

THE IMPLEMENTATION OF CLIL APPROACH IN INSTITUTO TÉCNICO
SUPERIOR, PRIMARY SCHOOL.

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1. ABSTRATC

The present classroom Project describes the implementation of Content and language Integrated learning (CLIL), at Instituto Técnico Superior, branch Primary School –second graders. This project involved 33 students from a public school in Pereira Risaralda. The implementation was carried out taken into account this new European approach, which is teaching English through content, in this case science, within a specific topic, as is the food chain. The participants were exposed to the English two hours per week, working in the four skills at the same time, during a period of two months in which children were involved in appealing activities for learning English through content, it allowed learners to share knowledge in small teamwork. In addition, the pre-service teachers collected some evidences during the implementation, using instruments like observations, videos, reports, lesson plans and reflections, which were related to the strategies used in order to solve any issue in the classroom.

2. INTRODUCTION

“Tell me and I forget, teach me and I may remember, involve me and I learn.”
Benjamin Franklin.

All people around the world need to communicate and interact with others since we are human and social beings; for that, we use the language as mean to transmit what we think or need. The world that we live in, it is being smallest every day due to globalization and technologies, which allow us to know about people from other cultures and language. However, it is not easy to learn each single language to connect with those who are at the other side of the globe. For that reason, English has become that one language which makes it possible. English is the official language from around forty-four countries. Moreover, it is consider as the official language in flights, international sports, music, films, business, technology, science and so on. That entire makes that English takes the second place as the most spoken language in the world. Having this in mind, Colombia educational system includes the teaching of English as a right and opportunity for citizens.

Taking into consideration what has been mentioned above; the Ministry of Education in Colombia has created the Guía No. 22. “Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés”, taken from the Common European Framework of Reference of Language (CEFRL) as a vehicle to reach at least B1 in this language within a bilingual program known as “Programa Nacional de Bilingüismo Colombia 2004-2019” in order to promote the proficiency in English within the four language skills. Even though, students form public school continue graduating with lower levels of English without

reaching the aim of the program since different reasons such as the traditional methods implemented in the classes.

The present work aimed at analyzing how the Content and Language Integrated Learning (CLIL) can promote language through subject-contents. That implementation was carried out taking into account the four language skills in the lessons but focusing on the 4Cs framework (content, cognition, communication and culture). To do so, this document is divided into different sections.

Firstly, the justification shows a clear view of what the purposes and the importance of the project are. Secondly, the Learning and Teaching objectives guided this project such as, use of content in order to develop language naturally without the use of grammar rules and some strategies as realia. The participants of the classroom project were thirty-two graders from a public school located in Pereira. The three pre-service teachers of the project implemented reflection formats, teacher's journals, students' artifacts and lesson plan reflections as a means to collect evidence. The results of the implementation showed that CLIL bring benefits for learners, one of which is to learn a language through contents and encourage them to create simple target language, etc. This led to depict some pedagogical implications that may contribute to the education field such as implementation of subject-contents to promote all language skills, and that it is necessary to provide sufficient input in order for learners to produce output. In conclusion, the implementation of CLIL generated a

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progressive impact in learners' foreign language knowledge in terms of using what they knew and built target language on it and in their attitudes when learning a language.

3. JUSTIFICATION.

Bilingual education around the world represents an encouraging facet of efforts to improve schooling both quantitatively in terms of participation and qualitatively in terms of learning processes, giving the opportunity to be able to learn about the linguistic, sociolinguistic aspects. In addition, encouraging people to communicate in a foreign context, which is the main reason why many countries employ policies in terms of bilingualism in its territories. However, the public education in many multilingual nations still involves submersion in the language, which results in highly wasteful and inefficient systems. In contrast, Garcia (2009) argues that the use of the mother tongue in school provides a bases for students to learn subject disciplines and develop literacy skills upon which competency in the second or foreign language can be built, but that is not achieve by the influence of the first language. As a result, it is necessary to promote in the educational system a bilingual education where both languages have the same balance.

In this sense, Colombia is conscious about the importance of developing bilingualism among Colombians, which has made a number of efforts to aim that purpose. The English as universal language has been chosen as Second Language, given the opportunities to create programs such as *Colombia Very Well (2014-2025)* in order to fulfill the requirements of a new society, which is more globalized and open to changes. Due to Colombian education is being constructed by these types of languages programs and policies, it will use the CLIL approach that according to Marsh (1994) it refers to the situation where subjects or part of subjects are taught trough a foreign language.

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Since CLIL provides the bases of being better in language and develops content. In addition, some researcher such as Zarobe (2008), Lasagabaster and Sierra (2009) agree that teaching a target language with CLIL provides some benefits, one of them is Content language and integrated instruction, that provides opportunities for learners to acquire a new language through the study of academic disciplines. For instance, mathematics, science, and social studies. CLIL is an effective way to develop language skills while acquiring academic skills (Cummins 2000). By using another language (target language) and CLIL, students get support, confidence and have more opportunities to improve their listening skills, for interaction. Likewise, through CLIL, concepts are reinforced (Hudson 2009). Additionally, Lasagabaster and Sierra (2009) analyzed the effects of CLIL on students' attitudes towards English as Foreign Language (EFL); results demonstrated CLIL programs help to foster positive attitudes.

On the implementation of CLIL, (Content Language Integrated Learning), Teachers play a role in the classroom problems when they do not make their objectives clear, planning is other of the most important aspects at time of teaching anything, so they should plan methods earlier. Also, Brown (2000) states that students get bored when teachers follow traditional methods in teaching, this leads to monotony and stress. This triggers the probability of classroom management problems. Another issue is related to the learning process in which students could behave in an inappropriate way, the reasons could be many, large classes, multiple proficiency levels in the same class, discipline problems are the most usual.

Otherwise, issues related to learning a foreign language is that teachers in Colombia do not realize the trend policies in the country, on the contrary teachers only focus on grammar base and vocabulary base, so it does not allowed that students go beyond and could learn more than is required. In addition, it is very important that the four language skills could be developed satisfactorily. It does not occur when teachers only focus on teaching grammar and vocabulary like traditionally happens, on the grounds that they are forgetting the real context and the role of imagination of the learners, for those reasons, Cameron (2001) argues that some extra recycling and consolidation activities should be added for the process to be successful.

In response to the exposed problems in language teaching and learning scenarios, CLIL aims the learning of a foreign language as English through a subject in this case science, taking into account Coyle's contribution (2010) when she proposed the 4C's knowledge framework, which is based on content, cognition, communication and culture. This project intends to involve learning to use language appropriately while using language to learn effectively; especially reinforce students critical thinking, communication, cooperative work and creativity; consequently, "CLIL allows the learner to practice the language at school for a greater number of hours than those which may be made available for teaching foreign languages. It also provides the basis for taking an active part of society and for learning throughout life (ability to learn)" Recommendation of the European Parliament and of the council (2006).

4. OBJECTIVES

4.1 Teaching objectives

By the end of the practicum the pre-serves teachers will be able to design and implement de CLIL approach by integrating language and content to promote the development of language and academic skills through the use of realia and authentic material.

4.1. Teaching aims

By the end of the practicum, the teachers will be able to

- To articulate the use CLIC and English in second graders
- To design and implement lesson plans that include CLIL and English

4.2 Learning aim

By the end of the practicum, the learners will be able to

- To identify English vocabulary related to CLIL (science)
- To recognize pronunciation patterns related to the topics.

5. THEORETICAL FRAMEWORK

The purpose of this paper is to define an approach, which it is related to the learning of content through language (CLIL). For many researchers this approach is focused on the meaning, inasmuch as CLIL's aim is to provide learning outcomes in terms of knowledge in the L2 (second language) at the same level of the L1 or mother tongue Marsh (1999).

According to Marsh, (1994), '*CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language*'. In the same fashion, Coyle and Gireverson (2002) supported on Marsh when he states that this approach involves learning subjects' matters such as history, geography or others, through an additional language in this particular case English due to the fact that, it is the target language. This approach enhances the learning process of the language through the teaching of subjects, concurrently developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (Marsh, 2000) Another positive aspect according to Marsh is the possibility to learn not only about grammar and about language itself, but to learn about content through other subjects; another one is that learners are going to develop the communicative competence since they learn easily the use and language function.

On the one hand, Garrett (2002) states that CLIL teachers must avoid models as "teacher-fronted classes" since nowadays this takes almost 80% of the class section, while the learner centered only 20%; given the fact that it does not allow students to develop their

oral and written skills. In this way, it is necessary to understand according to Rivers (1983) that bilingual teaching is based on classroom activities, where the participation and collaboration is the goal taking advantage of realia and authentic material. On the other hand, CLIL approach is choosy about the kind of speech that is generated in the classroom. Consequently, student speech is by definition limited in L2 because students do not operate in their dominant language.

A recognition to CLIL (Content and Language Integrated Learning) has been adopted by many nations as a methodology to reach bilingualism. Nonetheless, the implementation of CLIL in Colombia goes beyond teaching a core area in English; it implies a long process, including factors such CLIL as a strategy to achieve bilingualism. For Colombia four key aspects were described to reach the goal of having a bilingual territory: firstly CALLA (language learning approach), secondly teacher training, thirdly development of materials, and finally cultural and intercultural competence.

5.1 Language Learning Approach

Moreover, when the term CLIL takes place it is important to take into account the four keys mentioned previously, firstly the Cognitive Academic Language Learning Approach (CALLA), which was designed to provide comprehensible instruction for English Language Learners (ELLs) in ESL or bilingual programs. Charlot (1994) suggests that CALLA integrates language development, content area instruction, and explicit

instruction in learning strategies. With content as the primary focus of instruction, academic language skills can be developed as the need for them emerges from the content.

It is important take advantage of this approach due to the fact that it can be useful since the CALLA approach works through a comprehensible lesson plan based on cognitive theory and efforts that integrate academic language and learning strategies with content. However, one of the arguments against CLIL is the fact that students who speak Spanish and who are learning English language face enormous challenges in content areas such as science, mathematics or social studies. Even though, the inclusion of these areas in the long term will improve language learning and will guarantee social and academic success, which according to Cummins (1979), includes Basic Interpersonal Skills (BICS) and *Cognitive Academic Language Proficiency* (CALP); both of them comprising part of the basis for CLIL. BICS *Basic Interpersonal Communicative Skill* such as a young girl who is able to recognize colors after mixing them but she is not able to say or explain why the transformation of the color and CALP *Cognitive Academic Language Proficiency*. For example, a guy who is learning a new language, so this learner is able to explain the process of mixing colors, within both in L1-L2, with the same level of quality, fluency and proficiency.

Marsh and Langé (2000: 1) proposed that following a CLIL approach requires teachers and school administrators to refine language teaching. Because communication goes beyond merely using grammatical concepts, communication implies meaningful learning including learning by doing. CLIL is about “using the language to learn and learning to use the language”.

5.2 Teacher training

Some of the factors that characterize the education in schools in Colombia, have to do mainly with teachers' quality as the most important issue in the system of education as they are one of the backing in the knowledge development and also the social tutor, and these are not local outcomes or from nowadays. This has been taken into account from years ago and studied mainly in Asia, Europe, North America, and Middle East on the grounds that aspects like how to teach, how to assess and how to plan classes are included in professional development course.

The need to know why some methods are better rather than other ones is useful when teaching. It is true that certain educational systems achieve substantially better outcomes than others do. Nevertheless, it is because they have created a system that is more effective in doing three things: getting more talented people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver and worried consistently for every child in the educative system, but also been in-vanguard with new methods and teaching strategies. This is what makes successful teachers at time of training teaching.

In accordance with Jacob and Lofgren (2009) in the Colombian context, teacher-training programs in CLIL are scarce. As a consequence, it is mandatory to have trained teachers who can design and apply effective strategies to integrate those core areas within a process of language acquisition. Educators need to understand they are teaching specific

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concepts before teaching a language. It is necessary to have teachers who are specialized in the area of knowledge they are teaching. It is very normal in many Colombian schools to see English teachers teaching science, mathematics or social studies. However, when doing some class observations, one easily realizes that they spend most of the time teaching the language rather than the concepts. Besides, the educational programs need to support professional development by providing English teachers with the opportunity of having BICS and CALP in other core areas, or supporting teachers in English classes to acquire the necessary language proficiency.

In Colombia, it is also frequent to identify schools where a subject-matter teacher and a language teacher link their courses (in primary schools and high schools that work with the model of Escuela Nueva mainly) so that each one complements the other (Brown, 2007). In this case, CLIL comes in as a first step toward promoting bilingualism and interdisciplinary work. Teachers may use their knowledge and other expertise to carry out some cross-curricular connections and make language learning a meaningful and enriching opportunity.

