CONTENT SCIENCE ENGLISH CLASSES IN A PRIMARY PUBLIC SCHOOL
IN PEREIRA

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UNIVERSIDAD TECNOLOGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
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5.3 Linguistic outcomes .................................................................................................................. 38
5.3.1 Strengths .......................................................................................................................... 38
5.3.2 Challenges .......................................................................................................................... 39
6. CONCLUSIONS ......................................................................................................................... 41
7. REFERENCES ............................................................................................................................ 43
8. ANNEXES .................................................................................................................................. 45
   Annex I: Lesson Plan Format. ...................................................................................................... 45
   Annexe II: Action Research model: ........................................................................................... 46
   Annexe III: Lessons Plans of Implementation 1-2-3-4-5-6-7 ....................................................... 47
   Annexe IV: Action Research formats of the implementation. ..................................................... 52
   Annex V: Reflection on Action of the implementations ............................................................. 63
   Annexe VI: Photos of the implementation. ................................................................................ 68
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RESUMEN

A través de este proyecto de aula, fue posible explorar, ejecutar y analizar el impacto de un tipo de educación dinámica bilingüe (enseñanza de una lengua extranjera basada en contenidos) en una escuela del sector público en Pereira, Risaralda, Colombia.

Por medio de la creación de una propuesta de contenido metodológica, el practicante guió y diseñó una unidad de contenido que implementó en un grupo de cuarto de primaria conformado por un número de cuarenta (40) estudiantes. Este proyecto se llevó a cabo durante un período de tres meses con una intensidad horaria de tres horas por semana y cincuenta (50) minutos por cada clase en el primer semestre del 2015. Los datos fueron recolectados mediante una "reflexión sobre la acción" que fue escrita después cada clase.

Sobre la base de resultados de este proyecto de aula, se puede concluir que para la implementación de clases de contenido en una lengua extranjera, es menester el uso de un conocimiento previo por parte de los estudiantes así como la creación de clases significativas y mentalmente demandantes para los estudiantes y así crear ambientes propicios a este tipo de educación dinámica bilingüe.
ABSTRACT

Throughout this classroom Project, it was possible to explore, execute and analyze the impact of a type of dynamic bilingual education CLIL Content Language Integrated Learning in a primary school of the public sector in Pereira, Risaralda, Colombia.

Towards the creation of the methodological content, the practitioner guided and designed a content unit that implemented in a fourth grader’s group conformed for forty (40) students. This project was conducted during a period of three months with three hours per week and fifty (50’) minutes of intensity each class in the first semester of 2015. The data was collected by using a “reflection on action” stage written after each class done.

On the basis of the results of this classroom project, it can be concluded that for content classes of a foreign language, it is mandatory to regard the students’ previous knowledge as well as the creation of meaningful and cognitive demanded classes for keeping the students involved so that create adequate learning environments for this type of dynamic bilingual education.
INTRODUCTION

The fact that the foreign language education in Colombia does not respond neither to the government requirements or international language education laws, nor the Colombian citizen needs, because the way of teaching a foreign language in the country is not only not current but also no useful based on some researches result; consequently, a different teaching method is regarded in the public foreign language education for this classroom project. Content Language Integrated Learning is the learning-teaching method to execute in this classroom project.

Based on the results provided by some language national programs such as: Colombian Very Well (2015-2020) a national language education program launched by the national government, the way how English has been taught around the country is not the most useful because of students’ performance and their low usage of the language, due to the fact that 54% of the language students in the country reached the same level of those whom has never received a foreign language education against 59% of the language students who reached the level of someone who has received a foreign language education.

This classroom project presents this different way of teaching English as a foreign language in a public primary school where there is a big number of students and where there is not a background experience with this method; in addition, the project also presents the students’ reactions and students’ performance towards this method of teaching English.

This paper is structured in the following stages: the introduction part where the importance of this teaching method and the reason of its usage in the project is depicted, the
theoretical framework that includes the explanations of this type of dynamic bilingual education is stated; a deeper explanation of what content language Integrated Learning is and its applicability in the foreign language scenario is shown; the methodology stage that is designed based on the strategies used for the implementation of the project and the material applied are presented. Lastly, the reflection stage where the analysis of the role of L1 in the classroom is evident; the techniques for the execution of this teaching method and the students’ response to this new type of bilingual education in the public sector are stated.
1. JUSTIFICATION

Learning a second language is the solution to pass some barriers and allow the human kind to get in touch among towns, cities, countries, and it has become the reason why people need to learn a language: to comprehend in a deeper way the worldwide view of other human beings and to access to the information no matter the language.

Consequently, The Common European Framework of Reference (CEFR) 2001 recommends the development of the linguistic diversity skill in the language learners to the world governments that are looking forward to develop real bilingual students, they describe a bilingual person as someone who is able to work with a determined concept in two or more languages with the same level of expertise.

Being bilingual involves the ability to utilize all the resources of the languages that learners speak to have a better communication in terms of lexis, syntax, and pragmatic usage of the language; this term also regards the students’ recognition of a foreign language as the resource to develop a deeper critical ability; this recognition has to be part of the learning process due to the fact that they might be tools of their future learning environment, based on the notion that once the language is learned the culture is embedded as well so that respecting, accepting and recognizing the culture where the language belongs is another task for foreign language learners.

In the same way, half of human kind is bilingual as UNESCO (2005) points out; nevertheless, this organization considers that it is more relevant to wonder how convenient it is to promote the development of languages as international and national vehicles in societies of
knowledge where languages must carry out the task to engage learners in a series of general opinions such as: sharing experiences, values and proposed open ethic debates. This international organization regards that the lack of an accurate second language education involves that citizens are not conscious about the necessity to be competent in a second language or aware about the importance of developing some main goals which are the linguistic and multilingual diversity, goals embedded in what UNESCO (2005) demands from governments.

These two educational documents agree on the importance of two conclusions: first, the correct development of bilingual students with all the skills required to be called a bilingual person, so it is possible to mention that it might be an interpretation of the communicative competence, second, that the foreign languages must be taught as pedagogical tools because that is the function of the language as an evolving entity. Besides, the governments have also to guide the learners towards a critical reflection on the way of how the languages are going to be transmitted to the next learners’ generations.

As a consequence, Colombia very well (2015-2025) which is a national bilingual program launched by Ministerio de Educación Nacional (MEN) proposes that language educators have to be more current in the way they teach a foreign language and avoid using the same method that has been used in previous years. Given the fact that this previous grammar oriented method is not adjusted to the world education needs because this old teaching method does not include neither the culture of the language that is been learning nor a reflection stage of the learning process as this national bilingual program depicts. 59% of the students from public schools reached the same language level of those who have never been exposed to the language, and the level language use of in public schools is low, only a few cases reached a remarkable
scale; therefore, the language educators of the country have to avoid fostering this worthless teaching method.

In order to guarantee that foreign language learners face some expected outcomes (e.g. a wider cognitive development, more job opportunities, and the advantage of traveling abroad as well as more access information) when a different type of bilingual education is provided, the introduction of a new method is advised.

That is the reason why Bonilla (2012) claims that “Teachers as individuals have cultural beliefs that have been transmitted from generation to generation: this, in turn, has perpetuated what teachers think about teaching a foreign language” (p. 183). For this reason, the government and its branches have a clear perspective of the main problematic situation inside second language classes in Colombia; the English teachers have not switched yet their perspective towards the teaching a foreign language method. Consequently, being a society of the XXI century demands a change in how a foreign language is conceived by the educators and the way it is taught must be re-oriented into a more current teaching way as well in order to avoid a perpetuation of the teaching model whether the goal is that the language education of the country evolves at the same pace of the world.

The previous refers to the national context, but it is same when discussing the local context. Risaralda society considers the learning of a foreign language as important hub of development that many branches of the government joined together as a proof to invest the sufficient effort such as: provide all the scenarios require as learning fields of a foreign language to establish a fixed force that promotes and encourage the interaction using a foreign language in order to guarantee that the learners develop a communicative competence in a foreign language as Risaralda Bilingue (2032) declares; however, the main problematic issue is the learners’ lack
of an expected level in the usage of the language because there is not a quality foreign language education; language educators continue implementing the same grammar translation and lexical-based methods that do not enable the language teaching in the country go beyond.

Regarding this problematic issues in the language education world, the teaching method is required to be up-date in second language education of the 21st century; teaching a foreign language successfully is not the only task that education has because there are significant numbers of skills expected to be achieved by learners when they are learning a foreign language such as: a proficiency level of the language, the development of all the language skills, a higher cognitive process, a cultural/intercultural competence. Because of the complexity of the task, Marsh (2002) suggests that there is a great effort to put. Therefore, a type of dynamic bilingual education where the learners have a meaningful exposure to the language in order to learn through it and acquired the language at the same time, is the possible solution to this gap.

