TEACHING ASPECTS OF THE BRITISH CULTURE TO FOSTER MOTIVATION ON

SEVEN GRADERS IN A PUBLIC SCHOOL

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"**The person who learns a language without learning culture risks becoming a fluent fool**".

Bennett and Allen, 2003

ABSTRACT

This project aimed to observe and analyse the variations in motivation students experimented when exposed to several aspects of the British Culture, as part of their school curricula for the learning of English as a second language. A population of 15 seventh graders, from a public school in Pereira became the centre of analysis. The data collected helped as input to contrast the learners' motivation towards cultural content from the British lifestyle. The results addressed a high interest learners had in learning English through the cultural impartation. Thus, their linguistic development showed a considerable improvement.

Also, the cultural implementation reveals a series of challenges: first, there is a noticeable impact on students' motivational factors when the lessons contain cultural content in comparison to traditional impartation; second of all, the learners' sociocultural status limits the content to be taught; thirdly, there exists a series of disciplinary issues that prevent a favourable class flow; finally, a direct connection among attitudes and specific learning styles is evidenced. In addition, the learners' motivation towards the cultural content is mainly expressed in L1, which implies a linguistic unevenness in the group of students. Lastly, lesson planning is tooled as a strategy that aids the process of implementation.

RESUMEN

Este proyecto apuntó a observar y analizar las variaciones que en motivación, los estudiantes experimentaron cuando fueron expuestos a diferentes aspectos de la Cultura Británica, como parte del currículo de estudio para el aprendizaje de una segunda lengua. Una población de 15 estudiantes de séptimo grado, en una escuela pública de la ciudad de Pereira fue el centro de análisis. Los datos recolectados sirvieron como incentivo para contrastar la motivación de los aprendices frente al contenido cultural del estilo de vida Británico. Los resultados arrojaron un alto interés de los estudiantes por aprehender inglés a través de una impartición cultural. Así, su desarrollo lingüístico mostró una considerable mejoría.

También, la implementación cultural reveló una serie de desafíos: primero; hay un impacto notable en los factores motivacionales de los estudiantes, cuando las lecciones tienen contenidos culturales, en comparación a la impartición tradicional; segundo, el estatus sociocultural de los estudiantes, limita el contenido a enseñar; tercero, existen una serie de asuntos disciplinarios que previenen un flujo de clase favorable; finalmente, se evidencia una directa relación entre las actitudes y estilos de aprendizaje específicos en los estudiantes; además, la motivación de los estudiantes frente a los contenidos culturales, se expresa principalmente en la lengua materna, lo cual implica un desbalance lingüístico en el grupo de estudiantes. Por último, el planear las clases se utiliza como estrategia que ayuda el proceso de implementación del proyecto.

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1. INTRODUCTION

The main purpose of this project is the implementation of British Culture aspects in order to observe students responses regarding motivational factors. The impartation is supported by modern approaches in Language Teaching such as: Content Language Integrated Learning (CLIL) and Content Based Instruction (CBI).

Culture makes part of every human being, regardless of race, genre, social status, religious beliefs, etc. More specially, British Culture has prompted mankind with astonishing accomplishments as the Industrial Revolution just to mention one. However, in terms of Language Teaching/Learning, there has always been a dichotomy in whether or not to include cultural content within the lessons, as a factor to be significant to students or demanding for the teacher. These inquiries are part of a great need and aim, to prevent learners becoming fluent fools.

This project explores the way cultural content has repercussions in English Language Learning towards learners' motivation. Also, it gives the facilitator the great chance to examine the way students perceive cultural information, and how important it is to their lives. As a reader, the project provides crucial information on how students feel motivated when getting acquainted with some aspects of The British Culture such as: transportation, food, the weather, etc.

Apart from students exploring their motivational factor; they have the opportunity to contrast their own culture versus the aspects of the way the British people live. This confrontation allows the 7th graders to come up with a greater notion of what culture is, but

also at the end of the project, learners will be more communicative competent, as well as being more conscious of the world through cultural awareness.

2. JUSTIFICATION

During the implementation of the class project, the pre-service teacher intended to apply British cultural aspects when imparting EFL lessons to foster motivation towards the learning process. Based on previous background knowledge and working experience, a lack of awareness of British cultural aspects has been noticed on most of the students from public schooling, which derives into poor motivation issues towards the content during English classes.

According to Hernandez and Samaca (2006), there might be a certain level of cultural awareness that students consider necessary during EFL learning process. In other words, students admit that knowing a foreign culture is a key factor to acquire a foreign language. Therefore, it is pertinent to include contents that enrich students' erudition of the world and cultures around them, in order for them to compare and abstract the most positive elements that aim to shape well-prepared and competitive human beings.

In addition, this project implies the need of establishing classroom contents that have the chance of impacting learners' motivation towards the instruction. According to Midraj (2008), comprehending what really motivates students is fundamental for a more successful ESL/EFL process. That is, higher motivated learners may adjust a more effective competence in language learning. Therefore, the role of the facilitator focuses on seeking those lesson contents that truly impact, in a positive way, the learning process of a learner.

This sort of project is highly innovative as it demands exploring a cultural outline, in order to track the motivational ups or downs students may face when being instructed. Therefore, Lee (2006) asserts that there exists a link between students' perception of their own culture, and the willing to learn about cultural content. Moreover, the tendency of learning cultural aspects, gives the facilitator the opportunity to subject the learners' attitudes when they are presented to cultural impartation.

Being part of this project allows the empowerment of professional skills in terms of, classroom management, use of modern teaching approaches such as CLIL and CBI, not to mention the huge chance of sharpening observation and reflection abilities during and after a thoughtful process of lesson planning. Further, not only the pre-service teacher was benefitted by this enterprise, but also the institution, in which the project is developed, and the learners themselves; when being exposed to more interesting contents that help reinforcing topics from school subjects, aiming forward to develop highly critical thinking citizens of the world.

So far, there have been no other studies similar to this one that impacted learners from public institutions in the city. The main participants are 7th graders from the Remigio Antonio Cañarte School. The teacher prepared his lessons according to the syllabus provided by the institution for every term, as well as following the skill competences described in the Estándares Básicos de Competencias en Lenguas Extranjeras by the Ministerio de Educación Nacional (MEN) for seventh graders. The topics were chosen in relation to cultural aspects shared with different subjects like Social Studies or Arts classes. Finally, having the lessons ready, the pre-service teacher used observations, notes, and reflections as material that were captured within the instruments for data collection.

3. CONCEPTUAL FRAMEWORK

The purpose of this section is to have a detailed view of the concepts that will path the development of this project; Definitions of Culture, which explain different perspectives to define such complex term; the Content and Language Integrated Learning (CLIL) approach, which refers to including both language and content within the classroom; and a related study, which was conducted in the same area of the current project. These concepts will set the project with the appropriate theoretical background to delineate the focus of study. The definitions of Culture will take into account views from Banks and McGee (1989), Taylor (1974), Seeley (1976), Bada (2000), among others. CLIL will be defined by the contributions of Coyle (1999), David Marsh (2001) and Dalton- Puffer (2006). Finally, the related study by Orozco and Florez (2012) will explore the similarities to the ongoing study.