In this way, it is also necessary to offer programs on bilingual education or at least training teacher from universities not only in the language knowledge, but also include other kind of knowledge that could be taught through language within this case English. According to McDougal (2009) there are not many universities that offer bilingual teacher-

preparation programs in Colombia. In addition, as consequence educators do not know and/or understand how content and language can go together.

5.3 Material's development

Classroom activities should involve the acquisition of disciplinary competence towards the acquisition of the communicative competence. Many scholars underline the importance of subject content being of interest to students in order to motivate them to learn what teachers aim at teaching (Lightbown & Spada 2006, Nation 2001, Pintrich and Schunk 2000). This has the advantage of addressing concrete issues of the real world in a language that is not their native language (L1).

A decisive factor for students to choose the CLIL method rather than a traditional in which learners are exposed as a result of finishing without learning English after a long process. Thus, many CLIL students are familiar with encountering authentic language in a number of various factors, that are described by Coyle, Hood and Marsh (2010) as the “4Cs”, those are content, cognition, communication, and culture, all those, empower learners to understand the world through the culture.

5.4 Teaching Material

Moreover, the CLIL classes focus on the student's knowledge of an unknown content, using skills to understand, analyze, evaluate and communicate. However, it is necessary to be aware and take into account the materials in the implementation of authentic materials for the

development of the class, in order to enhance learners in the use of the CLIL 4Cs. Additionally, recent research in various countries shows that there is an apparent lack of suitable teaching material in most subjects where CLIL is being used (Lorenzo 2007, Gierlinger 2007 a, b, Sylvén 2004). Content-based language teaching is broadly used as it helps students develop academic language, linguistic proficiency, and literacy, simultaneously building academic content knowledge.

“This is very meaningful due to the fact that students are learning a language and at the same time they are learning about content. There is no need and there is no time to teach mainly the language and then to teach the content.” Freeman, D & Freeman, Y (2007) *Enseñanza de lenguas a través de contenido académico*.

5.5 Cultural and intercultural competences

Roseberry-McKibbin & Brice (2013) suggest that the learning is a process, which involves cultural and intercultural competences, learners always are sharing with others that have different background and behavior of them, that permit analyze the kind of stereotypes, traditions or prejudices of that culture and help pupils to respect, share o agree with those aspects.

Rodríguez (2003) argues about the importance to create an academic space taking into account the cultural diversity to not only enrich the apprehension of linguistic features and

concepts, but also that of culture. Local culture should be taught in many places to increase and guarantee students to appropriated elements of their own background.

Conclusion

To sum up, CLIL is an approach that encourages learners to integrate language knowledge and academic knowledge, which is considered as a cognitive challenge for learners to use and also for teachers to develop the lesson; nevertheless, language, linguistic proficiency, and literacy, simultaneously building academic content knowledge. The implementation of CLIL within Colombian contexts needs to be analyzed considering the preparation of the teachers to implement a CLIL class, in order to apply CLIL in Colombia, it is necessary to train teachers in teaching content, and the use of language relation with communicative language context.

Finally, CLIL helps to improve English learning strategies in any subject that teachers could teach and using different methods (like realia, authentic material, comprehensible input, etc.) and keeping in mind differences in age, grades or level of proficiency, materials, Aptitude, mother tongue, academic and educational level, motivation, reasons for learning, preferred learning styles and personality.

Literature Review

European educational systems are helping to increase importance to the learning of foreign languages, to do this, they have implemented CLIL (Content Language and Integrated Learning) which is nowadays a very important approach to learn not only the systems of the language, but also multilingual and multicultural, knowledge of any subject (March, 2000).

Marsh (1994) refers to CLIL as the situation(s) where subjects, or parts of subjects are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language'. Therefore, Coyle and Gireverson (2002) supported on what Marsh has stated on this approach, which involves learning subjects such as history, geography mathematics or others, through an additional language. CLIL can be very successful in enhancing the learning of languages and other subjects, and developing in youngsters a positive 'can do', which belongs to language learner's attitude. (Marsh, 2000). Braun (et al 2001) argues about the target language or second language development that is made between primary and secondary schools specially children with ages from 8 to 13. English prevails as the most important language for academic affairs. This research was done in three European countries. For example, Italy, France and Estonia and extended to Norway states which aim was to improve learner's proficiency in English. Slembrouck (2007) also adds that the development across various forms of proficiencies seems unevenly spread with respect to four skills (Listening, Reading, Writing and Speaking) so in order to improve these skills games were also used. According to Rivers (1983) suggested the use of realia and authentic material where learning is partly at least through seeing, hearing, touching, and manipulating items. The interaction with authentic materials aids in contextually grounding instruction by bringing

students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

There is some evidence that in language areas where a majority and a minority language compete, fear for language loss is frequently expressed as an argument against CLIL education (Lochtman et al. 2007). CLIL is more than just another method of language learning. CLIL has implications for the learning process as a whole and is as such an innovative way of looking at (language) education. The implicit language learning processes that CLIL entails in young learners shows transformations from lower order aspects (i.e. learning a language) to higher order ones (i.e. cognitive added values) and this is commonly called “emergence” (cf. Johnson 2001). As there is no preprogrammed plan, only self-organization processes seem to govern this transformation. As a result, CLIL theory joins general learning theory and brain research.

A CLIL theory is then based on principles of self-organization and strongly resembles theories of emergence. It also takes into account cognitive and brain aspects as well as motivation theory. In this sense, CLIL is more than ever innovative and can contribute substantially to both linguistic and social theory.

6. METHODOLOGY

The purpose of this paragraph is devoted to present the parts of the methodology of a Classroom Project, which is been carrying out in a public institution, here, you will find some components such as the context, the participants, the design, the reflection stage, and finally the instructional design.

6.1 Context

This classroom project will be carried out in a public institution, which belongs to the alliance with the English Language Teaching Program, Universidad Tecnológica de Pereira. At the Instituto Técnico Superior, branch primary school, in Pereira Risaralda. This institution is located on the neighborhood Ciudad Jardín and it has a transition group and grades from first to fifth. In addition, the school has a good infrastructure, all the classrooms are suitable according to student's necessities; also, the classrooms have a good equipment such as boards, chairs. Moreover, it is equipped with a teacher's room, technology room, sport place, and a cafeteria.

On the other hand, the English program at this school is guided by the *basic standards of competence*. According to Guía 22 formar en lenguas extranjeras, lo que necesitamos saber y saber hacer which, points out that, students from 1 to 3 grade are be able to identify words that are related to familiar topics, and make relationship between simple phrases with images. They are going to allow that students and teacher can increase their knowledge, inasmuch as it works with a syllabus according to English language teaching, and all the

classes are based on this program. Even though, the school has not got many hours for teaching English but before the alliance with the UTP the teachers of Técnico School were in charged to teach that subject. Furthermore, every trimester parents could observe the learning process of their children based on the previous *standard*.

Finally, when the practitioners will be working with the approach Content Language Integrated Learning (CLIL), teaching a foreign language trough the content, the possible limitations of the learning environment that practitioners could face are disruptive behavior, number of learners, the noise, the materials and the cognition demanding. Another problem is that, most of students in the Colombian context do not have the required level for the grade they are, in that way practitioners have to reinforce learner's knowledge in both English and the subject that the practitioners will select.

6.2 Participants

6.2.1 Students: This classroom project will be carried out within a group of 33 students approximately in Instituto Técnico Superior, branch primary school. Those students' age average are between 7 to 9 years old, their level is **A1** according to the Common European framework (2001), these learners can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

In this group, most of the students are kinaesthetic, visual and musical learners. Additionally, they also enjoy using technology, and they are participative and active learners, the children enjoy watching scary movies, and they like watching the match on the computers. Moreover, kids prefer painting given to the fact that when the teachers hand out a worksheet, learners always demand if they have to paint it.

6.2.2 Practitioners: The practitioners or participants are students from the English Language Teaching Program, at the Universidad Tecnológica de Pereira, two of those students play a role of observers, questioners and modelers; because they have to perform, implement and give the comprehensible input to the students in order to interact, and achieve the goals to the course. In addition, one teacher is in charge of observing the classes and taking notes in the observation formats. Furthermore, the practitioners will reflect, plan and design materials such as flashcards, worksheets, and so on.

6.3 Instructional Design

The present classroom project is focused on Content and Language Integrated Learning (CLIL); this is an approach that according to Marsh (1994) refers to situations where subjects or parts of subject are taught through a target language, in this case English. The subject is social science studies and the classes are focused in meaning content related with the context. For that reason, practitioners are going to take into account CLIL 4C's in order to carry out this classroom project. The practitioners will keep in mind this conceptual tool developed by Coyle (1986).

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The 4Cs Knowledge Framework is a tool for mapping out CLIL activities and for maximizing potential in any model, at any level and any age, which focuses on the language curriculum like *content, communication, cognition, and culture*. In this way, CLIL starts with content (such as subject matter, themes, cross-curricular approaches) and focuses on the interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and ‘otherness’).

When practitioners use the approach Content Language Integrated Learning CLIL, it is necessary to consider some strategies such as translanguage classroom, which consist in the use of mother tongue or L1 for some explanation and discussion before the main study. And after that, add a second language in order to have successful classes, the connection that is developed between student and teacher should promote cooperation, the facilitators should consider trading in the design of the tasks that students are immersed in the contents that are being developed, starting from the most simple to the more complex.

The second strategy will be two guides proposed by the Ministry of Education, the first one, guide of science and social studies; *Guía número 7 de estándares básicos de competencias en Ciencias naturales y Ciencias Sociales. Formar en ciencias: el desafío, lo que necesitamos saber y saber hacer*. And guide of English: *Guía número 22 de estándares básicos de competencias en Lenguas Extranjeras. Formar en inglés: el reto, lo que necesitamos saber y saber hacer*. Both guides will help the practitioners in order to develop content curricula, and plan according learners’ needs in a specific topic.

Finally, in the lesson planning, the teachers will use a trilogy of teaching sequence elements well known as *ESA*, which means Engage, Study and Activate. Harmer (2007) proposed those elements to provide an effective learning since with *Engage* the learner will feel emotionally involve, it makes that they pay much attention to what that the teacher wants to teach or works in. Then, *Study* which describes any teaching and learning elements where the focus is on how something is conducted, whether it is related clauses, specific intonation and so on. Taking advantage of the communicative language competence and the standard(s) to be developed. Lastly, *Activate* that means any stage at which students are encouraged to use and/or any of the language they know. In this part, the teacher will develop students' communicative or productive task and activities to enhance learners' second language knowledge.

The ESA provides to teacher plan more effectively since with this tool, the teacher has the opportunity of planning for more than one purpose; E-S-A (straight arrows lesson procedure), E-A-S (Boomerang lesson procedure) and E-S-E-A-A-E-A-E-A (patchwork lesson procedure). For example. See the models in appendices.

6.3 Reflection stage

According to Moon (2004), reflection is part of learning and thinking. The reflection is in order to learn something, or we learn as a result of reflecting. In addition, the term *reflecting learning* emphasizes the intention to learn from current or prior experience. In addition, reflection is a type of thinking aimed at achieving better understanding and

leading to new learning. All of the following are important aspects of the reflective process: Making sense of experience, standing back, repetition, deeper honesty, weighing up, clarity, understanding, and making judgments. Also, “Reflection involves two aspects critical thinking and reflective. They are not separate processes; rather they are closely connected”. (Brookfield, 1987).

Furthermore, the *reflection* in the Classroom Project is based in four questions such as *what went well. How do you know that? What did not go that well? What would you do different next time?* The types of reflection that those teachers are going to use is *Richard’s model “reflective teaching in second language classroom”*. Which contains a cycle of initial reflection, planning and action, observation, and finally the reflection. (See appendix 12.3) The instruments that we are going to use for making meaning will be reflection formats in which we are going to keep relevant information; others will be observation formats and journals.

To sum up, the journals, observation reports, and students’ production will take place, also will be consider the Colombian standards for English Language teaching, *formar en lenguas extranjeras el reto!* (2006). In order to analyze if the learners have improved in foreign language, in this case English.

6.5 Instructional Design

Teachers will bring a wide range of resources to the classroom on the implementation of classroom project. The teachers will take advantage of book-based material; this can be from encyclopedias, pictures posted around the classroom, dictionaries, course books, stories and content-specific books that discuss such things as history, scientific processes or mathematical calculations.

