in the evaluation stage.
- b. The students should report orally three sentences in front of the group in the next class.

TEACHING AIDS:

- There is- There are flashcards
- Pictures.

WORKSHOP N° 2



TOPIC: We studied yesterday

TIME: 2 hours

GROUP: 5th grade

COMMUNICATIVE OBJECTIVE

Talking about the time some actions are performance.

LINGUISTIC OBJECTIVES

Identifying adverbs of time: yesterday, today, tomorrow, last night, the next weekend, now

STRATEGIES

- Listen and repeat
- Puppets
- Asking for information
- questionnaires

FORMATIVE OBJECTIVE

The students will practice the value of responsibility in their lives.

WARM UP

The teacher will present a video about some activities Mr. Bean performs at different times. The students will recognize those actions and will say them.

<https://www.youtube.com/watch?v=22YqpnC3zEk>

PRESENTATION:

- a. The teacher will tell the class some of her experiences carried out today, yesterday and some that she will have tomorrow

Eg. I went to the cinema yesterday.

Last night I listened to music.

I will travel to Santa Marta tomorrow.

- b. After that, the teacher will ask to the students some questions.

Eg. Teacher: Sara what did you do yesterday?

Sara: I ate pizza

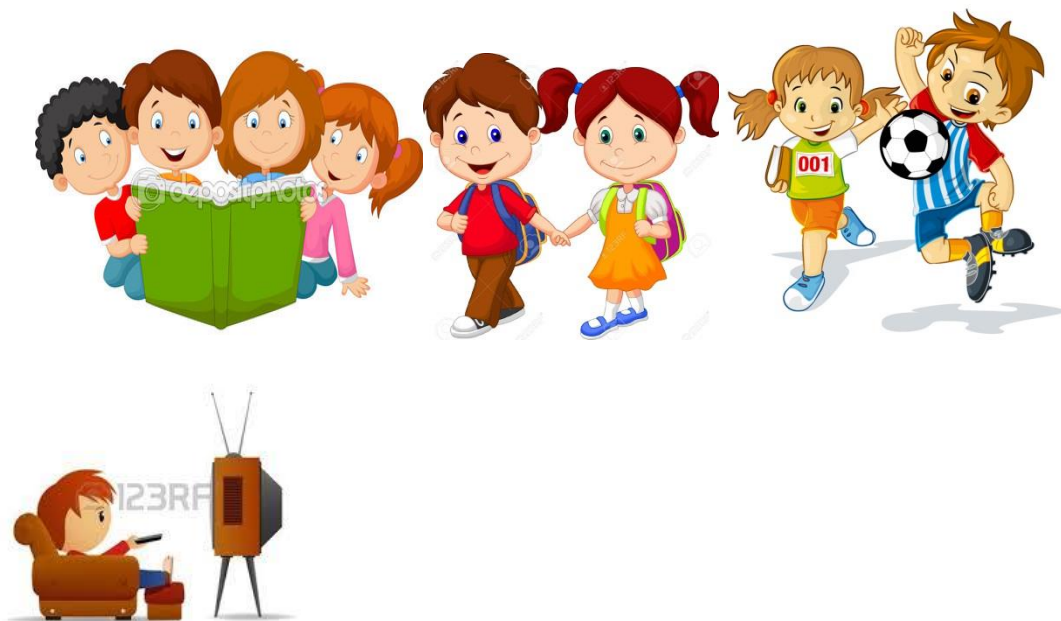
Teacher: Sara what did you do last night?

Sara: I watched TV.

PRACTICE

The teacher will have two boxes, one of them with pictures and the other with adverbs of time. The students will play “apple, apple, lemon” with a ball. The student that has the ball takes a picture and an

adverb of time. She/he will make a sentence with the information taken from the picture and the corresponding adverb.



YESTERDAY

LAST NIGHT

TOMORROW

NEXT WEEK

PRODUCTION

A volunteer goes in front of the classroom. He/she will select two partners. He/she will tell a sentence by using an adverb of time.

Eg. Sara went to the party yesterday.

Camilo will play with his friend tomorrow.

EVALUATION

The students will interact among themselves. They will ask the questions contained in the chart below.

Questions	What did you do yesterday?	What will you do tomorrow?	What did you do the last weekend?	What will you do the next Saturday?
NAME				
ANSWER				

EVALUATION:

- c. The students are asked to read aloud the sentences written previously.
- d. The students should report orally three classmates' answers in front of the group next class.

TEACHING AIDS:

- Pictures.
- Box
- Video beam
- Computer

REFERENCES:

(scott & Ytreberg,)

REMARKS:

WORKSHOP N° 3



TOPIC: what will you be when you grow up

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

- a. speaking about the future

LINGUISTIC OBJECTIVES

Using: “you will.....” “ will you.....?”

STRATEGIES

- Total Physical Response
- Role play
- Situational dialogues.
- Activities

FORMATIVE OBJECTIVE

The students will practice the value of responsibility in their lives.

WARM UP

Game: Changes your chair

The students will sit in a circle with their chair. The teacher will to start the game.

Eg. The teacher will say:

“Changes chair with a classmate that will play basketball tomorrow”.

“changes chair with a classmate that will come to school tomorrow”.

PRESENTATION

- a. The teacher will introduce the topic using flashcards.



They will play soccer tomorrow.



Will he swim next week?

Yes, he will



She will eat ice cream next Saturday.

PRACTICE

The teachers will role play a conversation using the will.

The teacher will play a song, the students will walk around the classroom, when the music stops, the student will find a pair. They will to start a conversation.

Eg.

Camilo: will you dance tomorrow?

Sara: yes, I will

Sara: will you go to cinema the next weekend?

Camilo: No, I will play soccer.

The teacher will play the music again; the students will start to walk. When the music stops, the students will find another partner.

PRODUCTION

The students will form a circle. Each one will say what they will be when they grow up?

The teacher starts "I will be a teacher". The first student will repeat the teacher sentence and he/she will answer the question. Eg." The teacher will be a teacher". "I will be a dentist". The second student will say that the first and second person said and he/she will answer the question.

The last students will say and so on.

EVALUATION

The students have 10 minutes to read a worksheet about “what will you be when you grow up”, then they will answer questions regarding the story.



Mark T (true) or F (false) and explain when it's false:

A. Laura wants to be a singer. ()

B. Zack wants to be a police officer. ()

C. Nick wants to be a journalist. ()

D. Ray wants to be a dancer. ()

E. Helen wants to be a doctor. ()

F. Bill wants to be a dentist. ()

G. Tim wants to be an architect. ()



Answer the question, as in the models:

What will Ginger be? - She will be a dentist.

What does Ann want to be? - She wants to be a model.



1. What does Nick want to be?

2. What will Beth be?

3. What does Helen want to be?

4. What does Bill want to be?

5. What will Paul be?

6. What will Zach be?

7. What does Tim want to be?

8. What does Cindy want to be?

9. What will Laura be?

10. What will Rachel be?

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HOMEWORK

- b. For the next class. The students will ask 3 people “what they will be when they grow up?”,ans report this in the next class.

TEACHING AIDS

- Flashcards
- Pictures

REFERENCES

- Parrado,N.E., (2007) *clappingtime*. Bogota, Colombia: norma.
- Zailda (2011)islcollective
[.https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_will_you_be_when_you_grow_up_jobs_present_simple_and_future_will_2_tasks_2_pages_editable/future-tenses-jobs/3224](https://en.islcollective.com/resources/printables/worksheets_doc_docx/what_will_you_be_when_you_grow_up_jobs_present_simple_and_future_will_2_tasks_2_pages_editable/future-tenses-jobs/3224)

REMARKS:

WORKSHOP N° 4



TOPIC:I will swim next Saturday

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

Speaking about my vacations

LINGUISTIC OBJECTIVES

- d) Using future time expressions: tomorrow, next week, next Saturday, next month, next year.
- e) Reinforcing the use of will.

STRATEGIES

- Total Physical Response
- Role play
- Dialogues

FORMATIVE OBJECTIVE

The students will practice the friendship in the classroom.

WARM UP

The students will dance a song played by the teacher. When the music stops the students will simulate actions about what they will do tomorrow, next Saturday.....

PRESENTATION

- a. The teacher will put on the board some flashcards with actions and others with future time expressions. The teacher will reinforce the use of will.
- b. One volunteer will go in front of the class and will choose two flashcards, one with the action and the other one with the future time expressions. They will write sentences.

These are some expected sentences:

1. I will play video games tomorrow
She will go to the beach next year.



TOMORROW

NEXT

IN THREE

NEXT YEAR

NEXT

PRACTICE

- a. The teacher will write on the board a following conversation.

Camila: HelloSofia

Sofia: Hello Camila.

Sofia: what will you do next Saturday?

Camila: I will go to cinema.

Camila: And what will you do in the next vacations?

Sofia: I will travel to Cartagena.

- b. The students will practice the conversation among them.

PRODUCTION

- a. The teacher will give to each student a picture with some actions that people will do in the future. The teacher starts creating a story with one picture, and the students will continue with the story using the picture that they have.



Example:

The mouse will draw a picture.

They will see the garden.

- c. The teacher will give to some students a picture, and to others the sentence describing it. They are to look for the panther to has the picture that matches the sentence.

EVALUATION

The students will work by pairs. Each pair will receive a worksheet containing the language studied throughout the class. They are asked to join the illustration on the left with the appropriate sentence on the right.

FUTURE SIMPLE

Match the pictures with the sentences.

1. Mr. Harrison will call his mother.
2. He will graduate.
3. They will go to the beach.
4. They will eat pizza.
5. She will have a baby.
6. He will observe the moon.
7. They will travel round London.
8. They will get hurt.
9. Mr. Williams will buy lots of books.
10. The Smiths will dance for hours.
11. They will get wet.
12. He will be arrested.
13. The dog will bite his leg.
14. They will have a meeting.
15. He will lose a lot of money.
16. John will catch a big fish.



iSLCollective.com

HOMEWORK

The students will write on their notebooks 3 sentences by using will and some future time expressions.

TEACHING AIDS

- Flashcards
- Pictures
- A worksheet

REFERENCES

- Zailda (2011)islcollective .
https://en.islcollective.com/resources/search_result?Tags=future%20simple&searchworksheet=GO&type=Printables

REMARKS

WORKSHOP N° 5



TOPIC: what will you do if you win the lottery?

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

- Talking about future events that are possible to happen.

LINGUISTIC OBJECTIVES

- f) Identifying the first conditional.

STRATEGIES

- Total Physical Response
- Dialogue
- Asking for information

FORMATIVE OBJECTIVE

The students will practice the value of autonomy in their lives.

WARM UP

- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will throw a ball to a student and she will ask “What will you do if you win the lottery?”
- ✓ The students will throw the ball to another student and ask the same question.
- ✓ The teacher will throw the ball again with a different question, e.g. “what will you be if you do exercise?”. “what will you be if you eat a lot of fast food?”

PRESENTATION

- ✓ The teacher will show a video, to introduce the questions for information:
<https://www.youtube.com/watch?v=vNiIgBq56AM>





PRACTICE

- ✓ The students will ask three different friends for their possible plans for the future.
- ✓ They will write the three friend’s names and their answers
- ✓ The students will socialize their information.

Questions	Classmate 1	Classmate 2	Classmate 3
What will do if you win the lottery?			
What will you go if you win a travel?			
What will you go if if it is sunny?			

PRODUCTION

- ✓ The students will performance the dialogue between them.













Juan: hi Daniel.

Daniel: hello Juan. What will you buy if you win the lottery?

Juan: if I win the lottery, I will but a car. And you Daniel What will you go if you have a lot of money

EVALUATION

- The students will make in pairs.
- The teacher will give for each group a worksheet.
- The students will complete the sentences using knowledge.

<p>If I pass my exams, I will ...</p> 	<p>I will drive to work if ...</p> 	<p>I will get really happy if you ...</p> 
<p>If I win some money, I will ...</p> 	<p>If the weather is nice, ...</p> 	<p>If I go to the university, ...</p> 
<p>If I go to the cinema, ...</p> 	<p>If I get up early tomorrow, ...</p> 	<p>If I don't have breakfast tomorrow morning, ...</p> 
<p>I will swim in the sea if ...</p> 	<p>I'll start to learn French if ...</p> 	<p>If I become invisible, ...</p> 

HOMEWORK

- ✓ The students will ask to four people of their family: what will they do if they win the lottery?. They will write the answers in their notebooks.

TEACHING AIDS

- ✓ Video Beam
- ✓ Copies
- ✓ Ball

REFERENCES

- <https://www.youtube.com/watch?v=vNiIgBq56AM>
- http://busyteacher.org/classroom_activities-grammar/conditionals/first-worksheets/

REMARKS**WORKSHOP N° 6**

TOPIC: I won't buy a house if a don't will the lottery

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

- Talking about what won't you do if you don't win the lottery

LINGUISTIC OBJECTIVES

Recognize the following structure.

- If I don't study, I won't pass the exam.
- if I don't win the lottery, I won't buy a big house.

STRATEGIES

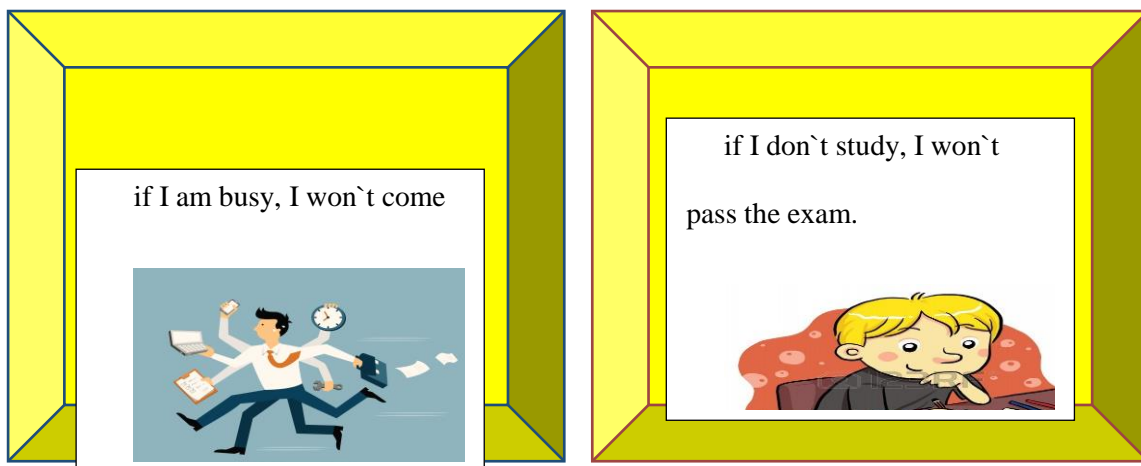
- Total Physical Response
- Dialogue
- Role play

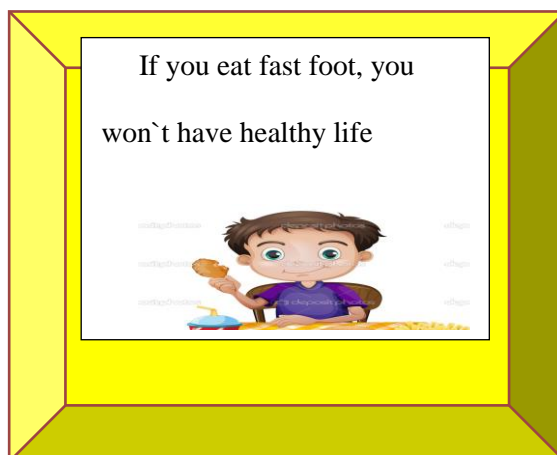
FORMATIVE OBJECTIVE

The students will practice the value of responsibility in their lives.

WARM UP

The teacher will use flashcards with some examples to introduce the topic.





PRESENTATION

- ✓ The teacher will give some situations; the students will complete the sentences.

You don't buy a new car, if I won't.....

If you don't eat fruits, you won't

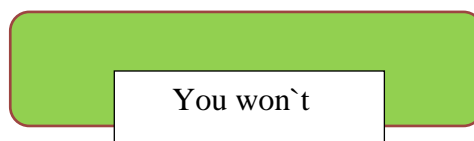
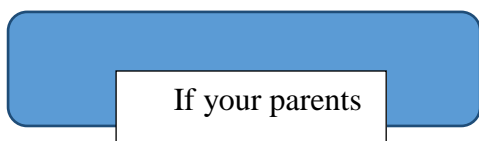
If you don't do exercise, you won't

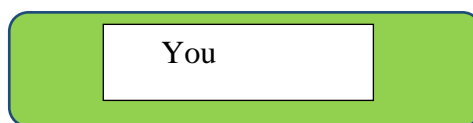
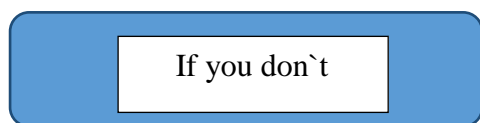
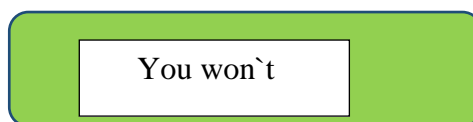
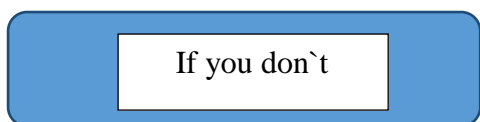
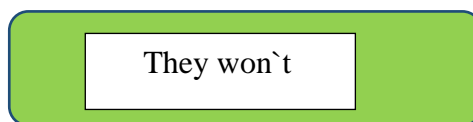
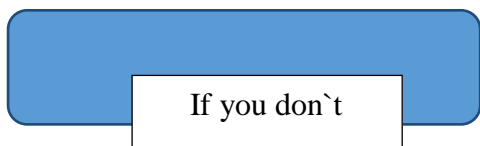
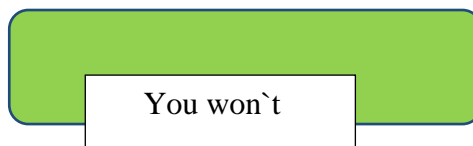
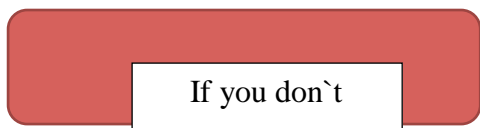
If the day is cold, you won't.....

If you don't have money, you won't.....

PRACTICE

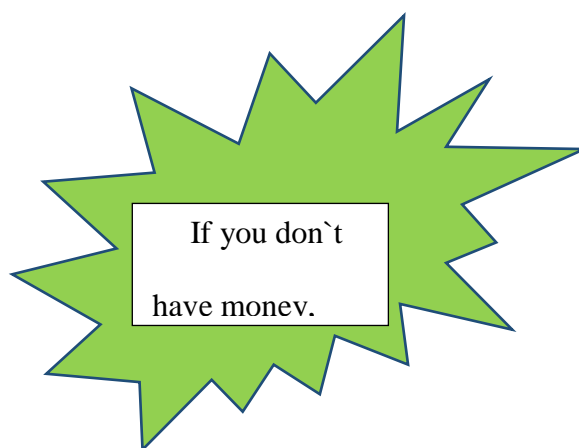
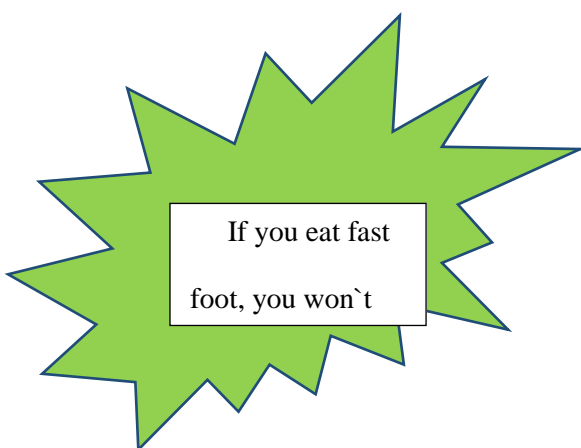
The teacher will give to the students piece of papers with sentences, the students will need to make the sentences using the knowledge that they learn in the lesson.

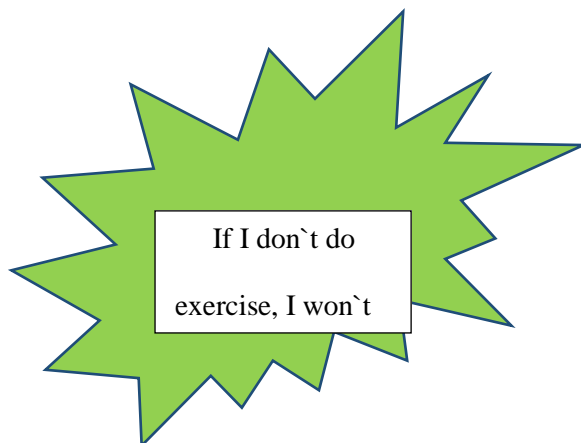
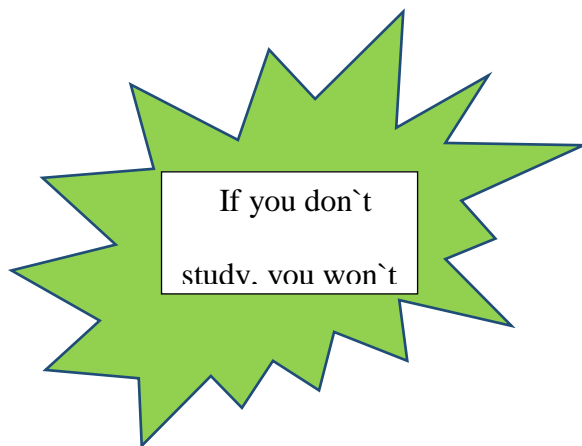




PRODUCTION

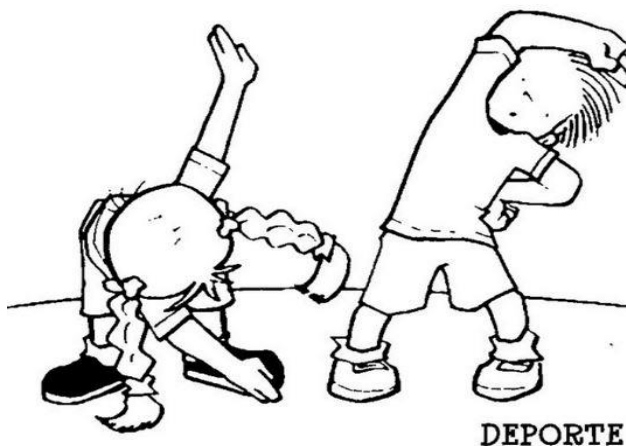
The teacher will give some sentences; the students will read and draw it.





EVALUATION

The teacher will give to the students some pictures. They will write sentences according with them. Thus, the students will have the opportunity to put into practice everything they learn through this lesson.





HOMEWORK

- ✓ The students will report two of the sentences that write in the evaluation state.

TEACHING AIDS

Flashcards

Pictures

Worksheet

REFERENCES:

- ✓ https://www.google.com.co/search?q=ni%C3%B1o+estudiando&biw=1366&bih=662&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjCz73Mge3PAhXB4CYKHSJACcUQ_AUIBigB#tbn=isch&q=ni%C3%B1o+con+dolor+de+estomago+para+colorear&imgcr=UDnhXvSUF9tTKM%3A
- ✓ https://www.google.com.co/search?q=ni%C3%B1o+estudiando&biw=1366&bih=662&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjCz73Mge3PAhXB4CYKHSJACcUQ_AUIBigB#tbn=isch&q=ni%C3%B1os+estudiando+para+colorear&imgcr=yIPcxSPj4d3XeM%3A
- ✓ https://www.google.com.co/search?q=ni%C3%B1o+estudiando&biw=1366&bih=662&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjCz73Mge3PAhXB4CYKHSJACcUQ_AUIBigB#tbn=isch&q=ni%C3%B1o+viendo+llover+para+colorear&imgcr=B85-DiWp9kKrKM%3A

REMARKS

WORKSHOP N° 7



TOPIC: I eat hamburger if I am hungry

TIME: 2 HOURS

GROUP: 5th GRADE

COMMUNICATIVE OBJECTIVE

- Talking about what do you do when you have a free time.

LINGUISTIC OBJECTIVES

Recognize the following structure.

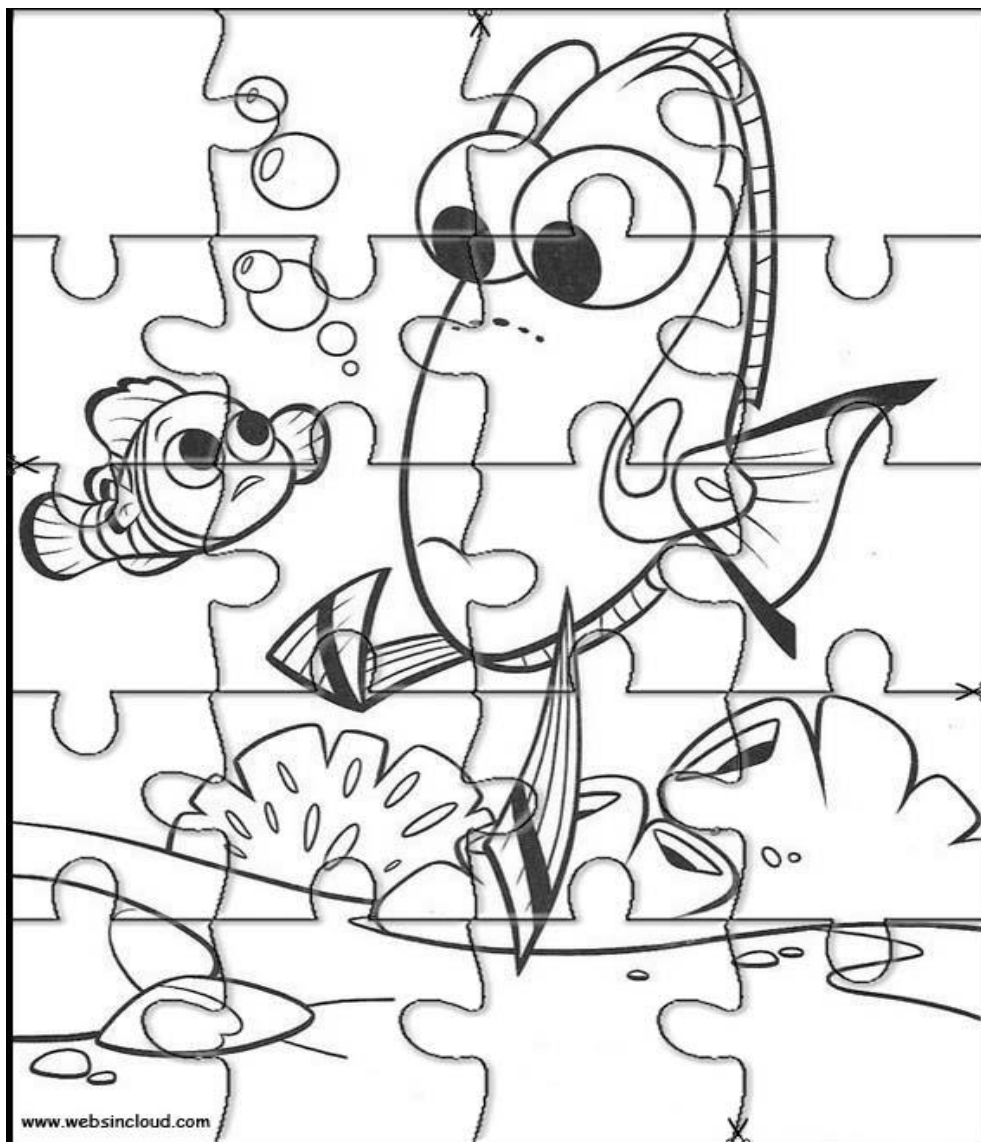
- If I am hungry, I eat something.
- If I feel sick, I go to the doctor.

STRATEGIES

- Total Physical Response
- Dialogue
- Role play

FORMATIVE OBJECTIVE

The students will practice the value of tolerance in their lives.

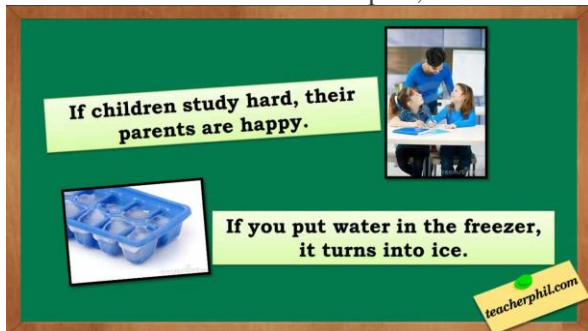


WARM UP

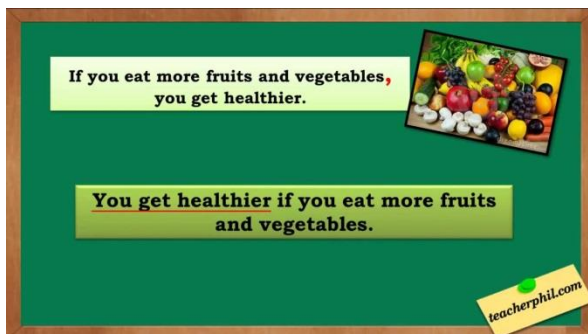
- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will give to the class a puzzle. Each student will have a piece of the puzzle.
- ✓ The teacher will give to the class a ball, and she will throw it a student. The student that has the ball will answer the question what do you do if you have free time?. The students will answer the question and will throw the ball to the other partner.
- ✓ The student that answers in a right way the question will put the piece of the puzzle that he/she have

PRESENTATION

✓ The teacher will show some examples, to introduce the topic.



If you pick a fish out of water, it dies



PRACTICE

The students will make two groups. Each students of the group will have a piece of a domino. In

I go to bed.	If I am hungry,	I eat something.	If I listen to music,
I start to sing along.	If you mix blue and red,	you get purple.	If you give me candy,
I am very happy.	If I feel sick,	I go to the doctor.	If it rains,
you get wet.	If people eat too much,	they get fat.	If it's summer,
I go swimming.	If it's winter,	I feel cold,	If I am tired,

this, the students will practice the language studied. They will make the domino using sentences as the ones taught in class.

PRODUCTION

- c. The students will play the game “reach the stars”. The teacher will put in a part of the board starts with sentences that star for IF.. And in the other part sentences that complete it. The students will need to take two that form a complete sentence.



d. The students will performance the dialogue between them.

Juan: hi Daniel.

Daniel: hello

Juan: Daniel what you do when you feel sick?

Daniel: If I feel sick, I go to the doctor.

