

**THE IMPLEMENTATION OF AUTHENTIC MATERIAL FOR TEACHING  
VOCABULARY IN AN EFL CONTEXT**

**CATALINA ORTIZ RUIZ**

**JUAN PABLO OSORIO AGUILAR**

**YULIANA ANDREA OSORIO OROZCO**

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

**FACULTAD DE HUMANIDADES Y BELLAS ARTES**

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## RESUMEN

A través de este proyecto de aula, fue posible analizar cómo el aprendizaje de vocabulario en una lengua extranjera como el inglés, puede incrementar y mejorar a través del uso de material auténtico en la lengua a enseñar en un grado de primaria dentro de una escuela pública en Pereira, Risaralda, Colombia.

Este proyecto se llevó a cabo en un grupo de primero de primaria, con un número total de cuarenta y dos (42) estudiantes entre los 6 y 8 años. Durante un período de tres meses con una intensidad horaria de dos (2) horas por semana en el segundo semestre de 2014. Los docentes-practicantes hicieron recolección de detalles presentados durante las clases usando reflexiones que los ayudaron al momento de escribir el presente proyecto.

Gracias a la implementación de este proyecto de aula, se puede concluir que es importante que los docentes preparen clases usando material auténtico con el propósito de enseñar vocabulario nuevo a los estudiantes, pero que el docente debe tener en cuenta las necesidades, intereses, edades y capacidades de esos estudiantes al momento de planear la clase; además, la preparación de clases usando este tipo de material consume algo más de tiempo de lo normal, pero es significativo y de mucha ayuda tanto para los profesores como para los propios aprendices.

## ABSTRACT

Throughout this classroom project, it was possible to analyze how learning vocabulary in a foreign language such as English, increases and improves through the use of authentic materials in the target language in a school grade at a public school in Pereira, Risaralda, Colombia.

This project was conducted in a group of first graders, with a total of forty two (42) students between 6 and 8 years old. This project was carried out over a period of three months with an intensity of two (2) hours per week in the second half of the year 2014. Practitioners-Teachers collected details presented during lessons using reflections that helped them when writing this project.

Thanks to the implementation of this project, it is concluded that it is important for teachers to prepare lessons using authentic materials with the purpose of teaching new vocabulary to students, but the teacher must take into account the needs, interests, ages and capabilities of those students when planning the classes; also, preparing the lectures using these type of materials is time-consuming, but it is meaningful and helpful for both teachers and learners themselves.

## INTRODUCTION

There were different linguistic goals in a target language learning process which were expected to be achieved in the implementation of the classroom project as well as some abilities (pronunciation, intonation, stress, vocabulary, and grammatical structure) that became a need in the language interaction. According to Sandarova (2013) the aim of a foreign language teaching process (FLT) is to improve and increase learners' lexicon and it should be developed through the communicative competence. In order to reach the mentioned goal, learners were provided with a variety of teaching strategies, techniques and authentic materials (texts, songs and audio-visual materials) that allowed the teaching and learning process to be meaningful and fruitful for them.

Starting at this point, this project aimed to implement and interact with authentic materials in a foreign language environment as activities and tasks done in class were evaluated to establish whether the materials that were used with the group, supported student's linguistic progress or not, and if they increased learners' language interaction.

## JUSTIFICATION

Before initiating this classroom project, the practitioners had come up with an inquiry which is considered important for the development of it: Do teachers often use textbooks in order to foster students' lexicon throughout the lessons?

It turns out that vocabulary learning is less effective and productive when using textbooks than when implementing authentic materials in the EFL lessons. This is evidenced in the results obtained in a research study conducted by Pereira (2005) in which the students who had been taught vocabulary through authentic materials showed an improvement in vocabulary learning and knowledge after the exposure to these kind of elements, while the learners who were taught vocabulary through textbooks and handouts did not increase their level of vocabulary knowledge.

The data show that students built their vocabulary in a foreign language better through the use of texts and materials which were used in real life for native speakers of the language without any specific educational purpose as authentic materials were not adapted to language teaching; foreign language teachers normally use adapted materials in order to plan their lessons and teach them; however, our project was different to the rest of the projects as authentic materials were used for teaching vocabulary as the resources were presented by the practitioners to perform real life situations, contexts, and set of materials which students were be able to interact with and take advantage of them.

On the other hand, Nation (2001) mentions that the principal problem with teaching vocabulary is that when a word is being taught, just a specific part of the meaning is showed in the



context; this means that most of the times, students learn a word with specific meaning, depending on the context, but the other meanings of the same word are not presented in that moment, it leaves students a gap which sometimes is not fulfilled; as a result, the implementers considered that another important aspect took into account when using authentic materials for teaching vocabulary was enriching and complementing the lessons with the presentation of the vocabulary in different contexts or situations inasmuch as English language had many words which were used in several different scenarios. In that sense, learners were able to have a clearer and more complete idea of the new words they learnt.

Regarding to text books, Sándorová (2012) exposes some similar ideas to what it was written before, the author indicates that the implementation of traditional text books needs to be enriched with the use of real world situations and authentic materials (songs, radio, TV programs, newspapers, cartons, brochures.. etc) to provide and provoke meaningful and useful elements to build new knowledge in a foreign language.

Moreover, general ideas of many teachers about authentic materials are confronted and understood from several perspectives; for instance, teachers participants in Sandarova's study consider that using authentic materials demotivate learners due to the fact that the vocabulary is uncommon for them; nonetheless, research shows that learners are more receptive to new topics if the correct resources are selected, this way those resources are implemented and their aims are established in a clearer way; additionally, the author suggests that the use of authentic materials should be implemented in EFL classrooms inasmuch as learners show high levels of confidence in terms of using the language; nevertheless, many teachers find authentic materials very challenging to work with inside the classroom because of time demanding regarding the

preparation of the lessons and the students' levels, which are not prepared to work and use these kind of materials.

Based on the previous information and the authors mentioned, authentic materials can be understood such as a positive impact in the road of teaching vocabulary given the fact that learners have the opportunity to be exposed to real discourse, contextualized with the cultural issues of the target language throughout different videos or articles of specific topics, places, people etc; finally, the impact can be taken in the application of the language (real-life conversations) use of vocabulary, fluency and accuracy.

The use of authentic materials was very important and relevant to our project not only in vocabulary development but also it promoted and engaged students into the vocabulary acquisition; besides, the practitioners had the task to reflect on what things inside the classroom worked the way they expected to, and what things needed to be improved or changed during the process in order to encouraged students to be part of the classroom in an active way.

## **OBJECTIVES**

### **3.1 Teaching aims**

#### **3.1.1 General**

- To teach and develop students' vocabulary by using authentic materials.

#### **3.1.2 Specific**

- To guide students in the process of increasing and improving their lexis and contextualization of the words.
- To strengthen learners' vocabulary awareness and interaction in the target language.

### **3.2 Learning aims**

#### **3.2.1 General**

- By the end of the implementation, students will increase their vocabulary in the foreign language.

#### **3.2.2 Specific**

- Students will be able to recognize different words about different topics such as: classroom objects, colors, animals and family members.
- Students will be able to express orally the new lexicon acquired.
- Students will be able to identify the spelling of the words learn.

## 4 THEORETICAL FRAMEWORK

### 4.1 Authentic materials.

A number of research studies have been carried on the influence of authentic materials to improve and strengthen student's skills during a language learning process. In a related study, Ghaderpanahi (2012) states that the adoption of authentic materials into the EFL classroom helps learners to improve their listening skills throughout their learning process as they provide real-life elements that contribute learners in the use of the language in a social context. Ghaderpanahi (2012) conducted a research study on the use of using authentic materials to develop listening comprehension in the EFL classroom to determine how the implementation of authentic materials could have a positive effect on EFL students' listening comprehension abilities; this study was conducted in the north of an Iranian city called Tehran, at Al-Zahra University, in an EFL classroom in which the population were thirty female apprentices who had been studying English for about 6 years starting from guidance school; the average age of the learners was 19 years old; the use of this authentic material was based on a part of the communicative approach, in which real common life situations and conversations were analyzed in class.

