THE ADAPTATION AND IMPLEMENTATION OF SEMI-AUTHENTIC MATERIAL FOR LISTENING ACTIVITIES ON PRIMARY STUDENTS IN A PUBLIC SCHOOL OF PEREIRA

ELIANA PATRICIA ARIAS GOMEZ

SEBASTIAN BLANDON HENAO

MANUEL ALEJANDRO LOPEZ BETANCOURTH

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

FACULTAD DE BELLAS ARTES Y HUMANIDADES

LICENCIATURA EN LENGUA INGLESÁ

PEREIRA 2017
THE ADAPTATION AND IMPLEMENTATION OF SEMI-AUTHENTIC MATERIAL FOR LISTENING ACTIVITIES ON PRIMARY STUDENTS IN A PUBLIC SCHOOL OF PEREIRA

ELIANA PATRICIA ARIAS GOMEZ
SEBASTIAN BLANDON HENAO
MANUEL ALEJANDRO LOPEZ BETANCOURTH

Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en Lengua Inglesa

Asesor: Ronald Alan Perry

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA
PEREIRA 2017
I want to give special thanks to the creator of the world, because without his help all this project would not be possible. I also want to thank my advisor and his patience towards our lack of knowledge and impatience. “Everything comes to an end and suffering cannot last forever”, I kept repeating those words to my everlasting friends. Even when we faced personal problems and we fought each other, several times our friendship will last forever and we will never forget this experience of becoming professionals. Finally, I want to thank my mother and grandmother for providing me everything with love and dedication.

Manuel Alejandro Lopez

First, I want to express my sincere gratitude to my thesis partners and partners in crime Alejandro and Sebastian for their company, friendship and their effort in the development of this project. I also want to thank to our thesis advisor Ronald Perry for his patience and guidance during this process of learning and academic growth. Finally, I want to thank to my parents for showing me that achievements in life are reached by hard work, witness and perseverance. Thank you for your unconditional and incessant support, for always believing on me and for making of me a good and responsible person. They are my major model of witness, kindness and love.

Eliana Arias Gómez
Firstly, I would like to express my sincere and deepest appreciation to everyone who supported me throughout this process.

I would like to thank God for granting me patience, courage and strength to continue doing my best at university. In addition, I would like to express my sincere gratitude to my advisor Prof. Ronald Perry for the continuous support of my project; for his patience, motivation, and immense knowledge.

To my friends and academic partners Eliana Arias, Manuel Lopez, as well as my closest friend Laura Serna for their support, patience throughout this process and for being unconditional since the beginning.

To all the professors of the program, I am thankful for their aspiring guidance, invaluably constructive criticism and friendly advice during these years.

To my parents who made it possible for me to study and to grow both personally and professionally. I really appreciate all the support and guidance, as well as to remind me that with effort and responsibility everything is possible.

Sebastian Blandon Henao
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>8</td>
</tr>
<tr>
<td>RESUMEN</td>
<td>9</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>10</td>
</tr>
<tr>
<td>JUSTIFICATION</td>
<td>13</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>16</td>
</tr>
<tr>
<td>Learning objectives</td>
<td>16</td>
</tr>
<tr>
<td>Teaching objectives</td>
<td>16</td>
</tr>
<tr>
<td>THEORETICAL FRAMEWORK</td>
<td>17</td>
</tr>
<tr>
<td>Semi-authentic material</td>
<td>17</td>
</tr>
<tr>
<td>Unsuitable material level</td>
<td>18</td>
</tr>
<tr>
<td>Too long or short</td>
<td>18</td>
</tr>
<tr>
<td>Explore material relevancy</td>
<td>19</td>
</tr>
<tr>
<td>Adapt for specific use</td>
<td>19</td>
</tr>
<tr>
<td>LEVELS FOR MATERIAL ADAPTATION</td>
<td>20</td>
</tr>
<tr>
<td>Macro adaptation</td>
<td>21</td>
</tr>
<tr>
<td>Adaptation of specific activities</td>
<td>21</td>
</tr>
<tr>
<td>Specific adaptation</td>
<td>21</td>
</tr>
<tr>
<td>Omission</td>
<td>21</td>
</tr>
<tr>
<td>Reduction</td>
<td>21</td>
</tr>
<tr>
<td>Extension</td>
<td>21</td>
</tr>
<tr>
<td>Rewriting/Modification</td>
<td>22</td>
</tr>
<tr>
<td>Replacement</td>
<td>22</td>
</tr>
</tbody>
</table>
Re-ordering ................................................................. 22
LISTENING SKILL ....................................................... 22
TYPES OF LISTENING .................................................. 23
IMPORTANCE OF STRATEGIES FOR TEACHING LISTENING ..... 23
Top-down ................................................................. 24
Bottom-up ................................................................. 24
LITERATURE REVIEW .................................................. 25
METHODOLOGY .......................................................... 28
Context ................................................................. 28
Participants ............................................................. 28
Design ................................................................. 29
Implementation ......................................................... 30
Assessment ............................................................ 31
ANALYSIS OF RESULTS ................................................. 33
Reflection .............................................................. 33
Lesson planning ....................................................... 34
Challenges and strengths ........................................... 34
Aspects to improve ..................................................... 35
STUDENTS’ RESPONSES .............................................. 35
Students’ reactions .................................................... 36
Students’ Attitudes ..................................................... 36
Linguistic outcomes .................................................. 37
Linguistic profile ....................................................... 37
Language development ............................................. 38
MATERIAL DESIGN IMPACT ......................................... 40
ABSTRACT

This classroom project aims at the implementation of semi-authentic material to promote and reinforce listening skills and the understanding the content of listening tasks proposed in classes to students. The project focusses on the importance of developing listening skills through the use of semi-authentic activities. The participants in this project were thirty-four third grade students in a public school in Pereira, Colombia. During a period of two months, in sessions of two hours per week, students were exposed to semi-authentic listening material adapted to activities in which they carried out tasks with worksheets. Most of the classes included different types of listening tasks which allowed the practitioners to evaluate the learners’ listening skills. In most of the tasks, learners showed interest in the activities by showing smiling faces, especially when they were going to watch and listen to a video that was of their preference. For instance, a well-known movie, a cartoon or a song. Some of the activities implemented showed that most of the students took risks by answering the workshops by themselves despite their weaknesses in the listening skill and the language.
RESUMEN

El presente proyecto de aula propende por la implementación de material semi-auténtico con el fin de promover y reforzar de una manera más efectiva el entendimiento de las actividades de escucha por parte de los estudiantes. Dicho proyecto incluyó además en las diferentes sesiones llevadas a cabo las diferentes habilidades del idioma inglés. La población envuelta en este proyecto constó de 34 estudiantes de grado 3ro de una institución educativa de carácter público en la ciudad de Pereira, Colombia. Los estudiantes estuvieron expuestos durante las diferentes sesiones a material semi-auténtico en las actividades de escucha por un periodo de dos meses, dos horas a la semana en las cuales ellos llevaron a cabo diferentes actividades con hojas de trabajo “worksheets”. De igual forma, los docentes en formación en desarrollo de este proyecto de aula, emplearon algunas estrategias para la recolección de evidencia que permitiera la reflexión y de ese modo analizar los resultados obtenidos por los estudiantes durante todo el proceso. Acerca de los resultados, es importante destacar aspectos positivos como el crecimiento de la motivación de los estudiantes, la participación de los estudiantes en la clase y la comprensión frente a las actividades de escucha presentadas durante las diferentes sesiones. Lo anterior puede llevar a la ampliación de este tipo de proyectos en futuras clases con el fin de llevar a los estudiantes a reforzar su nivel de inglés partiendo de una habilidad tan importante como la de escucha. Por otro lado, desarrollar nuevas técnicas y estrategias que unidas a las de este proyecto ayude a la enseñanza y aprendizaje del inglés como lengua extranjera.
INTRODUCTION

People’s exchange of information, business, friendship and commerce play an important role in society nowadays. The necessity for communicating and learning a second language has become a priority for the Colombian government. English is that international language. Mahu (2012) argues that the benefits of learning and mastering English goes beyond the four corners of one’s own country. English is one of the most spoken languages around the world. Taking this fact into account, the Colombian Ministry of Education has established that children in state and private schools in Colombia have to learn English so that they will be bilingual when they graduate from high school.