Content Language Integrated Learning is the method implemented to confront the previous issues presented above in the Colombian foreign language education and mainly in Risaralda. This classroom project that uses Content Language Integrated Learning (a type of bilingual education) and presents science as the school subject to learn through the use of English has a relevant role in foreign language education. CLIL is a dual-core type of education that enables the learners to use their level use of the language looking forward the fluency rather than the accuracy so that learners are motivated to learn a content throughout the free use of a second language instead of being stressed by their language performance. This is supported by these findings: “research on second language acquisition has shown that considerable exposure to naturally-occurring language is necessary to ensure the achievement of a good level competence in L2. Learners need to have access to spontaneous speech, preferably in an
interactive context”. (Pavesi, Bertocchi, Hofmanoova, ET Kazianka, 2001). Moreover, the participants in this type of bilingual programs are positively affected as Marsh (2002) presents. CLIL has been applied in worldwide scenarios where it demonstrated its advantages; these are the registered cases of the implementation of CLIL from pre-school to vocational education in the 1990s where this type of education was used to improve intercultural knowledge, understanding and skills, preparation for internationalization and improvement of education itself.

In order to enhance the foreign language education of 40 fourth graders, the execution of this classroom project will be guided through the teaching of the Cell where the use of English looks forward to develop the 4cs of CLIL: culture, communication, cognition, and content. Last but not least, the main goal of this project is that the students learn the language and the content, both with the same level of expertise.

In the execution of this classroom project, there are three aspects that must be regarded. The first one which is the professional growth is the category where the reflection must be oriented to the analysis of some professional aspects such as: classroom management, lesson planning, material, topics related to the content classes in sciences where the cell will be taught; the next aspect is the students responses which registers students’ reaction towards the execution of this CLIL classroom project; lastly, the third aspect is where the linguistic outcomes are presented for instance: the language learners’ responses to the content classes and the outcomes.
2. OBJECTIVES

2.1 Teaching aims.

General.

● To carry out a content unit in English by the use of science as a content area.

Specific

● To develop the content unit by the implementation of the strategies: translanguaging, code-switching, and collocations.

● To enhance the students’ acquisition of a foreign language through the use of the students’ prior knowledge in their first language.

2.2 Learning aims.

General.

● At the end of the implementation, students will be able to use the foreign language related to academic and non-academic settings.

Specific.

● Students will be able to talk about the same content in two languages with the same level of expertise.

● Students will be able to express orally and in written form the cell, its parts, and its functions.
3. CONCEPTUAL FRAMEWORK

This classroom project is looking forward to register the result of a new learning-teaching approach in the some English classes in Pereira, Risaralda. Based on the implementation of CLIL as a current approach, it will enable to re-design the curriculum and guide it to an up-to-date version; in order to frame the project in definitions that are common for the writer and the possible readers, some pertinent constructs are going to be defined. Content language integrated learning is relevant for this classroom project because it will provide a new perception of learning a foreign language throughout the learners needs; CLIL, which refers to a new type of dynamic bilingual education program, is going to be explored based on Marsh (2001), Harmer (2011), and Cummins (2013); learners’ motivation, which refers to intrinsic motivation to reach a goal because the students either want to learn or be accepted in some social groups, is going to be analyzed based on the Maslow (1970), Harmer (2007), and Brown (2007).

3.1 CLIL

As an umbrella term, CLIL is a full of features approach of language learning that carries out the task of acquiring any language throughout a real content and vice versa. According to Marsh (2001), it is teaching any language using a specific content, so both the content and the language are learned in a free-stressful environment. Another description of this new approach is deeper proposed as the method that not only teaches an average usage of the language, but also the proper lexicon use to address to a specific content. CLIL opens the conception of how the language skills are regarded in previous approaches; CLIL presents BICPS and CALPS (these terms are to be explores in a next sub-section); these are the two main language levels in which
the language skills are divided (Harmer, 2011). Given its complexity, Cummins (2013) defines “CLIL is frequently used to refer to bilingual programs that typically teach one or more subjects throughout a second language”.

The language acquisition has a principal role in the description of the bases of CLIL as Krashen (1987) claims. The successful acquisition of a language takes places in a setting full of truth information and when the learners address their attention to the message rather than to the chunks of the language, language acquisition emerges as a byproduct of this process. It is also said that when learners face a low anxiety environment, they not only feel comfortable but also their language learning process is nourished. Their language development evolves drastically because they feel engaged in producing the language when they want to do it by themselves and not to be forced due to the fact that the learners’ domains are part of the curriculum that CLIL presents. According to Krashen (1987), “language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill.”.

The CLIL goals are the learning of a foreign language as well as the achievement of content of any subject by the learners simultaneously and the achievement of these goals is done when the learners increase their language skills and their confidence as well as, according to Marsh (2001). Besides, one more feature of CLIL is widely evidenced when the students improve their level of solving problems with a more skillful help; consequently, the learners will have enough tools to answer questions that are right beyond their general capability of solving, and the solving problems ability is increased with an advanced help. This cognitive process is well known as (scaffolding), the term proposed by Vygotsky (1978).

Another concept that supports CLIL is seen during the use of tasks, activities, and language exercises that dare the cognition of the learners in the class. Bloom (1965) presents the
cognitive process dimension of the learners inside a classroom, which is guided from a simple and easy stage that is called lower-order thinking skills to a higher order thinking skills. During this sequential taxonomy of learning, there are various scales that learners must achieve in order to arrive at the last stage; however, the main responsibility of implementing this theory is carried out by teachers. It is proved that the 100% success of this approach occurs in small groups of children given the fact that children acquired any language or knowledge in their first stages of childhood with a perfect management of what they grasped (Marsh, 2001).

Today in the educational field, the description of any concept must be given with so much accuracy and with enough proof as well, so that CLIL is regarded as a learning-teaching type of bilingual education on the grounds that due to its complexity, it goes beyond the parameters of a method. Therefore, it is possible to call CLIL as an approach; it provides a revolutionary way of teaching and learning any language throughout the design of a curriculum where the language is a channel of teaching a certain subject and that subject is another channel to teach the language; this process is done simultaneously. CLIL enables the learners to produce the language orally, the language that students are learning with a positive attitude towards their learning process because the dynamic use of the language in a content that is familiar for them make that they feel not only engaged but also motivated as Coyle (2002) depicts.

This is the reason to offer a wider panorama of the integration of this approach in different settings that can continue guiding the reader into the importance of CLIL for this project.

Graff, Kopman, Westhoff, and Utrecht (2007) analyzed the findings of their research study. The project was conducted with the purpose of observing and analyzing effective CLIL teaching performance facilitating language development and proficiency. The three schools participating
in the study belong to the same consortium of schools; each school had 1,200 students, but they had a range of 300 students in content classes since six years ago. This research was done throughout the exposure of the students to different content classes: History, Geography, Biology, Math, Arts and Crafts. In order to guarantee enough accuracy for this project, all the lessons were videotaped and analyzed two times by different researchers. They found a series of expected outcomes in the implementation of a content class in this setting.

The research study identified two aspects after the use of content classes in the public sector of Germany; first, the teachers’ roles in the establishment of rapport with the students enhance them to produce the language in a more open-minded way, and through the use of more realistic and meaningful tasks, the teachers promote the students’ higher and better performance in the language classroom; secondly, the more learning strategies are used in the classes the better for the students to face the cognition problems presented in the content and language learning process.

In a related study, Loranc-Paszylk (2009) conducted an investigation which aim was to explore the potential of integrated reading and writing activities within the CLIL classroom from the students’ perspective achievements. This study was carried out with a CLIL group (17 second-year undergraduate students of international relations) studying the History of European Integration in English. This research was conducted at the Academy of Technology and Humanities in Bielsko-Biała during the 2006/2007 academic year. The techniques used to measure these language skills are two international tests. The first one is the ESOL exam; this instrument used to measure students’ academic reading and academic writing skills were taken from respective sections of the test, and the second international exam is the outstanding IELTS
exam that was used to measure the grammatical competence. These two tests were implemented in two sessions at the beginning and at the end of the course.

As the aim of the content classes is to direct the student into a more critical and better language usage, this research identified that the use of content classes empower the students’ language production in all the language areas because the students who attended to the CLIL classes for two semesters made a significant progress in their language dimension. The last finding shows that once the use of content classes are integrated, the students’ reading, writing and grammatical competence increased drastically given the fact that this approach offers a general and wider setting of ‘thematically-coherent and text responsible-writing’ (Page 52)

Consequently, the main goal of Content Language Integrated Learning as a helpful approach is the student communicative competence development in one determined language competence or in all the language skills; therefore, the task is to offer realistic learning scenarios to the student because the more realistic and meaningful the setting is for the students, the better learning process will be and the better their products will be adjusted to the real necessities.

3.2 CLIL: Bics and Calps

CLIL presents so many features that should be regarded if a deeper description of this approach is required. It is possible to talk about soft CLIL which is the concept used to refer to the learning of a content area throughout the learning of a language or the learning of a language throughout the learning or a content area; this concept depicts the language skills in two main categories which are Bics and Calps. Harmer (2011) states that “in CLIL you learn about physics and you learn the language for physics because CLIL advocates dividing language into BICS and CALPS”. Bics (basic interpersonal communication skills) are the skills required to be socially accepted in the different real daily life settings where the language takes place; these skills are
normally acquired at the beginning stage of the acquisition process of a language. Bics more specifically refers to the language transmitted to a person by the environment in which s/he lives. On the other hand, the ability to communicate with extreme accuracy and with the precise concepts in academic settings is called CALPS (cognitive academic language proficiency skills). These are the skills needed either to be part of certain academic group or to communicate successfully with members of a certain field of expertise.

These two language skill categories are part of this project because the main aim is that the learners become intelligent language users to identify the correct setting to use each language category. As this approach involves many features as it was mentioned before, there are three strategies that guide the execution of the project because they are not only part of what this approach is but also enhance its applicability in this setting.

