

Teaching Cognates to Young Learners Through Reading Tasks

Daniel Alfaro

Universidad Tecnológica de Pereira

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Daniel Alfaro

Adviser

Javier Vanegas S.

Universidad Tecnológica de Pereira

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1. Justification

Even though there had been many technological changes, the use of text and reading is far from disappearing. In fact, a great part of what is visualized in technology is digital text which has been combined with sounds and images. According to UNESCO (2005, p.70) the lexical competence is an area of special interest in the field of English Language Teaching. Since the year (1993), teaching cognates has been studied by different authors and among them Nagy et al., who highlight the use of teaching words that have the same spelling and meaning in two languages to increase vocabulary. In the field of ELT, teaching cognates has a significant role given the fact that students will learn a foreign language and expand their lexis if they have an appropriate use of them. This area is defined by the *Ministerio de Educación Nacional of Colombia* (2006) as a competence that implies not only the use of fields such as grammar or semantics, but also its use in different situational contexts to make associations with words in the native and target language in order to expand and construct new ideas.

Although in Colombia the government is implementing strong policies towards the bilingual education, there is a need to implement projects to facilitate efficient learning. Based on Arias (2014), only 40% of the public teachers reach a B2 level. She also explains that every day more money is being invested on bilingual education policies using strategies such as *Colombia Very Well* and with programs that provide native English teachers, and great investment in development in all teachers' and students' English levels. Nevertheless, there are not clear projects to explain how the English level will be improved. For instance, in public schools most of the teachers ask learners to translate texts without any strategies due to their poor proficiency

in English. As a result, according to Gomez (2014), 50% of the students in Risaralda that graduate from high schools come to the university without any competence of English at all.

Therefore, it is a necessity to implement projects that would help learners to better their reading competence. In this case a lot of money is being invested on native English teacher and other policies to increase language proficiency, however, they are not using strategies that allow learners to become familiar with the English language. Montelongo (2002), identifies more than 20,000 cognates related to English and Spanish languages. Through the use of cognates, students from primary public schools will increase their vocabulary in both languages when reading a text. As a result, students and teacher will be involved in the process of teaching and learning a foreign language.

The results of this project may contribute to the field of ELT using cognates to teach English as a foreign language through reading to Colombian public primary school students. Aligned with this, the study can benefit English language teachers to obtain resources and strategies for implementing in their classes such as reading, planning classes and flexible learning. Moreover, learners will arise awareness about the importance of relating both, L1 and L2 to increase their proficiency level. Teaching cognates facilitates to identify some words that have similarity in both languages when reading a text. However, there is few examples on how to teach cognates through reading and not many studies related to our Colombian context that can evidence results in this field.

2. Objectives

2.1 Teaching objectives

- To increase the awareness of teaching cognates considering reading strategies in the language classroom.

2.2 Learning Objective

By the end of the implementation learners will be able to...

General aims

- To develop the reading competence using cognates in EFL learners.

Specific aims

- To identify cognates in a reading text.
- To match cognates with the correct definition
- To recognize the difference between true and false cognates.

3. Conceptual Framework

3.1 Introduction

This section's aim is to search theories which examine the use of cognates in language teaching with the purpose of implementing a classroom project using reading as input. In the first part, there will be a brief definition about cognates supported by several authors such as Kelley & Kohnert 2012; O'Neill & Casanovas Catalá 1997, and Walseth 2013. Then, the classification of cognates as true, false, chance and partial false cognates that are worth being described. After that, there will be an analysis about raising cognate awareness which is the importance to learn words that are similar in both languages (English and Spanish in our case). Furthermore, it will be examined how to identify cognates while reading a particular text and how to use them when trying to figure out the main ideas in a written or script texts. Finally, a conclusion analyzing how these cognate theories can support further research.

3.2 Cognates

Cognates are words that form a close relation of meaning between the native language and the target language. According to Kelley & Kohnert (2012), cognates share form and meaning in two or more languages. Speaking of the origins of cognates connected the word loans, in languages like English and German, O'Neill & Casanovas Catalá, (1997) point out that English has Germanic roots, and it has over the centuries borrowed words from other languages. The language and culture contact has provided the linguistic elements for the creation of cognates in all languages. For example, the word hospital is related to the French language, but it is also borrowed in other languages. On the other hand, although Spanish comes from Latin roots, it has had a significant influence over English throughout the centuries (Walseth, 2013).

As a result, this influence has integrated thousands of common words with a variety of origins in terms of orthographic and phonological relations to the languages of our interest: Spanish and English.

3.3 Types of cognates

The identification of cognates can facilitate the understanding of a second language, however, cognates do not always have the same meaning in both languages. In this section, there will be some details and examples on how cognates are categorized. True cognates are those which have the same definition while false cognates are more complex. Cognates are divided into two subcategories: chance and partial false cognates.

3.4 True cognates

Many words in Spanish and English have close similarities and do not have a considerable change in terms of the writing, pronunciation and meaning. For instance, the word “*construction*” and “*construcción*” eases the comprehension from L2 to L1 which can help learners to grasp some meaning better (Garrison, 1990). Thus, when there is a slight pronunciation, intonation and orthographic differences the words can be implicitly and easily learned. Also, words that have the same spelling such as radio, hospital, and bus only differ on the pronunciation and stress.

3.5 False cognates

False cognates or false friends may have the same etymology and orthography expression between languages. However, the intended word expression will change or alter its authentic meaning causing a misconception. According to Walseth (2013), language evolves over time and words that were real cognates with identical meanings sometimes change, creating a total or partial change in meaning from the original. In addition, Alonso (1997), Beltrán (2006) and Varela (2010), state that false cognates can apparently be true cognates that can cause a miscomprehension of the words. Based on the above, these false friends may still have the same origin and spelling, but express different meanings.

In order to clarify this idea, it is relevant to mention a few examples. For instance, a cognate with multiple meanings is “*asistir*”, which means to “*assist*” (same meaning) but also to “*attend*” (different meaning). In other words, cognates work as a bridge to provide a clear understanding in the first and second language depending on the context. Also, some meanings like “*actualmente*” and “*actually*” have an opposite interpretation in both English and Spanish. Same happens with the word “*idiom*” which in English means an expression and “*idioma*” in Spanish means language. As it is evident the meanings are completely different as they do not resemble the words. However, the meaning of those words varies according to the context and time.

3.6 *Chance false cognates and partial false cognates*

Languages are continuously adapting themselves semantically and pragmatically and words that were cognates may not retain similar meanings anymore. Walseth (2013) stated that ‘chance false cognates’ may have the possibility to change totally or partially in terms of semantics and usage. In that sense, partial false cognates are words with multiples definitions depending on the context. For instance, “*bizarre*” and “*bizarro*”; *bizarre* in English means weird and *bizarro* can be a chance or total false cognate in Spanish as it means brave but also rare. Although they have the same orthographic scripture and pronunciation, they differ of what is really interpreted or meant depending on the context.

In contrast to ‘chance false cognates’, ‘partial false cognates’ are words that have a wide and similar definition, however they do not mean the same in all contexts. That is to say, the meaning of the words can be logically based on specific or general context in which the action of the word will depend on a particular situation of space and time. Therefore, there are similarities in terms of structure, etymological origin, phonetic/orthographic and semantics. “Semantic false friends are the semantic relics of pragmatic language use over time and space” (Domínguez & Nerlich, 2002, p. 1833). A clear example of this explanation can be “*Accep*”t as it has a broad semantic meaning such as to agree to something, to admit, to believe a certain truth, or to take as an agreement in the English context. As observed, the word has a broad meaning with multiple definitions and each illustration can have a connotation according to the situation.

3.7 Cognate awareness

In this part, there will be a brief description about the way cognates are identified and the cause and impact towards learner's awareness. Several studies affirmed that cognates are easy to identify in the text as it gives a great advantage on students to promote the learning of a target language (Burgo, 2004; Holmes & Guerra, Ramos, 1993; Malabonga, Kenyon, Carlo, August, & Louguit, 2008; Nagy et al., 1992). In almost all the cases, students are able to successfully find all the words in a particular text from L2 related to L1. However, in order to make students aware of cognates, researchers such as Nagy et al (1992), specified that cognate's recognition is a useful technique to promote learning a foreign language, but it only occurs by using strategies to guide learners towards the goal.

Aligned with this, to identify cognates, participants need to have previous knowledge to relate words from their native language to the target language. There are many ways to make the recognition of cognates such as academic ability, language learning experience, and grammatical knowledge, background knowledge and proficiency level (Holmes & Guerra Ramos, 1993; Kelley & Kohnert, 2012). Furthermore, Nagy et al (1992), pointed out that learners must be aware of their own thinking process in order to implement strategies that help them be familiar with to the vocabulary needed in both languages.

3.8 Teaching cognates

Studies report that teaching cognates in context will help students to infer and expand the meanings of the words from a particular text (Durán-Escribano, 2004; Frantzen, 2003; Huckin & Bloch, 1993). According to Villalon (2007), children can be taught to use cognates as early as in preschool. As students move through grade levels, they can be introduced to more sophisticated cognates, or cognates that have multiple meanings in both languages.

However, there is a complexity in the process of searching for cognates as it seems not easy. Research studies indicate that learners can identify cognates if they are aware of their existence, but they may overlook a large number of words within a text (Burgo, 2004). This is also supported by Nagy and Nagy, et al (1988; 1993) pointing out that many Spanish second language learners need help when recognizing and using cognates. Direct instruction by the teacher, guidance or monitoring help students using cognates to understand and identify new or unknown words from their mother tongue.

For example, students are asked to read a book that contains cognates and during the reading, learners will be exposed to familiar words in L2 that they do not know but they can infer and be aware of in L1. Besides, acknowledging what the text is about according to the relation between English and Spanish. However, Walseth (2013), stated that learning through context may be difficult sometimes for learners given the fact that they may have difficulties to know what the text is about as they will be dealing with false cognates in the text. Nevertheless, the results from bilingual students from the USA successfully managed to identify cognates when reading a text (Nagy, Garcia, Durgunoglu, and Hancin-Bhatt, 1993). In other words, teaching cognates to young children is easy since Spanish and English have a variety of related words.

3.9 Teaching Cognates through reading

Teaching cognates through reading is one of the techniques for young learners to achieve the L2. Calderon et al (2003) supported the notion that while students are reading a text, they will find and write in the book those words that are similar in the native and foreign languages. For example, Students will read a text twice in order to find cognates and list them to have an efficient learning. Another strategy that authors recommended is reading aloud as students will listen to related words that are similar in both languages. For instance, the teacher will be the prompt so as to read aloud a book to the students in order to expose them to listen to some of the words that are pronounced the same and will have the same meaning. Other way of teaching cognates to learners in reading is to have a group discussion where students will collect, interpret and share information about similar words found in a text.

