AN ENGLISH LESSON PLAN PROPOSAL BASED ON COOPERATIVE 
LEARNING TO IMPROVE INTERACTION IN PRIMARY SECTION AT EDUARDO 
CARRANZA SCHOOL

EDER SANTIAGO CAROPRESSE SAAVEDRA 26011014 
INGRID NATALIA GARZON GARAVITO 26022038 
MONICA VIVIANA HENAO GONZALEZ 26022045 
LAURA JULIANA LAGUADO GONZALEZ  26022049 
JOHANNA ANDREA MENDEZ OLIVEROS 26022054 
JULY TATIANA ROMERO LOPEZ 26012086 
LUZ AMPARO SANABRIA GALINDO 26022090 
ADRIANA MILENA VARGAS JAIMES 26022001 
DIANA LUCIA VARGAS PERDOMO 26022003

LA SALLE UNIVERSITY
EDUCATION FACULTY MODERN LANGUAGES DEPARTMENT
BOGOTA 2007
AN ENGLISH LESSON PLAN PROPOSAL BASED ON COOPERATIVE LEARNING TO IMPROVE INTERACTION IN PRIMARY SECTION AT EDUARDO CARRANZA SCHOOL

EDER SANTIAGO CAROPRESSE SAAVEDRA 26011014
INGRID NATALIA GARZON GARAVITO 26022038
MONICA VIVIANA HENAO GONZALEZ 26022045
LAURA JULIANA LAGUADO GONZALEZ  26022049
JOHANNA ANDREA MENDEZ OLIVEROS 26022054
    JULY TATIANA ROMERO LOPEZ 26012086
    LUZ AMPARO SANABRIA GALINDO 26022090
    ADRIANA MILENA VARGAS JAIMES 26022001
    DIANA LUCIA VARGAS PERDOMO 26022003

Monograph

Wilson Huertas
Monograph Adviser

LA SALLE UNIVERSITY
EDUCATION FACULTY
MODERN LANGUAGES DEPARTMENT
BOGOTA 2007
<table>
<thead>
<tr>
<th>SUMMARY</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TOPIC</td>
<td>1</td>
</tr>
<tr>
<td>2. TITLE</td>
<td>1</td>
</tr>
<tr>
<td>3. PROBLEM</td>
<td>2</td>
</tr>
<tr>
<td>4. BACKGROUND</td>
<td>3</td>
</tr>
<tr>
<td>5. RATIONALE</td>
<td>5</td>
</tr>
<tr>
<td>6. OBJECTIVES</td>
<td>10</td>
</tr>
<tr>
<td>6.1 General Objective</td>
<td>10</td>
</tr>
<tr>
<td>6.2 Specific Objectives</td>
<td>10</td>
</tr>
<tr>
<td>7. FEASIBILITY</td>
<td>11</td>
</tr>
<tr>
<td>8. THEORETICAL FRAMEWORK</td>
<td>12</td>
</tr>
<tr>
<td>8.1 Cooperative Learning</td>
<td>12</td>
</tr>
<tr>
<td>8.1.1 Why Cooperative Learning Approach</td>
<td>13</td>
</tr>
<tr>
<td>and not Collaborative Learning Approach</td>
<td></td>
</tr>
<tr>
<td>8.1.2 Kind of groups of Cooperative Learning</td>
<td>14</td>
</tr>
<tr>
<td>8.1.3 Importance of Teamwork</td>
<td>15</td>
</tr>
<tr>
<td>8.1.4 The conformation of groups</td>
<td>16</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>8.1.5 The main Elements to ensure Cooperation in this project</td>
<td>16</td>
</tr>
<tr>
<td>8.1.6 Positive Interdependence definition</td>
<td>18</td>
</tr>
<tr>
<td>8.1.6.1 Types of positive interdependence</td>
<td>18</td>
</tr>
<tr>
<td>8.1.7 Teacher’s role in Cooperative Learning</td>
<td>19</td>
</tr>
<tr>
<td>8.1.7.1 Teacher plan and organization of his/her classes in cooperativism</td>
<td>21</td>
</tr>
<tr>
<td>8.1.7.2 Explanation of the Academic task or work</td>
<td>22</td>
</tr>
<tr>
<td>8.1.8 Cooperative Learning Strategies</td>
<td>23</td>
</tr>
<tr>
<td>8.1.9 Evaluation in Cooperative Learning</td>
<td>24</td>
</tr>
<tr>
<td>8.2 The importance of Piaget and Vigotsky’s theories</td>
<td>25</td>
</tr>
<tr>
<td>8.3 Lesson Plan</td>
<td>27</td>
</tr>
<tr>
<td>8.3.1 Lesson Plan General View</td>
<td>27</td>
</tr>
<tr>
<td>8.3.2 Lesson Plan Brown’s Theory</td>
<td>28</td>
</tr>
<tr>
<td>8.4 Objectives Categorization</td>
<td>30</td>
</tr>
<tr>
<td>8.4.1 Objectives Definition</td>
<td>31</td>
</tr>
<tr>
<td>8.4.2 The importance of designing objectives</td>
<td>32</td>
</tr>
<tr>
<td>8.4.3 Linguistic and Communicative Objectives</td>
<td>32</td>
</tr>
<tr>
<td>8.4.4 Metalinguistic Objective</td>
<td>33</td>
</tr>
<tr>
<td>8.4.5 Interpersonal Objective</td>
<td>33</td>
</tr>
<tr>
<td>9. METHODOLOGICAL DESIGN</td>
<td>36</td>
</tr>
<tr>
<td>9.1 Population</td>
<td>36</td>
</tr>
<tr>
<td>9.2 Data Collection</td>
<td>36</td>
</tr>
<tr>
<td>9.3 Action Research</td>
<td>37</td>
</tr>
<tr>
<td>9.4 Qualitative Research importance</td>
<td>39</td>
</tr>
<tr>
<td>9.4.1 Need Analysis</td>
<td>41</td>
</tr>
<tr>
<td>9.5 Instruments to carry out this Qualitative Research</td>
<td>42</td>
</tr>
<tr>
<td>9.5.1 Observations</td>
<td>42</td>
</tr>
<tr>
<td>ANNEXE A</td>
<td>MEETING DOCUMENT</td>
</tr>
<tr>
<td>ANNEXE B</td>
<td>OBSERVATION CLASS FORMAT</td>
</tr>
<tr>
<td>ANNEXE C</td>
<td>STUDENTS' REACTIONS</td>
</tr>
<tr>
<td>ANNEXE D</td>
<td>OBJECTIVES CATEGORIZATION</td>
</tr>
<tr>
<td>ANNEXE E</td>
<td>FIRST PILOTING CHARTS ANALYSIS</td>
</tr>
<tr>
<td>ANNEXE F</td>
<td>SECOND PILOTING CHARTS ANALYSIS</td>
</tr>
</tbody>
</table>
Nota de Aceptación

______________________________________________
______________________________________________
______________________________________________
______________________________________________

______________________________________________
Firma del Presidente del Jurado

______________________________________________
Firma del Jurado
“Ni la universidad, ni el asesor, ni el jurado calificador son responsables de las ideas expuestas por los estudiantes graduandos”

- Artículo 95 del Reglamento Estudiantil vigente
ACKNOWLEDGMENTS

In appreciation of the time, effort and patient extended to us, we want to thank God for lighting us during this long knowledge path furthermore we thank our families for the support and the effort during our bachelor degree, partners for giving us the strength to succeed and teachers for the advice and guide during this two years.

To Eduardo Carranza School students and educative community for giving us the opportunity of being part of it and for providing us with the academic environment necessary to apply the acquired knowledge.
1. **TOPIC**

A lesson plan is a written guide for English teachers that provides a general lesson overview in terms of topic, objectives and activities taking part in classroom. It also gives some specific information about English class development which helps teachers to improve it through the use of theory and experiences evidenced during the process. This project presents a cooperative lesson plan proposal based on cooperativism guidelines applied by the practitioners at Eduardo Carranza School.

2. **TITLE**

An English Lesson Plan Proposal Based On Cooperative Learning to Improve Interaction in Primary Section at Eduardo Carranza School
3. PROBLEM

Taking into account that Eduardo Carranza School primary section has not included English classes in its curriculum since Secretaria de Educacion de Bogotá did not hire English teachers for primary section in public schools, school administrators decided to make an agreement with La Salle University in order to assume the teaching practice in this subject since 2004. From that time on, students have been taking English classes designed by practitioners from this University.

Once students began the observations, it was easy to identify that the institution did not have either English curriculum or lesson plans in primary section. Teachers only had as a guide an elementary English book with basic contents to follow; as a result of this pre-service teachers designed a set of lesson plans.

During the application of the first lesson plans, researchers realized that when the activities implied teamwork, the students had some barriers to socialize and share with their classmates; because of that, there were some difficulties in terms of behavior and acquisition process of the foreign language. Due to this situation, practitioners faced the need to design lesson plans based on cooperative learning theory, where students had to work most of the time together, promoting at the same time respect for the others, responsibility, values and interaction among them. Practitioners tried to encourage students interaction by working on the achievement of common goals.

1English Teaching at this institution has not had a continuous process.
4. BACKGROUND

Once pre-service teachers were immersed in Eduardo Carranza School context, they realized three important situations: the first one had to do with previous English classes applications without any written evidence left, on the second hand students had not had a sequenced English learning process and thirdly practitioners noticed that cooperativism was not being applied.

To better understand the first situation practitioners identified, it can be said that the only manual practitioners found was a guide book designed to work mathematics, Spanish and English, its name was “Guia Escolar Santillana”, this book included seven chapters to engage children on Basic English activities and it presented specific vocabulary according to the topic, besides it has been provided with illustrations and pictures to motivate students. The book also had written exercises to help children to reinforce and practice different topics. For instance, some of the activities expected children to fill the gaps and color the pictures. The second situation practitioners faced was that students had not had a sequenced English learning process that allowed them to achieve a high English performance.

Thirdly practitioners noticed that cooperativism approach was supposed to be one of the aims of Eduardo Carranza mission 2 even when not too many teamwork strategies were implemented in regular classes. As a result, whenever pre-service teachers decided to carry them out, students demonstrated, at least, three attitudes: first, they had a great difficulty to listen to others, second, it was almost impossible for them to share materials as guides, puzzles, etc and third they

---

2 “… institution with an academic modality, that gives students an integral and qualified formation, based on cooperative learning, communicative competences and values…”
seemed to overlook the importance of individual commitment to achieve a common goal.

At this point it is also accurate to say that even though children had not been trained to work on interactive principles they seemed to have a strong motivation towards English, and it was also evident that they were not the only people interested in learning the foreign language, head teachers contributed a lot by providing practitioners with the necessary academic environment.

Although some English practitioners had done their practice service at Eduardo Carranza School, they did not leave any document where new pre-service teachers could consult the way in which English classes had been carried out before, for that reason, it is possible to say that practitioners in charge of this research project are pioneers talking about the design of an English lesson plan proposal. This proposal is an important tool to guide next pre-service teachers’ practices who want to base their classes on cooperative approach. To develop the proposal pre-service teachers took into account the main base of Eduardo Carranza’s PEI, cooperative learning approach, “seen as a pedagogic approach focused on teamwork where every team member has the possibility of learning”3.

---

3 PEI of Eduardo Carranza PAG 9
5. RATIONALE

Taking into account that La Salle University does not only pretend to educate teachers able to have a good performance in basic and secondary educational contexts, but also researches and educative advisers⁴, students in charge of this practicum beared the possibility of designing a research project to satisfy the needs and the underlying expectations behind the training line in which they are immersed.

Considering the previous ideas and acting according to the disciplinary lines of Licenciatura en Lengua Castellana, Inglés y Francés program, students in charge of this project pretended to get involved on the qualification of the regular classes by designing an English lesson plan proposal formulated beyond a syllabus, taking children from primary section at Eduardo Carranza School to a higher classroom interaction.

Recognizing the importance of researching as the starting point of meaningful society changes, and knowledge construction, researches look for committing themselves with the problematic of an educational institution through the, application, evaluation and design of lesson plans to propose a new one under the cooperativism approach in order to fulfil school philosophies expectations.

This research project was thought to create a space of reflection for future practitioners and educators that through the analysis of the classroom observations could become researchers to propose solutions to different issues previously identified in the primary section of Eduardo Carranza School.

⁴Taken from: http://www.lasalle.edu.co/pregrado/index.htm
The importance of this project lays on the intention of taking children to a higher English level performance; it is expected to benefit students by providing them with enough communicative competences in a foreign language to successfully achieve high school objectives through a simultaneous development of interactive skills.

Since, it is clear that when creating an educational proposal, government’s legal provisions must not be overlooked, pre-service teachers also based their work on Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, whose main objective is to create the necessary conditions to help Colombian students to develop a high communicative competence in foreign language.

According to Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés and in order to increase the development of this institution and its English level, the researches in charge of this project have considered pertinent to design an English cooperative lesson proposal in this foreign language, which allow students in primary section at Eduardo Carranza School through the use of cooperatives to improve their English level.

**The General Law of Education**

One of the objectives of Ley General de Educación is to have students engaged in the acquisition and generation of the most advanced scientific, technical and humanistic (among others) knowledge through the apprehension of intellectual habits. In this point the creators of this project consider that Carranza’s students were being given the opportunity to study English once a week in order for them to be used to study this subject as habit—once a week.—

Another important objective of Colombian Education is to help people to wholly develop their personality through a process of intellectual, social,
emotional and ethical formation among other human values. In order to accomplish it, this project creators decided to base their lesson plans on the principles of Cooperative Learning since the purpose of this one is to make each member a strong individual in his or her own right. Class by class, Carranza’s students was given an academic space to interact each other in order to improve the members’ social performance to achieve common goals. In addition, Colombian education has been thought to give people, the tools to work on behalf of peace, democracy, pluralism, justice, solidarity and fairness and this project was an opportunity to fulfil such expectation since it provided the children with different activities in which they were expected not only to work by themselves but by each member’s group success. Besides this, La Ley General de Educación expects teachers to promote artistic creativity by means of different ways, to illustrate this; it is suitable to talk about the activity in which children were given the opportunity to artistically display what they had learned in front to the educative community. Furthermore, Colombian Education has been thought to provide students with academic spaces for students to be oriented towards their professional and academic performance, the Secretaria de Educación wants students to be citizens able no only to use English but to make the country access to global economy and cultural opening. Furthermore these project creators developed their work on the idea that children should be provided with English basis that allow them not only to be prepared for High School’s levels but to have the possibility to participate in the economical development of the country.

Why Teaching English in Colombia?

English teaching in Colombia is seen as a curricular process whose main component (English) is a foreign language (los estandares curriculares define a foreign language as “aquella que no se habla en el ambiente inmediato y local, pues las condiciones sociales cotidianas no requieren su uso
permanente para la comunicación” that can be acquired in the classroom during some periods of time where students are supposed to reach high levels of proficiency in order to communicate in any situation.

If it is taken into account that globalized world and scientific advances in which human beings are immersed, have made English a way of multicultural communication, and that Ministerio de Educacion Colombiano has established policies to improve English teaching to encourage people to communicate according to Common European Framework (C.E.F) standards, students in charge of this project have decided that Carranza School primary section needs to be given some English basis to face changes previously named.

A foreign language learning process, in this case English, is an essential path not only to gain access a higher cultural background but also to help teachers to design metalinguistic objectives that can be applied through a lesson planning process. Once it has been said what English teaching means, this project cannot see the language as a subject based only on grammatical structures but as a source to improve children’s social skills.

Taking into account that this context’s children are between five and 12 years old, students in charge of this project created their lesson plans based on preoperational and concrete operation activities that encourage the use of vocabulary in the classroom context.

Suggestions to apply standards

English in Colombia is seen as a foreign language whose acquisition starts from mother tongue structures that once assimilated by brain are expected to

join the new language knowledge. To achieve the foreign language level expected by Colombian standards it is necessary to create real situations where the language can be put into practice even when it requires a long period of time. At this point it is accurate to say that time can be an useful or an useless allied when talking about the skills needed to improve a foreign language learning process.

On the other hand it would be useful to take into account children cognitive development, since it is clear that nobody can learn a foreign language without considering the appropriateness of each topic for his or her age. Once the different stages of cognitive development have been recognized, teacher has a great source to guide the steps that are going to be followed.

Once the estandares basicos de competencia en lenguas extranjeras were analyzed by students in charge of this project, it was determined that the standards could not be totally applied to the specific context where the proposal was going to be developed, and that is why they considered the most applicable and useful elements according to the age and the grade in which they were going to be worked.
6. OBJECTIVES

6.1 GENERAL OBJECTIVE:

To propose an English lesson plan from the cooperative approach to improve interactive skills in the primary section at Eduardo Carranza school.

6.2 SPECIFIC OBJECTIVES

- To apply an existing lesson plan format and analyze if it is appropriate for students at Eduardo Carranza School
- To adapt the applied lesson plan to cope with students needs at Primary section at Eduardo Carranza School.
- To design a lesson plan format applying basic elements of cooperative learning approach in English classes.
People involved on the development of this project are: Teachers from Primary Section of Eduardo Carranza School, research Teachers from La Salle University: Wilson Huertas and Guillermo Espinosa, from the investigation area and Alvaro Chamorro; an external advisor.

The main sources that were looked up to guide the proposal were documents which defined and explained cooperative learning approach, as well as the lesson plans formats that were already applied in order to propose a new one.

Cooperative learning approach is the main theoretical support of the Proyecto Educativo Institucional (P.E.I.) at this institution; it has not been promoted in real classroom situations. Researchers in charge of this project expected children to know how to work in group but they discovered that students had not been trained to do it; at that point practitioners had to face this situation beginning a new process in English classes by following the cooperativism approach framework.

During the observations and research process pre–services teachers faced one problem, it was that they were not provided with the necessary material to develop the designed activities (school administrators did not allow practitioners to take copies) and exercises of the book guide were not enough to carry out the lessons in a properly way.
8. THEORETICAL FRAMEWORK

8.1. COOPERATIVE LEARNING

Considering that the essence of man is to be a social person it is possible to say that the history of cooperative learning began with the human being (Arias Silva, 2005). Production and transmission of knowledge began with a non deliberate process of socialization that firstly was encouraged by human beings and later by education. For instance, Quintiliano in the 1st century and J. Amos Comenio (1592 – 1679), considered that the students are favoured when they teach each others and at the end of XVIII century, J. Lancaster and Andrew Bell used groups of cooperative learning in England.

The first research about cooperative learning was completed in 1898. Since that year there have been more than 600 experimental studies and more than 100 correlative studies about the methods of cooperative learning. The cooperative learning was employed by the supervisor of public schools Francis Parker (1875-1880) in the United States but unfortunately in that time the country began the interpersonal competition in public schools. In 1940 Morton Deutsch, based on the ideas of Kurt Lewin proposed a theory of the competitive cooperative situations, and this one has been the grounds of the researches about cooperative learning (Johnson y Johnson, 1982).

The results of these researches showed the objectives that can be achieved once the proposed methods by the cooperative learning are implemented, these are: bigger efforts to obtain a good development, more positive relations between students, and more mental health.

Learning is a process that requires “the direct and active participation of students”. On the other hand, the cooperation is understood as the join of
human beings, who pretend to achieve common goals through teamwork, obtaining in addition the fortification and maximization of knowledge.

Practitioners in charge of this Project research share two definitions for cooperative learning: in the first one Johnson and Johnson (1982) points out that cooperative learning is, the used by small groups in the teaching process in order to implement the teamwork, maximizing not only the own knowledge but the others knowledge. In the second definition Arias, Cárdenas and Estupiñán state that “cooperative learning is based on the organizational structure of the groups and specifically in the motivational power of the relationships with other people”

8.1.1. Why Cooperative Learning Approach and not Collaborative Learning Approach

When students began working on this research project they identified that teamwork was tackled by two different approaches: cooperative and collaborative. Panitz(1996) considers that this two approaches have different origins, on the one hand, cooperative learning approach has American roots from the writings of two important authors, the first one is John Dewey, who based his studies on the social nature of learning and the second one is Kurt Lewin who based his studies on the group work. On the other hand collaborative learning approach has British roots based on “the work of English teachers exploring ways to help students respond to literature by taking a more active role in their own learning”.7

Since it is clear that the two approaches are not totally different, students in charge of this project took into account two points of view to better

---


understand how cooperative and collaborative learning approaches complement each other. On the one hand cooperative learning “is the instructional use of small groups so that students work together to maximise their own and each other learning”\textsuperscript{8} and on the other hand collaborative learning “entails students working together to achieve common learning goals”\textsuperscript{9}.

In accordance with the ideas previously mentioned it can be deduced that both approaches consider how important and necessary is for human beings to develop teamwork strategies and self-commitment when learning. As it can be seen these two points of view are not opposite but they complement each other, however practitioners are going use the term of cooperative Learning Approach because this one is brought into play by David Jonhson.

**8.1.2. Kind Of Groups of Cooperative Learning**

Johnson states that there are two kinds of learning groups: traditional and cooperative; his theory suggests that cooperative learning is based on three kind of groups: formal groups, which work during a period of time (from one hour to many weeks) in order to achieve common objectives, the informal groups which work by few minutes during the class or more than an hour and the base groups which work for a long term (for example the whole class) seeking to achieve academic goals, and the suitable environment inside the classroom.

The formation of these groups allows teacher “… to insure that students make the intellectual work which consists on organizing, summarizing,
explaining and integrating the material to the conceptual structures during the teaching direct activities\textsuperscript{10}.

The practitioners of this project organized children into informal groups in order to develop the activities. Class by class; students were involved in social skills, not only to improve their individual performance but also to help their classmates to reach the common goal underlying lesson plans. In order to improve each group performance and to create a suitable classroom environment, pre service teachers organized children to work during a short period of time each class; it means that they did not stay in the same groups all time. In most of the activities they developed the activities by interacting with other groups members.

