

**A Proposal to Teach English to Eighth Graders
in a Public School in Cali through Curriculum Contents**

INGRI YOJANNA CAICEDO SANCHEZ

Code: 0329806

**UNIVERSIDAD DEL VALLE
FACULTAD DE HUMANIDADES
ESCUELA DE CIENCIAS DEL LENGUAJE
SANTIAGO DE CALI
October de 2012**

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Code: 0329806

Trabajo de grado

Directora

Rosalba Cárdenas Ramos

**Universidad del Valle
Facultad de Humanidades
Escuela de Ciencias del Lenguaje
2012**

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Introduction

For almost two decades the education system in Colombia has gone through numerous changes. One of these changes, part of the *Revolución Educativa* was The *General Education Law in 1994*, in which learning a foreign language was included in the curriculum as one of the obligatory and fundamental basic content areas of education offered in every school (pp 21, Article: 23 No7). Later on, the *Achievement Indicators* appeared in 1996 with the idea of presenting general guidelines for the development of curricula for every subject area and every school grade. Similarly, the *Lineamientos Curriculares* were issued in 1999 in order to provide specific guidelines for foreign language learning. Equally important, in 2004, a transforming project was initiated as part of this *Revolución Educativa*, the *Programa Nacional de Bilingüismo (National Bilingual Program) (NBP)* that was initially projected to be developed from 2004 to 2010. This initiative was later rescheduled to cover 15 years from 2004 to 2019.

The NBP was the awareness for Colombians to recognize the importance of becoming active participants in today's globalized world. One of the main objectives that the (NBP) wants to accomplish is to introduce the learning of English as a foreign language in all private and public schools in our country. Today, the educational system is organized around the criteria of the Standards set forth by the NBP in November 2006.

Considering the educational policies of the NBP, it is deemed necessary to implement different and- up- to date pedagogical approaches that will lead to the improvement of language proficiency. One of the most successful approaches used since the 1970's has been the Communicative Approach. Departing from the need to strengthen the learning of second and foreign languages, in times of great migratory movements and fast communications, several experts such as Halliday (1970); Hymes, (1974); Widdowson (1978); Brumfit and Johnson, (1979); (cited by Richards and Rodgers 2001) considered important the concept of communicative competence that includes knowing what to say, how to say it appropriately based on the situation, the

participants, roles, and intensions involved. In other words, communicative competence is seen as a set of knowledge, abilities and skills that allows a person to perform communication acts; it includes linguistic, pragmatic, and sociolinguistic competences (Richards and Rogers 2004).

Littlewood (1981:31) brings to light the importance of using communicative activities and argues that every communicative act has a purpose for real life since it includes the language in every task. Based on this view, it could be stated that learning a language goes beyond vocabulary and grammar structures, not as the traditional teaching approaches that were developed based on the learning building blocks of a language or the development of the *grammatical competence*.

Communicative Language Teaching (CLT) is part of the Communicative Approach; which highlights the importance of language as a basic element of communication through interaction, (Richards and Rodgers 2001). Similarly, CLT in *Lineamientos Curriculares* (2006) is described as a set of language teaching procedures organized around two main principles; one is communication and the other one is communicative competence.

In order to carry out Action Research to incorporate more meaningful and interactive work in an 8th grade in a public institution, I reviewed CLT and several teaching approaches described as extensions of it.

To make my intervention possible, class observation was conducted at *INEM Jorge Isaac School*, an institution from the public sector to analyze the context in which language was taught and learned. The following components were analyzed: how English was taught, students' responses to classroom activities, and materials used. I also observed the students' performance in the classes I provided.

Finally, I designed and implemented a unit of contents based on the topics covered in social studies and science; this unit followed the principles of CLT, as well as

those of Content Based Instruction, Task based Learning and Cooperative Work. The results of the implementation of the unit were evaluated.

1.1 Rationale

As a Foreign Languages student (*Licenciatura en Lenguas Extranjeras*), I have observed some of the recent changes in the education system of Colombian and I believe that there are many changes to be made if the NBP intends to accomplish its objectives. First I want to point out that the NBP does not pretend to implement bilingual education, but to make students and teachers improve their English proficiency¹. Neither, does this program seek, as one of its main goals, to integrate the foreign language with other areas such as math, science, social studies etc; although the possibility of establishing links is mentioned in the Standards document (p9)²

The Standards document clearly states that English is a foreign language in Colombia, although it recognizes that it is the universal language. Along with the NBP, the *National Ministry of Education* (MEN) has established the improvement of the teaching practice of English, and the language proficiency of the students, in an effort to meet international standards.

As a student and a teacher, my main concern is the conditions under which the NBP is going to be implemented in the public sector. For instance: teachers' preparation, resources available, the amount of class hours, overcrowded classrooms, etc. Likewise, it is important to be aware of what the Standards present regarding the main principles of teaching. This document is organized around the principles of the Common European Framework of Reference for Languages, which established levels of proficiency for language learners –within the European Community.

English standards allow students and their families, teachers and the schools, the government and all the authorities in education to be aware of what students may learn

¹ This information was taken from some analysis done in the didactics class Universidad del Valle, *Licenciatura en Lenguas Extranjeras* 2008

² “El conocimiento de una lengua extranjera contribuye a la formación de conceptos, al razonamiento lógico y al desarrollo de la creatividad. Por ello influye en el dominio de otras disciplinas como las matemáticas, las ciencias sociales, literatura y las artes”.

in English and what they may do with that knowledge in a specific context.

As a student I believe that learning a language can be easily achieved in real contexts when the formal structure of the language is not the center of attention and the focus is language use; that is, what is done with the language and how it is used effectively. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach (Richards and Rogers 2004). As a teacher, I feel that we ought to prepare ourselves to face these recent educational changes by way of learning to use new technologies and methodologies which will facilitate student learning. Richards and Rodgers (2004:5) Teacher now have to assume the role of facilitator and monitor rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error free sentences, the teacher have to develop a different view of learner's errors and of her/his own role in facilitating language learning

2. The Problem

Learning a second language is essential in today's world and Colombia is not the exception. Languages are a vehicle of communication and generators of new knowledge, not just another subject in an educational institution. In our country, English is a foreign language; and the Ministry of Education (Ministerio de Educación Nacional MEN) has established as one of its policies the improvement of English teaching for the students to reach a higher level of competence; for the end of secondary education, this level is B1 (Pre-Intermediate). This goal, together with those set for students at the undergraduate level and for language teachers, are part of what is known as the N.B.P.

With the purpose of reaching the goals proposed in the NBP, the MEN adopted the language levels described by the Common European Framework of Reference (CEFR). The CEFR was created by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. It describes the different levels of proficiency a language student in Europe may accomplish in a foreign language. The different levels proposed are: A1 basic, A2 beginning, B1 Pre-intermediate, B2 intermediate, C1 Pre-advanced and C2 advanced.

However, in our Colombian context, and especially in the public sector, there are some conditions that make the achievement of some degree of bilingualism difficult to reach. Among many aspects, the meaningfulness of what is learned manifested in the lack of integration in the content areas (Subject Matters) from the curriculum and the English classes does not enable students to establish connections between their personal world and their school world. As presented by González (2009: 29)

One of the greatest failures of schools has been their inability to guarantee foreign language acquisition. The majority of the students never become fluent in the language they have studied. Students memorize vocabulary words, conjugations of verbs, and grammar structures, but they don't speak and don't use the language in real situations.

I selected some of the difficulties in the public school to carry out action research are overcrowded classrooms and few hours devoted to English classes. In this school with diversified education (Educación Diversificada) located in a commercial area of the northern part of Cali, Colombia, late salary payment to teachers causes interruptions during the school year resulting in students' loss of interest towards learning a foreign language. Furthermore, the lack of teachers' preparation and their struggle with outdated methodologies and materials are obstacles to reach the goals of the NBP.

Departing from these ideas about the way English is currently taught in the public sector, the teachers' preparation regarding the NBP, and the limitations this task of bilingualism implies, this action research aims at answering the following questions concerning the selected context:

- What kind of activities and methodologies does the teacher use?
- What kinds of materials are used in the classroom?
- How is the Communicative Approach put into practice?
- What is the students' attitude towards the activities developed in the classroom?
- How are the different content areas and English classes related?

3. Objectives

3.1 General Objective

To seek improvement of the teaching of English in an eighth grade from a public school in Santiago de Cali through the implementation of a proposal based on the integration of this language with some disciplinary fields that are part of the curriculum.

3.2 Specific Objectives

3.2.1 To describe the methodology implemented with a group of eighth grade at INEM (Jorge Isaacs) and the response of the students to such methodology.

3.2.2 To design, plan and prepare a unit of teaching based on Content-Based Instruction (CBI), through the Communicative Approach, some Task Based Learning procedures, Project Work, and Cooperative Work.

3.2.3 To develop a unit of teaching which follows the methodological approaches previously mentioned.

3.2.4 To implement and to evaluate the unit of teaching

3.2.5 To describe the performance and responses of the students during English classes.

4. Previous Work in the Area

In the search of studies which address problems and issues similar to the ones in this research I found some that are of high significance and which are summarized in the following pages.

Cardona and Quintero (1996) from *Universidad de Caldas* carried out an investigation titled “Una Mirada investigativa en el aula de Inglés” in eight different schools in Caldas considering Project-Work methodologies. Their research was carried out with the aim of analyzing the methodologies used in the teaching of English. They found that even if there are many methodologies to teach a foreign language, grammar centered activities and repetition prevail in the classroom.

Cardona and Quintero (1996) expressed that they observed classes in which the main focus was formal or grammatical activities. In these classes Spanish was used and the teacher was the person who spoke most of the time. In this project, Cardona and Quintero also found that in some schools from the public sector teachers are not able to apply new methodologies due to the limitations found in institutions, the limited availability of resources, the lack of motivation in students and, in many cases, the deficient preparation teachers have. In the same way the authors described that working in groups for a specific purpose was a good strategy to change grammar centered activities in the class. The project of Cardona and Quintero was a good example to follow for the development of my project because the context in which they carried it out was similar to the context I found at the INEM Jorge Isaacs School and with Project-work students could improve and learned more.

Similarly, García (2000) presented a study “*Propuesta de trabajo por proyectos para integrar el Inglés con otras áreas del currículo del tercer grado de básica primaria*”, in a public school of low-medium to medium strata in Cali, Colombia. The main objective of this study was to develop a proposal of Project-Work which integrated units in English with the school curriculum of Third grade. Data were collected through

class observation from October to November 1999 with an average of nine hours per week. Observations were non-structured; the researcher kept a diary in which she described the activities and the behavior of the students and of the teacher.

The author conducted bibliographic research to explain the theory of project-work, its advantages, characteristics, and application in the teaching of a second language. To develop the proposal Garcia surveyed third graders to identify their interests. Furthermore, she revised the school curriculum, its contents and the achievement indicators for the school year.

García established that even if the teacher tried to innovate during the classes, the work was organized around a traditional method. For instance, the teacher explained a subject in Spanish most of time since the topics were related to nature because the school promotes an environmental approach. When a topic was introduced to the students, they were asked to make drawings or to write a summary of what was explained in class. In the observations, the researcher could see that the teacher reviewed commands because the students tended to forget them easily. García also found that the contents seemed not to be organized around the syllabus.

García's monograph provided a useful guide in the organization and development of my project because there are similarities between the objectives that I had established and the school policies. Besides, her work provided me with some ideas on how to develop my own work on projects.

González (2001) developed the project "*Encouraging Interaction by Applying Cooperative Learning*" in a public school, *Marco Fidel Suarez in Bogotá*. González' research was based on the theory of cooperative learning. The researcher developed her project based on Action Research; she started the project with teamwork and oral activities. According to González Action Research allowed the teacher and the students to reflect on the teaching-learning process. The data from observations and from the analysis of some surveys were recorded in the teacher's diary. The focus was the

behavior of the students in class, which included their feelings, reactions, likes, dislikes, and difficulties. González observed the advantages and difficulties in oral production. Each activity was analyzed and the results were triangulated to create a complete picture of the situation.

Triangulations showed that working in groups created a pleasant environment where students felt confident with using their native language to learn the foreign language. However, she explained that there were some problems during the development of the activities because some students struggled with pronunciation and they did not have enough opportunities to practice.

When the researcher obtained her findings she set as main objective to take a group of students from different backgrounds to work cooperatively. González (2001:28) shares with Kagan, (1990); and Laurie and Kagan's, (1997) the ideas of sequential organization of the class and adopts a simultaneous structure that allows interaction among the students; in these interactions students have the opportunity to speak in pairs, within teams or in small groups. Another objective was to organize teambuilding, real-life, pleasant activities to better academic performance and speaking skills. Gonzalez's project is a great contribution for the development of my monograph since it is an example of how a class can be developed based on cooperative activities using different contents in order to carry out meaningful classes in which students are active participant.

Viáfara and López (2007) developed their project "*Public School Students' Performance in an EFL Cooperative Work Environment*" within a qualitative approach in order to find out how a group of educators perceived the performance of the students and attitudes towards cooperative experiences. Their study was carried out in the PROFILE Teaching Professional Development (TPD) and describes how teachers from the public sector saw themselves when using cooperative learning.

Seventy teachers from 34 schools in Bogotá participated in this Action Research

through surveys, reports and interviews. As part of a pedagogical dossier a workshop in cooperative learning was offered. The participants were involved in analyzing the principles of cooperative learning. First, a warm-up activity was done to identify the students' knowledge of cooperative learning in connection with their learning situation. Based on Kagan's (1994) principles, teachers discussed different issues like the differences between traditional group work and cooperative learning.

After they had worked in teams, the tutors presented possible ways to support educators in building a cooperative structure. Participants monitored their work and distributed resources and duties. The groups reported and added petals to the other group in order to create a flower. To close the activity, the educators talked about their impressions, feelings and perceptions. After this, they were encouraged to implement the approach in their schools. In order to carry out my practicum I developed some activities based on Cooperative Work with INEM students to help them understand the new contents in the foreign language, based on the work of these teachers from Bogotá who constructed knowledge through the exchange of everyone's' previous experiences.