The bases of this study are to implement cognates to learners in terms of reading in order to identify relating words in L1 and L2 to expand vocabulary. Walseth, (2013), highlighted that teaching cognates to students by reading a text will increase lexis and awareness. That is, involving L2 to L1 in terms of learning with flexibility, but cognates may be false as students will infer wrong the foreign words in the text. When students read a book and there are words that are familiar in pronunciation and spelling but the meaning will be misunderstood. Finally, implementing strategies to cognates such as teaching false and true cognates to students will improve easily and with less problem the learning capability of inferring relating words from a foreign language to the mother tongue.

4. Literature review

The area of teaching to young learners has been widely studied, especially in the field of cognates. Its major target is vocabulary and reading, and is one of the most relevant problems that are studied in this area conducted by Nagy, Durgunoglu and Hancin-Bhatt (1993), and Walseth (2013) which analyzed and applied a variety of methods to improve vocabulary and reading. One of the two studies was held by EFL context with Bilingual Hispanic children in elementary school in the USA using a test in order to check vocabulary after reading a script as a methodology. On the other hand, the other study focused on 6 students who were native speakers from Mexico whose ages ranged between 14-17 years old in high school, and the strategy is to implement the reading of a text and identify the cognates, to think aloud for the protocol that can help to identify false and true cognates. Finally, to hand out a test with multiple-choice in order to define cognates and improve vocabulary. This study will be further reviewed to explain the analysis towards this section.

Nagy, Garcia, Durgunoglu, and Hancin-Bhatt (1993) conducted a study in United States to know how elementary hispanic bilingual students could identify cognates from L1 into English when reading texts. In order to analyze and collect data, the authors asked students to take a test of vocabulary in both languages (L1 and L2) after reading an expository text. In addition, learners were given an exam with multiple-choice to check if they could identify key concepts from the text. The results of the study concludes that most bilingual students were able to explicitly recognize true and false cognates in the text; furthermore, the students' performance in the items with multiple choice in English was discover to be significantly similar to the reported knowledge of words in Spanish-English.

Walseth (2013) conducted a study to determine how Mexican students from 14-17 years old extent into English using metacognitive awareness of cognates. The methods used by the author was to ask students to read a text in order to identify cognates. Then, involves them into a think aloud protocol to identify false or true cognates. After that, learners provide steps of their awareness of cognates towards an efficient definition in English. Finally, learners are asked to identify and define the context by answering some multiple choice questions. The author concludes that learners could internalize the words from L1 to L2 not having checking the context nor meaning.

To conclude, the two previous studies are similar in the sense of implementing techniques such as reading a text in order to increase lexis and identify words meaning of cognates, and a test with multiple-choice to check learners comprehension. However, the target population between the two articles differ from ages and its learning processes from elementary school and high school. In contrast, both analysis are aligned into one major focus which is the context of reading a particular text in order to identify cognates. In addition, the results of these works are linked to the theory of teaching cognates supported by learners when reading in order to expand their lexis.

5. Methodology

5.1 Context

This project was conducted in Institucion Educativa Suroriental (San Luis) a public school located in Pereira. The schools belong to a low-middle socioeconomic stratum. They had seven classrooms, a computer laboratory, a small library, a small and a big backyard; also, it had a coordinator and a teacher's room. The school's pedagogical model was based on competences following the general standards of Ministerio de Educación Nacional (2006). This model was divided in sections that included the area planned for each of the four school's terms and for each subject. Also, they had a community handbook to foster values in the school and behavior guidelines to follow. The number of teachers was seven while the number of students was between 30 to 40 students per room. There were didactic and technological resources such as, tube TV, speakers, laptop, three video projectors, white board and posters on the walls.

This project was carried out in the fifth grade classroom in which the English curriculum recognizes the use of language competences. The curriculum included different language functions, grammatical structures, vocabulary and topics of content, together with learning strategies and types of evaluation such as group work, in class participation, oral and written tests, presentations and homework. The English subject was taught from 1st to 5th grade, for levels A1 to A2. Some of the common topics were vocabulary, daily routines and opposites. The subject was taught in two hours per week. There was a teacher in charge of all subjects including the English class; however, the in-service teacher was not an expert in English language teaching. The teaching program LLI (Licenciatura en Lengua Inglesa) had an agreement with the

mention public school. Those agreements allowed us as practitioners to implement the classroom projects.

5.2 Participants

The project was implemented in fifth grade, for students whose ages ranged between 9 to 11 years old. There were 28 students in the classroom and their English level was A2 based on the MEN (2006). The learners at that age were usually very open minded to new information as they could easily construct new ideas based on previous knowledge (Piaget, 1936). Furthermore, young learners could interact actively exploring the environment while taking care of their own learning. Thus, children were very curious so that they could be engaged by using ludic activities. In that sense, learners usually needed to be taught implicitly (Donaldson, 1978). However, it was important to notice that children had short attention spans so activities needed to be varied and creative.

There were different roles in which the teacher had some responsibilities such as plan the lessons, design the activities, and reflect on his teaching. Therefore, the role of the teacher was also to reflect about the lessons in order to improve teaching and practice abilities. It was a collaborative work with the in-service teacher responsible of the assigned group. To perform this duty, the practitioner had developed some competences such as language teaching skills, background knowledge related to teaching theory, and communicative skills in the target language.

5.3 Instructional design

In order to have clear procedures and strategies for this project, the following design was structured. First, the aims, limitations and material design was explained. Then, the strategies and the authors to perform the implementation were mentioned generally and specifically. After that, the assessment theory, instruments of data collection and criteria were described. Finally, a reflection towards the selected questions, instruments, professional growth, students' responses and linguistic outcomes were further outlined.

5.4 Planning Stage

The aim of this classroom project was to facilitate the learning of true and false cognates through reading tasks. The main sub aim was to teach vocabulary through reading. In this project there were identified some problems which could limit the project and the process. The first one was the adaptation of the project to the school's curriculum topics. Also, the background knowledge of the students was an issue since some of them were not able to identify some cognates due to limited vocabulary that they had in the second language. Regarding to time management, the activities were paced so that students learnt to work with time limits.

The lesson was mostly planned around reading fragments and passages of books; however, content related to other subjects could be integrated to the design. The lessons were also focused on receptive and productive in order to integrate the four skills in sequences of activities. For instance, the reading were embedded with the listening tasks, then a speaking, sharing ideas or writing were integrated by making lists of words or taking notes. The materials were taken from classic literature such as fables, classical literature, scripts and tales. This was

done by using websites, printed material (books) or educational websites. The material was designed around the school's curriculum including its contents and the requirements.

5.5 Implementation

The use of teaching cognates through reading was one of the techniques that helped young learners to achieve L2. Calderón et al. (2003) support that while students were reading a text; they would find and write in the book those words that were similar in the native and foreign languages. For example, students had to read a text two times in order to find cognates and write list of words in a book to have an efficient learning. Aligned to this, another strategy that authors recommended was reading aloud as students had to listen to related words that are similar in both languages. For instance, the teacher was the model to read aloud a book to the students in order to expose them to listen to some of the words that were pronounced the same and had the same meaning. Other way to teach cognates to learners in reading was to have a group discussion where students collected, interpreted and shared the meaning of some cognates to the class after reading a text (Walseth 2013). Moreover, Nagy et al. (1992) explained that after reading and discussing the words on a text, students are exposed to a test relating to some cognates in order to examine students previous knowledge between L1 and L2. As a result, learners would increase or expand vocabulary as well as reading comprehension.

At this point, the stages of a prospect lesson plan are to be mentioned more specifically using and combining a variety of reading strategies such as finding similar words, learning cognates in context or isolated, writing, and comparing them in groups discussions; moreover, the lessons will include skimming and scanning, and the use of keywords. The lesson would start

by attracting learner's attention with flashcards, short videos, songs or other engaging activities related to the upcoming topic. Then, it is possible by showing them some cognates and meanings among the vocabulary introduced. After that, learners will find cognates in the context of a selected text and topic. At this point, they were going to underline either true or false cognates, then, they would share them to each other in order to construct or clarify the meanings.

Thereupon, games such as a maze or a matching could be implemented to reinforce knowledge.

Finally, learners will write in their notebooks the lists of the words learnt that day with their definitions, synonyms or drawing if possible.

5.6 Assessment stage

Brown (2001) differentiated three effective methods of criteria; reliability, validity and practicality. In relation to practicality, the assessment is aligned with the standards of the Common European Framework of Reference (2001) and MEN (2006). In respect to validity, instruments such as worksheets with word sort, matching activities, and multiple choice tests to assess competences were connected to true or false cognates. Therefore, learners would be tested whether or not they understood the text vocabulary and context. Also, the instruments would be based on the content used in the tasks or activities to make them valid. In regards to reliability, similar activities with different topics would be implemented to practice, study and assess learners. In conclusion, the tasks and aim also might have been coherent with the assessment stage.

5.7 Reflection stage

The reflection was based on a model created by Schön (1983) which has been helpful to develop and strengthen teacher's skills during and after the sessions. The author proposed different ways of reflection that can be applied. After performing the activity, the author proposed to formulate the questions: what went or did not go well? Why? What were the students' reactions? What should I change to make the activity better? The instrument for the reflection was a journal in which the teacher used to answer and reflect on the mentioned questions. Specifically, the reflection was about whether or not the strategies used were effective to enhance professional growth, students' responses and linguistic outcomes.

In professional growth, aspects such as lesson planning were used to reflect on weaknesses and strengths. Regarding to the designing of the material, reflection was constant as necessary to improve teaching tools. Another aspect was classroom management in which the teacher had in mind the theoretical background. In students' responses, the learners were observed on how they were assimilating the implementation, engagement, motivation and English language learning abilities. Although this last was more related to linguistic outcomes and language development, having a reflection of how assessment was being handled towards students' motivation eventually. To put it briefly, these aspects were all interrelated by using theory and it was beneficial to accomplish the reflection.

5.8 Resources

In this section, there was a brief explanation about two resources; physical resources and material resources. At this point, physical resources of facilities were unknown since it was not possible to know the assigned school. However, as mentioned before most of the public schools shared some general qualities. In Material resources, there was a reflection; the use on how to implement it will be further explained.

5.9 Physical resources

These public schools had big and comfortable rooms. Also they had a library and a computer's lab room; however, access to these rooms was usually not possible. The school also had assigned rooms for each primary grade. These rooms were made to hold as much as 40 learners and 2 teachers. The school was well organized and the environment was comfortable to handle the implementation.

