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ENGLISH LANGUAGE TEACHING GRADUATE COURSE

DEVELOPING SPEAKING SKILL THROUGH COVERS IN 4th GRADERS STUDENTS IN A PRIVATE SCHOOL IN CARTAGENA DE INDIAS.

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CARTAGENA DE INDIAS D. T y P.

2016

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Research Project for obtaining degree of English language teaching specialist

ADVISER

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CARTAGENA DE INDIAS D. T y P.

2016

ACCEPTANCE GRADE

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JURY

DEDICATION

This work is dedicated to all those who stood by our side facing all the adversities encountered along the way, especially our families for all the support, abandonment and neglect in those periods of time where they passed into the background as our time was dedicated completely to this work. There is something this course taught us and that is the valuable people and classmates involved fighting together for a goal.

To our loved ones, especially our mothers not to miss a single day of our lives bringing happiness with their particular way of seeing, being and doing in their constant, difficult and little recognized work to be the best mothers anyone could even imagine.

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DEVELOPING SPEAKING SKILL THROUGH COVERS IN FOUR GRADERS STUDENTS IN A PRIVATE SCHOOL IN CARTAGENA DE INDIAS.

ABSTRACT

At San Nicolas de la Roca school in Cartagena. Specifically, four grade students from a private school who showed a low level of oral production in certain topics that should be mastered by the students taking into consideration the national standard. Having observing this situation in this particular population, a research question was asked: What meaningful progress can students of four grade at Colegio San Nicolas de la Roca show in their oral production? In order to take the students to an acceptable and meaningful progress in their oral performance four covers were designed based on familiar topics for practicing more complete structured sentences so that, students could enhance their oral production.

During the intervention a survey was applied, video-taping and journals for gathering the information required in order to analyze and answer the research question stated previously as well. The intervention resulted very positive, challenging and effective in general terms. The usage of songs improve students' oral production and achieve and acceptable oral skill performance in spite of making common mistakes that may occur in interaction when exchanging information in a foreign language.

Key words: Speaking skill, covers, English.

INTRODUCTION

The important of English is a fact that nobody can deny today, since it is "the most widespread international language and an instrument of strategic communication in various areas of human development according to Basic Standards in Foreign Languages: English (2006).

The importance of English in Cartagena is one of the main focus for the national government. This current government bets to the implementation of innovative and creative strategies to change the actual students English proficiency level. Of course, in Cartagena it is aimed to implement this project, so that, our reality can be changed.

This research project is being developed in a private school in Cartagena that only offers elementary education. It is been focused on four grader students whose ages are between 9 – 10 years. Most of the students belong to a medium socioeconomic background. These students are characterized by showing respect, fellowship and sense of belonging for their school. They demonstrate strong influences of cultural issues.

According to the Colombian basic standard for foreign languages competences: English (2006, p. 10), the performance levels in English are distributed by a set of grades: from first to third, from forth to fifth, from sixth to seventh, from eighth to ninth and from tenth to eleventh (…), it is homologable along with the goals of the Ministry of Education, at the same level than Common European framework (CEF). Having observed and evidence through students´ performance both participation and oral testing is clear that students have certain troubles that are not mastering which are the competences belonging to A2 level.

The starting point to state this observable situation of not competence enough, therefore, a class was taught with the purpose to identify the weaknesses students have. What mistakes they make or difficulties to understand English classes.

The class was focus on the family which has as objective to describe the members of it. The teacher started showing images about different family members. Then, pronunciation was practiced through drills. After this, a story was told, so that, they were able to identify family members and adjectives which were explained in previous sessions. Taking into consideration, the story content was highly related to descriptions about family relatives. Then, to assess the activities, the students were asked to think about any closed relative and describe him/her orally using the vocabulary they learned through prior-classes. Most of the students showed rejection toward the activities. Others, tried to express their ideas using code-switching uttering phrases like: -mi father is alto, -my mother es bajita o – My brother thin y joven. Very few of them were able to describe their family member according to the learning objective. Finally, students were given a sheet for the same activity to practice writings.

Through this activity, it was seen that it was difficult for students to express their ideas orally using the vocabulary provided. They tried to compensate their responses using Spanish words to convey the message they wanted. Despite, they knew what they had to do in Spanish but not in English. They understand the topic, but, they were inhibited. On the other hand, a high percentage of them were able to perform much better in writing.

Another instrument that was applied to all the population in the classroom to determine what the real problem is that students are facing in English classes (Spanish-dependents), was a structured interview that was applied. The interview was made up with questions such as: Do you like the English class? Why? What is your strength in the English class? , What is your

weakness in the English class? What would you like to do in the English class to help yourself in order to improve your weakness? This interview was conducted in Spanish due to low student's English level. The students' answers showed that it is really difficult for them to express their ideas orally, they prefer to do it in writing. For instance, María de Los Angeles V. said regarding questions number 2 and 3 the following: -Mi fortaleza en inglés es que sé escribir en inglés y sé hacer actividades. Mi debilidad es que me manden al tablero y me pregunten oraciones orales yyyyyy…. Y…..contestar oraciones en los examenes en inglés oral (See annex # 1).

These two instruments show that students have a low level of English. Only basic vocabulary was learned from lower levels, especially in a speaking skill. They just stated isolated words and somehow expressions (chunks). This inhibit student to participate and produce more structured and complete sentences with an acceptable fluency taking into consideration their ages.

Consequently, it is necessary the formulation of the next question to give viability to this research project:

What meaningful progress can students of four grade at San Nicolas de la Roca School show in their oral production using varied covers?

In the same way, a set of objectives has been stated in order to guide the course of this research, which is:

GENERAL OBJECTIVE:
- Improve students' oral production using varied covers.

SPECIFICS OBJECTIVES:

- Take students' speaking skill from word level to sentence level.

- Design the cover lyrics according the topic they are studying.

- Model student's oral production using the covers.

THEORETICAL FRAMEWORK

This research has taken a number of different theories or a theoretical postulate to give a consistent support to the topic being studied, making it through analytical categories. They are: Songs as learning strategy, creativity of language and elements of acquisition focus on listening/speaking.

