THE LEARNING OF ENGLISH AS FOREIGN LANGUAGE THROUGH
COOPERATIVE LEARNING IN A PUBLIC ELEMENTARY SCHOOL IN PEREIRA

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Acknowledgments.

We sincerely want to thank to our professors in this process during two years, speacially our advisor Javier Vanegas for his support in the last stage of this project, also to each member of the classroom project. We will end with this quote of B.B king “The beautiful thing about learning is nobody can take it away from you”
Abstract.

English is the dominant language in the world and, it has become essential for people to speak English to facilitate the enter in the global community and to have access to amount of information which may not be otherwise available. Therefore, it is necessary to implement in the classroom approaches such as Cooperative Learning to provide the learners opportunities to speak in English.

This classroom project inspects the effects of Cooperative Learning through the use of group activities and problem solving tasks to promote the social interaction and oral English skills in four graders at the Institución Educativa Rafael Uribe Uribe sede La Victoria.

The result showed that primary schoolers had problems at the moment of working in groups and the role of the teacher is fundamental to support them in the use of the target language and to control the discipline. Despite these difficulties, when the teacher modeled the language, the learners were able to say words and short sentences in English in the right way.
Resumen.

El inglés es la lengua dominante en el mundo y se ha vuelto esencial para las personas hablar inglés con el fin de entrar en la comunidad global y tener acceso a una cantidad de información la cual no estaría disponible de otra manera.

Este proyecto de aula examina los efectos del Aprendizaje Cooperativo a través del uso de actividades grupales y tareas de resolución de problemas para promover la interacción social y las habilidades orales en inglés en estudiantes de cuarto grado de la Institución Educativa Rafael Uribe Uribe sede La Victoria.

Los resultados mostraron que los estudiantes de primaria tenían problemas al momento de trabajar en grupos y que el papel del docente es fundamental para apoyarlos en el uso del inglés y para controlar la disciplina. A pesar de estas dificultades, cuando el profesor modelo el lenguaje, los estudiantes fueron capaces de decir palabras y oraciones cortas en inglés de manera correcta.
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1. CONCEPTUAL FRAMEWORK.

1.1 Introduction.

Cooperative Learning is a wide term for a diversity of educational approaches involving the ability to work in groups of two or more people based on the contribution of members within the group. In the field of education, the learning process is sometimes obstructed by individuality and competitiveness among the students. Cooperative Learning is recognized as an effective teaching strategy to minimize the individual differences and a way for the students to find opportunities to learn and practice interpersonal skills.

1.1.1 The Vygotsky’s Theoretical Foundation for Cooperative Learning.

The theory of Lev Vygotsky has influenced the educational field and it has been applied successfully in different areas such as curriculum design, language development and teacher education. Besides, Vygotsky has provided a schema through the *zone of proximal development* to better understand the concept of Cooperative Learning.
According to Vygotsky (1978) at the early stages children develop lower mental functions, for instance, spontaneous attention, simple impressions and associative learning. Over the social interaction with more capable peers and adults, the learner develops higher mental function such as problem solving skills and memory schemas.

The essential construct within Vygotsky’s theory of the cognitive development is the zone of proximal development which is focused on the human learning and the mental development. In the early stages of the learning process, the learner will need much support to achieve a task that is in a higher level of his or her zone. Through practice and experience this zone will move as a consequence of improvement and cognitive growth, in the direction of the guidance. Thus, in the learning process the learner will be competent to accomplish individually the task that the learner was able to accomplish before only with much assistance. According to Moll (1990) the zone of proximal development demands the consideration of three aspects: the necessity of social interaction, the use of authentic activities and the process of individual evolution.
1.1.2 A Deutsch’s cooperation and competition theory.

One of the great social psychologists of the 20th century is Morton Deutsch who developed the theory of cooperation and competition, which is strongly influenced by Levin’s work in the field of Cooperative Learning. The main idea proposed by Deutsch is the interdependence within a group with their common goals and the actions of the people involved. According to Johnson & Johnson (2003) and Deutsch (2006) Interdependence can be classified into two categories: positive and negative. The positive refers to correlation of actions among the people involved, whether it is successful or not, in other words, one's actions can affect equally another one, for example: speaking colloquially, if one person falls, the other one will fall as well or if a person swims, the other one will also swim. The negative interdependence is the opposite phenomenon, there is contrary correlation in one person's actions that affects the other one: if a person swims, the other will sink, if a person falls, the other will raise. Summarizing, perfectly linked goals of two people will lead to both success or failure for all members, but a negatively interdependence will lead to one’s success and the other’s failure.

Besides the interdependence that occurs among the people involved, the social psychological processes that occur in cooperation and competition are the substitutability, attitude and inducibility. (Deutsch, 2006). Substitutability is the relation of one person’s actions that supplies another person needs. Unless people can live by their own, for example
inhabited island (farming his own food, hunting and keeping himself safe from danger, knowing local fauna and flora, building his own house, basically not performing all the activities thru the society in which his needs are supplied: education, work, food, recreation, etc.) With all this said, substitutability is inherent to the human beings. Attitude is the predisposition to respond positively or negatively towards a favorable or harmful input. People responds generally positively towards beneficial and favorable input and negatively to a harmful input, in other words, what is good to someone is good to me and what is harmful to someone is harmful to me. A negative attitude implies competition because it sends the message of hostility “if you are against me, you are here to hurt me and I can not allow it” And finally, inducibility is the readiness to accept another’s will or influence. A person can accept or deny someone influence depending on if it is a positive or negative action. If it is beneficial somehow, it will be received, if not, it will be rejected and obstructed for the sake of the community. “Inducibility is the complement of substitutability” Deutsch (2006).

1.2 Definitions of Cooperative Learning.

According to Johnson & Johnson (1999) Cooperative learning refers to students working together in order to accomplish a shared goal. In other words, it is all about students trying to reach goals that are beneficial for all. Kagan (1994) defines cooperative learning as the environment in which the learners are divided in pairs or in small groups in order to reach an aim established by the teacher. These types of activities are helpful for the learners to
develop leadership, decision making, problem solving tasks, task solving, trust-building and communication.

In view of Jacobs (1997) Cooperative Learning groups are different from traditional groups giving the fact that in cooperative learning, the teamwork is organized, planned and monitored by the teacher who is also in charge of supporting the group and creating the environment to foster the interactive learning. The use of cooperative learning doesn’t only have academic goals but also affective and social. It means that the learners are encouraged to think, not only about their own learning but also the group members as well.

Johnson and Johnson (1999) mentions five common features of cooperative learning:

• Learners work together in small groups of two to five members.

• Learners work together on common tasks or learning activities that are best to be developed through group work.

• Learners use cooperative learning to accomplish their common tasks or learning activities.

• Learners are positively interdependent and the activities are structured in a way that students need each other to accomplish their common tasks or learning activities.

• Learners are individually responsible for their work or learning.
Cooperative learning is demanding for both teachers and students. The teacher needs to be less controller and the learner needs to be more autonomous. In cooperative learning the students are active agents since they are responsible for their learning, frequently they work as a team, they are solving meaningful problems and they apply criteria to their work.

Cooperative learning refers to the work in pairs or in groups guided by a facilitator or a collaborator more skillful to complete a common task. It requires to take into account the student's needs, the collaborative skills, the group processes, the situation and the context.
2. LITERATURE REVIEW

Learning a second language involves the development of different skills, a way to develop these abilities is through cooperative learning, due to the peer work and commitment among the learners. The cooperative learning is mainly built and supported by the learners in which more capable students can scaffold their colleagues in case of necessities with the support and aid of the teacher, these articles studies the pertinence and the challenges of using cooperative learning as strategy to enhance the learning a foreign language, especially in primary schoolers.

One study carried out by De la Barra van Treek (2016), the cooperative learning in English language in four classes in different schools in Santiago de Chile, the classes were distributed in a non-cooperative environment to a transitional ambivalent cooperative class between non-cooperative to a fully cooperative environment. The average number of students was around 30 and 20 classes were observed during the implementation. The English classes in 6 and 8 grade were 3 hours per week and twice in a week, 2 middle grade had 6 hours per week and 3 times per week and 4 middle grade had 5 hours per week, three times per week. The outcomes determined whether cooperative work is useful or not, the students who were more into cooperative work, liked the English class more than the students who did not work in a cooperative way. The surveys realized at the end showed that the students found more
pleasant the cooperative work because it leaded to a cooperative learning among their classmates. The findings also concluded that an higher percentage of students a perceived that the teacher should include more cooperative work in their classes. Also the surveys determined that the teacher have a positive impression towards cooperative learning however not all of them applied in the class.

Another study carried out by Caicedo (2015) in a public School in Bogotá, Colombia with 8 seventh graders in writing production using cooperative secretaries to improve the student’s social performance and enrich their academic level. The study was keen in applying cooperative strategies into the seventh grade, 8 participants were selected randomly. The implementation was during 3 lessons from September to November which involved written activities. The activities are mentioned by Caicedo in this way “The first two activities had comparative adjectives as a main topic and the third one was a free writing exercise.” Caicedo (2015). The lessons were divided into 6 stages following the phases burn (1999) those are not intrinsically separated from each other, these phases are exploring, identifying, and planning; collecting data; analyzing and reflecting, hypothesizing and speculating; intervening and observing; reporting, writing, and presenting. Before any lesson, a questionnaire was made and the answers gave a general impression of writing and cooperative and individual work. The results at the end of the 6 stages were that even though cooperative learning help to improve the writing skills, however 3 lesson were not enough to developing a more concrete and expected improvement in the participants, so, whether
cooperative strategies are going to be applied is necessary to informed about the process that is going to carried out by using an informative lecture or establishing ground rules and a more extended period of time to applying it.

In the degree work “Cooperative Learning on the promotion of oral production”. Martinez and Gomez (2014) conducted a study about teaching English to First graders and the impact of the implementation of cooperative activities in a group of first graders at the Jorge Eliécer Gaitán School in Pereira in order to develop oral English skills. The participants were twenty three students between 6 and 8 years old. The analysis was carried out using two methods: The circle de sage and problem solving tasks proposed by Johnson and Johnson (1999). The Circle de sage consist on activities in which students are required to work in small groups. They must number each other. Each group has a sage who knows something new, the sage has to explain to the group what he or she knows, the partners must pay attention, ask, and take notes. the groups are divided, for instance, number 1 with number 1, number 2 with number 2, and so on. In the new groups, each student must talk about what they know. The second method, problem solving task refers to activities in which students were given an specific situation and they have to find a solution using the input received in the lesson.
As a result of this study, the authors state that first graders have difficulties working in groups and they need the presence of the educator to use of the target language and to avoid disrupted behaviour.

3. JUSTIFICATION.

In Colombia, according to the Law 1651 of Bilingual education passed by the government in 2013, the enhancement of the communicative competences of the English among the Colombians is a national policy. However, the performance is poor; the statistics of the National Education Ministry (MEN) shows that 90% of the high public school students reached a basic level, and only the 2% is located in an intermediate level. Besides, the ministry expects that in 2018 only the 8% of the high school students will reach the intermediate level B1. According to the article published in El Tiempo, Rico, C. (2015, June 14) states that one of the main reasons for this poor performance is the obsolete practices inside the classroom. The classes are expository and teacher-centered. The teacher does not promote the collaboration among the students. They are involved in classes with low or none real interaction to build the knowledge. This lack of interaction influences the development of the social abilities which are fundamental to develop the acquisition of a second language.
The study carried out by Chen, H. at al. (2015) was focused on the solitary and collaborative modes of game-based learning to promote science and motivation that study concluded in a non-significant difference between solitary and collaborative. Nevertheless, collaborative learning can enrich the process and collective problem-solving scaffolds their zone of proximal development to the next level of learning.

Given the fact that the pupil is an active participant on the learning-teaching process, the outcome of this project may contribute to promote inside the classroom environment the collaborative learning to encourage not only the second language skills but also the cognitive and social abilities among the students. Besides, we will intend to modify the perception of the teacher as unique source of knowledge. On the contrary, the teacher should be a facilitator who motivates and promote the dialogue, the interaction and the reflection. In short, a mediator between the construction of the knowledge and the development of the social, cognitive and language abilities.

The Ministerio de Educación nacional de Colombia promotes in Ley 115 de Educación the learning of a second language to increase opportunities for interaction among the students and promote equality as well in public education. The program Risaralda bilingüe aims to increase the development of the communicative competences in at least a second language, therefore the collaborative learning has been an issue that requires to be applied in Colombia.
because the communicative competences should not be taught isolated. It is necessary to
develop abilities to use the knowledge about the language in different situations outside and
inside the classroom. This project seeks to cover some of the necessities of the Risaralda
Bilingüe 2032 to develop the improvement of bilingualism in Risaralda.

4. OBJECTIVES.

4.1 Learning objectives.

- Foster cooperative activities in fourth graders to improve students' oral skills.
4.2 Teaching objectives.

- Analyze the effects of the implementation of cooperative learning activities to promote some oral skills among 4th grade students.

- To improve lesson planning and develop some strategies to implement material design.