5.10 Material resources

There was also a reflection on the types of materials and their usefulness. The estimated material resources needed for the implementation in addition to the mentioned ones were visual aids, games, mazes (cloze), songs, audios and realia. The purpose was to find what materials were more engaging and effective for learners to accomplish the mentioned objectives.

6. Results

In this section, the purpose is to explain three specific aspects regarding the implementation of the classroom project titled “Teaching cognates through reading tasks to young learners”. The first aspect corresponds to the professional growth as a result of the performance of the pre-service teacher during the teaching practicum of the English classes throughout the first semester 2016. The second aspect refers to the student’s responses based on the process of learning cognates through the reading texts. Finally, the linguistic outcomes which are related to the linguistic strengths shown by students throughout the teaching-learning experience. Additionally; there were some challenges and struggles that they had to face during the classroom sessions.

6.1 Professional growth

During the implementation of this project, I identified four strengths and one main challenge. The aspects I identified as strong were: the use of pedagogical resources, lesson planning, material design and teaching strategies since these gave me confidence on the development of tasks regarding guiding the classes, and mainly on my own perception about the sessions. However, the biggest challenge that I faced was classroom management as students got distracted easily and it was hard to reengage them during the introduction and implementation of the topics.

6.1.1 Challenges

6.1.1.1 Classroom management

The most challenging issue regarding classroom management was time management and learners' disruptive behavior. There one students who behaved recklessly so this caused a great impact on the others. In addition, this made my classes difficult to deliver and noisy as well. Also, during the activities learners used to take longer than it was planned to copy from the board and my time limits had to be extended.

At the beginning of the class, I was conducting the class well by doing a review about daily routines, time and adverbs of time during the first 30 minutes. However, a student started to behave badly and aggressively. As a result, most of the students were not paying attention to my instructions. In order to get students' attention again, I provided many techniques such as continuing the class, engaging students with a song, rising up the tone of the voice and stopping the class to get their attention. Nevertheless, I had no choice but to ask a student to call the teacher in "Rectory". The mentor teacher came and called the parents of the student who was showing bad behavior and was trying to get the control of the classroom. Around twenty minutes of the class session were lost due to this matter (Observation/ March 18, 2016) *see appendix 1.*

For the following classes, I decided to do a short summary of the 20 minutes lost in class. Also, I implemented a strategy to keep discipline in the class by bringing a traffic light. For instance, students would be aware that the green light was for "showing good behavior", yellow a warning of "almost bad behavior" and red in which the tutor was going to take action in lowering the grade to the whole class. Finally, I reflected on this experience to grow as a professional and would avoid repeating this mistake.

I presented some vocabulary (escaping, debating and others) to the students by writing it on the board, pronounce each of the words and highlighted the importance of them by performing the actions. Everything was well-paced and guided with clear instructions, however, the teacher faced the challenge in the part where students were asked to read the fable and to find the key words taught previously. Students could not understand how to do and immediately started to ask the teacher questions all at the same time. This caused a disorder in the classroom as the teacher could not see the others due to the amount of the

students in front him. Students started to lost interest about the activity and began to play, scream and get out from the classroom. (Observation, April 4, 2016). See *appendix 2*.

I believe that the last activity in which they had to read the short fable text was not suitable for the language complexity of the activity since it caused lack of motivation and disruptive behavior in the classroom. The activity took longer than planned. Also, the text was short but difficult to comprehend for their level as the students were struggle to comprehend the main idea of the fable due to some of the words that were hard to interpret

This made me reflect on how to develop strategies to control students' behavior in the sense of engaging them with material that could be suitable for their language level. It also made me think on how to develop other strategies to get learners to understand the language taught. According to Garcia-Castaño and Henao-Henao (2015) the use of L1 in the classroom is a good strategy to control and re-engage students to a topic given the fact that students can know easily and better teacher's instructions. In this sense, It is evident to highlight that students need the support of both languages (English and Spanish) in order to perform a good teaching-learning between the teacher and the students. Nevertheless, we need to know that the students' behavior does not only rely on the language to control them, it is also complemented on how the teacher treats the class as well.

What has been stated before attributes to what Sulich (2004) argued by mentioning that oftentimes some new teachers tend to face disruptive behavior in class, so it avoids the keeping of the discipline within it. Being friendly or too nice to the students might break an important distance that must be implemented as authority in class. These situations, most of the time, is reflected in the teacher's behavior that might make students get distracted from the class, and therefore, it leads to a conflict zone. She also suggested that teachers must start being strict at a

certain level so as to not avoid students to see you as a class authority. At certain degree, I believe the author is right since as a teacher we need to be very firm to the students in order to gain some respect in the class and then, show authority towards them. Nonetheless, we need to be flexible as well given the fact that some of the students may see the teacher as a threat and it would cause fear or disgust on them. Finally, I need to have a clear balance in being strict and less strict.

6.1.2 Strengths

6.1.2.1 Teaching Strategies

The uses of pedagogical resources were beneficial to get students' attention. I learned and developed new useful resources such as flashcards, stories, nursery songs, background music, etc. that engaged students in solving their tasks. Every time I played a song or video or showed them a flashcard or image they would lower the level of their voice and get engaged in the lesson. As Cameron (2001) recommends, flashcards are one of the basic techniques to re-engage and involve students who are distracted to avoid disruptive behavior.

I was conducting class and showing a flashcards sequence about a fable called *The Fox and the Cat* to learners. I noticed that they were paying close attention, they were engaged, and they felt interested in the images and learnt the meaning that represented each one of them. Further, they were drawing the cartoons without asking. (Observation 4, April, 2016). *See appendix 2.*

Based on this observation I reflected that the learners were visualizing the images, illustrating and going beyond the image in terms of motivation to create an assimilation closed to the original picture provided.

I developed a conversation script about two people planning their vacations. Also, I began to perform the role of the conversation (girl and boy) to engage students with actions, body gestures and facial expressions as in order to illustrate better the conversation. As a result, students were paying close attention to the teacher's performance and followed the conversation. Each time I skipped or made a mistake, they were reading attentive and willing to correct me (May 12, 2016). *See appendix 3.*

It was clearly notorious that students' learning was highly evidenced through body and facial expressions that I provided in order to facilitate their interpretation towards the script. Nevertheless, we must consider that searching for the right text to engage the students is a challenge in the sense that it must be embedded with the level of difficulty and the amount of text provided for the learners.

On the other hand, Cameron (2001) points out that nursery songs is a powerful source against misbehavior as learners like to dance and sing along with the teacher increasing language learning. For instance, the few times I used songs; it was meaningful for them giving the fact that there was not just singing and dancing but they were internalizing the song with the use of facial and body gestures. Additionally, after practicing the song, they were able to sing by themselves with no supporting help from the teacher. Besides this, music was also used as a background support on students' concentration while they were developing an activity. This latter was also pertinent to enhance motivation and create a comfortable environment. Nevertheless, the teacher have to be aware that not all the students tend to like the same music genre; so I had to be very careful and use songs that most of them liked, otherwise they will not work as they were expected.

Performing actions, mimics and body gestures while reading a particular text seemed to be effective to guide the class and engage learners. It was noticed that students did not only observe the teacher's performance but followed every sentence even if they did not comprehend certain words. However, it all depends on the type of text, level of comprehension and amount of words provided to learners.

6.1.2.2 Lesson Planning

At the beginning of the semester, planning a class was very challenging for the first three days as I was familiarized with the procedures to plan the planning the lesson but I was had not been in contact with students out of my own classmates in a real class situation. It was something new and I was not used to it. Also, there was not a well organization in the lesson planning due to the lack of knowledge and experience that I had. My lesson plans were not clearly structured in terms of following a coherent sequence of activities. Additionally, I used to take long time on planning as I was not very creative to teach. In a few days after my starting as a pre-service teacher, I began to take control not only of the organization of sequences in terms of planning lessons and activities but also of getting awareness of what the learners needed. Therefore, the process of lesson planning was strength, because it helped me gaining more experience in the sense of shortening planning time, and creating new tools or resources to teach English. Lesson planning is a tool that also facilitated me the organization of ideas, anticipating any future problems, and being more creative and managing time.

There were three lesson plans in which I had problems guiding the class due to my short teaching experience. In addition to this, I was not sure whether I had learned how to handle

anticipated problems that could occur in the class. On the other hand, all this problems made me reflect and grow as a professional to plan future classes. All of these issues will be further presented.

On the other hand, there was an impact on April the 4th of 2016 towards the 5th lesson planning towards the students. I began engaging the students by performing animals' sounds supported with some flashcards as well as the name of each animal. Students were showing good behavior and interest of the sound and pictures. As a result, the students were able to identify the name of each animal's sounds and named it as well with the flashcard provided by the teacher. Finally, I provided a video song to the students called *what does the fox say?*, before providing this video, I wrote some of the questions on the board in order to prepare them to the video. The questions were "Name the animals that you can see in the video?" and "What are their sounds?". Students wrote took note in their note book and were listening and watching the video twice. After watching the video, some of the students could not participate due to the fact that they were not paying attention to teacher's instructions but most of them participate and show great interest in the topic in the sense that they were asking "por que se llama mouse el raton?" Or "Profe.. como se pronuncia elephant or elefant?" (Observation/April 4-2016). *See appendix 2.*

These lesson plans made me reflect on the mistakes that I have in order to think, re-design new planning and perform better in future classes. Also, it helped to organize my thoughts to produce good sequences of activities with learning objectives. Additionally, based on what the British Council (2009) have said, planning a lesson might make you feel more confident and relaxed in your role as a teacher and can also make you be more prepared for it. Since planning lesson seems to be not that easy, the British Council also recommends to have in mind certain aspects for the class such as, what the main topic is, how teachers can arise students' interests, how teacher can challenge them, what the objectives of the lesson are, what the vocabulary expected is, how a teacher can sequence these activities and how the teacher will evaluate them.

6.1.2.3 Material Design

As mentioned before, designing materials was very helpful to my professional growth. The implementation of some material and the designing of them for the English class was one of the main aspects that helped me doing my teaching, to engage students and to develop a language learning proposal. It also depended on the learning style each student used to learn, either visually, auditive or kinesthetic. However, one of the challenges that I faced was that the designed material would not always suit the student's expectations regarding the aim of the lessons. As pointed out by Richards and Farrell (2010), designing materials for the English language classroom makes part of what a good teacher does since it is evidence of his/her professional development. Additionally, designing own materials for the class is such a crucial exercise as students can evidence teacher's creativity and teaching style.

