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3. Enseñanza del Inglés como lengua extranjera	3. Teaching English as a foreign language
4. Planeación	4. Planning
5. Enfoques y métodos	5. Approaches and Methods

**RESUMEN DEL CONTENIDO:** (Máximo 250 palabras)

Mejorar la calidad de la práctica educativa y por ende el quehacer docente en Colombia es uno de los principales desafíos a los que se enfrenta hoy el sistema educativo. Este proyecto se enfoca en la creación de unos talleres de desarrollo profesional docente para docentes de inglés que no tienen un título en enseñanza del inglés, enmarcados en los principios de colaboración y cooperación como base fundamental, los cuales tienen como propósito contribuir al mejoramiento de esas prácticas educativas de los docentes quienes, a pesar de no tener conocimiento en la lengua extranjera inglés, tienen la responsabilidad de enseñar esa materia en básica primaria. Dichos talleres plantean enfoques pedagógicos metodologías y estrategias pedagógicas particulares de la enseñanza de una lengua extranjera.

**ABSTRACT:** (Máximo 250 palabras)

The main objective of this project is to improve the quality of the pedagogical practices and therefore the teaching endeavor. In Colombia this is one of the greatest challenges that the educational system faces nowadays. This paper is focused on the creation of a series of professional development plan for English teachers who teach English, but do not have a degree in teaching English. all this under the tenets of

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collaboration, and cooperation as fundamental basis. The workshops have as purpose the contribution to the improvement of the educational practices for those teachers who despite of the fact that they don't have the knowledge required in English as a second language, have the task of teaching the subject in primary school. The Aforementioned workshops suggest pedagogical approaches, methods and strategies associated to the teaching endeavor of a foreign language.

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THE IMPACT OF A PROFESSIONAL DEVELOPMENT PLAN FOR ENGLISH  
LANGUAGE TEACHERS IN A PUBLIC SCHOOL

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2018

PROFESSIONAL DEVELOPMENT PLAN FOR TEACHERS IN A PUBLIC  
SCHOOL.

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NEIVA  
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## 1. RATIONALE

During the last decades, Colombia has been implementing changes in education in order to give citizens the possibility of a universal access to communication processes and to enable them to fulfill the requirements of a globalized world. First, the Colombian General Law for Education<sup>1</sup> proposed Humanities, Spanish language and foreign languages as one of the mandatory and fundamental areas of education in Colombia; then, the Ministry of Education proposed the Basic Standards of Foreign Language Skills in English based on the Common European Framework of Reference for Languages (CEFR) in which it is stated that 4th grade students must achieve a basic level of A 2.1. Also after the official launch of the National Plan for Bilingualism in the country, local authorities have gradually formulated and implemented actions associated to the proposed objectives and goals<sup>2</sup>.

In Neiva, for example, there is a local bilingualism office that has contributed to the improvement of the English level of students and teachers through different actions and constant contact with the public and private sector. Among the most important territorial entities in terms of formulating local Bilingualism Plans with official evaluation results are: Armenia, Bogotá, Cali, Cesar, Córdoba, Cundinamarca, Huila, Manizales, Meta, Monteria, Quindío, Villavicencio and others.

In the same way, Surcolombiana University, as an educational entity belonging to the city of Neiva aims to promote this plan through the training of professionals in education in the English area, facilitating actions that lead to the improvement of English as a Foreign Language in the community. It has also promoted the pedagogical practices of its students in educational institutions as response to an identified need and reality of our local context: most of the primary teachers do not have the competence in English and consequently, do not have the knowledge demanded by Ministry of Education.

Not only are the Surcolombiana University efforts related to the teaching practicum of its students; the English Language Teacher Education Program is also strengthening the ELT community by conducting research studies to promote the improvement of the English language teaching-learning process. Therefore, this research project seeks for the contribution to the professional development of those

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<sup>1</sup> CONGRESO DE LA REPÚBLICA. Ley 115 Por la cual se expide la ley general de educación. 1994, p. 12. Diario Oficial. Bogotá, D.C.

<sup>2</sup> MINISTERIO DE EDUCACIÓN NACIONAL PROGRAMA NACIONAL DE BILINGÜISMO: Fortalecimiento de Competencias en Lengua Extranjera.

teachers who not having any education in language teaching, have been given the responsibility to teach this subject in primary school.

## 2. PROBLEM STATEMENT

The CEFR describes the progressive levels of acquisition of a language: A1, A2, B1, B2, C1, C2. These different scales are part of the levels required by students, language teachers, and professionals in our foreign language education system. To achieve the standards proposed by the Ministry of Education, teachers are required to develop a (CEFR) B2 level in communication skills and handle methodologies for teaching English; however, the results of the diagnostic test for English teachers<sup>3</sup>, showed that from 6,495 teachers who took the test 43% are at level B+, 30% are at level B1, 10% are at the level A2, 11.15% are at a level A1, and 5% at a level that was classified as Pre A.

Taking into account the aforementioned, a process of observation was developed for the classes directed by the teachers who guide English learning in primary level at the Maria Cristina Arango School. The idea was to identify the needs and weaknesses, as well as the opportunities and threats in the area of teaching a foreign language. This calendar A-public school is located in an urban area of Neiva (department of Huila). It also provides educational services for preschool, primary and secondary school.

The strategy, at the beginning, consisted of observing the English teacher's classes in order to know different aspects of teaching a foreign language such as knowledge, methodology, pedagogy, classroom conditions, and materials. Then, and as a consequence of the observation process, the 4th grade teacher answered a survey about: materials, projects, area plan and previous actions.

Based on the results, it was found that one of the main shortcomings is the lack of a teacher with expertise in the area of teaching English, which takes her to admit that she does not have the desired profile stipulated by the Ministry of Education. According to her, her level of knowledge of English is elementary and her studies are reduced to acquire her degree in mathematics, although she had oriented English courses in her career as a teacher.

Another challenging point was related to teaching methodologies and the way to evaluate. Based on the observations and the teacher's answer we could assert that there is a lack of knowledge, recognition, and application of the methods proposed by the Ministry of Education. There is abuse in the use of Spanish (L1) or translations

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<sup>3</sup> Listos los resultados de la prueba diagnóstica para docentes de inglés. [en línea], Colombia, 2014. Disponible en <http://www.mineducacion.gov.co/cvn/1665/w3-article-339150.html>



in class. In her teaching practices in fourth grade, it was noted that the teacher uses traditional educational practices (such as dictation or translation), she focused her classes on teaching grammatical structures since she expected children to write correct sentences. The English language classes were perceived as boring and ineffective because children are required to memorize grammatical rules and when they had to communicate with each other they did it in Spanish, which did not allow them to develop all their communicative skills. The teacher thought that English was important and demanded today, and for that reason, the principal decided to increase the time to teach the English language subject from 1 to 3 hours per week. Despite her lack of knowledge in the foreign language, she did her best to be as qualified as necessary for teaching English because she was aware of her weaknesses and worked hard to strengthen them.

Taking into account the above, it is important to design a teacher development plan for teachers who guide English classes despite not having developed either communicative skills or pedagogical strategies for teaching that language. In order to know the effectiveness of that plan the following question was formulated:

## **2.1 RESEARCH QUESTION**

To what extent does a professional development plan improve teaching practices at elementary school?

### **3. OBJECTIVES**

#### **3.1 GENERAL OBJECTIVE**

To determine the impact of a professional development plan in the teaching-learning English process in 4th grade of the Maria Cristina Arango de Pastrana School.

#### **3.2 SPECIFIC OBJECTIVES**

- To describe the pedagogical practice implemented by the teacher before and after applying the professional development plan.
- To identify the students' perception with the new pedagogical practices used by the teacher based on the professional development plan.
- To determine the impact of the professional development plan on the 4th grade students' English language in terms of coherent speech production, use of basic grammar structures, and lexicon acquisition.

## 4. THEORETICAL FRAMEWORK

This theoretical framework is guided by general concepts about the professional development. Also it shows relevant notions about self-monitoring, and teacher support networking. Other theories implied here are related to teaching practices, cooperative learning, and pedagogical practices characterizations.

### 4.1 PROFESSIONAL DEVELOPMENT

The complex process of learning involves many participants who have valuable roles on each step. One of those participants are teachers. It may become noticeable how important teachers are in order to promote an effective teaching for achieving an efficient learning. An important aspect that cannot be dismissed while discussing the role of teachers is their professional development. This term is used as a reference for many professions, since professional development is aimed at helping teachers to improve their skills and competences. According to Glattenhorn, professional development is explicitly defined as “a growth that takes place through the professional cycle of a teacher”.<sup>4</sup> Therefore, for Gatternhorn professional knowledge, competences, skills, and effectiveness can be improved through the practice when you work and live the profession.

Duke & Stiggins also define it as the process by which teachers who are already competent, reach higher levels of professional competence and expand their understanding (to themselves, to their functions, to the context and to the professional career).<sup>5</sup> Marcos A. Rodríguez refers to the continuous improvement over the whole professional life.<sup>6</sup> Also J.M. Ruiz conceptualizes it as "process of continuous training throughout professional life, innovation, change, improvement, and collaboration, etc. It is a didactic competence to change and improve the behavior of teachers in the way they think, value and act on teaching and more as a process that assumes a teacher training focused on changing and solving school problems from a perspective of improvement".<sup>7</sup>

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<sup>4</sup> GLATTENHORN, Alan. Cooperative professional development: peer centered options for teacher's growth. Educational development. 1987, 31p.

<sup>5</sup> DUKE, Daniel and STIGGINS, Richards. Más allá de la competencia mínima. Evaluación para el desarrollo profesional. Madrid: Ediciones La Muralla. 1997.

<sup>6</sup> GUTIERREZ, Irene y RODRÍGUEZ, Ana. Un enfoque interdisciplinar en la formación de los maestros. Madrid: Editorial Narcea. 1995.

<sup>7</sup> RUIZ, Jose. Teoría del currículum: desarrollo e innovación curricular. Madrid: Editorial Universitas. 2000.

For Fernandez, the concept of professional development refers to a process of permanent searching for alternatives of a human and technical growth.<sup>8</sup> It involves a collaborative process of educational innovation, personal commitment to self-improvement and social commitment to educational transformation of the institution where the work is carried out. At this point, it can be deduced that professional development is a process of continuous training of teachers for the improvement of educational quality, in which teaching strategies and skills converge. However, as it has already been pointed out by Michael Fullan that "teacher education has the honor to be the worst problem and the best solution in education",<sup>9</sup> due to the great social inequality in our country, that implies poverty problems.

Another crucial issue to be aware of is the fact that the world and situations change every day. This means that the demanding needs in each period in the history are different. Teaching and learning processes tend to change according to the moment that students and teachers are living, as well. Therefore, teachers have to handle new situations and they have to innovate and look for new strategies to help, solve and satisfy eventual necessities.<sup>10</sup> It should be noted that despite various efforts and investment made in recent years in the country, many factors demonstrate the low effects that the actions of the Ministry of Education and educational institutions have had in transforming out teaching practices, so it becomes necessary to review the models of continuous training for teachers, designing and proposing new alternatives for the professional development of teachers without neglecting past experiences.

Based on the analysis of the problem stage it has been found that the importance of designing a professional development plan provides strategies for English language teachers, without losing sight of the educational experiences for children. This initial diagnosis showed a gap between the objectives and the achievements of the continuing education which has been taking place in Maria Cristina Arango School. One of the reasons to be taken into account for doing this project is to help in a public primary school, since there are not either the resources or conditions to carry out a high quality education. Most of these schools do not have teachers who speak English at all, so they face serious problems at the moment of teaching this subject.

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<sup>8</sup> FERNANDEZ, Manuel. Desarrollo profesional docente. El Salvador: Editorial Universitario. 2006.

<sup>9</sup> FULLAN, Michael. Las fuerzas del cambio: explorando las profundidades de la reforma educativas. Madrid: Edición Akal. 2002.

<sup>10</sup> TEDESCO, Juan Carlos y FANFANI, Emilio. Nuevos tiempos y nuevos docentes: documento de discusión [En línea]. Brazil, Brasilia. 2002., 26 p. Disponible en <http://unesdoc.unesco.org/images/0013/001346/134675so.pdf>

Moreover, several studies point teaching as a key factor of educational change and leading characters of the renewal of teaching models. This is why it is required to make workshops in order to develop skills and competences on these teachers for making the teaching process much easier. Furthermore, at the same time they are getting new knowledge, abilities and faculties; in other words, they are working on professional development. One of the educational stages in which a good level of training for teachers is required is primary school because at this age the acquisition procedure of a language is not complicated. It sets down as an important source of working hand in hand with teachers of elementary school who are the direct leaders of the training process of students at an early age.

Considering Anne Burns talking about the professional development, she associates it with the theory of collaborative team teaching (that can be defined in a few words as the contributions made by a person to his teammates in terms of experiences, comments, suggestions and reflections on the work that has developed in their team), this association transforms the individual work to generate a professional development plan for teachers more comprehensive and thoughtful.<sup>11</sup>

This project will encourage teachers to work in teams. They will know how to get along well with colleagues. They have to work together giving feedback to each other and construct the strategies for making the best environment for learning. This is because teachers are supposed to be a team which goes on the same path and avoid the lack of communication between them in terms of teaching issues.<sup>12</sup>

## 4.2 STRATEGIES FOR PROFESSIONAL DEVELOPMENT

Before talking about any strategies for professional development, it is crucial to describe the concept of teaching professional and how it has changed along the history. At the beginning, teachers were structured by three elements. One of them refers to the vocation, the second one is the experience, and the last one talks about the profession. Initially, if you wanted to be a teacher, you had to be in an apostolate, that is similar to the priesthood, and they did not expect large monetary rewards.<sup>13</sup> This representation has had transformations thanks to educational reforms, which in

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<sup>11</sup> BURN, Anne. Collaborative action research for English language teachers. England: Editorial Cambridge university press. 1999.

<sup>12</sup> GARCIA, Alejandro. Innovación y competitividad en la sociedad del conocimiento [En línea]. México. Disponible en [https://books.google.com.co/books?id=R75H9WkHIAsC&pg=PA424&lpg=PA424&dq=trabajo+en+equipo+garcia+2002&source=bl&ots=9ER\\_KIKvtA&sig=2yyNexz4ENyRUhgTrxB9\\_Br5P8&hl=en&sa=X&ved=0ahUKEwju9dy83OrYAhXRtlMKHRcRBPkQ6AEIQzAG#v=onepage&q=trabajo%20en%20equipo%20garcia%202002&f=false](https://books.google.com.co/books?id=R75H9WkHIAsC&pg=PA424&lpg=PA424&dq=trabajo+en+equipo+garcia+2002&source=bl&ots=9ER_KIKvtA&sig=2yyNexz4ENyRUhgTrxB9_Br5P8&hl=en&sa=X&ved=0ahUKEwju9dy83OrYAhXRtlMKHRcRBPkQ6AEIQzAG#v=onepage&q=trabajo%20en%20equipo%20garcia%202002&f=false)

<sup>13</sup> TEDESCO, Op. cit., p. 26.

search of modernization, try to make emphasis in technical-pedagogical competencies. Nowadays, different inclinations have made teaching profession move from a culture where people usually work individually to collective professionalism. This new view about teaching profession involves many movements from traditional and educational philosophy, like isolation work to the diversification of the demands to educational concerns.<sup>14</sup>

As a first strategic tool for making possible an effective collective professionalism work, this project offered workshops.

