



LICENCIATURA EN EDUCACIÓN CON ÉNFASIS EN INGLÉS

**NATURAL APPROACH AS A PROPOSAL TO DEVELOP THE ORAL SKILL IN
FIFTH GRADE STUDENTS AT MANUEL RODRIGUEZ TORICES SCHOOL**

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CARTAGENA DE INDIAS D. T

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**TRABAJO DE GRADO PARA OPTAR AL TÍTULO DE LICENCIADO EN
EDUCACIÓN CON ÉNFASIS EN INGLÉS**

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ACCEPTANCE NOTES

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JURY

DEDICATION

Dedicated to Jehovah God, my parents, family and friends who were very supportive in the
development of this research

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ABSTRACT

This research project aims to develop the oral skill of students of fifth grade of Manuel Rodriguez Torices School through the implementation of the natural approach. This process is necessary because in this educational institution, a problem of low oral production in the English language was found in students mentioned above, which was detected through observations in English classes, an interview to the English teacher in charge, an English diagnostic test and a survey were also administered to 25 students from that grade. This process also shows how after the implementation of natural approach method the students were able to express their ideas according to the standards for fifth elementary grade. The present study is based on a paradigm of qualitative research and is a participatory action research which aims to fundamental social change, transform the reality and that people become aware of their responsibility in this process of transformation.

Key words: natural approach, language learning, language acquisition

RESUMEN

Este proyecto de investigación tiene como objetivo general desarrollar la habilidad oral en los estudiantes de quinto de primaria de la institución educativa Manuel Rodríguez Torices implementando el enfoque natural. Proceso que se hizo necesario, ya que en esta institución educativa se halló en los estudiantes mencionados anteriormente un problema de baja producción oral en el idioma Inglés, el cual fue detectado a través de observaciones en las clases de inglés, una entrevista al profesor de Inglés encargado, un test diagnóstico para medir el nivel de proficiencia y una encuesta a 25 estudiantes de ese grado. Los resultados muestran cómo después de la aplicación del enfoque natural los estudiante fueron capaces de expresarse en inglés sobre temas de acuerdo a los estándares para quinto grado de primaria. El presente estudio se basa en un paradigma de investigación cualitativa y participativa el cual tiene como objetivo un cambio social fundamental, transformar la realidad y que la gente tome conciencia de su responsabilidad en este proceso de transformación.

Palabras claves: enfoque natural, aprendizaje, adquisición

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INTRODUCTION

McLaughlin (1990). States that Language learning can occur in two way; unconscious and conscious. The first one happens effortlessly, learning takes place without thinking about it and the second one requests effort to incorporate the new knowledge. This means people can learn or acquire a language. In English language one of the most important skills is speaking, because this ability allows people to communicate each other without conditions and in spontaneous way.

Currently, due to the interdependence of countries all around the world, learning English is very important to face the cultural, social and economic opportunities that this change offers. For this reason, it can be affirmed that teaching and learning English is not only an academic issue but also a social labor. This research project shows how an appropriate methodology based on natural approach can develop the English oral production in students of fifth grade of Educational Institution Manuel Rodríguez Torices School (INEM).

Rios and Cabrera (2008) affirm the opportunity of the applications of a good and appropriate learning model in English as a foreign language produce excellent results. Taking this

into account, it is time that English students of all social conditions take advantage of these above provisions.

Through the time, method and methodologies have changed and the different paradigms about English learning language too, this implies that nowadays, the students have to be more involved in their own learning process and teachers must not simply transmit topics, they must be facilitators of knowledge Y Lin (2011). Consequently, in order to facilitate a better English learning process and help students to develop their English oral production an English program based on natural approach was designed.

Natural approach is based on ideas of Krashen and Terrell (1995). According to them students acquire the foreign language the same way they acquire the mother tongue. By providing enough input, students make few grammatical errors. Besides, the appropriate environment is an essential tool to develop the oral production skill of English, in this case in the students of fifth grade of Manuel Rodriguez Torices School.

This institution is located in Bosque neighborhood avenue No 64 Cartagena de India's city. It provides pre-school vocational high school, elementary school, elementary and junior high. It serves approximately 2500 students from different Cartagena's neighborhood. It is convenient to state that this research project addresses a problem framed in English learning as a foreign language especially in oral production students of fifth grade of this school.

During a teaching internship period in this institution, it was observed that the English level of the students of fifth grade of primary is too low for the standards for this grade. Among the problems that can be appreciated are: Little oral production in class, they spend much time learning grammatical rules and there is not enough time in class for English speaking exercise. This situation has generated low oral production of English language, students are not able to formulate and answer greetings or talk about their daily routines.

Moreover, the few conversations are just repetitions of certain phrases that do not help the students to reach the target language, the activities done in class are just focused on knowing how to construct sentences but the most important thing is to practice the language and know when to use it in their daily life. Otherwise, the presentation of material is not attractive to catch and hold the interest of children, and the teacher does not work with educational material to make the class more enjoyable. This situation generates low English performing in the students.

According to the standards ministry of national Education (2014) of primary (fifth grade) students have to be able to do the following oral ability:

- Respondo a saludos y a despedidas
- Respondo a preguntas sobre cómo me siento
- .Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula.
- Utilizo el lenguaje no verbal cuando no puedo responder verbalmente Por ejemplo, asintiendo o negando con la cabeza.

- Expreso e indico necesidades personales básicas relacionadas con el aula.
- Respondo a preguntas sobre personas, objetos.
- Participa activamente en juegos de palabras y rondas.
- Refuerzo con gestos lo que digo para hacerme entender

Considering the above students difficulties, teachers have to take in account the situation, and analyze the context. They have to change traditional methodologies that focus only on repetitions and grammar. Among the options in this area, Krashen and Terrell (1995) proposed in their methodology affective and humanistic activities because these involve feelings, opinions, desires, experiences, ideas and reactions of students.

Furthermore, natural approach is suitable for generating the English acquisition, because it is based on content, in order for EFL students to develop their English language skills; listening and the speaking. It could also state that natural approach is aimed at the beginners, for those who do not have a high command of the language, which would be the case considered for this study.

According to Elliott (2005) teachers must reflect about their own practices, they have to diagnose the different states and movements in the classroom and according to these, choose the appropriate method and methodology to apply to the students. Most of the English learning problems are generated because in the current teaching process the traditional methodologies have not been changed by the new ones.

It is convenient to state that this research project addresses a problem framed in English learning as a foreign language. It is justified following an observation that was made in a classroom of fifth grade where it was observed that the students were not doing the maximum for developing their English oral skill, because they just repeat or pronounce words but they never formulate English questions, sentences and they neither give answers. This problem is generated due to the lack of an appropriate English learning methodology.

Nowadays, English learning is very important due to the interdependence of all the countries and students should be oriented to take advantage of these presents' opportunities. Bauman (2002) defined the globalization like increasing convergence of some variables of the economy, labor, culture and science of a large number of countries. In this current world where the economy has passed from based products and services to be an information economy, the language vehicle of this information, is English, which has become the international language most used. Therefore today's society must have a good knowledge of foreign languages for international relations.

As it can be appreciated, this problem observed in the English class requires a solution. Because there are relevant things involved, it is considered appropriate that this option corresponds to the natural approach after detecting through an observation the English lack in the students of fifth grade and in an interview that the wishes of the teacher is that students learn and achieve the English oral competence, but these aspirations are not reflected in their daily practice.