Inside the first category, Lieberstein (1996) expresses that "songs have to promote participation among students and the approach used will depend on the song and the linguistic objective. Music focuses students' attention, encourages group unity, involves everyone and allows creative self-expression". This concept of the beneficial contributions is a clear example of the integration of music as means of fostering many attitudes to our classes and encourage students to learn doing something they love: "singing". Adapted songs are seen as ice breaker in English classes with multiple purposes to get students involved without losing the linguistic objective of the class itself. Leiberstain (1996) said "working with songs provides the teacher with the opportunity to reinforce vocabulary and grammar structures and with the possibility of developing the students' four skills...". Taking advantage of the characteristics of the children brain, also. This project is focus on maximizing this features and introducing a little motivation through so these catchy rhythms. Through songs, we see an opportunity to induce students making activities and things they do not usually do in the classroom for multiple factors. One more time Lieberstein (1996) states: "Music focuses students' attention, encourages group unity, involves everyone and allows creative self-expression". One of the goals of this research project is to create a different perspective of reception of the English language and its learning may be

very enjoyable and funny. As well as, to create a collective awareness in students so that they may see English as a useful tool in the future.

In the second category, *"*the creative aspect of language use provides a set of features that a science of language must explain. It is indeed the "central fact to which any significant linguistic theory must address itself" and thus "a theory of language that neglects this 'creative' aspect is of only marginal interest" (Chomsky 1964: 7–8) cited by Asoulin (2013). As teachers, it is absolutely necessary to understand pretty well in order to potencialize students' mental capabilities and guide them to advance progressively to an acceptable communicative competence target according to students' ages, making use of strategies such as: drills, song, games to enhance oral production motivation and confidence. Moreover, Asoulin (2013: 229) states "The creative aspect of language use refers to the kind of linguistic creativity that is displayed in ordinary human linguistic production and comprehension. All humans have the ability to produce and understand an infinite number of new sentences — sentences that are new in linguistic experience of the speaker/ listener and perhaps new in the history of their language" as well. This aspect of the language must be taken into account as an important vehicle to co-build language knowledge in our students. Students have their own abilities to reproduce the form they have learned with different words, so, the students are fostering their own internalization process of learning a foreign language focus on more learned-centered approach where student is the main actor in his own learning process.

Finally, in the category of elements of acquisition focus on listening/speaking. Wipf, (1984:346) states that "listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural

context of the utterance". This definition of listening tries to synthetize how complex the process of acquisition of this skill is. It is highly important to start the process of learning a second language and specifically the speaking skill which is intended to be developed through the exposure of good quality input.

Listening is the input that is being provided for enhancing the oral production of fourth graders which it is encoded in form of songs that works as drills that allows memorizing and then, permit the internalization process for producing multiple pieces of language in certain setting and controlled activities.

Therefore, speaking is this research project is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning depends on the context in which it occurs, including the participants themselves, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended and evolving Luoma (2004: 2). The oral production might be the most noticeable skill of the language. Through the speech, we exchange information spontaneously, that is, one of the most efficient channel of the language itself, so, through the speech we convey a message that needs to be interpreted by people. In the same way, Howarth (2001:39) defines speaking as a two–way process involving a true communication of ideas, information or feelings in which it goes from basic to complex meaning and must be comprehensible to the target subject or audience. Taking into consideration all the components of the environment for becoming effective, coherent and accurate. Involved in a context that tracks its relevance.

METHODOLOGICAL DESIGN

This research will be supported in a mixed approach that allows the research to capture and construct meanings taking into account what happens in 4th grade, we are looking for setting and this helps them to learn English effectively. Taking into account the Basic Standards In foreign language, English 2006, establishes what competences to achieve in 4th grade in Colombia.

According to LeCompte (1995), qualitative research can be defined as "a category of research designs that extract descriptions from observations in the form of interviews, narratives, fieldnotes, recordings, audio and video transcripts, all written records, photographs and films and artifacts. The qualitative approach will allow the use of different instruments and techniques to collect data that will be useful to the research team", cited by Rodriguez, et. al., (1996:31-32). Having quoted that, this concept synthetize what is wanted to find with this project at last. Qualitative is seen as the paradigm much better fit to the expectation, basically, describing the results of our pedagogical intervention.

In this sense, this research takes as method of research called "action research". This research attempts to answer questions that arise implicitly or explicitly from an analysis of the reality of communities and accumulated practical experience of the researcher, Moser (1975:10). From this, it is sought to create a new way of usage music for this specific population and further implementation. That is, encourage students and principals see as an opportunity to implement a well-made English plan of studies in this school focusing on didactic musical strategies (covers) and carry them something different more than books. It invites teachers to include in their lesson planning this type of strategies in the classrooms from the school that opened its doors to implement this idea to children as well.

In this research, the observation technique will be used as means to interact with the surrounding reality and record the students' performance when using the covers. The data will be collected through field notes and videos.

According to Creswell (1994:18) a concise definition of quantitative research has been given as a type of research that is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics), so, the inclusion of this key concept is due to the application of a survey according to Pinsonneault and Kraemer (1993:77) defined a survey as "means for gathering information about the characteristics, actions, or opinions of a large group of people". In order to collect the relevant data about the perception of the English subject in general. Basically, this survey had the purpose to ask them how they feel during the class , what they like the most, what they do not like, the strengths and the weaknesses focusing on the speaking skill.

PEDAGOGICAL INTERVENTION

This intervention will be made with twenty seven (27), 4th grade students from elementary school (12 females and 15 males) their ages are between 9 and 10 years old. They have shown a low level of English through certain test applied in the diagnostic phase, taking the Common European framework as a reference to rate students' level.

In the school, students only have two English hours of intensity-time per week, therefore, to carry out this research project,4 lesson will be taught four, each per week. These lessons will contain topics that belong to the English syllabus at the school, specifically, in fourth grade. The main objective of each lesson will be put into practice a Cover (a commercial track with

academic lyrics) and helps students improve their English level in basic skills with great emphasis on speaking. These lesson plans will have the following structure:

Warm up, presentation, explanation, practice and evaluation. Every lesson will last two hours divided into two sessions, one hour each.

The focus of this pedagogical intervention is the usage of covers as a strategy for improving the oral production of four graders playing song with different and appealing track from the simplest to complex structures and speed. Having doing this, it is intended to get the student follow a model for practicing .Then, a clear example for producing their statements with their information. With the teachers guidance. This exercise has the purpose to improve their oral production as a group.

