

**THE PROMOTION OF HUMAN VALUES IN THE ENGLISH CLASSROOM  
THROUGH THE IMPLEMENTATION OF COOPERATIVE LEARNING  
ACTIVITIES**

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Licenciatura en Lengua Inglesa

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## RESUMEN

El proyecto de aula tiene la intención de promover los valores humanos a través de actividades de aprendizaje cooperativo en un grado quinto de una escuela primaria del sector público en la ciudad de Pereira. Durante la implementación del proyecto, los profesores y observadores se enfrentaron a una variedad de desafíos relacionados a la organización de estudiantes, la obtención de su atención, creación y diseño de material en relación con las necesidades y contexto cultural de los mismos, planeamiento de lecciones enfocadas a la búsqueda de las exigencias de nuestro propósito de promover valores en una clase de Inglés, y el crecimiento personal y profesional que demanda la implementación de este proyecto.

Ya que el proyecto fue desarrollado bajo las ideas y estudios de algunos investigadores en el aprendizaje de idiomas, es necesario mencionar el apoyo teórico que nos permitió modelar y redefinir el propósito de la implementación y por ende, teniendo en cuenta las sugerencias de contextualizar el proyecto en una forma mas realista, estas teorías tuvieron que ser modificadas y adaptadas ya que las prácticas de nuestra implementación estaba enfocada en un escenario real con un grupo objetivo diferente.

Los desafíos mencionados previamente, hicieron una contribución significativa a nuestro perfil como profesores debido a los problemas emergentes que iban mostrándose a lo largo de la planeación e implementación de actividades; estas preocupaciones nos llevaron a delinear un diseño preciso del material como también la integración de los intereses de los padres dentro del material y actividades presentadas en cada sesión. Nuestra fuerza y habilidades como facilitadores en desarrollo fue evidenciada en cada una de las prácticas de enseñanza ya que nosotros deseábamos traer al salón de clase un acercamiento mas socialista y conductual para poder analizar las interacciones de los estudiantes dentro de los grupos de trabajo.

## **ABSTRACT**

The classroom project meant to promote human values through cooperative learning activities in a fifth grade from a public primary school in Pereira. Teacher and observers of the project faced a variety of challenges regarding grouping learners, getting learners' attention, material design in relation to learners' needs and cultural background, lesson planning aimed to seek the exigencies of our purpose to promote values in the English classroom, and the professional and personal growth which demands the implementation of this project.

As the project was developed under the studies of some researchers in language education, we need to mention the theoretical support which allowed us to model and redefine the purpose of the implementation. In fact, these theories had to be modified and adapted as the practices of our implementation were aimed to a real scenario with a different target group.

The challenges previously mentioned made a significant contribution to our profile as teachers due to the emerging issues which appeared along the planning and implementation of activities. Although the material design and students' interests were considered in the implementation, the purpose of the project was not successfully accomplished as the activities only presented vocabulary related to values omitting cooperativeness. Nevertheless, learners performed positively inside the working groups given the fact that in each session the class environment showed mutual support among learners.

## JUSTIFICATION

The implementation of the project required an observation that let us identify important events in the classroom, which revealed the lack of humanistic and ethical approaches to learners in the classes. Given that fact, the promotion of different cultures, entertainment and sports, teaching of the protection of the environment, ecology and the conservation of natural resources, education of justice, peace, democracy, sympathy, cooperative and in general the growth in moral values should be included in the curriculums. Such incorporation makes more feasible the guidance of human values such as respect for the environment, equity, solidarity, and responsibility.

Furthermore, teaching a foreign language should not only focus on the academic field, but also on the human and social growth of each individual, as it is stated based on the General Law of Education, commonly known as Law 115 (1994), where in its 5<sup>th</sup> article the Ministry of National Education states that one of the purposes of the Education in Colombia is the development of the learners' personality with an integral, moral and social growth, and the rest of human values. Also, the article 14<sup>th</sup> states that the curriculums of all the state institutions of the country have to include the topics previously mentioned to be incorporated in the curriculums at the three levels of education (Pre-escolar, básica y media)

In response to the need of humanistic approaches, some methodologies and strategies have emerged in view of educating a human being with a high integrity. According to Stenlev (2003) cooperative learning is based on a social-constructivist view of learning which finds the understanding of the world through communication via the formulation and re-formulation, which often occurs in the interaction inside groups in class. As an example, we could boost and encourage students to reflect on the lives of famous role models and consider the values they demonstrate. Additionally, students will think about how they might be special people setting and enacting personal goals based on specific values. Firstly, by showing pictures of famous people and their values, for implementing a pair-work to then ask for some information and share their productions. An extra activity will make students become aware of the similarities and differences between

children's daily lives in other countries considering important aspects such as how learners think two countries are similar or different.

In addition, it is important to ask what is the role of interaction in our project, the activities will promote cooperative learning in working groups which will help learners to see themselves as participants in a group, and which roles they could play in this group regarding their perception and abilities to work with others to achieve a common result. Additionally, confidence is an essential part of the students' learning process, which must be increased by the professor with the intention of making classroom environment more comfortable for students to reach a better performance as active members of the class.

The purpose of this classroom project is to re-define English teaching due to the fact that it is relevant to be associated with the humanistic side; so that, through the implementation of certain activities we as pre-service teachers want to reinforce learners' moral and ethical growth. In this process, students from low socioeconomic strata would foster their performance as learners considering academic and social skills to achieve new objectives. Such objectives will be designed based on previous observations and diagnosis of the environment, and also including what we want to implement in the lessons which is a cooperative interaction for learners to reach a higher level of awareness in terms of human values.



## **OBJECTIVES**

### **Learning Objectives**

- To recognize values concerning specific situations and behaviors.
- To describe my partners' qualities and values as friends and classmates through verb "to be" structure.
- To be aware of roles inside a group and work together to achieve common results concerning different situations.

### **Teaching Objectives**

- To guide an EFL lesson effectively incorporating the promotion of values through cooperative work alongside classroom management, lesson plan design and provision of feedback.

## **CONCEPTUAL FRAMEWORK**

This paper begins by laying out the theoretical dimensions of the project through three concepts, which will guide the development of this paper. Cooperative learning, which is an approach that fosters classroom activities to become academic and social learning experiences, it is going to be covered by the ideas and arguments by Stenlev (2003) and Zhang (2010). Additionally, the kind of relationship students have with their teachers and their attitudes towards the lesson will be covered as the concept teacher – student relationship and it will be explored based on Klem & Connel (2004) and Kaufman (2011). Finally, human values, based on the need of providing young learners a strong development of human values, are going to be included in this study and it will be explained by the notions of Human Values Foundation (2008); Arenas, Hincapie and Gutierrez (2009). Each theoretical concept has a definition and its influence on the classroom project, they will be discussed. The concepts previously mentioned are all related to interaction and they expect learners to reach certain behaviors which improve their role as active members of the classroom and to acquire and develop new skills regarding reasoning and sharing ideas.

### **Cooperative Learning**

It is important to consider the teacher's role which breaks the paradigm of giving information to facilitate and encourage learners' interaction. To be clearer, Stenlev (2003) defined cooperative learning merely as a social-constructivist stage in the learning process, which basis is the construction that takes place in group works, and then learners produce ideas related to a specific matter, these ideas could be modified because of concept reconstructions that learners are able to make. Additionally, Zhang (2010) stated that cooperative learning makes each of the participants a stronger individual by working tasks supportively. Afterwards, learners assume their roles and take responsibility for being members of a group as well as kids start doing better at reasoning levels with a frequent production of new ideas and solutions.

In this section, it is relevant to take into account the impact of the implementation of cooperative learning in education. Also, some authors, who are authorities in the field, were

considered. It is crucial to understand that this interaction might bring a variety of benefits such as autonomy and respect among learners which allows individual social and academic growth. It is of greatest importance to point out that cooperative learning encourages students to promote each other's learning by helping, sharing, and motivating efforts to learn. Additionally, the opportunity for communication it is clearly effective as the class environment becomes social and affective where learners are comfortable, and tend to show more effort on the proposed tasks.

According to Jacobs, Power, & Loh (2002), there are three cooperative learning techniques that might be used in order to promote cooperative learning: Circle of Speakers, Write-Pair-Switch, and Numbered Heads Together. Also, Mitchel, Woloshyn and Elliot (2003) mentioned that another way to promote cooperative learning is letting students to participate in role-plays and reflective discussions of past experiences in order to develop skills in academic and social roles that they would need to assume they are working cooperatively.

Based on the ideas by Zhang and Stenlev, we consider interaction to be significant in our activities since cooperative learning activities offer learners opportunities to know their classmates, and also to assume their roles in working groups. Therefore, the construction of knowledge inside the groups would be the main goal of implementing these types of activities. Moreover, it would be important to design tasks to promote an appropriate performance for each member of the group which is merely the mixture of the groups becoming essential to reach a successful cooperation in each working group

### **Teacher – Student relationship**

Students like all the people want to feel cared for by the significant people around them. According to Klem & Connell (2004) the teacher is an important person in the classroom for learners, when they feel valued by him/her, they are more willing to do their duties. The academic relationship between a teacher and a student is essential since the learners' actions towards the lessons vary depending on the image they have of their mentor and facilitator. Based on Klem & Connell (2004), positive relationships in the academic environment help students to have a better reaction towards the school. These students

rarely miss a class, they seem to be more autonomous, more cooperative, and more engaged in learning.

According to Klem & Connell (2004), in the relationship between students and their teachers, learners need to feel confident to come to decisions by themselves and do the work they are expected to perform correctly; moreover, teachers must work these relationships very carefully in order to avoid students' thoughts about how important is each one of them for the facilitators (e.g. The teacher prefers my partners than me); other relevant aspect that shows how essential is the relationship teacher - student for the last ones is the fact that students involve themselves in positive connection to their teacher to have more progressive academic attitudes and values. Furthermore, concerning Battistich's, Schaps', & Wilson's (2004) propositions, positive student – teacher relationship with a high level of closeness have been shown to support students' performance at school, and it plays in favor of their social skills; also, when a student is connected with a teacher concerning common communication, teacher tends to give more supervision and approval than stricter criticism. In fact, Kaufman (2011) states that students would be engaged in class activities, display better classroom behavior, and achieve at academically higher levels.

Considering Daniels & Perry (2003), to promote the relationship between teacher and student, teachers use learner - centered activities in order to produce a greater motivation than those who use less this kind of practice. Also, Perry & Weinstein (1998) state that these activities include showing sensitivity to individual differences among students, letting students participate in decision making and focusing on personal and relational aims. Milner (2011) suggests that there are five methods to improve the relationship between teacher and student. Those methods are:

1. Interview Your Students;
2. Give assignments that allow students to share their experiences and interests;
3. Encourage classroom discussions that let students being the center of attention,
4. Attend extracurricular activities that feature your students;
5. Visit a site in your learners' community.

Based on Connell, Battistich, Schaps, & Wilson's ideas previously mentioned, we consider the relationships kept in the classroom to have relevance in the project, since it directly affects learners' behaviors and thoughts; besides to perform a lesson about human values, the classroom environment must be positive for the relationships students have among them and with their teacher. It is important for the pre-service teachers to get learners' attention, which might be attained through the way we talk to them, and the way we behave in the classroom. According to our performance they react, so it is important to know how to create positive relationships with the learners. If we want to activate learner autonomy and avoid pressures, teachers and learners will enrich their processes obtaining positive results.