In order to carry out the study, the whole group cooperated with the development of it, and the teacher designed two interviews to be done during the research process; the first interview was conducted during the first week of the language program with the purpose of obtaining background information and knowledge about students' learning experiences, especially in listening; the second interview was conducted during the last week of the language program in order to get

information about the learners' attitudes and different perspectives on the use of authentic aural materials in the EFL lessons. Moreover, the teacher-researcher used a book called into IELTS by Jakeman and McDowell (1999) in order to incorporate the listening module as a sort of listening academic skills enhancer. The incorporation of tests at the beginning of the semester and at the end of it had a relevant importance in order to observe and understand the increase of the language learners' process. Also, when students were exposed to the listening for the first time, the teacher-researcher stopped it after some sentences in order to ask learners to identify the vocabulary that they were studying as part of the pre-listening activities. Continuously, students were demanded to develop other types of activities where they had to point the main idea as well as the supporting details of them.

Ghaderpanahi's (2012) findings showed that students after being exposed to authentic aural materials had a notoriously improvement inner the listening comprehension skill as two tests were presented by the learners, the second tests' results in comparison to the first tests' results, showed that learners had improved their listening comprehension skills. Besides, when learners were interviewed, most of them reported that, at first, they were uncomfortable listening to their teacher speaking in English, yet with the coming sessions, they started to get used to the language. This improvement was structurally carried inside the classroom.

Authentic materials are designed by and for native speakers of the language, and they are normally thought as being too demanding for EFL learners in order to comprehend them; nevertheless, authentic materials should be put into practice in any foreign language classroom as they provide learners and facilitators the tools to make their lessons more realistic, for that, teachers must take into account the importance of the input inside the classroom, otherwise, students' won't able to learn what it is proposed.

## 4.2 Teaching vocabulary

The inquiry of how vocabulary is learnt through different tools and methods as well as the best materials to be used in an EFL context has been a relevant issue in which experts and language teachers have worked for several years; Pereira (2005) conducted a research study in which the author explains and expresses how successful is the implementation of authentic materials for vocabulary instruction among lower secondary learners, and stands that Vocabulary is defined as the knowledge of words and word meanings in both oral and print language in productive and receptive forms.

The author conducted the research study with a population of sixty (60) students from different countries at the University of Kedah in Malaysia; their ages were unknown, but all students were about an average ability based on their final year examination results in the year 2004. The researcher performed five sessions of forty minutes each, two of them were in the afternoon. The researcher divided the group into two smaller groups with thirty (30) students each. One of them was called the “Experimental group”, the other group was called the “Control group”. In order to carry out the study, the author performed a pre-test and a post-test to both groups.

The first test was conducted to select proper authentic texts based on the learners’ vocabulary levels; then, the researcher selected the words from texts that the students would be doubtful to know in order to give treatment to the experimental group with the use of authentic materials to teach vocabulary, and giving non-treatment to the control group with the use of reading text and other handouts under controlled conditions; finally, the researcher gave them the post-test which

was a forty-item vocabulary test consisting on the target words selected from materials the researcher used during the research study such as a newspaper cutting, a song, a recipe, a game, and an advertisement, all of them had been designed for English native speakers and had not been edited as they were not meant for pedagogical aims in order to analyze the results.

The results at the end of the five sessions as well as the pre and post tests showed that vocabulary must be taught throughout exposing students to authentic materials, and also suggests that authentic materials have a relevant role in vocabulary acquisition in students inasmuch as they improve this aspect in their language learning process.

### **4.3 Introduction for constructs**

One of the most important issues in an English teaching process is the kind of materials that teachers have to select in order to guide this process (films, videos, textbooks, images...etc) with the purpose of increasing students' vocabulary and strengthen their four language skills. To conduct this classroom project, two concepts supported the development of it; teaching vocabulary, which refers to the process in which language facilitators find strategies to guide their students into a successful language learning so as to build the elements needed to be able to use a foreign language in a foreign context; Authentic materials are the group of elements which are usually created by native speakers of a certain language but without educational purposes, and language teachers of different countries use them in their lessons in order to have a more realistic setting among the students and expose learners to a language in an implicit way.

The concept of Authentic Materials is explained based on Musallam (2007), Ghaderpanahi (2012) and Sándorová (2013) and teaching vocabulary is explored through the contributions by

Pereira (2005), Biemiller (2005) and Pellicer (2010). Both concepts are analyzed in order to make a connection between them throughout this classroom project.

Regarding authentic materials for language learning, Musallam (2007) agrees that they help learners to be exposed to real language throughout the use of real material that were part of the classroom, for instance, use the chairs, rules, table etc in order to work the classroom vocabulary; despite the fact that Bacon and Finnemann (1990 cited in Musallam 2007) explain that experimental investigations have demonstrated how using authentic materials improve reading progression as students are exposed to new expressions as well as vocabulary; additionally, Harmer (1991 cited in Musallam 2007) confirms that listening and reading skills are empowered by applying authentic materials; as a result, Musallam (2007) also states that introducing authentic materials not only will exhibit linguistic advantages but also point out the motivating power that authentic materials have in the learners' learning process.

In regards to the use of authentic materials in terms of pedagogical implications, Musallam (2007) claims that scholars discuss that the implementation of authentic materials supports learners to connect classroom learning with students' ability to be part of real-world events, it means that using authentic materials enhances students obtaining an effective communicative competence in the foreign language; on the other hand, the author cited (McNeil, 1994; Miller, 2005) points out that not all the researchers are willing to incorporate authentic materials in the language class given the fact that educators have some problems when accessing to authentic materials, as their cost is really high, and in order to create suitable educational activities, teachers require to spend lots of time.



After have an idea about the use of authentic materials in EFL setting helps learners in the process of connecting classroom learning with real life communication, some other authors have a close relation with the ideas developed above; Sándorová (2013) points out that Authentic Materials help learners to reach the use of a language efficiently in real contexts. The author also lists some examples of Authentic Materials used in an EFL classroom such as literary texts, Newspapers, job advertisements, cartoons, radio programmes, comics, songs and a wide range of audio-visual materials, and explains that using these kind of resources is more interesting than using the traditional materials used in class; Sándorová (2013) additionally focuses on the point that authentic materials support learners in developing and improving the communicative competence as they show a true image of the language being studied; nevertheless, the author considers that there are facilitators who reject to use real and authentic materials in their classrooms as they find them too difficult to work with inside them as well as time-demanding regarding the preparation of the lessons and the students' levels; as a conclusion, the author presents that the use of authentic materials may be difficult to work with by the teachers in terms of selection, preparation and implementation, nonetheless; the author highlights that the use of authentic materials will helps to do classes more pleasant and helpful to learners, developing language skills and motivating students to learn the target language due to the fact that learners have the possibility to have a more realistic classroom setting in which they can interact with the resources given by the language teacher.

At this point we have analyzed some positive and negative aspects of the use of authentic materials in an EFL classroom; in order to support some more assertive elements regarding the implementation of them for English language lessons, Ghaderpanahi (2012) stands out that authentic materials provide real-life elements that helps learners in the use of the language in real

contexts; additionally, it integrates the four skills and select relevant topics that call learners' attention will facilitate the English language learning as it promotes motivation, interest and give students' confidence to use the language and engage them to pay attention in their sessions. All the information gathered shows that the use of authentic materials in an EFL classroom may be useful or a complete nightmare depending on the teacher who is guiding the lessons and has to deal with their preparation; another aspect which affects the facilitators when dealing with authentic materials is how you, as teacher, are prepared and opened to use real language sources which will support the language learning in the students, especially, the lexical competence.