5. METHODOLOGY.

This chapter aims to show this classroom project was developed in a real scenario, the settings, the context, the participants were the following:

5.1 Context.

The context was a public school in Pereira, called: Institución Educativa Rafael Uribe Uribe, sede la Victoria. This classroom project was based on the curriculum of the institution, the Common European Framework of References for Languages, la Guía 22 of el Ministerio de Educación de Colombia implemented in the Plan Nacional de Bilingüismo focused on strengthening the levels of communicative competences in English.
5.2 Participants.

5.2.1 Students.

For this project 16 students were selected whose average age was 9 years old. The English level of the students was presumably between A1 and A2. They were considered false beginners.

5.2.2 Teachers.

The people in charge of the project were three pre-service teachers who were currently doing their 8th semester. Their ages were: 35, 29 and 25. They played different roles: All of them were in charge on planning, designing the classes and making decisions on changes, use of materials, etc. All of them played the role of teaching (they would take turns); one was in charge of observing and along with the other, writing and reflecting on the classes.

5.3 Reflection.

Observation is a process which involves all the instances of learning and teaching such as lesson planning, lesson implementation, learners’ linguistic outcomes, responses to the sessions, summative and formative assessment, reading of articles regarding ELT, among
other aspects of the educational process. These aspects are to be considered for the reflection on the classes given to the learners included in this classroom project. Reflection is seen as both subjective and objective approach which presumably helps pre-service and service teachers to enhance their practicum.

5.4 Design.

The implementation of this classroom project was based on the ESA model teaching which means that the lesson is divided into three main phases: engage, study and activate. It is considered an effective lesson design that which deals with teaching, learning and students’ production. **Engage** is the teacher intention to create the motivation for the students to learn what he/she designs for the class. **Study**, is focused mainly on how the teacher introduces the topic/material/lesson, his/her teaching and modeling in the class sessions, and **Activate**, is focused on production that students perform based on the input received and the activities made.

5.5 Planning Model.

This classroom project will be implemented through a lesson plan format, in which the general and specific standards described on the Guia 22 de Competencias en Lenguas Extranjeras and the Common European Framework of Reference for Languages are incorporated and it will be followed according to the content selected for an English lesson,
containing a detailed explanation of the different activities to be developed in the different
stages of the session (engage, active, study) considering the time limit for the class.
Additionally, the lesson plan contains the description of the materials to be used in the class
and one central goal or objective which will be the target to reach for the lesson, that is, what
is expected from the learners to learn.

5.6 Evaluation and assessment.

For evaluating and assessing the process the summative evaluation will be considered
given the fact that it is designed to monitor the student's progress. The summative assessment
can serve as a guide to improve teaching methods given the fact that this type of assessment
provides information for teachers and students about what areas are clear for the students and
which will need improvement or will require more work.

The students will be asked to present a test at the end of the project in order to
demonstrate what they learnt. This test will be composed by recognition and recall items
through multiple choice questions and filling the gaps activities. For oral production, the learners performance in the speaking activities will be taking into account in

These activities will be adapted for the level and age of the participants assigned for the classroom project.

6. RESULTS.

6.1 Professional growth.

Regarding to professional growth, we will consider the following aspects such as classroom arrangement, learnings strategies, material design, lesson planning, institutional limitations and personal traits. We will go deeper into these categories mentioned to give a much wider and complete overview of professional growth.
We will present the strengths and challenges regarding professional growth within the categories and a short conclusion for each aspect mentioned.

6.1.1 Classroom management.

The first aspect to analyse is classroom management. We can say that it is divided into sub categories, these are: ground rules, time management, grouping, disruptive behaviour, teacher talking time- student talking time. The five subtopics will be analyse in the following section.

6.1.1.2 Ground rules.

During the implementation of the sessions, the pre-service teachers did not establish ground rules at all. During the process, the teachers followed a schema based on the theories of cooperative learning and strategies and activities without establishing explicit and formal rules in the class. In the first lesson plan, there is a question attempting to answer this issue.

Observation number 1. (April 22, 2016) Are ground rules clearly established? The ground were not established in the class.

The lack of ground rules is an unknown factor at the moment of re enhance the cooperative work in class. We are not certain if having it or not could have affected the cooperative teamwork.
6.1.1.3 Time management.

The time management during the implementation had an important role due to the fact that it was necessary for the implementation of the cooperative project.

6.1.1.3.1 Strengths.

The positive aspects evidenced were the activities implemented. The majority of the classes were developed with the activities proposed in the lesson plans, all the activities could be carried out in the classes as it was planned in the lessons.

Generally speaking, time management was well developed and even though some issues caused some delays of the activities planned, all of them could be done in the sessions.

Observation class number 5 (May 16th, 2016). In spite of the fact that some activities such as “Guessing the body part” took more time than expected, and others less time (Showing flashcards) the teacher could develop all the activities proposed in the lesson plan.

6.1.1.3.2 Challenges.

The challenges evidenced were in some classes in which unexpected issues happened just at the moment of the classes being taught. Even though all the activities were carried out, the interruption in some of the classes made them take longer than expected.

6.1.1.4 Grouping.
6.1.1.4.1 Strengths.

In positive aspects to mention is the willingness of the students to accept the group activities at the end of the implantation program. And we say “at the end” because when we just started the implementation of the project, some students were not very cooperative to work in small teams. We observed a kind of resistance in some. The students that did not want to work cooperatively, at the end of the final sessions started to accept the teamwork.

Observation class number 7. (May 16, 2016) The students who did not want to participate in the previous sessions, are engaged with the activity “Classroom Clue Hunt”. They are finding the clues with their classmates. They seems to be engaged with the activity. They showed less resistance to work in groups.

Picture class number 7 (May 16, 2016)

6.1.1.4.2 Challenges.
One possible reason why the students avoided working in groups could be the classroom arrangement given the fact that the students were sitting in rows and lines most of the time and they were not used to work in groups. Therefore, the pre-service teacher spent more time than required grouping the students during the activities, trying to convince them to work together.

We can conclude from this aspect that cooperative work is not inherent to the children in this context. Nonetheless, despite the conflict that the strategy may produce in the learners at the beginning, once the cooperative work is settled, they finally start working cooperatively from the fifth session to the end—in our case. We can infer that a large quantity of sessions could evidence better results based on the cooperative aims proposed by the conceptual framework.

6.1.1.5 Disruptive Behaviour.

6.1.1.5.1 Challenges.

This group had few discipline problems, except for two or three students that were moving around the classroom all the time and sometimes children made too much noise but the teachers could control these situations, asking for silence or calling the students by their names. Also the teachers applied strategies and activities to manage discipline when the normal development of the class is affected. For instance, the teachers used settlers to calm the students when they made noise.

Observation class number 5. (May 10, 2016) Regarding to the classroom management, one of the aspects that did not go well was the organization of the students at the moment of presenting the flashcards because all the children came close to the board
and there was not enough space between the teachers and the learners. As a result, the students started to make noise and the students that were sitting back started to walk around.

Therefore, at the moment of introduce the flashcards in the coming sessions it is necessary to organize the students in a circle in order to keep the control and preserve the distance between the teachers and the learners.

Observation class number 2. (April 25, 2016) at the moment of the group activity, students started to make noise, they walk around the classroom and they do not follow instructions. Some possible solutions for coming sessions could be to change the activities that involve movement for activities that include coloring and painting in order to relax the students.

6.1.1.6 Teacher talking time-student talking time.

6.1.1.6.1 Strengths.

The pre-service teachers gave instructions to the students and the students performed them appropriately. The teacher talking time was fair, the opportunity to express ideas or doubts were available and students were not afraid to ask any question they would come up with. In the case of the activities proposed, the students frequently asked when they did not understand.
Observation class number 1 (April 22, 2016). The students ask questions to the teacher when they do not how to say or write a word in English. They say: ¿Cómo se dice amarillo? ¿Así se escribe good morning?

6.1.1.7 Lesson planning.

6.1.1.7.1 Strengths.

The sequences and stages planned were followed as it was written in the lesson plans and the sequence of the lesson was always based on what it was stated in the lesson planning.

6.2 Student’s responses.

During the implementation of our project, it was considered as crucial activities that seems appealing to the students, engaging enough and aiming to enhance the cooperative work. According to Halliwell (1992) student’s responses and attitudes towards the class depends on the activities planned for the class. Some activities may stir them up and others settled down, On the other hand, using some of those activities helped the teacher to expect some responses of their students and how to work with those responses.

6.2.1 Strengths
The learners showed a positive attitude towards the implementation because they had desire to participate in the activities proposed by the teachers, their enthusiasm were evident. For instance, when teacher asked questions during the sessions.

Lesson plan 3. (May 3, 2016) The students were asked what feelings they could identify from the characters shown in the video. What is the title of the movie? Is she happy or sad? Is he happy or angry? Is he afraid or brave? What is this emotion? After this, the students raise their hands to answer; or ask questions about the video.

The student’s positive attitudes were evident when they sang songs and when they participated in teamwork games. Furthermore, they were engaged when the teacher showed a video. Some students took the risk to participate even when they did not know the right answer. Also, they asked to the teacher to use L1 when they did not understand a word. In general terms, students were motivated and attentive given the fact that the activities carried out were dynamic and selected according to the age of the students.

Even though some students presented difficulties towards some topics, for instance the numbers from 11 to 20 and the prepositions. The learners internalized some topics such as “Numbers, my name is, emotions, animals, some greetings and chants in English.

Observation class number 2. (April 25, 2016) Some learners knew already the numbers, the others who did not know the numbers learnt them through the modeling of the teacher and the practice. They can answer easily the numbers from 1 to 10 and they showed difficulties to pronounce the numbers from 11 to 20.
6.2.2 Challenges.

Teamwork was a demanding aspect given the fact that the students showed resistance on working in groups, arguing that they do not get along with their classmates. For instance, one of students was not interested at all in the activities during the whole class. Besides, there are four or five students who have complicated relationships with their partners at the moment of working together, they fought, they argued and they did not want to be part of any group, they wanted to work alone.

Observation class number 4. (May 5, 2016) Some students were not interested to participate in the activity planned to promote cooperative working. The reason for this is the relationships between them, some students do not get along with others, avoiding team working. One participant has illness problems, he does not participate in class very much. He shows low performance in any physical activity.

To conclude, students were engaged with the material such as flashcards, real objects and videos. It was possible to introduce new vocabulary and they get interested and willing to practice speaking. Implementing cooperative learning activities as a way to enhance positive relationships among the students giving them opportunities for equal participation, and optimizing the learning process (Johnson and Johnson 1999). Contributing to cooperative work requires communication, leadership and problem solving. Developing cooperative activities with primary schoolers is complex giving the fact that learners tend to talk too much to their classmates and some of them lose their attention easily.

6.2.3 Institutional limitations.
During the implementation of this project the teachers faced some limitations that affected the lessons. Some of these limitations was events such as institutional meetings and holidays (día de la tierra, día del idioma). Besides, one class was carried out in other room. Therefore, the activities cannot be developed as the way it was planned due to the change of the settings and the effect that it had on the students. They were lost the attention of the class turning distracted when these situations happened.

Observation class number 7. (May 16, 2016). The change of classroom, institutional day and lack of a pacing affected the discipline among the students. Firstly, due to unavailability of the 4 grade classroom. The class was done in the computer room. The organization of the room was not suitable to perform activities planned, the tables and the computers obstructed the students movement and this cause that the students made too much noise. They did not follow instructions. Besides, some activities were developed in the backyard and the students were not attentive because there were any school activity, Therefore, it was hard for the teachers to control the learners and carrying out the activities under normal conditions.
6.3 Linguistic outcomes.

Concern to language, students were expected to talk about feelings, numbers, prepositions, parts of the body, greetings and giving personal information. The vocabulary was introduced through flashcards, colorful slides, poster, games and other materials such as boxes, puppets and dishes. The teacher used gestures, body language and model to practice the vocabulary in context.
Material used lesson Plan 6 (May 12, 2016)
Observation lesson plan 6 (May 12th 2016) the teacher shows a puppet inside a box, the teacher say: Minnie Mouse is IN the table, where is Minnie Mouse?

Modeling. Picture session number 6 (May 12th 2016)
Emotions painted in dishes- session number 8 (May 18, 2016)
Observation session 8 (May 18, 2016) review of previous topics.
The teacher pointed out a dish with an emotion drawn inside, the teacher asked:
- What is this emotion? (The teacher showed a happy face)
- The student answered with the word “happy”

Learners were familiarized with the language by listening to the teacher and repeating the expected vocabulary. When the students did not understand a word, the teacher used gestures and mimics in order to encourage the learners to guess the word. Therefore, when students were asked to use the language for a specific purpose, for instance, say an emotion or a number, they did it.

At the beginning of the process, students had a background knowledge that helped them to recognize some vocabulary such as numbers, greetings, and colors. The learner’s improvement was evidenced through the lessons implementation as students were able to use some greetings, to recognize content by word search, matching, filling the gaps and relating the pictures with the right word.

Regarding to the speaking, at the end of the implementation learners were able to make short utterances with the teacher’s support. This is evidenced in the videos number 1 and
number 2. The students developed a role-play activity between two students, the dialogue was about greetings and personal information. In this activity the role of the teacher was as a monitor.

