

SUPERLEARNING MUSIC: ITS IMPACT ON THE LISTENING SKILL

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## Content

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## Diagnostic stage

### Description of the problem

#### **Escuela Normal Superior de Manizales.**

The Escuela Normal Superior de Manizales is located next to the principal building of Caldas University.

The Normal is a public school, it has a playground for students and it also has some green areas. The Normal has three sections in their construction, preschool, primary school and high school.

The preschool is an open place where the students have a pool, a park, green areas and they have a closed space with sand which students used to use some years ago. The preschool has three big spaces where there are the classrooms, the library, the multimedia room, the teachers' room and the bathrooms. There are eight classrooms, which are distributed in preschool grades and two 1<sup>st</sup> grades. The multimedia room has some toys for children and a TV set. There are three bathrooms. All of them are for boys and girls at the same time. On each bathroom there are for private spaces with door for girls and there are urinals for boys.

All the classrooms have a desk, a board and a closet for materials.

The swimming pool is just for preschool students as well as the toys room. In the past, the toys room was a classroom, but nowadays the teachers use it to store the toys. In the administrative building there are a kitchen, a bathroom, two offices and a hall. The offices are not used. But the other places are used for the teachers for meetings. In the preschool the majority of the classrooms are used in the afternoon for preschool grades and first grades.

The primary building is in the other side of the school. It has three floors, on which there are, in majority, classrooms. In the first floor there are the playground and a field of basketball. There are nine classrooms, girls' bathroom and boys' bathroom, a kitchen and a dais.

On the second floor, there are fourteen classrooms, teachers' room, administrative office, restaurant and psychologist office. In primary there are students in the morning and in the afternoon, there are grades from 2<sup>nd</sup> to 6<sup>th</sup> grade. The kitchen, one classroom and the restaurant are not been using. On each classroom there are a closet, a TV, a board, and a desk; in some classrooms there are two desk for the teachers trainees from universities.

The central building is high school. There are all administrative offices and the library for all school sections. It has three floors; the first one is on the playground, on it there are also the cafeteria, bathrooms, six classrooms and stationer's shop. The playground has a field of basketball, green areas and there are also some tables for students to sit during the break time.

On the second floor there are ten classrooms, laboratory of physics and of chemistry; there is the office for discipline coordinator; director, secretary, pay office and caretaker's office. There are library, auditorium and an opened space for teachers or students. There is the music classroom. On the third floor there are teachers' room,

boys bathroom and two girls bathrooms. On each of them there are approximately, ten bathrooms; four computers room; the office for teachers who teach to 12 and 13rd grades; the academic coordinator's office and seven classrooms. All the classrooms have a board, a desk and a TV set.

The Normal has an English area; there are five English teachers and three fellows.

### **Escuela Normal Superior de Caldas.**

The educative institution Escuela Normal Superior de Caldas is a public school, it is located street 23rd N48-98.

It is in the municipality urban zone of Manizales in the commune 4 "La Estación", it has pedagogic modality and it has grades from preschool to complementary training. The institution is a building with four floors

distribute in the following way: in the

4<sup>th</sup> floor is the Chapel, the teachers room, the library (documentation office), the Mathematics classroom and the classrooms of 8A-10A, B, C, D- 11A-C.

The third floor has the Principal's office, the academic office, the academic secretary, the cash office, the statics and general services, the background of employers, the students' radio station and classroom of 6F-7D-8B, C- 9A, B, C, D.

The second floor is Carola Uribe auditorium, the School restaurant, the musical room 1, the bilinguism room, the technology room and the classroom of 6A, B, C, D, E- 7A, B, C.

The first floor is dancing room and teather, the gym, the entry for kinder and Cafeteria.

The Ciclo C is inside the institution and it has the main archive, the Pedagogical museum and semester IA, B- IIA, B- IIIA, B and the ciclo G that is inside the institution has the Boardroom, the scholarship fund, the coordination of research and togas.

The Escuela Normal Superior de Caldas has 8 restrooms for woman on the floor and 10 restrooms for man in general the floor doesn't has a good natural illumination but it has an artificial illumination, each classroom has educational tools such as: television and board, the teachers brings the other material necessary for teach as erase, computer, usb, recorder.

Actually the institution has 3 managers, 10 administratives, 48 teachers and 10 practitioners; all these data are based only on secondary; the normal has 2 more place: the kinder has 3 teacher in the afternoon, 7 teachers in the morning and 1 coordinator; the ´primary School has 13 teacher in the afternoon, 16 teachers in the morning and 1 coordinator. It has a population of stratum 1, 2, 3 and 4.

The Escuela Normal Superior de Caldas has an English area, there are 6 teachers and two fellows

## Description of the problematic area

After having observed the classroom through general and focus observations, the following problems were identified.

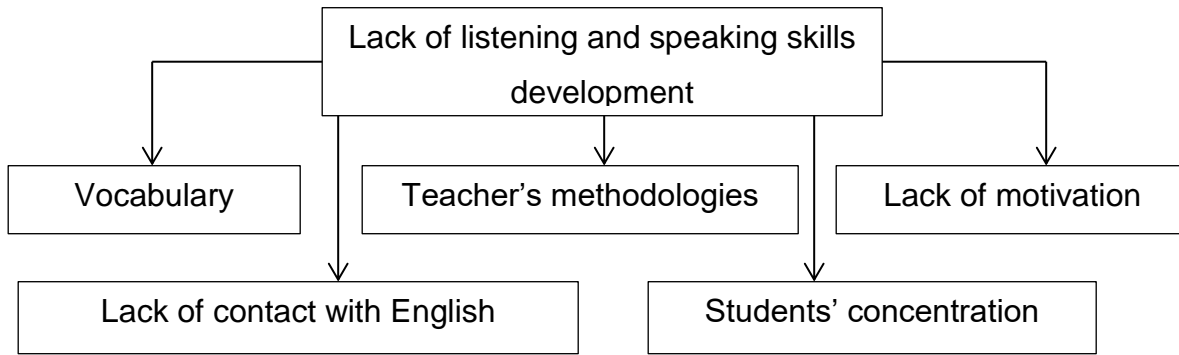


Figure 1. Situations in the classroom related with the problem

## **Escuela Normal Superior de Manizales.**

### ***Students' poor vocabulary.***

According to the observations the teachers teach the vocabulary using different activities, but those activities do not have a context, they are directed to memorize the vocabulary through repetition.

The teachers use images and words to help students to recognize the words. Nevertheless the students do not learn the vocabulary because it is not connect to something which helps the students to remember.

### ***Teacher's methodology.***

One teacher uses English during the class; the students sometimes use the language. The teacher makes a contact with English and students using videos, songs, reading and listening skills. This methodology helps students to participate, even some students help each other to learn.

The teachers use games in the classes so the students can concentrate, the games do not help students to use the language during the class, because the teachers give the instructions in Spanish so they cannot push the students to use English and the games are not focused on oral skills.

### ***Lack of motivation.***

The students feel interested on English because it is different, also because the teacher teaches them speaking in English so the students do not have the excuse to speak Spanish. The teacher controls the discipline which is not an obstacle for students to feel motivated during the class because even in order they are motivated and behave in the class.

Other teachers do not use different strategies so the students do not feel motivated because all the English classes have the same structure and they do not feel they are learning something. The students have to practice with the teachers' help.

### ***Use of the mother tongue.***

According to the observations, only a teacher uses English most of the time in the classroom, the students use some expressions in English because the teacher has used them before. The students remember easily the vocabulary because the teacher constantly reinforces the language taught.

However, most of the teachers do not use English during the class; they speak English while pronouncing the vocabulary. The students do not use expressions in English, they always talk in Spanish, sometimes it is difficult for them to recognize the words written and explained previously.

### ***Students' concentration.***

The students of the teacher who uses English, the majority of them are focused on the class. They try to concentrate on what the teacher says and shows them.

The remaining students do not get engaged on the class, they work on other subjects or they talk with their partners. The teachers do not use games or songs to encourage students towards concentration in the class. The students do not work during the whole class because the teachers take too much time to make them concentrate.



## **Escuela Normal Superior de Caldas.**

### ***Students' poor vocabulary.***

The observations show that the students do not put into practice a great amount of vocabulary because they do not have enough words to build up sentences. They have poor vocabulary and it is a limitation to understand what they hear.

### ***Teacher's methodology.***

Through the observations it was identified that the students are very passive because the materials used are boring and lack variety. The class is un motivating so the students easily get confused because the teacher's explanations and demonstrations are unclear. On the other hand, the students get lost because the teacher uses the class material too quickly.

### ***Students' lack of motivation.***

The students are unmotivated to learn English because in the environment inside and outside the classroom it is not required the use of the target language. The students are not conscious that their effort will improve their performance, so they prefer doing different things in the English class different from the ones they are asked to. Motivation strategies are not enough, as a result, they do not involved in the class by themselves.

The use of the mother tongue is the vehicle of interaction among the students most of the time.

### ***Lack of contact with the English.***

The students are not exposed to interactions with native speakers or classmates and this situation is reinforced by the fact that the materials used in class are not authentic and do not promote communication.

Most of the time of the English class is taken by the teacher to speak in class either in the target language or in the mother tongue. That way the students do not have the chance to use the language for communicative purposes.

### ***Students' concentration.***

The necessary context to incorporate various forms of communication are altered by the high noise generated externally in places as playgrounds near the classroom. Also the class environment is affected by the traffic on the Avenue that surrounds the high school.

As a consequence the students are not performing in an a classroom environment that favors their concentration levels to the class.

### **Description of common categories.**

Based on the description of the categories, both institutions have similar characteristics refer to the learning process and teaching process. This research is focused on the students but teachers have a responsibility on the successful students' process.

Some of the teachers use in the classes English language, but they do not use it in a context so that they cannot teach the vocabulary to the students. In the classrooms as in the schools English is not a language used; it does not help the teachers to the teaching process because students do not notice the need for learning English. In addition if the teachers do not speak in English in class students would not speak in English. It is not necessary that students make sentences to communicate they can do it through useful expression which have to be taught by the teachers.

English is a different subject for students but in primary as in high school it is not relevant for students' life because they do not see what is it for. Students will change their minds when the teachers change their methodologies. According to the descriptions, teachers do not use ludic activities for children, they use songs or videos related with the topic to make students memorize it, they use music to relax the students so they can work better. The teachers use TIC's in the classes but it is not common for students, the teachers use games but they are not focus on daily use English language.

It is possible the students do not participate in English classes because the teachers do not use strategies which motivate students, to catch students' attentions.

## Data Gathering

To validate the information gathered in the classrooms it was designed the following instruments and techniques. (See Anex 1 and 2)

### Data gathering instruments and techniques.

The charts show the instruments which were used to gather information and their findings.

### *Escuela Normal Superior de Manizales.*

#### Chart 1

#### *Instruments, techniques and findings*

<b>Instruments/techniques</b>	<b>Objective</b>	<b>Applied to</b>	<b>Findings</b>
<b>Field diary</b>	To register information about the way the English classes are carry out inside the classroom		The students behave in English classes but they do not participate actively.
<b>Pedagogical diary</b>	To reflect upon how English classes have been taught inside the classroom		The teacher should talk in English if he/she wants students speak in English.
<b>Students' survey</b>	To know students' perceptions about the learning of English as a foreign language.	4.2 graders	The students understand English better when the teacher talks and writes on the board.
<b>English teachers' survey</b>	To know teachers' perceptions about how they use the superlearning music in the English class	Primary school teachers	The teachers use music in the class but they do not know what kind of music help students to learn.

**Chart 2**

*Instruments, techniques and findings 2*

<b>Instruments/techniques</b>	<b>Objective</b>	<b>Applied to</b>	<b>Findings</b>
<b>Field diary</b>	To identify different problems inside the English classroom.		
<b>Pedagogical diary</b>	To reflect upon the way the English has been taught inside the classroom		
<b>Students' survey</b>	To know students' perceptions about English class	6E graders	The students like the English class nevertheless costs them the concentration on it.
<b>English teachers' survey</b>	To know the teachers' opinions about the way they are teaching English.	High school teachers	The teachers do not have knowledge about the superlearning music but them using English music during the English class.

## Analysis data and interpretation

Escuela Normal Superior de Manizales.

### Análisis cuestionario aplicado a estudiantes.

**Objetivo:** Conocer las percepciones de los estudiantes con respecto a la clase de inglés

**Co-investigadoras:** Viviana Ríos Vargas. Erica Trejos

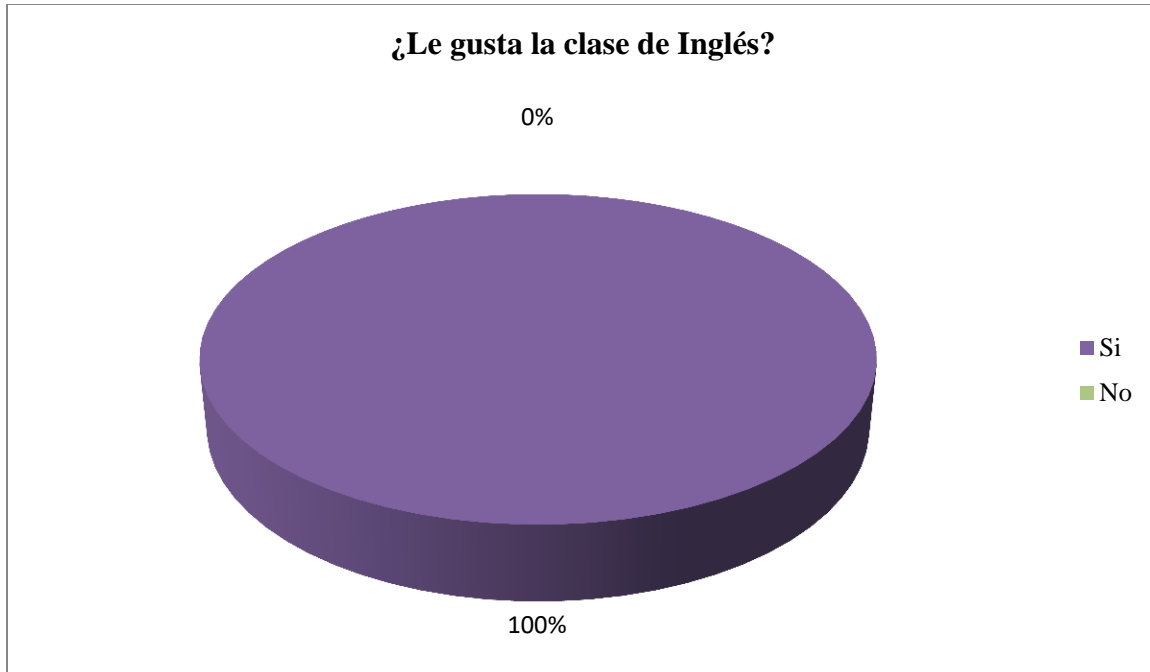


Figure 2: ¿Le gusta la clase de Inglés?

10 of 10 students like the English class. Students want to learn because the classes are different from other ones, though the students have policies in the class but they participate and express their questions and opinions.

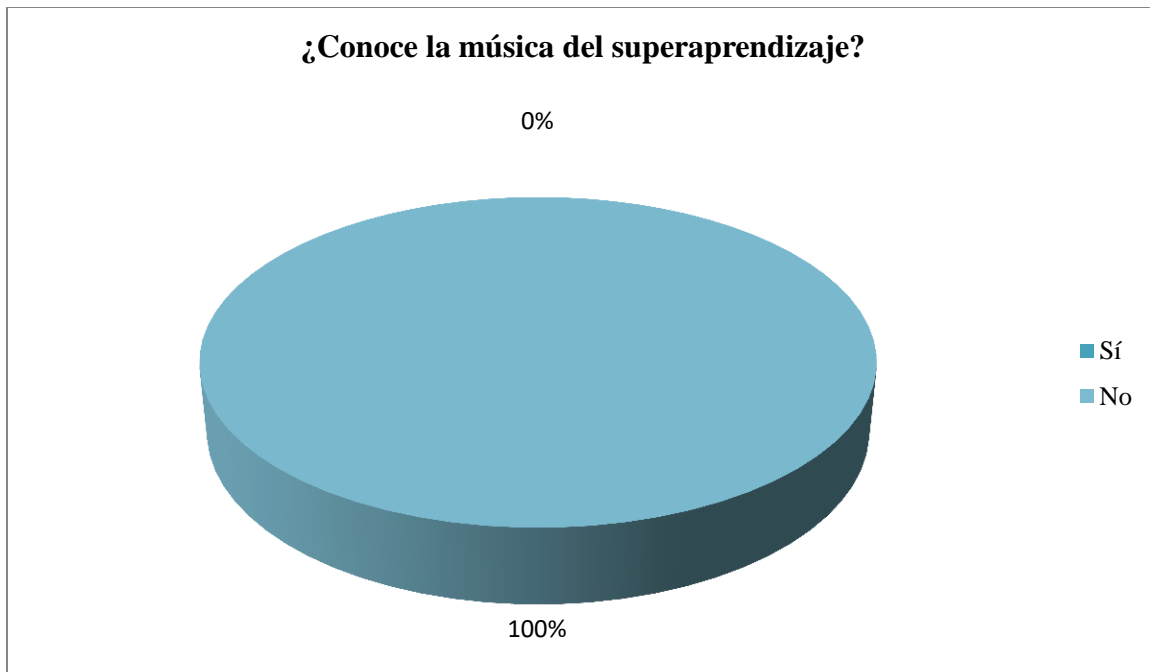


Figure 3: ¿Conoce la música del superaprendizaje?

10 of 10 students do not know the superlearning music, because in the school the students do not have much contact with the music, neither the teachers do not have the habit to play music in the classroom. The students do not know this kind of music because the majority of projects from la Normal have been academics projects.

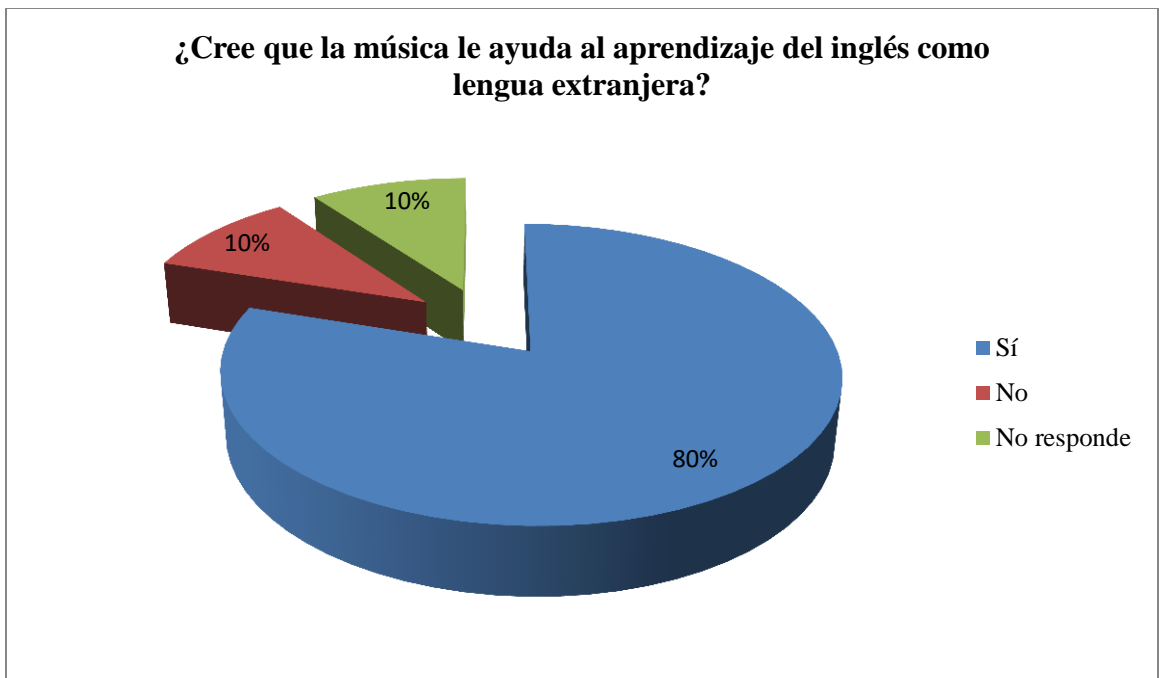


Figure 4: ¿Cree que la música le ayuda al aprendizaje del inglés como lengua extranjera?

8 students think the music helps them to learn English because they like music, they think if they do not know what the lyrics are about they will learn if they understand the message of the song. 1 student does not think the music helps them to learn English and another one don't answer; for the student the music is a way to relax so he/she thinks it does not help her/him to learn. The students do not have enough contact with the language to identify how music helps them with listening and speaking skills development.

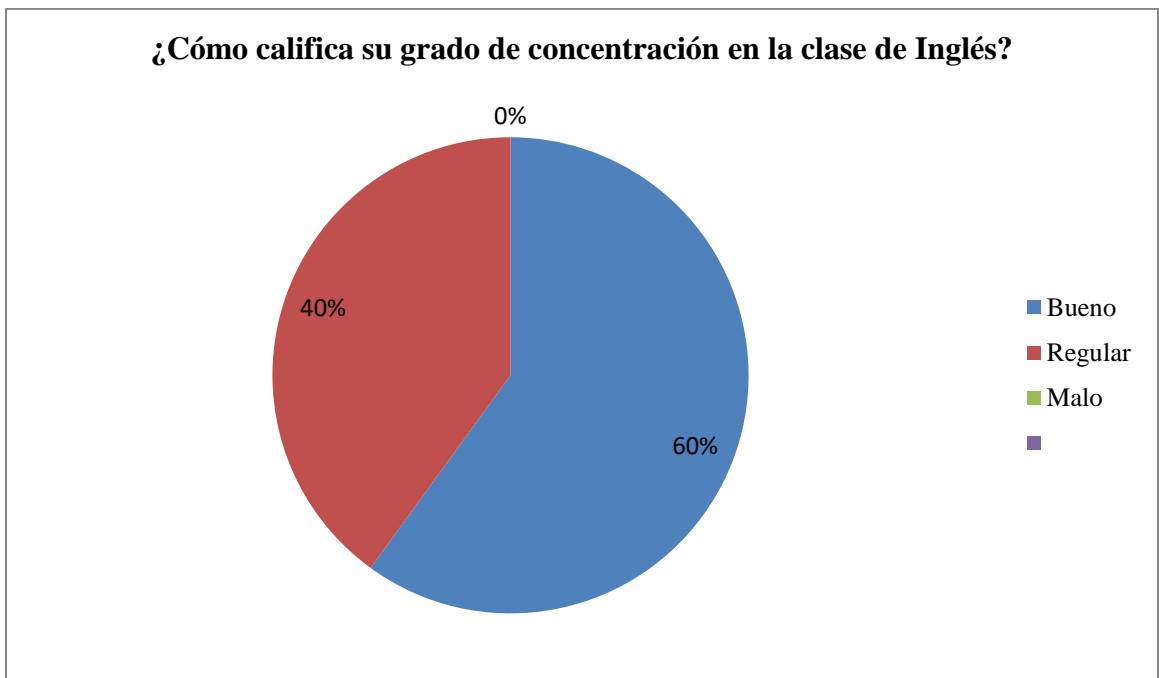


Figure 5: ¿Cómo califica su grado de concentración en la clase de inglés?

6 students have good concentration during the English class. The students feel it because they always focus on the board or on the teacher. They also participate during the class answering questions. Four students have regular concentration because they have time where they are not doing something related with the class, sometimes students think they are concentrated when they do not talk or they do not move, it is why the majority expresses being concentrated during the class even they do not participate or answer the questions correctly.

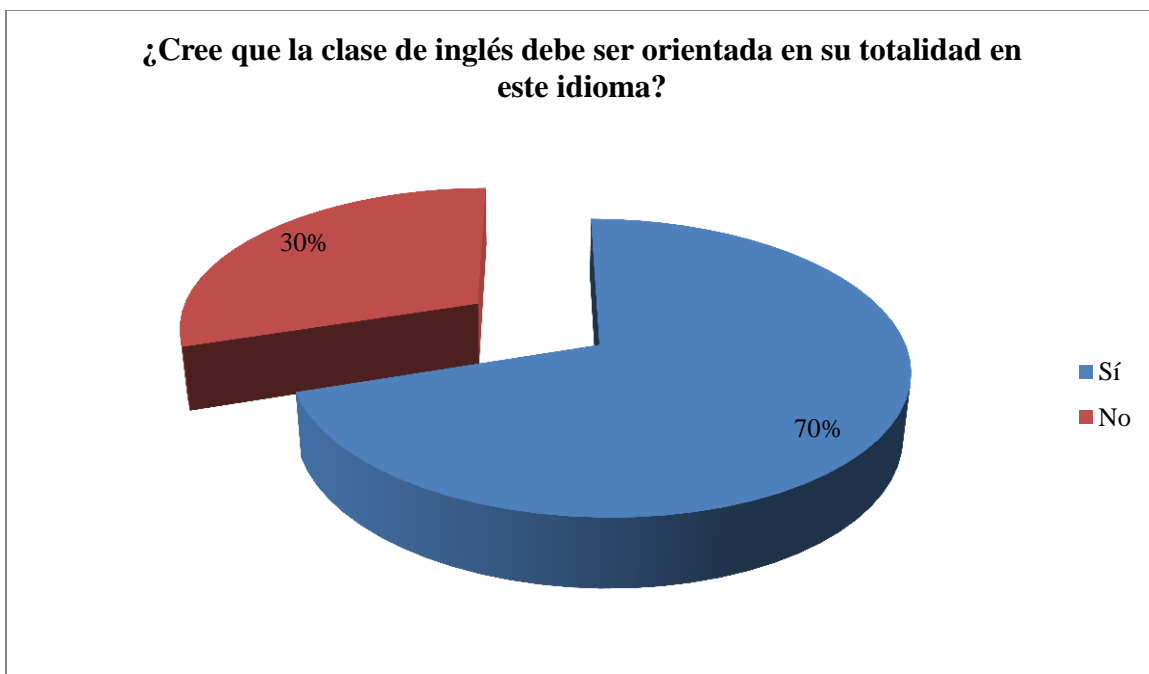


Figure 6: ¿Cree que la clase de inglés debe ser orientada en su totalidad e este idioma?