Daniela: hello

Karen: Hi

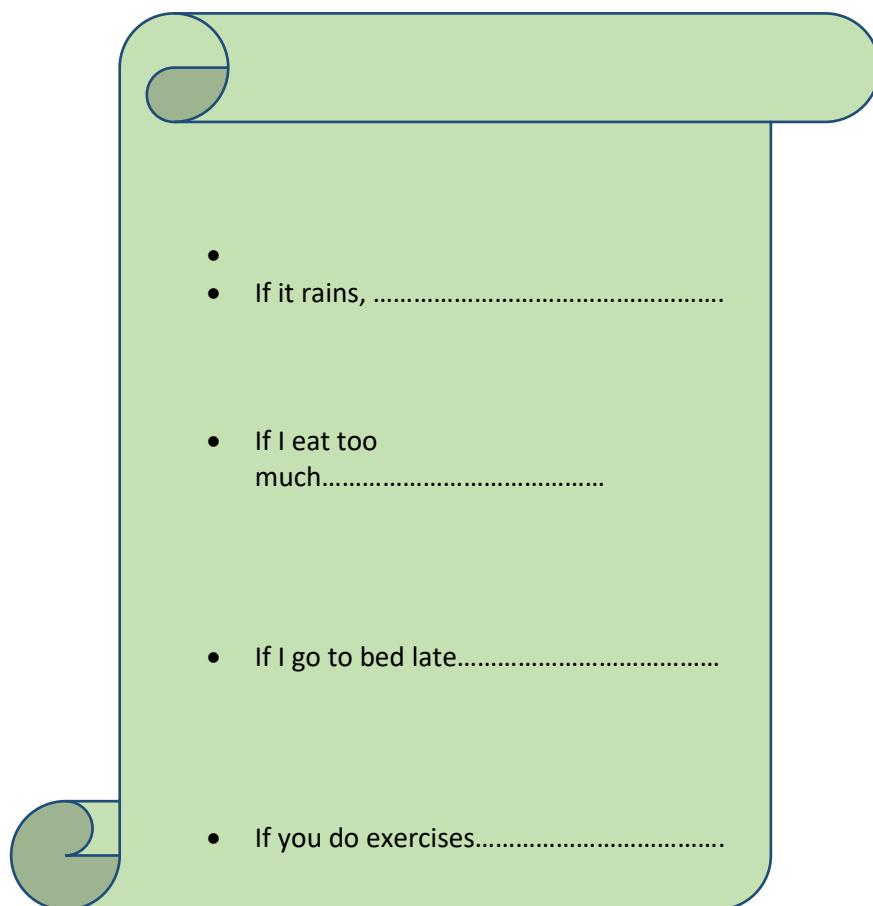
Daniela: Karen what will you do if you are hungry?

Karen : If I am hungry. I eat something. And you Daniela what you do if you are very happy?

Daniela: If I am very happy, I buy candies.

EVALUATION

The teacher will write down on the board the following situation for the students to complete. Thus, the students will have the opportunity to put into practice everything they learn through this lesson.



-
- If it rains,
- If I eat too much.....
- If I go to bed late.....
- If you do exercises.....

HOMEWORK

- ✓ The students will report four sentences making in the evaluation state for the next class.

TEACHING AIDS

Video bean

Puzzle

Stars

Worksheet

REFERENCES:

- ✓ <https://www.google.com.co/search?q=zero+conditional+sentences&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwim78CukurPAhWJYyYKHRXWBRAQAUIBigB&dpr=1#tbm=isch&q=zero+conditional+&imgrc=4h-IzABLQ8EoWM%3A>
- ✓ <https://www.google.com.co/search?q=zero+conditional+sentences&biw=1366&bih=662&source=lnms&tbm=isch&sa=X&sqi=2&ved=0ahUKEwim78CukurPAhWJYyYKHRXWBRAQAUIBigB&dpr=1#tbm=isch&q=zero+conditional+&imgrc=yAMRZsa66D324M%3A>

REMARKS

Instituto Universitario de Caldas

WORKSHOP N° 1



TOPIC: SAN VALENTINES DAY

TIME: 2 HOURS

DATE: 09-09-2016

GROUP: 4th GRADE

COMMUNICATIVE OBJECTIVE

- Talking about San Valentine's Day.

LINGUISTIC OBJECTIVES

- Identifying vocabulary related to San Valentine's Day: heart, flowers, kiss, teddy, chocolate, cupid, poems, and friends.
- Using do you like?... I like...I love.

STRATEGIES

- Total Physical Response
- Role play
- Dialogues
- Ludic

FORMATIVE OBJECTIVE

The students will practice the value of respect in their lives.

WARM UP:

“Simon says” Game

The teacher will play the game “Simon says” e.g.

Simon says “hug a your partner”

Simon says “kiss a your partner”

Simon says “touch the heart”

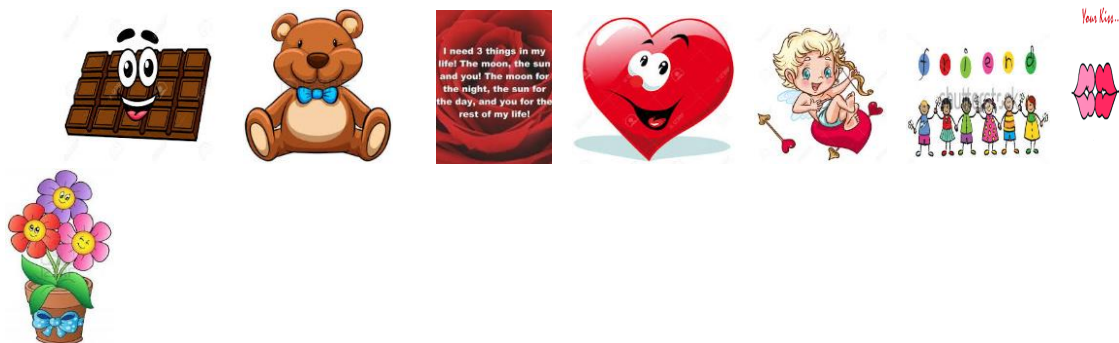
Simon says “touch the heart of your partner”

Simon says “hug the teacher”

The teacher will continue with other crazy and different instructions.

PRESENTATION

The teacher will introduce the topic by fixing on the board the following pictures showing san valentine’s day.



CHOCOLATES TEDDY BEARS POEMS HEART CUPID FRIEND
KISS FLOWERS

Then, the teacher will write down on the board the following dialogue:

Tomas: I like the San Valentine's Day. And you?

Dylan: Yes, I like the san valentine's day too.

Hanna: Do you like poems?

Ana: Yes, I like. And you?

The students will play the conversation.


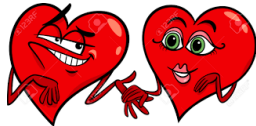
PRACTICE

The teacher will divide the class into two teams.

- a) The teacher will ask a volunteer from one team to come in front of classroom.
- b) The teacher will ask a question to the volunteer: e.g. *“Do you like the San valentine's day?”* “What presents do you like? The student should not say his/her answer aloud; the instruction is that he must write his/her answers on a piece of paper: *“Yes, I like”* or *“No, I don't like”*.
- c) The opposite team will have thirty seconds to discuss what the volunteer has answered on the paper.
- d) The volunteer and the team will read the answers aloud. If they match, the team wins a point.
- e) The teacher will play again with the other team.
- f) The team with the most points at the end wins.

PRODUCTION

- a) The students will play a conversation created by themselves; they are to imagine that they are at the San Valentine's Day. They are expected to produce conversation like these ones:

<p>Conversation 1</p> 	<p>Conversation 2</p> 
<p>Juan: hello, how are you? Andres: fine, thanks you Juan: do you like San valentine's day? Yes, I like.</p>	<p>Sofia: do you like chocolates? Jose: no, I don't like chocolates Jose: I like poems and flowers.</p>

- b) They are to put into practice the language studied so far. e.g. I like poems, I love flowers.

EVALUATION

- a) The students will solve a word search. They are to search for some expressions studied in class.
- b) The students should practice at home this dialogue:
- Camilla: do you like flowers?
 -Antonio: yes, I like flowers.

HOMEWORK

- The students are to do and practice the task given on the evaluation stage.

TEACHING AIDS

- Flashcards about presents.
- Images about San Valentine's Day.

REFERENCES:

- https://www.google.com.co/search?q=CHOCOLATES+ANIMADOS&rlz=1C1CAFB_enCO606CO606&espv=2&biw=1093&bih=487&tbm=isch&tbo=u&source=univ&s

[a=X&ved=0ahUKEwiZiNSa7PnOAhWBbiYKHYoWDzUQsAQIHA#tbn=isch&q=FLOWERA+ANIMADOS](https://www.google.com.co/search?q=FLOWERA+ANIMADOS&rlz=1C1CAFB_enCO606CO606&espv=2&biw=1093&bih=487&tbm=isch&tbo=u&source=univ&a=X&ved=0ahUKEwiZiNSa7PnOAhWBbiYKHYoWDzUQsAQIHA#tbn=isch&q=FLOWERA+ANIMADOS)

- https://www.google.com.co/search?q=CHOCOLATES+ANIMADOS&rlz=1C1CAFB_enCO606CO606&espv=2&biw=1093&bih=487&tbm=isch&tbo=u&source=univ&a=X&ved=0ahUKEwiZiNSa7PnOAhWBbiYKHYoWDzUQsAQIHA#tbn=isch&q=BESOS+ANIMADOS
- https://www.google.com.co/search?q=CHOCOLATES+ANIMADOS&rlz=1C1CAFB_enCO606CO606&espv=2&biw=1093&bih=487&tbm=isch&tbo=u&source=univ&a=X&ved=0ahUKEwiZiNSa7PnOAhWBbiYKHYoWDzUQsAQIHA#tbn=isch&q=FRIENDS+ANIMADOS

REMARKS:

WORKSHOP N° 2



TOPIC: HALLOWEEN

TIME: 2 HOURS

DATE: 14-09-2016

GROUP: 4th GRADE

COMMUNICATIVE OBJECTIVE:

- Speaking about Halloween.

LINGUISTIC OBJECTIVES

Identifying vocabulary related to Halloween: bat, black cat, costume, ghost, haunted house, magic, monster, mummy, pumpkin, skeleton, spider, vampire, and witch.

- Using: “Do you like?” “I like” “I don’t like”.

STRATEGIES

- Listen and repeat
- Puppets
- Asking for information
- questionnaires

FORMATIVE OBJECTIVE

The students will practice the value of respect in their lives.

WARM UP:

Video

The teacher will present a video about Halloween; the students will repeat the vocabulary in the video.

<https://youtu.be/Ue4gTgA4okY>

PRESENTATION:

- ✓ The teacher will dress up as a witch and then the teacher will tell the students about “Halloween”, using flashcards for vocabulary words.

Halloweens history

Halloween originally comes from the Celts. When they finished their crops were doing a party. It was seen as a time when the spirits could more easily come into our world. The souls of the dead throughout history were both honored in this day. The custom of wearing costumes and masks at Halloween goes back to Celtic traditions of attempting to copy the evil spirits or placate them.

- ✓ The teacher will show to student's flashcards about Halloween. then the teacher will ask questions to students and she will report this information

E.g.

Do you like Halloween?

Yes I do

Do you like ghost?

No I don't

I like witches

PRACTICE

“apple and lemon”

- ✓ The students sit in a circle and pass an object from students to students, while the teacher says: “apple, apple and lemon”. The student that has the object when the teacher says lemon will say a word about Halloween.
- ✓ The students will finish the sentences with Halloween vocabulary.

I like...

I don't like...

PRODUCTION

- ✓ The students should draw their favorite costume. They should come in front of classroom and show the picture what is the costume about.

HOMEWORK

The students are asked to solve a puzzle for next class. It contains vocabulary and expressions studied throughout the classes.

EVALUATION:

The students will ask 5 classmates questions and complete the chart with the information.

Questions	What is your name?	What is your favorite celebration?	What is your favorite costume?	Do you like Halloween?
Name				

TEACHING AIDS

- Videos about the Halloween.
- Flash cards about of the characteristics of Halloween.

REFERENCES:

(scott & Ytreberg,)

REMARKS:

WORKSHOP N° 3



TOPIC: I READ COMICS

TIME: 2 HOURS

DATE: 23-09-2016

GROUP: 4th GRADE

COMMUNICATIVE OBJECTIVE

- Identifying different actions

LINGUISTIC OBJECTIVES

- Using vocabulary about actions.

STRATEGIES

- Total Physical Response
- Role play
- Dialogue
- Activities

FORMATIVE OBJECTIVE

- The students will practice the friendship in the classroom.

WARM UP

Game: Changes your chair

- The students will sit down in a circle with their chair. Each student will be assigned a verb. The teacher will start the game.

Eg. The teacher will say:

“Change chair with a classmate that run”.

“Change chair with a classmate that sleep”.

PRESENTATION

- The teacher will introduce the topic using flashcards. The students should the mimic of the pictures

**Run****cook****read****sing****dance****sleep****swim**

PRACTICE

The teacher will role play a conversation.

The teacher will play an English song. The students will walk around the classroom, when the music stops, the student will find a pair. They will start a conversation.

Eg.

A: do you like dance?

B: Yes, I do

A: what are you doing?

B: I read and study

The teacher will play the music again; the students will start to walk. When the music stops, the students will find another partner.

PRODUCTION

The students will form a circle. Each one will say a verb.

The teacher will start say “run”. The first student will repeat the teacher say and say other verb. Eg. Teacher say:”run”. “. The second student will say what the first person said. The last students will say the all the verbs.

EVALUATION

The students are asked to solve a worksheet for next class. It contains vocabulary and expressions studied throughout the classes.

Verbs
Matching

© www.k12reader.com

Match the words with their corresponding images:

- walk
- run
- play
- read
- write
- jump
- talk



HOMEWORK

- Students should draw verbs and write them notebook.

TEACHING AIDS:

- Videos about the Halloween.
- Flash cards about of the characteristics of Halloween.

REFERENCES:

- <http://www.k12reader.com/subject/grammar/parts-of-speech/verb-worksheets/>

REMARKS:

WORKSHOP N° 4



TOPIC: WHAT ARE THEY DOING?

TIME: 2 HOURS

DATE: 28-09-2016

GROUP: 4th GRADE

COMMUNICATIVE OBJECTIVE:

- Recognizing the actions that are in progress.

LINGUISTIC OBJECTIVES:

- Using present progressive tense.

STRATEGIES:

- Total Physical Response
- Role play
- Dialogue

FORMATIVE OBJECTIVE:

- The students will practice the friendship in the classroom.

WARM UP

- ❖ The students will dance following a song played by the teacher. They should stop when the song stop too, then they should simulate whatever action they choose.

PRESENTATION

- ❖ The teacher will write on the board different actions. The teacher will do the action and she will explain the class how to express such an action in English.
- ❖ The teacher will write on the board the means of the present continuous.

The Present Continuous generally refers to actions that are in progress that is, occurring at the right time when we are

- ❖ The teacher will write some examples.

Manuel is studying English.



I am talking to Javier.



They are always watching TV.



- ❖ The teacher will write on the board the structure of present continuous.

Suj.+To Be+(Verbo)-ing

e.g: I am speaking inglés

- ❖ The teacher will write on the board the following conversation.

TEACHER: What are you doing?

STUDENT: I am cooking.

STUDENT: And you?

TEACHER: I am studying.



- ❖ The students should practice the conversation among them.

PRACTICE

- ❖ The teacher will give to some students an action for them to mimic. The other students should guess what action the partner is performing.
- ❖ The teacher will show some actions. The students should make sentences with those actions. Present continuous tense have to be used.



PRODUCTION

❖ The teacher will show flash fix on the board some flash cards related to specific actions. Then she will give to some students' sentences corresponding to the pictures for them to put the sentence below the adequate flash cards.

- Maria is sleeping.
- Santiago is running.
- Carlos and Sara are dancing.
- The teacher is singing.
- The student is reading.
- Camilla is cooking chicken

EVALUATION

❖ The teacher will make five working groups. The teacher will give a big puzzle. The students should find some verbs in present continuous.

present continuous

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

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COOKING

READING

DANCING

SLEEPING

DRINKING

STUDYING

EATING

TALKING

PLAYING

WALKING

HOMEWORK

- ❖ The students will write 5 sentences with 2 words taken from the previous puzzle.

TEACHING AIDS:

- Flash cards about some actions.

REFERENCES:

- <http://sopadeletras.kokolikoko.com/crearsopas.php>
- <http://es.slideshare.net/Carito2706/actividad-para-ensear-el-presente-continuo-en-ingles>

REMARKS

WORKSHOP N° 5



TOPIC: WHEN I WAS A CHILD

TIME: 2 HOURS

DATE: 07-10-2016

GROUP: 4th GRADE

COMMUNICATIVE OBJECTIVE

- Talking about my childhood.

LINGUISTIC OBJECTIVES:

- Recognizing the actions that are in simple past.
- Using was and were in the sentences.

STRATEGIES

- Total Physical Response
- Asking for information.
- Dialogue

FORMATIVE OBJECTIVE

- The students will practice the value of autonomy in their lives.

WARM UP

The teacher will take out of a bag her favorites toys when she was child then the teacher will present the toys.

PRESENTATION

Teacher will show to students a video about her childhood.

The teachers write on the boar the structure of simple past.

I was

She was

He was

They were

We were

It was

You were

- Was the teacher eating a lot of candies?

Yes, she was eating a lot of candies.

No, she wasn't eating a lot of candies.

-Was the teacher's family in Canada?

No, they were in Cartagena.

-Was the teacher riding horse?

Yes, she was riding horse.

Teacher will ask questions about her childhood presentation with affirmative and negative answers, and then the students will answer according to the teacher's presentation.

-Was the teacher a good student?

Yes, she was good students.

PRACTICE

The students will ask three different friends for their personal information, using the phrases in past simple.

They will write the three friend's names and their information give it in a chart.

The students will socialize their information.

Questions Classmate 1 Classmate 2 Classmate 3

What it's your name?

Which was your favorite toy when you were a child?

Where you were on holiday last year?

Which was your favorite costume when you were a child?

Which was your favorite food when you were a child?

PRODUCTION

The teacher will write on the board a conversation in disorder. The students should organize in order the conversation and practice.

-Hello Ana

-Hello juanito

- What did you do yesterday?

- I was studying.

- And you?

- I was in Bogotá

EVALUATION

The teacher will hide incomplete sentences on the playground in simple past.

The students will make groups of three students.

The students will look for the complete sentence.

- I was in Cartagena the last month.

- They were studying English yesterday.

- We were eating pizza last week.

- She was in Brazil last year.
- He was singer in Argentina.

HOMEWORK

The students should bring from their houses any photos of their childhood. The students should present their childhood.

TEACHING AIDS:

- Videos
- Toys
- pictures

REFERENCES:

<https://ensenaringlesencasa.com/terceros-pasos/el-pasado-simple/>

http://www.ehowenespanol.com/juegos-ensenar-pasado-del-idioma-ingles-info_507520/

REMARKS

WORKSHOP N° 6**TOPIC: Christmas****TIME: 2 HOURS****DATE: 18-10-2016****GROUP: 4th GRADE****COMMUNICATIVE OBJECTIVE:**

- Speaking about Christmas.

LINGUISTIC OBJECTIVES:

- Identifying vocabulary related to Christmas: Santa Claus, present, Christmas tree, stocking, candy cane, reindeer, snowman, angel, wreath, candles.
- Using first, then, next, after that and finally

STRATEGIES:

- Total Physical Response
- Asking for information
- Conversation
- questionnaires

FORMATIVE OBJECTIVE:

- ❖ The students will practice the value of responsibility and love in their lives.

WARM UP

- ❖ The teacher will show a video with vocabulary about merry Christmas.

<https://youtu.be/a3OkkP8Ue3A>

- ❖ Teacher will point out Christmas vocabulary and students will repeat the words.

PRESENTATION

- ❖ The teacher will take out flash cards and objects about of Christmas and decorates the classroom with these. While the teacher decorates the classroom the teacher says the sequence adverbs. (First, then, next, after that, and finally).



PRACTICE

- ❖ The teacher will play “Simon says”, with student characteristics and Christmas vocabulary. That “Simon says” e.g.: “the boys go to the present and the girls to the snowman”.
- ❖ Students will make a letter to Santa using a worksheet and sequence adverbs.

PRODUCTION

- Art and craft project: students will make a Santa Claus with sticks; the teacher demonstrates the steps (sequence adverbs). Students follow the sequence.

Remarks:

- Sticks
- Red and white painting
- Foamy

Procedure:

- First paint 4 sticks red.
- Second paint 8 sticks white.
- then cut 3 white sticks in half to make beard.
- next paint the face.
- Finally make the head.



EVALUATION

- The teacher will give out a worksheet. The students should complete the word on the corresponding box.



HOMEWORK

- The students are to do and practice the task given on the evaluation stage

TEACHING AIDS:

- Videos
- Flash cards

REFERENCES:

- <http://www.guiainfantil.com/articulos/navidad/decoracion/papa-noel-manualidad-con-palos-de-helado/>.
- <http://www.englishsheets.com/christmas.html>.

REMARKS**WORKSHOP N° 7****TOPIC: professions****TIME: 2 HOURS****DATE: 26-10-2016****GROUP: 4th GRADE**

COMMUNICATIVE OBJECTIVE

- Talking about the profession they want to be when they grow up.

LINGUISTIC OBJECTIVES

- Recognizing the following structure.

-I am Laura, I will be a nurse.

- Identifying vocabulary related to professions: doctor, nurse, teacher, journalist, singer, dancer, police, mechanic, engineer, model, writer, dentist, vet, painter and lawyer.

STRATEGIES

- Total Physical Response
- Dialogue
- Role play

FORMATIVE OBJECTIVE:

- The students will practice the value of tolerance in their lives.

WARM UP

- ✓ The teacher will ask the students to stand in a circle.
- ✓ The teacher will give to the class some puzzles. Each student will have a piece of the puzzles.
- ✓ The teacher will give to the class a ball, and she will throw it to a student. The student that has the ball will answer the question. What do you want to be when you grow up? The students will answer the question and will throw the ball to the other partner.
- ✓ The student that answers in a right way the question will put the piece of the puzzle that he/she has
- ✓



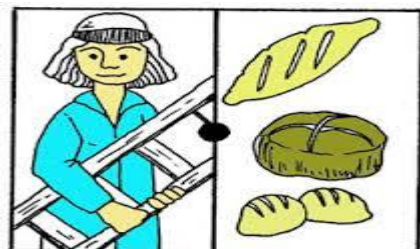
PRESENTATION

- ❖ The teacher will take out set flash cards about some professions and stick them on the board. While the teacher sticks the flash cards on the board she says the pronunciation the word and writes a sentence by using the word that refers to the specific professions. E.g. I'm Luis, I will be a teacher.



PRACTICE

- ✓ The students will make two groups. Each student of the group will have a piece of a domino. In this, the students will practice the language studied related to professions. They will make the domino by using the respective profession.



PRODUCTION

- ✓ The teacher will play a game “focus on” that consists on locating different pairs of pictures about professions. The students should choose two pictures and find the same professions. They are to match such pictures. If the card taken does not go with the one given, it should be covered until the game is over.



- ✓ The students will perform the following dialogue between them.

Student 1: hello

Students 2: hello

Student 1: what do you want to be when you grow up?

Student 2: I will be a teacher.

Student 2: and you?

Student 1: I will be a nurse.

EVALUATION

- The teacher will give to the class a worksheet. The students should complete with letter or letters in order to have the full word.

Write the missing letters. Name: 20

	oo	<input type="checkbox"/> 2
	d__tor	<input type="checkbox"/> 2
	d__ver	<input type="checkbox"/> 2
	f_rme_	<input type="checkbox"/> 2
	f__eman	<input type="checkbox"/> 2
	n_rs_	<input type="checkbox"/> 2
	polic_m_n	<input type="checkbox"/> 2
	po__man	<input type="checkbox"/> 2
	se__er	<input type="checkbox"/> 2
	t__cher	<input type="checkbox"/> 2

HOMEWORK

- The students will be given a set of different professions. They are to circle the profession that goes with the picture next to the group of words about professions.

TEACHING AIDS:

- Videos
- Flash cards

REFERENCES:

- ✓ <http://www.anglomaniacy.pl/pdf/occupationsM.pdf>

REMARKS:

Taking from: http://bogglesworldesl.com/clothes_worksheets.htm

HOMEWORK

- ❖ The students will write 5 sentences with 2 words taken from the previous puzzle.

TEACHING AIDS:

- Flash cards about some actions.

REFERENCES:

- http://bogglesworldesl.com/clothes_worksheets.htm

REMARKS:

EVALUATION

STAGE

The project was developed using seven workshops which were applied to the groups, one per week in two hour sessions.

The following questionnaire was applied, at the end of each workshop, to a sample students from different classrooms of six educative institutions. All the information that was taken from the instrument, was analyzed to know effect of the activities in increasing and developing their oral skills.

Furthermore, during each workshop there was an outside observer which observed the activity and the development of students' oral skills. These observations were registered in a specific format.



UNIVERSIDAD DE MANIZALES

LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

CUESTIONARIO APLICADO A ESTUDIANTES

Workshop No. ____

OBJETIVO: Identificar el desarrollo de la habilidad oral en los niños.

Institución: Fecha:

Grado:

1. ¿Te gustó la clase de Inglés?

Sí ____ No ____ ¿Por qué?

2. Entendiste las explicaciones de la profesora en inglés?

Sí ____ No ____ ¿Por qué?

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

Sí ____ No ____ ¿Por qué?

4. ¿Participaste en clase, hablando en inglés?

Sí ____ No ____ ¿Por qué?

5. Durante la clase, usaste el inglés:

Mucho ____ Poco ____ Nada ____

6. ¿Aprendiste nuevas palabras en inglés?

Sí ____ No ____ ¿Cuáles?

Thank
You

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UNIVERSIDAD DE MANIZALES

LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

OUTSIDE OBSERVER'S FORMAT

Workshop No. ____

Institution: **Date:**

Grade:

1. Did the students enjoy the class?

Yes ____ No ____ Why?

Did the students understand the teacher's explanations?

Yes ____ No ____ Why?

2. Did the students have the opportunity to interact each other in English?

Yes ____ No ____ Why?

3. Did the students participate in class by using the target language?

Yes ____ No ____ Why?

4. How long did the students use English during the class?

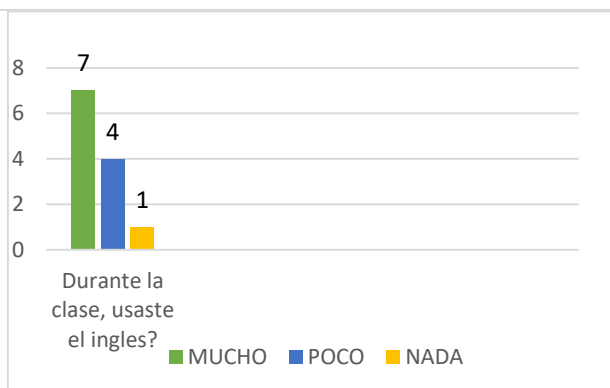
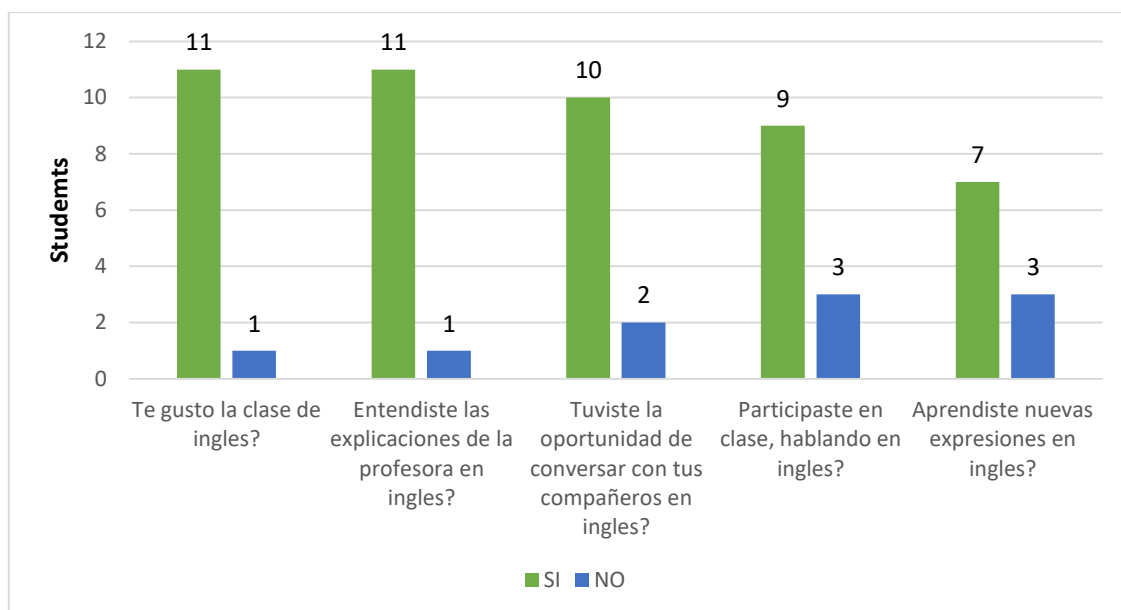
Much ____ Little ____ Nothing ____

5. Did the students learn new expression in English?

Yes ____ No ____ Why?

ANALYSIS WORKSHOP #1

Instituto técnico Francisco José de Caldas– Third grade



1. ¿Te gustó la clase en inglés?

In general, students enjoyed the class because they liked watching videos and participating in the activities. They were very interested and attentive to the topic explanation about days of the week and class subjects (math, science, physical education, artist, social studies)

2. ¿Entendiste las explicaciones de la profesora en inglés?

Most of the students appeared to have understood the images, explanations, examples, dialogues in English. They answered when the teacher asked questions in the second language.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

Ten out of twelve students said yes, and used as an example the moment when they had to work in pairs to practice a conversation on the given topic.

4. ¿Participaste en clase, hablando en inglés?

Three out of the twelve said no, since they did not have the opportunity to go in front of the class to show their conversation. Nevertheless, the teacher asked them some questions and they, answered.

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

The majority of the respondents answered with the option *much*, as they participated and did the conversation activities with the teacher and their classmates.

6. ¿Aprendiste nuevas expresiones en inglés?