In order to support how students should be involved in an EFL class in which authentic materials are used, Clarke and Silberstein (1977) explain that a teacher must develop classroom activities that parallel the "real world" as the purposes in a classroom should be the same purposes as in real life as teachers must focus more on the message being taught than on the medium it is taught. It means that, no matter what kind of language guide you are, you must implement the use of authentic materials in your lessons as they are a great tool for you to develop them, and combine the improvement of the students' skills in order to obtain the results you expect by putting into practice those kind of materials in your classes; they will be able to provide all the elements needed for the students to have "a more real" learning process in a natural environment inside the classroom, not only for vocabulary teaching but also for developing all language skills in learners when the facilitator adapts and contextualizes those materials in a proper way; in this sense, next time a teacher is about to prepare a lesson for the students and find it challenging, he/she must think again of what the goal or aim is, and seek several ways to show and present that material to the learners taking into account their needs, interests, ages, and abilities in the target language.

The process of teaching and learning vocabulary is one of the issues that researchers and linguists have highlighted in foreign language development giving the fact that it integrates the four communicative skills. To connect the two constructs of the project to be developed (teaching vocabulary and authentic materials) Pereira (2005) claims that the acquisition of broad vocabulary represents the success of language interaction; given the fact that without enough linguistics elements i.e., words, the use of the language will be affected with incomplete structures, misunderstandings and lack expressions. In other words, if the knowledge of learners' vocabulary is limited, the way in which they express their thoughts, and built the sentences will be necessarily affected in a negative way by, for instance, committing errors that make the ideas incomprehensible and the vocabulary overused. Based on that point, the used of tasks that include authentic materials are the resources to acquire useful vocabulary and have a proficient develop in speaking, listening, oral production and reading in terms of know how to use the language and interact with it in real life situations.

Additionally Pereira (2005) focuses on the point of teaching vocabulary, the author explains two important topics input and output which support the advance in a foreign language, " the more input is transferred the more output will be obtained in the form of productive skills" (p.12). It means that input has a close relation with the professor, the kind of tasks that are selected to work in classroom, the strategies used to teach the new vocabulary, the way of introducing the vocabulary and the materials that are used to strengthen the vocabulary already learnt. The second topic is related with learners and implementation of the vocabulary work in class in the real life interaction. In conclusion, the implementation of authentic materials in a classroom and the exposure of the learners' of new words give them the possibility to be part of a real language

learning environment, which contributes in terms of motivation, use of language and meaning of vocabulary that enhanced and enrich each communicative interaction.

From a different perspective of how to teach vocabulary, Pellicer et al. (2010) argue that one way for learners to interact with new vocabulary is to read authentic materials. When learners are exposed to authentic materials, they achieve new words. Likewise, the authors also claim that it is important for learners to acquire vocabulary in order to have a better performance while speaking, writing and understanding the language. Pellicer et al. (2010) claim that vocabulary learning also occurs incidentally; for instance, when doing prolong reading from an authentic novel (learning from context). Additionally, Pellicer et al. (2010) point out that it is not debatable that natives learn a good number of words from context. L1 children at early age learn vocabulary commonly from verbal interaction, but reading contributes, too. Nation and Meara (2002 cited in Pellicer et al. 2010) conclude that the L1 vocabulary learning is given incidentally by listening and reading in real contexts.

#### **4.4 Conclusion**

Based on the two constructs which supported the project relevant aspects have been analyzed taking into account the authors' researches as well as their ideas and ways of implementing their projects. One of the most important issues is that the use of authentic materials is one need in our educational system given the fact that learners require significant tasks that contribute them not only in terms of linguistic but also in how real and meaningful is what they learn in the EFL classroom; nonetheless, in the sense of social interaction, creativity, imagination, relation and

motivation, it is also important to recognize the teacher as a facilitator and guide who seeks different strategies to prepare and develop each lesson during the language learning process as well as understanding how to use the authentic materials in a proper way to increase learners' curiosity, trying to integrate several language skills.

## 5 METHODOLOGY

### 5.1 Context

This classroom project was developed by two students from ninth semester and one student from tenth semester of the English language teaching program from Universidad Tecnológica de Pereira, Colombia, at “Institución Educativa Suroriental”, which is a public school located in the same city. Two hours were worked per week in order to conduct this classroom project; there were several limitations the practitioners faced during the implementation of the classroom project, as there were not technological gadgets which helped them perform their lessons in a better way, the practitioners just had a white board, markers, and the visual aids they created in order to guide their classes and make them interesting for their students.

Another important aspect which affected the lessons was the noise, which most of the times came from the next door classroom, which was the music room of the school; this noise avoided sometimes the practitioners to be listened well enough by the students and, therefore, they had to make an extra effort in order to be understood in the right way; besides, there was a big opened window on one of the classroom’s sides which connected the classroom to a big open space where many students from other grades could show up at any time, and this became a disruptive object, which sometimes turned aside students’ attention. The classroom environment was also affected by the presence of one of the students who was out of the school process for a period of time, and came back on some conditions that the principal asked their relatives to follow; the student mentioned did not do anything in the classes, but he moved around and tried to distract the others making noise, going under the chairs and this caused some disciplinary issues not only for the

practitioners but also for the in-service teacher and the students as well. Those issues were solved applying the suitable strategies which helped the practitioners to find broader ways to perform their lessons.

## **5.2 Participants**

The number of students in which this project was implemented was forty two, whose average age was around six to eight years old; the classes were guide on Monday 2:00 pm to 3.00pm and Thursday from 2:00 pm to 3:00 pm; The main idea of this project was to check whether the use of authentic materials allowed students to have a transformation in lexis competence, and to have a clear idea of the vocabulary that was selected before every session to see if it had an impact in learners or not. All these issues were analyzed on the final test which gave us different results that permitted to indicate if the use of authentic materials contributed in the process of learning the target language.

This project was guided by Estándares básicos de competencia en lengua extranjera at the Institución Educativa Suroriental from Pereira; the practitioners worked with forty two students from first grade where main interest was music, songs and games; the role of two of the practitioners in this implementation was guide the English classes, meanwhile the third one observed, collect information and reflect it during a period of three (3) months.

### 5.3 Design

The principal goal of this classroom project was implement the use of authentic materials in a group of primary school graders in order to analyze if there was an increase in students' vocabulary acquisition after the application of this project. According to Pereira (2005) who conducted a research study to teach vocabulary among EFL students, vocabulary should be instructed through the use of resources such as music songs, TV programs, newspapers, internet websites, etc. which are commonly called as authentic materials.

Therefore, this classroom project was focused on one of the strategies implemented by Pereira (2005); Based on that, students were espouse to authentic input, as a result, obtain increasing in the lexis output, the practitioners conducted some vocabulary tests throughout the implementation of the present classroom project in order to measure if the strategies implemented to instruct the new lexicon to students were successful or not in terms of vocabulary teaching.

The procedure we used for this project was focused on the following three stages. First learners' recognition of a word through visual material, for instance, pictures, flashcards and real objects. Second, the stage of identification, where learners related and connected sounds with objects and recognized vocabulary in different activities carried out by the practitioners; finally, the stage of production, in which learners interacted with all the videos, songs, texts, and they answered questions, created their sentences and shared ideas using class' vocabulary.

In the process of teaching vocabulary, there were some strategies that supported learners in a foreign language learning process; according to Hedge (2000 p 117-118) the cognitive strategy which is a direct metal operation that consists in understanding, categorizing and relating based on



context was employed to build in learners mind a clear conception of what each word worked in class was and in what specific situation they could use it.