7 students think the English class should be focused entirely in this language because they are interest on their learning; in the process they understand better than before when the classes started.

The other 3 think it shouldn't be focused entirely in this language because they do not understand when the teacher talks in English, so they feel frustrated.

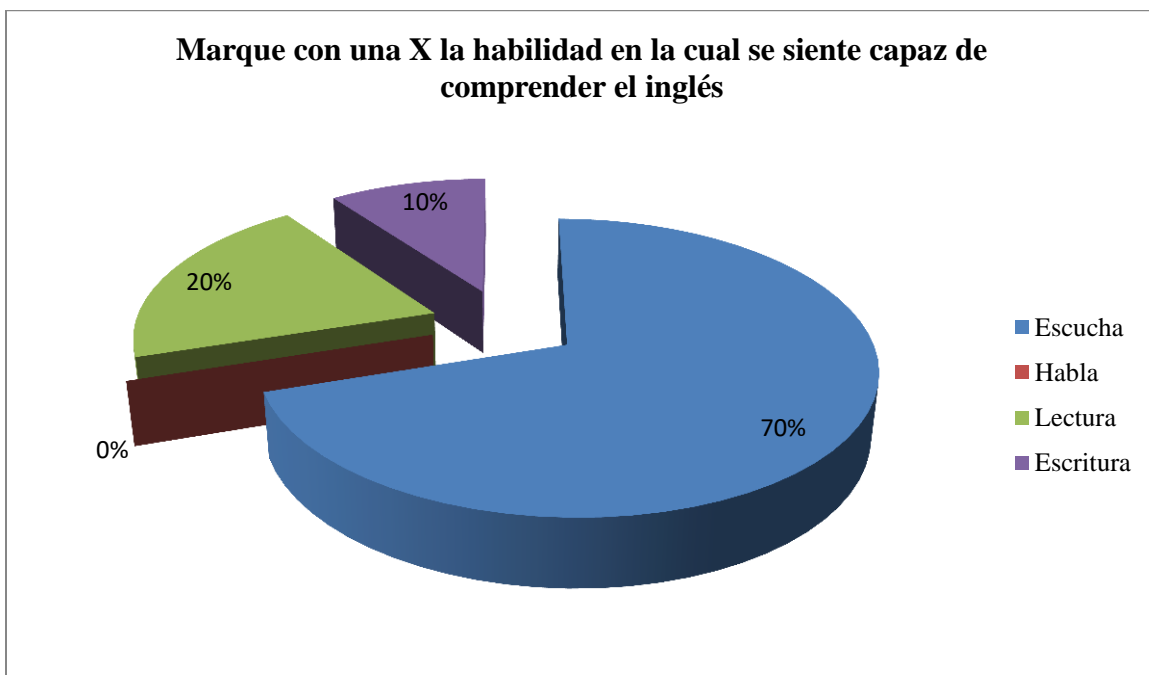


Figure 7: Marque con una X la habilidad en la cual se siente capaz de comprender el inglés: Escucha, habla, lectura, escritura

7 students understand English easily using listening skill because with the process the students recognize more words, they do not identify the words written because they are different from the spoken words. 2 students understand English easily using reading skill because they can read the activities after the teacher explains which helps them to get the ideas. 1 student students understands English easily using writing skill, the student recognize the words written because it helps them to remember the words spoken by the teacher, when the student writes the student memorize better the word and understand better when the teacher talks. Nobody understands English easily using speaking skill, the students have this idea because they do not talk in English yet.

## Análisis cuestionario aplicado a docentes de inglés.

**Objetivo:** Conocer las percepciones de los docentes frente al uso de la música del super aprendizaje en la clase de inglés.

**Co-investigadoras:** Viviana Ríos Vargas. Erica Trejos

1. ¿Sabe en qué consiste la música del súper aprendizaje?

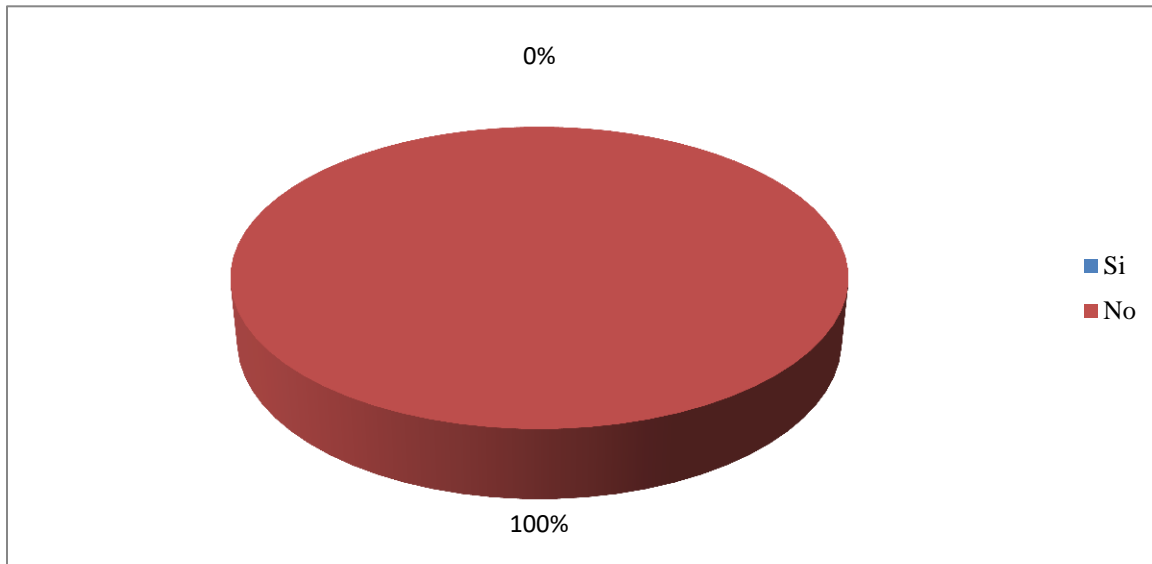


Figure 8: ¿Sabe en qué consiste la música del superaprendizaje?

6 teachers do not know what the superlearning music is, because in la Normal the teachers do not have education about it.

2. ¿Por qué cree que la música es una de las estrategias para el aprendizaje del inglés?

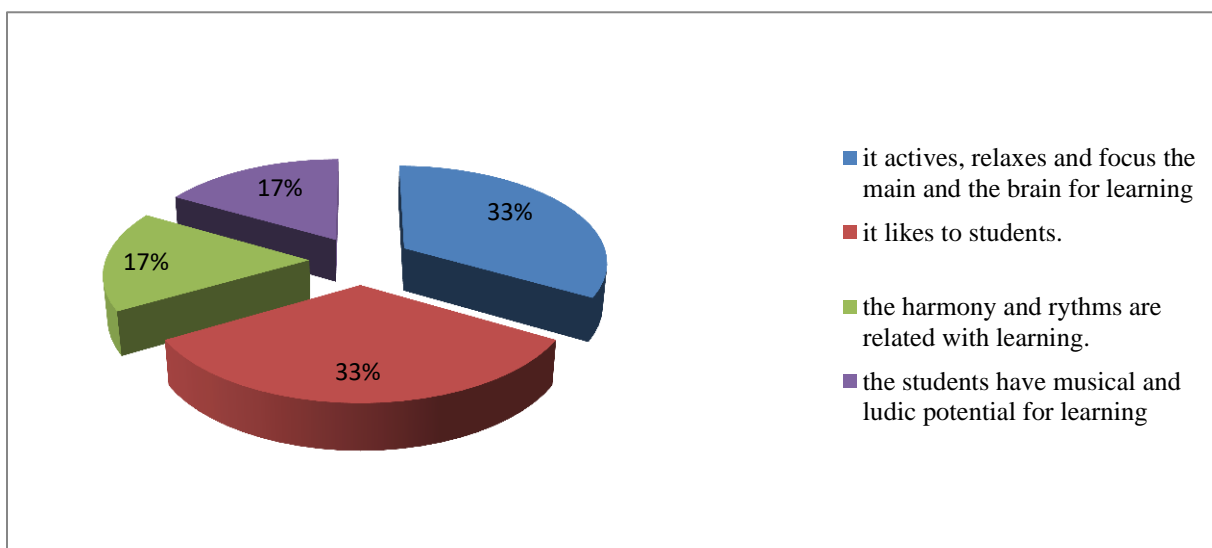


Figure 9: ¿Por qué cree que la música es una de las estrategias para el aprendizaje del inglés?

2 teachers think the music is one of the strategies to teach English because it activates, relaxes and focus the main and the brain for learning, they know this because they have read about it.

2 teachers think the music is one of the strategies to teach English because it likes to students. The teachers use strategies which like to students because they concentrate better and there are more possibilities to learn; music helps to introduce the topic.



1 teacher thinks the harmony and rhythms are related with learning. The teacher knows the concepts for music and their impact in the learning process.

1 teacher thinks the students have musical and ludic potential for learning so the music is a way to stimulate the students which will carry out better learning.

3. ¿De qué manera utiliza la música en la clase de inglés?

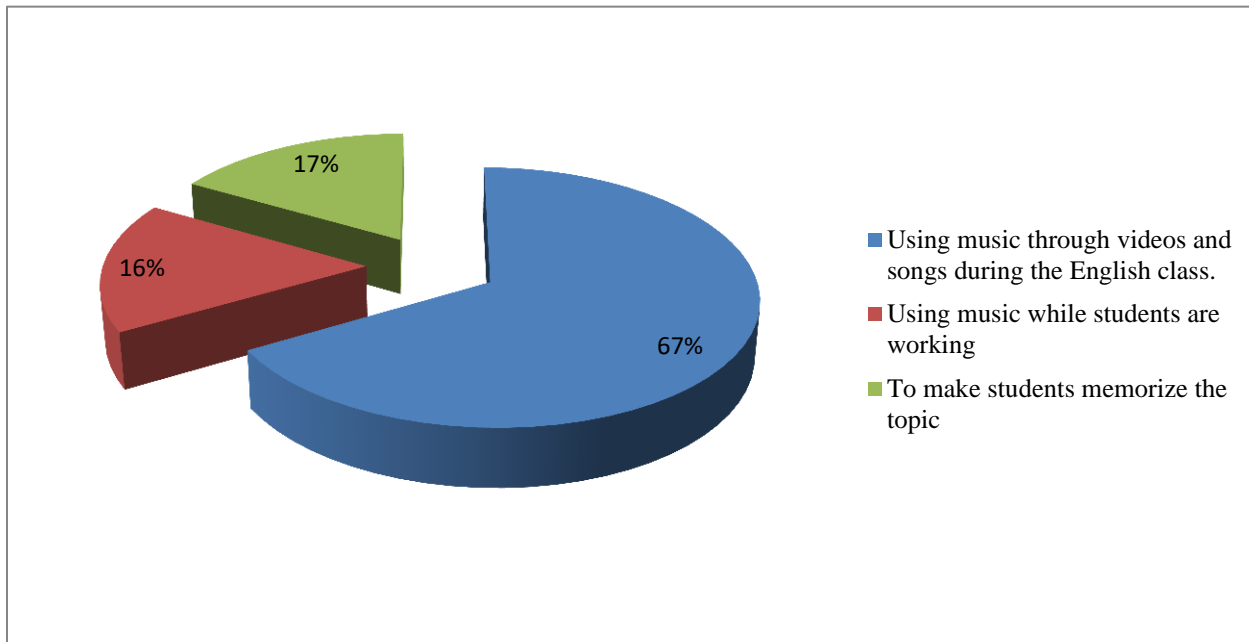


Figure 10: ¿De qué manera utiliza la música en la clase de inglés?

4 teachers use the music through videos and songs during the English class. Teachers introduce students to the topic using ludic strategies. Teachers use TIC's in class because students always know about it and they can feel interest on what teacher will show them.

1 teacher uses music in the English class while students are working because it helps to students' concentration and it makes the work easily.

1 teacher uses music in the English class to make students memorize the topic. When students are learning while senses are being stimulated there are a big percentage to remember concepts.

4. ¿Cómo promueve el uso de las habilidades de escucha y habla de los estudiantes en la clase de inglés?

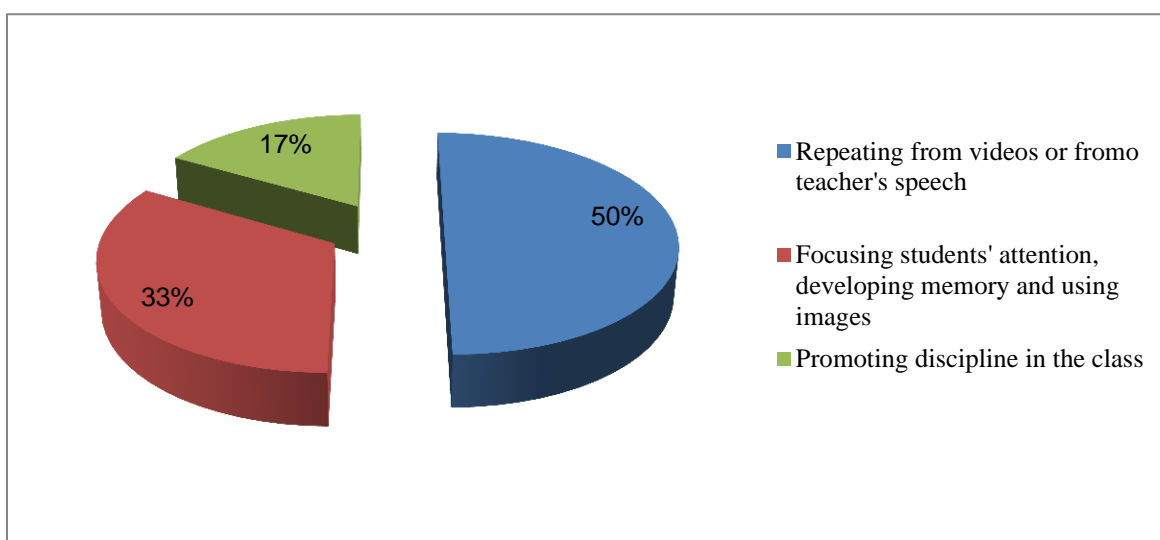


Figure 11: ¿Cómo promueve el uso de las habilidades de escucha y habla de los estudiantes en la clase de inglés?

3 teachers improve listening and speaking skills in the English class by repetition from videos or from teacher's speech, the teachers know the students learn English in the same way they learned Spanish. The repetition is a way for students to remember the vocabulary.

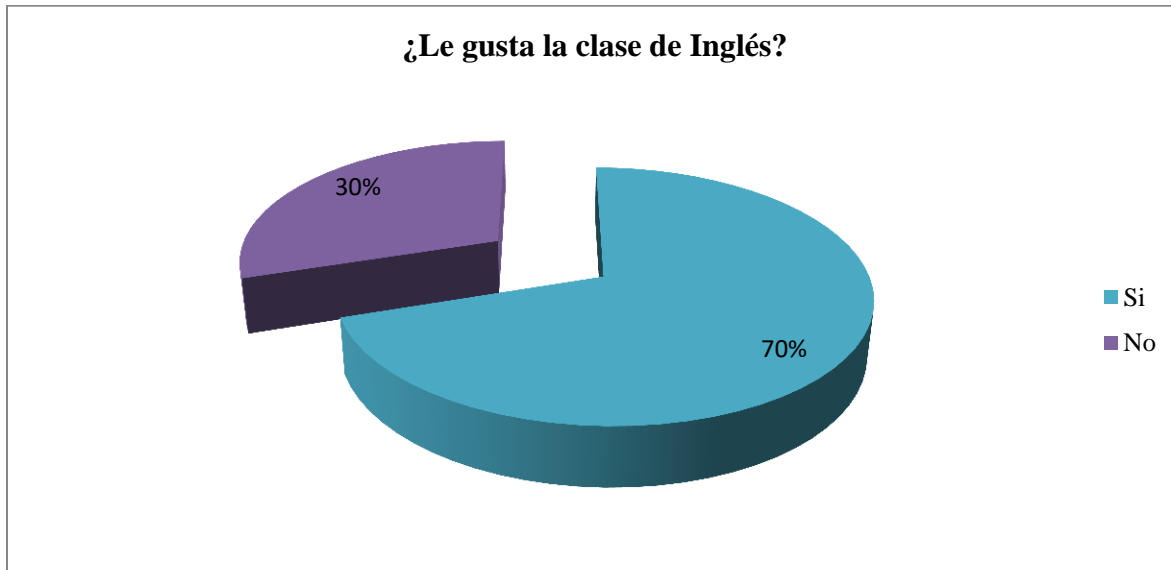
2 teachers improve listening and speaking skills in the English class focusing students' attention, developing memory and using images. The teachers have studied different strategies to teach English, the teachers know the images help the students' memory.

1 teacher improves listening and speaking skills in the English class promoting discipline in the class, because the students will develop the skills if they behave during the class.

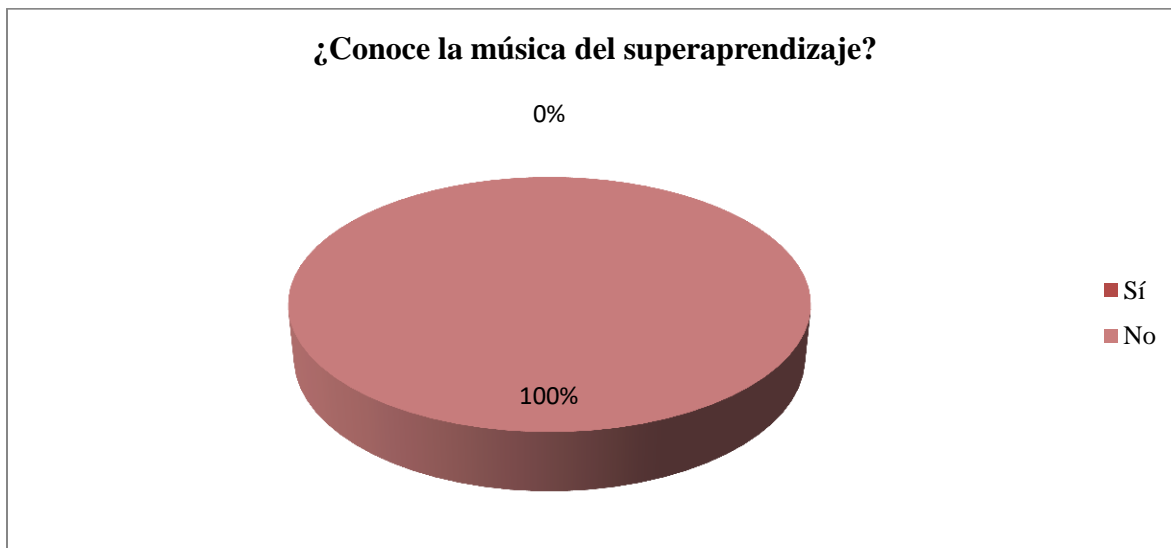
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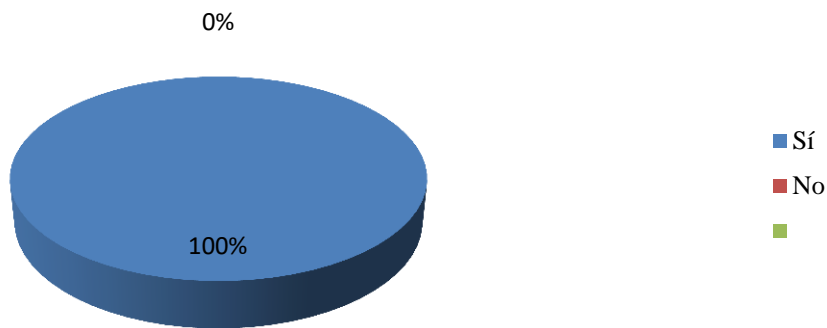


The majority of the students like the English class because they want learn and their attention listen or experiences another kind of language only at certain times.



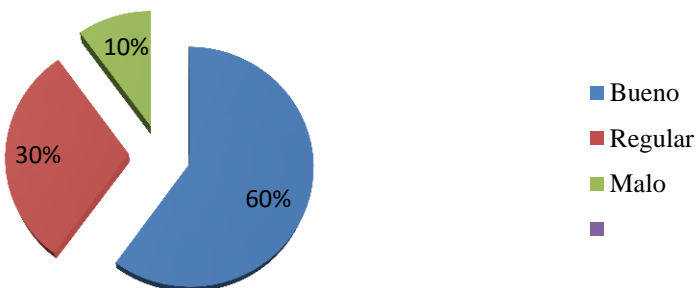
10 students don't know superlearning music. The students don't have some knowledge since teachers usually do not make use of the music in the English class or their teachers nor does not have any knowledge about this type of music.

**¿Cree que la música le ayuda al aprendizaje del inglés como lengua extranjera?**



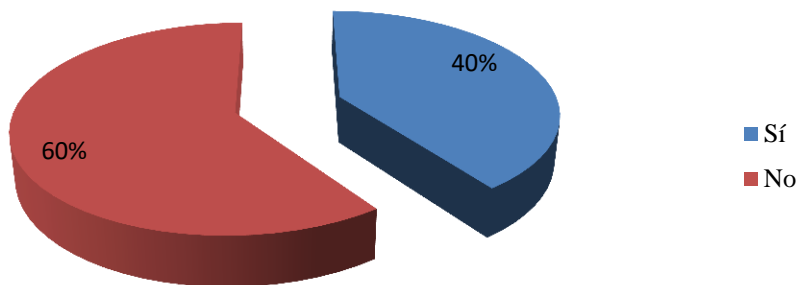
10 students think the music help them to learn English. The student's considered the rest of people making music any effect in any field whether it is emotional and even educational.

**¿Cómo califica su grado de concentración en la clase de Inglés?**



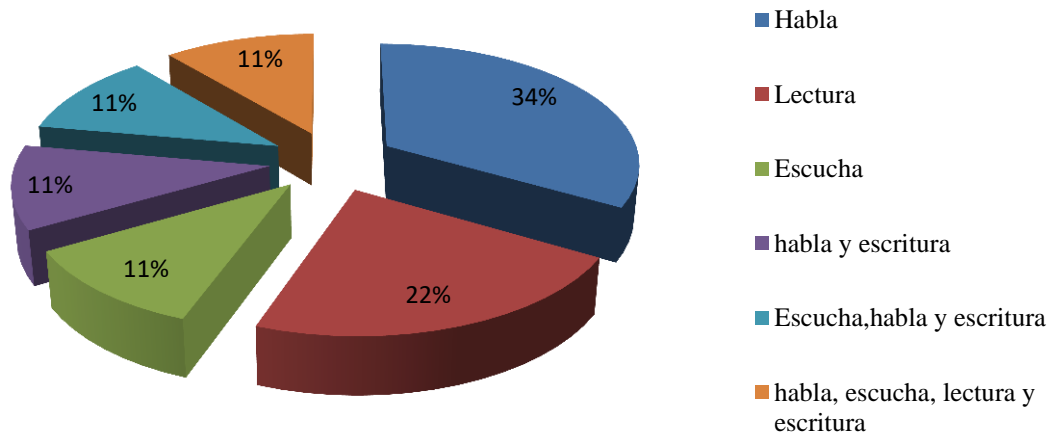
6 students have good concentration during the English class, while 3 have regular concentration and 1 student has but concentration during the English class. It is noticeable that each individual has their own learning and style to study.

**¿Cree que la clase de inglés debe ser orientada en su totalidad en este idioma?**



6 students think the English class should be focused entirely in this language. The other 4 think it shouldn't be focused entirely in this language. The student you would like that your class was oriented entirely in English that would be quite a challenge. The remaining do not find expectations of learning English.