The Colombian Ministry of Education has designated a guide for educational institutions to follow when teaching English: “Guía No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés” included in a bilingual program “Programa Nacional de Bilingüismo Colombia 2004- 2025” which aims at having bilingual high school graduates achieve a B1 level as defined by the Common European Framework.

The aim of this project is to analyze how the listening skill is improved through the use of semi-authentic material. We took into account the four skills but paid careful attention to providing listening input by means of material designed by us.

This classroom project is divided into different components that give sense to all the process. The justification specifies the purpose of this classroom project. Secondly, the learning and teaching objectives help determine the effectiveness of the use of semi-authentic material as well as the students’ improvement of the listening skill. The design and implementation of this
project was concerned with students’ understanding of the oral messages transmitted through the use of voice recordings and videos adapted to their likes, interests, and environment. The participants of the classroom project were thirty-four third grade students in a public school of Pereira. One of the pre-service teachers was in charge of implementing the lesson plans while the other two were in charge of observing and reflecting on students’ behavior, classroom management, linguistic outcomes and students’ artifacts. The results of the implementation showed that learners seemed to feel at ease, and participated in activities by singing, smiling and pointing at the screen when listening to the recordings, songs and videos about their favorite cartoons or movies. The use of attractive semi-authentic material such as videos, voice recordings and songs, increased students’ motivation, and improved their performance in listening tasks. Despite the fact that they were not familiar with this kind of activities, they showed understanding of the instructions and the videos presented. When questions were asked, some of them shouted the answers aloud. In some of the tasks, they showed such an over excitation that all of them wanted to participate. One example of this was the students’ willingness to watch carefully the video presented about the movie called “Monsters Inc” and create their own monster and write its characteristics in order to present it in front of the class. It was observed that they felt excited because they started creating their own monsters with crazy characteristics such as two heads, five eyes, four legs, etc. and eagerly showed these to their classmates. This positive attitude on the part of students helped them to improve their language skills, especially the listening and speaking skills.

The activities encouraged them to use part of the vocabulary learned in the target language. This led us to identify some pedagogical implications that may contribute to the education field; for example, that teachers should use attractive semi-authentic material in
listening activities, and also that it is necessary to provide interesting input in order to stimulate learners to produce meaningful output. In conclusion the implementation and use of semi-authentic listening material contributed to the improvement of learners’ foreign language listening skills and oral production, and in their attitudes about learning a language.
JUSTIFICATION

Some of the most common tools used by teachers for listening activities are recordings, songs and videotapes. Teachers rely on the use of these elements for supporting their teaching process and students’ learning, due to the fact that the use of materials exposes learners to multiple means of engaging in different activities and tasks. Studies about how to design materials for EFL classes have been conducted in several contexts different from the one this project worked on. One important feature to take into account is that semi-authentic materials may serve as aids in developing communicative competence in students since they can be adjusted in order to present realistic and suitable language that students imitate later, to contextualize language activities for them and to foster an adequate cultural understanding. Nash (1999) states that teaching through the use of semi-authentic materials facilitates language learning, and it also provides some tools for facilitators to motivate learners to participate in real life communications.

English has become a national priority for the Colombian government. Reports published by numerous international organizations have shown the great effort that the government has made in order to strengthen the foreign language learning and teaching process.

A report published by the British Council (2012) indicated that the Colombian government has taken important steps towards the implementation of English policies that can contribute to the improvement of the language proficiency. However, there are many factors that are interfering with the advancement of English language proficiency in Colombian schools, such as lack of resources and materials for teaching English; also, the challenges faced by people
who live in the lower socioeconomic strata and the lack of teachers with good language proficiency. Meanwhile, the National Bilingual Programme (PNB), now the Foreign Languages Competencies Development Programme (PFDCLE) and the Colombian government’s plan, “Colombia Very Well”, established by the Colombian government aims at increasing the level of English proficiency. It thus deals with the challenge of making the population competent in English. The “Colombia Very Well” program was a crucial aspect to consider when designing the plan for this project. This Colombian plan for bilingual education promotes the academic formation of about nine thousand five hundred language teachers in all parts of Colombia through different strategies that aim for the improvement of the level of English proficiency in students of public and private institutions and the fulfillment of the goals proposed by the government.

This project aimed at developing and implementing semi-authentic listening materials in English classes. Additionally, it aimed at solving the difficulties involved in finding appropriate audio and audio-visual resources, and also at finding ways to appropriate these materials, since copying from copyrighted material may involve legal problems. Moreover, it aimed at the adaptation of materials to local contexts and needs. It entails an enormous process of documentation and the design of effective resources. Lynch (2007) argues that the principal factor that makes tasks and activities less effective is that sometimes the teachers are compelled to use materials imposed by authorities. Teachers have to adapt the materials they are using if they want their teaching to be more effective and more interesting.

This project arose from the need for having adequate and enriching materials for listening classes adapted to students’ needs; also, for presenting students with real use of the language in the classroom. This project focused on the listening skill given the fact that it requires more than
just the ability to absorb information from someone else.

Listening is an active process by which we make sense of, assess, and respond to what we hear. Howatt and Dakin (1994) state that some teachers think that listening is the easiest skill to teach, whereas most students think it is the most difficult to improve. This contradiction tells us that there are some issues about teaching listening that need to be explored. Perhaps those who say it is “the easiest to teach” mean that it does not require much lesson preparation and all they need to do is play the tapes and test the students’ comprehension.

This project aimed at increasing the students’ understanding of listening content and also at discovering how different factors such as different proficiency levels may affect learners’ participation, attitude and consequently performance during the implementation of classes with semi-authentic materials, since facilitators realize that it is very difficult to find dynamic and coherent material appropriate to specific contexts. Moreover, we hoped to propose criteria for the design of material adjusted to the context where we are teaching.
OBJECTIVES

TEACHING

- To determine the effectiveness of the implementation of semi-authentic listening activities during EFL lessons
- To develop students' awareness of the listening process and listening strategies by using semi-authentic materials.

LEARNING

- To comprehend messages transmitted in English from voice recordings of semi-authentic material.
- To improve listening skills through exposure to carefully selected semi-authentic materials.
THEORETICAL FRAMEWORK

This classroom project aims to offer a clear perspective on the use of semi-authentic material, considering that the effective design, adaptation and use of semi-authentic material implies a detailed understanding of the listening skill as well as strategies for teaching listening.

Semi-authentic material

English language teachers must carefully select methods and materials in order to help students achieve specific goals in the advancement of their listening skills. Semi authentic materials are understood as prepared materials that have been changed in certain aspects so that they become appropriate for specific purposes, learners, teachers and situations. Masuhara (2004) argues that this implies considering the learner's context, learning styles and attitudes when taking existing material to adapt it for pedagogical purposes in an EFL setting. We have to create strategies to adapt materials to specific teaching contexts. Robin & Greenhalgh (2007) state that even when teachers have a preference towards the use of authentic material, it is better to adapt it for listening classes according to students’ contexts since this kind of material can make classes, activities and students’ learning more practical, more active and less stressful. It is “safer” as students are not in a real context have the possibility to make mistakes without consequences.

Lynch (2007) states that selecting suitable listening materials and adapting them is important given the fact that authentic materials are spontaneous, and natural and they cover a huge field of styles from formal to colloquial. Adapted materials, while not completely authentic, can truthfully reflect real life language and narrow the distance between learners and
authentic language. For this reason, language teachers should always consider using semi-authentic materials in their classrooms.

Lynch (2007) enumerated some reasons why adapting materials brings gains for both language learners and language teachers. He cites some reasons why we need to adapt authentic materials and transform them into semi-authentic:

1.1.1. Unsuitable Material Level.

Materials may not be appropriate to the learners’ needs. In the case of beginner learners, we need to make the vocabulary simple and the contextual elements we are providing them as well. The use of extensive grammar and difficult structures sometimes may be presented in authentic language passages. Adjustments, then, would likely be necessary in the way of glossaries, key word definitions or pre-teaching of vocabulary. Authentic materials are usually produced for native speakers. This often means that an adjustment is required before we can make effective use of the materials.