**4.2.1 Workshop.** Being aware about the lack of knowledge in teacher who guided English classes, this program looked for activities to give them pedagogical facilities to reduce the negative impact on learning that students were having in that moment. It was possible thanks to the use of structured situation outside of the classroom, where the contents focused intensively on certain topics to enable them to learn from others who have as experience in the job as the knowledge about the area.

Workshops are meetings at which a group of people engage in intensive discussion and activity on a particular subject or project<sup>15</sup>. According to Portner “presenting a workshop is a form of teaching in which you invite those in attendance (participants) to interact each other in the exploration of a professional issue, curriculum content, or instructional methodology.”<sup>16</sup>

**4.2.1.1 Planning and preparing a workshop.** The first step in the planning is to choose the topic. It has to be friendly enough in order to motivate people to participate giving opinion and sharing ideas. It is quite important because the topic in the workshop can make an amenable environment if the methodology is appropriate for gathering the attention and encouraging attendant to make interventions.

The second step at the planning stage is to know the audience to whom the workshop is taught. Knowing the participants interests and their contexts is essential for catching their attention and stimulates them to interact

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<sup>14</sup> LIEBERMAN, Ann y MILLER, Lynne. Teaching and teacher development: a new synthesis for a new century. Association for supervision and curriculum development – yearbook. 2000. p. 47-66.

<sup>15</sup> Oxford dictionary US. Workshop: definition, 2018.

<sup>16</sup> PORTNER, Hal. Workshops that really work: The ABC's of designing and delivering sensational presentations. Thousand Oaks, CA. Corwin Press. 2006.

The third step is to carry out the workshops. One of the tactics that were taken to develop it, was to use as reference others'. The last step at the planning stage of the workshop is to make sure that there is a backup plan for technological equipment which will be used. It is clear that new technology and audiovisual aids are fundamental in any presentation; nevertheless, no one guarantees that those aids will not have failures when the presenter needs them. That is why a plan B or back up must be contemplated.<sup>17</sup>

**4.2.1.2 Parts of the workshop.** The workshop is divided into three main parts:

- Beginning phase: According to Tanner-Bogia, a typical presentation is composed for three parts: The first one is the beginning phase. This phase starts with an introduction. In this step, the exponent has to do a brief summary about the topic in order to let participants know or have ideas what they are going to learn or skill they will develop. After that, the workshop comes with a second step which is the warming up. In this period an activity should be planned for helping people to get acquainted and create a relaxing environment. Moreover, this activity helps to introduce the topic to the participants and stimulate their background knowledge. The genre of activity suggested for warming up, should involve works in pairs or small groups where they have the chance to discuss true or false statement related to the topic.<sup>18</sup>

- Middle stage of the workshop: In this stage comes the body of the workshop. Taking into account that the learning has to be active and it should engage the commitment from all participants in the whole workshop, it turns into a challenge to get it. This is a reason why the work in groups or make teamwork are useful instruments for a workshop.<sup>19</sup>

According to Garmston and Wellman, “small-group activities (involving two or more persons) are a basic building block for interactive presentation strategies that help participants attend, focus, and construct meaning from experiences.”<sup>20</sup> In the workshop, you have to plan activities which they must involve the work in pairs and discussion about specific statements. After those activities in pairs or groups, it is important to ask if they can use the activities in their classes and what changes they would do in order to adapt them to their student's context.

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<sup>17</sup> Ibid. , p.35

<sup>18</sup> LUKEY- COUTSOCOSTAS, Kleon y TANNER-BOGIA, Julia. The art of presenting. En: English Teaching Forum 36 (3): 1998. p. 33–36.

<sup>19</sup> Ibid., p. 34.

<sup>20</sup> GARMSTON, Robert y WELLMAN, Max. How to make presentations that teach and transform. Alexandria, VA: Association for Supervision and Curriculum Development. 1992.

The level of material is another issue to be aware of choosing. It goes according to the purpose and audience. The audience is crucial for designing a right and appropriate material which fit the context of the participants. This is challenging when you have a heterogeneous group with different work context. In that case, the presenter will have to make some adaptations if it is required. Another possibility is to plan different levels of material. In this way you will have to choose the one which fits most the audience you are having.<sup>21</sup>

There is still something that cannot be forgotten when you plan something, not only for a workshop, it is for every single project people do. It is the time. This factor makes the workshop successful or can be the reason of failures. It is important to check and know the time of every single activity you do during the whole workshop before you present it. The presenter always must manage the time. At the moment of activities that require work on groups, you have to tell participants how long it should last because they will manage their time for the activity and you as a presenter are taking over of the time for the workshop. It is strongly recommended that you have to plan extra activities or those ones which demand discussion that you consider the workshop will need. If the time is coming up, you can skip activities you programmed except for the opening or closing activities.<sup>22</sup>

Every aid used in the workshop for making the comprehension easier is welcomed, nevertheless at the moment of using visual ones in the presentation, you have to be careful with the information you layout. It is true that most of the people learn more from an impacting image they see than words they hear. According to Garmston and Wellman, only the 20 percent of the audience has auditory-processing strengths. However, the outcome pretended on these type of aids depends on how each slide is shown.<sup>23</sup> According to Weissman, in the wish of verifying their ideas, presenters “bulk up their PowerPoint slides with loads of data and jabber away as they click through them. Instead of impressing their audiences, they lose—or, worse, alienate—them”.<sup>24</sup> Those problems come where you put too much information on the slide, confusing graphics or you rush from one slide to another. In order to avoid troubles with these aids, write only essential information and meaningful visuals according to the topic.

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<sup>21</sup> LUKEY- COUTSOCOSTAS, Op. cit., p. 35.

<sup>22</sup> *Ibíd.*, p. 35.

<sup>23</sup> GARMSTON, Op. cit., p. 34.

<sup>24</sup> WEISSMAN, Jerry. 2011. Presentations in action: 80 memorable presentation lessons from the masters. Upper Saddle River, NJ: Pearson Education. 2011.



- Ending stage of the workshop: In this last stage, the presenter has to go over what was taught. Briefly the content study during the whole workshop is reviewed and the participants will have to know how to carry out the activities for their own projects in their future. Also, it is valuable to have time for question from the audience and comments. <sup>25</sup>

By this time the presenter will find out if the goals were achieved or what was not well defined. Another important aspect in this phase is the feedback the exponent can get from the people who were listening and interacting with him during the event. The presenter is in charge of creating the feedback form which will be given out, so he will decide about the specific areas of the workshop that he wants to receive feedback on.

The content of each workshop in the project was limited to the topics that teachers had to manage according to the curriculum of their grade. They were going to be designed for teachers who do not speak the foreign language at all. Nevertheless, the goal in those sessions, more than teachers could learn the language or linguistic skill very well, it was to acquire appropriate strategies and activities to teach those topics to students. In this way, teachers had pedagogical tools in their English classes instead of improvising and frustrating the learning.

### **4.3 SELF-MONITORING**

Reflection on yourself is also relevant for improving whatever activity someone is carrying out. Teachers have to investigate themselves in order to determine if what they are doing are working how they expected. Self-monitoring is the proposition that individuals can and should exercise control over their expressive behavior, self-presentation, and nonverbal displays of affect.<sup>26</sup>

This sort of exercise were quite important for the teaching activities in the project. This was an useful tool which teachers could evaluate what they did and they found out if they were going on the right way to get their goals.

Self-monitoring processes meaningfully channel and influence worldviews, behavior in social situations, and the unfolding dynamics of interactions with other individuals. This project did not aim to get perfect teachers, but they needed to know that

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<sup>25</sup> LUKEY- COUTSOCOSTAS, Op. cit., p. 35.

<sup>26</sup> PEDERSEN, T.raci. Self-Monitoring. Psych Central. 2018.Retrieved on June 13, 2018, from <https://psychcentral.com/encyclopedia/self-monitoring/>

sometimes there are better ways and more effective which can be discovered with a carefully investigation of simple activities teachers do every day.

#### 4.4 TEACHER SUPPORT NETWORK AND COOPERATIVE LEARNING

Every single person around the world is not self-sufficient in any role of their life. Everyone needs from someone else even when a person has enough experience in her or his duties. This paper proposes the collaboration between professional and the discussion of interest topics on the educational field. As it is known, the thesis of this program is based on the teamwork and collaborative learning to do all task teachers have. That is why it is quite important to get a professional group of teachers where they can define goals and objectives, explore topics of interest, share information and strategies to solve problems. This group can work with teacher from the same school or even others. Norwich and Daniel demonstrated the importance of setting up a group of teacher who supports each other as a team in a research they made. The findings they got after the whole project they developed, were remarkable due to the confidence the teacher could get and the positive impact on the students.<sup>27</sup>

Cooperative learning refers to an approach used in classrooms in order to integrate academic and social experiences. Jollife, said that this type of activities required to work on small groups aiming the same objective. They create the knowledge through the contribution from each other. Nevertheless, there is much more in cooperative learning than merely arranging students into groups, there are some elements and skills students can learn.<sup>28</sup>

- Positive interdependence: Every member of the group needs the contribution from the group to achieve the goals.<sup>29</sup>
- Learning: Teamwork helps to give them more ideas at the moment of solving everyday problems.<sup>30</sup>
- Interaction face to face: Promote the development of interpersonal relations and strengthen friendship and mutual cooperation.<sup>31</sup>

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<sup>27</sup> NORWICH, Brahm, DANIELS, Harry y CREESE, Angela. Teacher support teams in primary and secondary schools. London: Editorial Routledge. 1992.

<sup>28</sup> JOLLIFE, Wendy. Cooperative learning: making it work in the classroom [En línea]. Londres, 2007. 33 p. Disponible en <https://www.thenews.coop/wp-content/uploads/S5-Jolliffe-133.pdf>

<sup>29</sup> *Ibíd.* p. 33.

<sup>30</sup> *Ibíd.* p. 33.

<sup>31</sup> *Ibíd.* p. 33.

## 4.5 TEACHING PRACTICES

Pedagogical practices refer to the activities teachers make at teaching knowledge. Flórez Ochoa “defined teaching practice as the intentional and planned process to facilitate in certain individuals the appropriateness of some portion of knowledge in order to contribute to the development of their careers”.<sup>32</sup>

Malderez and Bodóczy in 1999, described teaching practices as a complex dynamic interplay of practice and theory. Teachers' professional behavior and subject knowledge is just “the tip of the iceberg”. They explained that below the surface there are processes that the teacher “goes through” before acting in the classroom.<sup>33</sup> In short, it is what teachers plan in their classes in order to make an effective learning.

**4.5.1 Communicative competence.** It Refers to Linguistic and psychological principles. One of the most useful pedagogical practices teachers develop in their classes is the communicative competence. It is demanding and fundamental when learning a foreign language.

There are some principles which facilitate the learning that should be taken into account in order to carry out activities in the classroom.

- According to the theory of meaningful learning by Ausubel, significant learning happens when you relate the new concepts with the student's background knowledge.<sup>34</sup>
- Students know they will learn a language because it will be necessary and useful for their life. It is valuable to be exposed to the language to succeed in the learning.

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<sup>32</sup> FLOREZ OCHOA, Rafael. Hacia una pedagogía del conocimiento. Citado por JAIME OSORIO, María y INSUASTY, Edgar. Análisis de las prácticas pedagógicas en un instituto de lenguas extranjeras colombiano y sus efectos en la competencia comunicativa de los estudiantes [En línea]. Colombia: Universidad Surcolombiana. 2015. 20 p. Disponible en <http://www.scielo.org.co/pdf/how/v22n1/v22n1a03.pdf>

<sup>33</sup> MALDEREZ, Angi y BODOCZKY, Caroline. Mentor courses: A resource book for trainer-trainers [En línea]. Cambridge, UK: Cambridge University Press. 1999. 223 p. Disponible en [https://books.google.com.co/books?id=BPTLYBjdGqAC&printsec=frontcover&hl=es&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com.co/books?id=BPTLYBjdGqAC&printsec=frontcover&hl=es&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)

<sup>34</sup> AUSUBEL, David. The psychology of meaningful verbal learning [En línea]. Oxford, UK: Grune & Stratton. 1963. Disponible en [http://fpmipa.upi.edu/data/report\\_activity/9875881844.pdf](http://fpmipa.upi.edu/data/report_activity/9875881844.pdf)

- The existence of a socio-humanistic environment, driven by a facilitator teacher, allows the learner to express him/herself without restrictions.
- The input (or linguistic material to which the student is exposed) should be understandable, relevant to the immediate interests, neither too complex nor strictly graduated. It should be an interesting way to help to create a relaxed atmosphere in the classroom.
- The interaction that involves negotiation of meaning makes the process of acquiring a second language easier.

## 4.6 PEDAGOGICAL PRACTICES CHARACTERIZATION

The characterization of the pedagogical practice is analyzed and thought under a series of trends and methods that support the teaching task process. The characterization was intended to identify the fourth-grade teacher's teaching styles to have a clear view of the pedagogical model to take action on it and measure the effect of this project. In the analysis some common methods, procedures and strategies were found. These are framed into the affective filter hypothesis, traditional education, the meaningful learning, and the grammar translation method.

**4.6.1 Traditional education and grammar translation method.** In this classical model the teaching learning process is seen as an execution of knowledge where the teacher has such knowledge and he deposits it on the student. In that case if the student does not assimilate such knowledge the guilty one would be himself for not having learnt his lessons and the content given by the teacher.

At the same time that is a reason for student to be seen as a blank sheet of paper which has to be filled by an instructor. Within the classical method it is set the grammar translation method, where the main focus is on grammatical rules, texts translation and the memorization of vocabulary. Prator and Celce-Murcia cited by Douglas Brown<sup>35</sup> listed the major characteristics of grammar translation method:

- *The classes are taught in the mother tongue, with little active use of the target language.*
- *Much vocabulary is taught in the form of lists of isolated words.*
- *Long, elaborate explanations of the intricacies of grammar are given.*
- *Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.*

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<sup>35</sup> PRATOR, C and CELCE – MURCIA, Marianne. An outline of language teaching approaches. Citado por BROWN, Douglas. Teaching by principles an interactive approach to language pedagogy. New York: White Plains, 2001. p. 19.

- *Reading of difficult classical texts is begun early.*
- *Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.*
- *Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.*
- *Little or no attention is given to pronunciation.*

So that, the translation method represents a sort of difficulty when the aim is to be focused on the communicative ability in a language. According to Brown, this method requires few specialized skills on the part of teachers, the ease wherewith the grammatical test is scored and constructed,<sup>36</sup> is the reason why this method is widespread around the world and adopted for many teachers when they teach a second language<sup>37</sup>.

In Krashen's viewpoint there are some variables that play a fundamental role on acquisition as motivation, self-confidence and anxiety. When the motivation and self-confidence are high there are more possibilities that the acquisition and learning process occur. Additionally, it is also imperative to lower the affective filter which is related to the anxiety in a learner. So, a teacher must be focused on lowering the affective filter to allow the acquisition process to occur, and it there would be more possibilities to acquire a second language. That's the process for which the acquisition has to go through before learning happens.<sup>38</sup> According to Krashen there are two ways to develop competence in a language, of them is the language acquisition and the other is learning. Acquisition is defined as "*a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.*"<sup>39</sup>

Language acquisition is a subconscious process, for that reason young learners can develop a proficiency level by being exposed to a series of beneficial variables in order to acquisition occurs. On the other side, learning process is more conscious, being aware of the rules and use them. For that reason it is really necessary to set the pedagogical doing under the motivational and the correlational process of learning and acquisition focused to comprehend the whole process of these characterization process.