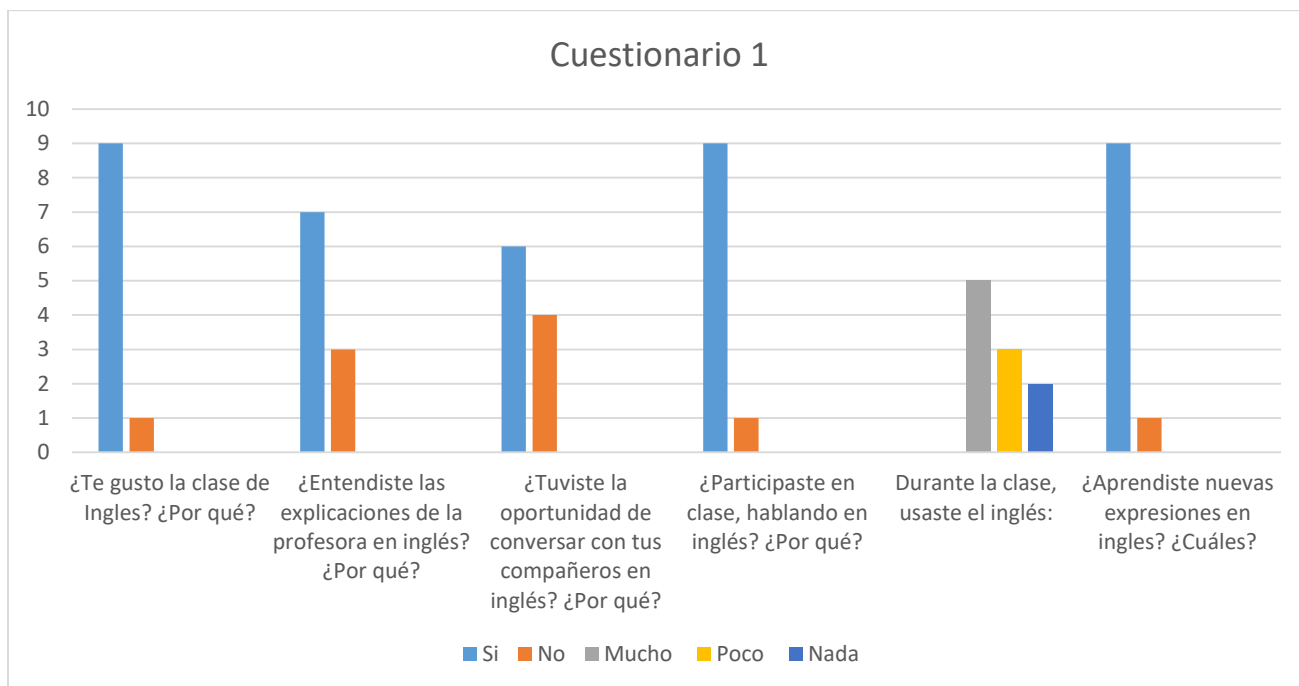
Seven of the surveyed students said yes; three said no and two did not answer. Most of them learned new vocabulary about the days of the week and school subjects.

Analysis outside observer

The outside observer expressed that students were interested and excited about the class, the English teacher's explanation was clear, the class methodology was proactive. Besides, most of the class time was spoken in English

SEMENOR – Second grade

The objective of this first workshop was to talk about likes and dislikes. The following results are from the first ten surveyed children.



The first question ¿Te gustó la clase de inglés? Sí, No ¿Por qué? (Did you like the English class? Yes/No Why?) Nine out of the ten children said they liked the English class, which was observed during the workshop development, since they wanted to participate in the games and tell their likes and dislikes about food. All this shows a good attitude to learn a second language and a great interest in learning new things. One surveyed child, commented that he did not like English class, which was verified through his way to develop the workshop, since he participated very little.

The question: ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué? (Did you understand the teachers' explanations in English? Yes/No Why?) Seven out of the ten children responded that they did understand what they were told in English. Most of the children understood the given instructions. They did what they were told to do, asking for little explanation. Three of the ten children, did not understand what teacher's explanation was about. They expressed they did not to understand it well. Some children did not pay much attention to the activity, chatted with their companions or simply did not participate.

The third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué? (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Five out of ten children responded that if they talked to their classmates in English, was to express them that the class objective was to learn and speak English. Four of the ten children, responded that not could talk with their partners in English and expressed that the class was not for talking. Besides, they argued that they should be more attentive and well-behaved in class to learn more.

The fourth question: ¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Nine out of the ten children, answered that they did participated speaking in English. They expressed that they were participating in the activities and that those were fun. One of them express that he did not spoke in English because he did not know English.

The fifth question: Durante la clase, usaste el inglés: Mucho Poco Nada, (During the class you used English: Very Much Little or None) Five out of the ten children stated they used English very much. This was observed since they spoke and expressed their likes and dislikes in English to others. Three out of the ten children, used little English, due to the fact that at the end of the activities they were tired and distracted from the activity, paying little attention to the workshop development. Two out of the ten children, responded they did not use English, this is because they were not involved in the activities.

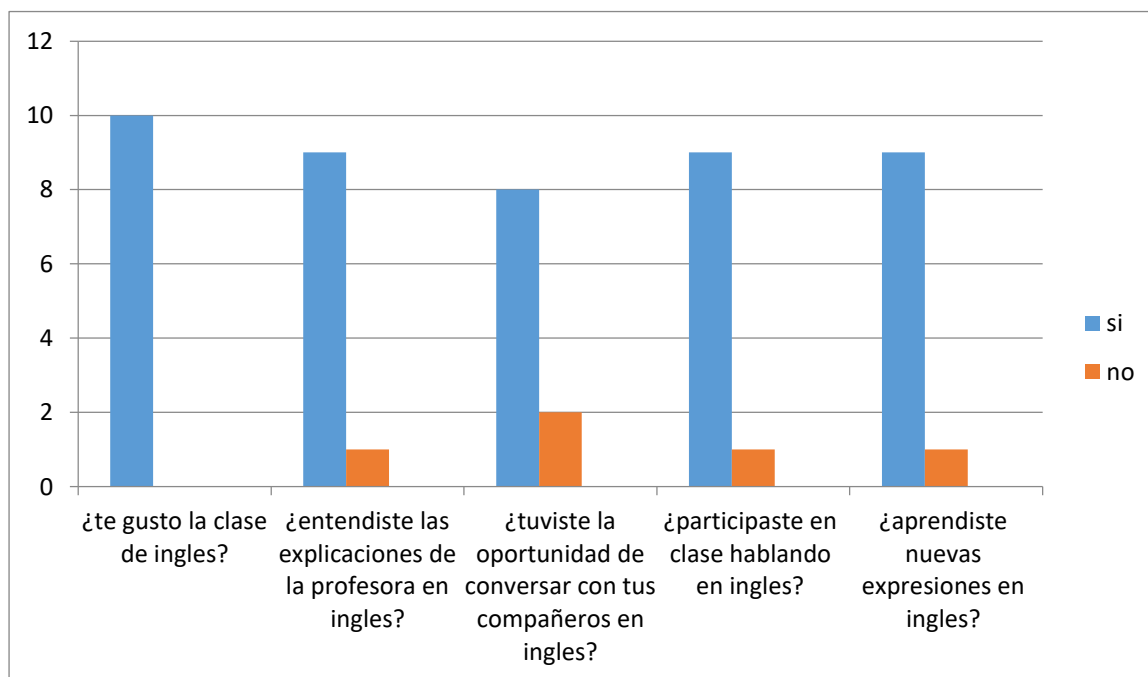
The sixth question: ¿Aprendiste nuevas expresiones en inglés? Si No ¿Cuáles? (Did you learn new expressions in English? Yes/No which ones?) Nine out of the ten children responded that learned many new words in the workshop –e.g. sweet, I like, I love, I hate, French fries, meals, team, cake, milk and cherry-. They were very curious about the new vocabulary and decided to inquire for more. One out of ten replied he did not learn new

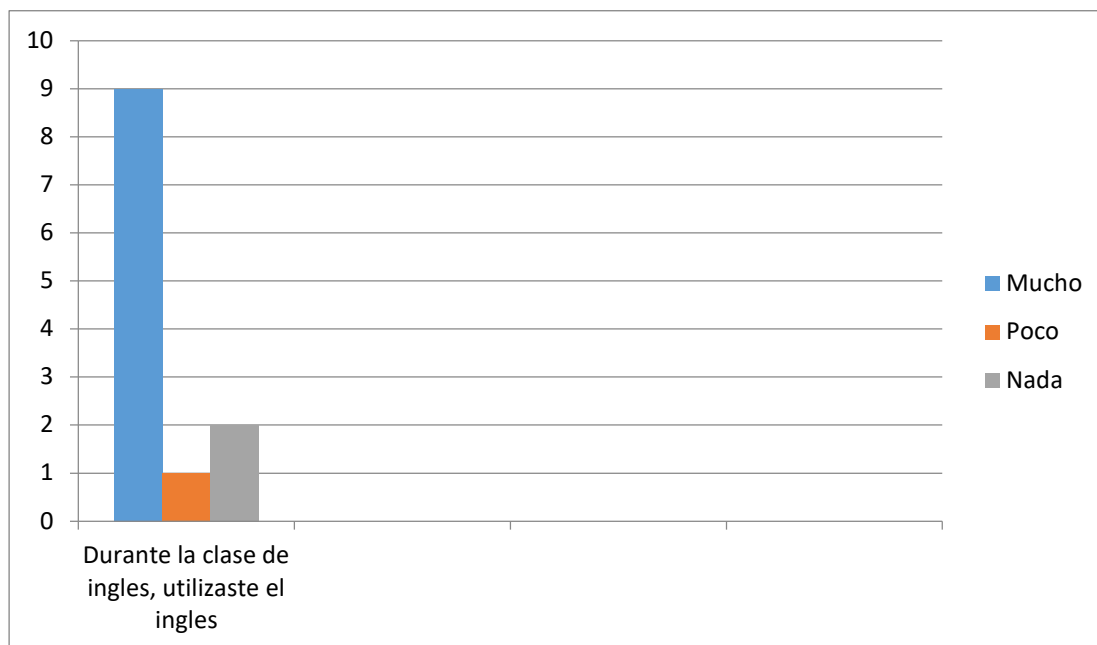
expressions in English, seeing that he did not understand the vocabulary used in the activities. In this question, the children did not understand the word *expressions*; which was explained as new “words”.

Analysis outside observer

With the implementation of the workshop one we can infer that students enjoy activities that contain movements with the body, change of environment and experience different things in their school day. Students understood most of the time what the teacher said. Nonetheless, to be part of a new group at Midyear is complicated; the discipline makes it even more difficult to meet a new teacher. As a result, students show an attitude of indifference or bothering in class. Furthermore, it is noticed that as time goes by, students are getting tired of activities of movement or just talking. They showed they needed a moment to write or have an activity that involves being quiet and concentrated on their chairs.

Liceo Infantil Niños 2000 – Third grade





On the first question, ¿Te gustó la clase de inglés? Sí, No ¿Por qué? (Did you like the English class? Yes/No Why?) Ten students answered they liked the class and enjoyed the activities because they were new and they could play.

On the second question, ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué? (Did you understand the teachers' explanations in English? Yes/No Why?) Nine out of ten students answered they understood the explanations. They said that by using pictures and examples was easier to develop the activities. Only some of them said it was a little difficult to understand the activities because they were in English. As a consequence, they wanted some Spanish translation.

On the third question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué? (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Students answered they could practice English with their partners in order to learn how to pronounce better. They stated that they practiced English in some activities because they had to work in teams.

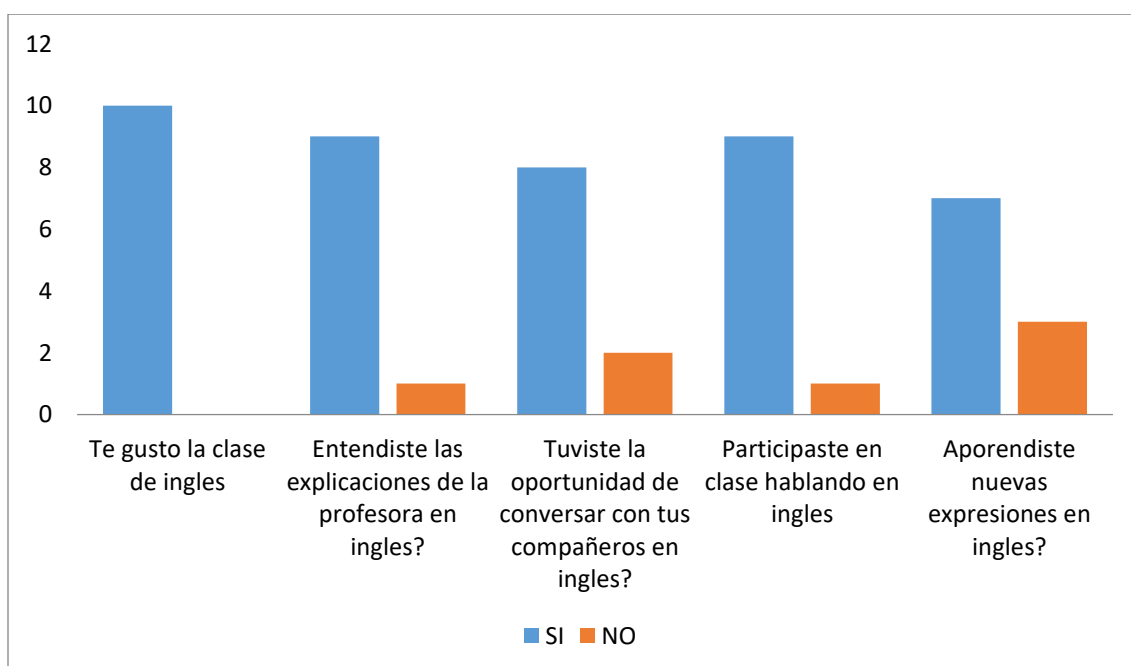
On the fourth question ¿Participaste en clase, hablando en inglés? Sí No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Most of the students responded that they participated in class because the teacher gave the opportunity to speak in English.

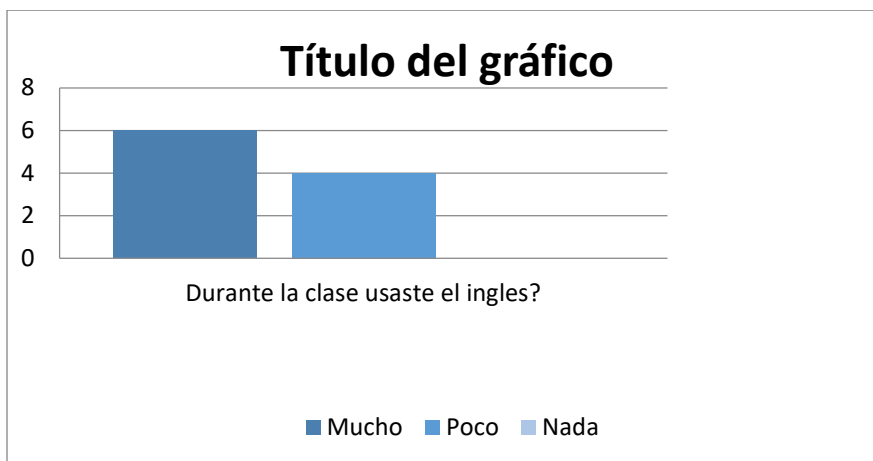
For the last question about the use of the English in the class, the majority of the students answered that they use a lot of English in class because they needed to communicate and develop the activities.

Analysis outside observer

The observer said that the level of the topic and activities was appropriated. Moreover, he noticed that children enjoyed the class and participated in all the activities. According to him, teacher's explanations were clear and the students could easily understand what was being said. In addition, the whole group was involved, and the activities encouraged children to help each other. Finally, referring to the teacher, he stated that her use of English was present in most of the class and it promoted the use of the language by the students.

Liceo Aprender – fifth grade





The questionnaire was applied to 10 students of fifth grade.

In the survey, the first question, ¿Te gustó la clase de inglés? 100% of the students answered yes. They expressed that they like the English. Furthermore, they consider English is important and attract their attention. They enjoy the activities done in class.

The second question, ¿Entendiste las explicaciones de la profesora en inglés? 9 out of 10 surveyed students said they understood the teacher's explanations, since it was clear. However, one of them answered he did not understand the class as he was doing different things.

The third question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 8 out of 10 students answered *yes*. They expressed in the survey that they needed to speak in English in the activities. Yet, two of them answered *not*. Referring to this, in the class the teacher observed that these students feared to talk in English.

The fourth question, ¿Participaste en clase hablando en inglés? In this question, 9 out of 10 surveyed students said they participated in class, seeing that they enjoyed the activities. Besides, they had to talk in English in order to develop the activities. However, one of the students said he did not participate in English. During the class he expressed his fear to be wrong.

The fifth question, ¿Durante la clase usaste el inglés? 6 out of 10 surveyed students answered they used much English in the classroom in the different activities. Nonetheless, four of them said they used little English in the class. It was observed that the students felt fear of speaking and expressing their own opinions in English.

On the last question, ¿Aprendiste nuevas expresiones en inglés? All of the students answered they learned new words and expressions in the English class.

Outside observer's format

In the survey that was applied to the outside observer, the first question was: Did the students enjoy the class? He expressed the class was didactic and it helped the students to strengthen their oral and communication skills.

The second question was: did the students understand teacher's explanation? Referring this, the outside observer answered that some students, occasionally, do not understand what was being explained by the teacher and, as a result, they asked the teacher to speak in Spanish.

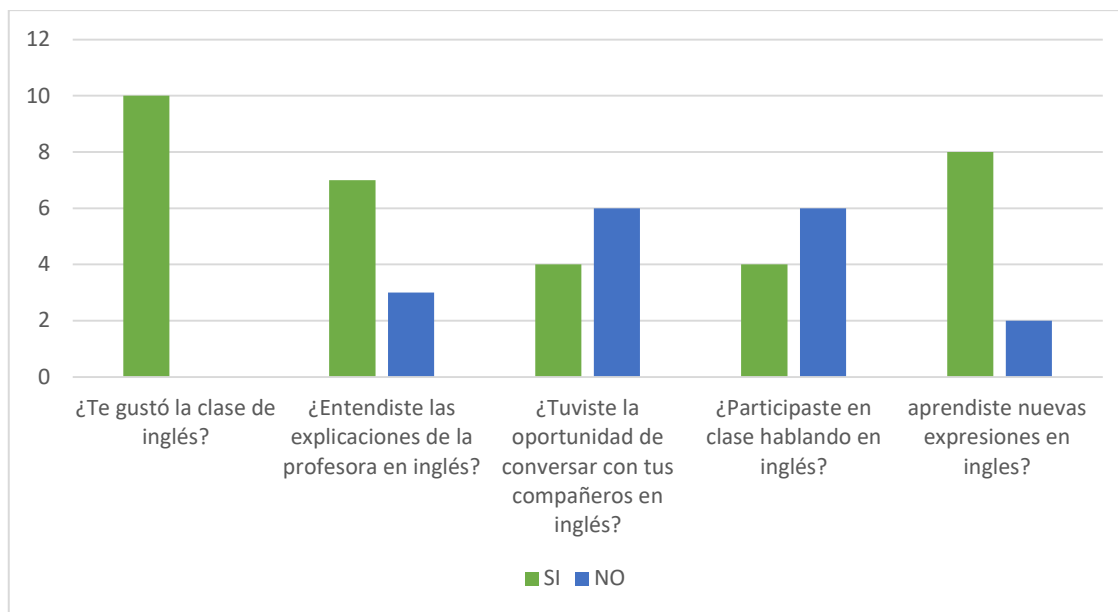
The third question was: did the students have the opportunity to interact with each other in English? The outside observer stated that the students had the possibility to interact with others by using the language and the learning new words.

The fourth question was: did the students participate in class by using the target language? The outside observed expressed that some students felt shy and feared of speaking in English.

The other question was: how long did the students use English during the class? In this question the outside observer answered that students did not use for a long time English.

And the last question was: did the students learn new expressions in English? The teacher said yes, due to the fact that students felt motivation to learn and use the language.

Institución Educativa La Presentación- Second grade



On the first question, ¿Te gustó la clase en inglés? According to the given answers, it might be understood that in general, all students like English classes. In view of the fact that they learn to talk in a different language, which is important for their futures plans.

For the second question, ¿Entendiste las explicaciones de la profesora en inglés? Eight of the surveyed students understood the teacher's explanations in English, since the teacher spoke clearly for them. And the other two students said they did not understand much because they do not understand English.

On the third question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Four of the respondents argued that they did not talk to their partners considering they had to be paying attention to the teacher and they did not. The other six could understand the activity talking between them in English.

For the following question, ¿Participaste en clase, hablando en inglés? The students referred on their answers that all of them were participating in the class activities, speaking in English, taking advantage of the teacher's opportunities

About the question, ¿Durante la clase, usaste el inglés? Mucho, poco, nada, six students of the students expressed that they used much the English language in class, given that they understood and reached the class goals about the topic. Yet, four of them using little the language.

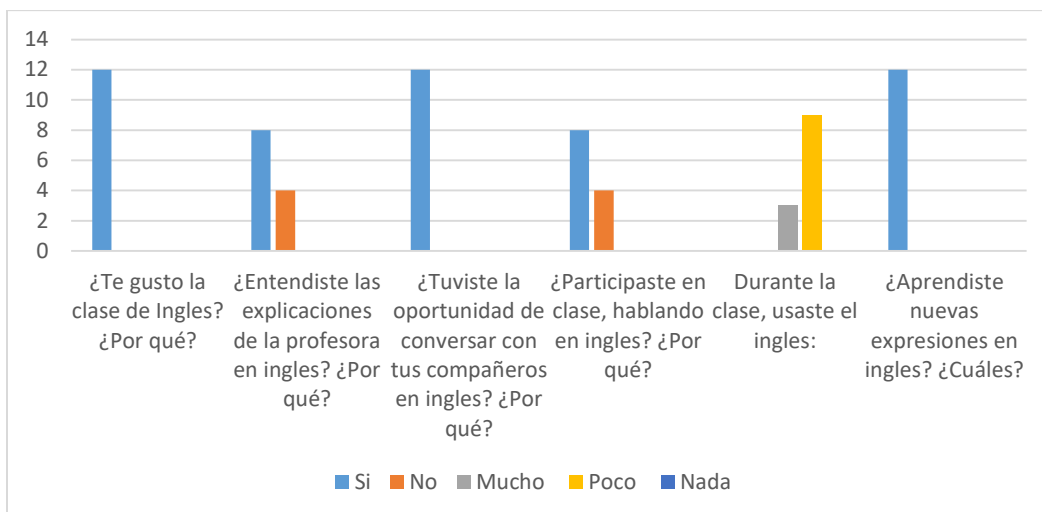
Finally, for the question, ¿Aprendiste nuevas expresiones en inglés? The majority of the students claimed they learned many things, such as, expressions, names of the meals, fruits and vegetables.

Analysis outside observer

The English teacher external viewer said that, in general, all students enjoyed and understood the class context, which was given through images –faces, fruits and vegetables-. Furthermore, they all had the opportunity to interact between them in English with the learned expressions.

Regarding the use of the language, the outside observer claimed that students participated by using the target language properly with a good attitude and appropriation. As a result, English was used most of the class time, taking account the student's activities. Finally, it was evident that at the end, the new expressions like *I like and I don't like* became familiar for the students, since they enjoyed talking about them.

Instituto Universitario de Caldas – fourth grade



For the first question, ¿Te gusta la clase de inglés? Results showed that 12 students liked the English class, due to the fact that students said the class was funny and that it offered them the opportunity to learn and speak English.

About the second question, ¿Entendiste las explicaciones de la profesora en inglés? 8 out of 12 students responded in a positive way. They said they understood what their teacher told them in English. However, 4 out of 12 students said they did not understand because they considered English is difficult. “English is very hard and I do not know”.

For the question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 12 students answered they had the opportunity to speak in English during the class, due to the fact activities required it and students took advantage of this space to practice their oral skills.

Referring to the question, ¿Participaste en clase hablando en inglés? 8 out of 12 students said they participated in class speaking English. Besides, students commented they had fun and loved talking English in front of the class. They showed initiative to talk English. Although some students commented they did not have the opportunity to speak because of the group size and they could not have their turn. On the other hand, a few of them said they were embarrassed to talk.

For the question, ¿Durante la clase, usaste el inglés? Mucho Poco Nada, 9 out of students said that they used little English during class seeing that they were focused only on the new vocabulary.

For the final question, ¿Aprendiste nuevas expresiones en inglés? 12 students reported they had learned new English expressions. They said the topic was new for them and they liked it a lot.

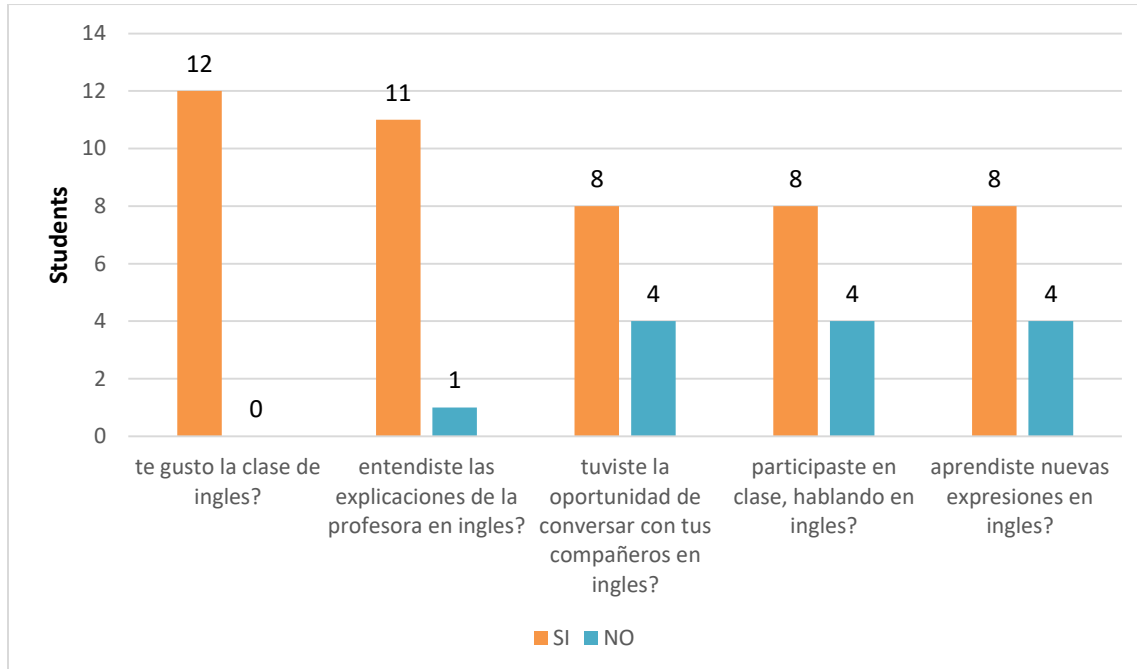
Analysis outside observer

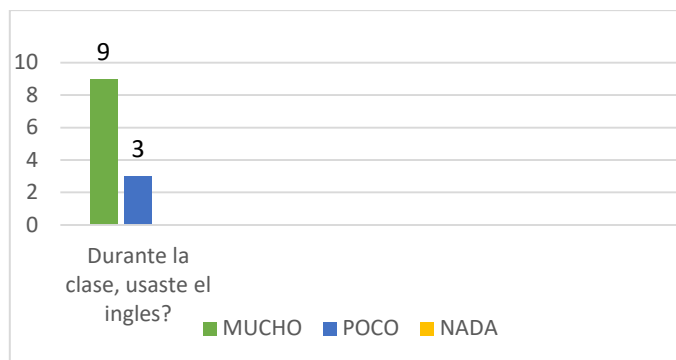
The observer stated that he could noticed all the students were having fun on every single moment of the class. Furthermore, he claimed that they were able to develop their oral production phases and use the new vocabulary.

WORKSHOP ANALYSIS #2

Instituto Técnico Francisco José de Caldas: third grade

In question number six, students did not understand the term *expressions*; for this reason, in the questionnaire for the second workshop it was changed into *words*.





To the question, ¿Te gustó la clase en inglés? Twelve students commented that they enjoyed the class as they liked the activities that are done on this course.

For the second question, ¿Entendiste las explicaciones de la profesora en inglés? Students stated that the teacher's explanations were very clear, considering that she showed examples of how they should do the activities. Nevertheless, one of them said that he did not understand since the teacher spoke in English.

About the following question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Eight students answered positively. Yet, four of them said *no* because they did not find a partner to do the activity with.

Talking about the use of English in class -¿Participaste en clase, hablando en inglés?-, the students that answered they had the opportunity to speak in English with their classmates. In fact, some of them went in front of the class to show a conversation they had done. Nonetheless, the students that did not go in front of the class to practice the conversation, answered negatively to the question. Although, everyone practiced the conversation with a partner.

Students' answers to the question, ¿Durante la clase, usaste el inglés? Mucho, poco, nada, showed that nine of twelve considered they talked a lot in English during the class, given that they participated in English when they answered the teacher's questions. Moreover,

they practiced a conversation with a classmate. For that reason, most of the time English was spoken in class.

1. ¿Aprendiste nuevas expresiones en inglés?

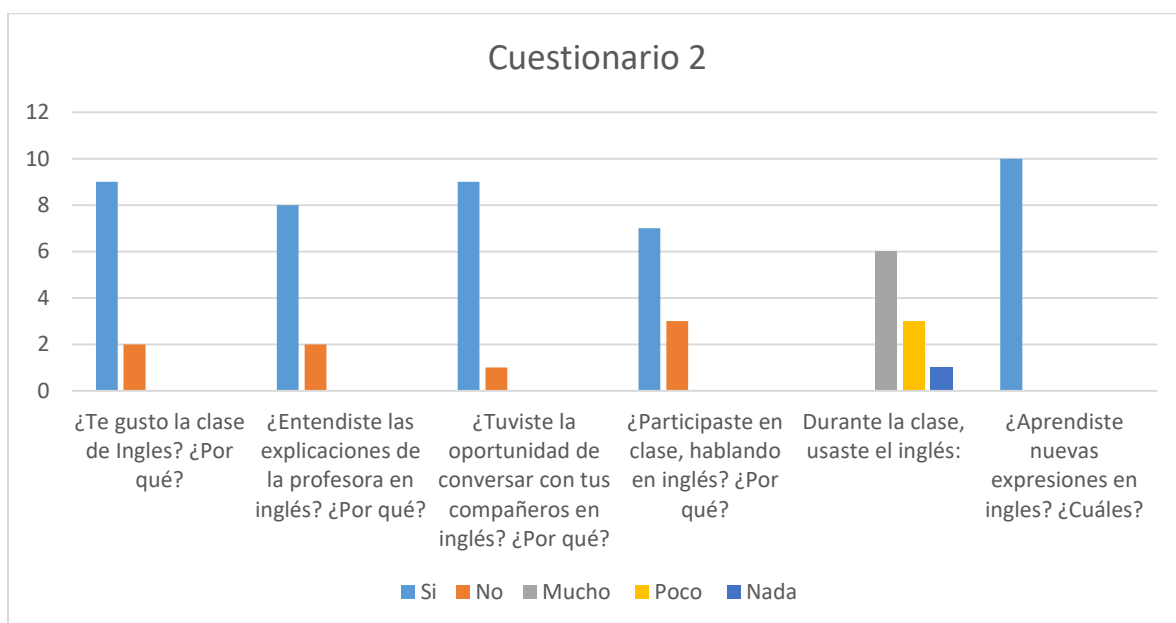
Eight of the students answered yes and 4 answered no, some of them learned to use and express the verb to be, in some sentence like “she/he is from”... “she/he is 8 years old”, “she/he is” (Name).