Moreover, the teachers will use a variety of materials, such colorful posters, phrases and vocabulary, some images about the topic(s), worksheets, illustrations, paper, cardboard, pens, glue, scissors; all those in order to make models, large charts or display of material. In addition, teacher can bring in the classroom realia (real objects) to help students to understand process.

On the other hand, in order to promote the development of listening skills, the teacher will include audios, real life listening, cd's, videos, short films, and video clips since those help to provide the lexicon needed in the class development but also to understand how the language works. Taking into account the content, communication, cognition and culture.

All the material already mentioned, help to motivate children to participate and interact in English, and to recognize the topics while teaching; the pictures and the video

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help to make the engage and in this way, to learn easy and understand without the use of boring grammatical rules.

Other resources that will be taken into account are: video projector, laptop, speakers, DVD, material from the internet or via APPS (Applications) in order to guide the class, also the use of games in power point will take place.

7. ANALYSIS OF RESULTS

This section presents the results of the classroom project called The Implementation of CLIL Approach at Instituto Técnico Superior, primary branch. The analysis of the instruments used showed a variety of results that focused on professional development, students' outcomes and students' response to the implementation. These results aim at analysis the challenges and strengths that emerged throughout the entire process.

The results focus on activities, students' enthusiasm, involvement and dedication. Children's language development during the project implementation as well as students' behavior, aspects to improve, material design, lesson planning and implementation of the activities, among other aspects. The results will be presented within the following order. It is for example, professional development, students' responses and students' linguistic outcomes.

7.1. Professional Development

This classroom project was carried out in a public institution, all the events that occurred in classes led us to reflect on our professional development in the challenges that emerged and strengths that benefited the development of the implementation, here are some of the relevant aspect that we considered need to be mentioned.

7.1.1 Challenges and Strengths on Students Behavior

One of the challenges that practitioner faced in the classroom had to do with classroom management. The main issue was related with disruptive behavior, which was something negative inasmuch as the classroom environment was very noisy and chaotic for the practitioners. On one the hand, we can say that, it was as consequence of lack of experience that facilitators had when working with kids and it was our first field practice because during the English language teaching program pre-service teachers had never had the chance to face a real Colombian context. In addition to that, we were not prepared enough since we are aware that there is a huge gap between theory and the real practice. On the other hand, the main issue in this context is that teachers need to learn how to manage large classrooms with about 40 students and it is hard to conduct a class and control all of different behaviors you find in the classroom. Besides, teachers have to take into account that they are children with different kind of attitudes and backgrounds that is why; some student may behave inappropriately.

Given the noise in the classroom, some students could not understand instructions because listening to the teacher was difficult, some students wanted to know what the teacher was saying but it was not possible since everyone was talking at the same time. Thus, the students did not follow instructions and they felt confused when developing the activities. In order to deal with this situation, the practitioners applied some strategies, which helped to minimize the noise in the classroom. The practitioners opt for using three different strategies: 1 visual reminder; owls and 1 reward strategy called happy-sad faces. These strategies seemed to have had a positive and negative impact on learners as they

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started to be more silent and the classes were developed in a better way for the strategy that worked and the other that did not work so well. For instance, the use of the visual strategy, which is well known as the “owls”, the students were in charge of helping the teacher with the discipline, and it was done by the students who sat in the corners of the classroom, and when the noise was disrupting, they immediately put the owls’ image up and said *shhhhhh*. The rest of students calmed down and the class continue normally. Something to highlight is that during the implementation of this strategy the practitioner asked the students who were the noisiest and also those who misbehave in the classroom to help controlling the noise in the classroom for a silenced environment. Something important to mention is that these disruptive students took the role of leaders seriously. They involved in the process of controlling the noise and helping the discipline. All that helped to develop the class normally.

As impact of the implementation of visual reminder was helpful for both, students and teachers due to it minimized the noise in the classroom, the teacher had the control of the class and could conduct it. Besides, students were a big source in this process to achieve a class without disruptive behavior calming down those students who were talkative.

On one hand, in terms of the second strategy implemented, which was happy-sad faces it was not good at all since this activity motivated students to win happy faces. In this way, teacher could have the control of the class in terms of discipline and also push students to develop their tasks. On the other hand, it also had a negative impact among

students since as they win happy faces; they also could get a sad one. In a particular class, two students cried due to they got two sad faces at that moment the teacher felt like a villainous. Students worked driven by fear but not by the pleasure of learning.

7.1.2 Activity Implemented

The practitioners designed many activities for the implementation of the project, the games or tasks were designed on settle and stirring activities. Richmond (2015) points out that, settle are those in which students are center of developing specific task, those enhance the level of students since they are focused on the learning but at the same time settle activities could bored to students. In contras of that, stirring are activities that in certain moment of the class activates learners, an important issue we detected was that this activity had a negative effect like excite the sense of students and it is hard to achieve that learners continued concentrated working on the topic. For instance, some settle activities that took place in the class were the colors and the images that we included on worksheets worked well, in some cases students had to paint or match the image with the word. But at the end of the activity they got bored. On the other hand, the stirring activities were activities, which included the movement of students. As an example, we have the class-class clapping.

There were some problems with the implementation of the activities since children wanted stirring activities all the time, these activities were designed to activate students, however the problem with these types of tasks is that it is difficult to control the class, again. In others words, children wanted to continue singing, jumping, talking, or moving

back and forth; it was evidenced when activities such as class-class clapping generated lack of attention so when practitioners wanted to change from stirring to settle activities, some students did not want to do them such as writing, painting or listening, etc. It can be said that it was the result of stirring activities since children had their senses excited and they are focused on playing and enjoying of the activities. Richmond argues that both settle and stirring activities should be used alternatively during the class but in a real context, teachers need to consider that the results are different and hard to carry out to change from one activity to other.

In other classes, practitioners applied stirring activities since those activities were useful at time to teach young learners on the grounds that they engage students to learn as pleasure. It was really a challenge to continue using stirring and settle activities in classes and alternate those, but we adapt the environment to pass from one activity to other without causing much indiscipline.

7.1.3 Material implemented

According to TESOL (2011), the use of realia helps to build background knowledge and vocabulary, since this involves students using all their senses, which allows them to assimilate the information easier and faster. For that reason, practitioners used realia in some classes. For those classes, they brought sausage to represent carnivores' animals and cut tomatoes in order to give students' idea about herbivore animals. Finally, the combination of both sausage and tomato that omnivore animals eat.

Challenges and Strengths of the material

Students wanted participate massively; they already know carnivore, herbivore and omnivore. In this class, they could understand that humans are omnivore like some animals. At time to eat meat and vegetables, it was very satisfactory to notice how they could make difference when some of their partners ate meat, but they did not eat vegetables. So they said “*teacher, Joaquin is carnivore porque solo comió carne y no quiso comer vegetales*” or they talked about the difference when Benjamin only wanted to eat tomato, *profe él es herbivore*, also when Isabella Castro ate both. Kids said *Isabella is Omnivore porque comió de los dos*. This was great for us. Moreover, it was something that practitioners did not have planned since they had never thought that learners could go beyond. It was a big surprise. Besides, this activity was good, teachers enjoyed it and children loved to eat in the classroom. At the end of the class, the listening activity was also good; only three students were not able to answer correctly, but most of the learners understood the activity and could complete successfully the listening activity based on meat and vegetables.

Weakness

During the practicum, not everything was good as expected. Here, we are going to mention some aspects that did not go so well. For instance, when teachers finished giving the meat for students many of them wanted to eat more and they were standing up asking for more. It was hard, since learners focused on food and they did not pay attention to the class.

As further recommendation, it is necessary for next time that the teacher would be prepared with interesting activities, which allows that children focus on the learning and in the topic of the class. It may be carried out through puzzles, or a kinesthetic activity such as dancing or listening to music in order to distract them to draw student's attention.

7.1.4 Lesson Planning

Introduction

According to Moon (2005), lesson planning is a vital component of the teaching-learning process since it provides a coherent framework for smooth efficient teaching taking into account all the students within the classroom. Based on this, practitioners focused on planning classes with different learning styles not only for those who are visual but also for those who are more receptive while listening or for those students who are learning while performing an activity. It is important to mention that in the development of the lesson some aspects worked well while other did not.

In this part, we are going to present the strengths, challenges and weakness we had at moment of implementation.

Strengths and Challenges of lesson planning

In this part, we are going to talk about the strengths and difficulties as challenges we had in terms of planning a class. In the first part, we will cover the strengths and then you will find the challenges.

Strengths

As it was mentioned, in this part we are going to present the strengths. These are what we could learn from the practicum. For instance, how to plan taking into account the 4Cs framework and some other aspects that are important at moment of designing a CLIL lesson. For instance, the articulation of two guides; guide number 22 and number 07. Both guides are provided from the ministry of education in Basic English and science standards. Moreover, the logros and indicadores de logros, plan *b* and the anticipated problems and solutions also took place. All those allowed us to have a better understanding about what a lesson implies as learning styles.

We can confirm that since the lessons implemented were more effective. Through the lesson, we can find that the activities implemented were more suitable for learners. In this part, we took also into account the students' learning styles, thus, we evidenced that they could learn about the classification of animals into the groups they belong to such as herbivore, carnivore and omnivore as a concept and not as insolated units of vocabulary.

Challenges

The challenges had to do with the planning itself, at the beginning of the implementation it was difficult to plan within CLIL due to the fact that it involves the 4Cs framework. For instance, the content, communication, cognition and culture need integration in order to determine the learning route. On one hand, the pre-service teachers did not know how to develop the lesson since they were not able to plan taking into account

the previous framework. On the other hand, the guide number 07 of science's standards, which also had to be include into the format of the lesson. This particular guide provides the steps in terms of contents to be taught in science and social studies in accordance to the school grades. In this way, it was necessary to look for extra information for that kind of planning. Next time, the teachers will design a whole range of activities. In these, the teacher will include other kind of materials, check the topic and prepare it if students got questions.

Weakness

In this part, we are going to present some issues as weaknesses presented in the lesson planning. Here, there are some of them.

Firstly, the lesson plan designed for the class number one was relate to a food chain. In this part, teachers did a general lesson plan with all the contents. Pre-service teachers did not take into account that learners did not have the knowledge background enough to do a food chain. Fortunately, pre-service teachers were aware about that, and they could correct the mistake made at the precise moment.

Secondly, another issue presented in planning was related with the activities to be developed by the students because some of the students finished faster while some others took longer time than expected. Sometimes, when the teacher did not have a plan b for

those who had already finished they started to talk and the noise appeared. For that situation, teachers had to consider having a plan b within the activities in the classroom.

Finally, another issue presented at the beginning was the coherence of the lesson plan, the teacher planned good activities but they were a little bit disconnected from one to the other. The pacing of the activities was not sequenced. See lesson plans. Appendix 12.2

7.2 LINGUISTIC OUTCOMES

The results of learners linguistic outcomes will be presented in different aspects concerning such as: linguistic profile, linguistic development, linguistic material design impact and linguistic learning strategies.

7.2.1 Learners Linguistic profile

At the beginning of the implementation, the practitioner carried out an observation in the first class, which helped to detect in linguistic terms the range of vocabulary that learners had. Besides, the learners' ability to produce language according to the contents taught.

One aspect, through the observation that practitioners did; it was possible to notice that the English level in the students was enough in order to understand simple commands and instructions. After that observation, the practitioner planned some activities, which

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involved the use of English. One of those activities was the performance of actions, it was done by the use of commands the learners knew, so the practitioner took those and mixed them in order to have another kind of performance and students did them well. For instance, jump five times and clap only three. In that activity, children were mixing connections among number, sounds and verbs, with that combination, practitioners could notice that taking into account previous knowledge children can memorize until ten commands without difficulty. Students were also asked to mimic actions by combining nouns such as jump as a grasshopper and so on.

Other activity that was used by the practitioner, which their reaction was positive, was answering yes and no questions. For instance, in a particular class about likes and dislikes, the practitioner showed some images related with food and asked questions about learners' likes such as Do you like carrots?, Do you like onions?, Do you like chicken? and so on; students answered by saying yes or no and by using paralinguistic features as thumbing up or down according to their interests. However, when learners tried to expand their response apart from the yes and no answer, students were not able to produce spoken language with the correct word order. Some of the mistakes in their answers were “no, onions no like”, this indicates that students may be in a basic level of English. The learners were able to produce language in target language though the use of grammar structure was not in an appropriated order to that the pragmatic was not correct but semantically it was since the message that learners wanted to produce was understood.

