LEARNING STYLES IN TEACHING ENGLISH TO PRIMARY SCHOOL LEARNERS

CLASSROOM PROJECT

Presented by:

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LICENCIATURA EN LA ENSEÑANZA DE LA LENGUA INGLESA

PEREIRA, RISARALDA

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RESUMEN

Este proyecto tuvo como objetivo determinar los estilos de aprendizaje de un grupo de estudiantes de una institución educativa pública localizada en la ciudad de Pereira, para dar a conocer métodos de enseñanza que fueran más aplicables y además contribuyeran a un proceso de enseñanza y aprendizaje más exitoso.

La metodología que se utilizó para obtener los resultados, consistió en la implementación de dos cuestionarios (VAK-CHAEA), los cuales contenían preguntas de opción múltiple ya que de esta forma da a la persona evaluada algunas de las posibles opciones que mejor responden a la situación que deseamos conocer. Además, se implementaron diferentes actividades (visuales, aurales y kinestésicas) las cuales nos permitieron observar la manera en cómo aprenden las personas con diferentes estilos de aprendizaje porque esto nos llevaría a definir cómo aprenden los estudiantes y así crear un contenido específico para estos propósitos es una manera tan relevante de ser innovadores y pertinentes al diseñar mejores o al menos viables formas de implementar la enseñanza del inglés para conquistar mejores resultados en la forma en que se enseña esta lengua pero también se aprende.

De acuerdo a estos resultados, se concluye que aunque una persona tenga un estilo de aprendizaje más desarrollado que otro, no quiere decir que su aprendizaje no será basado sólo en ese estilo de aprendizaje, puesto que cada persona tiene diferentes maneras de aprender debido a sus diferentes necesidades, conocimientos y procesos de aprendizaje a la hora de adquirir una segunda lengua. Es por eso que aunque las personas tengamos los tres diferentes estilos de aprendizaje desarrollados (visual, aural y kinestésico), hay unos estilos de aprendizaje que sobresalen más que otro, lo cual conlleva a que estos estilos ayuden en el proceso de aprendizaje de una segunda lengua.

ABSTRACT

This project intended to determine the learning styles of a group of students from a public educational institution located in Pereira, to present teaching methods that were more applicable and also contribute to a more successful teaching and learning process.

The methodology used to obtain the results consisted in the implementation of two questionnaires (VAK-CHAEA), which contained multiple choice questions since in this way gives the person evaluated some of the possible options that best respond to the situation that we wish to know. In addition, different activities (visual, aural and kinaesthetic) were implemented which allowed us to observe the way in which people with different learning styles learn because this would lead us to define how students learn and thus creating a specific content for these purposes is such a relevant way of being innovative and relevant in designing better or at least viable ways to implement English teaching to achieve better results on the way that language is taught but also learnt.

According to these results, it is concluded that although one person has a more developed learning style than other, it does not mean that their learning will not be based only on that style of learning since each person has different ways of learning given the fact they have different needs, knowledge and learning processes concerning to the acquisition of a second language. That is why although we have the three different learning styles developed (visual, aural and kinaesthetic), there are some learning styles that stand out more than others, which means that any of these styles help in the process of learning a second language.

1. JUSTIFICATION

The bilingual education policies in Colombia are established under some specific boundaries that the MEN (*Ministerio de Educación Nacional)* has now come up with. *El programa nacional de inglés 2015-2025* is one of those boundaries now used to determine the conditions that the learning and teaching of English requires nowadays. Thus, *Colombia very well (2014)*, which is the document of the previously mentioned English program, highlights that it is necessary to consolidate an adequate learning environment that guarantees the development of languages competencies needed for the access of knowledge and the culture associated to the target language. Hence, Fonseca and Truscott de Mejía (2006) stated that the role that teachers play is quite important in the development and implementation of studies that show, guarantee and evaluate the formation of English language. That is why, this project is intended to be put into practice so as to broaden the English language practices in Colombia. Additionally, *Risaralda Bilingüe 2032* also proposes a policy to prioritize the bilingual education in the Department, it seeks for proposals that help the achievement of goals within the inclusion of new perspectives of bilingual education in all its Municipalities and thereupon including projects to be implemented in public institutions.

Our classroom project aims to identify the learning styles of a group of students in a public school. Speaking of learning styles, Ángel-Benavides and Alonso-Garcia (2012) observed in their research study that" not everybody involved (…) had the same learning style. Instead, a difference was perceived depending on the age and gender of the participants" (p 25). Whereas some participants preferred an active and pragmatic way of learning, some others preferred a reflexive and theoretical one. The researchers also found that there is no specific learning style for each person. There are people that share the same learning style indeed. Furthermore, as stated by Giraldo and Bedoya (2006) "there is a

personal style that people tend to follow unconsciously" (p.12). The authors exposed that a learning style is influenced because of the socioeconomic status and academic performance of this population. Both studies reflect the applicability that this type of studies have in a local context. The first one was applied in UNAD (*Universidad Nacional Abierta y a Distancia)* and the second one was implemented in a public institution in Pereira. These studies show different perspectives and examine whether the teaching and learning of English is conceived or not when applying or implementing strategies that deal with learning styles. Nevertheless, Cassidy (2004) expressed that deciding the type of material, methods or approaches to be applied in English lessons, are not valid sometimes since one can dissent when choosing an appropriate way to so. The first step to started implementing, must always be guided by a test to determine the learning style that most of the students have. Then, you can freely think of the specific type of sources to gather data on these specific learning styles.

This project intends to offer a view on the teaching and learning of English, so it presents various perspectives that are useful when implementing certain lesson based on learning styles. It proposes the implementation of English lesson that are applicable depending merely on students' learning styles. Basically, it tries to comprise a way in which English is taught and learnt under a specific learning style so the lesson will be focused on each specific way of learning or at least in the one that most students have. To do so, it is needed to make a little research to determine where this implementation will rely on. Further, this project attempts to discover how English learning specifically in affected by a learning style. In this case, this project tries to demonstrate how learners learn all in different ways, what can be done over this type of learners, how the design of materials to teach according these learning styles inflict in the learning mechanism of each student involved. Particularly, there are few projects in Pereira that comprises this type of learning. That is why, this project focuses on those specific aspects of learning on the grounds of the fact that it helps us to

discover how are we learning and teaching English language in some specific settings, especially in public institution where this project will be developed. Defining how learners learn and thus creating specific content for these purposes is such a relevant way to be innovative and pertinent when designing better or at least feasible ways to implement the teaching of English to conquer better results on the way this language is taught but also learnt. For this reason, Fleming (2006) mentions that" each student has different ways of learning due to the fact that they have different needs, knowledge and learning processes in terms of acquiring a second language " (N.P) Thence, he proposes some strategies to be considered for each student and also the way students learn a second language. Those strategies are: Aural, record his/her summary notes and listen to the tape; read and write, reformulate ideas and fundamental principles for a deeper understanding; Kinaesthetic, using all senses to express and discover new knowledge and stuff; and Visual, looking at pictures, graphic organizers, videos, posters, slides, etc. These strategies are important at the time to teach in order to have a successful learning process as Howard (1983) stated that when students' needs are met, they are engaged in their learning. However, when students are uninterested they get bored and sometimes resort to disruptive behavior. Therefore, it is necessary for the teacher the understanding of students' learning styles in order to focus your lessons on a specific pre-design curriculum or syllabus for each intervention.