In the 6th class on April the 7th, 2016, I began the class by reviewing the fable called *The Fox and The Cat* in which I provided the following questions in the board: *What do you know about last class?, what was the name of the fable story?, what was the story about?*, and among others. Aligned to this, most of the students were able to answer as much questions as planned in my class with the purpose to refresh their memories. Then, I showed them a sequence of pictures related to the fable and I asked each student to describe each of the images. I provided the instructions as well as the example in order to let them know what to do. As a result, almost all the students successfully described the following images: Some of the students describe "*Es un hunter!*", "*Trees*", "*Escaping*", "*Cat*" and among others. After that, I wrote the key cognates vocabulary words (Escaping, debating, contains, general, enemies, moment, plan, confusion and immediately) related to the fable in the board. Additionally, I performed the actions towards each one of them in order to illustrate the meaning and make it comprehensible to the students. Most of the students seemed to comprehend the key words by performing the same actions as I was asking them to represent each word that they knew. Moreover, I provided an audio and worksheets of the fable and students were asked to listen to it twice, and to fill in the blank spaces from the text based on the key words studied. Finally, most of the students were able to answer and write the correct word in the text and were able to manage to talk about the word at the end of the class where the teacher asked them about what they learned on each of the sessions (Observation/April 7, 2016). *See Appendix 4.*

I reflected that designing our own material will increase creativities among my professional development in the area of teaching English as a foreign language. Also, it helped

me to realize how to edit old material and upgraded based on the good or bad experiences reflected on my teaching styles towards the students.

6.1.2.4 Learning Strategies

The following aspects were used to develop, improve and identify students learning processes towards English. While planning the classes, strategies such as following instructions, brainstorming, cooperative group work and taking notes regarding to videos were evidence in observations and reflections in classroom.

Most of the students began to imitate (mirror) my actions related to the topic that I taught which were directions. Also, some of the students helped each other by asking question in Spanish saying “como se dice derecha en ingles?” “es right, y se hace asi” while others took notes and draw the directions that the teacher provided in the chart. Learners began to answer the question successfully by drawing an arrow to the specific place with directions written on each one of them (Observation/April 14, 2016). *See appendix 5.*

On the other hand, I conducted the class based on the 9th lesson plan that took place on April 18th, 2016. I provided two videos songs about dinosaurs in order to teach *describing adjectives* through these rap song. The song included personal description of each dinosaur and the important aspect that I highlighted the most were when the students were quiet and paying attention to the video while others were writing and drawing the dinosaur as much as they could. After watching the video, I provided a power point presentation that included descriptions and habitat of each dinosaur. I provided questions “what are the names of each dinosaur in de video?”, “Can you describe them?” and some of the responded “It is a T-Rex”, “It is big! With small arms” based on their notes taken from the previous video that supported their answer. Finally, I handed out worksheets to the students where they have to match the habitat of each dinosaur and to complete some sentences by describing the physical appearance of each one of them. As a result, most of the students were able to finish in less time that it was expected as they seem to understand clearly the topic about adjective descriptions (Observation/ April 18, 2016). *See appendix 6.*

My reflection towards these evidences is that I considered that those students have the strategy to learning throughout visual and kinesthetically content that the professor can provide to them. Also, the visual material has to be with the support of flashcards and with meaningful

movement in that way students can comprehend and increased their lexis. Aligned to this, the provider of technology is a good resource to illustrate better the structure and examples as the videos can serve to engage the students and increased the probability to use their learning styles (visual) to comprehend English.

6.2 Linguistic Outcomes

Since the concept linguistic outcomes refer to the language produced by the learners as the consequence of the input provided during the sessions, I can say that there were some instances in which the learners were engaged and this was reflected in their linguistic production. Speaking of the implementation of cognates through reading fables, learners were given some scripts invented by the teacher to be acted out. As it can be evidenced from the class observation I will refer to next:

Before handing out the text, I began by show some of the flashcards regarding to cognates in which it was presented the word, image, meaning and some actions that could be perform. For instance, words like problem, confusion, producing and others can be performed easily by me. Most of the learners were able to understand the words provided by the teacher. In fact, they were able to perform and say it in Spanish while I was preparing the next class. After that, I hand out a conversation script called Planning my vacation in which learners must follow with me the reading. I began the reading by taking the role of two people (girl and boy) by acting and performing action based on the text. All the learners were engaged, suddenly, I lose track of the text in some point and learners were attentive that helped me to on the line that I have to mentioned. Finally, learners were asked to translate the cognates words from Spanish into English that was based on the text, as a result, most of them were able to do the task in less time that it was expected (Observation/May 12, 2016). *See appendix 3.*

My reflection is that most of the learners were positively impacted by what I was doing in terms of mimics, body as well as gestures and body language to interpret the conversation text. Learners enjoyed and comprehend the main idea of the text as they were able to learn the key vocabulary (cognate) before reading it.

6.3 Students Responses

The results that are also shown here have to deal with what the students perceived during the implementation of teaching cognates through reading tasks. That is why; I am mentioning here some relevant aspects that permitted me to see how they responded to the English classes while I was teaching cognates. Some of those aspects that I evinced as strengths were the students' attention and motivation, identification of cognates, role plays and examples. However there was a challenge that we both had to face at the beginning – the students' range of language- that signified for them a big trouble as they struggled to understand what the items presented were meaning. The results obtained in terms of students' responses are to be presented as strengths and challenges as follows.

6.3.1 Strengths

During the implementation of the teaching of English through the use of cognates and reading tasks, they were successfully learned as students showed interest towards the script provided. Aligned to this, this was done and supported by observation and reflections on my lesson planning.

Most of the students were motivated and following the script and comprehending each line of the conversation text as a result of the fact that every time I made a mistake in the reading, students said “*Profe esta mal, usted tiene que decir esta parte de la muchacha*” or “*Profe usted tiene que decir I will travel to....*”. Also, learners were able to identify some of the cognate words such as *correct, decided, contain person, produce, island, system, common, and problem* while they were pretending to be

detectives. As a result, most of the students were able to identify easy those words. Aligned to this, Learners were able to finish the multiple choice questions related to the cognate words that I taught before in less time that it was expected (class observation, May 12, 2016). *See appendix 3.*

I reflected that students' attention was gathered by the role performance that I took about the man and the woman in which they show interest to learn this topic and the vocabulary provided. Also, I realized that students were motivated to finished the work, this was clearly evidence in the part in which students understood the key concepts of cognates by my performance and pictures that I provide to enhance their learning process. Finally, I believed that all this setting happened to be successfully as students' engagement were identify in the part where I read and acted out to illustrate each a better comprehension.

6.3.2Challenges

On the other hand, one challenge that I confronted between class 6 (based on a fable), and 12 (a story made from me) was very hard for students as they were struggling, asking question, less motivated and distracted to follow my instructions. The following aspects mentioned above will be further presented based on observations taken in the lesson plans.

In this class session, I began to introduced a fable called *The fox and The cat* In which I handed out the text in order to let them read and asked them to find the cognates words by circle those words in the text. As a result, Most of the students were able to find and distinguish each meaning of the words into Spanish. Nevertheless, there were not able to understand clearly the main idea of the fable as there were some of the other words difficult for them to comprehend that led them for asking questions to the teacher, struggling and getting frustrated in the process (Observation/April 7, 2016). *See appendix 4.*

I realized that the level of words from the fable was high and not appropriate for the students' previous knowledge of English. Additionally I decided to design my own material in terms of writing a story in which I would focus on the precise words comfortable for the students' level of English in order to seek for some positive responses.

I began the class greeting the students and providing a new story called *Jack the white balloon* and before reading the story. I asked students to color the following cognates as key words that are in the story. All the students were able to finish the task and I asked them to socialize the words that they color by expressing the each concept by performing actions. Students were able to expressed most of the words correctly and seem to get the main idea of the text. However, when I asked learners to follow the text while I was reading, some of the students were bore and not able to read along the teacher. This causes disruptive behavior, less motivation and the activity was stopped and omitted with another working activity (Observation/May 5, 2016). *See appendix 7.*

In this previous observation, I could realize that most of the learners were not enjoying the story due to the fact that the text was long and extended for them to read. I believed that for coming session, I need to work on a simple and short text in which they have the possibility to get the principal idea as well as to keep providing basic vocabulary based on their previous knowledge. In this way, students will be able not just only to learn new lexis but to have the possibility to understand interpret the main message of the text.

7. Conclusion

This classroom project explored the pertinence of the implementation about teaching cognates through reading task in a population of fifth grades students in a public school in Pereira. This project was conduct through strategies and activities such as fables, stories and script conversation with the purpose of learning a foreign language (English) and increasing vocabulary while reading in order to know the main idea of a particular text. Based on the lesson plans, observations and reflections, it is possible to conclude that:

Firstly, the learners showed positive results towards the implantation of this classroom project given the fact that the conversation script provides good responses and linguistic

outcomes from them. For instance, they were able to comprehend not only the cognates given but also the main idea of the text.

Secondly, despite of the good result, there was some limitation that I faced in during this project as students 'range of language and classroom management. For example, some of the learners where struggling to read fables and extended text that caused disruptive behavior in some sessions.

Finally, this project will be suggested to implement in a higher grade as students will be able to read extended text and relate cognate's words easier, understand the main idea of the text faster and without much struggles.

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9. Appendices

9.1 Appendix 1



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



INSTITUTION: Institucion Educativa Suroriental	Branch: Sede de San Luis
NAME OF THE PRACTITIONER: Daniel Alfaro	
GRADE & GROUP: 5 th	ROOM: 7
TIME TABLE: Monday from 10:30 am- 11:30 am Thursday from 10:30 am- 11 30 am	LEVEL OF LEARNERS (CEF): A2(1)
NUMBER OF LEARNERS: 28	AVERAGE AGE OF LEARNERS: 9-10
GENERAL DESCRIPTION OF THE CLASSROOM <ul style="list-style-type: none"> • The class size is big. • There are flashcards posted on the wall about family, school and daily routines. • There is a mini library that contains the books of tales and the students. • There is a big white board. 	
PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. 	

<p>GENERAL OBSERVATIONS:</p> <ul style="list-style-type: none"> • The mentor teacher has a good rapport with students in the sense of conducting and teaching the class. • Most of the learners are interested on story, fables and literatures books provided by the teacher. • When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

<p>Teacher's Signature:</p>	<p>Date: 18/3/2016</p>
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LESSON PLAN

<p>AIM: At the end of the lesson the learners will be able to Understand and produce vocabulary related to daily routines, frequency adverbs and the time. Name the time in which they do their daily routine. Describe how often they do the daily routine based the images. Interact with the teacher and their partners.</p>
<p>Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)</p>
<p>Estándares Generales:</p>

Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, personales y literarios.

