

BILINGUAL TEACHING AND LEARNING ENGLISH IN COLOMBIAN SETTINGS

**CONSIDERING INTERCULTURAL VIEWS, CLASSROOM MANAGEMENT,
LEARNING STRATEGIES TO DEVELOP SKILLS INCLUDING
PRONUNCIATION, AND STRATEGIES TO CORRECT LEARNERS' ERRORS**

**UNIVERSIDAD TECNOLÓGICA DE PEREIRA
FACULTAD DE BELLAS ARTES Y HUMANIDADES
LICENCIATURA EN LENGUA INGLESA**

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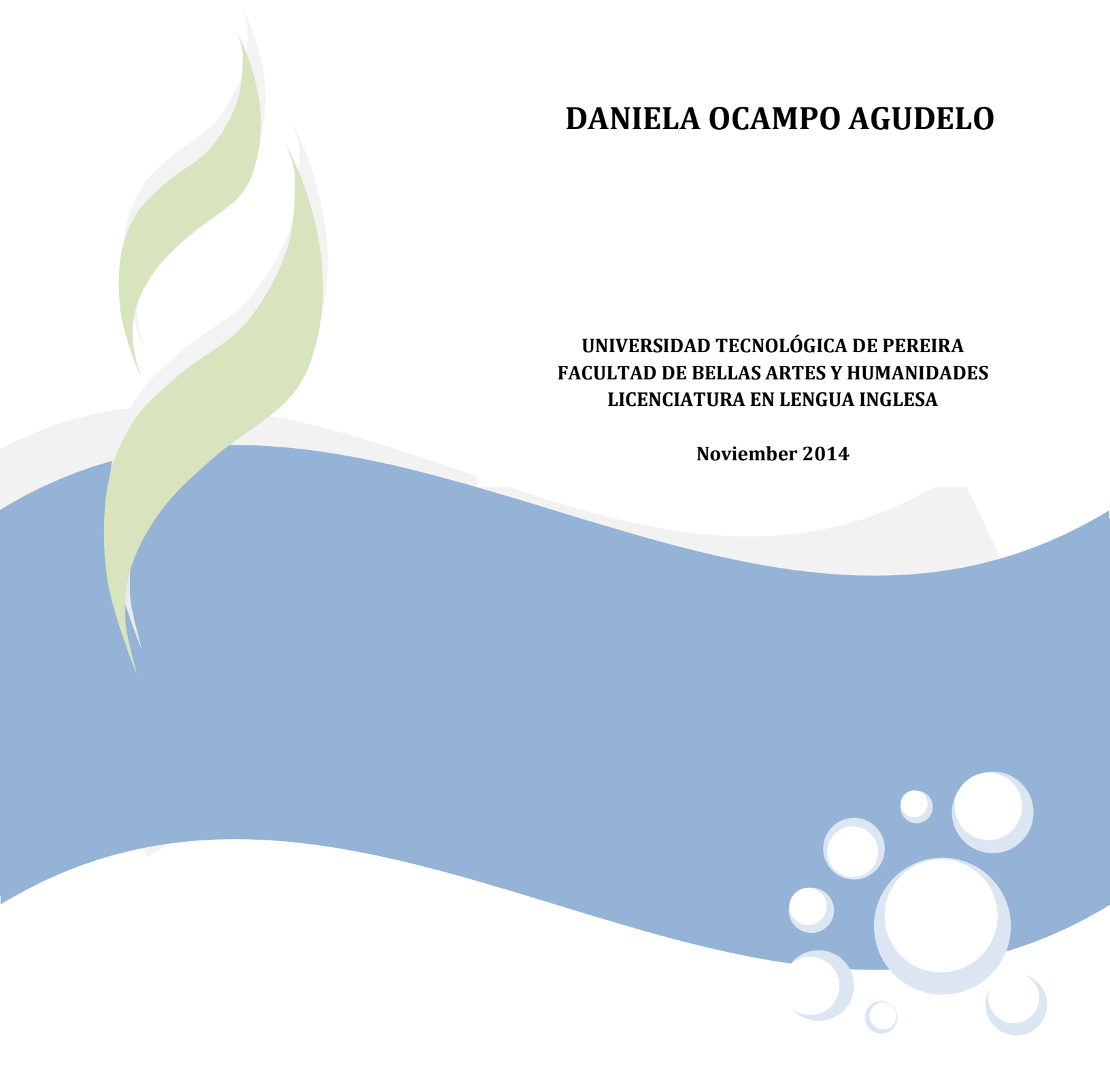


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ABSTRACT

This paper describes in six modules the Colombian education, considering aspects such as intercultural and communicative competence, classroom management, learning strategies, scaffolding learners' pronunciation, bilingualism and error correction.

Each module consists on reflections and lesson plans with communicative activities. In this sense, the approach to develop the lesson plan aims is the *communicative* which is supported by different authors' contributions. In addition, at the end of the paper there are some pedagogical implications and conclusions.

The purpose of this work is to provide the learner a real possibility to learn English as a foreign language and consequently, to acquire the communicative competence that is absolutely necessary when language learning is taking place. Furthermore, it is also aimed to contextualize English learning in a Colombian context.

Key words: Intercultural Competence, Communicative Competence, Classroom Management, Learning Strategies, Scaffolding Pronunciation, Pronunciation Tasks, Bilingualism, CLIL (Content and Language Integrated Learning), Errors, and Error correction.

RESUMEN

Este documento describe en seis módulos la educación colombiana considerando aspectos como la interculturalidad y la competencia comunicativa, el manejo de la clase, estrategias de aprendizaje, desarrollo apropiado de la pronunciación, bilingüismo y corrección de errores.

Cada módulo se compone de reflexiones y planes de clase los cuales contienen actividades comunicativas. En este sentido, el enfoque para desarrollar los objetivos de la clase es el *comunicativo* el cual está soportado por diferentes autores y sus aportes. Adicionalmente, al final del trabajo se encuentran algunas implicaciones pedagógicas y las conclusiones.

El propósito de este trabajo es proveer al estudiante una verdadera posibilidad de aprender el inglés como lengua extranjera y consecuentemente, de adquirir la competencia comunicativa la cual es absolutamente necesaria cuando el aprendizaje del idioma toma lugar. Además, se tiene como objetivo contextualizar el aprendizaje del Inglés en el sistema educativo colombiano.

Palabras Clave: Competencia Intercultural, Competencia Comunicativa, Manejo de la Clase, Estrategias de Aprendizaje, Desarrollo de la pronunciación, Tareas de Pronunciación, Bilingüismo, Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, Errores y Corrección de Errores.

INTRODUCTION

Throughout this paper, six modules are developed with the intention to generate a real communicative environment in a Colombian education context, given that English as a foreign language in this country has been taught based on foreign authors' contributions and the context of their countries. Although this paper has theoretical support with these authors, their ideas are useful but are contextualized into the Colombian setting regards bilingual education.

The first module refers to the intercultural and communicative competence since it is argued that learners need to be competent when using the target language; that is, the correct use of the language in specific contexts considering culture and some other factors, such as the circumstance in which it is required to express language for specific purposes. Besides, the intercultural competence helps learners to be in contact with the culture of the target language.

The second module is related to classroom management and learners' reactions towards English language. Given that this is a foreign language and it is seen for just academic purposes, English classes impact learners' behaviors. Therefore, in this section the objective is to state the importance of intercultural and communicative competence in order to direct thought towards new possibilities for study, travel, or business through English learning.

The third module consists on strategies that are essential for learners to improve their storage and production process of language. In this way, it is proposed a learner centered class in which he is expected to build the knowledge using the strategies that are more appropriate according to the learning style with the help of the teacher whose role varies according to the purpose of the class.

The fourth module is about scaffolding learners' pronunciation. In this part, activities are designed and strategies are implemented to facilitate learners' pronunciation development since not only communicative competence is enough;

pronunciation is a factor that influences communication. For that reason, learners are also required to pronounce intelligibly to be understood and avoid misunderstandings.

The fifth module aims the development of a bilingual project in a Colombian setting. For this project, it is proposed a private institute for which it is established an ideology and type of bilingual education. In addition to this, CLIL (Content and Language Integrated Learning) is included into the institutional aims and into the lesson plan example that is provided. In order to support theoretically this project, an aside of the Common European Framework is there with the *can do* statements for each language level.

The sixth module intends to provide feedback to an English language learner who was interviewed for about three minutes. In this interview it was asked to the learner to tell basic information such as hobby and personal data. In the analysis of the interview three main errors were identified and classified with the purpose to provide feedback through three meaningful activities to overcome the errors.

INTERCULTURAL TEACHING AND LEARNING

In this section, different concepts are developed with the objective to arrive at the consideration of why intercultural competence is important into the language classroom. The sequence of the concepts studied has a coherent development in which one concept carries to the other, having in this way a clear interrelation among them.

To begin this intercultural section, the concept that needs to be considered first is *communicative competence*. Knowing a language is not sufficient to be a competent speaker; it is also required to be aware of language functions, knowledge of how to use language in a given context, skills to interpret non-verbal expressions, recognize the relationship among the speakers; etc. Therefore, this communicative competence is constituted by other competences which are the linguistic, sociolinguistic, sociocultural, social, discourse and strategic competence.

Since language is part of the identity of a culture, these two aspects cannot be separated when learning a language; as a result, culture takes an important and decisive connotation. Snow (2007) identifies that every culture has three categories in which are involved the whole knowledge that humans have. Those categories are shared knowledge, shared views and shared patterns; thus, language requests to be used appropriately based on the culture.

Then, a competent speaker also needs knowledge about the target and the own culture. This knowledge of the two cultures is called *intercultural competence*. Here, the language learner develops various skills that Byram (1997) calls them *saviors* referring to different features of the culture; those are *Savoir être*, *Savoirs*, *Savoir comprendre*, *Savoir apprendre/faire* and *Savoir s'engager*. With such skills, the learner becomes on an intercultural competent speaker, who is able to interact in the target culture using that language in a suitable way.

After the intercultural competence, it is discussed the way of how to implement it in a language classroom using the four language skills. Through a variety of activities per skill, it is thought to incorporate culture having the purpose to provide learners some knowledge about it. The first step for this is to create

awareness concerning differences among the two cultures implicated; in this way learners will be predisposed to discover new points of view.

To take this theory into practice, at the end of this section there will be a lesson plan in which is incorporated the intercultural competence and developed through designed activities, also with the intention to practice the four language skills. As aforementioned, the learner will develop more than the linguistic competence in order to become intercultural speakers.

COMMUNICATIVE COMPETENCE

In the field of teaching English, there have been different methodologies that have been replaced for others as theoreticians consider appropriately. In this pedagogical reflection along the decades, it has emerged the necessity to help language learners develop the communicative competence. This concept was first introduced in the 1970's by Hymes. This author, cited in Coperías Aguilar (2007), describes that communicative competence refers to grammar knowledge, but also takes into consideration the appropriate use of language highlighting the sociolinguistic competence inside a specific context. It means that the language learner needs to foster more than the linguistic competence with the aim to communicate effectively.