Observation assessment. (May 18, 2016)
Ts called some students in front of the class in order to ask them to greet to each other and introduce themselves following some instructions such as saying “hello, how are you”, then asking their names “what is your name” “my name is Efrain” and finally saying “good bye”. As a result, most of the student were able to internalize the structure of the greeting in the sense that they were able to greet the teacher every time at the beginning of the class. Additionally, it was clearly evident how they were able to express their personal information in English to each other and the whole class but some of the students were shy to present in class, for this reason the teacher used candies to motivate
7. CONCLUSION.

To conclude, this classroom project examined the implementation of cooperative activities to promote oral skills in fourth grade students in a public school in Pereira. The implementation was through activities and strategies to foster the interaction among the learners in order to produce orally in English. After this implementation, we can affirm that:

First, teaching English to fourth graders through Cooperative Learning is challenging giving the fact that they avoid team work. At the beginning, they show serious difficulties to participate in group or pair work activities and it was mandatory that the teachers were monitoring the activities to monitor the use of the target language and to control discipline. However, at the end of the sessions they started to show some will for work together and to develop some empathy towards others.

Secondly, this project gave the learners opportunities to practice speaking. The use of the material such as flashcards, videos, puppets, realia and posters kept the students engaged. This material was used to introduce vocabulary or to encourage the learners to work in group
through games, worksheets, posters design, drawing, painting, singing, etc. Students could remember the vocabulary easily because they could identify it in pictures and flashcards without translation.

The positive reaction evidenced towards the cooperative activities at the end of the process led to the good perception of these activities in the English classes. Cooperative Learning can be a suitable tool in this setting for fourth primary preschoolers in a public school in Pereira. However, it will be recommendable to develop cooperative activities to promote social skills and interpersonal relationships before teaching English in order to decrease the conflicts among learners.
8. REFERENCES


### LESSON PLAN

**Date of the class:** April 22\(^{th}\), 2016  
**Class Number:** 1º

**AIM:**
At the end of the lesson the learners will be able to: *Use greetings according to the time of day and asking and answering personal questions such as what is your name,*

**Estándares Básicos de Competencias (MEN):**

**Estándar General:**
- Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
- Participo en conversaciones con pronunciación clara y buena Entonación.

**Estándares Específicos:**

**Speaking**
- Puedo saludar de acuerdo ala hora del dia, de forma natural y apropiada.

- Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.

- Hablo de las actividades que realizo habitualmente.

- Saludo cortésmente de acuerdo con la edad y rango del interlocutor.

**Indicadores de logro:**

- Entiende las instrucciones dadas por el profesor.
- Crea oraciones simples para dar información.

**Assumed Knowledge:** grammar (simple sentences), colors, numbers, basic vocabulary (family members, school supplies)

**Materials:** Lesson plan, flashcards, poster, markers. White board, ball

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE/TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up activity 15 min</td>
<td>At the beginning of the class, the teachers will do a performance of basic greetings in Spanish and English. For instance: T1: Buenos días, ¿cómo estás? ¿Cuál es tu nombre? T2: Buen día, bien, mi nombre es Marcel T1: ¿Cuál es tu nombre? Mi nombre es Luis. T1: Ok, ahora hablemos en inglés! T2: Good morning Luis! How are you? T1: Good morning Marcel! Fine and you. After that, the teachers will ask the students to stand up and make a circle. Then, they will be ask to pass or throw a ball around provided by the teacher in order to introduced themselves by saying &quot;my name is blank.&quot;</td>
<td>If students do not understand the performance, the teachers will write some sentences in the board.</td>
<td>If there is miss behavior from students, the teacher will finish the activity and</td>
</tr>
<tr>
<td>Engage</td>
<td>Study 10 min</td>
<td>Activate 20 min</td>
<td></td>
</tr>
<tr>
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<tr>
<td>The teachers will provide some flashcards of greetings. Later, the teachers will show students a movement in each flashcards and learners will followed it. Finally, The teachers will play a song called &quot;good morning&quot; and they must do the movements on each phase of the song.</td>
<td>The teachers will provide a sequence of flashcards related to greetings such as good morning, good evening and good night. Also, the teachers will explain images of WH question such as what is your name? and where are you from?. After that, they perform a role about a blind date about two people knowing each other and reviewing what they explained previously.</td>
<td>continue with the next activity. If learners ask to play the song more times, the teacher will play it up to three time. Also, if there is no speakers, the teacher will sing the song for them.</td>
<td></td>
</tr>
<tr>
<td>The learners will be ask to make groups of 4 people and one of them will be leader of that group. Then, the teachers will ask learners to draw to people having a conversation at night, morning or in the afternoon in a cardboard. Also, The teachers will tell students to write questions: where are you from? and what is your name? In order to orally answer those questions each other.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2.

UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
Licenciatura en Lengua Inglesa  
GENERAL PLANNING INFORMATION  

LESSON PLAN

<table>
<thead>
<tr>
<th>Date of the class: April 25, 2016</th>
<th>Class Number: 2</th>
</tr>
</thead>
</table>

AIM:  
At the end of the lesson the learners will be able to count from 1 to 20 different things that are in their classroom

Estándares Básicos de Competencias (MEN):

Estándar General:
- Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
- Participo en conversaciones con pronunciación clara y buena Entonación.

Estándares Específicos:
**Speaking**

- Puedo hablar de cantidades y contar objeto hasta mil

**Indicadores de logro:**

- Entiende las instrucciones dadas por el profesor.
- Crea oraciones simples para dar información.

**Assumed Knowledge:** grammar (simple sentences), colors, numbers, basic vocabulary (family members, school supplies)

**Materials:** Lesson plan, flashcards, poster, markers. Whiteboard, ball, Song “Let’s count to 20, song for kids” [https://www.youtube.com/watch?v=0VLxWIHRD4E](https://www.youtube.com/watch?v=0VLxWIHRD4E)

<table>
<thead>
<tr>
<th>DAY/STAGE ACTIVITY /TIME</th>
<th>PROCEDURE TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up 5 min</td>
<td>At the beginning of the class, the teachers will call attendance, he will present himself and will ask to the students their names. He will ask also how are they.</td>
<td>If students do not understand the performance, the teachers will write some sentences in the board.</td>
<td></td>
</tr>
<tr>
<td>Engage 5 min</td>
<td>Students will listen the song “Let’s count to 20, song for kids”. Then, the teacher will play the song again and the students have to repeat the song.</td>
<td>If there is miss behavior from students, the teacher will finish the activity and continue with the next activity</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>The teacher will implement an activity called “simon says” related with body parts and prepositions of place</td>
<td>If learners ask to play the song more times, the teacher will play it</td>
<td></td>
</tr>
</tbody>
</table>
The students will make a circle facing the teacher. The teacher will use some familiar objects such as pencil, notebooks, eraser, pens, etc. Firstly, the teacher will elicit each of the object and put them on the floor in a line. Then, the teacher will touch each object and slowly count (1...2...3...) two or three times. then, all the learners will repeat as the same time the teacher counts. Finally, the teacher will model this with a couple of students – ask one or two kids to touch and count the objects as the rest of the class watches.

The teacher will show to the students some slides or pictures about animals. As the teacher is going showing and pointing out the images in the slides he is elicit the different animals, what are they doing and counting how many are there. Teacher: what is this?
- Teacher: How many tigers are there? let’s count together
- Students: 1,2,3,4, (As the teacher is pointing out the images).

The teacher will choose 4 students. These 4 students will pass to the front of the class and he will number them in 1 2 3 and 4. Then, the teacher will number the rest of the class from 1 to 4 and they have to group with the 4 students selected by the teacher. Once they all formed groups, they will make a line and go to the centre of the classroom saying a number. from 1 to 15 are expected to be up to three time. Also, if there is no speakers, the teacher will sing the song for them.

The students get and perform the activity very quickly.
An extra activity is necessary, Students will find a certain number of objects in the classroom.
Each member of group has to go to the centre of the classroom, the first group to arrive to the centre each round wins a point.

### Apenddix 3.

### GENERAL PLANNING INFORMATION

#### LESSON PLAN

<table>
<thead>
<tr>
<th>Date of the class: May 3, 2016</th>
<th>Class Number: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIM:</td>
<td></td>
</tr>
</tbody>
</table>
At the end of the lesson the learners will be able to: to express and recognize feeling such as sad, joy, fear, disgust and anger.

Estándares Básicos de Competencias (MEN):

Estándar General:

Participo en conversaciones cortas usando oraciones con estructuras predecibles.

Estándares Específicos:

Expreso en una palabra o frase corta como me siento.

Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hagamos.

Hablo de las actividades que realizo habitualmente.

Indicadores de logro:

- Reconoce determinados estados de ánimos basados en imágenes.

- Expresa con gestos faciales ciertas emociones.

Assumed Knowledge: I assume most learners have some previous knowledge about: verb to be, pronouns, simple present.

Materials: Lesson plan, video beam, flashcards, markers.

<table>
<thead>
<tr>
<th>DAY/STAGE</th>
<th>PROCEDURE</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIVITY/ TIME</td>
<td>TEACHER AND LEARNER ACTIVITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling the attendance 5 min</td>
<td>The teacher practitioner will call the attendance to make sure everyone is in the classroom and check students’ uniform.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm up activity 5min</td>
<td>The teacher will show a 5 minutes short clip from the movie “Inside-out” related with the interest of the students.</td>
<td>The video is not working. The teacher will use some images related with the video.</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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</tr>
<tr>
<td>15 min</td>
<td>Engage</td>
<td>The teacher will ask the students what feelings they can identify that characters expressed in the video. Then, teacher will play the video again and will ask some questions from the video such as What is the title of the movie? Is she happy or sad? Is he happy or angry? Is he afraid or brave What is this emotion?</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Study Teaching adjectives</td>
<td>The teacher will show to the students some images (flashcards) related with adjectives and the students have to repeat those adjectives. The adjectives are the following: Happy, Sad, Angry, Fear and disgusting Then, once they have internalized the concepts, the teacher will give simple phrases such as “I am happy” “You are sad” “He is angry”. Then, the teacher will play a video and implementing a drilling activity where students have to repeat at the same time with the teacher. After that, The teacher will provide a matching activity list of emotions with their respective images. They have to match the right description.</td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Practice</td>
<td>In case that the video is not working. The teacher will bring flashcards and model some examples using his body language.</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Activate Guessing game</td>
<td>Students do not understand the activity proposed by the teacher; teacher will use the board to provide more clear instructions. For instance, the teacher would draw on the board the matching. Students do not understand the instructions of the activity. Thus, the teacher will model the activity implementing his body language.</td>
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</tbody>
</table>
that the other student has using facial expressions.

Apenddix 4.

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

LESSON PLAN

<table>
<thead>
<tr>
<th>Date of the class: May 5th, 2016</th>
<th>Class Number: 4</th>
</tr>
</thead>
</table>

AIM:
At the end of the lesson the learners will be able to recognize and express the different parts of the body using words like head, shoulders, knees, toes, eyes, ears, mouth, nose

Estándares Básicos de Competencias (MEN):

Estándares Generales:

☑️ Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
☑️ Participo en conversaciones con pronunciación clara y buena entonación.

Estándares Específicos:

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Verifico la ortografía de las palabras que escribo con frecuencia.
- Digo un texto corto memorizado en una dramatización, ayudándome con gestos.
- Busco oportunidades para usar lo que sé en inglés.
- Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.
- Expreso en una palabra o frase corta, cómo me siento.
- Comprendo información personal proporcionada por mis compañeros y mi profesor.
- Participo en juegos y actividades siguiendo instrucciones simples.
- Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual.

Assumed Knowledge:

Basic vocabulary and grammar (verb to be), simple present tense and adjectives.

Materials: laptop, marker, board, worksheet and speaker.

<table>
<thead>
<tr>
<th>DAY/STAGE</th>
<th>PROCEDURE</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER AND LEARNER ACTIVITY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Warm up and 5min</em></td>
<td>The teacher will review the previous lesson related with emotions. He will ask to the students: How do you feel today?</td>
<td>The students don’t remember the feeling vocabulary. The teacher will review the previous class modeling himself by mimic e.g “I’m happy to see you again”</td>
<td>The HDMI cable or TV does not work. The teacher</td>
</tr>
</tbody>
</table>
10 min
Study
20 min
teacher will ask to the students what they understand about it.

Then, the teacher will show a set of flashcards with the different parts of the body (head, hair, nose, eyes, mouth, chin, ears and neck). Meanwhile, the teacher will model the target vocabulary in order to internalized them. Finally, the students will solve a word search.

Activate
20 min
The teacher will divide the group into two groups each group will have a leader then, the teacher will show a picture of a part of the body to the leader, this student will show this part of the body through mimics to his/her team and they have to guess what part is. Once they have guessed the word, other student will write the word on the board, the first group which write five words correctly will win the competence.

will show to the students the video in the laptop.
The students do not understand the word search exercise. The teacher will give an detailed description of the exercise.
The students do not understand the activity.
The teacher will model an example of it.
The pre-service teacher will support the principal teacher to reinforced the explanation.

Apenddix 5.
AIM:
At the end of the lesson the learners will be able to identify and express some wild and domestic animals such as Monkey, zebra, lion, elephant, snake, pig, horse, dog, cat, mouse

Estándares Básicos de Competencias (MEN):

Estándar General:

☐ Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.