3.1 Culture

Explaining what culture is becomes a hard task to accomplish, since there are a variety of views to take into account. Most of those significations are attached to the culture of origin. However, for the purpose of this project, a wide and general perspective is presented. According to Banks and McGee (1989) the core of a culture relies on how its peoples understand the meaning of symbols, instruments, and behaviours in the same or different ways, according to world surrounding them.

On a broader manner, Taylor (1974) asserts that culture refers to "the complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities acquired by humans as member of society" (p. 193). In other words, all that you touch, all that you see, all that you taste, all you feel, all that you love, and all that you hate, becomes part of a

culture, or better described by Seeley (1976) who states that culture embraces all concepts of human life (cited in Hernandez & Samaca, 2006).

Coming from the general to the specific, there are several authors that propose an important link between culture and language learning/teaching. The importance of including aspects of the culture which, language is being learnt, relies on the fact that those learners face difficulties when interacting with native tongue users. Bada (2000) claims that "the need for cultural literacy in ELT arises mainly from the fact that most language learners, not exposed to cultural elements of the society in question, seem to encounter significant hardship in communicating meaning to native speakers.". (p.101). In other words, a low motivational spam is described here, as the learners fear to address native language users because aspects of their culture are unknown.

It is stated that culture is the one that delimits language itself. Whorf (1956) argued that cultural differences produce communication variations from language to language. All of the above makes reference to Cultural Literacy, which is the knowledge of history, contributions, and perspectives of different cultural groups, including one's own group, necessary for understanding of reading, writing, and other media.

Cultural literacy requires interaction with a culture and reflection of it. It is one's possession of a broad range of general knowledge and the use of that knowledge to build communication, acceptance, and understanding in an ever changing global society (Desmond, 2011). Therefore, some language students may encounter disappointment for not being exposed to cultural aspects that go beyond the language taught and learnt in question.

All in all, when learners become aware of the culture which language they study, they feel more confident and there is a noticeable attitudinal change towards the experience of

learning. A study carried by Hernandez and Samaca (2006) outlines the opinion of students expressing that knowing the foreign culture, is a key plus to improve the acquisition of a foreign language. That is why, for the sake of this project, the motivational factor is supported below.

Having students motivated truly shocks the teaching/learning development together with proper instruction. Midraj (2008) claims that "understanding students' motivational outcomes is fundamental for the production of more successful ESL/EFL learners." (p. 49). In other words, high proficiency learners are proportional to the level of high motivation spams. A key point in language learning is not only the study of the grammatical, communicative, and proficiency components, but also an attitudinal swift exploring the target language culture. Straub (1992) argues that the knowledge of the grammatical structures demand to go hand in hand with the understanding of specific acts of culture as: conventions, beliefs, and customs, as part of the integral perspective of learning a second or foreign language.

As a result, learners do not necessarily force themselves to modify their native culture by comprehending another one, but they become more aware of the presence of different cultures and its languages, in order to coexist in today's challenging world. Harmer & Blank (1995) express that "one becomes cognizant of the existence of other cultures in or outside one's own society." (p. 117).

3.2 Content and Language Integrated Learning (CLIL).

In view of the fact that Culture refers to all concepts of human life, Seeley (1976), integrating the concept of CLIL to develop intercultural skills, becomes crucial to the current project.

As a recent trend in language teaching, CLIL uses an academic subject to teach language, in this case English, aiming for succeeding both linguistic, and content objectives. Marsh (2001) describes it as teaching a language through a punctual content, hand in hand. Doing so, Marsh (2001) claims that there is an increasing achievement in the language and the subject under study, at the same time learners' confidence arises.

On top of that, Marsh (2001) states "CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the learning topic. It is this naturalness which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning" (p.6). That is, learners at school use L2 implicitly, at the same time the content objectives are achieved.

On the other hand, there is a general concern among teachers and parents, on whether CLIL affects or effects content outcomes when being taught in the foreign language. Vollmer et al (2006) (cited in Dalton-Puffer, 2008, p. 4) explains that research results turn out to be positive, as "CLIL students work more persistently on tasks, showing higher tolerance of frustration, thus acquiring a higher degree of procedural competence in the subject." In other words, learns can achieve the same quantity on content knowledge as their classmates who are instructed in L1.

As seen in figure 1, the factors known as "the 4C's of CLIL" – content, communication, cognition, and culture; are to be taken into account, interrelated, to properly design CLIL-based activities, Coyle (1999). Thus, culture appears as the root of the CLIL methodology, directly related with the world around us, the way we behave under certain circumstances, and academically, to the topics chosen for the teachers to impart culture-based lesson when teaching a foreign language.
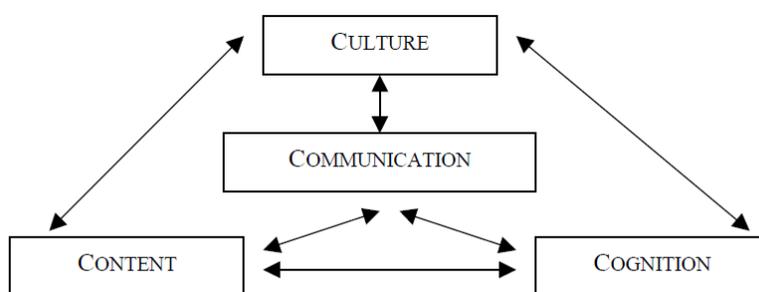
Figure 1. A curricular framework for CLIL (Zydatiß 2007, 16)

3.3 Related study

In order to theoretically support my classroom project, I present a related study developed in 2012 by Julieth Cristina Orozco and David Florez, called "EFL culture-based instruction: An observation of attitudes and dispositions in Colombian college students after being exposed to cultural contents.".

Orozco and Florez (2012) performed a qualitative research study, in which 5 people were chosen at random to be observed and interviewed. Their main goal was to observe how the attitudinal behaviour of these individuals changed, after being exposed to a cultural-based impartation in the classroom. (p.23).

The study took place within an EFL, elementary level context, at a public university.

The course had a total of 26 students from which they selected 5 individuals as a focal group to collect the data for the study.

When collecting data, Orozco and Florez (2012) used observations and semi-structured interviews. Observations were carried out to outline attitudinal dispositions of the culture-based class, as well as on the participants. (p.26). As stated by Patton (1990) (cited in Orozco and Florez, 2012, 27) "Observation can lead to deeper understandings than interviews alone, because it provides knowledge of the context in which events occur, and may enable the researcher to see things that participants themselves are not aware of, or that they are unwilling to discuss". That is why, two-hour observations were implemented along with note taking for a period of six sessions.

Additionally, the use of interviews were crucial to complement the information collected. The interviews were conducted in Spanish, through informal conversations, so more direct answers were acquired by the participants. (p. 27).