### **Human values in education.**

Considering love as the first essential element in education, human values in education have been recognized as a main part of children growth and development of knowledge. Steiner (2012) stated that "true education must be founded on knowledge of man and that there can be no true knowledge of man without love". In addition, the policy of human values in education has stated that in our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people. Furthermore, According to Human Values Foundations (2008) the use of education on human values (EHV) through collective workshops must be committed to cross-curricular planning. This unification alongside English teaching includes the EHV themes, and then it might create a culture where the importance of the learner as a human being becomes the main goal.

In this section, it is going to be presented the importance of integrating human values in education and its relevance through the history of education. In order to accomplish the development of the underlying idea of this project, several authors have been consulted in order to give a better context to the importance of human values in education. Taking this into a collective vision, education could be seen as united matter. Therefore, learning will become caring and, supportive, while children will love their school, and might become committed to learning.

One method to promote human values in the classroom is to include the education of human values as an additional topic in the curriculum, but time and curriculum constraints can make it difficult, therefore, we must look for other opportunities to teach its principles through existing subjects and topics (Taplin, 1998). According to Arenas, Hincapie, and Gutierrez (2008), Problem-Based Learning (PBL) encourages the students to think about the possible solutions for the diverse situations presented in each session. This kind of process required that the students exercise their problem-solving abilities and at the same time they put into practice their human values, knowledge, and own convictions.

The discussions above provided some insight into the main topics that have something to do with the importance of human values in English teaching, taking into account some thoughts of authorities in the field. Also, it takes into account the activities that promote values and cooperative learning, so they are going to create a culture where the learner as a human being becomes not only a student, but also the main goal of the education. Therefore, human values and cooperative learning will develop the primary idea in which education could become concerned and supportive while making the children become committed to learning.

## LITERATURE REVIEW

Human Values in Education are significant as they determine and shape each individual's behavior in society. According to Pinkley (2012) in his study *Values, character, and the curriculum*, most of the parents agree on the fact that their children should not only be exposed to elementary subjects as mathematics or literacy, but curriculums in high schools should complement students' learning processes with ethical and moralistic inputs. Arenas, Hincapié & Gutierrez (2008) in their study *Teaching foreign language implementing human values activities*, advocates the importance of teachers' concern about learners' personal growth as individuals in society; at the same time facilitators concentrate on the academic level and improvement of their students. In addition, Shaaban (2005) asserts that students have more opportunities "to think in informed and reflective ways about controversial moral issues" when they are guided through moral, educational ideas based on his study *a proposed framework for incorporating moral education into the ESL/EFL classroom*.

At the same time, Focho (2011) in *Students perceptions of English as a developmental tool in Cameroon* shares a generalized view of the humanistic side where values such as truth, honesty, love and sacrifice, would contribute to obtain beneficial result against social problems such as fraud, oppression and apathy. It is also important to recall the study *What's Right and Wrong In Character Education Today* in which Schaps, Schaeffer & McDonnell's (2011) ideas considering the promotion of critical and thoughtful debates inside the classrooms, for learners are able to express what they see around them, what conceptions they have about specific situations, and what their experiences could do to influence the communities they belong to.

On the degree work “Teaching foreign language implementing human values activities” submitted as partial requirement to obtain the UTP title of English Language Teaching, Arenas, Hincapie and Gutierrez (2009) conducted a research regarding teaching English to seventh grade students through the use of human values activities. In this study, the English lessons were guided to students of the Institucion Educativa Maria Auxiliadora, the participants were all girls between 13 and 15 years old. The purpose of this study was to implement the instruction of the human values through the English class in seventh graders, and later to report the impact that the students showed after the research. The Data collection process was deeply influenced by the experiences and the priorities of the participants of the research, during this process, methods such as journals, questionnaires, interviews, and video recording were included.

As results of the study, the authors could state that the use of activities with the content of human values allowed the learners to increase their proficiency in language aspects, mostly in pronunciation and vocabulary. Also, the activities promoted the seventh graders’ awareness about their improvement in relation to their understanding about the meaning of human values and its importance to their lives. They could also conclude that other subjects could be carried out with contents about human values expecting to get successful results. The results obtained from the pronunciation confirmed that the methodology, the interaction, the constant participation and some other factors contribute to develop in students English language skills at the proper level of proficiency.

The study of Integrating Human values in the EFL classroom carried out by Ruwaida, (2014) with the purpose to examine the effectiveness of implementing a project about human values integration in the English classrooms as the practical work of Arab teachers who were completing a master's degree in Teaching English as a Foreign Language (TEFL) in The Academic Arab Institute for Education in Israel. The examination



was conducted with 16 teachers and students of TEFL master degree who contributed in the accomplishment of the goal which was to promote human values that would help learners to grow not only academically, but morally and emotionally. Data were gathered from journals, questionnaires, interviews and video recordings.

Detailed examination of Integrating Human Values in EFL Instruction by Ruwaida (2014) showed eagerness and high motivation among the 16 teachers to be, since their application of a variety of methods related to teaching including technology and cooperativeness towards a common goal. The suitable design of activities contributed to create an appropriate environment to develop their creative skills and abilities to think deeply regarding their moral system. It was also noticed that learners' interaction was in a respectful way by listening to each other and showing respect for their partners' opinions.

## METHODOLOGY

### Context

This classroom project was carried out at a public school called “*Instituto Tecnico Superior*” branch number two. Observing how English is directed at this school, the practitioners were able to identify that the program designed for English language teaching in the current school is loosely oriented by the standards, according to “*Formar en lenguas extranjeras: el reto*”, MEN (2006) where the general standards and specific skills are described in different groups and meanings. Although, in this school program those general standards and specific skills are taking as goal achievement in the same group with no difference between their level or meaning. There are 2 hours per week dedicated to the English language teaching. The school does not have English teachers since there is an agreement between the “*Universidad Tecnologica de Pereira*” and the public school “*Instituto Tecnico Superior*” which allows students from the English language program who attends their 9<sup>th</sup> and 10<sup>th</sup> semester, to perform their guided and autonomous practicum in this school and other institutions, the students are in charge of the English course during the 4<sup>th</sup> academic period. The other 3 periods are taught by the in service teacher who is not a professional in ELT

The resources of the classroom were enough to develop our activities, for instance, there is a TV station, a DVD player, a book shelter and a desk. The resources required to develop our activities were not provided by the school due to the use of hand-made materials and visual supports such as flash-cards and posters done by the practitioners. The classroom has 36 chairs, which are organized in rows. On the walls are several posters which are changed constantly depending on their academic aim. One of those posters holds the ground rules and the other one holds pictures of happy faces. There is also a whiteboard in front of the class, one door next to the whiteboard, and a big window which goes from one side of the wall to the other.

### Participants

The target population was 36 students, including male and female from a medium socioeconomic status. As it is stated in “*Formar en Lenguas Extranjeras: el reto*”, MEN

(2006) learners from 5th grade are expected to reach A1 - A2 level of proficiency in the English language where they (A1) can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, they can introduce him/herself and others and they are able to ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Learners from A1 and A2 levels are “Basic Users” of a foreign language, according to the “CEFR” (2001).

These students were in a range of 11 to 13 years old. Even though teachers were well prepared with pedagogical skills; their English training was not appropriate for the in-service was not a professional in ELT. Therefore, the English level of the kids was not meeting the already mentioned standards. This was noticed when making an A1 – A2 level oriented oral evaluation to several members of the group, before starting the project. This classroom was quite interesting due to the fact that they were really quiet and the in service teacher have created a really beneficial ambience with rules and duties in order to manage correctly the class.

Students were always working in a cooperative way. For example, when a student gets ill, one student has the permission of the teacher to take that student to get medical attention in the school while another student stays to complete his own task and his absent friend task. The in service teacher has a degree on “Licenciatura en educación básica con énfasis en tecnología e informática” and is a specialist on “Pedagogía de la recreación ecológica” and “Gestion Ambiental.

### **Role of the practitioners**

The practitioners were three (3) male students from tenth semester, who belong to the program of *Licenciatura En Lengua Inglesa* from *Universidad Tecnológica de Pereira*. Their main roles in the classroom were as facilitators, observers and designers.

1. One of the practitioners was in charge of the role of facilitator which was performed during the conduction of the lessons, since the practitioner explained the topics and implemented activities for the development of planned activities according to the teaching objectives of the classroom project.

2. The other two practitioners were observers during the lessons conducted, in order to collect data to assess the results of the project.
3. The three practitioners were in charge of the designing of the didactic unit (classes and assessment) and materials needed for a good performance of the lesson. (flashcards, videos and recordings, this material were always adapted to learners' interest and needs.).

## **Design**

The aim of this classroom project is to incorporate human values in the English lessons through cooperative learning which according to Dooly, (2008) promotes students build knowledge towards a common goal and implies the development of learners' responsibility, tolerance, kindness, commitment, confidence, openness, solidarity, equity, honesty etc.,. The lesson that started the project was designed based on “*ESA: TEFL methodology*” by Harmer, (1998) since this methodology is suitable with the classroom and the activities proposed in the planning, also the necessity learners had to work in groups was taken into account, as the practitioner was already directing the English course since the 4<sup>th</sup> academic period had started, thus he did not have the chance to allow learners to work cooperatively. The activities followed the English teaching program previously established by the school, such program was developed according to “*Formar en lenguas extranjerros: el reto*”, MEN (2006). The topics that were included in the school program were performed normally, through activities which promoted cooperative learning alongside the humanistic approach.

Learners' reactions during the first lesson performance measured the designing of coming activities, for instance, learners had a satisfying interaction during the group work, high level of participation, motivation towards the activities and awareness of some human values. The coming activities to be performed encouraged students to reinforce these responses, also the recognition of their classmates' qualities and the decoding of specific situations where values or a moral aspect were presented, for learners' understanding was evidenced in the contextualization and study stages, and they also assumed their roles in the group works. In our classroom project 7 activities were designed including the introductory

lesson which had 5 of them, the rest of activities were related to the use of human values recognizing good actions and bad actions and congratulating partners.

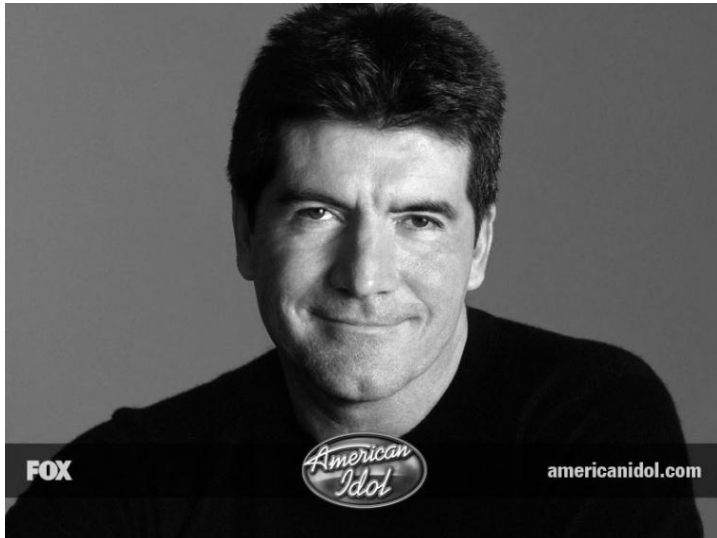
### **Implementation**

As it is stated in the design, our activities pursue a reinforcement of learners' abilities to work in groups, this type of interaction expected from students to reach and become aware of their moral codes and backgrounds to use them to overcome situations considering academic and ethical knowledge. For instance, in the following paragraphs it is going to be described in detail the activities implemented throughout the execution of this project.