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<sup>36</sup> *Ibíd*, p. 19.

<sup>37</sup> *Ibíd*. p. 19.

<sup>38</sup> KRASHEN, Stephen D. *Principles and Practise in Second Language Acquisition*. New York: Hertfordshire, 1982. 10 p.

<sup>39</sup> *Ibíd*, p. 10.

## 5. METHODOLOGY

This research project is a form of collective introspective inquiry that seeks to improve the English teaching as a foreign language through the application of workshops as part of a professional development plan for teachers. To carry it out, it is especially important the exchanging of a deep reflection made by each participant in order to generate a form of innovative thinking and practice. This research study looks for identifying the impact of a plan in the teaching-learning process and to discover to what extent that plan helps in the process of increasing both the knowledge capacity, and the quality of the teaching task.

### 5.1 CONTEXT

The María Cristina Arango de Pastrana School is located in the Carrera 8 bis 33- 25 in the neighborhood Granjas, it is an urban area of the city of Neiva (Huila department). Its calendar is A, and is a public school that provides the educational levels service to preschool, primary and basic high-school in the morning while in the afternoon only primary students attend. It has two headquarters: My Small World, in Calle 36 No. 8 - 10, and another one which is Los Pinos, in Carrera 22 No. 46 - 60, with 155 students, who are between 5 and 17 years old.

*“The school vision is to shape children and young people’s lives with a deep sense of humanity: competent, caring, creative who show respect to others, to the authorities, to the environment and themselves. Their mission is accomplished with teachers committed to enhance cognitive, emotional, psychosocial, and communicative and development. It also seeks to improve the quality of education and life of the students while they respond to the conditions, requirements and expectations of modernity, which will enable them to have individual guidance in their life and community projects, by favoring its linkage to the local, regional and national sustainable development. The graduates will be self-employed persons with respectful of human rights, change generators and committed to the same; interacting with the environment and builders of a peaceful and harmony coexistence that develops in some school environments conducive, consistent with the requirements of an excellent education, efficiency and coverage on the basis of the technical standards of quality<sup>40</sup>”.*

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<sup>40</sup> PEI María Cristina Arango, translated from Spanish by Maribel Carvajal. 2017.P. 10

The school has a court as well as futsal, sports equipment, computers, school restaurant, office of coordination and principal's office, two cafeterias which open at the break time. The halls are spaced, clean and well lit, all of them have an acrylic Board, TV, cameras, air conditioning or fans failing. The class desks are individual, most of them are in perfect condition and teachers have a desk and chair also in good condition, in addition rooms have a locker where the class materials are stored.

## **5.2 PARTICIPANTS**

**5.2.1 Fourth grade teacher.** Through the observations made and the interaction with the teacher, a description of the teacher was obtained by herself:

*"I am 52 years old, I studied the complementary cycle in the higher normal school, after that I did a degree in religious sciences, also I'm a specialist in computer management and I have another specialization in communication and creativity for teaching. I have worked in both rural and urban educational institutions".* <sup>41</sup>

About her knowledge of English, she believes it to be elemental, but she is motivated to learn. Also, she expresses to be happy with her work, although she already feels tired from so many years of work. She assumes her work and that of the educational institution as a service to the community. In addition, she renews her knowledge constantly, attending to the demands that the world of current education does from her professionalism. She is interested in qualifying her own learning process.

**5.2.2 Fourth grade students (402).** This group consists of children, who their ages range between 9 and 10 years old. They are 27 students. They come from families which belongs to a socioeconomic development classified in 2 and 3, and mostly they live near the institution. These students are highly motivated and have a huge desire to learn English, in fact, some of them said their favorite subject was English. They are very active as well as they keep their attention and concentration in most of the time during class.

Although they are very receptive and disciplined, thanks to some observations which were carried out at the beginning, It was possible to notice that there were a few of them who got distracted easily doing other things, another characteristic found was that these students like to play and participate actively and finally it could be identified that three students did not like the activities developed in class.

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<sup>41</sup> APPENDIX B survey for teachers, TEACHER 2017

### **5.3 INSTRUMENTS**

The instruments which were chosen for measuring the impact of the project are:

**5.3.1 Observation.** This instrument was used to state the problem and research question as well as it helped to reflect about the strategies and methodology used by the teacher into the classroom and how does it affects the teaching and learning of English process. (See Appendix A)

**5.3.2 Teacher interview.** It was designed to determine the perception that the teacher had about the importance of reflection in her teaching practice. Also, to know how the management of the fourth grade classes were and what pedagogical strategies she was using. (See Appendix B)

**5.3.3 Student's survey.** This survey was used to identify the preferences of the students of fourth grade of Maria Cristina Arango institution about the English class activities. (See Appendix C)

**5.3.4 Test.** In order to measure the previous knowledge students had about grammar, vocabulary and speaking, It was necessary to make a test for each skill at the beginning which was called diagnostic test and then it was applied again at the end of the project to compare and find out the effectiveness of the work.

- Diagnostic speaking test. (See appendix E)
- Final speaking test. (See appendix F)
- Diagnostic grammar test. (See appendix G )
- Final grammar test. (See appendix H )
- Diagnostic vocabulary test. (See appendix I)
- Final vocabulary test. (See appendix J)

### **5.4 METHODOLOGICAL DESIGN AND PROCEDURE**

This research follows a Collaborative Action Research methodological design. Collaborative Action Research is a process where the direct participants, in this case teachers (Maria Cristina Arango School), observe their own practice through some research instruments. This one proposes that the action research should be a



collaborative procedure rising from useful concerns of groups of teacher working in a common or similar context.<sup>42</sup>

This cooperation between professional, produces knowledge due to the inquiries they have about the problems in teaching. This collaboration is basically possible thanks to the interaction among teachers which creates mutual learning and teaching opportunities for researchers and participants.

Another definition of collaborative action is the one given by Panitz, which say that collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning about and respecting the abilities and contributions of their peers.<sup>43</sup> Greenwood and Morten Levin said that “Action research is a strategic approach to knowledge production, integrating a broad array of methods and methodological approaches in specific ways to create new understanding for participants and researchers through solving practical and pertinent problems and supporting problem-owners’ democratic control over their own situation”.<sup>44</sup> Levin also stress the cooperative nature of the action research when they refer to it as co-generative inquiry built on professional researcher-stakeholder collaboration aimed to solve real-life problems in context.<sup>45</sup>

All in all, collaborative action research is an educational approach for teaching that involves groups of colleagues working in the same way to solve problems. This is one of the goals with this project in Maria Cristina Arango School. It is planned to create a group of teachers where they listen to different perspectives, and are required to articulate and defend their ideas. This collaboration and dialogue with others, can contribute to areas or issues that might be important for the school as well as for the individual teachers interaction. Issues related to the teaching vocabulary can be discussed and give some strategies to make the teaching easier for teachers who do not speak English at all. It also helps to strengthen the quality of the pedagogical work that goes on in the school.

The action research will be very valuable and useful to achieve the goals in this project because it is aimed to teachers who take care of English classes without

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<sup>42</sup> BURN, Op. cit., p. 12.

<sup>43</sup> PANITZ, Theodore. Collaborative action vs cooperative learning [On line]. London. Disponible en [http://colccti.colfinder.org/sites/default/files/a\\_definition\\_of\\_collaborative\\_vs\\_cooperative\\_learning.pdf](http://colccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf)

<sup>44</sup> LEVIN, Model y MARTIN, Winnipeg. The praxis of educating action researchers the possibilities and obstacles in higher education. Action Research, 2007. 5(3), 219-229 p.

<sup>45</sup> *Ibíd*, p. 219 - 229.

knowing the language like in Maria Cristina Arango School and most of the elementary school in our country. They are going to analyze problematic factors in their classroom, propose practical strategies to solve them and track the progress in the students

Taking into account the fourth grade teacher's knowledge and what the national standards defined by the Ministry of Education demands in terms of teacher training and levels of English proficiency of primary school teachers, the project establishes that the main objective is to strengthen the performance of teachers through a professional development plan for them which provides didactic resources, methodologies and strategies as tools for a better teaching in English classes.

To achieve that, it is proposed training workshops in the management of methodological and pedagogical strategies oriented to the teaching of English. These training workshop sessions are developed at the primary school classroom with the teachers in charge of teaching English. The periodicity is one workshop per week. In this way, there are at least ten sessions. It is projected that the last eight sessions would be accompanied by constant classroom observation so that, teachers could receive formative feedback on practical use of the approaches studied in the workshops.

As a starting point, it is important to be clear that it was not an English course in the way they are known. The workshops were mainly developed in English, using flashcards, gestures, drawings, videos, slides, and performances in order to enable teachers to carry on the process (Appendix R). This project was expected to contribute to the improvement of the level of communicative competence in English in teachers thanks to the workshops because their level of English language is minimum, or they do not know anything. Nevertheless, the training workshops were aimed towards the implementation of theories and strategies in teaching a foreign language for being more effective in class. Certainly, along with the methodological workshops, the primary teachers had a light English proficiency training which allowed them to reach appropriate language levels for the application of the strategies as exercises of pronunciation, vocabulary, and grammar.

The pedagogical strategies and methodology were implicit in the development of the sessions (see appendix Q). Basic English using activities were carried out in the workshop followed by comments, observations and suggestions to apply in classes. There were also songs that teachers can put into practice in the classroom; as well as models of exercises to execute in the same way during their classes. Within the methodological aspect, teachers were oriented specifically in the planning and

implementation of activities that develop and strengthen the communicative competence of students.

The workshops should show visible results in the fourth-grade student's community, impacting on the progress of the communicative level that children must reach in this grade, taking into account the policies of the Ministry of Education. Likewise, the result of these training courses should be reflected in the application of concepts in the classroom with the students and led by the teachers.

In order to verify the effectiveness and follow up the training workshops developed with the teachers, there is a monitoring component which works in three integral phases. This component allowed a correct following up to the whole training process and the subsequent adoption of the pedagogical models to implement: the planning, the action (application) and evaluation of the action (reflection).

**5.4.1 The planning.** The cooperating teachers were called instructors and the teacher from the school, work together to do methodological proposal in the class in function of the objectives that have been determined and the results obtained so far. The collaborative sessions or meetings provided an ideal space in which conducts the process. (Appendix A)

**5.4.2 The application.** The teacher ran her class with the fourth-grade students in presence of one or two instructors for monitoring the implementation of the concepts and strategies presented during the workshops and what was planned. In this way, judgments can be made on the validity of the contents of the workshops and their subsequent modifications or approvals. Regarding to the process of evaluation of the action it is important to note that it is based on a dual reflection, as individual as collective from the data compiled in the application by the instructor.

**5.4.3 The evaluation of the action.** In order to evaluate the action, It was taken into account how the exercises executed promoted the participation of the students and the assertive answers demanded by questions in class. It also considers if the objectives set for that class were achieved. Each teacher got a file where they recorded all the answers to the survey with the observations given by the instructors in class which include suggestions and conclusions. Teacher could see the process and her progress in each class.

**5.4.4 Individual reflection.** The teacher had to write down their personal reflections in the respective diaries (Appendix D) to analyze the application process. The classes were videotaped, as well.

**5.4.5 Collective reflection.** It was the analysis, and collective evaluation from the contrast between previous expectations and the results that were obtained. The conclusions of those reflections helped to plan the next lessons and modified the initial plan for teachers when they considered so. (Objectives, categories analyzed, the use of resource, participant roles, etc.)

As a monitoring and follow-up strategy at the level of competence in teaching English, the results and the students' knowledge demonstrated were the tool to verify the progress and improvement of the teachers. The students took two tests, the first one was the diagnosis and classification according to the levels established in the Common European Framework, which was done before starting the training with teachers, and the second one corroborated the achieved objective.

## 6. FINDINGS

The findings collected after the project cycle were presented in three parts. The first one describes the characterization of the pedagogical practices of the teacher before and after the work. The second part, reports student's degree satisfaction about the new activities carried out with them as indirect beneficiaries. Finally, the third part explains the impact obtained in grammar, lexical and oral competences in fourth grade students from Maria Cristina Arango Educational Institution

### 6.1 CHARACTERIZATION OF THE TEACHING PRACTICES OF THE TEACHER

Starting from the importance that conceives the execution of a good pedagogical practice to obtain fruitful effects in education, it is indispensable to promote the exchange and transmission of knowledge between each individual according to the sociocultural context in which it develops, the curriculum established by the educational institution, pedagogical theories, methodologies and strategies as well as the different approaches to teaching. For the interest of this case, the teaching of English as a Foreign Language.

The description of the pedagogical practices was carried out in the following way, the classes of the teacher were observed before the application of the plan and progressive changes were evidenced after it. In addition, some guidelines for planning a lesson from Douglas Brown, and the motivational and affective filter aspects of Krashen were taken into account to describe the pedagogical practices under the umbrella term of post method pedagogy from Kumaravadivelu.

**6.1.1 Characterization of the teaching practices of the teacher before the application of the professional teacher development plan.** As a first step, the teacher's perception of her exercise in teaching English was based on a survey (appendix A) in which the teacher answered that her level of English was elementary since she has a degree in religious sciences and specialist in computer management, as well as she has a specialization in communication and creativity for teaching.

Despite that fact, the teacher has managed English classes for around 10 years during her professional career, and the methodology implemented in her classes is according to her own answer: *"Be with a good motivation, attitude, carry out physical activities, have children active most of the time, I also connect reality with the class"*. The teacher also revealed that the most common difficulties encountered by

students during the process of learning English are: " *displacement situation, poverty and lack food. Lack of listening, Writing, ummm ... it is difficult for them because they write it as they listen to it. Lack of knowledge in that language by the teacher and her pronunciation*".

Then, she mentioned her pedagogical contribution in relation to overcoming these difficulties: "*I made them enroll in a virtual course. The attitude is also important, motivation. I make competences between the students during class to motivate them, I also put them to write vocabulary. About listening, I have not implemented any strategy yet but I will do it*". The teacher in most of their classes uses printed materials as photocopies, flash cards and magazines.

After four observations, the reflection process, and the surveys analysis before the application of the project, it was possible to demonstrate that her pedagogical practices were characterized by:

- Motivation and participation. According to the affective filter and motivation theories described by Krashen<sup>46</sup>, who says that part of the success in achieving the competences in English is thanks to the activities proposed by the teacher to encourage student participation, we observed that the teacher tried to encourage both participation and motivation through songs and games in Spanish. She also gave them grades or highlighted their names in front of others. The teacher was committed to these aspects during all classes. However, the teacher was unaware of other activities more appropriate for teaching English, such as games and songs that required the use of the foreign language because the ones she used to teach were in their mother language.
- Unstructured curriculum. The selection of content and learning was not based on a structured plan in the Institutional Educational Project, according to the review made to the *PEI* there were not guidelines for the teaching process in English area. The subjects and activities carried out were according to the personal choice of the teacher who mixed the contents of religion, ethics and social science classes with the English class. Also, during the study of the class planning of the teacher, it was found that the institution did not have a systematic order but contained vocabulary exercises which would be written on the board for their students. (Appendix N)
- Excessive use of the board. The teacher did not present the content in a different way than the board. The whole topic to be developed was written there. It

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<sup>46</sup> Krashen, Stephen. Principles and practices in second language acquisition. 1998. P.10.

is also considered important to notify that there were often mistakes made by the teacher in some phrases. (Appendix G and H)

- L1 overuse and translations. Due to their limited knowledge of English, the teacher made excessive use of their native language, the instructions of the activities were given in Spanish, as well as she resorted to translation exercises. (Appendix I)
- Absence of listening and reading exercises in class. Another aspect evidenced was that the teacher did not develop all the fundamental skills for a communicative learning of English as a foreign language, since only speaking and grammar exercises were carried out without taking into account the listening and reading skills.
- Lack of knowledge of approaches and theories for the English teaching and its application. Based on the answers given by the teacher in the interview it was possible to state that: The teacher was unaware of the existence of the different approaches and fundamental theories in the guideline of the teaching of English, for that reason her classes and activities proposed in her planning were developed following a traditional doctrine. Also, she did not adopt activities that demanded cooperative learning, nor exercises of the functional use of English.(Appendix B)
- Absence of teaching resources. Bearing in mind that the teaching resources are indispensable in the application and achievement of good pedagogical practices, it can be said that the teacher did not have access to them, because the school does not have material such as books, programs, courses, language laboratory, etc. The school only own a television set, which teacher does not make efficient use of it. This was another limitation that adds to the innumerable list that faced the teacher.

