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Welcome to our city, the use of english outdoor activities

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“WELCOME TO OUR CITY!”

THE USE OF ENGLISH OUTDOOR ACTIVITIES

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SCHOOL OF EDUCATION SCIENCES
BACHELOR IN EDUCATION PROGRAM IN SPANISH, ENGLISH AND FRENCH
BOGOTÁ, 2013**

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Abstract

This research project aims at identifying and analysing the effect in the use of outdoor activities as an approach and alternative way to integrate the process of teaching and learning a foreign language both in and outside the classroom. This research, which was carried out at Maria Montessori School with fifth graders students, is based under the principles of action research **methodology**; being this study an investigation of qualitative nature. The idea of implementing this research on outdoor activities had to do with the few opportunities students had, [according to questionnaires **administered** to students and the observation process in the first stage of the research] to improve their speaking skill and their consequent need to develop it and improve it. Throughout the process of data collection, with transcripts of interviews **done** in the classroom, questionnaires and videos as main sources of analysis, new perspectives of students as communicative beings were discovered, emerging from the multiple interactions and new experiences they had in simulated contexts outside the classroom but within the school environment. It helped pre-service teachers and students take different roles that offered possibilities that shaped and re-shaped their thoughts and expectations in foreign language classes.

Key words: Outdoor activities, outdoors learning, speaking skill development, social implications in outdoor activities, simulated environment and real context.

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CHAPTER I

“Welcome to our city!” The use of English outdoor activities

Introduction

Outdoor activities provide strategies that encourage students to practice English all time, and some research has demonstrated that outdoor activities offer better academic results from all social studies to standardized tests, according to Louv (2007) as cited in Alun (n.d.). The following research project is focused on analyzing the impact of outdoor English classes as an approach and an innovative strategy to connect and reinforce the process of teaching and learning a foreign language, analyzing both the inside and outside work, on a group of students at Maria Montessori School. According to Alun, “Taking the classroom outside provides an ideal opportunity for students to improve their comprehension, as well as increases intrinsic motivation by making valuable connections to the outside world” (p.12).

In this research project, the reader will find five chapters; each one of them shows relevant information related with the work developed to support our investigation. The first chapter contains: synthesis of the needs analysis, statement of the problem, research question, research objectives and rationale. The second chapter the reader will find the literature review; this part has been divided into three main constructs: English outdoor activities, speaking skill, and communication in foreign language teaching and learning; and two sub-categories such as social implications and task base learning. The third chapter contains the research design, which contains the context and participant selection, instruments for data collection, research approach, and the methodology for data analysis with its different steps; besides, the objectives for the action phase, relations among the problem and the research question, the theory, the action phase

“Welcome to our city!” The Use of English Outdoor Activities and implementation phase. The fourth chapter contains building the interpretations phase, based on the categories and subcategories found in the data collection. Finally, the last chapter is made up of conclusions, implications and applications for further research, limitations and questions for further research.

As a summary, readers will find along our research paper relevant information about some outdoor studies and their results, some relevant concepts for our project that will be named through the document, and some evidence of the work developed taking into account students’ opinion about their work and our analysis about the positive or negative results (if any) of students at Maria Montessori School, after provide opportunities to experiment English classes in a simulated environment.

Besides, we will present a needs analysis figure, that will show us needs, wants and lacks of our students to help in our project since needs analysis (also known as need assessment) has a vital role in the process of designing and carrying out any language course, whether it is English for Specific Purposes (ESP) or general English course, and its centrality has been acknowledged by (Hutchinson & Waters; 1987).

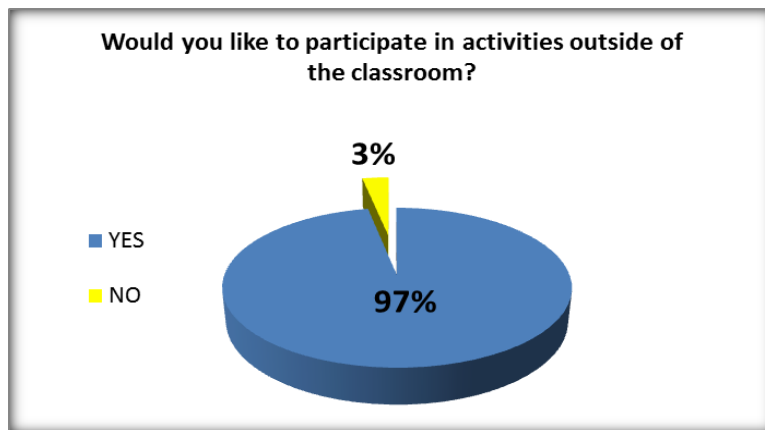
Needs analysis

As it was mentioned before in the introduction part, readers will find the process we followed in the needs analysis part. we developed an observation phase during our time as practitioners at Montessori School, in which we observed that our students had few opportunities to develop their oral English skills and a passivity presented in the daily activities inside the classroom, consequently and moved by these concerns generated through the observation, we decided to design a questionnaire with the purpose of knowing first-hand information about the needs, lacks and wants of the students in order to confirm our concerns. In this questionnaire

“Welcome to our city!” The Use of English Outdoor Activities (Appendix 2, Needs Analysis Stage), we asked to students about their preferences and the possibility to have classes outdoors, the opportunity to interact with students of other classes. Moreover, students expressed their knowledge related to the recycling project and its relevance for the city proposed by the school, and finally the most important places and the most relevant professions in the city for them, with the idea to link those topics with three main components (pedagogical components, linguistic component and social component).

The questionnaires were the main instrument that helped us to realize about students’ specific needs, likes, and wants for the English class. Readers will find next some figures with the results taken from 6 questions applied to 33 students of fifth grade at Montessori School. From the 33 students 16 were girls and 17 were boys. In the first question, 97% of the students answered that they would like to participate in activities outside of the classroom, and just 3% answered that they would not be interested.

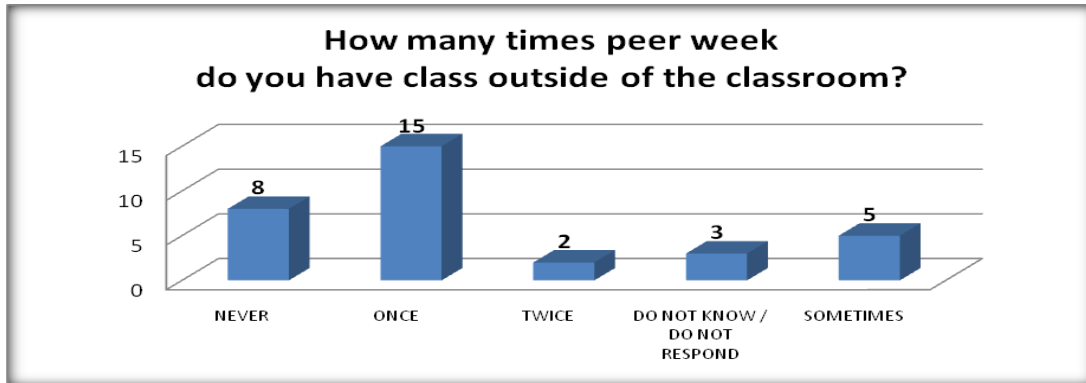
Figure N.1 Needs analysis questionnaire, first question results.



These results helped us to realize that students at Maria Montessori School, first will be interested on participate in activities outside of the classroom, and second they will be open to the idea of a different context to develop English classes in the school. In question number two,

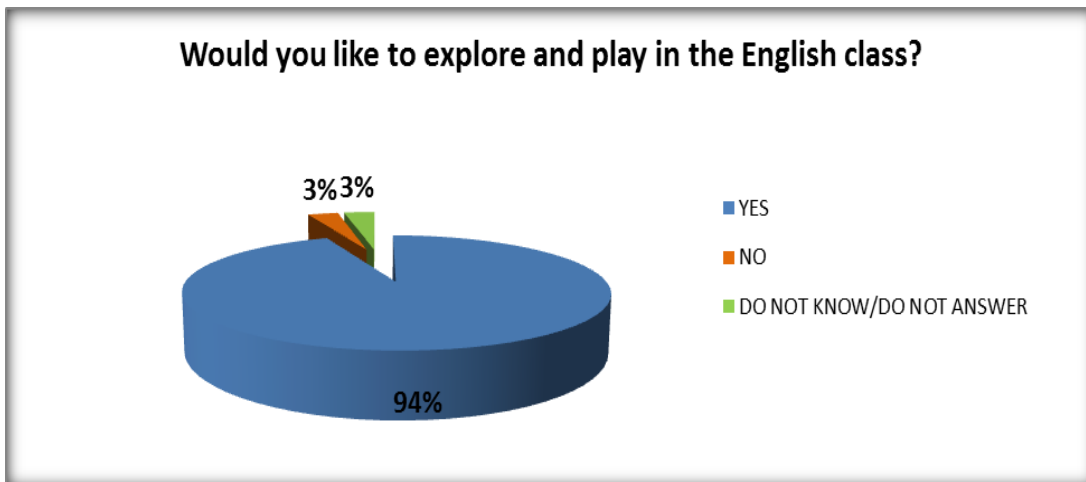
“Welcome to our city!” The Use of English Outdoor Activities students told us about the opportunities they had to experiment a class outside of the regular classroom and according to this, 8 answered “never”, 15 answered “once”, 2 answered “twice”, 3 “do not know or do not respond”, and 5 answered “sometimes”.

Figure N. 2 Needs analysis questionnaire, second question results.



According with these results, we noticed that students in the school had few opportunities to develop English classes in other environment apart from the one proportionated for the regular classes inside of the classrooms. In question number three, 94% of the students answered that they would like to play and explore in the English class and just the 3% answered that they would not like to explored and play in the class, and finally other 3% do not know or do not were answered.

Figure N. 3 Needs analysis questionnaire, third question results.

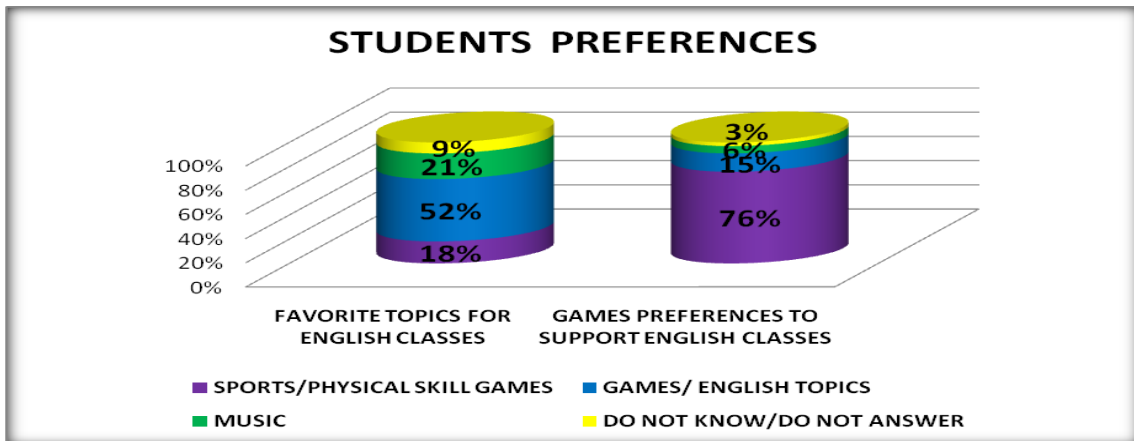


And to finish, we decided to combine question number four and five and we were able to analyze students’ preferences according to their favorite topics for English classes, and their games preferences to support English classes. We selected four main categories: sports/physical skill games; games/ English topics; music; and do not know/ do not were answered.

According to their favorite topics for English classes, students named 2 favorite topics that they would like to talk about, and the results showed us that 18% of the students wanted topics related with sports/ physical skill games, 52% selected the second category “games/ English topics”, it refers to the different vocabulary they would like to learn (animals, places, professions, jokes, parts of the body, etc). 21% selected as favorite topic “music”; and at last 9% do not know/ do not were answered.

According to their games preferences to support English classes, 76 % of the students prefer games that require physical skills games, in which the most important or the winners are the ones who can demonstrate exceptional skills, and involves physical agility or speediness. Also 15% of them wanted English topics games related to writing activities as hangman or questions and answers in English, 6% of the students feel interest in activities related to music (pronunciation), and 3% do not know/ do not were answered.

Figure N. 4 Needs analysis questionnaire, fourth and fifth questions results.



Needs analysis

conclusions

As a result, we found interesting factors that could greatly helped us in the process of designing our implementation, and the activities that we applied in our students, in order to reach the objectives proposed in this project.

First of all, we could realize that most of the students felt remarkable interest to develop activities outside of the classroom, in fact, one of the kids answered that *“he/she feels that everything outside of the classroom it is more fun, also he/she can learn more, that he/she feels joy, and finally he/she would feel willing to pay more attention to the class”*¹. *“si, por que para mi fuera del salon todo se hace mas divertido, aprendo más y siento alegria y pongo más atención a la clase. Students also said: “yes, because it could be interesting and I like that kind of activities”*² *“(si, por que podrían ser interesantes y a mi me gustan ese tipo de actividades)”*.

Another conclusion was that students had just few opportunities to interact with a different perspective, or with an innovative proposal as it was to develop the English classes outdoor. They just usually attended to regular classes inside of the classroom.

Furthermore, according to students likes and wants, they felt more interest in the activities that are related to sports, competences or other kind of physical skills games, but also they felt interest in activities as music, or writing games in English. Besides they wanted to learn about different kinds of vocabulary (animals, places, jokes, professions, parts of the body, etc).

Taking into account the results of the questionnaires a general overview of fifth graders is described in the succeeding table.

¹ The quotes of students are translated into English for a better understanding of the reader.

² Ibid.

Figure N. 5 General overview of fifth graders, needs analysis table.

NEEDS ANALYSIS TABLE (Hutchinson & Waters; 1987) Data collection instrument: Questionnaires First stage of the research		
NEEDS	WANTS	LACKS
<ul style="list-style-type: none"> - Students need more opportunities to practice speaking English skills in real context. - Students need to learn more vocabulary of topic they are interested in. - Students need to be in contact with their school environment out of the classroom. - Students need to have more confidence in terms of speaking. - Students need more strategies and ideas from the teacher to be motivated. - They need an evaluation process in order to evaluate their speaking English skills. 	<ul style="list-style-type: none"> - Students want more opportunities of activities outdoors. - Students want activities related to interesting topics such as sports, music and writing or memory games. - Students want to explore their own environment. - Students want and like to play in order to learn. - Students want to sing, to paint and to be active in order to learn while having fun. 	<ul style="list-style-type: none"> - Students do not have spaces to interact with their classmates and in order to improve their confidence in terms of speaking. - There are not strategies or didactics to make them feel motivated with the topics presented in a regular English class. - An evaluation process is not taken part to be evaluated in the students for their speaking English skills, this is being left out.

Statement of the Problem

Through observation, field diaries and questionnaires, we could realize a low development of the English language skills that was presented in fifth graders at Maria Montessori School, because of the short time and the few opportunities to interact with their classmates in English language, being this said, it is important to increase the speaking communicative English skill because this skill presented a lower performance. As pre-service teachers our main concern was to provide an alternative method for students to learn a foreign language in a different context, to catch their attention and generate a stimulus to promote in them a comfortable environment, in which they would feel free to express ideas and the vocabulary that pre-service teachers provide during the classes and activities.

At the moment in which pre-service teachers started to develop the practicum, there was not an established curriculum at Maria Montessori school for a foreign language, and regarding this, we considered important to link and contextualize students deeply with the PEI of the school and the English activities, in order that students were able to use vocabulary in a determined context, and the knowledge about the topics proposed for the English class might be seen by students as a meaningful knowledge rather than an obligation that they might forget.

In this section of the document, it is important to highlight some aspects and concepts in order to develop the project. For example, to recognize the age in which students are, in which curiosity and social skills are presented and must be explored in order to have a better performance on students' educational process. In addition, there is not interaction between students and teachers besides the typical one in which the teacher asks and the students answer, and it has been a regular conduct in the development of the classes. In other words, students are not learning by doing: they are learning by reading, repeating and been evaluated. English

“Welcome to our city!” The Use of English Outdoor Activities classes at Montessori school have always taken place inside the classrooms. For this reason, as practitioners of English language teaching, it was important to furnish the few opportunities students had to develop their speaking English skill in terms of observing and describing their own school environment.

According to these concerns, along with the needs analysis undertaken as one of the first steps in the development of this project, we present the research question that will enlighten our research.

Research Question

What is the impact of implementing English outdoor activities in the development of the speaking skill in EFL primary school students?

General objective

To implement Outdoor EFL activities in English language classes as a support to improve speaking skills in English language for primary students in a public school in Bogotá.

Specific objectives

- To look for strategies to improve speaking skills through English Outdoor Activities having a bridge between a social context, and students’ oral communication in English, as a foreign language for fifth graders at Montessori school.
- To stimulate students to use and improve the communication, paraphrasing, and code switching speaking skill even if they are not grammatically accurate.
- To implement outdoor activities in regular English language classes as a tool to support and improve speaking skill in English language for fifth graders at Montessori school.
- To analyze behavioral traits in students at the moment of performing specific outdoors activities, in order to realize about the project’ impact (if any).

- To provide evidence about the impact that outdoor activities have on students to support the teaching and learning process.

Rationale

During the observation phase of our practicum, we found interesting facts like: the lack of activities to teach English, the few opportunities that students had to practice their English skills, the lack of vocabulary to improve their communicative skills, and the lack of motivation and confidence in students at the moment of performing some tasks in English. We also found through observation poor interaction among students at the moment of working in English classes (Appendix 4, Data collection stage and comparing data stage, field diaries)

As a consequence, we started to wonder how we as teachers could fulfill that group of lacks presented in fifth grade. Thus, we decided to create some strategies or activities that would allow students to learn and improve their English speaking skill in a more appealing way.

However, we wanted to focus on one skill that we observed was presenting a lower performance by students: the speaking skill. We were interested in understanding students' needs, wants and lacks to catch students' attention, help them to improve their speaking skill, and encourage them to feel more comfortable expressing different ideas in English with their classmates; besides, we wanted to link English classes with the school PEI in order to contextualize knowledge in a real and simulated context, such students were able to see English classes as an opportunity to learn rather than an obligation. As a result, the idea of outdoor activities to complement English classes aroused to respond to those students' needs, lacks and wants.

We searched for studies related to outdoor activities in order to develop our project. After doing that search, we found theory that allowed us to know and understand the implications and requirements of the development of the speaking skills and outdoor activities. However, we found that most of the studies that had been done about outdoor activities had been developed in

UK and that in Colombia those kinds of studies had not been carried out yet. That is why we consider our project is relevant for the Colombian context, especially for the particular situation of public schools in which we had the opportunity to develop our practicum. We believe that in Colombia it is necessary to find innovative strategies of teaching and learning English as a foreign language that can fulfill students' expectations. At the same time, we wanted students to relate their knowledge with their daily context; this would allow them not only developing their speaking skills but also new mechanisms of social interaction.

As pre-service teachers and researchers, we think that the readers of this document, pre-service teachers and teachers, might take advantage of this study in the sense that it is offering a useful tool to improve the teaching process and the results of the English classes, in regards to provide evidence about the impact that outdoor activities have on students to support the teaching and learning process.

In addition, the readers of this project will acquire a better understanding on what to do and what not to do when applying outdoor activities to teach English and decide how they might apply the findings of the study to their classes in order to benefit both sides of educational environment: teacher and students.

CHAPTER II

Theoretical framework

...Must we always teach our children with books? Let them look at the mountains and the stars up above. Let them look at the beauty of the waters and the trees and flowers on earth. They will then begin to think, and to think is the beginning of a real education.

- David Polis (n.d.)

In this chapter, readers will find the main constructs of our research project, some studies, different authors' points of view and some relevant information about EFL outdoor activities, the speaking skill, and Communication in foreign language teaching and learning in order to develop our research project and support it.

English Outdoor activities

David Polis quote (n.d.) shows that not only through books do students have the opportunity to learn, but also through activities outdoors that allow them to recognize what is around them, in order to start doing their own reflection, and beyond that, start thinking what real education is. From this point of view and as our project relates, applied to English language teaching, Outdoor Learning is understood as the activities out of the classroom to support English classes in order to improve the speaking English skills in our students, since all of the classes are regularly taken inside the classroom.

For this instance a concept in the research on outdoor learning carried out in Great Britain (Rickson, et al. 2004). This document summarizes the key findings of this review, which critically examined 150 pieces of research on outdoor learning published in English between 1993 and 2003. The literature encompassed three main types of outdoor learning with primary school pupils, secondary school students and undergraduate learners: fieldwork and outdoor visits, outdoor adventure education, school grounds/community projects.

The project was undertaken during a six-month period from August 2003 to January 2004, and was funded by the Field Studies Council, Department for Education and Skills, English Outdoor Council, Groundwork, Royal Society for the Protection of Birds, and Wildfowl and Wetlands Trust and it relates to our project regarding 'outdoor learning' which is a broad and complex term and touches on a wide range of educational activities in many different settings.

Relevant examples include outdoor adventure education, field studies, nature studies, outdoor play, heritage education, environmental education, experiential education, and agricultural education. Within these different types of activities, there are many different concepts of outdoor learning. Applying this idea to outdoor education, it seems that outdoor learning can be seen as a concept and practice with a range of outcomes and locations. (Rickson, et al. 2004).

As an historical context of outdoor education presented by the Department of Education and Science (1983), the earliest attempts to provide a philosophical underpinning of the use of the outdoors for educational purposes were provided by (Mortlock & Drasdo), quoted in Higgins (2002) who made a strong case for the creative developmental power of outdoor adventure experiences but raise concerns about the dangers of a ‘utilitarian’ approach’. The origins of this approach lay in Kurt Hahn’s philosophy for the Outward Bound movement, which emphasised physical fitness, endurance, craftsmanship and community service (Skidelsky, 1986). Higgins (2002) notes that these approaches have been translated in modern terms into the ‘pursuit of outdoor activities or sport’ and ‘personal and social education’.

Along these lines we can present in our document how important it is for us to give students other opportunities to learn since it has been shown in previous studies strong evidence of the benefits in outdoor adventure education, and its positive effects. Besides, communication skills are necessary in the acquirement of a new language. For this reason, it is important to implement creative and active outdoor activities, exactly what we intent to do at Maria Montessori School in order to improve speaking English skills among students, teachers and school environment.

We personally believe that the outcomes of outdoor activities could be incredibly helpful to improve their speaking skill in their learning process, we do believe that an outdoor lesson could be beneficial for students and for us as pre-service teachers in our experience.

When we talk about context and population factors we refer to what Brooks, (2002) says about the assumption that any essential roles for outdoor education may be specific to particular geographical, social and cultural contexts. He suggests that the question of whether outdoor education is necessary requires a curriculum conversation that is focused to the particulars of relationships between communities and geographic regions.

Taking this into account, this could provide a conceptual understanding on the reality-constituting and epistemological dimensions of outdoor experience, it is also necessary to have a topic in which outdoor learning can have an impact. For our case, speaking skill is going to be considered to develop further activities to implement during the sessions that will make part of a project that conjugates social, linguistic and pedagogical factor as it will be described in further chapters.

Speaking skill and its development

In this part we will show the importance and the characteristics of the speaking skill, bearing in mind that this skill is one of the most important elements in the communicative competence, and also because it is the main focus of our project.