More recently, Coperías Aguilar (2007) explains that the purpose of this communicative competence “was to acquire the necessary skills to communicate in socially and culturally appropriate ways” (p. 63). Bringing to the discussion this definition, it must be said that learners are expected to use language for different functions according to the real situations they face, as for instance using language to describe, narrate, apologize, ask for clarification; etc. In this sense, the learner is conscious that it is possible to express language for different purposes; consequently, he or she is aware of the type of language that they may use for certain contexts or settings.

Dealing with this concept, it is known that being a communicative speaker involves different competences, as mentioned above the linguistic one and some others. Van Ek (1986) cited in Coperías Aguilar (2007), mentions six categories that are the components of the communicative competence. In this point of view, the linguistic part is just one competence that the language learner has fostered; in order to be a communicative competent speaker, Van Ek defines the six categories as it follows: the linguistic competence as the ability to understand and produce statements correctly according to language rules and conventional connotation; the sociolinguistic competence, referring to the appropriate use of language according to the given setting and circumstances in which the speaker are; discourse competence, denoting the importance of how to use strategies to comprehend and create texts; strategic competence, as the skill to understand what somebody says when communication is difficult, making use of strategies such as telling in other words what they understood or asking the other person to clarify what was said; sociocultural competence, as the context where language is placed and in which the learner has some familiarity; and the social competence that comprises the desire and the proficiency to interact with people in diverse situations, considering personal strengths such as attitude and motivation.

CULTURE

The teaching of English as a foreign or second language has been enriching its perspective regards the competences. It is known that communicative competence has had a strong impact over the teaching of English; however, it has a major development on one of the branches that is the linguistic competence, contributing to the others a reduced amount of significance. The other components cannot be separated in order to have a real communicative competence; thus, considering culture, teaching of English needs to go deeper on cultural aspect with the intention to provide the learner the opportunity to have a broader view of the world by exploring culture through language, since those are interrelated aspects.

In order to explain the importance of culture inside the language classroom, it needs to be defined first. Culture, as part of the identity of human beings, involves different factors which characterize a specific community. Agreeing with Agudelo's (2007) definition, culture is a mixture of components that includes among others, beliefs, behavior, and most importantly language; aspects that are encompassed making of culture an endless human process. Taking into consideration such factors inherent to human beings, language is part of the culture on account of the fact that it is expressed according with those culture's features. In that sense, language learners need to be empowered with culture in order to have a broad proficiency as non-native speakers.

When talking about culture, it can be said that it is a combination among different aspects of human beings. Another definition provided by Snow (2007), suggests that culture is a mixture of three categories called shared knowledge, shared views and shared patterns. Share knowledge refers to the common information that a group of people know; shared views deals with the beliefs and values that the members of the group have in common; and shared patterns denotes that these are the same habits and norms that they share in which they organize their behavior. According to this definition, culture is everything that people know and share in a specific group of members, considering what they know as normal since everything they know is part of their identity.

Considering culture as a close element to language, its importance is revealed when cultural awareness arrives due to the learning of different pragmatic associations. Furthermore, the connection of the four language skills is evident when culture is included in the language classroom. Usó-Juan and Martínez-Flor (2008) emphasize that four skill activities based on cultural information help learners to communicate appropriately in the target culture and language. Besides, the cultural aspect provides learners the space for language practice. Therefore, target culture is also one of the important aspects in the language classroom for learners to start developing the intercultural communicative competence.

Having this awareness about language and culture, it is proper to recognize that learning a language is not merely to know linguistic features; knowing a language also implicates for the learner some understanding of the target culture, at least to be conscious that there are modifications such as different meanings for words according to the context or different meanings for body language expressions. Consequently, if the learner manages knowledge about the target culture, he or she is better prepared to face real life situations, a goal that teaching and learning a foreign language always pursues.

INTERCULTURAL COMPETENCE

As before was reviewed what communicative competence and culture is, this section combines these two aspects since teaching and learning evolve along the time. Now a days is not enough communicative competence for the language learner given that language takes place inside a culture; the language learner needs to be competent in the own culture and also competent in the culture that the language belongs to, with the purpose of make a right use of it. This skill is called intercultural communicative competence and with this the learner becomes on an intercultural speaker.

The interaction among the two cultures includes different aspects from the learner as human being, in the process of becoming an intercultural speaker. In this case, Byram (1997) cited in Coperías Aguilar (2007), calls those aspects as *savoirs* concerned with different characteristics of a culture. *Savoir être* is more concerned with the way learner assumes attitudes and values from the other culture, developing curiosity and willingness to stop judging the other culture; *saviors*, as general knowledge of how interaction takes place in social groups or individuals; *savior comprendre* as the ability to understand and compare any kind of documents or events that come from the other culture; *savior apprendre/faire* as the skill to acquire new information of the culture by discovering interactions and cultural habits; finally, *savior s'enagager* which fosters learners' critical awareness

about culture or politics education, so the learner would have a critical point of view among the own and the target culture.

With these savors or skills, learners not only raise cultural awareness to use language correctly. Moreover, Coperías Aguilar (2007) remarks that having these skills, the learners “should also learn to relate with other persons and take part in group activities with tolerant attitudes, overcoming prejudices” (p.66). The importance of teaching intercultural competence also lies on preparing learners to be better citizens of the world who do not judge any culture.

HOW TO IMPLEMENT THE INTERCULTURAL COMPETENCE IN THE LANGUAGE CLASSROOM?

Recognizing the importance of Intercultural communicative Competence is not the complete task. It needs to be implemented and language teachers have the duty to look for the “how to do it”. As it is said “communicative”, the four language skills should be incorporated in this process for learners to be competent. Usó-Juan and Martínez-Flor (2008) present a framework in which communicative competence is composed by other competences. In the following graphic representation it is observed how these five competences are interrelated.

Usó-Juan and Martínez-Flor (2008) support that this “model emphasizes the importance of the four language skills since they are viewed as the manifestations of interpreting and producing a spoken or written piece of discourse” p. 161. Thus, the integration of the skills has the aim to bring into the language classroom the cultural aspects by developing activities in which learners start emerging their cultural awareness. In each skill the emphasis on intercultural competence is strongly important. In the following paragraphs, it is described sample activities for each skill.

There are different kinds of recorded material with intercultural component; therefore, learners can acquire new knowledge through listening activities, such as listening to intercultural misunderstanding to appreciate differences; recorded interviews to compare opinions; listening to news on radio or T.V., films,

documentaries, songs, jokes and whatever type of material in which the learner is exposed to native speakers in different sociocultural situations. By making use of this, the language teacher can support the listening with worksheets and activities to share what learners understood while listening.

To develop intercultural competence by speaking, the language teacher can propose face to face interviews or asking questions to native speakers. Usó-Juan and Martínez-Flor (2008) propose these activities for learners from different languages aiming an active participation and a collaborative learning. However, in Colombian settings interviews to native speakers is a limited practice given the fact that on public institutions there are not native people and on the private educational sector there are few. Then, in this case it would be important teachers' creativity to give the learners as real contact as possible with the culture and the language. on the other side, role-plays can be easily developed and enjoyable for learners, thus they will be acquiring cultural aspects to interaction. Shumin (2002) cited on Usó-Juan and Martínez-Flor (2008), for developing speaking skill suggests watching to non-verbal videos to have learners describing what they see and interpret the body language that people use.

Regards reading, there are also activities with the intercultural content. For instance, critical reading reinforces learners to analyze how texts are written, how it is exposed the topic, what type of genre is used, how the content can vary according to the culture; etc. Reading should be practiced intensively and extensively for the learner to become familiar with the abovementioned features. To achieve this, Colombian English teachers once again need to be creative when providing learners the material. One option is to extract information from safe web pages and adapt the content to the learners' language level, and then create a newspaper to be read by the learners in an activity. This activity could be done by learners themselves for writing. First the teacher suggests a web page and a topic, and learners write the information to create their own newspaper following an outline. Similarly, writing an e-mail, describing stories, rewriting sentences in which

cultural misunderstandings happen are options for writing activities, especially those that promote learners cultural imagination.

As it is seen, the integration of the four language skills helps learners to acquire the different competences that build the communicative competence. Furthermore, with the development of four language skill activities it can be introduced the intercultural content, which in essence, aims for the learner to be an intercultural speaker who has respect and understanding of the other cultures.

In conclusion, intercultural component into the language classroom is absolutely necessary. The traditional thoughts about teaching English need to be removed from people who are interested or who need to learn the language, since there is a competence that they must acquire, which is the intercultural. This component makes of learning English a different process given that it provides the learner the sufficient skills to face in real life situations the target language in the target culture. Therefore, the speaker who can deal with real situations is the one who can communicate appropriately and avoid misunderstandings when expressing something or talking to somebody else.

When the intercultural competence is reached by the speaker, he or she also has developed the communicative skill and of course, all the sub communicative skills such as the linguistic one that traditional teaching has focused on for decades. Including the communicative competence in the teaching English involves the learner into the target culture and all the aspects that are enclosed there. In this way, the learner is aware of how to use language considering different factors in order to interact culturally and socially acceptable.

The intercultural competence raises on the speaker the desire to discover more knowledge about the target culture and the openness to consider all cultures as a rich characteristic that all humans possess. In this way, the respect and tolerance towards the cultures and all their features become qualities of the intercultural speaker.

Developing Intercultural Competence in the Language Classroom

LESSON PLAN

Grade/group: Third	Level of learners: A1
Average age of learners 8-9	Language form: Verb to Be Language function: Describe celebrations or events that take place every month of the year.
Linguistic Aim: At the end of the lesson the learners will be able to describe different celebrations from the year using the verb to be and some other vocabulary related to the celebrations.	
Intercultural Competence Aim: At the end of the lesson the learners will be able to recognize the difference between Colombian and American celebrations.	
Use of the four language skills (intercultural competence activity) Listening: Students listen for general information in a short simple video about months of the year. Speaking: Ss. in pairs talk about what are the differences they can see contrasting to Colombian culture Reading: Ss. read short simple statements. Then, they do a true/ false activity. Writing: Ss. describe in short simple sentences the months of the year.	
Material required: Song months of the year http://www.youtube.com/watch?v=-4s-ut7N0jQ worksheets, Video months of the year http://www.youtube.com/watch?v=86kYp9hpab0	

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY Intercultural Competence	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS
Engage Song 10 min	T. prepares ss. for a short song about the months of the year, reviewing the lyrics before. T. asks ss. to repeat after her each month showing them the written form and also pictures using flashcards.	
10 min Listening	Then, T. asks ss. what do Colombian people do in each month (holidays). Ss are told that American people have also holidays, but with some differences. Here, students listen for general information in a short simple video about months of the year. What they have to do is to match each month with the vocabulary they heard (familiar vocabulary for them).	
15 min Reading	T. reads to ss. some statements about American Holidays and explains them until they understand. Ss. read the short simple statements. Then, they do a true/ false activity.	
10 min Speaking	T. provides Ss. in pairs a flashcard of a month. Ss. talk about what are the differences they can see contrasting to Colombian culture. Expected language: In USA friendship's day is on February. The month to fly kites is on march. Vacation time is on.....etc.	
10 min Writing	Ss. write are shown some of the flashcards and they write short sentences about them using verb to be: On July sun is hot, On October is Halloween; using familiar vocabulary for them.	
<p>How is this activity related to the linguistic aim? Learners are required to use verb to be and vocabulary to describe holidays.</p>		
<p>How does the activity promote intercultural competence? Learners become aware that American culture has holidays and that there are some differences with Colombian culture.</p>		

CLASSROOM MANAGEMENT

Obervation Report

In this class, there were 27 students from sixth grade who belonged to A2.2 level according to *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*. Furthermore, students should be among 11 and 12 years old. In this observation it was noticed that classroom size was not appropriate for all of the 27 students, for that reason is thought that the teacher decided to arrange seats differently to have space for later activities. The seating arrangement was organized into two rows giving back to one of the walls; the rest of the students were in front, also in two rows giving back to the other wall, in this way students from one side faced students in front. In addition, it was evidenced that the lesson objective was for students to categorize healthy and non healthy food in a food pyramid, as well as to express how often they consume that food using adverbs of frequency. To achieve these goals, there were three activities implemented by the teacher for which a video beam and a slide presentation was used.