1.1.2. Too long or short.

Lessons and the study sessions are always controlled by time. If we need an activity for a short classroom practice activity, a longer authentic language task might need to be shortened to make it fit into our lesson’s context. A shorter activity may need additions in the way of activities or discussions to flesh out its usefulness in the classroom setting.
1.1.3. **Explore Material Relevancy.**

Using language in specific contexts to provide meaningful input and elicit meaningful output from the learners is a key aspect of foreign language learning. If material has obvious relevance for the learners, it will be that much less difficult for them to learn it.

1.1.4. **Adapt For Specific Use**

When using authentic materials in listening tasks we need to consider that we will work on specific grammar issues in specific contexts, so we have to adapt materials that could compensate those grammar issues or structural elements that help students to master and handle their listening.

Good teachers are always adapting the materials they are using to meet the need of the students, the context, the teaching objectives and the methodology (Nation, 2009). As Lynch (2013, p. 93) puts it, ‘if a teacher decides that a particular set of listening material is deficient in some respect, it may be possible to adapt or supplement it’. Since authentic materials generally appear to be too complex for language learners.

McGrath (2002 cited in Lynch, 2013, p. 93), defined three types of material adaptation: extemporization, extension, and exploitation. ‘Extemporization’ is defined as deciding to replace a difficult word in a text or an exercise with one that is within the learners’ vocabulary; these extemporizations are likely to be oral and immediate. ‘Extension’ involves giving students’ further explanation by providing examples to help them understand a particular point; these extensions might be either oral or written. ‘Exploitation’ refers to a teacher’s creative designing of a set of tasks based on any published material to serve a purpose different from the intention
of material writers. According to Wilson (2009, p. 47), exploitation material ‘gives students a guide through the voice recording difficulties and provides discussion points at the end’.

Through ‘exploitation’, the original material is made to be more approachable to the students.

Levels for material adaptation

Sinnan, M (2010) explains the main points to take into account when adapting material for listening and speaking.

Macro adaptation

This adaptation is done before the starting of the language program. The teacher makes a comparison between what is covered in a listening activity with what is required by the syllabus. The teacher decides if certain areas of the listening are used or omitted and also if certain contents need to be supplemented. Macro adaptation is very important because it helps to avoid waste of the teacher’s and students’ time and energy. It also helps teachers to see in advance what he or she needs to supplement so that they can keep an eye on the materials that could be used.

Adaptation of specific activities

Sometimes, an activity does not seem to be focus on the main objective of the class designed for the teacher, he or she needs to adapt that activity into a meaningful one.

Specific adaptation

Material adaptation can be carried out using the following techniques:
Omission

Those aspects of the material that seem to be offensive, inappropriate and unproductive must be changed.

Reduction

The teacher examines the activity and shortens those parts that seem to be meaningless and gives emphasis to those useful ones.

Extension

The teacher expands an activity in order to add more information.

Rewriting/Modification

The teacher may consider if the listening activities has to be re-recorded for making them more appropriate, more “communicative”, more challenging, or more approachable for their students.

Replacement

Material that is considered deficient for any reason, may be replaced by material that is considered more suitable for students. This replacement is frequently gathered from other resource materials.

Re-ordering

The teachers may decide if the order in which the listening activities are presented are suitable or not for their students. They can decide to plan the listening activities with material different from the original one that was proposed for the course.
Listening Skill

Listening is a technique used for understanding what is being said, to understand how something is being said, to comprehend the nonverbal signs and the body language. In this sense, Thomlinson (1984) describes listening as more than just hearing and understanding and interpreting the meaning of a conversation. Howatt and Dakin (1974) describe listening as the ability to identify and understand what others are saying. This involves understanding a speaker’s accent or pronunciation, grammar and vocabulary.

Types of listening

Different types of listening take place according to the different circumstances of the context:

- Appreciative Listening- Listening developed for entertainment.
- Attentive Listening – Detailed and careful listening activities to achieve a purpose.
- Casual Listening- Listening developed without emotions or interest.
- Evaluative Listening- Listening for assessment.

According to Howatt and Dakin (1974) doing listening activities do not merely involves testing, but activating students motivation when learning as they improve their listening skills.

Learning a new language implies the listening skill since it provides the aural input that takes the learners to use the language in a spoken communication. Teachers are in charge of showing students how to behave during listening in order to manage with different situations, types of input and to achieve the different listening goals.
Importance of strategies for teaching listening

Listening strategies are useful for learners and teachers since these make listening activities meaningful and significant insofar as they are adapted to the specific purposes of a given task. The National Capital Language Resource Center (2003:2004) defines listening strategies as techniques or activities that contribute in a direct form to the comprehension and the remembrance of listening input. Howell (2013) claimed that supporting good strategy use helps students talk about the listening strategies they are using so that they can build an awareness and more purposefully draw upon their repertoire of strategies.

Top-down

Through giving students some clues such as pictures, keywords and information about the listening, students are able to use that knowledge to build what is in the content and predict, guess and understand the general idea of the listening. Top-down strategies include:

- Listening to get the main idea of the listening.
- Make predictions based on clues
- Infer from what is in the listening
- Summarizing

Bottom-up

These strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- listening to look for specific details
- recognizing cognates
- recognizing word-order patterns

Richards (1990) states that “with bottom-up processing, students start with the component parts: words and grammar. Top-down processing is the opposite. Learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation).”

For the reasons mentioned above, learners need to be exposed to input that they comprehend and find meaningful. This can be achieved through the use of adapted or semi-authentic materials.
LITERATURE REVIEW

Some studies have been carried out in order to improve listening, and some issues related to quality, authenticity, and the way it has been taught have shown the impact of taking authentic materials and adapting it for use in the classroom according to learners needs, interests and context.

With some difficulty, we found two studies that bear some relevance to our project. Ghaderpanahi (2012) observes that, “Listening comprehension has been neglected in research and practice until quite recently. Even now, we cannot say that listening comprehension research abounds in the literature when compared to that of reading comprehension. This is why some researchers call listening ‘Cinderella skill in language learning’ (Nunan, 1997, p. 47).”

The first study conducted by Duarte & Escobar (2008) aimed at examining students’ motivation in classes implementing semi-authentic material. Fifteen students taking English classes at Universidad Nacional in Bogota were given a questionnaire about their perceptions of materials used in class. They found that students preferred the adapted material insofar as it more closely reflected their real-life experiences. This negatively impacted on their motivation. Students’ responses showed that 93% of them preferred the activities adapted to local situations. Students felt more motivated to participate in activities such as, “describe your own city”, since they could express their creativity in free and spontaneous use of the language for communication and problem solving and in group and pair work.
This contrasts with 7% who manifested that the material designed for a global audience and related to foreign concepts such as “Visit Edingburgh, Scotland’s Capital City” was more fun.

Duarte & Escobar (2008) emphasized that “it is not just a matter of presenting the students with colourful illustrations and beautiful textbooks. It entails gathering much more fundamental information about contents related to students’ life, needs, interests and context”. However, they also concluded that the problem that may arise is that not everybody will be satisfied with the material design and there will always be students reluctant to work. Another difficulty is to find appropriate and available resources like pictures, reading texts and audio activities to enrich the material, since copying from copyrighted material may cause legal problems.

The second study developed by Ghaderpanahi (2012) aimed at examining the influences of authentic aural materials for listening activities on students. Thirty female undergraduate students of psychology participated in this study, they enrolled in an EFL class at Al-Zahra University. Their ages ranged from 18 to 20 years old.

Students were given two interviews, a class observation and a test to collect data. The first interview took place during the first week of the EFL class in order to know students’ previous knowledge and their experiences on listening. The second interview took place during the last week of the EFL class to determine learners experience and opinions about the use of authentic aural material on listening. Twenty-five days of rigorous and detailed classroom observation were also taken into account to collect data based on the analysis of students’ listening behavior regarding the teacher’s instruction. Finally, Different listening activities from the textbook by Jakeman and McDowell (1999) were conducted in order to give students the chance to listen to
authentic listening texts. After the listening activities were completed, students had to complete
tasks such as picking up the main idea of the text, listening for collecting specific information,
note-taking, etc. Two IELTS tests, one at the beginning and one at the end of the program were
given to measure students’ progress on listening.

The results showed that there was a positive impact and improvement of the listening
performance in the students from the first test and the last test as well as during the class
observation. The interviews showed that students at the beginning of the sessions felt
uncomfortable and had some problems understanding the teacher’s instructions because of the
unknown vocabulary, but as the classes progressed students felt relaxed and comfortable. Twenty
six out of thirty students (86%) said that they felt more confident and less nervous in listening
outside the classroom.