3.2.1 Translanguaging.

Baker (2006) presents translanguaging as the tool where the students empower their language performance and their cognition because it offers the opportunity to grasp the learning content through the use of language activities with the aim of mastering the content in the two languages. This deeper understanding of the content takes place using the students receptive skills in the tasks; in this way, the students will incorporate their cognition in this execution and will use the languages in a freer way as a result of the fact that they focus their attention on the task product rather than the language. Although, this strategy in this project demanded that the students produce the language in an active way in order to carry out these type of task
3.2.2 Code-switching.

The main difference between this two strategies is that while the learners use translanguaging to enhance their learning and cognitive skills, the use of code switching in this classroom project takes place when the learners need either to make sense about a certain abstract concept or when the reliance of the first language is also activated to make a general idea of the message presented. For this classroom project this strategy was used as Pearson (2002) declares. “Code switching can be a sign of cultural solidarity or distance or serve as an act of identity”.

3.2.3 Collocation.

It is the strategy defined as the use of the language with restrictive order because in this way the learners would learn the language structure in an easier way. For this project, this was the description used in the implementation, the students saw the language with a reliable sight as Pearson (2002) indicates “the way how words are used together regularly”.

Even though these CLIL strategies were depicted for this approach as they were mentioned before, translanguaging for this project was used to enhance students’ cognition in the two languages; it was looking forward that the students could produce the two languages in a freer way so that various tasks where designed for this aim. The use of the code switching for this classroom project was focus on the students need for the reliance that their L1 offers, Last but not least, the students’ use of the L2 was more focus on pieces of meaningful and reliable parts of the language, so that the use of collocations was implemented not only to promote the BICS but also for the correct use of CALPS in the class.
3.3 Learning motivation.

CLIL presents a setting full of real language and cognition tasks. Therefore, once the students are engaged in the execution of these tasks, they produce the language in a freer, non-stressful way. The human behavior in which the students can use the language without being stress for their performance because they are engaged and motivated to do a task is called motivation; this concept is relevant for this study because motivation will guide the classroom project and will make it face several stages of the human kind behavior in order to understand the proper use of the learners domains inside this type of bilingual education as Pavesi, Bertochi, Hofmannova, and Kazianka (2001) sustain: “CLIL relies on intrinsic motivation, that is, the learners are involved in interesting and meaningful activities while using the language.” It might be understood as the students’ desire to execute a task either s/he finds out the task challenging or exciting in their nature as human being. Motivation is also presented as the personal interest of a learners to learn a specific language, subject or skills as Harmer (2007) points out. Moreover, it is the way how the ego of someone is well-known for a certain task that can perform successfully “for the self of being known and approved by other (Brown, 2007, p.169). The learners’ motivation is also regarded as the natural personal way of being up-to-date in the world trying to grow in all the human areas as well as in developing the capacities and abilities that the human being is born with (Maslow 1970). It means that the human being is eager to find out the paths to improve in all the stages of his life in order to be at the current level of his compatriots.
4. METHODOLOGY

4.1 Context

This classroom Project was carried out at a public primary school called Instituto Técnico Superior with third graders whose ages range from 9 to 10 years old. English subject at this school is oriented by a local teacher who has the responsibility of teaching all the subjects in these five first years of the education according to MEN (Ministerio de Educación Nacional). English as foreign language is oriented based on the national standards for each subject, in this case (estandares básicos de competencias: guia número 22) that has been adapted into the curriculum of the school. This document is called Formato de competencias laborales generales where there is the syllabus for English subject corresponding to 4th grade. It is planned based on three main aspects which are: knowledge (saber), skills (hacer) and attitudes (ser). These are aspects that the students must face and achieve not only in order to fulfill with the required tasks for this cycle, but also to demonstrate that they are at the expected English level so that the students can continue with the next topics and tasks. Besides, this curriculum has been divided into different lesson planners that are weekly implemented in the classroom.

4.2 Participants

Students: This classroom project will be carried out with 40 literate third graders, whose ages range between 9 and 10 years old and who live in different neighborhoods of the city which vary in social stratum. Consequently, the students participating in the implementation of the classroom project belong to different classes of the society. There are 33 boys and only 7 girls whose learners’ interest is directed to sports such as: soccer, basketball on the grounds that these are the two sports that they practice the most in their P.E. class.
As this is a big group, in previous observations, it was evident that these learners were willing to learn through images, and videos that the in-service teacher frequently used in the classes as well as tasks where they had to move around the classroom and to listening. Therefore, among these 40 students there are: kinesthetic, aural and visual learners.

**Practitioner:** The teachers’ roles in this classroom project were various: planner, because the teacher designed a content-language-integrated-learning unit based on Science; designer on the grounds that the material that used for the implementation was created and adjusted to the students’ level to make it meaningful; and facilitator of the English classes that were taught on Tuesdays and Wednesdays for one hour each class it means twice a week during three months.

### 4.3 Instructional Design

This classroom project will be carry out on the notion that “*some institutions are incorporating at least one core area –content learning, in most cases, science is the most commonly chosen subject since many educators advocate for more practicality, which means teachers may use differentiation strategies while students may do hands-on activities and experiments to learn key concepts*” (2011). Therefore, the aim of this classroom project is to teach English as a foreign language throughout a science as the school subject in order to acquire both the language and the content as well.

This classroom project will be framed on the model of teaching English proposed by Harmer: Engage, study and activate, where learners must face each activity with an activation of their schemata, the introduction of the vocabulary follow by the execution the activity itself and the analysis of the activity or the well-known process: PRE-WHILE-AFTER, therefore, this classroom project will be framed on this model of teaching English.
Furthermore, the 4cs are incorporated in this classroom project throughout the use of some strategies in the lessons. First, games, organization of some elements, fill out activities these tasks are designed and implement in order to regard the cognition process that students must face in the classroom project, secondly, the content is actively presented as a result of the fact that a science unit will be taught through English as a foreign language based on the standards #7 the ones corresponding to this school subject, thirdly, the development of the communicative competence would include not only all the language skills through a couple of learning strategies such us; short conversation in class, collocations, but also the pragmatic skills required when the learning process of a foreign language is occurring. To sum up, there are three main strategies that would guide the execution of this classroom project which are; translanguaging this strategy is presented in the CLIL classes because it is basically the creation of tasks in the learners’ own language in order to demonstrate that learners are able to work with a content in both languages as a result of the fact that this is the real meaning of what being a bilingual person means.

On the other hand, the incorporation of a certain school subject syllabus is the second strategy that would be presented in this classroom project because it means that learners will be able to handle with real content tasks that belong the scenarios of the school subject during this process rather than only focus on the development of the language.

Last but not least, the use of collocations in a foreign English class is useful because it provides an efficient way to learn this foreign language with a more accurate perspective that’s why this strategy is also part of this classroom project based on CLIL as a result of the fact that enables learners to acquire and enhance their knowledge about the language and the content as well. It means the acquisition of BICPS and CALPS.
4.4 Reflection stage.

There is not an isolated reason for you to reflect on a certain aspect because some reasons guide you to the reflect on your daily live routines and these reasons might be: the desire to acquire a new knowledge, have a deeper perspective upon a determined topic or know a little be better the details of an issue that concerned you. Whatever the reason you have to do it, it faces you with the process that starts when you struggle your mind because you focus on some details looking forward a result and you analyze the environment where you live in because you want to learn as well, as Jenny (2005) points out.

Reflection is a wider concept which incorporates some steps that allow the reader to direct the sight towards a more accurate perspective; therefore, the reflection takes place in the moment when the situations are happening and permit to make corrections immediately for those moments that did not go well at a certain point of the occasion; this is the reflection IN. However, this step depicts the possibility for correction with the help of the theory which is used in order to research for another solution, so that the reflection ON appears now, and this is the moment where the theory is implemented. The moment when the reader should decide what to incorporate based on the corrections done and advises given by different sources is called the reflection FOR because it is here when the reflection itself is implemented in the lesson.

Regarding this three steps, the reflection for this classroom project will be deliberate because it is planned in advanced; there are also some instruments chosen that are going to let the reflection occurs during the process of the implementation also the reflection is purposeful given the fact that is conscious throughout the process and the reflection is applied on the notions of learning by doing model; this is a reflection model proposed by Gibb’s model where learners
should be regarding as the central part of the reflection because as teachers, we have to analyze not only their likes and needs, but also their abilities in order to develop a more accurate lesson.

The instruments are the basic roots of this classroom project as a result of the fact that they are the bricks needed to build the process of the implementation; they are: Task plan and reflection format: where each 8 classes there a repetitive issue in the classroom is going to be identify in order to work on it, reflection formats, formats used to register students’ responses, linguistics outcomes and professional growth, action research reflection: using the grib’s model (learning by doing) presented above, and finally, reflection per class: it is a type of reflection done once the lesson is over.