According to, McDonough, & Shaw (1994).

Speaking sometimes is undervalued, because there is a popular impression that writing and literature are the most important skills, but nowadays because of the globalization, the speaking skill is taking into account when any person need to interact in a multiplicity of situations through the language, for example a foreign travel, business or other professional reasons. In addition, in other

“Welcome to our city!” The Use of English Outdoor Activities
countries the speaking is the skill that represents the “face value” this means the
speaking is the bridge you have to communicate your ideas and point of view
when you are in other country. (p. 75)

Nowadays, the different ways of teaching English have made that teachers and tutors pay attention to all the communicative skills (reading, writing, listening and speaking) and not focus just on one of them as usually happens; if the purpose is to have a complete development of the foreign language.

Now, centering our attention on speaking, according to Bygate (2004), “speaking is in many ways an undervalued skill. Perhaps, this is because we can almost all speak, and so take the skill too much for granted, furthermore, the purpose of the speaking skill is to communicate something to achieve a particular end this suggests that it is not necessary to have excellent grammar but to speak in a logical way and trying with the intention of communicating a message.

In order to understand and learn how to improve the speaking skill in students, it is necessary to know some characteristics of the communicative competence, and to set a clear deference between communicative competence and linguistic competence.

According to David Nunan (1999), linguistic competence is an important ability that students need to develop when they are learning a foreign language, due to the fact that they are going to be able to articulate sounds in correct and comprehensible manners and they are going to know a lot of vocabulary as well, and finally, they are going to be masters in syntax. However, Nunan stated that linguistic competence is necessary, but is not sufficient, if a student wants to communicate competently. As a result of this, it is necessary to talk about the communicative competence, taking into account that it includes linguistic competences, but it has a range of conversational and sociolinguistic skills too, that will allow students to learn how to say what to whom. Thus, it is important to understand this difference and the relation between both terms

(communicative and linguistic competence) at the moment of teaching, improving and evaluate foreign language acquisition.

On the other hand, with the purpose of making clearer the characteristics of the communicative competence, we cite a group of characteristics proposed by Richards, Platt & Weber as cited in Nunan, (1999)

Communicative competence includes: knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g. knowing how to begin and end a conversation, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as request, apologies, thanks and invitations; (d) knowing how to use language appropriately (p.226).

Taking into account these characteristics, we believe that after implementing the outdoor activities possibly all of them might be achieved due to the fact that the interaction or the contextualization offered by the activities is a good way to help students to learn easier all the principles or characteristics mentioned before. Furthermore, having in mind the purpose of our research which is to enhance the development of the students' speaking skill; we need to have a clear conception or definition of what are the purposes or the objectives of it. According to Bygate as cited in Nunan (1999), there are two patterns of the speaking skill: information routines, that can be subdivided in expository routines, that mean describing things or simply telling a story, in which the purpose is just give some information, and evaluative routines that means giving an explanation or a justification; The other pattern proposed by Bygate is the interaction routines which are aimed to allow students to interact with other people in different situations like making an invitation, taking a job, or going to a party. However, Nunan (1999)

made a combination of both purposes in order to avoid making the language and the communication predictable. In Nunan words:

Rather than being two different categories of event, the informational and the interactional functions represented two different dimensions of interaction. I brought the two dimensions together in a grid. This facilitates the cross-referencing of functions with situations. The grid can be used in a variety of ways. In particular, it can be used for the functional analysis of transactional and interpersonal interactions (p. 229).

According to the previous definitions, we can say that we have entirely clear the purpose of our research that is focused on the improvement of the speaking skill; having in mind the speaking purpose that we want to focus on, that is the interactional routine or, in other words, the interactional speaking, which might be improved through the application of activities outdoors, and that is not going to allow students interact just with people, but with the whole context that surround them, given the fact that the context provides meaningful knowledge to the students. In other words the context may help students to make relations between what they see with what they learn in the classroom.

Since we are focusing on developing and improving the speaking skills, we want to clarify all concepts or components that compose the speaking skill. For that reason it is necessary to talk about the speech that in Levelt's words (as cited in Nunan, David & Carter, 2001) involves four major processes which are: firstly, the conceptualization, that means that the student plans the message, using his/her own knowledge about the topic; secondly, another process involved is the formulator which means finding the correct words and phrases to express the meanings, and the formulator allows putting words into appropriate grammatical collocations; thirdly, it is possible to find the articulation, process which involves preparing and using all the organs that allow to

produce sounds (lips, tongue, teeth, mouth cavity, and breath); and finally, the self-monitoring process, which means that the student should find and correct their own mistakes.

In terms of the speech practice, Bygate as cited in Nunan & Carter, (2001) proposed that it is not convenient to focus just on one side of the speech components (accuracy, fluency, complexity), but it is necessary to try to work with all of them in order to allow students to experiment with new combinations of words and phrases, and in that way, get a better L2 development. Finally, Nunan & Carter, (2001) proposed that tasks should provide the opportunity for learners to use language in order to communicate meanings without focusing on accuracy, as this would encourage fluency and lead learners to explore creative ways of expressing themselves using their knowledge of language.

Taking into account the previous paragraphs, the activities outdoors can help the students to explore the world that surrounds them, and while they explore it, encourage them to explore language too in order to make the teaching and learning process more significant and more interesting to them.

Finally, we can say that developing the speaking skill involves having a clear definition of its purposes and its requirements if what we want is to improve it through activities that imply using the speaking skill. Thus, keeping in mind this, it is necessary to know how speaking skill is seen at the moment of communicating when teaching and learning a foreign language.

Communication in foreign language teaching and learning

In this part we will describe the importance of the communicative language teaching and learning according this project and its objectives. We will describe two main aspects of the communicative English approach. Firstly, it is important to define what communicative oral skill is for this project. Secondly, to describe how communicative skills were developed and used in different contexts within social interaction in and out the classroom. In first term, it is important

to describe the main idea of communicative oral skills in our project as the ability to find language which will express and propose meaning effectively in specific situations or contexts depending the communicative objective as we could regard during the process of teaching and learning EFL. According Richards (2005) learning a second language, in this case English as foreign language; has become a phenomenon around the world in the last century, many people want to improve their language skills in order to ensure and increase their opportunities of work, study, travel, live abroad or another thing in a foreign country that speaks other language, it is why learning other language created an enormous demand of quality in the four skills. Also Richards described communicative competences must include the following aspects of language knowledge:

A) Knowing how to use language for a range of different purposes and functions, b) Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), c) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations), d) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (P. 3)

In our concern, communicative English was guided to the students in the way that they can express something with their own ideas or feelings freely without any concern to make mistakes at the moment to speaking. Furthermore, it is why language learning in communicative process has been viewed under different perspectives, this is the process gave by Richards such as:

1) Interaction between the learner and user of language, 2) collaborative creation of meaning, 3) Creating meaningful and purposeful interaction through language, 4) Negotiation of meaning as the learner and his or her interlocutor arrive and at understanding, 5) Learning through the attending to the feedback learners get when they use language, 6) Paying attention to the language one hears (the input) and trying to incorporate new forms into one’s developing communicative competences, 7) Trying out and experimenting with different ways of saying things.” (P. 4)

Saying that, our purpose with communicative language teaching and learning is that the students use meaningful vocabulary in specific contexts outdoors instead of writing and repeating vocabulary that then they could forget in few time or do tasks in the classroom without specific purpose. Thus, taking into account the results of process proposed by Richards (2006), we try to measure in some way the student’s work and language knowledge we could notice if the students improve and gain vocabulary, and its use during the process of the activities outdoors. For example, students use a new vocabulary that another student brings into the class, so the students repeat or internalize that vocabulary that then he or she going to use in the same way that his or her classmate used.

In the same manner Littlewood (2006) talks about communication strategies, we took into account three strategies: switch to the native language, use non-linguistic resource and seek help. The first strategy “switch to the native language” refers to the speaker deciding to change a word from foreign language into native language to express what they wants to say. Thus, in outdoor activities children could mix native and foreign language as a strategy giving their ideas or express something in a specific moment. The second strategy is the use of “non-linguistic resources” it refers to the use of gestures, mime and imitation. Learners and teachers use this

strategy to profit and complement their linguistic resources in which the gestures fill out the phrases or ideas without words. The last strategy “seek for help” refers to the use of some tools as dictionary, asking to the teacher or a classmate words, phrases or grammar. It is very important to recognize these strategies where activities will develop and interact by the students with the foreign language. We describe those strategies because we would regard that the students used that during the activities and the process. According Richards’ idea (2006), thus strategies had an impact on the students, they were talking and expressing their own ideas and feelings without any pressure of making mistakes at the moment of speak or talk with their classmates help and described with the process proposed by Richards.

Secondly, communicative English teaching and learning shows its development during the process, also the interactions between students refer to the social interactions that are involved hand in hand with the communicative approach. The ideas of communicative activities reinforce students’ confidence to speak or communicate ideas with other students and within different contexts as we already mention. In the same manner, Richards describes that the communicative activities must be cooperative rather than individualistic, it is because students have to be comfortable with the listening of their peers in group work or pair work, and not let just the teacher the unique model to follow or the unique responsible for the process. The learners’ ultimate objective is to take part in communication with others. Their motivation to learn is sustained if they can see how their classroom learning is related to the main objective and helps them to achieve it with increasing success. Littlewood (2006) highlights the language communication activities that can take place in and out the classroom in a natural process that increases students’ learning process, also communicative activities provide opportunities for positive personal relationship to develop among learners and between learners and teachers. This relationship can help to “humanize” the classroom and to create an environment that supports the

individual in his efforts to learn. This idea is not only for the classroom; because students can create an appropriate environment to learn the communicative abilities for develop the foreign language. To reinforce this idea, it is important to consider the “social interaction activities” according to what the author previously mentioned.

Social interaction in the communicative learning process.

The main idea of this, it is to understand and comprehend the importance of the social context that the students can explore using the communicative activities. It is very important to introduce students into the school environment to increase the language use, Littlewood describes the social interaction importance in the communicate activities, this means that the learner must pay greater attention to the social as well as the functional meanings that the language conveys. It also means that the activities approximate more closely to the kind of communication situation encountered outside the classroom, where language is not only a functional instrument, but also a form of social behavior. This kind of activities approximate to students to speak or communicate effectively in other context than the classroom and the same time improves students’ social behaviors (Littlewood, 2006).

Another important issue is the student’s needs, for communicative learning is very important in these times to focus on the student’s needs, wants and likes, because of the different contexts and different situations that the real world offers. According to the Council Europe’s “threshold level” the scope of the communicative learning and teaching is to generate a good or excellent level in foreign language. Thus, the duty of the activities outdoors is to offer students to create and live as many possible situations to encourage language communication as they possibly can out of the classrooms.

“[...] this is an attempt to specify (a) the most important communicative needs that are likely to arise in everyday situations and (b) suitable language

“Welcome to our city!” The Use of English Outdoor Activities
*forms that could be learnt for coping with these needs. It assumes a “general”
 learner who wants to cross the “threshold” into a reasonably normal life in the
 foreign country, or who wants to interact with foreign visitors in his own country.*
 [...] Pag.82-83 (Littlewood, 2005).

Finally, Richards brings the Littlewood’s point of view about the activities that contain and develop the social interactions; the use of the communicative competences requires that the students use their own language resources to fill out or “overcome an information gap or solve a problem”. Furthermore, the social interaction activities requires that the students pay attention to the context and the roles of each participant into the activity, and have an idea about the register of the language (formal or informal)

Social implications on speaking skill development

We talked about the relevance of the social interaction in communicative activities, but we also want to highlight the social implications on speaking skill development and its relation to the environment. In order to introduce this idea, we want to focus on the concepts that expressed two important authors that have been cited by other writers, because their concepts have been important in education, they are John Dewey and Lev Vygotsky. Dewey is recognized as the “Father of modern education” (Barton, n.d). Dewey wrote a “theory of education and democracy that was based on evolution” and said that: “Education is not preparation for life; education is life itself”³ (Dewey. n.d.). According to Glassman, (2001) Vygotsky also spoke about education:

“Vigotsky and Dewey share similar ideas concerning the relationship of activity and learning/development, especially the roles everyday activities and social environment play in the educational process. However, the two theorists

³ Dewey, J (n.d) Brainy quote, Retrieved from: http://www.brainyquote.com/quotes/authors/j/john_dewey.html

“Welcome to our city!” The Use of English Outdoor Activities are far apart in their conception of the relationship between process and goals in education. Dewey concentrates on means in education, believing that it is the ability of the individual to question through experience that is most important for the human community. Vygotsky, while recognizing the importance of (especially cultural) process in education, sees social and cultural goals as being integrated into social pedagogy”. (Abstract).

According to the English outdoor project, it is important to analyze if different activities could have an impact on students’ educational processes, and if? There could be improvement in students’ speaking skill thanks to the implementation of a new environment to develop the English classes. English outdoor project is an opportunity of living a new experience to develop the class, with pre-service teachers’ help in a different context. Glassman (2001) claims that, “Dewey sees experience as helping to form thinking”. (Abstract).

However, according to our Project we feel more identified with the idea of "thinking" that Vygotsky exposed and its connection with the context:

“Vygotsky habla de influencias sociales, culturales e históricas en el desarrollo individual. Una posible extensión de este punto de partida es proponer que todo el pensamiento está inextricablemente ligado al contexto y que hablar de desarrollo individual está fuera de lugar” (Daniels, 2003, p.64; p.65).

“Vygotsky speaks of social, cultural and historical influences on individual development. A possible extension of this point is to suggest that all thought is inextricably linked to the context and to discuss about individual development is misplaced”⁴ (Daniels, 2003, p.64; p.65).

⁴ Along the text, English translation was made for better understanding of the reader.

According to the previous argument, the cognitive process is linked and located in social, cultural and historical situations; in this way, it is important to realize that context and environment play an important role on students' both social and cognitive processes. Besides, there is another important idea that supports this argument, according to Bentley (as cited in Daniels, 2003). “El sistema educativo debería buscar contextos sociales para el aprendizaje más allá del aula”:

“The education system should seek social contexts for learning beyond the classroom”

Relation between outdoor activities and Task Based Learning (TBL)

According to Nunan & Carter's (2001) proposal, which says basically that activities should allow students to express without on focusing grammar accuracy, we must talk about Task Based Learning (TBL) due to the fact that they are necessarily linked.

In Task-Based Language Learning (TBLL), learning is fostered through performing a series of activities as steps towards successful task realization.

The focus is away from learning language items in a non-contextualized vacuum to using language as a vehicle for authentic, real-world needs. By working towards task realization, the language is used immediately in the real-world context of the learner, making learning authentic (Methodology in Language Learning, n.d) (p. 2)

As a conclusion of this section, we can say that TBL is a relevant element for the development of outdoor activities due to the fact that its objectives and main characteristics to develop the process of learning a foreign language offer a guide for us to develop the activities and to see students as communicative beings, who need to communicate between the students and with the environment without focusing just on saying things accurately and grammatically well.

CHAPTER III

Instructional design

In this chapter, we are going to describe the context and the data collection instruments that were chosen to work in the project. Furthermore, it is important to know in detail the place or context and the population that we were working with. Being said that, in this chapter we will talk about the elements regarding the school environment such as its mission, vision, kind of education and students' characteristics. In addition, we will describe in a brief way the instruments that were used to collect the information for the needs analysis from the action phase, giving a specific idea of the result and the way we implemented the instruments. Additionally, we will explain the main characteristics of each one of those instruments, and why they were useful in the project. We will also expose the importance of the pre-service teachers' role and students' role, according to the experience we had during the service at Maria Montessori School and the one acquired during the implementation. Besides, we will mention the approach used for the research, the methodology used in the data analysis and why they were useful by the project. Finally, in this chapter readers will find the assembling data process, coding data, comparing data, building interpretation, and the instructional design with the process we followed.

Setting and Participants

Escuela Normal Superior Distrital Maria Montessori is a public institution, with a co-ed population. It is located in Restrepo neighborhood in Bogotá, Colombia. This school is located in the southeast of Bogotá, with a population of preschool, elementary, primary, basic and high

school students. The institution provides Bachelor's degrees emphasized on Normal Education, which means that it is a school that educates future teachers, and its purpose is to establish standards of education.

According to its institutional education project called “P.E.I”, it is possible to recognize “Escuelas Normalistas” as institutions whose nature is to ensure the training of teachers in preschool, elementary and high school, mostly in rural places and marginal areas of the city.

Taking this as an important element in our project, we would furnish the students with opportunities of learning and teaching, since they will have to give as result the presentation of what they have been learning in order to raise awareness of the school environment care while reinforcing their speaking English skills. It is in this moment, that we will engage our project with the vision and mission planed in the “P.E.I” (2010-2014) where it is established that:

Training teachers for the elementary school and teachers who work in "marginal" areas, both rural and urban, provide big opportunities in order to supply the needs, flexible models of preschool, primary and secondary, which will integrate their main vision. This allows pointing out the importance of Higher Normal Schools to ensure that the slogan: "Preschool, primary and secondary for everyone”, can be performed effectively.⁵

Mission and Vision

Maria Montessori School is guided firstly by a mission that is committed to the development and training of teachers, and to develop their critical thinking, and research commitment, thereby they will be able to act and transform their environment responsibly and creatively with quality and relevance. Secondly, the school vision states that in 2014, Escuela Normal Superior Distrital Maria Montessori will be a leading educational institution in the

⁵ <http://normalsuperiormontessori.edu.co/>

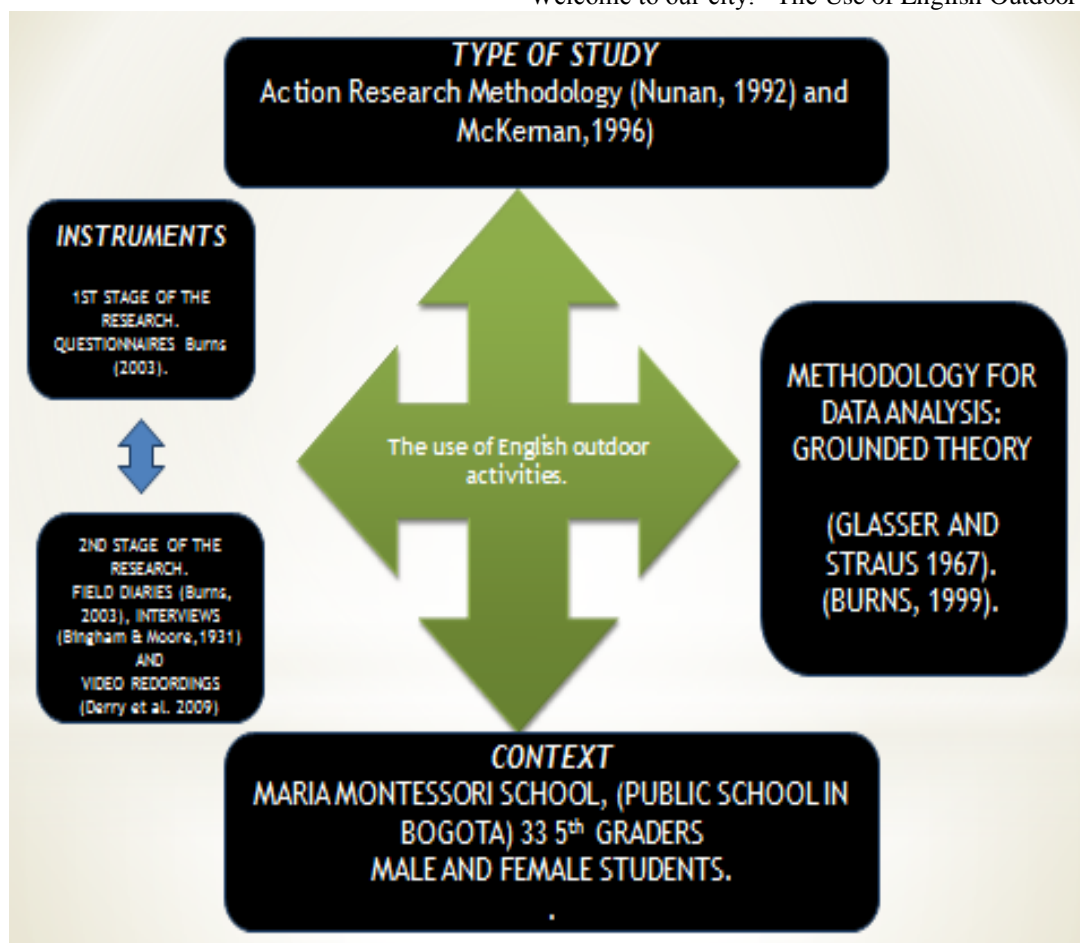
construction of "being a teacher", who through the teaching problems promotes the development of academic communities.

Participants

Students at Maria Montessori School are a co-ed population of preschool, primary, basic middle and high students. Specifically for our research project, we selected students from fifth grade, there were three classes and from each class we selected 10 students' to conduct the action phase. Our first criteria to select students for the outdoor activities were their performance during the indoor classes and their behavior in class, because as a school requirement, the students with excellent behavior in class would be part of the outdoor activity; this helped to change the image about the project for students, because for them the activities were an opportunity to explore and change their regular environment. However after a few outdoor classes, we reduced the number of students (depending on the activity requirements) and selected the ones that showed more interest, better behavior, and an outstanding peer and group collaborative attitude, according to school requirements and in service teachers opinion. To be able to work with this population of students, we elaborate a permission format. (Appendix 1, Informed consent).

Instruments for data collection

Figure N. 6 Research context, type of study, methodology, and instruments summary.



In our project, we applied four different instruments. Nevertheless, those four instruments had been divided to be used in two specific moments. As a result, for the first moment (needs analysis) we used questionnaires to collect information about students' needs, likes, dislikes, and wants. For the second moment (Data collection), we used field diaries, interviews and video recordings to regard data during the action stage. The aim of those instruments in our project was to present feasible and practicable reflection on collection of data analysis. At the same time, those instruments were the complement to analyze and understand the impact of the outdoors activities project. Being said that, we based our research in non-observational and observational techniques.

Questionnaires

According to Burns (2003), questionnaires offer an alternative form of data collection to interview, as they involve predetermined questions presented in written form and trust, at the same time, they assume adequate literacy skills on part of those surveyed. Another advantage of this instrument is that the informers can usually respond more rapidly to the questions and the responses supplied in written form. The researcher does not need to further record them with supplementary techniques such as recordings and notes.

The utility of this instrument in our research project was the development of relevant questions in order to involve students' preferences for the English class, and combine those, with their lacks and wants in order to have control, and to be able to analyze the data collected. Besides, we made some decisions to design our class implementation and the, objectives to put it into practice further. In order, to be able to assess students' process and regard the impact of the outdoor activities on them; we used the other three instruments, field diaries, video recording and interviews.

Field Diaries

These are popular task within communicative teaching approaches. These can provide valuable insights into classroom interactions and students' process and responses to their learning experiences (Burns, 2003). For teachers, this instrument is very important because they can share information about their research process about their students and activities and they can increase students' motivation in their classes; this is why teachers regarded students' input as an important issue in teaching and learning foreign languages. Another important characteristic of this instrument is that the teacher can give constant feedback about teaching and learning process.

The field diary was an important tool for our project, since it allowed us to register all the facts that happened in the classroom during the classes, such as students and teachers' behaviors,

likes and dislikes, abilities and weaknesses among others. As a result, using the field diaries any affirmation or conclusion was not let at random or any of them were not said without support.