Activity 1: After the teacher explained vocabulary and gave instructions, students drew two columns on their notebooks to categorize in five minutes healthy and non-healthy food looking at a list written on the board. The list of words consisted on: fish, chicken, soup, rice, spaghetti, and some other words that were not identified in the video. To support the instructions, the teacher modeled the activity giving two examples. By using this technique, students had a clear example of what they had to do. Also, it should be said that by this technique the teacher made sure to give clear instructions, another technique identified in this class. After writing these sentences, the teacher continued with the second activity.

Activity 2: The teacher showed a food pyramid in which explained where the healthy and non-healthy foods were. Then, the teacher introduced food groups. In this activity was evident that the teacher made students to participate eliciting from them what items belong to vegetables group. For this participation, students were asked to raise hands since they were noisy in the interventions. Then, the teacher

remained explaining the other food groups and also elicited more information to have students engaged doing the exercise. When the explanations were finished and enough input was given, students had to draw a food pyramid on their notebooks and write next to each group the corresponding name (fruits group, milk group, meat group, etc.) In order to verify students' production, the teacher walked around the classroom and talked with some students.

Activity 3: The teacher told that students from one side were group A and students from the other side were group B. He provided some examples of sentences (e.g. I never eat pasta, I sometimes eat vegetables) for students to understand to they had to say in that competition. Here is when sitting arrangement takes place due to the competition; chairs were well organized for that purpose. Then, students were required to write in five minutes three sentences in which they had to express how often they consume a type of food. With the help of adverbs of frequency and the vocabulary reviewed before, students began to write following teacher's example. Given the fact that the video for the observation was not complete, the competition could not be reflected as well as the last writing production.

Along the three activities, different teacher roles were acknowledged in this observation. The teacher was an instructions giver, monitor, time controller, and a resource. In all of the activities the teacher provided instructions for students to know what to do in each stage. For instance, in the first activity the teacher said that students had to draw two columns and categorize food into healthy and non-healthy, and then in the second activity into food groups. Furthermore, the teacher was a monitor since he was walking around the classroom and checking students' production on the notebooks. When he wanted students to finish the activity, he was controlling the time. Also, he tried to have control over students' participation when they were asked to raise their hands and avoid noise. Finally, the teacher acted as a resource due to the explanations and information that students required in order to complete the activities. Moreover, students' roles were to be information receivers and participants in the activities proposed by the teacher; activities in

which students understood input, and then wrote sentences and expressed orally what they eat.

Reflection

In this observation report positive classroom management aspects were identified. The teacher had an appropriate voice projection and use of body language when needed. Equally important, the proximity played an important role on account on the fact that it helped the class to be more comfortable. Another aspect to highlight was establishing ground rules, point that was mentioned in the class when the teacher spoke in Spanish to remember students about that.

On the other hand, some other aspects regarding classroom management were identified to be improved. In this case, managing students' participation becomes a key point concerning discipline control. Their participation was active; however, it did not take place as expected by the teacher, who recalled that participation is better organized if they raise their hands. It is known that students' participation is strongly important for the class, but as the teacher pointed out, it needs to be organized to build together an enriching learning environment. Students' attention is also embedded in the learning environment, for that reason it should be completely focused towards the teacher when explanations are given; on the contrary, common questions can emerge from the students such as "Teacher, qué hay qué hacer?" In this sense, teacher and students talking time gains importance since no matter how clear instructions are; teachers need to ensure that all students are receiving the information.

In order to improve these classroom management matters, some ideas can be useful to deal with students' participation and attention. To have students participating actively and organized, didactic material is an option to engage students while they are taking turns to ask a question or make a contribution; for example, giving a hat to the student who wants to participate. This is a way to

moderate interventions when more than one student raises the hand; once the student finishes the intervention, the hat is given to another student. Thus, students will know that they are allowed to speak only when they are using the hat. As well, telling the students that there are intervention moments will help to have organized participation; consequently, they will be participating at the expected time. It is very important to manage students' participation creatively since it saves time and students feel that they are enjoying instead of feeling that they are being controlled by the teacher.

For the students' attention, as mentioned before, teacher and students' talking time requires to be settled. If students know that there is a moment to participate and a moment to pay attention, they will receive the information and also be able to do activities without asking for repetition. Besides settling teacher and students' talking time, it would be helpful to have an observable sign for students to know that the teacher needs to explain something. For example, a teacher can use a specific colored waistcoat when it is time to give instructions or explanations

Having analyzed the activities, different classroom management techniques were identified, such as giving instructions for each of the activities as well as modeling activities to offer clearer instructions, as in the case of providing examples of sentences; also elicitation was notorious when the teacher made students to participate by asking them some questions about healthy and non-healthy food and food groups. Seating arrangement was likewise a classroom management technique, which was implemented to ameliorate classroom size appearance and for students' participation to be more visible. A final aspect to considerate is time management; students were always aware of time since the teacher used a sandglass to let them know the available time to finish the activity.

After this reflection, it is worth mentioning that teaching and learning English involves a variety of aspects to be considered. Therefore, it is a matter that goes

beyond knowing a language and receiving information. As it was aforementioned, the English class needs to include classroom management strategies to establish a communicative environment, this for students to obtain a real and a meaningful learning. To make a remarkable emphasis on classroom management, it must be said that it handles every factor or issue embedded into the English class, such as giving instructions, establishing rapport, seating arrangement, managing disruptive behavior, and other several strategies which can enhance English learning. Of course, this observation experience was useful for practicing reflection and critical thinking about classroom management strategies, mainly to consider the impact that these have over students' learning, a process that in regard, is not only built by themselves; they also need to be guided by teachers who in this sense, can play different roles. Accordingly, this reflection requires from me, as a teacher, a serious evaluation about how classroom management strategies are being incorporated into the English class. In this way, more awareness is raised in order to improve decision making for specific situations into the classroom. As well, progress at lesson planning will be notorious, since not only anticipated problems and solutions will be included into the lesson plan; also, it will be taken into account classroom management strategies to avoid problems; in other words, not only how to solve a problems, but also to avoid them as possible.

To conclude, classroom management strategies will be applied in two different ways. First of all, when planning lessons the strategies should be placed according to the type of the activity. For example, in terms of learning, if students are expected to participate, seating arrangement or grouping are essential strategies to obtain the desired participation. Referring predictable behavior, some strategies can be considered into the lesson plan to avoid indiscipline in advance, such as giving students some roles to assume in the development of activities. The second way deals with the unexpected issues at the moment of the class. For this unexpected issues it is required to act as immediately as possible; therefore, it will be used the most appropriate strategy for the problem identified. If there is any activity that make students feel boring, then some stirring up activities can be

implemented, this with the purpose to activate students and make them participate in the next activity planned.

Vocabulary project

1. Introduction

A. Vocabulary set

For this session that lasts one hour and a half, the learners are expected to express orally some characteristics of Halloween celebration on October, using previous learning in order to make language connections and develop communicative competence through interaction. The set of words chosen for this session is: Candies, costume, pumpkin, witch, ghost, bat, and spider web.

B. Intended audience

The audience to which is oriented this vocabulary project are students from third grade, who are attending classes at “Institución Educativa Compartir las Brisas” public highschool located in Las Brisas neighborhood. The level proficiency of these students is expected to be A1 according to *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*. Although the institution is in Las Brisas, a large number of students come from surrounding neighborhoods such as Villa Santana and El Remanso. Students in their institution have 3 hours a week for English class; however, they do not completely achieve the level since the public institution does not have English teachers; therefore, English classes are oriented by the teachers in charge of each group.

2. Justification

In order to plan this vocabulary project, standards were chosen from *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, considering students' grade. To help students develop mainly speaking skill, the standards used are:

- Describo lo que hacen algunos miembros de mi comunidad. 2
- Uso gestos y movimientos corporales para hacerme entender mejor. 2, 3

The main skill practiced was speaking; nonetheless, the other skills were embedded in the activities proposed. Furthermore, those standards mentioned above include pragmatic (2) and sociolinguistic (3) competences to enable the students to achieve the communicative competence.

By the implementation of this set of words, is intended to motivate students to learn English and in this way, provide students a space to get in contact with the language with the purpose improve their proficiency.

3. Lesson plan format

- I. **Course and level:** Third Grade. Elementary English (A1)
- II. **Teaching points:** Vocabulary Set for Halloween (Candies, costume, pumpkin, witch, ghost, bat, spider web).
- III. **SWBATs:** At the end of the lesson, students will be able to express orally some characteristics of a specific celebration of the year (Halloween) by making use of Verb to Be and some adjectives.
- IV. **Pre-requisites:** Verb to Be, some adjectives
- V. **Procedures:**

STAGE/TIME	PROCEDURES	JUSTIFICATION
Presentation 30 min	<p>For the presentation of the topic, T. arranges the seats in a U shape. 5 min</p> <p>Then, she shows a picture related to Halloween to elicit information from Ss. for them to know what the topic is about. 5 min</p> <p>T. posters that flashcard on the board and asks Ss. to guess other words related to the topic according to her body language expressions. After that, T. tells a word and Ss. should make the action that represents it.</p>	<p>According to Harmer (2009), the use of U shape for seating arrangement helps the teacher to have a less dominating position and students could feel more comfortable.</p> <p>Michelene T.H. Chi et al (1994), state that giving self-explanations improves language learning.</p> <p>Oxford (1990) declares that using Total Physical Response enables Ss. to give commands to others, later when they have stored the information.</p>