Furthermore, one of Orozco and Florez (2012) most outstanding findings, is the fact that students' experiences and insights are a key complement for institutions and language instructors to design an educational program, or as Hernandez & Samaca (2006) state (cited in Orozco and Florez, 2012, 34), the conceptual foundation when speaking about culture cannot be imposed by the curriculum designer, but instead it needs to be elicited from the very same population under instruction. What is more, 4 out of 5 participants agreed when defining the concept of culture and pointing it to some interchangeable terms such as traditions and customs. (p, 35).

In addition, Orozco and Florez (2012) distinguished the way the participants created their own thoughts on culture, even without being aware of it, matching the statement developed by Sapir (1962) and Whorf (1956), on the human mind behaviour. (p. 36). As a result, and

after performing a series of interviews, Orozco and Florez (2012) drew an interesting concept of what culture is, derived from the participants answers. Then, culture refers to the demonstrations of values, traditions, beliefs, etc. that are constructed and applied by a community day by day. Also, participants agreed on different aspects defining the Colombian culture, in terms of religion, character, festivities, etc. (p. 38, 39).

On the other hand, the participants of the study revealed significant differences regarding their own culture. These contradictory manifestations helped the researchers identify the importance of feeling comfortable with our own culture, at the time of learning a foreign language, or as claimed by Lee (2002) (cited in Orozco and Florez, 2012, p. 40,41) "those students who feel pleased within their own culture can have positive attitudes in their learning process".

Moreover, the study presents the participant's perceptions towards the culture in the USA, claiming that modern globalization allow the Colombians to get familiar with it. As a result, participants differentiate Colombian and American culture in terms of consumerism, behaviour, and lifestyle. (p. 43).

As a consequence, the researchers displayed their findings in two main momentums; institutional designed lessons and the culture-based lessons, which were planned for the sake of their study, to perceive participant's change in attitudes and motivational factors. The findings include factors such as cultural identification, in which, a participant expresses a difficulty to be familiar with the American culture apart from the content studied in class. (p. 46). Another important fact, is the way students' motivation changed after having cultural based lessons, varying from an extrinsic to an intrinsic motivational factors, affecting the use of the foreign language. (p. 49). Hence, participants adopted the culture-based lessons as an advantage to use

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the foreign language, as stated by Orozco and Florez (2012) "we could also assume that the culture-based lessons provide ideal contexts in which the individuals feel comfortable to express their ideas in the language of instruction; English in our case." (p. 54).

In short, the researchers express the importance of teaching culture when learning a foreign language, and thus avoid learners to become "fluent fools", or as stated by Hernandez and Samaca (2006) (cited in Orozco and Florez, p. 64) "culture becomes a way to learn the expressions that can't be translated and the different vocabulary which doesn't exist in the own culture".

In brief, Orozco and Florez (2012) conclude their study from two perspectives, the instructor and the learner's. For the facilitator, designing culture-based lessons opens the door to guide learners with a range of options that complement their learning process with a more interesting view of the world around them. (p. 69). As for the learner, having classes with cultural components, allow them to appropriate the target language better, changing their view of the learning process positively. (p. 70).

Finally, the study presented above shows a great deal of familiarity with my own project, as the attitudinal and motivational parts towards culture-base lessons, are both observed and analysed, regardless of the culture in question, American or British. Undoubtedly, the findings in Orozco and Florez (2012) are of use for the present project in view of the fact that cultural contents are a great opportunity to show learners a way of identifying the use of the target language to improve their knowledge of the world. Also, there is a bond between a motivational factor and a better proficiency in the foreign language, through the study of the culture related to the target language, Midraj (2008, p.49).

These findings are relevant for the present project as they highlight the positive effects of including cultural content on linguistic competence, evidenced that when the cultural

component is immersed, learners' motivational spam increased, developing a better cognitive skill, which is required academically, within a more challenging environment.

4. METHODOLOGY

4.1 Description of the implementation

Taking advantage of the Autonomous Teaching Practicum, this classroom project intends to incorporate elements from British Culture (BC) into the English as a Foreign Language programme (EFL) at the public school, in order to observe whether learners increase their motivation when exploring the music, the food, the literature, etc, from one of the most influential cultures in the world.

These aspects of the BC are to be included during the lesson planning for the classes, and based on the Content Language Integrated Learning (CLIL) approach, best described by Marsh (2002) as situations where subjects are taught through a foreign language composed by two main objectives: the learning of content and the learning of a foreign language simultaneously.

4.2 Context of the School

The Remigio Antonio Cañarte Public School is located within an urban area in Pereira, near Pinares neighbourhood. The public school offers education from grade 1° to 11° in the morning and in the afternoon. There are 19 teachers and 346 students. Learners belong to a low economic status (1, 2, 3), even though the school is surrounded by a fancy district. The establishment shares the basic resources for a public school that is, quite big sized classrooms

for 35 to 40 students per class, university type desks, white boards, a small library, teachers' room, interactive room with non-state-of-the-art computers, a coffee shop, and a covered coliseum for the practice of sports.

4.3 Setting of the participants

The school provides one English Teacher for both the morning and the afternoon. English classes are taken from the grade 1° until the 11°, with a 2 hour per week exposure for regular classes, and one extracurricular hour as part of the "bilingüismo" project developed by the pre-service teachers. English classes are framed according to the "Estándares Básicos de Competencias en Lenguas Extranjeras" launched by Ministerio de Educación Nacional (MEN).

4.4 Participants

The participants were selected as part of the "Bilingüismo" project developed by the school, in which fifteen 7th graders had one extra hour per week of English lessons.

As my main interest in this project is to detect how students' motivation is fostered through the inclusion of British Cultural aspects in the EFL context, I chose these fifteen subjects as the centre of analysis, with an elementary English level, a low economic status, nine girls, six boys with their ages ranging from 11 to 14 years old, as well as a high tendency to become aggressive due to the difficult context experienced at home and the depressed areas where they come from.

According to Cornett (1983, p. 9), learning styles are "the overall patterns that give general direction to learning behavior". Considering Cornett's assert, these general

approaches, i.e. auditory or visual, global or analytic; are used by the students when learning a new language or another subject. Hence, these participants can be catalogued as visual learners. The learners' academic interests rank from sports to handcraft, tropical music to reading newspaper tabloids.

4.5 Instructional Design

Creating instruction seeks for understanding, analysing, and giving solutions to human behaviour within a particular problematic. During the instruction when observing how teaching aspects of British Culture as an EFL motivating factor, topics such as: history, traditions, music, etc. were applied.

The lessons were based on presenting cultural information and aspects of the British Culture. I decided to use this culture in particular due to its importance in human development, as well as the range of knowledge the participants may previously had or may have acquired after being instructed. The instruction also allowed me to observe how the target population used the foreign cultural input to parallel with their own culture. As a result, the instructional design aimed to immerse the participants into cultural information, fostering changes in their motivation factors during EFL lessons.