According to Halliwell (1992), young children are able to understand what is being said to them even before they understand the individual words. That is to say, that

intonation, gestures, facial expressions, action and circumstances help them to understand what words and phrases mean. For instance, when they listened the opening of the Grim's tales song, they knew that the practitioner would read for them a fable. This was evidenced when the practitioner brought *the king bird* to the class and was supported by the images of the tale. The practitioners asked the participants to pay attention and listen to it carefully while reading. Then the practitioner started reading it and performed with gestures the narration, it allowed that learners were able to understand easily the story. Besides, learners were more involved when the practitioner changed her voice and used different intonation in certain character from the story. For example, when students were asked to answer some questions such as what were the main characters? What happened with bear? The images helped to facilitate the questions comprehension because learners answer assertively through individual words. In the first question, students said bird, fox, bear and mosquito; and within the second question, they answered *perdio*. Furthermore, according what occurred in the story as birds with the animals that could fly and bear with the animals that could walk, children were able to fill in a similar story given by the practitioner. After that, students could predict what would happen with the story they received by taken advantage of some aids that the practitioners gave them in no spoken language. After filling their story, learners were asked to identify the kind of animals were mentioned in that fable and they answered correctly with good pronunciation.

7.2.2 Students' linguistic development

The purpose of this classroom project focused on promoting language through content. Moreover, the integration of the four skills –listening, speaking, reading and

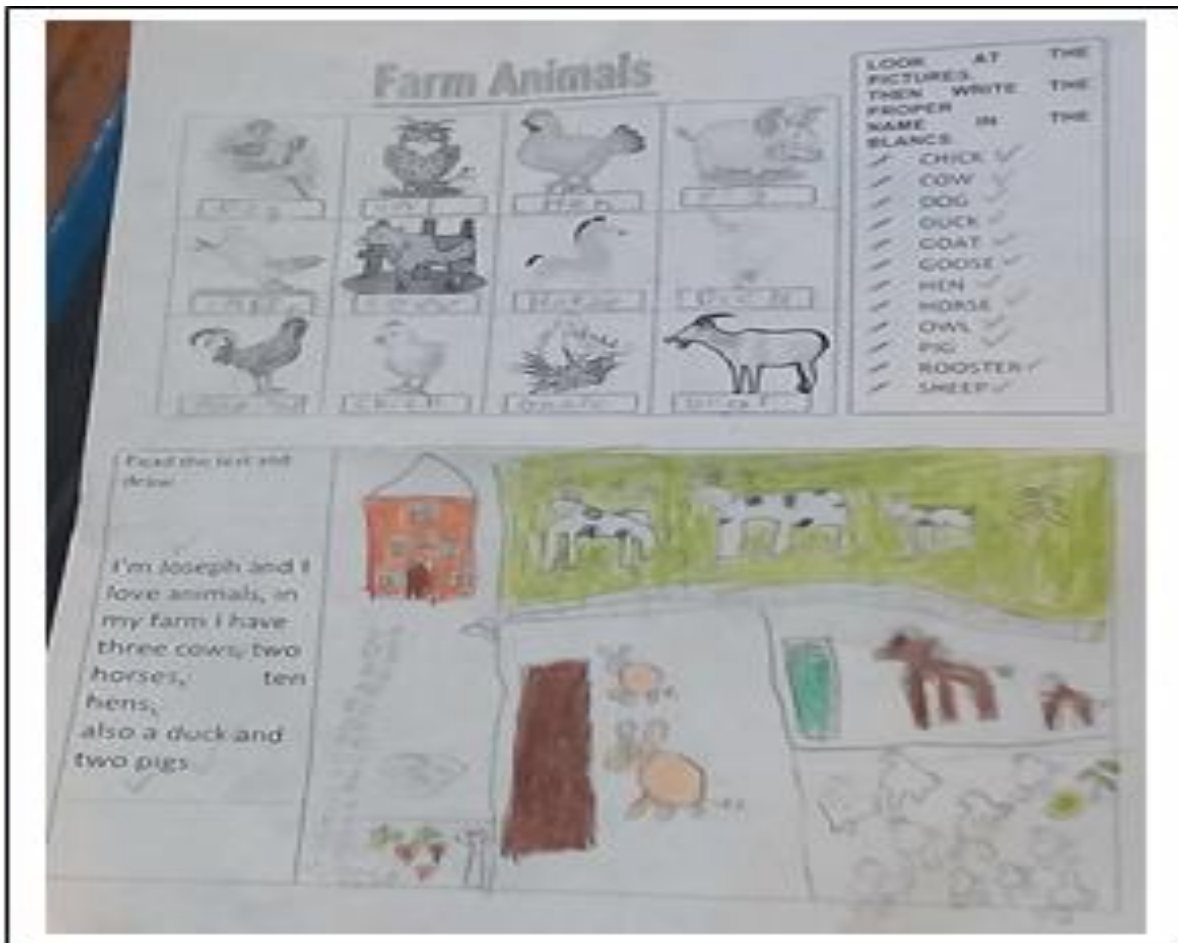
writing were taken into account to have a more dynamic and meaningful class. The articulation of both, content and skill allowed learners the possibility to learn about the animals of the farm, shapes, habits, fruits, vegetables and animals' categories as herbivores, carnivores and omnivores. Those topics helped to the final product, which was the food chain that belongs to field of science and at the same time learn English without any grammar rules.

Through the study of the topics mentioned and taking into account that the classes were not focused only on a specific skill since the pacing of the lesson was developed to cover the four language skills in a class. In terms of listening and speaking, learners started to distinguish sounds and pronounce them according to the insolated vocabulary they knew such as grasshopper, cow, bear, bird, snake, mouse among others. What really drew our attention was that learners were able to identify through the listening skill the commands that the practitioner asked to perform. Regarding some childish songs that were played/brought to the class, students were able to pronounce new vocabulary with no hesitation and at the same time to sing the songs. Besides, through the songs learners used a good comprehensible pronunciation at moment of speaking.

In terms of speaking, learners demonstrated progress since at the end; they were able to use oral language to express themselves in a more complex way when referring to self-introduction, what they like and what they do not and to express what a food chain was. This was considered an improvement in learners' skills due to the fact that at the

beginning of the project learners did not have enough tools to talk about themselves and about the animals according to its categories because students were only exposed to study the language through isolated vocabulary but without any specific purpose.

Finally, in terms of reading, kids were able to comprehend written language taking advantage of previous knowledge taught by the in-service teacher such as numbers, basic colors, and some family members. This previous information was relevant for this project due to learners were able to work on the productive written skill. Besides, the learners took advantage of the other knowledge that they were exposed such as animals of the farm, shapes, habits, and animals' categories as herbivores, carnivores and omnivores in order to develop certain activities. For example, learners had to do a worksheet, which contained two activities; learners had to identify the name of the animals. First, students identified the twelve animals given with a space provided to copy their names. Then, learners tried identifying the list of words that were on left bottom corner.



Second, learners read a short paragraph on the bottom right corner and then they had to draw certain number of farm animals based on what they read. In this picture, you can see that learners followed written instructions by associating written vocabulary taught such as animals of the farm as well as numbers in order to get as outcome the drawing.

It is important to mention that the writing was not a strong skill in students. On one hand, the students did not have the opportunity to practice it. They just copy from the board what the practitioner wrote. On the other hand, at the end of the process, learners were given an exam in order to know if they were able to accomplish according with the content

taught. However, it was supposed that the learners had to write, it was changed because the school's exams are done following only the multiple choice and matching.

7.2.3 Linguistic material design impact

An important aspect, which is considered as a strength, had to do with the material design; for doing so, it was considered the learners' ages, interest and likes. Moreover, the material used in the classes was helpful on the grounds that learners were engaged during the lessons and established a good rapport with the teacher because it is important that learners be able to develop the activities the practitioner asks in terms of reading, speaking or writing. The Material selected was chosen and adapted from the internet and/or created by teachers, considering the linguistic necessities in the learners in terms of listening, speaking, reading and writing. As an example of this, in order to understand the written language and to be able to reproduce it orally by the learners, the practitioner always accompanied the new vocabulary with pictures and basic grammar structures. The practitioner did not teach isolated words. Besides practitioner selected the pictures from real context since Sanchez Sains (2007), says that it is not possible to have clear thoughts from fuzzy information. In other words, what the author means is that, it is a good tool the use of pictures, which are similar to real objects in order to students can have a clear image in the real context as in their brains.

The material used in the implementation of this project was designed with a linguistic learning aim. Some of materials were taken from the internet such as songs,

flashcards, images, videos and was applied a laptop app which, was Program to develop vocabulary-using technology. In addition, some others such as artificial materials were made or adapted by the three practitioners. For example, worksheets, puppets, and realia. All of materials focused on developing content and increase students' language skills. For instance, in the class that practitioner used puppets, the main aim was to expose children to the listening skill in a dynamic way since the puppets took the teacher's role, which allowed a more functional learning and the development of the communicative competence because the doll incentive to the students to answer the questions asked, such as hello, do you like vegetables?. Moreover, it was so appealing, since children were listening an English story, and at the same time laughing with the funny narration. According to Champlain (1998, pg121), suggests that puppets are a delightful way to encourage children to exercise their language skills. Children who are often reluctant to talk to an adult will talk to a puppet. We agree with the author because by the implementation of puppets in the classroom, the learners wanted to participate by using the puppets and giving their own personal information such as name, age, place where s/he lived and saying at the same time what they liked to eat and what do not.

7.2.4 Linguistic strengths within material design

In a particular class, the practitioner used a song to introduce technology in a class, the name of the song was “technology” it was selected inasmuch as it promoted kinesthetic movement and at the same time to sing that song. According to Millington (1992 pg134), Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns. For instance, the learners felt engaged to dance, sing and learn the

importance of technology in their lives. While the song played, learners were able to follow the lyrics to the song, pronounce new words and put them into practice by using the language they were exposed. Furthermore, learners answered some questions related to the song. For instance, what is the class about today? Learners said *tecnología* Do you like technology?-yes teacher. That is to say, students took advantage of the new vocabulary they listened to the song in order to give their responses.

Moreover, other material that was implemented and was successful, it was the laptop's app Games named Learn English, which allowed recalling the vocabulary taught by the practitioner. The program contained appropriated colors, animals, sounds and movement. Those elements contributed to involve children to participate by recognizing the animals name through the sounds and click on them. The clear voices from the program allowed an easy identification of vocabulary on the screen. As a result, learners had the chance to do it individually. Through this program, learners had the chance to test themselves and put into practice what the practitioner taught. In this case, the animals were mixed between wild animals and domestic ones. During this listening activity, most of the learners clicked on the right image while they listened the animal by the program. In terms of listening, learners were able to identify the animals' name at the moment of hear the animals' name that belonged to each animal. For example, if they listened to the word cow so they needed to click on the cow's picture and the same procedure with the other ones.



In the picture you can see that there are some animals on the screen so what learners had to do, was to listen carefully to the audio to click on the correct image. In this fashion, the students could not allow that the yellow line would reach the limit but it just happened if they did not click on time or if they clicked on the wrong animal. If they were right, they were aware with points what allowed the yellow line to grow up again. It would be important to mention that, by the use of technology learners were paying more attention and were able to accomplish the activity successfully due to the input given. In addition, most of the learners clicked on the image after hearing the name given by the program assertively.

Finally, another tool source used by the teacher to promote speaking, it was the puppets that were brought to the classroom. Those puppets were a cow, a monkey and a girl. In this listening and speaking activity, learners paid attention and followed all the instructions. As all the learners wanted to have a puppet, the practitioners modeled first to learners by using the different puppets giving them examples of self-introduction and saying the animal that represented the puppet was and the kind food that each of them eat. After that, learners had the opportunity to do their self-introduction and express their preferences in terms of food and place where they lived in. Puppets changed the whole classroom since learners used their creativity; they also asked to their partners how to say sentences in English like ¿Cómo digo cebolla? - onion, ¿Cómo digo pasto?-grass. Furthermore, students could take advantage of their critical thinking and curiosity to try to make short dialogues with the puppets. Some of the learners did sometimes weird voices while his/her role of creator.

7.2.5 Linguistic challenges in material design

At the beginning of the implementation some difficult aspects were presented, some of them were, for instance how to select the appropriate videos, songs and apply realia to draw students' attention to accomplish the lesson linguistic aim.

With regard to the videos and songs, most of them were chosen from the internet. To do so, the practitioners needed to be careful to select the one that was appropriated for kids. In terms of videos, it was difficult to find one from the net due to some of them were not

appealing according to their ages. Furthermore, some of them were not attractive because those did not contain the images or pictures that learners liked such as cartoons and so on. On the other hand, by the use of songs, the issue presented was the lyrics and chaining of the words. Sometimes it was difficult to learners to identify the whole meaning because of the chaining of words. In addition to that, there were some songs that were sung faster, so learners were not able to follow the rhythm of them.