Estándares Específicos:

Listening

Memorizo y sigo el ritmo de canciones populares de países angloparlantes

Participo en actividades siguiendo instrucciones simples

Reading

Utilizo el diccionario como apoyo a la comprensión de textos.

Asocio un dibujo con su descripción escrita.

Speaking

Deletreo palabras que me son conocidas.

Hablo de las actividades que realizo habitualmente.

Assumed Knowledge:

Basic vocabulary (numbers, days of the week, time) simple present, routines

Grammar: simple present, third person, adverbs of time.

Materials: worksheets, flashcards, speakers, marker and board.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Review from last class and warm up 10-20 Engage	For the last time, the facilitator will review the ground rules. Also, the T will tell students to bring a dictionary for next class. Learners will listen to two songs to engage. https://www.youtube.com/watch?v=eUXkj6j6Ez w https://www.youtube.com/watch?v=RBvmO7NgUp0 Facilitator will show flashcards about people	The song will be played a few times if learners ask. Students may say that it is the same topic from	

<p>speaking 20 min</p>	<p>performing a routine in a specific time. Facilitator will continue by showing learners a clock and asking the “what time is it?”. Then T will provide learners with different times, after that, T will ask some learners to tell the time.</p>	<p>last class</p>	
<p>Study Speaking 30 min</p>	<p>At the same time, the facilitator will ask question such as “what time do you wake up?” or “what time do you eat breakfast?” and so on.</p> <p>Learners will be given a table as a model on how to use the adverbs of time for example “I always wake up a 7am”, “I do my homework sometimes“ or “I never go to the gym”.</p> <p>There will be an emphasis in the use of adverbs of time by showing gestures and providing a worksheet.</p>	<p>However, I am recycling the topic of the routine, times and adverbs but using different practice, materials and skills..</p>	
<p>Activate Reading 10 min</p>	<p>Finally, the teacher will provide worksheets to students that contain multiple choice questions such as daily routine and time.</p>		
<p>Speaking 10min</p>	<p>After that, the teacher will hand out flashcards and will ask students to talk about the time and how often they perform that routine depending on the image.</p>		

EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER:

Tell learners to keep bringing their dictionaries.

If they have not finished the last task, they will be ask to finish it at home or in the next class.

The facilitator will give feedback about the speaking and reading task.

REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!

What went well?

How do you know that?

What didn't go that well?

What would you do different next time?

At the beginning of the class, the teacher was conducting the class well by doing a review about daily routines, time and adverbs of time during the first 30 minutes. However, a student started to behave bad and aggressive. As a result, most of the students were not paying attention to the teacher's instructions. In order to get students' attention again, the teacher provided many techniques such as continuing the class, engaging students with a song, rising up the tone of the voice and stopping the class to get their attention. Nevertheless, the teacher had no choice but to ask a student to call the teacher in "Rectory". The mentor teacher came and called the parents of the student who was showing bad behavior and that were trying to get the control of the classroom. Around twenty minutes of the class session were lost due to this matter. For the following class, The teacher was going to do a short summary of the 20 minutes lost in class. Also, the teacher was going to implement a strategy to keep discipline in the class by bringing a traffic light. For instance, students would be aware that the green light was going to be for showing good behavior, yellow a warning of almost behaving bad and red in which the tutor was going to take action in lowering the grade to the whole class. Finally, the teacher reflected on this experience to grow as a professional and would avoid repeating this mistake.

9.2 Appendix 2



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GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature:	Date: 4/4/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able to identify cognates while listening and reading a fable.

Learners will highlight and match key words in order to grasp and increase vocabulary.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Comprendo texto corto, sencillo e ilustrados sobre temas literarios.**
- **Escribo pequeños textos sencillos sobre temas de mi entorno.**

Estándares Específicos:

Reading

- **Participo en juegos de búsqueda de palabras desconocidas**

Listening

- Participo en juegos y actividades siguiendo instrucciones simples.

Speaking

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Deletreo palabras que me son conocidas.

Writing

Escribo descripciones y narraciones cortas basadas en una secuencia de ilustración

Assumed Knowledge:

Basic vocabulary and grammar. (verb to be)

Materials: worksheets, flashcards, speakers. Marker, white board

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>*Warm up 20 min</p>	<p>Ss will answer the following questions: What animals do you know? What are their sounds? The teacher will provide flashcards of animals, then, he will ask students to get in pairs, after that, the T will name different animals and make sounds of them, and Ss will follow him.</p> <p>Finally, the facilitator will play the song “what does the fox said” and students will make the sound of the respective animal.</p>		<p>All of the students were motivated to participate, dance along the song and make each sound based on the on the animal.</p>
<p>Engage 10 min</p>	<p>The teacher will provide to students a sequence of pictures about a AEOSOP fable called “the fox and the cat” in the board. After that, the teacher will ask students to name what is on each picture.</p>		<p>Pre-teaching of vocabulary and focus on the necessary input for the class even if they do not understand all.</p>
<p>Study Pre-</p>	<p>The teacher will explain, spell and pronounce key vocabulary of cognates by providing pictures and examples so that students can understand the meaning. For example:</p>	<p>Teaching of abstract cognates such as generally, moment and immediately</p>	

<p>reading and Listening 20 min</p> <p>Reading 15 min</p> <p>Activate Listening 15 min</p> <p>Writing 10 min</p>	<p>Escaping Enemies Plan Debating Confusion</p> <p>Also, The teacher will write on the board a “Word bank” in which he will put the learned cognates in which students will copy and save it in their notebooks..</p> <p>After, students will read the fable and highlight some of the words that they might not comprehend in the text. Learners will be asked to raise their hands and share the words not understood. So that the teacher can provide an explanation and clear their doubts.</p> <p>Facilitator will play the audio of the fable in order to review the listening comprehension with a fill in the gap exercise.</p> <p>After that, The teacher will hand out a work sheet of completed words and matching. The students will fill in the missing letters to complete some of the cognates words taking from the text for instance: E_c_p_n_, e_e_i_s and so on. In the matching activity, the students will associate the cognate word with the correct picture.</p>	<p>may be represented with mimics or students might use their critical thinking to understand.</p> <p>Is this part as students may not comprehend a word, the teacher can use synonyms that are cognates or use L1 for challenging words.</p>	
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: At the end of the class, I will ask students about what they learned during the whole session.</p>			
<p>REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!</p>			

What went well?

- All of the learners understood the name of the animals and participated on the song called “what does the fox said”.
- Most of the learners were engage and able to describe the sequence of pictures given by the felicicator.
- Most of the students comprehend the cognates based on the fable called “the fox and the cat”.
- The students were able to finish the task of filling and matching activity worksheet on time.

How do you know that?

- The teacher provided some flashcards with the name of each animal and produces their respecting sounds. For instance:

T: This is a dog! and he sound like this “whoof!”

Ss: Dog!..... Whoof!

T: This is a cat! And he sound like this “meow!”

Ss: Cat!.... Meooow!

After that, the teacher play a song called “what does the fox said” and play it for the first time. During the song, the facilitator danced and provided the sound of each animal name it by the singer, and students were paying closely attention. Then, the teacher plays it the second time and as a result all students (girls and boys) were dancing and doing the sound of each animal along the teacher.

- Along with the flashcard of the fable, the teacher help the students and wrote some questions on the board such as “what can you describe in this images”, “Who are they”, “what are they doing” “what is it about” in order to motivate and produce learners to use their critical thinking. As a result, most of the learners describe either Spanish or English, the main idea of the story based on the sequence of pictures provided in the board.
- The teacher provided a text in which the students were asked to find and highlight words that were similar to their first language. Learners were able to find most of the words expected from the teacher. However, some of the students went beyond those expectations and found other news words related from the first and second language. In addition, learners were interested in fable and finding words.
- During the worksheet activity, the teacher provided some examples on how to do each activity in the board. Also, The tutor gave clear instruction step by step and monitor by walking around the classroom to see each student’s working process.

What didn’t go that well?

- Even though students were able to comprehend most of the words related to their first and second language based on the fable, some of the learners have difficulties on getting the main idea of the story.
- Using L1 and L2 during the whole session.
- All students walking in front of teacher to ask questions regarding the activities.
- Losing and damage the voice projection on each class session.

What would you do different next time?

- Look for more examples, synonyms or analyze in each sentence along with the students in order have a deep comprehension about the text.
- To take the risk and to talk more in English and less Spanish on each session.

- To asked students to stay in their sit and raise their hand in order to approach and give feedback.
- To bring a bottle of water for each session. Also, to look and read tips or article about voice projection.

9.3 Appendix 3



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



INSTITUTION: Institucion Educativa Suroriental	Branch: Sede de San Luis
NAME OF THE PRACTITIONER: Daniel Alfaro	
GRADE & GROUP: 5 th	ROOM: 7
TIME TABLE: Monday from 10:30 am- 11:30 am Thursday from 10:30 am- 11 30 am	LEVEL OF LEARNERS (CEF): A2(1)
NUMBER OF LEARNERS: 28	AVERAGE AGE OF LEARNERS: 9-10
GENERAL DESCRIPTION OF THE CLASSROOM <ul style="list-style-type: none"> • The class size is big. • There are flashcards posted on the wall about family, school and daily routines. • There is a mini library that contains the books of tales and the students. • There is a big white board. 	
PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. 	
GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature:	Date: 12/5/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able...

Students will be able to identify the differences between going to and will based on pictures related peoples' plans.

Learners will be able to point out the words that are related to L1 and L2 in a particular text.

Learners will be able to identify the main idea of the text.