**Marque con una X la habilidad en la cual se siente capaz de comprender el inglés**



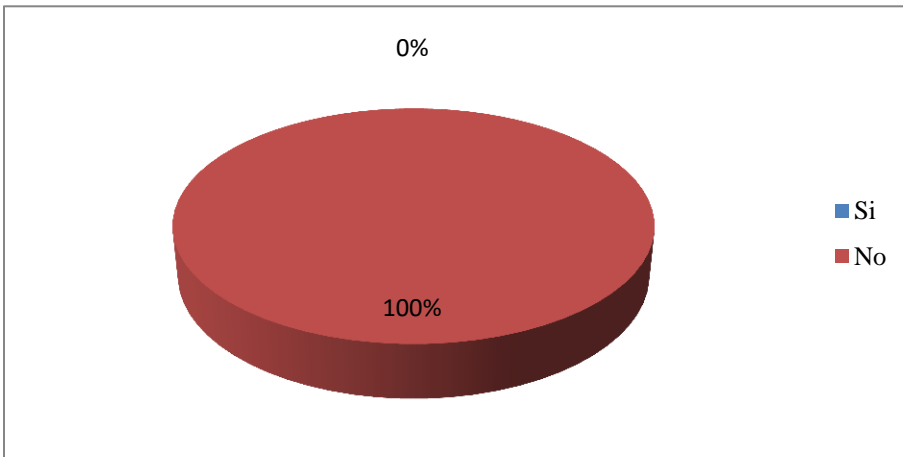
3 students understand English easily using speaking skill. 2 students understand English easily using reading skill. 1 student understands English easily using listening skill. 1 student understands English easily using speaking and writing skills. 1 student understands English easily using listening, speaking and writing skills. 1 student understands English easily using the four skills. This highlights that the multiple intelligences are a living reality of students and therefore each one tends to find its style to learn and thus powers their communication skills.

## Análisis cuestionario aplicado a docentes de inglés.

**Objetivo:** Conocer las percepciones de los docentes frente al uso de la música del super aprendizaje en la clase de inglés.

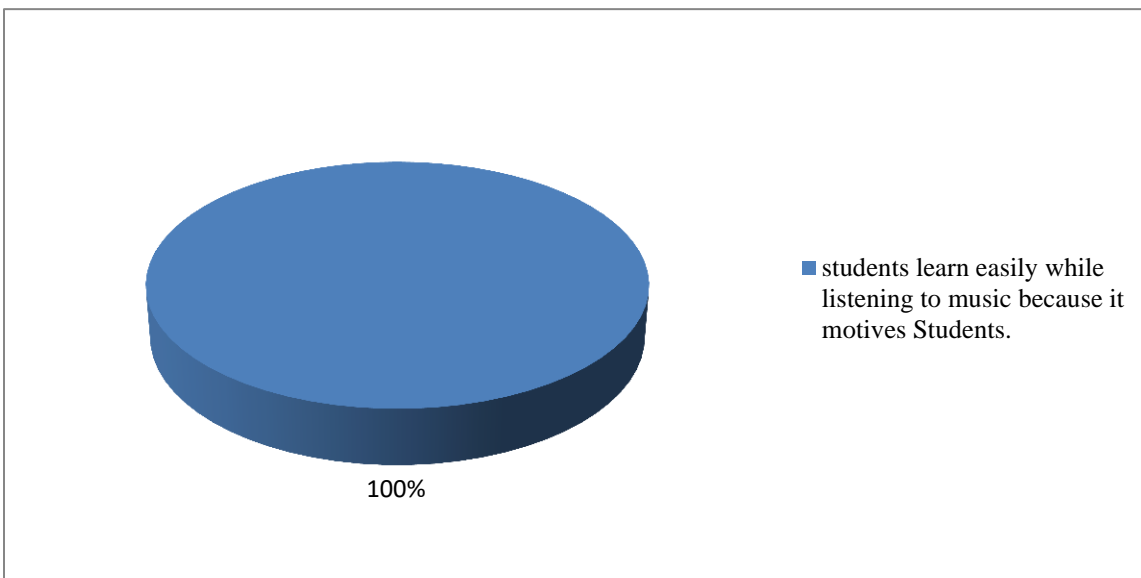
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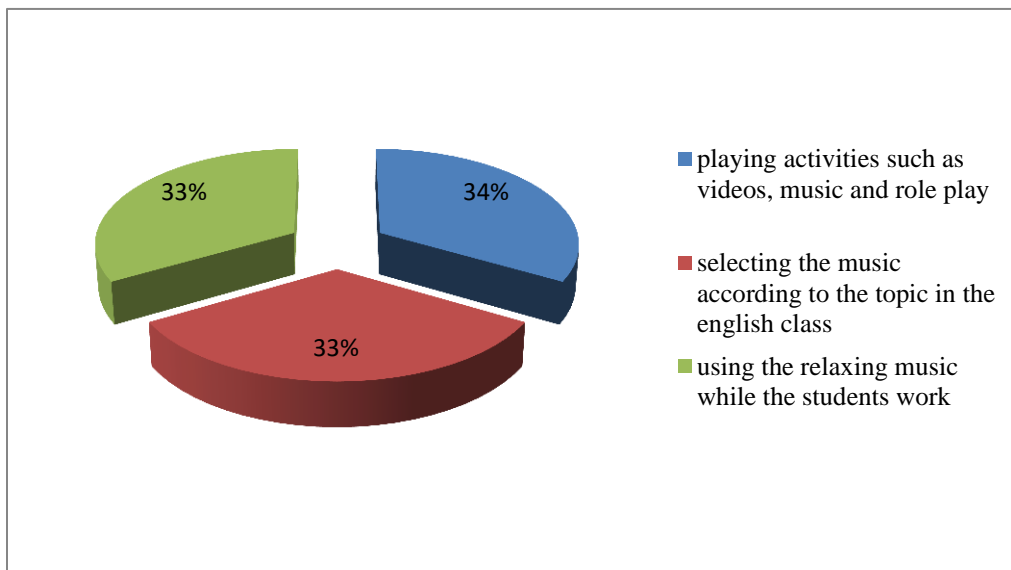
3 teachers don't know what the superlearning music is. Teachers by generate it make use of os resources Board and markers, or make use of music as a strategy for pronunciation but not to the effect that it produces in the mind of the listener

2. ¿Por qué cree que la música es una de las estrategias para el aprendizaje del inglés?



3 teacher think students learn easily while listening to music because it motives Students. Some teachers have used music as a tool to work the pronunciation or do activities on this language writing what they consider them that strengthens les what they learned in foreign language.

3. ¿De qué manera utiliza la música en la clase de inglés?



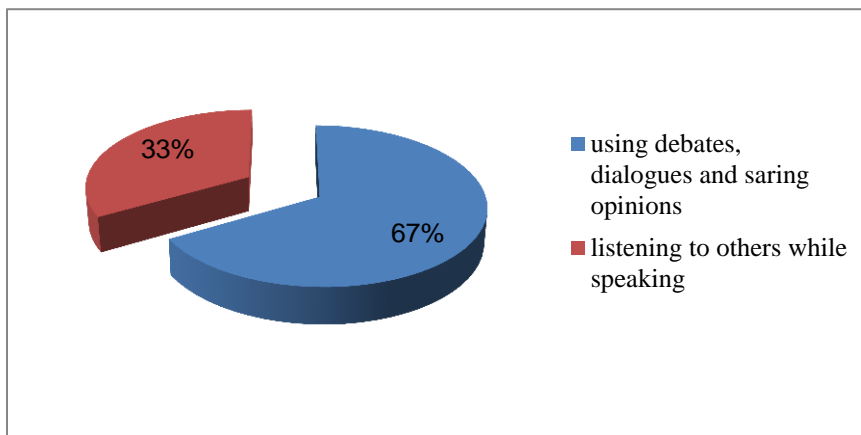
1 teacher promotes listening and speaking skills through playful activities such as videos, music and role-plays.

1 teachers select the music according to the topic in the English class.

1 teacher uses the relaxing music while students work.

It is noticeable that each teacher has his style and way of teaching what the planned class takes your creativity according to the topic which will guide by grammar commonly used the lyrics of the songs in English.

4. ¿Cómo promueve el uso de las habilidades de escucha y habla de los estudiantes en la clase de inglés?



2 teachers promote listening and speaking skills through debates, dialogues and sharing opinions. The teachers prefer promote the abilities which students can interact between themselves. 1 teacher promotes listening and speaking skills listening to others while speaking. One teacher thinks is very important students are quiet to listen to someone who is speaking

**Research question**

In what way does the superlearning music promote 6<sup>th</sup> and 4<sup>th</sup> graders' listening and speaking skills?

**General objective**

To enhance listening and speaking skills in the English learning through super learning music

**Specific objectives**

To motivate the students to English learning

To promote the use of English inside and outside the classroom



## Theoretical framework

In the following theoretical framework will presented the categories will be taken in to account during the designing workshop process and the analysis of them

Listening is a process for English learners, the students develop this skill through the techniques teacher gives them to work in a listening workshop. It is important, then, to emphasize this point when teaching effective listening skills.

The listening skill is defined by .... (....)The word *listening* is defined as making an effort to hear something; to pay attention or heed. Listening is the psychological counterpart of the physiological process which is known as hearing.

Because the listeners can't re-listen in the same way that they can re-read, it means that if you are the listener, you can't decide how fast you work

Young learners have a very short attention span (...) you'll find that eight to ten years old can sit still and listen for longer periods. But it is important not to overload children when you are working on listening tasks." (Scott W. and Treberg L. ( s.f.)

Listening generally involves a five-step process: attending, understanding, interpreting, responding, and remembering. This process is active rather than passive and involves using a number of behaviors and tools to be most effective. The various types of listening – critical, emphatic, informational, and appreciative – have their own characteristics and techniques. (Lisa J. Downs., 2008). To understand someone's speech need a number of basic processes, some depending upon linguistic competence, some depending upon previous knowledge that is not necessarily of a purely linguistic nature, and some depending upon psychological variables that affect the mobilization of these competence and knowledge in the particular task situation.

We can call listening a decoding -making sense of the message process. Each short stretch of meaningful material which is read or heard has to be;

- (I) recognised as meaningful and understood on perception
- (II) held in the short term memory long enough to be decoded
- (III) related to what has gone before and /or what follows.

We can divide listening for comprehension into three stages;

1. Listening and making no response (following a written text, informal teacher talk)
2. Listening and making short responses (obeying instructions - physical movement, building models, picture dictation. etc.), true- false exercises, noting specific information, etc.

3. Listening and making longer response (repetition and dictation, paraphrasing, answering questions, answering comprehension questions on texts, predictions, filling gaps, summarizing, etc)

Super learning is a set of techniques that help us to use both hemisphere of brain (left and right). In traditional team teaching we use only left side of our brain and so we have very sub optimal results. Super learning helps us to use some 90% of our brain which is not possible in traditional learning. The basic purpose of super learning techniques is to improve the quality of learning. It is the learning without any external pressure or force.

The brain has the capacity to generate four types of waves or pluses. The frequency of Beta waves is that of 8\_13 cps which is considered the best for super learning (Rose,1985).

So it is concluded that super learning is more effective than traditional learning method of teaching. Super learning skills also helps in improving the retention power of students. On the basis of the results of the study it is recommended that these skills can be effectively practiced for teaching of other subjects in the province. It is also recommended to implement these skills to improve the long term memory of students.

Music is vital for optimal learning. It has a great impact on the mind and body. As one continuously works, exhaustion sets in. When the mind is alert and well – rested, it can remember things well. Being restfully alert is best state for learning. Recognizing that music can alter mood and that there is an obvious link with the sound of strong rhythmic beating and collective physical action, music can be used to arouse and learn content to a strong repetitive beat.

Music has always been associated with humans. According to research findings involving Baroque music compositions, music from this period has a lasting effect on learning, healing, health, memory, the mind, and the body. It also impacts performance and relaxation. Some famous Baroque musicians include Bach, Pachelbel, Vivaldi, and Handel.

Certain music selections induce sleep states, including states of alertness and rest, expansion of the body and mind, and learning. This type of music is heard and used all over the world.

This is a way to use this type of music in a classroom

*Beginnings.* Use music to welcome students into the class and to begin to direct attention towards the learning task.

*Demarcation of time on task.* Short, lively pieces, which are of a known duration, can be used to provide a frame against which to undertake, for example, a review task or a series of brain gym exercises. Because everyone concerned knows the length of the music there is an in-built expectation about how long the task takes and therefore the transition to the next stage is easier to manage.

*Energiser or relaxer.* Music can raise the blood pressure and pulse rate or, conversely, lower the blood pressure and pulse rate.

Music will help take the students to a state of relaxed alertness which is the best state of mind for assimilating large amounts of new information. This is the essence of claims made for Baroque music and intelligence.

It is encourage a physical state of relaxed alertness which may induce an Alpha wave state in the brain. The Alpha level is characterized by an accompanying sense of “letting go” where we are more holistic and open to multiple perspectives beyond the rational.

*Active concert and Passive concert.* These methods, which derive from the work in suggestopedia language learning of Georgi Lozanov, are used to powerful effect in accelerated languages learning. The active concert creates an emotional association with a dramatic piece of music. The voice introduces the new language material whilst surfing the music. As the music rises and falls so the voice goes with it. The passive concert works in a different way. With accompanying music with an insistent 60-70 bpm – often Baroque – the student listens to the same language text but this time in a “passive” state. The voice lies under the music and the student is asked to listen to the music and not the voice. The idea is that the voice will engage the unconscious mind whilst the music fully involves the conscious mind.

The *Suggestopedia* method shows that interconnections between the musical and linguistic areas enable music to assist in learning vocabulary and phrases, which tasks are governed by the linguistic intelligence”. (Feric N. 2012)

## Implementation stage

Escuela normal superior de caldas

<b>Workshop</b>	<b>Communicative objective</b>	<b>Linguistic objective</b>	<b>Strategies</b>
<b>Workshop 1</b>  <b>Knowing the olympics games</b>	<b>Talking about playing different sports</b>	<b>Identifying words related to the family.</b>	<b>Listening and number, active and passive concert</b>
<b>Workshop 2</b>  <b>My nice family</b>	<b>Talking about different members of the family</b>	<b>Using the family vocabulary inside the classroom</b>	<b>Reading stories, passive and active concert, mind map</b>
<a href="#"><u>Workshop 3</u></a>  <a href="#"><u>My big family</u></a>	<b>Dealing with family roles.</b>	<b>Putting into daily practice terms associated to people in the family.</b>	<b>Listening for information, external concentration, passive and active concert, wordsearch</b>
<b>Workshop 4</b>  <b>What's in your town?</b>	<b>Recognizing places in the city and the activities related to them</b>	<b>Using vocabulary corresponding to places in the city.</b>	<b>Passive and active concert, dictation</b>
<b>Workshop 5</b>  <b>Traveling around the world</b>	<b>Talking about trips.</b>	<b>Naming countries, cities and towns.</b>	<b>Listening for information, unmusical chair</b>
<b>Workshop 6</b>  <b>Do you like</b>	<b>Asking for likes and dislikes.</b>	<b>Using the expressions: like, dislike, love and hate.</b>	<b>Listening for information, musical ballon, wordsearch</b>

<b>Workshop</b>	<b>Communicative objective</b>	<b>Linguistic objective</b>	<b>Strategies</b>
<b>Workshop 1</b>  Why are you healthy?	<b>Talking about healthy activities</b>	<b>Using why and because</b>	<b>Listening and number, active and passive concert</b>
<b>Workshop 2</b>  How often do you brush your teeth?	<b>Talking about the daily routines.</b>	<b>Using the adverbs of frequency.</b>	<b>Reading stories, passive and active concert, mind map</b>
<a href="#"><u>Workshop 3</u></a>  <a href="#"><u>How often do you...?</u></a>	<b>Expressing how often some activities are carried out.</b>	<b>Reinforcing frequency adverbs.</b>	<b>Listening for information, external concentration, passive and active concert, wordsearch</b>
<b>Workshop 4</b>  Would you like...?	<b>Making invitations.</b>	<b>Using would you like...?</b>	<b>Passive and active concert, dictation</b>
<b>Workshop 5</b>  Animals in the jungle	<b>Comparing some animals.</b>	<b>Using ER THAN...</b>	<b>Listening for information, unmusical chair</b>
<b>Workshop 6</b>  Is the snake faster than the turtle?	<b>Talking about some characteristics of specific animals.</b>	<b>Using IT IS FASTER THAN...</b>	<b>Listening for information, musical ballon, wordsearch</b>

## Workshops at Escuela Normal Superior de Caldas

### Workshop 1

**Date:** September 8<sup>th</sup> 2016

**Time:** 2:00pm 4:00 pm

**Length of the lesson:** 2 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** Knowing the Olympic Games 2016

#### Communicative goal:

- ❖ Talking about playing different sports

#### Linguistic goal:

- ❖ Using the following vocabulary sport in the different context.

- ✓ Sports
- ✓ Play
- ✓ Soccer/football
- ✓ Tennis
- ✓ Golf
- ✓ Basketball
- ✓ Baseball
- ✓ Volleyball
- ✓ Rugby
- ✓ Ball
- ✓ Kick
- ✓ Hot
- ✓ bounce

#### Formative Goal:

- ❖ Encouraging habits sports in the class of English

#### Warm Up:

1. The teacher will play “Johan Sebastian Bach Fantasia para el organo en G Mayor” during 2 minutes. Then, the teacher will make a respiration exercise while listening to a passive concert.

The students will plugged their right nostril with the index of his right hand; they inhale by the right nostril and hold the air for 5 seconds; next with their thumb plug the left nostril and exhale by the right nostril that initially inhaled, with “Johan Sebastian Bach Fantasia en C menor”

- ❖ The teacher will show a video about the Olympic games 2016:, for the students to watch and listen to. <https://www.youtube.com/watch?v=RUhNjot1nC8>







#### Presentation:

- ❖ The teacher will show a new video about all the video sport in the Olympic games: <https://www.youtube.com/watch?v=fQ7FwxRR3V0>



❖ The students will write in their notebook the different sports and leave the gaps to stick images.

What sport are they practicing?.

	<p>_____s</p> <p>e n i</p> <p>n n T</p>		<p>__ h _ t _ _</p> <p>A t i l c</p> <p>e s i c</p>
	<p>_____g</p> <p>D n i i</p> <p>v i i</p>		<p>__ l _ s _ _ _</p> <p>R n e r i g</p> <p>a o k t l</p>
	<p>_____</p> <p>F l o</p> <p>t o l a b</p>		<p>_ w _ _ _ _</p> <p>m S i g</p> <p>i n m</p>

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 mundoprimary.com

**Practice:**

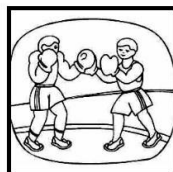
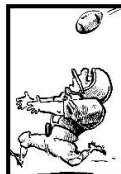
❖ The teacher will give a copy.

26

Activity: Sports

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write the name of each sport



Tennis Soccer Basketball  
Volleyball Football Hockey Boxing

<http://ceceorigines.blogspot.com>

- ❖ The students will paint the copy.
- ❖ The students will write the sports in positive and negative form of present continuous.
- ❖ The teacher will say the different sports.
- ❖ The students will write the sport on the gaps.  
The teacher will play the active concert: "Beethoven, concierto para piano y orquesta N 5 en B Mayor"
- ❖ The teacher will give a copy with a practice exercise.

SPORT	NEGATIVE	POSITIVE
TENNIS	He IS PLAYING TENNIS	He ISN'T PLAY TENNIS
SOCCER		
BASKETBALL		
VOLLEYBALL		
FOOTBALL		
HOCKEY		
BOXING		

- ❖ The teacher will organize in pairs the group.
- ❖ The students will game "hangman" with the sport words.



- ❖ The teacher will give a piece of paper to couples.
- ❖ The students will design to word search game.
- ❖ The teacher will changes the game for others partners.

**Production:**

- ❖ The teacher will give an exercise: Match the sport with the sport.

Time Left: 27





❖ The teacher will explain the following copy: unscramble the following words, and then match them with the image.



\_\_\_\_\_

- boardskating



\_\_\_\_\_

- estrianque



- mintonbad

- smmiwing

- eci skitang



\_\_\_\_\_

- asketballb



- nisnet

- gnastimycs



\_\_\_\_\_

## Workshop 2

**Date:** September 15<sup>th</sup> 2016

**Time:** 2:00pm 4:00 pm

**Length of the lesson:** 2 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** My nice family

**Strategies:** Reading, passive and active concerts.

### Communicative goal:

- ❖ Talking about different members of the family

### Linguistic goal:

- ❖ Using the following family vocabulary:

- Mother
- Father
- Children
- Sister
- Brother
- Grandmother
- Grandfather
- Cousin
- Aunt
- Uncle
- Nephew

### Formative Goal:

- ❖ Encouraging habits sports in the class of English

#### a) Warm Up:

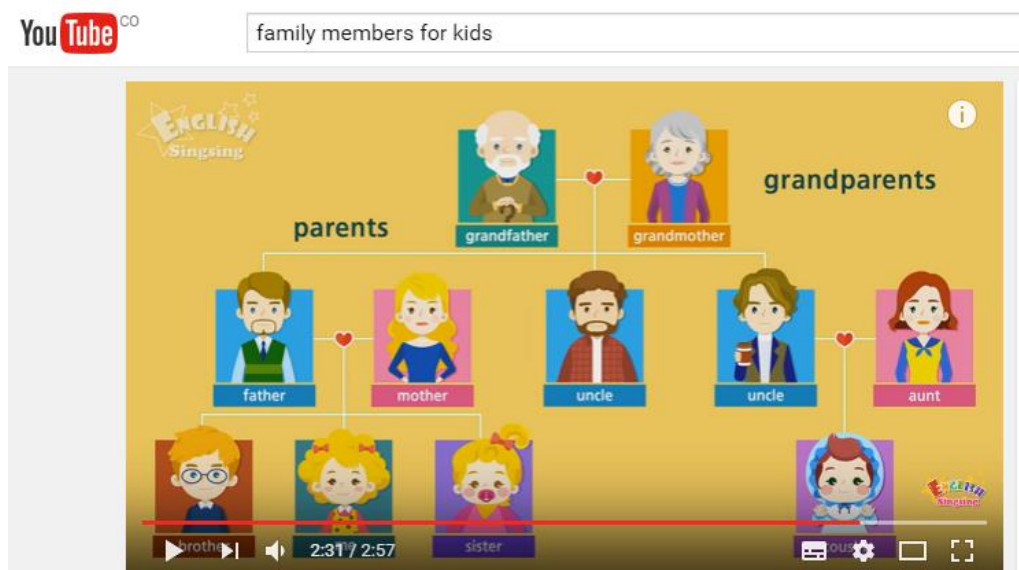
2. The teacher will play “Johan Sebastian Bach Fantasia para el organo en G Mayor” during 2 minutes. Then, the teacher will make a respiration exercise while listening to a passive concert.

The students will plug their right nostril with the index of their right hand. They inhale by the right nostril and hold the air for 5 seconds. Next with their thumb plug the left nostril and exhale by the right nostril that initially inhaled, while they listen “Johan Sebastian Bach Fantasia en C menor”

### Presentation:

1. The teacher will show a nice video about the family members, for the students to watch and listen to video last about 3 minutes.

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



**Practice:**

- a) The teacher will read a short story.

**Mary's family**

Mary is ten years old. She is from Dorset. Her hair is long and brown. She has got brown eyes. She has got a cat and a dog. Their names are Pat and Fluffy. Pat, the dog has got a small house in the garden. Mary's cat, Fluffy is 3 years old.

Mary's mother is Jane. She is a teacher. She's thirty-six years old. Her husband is Nick. He is thirty-eight. He's a bus driver. He has got brown hair and blue eyes. Jane's hair is blonde and her eyes are brown. They have got three children Mary, Sean and Peter. Sean is six and Peter is twelve years old. The children are pupils. Sean's hair is blonde, Peter's hair is brown. The boys have got blue eyes. Jane hasn't got a pet. She has a friend. Her name is Laura. Nick has got a horse. Its name is Lightning. Nick's friends are bus drivers. They are Tom, Charles and John. Peter's pet is a hamster. Its name is Tiny. She is so small. Sean has got a goldfish. Its name's Goldie.

- b) The teacher will play "Antonio Vivaldi Concerto for Flute and Concerto for Recorder" <https://www.youtube.com/watch?v=Nficz8WZwrk>. While the teacher is reading.

- c) The students will design a mental map with the family vocabulary of the reading.
- d) The teacher will play "Mozart Violin Concerto No. 7 in D major" <https://www.youtube.com/watch?v=H7mXmWK-Nlq> While the students is developing the exercise.

- e) The teacher will give the students a worksheet. The students will fill in the gaps with the suitable information from the text. Write "no" if we have no information.

name	Mary				
age				36	
hair					blonde
eyes					
job		bus driver			
friend(s)					
pet(s)			hamster		
pet's name					

- f) The teacher will write on the board the following questions.

- 1) How many pets has the family got? \_\_\_\_\_.
- 2) Has the family got a garden? \_\_\_\_\_.
- 3) Where is the family from? \_\_\_\_\_.
- 4) Who is the daughter in the family? \_\_\_\_\_.
- 5) How many friends has the family got? \_\_\_\_\_.
- 6) Who has got a fish? \_\_\_\_\_.
- 7) Who has got blonde hair? \_\_\_\_\_.
- 8) Who is Peter? \_\_\_\_\_ brother.
- 9) Who has got blue eyes? \_\_\_\_\_.
- 10) Who is Doug? \_\_\_\_\_.

- g) The students will write short answer in the questions. While the teacher will play a active concert "Beethoven. Concierto para violín en Re Mayor Op. 61. III. Rondó: Allegro" <https://www.youtube.com/watch?v=IKH0UQsNubl>

## Production:

Read the text again. Then write a composition about your family. Write down the following information about mother, father, sister(s), brother(s) and you: name, age, hair, eyes, pets and friends. You can use the text to help you.