Ethical considerations

In this research, the information being provided by teachers, students, parents, principals will be used only for academic purposes. The expected results of this research will be beneficial for the school and English classes only.

The covers are used for teaching-learning purposes and not trading. These covers will be used as a strategy to encourage student to speak English in class only.

DATA ANALYSIS AND RESULTS

A survey was the first instrument applied to 20 students from fourth grade to evidence what their real interest in learning English is. The survey was conducted in Spanish because of students' basic English level. It had the objective to discover how the students perceive English inside the classroom (See annex # 2). Questions 1. Do you like the English language? And the question 2. Do you like the English class? Are address to the personal interest toward the English.

According to the results showed in graphic 1.   A 65% of students stated, they liked the English. 25% of the students stated they loved it and only 10% of the students said they did not like English. Having said that, it is evident that most of the students show interest in the English language.

On the other hand, in graphics 2, the question is more limited to the English class and how it is perceive for all the students from fourth grade. 52% of the students stated they liked the English class. 38% of the students stated they love the English classes and only 10% of the students said they do not like it.
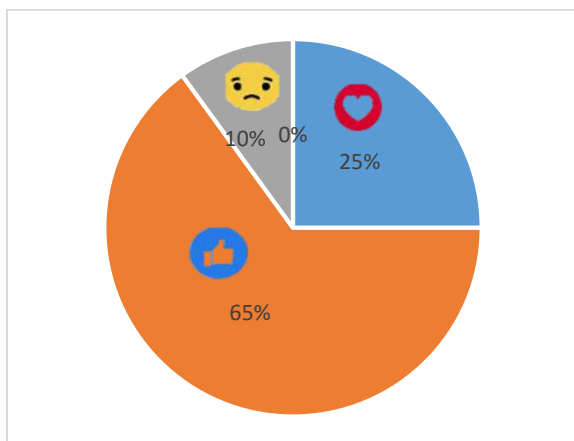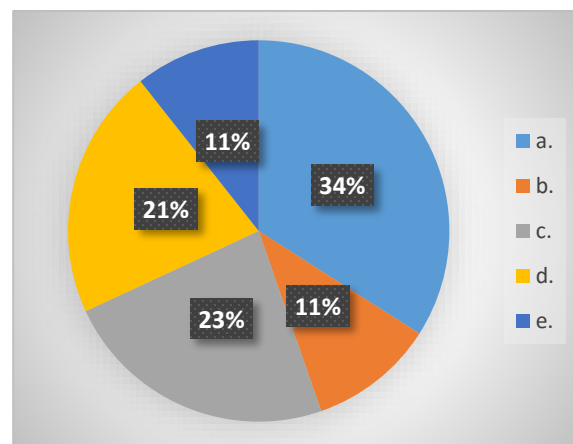

Graphic 1
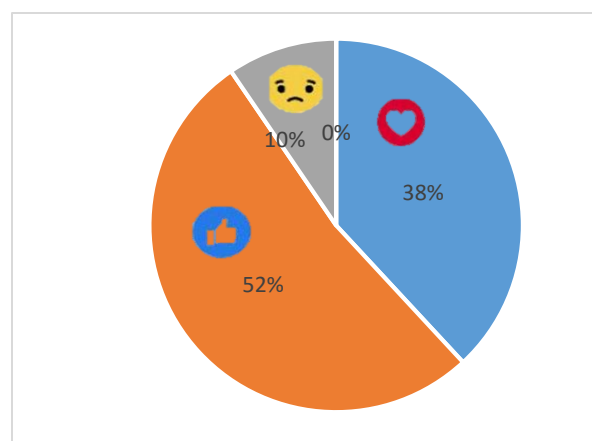
Graphic 2

In graphic 3, taking into account teacher's performance. Students answered as follow: 34% of the students stated they can understand what the teacher speaks in the classroom. 11% of them stated they are able to express their ideas in English.

23% of the learners can write down their own ideas in English according to the activities that demands written production. 21% of them can read English text easily according to what it is been taught in English from different sources such as: the book a printable sheets. On the other hand, only 11% of the students feel confidence to speak in front of the class using English.

3. In the English class, you find easier:

Graphic 3.

a. Understand what the teacher speaks

b. Express your ideas orally in English

c. Write down your ideas in English

d. Read paragraph in English

e. Speak in front your classmates

In graphic 4, the question is strongly linked in purpose to the previous one in which is intended to evidence what the weaknesses are related to students' performance in front of teacher's intervention. Only 4% of the students stated they find difficult to understand the teacher's speech. 27% of the learners find difficult to express their ideas in English.

18% of them stated that it is really difficult to carry out written assignments provides by the teacher and those included in the textbook. 22% of the learners stated that reading an English

paragraph is found really demanding. 29% of the students find difficult to speak in public during the presentation and varied oral activities provides the English language teacher.

4. You can find difficult in the English class:

    a. Understand what the teacher speaks

    b. Express your ideas orally in English

    c. Write down your ideas in English

    d. Read paragraph in English

   e. Speak in front your classmates

Graphic 4
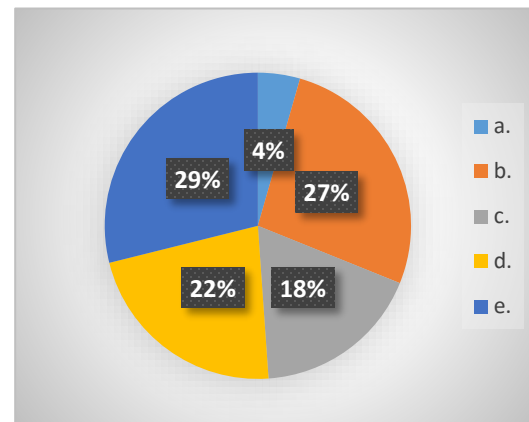
In graphic 5, it was intended to discover what means is very appealing to the students in order to support English teaching as a foreign language. This is what the students stated according to the survey: 17% of the students prefer stories according to their interest taking into account their ages. 27% of the learners prefer songs in which had a special focus on this research. Lastly, 22% of them prefer games. Specially competing ones.

Moreover, 14% of the students prefer videos about entertainment trends of what they like. And a 20 % prefer images to be included in activities that the teacher provides in the class time.