Students will be able to express his/her on future plans using will and going to.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Comprendo textos cortos, sencillos e ilustrados**

Estándares Específicos:

Reading

- **Asocio un dibujo con su descripción escrita.**

<p>Listening</p> <ul style="list-style-type: none"> ➤ Identifico de quién me hablan a partir de su descripción física. <p>Speaking</p> <ul style="list-style-type: none"> ➤ Pregunto y respondo sobre las características físicas de objetos familiares. ➤ Deletreo palabras que me son conocidas. <p>Writing</p> <ul style="list-style-type: none"> ➤ Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 			
<p>Assumed Knowledge:</p> <p>Basic vocabulary related places, grammar (Simple tense, Adjectives), W.H questions, numbers, colors.</p>			
<p>Materials: Video projector, Markers, White board, worksheets, speakers</p>			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>*Warm up and activate</p> <p>15 min</p>	<p>The teacher will start singing a song called “Good morning” to the students for the first time. Each phrase or word said by the teacher, will be a certain move that students must remember.</p> <p>For example: T: Good morning. (stand up and raise hands) T: Good night. (sit down and put the two hands next to the cheek) T: Hello. (waving hands)</p> <p>After that, learners are asked to sing the song along the teacher with the purpose to teach a greeting song and shake students.</p> <p>https://www.youtube.com/watch?v=-jUmJrHD7Ak</p>	<p>In case that some of the students might not participate, the teacher will omit this activity and guide the next one.</p>	<p>It took time to present this topic due to technical issues. However, the teacher continues the class and teaches the song with signatures movements even though the projector was not working well. As a result, Most of the learners participate, learned and were motivated to do the movements provided by the teacher.</p>
<p>Engage</p>	<p>The teacher will show some images about people performing near and long plans to</p>	<p>If students are not answering, the teacher will answer one of the questions in</p>	<p>Although some of the students did not understand the images related to</p>

<p>Speaking 10 min</p>	<p>students. Then, the teacher will ask some of the following question “what can you see in this pictures?”, “what are these people doing?”, “what are your plans in the future or after finish this class?”, and students must talk, guest and share their own idea to the class in order to open the topic which is will and going to.</p>	<p>order to provide an example to them.</p>	<p>planning (will and going to), the teacher wrote some examples of planning using will or going to and an action to present those sentences. Also, the teacher ask other questions such as “What can you say about this images?” in order to make brainstorm- ideas and help student comprehend the topic.</p>
<p>Study Pre-teaching vocabulary 10 min</p>	<p>The teacher will show key words examples of the same images that represent high frequency vocabulary such as correct, decided, contain person, produce, island, system, common, and problem to review again to the students.</p>	<p>If learners do not understand teacher instructions, The teacher will provide one example in order to show how the game works</p>	<p>Since these words were taught in last session, most of the learners were able easily understand the cognates in this review. After that, the teacher made a contest and divides the groups in 5 lines. The teacher provides instructions explaining that they have to watch the word in the word and each line have to perform a mimic or action in order to gain score a point. The ones who have more points will get a prize. All the learners were motivated and performed the actions to present the word provided by the teacher and at the end line three was the winner. However, As soon as the teacher gave the prize, one of the student stole the candies from the group and everyone commence to make</p>
<p>10 min</p>	<p>After the short review, the teacher will ask students to form one line of 4 or 5 students. Then, the teacher will make a game about providing certain words review and explain in previous session. The students will be representing it with mimics or action. The group who has more points will be the winner and get a prize at the end of the game.</p>		

			<p>disruptive behavior leaving the pre-service teacher to call the in-service teacher.</p>
<p>Reading 10 min</p>	<p>After that, a reading text related of two students talking about plans for vacation. Then, the teacher will read it and students must listen and follow the reading. After reading the conversation text, learners are ask to imagine that they are detectives and they need to loop and high light with green the words that are related to their first language, blue the ones with will and red with going to. Finally, Learners are asked to share it with the whole class.</p>	<p>If learners do not have colors, the teacher will ask learners to make a circle for the cognates, square for will and a heart for going to.</p>	<p>After that, the teacher engage the students by making a role play about the conversation of the two students (men and women). As a result, students were please to listen and watch the performance and were able to follow the reading as well. After that, The teacher provides an example to identify the key vocabulary. Most of the learners were able to loop and highlight the cognates, will, and going to words in less than 10 min.</p>
<p>Speaking 15 min</p>	<p>Later, the teacher will ask learners to make a semi-circle to discuss following questions related to the text “What did you learn from the conversation?” , “How do you feel?”, “It was easy or hard to understand?”, “based on this conversation, what are you plans for this weekend?”.</p>	<p>The teacher will give one example to guide the students who are having problems on understanding what to do. Also the teacher will play a background</p>	<p>Due to time manage, some of the students were about to finish this multiple choice questions as others were taking long. The teacher decided to finish this activity for the next sessions as well as learners were given a homework to do a short plan using will and a long plan using going to. Also, Leanners were asked to study vocabulary learned in this two session as there will be a quiz for coming Monday.</p>
<p>Activate</p>	<p>The teacher will provide multiple choice</p>		

<p>writing 10 min.</p>	<p>questions based from the conversation text where they have to tick or circle the right answer.. For example: What is the meaning of problem? a. A trouble to solve b. Make one single choice c. An island</p>	<p>music to make students more comfortable and focus.</p>	
<p>10 min.</p>	<p>After the multiple choice question activity, the teacher will ask students to write their short plans for today using “will “and their long plans for tomorrow using “going to”</p>		
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: As homework, learners will be asked to study in their note books about the vocabulary (cognates) learned in this class because there might be a quiz of spelling at the beginning of the class.</p>			
<p>REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!</p>			

What went well?

- Learners were engage with the dance song called “Good morning”.
- Most of the learners inferred on the images related to planning (using will and going to) provided by the teacher.
- Learners were familiar with the key vocabulary words presented by the teacher as well as they participate actively on the game to represent the word (cognates) with mimic and actions.
- Learners were able to comprehend the conversation text, and they were able to identify and highlight cognates, will and going to on it.
- Even though time was not enough to finish the two activities, the leaners were able to answer in a multiple choice question, the questions related to the text.

How do you know that?

- Learners were paying closely attention of every movement and word (good morning, good afternoon, good evening, good night and hello) that the teacher was providing to students. Most of the learners were efficiently learning and were getting familiar to constant repletion of words and movements.
- Since the students were quiet and not participating due to abstract information, limitation of language or with issues related to the light of the video projector, the teacher decided to present an example with two sentences of planning (will and going to) and represent it with actions so students can get the idea. In addition, the teacher took the risk and asks a question “what can you describe or say in these images?” in order to make them produce a brain storming ideas, and indeed, most of the students participate a gave ideas such as “plan”, “idea”, “vacations” and others related to those images.
- As the students were exposed on the last session with the same vocabulary, all the students were able to recognize, review and learned efficiently the words familiar to the first and second language (cognates) presented with images by the teacher. Also, the teacher provided a game in which student have to represent the cognate by doing mimics or action. To do so, learners were asked to make a line group and the group who has more points will win a prize at the end of the game. As a result, most of the students were able to do well the mimic or action related to the cognate as well as they were all encourage to participate at once to win the prize.
- The teacher read the conversation text about two students planning for vacation along the learners. Also, learners were well engage on how the teacher started to play the role of the man and woman in a funny way. In addition, most of the students were following the script given the fact that they tend to help the teacher to correct the teacher in certain words that was not read by him. After that, learners were asked to highlight in order to identify the words (cognates) related to the first language as well as will and going to in less than ten minutes in the text due to previous knowledge from last class.
- As the time was not well pace on the last activities, some of the learners were able to comprehend teacher’s instructions and developed the multiple choice questions related to cognates in which they have to choose the correct definition as well as to choose will and going to in filling the gaps base on the conversational text.

What didn’t go that well?

- Even though students were participating in the game of presenting the word with a

mimic or an action, at the end there was a winner and the teacher hand out the candies. Nevertheless, there was a student who stole the candies from the from and there is where everything became a chaos as students were out of control fighting for the prize.

- One of the last activities was not done due to time management.
- At the end of the session, students were bored, distracted and asking the time left to go out.

What would you do different next time?

- In other to avoid prize disasters, the teacher will hand out each candy to the winners. Another option is to hand out the candies at the end of the class or simply call the group to get the prize.
- To provide a clock alarm for each activity in order to control time management between activities.
- To provide a short game or music at the end of every session so students would not hesitate to ask the time and get bored.

9.4 Appendix 4



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GENERAL PLANNING INFORMATION



INSTITUTION: Institucion Educativa Suroriental	Branch: Sede de San Luis
NAME OF THE PRACTITIONER: Daniel Alfaro	
GRADE & GROUP: 5 th	ROOM: 7
TIME TABLE: Monday from 10:30 am- 11:30 am Thursday from 10:30 am- 11 30 am	LEVEL OF LEARNERS (CEF): A2(1)
NUMBER OF LEARNERS: 28	AVERAGE AGE OF LEARNERS: 9-10
GENERAL DESCRIPTION OF THE CLASSROOM <ul style="list-style-type: none"> • The class size is big. • There are flashcards posted on the wall about family, school and daily routines. • There is a mini library that contains the books of tales and the students. • There is a big white board. 	
PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. • Most of the learners like to draw. 	
GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature:	Date: 7/4/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able to identify cognates while listening and reading a fable.

Learners will be able to understand specific words from a fable.

Students will be able to dramatize fragments of the fable.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Comprendo texto corto, sencillo e ilustrados sobre temas literarios.**
- **Escribo pequeños textos sencillos sobre temas de mi entorno.**

Estándares Específicos:

Reading

- **Participo en juegos de búsqueda de palabras desconocidas**

Listening

- **Participo en juegos y actividades siguiendo instrucciones simples.**

Speaking

- **Sigo y doy instrucciones básicas cuando participo en juegos conocidos.**
- **Deletreo palabras que me son conocidas.**

Assumed Knowledge:

Basic vocabulary related to the fable, grammar, “yes”and “no” questions.

Materials: worksheets, flashcards, speakers. Marker, white board

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Warm up and review 10 min	Ss will answer the following general and specific questions: What do you know about last class? What was the name of the fable story? What was the story about? What words do you remember from the story?		
Study 10 min	Also, the teacher will repeat the story using a sequence of pictures from last class in order to help them refresh their memories based on AEOSOP fable called “the fox and the cat”.		Pre-teaching of vocabulary and focus on the necessary input for the class even if they do not understand all
Pre-listening 15 min	The activities from last class will be returned to learners. They will be asked to review and compare their answers in order to correct their mistakes.	In case that some of the students were absent from last class. They can join with another student to keep up.	
Activate 10 min	After that, learners will listen to the fable again, but this time the teacher will hand out a fill in a gap activity related to the words they have learned from last class (escaping, debating, contains, general, enemies, moment, plan,		

<p>Speaking 15 min</p>	<p>immediately and confusion). Learners will be asked to get in pairs or groups. Then, the facilitator will hand out fragment of sentences in pieces of paper. Learners will represent that sentence by doing mimics and or preferably speaking.</p>	<p>This activity will be given step by step and implied motivation to keep students engage as well as to avoid confusion</p>	
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: At the end of the class, I will ask students about what they learned during the whole session. Also, in case of not having enough time to cover all the activities, I will leave homework by representing each word from the fable with pictures and sentences.</p>			
<p>REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!</p>			

What went well?

- Most of the learners were engaged with the pictures and questions of the fable provided by the teachers in the warm up activity to refresh their memories.
- Learners were able to remember previous words faking from the fable of last class.
- Most the students managed to correct their mistakes of the worksheet from last class.
- The Learners behavior was well control during the whole session of the class.
- Most of the learners understood the listening activity and completed the gaps from fable text (the fox and the cat).