## Evaluation:



www.englishexercises.org/makeagame/viewgame.asp?id=5019

 Here are some definitions. Can you guess the word or name? (The words are from the text.)

- 1) It's an animal. It is small. It has got four legs.
- 2) It's a person. He is a bus driver. He has got a long name. He is the father's friend.
- 3) He is Jane's son. He is very young.
- 4) Mary, Sean and Peter.
- 5) It is an animal. We have it at home.
- 6) It is not in the house.
- 7) Not big.
- 8) He has got a horse.
- 9) It is a job at school.
- 10) Not a girl.

**HOMEWORK**

Read the text again. Then write a composition about your family. Write down the following information about mother, father, sister(s), brother(s) and you: name, age, hair, eyes, pets and friends. You can use the text to help you.



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ES 09:00 p.m. 12/09/2016

### Workshop 3

**Date:** September 22<sup>nd</sup> 2016

**Time:** 2:00pm 4:00 pm

**Length of the lesson:** 2 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** My big family

**Strategies:** Listening for information, external concentration, passive and active concert, wordsearch

#### Communicative goal:

- ❖ Dealing with family roles.

#### Linguistic goal:

- ❖ Putting into daily practice terms associated to people in the family.

- Grandparents
- Grandfather
- Grandmother
- Grandchildren
- Grandson
- Granddaughter
- Mother
- Father
- Children
- Sister
- Brother
- Grandmother
- Grandfather
- Cousin
- Aunt
- Uncle
- Nephew
- Wife
- Husband

#### Formative Goal:

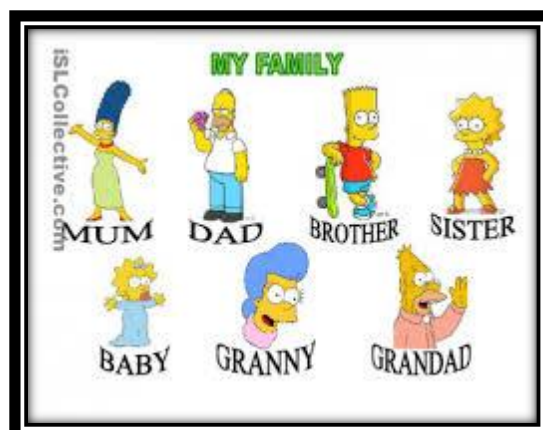
- ❖ Cultivating Integrity in the family.

#### Warm Up:

The teacher will stick on the board a different vocabulary about the family members.

The teacher and the students will say them members of the family according to the compass of the Baroque music. Next the students will breathe thinking in the word and to the exhale it will equal to the compass of the baroque music. "Four season, spring Vivaldi

<https://www.youtube.com/watch?v=GRxofEmo3HA>



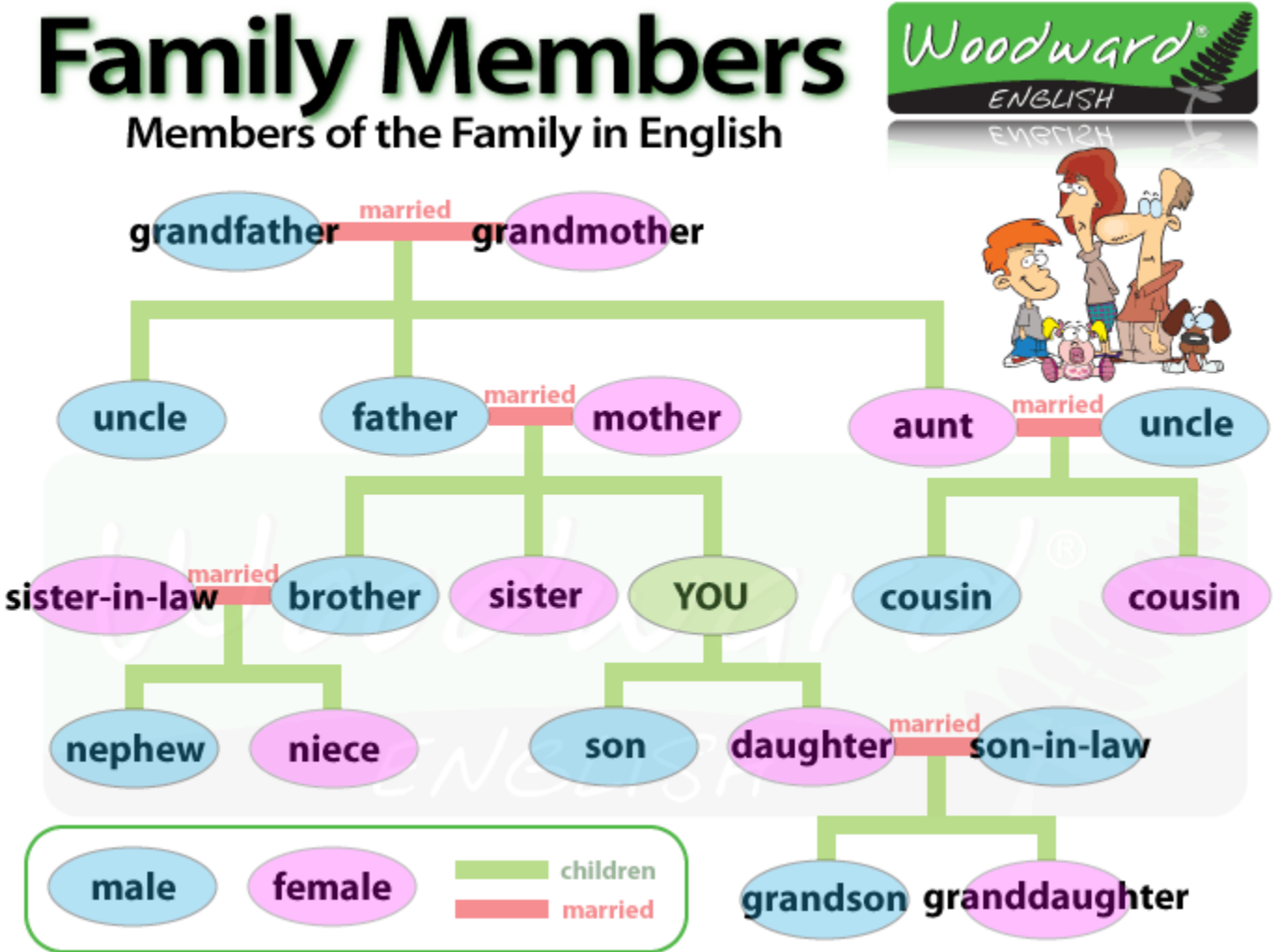
**Presentation:**

- a) The teacher will show a video about the family members, for the students to watch and listen to video last about 6 minutes.

[https://www.youtube.com/watch?v=PBxR\\_XrQds0](https://www.youtube.com/watch?v=PBxR_XrQds0)



- b) The teacher will show the image about the family and the teacher will explain the different members.



- c) The teacher will define every family member. The students will write on their notebooks the relatives and extended family.

When you have children, you are a **parent**.

If you are a male parent, you are a **father**.

If you are female parent, you are a **mother**.

If one of your children is a boy, he is your **son**.

If one of your children is a girl, she is your **daughter**.

When a couple gets married, the man is the **husband**, and the woman is his **wife**.

A **brother** and **sister** both have the same parents.

**grandparents:** the parents of your parents  
**grandfather:** the father of your father/mother  
**grandmother:** the mother of your father/mother  
**grandchildren:** the children of your children  
**grandson:** the son of one of your children  
**granddaughter:** the daughter of one of your children  
**great grandfather:** the father of your grandfather/grandmother  
**great grandmother:** the mother of your grandfather/grandmother

**uncle:** the brother (or brother-in-law) of your mother/father  
**aunt:** the sister (or sister-in-law) of your mother/father  
**cousin:** the child of your aunt/uncle  
**nephew:** the male child of your brother/sister  
**niece:** the female child of your brother/sister

**Practice**

- h) The teacher will give the copy to the students
- i) The students will develop the exercise according to the before explanations, while the teacher background the music: "four season, winter" Vivaldi  
<https://www.youtube.com/watch?v=nGdFHJXciAQ>

😊 **FAMILY MEMBERS** 😊

Study this family tree and write the correct words:

1. Susan is Maggie's \_\_\_\_\_.
2. Martin is Tim's \_\_\_\_\_.
3. Peter is Mary's \_\_\_\_\_.
4. Tim is Ana's \_\_\_\_\_.
5. Joan is Maggie's \_\_\_\_\_.
6. Maggie is Tim's \_\_\_\_\_.
7. Bob is Ana's \_\_\_\_\_.
8. Mary is Maggie's \_\_\_\_\_.
9. Mary is Peter's \_\_\_\_\_.
10. Peter is Tim's \_\_\_\_\_.
11. Susan is Martin's \_\_\_\_\_.
12. Tim is Susan's \_\_\_\_\_.
13. Ana is Bob's \_\_\_\_\_.
14. Ana and Bob are Mary's \_\_\_\_\_.

Make more sentences!

**niece** **sister** **father**

**mother** **uncle**

**nephew** **grandmother**

**cousin** **parents** **husband**

**daughter** **wife**

**son** **grandfather**

Ask your friend more questions!

**Whose** father is Peter? Peter is **Tim's** father.

**Whose** daughter is Mary? \_\_\_\_\_

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## The Simpson Family

**1. a) Read the text and complete the family tree.**

This family is very big. Abraham is the father of Homer, and Mona is mother of Homer. Herb is the brother of Homer. Marge is the wife of Homer. Her father is Clancy and her mother is Jackie. Marge has 2 sisters, Patty and Selma. Selma has a daughter called Ling. Homer and Marge have 3 children. The son is Bart and the two daughters are Lisa and Maggie.

**1. b) Read the text again. True (T) or False (F).**

a) The Simpsons family is small.	
b) Marge has one brother and one sister.	
c) Ling is the daughter of Selma.	
d) Homer and Marge have 3 children.	
e) Homer and Marge have 2 sons and 1 daughter.	

- 1) Jackie is the \_\_\_\_\_ of Lisa.
- 2) Ling is the \_\_\_\_\_ of Bart and Lisa.
- 3) Maggie is a \_\_\_\_\_.
- 4) Herb is the \_\_\_\_\_ of Lisa.
- 5) Homer is the \_\_\_\_\_ of Marge.
- 6) Marge is the \_\_\_\_\_ of Patty and Selma.

**2. Complete the sentences.**

- 7) Maggie is the \_\_\_\_\_ of Marge and Homer.
- 8) Bart is the \_\_\_\_\_ of Lisa.
- 9) Marge is the \_\_\_\_\_ of Homer.
- 10) Abraham is the \_\_\_\_\_ of Bart.
- 5) Patty is the \_\_\_\_\_ of Maggie.

**3. Write about you and your family.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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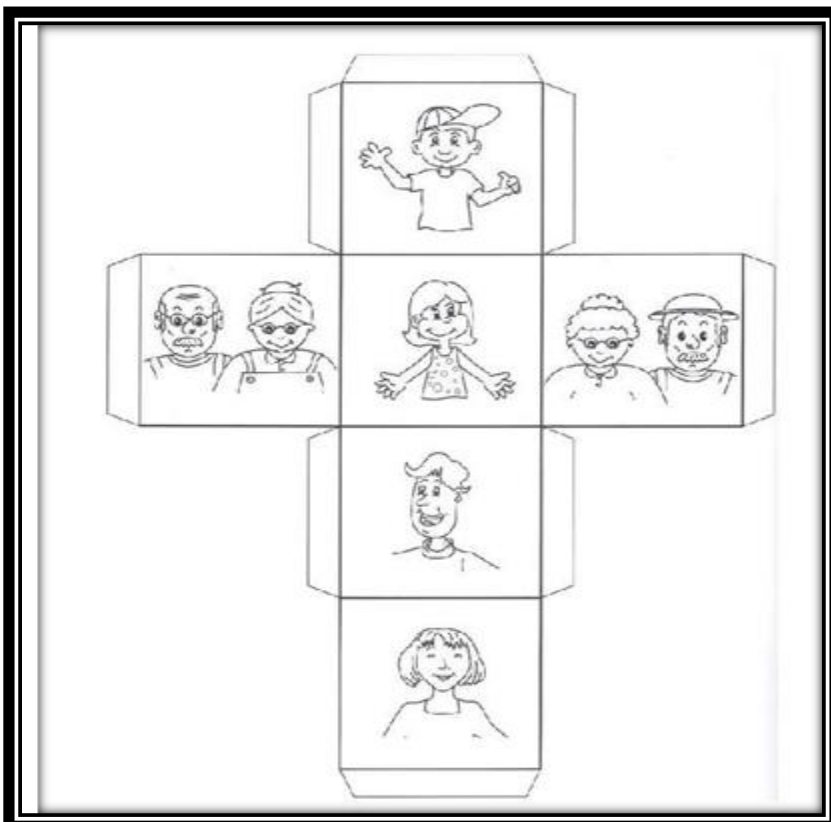
**Production:**

- a) The teacher will give the photocopy to the students.
- b) The students will check the family. They will organize and complete the sentences about the family members.

**MY FAMILY**

This is my \_\_\_\_\_ !

1. This is \_\_\_\_\_, he is my \_\_\_\_\_.
2. This is \_\_\_\_\_, she is my \_\_\_\_\_.
3. This is \_\_\_\_\_, she is my \_\_\_\_\_.
4. This is \_\_\_\_\_, he is my \_\_\_\_\_.
5. This is \_\_\_\_\_, she is my \_\_\_\_\_.
6. This is \_\_\_\_\_, he is my \_\_\_\_\_.
7. This is \_\_\_\_\_, he is my \_\_\_\_\_.
8. This is \_\_\_\_\_, she is my \_\_\_\_\_.
9. This is \_\_\_\_\_, he is my \_\_\_\_\_.



- c) The students will assemble the folding of the box. They will play with a partner and talk about their family.



**Evaluation:** The students will match the family members with the definitions. "Four seasons, Summer" Vivaldi.

<https://www.youtube.com/watch?v=Es9RgQGw3Gk>

Match	
1. family reunion	a. son of your sister or brother
2. cousins	b. daughter of your sister or brother
3. stepmother	c. family that lived a very long time ago
4. in-laws	d. children of your uncle and aunt
5. great-grandfather	e. husband of your sister
6. niece	f. daughter of your children
7. ancestors	g. get-together of an extended family
8. brother-in-law	h. father of your grandparents
9. nephew	i. parents of your husband or wife
10. granddaughter	j. your father's new wife

## Workshop 4

**Date:** October 6<sup>th</sup> 2016

**Time:** 7:00 am 8:50 am-2:00pm 4:00 pm

**Length of the lesson:** 4 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** what`s in your town?

### Communicative goal:

- ❖ Expressing different place of the city

### ❖ Linguistic goal:

Identify the following vocabulary:

- ✓ Hospital
- ✓ Bookstore
- ✓ Department
- ✓ Drugstore
- ✓ Theater
- ✓ Post office
- ✓ Stadium
- ✓ Church
- ✓ Museum
- ✓ Garaje
- ✓ Resturant
- ✓ Park
- ✓ Cafeteria
- ✓ Zoo
- ✓ airport

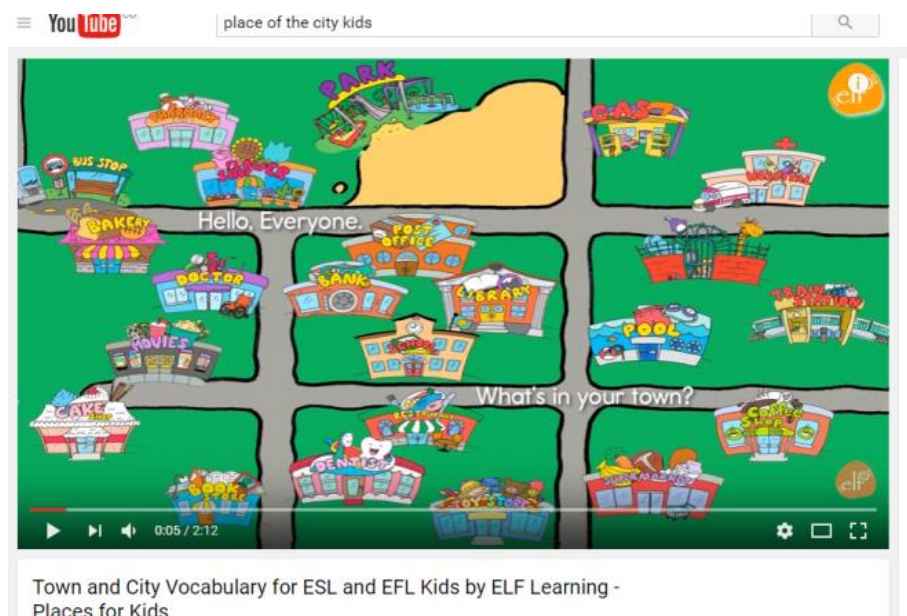
### Formative Goal:

- ❖ Encouraging the cultural experiences.

### Warm up:

The teacher will show a video about the place of the city.

[https://www.youtube.com/watch?v=k8myH9M\\_ngQ](https://www.youtube.com/watch?v=k8myH9M_ngQ)



place of the city kids

Hello, Everyone.

What's in your town?

Town and City Vocabulary for ESL and EFL Kids by ELF Learning - Places for Kids

The teacher will give a crossword



- alley
- apartment
- bank
- building
- bus
- city
- crime
- crowd
- culture
- curb
- entertainment
- factory
- freeway

gallery

park

stadium

hospital

people

street

hotel

police station

subway

jobs

pollution

taxi

library

restaurant

theater

lights

rush hour

traffic jam

museum

signs

university

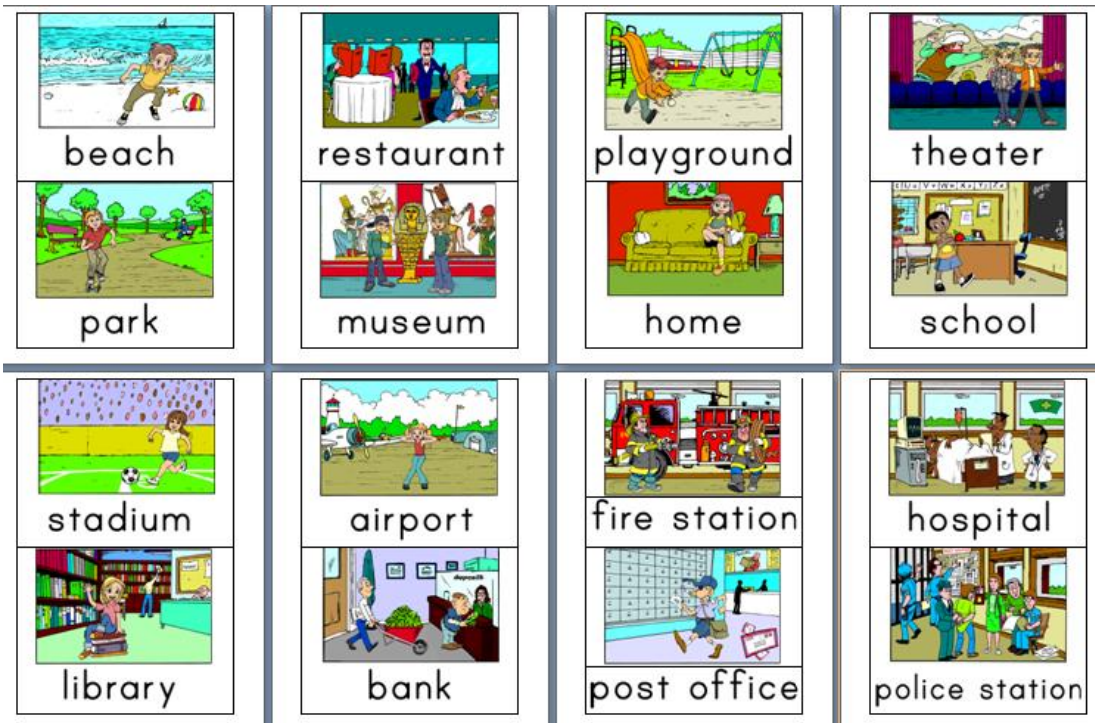
office

skyscraper

The teacher will write the vocabulary on the board.

### Presentation

The teacher will stick a flash card: place of the city.



The teacher will show a game with bowling.

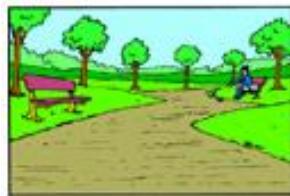
Everyone will play and match the word with the picture. They will say a short sentences about the place.



Write the words from the word bank under the correct pictures then find them in the grid below.

**Word Bank**

gallery	library	museum	park
restaurant	stadium	store	theater

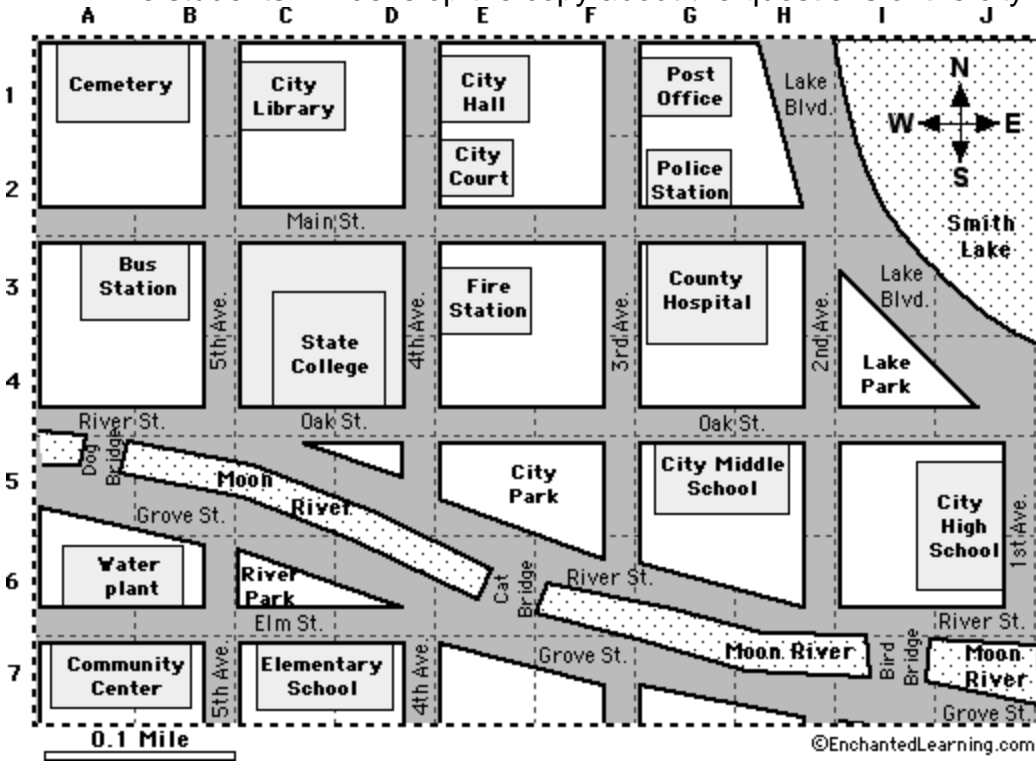


_____	_____	_____	_____
-----	-----	-----	-----
_____	_____	_____	_____



**Practice**

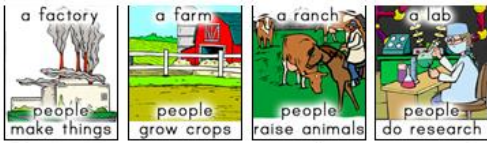
- ❖ The teacher will organize the group in pairs.
- ❖ The students will develop the copy about the questions of the city according to the picture.



1. Color the map as follows: Blue-water, Red-fire station, Orange-library, Yellow-schools, Green-parks, Pink-city hall, Purple-hospital, Brown-community center.	
2. Draw a green "X" at the intersection of Oak Street and 2nd Avenue. Draw a black "X" where River Street meets Cat Bridge. Draw a blue "X" at the address 180 River St.	
3. In red, draw a short street route from City High School to the City Library.	
4. Which is farther east, the elementary or middle school?	
5. Which is farther south, Lake Park or City Park?	
6. How far (in miles) is it from the bus station to the hospital?	
7. Which school's address is 250 Oak Street?	
8. What city building is located at <b>E3</b> ?	
9. When you look northeast, you see River Park. When you look north, you see the Water Plant. When you look east, you see the Elementary School. Where are you?	

The teacher will give them a copy, the students will change the exercise and write on their notebook

### Places Where



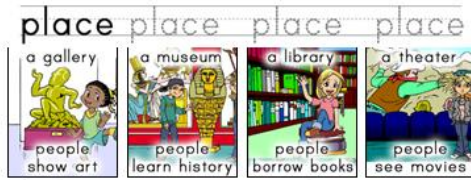
1. A factory is a place where people make things.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

### Places Where You See Culture



1. A gallery is a place where people show art.

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## Workshop 5

**Date:** October 20<sup>th</sup>, 2016

**Time:** 2:00pm 4:00 pm

**Length of the lesson:** 2 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** Traveling around the world

**Strategies:** listening for information and unmusical chair.

### Communicative goal:

- ❖ Expressing important characteristics of a country orally and in written form.