The ten sessions were guided in a particular routine, starting with a kinaesthetic activity seeking to activate learners; it basically involved stretching exercises, in which students stood up next to their seats and followed the teacher's commands. This first part of the class helped the audience to review topics such as parts of the body, as well as sharpening listening skills. From the teacher's part, this sort of warming up enabled him to engage learners from the very beginning and it took about three to five minutes. Next in the class order, a reading task was

performed; here the teacher used a series of repetition drills aided by flash cards to pre-teach vocabulary.

Pronunciation of key words was practiced with random students first, then girls together, then boys, and finally by rows. The task continued by asking a volunteer to copy the reading passage on the board whilst the rest of the class jotted it down on their note books. The reading task usually lasted 20 to 25 minutes, and it was followed by a set of comprehension questions displayed on a worksheet that was collected, together with a writing classwork described below.

Following the reading passage model, learners had to write a short paragraph using their own personal information, in which they were able to change basic facts like dates, places, events, etc. *(see appendix A)*. The teacher monitored the activity by passing around students' seats, helping out with misspelling words and vocabulary. At the end of the class, learners' notebooks were picked up as part of the weekly assessment.

As a closure, students had the chance to use the great deal of input presented by the reading and writing tasks. There were two ways learners could interact orally; the first one was student-teacher merging, where the teacher read the passage aloud with incorrect information and the students had to correct him right on the spot. *(See appendix B)*. The second way was student to student interface, where the class was divided into two teams, each team had to ask and answer questions about the text provided by the teacher on paper strings, students collected the questions from a paper bag, and the team that answered more questions correctly got extra points for grading.

4.6 Reflection

This process aimed to provide an opportunity for me to reflect on my teaching in the light of the project I was doing. I started using a diary, in which I noted down experiences that happened in every session. Schön (1983), suggests that understandings developed by professional have a theoretical and a rooted action. To put it differently, as a facilitator, I faced a real-life problem, reframed the theory that embraced the problem, so I could finally create new ideas to solve it in the practice on further sessions. Taking into account Schön's statement, this process can be identified as reflection-in-action.

Likewise, recording reflections on paper gave me the chance to highlight what I considered was significant during the lessons. Barnes (1976) suggests: "by formulating knowledge to oneself one gains access to the principles upon which it is based". That is to say, when spending a few minutes after each class to remember what happened, I was able to identify important facts affecting the learning/teaching process. One sing of this was when I summarized an aspect of the course in one note as: "important to remember: While I was busy helping out a student, X student used the dictionary to help herself".

In summary, I used diaries in the past for personal purposes. However, this was the first time I used them professionally, which allowed me to be more in contact with the learners' learning, understanding my role in the classroom, and improving my professional development.

5. RESULTS

The following section aims to describe and analyse the project's results, derived from the process of observing and exploring British Cultural content in English lessons, imparted to seventh graders in a Public School. Such results explain how the teacher in charge of the project, gained and grew in terms of teaching expertise, dealing with academic and professional subjects such as: classroom management, lesson planning, teaching culture, and culture for language learning.

This passage also intends to address the perceptions learners had towards the cultural topics presented in class, as well as the factors involving their motivation when being immersed into the Cultural Language Teaching approach.

5.1 Challenges

There are numerous features that are to be considered to shape a role on both the teacher and the students, so you as a facilitator can design and prepare, develop, and assess classes properly. A role is well defined by the Concise Oxford Dictionary (1982) as: actor's part; one's function, what person or thing is appointed or expected to do. In other words, it refers to the place and time one is determined to take up an activity. Upon these circumstances, it is appropriate to address the teacher's role definition given by Dykstra (1978:4) "…near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their won level of ability might be". There are of course more updated definitions; however this one truly fit my beliefs as an educator.

Furthermore, I think of myself as an instructor that is dynamic, enthusiastic, tolerant within normal situations of misbehaviour, until the point sometimes I have been referred as flexible. All in all, I am the kind of teacher who opens the door for learning and teaching through enjoyment. During the implementation stage, I had the great chance to support lesson planning on theories that are defining a trend over the teaching/learning performance such as Task-Based Instruction (TBI), and Content- Based Instruction (CBI).

First of all, the Task-Based Instruction (TBI) allowed me to design duties that were meaningful for learners, in terms of getting more acquainted with knowledge of the world, especially the way the British live. TBI allowed me to build the lesson around the language needed to develop specific activities, instead of focusing those lessons towards structures and vocabulary. According to Ramirez (1992) "solving these tasks means that learning the target language will be the means to an end rather than the goal itself". The way I see it, the input presented during the activities aid learners to use their L2 as part of their daily and real life events.

When developing the classes at Remigio Antonio Cañarte Public School with 7th graders, I was able to notice that these particular learners were more likely to be trained through the visual skill, which is why I used a lot of imaged flashcard for vocabulary input. Throughout the course, I experienced a series of common misbehaviours among the young learners such as over noise, student to student physical and verbal aggression, as well as verbal aggression from students to the teacher. In the theory, there are different seating arrangements to work with large groups that will be mentioned below.

5.2 Seating arrangement

Harmer (2007) exposes different layouts according to the methodology, institutions or teachers, carry out. Considering Harmer's point of view, orderly rows seating arrangement can be confining, as students feel the teacher is the centre of the class. On the other hand, this sort of arrangement provides opportunities to work better when explaining grammar topics, or using media devices (video, DVD, PowerPoint, etc.), which involve the whole class. Additionally, Harmer (2007) asserts that for smaller classes, circles or horseshoes seating styles are more suitable for teachers and students; in which the role of the facilitator is friendlier, contrasting the commanding position when using orderly rows. Regarding this project, a pinpoint advantage was the fact that students could have visual contact with each other, making it easier to express feelings.

In the end, Harmer (2007, p. 42), explains about classes that use separate tables: "It is much easier for the teacher to work at one table while the others get on with their own work". That is to say, lessons using separate tables are most likely to be applying collaborative learning.

5.2.1 What did not go well

In regards to seating arrangements, I started using the horse-shoe arrangement, unfortunately it did not work out as I had expected, due to discipline issues were really hard to maintain under control, because my position as a teacher was less dominating, and students did not take this as an advantage, so eventually I had to return to the classic orderly rows from time to time, as a discipline control.

Furthermore, there is a current belief that classroom management and seating arrangements are meant to maintain disruptive behaviours in class, as Jones and Jones (1981) state: "The concept of classroom management is broader than the notion of student discipline. It includes all the things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment". Even though I tried to give these particular learners the chance to have a different class atmosphere, it was also their responsibility to assume it, and at the end the constant misbehaving produced having students sitting one behind the other. In my opinion, this strategy did not always work, due to the fact that learners were used to orderly rows, expecting a more dominant behaviour from the pre-service teacher, just as they were controlled by the in-service teacher.