The results of this study suggest that students preferred authentic texts in part because
they found these more relevant to their own experiences. This supports our idea about using
adapted texts that relate to our students’ interests.

Choosing spoken material that has some relevance to the students' experiences can help
promote comprehension in listening activities. Most people find it easier to comprehend
material that is relevant to their perspective, and this applies equally in the language
learning context. The key skill in listening comprehension is translating sounds into
meaning, and choosing material that is relevant to students aids this process. It may seem
obvious, but choosing spoken language excerpts that the learners are likely to find
interesting can help to promote comprehension. Using engaging topics and also regularly
varying the topics can reduce the likelihood of students becoming bored and losing
concentration. As with normal daily conversation, listening comprehension in the
language learning situation is easier to achieve if the listener is interested in what is said.
To conclude, students were able to recognize a significant difference between the English they heard during the listening exercises in class and the English they listened to in the real world in aspects such as pronunciation, speed and vocabulary.

(Ghaderpanahi, 2012, 151)

METHODOLOGY

CONTEXT

This classroom Project based on adapting materials was developed with third graders in *Institucion Educativa Instituto Tecnico Superior* in alliance with the *Universidad Tecnologica de Pereira*. The project was conducted by pre-service teachers in final semesters of the program “Licenciatura en Lengua Inglesa”, the classes and the observations took one hour per session twice a week during two months. These school is located in the area of Pereira, Risaralda and its socio economic status is medium level. English teaching at this school is being oriented by the English standards proposed by the *Ministerio de Educación* (MEN).

It can be seen from the above description that in this public school there is one teacher in charge of the whole group, who is the one that guides all the subjects including English. The English curriculum is based on the “*Guía No 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés EL RETO*”. The schools have a set of physical resources such as: computers with access to internet, tape recorder, and every classroom has a
PARTICIPANTS

**Students:** This classroom project was implemented in the school mentioned above. The student participants consisted of thirty-four third graders, twenty-nine boys and five girls, their ages ranging from seven to nine years old. These students were from a middle socio economic status. Some of them were from low socio economic status. Their English level was A1. Judging from students’ ages, we can assume that they are in the concrete operational stage proposed by Piaget (1954). In this stage, children start thinking more logically and rationally about objects, and they are also able to begin to imagine different scenarios in which they can manipulate those objects. Students were exposed to semi-authentic materials that were intended to improve their cognitive development, their learning process, and their motivation – key aspects to consider when young learners start developing the skills of the target language.

**Practitioners:** This classroom project was executed by three 9th semester pre-service teachers of the *Licenciatura en Lengua Inglesa* who carried out the pedagogical practicum. They performed different roles: one was the teacher and two were the observers. Also, they developed the classroom project through the use of adapted material. They evaluated and planned the classes as well as being in charge of the complete execution of the sessions. The amount of hours per week for the implementation of this project were three hours.

DESIGN

This classroom project intended to focus special attention on the use of semi-authentic
material for the development of the listening skill of high school students. According to Tomlinson (1998) the use of semi-authentic materials embraces those materials adapted by teachers, and intended to be used solely by their students in local contexts. So this may help greatly to overcome many students’ learning problems by providing more familiar situations and more appropriate activities according to their needs. According to what this author mentions, semi-authentic materials enables teachers to provide a significant amount of resources that help learners to develop one of their receptive skills, in this case listening.

The practitioners designed the lessons by using authentic materials adapted to the learners’ needs and interests. Taking clips of movies, “Monsters, Inc.”, “Inside Out”, and “Hotel Transylvania, we did things like substituting our own voices or selecting parts that we considered to be especially easy or that were closely related to specific grammar or vocabulary topics that we were teaching. We complimented these with worksheets and audio recordings that we created ourselves. The lessons were structured into the pre/listening, while/listening and post/listening model where Brown (2006) states that Pre-listening activities help to set the context, generate students’ interest, and activate students’ current background knowledge on the topic. Also, while-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language, Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary.
IMPLEMENTATION

Implementation is a continuous process in which facilitators take into consideration approaches such as top-down and bottom-up for teaching and learning. Some strategies and techniques provided by scholars are used by facilitators to become aware of the effectiveness of their lessons. Some learning strategies were used such as top-down and bottom up. According to Richards (1986) Bottom-up processing makes it possible to recognize the main features of organization of a message in order to make aspects of the message understood such as the sounds, words, clauses and sentences, while the top-down process activates the prior knowledge of certain topic in order to understand the meaning of a message.

ASSESSMENT

This is the process in which facilitators make inferences about the learners’ performance and their development through the process of teaching. Huba and Fred (2000) define it as a systematic process that educators use to identify some issues regarding students’ development, understanding and knowledge. Information was gathered with different tests and exams and was discussed in order to attain a deep understanding of what students can do with their knowledge. For the assessment of this project, the pre-service teachers carried out formative assessment in which the teacher evaluated and provided feedback of what was assessed in order to change the learning process and make it more effective. Some tests were carried out and the learners were assessed on every activity performed. Grading was done on a scale of one to five in accordance with the rules of the school. Also, the learners were asked to present a final project that helped teachers to know about their progress with reference to vocabulary range, listening
comprehension and motivation.

ANALYSIS OF RESULTS

REFLECTION

Reflection is a systematic process in which educators gather evidences from students’ responses and environmental situations collected from the classroom; nonetheless, teachers will have to evaluate and analyze the data. Richard & Lockhart (1996) state that one of the most fundamental factors of reflective teaching is to think critically on what has been taught. The data collected from the classrooms come not just from the students’ beliefs or assumptions, but also from the teachers’ practices. Bullock (2000) states that the basic times to carry out a reflection are during the event and after the event. It is worthwhile to highlight that teacher’s self-evaluation and self-observation are important aspects to reflect effectively. Those aspects should go on in a cyclical manner to guarantee teachers understanding.

Three aspects were considered in the development of the project: professional growth through the use of material designed by the members of the project, effective lesson planning for the implementation of the material, and careful recording of our observations and our evaluation of the implementation of the material by means of a journal. Finally, we considered students’ linguistic outcomes collected and artifacts that contained listening tasks and classroom exercises.

Lesson planning
We designed semi-authentic listening material taking into account learners’ interests, ages and English level, hoping that it would engage students, elicit their active participation and be easily understood.

The listening activities were focused on the recognition of specific linguistic features of English since students needed to complete information relating to the descriptions and genres of certain characters. Thornbury (2001) states that semi authentic listening texts can give learners an opportunity to ‘notice’ new language. This idea is relevant to our project since students’ recognition of specific features of the language such as new vocabulary was an important aim when presenting different topics to them through the use of semi-authentic material in listening activities.

**Challenge and Strengths**

The biggest challenge we had to face was classroom management. During most of the classes in which students were exposed to exercises with attractive semi-authentic listening activities such as videos, voice recordings and songs, they showed such an over excitation that all of them wanted to participate. When questions were asked, many of them shouted the answers aloud. They were often running and fighting with each other. It seemed that the class was often in chaos instead of being an environment conducive to learning.

For example, during the matching activity, in which students had to listen to and watch a video about “Monsters Inc.” while completing a worksheet, students were running around and fighting with each other. The implementer was able to control the situations, but these behaviors took time away from the class. During a fill-in-the-gaps activity the implementer gave students a
piece of paper with lyrics and some blanks to fill. While completing the activity, students had to listen to a song, “The Fairly Odd Parents”, but they sang some words of the song in Spanish while some students stood up and walked around. The practitioner had to stop the activity in order to persuade students to sing the song in English and to remain seated while working on the task. Something to highlight during this activity is the fact that most learners participated and were on task.

Aspects to improve

Some aspects that did not go that well were monitoring and control of discipline due to the fact that the group was very numerous and it was not easy to make sure that all learners were going at the same pace and to keep them focused on the lesson activities. Throughout the activities, it was noticed that all the students wanted to participate at the same time and they would often start shouting. The problem was that the group was so large that this generated indiscipline among learners and created a noisy environment which did not allow a good development of the class because of interruptions. Another aspect was that a few of them were shy about speaking and participating. In other cases, the learners did not show any interest whatsoever during the games. Together, these challenges made it difficult to guarantee that students practiced what was being taught.
Students’ reactions

From the beginning of the implementation of the project, students showed a lot of enthusiasm towards the class. When learners were told about the English classes they were going to attend, they immediately showed excitement by smiling and clapping. Those responses evidenced a notable motivation in the class.

