COLLABORATION: A TOOL FOR INCREASING PRODUCTIVE SKILLS IN STUDENTS

Collaboration: A tool for increasing productive skills in students

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CONTENT

Keywords: English as a foreign language, collaborative work, productive skills

INTRODUCTION

Working collaboratively is a common difficulty in some schools of Cundinamarca because most of the students do not feel comfortable doing it, this is explained looking into the activities proposed to their English as a Foreign Language (EFL) classes. The activities students develop are focused on grammar and vocabulary, but they do not have enough opportunities to express themselves, share ideas and believes, and use the topics they learn in the classes.

This work identifies and analyzes the direct relationship between collaboration and the development of productive skills in a foreign language class. The study was applied for a period of six months to promote the development of the productive skills in students of sixth grade in Santa Teresita School located in Soacha and established conclusions of this relationship, in addition, its application for an ESL classroom.

This project was developed in three main stages. The first step was evaluating the way in which students produced language in written form and orally. Then, we designed and applied the activities to improve writing and speaking as well, those activities were mostly focused on oral production and writing. Finally, their oral production and written language were evaluated again to compare if they really improved on those factors, their process was analyzed to set the conclusions.

JUSTIFICATION

Lack of collaborative work in secondary students is one of the reasons why the process of Learning English can be unsuccessful. When interaction and classroom dialog is not promoted in the classroom, the acquisition of a foreign language will be more difficult. According to the information collected in a needs analysis and in some of the observations made before in Eduardo Santos I.E.D (eleventh graders) and República de Colombia I.E.D (ninth graders), students prefer to work alone rather than working with other students. We designed multi-select questioner about how comfortable the students feel working alone, with a friend, in groups, and with someone that usually they do not work. The optional answers to these questions were very comfortable, comfortable, and uncomfortable. The results gathered in both schools showed that the way in which they feel the most comfortable is working alone, and when they work with someone that usually do not work they feel uncomfortable. This could be a problematic situation considering the nature of any language (communication).

As many authors say (such as Dillenbourg, 1999), learning a language is a social and communicative process in which learners share ideas to learn from others and not only from the teacher. Furthermore, most of the activities proposed to their English classes are focused on grammar, and producing language is a vital part of communication. Having those factors in mind, we highlighted two main concepts in this study: *collaborative work and productive skills.*

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OBJECTIVES:

- General: To analyze the relationship that exists in collaboration with an ELF classroom, and the development of productive skills in young learners.

- Specific: To describe the process of Productive skills development through activities related to collaborative work.

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THEORETICAL FRAMEWORK

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COLLABORATIVE WORK

The collaborative work in this research project plays an important role considering that learning a language is a social process, and students of Santa Teresita school need to develop it in their English classes According to Dillenbourg (1999) collaborative learning and work are situations in which two or more people learn or attempt to learn something together. We follow Dillenbourg's proposes because students are supposed to work together in their learning process to develop problem- solving and learning from their classmates. However, having in mind the results of the needs analysis applied before we would affirm that in the reality of the classrooms, students look for their own benefit and do not learn with their classmates, students' objective of the English class probably is the grade or passing exams, but they are not worried about producing language and sharing with others.

Roschelle (1992) defines collaboration as *''an exercise in convergence or construction of shared meanings that enable participants to reach convergence through the construction, monitoring, and repairing of shared knowledge. This occurs gradually and is the result of a*

continued attempt to construct and maintain a shared conception of knowledge.'' That '*construction of shared meanings'* is what we as English teachers aim to reach in the ESL classroom when students share ideas and discuss with others the can construct knowledge and interaction in the classroom improves. In some classrooms, students' collaborative work is null, and the activities proposed by the teachers do not promote it. We believe that students need spaces that allow them working with others, to share knowledge and different elements in their learning process.

Finally, Van Boxtel (2000) explains that collaborative work and learning activities allow students to provide explanations of their understanding during their learning process, to help themselves to create and reorganize their knowledge about the language. Some students do not have the stimulus to work with others, so the process itself is lost. In addition, their knowledge of English language is not in the level they are supposed to be according to the grade they are. Students, they aim to share with others their mistakes and successes, their learning process will be more dynamic and social.

PRODUCTIVE SKILLS

''The productive skills are speaking and writing because learners need to articulate words and write to produce language. Learners receive language by listening to conversation, music, and video and by reading comprehension, newspaper, poem, book, etc. Then they move on to productive skills'' (Smith. 2013). Diary mentions that productive skills are the aptitudes where students produce language in a spoken way and written way. This statement also clarifies that the production of language is not possible without a previous acquisition of the language. In

other words, productive skills and receptive skills (listening and reading) should not saw as opposite aspects but as compliments in the process of learning a language.

The author's definition is not completely specific to each skill and considering their relevance to this study; it is necessary to define them separately. For these reasons, we decided to examine other authors of this theoretical framework for each specific productive skill: Speaking and Writing.

SPEAKING

Harmer (2001) sets the elements that are necessary for an accurate spoken production of language. Those elements are *connected speech, expressive devices*, *lexis and grammar*, and *negotiation and language*.

Connected Speech: *''effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' as in (I'd gone)''*. This element is relevant in terms of natural and social uses of language. In English contractions and informal expressions are used commonly every day (like I'm busy or I'm going to play soccer) and a speaker should be able to understand and produce those expressions considering that their use can generate changes in pronunciation.

Expressive Devices: *''Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling''*. Even when it would be impossible to make those students of sixth grade speak in the same level than a native speaker, it is important to students to learn to

identify and express some language variations that native speakers produce in terms of intonation and corporal language.

Lexis and Grammar: *''spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions.''* In this element, Harmer expresses that a good speaker should produce language spontaneously and to speak in that form it is necessary to internalize the grammatical structure of the sentences that speaker wants to express and extend the lexical knowledge as much as possible to understand and use different expressions.

Negotiation and language: *''Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.''* Speakers are always sharing different ideas and points of view, then negotiation becomes in a vital element that any speaker should be able to use to support their own ideas or deal with others' ideas and points of view.

The elements given before are key factors of the oral production of any language. However, speaking skill cannot be developed if the students do not receive and internalize the language. In other words, the first thing that students need to produce language is to receive it, and then they will be able to internalize and respond. In the procedure of our project, we will apply activities that allow students to receive information to produce language at the end, all this connected to collaborative work.

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WRITING

This productive skill is defined by Dishary (2013) as *''a specific skill which helps people to put their thoughts into words in a meaningful form through pen and paper' '*In this context, it is easy to think that defining writing skill is a simple job, but it is not. It can present many variations and proper writer is not necessarily the one who writes in one specific form, but it can depend on the text.

As the author did, we considered Grossmann definition of writing in this study. According to Grossmann (2009), *"Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay."* Considering Grossmann's definition of writing, even when we are teaching, we cannot see the language in a strictly academic way; teachers need to remember that the final objective when learning a language is being able to communicate. As to speaking, to producing writing language is need first to receive it so the strategy will be same, but of course, activities will differ. Grossmann continues *''each type of writing requires more or less skill, and the more complex the writing, the more essential writing skills aren'*t. Is evident in this statement that a good writer is not simply the one that is able to put his/her believes in a paper in a written form but is the one that applies the different skills depending on the text, and each type of text demands different writing skills from the writer.