4.5 Resources

In the implementation of this classroom project, we made use of material such us: video beam, flashcards, handouts, and computers given the fact that in the classes, some videos will be presented in order to offer a more meaningful input to the students and permit them to interact with hands on activities because second languages studies have agreed that in order to achieve a high level competence in another language learners need access to spontaneous speech mainly in an interactive content as Pavesi, Bertochi, and kazianka (2001) points out. Therefore, during this classroom project, this material will be used in the presentation stage to show the information to the students looking forward a different implementation of this part of the lesson and in order to create a more engaging environment for the learners as well consequently this technological gadgets will be part of the execution of this classroom project.
5. RESULTS

The aim of this chapter is to depict the main relevant results found in this classroom project at the light of two factors, strengths and challenges; these results are analyzed in three categories: professional growth, students’ responses, and linguistic outcomes. In the first big category, the issues of class procedure and the implementation of classroom strategies will be explored. In the second category, the issues related to how demanding it is to design a content class, and the lack of enough space for the execution of the project; finally, the analysis of the students’ responses to this type of dynamic bilingual education and the issues concerning the students’ lack of cognitive abilities in their first language will be stated.

5.1 Professional growth

The professional growth process will be presented using the reflections obtained in the implementation of this classroom project called content sciences classes in a primary school in Pereira as well as the development of a higher professional expertise acquired in the execution of this science classroom project. In this excerpt, the findings concerning to lesson planning will be regarded on the shield of how demanding, challenging and time consuming is to plan content classes where aspect such us: the correct lesson procedure is executed as well as the reliability and usefulness of the strategies to carry out content classes in the Colombian setting.

5.1.1 Lesson Planning: Strengths

The strengths to be presented in this subsection have to do with the class procedure presented in the class pace followed in this project and the use of strategies for the content classes. The first strength in this category is the possibility that was found in altering the ESA procedure (Harmer, 2007) used in the implementation of the classes. This means, because of several situations presented in the development of the classes (students’ gaps in the activate
stage, for example), I recycled the different stages in the lesson plan. The fact that the flexibility of class sequence needed in certain situations was implemented, let the facilitator go and come during the lesson development in order to enhance the students’ progress in the language and in the content, which is the main aspect of this strength. Evidence of it is when in one of the sessions the students were asked to color and identify some parts in the cell; however, some of the students had problem with recognizing the parts of the cell in the cell, so the teacher had to re-present the information again to the students as the evidence presents (see annex VI). This matches what Harmer (2007) states: ‘a boomerang lesson procedure, with the order EAS, the teacher gets students engaged before asking them to do something like a written task, a communicate game, or a role play. Based on what happens there, the students will then, after the activity has finished, study some aspects of language which they lacked or which they used incorrectly’. From this, I learned that the flexibility that offers the boomerang procedure proposed by Harmer, should be almost mandatory in the content classes as a result of the fact that the students are provided with the possibility of acquiring the content and language as well as with the possibility of receiving instant feedback of their performance, which helps the content classes to become a meaningful learning environment. I also learned that during the content classes, the students enjoyed the idea of working not only with active activities but also with passive activities; they were engaged in the class development because they were eager to face the next task in the class.

The second strength depicted in this section is concerning the implementation of the class strategies: code switching, translanguaging, and collocations. However, it was noticed that by the implementation of translanguaging there are more outcomes to highlight for the language-content classes. The implementation of this strategy may be highlighted because the students
were not only engaged with the idea of doing a task in their first language for the English class, but also they were more self-confident. To illustrate, in the last class, the students were asked to present the cell, one function of it in both languages, Spanish and in English, as a final content-language project presentation. It was done in groups of ten students where one student had to present one part of the cell. It was observed that the learners were proud of presenting their own product, and that the students were capable of working with the same content in the two languages in a real scenario. This could be done through the use translanguaging. As Baker (2006) points out ‘translanguaging might help students to have a deep and full understanding of the content being studied, since they have to analyze concepts before elaborating in an exercise or activity by understanding in one language and producing in other, rather than simply copying and adapting text chunks into answers’. I learned that the use of the lesson strategies to carry out my project helped the students’ performance in several stages of the learning process; the usage of L1 in the classroom with specific teaching objectives is a valuable tool for the lesson development given the fact that the use of these strategies allows that the learning objectives for each lesson to be achievable at the end of the class because throughout the use of this strategies, the students enhanced their language performance and their problem-solving ability as well. Based on the notion that the students were learning both the language and the content at the same time as a general objective for all these content classes.

5.1.2 Lesson Planning: Challenge

The second part of this section is related to the issue of how demanding it is to plan the content classes with all the requirements needed in content classes for the 40 students that participated in this project execution. Based on the fact that there are different types of learners and learning styles in the classroom, as a language educator I had to create activities taking into
account not only the different types of learners and learning styles, but also the students’ language level; this is a time consuming teacher’s responsibility because the designing of the tasks keeping in mind this two aspects is and represents more outside work for me. The process became time consuming because in order to address the two aspects mentioned before, I brought meaningful flashcards, songs, games, and handouts into the content class as it is evidenced in class N° 4. The material for this fifty-minute class I adapted from internet (annex VI). This is well supported by what Harmers (2009) points out: ‘a classroom that contains different students with different backgrounds would also contain different ways to approach to a certain topic so that when we plan a class regarding this principle it might be more engaging for the students to participate on it’. It might be interpreted as the necessity to offer more realistic and engaging tasks for the different sort of learners present in the content class; the more variety the content classes are, the more eager the students will be to take place in them. After this issue identification, I could comprehend that the designing of the tasks for content classes is a time consuming part of my profession as a result of the fact that I have to regard not only the students’ background and their proficiency level, but also the content area that is going to be taught. Nevertheless, the fact that teachers take into account the students’ needs and realities guarantees the development of their communicative competence.

5.1.3 Institutional limitations

In this section, one of the limitations presented in the school is going to be depicted; this limitation somehow interrupted, in a certain point, the achievement of this project’s aim. Since this is a forty-student classroom, there was not enough space for the development of some TPR activities, so these activities were re-designed in order to create a moment in which the students’ kinesthetic learning mode could be regarded. After the execution of some class activities such as:
TPR activities, collaborative work, team-work, couples activities, it was possible to witness how small, limited and narrow the classroom given for this project was as a result of the fact that there was not enough space to carry out all the activities designed in the lesson plans, so this issue is depicted in both the reflections and the evidence (see annexes IV and VI). That is the reason to present a reflection fragment in order to contextualize the reader with this issue and the improvement plan to follow in order to ameliorate this concern.

“After teaching the first two classes with this group of learners, I realized that neither the big amount of 40 students nor the space given for them as the classroom were positive factors in these English classes, and these issues might also interfere with the learning process, likely these two problematic aspects call my attention so much that I decided to execute some classroom management strategies looking forward to achieve a more pace class and a stressful free environment as well”

The use of some classroom management strategies helped to minimize the space problem in order to have a better class control; the students could execute the re-designed tasks and activities to carry out in the content classes given the fact that the students respected these rules and tried to follow them as much as they could because they understood the necessity of a clear learning environment for their learning process. To sum up, the implementation of classroom management strategies is a skill all teachers need to develop, as there is urgency of teachers’ sensitivity to the students’ behaviors and responses in classrooms in order to be able to implement the correct strategies that are effective.

5.2. Students’ responses.

In this section, there are two aspects under consideration; the first one is the students’ response towards the implementation of content classes and the last one would be a challenge
identified during the teaching of content classes in terms of the students’ interests towards the classes. These aspects will be regarded based on the reflections made in this process.

5.2.1 Strength

The response of the students and the outcomes obtained towards the implementation of the content classes was noticed as one of the main strengths; the responses and outcomes prove the effectiveness that being exposed to CLIL classes may have. The fact that the students constantly used the English language during our sessions not only proves that they were using their knowledge achieved during these content classes and all the previous information acquired about the language before, but it also proves that students had an active role in these classes and that the implementation of CLIL impacted in students’ language use. It is a strength because it was evident that the students produced language in class, ‘conversational’ language and language related to the area of expertise. This proves that with the implementation of the CLIL procedure students may get to the actual production of the language, not just the comprehension of it, a fact many language teachers struggle with. The fact that the students used all their linguistic resources during the content classes and the functions for which they were able to use the language, serves as evidence that the exposure to CLIL classes helped students improve their language proficiency. Some of the things that the learners were able to do were: the language required to understand and produce in the content classes, the language needed to politely ask the teacher permission to go to the bathroom, and the language to ask about the time, among other students’ natural interactions during the classes. That is the reason to reassure what Coyle (2002) points out: “CLIL serves to reinforce the notion that language is a tool which to have meaning and sense needs to be activated in contexts which are motivating for and meaningful to our learners”.

As the final task of this unit presents, the students were chosen by groups of ten; and each student had to present his or her final product that was their own handicraft of the cell; they also had to present one part of the cell, its function in English and in Spanish in front of the whole group while the teacher was recording them. Even though some students were pretty scared of the idea of being recorded, the majority of them presented their product proudly and with an increasing self-confidence, too. The students’ high performance in this project might be seen as their response towards the content classes. I add the literal transcription of one student’s production part, transcription make from the video that I recorded as evidence for the students’ performance excerpt. One of the students of the class said:

“The cytoplasm, is it the liquid that is in the cell; it contains proteins, sugars and substances that help the cell function. El citoplasma este es el líquido que está en la célula y contiene azúcares, proteínas y estos ayudan a la función celular.”