Finally, Manosalve, Montoya, Posada and Serna (2007) carried out a project titled "*Articulating English to Specific Content Areas at the Pontificia Bolivariana*" in which these authors stated that it is important to use Content Based Instruction (CBI) to make English learning more relevant because the foreign language and the learning contents may be developed at the same time, and this makes the acquisition of English more meaningful. This project provides information about the first step of a five-phased project designed by the *Universidad Pontificia Bolivariana*.

In this Action Research, the authors presented the context and the background of the project, and the theoretical background and structure of CBI. These specialists thought that the main problem the teachers faced was that there was no connection between the courses and a particular academic need. As a result ESP courses were implemented and the researchers developed them considering the following characteristics:

- a. Learning by interaction, the communication was in the target language.
- b. The use of authentic materials in the learning context.
- c. The focus was both on the language and the learning process.
- d. The Students' previous experience was taken into account.
- e. There establishment of a connection between the language inside and outside the classroom.

The researchers found that learners were capable of talking about personal and everyday topics, as well as about different aspects of their professions or fields of study. In the same way the authors stated that teaching language through contents contributes to the development of the students' communicative competence that may be built upon three bases, which are subject matter, authentic language and texts, and students' cognitive and affective involvement. For these researchers the problem in teaching the foreign language was that teachers only concentrated on one of the components of communicative competence because they did not realize the language itself is a vehicle to communicate in the classroom.

I totally agreed with the manner all the authors above approached different situations similar to the ones I experienced during my practicum because all of them had as a main objective to improve teaching practices. I took into consideration some of the methodologies they used in order to see a positive result in the different situations I saw in my observations and in my helping period at the INEM Jorge Isaacs School.

To carry out Action Research I review some literature that helped me to contextualize my proposal.

5. Conceptual and Theoretical Framework

5.1 Some definitions

Several approaches with different procedures have been created to find out how a foreign language can be learned in a monolingual school. Many of the current methodologies have been planned and applied to reach the goals presented in the NBP according to the Common European Framework of Reference for Languages (CEFR). In order to know how to make language learning more meaningful, this section reviews some important concepts that describe the latest changes in the education system in Colombia and some of the main components in learning a foreign language that I reviewed in order to develop my proposal.

5.1.1 General Law of Education: With the idea of contextualizing the numerous changes that had been done in Colombia I reviewed some of the latest proposals that specialists in education had carried out with the aim of improving the quality of the education processes. To begin with, it is important to say that in February 1994, the *General Law of Education* appeared as a National Policy to regulate all the levels of the educational sector. According to this law, teachers play a central role in education because they are supposed to follow a holistic approach promoting the development of social, cultural and moral skills. In addition, the law involves the idea of having well trained teachers through continuous professional development. This law attempted to introduce a foreign language in the public sector from the elementary levels. Law 115 arranged the development of curricula based on processes and competences.

With the *Revolución Educativa*, schools faced many changes. One of them was the autonomy in their Proyecto Educativo Institucional (PEI) and the curriculum.

Another change was the adjustment of their curriculum following some specific guidelines and also the addition of English as another element of the obligatory content areas of study.

5.1.2 Standards: Later on, with the purpose of unifying in a coherent way what is it the students have to learn and are able to do with what their knowledge, in order to provide curriculum guidelines, the *Ministerio de Educacion Nacional* (MEN) created standards for most of the content areas, including English as a foreign language. These standards describe what the students should know from first grade to eleventh grade. In the case of English, they stated what students should be able to do with the language. Standards for English do not state contents; they are organized around the criteria of language competences, they emphasize performance.

Standards in foreign languages are a proposal issued in November 2006 by the Ministry of Education adapted from the Common European Framework, an official document created by the European Council to regulate language learning in the continent. The “*Basic Standards of Foreign Language Competences: English*” intended to improve the quality of education in Colombia and to supply the demands of this globalized world. Due to the process of globalization and the need for good communication skills in English, millions of people want to have a better command of the foreign language as a requirement for success and progress in many fields of employment nowadays.

The main purpose of the Standards is to present some public criteria that allow us to establish the basic levels of proficiency that Colombians need to reach to communicate in the foreign language.

The official view is that Standards show what the students should learn and be able to do effectively with what they learned, at the end of each school year. In the same way, standards provide an orientation for English teachers, parents and the educational community to have a clear view of the communicative competences children are

supposed to develop in the basic and intermediate levels. Also, the contents of the document seek to help teachers and students to reach the goals presented in the *Visión Colombia 2019* document. These goals refer to level of competence (Level B1, according to the Common European Framework) by the time they finish high school.

I took into consideration the standards as a guidance for the developing the didactic unit in order to contextualize what are the aims the MEN says students have to reach when they are in eighth grade.

5.1.3 National Bilingual Program (NBP): In order to accomplish the international demands in social and economical fields, Standards were designed to guide every person who wanted to develop abilities in a foreign language. As a tool given to our country to improve the conditions of communicative competences in a foreign language, partly based on these Standards developed by the European community, the National Program of Bilingualism was launched as an ambitious proposal, in order to help the Colombians meet the aims of a globalized world. In the NBP, the Ministerio de Educación Nacional (MEN) has established linguistic policies that are oriented towards the development of the teaching of the first language, the preservation of indigenous and creole languages, as well as the improvement of the teaching and learning of English as a foreign language.

According to the Standards (p2), bilingualism is understood as a good command of a foreign language and its culture in different levels in order to communicate. Considering the goal of a bilingual Colombia, the NBP proposes some guidelines in order to improve the teaching of English.

At this point, it is important to make the distinction between a second language and a foreign language. A second language is considered as a vehicle in commercial, official, social and educational activities in which communication between the members of a country is required. Frequently a second language is acquired by necessity as a result of studying or working in a foreign country, but not restricted to it. On the

contrary, a foreign language in the NBP is a language that is not spoken in an immediate environment because its use, with the purpose of communication is not permanent in a country.

A foreign language is mainly learned in school and generally the students are only exposed to it in short periods of time. According to the NPB even if the language is only used in academic contexts it is possible for the students to develop intermediate levels of proficiency.

In this research; I hold the view that the goals of NBP may be reached if the foreign language is taught in a meaningful way, using the information from real subject matter.

5.1.4. Communicative Approach: To make possible a bilingual Colombia the NBP emphasizes on the development of Communicative Competence defined as the ability to use the language for meaningful communication; it includes using the language for different purposes and functions considering the setting, the participants, produce and understand different types of texts and the communicative strategies that may come out despite the limitations in language knowledge. Richards (2004)

The development of the concept of communicative competence owes much to Hymes, (1971:278) assertion that “There are rules of use without which the rules of grammar would be useless.” It was a reaction to a long tradition of language teaching based on grammar. In terms of language teaching this concept gave way to the communicative approach.

The Communicative Approach is focused on the idea of encouraging students to use the language they want to learn creating real life settings in order to develop communicative competences. According to Jimenez and Naranjo (1998), to teach English with the communicative approach teachers must consider the school curriculum and the need of the students.

Communicative Language Teaching CLT as part of Communicative Approach pays carefully attention to the knowledge and the skills needed to use grammar (grammatical competence) and other aspects of language such as questioning, advising, suggesting, describing, arguing etc. for different communicative purposes (communicative competence) Richards (2004). This author clearly emphasized that at the beginning of CLT there were two concerns regarding the modifications needed to reach the main goal of developing communicative competence. One of the factors to reflect about was related to the contents that should be used in a communicative class, *what to teach (Syllabus design/course design)*. Another element to consider is how to plan and perform activities with those contents, *how to teach (Methodology)*.

Richards (2004) also states that the syllabus of CLT ought to include some aspects of language use based on a combination of the following: the four skills through a Skills-Based syllabus (listening, speaking, reading, and writing); language functions through a Functional Syllabus (what a person is able to carry out in English); notions through a Notional Syllabus (based on contents or notions needed to express); and the organization of contents in meaningful tasks through a Task-based syllabus (tasks to carry out in the classroom).

From the previous two proposals of syllabus I considered some of the communicative practice activities and procedures in order to design a unit of teaching taking into account Content-Based Instruction and Task-Based Instruction.

5.1.5 Content-Based Instruction (CBI): CBI emphasizes on real communication and the exchange of information; it integrates the presentation of topics or tasks from subject matter classes. The main focus of this approach is not on grammatical activities or functions of the foreign language, but on subject matter. It claims that languages are best learned in real situations when the exchange of information is useful and interesting to the students Richards (2004).

Krahnke (1987:650) cited in (Richards 2004:28) defined CBI as The teaching of content or information in the language being learned with little or no direct explicit effort to teaching the language itself separately from the content being taught.

Information or content of a subject matter is part of any language lesson. In traditional learning, content is selected after some other decisions about skills, grammar, functions etc. have been made. On the contrary, as an extension of CLT; in CBI content decisions are made first because the content is what people learned through the foreign language. Richards (2004:29)

According to Richards (2004:29) in CBI there are three main assumptions:

- a.** People learn a language when they use it to acquire information rather than as an end for itself.
- b.** CBI reflects students' needs.
- c.** Contents provide a coherent framework that can be used to link and develop all the language skills.

CBI is basically organized around the idea of learning a foreign or second language in a purposeful way. Learning is developed in real contexts through the second language (L2).

Richards and Rogers (2001) state that when there is motivation to learn the foreign language it is easier for the student to acquire it. Classes can be more interesting to the students if there is a connection between the target language and other subject areas of the curriculum; the combination of a subject matter and a foreign language makes more sense for the students than learning the FL for its own sake.

Curtain and Pesola (1994:35) use the term CBI in a more restricted way, limiting it to only those "...curriculum concepts being taught through the foreign language ... appropriate to the grade level of the students..." In CBI students are involved in activities in which all the skills are linked as in real life situations. Language is text and

discourse-based; it is considered as a whole rather than parts. Hence, students read, take notes, listen to and/or respond orally to situations they encounter.

It is interesting to consider that people learn languages while using them, and the meaning and the form of a language cannot be separated. In the public sector, however, it is not easy to implement some of the CBI procedures because the schools do not offer all the resources needed and English classes are developed twice a week only with 50' minutes each class. However; with the use of a didactic unit of teaching I integrated some of the contents from different subject areas (Social Studies /Science) with the English class with the purpose of developing English skill and review or complement some of the contents students were learning about.

5.1.6 Tasks-Based Instruction TBI: To create my unit of teaching I also included TBI procedures to carry out meaningful activities. In an attempt to define TBI I considered important for the development of my action research the ideas presented in Attar and Chopra (2010: 319) who recognized Prabhu's contribution for TBI: "Prabhu (1987) deserves credit for originating the task- based teaching and learning, based on the concept that effective learning occurs when students are fully engaged in language."

TBI is a set of actions which main focus is on the task that has to be carried out and not in the language that the students use to communicate, Cardenas (2009) clarifies that in TBI accuracy is very important even if it is not the main objective. Fluency is developed through the activities and accuracy is developed through feedback.

There are several definitions of TBI and as a complement for the description presented above, let's consider Nunan (1989:10) who defines a task as: a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

Richards (2004) expanded the concept of Task Based Instruction saying that it is related to Communicative Language Teaching since in this approach a task is seen as an activity or goal that is carried out by the students using the foreign language; in his opinion, tasks are the central unit of planning and teaching.

According to Willis (1996) cited in (Richards 2004:34), TBI has some sequences of activities to follow:

a. Pre-task activity: in this section there is a presentation of the input. The students have an introduction of the task to be prepared and they receive instructions based on previous knowledge.

b. Task –cycle: in this section students develop the task; they plan a report and present it. The tasks are carried out in (small) groups in which students look for information, discuss it and use what they need to complete the task, with supervision if needed.

c. The final step is language focus and feedback. In this step students look at the language aspects used in the report. The Teacher may help (if needed) them to examine the language.

Developing classes through the use of tasks improves the learning and motivation because the students use authentic and natural language. Most of the tasks have to be developed in a cooperative way; they may be done in pairs or in small groups. Students can also develop tasks monitoring their own language process when they reflect on the characteristics of tasks including the language form. However, some of the tasks require students to face situations in which they have to interpret messages of subjects they may lack information and prior experience Richards (2001).

Teachers often assume different roles to help students with tasks. They select, adapt, and/or create the tasks to form an instructional sequence keeping with learning needs, interests and levels of language skill. They also prepare their students to develop the task before during and after it takes place. Teachers plan pre-tasks such as topic

introduction, instructions, help, and demonstration of tasks; they also use a variety of resources to develop the tasks. Some of the resources may be authentic, adapted or modified in text format, multimedia and realia.

Cárdenas R. (2009) favors the use of authentic materials to develop authentic tasks. Popular media like newspaper, TV programs, TV news, internet and radio are some of the tools teachers bring into play when planning their Task Based Learning classes along with collaborative learning activities.

5.1.7 Project Work Activities: In the General Education Law (1994) Project-Work is defined as an activity that may start in an academic context with the aim to prepare students to solve real life situations related to their social and cultural environment; for this, is necessary to incorporate knowledge, abilities, skills, attitudes and values in the development of different areas as well as the experienced reached come into play; this teaching is defined in Law 115, Article 14 of 1994 as pedagogical projects.

Fried-Booth (1986:7) emphasized that “learning by projects turns into a bridge that communicates the language that the students learn and the language that they required.”

Cárdenas R.(2009) expanded the idea of Project Work explaining that it is an interdisciplinary approach that involves academic and real life activities and subjects; according to this author, Project Work helps students to develop a sense of belonging with their learning processes and styles. In Colombia, project work had been accepted in different schools and institutions after a difficult beginning due to misinterpretations about its phases and components

In her article “Incorporating Multiple Intelligences Theory in Language Teaching: Portfolios, projects and team teaching” Cárdenas R. (2007) presented a variety of tasks focused on information, contextualized learning and the possibility of

using the language in problem-solving and product development. According to this author, a Project may last from a week to twelve months and it allows students to select different activities and to distribute responsibilities in the groups according to their interests, skills and intelligences.