The second strategy that was implemented is called Metacognitive by the same author (Hedge 2000 p 117-118) in which learners will develop a conscious learning process, in this sense, we searched other strategies to allowed students learn, relate, identify and interact with the new vocabulary, concepts, sentences, songs or stories.

The importance of these strategies was that both searched and looked for how to do a meaningful experience for learners in their learning process and provide them the elements to be in contact with new vocabulary; in conclusion, this project aimed at helping students to learn vocabulary in context, presenting words in context, developing word consciousness and encouraging students to develop their own strategies to create words´ meaning.

## **5.4 Resources**

In order to identify whether learners acquired the new vocabulary or not through the use of authentic materials, the practitioners used several types of these kind of resources in order to explore which of them worked better for teaching a specific section of words or expressions taking into account the students´ English level as well.

There were several types of authentic materials used to develop the classes such as day to day objects, pictures of road signs, songs, texts, television programs, and internet websites when the students´ level allowed the practitioners to use them; however, it is important to highlight that

the vocabulary taught by the practitioners was based on the “Estándares básicos de competencias en lengua extranjera” following the principles of the education in Colombia for the first grade.

## **5.5 Reflection**

The habit of a good teaching comes from a cautious and concerned deliberation, pondering and meditation of the act of educating, in that sense, reflection becomes an influential aspect to be considered when teaching, thinking, planning, correcting and doing itself in the classroom environment as it is specified in the text; There is always something that can be improved even if things go the way we as facilitators pretend to.

The reflection developed in this classroom project was the reflection-in-action as there were three teachers in the classroom implementing the use of authentic materials to teach vocabulary in an EFL context; it means, two of them were teaching and guiding the lessons, while the other was taking notes about the development of the class; It also allowed the practitioners to monitor and observe themselves while and post having the lesson. Teacher-practitioners registered the events that worked well and did not work that well during the lessons in a reflection stage done on each lesson’s planning format; that way the practitioners were able to take notes of relevant issues, students’ responses and learning growth to demonstrate success and growth that the practitioners pretended to obtain; All the information gathered was reflected, analyzed, selected and interpreted with a purpose to determine effectiveness, impact and relationship about the expectation in the project. The main aim of this process was acquire the information and develop projections and goals in the practicum. The intention of gathering the information in a way of

reflection was to describe how, what, when, and where the outcomes collected were evaluated, planned and analyzed following the register to connect the information with questions which brought the outcomes that we, as practitioners, pretended to contextualize inside the lessons.

## **6 RESULTS**

After the implementation of the current classroom project, we found several results. Those aspects will be presented in this chapter as a manner of challenges and strengths in the areas of professional growth, students' responses and linguistic outcomes.

### **6.1 Professional Growth**

In this part of the project, our professional growth will be described as a process which helped us to improve our teaching abilities throughout the implementation. We found results which are considered to be relevant to this project in the areas of lesson planning and classroom management, organized in the way of strengths and challenges.

#### **6.1.1 Lesson Planning**

##### **6.1.1.1 Strengths**

A strength that we found was the group work inasmuch as the lessons were planned and designed in a collaborative way among the three teacher-practitioners. We looked for and proposed

different strategies and materials that could be used for a specific class in order to share them with the rest of the group. These resources were aimed to obtain the goals established to be achieved at the end of each implementation lesson.

The group work was evidenced in the following example of how a lesson based on the colors was planned:

***[...Implementation class #1, September 16<sup>th</sup>, 2014.***

*The facilitator #1 brought an activity related to the colors in which a short story would be used. The facilitators #2 and #3 gave the idea of using some flashcards in order to let the students have a clearer idea about the story by watching the images; in that way, the use of the authentic material provided the practitioners a way to teach the new vocabulary.*

*...]*

Murphy, Mahoney, Chen, Mendoza-Diaz & Yang (2005) claim that employers aimed college graduates to possess the ability to work in groups and have developed suitable teamwork skills. It is considered for the current project that planning the lessons in a cooperative way helped us to improve our group-work abilities and provided several alternatives to reach success in the implementation of the lessons oriented.

### **6.1.1.2 Challenges**

A challenge found was obtaining resources for the classes and decide on the topics to be taught. Planning lessons related to the standards required for the school curriculum, and expressed in the handbook "*Estándares básicos de competencia en lengua extranjera, Guía 22: el reto*" was a challenge as the resources found were not suitable, nor were they at the students' level, grade and age. To illustrate, before the implementation #3, in which the vocabulary was focused on family members, the teachers found a high amount of non-authentic resources; therefore, the facilitators decided to present the learners a cartoon which would connect the interest of the students, the standards of "Guía 22" and the goals required for that lesson. According to Dar Fatima (2012) the selection of the material at the moment of planning a lesson is a challenging task for English language teachers, but when this selection is appropriate the classroom environment becomes efficient, effective and meaningful. We considered relevant for this project to learn how to plan a lesson adapting and using resources in a suitable way although it can be a cycle that requires a lot of practice.

## **6.1.2 Classroom Management**

### **6.1.2.1 Strengths**

One of the strengths we had during the project was related to the ground rules and instructions given to the students at the beginning of the process. This means that student's behavior in the classroom was progressively modified during the process by the rules established at an early point in the project. Some of the conventions they should follow were see and repeat the complete date in English that they saw on the board, greet and say good bye in English, ask for permission to go to the bathroom in L2, and raise the hand every time they need to say something. To illustrate that, when students needed to go to the bathroom and asked for permission in L1, we reminded them that they should do it in the target language as it was taught before; furthermore, that situation was faced many times with different students at the beginning of the process. The classroom environment was improved when the students got used to the habit of following the instructions and ground rules they were told in order to achieve something in the classroom.

Regarding classroom management, Brookfield, S.D & Preskill, S. (2005) claim that establishing ground rules at the beginning of a teaching process can prevent issues of incivility and can also affect positively students' behavior. As a result of that, establishing ground rules, especially at an early point of an educational process, allow teachers to have a safety classroom environment in which students implicitly will collaborate to have a more flexible setting. Those rules were followed by them in order to improve the good work, control of the classroom and time management during the lessons.

### **6.1.2.2 Challenges**

The challenge we faced which affected the classroom environment was related to the way how learners were sitting. They were organized in lines and this was a problem during the implementation inasmuch as students talked a lot with the closer partners; another reason was that the students who were sitting in the back faced problems to see what was happening in front of the classroom, missing the explanation and presentation of vocabulary of the teachers.

To illustrate that, some learners in the back side of the classroom did not follow the instructions given although the teacher-practitioners were presenting some flashcards in order to review a vocabulary taught in a previous class. We decided to implement some strategies in order to get better results such as pair work and group work; however, this strategy was unsuccessful when the teacher-practitioners allowed the students to select their own partners as the disruptive behavior was presented in the same level.

This situation confirms what Harmer (2007) suggests in terms of selection of partners which can be risky and the fact that teachers must be attentive to the selection of the co-workers during the implementations. To avoid the previous problems, we consider to be relevant that when teaching vocabulary through the use of authentic materials, teachers are required to be conscious of having clear strategies for group-work and they must know how to use them in class.



### **6.1.3 Material Design**

#### **6.1.3.1 Strengths**

A strength evidenced after the lessons oriented was that the authentic materials achieved the goals we pretended to obtain. These materials not only helped students to improve their vocabulary range through their learning process but also engaged them in class as they were able to perform some tasks at the end of the implementation that they could not do at the beginning of it. For example, students could match images to their words in the target language when they were written on the board. Also, creativity was one of the points to highlight during the implementation process; for instance, in one of the lessons in which Halloween's vocabulary was presented through the use of a story, teachers in development designed some flashcards that represented the story narrated to the learners in order to support the story when they had to listen to it.