The students’ production and usage of the language was guided to different meaningful real scenarios looking forward a better natural language emerge as this type of dynamic bilingual education CLIL suggests. Therefore, the students could enhance their language outcome and empower their self-steam too. On the grounds that the knowledge used in this classroom project was already achieved for them, that is the reason for the students’ reduced anxiety in this implementation, they sometimes went back in their first language to refresh their previous knowledge and to also make sense of their products. From this implementation, I could learn that the learning of a foreign language throughout the use of a determined content is something possible in the Colombian setting; however, there are certain aspects to be aware of if the main goal wanted is the mentioned above: the students’ proficiency level is one relevant factor to regard because the content classes should be designed according to the students’ level in the
foreign language; the correct content to teach that the student should know previously is another key factor in terms of content classes implementation in the public Pereira schools given the fact that the students’ background knowledge will enhance the success of the project to execute if both the content and the level of the language to teach are selected appropriately.

5.2.2 Challenge

The content of the classes in this classroom project were selected based on the students’ background knowledge; this means, that the topic of the cell and its functions was a topic previously studied and of knowledge of students as they discussed the topic in their Spanish Science class. However, even if the teacher grants that the content for the content class is selected based on the students’ prior knowledge in a certain area, does not assure that their background knowledge would match their interests regarding the content. To illustrate, that is the observable behavior of some of the students at a certain part of this implementation, which was registered in the reflection stage:

“not all the students like the same content of class, and being realistic enough in a 40 student class it is obviously that might be some of them who do not like the content of the class, so that I have to struggle myself to plan more appealing lessons from now on”.

From this issues, I learned the importance of knowing the students’ likes and also the different type of learners the teachers may have in their classes. I can conclude that the more the facilitator knows the type of students that s/he has, the more dynamic and appealing the classes should be even if the content of the class is not the expected for the learners because on that way the content class would be interesting for the learners.
5.3 Linguistic outcomes

In order to summarize the results of this classroom project in terms of students’ production and language achievement, this section will presented in the strength that shows the students’ oral presentation of the content taught during these classes in a real scenario. On the other hand, the challenge for this section, depicts and analyzes the students’ difficulty to produce the outcome expected in the end of the implementation of this project.

5.3.1 Strengths

Translanguaging is one of the strategies used to carry out this classroom project; it offers the possibility to analyze the students’ performance in their first language and in the language they are learning, too. The use of this strategy was meaningful given the fact its multiple benefits for this project. These benefits can be listed as the students’ enhancement of their self-esteem, and the students’ development of their cognitive abilities; these outcomes were evident at the end of the execution of the whole project. To illustrate, this was done in the classroom activities, mainly when they were asked to identify the objects that were made of cells in their environment. The students started to name the animals that they know in Spanish and in English as well; they did this at the end of a song activity where they had to listen and point the parts of the body that they listened. That is the reason to mention what Wolff (2009) suggests: “the CLIL approach is based on the well-known assumption that foreign languages are best learnt by focusing in the classroom not so much on language – its form and structure – but on the content which is transmitted through language”.

From this strength, I could understand that in carrying out a content classroom project where this type of dynamic bilingual education is followed, the teacher has to use some instruments to execute the project; in this case, the instruments refer to the strategies used that permitted the
nourishment of the learning process of the students, more specifically, translanguaging. The use of the strategies for the classroom project helped the teacher and learners to face the different stages in order to execute the project. When translanguaging is implemented, it encourages the students’ language evolvement in all the skills expected, and the development of a higher cognitive skill as well.

5.3.2 Challenges

The last aspect regarded in this section is some of the students’ difficulty to produce the content expected in their final oral presentation that was done in front of the group.

The students’ use of the language during the classes was the expected for students of this age and language proficiency. In the evidence presented before, it was shown that some students of the class gave oral presentations about the cell and the function of one of its parts easily and accurately. However, a few of them were pretty stressed once they knew that they had to talk in front of the class; it might be interpreted as a challenge because the main idea of this process is the students’ oral production in the foreign language. The challenge here is evidence in that those few students did not even talk in Spanish and their level of anxiety affected their performance in their final oral presentation. The implementation of CLIL has as a byproduct the creation of a relaxed learning environment for learners as Marsh (2001) presents:

“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, 9).
The first language offers a reliance level for the students who are learning a new language, and this is another reason to carry out some activities in both languages: English and Spanish, based on the notion that the students’ interaction in their first language enhanced their production in the foreign one. From this challenge, I learned that the oral production part of the content classes has to be designed into a more real scenario where the learners can act and talk freer and offer them the opportunity to interact with their classmates because in this way the process will be drastically benefited. This can be done throughout the use of teamwork and games in the classes.
6. CONCLUSIONS

The main goal of this classroom project was the execution of CLIL, a different type of bilingual education in a public primary school in Pereira. Based on the general teaching method, it highly recommended that teachers gather the necessary information about students and their background for the implementation of this approach in the Pereiran setting because they play the most important role in this approach. In this way, the students can face the material, class procedure, and tasks designed according to their needs; this is what was evidenced in this classroom project. That is the reason for which the students orally produced the cell and its functions: thanks to the recognition of the students’ background knowledge, the use of re-adjusted material and the classroom environment in which the learners were focus on the tasks development rather than their language performance. These stress-free learning scenarios contributed to the achievement of this the objectives of this classroom project.

The use of the students’ background knowledge in their first language about the content area that was going to be taught, was an important factor in this execution because one of the objectives in this classroom project was that the students were able to work with the same content in two languages with the same level of expertise. For this reason, it is recommended in the implementation of this approach that the teacher goes beyond in terms of identifying the students’ information given the fact that this valuable information would provide a wider spectrum of the type of learners in the classroom.

Given the fact that this classroom project involved the usage of meaningful re-designed material, the students were motivated during the content classes. This was possible because they enjoyed the idea of play games and talking in Spanish in the content English class in addition to the students’ activation of the schemata. They were eager to be part of the class in spite of the
fact that they were being exposed to content classes. Consequently, it is possible to assume that this learning objective was achieved. It is recommended for the practitioners and in-service teachers to create an engaging class on the notion that the more engaging the content classes are for the learners, the higher their language performance will be and the closer to a real development of the communicative competence will be.

In terms of the learning objectives for this classroom project, it is possible to conclude that the correct implementation of the strategies will enhance the learners to achieve a better communicative competence so that it is suggested that the material, tasks, and language activities will are designed regarding the students opportunities to produce the language. The content classes must be student-centered classes and the role of the teacher and learners must be accordingly.
7. REFERENCES


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8. ANNEXES

Annex I: Lesson Plan Format.

Lesson Plan.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up activities</td>
<td></td>
<td>Language aims</td>
</tr>
<tr>
<td><strong>Main activities</strong></td>
<td><strong>Teacher’s role:</strong></td>
<td><strong>Students’ roles:</strong></td>
</tr>
<tr>
<td>Assessment procedures</td>
<td></td>
<td>Material resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
</table>

Communication

<table>
<thead>
<tr>
<th>Language for the topic</th>
<th>Language for Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Structure</strong></td>
</tr>
</tbody>
</table>
Annexe II: Action Research model:

**Action-research reflection model**
*Taken from "Reflective teaching in second language classrooms" by Jack C. Richards and Charles Lockhart.*

**Title of the reflection**
(The title should refer to the main issue of reflection)

**Initial reflection**
Describe the problem in detail: What happened? Why did it catch your attention? How did it affect the learning and teaching process? Why were you interested in it? How do you feel about it? What were the possible solutions or options to deal with the identified issue?

**Planning and action**
What decisions did you make with regard to the above-mentioned issue? What was the plan executed to cope with the situation? What specific actions were employed in the process? Did you consider any theory or expert's advice to face the problem?

**Observation**
What was the impact of the implemented strategies or actions on your teaching practices? What reactions were evidenced as a result of the intervention? Did the intervention benefit the process? How? If not, why do you think that it didn’t have any impact? How did you feel at this stage?

**Reflection**
What did you learn during this experience? What did you discover in terms of teaching and learning? What conclusions can be drawn from this experience? Do these conclusions coincide or refute theories? How?
Annexe III: Lessons Plans of Implementation 1-2-3-4-5-6-7

<table>
<thead>
<tr>
<th>Unit</th>
<th>The cell</th>
<th>Topic: Parts of the Cell.</th>
<th>Standards: (Explico la importancia de la célula como unidad básica de los seres vivos.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up activities: Hot potato game. Passing a ball, the ss that gets the ball has to answer the questions that the T asks, about the last classes. Language aims: the ss classifies the first five parts of the cell using present simple sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main activities</strong></td>
<td><strong>Teacher’s role:</strong> - Presents the vocabulary for this lesson using some flashcards. - Explain the parts of the cell to the students. - guides the activities - Presents the material that students are going to use during the lesson.</td>
<td><strong>Students’ role:</strong> - Participates in the activities that the T presents matching the vocabulary with the corresponding part of the cell. - Takes notes or draws the topic presented - Pronounce and differentiate the parts of the cell. - Carry out the production part where they have to talk about what they learned in the lesson.</td>
<td><strong>Timeline</strong> 10m. Warm up. 20m. Engage stage. 10m. Study stage: matching activity. 10m. Listening part[ fill out the gaps] 10m. Activate stage: short controlled conversation between students</td>
</tr>
<tr>
<td>Assessment procedures</td>
<td>Speaking activity where the ss have to ask each other for the topic saw during the lesson, so the T will controlled the activity giving feedback in pronunciation.</td>
<td><strong>Material resources</strong> Flashcards, masking tape, speakers, laptop.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the importance of the five first parts of the cell.</td>
<td>Imagine the body without the cell.</td>
<td>Identify that the animals are made by the cells and the importance of care them everyday.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication</th>
<th>Language for the topic</th>
<th>Language for interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Structure</strong></td>
<td><strong>How does it work?</strong></td>
</tr>
<tr>
<td>THE CELL MEMBRANE. THE CYTOPLASM VACUOLES THE GOLGI BODY LYSOSOMES</td>
<td>What is this? This is the... Celleosotisation such as it has the water, Vacuoles are the banks.</td>
<td>What is it?</td>
</tr>
</tbody>
</table>
Unit: The cell

Topic: The functions of the cell

Standards: (Analizo el ecosistema, la célula animal que me rodea y la comparo con otro tipo de célula.)