5. Would you like to learn English with:

Graphic 5

a. Stories

b. Songs

c. Games

d. Videos

e. Images
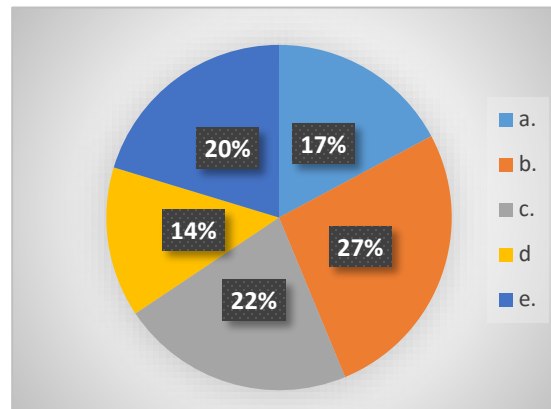
Finally, in question 6. How would you like to learn in your English class?

Students stated that they want to learn English in a different way where they can improve the difficulties they have in class. The usage of dynamic strategies with multiple purposes in which learners can practice the language with contextualized examples are the activities preferred by the students in which they expect physical involvement and higher thinking skill development through the novice strategies to study English.

Moreover, technology is perceived as a great tool to carry them meaningful input through videos, songs and virtual exercises, etc. Generally, they prefer learning by doing physical activities and the inclusion of technology (See annex # 3).

Taking into consideration the results obtained in the survey, four (4) lesson plans were designed in order to achieve the objectives set in this project. By applying the first lesson plan (See annex # 4) students show great expectation when they saw new teachers conducting the classes. The main teacher explained the students what roles the co-teachers would perform during the English classes.

The principal objective of the first lesson plan was to introduce family member, vocabulary and how to describe them. The first activity was about showing puppets to the students and the

teacher asked them: who is this? So that, they could activate previous knowledge about the family. The students only answered isolated words (Father, mother, sister…). But, the co-teacher answered with complete phrases using the isolated word provided by the students, For instance: This is father, this is mother…Then, the students started to express the sentences according the co-teacher's example.

The second activity was to play a song called "my crazy family" to introduce a model for describing family members. This song drew the students' attention due to its catchy rhythms. Another co-teacher played the song several times so, they could memorize the model expressions comprised by the family members and adjectives (See annex # 5).

The third assignment the students were expected to identify the vocabulary and adjectives from the song and write them down in their notebooks. Then, some questions were asked in a controlled-practice way based on the song content to check understanding but also checking pronunciation. For example: Who is so great? Who do you share with? Do you have a great family?

Some students were motivated to participate answering the questions asked by the teacher, but they only pronoun simple words. For instance: the question: who is so great? They answered my dad or my mom. Other student answered the question by singing "my dad is so great" or "my brother is so great". This kind of answers were positive because they used the song in order to respond with complete sentences.

The second lesson was about personal information whose objectives were to guide the students how to exchange personal information about themselves (See annex # 6). This session was started by recycling vocabulary from last class, but this time using famous characters from The

Simpsons program. By asking the question: Who is this? And they mentioned the names (Marge, Homero, Lisa, Bart and Maggie). Then, the teachers started to provide examples using the character Marge. Hello, my name is Marge, .and then continue. What is your name? A co-teacher answered my name is Luis. Then, the main teacher ask one more time. What is her name? So, the student answered: Nicole. This type of activity modeled the students' responses and help them to participate more in classes.

Then, the cover was played several times for fostering memorization of the key structures used for providing information. Then, a worksheet was given to the students to answer questions related to their own information and after that students practiced orally. This is activity was carried out to familiarize the students with the input and model the way they could answer effectively in a common communicative situation (See annex # 7).

At the beginning the students performed the task in a shy way. But, during the control practice where they had to make groups for asking questions about personal information, they got involved in the activity and could perform in a good way. They used to help each other to solve the questions.

   Next day, the teacher started the class asking questions about the last topic (personal information), so, the students were motivated to participate in the class. Then, the teacher show images and start questioning the word for the member of the family. Then, She start to elicit vocabulary related to the months and ordinal numbers.

By doing this, the teacher stated the following statement. My birthday is on august the 5th. When is your birthday? This activity allowed the pupils to familiarize with vocabulary and the structure. They practiced the models as much as possible.

Then, they practiced the song "my name is" to help them memorize structures by the teacher's tutoring and guidance. Finally, a conversation was written on the board. This conversation had a model with the structures seen, so, the students chose a partner and started to ask these particular questions.

The third lesson was about feelings. Its objective was to make students talk about feeling and emotions (See annex # 8). The teacher started putting some images of celebrities on the board, when the students saw the images they got excited and made comments such as: Ese es el pirata del Caribe, Ese es James, yo voy a ser futbolista tambien, etc.

The teacher listened to the comments and asked students to look images closer, what feeling you can notice. While the students speculated the teacher wrote words they say on the board. After this, the teacher presented the complete vocabulary using flashcards, showing them one by one. So that, students could repeat several times. Happy, sad, hungry, angry, scared, surprised, in love, sick, bored, tired. Having doing this, the students get to master the vocabulary and identifying the meaning of several feelings and emotions.

When she finished presenting the vocabulary, the teacher said to the students they were going to make a word puzzle, they had to look for and enclose all the feelings seen. To help them, the teacher left the flashcards on the board, students must enclose each word with different colors. The teacher asked a student to distribute photocopies and started the activity. Children began to between play each other to see who can find more words. When students finished the activity and they handed the sheet to the teacher, those who still had not completed the word puzzle were helped by those students who had already completed the activity, when all the students finished and delivered the task, the teacher chose the last one to go in the front of the class and show the next activity.

The next activity consisted on choosing an image and showed it to the whole class, in this case, the first flashcard is happy. She told the student who was in front of the board must do all movements and actions that the teacher was doing.

The teacher showed a big smile and began to jump as if singing and thinking of something very happy. The student began to imitate the teacher. Then, the teacher showed the sad flashcard and imitated crying and students imitated him again. After already conducted several examples the teacher involved the whole class and increased the number of flashcards.