Moreover, this project will contribute to the development of some teaching purposes that might help the practice of English language teaching in the future. Discovering how this could be done is also one way in which future teachers can manage to have new methodological purposes and approaches that can reach the design of new teaching strategies. The planning of adapted lessons for different learning styles may help students to be able to become better bilinguals through a fruitful teaching process.

2. OBJECTIVES

Teaching Objectives

- Observe students' attitudes towards the application of learning styles based on activities.

- Identify students' learning styles regarding what type of activities they like doing.

- Adapt lesson aims, procedures and materials based on the styles identified on the learners.

Learning Objectives

- Learn new knowledge based on the strategies implemented during the process.

- Use advantage of the most salient style identified to benefit the other less frequent identified styles.

3. CONCEPTUAL FRAMEWORK

The purpose of this study is to guide and create a better understanding about the development of the classroom project according to a variety of definitions of three key concepts: learning styles, VAK model and classroom application of learning styles supported by some experts in the field of language teaching and learning which will be appropriate for the progress of the project. Additionally, there will be found the main authors who provide the definition of the three concepts. Kolb (1984) establishes that learning styles is a dynamic strategy of study, in which students can improve the ability to interpret the information received in order to reach their learning process. The aspect concerning to the VAK model stated by Fleming & Mills (2006) point out that this model help to students to develop their visual, auditory or competence and to learn more about their individual learning preferences through some strategies and activities such as diagrams, audios or the use of senses(touch, smell, ear). Finally, the key concept of classroom application of learning styles explored by Gardner (1983) who states that when the student's needs are met, they are engaged in their learning. When students are disinterested, they become bored and sometimes resort to disruptive behavior. He agrees with Fleming (2006) when he mentions that each student has different needs, and competences that need to be accomplished in order to have a successful and dynamic learning process. They also agree that learning styles is the construct and recognition of knowledge based on life experiences of the person and the way in how it is transformed to have a good learning process.

In the following session, a broad explanation about what is learning style and how it is going to be focused for the development of the project will be included, including the three concepts and the authors who contributed with its definition. The following session is important since the audience could know what are the characteristics and strategies

implemented in the project. It is to have a successful teaching-learning process concerning to the acquisition of a second language.

3.1 Teaching English through learning styles

Learning style is a general term in which students need to receive stimuli in order to respond to any situation according to the learning process context. Now, in terms of Kolb (1976) mentions that " learning style is based on a process in which knowledge is constructed through the transformation of experience 'it means, the knowledge occurs due to the combination based on the experience of the person and the way this is transformed in order to have a good learning process.

Moreover, Kefee (1979) and Gardner (1983) agree that learning styles is the "composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment." . In the same way Stewart and Felicetti (1992) contribute that learning styles are those "educational conditions under which a student is most likely to learn" (p.1231). It means that according people's style, they can have a successfully learning process, it could be visual, auditory, reading or kinaesthetic. Thus, learning styles are not really concerned with *what* learners learn, but rather *how* they prefer to learn. Additionally, in foreign language education, teachers use different strategies to help students to reach their learning styles process as is going to be explained in the following section.

3.1.1 Learning style strategies

According Genovard and Gotzens (1990) learning strategies can be defined as "those behaviours that the student play during the learning process and that influence in the process of encoding information to be learned" (p. 266).

Consequently, Pressley, Forrest-Pressley, Elliott-Faust and Miller (1985) mention that learning strategies are conscious and intentional activities that guide the actions to take to achieve certain learning goals. For these reasons the authors mention some learning strategies for a better learning process in the acquisition of a second language such as:

1.1.1. Repetition strategy: it is to pronounce repetition, name or say repeatedly presented stimuli in a learning task. It would, therefore a memory mechanism that activates the information materials to keep them in short-term memory and, at the same time, transfer to long-term memory (Beltran, 1993).

1.1.2. Development strategy. has as aim to integrate information materials relating new information with the information already stored in memory (Beltran, 1993).

1.1.3. Organizational strategy: seeks to combine selected data elements into a coherent and meaningful whole (Beltran, 1993).

It important to acknowledge that the teaching-learning process based on learning styles is not the same process to carry out with all the students since everyone have different needs or . For this reason, it is necessary to put into action appropriate strategies based on a model focused in the visual, auditory and kinaesthetic learning style in order to obtain successful results in learners' second language acquisition.

3.2. VAK model

Considering the different learning styles and the different ways in how the knowledge is acquired by learners, Fleming (2006) developed a model for students and others to learn about their individual learning preferences with the aim to make more effective their learning process. This model is called VAK model, which refers to the development of different competences of a foreign language through the use of strategies such as: use of pictures, movies, or diagrams for visual learners ; listen to music or conferences for auditory learners, and finally the use of senses(touch, smell), movements, experiments or hands-on activities for kinaesthetic learners. There are also main features of the VAK model that make it easy for the reader to recognize the strategies used for each type of learning style.

3.2.1. Main features of the VAK model

Although people share the same context as school, for example, there are many differences concerning to their needs now to acquire a second language. For this reason, Fleming (2006) specifies features about how each student an acquire knowledge according to his/her learning style. For example:

Visual Learners	**Aural Learners**	**Reading and Writing Learners**	**Learners**
Visual learners learn best by seeing. Graphic displays such as: ● charts ● diagrams ● illustrations ● handouts	*Aural (or auditory) learners learn best by hearing information. *They tend to	*Reading and writing learners prefer to take in information displayed as words. Learning materials that are primarily	* (or tactile) learners learn best by: ● touching ● doing. ● Hands-on Experience is

● videos	get a great deal out of lectures *They are good at remembering things they are told. *Questioning	text-based are strongly preferred by these learners.	important to learners.

Information taken from : http://hort201.tamu.edu/LearnStyleTestetc/VARK/VARK.htm

It important to know how student internalize knowledge since it can facilitate the teaching process. In that event, it is important to achieve a successful teaching-learning process in student and is for that reason that Fleming proposes some strategies which will be shown in the next paragraph.

3.2.2 Strategies to teach through VAK model

According to Fleming (2006), he mentions that each student with different learning styles has also different needs, knowledge and learning process. Consequently, he also proposes some strategies to take into account for each student according to his/her learning style. See chart below.

Aural	Read/Write		Visual
To take in the information: -Attend classes. -Attend discussions and tutorials -Discuss topics with	To take in the information: -Lists -Headings -Dictionaries -Glossaries	To take in the information: -All your senses - sight, touch, taste, smell, and / or hearing	To take in the information: -Lecturers who use gestures and picturesque language. -Pictures, videos,

others -Discuss topics with your teachers -Explain new ideas to other people. -Use a tape recorder. -Remember the interesting examples, stories, or jokes. -Describe the overheads, pictures and other visuals to somebody who was not there. -Leave spaces in your notes for later recall and 'filling'.	-Definitions -Handouts -Textbooks -Readings - library -Notes (often verbatim) -Teachers who use words well and have lots of information in sentences and notes -Essays -Manuals (computing and laboratory)	-Laboratories -Field trips -Field tours -Examples of principles -Lecturers who give real-life examples -Applications -Hands-on approaches (computing) -Trial and error -Collections of rock types, plants, shells, or grasses -Exhibits, samples, or photographs -Recipes - solutions to problems, previous exam papers.	posters, slides -Flowcharts. -Underlining, different colours, highlighters -Textbooks with diagrams and pictures -Graphs -Symbols @ and white space

Information taken from : http://hort201.tamu.edu/LearnStyleTestetc/VARK/VARK.htm

All the information previously explained is important to take into consideration given the fact that the strategies proposed by Fleming are useful in an EFL classroom environment. It is with the aim to have a successful teaching-learning process**.**

3.3. Application of learning styles in the classroom

During the learning process, teacher needs to be aware that not all the students learn in the same way by the fact that each has different needs, different skills and cognitive skills. According to Howard Gardner (1983), he stated that when the student's needs are met, they are engaged in their learning. When students are disinterested, they become bored and sometimes resort to disruptive behavior. That means that when the teacher is able to

recognize the different students learning styles, he/she will makes his/herself work easier and also for his/her students since teachers could implement different strategies mentioned in the VAK model to make more effective and succeed the teaching-learning process. Thus, these strategies fit to the needs and preferences of students, and also awaken in them a greater interest in their proposed activities by the teacher.