	<p>(Candies, costume, pumpkin, witch, ghost, bat, spider web). 10 min</p> <p>For the words said T. posters flashcards for each one of them around the main concept. Having this semantic map, Ss. store in their minds the information given. Ss. repeat pronunciation: T. writes a number next to each flashcard and tells aloud a number. Ss, must say the word, and so on with the rest of the vocabulary. 5 min</p> <p>T. reviews some adjectives (sweet, original, big, ugly, scary, black, and sticky). After this, T. relates the vocabulary with the adjectives: Candies are sweet, etc. 10 min</p>	<p>Oxford (1990) strongly believes that memory strategies help Ss. to recall information.</p>
<p>Practice 30 min</p>	<p>Before starting the practice, T. gives instructions and ground rules to participate (raise the hand, wait for my turn) and then she asks Ss. to tell in their own words the instructions. 5 min</p> <p>T. plays hot potatoes with Ss. One of the Ss. says “hot potato, hot potato...hot” The S. who has the ball is shown a flashcard, he or she must say the word. 5 min</p> <p>T. explains that Ss. must pay attention to her commands. If T. acts out the word, Ss. must say it aloud. Then, the T. shows a written adjective and says a complete sentence (e.g: Candies are sweet). Ss. who want to participate raise the hand and say a complete sentence. 10 min</p>	<p>Harmer (2009), “...can ask students to repeat the instructions back in the L1” in order to check if they understood what they are asked to do.</p> <p>Halliwell’s (1992) portrays that settle down activities engage</p>

	<p>After this interaction, a settle down activity is developed by students in order to be prepared for the next activity. T. shows Ss. a matching activity on the board with the vocabulary and pictures, but it is incorrect. When Ss. realize that, they must organize the matching on their notebooks. 10 min</p>	<p>students mind in two possible ways: mental engagement and actually occupying. In this case, Ss. are physically doing something but also recognizing word associations studied before, which means that they are mentally engaged.</p>
<p>Production 30 min</p>	<p>T. asks Ss. to remember the instructions. 5 min T. chooses 7 students to act out the words. The rest of the students guess and provide the correct adjective for that word. 10 min</p> <p>T. divides Ss. into two small groups for a competition. Each group makes a line to play broken phone. When T. has said a sentence for the two first Ss. of each line, she says Ready! And Ss. start the activity. The group who has the correct message wins a point. Once the sentence is said by the group, T. writes it on the board. This activity is made with four more messages (Sentences practiced before). At the end, the group with more points is the winner.10 min</p> <p>T. asks Ss. to sit down and asks them what the missing sentences were, since in the game they practiced five. T. and Ss. have a short discussion5 min</p>	<p>As mentioned before by Oxford (1990), Ss. are able to give and follow commands after using Total Physical Response.</p> <p>Oxford (1990) argues that when Ss. practice what they are taught, they develop cognitive strategies. The aim of using this is for students to become more effective learners.</p>

LANGUAGE LEARNING STRATEGIES AND VOCABULARY LEARNING

Recently in teaching and learning English, macro language skills have been the main focus of research; thus, it has been given less attention to micro language skills. For that reason, the aim of this paper is to highlight the importance of language learning strategies and vocabulary learning as a micro skill. First of all, a definition of language learning strategies is stated in order to provide a clear understanding of it; furthermore, vocabulary learning importance is supported by some authors. In order to go a little further in language learning strategies, there have been explained the features and the two main categories which are Direct and Indirect. At the end of the paper there is an inclination for memory and metacognitive strategies for the development of vocabulary learning.

Talking about language learning strategies, it is imperative to define what it refers to in the field of teaching and learning English. Considering Oxford (1990) explicitness, learning strategies are concrete actions that any language learner employs to facilitate or overcome his or her learning. In addition, Oxford (1990) emphasizes that good learning strategies ensure a series of features which mention that they (1) contribute to the main goal, which is the communicative competence, (2) allow learners to become more self-directed, (3) Expand the role of teachers, (4) are problem oriented, (5) are specific actions taken by the learner, (6) involve many aspects of the learner, not just the cognitive, (7) support learning both directly and indirectly, (8) are not always observable, (9) are often conscious, (10) can be taught, (11) are flexible, (12) and are influenced by a variety of factors. Similarly, Rubin (1987) cited in Hedge (1993) explains that learners strategies are a “set of operations, steps, plans, routines, used by the learner to facilitate the obtaining, storage, retrieval and use of information” (p.93).

In relation to vocabulary learning, some research has been done to argue that vocabulary as a language component has not been given enough importance. For instance, Richards and Renandya (2002) argue that “in the past, vocabulary teaching and learning were often given little priority” (p. 255) and that the role of vocabulary was not specified into a course curriculum despite the specification of

grammar and the four skills. In this same vein, to have stress in this micro skill Hazrat and Hessamy (2013) accentuate the importance of vocabulary learning when they defend that pre-vocabulary learning helps learners to have success in listening activities and oral production. The usefulness of vocabulary learning is also stated by Martin (2012), who asserts that phonological short-term memory (PSTM) and working memory (WM) foster learner's vocabulary learning, and consequently the development of English learning as a foreign language.

According to the definitions and explanations aforementioned, and also considering the relationship among the two terms "learning strategies" and "vocabulary learning", it is worth mentioning that language learners need to use strategies to acquire new vocabulary; therefore, it can be said that learners also need to work on this part of their learning process. In this sense, learners become metacognitive aware to organize and improve their own language learning. Agreeing with Oxford (1990), this metacognitive awareness is the conscious knowledge that a learner has about the own language learning process. What is more Matsumoto (1996) highlights the "importance and benefits of having language learners think about language learning - their own beliefs about learning and their preferred learning strategies". Given this, the language learner can identify what types of strategies are most appropriate for his or her vocabulary learning. However, before the learner has been chosen a strategy to learn vocabulary, he or she is using already a strategy which is a metacognitive one given the fact that there is a reflection about the learning process.

Referring to Oxford's (1990) taxonomy, she ponders direct and indirect strategies. Direct strategies are more related to language learning. This category consists of memory strategies to be able to remember and retrieve information, cognitive strategies to understand and produce the language, and compensation strategies to overcome language difficulties. The indirect category aims to control language learning and it includes metacognitive strategies to arrange language learning, affective strategies to manage emotions, and social strategies to have the ability to learn with others when it is required.

In this case of vocabulary learning, Oxford (1990) declares that memory, as direct strategies, are useful when learning vocabulary since in this process the learner stores and retrieves information for communicative purposes. Regarding the indirect category, metacognitive strategies such as *arranging and planning your learning*, are also very helpful for the learner to be metacognitive aware. For instance Goh (1997) in her study states that although learners' awareness about listening cannot be observed, learners can make self-reports to tell how they listen. More specifically, learners from this study used a metacognitive strategy called *finding out about language learning*.

Conversely, if learning strategies are not used and vocabulary learning is not fostered learners will not exploit their best ability to learn. In this regard, Richards and Renandya (2002) portray that learners' lack of vocabulary and lack of strategies to learn new vocabulary carry the learner to accomplish a limited language performance. Moreover, as a result of this poor performance, the learner could find it pointless to look for language learning opportunities in real life, such as listening to the radio or to native speakers.

As a conclusion, teaching and learning vocabulary should be addressed as the macro skills, for which there are strategies to reinforce their development. Therefore, learners require knowing the existence of strategies when learning vocabulary in order to start increasing their metacognitive awareness in their language learning process. Felder and Henriques (1995) argue that "the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's *learning style*". As a consequence, learning strategies become part of the learner's style and once those strategies are incorporated, the learner will become an effective language learner.

LESSON PLAN DESIGN		
COURSE		Third 2
TEACHER/FACILITATOR		Daniela Ocampo Agudelo
AIM OF THE LESSON		The goal of the lesson is aimed to
CLASS DESCRIPTION		Elementary English learners Language Proficiency Level: A.1
DATE		September 30th 2014
LESSON TOPIC		Christmas Celebration
SKILL DEVELOPMENT		Listening
LEARNING RESOURCES		Video, Flashcards, Worksheets. Picture Handouts.
ESTIMATED TIME OF LESSON		50 minutes
TASKS	PROCESS FOR LEARNERS	TEACHING & LEARNING PROCEDURES
VOCABULARY & PRONUNCIATION (Pre-task)	SEMANTIC MAPPING PRACTICING WITH SOUNDS AND WRITTEN FORM REPEATING RECOGNIZING AND USING FORMULAS	-T. presents Christmas vocabulary: Santa Claus, Christmas tree, Christmas lights, Presents, Christmas carol and Christmas dinner. For this, T. uses semantic mapping and the pattern <u><i>It is a(chritsmas tree)</i></u> Then, T. shows again vocabulary but this time using also the written form. 10 min -T. practices pronunciation with Ss. chorally and individually. Then, they play hot potatoes. The S. who got the ball pronounces what the T. shows in a flashcard using the pattern <u><i>It is a(chritsmas tree)</i></u> . 10 min
LISTENING TASK (Listening)	PAYING ATTENTION USING KEY WORDS	-T. plays a video for the first time. Ss. should pay attention to identify the vocabulary they learned before. Then, T. asks Ss. the words they listened to. 10 min -T. gives instructions: Ss. listen for a second time, and while they listen they have a worksheet to identify the vocabulary they learned. For each word they listen they put a tick. For the rest of unknown words they put a cross. 5 min -T. plays the video for the second time. Ss. do the worksheet. 5 min.
COMMUNICATIVE TASK (Pair Interaction)	COOPERATING WITH PEERS PRACTICING NATURALISTICALLY USING MIME OR GESTURE USING PHISYCAL RESPONSE OR SENSATION SWITCHING TO THE MOTHERR TONGUE	-T. asks Ss. to get in pairs. Student A receives a handout with pictures about the vocabulary learned, and Student B receives another handout with pictures. Student A uses gestures to explain the first picture (Christmas lights), then Student B guesses and says aloud <u><i>It is a present.</i></u> After this, Ss. change roles. This activity is done until Ss. have guessed each other the pictures they have. If Ss. do not find the way to explain by gestures, they can use key words in the mother tongue. 10 min

SCAPHONING ENGLISH LANGUAGE LEARNERS

MODEL

The model for the pronunciation tasks here designed is a combination of Hudson's model, Covert Rehearsal model and Eckstein model. With this mixture, it is intended to provide the learner a better input and practice to obtain successful results in the production. In the chart below are shown the stages of the lesson and the model that each stage belongs to. In addition, each stage is planned for an average time of ten minutes; therefore, the six stages are covered in sixty minutes, the maximum time for an hour class. The purpose of changing the activities every ten minutes is to have learners involved and not to let them have time to get bored.

Furthermore, this model aims to afford a clear development of the lesson for every teaching and learning point; thereby, teacher's and learners' actions are specified with the purpose to create a communicative environment through the implementation of some strategies. Moreover, it is important to highlight that *controlled practice* is established as the third and the fifth stage; this with the aim to guarantee an appropriate pronunciation practice after teacher's introductory explanation and after the feedback to incorporate corrections.

STAGE	MODEL
✓ Introduction – Warm up	Hudson
✓ Model - Presentation	Hudson
✓ Controlled practice	Hudson
✓ Oral practice	Covert Rehearsal
✓ Feedback	Eckstein
✓ Controlled practice	Hudson

RELEVANCE OF PRONUNCIATION TASKS

As now a day the trend is the communicative competence, it is strongly required to include pronunciation tasks in the language curriculum; otherwise, pronunciation features will not be developed accurately and the learner's oral skills will be affected. To this respect, Celce-Murcia (2010) explains that learners in order to be communicative competent, they need to grow and make progress on their pronunciation intelligibility; it means, to make understandable their pronunciation. Therefore, the importance of teaching pronunciation is rooted in the ability to be understood by others, so that communication is not affected by the lack of knowledge about pronunciation features.