Consequently, after the description, justification of the problem and choosing the natural approach as an option for solving it, the following question arises: In which way the implementation of natural approach can develop the oral production of primary students at Institution Educativa Manuel Rodriguez Torices.

In order to respond to the problems present in this study the following general objective is suggested: To develop the oral skills of fifth grade students through the implementation of the natural approach.

To accomplish the objective described in the preceding paragraph, it is necessary to set and achieve some specific objectives like: identify the student's needs, identify the student's level of proficiency for oral communication of fifth grade, design and implement strategies and activities based on natural approach,.

Taking into account the analysis of the problem above and propose natural approach in order to solve it, it is relevant to present the previous studies that supporting this research and include references of different origin, which will guide the process. For this reason, it will present the background research.

The following studies are considered relevant because they are related to the implementation of programs based on natural approach that sought the development and improving of oral skills in EFL. Two of the studies involved Japanese teachers who took part in an English program based in natural approach. These studies are related to the implementation of the natural approach for developing and improving the oral production.

These studies were carried out in California, USA and Bogotá Colombia. In the first one, the participants were teachers of English Learners who took part of a workout of a methodology also based on Natural Approach. In the second one, the researchers designed an educational intervention for English students as a foreign language in an institute, which had theoretical basis in some aspects of the theory proposed by Krashen (1983) in his monitor models. As will note, the background is presented in two sections: Application of Natural Approach and professional development of teachers in foreign languages.

Solis (1989) performed an investigation in which the teachers studied the application of NATM (Natural Approach Teaching Model) for the teaching English as a foreign language. This model was followed by professors who taught English to students with low proficiency. The purposes of this research were: observe and analyze the use of the teaching model of NATM focused on instructional teaching as a foreign language and illustrate the results of the applications made by the group of teachers. It can be observed, a similarity between this study and our study, since both sought that student were benefited in the acquisition of English

language as a foreign language and develop the oral production by applying appropriate methodology.

In the national context, Pinzon and Suárez (2006) carried out an investigation based on the theoretical ideas of Krashen and Terrell (1995) related with the acquisition of the second and foreign language and especially with the notion of affective filter. However, the intention was not taken natural approach like methodology. In this investigation, it is vital the concept developed by Krashen about the filters that can block the acquisitions.

Based on this concept, the authors designed a strategy to block the filter and thus the grammatical structures to be acquired by students. It should be noted that in the present investigation, the affective filter, is an essential factor in the theory of Krashen's monitor.

Moreover, Janucho (2007) presented an interpretative study which seeks to show the changes experienced by a number of teachers after making part of an international professional development program in the field of foreign language teaching based on natural approach, where they had the enough input to develop their oral production. This qualitative study was proposed to capture the impact that had the experiences in the participants abroad in their personal and professional lives to the return home. In the area of oral language level, the teachers expressed that enhanced their oral ability in English, as a result of using the language in a real context and in the course of professional development.

Harutunian (2007) considered that the number of English learners has increased in the USA some researchers have proposed certain skills and knowledge that language teachers should have to create optimal conditions in the classroom. Taking into account the natural and affective filter hypothesis of natural approach it is necessary bearing in mind that only a small number of teachers have received some kind of professional training in English teaching. This work demonstrates that through a professional development program, teachers can generate in students changes regarding socio-cultural linguistic, and improving their communication skills.

Kurihara (2008) presented how a group of English teachers as a foreign language which appropriated certain pedagogical tools to apply in their countries of origin after being part of an education program for teachers of English Learners in North America. The questionnaires showed that teachers had good views regarding the training they received, especially concerning the part is to use appropriate tools for the development of oral production in students using the appropriate input and environments.

The natural approach had its beginnings in 1977 when a Professor of Spanish at the University of California named Tracy Terrell makes "a new proposal in the philosophy of language teaching as he called the natural method" (Terrell, 1982, p.121). This method stems from the experiences of Terrell teaching Spanish classes, experimenting since then along with other researchers.

After some time, “Terrell joins forces with the linguist Stephen Krashen and his theory of creative construction theory or monitor ,the collaboration between the two resulted in the approach natural "(Krashen and Terrell, 1983, p.130). In this work together are called different principles or ideas Krashen calls "hypothesis" (Krashen, 1982, p.110).Besides, it can state “The natural approach borrows techniques from other methods that suit their Principles" (Brown, 2007, p.5).

Krashen and Terrell (1983) state that “the development of the skills in a language is the result of using it in natural communicative situations" (Krashen and Terrell, cited in Ascension, 2009, p. 25). This indicates that there is a strict separation between the conscious language learning and subconscious acquisition of language, which can only lead to the acquisition of language use fluently. The English language teaching methods associated with this approach are the Total Physical Response and Suggestopedia.

It can be stated that this learning approach is proposed by using the target language in communicative situations without recourse to the first language or a grammatical analysis. The Natural approach has been given different definitions like: “natural approach is a language teaching proposal incorporating naturalistic principles identified in the literature on second language acquisition" (Zanon, 2007, p. 15).

According to Richards and Rodgers (1995), "the natural approach can be described as a method that sees learning of first and second language as similar. It is believed that its validity and effectiveness are due to the formation of naturalistic principles identified in the acquisition of a second language "(p.179). Schultz (2007) describes the natural approach as "the development of communication skills that are intended primarily for use with beginner students "(p.85)

As well as, it is presented as a set of principles that can be applied to a wide range of students and teaching situations and specific objectives depend on the specific context in which it is used. Taking account the above Terrell (1986) describes three basic principles of the approach: "The approach to teaching is communication rather than its form. Speech production comes slowly and never force. The speech goes through natural early stages "(pp 213-217). Features natural approaches.

It is very important to know that the Learning theory of the natural approach is based on the hypothesis of Krashen (1982) on the acquisition of a second language: "the hypothesis of acquisition / learning hypothesis of the monitor, the natural order hypothesis, the hypothesis of comprehensible input and the Hypothesis affective filter "(Krashen, as cited in Martin, 2000, p.48). a).Taking account that these hypotheses are the central topic of natural approach it is appropriate to know the definition of each one of them.

In the natural order hypothesis teacher does not focus on grammatical error corrections like traditional teaching does, errors are considered part of the language acquisition process and this allowed students to be most active in the oral production that in grammatical part. Teacher also have to be patient and allow some small mistake made by the student if those do not affect the communicate process and sometime permit their keeping quiet.

Input hypothesis is related to acquisitions rather than learning and states that people acquire language best by understanding input that is a little beyond of their level of competence Marruecos (1989). In this hypothesis, he explains the process of second language acquisition and the relation between what aspects of language the learner is exposed with input. In addition, "the potentially processable language which are made available by chance or by design, to the language learner." Sharwood (1993, p 167). In language teaching, input refers to all language resources that initiate the language learning for example: process such as textbooks, flash card, commands, teachers' talk and classroom discourse, authentic materials like: bus and train schedules, job applications, foods labels, bills, flyers, newspapers, magazine, and articles and so on.