Horward. J (2012) claims that modern teaching methodology increasingly emphasizes the importance of identifying and teaching to the individual needs of learners; and it happens through teacher-designed materials; given the fact that individual needs are taking into consideration at the moment to create the material. For that reason, create materials not only helped students to improve their vocabulary range through their learning process but also engaged them in class as they were able to perform some tasks at the end of the implementation that they could not do at the beginning of it.

### **6.1.3.2 Challenges**

A challenge we faced during the project was related to the time that pre-service teachers took when selecting the materials to be used. For instance when Christmas' vocabulary was presented, the practitioners had to choose the appropriate film for the age and level of students; also a song and a game completed the tasks; nonetheless, the images for the game, the power point presentation, the flashcards and the worksheet were created and adapted by us.

Although the design of material is an excellent issue, time is a problematic situation when there is a lack of experience; for this reason, it is essential to search strategies to manage this situation in a more comfortable way. Block (1991) suggests a number of ways in which teachers can lighten the load, including sharing materials with other teachers, working in a team to take turns to design and produce materials, and organizing central storage so materials are available to everyone. In conclusion teachers should find different ways to design the material in a reasonable time, employing techniques that help to recycle the material and work in group with the colleagues; doing the process of designing material more thankful with the designer.

### **6.2 Students' Responses**

Some phenomena were encountered when implementing the project which are related to the way in which learners interacted with their classmates and the teachers. Those issues will be presented, illustrated and supported as a manner of strengths and challenges.

### 6.2.1 Strengths

We found that the use of authentic materials helped learners to be engaged in class as well as to create rapport. Teacher-practitioners noticed that every time they used a specific authentic material for teaching vocabulary, students were more focused and attentive as well as participated more in the lessons. As an example of that, learners were exposed to new vocabulary through a song, some flashcards and a story book during an implementation. The use of the song maintained students engaged. Also, the use of flashcards helped us to keep students focused on the class. Those reactions were evidenced in one of the journals written by the teachers:

*[Teacher's journal: September, 2014...*

*...when we (the teacher-practitioners) started singing, they (the students) were in silence and listened to the lyrics of the song. Then, they started repeating the song and did the same movements as we did. At the end, learners were able to sing it by themselves and we noticed they were ready to move into the vocabulary presentation...*

Musallam (2007) states that introducing authentic materials not only will exhibit linguistic advantages but also researchers point out that these materials have a motivating power in the learner's process, which was also evidenced when students were engaged and involved in further activities. Based on that, we found that the use of authentic materials for teaching vocabulary is engaging and attractive for young learners.

## **6.2.2 Challenges**

A challenge we faced during the project was related to the high levels of anxiety that students faced when they were asked to perform certain tasks. We could notice that when students had to answer a question or tell something to the teachers in English, most of them hesitated to produce any utterance in English. For instance, one of the students answered a question about a flashcard using L1 when the teacher-practitioners were eliciting a response in L2, and this could have been presented because of the student's anxiety for answering soon. Arnold (2000) states that students with anxiety attending the class will feel nervous and afraid to cooperate with teachers, and they would want to avoid the learning task. To conclude, it is important to highlight that an atmosphere of anxiety may appear in young learners as a result of asking students to perform some tasks in the target language. When teachers identify levels of anxiety in certain students, they should reduce them first before requiring learners to use the L2.

## **6.3 Linguistic Outcomes**

### **6.3.1 Strengths**

A strength we found was that the implementation allowed the students to learn how to use and pronounce a high range of vocabulary in terms of colors, animals, family members, classroom objects, Halloween and Christmas day. At the beginning of the lessons, learners' knowledge about those topics was minimum and their progression was evidenced at the end of the process. Learners' improvement is evidenced in one of the teacher's journal:

*[...after using the stages of the memorization, it is evidenced that learners could produce more words in a fluent way. Also, it is more common to listen to the students using the words in English in a correct way, good word stress and pronunciation. It is evidenced that learners started to produce simple sentences on their own and I could notice the effort of creating those sentences...]*

Another example was taken from a learners' conversation heard in the classroom.

*S1: "présteme el color por favor"*

*S2: "Si no lo dice en ingles no, porque tenemos que practicar lo que hemos aprendido", "diga, could you lend me your colors?"*

To support this, Pereira (2005) stands out that the acquisition of broad vocabulary represents the success in language interaction given the fact that without enough linguistic elements such as words, the use of the language will be affected with incomplete structures, misunderstandings and lack of expressions. It is to say that when young learners are exposed to authentic materials, there is a great chance of acquiring more vocabulary and more linguistic elements, which will help them to learn the target language easily.

### **6.3.2 Challenges**

A challenge found was the learners' overuse of L1 in class. Although there were learners who knew how to answer in L2, they usually responded to different eliciting questions using their mother tongue. As a manner to illustrate that, there was a class when a review about classroom

objects was being carried by the practitioners using flashcards. The teachers were waiting for an answer in L2 when students saw each image and despite the fact that enough vocabulary input was given in the previous class, most of the students' answers were in L1, and that could have been presented because of the way the instructions for the tasks were modeled. Nation (1997) stands out the contribution of L1 to comprehension and argues that the use of L1 has a "small, but important role to play in communicating meaning and content". In conclusion, we consider that our instructions were not given clearly to students in some of the lessons; therefore, they should be modeled in a way that students understand them easier before presenting new vocabulary through authentic materials.

## 7. CONCLUSIONS

The purpose of the project was to teach vocabulary throughout the use of authentic materials in a group of students from a primary school (1<sup>st</sup> grade), which led the practitioners to draw some conclusions at the end of the process. These conclusions are related to the results of the implementation in this classroom project. The following information relates to academic and professional outcomes, which affected or benefited the students' learning process.

In terms of the academic aspect, we can conclude that the students' lexicon increased after the lessons as they were able to recognize and associate words from different topics, and their acquisition in L2 was improved due to the employment of the authentic materials used for the classes. This helped students to expand their vocabulary range, making them aware of the existence of a foreign language which they would interact with in further scenarios. The pre-service teachers evidenced that learners were able to have another perspective of how the use of a foreign language may benefit them in the future. The project also supported learners in the adaptation to the school environment inasmuch as they were not used to have lessons in English in pre-school years. We also consider that the implementation helped the students to be introduced to an English language environment inside a real classroom context.

Professionally speaking, the pre-service teachers faced different challenging aspects which helped them to improve when planning the lessons, thus the selection of the materials considered different details, especially when teaching young learners. At the end of the process, we can conclude that the use of authentic materials for teaching lexicon to young students is complex but significant and engaging. That is, although finding authentic resources is effortless, adjusting them

to the learners' level and ages requires time and discipline. It is also important to highlight that the standards the Colombian government establishes for first graders are quite challenging and complex, so their articulation with the authentic materials was demanding.

As a conclusion, we can state that when teaching lexicon to young learners, it is not only relevant the teacher's knowledge but also the materials to be used in the lessons. Teachers need to take into account that using authentic or adapted resources for their lessons demand a high amount of time and rigorous planning.