\textbf{8.1.3. Importance of teamwork}

Johnson thinks that we are not born instinctively knowing how to interact effectively with others, according to this idea the skills to make effective teamwork have to be developed and to achieve them, he advises teachers to work on personal development and identity which is based on the idea that interaction with others give us feedback to improve. This important feature was seen through group’s activities since children were provided with the possibility not only to interact with others but also to receive feedback from them, it is important to say that the kind of feedback underlying each activity’s objective was though not only to help students to be aware of their linguistic insolvencies but also of their behaviour’s failures.

If it is taken into account that Cooperative learning expects people, to feel engaged in the achievement of a common goal, through this lesson proposal Carranza’s children had an alternative to develop not just their

\textsuperscript{10} Ibíd; p.16,17
communication skills but their responsibility, initiative, decision-making and behaviour, by doing teamwork.

8.1.4. The Conformation of Groups

When groups are going to be distributed, the following aspects have to be considered: the amount of members per group and the class time available. When there are a lot of participants in a group there are more capacities and abilities and the diversity of points of view among integrants allow each member to be responsible for the specific task that he or she has been already assigned. It is also important to take into account time class, because it can increase or reduce the quality of cooperative work.

The teacher can decide if the groups are going to be homogeneous or heterogeneous because each one will have access to different perspectives and methods to solve problems. Teacher can distribute children at random or also can make a stratified distribution, (the groups are selected by the teacher and the own students),

In order to apply stratified distribution strategy, students in charge of this project decided to make groups heterogeneous in performance, genre, motivation, abilities so on. Teacher made high performance students to work with lower performance ones to clarify the possible doubts about activities.

8.1.5. The Main Elements to Ensure Cooperation in This Project

According to Johnson, Johnson and Smith the main elements to ensure the cooperation are:

1. POSITIVE INTERDEPENDENCE: The members must recognize that their role and commitment are very important for their group success.
2. ACCOUNTABILITY: All members are responsible for achieving the assigned task. Each member has to contribute to complete the objective.

3. PROMOTIVE INTERACTION, PREFERABLY FACE-TO-FACE: According with the authors, it occurs when member not only share resources but help, support, encourage and praise each other to learn.

4. INTERPERSONAL AND SMALL GROUPS: To motivate children to develop social skills so that they are able to develop teamwork. The skills to be implemented are: communication, trust, conflict management and decision making.

5. GROUP PROCESSING: To give the time to the students to analyze how teamwork is being carried out.

Among the elements practitioners applied to ensure cooperation, it is possible to find: Positive Interdependence, accountability, promotive Interaction face-to-face and interpersonal and small groups.

Positive interdependence means “Sink or swim together”, the principal objective of this one is to make students understand that they should work together for doing the different tasks. In order to apply it children were working by sit lines and they were told that the behavior of one member would affect the whole group performance either positively or negatively.

Another element taken into consideration was accountability, where all the members were responsible to accomplish the objective; to apply this strategy; practitioners designed an activity to engage all primary levels. The activity had to be played in front of the educative community, and it expected children to be aware about the responsibility that each of them had to do their best so that the whole grade could have a good performance.

A third element used in the classroom for implementing cooperative learning was: Promotive Interaction face-to-face, it was developed when children were
working by sit lines and when practitioners gave each group only one copy of the guide to be worked. This activity allowed children to develop tolerance, solidarity and teamwork. The students in charge of this project also expected children’s work to be based on face to face element by promoting interaction in which each person provided each other with efficient and effective assistance.

Taking into account that daily life requires people who can communicate, resolve conflicts effectively and respect the other’s opinions, researches in charge of this project also worked on the development of social skills so that students were able to collaborate effectively with others applying values as respect, honesty, solidarity and job awareness.

8.1.6. Positive interdependence definition

Pre-service teachers organized groups based on positive Interdependence to structure the cooperative learning which according to Johnson is one of the basic components of effective cooperativism; this element becomes a reality when members learn the assigned material and ensure that all members of their group learn it. This essential cooperative element was applied by the practitioners not only while they assigned each group a clear and measurable task but also when they structured positive goal interdependence, teaching children the idea that members –in a group- can not success unless all of them participate. According to the author other tools to implement positive interdependence were applied by the practitioners when they worked to observe, recognize and celebrate their student’s efforts.

8.1.6.1. Types of Positive Interdependence

As it was said before positive goal interdependence implies to teach children that learning goals are achieved if and only if all the members attain their
goals. Johnson considers that there are at least five types of positive interdependence, the first one is the positive resource interdependence, which could be seen through those activities in which each member was given only a piece of the information necessary to achieve the group’s goal – one example of this were the puzzle’s activities-, the second type of interdependence the author states is the positive identity interdependence, tool that was applied when Carranza’s students were given the opportunity to share a mutual identity through the final activity’s performance. It is accurate to say that through this activity children could feel identified with a specific role and each individual was provided with a space to make their best in order for the group to reach a common goal.

Another kind of interdependence proposed by Johnson is environmental interdependence which is a cooperative strategy developed by putting each group in a specific area of work. Taking into account that this procedure mixes a physical space identity with teamwork, it was necessary to assign each group a specific place inside the classroom to make each child feel identified with his group. The author also states positive outside enemy interdependence which is not other thing but to place groups in competition each other. This kind of interdependence was used since some classroom activities’ were though to make children work with their sit line classmates to carry out a competition among groups, or to increase the discipline in the classroom.

The students in charge of this project also based the designed activities taking into account another kind of interdependence Johnson proposes, Individual accountability, which takes place when the performance of each member is assessed and the results are given back to the group. To develop this strategy, practitioners took time not only to assess their students’ performance but to give each member a feedback that was known by the
whole group with the aim that each student comprehended that individual work can affect or benefit a whole team.

8.1.7. Teacher’s Role in Cooperative Learning

To accomplish the demanding tasks a cooperative teacher is expected to do, the students in charge of this research project decided to make a series of systematic observations in order to assess the quality of the interaction that took place during first semester's classes; the objective was to gather the necessary information that allowed pre-service teachers to process how effectively the whole class was working. This information processing was developed by filling some observations formats that allowed the peer-observer to report on students and teachers reactions. This important material provided a fundamental evidence for practitioners to check on how students were doing, what they had learned, and problem and difficulties they were experiencing.

Furthermore and being based on Johnson's point of view, the proposal expected and challenged practitioners to set goals based on needs analysis. Bearing in mind with those elements, practitioners not only became conscious of what they expected to achieve through an English cooperative proposal but they also demonstrated a willingness to learn from children.

Following a cooperative basis, practitioners also had to monitor groups closely (practitioners circulated among groups checking if the member groups had completed their homework or if they needed help to achieve it), and worked to establish classroom rules that promoted creativity, and sensitivity to students needs. Besides, pre-service teachers were supposed to create an appropriate academic environment by getting closed to children, starting by learn student’s names and also helping students learn each other’s names, it had to be done since it was necessary to cope with two inconveniences,
firstly, all of children did not used to do teamwork and secondly some of them did not recognize the importance of learning English.

Facing this situation, another important point which pre-services teachers had to work on, was the idea that children needed to be exposed to real assessment of what they had learned and with high expectations as to what they could learn if they made effort, this point was put into practice when pre-service teachers (through short speeches and the test’s results) encouraged their students to be conscious of the commitment required to improve their level. Moreover practitioners gave children a positive feedback to let them know their accurate outputs.

Finally and quoting Johnson’s words, it is accurate to state that a cooperative teacher “Promotes quality education by creating a constancy of purpose, being committed to educating every student, focusing on improving the quality of instruction, eliminating competition at all levels, building strong personal relationships, and reducing waste”.11 To achieve this, pre-service teachers needed to be committed themselves to plan every single action that was going to be carried out.

8.1.7.1. Teacher Plan And Organization Of his/her Classes In Cooperativism

“It is important to establish class goals as well as group and individual goals, in this way, students are motivated in two aspects: as students and as members of a group” 12, this is an important element for cooperative learning because teacher should be aware about what she or he is going to do in order to manage and carry out classes effectively.


12 Ibid; p.47
According to what the author says, teachers need to make pre-instructional decisions to formulate objectives, choose a method for organizing groups and arrange the material to complete the assign task, in order to develop classes in a sequential way.

To carry out this process teacher makes a direct intervention: Monitoring and Intervening when is necessary to give explanations in order to increase the team and classroom work; moreover the teacher has the responsibility to close the lesson by assigning any extra work. In summary, teacher must know when to make an intervention in the classroom without leaving behind personal education

8.1.7.2. Explanation of the Academic Task or Work

Teacher should explain to students the task and the objectives of the class in a comprehensible way in order to subsequently state the concepts and principles which should be employed and linked to previous student’s experience.

Teachers can use visual structures to explain a task in order to help students to organize their thinking. Some visual aids are: radius diagram and mental maps, the continuum, assembly-line diagram, reticulated diagram and the graphics.

In order to clarify the doubts about the proposed activities, practitioners suggested some resources that were thought to help students to have a better comprehension of the designed activities, for example they used tool as the board, some charts, and the materials that were going to be developed such as puzzles, crossword puzzles, word search and so on.
Taking into consideration that academic task is an important element for cooperative learning approach, it is accurate to name its classification: the first kind of task is the academic support task, this one takes place when members check what each individual is doing and help him to complete the task, the second kind of task is the assessment and evaluation task; to accomplish this one the group evaluate and correct a group member who has no idea about the topic. From the tasks previously mentioned, practitioners applied the first one and it was evidenced when a high performance child was expected to help a lower performance child.

**8.1.8. Cooperative Learning Strategies**

According to Johnson (1982) there are various strategies to be applied in cooperative learning: the first one is introductory focused discussion pairs this strategy expects students to complete a short initial focused discussion sharing their ideas first by pairs and then to the whole class, the second strategy is question and answer pairs, this one allows pairs to alternate asking and answering question on an assigned reading, the third strategy is cooperative note taking pairs, through this activity two students work together to master a piece of information; the fourth strategy is read and explain pairs, here the objective is to understand the material by reading it and by establishing the meaning of each paragraph, the final strategy is jigsaw procedure, this one expects each team member to learn a specific part of an assign topic and then teach it to the rest of the group.

To illustrate this point one of the strategies used by the practitioners was: *The books end for films* that is a strategy in which students are presented a video. To carry out this strategy it is necessary to consider the following steps:
BEFORE THE VIDEO:
Give three or more questions that help students to organize in advance what
they know about the video topic and then formulate questions regarding the
topic.

AFTER THE VIDEO:
Ask students three or four questions that will help them to review and
organize what they have watched on the video and tell students to work in
pairs so that they can share the answers.

In order to carry out the strategies previously named pre-service teachers
followed the procedures listed below:

- Integrating different opinions and answers
- Drilling and reviewing exercises, or exams
- To Use pair work is a good way to integrate students into small
groups and get use to work and to share different opinions with
other classmates.

8.1.9. Evaluation in Cooperative Learning

Cooperative learning expects teachers not only to diagnose but to collect data
in order to emit an opinion and to get suitable guide to achieve a evaluation
beyond assumptions. Teacher can diagnose without an evaluation, but he
can not evaluate without a previous diagnostic.

The teacher has to outline a diagnostic plan for each class, focusing his/her
taks on the following points: learning process (if the processes are improved,
the quality is going to improve also) and the context where the diagnostic is
going to be effectuated.

When pre-service teachers applied the first and second pilotings they decided
to consider evaluation only in terms of testing since it was almost compulsory
to improve English Language level, however and due to the results of this strategy, practitioners noticed that testing is not enough to evaluate children performance; that was why the new proposal considers evaluation as an important tool to assess not only children linguistic performance but also interpersonal skills. At this point the objective is to make students aware about the importance of improving interaction through the use of social skills.

8.2. THE IMPORTANCE OF PIAGET AND VIGOTSKY’S THEORIES

The researches of this Project decided to take into account Piaget and Vigotsky theories that consider learning as a process which involves active construction, and also consider one of the main aspects of cooperativism: the cognitive development.

First of all, Piaget is taken into account because he bases his research on the importance that mind has in the learning process and in the way how human being knows and interprets the World around him, he concludes that all children go by four stages:

- **Sensomotor** (0-2 years): the use of senses for reacting and assimilating the World.
- **Preoperational** (2-7 years): the environment is represented through symbols through the language and the different kind of roles.
- **Concrete operations** (7-12 years): logic thought helped by the Physic actions that are not still inside the mind.
- **Formal operations** (12 years): logic-abstract thought internalized.

The aspects that were named before are necessary in this project because they give a base to design a lesson plan proposal; for pre-service teachers it was necessary to know in which stage their students were (Concrete Operations) so that they could propose objectives and design activities that
were appropriate to this stage. To fulfill the needs children have during the concrete operation stage, pre-service teachers planned activities that engage children on classifying, ordering, locating and using concrete objects. The activities were carried out through matching exercises, draws, puzzles between others.

Another important aspect of Piaget theory is that he considers that in the stage of Concrete operation is when children begin to develop cooperative aspect and the mutual respect "cooperative learning in the Piagetian tradition is aim at accelerating a student's intellectual development by forcing him or her to reach consensus with other students who hold opposing points of view about the answer to the school task."\textsuperscript{13}

On the other hand, Vigostky focuses his theory on the importance and role that environment and interaction have for learners in the learning process; this theory was taken into account because it is related to cooperative methodology, this one expect individuals to interact in a correct way to achieve a common goal. During the development of this proposal practitioners bore with the creation of environments that allowed children not only to work on cooperative activities but also to solve problems interacting each other. For Vigotsky one of the most important elements is the Zone of proximal development "...which is the zone between what a student can do on his or her own and what the student can achieve while working under the guidance of instructors or in collaboration with more capable peers"\textsuperscript{14}, according to this definition team work is not only a strategy but the possibility that an individual has to improve intellectually and socially sharing with others.

\textsuperscript{13}JOHNSON, David W; JOHNSON, Roger T; SMITH, Karl A. Active learning: cooperation in the college classroom, Minnesota: Interaction Book Company, 1991.

\textsuperscript{14}Ibid; p. A: 6
As a final aspect it is important to say that when people interact with their environment they are given the possibility to discover and improve their skills. Bearing in mind with this idea of interaction and taking into account that this aspect had not been included in the first piloting, practitioners designed metalinguistic objectives that allowed students of Eduardo Carranza School to engage on activities where they could share and express aspects of their personal experiences through English.

8.3. LESSON PLAN

8.3.1. Lesson plan general view

According to Gvirtz y Palamidessi, teaching planning process is an organized series of operations that are needed to design a project. It is necessary to take into account the following variables: goals, objectives, management’s expectations, content selection, content organization and sequences, homework and activities, material and resources selection, student’s participation, scenario organization and learning evaluation.

Considering the definition previously mentioned a lesson plan is the way to make teaching planning a reality, it is a tool that can help teachers to follow a sequence during a class with a specific order; it is divided in different activities and each activity is given a specific time during the class. Taking into account Michael A Lorber’s points of view, pre services teachers noticed that if the lesson plans were well organized, classes would be carried out in a successfully way and it would be possible to achieve most of the objectives proposed. Now, it is necessary to explain how practitioners worked on the lesson plan elements, the author states: objectives, content, activities, materials, time and evaluation.
Furthermore, some components were taken into account to successfully develop lesson plans, firstly it was necessary to design the objectives that students should achieve at the end of the class, secondly it was essential the content which was going to be developed during the class, thirdly practitioners planned a sequence of activities that allowed them to achieve the proposed objectives. Activities that children enjoyed the most were coloring and activities that involved movement.

Materials play an important role in the proposal of any lesson plan, each of them has to written specify the materials that are going to be needed during the class. Pre service teachers of Eduardo Carranza school designed materials as guides, posters, puzzles and so on, taking into account the possibilities the context offered and students ages.

Time was another important aspect taken into account by pre-service teachers; this one was a great limitation since it made difficult to develop not only the designed activities but too many other possibilities.

Another important aspect a lesson plan has is evaluation. "Evaluation component should contain space for the teacher to write comments relative to the students achievement of the objective, the reaction of the class to particular activities, and possible ways in which the lesson could have been improved"\(^{15}\); considering this particular definition pre-service teachers decided to use an observation format to systematize each single event that took place in the class. This habit allowed them to identify the weaknesses and strengths that were evidenced in the process.

Pre-service teachers also considered some other components that Michael A Lorber calls miscellaneous: homework assignments, date, grade level, and

---

\(^{15}\) LORBER, Michael A; PIERCE, Walter D. Objectives, Methods And Evaluation For Secondary Teaching, Prentice Hall, 1990,p.133
8.3.2. Lesson plan Brown’s Theory

We are not merely language teachers but much more than that. We are agents for change in a world in desperate need of change: change from competition to cooperation, from powerlessness to empowerment, from conflict to resolution, from prejudice to understanding.¹⁶

According to H. Douglas Brown a lesson plan, is a fundamental tool in English classes because it helps new or expert teachers to organize content, materials, and methods. Planning lessons is a new skill which can become developed because of the practice, a lesson plan not only gives a global view of the class but it also must have the enough details so that any teacher can apply it without getting lost or having misunderstandings.

During the applying of this research project two different formats of lesson plan were worked so that practitioners could include the missing objectives to fulfill, the Cooperativism school philosophy requirements specified on Proyecto Educativo Institucional. The first piloting was based on Brown’s theory. This model was chosen because of its universal application and its punctual explanations on how to do a lesson; unfortunately the objectives this one presented did not allow to fulfill all context needs regarding non language outcomes and it was compulsory to apply a new one, this second attempt was based on the design of a metalinguistic objective and activities that engaged students on the basic elements, cooperativism learning approach proposes.

Once the second piloting mentioned above was applied, pre-service teachers noticed that the metalinguistic objective was confusing and not enough clear about what students were expected to do. As a result of this difficulty, they planned a third lesson plan proposal to motivate children to work interactively based on the principles presented by Jonhson in his book: “Reaching out Interpersonal effectiveness and self-actualization”.

This research proposal has been designed taking into consideration that teaching English (as Brown suggests) is to work with respect and responsibility adapting knowledge to fulfill context conditions and needs. A teacher can not set up his or her classes ignoring needs and context expectations because as Brown states, everything must be linked: “Reading does not exist separately from writing, or listening from speaking; the students do not exist separately from their social or educational contexts, from their teachers, families, friends, classmates”. Working classes in this way allow teachers to develop them sequentially and progressively.

Pre-service teachers consider that Brown’s theory upholds this lesson proposal since the author states that the process of planning can not be overlooked, it must take teacher from one step to another bigger and more precise, so that context needs can be satisfied. Through the design of this proposal practitioners discovered that planning is a cornerstone for second language teachers since it gives them the possibility to design the precise objectives and activities not only to learn English but to use the language as a tool to encourage student’s intellectual and personal growth.

8.4. OBJECTIVES CATEGORIZATION (SEE ANNEX E)

8.4.1. Objectives definition
According to Brown, the concepts goal and aim are synonyms, both consist on general descriptions of the curriculum general proposes, however objectives are more concrete and specific descriptions designed to achieve a specific goal. Goals are broad, intangible and abstract and on the contrary, objectives are narrow, precise and tangible steps.

The author considers that statements objectives have the following characteristics: *they describe a learning outcome* (what students will do during the class), *they should be consistent with the curriculum aim* (related to the previous goal), *they should be precise* (describe specific situations) and finally, *they should be feasible*; it means that the outcomes description can not overlook the time available during the class.

The objectives in a lesson plan are important because through specific descriptions can be achieved a better organization of teaching activities, also they describe learning in terms of observable behavior or performance, and the most important thing is that describes in a smaller units of learning what the goal seeks to achieve.

Taking in consideration Brown’s theory, pre-service teachers designed the first piloting lessons based on specific steps to achieve a goal. Those steps are: terminal (The principal aim to be achieved through a lesson plan) and enabling objectives (The Basic skills and activities to accomplish the terminal objective).

Once the first piloting were applied, pre-service teachers decided to modify the lesson objectives since they discovered how important is for an English teacher to base his lessons on accurate objectives that allow him to achieve the goals stated on the curriculum. In this specific case, one of the goals of Eduardo Carranza curriculum was to encourage students to successfully develop cooperative work.
8.4.2. The importance of designing objectives

James Brown (1995) states that the objectives help teachers to address their teaching. They allow teachers to perceive students needs and help them to clarify and organize their teaching points; objectives are also the instrument by which teachers can decide on what they expect students to do at the end of instruction, at the same time the objectives make possible to define activities during the class in a specific time.

Pre-service teachers took into account the three elements that according to Mager (1995) are essential to design objectives :the first one consists on performance( what the learner will be able to do), the second one are conditions (important conditions under which the performance is expected to occur), and the last one is criterion (the quality or level of performance that will be considered acceptable).

The elements previously named were evident on the lesson plans designed since the objectives were thought taking into consideration what students could do, the conditions and limitations that context had and the final outcomes compared with the level students had at the beginning of the academic year.

8.4.3. Linguistic and Communicative Objectives

Hymes (1967) considers the communicative competence as the knowledge which allow a person to communicate in a functional and interactive way, however Canale and Swain(1980) state that the communicative competence is divided into four subcategories. The first two competences (Grammatical Competence and Discourse Competence) refer linguistic system, and the other ones (Sociolinguistic Competence and strategic competence) define the functional aspects of communication.
According to the idea previously presented Linguistic competence is one of the main components of Communicative competence, they can not be seen in a separate way, it means that an individual is communicatively competent not only when he has a wide language knowledge but also when he is able to appropriately use it in a real context.

Taking into account that students did not have any previous knowledge about English language, and that time was not enough to develop all the communicative components explained by Canale and Swain, researchers only designed communicative and linguistic objectives by providing children with activities that allowed them to work on grammatical elements as lexical items, syntax and sentence grammar and its corresponding use.