On the other hand, having everything registered in the diaries, it was easier to find problems and good results, and in that way, made the necessary decisions, to improve the action phase of the project.

Interviews

‘The interview is a conversation with a purpose’ Bingham & Moore, (1931). The point of this instrument is to go beyond simply questions. In addition, we used the open-ended interview; this instrument ‘covers a variety of data-gathering activities, including a number of social science research methods’. For our project, interviews helped us to realize about students’ progress after the action phase and the real impact of the activities on them. We asked 13 students that were involved in several classes about their participation and their feelings after the activities, in a written format. In addition, we video recorded 5 more interviews, analyzing the same information. Besides, according to their answers, we had added questions to find out their feelings, impressions, and sensations of the activities on them. For instance, we asked to the students about their names, age and level; also, we asked them about the topics they learned during the classes which activity they enjoyed the most. How they felt trying to speak in English. Finally, we asked students if they thought that learning was easy or not; and other questions that helped us to realize that students had a progress with the activities proposed. Even some of them answered some of the questions in English, which helps us to realize that they could improve their speaking skill talking about a real context.

Video Recording

Derry et al. (2009) argued that:

“Accessible video technologies provide researchers with powerful “microscopes” that greatly increase the interactional detail that can be obtained and permanently stored for comprehensive analysis and reanalysis by multiple investigators. However, this enhanced observational power requires thoughtful attention to the problem of how to extract data and meaning from the large, complex video corpora that such research creates” (p. 7).

Specifically for our project, video recording was a valuable instrument that helps us to compile all the evidence about students’ progress and interaction, since action phase were developed with a large number of students and it is not a simple task to pay attention to all of them at the same time.

Consequently, video recordings helped us to realize about some details that we missed while we were giving instructions or helping other students. In addition, we could find video recording as a very useful tool contributing with the opportunity to see gestures, movements, facial expressions, and forms of interaction important for our project, further the experience and the reactions that our students will have at the precise moment.

Another contribution of using video recording as one of our instruments, is that we as a group will have the opportunity to play it back as many times as we want to in order to see in detail some of our students reactions that could be implicitly related to our research question. As we can see these research instruments listed above were very useful tools in our research project.

Pre-service teachers’ role and student’s role

Taking into account that research on outdoor learning is defined as the learning that accrues or is derived from activities undertaken in outdoor locations beyond the school classroom, (*A review of Research on Outdoor Learning, 2004, P. 11*) We wanted to provide fifth graders at

Montessori School with opportunities to experiment outdoor learning with the purpose of causing a meaningful impact in the process of acquiring EFL to improve oral communicative English skill.

Pre-service teachers' role In the B. A. of language is very important to have knowledge about pedagogy, education, material design, evaluation, didactics, etc. Thus, nowadays we can build a strong background to guide and facilitate Maria Montessori School students' learning process in EFL. At the same time, we as teachers should stimulate students' critical thinking, by furnishing and promoting spaces, in such students can apply the information that has been given by them. In other words, being mediators between students and knowledge. In this way, teachers can administer class content and at the same time help students to reach all the objectives proposed for the class.

Furthermore, from our point of view, teachers' role inside classrooms is to provide students enough significant vocabulary and expressions so they can use it and put it into practice in a simulated environment. Likewise, outdoors teachers' role consists on the supervision and guide of the activities proposed to reach the class objectives.

Students' role oscillates between two main characteristics: first of all, to show interest for the class through the development of the activities and assignments inside and outside of the classroom, secondly, to be autonomous, responsible and reflective about their own process in order to support and complement the class work. In other words, to use critical thinking by organizing, analyzing and applying all the knowledge shared; finally, to be an active participant of the learning process in the EFL. Due to this, teachers most provide a combination of their background with simulated spaces so they can analyze, organize and apply information to develop a meaningful learning. In the same way, students' role will be guide into critical thinking regarding a learning outdoor activity when they consider it relevant and attractive.

Students will build their own knowledge by testing ideas and approaches based on communicative situations and social interactions.

Investigation methodology: Action Research

For this project the research action approach is a very important tool that gives a big spectrum about classroom issues. It is well known that this approach provides a wide point of view about students' behaviors, interactions, possible problems and potential strengths. Besides, action research helps teachers to modify teachers' practices and evaluate and improve results. In our case this approach helped us to improve the speaking skill and their interaction with the foreign language and their social interaction. According to Nunan (1992) and Mckeman, (1996), Action Research concerns “on particular social groups or communities”, and involves “the intervention records to behaviors and events that have relevance in a research project”. The main objective of this approach is entirely “participatory”, which means, that the group which is involved could be conducted under the researcher. Accordingly, the researcher could interpret and analyze the data information before the research ends.

In our concern, the information we gathered from the instruments gave us enormous perspective about our outdoor activities and its impact. Finally, the researcher or the teacher inside the classroom could be involved during the process in order to manage or guide questions in the real practice or theoretical interest with the aim of improving the social competences in community groups (Burns, 1999). In this case, pre-service teacher acts as researcher, but also is involved inside the project with the aim of addressing or guiding the development of the project. Another important issue is that, in the moment to guide the intervention, the pre-service teacher helps to improve the results in order to benefit the project and the children' learning process. And

last, we modify the way to teach English classes to improve the experience of English outdoors and its objectives.

Methodology for data analysis: Grounded Theory

The main objective of this approach was based on Mills Jane, Bonner & Francis (2006) took Glaser, Strauss & Corbin ideas that mention that the grounded theory is a qualitative method in which discover the data through a general method of comparative analysis based on collect data on social, cultural or psychological issues. In the same way, Grounded Theory matches all the data collected during the process or the intervention with the purpose of generating a new proposal “conclusions should be presented as a set of interrelated concepts, not just as a simple list of topics” Straus & Corbin. (Pag 2: 3)

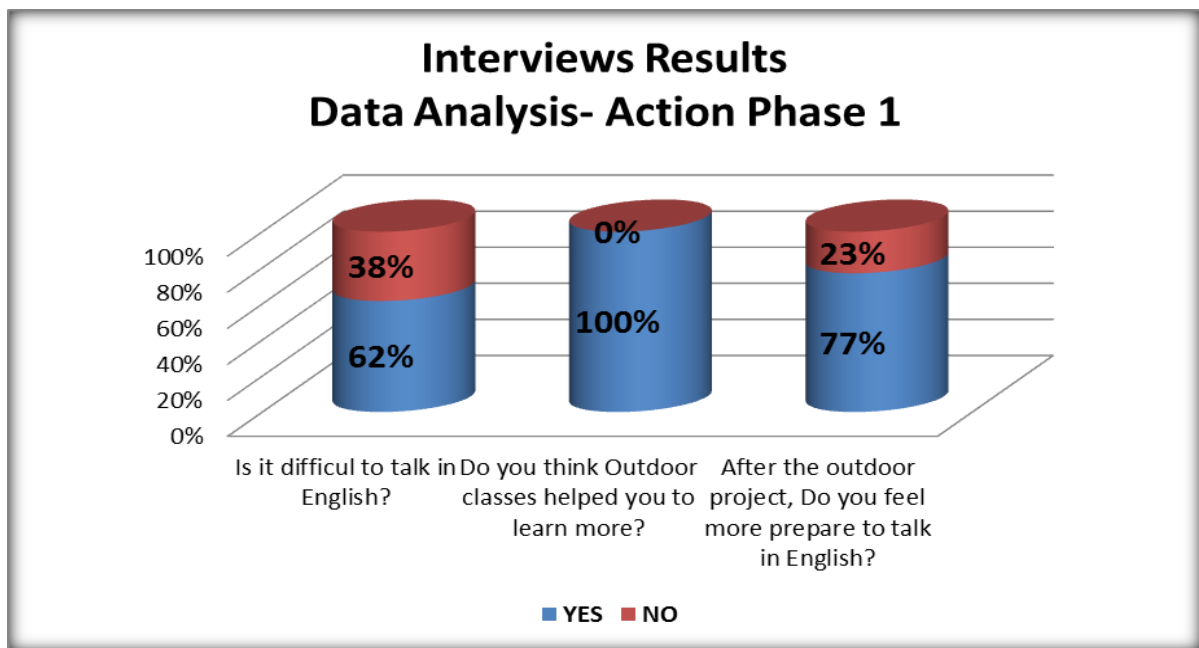
Previously said, this theory which is used to do social studies; matches both our research needs and the action research approach in the way that it can contributes to answer social, political, social and educational questions that have an impact on practice (Burns, 1999). That is why we used this methodology as support to compare and establish relationships among data during the project research. In this way we collected data through the outdoor activities which were performed by students of fifth grade. To be more precise, we will describe the process that Grounded Theory suggests in qualitative studies, which is composed by four steps: assembling the data, coding the data, comparing the data and building interpretations. Those steps will be developed below.

Assembling the data

In this part of the Project we are going to describe, interpret, clarify or extract the main ideas that Field diaries, interviews and video recordings gave us to fit or resolve the main

“Welcome to our city!” The Use of English Outdoor Activities research question, the following figure describes and supports all the information and conclusion we found about the impact that the outdoor project had on primary school students, according to the development of the Oral skill in the English Language Learning process. Along the below lecture, we are going to present the analysis of the information that comes out from the already mentioned instruments.

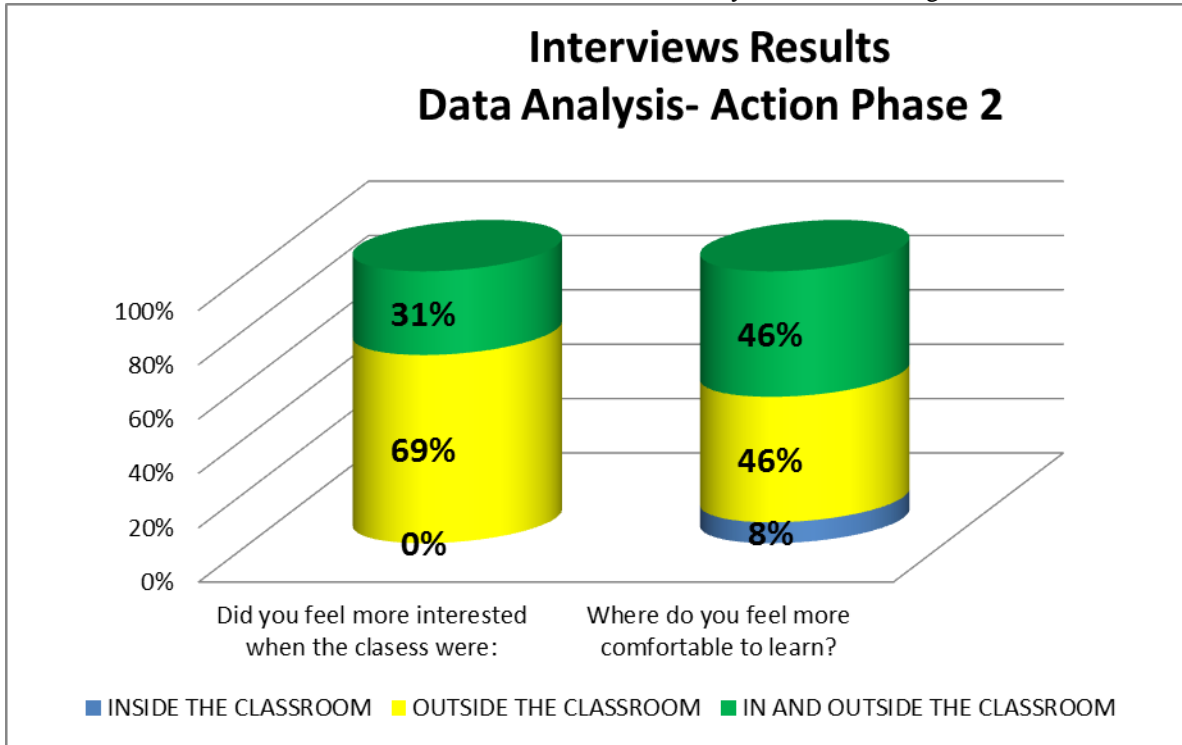
Figure N. 7 Interviews results data analysis- action phase 1



As we could see, 62% of the students considered that it is difficult to talk in English, and only 38% thought that it is not. In addition, 100% of the students expressed that the outdoor classes helped them to know more and 77% felt more comfortable to talk in English after the outdoor project. This results helped us to realize about the relevance to work with the outdoor methodology and the impact that it has on students.

To continue with the analisis, we had in to account the students' opinion about the impact that the outdoor activities had in terms of interest and confort that they felt when they spoke in English, and the succeeding figure will show the results of these conserns.

Figure N. 8 Interviews Results Data Analysis- Action Phase 2



As the figure shows, 69% of the students said that they felt more interested in English classes when classes were made outside of the classroom, only 31% answered that both in and outside of the classroom were equally interesting. About students’ comfort, 8% of them said that they felt more comfortable inside the classroom to learn, 46% answered that outside of the classroom was more comfortable, and the same quantity of students expressed that both inside and outside were more comfortable to learn. Therefore, we realized that the outdoor project had an impact on them in terms of interest but they felt divided about where they felt more comfortable to learn.

Finally, after observing and analyzing the results of the instruments, and the previews graphics, we decided to develop the following assembling data chart, in which we compile the information gathered per instrument.

Figure N. 9 Assembling data chart

	<ul style="list-style-type: none"> Students show interest in participate actively in the activities proposed by the pre-service teachers, even so we get some difficulties to perform the activities because the big number of
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<p>FIELD DIARIES</p>	<p>students.</p> <ul style="list-style-type: none"> • Majority of students show a progress in vocabulary and speaking fluency and pronunciation • Pre-service teachers show a lack of experience in controlling large groups of students, in addition there is a lack of support from some holder teachers of the school and the directives of the school in organization and support for realize some activities in the school. • Students pair or group work are important depending what activity is going to be and the pre-service teachers should organize students pair and group work • Students seem to be confuse with the idea of classes outdoor, they thought they were going to play. • Pre-service teachers are able to catch students’ attention, they feel more interest in the idea of other environment. • Students need more opportunities to increase their oral skills; there is a lack of confidence to use a foreign language. • Outdoor activities promote Students’ interaction between them and a real context that for the project means all the spaces inside of the school. • In addition, outdoor activities allows students to interact with simulated contexts, because during the implementation phase they created different spaces and atmospheres that form part of the hospital, the fire station, the police station, among others. • Students and teachers show lots of commitment with the activities and the work, students are all the time asking if there is something they can help with? And they show interesting participating in the activity by asking for instructions. • Outdoor activities besides having an impact on students’ pedagogical process also contribute to let them realize about the relevance of their action phase in the social aspects of the city, they are more conscious about their social responsibility with the recycling project.
<p>INTERVIEWS</p>	<ul style="list-style-type: none"> • During the interviews we could realized that students prefer to develop the oral skill because for them it is easier to communicate something even if it is not grammatically accurate. • Students felt interest in the outdoors classes and felt that they were more fruitful. • Students after action phases acquired more vocabulary to speak in English. • They felt more motivated and interested in the English class after the outdoors activities. • According to students’ testimonies, they could realize about the importance of recycling as a way of taking care of the environment. • With the simulated environments, student acquired, understood and gave an account of the concepts about professions, colours, places, etc. even if they did not know how to write them. • Environment caused an effect and impact on students’ interest and perception of English class. • English as a tool to learn concepts and social parameters.
<p>VIDEO RECORDINGS</p>	<ul style="list-style-type: none"> • At the first activity must of the students show a deficiency of vocabulary and speaking fluency moreover students reflect confidence in the moment of perform the activity • During some activities the students show more attitudes to work in group and interact with students of other courses. • Students and some members apart of teachers and directives of the

	<p>school show interest and participate in order to help the students in the activities.</p> <ul style="list-style-type: none"> • Outdoor activities promote students’ interaction between them, so they were able to ask for help with their peers to correct pronunciation and some basic vocabulary notions. The environment proportionate a comfortable area to interchange questions and create a collaborative exchange work. • Outdoor activities promote students creativity in their work. • For Pre-service teachers the class management presented a significant challenge since we handled three different groups of fifth graders and sometimes it was very complicated to give activity instructions. • Students showed along the development of the activities a progress in their oral skills with the new environment and the new opportunities to practice a foreign language. • Students did not know how to behave outside of the classroom, because all the previous classes were developed inside before the implementation phase. And for pre-service teachers it was a challenge to handle students in opened spaces. • Students show interest and self-motivation to develop the activities.
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Coding the data

Now in this second part we present the codes that came out from the three instruments administrated in different times; we found different patterns that helped us to analyze and give an organization of all the information. The instruments gave us all the relevant information to analyze and allowed us to discover the patterns and the main conclusions of the implementation phase of our thesis.

Figure N. 10 Coding data chart

<p>FIELD DIARIES</p>	<p>Students’ Interest Progress speaking skill Class management difficulties Challenge to work with large groups Pair and group work Teachers’ support Students idea about outdoor activities Students attention / environment impact More opportunities –oral skill Lack of students confidence/ oral skills Students’ interaction/ real context Students- teachers commitment Real context- school Students interaction /Simulated context Simulated context/ created atmospheres Action phase social skills- recycling Students’ relevance social responsibility</p>
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INTERVIEWS	Students’ Preference/ oral skill Ideas communication/ instead of grammar accuracy students’ interest /outdoor classes students’ vocabulary acquisition students’ motivation English/social implications Recycling relevance /environment Context/ Acquisition of English concepts simulated environments environment impact English and social implications
VIDEO RECORDINGS	lack of vocabulary / speaking skill group work Students and teachers interest students interaction/ real context collaborative exchange work/ students students work/ creativity Class management. Giving instructions. Opportunities – oral skill. Students behaviour outside classroom Self-motivation.

Comparing data

We identified and grouped the main categories supported by the samples that were extracted from the video recordings, the field diaries and the interviews in order to back up the research question and address the information we collect during the implementation phase, in which we could identify some important categories as: social implication, students linguistic behaviors Pre-service teachers role and role context.

Figure N. 11 Comparing data chart

Codes	Categories	Samples
Students- teachers’ commitment and interest. Action phase social skills- recycling. Students’ relevance social responsibility. students’ motivation. Use of language implications.	Social implications	<ol style="list-style-type: none"> 1. Students feel comfortable with the activities, also most of them wanted to participate and get ready in this part of the action phase. Students show enthusiasm during the activity and they get concerned by the way the activity will be developed; furthermore students feel the necessity to work in groups to work out in the activity. Students and teacher show the same interest to develop and work out with the activities, likewise both parts (students – teachers) during activity showed that each had a different theme to be developed which demonstrated the motivation before, during and after each session (see FD 2) (2nd activity VR 1–6) 2. Students had the idea about the concern to take care in respect of the natural environment, so each group of students created some interesting objects related with the city topic. (1st activity VR 1-3)

<p>Recycling relevance /environment.</p> <p>Simulated context/ created atmospheres</p>		<p>3. In the first activity students come up with some interesting ideas about take care of natural environment and the importance of recycling object in the school and their own homes (1st activity VR 1-3).</p> <p>4. As the first time students show interest about the outdoor activities, and the same time each English class pre-service teacher encourage students to participate actively, so the students feel motivated with the activities propose during the classes. All students feel encourage to participate in all the activities, students were request to repeat and do all the activities during the English classes (see all the FD) (VR Extra Activity)</p> <p>5. Must of the students used the English language with simple ideas to express some manners or even ask for vocabulary or show concern about the work they were realised out or in the English classes (see field diary 2 and 4) (2nd activity VR 4)</p> <p>6. During the action phases, we involve main ideas about recycling issues in and out students’ school and houses; furthermore students get interested to adopt recycling ideas. (1st activity VR 1-3)</p> <p>9. During certain activities such as ask for information about some profession, one student works as translator and the other one as the interviewer, this activity give students’ confidence and motivation to learn a foreign language with the objective to communicate their ideas into another language. (see FD 2) (2nd activity VR 1-6)</p>
<p>1 Lack of confidence/ speaking skills</p> <p>2 Lack of vocabulary / speaking skill</p> <p>3 Students’ Preferences speaking skill</p> <p>4 Communication vs grammar</p> <p>5 Students’ vocabulary acquisition</p> <p>6 Students’ work</p> <p>7 Speaking opportunities</p>	<p>Students linguistic behaviors</p>	<p>1. we can see they feel the pressure to do things right specially the oral part, in fact is the first time they are going to do a presentation in front of their classmates from other classrooms and in English Language, they are also asking us for help to make a good pronunciation, we can really see their effort. (see FD 6)</p> <p>2. When students had to make a representation of the good manners, some of them could not perform the activity in a good way due to their lack of vocabulary, and however, it did not happened to all of the students. (4th activity VR-3)</p> <p>3... si uno pronuncia bien es mas fácil... te sentiste más interesado en hablar en inglés? Sí, porque nos enseñaron cosas que los otros años no y evolucionamos más... (interview #3)</p> <p>4... no requiere mucha ortográfica, la ortográfica a mi siempre se me hace como difícil... yes the name of the glue the paints the brosh y también aprendi como se piden cosas prestadas... (interview #1)</p> <p>5. In the final presentation, students could show all vocabulary they had learned in the activities - Student said “This is the hospital and she is a nurse, and he is the doctor, this is the ambulance... (6th Activity VR-1)</p> <p>6.” Trabajar afuera es mejor, porque uno puede ser creativo... afuera</p>

8 Progress speaking skill		<p>es más divertido y más espacioso...” Students during the construction of the city. (5th Activity VR-12)</p> <p>7 Being in an activity in which different schools were involved, students had the opportunity to practice what they had learned in the outdoor activities, when they had to present their project to a different people....This is the city... This is the police station and big place, this is the hospital, and this is the bank small place.... This is the containers, colour green, blue and red... in the police station works the police man... (VR Extra Activity)</p> <p>8 while the students were participating in the activity they showed an excellent progress at the moment presenting their project to students of different schools (7th field diary) (VR Extra Activity)</p>
<p>Class management</p> <p>Challenge to work with large groups</p> <p>In-service teachers’ support</p> <p>Students- teachers commitment</p> <p>Students and teachers interest</p> <p>Giving instructions</p>	<p>Pre-service teachers role</p>	<p>1. In session #1, only one pre-service teacher was handling the 30 kids used as sample and doing the video recording of the activity, so it was very difficult to give instructions and answer students’ questions at the same time the pre-service teacher was doing the video recording.</p> <p>Sample: P-T: como van chicos? Student C: bien, Necesito mas cinta Student B: ayy que bonito, vea! Ay claro aquí ponemos.... Profe que signo tiene el, la gris? P-T: ya les... ya te digo. (Teacher was doing the video recording trying to supervise students work and she could not be able to answer immediately student A’ question). (also see comment #2 FD 1; observation #7 FD 6, and 1st activity VR3)</p> <p>2. During all sessions students ask for instructions and most of them follow pre-service teachers’ directions without any problem, they showed respect for all of us but the ones who did not show interest or had the idea of going out to play in the implementations were changed, so they understood that the activities were an opportunity to study and enjoy a class in a different environment (see 2nd activity VR 7 and 3rd activity VR 1).</p> <p>3. From session #1 to the last one, students showed different attitudes that make us realized about their interest and commitment with the activities (See FD 1-7; and 3rd activity VR 1-7)</p> <p>4. Since the first sessions, we realized about the different problems we could have, so we decided to work with less students and the activities were directed for two pre-service teachers. Giving instructions and the class management were distributed and had a better impact on students’ development of the activities (see 5th activity VR1).</p>
<p>1Pair and group work</p> <p>2Students idea about outdoor activities</p> <p>3Students attention / environment impact</p> <p>4More opportunities – speaking skill</p>		<p>1 ...students worked together always helping and supporting each other at the moment of performance a dialogue with vocabulary or with translations (4th Activity VR-3)</p> <p>3... The in-service teacher, was explaining some vocabulary and the purpose of the activities, meanwhile students were paying attention to the teacher explanation (1st Activity VR-4)</p>

<p>5Students' interaction/ real context</p> <p>6School context</p> <p>7Students interaction /Simulated context</p> <p>8students' interest /outdoor classes</p> <p>9Context/ Acquisition of English concepts</p> <p>10Simulated environments</p> <p>11Group confidence</p> <p>12Students behaviour outside classroom</p> <p>13Self-motivation.</p>	<p>Role context</p>	<p>2...adentro de un salón hay mucha gritería y los niños no dejar hablar al profesor en cambio afuera si es tranquilo y si los niños hablan un poquito pero en mas pasito el ruido... (interview #5)</p> <p>4. Participation in the activity that involved different schools, in which different projects based on recycling were performed. (VR. Extra activity)</p> <p>5. Students performed an activity in which they found out a real context that allowed them to use their speaking skills. (2nd Activity VR 1-7)</p> <p>6 During the English day, students performed an activity in which they had a competition among the three courses of fifth grade. In this activity students, in-service and pre-service teachers were involved.(3rd Activity VR 1-7)</p> <p>7. Students participated in an activity, in which being in a simulated context they explained the different part of the city to their classmates. (6th Activity VR 1-8)</p> <p>8. Today we arrived to the classroom as usual, but we surprised when we saw all the students ready for the activity. So, as soon as they saw us, they started to ask where the activity was going to be and what they had to do. (FD #5)</p> <p>9. ... The classmates who are watching the presentation are catching the main vocabulary and they are interacting with the speakers formulating questions and pointing to the places of the city and parts they can recognize in English Language.(FD #6)</p> <p>10... students had to present their project to their classmates being in a simulated city. (6th Activity VR 1-8)</p> <p>11. While students were in the extra activity they showed a good confidence, and fluency also, they helped each other when it was necessary, such as at the moment of talking about the characteristics of the containers. (VR Extra Activity)</p> <p>12... while the activities outdoors students showed a good behaviour and good answers to our instructions. (5th Activity VR 1-15)</p> <p>13... while the activity that involved different schools, students explained their project to different people by using the second language in a good way, thus it allows teachers think that students improved their self-motivation at the moment of talking in public. (VR- Extra activity)</p>
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“Welcome to our city!” The Use of English Outdoor Activities
Building interpretation

Below these lines, readers will find all the information that will be supported by data we collected during the sessions previously described in the instructional design, besides the results that students showed during the implementation phase.