#### **Introductory lesson to values.**

This first lesson reinforced and contextualized the values in specific contexts. During the course of this lesson, facilitator incorporated the ESA model as well as contextualization of the topic. In fact, learners were shown pictures of famous characters around the world; each flashcard represented a situation related to values or social behaviors as: tolerance, kindness, respect, friendly, responsible, and honesty, moreover facilitator asked learners if they knew the characters, for instance, do you know him/her? , do you know them? , so learners recognized most of the people; however, there was one character that the majority of learners could not identify. In the follow activity, Practitioner provided a description and then learners had to figure out which value was being presented by the character. Thus, in this activity, learners were motivated as they shared a lot of ideas, and their predictions were accurate considering the description given by the teacher.

HONEST



RESPONSIBLE



FRIENDLY



RESPECTFUL



After the values were pasted above each flashcard on the board, the facilitator used repetition drills in order to make learners understand and internalize the meaning of the values, and also learners were asked to mention other people whom could be a celebrity or a member of their families which represented the values from the board. Later, learners were given a situation that involved the character; one of the situations showed Cristiano Ronaldo apologizing to a man after he hit him with the ball by accident, learners should say the proper sentence “Cristiano R is respectful” which described Cristiano’s action. Learners needed reinforcement in the explanation for some situations given along the activity, but learners were able to comprehend the values through the situation given.

As a final activity, learners were given instructions to do a group work activity. First of all, facilitator gave each learner a number from 1 to 6, and he started again counting until he finished with the whole group, then he asked all learners who were given the number 1 to make a group and so on with the other numbers; the purpose was to create mixed groups which broke preferences among learners that are common in a classroom, there were 6 groups. After, facilitator gave the guidelines of the activity, for instance, learners had to ask the members of their groups about their qualities, and then they had to assign one of the values taught in class to each member of the group, moreover, the linguistic purpose relied on writing verb to be sentences concerning their peers’ qualities, as an example: Juan Pablo is respectful, Luisa is tolerant, Diego is friendly, etc. Once learners had done the sentences, facilitator asked one member of each of the 6 groups to share the 5 sentences, this exercise had to do with a count of which value was the most important, for the entire classroom assigned the values tolerance and responsibility, as a result, learners and teachers congratulated each other.

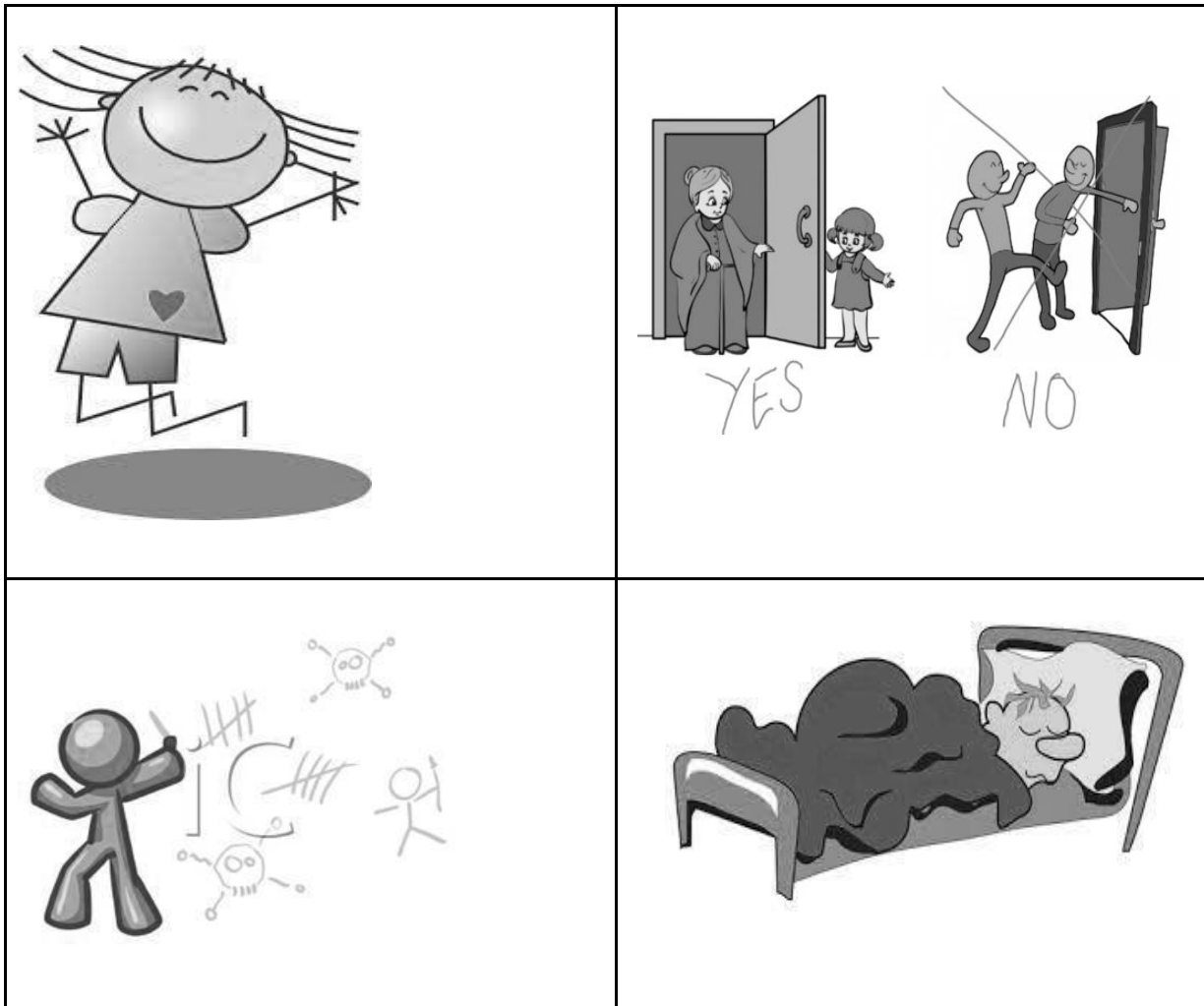
The development of the second lesson included the performance of one activity based on manners. The aim of the activity was related to academic aspects, so that the learning regarding human values was involved in such aspects. The activity was performed in the Engage, Study, and Activate model; some actions were done by the teacher, such actions were put on the board through flashcards, he performed the actions using body language to encourage students to do it.



<b>STAGE/ ACTIVITY/ TIME</b>	<b>PROCEDURE  TEACHER AND LEARNER ACTIVITY</b>
<p>Engage</p> <p>Engage</p> <p>Study/Activate</p>	<p><b>Introduction: 5 minutes</b></p> <p>T shows some action verbs already taught during the sessions (read, jump, sleep, eat, talk and write) making students participate representing the action, first individual then grouping.</p> <p>T Shows several pictures of people doing various activities (reading, jumping, sleeping, eating, talking and writing) and asks learners if they know what the people in the pictures are doing. <i>What is he/she doing?</i> Probably pupil's answers will be incorrect, for that reason the practitioners will provide feedback writing on the board the correct form.</p> <p>T will explain what it means to use the ing form of the verb Verb-ING writing the correct form. Example, <i>She is read-ing</i>, using the sentences written on the board. Then the teacher will show other action verbs learned during previous sessions (drinking, walking, opening, and closing).</p> <p>Pupils take notes in their notebooks.</p> <p>T sticks on the board several flashcards of people doing the activities mentioned before and mention what they are doing. Some of these people are doing the activity in a place where they should not (e.g. eating on the floor, writing on the wall) and a place where they can (e.g. opening the door for an old lady, sleeping on a bed). T will show the pictures and ask students to form groups and discuss</p>

<p>Activate</p>	<p>which one is a BAD action and which is GOOD action.</p> <p>T will ask groups to share their answers and then he writes the GOOD sentences on the board for the kids to write in their notebooks too.</p>
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As part of the engage activity, some flash-cards were put on the board.



Such flashcards represented some actions, the actions that the teacher performed before, taking advantage of the body language. The teacher asked the students if they could identify the actions represented by the flash-cards.

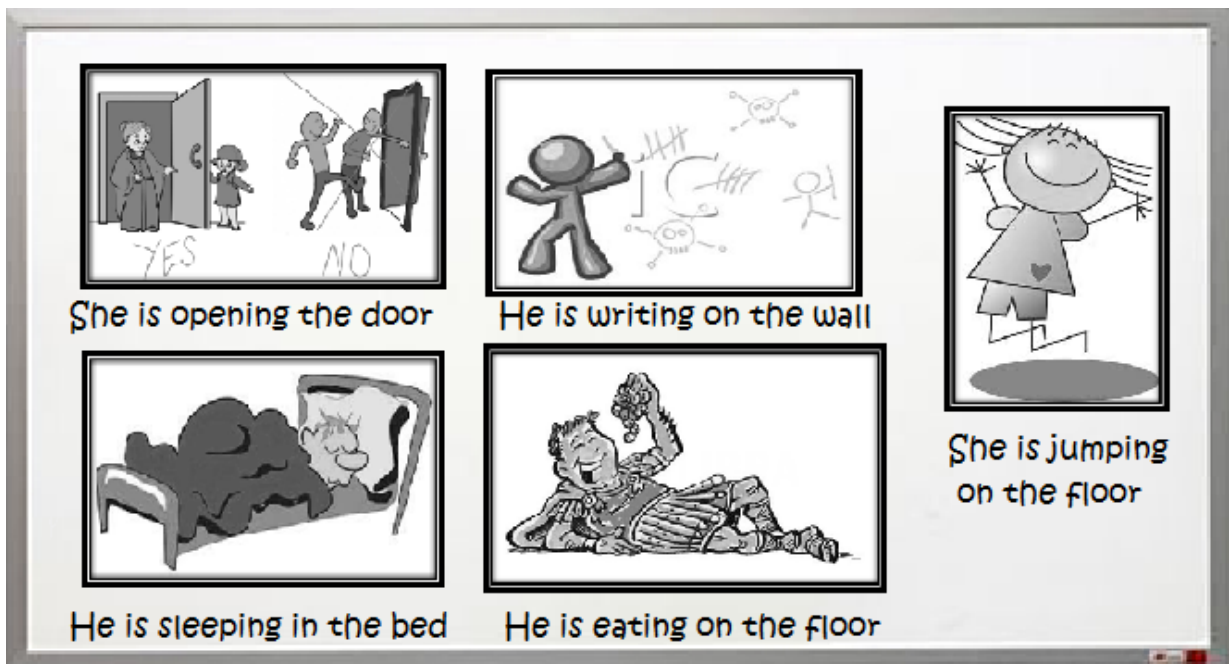
*Teacher: Do you know what is he doing?*

*Students: He is writing*

*Teacher: What is she doing?*

*Students: She is jumping*

When all the actions of the flashcards were answered correctly by the students, the teacher wrote on the board what the flashcards intended to show.



Once the learners understood, what the people in the flash-cards were doing, the teacher made 4 groups and said the learners to identify the good and the bad actions in the flash-cards. He read aloud again what was written under the flashcards and added the question: Is it a good action and he put his thumb up and Is it a bad action and he put his thumb down.

*Teacher: He is eating in the floor.*

*Is it a good action?*

*Or*

*is it a bad action?*



Learners could discuss with their partner in order to achieve a common goal, as we have said before the cooperative work embraces human values such as cooperation, respect, responsibility, autonomy. Besides learners had to identify the bad and good actions which are closely related to their humanistic side and the their role they perform in society, due to the fact that their good or bad actions are going to affect directly to people who are around them.