Analysis outside observer

The outside observer stated that students enjoyed the class, learned new vocabulary and the activities proposed by the teacher allows interaction and oral participation between them

SEMENOR – Second grade

The objective of this second workshop was to make students describe the farm animals through finger puppets.



For the first question, ¿Te gustó la clase de inglés? Si No ¿Por qué?, (Did you like the English class? Yes/No Why?) Nine out of ten children claimed they like English. The surveyed children showed a good participation in most of the activities. Their like of English was demonstrated in the spoken activities. To express their desire of learning English, they claimed that English represents a great way of learning things. Besides, they said with this language they can go to another country and understand the language. However, two children responded they do not like the English, arguing that sometimes classes were boring and that they did not understand when the teacher speaks English.

According to what was answered by the surveyed students in the second question - ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué? (Did you understand the teacher's explanations in English? Yes/No Why?)-, eight out of ten children understood teacher's explanations in English. Children expressed they practiced at home or in specialized English areas. Moreover, they said they paid a lot of attention to the class and that the teacher explained very well by giving examples, with which they understood better. Yet, two of them did not understand teacher's explanations in English, seeing that they claimed they do not understand a word in English.

On the third question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué? (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Nine out of ten children stated they had the opportunity to talk with their classmates in English. They expressed that through the puppets activity, they could talk to their classmates about farm animals. Besides, they said they had learned very fast and they could use their knowledge in their conversations. Nonetheless, one of them answered that he did not have the opportunity to talk in English with his classmates.

Referring to the class participation -¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?)-, seven out of ten students said they had participated in class talking in English. In fact, they wanted to be elected for showing their answers in the workshop activities. This was possible due to the fact that they understood the activities. Furthermore, they love English and feel very comfortable speaking it. This activity showed that they like to go out to participate in front of their classmates and they do not feel shame or fear of speaking in English. Yet, three out of ten children do not participate talking in English in class, since they do not feel comfortable speaking in English.

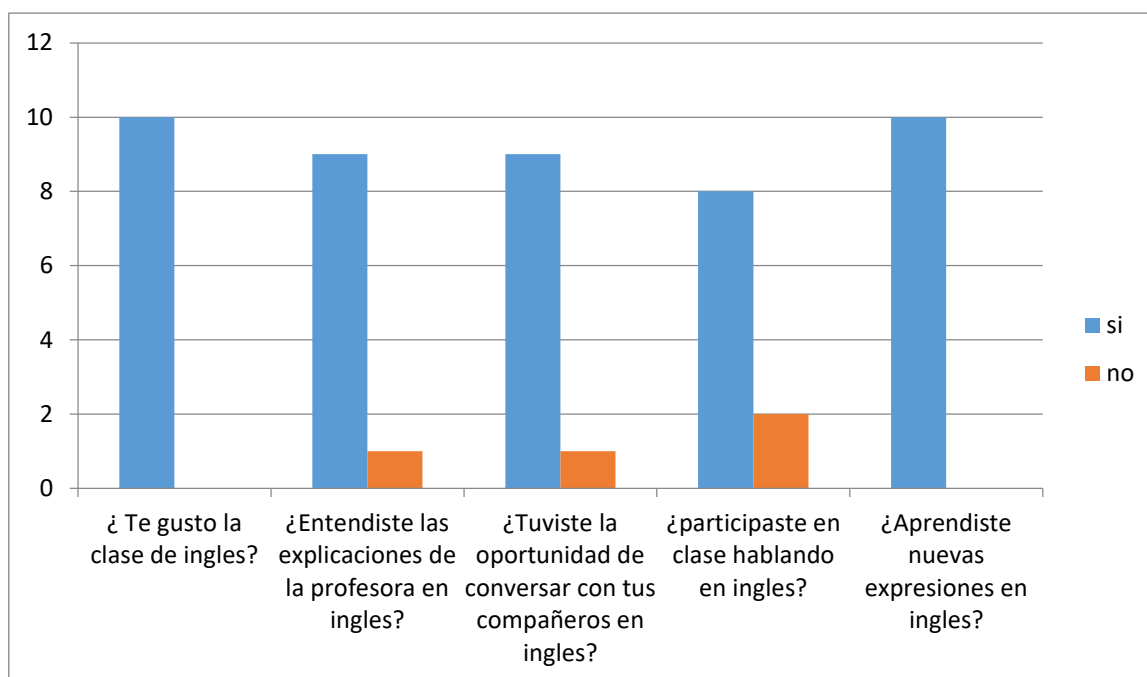
According to the students answers to the fifth question -Durante la clase, usaste el inglés: Mucho Poco Nada, (During the class you used English: Very Much Little or None)-, six out of ten students responded that they used much English. This was evident in all activities where they had to talk and they did it showing great enthusiasm for the activities in which conversations with written exercises were combined. On the other hand, three out of ten children claimed they used little English in class. This given that not all participated in the activities where it was required to speak in English; either because they did not want to participate or they were not chosen. One of the students do not use the English in class, since he felt ashamed of expressing himself in English.

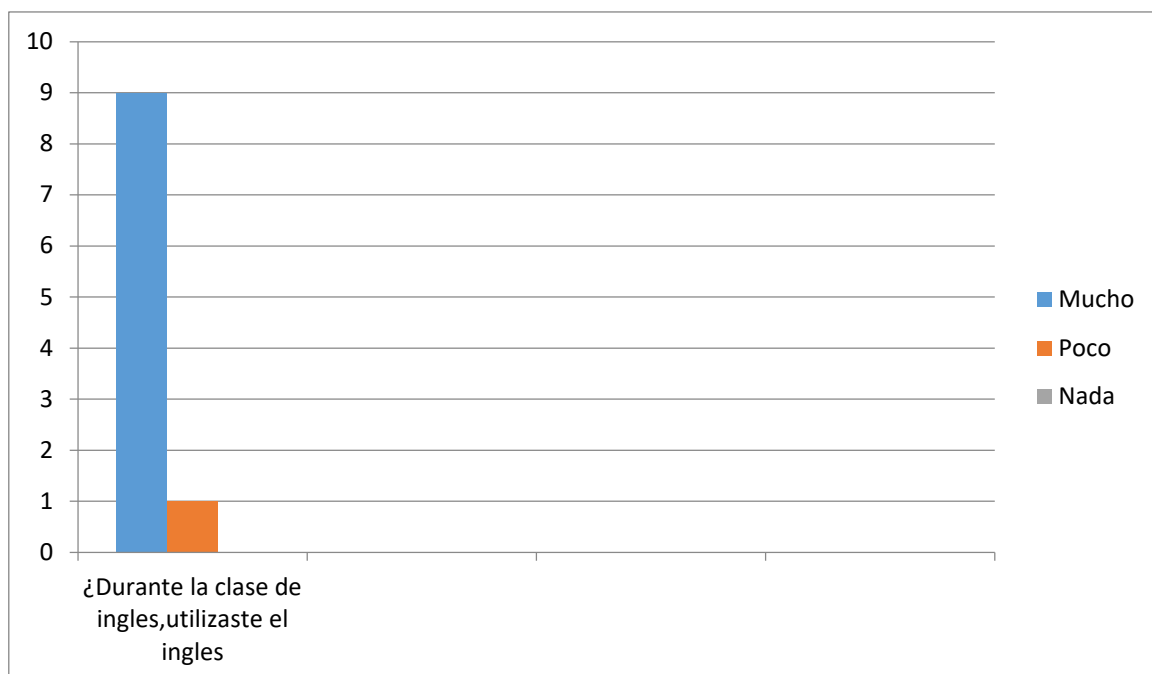
In the last question, ¿Aprendiste nuevas expresiones en inglés? Sí No ¿Cuáles? (Did you learn new expressions in English? Yes/No which ones?) All surveyed children considered they learned new English expressions -such as old, pretty, sweet, lazy, talkative, loud, angry, what's your name, where you live-. Students really liked the new vocabulary that was used in the conversations, since most of the adjectives were unknown for them. In addition, they asked a lot of questions to make them information to their classmates.

Analysis outside observer

According to the outside observer, with this workshop it was evident that when they can use an element like a puppet to interact in English, they feel more comfortable and speak more easily. Moreover, they feel more comfortable and use more their imagination, seeing that they were speaking from a doll. They do not feel ashamed and interact more with their classmates. On the other hand, writing activities among the speaking ones, represented a great help to focus your attention in class.

Liceo Infantil Niños 2000 – Third grade





On the first question ten out of ten students answered they liked the class due to the fact that they learned more vocabulary and they enjoyed all the activities.

On the second question nine out of ten students claimed that they understood the teacher's explanation. They said that it was easier to understand when the teacher used examples and visual materials. On the other hand, only a few of them answered they had some problems understanding English, since the teacher spoke all the time in English and they could not get the full meaning of some explanations.

On the third question nine out of ten students considered that all of the activities helped them to talk with their partners in English, seeing that in some activities they needed to ask or answer certain information.

On the fourth question students said they participated in class, given that the different purposed activities helped them to talk in English. Nevertheless, a few of them argued they did not participate, either because they did not know how to answer or because they could not take the opportunity.

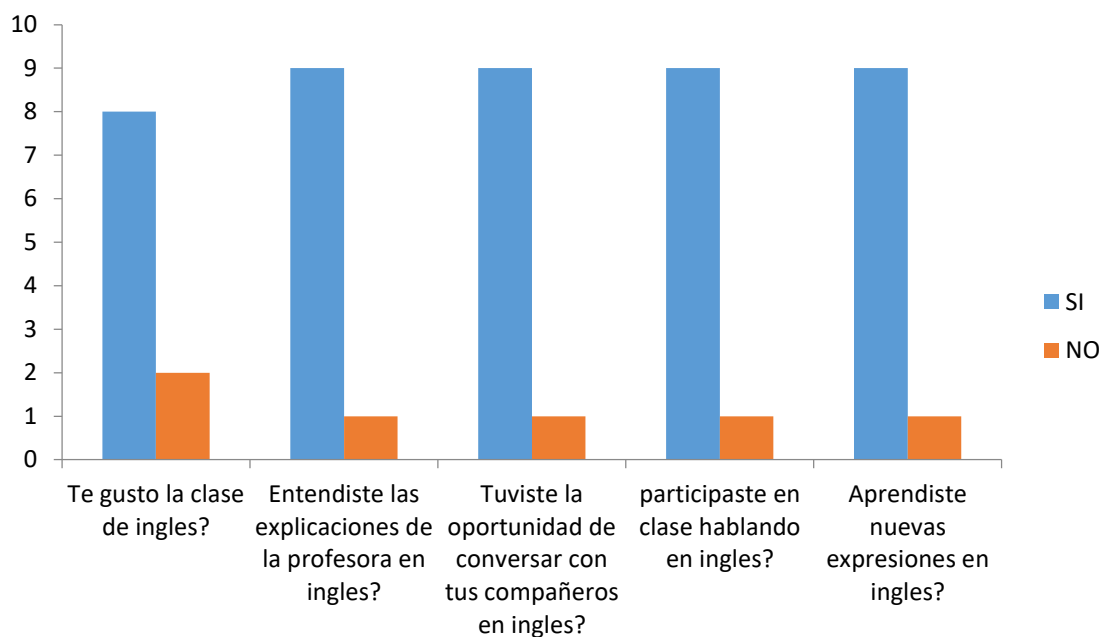
Talking about the learning of new vocabulary, students said that they learned new expressions as most of them were unknown before the teacher taught them.

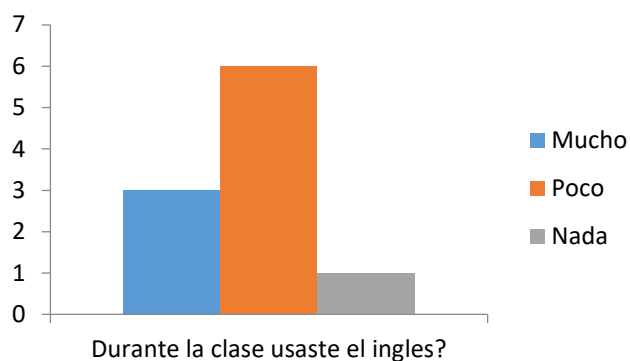
Referring to the last question, students answered they used English most of the time owing to the teacher's explanations and the activities that they had to do while using the English.

Analysis outside observer

The outside observer stated that the activities encouraged children motivation, which reduced students' fear of speaking or participating in English. In addition, these activities increased their use of English, due to the fact that they had to ask some questions and provide some answers to their partners. In this way, students practiced pronunciation and vocabulary more as they enjoyed and explored new activities they had never done.

Liceo Aprender – fifth grade





In the survey, the first question, ¿Te gustó la clase de inglés? Showed that 8 out of 10 surveyed students enjoyed the class and learned new things, seeing the class was interesting and the activities were good for them. Yet, two students answered they did not like the class, since they could not have their physical education class as always.

For the second question, ¿Entendiste las explicaciones de la profesora en inglés? 9 out of 10 students considered that they understood the teacher's explanations in English. They stated that the class was fluid. However, one student said he did not understand teacher's explanations. Although, this student arrived late to the class.

The third question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Showed that 9 out of 10 surveyed students had the opportunity to talk with their partners in English. Students expressed that in the planned activities the proposed was that they can express in English. A student said that he could not speak in English since he arrived late to class and had a little possibility to speak in English.

On the fourth question, ¿Participaste en clase hablando en inglés? 9 out of 10 the students responded that they had the possibility of speaking in English during class, in the different activities. Nonetheless, a student said she did not have the opportunity to use the second language in class, because when she arrived to class, their partners had already done some conversation activities.

Talking about the use of English in class -¿Durante la clase usaste el inglés?-, 3 out of 10 surveyed students stated that they had the possibility that speak in English for a great time. Yet, 6 of them answered that they speak little in the activities, and other said she did not talk about anything in the class.

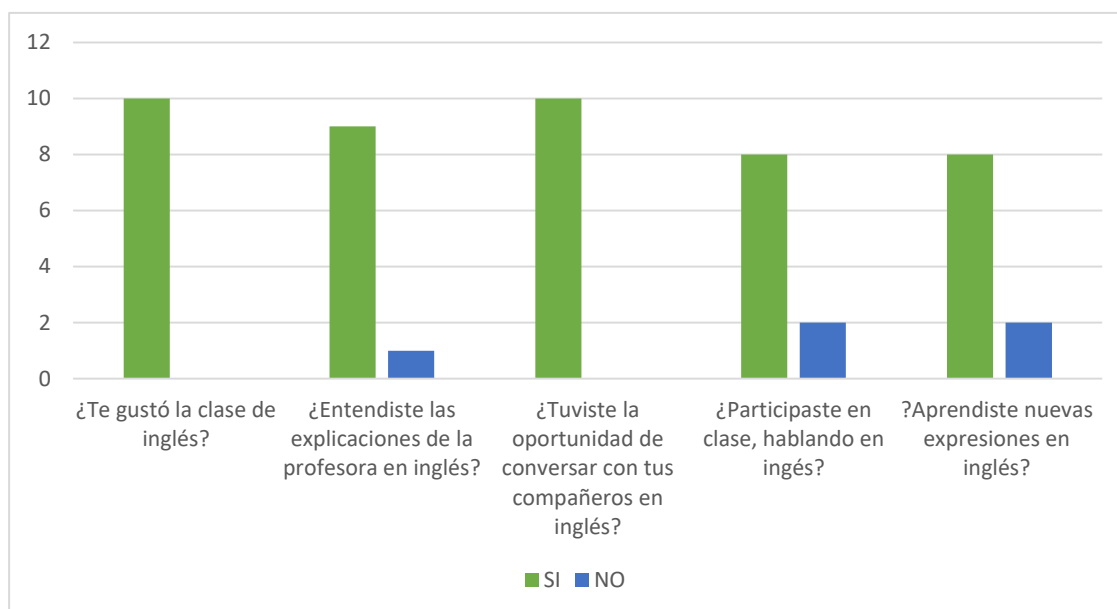
For the last question, ¿Aprendiste nuevas expresiones en inglés? 9 out of 10 students answered they learned new expressions in English, like yesterday, tomorrow, this week, in the weekend.

Outside observer's format

In the second survey applied to the outside observer, he evinced the progress of the students in the use of the target language. First of all, he stated that the student's participation was better. Students were appropriated of the topic and they had more confidence in themselves. In addition, according to his concept, both, students understanding and teacher's explanations were clear.

About students speaking in English, the observer claimed that despite the fact that they were shy when talking, it was evident they had understood the topic, so they could interact more confidently with others. Consequently, their participation in English increased. Regarding the amount of time in which English was used, the observer considered that students use English during a great part of the class. Finally, taking into account all these factors, he expressed that students' knowledge of words, has not only increased, but also changed, seeing that they want to know more.

Institucion Educativa la presentacion – second grade





For the question, ¿Te gustó la clase en inglés? In the second workshop all students continue saying they like English class, owing to it is very funny and they want to learn.

According to the students' answers to the question, ¿Entendiste las explicaciones de la profesora en inglés? The explanations were clear for nine of them seeing that the materials helped them to understand. The other student stated that he was not paying attention to the class.

Referring the question, ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Ten out twelve had the opportunity of talking in English through the puppets activity. Yet, two of them said they could not talk to others, since they only were paying attention.

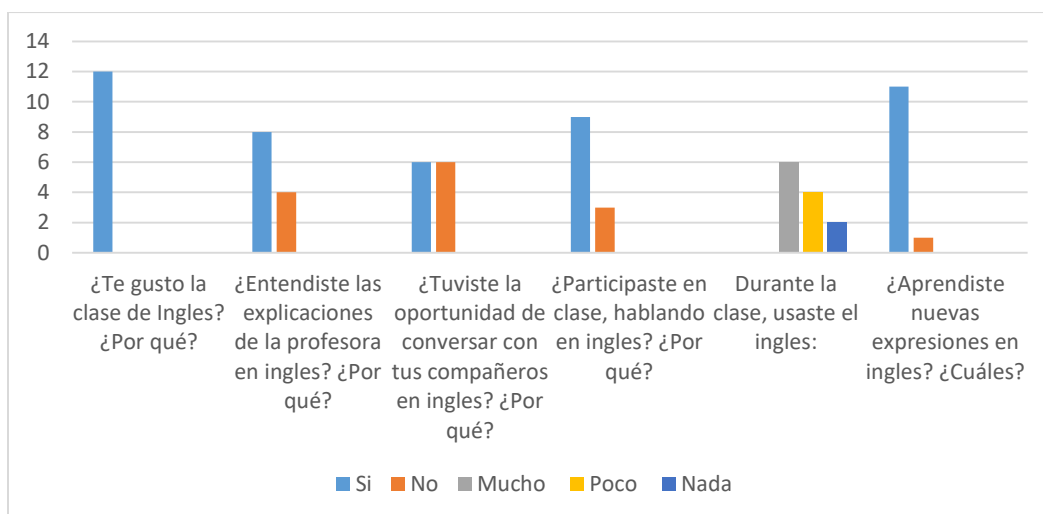
Talking about the use of English in class -¿Participaste en clase, hablando en inglés? - Eight of the surveyed students participated during the class speaking in English, given that they like speaking in English. Nonetheless, two students said they did not do it, since they did not have the opportunity. About what concerns to the amount of time in which they used the language, the majority of the students said they spoke most of the time in English.

The last question about the learning of new expressions in English -¿Aprendiste nuevas expresiones en inglés?- showed that eight of them learned new expressions in English about animals in the farm, the two students said no because they were not paying attention.

Outside observer analysis

The outside observer said that this topic was great and funny for them, the students seemed to be very motivated to participate in the activities. According to him, most of the teacher's explanations teacher were clear for the students, seeing that there was a correct use of the proposed strategies in the workshop presented, which were important for having the English interaction between them using the target language in a good way, it was easy for them talking about animals. Those activities allowed them to use the language during the development of the oral skills

Instituto Universitario de Caldas – fourth Grade



For the question, ¿Te gusta la clase de inglés? 12 students said that they like it very much because of the teacher's activities and attitude toward the learning process.

On the question, ¿Entendiste las explicaciones de la profesora? 8 out of 12 students said they understood teacher's explanations in English, especially with the images and vocabulary implemented in class. Nonetheless, other students said they did not understand the explanation given in English, as it is very hard to write and listen to.

Referring to students using English to talk, 6 out of 12 students said that they had the opportunity to speak in English thanks to the activities. Yet, the other 6 students said they did not have the opportunity to speak in English because they do not like and find it very hard. Besides, 9 out of 12 students responded that they participated in class speaking English and that repeating the new vocabulary. The other students said they did not participate in class talking in English because they do not understand what the teacher was saying.

About the time and comprehension of English during the class, 6 out of 12 students used English constantly in class, participated and followed the activities' rules. 4 out of 12 students said using very little because their attention was quickly disrupted. And 2 out of 12 students said they did not use English at all in class, since they refuse to speak in English for fear of being wrong.

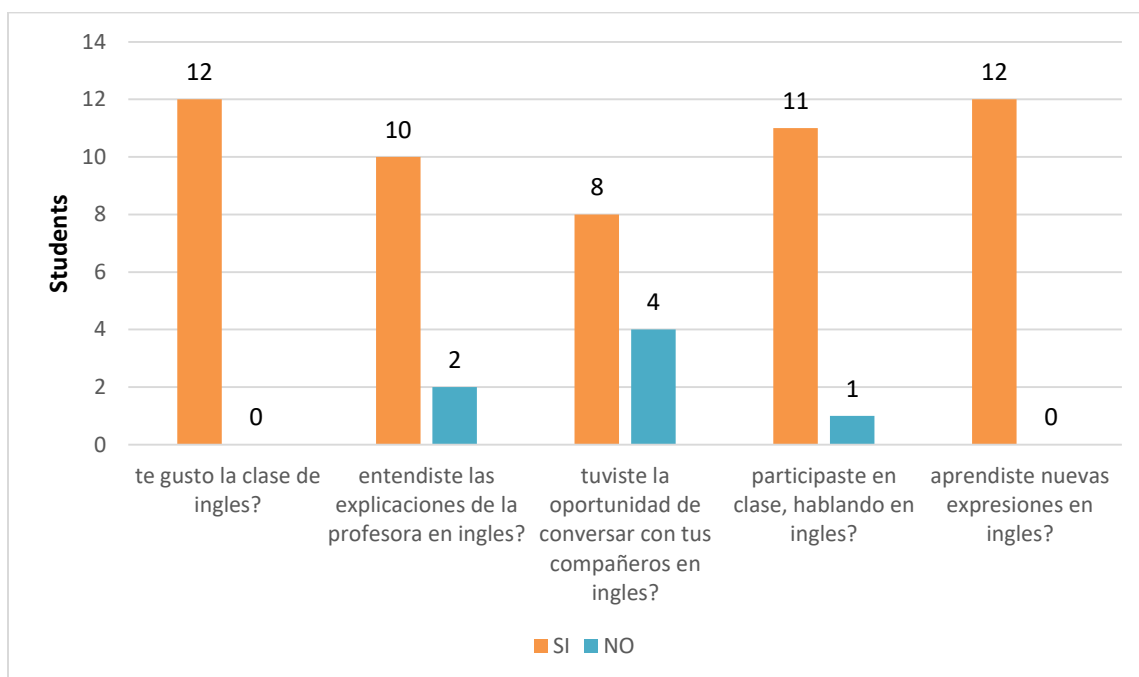
In the learning of vocabulary, 11 out of 12 students learned new expressions in English and only one child said not learned new vocabulary but does not give the reasons why not learn new expressions.

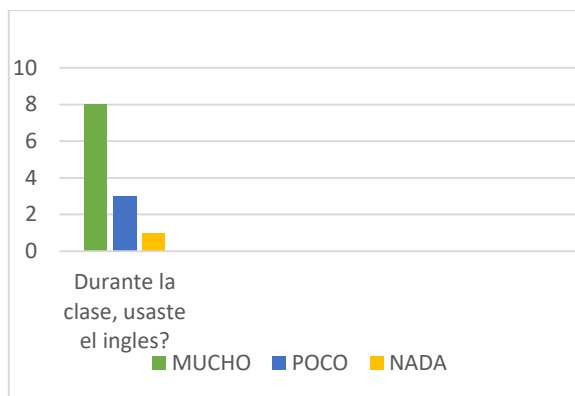
Analysis outside observer

The observer claimed that the students were so surprised with the activities that it was easier for them to understand the explanations. Moreover, the teacher was very clear. Students had opportunity to talk in English, solve and interview their partners and learned the new vocabulary.

WORKSHOP ANALYSIS #3

Instituto Técnico Francisco José de Caldas– third grade





On the question, ¿Te gustó la clase en inglés? All the students that filled out the questionnaire seemed to enjoy learning English, considering that they had the opportunity to participate and they learn new vocabulary.

On the second question, ¿Entendiste las explicaciones de la profesora en inglés? Ten out of twelve students considered the teacher explained clearly; as a result, they could understand the explanations. Teacher's use of images on the board and movement also helped students to understand.

Regarding the use of spoken English, eight students said they had talked with others during the activities, Nevertheless, one of them answered he could not talk in English, seeing that he did not understand his classmate. On the other hand, one of the students claimed he felt embarrassed of speaking in English, so he preferred not to do it. Moreover, eleven out of twelve answered they participated in the speaking activity in front of the class. Talking about the amount of time students used the language, they said they used it most of the class time.

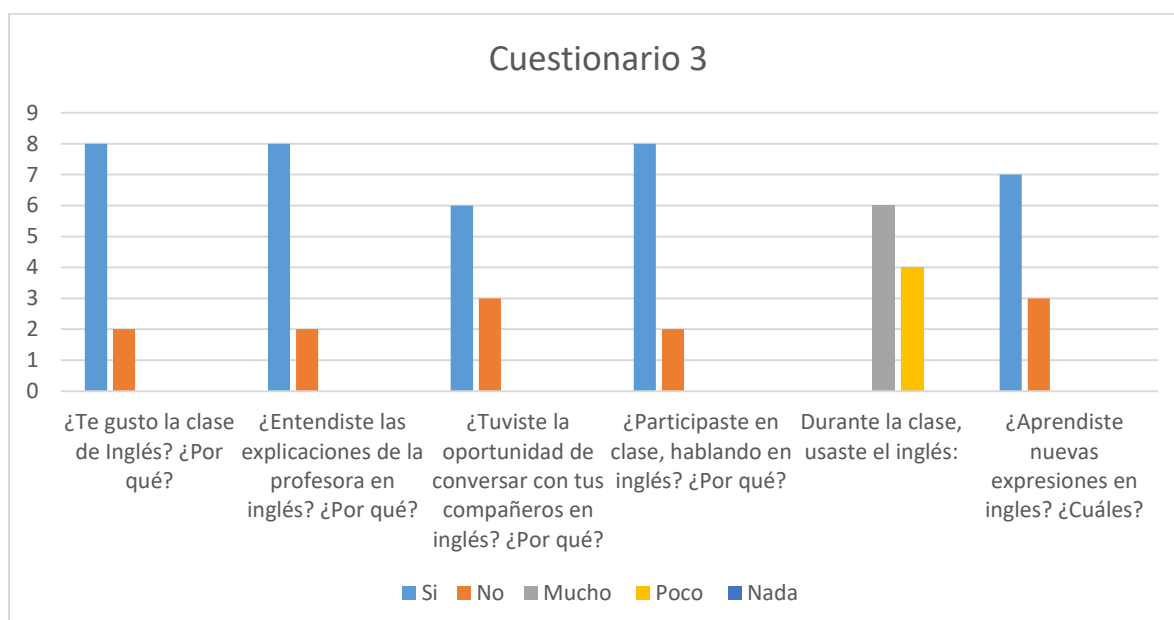
Finally, concerning the learning of new expressions, all the respondents said they learned new vocabulary about parts of the body. In fact, they could tell the number of parts of the body, pronounce and identify them.

Outside observer analysis

The outside observer considered that the teacher used a suitable body language and pictures to allow better comprehension from the student's part. Seeing that the teacher ask questions about the topic and the students answered in English, they practiced a conversation in pairs about the parts of the body, the observer concluded that students had learned properly.

SEMENOR – Second grade

The objective of this third workshop was to speaking about the months.



On the first question: ¿Te gustó la clase de inglés? Si No ¿Por que? (Did you like the English class? Yes/No Why?) Eight out of the ten children said they liked the English class. Children expressed they learned many new things, played in class and had fun. Besides, they could participate in class and that they loved it.

About the second question, ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué? (Did you understand the teacher's explanations in English? Yes/No Why?) Eight out of ten children responded they understood what the teacher explained in English,

according to them, the teacher explained very well in class. They understood all what was spoken in English. The great interest of them for English may be noticed since they like to have the opportunity of practicing it, either at home or in external courses to further explore what they see in the classroom. Nonetheless, two children claimed they did not understand what the teacher had explained in English and stated that what she said was very difficult. Seeing this, it can be understood that children do not have much practice in their listening and refuse to pay attention in class.

For the third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué? (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Six out of the ten children said they had the opportunity to speak in English with their classmates. They expressed there were activities in pairs with which they could speak English with others. Besides, they say that the teacher gave them an opportunity to dialogue with their classmates in English. With this kind of activities students feel more free to use the English language, as they feel more confident with a classmate next. Four out of the ten children did not have the opportunity to talk with their classmates in English, express to speak in English to them is difficult, they felt embarrassed in front of their peers.

On the fourth question, ¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Eight out of ten children responded they participated in class talking in English. They expressed they were involved on doing so, since they enjoyed contests and activities done in class. Two out of ten students answered they did not participate in class talking in English, because they did not want and did not have time to participate.