To end the class the teacher taught the song "Feelings" (See annex # 9). The teacher played the song several times and asked students to hear and express that words are known to them, including mentions this (happy, I am, love) after the teacher repeated slowly the first verse for them, so, they could continue practicing until they finished. The students showed great enthusiasm during the class. They were able to participate because of the methodology was so appealing and varied. They showed a great effort to follow lyrics of the song .

The second session about the feelings. The class was focused on the developing of structures based on the songs. The teacher started the class by reminding them the chorus of the song, "I feel", which was taught in previous lesson. After that, the teacher asked them to extract familiar vocabulary from the song. To do this, the teacher played the song several times, so, they ended the activity writing down the words they were asked to complete from the cover. Then, the teacher asked them to say the same model of sentences by taking turns to come to the front using different feelings.

As a conclusion, to end the class, the teacher asked the students to write down five sentences taking into account all the examples expressed by their classmates and continue by answering the question: How do you feel today?

CONCLUSION

After conducting this research project about developing speaking skill in four graders at San Nicolas de la Roca School, which main objective was to improve the oral production and taking into account the activities performed, it is important to state stated that student progressed noticeably.

Having used songs as a strategy to foster students' oral production not only in the use of isolated words but also in the use of complete sentences. It was meaningful for them because they could improve their oral production. The music allows to create a good atmosphere in the classroom in which students feel motivated to participate and relax during the class.

After designing the covers as a strategy to improve students´ low oral production level in four grade, the students' involvement increased noticeably. The acceptance of these covers were very positive also, because some catchy rhymths were used that caught the learners' attention. Several types of music were used such as: balada, electronic music, dance hall and reggaeton tracks. The students like these types of musical genres and are part of their context.

It is important to say that both English and Spanish languages were used in the covers. These covers have a code- swithching style. According to Grosjean, code-switching is the alternation in the use of two languages (or even more) in the same discourse. The switch can happen within words, clauses, or sentences (1982:147). This action helped the students to understand the content of the covers due to their poor oral performance at the beginning of the research project.

Through code-switching the student can train their hearing since by the dual nature of the content. This is an important factor that help them to acquire listening accuracy as well, fostering understanding and it is the starting point to improve their oral production

When the research project started, the learners did not want to participate in English, and some of them just produced isolated words, even though, they liked the language. They had difficulties to express their ideas or say words related to well-known topics only, so, the strategy encouraged the student to produce complete sentences using the topic according to the level.

The student performed with great fluency during the activities provided, even though they made mistakes. The student showed great willingness to participate and chant the lyrics that were created with the meaningful purpose of topic studied by them previously. It is necessary to recognize that some the students showed an acceptable performance in comparison with most of the student, but, they acquired important results in front of the starting level.

Moreover, the influences of the songs make them feel comfortable while exchanging information with controlled practice and less-controlled practice, so, they were able to answer what was asked taking into consideration some personality traits.

It is relevant to say that the English teacher was beneficiated by putting into practice this project. The use of this type of strategy was a new experience for her. She started to develop new alternatives to teach English by using songs as tool to present the language in a different way. The project let us know what the student like and how they prefer to learn English

This project allows us as researchers to develop our abilities as observers because we were able to analyze certain interesting situations and take from them the possibilities to improve the problem observed. The satisfaction from the researcher for helping improve and overcome somehow the problem that students presented.

Working with children was very gratifying because they were willing to participate in the activities no matter if they knew or not. This could be noticed when the first song was played

"my crazy family". They knew the type of music, but when they listened to the lyrics, they did not reject the cover used for the activity. They showed great emotions when they listened the rest of the covers. It was a great feeling to hear from the students when we arrive to the classroom the student shouted with emotion: "we are going to sing in English", what let us see the great acceptance for the project.

In the same way, the English teacher, students and researchers and the school resulted beneficiated as well. From the moment that the permission was asked in order to carry out the project inside the classrooms, they feel honored to be taken into account in such important project.

When the idea was presented to the principal and the coordinator, they were willing to offer the place to develop the research project, it was necessary the usage of technological devices such as: laptops, speakers and videobeam. They did not hesitate to provide those necessary elements to develop the English interventions.

Because of the results, the principal is thinking of the possibility to extend one more hour to the weekly schedule, that is, the student would have three hours instead of two. Our perception about this change will help the student to acquire the second language effectively.

To conclude, the application of this project leave the school a new way to perform and carry out English classes in an interactive, different and enjoyable way, bringing new ways to address teaching and taking advantage of students individual differences and their high motivation to be part of the activities brought by the teacher.

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Annex # 1

Interview Transcrip

- **Interviewer:** Nos encontramos en el Colegio San Nicolás de Roca para realizarles unas preguntas a los niños de 4° grado sobre la clase de inglés. La primera pregunta es: ¿Te gusta la clase de inglés? ¿Por qué?
- **Student A:** Mi nombre es Sebastián Yuseth…Y a mí sí me gusta la clase de inglés porque…a mí me gusta mucho aprender de otro idioma.
- **Student B:** Me llamo María de los Ángeles, me gusta la clase de inglés porque me enseña a hablar de, de en inglés y a comunicarme con mis amigos en inglés.
- **Student C:** Mi nombre es Nicolle y a mí sí me gusta la clase de inglés porque me ayuda a aprender oraciones.
- **Student D:** Mi nombre es Martín y me gusta la la clase de inglés porque puedo aprender a decir palabras en inglés.
- **Student E:** Mi nombre es Lucas y a mí me gusta la clase de inglés porque me enseñan a decir cosas en inglés y cómo interpretarlas.

- **Interviewer:** La segunda pregunta: ¿Cuál es tu fortaleza en la clase de inglés?
- **Student A:** Mi fortaleza en la clase de inglés es que yo sé mucho de escribir palabras en inglés.
- **Student B:** Mi fortaleza en inglés es que sé escribir en inglés y sé hacer actividades.
- **Student C:** Mi fortaleza en la clase de inglés es que sé escribir bien en las actividades que nos pone la seño.
- **Student D:** Esteee… mi fortaleza es en la clase de inglés es que sé pronunciar palabras y sé escribir bien.
- **Student E:** Mi fortaleza en la clase de inglés es decir las palabras gracias a la seño.