According to the literature review and the studies we read, we wanted to create and implement some activities to analyze the impact of outdoor activities in our students at Maria Montessori School. Readers will find along the following lecture the reason why we chose those activities, to improve students' English speaking skills. In other words, all the information we based on for developing the objectives of the implementation. Finally, we will describe in order to develop the project students undertook.

Moreover, we include some important information such as simulated environment and environmental school awareness. According to our research project simulated environment means all the environments outside classrooms but inside the school, that are useful to provide different perspectives of the space where the educational process takes place. A class can be developed in different sceneries or spaces, however it is important to realize that "learners in supportive environments have high levels of self-efficacy and self-motivation and use learning as a primary transformative force" (Bereiter & Scardamalia, 1989).

In addition, it is important for us to make a contribution with our research to the environmental school awareness. In other words, with the different sessions we tried to make students environmentally conscious, about their possible contributions and the benefits for the city with their help and labor inside and outside of the classroom by working with recyclable material. Equally important, we took into account the PEI of Maria Montessori School in which,

“Vivir en la ciudad significa no solo compartir un espacio físico, sino crear unos vínculos con esta, que permitan aprovechar las posibilidades que brinda en lo cultural y artístico, participar en su vida pública y política, disfrutar de sus espacios y sus velocidades”.

“Living in the city means not only to share a physical space but to create a link with it, that allows the community to harness the cultural and artistic opportunities offered in the city, in order to participate in public and political aspects, enjoy their spaces and their speeds”. (Normal Maria Montessori PEI, 2010-2014).

In brief, simulated environments or spaces are very relevant for our vision of the teaching and learning process with a further benefit for the city and the community. Our vision of environment also tried to show our students the different spaces in which they can interact and use different ways to communicate and express their ideas with others by the implementation of the activities, in which they had a direct contact with other members of the school.

Finally, the data collection obtained from the questionnaires gave us specific ideas about the needs, likes and wants of the students regarding the regular English classes they have been taking during the course. As has been noted, the interactions of contextualization offered by the activities allowed students to learn easily all the principles of the needs analysis. (Appendix 2, Needs Analysis Stage) Now we are going to describe the main objectives that we intended to reach during the action phase, also these main objectives represent the main characteristics of the outdoor activities.

Objectives of the action phase

- To match the outdoor activities with the PEI of Maria Montessori to raise environmental awareness on fifth graders students.

- To center the attention in students speaking English skills in order to improve their performance on the speech.
- To stimulate the interaction between the students with the environment that surrounds them.
- To implement activities and tasks to provide opportunities to extend the use of language outside the classroom.
- To encourage the use of the foreign language to promote communicative interactions that is related to the context of the city.

It is also important to highlight that students will not only learn vocabulary through the outdoor activities, but also they will be involved in English Language to start exploring and using more variables that surround them in their own context hand in hand with the PEI and the environmental project.

How we did it

We are going to describe the main objectives that we took into account to develop the implementation face, and how those objectives are linked to the need analysis results and to conclude a full description of the implementation phase where are highlight the pedagogical, social and linguistic objectives.

Action phase

Knowing my city is the name of the project that was based on the objectives to reach the students' communicative and speaking skills, also based on the PEI and the environment project that form the Maria Montessori School. It is also necessary to clarify that we applied the activities under a simulated environment in which these activities took the students in a different context from the real one they interact in. The project was divided in six sessions in which there

are specific activities related to the linguistic, social and pedagogical context. At the same time these activities are linked to the institutional project of Maria Montessori School. There is an order where the different components are integrated in order for the students to create a final product in which content will be developing by themselves, showing the process in which they have been working the sessions will be described in the following paragraphs.

1. Recycle for a better city: recycle as an important aspect where it was taken by the school as a project where we want to raise awareness on the students while they learn basic vocabulary in order to apply in further sessions.
2. Which professions do you know?: this session shows students' knowledge about the important or meaningful professions that are presented in their school, also this activity allows students to have direct contact with the people who develop and provide important services in and out of school, and the student have the opportunity to show to these important professionals the importance to learn a foreign language.
3. Teaching good manners: good manners came from the purpose of promoting an environment of harmony between students while we teach them in real context the correct way and the moments in which good manners are required.
4. The amazing race: this topic emerged from the sum of the different outdoor activities we planned in which different challenges were included. We decided to call it that way since the name comes from a TV format that has the same name “The amazing race” and our students had previous knowledge about how these activities work and they can feel motivated.
5. Creating my art recycled city: this name came from the idea of constructing a small city from recycled material made by the students during the previous

“Welcome to our city!” The Use of English Outdoor Activities sessions, in which the students can show the results of all the sessions, following the recycling project from the school.

Thus, we are going to describe the three main aspects said at the beginning of the paper about project content that were taken into account to develop the activities. In the linguistic aspects students were guided to learn basic and meaningful information and vocabulary related to recycling, taking care of environment and social interaction. That information is used in the way that students are able to express ideas with different tools such as vocabulary and expressions provided during the phase.

Then, the pedagogical aspects students learn important lessons as environment, language, manners and interaction issues. Those issues are promoted by the activities proposed in each activity or session, students worked during the sessions so that they express their social, teaching and language during the course

Finally, the social aspect in the school view which is important in the formation of individual and collective responsibility and search the real commitment of the student with the environment. At the same time, it is important that the students know their context to be able to recognize themselves and their peers. Likewise, students should appreciate their culture and foreign cultures allowing them to realize or be aware of the quality of their participation and builds a real sense of social responsibility.

It is important to recall that in each session we take into account recycling project proposed by the school for their students in the “P.EI”. The main idea of the recycling project that the school seeks: “encaminarse en la búsqueda de soluciones a los problemas de carácter ambiental que se presentan en el ámbito mundial, nacional, regional y local” *“should be focus in the search of solution to resolve environmental problems; that are presented around the world made emphasize in national, regional and local contexts”*. Besides, the school conceives the

“Welcome to our city!” The Use of English Outdoor Activities environmental aspect as a learning process part of human welfare. Thus, all of the activities will be related to this project and all of the material used for the final product will be recycled by the students in the school contributing directly to a better school environment.

The following charts prove what we did during the activities and session achieving the goals we set for children to foster their speaking skills, and also encouraging them to have the confidence to express their thoughts, ideas and learning how to describe with simple words their environment using vocabulary in each session they were given to achieve such goal proposed.

KNOWING MY CITY

Session 1: recycle for a better city.

Pedagogical Component: To Make fifth graders students at Montessori School environmentally aware; to promote the learning of recyclable material benefits for their city and school in order to let them realize about the contributions that they can do for the school and the city.

Linguistic Component: To teach students relevant vocabulary about the topic, as the elements that can be recycled; why to recycle? And How to recycle? Besides to promote students' communication skills from the interaction among each other.

Social Component: To let students realize about the benefits of recycling and the meaningful contributions for the care and maintenance of their school and their city. To promote students' interaction in order they can realize about the meaningful work that they can accomplish working together.

ACTIVITY	OBJECTIVE	PROCEDURE
What is recycling?	To review students background about recycling and its relevance for the city.	Teacher ask to some students their knowledge about recycling, its benefits, and about some difficulties that can affect its' development. On the board the teacher take note about the main ideas that students have from their background.
Main vocabulary	To teach students relevant vocabulary about recycling	Teacher explain the activity where the students are able to identify relevant vocabulary for recycling, as the elements that can be recycle and the meaning of the color in the recycle containers (Yellow container: bottles, jars, bags, trays, Cans, etc.; Blue container: for paper and cardboard; boxes, trays, etc.: Green container: for glass Gray container: (organic) the remaining residues that do

		not fit in the other groups. Red container: Dangerous waste). Besides they socialize and answer the questions: why to recycle? And How to recycle? In groups of 4 students.
Homework	To promote students practice of the topics have seen in the class	All the students have to bring recyclable objects to the next class. With this assignment, students apply the concepts that they learn in the class.
Using recyclable material to make art	To promote students creativity through the use of recyclable material,	Using the recyclable objects that they bring to the class, a sample of students realize an outdoor activity; in this activity, students in groups of five create a creative poster in English and Spanish, that have a small quote with a benefit of recycling for the school, the city, or the world. Besides each group have one of the recycling containers and they have to explain witch kind of material goes inside; with teachers’ help, students manipulate different elements as: the recyclable material (paper, plastic and cardboard) scissors, and stick.
Socialization	To promote students communicative skills and the practice of the vocabulary learned in class.	Students socialize the result of their work in front of their partners. With teachers’ help, they explain how they built their poster and besides they describe the benefits of recycling for the school and the city. The elements that can be recycled and the meaning of the color in the recycle containers (Yellow container, Blue container, Green container, Gray container, and Red container).

Session 2: which professions do you know?

Pedagogical Component: To promote students learning about the function, tasks and importance of some professions that they can see inside of the school trough the interaction with some members that develop these roles; in this way, Students will explore the main characteristics of these professions and they will realize about their relevance for the school.
Linguistic Component: To teach students the corresponding vocabulary, the correct pronunciation and some meaningful expressions about the different professions that they can find inside and outside of the school.
Social Component: to let students realized about the meaningful service that each profession provides for the city and the citizens.

ACTIVITY	OBJECTIVE	PROCEDURE
Professions presentation and why are they relevant?	To teach students well-known professions and some vocabulary notions about them.	Teacher and the students make a group different professions that they can find inside of the school, besides they talk about what they thought were the main characteristics of these professions and their relevance and service for the school and the city; in addition the teacher give the translation and the

		meaningful vocabulary of the summary of the ideas found.
Interview	To encourage students to interview some people inside and outside the school in order to apply the vocabulary.	The students interview some of the professional inside of the school. (Teacher, nurse, guard, secretary, etc.) Students ask their function and the different tasks that they have to develop. As a result Students explored the main characteristics of these professions and they realized about their relevance for the school.
The most relevant professions	To make students conscious about the role that each profession has inside the city so they can realized and differentiate the importance of their service.	As the result of the last activity, each group is going to select three professions inside of the school and three outside of the school, and students have to explain why they consider those six professions are the most important for them and each one has to present the meaningful service of each professions into the city.
Next class assignment	To promote students learning about different professions that they can find in the city.	The teacher explains the homework for the following class, where students have to investigate profession that they can find outside of the school. For this, they have to search on books, internet or they can also ask to their parents or other adult that they know, who develops this activity; (These professions has been provided for the teacher and selected randomly for the students; even when this research is develop individually, 4 students had the same profession in order to develop an activity the following class).

Session 3: teaching good manners

<p>Pedagogical Component: To let students know the importance that rules have to the city; such as: Rules in the Library Rules in the Bank Rules in the Church Rules in the Restaurant Rules in the Cafeteria This session will also let them know that us, as individuals have to respect them according to social, cultural and religious facts, in order to live in an comfortable and enjoyable place, trough the learning of “What to do, and What not to do”.</p> <p>Linguistic Component: With simple commands get the students visualize different images related to the behavior inside a community. (Images about good manners; such as : Hello, Sorry, Goodbye, Thank you, Welcome, retting, Please, Share, Be kind, Do not interrupt, Do not talk, Always ask,</p>
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Knock, Be friendly and Give respect) While learning and speaking simple commands related to the conviviality rules that are necessary to socialize in a determinate place of the city, in the other hand, prepare students for the final result of the project.

Social Component: Students will have the responsibility to apply this rules to their daily life while they teach to their classmates and the other students at school the importance of having a good behavior according to the place where they are inside the city, at the same time is going to be related to the statements of the school in the matter of bringing up and training competent and educated individuals for the future.

ACTIVITY	OBJECTIVE	PROCEDURE
GREETING	Make a comfortable learning context between teacher and students	Greet the students and try to establish a good environment with a funny activity to make students participate, in this first activity, T will write on the blackboard simple commands which the Ss will have to follow and repeat these will be: Stand Up Sit down Clap your hands Be quite I will include vocabulary from Body parts.
CITY RULES	Set the rules of behavior in the classroom. Creating a climate of respect and harmony among group members.	Trough flashcards and sounds of simple commands the Ss will have the opportunity to learn the city rules while they repeat interacting with the teacher. A memory game will be carry out in order that the Ss have clues for the amazing race that will be presented as in lesson four.
“WHAT TO DO AND WHAT NOT TO DO”	To allow students to practice speaking by repeating. To share with the classmate’s things they can do in different places of the and things they cannot do.	Ss will be dived into five groups, each group will have to make publicity, explaining “What to do and What no to do in the following places: Church Library Bank Restaurant Cafeteria
GOOD MANNERS	To allow students to learn good manners in order that , they could be used in the final presentation of the project.	A video called “Good Manners” will be presented at the Ss, thy will have to repeat this short and simple video related to the good behavior, they will have to use it at every class and in the final project where they will be working as group and for this reason they will have to share and be nice with their classmates.

SKETCH	To evaluate student’s speaking skill and new vocabulary.	Students will make a presentation of a sketch using vocabulary from good manners.
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Session 4: the amazing race

Pedagogical Component: To promote students an active participation in order to put them in a simulated context in which they have to put in practice all the vocabulary and expression they saw in classes to develop and conclude successfully the race.
Linguistic Component: To encourage students to use and improve communicative skills
Social Component: to show students the main point of the services that different professions offers to the citizens

ACTIVITY	OBJECTIVE	PROCEDURE
The amazing race explanation	To explain the main idea of the amazing race	Teacher explains to students that the whole group will participate in different activities along with students of 201 to 403 and 501 to 503 for the “English Day” in the multipurpose room. Pre-service teachers are going to give specific commands and orders that students have to follow in order to develop the race.
Jumping in sacks activity	To reinforce students’ knowledge about professions	The first activity is a competition where two students of each course will represent their classmates, they have to jump into a sack until they get to some cards with letters, students have to organize those cards and there they will find the name of a profession, then they have to return to the starting point and the first couple in arrive will won a point for your group.
Human mannequins	To reinforce students’ knowledge about the parts of the body	In the 2 nd activity teachers are going to be models or human mannequins, on a table there are going to be some pieces of paper with the name of some parts of the body, and one students is going to represent his/ her classmates, they have to read the part of the body that is in the piece of paper and stick the paper in teachers’ body, the student that finish in first place and have all the parts of the body in the right place is going to give a point to his/her course.
English poster Activity	To analyze the general concepts that students acquired during the previous sessions	Pre-service teacher will select 5 to 6 Students of each course to organize in groups and participate in the English poster activity; in this activity students have to create a creative poster in which they will write all the things that they know and they have been learning during the English classes.

Amazing race Closure	To reward students for their participation and their effort in each activity.	Pre-service teachers dismiss students of each course with a piece of candy as a reward for their participation, enthusiasm and collaboration in the activities.
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Session 5: creating my art recycled city

Pedagogical Component: To promote students an active participation in order to construct a simulated city, while using all the vocabulary and expression they saw in classes to develop and conclude successfully the activity.
Linguistic Component: Using the vocabulary learned in class, students are able to interact, and follow some basic commands in order to construct an scale model of the city
Social Component: through the construction of a scale model of the city encourage students to find out about the importance of each place in the city and relevance of each profession found in the city.

ACTIVITY	OBJECTIVE	MATERIAL	PROCEDURE
Greeting	To activate students' knowledge, and make a comfortable environment.	Markers, and blackboard	The teacher asks to the students how was their week, if there have any homework, the teacher ask about it in order to activate the students' knowledge and contextualize them.
Explanation	To contextualize the students and provide them with necessary tools that helps them to interact and construct the scale model successfully.	Pen, pencil, markers, paper, and their notebook.	The teacher explains what the purpose of the activity is; in addition he or she gives some instructions about how to start the construction of the city, and what they have to do while constructing their scale model.
Make Groups	To promote students interaction, and make them aware of their responsibilities during the activities.	Pen, pencil, notebook.	The teacher ask to students make groups of four people in order to start with the activity, in the same way, each group is assigned with an specific responsibility, such construct the hospital, police station the library among others.
Assign material	To give the necessary material to the students, while practicing the vocabulary	Pen, pencil, markers, paper, colors, stick, scissors and their	Group by group the teacher gives or delivers the material necessary to start with the activity, at the same time he or she give the necessary commands or instructions to the students in order to make the exercise

	learned in class.	notebook, and recycling material.	easier.
Construction and guidance	To practice and reinforce the students’ knowledge, while creating the final product		Using the recycling material collected, the students start constructing the city, while they practice, and reinforce all the vocabulary learned in class. Moreover while each team is working the teacher guide, and answer the student’s questions.
Assign homework	Give to the students the possibility to keep practicing at home by them.	Pen, pencil, markers, paper and their notebook.	The teacher assign a homework that will allow students having more elements to work on their projects

Session 6: creating my art recycled city II

Pedagogical Component: To promote students active participation in an oral presentation of a simulated city they have created with recycled material to share with their classmates by using the vocabulary and expressions they have learned during the sessions.
Linguistic Component: Using the vocabulary learned in class, students are able to interact by doing an oral presentation, having the opportunity to be teachers by teaching their classmates why they have learned.
Social Component: To let students know the importance of sharing and interacting with their classmates making them leaders of the activity by teaching their classmates what they have learned during the sessions.

ACTIVITY	OBJECTIVE	PROCEDURE
My Art Recycled City Greeting and Instructions	To give clear instructions of how the activity is going to be developed.	Teachers will great students and will encourage them explaining them how important the oral presentation is going to be, teachers will also give them all of the instructions that are required for the activity that is going to be carry out.
Setting My Art Recycled City	To set all the material students have created.	Teacher will ask students to make groups of five students to start organizing all of the material they have created. Groups will be divided as following: First Group: Bring all he material, which is located in the scientific classroom. Second Group: Organize the classroom where the Art Recycle city is going to be set. Third Group: Set the recycle “Church” Fourth Group: Set the recycled “Hospital” Fifth Group: Set the recycled “Bank” Sixth Group: Set the recycled “Police Station” Seventh Group: Set the “Library”

		Eight Group: Student who are going to make the presentation, prepare presentation and practice with the teachers.
Making Questions	To let students interact with their classmates and teachers who are going to be their audience.	During the oral presentation, teachers and students will make simple questions about vocabulary to the speakers to interact with them, they will also can take pictures and make videos of what they like the most about the presentation.
Homework	To reinforce what they have learned during the session today and take a look to what they liked the most.	Teachers will ask students to write a paragraph using vocabulary they learned and practice during the session, they will have to write what they liked the most about the activity.

CHAPTER IV

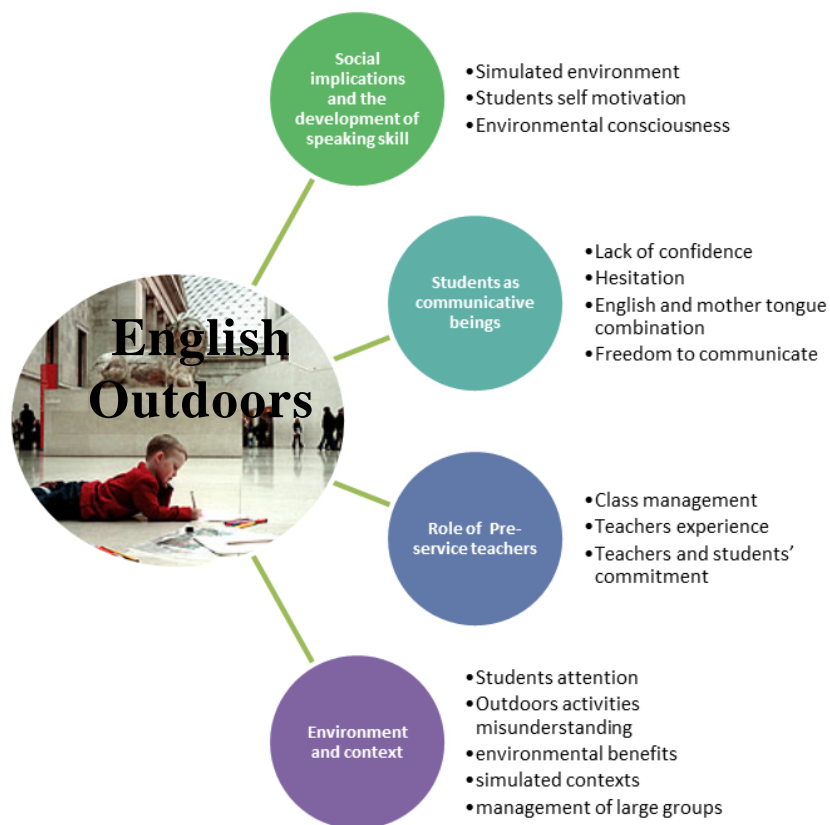
Data analysis

In this chapter of our research project, we included four main categories that will be supported by data we collected during the sessions previously described in the instructional design; these categories came out from the product of the process of assembling, coding and comparing; taking into account the principles of grounded approach, under the light of action research.