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BACKGROUND REVIEW

About our background review, we search, collect, and chose the relative authors and their works according to our topic of study. We organize each one of them following the next order: author/year, problem or issue, population, and length, research method, and results. The articles are:

Rodriguez, S (2011), Collaborative work to promote fifth graders' writing in an EFL context, 20 fifth grade students. (Length not specified), Action research.

- Collaborative work enhanced students' writing and social skills.

- Collaboration is a teaching strategy that allows for developing the language class in a more active way in which students are agents of their own writing development.

- Collaboration also gave students tools for problem-solving in terms of social conflicts.

Fernandez, A (2012), Learners' should negative reactions to a collaborative writing task completed in pairs and small groups. Participants of the same level course of Spanish as a foreign language. The students were one hundred and forty-seven students. Action Research

-Collaboration is whether in pairs or in small groups, resulted in greater grammatical and lexical accuracy.

-Although group work offered fewer opportunities for individual participation, it had a positive impact on collaborative dialogue.

-Learners working in small groups paid more attention to language and were more successful at solving language-related problems than learners working in pairs.

Fernandez, A. (2012), in writing classes, group work has tended to be limited to brainstorming and peer review activities. The study compares groups of four learners, dyads, and individual learners. The study was conducted in six intermediate level classes of Spanish as a foreign language. They are one hundred eleven. It is Action Research.

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Leigh, J (2001), peer teaching in the preschool peer group, construct an environment that encourages peer collaboration. The product of the children's interaction, a group of 16 children

In Orange AM preschool classroom at the Virginia Tech Child Development Laboratory, Exploratory study.

-Students were able to communicate with each other in a way that conveyed the information they had as well as their needs as an active learner.

-The desire is to observe closely.

-Good understanding of the significance of peer collaborative interactions to the children involved.

Ma, S. (2013), collaborative group work or direct instruction, Collaborative reasoning approach and group activities. They are 210 fifth graders. Children whose is the first language is Spanish. The dominant language of school instruction is English. It is Action research.

-The results suggest collaborative group work is an effective instructional approach to foster ELL 's oral narrative skill.

Collaborative Group Work improved ELL 's syntactic complexity, story coherence, and multilink reasoning ability.

-Students are that developed collaborative discussion entails the more extended talk

Pattanpichet, F. (2011), Students struggling to acquire English speaking skills due to reasons such as limited exposure to the language. Lack of the opportunities to practice, the native language interferences, lack of confidence, etc.35 undergraduate students enrolled in a fundamental English course at Bangkok University. Experimental study

-The use of collaborative learning in teaching English speaking produces improvements in students' oral production.

- Further studies can be developed to investigate the effects of using collaborative learning with younger or older students to see if they would provide the same outcomes.

PEDAGOGICAL DESIGN

Task-based learning approach provides different opportunities for meaningful learning to students at the time of learning a language. This methodology helps teachers and learners to develop meaningful language learning; it is focused on the needs and on the communicative process, students should have. We think that better communication with the classroom and activities that promote interaction among the students are a key strategy to make the students' learning process a successful procedure.

The task-based approach based on six stages/processes (Willis, J. 2015). They consist of student's needs, and it is focused on what happens to the classroom with the learners. As students are free to use the language, they must use all the language resources they have, and go beyond the task and learn. For the development of the classes, and for each topic, both, teacher and students must follow the stages proposed in the methodology.

In the following lines, the stages are going to be explained according to what students need and must do in the classes. In the first stage of this methodology, students take some time to prepare and plan how to execute the task given by the teacher. In the second stage, students make groups and complete the task, in case they have questions, they can ask the teacher and solve doubts.

In the third stage, students prepare a report in which they expose the results of the task they developed in the previous stage. In the fourth stage, students share the report with their classmates, the idea is that they can memorize what they have to say and be able to share it with

the teacher and with the other students. In the fifth stage, students analyze the main features of the language they used in their tasks.

Finally, in the sixth stage, students develop an activity in which they can use a specific language feature. Considering that collaborative work is an important item in this study, we consider Task-based approach was the most appropriate option to develop our work.

TYPE OF STUDY considering different factors like time, population, topic, and feasibility we decided to choose action research as a type of study for this research proposal.

According to Johnson and Christensen (2017), action research is ''*an applied research focused on solving practitioners' local problems in their schools and communities''.* Johnson and Christensen also set up that action research is participatory and conducted by teachers, administrators, counselors and other educational professionals to answer questions that practitioners have about their immediate problems and to lead actions that they can take to help solve their problems.

Considering Johnson & Christensen's words we think that Action research is the most proper way to carry out our study, we are going to be encountered with a social and communicative problem in secondary students and the conditions in which we will work, the population, the problem statement and the objectives are appropriate to develop it.

According to Burns, A. (2001), some steps must be followed at the time of doing action research. Those steps or processes are explained in the following lines according to what Burns said but in our words.

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1. Exploring: It is about identifying and agreeing upon a general idea or issue from an interest in the group. It is a starting point of undertaking some initial action, such as documenting the general observations of the situation, to clarify the understandings about the issue or problem and to bring this back to the group.

2. Identifying: This involves 'fact-finding' process which enables the researcher(s) to refine their ideas about the general focus area and to prepare for the more systematic investigation. At this stage, a short period is spent recording of documenting observations that relate to the research area in a broad and relatively unfocused way. This process helps to clarify the nature of the situation and to suggest further action.

3. Planning: It is about developing a viable plan of action for gathering data and considering and selecting a range of appropriate research methods.

4. Collecting data: Researcher carries out the procedures selected to get the information and put into action. These might not be the only data gathering events, but this period begins the process of going more deeply into the issue being research.

5. Analysis/reflecting: This phased is considered as a combination of analysis and reflection, in which the data is analyzed using a systematic process of analysis and interpretation according to agreed criteria.

6. Hypothesis/reflecting: It is about drawing out hypotheses or predictions about that is likely to occur. The hypotheses based on the data that have arisen from the analysis.

7. Intervening: This step is about changing the classroom approaches or practices in response to the hypothesis one has made. It may involve some further deliberate experimenting with different non-usual teaching methods or test for developing hunches

or predictions by more formal means, such giving students a test of repeating an activity previously administered to compare the results.

8. Observing: This phase involves observing the outcomes of the intervention and reflecting on its effectiveness. It also involves a new set of teaching strategies and activities.

9. Reporting: The reporting phase is about articulating the activities, data collection, and results that had come out of the research process of the research group.

10. Writing: In this step, the research questions, the strategies developed, the process of the research, and the analyses and results observed drawn together by writing up an account in a report or article. It aims to ensure that the research has a chance of being disseminated to others, rather than remaining as a private isolated activity.

11. Presenting: It is about giving more formal presentations about the research than those that take place in-group discussions. Give these talks to several interested audiences, for example at staff meetings or to professional association workshops-

According to what we said in the previous paragraphs and the proposed elements by the mentioned authors. We can state that action research is a process that aims to gather information about how schools operate, teachers teach, and students learn. To gain insight and developing positive changes in the school environment; and having in mind the context in which this study was developed and its purpose, this type of approach is the most proper because it guides to develop different strategies to support students in their learning process.

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DATA COLLECTION

According to our schedules, we followed the next dates and procedures to complete our data collection procedure. We divided each action in the next order: Date, instrument, who, what and the cycle. They were:

- **March 2017**. It is Needs analysis. They are 36 Ss. Students feel more comfortable in the way. It is the first cycle.