Finally, the use of realia during the class was challenging because it was difficult to find elements in which students involve all their senses such as; their sight, hearing, touch, taste and even smell in order to have students retain the information longer and thus for learning to take place Genesse (1999, pg 24). For that class, the practitioners brought food to the classroom to teach the animals classification such as carnivores, herbivores and omnivores. It was easy to learners to understand the three categories already mentioned in real since the practitioner asked to learners to stand up, take a toothpick and select what they wanted to eat such as sausage and cut tomato. In this activity, the students were able to identify the kind of food and categorize themselves according what they ate. As a challenge practitioners had to be careful with the preparation of the food with the purpose of avoiding illness in students.

7.2.6 Teaching learning strategies

For implementing the project in a more dynamic way, practitioners focused on strategies for students to have the opportunity to use different abilities such as pronunciation, grammar and vocabulary regarding to their learning. As strategy used by the implementation of this project, practitioners used different strategies such as group work in

order to develop students' language skills. According to Luca and Tarricone (2001), teamwork encourages members to be flexible, adapt, cooperate and work within environments where goals are achieved through collaboration and social interdependence rather than individualized, competitive goals. That is to say, when the teacher asks students to make small groups, it enhance learners understanding and comprehension because all students contribute in different ways in accordance with their perspectives. Furthermore, team work provided opportunities to socialize among the students to deliver explicit instructions when they feel confused or they do not understand something; at the same time, allowing for practicing to take place and give collective feedback with the purpose of helping students. For instance, when children had the opportunity to work with their partners, teamwork provided an excellent opportunity to increase their knowledge in terms of pronunciation, writing, reading and speaking. In some classes, the practitioners designed tasks in which the aim was focused on the group work; learners seemed more comfortable and relaxed sharing with their peers when a task was assigned as they felt it was easier to achieve the aim proposed.

7.2.6.1 Strengths on teaching strategies

Practitioners already knew that the ways in which students learn vary greatly. Children have the ability to learn a new language through games, videos, songs, flashcards etc. However, not all children do the process in the same way or with the same tools, some of them prefer to learn by listening or watching videos, and others doing kinesthetic plays, that is that teachers call learning styles, Keefe (1988) stated that Styles influence how students learn, how teachers teach, and how the two interact. As a matter of fact, as

practitioners had carried out a previous observation to identify students' personalities and interest. This information facilitated the classes planning because practitioners found that most of the children were kinesthetic, visual and musical learners. It was supported with a study carried out by Miller (2011), that demonstrates that in primary and secondary school students learn mainly based on their senses. The author's framework can be defined as VAK (Visual-Auditory-Kinesthetic). Miller says that 29 percent of the students were visual inasmuch as they learnt easier by using images, pictures, videos, and charts, 34 percent of the students learn through auditory, which means through music or songs, and 37 percent of the pupils learnt best when the activities were performed through kinesthetic or tactile modes; those include activities such as games and role plays. The practitioner used this framework as a reference in order to know if this could bring benefits in the learning process, thus it was evidenced that learners really learnt better, when they are taught through their senses as Miller's. Since practitioners designed, the lesson plans including activities related with VAK framework, such as, games, videos, songs, etc. In addition, when children worked in groups, practitioners could identify which activities some students like doing so much. For example, in the final exercise of creating the food chain, children divided the homework, some of them were painted, others cutting, planning what animal was followed by which, and the rest who could not stay quiet long time, they gave rounds by the classroom in the order check the other works to carry opinions and contribute to their group.

7.2.6.2 Challenges on learning strategies

One of the challenges that pre-service teachers faced was related with the pair group. Sometimes to group the students was difficult because they were many. In addition to that, the layout of the classroom made it difficult as a result of some students did not wanted to work with others, specially girls, who most of the time expressed uncomfortable when the practitioner asked them to organize in groups with certain partners, it made that to organize the classroom and also the groups took much time. Besides, each students had their best friend, which s/he desired to work with. It was positive on the grounds that they felt comfortable developing the activities with the classmate s/he wanted. Even thought, it was often negative due to the fact that they did not work but started to be so talkative and they were able to develop the speaking skill without troubles since their closed partners made felt them confidence, students additionally helped each other with pronunciation of some words and remembered vocabulary. For instance, *¿Cómo se dice Eagle?, se dice Igol, ¿Cómo se dice pasto? Grass.* In this way, the pair group contributed to the learning process.

7.2.7 Conclusion of this result

We realized that teachers' experiences were not only made of straights but also of limitations. Thanks to those difficulties as well as our collaboration by sharing ideas and reflecting on the issues presented, we had the opportunity to find ways to solve those problems that practitioners may face into the classroom. Those reflections encouraged the development of critical thinking skills that enabled us to achieve purposeful, self-regulatory

judgment which result in an individual continuously growing and learning from experience. Therefore, looking back on our English teaching process thus far, we noticed that we achieved meaningful learning in terms of teaching because the fact of reflecting on this field, gave us a purposeful focus on how to work in terms of language development in classroom, as well as, gaining more professional knowledge and expanding our abilities to guide appropriately students learning process by using different strategies and material to achieve the goals proposed.

7.3 STUDENTS RESPONSES

During the implementation of the project, practitioners observed some students' reactions when being exposed to different activities. These reactions were classified in students' reactions and students' attitudes. In the first one, the practitioner evidenced responses in terms of participation in the class, learners' attention, the impact to the materials and the topics. The second one was focused on the feelings that were expressed by the children and the attitude taken when their pre-server teacher was in the classroom.

7.3.1 Students' reactions and students' attitudes

Children showed enthusiasm and felt motivated throughout the implementation of the project. The observation was the first contact, the practitioner had with the students this was done before starting the practicum, that is to say before initiating the teaching of the English class in reference to CLIL. The purpose of the observation was for the practitioner to become familiar with the group and see which activities, tasks students enjoyed the most,

participated and seemed more activated and involved. The objective of this was for the practitioner to consider all this information in order to design the planning of the classes.

In the first class, when the pre-service teacher arrived to the classroom, the students were very interested and anxious to meet them. The practitioner started by introducing herself in target language, in that first meeting with the learners, the practitioner used a poster with several images in order to support her speech such as photos about her family, the place where she lives, her pet, her favorite color, and so on. During the introduction, most of students raised their hands to speak and they asked questions to the practitioner using their mother tongue although the learners were able to understand in high percentage what the practitioner said them in English. However, some the questions were done to confirm or to know more information about the teacher. For example, *¿Eres de otro país?*, *¿Tienes novio?*, *¿Dónde vives?* And so on. Finally, the practitioner told to learners about the process they would have with her in the semester and they seemed to be so happy and with high expectations in terms of what they were able to learn in foreign language.

Throughout the entire of the implementation, students demonstrated a lot of interest and motivation in all the tasks, activities and homework that were assigned to them. This was evident whenever students were asked to answer questions about a topic, they voluntarily raised their hands to participate thus the teacher did not need to pick someone to answer. Furthermore, most of the time students asked the practitioner to check their tasks and homework or just to see how their performance in the activities and assignments was. It

demonstrated that, learners were engaged in the learning process and they wanted to show what they did in and out the classroom to be corrected in order to improve their language or their performance in the task.

Some of the students reactions in terms of the activities implemented in the project worked properly due to the fact that learners showed that they were committed to the class by participating actively. For instance, when students were taught the singular demonstratives such as this and that, in the free practice the learners were not able to distinguish the conventions given in the picture. Therefore, children only used “this” and omitted using “that” to fill the gaps in all the blanks. This showed that even though students did not know the linguistic differences or did not know what to do they were still involved in the tasks. In the same fashion to develop the games such as hot potatoes, memory files and guess the picture, students used the practitioner’s gestures, mimics and pronunciation to carry out the activities in oral productions; this helped them to understand the complete and development the speaking in a more fun and effective way.

Nonetheless, sometimes it was challenging since there were some students who were very shy and avoid participating in the activities. To overcome this kind of situations, the practitioner motivate these students by using different strategies such as making small groups where the students felt more comfortable by allowing them to work with their closer friends. This type of arrangement allowed the practitioners to monitor everyone’s partaking in the oral activities and to listen to what they were producing without they even realizing them. Another strategy that was implemented to help these shy students and that encouraged them to participate was letting them take risks and not giving any pressure by

obligating them to participate. As an example of this, was in the puppets class about food preferences, all the students wanted to take the puppet and try his/her presentation orally even the shy ones. It was exciting for the practitioner to listen how these children were able to pronounce and to say basic sentences taught in previous classes in terms of the vocabulary learnt before such as *my name is...*, *I like...*, *I don't like...*, and so on.

Throughout the implementation of this classroom project. Children showed different attitudes such as enthusiasm toward the CLIL activities that took place during the classes. Those activities. For example, singing songs, helped to identify students' reacting in terms of content they were exposed. For instance, as the topic was about science, the animals and the food chain, students showed interest because they were able to learn much vocabulary in English about certain animals they already knew in their mother tongue and apply certain background knowledge in target language. For example, the color and characteristic of the animals, shapes, and things those animals ate. Learners were active and participative most of the time. Thus, they showed special interest when the topics were accompanied with videos and songs due to those were mixed with kinesthetic activities. Indeed, children learnt songs easily and tried to sing them with a good pronunciation.

7.3.2 Challenges in students' reactions and students' attitudes

During the implementation, the practitioner faced some challenges with students related to the production of language since they were able to understand most of the speech that she said due learners translate that into Spanish the same words and they were able to

follow instructions given at the moment; but at time to talk, answer or produce language in English was a little bit difficult to them. Therefore, practitioner had to encourage and motivated them to speak in English through activities like songs and tales in which all students participated and in this way they felt included in contrast they did not feel obligated.

One challenge allied to students' attitude, which happened only at the beginning of the implementation was the students' misbehavior when the in-service teacher left the classroom. It was noticeable since most of the times learners started to talk each other, to stand up and walk around the classroom; fortunately, practitioner was able to manage this situation by using videos, songs or rounds to contribute that students be quite and focused only in the activity proposed by her.

8. LIMITATIONS OF THE PROJECT

Some limitations were experienced during the implementation of this project, which were considered as an issue in the development of this project. In spite of these obstacles, the project could be carried out and accomplished satisfactorily. They can be divided into two types, pedagogical limitations and limitations of physical resources.

8.1 Pedagogical limitations

On one hand, these limitations are mainly related to the number of students involved in the implementation, as the group was large, in total thirty-two learners. This situation did not allow the pre-service teachers to pay special attention on the learning process of each student. For instance, their strengths and difficulties in terms of their skills such as speaking, listening, reading and writing. However, the teacher did a general perspective keeping in mind the student's participation. That is to say, what the practitioners did was to analyze the global participation of students during activities and to try to involve the whole group in the games and activities in order to encourage them to participate. Thus, the same students did not participate all the time, but all the members of the group have the opportunity to participate actively.

On the other hand, there were some limitations mainly related to the way of planning the lessons taking into account the 4Cs. It was a somewhat difficult to practitioners since they had to integrate the content, cognition, communication and culture. In order to solve this problem, teachers in development searched some extra information to

achieve that working with CLIL could be possible taking advantage of Coyle's suggestions (2007).

8.2 Limitations of physical resources

In terms of physical resources, taking into account that this classroom Project was carried out in a public institution, some limitations were presented during the practicum. Some of them were related to word search and some materials used in classes since to work with CLIL the practitioners had to design all materials to carry out the classes; being, as CLIL approach did not provide all of them. Other limitation was the lack of technological devices since the school did not have a computer designed to develop the lesson, so, practitioners had to use their own technological gadgets to conduct classes.

As a conclusion, it can be said that although certain obstacles did not allow the practitioners to make full use of the ideas to implement during the classes, it was possible to redesign and reorganize ideas to confront those possible situations in order to make the project succeed by using the available pedagogical resources.

9. CONCLUSIONS

The purpose of the project was the implementation of the CLIL approach (content language integrated learning) in a public institution, which was Instituto Técnico Superior, branch primaria, in a second grade with 33 students. The participants were espoused to learning English through content, after that practitioners could analyzed the results; in addition, they could evidence some conclusions in order to show what happened during the implementation. The conclusions were guide by three factors, academic, social, and professional growing, which were presented during the process evidenced in reflections about the classes.