The characteristics previously exposed, explain that the classes were ineffective, even if the teacher demonstrated a great commitment and motivation. Being aware of that fact, the teacher voluntarily decided to participate in the workshops and also attended an English course, since she is aware of the need for more training to teach effectively.

### **6.1.2 Characterization of the teaching practices of the teacher after the application of the teacher development plan.**

After twelve observations conducting the workshops, a gradual upward change was found regarding the teaching methodology implemented by the teacher in the English classes, which consisted of:

- Gradual change in the use of English. In the first classes observed before the application of the workshops, it was appreciated that the teacher spoke too much in her native language in class, and in a few interventions in English that she enunciated, most of the times she made errors in pronunciation. However, after attending the workshops and having put them into practice, it was noted that the teacher expressed more English reducing errors at the moment of speaking. The gradual change was possible thanks to the virtual material that was suggested, in terms of pronunciation or the use of words that she was going to teach in her English class. In this way, students were more exposed to the foreign language with fewer mistakes of pronunciation. Though the instructions for the activities were unclear to students, the teacher made many gestures to reinforce her explanation and make it understandable. In addition, the teacher said in one of the reflective interviews at the end of the class, that one of her weaknesses was precisely the use of the language but she could notice an improvement on it.
- Motivation and participation. Regarding this aspect, the results did not show many changes, the teacher continued to encourage her students to participate, in addition to constantly worrying about drawing the attention of her students and looking for fun and motivating activities such as she expressed it in one of the reflective interviews *"the class started with something that caught their attention, so I started with a song in English. They already know songs and they like it very much"*
- Materials. As a consequence of the lack of didactic materials, the teacher used resources that were available to all students (they made it by themselves), which facilitated the teaching and learning process. An example could be evidenced in one of her classes when she asked to the students to wear specific clothes, in that they she planned to teach vocabulary and she achieved it in an effective and enjoyable way. In one of the interviews made to the teacher, she referred to this activity stating: *"We used clothes, it was a very pleasant activity because the children wanted to participate. Journals and photocopies on a reading were also used"*

Another point in favor of the teacher was her creativity, she designed her own materials such as flash cards, games, lotteries, etc. In another of her speeches when she planned to work an activity to develop the cooperative learning she mentions the following: *"Umm, I liked the teamwork approach, it was put into practice when we did a crossword, some students made the cards, others gave the ideas to put the*



*word in the correct order, so, they learned how to write the vocabulary because they organized each letter that composed each word using the material that we made together".*

This allowed us to realize that the teacher understood that besides being a different and attractive material for her students, these new resources helped her to carry out more dynamic activities. Which is reaffirmed in a second intervention where she says: *"I would use more flashcards and create many lotteries.* "Another material that the teacher started using was the videos. It was a different way to introduce new vocabulary, which caught the attention of the students.

- Reduction of the use of the board. Thanks to the tools previously described, (material and videos) the teacher reduced the use of the board, since it gave space to other activities that offered to students the opportunity to be more active, interact themselves and be more productive in the foreign language, in addition to change from closed spaces such as the classroom to open spaces where students could feel a more natural environment to learn.
- Planning and structure of the class. From the first class a change was noticed, because the teacher began to use the suggested planning form in the workshops. A structure and order was found in the activities planned in addition to conceiving a clear objective of the class. (APPENDIX O). This organization in its planning allowed the teacher to have a better management of the time and resources as well as the chance to propose more motivating activities for the participation of their students. An example of this is described by the teacher: *"In the first instance, groups were assembled and it was observed that everyone had tokens to put together a crossword puzzle. Then we left the room and in the court each group began to put together their crossword using the vocabulary related to sports. They took about 20 minutes and it was done in a competition. After that, They entered to the classroom..."*

Moreover, during the study of the structure of her class, it was found an improvement in the transition of activities, the themes were already intertwined and those studied in the previous classes were taken into account. This is evidenced when the teacher said in an interview that she took it as a positive point of her class: *"I believe that relating the weather and clothes, strengthened knowledge through exercises where they had to relate the vocabulary studied in the previous classes"*

- Approaches and theories to teach English and its application. The teacher used different methodologies that she learned in the workshops, mixing them and giving oxygenation to her classes. The first workshops talked about communicative approach and the TPR, nevertheless, there was no evidence of implementation of these two theories in the teacher classes, therefore it was suggested in the feedback of the evaluation of the action, to plan the following classes taking into account these approaches again, which ended up being productive and beneficial since an effective result was observed in the practice of the activities that were developed after. The main objective in the feedback was to make sure the teacher could appropriate the approaches and tools worked in the workshops and also suggest what other activity would be better to develop according to the theories she tried to practice.

- In the last class observation, even more positive changes were found. The teacher independently began to take into account several approaches in the planning for each class, which significantly improved her teaching. It is evidenced by the last class of the teacher where she wanted to put into practice the multiple intelligences approach. She prepared a crossword puzzle in which the students had to form words and at the same time they worked the cooperative approach, as she asked her students to work in groups giving them clear roles for the completion of the task. *"Umm, I liked the teamwork approach, that was practiced doing the crossword, some students made the cards, others gave the ideas to put the word in the correct order, so, they learned how to write the vocabulary because they organized each letter that composed each word"*.

## 6.2 STUDENTS' PERCEPTION

To obtain information on student satisfaction regarding to methodologies, material, use of technological resources and activities implemented in class by the teacher, a survey was applied in five classes. (APPENDIX C) It was conducted to 10 different students from fourth grade and those students were chosen at random. The survey was comprised of 5 questions, so that each question was answered 50 time total.

**Chart 1.** Approval of the material

Approval of material	No. Students	Percentage
Yes	48	96%
No	2	4%

Chart 1 shows the likeness towards the material worked in class. These materials were characterized for being colorful, didactic and made by themselves. Most of the students were satisfied with the material and according to the chart, just two students did not find that material to their liking. It means that 96% of the sample gave positive answers to the question.

**Chart 2.** Approval of types of activities and exercises.

Approval of types of activities and exercises	No. Students	Percentage
Yes	45	90%
No	5	10%

Chart 2 shows the likeness towards the exercises and activities suggested to the teacher by the instructors of the workshops. These activities were characterized for being dynamic, participative and interactive. According to the chart, 45 students were satisfied with them. It means that 90% of the sample gave positive answers to the question.

**Chart 3.** Approval of technological resources

Approval of technological resources	No. students	Percentage
Yes	50	100%
No	0	0%

Chart 3 shows the likeness towards the technological resources worked in class. The teacher supported its teaching with a TV set, video beam and sound set. All students who answered the questions illustrated to be satisfied with the implementation of those resources. It means that 100% of the sample gave positive answers to the question.

**Chart 4.** Approval of motivational activities

Approval of motivational activities	No. students	Percentage
Yes	40	80%

No	10	20%
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Chart 4 shows students' likeness towards the motivational activities teacher worked in class. The teacher makes students sing, dance and move around the classroom in order to introduce topics and catch their attention in the lessons. According to the chart, 40 questions were positive answered. It means that only a 20% of the sample answered negatively to the question.

#### **Chart 5. Approval of the new teaching methodologies**

Approval of the new teaching methodologies	No. students	Percentage
Yes	46	92%
No	4	8%

Chart 5 shows that almost all the students answered they had liked the way that teacher worked after the project and just an 8% that represents 4 students, were not satisfied with her new performance.

After this survey was applied, we proceeded to analyze the data and the graphs, and they show that most of the students who answered the survey liked the activities, material, didactic resources, the use of ICTs, methodologies, and in general the whole pedagogical actions which mean that it is feasible for the teacher to repeat them. This also reveals that students were motivated to learn and participated in the activities.

### **6.3 IMPACT OF THE PROFESSIONAL DEVELOPMENT PLAN FOR GRADE STUDENTS**

In order to measure the impact on the three competences mentioned in the previous heading, on the students of fourth grade of the Maria Cristina Arango School, a diagnostic and a final test were applied to get a finding of each competence. These took place before and after the intervention of the research team in the professional development of the teacher through the workshops. In this way, it was possible to make the comparisons and to analyze the impact achieved, whether positive or

negative in each competence. Ten students were randomly selected as a sample to answer questions for the oral test.

**6.3.1 The oral competence.** In order to know the speaking skills students in fourth grade had, they were asked to answer some basic questions in a test.

**6.3.1.1 Diagnostic speaking test (Before the project).** The test was taken individually in a private room. (Appendix E) The questions in the test were:

1. What is your name?
2. How old are you?
3. Where are you from?
4. Do you like your school?
5. Do you like sports?
6. What is your favorite sport?
7. What are you wearing?
8. What does your father do?
9. What is your favorite profession?
10. What is the weather like?

The results are shown by the next chart and its figure.

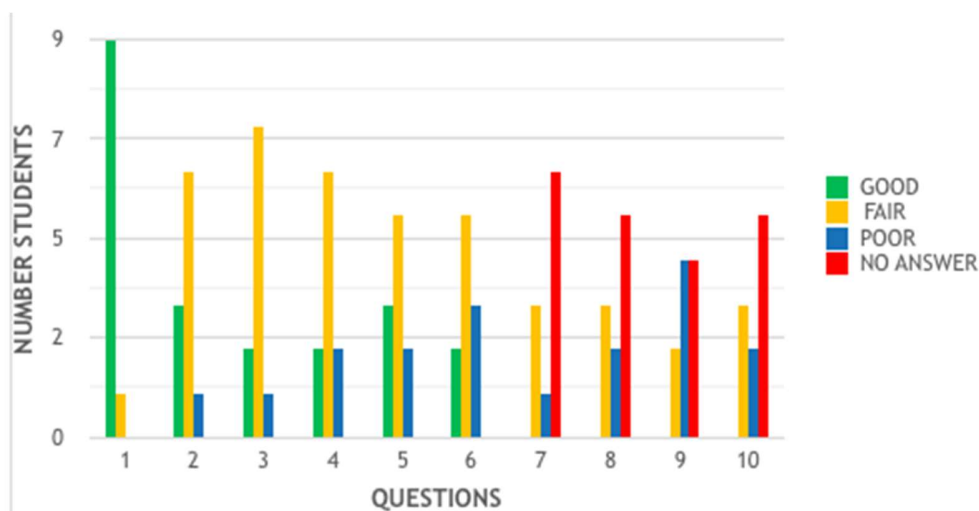
**Chart 6.** Diagnostic speaking test

No. QUESTIONS	No. STUDENTS			
	GOOD	FAIR	POOR	NO ANSWER
1	9	1	0	0
2	3	6	1	0
3	2	7	1	0
4	2	6	2	0
5	3	5	2	0
6	2	5	3	0
7	0	3	1	6
8	0	3	2	5

9	0	2	4	4
10	0	3	2	5

This chart shows the number of the questions and how the students were classified. In figure 1, it is possible to analyze the difficulties they were facing.

**Figure 1.** Diagnostic speaking test result



The answers are classified in four categories.

- **Good:** The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.
- **Fair:** The student understands the question that is asked slowly and twice. The answer is only one word which is correct.
- **Poor:** The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.
- **No answer:** The student does not understand the question.

Students were insecure and nervous. Most of the students did not know vocabulary such numbers, sports, clothes, professions, feelings and weather. Students answered in Spanish, so it could be concluded that they understand the questions but they did not know the vocabulary for answering. The pronunciation was not very good. Many of them pronounced the words in the way they are written using Spanish sounds. They were not fluent because in most of their answers they use one word.

The answers to the questions they could understand were only one word. They did not use a whole structure for any answer, except for the question number 1. Some students needed to listen the questions at least three times to understand.

It could be concluded that the students presented serious weaknesses in their speaking competence. Nevertheless, being aware of the conditions of English teaching they were exposed to and their teacher who does not speak English, these critical results were expected. This stage ratifies the need of applying the workshops for teachers to learn how develop strategies to teach English without knowing the language at all.

**6.3.1.2 Final speaking test (after the project).** After applying the workshops, the teacher put them into practice in her English classes, afterwards a new test was applied. (Appendix F). In this test, eight students from the same grade (fourth grade) who took the diagnostic exam, presented a new one with six questions, where the answers demanded the same vocabulary written in the first test.

#### Questions

Note: In the first question, some flash cards were shown. These cards showed faces expressing feelings. Happy, Scared, Bored, Sick, Surprised, Confused.

1. Look at these faces. How are they?
2. How is she or he feeling?
3. What are your parent's professions?
4. What is your favorite profession?
5. What is the weather like today?
6. What clothes are you wearing?
7. What sport do you like?
8. What sport do you dislike?

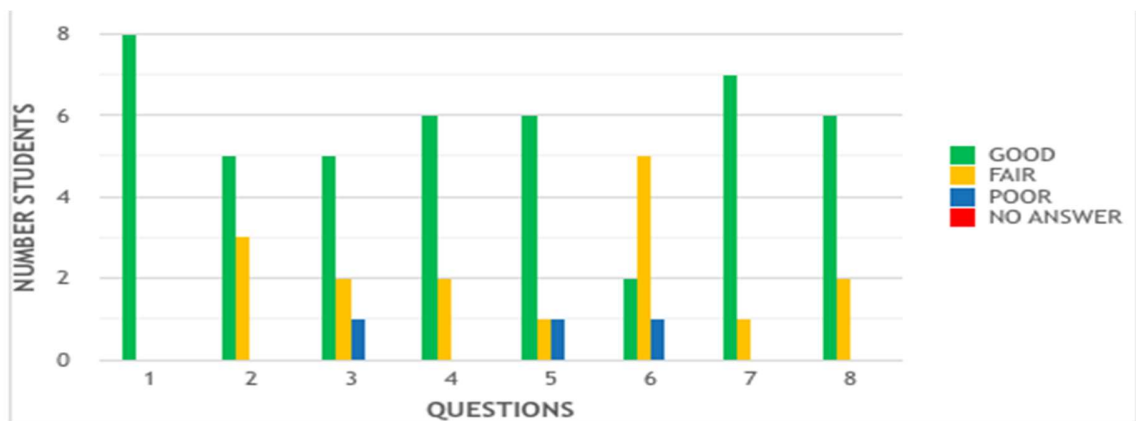
**Chart 7.** Final speaking test

No. QUESTIONS	No. STUDENTS			
	GOOD	FAIR	POOR	NO ANSWER
1	8	0	0	0
2	5	3	0	0
3	5	2	1	0
4	6	2	0	0

5	6	1	1	0
6	2	5	1	0
7	7	1	0	0
8	6	2	0	0

The chart 7, shows the number of the questions in the final test and how it evidences the improvement of the students regarding the oral competence. (See the figure 2)

**Figure 2.** Final Speaking test result



- **G:** Good. The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.
- **F:** Fair. The student understands the question that is asked slowly and twice. The answer is only one word which is correct.
- **P:** Poor. The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.
- **No Ans:** No answer. The student does not understand the question.