- **Interviewer:** Tercera pregunta: ¿Cuál es tu debilidad en la clase de inglés?
- **Student A:** Mi debilidad es que yo soy malo en el speaking de preguntas orales.
- **Student B:** Mi debilidad es que me manden al tablero y me pregunten oraciones oral y y… y… y contestar oraciones en los exámenes de inglés oral.

- **Student C:** Mi debilidad es contestar los exámenes que la seño me pone oral.
- **Student D:** Mi debilidad es… este… contestar correctamente las preguntas que la seño me diga.
- **Student E:** Mi debilidad es responder preguntas en el examen correctamente algunas.

- **Interviewer:** La siguiente pregunta es: ¿Qué te gustaría hacer en la clase de inglés para ayudarte a mejorar tu debilidad?
- **Student A:** Lo que yo necesito para mejorar mi debilidad es aprender palabras y vocales en inglés.
- **Student B:** Lo que yo necesito para mejorar mi debilidad es aprender canciones en inglés.
- **Student C:** Lo que yo necesito para mejorar mi debilidad es aprender refuerzos y oraciones en inglés.
- **Student D:** Lo que yo necesito para mi, para mi deli… delibi…debilidad esteee aprendiendo con juegos y dinámicas.
- **Student E:** Para mejorar mi debilidad yo… que pongan más actividades en inglés y yo me las pueda aprender.

Annex # 2

Survey

ENCUESTA PROYECTO DE INVESTIGACIÓN – 2016

Colegio San Nicolas de la Roca

Grado: _4°_   Edad: _9_

Marca con una equis (x) la respuesta de tu preferencia:

1. ¿Te gusta el idioma inglés?

2. ¿Te gusta la clase de inglés?

Marca con una equis (x) la(s) respuesta(s) de tu preferencia:

3. En la clase de inglés es fácil para tí:

   a. Entender lo que te dice tu profesor   _X_

   b. Expresar oralmente tus ideas en inglés   _____

   c. Escribir tus ideas en inglés   _X_

   d. Leer textos en inglés   _X_

   e. Expresarte en frente de tus compañeros   _____

4. En la clase de inglés se te dificulta:

   a. Entender lo que te dice tu profesor   _____

   b. Expresar oralmente tus ideas en inglés   _X_

   c. Escribir tus ideas en inglés   _____

   d. Leer textos en inglés   _____

   e. Expresarte en frente de tus compañeros   _X_

5. Te gustaría aprender inglés con:

a. Cuentos ___ X ___

b. Canciones ___ X ___

c. Juegos ___ X ___

d. Videos ___ X ___

e. Imágenes ___ X ___

6. ¿Cómo quisieras que te dieran tu clase de inglés?

con amor, con canciones, cuentos y videos

Students' answers Question #6

6. ¿Cómo quisieras que te dieran tu clase de inglés?

me gustaria con Juegos de mesa de Ingles
me gustaria las canciones de risno con palmas sin desorden
y videos y Imágenes en Ingles

6. ¿Cómo quisieras que te dieran tu clase de inglés?

con amor, con canciones, cuentos y videos

6. ¿Cómo quisieras que te dieran tu clase de inglés?

con libros con cuentos con
canciones

6. ¿Cómo quisieras que te dieran tu clase de inglés?

juegos y dinamicas imagenes cuentos
que los de mas niños aprendan y entiendan

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UNIC🌐LOMBO FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL CARTAGENA	LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS	**LESSON PLAN # 1**

A. Setting

Date: Grade/class:4ᵗʰ.   Integrated subjects: English
- Unit: 1   Hours: <u>2 h</u>
- Theme: My family.
- Standards: -Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria
- cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro<u>.</u>

B. Learning Objectives

   Content Objective(s)**.** SWBAT:
- Student will be able to use basic vocabulary about the family

   Language Objective(s). SWBAT:
- Students will be able to describe their family members.

Key Words and Exponents	Supplementary Materials and Sources
Mom, dad, father, grandpa, uncle.	Puppets Laptop Speakers Cover

C. Lesson Sequence

Teacher does/says . . .	Students do/say . . .	Approximate Time	Nature of activities (SIOP features)[1]
-Show the students the pupets and she asks. Who is this?	Students start to say: Dad Mom Father Brother	15 minutes	**Introduction**
Then, the teacher start to say complete phrases using student isolated words For example: This is father	Students practice the statements provided by the teacher. And repeat. This is father. That is mother	15 minutes	**Presentation**
-The teacher plays the song my crazy family several times. And writes on the board the key structure.	Students listen up careful the first time. Then, start practice pronunciation.	15 minutes	**Scaffolding (practice)**
The teacher say the model for describing the family members My dad is so great My brother is great	Students repeat and figure out the meaning	10 minutes	**Application**
Ask questions orally	Answer the question about the family names.	5 minutes	**Evaluation**

Day 2

-The teacher asks for last class vocabulary. Show some images Who is this?	Students are expected to answer in English. That is mom That is dad	10 minutes	**Introduction**
-the teacher play the several times. The teacher ask question regarding the song	Students practice the forms Students rehearse the song several times.	15minutes	**Presentation**
-The teacher provides a sheet to fill in blanks	Students listen carefully the first time. Then. Listen the song several times in order to fill in.	10 minutes	**Scaffolding (practice)**
The teacher models a role-play about the topic since. The teacher guides them to create a short conversation	In trios, the students describe their family in a context suggested for the teacher.	20 minutes	**Application/ Evaluation**

Annex # 5

My crazy family - Cover

I have a great family
I have a great family
I have a great family

My dad is so great
My mom is so great
My brother is greeeeat…

My dad is so great
My mom is so great
My brother is greeeeat…

My dad is so great
My mom is so great
My brother is greeeeat…

My dad is so great
My mom is so great
My brother is greeeeat…

My dad is so great
My mom is so great
My brother is greeeeat…

I share with cousins
I share with uncles
I share with aunts
I share with grandparents

Mi padre es genial
Mi madre es genial
Mi brother es bien

Mi padre es genial
Mi madre es genial
Mi brother es bien

Mi padre es genial
Mi madre es genial
Mi brother es bien

Mi padre es genial
Mi madre es genial
Mi brother es bien

Mi familia es genial y la tuya también
Canta conmigo

UNIC◉LOMBO FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL CARTAGENA **LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**	**LESSON PLAN # 2**

A. Setting

Date: Grade/class:4th.   Integrated subjects: English
- Unit: 1   Hours: 2 h
- Theme: Personal information.
- Standards: -Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria
- cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.