Likewise, Morley (1991) agrees with the change that the teaching of English has had through the years. He describes that there is a greater emphasis on communicative competence; for that reason, comprehensibility becomes more relevant and learners begin to be intelligible speakers in order to be understood in different contexts and settings. In this sense, the communication perspective has given relevance to pronunciation. As consequence, it can be said that pronunciation tasks are necessary to develop communicative competence.

PRACTICAL REASONS OF DESIGNING PRONUNCIATION TASKS

Morley (1991) states some “principles” which reflect the necessity to foster the pronunciation skill. Such principles are the existence of learners who require a special need of attention to pronunciation and also the ESL settings that English learners can face in everyday life. Wong (1986), Morley (1987, 1988), Anderson-Hsieh (1989), Celce-Murcia (1991) cited in Morley (1991) “have expressed concerns about particular groups whose pronunciation difficulties may place them at a professional or social disadvantage” p. 490. Hence, pronunciation tasks require to be designed according to learners’ needs and difficulties in terms of articulation of the language. In addition, the author says that users of the language demand an intelligible pronunciation for ESL settings such as going to an English

spiking country for studies, business or just travelling. Consequently to this, learners' pronunciation is a decisive aspect of language which can benefit or affect negatively their opportunities to continue studying, to make business or travel for different purposes.

THEORY FOR PRONUNCIATION MODEL

In order to start, Hudson model is the most prevalent since three stages are incorporated. Introduction or Warm up is the stage in which the teacher obtains learners' attention to introduce the topic using an engaging activity. In the Model or Presentation stage the teacher gives explanations as clear as possible for learners to understand what they are about to learn. In this part teacher talking time is high and elicitation is very important to activate learners' background knowledge. For the Controlled practice stage teacher talking time is reduced and material is a key element to help in the language drilling.

For the oral practice, Covert Rehearsal model is proposed by Dickerson (2000) who expresses that strategies can help learners to improve by analyzing the spelling and applying pronunciation rules to be practiced until they are able to articulate the target language with fluency.

Finally, the Feedback stage is taken from Eckstein model. Eckstein (2007) suggests feedback to identify and eliminate negative interference, also to monitor the speech considering pronunciation features and to work cooperatively in pairs.

COMMUNICATIVE APPROACH

As it was aforementioned by Celce-Murcia (2010) and Morley (1991), thanks to the communication need it has also emerged a need to work on pronunciation skills. According to this, a communicative aim is also included in the lesson plan format in order to give learners a communicative purpose while studying

pronunciation. In this view, learners improve their pronunciation to be used in tasks that they can perform in real life situations. Agreeing with Canale and Swain (1980), communicative competence is composed by others competences. Grammatical competence includes knowledge about vocabulary, grammar, pronunciation, spelling and word formation. The others are sociolinguistic competence, discourse competence, and strategic competence. As it is noticed, pronunciation is embedded in the grammatical competence; that is the reason why teaching pronunciation and pronunciation strategies need to be explored.

STRATEGIES

The strategies used to help learners with pronunciation were taken from Yates (2002). These strategies were included in the three tasks designed for the five pronunciation features. For vowels and consonant sounds it was used imitation drills. According to Yates (2002) drills were considered out of fashion since they were related to audiolingualism; however, they are very useful for students to practice and get used to the target pronunciation. The first task that addresses vowel and consonant sounds has a pronunciation bingo activity as an imitation drill. In addition, imitation drills were also used to practice activities from the second task about word stress by implementing matching games. Regarding intonation, the author emphasizes that this suprasegmental feature should be exercised in context as in the third task is done. Here, the strategies applied were raising and falling intonation for true-false questions and their answers. At last, linking that is also part of the third task was practiced considering a dialogue in one of the activities for learners to practice in a more natural way. Morley (1991) takes into account that dialogues are pronunciation drills to practice language with a particular function. Also, online resources and recordings were used to foster pronunciation in the third task but also in other activities from the other tasks. To this respect Celce-Murcia (2010) argues that technology and internet provide a wide range of wonderful materials; nonetheless, it must be considered that not all resources are reliable to practice accurate pronunciation.

Pronunciation Task No 1: Family customs.

<p>- Oral practice 10 min</p>	<p>Practicing sounds: listening, speaking, and writing.</p>	<p>T. puts into bag pieces of papers of the words. T. chooses some Ss. to take one by turn. Each S. says aloud the word and all Ss. write the word in the correct column. For this, Ss. receive a worksheet with the columns.</p>
<p>-Feedback 10 min</p>	<p>Practicing sounds: speaking in pairs.</p>	<p>T. provides Ss. with a formula to express orally, and also asks Ss. for possible word combinations to express what their families do in new year's eve. Then, Ss. practice the sentences in pairs.</p>
<p>-Controlled practice 10 min</p>	<p>Encouraging Ss. for better pronunciation.</p> <p>Short simple dialogue.</p>	<p>In new year's eve,</p> <p>My family: -meet for a big meal</p> <p style="padding-left: 40px;">-prepare too much food</p> <p style="padding-left: 40px;">-sit together</p> <p>While Ss. are practicing the sentences with a partner, T. walks around and listens to what Ss. are practicing. Then, T. gives feedback on pronunciation difficulties that Ss. had during the oral practice.</p> <p>Ss. are asked to get in pairs and tell each other what their families do during new year's eve choosing some words and combining them to express their ideas.</p>

This lesson is important for Ss. on account of the fact that they will be aware of the different pronunciation that occurs in short and long /i/ sound, was well as to find the same /f/ sound in letter f, and combinations such as "ph" and "gh". In addition, Ss. will improve pronunciation easier through a topic instead of learning isolated pronunciation.

Pronunciation Task No 2: Read the Fact!

- **Phonological aim:** Students will be able to pronounce and distinguish word stress at the beginning, middle and end.
- **Communicative aim:** Students will be able to recognize word stress in any announcement that they can listen or read in any context.
- **Professional aim:** The teacher will provide to Ss. a technological tool (online dictionary) to help them read better a short text.

Background knowledge: Students should have previous knowledge about some verbs and vocabulary about colors and vocabulary related to the topic.

Pronunciation feature: Suprasegmental - word stress - beginning, middle and end.

Materials and resources: Record, online dictionary, traffic light poster, worksheets.

Stages (time)	Activity	Description (Describe in detail what you are planning to do in every stage)
- Introduction/ warm-up 10 min	Vocabulary introduction	T. shows to Ss. a slide in which they observe a picture about new year's eve. With this slide T. elicits information about the topic of the class. T. presents vocabulary and the pronunciation of each word. Then, Ss. listen to a record with the vocabulary and while they listen they point to the correct flashcard.
- Model/ presentation 10 min	Modeling the activity that Ss. have to do.	T. provides a model of what they have to do. For this example, she uses three words that are part of the list. With these three words is explained stress at the beginning, middle and end of a word. To make the categorization is used a traffic light. Red for stress at the beginning, yellow at the middle and green at the end.
- Controlled practice 10 min	Listening exercise	Ss. receive a text about new year's eve. First they underline the words practiced before, and then they listen to this information in a record while they place the words in the correct color using a traffic light that they have in a worksheet.
- Oral practice 10 min		

Pronunciation Task No 1: Family customs.

-Feedback 10 min	Practicing pronunciation	Ss. use an online dictionary to look for the words and imitate the pronunciation.
-Controlled Practice 10 min	Socialize answers and provide feedback	As Ss. have finished the categorization of the words using the traffic lights in the worksheets, T. asks Ss. to socialize the answers. Some volunteers go the traffic light that is on the board and take a written flashcard to be placed in the correct color. If there is any mistake, T. provides feedback of the pronunciation and asks Ss. where the stress is.
	Reading to announcements	Ss. in pairs are given some facts about New Year's eve. Then, they look in an online dictionary the pronunciation and stress for two of the words in each fact. Having checked the stress, they read the announcements. After this, Ss. categorize the words in the traffic light.

This pronunciation lesson is very important for students to be aware that words have stress in different syllables, at the beginning, at the middle and at the end. Also students will find enjoyable to know about word stress within this topic. In this sense, Ss. will know that learning pronunciation is not boring as it has been considered. Furthermore, Ss. will realize that it is a useful strategy to apply in real life when reading announcements in whatever context.

Pronunciation Task No 3: Reading a Newspaper.

- **Phonological aim:** At the end of the lesson, Ss. will be able to intonate and connect speech appropriately when reading.
- **Communicative aim:** At the end of the lesson, Ss. will be able to read short facts on a newspaper about the “Three wise men” tradition.
- **Professional aim:** The teacher will apply strategies to enhance learner’s pronunciation regards linking and intonation using drillings and Vocaroo.

Background knowledge: Students should have previous knowledge about vocabulary related to the topic. This knowledge is supposed to be learned in a previous session.

Pronunciation feature: Suprasegmental- Intonation and Connected Speech

Materials and resources: Video, vocaroo, flashcards, worksheets.

Stages (time)	Activity	Description (Describe in detail what you are planning to do in every stage)
- Introduction/ warm-up 10 min	Introducing the topic.	T. presents a video about the “Three wise men” to engage Ss. in the class and to introduce the topic. Then, she asks Ss. to elicit information about this topic.
- Model/ presentation 10 min	Explaining linking and intonation.	T. presents to Ss. some information about the magi (three wise men) as if this information was taken from newspaper. In each fact, T. explains how words are connected (in this case, linking vowels to consonants or vice versa). Then, she asks true/false questions about the information and tells Ss. to notice the intonation in questions and answers while she uses falling and rising intonation.
- Controlled practice 10 min	Practicing Choral Drilling and Individual Drilling.	T. shows to Ss. only the two words to be linked. T. asks Ss. what the pronunciation is. If Ss. are wrong, T. provides the correction. This exercise is repeated with the other words. For intonation, Ss. get in pairs and receive a question for S. A and answer for S. B. first, T. models a question and an answer, then Ss. in pairs do the activity.

Pronunciation Task No 3: Reading a Newspaper.

<p>- Oral practice 10 min</p> <p>-Feedback 10 min</p> <p>-Controlled practice 10 min</p>	<p>Listening to liking and intonation.</p> <p>Practicing Choral Drilling.</p> <p>Giving feedback.</p> <p>Reading a newspaper.</p>	<p>Ss. listen to two recordings. One recording is to practice linking, and the other one to practice intonation. To practice linking Ss. listen to three sentences, then they make a drill in group. To practice intonation, the group is divided into two. Half of the group listens to a question, and then they drill this part. The other half of the group listens to the answer, and then they drill this part.</p> <p>T. provides feedback on students' intonation and linking in the activity performed before.</p> <p>T. gives to Ss. a worksheet. There is a piece of newspaper in which there are information facts about the Three Kings. Ss. read the sentences and make the appropriate linking and intonation. Ss. record their pronunciation on Vocaroo.</p>
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The pronunciation practiced in this lesson is significant for students on account on the fact that it enables them to face situations in which is needed to read information in real life. Also, it raises students' awareness about the appropriate way to pronounce more than one word.