### 8.4.4. Metalinguistic Objective

Metalinguistic objectives can be associated with non language outcomes, defined by Jack C. Richards as a way to describe learning experiences rather than learning outcomes. Nonlanguage outcomes are related to personal, social, cultural and political needs and rights of learners, and they evaluate students beyond linguistic content; through them, practitioners expected children to develop social skills such as tolerance, respect, teamwork and sharing knowledge and experiences in a cooperative way.

### 8.4.5. Interpersonal objective

When students in charge of this research project began teaching English at Eduardo Carranza School, they only worked on linguistic and communicative objectives, however the classroom observations allowed them to identify a specific situation: students had learned some grammar aspects but their English learning process had not been the expected one since, children did not know how to interact each other.
Taking into account that humans are not born for isolation, but for relationships, practitioners considered that English had to be seen as a tool not only to improve linguistic and communicative skills but also interpersonal ones. Interpersonal skills is a term used by David Johnson (1999). The author states that it is not another thing but “your connections to other people. They are the keys to acting appropriately, according to the specific person and situation”.

Pre-service teachers saw that when children had to work on the designed activities they behaved without considering how the consequences of their actions, would affect others. Groups were expected to achieve common goals, however each individual was not enough committed to help his/her groupmates.

Practitioners in charge of this project decided not to overlook the importance of interaction because as Johnson states: “Your interpersonal skills are the most important things in your life. Your career success, the quality of your family life, the depth of your friendships, and everything else that is important are directly affected by how able you are to build and maintain appropriate relationships.”

Taking into account that some individuals have great difficulties when interacting with others and that most of human beings need to be guided to strength their relationships, pre-service teachers decided to improve their lesson plans by adding a new element: an interactive objective. Through this objective, practitioners expect children to increase two important aspects: interpersonal effectiveness and self-actualization.

If it is considered that Interpersonal effectiveness is “the degree to which the consequences of your behaviour match your intentions” ¹⁸, it is accurate to say that feedback obtained from others when interacting with them, is a good tool to reflect and decide what to do to improve my behaviour. The point previously presented, was one of the reasons why practitioners propose activities that allow children not only to learn English but to be aware of how their actions affect their group members.

The second important aspect, pre-service teachers expect to increase is self-actualization. “¹⁹Self-actualization is the drive to actualize your potential and take joy and a sense of fulfilment from being all that you can be”; to better explain this point, it is accurate to say that the only way in which and individual can discover what his talents are, is when he knows how other people respond to his actions. Once, the previous point has been presented, it is clear why pre-service teachers expect propose activities that allow children to act to achieve not only the own success but a common goal.

¹⁸ Ibid; page 5
¹⁹ Ibid; page 5
9. METHODOLOGICAL DESIGN

9.1. POPULATION

The Institucion Educativa Distrital Eduardo Carranza is located in Barrios Unidos locality; it has a basic Primary education with students of 1, 2, and 3 social organization.

In 2003 in Bogotá, there was a population’s study and according with the information of the Administrative Department of District planning, the locality of Barrios Unidos in the 2003 had the 2.3% (36,666 children and young) of the population in scholar age that is more than 1,572,92520.

With the preliminary results of the quality test of Bogotá 2003 and the urban localities made by the DANE and the DAPD in Barrios Unidos Locality the illiteracy rate was calculated with people of 15 years and more than 1.1%, perhaps it was less to the rate of the complete Bogotá with 2.2%.

9.2. DATA COLLECTION

The data collection was taken from different experiences obtained in the school, through students’ observations, guides, and workshops proposed and developed in classroom. The formats applied to gather the necessary information were: lesson plans, observation charts, reactions analysis and a chart to evaluate first and second piloting processes.

This proposal took into account interaction and relationships among participants of the Educative community (teachers and students outside and inside the classroom). According to this, the data required for the

20 Taken from:
development of the proposal was achieved by a close participation of the population in the institution, the needs recognition and particularities of this community were considered as the cornerstone to design the project.

9.3. ACTION RESEARCH

Pre-service teachers based their research project on action research theories because:

- It interprets “what happens” from the point of view of those who act and interact in the problematic situation, in this case, teachers, students practitioners and institution managers.

- It considers the situation from the point of view of the participants describing and explaining what is taken place with the same language used by them. For this reason the dialogues of action research can be validated in the dialogue with the participants. A research report written in the language of abstract disciplines is never product of authentic action research.

- It implies that participants self-reflect over their own situation, and over the others involved in the research.

“Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It is typically designed and conducted by practitioners who analyze the data to improve their own practice”21.

---

21 ELLIOTT, Jhon; Theory of teaching by researching practice, Madison Metropolitan School District webmaster@madison.k2.wi.us
When teachers expect to act, they must do research questions based on their own professional practice and they are also expected to examine the process about teaching and learning. After those steps, the researcher must collect information from and with the students; the discussion of the data, methodology and the findings with other teachers and members of the educational community, will extend the perspective of analysis and interpretation, their support and experience and clarify relevant issues in the research process, the use and application of the real action research.

Taking into account the five steps to develop a research: problem identification, plan of action, data collection, analysis of data and plan for future actions; in a first moment practitioners expected to answer questions that allowed them to know what they expected to accomplish with the research; to carry out this step satisfactorily it was necessary to identify the context and its corresponding needs.

Once pre-service teachers got had a direct contact with students at Eduardo Carranza school and after doing a diagnosis, they realised that children had to much trouble to effectively develop teamwork.

The second step was plan of action which the formulation of new strategies starting from the identification and the pertinent question, at this point it was necessary to apply and analyse the lessons results in order to develop and implement a new strategy to answer to the formulated question and to fulfil the needs previously identified. In this case the question was: how to improve interaction through English?.

The third step was to gather data, in this point it was necessary to determine the kind of data required to collect the accurate information, this procedure was developed by making classroom observations and fill in their corresponding forms so that practitioners could identify the elements to be
implemented in order to improve interaction among students. Then it was compulsory to explore existing information that might be useful.

The fourth step practitioners followed was to analyze reactions results, at this point pre-service teachers were able to identify that lesson plans objectives had to be modified and in order to build a strong base, they started exploring theory that might uphold the new objectives categorization they expected to design.

The last step was to develop a plan for future actions; at this point practitioners got their own conclusions and determined to propose a new lesson format to be applied for other pre-service teachers in the future.

The action research is a successful process because it allows the teacher to classify, organize information and answer the previously formulated questions.

This English lesson plan proposal has been focused on action research principles, since practitioners not only observed Eduardo Carranza primary section but they also got involved in this educative context.

**9.4. QUALITATIVE RESEARCH IMPORTANCE**

Taking into account that practitioners expected to observe and analyse English class processes in Primary section at Eduardo Carranza school, they decided to work this research project based on qualitative research since it could help them to study aspects as: activities quality, relationships, materials and other instruments involved in this specific context.

Qualitative Research takes into account the process and the study of data collection because those are essential elements to solve community needs. It
also provides the necessary tools to comprehend and explain the social meaning of a phenomenon.

Considering that qualitative research expects researches to achieve a extensive knowledge about problem source, students in charge of this project decided not only to work as observers but also as pre-service teachers and in this way they were able to identify the lack of cooperative work surrounding academic environment in primary Eduardo Carranza school.

Fraenkel and Wallen (1996) consider the importance of the natural environment \(^{22}\) in the qualitative method, because it provides the source of the problem and in the environment it self can be found the solution.

In order to develop a qualitative research, two elements have to be taken into account: on the one hand it is necessary to interact and directly be immersed in the context that is going to be studied and on the other hand it is important to make an effective data collection; the elements previously named encouraged pre-service teachers to start an observation process and to interact with students through the management of English classes academic environment.

Taking into account that data collection can not be overlooked practitioners designed a series of formats to gather the information that allowed them to identify the problematic situation. Members’ community opinions and behaviours were also important because they allowed practitioners to identify the possible strategies that could be adapted to improve social skills.

Taking into consideration that qualitative research is to be applied in real contexts and that reality is constructed by people interacting in their social world. It is accurate to say that by studying Eduardo Carranza School context, researches will be able not only to recognize, understand and comprehend

\(^{22}\) Understanding natural environment, as the union of phenomenons with out any change or modification, presenting the situations in the way that they are.
experiences, needs and perspectives human beings experience but to propose new pedagogical practices.

9.4.1. Need Analysis

If is considered that to develop a qualitative research, context needs are the main element to guide any action, it is necessary to state that according to Richards, Platt and Weber needs assessment is “the process of determining the needs for which a group of learners requires a language” and according to diagnostic philosophy it is what would prove that a missing element could be harmful for a context.

Before making any needs analysis it is important to answer questions like: Who will be involved in the needs? What type of info should be gathered?, that was why pre-service teachers began applied a diagnosis in order to know students English level and designed some instruments to gather the required information.

Then it was necessary to take into account people who were going to be involved in the analysis, they were: target group, the audience and the needs analysts; the first one it is made up of those people about whom info was going to be gathered (In our case the students of Eduardo Carranza School), the second group was conformed by people who would eventually be required to act upon the analysis (teachers, teacher aides, coordinator etc…) and finally, people who were responsible for conducting the needs analysis (practitioners).

It was important not only to consider people, but also social and psychological aspects, because as Piaget and Vigostky state, it is important to take into account the target linguistic behaviours, circumstances in which the language will be used, dimension of language competence involved. In order to
implement those elements practitioners based the proposal on the implementation of the social skills proposed by Johnson.

When making an analysis it is possible to find two kinds of needs: objective and subjective. The first ones are conformed by observable data gathered about the situation, the learners, skills level and proficiency; the second ones have to do with wants, desires and expectations. Students in charge of this project did not overlook those two kinds of needs since they are essential elements to motivate students. Furthermore, practitioners took into consideration suitable linguistic content for students ages (elemental vocabulary) and social needs children had.

9.5. INSTRUMENTS TO CARRY OUT THIS QUALITATIVE RESEARCH

The instruments used to collect information were: Library resources (books), Background (theoretical guidelines underlying Proyecto Educativo Institucional at Eduardo Carranza School), observations that were done by reporting behaviours that took place in each classroom. The objective of the observation process was to identify the problems that were being experienced by students in order to discover the strategies that could be apply to solve it (See annexe observations).

9.5.1. Observations

Classroom observation is any situation in which the teacher is being observed to discover the way how his or her classes are developed. Classroom observation is a support for teachers.
9.5.1.1. Type of Observations

There are some kinds of observations (Administrative observations, Peer observations, self-observations) these are effective alternatives to make classroom research. Researches of this project decided to work on peer observation that consists on a feedback provided by a witness individual about teacher performance, this one must be a constructive and useful tool for teacher. To carry out this strategy, practitioners designed a chart that helped them to observe specific aspects of the classroom as activity, teacher and students’ role and reactions. Another kind of observation is self evaluation, this one allows teacher to evaluate his own behaviour.

9.5.1.2. Testing -Diagnosis

At the beginning of this project, practitioners assigned time to be familiar with context and students in order to discover their needs, previous knowledge, abilities and wishes; for this purpose, the students were questioned about the contact they had had with the second language, in this way the diagnosis became a way to find out how would the general entry and exit levels could be tested.

In order to have a general view of the student’s level proficiency and establish the goals and objectives in the lesson plans, it was necessary to make a diagnosis test. It allowed pre-service teachers to focus on interaction problems and foreign language learning process weaknesses; it was the opportunity pre-service teachers had to make two things: classify each student in a particular level regarding grammar abilities and be aware about the topics and activities for the next lesson plans. The diagnosis decisions were focused on identifying strengths and weaknesses of all aspects of teaching and learning, context and students needs. Diagnosis was also
carried out through some meetings that Practitioners and head teachers had in order to know what the next step was going to be.

9.6 ANALYSIS RESULTS

9.6.1 First Piloting Analysis (SEE ANNEXE E)

Due to the fact, that it was necessary to categorize the most important aspects regarding teamwork performance, it was necessary to design an analysis chart in order to get outcomes in terms of positive and negative situations observed in the first piloting. The observed aspects were: interaction, English skills (writing, listening, speaking, reading), discipline and social skills (respect, honesty, solidarity, sharing and discussing of ideas, relationships).

Once first piloting lesson were applied, pre-service teachers noticed that students seemed not to be interested on working by groups and preferred to work individually. For that reason, it was difficult to develop social skills, such as interaction, sharing materials, listening to each other, improving friendship, decision-making, trust-building and communication. It is accurate to say that first piloting proved that primary section students had a selfish attitude in terms of sharing materials, knowledge and helping each other.

In order to get a solution for improving this problematic situation, researchers decided to apply a second lesson piloting to set a metalinguistic objective, where students could develop not only linguistic competences but also communicative and social competences. Practitioners took into account two important elements to implement metalinguistic objectives: the first one was cooperative learning approach that according to Eduardo Carranza School PEI, is a pedagogical approach that considers that each team member has the possibility to learn and contribute to effective teamwork. The second
element taken into account was non-language outcomes theory that according to Jack C. Richards (2001), has to do with personal, social, cultural skills, political needs and rights of learners.

9.6.2 Second piloting analysis (SEE ANNEXE F)

After the application of the second lesson plan proposal, the pre-service teachers noticed important changes in the process of language in the primary section of Eduardo Carranza School. One of them was basically the way in which discipline got better; it was evident because the practitioners realized the importance of having a good environment in the class, avoiding negative influences as mockery, disrespect or even physical abuse.

Using some points and rewards by rows, it was possible to have a better management of the classroom and in this way to help students to work in a cooperative way, not only in the linguistic knowledge but also in the use and application of social skills.

Students realized that succeed depended on the behave of each of the members of rows. At the beginning it was very hard to explain and create awareness among students about the responsibility that was in some cases individual but the results at the end of the course could affect the others, this way, students in some cases blamed each others but, they could realized that the success and even the failure affected to all of them.

The application and use of cooperative learning in the primary section had a relevant contribution in the process of language teaching and corresponding learning. It was basically because, it was possible to create a space of interaction and to put in practice some communicative skills even though the grammar structure was not involved. The kind of activities gave to the students the opportunity to see English subject as a nice and amusing space
to share time with their classmates and learn vocabulary in English in a respectful way.

Once the kids realized that they were not just classmates but also partners with the same goal of having good discipline and participation in English activities in a good way, they became more spontaneous in the classes, the participation increased and the desire of succeed was present in a stronger way. It is to notice that in some cases the application of rewards and punishes helped in the management of the classes (discipline and execution of activities) elements which correspond to the behavioral and cooperative learning theory, behind the application of this proposal.

For pre-service teachers it was not a good perspective to apply elements of competition in the students, this is why the group of researches considered the possibility to modify some of the lesson plan proposes and improve cooperative learning in Eduardo Carranza school without using other theories that could change or miss understand the objectives of the presented proposal. The idea of applying interpersonal skills opened the opportunity to apply cooperativism in a healthy way for the kids and try to give to them some extra education for their future life.
## 10. PILOTINGS

### 10.1 CONTENTS USED TO DEVELOP PILOTINGS

<table>
<thead>
<tr>
<th>GRADES</th>
<th>FIRST</th>
<th>SECOND</th>
<th>THIRD</th>
<th>FOURTH</th>
<th>FIFTH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Concrete elements</strong></td>
<td><strong>Grades</strong></td>
<td><strong>Topics</strong></td>
<td><strong>Personal information</strong></td>
<td><strong>Personal information</strong></td>
</tr>
<tr>
<td></td>
<td>- Colors</td>
<td>- Numbers</td>
<td>- Colors and shapes</td>
<td>- Colors</td>
<td>- Professions</td>
</tr>
<tr>
<td></td>
<td>- Shapes</td>
<td>- Jobs</td>
<td>- Parts of the body</td>
<td>- Numbers</td>
<td>- Human body</td>
</tr>
<tr>
<td></td>
<td>- Parts of the body</td>
<td>- Animals</td>
<td>- Clothes</td>
<td>- Adjectives</td>
<td>- Verbs</td>
</tr>
<tr>
<td></td>
<td>- Numbers 10-20</td>
<td>- Parts of the house</td>
<td>- What time is it?</td>
<td>- Adjectives</td>
<td>- Adjectives</td>
</tr>
<tr>
<td></td>
<td>- Animals</td>
<td>- Fruits</td>
<td>- Verbs</td>
<td>- House</td>
<td>- House</td>
</tr>
<tr>
<td></td>
<td>- Animals</td>
<td></td>
<td>- Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Parts of the face</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Neighbourhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How old are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is your name?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Are you tall or short?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Are you a student?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Is your father fat or thin?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What color are your eyes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is your name?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Where are you from?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- How old are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is your parents' occupation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- What is your occupation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Present tense of verb to-be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Affirmative sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Negative sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- WH Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Present tense of verb to-be</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Affirmative sentences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Present progressive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10.1.1 Content chart analysis

Due to the fact that pre-services teachers had to evidence the topics that were studied by students of Eduardo Carranza School during the academic year, it was necessary to design a taxonomic chart according to an important category of Bloom's taxonomy called knowledge, which consists on the information learner recalls with or without comprehension, at the same time it is divided into three subcategories but only two of them were taken by practitioners. The first one describes the concrete elements (dates, events, people, places, etc) students acquired during the learning process, and the second one, explains the grammatical structures (Affirmative sentences, negative sentences, to-be question form, etc) that students were able to put into practice.

Researchers didn’t use all categories since these were complex to be applied in Eduardo Carranza community, because, students did not have a previous knowledge in English and was difficult to carry out the development of all Bloom’s objectives, in addition, these categories were designed for a language curriculum and thought for different levels, even thought, it was an useful tool to explain in accurate way the different contents proposed in English lesson plans.
FIRST PILOTING
(BEFORE APPLYING COOPERATIVE LEARNING APPROACH)
10.2 LESSON PLANS FIRST PILOTING

INSTITUTION: EDUARDO CARRANZA
GRADE: 101
STUDENT TEACHER: Tatiana Romero
TOPIC: Colors

LESSON PLAN SAMPLE # 1

GOAL
Students will know the vocabulary of the colors

OBJECTIVES

TERMINAL LESSON OBJECTIVES
Students will recognize the basic colors
Students will be able to describe things around them using vocabulary of colors and shapes
Students will be able to exchange information about colors from extracts of a song.

ENABLING LESSON OBJECTIVES
Students will be able to distinguish the different colors
Students will be able to say and to identify the colors
Students will be able to comprehend the information presented about colors
Students will be able to keep instructions.

MATERIALS AND EQUIPMENT
- Cd
- Songs
- Draws
- Paper
- Colors
- Pictures
- Scissors
- Stick
- Tape recorder

PROCEDURES

ACTIVITIES

WARM UP
Student will try to match the draw up and to get the same draw of the color that was drawn out on the flash cards (concentration -game)

FIRST ACTIVITY
With figures in silhouette paper the explanation will be done,. The teacher will explain each colour (red blue, white, black etc)

GUIDE
Teacher will bring to each student a guide where students will identify the word and the color and will joint it according to the instruction

SECOND ACTIVITY
After the first guide the teacher will give another one paper to each student, there they have to color the picture with the color it says

THIRD ACTIVITY
Students will make draw of what they consider is a perfect day for them, using the colors saw in class, they will shot it to their classmates

FOURTH ACTIVITY
Students will hear a song about colours they will sing together by groups, and by line of chairs.
EXTRA-CLASSWORK ASSIGNMENT

1. To color Simpson’s family
2. To cut that pictures about Simpson’s family
3. To draw a land escape in which you can use the primary colors saw in class

EVALUATION

The teacher will ask each student a different color showing the same figures the used in the explanation, in this way she will listen to their pronunciation and will realize if the knew the colors.
FIRST LESSON

MY NAME IS ________________________________________________________________

Topic colors and shapes

Color the picture according with the instruction of numbers

1 Orange and Black
2 Green
3 Yellow
4. Pink
5. Blue
6 Red
7 Purple

1, 2, 3, 4, 5, 6, 7
GOAL
Students will be able to name the colors, to identify and recognize them, with the companion of the geometric figures (triangle, circle, and rectangle, square).
Students will recognize vocabulary as possibility to identify it in charts so children must be able to distinguish between different sounds and interpret its meaning.

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Students will be able to identify the names of basic geometric figure exercises in which they can use the language as a natural stimulus.
Students will be able to hear the color and paint the draw of the image named by the song.

ENABLING LESSON OBJECTIVES
Students will be able to answer simple question about geometrical figures and colors with the help of some flash card.
Students will be able to identify the names of the different colors and shapes in order to get the correct association of the pictures given in the paper.
Students will recognize basic geometric figures in their environment (in this case from the classroom, their college, their neighborhood, country and planet.)
Students will get a good pronunciation, through interaction and repetition of all of the vocabulary by the way of a song.

MATERIALS AND EQUIPMENT

- Each geometrical figure in silhouette paper
- Guide for filling in English notebook
- Scissors
- Gum
- Magazines
- Colors
- Photocopies

PROCEDURES

ACTIVITIES

WARM UP

Students are going to play (Tingo- Tingo -Tango) and they are going to answer a secret question from a bag, this bag contains questions about colors and shapes

FIRST ACTIVITY

Trough the geometric figures in silhouette paper, the explanation will be done. The teacher will explain each shape (triangle, circle, and rectangle, square) Teacher will bring to each student a guide, where students will identify, shapes and will write the name of the color each figure according to the instruction; also they will cut some geometrical figures from the magazines and will stick it according to the correspondent name to stick it

SECOND ACTIVITY

Students are going to color the Simpson’s family according with the instruction of the teacher, so the teacher says: Marge hair is……..
Homero`s trouser is white
Marge dress is green …… so on.

THIRD ACTIVITY
Students are going to color the circle according to the word inside, if the student don’t recognize them, they have a reference because the circle has an image inside so the students can associate the draws with the respective color.

FOURTH ACTIVITY
Listening a song
Students are going to be divided in two groups, the first group will present the song about colors and the second group will present a song about shapes previously learnt by them last classes, they will sing it making a little presentation to their partners and using shapes with the help of flash cards.