### Linguistic goal:

- ❖ Using the following countries vocabulary:

- Brazil
- China
- New Zealand
- Argentina
- Peru
- Canada
- South Africa
- India
- The United Kingdom (UK)
- Italy
- Germany
- Mexico
- Chile
- France
- Australia
- Egypt
- The United States of America (USA)
- South Korea
- Japan
- Ireland

### Formative Goal:

- ❖ Cultivating cultural Integrity in the English class.

### Warm Up:

- a) The students will sit down on a comfortable X position. They will raise their arm, close their hand while imagining it is a water drop. They will inhale while their hand will be closed. They will count until five opening their hand finger by finger. When the hand will be open the students will slowly exhale at the same time the put the hand down. On the floor the move their finger as it is raining. They will repeat the exercise with the other hand.

“Four season,, Summer” Vivaldi. <https://www.youtube.com/watch?v=Es9RgQGw3Gk>

- b) The teacher will show a video about the countries.

<https://www.youtube.com/watch?v=l6A2EFkjXq4>



**Presentation:**

d) The teacher will read a short conversation. "four season, winter" Vivaldi

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



e) The teacher will draw a table on the board of the continents

f) The students will fill in the table of countries.

will

<b>Africa</b>	<b>Asia</b>	<b>Europe</b>	<b>North America</b>	<b>South America</b>	<b>Australia (and New Zealand)</b>
- South Africa - Egypt	- Japan - South Korea - China - India	- The UK - Italy - Germany - Switzerland - Ireland - France	- The USA - Mexico - Canada	- Brazil - Chile - Peru - Argentina	- New Zealand - Australia

g) The teacher draw a new table with countries and

nationalities.

h) The students will write the information on their notebooks.

Ending in ~an

Country	Nationality
Argentina	Argentinean
Australia	Australian
Brazil	Brazilian
Canada	Canadian
Chile	Chilean
Egypt	Egyptian
Germany	German
India	Indian
Italy	Italian
Mexico	Mexican
Peru	Peruvian
South Africa	South African

South Korea	South Korea
The USA	American
Ending in ~ese	
China	Chinese
Japan	Japanese
Other	
France	French
Ireland	Irish
New Zealand	New Zealander
Switzerland	Swiss
The UK	British

**Practice:**

a) The teacher will organize the students in pairs. The students will ask


- ❖ Where are you from?
- ❖ What is your nationality?
- ❖ What is your favorite country?



b) The teacher will write the sentences and the students will answer it.

**5 Writing. Complete the sentences using a/an or o.**

a. India is _____ hot country.	g. Australia and Ireland are _____ islands.
b. Cuba is _____ tropical island.	h. Fishing is _____ important economic activity in Peru and Colombia.
c. Atacama is _____ desert in Chile.	i. Everest is _____ mountain in Europe.
d. The Pacific is _____ ocean.	j. Coffee and emeralds are _____ typical products of Colombia.
e. Colombia and Ecuador are _____ agricultural countries.	
f. England is _____ industrial country.	

 WB page 8, 9

The students will play Unmusical chairs. The chairs will be arranged in circle. The students will walk around them, they will sit down when they listen to sentences of the countries or nationalities learn in class. While doing the activity, they will check the activity on their notebooks.

**Production:**

The students will write the pronoun with the different nationalities using the verb to be. "Four season,, Summer" Vivaldi. <https://www.youtube.com/watch?v=Es9RgQGw3Gk>

According to example:

\_\_\_\_\_ (I) Chinese  
\_\_\_\_\_ (YOU) Colombian

a) The teacher will give the copy and the students will fill in the gaps the correct pronoun and form of to be.

My name is Manuel. I'm Spanish. Spain is a large country. beautiful.

And this is Jean-Paul. 15. French. France a romantic country. artistic, too.

This is Paula. She 13. Italian. Italy a historical country. interesting.

Hi.

Hi, I'm Jean-Paul I'm 15.

NOTE  
Use "this is" to introduce your friend.

5 Give your personal information.

I'm \_\_\_\_\_ (name)  
\_\_\_\_\_ (age)  
\_\_\_\_\_ (nationality)

6 Get together with a partner; ask and answer each other the following questions.

a. Where is Manuel from? \_\_\_\_\_ e. Where is he from? \_\_\_\_\_  
b. How old is Paula? \_\_\_\_\_ f. What's your name? \_\_\_\_\_  
c. Where is she from? \_\_\_\_\_ g. How old are you? \_\_\_\_\_  
d. How old is Jean-Paul? \_\_\_\_\_ h. Where are you from? \_\_\_\_\_

7 Get together with a partner and introduce him/her to the class. Take turns.

## Evaluation

In a piece of paper the students will write a short conversation using the topic countries and nationalities.

SERGIO: HELLO!  
 CARMEN: HI YOU!  
 SERGIO: LET ME INTRODUCE MY NEW FRIEND HER NAME IS CARIDAD.  
 CARY: HI EVERYBODY!  
 CARY: LET ME INTRODUCE ALSO MY FRIEND HER NAME IS KARLA.  
 KARLA: GOOD MORNING, EVERYBODY!  
 KARLA: WHAT NATIONALITY ARE YOU?  
 CARY: I AM DOMINICAN  
 KARLA: I AM PANAMANIAN AND YOU?  
 SERGIO: I AM GREENLANDER AND YOU NATIONALITY FRIEND.  
 CARMEN: I AM CUBAN  
 SERGIO: SURELY IN CUBA THERE IS MANY CULTURE TRUTH.  
 CARMEN: YES, IS VERY INTERESANT

## Workshop 6

**Date:** October 21st, 2016

**Time:** 7:00 am – 8:50 am

**Length of the lesson:** 2 hours

**Grade:** 6<sup>th</sup>E grade

**Topic:** Do you like?

**Strategies:** listening for information, unmusical balloon and wordsearch.

### Communicative goal:

- ❖ Asking for likes and dislikes.

### Linguistic goal:

- ❖ Using the following expressions:

- Salad
- Bread
- Spaghetti

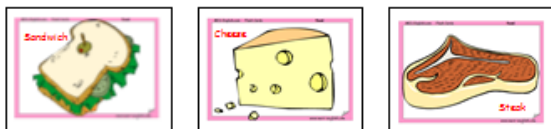
- Soup
- Fish
- French fries
- Hotdogs
- Hamburger
- Pizza
- Sandwich
- Taco
- Cereal
- Cheese
- Bacon
- Eggs
- Rice
- meat

**Formative Goal:**

- ❖ Promote the cooperation in the English class.

**Warm Up:**

- c) The teacher will play: “Four season,, Summer” Vivaldi.  
<https://www.youtube.com/watch?v=Es9RgQGw3Gk>.
- d) The students will listen the music; they will pass the balloon around.
- e) The teacher will stop the music. The students will explode the balloon and they will read sentences.
- f) They will go to the board and they will match the picture with the name.



**Presentation:**

- i) The teacher will show a video about the food

and do you like?

<https://www.youtube.com/watch?v=frN3nvhIHUk>



j) The students will write the vocabulary on their notebook.

The teacher will explain what is: "Do you like?"

**Practice:**

- a) The teacher will give a copy.
- b) The student will complete the information according to previous explanation.

Do you like...?




iSLCollective.com

Food Survey Do you like...?			
	Food	likes it	doesn't like it
	tomatoes	Liu Li	Zhao Jun

a) The  
in pairs

**Evaluation:**

The teacher  
individually,  
activities.

Food

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

Find all the words below:

- |           |              |        |       |
|-----------|--------------|--------|-------|
| salad     | corndog      | pizza  | bacon |
| bread     | French fries | taco   | rice  |
| spaghetti | cheeseburger | cereal | steak |
| fish      | hotdog       | cheese | soup  |
| chicken   | sandwich     | eggs   | food  |

**Production**

teacher will explain the  
following activity, the group are  
and every one ask about:

will check the notebook  
when the students are going the

## Workshops at Escuela Normal Superior de Manizales

### Workshop 1

**Time:** 1:00 – 2:30 p.m.

**Communicative goal:** Talking about healthy activities

**Length of the lesson:** 2 hours

**Linguistic goal:** Using why and because

**Group:** 4.1 – 4.2

**Formative goal:** Engaging students to healthy habits.

**Topic:** Why are you healthy?

**Skill developed:** Listening comprehension

### Why are you healthy?

#### Warm up

3. The teacher will play “Johann Sebastian Bach Fantasia para el organo en Sol Mayor” during 2 minutes. Then, the teacher will make a respiration exercise while listening to an active concert “Johann Sebastian Bach Fantasia para el organo en Do Menor”

The students will wrap their right nostril with their index finger, they inhale and maintain the air for 7 seconds while they will change their fingers so the thumb will wrap their left nostril then the students will exhale the air.

#### Presentation

1. The students will watch the following video (“The healthy habits song for kids” <https://www.youtube.com/watch?v=9Fr1iDqemjY>) while writing on their notebooks all the words they can remember.

The video lasts 3:37 minutes; on it the students will recognize some daily activities which are healthy for them and useful for their life. They will sing it and they will read the lyrics of it.

After the students have listened to the music their bodies will be more relaxed than before and their minds will be active to the learning process, which will help them to better understand of the video.

2. According to the song the teacher will stick on the board some of the activities mentioned on the video. These activities are: eating healthy food, practicing sports, being hygienic. According to the video the students will complete the blanks of the lyrics that teacher will give them.

#### The healthy song

Go go go (bis)

Food gives you **energy**

**Food** keeps you **healthy**

Go go go (Bis)

Food makes you **grow**

Go the healthy song

Go go go (Bis)

**Sport** keeps you healthy

Sport makes you **strong**

Sport **exercises** your body

To keep you **young**

Go the healthy song

Go go go (Bis)

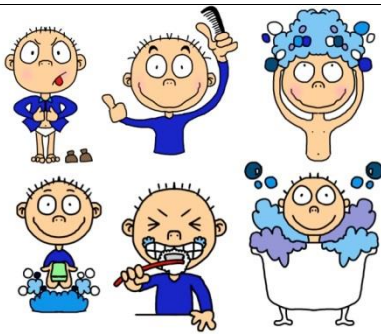
**Hygiene** keeps your healthy

Hygiene stops **decay**



Hygiene kills **germs**

And keeps **illness** away

Go the healthy song



3. Then the teacher will introduce the topic of the class by showing the students the following sentences.

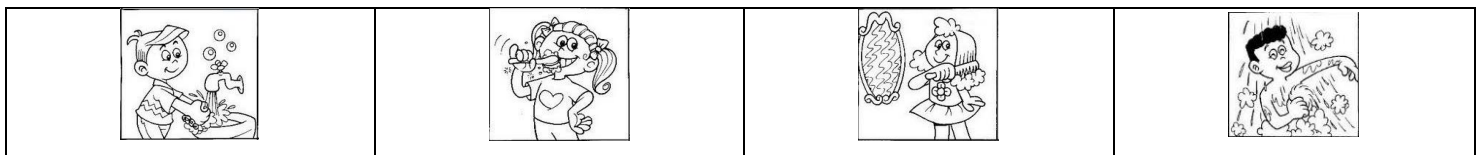
I	Am	healthy	Because	I	eat	Healthy food	
I	Am	healthy	Because	I	practice	sports	
I	Am	healthy	Because	I	have	Hygiene habits	

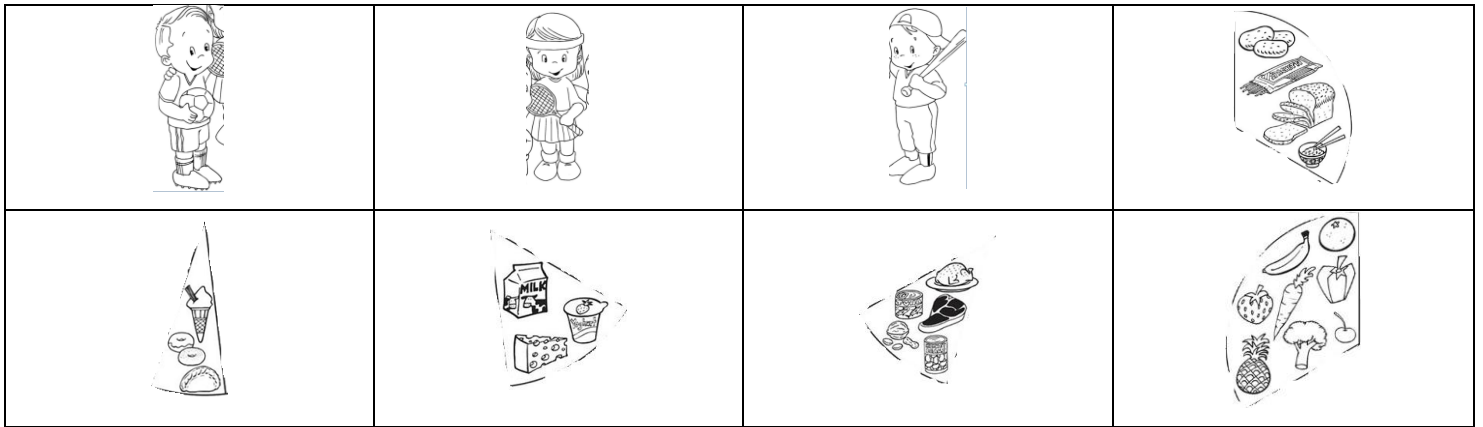
The teacher focuses the explanation on the use of why and because

## Practice

1. The students will listen to an active concert “Double violin Concerto in D minor (2nd movement, largo) - Johann Sebastian Bach” while the teacher will be giving to the students a photocopy; they will have to number the activities according to what teacher says. She will say: I am healthy because I take a shower every day. The students will look for the image which represents this sentence and number the picture according to what they hear.

- I am healthy because I brush my teeth three times on a day
- I am healthy because I take a shower every day
- I am healthy because I practice tennis
- I am healthy because I eat fruits and vegetables
- I am healthy because I eat some sugar
- I am healthy because I comb my hair every day
- I am healthy because I practice soccer
- I am healthy because I eat protein
- I am healthy because I eat fiber





## Production

1. According to the last activity, the students will write on their notebooks one sentence for each image which answer the question: Why are you healthy? E.g. I am healthy because I wash my hands
2. The students will make a dialogue to perform in front of their parents.

P1: Why do you like sports?

P2: Because sports make me strong

## Evaluation

1. Answer the following questions using three different reasons. Why are you healthy?



## Workshop 2

**Date:** Thursday, September 15<sup>th</sup>

**Time:** 1:00 – 2:30 p.m.

**Length of the lesson:** 2 hours

**Group:** 4.1 – 4.2

**Topic:** How often do you brush your teeth?

**Strategies:** Reading stories, passive and active concert, mind map

**Communicative goal:** Identifying verbally the adverbs of frequency

**Linguistic goal:** Using the adverbs of frequency during the English class

**Formative goal:** Improving students' interest on English class

# How often do you brush your teeth?

## Warm up

- The students will listen to “**Johan Sebastian Bach Fantasia para el organo en G Mayor**” during 2 minutes. Then, the teacher will propose a respiration exercise while plays the active concert “**Johan Sebastian Bach Fantasia en C menor**” in the background

The students will close their right nostril with their index finger, they inhale and hold the air in for 7 seconds while changing their fingers so the thumb will close their left nostril and the other one will be opened, then the students will exhale the air.

## Presentation

- The teacher will give the students two dices. One of them will be the adverbs of frequency dice and the other one will be daily routines dice. The students will throw the dices, according to the dices the students will write on the board a sentence to complete the following chart.

I	Always (10)	Get dressed
You	Sometimes (8)	Take a shower
We	Usually (5)	Eat breakfast
They	Rarely (3)	Study
I	Never (0)	Brush your teeth
You	Rarely (3)	Go to walk with your dog

- The students will write the chart on their notebooks.

## Practice

- The teacher will read once the following story while playing in the background “**Antonio Vivaldi Concerto for Flute and Concerto for Recorder**”
- The students will elaborate a mind map based on the reading. The “**Mozart Violin Concerto No. 7 in D major**” will be played on the background

### My healthy routine

I am Mary, this is my routine. I usually go to walk with my dog. But during the winter I always go to walk with my dog on Saturdays. I sometimes take a shower after running. I sometimes study English in the night. I like English.

I never wake up early. I always eat breakfast with my mother and my brother then I always brush my teeth. I rarely get dressed in the morning because I always study in the afternoon.

## Production

- The students will ask the following questions to different partners. They will write their partners' answers in front of the question. They will write the partners' names
  - How often do you go to walk with your dog?
  - How often do you study?
  - How often do you eat breakfast with your family?

- How often do you get dressed?
- How often do you take a shower?
- How often do you brush your teeth?

## Evaluation

1. The students will organize the following words. They will put the adverb of frequency in the correct order
  - a. Never – in the morning – they – study
  - b. Social – I – study – rarely – sciences
  - c. Shower – take – I – night – sometimes
  - d. Usually – dog – go – with- we – walk – to
  - e. Teeth – rarely – you – your - brush

### Workshop 3

**Date:** Thursday, September 22<sup>nd</sup> of 2016

**Time:** 1:00 – 2:30 p.m.

**Length of the lesson:** 2 hours

**Group:** 4.1 – 4.2

**Topic:** How often do you...?

**Strategies:** Listen for information, external concentration, passive and active concert, wordsearch.

**Communicative goal:** Expressing how often some activities are carried out.

**Linguistic goal:** Reinforcing frequency adverbs.

**Formative goal:** Improving students' interest in the English classroom

### How often do you...?

#### Warm up

1. The teacher will write on the board the adverbs of frequency. The "Four season, spring Vivaldi" will be played on the environment while the students and the teacher will be reading the vocabulary on the board. They will read it according to the compasses of the Baroque music. Then, students will inhale and exhale according to the compasses while thinking on a word from the board. <https://www.youtube.com/watch?v=GRxofEmo3HA>

#### Presentation

1. Find someone "Who". Students will ask to different partners the following questions so they will complete the chart with the information

	Partner 1	Partner 2	Partner 3
How often do you go to walk with your dog?			
How often do you study 3 days on the week?			
How often do you eat for breakfast an ice cream?			
How often do you get dressed on the uniform?			
How often do you take a shower twice a day?			
How often do you brush your teeth twice a day?			

2. The students are to correct the answers gathered on the chart above.

## Practice

- The teacher will give the students some situations. They are to listen to what the teacher says and complete each situation filling in the gaps with the frequency word. The "four season, winter Vivaldi" will be played in the background. <https://www.youtube.com/watch?v=nGdFHJXciAQ>
  - I **sometimes** eat for breakfast an ice cream
  - I **always** study English with my teacher
  - I **usually** get dressed on my uniform
  - I **rarely** go to walk with my dog and my mother
  - I **usually** brush my teeth three times on a day
  - I **never** take a shower in the morning and in the night
- The students will organize the following words. They will put the adverb of frequency in the correct order
  - Never – in the morning – they – study
  - Social – I – study – rarely – sciences
  - Shower – take – I – night – sometimes
  - Usually – dog – go – with- we – walk – to
  - Teeth – rarely – you – your – brush
- Once the students have done the tasks they will solve the following wordsearch. They complete the sentences with the words.

N R L D Z P U H	ALWAYS	I _____ (0) eat hamburger
M E V X W S K	RARELY	I _____ (5) go to walk with my dog
X Z Y O M C U Z	NEVER	I _____ (3) study French
S Y A W L A A Q	USUALLY	I _____ (10) get dressed on sport cloth
L R D W O A L O		
Z C B O D M L E		
R E V E N N Y X		
R C R A R E L Y		

## Production

- The students will be grouped by pairs. They will ask and answer the following questions.
  - How often do you study math?
  - How often do you eat breakfast with your mother?
  - How often do you take a shower three times on a day?
  - How often do you go to walk with your dog?
- The students are to deal with Peter's daily routine. After they are to complete these sentences. According to Peter's routine, the students will write their routine

### Peter's routine

"I always get up at 7:30 a.m. I never eat beans for breakfast. I eat my breakfast alone. I usually take a shower twice on a day. I sometimes study four days on a week. I rarely get dressed on my uniform. Sometimes I go to walk with my dog and my mother".

- I \_\_\_\_\_ eat beans for breakfast.
- I \_\_\_\_\_ take a shower twice a day

## Evaluation

1. The students will put the adverb of frequency in the correct place on the sentence. The “Four season Summer Vivaldi” will be played in the background.
  - I go to walk with her cat (never 0)
  - We study English all the week (usually 5)
  - They brush their teeth once a week (sometimes 8)
  - You get dressed on sport clothes (always 10)
  - I take a shower every day (3)

## Workshop 4

**Date:** Thursday, October 6<sup>th</sup> of 2016

**Communicative goal:** Making different invitations verbally

**Time:** 1:00 – 2:30 p.m.

**Linguistic goal:** Using would you like

**Length of the lesson:** 2 hours

**Formative goal:** Sharing student's interests for their free time

**Group:** 4.1 – 4.2

**Strategies:** Passive and active concert, bowling, dictation

# Would you like?

## Presentation

1. The students will watch a video which will invite them to a Halloween party.  
<https://www.youtube.com/watch?v=E-PKHu-q9bk>
2. Based on the video the teacher will write on the board the following dialogue to explain the students the topic. The students will practice it with the teacher. The students will write the dialogue on their notebooks
  - 1: Hello! How are you?
  - 2: I am excellent, and you?
  - 1: I am great. On Saturday I will have a Halloween party. Would you like to come?
  - 2: Oh yes, I would like. What time will be the party?
  - 1: It will be at 8 o'clock. Will it be at your home?
  - 2: Yes, it will. My address is 123 Evens Lane, Medfield, NY.
  - 1: See you there. Thank's
3. The teacher will use other examples, which students will write on their notebooks. The teacher will give the students the possible answers so they will answer the questions by their own.

Would you like to go to the swimming pool?	Off course! I would like
Would you like to come to my house?	Off course! I would come, thank you
Would you like to go to the match?	No, I wouldn't like
Would you like an ice cream?	Off course! I would like, thank you
Would you like to go to the cinema with me?	I would like, but I cannot, Sorry!

## Practice

1. The teacher will dictate the students the following questions and answers while “**Antonio Vivaldi. Summer. Four seasons**” will be played in the background.
  - Would you like to go walking to school? No, I wouldn't like
  - Would you like to eat pizza? Off course! I would like.
  - Would your sister go to the cinema? Yes, she would like
  - Would you like Andrea go to the park? No, she wouldn't like

## Production

1. “Let's play bowling”. The students will make groups, each table will be a group. The teacher will put on the floor three “bowls” one student for each group will come out to the board. They will overthrow the “bowl” that has the questions that teacher says. The students will be sit on their chairs will write the sentence that teacher says.

Would you like to go walking to school?

Would you like to eat pizza?

Would your sister go to the cinema?

Would you like Andrea go to the park?

Would you like to go to the swimming pool?

Would you like to come to my house?

Would you like to go to the match?

Would you like an ice cream?

Would you like to go to the cinema with me?



## Workshop 5

**Date:** Thursday, October 20<sup>th</sup> of 2016

**Time:** 1:00 – 2:30 p.m.

**Length of the lesson:** 2 hours

**Group:** 4.1 – 4.2

**Topic:** Comparatives

**Strategies:** Listening for information,  
unmusical chair

**Communicative goal:** Comparing the  
animals among them

**Linguistic goal:** Making comparison using  
the animals

**Formative goal:** Engage students to respect  
the animals




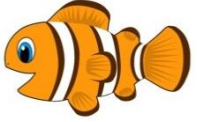
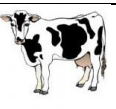

# It is ER than ER





## Warm up

1. The students will sit down on a comfortable X position. They will raise their arm, close their hand while imagining it is a water drop. They will inhale while their hand will be closed. They will count until five opening their hand finger by finger. When the hand will be open the students will slowly exhale at the same time they put the hand down. On the floor they move their finger as it is raining. They will repeat the exercise with the other hand. **“Antonio Vivaldi – Summer – from four seasons”**
2. The teacher will write (in Spanish) on the board the following adjectives: grande, pequeño, corto, alto. The students will have 1 minute to write comparative sentences using these verbs, they will write about animals. The winners will be the group which has more correct sentences.