After knowing the results of the final speaking test, it can be said with certainty that the students responded with greater self-confidence. more than 80% of the students had the ability to answer questions that demanded vocabulary related to clothing, feelings, professions and sports; 100% of the students understood the questions, so there was not one located within the NO answer field; most of the students used simple grammatical structures with clear pronunciation (E.g. *She is happy, He is farmer, I am wearing pants etc.*) Additionally, 70% of the students answered the



questions without listening to them more than once; 30% of the students showed fluency in some answers; only one of the students could not answer in English in questions number 3, 5 and 6.

As it was evidenced, the students demonstrated positive results after the process executed with the teacher. This indicates that the professional development plan was effective for students to improve their speaking skills.

**6.3.2 Lexical competence.** The lexical competence, as it is already known, refers to the knowledge of the vocabulary of a language and the ability to use it. This competence is another aspect evaluated in the development of the project. To know the impact on this competence, a test was applied to 26 students of the fourth grade in two moments: at the beginning and at the end of the execution of the project. The exam consisted of 44 questions that demanded knowledge and the use of everyday vocabulary. (Appendix I, J)

The students were classified according to the number of successful answers in 5 categories.

- **EXCELLENT:** Students who answered correctly between 41 and 44 questions out of 44.
- **GOOD:** Students who answered correctly between 30 and 40 questions out of 44.
- **FAIR:** Students who answered correctly between 25 and 29 questions out of 44.
- **POOR:** Students who answered correctly between 15 and 24 questions out of 44.
- **INSUFFICIENT:** Students who answered correctly less than 14 questions out of 44.

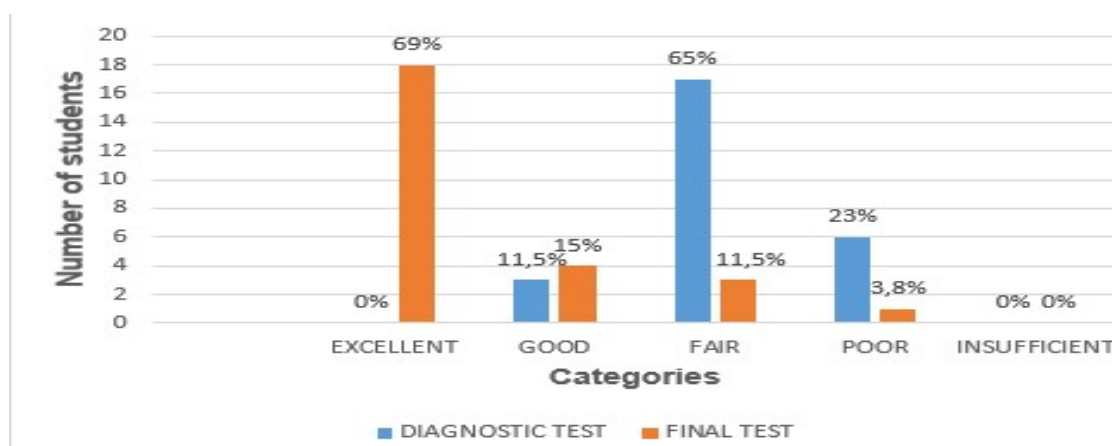
**Chart 8.** Vocabulary diagnostic test vs vocabulary final test findings

CATEGORIES	No. OF STUDENTS	
	DIAGNOSTIC TEST	FINAL TEST
EXCELLENT	0	18
GOOD	3	4
FAIR	17	3
POOR	6	1

INSUFFICIENT	0	0
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Chart 8 shows the number of students and how they were classified. It compares the results given in both exams (diagnostic and final) and tells the improvement students got at the end of the project in terms of vocabulary. (Figure 3)

**Figure 3.** Vocabulary diagnostic test vs vocabulary final test findings



According to the graph, it can be claimed that the application of the project generated a positive effect in the classification of POOR since it shows the decrease of students from 23% to 3.8%; the number of students in the FAIR category decreased (initially it was diagnosed that most of them were at this point, which represented 17 students of the total of the sample, at the end, only 3 individuals remained in it, which means that more than 50% of the students moved to higher categories). In the GOOD category, it was the one that showed the least variation because in the first exam, 11.5% of the students were on it and in the final exam there was an increase of 3.8%; the greatest impact can be seen in the EXCELLENT category. 69% of the students showed that they assimilated the vocabulary worked in classes. In the initial or diagnostic test, none was in this category. This translates to 18 students obtaining a margin of error from 1 to 3 questions in the final exam.

The results were satisfactory in all categories, in each of them positive variations are observed which lead us to the conclusion that the theories and strategies used to teach vocabulary during teacher workshops and suggested for their classes with students proved to be effective.

**6.3.3 Grammatical competence.** In the same way as in the lexical competence, the effect that the project had on this skill in fourth grade students was also observed. A test was applied in two instances in order to determine the impact, the first one, in the diagnosis and the second at the end. The exam was structured with 16 questions about grammatical aspects and the following results were obtained:

The students were classified according to the number of successful answers in 5 categories.

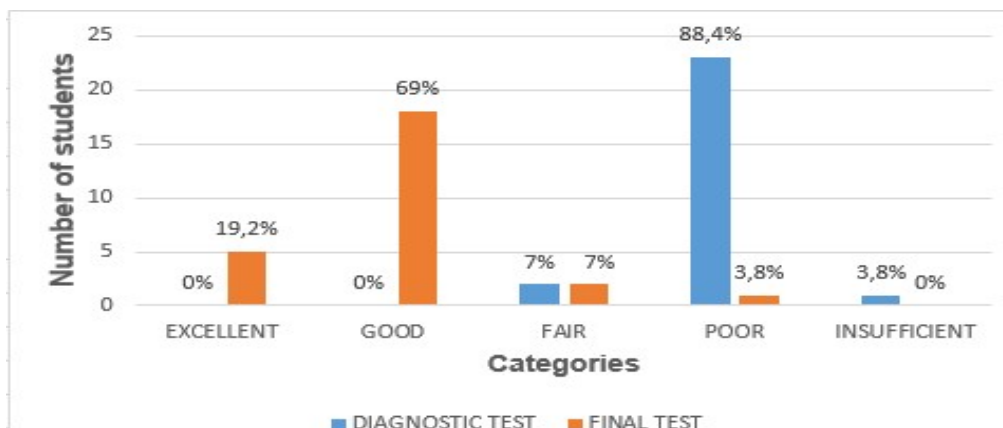
- **EXCELLENT:** Students who answered correctly between 15 and 16 questions out of 16.
- **GOOD:** Students who answered correctly between 12 and 14 questions out of 16.
- **FAIR:** Students who answered correctly between 9 and 11 questions out of 16.
- **POOR:** Students who answered correctly between 5 and 8 questions out of 16.
- **INSUFFICIENT:** Students who answered correctly less than 4 questions out of 16.

**Chart 9.** Grammar diagnostic test vs grammar final test findings

CATEGORIES	No. STUDENTS	
	DIAGNOSTIC TEST	FINAL TEST
EXCELLENT	0	5
GOOD	0	18
FAIR	2	2
POOR	23	1
INSUFFICIENT	1	0

Chart 9 shows the number of students and how they were classified. It compares the results given in both exams regarding the grammatical competence and tells the improvement students got at the end of the project. (Figure 4)

**Figure 4.** Grammar diagnostic test vs grammar final test findings



According to the graph it can be affirmed that the application of the project generated a positive effect in the INSUFFICIENT category because there were no students in that field at the end. Regarding to the POOR category, a decrease of students is evidenced from 88,4 % to 3.8%. Initially it was diagnosed that most of them were at this point, which represented 23 students of the total of the sample, at the end, only 1 person remained on it, which means that more than 90% of students moved to higher categories.

Likewise, the FAIR category was the one which did not show any variation. In the first exam, 7% of the students were placed in it and in the final exam the same amount of student's remains. The greatest impact can be seen in the GOOD category, 69% of the students showed that they assimilated the grammar worked in the classes. In the initial or diagnostic test, none was in this category. This translates that 18 students obtained a margin of error from 1 to 3 questions in the final exam. Finally, 5 students that represent 19,2% of the sample are located in the EXCELLENT category.

As a conclusion, it can be affirmed that the results were satisfactory in all the categories, in each one of them positive variations are observed which indicates that the theories and strategies used to teach grammar during the workshops for teachers and suggested for their classes with the students proved to be effective.

## 7. CONCLUSIONS

- The training workshops on specific pedagogical skills in the professional development plan, evidenced a positive impact as in teachers as students of the Maria Cristina Arango de Pastrana School, since teachers acquired effective strategies to developed in class making a meaningful learning and students assimilated more vocabulary giving them confidence to communicate in English.
- The theories and exercises planned in the workshops for teachers reinforced their pedagogical actions as well as they improved their lexical and grammatical competences. Despite of knowing that they did not have a huge knowledge of the foreign language, the teachers were able to manage the classes using a limited vocabulary and short phrases in English, which offered a better learning experience to students.
- The quality of teaching had a great change. Their classes after the project were characterized by the improvement in terms of overuse of translation, first language and board, as well as a more structured curriculum and activities, which demanded listening and reading skills.
- Regarding the impact on students' perceptions, the findings of this project showed that they perceived a sense of pleasure with the new strategies used by the teacher, which were innovative for them. In this way, they were more interested in class and allowed them to assimilate knowledge more easily.
- Students were positively affected by the project as it was presented in the findings. Their grammatical, speaking and lexical competences were successfully improved. The lexical was the one that has wider impact.
- One of the most evident limitations in this research was the teacher's lack of communicative competence in the foreign language. Certainly there is a need for deeper training in the second language in order to improve the quality of education and compliance with standards. The level of communicative competence, the lack of fluency, the vocabulary knowledge, the ability to understand English, the difficulty in explaining the topics and the correct pronunciation greatly hinders the development of the class and the student's learning process.

- Unquestionably, materials have become an attractive field of work but if there is a lack of didactic resources, it will not be possible to fully respond to educational needs, therefore, another aspect to consider is the use of materials in the teaching-learning process of English since it was very evident that teacher has had very limited access to these to perform certain pedagogical exercises

## RECOMMENDATIONS

- After a deep analysis of data, and taking into account the importance of a good quality of teaching of a foreign language as English at early ages, the following recommendations are hereby made to who may concern for improving it:
- This project suggests to apply it in more than one classroom. It was developed only with the teacher of fourth grade. Nevertheless it will be interesting if it can be implemented to teachers who are in charge of other grades in public primary schools. In that way, it is possible to confirm or refuse the success in younger students' teachers.
- The findings may variate according to the context. The target population were the teacher and her students of fourth grade in Maria Cristina Arango school. It is located in the capital of Huila state which indicates they are more exposed to hear and see English language than a rural area school. It is necessary to investigate in both contexts to compare them and analyse the findings.
- About 10 workshops are required for training English teachers during the time of applying the project. It is considered a good number of them because they are outstanding for those teachers to learn and practise the foreign language in terms of some grammar, vocabulary, pronunciation and of course the most important, theories which tell teachers how to teach what they get in those workshops.
- All people involve during the project must commit with the task that it demands. It is suggested to work cooperatively for the reason that teachers and the instructors of the workshops have to know how the classes are going, if they are standing in the way it was previously planned or realize what are the things that are not working properly for finding out effective solutions together.

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## APPENDICE

### Appendix A. Observation journal – field diary

#### OBSERVATION JOURNAL - FIELD DIARY

OBJECTIVE: REFLECT CRITICALLY ABOUT THE ACTION (METHODOLOGICAL STRATEGIES) OF THE TEACHER IN THE CLASS, ITS WEAKNESSES AND STRENGTHS IN THE TEACHING OF ENGLISH.

Bitácora No. \_\_\_\_\_

Código docente: \_\_\_\_\_

Fecha: \_\_\_\_\_

DESCRIPTION	INTERPRETATION	REFLECTION

**Appendix B. Survey for teachers**



El propósito de esta encuesta es conocer las acciones pedagógicas que fomentan el aprendizaje del inglés en los estudiantes de primaria de la institución educativa María Cristina Arango.

Grado (s) que orienta: \_\_\_\_\_

1. ¿Cuál es su nivel más alto de desarrollo profesional?
  - a. Técnico o tecnológico
  - b. Normalista
  - c. Pregrado
  - d. Diplomado
  - e. Especialización

2. ¿Qué nivel de inglés tiene?
  - a. Elemental
  - b. Intermedio
  - c. Avanzado

3. ¿Ha recibido capacitación para aprender el idioma inglés?  
SI \_\_\_\_\_ NO \_\_\_\_\_

Si respondió SI, explique cómo?

---

---

---

---

5. ¿Ha orientado cursos de inglés en su trayectoria profesional?  
SI \_\_\_\_\_ NO \_\_\_\_\_

6. Si su respuesta a la pregunta anterior es afirmativa, ¿Cuánto tiempo de experiencia tiene enseñando inglés?

Entre 1 y 3 años \_\_\_\_\_  
11 y 20 años \_\_\_\_\_

Entre 4 y 10 años \_\_\_\_\_  
Más de 20 años \_\_\_\_\_

Entre

7. ¿Qué metodología implementa en sus clases?

---

---

8. ¿Hace uso de materiales didácticos en sus clases de inglés?

Sí \_\_\_\_\_ No \_\_\_\_\_

9. Marque con una X todas las opciones que usted utiliza.

Libros

Revistas

Periódicos

Carteles

Documental o película

Audios del libro guía

Canciones

Video vean

Otros \_\_\_\_\_

¿cuales?

---

---

---

---

6. ¿Cuáles son las dificultades más comunes en los estudiantes durante el proceso de aprendizaje de inglés?

---

---

7. ¿Cuál es su aporte pedagógico con relación a las dificultades que presentan sus estudiantes dentro del aula de clase en la adquisición de un segundo idioma?

---

---

---

---

---

8. En el proceso de enseñanza – aprendizaje de inglés, ¿hace uso de las TIC?

DS

Si \_\_\_\_\_ No \_\_\_\_\_

9. ¿Estaría interesado en recibir capacitación para enseñar inglés?

SI \_\_\_\_\_ NO \_\_\_\_\_

10. ¿Sobre qué temas le gustaría recibir capacitación?

Diseño de materiales

Metodologías de enseñanza

Didáctica de la clase

Uso de tecnologías

**Appendix C.** Survey to measure the satisfaction of the students with respect to the pedagogical practices carried out by the teacher

INSTITUCION EDUCATIVA MARIA CRISTINA ARANGO DE PASTRANA

NOMBRE DEL PROFESOR: Idalor Reina

GRADO 402 FECHA: Julio 19, 2017

**1. INSTRUCCIONES: FUE DE SU AGRADO LAS SIGUIENTES ACTIVIDADES HECHAS EN LA CLASE?**

ASPECTOS	SI	NO
1. Fue de su agrado el material que se utilizó para el desarrollo de la clase.	X	
2. Fue de su agrado las actividades, ejercicios o juegos que la profesora les presento durante la clase	X	
3. Fue de su agrado los recursos tecnológicos que se usaron en la clase como el video beam, el televisor o el sonido.	X	
4. Fue de su agrado la canción, ronda o juegos con la que inició la clase la profesora para motivarte a participar.	X	
5. Le agrada la forma como la profesora enseña las clases.	X	

**Appendix D. Reflective interview for the teacher**

OBJETIVO : Determinar la percepción que tiene la docente acerca de la importancia acerca de la reflexión en su práctica docente.