Moreover, going from one seating arrangement to another definitely disrupted the classroom environment, as well as the activities' flow. Ming-Tak and Li Wai-Shing state: "a good seating arrangement is one which facilitates specific learning tasks and activities and communicates a teacher's beliefs about learning and teaching" (pg- 48, 49). Considering this, the tasks I designed for the population in question, were aimed for learners to interact with each other, as well as getting fully involved when presenting vocabulary through images. However, when indiscipline arose, going back to orderly rows, stopped the students to be engaged and the task did not have the expected results.

In conclusion, just as a runner on a racing track jumping over obstacles, the teacher steps into the classroom aiming to determine the kind of learners that will be taught, where they come from, their beliefs, their likes and dislikes, how old they are. All of those obstacles allowed me to understand that for the population in question, there was no chance for free

time, I had to keep them busy at all times. By doing this, I ensured a more controlled classroom atmosphere, so learners would complete the given tasks.

5.2.2 What went well

One of the most striking aspects of using horseshoe seating arrangement, is the fact that learners explored a different scenario, in which they were able to participate and interact more freely. According to Scrivener (1994: pg. 88), "in a circle or horseshoe, learners can make eye contact with everyone else in the group and thus interact much more naturally". That is to say, when presenting the learners vocabulary related to transportation in Britain for instance, the students were able to focus on the pictures, rather than having the back of the head from a partner in front.

Further, the horseshoe style provides a feeling that students have the same chances to participate or to solve their doubts. As Scrivener (1994) claims that using this seating arrangement displays a sense of equality, giving weaker students the fortuity to participate, and stronger ones the chance to be less dominating.

5.3 Lesson planning

Planning lessons are the preparations teachers present in the classrooms, regarding what to teach, in what order, and for how long; bearing in mind the goals of the lessons and the steps to be followed, as a checklist, Jensen (1991). In addition, Jensen (1991) expresses the usefulness of planning lessons: "A lesson plan is essential for novice teachers and convenient for experienced teachers". (p. 403).

In a further explanation, Jensen (1991) exposes why, when, and how lesson plans should be used. First of all, saving lesson plans as records can be helpful for designing the courses'

assessment, as well as a time saver in case of teaching the same course eventually. Second of all, it will be useful when the in-service teacher cannot attend a lesson, then, the substitute teacher can followed what was programmed for that determined day. Lastly, planning a lesson irradiates a sense of responsibility and seriousness about the teaching process. In addition, students have a level of expectation, which can turn into a negative perception if the teacher shows is unprepared.

5.3.1 What did not go well

The lesson plans formats used to get the classes and the topics ready, were provided by the Autonomous Teaching Practicum teacher. The first obstacle to jump over was the fact of including aspects of the British Culture (BC), which learners could find interesting and useful, and also applicable to their lives, so they can solve daily events using L2 in the classroom and out of it (if possible). I call it an obstacle as the sources learners can use to find information on BC are very limited, some of them do not own a computer with internet connection, while others lack of electronic devices as a television. Therefore, I provided learners with sufficient visual and audio materials containing aspects of the British culture. According to Freeman (2000), the use of authentic materials make classes interesting. On the contrary, students complained about the audio recordings, expressing the voices talked fast, and as a result, the listening tasks became a burden.

The second obstacle is related to integrating the competences' rubrics, provided by MEN (Ministerio de Educación Nacional) for seventh graders, with the fact that the individuals were far from being at an equal English proficiency level. In multigrade classrooms, learners with a distinctive language ability are part of the same group, with the purpose of contributing

intellectual, social, and academic aptitudes, (Goodlad & Anderson, 1987; Katz et al., 1990; McClellan & Kinsey, 1996). In the case of this project, learners interacted with each other in L2 through guided practices; that is for instance, using short interviews about the weather conditions or daily activities. However, because of their varied linguistic level, spontaneous communication was mostly carried out in L1.

5.3.2 What went well

I asked the students to tell me the things they wanted to learn in English class, most of them mentioned songs in English by popular artists. According to Purcell (1992), listening repeatedly to a dialogue may become dull for students. In contrast, the melody and rhythm of a song lessens the monotony as students capture new words or useful expressions. Knowing this, aided me to choose music as a topic to be explored during the first session; there I realized music may become a channel to foster interaction and motivation.

In addition, I came up with a song in blues rhythm that included in its lyrics basic information on the British culture like the city capital, the Queen, and some aspects of the food as well. The song activity ended up well in terms of students' engagement and motivation, as the whole class followed the song along, which turned out to be a crucial starter to activate learners' attention spam, also showing them fun and learning can be combined, and just like in their mother tongue, songs stick better in the brain.

When teaching vocabulary, a set of repetitions were carried out. These sets included five or six flash-cards that were taped on the board, or shown by volunteers at the front of the class, using the word that represented the image in a sentence to avoid isolation. Students had to repeat the sets whether by rows or first girls, then boys. Such activity allowed students to

participate in front of the class, develop pronunciation accuracy, and they became more receptive to learn new words.

5.4 Use of L1 in Classroom managing

Having learners motivated is one issue, although sometimes they were over motivated that I had to struggle, almost begging for keeping the noise down, so our activity will not affect the rest of the building, there were a few times when other teachers working next to our classroom, had to interrupt and ask for silence. Therefore, the use of L1 by the teacher became an everyday issue to keep discipline within the classroom.

5.4.1 What did not go well

There exists a discussion on whether or not to use L1 in the English language classrooms, Brown (2000, p. 195). Moreover, different authors, Atkinson, 1987; Auerbach, 1993; Cook, 2001; Harbord, 1992; Johnson & Lee, 1987; Kang, 2008), have given a second thought to the use of L1, stating that there are specific situations such as eliciting language, assessing comprehension, giving instructions, and explaining grammar, in which L1 use is advocated.

Nevertheless, the main purpose of using L1 aimed to control discipline. As Famidah (2007) states that L1 plays an important role in classroom management as it fosters a friendly atmosphere in the class. However, discipline issues such as verbal and physical aggression were difficult to control, even using L1.

This situation did not happened to me only, according to other in-service teachers who complained a lot about discipline matters involving the seventh graders. After learners were engaged and motivated for taking part in the tasks, the discipline part arose as a main challenge in order to perform my job the best way I could.

Managing the classroom properly is associated with a number of factors such as: proximity, appropriacy, movement, awareness, using the voice, the way teachers talk to students, giving instructions, etc. Said factors are better addressed by Harmer (2007) "These include how the classroom space is organised, whether the students are working on their own or in groups (…) and how we use our voice". As the most important asset, my voice was really affected when raising it to ask for silence, or giving instructions.

All in all, dealing with these kind of challenges, made me more patient and tolerant, every time things went out of control I spoke to them, in L1 of course, politely but firmly, trying to create awareness about classroom behaviour, sometimes it worked out, others I just followed the school procedures for discipline controls, like writing notes to their parents, jotting down notes on the disciplinary sheets, even sending some students to the coordination when extreme cases occurred.