Finally, the different strategies implemented into the classroom help not only to the students to improve their academic performance and adapt to an environment more pleasant and comfortable for learning taste, but also helps teacher to develop and implement easily their activities.

4. LITERATURE REVIEW

Learning styles have different meanings according to each author's point of view. However, most of the authors such as: Brown (2009), Mills (2010), and Coffield (2004) agree that learning styles are the framework of a learning process in which each person has different ways to acquire knowledge either through visual, auditory or way to do so in which they can develop their conceptual, cognitive and behavioural patterns. For this reason, the purpose of people using brain intelligences is to manage and adopt the conditions which result in different knowledge styles (Brown, 2009). Moreover, it is important to take into consideration that this styles are not stable since students might adopt different ones depending on their subject and their learning environment (Pritchard, 2009, as cited in Alharbi et al., 2011). The following information will show how some studies about these previously mentioned ways of learning are carried out. One study will show how two groups were divided into males and females to expose them to some tests to know which of these groups could easier acquire knowledge through their brain intelligences and another study will show an important aspect concerning to the improvement and knowledge of the student's learning styles with the aim to choose, plan and teach a topic in which students can understand easily and have a successful learning process.

Chen and Dominick (2013) carried out the first study in which they determine if the changes of methods and strategies in terms of teaching can influence in the students grate of the course, titled principal of finances. This study is an experimental research. The participants of this study are 72 students of the University of Texas at Tylor in United States of the College of Business and Technology's faculty. These learners are required to take the finance course as one of the seven business courses. The method used in this study is the productivity of the environmental preference survey (PEPS), which is based on the Dunn and

Dunn Learning styles Model (1978). The method used for this study is a questionnaire that is used to know how some students deal certain aspects in the classroom such us: environmental, emotional, sociological, physiological and psychological which is subdivided into some structural elements such as: motivation, structure, visual, kinaesthetic and auditory. Therefore, the researchers selected students from Principles of Finances and Introduction to Finance courses the group is divided in two: the treatment group (22 students) and control group (28 students). Afterward, the data collection method used in this project is done under the implementation of PEPS.

Through the analysis of this survey it is shown that the learning style is the most likely to be acquired if they are presented with the structure. In the treatment group yielded the following results: in the structure element the score is 61.02, over visual with 48.32, auditory 51.29, motivation 51.98. Casually, the structure element is also the most preferred for the control group with a score of 60% which students arguing to have the same preference in terms of learning styles. Finally, the study marginally recognizes the significant advance in the learning results of students concerning to experimental group, after the implementation of PEPS survey to assess students who are subject of instructional techniques geared towards their most preferred learning style.

The second study is carried out by Ozbas, S (2013) the purpose of this study is to compared males and females in terms of learning styles differences. Besides to show if there are differences between departments. The researchers selected students from the university Northern Cyprus randomly, and according to this population the author used the " Maggie Mcvay inventory " made up by 3 dimensions: visual, and auditory learning styles. Furthermore, this inventory scale is used with the aim to know which of the two groups developed their learning style in an easier way, if males or females. Thereafter, Ozbas

implemented this study with 120 private university students from northern Cyprus, 58 are males and 60 females all of them are selected from different faculties such as: Nutrition and Dietetics(20 students), Faculty of Pharmacy (19 students), Nursing (33 students), and Business Management (29 students). After that, the data collection is gathered through tests (ANOVA Test) and questionnaires (Maggie Mcvay's inventory).

Thus, this study found that the most common learning style is: visual 41.7%, then kinaesthetic, 29.5%, and auditory, 18.9%. Besides, the results show that females had an outstanding development of learning styles over males. Finally, this research evidenced that nor the genre differences neither the department students from nutrition and dietetics, pharmacy, engineering etc., do not affect the learning styles. To conclude, this study compared the different learning styles between males and females, as reaction to the different strategies proposed, considering that learning style is dominated by male and females among visual, and auditory learning styles which had a major influence gender is visual learning style having the domination of males over females. On the other hand, the influence of the faculties studied, do not affect the process of learning concerning to the learning styles strategies.

To sum up, these studies have as a relevant aspect the improvement and knowledge of the learning styles to comprehend and adapt the different strategies that help students to discover not only their preferences, but also their interests at the moment to learn. Besides, it increased the students' confidence and motivation since many of the students do not realize that they have weaknesses at the moment of acquiring any knowledge. For this reason, learning styles provide easy support that increase students' knowledge.

5. METHODOLOGY

5.1 Context and Setting

We will carry out this study with students from public primary stated school located in Pereira - Risaralda, where we as practitioners of the program *Licenciatura en Lengua Inglesa* (LLI) will conduct our pedagogical practicum. The implementation will involve the curriculum of the educational institution guided by the standards "Guía 22" which is a document implemented by the Colombian government throughout the "Plan Nacional de Ingles" in order to support citizens and mainly students to improve their English language. We will implement this study during an academic period of two hours per week , in which we will design the English lesson based on standard "guía 22". The students of this institution are between 9 and 10 years old. During the implementation, we will have different roles. Two of us will be the implementers whereas the other one will be the observer.

5.2 Participants

We will play the roles of pre-service teacher and observer during the implementation of the classroom project, so we as practitioners from the LLI program will be the facilitators whereas some students will play the role of participants.

5.2.1 Pre-service teachers and Observer

The practitioners are two pre-service teachers and one observer from ninth semester from an English teaching program LLI of Universidad Tecnológica de Pereira. The pre-service teachers will teach two hours per week in at least six implementation sessions. During the process of teaching, the role could vary since two of us could change our role when it is necessary. While one of us as pre-service teachers is carrying out the lesson, the other is observing in order to get objective and relevant information of the session. Observation

serves the purpose of gathering data to be later discussed and analysed (Richards & Farrell T, 2011 p. 92). For instance, Annex A.in Reflection N.10 (April 22, 2016)." All the activities were well covered, according we the time that we implemented for each activity, most of the students had good response, besides students work and participated in all activities". We can reflect that most of the students were engaged with the activities proposed since they show an active participation during the session. Annex C.

REFLECTIVE SESSION

DATE: FRIDAY 22ND /April/2016

All the activities were well covered, according we the time that we implemented for each activity, most of the students had good response, besides students work and participated in all activities.

On the other hand, the third pre-service teacher makes both actions: guide the lesson and reflect about aspects that need to be improved for the following session as is shown in the reflection (April 22, 2016) annex C.

For the previous reasons, the warm up activity will be implemented at the last since students had good response during the section when practitioners start with the engagement and study part. And for avoiding deconcentrating, some of the students will be moved of their habitual chairs.

Based on previous information, we focus our English classes for improving the academic performance and the implementation of activities that foster learning styles and the learning process of the students.

5.2.2 Students

The participants of this implementation will be students from fourth grade of a public primary institution located in Pereira. The students will be selected randomly whose age oscillates between 9 and 10 years old.