☐ Participo en conversaciones con pronunciación clara y buena Entonación.

Estándar General:

● Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.
● Participo en conversaciones con pronunciación clara y buena entonación.

Estándares Específicos

Listening:

● Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

Reading:

● Identifico palabras relacionadas entre sí sobre temas que me son familiares
● Reconozco y sigo instrucciones sencillas, si están ilustradas.

Speaking

● Refuerzo con gestos lo que digo para hacerme entender.

Writing

● Copio y transcribo palabras que comprendo y que usó con frecuencia en el salón de clase.

Indicadores de logro: Identifico algunos animales salvajes y domesticos por medio de ilustraciones dadas por el profesor.
- Identifico oralmente el vocabulario relacionado con animales salvajes.

**Assumed Knowledge:** grammar (simple sentences), colors, numbers, basic vocabulary (family members, school supplies)

**Materials:** Lesson plan, flashcards, poster, markers. Whiteboard,

<table>
<thead>
<tr>
<th>DAY/STAGE ACTIVITY /TIME</th>
<th>PROCEDURE</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and learner activity</td>
<td>Teacher will check the list. .Ts will sing a song called “head, shoulders, knees and toes” Then students will be asked to sing along with the Ts, with the purpose to relax the students towards the class.</td>
<td>Students do not want to sing, Ts will skip the activity. Disruptive behaviour of students. the teachers will cancel the activity.</td>
<td></td>
</tr>
<tr>
<td>Engage 5 min</td>
<td>Ts will read the tale “Sammy snake’s birthday party” As the teacher is going through each page, the Ts will point the pictures. The purpose of this activity is to recall students previous knowledge</td>
<td>Students do not understand. Ts will explain again using mimics.</td>
<td></td>
</tr>
<tr>
<td>Study 10 min</td>
<td>Then, T will show a set of flashcards with the different wild and domestic animals (Monkey, zebra, lion, elephant, snake, pig, horse, dog, cat, mouse). Ts will model the pronunciation and make the students to repeat each word.</td>
<td>Students do not understand the instructions. The teacher will repeat them and will ask</td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Students will be ask to write the words in their notebooks.</td>
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<td></td>
</tr>
<tr>
<td><strong>Activate 15 min</strong></td>
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</tbody>
</table>
| T will divide the group in four groups. T will stick some pictures related with wild animals on the board. T's will stick the pieces of paper hiding the picture that is written in front. One S per group will be asked to flip one picture and pronounce out the animal's’ name. The group with more right answers wins the activity.  

T will provide a worksheet with a matching activity about wild and domestic animal (horse, pig, lion, snake, mouse.) | to one student in order to check comprehension. |
**LESSON PLAN**

<table>
<thead>
<tr>
<th>Date of the class: May 12th, 2016</th>
<th>Class Number: 6</th>
</tr>
</thead>
</table>

**AIM:**
At the end of this lesson, the students should be able to recognize the most basic prepositions of place (in, on, under, in front of, behind, between and next to) and use them properly with the expressions “there is” and “there are”

**Estándares Básicos de Competencias (MEN):**

**Estándares Generales:**
- Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
- Participo en conversaciones con pronunciación clara y buena entonación.

**Estándares Específicos:**
- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Verifico la ortografía de las palabras que escribo con frecuencia.
- Busco oportunidades para usar lo que sé en inglés.
- Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.
- Expreso en una palabra o frase corta, cómo me siento.
- Comprendo información personal proporcionada por mis compañeros y mi profesor.
- Participo en juegos y actividades siguiendo instrucciones simples.
### Assumed Knowledge:

Basic vocabulary and grammar (verb to be), simple present tense and adjectives.

### Materials:
*images, markers, worksheet, box and toy.*

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE/TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS/PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Warm up and 5min</em></td>
<td>The teacher is going to develop and activity called “patos al agua”</td>
<td>The students do not understand the instructions. The teacher will model an example to have clear instructions.</td>
<td>The activity</td>
</tr>
<tr>
<td><strong>Engage 10min</strong></td>
<td>The teacher will take the students out of the class for a moment. After that, the teacher will place some objects in the classroom then, the facilitator will ask the students to find an object, bring it to him and say to the teacher where was the object.</td>
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<td></td>
</tr>
<tr>
<td><strong>Study 15min</strong></td>
<td>The teacher will sit the students down and take out a box with a small toy animal inside then, the teacher will shake the box and ask the students to guess</td>
<td></td>
<td></td>
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</tbody>
</table>
what is inside. The teacher will take out the toy and introduce to the class. Also eliciting the word “box”. The facilitator will sit the toy on the box and ask “where is the toy”. First, the teacher will elicit the word “on” and then, “it’s on the box”. The teacher do the same for the rest of prepositions (in, on, under, in front of, behind, between and next to). the facilitator will provide a worksheet in which the students have to complete with the right preposition.

The teacher will divide the class in two groups then, the teacher will select a student of each group then, the teacher will stick on the board an image and the student have to draw another object in the place asked by the teacher E.G. On the board there is the picture of a table, the students have to draw a cat on the table and say “the cat is on the table”. Then, a new student has to draw another preposition.

The teacher will divide the group into two groups each group will have a leader then, the teacher will show a picture of a part of the body to the leader, this student will show this part of the body through mimics to his/her team and they have to guess what part is. Once they have guessed the word, other student will write the word on the board, the first group which write five words correctly will win the competence.

Apenddix 7.
**LESSON PLAN**

<table>
<thead>
<tr>
<th>Date of the class: May 16, 2016</th>
<th>Class Number: 7</th>
</tr>
</thead>
</table>

**AIM:**
At the end of this lesson, the students should be able to recognize the most basic prepositions of place (in, on, under, in front of, behind, between and next to) and use them properly with the expressions “there is” and “there are”

**Estándares Básicos de Competencias (MEN):**

**Estándares Generales:**

- Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.

- Participo en conversaciones con pronunciación clara y buena entonación.

**Estándares Específicos:**

- Sigo y doy instrucciones básicas cuando participo en juegos conocidos.
- Verifico la ortografía de las palabras que escribo con frecuencia.
- Busco oportunidades para usar lo que sé en inglés.
- Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.
- Expreso en una palabra o frase corta, cómo me siento.
- Comprendo información personal proporcionada por mis compañeros y mi profesor.
- Participo en juegos y actividades siguiendo instrucciones simples.
**Assumed Knowledge:**

Basic vocabulary and grammar (verb to be), simple present tense and adjectives.

**Materials:** images, markers, worksheet, flashcards, computer, TV set.

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>

Warm up and
5min

The teacher will develop an activity called “estira y encoge” the students will make a circle and they have focused on the instructions provided by the teacher. When the teacher says “estiren” the students have to do the opposite that means “enconger”. First the activity is slowly and then the speed is going to be increased. The student who made a mistake is out of the game.

Engage
10 min

The teacher will review vocabulary that is going to be used in this lesson (dog, table, desk, eraser, mouse, notebook, pencil, box and marker) asking question such as “what is this” holding and object on the hands. The teacher will choose a student and if the student answer correctly the student may sit down.

Study
15 min

The teacher will write the target vocabulary on the board (in, in front of, on, Behind, under, between and next to. Then, the teacher will demonstrate the pronunciation of each word one at the time, having students repeating after the teacher. After that, teacher will play a video called “in, on under” in order to reinforce comprehension and make repetition.
| **Activate** | **20 min** | The teacher will divide the group into two groups in order to play “Classroom Clue Hunt”. The students will follow a guide with a series of clues using prepositions each of the clue will lead to the next and ultimately to the treasure. E.G. Clue #2 is under the teacher’s desk. |

### Apenddix 8.

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**  
Licenciatura en Lengua Inglesa  
GENERAL PLANNING INFORMATION  
LESON PLAN

| **Date of the class: May,18 2016** | **Class Number:8** |

**AIM:**
The purpose of this lesson is to review topics practiced during the lessons (GREETINGS What is your name?, hello, how are you, good morning, good afternoon, good evening, goodnight and bye. vocabulary of animals Numbers 1 to 10. Adjectives: Happy, sad, angry, surprised, bored and scared. Parts of the body. Prepositions: In, On, Under, In front of, Behind, Between and next to.

**Estándares Básicos de Competencias (MEN):**

**Estándar General:**

- Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
- Participo en conversaciones con pronunciación clara y buena Entonación.
Estándares Específicos:

**Speaking**

- Puedo hablar de cantidades y contar objeto hasta mil

Indicadores de logro:

- Entiende las instrucciones dadas por el profesor.
- Crea oraciones simples para dar información.

**Assumed Knowledge:** grammar (simple sentences), colors, numbers, basic vocabulary (family members, school supplies)

**Materials:** Lesson plan, flashcards, poster, markers. Whiteboard, ball, Song “Let’s count to 20, song for kids” [https://www.youtube.com/watch?v=0VLxWIHRD4E](https://www.youtube.com/watch?v=0VLxWIHRD4E)

<table>
<thead>
<tr>
<th>DAY/STAGE</th>
<th>PROCEDURE</th>
<th>TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
<td></td>
<td>At the beginning of the class students will play a game called “inquilinos”</td>
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<tr>
<td>Engage</td>
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<td>The teacher will show some images related to wild animals and domestic animals. Then, the students will play a game called ”hot potato”. The student selected will identify by naming the animals and numbering each animal. The other student chosen will do the same with the domestic animals.</td>
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<tr>
<td>Study</td>
<td></td>
<td>The teacher will show some images related with emotions after that teacher will play a video. Then students have to identify what emotions that there are in the video. The teacher will model the vocabulary mentioned in the images. finally, teacher will provide</td>
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</tbody>
</table>
Activate 20 min

some disposable plates and learners have to draw emotion faces with their respective word.

The teacher will implement an activity called “Simon says” related with body parts and prepositions of place

### Apenddix 9.

### Observation Format

Based on all previous considerations, I propose a class observation format to be used in the implementation of your project:

<table>
<thead>
<tr>
<th>Class:</th>
<th>Greetings and presentations</th>
<th>No of learners:</th>
<th>Age of learners: 8–12</th>
<th>Date: April, 22 th, 2016</th>
<th>Length of class: 60 minutes</th>
</tr>
</thead>
</table>
Name of the school: Institución educativa Rafael Uribe Uribe sede La Victoria

Aim of the lesson: Be able to use the Greetings and simple presentation with names.

Observer’s name: Riki Sannan Caicedo, Marcel Pardo Arevalo

Pre-service teacher observed: Luis Fernando Suárez

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS STAGES</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?</td>
<td>X</td>
<td></td>
<td></td>
<td>The teacher made a clear instruction of what he want the students perform, the instructions were in Spanish, so students could understood quite easily the instruction given. Besides, if a student did not understood what the teacher said, the teacher passed to all groups to make sure if they got it clear. The other pre-service teacher was a supporter in this checking.</td>
</tr>
<tr>
<td>Does the student-teacher model the task/activities that learners will do during the practice stage?</td>
<td>X</td>
<td></td>
<td></td>
<td>The pre-service teachers modeled the greetings. They showed to the students how to do it, before the students.</td>
</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td></td>
<td>X</td>
<td></td>
<td>The topic was greeting and presenting oneself, also, was the first class.</td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td>X</td>
<td></td>
<td></td>
<td>The instructions given by the teacher were clear, the use of L1 helped with the understanding of the activities.</td>
</tr>
<tr>
<td>Question</td>
<td>X</td>
<td>Description</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td>X</td>
<td>The used resources were evident and became handy, in the specific case of the use of flashcards and the ball were elements that facilitate the ongoing and understanding of the topic/Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>The pre-service teachers checked comprehension in every activity they planned, One pre-service teacher passed in the small groups formed checking understanding. The pre-service teacher asked several times “What’s your name?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The participants participated in class, the majority of them had willing of doing what the teachers required. However, not all of them were predisposed to the class all the time, some of them did not have a positive attitude towards the drawing activity, one of them were not working because the teacher did not putted some attention to her and the teacher were not able to make them participate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are ground rules clearly established?</td>
<td>X</td>
<td>The ground were not established in the class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the stages well-paced?</td>
<td>X</td>
<td>The activities performed by the teacher showed good pacing. One specific case is the activity ball and the flashcards activity. Good pacing were evidenced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td></td>
<td>Answer</td>
<td>Response</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>X</td>
<td></td>
<td>The class had a length much longer that was expected. The unexpected issue was “Dia del Idioma y la Tierra” who split the class and cut the normal flow of it. After the unexpected event, the class lasted approximately half-hour more than the planned class of 1 hour.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td></td>
<td>The teacher asked students some questions to activate their participation. For instance, the teacher asked how do we say when greet at morning, teacher made a drilling exercises in which they had to repeat some greetings such as good morning, good afternoon, good evening and good night. Besides, The students ask questions to the teacher when they do not how to say or write a word in English. They say : ¿Cómo se dice amarillo? ¿Así se escribe good morning?</td>
<td></td>
</tr>
<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>X</td>
<td></td>
<td>Since some male students have better achievements than female students, teacher chose one man to be part of women’s group to help them to increase their level.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher manage disruptive behavior appropriately?</td>
<td>X</td>
<td></td>
<td>Although activities were well structured and planned, some students got distracted and. For example, at the moment of the final related with</td>
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</tbody>
</table>
cardboards one student did not want to cooperate with his team to paint their drawings.