- **June 2017**. It is the interview. It is with the Headroom teacher. What activities does the teacher do to promote collaborative work in the classroom? It is the first cycle.

- **Julio 2017.** It is the interview. They are the 15 Ss (chosen randomly). Do the students feel they are interacting in their English classes? It is the first and second cycle.

- **Julio 2017**. The Design of lesson plans. They are researchers. They are activities that would promote classroom interaction and collaborative work. They are the first and second cycle.

- **August 2017**. Application of the Lesson plans. They are researchers. Give the lessons according to what teacher planned before. It is daily.

- **August-December 2017.** Field notes (observation). They are 36 ss. Observe what changes the students have in their ELF learning process since the beginning of the new activities. Daily

- **August-November 2017**. It surveys. They are 36 Ss. Know what changes students have noted since the beginning of the new activities. It is the third cycle.

- **December 2017**. They are diagrams. He is a researcher. Analyzing the information gathered, the third Cycle.

- **January-April 2018**. He is the researcher. It is writing a final paper. It is the third cycle.

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DEVELOPMENT

LESSON PLAN EXPLANATION:

This lesson plan was created considering the results we gathered in the needs analysis applied to the schools. Lesson plans were created based on Willis, J. (2015) ''Task-based approach" because we considered it a proper resource to link the main concepts of this study (collaboration and productive skills), furthermore as internship teachers we also had to follow the school's syllabus and taught the corresponding topics for the English class.

FIGURE 1.1:
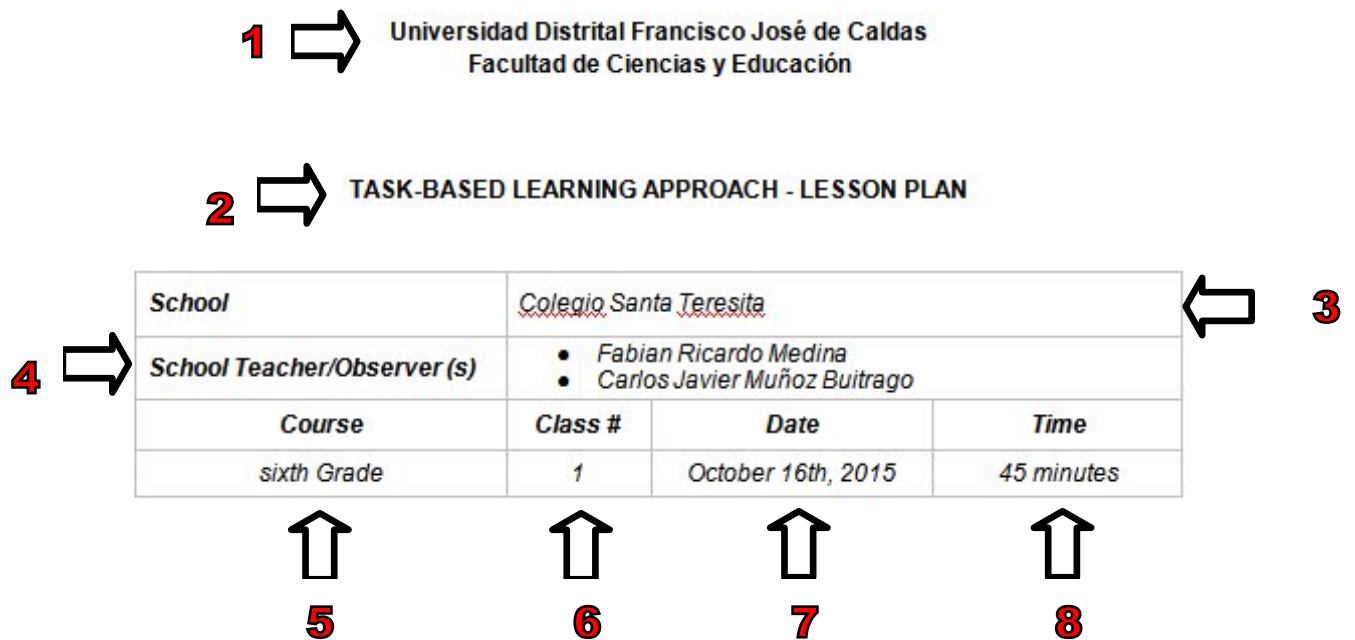
Figure1.1 Lesson plan example, task-based approach, Copyright 2017 by Fabian Medina and Carlos Muñoz, reprinted with permission.

Figure 1.1 shows us the first part of our design of the Lesson plan format; each Item is enumerated to explain it in a simple way:

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1. Name of the institution we belong.

2. The pedagogical option is chosen.

3. Name of the institution in which the study was applied.

4. It is the name of the teachers/observers.

5. Grade in which the study was applied.

6. It is the number of the session.

7. It is when the lesson was developed.

8. The lesson took the time.

FIGURE 1.3:

9 ⇒
- **Topic**
  - Writing a short story

10 ⇒
- **Grammar focus and content**
  - Adjectives for physical description and general appearance.
  - Verb to be and third person.
  - Subject pronouns.
  - Simple present.

11 ⇒
- **Learning objectives:** The students will be able to
  - To describe others' physical appearance.
  - To present a daily routine.
  - To write a shot story.
  - To create correct sentences in simple present.

12 ⇒
- **Language function:**
  - To produce sentences based on events that occur regularly.

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9. The topic that will be developed during the lesson.

10. Students will learn the grammatical content.

11. What will students learn the lesson?

12. It refers to the language that students will be able to produce.

FIGURE 1.3

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teacher will give to each student a piece of paper with all the adjectives that are going to be used in the class. ✓ The teacher will give the instructions of making groups, in order to make students be ready to do the task.	✓ Students will make groups of four people, and will pay attention to the instructions given by the teacher.
Pre-Task	✓ Two students are going to go in front of the class, a girl and a boy, and the teacher will describe each of them, in order to make children aware of how to describe women and men. ✓ The teacher is going to make a description of him/herself in order to make clear what students need to do in the task stage. ® In this stage, students need to analyze and understand what teacher says in order to do a good performing.	

Figure 1.3 Lesson plan example, task-based approach, Copyright 2017 by Fabian Medina and Carlos Muñoz, reprinted with permission.

In Figure 1.3 the activities that will be developed in each part (preparation, pre-task, task, planning, reporting task, and practice) of the lesson plan are explained in a chart identifying the role that plays both students and teachers in each part. It is important to clarify that those parts are a suggestion and not mandatory in every single class, which means in some classes the order of this parts can change or some parts can be removed.

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REPORTS

The following reports contain the most relevant information obtained in every single class of sixth graders in Santa Teresita School. The reports were made based on the classes' procedure and are composed of three general stages in each class in terms of time to ease the comprehension. Furthermore, the analysis contains students' perception of the class mostly based on observations and some individual question, also including our perception as teachers, and researchers. Finally, how the objectives of the classes were or not achieved. These reports play a central role in our study not only because they represent the evidence gathered but also, they are part of the data analysis themselves considering that they contain students' and teachers' perceptions in each session.

SESSION: FIRST

FIRST STAGE: The first issue we clarified in the class was the way in which the students were going to work during the rest of the academic year (collaboratively) and some important factors of the investigation like mentioning a survey, making them think about creating their workgroups. These clarifications make with the intention of breaking the ice with the class and the new teachers.