Código del docente : \_\_\_\_\_ Fecha \_\_\_\_\_ Grado : \_\_\_\_\_

**Preguntas sobre su propia enseñanza**

¿Qué es lo que quería enseñar?

---

---

---

¿Pudo lograr sus objetivos?

---

---

---

¿Qué estrategias pedagógicas utilizó?

---

---

---

---

¿Tuvo algún problema durante la clase?

---

---

---

¿Qué partes de la clase fueron mejor?

---

---

---

¿Qué partes de la clase fueron peor?

---

---

---

¿Enseñaría la clase de forma distinta si la tuviera que dar otra vez?

---

---

---

¿Qué cambios cree que tendría que llevar a cabo en su labor docente?



---

---

---

## Appendix E. Diagnostic speaking test planned for students

**OBJECTIVE:** Determine the weaknesses of the fourth grade students of the Maria Cristina Arango Educational school regarding the speaking ability.

In order to know the speaking skills students in fourth grade have, they were asked to answer some basic questions. The test was taken one by one in private room. Ten students were the sample for it.

### Question

1. What is your name?     G.        F.        P.        No Ans.
2. How old are you?     G.        F.        P.        No Ans.
3. Where are you from?     G.        F.        P.        No Ans.
4. Do you like your school?     G.        F.        P.        No Ans.
5. Do you like sports?     G.        F.        P.        No Ans.
6. What is your favorite sport?     G.        F.        P.        No Ans.
7. What are you wearing?     G.        F.        P.        No Ans.
8. What does your father do?     G.        F.        P.        No Ans.
9. What is your favorite profession?     G.        F.        P.        No Ans.
10. What is the weather like?     G.        F.        P.        No Ans.

### **G:** Good.

The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.

### **F:** Fair

The student understands the question that is asked slowly and twice. The answer is only one word which is correct.

### **P:** Poor

The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.

### **No Ans:** No answer

The student does not understand the question.

---

## Teacher's Guide

In order to know the speaking skills students in fourth grade have, they were asked to answer some basic questions. The test was taken one by one in private room. Ten students were the sample for it.

### Question

1. What is your name? G \_\_\_ F \_\_\_ P  No Ans. \_\_\_
2. How old are you? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
3. Where are you from? G \_\_\_ F \_\_\_ P  No Ans. \_\_\_
4. Do you like your school? G \_\_\_ F  P \_\_\_ No Ans. \_\_\_
5. Do you like sports? G \_\_\_ F  P \_\_\_ No Ans. \_\_\_
6. What is your favorite sport? G \_\_\_ F \_\_\_ P  No Ans. \_\_\_
7. What are you wearing? G \_\_\_ F \_\_\_ P \_\_\_ No Ans.
8. What does your father do? G \_\_\_ F \_\_\_ P \_\_\_ No Ans.
9. What is your favorite profession? G \_\_\_ F \_\_\_ P  No Ans. \_\_\_
10. What is the weather like? G \_\_\_ F \_\_\_ P \_\_\_ No Ans.

### G: Good.

The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.

### F: Fair

The student understands the question that is asked slowly and twice. The answer is only one word which is correct.

### P: Poor

The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.

### No Ans: No answer

The student does not understand the question.

## Appendix F. Final speaking test planned for students

**OBJECTIVE:** Determine the impact of the professional development plan on the oral ability of students from the comparison with the results obtained in the diagnostic test.

### FINAL SPEAKING TEST

In the first question, some flash cards will be shown. These are faces expressing feelings.

Happy  
Scared  
Bored  
Sick  
Surprised  
Confused

- 1 Look at this faces. How are they? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
- 2 How is she or he feeling? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
3. What are your parents profession? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
4. What is your favorite profession? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
5. What is the weather like today? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
6. What clothes are you wearing? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
7. What sport do you like? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_
8. What sport do you dislike? G \_\_\_ F \_\_\_ P \_\_\_ No Ans. \_\_\_

#### **G: Good.**

The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.

#### **F: Fair**

The student understands the question that is asked slowly and twice. The answer is only one word which is correct.

#### **P: Poor**

The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.

#### **No Ans: No answer**

The student does not understand the question.

## SPEAKING TEST AFTER THE APPLICATION OF THE WHOLE PROJECT

In this test, ten students from the same grade (fourth grade) who took the diagnostic exam, are going to take a new one with six questions, where the answers will need the same vocabulary, demanded in the first test.

### FINAL SPEAKING TEST

In the first question, some flash cards will be shown. These are faces expressing feelings.

Happy  
Scared  
Bored  
Sick  
Surprised  
Confused

- 1 Look at this faces. How are they? G\_\_ F  P\_\_ No Ans. \_\_\_\_
- 2 How is she or he feeling? G  F\_\_ P\_\_ No Ans. \_\_\_\_
3. What are your parents profession? G\_\_ F  P\_\_ No Ans. \_\_\_\_
4. What is your favorite profession? G\_\_ F  P\_\_ No Ans. \_\_\_\_
5. What is the weather like today? G\_\_ F\_\_ P  No Ans. \_\_\_\_
6. What clothes are you wearing? G  F\_\_ P\_\_ No Ans. \_\_\_\_
7. What sport do you like? G  F\_\_ P\_\_ No Ans. \_\_\_\_
8. What sport do you dislike? G  F\_\_ P\_\_ No Ans. \_\_\_\_

**G:** Good.

The student understands the question and he answers it using a simple grammatical structure with clear pronunciation.

**F:** Fair

The student understands the question that is asked slowly and twice. The answer is only one word which is correct.

**P:** Poor

The student identifies words which makes him understand the question, but his answer is not correct because of his pronunciation or he gives it in Spanish.

**No Ans:** No answer

The student does not understand the question.

Appendix G. Diagnostic grammar test

PLANNED FOR STUDENTS

OBJECTIVE: Determine the weaknesses of the fourth grade students of the Maria Cristina Arango Educational school regarding the grammar ability.  
Diagnostic grammar test

ENGLISH TEST  
NAME: Laura Sofia Jimenez Althar GRADE: 402

.... am Lily.  
 I  
 He  
 She

This is Mark. .... is seven.  
 I  
 He  
 She

She ..... a doctor.  
 am  
 is  
 are

Parrots ..... birds.  
 am  
 is  
 are

They ..... from Italy.  
 am  
 is  
 are

How old are you?  
 I'm twelve.  
 He's ten.  
 I'm fine.

Where are you from?  
 I'm Jack.  
 I'm from Spain.  
 I'm six.

Where do you live?  
 He lives in Vegas.  
 I am living in London.  
 I live in London.

Responde a las preguntas del 5 al 10 de acuerdo al ejemplo.

Complete las cinco conversaciones.

Ejemplo.

0.

What is your name?



- A. I am short
- B. I am fine
- C. I am Martha

RESPUESTA : C

1.

Are you O.K.?



- A. Yes, it is.
- B. Yes, I am.
- C. Yes, please.

X

2.

Are you cold?



- A. Yes, I are.
- B. Yes, I am.
- C. Yes, they are.

✓

3.

How old are



- A. Happy.
- B. Architect.
- C. Eight .

X

4.

What day is today?

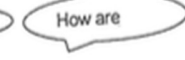


- A. April.
- B. October
- C. Monday

✓

5.

How are



- A. I am tall.
- B. I am intelligent.
- C. I am fine

✓

## Appendix H. Final grammar test

### PLANNED FOR STUDENTS

**OBJECTIVE:** Determine the impact of the professional development plan on the grammar ability of students from the comparison with the results obtained in the diagnostic test.

ENGLISH TEST  
Name: Laura Sofia Jimenez Grade: A02

.... am Lily.  
 I  
 He  
 She

This is Mark, ..... is seven.  
 I  
 He  
 She

She ..... a doctor.  
 am  
 is  
 are

Parrots ..... birds.  
 am  
 is  
 are

They ..... from Italy.  
 am  
 is  
 are

How old are you?  
 I'm twelve.  
 He's ten.  
 I'm fine.

Where are you from?  
 I'm Jack.  
 I'm from Spain.  
 I'm six.

Where do you live?  
 He lives in Vegas.  
 I am living in London.  
 I live in London.

Responde las preguntas del 5 al 10 de acuerdo al ejemplo.

Complete las cinco conversaciones

Ejemplo  
0.



- A I am short
- B I am fine
- C I am Martha

RESPUESTA : C

1. Are you O.K.?



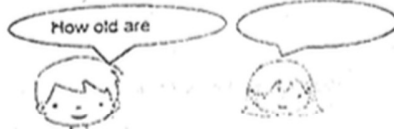
- A Yes. It is
- B Yes, I am.
- C Yes please

2.



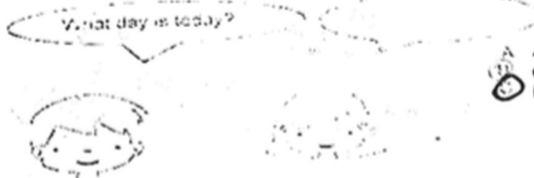
- A Yes, I are
- B Yes, I am
- C Yes, They are

3.



- A Happy
- B Architect
- C Eight

4.



- A April
- B October
- C Monday

5.



- A I am tall
- B I am intelligent
- C I am fine



Appendix I. Diagnostic vocabulary test

PLANNED FOR STUDENTS

OBJECTIVE: Determine the weaknesses of the fourth grade students of the Maria Cristina Arango Educational school regarding the vocabulary level.

The frog is ..... the cup.

on  
in

Write the numbers next to the pictures:

1. shoes 2. bookcase 3. cake 4. ruler 5. chair 6. car 7. one 8. foot  
9. table 2. dinosaur 3. baby 4. skirt 5. skateboard 6. ice cream

C. Add these words to each group

Germany	Swedish	brown	seventy	June	Friday	green
twelve	Tuesday	December	Switzerland	snow	eight	wind
February	nineteen	Italian	Norwegian	Sun	Sunday	orange
rain	Greek	April				

Countries	Nationalities	Days	Numbers	Months	The Weather	Colours
<del>rain</del>	<del>sun</del>	<del>friday</del>	<del>ninety</del>	<del>December</del>	<del>sun</del>	<del>orange</del>
<del>ppru</del>	<del>friday</del>	<del>friday</del>	<del>snow</del>	<del>sun</del>	<del>sun</del>	<del>green</del>
<del>llan</del>						<del>brown</del>

¿Dónde puedes ver estos animales?-

Ejemplo: 0

0.

A. In the jungle

B. In the hotel.

C. At a house.

RESUESTA: A

1.

A. In a hotel.

B. In a café.

C. At a house.

2.

A. in a zoo.

B. in a café.

C. at a house

How are you?

- Fine, thanks.
- I'm eight.
- I'm from England.

18

- eighteen
- eighty

100

- one thousand
- one hundred

11

- eleven
- twelve

The rabbit is ..... the tree.



- behind
- in front of

The cat is ..... the chair.




- behind
- under

Appendix J. Final vocabulary test

PLANNED FOR STUDENTS








OBJECTIVE: Determine the impact of the professional development plan on the vocabulary level of students from the comparison with the results obtained in the diagnostic test.

The frog is ..... the cup.









on  
 in

Write the numbers next to the pictures

1.shoes 2.bookcase 3.cake 4.ruler 5.chair 6.car 7.one 8.foot

1. table 2. Dinosaur 3.baby 4.skirt 5.skateboard 6.Ice-cream

C. Add these words to each group:

Germany   Swedish   brown   seventy   June   Friday   green  
Twelve   Tuesday   December   Switzerland   Snow   eight   wind


Countries	Nationalities	Rain Days	Numbers Greek	Months April	The weather	Colors
<u>Germany</u>	<u>Swedish</u>	<u>tuesday</u>	<u>seventy</u>	<u>June</u>	<u>wind</u>	<u>green</u>
<u>Switzerland</u>	<u>Greek</u>	<u>rain</u>	<u>eight</u>	<u>April</u>	<u>snow</u>	<u>brown</u>
<u>no</u>	<u>no</u>	<u>no</u>	<u>no</u>	<u>no</u>	<u>no</u>	<u>no</u>

¿Dónde puedes ver estos animals?

Ejemplo:0

0


A. in the jungle  
 B. in the hotel  
 C. At a house



RESPUESTA: A

1.

A. in the hotel  
 B. in a café  
 C. At a house



How are you?

- Fine, thanks. ✓
- I'm eight.
- I'm from England.

18

- eighteen ✓
- eighty

100

- one thousand
- one hundred ✓

The rabbit is .....the tree.



- behind ✓
- in front of

The cat is ..... The chair

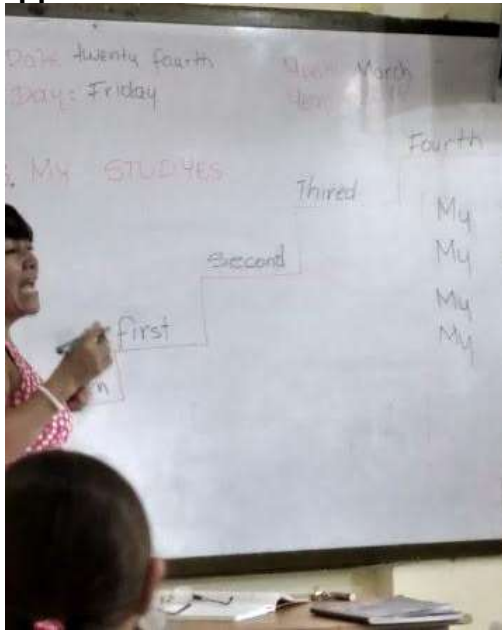


- behind
- under ✓

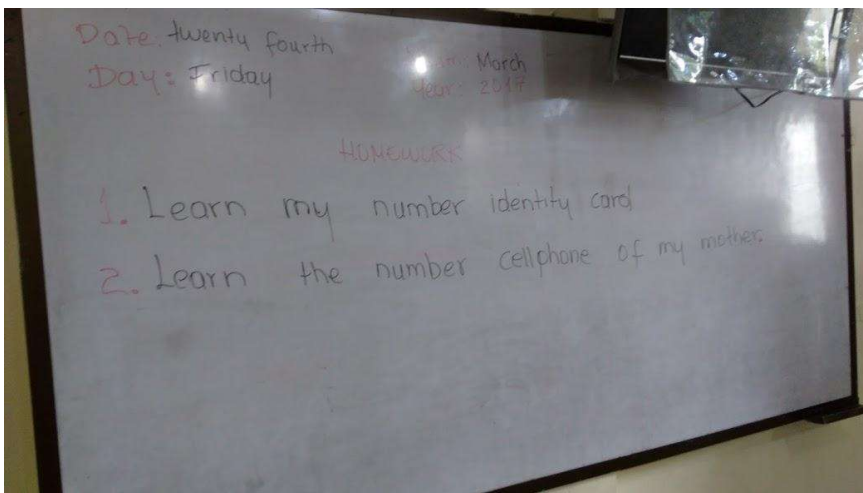
The elephant is ..... the chair.