B. Learning Objectives

Content Objective(s). SWBAT:
- Student will be able to use basic vocabulary for giving information.

Language Objective(s). SWBAT:
- Students will be able to use there was and there were in their conversations

Key Words and Exponents	**Supplementary Materials and Sources**
Mom, dad, brother sister. My, your, his, her. Verb to be	Flash cards about family members Laptop Speakers Cover

C. Lesson Sequence

Teacher does/says . . .	Students do/say . . .	Approxima te Time	Nature of activities (SIOP features)[2]
-Show the students images that represent family members. (the Simpsons) who is this? The father or son? What is his name? What is your name?	Students start identifying the members of the family and say who are they, then their names. (Bart,Lisa,Marge) He is the....(mother) His name is homero My name is Juan They use Spanglish	15 minutes	**Introduction**
-Present input using different member of family provides examples and possible answers. Hello, my name is marge. What is your name? My name is Luis. What is his name?? His name is Carlos. And her name? Her name is Ketty.	Students practice the forms given in trios. Girls and boys. Using their family names then, theirs. What is … My name is… His name is… Her name is…	20minutes	**Presentation**
-The teacher plays the song my name is several times. And writes on the board the key structure.	Students listen up careful the first time. Then, star practice pronunciation.	15 minutes	**Scaffolding (practice)**
The teacher provides a work sheet with some question. With personal information about their family. Then, they practice them orally.	Students answer the questions in groups. And practice with their partner orally.	10 minutes	**Application**

			Evaluation
Ask questions orally	Answer the question about family members and name.	5 minutes	

Day 2

-The teacher asks for last class vocabulary. Show some images Who is this? What is his name? What is your name? Eliciting language about the months and ordinal numbers	Students are expected to answer in English. Student say the months in both languages	10 minutes	**Introduction**
-Present input using birthday dates (months and ordinal numbers) provides examples and possible answers. Hello, my birthday is on august the 5th. When is your birthday?? My birthday is on july the 10th. when is your mother's birthday ?Her birthday is on june the 19th	Students practice the forms given in trios. Girls and boys. Using their on information about themselves. When is your birthday?? My birthday is on… It is on…	20minutes	**Presentation**
-The teacher plays the song my name is several times. And writes on the board the key structure. Provides a worksheet to be filled	Students listen carefully the first time. And fill the blanks if lyrics They sing the song for improving pronunciation.	15 minutes	**Scaffolding (practice)**
The teacher models a role-play about the topic since. The teacher guides them to create a short conversation	In trios, the students talk about their family birthday in the context suggested for the teacher.	15 minutes	**Application/ Evaluation**

Annex # 7

My name is - Cover

Ohhhhhh yeaaaaaahhh
Ohhhhhh yeaaaaaahhh
Ohhhhhh yeaaaaaahhh

Hello, look at me, guys
I say my first it's Luis
Guys, I say my last is castilla
I love school uuu

Mirenme, todos chicos, digo mi
Nombre es Luis k
Niños, mi apellido es Castilla
Y amo la escuela como a mi vida

Guys, I am twenty years old
I feel like Little child. Ohhhh
Guys, I wanna so bright
I love classmate life is so nice

Chicos tengo 21
Y me siento de 12
 Amiguitos, quiero como una estrella brillar
Los quiero como a mi vida

My Friends are so coooooool…
I love so much
I love them too much
I want to share so much
And as a teacher I will teach
Yheee eeee

Chicos son tan geniales
Los aprecio y los quiero demasiado
Quiero compartir con ustedes todo. Yohhh

I want someone who sings with me now
yeaahh
I need someone of you to sing along along
along me

Let's go. Everybody says

I wanna love like a brother
I wanna share like a brother
I need you in my team

Yo te quiero como un hermano quiero
compartir como hermanos
Te necesito en mi equipo (Juntos somos más
fuertes)

My Friends are so coooooool…
I love so much
I love them too much
I want to share so much
And as a teacher I will teach
Yheee eeee

Chicos son tan geniales
Los aprecio y los quiero demasiado
Quiero compartir con ustedes todo. Yohhh

Yo te quiero como un hermano quiero
compartir como hermanos
Together we're stronger ehhhh.

Annex # 8

UNIC🌐LOMBO FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL CARTAGENA **LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**	**LESSON PLAN # 3**

A. Setting

Date: Grade/class:4th.   Subject: English

- Unit: 4 Hours: 2 h
- Theme: feelings.
- Standards: - Respondo a preguntas sobre cómo me siento.
  -Respondo brevemente a las preguntas "qué, quién, cuándo y dónde", si se refieren a mi familia, mis amigos o mi colegio.

B. Learning Objectives

  Content Objective(s)**. SWBAT:

- Student will be able to learn about the connection between words, actions and feelings.

  Language Objective(s). SWBAT:

- Students will be able to talk about feelings and emotions

Key Words and Exponents	Supplementary Materials and Sources
I, You, He, She, They, We, Verb to be and feel. Happy, sad, hungry, angry, scared, surprised, in love, sick, bored, tired.	Flash cards about Feelings Laptop Speakers Cover Board Pictures Marker Photocopies Colors

C. Lesson Sequence

Teacher does/says . . .	Students do/say . . .	Approximate Time	Nature of activities (SIOP features)[3]
-The teacher puts on board of images of five famous people to be recognized by students. The images show celebrities in different situations express different feelings. Asks to students what they are seeing on the board, and what is happening with the characters.	Students observe celebrities images on the board. They excited and begin to discuss among them. Then, they listen to teacher´s questions and observe more closely and they respond based on their previous knowledge.	15 minutes	**Introduction**
- The teacher presents in front of the class vocabulary of feelings using flash cards.	Students interact with the teacher using their prior knowledge.	10 minutes	**Presentation**
- The teacher explains to the class, they will make a word puzzle with the vocabulary of feelings,in which they should fill every word found in different colors. The teacher gives photocopies to all students.	Students should realize the word puzzle using different colors.	20 minutes	**Scaffolding (practice)**
Physical response activity: Saying the feeling and show the action. Chooses three students to go to the front, Start to say a feeling and students have to dramatize it in front the class. Applies the activity to whole class.	Students wait for the teacher to choose those who will participate in front of the class. Everyone hears the explanation of how to perform the activity. When the first three students show how the activity is carried out, involving the whole class.	10 minutes	**Application**