SECOND STAGE: Teachers showed the students using audiovisual resources an example of a short story and then explained how to write it, then the students formed groups of four people and started to think about their own short story and how to represent it in a comic.

The activity helped the students to enter in an argumentation (most of the time in Spanish) about the first steps in writing a short story: what to write about and how the characters would be.

THIRD STAGE: It was about a guide about how a simple short story given to the students and their progress is going to be considered in future classes. A short grammatical explanation of simple present was developed and as homework, each group is going to bring the design of at least two simple characters and five sentences that the characters would say in the simple present and to answer the virtual survey.

STUDENTS' PERCEPTION: Some of them were uncomfortable about the distribution of the groups and asked about to form groups of three people or couples instead of groups of four students. Even though the students were very excited about the purpose of doing a comic and the activity of discussion about the characters and the main idea of the story was developed successfully.

TEACHERS' PERCEPTION: In general, the group is appropriate to work with, no abnormal behaviors or problems were detected and the population in terms of quantity is perfect, the biggest challenge is to encourage the students to collaborate each other and to ascertain how much access the students have to technological resources at home.

SESSION: SECOND

FIRST STAGE: In the first part of the class, the designs of the characters were collected, and students developed a worksheet related to the simple present, the idea of the worksheet is that they practice the grammatical structure of Simple present to create a proper sentence in their future comics.

SECOND STAGE: Using the characters they had already created and the ideas they had for the general structure of the story they are going to start writing some dialogues of the comic in their groups. Meanwhile, teachers were correcting some grammatical mistakes and helping with unknown vocabulary they wanted to use.

THIRD STAGE: Final part of the class was developed in the system room; teachers gave some simple explanations of phonetic using images and videos and told the students they did not only have to do the comic but present it in an oral excessively. The teachers proposed option s about the presentations (oral explanation using slides, role-play, writing the story and reading it) and each group is free to decide how to do it.

STUDENTS' PERCEPTION: Students keep being interested and motivated about the purpose of presenting the comic, but most of the students showed afraid, and some of them uncomfortable when teachers told them that the activity also implied an oral presentation.

TEACHERS' PERCEPTION: We noticed that most of the students are afraid of producing language in an oral way, and in general, they did not want to do it. On the other hand, it was evident that students' collaboration is improving on actions like correcting grammatical mistakes, set roles and functions inside groups, and even helping other groups with their ideas.

SESSION: THIRD

FIRST STAGE: Teachers handed out the designs and dialogues of the previous classes with the corresponding corrections and gave another short explanation of the simple present tense to reinforce their understanding of this topic before the final presentation of the comic.

SECOND STAGE: Students had the time to write, draw, correct the possible mistakes they had, and practice their oral presentations; in this lesson, this stage was the longest one considering that presentation of the comics is going to be the next week.

THIRD STAGE: Teachers helped each group as much as possible with the oral presentation correcting pronunciation and grammatical mistakes. Finally, teachers asked about the answers obtained on the virtual survey designed to know if every single student had answered it, but the response was not satisfactory because some of them do not have easy access to the internet or are not to allow using it at home.

STUDENTS' PERCEPTION: In general, the groups were worried about the oral presentation because they were afraid of doing it, about the writing part they were calmed because they had already written it before and now they knew the corrections they had to make to the dialogues.

TEACHERS' PERCEPTION: In terms of the activity and productive skills, we supposed the students will do a good job even when some of them are afraid of oral presentations, but we did not expect the poor access the students have to technological resources at home and that make difficult some activities we have proposed.

SESSION: FOURTH

FIRST STAGE: Teachers collected the final comic papers and gave the students ten minutes to prepare their oral presentations; meanwhile teachers talked to the group softly with the idea of making the students feel confident and try to control the nerves.

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SECOND STAGE: Group by a group the students presented the oral part and showed the rest of the course and the teachers what their stories were about, some groups talked about how the procedure of creating the story was, and others focused on the content and the characters of the story. In general, terms, the oral presentations were not bad but as teachers, we think speaking skills should improve considerably.

THIRD STAGE: In the final stage, teachers gave a feedback to each group to report them our thoughts about their work, until now grammar skills are significantly better than speaking skills in most of the students. However, the grades were good in general terms considering that they had less time to prepare the oral part.

STUDENTS' PERCEPTION: Students felt accordant with the job done, some of them thought they did a bad job of the oral part of the work but as teachers, we explained it is a normal process and they could produce language anyway, and finally, in terms of grades they are motivated.

TEACHERS' PERCEPTION: The students did a good job; dialogues in the comic papers were created in a proper way and the stories were creative. The oral production is not according to the level they are supposed to have but it is evident it presented advances too.

SESSION: FIFTH

FIRST STAGE: In this class, students started another grammatical topic according to school's syllabus: WH questions. Teachers realized an explanation of the WH questions using a presentation in the computer room, students took notes and teachers projected some filling the gaps exercises on the screen and the answered it orally.

SECOND STAGE: Students developed a worksheet related to WH questions in the groups the formed for the previous works, it is necessary to choose the proper question in conversation and to answer it, so the student needs to discuss and write. The idea of this activity is that students learn how to create questions on a real conversation.

THIRD STAGE: Teachers explained the final activity related to this topic, and students started to write a libretto of a role play they are going to develop at the end of the eight-lesson, students had the option to change the groups but just two students decided to do it.

STUDENTS' PERCEPTION: Some students feel nervous because in the previous activity the most relevant part was the written production because the final objective was the comic paper, but in this activity, the main purpose is the role-play development and the most important fact is the oral production.

TEACHERS' PERCEPTION: As teachers, we could observe that students keep feeling nervous about speaking in English in front of the class, but we are optimistic because this time they will have more time to practice and the speaking is going to be guided.

SESSION: SIXTH

FIRST STAGE: Teachers gave the students some situations and suggested some characters (for example people in a bus, an assault, etc.) and students chose by groups and wrote the librettos in which they had to include interrogative sentences using WH questions and based on the situations the teachers assigned.

SECOND STAGE: Groups started to practice their role-play with the libretto they had just written but without any correction yet, teachers listened and corrected some mistakes in terms of pronunciation and management of non-verbal language.

THIRD STAGE: teachers received the librettos and projected a video about the importance of non-verbal language, the objective of this activity is to show the students the importance of expressing and producing language not only with the words but also with the body and face gestures.

STUDENTS' PERCEPTION: Students started to feel comfortable while speaking in English and the class obtained an enjoyable environment and students had a good time when they were practicing and acting, the funny environment helped some students to control the nerves they felt in the previous activity.

TEACHERS' PERCEPTION: It is noticeable that students were not afraid of the practicing time, but when the real role-play comes, their nerves would come back because rest of the class is watching and thinking on the grade can influence in their attitude. Writing skills have improved noticeably and they have reduced the number of mistakes when writing.

SESSION: SEVENTH

First stage: The idea of this first part of the class was to collect the scripts made by the groups to check general aspects as presentation, grammar, and order. It was essential to correct general and common mistakes that the students had inside the scripts, doing this we increased the level of attention and participation, and the students acquired the tools they needed to avoid those errors in the future.