<table>
<thead>
<tr>
<th>Question</th>
<th>Checkmark</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>X</td>
<td>The lesson is congruent with the standards in relation with the grade of the students.</td>
</tr>
<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td>It is evidenced that learners had improvement in their learning process since at the moment of reviewing the topic, students answered correctly. For example, teacher asked some greetings such as good morning, good afternoon, good evening and goodnight, in that sense, students responded properly.</td>
</tr>
<tr>
<td>Does the student-teacher provide a relaxing atmosphere to his class?</td>
<td>X</td>
<td>Teacher created a good classroom environment to make students participate without being force given the fact that learners participate without teacher’s explicit request.</td>
</tr>
<tr>
<td>Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?</td>
<td>X</td>
<td>The teacher achieved the aim of the class due to the fact that he provided an appropriate input which made students understand what the teacher explained and useful material such as some colorful flashcards that mad easy the understanding of the greetings.</td>
</tr>
</tbody>
</table>

**Professional growth.**
The pre-service teacher deals with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

Classroom management.

The ground rules. The first implementation of the project present a lack of ground rules before making any implementation. The researchers did not establish any ground rules or agreement before giving classes. Some problems related to this emerged during the first implementation, such as discipline, food-eating during the class, smalls fighting and any kind of behavioral problems during the class.

Time management.

The time management was planned to 1 hour, however external factors change the time constraints planned. The reason for this was an unexpected event: “Día de la tierra y del idioma” due to the date of implementation: April 23th. The interruption of the class at 26 minutes of class, affected the normal flow of the process of students. The interruption had a length of 1 hour and half. When the class restarted, it had a length of one hour. The class schedule in the class was from 2 to 3, but the class restarted at 4 to 5 pm, to sum up, the implementation took from 2 to 5 pm with an interruption of 1 hour and half.

Grouping.

Regarding to grouping, we can say that our classroom project that is related to cooperative work, is our primary aim the grouping work in class. We took into consideration the observation made before any implementation of our project. We considered some students that showed the good attitude toward the class, confidence and a good background of English based on the English classes they took last year.
Considering these aspects, we selected in convenience some of those students to be part of each group made during the class. Each student that we considered convenient to scaffolding the learning process of others, were assigned to one group. The groups conformed were 3, each of them had 5 people, making a whole class of 15 students. The grouping activity consisted on the drawing of a greeting according to the time of the day. One group had to draw two people greeting each other in the morning, other in the afternoon and the evening.

The outcomes showed that despite of applying scaffolding strategies and the enforcement of cooperative work, not all the students participated actively during the activity. Two participants presented a negative attitude towards the grouping. Another participant did not have enough attention of the pre-service teacher. Some frictions among some students were evidenced, personal matters between the students did not facilitated the teamwork of some groups. Some students were not interested in participate in the activity planned to promote cooperative working. The reason for this is the relationships between the students have, some students do not get along with other students, avoiding team working. One participant is a sickly person who do not participate in class. He shows low performance in any physical activity. However, in general terms, the 3 groups could achieved the activity. One group put more effort in drawing perfectly in order to make a good job that made them to be last group in finishing.
Three groups were made in the final activity. (picture 1)

Disruptive behavior.

Disruptive behaviour during the implementation was evidenced. The class had moments of indiscipline, making the instructions by the pre-service teacher useless. The problem regarding to indiscipline deal with some the noise of the ambience and the unexpected event of the cultural day, the attention of the class has its peak before the interruption, to finally decline at the moment of returning to class after the break. Some problems regarding to indiscipline such as the food eating during the 5 minutes of the comeback of the class, the attitude towards the lesson was also affected. The predisposition during the 15 minutes was not good enough, the students had a Break of half hour after the cultural day. However the pre-service teacher review the activity right away the end of the break.

Teacher talking time vs. student talking time.

The time for the teacher's talking time was followed by the time of student talking time. The teacher model the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their companions. The time to talk was appropriate, the opportunity to express ideas or doubts were available and students were not afraid to ask any doubt they could have. In the case of the activities proposed, the students frequently asked what they not get. e.g: ¿Cómo se dice amarillo? ¿Así se escribe good morning?

Lesson planning.

The aspects regarding lesson planning are going to be mentioned.
Inclusion of standards.

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education. The main focus of the lesson always be speaking skill.

The general standards for the class were:

Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.

Participo en conversaciones con pronunciación clara y buena Entonación.

The specific standards used in the lesson were: Puedo saludar de acuerdo a la hora del día, de forma natural y apropiada.

Mantengo una conversación simple en inglés con un compañero cuando desarrollo una actividad de aula.

Hablo de las actividades que realizo habitualmente.

Saludo cortésmente de acuerdo con la edad y rango del interlocutor.

Stages of lesson.

The stages of the lesson were based on ESA procedure, Engage, study and activate.

Before begin with ESA stages, a warm up activity were performed. a small chat between the pre-services teachers related to greetings using L1. Buenos días, ¿Cómo está? ¿Cuál es su nombre? buenos días, mi nombre es Marcel y cuál es su nombre? Mi nombre es Luis. Ok, ahora hagámoslo en Inglés. The greetings were used in English. Then, pre-service teacher gather the group into a circle and introduced “My name is…” with the students. All of them had to present themselves using my name is utterance.
Engage stage continued with some flashcards of greetings. the teacher model the greeting according with the time. e.g: good morning! (teacher raised his arms after waking up) and the same with the rest greetings. Then teacher showed a videoclip with a chant called “good morning” The students imitate the movements of what the song showed.

study stage was continued with the use of flashcards of greetings, he made a small circle with the students and he showed the flashcards to all the students The teacher model a small chat with the other teacher, to continue with the presentation of the name. “My name is Luis and….,” then he request to repeat it, this time, among the students who presented with “Good morning, My names is….,” and then followed with “Good afternoon, my name is….,” to finally say “Good evening or good night” the teachers used body gestures in order to relate the greeting according to the day.

Finally, the students in 3 groups had to draw two people greeting each other in a piece of cartoline, the group to finish, was the winner. The students draw what it was request and they used pencils and colours. At the end, the cartoline was presented to class and performing the greeting and the presentation.

Sequencing and pacing.

Good sequencing and pacing were evidenced, the pacing between the study stage and active stage was well implemented. also the sequencing had a correct rhythm of the development of the class; with the mid breaking class exception of the Cultural day with an interruption of 1 hour and half.

Material design.

The use of materials were mainly provided by the class (Markers, board) teachers broughted the cartoline and a laptop in order to show a video. who they kept with themselves.

Institutional limitations.

Noise making

The noise making was a noticeable factor during the class. It was mandatory to raise the voice during the class speaking. The students at some moment were distracted during the implementation, specially after the return of the cultural day.
Resources

The resources used were the board, markers, a ball, paper, cartoline, pencils, colours, laptop, video.

Organization of activities (curricular/extracurricular …)

The organization of activities were done according to the lesson plan proposed. any extracurricular activity was out of control of the pre-service teachers, such as the cultural day. All the activities proposed by the teachers were scheduled in the lesson plan.

Schedules

The schedule constraints were within the lesson plan, all the activities and stages were developed according to the format. All the timing proposed in the lesson was evidenced. however the unexpected events of the cultural day changed the schedule of the class (1 hour) to 2 hours.

Class cancellation.

There was not cancellation of the class. Even though the cultural day changed our scheduled timing, we decided to continue with the class.

Availability of resources

The resources available are part of the classroom, elements such as whiteboard, markers, TV, acoustic of the classroom.

Personal traits

Interpersonal traits with the participants are the key of our project, the preservice teachers considered the good rapport with the students, besides the introduction of our project to their parents. The familiarization of us in the observation class mero also important. The goal is to achieve cooperative learning in class.

Learning strategies.

The learning strategies used in the implementation were guessing and predicting. During the use of flashcards, the students were able to guessing the concept that was intended to learn.

What went well?
Regarding the strengths showed by the preservice teacher we can mentioned are:

The good voice projection in the classroom, the students were able to hear what the teacher said or commanded, even the students who were more dispersed hear the teacher’s voice. the teacher had to raise his tone of voice in moments of indiscipline, in order to give clear instructions.

Another positive aspect was the participation of the majority of the students during the teaching or activities. This is mainly to the motivation the students had towards the learning of the English language.

Another positive aspect was feedback given by the pre-service teachers, if something was not clear enough, the students asked to the teacher, besides the teacher checked for understating an every activity he proposed.

The preservice teachers giving checking understanding in class. (picture 2)

All these strengths were useful at the moment of implementing the topic, it helped to the right developing and the completing of the main linguistic goals.

**Student's responses.**
Reactions of learners towards the implementation of your classes.

The reaction of learners towards the implementation was mainly positive. The students saw as something positive preservice teachers taught them English mainly because they had a positive experience with the English teachers they had the last year. They expected to have English classes after several months.

Learning of the language (English)

The students were able to learn the topics taught in the class. In addition, the learner already mastered some topics such as the My name is, some greetings and chants in English. This made it easy for teaching, due to the fact that we focused on reviewing of the topics previously learnt.

Learners’ participation, engagement and interest in the classes.

The learner’s participation were evidenced during the class. In general terms, the students actively participate during the implementation of the activities. They felt part of the class and had a good attitude toward the class in a general overview, however, not all the students had the willing of participating. Some students evidenced a defense position towards cooperative teamwork, one student did not had the attention of the teachers during the implementation (see picture 2) this student sat in the chair in the introduction of the topic and sat without participating in the drawing activity. only at the end, the student supported to draw but finally in the show evidence of the drawings sat alone once again. Other student did not wanted to perform any activity proposed. He had not willing of participating in the grouping activity.
This particularly student (in the middle) was not participating in teamwork. (picture 3)

The main reasons to this phenomenon is the bad integration among the 4 grade group. Some of them recently joined to the class without knowing a classmate who can relate on, other presents sickness and has low performance in any activity. Other student did not get along with his classmates, making difficult to let the student work within a group.

In the engagement of the class, the students were engaged at the showing of the video in the laptop

Regarding interest, the students showed interest in the class, the implementation of a English class with pre-service teachers was interesting enough for them. The interest was lost at the beginning of the return of the classes after the cultural day for more than 10 minutes, nevertheless, the interest reach its peak again at the moment of the grouping drawing activity

What did not go well?
The main aspects to consider in the lacking of strengths were:

Confidence.

Regarding to this aspect, the teacher showed good projection but his confidence at the moment of interacting with the students were poor. The preservice teacher did not had enough energy. He used a direct language without generating an excellent learning environment with the children, his commands were straight to the point without any soft touch language.

The indiscipline.

Indiscipline were a constant factor during the class. the noise making, the cultural day, the frictions among some students were noticed during the class. The main reason for this was the experience of the preservice teachers due to a lack of teaching for the audience (children). The teachers can not hold on the concentration of everyone and the lack of control of the class was evidenced, these issues was mainly regarded to some students that had not willing to participate or the collective noising made in the class.

The overuse of L1.

One of the main problems was the overuse of Spanish in the class. Little English was spoken during the entire length of the implementation. It was necessary a deeper immersion to the language.
The classroom management.

The classroom management in them class were not planned as it was expected in the lesson due to the cultural day between 20 minutes of class. The class had a length of 1 hour and half more than it was initially planned. The interruption also took at least 1 hour and half, making a long and broken implementation from 2 pm to 5 pm.

What did you do differently?

The considerations that needs to be change are the following:

The language used.

In order to generate a more rapport environment between, more vivacious language needs to be implemented, the use of corporal language and gestures needs to be generated in order to create a more familiar and kind interaction.

The attention of the whole class.

The attention of all students is necessary to avoid deception in the students. If a students is not working or does have initiative to asked doubts, the teacher must come to that student. It is necessary a better teaching at the moment of implementing.
The unwilling students to participate.

Some students have a negative reaction to participate in teams. In order to improve this situation is necessary activities that requires small interactions of the participants but with the participations of all of them in order to complete the task. In this sense, students with no desire of participating are mandatory forced to do so, even though it is a small collaboration that not requires a deep interactions with their classmates.

Another possible solution will be giving different roles to those students that not necessarily includes teamworking. such as the caller atender, the cleaner of the board.

another solution is giving them activities that are not part of the grouping, such as a word search, a drawing activity, a small read, anything that keeps them busy in the class.

The unexpected events.

A solution for this, is knowing the schedules that the school have with the students. The events made extracurricularly are set up long time ago the school year begins. Requesting this information can be useful at the moment of scheduled the English classes to teach. also is important to call the teacher before any unexpected event. If is safe to implement it that day.

Challenges.

The challenges to consider are the acquisition of control in a class and group management, the good use of kindle language and strategies for use of more English class talk usage. Also the time management is important to consider. the time limits constraints for each activity are important to keep in mind.

Reflection on action.
To reflect on action we consider the implementation of the class in general, work with more challenging language and applying better cooperative work. All those aspects are relevant to our teaching process and classroom project. Without them were not developing a good cooperative thesis, which is the basis of our classroom project.