A few of them showed an excessive enthusiasm and this instead of being a positive factor turned into a negative one. This was evidenced in the moment in which students were asked to participate. They did not contribute to an orderly classroom environment by raising their hands to speak one by one; instead the majority of them spoke at the same time, shouting aloud, generating misbehavior and a noisy environment. However, when written tasks were proposed, they became more involved in the activities; they stopped making noise and remained quiet and focused while they were solving the tasks. This positive reaction may have been the result of the activities proposed which seem to have caught students’ attention, having been carefully designed according to students’ ages and likes.

Most of the activities implemented showed that most of the students took risks by answering the workshops by themselves despite their weaknesses in the listening skill and the language.

Students’ attitudes

Most of the classes included different types of listening tasks which allowed the
practitioners to evaluate the learners’ listening skills. For instance, most of the time, learners showed interest in the activities by showing happy faces, especially when they were going to watch and listen to a video that was of their preference. Based on the evidence collected from the observations and the teachers’ reflections, we concluded that activities proposed seemed to be appropriate for third grade learners whose ages range between eight and nine years old.

Learners seemed to feel at ease, and participated by singing, smiling and pointing at the screen when listening to the recordings and videos about their favorite cartoons or movies. Despite the fact that they were not familiar with this kind of activities, they showed understanding of the instructions and the videos. This positive attitude on the part of students helped them to improve their language skills, especially the listening skills.

**Linguistic outcomes**

During the implementation of this project, several aspects concerning student’s linguistic outcomes were evidenced. We will discuss them as it shown below.

**Linguistic Profile**

The first step that the practitioners took in the development of this project was an observation of an English class. The class was carried out by the in-service teacher who provided relevant information about the students’ and in-service teacher’s English level.

In the observations, it was evidenced that the students did not have enough exposure to the target language due to the teacher’s limited use of English. She started the class by greeting them in English and asking them how they felt; however, after this introduction she continued the class using their mother tongue; as for example, “Good morning kids” “Good morning teacher” “how
are you? Bueno hoy vamos a continuar con el nombre de las frutas en Ingles”. It seemed that she did not have good management of the language.

During the first classes that the practitioners carried out, some learners did not want to participate in the activities. They were quiet and silent in their seats while some others were participating and raising their hands to speak; nevertheless, in general terms, we assumed that the learners were in an A1 level or lower according to the Common European Framework of reference for languages.

At the end of the implementation it was evidenced that learners improved their level of English since they could perform more complex English tasks; however, they did not reach more than an A1 level. For instance, they learned how to greet their classmates and to recognize certain vocabulary related to adjectives, body parts, and physical description, but they still had some difficulties using the personal pronouns and the verb “to be”.

**Language development**

The main purpose of this project was to promote the listening skill by adapting authentic material that exposed students to authentic language; however, all the skills (listening, reading, speaking and writing) were taken into consideration when implementing the classes since we believe that language should be taught integrally. According to Hinkel (2006), communication will be meaningful if all the language skills are involved, rather than being taught in isolation. That is to say, communication does not work if people use only one language skill at a time.

Students showed some progress with regard to the listening skills that were the main object of the classes. In a listening task in which the learners had to watch a video about a well-
known movie called “Inside Out”, the students had to complete a matching activity based on what they listened to and watched in the video. During the initial observations, students asked for translations of many words that they heard in the listening selection or encountered in the workshops. Most of their answers were incorrect and many of them left the workshop incomplete. After repeating these kinds of activities several times, students were able to complete the workshops more successfully. Fewer of them asked for translations. Almost all of them completed the tasks assigned; they did this much more rapidly than before and a much greater number of their responses were correct.

When we presented listening activities in the classroom, learners started using different strategies proposed by the teacher to develop this skill. Some of them were Top Down and Bottom Up techniques that provide the learners with tools for a complete understanding of the input provided. The use of these strategies was the most noticeable ability developed by them, and the one that students practiced the most. Almost all the tasks included a stage focused on listening activities. They were able to use simple structures already studied in the classes based on the semi-authentic material presented in each lesson. Learners demonstrated little progress with respect to speaking. They could use the language orally to express themselves, but they had some problems with respect to pronunciation, fluency and intonation.

**Material design impact**

The lesson plans for the sessions promoted cultural knowledge with activities such as
presentation of vocabulary about family members of a well-known family (the Simpsons); for example, “father, mother, son, daughter, sister and brother”. The linguistic competence was also promoted through the presentation of linguistic features of the language such as grammar use of the personal pronouns (I, you, he, etc.), body parts (head, hair, eyes, nose, etc.) and adjectives (tall, short, big, etc). Also, the material designed was thought to be appropriate and suitable to supply the student’s needs inasmuch as the material was adapted taking into consideration learner’s ages, interests and likes; for this reason, students felt more familiar with the material that was based on their preferred cartoons, movies or videos rather than material that dealt with topics and situations that did not affect them emotionally. The learners responded enthusiastically to the materials that were adapted for them; they smiled, they sang along while songs were played, and some even stood up to dance. It appears they were really motivated to participate in the different activities proposed by the teacher, since they were specially designed to be appropriate for young learners. Additionally, there was significant improvement in their social and interactional skills due to their active participation. For example, by the end of the sessions at least some of them gave responses in which they used simple vocabulary and grammatical structures related to family.

Consequently, we believe that the material that we implemented in the classes played a significant role in students’ learning process, since it helped learners to improve linguistic outcomes by offering colorful, animated videos that presented simple but significant vocabulary they could interact with. That is why we believe learners showed excitement and interest since the beginning to the listening activities we proposed. One example of this was the students’ willingness to watch carefully the video presented about the movie called “Monsters Inc” and
create their own monster and write its characteristics in order to present it in front of the class. It was evidenced that they felt excited because they started creating their monsters with crazy characteristics such as two heads, five eyes, four legs, etc. and eagerly showed these to their classmates.

**PEDAGOGICAL IMPLICATIONS**

This project aimed at promoting listening skills through the implementation of semi-authentic material suggested to us certain pedagogical implications. The suggestions given here can be useful for teachers and researchers who are implementing or want to carry out a project similar to this one.

As it was mentioned (Robin & Greenhalgh, 2007) even when teachers have a preference towards the use of authentic material, it is better to adapt the kind of sources designed for the listening classes according to students’ needs and preferences, considering that this kind of material can make classes more dynamic and motivating. The use of semi authentic material or material adapted for specific purposes can help teachers to handle situations in which a particular set of listening material is deficient in some respect, not appropriate for leaners’ ages and English level or too complex for their understanding of L2.

Improving the listening skill in a foreign language involves having access to a great amount of input provided by English teachers. For this reason, we suggest that for future projects focused on the development of semi-authentic listening activities, it is important for teachers to use the pre/listening, while/listening and post/listening model suggested by Brown (2006) inasmuch as
this model can help teachers to set the context, generate students’ interest, and activate students’ background knowledge on the topic. It also allows teachers to design activities to help learners develop the skill of deciphering messages from spoken language. Finally, activities can be used to check comprehension and make sure that students understand what is happening in the lesson as well as what they have understood about the language that the teacher has taught them.

Another implication is that it is necessary to take the time to give instructions before starting a listening activity because it can occur that learners misunderstand what they have to do and the task can be affected. A good strategy is that teachers explain the steps of the task in the student's’ native language. Thus, students will clarify their doubts and will complete tasks in an orderly way, basing their answers on what they hear and understand, not on pre-conceived ideas.

It was essential to make an analysis of the population involved in the development of the project taking into consideration features like their English levels, socio-economic status, and behavioral problems, so as to diagnose anticipated problems in the sessions. This is very important since in this way teachers can be attentive to.

future obstacles that might be presented so that they can find the ways to solve them.