Second Stage: The purpose was to give the students a grade in the work that they already had done with the scripts. We considered the use of the topic explained by the teacher, group work, and grammar. The grade was not a problem with the students, all of them agreed with the grades they got. It showed us that they understood the importance of being objective and that they did not forget the parameters settled down the first day.

Third Stage: We wanted to show the students some examples of interesting scripts that we found on the internet. They were enthusiastic about it; an aspect to highlight was that we made the effort to bring the technologic stuff to the classroom to show them the scripts, we brought a video beam and our laptops.

Students' perceptions: Students recognized that it does not matter if you already know a topic, you must be careful about it, because in some cases that lack awareness can result in mistakes, so it is essential to do the exercises using all the attention and the time that they demand, no matter how easy they can seem.

Teachers' perceptions: We could see that the explanation of the topics made in the last sessions was successful, because, despite the mistakes that they made in the scripts, the work was done in a very good way, the mistakes were just some distractions that any learner could present in his or her learning process, minimum mistakes that with the correct assessment and teaching will disappear in the future.

Objectives achievements: At the end of the class, all the objectives proposed previously were achieved with a high level of success, because of the great work, support, attitude, and enthusiasm of the students at the time of doing the activities. Also, the teachers made efforts to

make the students feel comfortable with the session, the grammar and productive skills were well covered by the students and the teachers, it was an excellent class.

SESSION: EIGHTH

First stage: The idea of this class was to close the topic with the role-plays that the students had prepared for this time. So, the first part of the class was to organize the classroom in a way that was comfortable for everyone, also the students had to dress up if it was necessary for their presentations, they had the opportunity to practice once more before the real presentation.

Second stage: The groups started their role-plays presentations in a random order, we asked them if they wanted to do it in a volunteering way, but they preferred the random way. We did not have any trouble with it, they did a great job and, the principal visited us, somehow, she knew about the activity and wanted to see a little part of the process that her students were having in the English class.

Third stage: The closure of the class was simple, we congratulated everyone for their job. We talked about some mistakes that they made during the presentations and we wanted to help them using our experiences as students, so we gave them a series of pieces of advice and suggestions for their future oral presentations, they thanked us a lot for it.

Students' perception: The students were nervous before the presentations, most of them had not made one before or if they did, it was short (No more than 1 minute), so they were anxious. But, something important is that they said that they learned a lot in two facets, academic and personal; academic in the topic, and personal in public speaking aspects.

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Teachers' perception: As teachers, we could notice how we helped the students in many aspects. We saw different learning styles and personalities, there were some students that made the presentation so relaxing to the point that they looked as if they were talking to their friends during the break, and there were others that seemed to be nervous and anxious. It showed us how different they are and how important is to analyze their needs to plan the tasks.

Objectives achievements: At the end of the class all the objectives proposed previously were achieved with a high level of success. The students had an excellent attitude, they showed us support and enthusiasm; it was important to us because we were motivated, and it created a good environment. The grammar and productive skills were well covered by the students and by the teachers, it was an excellent class.

SESSION: NINTH

First stage: The idea was to start the class with a warm-up activity, so we could introduce correctly the new topic, connectors. The activity was important to the students because they found it interesting and it helped a lot to activate previous knowledge and relate it to their mother tongue, Spanish.

Second stage: The explanation was done following the lesson plan and the strategies already established. The explanation had a good impact on the students because, as we mentioned before, the topic was directly related to their mother tongue. We had the fortune that the Spanish teacher had already explained the topic and most of them found it easy.

Third stage: After the explanation and the clarification of doubts we started with the activities of the lesson plan. They worked on some written exercises, then, in groups of four they filled out a worksheet. Something important was that we wanted them to interact with different

students and change the groups they had always worked with, they did not have any problem with it.

Students' perceptions: They seemed to be comfortable with the class, they showed us that they wanted to pay attention, we noticed their will to follow instructions and be aware of the flow of the session. They completed their tasks because they listened quietly to the explanations, so the student-teacher rapport was amazing and we both perceived it.

Teachers' perceptions: At the end of this class we were happy because we noticed an improvement in their attitude. They were fully involved in all the aspects that of the class and the collaborative work reached its highest level in the classroom, we achieved our main objective, the strategy was naturally applied.

Objectives achievements: The lesson plan objectives were covered and achieved, but something important was that we noticed changes in their attitude and motivation, we saw how they applied their knowledge about collaborative work in a natural way, so it was an excellent class.

SESSION: 10TH

First stage: The idea of the sessions was to make a quick review. We wanted to clarify all the questions that the students might have about it because, at the time of checking the worksheets made by them, we saw common mistakes in all of them, so the idea was to come back to explain it, to make they work easier and help them with it. After that, we started with the main activity prepared for the day.

The second stage: In this part, the students did not have to organize in groups because the whole class was going to participate at the same time (they had to compete against the teachers), they had to fill the gaps using connectors. They had to practice what they had learned, and the most important aspect was to apply it.

The third stage: We wanted to know the opinion of the students, we asked them if they liked the activity. It oriented us in the process and we realized that they were enjoying these types of activities, they were not doing them just because. At this point, we felt satisfied to know how seriously they were taking the sessions and tasks.

Students' perception: Since we took the time to explain carefully, their attitude was good. They wanted to participate, and they associated the activity with all the things we had taught before, including collaborative work, they seemed to be relaxed and happy.

Teachers' perception: We also felt relaxed, this session had a good environment, all the students were participating, they wanted to compete with us, so it was good to see how they perceived us as role models, and how they wanted to master a topic as we did.

Objectives' achievements: We covered all the objectives proposed to the lesson plan. In general, we believe that students understood the strategy of collaborative work, we did not have to remind them how to apply this method, and they did it in a natural way. Also, they could review previous topics with the competition we had.

SESSION: 11TH

The first stage: We were in a meeting just before this class. The principal and other teachers concluded that students had to be aware of their grades at that point of the term. They

asked us to dedicate a moment to the class to do it, so we could reflect on them about their progress.

The second stage: We had a conversation with them, of course, they wanted to know their grades, so we reminded them the evaluation criteria. We did not want them to feel frustrated, so we explained where the grades came from.

Third stage: We decided to close the class making a very short speech about the process, about how grateful we were with them because of all the support that we received from them, and how important the process had been for us. In addition, we explained them the last activity and the final grade of the semester, a debate that was going to be chosen democratically.

Students' perception: They had the normal attitude students had when they are about to get their grades. They were a little confused with the debate, most of them agreed, but there were 2 that were not convinced, we talked to them and at the end, there was no problem with that.

Teachers' perception: Although we were trying to show them different ways to learn and measure the learning process, the system is still measured by grades. Students were worried about their grades, they forgot that this was about working collaboratively, not about passing or failing, so it was a bit frustrating for us.

SESSION: 12TH

The first stage: We wanted to start the debate as soon as possible, we knew that we had to manage the time if we wanted them to succeed in this activity, so we told them the rules and we started the discussion right after that.

Second stage: The students had already chosen the topic to discuss. We reminded them that one of the ideas was to promote critical thinking, we did not want them just to give arguments and expect to win, and we wanted them to participate consciously and to go deep in their discussions. We also reminded them of the essay they had to write.

Third stage: We wanted to have a feedback session with them, we asked for their opinions about the activity and they told us that it was their first debate, they had not had one before, not even in Spanish. So, it helped them to reflect on their confidence, fluency, grammar, and vocabulary.