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## 9. ANNEXES

### 9.1 Lesson Plan Format

#### ANNEX 1

#### LESSON PLAN FORMAT

<b>Date of the class:</b>  <b>Time:</b>	<b>Class Number:</b>
<b>AIM:</b>	
<b>Estándares Básicos de Competencias (MEN):</b>  <b>Estándar General:</b>  <b>Estándares Específicos:</b>  <b>Indicadores de logro:</b>	
<b>Assumed Knowledge:</b>	

**Materials:**

<b>Date</b>	<b>PROCEDURE TEACHER AND LEARNER ACTIVITY</b>	<b>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</b>	<b>COMMENTS</b>

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

**REFLECTION SESSION:**

**Observation:**

*What went well?*

*How do you know that?*

*What did not go that well?*

*What would you do different next time?*

## 9.2 Lesson plan of Implementation #1

### ANNEX 2

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

**Licenciatura en Lengua Inglesa**

**Guided Teaching Practicum**

### LESSON PLAN

<b>Date of the class:</b> September 16 <sup>th</sup> , 2014	<b>Class Number:</b> 04
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**Time: 2:00 pm – 3:00 pm**

**AIM:**

By the end of the lesson students will have strengthened their knowledge about the colors in English, as well as the knowledge about some fruits in English.

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

**Estándar General:**

- Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.

**Estándares Específicos:**

- Relaciono ilustraciones con oraciones simples
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor

**Indicadores de logro:**

Recuerdo el vocabulario usado la clase anterior por medio de un pequeño repaso hecho por el profesor.

Conozco las frutas que el profesor me muestra en las imágenes en mi lengua materna.

Relaciono las frutas con el color real de ellas en la vida cotidiana.

**Assumed Knowledge:**

Students know most of the fruits which are presented and are able to identify and recognize their colors in real life in L1 and L2.

**Materials:**

Flashcards, fruits, colors, markers, the board, worksheets.

	<b>PROCEDURE TEACHER AND LEARNER ACTIVITY</b>	<b>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</b>	<b>COMMENTS</b>
<b>September 4<sup>th</sup> / 2014.</b>			

<p><b>Engage // 2:00 - 2:07</b></p> <p><b>Study // 2:08 – 2:12</b></p> <p><b>2:13 – 2:16</b></p> <p><b>Study // 2:17 – 2:25</b></p>	<p>The class starts with a song in order to engage them all in the class; the song aims to express “if they’re happy, they should clap their hands”</p> <p>Students are asked to pronounce in English the name of some fruits they are showed on some flashcards.</p> <p>Then, We just show the flashcard, and they have to say the name in English at the same time!</p> <p>Then, the teachers show the students some images with the same fruits in English, but this time asking the question about what color is each fruit. It is written on the image, so the Ss only have to read and recognize the color by watching the image.</p>	<p>Ss have never heard this song before, so the practitioners have to model the song until they get use to it.</p> <p>Students do not participate pronouncing with the whole group the fruits’ names.</p> <p>Students do not want to paint today.</p>	
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<p>Activate // 2:26 – 2:45</p>	<p>Ss are given the same fruits on a sheet of paper, but each image and fruit has no color, so they have to read sentences like “the mouse is gray” and color the images according to what they see in each sentence.</p> <p>Ss are given a sheet where a clown taking for a book for primary school native English learners. This clown needs to be colored as well; there is a color guide with numbers inside a box and inside the clown, so they have to color it according to what the color guide says. If they do not finish this activity in class, ask them to bring It for next class Thursday September 18<sup>th</sup>, 2014 and grade it; put happy and sad faces.</p>	<p>There are not enough crayons for all the students, so ask them to borrow from their partners.</p>	
<p><b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b></p> <p>Finish the “Color the clown” activity for next class with the correct colors.</p>			

**REFLECTION SESSION:****Observation:**

In the process of planning lessons and collecting tasks to do in classes, was evidence the group work. the communication between members of the group helped us to have a clear idea about what was the aim that we wanted to developed in learners at the end of the lessons and achieve positive results in terms of vocabulary knowledge.

In this particular class the importance of the group work was evidenced in the way which we decided to organize each stage of the lesson. The facilitator #1 brought an activity related to the colors in which a short story would be used. The facilitators #2 and #3 gave the idea of using some flashcards in order to let the students have a clearer idea about the story by watching the images; in that way, the use of the authentic material provided the practitioners a way to teach the new vocabulary.

Finally, this work strategy, provided us be aware of how college ideas are necessary to complement our job.

***What went well?***

This lesson plan was focused on the four skills (listening, writhing, speaking and reading). This was a successful class based on the lesson plan, students' responses, pace of the class,

disciplinary issues and time management. The coloring activity created a good response in learners although we needed to explain several times what they had to do, Ss where concentrated in the clown draw, and the number that represent each color. In this activity they could reinforce the colors, interact with classmates and with their families; due to the fact that, they needed to finish at home and asked their family to help them to conclude with the task, also was necessary to bring it for next class. Finally, at the end of the class we decided to give learners happy faces and that idea contributed in a positive way because, was possible to controlled the discipline of the group work.

***How do you know that?***

In this class we decided start with a song in which learners had to move to attract learners' attention, at the beginning they were talking aloud and did not pay attention. The use of flashcards showed as that it impacts learners in a positive way and they participated when this material was showed. Howard Gardner's research indicates that teachers should aim to appeal all the different leaner types' particularly visual learners; given the fact that, a very high proportion of learners have this type of intelligence. The activity to observe if learners remember the colors' name was fruitful because all of them raised their hands waiting to answer the questions related to the colors' fruits; more of them say I want to answer or just said the color.

***What did not go that well?***

When we started singing they were in silent and listened the teachers singing; nonetheless, when teachers asked them to participated singing, they started repeating the song and did the same movements as practitioners did. At the end learners were able to sing it alone and were engaged to start with the study stage.

*What would you do different next time?*

Bring to class more activities that motivate learners to participate, also we will start using happy faces and positive points to learners ´grades.

## 9. Lesson plan of Implementation #2

### ANNEX #3

UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

Guided Teaching Practicum

LESSON PLAN

<b>Date of the class:</b> September 25 <sup>th</sup> , 2014	<b>Class Number:</b> 07
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**Time: 1:00 pm – 2:00 pm**

**AIM:**

By the end of the lesson students will pronounce and spell in correct way some elements of the classroom using the structure there is and there are.

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

**Estándar General:**

- Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.

**Estándares Específicos:**

- Respondo preguntas sobre personas, objetos y lugares de mi entorno.
- Comprendo descripciones cortas y sencillas sobre mí, mi familia y mi entorno.
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor

**Indicadores de logro:**

Recuerdo el vocabulario relacionado con las partes del cuerpo trabajado en la clase anterior por medio de un pequeño repaso hecho por el profesor.

Identifico el nombre de algunos de los objetos que observo en mi salón de clase y los pronuncio de forma correcta.

Elaboro oraciones utilizando there is and there are para mencionar los objetos.

**Assumed Knowledge:**

Students recognized all the objects that we are going to teach; also they will know the name of some of those objects.

**Materials:**

Real materials (chairs, colors, pen, pencil, eraser, marker, board, books, sharpener), laptop, worksheets.