5.4.2 What went well

Students in this project adopted L1 mainly for peer work and following instructions before a task. Harmer (2001) asserts that L1 is used for explaining how the activities are carried out, thus the lower level learner can comprehend the materials better. For the present study, learners were exposed to L1 from the teacher, in order to check instructions prior an activity or task. During this process, a small percentage of the class could feedback the instructions in L2. In summary, this strategy helped well as long as learners had a better chance to use the materials presented in class, as the instructions were clearer.

5.4.3 Reflection on action

At this point, reflection helps the teaching process to identify, just as in real life, what goes wrong. It is then pertinent to take a moment aside and think about what happened, what can be done differently next time, and the way it may affect the future teaching. According to Schön (1983), reflecting in action involves thinking and doing. That is, improving the learning experience by adjusting the teaching system. Therefore, when using the horseshoes seating arrangement for the first time, I did not hesitate to go back to orderly rows as a means to control discipline. In further sessions, the class carried out a negotiation, if they behaved well, the horseshoe seating style would be implemented, otherwise, learners would keep seeing their partner's back of the head. Thus, I was able to gain expertise when dealing with misbehaving audiences.

Moreover, Pickett (1996, p.1) states: "the competent practitioner learns to think on his/her feet and is able to improvise as s/he takes in new information and/or encounters the unexpected". In other words, reflection-on-action considers the teacher's execution when knowledge is the product from experience. That is why, disciplinary factors mentioned throughout this document, obligated the teacher to change several activities on the way. Hence, I was able to keep the class flow and, at the same time, I could solve misbehaving issues quickly.

In addition, the use of L1 produced a decisive effect on classroom management. As stated by Dajani (2002), using L1 is positive in EFL contexts when teaching new words and analyzing the materials and contents for English classes.

6. TEACHING IMPLICATIONS

Up until this point, I have shown how language learning and culture are connected, along with challenges to be overcome. Nevertheless, an important part of the learning process is the teaching itself, which together with cultural contents has an impact on the development of the linguistic process. According to Mckey (2003), cultural themes affect the teaching exercise from the linguistic and pedagogical views. Linguistically speaking, cultural impartation defines the levels of speech, the semantics, and the pragmatics, inherent in the language. In contrast, the materials chosen to work in class had a key role when delineating the pedagogy used.

The materials have to be chosen carefully, so students do not feel they are not natural, thus affecting how meaningful such elements are, producing a decreasing motivational interest (Midraj *et al.*, 2008). That is why, the materials aided to a better classroom atmosphere, as learners showed a great deal of motivation towards them. Additionally, students experience processes of comprehending and sharing aspects of the foreign culture, without repelling their own (Gardner *et al.*, 2004). Concerning my project, learners had the opportunity to integrate that cultural content to shape a different view of the world, resulting in critical opinions about their immediate surroundings.

On the contrary, (Önalan, 2005), claims that excessive cultural information derives into boring classes. Having this fear into account, the cultural material in this project, was present mostly to teach vocabulary. According to Alfaro (2008), students are helped by cultural aspects during their language learning process, even though culture is a gap yet to be filled in the teaching/learning development. In other words, imparting cultural content in the classroom is

now a need demanded by the learners, who discover that learning new things from different cultures makes their foreign language appropriation better.

7. LEARNERS' DEVELOPMENT

This section has to be understood as the development the learners had in terms of the language itself. This progress went around the skills of speaking, listening, reading, writing, and the knowledge derived from the cultural component, which was the main foundation to my project, being aspects of the British Culture the very base. Also, the teacher's perspective is stated as the methodology used was innovative. Implementing CLIL methodology was received generally positive by the students.

7.1 What did not go well

During my years in teaching I was able to notice that students, regardless of their nature from public schools, private schools, institutes, universities; really struggle capturing information from native speakers through the audios presented in class, sometimes because the equipment is deficient, other times as a product of teachers not using the equipment at all. For this particular classroom project learners had a hard time coping with the British accent they heard in the audios, in part because they were never exposed to this kind of accent before, and also because they were more used to the American pronunciation.

According to Snezhina Dimitrova (n.d) "General American is the pronunciation used by the majority of the population of the United States and by most US radio and TV announcers.

It is also the model accent used in teaching English in such parts of the world as Central and South America, the Philippines, etc".

In addition, learners showed a negative predisposition towards the second language, which promoted indiscipline, because they had limitations to get engaged to the activities based on CLIL. As a result, demanding tasks on writing and reading were difficult to be achieved.

Moreover, a minimum knowledge of the target language is need by the students, before they face tasks developed through CLIL methodology. Patel (2009) argues that being instructed a subject in another language is a huge impact. A single student may lose confidence if the proficiency in the target language is poor. Therefore, the students in this project felt shy or used L1 to express opinions in open discussions.

7.1.2 What went well

Songs played an important role in the development of the learners' process. Songs are considered beneficial pedagogical means, which help learners improve their listening and pronunciation skills (Murphey, 1992). From the linguistic perspective, songs were used to teach vocabulary and sentence structures.

To begin with, Murphey (1992, p.3) states that "songs work on our short- and long-term memory". Therefore, for the listening skill, songs as *"Hello Goodbye" by the Beatles* helped students develop a sense of intonation and rhythm, as well as the lyrics are easy to recall. Secondly, students showed a great deal of interest when producing new sounds. Hence, songs like *Girls and Boys Come Out and Play,* was used effectively to practice rhythm and stress, which have similar stress patterns when English is spoken, (Richards, 1969).

Thirdly, teaching sentence structures and sentence patterns were taught through children's songs, which use easy and casual language. Murphey (1992) claims that the longer pauses between the phrases in the songs, help the learner to set the lyrics easier in the mind. In this case, songs like *Sports Finger Family,* had a great impact on learners, as the song provides typical sentence structures used in English conversation.

Lastly, Jolly (1975) argues that songs offer learners the chance to obtain a more accurate comprehension of the culture of the foreign language. Additionally, Shen (2009, p. 88) states, "language and music are interwoven in songs to communicate cultural reality in a very unique way". That is why, learners were able to learn about British historical events through songs such as *A Great Day for Freedom* by *Pink Floyd.*

7.1.3 Reflection on action

Using songs with seven graders became crucial for their linguistic development. The frequency and the constant students' demand for music to be used, is a prove to the previous statement. Music, as a pedagogical tool, was implemented at the beginning of the lessons, when aiming to activate learners, or at the end to close lessons with high motivational standards. Also, songs were served as a great means to sharpen their oral skills. As stated by Millington (2011), singing aids students developing their speaking assets by improving the listening and pronunciation abilities. Not only chanting in class fosters communication dexterities, but also to acquire parts of speech and language patterns. According to Murphey (1992) "Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture." Hence, learners were able to use songs as a source for learning new words, adapting common L2 expressions for daily life, as well as having a reference point to distinguish life style between Britain and their native home.

In terms of the listening skill, the use of songs breaks monotony of a traditional English class, better said by Purcell (1992), who states that listening over and over to a narration or a dialog can be boring for students, whereas listening to a song is less tedious due to its rhythm and melody, which help learners to empower intonation.