Monitor hypothesis as mentioned at the beginning that there are two different ways of internalizing second language (learning and acquisition). The monitor hypothesis is related to learning. Krashen believes that learning has only one minor function monitoring and editing the

acquired system. Krashen and Terrell (1995) suggests three conditions for successful use of monitor hypothesis:

1. Time: There must be enough time to consult learned knowledge or learned rule.
2. Focus on form: To utilize learned rule, time is not enough. So, second language learner needs to focus on form (correctness).
3. Knowledge of the rules: The learner must know the rule so as to monitor his/her output

Affective filter hypothesis. Krashen and Terrell (1938) believes that there is an adjustable filter (learner's emotional state and attitudes) that stands between input and acquisition. This filter permits the input to pass freely (in case of low anxiety) or blocks and hinders input (for example in case of high anxiety). The factors that constitute or regulate this filter are self-confidence, motivation and anxiety. The language theory underlying that the natural approach states that language is for communication.

Since this case study is based on the natural approach, it is important to set out below the theoretical concepts suggested by Krashen and Terrell (1995). The theory of the natural approach that will be presented is organized on the basis of the descriptive model, analysis and understanding of methods developed by the authors Richards and Rodgers (1996). This model presents mainly three concepts: the approach, the design and the procedure.

Approach: It is defined like the theory of the languages nature and its learning which serves like a source by the practices and beginning in the education of the language this concept includes according to these authors the theory of the nature of language and the theory and the nature of language learning Richards and Rodgers (1996).

Theory language learning: it considers that the theory of learning language answers two questions: What processes psycholinguistic and cognitive are they related with learning of a language? And what conditions are necessary for these learning process takes place? Richards and Rodgers (1996).

Design: is fundamental for a system instructional. In the design are keeping in mind aspects like the targets, the syllabus, the activities and the role of the participants and the materials which will be presented next Hernández (2000).

Syllabus: “This refers subpart of curriculum that concerned with specification what unit will be taught and which is the matter of methodology” Fazili (2007) p.38.

Role of the students: it defines as the contribution of the students in their own process of learning. They need to involve themselves as real people in the activities inside and outside the classroom. Fazili (2007).

Role of the teacher: Monroig (1994). Claims that teachers are the main consumers of other people's syllabuses; in teaching programmer are based, most are likely to be, as Bell suggests, consumers of other people's syllabuses.

The role of materials: Richards and Rodgers (1996) affirm that the function of the materials is given by the objectives, content, learning activities and the role of the teacher.

Procedure: taking into account the ideas of Richards and Rodgers (1998), at this level it is observed as the tasks and activities carried out in the design are integrated with the classes.

METHODOLOGY

From the moment that there is a good idea, a problem, situations of diverse nature need to be faced, it is necessary to seek information, elaborate alternatives, analyze which one offers the best chance of success and finally make a decision, Aguilar (1995). Likewise, a research project follows the same steps. The present study is based on a paradigm of qualitative research, it is a participatory action research design which aims to fundamental social change, transform the reality and that people become aware of their responsibility in this process of transformation, in

order to improve the present situation and solve the problem, Salazar (1992). This project seeks to investigate how an English study program based on the Natural approach can maximize the development of the English oral ability in fifth grade students.

It is necessary to adopt a methodology that gives active and relevant participation to the people directly involved in the problem, teachers and students, with the purpose that the responsibility for the solution of the current problem does not fall mainly on the researcher, but also, this commitment is assumed between the researcher and the community.

Elliott (2005) defines the action research like the strategy performed by the teacher in order to solve a problem found in the classroom that many times has its origin outside of this. The action research gathers and analyses information and finally designs activities according to the result of the gathered information. For this reason, it can be stated that the working methodology of this research project is an action research because it follows the same procedure of this. Teachers must reflect about their own practices, they have to diagnose the different states and movements in the classroom and according to these, choose the appropriate methodology to apply to the students in order to solution the problem. This issue must carry out with responsibility.

Hernandez (2000) states that the qualitative method consists of detailed descriptions of situations, events, people, interactions and behaviors that are observable. It can notice this research reflects these characteristics

According to what was mentioned above, this methodological design induces the joint work between the research team and the community object of study, providing a more comprehensive and clear of the different aspects arising from the investigation process view.

In the same way, it allows to carry out actions that lead to changes in the population and the context, in this case, to propose a change in the methodology used so far by focusing on the functional part of the language, and allow improving student's oral production, so that they apply this knowledge in various academic and social situations.

Three types of participants were part of this investigation. First of all, 25 students from fifth grade of the Manuel Rodríguez Torices School, children aged 9 and 10 belonging to 1, 2, social strata, who participated in the research process and received the strategies and activities. Second, the English teacher responsible of the English teaching language who was always ready to supply the required information. Third, the researcher responsible in the research process of carry out the observations, students needs analysis, activities design and implemented activities who as a student of Unicolombo University with emphasis in English was given the task of research in the field of English teaching as a foreign language. Her initiative was to make a contribution in the context of formal education where the improvement in the acquisition of the oral English language was needed. The techniques used for this research project were the interview, the survey and the observation. The evidence was collected from recordings, videos and photos which will be explained below:

Mavers (2012) states that the analysis of recording video moment by moment invite to a deep reflection about the research process because it captures the scenes in accurate and real way what happens on the stage. In this research project recording video in the classroom was an important and useful tool to data collection and analysis student's behavior and performance step by step as evidence in order to demonstrate the advance and the improvement in their English oral production.

The survey is an option for the qualitative research through questionnaires with open questions. Which becomes the alternative to limiting paradigm about the number of participants with what is investigated. Patton (2000) the questionnaire has to draw very clearly the problem and the research questions involved. Also, it must design the questions to carry who responds to a process of a personal reflection of themselves, which reflects your feeling to the subject investigated. The survey should include a brief explanation of what is expected from the respondent in the submission of the questionnaire, the purposes of the study, the benefits and, sometimes, the guaranteed anonymity to the respondent.

The observation is a basic and fundamental research tool for collecting information, maintains some kind of relationship and social interaction with subjects and the environment observed. The observations made in this investigation allowed us to corroborate the teacher's comments about students' performance and his work as an English teacher all research project follow a procedures like the following.

Three direct observations were done to the English classes (**See appendix D, E, F**).

These type of observation provides us an opportunity as researchers to observe directly what was happening with the students and to report these three direct observations a checklist was developed. By using this instrument we could list quickly all the things that we could monitor like specific behaviors, or dispositions of the students, the motivation and how students perform in their English classes and the level of English of them.

To report what we observed during all the activities we used field notes (**see Appendixes D E,F**), because it is necessary to write down in an organized way all we observed along the process of the activities implementation. The researcher makes brief notes during the observation, then later expands his or her account of the observation as field notes, Aguilar (2000). It means that we wrote our impressions as researchers about the interaction between students and teacher and students behavior in the English class in order to identify the factors that affect the student's progress.

Macintyre (2000) thinks the interview is a personal interaction that allow to the interviewer ask some question previously prepared. Interview has been defined as a conversation with a purpose which it is to have special data type. It is believed that the interview is a personal interaction, that allow the interviewer to ask question prepared to get immediate information, they are useful when is necessary to get physical behavior, socioemotional and the interaction of the

subject Aguilar (1995). This analysis project took ten of the teacher answer before of the design of activities implementation. The question are semi structured those seeking flexibility when performed although by a guided predetermined questions. The interview allow us to know and accept what the informant think and believe, but we cannot sure that the content correspond to the verbally information. Following the same idea, Patton (1990) believes that there is a planning about the main ideas in the Semi structured interview question in which the interview is build. In this way, attempted to follow the outline of questions, but not denying the possibility that new questions are given at time of applying the interview and without following a precise order.