Having in mind segmental and suprasegmental features, “Scaphoning English Language” module was very helpful to strengthen lesson planning about pronunciation since it is not only to teach learners one aspect. It involves a set of features, which together form a larger feature called intelligibility. As this aspect is relevant enough, learners require to develop it in order to be communicative competent in different contexts that eventually they can face. In this point of view, learning to speak is not just the end of the process; pronunciation is needed to be understood by others and also to be competent in any setting.

As a result of this reflection, designing pronunciation tasks was an opportunity to be aware of the communicative component that learners need to be exposed to. With this communicative component, language functions are practiced by learners and in this way they are becoming prepared for real life situations. Therefore, it can be concluded that English language teachers must be focused on the real life situations that learners can face outside the classroom. The teachers’ job is to prepare learners for life regards the contexts in which English may be used.

Towards personal learning about pronunciation, it is impossible not to think of my pronunciation. As consciousness has been raised, I realized that mispronunciations most of the times take place due to the lack of effort to articulate appropriately. For that reason, there is one aspect that needs to be enhanced which is connected speech. Accordingly, the improvement plan will be learning to songs aiming to imitate how the singer connects the speech.

BILINGUAL EDUCATION

IDEOLOGY:

This institute makes emphasis on learning English as a foreign language through school subjects. At the end of this process, students will have developed a B2 level in the four language skills.

TYPE OF BILINGUAL EDUCATION:

In this institute English is developed and maintained without interfering in the acquisition of Spanish that students experience at school and home.

AIMS:

- To take advantage of the institute's environment to learn English as a foreign language.
- To teach English through content that is taught in school subjects.
- To obtain a B2 level according to the Common European Framework.
- To provide students common diary situations for they to learn and practice English.

REQUIREMENTS

- Children from 5 to 12 years old.
- Placement test to know students level.
- Studies certificate from children's school
- Two photographs 4x4 sized
- I.D. photocopy

LEVELS AND SCHEDULE

LEVEL/DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Basic	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.		8:00 10:00a.m
Pre-Intermediate		2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	8:00 – 10:00a.m
Intermediate	4:00 – 6:00 p.m.		4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	10:00 - 12:00 m
Upper-Intermediate	4:00 – 6:00 p.m.	4:00 – 6:00 p.m.		4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	10:00 - 12:00 m

LEVEL/DAYS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Basic	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.		8:00 10:00a.m
Pre-Intermediate		2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	2:00 – 4:00 p.m.	8:00 – 10:00a.m
Intermediate	4:00 – 6:00 p.m.		4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	10:00 - 12:00 m
Upper-Intermediate	4:00 – 6:00 p.m.	4:00 – 6:00 p.m.		4:00 – 6:00 p.m.	4:00 – 6:00 p.m.	10:00 - 12:00 m

LEVEL	CONCEPT	COST
Pre-Intermediate	Inscription and book	144.000
Intermediate	Inscription and book	160.000
Upper-Intermediate	Inscription and book	200.000
Upper-Intermediate	Inscription and book	250.000

SPECIAL SERVICES

- Tutorials
- Bilingual library
- Web pages and Blogs

CULTURAL ACTIVITIES PER WEEK

- Storytelling on Saturday afternoons
- Movies on Wednesday afternoons

STUDENTS' DUTIES AND RIGHTS

RIGHTS

- Call parents in case of emergency
- Have a break
- Go to the bathroom during class time if there is medical excuse
- Institution's discounts

DUTIES

- Arrive on time
- Bring materials
- Be updated in case of absence
- Do assignments
- Participate actively
- Do not eat in class
- Take care of the institution (E.g.do not throw trash)

THEORY

This term of bilingualism refers to the ability to use in real context two languages. Mohanty (1994) states that bilingualism is the ability to deal with communicative demands of one self and others, considering the normal use of two or more languages in interaction with other speakers. In other words, it is the ability to communicate with people from a different society or culture.

Considering this definition, in order to develop bilingualism on language learners, Monoglossic bilingual education program was selected for the ideology of this institute. According to Garcia (2010), Monoglossic refers to the idea that although people know about two languages, it promotes more the use of the target language than the mother tongue. Additionally, with the purpose of soften this, it is proposed an Additive type of education which means that children will have the possibility to come to the institute speaking Spanish, but here is added English as a foreign language, and at the end of the language learning process they will be able to use both languages since additive education promotes the learning, maintenance and development of both languages (Garcia, 2010). In this case, Spanish as their mother tongue and English as their target language.

Taking into account the common European framework in its political and educational context, students from this institute are expected to achieve B2 English level. The following table suggested by the CEF recommends a guideline in order to identify the student's level and language goals.

		A1	A2	B1	B2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

The following is a lesson plan based on Content and Language Integrated Learning (CLIL). CLIL was selected to develop this type of bilingual education due to the fact that it recalls and promotes the use of both languages. The following lesson plan was designed for students who are approximately in fifth grade in which their age ranges between 9 and 11 years old.

Unit: 1	Topic: SACRED ANIMAL		Standards: Participo en conversaciones cortas usando oraciones con estructuras predecibles
Warm up activities: At the beginning of the class the teacher elicits information from students about the animals that are important for them. After that, teacher shows a video about sacred cows. 5 min			Language aims: At the end of the lesson students will be able to compare sacred animal in India by the use of comparatives (bigger than, smaller than...)
Main activities	Teacher's role -T. explains in Spanish that the Condor is a Colombian national symbol that is in extinction way; for that reason, it is an important animal. In order to connect the topic with culture the teacher tells information in English about four sacred animals in India.	Students' role Students are input receivers; they are paying attention and listen carefully to the teacher.	Time line 10 min
	-T. writes on the board an example of a comparative sentence using the information explained before. E.g. Here in Colombia the Condor is more important than cows.	Students write sentences comparing animals that are important for them and sacred animals in India. Students are encouraged to use comparative adjectives such as important, sacred,	

	<p>Teacher asks students to write comparative sentences.</p> <p>-T. shows students two images to compare animals, one from Colombia and one from India.</p> <p>-T. shows another set of images to develop the same activity in English.</p> <p>-T. assigns a task in which students have to answer a question. Here they have to explain the reason about why in India those animals are sacred and why in Colombia they are not sacred. Then students make comparisons by their own</p>	<p>beautiful, tall, small, big, etc.</p> <p>Students in Spanish make the comparison using the two images and the sentence structure. E.g. mi gato es más importante que un elefante.</p> <p>Students in English make comparisons using the sentence structure. e.g. cows are more sacred in India than pigs.</p> <p>Students make a recording answering the question in Spanish and make the comparisons in English. This recording must be sent to teacher's email. For this part of the lesson it is required a computer room. After this, T. provides feedback. doa0705@gmail.com</p>	<p>10 min</p> <p>10 min</p> <p>15 min</p>
<p>Assessment procedures</p>	<p>The assessment is going to be conducted through the last task in which students must demonstrate what they have learned using a recording to make comparisons.</p>	<p>Material resources</p> <p>Videos: http://www.youtube.com/watch?v=MORFSOpoJRw</p> <p>Flashcards:</p> <p>Webpages: http://vocaroo.com</p>	

Student learning outcomes		
Content	Cognition	Culture
Students talk about sacred animals in India and important animals in Colombia.	Students compare sacred and non-sacred animals.	Students identify cultural differences between India and Colombia in relation to sacred animals.
Communication		
Language for the topic		Language for interaction
Vocabulary	Structure	What is your favorite animal? My favorite animal is...
Animals: condor, elephant, rats, monkeys Comparative adjectives: important, tall, big, small, sacred, etc.	In Colombia, the condor is more important than cows.	Here the students interact among them and with the teacher.

CORRECTING LEARNERS' ERRORS

the acquisition or learning of a second language errors are quite normal. In to appear; therefore, special attention should be given to this aspect when learning a language since learners are experiencing a process in which they can easily commit errors or mistakes. In this process of developing a language, not only errors or mistakes should be highlighted, but also considered to be corrected; no matter if they are normal, learners need careful assistance in order to progress. As Coder (1967) mentions, "learners' errors are evidence of this system and are themselves systematic" p.166. Consequently, over time students tend to fossilize errors; that is why they need timely support when learning a new language with the purpose to overcome errors when they happen, given that in this way learners discover language rules.

According to Richards (1971), errors are an excellent source of language knowledge considering three perspectives in which different aspects of learning emerge; those are linguistics, psycholinguistics, and teaching. Regards linguistics, it contributes to the human intelligence throughout the study of language; psycholinguistics helps to reveal mental processes in which learners can get involved when learning a language; and teaching provide enough information to know about learner's errors or mistakes and how to facilitate the overcoming of them through a specific action plan.

Kellerman & Smith (1986) also point out that there is a crosslinguistic influence when learning a language. This crosslinguistic influence is another aspect that needs to be taken into consideration when teaching due to the fact that it is a huge source of errors from which students and teachers can take advantage to learn, without fossilizing.

On account of all of the above mentioned, this paper leads to reflect on the important role that errors perform when learners start and maintain their language learning process. As English teachers, it is very important to recognize that errors can be seen as a helpful tool to learn and find an opportunity to improve language. Furthermore, errors are a challenge for teachers to look for different design of activities or tasks to help learners to overcome errors and avoid fossilization.

STUDENT'S PROFILE

With the purpose to keep the interviewee's identity in secret, a pseudonym is given. Richard is 17 years old. He is a second semester student from the industrial engineer program from Universidad Tecnológica de Pereira. In addition, this student attends English classes at ILEX institute and is coursing at the moment level 2 according to the 16 levels that students from professional programs have to study. The interviewee also expressed that he has been exposed to the English language since he started the high school. Furthermore, the language learning strategies that he uses is listening to music and watching movies.

DATA COLLECTION

Interview Transcription

Interviewer: Hello

Interviewee: Hello

Interviewer: How are you?

Interviewee: Fine, thank you.

Interviewer: What's your name?

Interviewee: My name is Alejandro

Interviewer: How old are you?

Interviewee: I am **seventy** years old.

Interviewer: Where are you from?

Interviewed: I am from Pereira.

Interviewer: Where do you live?

Interviewee: I live in Pereira.

Interviewer: Who do you live with?

Interviewee: I live with my mother and his, her married

Interviewer: You live here in Pereira, but where?

Interviewee: I live in Villa Verde.

Interviewer: Ok. Thank you. Do you have pets?

Interviewee: I don't have pet.

Interviewer: What do you like to do?

Interviewee: I like play soccer, ammmm..... estudi, study.

Interviewer: What is your hobby?

Interviewee: ehhh, play, play soccer and..... and go to, go to cinema

Interviewer: What do you study?

Interviewee: I study ingenir industrial, industrial ingenier

Interviewer: what semester are you doing?