## Presentation

1. Based on the sentences written by the students, the teacher will rewrite them in English on the board using the images. The students will complete the chart on their notebooks. **“Four seasons Vivaldi”**

 Ant	An ant is Shorter than a dog	 dog
 pig	A pig is Bigger than a fish	<b>FISH</b> 
 cow	A cow is Bigger than a frog	 <b>Frog</b>

 cat	A cat is smaller than a horse	 horse
 snake	A snake is faster than a turtle	 Turtle

## Practice

- We will play Unmusical chairs. The chairs will be arranged in circle. The students will walk around them, they will sit down when they listen to a comparative sentence which uses one of the adjective comparative learn in class. While doing the activity, they will check on a copy the comparative sentences said by the teacher. **“Vivaldi – Four seasons – Winter”**

	An ant is Shorter than a dog
	This morning is more peaceful than yesterday morning
	A pig is Bigger than a fish
	My mother is fatter than your mother
	A cow is Bigger than a frog
	A cat is smaller than a horse
	Mark is thinner than your
	A snake is faster than a turtle
	My house is the largest on our neighbourhood
	My dog is bigger than your dog
	This is the smallest box I've ever seen

## Production

- Write two sentences using a comparative verb between the animals given.
  - Frog
  - Parrot
  - Horse
  - Ant
  - Pig
  - Cow
  - Cat
  - Snake
  - Dog
  - Turtle
  - Fish

## Evaluation

1. The students will write five sentences using animals and comparative adjectives

## Workshop 6

**Date:** Thursday, November 3<sup>rd</sup> of  
2016

**Time:** 1:00 – 2:30 p.m.

**Length of the lesson:** 2 hours

**Group:** 4.1 – 4.2

**Topic:** Comparative questions

**Strategies:** Listening for  
information, musical balloon,  
wordsearch

**Communicative goal:** Writing  
questions to compare the animals

**Linguistic goal:** Making  
comparison using the animals

**Formative goal:** Engage students  
to respect the animals

# Is the snake faster THAN the turtle?

## Warm up

1. The teacher will give to each table of students a balloon. They will hold it on the air while the music is played in the background, when it will be stopped, the students will explode the balloon. Each table will have a piece of paper, all students will have to organize the papers on the board to make two questions, one of them will be in Spanish and they will make the other one based on the previous one. The **“Antonio Vivaldi – Summer – from four seasons”** will be played in the background.

## Presentation

1. The teacher will show the students the animals worked on the last class. The students will make different questions comparing the animals. The teacher will write those sentences in English to complete the following chart.

Verb to be	Animal 1	Comparative + THAN	Animal 2
Is	The ant	FastER THAN	The cat?
Is	The pig	Smaller THAN	The cow?
Is	The cow	BiggER THAN	The ant?
Is	The cat	FastER THAN	The horse?
Is	The dog	Smaller THAN	The turtle?
Is	The fish	BiggER THAN	The snake?
Is	The frog	ShortER THAN	The pig?
Is	The horse	BiggER THAN	The frog?
Is	The snake	ShortER THAN	The fish?
Is	The turtle	FastER THAN	The dog?

2. The students will look for comparatives and animals in the following wordsearch. They will make questions with the words found.











### Comparatives

X K H E L T R U T R F G	CAT
Z B J O R G X P E A V F	HORSE
T Z A Y R K V L S I H S	TURTLE
W T Y V C S L T L E N H	FASTER
B W C C P A E D I O D E	SMALLER
I A W D M R T T A G Y V	BIGGER
O S P S X Z C E U G L O	
W R F T C O J O Z A E G	
M N U N Q B X C U H H X	
W B I G G E R X D I V W	
B Y B A V U W F G U G S	
D Z M L E N V M Y K I G	

## Practice

1. The teacher will read different comparative questions. The students will number the animals mentioned on the question on their copies. In front of them they will


write the question said by the teacher. **Jhoan Sebastian Bach Violin Concertos**

Number the animals	Write the question
 snake  cat  cow  pig	
 horse  Turtle  FISH  Ant	
 dog  Frog	

## Production

- Complete the following sentences using the word in brackets. Write the questions for each sentence **Telemann Oboe Sonatas**
  - The cat is \_\_\_\_\_ (**bigger**) than the ant
  - The horse is \_\_\_\_\_ (**smaller**) than the fish
  - The turtle is \_\_\_\_\_ (**faster**) than the frog
  - The dog is \_\_\_\_\_ (**shorter**) than the cow
  - The snake is \_\_\_\_\_ (**faster**) than the cat
  - The pig is \_\_\_\_\_ (**smaller**) than the snake
  - The cow is \_\_\_\_\_ (**bigger**) than the pig

### Workshop instrument at both institutions for students

	<p style="text-align: center;">Universidad de Manizales Licenciatura en Educación Básica con Énfasis en Inglés Evaluación taller No. 4 Estudiantes</p>
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#### Would you like?

**Objetivo:** Identificar el progreso en la comprensión auditiva de los niños en la clase de Inglés con respecto a la Lengua Extranjera

1. ¿Disfrutaste la clase de Inglés?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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2. ¿Comprendiste todo lo hablado en Inglés?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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3. La clase de Inglés, te pareció

Fácil \_\_\_\_ Difícil \_\_\_\_

¿Por qué?

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4. ¿La música que escuchaste de fondo en algunos momentos de la clase, te permitió estar concentrado?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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5. ¿Tus compañeros entendieron lo que hablaste en Inglés?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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6. ¿Entendiste todo lo hablado en Inglés por la profesora?

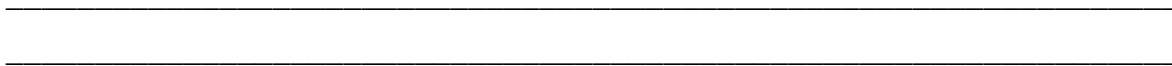
Si \_\_\_\_ No \_\_\_\_

¿Por qué?


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### Instrument at both institutions for teachers

	<p style="text-align: center;">Universidad de Manizales Licenciatura en Educación Básica con Énfasis en Inglés Evaluación taller No. 4 Docente</p>
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### Would you like?

**Objetivo:** Analizar los conceptos del evaluador alterno con respecto a la comprensión auditiva de los niños en la clase de Inglés

1. ¿Los niños disfrutaron la clase de Inglés?

Sí \_\_\_\_ No \_\_\_\_

¿Por qué?

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2. ¿Los niños comprendieron todo lo hablado en Inglés?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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3. A los niños les pareció la clase de Inglés

Fácil \_\_\_\_ Díficil \_\_\_\_

¿Por qué?

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4. ¿La música que los niños escucharon de fondo les permitió estar concentrados?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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5. ¿Los niños comprendieron lo que hablaron entre ellos en la clase de Inglés?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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6. ¿Los niños comprendieron todo lo que la profesora habló en Inglés durante la clase del día de hoy?

Si \_\_\_\_ No \_\_\_\_

¿Por qué?

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### **Evaluation stage**

#### **Analysis and interpretation of data of workshops at Escuela Normal Superior de Caldas**

The evaluation Stage was carried out in the order to evaluate the progress of the students in the English Language learning process.

Different instruments and techniques were applied with the objective to gather the result for this research.

**ANALYSIS OF WORKSHOP # 1**  
**KNOWING THE OLYMPIC GAMES 2016**

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.



Regarding the first question of first workshop, 12 students expressed that they enjoyed the English class during the workshop, since the teacher was funny and explain clear the topic.

The students said that the method and strategies such as slides, they identify the picture with the new vocabulary, so they can understand.



According 12 students had comprehension for the teacher explanation and the topic was easy, because the topic was similar to Olympic Games of Brazil.

Some students were question about the pronunciation and meaning that the teacher answers them easily.

Others students had good comprehension because previously studied english.



Likewise the students said that the topic was easy, the visual aids were useful, because could understand better the task. They answered that they understood very well, the handwriting was very clear, the teacher explained the text so well, that students could understand easily the content.

**¿la musica que escuchaste de fondo en algunos momentos de la clase, te permitio estar concentrado?**



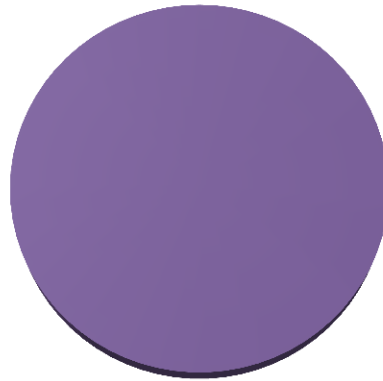
In accordance with diagram, 10 students said the baroque music is smooth by allowing greater concentration and open the mind. Nevertheless 2 students considered that some students spoke and is mixed with the music by what not is listening well because was first contact with it.





Considering the previous chart, 8 students said that they believed that when they spoke they understood their partners, not only because the conversation continued because they speak slowly. They enjoyed to speak English and considered that when they spoke and the teacher corrects them it is easier to express their ideas. While 4 students said it was pretty difficult for them, because they don't speak well speak in English and they felt nervous to express the opinion in the activity.

## ¿ENTENDISTE TODO LO HABALDO POR LA PROFESORA EN INGLES?



The 12 students according to the diagram said that all students understood the topic and explanation because the teacher explained slowly, repeat when in necessary.

They considered that the workshop was interested and the teacher was flexible.

### **ANALYSIS FROM OUTSIDE OBSERVER'S FORMAT**

**Objective:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

The teacher express that the students understood each activity worked in class. She observed that the student gave their opinion in Spanish but the students enjoyed the activities.

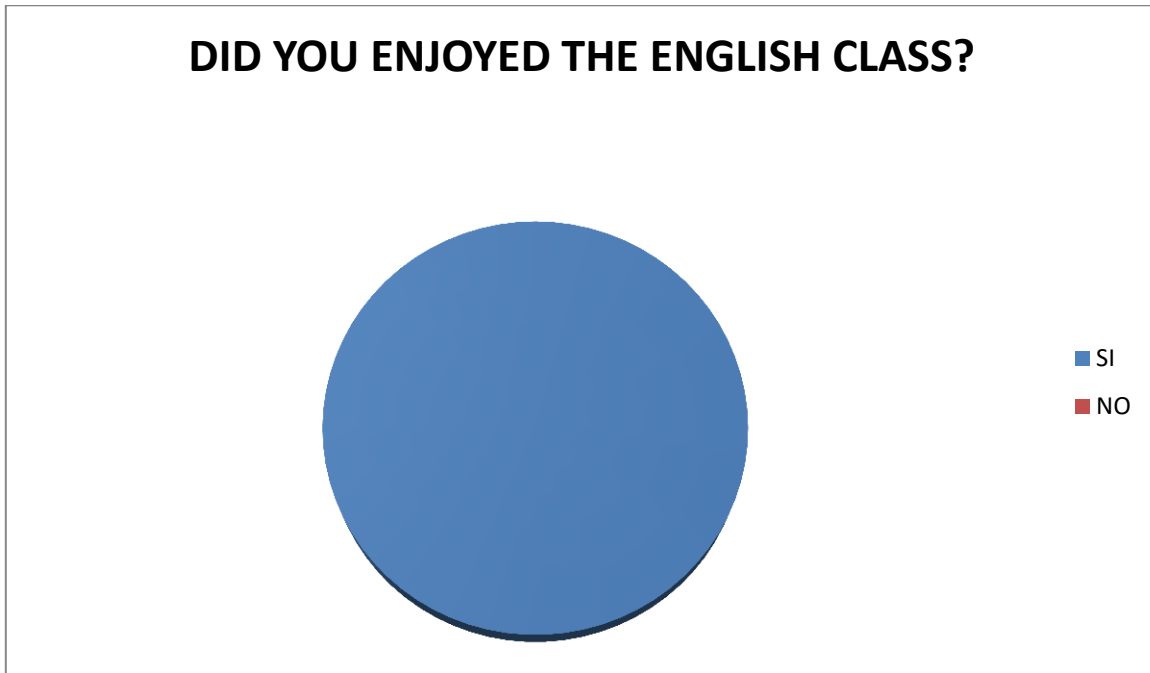
Likewise the teacher in the first part of activity denoted while the baroque music was played the students did the exercises very well, so to star the class.

This workshop was really meaningful to students and they had the opportunity of expressing themselves, by giving opinions and ask to specific task, they showed really active.

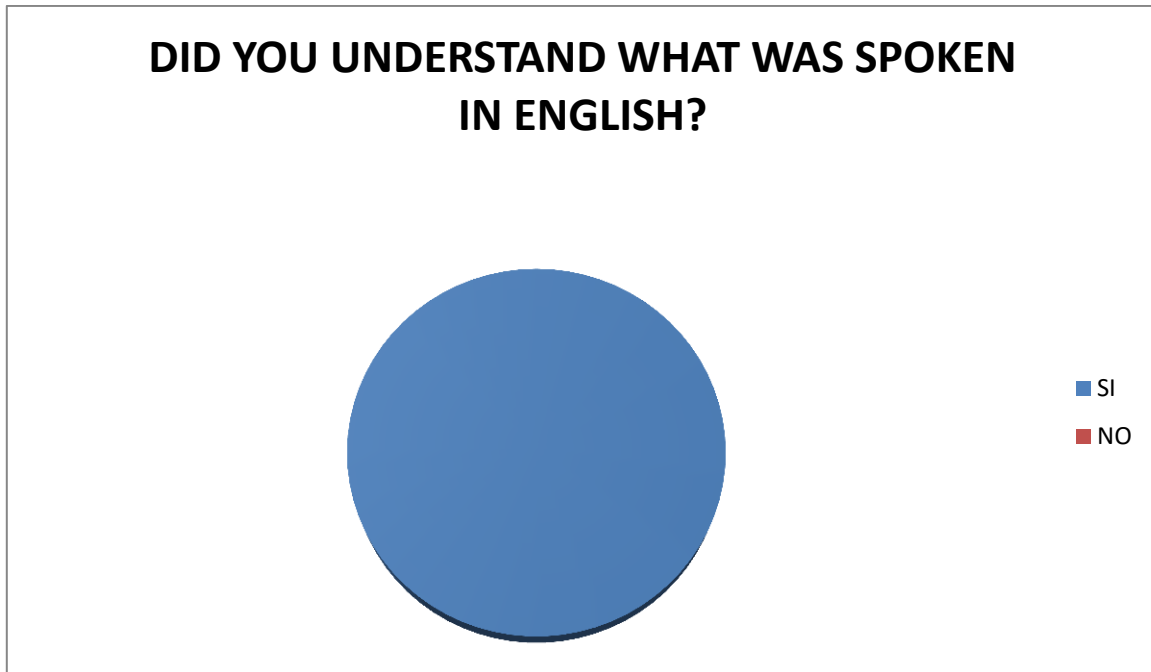
## ANALYSIS OF WORKSHOP # 2

### MY NICE FAMILY

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.



According to the chart, 12 students answered that they enjoyed the English class because the teacher showed them a videos and song about the topic, so they considered that easier to start with active task that only write and write. They reflected t, which made understand the main ideas on the workshop.



The 12 students said that they understood the topic and the activities because the teacher gave them a good explanation, and also because the teacher's English was easy to comprehend.

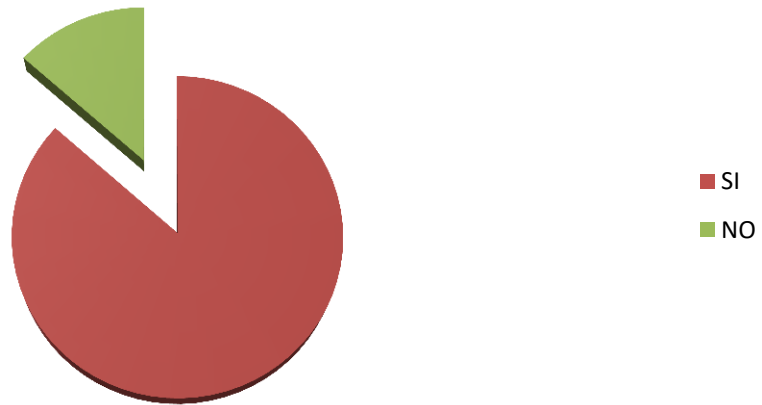
Some students expressed that the workshop was so good, that they felt encouraged to learn and understand English as a foreign language.



According to the diagram, 11 students expressed they liked pretty much English, which made easier the understanding of the activities and the general content of the workshop.

Most of the students seemed to understand the texts given in English, some students whose English level in really good. 1 students who were not very good at English were asking all time for the meaning of the words that he does not understand.

**LA MUSICA QUE ESCUCHASTE DE FONDO EN  
ALGUNOS MOMENTOS DE PERMITIO ESTAR  
CONCENTRADO?**



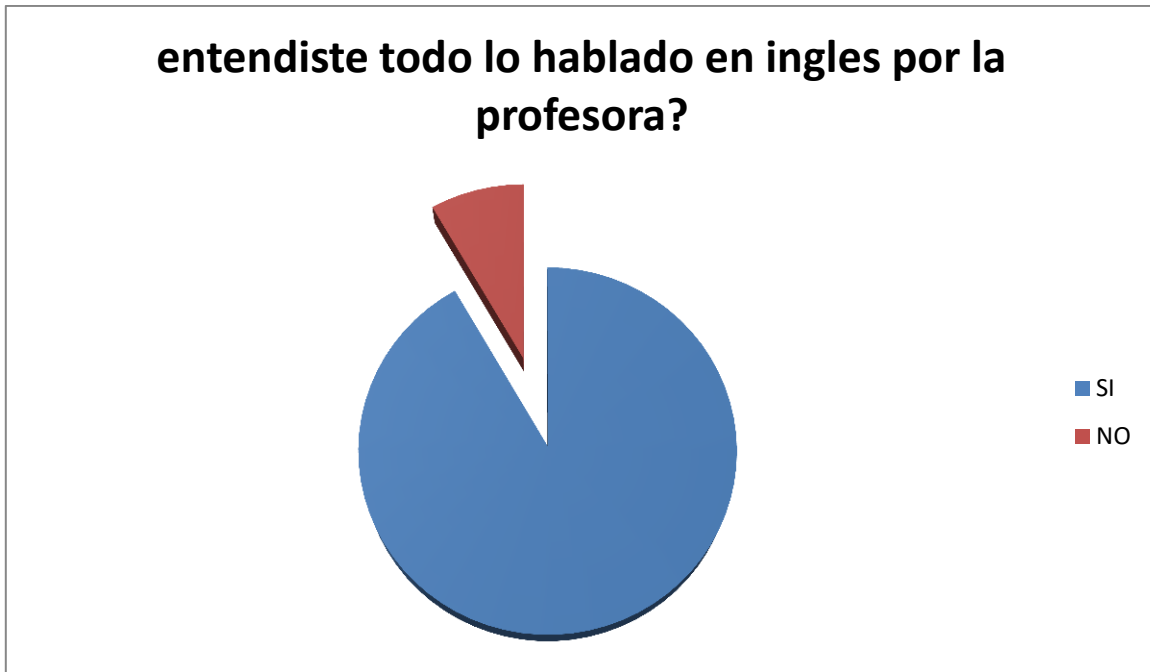
In conformity with the previous diagram, 9 students said that they were engaged with the music because they feel relaxed and calm after other class. The students were working in pairs describing a situation about their family, the students did a really good job and they were really focused on the topic.



According to 10 students they considered that when they needed to express sentences or however idea of their family, they found support from the teacher to talk better. Some students said that the mimic was a important tool in the time to speak.

Students were really ager to know the meaning of many words and expression in English, therefore it was great since there were using them among them. But 2 students not be felt to taste at the time of talk by fear to express is incorrectly.





The diagram above showed that 11 students understood the grammar structure and the different activities on this workshop. Some students considered that they understood the topic because the teacher explains word and new vocabulary with the flashcards, so the class was very dynamic.

The other 2 students said that listened the teacher and they don't understood some word but they understood the general ideas and they can to continue with the exercises.

### **ANALYSIS FROM OUTSIDE OBSERVERS FORMAT**

**OBJETIVE:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

Regarding the head teacher point of view in connection the students with the workshop, the students were actively involved in the activity, the teacher express their opinions though many question that invited the students to think deeper about the real topic.

The teachers observed that the material was appropriated for the age, which illustrated the topic, in order to have students understand the task.

When the teacher played the baroque music they knew that was necessary to prepare for listening and doing the exercises corresponding to this moment.

Finally the students were motivated to speak and participate in the workshop own peace of learning.

## ANALYSIS OF WORKSHOP # 3

### MY BIG FAMILY

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.

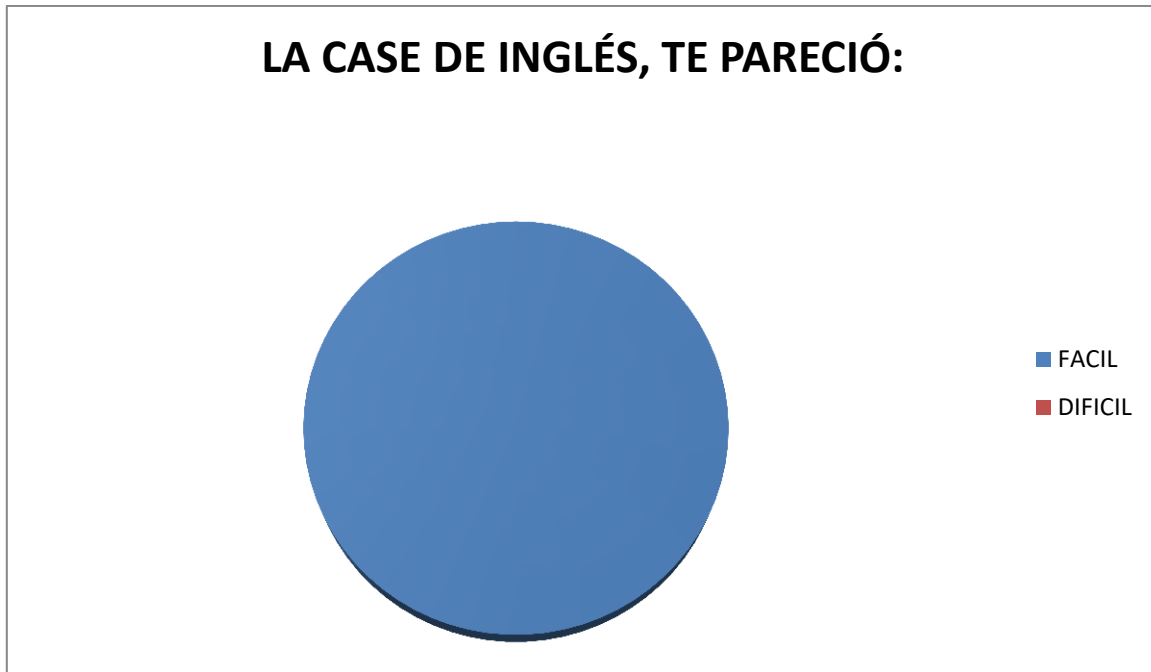


In conformity with the chart, all students enjoyed the English class because they can show different material; videos, song and strategies for participate in the English activity, since the activities done during the workshop were easy to understand, and the resources brought to class, contributed to the successful development of the class.



Taking into consideration the previous chart, 12 students understand the workshop because was the continuity of the last workshop.

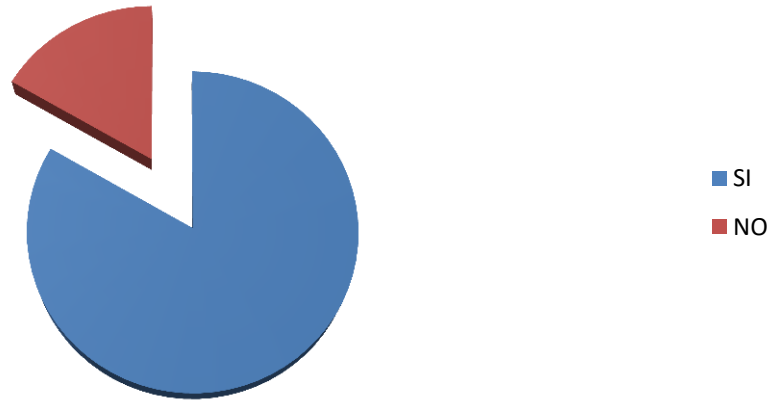
In this opportunity students were asking just few times in comparison to the other workshop because they feat more motivated.



Considering the chart, 12 students understood the content of the text analyzed in class, since some students of them were aware of the terminology used on the activities. They can feel familiarized with the topic and the strategies.

Students could understand pretty much the content of the text. Likewise, students enjoyed giving their opinions about their family, as the main part of the content

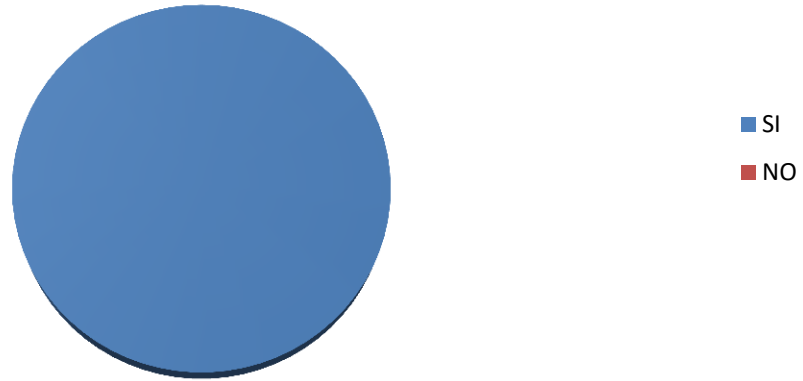
**LA MÚSICA QUE ESCUCHASTE DE FONDO EN  
ALGUNOS MOMENTOS TE PERMITIO  
CONCENTRARSE?**



In this workshop according to diagram 10 students can focus easily to listen to this type of music and so follow the instructions given by the teacher.