In this study, interviews were applied in order to detect students lacks before implementing the strategies and activities based on natural approach applied on the students. The first one was made at the end of June 2015 and the second at the end of November 2015. In this way we would have an idea about improvements of the learners. For the formulation of the questions the ideas of Richards and Rodgers (1986) related to the model analysis and understanding of methods. (In terms of approach, design and procedure).

Since the general objective of this research project aims to develop the oral skill of students of fifth grade of Manuel Rodriguez Torices School. It was also necessary to set and perform the following specific objectives: identify the student's needs, identify the students proficiency levels of oral skills, design and implement strategies and activities based on natural approach on students of fifth grade.

- Identify the students' needs of fifth grade at the Manuel Rodriguez Torices institution: this aspect was evaluated through an oral survey with ten questions which students expressed their different desires, for instance; why they should learn English, what English skills they like to acquire the most, if the time for English teaching is enough and why the tools used by the teacher are or are not appropriated for an adequate English teaching. As part of this analysis at the start of July 2015, twenty five students of the fifth grade of the school Manuel Rodriguez Torices; 11 boys and 14 girls were surveyed, they are in between nine years and eleven years old and they belong to 1 low and 2 socioeconomic strata.

With the purpose to identify the student's level of proficiency of oral communication (see **appendixes B**) and to know the real lacks of the Manuel Rodriguez Torices students a diagnostic oral test with 25 open questions were applied to them. To formulate the questions, ideas of Richards and Rodgers (1986) related to the analysis understanding methods were considered.

According to the result of the diagnostic oral test, strategies and activities were designed taking into account the five principles based on natural approach proposed by Krashen and Terrell (1995) as we can see following: for instance, considering, the hypothesis of comprehensible input which states that when students receive clear messages, they subconsciously recognize and assimilate the shape of the tongue. For this reason, in these activities six lesson plan were elaborated which have as a main source of input the teacher carried out the classes all the time speaking in English. Also, flash cards, dialogues, videos, songs and extra linguistic resource like (fruits, magazine, clothes and so on) were included in these.

Furthermore, taking into account the hypothesis of acquisition and learning in these activities some vocabulary and grammar structure were included. Because, student must have the time to choose and apply the rules and the student must have a prior knowledge of the rules. On the other hand, in order to reduce affective filters, in these classes' activities such as role plays, interviews and TV show simulations were included. The assessment was carried out by taking into account the student's performance in each one of the different activities proposed.

RESULTS

.A Fundamental part of any research is data collection, because based on the result of these, appropriate activities and strategies are designed to solve the problem found. The results of the students' needs analysis made through a oral survey, the interview to the English teacher in charge, the diagnostic test applied to the students, the activities design and the implemented activities are presented below.

NEEDS ANALYSIS

It is very important to find out the students' needs that are the things that students required to learn English and also the wants that are things why the students would like to learn

English language in order to plan appropriate and relevant lessons specifically for them. Carry out a needs analysis is the first step to finding out exactly what is the student's condition.

Through the oral survey applied to twenty five students(**see appendix A**) it could know this: sixteen of them expressed their desire to speak English and five of those students express the desire to learn writing ability and four students express the desire to learn the reading ability. When the researcher asked them if they could understand short dialogues in English or they would like to express their daily routine in English, they answered yes, but even sometimes is too difficult for them to understand simple words.

As well as, it seems to them, the methodology used by the teacher must include attractive activities to make feel them enthusiastic and comfortable and the teacher should speak in English along the English class, students also argue that the time for a good English class is not enough and the teacher should use song, movies and videos in the class. Also they express that they would like to learn English to know people from different parts of the world and experience other cultures.

INTERVIEW AND OBSERVATION TEACHER

Through the interview and the observation applied to the English teacher in charge (**See appendixes C**) it could be figured out that the teacher did not follow a curriculum guide in the English area to determine the themes, achievements, skills and competences to be developed during the school year. In class, the teachers does not make use of appropriate resource for the development of programmed activities he often made use of a book that served as a guide to develop their classes, which he took the vocabulary of some issues (Weekdays, colors, body parts, so on.).

In addition, he writes these words on the board in English with Spanish translation for students to write in their notebooks and learn at home, it may be noted that the vocabulary is presented in a decontextualized way without communicative intentions. For instance, the teacher never gives a feedback to students that invite them to give an answer neither encourages interaction among students but also writes down a group of words of different categories and expects students to memorize each one and in this way obstacle the development of the student's oral production.

At other times, he also talked about students' performance, he affirms that they like to be engaged only drawing during most of the time that corresponded to this area. Also he adds that the methodology applied by him is not in the syllabus program because most of the time the students do not achieve the goals, then he has to adapt the content to the students lacks and about

the goals that he has for teaching English is that students learn grammar and develop the oral production but his goals is not reflected in the student's progress.

STUDENTS' DIAGNOSTIC TEST

In order to know the real English deficiency or lacks of the Manuel Rodriguez Torices students a diagnostic oral test was applied to them(**See appendix B**)the results are the followings: almost all the students (23 of them) responded in correct way the question what is your name?, (12 of them) answered in correct way the question what are you studying?, only (5 of them) responded the questions where are you from?, is your mother short or tall, what are your parents occupations, what are your favorite colors, is your house big or small are you a funny person.

Besides, just (4 of them) answered the question how old are you? (3 of them) answered the question do you like study? The others were silent, nobody could answer the question what subject do you like the most? Neither had they responded the commands open your books, close your eyes and stand up. On the other hand, the question how many brothers do you have? It was impossible for them to answer correctively, the question what kind of music do you like? Many of them understood the word music and they treated to respond the question.

Despite of the fact that many of these questions are under the standards for students of fifth grades, most of them could not answer them in a correct way. After analyzing the result of this diagnostic test it can be stated that this problem warrants that the method and the methodology applied until now should be changed for one that is focused in the communicative skill rather than the grammar, so students can develop their oral production.

It can be concluded that, taking into account the answered given by the Manuel Rodriguez Torices fifth grade students, it is clear that they need a change of methodology based on strategies and activities that provide the enough input like songs, videos, flash cards and as main source of input the teacher speak in English along the class and create the appropriate environment to make students feel motivated, relax and comfortable, in order they can reach the target language according to the standards for fifth grade.

ACTIVITIES DESIGN

In order to solve the English teaching problems found on students of fifth grade Krashen and Terrell principles (1995) and ideas of Albentosa (1992).were taking into account. Strategies and activities based on natural approach were designed. These were essential tools to develop the oral production of fifth grade students of INEM School. Skills that is necessary to communicate in

different contexts present in daily life. These activities also seek to develop listening skill enabling students to learn and communicate effectively in the target language. The strategies and activities were designed taking into account the student's needs, wants and lacks. In this way, these were focused on acquisition and communication to help them to develop their oral production, the materials and their function correspond to Krashen and Terrell principles and class time was distributed such the activities of the acquisition are at the center. In the same way, the teacher role is considered as the main source of input.

Besides of this, the researcher took into account the necessity to generate a comfortable environment to master the effective filter which allows students to speak the language when they desire, it does not make emphasis in error correction and the content should be more important than form. Six lesson plans were designed, the activities were developed in real context.

.IMPLEMENTED ACTIVITIES

Along these implemented activities, the students with the teacher support were able to participate from warm up activities, active their prior knowledge and interact with peers in English language. Also, they expressed their basic needs and respond to greetings in English from the teacher. Besides of this students participated in oral activities using short sentences and sometimes with sign and gestures in games and play activities.