According to these principles, we will see the findings that rose from in the process of understanding the data use collected. The succeeding figure is a summary of the categories and subcategories that we found after a careful analysis during the sessions in which we had the opportunity to work with fifth graders at Maria Montessori School. The categories and subcategories will be analyzed in deep, and will be theoretically supported with studies that are related to the findings in this research project.

Categories and Subcategories are divided as follows:

Figure N.12 Categories and Subcategories chart



Category 1: Social implications and the development of speaking skill

In order to have a successful learning process, for us it is important involving and taking into account different aspects besides the simple cognitive features, as the context and the environment impact, the social and cultural effects on students' behavior, Students- teachers' commitment, interest and relation, students' motivation, among others, of a lesson during our teaching practicum, all spinning around the social implications. As consequence, during the implementation phase and also taking as a guide Maria Montessori PEI, we found some social implications on students learning process. Abbott (2007) quoted in University of South Alabama (n.d.), “Social learning theory talks about how both environmental and cognitive factors interact to influence human learning and behavior. It focuses on the learning that occurs within a social

context. It considers that people learn from one another, including such concepts as observational learning, imitation, and modeling”. (Para. 2).

Outdoor activities do not consist on just taking students outside the classroom with the idea of having students learning or practicing English and improving it; it is raising awareness about the social context that they are involved in, making that the knowledge they are acquiring could be more significant in hand with their peers. Mischel (1973) an important psychologist that has studied the human behavior for decades, and his ideas are very important for our research, argues that the idea or the concept of individual differences and situations could be significant in learning process, in which the learner acquire stimuli uses and misuses of traits and the construction of personalities. In other words, outdoor activities encourage students to mix in a specific simulated or real context in which acquire a role and develop in a certain moment and act with their peer or classmates establishing specific social rules as behaviors, using of language and being in the same page of environment.

In the same way Mischel (1973) mentioned that there are some social cognitive learning variables proposed by the individuals that take the learner in a kind of cognitive and behavioral competences, the specific interaction between persons inside variables and psychological situations are analyzed within the framework of a cognitive social learning approach. Thus, in the activities we saw and analyzed the student’s behavior during and after their work in which they assume a completely different role that they could adapt inside the classroom. Students were more receptive when facing the activities and the issues proposed by the pre-service teachers.

After just one session, we realized that students felt comfortable with the activities, also most of them wanted to participate and get ready as much as possible (See appendix 7, Data collection stage, 5th session video recording 4th). Students showed interest during the activities,

from our point of view, because they were worried about the way the activity will be developed.

We realized students' behavior changed and positive attitudes were contagious. For example the Recycling project showed us that students developed a sense of environmental care. In excerpt 1, it will be described how pre-service teachers involved the social implications of this project.

This excerpt shows the importance for the students on the environmental care issue. In the moment, they are picking up some papers and garbage from the floor. Also they were willing and active doing their activity, some of them were working and some other were cleaning the place and talking about the importance to recycling to the environmental care.

Excerpt 1 (Video Recording 1 -1)

Brief introduction to the students of how the activity was going to start to be developed and its purpose.

Teacher: La actividad consiste en que vamos a enseñarles a nuestros compañeros a reciclar , a reciclar dentro del colegio y fuera dle colegio, entonces la actividad que vamos a hacer hoy es con todo lo que ustedes ya tienen reciclado. Entonces, ustede shan visto als canecas que hay afuera, Cuantas canecas hay?

Students: Tres !

Teacher : Tres ! tres canecas principals. Ustedes saben para que son ?

Students: Para...

Teacher : Para qué?

Students : Para reciclar !

Teacher : Cuantos colores son?

Students : Gris, amarillo, azul y rojo !

Teacher: En Inglés como se dice Amarillo?

Students: Yellow !

Teacher: Como se dice rojo?

Students: Red !

Teacher : ¿Como se dice azul?

Students: Blue!

Teacher: Como se dice verde?

Students: Green!

Teacher: Perfecto! entonces... esas tres o cuatro canecas son muy importante para qué?

Students: Para reciclar...

Teacher: Para el reciclaje muy bien! entonces... vamos a enseñarle al resto de nuestros cmpañeros de bachillerato y de primaria a qué ?

Students: A reciclar!

Teacher: Entonces algunos compañeritos vamos hacer la actividad afuera es una outdoor activity, en esa actividad lo que vamos hacer es que rapidamente vamos a hacer una cartelera que hable sobre el reciclaje a nuestros compañeros que les enseñe la forma de reciclar y que vamos a reciclar. ¿Listo?

Students: Si!

Teacher: ¿Listo?

Students : Si señor

Teacher : Perfecto

For pre-service teachers' it was important to raise students' awareness about environmental consciousness and their contributions of the benefits for the city and the school with their work inside and outside of the classroom by which had been part of the recycle school idea project. As we can see in below excerpt, we could realize that students really learned why it is important to recycle; besides they thought that the activities helped to the city. And at the same time, we took into account Maria Montessori PEI in which, “Living in the city means not only to share a physical space but also to create a link with it”. (Normal Maria Montessori PEI, 2010-2014).

Excerpt 2 (Interview #5)

Student C: Si por que usamos material reciclable como por ejemplo la actividad que te dije que me gusto de las tapas [...] Para que el ambiente no se contamine y para que no haya nada en peligro

Student C: yes, because we used recyclable materials such as the activity that I told you, the one with the caps [...] To avoid contamination of the environment and nothing is in danger

Indeed, besides the social implication and environmental consciousness, we can find the students' motivation, was an important aspect on students' learning process and was a result of just one implementation as we could realize, according to Akey (2006), “an individual's choice of beliefs, behavior, and social interactions depend upon the social environment. The social environment also changes when people choose different beliefs, behavior, and social interactions. Therefore, the beliefs, behavior, and social interactions of a population can be in or out of equilibrium”.

As we can see in excerpt 3, one student of the groups that participated in the interviews said that they felt more interest in participating in the English class thanks to the outdoor activities, we can see this in the following excerpt (Excerpt 3) In which, the pre-service teacher is doing the researcher’s role because it is wondering the student’s point of view and opinion about the outdoor activities.

(Excerpt 3 Interview #2)

P-T: ok ahmm te sentiste más interesado en participar en ingles cuando hicimos las clases afuera?

Students B: si señora!

P-T: y por qué fue eso?

Students B: porque es muy chevere

P-T: porque es chevere?

Students B: porque nos enseñaron a utilizar y a reutilizar lo que si se puede servir

PT: ok ahmm did you feel more interested in participating in English classes when we made them outside?

Students B: Yes ma'am!

P-T: And why was that?

Students B: because is so cool

P-T: why was that cool?

Students B: because we were taught to use and reuse, what still can function

During the English outdoor classes students seemed to be motivated to do the activities, thus a high percentage of students waited since the first moment to develop the activities that pre-service teacher had for them. Students’ motivation during the activities was the result of working in something different out of the classroom, and do not limit themselves to reading and coping as students were used to do in the irregular classes. Also students knew that the activities had a primordial objective that was not going outside the classroom just to play or doing something else that would not be related with English classes.

Thus, in outdoor activities, motivation is an important factor that happened matched our purpose with the project because the students were motivated working with their peers in the activities also showed collaborative work between each other. In this order of ideas, in the

second session the pre-service teacher asked about the importance of the activities outdoor, but at the same time students gave some reasons that provided in certain point.

In the same manner, according to Pintrich & Schunk (2002) Motivational theories answer and argue about what gets individual moving (energization) and toward the activities or tasks. Said previously students they want to spend their energy in activities that involve movement out of the classroom.

In t excerpt # 3 the activity about professions, describes the importance of students' communicative skills and the importance of the social impact with the activity. Field diary #2 “Between students chose the profession whose would be interviewed so they looked for their profession inside the school and I notice that they did not have afraid to ask because they know that it is an activity that encourages their speaking and communicative skills. Students were comfortable doing the activity, and between the groups of pairs one of the students asked to the person and the other students served as a translator between students and person, I noticed that the students really enjoy the activity because they were inside a simulated context that was wander someone some important information about what his or her role inside the school as an important service for the school and the society”. This activity were performed with some professions that where inside the school and the students ask some information about their jobs; the students understood a little bit more the role these people had in and out the school, this is supported by a video in the activity number 2.

On the other hand, we created and proposed some simulated activities in which the objective was that students were exposed to different learning contexts, also in the same place they could develop their speaking skill in the simulated contexts with their peers proposed by the pre-service teacher with the outdoor classes.

According to Faria (1994), who quotes Baudrillard; simulated environment or simulacra “in present-days simulators attempt to make the real, all of the real, coincide with their models of simulation” (Pag 1: 2) In our concern is that we recreate some specific social and physical spaces in which students built their situational language knowledge depending of the activity proposed.

It is also suitable to mention the idea of Lab Design Project (LDP) (Cunningham, Duffy, & Knuth, 1993; Knuth & Cunningham, 1993), which was related to our project at the time of creating a simulated environmental context in which each learner is responsible for formulating their own questions, since these are relevant for students’ interests. At the same time, the research question influenced how the learner interacts with the LDP environment. It means that the outdoor activities is not just activities out the classroom with a linguistic objective, also students were able to recognize those simulated environments and give a feedback for them and for the pre-service teachers in which they had to unwrap outdoor activities. Further, it has a social idea that is the proper recycling management within the school and its application outside of the same school in which the students can learn and raise awareness social and care environment according to the outdoor activities and its impact. As result in one of the sessions, we have an example of this situation in the Third activity about Good Manners in which the students perform a role play as simulation about develop the activity, they acted some profession that they considered important for the society.

This part refers to an activity in which the students had to perform some professions, they use the English language guide into a simulated environment that was a roll play out of the class, they perform this activity in order to use what they learned during previous classes.

Excerpt 5 (Video Recording 4- 2)

Student A: Hello friends? What is your job (pointed out his classmate)

Student B: did not answer.

Student A: Nothing? (He made a punctual exclamation about his classmate’s silence) Oh shit... (He took his face with astonishment).

What is your profession? (He changed the question)

Student B: Eh Doctor.

Student A: Doctor? Oh. I like it, doctor.

Student C: my profession is teacher”.

According to what we already mentioned, simulated environments, students self-motivation and environmental consciousness are very relevant for our vision of teaching and learning process and besides brought benefits for the school and students' group, it is because students learned about the relevance of some places in the city as the hospital, the police station, the fire station, among others, which are places who deserve our respect and care because of the service their professionals offer us. Additionally, students thought about what the outdoor activity offered to them. Also the self-motivation showed good results in the sense that students worked better (see appendix 7, 5th implementation, video recording 9). At last, the environmental consciousness back up the outdoor activities in the way that students know about environmental care and its issues, thus that was an important column to enhance some vocabulary, communicative issues and the same time guide the project My art recycle city in outdoor activities.

To summarize, we can say that the implementation sessions according to the social implications, helped to build students as social subjects that are part of a community, where different roles are defined, further evidenced interaction was a stimulus for the development of the speaking ability to speak.

Category 2: Students as communicative beings

In this second category, there is exposed the interaction among speaking skill and the behavior presented in the students, whether this interaction was negative or positive, there are some interesting findings that relate to our research question and contributes to identify the reactions

students had and possible factors that implementing new strategies brought, and that we had to face as pre-service teachers.

English outdoor activities were meant to analyze and evaluate the speaking skill; therefore it was important to know some of the characteristics young learners had, in order to develop their speaking skill. According to Baker and Westrup (2003), some of the factors that we as teachers should know when it comes to characterize young learners in acquiring a foreign language, is the importance to know that young learners are often enthusiastic, they have natural interest in new things, they are good at mimics and they are often very physical and need to be active.

According to field diaries and videos recorded during different sessions one of the factors that we could observe was the lack of confidence was presented in these activities where the students felt the pressure to have a good pronunciation, especially because this presentation was going to be in front of their classmates from other fifth grades. The following excerpt shows a part of the presentation in which the students went to show their recycled city project to another school. Students in this instance were introducing themselves and the topic they were going to talk about. We can see that they studied the topic and divided it, this is because, as pre-service teachers we helped them in preparing the topics, even though, you can see in the video that they are a little nervous, factor which could make them lose confidence of the words that they had to pronounce. One of the students, is explaining the colors they used to paint the police station; he pointed out at the green color, while he said that the color was red, but immediately his classmate, made the correction and he says is green not red; but if we analyze the situation, the student who made the mistake, probably did it because he was nervous, not because he did not study or did not know, situation which takes us as well, to see evidence by which peer collaboration was developed and related to the proposed activities.

Excerpt 6 (Video Recording 6– 7)

*Presentation of the Police Station**Student A: Hello my name is Juan Esteban**Student B: My name is Julian, this is the police station**Student A: In the police station work the policeman and he wears blue.**Student B: Red**Student A: No, green!**Student A: Red, black, white, yellow...**Student B: Blue**Student C: Qué materiales utilizarón?**Student A: Papel, carton, pencil**Student B: Listo! muchas gracias...*

For our students lack of confidence in the speaking part may not be that easy to manage, and sometimes we as teachers forget that they are facing the same obstacles that we once did as learners of a foreign language, and we think is easy try to do it, but not for our students, because it is their first time speaking in an English presentation or interacting out of the classroom with other people aside from the teachers or their classmates. We could also see that they needed time to assimilate, repeat and be confident with what they were going to present in order to have a good result in which they can really learn. Taking into account this factor as it was presented, our students made the effort to start using the speaking skill to interact with others, although they did not speak entirely in English. Thus, an interesting phenomenon that was presented is that from the first language they started to improve and build up their learning processing the foreign language; a process that was understandable and gradual, since they had not rapprochement with English in terms that opportunity to improve their speaking skill was almost null. We could see that the students not only pronounced some words; they also made complete sentences and used expressions, something they never did when we starting working with them a year ago and perhaps during all of their school life. The following excerpt is an evidence of this fact.

*Excerpt 7 (Video Recording 2 – 1)**Interview made by the students to people who work in their school.*

Student A: Good morning

Student B: Buenos dias.

Interviwee A: Buenos dias.

Interviwee A: good morning

Student B: ehh what is your your name?

Student A: cual es tu nombre?

Inteviwee A: Marcela Garcés

Student B: How old are you?

Student A: cual es tu edad?

Interviwee A: veinte y un años

Interviwee A: twenty-one years old

Student B: what do you do?

Students A: ehh que haces?

Interviwee A: trabajo en vigilancia y seguridad privada

Student B: gracias

Student A: thank you.

In relation to the linguistic behaviors, we can see another relevant aspect which it is hesitation, in terms of pronunciation. They would remember the word in English but not the right way to say it. At the beginning was difficult to teach them and explain them the activities, we had first to check and evaluate their previous knowledge and start making a review by checking, with basic vocabulary such as colors, days of the week, numbers, etc. It could be also due to the few opportunities they had to express themselves in English: they had no tools to defend themselves in the presentation and interactions; however, we could see the effort they made and asking us for the new vocabulary they had to use. Perhaps one of the aspects in which we worked the most with our students, was the reinforcement of the vocabulary since it helped them to internalize it since at some point they would have to use it for further activities.

Excerpt (Video Recording 4- 1)

Teacher: This is the third outdoor activity, and it is about “Manners”, Niñas qué modales les tocarón?

Student A: Ser amigable y ser bondadoso

Teacher: ¿Y cómo se dice eso?

Student A: Be friendly and be kin

Teacher: Be kind! Repitan conmigo... Be kind!

Students: Be kind!

Teacher: Y qué significa Be friendly?

Students: Ser amigable.

Teacher: A bueno y be kind?

Students: Ser bondadoso

Teacher: A bueno, muy bien!

As consequence of interacting and exploring in different contexts, it was good to see how the great evolution of speaking skill was presented in our students, and the impact that the activities outdoor brought to them in order to improve pronunciation of the previous and new vocabulary they learned, because as we said before since they had to use this vocabulary constantly in a real context, they would not forget in the short term what they learned. This impact could be related to what Moon (2000) presents, where it says that engaging students in the learning process by introducing them to a real context as well as to relevant vocabulary items, students are more likely to feel interested in the lesson and the knowledge will be in long term memory. Looking at the incoming excerpt taken from some of the interviews where students were asked if they felt more interested in speaking in English; we can see what the students think in terms of learning outside the classroom and how these activities made an impact to develop their speaking skill.

Excerpt 9 (Interview #1)

Estudiante 1: Ahora puedo pronunciar las palabras bien, es más fácil... porque nos enseñaron cosas que no nos enseñaron otros años y estuvimos más involucrados y pudimos jugar.

Student 1: Now I can pronounce the words well, it's easier ... because we were taught things that others years not and we were more evolved and we could play.

With no doubt, opportunities of speaking were presented along the activities, in which the students had the opportunities to develop this skill without feeling any pressure to fail in the subject or to be judge, since our aim was never to correct them, it was only to let them express themselves and feel free to make mistakes, however, there was an interesting phenomenon of peer correction that contributed to the internalization of vocabulary , in another environment aside from the classroom that made them to be more active in the activities that we presented and they would try to speak everything in English, which it is also a good finding as you would in the following excerpt where the students are presenting and sketch to their classmate about professions, even when the pronunciation is not right, they were making the effort to go beyond and started speaking without feeling ashamed, they were spontaneous when they were interacting with their classmates.

Excerpt 11(Video recording 4 - 1)

Pre- serviceTeacher: Hola niños, ¿qué modales les tocarón a ustedes? ... Good manners.

Student A : Hmm ... you welcome

Student B: Hmm... ehh...

Student A : Bienvenido !

Student C: No! también es “de nada”

Student A and B: Yes!

Student D: Y también “thank you”

Teacher: ¿Qué significa?

Student A: Chao!

Student B: Disque chao! Es gracias!

Student A, C and D: Yes! Gracias!

Pre-service Teacher: Ok, muy bien!

Pre- service Teacher: Hey kids, what manners you picked?

Student A: Hmm ... you welcome

Student B: Hmm... ehh...

Student A: Welcome!

Student C: No! It is also “you welcome”

Student A and B: Yes!

Student D: And also “thank you”

Teacher: What does it means?

Student A: Good Bye!

Student B: Pff! Good bye... It means “gracias” ... thank you !

Student A, C and D: Yes! Gracias!

Pre-service Teacher: Ok, very good!

As pre service teachers having the opportunity to see the evolution in the final product that students presented as a consequence of the implementation of English outdoors, was unexpected and at the same time rewarding because we never had the experience and the same good results in our process to become teachers before by implementing other strategies and activities. As we could see the results at the end of the activities were successful, because if we take a look at the excerpt 12, we can see how the whole presentation is in English, and the implementation of speaking skill presented; they do not even use a word in Spanish, situation which we never had before carrying out regular English classes indoors; besides the acquisition of vocabulary

Excerpt 12 (Video Recording 6– 8– Extra Activity)

Extra activity - our project was selected to join a recycle presentation day along other schools from the zone.

Student A: my name is Juan Esteban

Student B: my name is Sara

Student C: my name is Juan Sebastian

Student A: this is the city; this is the police station in carton.

Student B: this is the hospital big place

Student A: this is the bank

Student C: this is the church small place.

Student A and B: this is the containers.

Student A: color green, blue and red

Pre-service teacher: ¿qué ponemos en cada container?

Pre-service teacher: what objects go in each container?

Student B: glass, paper

Student C: and inorganic...

Pre-service teacher: ¿y que más nos van a contar?

Pre-service teacher: and what else are we going to tell?

Student A: in police station works the police man in the hospital works the nurse.

Student B: in the bank works the catcher

Student C: the church works the p.... the pris

Pre-service teacher: cuente nos que materiales utilizaron.

Pre-service teacher: tell us what material did you use?

Student A, B, and C: paints, cardboard, scissors, glue, paper, pencil.

Pre-service teacher: gracias niños!

In conclusion, the progress seen in the final activity was satisfactory which may take us to acquire these activities in future didactics due to the evolution we can see in our students taking first into account their needs, likes and wants which are important factors for them to feel motivated to learn and for us to feel motivated to be creative in future activities that we can implement in different classes to improve the speaking skill in our students. But always taking into account, our role as pre-service teachers since these strategies and activities have to be well prepared, but when it comes to implementing them, we may face some difficulties that we will see below in our next category.

Category 3: role of pre-service teachers

One of the most challenging stages in the process of the activities we planned was undoubtedly the class management and the important role that must play for us as pre-service teachers, since the ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instructions, it establishes the environmental context that makes good instruction possible.

In excerpt 13 supported by a field diary, we can see how the students built their city using all the material they collect during previous activities; the activity was made out of the classroom.

Excerpt 13 (Field Diary # 2)

“We think that even when the development of the activity is good, we can see the lack of support from the other teachers, we never imagined that this activity was going to be of this magnitude and that we needed more support from the school, we do not feel in this moment the

support according to all of the activity and logistics of the presentations, we feel a little bit overwhelming because all of the situations we have to face right now”

In other words and as it is this case, we realized that as pre-service teachers we may not have enough experience when it comes to work with big groups, especially with these kinds of activities outdoors where we did not take into account the amount of distractors means the students had during the activities and that we had to face by implementing new strategies that could call their attention; and as another summative factor is that we did not have the support from the holder teachers who already had the experience to work with these kinds of groups of students such as the ones presented in Maria Montessori School and as an example, in one of the sessions, only one pre-service teacher was handling 30 kids while he was recording the video of the implementation number one, so it was very difficult to give instructions and answer students questions at the same time.

This is the reason why improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development. In Baker’s words (2005), there is no evidence to support the assumption that new teachers will just “pick up” classroom management skills given the experience and time. Although surveys indicate that experienced teachers have fewer concerns regarding classroom management, such surveys may be less an indication that teachers learn over time how to manage classrooms effectively and more a result of the fact that many teachers who did not learn classroom management skills simply have left the profession. Thus, improved teacher preparation and professional development in classroom management are critical parts of the solution. Ongoing professional development in classroom management is essential for all teachers but especially important for us as new teachers. Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who

may be assigned to classes with a large percentage of at-risk students who are those students who come from marginal population in which teacher must be and treat all of them in the same way during the classes no matter the number of students they have, as it was the case in Maria Montessori School. Overwhelmed by the needs and often unexpectedly disruptive behaviors of their students, these new teachers often are more reactive and more likely to respond to a student's inappropriate behavior by removing the student from instruction (Oliver, R. M., & Reschly, D. J. 2007). It means that new teachers should be trained giving instructions more than answer or try to change or correct students' attitudes and behaviors, also pre-service teachers should be more effective with large groups' management using methods or approaches that help them to reach class objectives and activities indoors and outdoors but be more punctual in outdoor activities.

But even though according to our lack of experience that did not make easy the fact to work with large groups, it is important to mention some of the good times we had in the activities; those attitudes that came from students and from us as pre-service teachers, that showed the commitment, which was an evidence of some of the good results in the implementation. The students also showed respect and gave value to the times in which they could be in a different environment other than the classroom, although there were times when students were taken to the classroom with extra activities if they did not have a good behavior, most of the students gave a lot of themselves, providing creativity and taking advantage of the learning opportunities within real contexts and in the school environment where they develop their imagination and could have fun.

Excerpt 14 (Video Recording 5 – 3)

This activity was performed in the theater with many students of different grades in which the school celebrated the English Day.