When addressing the speaking ability, young learners have the chance to produce new sounds and reducing the level of boredom while learning a song. Also, songs have an innate rhythm and beat that is familiar to the spoken English stress patterns, Richards (1969). Authors such as Moriya (1988) and Ohata (2004) claim differences in pronunciation patterns experienced by Asian English students, as syllables and consonant types caused difficulties. Songs, on the other hand, helped the population of this project to practice different sounds in a more enjoyable environment.

The use of song for acquiring vocabulary in L2 was directly connected to the context of the lesson. For instance, when reviewing body parts the song *Head, Shoulders, Knees, and Toes* fit so well, even though is meant to be a children's song. The monosyllabic repetition of the song worked on learners' short-and long-term memory that aided learners on achieving a specific vocabulary set.

Consequently, the majority of children's songs have an elementary structure that can be used by students to catch sentence patterns in L2. In the particular case of the seven graders the song *Who is wearing red?* Was used to practice Wh questions. According to Murphey (1992), children's songs allow learners to process language in real time, due to the pauses between the phrases. This is how a learner is able to acquire simple conversational language.

Furthermore, the use of songs when learning English offers the opportunity to have a better understanding of the target language culture, Jolly (1975). Most songs used during this project were used to teach historical events in the British culture.

Finally, choosing the best song to fit the context or the topic under study became a challenge for the teacher during this process. On the other hand, positives aspects as reducing anxiety, having a more enjoyable atmosphere, stimulating interest and attention, were beneficial for students to have a different perspective of learning a second language.

8. STUDENTS' RESPONSES

The types of learners under the project belong to a vulnerable social status, these young learners habit marginal neighbourhoods rated as one or two economical level. According to Jorge Edilberto Hernández Nieto, vice-secretary of Vulnerable Population, there are around forty five thousand people catalogued as vulnerable population in Pereira, as the nine percent of the whole community. These numbers are taken out from Sisben data archives (la eje 2014).

Dealing with these kinds of audiences made my job harder due to the heavy emotional loads they carry on their shoulders that is transmitted in their misbehaviour, sometimes I noticed on some students a difficulty to carry out tasks arguing they had troubles at home they could not stop thinking of. According to Maccoby (1993) children that develop strong attachments to their parents are more likely to have better relationships with others, as well as exploring their environment more satisfactorily. Most of the seventh graders were not able

to cultivate such attachments due to issues regarding their families; absence of one or the two parents, raised a by a different family member, an aunt or a grandmother, even brought up by one of the neighbours.

Contradicting Maccoby's statement, the vacancy of a direct bond with parents played a huge role in terms of learners' behavioural aspects. From my part I could just looked into their eyes, told them everything was going to be just fine but for now they had to keep on working. Such situations led me to use a lot of visual and audio aids, things that felt different, things that allowed them to explore skills they were not aware they had. I decided to take this strategy right after observing the in-service teacher giving a class. I felt those learners deserved a chance to be themselves, to explore, rather than being sitting, receiving orders under the leash of fear. Once, I heard from a student that before being exposed to the music lesson, she did not know she could sing and keep the rhythm with her hands, that is what I meant by discovering hidden abilities.

Every class after the activity was presented, students were eager to volunteer to be part of the repetition sets. Some of the sentences presented such as: "People in London eat fish and chips" were then used as part of listening, writing, reading, and speaking tasks, which learners found easier to work on as the vocabulary sets were now familiar to them. Learners seemed motivated in the way that they kept asking in L1 about other types of food or names for famous restaurants.

Being exposed to new words and having the chance of identifying them through images, made the learning process more fun, more enjoyable. The fact of acknowledging that in London people use double-decker buses but in Colombia we still do not have those, created

a sense of "yo quiero saber más de allá teacher", and even if they were not using L2 to express their feelings, I felt I was doing something good about fostering the willing to learn. As Midraj et al. (2008) imply that learners' motivation could decrease when the materials chosen are not natural or real. That is why, the visual elements and the topics used in class, were realistic and true.

As the seventh graders had been exposed to a traditional way of teaching/learning during the school year, having someone trying to do lessons differently was a bit of shock at first. The in-service teacher kept learners under control by the leash of fear; that is writing notes on the disciplinary sheet, or threatening them with "do you want me to call your mom?" I myself witnessed this situation when observing classes to get more familiar with the group atmosphere, before imparting my lessons and my style. Therefore, when I tried to solve discipline affairs by talking to the individuals involved, learners sensed me as a flexible authority, as a weak person that will not get in their way. Hence, when at some point I lost my patience and raised my voiced, some learners confronted me and told me: "Teacher, usted no es así".

Nonetheless, most of the seventh graders did not fit into the class routine, there were about six or seven students that cooperated and got used to follow the class flow. This last group of learners had a positive impact towards the lessons. As soon as the teacher entered the classroom, they stood next to their seats, ready to start with the class order, offering themselves as volunteers during the vocabulary sets presentations, even facing up the rest of the group trying to maintain discipline. What mentioned above states as a clear example of how uneven the class was, both in language skills and personality levels. However, those six

or seven students fed me with courage and motivation to come back the day after, and try my best to do a good job.

9. CONCLUSION

After data analysis and interpretation, found during the development of this class project, I will present factual points of view taken from the teacher's perspective, as well as from the learners' eyes.

It can be identified that after the teaching of British Cultural aspects to seventh graders, factors like choosing the proper materials, lesson planning, classroom management, and cultural language teaching; were crucial factors to have a better input in terms of observing and analysing the population in question. Along the process, the modern role of the teacher was affected by factors regarding: the traditional teaching style proportioned by the in-service teacher, the socio-cultural level learners belong to, the materials chosen as class aid, as well as the cultural topics explored in class.

In terms of the teaching development itself, establishing class routines allowed to clarify procedures, to draw students' attention directly to the teacher, to facilitate instructions' understanding, and to reduce the potential for chaos at the beginning of the lessons. Through routines, students discovered a sense of self-direction, and therefore a well-managed classroom was experienced. In spite with a strict class flow, the horseshoe seating arrangement did not work out for controlling discipline. However, it facilitated interaction and motivation during class tasks. As a large group, orderly rows seating arrangement became useful to maintain a more effective surveillance over troublemaker students.

Positively, the Cultural Content chosen for the lessons highly motivated learners' will to know more about the world. Nonetheless, the use of L1 was needed to keep the noise down, especially during speaking tasks. Discipline controls offered by the Public School were insufficient, as the discipline reports handed by the pre-service teacher were not taken seriously.

The Cultural topics were previously concealed with the students, which aided the lesson planning process to be more effective. The British Cultural aspects included in the lessons, offered the students an opportunity to establish differences with the immediate world surrounding them.

During the methodology stage, the processes of observing and analysing the population in question was disruptive, due to the constant acts of misbehaviour by the learners, in part produced by the socio-cultural level students belong to. Working on my own felt as an obstacle, to accomplish the classroom project's goals on time even though, technologic aids, videos and pictures, were used.