In terms of academic results, learners were able to use vocabulary in order to create basic phrases. For example, they took advantage of some models gave by the pre-servers teachers such as “this and that”, ‘like and don’t like’. Children combined those words with the vocabulary learnt such as food, animals, etc. the activities were focused on the four skills at the same time with a real communicative language purpose, for the speaking skill were prepared a set of activities in which students were engaged for interacting in a real context with their partners. Besides, practitioners encourage them to participate through songs, since at time to sing they learnt basic structures to use the previous vocabulary in order to produce language. In the listening skill was demonstrated that when children had a very good input was easier to understand and develop tasks, so if students did not know some words they had some troubles to understand clearly, what the audio said. With the reading skill, students were able to read some paragraphs which were accompanied with images and that made possible that children made connection between them; but sometimes

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facilitators had to give them constantly feedback since their pronunciation was not the appropriate. Additionally, the writing skill most of the time was modeled by the teachers in development and students were guided to complete other texts taken into account the structure taught. It is important to highlight that students at the end of the implementation achieved the principle aim, which was that they were able to design a food chain through the three categories of animals (carnivore, herbivore, and omnivore), and that could show that the level of English was growing up during all the classes.

Finally, in the professional growing, teachers in development showed how their teaching experience increased tremendously. On one hand, teachers could learn new methods and didactics to work with kids. It is necessary to highlight that those methods and didactics were positive due to students' responses. For instance, the use of song and videos drawn students' attention in the classes, which provoked that students felt motivated to participate in the different activities brought by the pre-service teachers. On the other hand, we could learn how to manage the pacing of the class, classroom management and time management in order to achieve the aims proposed in a CLIL lesson. Besides, as professional growing, teachers in development took advantage of their creativity to plan the lessons, the material and extra activities to make the classes enjoyable.

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11. APPENDICES

11.1 Observation report

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Práctica Pedagógica Dirigida
TEACHER'S OBSERVATION FORM

4.7

Teacher: José M. Salazar Date: Feb 25th 15 Time: 1 hour Grade: 2º
Observer: Karina Mena C School: Instituto Técnico Superior

Please try to keep in mind the following criteria when observing the "mentor teacher". Circle or check each item in the column that most clearly represents your evaluation: 4 excellent, 3 above average, 2 average, 1 unsatisfactory, N/A not applicable. In addition of checking a column, you may write your comments in the space provided.

1. The lesson was smooth, sequenced and logical.	N/A 4 3 2 1
2. The lesson was well paced.	N/A 4 3 2 1
3. Directions were clear and concise and students were able to carry them out.	N/A 4 3 2 1
4. An appropriate percentage of the class was students production	N/A 4 3 2 1
5. The teacher answered questions carefully and satisfactorily.	N/A 4 3 2 1
6. The methods was/were appropriate to the age and ability of students.	N/A 4 3 2 1
7. The teacher knew when the students were having trouble understanding.	N/A 4 3 2 1
8. The teacher showed an interest in, and enthusiasm for, the subject taught.	N/A 4 3 2 1
9. Appropriate error correction.	N/A 4 3 2 1
10. Examples and illustrations were used effectively.	N/A 4 3 2 1
11. The teacher positively reinforces the students.	N/A 4 3 2 1
12. The teacher knew students' names.	N/A 4 3 2 1
13. The teacher moved around the class and made eye contact with students.	N/A 4 3 2 1
14. The teacher was able to control and direct the class.	N/A 4 3 2 1
15. How did she do it? <u>Teacher established the rules of behaviour before start the class with a good voice projection</u>	
16. What strategies did she use? <u>Teacher tends to be serious, Ss respect him for that.</u>	
17. The students were attentive and involved.	N/A 4 3 2 1
18. Why do you think they were or weren't attentive and involved? <u>Some Ss had sleep. -> were asleep?</u>	
19. The students were treated fairly, impartially, and with respect.	N/A 4 3 2 1
20. The students were encouraged to do their best.	N/A 4 3 2 1
21. How? <u>Teacher asks and encourages Ss to answer with expressions like "You know the answer, I know that you know, you are smart."</u>	
22. There were balance and variety in activities during the lesson.	N/A 4 3 2 1
23. Clarity, tone, and audibility of voice	N/A 4 3 2 1
24. The teacher was aware of individual and group needs.	N/A 4 3 2 1
25. What was the most notable strategy in order to control discipline? <u>Tone of voice, telling to those Undisciplined Ss that if they continue doing mess, it is going to call their parents or coordinator.</u>	
26. The teacher uses different methods to evaluate learners processes	N/A 4 3 2 1
27. The teacher uses good time management	N/A 4 3 2 1

Comments:

Comments?

Adapted from teaching by principles. Brown, Douglas. 1994

REFLECTION SESSION: In Service Teacher: José Manuel Salazar

What went well?

Ss were organized in rows well separated. Most of the students are very attentive and silent learners. Teacher José Manuel started the class giving strict instructions about how to behave. Teacher during the class, was monitoring and looking ss' responses.

In the Spanish Subject Teacher was teaching the correct sequence of the narration, explaining to ss that it has 3 important parts: -Beginning, trouble and the end. He uses a short story to illustrate. According to Cameron, (2001) the potential of stories for learning must not be assumed, but should be based on empirical evidence, and it must be said that very little research evidence is available.

How do you know that?

Ss were interested to know the sequence of the story, they were analyzing it and how to do their best for the homework proposed by teacher and base on that he just explained.

What didn't go that well?

The way to teacher controlled discipline was not the most suitable due to the fact that students were paying attention or were sit, but the reason was may be to avoid to be punishment.

What would you do different next time?

Interested and funny activities should be used. to control discipline. Activities which contains real contents are useful in terms to engaged students. "The short attention spans come up only when you present stuff that to children is boring, useless, or too difficult. Since language lessons can at times be difficult for children, your job then is one of making them interesting, lively and fun, because children are focused on the immediate here and now!" (Brown, 2001)

⊙ Be careful with the use of simple and past tenses

Reference list?

12.2 Lesson plans

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: Instituto Técnico Superior	Branch: Primary section. Morning
NAME OF THE PRACTITIONER: Karina Andrea Mena Correa	
GRADE & GROUP: Second grade,	ROOM:
TIME TABLE: Tuesday 7:30-8:30 Wednesday 9:00- 10:00	LEVEL OF LEARNERS (CEF) A1
NUMBER OF LEARNERS: 33	AVERAGE AGE OF LEARNERS: 7-9
<p>GENERAL DESCRIPTION OF THE CLASSROOM:</p> <p>The classroom`s environment is good, it is well lit and students looks comfortable, chairs are separate and divided in six rows, there are three chairs that are empty since there are three students that are sick.</p> <p>In the classroom, there are one TV and one DVD in which students can watch movies base on the class.</p> <p>There are 25 boys and 8 girls.</p> <p>The classroom has two boards but only one is used to write since the other is for pay sheets, postcards, or any information.</p>	
<p>PROFILE OF THE LEARNERS:</p> <p>Most of the learners are boys; many of them are very spontaneous and move too into the classroom since they are kinaesthetic learners. In the contrast, the girls are more quietly and attentive, specially there is a girl called Isabella Prieto who is the classroom`s leader she is the most active in the classroom to promote discipline and who is monitoring others. In general, second graders are enthusiastic, respectful with adults and attentive to the class, something that is very important is that they are interested and motivated to learn. Most of them love English.</p>	
<p>GENERAL OBSERVATIONS:</p> <p>Students like English; they already have previous knowledge about simple things in the subject and the environment is good for them to learn much more.</p>	

Date of the class: Tuesday, April 21, 2015		Class Number: 11	
AIM: At the end of the lesson, learners will be able to recognize the herbivores animals.			
Estándares Básicos de Competencias (MEN): Guía número 7 y 22.			
Estándar General guía número 07, el desafío.			
<ul style="list-style-type: none"> ✓ Me identifico como un ser vivo que comparte algunas características con otros seres vivos y que se relaciona con ellos en un entorno en el que todos nos desarrollamos. 			
Estándar(es) Específico(s):			
<ul style="list-style-type: none"> ✓ Identifico patrones comunes a los seres vivos. 			
Estándar General guía número 22, el reto:			
<ul style="list-style-type: none"> ✓ Recorro frecuentemente a mi lengua materna para demostrar comprensión sobre lo que leo o me dicen. 			
Estándares Específicos:			
<ul style="list-style-type: none"> ✓ Relaciono ilustraciones con oraciones simples. 			
Indicadores de logro:			
<ul style="list-style-type: none"> ✓ Reconoce el hábitat de los animales salvajes. ✓ Diferencia el hábitat de los animales salvajes y domésticos. 			
Assumed Knowledge:			
It is supposed that learners already know: numbers from 1 to 10, the alphabet, some basic colors, member of the family, parts of the house, some greetings, shapes, and some commands.			
CLIL 4Cs			
<p>Content.</p> <p>Teaching objectives.</p> <p>To introduce the concept of herbivore animals.</p> <ul style="list-style-type: none"> • Learners outcomes. <p>The students will classify herbivores in a habitat.</p> <p>The students will identify abilities that</p>	<p>Communication.</p> <p>Students predict the correct name of each animal</p> <ul style="list-style-type: none"> • Language of learning. <ul style="list-style-type: none"> • Present simple, nouns, articles. • The vocabulary required for this lesson will be <i>Rabbits, Cow, horse, giraffe, and zebra.</i> 	<ul style="list-style-type: none"> • Cognition. <p>Teaching objectives.</p> <p>Understanding and knowing what some animals eat, and their names.</p> <p>Understanding the animals that eat only grass or vegetables.</p> <p>Understanding the term, herbivores</p>	<ul style="list-style-type: none"> • Culture. Teaching objectives. <p>To raise awareness about the importance of looking after the animals.</p> <ul style="list-style-type: none"> • Learners' outcomes. <p>Students will be exposed to different kind of animals from many countries.</p>

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<p>herbivores animals have. Puppets.</p> <p>Cardboard TV.</p> <p>Strategies for disruptive behavior, owls, red and yellow targets.</p>	<p>• Language for learning.</p> <p>Language to ask and answer. <i>What color is the cow? –It is black and white.</i></p> <p>Language to give an order. <i>Say, repeat.</i></p> <p>Language. <i>Do you know what may name is</i></p>	<p>animals.</p> <p>• Learners' outcomes.</p> <p>They will understand new vocabulary.</p> <p>The students will use basic grammatical structures like, <i>I am a white color.</i></p> <p><i>The cow is behind the box.</i></p>	<p>Turn taking: students will have to respect the turn for speaking</p>
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Materials: Flashcards, lesson plan, videos, markers, puppets, cardboard TV.

DAY/STAGE/ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>Call attendance 5 minutes 3-20,3-25</p> <p>Strategies Disruptive behavior 3-25,3-30</p> <p>Puppets 10 minutes The role of imagination. 3-30,3-40</p> <p>task 10 minutes 3-40,3-50</p>	<p>Teacher is going to call attendance to check if all students are in the classroom.</p> <p>Students will receive some indications for applying the strategies for disruptive behavior.</p> <p>Students will watch the presentation about one herbivore animal. For this stage, the teacher will use some puppets and a tv shape made by cardboard, the teacher will use simple sentences like, <i>the cow eats grass</i>, at the same time learners will repeat the simple sentence. The teacher will ask to the students, <i>Do you know what my name is.... my name is Cow, I am a Cow.</i></p> <p>Students will repeat the sentences, and the teacher will write on the board how to write those animals. Then they will complete a task in order to put in practice the previous knowledge, the task will contain a part with images for</p>	<p>Learners get probably distracted, so the teacher will provide clear instructions using body language, gestures.</p> <p>Lack of attention with the activities to be carried out, so teacher will provide clear instructions and motivated</p>	

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GENERAL PLANNING INFORMATION

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<p>PROFILE OF THE LEARNERS:</p> <p>Most of the learners are boys; many of them are very spontaneous and move too into the classroom since they are kinaesthetic learners. In the contrast, the girls are more quietly and attentive, specially there is a girl called Isabella Prieto who is the classroom`s leader she is the most active in the classroom to promote discipline and who is monitoring others. In general, second graders are enthusiastic, respectful with adults and attentive to the class, something that is very important is that they are interested and motivated to learn. Most of them love English.</p>	
<p>GENERAL OBSERVATIONS:</p> <p>Students like English; they already have previous knowledge about simple things in the subject and the environment is good for them to learn much more.</p>	

Lesson plan.