Interviewee: I am in second semester

Interviewer: how long have you been exposed to English?

Interviewee: I studi English ehhh.....ehh... in the school and the university

Interviewer: you study here at ILEX institute?

Interviewee: Yes.

Interviewer: Now, could you describe this picture please? what are they doing?

Interviewee: in the imesh...I see a boys and a boy eh its withs bicycle; a men has a pet, is a dog; and a women has a baby and I look a men talk eh with the phone, and no more.

Interviewer: What about this one? What are they doing?

Interviewee: They are read a book.

Interviewer: And the children here?

Interviewee: Eh hh they are play with the eehhhh... sand.

Interviewer: Thank you very much

Interviewee: O.k.

ERRORS IDENTIFIED

Throughout the conversation it was identified three mainly errors. These are: the incorrect use of plural nouns, the use of present continuous and mispronunciation of some words. In the transcription were used some colors in order to identify the errors. The green ones are those mispronounced words and the yellow ones are those that represent the incorrect use of plural nouns and the absence of present continuous.

CLASSIFICATION OF ERRORS

These errors can be classified into:

Pronunciation:

-I am **seventy** years old.

-I like play soccer, ammmm.....**estudi**, study.

- I study **engenir** industrial

-In the **imesh**...I see **a** boys and a boy ehh its **withs** **bycicle**

This error could be produced due to the fact that the student may be not practice enough pronunciation of the words.

Lexical:

-I live with my mother and **his**, her **married**

-in the **imesh**...I see **a** boys and a boy ehh its **withs** **bycicle**

-A men talk ehh **with** the phone and no more.

This kind of errors can occurs perhaps the students do not know the present continuous rules and have not been exposed enough to this time.

Grammar:

-and go to, go to (the) cinema

-read a book

-ehhh they are **play** with the eehhhh... sand

-I don't have (a) pet.

-A **men** has a pet, is a dog, and a **women** has a baby and I look a **men** talk

syntactical

-I study **engenir** industrial, industrial **ingenier**

This errors occurs may be because the student is not aware of the rule.

SOURCES OF ERRORS

Interlanguage. At some moments, it was evidenced L1 interference since the student translated the L1 into L2 in the same way using the same structure or words. This could happen due to the fact that the student at this level has been exposed more to the native language than the target language.

Context. Perhaps some of the errors produced by the student occurred because the student was nervous during the interview since interviewers did not know him previously.

SOLUTION

The following are some activities proposed in order to overcome those errors avoiding fossilization. The activities are designed according to each error.

ACTIVITY 1

Aim: By the end of the activity the student is going to be able of use present continuous in sentences to describe actions that are happening at the moment.

Presentation

- First, the student needs to know and understand what the present continuous is and the reason we use it. In order to comprehend it we recommend you to watch this video: https://www.youtube.com/watch?v=eAzQ_ZDGZvM.

Practice

- Then, you need to practice what was explained in the video by doing some exercises in the following link: <http://www.curso-ingles.com/ejercicios-test-ingles/pcontin.php>

From: La mansión del Inglés.

In order to provide more practice, there are more activities to develop. See appendix.

Production

- Finally, the student is requested to do the following exercise and send it back through e-mail. See appendix.

ACTIVITY 2

Aim: by the end of the activity the student will be able to use properly plural nouns to describe pictures and the elements observed it with the appropriate plural noun.

Presentation

- It is useful for the student to review the grammar rules for the plural nouns. It is recommended to read this web page.

<http://www.clafoti.com/Imagenes/PLURALNOUNS.htm>

There, the student is going to find very good explanations and examples that will help him to understand better.

Practice

- After the explanation the student is requested to develop the following exercises. See appendix.

Production

- Finally, the student describes the following picture using sentences to say how many things can be observed. Example I see 3 buses. See appendix.

The student does the activity in the following link and sends the answers back through e-mail.

<http://www.montsemorales.com/gramatica/PluralSpot1-6.htm>

ACTIVITY 3

Aim: By the end of the activity the student will be aware of the symbols used to know the appropriate pronunciation of the words and pronounce words correctly.

Presentation

- In order to improve pronunciation it is suggested to the student to know first the American Phonetic Alphabet (APA), this will help him to know how to pronounce each word. When the student looks for a word in a dictionary, he can also find the phonetic transcription and as he knows the meaning of those symbols, he is going to understand and reproduce the word with the appropriate pronunciation. See appendix.
- In this link the student has the opportunity to interact with the phonetic chart and listen to some words according to each sound.
<http://www.teachingenglish.org.uk/article/phonemic-chart>

Practice

- After the interaction with the Phonetic chart you can practice more each sound with other words in the following link. Listen and repeat
<http://www.ompersonal.com.ar/omphonetics/vowels/practice1.htm>
- It will be helpful for you to watch the following videos
<http://www.esltower.com/PRONUNCIATION/videos/vowelvideos.html>

Production

- Finally, the student records a video or and audio answering the following questions and sends it back through e-mail. See appendix.
- It is suggested to watch the following video and focus on the pronunciation:
<https://www.youtube.com/watch?v=tZOgdnKJ5Sc>

CONCLUSIONS INTERVIEW

- Thanks to this project it is learned that errors are something natural in language since it evidences the normal order of the learning process. Since humans are born not learned from the beginning, it is a process in which improving is developed step by step. Our labor as English teachers is to help students to overcome those errors, not criticized them but allowing them to be aware that they need to overcome certain errors according to the level in order to avoid fossilization.

- This project was a very enrichment process for our professional growth due to the fact that we learned how to identify, classify and solve errors according to their importance. As English teachers, we need to improve in the strategies we use with the purpose to help our students to overcome those errors; in this way we can achieve our teacher goal, which is to help language learners to achieve a high proficiency level.

-It was also learned that the context is a factor that influences on students' performance. Therefore, the person to be interviewed (in this case the student) should be immersed in a friendly environment with the purpose to decrease errors caused by nervousness and anxiety. On account of this, the interview should take place in a normal classroom within an activity in which students can interview to each other.

-In addition to the aforementioned, it is important to highlight that reflection is always required to identify errors as it was did in this paper with the collected data. In consequence, not only reflection is needed; before this, it is required observation in order to reflect then. Besides, it becomes necessary to have a plan for students to overcome errors. Considering this procedure, learners and teachers benefit considerably in this short but very rewarding process.

PREDAGOGICAL IMPLICATIONS

INTERCULTURAL COMPETENCE

- In order to teach the target culture, the teacher should make a clear contrast between Colombian culture and the other one.
- It is helpful to take advantage of the cultural aspect to have students developing not only intercultural competence, but also the communicative competence in an intercultural context.

CLASSROOM MANAGEMENT

- To control students' behavior towards the English class it is recommended to use an appropriate seating arrangement according to the activities planned.
- Students' participation can be regulated using different grouping activities or seating arrangements.

LEARNING STRATEGIES

- It is useful to let the students know that there are strategies to learn, and that some strategies are more suitable according to the learning style.
- It is important to make students be aware of their own language learning process

SCAFFOLDING LEARNERS' PRONUNCIATION

- It is necessary for students to improve for an appropriate pronunciation in order to be completely communicative competent.
- In the pronunciation teaching to children it is better to explain sounds implicitly rather than explicitly with phonetic symbols.

BILINGUALISM

- Considering that students need to develop bilingualism, bilingual classes are required; it means that some Spanish in the class is allowed.
- The teachers should make a careful use of Spanish since students could not do any effort to learn the language.
- The implementation of Content and Language Integrated Learning (CLIL) is a helpful tool to develop bilingualism.

CORRECTING LEARNERS' ERRORS

- Error correction should be provided through didactic activities in order to avoid students' anxiety.
- It is recommended to tell students in advance that they are going to be interviewed, so they would be prepared and could reduce mistakes due to anxiety.

CONCLUSION

In our Colombian educational context, public institutions do not include enough culture when teaching English. For that reason, this paper considered this part to provide learners more knowledge about the target culture to make a contrast among the two cultures. In this way learners are enabled to develop the communicative competence, it means to be able to communicate when there are situations in which the target culture is involved.

Given that this educational system does not provide the enough intercultural input, some students from public institutions react negatively towards the English class since they do not appreciate the usefulness of learning English. For those cases, this paper proposes a lesson plan in which seating arrangement and different didactic activities help to control students' behavior and participation. Therefore, it can be said that teacher can control students' reactions using different ways to organize the chairs and meaningful activities that encourage students' participation.

In addition to seating arrangement and meaningful activities, learning strategies are also included to help learners improve in their language learning regards competences. As it was recommended above, learners should know about the learning strategy that best suits to their learning process. In conclusion, the teacher needs to encourage and empower students in order to be themselves the builders of their knowledge.

As it was also mentioned the communicative competence, pronunciation is a skill that learners are required to improve on account on the fact that it allows a clear communication. With a good pronunciation and the other competences, the learner can be understood in whatever context.




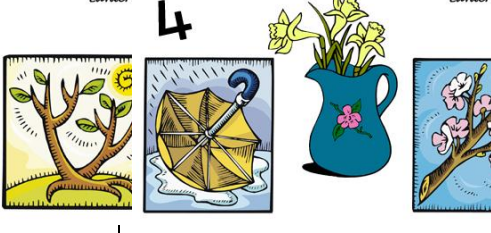








Regards bilingualism, it is concluded that Spanish is required for a bilingual class. In this sense, English class could make use of Spanish in topics such as culture when comparing and contrasting the own culture with the target culture. On

the other hand, the over use of Spanish can play an adverse role in view of the fact that learners could feel not encouraged to learn about an unknown language and culture.

Finally, when talking about errors it is arrived to the conclusion that they are normal in the language learning process of L1 and L2. As consequence, errors role has changed and now they are seen as part of the process given that they help learners to discover their language needs. Furthermore, noticing errors can help learners to discover how the target language works and how much they are advancing in their learning.

APPENDIX

- Intercultural Competence

<p>1</p>  <p>Lantern</p>	<p>2</p>  <p>Lantern</p>	<p>3</p>  <p>Lantern</p>	<p>4</p>  <p>Lantern</p>
<p>JANUARY</p>	<p>FEBRUARY</p>	<p>MARCH</p>	<p>APRIL</p>
<p>5</p>  <p>Lantern</p>	<p>6</p>  <p>Lantern</p>	<p>7</p>  <p>Lantern</p>	<p>8</p>  <p>Lantern</p>
<p>MAY</p>	<p>JUNE</p>	<p>JULY</p>	<p>AUGUST</p>
<p>9</p>  <p>Lantern</p>	<p>10</p>  <p>Lantern</p>	<p>11</p>  <p>Lantern</p>	<p>12</p>  <p>Lantern</p>
<p>SEPTEMBER</p>	<p>OCTOBER</p>	<p>NOVEMBER</p>	<p>DECEMBER</p>

WORKSHEET 1

Match the month with the correct vocabulary

- January
- May
- Orange trees
- Ski



WORKSHEET 1

Match the month with the correct vocabulary

- October
- December
- Winter
- Sun



WORKSHEET 2

Read the statements.