The following analysis presents information recorded in videos, photos and field notes and observation made to the class (**see appendixes G, H, Q**). It describes the student's condition

from two moments in time before of implementing natural approach method, during and after applying.

During the class before the implementation of natural approach method the English teacher in charge did emphasized in the correct pronunciation of the words to ask the students heard well the way he saying the words, also compares the grammar aspect between English and Spanish and the students never had the opportunity to express a complete meaningful sentence in English neither to respond.

Against the initiative of students repeat a complete sentence where is my book the teacher shown in disagreement and ask the student to correctly pronounce only the useful school (book), he emphasizes the importance of listening the words pronunciation as isolated units.

It was observed, during the class based on natural approach that teacher spoke in English all the time and student answered the questions using the foreign language despite they have some pronunciation problems. The purposes of the first class was to introduce vocabulary in order to become students able to greet and introduce themselves. We tried to do it in a significant way because the idea was to get students engaged the activity. On the other hand, considering, the principle of input hypothesis, in this class the activities were carried out through flashcards, and videos. A space for dialogue was given (**see appendixes M**)

In this class, students held a role play based on the vocabulary given and in this way the dialogue was completed and espoused by the teacher who focused his attention on students one by one and making gesture began the following dialogue

T: Hello student my name is Jesus

S: Hello teacher my name is Daniel

T: I am fine how are you?

ST: I am fine

T; I see you bye

ST: Bye teacher

According to the principle of the filter hypothesis, games were included in the second class and in any time students were forced to communicate in the foreign language in order to make the students feel relaxed, comfortable and motivated and they are active part of the class(**see appendixes N**).The games and the video that were applied in this class came from a bank proposed in the discovery island book. **www.discovery island.com (see appendixes D.E).** Students having some clue figured out who is the family member describe them and using prepositions of location. Teacher showing a big flash cards with family members ask the student the following question:

T: Who is the woman next to the tall man?

ST: the woman is his wife

T: Who is the old man right to the child?

ST: The old man is the grandfather

T; Excellent I see you bye

ST: Bye teacher

In the third class, It is evidence that English was used with communicative intentions. The following is an example which students answer questions and respond to a simple command with the visual aids of a big flash card where places of the house is the content.(**see appendix Ñ**).

T: which is the places of the house where you sleep?

S: The bedroom.

T: Which is the places of the house where your mother cook?

S: The places is the kitchen.

T: Which is the places of the house where you watch TV?

S: The Living room.

T: How many bathroom does your house have?

S: One bathroom.

.In the fourth class, considering, the principle of input hypothesis, videos and real extra linguistic resource were used like: (different kind of fruits, and other kind of meal) gesture and so on, in order to make students understand the new vocabulary .On the table teacher shows different kind of fruits and meal according to the vocabulary given simulates an interview which ask them about food taste and preferences,.(**see appendix O**)

T: What are these?

S: they are banana

T: How many are they?

S: they are four

T: What are the fruits do you like the most?

S: I like pineapple and apple

This time, teacher applied grammar structure to ask students not simply words but the grammar is not the axis of the class and neither excessive correction.. On the other hand, taking into account the hypothesis of acquisition and learning in this class a role play was used as an activity for the acquisition of language. Students were comfortable and excited most of them showed great interest for participating in the following dialogue. **(See appendix P)**

T: What do you have for breakfast?

S: I have bread and eggs

T: What do you have for dinner?

S: I have meat, salad

T: what meal do have for lunch?

S: I have some hamburger

In the sixth and last class taking account the principle of input hypothesis and the affective filter, the activities were carried out through videos, TV show simulation, and text on the board in order to make students understand the content of the new vocabulary to produce oral skill .(**see appendix Q**). Students had a dynamic performance they almost all wanted to participate. The games and the video that were applied came from a bank proposed in the discovery island book. **www.discovery island.com (see appendixes D.E)**

.

It could be determined that after the implementation of the activities based on natural approach student were able to respond verbally question with meaningful sentences. The development of the oral skill was significant. Before they just pronounced simple words, it can be stated that they developed the English language notably, their performance was excellent. The evidence was collected from videos recordings and photos.

CONCLUSION AND RECOMMENDATIONS

The difficulties that the Manuel Rodriguez Torices students of Fifth grade present in the oral skill could be determined with the information obtained from instruments of collection and review of the literature in the English subject. It could states that this subject does not have a study program, the intensity of hours is insufficient, one hour per week teacher has no training in English language neither in teaching the instruction are given in the mother tongue.

With the purpose of solving this situation, strategies and activities were designed and implemented in students of fifth grade. It was selected appropriate resource for the development of programmed activities they all based on natural approach principles which aims to communicative skill, because, this learning approach is proposed by using the target language in communicative situations without recourse to the first language or a grammatical analysis,

It was established along the English implementation activities based on natural approach that the student's behaviors changed. Because, now they participate with the teacher support from warm up activities and active their prior knowledge and in English they interact with peers. Also, they express in English language their basic needs and respond to greetings from the teacher. Besides of this, students participate in oral activities using short sentences and sometimes they participate with sign and gestures in games or play activities. It obvious the students oral production was developed notably to what extend that now they are able to hold a short English conversation about topic like: the members of their family, describe people, feelings, tastes preferences and leisure activities..

It is recommended, provide English classes with the appropriate and enough resources to allow the acquisition of the target language. Also, we suggest the implementation of standards of competence in a foreign language, to their teachers because it is necessary to teach English in a practical way to show students the functional use of language, when and where could be useful to know the target language, and promote oral interaction among students into the classroom.

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Appendix A

Oral Survey to the Manuel rodriguez Torices Students

This survey was administered to students in order to identify the students needs of fifth grade in

Manuel Rodriguez Torices School.

Mark with an x according to the answer.

1. Which one of these ability would you like to acquire?

Writing () speaking () reading ()

2. ¿Can you understand short dialogue in English?

Yes () No ()

3. ¿Can you express your ideas, opinions and feelings in English?

Yes () No ()

4. ¿would you like to express in English your daily activities?

Yes () No ()

5. ¿Does the teacher speak and explains the class in English?

Yes () No ()

6. ¿how do you like to learn English?

Reading () games () songs () writing ()

7. ¿Do you think the teacher use the appropriate tools to teach English?

Yes () No ()

8. ¿Do you think the time for English class is enough?

Yes () no ()

9. ¿Do you think learn English is important?