For the fifth question: Durante la clase, usaste el inglés: MuchoPoco Nada, (During the class you used English: Very Much Little or None) six out of ten children respond they

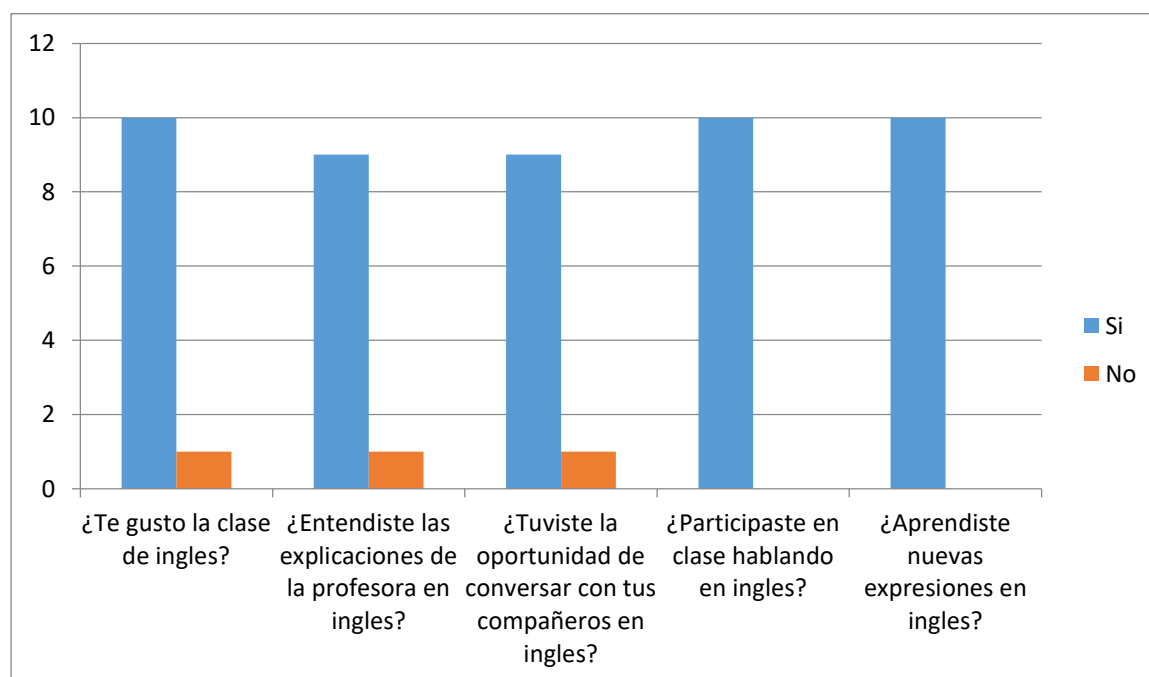
used the English very much in class, the same number of children are held the last workshop, noting that largely use and activities may be helping to make this happen. Four out of ten student claimed they used little English in class. However, taking into account all the data, it can be said that most them already use English in class either much or little children see interest in speaking English. No child answered none.

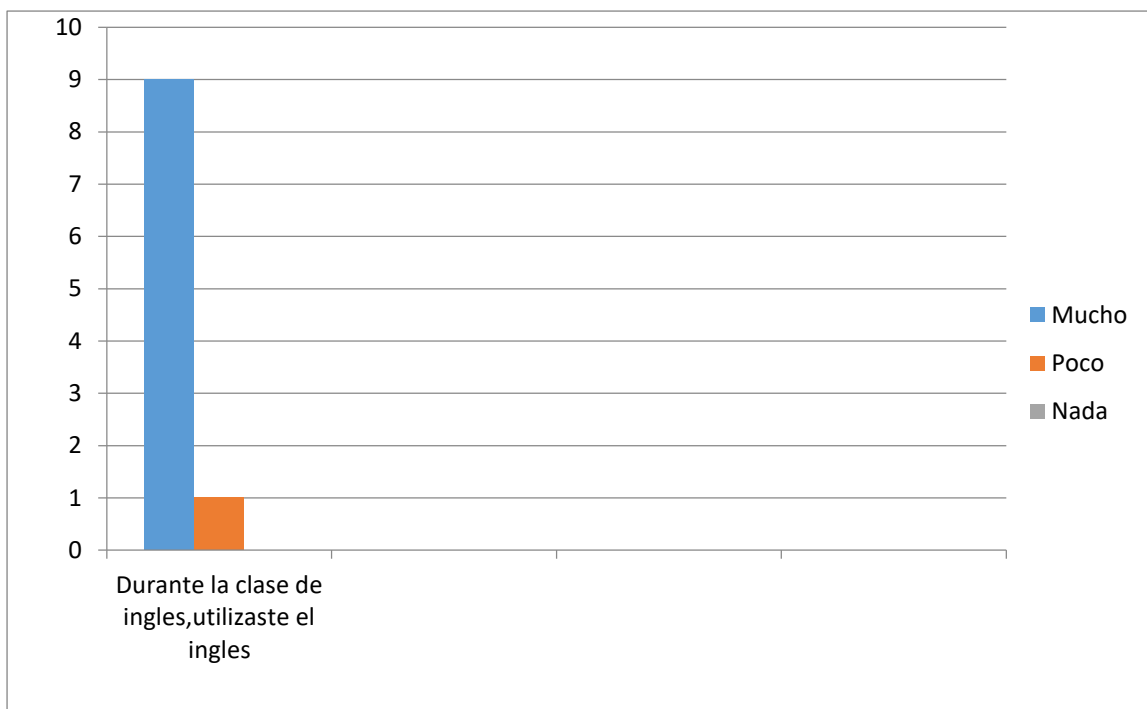
The sixth question: ¿Aprendiste nuevas expresiones en inglés? Si No ¿Cuáles? (Did you learn new expressions in English? Yes/No Which ones?) Seven out of the ten children considered that they learned new words in English, like the months of the year. Most children found new vocabulary in this workshop. Three out of the ten children said they did not learn new words in English and stated that the vocabulary taught in class was known for them, these children are external courses in English.

Analysis outside observer

This workshop evinced how much children like English, showing great interest in the proposed activities. The activities included talking among their classmates, which was of great help to those children who felt more insecure when speaking in English. Moreover, they felt much more comfortable talking about their own lives.

Liceo Infantil Niños 2000 – third grade





On the first question students answered they liked the activities and they liked the class, seeing that all of them were different and funny for them.

On the second question students claimed that the vocabulary and the teacher's explanations were clear for them, because of the use of all the materials and examples that helped them to comprehend the majority of the activities. However, a few of them said that they did not understand a lot of the class, they wanted learn about the class, yet.

On the third question the majority of the students in the fourth question the students responded that they could participate in class because the teacher gave them the opportunity to speak in English in the development of the class.

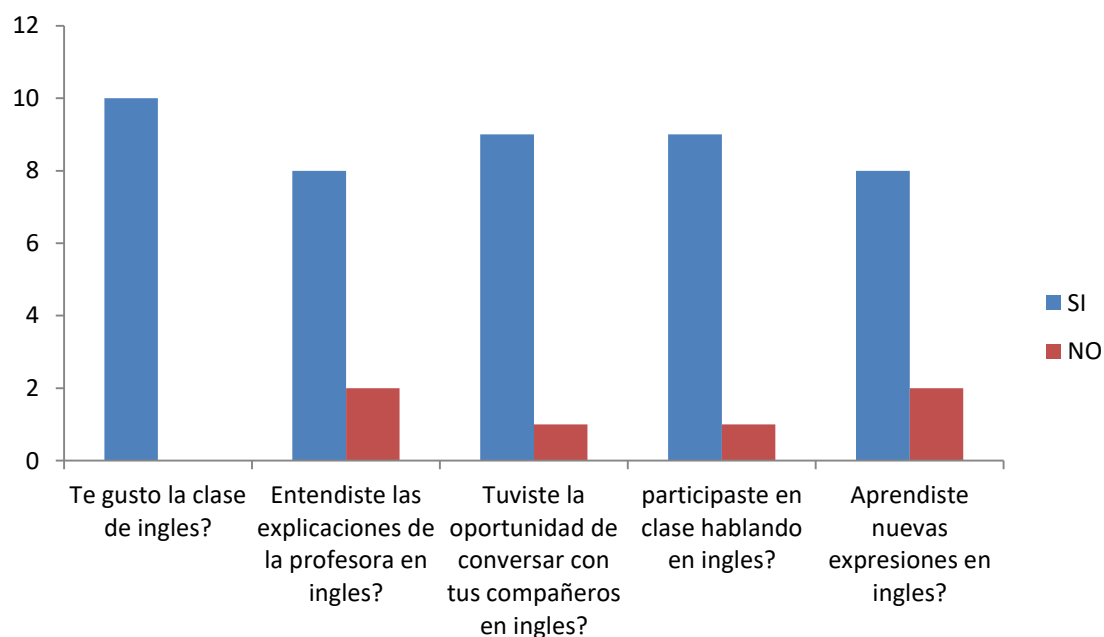
On the forth question students answered that they could participate English in class because they were motivate to spoke in the other language and they acquired more practice about the activities.

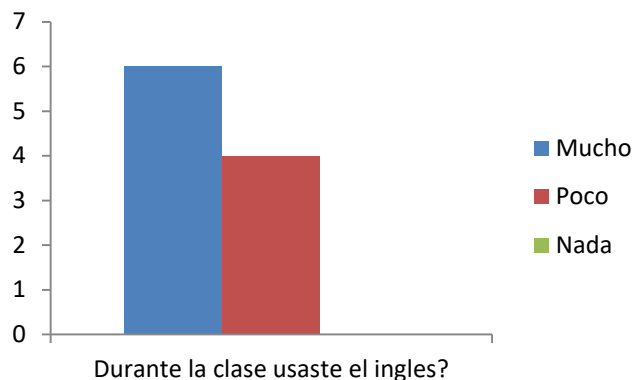
On the fifth question students said they learned new English expressions because they are always learning new vocabulary and topics are different

Outside observer analysis

The observer stated that the developed activities help children to interact with each other using the English and children struggle to pronounce correctly and participate. Besides, that most of the class was spoken in English, which helped children to acquire more vocabulary. On the other hand, visual aids and different methodologies helped children to understand better English, without the need to translate or use Spanish during the teacher's explanations.

Liceo Aprender – fifth grade





In the survey, the first question was: ¿Te gustó la clase de inglés? 100% of the surveyed students answered they liked the class and they enjoyed the activities. A student expressed that he understood more things in English. In addition, another student said the class was very interesting.

The second question was: ¿Entendiste las explicaciones de la profesora en inglés? 8 out of 10 surveyed students said that they understood the teacher's explanation, because they are very clear. 2 students expressed that they did not understand the explanation. However, this student was distracted on something else.

The third question was: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 9 out of 10 students answered they had the possibility to speak in English in the different activities. Nonetheless, one student expressed she did not speak in English

The fourth question was: ¿Participaste en clase, hablando en inglés? 9 out of 10 students answered that in class, they had the possibility of speaking in the target language. Nevertheless, a student said she did not have the opportunity to use the second language in class.

The fifth question was ¿Durante la clase usaste el inglés? 6 out of 10 surveyed students answered they used much the second language in the class, and 4 of them answered they use little the English in the class.

The last question was: ¿Aprendiste nuevas expresiones en inglés? In this question, 8 out of 10 students said they learned new expressions in English, and 2 students expressed that they did not understand new expressions in English.

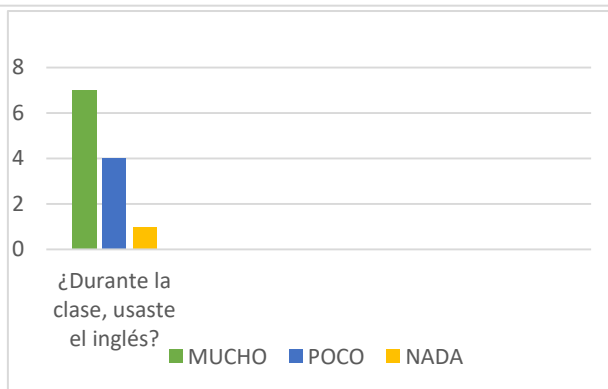
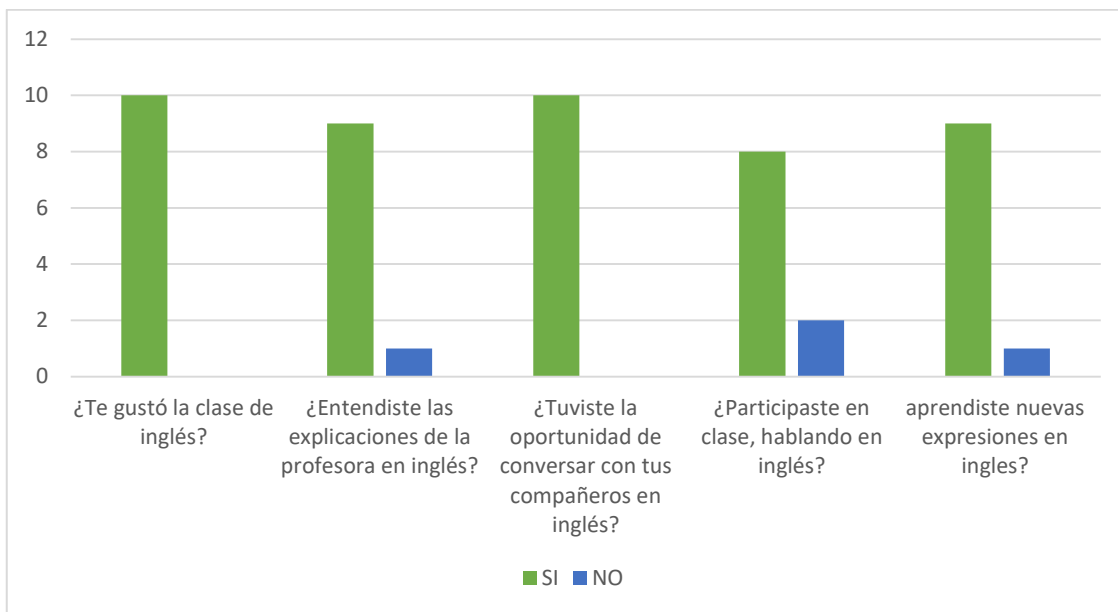
Outside observer analysis

According to the outside observer, students enjoyed very much the class, and this was evident in the activities. Besides, the teacher's explanation was very clear, for that reason, the students understood all explanations that the teacher gave them.

About the development of the class, the observer said that in the different moments of the class, the purpose was that the students develop the oral skill. This is why students had the possibility to use the English, all the activities gave them the opportunity to support the second language.

Regarding the use of English in class, he expressed that students used the language very much in the classroom. Besides, from his point of view, on each class, students learn new expressions.

Institucion Educativa La Presentacion – Second grade



On the first question, ¿Te gustó la clase en inglés? All the surveyed students said they like English classes, as they like talking about themselves.

For the second question, ¿Entendiste las explicaciones de la profesora en inglés? The majority of the students understood teacher’s explanations in English, because the topic was familiar to them. Yet, two students say that they did not understand much because they do not understand English.

On the third question ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? All respondents considered they interacted between them in English, since they want to know about special dates for their partners.

On the question, ¿Participaste en clase, hablando en inglés? Eight respondents answered they like participating in class activities, speaking in English and talking about special dates. Hoever, two of them did not speak because they did not know about their birthdays.

For the question, ¿Durante la clase, usaste el inglés? Mucho, poco, nada Most of them said they used English in class much because they like the topic. Four of them did not use because they did not be attended.

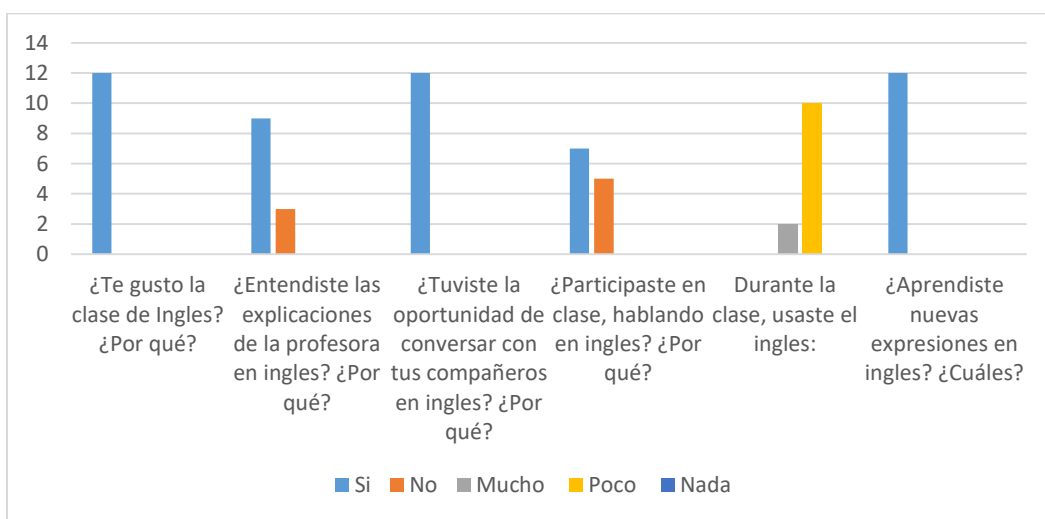
Finally, on the question, ¿Aprendiste nuevas expresiones en inglés? Eight respondents learned some expressions saying that they like talking about birthdays, and the other two were not concentrated.

Outside observer Analysis

The outside observer said the students were comfortable with the topic. She added that talking about special dates between them increase their attention and interest, in general terms the English classes. Besides, teacher’s clear explanations play an important role in obtaining good results in the student’s pronunciation, it could be see in the interaction between them when they had the opportunity.

The students are very active in the participation using the target language, using the English in the major time of the class. The new expressions learned for part of the students were noticed at the end of the class through their right participation in the program activities.

Instituto Universitario de Caldas – fourth grade



For the question, ¿Te gusta la clase de inglés? 12 students said that like much the English class because the students had opportunity to play the games and move your body. The students said that learned other language is very important for your life.

Regarding the question, ¿Entendiste las explicaciones de la profesora? 8 out of 12 students said they understood the explanations of the teacher in English because the teacher used some pictures about the verbs and then she did the action with her body.

On the question, ¿Tuviste la oportunidad de hablar con tus compañeros en inglés? 12 students said that they had the opportunity to speak in English, since the activities were focused on improving their oral skill.

¿Participaste en clase hablando inglés?

7 out of 12 students responded that they participated in class speaking English because the students speaking with the other partner through the activities and games or questions that the teacher said. 3 out of 12 students said “because I am scary and embarrassment”.

¿Durante la clase usaste inglés?

2 out of 12 students used much the English in class because they were looking forward at the explanations of the teacher. 10 out of 12 students said using very little because they have scary be mistake in public.

¿Aprendiste nuevas expresiones en inglés?

12 students said that learned new expressions in English see in class because in the workshop the students implemented your new knowledge.

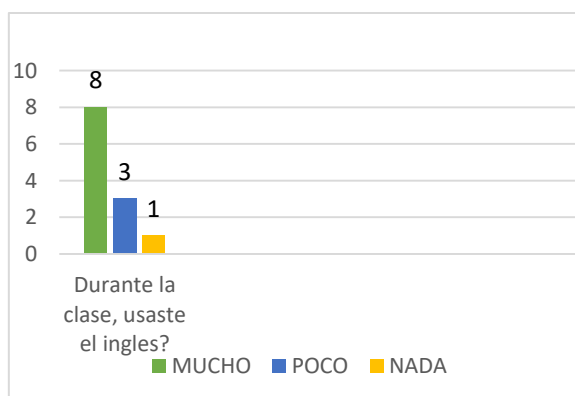
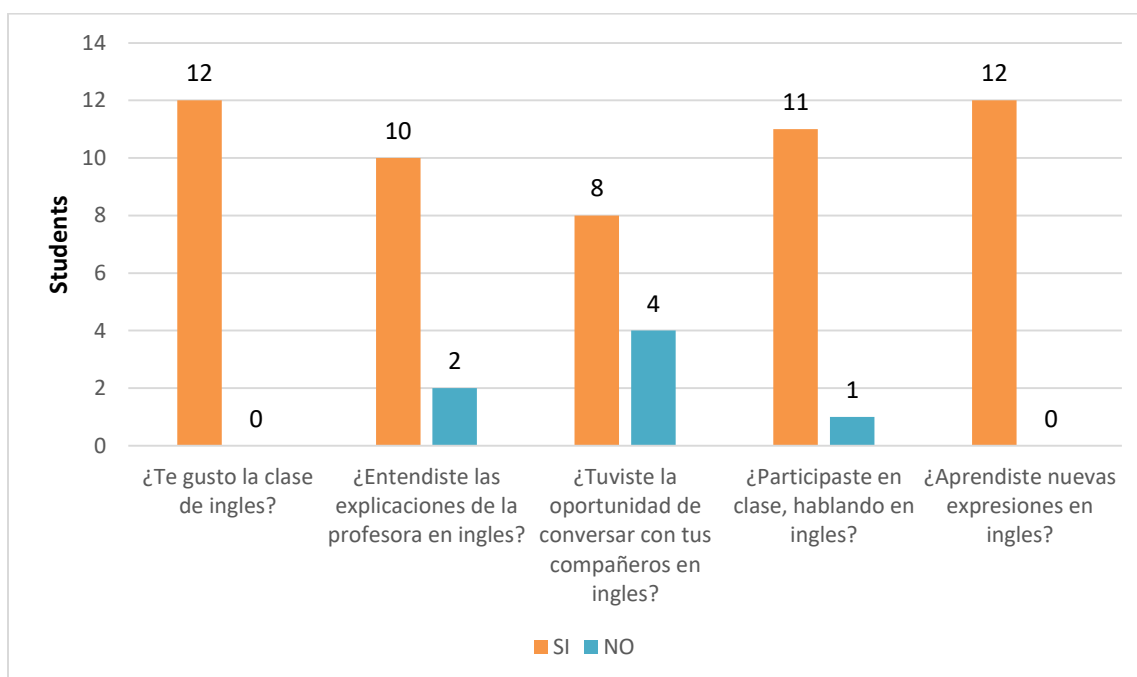
Outside observer analysis:

The observer said that the student's enjoy full the class because they were very attentive and concentrative in the activities and they could understand the explication because the

teacher used the pictures, music and body language. The students had opportunity of interact with other because they following the rules of each activity.

WORKSHOP ANALYSIS N° 4

Instituto técnico Francisco José de Caldas: Third grade



1. ¿Te gustó la clase en inglés?

Twelve students enjoyed the class because they liked working with their partners and practicing new vocabulary

2. ¿Entendiste las explicaciones de la profesora en inglés?

One out of twelve students said the teacher showed images and used body language to make them understand better. Nine out twelve express that the teacher explained very good. Two of twelve answered that they did not understand because they did not pay attention.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

Eight out of twelve answered “yes” because they did the activity with their partners and they spoke about the clothes that they were wearing, four out twelve answered “no” because they did not go in front of the class to show the exercise

4. ¿Participaste en clase, hablando en inglés?

Eleven out of twelve said they could participate in class to develop the exercises, ask and answer orally questions

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

Eight out of twelve said *much*, seeing that they used the English most of the time in the activities

6. ¿Aprendiste nuevas expresiones en inglés?

Although four of twelve students have responded that they did not participate in class, all of them learned new vocabulary about the clothes that they were wearing

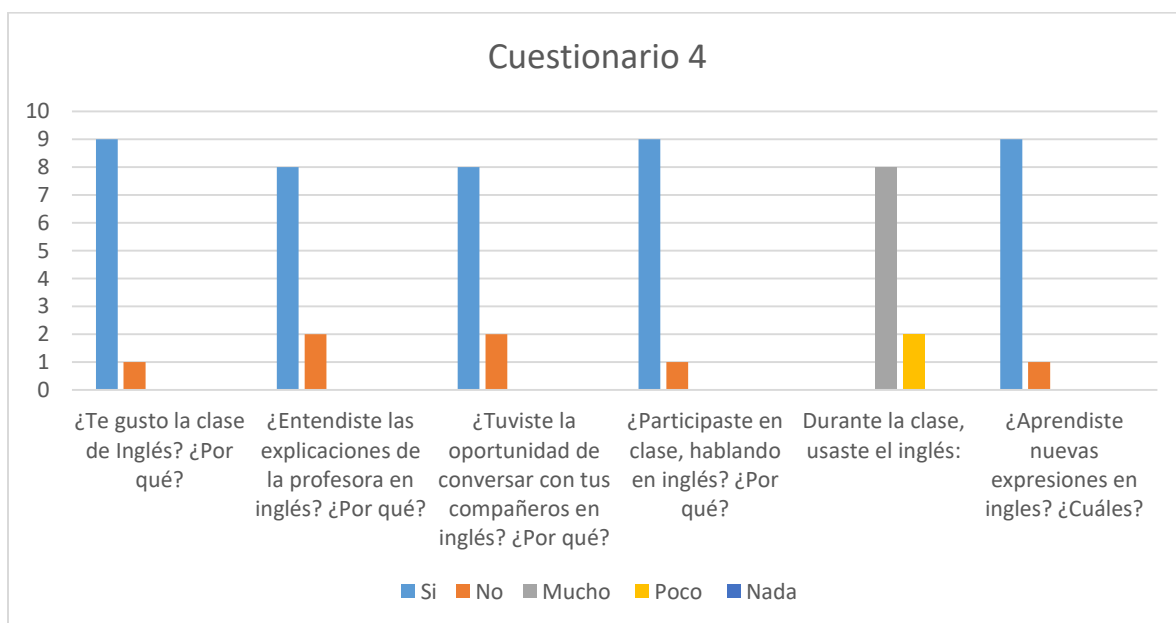
Outside observer analysis

According to the outside observer, the teacher used a good warm up to introduce the students to the topic, she used good materials and audiovisual aids, promoting the students

interest for the class, and they had the opportunity to participate in English. The vocabulary used was according with the level of the group facilitating the listening and speaking skills

SEMENOR: second grade

The objective of this fourth workshop was to recognizing the actions that are in progress.



The first question: ¿Te gustó la clase de inglés? Si No ¿Por qué?, (Did you like the English class? Yes/No Why?) Nine out of ten children liked English class. They said that the class was fun and they enjoyed it. Moreover, that class games were fantastic and they could talk with their classmates in English. This workshop showed advanced in the learning of English, involving fun activities and they should talk in the English language. One out of the ten children answered that he did not like the class of English; he stated that the words were very difficult for him and he did not understand talking in class.

The second question: ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué?, (Did you understand the teachers explanations in English? Yes/No Why?) eight out of the ten children responded they understood the explanations given by the teacher in English.

Children expressed paid close attention to the teacher, so it was easy to understand her. Nevertheless, two out of the ten children respond that they did not understand the explanations of the teacher in English, as she spoke in English, therefore does not understand the explanations.

The third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué? (Did you have the opportunity to talk in English with your classmates? Yes/No Why? Eight out of the ten children responded that they had the opportunity to talk with their classmates in English. They expressed that there were contests in which they talk to their peers in English. Two out of ten children said they did not have the opportunity to speak in English with their classmates, they express they did not want to participate because they were ashamed.

The fourth question: ¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Nine out of the ten children expressed they like to speak in English, owing to the activities, which facilitated their speaking. The teacher also gave them the opportunity to participate in all activities of the workshop. One out of the ten children responded that he did not participate in class talking in English, he stated that it is very difficult to participate in activities speaking in English.

The fifth question: Durante la clase, usaste el inglés: Mucho POCO Nada (During the class you used English: Very Much Little or None) eight out of the ten children said they used very much English in class. Children showed a great interest for using English in class. Two of ten children used little English in class.

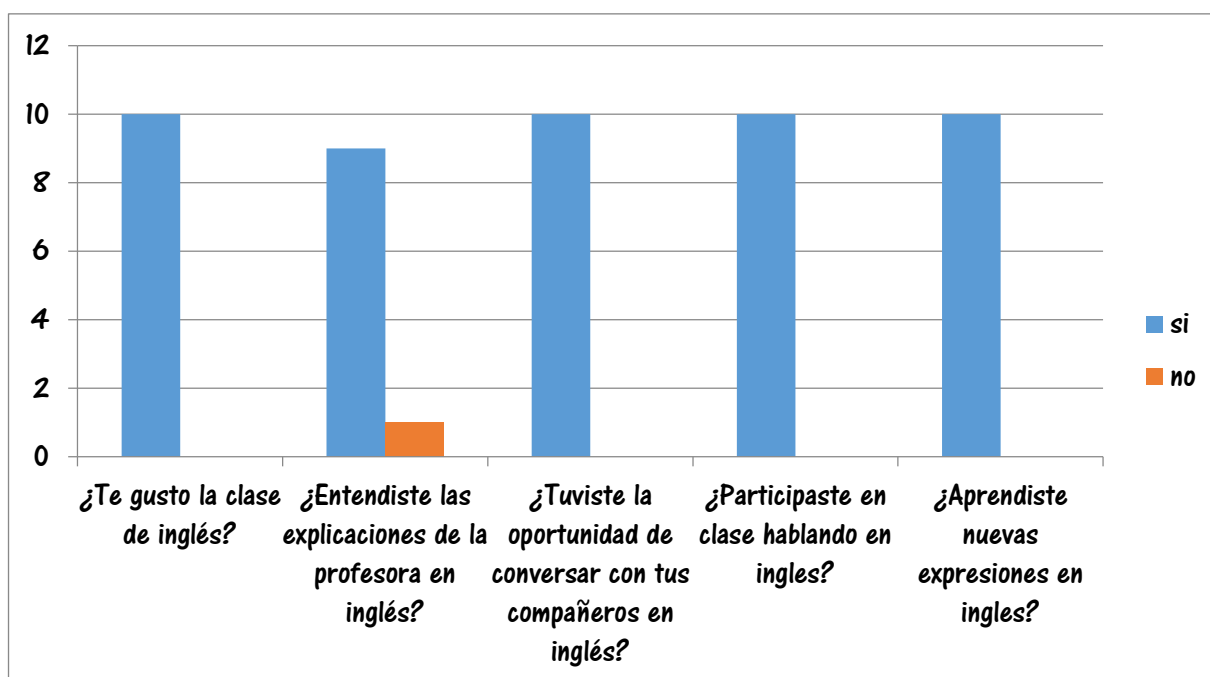
The sixth question: ¿Aprendiste nuevas expresiones en inglés? Si No ¿Cuáles? (Did you learn new expressions in English? Yes/No Which ones?) Nine out of the ten children learned

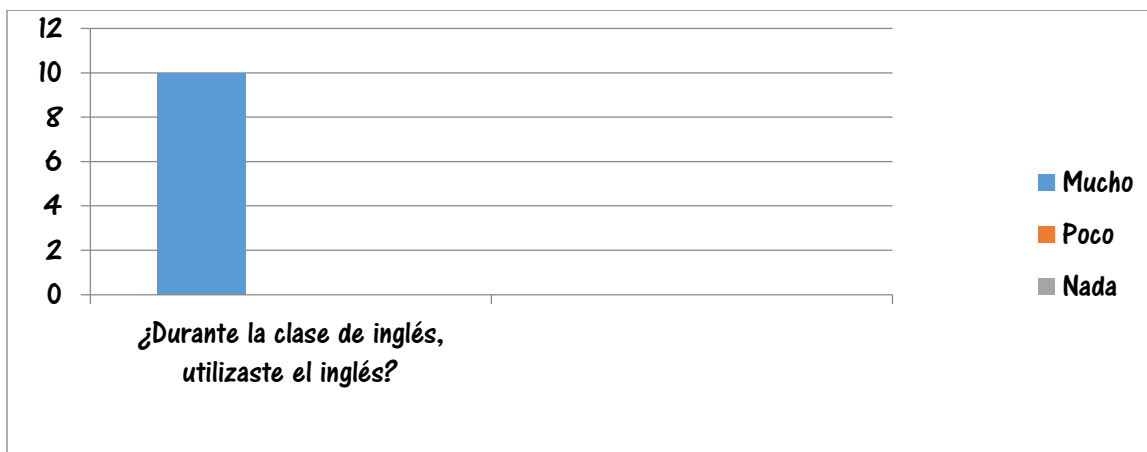
new words in English at the workshop like: climbing, crying, cooking, playing, flying, walking buying, talking. One of ten children said he did not learn new words.