1. Thanks giving day is on November
2. Halloween day is on October.
3. Independence Day is on july.
4. Saint Valentine's day is on February
5. Christmas is on December.

True (T) or False (F)

October	Is thanks giving day	T/F?
July	Saint Valentine's day	?
December	Christmas	?
February	Halloween	?
November	Independence Day	?



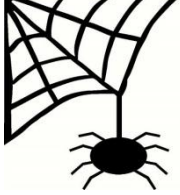
WORKSHEET 2

October	Is thanks giving day	T/F?
July	Saint Valentine's day	?
December	Christmas	?
February	Halloween	?
November	Independence Day	?

- Classroom Management



Vocabulary set

			
CANDIES	COSTUME	PUMPKIN	WITCH
			
GHOST	BAT	SPIDER WEB	

Adjectives Review

			
SWEET	BRIGHT	BIG	UGLY
			
SCARY	BLACK	STICKY	

- Learning Strategies

Video: <https://www.youtube.com/watch?v=oLqfR-U31Zw>

Flashcards



<p>Santa Claus</p>	<p>Chritsmas Tree</p>	<p>Presents</p>
<p>Chritsmas Lights</p>	<p>Chritsmas Carol</p>	<p>Chritsmas Dinner</p>

Worksheet

Name: _____

VOCABULARY	✓ / X
Santa's Hat	
Chritsmas Carol	
Santa Claus	
Star	
Presents	
Sleigh	
Snowman	
Chritsmas Tree	
Chritsmas Dinner	
Reindeer Lights	
Bell	



Set of images Student A



Set of images Student B



- Scaphoning English Language Learners







Task 1

Video: <https://www.youtube.com/watch?v=iDenaKqgbEQ>

Flashcards

 <p>FAMILY</p>	 <p>FOOD</p>	 <p>FIREWORKS</p>	 <p>PHOTOGRAPH</p>
 <p>SIT</p>	 <p>MEAL</p>	 <p>LAUGH</p>	 <p>BIG</p>
 <p>GIVE</p>	 <p>SEE</p>	 <p>SLEEP</p>	

Bingo Card

 <p>FAMILY</p>	 <p>SEE</p>	 <p>FIREWORKS</p>
 <p>SIT</p>	 <p>LAUGH</p>	 <p>GIVE</p>

Worksheet

Name: _____

- Classify the words you listen into the correct column

f	ph	gh	Long i	Short i

Task 2

Transcript vocabulary recording: celebrate, fireworks, holiday, attending, displays, Colombia, December, people, buildings, government.

Flashcards

 COLOMBIA	 DECEMBER	 PEOPLE	 BUILDING
--	--	---	--

Worksheet 1

Name: _____

- Write the words in bold into the correct place.

New Year's Day

New Year's Day is on **January 1st**. New Year's is a **national holiday**, so **schools**, banks, **post offices**, and **government buildings** are closed. **People celebrate** New Year's by **attending** parties and staying awake until **midnight** on New Year's Eve. New Year's Eve is on **December** the 31st. Some cities have **firework displays**. In **Colombia** people dance, eat and drink.



Worksheet 2

Name: _____

- Read the facts and classify at least two words from each fact.

The earliest known New Year celebrations were in Mesopotamia and date back to 2000 B.C.

In New Year's people traditionally make resolutions to break bad habits or start good ones.

- Read the facts and classify at least two words from each fact.

Romans had march 1st for the New Year's Day



Task 3

Video https://www.youtube.com/watch?v=sJpecRI_0wY

Web page <http://www.timeanddate.com/holidays/uk/epiphany>

<http://vocaroo.com/>

Newspaper 1

NEWS The Three Kings' Day



The three kings' day is also called Feast of Epiphany

The three kings of the Middle East followed a star on the road.

The three wise men of Middle East arrived in Bethlehem.

Melchior brought gold. Gold is symbol of the kingship of Jesus.

Caspar brought frankincense. This is an aromatic resin.

Balthazar brought myrrh. This is an aromatic plant.

Tapescript 1

- The three kings of the Middle East followed a star on the road.
- Balthazar brought myrrh. This is an aromatic plant.
- The three kings of the Middle East followed a star on the road.

Tapescript 2

- Did Caspar bring frankincense?
- Yes, he brought it.

Newspaper 2

Today's date JANUARY 6 2015

DAILY NEWS

EPIPHANY FACTS



Epiphany marks the visit of the three wise men to Jesus and Jesus' baptism.

This event is observed in the United Kingdom on January 6 each year.

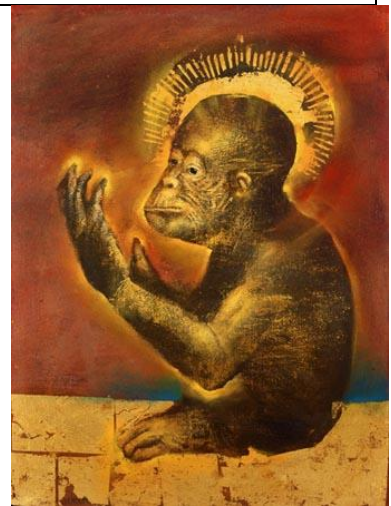
Many people believe that it is bad luck to display Christmas decorations after January

It marks the end of the Christmas for most people in the United Kingdom.

Online Dictionary: <http://dictionary.cambridge.org/es/diccionario/>

- Bilingual Education

Flashcards Sacred Animals



Important Animal in Colombia



- **Correcting Learner's Errors**
ACTIVITY 1: Practice

- Escribe el tiempo verbal correcto en las siguientes frases:

1. John _____ to Mary now (*talk*)
2. I _____ television every night. (*watch*)
3. The children usually _____ to bed at nine o'clock. (*go*)
4. _____ a book at the moment?. (*Richard read*)
5. They _____ to the theatre very often. (*not go*)
6. I _____ at the moment. (*not study*)
7. I _____ English, although I _____ at the moment. (*not speak*) / (*study*)
8. I _____ in Valencia, though I _____ in Madrid at the moment. (*live*) / (*stay*)
9. I _____ in a hotel at the moment, although I _____ my own apartment. (*stay*) / (*have*)
10. She _____ from Chile, though she _____ in New York just now. (*come*) / (*live*)

3 Look at the pictures. Correct the sentences.



1



2



3



4



5



6

1 Margaret is reading a book.

2 Pierre is walking to school.

3 We're having lunch in the garden.

4 They're doing the shopping.

5 My sister is teaching.

6 Our teacher is standing.

Production

1 What are they doing?

Choose a verb from the box and describe the pictures.
Use the Present Continuous.

write sleep talk drink swim eat run listen read play sing cook ride dance



.....

.....

We



.....

I

.....



.....

You

.....



.....

.....

.....



.....

I

ACTIVITY 2: Practice

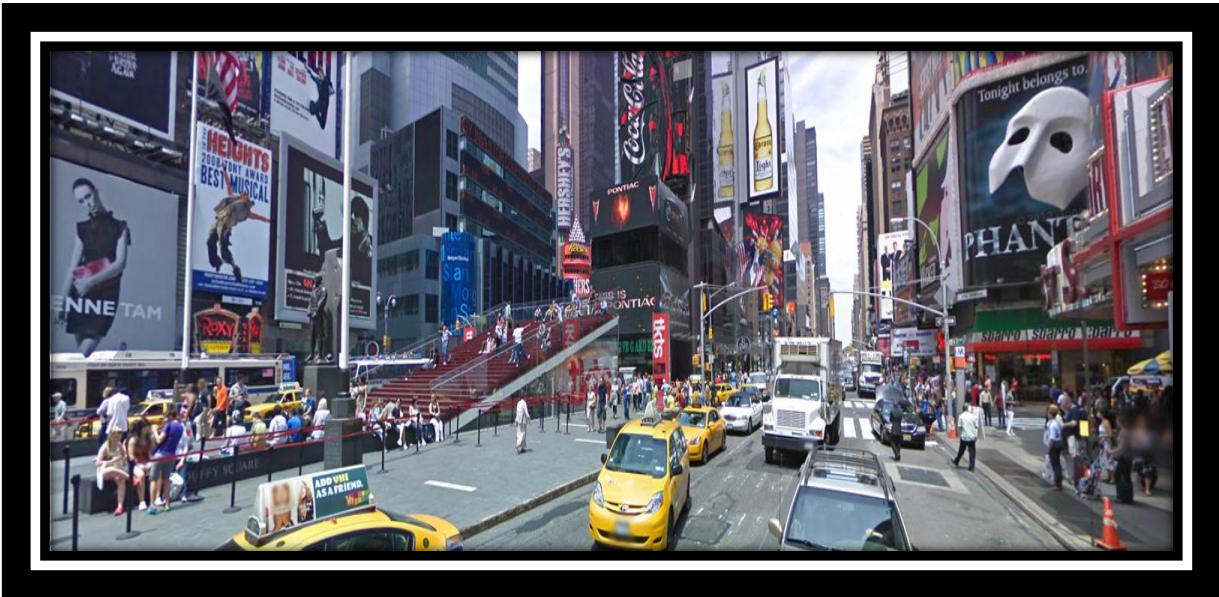
What is the correct plural of the word?

1. These (person) are protesting against the president.
2. The (woman) over there want to meet the manager.
3. My (child) hate eating pasta.
4. I am ill. My (foot) hurt.
5. Muslims kill (sheep) in a religious celebration.
6. I clean my (tooth) three times a day.
7. The (student) are doing the exercise right now.
8. The (fish) I bought is in the fridge.
9. They are sending some (man) to fix the roof.
10. Most (housewife) work more than ten hours a day at home.
11. Where did you put the (knife) ?
On the (shelf) .
12. (Goose) like water.
13. (Piano) are expensive
14. Some (policeman) came to arrest him.
15. Where is my (luggage) ?
In the car!

Write down the correct form of the plural:

1. city - .
2. house - .
3. boy - .
4. family - .
5. life - .
6. photo - .
7. phone - .
8. sandwich - .
9. nurse - .
10. elf - .
11. phenomenon - .
12. criterion - .
13. village - .
14. toy - .

Production



ACTIVITY 3: Presentation

BRITISH COUNCIL | PHONEMIC CHART | TeachingEnglish

vowels				diphthongs			
i:	ɪ	ʊ	u:	ɪə	eə		
e	ə	ɜ:	ɔ:	əʊ	aʊ		
æ	ʌ	a:	ɒ	eɪ	aɪ	ɔɪ	
consonants							
p	f	t	θ	tʃ	s	shoe fish sure	k
b	v	d	ð	dʒ	z	ʒ	g
h	m	n	ŋ	r	l	w	j

<http://www.teachingenglish.org.uk/article/phonemic-chart>

Practice

- <http://www.ompersonal.com.ar/omphonetics/vowels/practice1.htm>
- <http://www.esltower.com/PRONUNCIATION/videos/vowelvideos.html>

Production

Questions

- What's your name?
- How old are you?
- What do you like to do?
- What is your favorite movie? Why?
- Who do you live with?
- What is your favorite subject? Why?
- What is your favorite animal? Why?

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