This activity shows that pre-service teacher did an activity with 3rd, 4th and 5th grades of the school, thus there were about 360 students. Pre-service teachers tried to control all the students but it was difficult for the place and also some in service teachers did not show enough compromise with the activity and the management of their students. Most of the students wanted to participate and this made the activity a little bit difficult to perform but pre-service teacher did the activity and the students had fun during the amazing race.

At this point when we took the students out of the classroom, the first thing we told them was that; they have to behave properly during the activity, and for sure they behaved in a good way at that time, in fact they behaved in a good way because they want to keep participating in all the sessions. We could find that that the students were so happy in order to do the activity outdoors, but at the same time we had to be clear with the rules and the instructions thus that students behaving in good way and also they had to show that during the activity, they said that they would behave properly, being nice with their classmates, participating and being quite. All the time and certainly they did it.

In the same manner, it has been clearly shown the challenges we have to face in any learning process, and as teachers we have to innovate day by day in order to implement new strategies according to each activity to improve students' discipline, but most important called their attention. Put in other words as (Oliver, R & Reschly, J, 2007) advised us, teachers must focus on effective instructional strategies to prevent academic and behavior difficulties and thereby facilitate increased student achievement, and as for our situation given instruction was at some point easy, because of the commitment of the group. In this activity for example, the pre-service teacher took the students out of the class and gave to the students some recycling material to build a billboard, also the pre-service teacher gave instructions about what they had to write and what they had to do with the main objective of the activity.

Excerpt 15 (Video Recording 1-2)

Explanation of how to do the advertising in order to persuade their classmates the importance of recycling,

P-T: Ok chicos lo primero que van a hacer es una cartelera, lo primero que van hacer es reciclaje en Español y luego ponen recycle en Inglés. Listo? Porque lo vamos hacer Español y en Inglés. Lo Segundo que van a poner es un beneficio del reciclaje para la ciudad, listo? Y ustedes van a estar encargados del contenedor verde, listo? Van a poner el contenedor verde, van a usar todo el material reciclable que tienen ahí para crear su cartelera, listo? Entonces, les van a contar a todos los compañeritos del colegio que material va en el contendor verde, listo?

P-T: Ok guys what they will do is a billboard. The first thing is going to put recycling in Spanish and then put "recycle" in English, ready? Because we are going to do in Spanish and English, the second thing is going to get a benefit of recycling for the city, ready? And you will be in charge of green container, ready? They'll put the green container, will use all recyclable material with recycled ... there to create your card, ready? So tell us, we will tell all of college classmates who recyclable material goes in the green bin. Ready?

(Students pay attention to teacher' instructions)

Students: they move their heads as a confirmation sign.

Although the commitment of our students was good, when it comes to work in different situations such as the ones we faced, we probably do not have establish formulas that could help motivate our students, but we certainly could reach significant advances in terms of developing oral communicative skills and the self-confidence that it is related to our research question, we are the ones who must increase that level in our students but due to external factor may become difficult, but in the process of this implementation we could find that students are willing to helps us as well in our experience, by being enthusiastic and active in the activities making use of the new vocabulary and improving their speaking skill in this alternative context and school environment. In the same manner, the role of the pre-service teacher is to facilitate the students' communication and speaking skills through the activities outdoors; it means that amid the obstacles with the students work were rewarding because they started to develop simple but meaningful clues for speaking development and they used them in their own way.

Category 4: environment and context

Environment and context is also one of our main categories, since after the intervention we pleasantly noticed that students' educational process change due to the impact of the environment. First of all, pre-service teachers caught students' attention with the idea of other environment and they seemed interested in participating in our classes; in the first activity we selected a random group of 30 students and while we were selecting the kids all of them were raising their hands and saying: *teacher, can I go? Or teacher, I want to go.* We perceived that at the beginning they seemed confused with the idea of learning outside the classroom because for them all the spaces outdoors, were places where they could play, been active and could have fun because of the recess time. However, they learned with our proposal, during and at the end of the implementation, that we can learn and interact with real context (provided by the school itself), and simulated environments represented by the creation of a “small scale” city, putting in context the knowledge. As we can see in the incoming excerpt, for the 2nd activity, we planned some interviews to some of the professional inside the school such as: a teacher, a secretary, a guard, the chef, the librarian and the cleaner lady; and after words, we gathered the twelve students together and analyzed their perception about the outdoor activity.

Excerpt 16 (Video Recording 2 – 7 and field diary 2)

Discussions about activities outdoors and perception students have about them.

Pre-service teacher: Por qué son importantes las clases afuera?, quien me quiere decir?, listo tu!

Student A: ehh porque aprendemos mas y hacemos mas cosas

Pre-service teacher: tu!

Student B: Porque al estar afuera conocemos mas cosas y aprendemos más sobre ellas

Pre-service teacher: listo tu!

Student C: Por que afuera nos sentimos más comodoss y más libres

Pre-service teacher: listo tu!

Student D: porque conocemos mas afuera que adentro de la clase.

Pre-service teacher: listo tu!

Student E: ehh por que...

Student B: por que es más chévere uno estar afuera porque uno se divierte más al hacer las cosas

Pre-service teacher: muy bien , quien mas? quien mas? ustedes no? listo

Student C: si estamos afuera vamos a estar más atentos porque nos gusta

Pre-service teacher: ok perfecto.

Pre-service teacher: why are classes outside important?, Who want to tell me?, ok, you.

Student A: eh because we learn more and we do more things.

Pre-service teacher: you!

Student B: because when we are outdoors we know more things and we learn more about them

Pre-service teacher: Ok, you!

Student C: because outside we feel more comfortable and freer

Pre-service teacher: Ok, you!

Student D: because we can know more outside than inside the class.

Pre-service teacher: Ok, you!

Student E: eh because...

Student B: because is more cool being outside because we have more fun when we do things

Pre-service teacher: well, who else? who else? You? No, ok.

Student C: if we are out we will be more attentive because we like it

Pre-service teacher: ok perfect

As we can notice in the excerpt, during the activity all students participated, most of the students asked for vocabulary and pronunciation, besides, while some students were practicing others were putting the activity in progress with the interviews. Each group of the students have chosen the profession and took the time to do it right, the different interviewees understood the idea and importance of the activity that students were performing.

Engaging instructional activities in improving students' academic outcomes is essential. Akey (2006), another important fact, the environment provide a comfortable area to interchange questions and create a collaborative exchange work, through aspects such as translation, as we were about to see. In the next excerpt, couples of students were asking to some of the professional inside the school about their personal information and their tasks in the school, the

students were in the work place of the professionals. One of the students was doing the questions in English to the interviewee while the other one was asking in Spanish doing the translation.

Excerpt 17 (Video Recording 2 – 2)

Interview made by the students to people who work in their school.

Student A: Buenos dias

Student A: good morning

Student B: what is your name?

Student A: cual es tu nombre?(Traslation in spanish)

Interviwee A: Adriana pulido

Student B: How old are you?

Student A: cuantos años tienes?(Traslation in spanish)

Interviwee A: veinte y ocho

Interviwee A: Twenty eight years old

Student B: what do you do?

Student A: a que te dedicas?(Traslation in spanish)

Interviwee A: soy ayudante de cocina estoy aquí pues ehh trabajo con chef trabajo en la caja y estoy en todo lo de preparación y producción para el restaurante del colegio.

Interviwee A: I am the kitchen helper, I'm here ehh I work in the cashier and I am in all preparation and production for the college restaurant.

Student B: Thank you.

Student A: Gracias (Traslation in spanish)

As we can see, students used translation (L1 – L2) to try to communicate meaningful ideas in a new context; students took this activity with more interest because they felt more comfortable and inspired to develop the activity. The activities were planned in order for students to have real contact with their school environment, this means that students had the opportunity to interact not only with classmates or teachers but with all of the other people who work in the school, they also had the opportunity to interact with other people in another school, sharing what they learned during the previous sessions and the most important, practicing and improving their speaking skill by interacting with others.

Another remarkable outcome of the students’ relation to the communication in context was that, as a result of our implementation, the coordinator of the recycling project at Maria Montessori School postulate our recycled city to the (Semana ambiental) “*Environment week*”, this week consisted in a presentation where some schools should present different crafts using recycling material. This activity was developed in other school with ten kids, one pre-service teacher and the coordinator from Maria Montessori School to represent the school.

Excerpt 18 (Video Recording 6– 8)

Extra activity - our project was selected to join a recycle presentation day along other schools from the zone.

Student A: my name is Juan Esteban

Student B: my name is Sara

Student C: my name is Juan Sebastian

Student A: this is the city; this is the police station in carton.

Student B: this is the hospital big place

Student A: this is the bank

Student C: this is the church small place.

Student A and B: this is the containers.

Student A: color green, blue and red

Pre-service teacher: ¿qué ponemos en cada container?

Pre-service teacher: what objects go in each container?

Student B: glass, paper

Student C: and inorganic...

Pre-service teacher: ¿y que más nos van a contar?

Pre-service teacher: and what else are we going to tell?

Student A: in police station works the police man in the hospital works the nurse.

Student B: in the bank works the catcher

Student C: the church works the p.... the pris

Pre-service teacher: cuente nos que materiales utilizaron.

Pre-service teacher: tell us what material did you use?

Student A, B, and C: paints, cardboard, scissors, glue, paper, pencil.

Pre-service teacher: gracias niños!

In addition, outdoor activities allowed students to promote their creativity and interact in simulated contexts, because during the implementation phase they created different spaces and atmospheres that form part of the city as: the hospital, fire station, police station, among others,

and with the simulated environments, student acquired, understood and gave account of the concepts about professions, colors, places, etc. even if they did not know how to write them.

We as teachers also found some challenges when dealing with students' behavior in the real contexts of the school; different from the classroom. It was challenging to explain them the rules, manage the groups outside the classroom, and the concept we wanted to implement when it came to talk about English outdoors. In the 4th session (the amazing race) pre-service teachers had to explain to the students the first activity that they had to develop, in which, they had to jump into a sack until they get to some cards with letters, students had to organize those cards to found the name of a profession, then, they had to return to the starting point and the first couple that arrived, won a point for the group. However we could not develop the activity as they were predetermined in the lesson plan as is clear in excerpt 19. We had problems to explain the activity because it was a large group (there were students from 201 to 403 and 501 to 503) and all the students were talking, besides the audio in the multipurpose room was not good, so we had to use the song “Head, shoulders, knees and toes” to catch students attention.

Excerpt 19 (Video Recording 3- 1 Outdoor Activity “ The amazing race”)

Pre- Service Teacher A: Ok niños en silencio si quieren que la actividad inicie.

Pre-service Teacher B: Niños les tengo una canción y tienen que hacer lo que yo haga, de acuerdo?

Students: Si!

Pre-Service Teacher B: ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Pero tienen que escucharnos y hacer lo mismo sino el curso pierde puntos.

Pre- Service Teacher B: Vamos cantar de nuevo, bueno? ... ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Muy bien! el curso 501 gana un punto por estar completamente en silencio.

Pre- Service Teacher A: Ok guys, you have to be quite if you want the activity to start.

Pre-service Teacher B: Guys I have a song for you and you have to do what I do, agree?

Students: Yes!

Pre-Service Teacher B: ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: But you have to listen to us and then do the same thing. Pre- Service Teacher B: Let's sing again, ok? ... ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Very Good! 501 classroom has won and positive point because they are completely quite.

According to Bax (1996) there are factors we have to take into account, such as class size and classroom conditions allow, a participatory approach to teacher education is probably more effective than one in which trainees listen to received wisdom, it also says that emphasis should be placed on learners integrating new ideas into their own experience in a creative and constructive way, instead of merely receiving ideas in the classroom.

Even though it was a challenge for us as pre-service teachers, we could see that activities outdoors improved at some point students' attention, since with no doubt, students were taking advantages of the opportunities they had to learn outdoors and one of these advantages was for us a very important stage where the students started to share by speaking and using new vocabulary, and switching from English to Spanish to communicate something as we can see in the following excerpt from one of the interviews.

Excerpt 20 (Interview 1)

Pre-service teacher: hola

Student A: hello

Pre-service teacher: (laughing impressed for student answering in English) cual es tu nombre?

Students A: my name is Juan Esteban

Pre-service teacher: and.... How old are you? Cuantos años tienes?

Student A: mmmm 10 years

Pre-service teacher: ten years old ok. De que curso eres?

Student A: ehhh 503

Pre-service teacher: 503? Ok ahmm crees que es dificil hablar en ingles?

Student A: no

Pre-service teacher: no? y porque crees que no es difícil? Cuenta nos!

Students A: mmmm no requiere mucha “ortografica” la ortográfica siempre a mi se me hace difícil la ortografía

Pre-service teacher: ahamm ok y después de todas las actividades que hiciste fuera del salón de clases te sientes mas preparado para hablar en ingles?

Students A: yes, the names of the glue, the paint, the brush... y tambien aprendi como pedir cosas prestadas.

In addition, after activities in the implementation phase, as we have been trying to demonstrate, we realized that context has an impact on the educational process of our students and can affect their motivation, cooperative work, teaching process, among others

According to Akey (2006), research on learning shows that students become cognitively engaged when teachers ask them to wrestle with new concepts, explain their reasoning, defend their conclusions, or explore alternative strategies and solutions. Students enjoy learning more and are more likely to participate in school tasks when their teachers employ active pedagogical strategies. Collaboration among peers — students working together in pairs or small groups to help one another learn — also has been associated with increased engagement and learning. When students can put their heads together rather than work in isolation, they are more receptive to challenging assignments.

Research indicates that over the long term, students are more likely to be engaged in the classroom when they are asked to conduct experiments, participate in debates and role-playing, create models, and complete projects. Evidence also suggests that when classroom instruction draws on students’ preexisting knowledge, culture, and real-world experiences, it becomes more meaningful. Students enjoy learning more and learn better when what they are studying is of personal interest and relates to their lives.

After understanding this outdoor project experience, we realized that it is important to see context of the students as an educational tool that facilitates the interaction processes and the development of children as social and communicative beings, who can conceive the use of language not as something merely instrumental, but as a cultural component that allows the development and transmission of feelings and world views.

Finally, our intention with these findings was to show the impact that outdoor activities had during the sessions we implemented, the interaction among our main purposes, students,

teachers and pre-service teachers, and how these factors could be taken into account for further alternatives of teaching and learning a foreign.

CHAPTER V

Conclusions

After the previous data analysis and the practicum experience we had with fifth graders at Maria Montessori School, we reached very interesting conclusions. First of all, the speaking skill is an ability that has been implicitly set aside in the curricula, and students do not feel very comfortable talking and expressing ideas in front of their classmates. We noticed a lack of students' confidence regarding the communicative skill. However, this “English outdoor project” provides an opportunity to students of practicing and improving their speaking ability, and at the end of the implementation, we realized that students were able to express complete ideas in English even with the help of code-switching between English and Spanish. They seemed more comfortable speaking in English and wanted to show us their progress and what they have been learning. To our surprise, it was satisfying to see the development students presented, expressing complete thoughts in the final stage; they had remarkable improvements in their pronunciation and the acquisition of new vocabulary and expressions.

At the same time, they always helped us with the questionnaires, videos, activities and expressed their interest and motivation for our proposal participating in each of the activities and presenting a good behavior; students showed comfort with the activities and they followed our instructions. Also most of them wanted to participate and get ready as soon as possible to start the activities.

Furthermore, for us it was very pleasant that students showed the capacity to work and interact with their classmates from other courses; they demonstrated a cooperative attitude by working together always helping and supporting each other, at the moment of the dialogue performance in the final activity of the implementation phase, “my art recycled city” with the use of resources such as translations or vocabulary. In this activity we observed that classmates who were watching the presentation caught the main vocabulary because as it is presented in the videos we could see how they used some of these different words, and they were interacting with the speakers formulating questions and pointing places of the city and parts they could recognize in English.

According to the previous ideas, we noticed the impact of the context on students’ educational process, pre-service teachers caught students’ attention with the idea of another environment to study in, since they participated everyday bringing recycled materials and as we can see in the videos and pictures their work was very creative, something that we were not expecting. We also perceived that students’ aptitudes and attitudes changed during the sessions; also their perception of English class was different. At the beginning of the implementation phase, students seemed confused with the idea of learning outside of the classroom according to their behavior, because the opened spaces in the school for them were places where they have recess, it means, opened spaces for playing, being active and play; however with English outdoors, they had the opportunity to interact with real and simulated environments putting in context what they have been learning in class. The environment proportionated a comfortable area to exchange questions and create a collaborative atmosphere. And as a final fact, outdoor activities allowed students to promote their inspiration and originality by interacting with simulated contexts; because during the implementation phase they created different atmospheres that form part of the city. With the simulated environments, student acquired, understood and

gave account of different concepts as: professions, colours, and places, among others, even if they did not know how to write them.

English classes had social implications, because those were a tool to learn concepts and social parameters. The recycling project during the implementation phase helped us to link the Maria Montessori School PEI and teach to the students the relevance of the recycling project and how they can help in their own contexts. In the first activity students came up with remarkable ideas about taking care of the natural environment and the importance of recycling objects in the school and in their own houses, now they are more conscious about their social responsibility, according to their own testimonies; in the video recordings they could realize about the importance of recycling as a way of taking care of the environment.

Nevertheless, for pre-service teachers it was a challenge to handle students in open spaces and during the first activities the class management was a constant issue. Though we found some solutions, we decided to work with fewer students and the activities were directed by two pre-service teachers, the moment of giving instructions, the class management, and the video recording tasks were distributed between the two of them teachers and had a better impact on students' development and organization of the activities.

On the other hand, we feel satisfied because we accomplished the general and specific objectives of our project, and although our proposal accomplished many goals in regards to the students' educational process, we are conscious that it is very important to combine the inside and outside learning, because classes inside provide the opportunity to explain the topic; it is easier to deal with the group of students and there are not distracting elements. However as we could appreciate with the results of our project, outside classes also provide several benefits to students' academic development. We might enhance to our students a deep passion to learn and made of their education a long life learning event, as we could evidence with the extra activity

that students performed, even when it was not planned and came out as a rewarding for students' work.

Implications and applications for further research

In this part, we will describe the importance of this project in the future inside Maria Montessori school as an alternative approach to teach and improve speaking skill in students, we are aware that this project might be used and understood by users in many ways, depending on individual interests, roles and contexts. In the same manner, in this section we will talk about what other applications this project may have for further researches and for our own teaching practice.

This project about outdoor learning is an interesting approach and alternative way to teach and leave some interesting issues to our students not only in terms to value outdoor learning but also to improve quality of methodologies and strategies in English classes, which might not only support teachers and provide answers but also to present challenges in our process to become teachers, challenges which have emerged from this project and that could be useful for further research in outdoor learning. Taking into account that is not about to knowing what happens outdoors, but how outdoor learning supports the-classroom learning. In the future, we expect that Maria Montessori School implement this approach to teach their student to be in touch with their real contexts, or real environment in order to get meaningful experiences and interactions with something else than just being surrounded by four walls and one blackboard. We also expect this school to in the future, implement this kind of project for a high percentage of their classes no matter what the subject is. And the object of those subjects, the idea for students and teachers in the same manner to be in touch with the real essence of learning experiences, even if those experiences are simulated, a significant knowledge of what we want to leave to our students, something totally different from reading texts books, writing words and sentences without any

real use, listening audio recordings without any stimulus and speaking exercises without any real sense or objective. What we want to say is that some strategies and ideas could be more useful and interesting if they are implemented with a real and meaningful objective, giving our students the opportunities of improving their knowledge, without the pressure or stress they sometimes feel with the teachers or classmates' presence.

Another important part would be the other applications that this project could have in Maria Montessori School: we saw that one of the main objectives of the school was to grow students with pedagogical and critical sense. Thus, this project might be a good strategy to teach them that there is another way to focus students' wants, likes, needs and lacks, in order to make students aware about the use of alternative scenarios for education purposes. Also with this project we made students more confident at the time of speaking and express simple ideas with communicative aims without any pressure that emerged from classmates and teachers' observations. It would be helpful for Maria Montessori School to use this research to match it with other educational purposes, as it is the case of our project that matched with the recycling project of the school.

Finally, our project might be well used in the school because it could offer opportunities to carry activities that encourages reflection, enhances learning and maintains interest of students, which can have an impact in long term memory. Also it is important to mention the impact of social and environmental learning in outdoor learning education that could be beneficial or case of study in other programs for further interests and researches.

Limitations and questions for further research

This segment presents the limitations that the current study went through and a list of questions for further research based on the outcomes and the theory observed by this research. At first, the

improvement of the pre-service teachers' management with large groups in and out of the classroom. A second important issue could be, the improvement of giving instructions for pre-service teacher for outdoors and indoors activities, and at last issue could be, improvement of the implementation phase.

Implementing outdoor activities implies managing large groups of students, even more if the implementation is carried out in public schools. As a result, with this study it is possible to realize that is necessary to find some strategies that allow pre-service teachers improve their abilities at managing large groups of students, due to the fact that since the beginning of the implementation phase it was difficult to manage students' behavior inside and out of the classroom since they were too many students than we were used to manage in our short practice a teachers.

Giving effective instructions can be seen as another limitation of the study, since, in the implementation phase sometimes instructions were not understood by the students as a consequence of different factors such as: the lack of teachers' experience at the moment of providing instructions to the students, and the time that was spent trying to explain one activity that made the explanations more confusing. The last limitation that emerged from the project was the short time that we had for the implementation phase as a consequence of the different activities that the school had previously scheduled such us the English day, pedagogical activities, term evaluations among others. Those activities did not allow us to have a more complete development of some of the activities in the implementation to gather more information necessary to find even more results from the project.

On the other hand, according to the outcomes of the project, we present some relevant questions that could be taken into account for further research based on language teaching and learning process.

- What is the impact of implementing a work based on projects to teach English?

- What is the impact of implementing outdoor activities to reinforce other subjects different from English?

- What would be the best strategies to improve the management of big groups of students during outdoor activities?

- What is the effect of using the own context and culture to improve students' communicative skills?

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Appendix one
Informed consent
Observation stage course 501

Bogotá D.C., Febrero de 2012

Universidad de La Salle.

Directivas Escuela Normal Superior Distrital María Montessori.

El presente documento tiene como finalidad pedir su autorización para realizar en los cursos quintos el proceso de recolección y análisis de datos del proyecto *THE USE OF OUTDOORS ACTIVITIES FOR FIFTH GRADERS AT MARIA MONTESSORI SCHOOL* llevado a cabo por los practicantes docentes de Inglés Lorena Vargas, Lorena Angulo, Francisco Castro y Miguel Mórtingo en supervisión de la docente de practica Carolina Gómez Lobatón como parte de la elaboración de nuestro proyecto de grado de pregrado, el cual pretende dar cuenta de la importancia de reforzar los conocimientos en lengua extranjera que el docente transmite a los estudiantes en la clase y fuera de ella, de la misma manera el docente está a cargo de promover y mejorar las habilidades comunicativas de la lengua extranjera haciendo uso de diferentes contextos los cuales puedan simular una realidad en un ambiente propicio para alcanzar el objetivo propuesto en el proyecto de grado.

De esta manera, las actividades destinadas para dicho proyecto serian llevadas a cabo durante las clases de inglés, bajo la guía de la profesora Gómez Lobatón como asesora e investigadora.