Yes () No ()

10. ¿Why would you like to learn English

To Communicate abroad () to do homework ()

Appendix B

**DIAGNOSTIC TEST IN ORDER TO KNOW MANUEL RODRIGUEZ TORICES
STUDENTS PROFICIENCY.**

NUMBERS OF STUDENTS SURVEY: 25

GRADE: FIFTH

RESEARCHER: SADITH JULIO

QUESTIONS TO RESPOND: 21	DOES NOT UNDERSTAND- NEITHER ANSWERS.	UNDERSTAND S AND ANSWERS ACCORDING
1. WHAT IS YOUR NAME?		
2. WHERE ARE YOU FROM?		
3. HOW OLD ARE YOU?		
4. DO YOU LIKE TO STUDY?		
5. WHAT SUBJECT DO YOU LIKE THE MOST?		
6. OPEN YOUR BOOK.		
7. POINT OUT A CLASSMATES		
8. STAND UP.		
9. HOW MANY BROTHERS DO YOU		

HAVE?		
10. WHAT IS /ARE YOUR BROTHERS NAMES?		
11. ARE THEY STUDYING?		
12. WHERE ARE THEY STUDYING?		
13. WHAT ARE YOUR PARENTS NAMES?		
14. IS YOUR MOTHER SHORT OR TALL?		
15. IS YOUR FATHER THIN OR FAT?		
16. WHAT ARE YOUR PARENTS OCCUPATIONS?		
17. WHAT ARE YOUR FAVORITE COLORS?		
18. WHAT ARE YOUR FAVORITE MUSIC?		
19. IS YOUR HOUSE BIG OR SMALL?		
20. ARE YOU A FUNNY PERSON?		
21. CLOSE YOUR EYES		

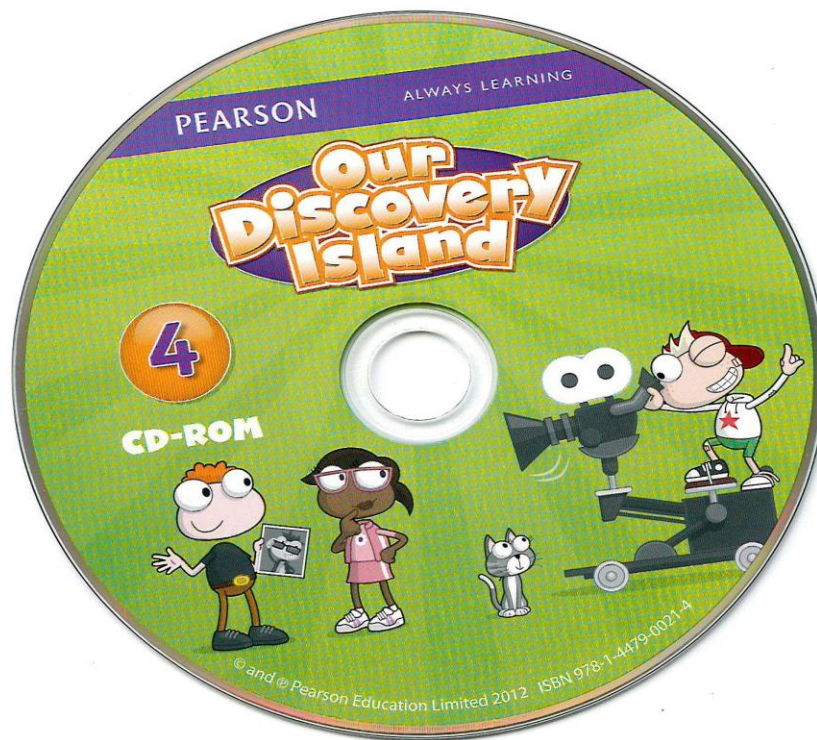
Appendix C

INTERVIEW TO THE TEACHER IN CHARGE

This interview was developed in order to know what knowledge of English the teacher has and what methodology is applied by him.

1. What knowledge do you have about the approaches and methods used in teaching English
Do you know any special?
2. Do you follow a theory regarding teaching English? Which one?
3. What methodology applied to teach English and why?
4. Is the methodology in a syllabus program content that teaches in English? How do you
assess your program / syllabus?
5. What goals do you have about teaching English in class?
6. How do you determine the content of classroom learning?
7. What types of teaching activities do you propose to the students to learn English? What
criteria do you use?
8. What resources do you use to carry out the English class?
9. What materials do you consider important to include in the English class?
10. How do students perform in English class?

Appendixes D.



Appendix E.

Game Bank

Picture Card games

Bluff: Invite several students to the board and ask them to stand in a row. Give each student a Picture Card and ask him/her to keep it secret from the class. The first student in the row says a word that might or might not correspond with the card he/she is holding. Students guess whether or not he/she is bluffing and say, *Bluff!* If they think he/she is bluffing. Divide the class into teams and award points when students guess correctly.

Collect the cards: Hold up any Picture Card. If a student can correctly identify it, he/she is allowed to keep it. The student with the most cards at the end of the game is the winner.

Correct order: Call four to eight students to the front of the class (according to the number of Picture Cards) and give them each a Picture Card. Then call out four cards in random order. Students have to arrange themselves in the correct order.

Easy or difficult: Divide twenty Picture Cards into two piles — an easy pile and a difficult pile. Divide the class into two teams. Each team is awarded five points if they correctly name a card from the difficult pile and two points for knowing a card from the easy pile. Use homemade picture cards of words from the cross-curricular pages to make the activity more challenging.

Echo: Explain the meaning of the word "echo." Ask students to be your echo. Show them a Picture Card and say the item on it. Ask students to echo it by repeating several times and becoming quieter and quieter.

Face race: Give each student a number between 1 and 10. Stick the face Picture Cards on the board or draw a picture of a face. Say, *Number (2), (Nose)*. All students assigned number (2) race to the board and touch the (nose). Alternatively, play the game with three or four teams, assigning each student from each team a number.

Guess the card: Cut out a small square in the center of a piece of A4 size paper. Hold the sheet in front of a Picture Card, allowing students to see only a small part of the picture through the hole. Students guess the item.

Hit the card: Stick all the Picture Cards of one vocabulary category on the board in mixed order. Call two students to the front of the room to stand a meter or two from the board. Call out a word. The first student to run to the board and "hit" the correct card wins. Play the game in teams and award points for each correct "hit."

Memory game: Stick four or five Picture Cards on the board. After students memorize the cards, remove them from the board and students say the items. To make the game more challenging, ask students to say the cards in the order they appeared on the board.

Name that card: Divide the class into two teams.

Invite a student from each team to come to the front of the class and turn their back to you. Hold up a Picture Card and count to three and say, *Turn around*. The first student to turn around and correctly identify the card is awarded a point for his/her team. Continue with other Picture Cards.

Pass the cards: Choose five Picture Cards and pass them face down around the classroom at intervals, so students cannot see the cards. When you say, *Stop!*, ask, *Who has the (dog)?* Students guess who has the Picture Card of the (dog).

Picture Card mime: Invite a student to the front of the classroom. Show him/her a card while hiding it from the rest of the class. He/She mimes the word silently. The student who correctly guesses the word is the next one to come forward.

Snap: Write a word on the board or say an item from a specific group of Picture Cards. Show several cards one by one. Students shout *Snap!* when they see the corresponding card.

Sort the cards: Divide the class into small groups. Mix Picture Cards from different units together and divide them into piles according to the number of groups. Students arrange them back into categories, e.g., colors, animals, family members, etc. The first group to finish is the winner.

Sponge throw: Place Picture Cards face up on the floor or large table. Students throw a sponge or other soft object and identify the card it lands on.

Tic-Tac-Toe: Divide the class into two teams. One is "O" and the other is "X." Draw a large grid on the board with nine spaces. Stick one Picture Card in each space facing toward the board. Students select a card, turn it over and say the word on the Picture Card. If it is correct, remove the Picture Card and write an "O" or an "X" accordingly.

What's missing? Place several Picture Cards face up on the floor or on a large table. Allow students a few minutes to study them. Tell students to close their eyes and remove a card. Students have to correctly identify the missing card.

Where is it? Stick Picture Cards in different places around the classroom. Call out one of the items and students find and point to the correct card. Alternatively, say a sentence containing the item, e.g., *I like apples.*, and students point to or retrieve the Picture Card of the apple.