How do you know that?

- The students remembered the fable and were motivated to participated by answering all the questions provided in the board.
- All the learners took notes in their notebooks from previous words learned. Then, they mentioned those words to the teacher either in Spanish or in English as these words were cognate and easy to remember.
- The teacher asked students to make pairs in order to share, compare and correct mistakes with each other.
- The teacher was able to control students by doing a pair work activity in which they can interact with each other about correcting the worksheet in class. Also, it was easy for the teacher to provide feedback as it was less area to cover in sense of helping students.
- The teacher gave clear instructions step by step in the board. Furthermore, students were able to comprehend the activity of listening and filling the gap due to the fact that there were key words on the board provided and explained from the teacher. This helps them to complete the exercise with no problem or any struggle.

What didn't go that well?

- Some of the learners still have difficulties on understanding and getting the main idea of the fable.
- Even though the teacher took the risk on conducting the class on English, There was a part in which he uses both L1 and L2 to explain the task of the worksheet.
- The last activity was not able to be conducted successfully as there was a teacher of math in which it took 15 minutes from the English teacher. As a result, the teacher was forced to omit the last activity of the lesson plan due to short time.
- The voice projection was getting lower and damaged as the during the class session.

What would you do different next time?

- For coming session, the tutor will use a video projector in order to visualize the fable and let students have a clear idea of what the text is about.
- To use one of the basic techniques provided by Cameron (2001) in which the teacher will use body gestures and mimics leaving Spanish for the last resource.
- For the next session, the teacher will continued the last activity in the lesson plan that it was omitted due to time in order to cover it as a warm up activity.
- To find short videos on Youtube in which explain, instruct or give tips about techniques to control the tone of the voice and avoid damage throat. Also, bring always water for each class session.

9.5 Appendix 5



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



INSTITUTION: Institucion Educativa Suroriental	Branch: Sede de San Luis
NAME OF THE PRACTITIONER: Daniel Alfaro	
GRADE & GROUP: 5 th	ROOM: 7
TIME TABLE: Monday from 10:30 am- 11:30 am Thursday from 10:30 am- 11 30 am	LEVEL OF LEARNERS (CEF): A2(1)
NUMBER OF LEARNERS: 28	AVERAGE AGE OF LEARNERS: 9-10
GENERAL DESCRIPTION OF THE CLASSROOM <ul style="list-style-type: none"> • The class size is big. • There are flashcards posted on the wall about family, school and daily routines. • There is a mini library that contains the books of tales and the students. • There is a big white board. 	
PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. 	
GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature:	Date: 14/4/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able

Learners will be able to recognize direction given orally by the teacher.

Students will be able to illustrate the meaning of the word related to places in the city.

Students will be able to ask and give directions.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Participo en conversaciones cortas usando oraciones con estructuras predecibles.**

Estándares Específicos:

Reading

- **Participo en juegos de búsqueda de palabras desconocidas**

Listening

- Participo en juegos y actividades siguiendo instrucciones simples.

Speaking

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Deletreo palabras que me son conocidas.
- Pregunto y respondo sobre lugares y direcciones familiares.

Assumed Knowledge:

Basic vocabulary related places, grammar, W.H questions.

Materials: worksheets, poster, Marker, white board

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Warm up 10 min	The teacher will start the class by using a TPR activity in which the teacher will show learners a set of directions. For instance: Stand up, jump, turn to the left, turn to the left, spin around, walk around, stop and freeze.	Learning may not follow directions since they do not know the meaning of the words. I will model first by using kinesthetic movements	The activity was a success, however, the idea of taking the students to the backyard was a mess as some of them were playing and not paying attention to the teacher's instruction.
Engage 20 min	Learners will be given a worksheet in which contains blocks for drawing. Inside those blocks, there will be a set of words such as hospital, restaurant, police station, park, and zoo and so on. The teacher will ask students to draw inside the block according to each word.	To explain direction in the sense of telling students to avoid drawing outside the blocks.	The students were following teacher's instruction and were motivated to draw it as they tend to understand most of the words written on the worksheet.
Study 15min	Based on a poster, the teacher will ask learners to draw in their notebooks a set of graphic with arrows and drawings with some common		

<p>Activate speaking 15 min</p>	<p>commands for directions. Also, the teacher will write on the board questions used to ask for directions. For example: “where is __?” or “How can I get to the __?” After, the teacher will explain the directions orally and kinesthetically.</p> <p>Based on the drawing, students will be asked to make pairs and to formulate questions orally to each other in order to practice what they have learned. In addition, the teacher will monitor the groups to give feedback.</p>		<p>Most of the students were able to talk their partners and produce an interaction in which they have to ask questions about direction and answer them as well. However, few of the students could not do the activity due to their lack of attention.</p>
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: In case of not finishing the drawings, Students will be asked to finish it at home for homework. Also, to draw the neighborhood where they live.</p>			
<p>REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!</p>			

What went well?

- Most of the student followed the mimics or movements provided by the teacher in order to teach directions.
- The learners were encourage and able to draw some pictures in a worksheet about common places (park, cinema, hospital, hotel and others).
- All the students were able to identify and understand teacher's example on how to ask and give directions.
- Most of the students were able to interact with each other by asking for directions and answered it.

How do you know that?

- The students were motivated as the teacher tells them to go outside in the backyard in order to do a warm up activity. The teacher provides a activity about "Simon says" related to directions. For example:

T: Simon says jump!

Ss: (they started to jump)

T: Simon says move to the left!

Ss: (they moved to the left)

At the end of the activity, the teacher made a game related based on the activity done. The teacher provides simple instructions that the one who does not move right based on what "Simon says" they lose, and the last one will be rewarded. The reason of this game is to encourage students to practice by moving in the right way based on what the teachers is telling them, and to make sure that everyone understand the an idea of direction in the foreign language.

- The teacher provided instructions in which they have to draw the places based in each of the boxes in the worksheet provided by the teacher. Each box has a word that contains the name of the common place. As a result, all the students were able to read and draw the places with no extra explanation from the teacher. Also, the teacher draws the places in the board in order to help any student that does not have any drawing skill or idea on what to draw.
- The teacher provides some images of arrows in a poster with the name of each direction to the students. Also, the teacher name, spell and provide examples such as physical movements in make comprehensible on each image. The learners were able to understand each example given by the teacher and even say it either English or Spanish.
- The teacher ask student to work in pairs. Then, before the teacher's instruction, he provides an example by performing a role in which he was lost in New York, and asking directions on getting in certain places as well as answering to himself on how to get there. Later, the teacher ask students to perform the same question provide in the role play (he wrote it in the board) to their partners. Most of the students was actively participating and were able to ask question and give answer on the activity, moreover, asking the teacher on how to say certain words that they did not comprehend.

What didn't go that well?

- Even though the plan on playing with the students "Simon says" was a success, few students were disperse and doing other stuff in the sense that they were in the backyard and had the temptation of doing other things and ignoring what the teacher was implementing. Also, the activity was over given the fact that there was a student

who got frustrating on losing in the game of “Simon says”. As a result, some of the students were laughing and others were worried about it. In addition, It took a while for the teacher to gathered their attention and tell students to go to the classroom.

What would you do different next time?

- For next future classes, avoid going outside the classroom and do an activity in the backyard especially with primary students. Also, to give another reward to the students who lost the game of “Simon says” and ask experienced teachers (Mentor teacher, friends or Professor of the subject, articles of behavior) for tips on how to engaged those students who do not want to do anything or just approach and talk to them after class.

9.6 Appendix 6



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



INSTITUTION: Institucion Educativa Suroriental	Branch: Sede de San Luis
NAME OF THE PRACTITIONER: Daniel Alfaro	
GRADE & GROUP: 5 th	ROOM: 7
TIME TABLE: Monday from 10:30 am- 11:30 am Thursday from 10:30 am- 11 30 am	LEVEL OF LEARNERS (CEF): A2(1)
NUMBER OF LEARNERS: 28	AVERAGE AGE OF LEARNERS: 9-10
GENERAL DESCRIPTION OF THE CLASSROOM <ul style="list-style-type: none"> • The class size is big. • There are flashcards posted on the wall about family, school and daily routines. • There is a mini library that contains the books of tales and the students. • There is a big white board. 	
PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. 	
GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature: 	Date: 18/4/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able...
 Learners will be able to recognize the habitat of each dinosaur.
 Students will be able to describe each type of dinosaurs using adjectives.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Participo en conversaciones cortas usando oraciones con estructuras predecibles.**

Estándares Específicos:

Reading

- **Asocio un dibujo con su descripción escrita.**

Listening

- Identifico de quién me hablan a partir de su descripción física.

Speaking

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Deletreo palabras que me son conocidas.

Writing

- Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.

Assumed Knowledge:

Basic vocabulary related places, grammar (simple tense), W.H questions, numbers, names of the dinosaurs in Spanish, colors.

Materials: Video projector, Speakers , Marker, White board

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*Warm up 15 min	Learners will listen to two short video songs where they will observe different features about dinosaurs. https://www.youtube.com/watch?v=uqYfyza4e-c&nohtml5=False https://www.youtube.com/watch?v=ZfICoMIHmdg&nohtml5=False	Learners might not comprehend the whole song. Nevertheless, the teacher will write on the board the adjectives of the dinosaur	Students were engage and motivated with the song of dinosaurs.
Engage 15 min	Learners will be shown on images different kinds of dinosaurs and its' personal description. There will be pictures of aquatic, terrestrial and aerial species. Then, the teacher will name, spell and pronounce the dinosaurs and learners will repeat after him.		Students were copying and pronouncing along the teacher. Also they were asking the teacher about the name of the dinosaurs in Spanish as well. Students paying attention and were curious

<p>Study 15min</p>	<p>After that, the teacher will help learners to identify each dinosaur's habitat based on the images. For example:</p> <p>Tyrannosaurus lives on land and eats meat.</p> <p>The teacher will use simple sentences to use adjective to describe each type of dinosaurs.</p> <p>For instance: The triceratops has four big yellow legs The triceratops has three big white horns.</p> <p>The tyrannosaurus has two big red legs The tyrannosaurus has two small red hands.</p>		<p>about the dinosaur's habitat. Also, students were able to understand clearly the description of each dinosaur as they was images of them and the teacher was pointing each body part. However, there was time consuming as students were taking long on copying.</p>
<p>Activate Writing 15 min</p>	<p>The facilitator will show students a picture of other types of dinosaurs. Also there will be incomplete sentences based on the image showed. Each student will complete the sentence with the needed adjectives.</p> <p>For example:</p> <p>The tyrannosaurus has one _____ mouth. (one big red).</p> <p>Finally, Learners will be ask to match the name of the dinosaurs with the name of the habitat</p> <p>For instance:</p> <p>Triceratops __ a. terrestrial</p>	<p>Learners may not understand what to do in the activity. the teacher will show them an example to clear instructions</p> <p>The teacher will go back to the we examples images of dinosaurs and their terrestrial habitat if learners have problems on developing this matching activity.</p>	<p>This part of the activity was not developing as there was not enough time.</p>

EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: If times is not enough and learners are still copying and working on the activity, the teacher will ask learners

to finish it at home or continue it for the next session. .

REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!

What went well?

- The students were engaged with the two songs of dinosaurs.
- Learners were motivated on learning more about dinosaurs.
- Learners were able to understand the descriptions of each dinosaur.

How do you know that?

- Learners were dancing and making sounds to sing the dinosaur song. Also, they ask the teacher to play again and sing along with them. At the end of the song, some of the students ask the teacher what was the name of the song and what was each dinosaur singing about.
- Some of the learners were motivated to learn more about dinosaurs that they ask the teacher what was the name of the dinosaur in Spanish. Also, as they are studying for a project of dinosaurs, this mark as evidence that students are encourage to gather as much information as possible that relates dinosaur in order to learn a foreign language.
- Most of the learners were able to understand physical descriptions of each dinosaur as the teacher provide images and sentences to support explanation. Also, the teacher matches each sentence with the body part of the dinosaur. As a result, Learners did not bother to ask the teacher about certain sentences that they did no comprehend.

What didn't go that well?

- Even though the class was well conducted, there was a n issue in the sense of of time management as students took long time to copying each description of the dinosaur. As a result, there was no time to do the last activity and the teacher was force to finish the class.

What would you do different next time?

- For next class, the teacher will carried on the last class for coming session. Also, the teacher will pace time by writing on the board a time limit in which students have a length of time to finish. This will help to control the time in general and from each activity in the process.

9.7 Appendix 7



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Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION



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PROFILE OF THE LEARNERS <ul style="list-style-type: none"> • Most of the students does not have any mental disorder. • There are only one students student that has learning problems. • There are three students that have behaviour problems. 	
GENERAL OBSERVATIONS:	

- The mentor teacher has a good rapport with students in the sense of conducting and teaching the class.
- Most of the learners are interested on story, fables and literatures books provided by the teacher.
- When the class is out of control, the mentor teacher tells to students a countdown (5,4,3,2,1) and before it reaches to 0 all students must sit.

Teacher's Signature:	Date: 5/5/2016
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LESSON PLAN

AIM:

At the end of the lesson the learners will be able...

Students will be able to identify their likes and dislikes food on pictures.

Learners will be able to compare words that are similar to their first language based on images.

Learners will be able to associate cognates with the correct definition.

Students will be able to match their own like or dislikes in sentences.

Estándares Básicos de Competencias (MEN): 4 a 5 Básica Primaria, Básico 1 (A 2.1)

Estándares Generales:

- **Comprendo textos cortos, sencillos e ilustrados**

Estándares Específicos:

Reading

- **Asocio un dibujo con su descripción escrita.**

<p>Listening</p> <ul style="list-style-type: none"> ➤ Identifico de quién me hablan a partir de su descripción física. <p>Speaking</p> <ul style="list-style-type: none"> ➤ Pregunto y respondo sobre las características físicas de objetos familiares. ➤ Deletreo palabras que me son conocidas. <p>Writing</p> <ul style="list-style-type: none"> ➤ Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones. 			
<p>Assumed Knowledge:</p> <p>Basic vocabulary related places, grammar (Simple tense, Adjectives), W.H questions, numbers, colors.</p>			
<p>Materials: Video projector, Markers, White board, worksheets</p>			
DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>*Warm up and activate</p> <p>15min</p>	<p>The teacher will show a video song about food</p> <p>https://www.youtube.com/watch?v=frN3nvhlHUk</p> <p>After watching and listening the video for the first time, the teacher will ask students to follow it with a positive reply (thumbs up) and negative as well (thumbs down). Then, learners are shown different types of foods.</p> <p>Then, by saying yes, I do / No, I don't in each question provided by the video song.</p>		<p>There was a problem in showing the video since the teacher forgot to download it. In addition the teacher was force to change the activity.</p>
<p>Engage Speaking</p>	<p>After that, The teacher will show a set of pictures about people eating their favorite's food, and other people that they do not like eating certain foods as well. The teacher will</p>	<p>If learners do not understand the questions provided by the teacher, the teacher will</p>	<p>Since the teacher could not provide the thumbs up and thumbs down (For I like and I do not like). The teacher provides it in this activity as</p>

<p>10 min</p>	<p>ask questions such as “What can you see in these pictures?”, “What food do you like?”, “What food do you dislike?” or “Do like this food?”.</p> <p>The teacher will ask learners to write in their notebooks the questions. the teacher will pace the time to let learners think before sharing their ideas. They will have five minutes for this activity. Then, Learners will be asked to share their own idea to the class whether they like or not a type of food.</p>	<p>give one example by asking himself what he likes to eat.. Also, the teacher will draw or write it in the board the food the he like the most or hate the most.</p>	<p>well as presenting the images of food likes. As a result, most of the where actively engage with the activity in the sense that they participate in share their likes of food.</p>
<p>Study</p> <p>Pre-teaching vocabulary</p> <p>15 min</p>	<p>The teacher will show key words examples of images that represent high frequency vocabulary such as correct, decided, contain, person, produce, island, system, common, and problem will be provided to students. The teacher will explain and give short examples based on the meaning of each word .</p>	<p>If the students do not understand the meaning of each word, the teacher will provide synonyms and images to help students understand.</p>	<p>The students were able to understand and relate the words from L2 to L1 presented, explain and provided with images by the teacher.</p>
<p>Reading</p> <p>10 min</p>	<p>After that, a reading text story related to food will be hand out to the students. Then, the teacher will read a short story and students must listen and follow the lecture. After reading the story, learners are ask to imagine that they are detectives and they need to loop and high light those words that are similar to their first language (Spanish) and share those words to the whole class.</p>	<p>If students are having problems to answer the following questions, The teacher will start giving examples by answering one or two of the questions just</p>	<p>Due to the picture session that the students have that day, The class was from time to time distracted. Nevertheless, Students were able to comprehend the text as the teacher was reading and interpreting the story with his body. As a result, All students were re-engage and paying attention to the story. Also, students were able to identify and highlight each cognate in the text. Finally, Learners were motivated to participated on the questions given by the teacher.</p>
<p>Speaking</p> <p>15 min</p>	<p>Later, the teacher discuss with leaners the following questions “What do you learn from the story?” , “How do you feel?”, “It was easy or hard to understand?” “How can you describe the main character?” , “what food you like and dislike from the story?”.</p>	<p>just</p>	<p></p>

<p>Activate writing 10 min.</p> <p>The teacher will provide frequency words in one side of the board and in the other side the meaning of each word. Learners will be ask to match the word with the corresponding meaning. For example: Correct_____ a. A person who is in the right path.</p> <p>15 min.</p> <p>After the matching activity, The teacher will provide some images of food along some incomplete sentences. Learners will write on the gaps what they like and dislike based on their own point of view. For example: I____ (image of the food)</p>		<p>to break the ice. Also, the teacher will write in the board to make sure they understand.</p> <p>If students do not understand the first instruction from the teacher, The teacher will provide one example in order to help student's comprehension</p>	<p>Cleared teacher's instructions were given to the learners and they were able to follow it. Also, less feedback was provided to the learners. Most of the learners completed the activity in less time. However, there some students that took more time in the sense that they were taking long on copying the exercise in their notebooks.</p>
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, and THINGS TO CONSIDER: As homework, learners will be asked to bring stickers of food in order to do an activity for the next class. Also, study the frequency words because there might be a quiz of spelling at the beginning of the class.</p>			
<p>REFLECTION SESSION: To be completed after every session. Your portfolio should be always updated. Your professor can pick it up any day!</p>			

What went well?

- The students were able to understand the use of “I like and I do not like”.
- Most of the learners were able to compare cognate’s words between the first and second languages.
- Learners were able to comprehend the main Idea of the story.
- All the learners were able to understand and complete the task on time.

How do you know that?

- Learners were motivated and encourage by the images showed by the teacher. Also, likes and dislikes of food were explained by the teacher and some questions related to the topic were provided in order to determine knowledge from students. Learners were able to comprehend by writing on their note what they like and dislike about food. The teacher asked some of the students to share their ideas. As a result, they were able to say to the teacher what kind of food they like or do not like.
- Most of the learners were able to comprehend the key words presented by the teacher. Even though there was some of the new vocabulary exposed to them, there were able to infer or assimilate those words from the second language to the first language. Also, images provided by the teacher help students to comprehend and interpret well the meaning of the word.
- Learners were exposed to a paragraph story called “Jack the white balloon” were they were asked to listen and followed the reading. Also, while the teacher was reading the story, he was making body movements to interpret each situation occurred in the story. In addition, these body movements caught full attentions from the students which show more interest to understand the whole the story. Then, they were asked to pretend to be a detective in which they have to loop or search for the words explain (cognates) explained in the last session. This activity was well done as learners were able to find most of the cognates words as well as they went beyond their limits to search words that were not plan or expected to find in the text. Finally, learners were able to share ideas about the moral and main idea of the story.
- The teacher provides instruction and one example for each of the two activities that learners must do. Most of the learners were able to clearly understand teacher’s instructions that they did not ask for any feedback. Nevertheless, the teacher was monitoring by walking around the students to make sure that they were working on the activity and doing it in the right way. Even though some of the learners were taking long time to copy the given work on the board, Learners were able to develop it fast as soon as they copy it.

What didn’t go that well?

- The video was not showed as the teacher forgot to download it and bring it.
- Even though the teacher provides a limit of time to let students copy on the board, there are still problems as some students need more time and others finish fast and ask the teacher to carry and move with the class.
- Since there was picture session for students, there was dispersion from time to time.
- There was a student who could not find the book leaving it with no choice but to do something different not related to English.

What would you do different next time?

- To be prepare and always bring a plan B as a backup plan.
- Ask learners who have problems on copying fast to sit next to a person who finish quick

to let them copy and this way let the teacher to move on with the class.

- Provide a reward (candies) to the one who behave good. This way, students will be motivated to stay, sit and pay attention in the class.
- Ask the students to work with a partner or hand a plan B worksheet in which students will work and get a special grade.