Cárdenas also asserts that projects are developed in steps and in a way in which the students evolve by interacting, researching for information, negotiating, monitoring and assessing the stages with each team member. Working in projects at school allows the use of a diversity of tasks that involve different intelligences. Some of them are:

- a. In Logical Mathematical Intelligence: problem solving, predicting, sequencing, collecting and coding data, calculating and experimenting.
- b. In Verbal Linguistic Intelligence: speaking, storytelling, retelling, discussing, debating, dramatizing, and listening to each other and oral presentations.
- c. In Musical Intelligence: music presentation, the use of songs, rhymes or playing instruments.
- d. In Bodily-Kinesthetic Intelligence: dancing, physical activities, crafts and classroom arrangement for presentation.
- e. Intrapersonal and Interpersonal Intelligences: are involved in activities like collaborative study or forming study groups and individual study or research.

Some of the activities above are important in the planning of the classes that I organized around school subject contents. I consider that project work procedures are helpful in the development of my final project because they help the students to improve their speaking skills as it gives them the opportunity to acquire knowledge.

However, project work is not only focused on academic subject matters but on different contents and student's interests and needs. Legutke and Thomas (1991:161-165) classify Project Work in three types or categories:

- a. Encounter projects in which the students interact with native speakers.

b. Text projects, or project based on texts written by native speakers about their experience and reactions to the world.

c. Class correspondence project or those that involve interaction between native speakers with students of different cultures.

It is important to mention that a project is developed by steps. First of all there must be the selection of a topic. Second, the students (in groups) plan the steps of the project and assign roles. Third, a research is done by all the members of the group. After that, the group analyzes the findings to develop a product that is finally shared with the other groups for evaluation.

5.1.8 Cooperative Work: As an extension of Communicative Language Teaching appears Cooperative Work deemed in my research project as a procedure based on the belief that meaningful tasks can be better developed by working in groups than by working individually. Cooperation may be defined as working together to accomplish shared goals. It is the instructional use of small groups through which students work together to maximize their own learning (Johnson & Johnson 1986).

According to García (2000) and González (2001), traditional learning settings were teacher-fronted in which competition was the basis. However, cooperative classes are different:

- a. All the students can participate and they benefit from each other.
- b. Students develop social skills
- c. Students and teachers build positive relationships among themselves.
- d. Classes are organized around team-based activities.

Vygotsky (1978:57) stressed on the central role of social interaction in learning: “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level; first between people (interpsychological) and (intrapsychological)”

Cooperative Work seeks to develop critical thinking as far as a classroom fosters cooperation rather than competition in learning. Cárdenas (2009) asserts that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.

The development of thinking skills and communicative competence through socially structured interaction activities may be seen as the main objectives of Cooperative Work. Johnson & Smith (2000) describe three types of cooperative learning groups.

1. Formal cooperative learning groups: from one class period to several weeks. Specific tasks are developed involving the students working together to achieve shared learning goals.
2. Informal cooperative learning groups: groups that last from a few minutes to a class period and are used to focus students' attention or to facilitate learning during direct teaching.
3. Cooperative base groups: long term groups with a period of minimum one year with stable membership to allow each member provide support, help, encouragement, and the assistance they need to succeed academically.

It is worth highlighting that Cooperative Work is different to Collaborative Learning. The term "cooperative work" refers to an instructional procedure in which students, at various performance levels, work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. In Cooperative Work the students' previous knowledge, experiences, strategies, language and culture count to develop learning situations. Leadership in goal setting, task assignment, and activity assessment is shared. Thus, the success of one student helps other students to be successful. In Collaborative Learning, students develop a task together but they do not have a common goal. Each member of the group has different objectives, they are the direct responsible of a specific task that is developed within the

help of someone else. Johnson, Johnson & and Smith (2000).

The theoretical constructs I adopted for my Action Research departed from the Communicative Language Teaching and some of its extensions (Content-Based Instruction, Task-Based Instruction) taking into consideration what the MEN proposed for eighth graders.

6. Research Methodology

This monograph is based on an Action research (AR) project of qualitative nature, in which the description and interpretation of information gathered in English classes observed in a group of eight grade at INEM, a public school in Santiago de Cali, was used as the basis for the design, implementation and evaluation of a unit of teaching; this unit integrated English with other areas of the curriculum, and aimed at improving ELT practice in the group.

There are many definitions for Action research, based on the differences in focus given to it through times. Carr and Kemmis, (1986:162) define it as [...] a self-reflection done by the direct participants in social situations with the aim of improving the rationality and the justice of each person's own practices, the understanding of them and the situations in which they are developed." Later, Kemmis and Mc.Taggart (1988:5) claimed that a given approach is AR only "...when it is collaborative", although they also concede that "the action research of the group is achieved through the critically examined action of individual group members." This view, initially expressed by Lewin (1946) and Collier (1945) (in Pine 2009), is supported by many other authors, which usually refer to it as Participatory Action Research (Burns, 1999, among others), although it is accepted that it can also be carried out by individual teachers. Nunan, 1992, en Chamot, 1995 define AR as "Research conducted by teachers, often (though not always) in collaboration with others, and which frequently leads to changes in the instructional context."

Ferrand (2000), in her research "Themes in Education", states that Action Research is seen as a collaborative activity among colleagues who look for solutions to real problems encountered in schools daily. Additionally, it is also seen as an effort to find ways to improve instruction and to increase student achievement. Action research is about doing things better in order to impact students in a significant way

According to Sandino (2003), the purpose of Action Research is to accumulate

knowledge about teaching and to understand the educational reality. Also, Action Research provides useful information and guidance when making decisions concerning the improvement of educational processes. In Action Research, reflection emerges from an individual concern, doubt, problem, desire, etc. Arias and Restrepo (2009) highlight that there is a need to understand the educational practices in the classroom and the school in general, as well as the practices in society.

Burns (1999:35) presents nine phases of interrelated experience for Action Research: exploration, identification, planning, data collection, reflection and analysis, hypothesis, intervention, observation, report (oral and written).

In this study, I relied on Ferrand's principles related to the type of Action Research developed by a teacher who focuses on a specific issue in the classroom, following five basic steps. The first three stages constituted the diagnostic stage, the fourth constituted the design and intervention stages and finally the fifth stage constituted the evaluation stage.

1. Identification of a problem: most of the time, and for this specific case, it is a question or a set of questions that must be concise, meaningful, and presented in a common language, not jargon. There must be a question with an open answer.
2. Collection and organization of data: data is gathered through observations, informal interviews, photos and video tapes.
3. Interpretation of data: it depends on the question to be answered. Some data may be quantifiably in terms of frequency, but analyzed without the use of statistics or technical assistance. Data like opinions, attitudes, and checklist among others are summarized in a table form.
4. Action based on data: data and literature review are the basis to create an action plan (teaching with contents), to make a change, and to study that change. According to

the author changes may be done one at a time to relate variables with outcomes.

5. Reflection: in this final step a personal evaluation is made to assess the effects of the intervention to determine whether there has been an improvement or not.

Some other of the characteristics of AR that I took into consideration to develop my research were...

- a. Try to solve a real problem which I encountered in a public, monolingual school with English as a foreign language included in the curriculum, to improve students' learning.
- b. Select a school from lower/ medium strata (2-3), because in our country these segments are not commonly exposed to effective L2 teaching, and I wanted to contribute to the students' opportunities in today's society.

The English teacher from the 8th-17 grade in which I carry out my research was a Literature graduate from *Universidad del Valle* who had been working in the school from about five years when I made the intervention. The 8th-17 group was a classroom of 35 students (18 girls and 17 boys) who had English classes two days a week with two hours of classes on Monday and one hour of class on Wednesdays.

6.1 Context and Participants

In this section, a general description of the INEM “Jorge Isaacs”, *Institución Nacional de Educación Media Diversificada* is provided, based on my previous work from 2005 for my classroom research class and from my practicum in 2008. First, I selected a school from the public sector. Then, I decided to research the high school area in the Eighth grade (8-17). After that, I recorded through observations the methodology used while teaching English as foreign language, the performance of the students and their language proficiency.

As I mentioned before, INEM is a coeducational, monolingual institution with integrated areas, diversified education (Educación Diversificada); that is, the school has different modalities and the curriculum has independent areas. In this school, the students can choose to learn languages or to learn about the industrial or the commercial sector as they enter their Ninth school year. This institution is located in *Calima*, a commercial area in the northern part of Cali Colombia.

According to school statistics, in the school year (2008-2009) there were 4038 students enrolled. The chart below shows the total of grades, number of groups and the average number of students per grade³.

³ Source: PEI INEM

Jornada	Grado/Grupos	Total Grupos	Total Estudiantes
MANANA	6-01 a 6-11	12	499
	7-01 a 7-11	10	392
	8-01 a 8-12	12	438
	9-01 a 9-12	12	482
	10-01 a 10-13	13	259
	11-01 a 11-15	15	482
	SUB TOTAL	74	2552
TARDE	6-12 a 6-21	10	223
	7-12 a 7-21	10	242
	8-13 a 8-22	9	276
	9-13 a 9-19	8	247
	10-14 a 10-19	7	248
	11-16 a 11-24	8	250
	SUB TOTAL	52	1486
	GRAN TOTAL	126	4038

Table 1: Number of students in the school

The curriculum of the institution is diversified, flexible and related to the cultural, social, financial, and political environment of the country. In order to plan and monitor the process of each subject teachers meet by areas of study.

There are 8 blocks in the building divided in academic and administrative departments. The Foreign language and Spanish departments are located on the third block. The classrooms are located on the second and third floor and are arranged according to the Language: English, German, French and Spanish. INEM has a practice lab for English. The software *Discoveries* from the *Ministerio de Educación Nacional* is a complement to the English class. The number of students per group ranges between 28 and 35 on average⁴.

As I stated before, my research was conducted in an 8th grade group (8-17) with 30 students (girls and boys) ages 13 to 17. They have three hours of English a week (Mondays from 2:30 to 4:45 and Wednesdays from 3:50 to 4: 45). In comparison with other schools from the public sector the INEM has three hours of English classes for all the students at all levels because it has an emphasis on languages.

⁴ This Information is taken from informal talk with the 8-17 English teacher

6.1.1 Research Question

This Action Research was based on my interest, as an English teacher-researcher, of exploring an eighth grade English class in the public school INEM Jorge Isaacs, in Santiago de Cali. My main concern was to know how English could be integrated with the different areas of the school curriculum, as it was described in the school PEI.

6.2 Data Collection and Organization of Data

Data were collected via observation and the main initial objective was to identify the methodology used by the teacher. The observations were unstructured (3) hours per week, from October and to November 2008, for an approximate total number of 30 hours observed and 30 hours as a teacher assistant. Apart from field notes, I kept a diary in which I included other impressions about the methodology used by the teacher and the behavior and participation of the students, as well as my own impressions on what I observed.

While observing and then, subsequently to these observations, I analyzed the information and, as a result from this analysis, I developed a proposal to teach English with the use of Contents from the different school areas. I planned every one of the classes based on what was proposed by the school, that included the General Education Law (1994), the Achievement Indicators (1996), the curriculum for Eighth grade (pacing and planning), the *Lineamientos curriculares* MEN (1999); and what the National Standards (2006) established for eighth graders.

In order to explain some of the procedures related to learning a foreign language through Content Based Instruction, that is, its characteristics, advantages, disadvantages, and its application in teaching. I conducted a bibliographical research.

At the beginning of my Action Research I made informal interviews to some teachers, students, and staff from the school. It was difficult to get a formal appointment

at the time I was in the school because everybody was busy; nevertheless, when I had the opportunity I asked the coordinator about the language building and he showed me the PEI and I took some notes from it about the school organization and structure.

Also, I talked to the NTIC, the Science and Social Studies teachers, to get an idea of what students learned in their classes, in order to develop the didactic unit of teaching which integrated English with these areas. For instance, the social studies teacher said students were starting with the topic “The arrival of the primitive men to America,” also “Bering Strait,” “Pacific Ocean and Antarctic,” and the different topics and authors who are related to the Cro-magnon and migration.

In February and March, 2009, while I was doing my practicum, I was the English Teacher’s assistant for the 8th grade, it was then that I got involved with the students and helped them to develop the activities in class. Finally, according to the needs of the students, I designed a didactic unit to teach English as a foreign language following on Content-Based Instruction procedures, including Task-based Language Instruction, Project Work and Cooperative Work.

In order to develop this didactic unit, I took into account some of the difficulties I observed while I was the class monitor and helper. I organized the unit around contents from Science and Social Studies and the standards set for this grade in these areas. Through the first semester of 2009, I carried out the intervention phase of my AR, implementing the unit I designed for the course.

6.3 Results of the Observations, Data processing and Interpretation

I carried out data analysis through the reading and re-reading of the notes from observation. I created, initially, a list of what I observed; then I created groups of similar elements and used color codes to identify them (see appendix 1). After this initial coding was done, I gave the groups names, creating, this way, my first categories. These categories were read many times and, with the help of the director of my monograph, I analyzed the categories to see if all elements included in each of them really belonged there. I reorganized categories and created the final groups. The Tables 2, 3, and 4 show the final result of the process of categorization.

The following charts show the different categories that emerged from the process. From these observations I extracted the frequency of actions from the teacher and students during the development of English classes as well as some of the methodologies used by the teacher to teach her lessons. Departing from the number of frequencies I found, I decided to label the information in categories using different color codes.

CATEGORIES	Observation Number and Date										
	Ob:1 10/ 1/8	Ob:2 10/1 5/8	Ob:3 10/2 0/8	Ob:4 10/2 7/8	Ob:5 10/2 9 /8	Ob: 6 11/5 /8	Ob:7 11/1 0/8	Ob:8 11/1 7/8	Ob:9 11/1 9/8	Ob:1 0 11/2 4/8	Tot al
<u>Category 1</u> Methodological procedures											
Teaching of grammar	8	8	2	1	6	1	0	1	0	1	28
Use of translation	1	2	0	0	0	1	0	0	0	0	4
Notebook revision	2	3	5	2	0	0	0	0	1	1	14
Music (in Spanish)	0	1	0	0	1	0	0	0	0	1	3
Communicative Activities	0	0	2	2	0	0	0	0	1	0	5
<u>Category 2</u> Interactions and participation											
Teacher talk (English)	2	2	0	7	3	4	0	1	0	0	19
Teacher talk (Spanish)	1 7	1 2	5	2 2	17	11	7	13	12	12	127
Teacher talk (Code Mixing)	1 0	3	0	3	1	4	2	4	1	5	33
Students participation	6	1 5	2	1 8	9	12	1	9	2	5	79

Table 2: Category one and two.