Para la recolección de datos es necesario puntualizar en los instrumentos que se utilizaran para este trabajo; el primer instrumento son cuestionarios los cuales nos darán una espectro de las actividades realizadas con los estudiantes antes y después de cada actividad, como segundo instrumento se utilizara la grabación ya que nos dará una idea puntual del comportamiento de los estudiantes y su actitud frente a las actividades propuestas para el desarrollo adecuado del proyecto de grado. Por último, utilizaremos los diarios de campo como un seguimiento para observar en detalle la actitud de los estudiantes clase tras clase.

Es importante que los padres de familia de los grados quintos, las profesoras a cargo de cada curso y las directivas de la escuela normal María Montessori aprueben las grabaciones de los estudiantes en las actividades para el desarrollo de nuestro proyecto de grado, para esto realizaremos una circular para los padres de familia para que ellos estén enterados de las grabaciones y de este modo evitar contratiempos a la hora de la recolección de datos.

Cabe resaltar que, en caso de aceptar, las identidades de los estudiantes, así como toda la información recogida y analizada durante el tiempo destinado para la realización de este proyecto de investigación, serán reveladas o no dependiendo de su decisión, pero siempre respetando sus derechos de confidencialidad como individuos.

Agradecemos su atención.

Lorena Vargas
Lorena Angulo
Francisco Castro
Miguel Mórtigo
Carolina Gómez Lóbaton

Docente practicante
Docente practicante
Docente practicante
Docente practicante
Docente e investigadora principal

Acepto:

NOMBRE: _____

FIRMA: _____

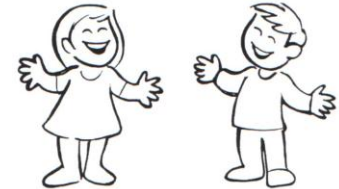
DOCUMENTO DE IDENTIDAD: _____

FECHA: _____

**Appendix Two
First questionnaire
Needs analysis stage**

**CUESTIONARIO PROYECTO DE INVESTIGACIÓN
“ENGLISH OUTDOORS”**

Responde las siguientes preguntas, tus repuestas no tienen que ser muy largas, en un círculo encierra la imagen si eres niño o niña, no tienes que escribir tu nombre.



1. ¿Te gusta participar en actividades fuera del salón de clases ?

Si -No ¿Por qué?

2. ¿Cuántas veces a la semana tienes clases de inglés fuera del salón de clases?

3. ¿Te gustaría explorar y jugar en las Clases de Inglés? / ¿Por qué?

Si -No ¿Por qué?

4. ¿Qué juegos te gustaría tener fuera del salón de clases para aprender más palabras en inglés?

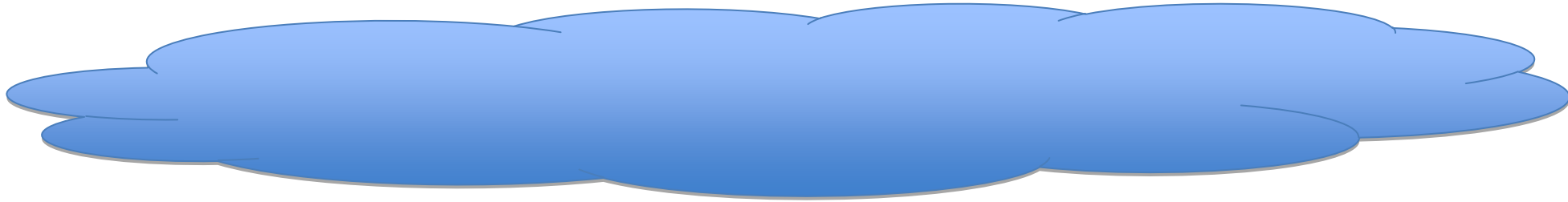
5. Escribe dos de tus temas favoritos, de los cuales te gustaría hablar en clase de Inglés

GRACIAS POR TU COLABORACIÓN / THANKS FOR YOUR HELP :D

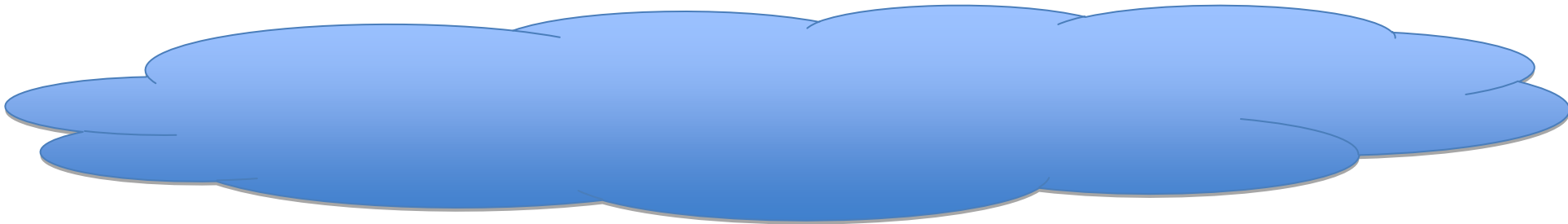
Appendix Three
Second questionnaire
Needs analysis stage

ESCUELA NORMAL SUPERIOR MARIA MONTESSORI
ENGLISH OUTDOORS

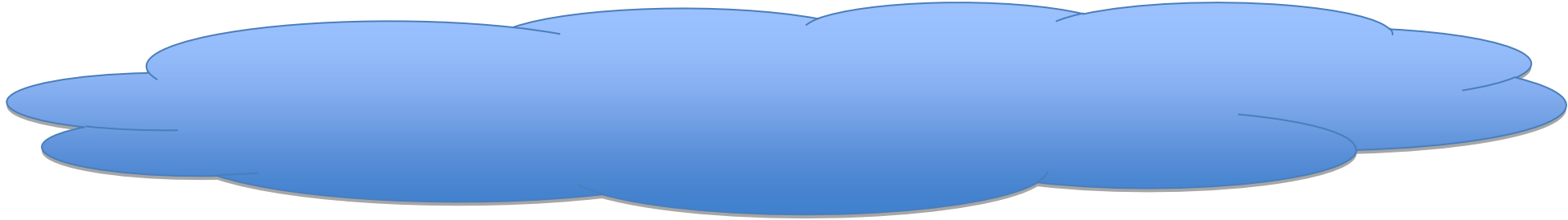
1. ¿Te gustaría que tus clases de inglés se hicieran dentro del salón de clases?
SI/NO, Por qué?



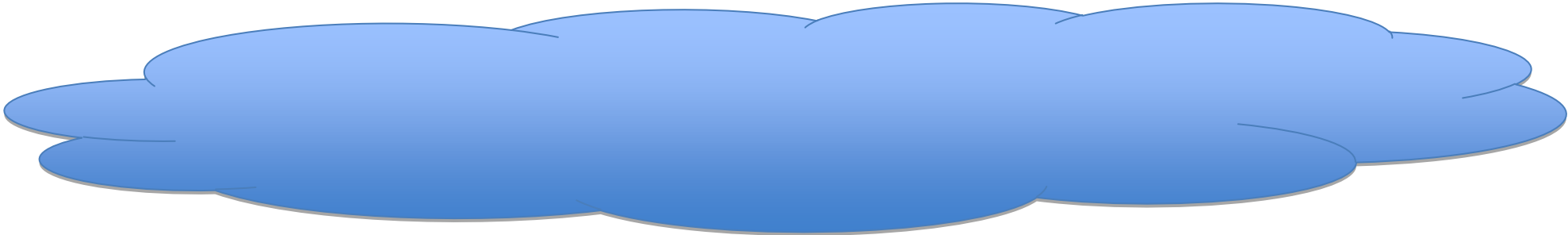
2. ¿Te gustaría interactuar en las clases de Inglés con tus compañeros de los otros quintos?
Si/NO, Por qué?



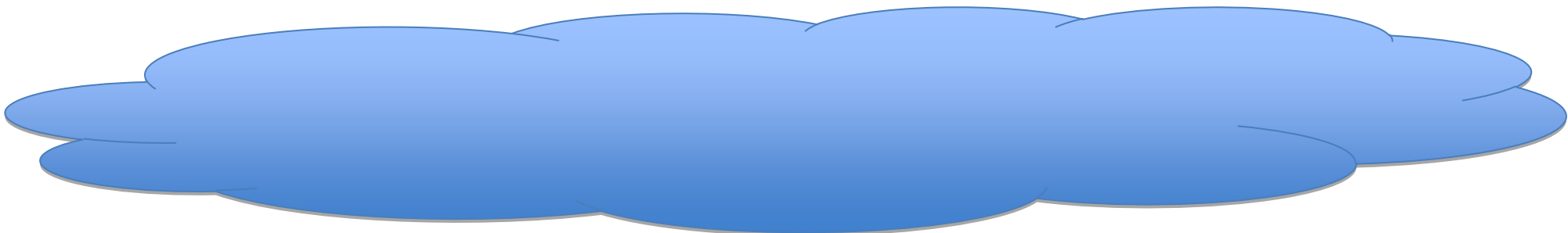
3. ¿Sabes qué es el reciclaje? , ¿Lo has practicado en tu casa o colegio?



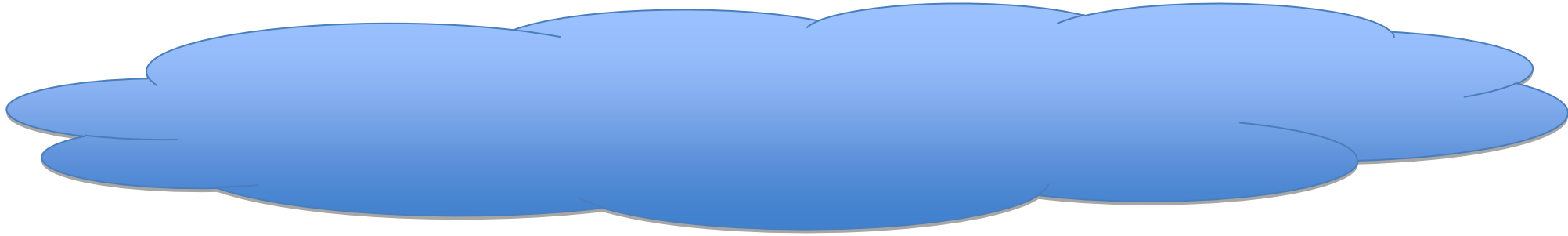
4. ¿Crees que el reciclaje es importante para el cuidado de la ciudad?
Si/NO, Por qué?



5. Nombra cuatro lugares que sean importantes para ti, dentro de la ciudad



6. Escribe cuatro profesiones que conozcas en la ciudad y nombra con cual te sientes identificado.



Appendix Four
Field diaries
Data collection stage and comparing data stage

UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III

DATE: April 27 th – 2012	LEVEL: Basic 5	TIME: 9:30am- 11:30am
TOPIC: recycling	FIELD DIARY#: 1	PARTICIPANTS: 30

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
<p>(1)Inside of the classroom all the students wanted to be the ones to develop the outdoor activity, they knew some notions about recycling and we just reinforce the topic.</p> <p>(2)In general the outdoor activity delivered good results but I notice some things through the development of the activity: first, all the students follow teachers' instructions without any problem, but some of them had more materials than others and they had some difficulties to share. Second, It was a little bit difficult to record and solve students' questions or difficulties. (3)In third place only one male group did not work as I expected, but the other 5 groups deliver good results. (4) And finally I can say that the mix groups worked better and deliver better results that the ones with only females or males.</p>	<p>(1) I found very useful this aspect because how students knew the topic in Spanish, it was easier to explain the things in English; we asked the different colours of the containers that they knew and along with them, we made the translation in English, besides we reinforce the information about the kind of material that goes in each container.</p> <p>(2) This was the most challenging aspect of the activity because I had to cut many times the video to help students with their doubts, sometimes I could not give them answers immediately but I think it was worthy according to the posters' results. However It was pleasing to notice that even when some students asked my permission to go to the bathroom or to their classrooms for more recycling material, they were back soon to continue with the activity, I notice that they were interested in deliver good results and showed interest for the activity, they seem</p>	<p>Commitment to group work.</p> <p>/Interest in the outdoor activity</p> <p><i>Recycling Work</i></p> <p><i>Student's Work</i></p> <p><i>Student's Interaction</i></p>

happy of been in a different environment than the regular classroom.

(3)I think that in general the students like to work in groups according to the results that they deliver in the outdoor activity, though the male group did not have creative ideas to start the poster, they did not know how to use the recycling material, so I tried to help them, and they followed my instructions. Also I think that the fact that they were from different classrooms affected their performance, some of them were really shy and they did not know each other, and as they did not know who to work with, I chose the groups to work.

(4) I found very curios this aspect because I thought that the female groups were going to deliver better results, but they were talking all the time and they found very difficult to have agreements in their work, they were not focus and I had to ask them to work several times. It was a big and pleasant surprise that the mix groups can interact without problems and even better, the girls were cutting, drawing, and writing in the posters, and besides were the ones who were giving the instructions to the boys, they followed the instructions and helped with everything.

**UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III**

DATE: May 4 th - 2012	LEVEL: Basic 5 grade	TIME: 9:30 to 10:30
TOPIC: Outdoors activities – The professions	FIELD DIARY#: 2	PARTICIPANTS: 12 students

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
<p>(1) When I take the students out of the classroom, they were extremely excited and motivated to do the second implementation; so the first thing that I said to them that they have to behave properly during the activity, they behave in a good way at that time they behave excellent. (2) I sat the students near to the principal yard, and I started to tell them de idea of the activity that they had to tell three questions to some people inside the school such as: a teacher, a secretary, a guard, the chef, the librarian and the cleaner lady. So I wonder to the students what could be those questions, so they started to participate actively, we made a brainstorm about the question, finally we chose: what is your name? How old are you and what do you do? So I give them the vocabulary and they started to share between them the pronunciation and the vocabulary. (3) Students made six groups of two people, between them chose the profession that they will be ask the three questions. (4) Students started to perform the activity in order to apply what they learned in and out the classroom. (5) We</p>	<p>(1) I found that the students were so happy in order to do the activity outdoors, but I had to be clear with the rules and the good behave that they had to show during the activity, they said that they will behave in a good way all the time and certainly they did it.</p> <p>(2) Students were very committed to do the activity, at first they asked me what they will do, so I explained twice and they get the idea, so then one of the students started to tell to other what were the professions that he had seen inside the school, then I asked them what could be the questions that they could ask to the persons inside the school, the students chose the questions but I decided to change the last because it had be related with the main topic, at last they started to practice the vocabulary and the questions in pairs, when they felt comfortable they looked for the persons whose will we interviewed.</p> <p>(3) Between students chose the profession whose will be interviewed so they looked for their profession inside the school and I notice that they did not have afraid to ask because they know that it is an activity that encourages their speaking and communicative skills.</p> <p>(4) Students were comfortable doing the</p>	<p><i>Teaching good manners and primordial rules to perform an activity</i></p> <p><i>Student's commitment with the activity and the knowledge</i></p> <p><i>Student's work outside the classroom</i></p> <p><i>Students face a simulated communicative context, students know something deep about some professions inside the school</i></p>

<p>made conclusions about the outdoors activities.</p>	<p>activity, and between the groups of pairs one of the students asked to the person and the other students served as a translator between students and person, I noticed that the students really enjoy the activity because they were inside a simulated context that was wander someone some important information about what his or her role inside the school as an important service for the school and the society.</p> <p>(5) This part was something that I could expect because they started talking about the activity they performed and the importance of the outdoors activities in terms of learn a second language and I just took the camera and filmed them talking about it, and I realized that outdoors somehow works in terms of motivation and encourage vocabulary and expression with an activity outdoors.</p>	<p><i>Student's point of view about the activity outdoors</i></p>
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**UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III**

DATE: May 18th	LEVEL: Basic	TIME: 9:30am- 11:30am
TOPIC: The Amazing Race	FIELD DIARY # 3	PARTICIPANTS: 360

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
<p>Students seem to be are really excited because of the activity we have planned for today, they already know what we are going to do, maybe this could one of the reasons why they are ready and waiting for us to give them the</p>	<p>We think this enthusiastic feeling that is coming from the students is because they know they are going to interact with classmates from other grades, and another plus is that today is the language day.</p>	<p align="center">Interest in the outdoor activity</p> <p align="center">Class management.</p>

instructions to go where all of their classmates from other courses are.

Now is getting difficult for us trying to organize all of the students because we have invited to this session all of the courses from 201 to 403 and 501 to 503 and. This is not easy, we give instruction of making lines and stay quite but it is not easy, they are many students for us.

Teachers now can see the effort that we are doing as pre-service teachers and for this session, they are helping us with organization even for the teachers is difficult but we finally are in the multipurpose room and they have been divided in groups already but giving instructions is not being easy.

Now the situation and kind of difficult problem is trying to give instructions for the amazing to begin, there are many students and we have to use a microphone to tell students to be quite and listen to us, we have to sing songs in order to call their attention.

At this time we are starting with the activities for the amazing race and once we finally got to explain the instructions to start playing, they seem to be ready and enthusiastic for the race.

We never thought it was going to be so difficult to organize so many students, for us as pre-service teachers this may be the first time we face this kind of situation. Teachers are helping us because they know it is not going to be easy to organize and divide all of the grades for the race, but even with the help we are getting from them, the fact that there are many students, makes it difficult.

We have been for almost 15 minutes trying to tell the students to be quite and listen to us and even when we have a microphone it is difficult to call their attention.

So far the games are fun for the students, we can really see they are having fun and, anyways they keep asking us for instructions once again.

This is also very fun for us as pre-service teachers; we are getting to play with the students too. We can also see how important it is to have a good plan of the activities.

After being difficult trying to organize all of the students now we can see that when we as pre-service teachers work as a team everything gets easier.

Teachers' support

Instructions / Class management

Students' feelings

Relation among pre-service teachers and students/ Importance of planning.

Good results

<p>them. I am trying to ask some of the teachers for help in order to organized the others students but I do not receive any attention from them, I will have to</p> <p>6. Finally we are doing our last activity, it has improve in terms of organizations and they caught immediately the new game so they are having fun and the good thing is that they are using vocabulary actively.</p>	<p>6. This activity was easier since we have the entire school field just for us, anyways I can see this activities require more time in terms of plan and organization.</p>	<p>Teacher's support / Class management.</p>
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**UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III**

DATE: June 1th- 2012	LEVEL: Basic	TIME: 9:30 – 11:45
TOPIC: Creating my art recycled city	FIELD DIARY 5	PARTICIPANTS: 30

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
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1. Today we arrived to the classroom as usual, but we surprised when we saw all the students ready for the activity. So, as soon as they saw us, they started to ask where the activity was going to be and what they had to do.
2. After, we moved to the place where the activity was going to take place, the students organized by their own, and started to organize the material they were going to use in the activity.
3. Being in the activity, we observed, that students tried to use the second language to communicate among them.
4. In despite of that the students could not understand all things that we told them, they tried to answer in the best way they could, or tried to improvise according to what they think we were talking about.
5. During the activity, we asked to the students, what they thought about the activity, and we got excellent answers, in which they expressed, that they had leaned too much and had fun in the activities.

1 Seeing the students ready for the activity allow us to understand that they were really interested first in the activity, and second they were interested on learning English. However, we had to set the rules for the activity in order to avoid having problems with discipline, due to in the previous activity some students did not have an excellent behaviour.

2 When the students organized the groups, we could realize that finally they were developing their responsibility and autonomy. As a result, we think that the project is having a positive impact in the students, due to they are acting totally different to the way they act at the beginning of the period, talking in terms of discipline autonomy and responsibility.

3 We think that students are taking advantage of the opportunity that they have to practice all what they have learned through the activities. Moreover, we think that they are improving their abilities, due to the fact that they are in contact with a real context, so it allows having a better process.

4we think that as a result of being contextualized and having worked some vocabulary in different ways the students could understand different questions that we asked them during the activity, and also could express their own ideas, moreover, we realized that after some activities students finally could

Students' interest
Students' attention
Autonomy
Responsibility
Improving oral skills

	<p>improvise some sentences in English to share information, tools and objects with their classmates and to interact with the teacher.</p> <p>5. Students realized that the activities were useful and relevant to learn English, and we could see that with their answers, for instance when they said that activities outdoors had allowed them to be more creative, more active, share more with their classmates, and finally it allowed them to learn English in a new and fun way.</p>	
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**UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III**

DATE: June 7 th - 2012	LEVEL: Basic	TIME: 9:00 – 12:00
TOPIC: MY ART RECYCLED CITY	FIELD DIARY # 6	PARTICIPANTS: 30

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
1. We have arrived to the Maria Montessori School, and we can	1. We can see that this is due to the previous implantations and because all of	Interest in the outdoor activity

<p>see that the students are already excited for the activity of the day, they show interest and the same time they are a little bit disperse and anxious wondering about how the activity is going to come out.</p> <p>2. Now we are selecting the students who are going to participate in the activity for the presentation part, at the same time we are giving instructions to the other students of how they have to be organized for the activity, they are bringing all the material they have created during the previous activity to decorate the auditorium while the others students are preparing their oral intervention.</p> <p>3. In this moment we are trying to divide the students but it is getting complicated because not all of them want to the same thing because most of them already forgot what they really have to do and they want to to play with the material they created.</p> <p>4. Finally we are getting to organize all of the students, we are calling their attention and they know we are running out of time and that the activity is not going to come out probably the way we planned before, they are starting to take</p>	<p>the effort they put in the constructions of this recycled city.</p> <p>2. For us are important to give instructions we have realized with the previous innervations that we made before and they respond in a good way our instructions.</p> <p>3. Sometimes is really hard for them to understand the group work, all of the want to do the same thing or to be with their classmates all the time.</p> <p>We never thought that is was going to take such a long time trying to organize the auditorium, the kids, the other teachers and all of the material.</p>	<p>Clear Instructions</p> <p>Commitment to group work</p> <p>Importance of time planning.</p>
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<p>another attitude according to the activity and they are interacting with the others in order to help each other.</p> <p>5. This is the moment in which we are starting the presentation, we can see they feel the pressure to do things right specially the oral part, in fact is the first time they are going to do a presentation in front of their classmates from other classrooms and in English Language, they are also asking us for help to make a good pronunciation, we can really see their effort.</p> <p>6. This is the moment of they presentation they are nervous but at the same time the classmates who are watching the presentation are catching the main vocabulary and they are interacting with the speakers formulating questions and pointing to the places of the city and parts they can recognize in English Language.</p> <p>7. We think that even when the development of the activity is good, we can see the lack of support from the other teachers, we never imagined that this activity was going to be of this magnitude and that we needed more support from the school, we do not feel in this moment the</p>	<p>We found out that this is not easy for the students, sometimes we have another perception and we think is easy but not for them, it is their first time, and we can see that we cannot put under pressure the students, they also need time to assimilate what they are going to present in order to have a good result in which they can really learn.</p> <p>We can see some interaction among them, we thing is working out and while they go on with the presentations they start feeling a little bit more confident.</p> <p>We realized the we as practitioners do not have the experience to do these kinds of activities with the support from the teachers who already have the experience to work with such a big groups of students as it is presented at Maria Montessori school.</p>	<p>Students' feelings</p> <p>Students' interaction.</p> <p>Teacher's support / Class management.</p>
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<p>support according to all of the activity and logistics of the presentations, we feel a little bit overwhelming because all of the situations we have to face right now.</p>		
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**UNIVERSIDAD DE LA SALLE
PRACTICA PEDAGOGICA III**

DATE: June 8th - 2012	LEVEL: Basic	TIME: 8:00 – 12:00
TOPIC: MY ART RECYCLED CITY (Extra Activity)	FIELD DIARY # 7	PARTICIPANTS: 10

OBSERVATIONS	COMMENTS AND INTERPRETATIONS	LABEL FOR INTERPRETATION
<ol style="list-style-type: none"> 1. Today when I arrived to the classroom I found most of the students ready for the activity that was going to take place in another school and it had the purpose of sharing different projects based on recycling among different schools, unfortunately I could not take all students to the activity, as a result I had to choose ten students to participate in the activity. 2. As soon as we got to the school where the activity was going to take place, all ten 	<ol style="list-style-type: none"> 1. This make me think that the activities in fact had a positive impact on the students' interest, since all the students were disposed to participate in the activity even more active than the day before. 2. Maybe, as a result of the activities and the implicit objectives students started to act by themselves and not because of the teacher's instructions and orders, so it allow to see that students had developed some responsibility and autonomy. 3. I could say that students finally 	<p>Students' interest</p> <p>Students autonomy</p> <p>Students' confidence</p> <p>Students' idea about outdoor activities</p> <p>Relations teacher students</p>

students started to organize their stand and assemble their city. Once they finished organizing everything, the principal of the school officially opened the activity.