**Linguistic outcomes.**

What did you observe in terms of language development?

The most noticeable facts in the implementations and observations are the level of English in the students. They have a good vocabulary and good range of basic expressions e.g., (My names is ….. good morning teacher!, How are you? I’m fine!, chant in English related to the goodbye were singed.) For our surprise they already managed some topics were implementing. The main reason for this is due to the national plan of bilingualism run by the national government. They have assigned a proper English teacher from english academies or foreigners native speakers. we were told by the teacher in charge of the grade.

regarding to that aspect, the students achieved some easy terms and phrases and vocabulary during the teaching class. The linguistic outcome was achieved.

**Strengths**

The strengths in the class were mentioned, but the aim of the linguistic outcomes of the class changed to introducing something new to reviewing what they already know. This was useful because some students forgot some vocabulary or expressions that they learned in the last year.

How did you assess your students’ performance and achievements in the classroom?
The assessment made was the checking of their work with the cartoline. The parameters to assess the linguistic content was the correct use of the 3 greetings and the presentation of their names. With the correct parameters established, the presentation activity of their cartoline teamwork was performed.

Appendix 10.

Class: NUMBERS 2

No of learners: 16 Age of learners: 9-10

Date: April 25 2016

Length of class: 1 hour

Name of the school: Rafael Uribe Uribe Sede la Victoria
Aim of the lesson: At the end of the lesson the learners will be able to: count from 1 to 20 different things that are in their classroom

Observer's name: Luis Fernando Suarez Saldarriaga

Pre-service teacher observed: Riki Caicedo

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS STAGES</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?</td>
<td></td>
<td></td>
<td></td>
<td>The teacher introduce the topic using the song called Counting Song with Numbers 1-20”</td>
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<tr>
<td>Does the student-teacher model the task/activities that</td>
<td></td>
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<td></td>
<td>The teachers draw the number on the board and repeat the numbers for the students. E. G. “this is one, repeat, one”</td>
</tr>
<tr>
<td>Question</td>
<td>Yes/No</td>
<td>Observation</td>
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<td>------------------------------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>What will the learners do during the practice stage?</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td>X</td>
<td>The teacher asked the learners to recall previous vocabulary like “What’s your name” and the greetings good afternoon, how are you”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td>X</td>
<td>Sometimes the teacher needed to repeat the instructions or model them because the students did not understand what to do E.G.: When the teacher numbered the students, he had to number them twice because the students forget the number or forget what was the activity about.</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Notes</td>
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<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td></td>
<td>The teacher used during the class flashcards with different animals in order that the learners will count them (Tigers, pigs, sheeps, etc) This flashcards helped the students to practice counting.</td>
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<td></td>
</tr>
<tr>
<td>Does the student-teacher check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>The teacher said: nine, then the teacher said in Spanish “cuáles está número?” the students said: nine or nueve”</td>
<td></td>
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</tr>
<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The learners participated actively Some learners knew already the numbers, the others who did not know the numbers learnt them through the modeling of the teacher and the practice. They can answer easily the numbers from 1 to 10 and they showed difficulties to pronounce the numbers from 11 to 20. However, there are two students who has</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td>Notes</td>
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<tr>
<td>Are ground rules clearly established?</td>
<td>X</td>
<td>Ground rules were not clearly established causing disrupted behaviour like noise</td>
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</tr>
<tr>
<td>Are the stages well-paced?</td>
<td>X</td>
<td>- The materials were always ready</td>
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<td></td>
<td></td>
<td>- The teacher presented the instructions visually (flashcards, gestures)</td>
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</tr>
<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>X</td>
<td>Some activities took more time and others less than the time was expected in the lesson plan.</td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td>All the students participate actively when they have to say the numbers in all the activities.</td>
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<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>X</td>
<td>The teacher formed two groups of students assigning a number</td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher manage disruptive behaviour appropriately?</td>
<td>X</td>
<td>The class was interrupted by some noisy students. When the learners were noisy,</td>
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</tbody>
</table>
the teacher said “Silence please”, “Siéntense” or “put attention, please” the students obeyed although sometimes was difficult for the teacher to maintain the control during the activities in which the students had to move around the classroom.

| Are the standards to teach English appropriately included in the lesson planning? | X | The standards are included in the lesson plan from La guia 22” |
| Do learners show progress in the language learning process? | X | Some learners knew already the numbers, the others who did not know the numbers learnt them through the modeling of the teacher and the practice. They can answer easily the numbers from 1 to 10 and they showed difficulties to pronounce the numbers from 11 to 20. |
Does the student-teacher provide a relaxing atmosphere to his class?  
Teacher smile to the students  
Eye contact  
Teacher put attention to all the students

Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?  
-The teacher showed colored slides with animals to practice numbers for visual learners  
-In the activity stage the students needs to move from line to the middle of classroom to say a number

Professional growth.

The pre-service teacher deal with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.
Classroom management.

The pre-service teachers did not established any ground rules or agreement before giving classes. Some problems related to this were still noticed during this session, such as discipline, smalls fighting and noise.

Time management.

The time management was planned to 1 hour, However the teacher managed the time according to the lesson plan until the second activity, then it was impossible to observe the time management given the fact some activities took more time and others took less. Besides, the students asked the teacher to play “teléfono roto” and the teacher agreed to the demand.

Grouping.

Regarding to the grouping most of students showed good attitude toward the work group, However, when the cooperative activity was implemented some students avoid teamwork. One of student is not interested at all in the activities during the whole class. Besides, there are four or five students who has complicated relationships with their partners at the moment of work together, they fight, they argue and they do not want to be part of any group, they want to work alone. For this reason, in this class the students were grouped different from the first class in order to create a better team work atmosphere in classroom. Nevertheless, the difficulties for them to walk together emerged again. In general terms, despite of the problems mentioned before, the 4 groups they could achieve the goal of the activity. However, it is necessary to find new strategies to foster the learners to cooperate in the activities.
**Disruptive behavior.**

Disruptive behaviour during this class was evidenced. It was caused specifically by the learners’ noise, they do not pay attention to the teacher, so the teacher needs to ask until three times for silence, and some kids walk around the class.

**Teacher talking time vs. student talking time.**

The time for the teacher's talking time was followed by the time of student talking time. The teacher modeled the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their companions. The learners had the opportunity to express ideas or ask questions.

**Lesson planning.**

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.

Regarding to the lesson plan the pre-service teacher did not follow the lesson plan during the whole class, some activities took more time, some took less and the teacher agreed with the students to play “teléfono roto”, this activity was not included in the lesson plan. Therefore, the pacing and the smooth transitions were affected.
What went well?

- When the teacher modeled the vocabulary, it is repeated by all the class in chorus, they are engaged with the class.

- When the students worked in small groups on a task that demanded interaction, in this specific case, the activity when they made a line and went to the centre of the classroom to say a number, from 1 to 15, they exchanged information and made decisions.

- Most of the students are motivated towards the class, they enjoy the activities, especially activities related to videos and moving around the classroom.

What did not go well?

The teacher needs to be more confident, he needs to believe more in himself. In spite of the fact that he has a good voice, he needs to project it with energy. This factor affected the classroom management because at the beginning of the class the students sitting at the bottom of the classroom could not hear the explanations, the instructions or the request for silence. Regarding to the teamwork, some students have problems in their relationships, they do not want to work together and in this way, to group the students and giving instructions takes too much time.

What did you do differently?
Grouping the students in a different way could help to ease the tensions among the students. Another important aspect is to improve the pacing in order to keep the flow of the class, it means to keep the material always ready specially the video beam, the computer and TV set.

**Linguistic outcomes.**

Learners were exposed to the numbers from 1 to 20 by listening the teacher and repeating. Learners can say the numbers from 1 to 10 easily. They have problems saying the numbers from 11 to 20.

When the teacher presented the slides with numbers, it has a positive effect over the learners because the images helped them to link the animals with the numbers. According to Cameron (2001) children at this point are very visual and conceive the world in a concrete way not in an abstract way.

At the end of the lesson the children participated in a activity in which they play and practice what they learnt at the same time. As a result, the students used the numbers in a context in which they had to pronounce them to achieve a goal by groups.

**Appendix 11.**

Observation Format
Based on all previous considerations, I propose a class observation format to be used in the implementation of your project:

Class:  Emotions, 3    No of learners:  15 Age of learners:  8 - 12

Date: May 3\textsuperscript{th}, 2016    Length of class: 60 minutes

Name of the school: Institución educativa Rafael Uribe Uribe sede La Victoria

Aim of the lesson: Be able to identify the emotions taught

Observer’s name: Riki Caicedo

Pre-service teacher observed: Marcel Pardo Arevalo

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>N A</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLASS STAGES</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher model the task/activities that learners will do during the practice stage?</td>
<td>X</td>
<td></td>
<td></td>
<td>The teacher used the body language in order to solve doubts. He also use the gender of the students to clarify the pronouns of the students.</td>
</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td></td>
<td></td>
<td></td>
<td>The teacher gave the instructions as simple as possible and the students could understand the task. He used L1 in order to have a accurate aim.</td>
</tr>
<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td>X</td>
<td></td>
<td></td>
<td>The teacher used an engaging video and the students could feel identified due to the fact that was a seen movie for them.</td>
</tr>
<tr>
<td>Question</td>
<td>Action</td>
<td>Reason</td>
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<tr>
<td>Does the student-teacher check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>The teacher repeated the instructions the times necessary in order to let the students perform the activities correctly.</td>
<td></td>
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</tr>
<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The students had the motivation and they were engaged to participate in the activities proposed by the teacher.</td>
<td></td>
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</tr>
<tr>
<td>Are ground rules clearly established?</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Are the stages well-paced?</td>
<td>X</td>
<td>The stages were carried out mostly in a smooth way. The lesson was paced and no interruption was evidenced.</td>
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</tr>
<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>X</td>
<td>The time for student-teacher was appropriate in general, despite fact, some activities took longer than another.</td>
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</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td>The teacher gave the chance to the students to express themselves and to make the activities required, the teacher explicitly said the time corresponded for the activate activities.</td>
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</tr>
<tr>
<td>Does the student-teacher use different strategies to grouping learners?</td>
<td>X</td>
<td>The teacher did not used a specific strategy to make couples. The students were the one who chose to work with a partner.</td>
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</tr>
<tr>
<td>Does the student-teacher manage disruptive behaviour appropriately?</td>
<td>X</td>
<td>The teacher could check the progress of the students and the work that they were doing. They not presented disruptive behaviour in the class.</td>
<td></td>
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</tr>
<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>X</td>
<td>The teacher worked on the objectives given by the guia 22.</td>
<td></td>
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</tr>
<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td>The students could identify and understand the pronouns and some emotions correctly in English at the end of the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide a relaxing atmosphere to his class?</td>
<td>X</td>
<td>The teacher accommodate the whole group in order to make them more comfortable to watch the video and doing the pair work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?</td>
<td>X</td>
<td>The lesson does not included any different in learning style activity for each type the students, mainly because, the teachers doesn’t know the type of learning style of the students and it’s not the focus in the methodology.</td>
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</tbody>
</table>
Professional growth.

The pre-service teacher deals with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

Classroom management.

Time management.

The time management was planned to 1 hour and all the activities could be done. Nevertheless, the pre-video activity took longer than expected.

Grouping.

The grouping activity was done in couples and the students were allowed to chose the partner. The activity in pairs could be carried out with no problems. The aim in pair work was achieved. The only minor problem was one student who preferred to work alone. This student presents continues problems of social relations with their classmates.

Disruptive behaviour.

The students did not showed several disruptive behaviour in the class, they all were gathered into a location of the classroom and they were focused most of the time on the pre-service teacher teaching.

Lesson planning.

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.

Estándar General:

Participo en conversaciones cortas usando oraciones con estructuras predecibles.

Estándares Específicos:

Expreso en una palabra o frase corta como me siento.
Solicito a mi profesor y a mis compañeros que me aclaren una duda o me expliquen algo sobre lo que hagamos.

Hablo de las actividades que realicé habitualmente.

**Students’ responses**

**What went well?**

-When the teacher modeled the vocabulary, it is repeated by all the class in chorus, they are engaged with the class.
- Most of the students are motivated towards the class, they enjoy the activities, especially activities related to videos and activities that involve moving around the classroom.

**What did not go well?**

Some teacher activities took more time than expected, this affects time management in the lesson plan because it does not reflect what is expected to be in the format. Also the continuous rejection of cooperation of one student with their classmates.

**What did you do differently?**

Find a way to change the perception of the student who has not will to participate in class in grouping activities. Another issue to improve and change is the time management in class.

**Linguistic outcomes.**

The students were taught the adjectives proposed by the teacher, all of them related to emotions (happy, sad, angry, scared) They needed to use them with the pronouns (I, you, he, she, we, they) In order to achieve this, the teachers presented a clip form the movie “Inside-Out” and the students could recognize the emotions in it. Then the teacher remarked the adjectives used in the movie and make the face gesture correspondent to the emotion.

The students could performed well the last activity using the emotions and the pronouns using as example their couple partner using He or She if the case.