5.3 Implementation and Design Step

5.3.1 Implementation

We will conduct this project through the E.S.A (Engage, Study and Activate) methodology proposed by Harmer (2001) who believes that ''students need exposure, motivation and opportunities for language use, and acknowledging that different students may respond or not to different stimuli, it suggests that most teaching sequences need to have certain characteristics or elements, whether they take place over a few minutes, half an hour, a lesson or a sequence of lessons. These elements are Engage, Study and Activate.'' (pg. 51-52). For this reason is important to present it in a language classroom to help student to learn effectively. According to the information previously mentioned, we will implement this project through different materials according to the activity since there are students who learn in different ways. For example, at the beginning of the class the teacher will present some images to students related to superheroes. Then, the teacher will ask to every student to choose the favorite character and then tells to their partners a short description and the reason of his/her choice.

After that, teacher will teach not only how to describe a character, but also make a short performance about it . The aim of this activity is that students can guess easier the character described. Finally, students will be able to describe characters, so they need to choose a different one to be described in front of the class. Some of the students could be shy or afraid to do this activity. In this case, teacher will organize a round table, so the student can stand up and stay there to describe their character more comfortable. At the same time, the student could act a short performance in which their partners have the opportunity to guess the character described such as is shown in annex B.

Lesson plan (April 29, 2016).

Engage **10 min**	Then, the teacher will present some images to students related to superheroes. Then, the teacher will ask to every student to choose the favorite character and then tells to their partners a short description and the reason of their choice.
Study **10 min**	After that, teacher will teach not only how to describe a character, but also make a short performance about it . The aim
Activate **15 min**	Finally, students will be able to describe characters, so they need to choose a different one to be described in front of the class. Some of the students

With the aim to carry out this project, we need to use different materials taking into account the activities that will be developed during the session. For instance, we will select some images from internet or magazines. After that, we will show some flashcards and posters which contain the description of the characters. Also, we will use some technological material such as laptop, speakers and video beam just in case that we want to show a video about the superheroes or some other characters.

5.3.2 Assessment Procedures

In this stage, learner will be assessed through questionnaires proposed by Neil Fleming, called "VAK questionnaire" which will be adapted according to the age and grade of students. Another method that we will implement is the CHAEA questionnaire, which is

an useful resource to measure the students' learning styles. These will be necessary to know

if their skills had been developed through the implementation of the assessments. Annex A.

Questionnaires (May 7, 2016).

QUESTIONNAIRES

VARK, diseñado por Neil Fleming en septiembre de 2006.

Instrucciones: cierre con un círculo la letra de la respuesta que usted prefiere, seleccione más de una respuesta si usted cree que haría 2 cosas.

1. Usted cocinará algo especial para su familia. Usted que haría:
a. Preguntarle a amigos que le recomiendan hacer.
b. Mira un formulario o libro para ver ideas y fotos.
c. Cocina algo que usted sabe hacer sin necesidad de instrucciones.

CHAEA

Cuestionario Honey-Alonso de Estilos de Aprendizaje

Instrucciones:
- Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.

Más(+)	Menos(-)	Ítem
+	-	1. Tengo fama de decir lo que pienso claramente y sin rodeos.

The activities that we will propose are focused in each learning style such as: reading

short comics, doing manual activities, sing English songs and activities that involve the body.

The idea is that at the end of the lesson we can see the student's progress.

On the other hand, at the end of the course students will present a final product which consists in select an activity that involve any learning style (aural or visual). In this activity, teachers will support students if necessary.

5.4 Reflection Stage

Besides the implementation and the assessment, we will focus this project on reflection which according to Fade (2005) reflection involves describing, analyzing and evaluating our thoughts assumptions, beliefs, theory based and actions. For this reason, is important to reflect about the professional growth, students' responses and linguistic outcomes. For the professional growth, is relevant to mention that the development of classes and activities in the classroom help us to broad our knowledge and experience. We will have different roles, for example: two of us will implement the activities while the other will observe, reflect and take notes about what he/she consider relevant. It will be guided to get better results and successful work with the students. Moreover, we will provide the evidence of the implementation in which involve essential details such as activities, material, learners' behavior etc.

6. RESULTS

6.1. Professional Growth

In terms of professional growth, we will mention certain aspects regarding the results already collected during the implementation of this project. The aim is suiting learning styles for planning English language teaching and setting learning objectives for fourth graders. Moreover, we will present some information in terms of professional growth, students' responses and linguistic outcomes, based on what the two implementers and the observer have reflected upon. Besides, we will show some characteristics of 30 participants in a primary school in Pereira -Institución Educativa Sur Oriental.

6.1.1. Initial reflection

We will mention certain aspects regarding professional growth, some strengths and challenges will be described as part of what we have reflected upon. Some strengths that we will take into account are classroom management and material design since these are two major aspects we were able to cope with no hesitations. On the other side, some aspects that we will mention are lesson planning and some challenging issues related to institutional limitations that we had to face when implementing and trying to achieve our goals.

6.1.2 Strengths

The implementation of our classes was successful since we did not have to face gross problems. During our implementations, we could see how well we led our classes. Harmer (2007) stated that it is necessary to settle certain rules when dealing with students in the classroom and he also highlighted the importance grouping techniques and sitting arrangement have in class. This point of view exposed by Harmer was considered throughout

our implementations as it was evident the importance of classroom management when playing the role of a teacher.

That is why; classroom management was taken here as a strength inasmuch as we set from the very beginning some ground rules, for instance we designed routines for students to interact with teachers such as how to respond to the roll-call, how to respond to their teachers' greetings and how to respond to some classroom protocols such as *"may I go to the bathroom", "Present", "John is not here",* and so on. It is shown in reflection (March 9, 2016), annex C where the teacher told to students some ground rules that needed to be accomplished during the course.

REFLECTIVE SESSION

DATE: Wednesday 9th /March/2016

The class was divided into two hours. During the first hour the topic was about self-presentation. The class started by the presentation of the practitioners and also they gave to the students some clear ground rules to keep in mind during the English class. For instance: raise their hand if they want to ask or to answer any question to the teacher, say " present " when the teacher is checking attendance, ask for permission in English when they need to get out of the classroom, show respect for the teacher and partners and the use of technological devices is allowed only for an educational purpose.

We could manage our time during the classes which means that started and finished the sessions on time, and we covered the contents of the lessons. We did various grouping activities that varies from class to avoid disruptive behaviour and, we established when and how the teachers and students were allowed to talk. Besides, we used certain grouping techniques that varied from class to class. We used colours, numbers to organize students and through this we managed to avoid disruptive behaviour. The participation of the students required the agreement on certain rules since it was expected that they would talk because in English class we expect students to use the language and participate in class, some of these

rules were for example: to raise their hands for participation, to repeat the pronunciation of words with the purpose of having more involvement in class. From this experience, we learnt how well our students responded to the participation techniques we tried to implement during classes as we did not have any trouble when teaching our sessions.

6.1.3 Planning and action

The material designed for our implementations was also a strength we perceived very well when our classes needed to have a bunch of tasks or activities for our students to understand the content of our sessions. For every session we brought material that our students would understand. Thus, through the use of flashcards and worksheets we made our students to visualize and understand the aim for every session. Additionally, we brought material that had to do with our students' learning styles and sometimes we adapted existing resources to carry out our lessons. As the project has to do with learning styles, we presented flashcards for visual students, audios for the aural ones and movement/action activities for the kinaesthetic students . As stated by Woolfolk (2000), working the concept of learning styles may serve as a source to vary useful activities to implement varied and interesting activities to broaden the chances of student participation throughout the sessions. Thence, we decided to see how the material we have been implementing by using these learning styles would enrich the way in which English language was presented to the class. We then concluded that the way we were implementing the material for our lessons brought about positive aspects such as the good perceptions students had towards the implementation of the lessons, the learning and comprehension of vocabulary and the fact that we realised that our classes can be enriching and varied.