Warm up activities: The s will be asked by the T for the parts of the cell saw during the last class.

<table>
<thead>
<tr>
<th>Teacher’s role:</th>
<th>Students’ role:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Presents, pronounces, and explain the vocabulary and the grammar structure for the learners as well.</td>
<td></td>
</tr>
<tr>
<td>- guides the activities.</td>
<td></td>
</tr>
<tr>
<td>- Presents the material and how to work with it.</td>
<td></td>
</tr>
<tr>
<td>- Participate in the activities and execute the instructions given by the T in order to show understanding.</td>
<td></td>
</tr>
<tr>
<td>- Take notes on their notebook.</td>
<td></td>
</tr>
<tr>
<td>- Pronounce, read and organize the functions of the five first parts of the cell.</td>
<td></td>
</tr>
<tr>
<td>- Participate actively of the kinesthetic activity</td>
<td></td>
</tr>
</tbody>
</table>

Main activities

Assessment procedures

Using their notebooks, the ss have to identify the correct part of the cell for each function in order to understand how the cell work.

Student learning outcomes

| Content: Identify the parts of the cell and their functions too. |
| Cognition: Differentiate and recognize the different functions that a cell has with its parts. |
| Culture: Understand the profits of a healthy diet. |

Material resources
- Laptop, big TV, masking tape, board, eraser, markers.

Timeline
- 10m. Warm up stage.
- 20m. Engage stage: A presentation for the functions of the first five parts of the cell.
- 10. Study stage: the ss will do a reading activity about the parts of the cell and their functions as well.
- 20 min.

Language for the topic

Vocabulary
- The cell membrane has the cell
- The cytoplasm of a cell is not really an organelle. It is the fluid the organelles are bathed in

This is _______ because ________ is for

Language for interaction

What is this? ________

What is it for?

It works like:
<table>
<thead>
<tr>
<th><strong>Unit:</strong> The cell</th>
<th><strong>Topic:</strong> The functions of the cell</th>
<th><strong>Standards:</strong> (Analizo el ecosistema, la célula animal que me rodea y la comparto con otro tipo de célula.)</th>
</tr>
</thead>
</table>

**Warm up activities:** The students will be asked by the teacher for the parts of the cell they saw during the last class.

**Language aim:** Relaciona las partes de la célula y sus funciones. Reconoce la función de cada parte de la célula.

<table>
<thead>
<tr>
<th><strong>Teacher's role:</strong></th>
<th><strong>Students' role:</strong></th>
<th><strong>Timeline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Presents, pronounces, and explains the vocabulary and the grammar structure for the learners as well.</td>
<td>- Participate in the activities and execute the instructions given by the teacher in order to show understanding.</td>
<td>10m: Warm up stage.</td>
</tr>
<tr>
<td>- Guides the activities.</td>
<td>- Take notes on their notebook.</td>
<td>10m: Engage stage: A review of the first two classes.</td>
</tr>
<tr>
<td>- Presents the material and how to work with it.</td>
<td>- Pronounce, read and organize the functions of the five first parts of the cell.</td>
<td>10m: Study stage: students will recognize and practice the functions and parts of the cell.</td>
</tr>
<tr>
<td></td>
<td>- Participate actively in the kinesthetic activity</td>
<td>10m: Study stage: listening activity.</td>
</tr>
</tbody>
</table>

**Main activities**

Using their notebooks, the students have to identify the correct part of the cell for each function in order to understand how the cell works.

**Assessment procedures**

**Material resources**

- Laptop, big Ty, masking tape, board, eraser, markers.

<table>
<thead>
<tr>
<th><strong>Student learning outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Identify the parts of the cell and their functions too.</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th><strong>Language for the topic</strong></th>
<th><strong>Language for interaction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>The cell membrane has the cell</td>
<td><strong>What is this?</strong></td>
</tr>
<tr>
<td>The cytoplasm of a cell is not really an organelle - it is the fluid the organelles are bathed in</td>
<td><strong>What is it for?</strong></td>
</tr>
</tbody>
</table>

**Structure**

This is ________

this ________ is for

It works like:
Unit: The cell  
Topic: Parts of the Cell.  
Standards: [Explico la importancia de la célula como unidad básica de los seres vivos.]

Warm up activities: what's missing game. Students will play this game where they have to remember the first five parts of the cell, once the T takes them out of the board.

Language aims: the ss identify the last five parts of the cell using present simple sentences.

**Main activities**

**Teacher's role:**
- Presents the vocabulary for this lesson using some flashcards.
- Explain the parts of the cell to the students.
- guides the activities
- Presents the material that students are going to use during the lesson.

**Students' role:**
- Participates in the activities that the T presents matching the vocabulary with the corresponding part of the cell.
- Takes notes or draws the topic presented
- Pronounce and differentiate the parts of the cell.
- Carry out the production part where they have to talk about what they learned in the lesson.

**Timeline**
10m. Warm up.
10m. Engage stage
10m. Study stage:
10m. Listening part
10m. Activate stage: short controlled conversation between students
10m. Memory game

**Assessment procedures**
Speaking activity where the ss have to ask each other for the topic saw during the lesson, so the T will controlled the activity giving feedback in pronunciation.

Material resources:
Flashcards, masking tape, speakers, laptop.

**Student learning outcomes**

<table>
<thead>
<tr>
<th>Content</th>
<th>Cognition</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the importance of the last first parts of the cell.</td>
<td>Imagine the body without the cell.</td>
<td>Identify that the animals are made by the cells and the importance of care them everyday.</td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Structure</th>
<th>How does it work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE GOAL BODY</td>
<td>What is this?</td>
<td>What is it?</td>
</tr>
<tr>
<td>RIBOSOMES</td>
<td>This is the...</td>
<td></td>
</tr>
<tr>
<td>Smooth endoplasmic reticulum</td>
<td>Collocations such as: it is made up with more organelles.</td>
<td></td>
</tr>
<tr>
<td>Rough endoplasmic reticulum</td>
<td>Mitochondria.</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 1: The Cell

**Topic:** The Functions of a Cell

<table>
<thead>
<tr>
<th>Materials/Supplies</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student reference cards: <strong>The Cells of Life</strong></td>
<td>- Understand the concept of a cell and its components.</td>
</tr>
<tr>
<td>- Digital video: <strong>The Cell</strong></td>
<td>- Calculate the number of cells in the human body.</td>
</tr>
<tr>
<td>- Whiteboard</td>
<td>- Compare and contrast plant and animal cells.</td>
</tr>
</tbody>
</table>

**Main activities**

- **Dramatic Play:** Students will act out the different parts of the cell, simulating their functions and movements.
- **Discussion:** Engage students in a discussion about the cell's structure and functions.
- **Drawing:** Students will draw the cell, labeling its parts and functions.

**Assessment/evaluation**

- Peers will review each student's drawing and ask questions about the functions of the cell parts.
- A rubric will be used to assess the students' understanding of the cell's functions.

**Student learning outcomes**

- Students will be able to identify and describe the different parts of the cell and their functions.

---

### Unit 2: The Functions of a Cell

**Topic:** General overview of the functions of the cell

<table>
<thead>
<tr>
<th>Materials/Supplies</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
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<td>- Understand the concept of a cell and its components.</td>
</tr>
<tr>
<td>- Digital video: <strong>The Cell</strong></td>
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</tr>
<tr>
<td>- Whiteboard</td>
<td>- Compare and contrast plant and animal cells.</td>
</tr>
</tbody>
</table>

**Main activities**

- **Dramatic Play:** Students will act out the different parts of the cell, simulating their functions and movements.
- **Discussion:** Engage students in a discussion about the cell's structure and functions.
- **Drawing:** Students will draw the cell, labeling its parts and functions.

**Assessment/evaluation**

- Peers will review each student's drawing and ask questions about the functions of the cell parts.
- A rubric will be used to assess the students' understanding of the cell's functions.

**Student learning outcomes**

- Students will be able to identify and describe the different parts of the cell and their functions.

---

### Unit 3: The Functions of a Cell

**Topic:** General overview of the functions of the cell

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<tr>
<th>Materials/Supplies</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>- Whiteboard</td>
<td>- Compare and contrast plant and animal cells.</td>
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</tbody>
</table>

**Main activities**

- **Dramatic Play:** Students will act out the different parts of the cell, simulating their functions and movements.
- **Discussion:** Engage students in a discussion about the cell's structure and functions.
- **Drawing:** Students will draw the cell, labeling its parts and functions.

**Assessment/evaluation**

- Peers will review each student's drawing and ask questions about the functions of the cell parts.
- A rubric will be used to assess the students' understanding of the cell's functions.