Analysis outside observer

The outside observer noticed that students were very active, since the activities were fun; including them body movement and vocabulary which was appropriate for children. She also saw that one of the children did not show great interest in the activities of the workshop. She concludes that activities are movement activities and interaction with classmates, it makes children display connected to what they do and learn. Children are note as they enjoy these activities.

Liceo Infantil Niños 2000: third grade





On the first question ten students answered that liked the class because there are always different activities and that they enjoyed.

On the second question, only a student responded that he did not understand explanations of the teacher in English, given that it was difficult for him to understand English. Yet, nine out of ten students answered that they understood the explanations and activities.

On the third question, ten students answered that they had opportunity to talk with their fellow in English, seeing that they had group activities.

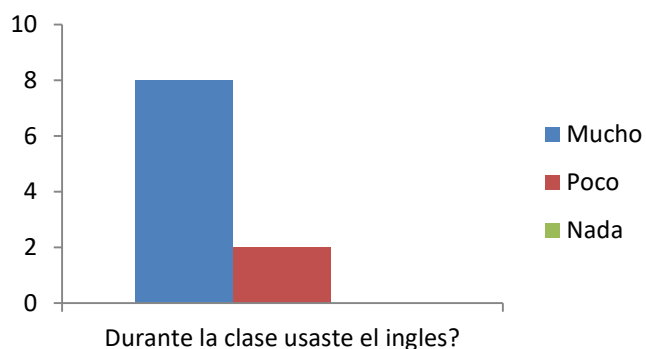
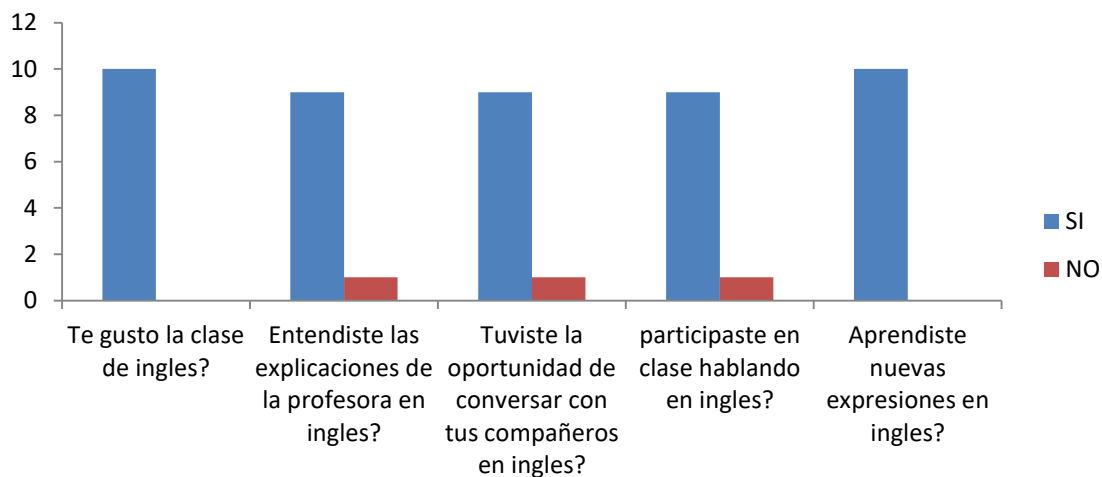
On the fourth question students answered that they could participate in class talking English because they worked by groups and they could say the answers to the activities.

On the fifth answer students responded that they learned new expressions about the issue seen in class.

Outside observer analysis

According to the observer, children seemed to be enjoying the class as they learn in English. Teacher's explanations were clear and they could understand much better. Furthermore, students tried to pronounce good English and develop group activities using English.

Liceo aprender: fifth grade



In the survey, the first question was: ¿Te gustó la clase de inglés? All of the surveyed students answered they enjoyed the class and the activities. They said that the class was very nice.

The second question was: ¿Entendiste las explicaciones de la profesora en inglés? 9 out of 10 surveyed students in this question, answered they understood all of the teacher's explanations in English. They said the teacher explains and talks very clear. One student said that they did not understand the teacher's explanations.

The third question was: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 9 out of 10 students answered that in the class, they had the opportunity to talk and express their opinions with their partners, they expressed that they felt more comfortable

talking in English. Only one student said that he did not have the possibility to talk with their partners.

The fourth question was: ¿Participaste en clase hablando en inglés? 9 out of 10 the students answered that in the class, they had the possibility of using the second language, in all the activities planned by the teacher.

The fifth question was ¿Durante la clase usaste el inglés? 8 out of 10 students surveyed said that they used much English in the class. 2 of them expressed they used little the language in the class. It was observed that students were more secure when they talked, and it was evident the progress in the target language.

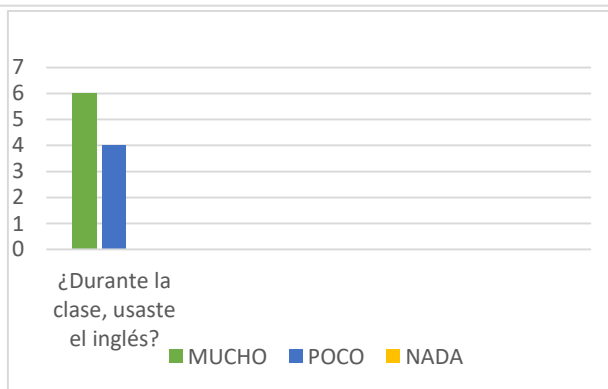
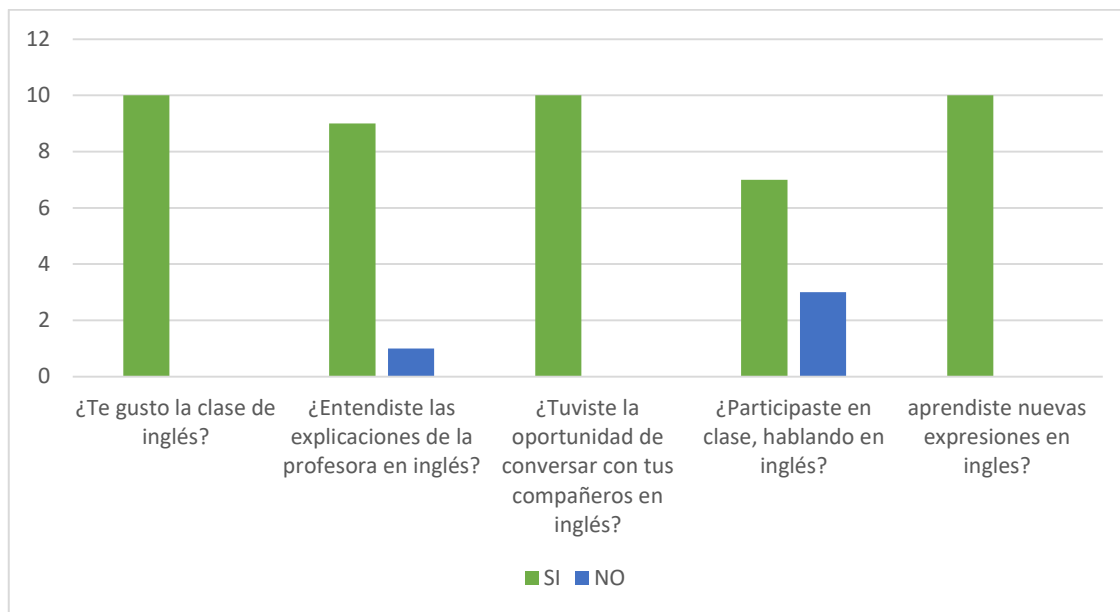
The last question was: ¿Aprendiste nuevas expresiones en inglés? In this question, all of the students answered they learned new concepts and words in English, they express that it help them to talk better in English.

Outside observer analysis

The outside observer said that the students enjoy the class and that the class was very funny for them. Moreover, he considered it was evident the progress of the students, since they understood easier the teacher`s explanations.

The observer stated that the students had many opportunities to interact in class with others through the development of the activities. Besides, he expressed that the majority of the students use the English in class, and they like to participate in it using the language. Despite all this progress, the observer noticed that the amount of time that students speak in English is still low.

Institución educativa la presentación: second grade



1. ¿Te gustó la clase en inglés?

In the topic presented this week all students surveyed like the English class, they said that was a good class and they could talk about things they do.

2. ¿Entendiste las explicaciones de la profesora en inglés?

The majority of them understood the explanations because they were paying attention and they repeated the activities between them in a good way. Only one respondent said he did not understand well the English language

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

In the activity where the students had to interact between them in the target language the whole surveyed group considered they participated during the activities in English.

4. ¿Participaste en clase, hablando en inglés?

Seven respondents answered that they participated appropriately, seeing that they had the opportunity to do it. Yet, the other three did not have the opportunity in the activity

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

During the class six of them used the English much and the other four used it little.

6. ¿Aprendiste nuevas expresiones en inglés?

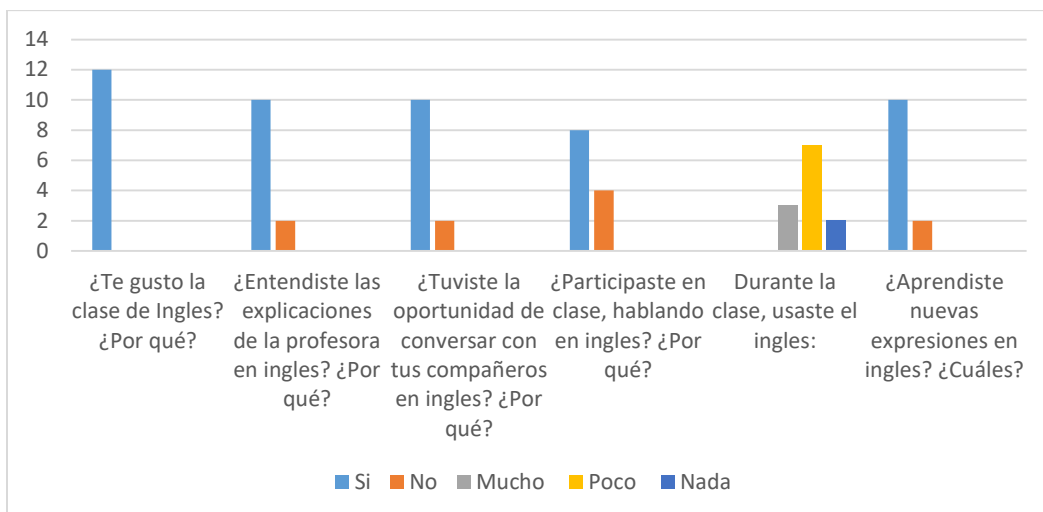
In the last item all respondents assumed that they learned new expressions and new words in English.

Outside observer analysis

According to the outside observer answers, the topic enhance of the students from the warm up that was that is was a funny activity. Students understood the class because it had good material, the teacher's tone voice was good and it is very important to be understood.

Through clear strategies the students had the opportunity to interacting using the target language between them in much time of the class, she could see also the responsibility with they made all activities in English.

Instituto universitario de Caldas: fourth grade



¿Te gusta la clase de inglés?

All students said they liked the class, due to the fact that they had opportunity of listening to music and do the different actions.

¿Entendiste las explicaciones de la profesora?

8 out of 12 students said they understand the teacher's explanations in English, seeing that she used examples with clear structures. Some students said they did not understand the explanations that were spoken in English.

¿Tuviste la oportunidad de hablar con tus compañeros en inglés?

8 out of students said that they had the opportunity to speak in English because did activities and conversations in pair and this allow that the students practice the English with your partner and your teacher.

¿Participaste en clase hablando inglés?

8 of 12 students said they participated speaking in English as they had to guess the actions of their peers and say complete sentences in English, 4 students said they were not involved why they did not turn for the number of students in class.

¿Durante la clase usaste inglés?

3 out of 12 students said they used much the English in class who followed the rules of activities. 7 students said very little that everyone wanted to come forward and express their views but the group is very number and some children did not have the opportunity to leave. 2 students said they did not use all the English in class because they are embarrassed wrong in front of their peers.

¿Aprendiste nuevas expresiones en inglés?

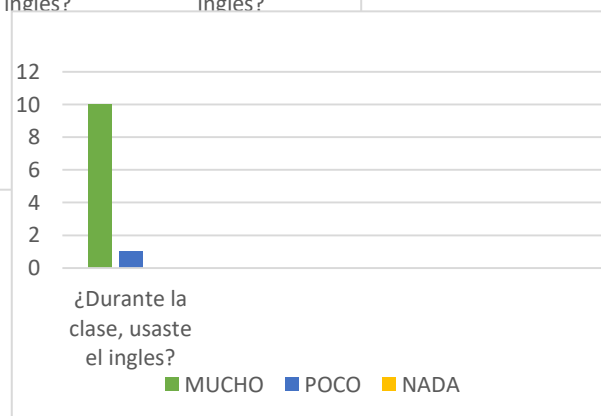
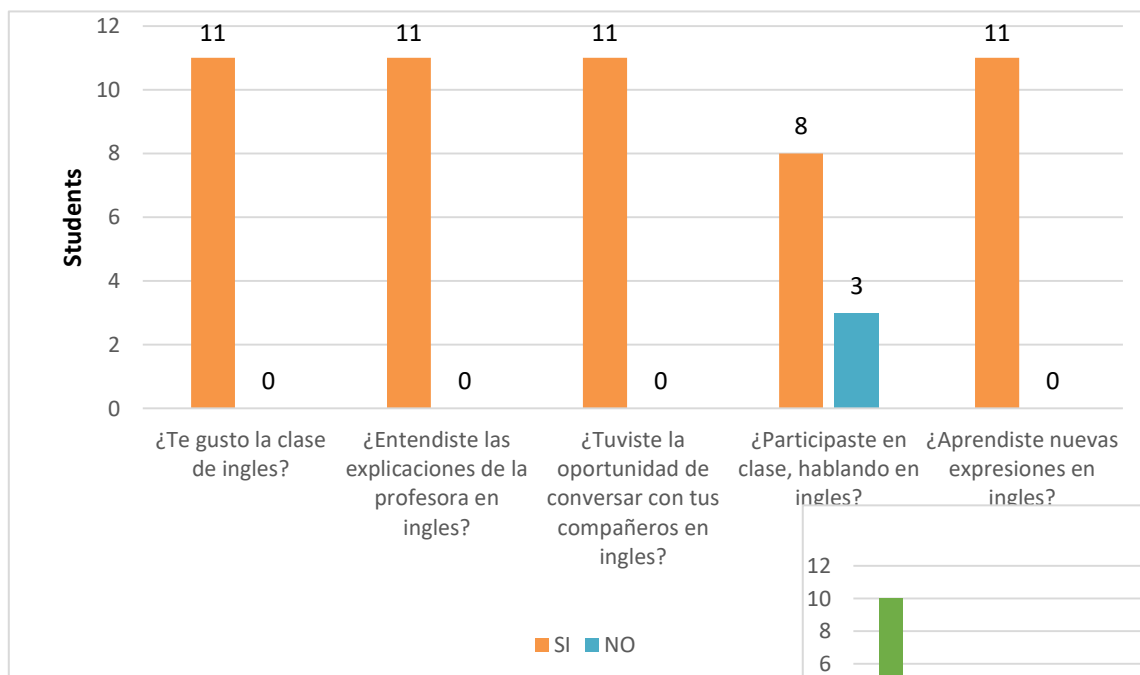
10 out of 12 students said learning new expressions in English. They could do the games perfectly and locate the vocabulary seen in the right images. 2 students said not learned new expressions in English but did not give their reasons.

Analysis outside observer

The observer answered that the students enjoy full and they participated happily in class because they practiced dialogues and the exercises was in English and they were exposed to language all time . Step by step they have understood the explanations.

WORKSHOP ANALYSIS N° 5

Instituto Técnico Francisco José de Caldas: fourth grade:



To this workshop, one out of the sample students did not attend class

1. ¿Te gustó la clase en inglés?

All students enjoyed the class because the activities were funny and enjoyable

2. ¿Entendiste las explicaciones de la profesora en inglés?

Eleven students expressed that the topic about fruits and vegetables was easy to learn, given that the teacher repeated the vocabulary and explained very well and clearly.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

Eleven students stated that they could talk in English with the teacher and with their partners through the activities

4. ¿Participaste en clase, hablando en inglés?

Eight out of eleven students said that they participated when they made and answered questions orally in English; three out eleven said they could not participate because they did not go in front of the class to demonstrate the conversation.

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

The students used English most of the time during class and conversations

6. ¿Aprendiste nuevas expresiones en inglés?

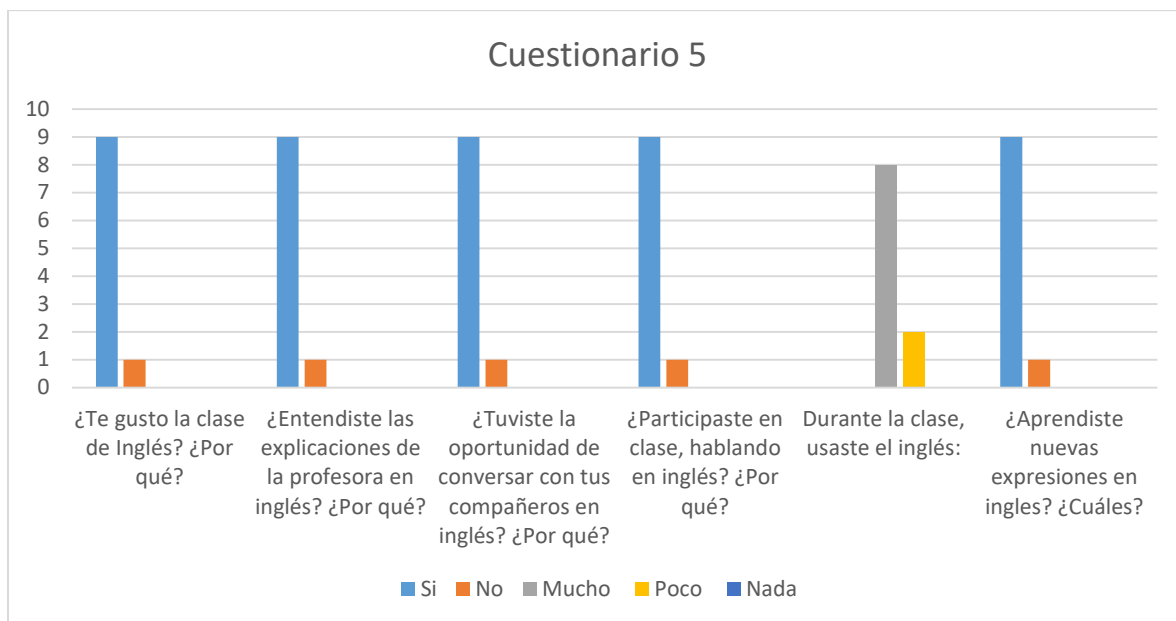
All the students learned how ask for questions and answer likes and dislikes about fruit and vegetables

Outside observer analysis

The teacher maintained the interest of students, she used strategies to get their attention and promote oral communication among them

SEMENOR: second grade

The objective of this fifth workshop was to asking for personal information.



The first question: ¿te gusto la clase de inglés? Sí No ¿por qué?,(did you like the English class? yes/no why?) Nine out of the ten children like English class. They said that in the class they learned a lot, that it was fun. They said all activities of the workshop were active. On this workshop kids were motivated and the expectation of the activities were to perform in class. One out of the ten children did not like the English class. This child said that he does not like because he cannot speak English. This attitude has been repeated in all the workshops, the child does not feel comfortable with the English and makes a great effort to be attentive in class.

The second question: ¿Entendiste las explicaciones de la profesora en inglés? sí no ¿por qué?, (did you understand the teachers explanations in English? yes/no why?) nine out of ten children responded that they understood the explanations given by the teacher in English. They expressed that the explanation was easy, since the teacher gave instructions very well. They also asked questions and doubts were clarified. One of the children expressed he understood because he practiced at home. One out of the children claimed that he did not understand the explanations of the teacher in English, as he did not know English.

The third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? si no ¿por qué?,(did you have the opportunity to talk in English with your classmates? yes/no why?)Nine out of ten children responded they had the opportunity to talk with their classmates in English. They expressed that the workshop activities were developed to talk to their classmates. Besides, they considered that participating with their classmates is very comfortable because they love lost between them is long. They stated that between them help to speak English and the teacher taught them for them to do the same with their classmates. One out of the ten children say they didn't have the opportunity to converse in English with their classmates, the student said he did not participate in the conversation because he did not like to go out to participate in the activities.

The fourth question: ¿Participaste en clase, hablando en inglés? si no ¿por qué? (did you participate in the class in English? yes/no why?) nine out of the ten children express they like to speak in English, the children expressed the English is very easy for them and the game that made in pairs facilitated to them speak English. one out of the ten children respond that did not participate in class talking in English, he said it is a little slow to speak English and therefore did not participate in class.

The fifth question: durante la clase, usaste el inglés: mucho poco nada, (during the class you used English: very much little or none) eight out of the ten children said they used very much English in class. During the workshop development, they were very interested in speaking English and the proposed tasks has seen great progress in their oral skills. Two out of ten children used little english in class,it reflected in their behavior, as shown insecure when speaking in english. and no one answered none.

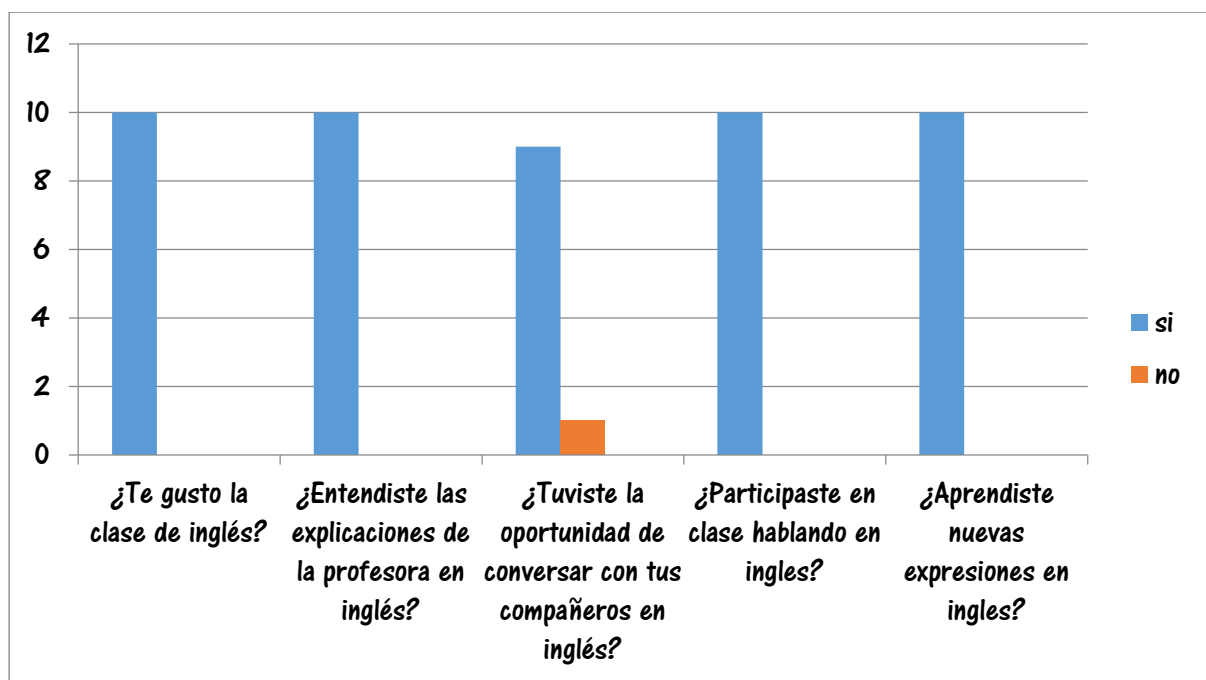
The sixth question: ¿aprendiste nuevas expresiones en inglés? si no ¿cuáles?, (did you learn new expressions in English? yes/no which ones?) Nine out of the ten children learn new

words in English at the workshop like: who, when, how, where, which. one of ten children said no learn new words, he already knew the words worked in the workshop.

Outside observer analysis

The outside observer, she said students enjoy English class, and participating in all the activities proposed. Furthermore, the teacher gave the children all possible meanings to understand his explanations. Students through the questions for their classmates used the speech to communicate which a great help and learning was for

Liceo Infantil Niños 2000



On the first question students answered that they liked English class and enjoyed all the activities

On the second question the students said that they understood the explanations from the teacher because there were examples of dialogues and some visual materials.

On the third question most of the students answered that they had the opportunity to talk with their partners in English and participate in class.

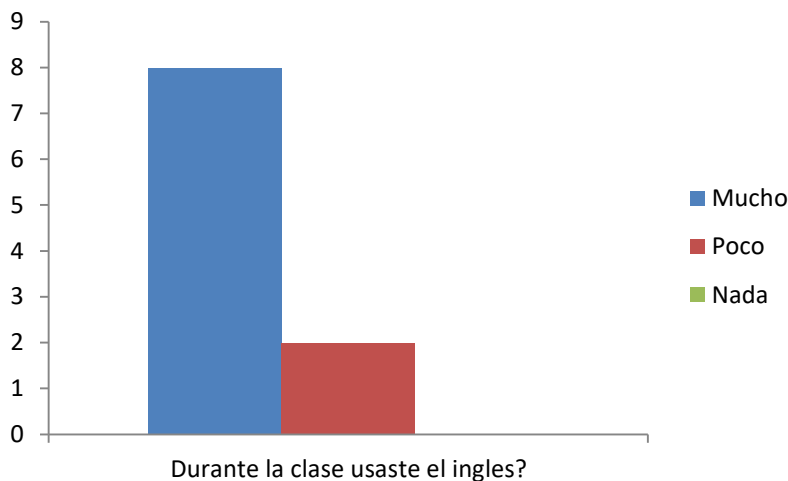
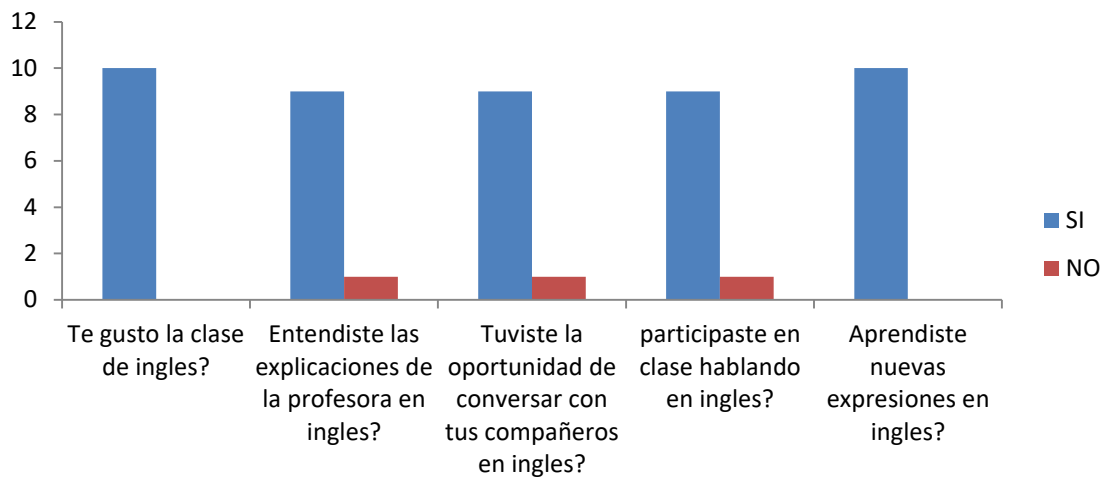
On the fourth question children answered that they could participate in English because all the class was in this language, therefore they had to strive to speak English.

In the fifth question students responded that they learned new expressions in English although they already knew some of them.

Analysis outside observer

According to the answered of the observer, it was important that all children would have the opportunity to participate, because so everyone can practice English. Moreover, the strategies used had good impact on children's learning, and the class was contextualized and with a logical order where the children where children from the beginning were involved.

Liceo aprender: fifth grade



In the survey, the first question was: ¿Te gustó la clase de inglés? In this question, all of the surveyed students answered that they enjoyed the class and the activities. They expressed that the lesson was very clear, they enjoy and learned with the activities.

The second question was: ¿Entendiste las explicaciones de la profesora en inglés? 9 out of 10 surveyed students answer that they enjoy the class and the activities planned by the teacher. is observed that the students enjoy the class because they had active participation in the developed of the lesson. A student said that they don't understood the teacher's explanation, this student arrive late to the class.

The third question was: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 9 out of 10 students said that they speak with their partners in class; the activities

planned provide them this possibility. Only a student express that they don't speak in English with their partners, because they felt fear because he arrived late to class.

The forth question was: ¿Participaste en clase hablando en inglés? 9 out of 10 students surveyed express that they had the opportunity to participate in class using the target language. The activities permitted them to use the English.

The fifth question was ¿durante la clase usaste el inglés? 8 out of 10 students surveyed answered that they use the English in each moments of the class, but 2 of them, said that they used the English little.

The last question was: ¿Aprendiste nuevas expresiones en inglés? On this question, the 10 students surveyed said that they learned more expressions and vocabulary in English.

Outside observer analysis

In the survey applied to the outside observer the first question was: Did the students enjoy the class? The outside observer said that the students enjoy the class, and it was observed, because the students interact with their partners and the teacher.

The second question was: did the students understand the teacher's explanation? the outside observer said that the students understood the teacher explanation, because it was very clear and the teacher had feedback of the topic.