6.1.4 Challenges

We considered that the lesson planning was a challenging in the sense that we needed to vary activities based on the class necessities the standards for the teaching of English, (guia 22 ,2006) issue by the Ministry of the Education of Colombia ,were used for the classes with all the adaptation necessary to fit the objectives of the sections there were several situations in which we had to switch a standard or maintain it for several classes when we wanted to vary them. Most of the times we had to omit one of the stages of the ESA due to the fact that the rhythm of the sections made them flow naturally. Sometimes, during the class, we faced the lack of spare activities for those students who worked rapidly and also we lacked time when some other worked at their own pace. So, ''the pre-service teacher had to implement some extra activities given the fact that some students finished some activities faster than others, such as filling the gaps or match the image with its respective word. For this reason, the pre-service teacher implemented extra activities with these students in order to avoid clutter in the classroom and also to keep busy and motivated the students. See annex D.

Class observation (April 11, 2016)

Role games (April 11, 2016)

According to Jensen (2013) lesson planning is crucial for every class as one must state all the criteria to be considered for the achievement of good results. When one lacks of a good lesson plan, or when one does not have a plan B, it is necessary to start reflecting upon what should be changed for every session. Actually, we failed in trying to redesign our lesson aims and priorities as to accomplish goals accordingly. Hence, we needed to think of more realistic learning outcomes to have better lesson planning for future sessions.

The institutional limitations were also a challenge for the implementation of our project mostly because of the availability of the resources since most of the times we were in need of good resources as English classes normally require of the involvement of the four skills, that is why; we had to work under our own conditions and with our own materials, the ones that we designed for every session given the fact that the institution did not have sufficient resources to the implementation in our classes . Finally, in some sessions we asked for a bigger space because of the number of students we had. See annex D.

Class observation (May 9, 2016)

Sometimes, we wanted to implement grouping activities that required students to move around the class but unfortunately we had to limit to the space we were provided. Johansson (2006) points out that it is necessary to know the limitations we are working with and thus be ready to overcome any challenge we have to face. Fortunately, we had that in mind from the very beginning as most of the state school do not normally have a good amount of resources or sometimes they are already scheduled for other teachers. From this experience we learnt how to work and implement our classes according to the spaces provided and only with the materials we had at hand. However, it helped us in certain way to see how we could reinvent our lessons to work with everything we could think about so as to bring anything possible to our classes.

6.1.5 Reflection

Based on some previous implemented lesson plans and also on an observation report already submitted, we decided to come up with some results upon the activities proposed and developed throughout these classes. Some insights regarding professional growth are introduced in this section.

When it comes to professional growth, we have seen that our planning sessions were just one of the factors that helped us to know what to do exactly with the standards proposed by the government in the guide 22. As a result of the planning and the implementation of dynamic activities, students felt engaged during the performance of each session. For instance, one of the activities commonly implemented was to review the vocabulary learned by students in previous classes, and at the same time, to introduce the new words. The activity consisted on the implementation of different activities that involved learning styles, for example, students had to hear an audio (aural style) that included animal sounds and according to that, students had to write on the board the name of the animal in English. Another activity carried out was through visual aids (visual style), where they were asked to watch a flashcard and after that, they have to go to the board and write the word in English. Finally, activities like role plays were implemented (style) as students had to represent an animal through mimics provided by the teacher. Due to the fact that this had a good response from students, we can say that our professional growth was based on the implementation of these activities which were made with the aim of having students to remember the vocabulary learnt from previous classes. They also facilitated the learning of new vocabulary that was taught during the classes.

6.2. Students' responses

In this part of the results we want to mention some aspects that were crucial for students involved in this implementation. In this sense, we are going to show the students' responses that were visible when this project was carried out. The aspects to be mentioned are related to the students' participation as a strength due to the fact that the motivation showed in class led us to perceive in a good way their participation.

Also, the students' attitude towards the written portions of the class was not the most appropriate when working with them. Therefore, we decided to take this aspect as a challenge.

Students' participation (March 18, 2016)

6.2.1 Strengths

The students' participation in class was a key factor that showed us how well they were perceiving every session since most of the time they were disposed to work and their motivation was extremely high during class time. The implementation of every class was rewarded with a price, either a candy, a grade or an applause and also we gave them positive marks when revising their work. See Annex C.

Reflection (Friday 20, 2016).

(1)The activity in the presentation highlights some aspects that helped students in a positive way. First, teachers had a connection with students, and the activity was related to the topic. Second, in order to create a productive participation, teachers used flashy phrases, images capturing the attention of students, and for motivated students prizes: as candies In third place, teachers generated confidence doing the students feel more comfortable at the moment to participate; besides, the teamwork was very important to develop the activity and provide the opportunity to generate their own ideas writing them. In

We believed that the teacher needs to engage students and tell them what advantages they can have if they participate in class. Sometimes, when giving prices such as candies, we faced certain situations that dealt with the way they were seeing the English class. Somehow they felt forced to achieve a goal in class to receive a reward but then, those who did not achieve them were wondering why they did not deserve a candy. Besides, we believed that these rewards are in certain way a wrong way of remunerate their good behaviour in class. Adiletta (2014) mentioned that giving rewards to students may carry some consequences because of the way anyone can interpret this perception. He also agreed that is not such a good way to do so in spite of the fact that it can have of course positive aspects sometimes. For further implementations, we were thinking of a way in which we can state how we are going to reward them if they deserve it and how we can state other conditions in which we are not doing so merely because of the rules we need to re-establish again.

6.2.2 Challenges

Students' attitudes towards class' written portion were not the better of our implementations because when we made dictations activities they would rather complain. Most of the times, they hesitated during the dictation activities because once we started to say the words they needed to write, they then complained because they did not understand the pronunciation or argued to not know the words even when we had already introduce this vocabulary in class. Nonetheless, we understood quite well why they saw this type of activity as a hard part to work on. They were not accustomed to these English words pronunciation and their listening comprehension skills were perhaps not at the level we were expecting them to have. In an EFL article, Conti (2014) exposed her arguments on the integration of dictation activities in the English class. She argued that dictation might bring about positive aspects in the learning of English language. However it must be planned beforehand in order to guide students towards this activity. We believed that dictation would going to be easy as it is somehow a settle activity, but at last we realised it might have been prepared in advance to avoid further issues. Since we lacked of preparation for this activity, it is necessary to have in mind the positive and negative aspects of such huge activity for primary learners.

6.2.3 Reflection

In terms of motivation students respond enthusiastic, doing an important factor to engage students, due to most of the students needed being encouraged to participate actively into the classroom. The attitude and activities were crucial since students show interest in most of the activities "It is effective and functional to apply various and interesting activities with moderate challenge to attract students to arouse their curiosity

Various and interesting activities encourage students involve as much of the time and effort as possible and as well as enhance learning motivation" (Kong, 2009). motivation

However, some activities presented by the teachers were not accepted by the students since they do not understand or they do not feel comfortable with them. such as: dictates. pronunciation activities.

6.3 Linguistic Outcomes

In this last section of the present report of results, we are introducing certain characteristics of the language our learners achieved throughout the implementation of this project. As a consequence, we are presenting the class commands as strength as the participants involved got good achievements in this part of the classes. In addition, we are also introducing students' pronunciation as challenge on grounds of the fact that they seemed to have troubles trying to get the pronunciation of the vocabulary learnt in class.