**Appendix 12.**
Class: BODY PARTS 4

No of learners: 16  Age of learners: 9-10

Date: may 5th 2016

Length of class: 1 hour

Name of the school: Rafael Uribe Uribe Sede la Victoria

Aim of the lesson: At the end of the lesson the learners will be able to recognize and express the different parts of the body using words like head, shoulders, knees, toes, eyes, ears, mouth, nose

Observer’s name: Luis Fernando Suarez Saldarriaga

Pre-service teacher observed: Riki Caicedo

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS STAGES</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Action</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Does the student-teacher lead the learners into the topic of the lesson by a clear introduction?</td>
<td>The teacher introduce the topic u showing to the students a video about the body parts</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher model the task/activities that learners will do during the practice stage?</td>
<td>X</td>
<td>Teacher explained the activity (work-search) through mimics before the students develop the task.</td>
</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td>X</td>
<td>The teacher asked the learners to recall previous vocabulary at the beginning of the lesson, recycling the topic of the</td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td>X</td>
<td>Sometimes the teacher needed to repeat the instructions or model them because the students did not understand what to do. E.G.: When the teacher explained last activity, he had to repeat them again because the students forgot what was the activity about.</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Observation</td>
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</tr>
<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td></td>
<td>The teacher used flashcards with the body parts. This helped the students practice the target vocabulary.</td>
</tr>
<tr>
<td>Does the student-teacher check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>Teacher asked randomly to students to repeat the body parts in order to check comprehension for instance:</td>
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<td>Teacher pointed out a flashcard: “Efrain what is this?”</td>
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<td></td>
<td></td>
<td>Efrain: “shoulders”</td>
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<td></td>
<td></td>
<td>Teacher pointed out another flashcard: “what is this?”</td>
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<tr>
<td></td>
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<td>Melany: “Head”</td>
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</tbody>
</table>
Do learners participate actively in the class?

Some students were not interested to participate in the activity planned to promote cooperative working. The reason for this is the relationships between them, some students do not get along with others, avoiding team working. One participant has illness problems, he does not participate in class very much. He shows low
| Are ground rules clearly established? | X | Ground rules were not clearly established causing disrupted behaviour like noise |
| Are the stages well-paced? | X | - The materials were always ready  
- The teacher presented the instructions visually (flashcards, gestures) |
<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>X</td>
<td>In spite of the fact that some activities such as “Guessing the body part” took more time than expected, and others less time (Showing flashcards) the teacher could develop all the activities proposed in the lesson plan.</td>
</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td>All the students participate actively when they have to mention the body parts</td>
</tr>
<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>X</td>
<td>The teacher formed two groups of students assigning a number.</td>
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<tr>
<td>Question</td>
<td>X</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>Does the student-teacher manage disruptive behaviour appropriately?</td>
<td>X</td>
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<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>X</td>
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</tr>
<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide a relaxing atmosphere to his class?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
| Does the student-teacher use strategies to fulfill the learners needs based on their learning styles? | X | -The teacher showed colored slides with parts of the body to practice the vocabulary for visual learners
Teacher use a settle activity as a wordsearch to check vocabulary comprehension.
In the last stage teacher developed a cooperative activity in which students have to walk from their place to the board |

**Professional growth.**

The pre-service teacher deal with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

**Classroom management.**
The pre-service teachers did not establish any ground rules or agreement before giving classes. Some problems related to this were still noticed during this session, such as discipline, smalls fighting and noise.

**Time management.**

The time management was planned to 1 hour, however the teacher managed the time according to the lesson plan until the second activity, then it was impossible to observe the time management given the fact some activities took more time and others took less.

**Grouping.**

When the cooperative activity was implemented some learners avoid teamwork. There are four or five students who have complicated relationships with their partners at the moment of work together, they fight, they argue and they do not want to be part of any group, they want to work alone. The 2 groups could reach the goal of the activity despite of the problems of cooperation. However, it is necessary to find strategies to encourage the learners to work in the group activities.

**Disruptive behavior:** Learners did not pay attention to the teacher, so the teacher needs to ask until three times for silence, and some kids walking around the class in spite of the fact the teacher called them more than one time by their names to remain silence.
Teacher talking time vs. Student talking time.

The time for the teacher's talking time was followed by the time of student talking time. The teacher modeled the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their companions. The learners had the opportunity to express ideas or ask questions.

Lesson planning.

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.

What went well?
A positive aspect was when the teachers showed the song “Head, shoulders, knees and toes”. The learners enjoyed singing and repeating the song. They asked to repeat the song one more time. Using songs is important because when the learners repeat the songs, they begin to understand the meaning of the words until it becomes a natural act. With this, students can understand the way English is used without even realizing they are learning. For coming sessions is important to include more songs and more tales because they encourage the learners to participate because in this way they enjoy the learning process.

What did not go well?

One of the things that did not go well was at the moment that the teachers presented the flashcards, the learners are anxious for participate and this cause discipline problems because the kids started to make noise and the teachers have to make an effort to keep the control. The teacher have to show disagreement face expressions and gestures. However, the activity was accomplished although it took more time than expected.
What did you do differently?

Another important aspect is to improve the pacing in order to keep the flow of the class, it means to keep the material always ready. For coming sessions at the moment of grouping students, it would be better to work in pairs or small groups. Harmer (1991) claimed that group and pair work allows the students to work in a conducting and facilitating environment. Given the fact that classroom management is a complex issue this group or pair work needs to be hand in hand with strong ground rules in order that the learners respect the class.

Appendix 13.

Class: Animals 5

N. of learners: 16 Age of learners: 9-10

Date: May 10, 2016

Length of class: 1 hour

Name of the school: RafaeUribe Uribe Sede la Victoria

Aim of the lesson: At the end of the lesson the learners will be able to: to identify and express some wild and domestic animals such as Monkey, zebra, lion, elephant, snake, pig, horse, dog, cat, mouse

Observer’s name: Marcel Pardo

Pre-service teacher observed: Luis Fernando Suarez
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
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<tbody>
<tr>
<td></td>
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<td>The teacher introduced the topic reading the</td>
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<td>tale “Sammy snake’s birthday party”</td>
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<td>T showed a set of flashcards with the</td>
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<td>different wild and domestic animals</td>
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<td>At the beginning of the class the teacher</td>
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<td></td>
<td></td>
<td>used the song “shoulders, knees”</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Comments</td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td>X</td>
<td></td>
<td>X and toes” This was the previous session topic</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td>X</td>
<td></td>
<td>Sometimes the teacher needed to repeat the instructions or model them because the students did not understand what to do or repeat the instructions in L1</td>
<td></td>
</tr>
<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td></td>
<td></td>
<td>The teacher used during the class flashcards with different animals in order to introduce the new vocabulary to the learners.</td>
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<tr>
<td>Does the student-teacher</td>
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<td></td>
</tr>
<tr>
<td>Question</td>
<td>X</td>
<td>Notes</td>
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<tr>
<td>check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>The teacher said: Lion and make gestures, the teacher asked. “what animal is this, the students said: Lion</td>
<td></td>
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</tr>
<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The learners participated actively in all the activities. Sometimes the teacher needed to encourage two students to participate because they do not want to do anything.</td>
<td></td>
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<tr>
<td>Are ground rules clearly established?</td>
<td>X</td>
<td>Ground rules were not clearly established causing disrupted behaviour like noise</td>
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<tr>
<td>Question</td>
<td>X</td>
<td>Note</td>
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<tr>
<td>Are the stages well-paced?</td>
<td>X</td>
<td>-The materials were always ready</td>
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<td></td>
<td></td>
<td>-The teacher presented the instructions visually (flashcards, gestures)</td>
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<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>X</td>
<td>Some activities took more time and others less than the time was expected in the lesson plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td>All the students participate actively when they have to say the animals in all the activities.</td>
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<tr>
<td>Question</td>
<td>Observation</td>
<td>Notes</td>
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<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>The teacher formed 4 groups of students by number them</td>
<td>X</td>
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<tr>
<td>Does the student-teacher manage disruptive behaviour appropriately?</td>
<td>The class was interrupted by some noisy students. Sometimes the students were stand close to the board and the teacher had to ask for silence.</td>
<td>X</td>
<td></td>
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<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>The standards are included in the lesson plan from La guia 22”</td>
<td>X</td>
<td></td>
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<tr>
<td></td>
<td>Some learners knew already the</td>
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<td></td>
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<tr>
<td>Question</td>
<td>X</td>
<td>Answer</td>
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<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td>animals, the others who did not know the numbers learnt them through the modeling of the teacher and the practice. They could identify the animals through the pictures.</td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher provide a relaxing atmosphere to his class?</td>
<td>X</td>
<td>Teacher smile to the students</td>
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<td></td>
<td></td>
<td>Eye contact</td>
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<td></td>
<td></td>
<td>Teacher put attention to all the students</td>
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<tr>
<td>Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?</td>
<td>X</td>
<td>-The teacher showed colored slides with animals to practice numbers for visual learners</td>
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<td></td>
<td></td>
<td>-In the activity stage the students needs to move from their groups to the front of the class to say an animals’ name</td>
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<tr>
<td></td>
<td></td>
<td>The students sang the song shoulders</td>
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</tbody>
</table>
Professional growth.

The pre-service teacher deal with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

Classroom management.

The pre-service teachers did not established any ground rules or agreement before giving classes. Some problems related to this were still noticed during this session, such as discipline, smalls fighting and noise.

Time management.

The time management was planned to 1 hour, However the teacher managed the time according to the lesson plan.

Grouping.

Regarding to the grouping most of students showed good attitude toward the work group, However, when the cooperative activity was implemented some students avoid teamwork.
mentioned before, the 4 groups could work without problems. They could achieve the goal of the activity.

**Disruptive behavior.**

Regarding to discipline, this is a noisy group, the teachers had to called some students by their names, and made them to change their place in order to keep the control of class.

**Teacher talking time vs. student talking time.**

The time for the teacher's talking time was followed by the time of student talking time. The teacher modeled the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their companions. The learners had the opportunity to express ideas or ask questions.

**Lesson planning.**

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.

**What went well?**

In first place, the use of the song “shoulders, knees and toes” as a warm up worked because the students enjoy singing song and touching the different body parts. These activities always help the learners to wake up and catch their attention towards the lesson.
Another positive aspect was the use of tales as engage. The tale “Sammy snake’s birthday party” helped the learners to recall vocabulary from previous sessions. Besides, when the teachers use tales, most of the students like to participate, they ask questions and like to guess the words that the teachers highlight while is telling the tale. For instance, “Teacher cual es ese animal” the teacher says “lion”, the students repeat “lion”.

What did not go well?

Regarding to the classroom management, one of the aspects that did not go well was the organization of the students at the moment of presenting the flashcards because all the children came close to the board and there was not enough space between the teachers and the learners. As a result, the students started to make noise and the students that were sitting back started to walk around.

What did you do differently?

Sitting close to the students at the moment of telling a tale in order to avoid disruptive behaviour. For coming sessions we should include tales and songs in the lesson and prepare more activities to foster the students to speak more.
Linguistic outcomes

The activity in which the teacher stuck Ts will stick the pieces of paper hiding the word that is in front. This activity provided the learners opportunities to practice speaking. At the end of the activity all of them wanted to participate and we can notice the good performance of some students at the moment of pronounce the vocabulary related to animals.

Appendix 14.