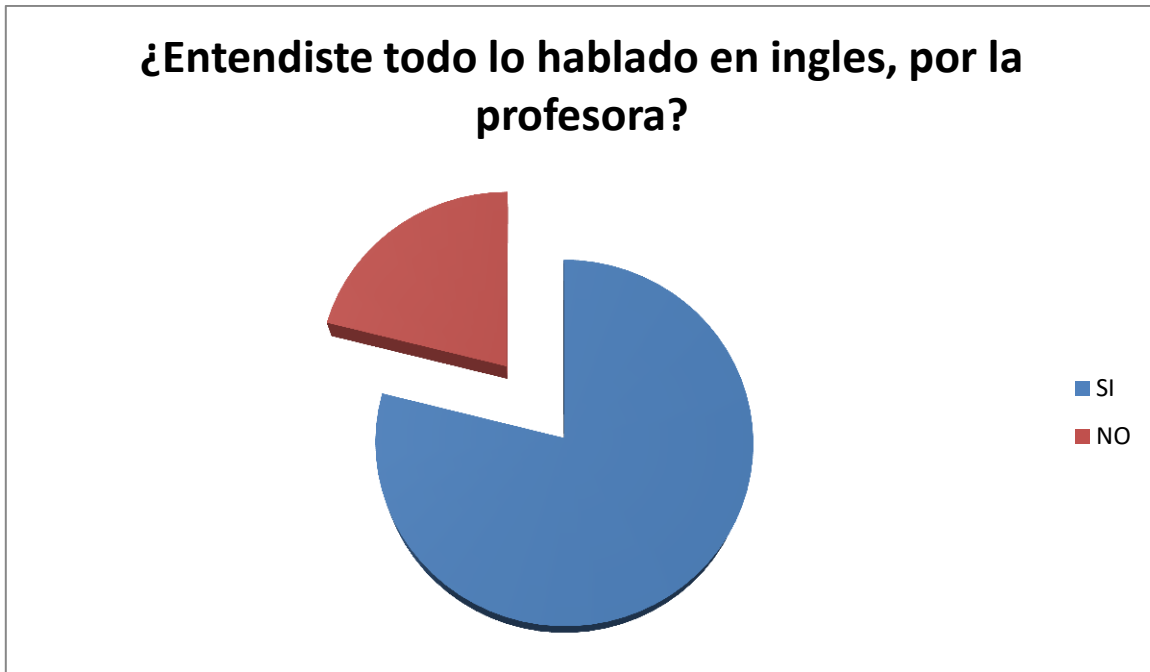
They were very enthusiastic when they understood the task and participated frequently.

## ¿TUS COMPAÑEROS ENTENDIERON TODO LO QUE HABLASTE EN INGLES?



In this workshop the students had the opportunity to expose about their family, so it was necessary that it interacts in the foreign language with their partners.

The students expressed that this workshop had lost of new vocabulary, besides it was really cool; it helped them to construct their own arguments, and give the students the opportunity of expressing better their ideas.



According to the graphic, 12 students answered that they had learned new vocabulary through the workshop, for them the topic and explanation every class was clear and better.

Students were asking all time for meaning of new words, in order to acquire new vocabulary for understood easier.



### **ANALYSIS FROM OUTSIDE OBSERVERS FORMAT**

**OBJETIVE:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

The workshop gave the opportunity to the students of expressing their points of view about the family, the students the teacher said that all time could take an active exposition; because the students encouraged to speak in English applying the vocabulary to learn on the workshops.

One more time the teacher said about the material that is very important in the learning in the foreign language.

The teacher gave the opinion regarding the baroque music like at interesting for open the mind and the attention of the students.

## ANALYSIS OF WORKSHOP # 4

### WHAT'S IN YOUR TOWN?

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.



The diagram showed 12 students considered that they enjoyed the English class because the different material o resources to permite them understood easier.

Some students expressed that they really paid attention to the teacher because the topic was new, so they feat needed to learn vocalization and paid attention on the instructions.



Taking into account the previous chart, 10 students generally was paid attention on the instruction for that is usually they worked very well.

The other students said that in the moments of the instruction they were make other activities like wrote the other English exercise.

Furthermore, students considered that the teacher expressed herself very well which help them to acquire easily the ideas.

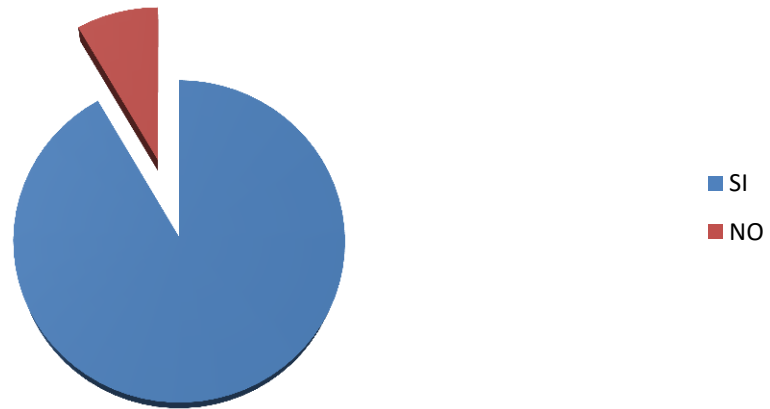


According to the chart, 9 students' said that new topic was the opportunity of expressing themselves their English vocabulary.

They expressing that is very important and very clear when they work in pairs or groups they feel support, since it was an activity executed by groups, students said that they had to participate and give a specific sequence, in order to solve the mystery.

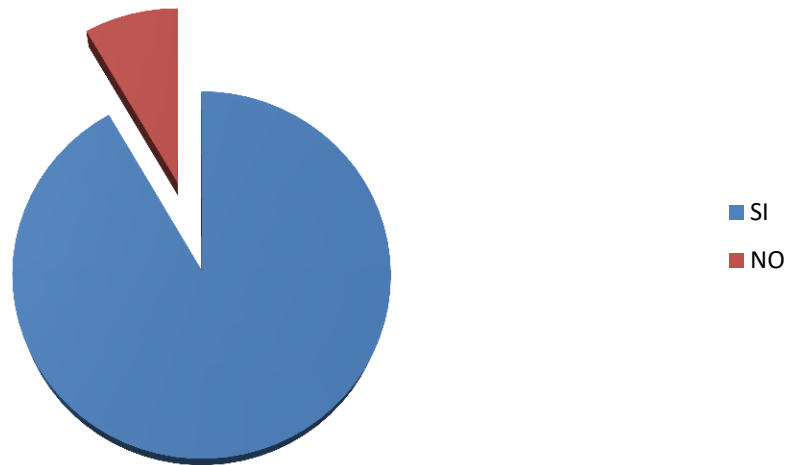
Nevertheless 2 students said that they worked better when individual work is.

**LA MÚSICA QUE ESCUCHASTE DE FONDO EN  
ALGUNOS MOMENTOS TE PERMITIÓ ESTAR  
CONCENTRADO?**

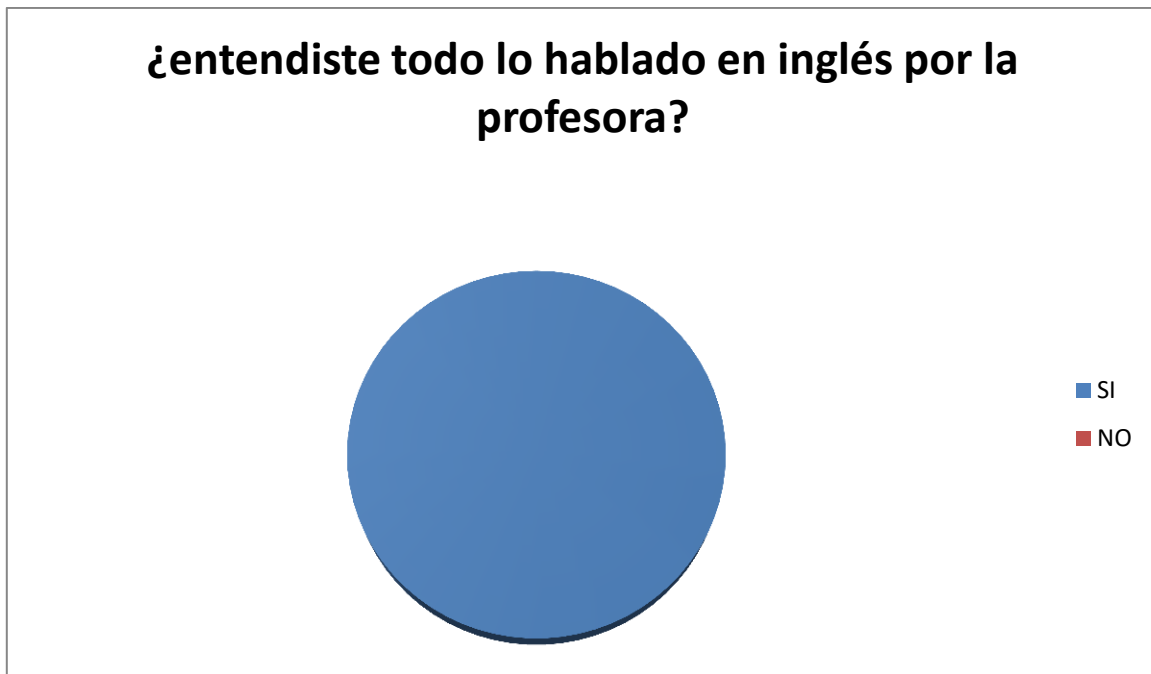


For this workshop the students worked with moments of concentration so the students listened a baroque music and according to graphic 11 students could concentrate it and development the task. 1 student doesn't feat well with the music because they saw their partner and he doesn't work properly.

## TUS COMPAÑEROS ENTENDIERON LO QUE HABLASTE EN INGLÉS?



The graphic showed 11 students considered that generally when they spoke they partners understood, but 1 students answered that he doesn't opportunity in this class for speaking.



In accordance with the previous chart, 12 students said that they understood the content in this workshop because the teacher made easier the ideas and instructions as well. The teacher previously prepared the learning with the baroque music and the student's feat motivated for receives the information.

### **ANALYSIS FROM OUTSIDE OBSERVERS FORMAT**

**OBJECTIVE:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

According to the outside observer's, this workshop was really interesting, since the teacher gave all students the opportunity of expressing their ideas and opinions.

The teacher said that the students used a little bit more in the individual activities like at group's activities. The teacher used to explain very clear and the students were really aware of what they would do during the workshop.

The students was concentrated because the teacher previously used the baroque music that was a habit for them and for that reason the workshop obtained a positive impact upon the students, since they were motivated in the class.



## ANALYSIS OF WORKSHOP # 5

### TRAVELING AROUND THE WORLD

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.



The diagram showed that 12 students said that they enjoyed the English class because the material was very well like at videos, so they understood easier when was complete the activities on the board, the teacher correct them without scolding them.

Like, some students said that their English had improved a lot and it was really easy for them to understand the content of the speech.



In conformity with the previous chart, 12 students were really focused in this workshop, they paid attention to explanation, therefore, they did not ask for the translation of any word, since everything was clear for them.

The students felt very comfortable with their classmate for working with themselves and the teacher explained slowly.



12 students said that it was even easier because the teacher brought to class the different material, which were really useful for them.

Students had the opportunity to look at the flashcards and interact with the copies with their partners. Likewise, some students expressed that they were acquiring new words, when they were making up their roles, since they used the material

**LA MÚSICA QUE ESCUCHASTE DE FONDO EN  
ALGUNOS MOMENTOS TE PERMITIERON  
CONCENTRARTE?**



In conformity with the chart, 12 students considered that they were concentrated with the baroque music because they had a habit in the English class to listen this music. They said that the teacher explains that the baroque music was helping them to learn English easier.



The diagram showed that the 10 students expressed that they had opportunity to speak about the topic on the board but 2 students don't had the opportunity to participate in the English task.

Most of the students affirmed that in the class they had opportunities to read the sentences about the topic and applied the correctly on their exercises.



Taking into consideration the previous chart, 12 students expressed that they comprehended all time the instructions because the teacher used flashcard videos, mimics and the many ideas for the students understood the words.

Likewise, some students said that the teacher gave good explanations, and the resources she always brought to class.

### **ANALYSIS FROM OUTSIDE OBSERVERS FORMAT**

**OBJECTIVE:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

In this workshop the observers considered that the students did great job, since they were creating their own expositions or own roles and characters to be played.

The teacher expressed that the students were increasing their vocabulary, because they were looking the different material like flashcards or their own pictionary.

Likewise, this activity was really useful, because it gave the students the chance to be creative and have fun, while they learned new concepts at the same time.

**ANALYSIS OF WORKSHOP # 6****DO YOU LIKE?**

**Objective:** To identify the progress in the understanding listening of the students in the class of English with regard to the foreign language.



In accordance with the previous chart, 12 students enjoyed the English class, they answered that they understood what was spoken in English.

Some students said that generally themselves as good listeners, so they understood the activities, which gave them the opportunity to understand every single word pronounced by teacher.





Regarding the previous chart, 12 students answered that they understood and some students said this foreign language was easy to comprehend, since the teacher spoke very clear, because the teacher used the flashcard or videos, this is a support for them.

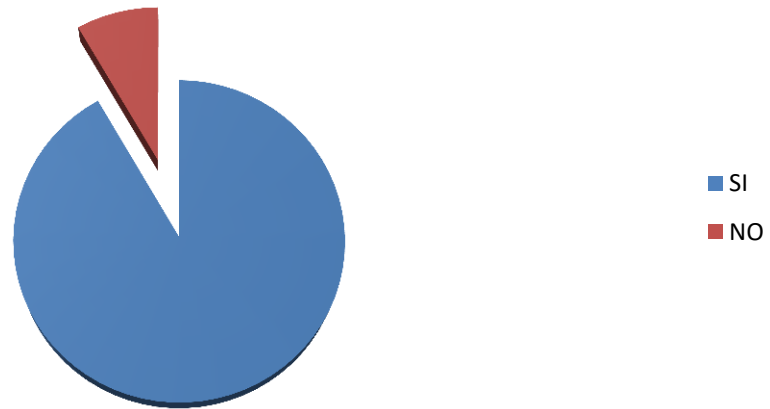
Most students were really aware of what had been speaking in English, since they were paying attention, asking for the meaning of the words they did not know.



In accordance with the chart, 10 students said that the English class was easier because the teacher brought the material that was a support and understood completely the content of the workshop; since the teacher gave them a good explanation about it.

2 students said that they don't understand the explanation but the visual aids were really useful, since it contributed to a better comprehension of the content in them.

**LA MÚSICA QUE ESCUCHASTE DE FONDO EN  
ALGUNOS MOMENTOS, TE PERMITIÓ  
CONCENTRARTE?**



According to the chart, 11 students said that the baroque music and the exercise after that permitted the concentration and paid attention better in the instruction and explanation of their teacher.



In conformity with the diagram, 12 students was the opportunity to spoke in the workshop because the teacher gave them the conversation and survey about the topic, so the students expressed that they learned new vocabulary and acquire new sentences to spoke with the other partners.



The graphic above showed that 10 answered the English class was clear, the teacher explained the topic word by word, the students whose pronunciation during the task was good so the workshop was appropriated and they had the opportunity to practice the vocabulary all time.

Furthermore, students had showed that they really wanted to learn English, by expressing the importance of the baroque music in the learning of second language.

### **ANALYSIS FROM OUTSIDE OBSERVERS FORMAT**

**OBJETIVE:** to analyze the concepts of outside observer regarding the listening comprehension of children in English class.

According to the outside observer's option, this workshop helped the students to understand the use of the new vocabulary in the learning of foreign language, which was really useful in the elaborations of their projects.

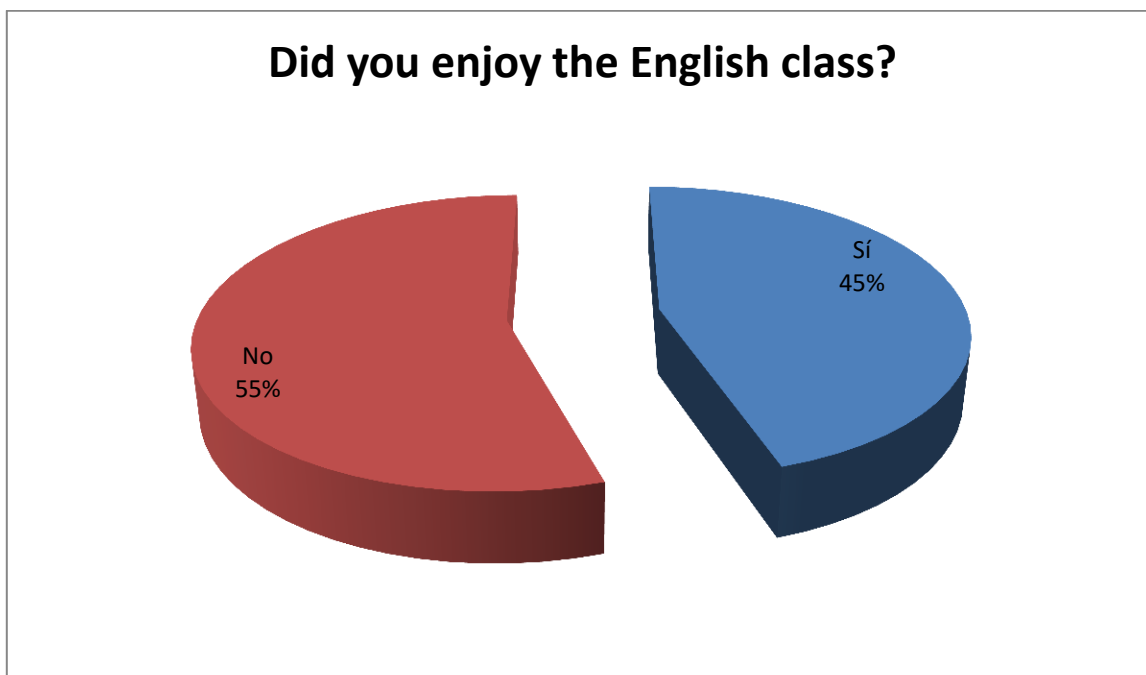
The teacher said that the students were using English most of the time, pronouncing the new words learned through the workshop contributing their classmates learning process.

## Analysis and interpretation of data of workshops at Escuela Normal Superior de Manizales

### Analysis workshop No. 1 Students

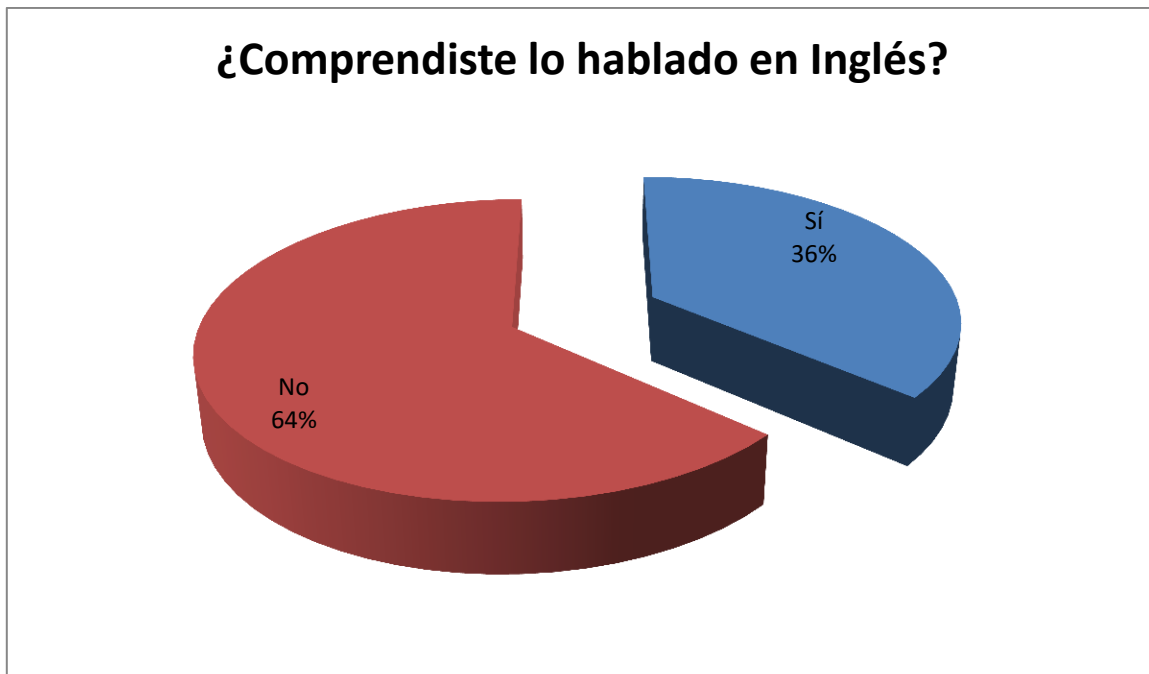
#### Why are you healthy?

**Objective:** Identificar el progreso en la comprensión auditiva de los niños en la clase de Inglés con respecto a la Lengua Extranjera



10 Students enjoyed the English class because it is funny, students think is the teacher who is making a favor when she is teaching them so they learn and have an improvement, and also they think they have a good teacher because she uses creative methodologies like videos. They feel interested on the topic which was hygiene and it liked them.

2 students did not enjoy the class because they do not know English and they do not like the subject.



Four students understood everything spoke in English because it is an example for their life, they said if they want to go to USA they will have to learn English to get more opportunities. They understood because after the teacher speaks in English she explains very good and also because it is very easy when the pay attention.

Seven students did not understand everything spoke in English because they did not pay attention so they did not get the whole message.

One student said he understood more or less because they did not get the whole message

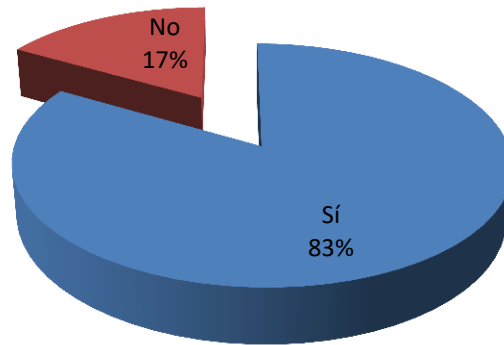




Four students think the class was easy because the teacher gave them explanations, they did not have to write a lot and they did not do so much activities and the activities they did were very easy.

Eight students think the class was not easy because English learning process takes time, they have to study too much to learn and they did not understand when the teacher spoke in English; it is worry for them and according to their answers they did not have enough time to write the activities and there were hard activities.

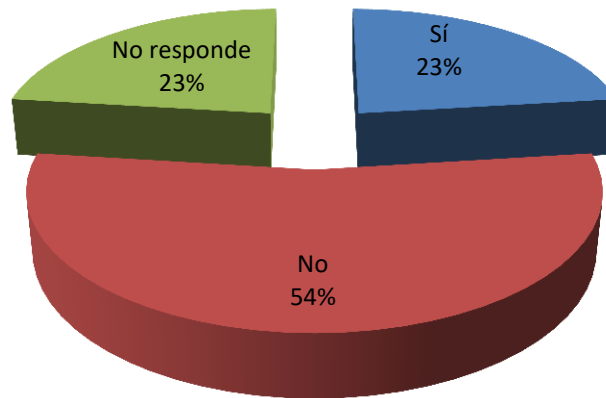
**La música que escuchaste de fondo en algunos momentos de la clase, te permitió estar concentrado?**



Ten students concentrated with the background music because they did better things, it relaxed them, they felt happy and confidence.

Two students did not concentrate with the background music because they listened to the music so they were not doing the activities. One of the students said the music did not help him.

### Did your partners understand what you tell them in English?



Three students affirm their partners understood what they told them in English because they were concentrated.

Seven students did not understand what they told them in English because they did not pay attention, they did not understand and speak English and they did not talk in English during the class.

Three students did not answer the question.



Four students understood what teacher said in English because the teacher explains and she made herself understand, they pay attention.

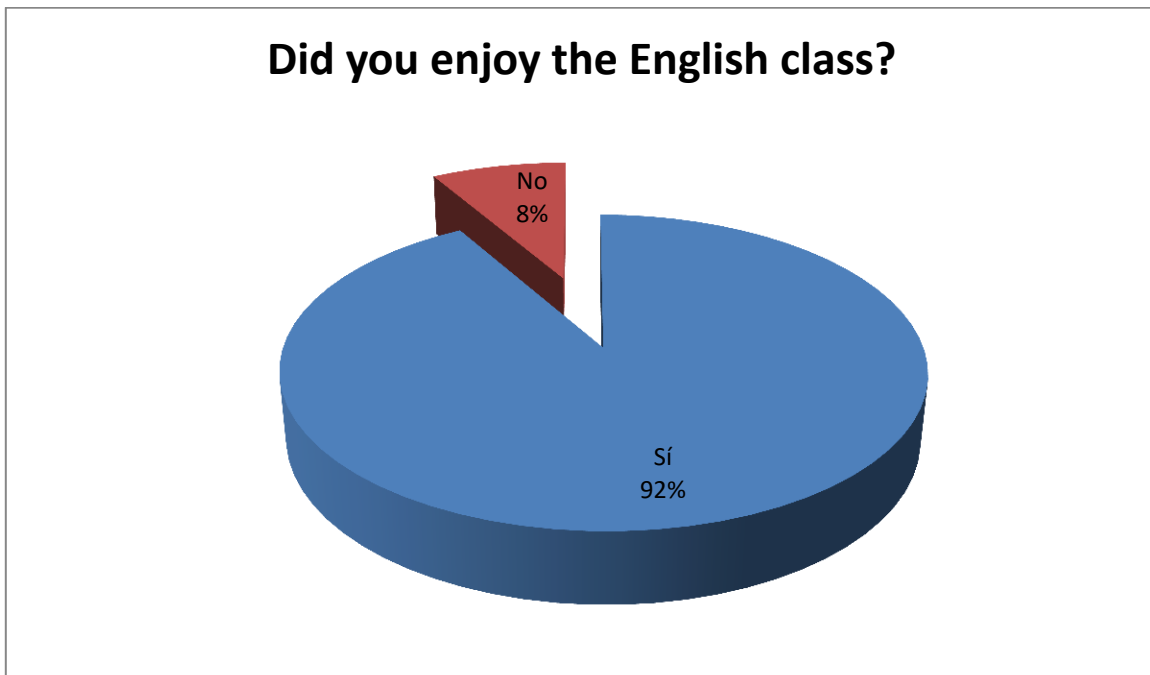
Six students did not understand what teacher says in English because it is difficult, they do not know English and there were some word they did not understand.