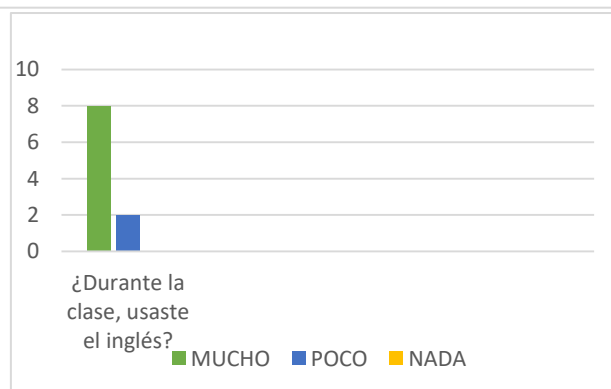
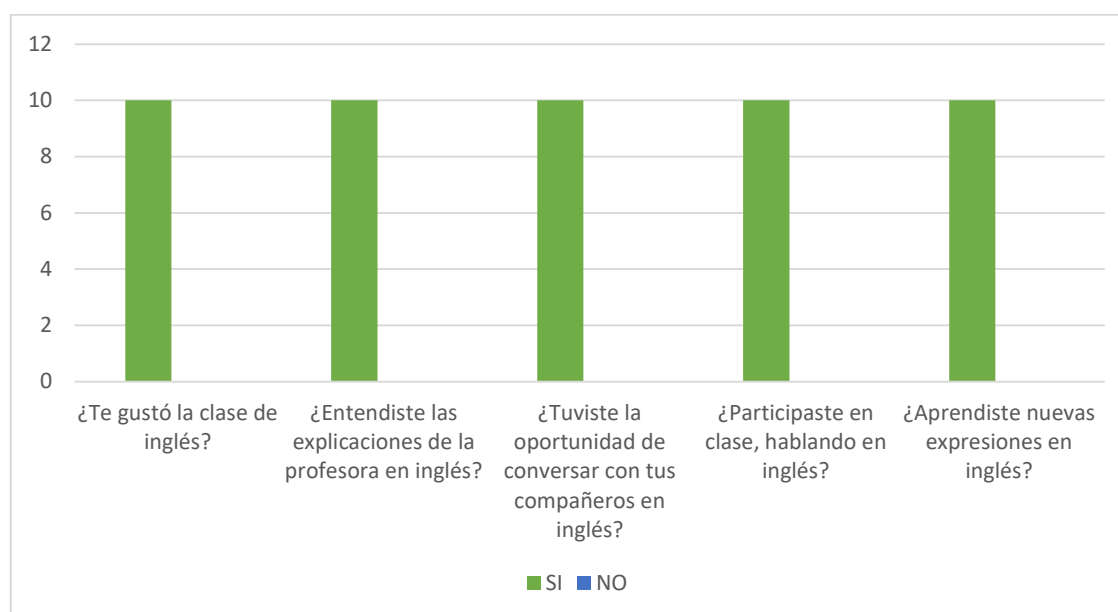
The third question was: did the students have the opportunity to interact each other in English? The observer expressed that the students know more vocabulary and it permitted that they can interact each other easier.

The fourth question was: did the students participate in class by using the target language? In this question, the outside observed express that the students enjoy participating in class using the English.

The other question was: how long did the students use English during the class? In this question the outside observed answer that much.

And the last question was: did the students learn new expressions in English? the teacher said yes, the lesson gave the opportunity that the students learned new vocabulary.

Institución educativa la presentación: second grade



1. ¿Te gustó la clase en inglés?

The students answered that they continued enjoying the English class

2. ¿Entendiste las explicaciones de la profesora en inglés?

They understood the teacher explanations in English through funny activities in the class

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

All students had the opportunity of talking between them in English because the activities allowed them.

4. ¿Participaste en clase, hablando en inglés?

The student’s respondents participating talking in English because they answered to the teacher’s questions about personal information

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

The whole group using the target language during the class

6. ¿Aprendiste nuevas expresiones en inglés?

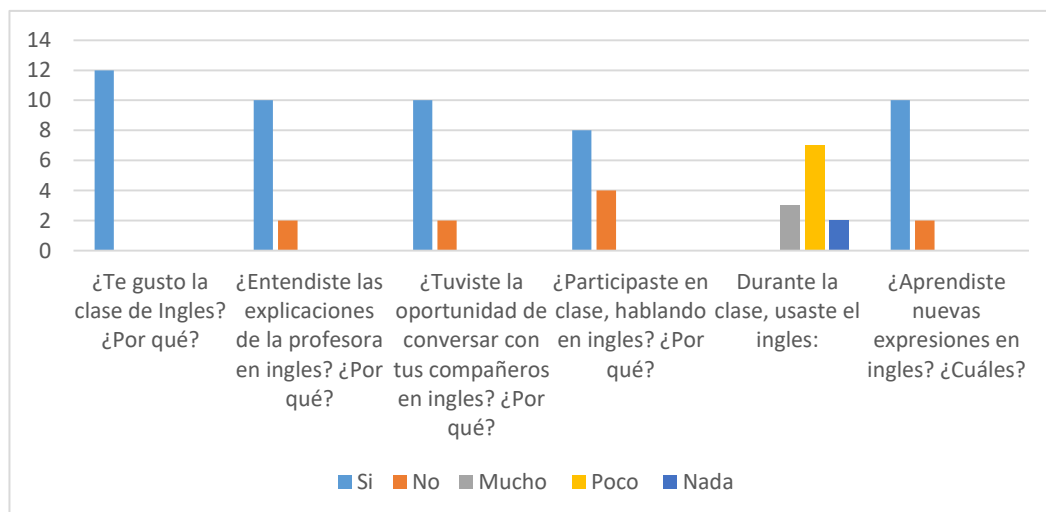
Through the participation the students learned new things.

Outside observer analysis

With this fifth workshop the proposal of develop oral skills in the students of second grade, the students and outside observer could see that the communication skills are improving in them; because now they are more interesting in developing the activities where the interaction between them is more evident, in this workshop the whole group wanted to participate in the tasks, enjoying the activities, understanding and following the instructions in the target language.

Using the most time of the class in English and the new expressions and new vocabulary learned in them is noticed and used it for them in a right way

Instituto universitario de caldas: fourth grade



¿Te gusta la clase de inglés?

All students said liked the class because they had opportunity the listening music and did the different actions. Some students said: "I like English class for fun and learn English very easy".

¿Entendiste las explicaciones de la profesora?

8 out of 12 students said they understand the explanations of the teacher in English because she used examples with your structures. S students said did not understand the explanations that were spoken in English.

¿Tuviste la oportunidad de hablar con tus compañeros en inglés?

8 out of students said that they had the opportunity to speak in English because did activities and conversations in pair and this allow that the students practice the English with your partner and your teacher.

¿Participaste en clase hablando inglés?

8 of 12 students said they participated speaking in English because they had to guess the actions of their peers and say complete sentences in English, 4 students said they were not involved why they did not turn for the number of students in class. ,

¿Durante la clase usaste inglés?

3 out of 12 students said they used much the English in class who followed the rules of activities. 7 students said very little that everyone wanted to come forward and express their views but the group is very number and some children did not have the opportunity to leave. 2 students said they did not use all the English in class because they are embarrassed wrong in front of their peers.

¿Aprendiste nuevas expresiones en inglés?

10 out of 12 students said learning new expressions in English that could make the games perfectly class and locate the vocabulary seen in the corresponding images that the teacher

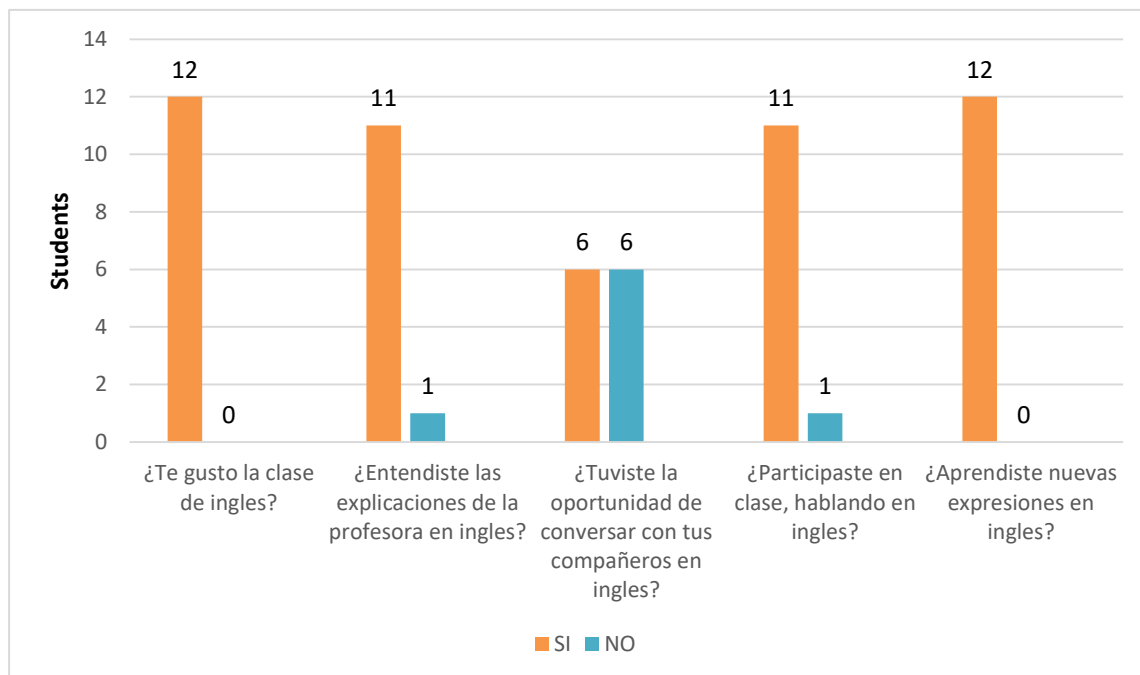
showed them. 2 students said not learned new expressions in English but did not give their reasons.

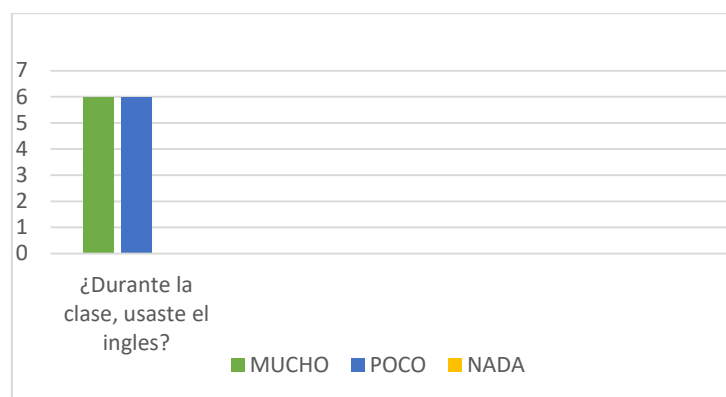
Analysis outside observer:

The observer said that the students enjoyed so much because the activities was so good and the observer said al beginning the teacher must be more specific because the grammar about past is difficult. The students had opportunity to interact each other in English because they answered and interviewed each other and share lot information and they were exposed to use the correct target and used the grammar correctly.

WORKSHOP ANALYSIS N° 6

Instituto técnico francisco José de caldas: third grade





1. ¿Te gustó la clase en inglés?

All students liked the class because they sang a song, learned new vocabulary and played with objects

2. ¿Entendiste las explicaciones de la profesora en inglés?

Ten students understood the teacher's explanations, one out of twelve student answered no, because he did not pay attention.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

Six out of twelve students stated that they did not speak with the classmates because for this workshop there was not this type of activity.

4. ¿participaste en clase, hablando en inglés?

Eleven students could participate in class to describing in English where the objects are

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

Most of the time English was spoken in class, but six students were a bit distracted

6. ¿Aprendiste nuevas expresiones en inglés?

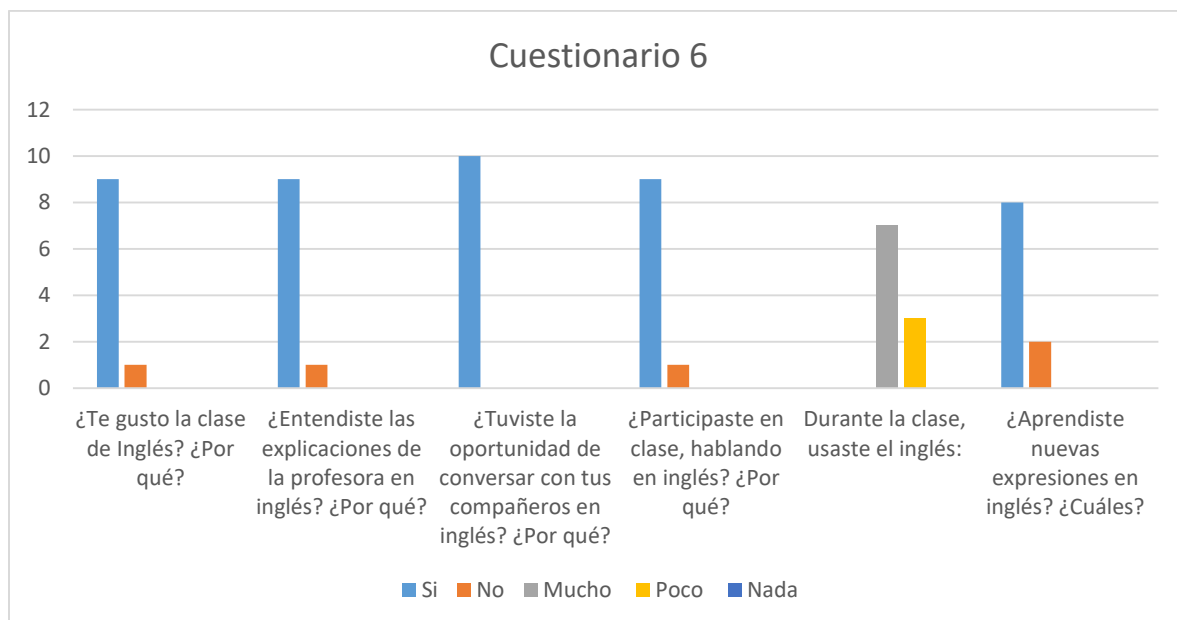
Twelve students learned to put different objects according with the preposition given and describing where they were

Outside observer analysis

The students enjoyed the class because the teacher used good materials and resources to teach the topic about prepositions. Although the students did not talk each other, they participated and spoke in English most of the time in the activities, they understood the teacher explanations

SEMENOR: second grade

The objective of this fifth workshop was locating objects in the classroom.



The first question: ¿Te gustó la clase de inglés? Si No ¿Por qué?, (Did you like the English class? Yes/No Why?) Nine out of the ten children like English class. Children say they learn many new things, had many activities in class which they learn many new words. Also, they expressed that English is their life and it is very funny. One out of the ten children didn't like the English class. This child says that English class is very boring because the teacher speaks English. For him has been very difficult to get used to another language in class.

The second question: ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué?, (Did you understand the teachers explanations in English? Yes/No Why?) nine out of the ten children respond they understand the explanations given by the teacher in English. The students express the teacher explains very well the activities, the theme was easy for them and they always practice at home. One out of the children respond that he did not understand the explanations of the teacher in English, because the teacher speaks in English and he did not understand her.

The third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué?, (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Ten out of the ten children respond they had the opportunity to talk with their classmates in English. All children expressed that activities were presented at the workshop were to talk to their classmates on objects in the room and thanks to this them could speak in English.

The fourth question: ¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Nine out of the ten children express they like to speak in English, students say there were many games in class and could express their ideas in English. Also, they think that speaking English is important and that the topic was very easy for them. One out of the ten children respond that did not participate in class talking in English, he says he did not participate in class because he was not called to participate in the proposed workshop games.

The fifth question: Durante la clase, usaste el inglés: MuchoPoco Nada, (During the class you used English: Very Much Little or None) seven out of the ten children said they used very much English in class. During the workshop. In class the children were active and participatory talking with their classmates, not only used the English speaking but it also

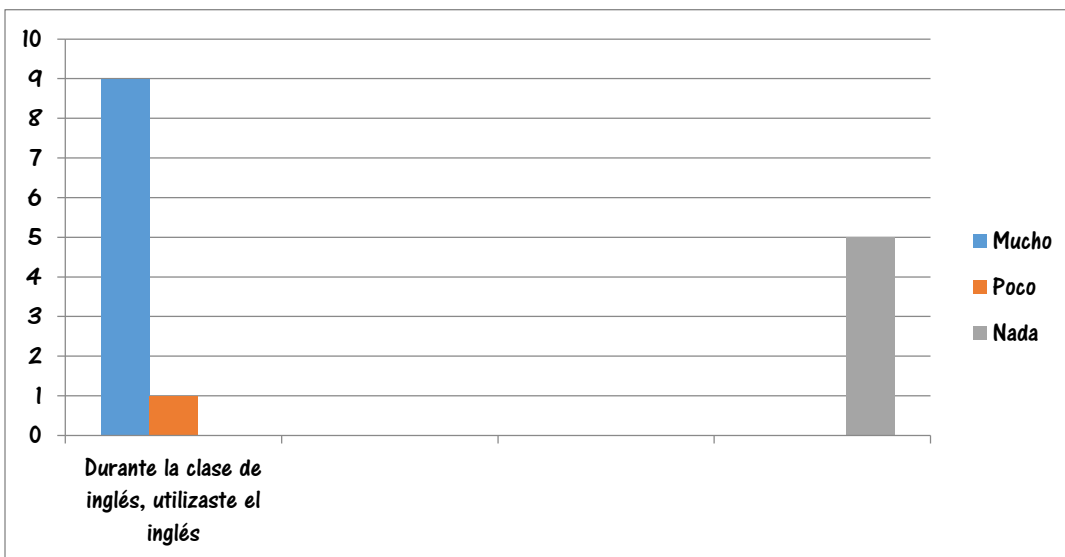
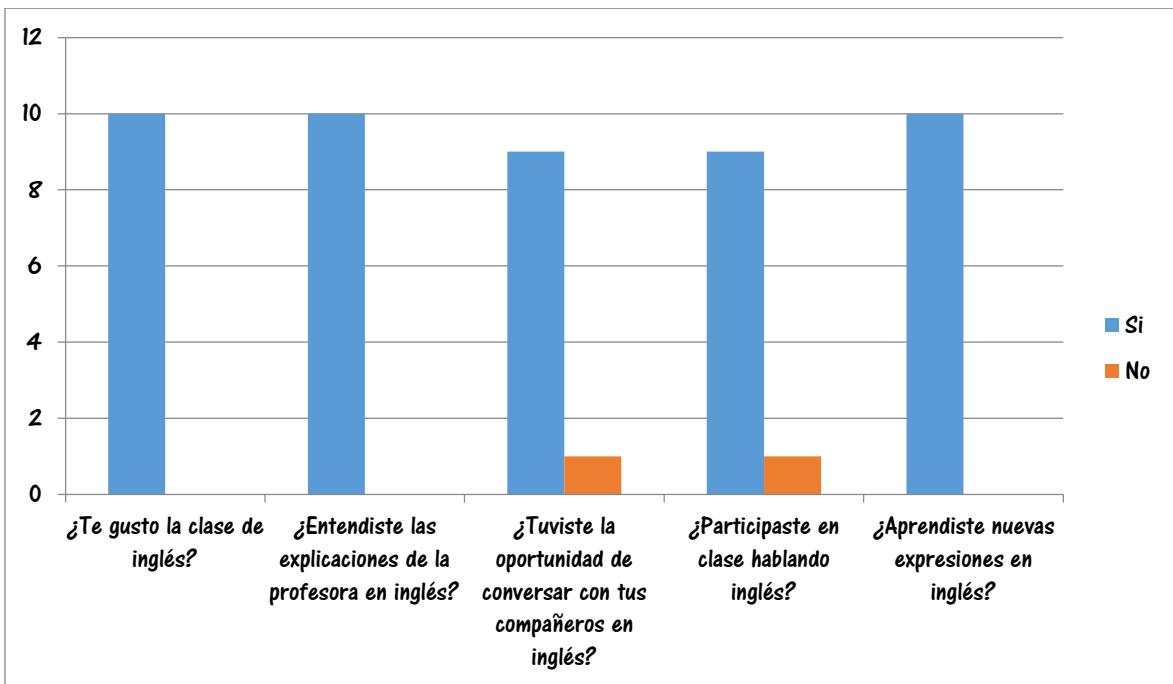
writing tasks in their notebooks. Three out of ten children used little English in class, these children were timid in class and not very comfortable speaking in English before English class, and no one answered none.

The sixth question: ¿Aprendiste nuevas expresiones en inglés? Si No ¿Cuáles?, (Did you learn new expressions in English? Yes/No Which ones?) Eight out of the ten children learn new words in English at the workshop like: under, next to, in front of, between, by. Two of ten children said no learn new words, he already knew the words worked in the workshop.

Analysis outside observer

The outside observer, she says students engaged with the workshop activities, interacting with their classmates. The explanations that the teacher gave in class, the students understood and made the activities that were proposed at the workshop. Couples activities are of great impact for them, because they feel safer with their classmates. She noted that some of the students already know the vocabulary worked in class as they take courses outside school.

Liceo Infantil Niños 2000: third grade



On the first question students answered that you liked the class, and were motivated to learn English.

On the second question the students answered that they understood the explanations in English although it is difficult for them to understand them at first, always need visual aids so examples for activities.

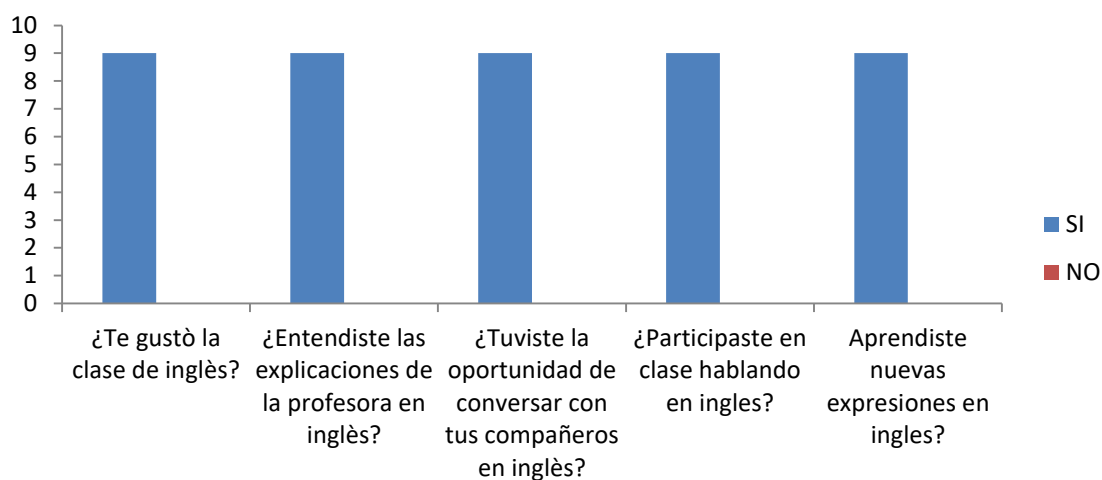
On the third question children said that they had the opportunity to participate in class by speaking English, although one of them said that no, because did not participate when the teacher questions but if practical repeating vocabulary.

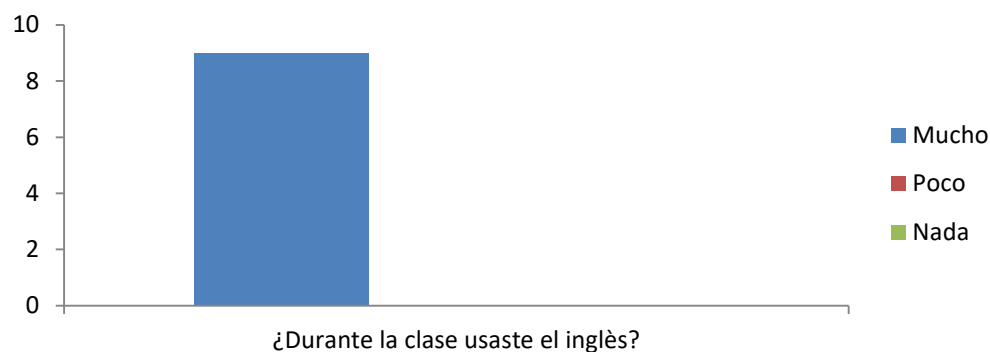
On the fourth question students responded that they learned new vocabulary and that also could speak English in class.

Analysis outside observer

The outside observer answered that the students developed oral and listening activities by games and others activities. In the class students interacted individual and in teams with English, since had various types of activities that helped them to learn new vocabulary and understand all the explanations of the teacher

Liceo aprender: fifth grade





The questionnaire was applying to 9 students of fifth grade. A student didn't coming to class.

In the survey, the first question was: ¿te gustó la clase de inglés? In this question, all of the students surveyed said that they enjoy the class and all the activities planned by the teacher.

The second question was: entendiste las explicaciones de la profesora en inglés ?9 out of 9 students surveyed answer that they explain all the teacher`s explanations in English.

The third question was: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? 9 out of 9 surveyed explain that they had in the class the opportunity to spoke with their friends in English.

The forth question was: ¿Participaste en clase hablando en inglés? All of the students surveyed said that in all class, they need to use the target language. They express that in the English class, they can`t speak use the mother tongue.

Thefifthquestionwas ¿Durante la clase usaste el inglés? All of the students in this question answer that during the class, the always need to use the English.

Thelastquestionwas: ¿Aprendiste nuevas expresiones en inglés? The students answer that they learned very good the new topic and the expressions, is evident that the students understood the topic and the new vocabulary, because they participated in class

Outside observer analysis

In the survey applied to the outside observer the first question was: Did the students enjoy the class? In this question the outside observed said that the students enjoy the class, because it gave the opportunity to the students learn with funny activities.

The second question was: did the students understand the teacher’s explanation? the outside observer said that the students understood all of the teachers explanations in English.

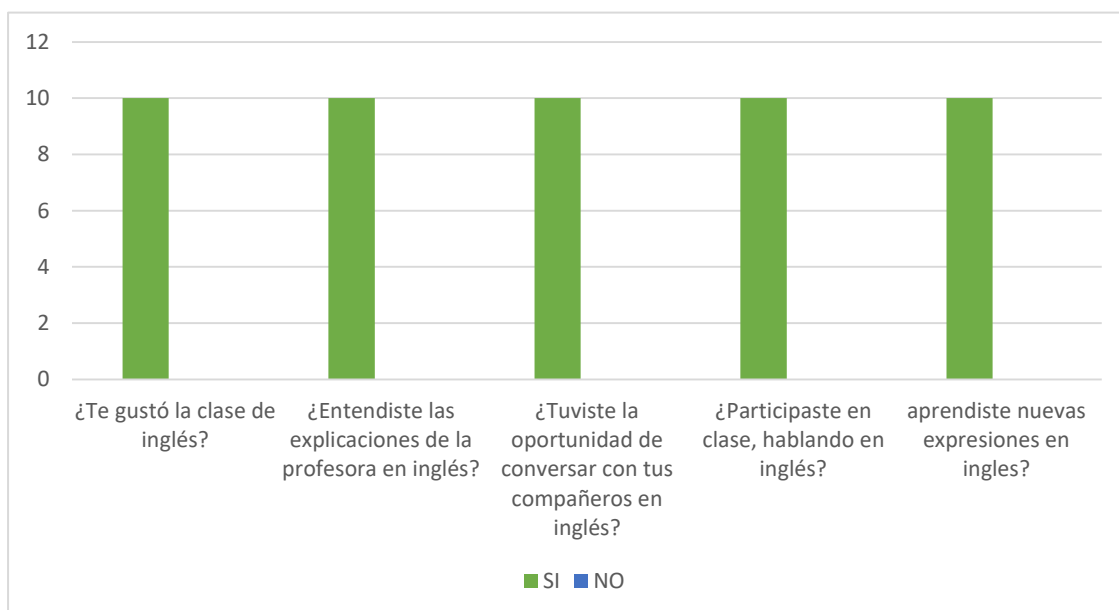
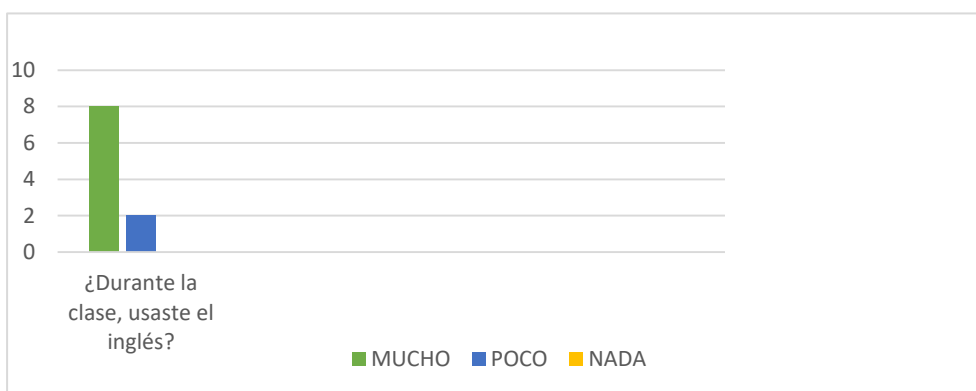
The third question was: did the students have the opportunity to interact each other in English? The outside express that through the activities planned, the students had the opportunity to interact in class.

The fourth question was: did the students participate in class by using the target language? The outside observed said that the students enjoy speak in English and the use the English language to participate in class.

The other question was: how long did the students use english during the class? The outside observed answer that much.

And the last question was: did the students learn new expressions in English?, the teacher said yes. The students in the lesson had the possibility to learn new vocabulary and strengthen the knowledge.

Institución educativa la presentación: second grade



1. ¿Te gustó la clase en inglés?

All students answered that they like English class, because they enjoyed watching videos and the funny activities.

2. ¿Entendiste las explicaciones de la profesora en inglés?

Nine students surveyed said yes because they were interesting, the other student said no because he did not understand.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

The whole group of respondents were comfortable and could interacting with their partners.

4. ¿Participaste en clase, hablando en inglés?

Through the activities that let the students participating speaking in English.

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

Two of the students answered little, because they did not have the opportunities, the others eight students used the English much because they understand the instructions.

6. ¿Aprendiste nuevas expresiones en inglés?

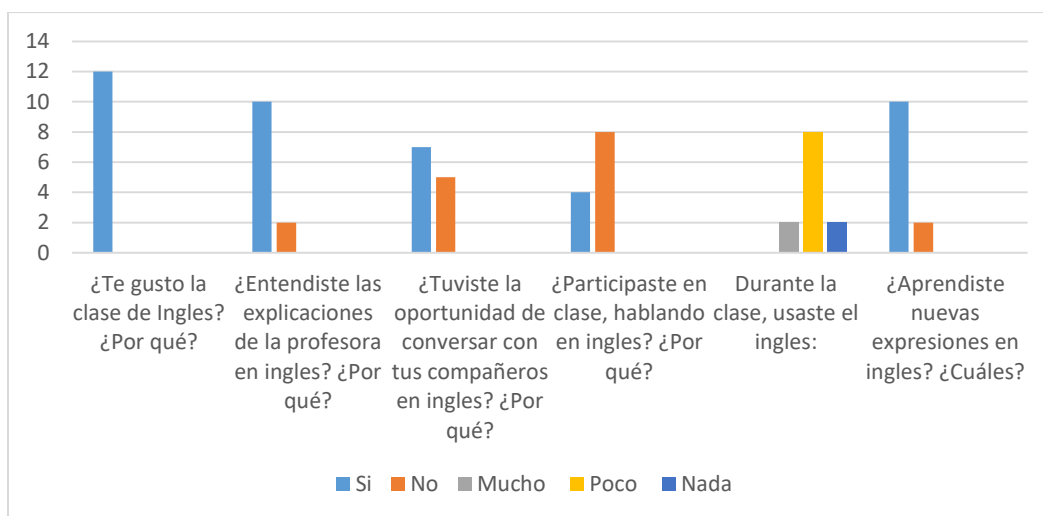
The complete group said yes, they argued that they were very concentrated.