Finally, for future projects we suggest taking advantage of the adaptation of engaging, interesting and meaningful authentic listening materials with children since it was evidenced that through these types of materials learners can improve their listening skill as well as their speaking skill. Moreover, through the use of semi-authentic materials we can implement flexible and entertaining activities that can be used with different purposes not just to promote one skill, but also to foster the use of additional skills.
LIMITATIONS OF THE PROJECT

Pedagogical limitations

These pedagogical limitations have to do with the number of students in the classroom. There were thirty-four students. This is a special factor to take into account when designing and implementing the use of semi-authentic material since it was impossible for the implementers of this classroom project to focus on each student and solve problems or to detect specific problems regarding listening. Another important factor to take into account during the implementation of this classroom project was that it was carried out in the guided-practicum course which led us to pay careful attention to the other skills as well as to the course plan given by the school, taking time from the project to have a better observation and reflection in the activities applied.

Limitations of physical resources

Taking into account that this classroom project was carried out in a public school, some limitations regarding the use of technology were evidenced in the implementation of the activities. Some activities called for the use of the TV as well as the use of speakers. We, the implementers of the project had to use real time listening activities sometimes and for some others we had the opportunity to make use of the laptop, TV and the speakers.

In addition, since the number of students was very large noise was always present when recording the listening activities, which interfered with the process of understanding the recordings designed and played by the implementers of this project. However, it was possible to
make good reflections based on the information collected, and this helped to us organize, design and implement the activities in such ways that the goals proposed for this classroom project could be achieved.

CONCLUSIONS

This classroom project aimed at promoting and improving students’ listening skills through the use of semi-authentic listening activities in a group of third grade students.

In terms of the sociolinguistic impact generated by the activities implemented during the development of the project, it is relevant to mention that students were constantly exposed to real language and real situations presented in recordings and videos adapted from movies and real contexts, taking into consideration their preferences and English level. All the videos and recordings presented were intended to be entertaining but included authentic language, in contrast to the listening activities students were habitually exposed to. For this reason, the students were exposed to activities in which they had the chance to increase both their listening skills when solving the respective tasks proposed as well as their oral production when giving responses to certain questions made by the pre-service teacher.

Learners produced English by using complex structures such as physical descriptions (adjectives), and vocabulary. It is important to take into account that most of the tasks were
designed based on the listening skill, but it was also possible to integrate speaking, writing and reading during the different sessions. Students had to solve several tasks in class and at home to practice the knowledge acquired during the sessions. One example was that students had to listen to a recording talking about adjectives in physical descriptions. Students had to draw a monster at home and they had to present that monster’s physical description to the whole class through speaking. The reading activity was based on a multiple choice exercise based on the reading of a paragraph and they had to write sentences about the paragraph as well.

Professionally, the implementation of the project was demanding for the three of us given the fact that we faced situations presented in real classrooms contexts in which the teacher had to deal with situations such as numerous students in the classroom, mixed ability level, students’ diverse backgrounds and needs. We also discovered that the school curriculum is not completely in concordance with the curriculum established by the government (Guia 22) since not all the learners were in the level of English they were supposed to be in according to the grade and their ages. We, the pre-service teachers, needed to be careful when designing the lessons to include the selection and adaptation of meaningful and appropriate activities for students as well as to create an enjoyable environment that avoided all of the problems that cause interference in students’ acquisition of the language.

In conclusion, it is important to mention that the frequent use of semi-authentic listening materials when implementing lessons in the classroom is essential. It makes English lessons more practical and more effective for students. It was possible for the practitioners to develop the lessons in a meaningful and successful way.
REFERENCES


Education, 4(2), 29-34. doi:10.5923/j.edu.20140402.03 retrieved from:
http://www.academia.edu/7202163/The_Impact_of_Teaching_Materials_on_Learning_English_at_Universities_in_Kurdistan


Pareja, A. C. (2014). The Importance of Paralinguistic Features When Teaching English To Beginner Learners. Retrieved from:

http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/younglearners/dickinsonYL.pdf


Retrieved from: https://umanitoba.ca/faculties/nursing/students/gov_doc_or_web.pdf


Diana-Petruţa MAHU. (December 2012). WHY IS LEARNING ENGLISH SO BENEFICIAL NOWADAYS?. Short Contributions – Perspectives on Communication, 2, 374-376.

November 2016, De A Study of Students' Attitude toward Teachers’ Affective Factors in EFL Classrooms Base de datos.
APPENDIX

Plan de estudios

<table>
<thead>
<tr>
<th>Área: Inglés</th>
<th>Grado: Tercero</th>
<th>Período: Primero</th>
<th>Nivel: Básica Primaria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencias del área:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Utilizar en diferentes contextos comunicativos como rondas y canciones, algunas palabras y expresiones en idioma extranjero, fortaleciendo el acceso significativo a una segunda lengua.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competencias para la educación sexual, construcción de ciudadanía y laborales:

• Buscar aprender de la forma como los otros actúan y obtienen resultados, mejorando procedimientos propios.
• Conocer las reglas básicas del diálogo, mediante el uso de la palabra y el respeto por la palabra de la otra persona, logrando de esta manera una sana participación en clase.
• Expresar mis propios intereses y motivaciones a través del uso de una segunda lengua.

Estándares de competencia:

1. Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
2. Entiendo cuando me saluda y se despide de mí.
3. Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.
4. Identifico palabras relacionadas entre sí sobre temas que me son familiares.
5. Uso gestos y movimientos corporales para hacerme entender mejor.
6. Participo activamente en juegos de palabras y rondas.

Contenidos para desarrollar las competencias:

<table>
<thead>
<tr>
<th>Saber</th>
<th>Hacer</th>
<th>Ser</th>
<th>Evaluación (Evidencias)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canciones y rondas</td>
<td>• Entono canciones en idioma extranjero.</td>
<td>• Comprendo la importancia de aprender una segunda lengua.</td>
<td>• Talleres y evaluaciones tipo ítems</td>
</tr>
<tr>
<td>Leer y escribir comandos</td>
<td>• Corrige escritura de palabras.</td>
<td>• Disfruto de la lectura y escritura en idioma extranjero.</td>
<td>• Participación activa en rondas y conversaciones</td>
</tr>
<tr>
<td>Escritura de saludos y despedidas</td>
<td>• Escribe oraciones utilizando el vocabulario aprendido en idioma extranjero.</td>
<td>• Participo activamente en conversaciones y rondas en idioma extranjero.</td>
<td>• Trabajos en clase y extracurricular</td>
</tr>
<tr>
<td>Miembros de la familia</td>
<td>• Dramatizo acciones</td>
<td>• Corrige mis escritos en una segunda lengua con base en las orientaciones del profesor.</td>
<td>• Seguimiento de rutinas a escuchar comandos en idioma extranjero.</td>
</tr>
<tr>
<td></td>
<td>• Leo textos cortos siguiendo ejemplos de pronunciación.</td>
<td></td>
<td>• Corrección de oraciones y palabras en idioma extranjero.</td>
</tr>
<tr>
<td></td>
<td>• Dibujo siguiendo orientaciones en idioma extranjero.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson plans
<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>Branch:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instituto Técnico Superior</td>
<td>Sede Primaria</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAME OF THE PRACTITIONER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sebastian Blandon Henao</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE &amp; GROUP:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Third Grade</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROOM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIME TABLE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1:00 pm - 2:00 pm</td>
</tr>
<tr>
<td>Thursday 3:10 pm - 4:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL OF LEARNERS (CEF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF LEARNERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AVERAGE AGE OF LEARNERS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10 years old</td>
</tr>
</tbody>
</table>

**GENERAL DESCRIPTION OF THE CLASSROOM:**

The classroom is relatively small and commodious; however, it houses about 34 students. It has approximately 40 desks in the room. There are one huge windows which covers almost a wall the classroom is not enough illuminated. The classroom layout is very classical, and the seats are allocated individually in orderly rows. It benefits children working individually. Besides, they will have more attention during the lesson. However, it is very difficult to children cooperating and communicating with their classmates, although they can move their desks and chairs to together with their neighbor. In addition, the teacher hardly takes care of children who sit on the behind. There is white board, a TV, DVD. And in the left of white board is an area of teacher. There is a bookcase which is filled with the teacher’s and student’s books. In the middle of the behind wall, the TV is over here.
PROFILE OF THE LEARNERS:

The amount of students are 34 students from third grade, 29 males and 5 females, whose ages range between 7 to 9 years old. These students are from a middle socio economic status; some of them are from low socio economic status, the English level is supposed to be A1. According to student’s ages, it can be concluded that they are placed in the concrete operational stage proposed by Piaget. Some of them, mostly the girls, were well mannered and calm, they showed animated moods towards the classes; however, they get distracted easily. Furthermore, the boys, not all of them, exhibit challenging behavior and require additional support and interventions to address this behavior and to develop a positive one; additionally, they get excited easily; nonetheless, Student fails to complete some tasks proposed by the teacher. Also, others students were Talking when the instructor or others was speaking; however, after some directions given the teacher, the learners finally follow the instructions.