### **Taken from an implemented lesson plan**

**Section:** Procedure **Time:** 1:55 pm to 2:10 pm **Stage:** Active

Teacher will introduce a song. One time just to listen and then facilitators organize the classroom into groups. For the second time, teacher plays the song so each group has to look for daily routines, repeat again to check more daily routines. T will ask students to share answers between members of each group and select a member to share one answer with the rest of the class. Finally, one last time checking pronunciation and the answers, pausing and playing. After, Teacher tells each group to sing part of the song using a representative genre of music (rock, pop ballad, vallenato, salsa, and opera). Each group will sing and then after singing the groups will vote for the best of their members and for the best group in order to congratulate the effort and performance.

First of all, facilitator introduced a song to the class about daily routines; the song was played 2 times. After, learners made each group of six members, then teacher played the song and learners had to identify daily routines from the song.

Inside each group we noticed great collaboration among the members in all groups, as learners were asked to share their answers and possible daily routines they identified from the song, learners interacted enough to accomplish the task, and also they selected the best answers, for answers were shared with the class. After this, the facilitator asked the groups to modify the song in terms of genre, for instance learners had the possibility to change the genre to the one they liked the most such as: rock, reggaeton, rap, etc other aspect that learners had to take into consideration; it was the designation of a leader in the group, as a result the activity succeed in some groups while in others not that much, for instance I one group there were two students who were able to sing. Nevertheless, the purpose of the activity was not affected due to the whole class congratulated the ones who did the best performance singing and modifying the songs saying *“Very good job”*, also learners who were not active tried to interact and they were congratulated as well from their peers.

## REFLECTION ANALYSIS

The events described in the implementation will be analyzed and related to theoretical constructs. In this section, the execution of this project will be examined considering: *professional growth, students' responses, and linguistic outcomes*.

### **Professional growth**

The first part of the presentation of results will be explored considering issues related to *classroom management, lesson planning, material design, institutional limitation and personal growth*. The aspects previously mentioned will be examined taking into consideration strengths and challenges along the implementation.

### **Classroom management**

The implementation of this project was conducted while teachers were taking the GTP (guided teaching practicum), which is a subject from the syllabus of “Licenciatura en Lengua Inglesa” program. Some strengths regarding classroom management were evidenced, which were a clear advantage for the performance of the practicum. It is important to highlight these positive aspects which emerged throughout the teaching practices such as learners' behavior, time management, student - teacher interaction, and group work cooperativeness. First, during the lessons conducted students' misbehavior was not evidenced, since the ground rules were clearly exposed in lesson one. Moreover, the teacher's voice projection and body language encouraged learners to be concentrated on the specific explanations. This result can be seen in the reflection made during the observation, where the observer stated: *“There is a set of commands and actions that are already organized in order to give a good flow to the class. That is why there is such a connection between teacher and students. As a result, learners' performance is active and their interaction with the teacher was evidenced, and students took advantage of the guidance given by the teacher”*. This aspect could be related to Linsin (2009), who states that teachers use nonverbal communication as their advantage. For instance, using body language and moving around the classroom to catch learners' attention and foster their participation in class; besides, it helps learners to understand better.

As it was mentioned before, time management was a positive aspect during the implementation. Since two hours are given to guide the lessons, it was important to start on time and finish on time, that is the reason why the pre-service teacher was aware of the time needed to organize team works and students' participation. Thanks to the awareness during the class planning most of the times it finished on time, which allowed the in-service teacher to continue with her lessons appropriately. Such positive result can be seen in the reflection formats where the observer stated that *"Every single activity was successful because everything went better than expected in terms of time management and lesson planning taking into account the sequencing"*. It is important to highlight that the classes were always planned to finish 10 minutes before the time expected in order to have that time as an advantage. The concepts proposed by Alexander (2010) confirm the importance of time management on learning promotion, since the author states that the effective management of time makes learning more effective for students with the consideration of progression and pacing, key aspect taken into account by the pre-service teacher for the lesson planning. Other advantages observed during the lessons performance were the accurate amount of time provided for teacher's explanations and students' interaction. As a matter of fact, learners received enough time to participate as well as teacher provided the specific time for the explanations and instructions. In one of the reflections of the class observation a positive aspect showed that *"The teacher gave 5 minutes for learners' interaction, such time was accurately exploited by them, plus the teacher's explanations were not extensive, which kept learners engaged in the lesson."* Besides, Moore (2013) highlights the relevance of student talking by stating that learners learn the language through practice, start articulating ideas by themselves, share ideas and learn from each other. Moore also highlights the role of teacher talking and confirms the essential role of it in the classroom, having as argument that students can learn useful things from teacher's language if the instructions are given in a clear way, which engages students to think about their English knowledge and level. As shown above, the classroom management strengths were an advantage for the implementation of lessons since time management, student talking, teacher talking and learner's behavior are key aspects that positively or negatively affect the goals of a lesson. This is supported by Linsin (2009), Alexander (2010) and Moore (2013). It was clear to the pre-service teacher that the lesson planning highly

influences the achievement of specific goals during a class and it is an aspect that determines the teacher's effort in favor of the class development.

On the other hand, we could notice some challenges during the project implementation, such as grouping and teamwork. Given the fact that it was a large group, the teamwork activities affected its performance, because of the needed time for learners to move their seats to other place. It was also difficult for learners come to a decision about the roles of the group members; which affected the implementation in a certain way. As a second issue, learner's role in the team works was also a challenge since sometimes they did not perform the expected role, so that the facilitator had to deal with this and as a way to avoid wasting time and to move on the lesson. The teacher changed some roles in the group in order to achieve the expected goal. Therefore, the facilitator did not have in mind, before the assignation of the groups that some students could have been through difficult situations that might affect their performance in the team works. This can be evidenced in the following entry of the reflection logs. (...)

*"However, some students had troubles while assuming their roles in order to sing and modify a song using a genre of their preference, so as a team; the ones who liked singing made the decision and asked the teacher to change the genre for rap. It is important to mention that those learners, who did not assume their roles inside the groups, evidenced affective factors such as: shyness and low self-confidence as the activity was about singing a song in front of others".*

Regarding grouping strategies, pre-service teachers decided to use them to group the students per rows which avoided a large number of seats moving around the whole room, also giving each learner number from 1 to 8 with the purpose of forming 8 teams. To deal with the functions of each group member, facilitators provided participants the roles they were asked to play within the team works. Kulik (2004) states that grouping activities have benefits that are evidenced in students' attitudes; learners who work in groups have achieved better performances and develop more positive attitudes towards the subjects they were studying than students who worked by themselves in other lessons. Regarding what was previously explored in the large groups issue, and the roles of learners within team works, two authors' ideas support what happened in this particular case. First, Zhang



(2010) and Stenlev (2003) share some similarities about learners assuming roles inside group-works by firstly observing how learners behave. This provides teachers a general perception of learners' qualities to participate in group work. Also, this participation provided opportunities for communication, and contributed for the class environment to become more social and affective. This would be a state where learners are comfortable, and tend to show more effort on the proposed tasks. Second, CPM Educational Program (2009) states that the assignation of roles is done in order to provide a better way for the learner to participate in a team conversation besides it increases the productivity by letting learners work together.

### **Lesson Planning**

As it was mentioned before, lesson planning is an essential part for the class to be conducted and executed in a professional way. Since it is demanding to plan a successful class, the pre-service teachers took advantage of the grouping activities that were identified as strengths.

The main aim of the activities was to promote cooperative learning and human values, so that when designing such activities, teacher needed to take into consideration group size and learners' needs and their level of English. Learners were between 8 - 10 years old with an A1 level of language proficiency which influenced the content chosen to teach in the classes and the type of material implemented. The selection of the topics was not made randomly since the primary school had a curriculum previously established which was designed based on the Guidelines Number 22; Basic Competence Standards on Foreign Languages: English (Guía 22, Estándares Básicos de competencias en Lenguas extranjeras: Inglés). This document includes the standards per grade that are a starting point of what students should have learnt by the end of the academic year. It is also important to highlight the stages of the lesson considered as an advantage since it contributes to a clear organization.

According to Stenlev (2003), learners' skills need to be seen as individual entities with variables in terms of knowledge and affective factors; to have this in mind, learners' contributions are gradual and meaningful depending on the groups they work in, and how

their individual features are mixed with the other members within groups. Given this fact, the teacher made big groups where every learner had a different role to perform, enhancing cooperative work and being aware of certain human values in order to reach a common outcome. This made the grouping strategy an advantage.

#### *Reflection sample lesson#2*

*“T sticks on the board several flashcards of people doing the activities mentioned before and mention what they are doing. Some of this people are doing the activity in a place where they should not (e.g eating on the floor, writing on the wall) and a place where they can (e.g opening the door for an old lady, sleeping on a bed). T will show the pictures and ask students to form groups and discuss which one is a BAD action and which is GOOD action. After that T will ask groups to share their answers and then he writes the GOOD sentences on the board for the kids to write on their notebooks too.”*

As it is described in the lesson sample number two, learners had to discuss based on the flashcards that represented good or bad actions. In this stage, learners’ own perceptions played a significant role for the contributions in team works, for these conceptions could be modified or supported at the end of the discussion so that the construction of knowledge is conceived and rectified by learners’ skills and not by the teacher. On the other hand, group-work might be contradictory for students whose performances are conditioned by internal or external causes. Thus, in the activity in which learners had to sing, observers noticed some learners were not participating because of their low confidence and shyness; besides, they avoided such participation thanks to the size of the group. This was evidenced during one of the lessons as it is shown in the next excerpt from the reflection chart.

#### *Reflection sample lesson#3*

*“The activity held for this class was to give a song to the students and then, after practicing some skill of comprehension, speaking and listening, students were told to sing the song in groups using different genres of music (rock, opera, etc.) This worked better than expected because students felt more comfortable of sharing their knowledge to the rest of the class (singing in English). This kind of activity might be reused, but it is not always as good as you might think, because some students were really shy and just hid behind the*

*others (letting other partners sing but they did not). Most of the classroom students participated, but there must be a way to include the other students who are really shy”*

In some stages of the activities, practitioner omitted some aspects at the moment of approaching learners, such as the tendency to interact most of time with the same learners. Thus, this interaction occurred unconsciously due to the fact that those learners showed good proficiency and participation during the whole implementation. Those events played a relevant role for the teacher when constructing a meaningful connection between the learning aim and the learners who were not involved in the activities.

*Reflection sample lesson #1 sample*

*“As a result, learners’ performance is active and their interaction with the teacher was evidenced, and students took advantage of the guidance given by the teacher. Moreover, it is important to consider that the teacher is always monitoring his students when tasks are assigned and they have a limit time to finish it. Therefore, most of students took risks and had the willing to be active participants of the class.”*

We could relate these situations to Battistich, Schaps, & Wilson’s (2004) arguments on teachers’ tendencies to provide supervision rather than disapproval to learners’ performance. Therefore, it is important to maintain rapport among teachers and learners, but this relationship needs to be carefully balanced, considering affective factors and learners’ background.

Observers noticed in some occasions that students were not aware of their roles in the group activity. In fact, learners knew that they had to work together aligned with their partners, despite this some of them did not understand which task they were asked to do in favor of their teams. The facilitator ensured that each member was making a contribution by giving each student a task to develop and implementing a brainstorming among students in order to get ideas. To that end, each student provides an idea while the group interaction takes place, this is found in an article of Human Values Foundation (2008), which argues that learners know that brainstorming, not only helps the progress of the group activity, but offers the possibility to build some sort of culture where the learner develops useful abilities to contribute to the society.