Students' perceptions: They seemed to be comfortable with the debate, they told us that this kind of activity could be applied for other classes and they wanted to suggest it to other teachers. They enjoyed the whole process: research, discussion, and conclusion.

Teachers' perceptions: We achieved what we wanted. At this point we had confident students, we saw how they were enjoying the activity and how they felt comfortable giving us their opinion. We had a successful closure of the sessions.

Objectives achievements: We achieved all the objectives and we realized that those students went the extra mile, they were comfortable and happy with the sessions, so it made everything easier for us, we also had a good rapport, what makes everything flow in the right way.

INSTRUMENTS AND CHALLENGES FACED

INSTRUMENTS

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Every time a researcher is about to start his, her or their investigations one of the most important aspects to be careful about are the instruments that are going to be used inside it. They are important because almost all the success that the researcher is waiting to obtain doing the investigation depends on the right chose of the instruments. There are several types of them, so for that reason is relevant that the researcher makes a pre-review of them and have clear what are they and how they work so in that way they chose will be the correct one.

The data collection procedure developed during the internship or reflective intervention based on qualitative data, such as (interviewing or recordings, observing, collecting materials or artifacts and the field notes from each session. The qualitative interviews or recording made part of our data collection, as (Yin, R (2011)) said ´´the relationship between the researcher and the participant is not strictly scripted. There is no questionnaire containing the complete list of the questions to be posted as a participant." p.134. Here is evident the natural interaction with the participant and they could express their ideas, and, in our case, the students participate in Spanish and English the interviews were short and recorded in which there was interaction not only with the interviewer, also between the participants. This tool used in many of the session that appears in previous reports in chapter VI.

Another important instrument that we made use of was the collection of artifacts in which students show us in many ways what they think and considering (Yin, R (2011)) idea ´´The collected objects can reduce the problems and challenges to reflexivity. These objects were created for some reason other than your inquiry and cannot be said to have been influenced by your inquiry.'' p.150 in this way we can perceive their intentions and all their ideas that they cannot express through oral skill. All these methods are important but always we must consider the observation too. Because it can be integrated into any field and as teachers or researchers we

can notice and learn things that the students or population may be unwilling to show us through the class activities but maybe there are some behaviors or attitudes that will help us to provide our conclusions or analysis like (Jamshed, S. 2014)

Finally, we made use of reflective journals from each class in which is reflected and exalted the chronology and main events from each session helping us to assess the sessions such as (Phelps, R (2005) affirmed ´´. The use of reflective journals can represent a conceptualization of assessment, not as separate from the learning process. But rather as a highly individualized expression of learning that is shaped by the experiences of individuals themselves"p.39 Those elements lead us to create our conclusions based on the different and relevant information gathered from the activities to improve or raise awareness considering our internship aims. Also, these methodological tools helped us to assess students' processes to many perspectives because the important here is to help the student, maybe he/she is not good enough in one skill but in the others could be better, so at the moment of working with different sources it will be fairer to them and us.

CHALLENGES FACED

Firstly, it is important to mention that we faced all kind of challenges of our process of this internship. We learned as a team, a couple, that the way to deal with challenges is to face them but face them in the correct way. In addition, no let them became in the most important aspect of the process, they are an important factor but the most important one.

We can mention several challenges experienced in this internship practice, we had some inside classroom, some outside classroom, some related to the material used, and some others

external to the process. Inside the classroom, we had the typical 'problem', some students did not want to collaborate with us, or they were not interesting at all in our work. In some cases, as it is usual, we had to face some disciplinary aspects related directly to the students but even did not had a big problem or a problem that were out of our hands.

Furthermore, we experienced the outside classroom challenges that were related to other teachers. In some cases, with the administrative personnel of the school, common inconvenient in this kind of works, those challenged presented in cases when we needed do an activity outside the classroom or we wanted to gather evidence in specific forms, due to the rules of the school sometimes they agreed and in other cases, they disagreed. Due to that situation, we sometimes could not apply some activities we wanted to develop in the classroom or do a thing like taking photos or recording videos.

Eventually, we faced the material issues and the external ones. About material issues, we face a huge one because we could not have the opportunity to work in a hypermedia context because the TIC system inside the school was out of service, so it was a shame. And talking about to the external problems they were pretty 'normal' in this kind of works. Once one of us (practitioner Carlos) could not make it to the class of the schedule assigned by the school due to a transportation problem, and once the other practitioner (Fabian) had to leave early due to a personal and familiar issue.

DATA ANALYSIS

The central parts of this data analysis are the reports showed previously, we aimed to provide much more such as photos of the students developing the activities applied and videos of the students' oral presentations and opinions. However, according to the policies of the school,

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we were not allowed to collect evidence in those forms, so base on our observation of the classes and the exercises realized, and written reports of the students' perception s of the classes showed above.

The first factor to consider is the students' process of aspects, collaboration, and production of language. As we mentioned many times before this study aimed to identify and analyze the relationship between collaboration and the development of productive skills in the students. Nevertheless, this would be impossible if students were not disposed to work collaboratively and they did not use to do it, so the first challenge was to make the students collaborate with others. It was difficult at the beginning but after applying some activities and forming groups, we noticed that they were able to collaborate successfully, but their activities applied before the study did not promote collaboration.

Next stage of this analysis is a comparison between the level of English production that students had before and after the application of our Lesson plans. As expected their improvement in production of language was considerable, their highest improvement was in terms of the amount of language they could produce. At the end of the study more than in the accuracy (it does not mean that improvements in accuracy were not considerable) which is a good factor because we consider grammatical or lexical mistakes are normal in this process but being uncomfortable about doing it is not. Finally, it is important to mention that it took more time to improve oral production than a written production of students, some students felt nervous about the time of present their works orally.

Soon, following that order, we developed this analysis hoping for sure, with the intention of could collect the results that we were waiting for. The results that we were waiting for were

certain data into the process that we achieved where we wanted to observe that the students present an evolution inside their academic life and their learning a foreign language process.

Because of it, we observe inside those results that the students to evolve and raise their level in the skills that we were working on, speaking and writing. We could notice it inside their workshops, where at the very beginning they had several mistakes. Therefore, the grammar part is such as the confusion between "is" and "are" or the order to write long sentences. Moreover, in speaking they were from being able to produce just very simple sentences, as "My mom is tall" to be able to produce complex sentences as "Yesterday, I and my brother went together to the cinema" which result very conformance for us.

Talking about the collaborative work as well, we could perceive that the students grow up a lot on it mainly in the personal aspect, we mean, they learned new values that maybe were a bit absent before, as tolerance, respect, solidarity, and fellowship. We observe that in the comments of the students about the works done and it was very notorious for their attitudes facing the challenges together and their attitudes to their partners, even in some cases some students that did not talk each other, became friends.

CONCLUSIONS

As soon as our work finishes in the school, we sit down and try to organize all the conclusions that it has left to us to clarify several aspects as positive, negatives. The most important one we want to know if our objective, the one that settled down since the very beginning of this process. Finally achieved and if it results were the expected or not and could

identify some mistakes of us but at the same time could highlight all the things that based on the support we can say that were the thing that we do right.