CATEGORIES	Observation Number and Date										
	Ob:1 10/1 /8	Ob:2 10/15/ 8	Ob:3 10/20/ 8	Ob:4 10/27/ 8	Ob:5 10/29 /8	Ob:6 11/5/8	Ob:7 11/10/ 8	Ob:8 11/17/ 8	Ob:9 11/19/ 8	Ob:10 11/24/ 8	Total

Category 3 Delays and Interruptions											
Disruption (Noise in/out of the class)	3	3	9	1	2	2	1	2	3	3	32
Routines, Communication and announcements	0	1	1	1	0	1	1	0	0	0	5
Classroom organization and management	0	1	2	4	1	0	0	0	0	0	8
My Description of classes	13	13	8	19	14	8	8	7	8	6	104

Table 3: category three

The following two categories were extracted from the analysis of the descriptions of classes I observed. They were organized into two sections regarding the students' attitudes and activities in the classroom and the teacher's activities in order to develop the different topics.

Categories	Ob:1 10/1/ 8	Ob:2 10/15 /8	Ob:3 10/20 /8	Ob:4 10/27 /8	Ob:5 10/29 /8	Ob:6 11/5/ 8	Ob:7 11/10/ 8	Ob:8 11/17/ 8	Ob:9 11/19/ 8	Ob:10 11/24/ 8	Total
<u>Category 4</u> Interventions of Participants											
Students' attitudes and activities	6	8	6	5	1	1	2	0	4	4	37
Teacher's activities	3	1	1	8	5	3	2	0	2	0	25

Table4: Category four

Here is the description of the categories:

Methodological Procedures: this category refers to all the activities from the class that were developed departing from the school planning and pacing in order to reach all the objectives proposed for the school year. The methodological procedures I found were *Teaching grammar, Use Translation, Notebook Revision, Listening to Music (Spanish), and Communicative Activities.*

Interaction and Participation: this category refers to the interventions of the teacher and the students in an oral or written way during the development of the activities. The interaction and participation variables I found are the *Teacher talk in English, the Teacher talk in Spanish, the Intervention of Teacher in Code Mixing (Spanish mixed with English), and the Students' participation.*

Delays and Interruptions: this category refers to all of the unplanned activities that made the development of classes stopped for a short period of time or those activities that made class activities be done without a formal closing. This category is divided in the following variables *Disruption (Noise in/out of the class), Routines Communication and Announcements, Classroom Organization and Management and My Description of Classes (my description)* from which the following category comes.

Intervention of Participants: this category refers to a two groups of variables named *Student's Attitudes and Activities* and *Teacher's Activities* that described the frequency of interventions all the participants made in order to carry out what was being developed and the way those things were done.

The analysis of the categories, in what concerns the objectives of this research, led me to identify the methodology the teacher used, and the activities she carried out in class. I also paid attention to the use of English in the classroom and the opportunities it offered to the students. This is what can be concluded from the observations in these two aspects:

a. Grammar-centered Classes/Lack of integration with the school subject areas:

The observations showed that the class was grammar-centered with teacher-centered activities where the topic was first explained in Spanish. Then, the teacher wrote exercises on the board and the students solved them. Other times, the teacher spent the entire class checking homework and having students write the answers on the board. Often the students did not remember the topics, or the structures. Thus, the teacher repeated them for the students to remember.

Even if all the contents were designed according to the school curriculum, I can assert that they were not very meaningful for the students since the class was based on grammar and they did not have the grammatical knowledge in their native language as a basis to understand the foreign language. As a result, it was not only a language comprehension problem, but also a grammar problem. Also, there was no evident purpose for learning the contents apart from a grade, because the topics of English classes were isolated and they were not related to the contents of any other subject. According to the observation, there was not an English class in which the integration of different subject areas was done. In my opinion, this style of teaching makes it difficult for students to develop the basic competences in a foreign language.

In the school documents (planning and pacing⁵) it was mentioned that English classes were organized around the principles of the Communicative Approach; however, during the observations it was evident that the Communicative Approach was not being implemented effectively⁶ because teaching in this particular case, was basically focused on grammar and the acquisition of vocabulary without a specific context.

b. Poor exposure to English: During the classes, the teacher tried to use games as a learning tool, but the students would usually have trouble understanding the instructions thus, she would have to give instructions in Spanish. This limited the class

⁵ Planning and pacing are summarized in the Appendix 3

⁶ There is a category for communicative activities, in the process of categorization there are only five times (frequency) in which these kinds of activities are registered.

to vocabulary memorization. English was not used to learn English and students did not establish a connection between the real world and the foreign language. Students had some photocopies of a book, *Interchange one*, and sometimes they had to solve some of the exercises as homework. This book was the only material used in the classroom and some images that they used to bring from their houses.

It can be stated that these activities were not interesting for the students; often they talked while the teacher was explaining something, they asked for permission to go to the restroom and they did things that were not related to the class; all these actions created disciplinary problems in class. During this period students missed classes and continuously stood from their desk, as shown in this excerpt from observations:

Wednesday, October 29th /08.

There are nouns that have a plural form
singular : a banana, an orange
plural: two bananas, three oranges

T: Paola,⁷ give an example

Paola: orange

T: and how in plural? Oranges, ya se le olvido?

Paola: banana

T: ok, y ¿cuál es plural?

There's no any answer

T: ¿Por qué se pone an aquí y a aquí?

Lina: ¿Por qué?

T: ¿Por qué Lina? (suena un celular) porque hay vocal; preste atención. Se pone **a** o **an** porque si comienza por vocal se pone una **an**. Están más pendiente del celular que de la clase. Entonces los nombres contables son los que tienen plural.

The teacher writes on the board

Uncountable Nouns
Nouns that don't have a plural form
Beef milk butter
Sugar water coffee

T: Los sustantivos que no son contables tienen plural. Ustedes no dicen deme dos azucares, o deme dos mantequillas

S: Dos mantequillas sí

T: No sea mentiroso; ustedes hicieron una lista de alimentos ahora úsenla y sepárenla en contables y no contables.

⁷ Nicknames are used to preserve the anonymity of the students.

4:21 the teacher plays a CD in a CD player, the music is in Spanish. There is noise in the classroom.

T: No entiendo por qué hay ruido si es un trabajo individual. ¿Dónde está Juan Carlos? No vino, la clase pasada tampoco vino.

There are three students next to the teacher's desk

T: Nadie debe estar de pie el trabajo es individual

T: Susan!, Arenas, ya!

Also, students exhibited difficulties to learn English due to interruptions in the process; for instance, teacher's meetings, school activities such as the culture week and educational community demonstrations such as national transportation problems, and teachers' absences. In fact, there were no classes for two consecutive school days during the observation, due to the factors just mentioned.

7. Action Based on Data: The Development of the Didactic Unit

The didactic unit is an example of the different kinds of activities teachers can do in an English class. Activities are developed based on the contents of the school curriculum, on the contents stated for the grade, and on the standards established by the Ministry of Education.

In this unit, activities were presented around the different principles and procedures of Communicative Language Teaching and Task-Based instruction, through Cooperative Work (pair or group work). The main objective of this unit was to integrate Social Studies and Science with English; the exercises were designed to be solved in a real and meaningful context, which provides students with an opportunity to learn from their classmates.

The activities were related to the students' interests in order to increase rapport. At the end of the classes grammar and vocabulary were assessed through oral presentations and small projects.

7.1 Intervention Stage

This section refers to a general picture of English classes during my intervention stage in which I implemented classroom activities based on Content-Based Instruction regarding the information studied in Science and Social Studies subject areas. As a complement for the planning of each class, I took into consideration different procedures from Task-Based Instruction, Project-Work and, Cooperative Work. In the same manner, being this project carried out with the principles of Action Research, during the time I carried out the activities planned in the didactic unit, class notes were recorded in a personal diary in which I registered the feelings I experienced in each one of my interventions, as well as the perceptions I got from the students toward each one of the classes.

In order to organize the information I also analyzed and categorized it in my

diary; the resulting categories were extracted from the frequency of actions I registered while I taught the group. They are in part product of class observations while the students were working, and also the product of the entries of the diary I kept while teaching. Categories were initially grouped and coded using color codes; then, after revision and re-reading, they were reorganized and labeled. After a process of analysis the emerging categories from the diary were *More Motivation to Learn English and Work in Groups*, *the Perception of English as an Instrument of Learning* and *the Ability to Relate words*.

Here is the description of the categories based on the information recorded in the diary during my intervention:

a. More Motivation to Learn English and Work in Groups: After the analysis of each one of the classes and all the categorization done I can assert, in a nutshell, that students reacted in a positive way. Initially, they were shy, reluctant, and they felt frustrated because they were not used to listen to English the whole time; the next excerpt from my diary shows examples of my perceptions:

April 20th 2009

- In the preparation stage students were shy to give their opinions.
- They were shy to answer and reluctant to say a word in English in front of the other teacher, their classmates and me.
- They are not used to listen to everything in English so they had smiling faces.

However; the students' reactions changed while they started to get used to the language because they seemed to have more confidence to provide their ideas about the topic; they were more confident because they already had background knowledge that helped them understand what was being taught. I could also see that students liked working in groups better than individually since everyone's thoughts and skills were valued as Viáfara and López (2007) stated in their research: Learners perceived they were important for each group and they were valued by peers. Cooperative Work also supported the promotion of values. Learners discovered many aspects and abilities that

they did not know they had.

All members of the groups tried to be responsible of their own learning process, and this was probably motivated by the fact that the activities for the classes were more enjoyable for the; this could be seen when the students had better participation and attendance as the following excerpts show.

April 27th 2009

- I could observe that students really had a good time and enjoyed the activity because they laughed when trying to produce, although I felt they were making an effort to overcome vocabulary blanks.

May 11th 2009

- It seemed to be the first time they did these kinds of listening activities because they were interested in following the lyrics of the *Lemon Tree Song*.

May 18th 2009

- The sixth activity was a really good class because the students liked working in groups to share their ideas and to discuss about their opinions related to the topics studied.

May 20th 2009

- Some of the students even tried to say things in English without me asking them to do it.

May 27th 2009

- They try to speak in English and I help them to express their ideas.

June 1st 2009

- I loved that they brought real things from their houses; for instance a group created a TV set; another one brought clothing; other group brought a book made by themselves and another one some puppets with decorations.

a. The Perception of English as Instrument of Learning: In the observations I recorded in my personal diary from the intervention stage I also found progress in the perception of the students towards the learning of English. The students showed more enthusiasm to accomplish the various activities and share in English their knowledge about topics they had previously studied in their classes, overcoming their fear to say things incorrectly. Most of the time they seemed to feel more comfortable trying to speak in English to me than speaking to their peers. Not only the students looked as if they were concentrated to understand what they read and listen to, but also what the teacher explained. Nevertheless, they confirm understanding by translating instructions and concepts. The following excerpts reveal the performance of the students during the activities:

April 20th 2009

- I could see they were involved with the activity

May 27th 2009

- Some of the students asked me for help in order to pronounce well, some of them made many mistakes when constructing their sentences orally but some others were really close to a perfect sentence.

May 4th 2009

- For me they understood a lot from the text because their drawings were close to what was described.

c. The Ability to Relate words: According to the notes on the performance of the students and to my reflections about them I can assert that students proved they could develop a better understanding of different topics in English by reading whole texts without using their dictionary. In comparison with the beginning of the A R process in which the topics of reading were isolated and the translation of words was the main objective, during my Intervention Stage students made evident it is possible to learn English from a context in which the activation of previous knowledge allows the students to make predictions, share ideas and depart from their first language in order to understand the most important ideas from texts and develop English skills as

the following excerpts show:

May 11th 2009

- Students could carry out the activity easily and some of them didn't use their dictionaries.

May 18th 2009

- Students read the text first without the dictionary and made associations with the information they knew and the vocabulary we had already practiced.

May 20th 2009

- It was significant for them not only to say what they know but also to share personal information about things they like and dislike.
- I saw more than the 70% of the students raising their hands to give their ideas.

May 27th 2009

- In the developing stage, the students started to create a situation in which they had to use the vocabulary learned from all the previous classes⁸.

⁸ See some examples of data analysis in appendix 1

Content-Based English Teaching

**Integrated Activities using contents from
Science and Social Studies curriculum for the Eighth Grade**

By Ingrid Yojanna Caicedo Sanchez

LESSON PLAN

Lesson Plan

The following activities were developed during the second and, part of the third school period of the eight grades in the INEM SCHOOL. The activities were divided by hours and each hour is a class.

Objectives:

- Provide personal information about past events
- Review information about the history of Homo sapiens.

Standards:

- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- Comparo diferentes teorías sobre el origen de las especies.
- Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personajes.

Options

With the objective of making students understand that she is going to speak Spanish when it is extremely necessary, the teacher tells the students about her experience as an English learner to make them be aware that almost everybody has the same process when learning languages.

Warm up: the teacher asks “Where were you yesterday?” The teacher writes on the board the answers of the students. Later, she asks the students to write a three-line paragraph about what they did. Some of them share what they have. Then, she makes

students do an inner-circle and an out -circle. After that, the teacher asks to the students from the inner or out circle to spin to the right or to the left according to her instructions. For instance, she asks the people from the inner- circle to go to the right five steps while the group from the out- circle goes to the left eight steps. When the students stop they have to give personal information to the classmate in front and vice verse. The teacher does this activity six times and she asks some of them to report what information they gather from their classmates.

Activity 1

Transition: The teacher asks “What do you know about the human history?”

The students share what they know about the evolution of human beings in Spanish. Later, the teacher starts with the activities.

In all the activities in which reading skills are involved a vocabulary session appears with the purpose of helping the teacher to take into consideration the previous and new knowledge students should work with.