## Material design

In this section, we will talk about the strengths we found during the project implementation in relation to the material design, whose purpose was to foster learners' background considering their interests, likes and dislikes. A key aspect that helped to design the material was learners' interest, which will be explained in detail in this section.

Facilitator decided to bring to the lesson some flashcards of famous people around the world; for instance, some of the characters were Messi, C. Ronaldo, Michael Jackson, and Simon Cowell; the selection of them was made thanks to the learners' talking time in a previous lesson where they discussed about soccer and music. Each character represented a value by an action they were performing. The purpose of the material was to catch learners' attention through the exposition of famous characters; when students were shown the flashcards, most of them participated and were enthusiastic, but there was a group of learners who could not recognize Simon Cowell. Due to the fact that this person is known from an American TV show, and this show is not interesting for children because of the huge barrier imposed by the language, probably learners would have recognized the judges of the Colombian version of the show. Furthermore, these characters were chosen without being aware of the female population in the classroom. The strategy to improve the issue previously described should be the appropriate selection of resources taking into account boys' and girls' interests, and considering the type of entertainment that they consume because of the cultural background they are immersed in. Nonetheless, the class environment was appropriate and comfortable to reach the aims which were the elicitation of information and the promotion of learners' participation. These situations are evidenced in this excerpt of the reflection charts.

*“At some point, there were some learners who were not able to relate the value to the picture. In fact, some students showed signs of frustration and felt a kind of barrier to participate as the context of the images were unknown for them. Also, girls felt set aside, since the characters used were more likely to be boys' preferences” (...).*

It is important to consider learners' interest at the moment of material designing; this is related to what is stated by Tomlinson (2003), because of his criticism to learners' passive attitude in materials selection. He argues that, *“To a large extent, the learners are*

*given imposed materials from the teacher; hence their role in the learning process is still rather limited and not truly learner-centered.”*

When learners were presented a song, the device used for this purpose (Tablet with speakers) was not appropriate for the size of the classroom, and the volume did not allow learners to hear well so it obstructed the dynamic of this activity. In the reflection we could notice that today’s technology is being implemented as a useful tool for the English language learning. Technology also helps to carry several recordings in just one small device. Since the teacher had some issues with the volume of the reproduction, it is relevant to check before the hearing range of the devices in order to allow all learners to listen well. According to Stenlev (2003), tasks should be designed taking into consideration everyone’s participation as part of a whole to reach a common goal.

One of the materials used to plan the classes included flashcards that showed famous people in certain situations depicting the human values. These were selected so students would feel more compelled to rely on famous people when trying to guess how to act in certain situations. One of the problems we found was the fact that not all the students were familiar with some of the celebrities depicted in the pictures. This might create a misleading thought from the student - teacher relationship, given the fact that the student might think that the teacher is not taking their needs into account. This could have become a backlashing issue in the learning process, because the teacher - student relationship and the rapport already built that is important for the foundation of learning motivation. As mentioned by Klem & Connell (2004), positive relationships in the academic environment can encourage students to have a better reaction towards the learning process. Also, if students feel they are not taken into account, and only a group of students’ needs is being used to plan the class (for example, the group who did know the name and faces of the celebrities on the flashcards) they are going to feel confused by the teacher’s preferences of some groups over others, interfering with the rapport between teacher and students resulting into an adverse academic reaction as well. In the following excerpt from one reflection, we can highlight a relevant aspect regarding this topic;

*“Giving famous people to learners as example helped them to relate the value better as they see them as role models. However, there were some students that did not recognize*

*one of the characters as he was from a reality show from the United States. Also, the flashcards had characters directed to a male audience, and the girls could feel discriminated as the most of them did not participate sharing their ideas.”*

### **Institutional limitations**

We would like to present the strengths we had during this process regarding the institutional policies and the staff working in the school (teachers, director, watchman). Mainly, the institution staff and policies did not interfere with the implementation and as practitioners, we were autonomous to design and plan activities taking into consideration learners’ needs, standards, and linguistic requirements in a 5th grade as it is evidenced on the following entry of one of the reflection formats:

*“(…) in-service teacher allowed the practitioner to carry out the lessons without any restrictions that might affect the implementation.”*

On the other hand, one of the challenges we found during the implementation of activities was the listening process. The institution did not have appropriate technological resources for listening activities. The institution did not provide the speakers to play the recordings; therefore, practitioners had to bring their own speakers to the classroom, but their volume was not loud enough for the students to listen properly. As shown in the next excerpt of the reflection format number 3:

*“(…) teacher had some problems with the volume of the recording because it sounded a little bit low. Next time, it is important to check how loud the tablet can get in order to catch every one ear (…)”*

### **Personal growth**

As a personal growth, we noticed how teaching human values through the teaching of English as a foreign language made us feel confident about ourselves and that we now want to share the experiences gained along the implementation of this project, considering the use of theoretical input, lessons planning, and the relevance of reflective stages. Now, we can endorse the appropriate behavior with underage people as the main strength.

## Students' responses

Students were very enthusiastic all the time, since the teacher always started with a warming up activity that involved movement. Learners' responses towards the lesson were outstanding since the material used was engaging and interesting; they liked to work in groups and showed the use of the language and reach of goals by being active participants and using the linguistic function to describe personalities, this is shown on the following fragment of the reflection format #1:

*“Kids highlighted their partners' values and qualities. Also, students were highly motivated to participate in order to point out which of their partners represented better each value (...)”*

The practitioner was in charge of a group of learners who showed positive attitude and involvement in the activities in groups. Indeed, Students' reaction towards working in team works was productive; they moved quickly to make the groups, worked together to build knowledge, and completed the tasks; anyhow, some difficulties in working groups had to do with assignation of roles to play in one of the activities by each student. In fact, some of the troubles of this activity might be questions from students about who is the leader? Who is supposed to sing first? How do we know if we are doing right or wrong? How are we going to assign responsibilities?

During the activity where students were expected to sing a song in front of the classroom using a different genre, one of the group was not able to sing using the genre they were assigned to. As a cooperative element, they suggested rap as their best option, which they felt more comfortable to work with. There, we were able to notice that the interaction between students was successful. This is evidenced when students were planning techniques in order to present a very good show which included role organization of each person in order to present some sort of choreography, assigning tones of voice per each student in order to show their best characteristics. As stated by Zhang (2010), cooperative learning makes each of the participants a stronger individual through supportively working tasks.

Also, as a group, they asked the teacher to let them apply their suggestions to the issue of

not having compatibility with the genre they were assigned to; for example, when they realized that they were not able to perform the assigned genre, they proposed an urban rhythm, which was more suitable for their own cultural background. This kind of cooperation and promotion of values within the activity helped students to product new solutions and ideas. As a matter of fact, Stenlev (2003) claimed cooperative activities as a social-constructivist stage in the learning process in which a specific matter or concept can be modified by participants' own perceptions of the world and individual background, this can be seen on the reflection chart #3:

*“(...) some students had troubles while trying to sing using a genre, so as a group, they make the decision and ask the teacher to change the genre for rap. This kind of cooperative and value promotion values activity help students to product new solution and ideas (...)”*

### **Linguistic outcomes**

It is important to highlight that the classes were conducted based on a curriculum previously designed by the school. Learners were expected to achieve academic aims corresponding to the fourth academic period, which included vocabulary about sports, the numbers, and the modal verb can.

At the end of the practicum, learners showed an effective use of the language regarding the topics of the academic period; they could identify clearly the different sports such as soccer, basketball, volleyball, tennis. Learners were also able to count from zero to 100 by 5's and 10's; they were able to create sentences about their abilities, producing an appropriate use of the modal verb can.

It is significant that learners learnt vocabulary about human values while they were practicing some topics regarding the use of English. Some of the values that students were able to recognize and describe regarding their own classmates were: respect, honesty, tolerance, equality, solidarity and responsibility. These words were constantly elicited by the teacher through the use of role plays, group works, and flashcards.



## CONCLUSIONS

Through the implementation of the project, practitioners can highlight two relevant aspects that played an important role. Such aspects are the effective results of the implementation of cooperativeness and human values in the English class, since that did not interfere with the learning aims of the fourth academic period and helped learners to interact in a competent way.

We can also conclude that human values should be taught implicitly in high school subjects that are closely related to the personal growth of each individual in society. In addition, activities should be engaging as values might not be attractive for students in a class activity, and also these exercises should be designed to promote cooperativeness that might reinforce the relationship among students, and the promotion of interaction.

From a personal perspective and based on the positive results of the implementation of human values as well as on the English language, we can conclude that this social elements should be included in other subjects; besides, it allows the school curriculum to be aligned with the General Law of Education, commonly known as Law 115 (1994), where in its 5<sup>th</sup> article the Ministry of National Education states that one of the purposes of the Education in Colombia is the development of the learners' personality with an integral, moral and social growth, and the rest of human values

As teachers in development, we also learnt that is relevant to select and adapt the materials including human values based on learners' interests and needs, since it allows the class to have an appropriate environment that promotes effective learning.

Regarding our professional growth, having the experience to implement a project for a specific community, has brought a lot of meaningful experiences. First of all, during the adaptation of material and theory to create a suitable lesson which reached the demands from the target course, the facilitators became aware of the importance to analyze in detail what learners are really interested in, and what they could reach in a short term period. In fact, throughout the project development, practitioners realized about the real purpose and intention of the project when referred to the establishment of learning goals based on social interaction to be promoted in the team works.

The main core of the project which intention was to enhance learners' abilities to work in groups throughout human and moral values activities was not fully achieved. In fact, when analyzing the reflection formats we realized that the activities only presented vocabulary about such topics; learners had to work in groups with the aim of acquiring vocabulary omitting the promotion of cooperativeness including the humanistic side. Besides, the cooperative activities developed during the implementation of the project were successfully performed by the learners, since the in-service teacher had previously established a beneficial academic environment, which led learners to behave appropriate and provide mutual support when working in groups.