As it is already, knowing we were working based on the collaborative work focus on the productive skills of the language. The positives aspects about it are that actually, we improve the collaborative and fellowship in our students which was a good feeling when most of them talk to us and say things as "thank you, teacher. I realized that I can work better with my partners" also students presented a significant improvement in terms of productive skills, most of them tell us at the very beginning that the thing that they were more afraid of the language was to learn how to write and how to speak English. It helps us a lot because we had very good foundations for making our work as well as it was possible, and, in the results, we check that.

Overall, we had to have in our mind that as there are positive aspects we also face the negatives. In some cases, some groups of students had internal issues because typical pre-teenagers stuff as they do not like each other, or they already have had a fight for some minimum reason etc. Moreover, sometimes some student maybe we are just not in the right mood for the class and started to claim thing as a teacher we do not want to work in groups today or again in groups?

Nevertheless, along with the process, we had the ability to design several strategies to avoid that kind of situations, which become a satisfying feeling for us.

Furthermore, we could see some aspects directly related to the collaborative work and learning as well, maybe facts that we do not know or do not consider before, and they are very

important. What we could say about collaborative work as a conclusion is that the effectiveness of collaborative learning in the classroom has as much to do with the teacher as it does with the students in the groups. There is an ongoing discussion surrounding the effectiveness of group work in the classroom and its effects on student learning some teachers praise collaborative efforts, while others have a strong disdain for group work.

There is considerable research on both sides of the issue that has produced results for and against collaboration in the classroom, stoking the fires to the debate surrounding the merits of such teaching practices. There are always numerous variables at play in the classroom that influence an outcome or opinion of either the merits or disadvantages of utilizing group work. In one classroom, collaborative learning clearly results from an additional stimulus that enhances learning by straying from the traditional teacher and student interaction. In yet another classroom, collaboration could have a negligible or even negative effect on learning. How best to get students to learn in the classroom is truly a wicked problem, in the at addressing one classroom variable changes several others, and because of it, collaborative learning and its Synergistic effects do not always work, and all of this is also related to what Rittel and Weber said in their theories and articles.

Finally, we conclude that as teachers, this was a real enrichment experience because it helps a lot to us to grow up as teachers of a second language. Because all in all we found a new way to teach the language and, we can take this new way and make it the new approach to our future careers as teachers and why not start the innovation that we have talked and been researching since the first day of our professional academic formation and education.

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PERSONAL CONCLUSION: In the personal field, we could conclude from this internship that it has left many positives aspects in us. It helps us in many ways to improve our understanding of the other. Talking about how each student is a completely different universe and how because of it we do not have to try to shape all of him or her in the same way, instead of it. We must care about for all of them and not let anyone behind, because sometimes as human beings, we might act in an incorrect way because of our different judgments or we tend to believe that for some reasons or conditions, some people deserve more attention the others or ta, there are people that just deserve no attention at all.

In addition, we raise all our values and personal relations inside the school, we made new friends and we had the fortune to could be established an excellent relationship with the staff of the school, since the principal until the janitors. The relationship between the students and us was as great as we expect it was going to bee, we do not have any considerable problem with any of them, thing that is the most common in most of the cases, but we do not experience it, in general, in the personal issues it was just a wonderful experience for us.

PROFESSIONAL CONCLUSION: Assuming the professional field, as a conclusion we could say that it helps us in a high level mainly because we experienced what is being the head teacher inside a school classroom. We do not have had the opportunity to live that, we have been a head teacher but only in language learning institutions where the environment is 100% different and in school, we have been just interns.

We learnt a lot about being a teacher, aspects as discipline management inside the classroom, planning of a session, relationship between boss and worker (principal and us), academic workspace (relationships and constant contact with other teachers), parents meeting,

calcifications meeting, participation in events as Halloween, English day, Christmas and responsibility for the wellness of teenagers. So, we hardly believe that experienced all those aspects improve our careers as English teachers because they are aspects, which we will face up during all our professional lives.

Finally, all those experiences support the concept that we had about ourselves about being a teacher, we mean, at the end we could identify which professional aspects we present a shortfall and at the same time in which aspects we present a strength, so in that way we could keep improving the positive ones and amend the negatives.

ANNEXES

TASK-BASED LEARNING APPROACH - LESSON PLAN

School	Colegio santa Teresita de Soacha		
School Teacher/Observer (s)	● Fabian Medina ● Carlos Javier Muñoz Buitrago		
Course	*Class #*		*Time*
6th Grade	7		2 hours

- **Topic**
  Present tense

- **English level**
  Basic, A1(-)

- **Grammar focus and content**
  ➢ Present tense
  ➢ The verb to be and third person.

- **Instructional objectives**
  ➤ The teacher will explain the topic and give clear examples, but not focusing on the structure of grammar, it will be focused on the use of some features of the language.

- **Learning objectives:** The students will be able to
  ➢ To use the present tense in a correct way
  ➢ To use all the forms of the tense
  ➢ To speak English

- **Language function:**
  ➢ To produce sentences based on their classmates.

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teachers are going to remind the students that they must hand up the scripts	✓ Students are going to hand up the scripts made by groups to the teachers.
Pre-Task	✓ The students are going to wait for their turn to socialize with the teachers their grade and they are going to receive a feedback for their work.	

		® *In this stage, students need to analyze and understand what teacher says to do a good performing.*
Task	✓ Teachers will give to the students several examples of another kind of scripts	✓ Students must take notes about it also they are going to decide which one of the examples they like the most.
Planning	✓ Teachers will answer some possible doubts that students could have.	✓ Each student is going to write a description of what they do believe that a perfect script for a role-play must be... ® *In this stage, students will apply what the teacher explained before. They will use that knowledge to describe their classmates.*
Reporting Task	✓ Teachers will give an order and will select which group is going to present. ✓ After each group has finished, the teachers will give a feedback, highlighting the mistakes, their corrections, and the main features of the language.	✓ Each student is going to go in front of the class, guided by the previous teacher's description they must describe themselves and one member of the group they chose.
Post Task/Practice	✓ Teachers are going ask the students how to do they felt about the activity that they just do	✓ Students must express their ideas using only English they do not allow using any Spanish. . ® *This activity is individual.*

SESION NO 8

School	Colegio santa Teresita de Soacha	
School Teacher/Observer (s)	● Fabian Medina ● Carlos Javier Muñoz Buitrago	
Course	**Class #**	**Time**

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6th Grade	8		2 hours

- **Topic**
  Present tense

- **English level**
  Basic, A1(-)

- **Grammar focus and content**
  - ➢ Present tense
  - ➢ The verb to be and third person.

- **Instructional objectives**
  - ➢ The teacher will explain the topic and give clear examples, but not focusing on the structure of grammar, it will be focused on the use of some features of the language.

- **Learning objectives:** The students will be able to
  - ➢ To use the present tense in a correct way
  - ➢ To use all the forms of the tense
  - ➢ To speak English

- **Language function:**
  - ➢ To produce sentences based on their classmates.

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teachers are going to remind the students that they must have brought they outfits for the presentations	✓ Students are going to prepare their outfits and start to be ready for the presentation.
Pre-Task	✓ The students must enjoy each group for the presentations and they must start preparing the presentation as well according to the teacher's instructions. ® *In this stage, students need to analyze and understand what teacher says to do a good performing.*	
Task	✓ Teachers will give to the students the indications for the presentations in the matter of time and else.	✓ Students are going to pay attention to the teacher's indications to could avoid problems.