### LESSON PLAN

<table>
<thead>
<tr>
<th>Date of the class: April 19th, 2016</th>
<th>Class Number: 9</th>
</tr>
</thead>
</table>

**AIM:**

At the end of the lesson the learners will be able to:

By the end of the lesson, students will be able to recognize some physical descriptions from a known movie characters.

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

**Estándar General:** Comprendo historias cortas narradas en un lenguaje sencillo.

**Estándares Específicos:** Entiendo la idea general de una historia contada por mi profesor cuando se apoya en movimientos, gestos y cambios de voz.

**Indicadores de logro:**

- Utiliza diferentes estrategias para entender las instrucciones que se le dan en inglés.
- Relaciona la secuencia hablada de una historia con la imagen correspondiente.

**Assumed Knowledge:**

They have some knowledge about some words and phrases in English, probably from some previous courses, nouns, adjectives, greetings, personal presentation and some family members.
**Materials:**
Tv set, laptop, video, flashcards and worksheets.

<table>
<thead>
<tr>
<th>DAY/STAGE/ACTIVITY/TIME</th>
<th>PROCEDURE</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
</table>
| Pre-listening 10 min    | The practitioner will show some flashcards to the students introducing the characters of a very known movie called “Monsters inc” as well as the popular song of the movie. Some of the characters to cover are:
  - Sullivan
  - Boo
  - Mike Wazowski
  - Randall
  Then, the practitioner will show some useful vocabulary for the students to understand better the words used to express body descriptions. | | |
| While-listening 15 min  | The practitioner will present to students a video that contains the characters of monsters inc and their physical description. Then, the teacher will give to students a worksheet that contains the same characters and some of the descriptions already mentioned. Students have to match each character with the physical description (adjectives) that corresponds to that character. | | |
| Post-listening 15 min   | The teacher will ask students to draw on their notebooks a monster by using some of the characteristics previously presented. Students will have to write down those particular characteristics that their monsters have. | | |
**AIM:** At the end of the lesson students will be able to use the personal pronouns and verb to be to write short sentences that they listen from a video and from the teacher.

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

**Estándar General:** Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara

**Estándares Específicos:**

**Listening:** Sigo la secuencia de un cuento corto apoyado en imágenes.

**Reading:** Puedo predecir una historia a partir del título, las ilustraciones y las palabras clave.

**Writing:** Demuestro conocimiento de las estructuras básicas del inglés.

**Speaking:** Uso expresiones cotidianas para expresar mis necesidades inmediatas en el aula.

**Indicadores de logro**

**Listening:** Utiliza diferentes estrategias para entender las instrucciones que se le dan en inglés

**Reading:** Desarrolla diferentes actividades en inglés, basado en ilustraciones y modelos propuestos por el profesor.

**Writing:** Produce y transcribe lenguaje escrito en los diferentes ejercicios propuestos por el profesor.

**Speaking:** Expresa y usa diferentes comandos para expresar sus pensamientos e ideas por medio de lenguaje verbal y no verbal.

**Assumed Knowledge:**
The students have some knowledge about some words and phrases in English such as greetings, farewells, personal presentation, colors, adjectives, numbers, some body parts, manner words.

**Materials:** Markers, Flashcards, Prezi presentation, video.

<table>
<thead>
<tr>
<th>DAY/STAGE / ACTIVITY / TIME</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>* May 12th Opening - warm up activity – Frozen - Melt (3:10pm to 3:15pm)</td>
<td>First, the teacher will greet the students, and he will perform a warm up activity called “frozen and melt”</td>
<td>The time may</td>
<td>Some students may not understand the teacher. The teacher will use body language, gestures, actions and drawings to make clear his speech.</td>
<td>The time may</td>
</tr>
</tbody>
</table>
**Pre-listening activity** *(3:15pm - 3:35pm)*

Presentation about the character of a movie they already know (Transylvania hotel). The teacher will read them the summary of the movie; however, he will use simple language. He will use topics already seen in the class such as personal description, members family, and so others adjectives. The teacher will use body language to make clear and understandable for them. After that he will give to the students a piece of paper with the summary of the movie. He will call some of them to read aloud and try to use pronouns in the same way the teacher did. Of course, he will help them with the pronunciation of some words. After that, he will present some unknown vocabulary about a video that will be presented.

Later, the teacher will present them the video about the trailer of this movie. The video is adapted to the students’ levels and interest. They will have to listen the video carefully and complete a worksheet that contains some questions based on the video. The teacher will repeat it three times.

Finally, The teacher will read some sentences based on the movie presentation, the students will have to listen carefully to the teacher and write the information in a chart that is in the worksheet.

**While listening activity** *(3:35pm - 3:55pm)*

Presentation about the character of a movie they already know (Transylvania hotel). The teacher will read them the summary of the movie; however, he will use simple language. He will use topics already seen in the class such as personal description, members family, and so others adjectives. The teacher will use body language to make clear and understandable for them. After that he will give to the students a piece of paper with the summary of the movie. He will call some of them to read aloud and try to use pronouns in the same way the teacher did. Of course, he will help them with the pronunciation of some words. After that, he will present some unknown vocabulary about a video that will be presented.

Later, the teacher will present them the video about the trailer of this movie. The video is adapted to the students’ levels and interest. They will have to listen the video carefully and complete a worksheet that contains some questions based on the video. The teacher will repeat it three times.

Finally, The teacher will read some sentences based on the movie presentation, the students will have to listen carefully to the teacher and write the information in a chart that is in the worksheet.

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

**REFLECTION SESSION:**

What went well?
How do you know that?
What didn’t go that well?
What would you do different next time?

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Date of the class: April 28th 2016</th>
<th>Class Number: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIM:</strong> At the end of the lesson students will be able to identify the wh questions and questions in some sentences they hear from a video</td>
<td></td>
</tr>
</tbody>
</table>
**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Escribo pequeños textos sencillos sobre temas de mi entorno.

**Estándares Específicos:**

**Listening:** Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

**Reading:** Relaciono ilustraciones con oraciones simples.

**Writing:** Escribo descripciones y narraciones cortas basadas en una secuencia de ilustraciones.

**Speaking:** Me describo a mí o a otra persona conocida, con frases simples y cortas, teniendo en cuenta su edad y sus características físicas.

**Indicadores de logro**

**Listening:** Utiliza diferentes estrategias para entender las instrucciones que se le dan en inglés

**Reading:** Desarrolla diferentes actividades en inglés, basado en ilustraciones y modelos propuestos por el profesor.

**Writing:** Produce y transcribe lenguaje escrito en los diferentes ejercicios propuestos por el profesor.

**Speaking:** Expresa y usa diferentes comandos para expresar sus pensamientos e ideas por medio del lenguaje verbal y no verbal.

**Assumed Knowledge:**
The students have some knowledge about some words and phrases in English such as greetings, farewells, personal presentation, colors, numbers, some body parts, manner words.