EXTRA-CLASSWORK ASSIGNMENT
Each student have the name of a shape and an a color, so he/she should bring next classes such shape and color in order to be presented to their classmates.

EVALUATION
The criteria to evaluate the students is safeguarded the correct identification of colors so there I will notice the applicability of using colors for describe objects,
We are going to assess the correct perception to associate words, pronunciation, and images as a way to find the answer, so we are going evaluate if they associate in a good way the numbers with their respective word.
SECOND LESSON

In pairs relate the geometrical shapes of a side A with the correct shapes and colors of the side B

A

B

The Circle is blue

The Square is purple

The Triangle is red

The Rectangle is yellow

The Rhombus is pink

The Square is orange

Color the snowman
Put their correspondent parts,
Built the snowman
Put your name
Stick it on to the board
Color the Simpson’s family according with the instructions

Song
Orange, purple, black and white
Black and white, black and white
Orange, purple, black and white
Colors, colors, colors

Orange, purple
Pink and red, pink and red
Orange, purple, Pink and red
Colors, colors, colors

EVALUATION

Colors and shapes

name:

Yellow Red
Purple: Pink
Black Orange
Pink Brown
Blue Green

COLOREA EL DIBUJO, DEACUERDO A LAS INSTRUCCIONES (Color the showman)

The circles are yellow
The squares are orange
The triangle is blue
The hexagon is orange
The heart is red
GRADE: 101
STUDENT TEACHER: Tatiana Romero
TOPIC: BODY PARTS

LESSON PLAN SAMPLE # 3

GOAL

Students will be able to identify body parts (head, arms, legs, and feet)

OBJECTIVES
TERMINAL LESSON OBJECTIVES

Students will understand and recognize body parts

Students will know body parts and its importance in their live trough the recognition of their body and the interaction with their classmates.

ENABLING LESSON OBJECTIVES

Students will comprehend which are the parts of the body

Students will recognize some words trough mimic, they will imitate hear, repeat, and will coordinate movements.

Students will participate actively talking about their body.

PROClerENCES
ACTIVITIES

WARM-UP

Students are going to sing a song about parts of the body

FIRST ACTIVITY
Teacher will explain each part of the body making a picture of it on the board and writing its name, at the same time; students will do the draw in their notebooks with the corresponding name.

The teacher will bring to each students a guide where students will identify the part of the body and will joint it

SECOND ACTIVITY

Students are going to share silhouette paper writing inside of it their favorite part of the body (head, arms, legs, and feet), they will share it to their classmate and will tell him/her why it is their favorite part, what he can do with such body part.

THIRD ACTIVITY

Students are going to discover the puzzle about body parts, they are going to have some parts with its corresponding name, by groups they will match it up

FOURTH ACTIVITY

Students will sing a song about body parts, in this song they are going to imitate movements from the teacher, they will touch their body and classmates body parts.

EXTRA CLASS-WORK ASSIGNMENT

Students are going to draw their family and will write the parts the parts of the body saw in class.

EVALUATION

To observe the interaction and participation talking about their bodies
To analyze how was the apprehension of this new vocabulary
To analyze how did they behave working in groups.
How much they know about their body parts?
INSTITUTION: EDUARDO CARRANZA
GRADE: 201-202
STUDENT TEACHER: Natalia Garzon / Monica Henao
TOPIC: parts of the house

LESSON PLAN SAMPLE # 1

GOAL
Students should be able to recognize and recall information related to the parts of the house

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Students will be able to know and recognize vocabulary related to the parts of the house (bedroom, bathroom, living room, dining room, garage, and kitchen)

ENABLING LESSON OBJECTIVES
Students will be able to distinguish and recognize the different parts of the house.
Students will be able to identify vocabulary related to the house.
Student will be able to recognize how they sound and how to write the parts of the house.

MATERIALS AND EQUIPMENT
- Flash cards
- Pencil
- Piece of papers
- Color pencils
- Notebook
PROCEDURE
ACTIVITIES
WARM UP
The students are going to repeat, memorize and sing a song related with the parts of the body, also they are going to touch the parts of the body that teacher says.

FIRST ACTIVITY
With the help of some flash cars the students are going to recognize the parts of the house; the teacher is going to show and pronounce them, students are going to repeat the names of the things and pay attention to the pronunciation. After that the students are going to look the flash cards and answer the question: What is this?

SECOND ACTIVITY
The students should develop the activity in pairs, help each other and share the materials. In a piece of paper that was prepared previously by the teacher students should make a relation between some objects according to the part of the house that correspond. The teacher is going to give some instructions like: observe the paper, match the objects with the part of the house, and help your partner if he/she does not understand.

THIRD ACTIVITY
Students are going to draw the favorite place of their house and tell something about it to their partners

EXTRA-CLASSWORK ASSIGNMENT
The students will complete the page number 25 of the book exercises.
Write the correct name in the corresponding place
INSTITUTION: EDUARDO CARRANZA
GRADE: 201 – 202
STUDENT TEACHER: Natalia Garzon - Monica Henao
TOPIC: Neighborhood

LESSON PLAN SAMPLE # 2

GOAL
Student will able to use in a correct way the different parts of the neighborhood and recognize two prepositions

OBJECTIVES
TERMINAL LESSON OBJECTIVE
Students will be able to improve the ability to give information about the components of a neighborhood.
Students will be able to give information about the location of some things using the 2 prepositions.

ENABLING LESSON OBJECTIVES
Students will be able to situate on a neighborhood some places
Students will be able to practice vocabulary about places of the neighborhood
Students will be able to practice two prepositions

MATERIALS AND EQUIPMENT
- Toys
- Black board
- Piece of paper
- Color pencils
- Book
- Map
- Flash cards
PROCEDURES
ACTIVITIES
WARM UP
With some toys showing the prepositions in front of and next to by the
teacher, students will be able to recognize and recall the two prepositions,
answering to the question that the teacher asks: (where is the....)

FIRST ACTIVITY
The student will see the prepositions “in front of and next to“ that the teacher
is going to show, after that is going to ask “which preposition is this”, and they
will answer the question that the teacher say.

SECOND ACTIVITY
The student will form groups of two, and they will do the action taking in to
account the preposition that the teacher say, example: if the teacher says
next to, they have to do the action with the partner.

THIRD ACTIVITY
The teacher is going to give a crossword which contains the neighborhood
places and is going to explain to the student that they have to choose and
draw two of them using the prepositions.

FOURTH ACTIVITY
Taking in to account a map of the neighborhood that the teacher made in the
black board the students will be able to fill the books’ page in which they have
to complete some information about the location of some places of the
neighborhood using the prepositions in front of and next to.

EXTRA-CLASSWORK ASSIGNMENT
The students will complete the book exercises.
Search the following words: Bakery, bank, church, school, cinema, bookstore, supermarket, park

| S | U | P | E | R | M | A | R | K | E | T |
| S | D | A | G | H | O | L | R | W | I | E |
| E | D | R | T | C | O | G | H | I | H | U |
| B | A | K | E | R | Y | B | H | G | C | Q |
| A | R | H | J | U | O | O | O | R | B | R |
| N | D | S | C | H | O | O | L | D | E | A |
| K | B | A | N | C | E | K | P | W | R | M |
| C | H | U | E | S | N | S | O | I | T | R |
| A | S | D | G | S | S | T | O | R | E | E |
| W | R | Y | O | I | Y | O | E | D | V | P |
| B | A | N | A | N | A | R | U | O | L | U |
| S | T | I | R | E | V | E | R | T | S | S |
GOAL
Student will able to recognize some animals of the farm, the farm and farmer

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Students will be able to improve the ability to give information about the animal of a farm.

Students will be able to give information about the person who works in the farm

Students will be able to understand farmer as a job.

ENABLING LESSON OBJECTIVES
Students will be able to practice vocabulary about the farm and its components

Students will be able to practice the name of some animals

MATERIALS AND EQUIPMENT

- Word search
- Color pencils
- Pen
- Flash cards
- Note book
PROCEDURES

ACTIVITIES

WARM UP
the student will looking for some animal names in a word search using the color of each animal to circle the name

FIRST ACTIVITY
The teacher is going to show some flash cards with the picture of a farmer and a farms, is going to say the name of the job and the place, students should repeat and understand the difference between farmer and farm and understand that farmer is a job, and farm is a place

SECOND ACTIVITY
the student will see some flash cards with the picture of some animals that live in the farm, tehjy are going to see each one and are going to repeat the name of each one

THIRD ACTIVITY
Students should draw an animal of the farm in their notebook, they have to draw also the animal in their environment inside the farm

FOURTH ACTIVITY
Students will put in front of the flash cards that contains an animal that are in the black board their corresponding name

FIFTH ACTIVITY
Students will complete the books’ page, they have to color the animals and write the name of each one.
EXTRA-CLASSWORK ASSIGNMENT

The students will draw an animal in a paper, and they have to decorate it using different kinds of materials.
STUDENT NAME:__________________________________
TEACHER:________________________________________

Find the following words: Horse, turkey, pig, cow, duck, bird, chicken, farmer, farm, hen

H E N M R A F O P
O P S U D P I K J
R I T U R K E Y E
S G C H I C K E N
E Y O D B W R I D
S P W D U C K K U
F A R M E R O A C
GOAL
Students will be able to recognize the name of the common shapes and colors in English.

OBJECTIVES
TERMINAL LESSON OBJECTIVE
Students will be able to identify and pronounce the name of the five common shapes in English (square, triangle, circle, star and rhombus).
Students will be able to associate the name and the spelling of the colors and shapes in English

ENABLING LESSON OBJECTIVES
Students will be able to write in a correct way the colors and the shapes in English.
Students will be able to pronounce in a correctly the shapes and colors
Students will be able to practice vocabulary about colors and shapes.

MATERIALS AND EQUIPMENT:

- Colorful Figures of (different sizes): squares, triangles circles, stars and rhombus
- Paper to color
- Color Pencils
- The Workshop
PROCEDURES
ACTIVITIES

WARM-UP
Giving commands: the teacher will give to the students the following commands: Stand up, sit down, shake your hands, and touch your head, touch your eyes and so on.

FIRST ACTIVITY:
The teacher will show some colorful figures of the five common shapes (square, triangle, circle, star and rhombus), the students will repeat the name of the shapes according to the patron of pronunciation given by the teacher. After made this exercise at least three times, the teacher just will show the shape and the kids by the own criteria and memory, will say the name of the shape and its color.

SECOND ACTIVITY:
In a first moment will be given to each student one paper in order to colour it and recognize the shapes and also to make them conscious of following right instructions written on the paper.

THIRD ACTIVITY
Using the workshop done in advance the students will complete it, in order to reinforce the spelling of the shapes and colors and they will follow instructions.

EXTRA-CLASSWORK ASSIGNMENT
Students will reinforce what they have learned about colors and shapes by making the activities of their English book on pages 5 and 8.
EVALUATION

To check if the students recognize the shapes (square, triangle, circle, star and rhombus), the teacher will show one of those figures and encourage each student to say its name and its color.
TALLER EN CLASE

1. completa la oración con la palabra de la forma que haga falta y colórala como corresponda

- This is a ___________ green
- This is a ___________ blue
- This is a ___________ yellow
- This is a ___________ red

2. Escribe el nombre correspondiente:

- Circulo
- Estrella
- Cuadrado
TALLER EN CLASE
GOAL
Students will be able to recognize the five shapes in different contexts (house, classroom, drawings, park, and so on).

OBJECTIVES
TERMINAL LESSON OBJECTIVE
Students will be able to identify and associate the name of the five common shapes in English (square, triangle, circle, star and rhombus) in any context. Students will be able to write in a correct way the colors and the shapes.

ENABLING LESSON OBJECTIVES
Students will be able to write in a correct way the colors and the shapes in English.
Students will be able to pronounce in a correctly the shapes and colors.
Students will be able to make drawings and different pictures by themselves using the shapes and the colors.

MATERIALS AND EQUIPMENT:

- Colorful Figures of (different sizes): a house, a T.V, a computer, a ball, a watch,
- Color Pencils
PROCEDURES
ACTIVITIES

WARM-UP
Giving commands: the teacher will give to the students the following commands: Stand up, sit down, shake your hands, and touch your head, touch your eyes and so on.

FIRST ACTIVITY
The teacher will show some colorful figures related to the shapes but using common objects as for example a house, a T.V, a computer, a ball, a watch, and the teacher will ask for the shape and color of each one of those figures, the students will answer and then they will say more objects and its shape and color.

SECOND ACTIVITY
In a first moment will be given to each student a piece of paper where each one of them is going to draw an object, after that the teacher will chose one or two drawings and will show them in front of the classroom and the students will say its name and color.

THIRD ACTIVITY
The teacher will ask for the English notebook and each student will draw his or her favorite object writing its shape and color.

EXTRA-CLASSWORK ASSIGNMENT
Students will reinforce what they have learned about colors and shapes by showing to their parents what they have done in English class and they will write an opinion about the drawing of the favorite object.
EVALUATION
To check if the students recognize the shapes in any context the teacher will ask for some objects and show the ones she has and encourage each student to answer.
INSTITUTION: EDUARDO CARRANZA
GRADE: 301 - 302
STUDENT TEACHER: Laura Laguado – Johanna Mendez
TOPIC: Adjectives

LESSON PLAN SAMPLE # 3

GOAL
Students will be able to recognize the name of six adjectives in English (fat, thin, tall, short, beautiful and ugly)

OBJECTIVES
TERMINAL LESSON OBJECTIVE
Students will be able to identify and pronounce the name of the six adjectives in English.
Students will be able to associate the drawing and the spelling of the six adjectives in English.

ENABLING LESSON OBJECTIVES
Students will be able to write in a correct way the six adjectives in English.
Students will be able to pronounce correctly the six adjectives.
Students will be able to practice vocabulary about new words (adjectives).

MATERIALS AND EQUIPMENT

- Figures of the different adjectives: fat, thin, tall, short, beautiful and ugly
- Color Pencils
- The Workshop

PROCEDURES

ACTIVITIES
WARM-UP
Asking questions: the teacher will ask to the students the following questions. ¿Alguien de tu familia es gordo / flaco/ alto/ bajo/ hermoso o feo? ¿Quien? ¿Porque crees eso de XXXX persona?.

FIRST ACTIVITY
The teacher will show the figures with a specific characteristic (fat, thin, tall, short, beautiful and ugly) the students will repeat the name of each adjective according to the patron of pronunciation given by the teacher. After made this exercise at least three times, the teacher just will show the drawing and the kids by the own criteria and memory, will say the adjective.

SECOND ACTIVITY
The teacher will make a mimic and the students will say the adjective in English taking into account the previous vocabulary.

THIRD ACTIVITY
The teacher will ask for the English notebook and students will draw their families writing who is fat, thin, tall, short, beautiful and ugly in order to reinforce the spelling of the adjectives. After that using the workshop done in advance the students will complete it, in order to reinforce and associate the drawing with the word.

EXTRA-CLASSWORK ASSIGNMENT
Students will reinforce what they have learned about adjectives by making the second activity of their English book on page 16.

EVALUATION
To check if the students recognize the adjectives the teacher will chose one student and he or she is going to make a mimic and his or her classmates should say the adjective.
1. Escribe la característica del muñequito según corresponda, (Tall, short, fat, thin)

1. Dibuja a un miembro de tu familia que tenga las características trabajadas en clase
GOAL
Student will be able to understand the primary and secondary colors.

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Student will be able to write and pronounce the main colors.
Student will be able to produce basic sentences using colors.
Student will be able to list the primary colors and to use these colors to create and identify secondary colors.

ENABLING LESSON OBJECTIVES
Student will be able to use some vocabulary useful to make basic descriptions.
Student will be able to name and combine different colors.
Student will be able to use the colors to make short descriptions.
Student will be able to recognize colors from the classroom context.

MATERIALS AND EQUIPMENT
- Different color crayons (red, blue and yellow)
- Sheets of paper
- Some pictures and drawings

PROCEDURES
ACTIVITIES
WARM UP
Students will be asked about the colors and if they know the difference between primary and secondary colors. Also, students have to tell the teacher about colors they have into the classroom. After this, students will face some color images on the board and the teacher will tell them the different color spelling and pronunciation. Finally, the teacher will explain the steps in which they have to mix the colors to get the secondary ones. (*The three primary colors are red, yellow and blue. Red and yellow produce the secondary color orange. When red and blue mix, the secondary color purple is made and when yellow and blue are mixed, green is made*).

FIRST ACTIVITY
In this activity, the students have to make couples and draw a geometric shape (square, triangle, circle etc) which have to divide into three sections. Then, they will use each of the primary three colors in the different sections. After this, the teacher will tell them to start mixing the colors to get the new ones. (When mixed together they produce the secondary colors). Finally, students have to write down on a piece of paper the new colors they got and pronounce them.

SECOND ACTIVITY
The teacher will give students some pictures that they have to complete using the color they consider appropriate. When finished it, the teacher will ask the different students about the color pronunciation and spelling, according to the colors they have chosen. Finally, the teacher will use the classroom context to ask students about the different colors they have in it.

EXTRA-CLASSWORK ASSIGNMENT
Students will have to check the different color pronunciation and spelling at home in order to identify the different colors they have into the classroom.
Activity

Complete with the respective color
LESSON PLAN SAMPLE # 2

GOAL
Student will be able to understand the basic adjectives

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Student will be able to write down some basic adjectives.

Student will be able to report to the class the adjectives they used.

Student will be able to list and share their adjectives with the class

ENABLING LESSON OBJECTIVES
Student will be able to use some vocabulary to make basic descriptions using adjectives.

Student will be able to name and combine different adjectives in a written and oral way.

Student will be able to use the colors to make short descriptions.

Student will be able to recognize and describe some objects into the classroom through the use of adjectives.

MATERIALS AND EQUIPMENT

- Various charts with the adjectives
- Papers with sentences to identify the adjectives.
- Paper bags
- 5 different objects to place in each bag (fruits, chocolate bar, markers)

**PROCEDURES**

**ACTIVITIES**

**WARM UP**

The teacher asks the students what an adjective is (a word that describes). The teacher will show through the charts the different adjectives the class has to learn. They have to identify adjectives in sentences set on some papers the teacher will give students. Explain that the activities related to adjectives are fun and easy to develop.

**FIRST ACTIVITY**

The paper bags will be distributed around the room by the teacher. Each student has to place one hand in the bag and feel the object. They can touch the object, shake the bag, etc., but they can not look at the object. The student should then write down as many adjectives as they can to describe the unknown object. After each child has written adjectives for all five bags, the adjectives will be shared with the class. The teacher will ask the students if they can name the object. The teacher will show each object to the class. Then, teacher will guide a discussion to talk about the fact that adjectives can help us to figure out what objects are.

**SECOND ACTIVITY**

Teacher will give students some explanations about the ways we can use adjectives to make descriptions. Then, teacher will discuss that adjectives can be used to describe many objects, even though we can't actually see the objects we try to describe, because we came up with many descriptive words to help others understand what are senses are telling us about the objects.
EXTRA-CLASSWORK ASSIGNMENT

The students have to use adjectives to describe an object to their partner. The students have to describe an object while their partner sits quietly with their eyes shut. The student describes the object using detailed adjectives so that the partner can guess the object. It is necessary for parents to help and guide their children to do this activity.
Identify the adjectives

The tree is big and green

That man is tall

Shakira is pretty

Stones are heavy and hard

Chocolate bar is soft

Oranges are rounded

Grapes are small

Markers are hard and from different colors
GOAL
Student will be able to recognize some of the farm animals

OBJECTIVES
TERMINAL LESSON OBJECTIVES

Student will be able to write down some farm animals.

Student will be able to pronounce and recognize animals.

Student will be able to list and share the different animal name and pronunciation to with the class.

ENABLING LESSON OBJECTIVES

Student will be able to use some vocabulary related to animals in order to express their likes and preferences respect to them.

Student will be able to name some animals and use some adjectives to make a basic description of the animal they chose.

Student will be able to use vocabulary related to animals make short descriptions.

MATERIALS AND EQUIPMENT

- Pictures with animals figure and name.
- Papers to match the animals.
- Colors and crayons
- Peace of papers.

PROCEDURES
ACTIVITIES

WARM UP
The teacher will ask about animals and which of them, correspond could be farm animals. The teacher will set the different charts on the board and then, students will be asked about the animals they see on the charts. After that, teacher will show the names and they have to choose the possible name to correspond to the animal picture showed on the chart. Some of the students will have the opportunity to set the name of the respective animal on the board. Finally, they will practice the vocabulary pronunciation.

FIRST ACTIVITY
The teacher will distribute some pieces of paper with matching exercises students have to complete. On the paper students will find two columns, one with the animal's figures and the other with the name, so they have to decide what name is the corresponding one for each animal. Students have to work by couples. When finished this activity, each couple have to share the answers they gave for the exercise.

SECOND ACTIVITY
Teacher will give students some peace of paper and then, he will explain about what they have to do with the paper. In this activity, students they will use some colors and crayons to draw down their favorite animal and its corresponding name, this is an individual activity. So, as soon as they have finished with the drawings, they have to share to the group the name of the
animal, tell a short description of it using some vocabulary related to adjectives seen in advance and tell why they think it is their favorite animal.

EXTRA-CLASSWORK ASSIGNMENT

Teacher will ask students to make a list of the animals we use to eat and what kind of food we can get from them.
Match the draw with its corresponding animal
LESSON PLAN SAMPLE # 1

GOAL
Students will be able to introduce themselves in front of their classmates.

OBJECTIVES

TERMINAL LESSON OBJECTIVES
Students will be able to improve the ability to give personal information.
Students will be able to describe some aspects of their context, using the foreign language.

ENABLING LESSON OBJECTIVES
Students will be able to situate on a map of Colombia the place where they were born.
Students will be able to practice vocabulary about professions and occupations.
Students will be able to talk about themselves using expressions regarding personal information (age, place of birth, name, and occupations).