<p><b>September</b> <b>25<sup>th</sup> / 2014.</b></p>	<p><b>PROCEDURE</b></p>	<p><b>ANTICIPATED</b> <b>PROBLEMS</b></p>	<p><b>COMMENTS</b></p>
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	<b>TEACHER AND LEARNER ACTIVITY</b>	<b>AND PLANNED SOLUTIONS</b>	
<p><b>Engage // 1: 00 - 1:10</b></p>	<p>The class starts writing the date on the board asking then for this month and the day. Then we are going to remain them the parts of the body worked in our last session, showing them the flashcards used in the before class. Then we will sing the song head and shoulders to help to improve the names knowledge.</p>	<p>Ss do not remember the name of the parts of body; also they do not remember the song.</p>	
<p><b>Study // 1:11 – 1:20</b></p>	<p>Students will be related with the classroom objects and are asked to pronounce in English the names of those objects (chairs, pen, board...etc) showed by the practitioners. In this case we will use real materials to relate learners with the objects.</p> <p>Then, We will show learners a video about classroom objects, in which</p>	<p>Students do not participate pronouncing with the whole group the fruits' names.</p> <p>Students do not understand the structure explained and use the same idea to</p>	

<p>Study //1:211 – 1:40</p> <p>Activate // 1:41-1:50</p>	<p>questions are ask and answers are giving; then we will ask learners individually “How many boards are in the classroom? How many chairs are in the classroom? Etc. the learners will create some sentences using the vocabulary learnt before and the structure there are and there is. After that activity we will ask them to share some sentences with the whole group and those sentences should be wrote in their notebooks.</p> <p>Ss are given a worksheet with a word search in which they should find some of the objects already learned, something good of these activity is that learners need to be careful with the spelling work before given the fact that the names are not in the sheet; when learners do not know the way to write with the whole group support we will start writing the word, in that way, they can reinforce the</p>	<p>express plural or singular.</p> <p>Learners do not remember the correct spelling of the words, learners do not have a dictionary.</p> <p>Learners did not do the homework.</p> <p>Teachers will explained with an example and ask learners to do and be prepare for a quiz next class session.</p>	
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	<p>pronunciation and have in mind the word order.</p> <p>While learners are searching the words we will check the previous homework and with happy or sad faces we will give them the grade.</p> <p>Finally we will end our class with the song “if you are happy”, using the previous vocabulary worked in class, for instance, if you are happy and you know it touch your head, touch stomp your feed, touch your mouth.. etc</p>	<p>Learners do not want to sing.</p> <p>Teachers will remain the participation benefits.</p>	
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**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

**Learners should bring to next class 3 sentences using there is and there are related with school vocabulary.**

**Observations:**

During the practice time, we teachers in development had started creating habits in learners, for instance, when one of our learners wants to go out to the bathroom, they should to ask teachers in English if he or she may do it, also aspects such as write the date on the board, sing at the beginning of the class etc, has created in students the feel of assume risk to express their ideas in English, also it is evidence in the way in which students started creating their short sentences and between then express that they should speak in English.

Another point that called our attention was the lay out, because they work in lines and maintain the concentration of all the group is tedious for us, yet this kind of organization lend learners to talk during explanations and does not contribute to have a better learning environment. taking into account these aspects different lay outs are required to solve this situation.

***What went well?***

This class was focused on speaking and writing skills. We implemented authentic materials through a video in which were showed classroom objects. Questions and answers related to this topic were asked, also through the video structure “there is and there are” were present and learners could infer this grammatical issue. The implementation of routines such as write on the board the date, ask for the weather and sing before start with each class show us that Ss’ motivation and connection with the class enhance; in this class were evidence that the use of flashcards always engage learners and was very easy for them remembered the name of the parts

of the body also with the song they could identify immediately the word with the correct part of the body.

***How do you know that?***

When we started pasting objects on the board (eraser, sharpeners, marker, notebooks, colors...etc ) learners focused their attention on the board and make the connection between the name and the object.

***What did not go that well?***

something that we need to highlight, is the difficulty presented at the moment to relate and connect the Estándares Básicos with authentic materials; given the fact that, the materials designed for native people, are taught to an English level more advanced.

Another aspect is concerned with the writing part, which needs to be analyzed for next classes given the fact that learners spend a lot of time writhing and in this time Ss concentration is lost.

Based on that, strategies to maintain their attention and do that learners finish fast is something to improve.

An aspect that is necessary be observe is related with the lay out; because in the way in which the worked that is in lines allow that learners lost the concentration; for that reason we decided

to organize the group in a circle and the students work was meaningful and the participation increase.

for that reason the layout is something that needs to be observe.

***What did not go that well?***

Activities such as word search called learners' attention and took a time in which they could interact with their classmates and reinforce the vocabulary in a funny way.

The time management, discipline and control group were aspect in which we have noticed a relevant change and in this way the pace of the class follows each step.

We organized chairs in a different position in order to maintain the learners concentration.

### 9.4 Lesson plan of Implementation #3

#### ANNEX 4

#### UNIVERSIDAD TECNOLÓGICA DE PEREIRA

Licenciatura en Lengua Inglesa

Guided Teaching Practicum

#### GENERAL PLANNING INFORMATION

#### LESSON PLAN

<b>Date of the class:</b> October 28 <sup>th</sup> , 2014 <b>Time: 2:00 pm – 3:00 pm</b>	<b>Class Number:</b> 13
<b>AIM:</b>  By the end of the lesson students will be able to recognize Halloween story and vocabulary related to this celebration, using the structure this/these, that/those	
<b>Estándares Básicos de Competencias (MEN):</b>	

**Estándar General:**

- Desarrollo estrategias que me ayudan a entender algunas palabras, expresiones y oraciones que leo.
- Comprendo historias cortas narradas e u lenguaje sencillo.

**Estándares Específicos:**

- Sigo la secuencia de un cuento corto apoyado en imágenes.
- Entiendo la idea general de una historia contada por mi profesor cuando se apoya en gestos, movimientos y cambios de voz.
- Copio y transcribo palabras que comprendo y que uso con frecuencia en el salón de clase.

**Indicadores de logro:**

- Escucho atentamente la historia narrada por mi profesora y me esfuerzo por entender la idea general.
- Observo el material visual con el cual se narra la historia e infiero el tema de dicha narración.

- Relaciono el vocabulario aprendido con los objetos correspondientes
- Elaboro algunos de objetos aprendidos para que sea mas significativo mi aprendizaje
- Utilizo oraciones cortas utilizando adjetivos demostrativos (this/ these, that/those)

**Assumed Knowledge:** Ss are culturally related with Halloween celebration and they can associate the English vocabulary with their mother tongue knowledge.

**Materials:** Flashcards, Board, marker, Halloween objects (black cats, spiders, vats, ghosts, pumpkins, candies), scissors, glue.

<p><b>October 28<sup>th</sup> / 2014.</b></p>	<p><b>PROCEDURE TEACHER AND LEARNER ACTIVITY</b></p>	<p><b>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</b></p>	<p><b>COMMENTS</b></p>
	<p>The class will starts with the Ts writing the date on the board and asking the Ss to say it in English; the Ts ask the Ss to give</p>	<p>Ss are too noisy; the Ts say the</p>	

<p><b>Engage</b> //</p> <p><b>2: 00 - 2: 12</b></p>	<p>the drawings back, and we will paste those draws in a wall to remain them the importance of discipline in class.</p> <p>.</p> <p>The Ts will ask Ss to stand up and search around the classroom some hide objects and they will find black cats, spiders, vats, ghosts, pumpkins and candies each of them with corresponding name; the child who finds the object should read the name to the group and them paste it on the board. After that we will ask learners what</p>	<p>instructions by whispering.</p> <p>Ss do not remember the song; the Ts write the lyrics again on the board.</p>	
<p><b>Study</b> //</p> <p>2:12– 2:30</p>	<p>is the topic that we are going to develop this day and the vocabulary will be repeat through a song that they must listen and after that will sing with teachers.</p> <p>Students are showed some images of Halloween story and based on those images learners should predict what they consider is going to happen in the following narration.</p>	<p>Ss do not understand the instructions in English; The Ts have to explain the task in Spanish.</p>	



<p><b>Activate</b> //2:231 – 2:5 5</p>	<p>Ss are ask to sit in a circle o the floor and we are going to start with a short Halloween story called the candy night, which flashcards and gestures are going to be our support.</p> <p>To continue with this lesson we will interact during the story making some questions to maintain Ss motivation. Subsequently, we will show Halloween objects once again and we will ask them to think mentally and then answer the questions, if they do not remember we will use the three stages: mentally; then, individually, and then make groups to repeat them in the target language.</p> <p>Finally we will use cardboards to create with Ss images relate with Halloween celebration.</p>	<p>The classroom must be divided into two groups, the one on the left and on the right, but this time both groups should be looking to the front; the Ss should be looking to the board.</p>	
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**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

**Learners will draw in their notebooks their Halloween experience and Ss will write four sentences about that day.**

**REFLECTION SESSION:**

**Observation**

Every new class we (the teacher-practitioners) started singing or includes a song in our lesson, after observing that students show more attention in class, if they have a kinesthetic activity. during this class they students were in silence and listened to the lyrics of the song. Then, they started repeating the song and did the same movements as we did. At the end, learners were able to sing it by themselves and we noticed they were ready to move into the vocabulary presentation

***What went well?***

This lesson plan started as is habitual, the date was written on the board and learners participated reading that information. Questions about the weather were done and learners' interacted talking if was a sunny or rainy day. During this lesson learners were very motivated and enjoyed a lot the activity in which Ss had to search the hallowing objects, that attitude was evidenced in learners expressions "qué dibujos tan cheveres", "me encanta este tema".