Planning	✓ Teachers will answer some possible doubts that students could have.	✓ Students must use this space to clarify all the doubts that they might have about the presentations. ® *In this stage, students will apply what the teacher explained before. They will use that knowledge to describe their classmates.*
Reporting Task	✓ Teachers will give an order and will select which group is going to present. ✓ After each group has finished, the teacher will give a feedback, highlighting the mistakes, their corrections, and the main features of the language.	✓ Each student is going to go in front of the class, guided by the previous teacher's description they must describe themselves and one member of the group they chose.
Post Task/Practice	✓ Teachers are going listen carefully the student's presentations	✓ Students must make their presentations in front of the class also; they must pay attention to the others' presentations. . ® *This activity is individual.*

SESION NO 9

School	*Colegio santa Teresita de Soacha*
School Teacher/Observer (s)	● *Fabian Medina* ● *Carlos Javier Muñoz Buitrago*

COLLABORATION: A TOOL FOR INCREASING PRODUCTIVE SKILLS IN STUDENTS

Course	Class #		Time
6th Grade	*9*		*2 hours*

- **Topic**
  Connectors.

- **English level**
  Basic, A1(-)

- **Grammar focus and content**
  ➢ Present tense
  ➢ The verb to be and third person.

- **Instructional objectives**
  ➤ The teacher will explain the topic and give clear examples, but not focusing on the structure of grammar, it will be focused on the use of some features of the language.

- **Learning objectives:** The students will be able to
  ➢ To use the connectors in a correct way

  ➢ To speak English

- **Language function:**
  ➢ To produce sentences based on their classmates.

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teachers are going to make a brief warm-up activity about the topic, a dynamic one	✓ Students must have the best attitude possible for it and collaborate a lot
Pre-Task	✓ The students are going to make some questions about the topic and they could express how they feel about it. I*n this stage, students need to analyze and understand what teacher says to do a good performing.*	
Task	✓ Teachers are going to star with the explanation as well and following the steps that they had previously prepared.	✓ Students must take notes about it also, they are going to decide which one of the examples they like the most.

Planning	✓ The teacher will answer some possible doubts that students could have.	✓ Each student is going to write a description of what they do believe that a perfect script for a role-play must be... ® *In this stage, students will apply what the teacher explained before. They will use that knowledge to describe their classmates.*
Reporting Task	✓ Teachers are going to give to the students, a simple, and worksheet to be solved, and they are for practice mainly.	✓ Students are going to solve the worksheets and they are going to socialize their answers.
Post Task/Practice	✓ Teachers are going to solve the worksheets in a gradual way and make the students compare them	✓ Students must express their ideas using only English they do not allow using any Spanish. .

SESSION NO 10

School	Colegio santa Teresita de Soacha	
School Teacher/Observer (s)	● *Fabian Medina* ● *Carlos Javier Muñoz Buitrago*	
Course	***Class #***	***Time***
6th Grade	*10*	*2 hours*

- **Topic**
  Connectors.

- **English level**
  Basic, A1(-)

- **Grammar focus and content**
  ➢ Present tense

COLLABORATION: A TOOL FOR INCREASING PRODUCTIVE SKILLS IN STUDENTS

> ➢ A verb to be and third person.

- **Instructional objectives**
  - ➢ The teacher will explain the topic and give clear examples, but not focusing on the structure of grammar, it will be focused on the use of some features of the language.

- **Learning objectives:** The students will be able to
  - ➢ To use the connectors in a correct way

  - ➢ To speak English

- **Language function:**
  - ➢ To produce sentences based on their classmates.

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teachers are going to make a summary of the previous class	✓ Students must have the best attitude possible for it and collaborate a lot
Pre-Task	✓ The students are going to make some questions about the topic and, they could express how they feel about it. I*n this stage, students need to analyze and understand what teacher says to do a good performing.*	
Task	✓ Teachers are going to explain the activity to the students, the activity is teachers vs students.	✓ Students must pay attention to it, so they are not get lost in among the actors.
Planning	✓ The teacher will answer some possible doubts that students could have.	✓ Each student is going to write a description of what they do believe that a perfect script for a role play must be... ® *In this stage, students will apply what the teacher explained before. They will use that knowledge to describe their classmates.*
Reporting Task	✓ Teachers are going to start the activity hoping that all the objectives will be achieved at	✓ Students are going to participate in the activity.

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	this stage	
Post Task/Practice	✓ Teachers are going to do a kind of final summary about the topic	✓ Students must express their ideas using only English they are not allowed to use any Spanish. .

SESSION NO 12

School	*Colegio santa Teresita de Soacha*	
School Teacher/Observer (s)	● *Fabian Medina* ● *Carlos Javier Muñoz Buitrago*	
Course	***Class #***	***Time***
6th Grade	*12*	*2 hours*

● **Topic**
FINAL DEBATE

● **English level**
Basic, A1(-)

● **Grammar focus and content**
➢ Present tense
➢ A verb to be and third person.

● **Instructional objectives**
➤ The teacher will explain the topic and give clear examples, but not focusing on the structure of grammar, it will be focused on the use of some features of the language.

● **Learning objectives:** The students will be able to
➢ To use the present tense and the connectors in a correct way

➢ To speak English

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- **Language function:**
  - ➢ To produce sentences based on their classmates.

	TEACHER ACTIVITIES	STUDENTS ACTIVITIES
Preparation	✓ The teachers are going to make a brief warm-up activity about the topic, a dynamic one	✓ Students must have the best attitude possible for it and collaborate a lot
Pre-Task	✓ The students are going to make some questions about the topic and, they could express how they feel about it. I*n this stage, students need to analyze and understand what teacher says to do a good performing.*	
Task	✓ Teachers are going to settle down the parameters to be followed during the debate.	✓ Students must to pay attention and follow them...
Planning	✓ The teacher will answer some possible doubts that students could have.	✓ Each student is going to write a description of what they do believe that a perfect script for a role play must be... ® *In this stage, students will apply what the teacher explained before. They will use that knowledge to describe their classmates.*
Reporting Task	✓ Teachers are going start the debate, it lasts 1 hour and a half.	✓ Students are going to participate in it with the best attitude possible
Post Task/Practice	✓ Teachers are going close the class and give a general feedback about the whole process.	✓ Students must express their ideas using only English they are not allowed to use any Spanish and they also could give their opinions to the teachers. .

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RUBRICS FOR ASSESSMENT WRITING AND SPEAKING (ORAL PRODUCTION)

Criteria for writing	Excellent (4.6 - 5.0)	Good (4.0 - 4.5)	Regular (3.0 - 3.9)	Bad (0.0 - 2.9)
The right use of the verb to be in first and third person.				
The proper grammatical structure in first, second and third person.				
The correct spelling of the words used in the documents.				
The sentences show a high degree of attention to the explanation given in class.				
Correct use of the adjectives and their place in the sentence.				
Correct use of possessive adjectives.				

Criteria for speaking (oral production)	Excellent (4.6 - 5.0)	Good (4.0 - 4.5)	Regular (3.0 - 3.9)	Bad (0.0 - 2.9)
Good pronunciation of the words used in the presentation				
Fluency at the time of sharing the ideas, notes, and descriptions of the famous characters.				
Correct grammatical structure in first,				

second and third person.				
The good intonation of the words, considering if the sentence is negative, positive or interrogative.				
Use of corporal language.				

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