Vocabulary:

Species: Especies

Belong: pertenecer

Some: algunos, muchos

Foreheads: frentes

Brain: cerebro

Vary: varían

Traits: rasgos, características

Inherited: heredado

Start: comenzar

Evolve: evolucionar

Small: pequeña, pequeño

Spread: esparcir

Places: lugares

Rock shelter: refugio, resguardo

Near: cerca

Village: pueblo

Southwestern: Sur-este

Subsequently: posteriormente
Chin: barbilla, mentón
Broad: amplio, ancho
Face: cara
Round: redondo, redonda.
High: alto, agudo

The Homo sapiens ⁹

The Homo sapiens **were** the species to which human beings belong to. Some studies present that the first humans **were** characterized by the build of their skeleton (more delicate skeletons). For example, the first humans **were** men with big foreheads and modern humans have large brains that vary according to the population. The origin of modern Homo sapiens is not yet resolved. However, there **were** two "Out of Africa Hypothesis": 1. the anatomical traits in modern human population in the different regions **were** inherited by populations of Human erectus. This hypothesis states that all modern humans evolved from populations in Africa, Europe, and Asia. 2. There **were** a small group of humans evolved into modern Homo sapiens. These first humans **were** the ones who spread to Africa, Europe and Asia taking the places of previous human populations and some of their physical characteristics. The first fossils of early modern humans to be identified **were** found in 1868 in a 27,000-23,000 year old rock shelter site near the village of Les Eyzies in southwestern France. They **were** subsequently named the **Cro-Magnon** people. They **were** very similar in appearance to modern Europeans. Males **were** (1.6-1.8 m.) That **was** (10-31 cm.) The Cro-Magnon had broad, small faces with pointed chins and high forehead. Their cranial capacities were up to 1590 cm³, which is relatively large even for people today.

Preparation: The teacher divides the group of thirty students into teams of five people; the 8th grade English teacher gets in charge of three groups of students and teacher Ingrid gets in charge of the other three groups. Both teachers provide each group with the text about the Homo sapiens and they make the students scan and skim the text in their groups. The teachers ask to each group what they understand from the reading. They encourage the students to say what they infer from the text and; they help them to

⁹ Source: <http://australianmuseum.net.au/Homo-sapiens-modern-humans/>

express themselves in English.

Development: The students have to read the text and they have to share ideas about what they understand. Later, each group has to analyze if the information is correct or not according to what they have studied in their social studies class. Students take out sentences with **was** and **were** to analyze the structure.

Evaluation and/or class ending: The students do a drawing of the description of the Homo sapiens they have in the text with the physical traits. Then they compare their drawings.

Activity 2

Objectives:

- Provide general information about past events
- Review information about the history of Homo sapiens.

Standards:

- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- Comparo diferentes teorías sobre el origen de las especies.
- Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personajes

Transition: The teacher asks, “What do you see in these images, here?”

Preparation: The teacher pastes two posters of different places in the board. She points out and describes the actions people do. For instance, she says: “*the kids were in the park, the boy rode his bike, Susana went skating, Ted and Bryan played soccer, and Dylan took his dog for a walk*”.

Development: The teacher has a set of images and she gives to the students (in pairs) two images to look at and write a short story in which these two actions may take place according to the activities they do on their free time. (5/6 lines on average) Then, she exchanges pictures with the other groups and she includes some of the drawing students made the last class to make comparisons. In each pairs she sets a student as (student A) and the other as (student B); some of the pictures of the students have some similarities. Students sit back to back and ask questions to try to find out how many differences there are between the two pictures.

Evaluation and/or class ending: The students write on a piece of paper what they observed. Some groups of students report what they observed in the picture. The teacher makes corrections if needed with the students help.

Activity 3

Objectives:

- Review information about the history of Homo sapiens.

Standards:

- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- Comparo diferentes teorías sobre el origen de las especies.
- Represento, en forma gráfica, la información que encuentro en textos que comparan y contrastan objetos, animales y personajes

Preparation: The teacher presents some images about past events in history. While showing the images she makes descriptions from them. For instance, she shows a picture of some people in the times of migratory movements to America when the primitive man started to change places.

Development: The teacher has a set of images and she gives to the students (in pairs) two images to describe. They have to look at the pictures and say what kind of characteristics they observe in the people in comparison to the knowledge they have about the Homo sapiens and the evolutions they observe in the pictures.

Evaluation and/ or class ending: students write in their notebooks what they observed. Some groups of students report what they see as evolving patterns in the processes of population in America. She makes corrections if need it.

Material: 6 copies of the reading the Homo sapiens, images of people in different places.

Activity 4

Objectives:

- Talk about the process of migrations of man to America
- Review information about the history of Homo sapiens.

Standards:

- Identifico relaciones de significado expresadas en textos sobre temas que me son familiares.
- Comparo diferentes teorías sobre el origen de las especies.

Warm up: The teacher asks the students to look at the last paragraph of the reading we had last class about the Homo sapiens. After doing the reading she gives to each student a sheet of paper to do a drawing of the Cro-Magnon. Then, the teacher asks the students to look at the text and identify the verbs in the sentences and the time in which the verbs are with the meaning. Students report the sentences they took out from the text.

Transition: The teacher asks “What do you know about the first inhabitants in America?”

Preparation: The teacher chooses some students to say what they know. Students are free to speak in Spanish followed by a translation in English. The teacher writes on the board what the students say and she organizes the students in groups of four.

Development: The teacher gives the students a sheet of paper with a set of nine sentences about the first men in America. The students have to read the sentences first and they have to correct the tenses according to the context. All verbs are in base form. Students have to discuss the topic, the meaning of each sentence and the structure of the verb and if the information is correct. There are two different types of texts and they are complemented.

Evaluation and/or class ending: Some of the group share what they understood from the text and they write on the board how they modify the tenses of the verbs and explain why the information was correct or not.

The following is one of the examples of the exercise used.

1. The First "Europeans" (**reach**) the Western Hemisphere in the late 15th century.
2. They (**find**) a rich and diverse culture that (**have**) already inhabitants for thousands of years.
3. The Europeans (**be**) completely (**unprepared**) for the people they (**stumble**) upon.
4. They (**cannot**) understand cultures that (**be**) so different and exotic from their own.
5. The discovery of the existence of anything beyond their previous experience (**be**) threat the stability of their entire religious and social structure.
6. Seeing the Indians as savages they (**make**) them over in their own image as quickly as possible.

7. In doing so they (**overlook**) the roots that attached the Indians to their fascinating past.
8. The importance of this past is often (**overlook**).
9. Most text or history books begin the story of the Americas from the first European settlement and disregard the 30,000 years of separate, preceding cultural development.

Material: a copy about the first inhabitants in America.

The First inhabitants in America

Western: occidental

Century: siglo

Stumble: tropezar

Own: propio (en esta lectura)

Discovery: descubrimiento

Beyond: mas allá

Savages: salvajes

Make over (made over): transformar, convertir, volverse

Quickly: rápidamente, velozmente

Roots: raíces

Settlement: asentamiento

Disregard: indiferencia, no tener en cuenta

Activity 5

Objectives: Recognize the five senses and their organs

Standards:

- Infero información específica a partir de texto oral
- Comprendo la información implícita en textos relacionados con temas de mi interés

Warm up: The students are divided in groups of three people. The teacher gives to each

group a song written in disorder with blanks where the verbs come¹⁰. The students have to listen to the song and they have to write numbers to organize the song; at the same time students have to write the verbs in the correct tense. The song have the options of the verbs in basic form and they have to understand from the listening the past form. At the end student report what they understand. Students sing alone. The song used is lemon tree. Teacher makes questions about the song. For instance: “where is the man?” “What is he doing?” “What is a lemon tree?” “What kind of fruits come from a tree?” Etc.

Transition: The teacher asks “What do we do with a lemon?”

According to the students responses, the teaches makes clear that people can recognize the smell of lemons, people can see the colors, people can recognize the flavor etc. then teacher asks which the five senses are.

Preparation: Students answer and the teacher makes some of the students write the five senses on the board. The teacher writes the name of the senses in English. The sense of touch (touching), sense of smell (smelling), sense of taste (tasting), sense of sight (seeing) and sense of hear (hearing). The teacher makes groups of four people; each group has some items on a desk.

Development: The teacher calls each group to be around a desk. She has a handkerchief to cover the eyes of one of the member of the groups. The teacher puts some items on each desk (lemon, sugar, potato chips, salt, spicy powder, a landscape picture, a book, some images in color, CD, a flute, sanitizer, styling spry and body splash) the students with the eyes covered has to touch, smell, taste or see some items that are related to the five senses and guess what it is.

Evaluation and/or class ending: The students have to draw a circle. For instance, the students make a circle in a piece of paper with the title of one of the senses in the top of the circle. Students have to put the name of the items that belong to the group inside of

¹⁰ See *Lemon Tree* song in Appendix 5

each circle. Some students report what they have in each circle.

Materials: Lemon, sugar, potato chips, salt, spicy powder, a landscape picture, a book, some images in color, CD, a flute, sanitizer, styling spray, and body splash and handkerchief.

Activity 6

Objectives:

- Name the five senses and recognize some actions related to them.
- Identify some characteristics of the five senses in English.

Standards:

- Comprendo la información implícita en textos relacionados con temas de mi interés

Transition: The teacher asks “Do you know some of the parts of the senses?”

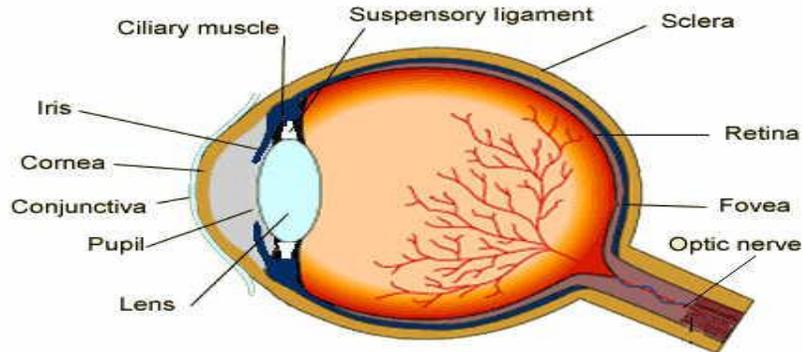
Preparation: The students write on the board some of the parts of the senses that they remember. Students organize themselves in the same groups. The teacher gives to each group a copy with the description of one of the senses. Each copy has unscrambled nouns and verbs to be organized in some blanks. Students have to read the text and use the vocabulary to understand general ideas and they also have to try to understand what the text is about. They can take out material in Spanish about the topic from their biology class.

Development: In groups of three students read the text and complete the information. The teacher goes around the classroom helping the groups to scan and skim the text. Students report what they understand from the text to the teacher and the teacher helps with doubts.

Evaluation and/or class ending: The students with the same sense exchange papers and

talk about their final comprehension and task. Students prepare themselves to report orally some characteristics of the sense they have in English using information from the reading.

Materials: a copy about the five senses.



Sight¹¹

The eye (**be**) _____ the organ of (**noisv**) _____. It has a complex structure consisting of a transparent (**esln**) _____ that focuses light on the (**taerni**) _____. The retina is covered with two basic types of light-sensitive cells- rods and (**oencs**) _____. The cone cells are sensitive to color and are located in the part of the retina called the (**efavo**) _____, where the light is focused by the lens. The rod cells (**be**) _____ not sensitive to color, but have greater sensitivity to light than the cone cells. These cells are located around the fovea and (**be**) _____ responsible for (**lpeaerhir**) _____ vision and night vision. The eye is connected to the brain through the optic nerve. The point of this connection is called the "blind spot" because it (**be**) _____ insensitive to light. Experiments have shown that the back of the brain maps the visual input from the eyes.

Vocabulary

Retina: retina

Cones: conos

Sensitive: sensible

Fovea: fóvea

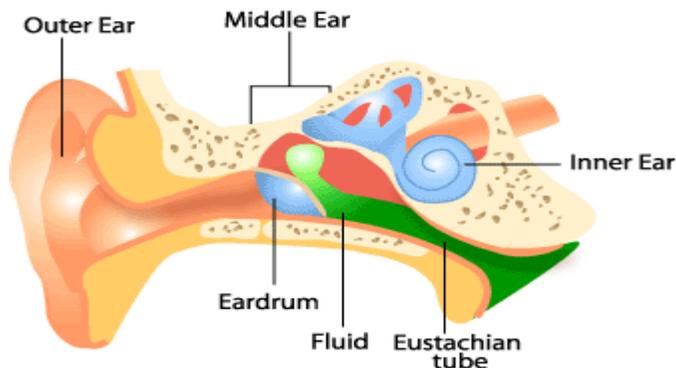
Lens: lentes

Pheripheral: periferia

Light: Luz

Vision: visión

¹¹ Source: <http://www.scientificpsychic.com/workbook>



Hearing¹²

The ear (**be**) the organ of hearing. The outer ear protrudes away from the head and is shaped like a cup to direct sounds toward the (**ypncimta**) _____ membrane, which transmits (**tobvriosai**) _____ to the inner ear through a series of small (**nsebo**) _____. The inner ear, or cochlea, is a spiral-shaped chamber covered internally by nerve (**risbfe**) _____ that react to the vibrations and transmit (**pelmsius**) _____ to the brain via the auditory nerve. The brain combines the input of our two ears to determine the direction and distance of sounds.

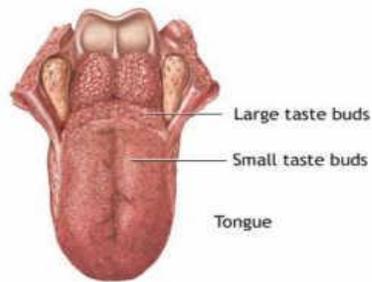
The human ear can perceive (**qeisfenercu**) _____ from 16 cycles per second, which (**be**) _____ a very deep bass, to 28,000 cycles per second, which is a very high pitch. In addition, the human ear can detect pitch changes as small as 3 hundredths of one percent of the original frequency in some frequency ranges. Some people (**have**) _____ "perfect pitch", which is the ability to map a tone precisely on the musical (**alces**) _____. Bats and dolphins can detect frequencies higher than 100,000 cycles per second.