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## ANNEXES

### ANNEX 1: MALLA CURRICULAR

		<b>INSTITUTO TECNICO SUPERIOR DE PEREIRA</b> <b>FORMACION EN COMPETENCIAS BASICAS/ LABORALES GENERALES</b> <b>PLAN DE CLASE</b> <b>2013</b>		
GRADO 4° Y 5°	GRUPO	PERIODO: 4	SEMANAS: 37 A 48 (SEPTIEMBRE 14 A NOVIEMBRE 30)	
ÁREAS:	DESCRIPCION DE LA COMPETENCIA	ESTÁNDARES DE COMPETENCIA	ACTIVIDADES A IMPLEMENTAR	
INGLÉS	Utilizar en diferentes contextos comunicativos como textos y canciones, algunas palabras y expresiones del idioma extranjero fortaleciendo el acceso significativo a una segunda lengua. Escuchar la información, opinión o argumento de otro sobre alguna situación, respetando sus ideas aunque sean diferentes de las suyas para mejorar la forma de relacionarse con los demás.	<ol style="list-style-type: none"> <li>1. Participo en juegos y actividades siguiendo instrucciones simples.</li> <li>2. Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad.</li> <li>3. Comprendo información personal proporcionada por mis compañeros y mi profesor.</li> <li>4. Reconozco algunos estados de animo a través del tono o volumen de voz en una historia leída por el profesor o en una grabación.</li> <li>5. Asocio un dibujo con su descripción escrita.</li> <li>6. Conozco y respeto las reglas básicas del diálogo, como el uso de la palabra y el respeto por la palabra de la otra persona.</li> </ol>	<ol style="list-style-type: none"> <li>1. Trabajo activamente en clase.</li> <li>2. Realizo mis tareas.</li> <li>3. Participo en clase.</li> <li>4. Reconozco los números.</li> <li>5. Uso el lenguaje cotidiano en el salón de clase.</li> <li>6. Expreso lo que puedo y no puedo hacer.</li> <li>7. Describo imágenes.</li> <li>8. Relleno espacios en blanco.</li> <li>9. Conozco los elementos de mi aula de clase.</li> <li>10. Reconozco algunos deportes.</li> <li>11. Establezco como regla el uso de una segunda lengua para saludar, despedirme, pedir información, ayuda o favores.</li> </ol>	

## ANNEX 2: LESSON PLANS

### Lesson plan #1

Date of the class: Thursday, 7 <sup>th</sup> November, 2013	Class Number: 10
AIM:  <i>At the end of the lesson the learners will be able to:</i> <ul style="list-style-type: none"><li>• Describe the values of famous people and compare it with the values of their partners using adjectives and present simple.</li></ul>	
Estándares Básicos de Competencias (MEN):  Estándar General: textos cortos, sencillos ilustradas sobre tema cotidianos personales y literarios Comprendo.  Estándares Específicos:  Mi vocabulario se limita a temas y referentes cercanos y conocidos.  Participo en juegos y actividades siguiendo instrucciones simples.  Leo y entiendo textos auténticos y sencillos sobre acontecimientos concretos asociados a tradiciones culturales que conozco.	



Indicadores de logro:			
El estudiante dice frases sencillas en inglés para expresar quien es una buena persona.			
Escribe en Inglés oraciones cortas para expresar las buenas cualidades de sus compañeros.			
Describe los valores de una famoso utilizando el Inglés			
Assumed Knowledge: previous vocabulary and use of “present simple” (verb to be).			
Materials: Photocopies, markers, board, teachers, students.			
STAGE/ ACTIVITY/ TIME	PROCEDURE  TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Warm up (1:30 – 1:35)  study  (1:35 – 1:45)	Teacher will expose students to some flashcards which contain images of famous people that are very well known around the world. First, teacher will ask <i>Do you know him/her?</i> And students for sure will know who the person is, all of this with the followed flashcards.	Ifs there are some students who are not clear on the grammar structures presented form, one of	Este lesson plan fué diseñado con el fin de llevar a cabo la observación del proyecto de aula

<p>Study - (1:45-1:50)</p> <p>Activate (1:50 -2:00)</p>	<p>After students have recognized the people, teacher will highlight the relevance and influence this people have in the world focusing on their values. To make emphasis on these aspects, facilitator will paste above the flashcards, the other previously pasted on the board, the values which represent this person.</p> <p>Teacher will ask students to repeat the words and try to say a famous person who has that value.</p>	<p>the teachers will take that student and explain the topic while the other teacher continues teaching.</p>	<p>asesorado por la profesora Claudia Cardenas.</p>
<p>Activate (2:00 – 2:12)</p>	<p>We show the flashcards from the beginning of the class but with sentences of famous people in a situation where their values are able to be seen. For ex. Cristiano Ronaldo apologizing to a girl after hitting her with the ball. Students will say the sentence describing the value of each person. “Cristiano Ronaldo is respectful”.</p> <p>After that, we organize the group into small groups and ask them to write sentences with a value describing their partners. At the end of this stage, one</p>		

<p>Activate (2:12 – 2:20)</p>	<p>student per group is going to summarize the sentences.</p> <p>Then we ask the student to point out, in general, which are the 3 most famous values found in the classroom.</p>		
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### Lesson plan #2

<p>Date of the class: Thursday, 14<sup>th</sup> November, 2013</p>	<p>Class Number: 12</p>
<p>AIM:</p> <p><i>At the end of the lesson the learners will be able to: use the simple present continues to describe or talk about actions.</i></p>	
<p>Estándares Básicos de Competencias (MEN):</p> <p>Estándar General: Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.</p> <p>Estándares Específicos:</p> <p>Mi vocabulario se limita a temas y referentes cercanos y conocidos.</p> <p>Hablo de las actividades que realizo habitualmente</p> <p>Uso oraciones cortas para decir lo que puedo o no puedo hacer.</p>	

Indicadores de logro:

El estudiante dice frases sencillas en inglés para expresar quien está realizando una acción y que hace.

Escribe en inglés oraciones cortas para expresar si una acción se lleva a cabo correctamente o no.

Describe una imagen donde se realiza una acción constantemente en inglés.

Assumed Knowledge: previous vocabulary and use of “present simple” (verb to be).

Materials: Photocopies, markers, board, teachers, students and flash cards.

STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMM ENTS
<p>(1:30pm – 1: 35:pm) Engage</p> <p>(1:35 pm - 1:45pm) Engage</p>	<p>T shows some action verbs already taught during the sessions (read, jump, sleep, eat, talk and write) making students participate representing the action, first individual then grouping.</p> <p>T Shows several pictures of people doing various activities (reading, jumping, sleeping,</p>	<p>Ifs there are some students who are not clear on the grammar structures presented, one of the teachers will take that student and explain the topic while the other teacher continues teaching.</p>	

	<p>eating, talking and writing) and asks learners if they know what the people in the pictures are doing. What is he/she doing? Probably pupil's answers will be incorrect, for that reason the practitioners will provide feedback writing on the board the correct form.</p>		
<p>1:45- 2:00 (study/activate)</p>	<p>T will explain what it means to use the ing form of the verb Verb-ING writing the correct form. Example, She is read-ing, using the sentences written on the board. Then the teacher will show other action verbs learned during previous sessions (drinking, walking, opening, and closing).</p> <p>Pupils take notes in their notebooks.</p>		
<p>2:00pm-2:05pm (activate)</p>	<p>T sticks on the board several flashcard of people doing the activities mentioned before and mention what are they doing. Some of this people are doing the activity in a place where</p>		

<p>2-05 – 2:15pm (study)</p>	<p>they should not (e.g eating on the floor, writing on the wall) and a place where they can (e.g. opening the door for a old lady, sleeping on a bed). T will show the pictures and ask students to form groups and discuss which is BAD for people and which is GOOD.</p>		
<p>2:15 – 2:20pm (activate)</p>	<p>T will ask groups to share their answers and then writes the GOOD sentences on the board for the kids to write on their notebooks too.</p>		

**Lesson plan #3**

<p>Date of the class: Friday, 22<sup>th</sup> November, 2013</p>	<p>Class Number: 13</p>
<p>AIM: <i>At the end of the lesson the learners will be able to: use the simple present continues to describe or talk about actions.</i></p>	

Estándares Básicos de Competencias (MEN):

Estándar General: Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.

Estándares Específicos:

Mi vocabulario se limita a temas y referentes cercanos y conocidos.

Hablo de las actividades que realizo habitualmente

Uso oraciones cortas para decir lo que puedo o no puedo hacer.

Indicadores de logro:

El estudiante dice frases sencillas en inglés para expresar quien está realizando una acción y que hace.

Escribe en inglés oraciones cortas para expresar si una acción se lleva a cabo correctamente o no.

Describe una imagen donde se realiza una acción constantemente en inglés.

Assumed Knowledge: previous vocabulary and use of “present simple” (verb to be).

Materials: Photocopies, markers, board, teachers, students and flash cards.

STAGE/ ACTIVITY/ TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS	COMM ENTS
Engage (1:30pm-	Practitioners will check previous		

1:35:pm)	vocabulary about daily routines (get up, have breakfast, get dressed, go to school, have a shower and sleep) using the tablet device.		
Study (1:35pm-1:45pm)	T. will introduce new vocabulary using flashcards ( <i>Hurry up, I do sports, give the ball, I'm with friends, dinner, go to bed</i> ).		
Study/activate (1:45pm-1:55pm)	T will write some sentences: <i>*What do you do in the morning/afternoon/evening?</i> Students have to write on their notebooks two answers for each question. Then teacher will share correct ss answers.		
Activate (1:55pm-2:10pm)	Teacher will introduce a song. One time just to listen, then organize the classroom in groups. For the second time, T plays the song so each group have to look for daily routines, repeat again to check more daily routines. T will ask students to share answers between members of each group and select a member to share one answer with the rest of the class. Finally one last time checking pronunciation and the answers, pausing and playing.  T tell each group to sing part of the song using a representative genre of music		



<p>2:10 – 2:20pm (activate)</p>	<p>(rock, pop ballad, vallenato, salsa, and opera). Each group will sing and then after singing the groups will vote for the best of their members and for the best group in order to congratulate the effort and performance.</p>		
<p>2:20 – 2:30pm (activate)</p>	<p>Task question about the song giving the lyrics to each Ss, student are going to answer o <i>What does he do in the morning/afternoon/evening?</i> Referring to the lyrics.</p>		

### ANNEX 3: PRACTITIONERS' REFLECTIONS

#### Reflection #1

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What didn't go that well?</p> <p>What would you do different next time?</p>	<p>We used flashcards to represent values through famous characters to develop speaking and writing skills. Also, the linguistic aim was the use of verb to be sentences. As a matter of fact the skills developed throughout the activity were speaking and writing. As this was the first implementation we took 45 minutes to complete three stages, for instance, the stages were contextualization, relating each value to people learners knew, and finally working in groups to assign one value to each member of the group.</p>	<p>Kids highlighted their partners' values and qualities. Also, students were highly motivated to participate in order to point out which of their partners represented better each value. Also most of learners were able to infer what value was being presented, taking into account not only the flashcards, but also teacher's paralinguistic actions such as body gestures, real life experiences, and in general how the teacher interact with group to elicit the expected answers.</p> <p>At some point, there were some students that were not able to relate the value to the</p>

		<p>picture. In fact, some students showed signs of frustration and felt a kind of barrier to participate as the images were unknown for them.</p> <p>First of all, it is relevant to make a general diagnosis of the students that feel relegated in the activities in order to implement different strategies to get them involved. Furthermore, the designing of material is decisive to have success in this activities of getting learners' motivation</p>
<p>Towards the tasks and activities</p>	<p>The class was divided into 3 stages. The first stage was the contextualization and presentation of values, the second stage was about asking learners to think about another famous character or anyone in the classroom which represents better each value. The last activity was in groups,</p>	<p>According to the activities proposed, the majority of learners were able to recognize and relate each value to a classmate. We noticed the good environment when learners assigned each value to a partner; the implementation of activities where all learners are aware of their classmates' qualities is suitable to achieve a general goal. Nevertheless,</p>

	<p>and the purpose was that from the 6 values presented on the board, learners had to assign one values to each member of the group.</p>	<p>some learners were dispersed at the moment of participating and teachers had to encourage them to participate.</p>
<p>Towards the teacher</p>	<p>Learners were attentive of what teachers did in the whole class. Mainly, learners were more engaged when teachers were moving around and using body gestures. Also the relation among learners and teachers is gentle and it shows confidence from both sides.</p>	<p>There are a set of commands and actions that are already organized in order to give a good flow to the class. That is why there is such a connection between teacher and students. As a result, learners' performance is active and their interaction with the teacher was evidenced, and students took advantage of the guidance given by the teacher. Moreover, it is important to consider that the teacher is always monitoring his students when tasks are assigned and they have a limit time to finish the. Therefore, most of students took risks and had the willing to be active participants of the class.</p>

Professional growth	Description	Reflection
Lesson design	<p>Teacher exposed students to some flashcards which contain images of famous people that are very well known around the world. First, teacher asked <i>Do you know him/her?</i> And students knew who the person was, all of this with flashcards.</p> <p>After students had recognized the people, teacher highlighted the relevance and influence this people have in the world focusing on their values. To make emphasis on these aspects, facilitator pasted above the flashcards, previously pasted on the board, the values which represent this person.</p>	<p>Every single activity was successful because everything went better than expected in terms of time management and lesson planning taking into account the sequencing. On the other hand, we need to take special attention of the learners that are dispersed in some activities and assign them roles inside the classroom, as there are two</p> <p>bilingual students and they have the advantage to have success in each lesson. Also, the possibility to have two bilingual students increases the chances of their classmates to learn from them and transform that thought of feeling relegated to feel motivated in this learning process.</p>

Teacher asked students to repeat the words and try to say a famous person who has that value.