3. While the students were participating in the activity they showed an excellent progress at the moment presenting their project to students of different schools, for instance they could explain easily what the parts of the city were, and what they had used to construct the different parts.
4. Almost at the end of the day, all students had participated in the activity presenting their project to the others, what made them feel happy.
5. Once we finished the activity the students disarmed the stand and shared some photos with the in-service teacher and the pre-service teacher, allowing seeing that the activity really had impacted the students.

got a good confidence at the moment of presenting their project; also they acquired more fluency and vocabulary perhaps, as a result of the opportunities to practice and improving the speaking skills that the activities provided to the students

- 4 I think that students realized that the activities were useful to them in the sense that they saw that was possible to talk about a project or about different things by using the English language. Thus, that was what made them feel really happy, more than just going to another school and see other projects.
- 5 what I can say about this, is that the activities allowed students to strengthen the rapport with The teachers, due to at the beginning of the period students perceived English teachers as another teacher, but not as the person who could guide them and help them to learn English.

Appendix Five
Written interview
Data collection stage

Encierra en un círculo si eres niña o niño.



1. ¿Cuántos años tienes? _____
2. Crees que es difícil hablar en Inglés?

Si No

Por qué? _____

3. Crees que las clases de inglés fuera del salón te han ayudado a mejorar o a aprender más?

Si No

Por qué? _____

4. Te sientes más interesado y quieres participar más en la clase de inglés cuando tus profes la hacían:

a) Fuera del salón

b) Dentro del salón

c) Dentro y fuera del salón

d) Por qué? _____

5. Después de todas las actividades que hiciste fuera del salón de clases te sientes más preparado para hablar en inglés?

Si No

Por qué? _____

6. Donde crees que puedes aprender más los temas de inglés?

a) Fuera del salón

b) Dentro del salón

c) Dentro y fuera del salón

Appendix six
Transcriptions from video-recordings
Data collection stage

Video Recording # 1 -1

Brief introduction to the students of how the activity was going to start to be developed and the purpose of it.

***Teacher:** La actividad consiste en que vamos a enseñarles a nuestros compañeros a reciclar , a reciclar dentro del colegio y fuera dle colegio, entonces la actividad que vamos a hacer hoy es con todo lo que ustedes ya tienen reciclado. Entonces, ustedes han visto als canecas que hay afuera, Cuantas canecas hay?*

***Students:** Tres !*

***Teacher :** Tres ! tres canecas principals. Ustedes saben para que son ?*

***Students:** Para...*

***Teacher :** Para qué?*

***Students :** Para reciclar !*

***Teacher :** Cuantos colores son?*

***Students :** Gris, amarillo, azul y rojo !*

***Teacher:** En Inglés como se dice Amarillo?*

***Students:** Yellow !*

***Teacher:** Como se dice rojo?*

***Students:** Red !*

***Teacher :** Como se dice azul?*

Students: *Blue !*

Teacher: *Como se dice verde?*

Students: *Green !*

Teacher: *Perfecto ! entonces... esas tres o cuatro canecas son muy importante para qué?*

Students: *Para reciclar...*

Teacher: *Para el reciclaje muy bien ! entonces... vamos a enseñarle al resto de nuestros compañeros de bachillerato y de primaria a qué ?*

Students: *A reciclar !*

Teacher: *Entonces algunos compañeritos vamos hacer la actividad afuera es una outdoor activity, en esa actividad lo que vamos hacer es que rapidamente vamos a hacer una cartelera que hable sobre el reciclaje a nuestros compañeros que les enseñe la forma de reciclar y que vamos a reciclar . Listo?*

Students : *Si !!!*

Teacher: *Listo?*

Students : *Si señor !*

Teacher : *Perfecto !*

Video Recording 1-2

Explanation of how to do the advertising in order to persuade their classmates the importance of recycling,

P-T: *Ok chicos lo primero que van a hacer es una cartelera, lo primero que van hacer es reciclaje en Español y luego ponen recycle en Inglés. Listo? Porque lo vamos hacer Español y en Inglés . Lo Segundo que van a poner e sun beneficio del reciclaje*

para la ciudad, listo? Y ustedes van a estar encargados del contenedor verde, listo? Van a poner el contenedor verde, van a usar todo el material reciclable que tienen ahí para crear su cartelera , listo? Entonces, les van a contar a todos los compañeritos del colegio que material va en el contenedor verde, listo?

***P-T:** Ok guys what they will do is a billboard. The first thing is going to put recycling in Spanish and then put "recycle" in English, ready? Because we are going to do in Spanish and English, the second thing is going to get a benefit of recycling for the city, ready? And you will be in charge of green container, ready? They'll put the green container, will use all recyclable material with recycled ... there to create your card, ready? So tell us, we will tell all of college classmates who recyclable material goes in the green bin. Ready?*

(Students pay attention to teacher' instructions)

Students: they move their heads as a confirmation sign.

Video Recording 1- 3

Pre-service teacher is taking a look at the advertisements and guiding the students at the same time.

Teacher : Cómo van chicos?

Student A: Necesito mas cinta!

Student B: Profe que signo tiene la gris?

Teacher: Ya te digo.

Student A: Profe aca le podemos hacer una nubesito verde?

Teacher: Si!

Teacher: Cómo van niñas?

Student C: Bien, estamos arreglando la muñeca que vamos hacer de reciclaje.

Student D: Tenemos que escribir el este en Inglés y el otro en Español.

Teacher: Si.

Teacher: Cómo vamos por este lado?

Student E: Bien! profe puedo ir la baño.

Teacher: Si

Video Recording 1 -4

Final result of one of the advertisements, students made for the school.

Teacher: Bueno chicos, quiero felicitarlos porque hicieron un excelente trabajo, este es el resultado de una de las carteleras .
Qué material reciclable utilizarón?

Student A: Carton, tapas, plastico y....

Student B: Bolsas reciclables !

Teacher: Listo muy bien, y por este lado? También esta muy bonita esta cartelera. Qué material reciclables utilizarón?

Student C: Cinta !

Video Recording 2 – 1

Interview made by the students to people who work in their school.

Student A: Good morning

Student B: buenos dias.

Interviwee A: Buenos dias.

Interviwee A: good morning

Student B: ehh what is your your name?

Student A: cual es tu nombre?

Interviwee A: Marcela Garcés

Student B: How old are you?

Student A: cual es tu edad?

Interviwee A: veinte y un años

Interviwee A: twenty-one years old

Student B: what do you do?

Students A: eh que haces?

Interviwee A: trabajo en vigilancia y seguridad privada

Student B: gracias

Student A: thank you.

Video Recording 2 – 2

Interview made by the students to people who work in their school.

Stduent A: Buenos dias

Student A: good morning

Student B: what is your name?

Student A: cual es tunombre?(Traslation in spanish)

Interviwee A: Adriana pulido

Student B: How old are you?

Student A: cuantos años tienes?(Traslation in spanish)

Interviwee A: veinte y ocho

Interviwee A: Twenty eight years old

Student B: what do you do?

Student A: a que te dedicas?(Traslation in spanish)

Interviwee A: soy ayudante de cocina estoy aquí pues eh trabajo con chef trabajo en la caja y estoy en todo lo de preparación y producción para el restaurante del colegio.

Interviewee A: I am the kitchen helper, I'm here ehh I work in the cashier and I am in all preparation and production for the college restaurant.

Student B: Thank you.

Student A: Gracias (Traslacion in spanish)

Video Recording 2 – 3

Interview made by the students to people who work in their school.

Student A: Good Morning

Student B: Buenos Días

Student A: What is your name?

Student B: Cual es tu nombre?

Interviwee A: Lilly Campo

Student A: How old are you?

Student B: Cuantos años tienes?

Interviwee A : 26

Student A: What do you do?

Student B: A qué te dedicas?

Interviwee A: Soy diseñadora grafica y manejo aca la parte de las publicaciones.

Student B: Thank you

Student A: Thank you, muchas gracias, que te vaya bien.

Video Recording 2 – 4

Student A: Good Morning

Student B: Buenos Dias

Interviwee A: Buenos Dias

Student A: What is your name?

Student B: Cual es tu nombre?

Interviwee A : Fabiola

Student A: How old are you?

Student B: Cual es tu edad?

Interviwee A : 25

Student A: What do you do?

Student B: Qué haces?

Interviwee A : Mi trabajo es de operaria de aseo y estoy encargada de realizar aseo en rectoria, en sala de profesores , en auditorios, oficinas, y cosas así... salones varios.

Student A and B: Thank you!

Video Recording 2 – 5

Interview made by the students to people who work in their school.

Student A: Good Morning

Student B: Buenos Días

Student A: What is your name?

Student B: Cual es tu nombre?

Interviwee A: Mi nombre es Zait

Student A: How old are you?

Student B: Cual es tu edad?

Interviwee A : 30 años

Student A: What do you do?

Student B: A qué te dedicas?

Interviwee A: Soy maestro bibliotecario, encargado de dar talleres y asesorías a los maestros en cuanto a la parte de lectura y escritura a nivel general de la biblioteca.

Video Recording 2 – 6

Interview made by the students to people who work in their school.

Student A: Good Morning

Student B: Buenos Días

Student A: What is your name?

Student B: Cual es tu nombre?

Interviwee A: Mi nombre es Isabel Guzman

Student A: How old are you?

Student B: Cual es tu edad?

Interviwee A : Tengo 38 años

Student A: What do you do?

Student B: A qué te dedicas?

Interviwee A : Soy profesora... sy docente del grado cuarto , este año acompaño a estos chicos en el area de Ciencias Sociales y Matemáticas, eh... me encanta mi profesion en ella puedo ser docente, me encanta enseñar muchas cosas, hacer una formación de valores con los niños, tratar de trabajar en todos los aspectos con los niños de crecimiento, desarrollo y enseñanza y aprendizaje demuchas materias.

Student A: Ok, chao.

Video Recording 2 – 7

Duscusion about activities outdoors and perception students have aboutthem.

Pre-service teacher: Por qué son importantes las clases afuera?, quien me quiere decir?, listo tu!.

Student A: ehh porque aprendemos mas y hacemos mas cosas

Pre-service teacher: tu!

Student B: Porque al estar afuera conocemos mas cosas y aprendemos más sobre ellas

Pre-service teacher: listo tu!

Student C: Por que afuera nos sentimos más comodoss y más libres

Pre-service teacher: listo tu!

Student D: porque conocemos mas afuera que adentro de la clase.

Pre-service teacher: listo tu!

Student E: ehh por que...

Student B: por que es más chévere uno estar afuera porque uno se divierte más al hacer las cosas

Pre-service teacher: muy bien , quien mas? quien mas? ustedes no? listo

Student C: si estamos afuera vamos a estar más atentos porque nos gusta

Pre-service teacher: ok perfecto.

Pre-service teacher: why are classes outside important?, Who want to tell me?, ok, you.

Student A: eh because we learn more and we do more things.

Pre-service teacher: you!

Student B: because when we are outdoors we know more things and we learn more about them

Pre-service teacher: Ok, you!

Student C: because outside we feel more comfortable and freer

Pre-service teacher: Ok, you!

Student D: because we can know more outside than inside the class.

Pre-service teacher: Ok, you!

Student E: eh because...

Student B: because is more cool being outside because we have more fun when we do things

Pre-service teacher: well, who else? who else? You? No, ok.

Student C: if we are out we will be more attentive because we like it

Pre-service teacher: ok perfect

Video Recording 3- 1

Outdoor Activity “ The amazing race”

Pre- Service Teacher A: Ok niños en silencio si quieren que la actividad inicie.

Pre-service Teacher B: Niños les tengo una canción y tienen que hacer lo que yo haga, de acuerdo?

Students: Si !

Pre-Service Teacher B: ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Pero tienen que escucharnos y hacer lo mismo sino el curso pierde puntos.

Pre- Service Teacher B: Vamos cantar de nuevo, bueno? ... ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Muy bien! el curso 501 gana un punto por estar completamente en silencio.

Pre- Service Teacher A: Ok guys, you have to be quite if you want the activity to start.

Pre-service Teacher B: Guys I have a song for you and you have to do what I do, agree?

Students: Yes !

Pre-Service Teacher B: ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: But you have to listen to us and then do the same thing. Pre- Service Teacher B: Let's sing again, ok?

... ♪ Head, shoulders, knees and toes ♪

Pre- Service Teacher A: Very Good! 501 classroom has won and positive point because they are completely quite.

Video Recording 3- 2

Short Video that shows activities students participated in for the amazing race, which it was an outdoor activity carry out but pre-service teachers. You can see organization of the groups with the respective activities.

Video Recording 4- 1

Teacher: This is the third outdoor activity, and it is about “Manners”, Niñas qué modales les tocarón?

Student A: Ser amigable y ser bondadoso

Teacher: Y cómo se dice eso?

Student A: Be friendly and be kin

Teacher: Be kind! Repitan conmigo... Be kind!

Students: Be kind !

Teacher: Y qué significa Be friendly?

Students : Ser amigable.

Teacher: A bueno y be kind?

Students: Ser bondadoso

Teacher : A bueno muy bien !

Pre- serviceTeacher : Hola niños, qué modales les tocarón a ustedes? ... Good manners.

Student A : Hmm ... you welcome

Student B: Hmm... ehh...

Student A : Bienvenido !

Student C: No ! también es “de nada”

Student A and B: Yes !

Student D: Y también “thank you”

Teacher: Qué significa?

Student A: Chao !

Student B: Disquechao ! Es gracias !

Student A, C and D: Yes ! Gracias !

Pre-serviceTeacher : Ok, muy bien !

Pre- service Teacher : Hey kids, what mannersyoupicked?

Student A : Hmm ... you welcome

Student B: Hmm... ehh...

Student A: Welcome !

Student C: No ! It is also “you welcome”

Student A and B: Yes !

Student D: And also “thank you”

Teacher: What does it means?

Student A: Good Bye !

Student B: Pff ! Good bye... It means “ gracias” ... thank you !

Student A, C and D: Yes ! Gracias !

Pre-service Teacher : Ok, very good !

Teacher: Hola niños!

Student B: Hello teacher.

Teacher: Qué good manners les toco hacer.

Students: Hello y sorry

Teacher: Hello and sorry... y que significa sorry?

Students: Perdón

Teacher: Y a van a representar ahorita.

Students: Yes!

Teacher: Y qué tal estan uedando los dibujos bien ?... ahora vamos hacer una canción sobre good manners.

Teacher: Hola niños!

Students: Hola

Teacher: Cuales les correspondio a ustedes? ... Good manners

Students: Ser bondadoso y dar respeto.

Teacher: Muy bien, me lo dejas leer?... Be kind and Give respect. Muy bien, lo podrías repetir?

Student C: Give respect y be kind.

Teacher: Hola niños ! Cuales les tocarón?

Students: Estamos buscando en el diccionario

Teacher: Yo les puedo ayudar y eso significa , siempre preguntar, y qué significa raise?

Student D: Levantar la mano

Teacher: Muy bien y tu haces eso cuando vas a preguntar algo ?

Student D: Si señora

Teacher: You always raise your hand? Simpre levantas tu mano?

Students: Si

Teacher: Muy bien ! entonce sme podrías repetir esas? Las podrias pronunciar?

Students: Always ask y raise your hand!

Teacher: Muy bien!

Video Recording 4- 2

Student A: Hello friends? What is your job (pointed out his classmate)

Student B: did not answer.

Student A: Nothing? (He made a punctual exclamation about his classmate's silence) Oh shit... (He took his face with astonishment).

What is your profession? (He changed the question)

Student B: Eh Doctor.

Student A: Doctor? Oh. I like it, doctor.

Student C: my profession is teacher”.

Video Recording 5- 1

Teacher: Buenos Dias

Students: Buenos Dias

Teachers: Hoy vamos a trabajar hacienda los nombres de la ciudad con el vocabulario que hemos venido trabajando , como cual?... hospital...

Students: Church

Teachers: Qué es church?

Students : Iglesia !

Teacher : Iglesia ! muy bien.

Students: Sku?

Teacher: School? Y qué es school?

Students : Escuela !

Teacher: Y aquí? otro?

Students: Shop !

Teacher: Shop? Qué es shop?

Students : Tienda

Teacher : Una tienda muy bien !

Teacher : Algun otro por aca?

Students : *Library !*

Teacher: *Biblioteca! ... Bueno ya sabemos que nos toca trabajar con material reciclable, estos nombres van a ser para ponerle un titulo a cada parte de la ciudad, bueno?*

Video recording 5 - 2

Teacher; *Hola chicos... qué estan haciendo*

Students : *El bank*

Teacher: *Y qué es el bank en la ciudad*

Student A: *Can you please lend me your pencil?*

Student B: *Yes !*

Student A: *Than you !*

Student B: *You welcome !*

Teacher : *Ninõs y que dijeron ahí?*

Students : *Que le prestara el lapiz*

Teacher : *Que bie y usaron good manners !*

Video Recording 5 – 3

A group of students is working and started having a conversation with pre- service teachers about outdoor activities when they are asked about their feelings working outside the classroom.

Student A: Es que aqui afuera tenemos mas espacio y podemos aprender mas cosas

Teacher A: Si les esta gustando la actividad ?

Students: Si

Teacher B: Y por qué aquí afuer ay no adentro?

Student B: Porque es mas pacifico

Teacher B: Y cómo van con el trabajo?

Video Recording 6– 1

Final presentation of the recycle city to their classmates.

Presentation of the hospital

Student A: There is ambulance

P-T: What is the name? Cual es el nombre del lugar?

Students: Hospital!

P-T: Hmm... and what is this?

Student B: Ambulance

P-T: Hmm... good ! and who is she?

Student B: Nurse

P-T: And who is he?

Student B: Doctor

Video Recording 6– 2

Presentation of the church

Student A: The church is yellow, green , blue...y orange.

P-T: An Orange ! good !

Video Recording 6– 3

Presentation of the bank

Student A: This is the bank

Student B: This is the ATM

P-T: Listo! qué es el ATM?

Student A: Para el dinero?

Video Recording 6– 4

Presentation of the bank

Student A: Y qué colores utilizaron?

Student B: Yellow, blue y pink

Video Recording 6– 5

Presentation of the library

Student A: Qué colores utilizarón?

Student B: Blue...

Student A: Y este?

Student B: Orange

Student C: Please silence (noise in the classroom)

I speak the library, the library is very important for learn and read, in the library not eat, not play.

Video Recording 6– 6

Presentation of the library

P-T: Qué entendieron niños?

Student A: Que en la libreria no se juega, que en la libreria no se come.

Student B: Yo entendi que en la libreria se aprende, se lee

P-T: Listo niños, gracias!

Video Recording 6– 7

Presentation of the police station

Student A: Hello my name is Juan Esteban

Student B: My name is Julian, this is the police station

Student A: In the police station work the policeman and he wears blue.

Student B: Red

Student A: No, green!

Student A: Red, black, white, yellow...

Student B: Blue

Student C: ¿Qué materiales utilizarán?

Student A: Papel, carton, pencil

Student B: Listo! muchas gracias...

Video Recording 6– 7

Presentation of the school

Student A: The teacher teaches in the school

P-T: Significa que la profesora enseña en el colegio

Student B: Orange

Student A: Yellow

Student C: Qué material utilizarón

Student A: Paper

Student C: Y quién trabaja ahí?

Student A: La teacher

Student C: Y quiénes son los alumnos?

Student A: Students!

Video Recording 6– 8

Extra activity - our project was selected to join a recycle presentation day along other schools from the zone

Student A: my name is Juan Esteban

Student B: my name is Sara

Student C: my name is Juan Sebastian

Student A: this is the city; this is the police station in carton.

Student B: this is the hospital big place

Student A: this is the bank

Student C: this is the church small place.

Student A and B: this is the containers.

Student A: color green, blue and red

Pre-service teacher: ¿qué ponemos en cada container?

Pre-service teacher: *what objects go in each container?*

Student B: glass, paper

Student C: and inorganic...

Pre-service teacher: ¿y que más nos van a contar?

Pre-service teacher: *and what else are we going to tell?*

Student A: in police station works the police man in the hospital works the nurse.

Student B: in the bank works the catcher

Student C: the church works the p.... the pris

Pre-service teacher: cuente nos que materiales utilizaron.

Pre-service teacher: tell us what material did you use?

Student A, B, and C: paints, cardboard, scissors, glue, paper, pencil.

Pre-service teacher: gracias niños!

Appendix Seven

Video recordings

Sessions and interviews

Data collection stage and comparing data stage

See, CD video recordings

**Appendix Eight
Photo gallery
Action phase**

**BANK STRUCTURE
MADE BY PRE-SERVICE TEACHERS AND FIFTH GRADERS**



CHURCH STRUCTURE

MADE BY PRE-SERVICE TEACHERS AND FIFTH GRADERS



**HOSPITAL STRUCTRE
MADE BY PRE-SERVICE TEACHERS AND FIFTH GRADERS**



**SCHOOL STRUCTURE
MADE BY PRE-SERVICE TEACHERS AND FIFTH GRADERS**



**POLICE STATION STRUCTURE
MADE BY PRE-SERVICE TEACHERS AND FIFTH GRADERS**



**CITY STREET
MADE BY FIFTH GRADERS**



**A CITIZEN OF THE FUTURE
CREATED BY FIFTH GRADERS**

**“NO MAS VIOLENCIA A LAS MUJERES Y LOS HOMBRES, DEBEMOS REFLEXIONAR”
“NO MORE VIOLENCE AGAINST WOMEN AND MEN, WE MUST TO REFLECT ON”**



OUR PROJECT WAS SELECTED TO JOIN A RECYCLING PRESENTATION DAY ALONG OTHER SCHOOLS FROM THE ZONE



**STAND FOR FIFTH GRADERS
OUR STUDENTS DOING A BRIEF PRESENTATION IN ENGLISH ABOUT THE WORK THEY DID**



**FINALLY OUR RECYCLE CITY WAS SUCCESSFULLY MADE, WE DID IT!
LEARNING ENGLISH PLUS RECYCLING WAS POSSIBLE**

**“IF YOU WISH TO ACHIEVE WORTHWHILE THINGS IN YOUR PERSONAL AND CAREER LIFE, YOU MUST
BECOME A WORTHWHILE PERSON IN YOUR OWN SELF-DEVELOPMENT”.**

BRIAN TRACY