Outside observer analysis

The activities presented in this workshop were useful in the learning process in the students because the topic is interesting, according the games were excited for them, because the teacher could integrated all of necessary to reach the goals.

It was evident that the concentration in the students was very well, they wanted participating in the activities.

Insitución universitaria de caldas: fourth grade



¿Te gusta la clase de inglés?

12 students said they like the kind of English that the theme of Christmas like a lot and could remember happy moments of her past, images and the accessories used in class in students generated great motivation for the subject.

¿Entendiste las explicaciones de la profesora?

10 of 12 students understood the explanations that colorful and striking images that allowed the student to recognize the new vocabulary used Concentration and memory games were made to practice the subject seen in class

¿Tuviste la oportunidad de hablar con tus compañeros en inglés?

5 out of 12 students said they did not have the opportunity to talk with peers in English why you think that to do so must have direct guidance of the teacher, however games and activities such as broken phone where they used the children had to speak involuntarily in English. 7 students said that if they had the opportunity to talk with peers in English that activities are permitted.

¿Participaste en clase hablando inglés?

4 out of 12 students said they participated in class speaking English because the teacher gave them the opportunity to speak in class and easily understood explanations but 8 students

said they did not have the opportunity because they do not understand the explanations and are embarrassed to speak in English front of their peers.

¿Durante la clase usaste inglés?

2 out of 12 students said they spoke much English because they were motivated with the theme seen in class and worked with great enthusiasm, 8 of 12 students said they spoke little English during class because they feel embarrassed wrong in front of their peers, and 2 students said they did not use anything in class because the English do not understand the explanations of the teacher and not properly follow the rules of activities.

¿Aprendiste nuevas expresiones en inglés?

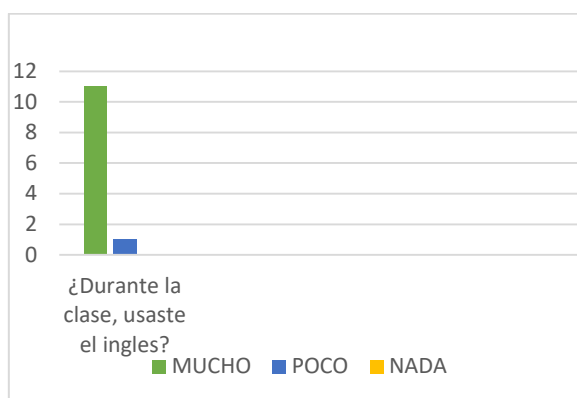
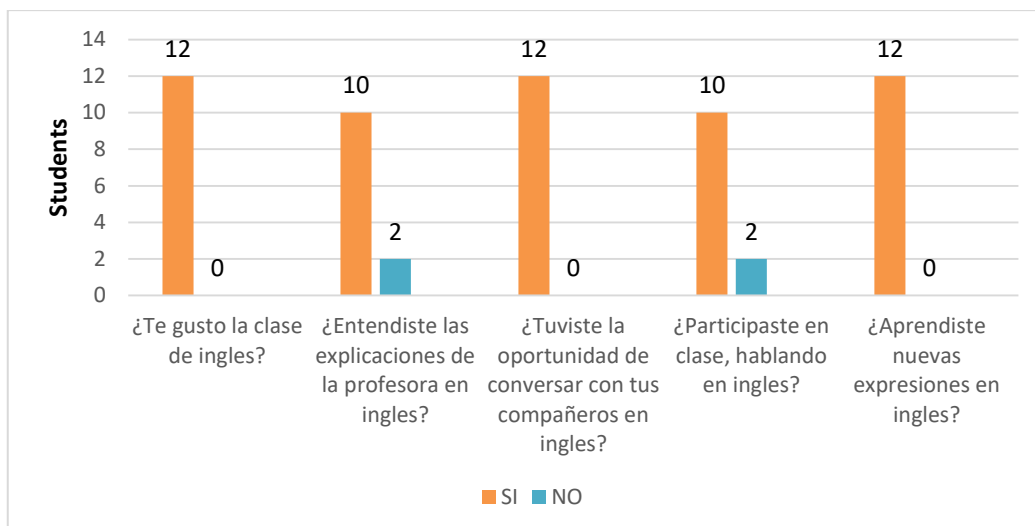
10 out of 12 students said they learned new English expressions about Christmas and said they learned to write letters to Santa Claus in English.

Analysis outside observer

The observer said students expressed faces motivation for class and easily understood explanations of the teacher that was a very interesting for children and had the opportunity to participate in class and interact with others through recreational games implemented by the teacher.

WORKSHOP ANALYSIS N° 7

Insitución Técnico Francisco José de Caldas: third grade



1. ¿Te gustó la clase en inglés?

All the students of the sample enjoyed the class because there were a lot corporal movements

2. ¿Entendiste las explicaciones de la profesora en inglés?

Ten out of twelve students understood the explanations because they could relate the actions with their pronunciation and pictures

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

They talked each other, following a dialogue about the actions that they were doing at moment.

4. ¿Participaste en clase, hablando en inglés?

Students represented an action and also they ask questions and they reported in front of the class what were classmates doing

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

The students used English most of the time during class and conversations

6. ¿Aprendiste nuevas expresiones en inglés?

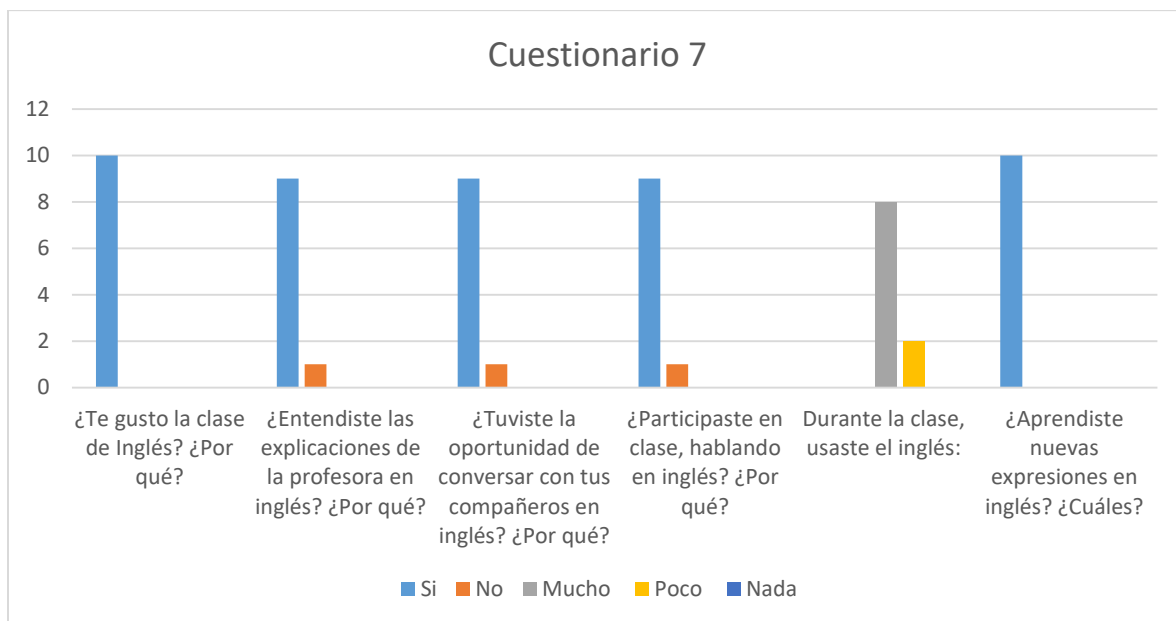
They learned new vocabulary about actions and report them in present progressive.

Outside observer analysis

The teacher used good resources to introduce the students to the topic, she used audiovisual aids and pictures that attract attention of the students allowing the comprehension of the actions. They had the opportunity to participate in English. The vocabulary used was according with the level of the group facilitating the listening and speaking skills

SEMENOR: Second grade

The objective of this fifth workshop was expressing possessions.



The first question: ¿Te gustó la clase de inglés? Si No ¿Por qué?, (Did you like the English class? Yes/No Why?) Ten out of the ten children like English class. Children express that love the English, learning many new things and class is fun for them. In this workshop, any boy said they did not like the English class, this shows that as the development of research, the children learned to see the English otherwise, a fun and lighthearted way to learn something that is difficult for them.

The second question: ¿Entendiste las explicaciones de la profesora en inglés? Sí No ¿Por qué?, (Did you understand the teachers explanations in English? Yes/No Why?) nine out of the ten children respond they understand the explanations given by the teacher in English. The students said the teacher explained very well and they could understand all workshop activities. One out of the children respond that he did not understand the explanations of the teacher in English, because in that moment he gone to the bathroom and lost the explanations of the teacher.

The third question: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? Si No ¿Por qué?, (Did you have the opportunity to talk in English with your classmates? Yes/No Why?) Nine out of the ten children respond they had the opportunity to talk with their

classmates in English. The children express participated with their classmates wondering about who had them both physically and materially. Also, they say that the teacher gave them the opportunity to talk, giving them the space to do that. One out of the ten children say they didn't have the opportunity to converse in English with their classmates, the student said he had not come to talk to his classmates staying in his chair.

The fourth question: ¿Participaste en clase, hablando en inglés? Si No ¿Por qué? (Did you participate in the class in English? Yes/No Why?) Nine out of the ten children expressed they like to speak in English. They said that in the game of couples and in the contest, spoke in English and through these learned and understood well the activities. One out of the ten children respond that did not participate in class talking in English.

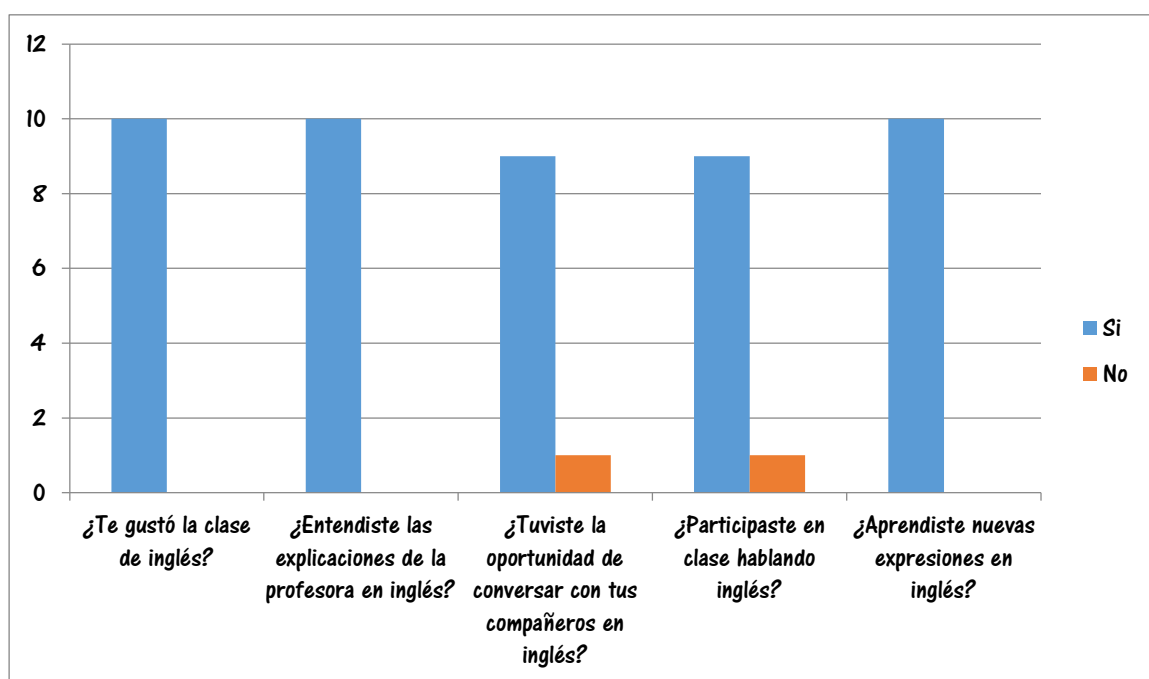
The fifth question: Durante la clase, usaste el inglés: MuchoPoco Nada, (During the class you used English: Very Much Little or None) eight out of the ten children said they used very much English in class. In this last workshop, the children had a lot more confidence to speak and express what they have learned in English. This is evident in the development of activities and their participation in them. Two out of ten children used little English in class, for these two children speaking in English find it difficult because they are more timid and insecure in the English class, and no one answered none.

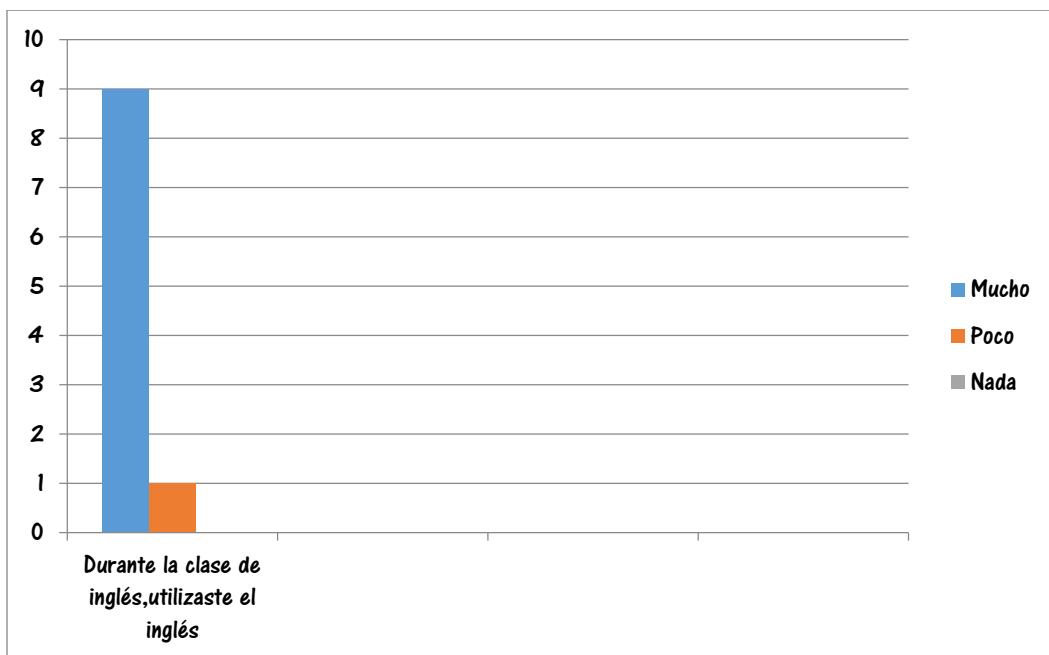
The sixth question: ¿Aprendiste nuevas expresiones en inglés? Si No ¿Cuáles?, (Did you learn new expressions in English? Yes/No Which ones?) Ten out of the ten children learn new words in English at the workshop like: had, has, me too, have, bike. None children said no learn new words.

Outside observer analysis

The outside observer said that in this last workshop the advancement of children was evident. All students showed at the end they loved English class, it is fun and impactful activities, made the children enjoy every moment you were in class. The development of oral skill was evident, the children learned significant knowledge that will remain forever in their minds. The strategies used in all workshops were a great help to encourage children speaking in English.

Liceo Infantil Niños 2000





On the first question students answered that they liked English class because they have the opportunity to learn English and enjoy.

On the second question the children answered that they understood the explanations from the teacher, although at some moments of class needed more than one explanation.

On the third question, they answered that they had the opportunity and talk with peers especially in group activities.

On the question most of the children said that spoke English in class, either because participated in the teacher questions or repeated the corresponding vocabulary of the class.

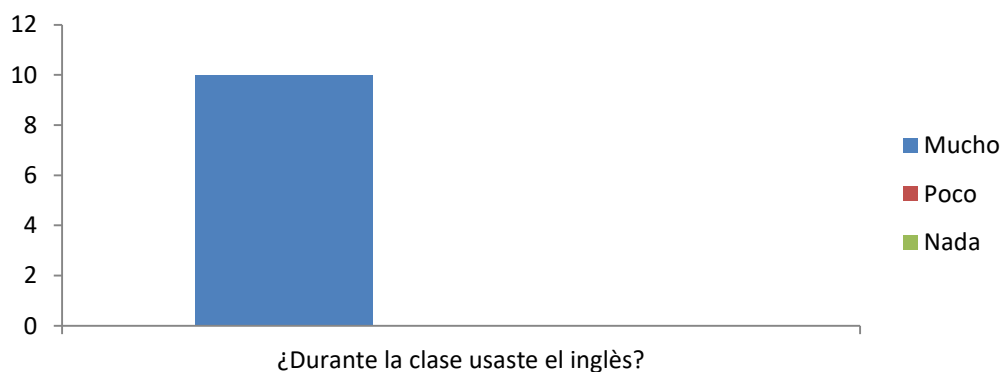
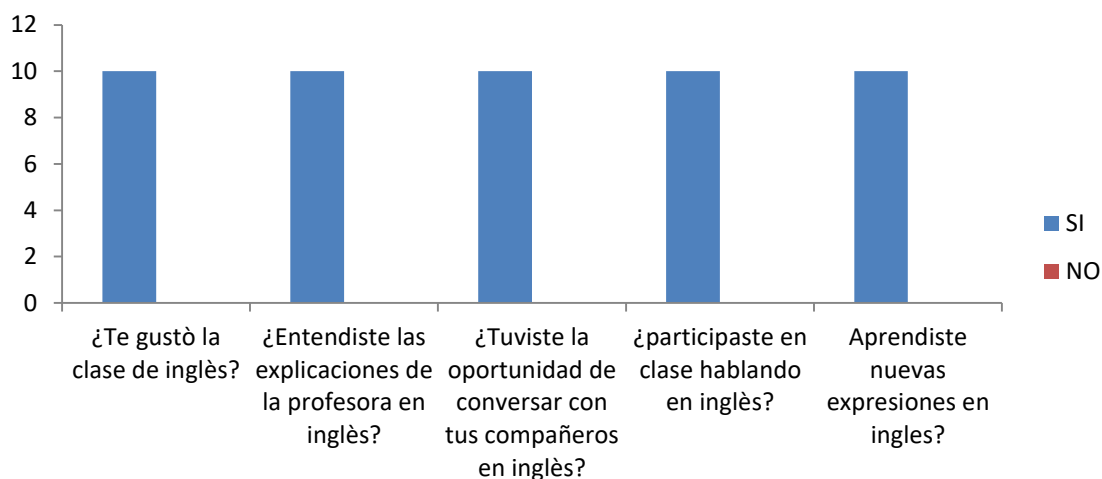
The last question children said they learned new vocabulary and reinforce the vocabulary they already knew and the students responded that they were able to practice much English.

Outside observer analysis

The answered of the observer showed that children learned English and could practice English although they will not give it perfect.

They learned new vocabulary and enjoyed the activities, was the purpose of the class which was to practice listening and oral production

Liceo aprender: fifth grade



In the survey, the first question was: ¿Te gustó la clase de inglés? In this question, the students express that they like the class very much, that they understood the activities and they enjoy with it.

The second question was: ¿Entendiste las explicaciones de la profesora en inglés? All of the students surveyed express that they understood the teacher explanations, because she speak very well and clear. Is evidence that the students understood more easily

The third question was: ¿Tuviste la oportunidad de conversar con tus compañeros en inglés? All of the students said that they need to talk in English with their partners in English in all moments of the class. The activities need that they use the oral skill.

The forth question was: ¿Participaste en clase hablando en inglés? All of the students express in this question that they need use the English in the class. They said that they like speaking in English.

The fifth question was ¿Durante la clase usaste el inglés? All of the students said that they spoke much in English during the class.

The last question was: ¿Aprendiste nuevas expresiones en inglés? The students answered they learn new expressions in the class with the lesson and in the activities. They express that they learned because they need to practice talking in English in the class.

Outside observer analysis

In the survey applied to the outside observer the first question was: Did the students enjoy the class? The outside observed answer in this question that in the lesson was evident that the students enjoy the class and the activities.

The second question was: did the students understand the teacher's explanation? The outside observer said the students understood the teacher's explanations in English.

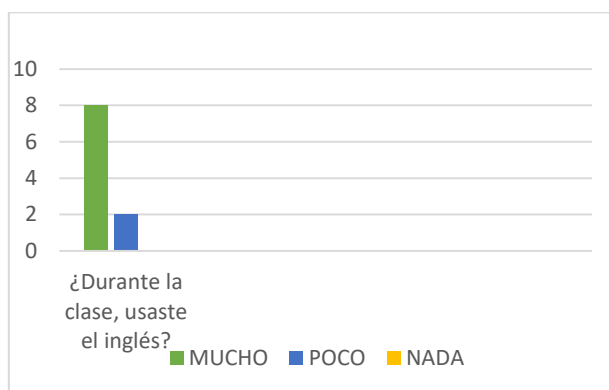
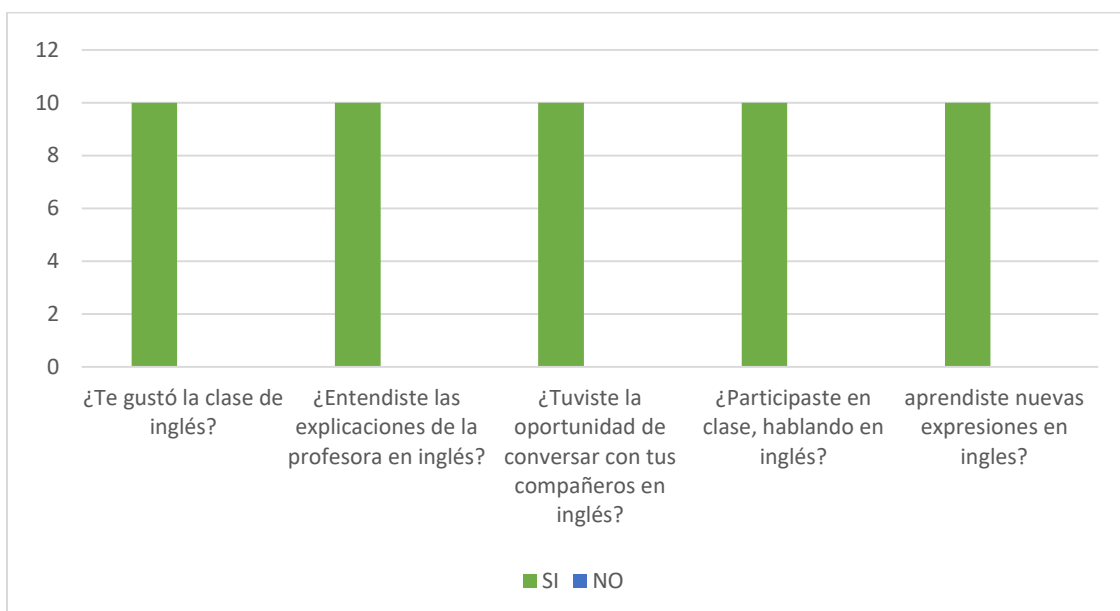
The third question was: did the students have the opportunity to interact each other in English? The outside observed said that the students had the opportunity to interact with their partners in the activities planned.

The fourth question was: did the students participate in class by using the target language? The outside observed express that the students participant in class speaking in English, and they enjoyed doing it.

The other question was: how long did the students use English during the class? The outside observed answer that much.

And the last question was: did the students learn new expressions in English?, the outside observed said yes. The student was the opportunity to learn new topics, new expressions and new vocabulary

Insitución educativa la presentación: second grade



1. ¿Te gustó la clase en inglés?

Ten students were satisfied with the class, because they like talking in English.

2. ¿Entendiste las explicaciones de la profesora en inglés?

All of them have confirmed that they understand the explanations by the clarity of the examples given them.

3. ¿Tuviste la oportunidad de conversar con tus compañeros en inglés?

The whole group questioned said yes, because the partners talking about important things.

4. ¿Participaste en clase, hablando en inglés?

Ten students participating speaking in English talking about their properties.

5. ¿Durante la clase, usaste el inglés? Mucho, poco, nada

Two of the respondents used the English Little, because they did not have the opportunity, the others eight students used much interacting with the activities.

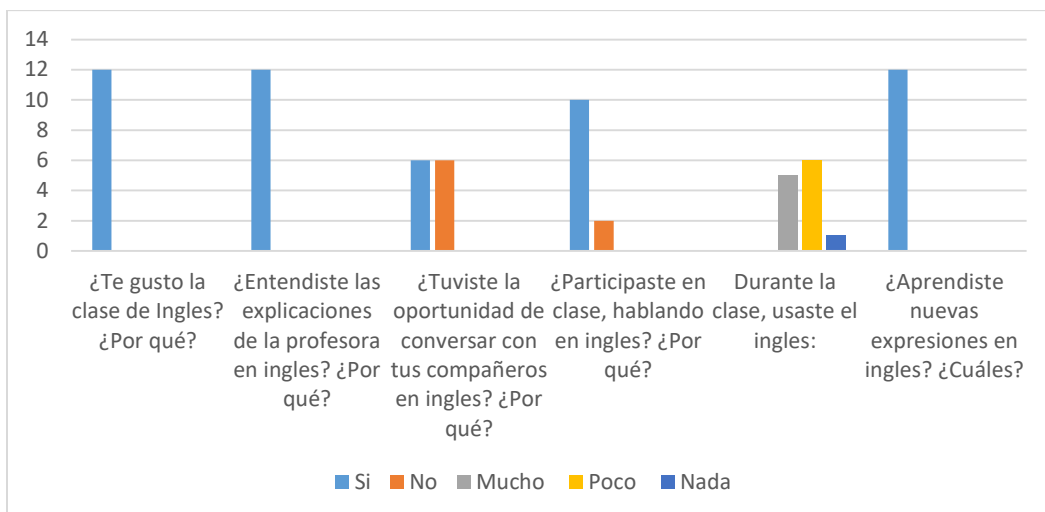
6. ¿Aprendiste nuevas expresiones en inglés?

The totality of the respondents said yes, by the activities presented.

Outside observer analysis

At the end of the workshops we can see the proposal reached with the meaningful learning in the students, which were very interesting in the developing of the activities, their tone of voice and pronunciation were good and clear also their attitudes toward English tasks, that was a vehicle to using the English activities as a mean of communication between them and with the teacher.

Instituto universitario de caldas: fourth grade



¿Te gusta la clase de inglés?

12 students said they like the kind of English teaching materials that used as puzzles that allow students to practice vocabulary and pronunciation of professions.

¿Entendiste las explicaciones de la profesora?

12 students said they understood the explanations in English for the teacher use flashy images and use your body language to explain the new topic to students.

¿Tuviste la oportunidad de hablar con tus compañeros en inglés?

6 out of 12 students said they had the opportunity to talk with peers in English that had the opportunity to come forward and say for each image professions. 6 of 12 students said they did not have the opportunity to talk with peers in class who did not have time and say the teacher does not speak English place them with their peers.

¿Participaste en clase hablando inglés?

10 out of 12 students said they participated in speaking English class because the class was fun and they really liked the activities and followed the reglase of each.

¿Durante la clase usaste inglés?

5 out of 12 students said they used the English a lot because I could speak, listen and implement guidelines work. 6 students said they used the little English they had no extensive discussions to communicate only the activities required vocabulary.

¿Aprendiste nuevas expresiones en inglés?

All students said they learned new expressions about professions that are subjects they like.

ANALYSIS AND INTERPRETATION

- ❖ The form of the project brought new experiences for primary students of six institutions of Caldas department.
- ❖ This project implied a set of tasks based on communicative approaches with the purpose of helping students to improve their oral skills.
- ❖ The creation of an interactive and communicative context contributes to the development of speaking skills and the improvement of oral production.
- ❖ The project seems to have been successful and to have filled up the educational aims that were fixed at the beginning of the project.
- ❖ The project worked using *Total Physical Response* and didactic strategies, such as role play, dialogues, ludic and making poppets. As the result of the fruitful project for training teachers and the students. Furthermore, the students mixed art with the use English, which was very successful and motivating for the students. At the end, instead translation and isolation that they used English in their classes.
- ❖ Students worked in small groups, which helped them to improve their oral production. For the researcher team, it was evident that the students tried to support their ideas, they answered yes – no questions and complemented them with an additional explanation.
- ❖ Where the team could perceive an improvement in the English classes through the speaking tasks, videos and songs that let students carry out activities around their personal experiences, which were enjoying for them.
- ❖ Students used different resources (face, eye and hand movements, gestures, tone of voice and other ones) which helped them to communicate in an effective way and to improve their oral discourse.

- ❖ This way, the trainer's teachers could analyze the students' strengths and weaknesses to improve language use and communication.

FINDINGS

INSTITUTO TECNICO FRANCISCO JOSÉ DE CALDAS	SEMENOR	LICEO INFANTIL NIÑOS 2000	LICEO APRENDER	INSTITUCIÓN EDUCATIVA LA PRESENTACIÓN	INSTITUTO UNIVERSITARIO DE CALDAS
<p>The students were very interested in each of the applied workshops.</p> <p>Students acquired new vocabulary in English.</p> <p>On some occasions they asked for practical exercises to develop in the notebooks.</p> <p>They improved their oral skills in English, to answer and ask questions, practice dialogues, discussions, describing objects, images, people and to participate in the proposed activities.</p>	<p>The motivation of students to speak in English greatly increase, creating a habit in students in English class on oral skills</p> <p>The use of English was encouraged in classes and in their lives, as they showed great interest in learning new things for their future.</p>	<p>Students were more motivated to learn English and to participate in class.</p> <p>The constant use of English in class increased the oral ability of students, without the need to translate explanations to the Spanish.</p>	<p>Through the developed lessons, the students acquired more interest to learn English as a foreign language.</p> <p>Applying the different communicative tasks in the English class, the students incremented their oral active participation.</p>	<p>The students were in contact with some patterns of the foreign language which provided models and, at the same time, created a stimulating communicative context.</p> <p>The students improved their speaking communication exchanged information with different listeners using short sentences and the group work practice.</p>	<p>Role play allowed the increase of the interest in students in front of the learning of English and they could interact with their partners in a creative form.</p> <p>With the strategy of <i>Total Physics Response</i>, allowed oral participation in class, since students used their body and movements as learning tools.</p> <p>The conversations fomented the communicative tasks in the classroom by a student mental connection between words and meanings.</p>

Conclusions

- Students showed an interest increased of the students for the learning of English.
- The communicative tasks applied made more active their oral participation in the English class.
- Through the different strategies applied like total physical response, role plays, conversations, questionnaires, the students developed their oral skills.
- The children's songs stimulate listening skills in students.
- The simulations of real life situations facilitate student's interaction in the classroom.
- The topics related to the daily lives of students facilitate the communicative understanding.
- The movement games facilitate the development of oral skill in student.

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