Teacher showed the flashcards from the beginning of the class but with sentences of famous people in a situation where their values were able to be seen. For instance, Cristiano Ronaldo apologizing to a girl after hitting her with the ball. Students said the sentence describing the value of each person. “Cristiano Ronaldo is respectful”.

After that, facilitator organized the group into small groups and asked

	<p>learners to write sentences with a value describing their partners. At the end of this stage, one student per group summarized the sentences.</p> <p>Teacher asked the student to point out, in general, which were the 3 most selected values found in the classroom.</p>	
<p>Teacher's role</p>	<p>Teachers were motivators, they reconfirm prior knowledge and they were also monitors of learners' actions in the task proposed.</p>	<p>The role of the teacher was to be a facilitator rather than a transmitter of knowledge. This means that students were encouraged to grasp meaning instead of just receiving it. Nevertheless, in some stages the lesson turned teacher-centered and learners did not have the chance to share ideas. Therefore, it is a must to consider both roles (teacher and students) as the main characters in the classroom, for the balance of the performance is giving by the teacher who is the one that is in charge of controlling the class.</p>

<p>Material design</p>	<p>Flashcards with contextualized concepts from real world. Famous people representing a value which also represented a situation where they showed that quality or value.</p>	<p>Giving famous people to learners as an example helped them to relate the value better as they see them as role models. However, there were some students that did not recognized one of the characters as he was from a reality from the United States, also the flashcards had characters to a male audience, and the girls could feel discriminated as the majority of girls did not participate sharing their ideas.</p>
<p>Students' roles</p>	<p>Learners were active, they took risks and they participated a lot. Although, there were some separate learners that were really quite and that teacher was boosting a little bit more than the</p>	<p>Group work activities motivated students to participate because they felt supported by their peers. Also, teacher and students roles created a suitable environment to achieve the goals of the lesson</p>



	other classmates	
Language use	The language used in class is suitable for the ages and level of students. This means a good proficiency in L2 from the facilitator, and also teacher is able to make him understood by other features of the language such as body gestures, voice projection, and intonation.	Teacher conducted around the 90% of the class in English, and students reactions were positive and showed understanding by participating and following correctly each of the given instructions. In terms of complexity of the content, learners were able to decode the meaning of each value presented. This seems we underestimated learners' skills, but in further activities we will explore in deep learners' capacities to perform in the activities.
Patterns of interaction, procedures	In academic terms teacher and students interaction was profitable for achieving the goals set in the lesson. Now, the interaction among	Students were able to assign values among them. When students were working in groups, they were able to recognize and interact in order to give a value to each member of the group. As this was the first activity of the implementation, learners will be

	learners is beneficial as the bonds in group are strong and they respect each other.	asked in further activities to solve issues related to a social or moral difficult that requires cooperative work.
Linguistic outcomes	Description	Reflection
Target skills or subskills	The pragmatic aim of the lesson was about learners to rely on the humanistic intention of the activities, also to recognize what value is being presented. Therefore, all this final results would be given throughout groups	As learners were exposed to some situations, they could identify what values were representing those situations. For instance, using common contexts such as how mothers behave in terms of taking care of their kids. Therefore, Ls could achieve and comprehend throughout an exposition of L2, the expected outcomes to recognize each value.
Analysis students' production	In terms of pragmatics and linguistics, learners are able to achieve and perform	It was really meaningful to see how

	<p>activities with humanistic approaches. Thus, learners could produce expected outcomes throughout this content lesson based on humanistic approaches; this lesson demanded a whole group interaction, and then in groups of six learners.</p>	<p>all learners think about their partners relating each other to a good value, highlighting their roles inside the classroom. Now, in terms of linguistic production learners could produce the expected sentences to express their classmates' qualities (verb to be sentences). For further activities the linguistic aim would be more demanding as learners' progress in the learning process showed good results, it is important to explore at which levels students could achieve</p>
<p>Students' interactions</p>	<p>Learners' interaction enabled the proper development of activities and most of all when they had to work in groups. In general, the whole group could accomplish at levels of interaction, for</p>	<p>What we noticed from the observed events is that learners respect each other; they are a potential group to</p>

	<p>the interaction with the teacher and among them was appropriate to get positive outcomes in academic and social growth</p>	<p>bring this type of activities on which the group work is essential to come out with a common and precise result. Moreover, the use of linguistic structures to give it a real use, it helps to develop a better communicative competence in each learner.</p>
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## Reflection #2

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What didn't go that well?</p> <p>What would you do different next time?</p>	<p>Teacher perform some actions as reading, jumping, sleeping, eating, talking and writing, then he asked students to do it.</p> <p>The facilitator put some pictures of people doing the activities previously mentioned and he asked learners if they know what the people in the pictures were doing.</p> <p>He used the question: <i>What is he/she doing?</i></p> <p>The learners answered at the same time correctly.</p> <p>Facilitator asked learners if the activities in the flashcards were good or bad actions</p> <p>He repeated each sentence that represented the flashcard and asked</p>	<p>The flashcards were small taking into account the size of the group, also the flashcards were not colorful and according to Dagget (2008) color is an essential aspect in the physical learning environment that impacts students' achievement and teacher's effectiveness. In a classroom, the learners have different learning styles (visual, aural, kinesthetic/tactile, and reading/writing) so as Giles, Pitre &amp; Womack (2010) states, learner who are more visual prefer using images, pictures, colors and maps to organize information and communicate with others, also to achieve the communicative goals all the learning styles must be considered before implementing the activities. Students' reactions towards the</p>

learners to make groups. Students made the groups to discuss about each flashcard and conclude if it was a good or a bad action.

Students understood the instructions clearly; they worked together in silence and helped each other to come to a common decision. They called the teacher for solve doubts telling him "Teacher Cesar".

lesson were not clearly evidenced because although the flashcards were presented and put in the board, teacher's explanations were clearer and it reinforced the meaning of the flashcards. Through teacher's gesture and body language the kinesthetic students were in a better position because they could be benefit through teacher's explanations, besides teacher also wrote in the board what the flashcards intended to show for reading/writing students. So that we could observe that kinesthetic, reading and aural learning style are evidences clearly and the one that needs to be improved is the visual style.

To do it different next time, we could take into account all the learning styles and present the materials in a more interesting way for students, for example using technological devices.

Towards the tasks and activities	<p>The activities were closely related to the English program established by the school; the activities were focus on the modals, about what a good action is and what a bad action is. To present the bad actions and the good actions the teacher put the flashcards in the board and explained with the famous gesture of “thumbs up” and “thumbs down” as it was mentioned before. Teacher made 4 groups to perform the activity. Later, he explained and read what was written in the board, for example. <i>“He is eating on the floor”</i>. Teacher had a good voice projection that allowed learners to hear equally well. When students were distracted</p>	<p>Regarding the activities the results were good, because the main purpose was to engage students to work together and think about the actions people use to perform. Learners worked good in group; they looked collaborative with each other.</p>

	<p>he asked for their attention telling the words aloud. <i>“Listen, please”</i>. Student’s reaction towards the group work was good; they moved quickly to make the groups and worked together to build knowledge. Teacher performed the actions and learners had to decide if it was a good or a bad action.</p>	
<p>Towards the teacher</p>	<p>Teacher used all the body language possible, teacher lays on the floor as part of acting the new vocabulary presented, although flashcards are presented to learners, though body language and gesture, teacher reinforces the visual learning students could acquire though the flashcards.</p> <p>While the group works</p>	<p>Teacher had a successful performance in terms of giving instructions, structure of the lesson, body language.</p> <p>To avoid many spoken instructions, teacher will use body language and a gesture which is a good way of reducing the amount of teacher talk and it can also help support what you are saying and makes your language clearer for learners. Thaine, C</p>



	<p>are taking place in the classroom the teacher will monitor around in order to help learners to solve their doubts and congratulating them for their opinions and use of language, the congratulations will improve their confidence.</p>	<p>(2009).</p>
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<b>Professional growth</b>	<b>Description</b>	<b>Reflection</b>
Lesson design	<p>The general idea of the lesson plan was to become students to be aware of the good actions and bad actions they could perform at different places such as home, school, mall, grocery stores and once they had realize that they are performing a bad action how they can avoid to do it again. The teacher showed clearly how bad actions affect</p>	<p>The activity was successfully regarding learners' humanistic side due to the fact that they become aware about the importance performing good actions and the consequences of performing bad actions. The activity's stages were clear; it was evidenced in teacher's explanations and learners' performance.</p>

	behaviors.	
Teacher's role	<p>The teacher performed different roles during the activity, he was prompter since he encouraged students to participate and work in groups. He was helping learners only when they asked him to do it. He also was participant in the lesson since he performed the actions and he provided guidance to learners and helped them to clarify ideas.</p>	<p>The roles of the teacher during the lesson were successfully performed, learners reacted very well to such roles and they received all the guidance they asked for.</p> <p>Teacher must monitor each group, and give them the necessary time to solve the doubts in order to reach the goal of the activity. Trough performing the actions, learners could understand better, but it is necessary to consider all the learning styles.</p>
Material design	<p>The flashcards were too explicit to make easier the recognition from students about the</p>	<p>As it was said before, flashcards should have been colorful. Students were interested in the content since they are kids who</p>

	<p>modals. Flashcards included cartoons in order to make them more interesting for learners.</p>	<p>still watch cartoons. Learner</p>
<p>Students' roles</p>	<p>Learners were active participant in the process, they gave their opinion when teacher asked them to answer something, and they took risks at the time of oral interactions. Students were grouped in 4 teams to discuss with their partners and make decisions.</p>	<p>Cooperative work develops learning responsibilities for their own performance and their partners' performances. Human values are the main character in these situations, and it is the best opportunity we have to identify and assess learners' roles in teamwork.</p>
<p>Language use</p>	<p>Learners use English to talk to their teacher, but they rarely speak in English among them, although teacher most of the time use English, students do no use the second language very often.</p>	<p>In the classroom needs to be consider a ground rule about the necessity to speak only in English at least during the performance of the activities. Learners' learning could improve by using the second language among them, taking risks and asking teacher for feedback about their speaking skill.</p>