**Student learning outcomes**

- Students will be able to identify and describe the different parts of the cell and their functions.
Annexe IV: Action Research formats of the implementation.

Action-research reflection model

*Taken from “Reflective teaching in second language classrooms”*  
*by Jack C. Richards and Charles Lockhart.*

*Students’ reaction towards content English classes.*

**Initial reflection**

I started to teach content English class with primary graders where there is a lack of the exposure of this new method of teaching English, therefore, I was a little concerned towards the learners reaction and their output in all the languages skills given the fact that there are 40 students, however, these 40 fourth students have a meaningful background knowledge of the school subject that is regarded in this classroom project, I personally wanted to witness how primary public learners would be part of a foreign language content class and how their performance would be after to carry out some classroom management strategies too. I consider that the learners might develop the communicative competence expected from a foreign language learner throughout this execution, but I am not conscious at all for how long they have to be exposed to the content classes in order to develop all of these expected abilities in a foreign language, consequently, I decided to create a meaningful learning environment for all the English content classes in order to enhance their language progress.

**Planning and action**

Once I identified that the background knowledge of these students in their mother tongue about the content area was well developed, I created a complete CLIL unit regarding their prior
knowledge following the quote that a bilingual person is someone that is able to handle with a content in two or more languages with the same level of expertise, though, the material and information depicted is re-designed based on the students’ age, level of use of the language so that I framed this classroom project in some language teaching methods and techniques that are not usually common in the country for teach a foreign language.

**Observation**

Even though I noticed that students could use the content of the school subject with a high level of expertise in Spanish their mother tongue, and that students’ behavior is the most adequate for the learning of a foreign language, their output in English as a foreign language is less dominant in terms of production, but it is the expected from these learners, therefore, it is possible to say that students’ self-confidence is enhance when they already had information in their mother tongue because there is a relaxing freely learning environment for them to participate. Students’ reactions to the content classes was so positive that they were willing enough to participate actively during all the stages of the lesson. To sum up, I also found out that either I am teaching regular English classes as a foreign language or content English classes the rapport execution would determine many decisive factors in the development of the lessons.

**Reflection**

Undoubtedly there is a big learning process for me during this execution on the grounds that I could understand in a deeper way how some learners react towards a new method of teaching English so it is possible to say that the more appealing and meaningful the classes are for learners, the higher their participation would be because the learners’ intrinsic motivation would be mode on to use the language as much as they can or want rather than worry about their performance. Besides, I also learned that the adaptation of the material and the expected results
might be adjusted to the reality in order to be realistic enough neither to go beyond nor to underestimate the reached goals. Finally, the results of this classroom project demonstrate the reliability of this method of teaching English if we want to be part of the construction of what a real bilingual person is.
**CLASSROOM MANAGEMENT ISSUES**

**Initial reflection**

After teaching the first two classes with this group of learners, I realized that neither the big amount of 40 students nor the space given for them as the classroom were positive factors in these English classes, and these issues might also interfere with the learning process, likely these two problematic aspects call my attention so much that I decided to execute some classroom management strategies looking forward to achieve a more pace classes and a stressful free environment as well. I also wanted to highlight that even the students were willing to participate in different group activities planned in advance because they were screaming “teacher me” or they were raising their hands up. It was impossible to carry out as a result of the fact that there was not enough space for these activities take place, therefore, I was pretty disappointed because I thought that throughout these activities not only the rapport would be enhanced but also would positive benefit this process too.

**Planning and action**

There were some principals regarded to cover these gaps such as: present some visual aids and make these visual aids part of the everyday class as a sign of warning in order for them to correct their behaviors during the class, however, they were presented as tools to catch up all the students’ attention and help the correct development of the class rather than see them as punishment methods used by the teacher. Consequently, I presented them with a high level of
energy and listen as many students as I could in every single moment of the class because I established rapport that in my humble opinion determines 80% the students’ behaviors alongside the lessons last but not least I presented challenging lessons for the students to focus on the development on the task instead of the how the language they were using work so that they would face a different learning environment out of the classical as Marsh (2002) points out.

Observation

Once these strategies were introduced, the learners were rigorous to respect and follow not only the use of the strategies but also demanding that their classmates did the same it might be interpreted as a sign that was clear for all of them that these strategies would determine the successful evolvement and achievement of the English classes, the learners did not hesitate to control themselves if the teacher demanded that, this is a remarkable behavior that would help them in their future learning experiences and it is also possible to say that implement the strategies and the rapport among teacher-students contribute to the way how the classes were taught otherwise there would not be such as amazing atmosphere in the classes, I was pretty satisfied that these students were so engaged with the English classes because I proof myself that no matter how many students there are in the classroom if the theory is bring into practice and the procedures are carry out with discipline the results would nourish my professional growth.

Reflection

When I taught the first English class, I was overwhelmed to work with too many students, thought, I learned from my own experience how useful is the consider the theory in the reality
because in this scenario it not only helps me to find out a wise solution to the problematic issues but also I discovered that the sakes of the correct establishment of the rapport is underestimated by some language educators on the grounds that regard the students’ need is not only the most relevant aspect in the language class, their feelings, emotions, fears, and moods are even more important in every single class and I also understood that the appraisal for the students as well as the recognition of their individuality would have the same impact of their performance and output production so that I agreed with external sources of motivation depicted by Harmer (2009).
**Action-research reflection model**

*Taken from “Reflective teaching in second language classrooms” by Jack C. Richards and Charles Lockhart.*

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**LACK OF TIME TO PROVIDE FEEDBACK TO 40 SS**

**Initial reflection**

During the implementation of the classroom project of implementing Science through English and English through science, I was worried because on our classes was not enough time to provide feedback to forty students so that the students’ learning process was weak. Even if the students receive a meaningful examples, their output was not the expected, so I could identify that the class was following a teacher centered class rather that a student centered class as a result of the fact that the teacher talking time was 90% percent of the time and the students talking time was only 10% of the class, besides, I was my attitude towards the class, however, my intention was to accompany my students learning process in a more conscious pace because I was stress about their performance.

**Planning and action**

Following some experts and theorists advice, the class was more students’ centered, on
their progress, and their usage of the English language in real scenarios instead of presenting too much overwhelming information, so the classes were focus on the students or what is widely known the students centered classroom it means that the students were working in couples, and in couples the students faced different tasks to carry out in the class, therefore, they had to work together, and they asked for help to the facilitator just in case that they needed because the teacher changed his function as a facilitator that guides the students to execute the activities, consequently, the teacher motivated the students to use all the English that they knew to overcome the activities and this type of class was implemented in order to guarantee the feedback to all the students given the fact that before this plan, there was not enough time to provide feedback to all the students.

Observation

After the team work did by the students, I could identify some remarkable conclusion, first, some students were willing to help their classmates to find out together a possible answer to some learning questions. It was a significant proof of how we as human beings tend to share with our peers to overcome the difficulties that we found in the learning processes. It made me reflect upon the socio-constructivism hypothesis because that is the aim of this hypothesis, I was so doubtful with the result, however, once I could witness how the students helped each other and evolve in their language performance throughout the team work, I was impressed so that it is possible to say this hypothesis to conceive the language learning environment is not only meaningful for the students but also effective when I have a numerous class.

Reflection

Once I noticed that the class time was not enough for me to provide feedback to all the 40
students that I teach at during the implementation of this classroom project, I was worried, thought while I was focusing my classes in the students and making them the hub of the class rather than just talk for 30 without an establish purpose, I learned that the more I create classes for my students produce the English without any stressful command the higher their performance will be on the grounds that they could use all the English that they know to demonstrate that they mastery in a certain task and that is when I can correct them instead of being a sticky teachers, I must assume the role of facilitator to continue fostering this way of conceive the language classes. Furthermore, I understood that the classes should be planned for the students to produce and work with the language rather that learn it because it would be a rote learning, and I have to avoid this in my classes. When I plan the lessons based on the learners’ needs, it was clear for me that the meaningful learning might be part of the class if I want that students store the information in their long term memory instead of in their short term memory and I also comprehend that all the above benefits are embedded in the students centered classes.
Action-research reflection model

*Taken from “Reflective teaching in second language classrooms”* by Jack C. Richards and Charles Lockhart.

**Use of Spanish in class/ code switching/ translanguaging.**

**Initial reflection**

After a couple of the English classes that I taught in this 4th group that has 40 students, I could notice that the students used to translate the content of the class in Spanish, yet their translation time was not for all the class, it was just with a certain piece of information that was overwhelming for the to comprehend even in Spanish, so that the reliability that the native tongue offers for the learners might be a solution to this comprehension and misunderstanding problem as well as the multiple sakes that the use of L1 has for basic learners, I was a little concerned about this issue, therefore, I began to analyze the occasions where the L1 was used in the class and I could conclude that as this is a content language integrated learning classroom project it might regard the use of L1 in the content classes because the use of L1 is one strategy to carry out the project.

**Planning and action**

In order to guide the lessons into a more productive way in terms of students’ use of the language, I decided to implement the use of code switching and translanguaging as well. Therefore, some activities were executed and carried out in Spanish, but these activities were designed on this way because it is one strategy to implement this classroom project. The use of code switching was just considered in special cases when I wanted that first students paid attention to all the instructions or second when I was sure that a content was overwhelming for
the students, although code switching was used just to clarify doubts instead of providing the real meaning of a certain theme. Moreover, these two strategies covered only a 7% percent of the class. Based on the notion of how a CLIL class should be execute according to some theoreticians.