***How do you know that?***

Learners participated in words pronunciation and the application of three learning stages which contributes and facilitates the use of new vocabulary.

The interest was evidenced in the story activity, due to the fact that issues such as noise and disciplinary facts were controlled during the story, one of the factors that contributes to maintained learners' motivation were the use of color images, the selection of the story and the tone of voice used at the moment to read the story, also learners could answer the questions asked by teachers.

The point that needs to be review for an activity in which learners have to cut and create materials is anticipate if learners have this kind of materials, that in this specific case are scissors and rules.

In conclusion it was a meaningful lesson plan given the fact that we had a good classroom management, positive student responses, good discipline conduct and an excellent time management.

***What did not go that well?***

the foreign language learning process occurs based on different elements but one of the most important is the memorization, has been observe during this process that learners do not practice enough at home and they forget the vocabulary worked in previous classes.

***What would you do different next time?***

it is important to search strategies to increase the memorization in our learners.

Ask students to do things like those at home to create their own stuff when celebrating something or do it with their in-service teacher.

#### **9.5 Lesson plan Implementation #4**

### **ANNEX 5**

## **UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

### **Licenciatura en Lengua Inglesa**

### **Guided Teaching Practicum**

### **GENERAL PLANNING INFORMATION**

### **LESSON PLAN**

<b>Date of the class:</b> <b>November 18<sup>th</sup> , 2014</b> <b>Time: 2:00 pm – 3:00 pm</b>	<b>Class Number:</b>  18
<b>AIM:</b>	

By the end of the lesson students will be able to spell some words related with the vocabulary and talk about people feelings.

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

**Estándar General:**

- Comprendo historias cortas narradas en un lenguaje sencillo.

**Estándares Específicos:**

- Comprendo canciones, rimas y rondas infantiles, y lo demuestro con gestos y movimientos.
- Demuestro comprensión de preguntas sencillas sobre mí, mi familia y mi entorno.
- Sigo la secuencia de un cuento corto apoyado en imágenes.
- Demuestro conocimiento de las estructuras básicas del inglés.

**Indicadores de logro:**

- Pronuncio diferentes palabras teniendo en cuenta el estrés y la entonación.
- Participo de las actividades propuestas por mi profesor con buena actitud.

- Escucho y me apoyo de la secuencia del video para entender lo que se habla allí.

**Assumed Knowledge:** Ss will take into account the previous knowledge about family worked in class, also learners will use their relation with this cartoons to understand what they say.

**Materials: Speakers, Board, Worksheets, colors, Markers, MP3 Audio**

November 18 <sup>th</sup> / 2014.	PROCEDURE  TEACHER AND LEARNER  ACTIVITY	ANTICIPATED  PROBLEMS  AND  PLANNED  SOLUTIONS	COMMENTS
<b>Engage // 2: 00 - 2: 15</b>	The class starts with the Ts writing the date on the board and asking the Ss to say it in English; The Ts will ask Ss to stand up and sing the numbers song; this will help them reinforce the numbers knowledge worked in previous classes	Ss do not remember the songs, but The Ts whispering the song and doing some movements	

<p><b>Study</b></p> <p><b>2:15 – 2:25</b></p> <p><b>pm</b></p>	<p>and attract learners’ attention, also we will ask learners sing “if you are happy”, doing some movements that are mentioned in the song. Play it twice if necessary.</p> <p>The Ts will ask learners go to computers room which was previously organized with the videos and pages that we will work. Then we will locate learners in pairs to start interacting with the computers.</p> <p>The Ts explain that at the end of the lesson, the best 10 Ss (5 women a candy for their behavior in class.</p> <p>Ts will request learners to open the first file in which they will find a video of Pocoyo and his adventures. The learners will interact with one of the most funny videos and will learn vocabulary, in this case a birthday in family, with this video</p>	<p>let them remind them.</p> <p>Students do not follow the instructions and do disorder to go the computers’ room.</p> <p>Learners are so excited and are talking at the same time, Ts will talking whispering and will remember them the prize that the best 10 students will win</p>	
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<p><b>Activate //</b> 2:26– 2: 45</p> <p>2:46 – 3:00</p>	<p>learners will reinforce family vocabulary and will identify words such as cake, balloons, present ...etc</p> <p>Learners will observed in another page the name of the objects presented before and in front of each word there are an image the idea is that learners will match the correct word with the image.</p> <p>Then learners will listen those words pronunciation and with the whole group we will emphasize in the word stress and the spell.</p> <p>Finally learners will watch the song learned in previous classes and sing it.</p> <p>The Ts start calling each student to receive the exam and check the answers listening the correction doing by the teachers</p>	<p>at the end of the class.</p> <p>Learners are not answering the questions and are doing different things, Ts will look out if they are following the instructions and will help them if do not understand what they have to do.</p>	
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	<p>The Ts give some candies to those who behave well during the lesson and congratulate them in front of their partners.</p>		
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**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

Ss should observe their family and create 4 sentences related how his or her family is feeling.

**REFLECTION SESSION**

**Observation:**

a solution presented to the vocabulary memorization mentioned in a previous class, we decided start using the stages of the memorization, since the first implementation of this strategy, it is evidenced that learners could produce more words in a fluent way. Also, it is more common to listen to the students using the words in English in a correct way, good word stress and pronunciation. It is evidenced that learners started to produce simple sentences on their own and I could notice the effort of creating those sentences

***What went well?***

This class called learners attention and they showed interest in the Pocoyo story, videos and activities, learners could interact with authentic materials and their responses were meaningful in the sense that they were motivated, and followed all the instructions given. Based on theory

the use of AM have important advantage, for instance, Authentic materials gives higher-level students exposure to unregulated native-speaker language – the language as it is actually used by native speakers communicating with other native speakers.

***How do you know that?***

we will use more interactive classes; given the fact that, with this kind of sessions, learners will reinforce vocabulary and do meaningful the learning process. we can say that with the use of Authentic Materials Students lost the panic to interact with the language and communicate with their classmates, also it guide learners in grammatical uses without an structure explanation

The discipline was an aspect that did not give troubles this time, given the fact that learners were concentrated in the videos and the activities that they had to do in their computers.

also, the interest of learners to use English is a sign that they are feeling more comfortable using English and it is gratifying listen how your students try to do the best; for instance, today in class i could hear the following conversation:

*S1: "présteme el color por favor"*

*S2: "Si no lo dice en ingles no, porque tenemos que practicar lo que hemos aprendido", "diga, could you borrow me your colors?"*

*S1: "vuélvame a decir yo lo repito y me lo aprendo"*

***What did not go that well?***

We consider that the aspect that we need to take in take account and do different next time is the time in which each students can work in the computer because the classmates that are in the other side wants to write and manipulate the computers too