MATERIALS AND EQUIPMENT

- Tape recorder with a tape conversation
- Professions puzzles
- A map of Colombia

PROCEDURES
ACTIVITIES

WARM UP

Students will be given puzzles of some professions, and for doing this it is necessary to make five groups, each group has to place the puzzle pieces in order to find the corresponding picture, then teacher will ask about the profession on the poster (20 minutes).

FIRST ACTIVITY

Students will receive a page with pictures about professions, and while they are observing the images the teacher sticks some cards with the names of the professions and the students have to match the picture (on their page) with its corresponding name (on the board).

SECOND ACTIVITY

According to the professions above, students have to organize the letters to guess the profession.

THIRD ACTIVITY

Teacher introduces herself in front of the students saying her name, her age, her profession, her father’s profession, her mother’s profession, and the place where she was born, then she asked students questions about personal information.

FORTH ACTIVITY

Teacher will give them a map of Colombia which students have to color and then they will have to find the state where they were born, on the same page they will have the possibility to observe the structure "where are you from" and its corresponding answers. The teacher will ask them "Where are you from?"
EXTRA-CLASSWORK ASSIGNMENT

Students will reinforce what they have learned about personal information by making the activities of their book on pages 11 and 12.
1. Write the professions name according to the picture

<table>
<thead>
<tr>
<th></th>
<th><img src="image1.png" alt="Image" /></th>
<th><img src="image2.png" alt="Image" /></th>
<th><img src="image3.png" alt="Image" /></th>
<th><img src="image4.png" alt="Image" /></th>
<th><img src="image5.png" alt="Image" /></th>
<th><img src="image6.png" alt="Image" /></th>
<th><img src="image7.png" alt="Image" /></th>
<th><img src="image8.png" alt="Image" /></th>
<th><img src="image9.png" alt="Image" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Organize the letters to get the name of each profession

A. Ortac
B. Neergien
C. Ploemyer
D. Yerlaw
E. Kerba
F. Bus verdri
G. Persalesson
H. Terwai
I. Mistecono
J. Manamail
K. Chertea
L. Tarycrese
M. Nicchame
N. Pencartier
O. Tantaccoun

MAP OF COLOMBIA

Color the map and answer to the question where are you from

WHERE ARE YOU FROM?

I AM FROM...
GOAL
Students will be able to introduce each other using the personal pronouns and will be able to use simple present.

OBJECTIVES
TERMINAL LESSON OBJECTIVES
Students will be able to use personal pronouns with their corresponding verb to be in simple present.
Student will be able to introduce in a proper way himself /herself and his/her classmates.

ENABLING LESSON OBJECTIVES
Students will be able to introduce himself/herself and also will be able to talk about personal aspects of their partners.
Students will be able to use personal pronouns and verb to-be in simple present.
Students will be able to talk about he /his daily activities.

MATERIALS AND EQUIPMENT
- Tape recorder with tape conversation
- A page with a crossword
- A page with actions and their corresponding draws.
PROCEDURES
ACTIVITIES

WARM UP
Students will have to introduce himself/herself in front of the classmates (they will talk about their name, their mother's and father's occupation).

FIRST ACTIVITY
After practitioners give an explanation about personal pronouns and verb to-be in simple present tense (students will listen a record which emphasizes the use of personal pronouns), students will be asked to talk about personal information of their classmates using personal pronouns.

SECOND ACTIVITY
Students will receive a page with some pictures of professionals and they have to identify (the corresponding pronoun) the occupation and to make a sentence to describe each draw.

THIRD ACTIVITY
pre service teacher will give the students a page with actions and the corresponding draws, once they have recognized each verb, the teacher sticks a crossword on the board, this one has to be filled with some verbs (that are on the page), practitioners will read the sentence to complete be completed and the student who knows the answer will raise her/his hand.

FOURTH ACTIVITY
Students will be given a reading where they have to identify and underline the correct verb in the reading, then once they finish one of students have to do a mimic and the classmates are supposed to guess the action, the pre service teacher will correct the answers and will pronounce in a correct way.
EXTRA CLASS-WORK ASSIGNMENT
Students will reinforce what they have learned about sentences in verb to be with the correct pronoun and the most useful actions of their daily life by making the activities of their book on pages 14, 15, 16 and 17.

EVALUATION
Finally students are expected to interact with their classmates introducing each other and talking about what they do everyday, in order to apply the actions that they have learned and some of them are going to pass in front of their partners
ENGLISH EVALUATION

Name: ____________________________
Date: ____________________________
Grade: ____________________________

1. Answer the following questions:
   - What is your name? ____________________________
   - Where are you from? ____________________________
   - What is your father’s profession? ____________________________
   - What is your mother’s profession? ____________________________

2. Complete as in the example:

   1. HE IS A ________
   2. HE IS A ________
   3. ________
   4. SHE IS A ________
   5. SHE ________
   6. ________
   7. THEY ARE ________
   8. ________
Tourists travel for pleasure. They visit many interesting places. They speak with different people and learn a lot of about them. They also enjoy the food and the music from various regions. Tourists generally carry their camera and personal articles. When they travel to another country, they need a passport and sometimes a visa. People can have a nice time traveling.
GOAL
Students will be able to use personal pronouns to describe some aspects of a written text and also they will be able to describe the life of important and famous people.

OBJECTIVES

TERMINAL LESSON OBJECTIVES
Students will be able to know how to use personal pronouns with their corresponding verb to be in simple present.

Students will be able to know how to use personal pronouns to talk about people who have contributed to development of the world.

ENABLING LESSON OBJECTIVES
Students will be able to answer some questions according to a text they have read.

Students will be able to pronounce the different personal pronouns in a proper through a song.

MATERIALS AND EQUIPMENT

- A tape recorder.
- A page with a Lyric song
- Two pages with exercises about personal pronouns.

PROCEDURES
ACTIVITIES

WARM UP
Students will receive a page with a Lyric and the will have the opportunity to listen to a song, and they have to sing it.

FIRST ACTIVITY
pre service teacher will stick a text on the board which contains information about two important people, students will read it and they will be asked to retell what the text says.

SECOND ACTIVITY
Students will receive a page which contains a text, they will listen to this one and then they will have to answer some questions related to the information of the text.

EVALUATION
Practitioner will write some sentences on the board where children are supposed to fill some gaps with the correct personal pronoun.
A.1 AFFIRMATIVE STATEMENTS

Listen and read the story.

Milt Singer is from Washington, D.C. He is Oregon now. He is at Oregon State University. He is a detective.

Carol Winston is from New York. Yoko Mori is from Japan. They are roommates. They are new students at Oregon State University.

Oregon State University is big. It is clean and beautiful. The people are friendly. It is a nice place.
Carol and Yoko are with Milt. They are with their dog, too.

A.2 AFFIRMATIVE STATEMENTS

Read the story again. Complete the sentences. Circle the right words.

1. Yoko Mori, Carol and Milt are:
   a. people
   b. places
   c. things

2. Japan, New York, Oregon and Washington, D.C., are:
   a. people
   b. places
   c. things

3. Carol Winston and Yoko Mori are:
   a. detectives
b. teachers
c. students

4. Milt Singer is a:
a. detective
b. teacher
c. student

5. Carol and Yoko are:
a. sisters
b. roommates
c. classmates

A.3 AFFIRMATIVE STATEMENTS

Complete the sentences. Use am, is or are.

1. Oregon ___ a state.
2. It ____ in the United States
3. Carol ____ in Oregon
4. Yoko and Carol ____ in Oregon
5. They____ roommates
6. They ___ students
7. You___ a student.
8. I ______ a student
9. We _____ students
10.He ____ a detective.

SUBJECT PRONOUNS

Complete the sentences. Use I, He, She, It or They

Milt is from Washington, D.C. ____ is a detective.
Yoko is a student.____ is from Japan
Oregon State University is big._____ is in Oregon.
San Francisco is a city.____ is in California.
SECOND PILOTTING
(APPLYING
COOPERATIVE
LEARNING
APPROACH)
LESSON PLANS SECOND PILOTING

FIRST GRADE

PROPOSAL OF LESSON

INSTITUTION: EDUARDO CARRANZA
GRADE: 101
STUDENT TEACHER: Tatiana Romero
TOPIC: Shapes and Colors

LESSON SAMPLE 1

COMMUNICATIVE OBJECTIVE:

- Student will be able to describe some objects and posters using shapes’ and colors vocabulary inside the classroom.
- Student will be able to answer questions about primary colors and shapes.
- Student will be able to express their feelings with a song and will strength their listening skills.

LINGUISTIC OBJECTIVES:

- Student will be able to identify and recall basic shapes.
- Student will be able to recognize shapes on a picture and inside the classroom.
- Student will be able to name shapes and colors and their meaning in their mother language.
METALINGUISTIC OBJECTIVE

- Student will be able to make comparisons between basic shapes and the resources of nature.
- Student will be able to negotiate meaning, using colors and shapes for the lottery game.
- Student will be able to actively interact and will have the possibility to find the answer collectively.
- Students will become active members of an authentic reading community in which they will learn the importance and enjoyment of sharing their interests in literature with others.
# PROPOSAL OF LESSON

<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Warm up activity</td>
<td>Students will give information about colors and shapes; They will associate colors and shapes objects from their classroom.</td>
<td>Objects Maps Cards</td>
<td>15 min</td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>To associate the color</td>
<td>The student is going to repeat the name of the colors and they will associate colors with specific images (example sun= yellow), in order to recognize better the meaning and the pronunciation and the color itself.</td>
<td>Attractive Flash cards</td>
<td>20 min</td>
</tr>
<tr>
<td>PRACTICE 2</td>
<td>The teacher will bring to each student a guide in which students will identify the word. The teacher will explain that there are some clues in order to recognize the color and the shape.</td>
<td>The learner will identify shapes and colors according to some commands and the information previously taught. They will correct the answer with the partner in order to negotiate information to get the</td>
<td>Paper Photocopies Color pencils Stick Scissors</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will present a song for students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will make a choreography for them</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LOTTERY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will encourage the students to participate and play lottery with the students using their body.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will take a card out from the bag, read the name written in the chart. And the students should recognize the word and show the correct image.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are going to choose a partner to work. One student of the couple is going to have two pieces of paper regarding the seen content (shapes and colors). One piece of paper is for the cardboard which has six pictures and the other ones are the names of these draws.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each group is going to present their choreography to the others.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will follow teacher's movements and they will try to coordinate according to the song.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They will repeat the colors and will do some movements with their body point to the color that teacher has previously named.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They will cut the names and put it inside of a bag.(second paper)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If they listen to the name of the figure that they have, they will rise their hands and take the paper with the word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They will need to say the word and show the corresponding draw until they match the six pictures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The winners will receive a prize.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EXTRA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To draw the classroom on the notebook and discover shapes inside of it, “mark them”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To cut shapes from the newspaper or magazines and stick them on the notebook. The students will recognize the word and show the correct picture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color pencils</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crayons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will take a card out from the bag, read the name written in the chart. And the students should recognize the word and show the correct meaning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They are going to be organized in small groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tape recorder</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 min</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LOOTTERY

Procedure:
1. They are going to choose a partner to work
2. One student is going to have the cardboard which has six figures and the other student the six correspondent cards, the content of the figures were from topics worked (shapes and colors)
3. They are going to color the card board and the six figures; it must be a team work, the color must be the same in the cardboard and the correspondent card
4. When the student finished decorating the lottery they put the cards in a pocket
5. The teacher will take it out a card from the pocket and read the color, shape or part of after that she will show it.
6. The couple who have the same figure, catch the card, and the teacher will Ask children if he/she identifies the figure or color first.
7. The first couple that complete the six figures will receive a prize

PROPOSAL OF LESSON

INSTITUTION: Eduardo Carranza
GRADE: 101
STUDENT TEACHER: Tatiana Romero
TOPIC: My face

LESSON PLAN SAMPLE 2

COMMUNICATIVE OBJECTIVE:

- Students will be able to describe parts of the body and will recognize its importance in the life
- Students will be able to discover how to know the body parts can help people reach personal health and fitness goal.

LINGUISTIC OBJECTIVES:

- Students will know the vocabulary about the face parts and they will reinforce the parts of the body.
- Students will be able to recognize the sound of the words
• The student will be able to reproduce the word and will incorporate it in their vocabulary

METALINGUISTIC OBJECTIVE

• Students will be able to facilitate interaction within the class talking about their bodies

• Students will be able to act as a team to design, present, and justify an exercise presenting to their classmates their favourite body part telling them why it is the most important for him?

PROPOSAL OF LESSON

<table>
<thead>
<tr>
<th>TIME</th>
<th>RESOURCES AND MATERIALS</th>
<th>STUDENT’S ACTIVITIES</th>
<th>TEACHER’S ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td>Paper, Photocopies, Color pencils</td>
<td>The learner will identify body parts and face parts</td>
<td>The teacher will bring to each student a guide in which students will identify the parts of the body with its name. The teacher will inquire about previous vocabulary of body parts and face.</td>
</tr>
<tr>
<td>15 min</td>
<td>Stick, Scissors, silhouette flash cards</td>
<td>They will correct the answer with the partner in order to negotiate information about face parts correct meaning.</td>
<td>She will ask some questions about classroom shapes and colors around them.</td>
</tr>
<tr>
<td>20 min.</td>
<td>Scissors, Stick, Color Pencils</td>
<td>The student should stick the word in the correspondent place, he or she should pronounce it.</td>
<td>The teacher will give to each student a name of a body or face part, the student should stick it on the board according to the draw.</td>
</tr>
<tr>
<td>20 min</td>
<td>Flash cards</td>
<td>The student is going to repeat the name of the picture</td>
<td>The teacher is going to show some flash cards with the parts of the face and the body</td>
</tr>
</tbody>
</table>
| Production | The teacher organize students by groups of four.  
The teacher will give to each student silhouette paper. | They are going to choose three students to work.  
Each student is going to write their favorite body or face part on the pieces of paper with its corresponding name.  
They are going to tell to the group why this part was chosen and why he/she considers it is important in their lives. They will show it to the group. | Scissors  
Stick  
Copies  
Color pencils  
Crayons | 20 min. |
|---|---|---|---|---|
| Practice 4 | The teacher will present a song for students.  
The teacher will make a choreography for them.  
The teacher will encourage the students to participate and make movements using their body. | They will touch their the part of the face or the body mentioned in the song.  
Students will follow teacher’s movements and they will try to coordinate their body according to the song and the teacher instructions. | Tape recorder  
Paper | 20 min |
| Extra Work | To practice the song on their homes | | Lyrics of the song |
INSTITUTION: EDUARDO CARRANZA
GRADE: 101
STUDENT TEACHER: Tatiana Romero
TOPIC: Animals

LESSON SAMPLE 3

COMMUNICATIVE OBJECTIVE:

- Students will be able to discuss reasons about domesticated animals and Students will give examples of pets of how dogs have been bred and trained to help human and the benefits that the human being take from the animals

- Student must be able to express their intentions and animals with the animal worlds (afraid and likes)

LINGUISTIC OBJECTIVES:

- Students will be able to recognize vocabulary about the pets

- Students will be able to describe about their pets or the animal that they would like to have (within pet’s category)

METALINGUISTIC OBJECTIVE

- Students will build their favorite pet in plasticine they and will present it to their group.

- Student will participate telling us about their pets and will interchange ideas and information about animals.
## PROPOSAL OF LESSON

<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher will inquire about previous vocabulary of animals</td>
<td>Students will give information about animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>She will ask some questions about animals: ¿do you have pets? What kind?, what is the</td>
<td>Students will tell to the teacher about their pets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>importance of domesticates animals?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td><strong>1</strong></td>
<td></td>
<td></td>
<td><strong>15 min</strong></td>
</tr>
<tr>
<td></td>
<td>The teacher is going to show some flash cards of animals</td>
<td>The student is going to repeat the name of the animals</td>
<td>Flash cards</td>
<td><strong>20 min</strong></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Materials</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>-----------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>student with a partner</td>
<td>find the clue to find the exit and discover shapes inside of it, “mark them”.</td>
<td>Copies, Pencil Colors, Crayons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To cut shapes from the newspaper or magazines and stick them on notebook.</td>
<td></td>
<td>Plasticine</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| The teacher will give to each students a line of plasticine in order students build the animal he like the most, and which one is afraid for him, | students will build the animal he like the most with plasticine, and which one is afraid for him, students will present it to their classmates | Plasticine | 20 min.
| The teacher will make questions about the animals like the benefits, if it is domesticated,, so on | | |
| The teacher will present a song for students, and she is going to make a choreography for them | They are going to be organized in small groups. | Tape recorder, Paper | 20 min.
| The teacher will encourage the students to participate and make movement using their body. | They will sing duck mc Donald farm’s song | |
| They will participate and will make sound as the animals sounds | | | |
| 4 | | | |
Topic Animals
In pairs, discover the animal
Animals provide us with good food to eat. Draw a line from the food to the animal source of that food.

How many types of pets can you find?
Circle the animals that can be pets in a house.

Circle the animals found in the zoo.
1 Rabbit

2 Dog

3 Hen

4 Pig

5 Monkey
SECOND GRADE PROPOSAL OF LESSON

INSTITUTION: EDUARDO CARRANZA
GRADE: 201 and 202
STUDENT TEACHER: Natalia Garzón Garavito y Mónica Henao G
TOPIC: Jobs

LESSON SAMPLE 1

COMMUNICATIVE OBJECTIVE:

- Student will be able to use and pronounce in a correct way the different words that assign jobs.
- Student will be able to answer questions about the name of some jobs

LINGUISTIC OBJECTIVE:

- To identify the different words that assign jobs, recognize how they sound and how they are written.
The students will be able to share with his/her partner about what he/she wants to be in the future.
Through their draws they will be given the opportunity to show to their partners the job that they like the most.

**PROPOSAL OF LESSON**

<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>To join the dots&lt;br&gt;The teacher will introduce the topic of jobs through an activity called join the dots. She will give the students some paper, each paper has a different job and she is going to explain the student that they should join the dots, discovering and colouring the job they have in their papers.</td>
<td>The student is going to join the dots, color the job that he/she finds in the paper and is going to say the name.</td>
<td>Pieces of papers, color pencils, pen</td>
<td>15 min</td>
</tr>
<tr>
<td>PRA</td>
<td>The teacher is going to show some flash cards and pronounce the name</td>
<td>Student is going to repeat the names of the jobs paying attention to</td>
<td>Flash cards</td>
<td>20 min</td>
</tr>
<tr>
<td>Practice</td>
<td>Activity</td>
<td>Instructions</td>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Teacher is going to give some instructions like: ask to your partner “which job do you find in your paper?”.</td>
<td>Children is going to show and answer to his/her partner about the picture that was hide in the paper.</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher is going to say to the students which pages they have to do, and is going to explain what they have to do in each one.</td>
<td>Student is going to follow the instructions that the teacher gives, and they are going to complete the exercises on the book. Example: -color the fireman coat with yellow color -color with green the polices’ cap.</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher is going to explain how to play Hangman and she is going to give some instructions like: - choose a job and your partner has to guess which one it is.</td>
<td>Each student is going to follow the instructions, he/she has to choose a job (fireman, police, secretary …) and the partner has to guess the job that the partner is trying to hide saying letter by letter.</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Teacher is going to ask students which are the jobs on the pictures, they would like to do in the future, and she is going</td>
<td>He/she is going to draw the job, and decorate it. Also they have to share the materials that they have with the partners.</td>
<td>50 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to decorate papers.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
to say that they have to decorate it, and solve some questions.

Also she is going to say to students that they should share with their classmates the materials that they bring.

(Frost crayons, etc).

The teacher is going to give to the students some directions that they have to develop at home: draw your parents profession and decorate it.

The students are going to draw their parents profession and they are going to decorate it in creative way.

Color pencils, piece of papers, and elements to decorate.
EDUARDO CARRANZA SCHOOL
SECOND GRADE
JOBS

NAME:__________________________________________________
TEACHER:________________________________________________
SECOND GRADE
PROPOSAL OF LESSON

INSTITUTION:  Eduardo Carranza
GRADE:        201 and 202
STUDENT TEACHER:  Natalia Garzón Garavito y Mónica Henao G
TOPIC: Fruits

LESSON SAMPLE 2

COMMUNICATIVE OBJECTIVE:

• Student will be able to recall and pronounce the name of some fruits.

LINGUISTIC OBJECTIVE:

• The students will be able to identify the sound, the picture and how to write the name of different fruits.
• The students will be able to recall vocabulary about fruits

METALINGUISTIC OBJECTIVE:

• The students will be able to share with their partner about which fruit he/she like the most.
• They will be able to say which is his/her partner’s favorite fruit.
<table>
<thead>
<tr>
<th>Practice 1</th>
<th>The teacher is going to ask the students about the fruits they know in which they have to search the name of the following fruits: apple, strawberry, orange, watermelon, pineapple, lemon, banana, grape, pear</th>
<th>The students are going to say the name of the fruits that they know.</th>
<th>Blackboard, board pencil, color pencils</th>
<th>30 min.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice 2</td>
<td>The teacher is going to show some pictures about the fruits and is going to put the name of them in different order, after is going to ask to the students for the correct order, finally is going to organize it in the corresponding order.</td>
<td>The student is going to help the teacher to organize the names.</td>
<td>Papers, names of fruits</td>
<td>20 min 10 min</td>
</tr>
<tr>
<td>Practice 3</td>
<td>The teacher is going to give instructions to the students. The students are going to draw and write the name of the fruits in the notebook.</td>
<td>The students are going to play with a partner hangman</td>
<td>Notebook, pencil, eraser</td>
<td>10 min 50 min</td>
</tr>
<tr>
<td>Practice 4</td>
<td>Book, complete pages 31-36 and in the notebook draw and write the name of the fruits that you use in a fruit salad preparation.</td>
<td>The teacher is going to explain how the student has to complete the pages and how to write the fruits in the salad.</td>
<td>Students are going to complete the page following the book and teachers instructions</td>
<td>--</td>
</tr>
</tbody>
</table>
WORD SEARCH (fruits)

Find the following fruits in the word search apple, strawberry, orange, watermelon, pineapple, lemon, banana, grape and pear.