**Observation**

After considering the students prior knowledge in the schools subject and implemented these strategies, the students were more confident with their production part of the language, they were sure about what they were talking about because they were convinced that they have acquired that knowledge before. The use of these strategies was helpful in the class on the grounds that the students were sure about how work with the content and they felt secure as well. Their self-image and self-steam were nourished too. It was evident when they were eager to take part of all the activities depicted with so much enthusiasm.

**Reflection**

At the beginning it was obvious that the content chosen for this classroom project was not designed according to the students’ need because they already knew how to work with it in their first language, however, the fact to use the same content and not adapt it, it demonstrated that it is no understandable for learners that are still developing their cognitive process in the first language, so that the over-using of the L1 in class was the only way to overcome the content. I personally understood that I had to go back to the theory and re-adjust the design of the content for the language learners who normally do not have not even an average exposure to the English language, besides, I also learned that the use of translangaging in the content class must be planned and executed as a task that offers the same content in two languages and the use of code switching is part of the class when I want to catch the students attention or to clarify doubts
Annex V: Reflection on Action of the implementations.

<table>
<thead>
<tr>
<th>Students' responses</th>
<th>Description (Description: describe critical incidents)</th>
<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</th>
</tr>
</thead>
</table>
| After face the same content that they already know in a foreign language, the students were actively involved in the stages of the lesson. | • They wanted to participate in all the activities depicted during the classes.  
• They were willing to read in English even with more complex readings.  
• Some of the learners got lost.  
• But some of them followed the rules and the instructions given by the teacher because their desire to be part of every single stage of the class.  
• The students were not stress or less frustrated during the classes. | “Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill” Krashen 1987. So the environment of the class is oriented to the use of their cognition about to find out a solution to the task rather than to focus on chunks of the language.  
Once the students' prior knowledge is activated the learning process of a foreign language would be address not only to the meaningful learning of the language instead of the rote and not reliable learning of it but also would be to the establishment of the ZPD.  
Not all the students like the same content of class, and being realistic enough in a 40 students class it is obviously that there might be some of them that do not like the content of the class so that I have to struggle myself in order to plan more appealing lessons from now on because as Marsh (2001) points out, it is proved that the 100% success of this approach occurs in small groups of children given the fact that children acquired any language or knowledge in their first stages of childhood with a perfect manage of what they grasped.  

As the content regarding for the classes was not new at all, they did not care about to fail or not achieve the goal for every task, they were confident enough to execute the activities. |
<table>
<thead>
<tr>
<th>Professional growth</th>
<th>Description (Description: describe critical incidents)</th>
<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plan)</th>
</tr>
</thead>
</table>
| - time management, grouping, teacher talking time, student talking time | - Time is an issue for the language class.  
- The pace of the lesson was not fixed. | In my classroom project I have to develop all the language skills expected for this group of learners among other, so that I would design activities where students can receive an accurate and meaningful input in order for them to have more chances to produce and discover the language by themselves.  
This procedure of teaching the content English class was related to the content class given the fact that its design where the student are the center of the class and looks forward to enhance their performance in each activity.  
A classroom that contains different students with different backgrounds would also contain different ways to approach to a certain topics so that when we plan a class regarding this principle it might be more engaging for the students to participate on it as Hymes (2009) regards. We must pay attention to the different identities we are faced in the classroom.  
Even though the way how the desks are organized in the classroom, there is always the possible to switch this concept to a positive aspect in the class, mainly, when we start to think the way how students can be involved to talk without moving their chair, but with the possibility to have fun at the same time.  
Ways of appraise my students should be all the time oriented to empower their performance in the class because they would be sure to take part in class activity with a higher self-esteem. |
| - Lesson planning (inclusion of standards, CLL, stages of lesson, sequencing, pacing) | - In order to involve the kinesthetic, aural and visual learners in the class TPR way of teaching has been adapted to a couple of activities  
- There wasn't enough space. | |
<p>| - Material design (implementation and recycling of the material, learning styles) |  | |
| - Institutional limitations (noise making, resources, policies, organization of activities, schedules, classes canceled) |  | |
| - Personal growth (personal traits) | - How the appraisal is too important for the students. | |</p>
<table>
<thead>
<tr>
<th>Linguistic outcomes</th>
<th>Description (describe critical incidents)</th>
<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plan)</th>
</tr>
</thead>
</table>
| Skills: what did you observe in terms of language development? | • Students’ cognition.  
• Controlled activities | CLT enables the learners to produce orally the language that they are learning with a positive attitude towards their learning process because the dynamic use of the language in a context that is familiar for them makes that they feel not only engaged but also motivated as Marsh (2002) regards.  
I could evidence that the controlled activities in the class are essential moment for me to offer feedback and for the students to produce the language, however, the clue is that these stages where the learners produce the language can be meaningful for them too.  
I also comprehended that the use of the students’ cognition help them to progress in how they conceive the language and move to transform students into an open-minded learners of the language.  
I could clearly know that assess students is a tough teaching topic so that this classroom project would regard the formative assessment depicted by CEFR given the fact that is looking forward a general and overall students management of the language and content at the same time.  
So far in the active stage where the learners have to use as much English as they know in order to carry out a series of tasks, the learners make comparison between the two languages: English and Spanish to face the tasks. |
<table>
<thead>
<tr>
<th>Students' responses</th>
<th>Description (Description of critical incidents)</th>
<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their comprehension of the language classes was meaningful based on their final products.</td>
<td>• There was a lack of vocabulary that they wanted to use.</td>
<td>Sometimes it is only consider that the students have to use and manipulate the vocabulary or grammar structure for the class that plan, however, the students have to be exposure to meaningful words and meanings that might be useful for them to use when they take place part of the class, so I learned that I have to provide as much input as I can to my students in class mainly when they are in a basic level of the language use.</td>
</tr>
<tr>
<td>The students were involved in the execution of the classes, it is possible to mention that they were eager to participate actively.</td>
<td>• Too many students.</td>
<td>Some students were super involved in the class that they desired to talk and participate in all the classes even though it was not possible at all because the amount of students so that</td>
</tr>
<tr>
<td>Sometimes students were overwhelmed with the content of the class, but it does not affect their interest of the class</td>
<td>• the L1 in the English class.</td>
<td>Controlled all the activities and the students at the same time is so complex that I have to regard in detail the theory from where I learned that after a skill activity a settle activity must be presented and on the other way around because this procedure provides a harmonious pace to the classes.</td>
</tr>
</tbody>
</table>

As this is a CILL class and they are primary learners I learned that the content should be depicted in both languages in order to enhance and empower the students' comprehension and performances at the same time, therefore, the students' background knowledge was part of the content classes that's why they had to go back to the L1 to be sure at all about their class was about in term of complex words, expressions, and meanings.
<table>
<thead>
<tr>
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<th>Reflection (Analysis &amp; Evaluation: reference to theory. Conclusions for future practice: action plans)</th>
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</thead>
<tbody>
<tr>
<td>- Lesson planning (inclusion of standards, CLIL, stages of lesson, sequencing, pacing, learning styles)</td>
<td>• The CLIL sequence for a lesson.</td>
<td>I could witness that the transitions from one stage of the context lesson must be done just after the first one is well understood so it is demanding because concept checking questions; ask a student that paraprases the instructions among others are the tools to provide a clear instruction before the activity or task starts.</td>
</tr>
<tr>
<td>- Learning strategies: how do I include them in my lessons</td>
<td>• Motivation was demanding and exhausting.</td>
<td>I personally planned some activities where all the learning styles would be pointed at because they were designed for the students that acquire the knowledge through movements, music, and images on that way I could incorporate all the students in the activities depicted.</td>
</tr>
</tbody>
</table>

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<thead>
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<tbody>
<tr>
<td>Skills: what did you observe in terms of language development?</td>
<td>• The necessity of the language knowledge.</td>
<td>It was pretty surprising how the English class might be the perfect setting for the students use the English that they know in order to achieve a certain goal because I was obstinate to not look at the student when they used Spanish so they were angry that the teacher paid attention to them so they were forced to produce the language as a mean of communication and it is significant as a result of the fact that they could understand that the language is the instrument to communicate with the world around them.</td>
</tr>
<tr>
<td>Assessment procedures: How did you assess your students' performance and achievements in the classroom?</td>
<td>• provide feedback.</td>
<td>I could conclude that the process of assessment is demanding because regard every single identity and give a mark, number or classification is though on the grounds that it can affect the students' performance, however, I learned that the core to provide feedback is presented in establishment of the rapport between students and teacher because it is here where the teacher can recognize the students' individuality as their positive aspects as their weakness as well.</td>
</tr>
</tbody>
</table>
Annexe VI: Photos of the implementation.
April 21st, 2015
the last five parts of the cell

it is the golgi body

it is the endoplasmic reticulum

it is the mitochondria

it is the ribosome

it is the rough endoplasmic reticulum
And 23rd Feb.

The last five parts of the cell

- The nucleus
- Plasmalemma
- Cytoplasm
- Mitochondria
- Rough endoplasmic reticulum

The last five parts of the cell

- The nucleus
- Plasmalemma
- Cytoplasm
- Mitochondria
- Rough endoplasmic reticulum