Date of the class: Wednesday, May 13 th , 2015		ClassNumber: 15	
AIM: At the end of the lesson, learners will be able to classify correctly the animals in each category such as carnivore, herbivore and omnivore.			
Estándares Básicos de Competencias (MEN): Guía número 7 y 22. Estándar General guía número 07, el desafío. <ul style="list-style-type: none"> ✓ Me identifico como un ser vivo que comparte algunas características con otros seres vivos y que se relaciona con ellos en un entorno en el que todos nos desarrollamos. Estándar(es) Específico(s): <ul style="list-style-type: none"> ✓ Clasifico animales según características. Estándar General guía número 22, el reto: <ul style="list-style-type: none"> ✓ Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor. Estándares Específicos: <ul style="list-style-type: none"> ✓ Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal. Indicadores de logro: <ul style="list-style-type: none"> ✓ Participa activamente en las actividades propuestas por el profesor y trata de hacerlas lo mejor posible. ✓ Identifica el vocabulario previamente usado en el salón de clase. 			
Assumed Knowledge: It is supposed that learners already know: numbers from 1 to 10, the alphabet, some basic colors, member of the family, parts of the house, some greetings, shapes, commands and some animals.			
CLIL 4Cs			
Content.	Communication.	Cognition.	Culture.
<ul style="list-style-type: none"> • Teaching objectives. To check learners' understanding and help them to remember past concepts. • Learners Outcomes. The students will bring back some animals. The students will Recognize from several animal the animals that live in farm. 	<ul style="list-style-type: none"> • Language of learning. The use of verb to have in past simple tense. <i>Old MacDonald had a farm.</i> • Language for learning. Language to ask and answer. <i>What are those animals? What animal produces milk, eggs, etc?</i> Language to give an order. <i>Stand up, sit down, repeat,</i> and sing. 	<ul style="list-style-type: none"> • Teaching objectives. To provide the learners the opportunity to: Use their previous knowledge and make relations between Spanish and American children songs. Identify animals' farm. • Learners Outcomes. They will sing a song and easily they will remember the vocabulary. The students will apply 	<ul style="list-style-type: none"> • Teaching objectives. To raise awareness about the song that are similar in one language into another. • Learners Outcomes. Arise awareness about the English most popular songs.

	<p>Language to show surprise. <i>wow, great!</i></p> <ul style="list-style-type: none"> • Language through learning. <p>Language through activities and questions during the session.</p> <p>Language practicing through singing songs.</p>	<p>their knowledge while reading and drawing.</p>	
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Materials: Flashcards, word search, lesson plan, video projector, markers.

<https://www.youtube.com/watch?v=NEZPplkIB0k>.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Engage.	<p>The class will start to present to learners a barn with some animals, the students will be asked to say what animals live there.</p> <p>The teacher will ask only about those animals that were already taught in previous classes. Eg.</p> <p><i>Cat, dog, cow.</i></p>		
Warm up.	<p>The learners will watch a video; the video is <i>The Old MacDonald</i>. Then, the teacher will say the names of the animals and the students will repeat them to check pronunciation, intonation and stress.</p> <p>The teacher will teach the song to the learners. The teacher will sing the song slowly in a capella by stanza. Then, the teacher stops and learners will follow it.</p>		
Study.	<p>The teacher will present some flashcards using the some grammar structures like following.</p>		

	<p><i>It is a horse; it is a cow, etc.</i></p> <p>The learners will answer some questions using the last structure. E.g., <i>What is your favorite animal from the farm?</i></p>		
Activate.	<p>Then, the learners will receive a worksheet with some pictures, and at right of those pictures, the learners will find the name of the animals. They will select the proper animal's name and write down under the picture.</p> <p>Later, students will be asked to develop the second activity, which is under the first one.</p> <p>That activity contains a simple reading, the learners will read after the teacher presents the pronunciation. The learners will draw a picture according what is written in the short story.</p> <p>Teacher will monitor the class and helping those learners who do not understand well. Besides, the teacher will motivate students to draw in a proper way.</p>		
Engage.	<p>The facilitator will end the class using one more time the song "<i>Old Macdonald</i>", the teacher and learners will sing it.</p> <p>Finally, the learners will be asked to tick the animals they have learnt, and write the names of those.</p>		
EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:			

UNIVERSIDAD TECNOLÓGICA DE PEREIRA
Licenciatura en Lengua Inglesa
Guided Teaching Practicum
GENERAL PLANNING INFORMATION

INSTITUTION: Instituto Técnico Superior	Branch: Primary section. Morning
NAME OF THE PRACTITIONER: Karina Andrea Mena Correa	
GRADE & GROUP: Second grade,	ROOM:
TIME TABLE: Tuesday 7:30-8:30 Wednesday 9:00- 10:00	LEVEL OF LEARNERS (CEF) A1
NUMBER OF LEARNERS: 33	AVERAGE AGE OF LEARNERS: 7-9
<p>GENERAL DESCRIPTION OF THE CLASSROOM:</p> <p>The classroom`s environment is good, it is well lit and students looks comfortable, chairs are separate and divided in six rows, there are three chairs that are empty since there are three students that are sick.</p> <p>In the classroom, there are one TV and one DVD in which students can watch movies base on the class.</p> <p>There are 25 boys and 8 girls.</p> <p>The classroom has two boards but only one is used to write since the other is for pay sheets, postcards, or any information.</p>	
<p>PROFILE OF THE LEARNERS:</p> <p>Most of the learners are boys; many of them are very spontaneous and move too into the classroom since they are kinaesthetic learners. In the contrast, the girls are more quietly and attentive, specially there is a girl called Isabella Prieto who is the classroom`s leader she is the most active in the classroom to promote discipline and who is monitoring others. In general, second graders are enthusiastic, respectful with adults and attentive to the class, something that is very important is that they are interested and motivated to learn. Most of them love English.</p>	
<p>GENERAL OBSERVATIONS:</p> <p>Students like English; they already have previous knowledge about simple things in the subject and the environment is good for them to learn much more.</p>	

Lesson plan.

Date of the class: Monday, May 25th,2015	Class Number: <u>20</u>
AIM: At the end of the lesson, learners will be able to sing the song <i>The Old McDonald</i> . In addition, to identify the animal farm.	
Estándares Básicos de Competencias (MEN): Guía número 7 y 22.	
Estándar General guía número 07, el desafío. <ul style="list-style-type: none">✓ Me identifico como un ser vivo que comparte algunas características con otros seres vivos y que se relaciona con ellos en un entorno en el que todos nos desarrollamos.	
Estándar(es) Especifico(s): <ul style="list-style-type: none">✓ Hago conjeturas para responder mis preguntas	
Estándar General guía número 22, el reto: <ul style="list-style-type: none">✓ Empiezo a estructurar mis escritos; estoy aprendiendo a leer y escribir en mi lengua materna. Por lo tanto, mi nivel de inglés es más bajo.	
Estándares Específicos: <ul style="list-style-type: none">✓ Relaciono ilustraciones con oraciones simples.	
Indicadores de logro: <ul style="list-style-type: none">✓ Reconoce modelos a seguir a la hora de escribir textos básicos.✓ Emplea modelos a seguir para responder preguntas básicas	

Assumed Knowledge:
It is supposed that learners already know: numbers from 1 to 10, the alphabet, some basic colors, member of the family, parts of the house, some greetings, shapes, and some Commands. Herbivore, carnivore and omnivore animals.

CLIL 4Cs			
Content.	Communication.	Cognition.	Culture.
<p>• Teaching objectives.</p> <p>To introduce the concept of following models.</p> <p>• Learners outcomes.</p> <p>The students will classify their answers.</p> <p>The students will identify the key words for understanding the story.</p> <p>Song.</p> <p>Students will sing The Old McDonald.</p>	<p>Students predict the correct pronunciation about some words in the story.</p> <p>• Language of learning.</p> <p>• Present simple, nouns, articles.</p> <p>• The vocabulary required for this lesson will be</p> <p>• <i>Farm I have animals favorite cows horses rabbit's dog cat etc.</i></p> <p>• Language for learning.</p> <p>Language to ask and answer. <i>What animals do I have in my farm? Do I have a Rabbit? Do I have a horse?</i></p> <p>Language to give an order. <i>Say, repeat.</i></p> <p>Language. <i>What is your favorite animal? My favorite animal is...</i></p>	<p>• Teaching objectives.</p> <p>Understanding and knowing how to follow models</p> <p>Understanding the animals that live in a far.</p> <p>Understanding the questions after the reading the story</p> <p>• Learners' outcomes.</p> <p>They will understand new vocabulary.</p> <p>The students will use basic grammatical structures like, <i>I live in a farm, I have some animals</i> <i>My favorite animal is</i></p>	<p>• Teaching objectives.</p> <p>To teach students how to follow models.</p> <p>• Learners' outcomes.</p> <p>Students will be exposed to a basic text in order to comprehend basic grammar structures.</p> <p>Turn taking: students will have to respect the turn for speaking.</p>

Materials: Flashcards, lesson plan, videos, markers, puppets, cardboard Tv.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
<p>Engage 8 minutes Learn a different</p>	<p>Students are going to sing the song <i>the old McDonald</i> the teacher is going to sing with them.(accapella)</p>	<p>Learners get</p>	

<p>song, using body language.</p>	<p>Learners listen first, and they will be asked to repeat the song.</p>	<p>probably distracted, so the teacher will provide clear instructions using body language, gestures.</p>	
<p>Study 8 minutes</p>	<p>On the board the teacher will write some animals names That live in the farm. The learners will select from the list the animals they have listened in the story. The learners will be asked to draw five of those animals and go in front of the class and say and show what animals they drafted.</p>	<p>Lack of attention with the activities to be carried out, so teacher will provide clear instructions and motivated</p>	
<p>Activate 15 minutes Following models and instructions</p>	<p>Then, the teacher continues the class with an activity, the teacher will tell to students a short story. <i>I live in _____ there I have a farm. In the farm I have some animals like dogs, cats, cows, a horse and also some hens and one chicken. I love all those animals, but my favorite animal is my cat _____.</i></p>	<p>learners providing them some examples of models to fallow</p>	
<p>Model 10 minutes</p>	<p>The teacher tell ageing the short story if it is necessary, and will ask questions as <i>what animals do I have in my farm? Do I have a Rabbit? Do I have a horse?</i></p>	<p>Students do not understand how to carry out the activity. Teacher will use translanguaging to check learners` understanding.</p>	
<p>Practice 10 minutes</p>	<p>Students will write down the paragraph on their notebooks and they will write a new one taking s model the precious one.</p>		
<p>Activate</p>	<p>The students will be asked to answer the question. <i>What is your favorite animal? They will use the structure given in the story.</i></p>		

<p>8 minutes</p> <p>Free practice 5 minutes</p>	<p>By the end, learners will say what is her/his animals, the teacher will ask it randomly. After that, students will be asked to draw his/her favorite animal.</p> <p>Students will be number from 1 to 2. Students with number 1 will ask the question <i>What is your favorite animal?</i> Moreover, students with the number 2 will answer <i>my favorite animal is,</i> and showing his/her picture/drawing.</p>		
<p>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</p>			

12.2.1 E-S-A lesson plans trilogy

Lesson Plan 1. *Endangered animals*. Straight arrow lesson procedure.

Practitioners will use in their classes content related with the context, for instance, endangered animals is a topic that is needed teach with urgency due to the fact that is a present problem of the humanity and searching solutions is a responsibility of the all people.

At the end of lesson, students will be able to understand a short text about the causes that become endangered animals and answer some questions. To achieve this, learners will take advantages in the use of authentic material, like images from the regional territory, and scientific texts from websites dedicated to the environment and nature.

Teacher in development will take into account the guía número 22 EL RETO, looking for the standards that are required. Reading strategies are going to be include for facilitating the learning process. For instance, guessing, scanning, skimming, reading aloud will be included in the development of the lesson. There are three stages, engage, study and activate, they with the purpose of achieving the main goal of the class, learn implicit grammar throughout the content, in this case, the present simple is immerse in the activities, but at the same time, students are learning about scientific topic.

The activities of the study will be related with the uses of the games, group working, like matching, answer the questions per group, draft the animals, etc. The part of study will be guided with the aim of producing something; in this case, learners are going to explain to each other's what is the reading about, with the purpose of checking comprehension. In the part of closure, it is so important ask them, about the new knowledge that was acquiring during the class since they tend to forget everything easily.

Lesson Plan 2. *The solar system.* Boomerang lesson procedure.

In the second lesson, students will learn about the solar system, taking advantage of the communicative competence, knowledge of the world. In this way, by the end of the class, learners will be able to name correctly the planets, and recognize them in pictures.