**Materials:** Markers, Laptop, Power point presentation, Flashcards.

<table>
<thead>
<tr>
<th>DAY/STAGE/ ACTIVITY</th>
<th>PROCEDURE</th>
<th>TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENT S</th>
</tr>
</thead>
<tbody>
<tr>
<td>* May 19th Opening</td>
<td>- warm up activity</td>
<td>First the teacher will start the class by playing a game called “hangman”. The teacher will put the empty spaces of some sentences on the board. He will divide the class into 6 teams, and explain that they have to first guess and later on deduce the words that make up the sentence.</td>
<td>Some students may not understand the teacher. The teacher will use body language, gestures, actions and drawings to make clear his speech.</td>
<td></td>
</tr>
<tr>
<td>Pre-listening</td>
<td>(3:20-3:35pm)</td>
<td>After that, the teacher will start presenting them a prezi presentation about the use of wh questions and presenting them some vocabulary related with emotions. The teacher will present them the characters of the movie “inside out” and he will introduce some vocabulary related with the video that the teacher will present later. Also, he will ask the some questions related with the WH questions. Later, he will present them a short game in which the students will have to match some images with the correspond description based on the explanations previously given.</td>
<td>The time may not be enough for developing the activities due to classroom issues. The teacher will postpone some activities for next class.</td>
<td></td>
</tr>
<tr>
<td>While listening</td>
<td>(3:35pm - 3:50pm)</td>
<td>Next the teacher will show the students some questions that they will have to answer after they watch the video. They will have to analyze them, later they will have to watch the video and start answering the questions.</td>
<td>Students may be too much noisy or disrupting the discipline.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finally, they will have to share the answers with the teacher and their classmates, and the teacher will provide them the homework based on the topic seen.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The purpose of this class was to present to the students a new topic about the physical description. The development of the class was based on an important movie "MONSTERS INC" some of the characters used from this movie were Sullivan, mike Wazowski, Boo and Randall. The material for this class was designed to cover the students’ needs and interest. I tried to make the process easier for student so I tried to make it engaging and fruitful for them, but challenging at the same time.

It is important to mention that the material used in this lesson was appropriated and based on the learner’s likes and interest. They reacted positively to the material given the fact that once I showed them the first video, they instantly got connected with the video and payed attention carefully. After that, I asked them to tell me the characters
that they watched from the piece of the movie I presented them. After that, they told me the names of some of the principal characters. Then I asked them to give me some descriptions, of course, I gave the some examples such as *how are the character. Big? Small? Tall?* And I used some body language or gestures to make them understand. So they gave me the descriptions. Next I present them some flashcards with some engaging pictures and their descriptions, I could observe that they stayed attentive to the explanations I gave, and they participated a lot. Later, I showed them the last picture about some of the characters, Sullivan and Mike Wasowsky with the body parts. I used body language and gestures to explain them, so I told them to sing the song *Head and shoulders* in order to internalize the language acquired in the lesson. It is worth to mention that they reacted positively to this activity as well given the fact that they loved the idea of see the body parts in characters that they liked. According to Halliwell, S (2002) Children delight in imagination and fantasy giving the fact that fantasizing and imagining is an important part of being child; for that reason, the use of important characters from a movie (especially monsters) and describing them works effectively when we need to explain the different parts of the body.

Finally, I would like to mention that in terms of classroom management there was evidence that some students do not follow directions. It means that some of the ground rules were not well established at the beginning of the course since it was very difficult for me to control the whole class during some activities in which they had to pay attention. The time I gave them to develop their activities was appropriate to complete them. However, I could observe that sometimes students do not have enough time to complete due to several aspects such as: The tasks are cognitively demanding for
them. Also, some of them start talking with their classmates or doing any activity that is not related with the tasks proposed by me. Additionally, some students are all the time running and fighting each other, which takes time for them to control the situation. In addition, students participate actively in those activities that are engaging for them and they tend to participate even if they are not right.

Reflection class N°17

In this paper, I am going to talk about, and analyze some relevant issues concerning with the seventeenth class. The positive aspects, and the negative ones in which it is necessary reflect in order to improve them. Similarly, I am going to expose my feelings about my practicum experience and the influence of it into my personal and professional development. The purpose of this class was to show the students a video which was adapted to student’s level. It contained some language related with personal pronouns and verb to be.

The first action that I carried out was to greet them. It is worth to highlight that I used body language through the whole class to let them know what I am saying. Later, I asked them for the information about last class; they quickly started giving me information about the topics or the most important moments in that class. Some of them expressed me that they gave the greeting card to her mother and they got very happy. I could observe they were very motivated to continue with the English classes due to the fact that they remember a lot of aspects and details of that class. Next, I started explain them the warm up activity which is call “frozen and Melt”. Almost all the students reacted positively to this activity;
however, there were some students who did not follow the instructions carefully even they have understood the activity correctly. What I could realize is that they wanted to disrupt the class, so I had to stop the activity and start giving negative points to the students who did not want to participate. After that, I show them some flashcards and a prezi presentation about the movie in which we were working on (Hotel Transilvanya). One important aspect to consider is that activities were designed to capture student’s immediate interest, and it kept interest and attention alive. In this activity I could observe they were very engaged given the fact that they already know the movie and they felt motivated to watch it.

After this activity, I gave them a worksheet about the video that I presented them; additionally, they were very active towards this activity, and some other were disrupting the class. I realized that before the English class, they were in Physical Education class, so they were very hyperactive. I had to repeat the video more than twice due to the fact that there were some students who could not listen because some students were doing some noise.

Based on this, I would like to highlight the main aspects that are fundamental to change or improve in order to have better results. One aspect to consider is that being a teacher requires more than a week of workshop, some courses of English or being a native person Brown (2011). It means that being a teacher is a continuous process that require time to explore, to question who the learners are, what they want, and why they react in the way they do it; for that reason, it is essential to start analyzing the principal factors that are affecting the correct development of the activities proposed in the lesson plan.

Finally, this class was appropriate for the learners given to the fact that they showed very enthusiastic mood; moreover, they enjoyed the kinesthetic activities in which they have
to stand up or talk with others. However, it is necessary to explain the instructions clearly and in a more simple way, establishing from the beginning clear and specific rules in order the children can perform the activities correctly; also, to use more strategies to control the class and to deal with disruptive behaviors in the class.

**Reflection Class N° 19th**

In this paper, I am going to talk about some relevant issues concerning with the nineteenth class. The positive aspects, and the negative ones in which it is necessary reflect in order to improve them. Similarly, I am going to expose my feelings about my practicum experience and the influence of it into my personal and professional development.

The purpose of this class was to continue with the topic about “WH questions” by presenting them a video about a well-known movie called “inside out” Also, the idea was to present them new vocabulary related with emotions and some feelings. First, I greeted the learners, and I started asking them how they felt, all of them answered the question correctly, it is significant to mention that they already known the question from the beginning of the practicum. After that, I started explaining them the warm up activity; however, some students started talking with their partners, playing and making noise, so I had to tell them that if they did not make silence we could not continue with the activity. After that, I started explaining them the warm up activity, and I could realize that all of them already known it. I noticed that they reacted positively to the “hangman” activity. I designed the lines and they got enthusiastic throughout the game. I would like to say that all of them wanted to
participate in the activity, and start giving responses. They got very engaged and showed animated mood during it.

After that, I started presenting them a Prezi presentation about the characters of the movie (joy, Disgust, Anger, Sadness, Fear) They immediately recognized the characters and their description in their mother tongue, so it was easy to explain them the characteristics of the characters in English due to the background knowledge they had about them. Even though there were some students who did not want to pay attention, almost all of them were attentive and they answered the questions I asked them about the movie using the “Wh Questions” it is essential to highlight that the use of this movie to present them a topic about emotions worked effectively since they make connections with the knowledge they already had in their mother tongue. Also, it worked effectively due to the fact that the movie was very funny and they enjoyed watching it. Later, I presented them a short game in which they had to match the emotion with the physical descriptions or characteristics that each character had. I designed every line as a team. It is worth to mention that all of them wanted to participate in the activity and all of them gave correct answers to the game.

Next I presented them some questions about a video they were going to watch, so they had to read them and analyze them what they were asking for. I help them to look for the meaning based on the previous explanations I already gave them, then I presented them the video. The video was adapted to the student’s level, and it contained basic language. One of the positive aspect that I observed from this activity was that all of them were engaged with it. After the first time I presented the video, some students could get some information, however, they could not look for more details, so I played one more time. After that, some of them could answer some questions, but they were missing some other
questions; for that Reason, I decided to play the last time, and I started asking some students for the answers. Some of them did it well, some others did not, so I started explain them in a deeper way the video. Finally I presented them a worksheet they had to develop as a homework. It was based on the topic seen in the class.

To conclude, it is important to highlight that this class was important for me and for the learners since I could observe that almost all the students presented very animated mood towards the activities I presented them. They enjoyed the kinesthetic activities such the “Hangman”; however, it is necessary to establish new and different strategies to control them such as using verbal and nonverbal approach or reacting to the disruptive behavior rapidly.
Photographs