To finish the class, the teacher teaches the first verse of the song of feelings. The teacher plays the song I feel several times.	Students listen carefully and interact with the teacher repeating the song.	5 minutes	**Evaluation**

Day 2

- The teacher begins the class by reminding the students the first verse of the song of feelings. Then, he present the song until students familiarize with the chorus.	The students listen carefully and interact with the teacher repeating the song. The students rehearse the song until they memorize the chorus	15 minutes	**Introduction**
The teacher asks them to write down the vocabulary studied previously. Then, she ask them to say complete sentences where the previous vocabulary is used	The students extract the familiar vocabulary from the song. The students start to say the complete sentences with the vocabulary studied	15minutes	**Presentation**
- The teacher ask them to say sentences with different feeling by using the same model structure.	The students must state the sentences with different words using the song sample.	20 minutes	**Scaffolding (practice)**
The teacher ask them to write five sentences following the last activity exercises with different feeling. And they answer the question. How do you feel today?	The students start to write down the sentences that they spoke during the previous activity. Then, they answer the question How do you feel today?	10 minutes	**Application/ Evaluation**

Feelings - Cover

My house is so beautiful
I like my home

My house is so big
I invite you
 Common on
Let's play together

My house is so great
There is living room
There is a living room
There is a Smart tv
With different accesorieessss

I'm happy, i feel great, I love stay with my
Friends
I'm happy, i feel great, I love stay with my
Friends
I'm happy, i feel great, I love stay with my
Friends
I'm happy, i feel great, I love stay with my
Friends
I'm happy, i feel great, I love stay with my
Friends

I invite you to play
No matter if we do a mess
We no stop having fun
Our Friends say: let's do it again

Te invito a mi casa a jugar
Y no importa el desorden
Nunca dejemos de divertirnos
Todos dicen!! Hagamos lo otra vez. Yehhhh

UNIC●LOMBO FUNDACIÓN UNIVERSITARIA COLOMBO INTERNACIONAL CARTAGENA **LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS**	**LESSON PLAN # 4**

D. Setting

Grade/class:4ᵗʰ.   Integrated subjects: English
- Unit: 3 Hours: 2 h
- Theme: My favorite sport(s).
- Standards:
   - Participo en conversaciones en las que expreso opiniones e intercambio información sobre temas personales o de mi vida diaria
   - Cuando me hablan sobre lo que hago en la escuela o en mi tiempo libre, comprendo las ideas generales si el lenguaje es claro.

E. Learning Objectives

   Content Objective(s). SWBAT:
- Student will be able to use basic vocabulary for expressing their favorite sport.

   Language Objective(s). SWBAT:
- Students will be able to use there is and there are in their conversation

Key Words and Exponents	**Supplementary Materials and Sources**
Soccer, basquetball, tennis, baseball, swimming, ciclying, volleyball, sport equipment.	Flash cards about sports Laptop Speakers Cover Magazines/Newspaper

F. Lesson Sequence

Teacher does/says . . .	Students do/say . . .	Approximate Time	Nature of activities (SIOP features)[4]
-The teacher introduce the song called it is summer and play it three times.	The Students start to familiarize with the song	10 minutes	**Introduction**
-The teacher show images about the vocabulary of sports. And ask the names of the sports according their previous knowledge. The teacher clarify the vocabulary of sports	The students start to say the names of the sports.	10minutes	**Presentation**
The teacher ask what sport is talked about in the song. The teacher ask the students that extract one sentences where it is mentioned the sport. For instance: I like playing soccer	Students start to listen the song and answer the question. The students listen the song one more time to extract the sentence.	10 minutes	**Scaffolding (practice)**
The teacher ask them to use the same structure with different sports and ask them the question: what sport do you like?	Every student answer orally the question using the structures extracted from the song.	20 minutes	**Application**
Ask the student to choose five family members. And make five sentences using the sports they probably	Student make the five sentences using family members and sports vocabulary following the	10 minutes	**Evaluation**

This is a lesson plan template adapted by José Mario González. It combines the Nature of Activities theory (Richards, 2008); the SIOP model (Echevarria and others, 2013) and Path to Success in English Language Teaching Course (University of Oregon, 2015).

like. For instance: My father like to play baseball.	example provided by the teacher.		

Day 2

The teacher use the sports in the song and ask them what elements are needed to practice that sport	Support in Spanish. They will mention what elements are need to play soccer. Then, they will look up the words in the dictionary.	10 minutes	**Introduction**
-The teacher review the sports vocabulary and will tell the students help him to find the element needed to practice that sport. And he will draw the elements on the board and will write their names.	Students provides the names of the element in spanish. Students will draw the elements and name them in their notebooks.	30 minutes	**Presentation**
-The teacher practice each word pronunciation. She ask the students what is his favorite sport. And what do they need to practice it. The teacher provides an example. My favorite sport is soccer. To practice soccer I need_____.	The students practice each word pronunciation. The students answer the teacher question using the vocabulary of elements of sports using the structures provided by the teacher.	10 minutes	**Scaffolding (practice)**
The teacher ask the students to state orally what they wrote	The students say orally what they wrote.	10 minutes	**Application/ Evaluation**

Annex # 11

It's summer - Cover

What is there in your Hood my buddy
I think it is nice
I want to visit your Hood!

I like playing soccer, what about you?
We can have a team
The day is sunny: its summer

If we play together
I want to play with you all

If we play together
I want to play with you all
Sports

If we make a team
We would be really stronger
I'm sure we mighty win things together
We as a team
It's summer
It's summer

I like playing soccer, what about you?
We can have a team
The day is sunny: its summer
If we play together
I want to play with you all
Sports

If we make a team
We would be really stronger
I'm sure we mighty win things together
We as a team
It's summer
It's summer

I don't care if we lose. It's more important remain
Like a team.

If we play together
I want to play with you all sports

 If we play together
I want to play with you all
Sports

If we make a team really stronger
I'm sure we mighty win things together
We as a team

Hacemos un gran trabajo
Y eso es más que suficiente
Verano
Verano
Verano

Let's go sing with me

Annex # 12