Vocabulary:

Protrude: protuberancia, Through: traves,
 Fibers: fibras, Bass: graves,
 Frequencies, Deep: profundo

Chamber: camara, Bones: huesos,
 Scales: escalas, Hundredths: cientos,

¹²Source: <http://www.scientificpsychic.com/workbook>



Taste¹³

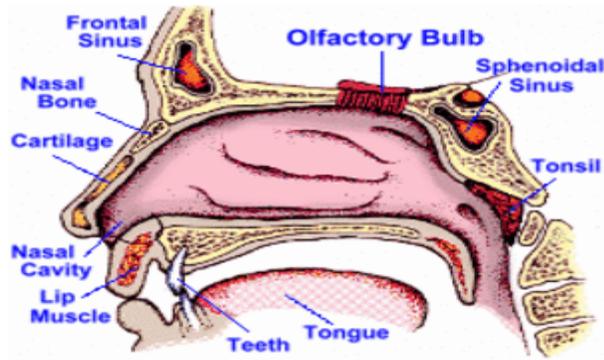
The receptors for taste, called taste buds, **(be)**_____ situated essentially in the **(goetnu)**_____, but they are also located in the **(rofo)**_____ of the mouth and near the pharynx. They **(be)**_____ able to detect four basic tastes: salty, sweet, **(tribte)**_____, and **(rosu)**_____. The tongue also can detect a sensation called "umami" from taste receptors sensitive to amino **(isadc)**_____. Generally, the taste buds close to the tip of the tongue are sensitive to sweet tastes, whereas those in the back of the tongue are sensitive to bitter tastes. The taste buds on top and on the side of the tongue are sensitive to salty and sour tastes. At the base of each taste bud there is a **(revne)**_____ that sends the sensations to the brain. The sense of taste functions in coordination with the sense of smell. The number of taste buds varies substantially from individual to individual, but greater numbers increase sensitivity. Women, in general, **(have)**_____ a greater number of taste buds than men. As in the case of color blindness, some people **(be)**_____ insensitive to some tastes.

Vocabulary

Taste: sabor Tongue: lengua
Whereas: mientras que Top: punta
Side: lado Sends: envía

Roof: paladar Pharynx: faringe
Bitter: amargo Sour: agrio
Brain: cerebro Bud: papila gustativa

¹³ Source: <http://www.scientificpsychic.com/workbook>



Smell¹⁴

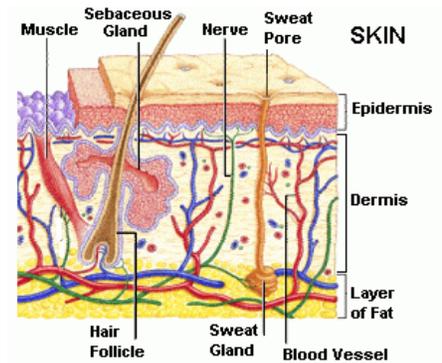
The nose **(be)**_____ the organ responsible for the sense of smell. The cavity of the nose is lined with mucous **(embmrnsaen)**_____ that have smell **(ptcrerseio)**_____ connected to the olfactory nerve. The smells themselves consist of vapors of various **(sastsbcune)**_____. The smell receptors interact with the **(lusecmloeo)**_____ of these vapors and transmit the sensations to the brain. The nose also has a structure called the vomeronasal organ whose function has not been determined, but which is suspected of being sensitive to **(hoepmrmeosn)**_____ that influence the reproductive cycle. The smell receptors **(be)**_____ sensitive to seven types of **(natsnisooes)**_____ that can be characterized as camphor, musk, flower, mint, ether, acrid, or putrid. The sense of smell **(be)**_____ sometimes temporarily lost when a person **(have)**_____ a cold. Dogs have a sense of smell that is many times more sensitive than man's.

Vocabulary

Nose: nariz Cavity: cavidad
Whose: cuya(o) Lost: perdido

Mucous: mucosas Themselves: ellos mismos
Brain: cerebro

¹⁴ Source: <http://www.scientificpsychic.com/workbook>



Touch¹⁵

The sense of touch is distributed throughout the body. **(evner)**_____ endings in the **(nsik)**_____ and other parts of the **(ybdo)**_____ transmit **(natsnisoes)**_____ to the brain. Some parts of the body have a larger number of nerve endings and, therefore, **(be)**_____ more sensitive. Four kinds of touch sensations can be identified: cold, heat, **(tocntca)**_____, and pain. **(ahrsi)**_____ on the skin magnify the sensitivity and act as an early warning system for the body. The **(ginitfuerp)**_____ and the sexual **(asognr)**_____ have the greatest concentration of nerve endings. The sexual organs have "erogenous zones" that when stimulated start a series of **(nednerico)**_____ reactions and motor responses resulting in orgasm.

Vocabulary:

Ending: innumerable Throughout: a través de
 Skin: piel Fingertips: punta de los dedos
 Warning: advertencia As: como

Hair: pelo Pain: dolor Body: cuerpo
 Greatest: la más grande en este caso
 Therefore: además

¹⁵ Source: <http://www.scientificpsychic.com/workbook>

Activity 7

Objectives:

- Name the five senses and recognize some actions related to them.
- Identify some characteristics of the five senses in English.

Standards:

- Comprendo la información implícita en textos relacionados con temas de mi interés

Warm up: The teacher divides the classroom in group of six people. She asks to the students to write down in a piece of paper the name of the senses.

Preparation: The teacher puts on the floor the pieces of paper with words related to the five senses used in the last class. Then, in the groups, each one of the students takes one or two of the papers from the floor when the teacher says the sense that is related to what is written in it.

Development: The teacher gives some instruction to the students. In order to set up different groups she directs all the students with stuff related to smelling change groups. Then, all the students with the stuff related to hearing change group and so on until all the groups have different members with different senses. The students make a list of the objects they recognize are related to the senses and then they make up a list of the most important characteristics each sense has. Then, they share personal information about likes and dislikes for examples favorite perfumes, food, colors etc.

Evaluation and class ending: In the notebook, students make a chart divided in five with the name of the five senses as a title. Then they organize all the words related to each one their preferences in the correct place teacher checks around to help them with accuracy.

Objectives:

- Use vocabulary related to the five senses to talk about real life situations.

Standards:

- Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.

Activity 8

Warm up: The groups in charge of talking about the characteristics of the senses of hearing, tasting and seeing have to do their small oral report in English and in Spanish. The teacher has the some words related to the five senses (used in the last class). The students have to be organized in a big circle. Then, teacher has a small ball to pass by while she says *hot potato*. When she stops saying the word *hot* the students who gets the ball has to say to which of the senses the word is related to and s/he has to make a sentence with the word. There is a word for each student.

Transition: The teacher encourages the students by saying “Let’s put everything into practice.”

Preparation: The students have to be organized in the groups according to the word they got from the last activity.

Development: The students have to think about a role play in which they may use the words they have and every student may have a role in the story, the teacher writes on the board the pronouns with their equivalent in Spanish and the verb **To Be**. The teacher helps around to each group if needed.

Example:

Tamara: Hi Elisa what did you do for your birthday?

Elisa: Nothing, I read the school **book** for my biology class.

Andres: I also read the book last Saturday.

Tamara: ohhhh! I am sorry did you receive presents?

Elisa: yeah! My Mommy gave me some **flowers** and a pair of **jeans**.

Andres: Good, this is our present Elisa. This is a Paris Hilton **Perfume**.

Tamara: I hope you like it Elisa it is called **sugar** life.

Evaluation and/or class ending: Each group presents their role play. Teacher gives a feedback at the end.

Material: Pieces of paper with different items.

Activity 9

Objectives: Use vocabulary related to the five senses to talk about real life situations.

Standards: Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales.

Warm up: In a plastic bag teacher has some color papers, students who get the same color are a group of maximum five students. Students in their groups talk about their likes and dislikes.

Development: In each group students have to create a conversation related to their likes and dislikes considering the senses and its characteristics. Students have to think about a conversation that may involve all the students. They can use different kind of materials to make the conversation more interesting. The teacher goes around the classroom helping the students to make corrections in their dialogues since they have to do it in English by themselves. Each group practices pronunciation with the help of the teachers.

Evaluation and/or class ending: Each group performs its conversation and at the end the students and the teacher choose after an analysis of the topic, material and performance which is the best presentation, the winners get a prize.

Activity 10

Warm Up: The students and teacher talk about last class activities and they make corrections between groups about pronunciation and they give some advice among groups.

Transition: The teacher asks “Do you have all the materials we have used in all these classes?”

Preparation: The teacher makes students look at the material we have worked on during the classes. They can discuss about the topics they have.

Development: The students have to solve an exam about the Homo sapiens and the five senses. The exam is divided in five questions related to the topics reviewed. The first question is about the characteristics of the Cro-Magnon, the students have to write the characteristics they remember. The students can use the materials they have worked with in previous classes to remember vocabulary. In the second question the students have to mention at least two theories about the first inhabitants in America. The next two questions are about the five senses, and the last question is about personal information for the students to put into practice the grammatical structures we had to review according to the school planning.

Evaluation and/or class ending: Students and teacher discuss the difficulties and easy parts of the exam to make corrections.

INEM “Jorge Isaacs”

GRADE: 8-17

TEACHER: INGRID YOJANNA CAICEDO SANCHEZ

JUNE 3RD 2009

English Exam

The following exam was developed with the objective of assessing what the eighth grade (8th -17) students learned after carrying out the didactic unit title Content-Based English Teaching.

STUDENT’S NAME: _____

Evolution

- 1. Which are the physical characteristics of the Cro-Magnon?**
- 2. How many theories are there about the first inhabitants in America? Explain them.**

Human Senses

- 1. How many senses do we have and which are their names?**
- 2. Say three characteristics of one of the three senses with three of its parts.**
- 3. Say in brief what you did this morning. At least three lines.**

8. Analysis of the performance of the Students during the Implementation of the Didactic Unit.

After carrying out the activities proposed in the didactic unit titled Content-Based English Teaching I can assert about the performance of the eighth graders that they could reinforce their previous knowledge of Science and Social Studies. At the same time, they acquired new vocabulary and understood some of the grammatical structures they were studying in their English classes. The following entry from my personal diary depicts some of the descriptions I recorded:

“I could see how the students had fun doing their drawings, even if they were teen they still like coloring and drawing. I made them do the activity individually and for me they understood a lot from the text because their drawings were closed to what was described. In the preparation stage many students gave their ideas about the topic. Then, in groups they read the text given for the development of the class and they discuss about the correct form of the sentence. I was amazed for the students’ performance during this activity because they worked in the teams listening to each other and taking into account everybody’s ideas (May 9th/2009)”.

At the beginning students laughed at the use of English in the classroom; I believe it was a response to their lack of confidence to understand what they listened to. This was their way to show that they could not understand what was being said. I tried using body language, gestures, realia and I used different methods to make myself understood. This was done almost entirely in English.

In the first class I used a reading text about the *Homo Sapiens* which students liked. I organized the students in groups including different seating arrangements. This was a new setting for them. In this activity the students spoke in Spanish most of the time, but when I encouraged them to produce their ideas in English they asked for help and tried to do it. As this excerpts show:

“For the preparation part I had to do a lot of body language and I used English the whole time. I was so happy because I could make myself understood and the class was 80% developed in English. In the developing part the students had to choose a

representative from each group to get his/her eyes covered, it was really fun because students could remember the names of the five senses and for them it was new to see real items in the classroom. They had fun while guessing which items they were in contact with.”

“After the reading, the students in their groups were supposed to share ideas of what they understood, when doing this the English teacher helped me to guide the students to re-read using different clues to relate words with known vocabulary in Spanish and also to help with pronunciation”

Students could infer the meaning of some words and general ideas from context. When I asked them what the text was about, they provided the correct information they said it was related to history of the Homo sapiens and the physical traits. For the students to confirm if their ideas were correct they read the text again, with the help of the English teacher and my help; we included body language, pointed out at things and showed some pictures. When the students completed the first reading, they read a second time. This time, they asked about specific meaning and pronunciation because they read the words with the Spanish sounds (they read the way it was written as people do in Spanish). In the evaluation step, students drew the *Homo Sapiens* according to what they understood from the description given in the reading.

The drawings made by the students were close to the descriptions given in the text, showing their understanding of it¹⁶.

In the second and third classes, getting started was difficult for the students. I showed them posters and images to which they did not want to respond or give opinions at the beginning. Thus, I had to guide them towards creating responses through repetition. Then, I asked about specific details from the poster for example: where is the boy riding a bike? How many kids are playing soccer? etc., in the developing stage of the class each one of the groups had an image to look at and then a list of words related to all of them written on the board. After that, I provided a written example of how the students could write a short story from the picture. The following is an excerpt from the diary.

¹⁶ See some examples of the drawings made by students in Appendix 5

“[...]In the developing part the students felt frustrated because they had to produce something...I gave them some clues like departing from their mother language and also to review the description they had read in the last reading. Walking around the groups I could see that some students didn't know how to use the dictionary so I had to give them an explanation about it...I could observe that students really had a good time and enjoy the activity because they laughed when trying to produce but I felt they were doing an effort to overcome vocabulary blanks”

In contrast, in the fourth class there were not any images but the students enjoyed working in pairs, reading the sentences, and using previous knowledge. This served as a review of Social Studies and the vocabulary. This time students used only English and any of my explanations was in Spanish.

The fifth class was taken from Science the five senses. They enjoyed the introduction of the topic with the use of real materials. For them, it was a good experience to see items they had at home but in the classroom. I used the blind-fold activity to teach them the senses. The majority of the students wanted to participate in this activity. At the end of the class students learned the topic, it was evident when they could recall the name of the five senses in English and they could rapport the objects I took to the class with them. The acquisition of vocabulary in this activity can be better described as presented by (Richards and Rodgers 2004): In recent years language learning has been viewed from a very different perspective. It is seen as a resulting from processes of the following kind: creating meaningful and purposeful interaction through language...trying out and experimenting with different ways of saying things...collaborative creation of meaning.