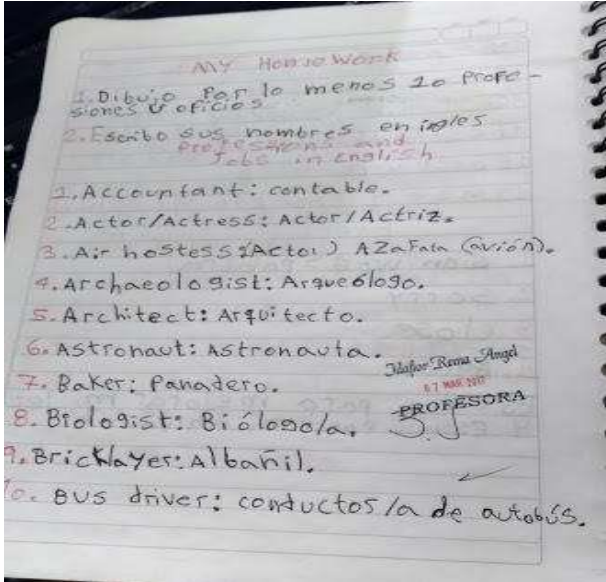
**Appendix K.** The teacher leads a class using the board as a tool



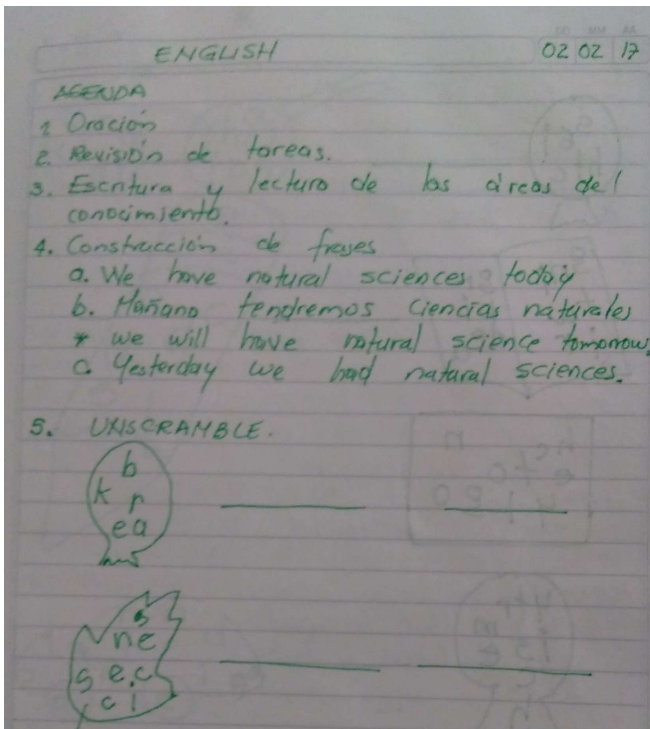
**Appendix L.** Grammatical mistakes made by the teacher at the beginning.



## Appendix M. Use of translation



## Appendix N. Unstructured lesson plan



## Appendix O. Better structured class planning

### TALLER Nº 2- TPR

#### LESSON PLAN 2 RETROALIMENTACION

DATE: ABRIL 22 DE 2017

**OBJECTIVE:** RECONOCER Y NOMBRAR EL VOCABULARIO RELACIONADO A ALGUNOS LUGARES DE LA CIUDAD Y PREPOSICIONES DE LUGAR.

Stage of lesson	Procedure Teacher and student activity	Time	Resources
<u>PRE- ACTIVITY</u>	<p>La profesora pondra en el centro de la clase una mesa y una bola o balón, todos los estudiantes deberan estar centados de manera circular. La profesora comenzara la clase jugando a decir la ubicación de la pelota con respecto de la mesa. luego preguntada a sus estudiantes en que lugar se encuentra la pelota, y pidiendo que ellos mismos la ubiquen y se pregunten entre ellos.</p> <p>where is the ball? it is _____ the desk.</p>		pelota
<u>WHILE-ACTIVITY</u>	<p>La profesora jugara con las flash cards primero los estudiantes deberan escoger los lugares que la profesora nombre y ponerlos en el tablero, después cada uno deberá decir el nombre y ponerle el nombre debajo. luego la profesora pondra las flash cards en lugares especificos del salon y les pedira a sus estudiantes correr hacia un lugar especifico.</p>		Flashcards

## Appendix P. Record of attendance to workshops

NAME	RECORD OF ATTENDANCE AT ENGLISH WORKSHOPS															TEACHERS' SIGNATURES			
	WORKSHOP 1. COMMUNICATIVE LANGUAGE			WORKSHOP 2. TPR			WORKSHOP 3. THEME BASED INSTRUCTION			WORKSHOP 4. COOPERATIVE LEARNING			WORKSHOP 5. MULTIPLE INTELLIGENCES				WORKSHOP 6. CLIL		
	03/29/17	03/30/17	04/05/17	04/06/17	04/12/17	04/13/2017	04/19/17	04/20/17	04/24/17	04/27/17	05/03/17	05/04/17	07/12/17	07/13/17	07/28/17		07/29/17	07/26/17	08/02/17
IDAFLOREINA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	M. R. Sosa
MARIA RUBISA LOSADA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
AMANDA MOSQUERA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Amanda Mosquera
DEYANIRA MARIA CEDEÑO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Deyanira Cedeño
CARMENSA BAUTISTA OTALORA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Carmensa Bautista
MARIA ADELFA GOMEZ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Maria Adelfa Gomez
MARTHA GOMEZ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Martha Gomez
LUZ ELVIA MARTINEZ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Luz Elvia Martinez
NAN JOHANA CALLEJAS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Nan Callejas
EMERALD A ORTIZ	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Emerald A Ortiz
LINA MARCELA PACILLA	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Lina Marcela Pacilla
FABIAN URBANO	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Fabian Urbano
Maria Antonia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Maria Antonia

## Appendix Q

### PEDAGOGICAL PRACTICE CHARACTERIZATION

The characterization of the pedagogical practice is analyzed and thought under a series of trends and methods that support the teaching task process. The reach of the characterization and the research was intended to identify the fourth-grade teacher's teaching styles to have a clear view of the pedagogical model to take action on it and measure the effect of this project. In the analysis made to the whole process of teaching labor has been found some method, procedures and strategies which are framed into the affective filter hypothesis, traditional education, the meaningful learning, and the grammar translation method, besides a cross curricular approach.

#### Traditional education and grammar translation method.

In this classical model the teaching learning process is seen as an execution of knowledge where the teacher has such knowledge and he deposits it on the student. In that case if the student does not assimilate such knowledge the guilty one would be himself for not having learnt his lessons and the content given by the teacher.

At the same time that is a reason for student to be seen as a blank sheet of paper which has to be filled by an instructor. Within the classical method it is set the



grammar translation method, where the main focus is on grammatical rules, texts translation and the memorization of vocabulary. Prator and Celce-Murcia cited by Douglas brown,<sup>47</sup> listed the major characteristics of grammar translation method:

1. The classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- 8) Little or no attention is given to pronunciation.

So that the translation method represents a sort of difficulty when the aim is to be focused on the communicative ability in a language. According to Brown this method requires few specialized skills on the part of teachers, the ease wherewith the grammatical test is scored and constructed,<sup>48</sup> is the reason why this method is widespread around the world and adopted for many teachers when they teach a second language.

In Krashen's viewpoint there are some variables that play a fundamental role on acquisition as motivation, self-confidence and anxiety. When the motivation and self-confidence are high there are more possibilities that the acquisition and learning process occur. Additionally, it is also imperative to lower the affective filter which is related to the anxiety in a learner. So, a teacher must be focused on lowering the affective filter to allow the acquisition process to occur, and it there would be more possibilities to acquire a second language. That's the process for which the acquisition has to go through before learning happens. According to Krashen there are two ways to develop competence in a language, of them is the language acquisition and the other is learning. Acquisition is defined as: "a subconscious process; language acquirers are not usually aware of the fact that they are acquiring

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<sup>47</sup> Brown, H. Douglas. *Teaching by principles an interactive approach to language pedagogy*. New York: White Plains, 2001. 19 p.

<sup>48</sup> Brown, H. Douglas. *Teaching by principles an interactive approach to language pedagogy*. New York: White Plains, 2001. 19 p.

language, but are only aware of the fact that they are using the language for communication.”<sup>49</sup>

Language acquisition is a subconscious process, for that reason young learners can develop a proficiency level by being exposed to a series of beneficial variables in order to acquisition occurs. On the other side leaning process is more conscious, being aware of the rules and use them. For that reason is really necessary to set the pedagogical doing under the motivational and the correlational process of learning and acquisition focused to comprehend the whole process of these characterization process.

Lynne Cameron claims that children have a natural need to try to find the purpose of an activity presented by the teacher, they tend to discover the utility of it. Teachers can make use of that active instincts of children to create activities that are really purposeful for them. When there is not a clear purpose for a specific activity or there is no a clear view of what students are meant to do, children will pretend to understand even if they do not. There is where teacher has to focus their attention. “They may pick out and repeat key words from the teacher’s language, giving an illusion of understanding or they may persevere with a writing or matching task without really understanding what they are doing”.<sup>50</sup>

So here we evidence the importance of having clear goals and objectives for activities in a classroom, it goes further the evaluation purpose and it must be focused on the way learning is working on children. Teacher must think of activities that can satisfy the natural need of finding meaning and purpose to the things they do every day, in other words repetition is not learning.

In the characterization process the purpose and the meaning of the activities were taken into account as a pattern to analyze and understand how teacher chooses and plans the activities In order to raise the students’ English level. To do it so, it is really needed to understand the nature of teaching young learners, and the environment created by the activities planned for a class based on the students’ needs to motivate and create a space to develop a second language.

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<sup>49</sup> Krashen, Stephen D. *Principles and Practice in Second Language Acquisition*. New York: Hertfordshire, 1982. 10 p.

<sup>50</sup> Cameron, Lynne. *Teaching Languages to young learners*. Cambridge: Cambridge University Press , 2001. 21 p.

## Appendix R

### WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN # 1

**Potential Areas to Develop/ Enhance/Explore :** \_\_\_\_\_ Teaching/English \_\_\_\_\_

**Method/ Strategy/Technique to Achieve Goal:** Communicative language teaching

**Skills to Develop:** Listening, speaking.

**Language Functions:** Formal and Informal greetings. Ask and give personal information about me and others.

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Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<b>Stage 1 (Introduction)</b>				
<p><b>Goal:</b> Learn how to get students to interact each other in English</p> <p><b>Sub-Goals:</b> Learn how to make use of some strategies from Communicative activities to</p>	<p><b>Strategy 1.1 : CLT CLASS AND WARMING UP ACTIVITIES TO COMMUNICATE</b> First, the teachers are going to be introduced the first Phase of the workshop through an explanation of the theories we consider more relevant for teaching formal and informal greetings. The explanation of Communicative Language Teaching and its principles and characteristics are going to be presented with an illustrative and simple presentation, trying to give them clear examples previously thought to this issue. Then the teachers are going to be exposed to a class in which they will be able to experience a short class with CLT foundations.</p> <p>CLASS</p>	<p>To understand how to use the CLT method based on a Communicative Approach to motivate and create the space to interaction among students in English.</p>	<p>Photocopies Whiteboard Video beam, Videos related to the topic Worksheets.</p>	<p>The teachers are going to be evaluated through the first planning of the class, and they are going to be observed by the researchers to later reflect on the doing process and</p>

<p>interact with others trying to create real world-simulated activities. Understand the Communicative language teaching focused on Humanistic approach to learn how to say hello and to ask simple question through student's interaction.</p>	<p>When the instructor says an informal greeting they have to stand up to say yes and sit down to say no. (Hello, hi, what's up? How is it going? Bye, good morning, how do you do?).</p> <p>After a couple of minutes, they are going to be explained that the topic is greetings for that reason the activity was related to that and of course to, measure the background knowledge about that topic.</p> <p>Then the instructor is going to teach the levels of an English class in which there must be: (pre-, while-, and post activity). After that, a three short conversations are going to be played and the participants must recognize the greeting they can listen.</p> <p>Then, the participants are going to be given some cards in which there are some roles to perform, they must create groups of three or four to interact with each other focusing on the expressions that were previously taught. If one of the participants is a doctor and the other is his son, they should select the best way to say hello, ask for information and say good bye.</p> <p>Finally, the instructors are going to ask them to complete simple and short exercises with a blank with the missing greeting or question, they must complete the blank with the correct information taking as a basis the vocabulary on the whiteboard (expressions). Then the teacher is going to correct the exercises along with students socializing the answers.</p> <p>In addition to this, the teachers are going to be given photocopies with useful activities for a warming up and Clt activities. Taking into account the class they have just experienced just, the PRE, WHILE AND POST activities of the class are going to be analyzed and the teachers should give alternatives to the situation they face previously.</p> <p>Then, specific questions are going to be made by the trainer to ensure that the concept is clear. E.g. What is the main purpose of a Communicative class? What kind of material could help you to overcome the lack of knowledge or the problems with pronunciation? Etc.</p>	<p>Structures. To learn how to create a class with communicative purposes taking into account the stages of it.</p>		<p>give feedback. a</p>
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	<p>Then some topics are going to be given to them and they are going to be asked to think of a class which responds to the needs and can ensure the assimilation of the topic. (Personal information, making a letter of invitation or congratulation, asking for and giving phone number, expressing feelings.</p> <p>The class must have some characteristics:</p> <p>PRE-ACTIVITY -a warming up activity</p> <p>WHILE-ACTIVITY -an activity thought to present the topic and rehearse it having in mind the CLT Theory to think of communicative activities with the topic assigned.</p> <p>POST-ACTIVITY -an ending activity or workshop to reinforced the communication activity and the expressions learnt.</p>			
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## WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN #2

**Potential Areas to Develop/ Enhance/Explore :** Teaching/English

**Method/ Strategy/Technique to Achieve Goal:** TPR

**Skills to Develop:** Listening, speaking, reading, writing.

**Language Functions:** Expressing feelings: likes and dislikes. Talking about celebrations in my city, country.  
Use of numbers in a concrete situation as: at the bank, or telephone number.

Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>● Learn in a briefly way the strategies and techniques chosen to enhance the teaching performance.</li> </ul> <p><b>Sub-Goals:</b></p> <ul style="list-style-type: none"> <li>● Learn and understand how to used strategies from TPR.</li> <li>● Use TPR for teaching dates, month etc and numbers)</li> </ul>	<p><b>Strategy 2. TOTAL PHYSICAL RESPONSE CLASS Class</b></p> <p><b>Warming-up (pre-activity): what is it?</b> The instructor is going to show just half of a flashcard that contains different faces expressing different feelings, happy, sad, angry, bored etc. the other half is going to be covered, the teachers must act it out once they have guessed the expression that the instructor is showing to the others till the instructor can realize that everyone has got it . At the end the instructor is going to supply them with the vocabulary, in the flashcards which are going to be glued on the board with adhesive tape to reinforce and clarify the meaning.</p> <p>The instructor is going to proceed to explain the way in which Total Physical Response works and its flaws, to what extent it could work. Then teachers are going to be exposed to a class with TPR, prepared to get them involved in the activity. Before starting they will watch a video based on the TPR class.</p>	<ul style="list-style-type: none"> <li>● To Understand the way in which TPR works</li> <li>● To apply TPR activities depending on the topic, and taking into account that the student will produce speech whenever they feel like.</li> </ul>	<p>Pieces of paper</p> <p>Whiteboard</p> <p>Video beam</p> <p>Videos</p> <p>Videos related to the topic</p> <p>Worksheets.</p>	<p>They are going to be evaluated by the planning and the application of the plan. After that they will receive a feedback</p>

<ul style="list-style-type: none"> <li>Plan a class with TPR activities.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=1Mk6RRf4kKs">https://www.youtube.com/watch?v=1Mk6RRf4kKs</a></p> <p>Here, the vocabulary is going to be reinforced by expressions that include body parts. Facial expressions are going to be related to feelings, and they will use some adjectives to describe celebrations in the city and how those celebrations make them feel.</p> <p>First of all, participants are going to be given a small piece of paper in which there'll be a feeling; they do not need to talk, but they have to act walking around the classroom making facial expressions that correspond to the one given on the paper. Meanwhile, the instructor is going to give some commands like hug your partner, point to board, touch your nose, go to door. When they listen to a command, e.g. "<i>Hug the sad teacher</i>", they should go and find that teacher, and hug him/her.</p> <p>This will continue until everyone has done the exercise at least once. Then some pictures are going to be shown, when the teachers are ready to talk, they are going to describe the feelings of the person in the picture.</p> <p>After that, a set of photocopies with a second list of vocabulary of adjectives are going to be given to two groups. The first group of words describe places and the second group of words corresponds to numbers, months of the year, seasons. With those words in mind, they should create an activity which make students have physical activity and have fun at the same time.</p> <p><a href="https://www.youtube.com/watch?v=iz6lpatc_2k">https://www.youtube.com/watch?v=iz6lpatc_2k</a></p> <p>Finally, they will be asked questions about the TPR theory to clarify doubts, and, they will watch some videos in which the TPR strategy is shown to understand it better.</p>			
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### WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN #3

**Potential Areas to Develop/ Enhance/Explore:** Teaching/English

**Method/ Strategy/Technique to Achieve Goal:** Task-based learning/ Project work/ ICT for education/ Content and Language Integrated Learning (CLIL)

**Skills to Develop:** Listening, speaking, reading, writing.

**Language Functions:** Expressing emotions in specific situations. Describing people's physical features.

Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<p><b>Goal:</b> Find in TBI approach an opportunity to teach language through a theme that can improve motivation, vocabulary and knowledge about an specific theme and themes related to it.</p> <p><b>Sub-Goals:</b> Learn and understand how to use TBI for a meaningful</p>	<p><b>Strategy 3. THEME-BASED CLASS Class</b> <b>Warming-up</b> The instructor will show pictures of different people around the world, then teachers must describe only the emotions that the looks produce on them, after that with the vocabulary given on the handouts: they will answer. Why is the appearance so important? Every new word or a sentences they say will be written on the board, even if it is in Spanish, it would be translated into English for our purpose of expressing feelings, thus the introduction to the new topic is applied.</p> <p>Teachers are going to be introduced to TBI by an explanation of the principles in which it is based and an example of a lesson plan, focused on Cultural Diversity.</p> <p>Teachers are going to analyze the lesson plan along with the instructor, to identify every aspect that must be taken into account. Some videos are</p>	<p>To Understand the way in which TPR works To apply TPR activities depending on the topic, and taking into account that the student will produce speech whenever they feel like.</p>	<p>They are going to be evaluated by the planning and the application of the plan. After that they will receive a feedback</p>	



<p>learning. Improve the student's motivation through themes that are relevant for them.</p>	<p>going to be shown to comprehend the main ideas and principles.</p> <p>The teachers must create a concept map in which they must write on the center of it the main topic, then the teacher must think about the following steps before they plan the class:</p> <p>Step 1: choose the topic then think of an age and language appropriate activity to introduce the chosen topic (language activities).</p> <ul style="list-style-type: none"> <li>-think of an activity which has as focus the oral interaction.</li> <li>-think of an out of class activity in which they can deal with experiential task out of the class based on the main topic and subtopics that can contribute to the main purpose.</li> <li>-think of a task which is focus on indirect use of English structures.</li> <li>-they must think of a writing activity.</li> <li>-think of a TPR activity with specific instructions.</li> <li>-then choose an appropriate reading.</li> <li>-then a listening activity about the main topic of course.</li> <li>-teachers must think of an activity that makes them to be focused on solving problem.</li> <li>-think of a game.</li> </ul> <p>Step 2: Select and create an appropriate list of vocabulary related to the topic.</p> <p>Step 3: decide the sequence of the activities</p>			
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	<p>to promote vocabulary and concepts achievement.</p> <p>Step 4: implement the class and look through the whole planning to correct mistakes to make use of it in the future.</p> <p>The main idea with this theme "Cultural diversity" is that the teacher can link the vocabulary used in the previous session as countries, and at the same time, they can explore geographical issues to locate people from different cultures, their physical appearance, and the feelings.</p>			
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## WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN #4

**Potential Areas to Develop/ Enhance/Explore:** Teaching/English\_\_\_\_\_

**Method/ Strategy/Technique to Achieve Goal:** Strategies and activities focused on Cooperative work

**Skills to Develop:** Listening, speaking, reading, writing.

**Language Functions:** Describing spatial location

Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Achieve that students can learn vocabulary and at the same time speak, listen and write about a specific topic through cooperative learning.</li> </ul> <p><b>Sub-Goals:</b> Learn how to engage</p>	<p><b>Strategy 4. COOPERATIVE LEARNING</b></p> <p><b>Warming-up. (PREPOSITIONS OF PLACE)</b></p> <p>The instructor is going to hide eight flashcards with prepositions of place written on it (in, on, under, next to, in front of, above, opposite, behind.), the participants are told the number of flashcards that are hidden. Then the instructor will ask them to find the flashcards and write down the location of them on the piece of paper given by him. The one that have found the eight prepositions wins. The activity lasts 60 seconds.</p> <p>the instructor will make emphasis on the eight prepositions of place used in the previous activity, after clarify the vocabulary the participants will be asked to create small groups depending on the class size, the instructor will explain that they will work on social skills and is going to explain that it is to encourage others while the group is works on learning vocabulary words, then he will ask what can we say to encourage the others, which expressions? Like: great job, excellent, well done, or to clap, to smile at them.,etc.</p>	<p>To make use of cooperative strategies to get students involved in the social skills in the classroom.</p> <p>To create classes for children based on the cooperation to teach students how to learn cooperatively.</p>	<p>Pieces of paper</p> <p>Whiteboard</p> <p>Flashcards</p> <p>Worksheets.(photocopies)</p> <p>Candies (any reward for participants).</p>	<p>They are going to be evaluated by the planning and the application of the plan. After that they will receive a feedback.</p> <p>The participants will be asked about their experience of the activity they performed, and the</p>

<p>students in the positive independence which is not competitively, and individually but rather cooperatively in terms of the group.</p> <p>Develop social skills such as appreciate another's contribution, to ask others to contribute.</p>	<p>Then they will be ask about the actions they can make to encourage the other like: a pat on the back, a smile, a handshake..etc.</p> <p>Then they will be given a photocopy in which there are some instructions of a character that needs to do many things and have to go many places before he/she gets home.</p> <p>the groups are going to be told that every member can have a role in the group work as:</p> <ul style="list-style-type: none"> <li>-taskmaster: someone in charge of maintaining the group focused on the task.</li> <li>-recorder: in charge of writing down the group's answers.</li> <li>-timekeeper: the one that is in charge of informing about the time left to accomplish the activity.</li> <li>-Checker: the one in charge of check that everything is done and it is okay.</li> <li>-Reporter: in charge of reporting the final work to the class.</li> <li>-team worker: in charge of maintaining the harmony in the group, gives the space to every member to tell their own ideas.</li> </ul> <p>Every group is going to have different information about the journey of the character on the text, the information for every group is uncompleted and it is different from every group. The participants will have 10 minutes to read and look for vocabulary unknown or maybe they can ask the instructor the meaning of unknown words. during the ten minutes they should have read their information and discuss, after that two or three participants from the first group will be asked to move to the second group, two or three participants from the second group will be asked the same towards the third groups and so on.</p> <p>They will have 10 minutes more to talk about the previous group information and to clarify the vocabulary the others do not know. After ten minutes they will change again to the following group. And they must do the same, they must clarify vocabulary from the other groups and tell the group the information they have about the story to complete it.</p>			<p>possible difficulties they could find on their classroom to cooperatively come up with ideas to overcome them.</p>
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	<p>When the two participants from the first group have arrived at his initial group they will tell the story from the beginning to the end. And they will help each other to understand the meaning of the vocabulary. Then minutes later a worksheet will be given to everyone and they must match the vocabulary with the right definition. They must do it by their own.</p> <p>Then the participants will be asked to answer two questions about the group work of their own group. the questions have been written on the board while they were doing the matching exercise</p> <p>Our group was successful on encouraging others by: _____, _____, and _____.</p> <p>The social skill we will continue developing in classes will be: _____.</p> <p>Finally they must correct the story by confronting their information of other groups, every reporter of the group will report the final story to their classmates.</p> <p>The instructor will give those candies or something to congratulate their work.</p>			
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## WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN #5

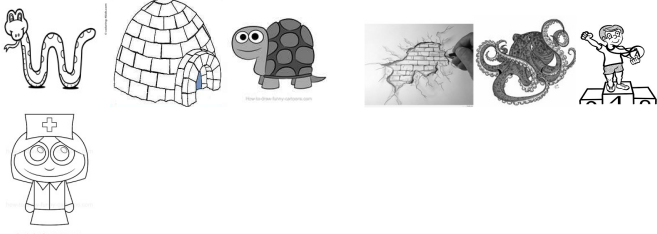
**Potential Areas to Develop/ Enhance/Explore:** Teaching/English

**Method/ Strategy/Technique to Achieve Goal:** Learning through activities based on multiple intelligences awareness.

**Skills to Develop:** Listening, speaking, reading, writing.

**Language Functions:** Giving Instruction

Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<p><b>Goal:</b></p> <p>Raise awareness of student's multiple intelligences to benefit the learning process.</p> <p><b>Sub-Goals:</b></p> <p>learn how to identify the most prominent intelligence on students.</p> <p>Develop a topic from different activities to enhance their multiple intelligences to assure learning.</p>	<p><b>Strategy 5. Multiple Intelligences</b></p> <p><b>Warming-up. (Listen carefully)</b></p> <p>The instructor is going to stick some flashcards with commands and instructions on the board, they are going to be explain quickly and then the instructor is going to tell a command but he is going to do another action, the idea is that the participant must listen carefully what he says but not what he does. This activity should take 60 second.</p> <p>The instructor will start by doing different short activities based on the same topic but the activities would change to be focused on a specific intelligence.</p> <p>1- the instructor will put some poster around the classroom in which there are some commands encoded by drawings of commands that in English their names start with the letter corresponding to the letter they need to discover the command hidden there.: sit down=</p>	<p>To be able to identify the different abilities and intelligences students have to facilitate learning of a second language as English.</p> <p>To plan and implement lessons successfully with activities that respond to the different needs the student in a classroom have..</p>	<p>Flashcards</p> <p>Photocopies</p>	<p>They are going to be evaluated by the planning and the application of the plan. After that they will receive a feedback.</p> <p>The participants will be asked about their experience of the activity they performed, and the possible difficulties they could find on their classroom to cooperatively come up with</p>

	 <p>Snake - Igloo - Turtle Drawing - Octopus - Winner- Nurse</p> <p>The first letter of the name of the drawings in English help to decode the command encrypted. = SIT DOWN.</p> <p>There will be some command encoded like the previous one, if the participant does not know the meaning in English can use a dictionary or ask the instructor the answer, after decoding the picture they must write the command they found down on a piece of paper, at the end one of the two of each group will socialize the answer. it must take 10 minutes. ( verbal/linguistic , Interpersonal intelligence)</p> <p>2- The instructor will ask them to close their eyes and he will start telling a short story using commands in it, the participants must imagine the situation while everything is happening, music according to the rhythm of the story will be played, that story ends with a picture taken after the event the instructor described. (Spatial/visual, musical intelligence)</p> <p>3-then by groups of three they will be given the picture taken at the end of the story, with the description of it, but it is not complete, there are some missing vocabulary commands they must find out by working as group, cooperatively to complete it. (interpersonal and linguistic intelligence)</p> <p>4-students will work in the same group to act out the situation related to what happened there in the picture. (Body/kinesthetic intelligence)</p> <p>5-the picture is going to be analyzed by the participants and they must tell the differences they find from the story told from</p>			<p>ideas to overcome them.</p>
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	<p>instructor, the performance of the classmates and the real picture. (Logical/mathematical intelligence).</p> <p>6-the participants are going to be asked if they have learnt something about the English language related to the topic and they must identify the commands that have been used through the activities.</p> <p>After that participants will be given examples and short descriptions of every intelligence to recognize them and to make up different activities to development.</p>			
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### WORKSHEET FOR PROFESSIONAL DEVELOPMENT PLAN #6

**Potential Areas to Develop/ Enhance/Explore:** Teaching/English

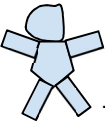
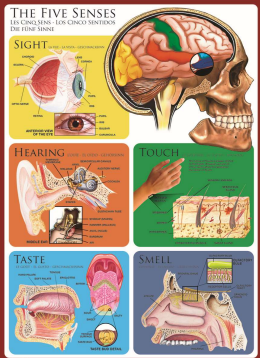
**Method/ Strategy/Technique to Achieve Goal:** CLIL (Content and Language Integrated Learning)

**Skills to Develop:** Listening, speaking, reading, writing.

**Language Functions:** Describing basic parts of the body and function.

Goals:	Activities and Strategies	Expected results	Resources	Evaluation
<p><b>Goal:</b></p> <p>Learn how to use Subject topics to develop English and the four skills.</p> <p><b>Sub-Goals:</b></p>	<p><b>Strategy 5. Content and Language Integrated learning.</b></p> <p><b>Warming-up. (Vague Picture)</b></p> <p>the Instructor is going to draw a small part of the body as  then he is going to ask the participants to tell what do they think it is?, after listening some comments, he is going to continue drawing another part of the body and he would ask if it is easy to</p>	<p>To be able to plan and organize different activities based on the subject-content more than a linguistic one.</p> <p>To become aware</p>	<p>whiteboard</p>	<p>They are going to be evaluated by the planning and the application of the plan. After that they will receive a feedback.</p>



<p>make use of specific content to develop learning through interesting topics without a linguistic focus.</p> <p>learn to organize and plan an English class based on CLIL to ensure the learning of English through transversal activities to consolidate new information.</p>	<p>guess what it is now?, finally the instructor must finish the drawing and they will see what it was.  . (60 seconds)</p> <p>CLASS.</p> <p>The instructor is going to display some slides in which he explains the main characteristics and functions of the basic parts of the body as: head, eyes, mouth nose, hands, stomach, legs, arms, ears and feet. The slides will have big pictures and short expressions, each part of the body will be presented in a drawing of the whole body, then the focus will be on every part of the body starting by head with a bit deeper information about it combining the other parts of the body as eyes, nose, ears and nose which are located in a same place as head for instance: inside the head is the brain. It allows us to think. The eyes are also connected to the brain, and allow us to process visual information, at the same time the ears... (Everything must be supported with pictures that</p>  <p>explain it showing the connection.</p> <p>Then a short text with information of the topics chosen will be given, having simple expressions used previously for the instructor,. The new vocabulary related to the main topic will be in bold or italics, to be focused at the end of the reading by asking and answering questions about the reading. (The participants must make use of the vocabulary and expressions seen).</p>	<p>of the subject-content as a motivating option to make the learning process funny and fruitful to accomplish the learning of a second language.</p>		<p>The participants will be asked about their experience of the activity they performed, and the possible difficulties they could find on their classroom to cooperatively come up with ideas to overcome them.</p>
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