6.3.1 Strengths

As we have mentioned above the strength we perceived the most from our students had to do with the classroom routines and merely with class commands. When it comes to the class commands and vocabulary in general, the students were able to utter certain expressions and were also able to say certain words regardless of the topic we were implementing. If the topic was about physical descriptions, they were able to say some words even with bad pronunciation. As an example of class commands, some students could utter complete expressions such as *"May I go to the bathroom, please"*; and some other were able to say part of the expression, *"To the bathroom, please"*. Nonetheless, it was not general because there were also other students who did not expressed anything at all. Besides class commands, they often said words regarding the topic they were presented. *Thin, beautiful, tall, fat*; were part of the vocabulary we often heard from them. Further, they were also capable of recognizing certain places, animals, colours, and sounds as we have seen in

students' artefacts. With the classroom routines, the students were usually heard repeating the words we were saying or responding to an utterance. If we would have said -*Good morning Students*-, they were going to say –*Good morning*-. Hence, Harmer (2007) also mentioned the importance of having classroom routines and commands in the EFL classroom as part of a daily procedure that would help to increase students' attention towards class. Fortunately, we decided from the very beginning to insert these type of routines within our lesson plans to then become a classroom routine. We have experienced certain satisfaction towards this achievement in class as it helped our students to have a linguistic involvement in the English class. They were eventually able to express with short sentences by having as example class commands.

6.3.2 Challenges

Although the students' were capable of expressing themselves with chunks of language, their pronunciation was not precisely accurate as we expected. Even when we were trying to model the pronunciation of the vocabulary implemented for the class, they used to have troubles when pronouncing certain words. Of course, the implementations were not about teaching perfect pronunciation; instead we modelled the pronunciation of words and we expected them to reproduce these words in the same way. We thought in the possibility of bringing listening extracts in order for them to hear first a clear pronunciation and then to repeat it. Through repetition we tried to assess the way in which they were pronouncing some words. Sports vocabulary was the topic we noticed they had troubles with. For instance, they were not able to say *skateboarding* as [skeɪtbɔːrdiŋ] they would rather say [eskeiburdiŋ] instead. Mompeán (2008) pointed out the necessity an EFL class has in terms of pronunciation models. He reported that there are various circumstances in which pronunciation models would be suitable; thus, he asserted that pronunciation does matter in the sense that it would suit a communicative criteria which serves to make language

comprehensible but it would also depend on the geo-cultural criteria that states that pronunciation might vary from regions, zones and from person to person. He assured that in the EFL classroom the linguistic and phonetic criteria were the most important factors for language learners. Hereafter, we considered being a good model for students to express language accurately but this goal was not achieved completely. After experiencing such event we learnt that it was important to make emphasis on students' pronunciation and we also thought that repetition could have made them more aware of their mistakes so as to evade fossilization issues in the future.

6.3.3 Reflection

Finally, to go over the main points, the implementation of the project showed challenges in terms of learners' attitude which more than representing failure, they provided a way of motivation. During the process we learned Students were capable of expressing themselves with chunks and short sentences to express their opinions, not only at the end but during the whole process. On the other hand, we also learned that the pronunciation was not a strength for them but if we make emphasis on pronunciation it will show many positive results, however, we need to be careful when giving drillings and making sure constantly that learners comprehend and they are aware of the correct pronunciation. As stated by Lynne Cameron (2001), the way how we pronounce and we write in english is different, it is so important to know because for young learners the spoken part is priority than the writing part due to pupils need to hear a new word in isolation also in the context since they can notice the sound of the word, the stress and the syllables of the word. In conclusion the students need to be exposure to the words as much as possible, using drillings, spelling, intonation and pronunciation.

CONCLUSION

Throughout this report we wanted to mention and highlight some aspects of the information evidenced as a result of the implementation of the teaching of English through learning styles to primary graders. So far we could see the strengths and challenges presented above as part of what we encountered with during the English sessions in a primary state school in Pereira. We know that there are several aspects we must think of and reflect upon for further implementations or classes.

Consequently, we discussed those ideas to implement a solution to the inconvenient evidenced during our implementations. In this way , it allowed us to plan classes with content and more solid activities that allowed the learning of a second language based on the learning styles that have been observed in the learners.

Finally, some results were exposed that showed us how the different needs, knowledge and learning processes of each student contribute to the development of their learning style (s) and the way in which they acquire a second language.

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LIST OF ANNEX

ANNEX A: QUESTIONNAIRES (VAK – CHAEA)

QUESTIONNAIRES
VARK, diseñado por Neil Fleming en septiembre de 2006.

Instrucciones: cierre con un círculo la letra de la respuesta que usted prefiere, seleccione más de una respuesta si usted cree que haría 2 cosas.

1. Usted cocinará algo especial para su familia. Usted que haría:
a. Preguntarle a amigos que le recomiendan hacer.
b. Mira un formulario o libro para ver ideas y fotos.
c. Cocina algo que usted sabe hacer sin necesidad de instrucciones.

2. Usted va a comer en un restaurante. Usted que haría:
a. Usted escucha al mesero o le dice a sus amigos que den opciones.
b. Mira lo que otros comen o mira los dibujos de cada plato.
c. Escoge algo que tiene en mente o que ha comido antes.

3. Aparte del precio, qué más lo influenciaría para comprar un libro de ciencia ficción
a. Un amigo le habla acerca del libro y se lo recomienda.
b. Porque tiene historias reales, experiencias y ejemplos.
c. El diseño de la pasta es atractivo.

4. Usted ha terminado un examen y le gustaría tener alguna retroalimentación. Le gustaría retroalimentarse:
a. Usando ejemplos de lo que usted ha hecho.
b. Usando gráficos que muestran lo que usted ha logrado.
c. Alguien que hable para usted.

5. Usted tiene un problema en su rodilla. Usted preferiría que el doctor:
a. Use un modelo de plástico y le enseñe lo que está mal
b. Que el doctor le describa lo que está mal
c. Que le enseñe en un gráfico lo que está mal

6. Usted va a comprar una cámara digital o un celular. ¿Aparte del precio qué|más influye en tomar su decisión?
a. Probándolo
b. Que sea un diseño moderno y se vea bien.
c. Que el vendedor le informe acerca de sus características.

7. Usted no está seguro cómo se deletrea trascendente o tracendente ¿Ud. qué haría?
a. Escribir ambas palabras en un papel y escoge una.
b. Piensa en cómo suena cada palabra y escoge una.
c. Ve la palabra en su mente y escoge según cómo la ve.

8. Le gustan las páginas de Internet que tengan:

a. Diseño interesante y características visuales.

b. Cosas que con un clic pueda cambiar o examinar.

c. Páginas donde pueda oír música, programas de radio o entrevistas.

9. Usted está planeando unas vacaciones para un grupo. Usted quiere que ellos opinen acerca del plan. Usted qué haría:

a. Usa un mapa o página de Internet para mostrarles los lugares.

b. Describe algunos de los puntos importantes.

c. Los Llama por teléfono o les manda un mensaje por correo electrónico.

10. Usted está utilizando un libro, un CD o una página de Internet para aprender a tomar fotos con su cámara digital nueva. Usted le gustaría tener:

a. Una oportunidad de hacer preguntas acerca de la cámara y sus características.

b. Un gráfico o video que muestren la cámara y la función de cada parte.

c. Ejemplos de buenas y malas fotos y cómo mejorarlas.