<p>Patterns of interaction, procedures</p>	<p>Teamwork was the main procedure in this activity, through this way the learning acquired is stronger because it is the result of a joining of knowledge. Teacher's instructions were essential to reach the goal of the lesson which was to become students aware of some good and bad actions.</p>	<p>Teamwork was successful, students worked very well cooperatively, each one of them gave his opinion with the right reasons and the other members of the groups were respectful. Teacher was monitoring the teamwork and helping students with their doubts which allowed them to have a better performance.</p>
<p><b>Linguistic outcomes</b></p>	<p><b>Description</b></p>	<p><b>Reflection</b></p>
<p>Targetted skills or subskills</p>	<p>Students were asked to recognize good and bad actions which means that they had to identify what was well done and what was done in a bad way according to the cultural aspects and the basic rules of behavior that their parents taught to them at home.</p>	<p>The targeted skills were closely related to the pragmatic competence since learners' right and wrong behaviors are aspects that deal with the cultural aspects. Learners were expected to recognize some disruptive behaviors and they did it very good,</p>

		<p>this let us know about the basis regarding human values students have. They have the knowledge to identify themselves doing an inaccurate action.</p>
<p>Analysis students' production</p>	<p>Students were asked to identify disruptive or correct behaviors, they work cooperatively and they had a good way of making decision as a group.</p>	<p>Students had an effective production during the group work, they paid attention to their partners' ideas, they gave their own opinions, they solved doubt among them, in terms of cooperative work the goal was reached since while they were working they were developing the human values presented in this kind of activities, besides they were able to recognize the bad and good actions in the board.</p>

<p>Students' interactions</p>	<p>Learners' interaction among them was good, they were always doing the group work taking into account each member's input. When the students needed the teacher they called him using "Teacher Cesar"</p>	<p>Learners talk to their partners in the team work in order to make a decision about the task proposed by the teacher, each member of the group gave the necessary reason to support his/her opinion and the others agreed or disagreed with their reasons, by this way they could construct a common knowledge.</p> <p>Teacher – student interactions was effective since the use of "Teacher Cesar" shows clearly a sign of respect in the relationship. Teacher was always solving doubts and made the learners feel free to ask about anything giving them the confidence to ask for feedback.</p>
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### Reflection #3

Students' responses	Description	Reflection
<p>Towards the material: instructions, impact, type of material, skill development, time management, authentic or adapted</p> <p>What went well?</p> <p>What didn't go that well?</p> <p>What would you do different next time?</p>	<p>Teacher introduced a song using a tablet in order to develop listening skill. One time just to listen. For the second time, T played the song so each group had to look for daily routines (speaking skill by telling what they heard), repeated again to check more daily routines. T asked students to share answers. Finally one last time checking pronunciation and the answers, pausing and playing. T tell each group to sing part of the song using a representative genre of music (rock, vallenato, opera, rap and opera). Each group sang and then after singing the groups voted for the best of their members and for the best group in order to</p>	<p>When T (Cesar) arrived class, encounter himself with the issue that children were about to leave the classroom because they had an integration in order to say goodbye to the school year and their partners. This situation played a huge part during the development of the class due to the fact that students were a little bit hyperactive and anxious about what was next. So, normally, these students are really quiet, but they were really noisy. Teacher developed most of the class normally but with some peaks of indiscipline, which were controlled by using some of the techniques of classroom management. According to Halliwell (1992), teacher must to understand that there are two kinds of activities: the ones which stir the class and the ones which calm the</p>

	<p>congratulate the effort and performance by telling each best member and group “VERY GOOD JOB”. The activity took almost 20 min.</p>	<p>students down. Teacher selected one activity in order to calm down the student which was to sit down and listen to a song.</p>
<p>Towards the tasks and activities</p>	<p>The activity planned for this class was held to make a task that would encourage the student to work together as a team, then, as a team, they will to receive congratulation for the job done. Also, the idea is to promote values like respect (by teaching the students to recognize the efforts of their peers) and camaraderie (by make them work in team and letting them to try to catch a goal by working together).</p>	<p>Teacher had a really good time, students likewise. The only difficult thing to see is that, during this activity students had to sing in front of the whole class, but they were really anxious about their performance and how other students would react to (possible mockery). Even though, teacher motivated the student to participate by calming the students down telling that respect was really important and that it was just a game. This kind of solution, sometime, help the student to feel comfortable and to participate actively in the activities being held.</p>



Towards the teacher	Students from this classroom are always receptive due to the excellent work of the in-service teacher (Teacher Cristina Franco) who has created a comfortable work environment for the kids and has really good rapport which was transmitted to the students towards the practitioners.	Working with this classroom is always nice because the flow of the activity is never disturbed, except from some really weird occasions where the students, as kids always be, become really hyperactive. So, when the group activity started, the classroom was really noisy, but thanks to some commands taught to the students, teacher was able to control the classroom really quickly. Also, in-service teacher allowed the practitioner to carried out the lessons without any restrictions that might affect the implementation.
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<b>Professional growth</b>	<b>Description</b>	<b>Reflection</b>
Lesson design	In order to design the lesson plan, teacher had into account some activities from the internet which depicted	The activity held for this class was to give a song to the students and then, after practicing some skill of comprehension, speaking and listening. Students were told sing

	<p>the importance of working in groups and who through cooperative group; some social values could be taught. Teacher also had into account which kinds of values are the most important for the kid so that they can increase their self-esteem (like respect towards their peers when trying their best while singing a song they just learnt to the rest of the class) in order to get a better performance. Stenlev (2003) mentioned that stated cooperative activities, help to increase students' self-esteem and a also helps to a noticeable reduction of bullying due to the communicative language teaching approach character of the activity.</p>	<p>the song in groups using different genres rock, opera, etc.). This worked better than expected because student felt more comfortable of sharing their knowledge to the rest of the class (singing in English) if they were hand by hand with their peers. This kind of activity might be reused. But, is not always as good as you might think, because some students were really shy and just hid behind the noise (let other partners to sing but they did not). Most of the classroom participated, but there must be a way to include the others students who are really shy.</p>
<p>Teacher's role</p>	<p>The role of the teacher</p>	<p>Teacher went around the</p>

	<p>was a motivator (telling the students they were able to sing and to accomplish the goal), also, confirming the knowledge (each time a student made a mistake, teacher waited to correct and to start again) and monitor (walking around the classroom to check every ones work)</p>	<p>classroom controlling and giving advice. This way, students are able to try to guess what to say inferring it from the teacher example at the beginning of the class, Probably, is a good way of constructing knowledge.</p>
<p>Material design</p>	<p>The teacher used very meaningful flashcards. The first part of the class was dedicated to review the topic “daily routines” and then, to introduce some new daily routines that were included in the daily routine song. Also, teacher used a tablet as part of the class to review the known daily routines and to play the recording of the song of the daily routines.</p>	<p>The use of today’s technology is giving a great tool to the English language. The amount of paper saved thanks to the tablet is enormous. Also, it helps to carry several recordings in just one small piece of technology. Even though, teacher had some issues with the volume of the reproduction. Next time, it is important to check how loud the tablet can get in order to catch every one ear.</p>

<p>Students' roles</p>	<p>The role of the student was to use the model of the language and to repeat and try to guess, using previous classes knowledge, where in the song was this knowledge (daily routines mentioned in the song). Also, teacher created an environment where student were able to participate actively (repeating, taking risks by guessing answers) but also, encouraging them to a positive interdependence, interaction, and group processing (singing in group and preparing for singing the song together).</p>	<p>The idea of this kind of role is to help students overcome communication difficulties in order to get the project (the song) done and done well. Some of the troubles of this activity might be question as</p> <p>Who is the leader? Who is supposed to sing first?</p> <p>How do we know if we are doing right or wrong? Who are we going to blame if the activity goes wrong?</p> <p>Some of this issues might be overcome by prevent them with the answers before the activity starts.</p>
<p>Language use</p>	<p>Teacher is aware of the lacking of practice at home by the student and the extreme lack of</p>	<p>The use of the language this way is really important because otherwise (speaking in Spanish) will make the students become depended on</p>

	<p>exposure to the language due to the fact of the Spanish context outside the classroom. Therefore, the teacher is aware of that the class should be mostly in English in order to get the students to feel compelled to work with the language. This is supported by Audiolingualism (1940s-1960s) which saw language as a matter of habit formation.</p>	<p>it. Teacher gave the instructions in English but some of them were in Spanish due to the complexity of the language to be used to explain the procedure of the class (basically, to tell the student how to sing and what was going to happen after they formed the groups was not possible to explain otherwise).</p>
<p>Patterns of interaction, procedures</p>	<p>Teacher was a motivator inside the classroom (directing the students into a point where they will feel safe to sing the song along their partners), so first teacher gave direction about how to the activity was going to be carried out and then the student will follows as stated by the teacher. After that, teacher will</p>	<p>Teacher used the role of motivator in order to create patterns of interaction of trust and confidence. Also, teacher created patterns and procedure which involved cooperative work and promotion of values. As mentioned before, Stenlev (2003) stated that stated cooperative activities, help to increase students' self-esteem and a also helps to a noticeable reduction of bullying due to the communicative language teaching</p>

<p>help the student not giving answer but confirming the knowledge (each time a student made a mistake, singing the song a recognizing the daily routines, teacher waited to help them to correct the mistake by letting the student to recognize it and to correct with the help of the teacher) and monitoring the classroom in order to foster the group to participate but also to be focus on the task (walking around the classroom to check every ones work), As a final stage, teacher also encourage the students to congratulate their peers for their job in order to be able to reflect on each other's personalities and values in cooperative work.</p>	<p>approach character of the activity. Kids were able to be seen working in order to get the song well sung. And a curious thing is, at first, one group was given the genre "cumbia" in order to sing for the activity, but they were not able to get it right, so, as a group, they suggested to use "rap" as genre for the activity and they coordinated the song really well by the final presentation.</p>
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<b>Linguistic outcomes</b>	<b>Description</b>	<b>Reflection</b>
Targetted skills or subskills	The first part of the activity was planned as a listening activity so the listening skill would be developed. Teacher introduced the song, repeated the song and practiced the song with the students making them to show understanding of the song by asking them in English “Which daily routines did you hear?”. This way, students were able to show their skill when speaking and comprehending what they heard from the song. By the end, respect and camaraderie were promoted towards the students by suggesting the student to congratulate their peers.	During the development of this activity, teacher had some problems with the volume of the recording because it sounded a little bit low. Next time, it is important to check how loud the tablet can get in order to catch every one ear. But teacher was resourceful and used his singing skills in order to get the song louder and to get it to the rest of students. Students were participating actively telling the daily routines they recognize and then, in the group singing part, they

		were creating strategies in order to win the competition.
Analysis students' production	This kind of opportunity to produce language would promote students language learning by making them aware of gaps in their existing knowledge which they would subsequently seek to fill; raising their awareness of the links between the form, style and aim of the activity; and obtaining feedback that they would receive from their peers and their teacher as they completed the task.	The teacher saw this activity as a good way to get results in order to support the promotion of values and also provide rich insights for teachers, researchers and curriculum planners into the language learning process in a collaborative setting; the students' understandings of how language 'works'; and the effects of certain grouping patterns on the interaction between students.



<p>Students' interactions</p>	<p>Zhang (2010) stated that cooperative learning make each of the participants a stronger individual through working tasks supportively. During this activity, students were assuming role were they had to work for a goal that would represent a group achieved rather than personal and individual. Trying to organize for the song, kid came up with solution and ideas to get a better development. And even though this is a listening activity mostly, students are able to increase their affective emotions towards their partners.</p>	<p>The interaction between students was successful due to the fact that students were planning techniques in order to present a very good show (singing the song). Some students had troubles while trying to sing using a genre, so as a group, they make the decision and ask the teacher to change the genre for rap. This kind of cooperative and value promotion values activity help students to product new solution and ideas.</p>
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