E O L P A E N I P O R A N
A P L E S G R A E S L E G
S T S A W B E O A W A T R
S T R A W B E R R Y B N W
L A T B A A O A P I A O P
I P A A T N R N G A N M E
M P U N E A A G R A P E S
O L V N R N N E R P S L T
N E E A M A W A T E R M E
A G R N E O R I N G I S E
R R R E L P P A E N I P A
E A Y O O L I O I V W A T
D P E R N P E I R P I N R
SECOND GRADE
PROPOSAL OF LESSON

INSTITUTION: Eduardo Carranza
GRADE: 201 and 202
STUDENT TEACHER: Natalia Garzón Garavito y Mónica Henao G
TOPIC: Numbers

LESSON SAMPLE 3

COMMUNICATIVE OBJECTIVE:

- Student will be able to recognize, identify and pronounce the ordinal numbers from 11 to 20

LINGUISTIC OBJECTIVE:

- The students should be able to identify the sounds and how to write the numbers and to know which number is named.

METALINGUISTIC OBJECTIVE:

- The students will be able to tell to their partner how old are they, and how many letters has their name.
### PROPOSAL OF LESSON

<table>
<thead>
<tr>
<th>STAGE</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>The teacher is going to put in the black board some numbers that were made previously with color papers and is going to pronounce the name of each number, after is going to ask each student about the name of a number.</td>
<td>The students are going to pay attention to the teacher pronunciation, is going to repeat and answer the teacher question.</td>
<td>Piece of paper, pencil</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>The teacher is going to explain how the students have to develop the activity, she is going to give to the students a paper with some dots that have numbers that are in a different order; she is going to ask each student to say the order in which the student has to join the dots example: join the number 6 with 15.</td>
<td>The students are going to work in pairs and they are going to help each other to complete the activity in a correct way, also to complete the picture in a correct way they have to follow the number sequence that the teacher says.</td>
<td>Paper numbers</td>
<td>7 min</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>The teacher is going to explain the activity to the students and is going to give the following example: Join the number with the corresponding color that the teacher is going to say.</td>
<td>The students are going to answer and paint the picture following the instruction that the teacher says.</td>
<td>Book</td>
<td>7 min</td>
</tr>
<tr>
<td></td>
<td>The teacher is going to say the numbers and the corresponding color that the student has to use to paint the picture, in addition she is going to show and ask to the student for the number that is in the blackboard.</td>
<td>The students are going to count in English how many letters have their names and tell the teacher the number in English.</td>
<td>Paper with numbers</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>The teacher is going to conform groups and the students are going to ask to their partners about their ages and their names, after she is going to ask</td>
<td>The students are going to form the groups, they are going to ask to their</td>
<td>Note book, pencil</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>D U C T I O N</strong></td>
<td>to some of them how old are their partners and how many letters have their names</td>
<td>partners about their ages and the names, they are going to count the number of letters of their partners' name.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>E X T R A - W O R K</strong></td>
<td>Complete page 31, the teacher is going to explain how the students have to complete the books page</td>
<td>The students have to follow the teacher instructions to complete in a correct way the page</td>
<td><strong>Book</strong></td>
<td></td>
</tr>
</tbody>
</table>
NUMBERS

Join the dots to complete the image, follow the teacher instructions
THIRD GRADE
PROPOSAL OF LESSON

INSTITUTION: Eduardo Carranza
GRADE: 301 and 302
STUDENT TEACHER: Johanna A. Mendez y Laura Laguado
TOPIC: Parts of the body (face)

LESSON SAMPLE 1

COMMUNICATIVE OBJECTIVES:

- Students will be able to pronounce the name of the parts of the face.
- Students will be able to compare the name and the spelling of the parts of the face.

LINGUISTIC OBJECTIVES:

- Students will be able to identify the name of the parts of the face.
- Students will be able to associate the spelling with the part of the face that they can hear, see and touch.

METALINGUISTIC OBJECTIVES:

- Students will be able to recognize their own bodies.
- Students will be able to recognize the body of his classmate, with respect and care.
# PROPOSAL OF LESSON

<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Using commands: The teacher will give the following commands:</td>
<td>The students will follow the instructions and will participate actively in the class.</td>
<td></td>
<td>5 Min</td>
</tr>
<tr>
<td></td>
<td>Stand up, sit down, shake your hands, touch your head, and touch your eyes And so on.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>Using some pictures, the teacher will show to the students the six parts of the face:</td>
<td>The students will look at the pictures, they will recognize the parts of the face and will repeat them according to the instructions of the pictures</td>
<td>The pictures Markers</td>
<td>20 Min</td>
</tr>
<tr>
<td></td>
<td>1. Face</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Hair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Eyes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Nose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Mouth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Ears</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The way to show the pictures have to be related to the order in which the parts are organize, it means, first of all, the hair, then the face (all together), the eyes and so on.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Students will draw</td>
<td>The students will make English note book</td>
<td></td>
<td>15 Min</td>
</tr>
<tr>
<td>R A C T I C E 2</td>
<td>their face in their English note books; the illustration should have the parts in English. The teacher will assess the written process during this activity in order to avoid error spelling.</td>
<td>the draw, in this activity, they will use the shapes and the colors (eyes are round and they are green) also, they will share materials if a classmate does not have it. In addition, students will interchange their English note books in order to compare and analyze their physical differences with respect and care.</td>
<td>Color pencils The Pictures</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>P R O D U C T I O N</td>
<td>The teacher will direct each activity, also will improve the correct pronunciation and will reinforce the names of the parts of the face In addition, the teacher will check the right spelling of the parts of the face and the recognition of them.</td>
<td>1. Will be reinforced the pronunciation and the spelling of the parts of the face: Face, Hair, Eyes, Nose, Mouth, Ears 2. The students will recognize the parts of the face, using as a principal resource of recognition of their own bodies. 3. The students will develop the activities according to the instructions. The kids will be awareness about the importance of caring and cleaning their own bodies, in this specific case, their own faces.</td>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
The kids will cut and paste from a magazine, the parts of the face in their English note books, and they will write the names of the corresponding part of the face.

| EXTRAWORK | Scissors
          | Magazine
          | Color pencils
          | English note books |
EDUARDO CARRANZA SCHOOL
ENGLISH WORKSHOP
THIRD GRADE

MY BODY

NAME________________________________________

1. Busca en la sepa de letras los siguientes palabros:

<table>
<thead>
<tr>
<th>FACE</th>
<th>HAIR</th>
<th>EYES</th>
<th>NOSE</th>
<th>MOUTH</th>
<th>EAR</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>H</th>
<th>A</th>
<th>I</th>
<th>R</th>
<th>A</th>
<th>F</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>I</td>
<td>D</td>
<td>N</td>
<td>Y</td>
<td>F</td>
<td>I</td>
</tr>
<tr>
<td>E</td>
<td>V</td>
<td>N</td>
<td>O</td>
<td>K</td>
<td>A</td>
<td>F</td>
</tr>
<tr>
<td>Q</td>
<td>A</td>
<td>B</td>
<td>S</td>
<td>A</td>
<td>C</td>
<td>G</td>
</tr>
<tr>
<td>G</td>
<td>L</td>
<td>R</td>
<td>E</td>
<td>Y</td>
<td>E</td>
<td>S</td>
</tr>
<tr>
<td>A</td>
<td>U</td>
<td>T</td>
<td>S</td>
<td>J</td>
<td>H</td>
<td>B</td>
</tr>
<tr>
<td>M</td>
<td>O</td>
<td>U</td>
<td>T</td>
<td>H</td>
<td>C</td>
<td>U</td>
</tr>
</tbody>
</table>
2. Colorea el siguiente dibujo y organiza las letras para formar las palabras que basarte en el punto anterior

3. Pega una foto o dibuja tu carita
PROPOSAL OF LESSON

INSTITUTION: Eduardo Carranza
GRADE: 301 and 302
STUDENT TEACHER: Johanna A. Mendez y Laura Laguado
TOPIC: Parts of the body

LESSON SAMPLE 2

COMMUNICATIVE OBJECTIVE:

- Students will be able to pronounce the name of the parts of the body.
- Students will be able to compare the name and the spelling of the parts of the body.

LINGUISTIC OBJECTIVE:

- Students will be able to identify the name of the parts of the body.
- Students will be able to associate the spelling with the part of the body that they can touch.

METALINGUISTIC OBJECTIVES:

- Students will be able to recognize their own bodies.
- Students will be able to recognize the body of his classmate, with respect and care.
<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>P R E S E N T A T I O N</td>
<td>Using commands: The teacher will give the following commands: Shake your hands, touch your head, touch your eyes, Touch your leg.</td>
<td>The students will follow the instructions and will participate actively in the class.</td>
<td></td>
<td>5 min</td>
</tr>
<tr>
<td>P R A C T I C E 1</td>
<td>Using some pictures, the teacher will show to the students the seven missing parts of the body: 1. Neck 2. Arm 3. Hand 4. Foot 5. Feet 6. Leg 7. Finger</td>
<td>The students will look at the pictures, they will recognize the parts of the body and will repeat them according to the instructions of the pictures</td>
<td>The pictures Markers</td>
<td>15 Min</td>
</tr>
<tr>
<td>P R A C T I C E 2</td>
<td>Working with the book: Using the book the teacher will show the students the parts of the body (page 12), and then they are going to work on pages 12, 13(3), 14(2) and 15(4) just the exercises in brackets.</td>
<td>The students will use their books to make the exercises in a properly way, following the right instructions and making a recognition of the parts of the body.</td>
<td>Book. Guia Escolar 3 English Unit 2 Lesson 3 and 4 Pages 12, 13(3), 14(2) and 15(4).</td>
<td>20 min</td>
</tr>
<tr>
<td>P R</td>
<td>Colouring and drawing: The teacher is going to put some stamps related to the parts of the body in their notebooks</td>
<td>The students will colour and write the name of each part of the body in their notebooks</td>
<td>English notebooks Stamps</td>
<td>15 min</td>
</tr>
<tr>
<td>Practice 3</td>
<td>The teacher will check the work and then will organize the couples in order to develop the activity of the recognition.</td>
<td>and that is the homework for the next class. The students will share pencil colors and then they will touch the corresponding part of their own bodies and then they will choose a partner and will touch one part of the body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Production | The teacher will be attend to direct the activity; also will improve the correct pronunciation and the recognizing of the parts of the body. | 1. Will be reinforced the pronunciation of the parts of the body.  
2. The students will recognize the parts of the body and will pronounce in a correct way their names.  
3. The students will make the activities.  
4. The students will associate the drawings and the visual resources with their own bodies.  
5. The kids will follow the instructions in each activity. |
| Extra Work | The kids will draw their own bodies in a paper to hand it and they will write the names of the corresponding part of the body. | Color pencils  
English note books |
1. Une los dibujos con la palabra que corresponda

<table>
<thead>
<tr>
<th>Parte del Cuerpo</th>
<th>Dibujo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot</td>
<td><img src="image1.jpg" alt="Foot Dibujo" /></td>
</tr>
<tr>
<td>Feet</td>
<td><img src="image2.jpg" alt="Feet Dibujo" /></td>
</tr>
<tr>
<td>Arm</td>
<td><img src="image3.jpg" alt="Arm Dibujo" /></td>
</tr>
<tr>
<td>Neck</td>
<td><img src="image4.jpg" alt="Neck Dibujo" /></td>
</tr>
<tr>
<td>Leg</td>
<td><img src="image5.jpg" alt="Leg Dibujo" /></td>
</tr>
<tr>
<td>Finger</td>
<td><img src="image6.jpg" alt="Finger Dibujo" /></td>
</tr>
<tr>
<td>Hand</td>
<td><img src="image7.jpg" alt="Hand Dibujo" /></td>
</tr>
</tbody>
</table>
2. Escribe el nombre de la palabra que corresponda

3. Dibújate y escribe las partes de tu cuerpo en inglés

PROPOSAL OF LESSON
COMMUNICATIVE OBJECTIVE:

- Students will be able to express the time expression “what time is it”
- Students will be able to compare the numbers and its relation with time

LINGUISTIC OBJECTIVE:

- Students will be able to identify numbers from 1 to 60.
- Students will be able to associate the spelling with the numbers.

METALINGUISTIC OBJECTIVE:

- Students will be given the opportunity to reinforce their mathematic intelligence, using the numbers and other kind of activities in order to increase and develop this function in English.

PROPOSAL OF LESSON
<table>
<thead>
<tr>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a review:</td>
<td>The students will follow the instructions and will participate actively in the class.</td>
<td>The Board Markers</td>
<td>10 min</td>
</tr>
<tr>
<td>The teacher will make a short review about time.</td>
<td>They will pronounce the hour, according to the teacher’s selection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specifically, the hours will be,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X : 00$ (o’clock)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X : 15$ (fifteen)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X : 30$ (thirty)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The question:</td>
<td>The kids will repeat the question and then will write the question and its specific answer.</td>
<td>The board Markers Notebooks</td>
<td>20 min</td>
</tr>
<tr>
<td>What time is it?</td>
<td>WHAT TIME IS IT?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will be written on the board and will be pronounce by the teacher and then students will write down in their notebooks in order to reinforce the spelling.</td>
<td>It is five o’clock (5.00)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teacher will present numbers from 1 to 60 in a poster made in advanced by her,</td>
<td>The kids will repeat the numbers, according to teacher’s pronunciation and then by couples they will check if their classmate is saying the number correctly.</td>
<td>Poster</td>
<td>15 Min</td>
</tr>
<tr>
<td>the spelling is going to be show and the pronunciation will be done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a clock made by the teacher, the teacher will present the correct way to say.</td>
<td>The students will see the time that the teacher select, and they will identify and pronounce the hour in a correct way. This activity will be done by rows and they will have the possibility to help among them.</td>
<td>Clock</td>
<td>20 min</td>
</tr>
<tr>
<td>$X : 30$ (thirty)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X : 45$ (forty five)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 PRODUCTION</td>
<td>The teacher will be attend to direct the activity; also will improve the correct pronunciation and the spelling of numbers from 1 to 60 and time question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Will be reinforced the pronunciation of the vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The students will pronounce the time question and answer correctly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The students will ask for the time according to their daily activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. The kids will follow the instructions in each activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E X T R A - W O R K</td>
<td>The teacher will design a workshop in which will be presented some pictures of clocks in order to write in a correct way the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The kids will answer the activity, in some cases writing down the numbers or in others drawing the clock according to the hour given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workshop Pencil colors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TIME

NAME________________________________________

1. Colorea el siguiente reloj y ubica en el los siguientes momentos:

<table>
<thead>
<tr>
<th>O'clock</th>
<th>Past ten</th>
<th>Quarter past</th>
<th>Half past</th>
<th>Quarter to</th>
</tr>
</thead>
</table>

2. Une las horas de numero con las de letra
2:00     half past four  
3:15     two o’clock  
4:30     quarter to six  
5:45     quarter past three  

3. Escribe las horas que indica cada reloj

![Reloj 1]

![Reloj 2]

![Reloj 3]

4. lee y dibuja los relojes que indiquen la hora

1. IT IS THREE O’CLOCK  
2. IT IS NINE O’CLOCK  
3. IT IS NINE O’CLOCK  

FOURTH GRADE
PROPOSAL OF LESSON
LESSON SAMPLE 1

INSTITUTION: Eduardo Carranza
COURSE: 401
STUDENT TEACHER: Santiago Caropresse
TOPIC: FRUITS AND CLOTHES

COMMUNICATIVE OBJECTIVE:

- Students will be able to identify and pronounce different fruits and clothes

LINGUISTIC OBJECTIVE:

- Students will be able to recognize some vocabulary related to fruits and clothes.

METALINGUISTIC OBJECTIVE:

- Students will be able to appreciate the fruits and clothes as very important elements to live and to grow up.
<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>To present the new topic using some real material in order to get students attention. Then, start to explain the different exercises and encourage students to develop them in a good way. To be attentive to solve the student’s mistakes or misunderstandings and also help those who are confused.</td>
<td>To take into account the teacher’s instructions and solve the different activities using the teacher guidelines. Work by couples in order to promote teamwork.</td>
<td>Board</td>
<td>10 min</td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>Teacher will explain and give the corresponding steps to follow in each activity and also, will encourage students to pronounce the new words and also to develop the different activities in a good way.</td>
<td>Students will work by couples and have to develop the different exercises: matching, filling in the gaps, coloring and painting.</td>
<td>Colorful Figures of (different sizes): Matching Pictures and drawings Missing words</td>
<td>35 min</td>
</tr>
<tr>
<td>PRACTICE 2</td>
<td>Teacher will present the song and after that he will give some steps students have to follow in order to develop the song activity. (singing, completing,</td>
<td>Students will sing, complete, pronounce and help the others in the development of the song activity.</td>
<td>Song Piece of paper with some vocabulary related to the song.</td>
<td>35 min</td>
</tr>
<tr>
<td>ICE 2</td>
<td>pronouncing and interacting among them) Teacher will make some students write down some missing words from the song’s lyrics showed on the board.</td>
<td>Board</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>The teacher has to be attentive to remember students’ task and help them to pronounce and write the different words in a good way. In addition, it must be clarified the importance to work in groups as a way to get confidence and help each other to develop the activities.</td>
<td>1. Students will repeat and write the new vocabulary 2. Students will use teacher explanations to develop the exercises. 3. Students will be given the opportunity to chose and pronounce their favorite fruit. 4. Students will work by couples. 5. Students will find out some missing words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note: This lesson plan was designed to be developed in a two hour class; dividing the different activities in order to complete them in the respective time.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITIES**
Practice 1 exercises
Matching colors

Write the respective colour or colours for each fruit:

Apple: _____________
Banana: ____________
Melon: _____________
Strawberry: __________
Lemon: _____________
Grapes: _____________
Tomato: _____________
Cherry: _____________
Orange: _____________

Look for the respective name:

_____  _______  _______
Practice 2 exercise

Song: Complete the missing words

“Mr. cat on the roof”.

There is Mr. _____
Sitting on the roof
He is wearing a ______  ________
He is wearing new ______  ________
Here comes Kitty Kitten, wearing her pretty ______  ________
When Mr. Cat goes to see her, he falls down and hit his ________
LESSON SAMPLE 2

COMMUNICATIVE OBJECTIVE:

- Students will be able to the use of verb to be to express basic present tenses.

LINGUISTIC OBJECTIVE:

- Students will be able to use verb to be to create some basic structures in order to gather the vocabulary already worked through the different classes.

METALINGUISTIC OBJECTIVE:

- Students will be able to use the verb to be as a way to express feelings and communicate them in an easy way using their imagination.

PROPOSAL OF LESSON
<table>
<thead>
<tr>
<th>STAGE</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Teacher will present the new topic as a way for students to use their English knowledge (vocabulary) to produce some phrases. Teacher will make a short review about some vocabulary that is going to be used in the class. In order to get students attention, the teacher has to give some examples taking into account the vocabulary seen during the last classes.</td>
<td>To practice and remember some of the vocabulary already worked on classes before and start thinking about the possibilities the verb to be gives them to produce new meanings and sentences.</td>
<td>Board</td>
<td>10 min</td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>Teacher will explain the respective exercise in which students have to write on a piece of paper some short sentences using the verb to Be and some of the vocabulary they had seen in advance. The teacher has to be attentive to take care about the students who get in confusion or trouble for developing the sentences and also, the teacher will procure to response them in a quick and easy way.</td>
<td>The students will have to be aware about the activity to develop. When necessary, they could ask the teacher in order to clarify their doubts. Also, they have to use their imagination to create some phrases using the vocabulary and the new verb as well.</td>
<td>Blackboard Peaces of papers Pens and pencils</td>
<td>35 min</td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>The teacher has to be most of the time attentive to give students new expressions and examples to make them aware about the plenty of</td>
<td>At this point, students will have to write down and compose some short sentences using the vocabulary and the verb TO BE. Also, they</td>
<td>Peaces of papers Pens and pencils</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>possibilities they have for creating new structures through the use of verb to Be. Also, teacher must encourage students not only to write, but to pronounce and understand the meaning of the sentences in a good way.</td>
<td>are not going to be restricted to write a set of sentences but the ones they want. Finally, some the students production is going to be socialized in the class to show what they did and though. It is necessary them to be aware about the new meanings and pronunciation of what they are writing down.</td>
<td>FOURTH GRADE PROPOSAL OF LESSON</td>
<td></td>
</tr>
</tbody>
</table>
COMMUNICATIVE OBJECTIVE:

- Students will be able to identify and pronounce different numbers (from 0-20).

LINGUISTIC OBJECTIVE:

- Students will be able to recognize and make difference between the different numbers from 0-20.