Class: Prepositions 6

No of learners: 16 Age of learners: 9-10
**Date:** May 20th 2016

Length of class: 1 hour

Name of the school: RafaeUribe Uribe Sede la Victoria

**Aim of the lesson:** At the end of this lesson, the students should be able to recognize the most basic prepositions of place (in, on, under, in front of, behind, between and next to) and use them properly with the expressions “there is” and “there are”

Observer’s name: Luis Suarez

Pre-service teacher observed: Marcel Pardo

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
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<table>
<thead>
<tr>
<th>CLASS STAGES</th>
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<tbody>
<tr>
<td>Does the student-teacher lead the learners into the topic of</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Question</td>
<td>Yes/No</td>
<td>Notes</td>
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<tr>
<td>Does the lesson begin with a clear introduction?</td>
<td></td>
<td>The teacher introduced the topic of playing a game in which he hid objects in the classroom.</td>
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</tr>
<tr>
<td>Does the student-teacher model the task/activities that learners will do during the practice stage?</td>
<td>X</td>
<td>The teacher took out some puppets and toys from a box. The teacher presented the objects, modelled the words, and asked the students to repeat them.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher encourage the learners to recall what they learnt in previous lesson(s)?</td>
<td>X</td>
<td>This was not evident in this class.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
<td></td>
<td>Sometimes the teacher needed to repeat the instructions or model them because the students did not understand what to do or repeat the instructions in L1.</td>
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<tr>
<td>Question</td>
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</tr>
<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td>X</td>
<td>The teacher used different objects such as puppets, pen, colors, notebooks and toys in order to introduce the prepositions to the learners.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher check learners’ comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>The teacher said: Minnie mouse is on the table and make gestures, the teacher asked. “where is Minnie Mouse?, the students said: On the table.</td>
<td></td>
</tr>
<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The learners participated actively in all the activities. Sometimes the teacher needed to encourage the students to</td>
<td></td>
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<tr>
<td>Question</td>
<td>Response</td>
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<tr>
<td>Participate because they get distracted easily.</td>
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<tr>
<td>Are ground rules clearly established?</td>
<td>x</td>
<td>Ground rules were not clearly established causing disrupted behaviour like noise</td>
<td></td>
</tr>
<tr>
<td>Are the stages well-paced?</td>
<td>x</td>
<td>- The materials were always ready</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- The teacher presented the instructions using realia (objects inside the classroom, puppets and toys)</td>
<td></td>
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<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>x</td>
<td>Some activities took more time and others less than the time was expected in the lesson plan.</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>Notes</td>
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</tr>
<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>X</td>
<td></td>
<td>not all the students participated actively when they have to say the prepositions. It seems that is difficult for most of them.</td>
</tr>
<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>X</td>
<td></td>
<td>The teacher formed 2 groups of students by number them</td>
</tr>
<tr>
<td>Does the student-teacher manage disruptive</td>
<td>X</td>
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<tr>
<td>Question</td>
<td>Yes/No</td>
<td>Notes</td>
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<tr>
<td>behaviour appropriately?</td>
<td></td>
<td>The class was interrupted by some noisy students. Teachers has to ask for silence constantly.</td>
<td></td>
</tr>
<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>X</td>
<td>The standards are included in the lesson plan from La guia 22”</td>
<td></td>
</tr>
<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td>The learners show difficulties on learning the prepositions.</td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide a relaxing</td>
<td>X</td>
<td>-Teacher smile to the students</td>
<td></td>
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</tbody>
</table>
atmosphere to his class?  

|  
|---|---|---|
|   |   |   |
| Eye contact | Teacher put attention to all the students |
|  
|  
| Does the student-teacher use strategies to fulfill the learners needs based on their learning styles? | X | -The teacher showed objects |
|   |   | The learners jumped and moving around the classroom during the activity called “patos al agua” |

**Professional growth.**

The pre-service teacher deal with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

**Classroom management.**

The pre-service teachers did not established any ground rules or agreement before giving classes. Some problems related to this were still noticed during this session, such as discipline, smalls fighting and noise.
Time management.

The time management was planned to 1 hour, However the teacher managed the time according to the lesson plan. I The time management needs improvement giving the fact that some activities took more time than expected and other took less.

Grouping.

Regarding to the grouping most of students showed good attitude toward the work group, However, when the cooperative activity was implemented some students avoid teamwork. Mentioned before, the group could work without problems. They could achieve the goal of the activity
Disruptive behavior.

This class had few discipline problems, except for two or three students that were moving around the classroom all the time and sometimes children made too much noise but the teachers could control these situations, asking for silence or calling the students by their names.

Teacher talking time vs. Student talking time.

The time for the teacher's talking time was followed by the time of student talking time. The teacher modeled the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their classmates. The learners had the opportunity to express ideas or ask questions.

Lesson planning.

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.
What went well?

In first place, it is important during each class to develop at least one kinesthetic activity. In this case, at the beginning of the class the teacher played the game “patos al agua” in order to prepare the students for the lesson. It is fundamental to include this kind of activities because it raises energy levels and also relax less inhibited students.

What did not go well?

Regarding to the classroom management, one of the aspects that did not go well was the topic, the teacher used too many prepositions and it is a difficult topic for young learners. Most of the students showed difficulties at the moment of practice the prepositions, they looked unmotivated, some of them were not interested in the topic because they did not understand when to use the prepositions.

What did you do differently?

For the prepositions, it is neccesary to teach one or two prepositions, no more, because it is a difficult topic for young learners. Besides, they need to practice the prepositions too much before to use them in real context.
Linguistic outcomes

The learners show difficulties in the use of the vocabulary presented. Therefore it is necessary to review the topic next session.

Appendix 15.

Class: ___English_______________________

No of learners: ___16_______________ Age of learners: ___9-10___

Date: ____May 18 2016_____________________________________

Length of class: 1 hour

Name of the school: RafaeUribe Uribe Sede la
Victoria____________________________________________________

Aim of the lesson: At the end of the lesson the learners will be able to recognize the most basic prepositions of place (in, on, under, in front of, behind, between and next to) and use them properly with the expressions “there is” and “there are”

________________________________________________________________________

Observer’s name: Luis Fernando Suarez
Saldarriaga____________________________________________________

Pre-service teacher observed: Marcel Pardo_______________________
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>YES</th>
<th>NO</th>
<th>NA</th>
<th>EVIDENCES</th>
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<tr>
<td>CLASS STAGES</td>
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<tr>
<td>Does the student-teacher lead</td>
<td>X</td>
<td></td>
<td></td>
<td>The teacher introduce the topic writing on the board some vocabulary to</td>
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<tr>
<td>lead the learners into the</td>
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<td>the students and asked them to repeat.</td>
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<tr>
<td>topic of the lesson by a</td>
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<tr>
<td>clear introduction?</td>
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<tr>
<td>Does the student-teacher</td>
<td>X</td>
<td></td>
<td></td>
<td>Teacher explained the activity through performing some movements before</td>
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<tr>
<td>model the task/activities</td>
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<td>the students develop the task.</td>
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<td>that learners will do during</td>
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<tr>
<td>the practice stage?</td>
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<td>Does the student-teacher</td>
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<td>encourage the learners to</td>
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<td>X</td>
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<td>recall what they learnt in previous lesson(s)?</td>
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<tr>
<td>Does the student-teacher give clear instructions for tasks/activities to the learners?</td>
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<td>X</td>
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<tr>
<td>Sometimes the teacher needed to repeat the instructions or model them because the students did not understand what to do.</td>
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<tr>
<td>Are the teaching resources well prepared and helpful?</td>
<td>X</td>
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<tr>
<td>The teacher used during the class the board to write the prepositions of the place. The board was useful due to helped the students to practice the target vocabulary.</td>
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<td>Does the student-teacher check learners’</td>
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<td>Teacher asked randomly to students to repeat propositions of the place in order to check comprehension for instance:</td>
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<tr>
<td>Question</td>
<td>X</td>
<td>Response</td>
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<tr>
<td>comprehension of the new topic of the lesson?</td>
<td>X</td>
<td>Teacher pointed out a flashcard: “Efrain what is this?”</td>
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<td></td>
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<td>Efrain: “ in”</td>
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<td>Teacher pointed out another flashcard: &quot;what is this?&quot;</td>
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<td>Melany: “next to”</td>
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<tr>
<td>Do learners participate actively in the class?</td>
<td>X</td>
<td>The learners participated actively in all the activities except two students who has difficulties to work in group and they do not want to be part of any activity.</td>
<td></td>
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<tr>
<td>Are ground rules clearly established?</td>
<td></td>
<td>Ground rules were not clearly established causing disrupted behaviour like noise</td>
<td></td>
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<tr>
<td>Question</td>
<td>Observation</td>
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<tr>
<td>Are the stages well-paced?</td>
<td>- The materials were always ready&lt;br&gt;- The teacher presented the instructions visually (movements)</td>
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<tr>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Does the student-teacher manage time appropriately?</td>
<td>Some activities took more time and than the time expected in the lesson plan. Also, the computer room influenced because students wanted to use the computers</td>
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<tr>
<td></td>
<td>X</td>
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<tr>
<td>Does the student-teacher provide enough time for the learners to participate?</td>
<td>Most of the students participated actively when they have to mention the preposition of the place</td>
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<tr>
<td></td>
<td>X</td>
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<tr>
<td>Question</td>
<td>Yes/No</td>
<td>Description</td>
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<td></td>
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<tr>
<td>Does the student teacher use different strategies to grouping learners?</td>
<td>X</td>
<td>The teacher divided into two groups in order to make students play a game.</td>
<td></td>
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</tr>
<tr>
<td>Does the student-teacher manage disruptive behaviour appropriately?</td>
<td>X</td>
<td>The class was interrupted by some noisy students. When the learners were noisy, the teacher said “Silence please”, “Siéntense” or “pay attention, please” the students obeyed although sometimes was difficult for the teacher to maintain the control during the activities due to the arraignment of the computers rooms</td>
<td></td>
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</tr>
<tr>
<td>Are the standards to teach English appropriately included in the lesson planning?</td>
<td>X</td>
<td>The standards are included in the lesson plan from La guia 22”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Yes/No</td>
<td>Notes</td>
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</tr>
<tr>
<td>Do learners show progress in the language learning process?</td>
<td>X</td>
<td>Some learners seemed to understand the prepositions, the others who did not know prepositions of the place repeated them through the modeling of the teacher and the practice. Some students showed difficulties to remember some words even when the teacher performed some movements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher provide a relaxing atmosphere to his class?</td>
<td>X</td>
<td>Teacher smiled to the students. Teacher put attention to all the students and teacher praised the learners when they did a good job, saying ‘‘good job’’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student-teacher use strategies to fulfill the learners needs based on their learning styles?</td>
<td>X</td>
<td>-The teacher wrote on the board with red color to practice the vocabulary for visual learners and used a video to activate their listening skills. Teacher used stirring activities such as games to encourage the students to get the vocabulary.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the last stage teacher developed a cooperative activity in which students have to hunt some clues.

**Professional growth.**

The pre-service teacher deal with serial factors in the classroom, the observer is going to take into account some aspect regarding to professional growth.

**Classroom management.**

The pre-service teachers did not established any ground rules or agreement before giving classes. Some problems related to behavior were still noticed during this session, such as discipline, and noise.

**Time management.**

The time management was planned to 1 hour, However the teacher managed the time according to the lesson plan until the second activity, then, the time management was not control pretty well given the fact some activities took more time than the required.

**Grouping.**
When the cooperative activity was implemented some learners avoid teamwork. There are four or five students who has complicated relationships with their partners at the moment of work together, they fight, they argue and they do not want to be part of any group, they want to work alone. The 2 groups could reach the goal of the activity despite of the problems of cooperation. It is necessary to find strategies to encourage the learners to work in the group activities.

**Disruptive behavior.**

Sometimes learners did not pay attention to the teacher, so the teacher needs to asked until three times to be quiet, and some kids were walking around the class in spite of the fact the teacher called them more than one time by their names to remain silence.

**Teacher talking time vs. student talking time.**

The time for the teacher's talking time was followed by the time of student talking time. The teacher modeled the lessons in order to the students replicate the activity. The pre-service teachers gave instructions to the students and the students performed it with their companions. The learners had the opportunity to express ideas or ask questions.

**Lesson planning.**

The aims and achievements of the lesson planning were based on the guía 22 of the Colombian ministry of education.

**Estándar General:**
☐ Hablo en inglés, con palabras y oraciones cortas y aisladas, para expresar mis ideas y sentimientos sobre temas vistos.
☐ Participo en conversaciones con pronunciación clara y buena Entonación.

Estándares Específicos:

-Sigo y doy instrucciones básicas cuando participo en juegos conocidos.

-Verifico la ortografía de las palabras que escribo con frecuencia.

-Busco oportunidades para usar lo que sé en inglés.

-Puedo saludar de acuerdo con la hora del día, de forma natural y apropiada.

-Expreso en una palabra o frase corta, cómo me siento.

-Comprendo información personal proporcionada por mis compañeros y mi profesor.

-Participo en juegos y actividades siguiendo instrucciones simples.

What went well?
-When the teacher modeled the vocabulary, it is repeated by all the class in chorus, they are engaged with the class.

-Most of the students are motivated towards the class, they enjoy the activities, especially activities related to videos and activities that involve moving around the classroom.

-The students who did not want to participate in the previous sessions, are engaged with the activity “Classroom Clue Hunt”. They are finding the clues with their classmates. They seems to be engaged with the activity. They showed less resistance to work in groups.

**What did not go well?**

The change of classroom, institutional day and lack of a pacing affected the discipline among the students. Firstly, due to unavailability of the 4 grade classroom. The class was done in the computer room. The organization of the room was not suitable to perform activities planned, the tables and the computers obstructed the students movement and this cause that the students made too much noise. They did not follow instructions. Besides, some activities were developed in the backyard and the students were not attentive because there were any school activity, Therefore, it was hard for the teachers to control the learners and carrying out the activities under normal conditions.

**What did you do differently?**

Grouping the students in a different way could help to ease the tensions among the students. Another important aspect is to improve the pacing in order to keep the flow of the class, it means to keep the material always ready specially the video beam, the computer and TV set.
Linguistic outcomes

Learners were exposed to the prepositions of place by listening the teacher and repeating. Learners can say the prepositions easily. Some of the students have problems saying the prepositions.

When the teacher presented videos, it has a positive effect over the learners because the images helped them recognize the prepositions of place. According to Cameron (2001) children at this point are very visual and conceive the world in a concrete way not in an abstract way.

At the end of the lesson the children participated in an activity in which they play and practice what they learnt at the same time. As a result, the students used the prepositions in a context in which they had to pronounce them to achieve a goal by groups.

Appendix 16.

Pictures and videos from assessment sesión class number 8

Video speaking assessment sesión number 8 (May 18, 2016):
Pictures assessment sesión number 8 (May 18, 2016):
Match the animals with the correct number.

- Lion
- Cat
- Dog
- Elephant

Numbers:
- One
- Two
- Three
- Four

Instructions:
Match the animals with the correct number.