Appendix F. Observational checklist

Objective: To know students' behavior and performance during the English class.

GRADE:	5 01	DATE:	15-07-2015		
TIME::	2	SUBJECT :	English		
EVALUATION CRITERIA:	Always (A) Most of the times (MT) Sometimes (ST) Never(N)				

Students' behaviors in the class:	A	MT	ST	N	Comments
1. Students participate from warm-up activities.				X	they always begin the class with good morning
2. Students activate their prior knowledge with teacher support.				X	never, student start whatever topic
3. Students respond to greetings from the teacher in English.			X		they sometimes respond to greetings
4. Students interact with peers in English.				X	they never interact in peers in English
5. Students express basic needs in English.		X			they most of the time say something
6. Students understand what the teacher says in English.				X	they don't understand what the teacher say
7. Students work in groups or pairs.				X	they never group work in
8. Students participate in writing activities in English.			X		Students sometimes write on the board
9. Students participate in listening activities in English.			X		they listen to the teacher sometimes
10. Students participate in reading activities in English.			X		they sometimes read short sentences
11. Students repeat dialogues in English.				X	they never do that
12. Students participate in oral activities using short sentences.				X	they always just write
13. Students participate with signs and / or gestures in games or play activities.			X		they keep quiet all the time
14. Students receive feedback from the teacher at the end of an activity.				X	teacher never give a feedback

Appendix G. Observational checklist

Objective: To know students' behavior and performance during the English class.

GRADE:	5 01	DATE:	26 07 - 2015			
TIME::	2	SUBJECT :	English			
EVALUATION CRITERIA:	Always (A) Most of the times (MT) Sometimes (ST) Never (N)					
Students' behaviors in the class:	A	MT	ST	N	Comments	
1. Students participate from warm-up activities.				X	No. They don't participate in warm up	
2. Students activate their prior knowledge with teacher support.			X		Yes, student some active their prior active	
3. Students respond to greetings from the teacher in English.				X	They never respond from greeting teacher	
4. Students interact with peers in English.	X				They always work in peers in English	
5. Students express basic needs in English.				X	Student don't express their basic needs in English	
6. Students understand what the teacher says in English.		X			They most of the time understand words in English	
7. Students work in groups or pairs.				X	They never work in groups just in peers	
8. Students participate in writing activities in English.				X	They never participate in writing English	
9. Students participate in listening activities in English.			X		They sometimes participate in listening activities	
10. Students participate in reading activities in English.		X			most of the time student read some words	
11. Students repeat dialogues in English.				X	They never repeat dialogues	
12. Students participate in oral activities using short sentences.			X		They always participate	
13. Students participate with signs and / or gestures in games or play activities.			X		They always use gesture to communicate	
14. Students receive feedback from the teacher at the end of an activity.				X	They never receive feedback from the teacher	

Appendix H. Observational checklist

Objective: To know students' behavior and performance during the English class.

GRADE:	5 01	DATE:	18-08-2015		
TIME::	2	SUBJECT :	English		
EVALUATION CRITERIA:	Always (A) Most of the times (MT) Sometimes (ST) Never (N)				
Students' behaviors in the class:	A	MT	ST	N	Comments
1. Students participate from warm-up activities.			X		They never have warm up activities
2. Students activate their prior knowledge with teacher support.		X			teacher sometimes makes a review
3. Students respond to greetings from the teacher in English.			X		they sometimes respond to greetings
4. Students interact with peers in English.				X	The teacher don't work in peers
5. Students express basic needs in English.				X	They never express their basic needs in English
6. Students understand what the teacher says in English.				X	Students don't understand almost nothing in English
7. Students work in groups or pairs.		X			most of the time students work in groups
8. Students participate in writing activities in English.			X		they always transcribe English text
9. Students participate in listening activities in English.				X	they never participate in English activities
10. Students participate in reading activities in English.			X		they sometimes read a short text on the board
11. Students repeat dialogues in English.				X	they never do that
12. Students participate in oral activities using short sentences.		X			they most of the time repeat short sentence
13. Students participate with signs and / or gestures in games or play activities.			X		students always use signs and gestures
14. Students receive feedback from the teacher at the end of an activity.				X	they never receive feedback from the teacher

Appendixes I.

Flashcards

Family

www.kids-pages.com



mother



father



son



daughter



brothers



sisters



brother and sister



parents



baby

Appendixes J.

Flashcards

Family

www.kids-pages.com



grandmother



grandfather



granddaughter



grandson



grandchildren



aunt



uncle



niece



nephew

Appendix. L

Flashcards

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Furniture

 <p>sofa</p>	 <p>armchair</p>	 <p>chair</p>
 <p>bedside</p>	 <p>bed</p>	 <p>table</p>
 <p>shelves</p>	 <p>wardrobe</p>	 <p>lamp</p>

Appendix M

Lesson plan # 1

NAME:SADITH JULIO	SUBJECT: ENGLISH	GRADE: FIFTH	DATE
STANDARDS: Respondo a saludos y a despedidas			
LANGUAGE OBJECTIVE: Students will be able to give and answer verbally greetings and introduce themselves in target language			
TARGET LANGUAGE: greetings, to be verb, how are you, what is your name, how old are you			
ACTIVITY	TEACHER ACTION	STUDENTS ACTION	RUNNING CLOCK AND MATERIALS
WARM UP	Teacher greets to students and talk about himself like: my name is, I am forty years old, I feel very well to be here, I live in Cartagena and so on. Later, he plays the video to show different ways of greetings.	Students look at the video and figure out the words for greetings and in five minutes they have to write down the phrases for greetings and in the five other minutes, they pay attention to the teacher explanation	10 minutes Cd player,
SECUENCIA	Teacher show to the students several flash cards and in expectantly way ask them to name the corresponding greetings for each one.	Students name each flash card according to the image like: good bye, good afternoon. How are you? What is your name and so on?	20 minutes Notebook, pencil,
EVALUATION	Teacher give feedback to the	Students hold a dialogue with	10 minutes Speaking

	<p>students to hold a role play. After he goes around the classroom and ask students to answer greetings like: how are you? good morning, good afternoon, how old are you ,goodbye and so on. They ask them good morning, how are you to day what is your name, how old are you,</p>	<p>the teacher and each other with the question and the vocabulary given</p>	
CLOSURE	<p>Game: question chain. The teacher ask students sit in circle and give each of them a question in a piece of paper, they have to ask each other questions like: what is your name?, how are you?how old are? Who is she /he?</p>	<p>Students have to ask each other the question they respond and ask another question to the next students until somebody make a mistake.</p>	<p>10 minutes Flashcards</p>

Appendix N

Lesson Plan # 2

NAME: SADITH JULIO JIMENEZ	SUBJECT: ENGLISH	GRADE: FIFTH	DATE:
STANDARDS: respondo a preguntas sobre personas, objetos y lugares de mi entorno.			
OBJECTIVE: students will be able to identify describe family members and position.			
TARGET LANGUAGE: preposition of locations the one in right side, the one next to behind, on, in.			
ACTIVITY	TEACHER ACTION	STUDENTS ACTION	RUNNING CLOCK AND MATERIALS
WARM UP	Teacher greets students and write down some adjective of appearances. He briefly describe himself and choose two students and one by one describe them. After, He Plays a video which student have to identify and describe family members and their respective positions	Video where student have to identify and describe family members: father, mother, brother, sister, son daughter, uncle, aunt, cousin, nephew. and prepositions next to, behind, in front of,	10 minutes Cd player
SEQUENCIE	Teacher sticks on the board a big flash card with the family members. Teacher point out each one of them and ask students	Students speak up and they describe the members of the family one by one using prepositions of locations. For example:	20 minutes Flash card

	describe one by one.	Alice's mother is short and a little fat and she is next to her daughter, Lisa has black hair and she is in front of his cousin.	
EVALUATION	Guessing game: Who is she /he /they in the family? Giving some clue like: she is my mother's sister, he is my grandfather's son, in the picture she is next to my brothers daughter.	Students having some clue figure out who is the family member describe them and using prepositions of location.	10 minutes Notebook Pen
CLOSURE	teacher explains them the role play.to follow.	Roleplay:students ask each other about members of their family. homework: describe their house and things in it.	10 minutes