Two students did not answer the question.

## Análisis Taller 2. Estudiantes

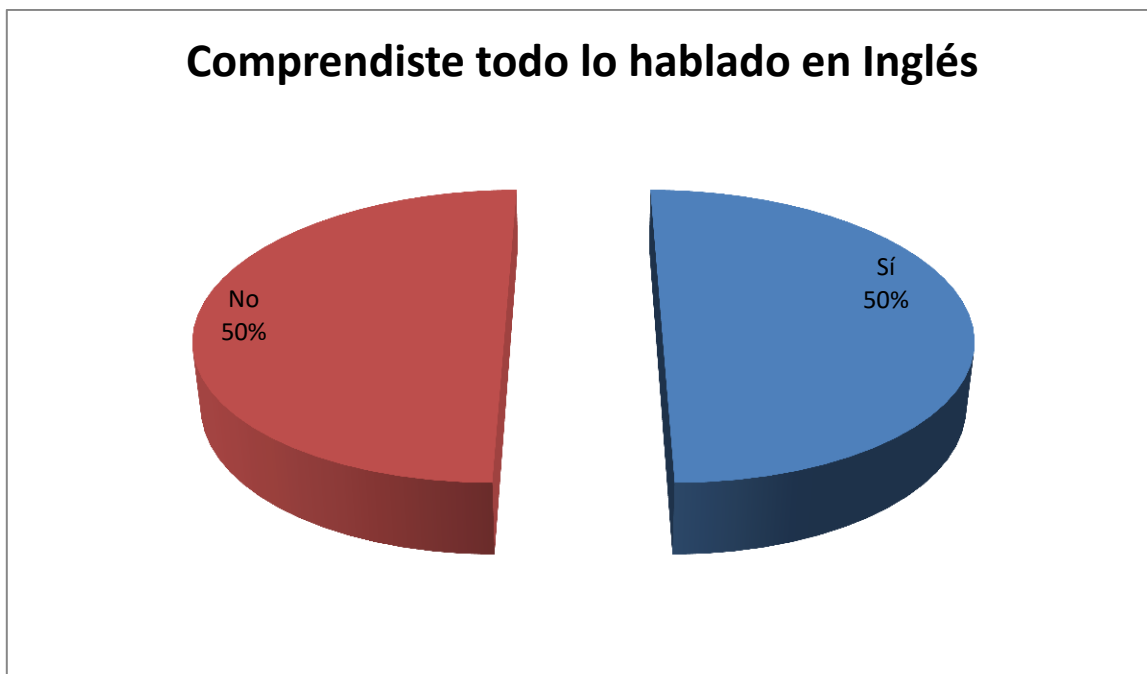
### How often do you brush your teeth?

**Objective:** Identificar el progreso en la comprensión auditiva de los niños en la clase de Inglés con respecto a la Lengua Extranjera



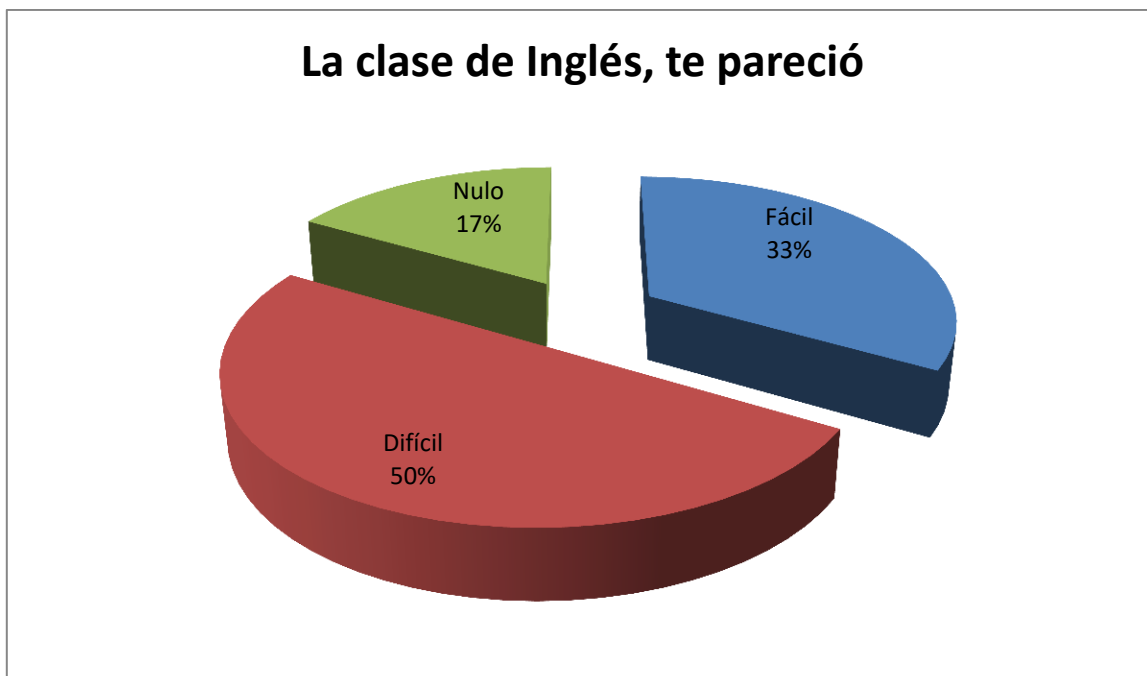
Eleven students enjoyed the class because it is funny, they like English, they learn other language, they liked doing the mind map, they did lots of activities, it is hard but it likes them, the teacher explained and prepared games.

One student did not enjoy the class because he does not know English



Six students understood everything spoke in English, because they have had so much classes in English so now they can understand better, they payed attention, they asked to the teacher if did not understand something, the teacher explained so good, they like English.

Six students did not understand anything spoke in English, because they do not speak English, they did not understand but they learn step by step, the words spoken in class were very difficult, they do not know why they do not understand English.

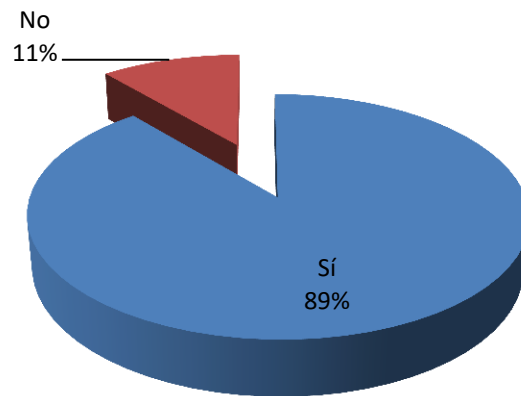


Four students think the English class was easy because they just had to write, if they pay attention they will understand and if they look at the teacher they will learn; the activities were done with the teacher, they understood everything.

Six students think the class was difficult, because they do not understand everything, it is in English, they did not understand the activities which were difficult, they did not learn easy.

Two answers were not valid.

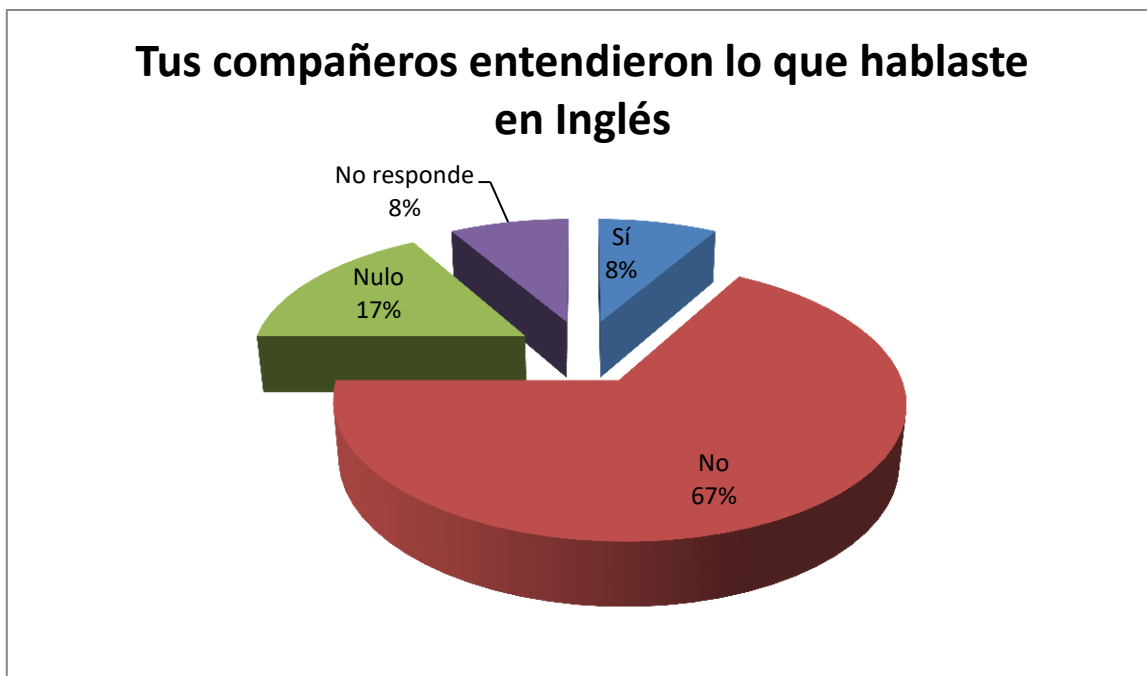
**La música que escuchaste de fondo en algunos momentos de la clase, te permitió estar concentrado**



Eight students were concentrate with the background music it relaxed them, it is good music, it helped them to understand the teacher.

Four students were not attentive with the background music because it was not enjoyable for them, it was rare. One student did not pay attention to the music.



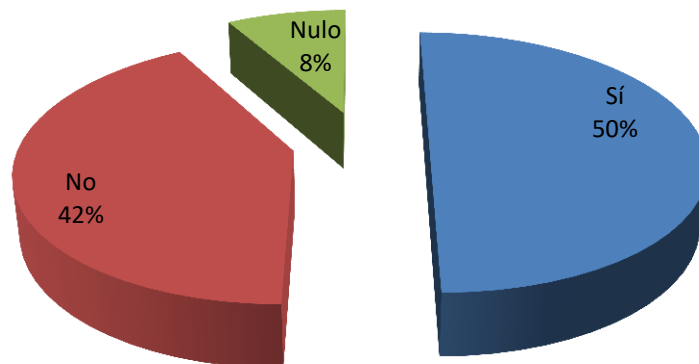


One student thinks, his partners understood what he spoke them in English because they looked entertained.

Eight students think their partners did not understand what they spoke them in English, because it was hard, their partners were doing other things like playing, they do not understand, they spoke while they were talking them in English, they were not able to speak in English. One student does not know why he does not understand when other speaks him in English.

Three answers were no valid.

### Entendiste todo lo hablado en Inglés por la profesora



Six students understood everything what teacher said in English, because the teacher explained so good because she knew, what teacher said that day was easy to understand.

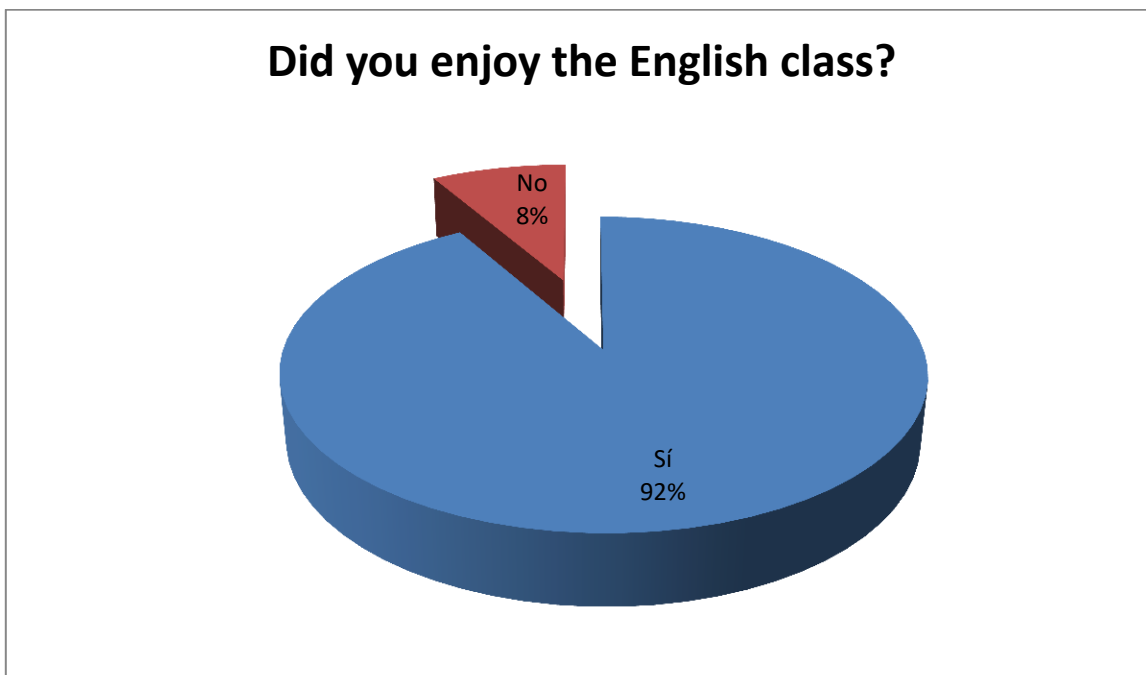
Five students did no understand everything what teacher said in English, because it is hard.

One answer was null.

### Análisis Taller No. 3 Estudiantes

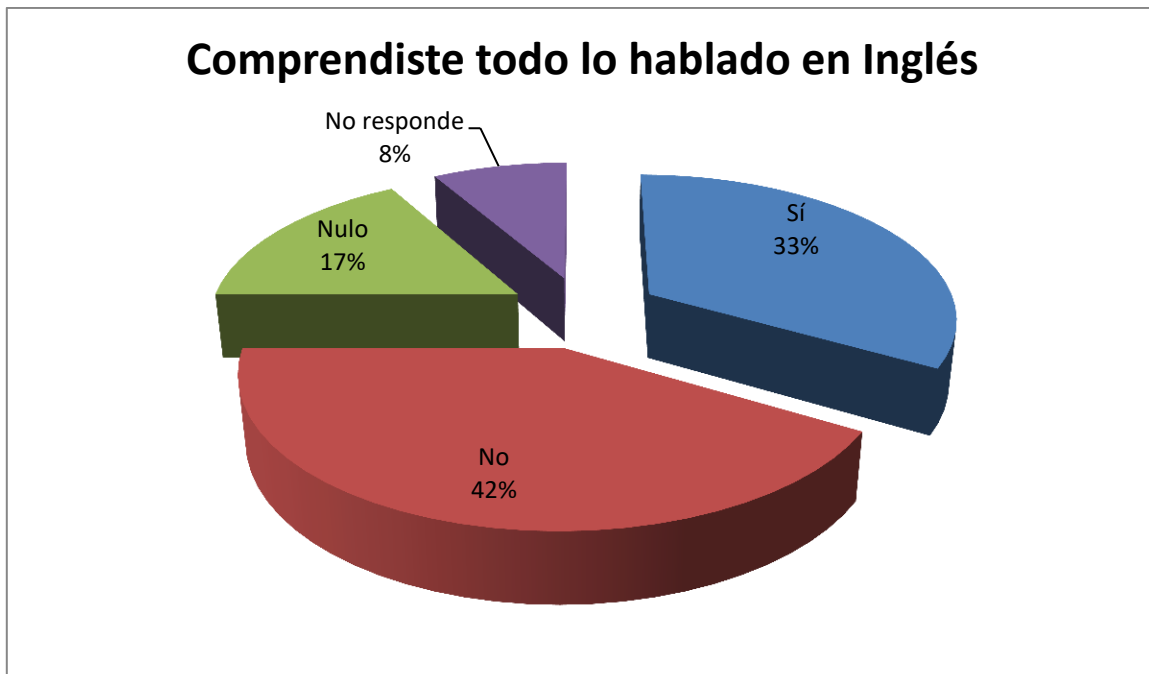
#### How often do you...?

**Objective:** Identificar el progreso en la comprensión auditiva de los niños en la clase de Inglés con respecto a la Lengua Extranjera



Eleven students enjoyed the English class because it had different activities which were funny, they learnt, the teacher taught them well, they learnt a different language.

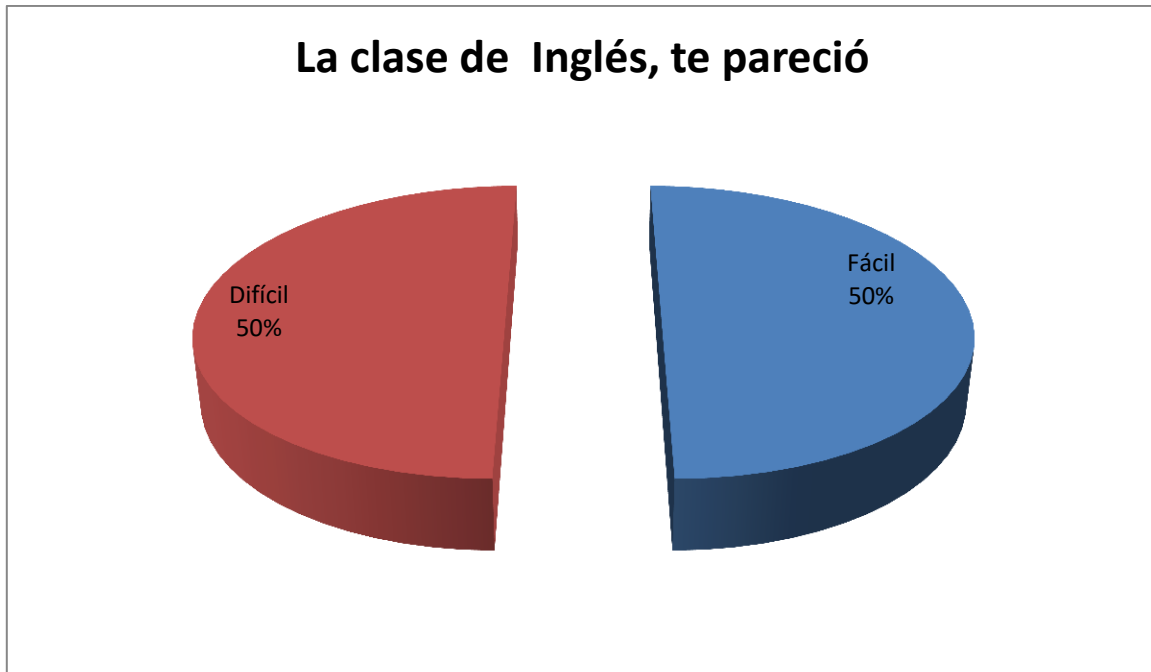
One student did not enjoy the class because he did not have a partner to do the activities.



Four students understood everything spoke in English because they learn and improve the language, they payed attention, the teacher explained them so good.

Five students did not understand anything spoke in English because it is hard, they had to learn English but it is hard to learn it.

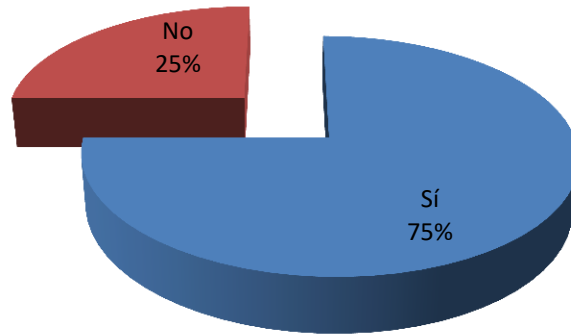
Two answers were null and one student did not answer.



Six students think the English class was easy because the activities were easy for them, they could understand a little bit more, they like the activity which they interviewed their partners. It is easier for the students if the teacher explains one by one and also she offers her help during the activity.

Six students think the English class was difficult because it is the English class; the activities were difficult for them. It is hard because it requires paying attention and the topic was different. They do not have enough time to write what is written on the board.

**La música que escuchaste de fondo en algunos momentos de la clase, te permitió estar concentrado**



Nine students think the background music made them to be concentrate because it relaxed them, they can concentrate with the music, helped them to calm down.

Three students think the background music did not allow them to concentrate, they did not realize if the music helped them or not. They did not like this type of music.

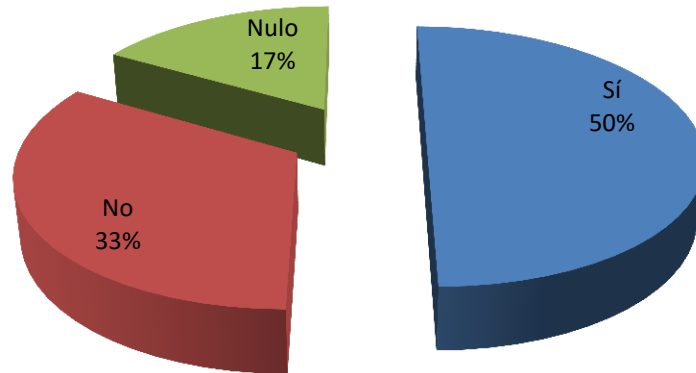


One student realized his partners understood what he spoke them in English because they were concentrate.

Ten students think their partners did not understand what they spoke them in English because they do not speak English, they do not speak good English yet, they did not pay attention, it is hard for them, they did not speak in English during the class, they do not know why their partners do not understand when they speak in English.

One answer was no answered.

### Entendiste todo lo hablado en Ingles por la profesora



Six students understood everything what teacher said in English because teacher helped them to study, she made herself understand, she explained, the listen to her, and she taught what she said.

Four students did not understand what teacher said in English because it was English, it was hard to understand in spite of they had improved day by day.

Two answers were no valid.



**FINDINGS**

- ❖ The majority of students increased their motivation for English classes.
- ❖ Most of the students understood what they heard for the first time.
- ❖ Variety in class by using audial resources promote a better listening comprehension.

## CONCLUSIONS

- ❖ Learning English requires innovative strategies to motivate students promoting listening skills and behavior
- ❖ The Superlearning music and active strategies involved students to participate in the activities proposed by the teacher
- ❖ After the students listen to the music they are attentive to listen to the instructions
- ❖ Students develop the listening skill when they are immersed in innovative experiences while learning the target language.
- ❖ The Superlearning music relaxes, calms down and helps students speaking and listening generally better.
- ❖ The teachers agree superlearning music generate a good environment for learning, nevertheless this strategy needs a process to become a habit

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**Anex 1****Cuestionario aplicado a estudiantes**

**Objetivo:** Conocer las percepciones de los estudiantes con respecto a la clase de inglés

**Co-investigadoras:** Viviana Ríos Vargas. Erica Trejos

Por favor leer la pregunta y responderla de acuerdo con su experiencia en la clase de inglés

1. ¿Le gusta la clase de inglés?

Sí \_\_\_\_\_

No \_\_\_\_\_

2. ¿Conoce la música del súper aprendizaje?

Sí \_\_\_\_\_

No \_\_\_\_\_

3. ¿Cree que la música le ayuda al aprendizaje del inglés como lengua extranjera?

Sí \_\_\_\_\_

No \_\_\_\_\_

4. ¿Cómo califica su grado de concentración en la clase de inglés?

Bueno \_\_\_\_\_

Regular \_\_\_\_\_

Malo \_\_\_\_\_

5. ¿Cree que la clase de inglés debe ser orientada en su totalidad en este idioma?

Sí \_\_\_\_\_

No \_\_\_\_\_

6. Marque con una x la habilidad en la cual se siente capaz de comprender el inglés

Escucha \_\_\_\_\_

Lectura \_\_\_\_\_

Habla \_\_\_\_\_

Escritura \_\_\_\_\_

## **Anex 2**

### **Cuestionario aplicado a docentes de inglés**

**Objetivo:** Conocer las percepciones de los docentes frente al uso de la música del super aprendizaje en la clase de inglés.

**Co-investigadoras:** Viviana Ríos Vargas. Erica Trejos

1. ¿Sabe en qué consiste la música del súper aprendizaje?