To engage, facilitator will provide a solar system made in foamy, in order to introduce the new lexicon (Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto), also the practitioner will ask some questions related with color, size and order of the planets; furthermore, the intonation, stress and pronunciation will take place. For instance, Saturn, Earth, Mars, Uranus, Venus, and so on.

After this, the facilitator will use a power point presentation using a laptop and the video projector, this will be like a game "Who want to be millionaire" where questions about the planets will be presented, for example- what is the second largest planet? It is

supposed that they take advantage of the solar system previously used to answer those questions. During this activity, learners will work alone, but if the tutor consider it is difficult, the students will make groups of three people (The focus will be on listening and speaking).

Finally, in the study, the learners will receive a written sentence: *the earth is the third planet of the solar system; the earth has only a moon...* in this part, the students will learn about the ordinal numbers such as first, second, third, fourth, fifth, sixth and so on. Moreover, they will follow or copy the model to write a new one sentence.

Lesson Plan 3. *The planet we live in.* Patchwork lesson procedure.

In this class, the aim of the task will be encourage learners from the point of view of their individual knowledge of accomplishment. By the end of the lesson, learners will be able to identify the place where we live in, and increase their knowledge about the environment.

The facilitator will start the class-grouping learners in trios; they have to find people that have the same image. Those images are about the earth planet, animals in danger and pollution. All three will discuss about what those images in common have. The member of each group will speak up a sentence.

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After, learners will listen a song about the planets using a tape recorder and/or laptop and speakers, in order to get students attention. Then the facilitator will show some flashcards; on the first, it will be the earth, on the second one the environment and the last one will be about animals in danger. The idea is that they identify to elicit information, later they will answer some questions such as –*what is the blue/third planet? Do you remember the name of this animal?* Etc.

Then, the learners will receive a worksheet, with written language, this helped learners to reinforce their listening skills and reading strategies such as scanning, skimming, key words, etc. They listen to the facilitator and then they read and match the text with an image given.

Finally, the tutor will ask students numbers from 1 to 3 and in that way, learners will be formed within groups, or the practitioner can implement names of color, planets, or shapes (three people per group). Each group will be in charge of presenting and animal or an environment problem to the tutor or whole group. For this activity, they also follow a model of writing (also given in the worksheet) to present a writing task about our planet. Needless to say that, it will be about the previous two lessons. (Showing the importance of taking care our planet, animals, plants, and so on.)

12.3 Reflections

Paula Andrea Espinal

Karina Andrea Mena

Gustavo Adolfo Ladino

Task No 2:

Date: Feb 23rd 2015

Linguistic aim: *By the end of the activity, learners will be able to differentiate, write and pronounce properly all the days of the week.*

Professional aim: *Time management (having the activity done on time).*

Background knowledge: *Personal pronouns. Emotions (adjectives).*

Materials and resources: *Flashcards, speakers, audio player, board, marker, worksheets.*

Stages	Procedure	Description
engaged	The teacher writes down one line of the song on the board. “I don’t care if Monday’s blue, Tuesday’s grey and Wednesday too.”	Short introduction regarding days of the week and adjectives of emotions after writing the sentence on the board. Students remain quiet during talk.
study	Then teacher instructs students to get in pairs and write down the words	Grouping did not take much time. Instructions were given twice to avoid weaknesses. Learners provided some possible word connections to guess meaning General behavior was acceptable to listen to the

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<p>activate</p>	<p><i>related to a certain line from the lyrics. So, the class can try to guess what the song is about.</i></p> <p><i>Students follow the lyrics of the song while listening to it and check if some of the words that they wrote are included. They listen to the song three times.</i></p> <p><i>Students write one sentence related to the activities that they like to do the most in the different days of the week.</i></p>	<p><i>song and students started collecting the words they found in the lyrics</i></p> <p><i>Some volunteers wrote on the board what they like to do and the day they prefer to do it, they say out to the group what they have just written. (Participation almost goes out of control due to a collective desire to get involved with the activity).</i></p>
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Reflection in action: *It could not be done.* The practitioner did not have chance of doing it.

Reflection on action:

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Students did more than learning the days of the week; they associated the days of the week with expressions about the emotions and feelings, this may be occurred because they usually have some previous knowledge that place them one step forward than the others.

This fact confirms that stimulate students curiosity leads to a variety of results.

This day in particular students showed enthusiastic towards the song that is going to be played and there participated actively in the class, they asked constantly for the name of the song and try to guest how the flashcards look like. We realize the advantages of planning how to present vocabulary differently from many books in which activities are often highly repetitive and make learners to be not motivated during practice; we integrate the lexical competence in the classroom through activities that stimulate understanding, retention and use of words can contribute the learner to develop autonomous linguistic strategies.

However, when we focused on teaching certain common English collocations also included in the song, students assured that the meaning of those expressions was consistent to their assumptions. We consider it was basically because they do not know those words have different meanings and uses.

In this class we implement that Brent (2008) point out for those learners who end first than their partners; those students could help the others in the development of the activities proposed. It was positive since allow that the students feel motivate to help their partners

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and this could avoid misbehavior in class.

12.3.1 Lack of attention and disruptive behavior

Initial reflection.

In the classroom, some students always are talking and do not paying attention. This is something negative due to the classroom environment becomes to be very noisy and chaotic to practitioners. Given the noise in the classroom, the students cannot understand what the teacher is saying, and some students want to know what the teacher is saying however they also are involved by the other students to misbehave, the teacher wants to manage the situation but do not know how handle with it.

Planning and Action.

For that situation, the practitioner did not have anything planned. However, the practitioner asked the favor to learners to make silence and remember the ground rules, they did that, but after some minutes, the environment was one more time as the beginning. The practitioner followed the suggestion that other partner said her; it was to draw on board two faces, one happy and other sad. The teacher wrote under the happy-face the students' names who were working and paying attention. The classroom became to be soundless

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since all learners wanted their names written under the happy face. This strategy helped to manage that situation. However, after the ending of the class, we seek on internet more strategies to which help to handle future similar situations. We found a video where an experience teacher was sharing some of his strategies to control students dealing and get their attention. The strategies were *noisy maker*, *routine*, *visual reminder (traffic lights)* and *yes-class activity*.

Observation.

The impact of those strategies were good, the practitioner mainly used the *shhhh*'s strategy. She selected four students, which were in charge of using signals and the *shhhh* sound to calm dawn the other students. The issue in this strategy was that most of learners did not pay attention to his/her partners. However, it was possible to conduct the class without speaking up and screaming in the classroom.

The second activity was used when teacher noticed that learners were tire. The teacher becomes saying *class-class* and learners respond *yes-yes*; this activity is combined with movements and speaking aloud and slow.

Finally, the teacher brought to the classroom the visual reminder, which was implemented when learners were talking too much or walking around the classroom. The teacher raised a yellow card and learners sat down and when the teacher raised the red car they became to make silence.

Reflection.

We have learnt from that experience that as teachers, we need to have different strategies in order to handle the disruptive behavior in the classroom. Considering also talking outside the classroom and explaining to the student in what way his/her, behavior affects the class' atmosphere. On the other hand, to manage the lack of attention, it is useful to ask to students to repeat the instruction given by the teacher. This helps the teacher because the learners will be prepared to talk and assume a role of learner.

11.1.1 Lack of attention in listening activities

Initial reflection

We had planned listening activities for the classroom; we adapted the stories taken from books. We printed the real images about it. The practitioners always started the classes doing referential questions, those kind of questions are including in the engage part for eliciting information.

When the practitioners started to relate the stories many students were not paying attention, so we use different kind of voices, and tried to speak up, but it was impossible, they continued talking. At those moments we felt frustrated, we had dedicated a lot of time for those lesson, and that was not giving good results, our first reaction for that issue was giving them sad faces about their behavior, but students did not matter so much, the other reaction was to stop reading the stories and pass to the other step.

Planning and action

For those situations, we did not have anything planned, we had written in the anticipated problems lack of attention, but the anticipated solutions were to motivate them with the real pictures and with the song of the story. However, those strategies did not provide good results. The impact in children was as if the stories did not matter so much that really affected us. Students were asking for handouts for drafting or painting that affected the learning process because listening is a skill that children need to develop, and they need to be expose. We consider that children obviously love stories, but accompanied with visual stimulus, and we had to make code switching in some parts of the listening, why? Because students are not accustomed to that kind of listening.

Reflection

During those experiences we learnt that for future listening activities is better use technology, or something that really call their attention, Children need to be exposed to listening activities; we will find the way to make that fun, but at the same time with a learning aim. In addition, it is very important that teachers promote the role of imagination in classroom, since according to Halliwell (1992), *children have fantastic capacity to think and to imaging things around them, this is very productive at time to play and at time to learn*. Therefore, teachers need to accept the role of imagination in children life since we can see that it provides a very significant stimulus for real language use.

Based on our experience about lack of attention in listening activities. We designed a different lesson plan, that included a story accompanied with fun images. Nonetheless, before eliciting information with referential and display questions for contextualizing them. in addition, we used Spanish for explaining them some information about the story, we taught the new vocabulary with flashcards, and we put in practice the role of imagination, students had to guess before of the listening part, What the story is going to be about, the begging, the middle, the end, and the principal characters, etc.

The previous steps worked with children. They were engaged all the time since they paid attention to the story. There was something that really drew their attention, it was the use of technology with a creative presentation; and at the end of the lesson, and students were able to achieve the aim. Consequently, we felt more comfortable due to the fact that children were learning and at the same time they were developing their listening skill.

11.1.2 Troubles about following instructions

Initial reflection

We were able to notice that learners followed instructions even though they did not understand well what they have to do. many of them were asking to other partners about the activity, some were confused about how to develop the exercises; others asked to the teacher an extra explanation, it showed us that learners had troubles about following instructions, the activity was a little difficult to understand; such as it was hard for the learners' level.

Additionally, learners were making noise while the instructions were given to them, so, that helped to increase the problem.

Analyzing that factor, we agree with Swift (2007) who states that teachers should not start giving instructions if students are not paying attention to them, and students must stop whatever they are doing. Also the English level have to be according to the age, simple words accompanied with a good articulation; in contrast, for complex activities teachers could explain in first language, then repeat the same in English, and to check comprehension by asking the students what they have to do.

Planning and action

In the lesson plan, the teachers did not have something prepared to solve this trouble, since we did not think that might be this could occur, but immediately this happened, teachers found a solution for learners could understand, to follow instructions and to develop the activity correctly. The solution was to explain the activity in first language. Then to repeat the same in English, following to Swift, (2007) *to explain complex activities will be more efficient to use First language, if you speak the students language you can explain in L1 and immediately, repeat the same in English, then you can give instructions first in English and then in Spanish.*

Observation

When the learners listened the instructions in both languages, was easier for them understand what they had to do. They started to realize the activity and to follow instructions was possible at this time, the development of the class was good, the activity was picked up and checked, most of the learners had good grades.

Reflection

We learnt during that experience, that giving instructions is not simple as we thought due to the fact that sometimes we can think and explain in a way but people who receive the message may take other interpretation. In this case, with young learners we need to be conscious that the process is different and they understand only if the explanation includes step by step and in a simple way; may be the problem was that the instructions were not simple and pause. For future activities, we will include those steps because the outcomes were positives and students could achieve the learning aim.

11.1.3 Persistent of use of first language

Initial reflection

When the practitioners started the classes, they use 70% English and 30% Spanish. Students were able to understand many words and they use the ability to grasp meaning. However, we noticed that they felt more comfortable when they use L1. Additionally, students had learnt much vocabulary, and they already knew how to pronounce some words in English, but they persisted using the mother tongue, when teaching English as a foreign

language, this is possibly the most common problem. As an ESL teacher, it is important to encourage students to use English, and only English.

Planning and action

In those cases, we did not have anything planned. Even though, we immediately designed a strategy in which they understand the importance of using English in the classroom. Teachers used mimics, stories and gestures in order to illustrate the foreign language, the practitioner asked questions to them. For example, *do you have any question?* Or if some students started to use the words in English we focused our attention on them congratulating that action, *well done! very good!*. So that strategy makes that other students feel encouraged for using the language.

Observation

The impact in the learning process was good, children have English classes only two hours per week, and it must be English only. Most of the time, teachers used English in the classroom not only because it is required in the process of learning but also because it improves the development of listening and speaking skills.

Reflection

We learnt during that activity that is not sufficient English classes, students need to be encouraged to use the language, and it is not easy, but we need to exploit the capacity that children have for using English without feel embarrassment about mistakes. Also, we as teachers should motivate to the learners to go beyond and feeling interested about learning outside the classroom, with extra activities like movies, games, theater players, etc. because this will help that the learning process advance faster.

12.4 Photographs



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