METALINGUISTIC OBJECTIVE:

- Students will be able use numbers as a way to express not only quantities but age, time.
<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>To get students attention by asking them about their age, number of the members of the family, number of classmates (females and males). Explain some aspects about the activity students have to develop for facing numbers through the use of a number list with its corresponding pronunciation.</td>
<td>Students have to be attentive to solve teacher’s questions. They have to think about the possible answer they could give using the respective number for each one. Be careful with number pronunciation.</td>
<td>Board Charts</td>
<td>10 min</td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>The teacher will give the corresponding steps to follow for developing the memory activity. This activity has to be done by groups; it means that teacher have to create some groups for developing the activity.</td>
<td>Students have to create groups of four people to give the corresponding answers. All the members have to agree for giving the answers in order to promote teamwork. All of them will have to be attentive to get the right answer.</td>
<td>Charts</td>
<td>30 min</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>Teacher will give some crosswords for the different groups. Then teacher will explain the steps they have to follow to answer the crossword using the numbers and making</td>
<td>Students will follow teacher guide for developing the crossword. In this activity, the different groups have to take decisions about the answers. When all of</td>
<td>Crossword</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>general decision.</td>
<td>them got an agreement, they will give an answer to the different spaces they have to complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Teacher will ask some general questions about some topics like: number of objects with the same color into the classroom. Teacher will also repeat and explain their questions in order to clarify doubts. To help each other to develop the activities and encourage them to teamwork as a way to get confidence.</td>
<td>Students will have to write down the numbers the teacher asks for. In this activity the groups formed on the last activity will remain and have to work in the same conditions, it means they have to take groups decisions about the answers. Finally, they will make a general discussion about the activities.</td>
<td>Peace of paper</td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIFTH GRADE
PROPOSAL OF LESSON
INSTITUTION: Eduardo Carranza
GRADES: 501, 502 and 503
STUDENT TEACHER: Diana Vargas, Adriana Vargas, and Amparo Sanabria
TOPIC: Affirmative sentences in simple present using verb to-be and adjectives

LESSON SAMPLE 1

COMMUNICATIVE OBJECTIVE:

- Students will be able to describe people using adjectives and personal pronouns with their corresponding verb to be in simple present.

LINGUISTIC OBJECTIVES:

- Students will be able to recall vocabulary about adjectives and match it with its corresponding pictures.
- Students will be able to use verb to-be and adjectives in a complete sentence.

METALINGUISTIC OBJECTIVES:

- Students will be able to identify not only their own characteristics but also their partner’s physical appearance.
- Students will be able to develop social skills (respect, tolerance, teamwork).

PROPOSAL OF LESSON
<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>Teacher will ask students to find out some words. The teacher will give an explanation about the use of adjectives in English language.</td>
<td>Students will receive a &quot;word search&quot; page and they will be expected to find the word related to adjective's vocabulary.</td>
<td>A page with a word search activity</td>
<td>20 minutes</td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>Teacher will organize students by groups.</td>
<td>Students will receive a page with some adjectives pictures and they will have to choose (from the three draws given), the draw that match the written adjective.</td>
<td>A page with some adjective pictures.</td>
<td>15 min</td>
</tr>
<tr>
<td>PRACTICE 2</td>
<td>Teacher will ask students to write the adjective that better describes the two pictures that did not match the written adjective in the last activity.</td>
<td>Once they have found the correct answer they will have to write the adjective that better describes the other two pictures. Then they will be expected to write a complete sentence using the verb to-be and the studied adjectives.</td>
<td>A page with some adjective pictures</td>
<td>20 min</td>
</tr>
<tr>
<td>PRACTICE 2</td>
<td>Teacher will ask students to observe a page with some adjectives pictures and will ask them to write a sentence describing</td>
<td>Students will receive another page with pictures and some lines to fill, this time they are supposed to observe the draw and to</td>
<td>A page with pictures</td>
<td>20 min</td>
</tr>
</tbody>
</table>
### FIFTH GRADE

1. **On the word search puzzle,** find the words which are on the left what the draw displays. **write a sentence related to it.**

| CE 3 | Teacher will socialize student’s answers and will explain if necessary. | **Student will be given a page with a reading and they are supposed to read it working in groups, in order to comprehend what the text says.** They will need not only to find but to underline every single adjective and personal pronoun with different colours. | **A page with the reading “Jackson the dinosaur”.** 20 min. |
| PRACTICE 4 | Teachers will organize students in groups and will ask them to describe physical appearance of each group’s member. | Students are expected to describe the personal appearance of classmate producing coherent structures. | 15 min. |

**FIFTH GRADE**

1. **On the word search puzzle,** find the words which are on the left
1. Read this story and then find some adjectives and some personal pronouns

Jackson the dinosaur

It is a dinosaur. He is Jackson. He is a big, heavy and strong animal. He is one thousand years old so he is very old. He is cute and he is not dangerous. He is the only dinosaur in the world for this reason he is a famous dinosaur. He is sad because he wants to have good friends and he feels alone.

When the afternoons are warm he is hungry and lazy, so he eats delicious hamburgers and when he is full he goes to sleep, but when the afternoons are cold he is angry because he can not sleep.

He sometimes runs very fast when he sees an ugly or a scary face but when he sees a beautiful face he feel so happy.

2. Organize the words in order to get a logical sentence

The turtle/animal/ a is/ slow/  The turtle is a slow animal
Is/ she/ girl/ beautiful/ a/
He/ handsome/ a/ man/ is
Lazy/ are/ they/ people/
Carlos and Annie/ fat/ are/
Warm/ is/ it/ day/ a/
We/intelligent/ are/ students/
Is/ it/ a/ difficult/ exercise/
Am/ I/ old/ person/ an/
Jackson and Charlie/ rich/ are/ boys/
I. MATCH EACH PICTURE WITH ITS CORRESPONDING WORD.

II. IDENTIFY THE MISSING WORDS TO DESCRIBE EACH PICTURE.

III. WRITE ON YOUR NOTEBOOK A COMPLETE SENTENCE USING VERB TO BE AND AN ADJECTIVE.

1. Warm

2. Strong

3. Slow

4. Lazy

5. Scary

6. Rich

7. Poor

8. Noisy

9. Old

10. Heavy

11. Hungry

12. Fat

13. Handsome

14. Sick
COMPLETE EACH SENTENCE AS IN THE EXAMPLE

He is handsome  The day _______  _______

Lazy Days  Lazy Days  La Empresa

__________  _________  ____________

FIFTH GRADE
PROPOSAL OF LESSON
COMMUNICATIVE OBJECTIVE:

- Students will be able to describe people using adjectives and personal pronouns with their corresponding verb to be in simple present.

LINGUISTIC OBJECTIVES:

- Students will be able to use verb to-be and adjectives in a complete sentence.
- Students will be able to read a text and understand what it says.

METALINGUISTIC OBJECTIVES:

- Students will be able to develop social skills (respect, tolerance, teamwork).
- Students will be able to listen to others and correct them in a respect way if he/she is wrong.
<table>
<thead>
<tr>
<th><strong>TAGS</strong></th>
<th><strong>TEACHER’S ACTIVITIES</strong></th>
<th><strong>STUDENT’S ACTIVITIES</strong></th>
<th><strong>RESOURCES AND MATERIALS</strong></th>
<th><strong>TIME</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION</strong></td>
<td>The teacher will give a review or another explanation about the use of verb to be and adjectives in English language.</td>
<td>Students will pay attention to what their teachers explain.</td>
<td></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>PRACTICE 1</strong></td>
<td>Teacher will organize students by groups.</td>
<td>Students will receive a page with a text describing someone and its corresponding draw. Students are supposed to read it and color its corresponding picture.</td>
<td>A page with a text.</td>
<td>15 min</td>
</tr>
<tr>
<td><strong>PRACTICE 2</strong></td>
<td>Teacher will ask students to discuss with their partner what he or she understood according to the text.</td>
<td>Once they have read the text they are supposed to explain to their partner what he or she has understood of the reading in order to complement their comprehension</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td>Teacher will ask students to answer the statements presented in the page.</td>
<td>Students will continue working on the page they have received before. It has some statements and once they have comprehended the text</td>
<td>A page a text and its corresponding statements.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>3</strong></td>
<td>they are supposed to discuss with their partner and say if each clause is false or if it is true.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRODUCTION</strong></td>
<td>Teachers will organize students in groups and will ask them to describe what they see in the draws.</td>
<td>Students will receive some flash cards with some draws. They are supposed to describe the draws her or his partner shows. If her/his answer is wrong her/his partner could correct him and will explain why it was wrong</td>
<td>Flash cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 min.</td>
<td></td>
</tr>
</tbody>
</table>
She is Joyce, she is an actress, her address is red, her hair is brown, her blouse is blue, her glasses are black and her bag is pink. Joyce is from New York, she was born on April the 5th in 1980, her father’s name is Anton Roger and her mother’s name is Claudia López.

Joyce is beautiful, intelligent and friendly.

✓ Color the draw according to the description

2. Write (T) if the following statements if they are true or (F) if they are false:

✓ Her name is Joyce Tailer ______
✓ She is an actress _________
✓ Her hair is black __________
✓ She is from New Jersey ______
✓ She was born on April the 5th in 1980 ______
✓ Her father’s name is Claudia Lopez ______
✓ Joyce is bad tempered _________

3. Answer the following questions:

✓ What is her name?
✓ Who is she from?
✓ When was she born?
✓ What is her father’s name?
✓ What is her profession?
INSTITUTION: Eduardo Carranza
GRADES: 501, 502 and 503
STUDENT TEACHER: Diana Vargas, Adriana Vargas, and Amparo Sanabria
TOPIC: Affirmative sentences in simple present using verb to-be with some verbs in –ing form.

LESSON SAMPLE 3

COMMUNICATIVE OBJECTIVE:

- Students will be able to describe what people are doing at the moment using personal pronouns with their corresponding verb to be in simple present and verbs in -ing form.

LINGUISTIC OBJECTIVES:

- Students will be able to recall some vocabulary about verbs presented in -ing form and match it with its corresponding pictures.
- Students will be able to use verb to-be and verbs in -ing form in a complete sentence.

METALINGUISTIC OBJECTIVES:

- Students will be able to listen to what their teacher and partners say.
- Students will be able to respect to their class mates opinions.

PROPOSAL OF LESSON
<table>
<thead>
<tr>
<th>AGES</th>
<th>TEACHER’S ACTIVITIES</th>
<th>STUDENT’S ACTIVITIES</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PRESENTATION</strong></td>
<td><strong>PRESENTATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will ask students about some activities that children are doing while she speaks.</td>
<td>Students will pay attention in order to understand what teacher says.</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td><strong>PRACTICE 1</strong></td>
<td><strong>PRACTICE 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will organize students by groups. Teacher will explain the use of present progressive.</td>
<td>Students will receive a page with some verbs in -ing form. They are expected to discovers and discuss with their team partner which is the structure of those verbs.</td>
<td>A page with some verbs in -ing form</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td><strong>PRACTICE 2</strong></td>
<td><strong>PRACTICE 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will ask students to write what the person is doing according to the draws.</td>
<td>Students will receive a page with some draws of people doing something. They are supposed discuss and write a sentence describing what people are doing.</td>
<td>A page with some draws with people doing something.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td><strong>PRACTICE 3</strong></td>
<td><strong>PRACTICE 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher will ask students organize two groups. Teacher will chose a student to do the mimic of an action.</td>
<td>One of the students of each group has to pass in front of their partners in order to represent the actions that teacher indicates him/her.</td>
<td></td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td>The other people have to try to guess what their partner is doing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Teachers will organize students in groups of two people and will ask them to describe what their partner is doing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students are expected to describe what their classmate is doing, producing coherent structures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 min.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Teacher will give her ask students to do the exercises of the book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Students will reinforce what they have learned about sentences in present progressive by doing the activities presented on their book.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guide book</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBSERVE THE FOLLOWING VERBS
WHAT DO THEY HAVE IN COMMON?

WRITING
SINGING
DRINKING
DRIVING
SLEEPING
READING
DANCING
SWIMMING
EATING
RUNNING
FIGHTING
BUYING
CRYING
THINKING
FINAL PROPOSAL
11. FINAL PROPOSAL

11.1 Final Proposal Format

PROPOSAL OF A LESSON

INSTITUTION: _____________________________________________________

GRADE: __________________________________________________________

TEACHER’S NAME: ________________________________________________

TOPIC: ___________________________________________________________

(The topic should be specific and chosen according students linguistic and social needs)

LESSON PLAN Nª ___

COMMUNICATIVE OBJECTIVE

Students will be able to develop communicative competence in real classroom situations.

LINGUISTIC OBJECTIVE

Students will be able to express opinions in different situations through the use of English.

INTERACTIONAL OBJECTIVE

Students will be able to develop a teamwork activity.

Students will be able to make and receive feedback from group members.
<table>
<thead>
<tr>
<th>STAGES</th>
<th>TEACHER AND STUDENT’S ACTIVITIES</th>
<th>TEACHER STRATEGY (BASED ON COOPERATIVE LEARNING)</th>
<th>RESOURCES AND MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>To do an introductory activity (warm-up)</td>
<td></td>
<td>According to the activity the teacher can select different materials.</td>
<td></td>
</tr>
<tr>
<td>PRACTICE 1</td>
<td>Class activities planned by the teacher.</td>
<td>Teacher is expected to choose one of the following strategies to develop this activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRACTICE 2</td>
<td></td>
<td>• Focused Discussion Pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRACTICE 3</td>
<td></td>
<td>• Question And Answer Pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>Teacher is expected to make students understand the ways in which the activities improve the interaction.</td>
<td>• Cooperative Note Taking Pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read And Explain Pairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Jigsaw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXTRA-WORK</td>
<td>Teacher is supposed to plan an activity to reinforce the topic studied during the class section.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>This extra-work should be develop as a homework (in the house)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>This evaluation process could be done at the end of a topic or gathering 1-2 or 3 topics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Teacher is expected to analyze not only language outcomes but also students’ role as team members.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVALUATION</td>
<td>Teacher is expected to think about path that helps make decisions about the best course of action that should be taken.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 12. SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>DESCRIPTION OF THE ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 September</td>
<td>Meeting 1</td>
<td>Socialization and discussion about the curricular proposal. Design of the title, initial problem.</td>
</tr>
<tr>
<td>19th -26th September</td>
<td>Data collection</td>
<td>During those days, it was recollected all the possible information related to: Curriculum, cooperative learning, Bogotá bilingual program</td>
</tr>
<tr>
<td>26th September</td>
<td>Socialization of info</td>
<td>During the last week, all students of this project were in charge of a specific topic, the 26th the information was socialized in order to determine what aspects were relevant to the curricular proposal.</td>
</tr>
<tr>
<td>28th September</td>
<td>Teacher tutoring</td>
<td>Professor Guillermo Espinoza helped pre-service teachers to determine the goals of the research, besides the information collected until the moment was evaluated and corrected.</td>
</tr>
<tr>
<td>28th September -3rd October</td>
<td>Assignments Book 1</td>
<td>The group students were divided into sub-groups in order to assign specific tasks, two students had to analyze and research about the methodological design for this project. The other students were in</td>
</tr>
<tr>
<td>3rd October</td>
<td>Meeting 2</td>
<td>charge to do different readings about curriculum.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Book 2</td>
<td>The book “el aprendizaje cooperativo en el aula, David W. Johnson, Roger T Johnson and Edythe J. Halubec”</td>
<td>All the students were in charge of a piece of the book referenced in advance in order to read it and make a summary.</td>
</tr>
<tr>
<td>Other books</td>
<td>• Leading the cooperative school (Johnson &amp; Johnson)</td>
<td>Each person of the group was assigned the reading of some chapters of the books referenced. The pre-services teachers had to read and designed a summary in order to collect the relevant ideas and avoid irrelevant information.</td>
</tr>
<tr>
<td></td>
<td>• Cooperative learning methods a meta-analysis (Johnson)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cooperative learning to promote language learning (Jackobs G.M)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Using cooperative learning in large classes (Johnson G.M)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5th October</td>
<td>Teacher tutoring</td>
<td>Professor Guillermo Espinoza helped the pre-services teachers to review and correct the document in Spanish, when it was corrected, the translation began to be done during the next three days.</td>
</tr>
<tr>
<td>6th October</td>
<td>Meeting 3</td>
<td>Socialization of the activities done so far, experiences in the school, and theory used in the teaching practice.</td>
</tr>
<tr>
<td>7th October</td>
<td>Redaction</td>
<td>The group got together in order to organize the information and rewrite the document with all the corrections and the supporting theory found during the last weeks.</td>
</tr>
<tr>
<td>9th, 10th, 11th October</td>
<td>Translation</td>
<td>The entire group worked really hard in the translation process during those days, the head teachers excused us for the absences, finally the 11th the document with the translation and correction was finished.</td>
</tr>
<tr>
<td>17th October</td>
<td>Feed back</td>
<td>In the classroom and with the participation of Professor Wilson Huertas, the feed back of the document was done; he corrected some specific aspects as theory and syntax mistakes.</td>
</tr>
<tr>
<td>20th October</td>
<td>Meeting 4</td>
<td>The group was together in order to analyze the mistakes and correct them, each student was in charge of</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23rd October</td>
<td>Meeting 5</td>
<td>The group worked together in order to verify the corrections and avoid mistakes and incoherent words in the document.</td>
</tr>
<tr>
<td>24th October</td>
<td>First presentation</td>
<td>The group presented the project to Professor Huertas and Professor Hernandez, they corrected some aspects and after the presentation the relevant mistakes were identified</td>
</tr>
<tr>
<td>24th – 31st October</td>
<td>Assignments</td>
<td>Each part of the document was corrected by each student in order to present the correction the next meeting with Professor Huertas</td>
</tr>
<tr>
<td>31st October</td>
<td>Feedback</td>
<td>The teacher helped pre-service teachers with the English document in order to identify possible mistakes or misunderstandings</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3rd November</td>
<td>Meeting 6</td>
<td>The pre-services teachers had a meeting in order to appoint specific assignments, each student had to correct the task of another partner in order to avoid grammar mistakes and be connected with the other’s work, as has been done so far.</td>
</tr>
<tr>
<td>7th to 14th November</td>
<td>Assignments</td>
<td>Each student made their corresponding assignments in order to organize a good document with the corrections and comments done by the teachers and the ideas of the pre-services teachers.</td>
</tr>
<tr>
<td>14th November</td>
<td>Meeting 7</td>
<td>The group had a meeting the day of the final presentation in order to have a revision of the project, that day the students made a practice and listened the presentation of each one of the 9 participants.</td>
</tr>
<tr>
<td>15th February</td>
<td>Meeting 8</td>
<td>The group had a meeting, where each group member brought some questions about important aspects of the contents in order to socialize the answers, also, the pre-service teachers made a review of the project to detect difficulties that each member could have about the project.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>23rd-28th February</td>
<td>Meeting 9</td>
<td>The group looked for books from different libraries in order to read and complement the previous information, after that the pre-service teachers shared the ideas and organized important elements that were missing in the theoretical framework.</td>
</tr>
<tr>
<td>9th-19th March</td>
<td>Meeting</td>
<td>Practitioners had a meeting where functions were assigned for each member in the group, some of them reviewed the syntax, and the others reviewed the contents of the project.</td>
</tr>
<tr>
<td>10th May</td>
<td>Final presentation</td>
<td>The practitioners had to present the final project to the Language department to be assigned a judge who had to read it and made the corresponding corrections.</td>
</tr>
<tr>
<td>15th May - 12th June</td>
<td>Judge Appointment</td>
<td>Diana Ariza was appointed as judge of researchers' project; she had four weeks to read the whole project.</td>
</tr>
<tr>
<td>13th June</td>
<td>Corrections</td>
<td>The judge gave to the research group the pertinent corrections. The pre-service teachers realized that there were relevant mistakes that should be corrected in order to have a better project.</td>
</tr>
<tr>
<td>15th June</td>
<td>Meeting with the judge</td>
<td>Researchers had a meeting with the judge in order to get a feedback of the project, it was a difficult situation because they concluded that the</td>
</tr>
</tbody>
</table>
initial proposal was not a curriculum proposal because there were missing elements, the students could take advantage of some elements as lesson plans and the cooperative approach in order to create a new proposal that was why, the pre-service teachers and the Professor Diana Ariza decided to make some changes and modify the proposal.

June 16th – July 24th
Corrections, research and redaction.

Researchers had two meetings with the judge, in which she made some corrections to the new proposal, besides the pre-service teachers visited some libraries with the intention of looking for relevant information.

The information helped and oriented the whole group in order to design in a properly way the new proposal.
13. PEDAGOGICAL IMPLICATIONS

Although, one of the main guidelines underlying Eduardo Carranza philosophy is cooperativism, practitioners faced an opposite reality: students were not used to work in groups and it became a handicap to develop teamwork activities. Practitioners noticed that after planning some lessons based on cooperative learning approach strategies, students had learnt to enjoy teamwork and step by step they overcame competitive attitude and started to understand the usefulness of this kind of work.

It is also essential to emphasize that cooperative learning approach is a tool that help students to respect each other’s work and also encourages them to develop confidence and friendship. Even though the elements previously stated are not studied by some other learning approaches, pre-service teachers were able to identify how harmful is to overlook them inside academic environment. Practitioners concluded that social skills are not only strategies to motivate children but they are also an important path to educate individuals intellectually and socially competent, especially in Colombian society where people have great difficulties to live together.

Another important statement that was possible implement through this research project was the creation of an academic environment for English teaching, since the school had neither a curriculum nor lesson plans to guarantee an effective foreign language learning process. This lack made possible to design an English lesson plan proposal to improve English students level.

Although, one of the main pillars related to the formation of Eduardo Carranza students is the cooperativism, at the beginning of the activities, we had to face an opposite reality; the students were not used to work in groups; what
made difficult the development of the initial activities. Anyway, after some classes oriented and focused on cooperative learning activities, students began to enjoy the teamwork and step by step they left behind their competitive attitude and started to understand the vitality of this kind of work.

It is also essential to highlight that these kind of theories (cooperative learning) helps students to respect each other’s work and it also encourages students to develop confidence and friendship; because of that the researches of this project applied this theory not only to develop linguistic skills but also social skills.

Another important statement that was possible to do through the development of this project was the creation of a real space for the English teaching, because, as the researchers could notice through the need analysis, the school did not have a curriculum which implement the teaching of the English subject, and due to this, it was possible to apply the curricular proposal in English subject for Eduardo Carranza School as an effective tool that will help improve the academic development of the students.
14. CONCLUSIONS

After pre-services teachers applied two types of lesson plan, they noticed that these ones did not fulfill Eduardo Carranza student’s needs, regarding social skills. Those lesson plans did not improve student’s interaction as it was expected, for that reason, practitioners decided to design a new lesson proposal to include an important element that could help future pre-services teachers to develop English classes by using cooperativism as a way to improve interactional skills.