Appendix Ñ

Lesson Plan # 3

NAME:SADITH JULIO JIMENEZ	SUBJECT: ENGLISH	GRADE: FIFTH	DATE:
STANDARDS: utilizo el lenguaje no verbal cuando no puedo responder verbalmente a preguntas sobre mis preferencias. Por ejemplo, asintiendo o negando con la cabeza.			
LANGUAGE OBJECTIVE: students will be able to describe places and furniture of the house using there is, there are and telling what activity they do in each places of the house.			
TARGET LANGUAGE: ..livingroom, bedroom, bathroom, dining room, yard, garden, kitchen, watch tv, take a shower and so on.			
ACTIVITY	TEACHER ACTION	STUDENTS ACTION	RUNNING CLOCK AND MATERIALS
WARM UP	The teacher greets students and follow the class describing the places and furniture of his own house use hands gesture and TPR to express. After, he plays the audio video and encouraged students to pay attention to the new vocabulary.	Students watch the video of the places and.furniture of the house like:livingroom ,bedroom, kitchen,bathro mm, yard, Armchair, sofa, desk, table, refrigerato so on..	10 minutes Cd Cd player
SEQUENCIE	Teacher holds up a different flash card picture one by one and ask the students questions to identify each places of the house like: what	Students describe places and furniture of the house according to the picture.	20 minutes Flashcards Notebook Pen

	is the name of this place?		
EVALUATION	Role play: Teacher asks question like: which is the places where you watch tv? how many sofa is there in this livingroom?and everything. which students can also respond oral or agreeing or disagreeing with the head.	Students ask each other about each place of the house.Many of them answer using the hands and gestures.	10 minutes Notebook Pen
FINALLY	Picture card game: teacher hand the picture cards out of the bag to several students.He calls out one of the places of the house	the students holding the places teacher call must stand up and hold the card up. continue until all the students have had a turn.	10 minutes bag Different elements

Appendix B

Lesson Plan # 4

NAME: SADITH JULIO	SUBJECT: ENGLISH	GRADE: FIFTH	DATE:
STANDARDS: describo a un personaje de manera oral y ayudándome con gestos.			
LANGUAGE OBJECTIVE: students will be able to ask and answer about appearance and personality adjective			
TARGET LANGUAGE what is she /they like? Is she/he tall or short?			

WARM UP	Teacher actions:He greets students.After,he calls two volunteer to describe them one by one using physical and personality adjective.	Students replay the greets and pay attention of the description the teacher do of his classmates	10 minutes piece of paper, stickers, pictures cards
SEQUENCIE	teacher stick on the board four pictures of celebrity showing some physical appearance. He asks students to describe each celebrity using question like: what does she look like? What is she /he like?	Students have to Speak up and describing each celebrity using adjective of appearance and personality like: smart, pretty, beautiful, ugly, clever,serious and so on.	20 minutes Flashcards
EVALUATION	: Game; what is missing? Divide the classroom in group of five and we place several picture cards face up on the floor on a large table with the celebrity name.He asks students to close their eyes and remove one card.	Students have a few minutes to study them. Students have to correctly identify the missing cards.	10 minutes Picture cards Table
FINALLY	Teacher ask the student to follow the activity.and ask each other about the appearance and personality	Students keep on identifying the missing cards.	10 minutes Picture cards.

Appendix O

Lesson Plan # 5

NAME:SADITH JULIO:	SUBJECT: ENGLISH	GRADE: FIFTH	DATE
STANDARDS: Pido que me repitan el mensaje cuando no lo comprendo.			
LANGUAGUA OBJECTIVE: student will be able talk about tastes and prefences			
TARGET LANGUAGE: omelet, salt, hamburger, spaghetti, pizza, fish, cheese, rice, and chicken, and so on.			
ACTIVITY	TEACHER ACTION	STUDENTS ACTION	MATERIALS AND RUNNING CLOCK
WARM UP	Play audio Video with different kind of food: meat, omelet, salt, hamburger, spaghetti, pizza, fish, cheese, rice, and chicken, fruits: apple, pear, and banana, orange.	Students pay attention to the video and try to take notes about all kind of food they watch.	10 minutes Cd Cd player notebook pencil
SEQUENCE	Teacher ask them about what food they have during the breakfast, lunch,and dinner..	They answer according the vocabulary given like: I have for breakfast bread, milk, eggs and so on.	20 minutes Flashcards
EVALUATION	On the table teacher shows different kind of fruits and meal according to the vocabulary given simulates an interview which ask them	Students answer the question make for the teacher point out each meal they have in different time	10 minutes Notebook Pencil

	about taste and preferences,he asks question like:which food do you have at breakfast, lunch and dinner..	of the day and they also ask each other using the target language.	
CLOSURE	Game: focus on it. Teacher puts twenty four cards face down on the floor with the differents food picture on each one	Students have to choose and pick up to of them can ask the teacher to repeat the question when they do not understand.	10 minutes

Appendix P

Lesson Plan # 6

NAME: SADITH JULIO	SUBJECT: ENGLISH	GRADE: FIFTH	DATE
STANDARDS: Participa activamente en juegos de palabras y rondas..			
LANGUAGE OBJECTIVE: students will be able to talk about leisure Activities			
TARGET LANGUAGE: which are the sports do you like most?			
ACTIVITY	TEACHER ACTION	STUDENTS ACTION	MATERIALS AND RUNNING CLOCK
WARM UP	Teacher greets students and after that he tell them what are the sport he like most using gesture and TPR to express. Later, he plays a video which encouraged students to learn	Students greet teacher and pay attention to the teacher explanation. Later, they watch the video which they must learn and write down the new vocabulary.	10 MINUTES CD PLAYER

	the vocabulary of different kind of sports.		
SECUENCIA	Teacher ask students to make an activity in group of five students working with the vocabulary given.	Students in group of five have to stick in a big paper different leisure activities pictures and write down the name of each one in it. The first group that filled out the paper correctively is the winner	10 MINUTES Notebook Pen Copies Scissors glue
EVALUATION	T. asks students to simulate a TV show where they are famous persons who are interviewed with questions like: what is the sport do you like most? Why do you like it? how often do you practice this sport?	They have to ask each other about the different activities what sports they like practice and which they do not..	20 MINUTES Piece of paper, stickers, picture cards.
CLOSURE	teacher write down on the board the result of the interview for example: Eduardo likes play soccer, he plays this sport	Students have to read and memories the text and try to explain it in front of their classmates. Using words	10 MINUTES

	twice a week and the sport Camila likes most is ride bike, she rides bike every afternoon since three years ago.	and gestures.	
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Appendixes Q