An important breakthrough students could accomplish was the difference between the American and the British pronunciation. Even though, learners were mostly exposed to the American pronunciation before the current project; the way British people enunciated seemed clearer and easier to understand, due to the phonemic similarities with their mother tongue. As an example, the consonant "t" in British English is pronounced almost the same as it is pronounced in Spanish. Furthermore, the lack of a proper family foundation incited a poor peer interaction, derived in constant proves of disrespect.

Finally, in the present study the role of the teacher served different facets: as an observant, data collector, data analyst, even one of the film makers. One role did act as crucial, that was the one as an innate motivator, willing to fulfil the learners' natural state of curiosity. Learners on the other hand, play the part of new comers in a new world called the British Culture, guided by the use of a foreign language.

10. REFERENCES

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APPENDIXES

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: Remigio Antonio Cañarte	Branch:Principal
NAME OF THE PRACTITIONER: Juan P. Arango	
GRADE & GROUP:7°	**ROOM:**
TIME TABLE:Thurs- 10:35-11:15am	**LEVEL OF LEARNERS (CEF) A2.1**
NUMBER OF LEARNERS:39!!!!!!!!!!!!	**AVERAGE AGE OF LEARNERS:12-15**

GENERAL DESCRIPTION OF THE CLASSROOM: : It is a well sized classroom, with a big window that provides good light. The chairs are those of university type, it has a white board for erasable markers.

PROFILE OF THE LEARNERS:
According to the in-service teacher the group presents discipline issues that may be hard to deal with. The group is large with teenagers from 3 to 0 social class level.

GENERAL OBSERVATIONS:

LESSON PLAN

Date of the class: February 14, 2013	Class Number:1_____

AIM:
At the end of the lesson the learners will be able to: Introduce themselves informally, learn about the general ground rules, express issues regarding their world, and learn some aspects about celebrating Saint Valentine's day.

Estándares Básicos de Competencias (MEN):

Estándar General:Mi vocabulario se limita a temas y referentes cercanos y conocidos

Estándares Específicos Ubico en un texto corto los lugares y momentos en que suceden las acciones

Indicadores de logro:

Assumed Knowledge: Verb to be in the present form, numbers, and special dates.

Materials: white board, worksheets.

DAY/STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Warm up (5min) My world	Draw a circle on a piece of paper. Elicit what the students think it is. After hearing their answers, tell them it represents your world. Write 'My World' above it. Then write a few words and/or phrases inside the circle that	It might get noisy, discipline controls to be applied for both	

	represent some things in your life (i.e. 1994, green, 2). Have the students come to an agreement as to what the words/phrases mean. Once they tell you their ideas, give them the correct answers (i.e. 'I graduated in 1994', etc.). Next, have the students draw a circle, write 2 or 3 words/phrases in it and speculate about each other's 'worlds'. They can give the correct answers whenever they like or you can prompt them.	**1st and 2nd activities**	
Introducing a classmate (10-15min)	Ss' will stand in the front in couples and will introduce a classmate using the prompts from the exercise before.	**L1-L2 switching, leading to frustration. Let them see the real point is to establish a common agreement.**	
Ground rules (10min)	As a common agreement the T and the Ss' will discuss the ground rules provided by the institution as well as those to be implemented during class. This exercise is to be done in both L1 and L2.		
Saint Valentine's activity (10min)	The Teacher will draw a heart shape on the board and elicit as much information as possible. Then, he will ask about the date today. Next he will write broken lines (as the hangman game) and ask Ss' to come up with the secret message.	**Some Ss' may still have spelling problems. A quick revision of the alphabet on the run!** **Be clear about instructions.**	
Matching exercise (5-10min)	In groups of four Ss' will complete the worksheet given by the T. The task will be collected.		

EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

REFLECTION SESSION:
What went well? How do you know that? What didn't go that well? What would you do different next time?

B.

Universidad Tecnológica de Pereira

Licenciatura en Lengua Inglesa
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UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: Remigio Antonio Cañarte	Branch:Principal
NAME OF THE PRACTITIONER: Juan P. Arango	
GRADE & GROUP:7°	ROOM:
TIME TABLE:Thurs- 10:35-11:15am	LEVEL OF LEARNERS (CEF) A2.1
NUMBER OF LEARNERS:39!!!!!!!!!!!!	AVERAGE AGE OF LEARNERS:12-15
GENERAL DESCRIPTION OF THE CLASSROOM: : It is a well sized classroom, with big window that provides good light. The chairs are those of university type, it has a white board for erasable markers.	

<table>
<tr><td>PROFILE OF THE LEARNERS:
According to the in-service teacher the group presents discipline issues that may be hard to deal with. The group is large with teenagers from 3 to 0 social class level.</td></tr>
<tr><td>GENERAL OBSERVATIONS:</td></tr>
</table>

LESSON PLAN

Date of the class: **February 28, 2013**	**Class Number:3____**
AIM: At the end of the lesson the learners will be able to: Understand texts about a specific topic	

Estándares Básicos de Competencias (MEN): Comprendo textos literarios, académicos y de interés general, escritos con lenguaje sencillo.

Estándar General: Comprendo textos cortos de cierta dificultad sobre actividades cotidianas, de mi interés, sobre otras asignaturas y mi entorno social.

Estándares Específicos: Comprendo textos literarios, académicos y de interés general, escritos con lenguaje sencillo.

Indicadores de logro: Estructuro oraciones coherentes empleando el verbo to be con algunos conectores.

Assumed Knowledge: Verb to be in the present form, numbers, simple present, parts of the body, general knowledge of the world.

Materials: white board, worksheets.

DAY/STAGE/	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND	COMMENTS

ACTIVITY/ TIME		PLANNED SOLUTIONS	
*Warm up (5min) Parts of the body, **Attendance call**	The T and the Ss will warm up their bodies with simple stretching exercises. Ss should follow T's instructions orally. Then, the T will call attendance list.	**It might get noisy, discipline controls to be applied.**	
Reading task (20-25min)	The T will pre-teach vocabulary from the text through the repetition method (T's repetition, S's repetition, choral repetition) then girls, then boys, then by rows. A volunteer will copy the passage on the board for other Ss to copy it on their notebooks. T teacher will read aloud and act out for Ss to comprehend better. In groups of four Ss will work together and answer the worksheet. The T may use this time to check previous HW. Corrections will be carried as a class.	**Lack of discipline.** **The activity may be interrupted by HW checking.**	
Reading task extension (20 min)	Remaining in their groups the T will deliver a similar passage to the one before for students to order. Corrections will be done as a class with a volunteer on the board. A round of small talk will be carried after the activity in order to check Ss' comprehension and comparison skills. (vs method)	**Timing, will it be enough?**	
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER: **Quiz on the passage for next class.**			

REFLECTION SESSION:
What went well? How do you know that? What didn't go that well? What would you do different next time?

C.