In order to create a complete lesson plan proposal that included the necessary elements to develop social skills, researches in charge of this project made an evaluation and an analysis of the first and second lesson plan pilotings applied. To make this analysis, practitioners took into consideration the reactions students had had during the teaching process.

When practitioners realized that students were not aware about interaction as an important component for developing social skills and in order to deal with this lack, it was decided to design a new proposal including elements that helped students to achieve common goals when doing academic tasks; so that PEI’s philosophy could be satisfied.

This new English lesson plan proposal pretends to fulfil the needs of primary section at Eduardo Carranza. The main goal is to make school managers understand that English should to be included on the curriculum and that it is almost compulsory to teach the foreign language as a tool to improve social skills and effective teamwork. Finally it is suitable to say that, children at public schools in Colombia need to be taught not only contents but they also need to be provided with the possibility to conciliate, negotiate, dialogue and tolerate using knowledge as a path.
BIBLIOGRAPHY


GUIA ESCOLAR SANTILLANA, Bogota: Santillana, 2005.


LEY GENERAL DE EDUCACION: LEY 115 DE 1994


www.lasalle.edu.co (November 2006)

http://www.city.londonmet.ac.uk/deliberations/collab.learning/panitz2.html (June 2007)
ATTACHED DOCUMENTS
ANNEXE A
MEETING DOCUMENT
PRACTICA DOCENTE 3

Universidad de la Salle
Resarch III
Grupo: 01
Acta del día 27 julio del 2006
Lugar: sala de profesores, colegio Eduardo Carranza

Participants:
Diana Vargas
Laura Laguado
Santiago Caropresse
Johanna Méndez
Tatiana Romero
Adriana Vargas
Mónica Henao
Natalia Garzón
Amparo Sanabria
Docente: Wilson Huertas
Cuerpo de profesores área primaria, colegio Eduardo Carranza
Estudiantes

Tema:
Dar a conocer al cuerpo de profesores de área primaria los propósitos de la gestión de práctica que se llevarán acabo en el segundo semestre del año en curso.

Protocolante: Tatiana Romero

Desarrollo
Siendo las 9:15 a.m. del día 27 de julio del 2006 Se da inicio a la reunión ya programada.

1. Lectura de poema Ítaca a cargo de Diana, con el fin de dar un sentido reflexivo a la gestión de la práctica.

2. Agradecimiento a todo el cuerpo de profesores por la colaboración en nuestra gestión la cual ha sido significativo tanto a nivel personal como profesional

3. Línea investigativa: Laura da a conocer a grosso modo el propósito investigativo para la elaboración del currículo del área primaria, también informa el alcance de los propósitos del primer semestre y la importancia de contribuir significativamente al desarrollo del proceso de adquisición de una segunda lengua. Se indica el paso investigativo al que procedemos después de la recolección de datos, el cual es el marco teórico.

4. Proceso investigativo: Johanna enfatiza en la importancia del valor practico y teórico proporcionando prioridad al valor teórico sin pretender omitir el practico, se estableció una hora por semana de practica en el colegio Eduardo carranza

5. Importancia del aprendizaje de una segunda lengua: Diana romero expone la importancia de comprender que el aprendizaje se logra por medio de la participación activa, aprovechando la motivación intrínseca por lo tanto se propone un mayor compromiso de los maestros en esta arrea, contextualizando y buscando una correlación para así optimizar procesos de aprendizaje.

6. Conclusiones del docente Wilson Huertas: se prioriza la interpretación de datos - como eje fundamental de la practica para el segundo semestre sin dejar de lado la parte practica, se comienza a contemplar la necesidad de
una reflexión crítica sobre las nuevas incorporaciones teóricas que se van a aplicar, igualmente se continuará con el mejoramiento en el aprendizaje e interacción de los estudiantes con dicha lengua.

7. Se da inicio a las preguntas o comentarios por parte del cuerpo de profesores
La profesora Gloria agradece la colaboración, el esfuerzo de los estudiantes y el valor de la práctica en los niños.
La profesora de grado 0 con otras maestras concluyen la importancia de:

1. Puntualidad
2. Conocer previamente el lesson plan con el objeto de evaluar si es apropiado para él estudiante, pues algunas veces su contenido es algo denso
3. Mayor integración practicante – maestro, maestro-practicante
4. Dar a conocer motivo de ausencia con anterioridad.

**Conclusiones**

1. Se acordó una hora de práctica por semana
2. Se establece día y hora de práctica con el profesor correspondiente
3. Se acuerda reemplazo de los cursos de las practicantes ausentes.
4. Entrega de lesson plan con anterioridad a las maestras, para correcciones
5. Compromiso de puntualidad y optimización de labores

Finalmente Las maestras dan agradecimientos a las compañerías por la labor de práctica desempeñada.
## ANNEXE B
### OBSERVATION CLASS FORMAT

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TEACHER’S ROLE</th>
<th>STUDENT’S ROLE</th>
<th>REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## ANNEXE C
### STUDENTS’ REACTIONS

CLASSROOM OBSERVATION FORMATS
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TEACHER’S ROLE</th>
<th>STUDENT’S ROLE</th>
<th>REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15th/06</td>
<td>To present the vocabulary with attractive cards</td>
<td>The teacher put the pictures on the board and wrote the color and the shape of each picture then repeated the pronunciation of the each color and shape and gave examples of things using the vocabulary.</td>
<td>Children paid attention and repeated the vocabulary also they were expected to show teacher different objects with the color and shape in practice. They memorized the vocabulary and shapes.</td>
<td>Children like so much the pictures, perhaps the vocabulary of shapes was difficult for them, and they couldn’t memorize, they participated to the activity and the teacher helped them to comprehend better colors that shape s</td>
</tr>
<tr>
<td></td>
<td>In this activity students should relate shapes with draws in order to learn the pronunciation and the color itself. The teacher had to pronounce the name of the color and showed them the draw; the student repeated and tried to memorize them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate the color</td>
<td>The teacher gave to the students a picture in which students had to paint and relate it with the correspond image. The teacher helped the students to relate the color and the shape. She explained the instructions and waited for the process</td>
<td>Children followed the instructions and made the activity, using the vocabulary. They interacted and shared their answers with their partners.</td>
<td>Children enjoyed so much the activity; they liked the pictures and followed the instructions, but in some cases they had difficulties to accomplish the assigned task and teacher had to intervene.</td>
</tr>
</tbody>
</table>
| **LOTTERY’S GAME** | Teacher explained carefully the activity.  
Teacher took a card out from the bag, read the name written in the chart.  
Teacher tried to avoid indiscipline and took to get the control of the students. | All of the students participated in the activity; they worked in a cooperative way.  
They helped their classmates  
They acquired better the vocabulary in it.  
There was a good interaction among classmates and teachers. | They were motivated with the activity, they were excited shouting the word, and they participated actively because all of them wanted to win. |
| **Song**  
To sing a song using English commands | Teacher taught a song to students in order to memorize it, she repeated it many times. She sang with them and made some movements with the song.  
The teacher encouraged students to sing aloud and to use their body | Children listened the song and repeat it, after a while they sang the song but with a help of the teacher.  
Children listened to the complete song and paid attention to the instructions and movements from the teacher, and they tried to repeat it.  
They presented the song to their classmates and sang aloud, trying to do their best. | They liked very much the song in which they had to make movements; it was too easy to memorize and to sing it.  
They did their best, they participated and sang aloud.  
They felt encouraged to participate, because they did not sing alone but supported by their classmates. |
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
<th>TEACHER’S ROLE</th>
<th>STUDENT’S ROLE</th>
<th>REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>May the 4th/06</td>
<td>To join the dots</td>
<td>The teacher gave students some papers in which they had to discover the job join the dots and say to the students that color the pictures</td>
<td>To join the dots and color the picture, also share the colors with their partners</td>
<td>They had a good attitude related to the activity, all of them did it although some of them where a little lawless when the teacher asked they answer but most of them did it in Spanish, they share the colors with their partners and they have a confused to say baker and fireman because they pronounce in a wrong way</td>
</tr>
<tr>
<td>May the 9th/06</td>
<td>To look and repeat</td>
<td>The teacher showed some flash cards and pronounce the name of the job, after that she asked students about some jobs</td>
<td>To repeat, and answer the question what is this, and say the job without teachers help</td>
<td>They repeated and paid attention to the explanation but some of them didn’t pay attention to the explanation, when the teacher ask to the students for the jobs some of them didn’t answer Sometimes when the teacher said “what is this” some of them answered in Spanish</td>
</tr>
<tr>
<td></td>
<td>To answer the question “¿which job did you find in the paper?”</td>
<td>The teacher asked students for the job they had found</td>
<td>They answered the question take in to account the job that each one find in their papers</td>
<td>When the teacher asked they answer but in Spanish and they started to told to the others about each job, and which one the other had.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Students' Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To complete page 18 from the book</td>
<td>The teacher explained what students had to do in this page. They were supposed to complete the page following the instructions that the teacher gave.</td>
<td>They completed the page in a good way, the second point was developed for everybody, but the first wasn't developed by more or less 3 students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hangman</td>
<td>The teacher explained, and guides the student during the activity, and tried to insentivate the interaction between the students through this activity, to repeat the instructions to the students that didn't understand the activity.</td>
<td>The student should develop this activity in pairs, and work with a partner in a pleasant way. At the beginning some of them enjoy a lot this activity, but others didn't do the activity in a correct way, because they are a little lazy and when the activity ends a lot of them wanted to continue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To complete page 20 from the book</td>
<td>The teacher explained what students had to do in this page. They had to complete the page following the instructions that the teacher gave them.</td>
<td>They develop in a good way this part of the book, but they didn't recognize which one was the cashier in this page, and in the second exercise they didn't finished to color it because of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To draw the job that you want to develop in the future</td>
<td>The teacher gave the instructions and help the students to decorate the draw, also promote to the students to share the frost, and other materials</td>
<td>The student had to draw the job that they wanted to develop in the future and using the materials that they had brought, they had to decorate it. They enjoyed this activity a lot, they behaved in a different way making a comparison with the beginning of the process, because in this activity they shared the materials and helped the others to accomplish their task, through this activity everybody worked in a cooperative way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>ACTIVITY</td>
<td>TEACHER’S ROLE</td>
<td>STUDENT’S ROLE</td>
<td>REACTIONS</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>April the 5th/06</td>
<td>To give commands</td>
<td>Active because teacher gave the commands related to the parts of the body and tried to manage the class.</td>
<td>Active because they followed the instructions in a properly way and gave the teacher their attention.</td>
<td>Good, because they liked to move and to do exercises where they can proved not only their attention but the relation they has with their bodies.</td>
</tr>
<tr>
<td></td>
<td>To present the parts of the face</td>
<td>At first, they behaved actively because teacher showed them what the parts of the face were through some posters and through her face then she told one part of the face and they had to touch and to repeat it.</td>
<td>Active and receptive because they were watching and making recognition of their faces so they repeated and touched the parts of the face (eyes, nose, mouth, ears, hair, head and face).</td>
<td>They were involved in the activity; some of them knew the parts of the face and it was a motivating activity in which they could recognize and identified their faces using a foreign language.</td>
</tr>
<tr>
<td></td>
<td>To write and draw on the notebook</td>
<td>Firstly it was active because teacher put the posters on the board and wrote the name in front of them and also drew a complete face on it and they had to draw and to write the name of its parts on their notebooks.</td>
<td>Receptive because they were associating each part of the face with the spelling and active because they had to draw and to write on their notebooks the parts of the face.</td>
<td>Trough colors and dynamic activities, students learned to identify themselves.</td>
</tr>
<tr>
<td></td>
<td>Copying the homework</td>
<td>Active because teacher gave them the homework “to cut and stick the parts of the face and to write their names in English”</td>
<td>Receptive because they copied the homework in their notebooks and paid attention to the explanation.</td>
<td>They liked to do their homework so they copied it without problems and that day they would work well and at least they recognized some parts of their faces like eyes, nose and ears without teacher’s help.</td>
</tr>
<tr>
<td>DATE</td>
<td>ACTIVITY</td>
<td>TEACHER’S ROLE</td>
<td>STUDENT’S ROLE</td>
<td>REACTIONS</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6th April /06</td>
<td>To present a new topic</td>
<td>Teacher had to be active in order to present the new topic and ask students about their preferences related to the fruits.</td>
<td>Students had to be attentive to teacher presentation and also to answer some questions.</td>
<td>It was a good activity. Students were interested by knowing the fruits name and they felt in context because they could discuss about their favourite fruit.</td>
</tr>
<tr>
<td></td>
<td>To match activity</td>
<td>Teacher’s role was dynamic and he/she had to make an explanation about the activity, teacher also motivated the students to work in team, in order to help those classmates who were confused.</td>
<td>Firstly, students were organized in pairs, and they were expecting about the activity. After instructions were given, they showed interest to develop the exercise related to matching in which they helped each other to find out the answers.</td>
<td>As the activity was clear and easy to solve, they worked in groups in order to help each other with the correct answers and the pronunciation of new vocabulary, so they worked as a team.</td>
</tr>
<tr>
<td></td>
<td>To write the fruits colors.</td>
<td>It was an active activity because the teacher had to give the new materials to each group, and he / she was supposed to explain how to solve the exercise using some vocabulary seen in advance.</td>
<td>Students followed teacher’s instructions and after that, they started to write down the corresponding answers. By the end of the activity most of them pronounced their answers.</td>
<td>The whole group was so quiet during beginning of the activity, but after they were selecting their answers, so they turned to active and started to ask teacher about the possible correct answers that they had.</td>
</tr>
<tr>
<td></td>
<td>To look for the respective name.</td>
<td>Teacher had to explain the way that students had to solve the exercise, and help them to write the correct answer.</td>
<td>This activity was really fast because students had to be attentive to teacher presentation and also to answer some questions.</td>
<td>The students completed the respective task in a good way; they were motivated in the fact that they could answer it, easily.</td>
</tr>
</tbody>
</table>
To sing a song

Teacher had to present and sing the song with students, besides teacher wrote on the board most of the lyrics, but leaving some missing words that they had to find out according to some vocabulary they had worked in the class before.

Students were so active to sing the song and follow the instructions to find the missing words. Also, they had to practice the song in small groups and after that, to sing it in general.

Also, this activity was good because students understood the meaning of the words in relation with the drawings.

The class had a happy ending, because the students were interested in dynamic activities. Finally, a review of the complete vocabulary was done by the teacher. He asked different groups about the topics seen through the class and they answered it, in a good way, when they did not, they helped each other to solve the questions.
<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITIES</th>
<th>TEACHER’S ROLE</th>
<th>STUDENT’S ROLE</th>
<th>REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>May the 5th/06</td>
<td>A page with a word search activity</td>
<td>Teacher asked students find out some words</td>
<td>Students received a &quot;word search&quot; page and they were expected to find the word related to adjective's vocabulary.</td>
<td>Students worked by pairs on the page but due to the fact that most of the couples had not completed the task, teacher decided to organize them into groups for them to share their answers since each group was asked to socialize the words they had found.</td>
</tr>
<tr>
<td></td>
<td>To organize the given words in order to get coherent sentences</td>
<td>Teacher gave an explanation about the use of adjectives in English language.</td>
<td>They paid attention to the teacher and then, they (by pairs) organized the words. When children had questions, they asked their teacher</td>
<td>Most of the pairs tried to participate when teacher asked them the correct answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher explained to children how to organize a sentence using adjectives in a suitable way.</td>
<td>When they finished, each couple had to read the answer to get a feedback from their classmates.</td>
<td>Pair work made children improve their performance, since they were encouraged to do their best not only to achieve a personal success, but also, the partner's one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>She gave them some examples. Then she gave them a paper with some words and they were supposed to organize them in order to get a logical sentence.</td>
<td></td>
<td>Children felt motivated because they were not only expected to develop a linguistic output but they were also given the opportunity to socialize their tasks.</td>
</tr>
<tr>
<td>May the 8/06</td>
<td>Students will be given a page with a story and they are supposed to read it and to comprehend what the text says.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May the 11th/06</td>
<td>Teacher asked them the homework and corrected it on the board. Then she gave them a paper with a short story and she asked them to understand the main idea without looking at the dictionary. After that she read it slowly and asked them to read it. When they had problems with pronunciation she corrected them. When they finished she asked them to identify the personal pronouns, verb to be and adjectives. Teacher explained her students how to make a description using personal pronouns, verb to be and adjectives. When she finished the explanation she gave them a paper with some pictures and asked to describe them. She asked to do it, working in groups. They read the story working in groups and trying to understand the main idea, besides, they repeated the correct pronunciation of it, following their teacher. They had to identify adjectives and underline them with a color, besides they had to highlight the verb to be and the personal pronouns with different colors. Students had to pay attention to teacher's explanation and then in order to have some elements to describe the given pictures with their corresponding group. If they had any doubt they had to ask their classmates.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>When teacher asked them the homework they tried to participate. When teacher gave them the story they try to read it asking their group’s members the unknown words. Teacher was walking around the classroom in order not only to check student’s doubts, but also to encourage children to make an interactive pair work. Due to the fact, teacher did not give them enough time to do the activity some of them were a little bit angry, however she gave them more time. Teamwork was an important strategy, since it allowed children to learn (from their group’s members) not only how to describe a picture but even</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To choose (from the three draws given), the draw that match the written adjective.

Teacher was walking around the class room in order to help her students if necessary.

Teacher organized students in groups and she asked them to find picture that better describes the reading adjective.

Students received a page with some adjectives pictures and they had to work with their group members in order to reinforce the adjective topic.

At the beginning team work was not easy to develop but children began to feel more conformable and trustful to express their ideas.

Children were working in their corresponding groups and when one of them thought to have found the correct answer he/she said to the other members the answer and that was why they could end the activity in a faster way.

Due to the fact that they finished the activity as fast as possible, the teacher asked them to describe in a written way, the draws which had not been described on the guide.

They were motivated with the pictures and they began to describe themselves and their group members.
<table>
<thead>
<tr>
<th>LESSON PILOTING</th>
<th>Goal</th>
<th>Terminal Objective</th>
<th>Enabling Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST PILOTING</td>
<td>The term is taken for Brown; it is seen as the most general aim to be achieved through the development of a set of lessons in a specific period of time.</td>
<td>The principal aim to be achieved through a lesson plan</td>
<td>The Basic skills (vocabulary grammar, pronunciation) and activities to accomplish the terminal objective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON PILOTING</th>
<th>Linguistic Objective</th>
<th>Communicative objective</th>
<th>Metalinguistic Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SECOND PILOTING</td>
<td>It has been adapted in order to develop the linguistic competence defined by Dell Hymes (1967), practitioners considered it as a tool that allowed students to convey information in a manner that can be understood by different audiences. It means knowing how to use grammar, syntax, and vocabulary of a language</td>
<td>The term was adapted in order to develop the communicative competence defined by Paulstone (1974), It was taught to allow children to communicate in a functional and interactive way to accomplish specific purposes in their context.</td>
<td>It was adapted to accomplish what Jack Richards names “non-language outcomes”, through this objective pre-service teachers expected children to go beyond a linguistic content so that students could develop social values as tolerance, respect, and teamwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON PROPOSAL</th>
<th>Communicative</th>
<th>Interpersonal objective</th>
<th>Linguistic Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See on second piloting</td>
<td>It was adapted to overcome the weakness interaction that was evidenced among students, this objective was expected to motivate children to make a receive feedback to improve what Johnson (1999) calls interpersonal effectiveness, which is the degree to which of their behaviour match your intentions.</td>
<td>See on second piloting</td>
</tr>
</tbody>
</table>
## ANNEX E FIRST PILOTING CHARTS ANALYSIS

### First grade chart analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPEAKING</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>READING</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td></td>
</tr>
</tbody>
</table>

**EXCELLENT: E**  **AVERAGE: A**  **VERY GOOD: VG**  **BELOW AVERAGE: BA**
### Second grade chart analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SPEAKING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HONESTY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRUSTING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Excellent: E**
**Very Good: VG**
**Average: A**
**Below Average: BA**
### Third Grade Chart Analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E   VG   A   BA</td>
<td>E   VG   A   BA</td>
</tr>
<tr>
<td><strong>INTERACTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td>NOT APPLIED</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH SKILLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>DISCUSSING OF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEAS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MEMBERS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Excellent: E  
Very Good: VG  
Average: A  
Below Average: BA
## Fourth Grade Chart Analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITEING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E  
Very Good: VG  
Average: A  
Below Average: BA
<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td><strong>INTERACTION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH SKILLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISCIPLINE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HONESTY</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>TRUSTING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Excellent: E  
Very Good: VG  
Average: A  
Below Average: BA
## ANNEX F SECOND PILOTING CHARTS ANALYSIS

First grade chart analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E    VG   A   BA</td>
<td>E    VG   A   BA</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E  
Very Good: VG  
Average: A  
Below Average: BA
## Second grade chart analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SOCIAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E  
Average: A  
Very good: VG  
Below average: BA
## Third Grade analysis chart

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOCIAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E     Average: A
Very good: VG     Below average: BA
<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E   VG A BA</td>
<td>E   VG A BA</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOCIAL SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E   
Very good: VG   
Average: A   
Below average: BA
# Fifth grade chart analysis

<table>
<thead>
<tr>
<th>ASPECTS</th>
<th>INDIVIDUAL WORK</th>
<th>TEAMWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
<td>VG</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>ENGLISH SKILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>LISTENING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>DISCIPLINE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESPECT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>HONESTY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>SHARING AND DISCUSSING OF IDEAS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>RELATIONSHIPS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>TRUSTING</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>MUTUAL BENEFIT</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
<tr>
<td>EQUALITY OF ALL MEMBERS</td>
<td>NOT APPLIED</td>
<td>X</td>
</tr>
</tbody>
</table>

Excellent: E  
Average: A  
Very good: VG  
Below average: BA