For the sixth class, I used images, and some information and a task. Students developed this activity successfully. They were able to identify mistakes and to correct them. They inferred meaning from the text. Some of the mistakes they made in grammar are:

- The eye **(be)** be the organ of **(noiisv)** vision.
- Some people **(have)** to have "perfect pitch", which is the ability to map a tone precisely on the musical **(alces)** scales.
- The receptors for taste, called taste buds, **(be)** is situated essentially in the **(goetnu)** tongue, but they are also located in the **(rofo)** floor of the mouth and near the pharynx.
- The sense of touch is distributed throughout the body.**(evner)** nerve endings in the **(nsik)** sink and other parts of the **(ybdo)** body

I think that students enjoyed every one of the activities developed during the intervention period because they did not realize they were learning. For them everything was a game in which they could share knowledge and learn from each other.

“In the evaluation part students gave their opinions but they provided the answers in their groups, they also chose a person to represent the group and explain why the answers were correct or not”

In the seventh class, students showed that they had a clear idea of the characteristics related to the five senses and their organs. Therefore, they tried to speak in English saying some of the words and I helped them with the pronunciation. When completing the unscramble activity it was difficult for them to unscramble the words especially scientific words related.

In the eighth class, students put into practice previous knowledge and the vocabulary learned in our classes. Students had the help of the English teacher along with mine. During the preparation of their presentation I provided them with some dictionaries to look up new vocabulary. Before their presentation we drilled on pronunciation and there were less sign of fear towards the language.

Every activity proposed in the English Unit of teaching refers to a complete class; sometimes when students could accomplish with the objectives set for the activities they could develop several activities during two hours of classes.

Finally, in the ninth and tenth class students were asked to prepare an oral presentation using all the vocabulary and structures they reviewed with the help of realia. The information was recorded with a camera with pictures and short videos. I was amazed to see how they tried to speak in English compared to the very beginning of the sessions in which they did not even want to try¹⁷.

¹⁷ See transcript on Appendix 4

9. Conclusion

Being this implementation of a didactic unit my first experience as an English teacher in the public sector, I would like to state that teaching at INEM Jorge Isaacs was a satisfactory process in my life. Learning languages has always played an important role in my life just, as it is making this process easier and enjoyable to learners. The initiative of this experience stemmed from the fact that I had to do an ethnographic project for my classroom research class and also for my practicum for the university.

Using the principles of Action Research, in which there is a continuous reflection of students and teachers regarding the teaching-learning processes, I made some class observation where I was able to answer some of the questions I had before coming into contact with the school. One of the main concerns I had was the methodology implemented with 8th grade and the students' response to such methodology. I realized that classes were developed around the idea of practicing grammar structures like present tense and simple past and learning vocabulary without a context; with these activities students seemed to dislike English classes because the main focus was on the development of grammatical competences.

When finishing the observations I came out with an inquiry about how could the different subject areas from the school curriculum be integrated with English classes in order to accomplish what the school PEI describes. Then, with the goal of trying to provide some ways of reaching this integration I planned and prepared a unit of teaching based on contents from Science and Social studies classes, in which students were able to relate their contents to what was being presented in English. Then I started a period of intervention in which the English teacher allowed me to be directly responsible for the performance of the students for the last part of the period.

It was pleasant to witness the evolution of the students from observation to the intervention periods. At the end of my practicum it seemed that they enjoyed working in groups where each member played a relevant role. During the activities I observed how

the students made an effort to participate and to understand the teacher's explanations.

In my opinion, my work was a contribution for the students of this grade as it fostered motivation to learn contents from other subject areas but in English, carrying out different types of tasks. It was evident that eight graders enjoyed classes when they had to work cooperatively. I strongly suggest that teachers organize English classes with cooperative work activities because this helps them in the management of large classes with diverse needs and it improves academic achievement and social development. I might also say that performance of the students will improve if this school includes current and real life topics in their planning.

From my point of view, carrying out this didactic unit titled Content-Based English Teaching was something useful for the 8th-17 grade from the INEM school because the students' perceptions towards the learning of English changed. This research project and its stages provided a satisfactory answer to the research question I asked before designing the unit. It was confirmed that it was possible to create an integration of different subject areas of the curriculum with English classes; it also confirmed that this integration favored the motivation of the students towards English learning, since the contents of classes were part of their real school life and not an artificial context; the responses of the students towards sharing responsibilities while undertaking the activities made me realize that we, as teachers, have to contribute classroom situations in which students may construct knowledge from their peers because this improves motivation towards learning the foreign language.

Another aspect to highlight from the integration of different contents with English classes in the 8th-17 grade was that the students could make use of English as a tool to confirm understanding and learn more about certain contents they had already been in contact with or they were studying in their Social Studies or Science classes. Thus, the students could relate information from different areas and undertake different strategies of understanding like relating words in a context while they listen to someone or from reading activities.

Nevertheless, I have some doubts about why it is hard for students to remember basic grammar structures in the foreign language. I realized students constantly asked for help to understand instructions. When I was in charge of the English class, students asked for help when reading and even when some of the vocabulary and the structures had already been explained, they did not remember some of the information.

Another contribution of this project is to meet the need to find ways to generate student's real production and understanding. Students must develop competences which are meaningful to them, departing from previous experience and prior knowledge of their immediate context. This proposal can be further explored and refined through the implementation of formal interviews to the school participants. Finally, I can conclude that this unit of teaching was a good instrument for increasing students' active participation; during the activities they made efforts to understand new information in English departing from their previous knowledge and their classmates' previous experiences with the contents. With this kind of monographs teachers may find one of the ways to foster student motivation in relation to learning English as a foreign language considering different extensions of Communicative Language Teaching such as CBI and TBI. Due to the different school interruptions in the processes it was impossible for me to have contact with the same group of students after their school vacation because every new school year groups are mixed.

Thus, to make possible the content areas integration described by the school PEI, I consider important to start with this kinds of proposals at the beginning of a school year in order to generate a wide view of its implementation but with a general picture taking into consideration the perceptions of participants and the modifications needed.

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Webgraphy

Communicative Approach:

<http://www.monografias.com/trabajos18/the-communicative-approach/the-communicative-approach.shtml>

<http://www.aber.ac.uk/~mflwww/seclangacq/langteach9.html>

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<http://marlene-de-wilde.suite101.com/english-teaching-method--communicative-approach-a310843>

Agosto 2011

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2011

Action Research:

stage in the action research process.

[_ http://elmo.scu.edu.au/schools/sawd/arr/arr-home.html](http://elmo.scu.edu.au/schools/sawd/arr/arr-home.html)

Junio 2011

Web: www.lab.brown.edu

Junio 2011

http://ousd.k12.ca.us/netday/links/Action_Research/

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2011

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Five Senses: <http://www.scientificpsychic.com/workbook>

Appendix

Appendix 1

Register of Observation and the Final Result of the Process of Categorization

Date: Wednesday, October 15th 2008

Grade: 8-17

Time: 3: 52 p.m

M: me, T: teacher, S: student, Ss: students, Sp: Spanish

There are 18 students. The teacher asks about the pictures from the last class. Some students say they don't have homework. The teacher speaks in Spanish. She said that for the last class they talked about present progressive and she says to Lina¹⁸ (s). to throw the gum away.

Teacher says they are going to say what the people are doing in the pics. The teacher says they are going to write in Sp first. Teacher show a picture of Shakira and she says they have to say what is she doing in Sp. Then, she says *Shakira está cantando*. Later, they say there're going to do it in Sp first and later in English. The teacher plays some music on a tape recorder. A S (girl)says which "laminas" should she use and she says the one you bough.

T: listo, Daniela finish?

4:02 a girls screams

T: ready, listo

SS: nooooo

T: entonces por qué están conversando?

4:06 sono campana

T: Listo???

SS:nooo

T: lo escriben primero en SP

SS: nooo

T: cuando les digo que lo escriban en español lo hacen en Inglés

4:09

Hay dos estudiantes de pie. La profesora revisa el cuaderno del primer estudiante de la primera fila. La profesora escribe en el cuaderno.

Ahora hay 3 SS de pie. Los niños se piden el diccionario prestado entre ellos.

T: se dirige a un chico Donde está su cuaderno d Inglés?

Unos niños se asoman por la rejilla del salón y hablan por señas con una estudiante que

¹⁸ Nicknames are used to preserve the anonymity of the students

está cerca de mí. Los SS pegan las láminas en el cuaderno.

4:15

T: listo

S: pere profe

La estudiante Lina se pone de pie y se dirige a conversar con otra estudiante que está en el primer puesto de la fila.

S: " la profesora me puso nota, yo si traje laminas sino que no la había encontrado"

T: listo ya terminado?? Bueno ahora ya que terminaron esos verbos. En que terminan esos verbos?

SS: ando, endo

T: pongan esos verbos en infinitivo. Los verbos en infinitivo en español terminan en ar, er, ir. Ahora combinen esos verbos. Por ejemplo, como queda cantando

SS: cantar

T: combinen todos esos verbos

SS: en español?

T: si

SS: aaaaa

4:22

Ss: dice que la profesora le pone en otra

T: enfrente de cada verbo en infinitivo lo ponemos en inglés, por ejemplo, cantar como queda

Ss: cantando

T: cantando es progresivo, en inglés como es el verbo cantar.

SS: sing

T: ahora pongan los verbos al frente en inglés. Daniela and company? Daniela, Alexis sit down. Sit down please. Daniela and company again, Mosquera what happened?

Solo cuatro estudiantes tienen diccionario. Un estudiante va hablar con la profesora. Un estudiante se sienta cerca a mí y me pregunta.

SS: por qué esta acá? La profe me mando.

4:33 p.m

Escucho que la profesora comienza a revisar cuadernos. Y le manda nota al que no la tenga.

4:38 hay ruido en el salón. La profe esta con cuatro estudiantes de la primera fila.

T: Alexis y Leidy??? Mira un estudiante de la primera fila del primer puesto. Que te dieron hoy de comer, siéntate derecho.

4:42 p.m

La profesora revisa el cuaderno de una niña.

Example of the Analysis done to the observation at the school that became Categories

Classroom organization and management:

Call the students' name (roll): 10/20 .

Close the door for the class 10/27;

Check if students bring dictionary for English class 10/27;

Write the date on the board 10/27;

Throw chewing the gum 10/15,10/27,10/29

Check and organize the uniform 10/20.

Noise disruption

Break in the middle of class session 10/20, 10/27, 11/05,11/10, 11/17, 11/24

The bell ringing interrupts class (no closure) 10/01, 11/05,11/17,11/19, 11/24

Cellphone rings 10/29

Routines and Communications

Write notes to parents in the students' notebooks 10/15,10/27,11/05

Communication with assistant of the class 10/20

Communication with assistant of the lab 11/10

Teacher's activities

Teacher writes on the

board 10/01,10/01,10/01,10/20,10/27,10/27,10/27,10/27,10/29,10/29,10/29,11/05,11/05,11/05, 11/10,11/19,11/19

Teacher sits on her desk 10/15,10/27,11/10

Teachers asks some students 10/27,10/27,10/27

Teacher show flashcards and make students repeat 10/29,10/29

Teacher hands out photocopied 11/10, 11/19

Students' attitudes and activities

Students go to the teacher's desk 10/01,10/01,10/15,10/15,10/20,10/27,10/29

Students go to the board 10/01,10/01,10/20,10/20,11/19,11/24,11/24

Students sit working on their desks 10/15,10/15,10/20,10/20, 10/27, 11/19

Students stand up 10/15,10/15, 10/15

Students talk and ask for help to other students 10/15,10/15,10/15, 10/20,11/19,11/24

Students use dictionary 10/01,10/15,10/27,11/05,11/24

Students read aloud 10/27,11/10

Students do not carry out activities 10/27,11/19

Students' participation 11/10

Students sit quietly and work individually 10/01

Example of the Analysis done with the personal Diary

Students' Reaction towards the class	My feelings	Students' talk English	Students' talk Spanish
--------------------------------------	-------------	------------------------	------------------------

Students' performance	Description of the activities	Communicative activities	Grammatical activities
-----------------------	-------------------------------	--------------------------	------------------------

PERSONAL DIARY OF INTERVENTION

In this class of activity two I felt so frustrated because the teacher told me she had to carry out a project about a book she couldn't do before, so she asked me to give her one hour of class for her to work. When she was getting ready for her class I took advantage and asked her if the groups were always the same or if they mix the students and she said they groups were never the same because they mix all the grades. When the teacher was doing her activity and 25 minutes had passed she told me she was not ready so I was able to develop my class.

In the preparation stage students were shy to give their opinions, there was no noise in the classroom and the students were concentrated looking at the posters but there were no volunteers to provide ideas. So I provided some descriptions about the images in order to practice the structure reviewed the last class. Then I asked some of them to say what they think and they try to speak in English and I help them to express their ideas.

In the developing part the students felt frustrated because they had to produce something. Each pair received a set of images to write a description in order to compare the Homo sapiens life and our lives. However, I gave them some clues like departing from their mother language and also to review the description they had read in the last reading. Walking around the groups I could see that some students didn't know how to use the dictionary so I had to give them an explanation about it.

I could observe that students really had a good time and enjoy the activity because they laughed when trying to produce but I felt they were doing an effort to overcome vocabulary blanks and all of them were involved in the activity, when I walked around I saw all of them trying to carry out what was directed. In the evaluation stage only four students provide a feedback.

April 29th /2009

During this activity three, the students began to make predictions since the very beginning I was pasting the images on the board. I heard them saying the pictures were from Homo sapiens and men from the pre-history. Then I asked the students to observe the board and say the first thing the picture made them think. The students spoke in Spanish but they made great predictions.

After that the students had to choose two images from the board in order to describe them I could realize they had knowledge about all the changes men had in history, according to the changes seen during the evolution.

In the last part of the activity during the writing exercise the students took out the

dictionary when they knew they had to write something. However, I encourage them to

Students' Reactions towards the class	My feelings	Students' talk English	Students' talk Spanish
---------------------------------------	-------------	------------------------	------------------------

Students' performance	Description of the activities	Communicative activities	Grammatical activities
-----------------------	-------------------------------	--------------------------	------------------------

try to remember the vocabulary they read before and make an effort to relate vocabulary.