11. Usted quiere aprende a jugar un videojuego nuevo en su computadora. Usted qué hace:

a. Hablar con gente que sabe acerca del juego.

b. Sigue los pasos de como aprender a jugar en el tutorial del videojuego.

c. Usa los controles o el teclado.

12. Usted Está ayudando a alguien que quiere ir al aeropuerto. Usted:

a. Va con la persona.

b. Le dice la dirección.

c. Hace un dibujo para explicarle o le da un mapa

13. Recuerde un momento en su vida en que usted aprendió a hacer algo nuevo. Trate de evitar escoger una destreza física, como andar en bicicleta usted aprendió mejor:

a. Viendo una demostración.

b. Escuchando a alguien que lo explique o hace preguntas.

c. Con un video, gráfico o pistas visuales.

14. Usted Prefiere un profesor que use:

a. Demostraciones, modelos o los ponga a practicar.

b. Imágenes, videos o gráficos.

c. Que haga Preguntas para usted responder o charlas.

15. Un grupo de turistas quiere aprender sobre algún parque cerca a su casa. Usted:

a. Los acompaña al parque.

b. Les habla acerca del parque.

c. Les muestra imágenes de Internet, fotos o libros con dibujos sobre el parque.

CHAEA

Cuestionario Honey-Alonso de Estilos de Aprendizaje

Instrucciones:
- Si está más de acuerdo que en desacuerdo con el ítem seleccione 'Mas (+)'. Si, por el contrario, está más en desacuerdo que de acuerdo, seleccione 'Menos (-)'.

Más(+)	Menos(-)	Item
+	-	1. Tengo fama de decir lo que pienso claramente y sin rodeos.
+	-	2. Estoy seguro lo que es bueno y lo que es malo, lo que está bien y lo que está mal.
+	-	3. Muchas veces actúo sin mirar las consecuencias.
+	-	4. Normalmente trato de resolver los problemas cuidadosamente y paso a paso.
+	-	5. Creo que los formalismos limitan la actuación libre de las personas.
+	-	6. Me interesa saber cuáles son los valores de los demás y de qué forma actúan.
+	-	7. Pienso que el actuar inconscientemente puede ser siempre tan válido como actuar reflexivamente.
+	-	8. Creo que lo más importante es que las cosas funcionen.
+	-	9. Trato de estar al tanto de lo que ocurre aquí y ahora.
+	-	10. Disfruto cuando tengo tiempo para preparar mi trabajo y hacerlo a conciencia.
+	-	11. Estoy a gusto siguiendo un orden, en las comidas, y el estudio.
+	-	12. Cuando escucho una nueva idea enseguida comienzo a pensar cómo ponerla en práctica.
+	-	13. acepto y me adapto a las normas sólo si me sirven para lograr mis objetivos.
+	-	14. Escucho con más frecuencia lo que hablo.
+	-	15. Cuando tengo cualquier información, trato de interpretarla bien antes de dar alguna conclusión.

HOJA DE RESPUESTAS

Estilo prevaleciente de acuerdo a la respuesta seleccionada

V A K
1 b a d
2 b a d
3 d a b
4 c d b
5 d c a
6 b d a
7 d b a
8 b d c
9 a b d
10 b a c
11 c a d
12 d c a
13 d c a
14 c d a
15 d c a

CHAEA

A = Activo (3,5,7,9)
R = Reflexivo (10,14,15)
T = Teórico (2,4,6,11)
P=Prágmático (1,8,12,13)

ANNEX B. LESSONS

LESSON PLAN

Date of the class: Friday, April 22nd	Class Number: 10th

Aim:
At the of the lesson students will be able to reinforce description about people's appearance through adjectives,nouns and colors such as: hair ,nose, mouth, eyes, ears, big, small, round, black,blue, brown, yellow, red, green,white.

Estándares Básicos de Competencias (MEN):
Estándar general:
- Hablo de mi y de mis compañeros y mis actividades cotidianas con oraciones simples, encadenadas lógica,ente y a veces memorizadas. Aun se me dificulta hablar de temas que se salen de mi ruina familiar o escolar.

Estándares Específicos:
- Comprendo descripciones cortas sobre personas,lugares y acciones conocidas.
- Me describo a mi o a otra persona conocida con frases simples y cortas teniendo en cuenta su edad y sus características físicas.

Indicadores de logro:

Repaso la descripción acerca de la apariencia de la gente a través de adjetivos, sustantivos y colores.

Assumed knowledge: Practitioners assume that learners know some adjectives , colors, and nouns.

Materials: Lesson plan, flashcards, worksheets, markers, board.

DAY/STAGE/ ACTIVITY/TIM E	PROCEDURE TEACHER AND LEARNER ACTIVITY Intercultural Competence	ANTICIPATE D PROBLEMS AND PLANNED SOLUTIONS	COMMENT S

Warm up 10 mins	At the beginning of the class, practitioners will organize students out of the classroom. The idea with this activity is that students can move in differing directions since the activity consist in organize the class into 4 groups, each group will be organized in different positions for example, the practitioner will be located in the middle of the schoolyard, than,one groups will be located in the left side, other in the right side, other in front of the practitioner and the other behind. After that, practitioners will give instructions that in the middle will be located an object and the practitioner will tell to each students the name of a color . For instance, black,blue, brown, yellow, red, green, and white. The four groups will have the same colors due to the fact that the practitioners will say for example - red- and the colors	Instructions might not be understood by students. So, practitioners will repeat if it is necessary. First in English and then in Spanish. Practitioner will be monitoring not only watching students actions , but also passing around to make sure that all the students are working on their notebooks. During this activity the use of foreign language is necessary.	we implemented this activity at the end of the section, since they become imperative for this reason, and based on the other's activities we notice that at the end they become imperatives , most of the students had good participation

Engage **10 mins**	red need to run at the middle to pick up the object, and the first who do it will have a point. The winner will receive a prize.		most of the students participate actively
Study **15 mins**	Then, the practitioner will write on the board different topics in order to brainstorm and review the vocabulary learnt from previous classes. Here, students will have to participate giving some ideas. For example: the practitioner will write on the board - Physical descriptions - and students have to mention some of them, already learnt from previous classes, such as: tall, small, fat, thin, handsome and ugly. The idea is to check knowledge an understanding of students according to the topics already taught. The practitioner will write some sentences		it was necessary repeat more than twice,since some students got distracted this activity was well paced

Activate **15 mins**	on the board, using objects or real context examples . For instance: the board is white, the sun is yellow, my t-shirt is green, and so on. Students will have to write those sentences on their notebooks.		
Wrap up **10 mins**	After that, students will describe some objects shown by the practitioner. For example, the practitioner will show a blue notebook, then students will have to mention the color of the notebook in complete sentences such as: the notebook is blue or it is blue. My t-shirt is white or it is white. Finally, practitioners will give to students some pieces of paper, while teacher read the students will have to complete some blank spaces. The practitioner will repeat twice, and later the practitioner		

	select randomly a student to read the paper.		

EXTRA CLASS WORK, ANNOUNCEMENT, THINGS TO CONSIDER:
- Classwork will be graded.

REFLECTION SESSION:

What went well?

All the activities were well covered, according we the time that we implemented for each activity, most of the students had good response, besides students work and participate in all activities.

What didn't go that well?
Sometimes disrupted behavior.

What would you do different next time?
The warm up activity will be implemented at the last , since students had good response during the section.

LESSON PLAN

Aim:
At the end of the lesson learners will be able to understand, Pronounce and identify some of the adjectives such as: big, little, young, old, pretty, ugly, strong, fast, tall and short.