Emerging categories:

These categories were extracted from the intervention stage, while I taught the group. They are in part product of class observations while the students were working, and also the product of the entries of the diary I kept while teaching. Categories were initially grouped and coded using color codes; then, after revision and rereading, they were reorganized and labeled.

Students' reactions towards the class:

They were shy to answer and reluctant to say a word in English in front of the other teacher, their classmates and me.

They are not used to listen at everything in English so they had smiling faces

The warm up activity was something enjoyable for the students; they laughed a lot and answer the question in Spanish

In the preparation stage students were shy to give their opinions

In the developing part the students felt frustrated because they had to produce something I could observe that students really had a good time and enjoy the activity because they laughed when trying to produce but I felt they were doing an effort to overcome vocabulary blanks

up it seemed to be the first time they did these kind of listening activities because they were interested in following the lyrics of the lemon tree song and

The sixth activity was a really good class because the students liked working in groups to share their ideas and discuss about their opinions related to the topics studied.

after all, and they felt comfortable with me speaking in English the whole time and while sharing their ideas they made a huge effort to say some words by their own.

This showed they were having fun working in their teams and planning everything

For them this kind of things moving around is something new

The students had a good time trying to draw what they understood from the reading

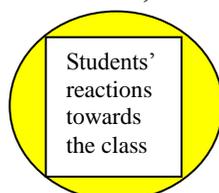
For them it was new to see real items in the classroom.

They had fun while guessing which items they were in contact with

I think they felt comfortable listening to English

I think they were nervous because this activity was in front of everybody and they were going to get a grade for that

In a nutshell, students reacted...



Shy, reluctant, laugh, smile, frustrated, enjoy, brave (make effort), interested, liked working in groups, had fun. Students had a good

time, they had fun making drawings. Students had fun with realia; students felt comfortable with English, students were nervous, students are not used to work out of their chairs,

Students' use of English:

They try to speak in English and I help them to express their ideas

They even try to repeat after the singer

Some of the students even tried to say things in English without me telling them to do it.

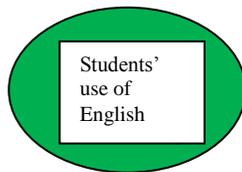
Some of the students asked me for help in order to pronounce well, some of them made many mistakes when constructing their sentences orally but some others were really close to a perfect sentence

They made their presentation

One of the classmates said *the book is of English*

Role plays dialogues because they use English

Students use English to:



Produce ideas in English
Constructing sentences orally
Ask about Pronunciation
Oral presentation
Give opinion
Dialogue
Repeating

Appendix 2

Pictures from final project



Students are presenting their final Project. They had to do an oral report in which all the topics from the English class had to be reviewed.





In this group the students made a role-play.

In this part of the story a group of friends invite the girl to a party. They talk about the food they like.



This group created some puppets that tell a story about some friends that go to the beach






DSCN4030.MOV



Appendix 3

Transcript

Puppet one: *give me fruyt for one pie, in the roud foun her frend Bigotes*

Puppet two: *Jes it is a good time bicause, Hi Bigotes can yu hel (laughs)*

Hi Bigotes can yu hel me to pick fruyt for coking pie

Puppet one: *jes tis is a good time because the trees are in the ryer with one palm tree full with bananas¹⁹*

Appendix 4

INSTITUCIÓN EDUCATIVA INEM “JORGE ISAACS” DE CALI

COORDINACIÓN ACADÉMICA

PLAN ANUAL DE ÁREA

AÑO LECTIVO 2008-2009

CAMPO DE FORMACIÓN: CIENCIAS DE LA COMUNICACIÓN. ÁREA:

LENGUAS EXTRANJERAS. CÓDIGO__ ASIGNATURA: INGLÉS

CÓDIGO_____

PRESENTACIÓN DEL ÁREA.

En la institución Educativa “INEM” Jorge Isaacs de Cali, el área de Lenguas Extranjeras comprende tres idiomas; inglés francés y alemán. Para su enseñanza, se cuenta con profesores preparados y especializados en dichas lenguas; quienes con los pocos e insuficientes recursos existentes; realizan su labor lo mejor posible. Aunque las lenguas extranjeras se aprenden principalmente en el aula y con períodos controlados, con las ayudas y materiales didácticos necesarios, los estudiantes pueden alcanzar altos niveles de desempeño para comunicarse eficazmente cuando lo necesiten.

¹⁹ The transcript is written with the pronunciation of the students.

PROPÓSITOS GENERALES DEL ÁREA

- Lograr que los estudiantes desarrollen y se apropien de una competencia comunicativa en Lengua extranjera, de tal manera que puedan utilizarla para adquirir y relacionar saberes, para comprender e interpretar la realidad de su entorno y para compartir ideas, sentimientos y opiniones en situaciones comunicativas.
- Proporcionar a los estudiantes las estrategias necesarias para comunicarse con hablantes nativos de la lengua objeto de estudio y para interpretar, comprender y producir textos orales y escritos.
- Familiarizar a los estudiantes con el uso de la terminología apropiada para manejar adecuadamente las nuevas tecnologías de la información.
- Introducir en el ámbito escolar un concepto de cultura que valore la presencia de los diferentes grupos étnicos, respetando su lengua, religión, valores, cultura y diferencias socioeconómicas.

PRESENTACIÓN DE LA ASIGNATURA

En Colombia, el inglés como lengua extranjera, adquiere cada día más importancia, dado su carácter universal, debido al fenómeno de la globalización. En ese orden de ideas, el inglés permite a las personas mayor acceso al mundo actual cuyas naciones se comunican cada vez más entre sí.

PROPÓSITOS GENERALES DE LA ASIGNATURA

- Profundizar y reforzar las habilidades lingüísticas y comunicativas adquiridas durante los dos cursos precedentes.
- Preparar a los estudiantes para el manejo de un léxico y unas estructuras más complejas a fin de mejorar sus competencias en la lengua extranjera.
- Incrementar las estrategias para mejorar la comprensión y producción oral y la comprensión y producción escrita.

NIVEL DE EDUCACIÓN: Básica secundaria **GRADO:** 8°

PERÍODO LECTIVO: 2008-2009 DESDE Septiembre de 2008 HASTA Octubre

de 2009.

FUENTES DE INFORMACIÓN: Textbook: Teenagers New Generation 7; estándares Básicos de Competencias en Lenguas Extranjeras, Pruebas Icfes.

OBSERVACIONES:

La metodología, los criterios de evaluación, los logros, juicios valorativos, estrategias de mejoramiento y los recursos son válidos para todas las unidades y los períodos.

- Esperamos contar con todas las ayudas didácticas , pedagógicas y tecnológicas para poner en práctica nuestra experticia en la lengua extranjera

DOCENTES RESPONSABLES:

PAOLA CATALINA PERILLA _____

MARIA PEREZ BARRETO _____

- **METODOLOGÍA DE LA ENSEÑANZA *Unit One***

Se fundamenta en esta ocasión, en el enfoque comunicativo, privilegiando la interacción oral de los estudiantes; sin descuidar la producción escrita y la comprensión lectora, fundamental esta última para responder a las exigencias del ICFES. Se trata de integrar al enfoque ya mencionado otros métodos que de manera lúdica y participativa, se apliquen para lograr los objetivos propuestos de acuerdo con los temas y el nivel de los estudiantes.

Objectives

- Describe different places from my city
- Recognize abilities that some animals have
- Express past events
- Refer to people

Juicios Valorativos:

Unit II: Utiliza la lengua extranjera en la construcción de textos sencillos y representaciones.

Unit III: Muestra habilidad en la práctica oral y comunicativa de la lengua.

Learning Goals

Unit II:

- a. Expresar lo que pueden y no pueden hacer los animales
- b. Hablar sobre las habilidades propias y las de otros
- c. Descubrir cosas interesantes del reino animal
- d. Expresar existencia en el presente y en el pasado
- e. Hablar sobre sitios que visitó y personas que conoció en el pasado

Unit III:

- f. Narrar eventos ocurridos en el pasado
- g. Dar y pedir información sobre el pasado
- h. Identificar conectores de secuencia

Contents

The students have as a base material some copies from the book *Teenagers New Generation*. Here I present some of the topics taken from this book to plan the contents that the students are presented this semester.

Unit II:

ABILITIES AND THE WAY WE ARE

- i. Verbo Can
- j. Verbo To Be en pasado
- k. There was / there were
- l. Wh questions
- m. Vocabulario: sitios de la ciudad, habilidades, reino animal

Unit III:

I REALLY HAD A GOOD TIME

- n. Pasado simple
- o. Wh questions en pasado
- p. Conectores de secuencia
- q. Expresiones de tiempo para el pasado
- r. Pronombres objeto
- s. Vocabulario: verbos en pasado regulares e irregulares, Viajes

Appendix 5

Some of the Students' productions



Sentences.

- the homo sapiens were the species to which human beings belong to.
- the first humans were men with big* foreheads and modern humans have large brains that vary according to the population.
- there were a small group of humans evolved into modern homo sapiens.
- they were subsequently named the Cromagnon people.
- they were very similar in appearance to modern Europeans

Ada Andrea Gómez. E
★

(integr) integrantes: Diana Amaya
briana ipia
iveth riascos
Paola Gómez
Darly quíñonec

The First inhabitants in America

Vocabulary

Western: occidental
Century: siglo
Stumble: tropezar
Own: propia (en esta lectura)
Discovery: descubrimiento
Beyond: mas allá
Savages: salvajes
Make over (made over): transformar, convertir, volverse
Quickly: rapidamente, velozmente
Roots: raíces
Settlement: acuerdo
Disregard: indiferencia, no tener en cuenta

E

1. The First "Europeans" (reach) reached the Western Hemisphere in the late 15th century.
2. They (find) found a rich and diverse culture that (have) had already inhabitants for thousands of years.
3. The Europeans (be) were completely (unprepare) unprepared for the people they (stumble) stumbled upon.
4. They (cannot) could not understand cultures that (be) were so different and exotic from their own.
5. The discovery of the existence of anything beyond their previous experience (can) could threat the stability of their entire religious and social structure.
6. Seeing the Indians as savages they (make) made them over in their own image as quickly as possible.
7. In doing so they (overlook) overlooked the roots that (attach) attached the Indians to their fascinating past.
8. The importance of this past is often (overlook) overlooked.
9. Most text or history books begin the story of the Americas from the first European settlement and disregard the 30,000 years of separate, preceding cultural development.

S



INEM "Jorge Isaacs"
TEACHER: INGRID Y JOHANNA CAICEDO SANCHEZ
STUDENT: Diana Lizeth Maya Gonzalez

8:17

6th 2009

Evolution

1. Which are the physical characteristics of the Cro-Magnon?
2. How many theories are there about the first inhabitants in America? Explain them.

Human Senses

1. How many senses do we have and which are their names?
2. Say three characteristics of one of the three senses with three of its parts.
3. Say in brief what you did this morning. At least three lines.

Development

1. Caras pequeñas ♥ Small faces
Frentes grandes ♥ big foreheads

2.0 ✓

2 Teoria del Pautoctonismo ♥ Theory of the Pautoctonismo

P= En esta teoria se comenta q' el hombre sin haber completado el proceso de la evolucion sale a poblar otros continentes.

P= In the theory to coment that men sin credit complete the process of the evolution exit to populate others continent.

2.0 ✓

Human senses ♡



The best teachers

Ingrid and Caroline

1. See = vista ✓
 2. hear = oído ✓
 3. Taste = gusto ✓
 4. Touch = Tacto ✓
 5. Smell = olfato ✓
- 2.0

2. Listen music = Escuchar musica

converse = conversar ✓
recognize = reconocer
the sounds Los sonidos

Partes = Parts

- * Snail = Caracol ✓
- * Ear out = Oído externo
- * hammer = Martillo ✓

2.0
outer ear ✓

3. Desagone, Cuido a mi hermana y Escuche musica
Tambien hice el aseo de la casa Ademas adelante una
Tarea.

to ^{ate} eat breakfast, care ^{took of} to my sister and listen ^{ed to} music
too to do neatness of the house moreover to ^{advance} a homework.

1.5



Klaudia Patricia Mosquera
 Jhon Freddy Mosquera
 Susan Nathalia Paz Narvaez
 BRAYAN PINCHAO ROSERO
 grado 8-12.

The First inhabitants in America

Vocabulary

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- Stumble: tropezar
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8

LEMON TREE

1. I'm sitting _____ in a boring room it's just _____ rainy
2. Sunday afternoon
3. I'm wasting my _____ I got nothing to do
4. _____ hanging around I'm waiting _____ you
5. But _____ ever happens and _____ wonder
6. I'm driving my around in my _____ I'm driving too fast
7. I'm driving too _____ I'd like to change my point of view
8. I _____ so lonely I'm _____ for you _____
9. _____ ever happens and I wonder

(nothing2, another, for, time, I, car, feel, waiting, but, I'm, here, far,)

10. I wonder _____ I wonder _____
11. Yesterday you told me about the _____ blue sky
12. And all that I _____ see is just a _____ lemon tree
13. I'm turning my head _____ and _____
14. I'm turning, turning, turning, turning, turning _____
15. And _____ that I _____ see is just another lemon tree.

(Can2, how, around, all, yellow, up, blue, why)

16. I'm _____ here I miss the power I'd _____ to go out
17. Take in a _____ but there's a heavy cloud _____ my head
18. I _____ so tired myself into _____ where nothing
19. Ever happens and I _____

(Sitting, inside, wonder, bed, shower, like, feel)

20. Isolation is not _____ for _____
21. Isolation I don't _____ to sit on a _____
22. I'm stepping around in a _____ of joy _____ any how I'll
23. Got another toy and _____ will happen and you'll _____

(Wonder, good, everything, me, tree, lemon, maybe, desert, want)

24. I wonder _____ I wonder _____
25. Yesterday you told me about the _____ blue sky
26. And all that I _____ see is just a _____ lemon tree
27. I'm turning my head _____ and _____
28. I'm turning, turning, turning, turning, turning _____
29. And _____ that I _____ see is just another lemon tree.

(Can2, how, around, all, yellow, up, blue, why)