At the end of the lesson students will be able to describe superheroes using different adjectives.

Estándares Básicos de Competencias (MEN):

Estándar General:

- Comprendo el lenguaje básico sobre mi familia, amigos, juegos y lugares conocidos, si me hablan despacio y con pronunciación clara.

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

- Comprendo historias cortas narradas en un lenguaje sencillo.

Estándares Específicos:

Listening

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.

- Entiendo cuando me saludan y se despiden de mí.

- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

- Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.

Reading

- Identifico palabras relacionadas entre sí sobre temas que me son familiares.

- Reconozco y sigo instrucciones sencillas, si están ilustradas.

- Relaciono ilustraciones con oraciones simples.

Speaking

- Describo algunas características de mí mismo, de otras personas, de animales y lugares.

- Uso gestos y movimientos corporales para hacerme entender

Writing

- Escribo información personal en formatos sencillos.

- Demuestro conocimiento de las estructuras básicas del inglés.

Indicadores de logro:

- Identifico y conozco el uso de los comparativos descriptivos por medio de ilustraciones y cuentos cortos.
- Conozco y escribo información sencilla como crucigrama para usar comparativos descriptivos.

Assumed knowledge: Practitioners assume that learners know Basic Vocabulary, verb to be and pronouns.

Materials: Lesson plan, flashcards, worksheets, markers, board.

DAY/STAGE/ ACTIVITY/TIME	PROCEDURE TEACHER AND LEARNER ACTIVITY Intercultural Competence	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
Attendance **5 min**	The teacher will greet the students and check the list attendance.	Instructions might not be understood by students. So, practitioners will repeat if it is necessary. First in English and then in Spanish.	Students were engaged into the lesson since the activities proposed by the teacher in class were dynamic.
Warm up activity **15 min**	Teacher will ask students to make two lines, one line is going to look at the board and the other one is going to look to the teacher, teacher will show an adjective to the line A that is looking at him, and the line B that is looking		Students shown

Engage **10 min** **Study** **10 min** **Activate** **15 mins**	at their partner and the idea is that line can guess what line B is performing.. For instance: the teacher will show an image of a tall person, so line A will mimic a tall person, and line B will have to say the adjective ''tall''. Then, the teacher will present some images to students related to superheroes. Then, the teacher will ask to every student to choose the favorite character and then tells to their partners a short description and the reason of their choice. After that, teacher will teach not only how to describe a character, but also make a short performance about it . The aim of this activity is that students can guess easier the character described. Finally, students will be able to describe characters,	Practitioner will be monitoring not only watching students actions , but also passing around to make sure that all the students are working on their notebooks.	good behavior and respect not only with the teacher, but also with themselves.

	so they need to choose a different one to be described in front of the class. Some of the students could be shy or afraid to do this activity. In this case, teacher will organize a round table, so the student can stand up and stay there to describe their character more comfortable. At the same time, the student could act a short performance in which their partners have the opportunity to guess the character described.		

EXTRA CLASS WORK, ANNOUNCEMENT, THINGS TO CONSIDER:
● Classwork will be graded.

What went well?

In this session, it is important to highlight some characteristics that occurred during the class in which students were engaged into the lesson since the activities proposed by the teacher in class were dynamic. Moreover, students had appropriate behavior creating a good environment. Finally, due to the topic "superheroes" was proper to the students and most of them were well organized during the whole class showing interest and respect to the teacher.

What didn't go that well?

However, the teacher provide examples and instructions on how to do the next

activity of a power point presentation to the students in which students will be asked to describe themselves using adjectives. As a result, most of the students was having difficulties to comprehend and follow the instruction given by the teacher.

What would you do different next time?

For the next lessons I will provide better explanation asking to students to come in front of the class and use them to visual aids clear the instructions and examples in order to let them know what to do.

ANNEX C. REFLECTIONS

REFLECTION SESSION DATE: Friday 22ND /April/2016

All the activities were well covered, according we the time that we implemented for each activity, most of the students had good response, besides students work and participated in all activities.

Nonetheless, sometimes disrupted behavior of some students deconcentrated to the rest of the group.

For the previous reasons, the warm up activity will be implemented at the last since students had good response during the section when practitioners start with the engagement and study part. And for avoiding deconcentrating, some of the students will be moved of their habitual chairs.

REFLECTION SESSION DATE: Wednesday 9th /March/2016

The class was divided into two hours. During the first hour the topic was about self-presentation. The class started by the presentation of the practitioners and also they gave to the students some clear ground rules to keep in mind during the English class. For instance: raise their hand if they want to ask or to answer any question to the teacher, say " present " when the teacher is checking attendance, ask for permission in English when they need to get out of the classroom, show respect for the teacher and partners and the use of technological devices is allowed only for an educational purpose.

On the other side, the application of some strategies help us to maintain the student's' attention during the whole session such as: make a student's circle with these distributions a warmer environment is provided, a short physical distance between them and a more stable direct eye contact is maintained. it is something that Harmer (2010) defines as: in a circle, the teacher position where the board is situated is less demanding, the activities proposed were a success. However, some student's behavior was not easy to control and some of them got distracted very frequently. On the other hand, the classroom sitting is appropriated to develop any activity. It is spacious, has good lighting and noise from other activities not interrupt classes.

REFLECTION SESSION DATE: Friday 20 /March/2016

Reflection:

(1)The activity in the presentation highlights some aspects that helped students in a positive way. First, teachers had a connection with students, and the activity was related to the topic. Second, in order to create a productive participation, teachers used flashy phrases and images capturing the attention of students. In third place, teachers generated confidence doing the students feel more comfortable at the moment to participate; besides, the teamwork was very important to develop the activity and provide the opportunity to generate their own ideas writing them. In addition, the instructions were clear and appropriate for the development of the activity. Also, it was important that the teacher imposed respect and security to have control to the class. (2) However, In the activity there were not enough time to explain how to connect ideas employing the use of connectors and gave some examples, is important that through the activity involve the participation of all students not just a few of them. It would be more practical works in small groups thus all students participate. (3) Although the session was good enough, it would be good if there was less time in the group discussions and then explain the functions and the use of connectors due to they expected that students already know how to work with them.

ANNEX D: OBSERVATIONS

CLASS OBSERVATION DATE: MONDAY 11 /April/2016

First of all, in this observation was evidenced that the pre-service teachers used different activities focus on learning styles of each student, for instance: realia activity for visual students, role play and movement activity for kinaesthetic and dictate text for aural students. On the other hand, the activities proposed by the pre-service teacher were modelled through body language, gestures and mimic since students were confused when she gives the instructions in English. Besides, the pre-service teacher had to implement some extra activities given the fact that some students finished some activities faster than others, such as filling the gaps or match the image with its respective word. For this reason, the pre-service teacher implemented extra activities with these students in order to avoid clutter in the classroom and also to keep busy and motivated the students.

CLASS OBSERVATION DATE: MONDAY 9 /May/2016

During this class, it was noticed that the pre-service teacher had her own material due to the lack of resources by the educational institutions. The material used was: flashcards, laptop, speakers, and worksheets. All this material kept students busy and engaged as this support material used by the pre-service teacher made those students to pay more attention to the topic that was being discussed during this session. This could be noticed due to the fact that for example, when the pre-service showed a flashcard of an animal, then she played the sound of the animal in order to get the students understanding. The use of the image and sounds were good strategies used in this session for student's motivation due to the fact that, this is a good way to get students attention and also a better understanding of the topic.